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Attitudes and Intentions of Students Regarding Future Alumni Activity

Amy K. Atwood

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ABSTRACT

The Director of Alumni Relations at a small, liberal-arts university in the Midwest approached a university marketing professor about investigating student attitudes and intentions regarding future alumni activity. Information collected from preliminary focus groups helped in the creation of a attitudes and intentions survey given to 322 students. Results showed that students seemed knowledgeable about the fundraising needs of the university, but lacked sophistication about these needs. A targeted marketing campaign aimed at improving students' level of sophistication shows great potential for altering the apathetic attitudes some students have about donating back to their alma mater. Due to the lack of relevant literature on the topic and the serious need for increased funds at all universities, these results may aid university management in increasing finances from alumni.

INTRODUCTION

It is glaringly evident through today's media that businesses are fighting to stay afloat amid the current recession. This funding crisis does not stop outside of the corporate boardroom – the same problems are affecting public and private institutions of higher education. The University of California system is losing \$410 million from state aid, requiring a \$345.2 million cut in the budget for California State University alone (Albanese, 2003). Though private universities have fewer worries due to a lack of state aid, as they receive little or no state aid in the first place, present economic conditions still affect them through reduced endowments, lower levels of donor income, and more students defaulting on their school loans (e.g., Samuels, 2002; Blumenstyk, 2003). Even community colleges feel the pressure of decreased contributions as state aid has decreased in the amount of costs it covers by over 20% (Community College, 2003).

Like businesses, universities have downsized to cut costs (Albanese, 2003). Although private colleges have increased tuition past the rate of inflation for the last 100 years, Neuser (2003) states that the purpose of such consistent dramatic increases are due to equivalent increases in the costs of running a full service university. He contends that these costs continue to rise because of the competition, “for top students and faculty, and the unending push for quality—the highest salaries, the nicest gymnasiums, the prettiest campuses [which] turns universities into well-dressed beggars: They have all the trappings of success but none of the money.” Though universities function similarly to many corporations and liberal arts faculty admit that one of the major criteria they examine when determining candidacy for a new university president is the ability to fundraise, these professors – and associated staff – refuse to consider the president of a university to be the Chief Executive Office of that institution. Even

Illinois Wesleyan's selection of a new president hinged on the ability for each candidate to raise funds for the university.

Universities have attempted various "fixes" to the funding problem. These include such marketing attempts as co-branded credit cards (Randall, 2003) and bottled water (Walsh, 2003). While these campaigns may bring in additional funds, as almost one third of total voluntary support, alumni donations make up the largest contribution to university funding (Utter, Noble and Brady, 1999). "The continuum of giving," according to John M. Cash, is what matters for alumni giving and its connection to relationship marketing (Randall, 2003). "It's the \$50 you give when you're 22 and the \$500,000 bequest you leave years later."

While donations are essential to keep universities afloat, especially in trying economic times, alumni giving is not just about the money. It is also about the percentage of alumni who gave and how that affects overall awareness of the university. Each year, *U.S. News & World Report* ranks universities on a variety of variables. One such variable is endowment, or the overall sum of money the university maintains. However, another, lesser-known, variable is the percentage of alumni who contribute. *U.S. News & World Report* includes this variable in its analysis of universities because editors assume that giving back to the alma mater is how alumni can show their satisfaction with the experience they had at that particular school. As the percentage of alumni who contribute increases, so does the university's overall ranking in the magazine. Thus, one alum donating \$100 increases the endowment, but ten alums giving back \$10 each increases the endowment, as well as the percentage of alumni who contribute, increasing the university's ranking even more. It also opens the door for the relationship marketing aspect of alumni giving in that more alums are starting to give, even if it is not initially in vast amounts.

It is for these reasons that universities are desperately attempting to raise the percentage of alumni who donate. Currently, fewer than 20 percent of graduates give back to their alma maters. However, few studies have been conducted on why alums fail to donate, and even fewer on what undergraduate intend to do as alumni. The director of the Missouri University Alumni Association believes, “Students hear the word alumni and don’t relate. Their impressions of alumni associations are old, white-haired men driving big Cadillacs and having a lot of money” (Randall 2003). A study from Boston College attempted to examine undergraduate attitudes towards alumni giving. The researchers found three significant variables effected willingness to donate: 1) students needed a sense of ownership of the university, partially measured by whether or not the university they were attending was their first choice; 2) alumni giving was a greater possibility if the students *valued* their experience at the university in that they were satisfied with the quality of education they received; 3) the inability to control where contributions would go in the university frustrated students. The study also noted that students were appalled at the idea of the university contacting parents of existing students for donations to the university.

