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FACTORS INFLUENCING ALUMNI GIVING
OF FIRST-GENERATION HISPANIC WOMEN

By

R. Scott Biedermann

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2020

FACTORS INFLUENCING ALUMNI GIVING
OF FIRST-GENERATION HISPANIC WOMEN

By

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OF FIRST-GENERATION HISPANIC WOMEN

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R. Scott Biedermann

DEDICATION

This thesis is dedicated to my family, specifically my wife who provided me the love, support and motivation to complete this six-year journey. During this time, my wife has been battling breast cancer, which has been a transformative experience for our family. It's her resiliency, positive energy, fighting spirit and never giving up attitude that has inspired me to finish this dissertation. She is truly my inspiration and the love of my life.

FACTORS INFLUENCING ALUMNI GIVING
OF FIRST-GENERATION HISPANIC WOMEN

Abstract

By R. Scott Biedermann

University of the Pacific
2020

Alumni giving has become a vital revenue source for colleges and universities in the United States. For private universities, alumni support is integral to the institution's growth and sustainability. As a result, there is a growing body of research on the factors that influence alumni giving in order for fundraising professionals to identify potential donors. This study aimed to enhance this body of research by examining first-generation, low-income, alumni giving from Hispanic women from a California Private University's (CPU) Neighborhood Engagement Program (NEP). NEP is a need-based scholarship program for underserved students from CPU's host city. The purpose of the study was to explore how NEP alumni become financially motivated to support a CPU as well as analyze how the social exchange theory can explain their giving behavior. The study employed a case study methodology, using NEP alumni giving and interviews to gather data. Out of the 1,177 alumni, 408 (34.6%) had made a gift to the university in their lifetime. In addition, the Hispanic alumni from this group gave at a more significant rate than other ethnic groups.

Alumni who had made at least five gifts within the last five years from the university's host city were invited to participate. This resulted in four Hispanic women agreeing to the interview. The study found that NEP alumni were motivated to give based on their positive undergraduate experience and their continued engagement with the university as alumni. The

participants supported areas at the university that provided them with a sense of family and home while they were undergraduate students. These participants felt isolated at the university as they were from a minority group and as a result, they gravitated to programs and activities that connected them with peers from their same ethnic group. The NEP alumni were grateful for the scholarship support they received and now primarily give to scholarships to support Hispanic students. In exchange for giving, NEP alumni receive feelings that enhance their self-esteem and image as well as recognition. The findings support prior research on alumni giving and adds to this growing body of research.

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CHAPTER 1: INTRODUCTION

Colleges and universities in the United States are reliant on philanthropy from alumni to support capital projects, academic programs, scholarships, general operating costs and more. Philanthropy from alumni is considered one of the most important revenue sources for institutions of higher education (Monks, 2003). The Council for Advancement and Support of Higher Education (CASE) defines philanthropy as "a voluntary exchange in which values and aspirations of donors are matched with the values and aspirations of those they benefit" ("Principles of practice," 2014, p. 1). In the *Voluntary Support of Education: Trends in Alumni Giving* study conducted by CASE (2019) found that alumni philanthropy has increased by 26% in 2018, surpassing $12.15 billion in contributions. Federal and state funding for higher education has decreased in recent years, which has resulted in tuition increases and a growing reliance on private support (Oliff, Palacios, Johnson, & Leachman, 2013; Meer & Rosen, 2010). Universities are exploring ways to diversify their revenue sources with a growing reliance on funding from private sources, specifically alumni (Drezner, 2013).

Alumni giving is an integral revenue source for colleges and university budgets as well as an indicator of commitment to their alma mater. Over the years, alumni giving has become more concentrated with a smaller percentage of alumni giving the majority of funds raised on an annual basis (Lindsay, 2017). According to Lindsay (2017), the majority of alumni giving, nearly 80 percent came from one percent of the alumni base. An underlying factor of this giving disparity is new wealth that has been created over the past decades. In 1982, there were only 13 billionaires on the Forbes 400 list and now there are more billionaires than can fit on the list (Scutari, 2017). Growing wealth disparity has led to significant gifts to universities from a small percentage of alumni. Even though giving is from a smaller number of alumni, it is still

important for universities to develop robust alumni pipelines in order to increase donor bases. For most university development operations to be successful, they need to develop a strong annual giving program, cultivate major gifts (e.g. gifts of $25,000 or higher), and create legacy and estate planned giving programs (Thompson & Katz, 2010). With alumni giving becoming more concentrated, it is becoming imperative for fundraising professionals to learn the factors that influence alumni giving in order to increase revenue from a larger percentage of alumni.

Philanthropy has become an integral part of higher education, colleges and universities have developed professional departments with the sole purpose of cultivating philanthropy from alumni. At a California Private University (CPU) fundraising is vitally important to the overall success of the institution. The development and alumni relations office at CPU is actively exploring ways to re-engage specific subgroups of alumni to increase giving. One subgroup includes the Neighborhood Engagement Program (NEP), a needs-based scholarship program for first-generation, low-income, minority college students from the region. This chapter provides background on the scholarly research conducted on alumni giving, the problem to be addressed in the study, the theoretical framework employed, purpose of the study, research questions, description of the study and the significance.

Background

Alumni giving research has primarily relied on alumni surveys to gather data. Cabrera, Weerts, and Zulick (2005) analyzed the utility of alumni surveys to inform university professionals on what motivates giving. Universities have been using these type of surveys since the 1930s. The surveys are trying to uncover the willingness of alumni to give as well as their financial capacity. Survey results primarily benefit the internal university audience, which were used to identify key donor prospects. Most of the research on philanthropy is intended to

enhance the ability of development and alumni relations professionals to engage with alumni in meaningful ways.

Numerous research studies have been conducted to identify giving commonalities and trends. Educational donors tend to have higher income levels, advanced degrees, and a family, own their home, and are more generous than non-educational donors (James, 2007). The more education a donor holds (e.g., graduate degrees) the more likelihood of philanthropy. In addition, Bennett (2003) conducted a study of philanthropy using factor analysis to interpret the data collected and found statistical significance on the following factors that influence giving: age, income level, educational background and empathetic and materialistic inclination. These are similar factors that influence alumni giving in higher education.

Research has been conducted on alumni giving in higher education for decades with the primary purpose to understand the motivation for philanthropy in order to increase fundraising results. Clotfelter (2003) analyzed two alumni survey cohorts (average age 62 and 37 years old) from 34 private colleges and universities to identify factors that motivate giving. The results found that "satisfaction with one's undergraduate experience is a mark of approval that would be expected to induce feeling of gratitude or a desire to enhance the institution's chances of future good influences" (p. 114). Alumni satisfaction with their academic and social experience was found to be the strongest factor to influence giving. Other factors include: income levels, attending liberal arts colleges, and receiving need-based aid. Multiple studies are explored in Chapter 2 that further discuss factors that influence alumni giving, including demographic variables, student satisfaction, intrinsic factors, level of engagement, institutional characteristics and financial aid.

This research project explores the factors that influence alumni from the NEP to financially support the university. Alumni from NEP joined the university as first-generation, low-income and minority students from the local region. The program began in the 1960s as an effort to support underserved students from the region and to diversify the campus. The university started the program due to mounting pressure from the community and students to ensure access and equity for local students. The program is a "comprehensive need-based scholarship program for first-generation students from the community who have demonstrated the potential for sustainable leadership, community awareness and involvement" (NEP, n. D). The program admits an average of 40 students per year (20 freshman and 20 transfer). Students are required to complete an application, interview with a panel of alumni and faculty and deliver a speech on how to solve problems facing the community. The primary ethnic demographic background of NEP students is Hispanic and African American. In particular, Hispanic enrollment at colleges and universities is increasing nationwide. In the United States, 35% of Hispanic youth between the ages of 18-24 are enrolled in college, which represents a 22% increase from 1993 (Krogstad, 2016).

In addition to the significant scholarship support (approximately $29,500 per year), the program has a cohort model where students take some of the same courses each academic year together, engage in leadership activities and participate in structured community service projects. For example, all freshman students are enrolled in the same freshman seminar and a requirement of the course is to create a documentary on an issue facing the community. Projects of this nature keep the students connected with the community and develops a close network among the students.

NEP is one of the longest running programs at the university, nearly 50 years and has more than 1,500 alumni. The program has evolved over the years and as a result, NEP alumni may have had different experiences in the program. For example, over the years the program budget has fluctuated, which means more students were served from year to year or there were more staff to meet the needs of the students. With that said, the program is arguably one of the university's most successful with an 87 percent six-year graduation rate which is significantly higher than the overall average university rate of 67 percent. Since NEP alumni have received significant scholarship support, this study examines alumni giving among participants in this scholarship program, particularly the reasons to give or not to give donations as alumni.

The scholarly research conducted on alumni giving has primarily focused on general alumni giving rather than on specific subgroups, such as first-generation, low-income, minority students, which are the characteristics of NEP alumni. The research has also been inconclusive on whether alumni that receive significant need-based scholarships are more likely to give back to their alma mater. In addition, there has been little research conducted on minority alumni giving, specifically Hispanic and thus, this study offers insights into their giving behaviors.

The primary method employed in past alumni giving research is quantitative in nature with the analysis of survey data sets. Few research studies have used qualitative methods to understand how alumni make decisions about giving. Therefore, the study adds new knowledge on a specific group of alumni that has not been researched before as well as employed a research design that gathers rich data. The results of this study also have a practical purpose in that the information can be used by development and alumni relations professionals to better engage this population of alumni. This is aligned with the results of other scholarly research which also has

a practitioner focus of using findings to enhance the professionalism of development and alumni relations staff.

Social Exchange Theory

Social exchange theory explores donor motivations for giving. The theory was first introduced in 1958 by George Homans, a sociologist (Cropanzano & Mitchell, 2005; Emerson, 1976). Homans (1961) based "exchange theory on the premise that human behavior or social interaction is an exchange activity, tangible and intangible" (as cited in Zafirovski, 2005, p. 2). Zafirovski (2005) further explains that "exchange theory examines the processes establishing and sustaining reciprocity in social relations, or the mutual gratifications between individuals" (p. 3). People will maintain their social relationships if they are mutually beneficial to both parties. In addition to this sociological perspective, there also has been growing research on the economic perspective, where some relationships can be viewed as more long term in nature and others being more "one-shot transactions" based on market variables (Cook, 2000, p. 687). Both the sociological and economic perspectives of the theory can explain why people give.

Weerts and Ronca (2007) found that "social exchange theory is supported by a number of studies concluding that alumni support is associated with the alum's perceptions about the value of his or her current and past experiences with the institution" (p. 23). Mathura (1996) conducted a study on philanthropic behaviors of older adults. The study found that the expectation of social interaction and control had a positive correlation with gift giving. This means that donors support organizations based on the reward of social interaction with a fundraiser or people from the organization they are supporting. The decision on whether to donate also provides people with an element of control, which can be rewarding for people. This theoretical framework is discussed in further detail in Chapter 2.

Purpose of the Study

This study explores how NEP alumni become motivated to financially support CPU and analyzes how the social exchange theory can explain their giving behaviors.

Research Questions

The study addresses the following research questions:

1) What motivates Neighborhood Engagement Program (NEP) alumni to give to the university?

2) Why do NEP alumni choose to give to certain areas at the university?

3) What did NEP alumni receive in exchange for their giving?

Description of the Study

The study employed the case study methodology to address the research questions. Qualitative research is more flexible than quantitative methods that allow for discovery and exploration of topics. A case study provides a holistic and rich understanding of the giving motivations of NEP alumni. CPU's Development and Alumni Relations division codes data on alumni based on graduation year, major, affinity groups and any other key activities a student was involved with while at the university or as an alumni. Data was requested from CPU on the giving history of NEP alumni. The data provided descriptive statistics on the giving behaviors of NEP alumni. Specific criteria was established to narrow the number of NEP alumni who were eligible to be interviewed.

Interviews were conducted from NEP alumni who were recent and consistent givers. According to Seidman (2006), the primary purpose of interviewing is to gain an "understanding (of) the lived experience of other people and the meaning they make of their experience" (p. 9). The interview data garners insight on motivations for giving as well as understand why they

choose to give to certain areas at the university. In addition, the interviews identifies the types of exchanges alumni are receiving from the act of giving.

Significance of the Study

The study contributes to the body of scholarly research conducted on alumni giving in higher education. Mainly the research has focused on an analysis of a general alumni population rather than a specific subgroup, like NEP alumni. These alumni receive significant need-based aid, such as scholarships and this factor has been analyzed in prior research in regards to influencing giving and the results have been inconclusive. The study could bridge this gap in research. Furthermore, the characteristics of NEP alumni which include first-generation, low-income and minority are also factors that have not been analyzed in prior research. In addition, research in this area has primarily been quantitative in nature with the analysis of alumni survey results. This study takes a qualitative approach by exploring a specific case of NEP alumni in order to gain a rich and in-depth understanding of what motivates them to give through a social exchange theory framework. While the study focuses on a single case, it does shed light on the motivations for giving from a specific alumni group. Lastly, the results of the study also has practical implications for development and alumni relations professionals. The study can provide insight on engagement strategies on how to better work with specific alumni subgroups, which in turn, will increase the likelihood of giving. With the growing demand for alumni giving to supplement budgets, it has become critical for fundraising professionals to understand the demographic variables that are predictors of alumni giving.

Chapter Summary

Higher education is experiencing an era of disruption with fluctuating enrollments and changing demographics. In these uncertain times, philanthropy from alumni is a stable and

integral revenue source for colleges and universities. Understanding the motivations of alumni giving is important, specifically for colleges and universities as they are becoming increasingly reliant on alumni giving. The purpose of this study is to explore qualitative research on NEP alumni to determine the factors that motivate them to financially support CPU and analyze how the social exchange theory can explain their giving behaviors. The next chapter discusses multiple studies that have identified factors that influence giving as well as how the social exchange theory provides a framework to examine the philanthropic behaviors of NEP alumni. In Chapter 3, the design of the study is outlined.

CHAPTER 2: REVIEW OF THE LITERATURE

Philanthropy is a top priority for colleges and universities. From America's colonial era to present times, philanthropy has been a longstanding tradition in higher education (Curti & Nash, 1965). Federal and state support of higher education has diminished over the decades and thus, higher education has become more reliant on philanthropy, especially from alumni (Radcliffe, 2011). Alumni support separates institutions from one another and provides the financial means to ensure an institution's excellence (Leslie & Ramey, 1988). *The Voluntary Support of Education: Trends in Alumni Giving* study conducted by CASE (2019) found that alumni philanthropy has increased by 26% in 2018, surpassing $12.15 billion in contributions. Weerts (2007) finds that "private gifts have the potential to alter the direction of mission of the university itself" (p. 83). Private support has a transformative impact on higher education through funding research, operations, scholarships, faculty positions, facilities and more. With this impact, colleges and universities are investing resources in fundraising and alumni relations staff in order to engage alumni to give.

Academic research on philanthropy has focused on understanding the factors that influence alumni giving. One of the most challenging aspects of higher education fundraising is understanding what motivates alumni to give (Conley, 1999). Alumni giving can be categorized in four areas: donor characteristics, institutional characteristics, external environment and fundraising practices (Weerts, 2007). Donor characteristics includes demographics such as age, gender, and socioeconomic background. Institutional characteristics examines the size, type and rankings of a college and university. External environment describes the charitable tax deductions that result in giving. Depending on where alumni live, charitable tax deductions can be smaller or larger, which influences giving (Leslie & Ramey, 1988). Lastly, research explores

fundraising practices in relation to improving advancement departments. According to Weerts

(2007) "institutional advancement refers to campus external relations offices charged with

building relationships with a full range of external stakeholders: alumni, donors, community

partners, corporate partners, state legislators, governors, and other government officials at the

state, federal, and local level" (p. 81). Research in this area is meant to improve the efficiency

and predictive modeling of working with donors in order to increase fundraising results. Overall,

research on alumni giving can provide college and universities with best practices on how best to

improve alumni giving.

This chapter outlines research on the factors that influence alumni giving, including

demographic variables, student satisfaction, intrinsic factors, level of engagement, institutional

characteristics and financial aid. The chapter also provides an overview of the theoretical

framework, social exchange theory as well as research on the theory in relation to giving.

Factors Influencing Alumni Giving

Numerous studies have been conducted to identify alumni giving commonalities and

trends. Studies have found a multitude of factors that influence giving, including demographic

variables, student satisfaction, intrinsic factors, level of engagement, institutional characteristics

and financial aid.

Demographic Variables

Income levels, age, gender, marital status and ethnicity of alumni have been associated

with higher levels of giving (Lara & Johnson, 2014). Married couples that have a higher income

and were close to retirement age were the most likely to support their alma mater. On the other

hand, single alumni with higher incomes gave more to their alma maters than married couples

(Monks, 2003; Bruggnik & Siddiqui 1995). Alumni who have higher incomes are associated

with higher levels of giving (Gottfried & Johnson, 2006; Clotfelter, 2003; Bruggink & Siddiqui, 1995). A primary reason that alumni with higher incomes donate to their alma maters is to receive a charitable tax deduction (Dodge, 2016; Daugherty, 2012; Holmes, 2009). Income is likely higher as people get older (Stephenson & Bell, 2014; Clotfelter, 2007; Sargeant, 1999). The size of donation is also related to age, as when alumni get older, the size of their gift increases (Sun, Hoffman & Grady, 2007; Gunsalus, 2005; Tsao & Coll, 2004; Belfield & Beney, 2000; Okunade & Berl, 1997). On the other hand, the probability of giving decreases when alumni have young families (Okundade & Berl, 1997). Daily expenses of a family may mean less income is available for donations. The earlier alumni establish a pattern of giving the more likely the giving will increase as they age and their income increases (Worth, 2002).

Fundraising success at colleges and universities can be attributed to the demographics of the students who are admitted. The wealth capacity of admitted students, the quality of the institution and development efforts have an impact on alumni giving (Baade & Sundberg, 1996). These students are likely to grow up in a household that donates to organizations and, therefore, they learn about the importance of philanthropy. If these students are from legacy families, meaning multiple members of a family attended the same university, they are also more likely to give (Holmes, 2009). Legacy families are likely to be satisfied with their experience at the university, which results in subsequent family members attending as well as giving back.

Gender and ethnic background are also variables that have been studied in relation to giving. Research on gender in association with alumni giving has been mixed. Studies have shown that women are more philanthropic than men (Dvorak & Taubman, 2013; Okuande, 1996). However, Clotfelter (2001) found that "the average gift size from male donors was over

twice as large as that for women" (p. 129). Similarly, research has found that men and women are equally philanthropic; however, men tend to make larger gifts (Holmes, 2009).

In regards to ethnic background, there is a lack of research on the giving patterns of different ethnic groups in higher education (Gasman & Bowman, 2013). The research that has been conducted has mixed results. The most commonly researched ethnic group is Caucasian and as a result, they have been found as more likely to give than any other ethnic group (Bekkers & Wiepking, 2011). Monks (2003) found that "Blacks, Hispanics, and individuals from multi-racial/ethnic groups give 39, 23, and 27 percent less than whites do to their undergraduate alma mater" (p. 129). However, Havens and Schervish (2007) found that African Americans give more of than any other ethnicity group, especially to religious causes. Hispanics have been found to give at the same rates as Caucasians (De la Garza & Lu, 1999). Blackbaud (2015) conducted a survey of more than 1,000 donors and found that "African American and Hispanic are under-represented in the donor universe" (p. 4). To better understand Hispanic alumni giving, O'Conner (2007) conducted a survey at two private Hispanic serving organizations and found their highest giving priority to be their church and their second priority being their alma mater, specifically for scholarships.

African American and Hispanic donors tend to give to personal causes that are unique to their heritage and community. African American alumni tend to support their church or other religious causes more than their alma mater (Drezner, 2011; Gasman, 2007; Cohen, 2006; Ramos 1999). More research needs to be conducted regarding alumni ethnic background, as the research has been primarily based on Caucasian alumni. With the diversification of higher education enrollment, this area will likely receive more attention from researchers in order to better understand giving behaviors of specific alumni groups.

Student Satisfaction

One of the best predictors of giving is how satisfied alumni were with their undergraduate experience (Tsao & Coll, 2004; Dugan, Mullin & Siegfried, 2000). Monks (2003) surveyed alumni giving from private universities and found "the most significant determinant of alumni giving levels is the individual's satisfaction with his or her undergraduate experience" (pp. 124-126). In addition, Clotfelter (2001) analyzed data from 14 private colleges from the College and Beyond Survey data, an online survey database, which contains data from the fall of 1951, 1976 and 1989 (two cohorts). The 1951 cohort gave at higher levels than the 1989 cohort, which can primarily be attributed to the life cycle of the alumni. This finding further supports a link between age and giving levels. Alumni who supported their alma maters were satisfied with their undergraduate experience (Clotfelter, 2001). In another study by Clotfelter (2003), he found that "satisfaction with one's undergraduate experience is a mark of approval that would be expected to induce feelings of gratitude or desire to enhance the institution's chances of future good influences" (p. 114). Satisfaction with one's student experience has been linked to grade point average. Students with higher GPAs were more satisfied with their education (Jones & Jackson, 1990). Students who perform well academically are likely to be highly involved in school, graduating in a timely manner and satisfied with their student experience. Research has established a strong link between undergraduate student experience and future giving.

Alumni experience has also been linked with giving. Sun, Hoffman, and Grady (2007) used a multivariate casual model to analyze two years of alumni data (175,000) from a public university in the Midwest. The model included the following variables: student experience, alumni experience, alumni motivation, and demographic variables. They found that both positive student and alumni experience were predictors of giving as well as alumni motivation.

On the other hand, Belfield and Beney (2000) found that alumni dissatisfied with the current state of the institution are less likely to donate. Alumni dissatisfaction can result from changes in academic programs, athletics, diversity, and faculty. Similarly, Wastyn (2009) conducted a qualitative study to find out why alumni do not support their alma mater. She interviewed 12 non-donors from a Midwestern university who graduated between 1975 and 1980. Alumni from these graduation years are of an age that would increase the likelihood of giving. The study found that the non-donors believe that college is a commodity rather than a charity; they are uncertain how gifts are spent; and, that there is no financial need at the college. McDearmon (2010) also conducted a study examining the open-ended responses from a survey of young alumni from a Midwestern university. He found that young alumni do not give back due to the inadequate career services, lack of incentives to give (e.g. a gift given back to them), and the lack of specificity of how funds are used. They would be more likely to give if they could choose the specific areas to support. The studies on non-donors illustrate the importance of alumni satisfaction in their student experience.

Intrinsic Factors

The act of donating to organizations, such as a university, can induce feelings of satisfaction and pleasure. These intrinsic factors cause people to want to give and is closely linked with the theoretical framework of this study, the social exchange theory. According to Sargeant (1999), intrinsic determinants for giving examine "the underlying individual motives for electing to support a charity at a given level" (p. 226). Examples of intrinsic determinants include sympathy, empathy, social justice and self-interest. Self-interest includes "variables such as importance to self-esteem and recognition that have often been identified as key motivations for giving" (p. 227). Donors support organizations or causes based on the feelings they derive

from giving (Andreoni, 1990). Furthermore, Diamond and Kashyap (1997) surveyed 900 alumni from a school of management at a state university. The researchers received a 28% response rate, which is low for a study of this nature, however; they found that alumni felt obligated to give based on the need, reciprocity (meaning it benefits them), and attachment to the university. These were the strongest predictors of alumni giving.

Harbaugh (1998) analyzed an alumni year from a law school to better understand both the prestige and intrinsic factors of giving. According to Harbaugh, "intrinsic benefits are obtained through the act of giving, and are therefore largely outside a charity's control, prestige is acquired only when the charity makes a public report of the amount of the donation" (p. 278). He found that some donors are motivated by the prestige of having other people know how much they have contributed to an organization. The recognition can be in the form of being included on an annual list of donors, creating a named scholarship, or naming a facility.

Level of Engagement

The level of engagement that students have with a college or university has an impact on giving. Students who actively participate in student government, athletics, clubs, Greek organizations, internships, and have close relationships with faculty or staff are more likely to engage in higher levels of giving (Meer & Rosen, 2010; Clotfelter 2003; Monks, 2003; Dugan, Mullen, & Siegfried, 2000; Bruggink & Siddiqui, 1995; Harrison, Mitchell & Peterson, 1995). Involvement in these activities builds a strong sense of attachment and group membership for students with their college or university. Social engagement is similar to academic engagement as being involved in extracurricular activities increases student satisfaction.

Alumni engagement with their alma maters is also a predictor of philanthropy. Gittell and Tebaldi (2006) conducted an analysis of charitable giving in the United States to understand

what determines charitable giving. Volunteering was found to be one of the key determinants affecting giving. Clotfelter (2003) also found that "volunteers are more likely to make contributions than non-volunteers" (p. 114). Volunteering can include attending activities on campus, providing guest lectures, serving on advisory boards or becoming a mentor for students. This type of involvement leads to a higher intent to donate (Weerts & Ronca, 2007; Tsao & Coll, 2004; Shadoian, 1989). Wunnave and Lauze (2001) used data from both consistent (give each year) and occasional donors (give sporadically) over a 20 year period from Middlebury College from 1972-1994. Using regression modeling, they found for both the consistent and occasional donor that volunteer for the college, and living in areas with alumni chapters contributes to becoming significant predictors of giving (Holmes, 2009). Similarly, Pinion (2016) analyzed ten years of alumni giving behaviors from three private universities in Ohio in order to identify the most significant factor to influence alumni giving. He found that if alumni were involved in more than one activity on campus post-graduation, including academic, social and athletic activities that increase the likelihood of giving.

Institutional Characteristics

A link exists between institutional characteristics and alumni giving. Leslie and Ramey (1988) found that schools with large endowments, and high educational expenditures tend to raise more funds from alumni. Universities with large endowments tend to have an affluent donor base and as a result have a high percentage of alumni giving. Furthermore, schools with high per student expenditures are able to provide students with comprehensive services which leads students to be more satisfied with their undergraduate experience. Gunsalus (2005) also analyzed how institutional characteristics can influence alumni giving by conducting a study on 195 private universities ranked in the top tier classification of *US News and World Report.* He

found that graduation rate and the size of the school's endowment were related to giving. If students graduate in a timely fashion they are most likely going to be satisfied with their undergraduate experience. In addition, Panas (1984) found that the financial stability of an institution contributed to the likelihood of alumni giving. Alumni want to support institutions that are financially strong and manage their resources in a transparent and efficient manner. Lastly, reading or hearing university communications (e.g. newsletters, phonathon, etc.) were factors in alumni supporting their alma mater (Okunade and Berl, 1997). When alumni read or hear that other alumni are supporting the university, they are more likely to support as well.