The present study was originally conducted by a Marketing Research class at IWU. The Director of Alumni Relations wanted to understand: 1) the level of knowledge/sophistication about fundraising at the university; 2) how and when students find out about that need; and 3) what kinds of variables impact their level of knowledge and intentions. The overall goal was to assist the Alumni Office in developing a marketing and communications plan targeted at existing students.

METHODOLOGY

The Alumni Giving Survey was constructed based on information from the Director of Alumni Relations, as well as three focus groups, one each of freshmen, sophomores, and juniors.

No existing measure of “planned behavior” or “reasoned action” was addressed when creating this instrument. Construction relied solely on the request of the Alumni Office and expert opinion in that current students helped create the items to be administered to current students. It was assumed that the current students employed in the creation of the measure would have an accurate understanding of what possible thoughts and opinions other current students – the target of this study – possessed.

The AGS was then given to a small group of students in order to see if there were any problems understanding items or directions. After relevant corrections were made, we administered a total of 322 surveys randomly to students across the campus, including 212 males and 110 females. All classes were represented, with 37 freshmen, 97 sophomores, 118 juniors, 68 seniors, and 2 fifth year seniors (there are very few fifth year seniors at the university). Of the respondents, 82.9% went to a public high school, 74.8% said that the university was their first choice, 55.9% came from the Chicago area, and 30.1% came from elsewhere in Illinois. Over 70% expressed satisfaction with their education, 60% with their overall experience, who would recommend the university. Fifty-three percent of participants responded that they would re-choose the university, while only 8% responded that they would not. Data from the collected surveys was analyzed using SPSS 10.1.0.

RESULTS

Our sample essentially replicated the results of the study at Boston College. IWU students, like students at BC, entered the university with an existing knowledge of the university’s need to fundraise. The current study also found, through focus groups, that students would be more willing to give back to their alma mater if they could give for a specific need instead of having their donation pooled into the general fund. Additionally, supporting the fourth

finding of the BC study, IWU students were indignant about the university contacting the parents of current students in order to ask for donations.

More specifically, information from the initial focus groups showed that knowledge about the Alumni Association increased with each class. However, the students' level of sophistication was lower than their level of knowledge. For example, most students thought that tuition covered most of the cost of their education and that donations went only to facilities and buildings. These students intended to give over the long term only if they have, "enough money." The number one reason for giving was satisfaction with their education, which was defined as obtaining the skills to get the job they want after graduation. Regarding the "Vote for IWU" campaign, students did not believe the \$5 minimum request was sufficient to cover costs but, once they understood the importance of the customer satisfaction index, said they would be willing to give.

Knowledge/Sophistication

While students possessed knowledge of the alumni office, this knowledge was not sophisticated. Knowledge about the need for fundraising was present in most of the participants. Fifty-four percent of students entered college knowing the university needed to fundraise (see Table 2). By the end of sophomore year over 80% realized the need, while only 8% of students never realized the necessity of fundraising for the university. It is uncertain where students learned of this need. The survey included a list of sources through which students could have learned about the necessity of fundraising for the university. However, the means for suggested sources all hovered near 2, or the number associated with disagreement with the item as a source of information. It is important for the university to become knowledgeable of where students are receiving their information because the information may not always be accurate.

Student beliefs about the importance of funding beyond tuition are contradictory.

Students are aware that tuition at IWU fails to cover all expenses for educating students and that the university requires additional funds in order to thrive as an institution. They believed that any donation would be essential to the university, but the students surveyed did not believe the university actually *valued* small donations. While 77% of students were aware that the university desired any size of donation, they also thought large donations were very important (37.9%) or absolutely essential (21.7%) ($p < .05$) when donating back to their alma mater. Additionally, they believed that the amount of money donated is important (55.9% agree/strongly agree, 28.6% neutral) ($p < .01$), and that the university gives preferential treatment to alumni who donate more money (51.9% agree/strongly agree, 26.7% neutral) ($p < .01$). These findings indicate that students may be unwilling to give back to the university because they do not feel that the university would care about their contribution unless it was a substantial amount of money. Although students may understand how important it is to donate back to the university, they may feel their abilities to contribute are worthless until they can provide the university with a substantial sum of money.