Financial Aid

The research conducted on the link between students who receive need-based financial aid and giving is inconclusive as well as does not take into account the first-generation student as a potential donor. The type of financial aid students receive, such as a scholarship (e.g. merit or need) or loan, impacts alumni giving. Monks (2003) found that "recipients of institutional financial aid as a source of funding does not appear to have significant predictive power in determining alumni generosity" (p. 129). Dugan, Mullin and Siegfried (2000) conducted a similar study on the relationship between financial aid and alumni giving from recent graduates at Vanderbilt University. The researchers found that receiving a need-based loan lowered the probability of giving by 13%. The researchers explain that graduates with loans have less income to donate as they are still paying off their college debt. On the other hand, receiving a need-based scholarship raises the probability of giving by 12%. Alumni who received a merit-based scholarship were also more likely to give. Graduates who received scholarships rather than loans have less student debt and have more income to make donations. In addition, Meer and Rosen (2010) used an econometric procedure to analyze a large set of alumni data from

1993-2005 at a large research university. The researchers found that alumni who have loans are

less likely to give due the significant financial burden they have after graduation. They also did

not find any evidence "that scholarship recipients give less because they felt alienated from the

majority culture on campus when they were undergraduates" (p. 900). Oftentimes, students who

receive significant financial aid packages to attend a university are from low-socioeconomic

backgrounds and may not feel like they belong at the university. This feeling of alienation on a

campus is especially true for first-generation college students, like the NEP students.

Similarly, Marr, Mullin and Siegfried (2005) analyzed eight years of post-graduation data

from Vanderbilt University. The researchers found that students who have need-based loans

lower the probability of giving after graduation. On the other hand, they found that students who

receive scholarships increases the probability of giving. Alumni who have help from their

parents or other supporters are four times as likely to give as alumni who are paying back the

loans by themselves (Jendreck & Lynch, 2012).

While research has been mixed regarding a link between financial aid as a predictor of

giving, research has consistently found that alumni who receive financial aid donate in smaller

amounts. Clotfelter (2003) analyzed alumni giving to 34 private institutions of higher education

to explore the giving patterns of students who accumulate debt through loans or who receive

need-based financial aid scholarships are more generous. He found that alumni "who had once

received need-based financial aid contributed about 23% less than other alumni" (p. 118).

Students who receive need-based financial aid are from low-socio-economic backgrounds and

thus, do not have the resources to significantly donate. Similarly, alumni receiving financial aid

give significantly smaller amounts than other alumni (Baade & Sundberg, 1996).

The research conducted on factors that influence alumni giving has uncovered numerous trends that can benefit the fundraising profession; however, they have limitations. Most of the studies cited in this literature review examined a single university or case, which means the results are not generalizable to a broader audience. Also, the studies draw inferences from the analysis of statistical data rather than a qualitative approach providing a theoretical framework to enhance understanding of reasons for alumni giving. There are few studies conducted on philanthropy that incorporate a theoretical framework to explain why people give. Such a theory can illuminate complex attributes to better understand alumni giving.

Social Exchange Theory

Giving is framed by social exchange theory as a two-way process built on social interactions and relationships (Scott & Seglow, 2007). Alumni are motivated to give based on their positive feelings toward their alma mater (Skari, 2014). In general, people who donate are not purely altruistic rather the act of donating is part of cycle (Radcliffe, 2011). The cycle includes donors donating funds and then receiving benefits, such as positive feelings, access, connections and more. Social exchange occurs when each party receives an award (Sun, Hoffman & Grady, 2007). The following provides an overview of social exchange theory and current research conducted using the theory as a theoretical framework to understand alumni giving.

Social exchange theory was first introduced by George Homans, a sociologist in 1958 (Cropanzano & Mitchell, 2005; Emerson, 1976). Homans (1961) based "exchange theory on the premise that human behavior or social interaction is an exchange activity, tangible and intangible" (as cited in Zafirovski, 2005, p. 2). Zafirovski (2005) further explains that "exchange theory examines the processes establishing and sustaining reciprocity in social relations, or the

mutual gratifications between individuals" (p. 3). People will maintain their social relationships if they are mutually beneficial to both parties. In addition, Weerts and Ronca (2007) explains "this theory suggests that relationships are thought about in economic terms and that costs and benefits are weighed to determine whether the relationship will continue" (p. 23). While the theory has evolved and can be viewed in a variety of perspectives, the basic premise remains the same, social exchange theory examines the factors of "give" and "take" in relationships.

The initial theory primarily focused on the exchange itself rather than exploring the emotions evoked from the exchange. As a result, people were viewed as self-interested and lacked emotion. The emotion involved in exchanges is consistent with the intrinsic factors of giving. People give to organizations based on the feelings it induces. According to Lawler (2001), "social exchange is conceptualized as a joint activity of two or more actors in which each actor has something the other values" (p. 322). People will exchange a thing or an item if it benefits him or her in some way (Thibaut & Kelley, 1959). Lawler (2001) contends that understanding the emotions developed by exchanges could add value to the theory. He explains that "exchange outcomes –reward and punishments- are construed as having emotional effects that vary in form and intensity… and social exchange is a quintessential joint activity, but the nature and degree of jointness varies" (p. 322). Lawler finds that the initial theory primarily focused on the exchange itself rather than exploring the emotions evoked from the exchange. He explains that exchange outcomes can result in rewards or consequences, which have different levels of emotions associated with them. Lawler believes that it's important to understand how different exchanges can result in a variety of emotional responses, which is a key determinant on whether the relationship continues.

Types of Exchanges

Research has identified different types of exchanges, including productive, negotiated, and reciprocal. A productive exchange is a task that people bring certain talents together to accomplish common goals (Molm, 1994). For example, two schools at a university partner to develop an interdisciplinary program. A negotiated exchange is a "contractual agreement in which actors agree to terms of trade and these agreements are binding" (Lawler, 2001, p. 337). The most positive negotiated exchanges are ones in which power is distributed equally amongst partners. If power is unequal, the exchange is likely to be unsuccessful as partners tend to blame each other for its failures. Reciprocal exchange is the most aligned with the act of giving. Lawler (2001) finds that in reciprocal exchange, "if A gives something of value to B, B feels gratitude but gives nothing in return. Yet B can signal the giver of positive future intent by expressing gratitude" (p. 338). Furthermore, Mann (2007) conducted an analysis of different theoretical perspectives to explain why people give. He found one of the motivations to be the act of reciprocity, where people make gifts based on a potential benefit. For example, a donor may donate to their alma mater to improve its reputation and as a result, it enhances their own degree.

Dowd (1980) further explains that there are at least four different categories available for reciprocal exchanges. The categories include materials items, approval, esteem and compliance. The most common item to be exchanged are material possessions (e.g. money, real estate, stocks, etc.). For a material exchange, donors can receive a tax benefit as a result of the exchange and approval for their support. From the gift, donors can enhance their self-esteem based off the notoriety and prestige received from making the gift. Donors also receive the opportunity for social interaction with representatives from an organization and this attention also enhances self-

esteem. Donors also have control of whether or not to make a gift which provides them with power. According to Andreoni (1990), "clearly social pressure, guilt, sympathy or simply a desire for a warm-glow may play important roles of agents" (p. 464). The act of giving can be seen as providing both internal and external rewards for the giver. As a result of positive exchanges, a giver is likely to give multiple times.

Social Exchange Theory and Giving

There have been a few studies on philanthropy that have utilized social exchange theory as a theoretical framework. Bekkers and Wiepking (2011) conducted a literature review of more than 500 articles on charitable giving to understand why people donate to charities. They found the following eight factors to drive giving: 1) need; 2) solicitation; 3) cost/benefits; 4) altruism; 5) reputation; 6) psychological benefits; 7) values; and 8) efficacy. The study does not explicitly discuss the social exchange theory; however, some factors illustrate the elements of the theory. For example, the cost/benefits factor weigh the cost of donating with the benefits received. The cost could be the monetary donation and the benefits could be exclusive access to dinners, meetings, concerts or services. In addition to the social benefits, there are also psychological benefits. These benefits include: joy of giving and positive feelings of contentment, reinforcing self-image, and enhancing self-esteem.

According to Lindahl and Conley (2002), social exchange theory "helps the fundraiser understand the back and forth cycle of giving and receiving that allows a donor to build a relationship with the institution in a mutually satisfactory way" (p. 94). Dodge (2016) conducted a survey of engineering alumni from a large research university to determine a relationship between giving and engagement as a student and as alumni. The researcher found a positive correlation between the age of alumni and their giving. Older alumni tend to have higher

incomes, more disposable income and are less likely to be paying off student loan debt. Those

alumni who are paying off student loan debt are also less likely to give. In addition, Dodge

found that a university could increase giving by articulating a clear need for the funds. Dodge

analyzed the data using social exchange theory and found a relationship between social exchange

and giving in the study. For example, the survey garnered numerous qualitative responses,

which illustrated the social exchange theory. Responses included: "Giving back to the

organization that aided in my development and helped our family attain the lifestyle we have"

and "to give back to those that helped me" (p. 321). Similarly, Skari (2014) used the social

exchange theory framework to better understand and predict community college alumni giving.

The researcher analyzed alumni data from 18 community colleges located throughout the United

States. She found that the following factors were the most significant predictors of giving:

"satisfaction with student experience, value of student involvement and the importance of

relationships" (p. 35). In regards to the social exchange theory, Skari found that the positive

feelings from alumni's student experience increased the likelihood of a gift exchange.

Alumni giving to their alma maters can be described as a "mutual satisfaction of needs"

(Haveman & Smeeding, 2006, p. 398). Weerts and Ronca (2007) analyzed alumni data from a

single research university and found that in relation to social exchange theory, "alumni support is

based on a feeling about whether a balance exists between what is put into the effort and what

has been received from the university in the past or present" (p. 27). They also identified the

following inclination variables that influence giving: academic engagement, social engagement

and ratio of financial burden. The inclinations that alumni have toward their alma mater is based

more on intrinsic determinants rather than extrinsic determinants. Lee and Chang (2007)

analyzed extrinsic and intrinsic determinants of giving and found that "intrinsic determinants

address the underlying psychographic and attitudinal variables for supporting charities" (p. 14). The researchers found the following to be some of the key intrinsic determinants such as: social responsibility, empathy and familiarity with the organization. Similar to Dowd's exchange categories, when donors receive positive intrinsic determinants, they are more likely to give. These intrinsic factors influence alumni giving.

Volunteer engagement with one's alma mater has also been linked with giving. Weerts and Ronca (2008) sought to understand what factors of alumni donors would make the strongest volunteers. For this study, the costs are volunteer time and the benefits can be what the alumni have received in the past, such as their student experience, social connections, etc. or at the present time. Thus, the alumni donor will make the decision to volunteer based on the exchange. The researchers used a binomial logistic regression to evaluate alumni data from a large research university from the *Alumni Connections* survey conducted by the Wisconsin Center for the Advancement of Postsecondary Education. The researchers found that in regards to social exchange theory that a strong predictor for volunteer work were those alumni donors who had a strong academic experience. Social engagement on campus or living on campus were not strong predictors of volunteering. This result suggests that while social engagement is a factor that influences giving, it may not influence volunteering. Limitations of the study include the sample was from one university and alumni survey data is typically collected years after graduation and they may recall events differently, commonly known as selective recall. Alumni and people in general tend to remember events differently as time passes.

Chapter Summary

Research has found numerous factors that influence giving to colleges and universities. These main factors include demographic variables, satisfaction, intrinsic factors, level of

engagement, institutional characteristics and financial aid. Many of these factors are linked and provide a variety of reasons on why alumni give back to their alma mater. In regards to CPU's NEP, this study explores their motivations for giving, why they give to certain areas and what they receive from giving. Students in the current program are highly engaged both academically and socially on campus. The students graduate on time and develop a family-type atmosphere with the program's cohort model. Based on these two factors, one would assume that alumni from this program would give. However, the student experience will likely vary by alumni based on the evolution of the program over the years.

Financial aid strategies at universities provide a short-term solution to enable students to attend; however, more research needs to be conducted to examine the long-term impacts of these decisions, specifically giving rates. The research in this literature review regarding financial aid has been inconclusive. There is a clear exchange of monetary resources for students who receive financial aid. In previous cited studies, the findings suggest that students who receive financial aid in the form of scholarship or loans are less likely to give, especially with loans. The studies did not include the variable of first-generation college students and it would be interesting to explore whether it had an impact on giving. It is clear that NEP students are provided with a significant scholarship as an undergraduate student; however, it is unclear on whether they give back. Utilizing the social exchange theory as a framework, it may provide an explanation on why the exchange is not reciprocated. Qualitative interviews were conducted with NEP alumni to gather the data for the study. This study bridges this gap in research by furthering analyzing financial aid in relation to future giving as well as add a new variable of being a first-generation college student.

From a practitioner perspective in development and alumni relations, this study provides valuable insight on what motivates scholarship recipients to give, specifically first-generation. The results of the study can help development and alumni relations professionals identify alumni with the strongest inclination to support their alma mater. With alumni giving being an integral revenue sources for colleges and universities, this study from a practical perspective, provides additional tools for development and alumni relations professionals to be successful in garnering support from alumni.

CHAPTER 3: METHODOLOGY

The purpose of this study was to explore how Neighborhood Engagement Program (NEP) alumni become motivated to financially support a California Private University (CPU) as well as analyze how the social exchange theory can explain their giving behaviors. The study attempts to answer the following research questions: 1) What motivates NEP alumni to give to the university?; 2) Why do NEP alumni choose to give to certain areas at the university?; and 3) What did NEP alumni receive in exchange for their giving? As previously discussed in the literature review, there has been extensive research examining the factors that influence alumni giving. The factors include: demographic variables, student satisfaction, intrinsic factors, level of engagement, institutional characteristics and financial aid. With the social exchange theory as the theoretical framework of the study, what alumni receive in exchange for giving is analyzed to uncover motivations.

The primary methodology utilized in past research is quantitative in nature with survey instruments used to gather data. These surveys have analyzed large alumni data-sets to identify giving trends and commonalities. What is missing from the current research on alumni giving is an in-depth understanding of the factors and motivations for giving back to one's alma mater. This study employed a case study methodology, using NEP alumni giving and interviews to gather data.

This chapter outlines the methodology used for data collection and provides a description of the sample, analysis of NEP giving, and the procedures.

Methodology

Predominately research on alumni giving has been quantitative in nature, using survey results to analyze trends and predictive behaviors; however, research has not explored the

perspectives on why donors give. According to Walker (1985), "Qualitative methodology is aimed at finding out what things exist rather than determining how many such things there are" (as cited in Crouch & Mckenzie, 2006, pp. 488-489). Furthermore, Bryman (1984) contends that "Qualitative research is deemed to be much more fluid and flexible than quantitative research in that it emphasizes discovering novel or unanticipated findings and the possibility of altering research plans in response to serendipitous occurrences" (p. 78). The design is used to gain a deeper understanding of what is being studied (Rubin & Rubin, 2012; Creswell, 2007). Specifically, a qualitative case study was used in this study.

The case study methodology provides a comprehensive understanding of the motivations on why NEP alumni financially support their alma mater. Merriam and Tisdell (2016) define a case study as "an in-depth description and analysis of a bounded system" (p. 37). Key approaches to the case study methodology were developed by Robert Stake (1995) and Robert Yin (2003). Both hold a constructive approach to a case study which according to Crabtree and Miller allows for a "close collaboration between the researcher and the participants, while enabling participants to tell their stories" (as cited in Baxter & Jack, 2008, p. 545). Furthermore, Baxter and Jack (2008) explains that a case study "facilitates the exploration of a phenomenon within its context using a variety of data sources" (p. 544). The unit of analysis in the study was NEP alumni who have made at least five gifts in the last five years. NEP alumni who have made recent and consistent gifts would be able to articulate their motivations for giving rather than alumni who made a gift 20 years ago.

Research Procedures

I submitted an application to conduct the study to the University of the Pacific's Institutional Review Board and it was approved. Also, I made a formal request to the Vice

President of Development and Alumni Relations of CPU for NEP giving data. Alumni from

CPU are coded in the university's data system by class year, affinity groups, demographics,

contact information, giving history, etc. NEP alumni is a coded affinity group in the database.

The data request was approved and a confidentiality form was completed in order to receive the

data.

Methods

NEP alumni giving data from 1974-2019 was received from CPU. In order to structure

the raw data, it was coded by overall giving, giving five gifts in the last five years, gender,

ethnicity, marital status, engagement and school. This sample was further refined to NEP alumni

currently living in the host city in order to narrow the interview sample.

The interview method was used to gather data from the NEP alumni subgroup.

According to Lippke and Tanggard (2014) "interviewing within the qualitative paradigm has

been recognized as an interactional process in which both researcher and participant actively

construct and interpret the process and produce meaning" (p. 137). The interactional nature of

interviews generates in-depth data and knowledge (Rubin & Rubin, 2012; Turner, 2010;

Schwandt, 2001).

All of the NEP alumni subgroup were invited for an interview. The alumni were initially

contacted via email for participation in the study (refer to Appendix A for the email invitation).

The email included the consent form as an attachment in order for participants to better

understand the study as well as their rights (refer to Appendix B). If the initial email did not

garner a response, a follow-up email was sent. If there was still no response, after the second

attempt, the alumni were called one time before removing them from the list. From this

outreach, five alumni agreed to participate in this study.

An interview protocol was developed for the NEP alumni interviews that addressed the research questions in the study (refer to Appendix C). The protocol was comprised of three key topics: undergraduate, alumni and giving experience. These three areas have been shown in prior research to uncover motivations for giving, why people give to certain areas and what people receive in exchange for giving. There were a total of 22 questions developed to address the topics. Before the questions were asked of the participants, the consent form was reviewed and signed. Each participant was asked if the interview could be digitally recorded and all agreed. The interviews were confidential and pseudonyms for their names have been used in this study to further ensure confidentiality.

Data Analysis

The study involved a descriptive analysis of NEP alumni giving data from 1974-2019 (refer to Tables 1 and 2). Codes were developed to organize the data that included: overall NEP giving, NEP giving last five years, gender, ethnicity, marital status, engagement and school. The codes were established based on prior research predictors of giving attributes. The NEP alumni giving data was analyzed and stored in Microsoft Excel on a password protected computer. The data analysis provided context on NEP alumni giving trends.

The NEP interviews were digitally recorded and transcribed by REV, an online transcription company. The interviews were categorized by the interview protocol categories: undergraduate experience, alumni experience and graduate experience. These categories helped structure the transcript data and reduce overlap and redundancy. From these categories, the themes of family, gratitude, and home emerged.

Description of the Sample

The data provided the giving history of NEP alumni, demographic variables, and alumni who made a gift to the university in the past five years. The study employed a purposeful sample of the total alumni with specific criteria in order to narrow the number of participants. Merriam and Tisdell (2016) explain that "in criterion-based selection you first decided what attributes of your sample are crucial to your study and then find people or sites that meet those criteria" (p. 97).

For the purpose of this study, the five-year giving period was the focus as these donors can be considered active by fundraising standards and also be able to provide insight and context on their recent giving behaviors. Table 1 provides descriptive statistics of NEP alumni.

Table 1
Descriptive Statistics for NEP Alumni, (N=1,177)

Variable		Number	Percent of Sample (%)
Gender	Male	433	36.8
	Female	744	63.2
Ethnicity	Hispanic	445	37.8
	Asian	337	28.6
	African American	108	9.2
	Caucasian	125	10.6
	Other	162	13.8
Marital Status	Married	406	34.5
	Single	661	56.2
	Unknown	110	9.3
Engagement	Event attendance	265	22.5
	Alumni board participation	50	4.2
	Volunteer	77	6.5
School	Liberal Arts	583	49.5
	Business	193	16.4

(Table 1 Continued)

	Number	Percent
Education	188	16.0
Engineering	116	9.9
Health Sciences	97	8.2

Table 2 provides descriptive statistics for the giving attributes of the 1,177 NEP alumni who comprised the list and were analyzed for this study. Of the total alumni, 408 (34.6%) had made a gift to the university with the average age of donors being 50. The giving percentage decreases to 25.9% when examining alumni who have made at least five gifts within the past five years. Female alumni give at a more significant rate than male alumni, nearly 22% more. In addition, Hispanic alumni give the most at 40% followed by Asian, Other, Caucasian and African American. There is little statistical difference in giving percentage if alumni are married or single. Alumni who are engaged with the university through event attendance, board participation and volunteerism financially support the university more than alumni who are not involved. In terms of alumni school, liberal arts alumni give at the largest rate compared to other schools.

Table 2
Descriptive Statistics for NEP Alumni Giving, (N=408)

Variable		Number	Percent of Sample (%)
Overall NEP giving		408	34.6
NEP giving last five years (5 gifts)		104	25.9
Gender	Male	161	39.5
	Female	247	60.5
Ethnicity	Hispanic	163	40.0
	Asian	97	23.7

(Table 2 Continued)

	African American	35	8.6
	Caucasian	50	12.3
	Other	63	15.4
Marital Status	Married	207	50.7
	Single	201	49.3
Engagement	Event attendance	144	35.3
	Alumni board participation	28	6.9
	Volunteer	49	12.0
School	Liberal Arts	191	46.8
	Business	72	17.6
	Education	65	15.9
	Engineering	55	13.5
	Health Sciences	25	6.1

Description of the Participants

For this study, the interview sample was limited to NEP alumni who lived in the host city and had made at least five gifts in the past five years. The host city was used as a criteria as it is near the university and would increase the likelihood of in-person interviews. The number of NEP alumni who met this criteria was 23. Five alumni were removed as I had met them in my professional capacity. As a result, a total of 18 alumni met the criteria for an interview. According to Dworkin (2012), the sample size for qualitative studies is often smaller than most quantitative studies because "qualitative research methods are often concerned with garnering in-depth understanding of a phenomenon or are focused on meaning" (p. 1,319). Therefore, the sample quality is more important than quantity (Bowen, 2005). Table 3 illustrates the descriptive statistics of this subgroup.

Table 3

Descriptive Statistics of the Participants (N=18)

Variable		Number	Percent of Sample (%)
Gender	Male	6	33.3
	Female	12	66.7
Ethnicity	Hispanic	7	38.9
	Asian	4	22.2
	African American	3	16.7
	Caucasian	2	11.1
	Other	2	11.1
Marital Status	Married	11	61.1
	Single	7	38.9
Engagement	Event attendance	9	50.0
	Alumni board participation	3	16.7
	Volunteer	5	27.8
School	Liberal Arts	14	77.8
	Business	2	11.1
	Engineering	1	5.5
	Education	1	5.5
	Health Sciences	0	0.0

For the most part, the NEP alumni subgroup was similar to the total alumni giving group. The subgroup had a higher percentage of females, more of the alumni were married, more engaged with the university (potentially due to proximity) and more of the alumni graduated from the liberal arts. The ethnic make-up of the subgroup was similar; however, there was a higher representation of African American alumni.

The 18 NEP alumni who were in this subgroup were invited to participant in the study. Of the 18, five alumni responded to emails and phone calls. Four of the participants were Hispanic females, while one participant was a Caucasian male. Since the majority of the

participants were Hispanic females, I decided to focus on this group and not include the

Caucasian male in the study's final analysis. In addition, the male participant did not meet the

criteria of the NEP rather he likely was admitted based on his wife's connection with the

program. A summary of John's interview is presented in this chapter with a full account of his

interview included in Appendix D.

John (Excluded Participant)

John decided to attend CPU as his wife had attended the university. He was a non-

traditional student as he was previously in the military. His wife attended the university through

NEP and she helped him apply. She still knew the NEP staff and they helped facilitate John's

application. This is likely why John was admitted into NEP as he did not meet the program

requirements. He did not graduate from a host city high school and was not low-income. For

this reason, John's interview is not included in the study's analysis. A full summary of John's

interview is in Appendix D.

Trustworthiness

There are numerous methods to ensure the trustworthiness of qualitative research. One is

utilizing multiple sources of data. For this study, NEP alumni data was received from CPU and

coded and analyzed based on predictors of giving from prior research. From this analysis, a

specific subset of NEP alumni were interviewed to provide a comprehensive understanding on

their giving motivations and what they receive in exchange for giving. In addition, according to

Merriam and Tisdell (2016), another method to ensure the validity and reliability of qualitative

data is providing rich descriptive data. In this study, Chapter 4 provides extensive summaries of

the interviews to provide enough description to contextualize the study

Researcher Positionality

In qualitative research, the role of the researcher is that of data collector. There are advantages and disadvantages of the researcher serving in this capacity. Merriam and Tisdell (2016) find the following advantages: the ability to be responsive and flexible, the ability to clarify data and the ability to follow-up to verify accuracy. However, they identify that "the human instrument has shortcomings and biases that can impact the study" (p. 16). Coffey (1999) suggests that the researcher must also reflect on their own position, sense of self and interactions with participants. Due to the fact that I work at CPU, this was made clear to participants in all outreach to them. To avoid any conflict of interest, any information gleaned from the interviews will not be used for development purposes for three years and the alumni will not be contacted by me.

As a fundraising professional, this study is of great interest to me as it identifies the motivations for giving and what one receives in exchange for giving. The results of this case study helps fundraising professionals better identify alumni to solicit and better understand the reasons for their giving. As a researcher, it is important for me to acknowledge that there is a potential professional benefit for me in conducting this study. For this study, any NEP alumni who I had contact in my professional capacity were not included in this study. As a result, five alumni were excluded from being asked to participant in an interview.

Chapter Summary

This chapter outlined the methodology used in the study. The case study methodology was employed to address the research questions which provides rich, in-depth data for analysis. Prior research on alumni giving has primarily focused on quantitative survey data and this study provides an understanding on the motivations of why alumni give and what they receive as a

result. The research procedures, methods, data analysis were outlined. Of the 1,177 NEP alumni

records, 408 alumni have made a gift in their lifetime. The largest percentage of giving came

from Hispanic and female alumni. In order to narrow the sample for interviews, the data was

refined to focus on alumni who lived in the host city. This resulted in a sample of 18 alumni

with five agreeing to participant in an interview. Of the five alumni, four were Hispanic females

and one was a Caucasian male. For purposes of this case study, the Caucasian male interview

was excluded from the data analysis as he did not meet the criteria of the program. A full

summary of his interview is included in Appendix D. The case study focused on Hispanic

female giving and this group also represented the largest percentage of giving in the overall NEP

giving sample. Methods to ensure the trustworthiness of the data and researcher positionality

were also outlined. Chapter 4 provides an analysis of these interviews.