Most students were not aware of the contact they had already had with alumni and the Alumni Relations office. Each year, Alumni Relations sponsors volunteers to help first-year students on move-in day. IWU is a residential university and has strict housing policy requiring almost all first-year students to live on campus for at least one year, causing virtually 100% of all freshmen to live in the residence halls. Students did not recognize the extent of their contact with the Alumni Relations Office because less than 20% of students surveyed recognized that they had attended an alumni event at some point in their undergraduate career at the university, including a lack of awareness pertaining to the sponsored move-in day (See Table 1).

Approximately 80% of students failed to recognize their attendance at alumni events. These numbers point to a very low level of awareness of Alumni Relations as an event sponsor or Alumni Relations-sponsored events at all.

Intent to Give

The intent to give increased after loans were paid off or students felt financially secure, i.e., after their lives are settled. The percent who would give steadily increased after six years, to over 50% after twenty-five years. Intent to give was strongly based on the students' perceived quality of education and their overall satisfaction at the school. Of participants who agreed or strongly agreed that they intended to donate at some time, 95% agreed/strongly agreed they were satisfied with their overall experience and 80% agreed/strongly agreed they were satisfied with their quality of education (both $p < .001$).

The importance of the finding regarding student awareness of attendance at alumni events is vital because students who *recognized* their attendance at an Alumni Relations-sponsored event were more willing to give back to the university in every category we measured. Students who *recognized* their attendance at Alumni Association events had a mean of 3.12 in their intentions to give annually, whereas those who thought they had not attended Alumni Association events had a mean of 2.31. A similar pattern emerged in most other statements, with statistically significant evidence that those who attended events they recognized as being sponsored by the Alumni Association had higher means for intentions to give. Figure 1 underscores the importance of students *recognizing* their attendance, and, thus, the importance of Alumni Relations making clear to students that the office is sponsoring specific events.

“Vote for IWU”

The university's new targeted marketing campaign showed a significant impact on intentions for future behavior. After reading the survey summary of the "Vote for IWU" campaign, 37.3% of the 51 students who originally strongly agreed or agreed to the statement, "I plan to donate money: never," altered their intentions ($p < .001$). These students moved into the 'neutral' (15.7%), 'probably' (9.8%), and 'very likely' (9.8%) categories. Given that such a brief explanation was included in the questionnaire, it seems that increased direct marketing would prove profitable for the university.

In addition, a majority of students (54%) said they wanted to hear about the "Vote for IWU" campaign from other students while the next highest percentage (26.7%) said they would like to receive the information from administration. Students were direct in their opinion that they wanted information from their peers over any other source. This may be because students are likely to trust their peers with information such as the "Vote for IWU" campaign and its benefits to the students themselves after graduation. Students may not be as likely to "believe" what other sources would have to say about the campaign.

Other Important Findings

Overall, this study found that students intend to give: when loans are paid off, after they are financially secure, for a senior class gift, and in increasing numbers six years after graduation. Women seem to be more willing to give than men, and first-year students more willing to give than students from other classes. Students who attended a private school seemed to be **more aware** of the need to donate back to their alma mater, but were **no more willing** to give than those who had attended a public school. Those students who selected Illinois Wesleyan University as their first choice of undergraduate institution had larger means for intention to give than students for whom IWU was not the first choice. On the items regarding

willingness to give when financially secure and willingness to give when loans are paid off, first-year students and seniors had higher means for intention to give than did sophomores or juniors. This may suggest that either students receive information at some point during their sophomore or junior year which compels them *not* to donate after graduation, or, that these students feel disconnected from the idea of being alumni. Targeted campaigns towards these students by the Alumni Relations office may cause them to feel a stronger relationship to the Office, as well as to the concept of donating back to the university.

Factor Analysis

A factor analysis was conducted on all quantitative variables of the Alumni Giving Survey. This type of analysis takes the pool of variables from a questionnaire and separates them into “factors,” groups of variables that seem to be measuring the same construct. Each item from the pool “loads” onto factors according to how similarly participants answer the items.