CHAPTER 4: RESULTS AND ANALYSIS

The purpose of this study was to explore how Neighborhood Engagement Program (NEP) alumni become motivated to financially support a California Private University (CPU) as well as analyze how social exchange theory can explain their giving behaviors. The study attempts to answer the following research questions: 1) What motivates NEP alumni to give to the university?; 2) Why do NEP alumni choose to give to certain areas at the university?; and 3) What did NEP alumni receive in exchange for their giving? The previous chapter outlined the case study methodology used for this study. NEP alumni giving data was analyzed and the data sample was narrowed for interview purposes. This chapter presents their stories as well as the themes that emerged.

Overview of the Program and Participants

The NEP program was established in 1969 by CPU in response to pressure from students and the community to ensure access and equity to local students. CPU is a private non-profit university with many in the local community unable to afford the tuition cost. As a result, CPU has historically had a large Caucasian and affluent student population. This has evolved over the years as enrollment trends have changed; however, programs like NEP were meant to diversify the student population. To be eligible for the NEP, students must be first-generation, low-income and minority students who graduated high schools from the host city. Students are required to complete an application, interview with a panel of alumni, faculty and staff, and deliver a speech on how to solve issues facing the host city. Each year the program admits 40 students, 20 freshman and 20 transfer students from the host city community college. In total, there are approximately 160 students in the program at a given time. CPU provides a $29,500 scholarship and when combined with state and federal aid, most students have their tuition,

which is more than $60,000, nearly fully covered. The program is staffed by three employees, a

director and two coordinators. The program also includes a leadership development component,

peer mentoring, monthly structured activities with their cohort and community outreach in the

local community. The staff help students navigate the university by coordinating tutoring

services, financial aid support, academic and career advising with faculty, and any wraparound

services the students need to be successful. As a result, NEP creates a unique family

environment amongst participants and staff. The program has an 87 six-year graduation rate

which is higher than the overall university average of 67 percent. The high graduation rate in the

program can be attributed to the academic and social support students receive as well as the

motivation to graduate as they cannot afford additional years of tuition. More than 75% of NEP

graduates remain in the host city and region.

There were 1,177 NEP alumni records received from CPU and of those, 408 have made a

financial contribution to the university in their lifetime. The size of the sample was further

narrowed based on whether NEP alumni have donated at least five gifts in the past five years and

lived in the host city of the university. With this criteria, there were 18 NEP alumni who were

eligible to be interviewed. Of the 18 NEP alumni, five were interviewed and four were Hispanic

females and one was a Caucasian male. For the purposes of this case study, the Hispanic female

interviews were analyzed and the fifth interview was excluded from the analysis but is

summarized in Appendix D. While analyzing a specific subgroups like Hispanic female alumni

was not the initial focus of the study, it offers an opportunity to understand a subgroup that has

not been extensively researched in the past. This population is also the most represented ethnic

group in the program, which provides a unique understanding of the program and framework to

answer the research questions.

The interview sample share common characteristics beyond their gender and ethnicity. The women wanted to attend CPU as they had a desire to stay close to home. Many Hispanic families are close-knit and females tend to stay in the family home until they get married. This strong sense of family is illustrated in their experiences on campus. The women sought to build a family and community amongst ethnic like peers by participating in programs and activities, such as NEP and Latino outreach. All women had a positive undergraduate and alumni experience. As a result, the women financially give back, specifically in the areas in which they were involved with at the university. The following interviews are summarized in Table 4 and are organized by the key categories used in the interview protocol, which covered three main areas: undergraduate, alumni, and giving experience.

Table 4
Participant Summary

Name	Class Year	Years at CPU	Major
Elena	1989	4	Business
Maria	2014	4	Liberal Arts
Salma	1981	2	Speech-language pathology
Gabrielle	1989	2	Speech-language pathology

Elena

Elena decided to attend CPU as it was close to home and she wanted to be near her parents. She attended the university starting as a freshman and graduated in 1989 with a B.S. in Business Administration. She married a 1990 graduate from the School of Engineering. She balances being the mother of two teenage daughters and being the CEO/President of her own

local healthcare company that has a focus on serving migrant populations. Prior to creating her company, she was a stay at home mother and an executive director/fundraiser for a youth serving non-profit organization.

She has established a giving history with the university. From 1991-2019, she has made 9 gifts for a total of more than $50,000. Of those gifts, six gifts have supported scholarships, one gift being for a named endowed scholarship after her and her husband and three gifts supporting various programs at the university.

Undergraduate Experience

Elena was able to attend the university based on her admittance into the NEP. Her sister and brother in-law had previously attended the university and were both in the NEP. It was from them that she learned about the program and knew it would provide her the means to attend the university. She is grateful for the program as she may not have been able to attend college otherwise. In regards to NEP, she states, "If I hadn't been given the opportunity to attend the university, I may not have attended college because NEP's financial component was key for me. And without that, as you know, it just might not have happened. So, that's why it's so important to me." In her freshman year, she was involved with monthly NEP cohort activities, which included community outreach, and study groups and considered the staff and students as her new family and home away from home. Progressing through school, she would attend cohort activities and events but became more involved in other clubs on campus.

Throughout her time at the university, Elena became engaged in student clubs. She was involved with Movimiento Estudiantil Chicano de Aztlan (MEChA), which encourages Hispanic students to attend and finish college. Elena stated,

> As part of MEChA, we would invite local Hispanic students to visit the university to learn about college and how to be successful in college. It was a nice way to promote education amongst the Hispanic community. I've always had a passion for that.

As an NEP scholarship recipient, she felt it was important to give back to her community, especially the Hispanic community. It was in the MEChA club where she also met her future husband. She had seen him before around campus but got to know him when he became a member of the club. In addition, she became involved in the International Business Management Club, serving as the president during her junior and senior year.

Elena did not develop strong relationships with faculty or staff. She was part of an ethnic minority at the university and felt intimidated by many students as they did not have a common background. Similarly, the faculty and staff did not reflect her ethnic background and thus, she felt they were not approachable. She acknowledges that this was her own internal insecurity; however, it made her feel isolated at the university, unless she was with her NEP or MEChA classmates. But this does not diminish the fact that she did not feel comfortable on campus unless she was with students from her same ethnic background.

Overall, she enjoyed her undergraduate experience and is grateful for the scholarship support she received that made it possible for her to attend the university. The university holds a special place in her heart as she met her husband there. With the scholarship and working on campus in administrative offices and the financial aid office, she was able to graduate from the university without any student debt. Additionally, she only lived on campus her first year and then lived with her sister in order to alleviate her living expenses.

Alumni Experience

After Elena graduated, she joined the university alumni board but was not as active as she would have liked. She was newly married and working full-time and thus, did not have time to

be fully engaged. After two years on the alumni board, she decided to resign. She would have

sporadic alumni engagement for the next 20 years. She attended athletic events with her children

and family camps but nothing consistent. Once her children were in high school and college, she

decided to become more involved with the university. She attended athletic fundraising events,

was a guest speaker in business school courses, and developed an internship program with her

company and the university. As a result of speaking in business courses and her internship

program, she has developed closer relationships with faculty and staff that she did not have as a

student. Lastly, she has been a volunteer on the student affairs fundraising committee for the

past three years and has enjoyed learning about new initiatives as well as ways in which she can

support students. The student affairs division houses the NEP, which is why she decided to be

involved with the committee.

Giving Experience

Elena feels a strong sense to give back her time and financial resources to help others.

She is passionate about supporting education, her church and local non-profit organizations.

Elena and her husband have contributed to scholarships at the university in the past and last year,

decided to create a named endowed scholarship to support NEP students. She states,

> The fact that, because of the NEP grant that I was given and awarded every year, and that
> allowed me to attend the university, that's where I feel that I could give back, I can't
> forget that. So, it's important ... that's why my husband and I just made that gift to the
> university, but it's for scholarship, I'm very specific, for a Hispanic male or female who
> either wants to go into engineering (her husband's major) or the School of Business. I
> feel that if ... many kids would go, they would attend if it was financially feasible to
> attend, especially institutions like this.

Her involvement with CPU has enabled her to understand the current context of the university

and the impact her philanthropy can have on students. She is also motivated by gratitude to the

university and wants to have a positive impact. She states, "The University gave me an

opportunity so now I get to give to others. If a couple of students benefit from the scholarship and those become who I have become successful, then they could give back to their community. And then the people they impact can give back to their community, and so on… it's an amoeba effect." Throughout the interview, she references this "pay it forward" mentality because she feels the NEP scholarship gave her the ability to attend a university and she wants to do the same for other students. Her seeing the impact of her gifts, specifically meeting scholarship recipients is all the recognition she needs for her giving. Elena states, "I'd like to see how that has impacted their life, because that is important. I don't want to just throw money out there and then not know what happens to it or know that there was no impact."

Having a positive impact on students is a strong motivation for Elena to give but she also gives back because of how it makes her feel. According to her, "Giving makes me feel good, I can't deny that. I mean, I feel like, yes, I'm doing what I'm supposed to be doing. I never feel regretful or I never feel, no, I wish I could do more." It's important for her to support students who look like her or are from the same ethnic background. She was passionate about supporting Hispanic youth with her involvement in MEChA as a student and this passion has stayed with her into adulthood.

Elena is also highly involved with her Catholic church. She currently serves on the board and has held various leadership positions at the church over the years. She consistently donates funds to support the church's activities, events and mission trips. She references, "They teach we're the hands of God and our job on this Earth is to do good deeds and work. And whether it's through a scholarship or whether it's actually being directly involved with a student or what have you, but it's to give back. And if I have been blessed, then I am to share my blessings." Her religious beliefs and philanthropic motivations are intertwined and she feels strongly in helping

others. She referenced numerous times that her religious beliefs of "helping others and making a difference" has influenced her desire to give back to others. At CPU, her giving back has been financially and with her time. Elena states, "I want to make an impact and when I leave this world, I want people to say, "Oh my gosh, she made such a difference." The religious beliefs of charity and helping others has influenced her philanthropic philosophy beyond giving to the church.

Maria

Maria comes from a close-knit Hispanic family and wanted to attend CPU to be near her parents and siblings. She attended the university for four years and received a B.A. in Spanish and Communication in 2014. After graduation, she earned a graduate degree from another university and then moved back home when she received a position at CPU. She is the coordinator for student-athlete academic services, which is her first full-time position. As a young alumna, she has made six gifts for a total of more than $300 from 2017-2019. Of those gifts, four gifts have supported scholarships for Hispanic students and 2 gifts supporting athletic programs.

Undergraduate Experience

Maria decided to attend the university based on the recommendation of a counselor for NEP and the desire to be close in proximity to her family. She had only been on the campus once before and had thought the university was a church while growing up. For many low-income youth in the host city, they live in the southern part and tend to stay in their neighborhood. Unless visiting campus as part of a school field trip, these youth do not visit campus. Many of their parents did not graduate from college and thus, do not expose their children to college life. In regards to the NEP scholarship, she states, "Especially knowing the

price of the school, and I know that this was my first choice. I really wanted to go here. I just didn't know how big of a deal it (scholarship) was at the time."

She was not very connected to NEP throughout her undergraduate years; however, she was grateful for the financial support. She did attend NEP activities and events with her cohort but she became involved with her other clubs and offices, all with students from similar ethnic backgrounds. Maria found her support system in Greek life and the Latino Community Outreach office. She became active in a Hispanic, multi-cultural sorority, and eventually became the president. Another area of significant involvement was with the Latino Community Outreach office. She worked as a tutor-mentor for the migrant education program through the office and volunteered at their community and campus events. She developed a strong relationship with the coordinator of the program. In addition, she had significant relationships with the entire faculty in the Spanish Department and one faculty member in the Communications Department. The faculty and staff made her feel valued and important as they were from similar ethnic backgrounds. She states, "They made me feel like a person, like I mattered. Professors knew my name." She credits her relationships with faculty and staff to much of her success as an undergraduate student.

With the scholarship support and working on campus, Maria was able to graduate from the university with no student debt. She saved money by only living on campus for a year and then living with her parents. Upon the recommendation of a Communications faculty member, she decided to pursue a graduate degree. While at graduate school, she continued her relationships with faculty and staff from CPU, they became her support system while she was away from home. In particular, she remained in close contact with a Communications faculty member who became her mentor during this time and provided her with the guidance and

encouragement she needed in her graduate program. She also had regular contact with the coordinator of Latino Community Outreach, who like the faculty member, helped motivate her to complete her program.

Alumni Experience

Maria does not have a traditional alumni experience as she works at her alma mater. She obtained a coordinator position for student-athlete services in the athletic department where she provides academic advising and study skills support for student-athletes. As a result of this position, she is very connected to campus and attends events on a regular basis, especially athletics. She also continues to volunteer for the Latino Community Outreach office by assisting with their financial aid workshops and Latino graduation.

She remains very connected with her sorority sisters. They have created a group chat with more than 15 sisters in which they communicate on a daily basis. The group gets together twice a month for a social gathering. In addition to having a strong alumni bond between each other, the group is active in their support of current students in the sorority. They attend at least two events on campus per semester and provide guidance and support to students.

Giving Experience

Maria is passionate about supporting education. She started to give to the university based on her involvement with the school and the relationships she had developed. At the university, she supports scholarships to improve student retention as well as programs that make students feel welcome. One scholarship she supports is the Latino Endowed Scholarship, which is a cause that is important to her. She states,

> When I went here for undergraduate, my home away from home was the Latino Community Outreach office. That was where I was really involved in. I volunteered for them, I had my work study there, and studied there at night. The office was even left open for us so that we could work in there after hours, even to take a nap during the

breaks between classes. That was my home away from home. I think, yeah, I want to give back to that.

She supports scholarships as she is grateful for the scholarship she received from NEP. Even though, the gifts she is able to provide are not large from her perspective, she wants to help others be able to attend college. Maria explains, "My parents always said education is the most important thing, you are going to go to college. They didn't necessarily know how I was going to go onto college. They didn't know the steps. They did not go to college. I want to help others with their steps." She wants to have a positive impact on students as well as help them achieve their dreams. In addition, she supports the athletics department due to her working there. She knows how hard student-athletes work and wants to give back to them. She can also readily see the impact of her giving.

Motivation to have a positive impact is a strong reason why Maria financially gives back to the university but also the feeling she receives from giving is powerful motivation as well. She explains, "It makes me feel like I'll make a difference in the lives of students. Even though it may not be a huge sum of money, but I feel like any little bit helps." Recognition for the gift is also a motivator. She feels properly recognized for her giving to the university. She receives a formal acknowledgement from the university with a hand-written note on it. She references, "So it's the formal letter but then at the bottom, he (development officer) adds a little note for me, which I think is really sweet and yeah, that motivates me to want to keep giving back." Maria appreciates this personal attention and mentioned a number of times during the interview that it motivates her to continue to give.

Salma

Salma transferred from a local community college to the university. She has received multiple degrees from the university including, a B. A. and M.A. in Speech-Language Pathology (1981 & 1983) and a speech-language pathology services credential in 1983. She has had a successful career as a speech-language pathologist for the local youth authority and at a local hospital. Currently, she has a senior leadership position in the rehabilitative care department at a local hospital.

She has established a giving history with the university. From 1995-2016, she has made 7 gifts of more than $500. All of the gifts have supported the speech-language pathology department. The gifts have been designated to the following programs within the department: scholarships, alumni association, and dean's discretionary fund.

Undergraduate Experience

Salma is from a close-knit Hispanic family in Stockton and thus did not have a desire to leave the area after graduating from high school. She could not afford to attend CPU as a freshman so she decided to attend the local community college with the intent to transfer to the university when she was a junior. Salma was able to transfer to the university by applying and getting admitted into NEP. She worked numerous jobs off-campus to afford to live on campus but eventually moved back home as she did not feel like she fit in. Initially, she was an early childhood education major but decided to change her major after being introduced to the speech-language pathology faculty. While at the university, she developed significant relationships with the faculty in the speech-language pathology program and NEP staff.

The speech-language pathology faculty provided Salma with a sense of family and a nurturing environment in which to learn. When she started the university, she had difficulty connecting with other students and had some issues with her family. She states,

> Virginia (faculty member) was very nurturing (pause). Wow, I didn't think I was going to get emotional. At that time in my life, I really needed that because we had some things going on in our family, and didn't really have anyone to turn to. Virginia was nurturing but she was also tough love. She didn't give you any slack because you were a poor kid from the community or whatever, but she was definitely compassionate…I actually bonded more with the faculty than the students. Probably because of what my needs were at the time, needing that adult mentorship, guidance and support.

She had close bonds with faculty during her time at the university. The faculty provided her with the support to continue with higher education and the mentorship to complete her degree. The NEP staff were also a source of comfort.

In addition to the scholarship support provided by NEP, Salma found the program to also be a safe place her. The program had students of similar diverse backgrounds where she felt accepted. The NEP director and staff provided her with mentoring and tutoring support as well as exposed her to the possibilities on a college campus. Salma recalls, "NEP exposed me to the world outside of the community, I learned that there were so many possibilities for me to explore, and the program instilled a sense of confidence in me that I can do new things." Salma did not know what to do after graduation and the NEP staff helped her decide on the next step, graduate school. Salma did not think she had the financial resources to attend graduate school; however, the staff helped her receive the aid she needed to attend. Graduate school had not been an option for her due to the financial cost; however, the staff helped her realize the possibility. She graduated from the university with no student debt.

On campus she also found a sense of family by joining a diversity sorority and enjoyed the experience. This was another opportunity for her to interact with like students from her

Hispanic background. Multiple times she referenced not feeling as if she belonged at the university as there were few students from her ethnic background. She recalls a student asking, "Salma, we're just wondering what you are?" I said, "Well, I'm a junior," They said, "No, what race are you?" I said, "I'm Mexican." When confronted with these circumstances, she found comfort and support from her faculty and NEP staff.

Alumni Experience

Salma has been an active alumna of the university. Upon the recommendation of a mentor faculty member, she became involved in the speech-language pathology alumni association and was involved with the group for more than 25 years. Her involvement in the alumni association, led to participation in statewide professional associations. She has been involved with statewide professional organizations for nearly 20 years. Within the last five, she has stepped down from both the alumni association and statewide professional organizations in order for new alumni to get more involved. She considers her academic department as the strongest tie with the university. Salma continues to come back as a guest speaker in classes, attended department holiday gatherings and has worked as a part-time clinical advisor. Furthermore, she has served as an alumni representative on NEP admissions committee for at least ten years and has attended numerous NEP alumni events, reunions and mixers.

Her connection to the faculty from the speech-language pathology department has remained strong since she graduated. She still sees some of the faculty on campus and at department events. She recently traveled to another part of the state to visit with Virginia. She states, "For me the faculty and department are my tie back to the university. I actually just went to visit my favorite faculty member. Virginia is now 93 year's old and had recently moved to a new care facility. She had always been there for me and I wanted to make sure she knew I was

there for her. She is doing well and has not changed at all." Her relationships with faculty has kept her involved with the university.

Giving Experience

Salma is the most passionate about supporting the speech-language pathology program. She restricts her giving to scholarships that have been named in honor of faculty from the speech-language pathology program. She believes strongly in giving to student scholarships and being able to help students in need. When asked what impact she would like to have based on her giving, she stated, "I really like that the giving I do is for student scholarships because I always think about all the support I needed. Certainly, there's got to be so many students on campus that need that extra support." She also feels properly recognized for her gifts as faculty members that she knows on a personal and professional level send her hand-written thank you notes.

Her motivation to financially support the speech- language pathology department involves the close relationships she developed with faculty and staff as an undergraduate and alum. She states, "I wish I could give more, I really do. I really feel indebted to everything they gave me, whether it's the NEP or the speech-language pathology program. Really helping me feel like that was a really solid foundation for my future." She feels a sense of gratitude to the university, which is also a strong motivator for her giving. She referenced that without the NEP scholarship she would not have entered the speech-language pathology profession nor have the career she has now.

Salma also financially invests in health-related non-profit organizations that have touched her life. She supports the American Heart Association because her dad had a heart condition and the Alzheimer's Association as her dad developed Alzheimer's late in life. Annually, her and

her family participate in an Alzheimer's walk to help find a cure. In addition to investing in these organizations, she supports The Ronald McDonald House as they provided them with care when her nephew was in terminal treatment and the Patient Helping Fund at her workplace. She has been involved with the Patient Helping Fund ever since it was started at her hospital in the 1980s and provides monetary support to patients in need.

Gabrielle

Gabrielle is from a close-knit Hispanic family and wanted to remain in the local community to be near them. In her family, women typically stayed at home until they were married and rarely moved away to attend college. She could not afford to attend CPU as a freshman so she attended the local community college and after being accepted to NEP, she transferred as a junior. She received numerous degrees from the university, including a B.A. and M.A. in Speech-Language Pathology (1989 & 1990) and two speech-language pathology services credentials in 1990-91. Gabrielle has had a successful career of more than 25 years as a bilingual speech-language pathologist for the local school district.

She has established a giving history with the university. From 2003-2018, she has made seven gifts for more than $400. Of those gifts, four have supported NEP scholarships and the two other gifts supported the speech-language pathology department.

Undergraduate Experience

Gabrielle's desire to stay close to home as well as the university program offerings including NEP were the main reasons she wanted to attend. NEP was the biggest factor in her ability to afford and attend the university. She developed close relationships with the NEP director and staff. She states, "They were very encouraging and always checking up on students and always had an open door policy. It was just a really friendly place to stop by." Gabrielle

needed additional support as she was the first in her family to attend college. NEP staff helped her decipher legal documents and financial documents in order to receive the most federal and state financial assistance. She could not rely on her family for this type of support and graduated from the university with no student debt.

Gabrielle developed strong relationships with faculty in the speech-language pathology department. She asserts, "All the professors were very accessible. There was not any time that they didn't make accommodations for late assignments or just to talk." She also enjoyed the small class sizes in the department as she feels she received more personal attention and accessibility for help from faculty. For example, she recalls that during final exams, the faculty would hold study sessions to ensure they were the best prepared for the exams. She states, "We did a lot of studying together and it was very supportive and I don't know in a large university if that would have occurred. Especially for a person that doesn't necessarily come from the same background that other people do or did at that time. The whole department, it just was very open." The university's student body was not diverse and Gabrielle felt the small class sizes and close relationships with faculty and staff helped her feel less isolated.

In addition to NEP and her academic program, she was involved with Catholic activities on campus and was a student-athlete. Gabrielle liked that the university was located near a Catholic training facility for local priests. This close proximity resulted in Catholic programming on campus such as masses and service activities, which she was involved. Faith is an important part of her life and it helped her feel more connected with the university. Also, she was on the cross country team and developed strong friendships with other student-athletes. Her involvement with NEP, academics, Catholic activities and athletics made her feel like she had a family on campus.

Alumni Experience

With juggling a full-time job and a family, Gabrielle has had sporadic engagement as an alumni with the university. She had attended a few NEP alumni events, reunions and mixers and has helped plan events. She has not been that involved in recent years as she is busy with her children's activities. Gabrielle does keep in regular contact with the NEP director and follows the program on social media to keep up-to-date on the program. She does not keep in contact with faculty but does with NEP alumni she sees regularly at church. In addition, she has volunteered to create a few raffle prizes for the athletics department and has attended an athletic fundraising event. She has also had her children participate in youth sport clinics on campus.

Giving Experience

Gabrielle is motivated to give back to the university due to the NEP scholarship she received. She acknowledges that she would not have been able to attend the university if she did not receive the scholarship, so she wants to help other students. She states, "I really do appreciate obviously, the education that I have because somebody donated to NEP. I feel like it's a very minimal amount that I do give when I give for the university, but that I am giving in the spirit of gratefulness." Even though, she is not able to give back in an amount that she thinks is significant, she feels it's important to give back to the university because it gave her so much.

She feels properly recognized for her gifts when she receives a gift acknowledgment from the university. She does not give in order to receive any recognition regardless of the donation amount. When she is able to give back to the university, she does because it makes her feel good. She explains, "In a small way, I would like to also be an example of giving back because where would I have gotten 95% of my education paid for? That's an incredible gift that I received and I've hopefully made my life be a positive impact because of that. I would say that,

just to be an example." The idea of having a positive impact on others is a primary motivator on why she gives.

Gabrielle is passionate about supporting the university but her strongest passion and philanthropic priority is her Catholic faith. She has regularly attended church her entire life and has taught catechism for 20 years. She states, "I support my church because I want to support something that's meant so much to me or that means so much to me and my kids that I want to support that. Catholic charities just does everything. They touch on natural disasters, human rights and immigration." She believes it is important to support your local church as less people are attending, which results in less people giving. She feels her donation has more of an impact on her church than at the university.

Themes

From the interviews, the broader themes of home, family, and gratitude emerged. The NEP alumni all had a desire to stay close to home and was one of the primary reasons they wanted to attend CPU. In addition, these women tend to come from close-knit families and do not want to be far from their parents, siblings and extended relatives. Being at home likely helped the participants succeed at CPU as many of them did not feel like they belonged or felt disconnected from the broader university. As a result, the participants created their own family on campus in order to have a home away from home.

The NEP alumni developed their own support networks on campus in order to develop a sense of family and belonging. CPU's demographics have been evolving to be more non-Caucasian; however, when these participants were at the university, they were in the minority. For the most part, the participants chose to be part of groups, such as NEP, Latino Outreach, a Hispanic sorority, MEChA, in which they were amongst peers from a similar ethnic background.

Being a part of these groups was intentional as the women wanted to find a place to belong as well as support and help from Hispanic peers and youth on campus and in the community. In addition, participants developed strong relationships with faculty. Again, it was for the same purpose, to find a sense of belonging on campus in which they felt isolated. From a giving perspective, the participants now support many of the groups and departments on campus because this was their strongest connections on campus and now is their motivator to give. Many of these connections the participants made with programs or groups while undergraduate students, remain to this day.

Another theme that emerged from the interviews was gratitude and the sense of needing to give back. All participants were grateful for the NEP scholarship as it enabled them to attend the university. They view receiving the scholarship as an investment that someone else made in them and they now want to support students in a similar manner. In addition to the scholarship, they are grateful for the family and relationships they developed on campus, which is why they choose to support these programs. As previously mentioned, these programs and activities involved peers from a similar ethnic backgrounds, so there is a sense of them both supporting the university as well as their ethnic group. In addition to the gratitude, the participants receive positive feelings and self-worth from the act of giving. Some participants like the recognition they receive for giving as well. So while the participants are grateful, which results in giving back, they also receive something in return.