The analysis conducted with all quantitative variables did not meet the requirements for ethical conduction of the test. Extraction included 39 factors from the data, far too many to analyze at one time. However, interesting factors were discovered within the questionnaire. It seems that one factor which clearly exists is that of financial background of students, e.g., having financial need and receiving work-study.

Once factors are extracted, they can be identified and analyzed for internal consistency. Analyses can then be conducted with the factor as a whole instead of relying on answers to individual items. For example, student answers can be correlated to their score on a specific factor (or subscale) rather than the items which show high loadings on that factor. This decreases the amount of variables in the analysis, decreasing the possibility for Type 1 error, and

increasing the likelihood that any relationship found between the variables is due to the existence of an actual relationship and not to chance.

Using factors instead of individual variables also increases the ability to run regression analysis on the data. Regression allows researchers to learn the predictive validity of variables on a target variable. For example, regression analysis could show how much of an impact social satisfaction at the university and academic satisfaction at the university have on the overall willingness to give. Regression analysis cannot be conducted unless the researcher can identify the variables which may contribute to the change in the level of the target variable.

Cluster Analysis

Cluster analysis takes each point of data, or each participant's response to each variable, and combines them into "clusters" of similar participants based on how the participants answered each item. Any participant who fails to respond to a single variable included in the analysis will be removed from any cluster membership. Though a total of 322 participants were included in the study, only 241 (74.8%) of the participants were included in the cluster analysis. It is necessary to analyze missing data in order to understand why so many cases are missing from the analysis. It may be that certain participants all failed to answer specific items, thus excluding them from cluster membership which would otherwise make for stronger clusters with more significant differences between them.

Cluster analysis was conducted on this set of data, with an expectation of the existence of three to eight different clusters. The most obvious cluster membership included four distinct clusters with the following membership: 99 members in cluster 1, 31 members in cluster 2, 21 members in cluster 3, and 90 members in cluster 4. Though cluster 1 and cluster 4 have the highest membership, they are not necessarily more important than clusters 2 and 3. Significant

differences were found between the clusters on 80 of the variables. Responses by cluster can be analyzed for these variables to profile the clusters and, thus, their members, giving the researcher more information as to what groups of students exist and how those groups think/feel about Alumni Relations and the intent to give back to their alma mater.

It is important to note that these different groups exist within the sample of students because it shows that not all students have the same knowledge, understanding, or intentions. The group membership is a good way to identify differences which exist between students based on answers to the questionnaire items without limiting the categorical variable of an analysis to the response to one variable or item. For example, on the item, "I plan to give annually," 7.1% of cluster 1 members, 96.8% of cluster 2 members, 14.3% of cluster 3 members, and 25.6% of cluster 4 members strongly disagreed. This item is just one example of the significant differences between cluster membership. A more in depth understanding of the variables that are most important to the understanding of undergraduate attitudes and intentions will allow for more precise profiling of cluster members. \

MANAGERIAL IMPLICATIONS

Perhaps the most interesting finding was the relationship between intention to give and perceived attendance at alumni sponsored events (see Table 3). In every category – to give annually, to give time and expertise, to give to the senior Class Gift, to give at any point from within the first year after graduation to over 25 years after graduation – the mean differences were statistically significant. In each case, means for students who recognized their attendance at an alumni event were higher than means for students who did not recognize their attendance or were unsure of their attendance. For intentions to give annually, give when financially secure, and donate time and expertise, the difference between means for students who recognized their

attendance and those who did not were statistically significant ($p < .05$). Although the move in of freshmen is an alumni sponsored event—and we are at a residential university—over 40 percent stated they had not attended an alumni event, while another 40 percent were uncertain. The Alumni Association must increase visibility, through co-branding events and with an identifiable brand image, in order to have students recognize an event as one sponsored by Alumni Relations.

An additional finding was that students did not believe that all donors were treated equally. Perhaps this arises from the praise lavished during tours of the campus on the donors who have given their names to buildings. Students hear only about the \$14 million donation from Chuck Ames for the new library, or the \$8 million donations from Mr. Hansen. It seems that pointing out the benches from the Class of 2001 and the Class of 1901 on the quad, stating that they were made possible by multiple small donations from those seniors, and commenting on the aesthetic and functional value of the gifts, would help student understand from the beginning that the university values all donations, big and small.

The final questions on the Alumni Giving Survey dealt with the “Vote for IWU” campaign to raise the percentage of alumni who donate in order to earn a higher mark in the *U.S. News and World Report*. This message seems to be very strong, whether the student is reacting based on what he or she can do for the university, or reacting based on new information about how the student can help himself or herself and simply happen to benefit the university in the process. Students who had stated they would give very little or never reported they would be “likely” to give \$5 to the campaign after reading a summary of its purpose at the end of the survey. Since the a number of participants in this study significantly changed their beliefs on donating after receiving only a brief summary of the benefits of donating, it seems providing the

students with even more information through a targeted marketing campaign would greatly improve the attitudes of students towards giving back to the school after graduation.

The Alumni Relations office needs to improve communication of the messages that the university needs to fundraise in order to thrive and survive, that the university values *all* donations, and that donating back to the university can help both the university and the alum who donates. Students need to be *informed* of this information. According to Cutlip, Center, and Broom (2000), the processes of *informing* requires four distinct phases: “1) attracting attention to the communication, 2) achieving acceptance of the message, 3) having it interpreted as intended, and 4) getting the message stored for later use” (p253). The next step, “stimulating active learning and practice,” would mean that students were not only informed of the information, but also instructed and could use the information to change their behavior. Currently, information is being disseminated to students, but not fully communicated to them. While the Alumni Relations office attempts to relay information to students about the benefits of giving back, even the first step of the informing process is not always reached. Ideally, students would reach the stage of being instructed and thus alter their giving behavior.

In order to complete the informing process and continue to the instruction phase, the Alumni Relations office must invoke certain alterations to their current process of marketing the office and the concept of “alumni” to students. First, students need to be drawn to the communication the office is attempting to make. The “Vote for IWU” may be a good way to achieve this, in that students will be drawn to a campaign which tells them how they can help themselves and work now to improve their future opportunities. Once students are attracted to the message, they need to accept it. This means that the Alumni Relations office must help students understand that the campaign is valid and honest, that students will not only be helping

the university, but also themselves when they donate back to IWU. Given survey results to the question about who they would like to receive information about the campaign from, it is recommended that the Alumni Relations office use other students to carry the message, particularly members of the Student Alumni Council as they are the most knowledgeable peers available for this purpose. The SAC may also prove useful in attaining completion of the third step of the informing process, assuring that the information is accurately interpreted. Students on the SAC can rectify any false assumptions from the student body at large, and may also help provide specific examples or accurate statistics relative to the campaign or alumni giving. Inducing students to actually store and recall the information presented to them requires students to feel the information is significant to their lives. The value of the "Vote for IWU" campaign is that it emphasizes what donating back to an alma mater can do for an alum. Students who become aware of the intrinsic value of donating will be more likely to remember and recall the information.

Achieving the first four steps of the information process would itself be a significant progression towards better and more accurate communication between the Alumni Relations office and IWU students. However, this information does little to help the university – or the value of IWU degrees – unless it alters giving behavior. Students must recognize that the information they possess needs to be put into action, that not only must they be aware of what giving back to the university can do but they must actually give back themselves. The matching funds portion of the Senior Gift campaign seems like a good way to promote active giving. Students seem willing to give to the Senior Gift, but have trouble remembering or actually taking the initiative to do so. Allowing donations to be taken online via credit card should help rectify this situation. Simply put, the Alumni Relations office must increase student awareness of the

office and its purpose, help students understand – through direct marketing and use of the Student Alumni Council – the intrinsic and extrinsic benefits of donating to the university, and give them ample opportunity to turn this information into action.

LIMITATIONS/RECOMMENDATIONS

The limitations of the research are partly those associated with instrument construction. The instrument was created on the basis of expert opinion because items came from current students at the university and the Director of Alumni Relations. It is therefore believed that all items are of an appropriate reading level and use terms the average student would easily understand, thus the AGS shows some evidence for content validity. No existing measures of any type were referenced when creating this instrument, so it may not be applicable for use with other populations.

The AGS shows evidence for face validity as it appears to measure what it purports to measure. Face validity is important because students need to believe they are taking the survey for its intended purpose in order for them to be more honest in their responses. However, no reliability analysis was conducted for this instrument. Administering the survey at two different times through the academic year would help assure test-retest reliability. Additionally, the survey may not adequately address all areas of alumni giving.