Chapter Summary

This chapter provided a summary and analysis of the interviews conducted with NEP alumni. The participants are from the same ethnic background and gender. All participants would not have been able to attend the university without NEP. Gratitude for receiving the NEP

scholarship and a positive undergraduate experience were strong motivators for participants to give to CPU. The participants give to areas at the university that had a significant impact on them or areas in which they are involved. Participants give to the university because of the positive feelings they receive from the act as well as recognition. The themes of home, family and gratitude emerged from the analysis. Chapter 5 further discusses the results in relation to alumni giving research and provide recommendations for future research.

CHAPTER 5: SUMMARY AND CONCLUSIONS

This study involved first-generation, low-income, and minority alumni from a California Private University's (CPU) Neighborhood Engagement Program (NEP). The purpose of the study was to explore how NEP alumni become motivated to financially support a CPU as well as analyze how the social exchange theory can explain their giving behaviors. Alumni giving has become an integral revenue source for colleges and universities as federal and state support continues to decline. For colleges and universities, alumni support is vital to the institution's growth and sustainability (Terry & Macy, 2007). As a result, there is a growing body of research on alumni giving in order to garner insights on their attributes and motivations.

This study aimed to enhance the body of research by providing an in-depth analysis of alumni giving through a qualitative case study on an alumni population that has not been a primary focus of previous research. Finally, the results of study provide practitioner implications for development professionals at colleges and universities to best engage alumni to give. This chapter discusses the results of the study, implications of the findings, limitations of the study and recommendations for future research.

Discussion

The study sought to understand the giving motivations of NEP alumni at a CPU and what they received in exchange for giving. Of the 1,177 coded NEP alumni data received from CPU, 34.6% of the alumni had made a gift in their lifetime. The largest giving ethnic group was Hispanic alumni at 40%. The NEP alumni from the university's host city who were interviewed were also Hispanic. Initially, the emphasis of this study was not to focus solely on the Hispanic subgroup; however, it offers an opportunity to understand a subgroup that has not been

extensively researched in the past. The results of the study are aligned with previous research and add to the body of research on alumni giving, specifically Hispanic alumni giving.

Research Question 1

The first research question sought to understand what motivates NEP alumni to financially contribute to the university. A common motivator amongst the interview participants is a strong sense of gratitude to the university. The participants felt a need to give back as they had received a scholarship in order to make their attendance possible. None of the participants would have been able to attend the university without the scholarship and, for the most part, want to support scholarships in order to help other students with the cost of attendance.

In addition, all participants had a positive undergraduate experience. They were involved with clubs, sports, and other activities on campus. For the most part, the participants developed significant relationships with faculty and staff which further enhanced their experience. Many of these relationships continued after graduation. During this time on campus, the participants developed a family with their activities, which involved finding peers from their same ethnic group to create a sense of belonging. The participants felt isolated on campus as they were part of a minority group and now as graduates they want to support the areas that provided them support as undergraduate students.

NEP alumni were motivated to give back to their alma mater based on their positive undergraduate and alumni experience. Research has found that one of the best predictors of giving is based on how satisfied alumni were with their undergraduate experience (Tsao & Coll, 2004; Monks, 2003; Dugan, Mullin & Siegfried, 2000). All participants were involved in NEP and other campus programs and activities, such as Greek life and student organizations. The NEP structure which includes a cohort model, wraparound services and leadership development

likely contributed to participants having a positive experience as well. In addition, the participants had developed close relationships with faculty as students and alumni. Research has shown that strong connections between faculty and alumni increases the likelihood of giving (Clotfelter, 2003). Throughout the interviews, the participants referenced these relationships both while in school and out and for some, the relationships have spanned decades.

Alumni experience has also been linked with giving. As alumni, the NEP participants are actively involved alumni on campus. The participants have served on alumni boards, committees, advisors to Greek organizations, guest speakers and more. Involvement and volunteering in these activities has been associated with higher likelihoods of giving (Weerts & Ronca, 2007; Tsao & Coll, 2004; Shadoian, 1989). The participants credit their giving with being engaged in some capacity with the university.

Research Question 2

The second research question examined the areas NEP alumni chose to support at the university. By and large the participants supported areas on campus that were either important to them as an undergraduate student or as alumni. They chose to support areas on campus that provided them with a sense of belonging as an undergraduate student. Elena had the strongest connection with the NEP program which led her and her husband to create an endowment in support of NEP scholarships. This is linked with her motivation to give back to a program that made it possible for her to attend the university. In regards to Maria, she gives to support the Latino Community Outreach office through scholarship funds. This is an area on campus that she felt the strongest connection as an undergraduate and has continued to volunteer for the program as an alumni. Similarly, Salma primarily supports the speech-language pathology program as faculty helped her navigate her undergraduate experience and has been actively

engaged with the speech-language pathology alumni board and profession. Finally, Gabrielle supports both NEP and the speech-language pathology department based on her positive undergraduate experience and her continued involvement after graduation. The participants are giving to areas that had a significant impact on them as undergraduate students as well as areas in which they have been actively engaged as alumni. Again, these areas of involvement gave them a sense of family and a support structure on a campus they felt alienated due to their minority status, which is why they invest their time and resources in them today.

NEP alumni are a diverse group, primarily comprised of underrepresented minorities. Hispanic ethnicity is the largest demographic of NEP alumni followed by Asian, Caucasian and African American. Prior research has found Caucasian alumni to give at higher rates than their Hispanic and African American counterparts as well as Hispanics to give at the same rate as Caucasians (Monks, 2003; De la Garza & Lu, 1999). NEP giving trends were different than what was found in prior research. 40% of Hispanic alumni had made a gift in their lifetime compared to 12.3% of Caucasian alumni. Hispanic alumni having a higher giving rate than their Caucasian peers is a significant finding in this study.

Prior research on Hispanic giving have found that this group has a history of supporting their church and scholarships at their alma mater (Drezner, 2011; O'Connor, 2007; Cohen, 2006). Of the NEP interview participants, three out of four of the participants are committed to supporting their church. For some participants, giving to the church was their highest philanthropic priority. Supporting the church was a common thread for most of the participants and it had to do with their lifelong involvement with the church. From supporting mission trips to the underserved, the participants referenced being able to see the immediate impact in giving to their church. These religious beliefs have an influence on the participant's philanthropic

inclinations and they receive something in exchange. Participant's giving helps others and in exchange they are doing God's work and they feel better about themselves as a result.

Furthermore, prior research has found Hispanic alumni giving predominately to scholarships and specific programs rather than unrestricted support. All participants in this study supported scholarships and programs that had an impact on their lives. Both of these findings confirm prior research as well as enhance it. In this study, the participants were selective in the areas at the university in which they support. The participants supported areas on campus that provided them with a sense of family and home while they were undergraduate students. Most of the programs and activities they became involved with as students were with peers from their same ethnic group, Hispanic. This made the participants feel less isolated and provided them with the social structures needed to be successful at the university.

Research Question 3

The third research question focused on what the NEP alumni received in exchange for their giving. For all participants, the act of giving provided them with positive feelings about themselves. The feelings described in the interviews include, "It feels good, paying it forward; making a difference in other's lives; and being an example for others to give too." These positive feelings likely enhance their self-image and esteem which makes them want to continue giving.

For some participants, receiving recognition for their giving was something they liked receiving in return. The recognition is in the form of an acknowledgement letter from the university or handwritten notes from faculty or staff in which they have a relationship. This likely makes participants feel a sense of pride and importance as they are receiving recognition from peers and mentors that have played an instrumental role in their lives.

Implications of the Findings

The purpose of the study was to understand the giving motivations of NEP alumni at a CPU and what they received in exchange for giving. NEP alumni are first-generation, low-income and minority population, which has not been the focus of scholarly research. The study aimed to enhance the body of research on alumni giving, specifically for an alumni population, in this instance, Hispanic alumni where there is limited research. There has been little research conducted to understand the motivations for giving to higher education from minority groups, specifically Hispanic alumni (Abbe, 2000). With more minority students attending higher education, it will become important for fundraising professionals to understand their giving motivations.

The findings of the study support the findings of previous research as well as add to it. A positive undergraduate experience has been found to be a strong predictor of giving, which was found in this study. NEP alumni participants had both a positive undergraduate and alumni experience. Similar to prior research, the study also found female alumni to give back more than male alumni. From the literature review, women were found to be more philanthropic than men (Dvorak & Taubman, 2013; Okuande, 1996). However, other research has found men and women to be equally philanthropic and men tend to make larger gifts than women (Clotfelter, 2003; Clotfelter, 2001). In this study, for both the overall NEP alumni and interview participants, women were far more philanthropic than men. More than 60% of NEP women alumni and interview participants made a gift in their lifetime compared to more than 30% by men. This finding supports pre-existing research on alumni giving behaviors based on gender but more research needs to be done in order to validate gender as a factor that influences giving.

In regards to ethnic giving trends, this study found that Hispanic alumni to give back at higher rates than Caucasian alumni. Prior research has found Caucasian alumni to give back at a more significant rate than other ethnic groups or at least at the same rate. Caucasian alumni were the primary demographic that attended higher education and thus, past research and data has been conducted on this group. While the NEP population is predominately comprised of minorities, it is still an interesting finding that within this program, Caucasian alumni giving is different than in prior research. With shifting enrollment demographics in the United States, there will be a need to understand giving rates from diverse alumni groups.

Research on financial aid and giving has been inconclusive in terms of being a predictor of giving. NEP alumni received a significant needs-based scholarship to attend the university. As a result, NEP alumni have more funds to give versus alumni who graduate with student debt. Monks (2003) found that receiving a scholarship did not predict giving; while Dugan and Siegfried (2000) found that receiving a need-based scholarships increases the probability of giving. More than 40% of NEP had made a gift to the university and more than 25% are active donors to the university. All the NEP participants credited receiving a scholarship as the means by which they were able to the university. Also, the participants mentioned the importance of supporting scholarships as donors in order to help students with tuition like they were helped. For the NEP participants receiving the scholarship filled them with a sense of gratitude which has resulted in them supporting scholarships, at primarily low giving levels. Receiving a scholarship was a predictor of giving for NEP alumni and illustrates an exchange. Alumni who receive a scholarship are likely to give in the future in exchange for the prior investment (Dugan, et al, 2000). Scholarship recipients might be a group in which fundraising professionals explore as they are grateful for the support they received.

There have been few studies on alumni giving that have utilized a theoretical framework in their analysis. This study employed the social exchange theory in its analysis, which suggests, "that relationships are give and take and sometimes have an uneven balance among partners" (Weerts & Ronca, 2007, p. 277). Alumni relationships with universities can be defined in economic terms, where the costs and benefits are weighed to determine action (Chadwick-Jones, 1976). The study found that the social exchange theory was applicable to the giving practices of NEP alumni participants. Studies have found that alumni who support their alma mater do so out of their current or past experience with the institution (Weerts and Ronca, 2007). The study supports this finding. NEP alumni participants had both a positive undergraduate and alumni experience with the university which created a sense of obligation to give back. This desire to give back was also associated with the generous scholarship investment NEP students received to attend the university. The positive experience was the result of NEP alumni creating their own family network on campus with similar ethnic peers in order to feel less socially isolated. In this exchange, the alumni received a positive experience from the university and in return, the NEP alumni have made gifts to support the university, specifically areas that provided them the social and emotional support when they were students. Lawler (2001) classifies this type of exchange as a reciprocal exchange. In this type of exchange, there is a reciprocal exchange of something of value between parties. In the case of giving, alumni make gifts to a university with the expectation of a benefit or something in return (Mann, 2007). This is aligned with the exchange found with NEP alumni participants as they received a benefit from their giving.

The literature review examined the intrinsic determinants of giving and found these motivations to be a predictor of giving. Intrinsic determinants include a warm-glow, self-esteem, empathy, self-interest, joy and more (Mount, 2001; Sargeant, 1999; Andreoni, 1990). For NEP

alumni participants, they all reported positive feelings about giving as it made them feel good. This exchange involved giving and participants received positive feelings from the act, which likely enhances their self-esteem and self-image. Andreoni (1989) has found this to be an example of "impure altruism" as donors are receiving something in exchange for their giving. The more positive feelings alumni receive from giving, the more likely they are to continue giving in the future (Yoo & Harrison, 1989).

From a fundraising practitioner perspective, it is important for a fundraiser to understand exchanges. Lindahl and Conley (2002) found that if the fundraiser understands the back and forth cycle of giving, he or she will be able to develop a robust relationship with alumni. For example, some of the NEP participants liked receiving recognition for their giving. Research has found that recognition was in the form of acknowledgements and hand written thank you notes increases the likelihood of future gifts (Bennet, 2006). NEP alumni reported appreciation for receiving this type of attention and would likely give again based on it. Fundraising professionals can strengthen their results if they are able to understand giving exchanges with their donors. Furthermore, fundraising professionals should not assume that alumni will target their giving based on involvement with specific programs, like NEP. Participants in this study gave to areas beyond their primary programs, which might signify the need for more broad and general fundraising appeals rather than targeted ones. This could lead to an increase in fundraising results.