It should be noted that this study was conducted at a small private liberal-arts university. While results may not be generalizable to a large public college setting, the questionnaire used measures attitudes and intentions, so it would be appropriate in testing this population as well. The present study only measured donation *intentions* of current students. No research has shown how student intentions carry over into alumni action. Therefore, although this study shows significant findings on the intentions of students, it cannot definitively give assurances to actual

future behaviors. Additional studies should examine current alumni and the beliefs they held as undergraduates in order to truly validate this study.

A limitation to this study, but an opportunity for future research, was the vast amount of variables included in the questionnaire. One-way ANOVAs and chi-square tests were used to analyze some of the data, but were not included in this paper because of the limitation of content. Such a vast questionnaire creates the possibility for multiple research projects from a single source of data. Also, regression analysis has been conducted, but not fully analyzed as the research must fully explore the data before understanding which variables could impact other variables and which variables would simply detract from the test and its significance to the project. Future research with this data set should focus on gaining a better understanding of both the instrument and the clusters through advanced factor and cluster analysis.

TABLE 1

*Perceived Attendance at Alumni Events**Have you ever attend an alumni event?*

Yes	16%
No	43%
Don't Know	41%

TABLE 2

When Awareness Began

When did you first become aware of the need for fundraising?

Before College	54%
First Year	23%
Sophomore Year	9%
Junior Year	4%
Senior Year	2%
Never	8%

TABLE 3

Intentions to Support Based on Perceived Attendance

	Have you attended an alumni event? (means)		
	Yes	No	Don't Know
Give annually**	3.12	2.31	2.55
When I'm financially secure**	3.71	3.10	3.49
Donate time and expertise**	3.22	2.64	2.64
Within the first year after graduation*	2.14	1.84	1.66
2-5 years after graduation**	2.81	2.14	2.12
6-10 years after graduation**	3.55	2.74	2.88
11-25 years after graduation**	3.84	3.11	3.41
25+ years after graduation**	3.84	3.20	3.55
To Senior Class Gift**	3.81	2.99	3.27

* mean differences are significant at the $p < .05$ level

** mean differences are significant at the $p < .01$ level

Figure 1

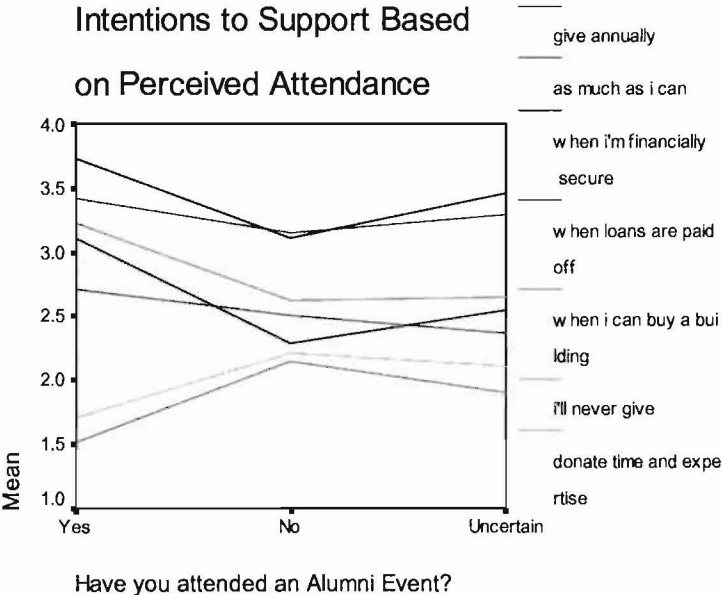


Table 4

Means for statements by recognition of attendance

Survey statement	Attended event	Not attended event
To give time and expertise	3.22	2.64
To give 6-10 years after graduation	3.55	2.74
To give 11-25 years after graduation	3.84	3.11
To give 25+ years after graduation	3.84	3.20
To the senior Class Gift	3.81	2.99

QUESTIONNAIRE

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Alumni Giving Survey

This survey is part of a project for a Marketing Research class at Illinois Wesleyan University. It has been approved by the Institutional Review Board. Please answer the following questions in regards to your knowledge and opinions about yourself, your IWU experience, and what it means to be an IWU alum. You may refuse to answer any questions and may stop taking the survey at any point without any consequence. Your informed permission to complete this activity will be signified by your return of the survey. Any ethical concerns regarding this survey may be directed to the chair of the IRB, Dr. David Bollivar, 556-3677, or the head of this research project, Professor Fred Hoyt, 556-3128. Your answers will remain anonymous. Thank you for your participation!