The results of this study also have practical implications for colleges and universities in terms of supporting first-generation, low-income and minority students. The participants in this study felt socially isolated on campus and developed their own support systems, even with a program like NEP in place. Colleges and universities need to be sure and provide equitable

programs and resources to ensure inclusiveness which will lead to more satisfied students and potentially alumni who will give back to their alma maters.

Limitations of the Study

The study had limitations that should be taken into account when interpreting the results. The participant sample size for the interview portion was small and from a specific student population at one university. The sample size was the result of limiting participation in the study to the university's host city. If all NEP alumni who met the criteria were invited to participate, the sample size could have been larger and potentially have more ethnic diversity. Thus, the findings of this case study are not generalizable to other universities and other Hispanic alumni.

In qualitative research, the role of the researcher is that of data collector. There are advantages and disadvantages of the researcher serving in this capacity. Merriam and Tisdell (2016) find that "the human instrument has shortcomings and biases that can impact the study" (p. 16). In this case study, there was a great amount of data captured and interpreted on categories identified by the researcher. With researcher bias, there is the possibility that the results of the interviews could have been misinterpreted. Furthermore, the researcher is a fundraising professional and it's important to acknowledge there is a potential benefit for conducting the study.

Recommendations for Future Research

The initial intent of the study was to explore the giving behaviors of a specific alumni population and what they receive in exchange for giving. With the interview participant sample being comprised of Hispanic females, the study became more specific to this group. There is limited research conducted on ethnic alumni giving, including Hispanic alumni. Primarily, the research has focused on general alumni giving, which is predominately Caucasian alumni.

Therefore, baseline studies need to be conducted on diverse alumni in order to have giving trend data on these groups. This can be accomplished with quantitative surveys of diverse alumni to find out their giving trends. With this research, more qualitative research can be done to further understand these trends. The diversification of higher education enrollment means this area needs more attention from researchers in order to better understand giving behaviors of specific alumni groups.

Chapter Summary

This case study sought to understand the motivations for giving from NEP alumni from a CPU and what they received in exchange for giving. NEP alumni are first-generation college students and are low-income minority students. This is a group of alumni that has not been extensively studied and thus the results, enhance the body of research on alumni giving as well as reinforce past findings.

NEP alumni giving to the university was analyzed. There were at total of 1,177 NEP coded by the university and of those alumni, 408 (34.6%) had made a gift to the university. The giving percentage decreased to 25.9% when focusing on alumni with a recent giving history. Overall, female and Hispanic alumni from this group gave at a more significant rates than other groups.

Alumni who have made at least five gifts within the last five years from the host city were invited to participate in an interview. This resulted in a sample of four participants being interviewed. The participants were Hispanic and female. The results of the interviews illustrated that NEP alumni were motivated to give based on their positive undergraduate and alumni experience. NEP alumni were also grateful for the scholarship they received from the university which provided them the means to attend. As a result, the NEP alumni primarily give to support

student scholarships. In exchange for giving, NEP alumni receive positive feelings which enhances their self-esteem and image. In addition, they receive recognition from faculty and staff at the university in exchange for their giving.

The results of the study are aligned with previous research and add to the body of research on alumni giving, specifically Hispanic alumni giving. The study supports prior research that found gender, positive undergraduate experience, positive alumni experience and financial aid (scholarships) as predictors of giving. For this alumni group, Hispanic alumni gave at a more significant rate then their Caucasian counterparts. This result is different than prior research which has found Caucasian alumni to give at higher rates or at the same level as Hispanic alumni. The study did support the limited research findings on Hispanic giving, which has found this group to prioritize their giving to churches and scholarships at their alma maters. Finally, the results support prior findings on the social exchange theory and giving. NEP alumni give back to the university based on reciprocal exchanges that provides benefits, such as positive feelings, experiences and recognition.

There were limitations of the study. The sample size was limited to one university and the interview sample was small and focused only on the geographic footprint of the host city. The interviews resulted in a large amount of data that were narrowed into categories for analysis which can result in misinterpretations of the data. Further research needs to be conducted on diverse alumni, specifically Hispanic, in order to develop a baseline on their giving trends. Enrollment in higher education is becoming more diverse and it will be important for fundraising professionals to understand diverse alumni giving motivations and behaviors, including giving exchanges.

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APPENDIX A: RECRUITMENT EMAIL TO PARTICIPANTS

Email example

Dear (participant's name),

My name is Scott Biedermann and I am a doctoral student from a California Private University. I am conducting a research study exploring the alumni giving behaviors of the Neighborhood Engagement Program (NEP). I would like to interview NEP alumni to learn more about their motivations to support their alma mater. I have attached the informed consent form to this email which provides additional context on the study as well as potential risks and safe guards regarding your participation. The interview will be approximately 60-90 minutes in length and take place at the university's alumni house. If you are able to participate, I will follow-up with a map and parking permit. Traveling to campus will be your responsibility. If you have any questions, please feel free to contact me. I appreciate your interest in this study and your consideration to participate.

Sincerely,

Scott Biedermann

APPENDIX B: INFORMED CONSENT FORM

Gladys L. Benerd School of Education
RESEARCH SUBJECT'S CONSENT TO PARTICIPATE IN RESEARCH

Factors Influencing Alumni Giving of First-Generation Hispanic Women

Name of Lead Researcher: Scott Biedermann

Your consent is being sought to participate in a research study, and your participation is entirely voluntary.

A. **Purpose of Research**. The purpose of this research is: to understand the donor behaviors of graduates of California Public University (CPU) Neighborhood Engagement Program (NEP).

B. **Duration of Participation**. The expected duration of participation in this study will be approximately 60- 90 minutes.

C. **Research Procedures**. If you decide to participate, you will be asked to be interviewed. The interview will consist of a series of open-ended questions that will explore your undergraduate, alumni and donor experiences at CPU. The interview will take place at the CPU Alumni House. This venue is private and a quiet setting for an interview. Participants who are unable to travel to campus may be interviewed via phone and/or Skype. All interviews will be audio recorded.

D. **Foreseeable Risks**. There are some possible risks involved for participants. The possible risks are: You may experience some psychological distress from discussing your undergraduate experience or embarrassment from discussing your donor behaviors. You will always have the option from answering questions that make you feel uncomfortable. You also have the right to terminate the interview at any time. In addition, there is a potential risk of your data being breached; however, all data will be kept on password protected devices or in secure and locked locations.

E. **Benefits**. We do not believe any benefits will result from this research.

F. **Alternative Procedures**. There are no alternative research procedures for this study.

CONFIDENTIALITY

We will take reasonable steps to keep confidential any information that is obtained in connection with this research study and that can be identified with you. In the published dissertation, pseudonyms will be used for the university and program to ensure confidentiality.

Measures to protect your confidentiality are: Any records will not include your name and will be kept in a secure location

Upon conclusion of the research study, the data obtained will be maintained in a safe, locked or otherwise secured location and will be destroyed after a period of three years after the research is completed.

II.   PARTICIPATION

You were selected as a possible participant in this study because: you are a graduate from NEP and have made at least five gifts in the past five years to the university.

We expect to have 5-7 participants take part in this study. Please feel free to ask any questions you may have.

Your decision whether or not to participate will involve no penalty or loss of benefits to which you are otherwise entitled. If you decide to participate, you are free to discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

III.   EXPERIMENTAL PROCEDURES

None.

IV.   COLLECTION OF INFORMATION OR BIOSPECIMENS

The audio recordings and data files will be stored in my password protected Iphone and laptop.

V.   UNIVERSITY CONTACT INFORMATION

I am the lead researcher in this study and I am a student in the doctorate program in the Gladys L. Benerd School of Education at University of the Pacific. This research study is part of my dissertation for my doctorate in higher education administration and leadership. I am also the Senior Associate Vice President for development at the University of the Pacific.

If you have any questions about the research at any time, please contact me at 209-639-1143 or by email at r_biedermann@u.pacific.edu, or Dr. Rod Githens at 916-739-7332 or rgithens@pacific.edu.

If you have any questions about your rights as a participant in a research project or wish to speak with an independent contact, please contact the Office of Research & Sponsored Programs, University of the Pacific at (209) 946-3903 or by email at IRB@pacific.edu.

VI.   NO COMPENSATION & NO COMMERCIAL PROFIT

No compensation is being offered to participant in this study.

VII.   DISCLOSURE OF ANY CONFLICTS OF INTEREST

The researcher is a fundraising professional at a university and this study explores alumni giving.

VIII.   ACKNOWLEDGEMENT AND SIGNATURE

I hereby consent: (Indicate *Yes* or *No*)

- To be audio recorded during this study.
  ___Yes   ___No

- For such audio records resulting from this study to be used for transcription.
  ___Yes   ___No

You will be offered a copy of this form to keep.

Your signature below indicates that you have read and understand the information provided above, that you have been afforded the opportunity to ask, and have answered, any questions that you may have, that your participation is completely voluntary, that you understand that you may withdraw your consent and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled, that you will receive a copy of this form, and that you are not waiving any legal claims, rights or remedies.

Signed: _____   Date: _____

Research Study Participant (Print Name): _____

Participant's Legally Authorized Representative (Print Name):

_____

Description of Representative's Authority:

_____

Researcher Who Obtained Consent (Print Name): _____

APPENDIX C: INTERVIEW PROTOCOL

Undergraduate Experience:

1) Tell me about your undergraduate experience at University of the Pacific.
   a. What brought you to University of the Pacific?
   b. What was your major of study?
   c. What activities were you involved in?
   d. Did any faculty or staff make a difference in your life?
   e. What was the most valuable part of your campus experience?
   f. What was the least pleasant or unproductive part of your campus experience?
   g. Did you work on campus or off campus?

2) Discuss your involvement in the Community Involvement Program.
   a. How did being selected for this program impact you?
   b. Describe your experience in the program.

Alumni Experience

3) Tell me about your life after you graduated from University of the Pacific.
   a. What has been your professional/personal path?

4) Describe your alumni experience from University of the Pacific.
   a. Do you keep in contact with any alumni?
   b. Do you attend University events?
   c. Have you attended any alumni events?
   d. Do you keep in contact with any faculty or staff?
   e. Have you been a volunteer?

Giving

5) Outside of your work and family, what are areas that you are passionate about?

6) When it comes to financial donations, what organizations or causes do you feel are worthy of your investments?

7) Discuss your financial donations to University of the Pacific.
   a. Why did you start giving?
   b. What motivates you to give?
   c. Do you attend fundraising events?

8) Tell me about your experiences in financially donating to University of the Pacific.
   a. Have you received proper recognition for financial donations?
   b. What impact did you hope to achieve?

APPENDIX D: EXLCUDED INTERVIEW JOHN

John

Initially from Iowa, John served in the military and was stationed in numerous locations in the country. When he was stationed in California, he met his wife, who happened to be recent graduate of the NEP. Upon leaving the military, John's wife helped him apply for NEP and he was accepted. Technically, John did not meet the requirements of NEP as he did not graduate from a host city high school; however, he was accepted into the program. He transferred to the university after attending multiple colleges across the country and graduated in 1975 with a B.A. in Recreation. After graduation, John worked in the optometry field for 15 years and then changed careers to be a K-12 teacher and administrator until he retired.

He has established a giving history with the university. From 2004-2017, he has made 6 gifts for a total of $1,245. Of those gifts, five gifts have supported scholarships, and one gift being for general support of the liberal arts school.

Undergraduate Experience

John decided to attend the university based on his admission to NEP. His wife had recently graduated from NEP and recommended that John attend. He majored in recreation as he wanted to initially be a community recreation director. John was an older student as he had served in the military and was married. He lived off campus with his wife and children. As a result, he was not too involved on campus rather he was determined to graduate quickly and find a job to support his family.

John enjoyed his undergraduate experience. He appreciated the small class sizes as the recreation program was small in size. He developed strong relationships with faculty, especially with one faculty member named Jane. John states, "She knew I was coming out of the military

and so she really put me at ease and I was worried about if I was able to do the work she expected of me. She really helped me, especially on my writing." He also enjoyed the experiential learning opportunities of the program as he was able to work at summer recreation camps offered by the university for the community.

NEP also played an integral part in John's undergraduate experience. Without the scholarship, he would not have been able to attend the university. He explains, "They were very supportive. We had picnics and other get-togethers. They provided us with special tutoring and were very hands-on." He appreciated the social interactions with fellow NEP students as a lot of them were older students too and he had more in common with them than the general student population. John's wife who was also an NEP alumni participated in some of the activities as many of the NEP staff were the same as when she was a student.

Alumni Experience

John and his family would stay in the local area after graduation and they lived in a home very close to the university. Due to the proximity, John and his wife have attended numerous sporting events (basketball, volleyball, sand volleyball) and alumni events. They also regularly eat at the student union as they enjoy talking with current students. John did not keep in touch with fellow classmates or faculty; however, most of his neighbors are alumni of the university and he has developed relationships with them. He has not been actively engaged as a volunteer because of his career and since retirement, he has been working part-time and caring for an adult granddaughter.

Giving Experience

John has a strong desire to support the university based on his positive undergraduate experience. He primarily supports scholarships at the university as he was grateful for the

scholarship that made his attendance possible. He states, "We can't give a whole lot, but we just decided that we should give something because both my wife and I had an excellent experience here and so whatever we could do to help, we thought we should do that." John gives because it makes him feel good and he likes receiving the acknowledgment letters and thank you notes from students. He feels properly recognized for his giving. In addition to supporting the university, John also supports local agencies that help alleviate homelessness in the area.