YOUR IWU EXPERIENCE

*The first portion of this survey will ask about your experiences so far at IWU. The questions are about your involvement at and satisfaction with IWU. Please circle only **one** answer for each question.*

1. How involved are you with the following types of organizations at IWU or in the Bloomington-Normal community?

	Not Involved	Involved	Leadership Role		
Student Government	1	2	3	4	5
Academic (e.g. Accounting Society)	1	2	3	4	5
Philanthropic (e.g. Circle K, Habitat, APO)	1	2	3	4	5
Off-Campus	1	2	3	4	5
Social Fraternity/Sorority (ΣΠ, ΣΚ, etc.)	1	2	3	4	5
Professional Fraternity/Sorority (ΦΜΑ, ΣΑΙ, ΦΚΦ, etc.) <i>(Deals with your major or academic excellence)</i>	1	2	3	4	5

2. For the following statements, circle one answer for each.

	Strongly Disagree		Strongly Agree		
I am satisfied with my education at IWU	1	2	3	4	5
I am satisfied with the social life at IWU	1	2	3	4	5
IWU is preparing me for the real world	1	2	3	4	5
I am satisfied with my overall experience at IWU	1	2	3	4	5
I would recommend IWU to other students	1	2	3	4	5
If I could do it all over again, I would choose IWU	1	2	3	4	5

KNOWLEDGE ABOUT THE ALUMNI ASSOCIATION

In a few months or a few years, you will be an alumnus from IWU. You will be a member of the Alumni Association. Please tell us what you know about the Alumni Association.

3. Have you ever attended an event sponsored by the Alumni Association?
 a. yes b. no c. don't know
4. Which events have you attended, if any? _____
5. Have you ever worked for the Alumni Office?
 a. yes b. no
6. Were you ever a Titan Talker?

mostly on tuition and grants

IWU doesn't need any alumni donations, tuition and grants cover all expenses	1	2	3	4	5
IWU needs donations alumni but the amount of money donated is not important	1	2	3	4	5
IWU only wants donations from people with enough money to put up a building on campus	1	2	3	4	5
IWU gives preferential treatment to alumni who donate more money	1	2	3	4	5
There is a definite need for fundraising at IWU	1	2	3	4	5

10. In what way do you think the university *wants* alumni to donate back to IWU?

	Not Important		Absolutely Essential		
Large monetary donations	1	2	3	4	5
Any size donations	1	2	3	4	5
Volunteering their time for various activities	1	2	3	4	5
Providing Career Feedback/Guidance	1	2	3	4	5
Assisting with New Student recruitment	1	2	3	4	5

11. Check all that apply regarding how you found out about a need for fundraising at IWU.

- I work or did work in the Alumni Office
- I heard an administrator talk about it
- I heard a faculty member talking about it
- I heard other students talking about it
- My parents give back to the university they graduated from
- I went to a private school before IWU and learned it there
- I read it in the IWU magazine or other university publication
- Other _____

12. When did you find out about this need for fundraising?

- a. Before College
- b. First Year
- c. Sophomore Year
- d. Junior Year
- e. Senior Year
- f. Never

13. Have your parents ever been contacted by IWU for a donation in addition to tuition payments?

- a. yes
- b. no
- c. don't know

14. How do you feel about IWU contacting parents for donations?

Very Displeased

Indifferent

Very Pleased

1 2 3 4 5

INTEREST IN DONATING

*This section examines your willingness to donate to IWU after graduation. These questions are only about your intentions, and may not be what you actually choose to do. Please circle only **one** answer for each statement/question.*

15. For the following statements, circle one answer for each about your willingness to donate back to IWU after graduation.

	Strongly Disagree				Strongly Agree
I plan to donate money					
as much as I can	1	2	3	4	5
only when I am financially secure	1	2	3	4	5
after my loans are paid off	1	2	3	4	5
only when I have enough to afford a building	1	2	3	4	5
never	1	2	3	4	5
I plan to donate time	1	2	3	4	5
I plan to donate					
within the first year	1	2	3	4	5
within 2-5 years	1	2	3	4	5
within 6-10 years	1	2	3	4	5
within 11-25 years	1	2	3	4	5
after 25 years	1	2	3	4	5
I plan to donate to the Senior Class Gift	1	2	3	4	5

16. I plan to give back under the following conditions.....

	Strongly Disagree				Strongly Agree
I was satisfied with my education at IWU	1	2	3	4	5
I was satisfied with my overall experience at IWU	1	2	3	4	5
I want my name on a building/plaque somewhere on campus	1	2	3	4	5
It is important for IWU to continue to grow	1	2	3	4	5
Someone else gave money so I could receive financial aid, I should do the same	1	2	3	4	5
I recognize the need for a private school like IWU to fundraise in order to maintain facilities	1	2	3	4	5
I understand that the more Alumni that donate, the better the school looks, and the more my degree is worth	1	2	3	4	5
Tuition doesn't cover all of the university's expenses	1	2	3	4	5
Other _____	1	2	3	4	5

17. I would not give back to IWU under the following conditions.....

	Strongly Disagree				Strongly Agree
I was not satisfied with my education	1	2	3	4	5
I was not satisfied with my overall experience	1	2	3	4	5
The school already has enough money	1	2	3	4	5
My family has already given enough money	1	2	3	4	5
It'll take me years to pay off student loans	1	2	3	4	5

Giving to IWU is not a priority for me	1	2	3	4	5
Other _____	1	2	3	4	5

ABOUT YOU

*The following questions are all about you. Remember that your answers will remain anonymous and we will in no way use your responses to identify you. Please circle only **one** of the following choices for the questions below, unless otherwise instructed.*

18. Gender
- a. Male
 - b. Female
19. Year in School
- a. First Year
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. 5th Year Student
20. Where are you from?
- a. Chicago land area
 - b. McLean County
 - c. Elsewhere in Illinois
 - d. Out of State
 - e. Another country
21. What type of High School did you attend?
- a. Public
 - b. Private
 - c. Don't Know
22. What is your combined family income before taxes?
- a. <\$25,000
 - b. \$25,001 - \$50,000
 - c. \$50,001 - \$100,000
 - d. \$100,001+
23. Which sports do you (did you) play at IWU? (Circle **ALL** that apply)
- a. None
 - b. Football
 - c. Volleyball
 - d. Baseball/Softball
 - e. Basketball
 - f. Soccer
 - g. Swimming/Diving
 - h. Tennis
 - i. Golf
 - j. Track/Cross Country
 - k. Cheerleading
 - l. Intramurals

- m. Club Sports
- n. Other _____

24. Are you the first person in your immediate family to attend college?
- a. Yes
 - b. No
25. Do you receive financial aid?
- a. Yes
 - b. No
26. What type of financial aid do you receive? (Circle **ALL** that apply)
- a. Loans
 - b. Scholarships/Grants
 - c. Work Study
 - d. None
27. What percentage of your tuition is paid for by financial aid (NOT loans)? (To the best of your knowledge)
- a. More than 50%
 - b. Roughly 50%
 - c. Less than 50%
 - d. None
28. Major(s) _____

29. Minor(s) _____

“VOTE FOR IWU” CAMPAIGN

You may not realize it, but national publications use alumni satisfaction, measured by the *percentage of alumni who financially support their alma mater*, to rank universities. High rankings increase the reputation of the university and the value of your degree, which in turn makes graduates more attractive in the eyes of employers and graduate schools.

Unfortunately, the publications who score America's colleges and universities don't come to homecoming to see IWU spirit in action, nor do they see the career networking and alumni activities, nor even classrooms. They measure alumni satisfaction by the percentage of alumni who financially support their alma mater.

*The percentage of alumni who give, not the amount of money given, is the determining factor. This is where you come in -- One of the criteria used in establishing rankings is alumni satisfaction. Last year, we ranked 50th overall, but 114th in alumni satisfaction. For only \$5, you can vote to improve IWU's national reputation. Please circle only **one** answer for each of the following questions.*

30. Knowing this, would you donate \$5.00 a year right after graduation?
- a. Definitely

- b. I'm still not sure
- c. No

31. From whom would you like to receive information about this campaign?

- a. Students
- b. Faculty
- c. Administration
- d. Parents
- e. Other _____

Thank you so much for helping our class in its efforts to raise the value of the Illinois Wesleyan University degree.

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