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Impact of the S.T.R.I.P.E.S. Leadership and Extended Orientation Program on Philanthropic Giving

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IMPACT OF THE S.T.R.I.P.E.S. LEADERSHIP AND EXTENDED
ORIENTATION PROGRAM ON PHILANTHROPIC GIVING

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Human Resource Education
and Workforce Development

by

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Bachelor of General Studies, Louisiana State University, 1993
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This dissertation is dedicated to my beloved sons, Brennan and Dalton Major. Together, you have sacrificed countless days, nights and weekends, and have consumed a lifetime of frozen dinners so that I could continue this journey. You have been my greatest cheerleaders and constant support and I am eternally grateful. Thank you for your unwavering belief in me. I hope you have learned by example, the satisfaction of hard work done well, the motivation to reach for hard goals and to finish what you start, and the value of good manners and an education. My grandparents and parents gave these examples to me in abundance. It is perhaps the greatest gift and legacy that I can pass on to you. It is you that have been my beacon and light and the reason I continued to persevere to the end. I love you both to the sun, the moon, the stars and back.

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For Corky, my greatest second chance, who makes every day more beautiful and worthwhile. Thank you for taking a chance on me. 50 years will never be enough... I love you.

Finally, I sincerely wish that this effort can serve as an example of courage, strength and hope for the alcoholic or addict who still suffers. There is hope... November 7, 2011.

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ABSTRACT

The primary purpose of this study was to investigate the impact participating in S.T.R.I.P.E.S., a leadership and extended orientation program, had on the philanthropic giving of recent alumni at a research university in the Southeastern United States. The dependent variable for this study was philanthropic giving to the institution during the three years immediately following graduation, as defined by their personal donations as recorded in cumulative giving by the university's foundation. The goal of the study was to determine to what extent, if any, school leadership development, loyalty, and engagement taught through leadership and extended orientation programs influence the donation behavior of recent graduates. The target population for this study was defined as undergraduate program completers (obtained a bachelors degree) at large, public, research universities in the Southeastern United States. The accessible population for this study was defined as all recent alumni who graduated with a bachelor degree from one large, public, research University in the Southeastern United States in 2009, 2010, and 2011. There were 9,037 records, of which 490 were S.T.R.I.P.E.S. participants and 8,547 were S.T.R.I.P.E.S non-participants.

Results indicate that participation in S.T.R.I.P.E.S. has a positive influence on whether or not an alumna/us becomes a donor as a recent graduate. A greater proportion of S.T.R.I.P.E.S. participants (29.4%) are donors when compared to non-participants (15.2%). Participation in the program increased the likelihood that a recent graduate would become a donor. S.T.R.I.P.E.S. has a higher percentage of women, minorities and out-of-state participants than the S.T.R.I.P.E.S non-participants. A higher percentage of participants pursue additional degrees at the institution. S.T.R.I.P.E.S. participants have a higher percentage of donors who are female, although males gave a greater cumulative amount of money, gave more frequently and made larger average

donations than females. Black/African Americans and Hispanics gave greater cumulative amounts than Whites. A predictive model exists regarding philanthropic giving by recent alumni consisting of Additional Degree, Out-of-State, and S.T.R.I.P.E.S. participation.

In an effort to create a culture of philanthropy on university campuses, it is recommended that university leaders make a concerted effort to ensure that all incoming freshman participate in leadership and extended orientation programs.

CHAPTER 1: INTRODUCTION

Budgeting and financing operations in a highly competitive market are a challenge for most public universities. While tuition pays for a substantial portion of the operating costs of universities, there are often significant budget shortfalls often occur. These budget deficits must be dealt with either by cutting services, which negatively affects the education experience offered to students, or by raising tuition fees, which places education at that college beyond the financial reach of a given additional number of students (Alstete, 2014). Accordingly, universities are increasingly relying on philanthropic support to make up for budgetary deficits (Bennett, 2013).

Philanthropic support can come in the form of corporate and foundation gifts; however, the majority of donations come from individual alumni in support of their alma mater. Unlike tuition and fees (direct) and state funding from taxation for state-supported institutions (indirect), alumni donations are a form of university financing that, is completely voluntary. Moreover, alumni giving is unique, in that those who have received the most direct benefit from an institution's existence are the ones helping finance that institution; therefore, it could be called the fairest way for universities to finance their operations (Drezner, 2011; Pike, Smart, Kuh & Hayek, 2006). However, it is difficult for universities to budget based on philanthropic resources, as those donations cannot be coerced or forced, unlike financing from unilaterally imposed tuition and fee increases. Regardless, given the potential benefits from alumni donations and their appropriateness as a financing vehicle, universities can and should encourage such philanthropy (Bennett, 2013; Drezner, 2011).

Philanthropic donations by alumni are most often impelled by a feeling of loyalty to the institution, a form of inspired "paying it forward" or an expression of gratitude. The classic view

of such a donor is that of a successful businessman or entrepreneur who has achieved career success in his or her lifetime and thus makes a large transformational gift to the institution that taught them the skills and leadership necessary to become successful (Prince & File, 1995; Freeland, Spenner & McCalmon, 2014). However, philanthropic donations are made by more recent, and less affluent, alumni as well. This often-overlooked source of philanthropic support can be significant. Such donations, while usually small, can be recurrent for many years from a young graduate and can increase over time as the person's financial situation improves (Millisor & Olberding, 2009; Freeland et al., 2014). Since philanthropic donations to universities are often motivated by loyalty and gratitude, it makes sense for universities to train and inspire such feelings even at the undergraduate level. If young alumni begin giving at an early age, their lifetime contributions to the institution is exponentially greater than those who begin giving at a later age. Inspiring feelings of attachment to the institution can help universities collect more philanthropic donations from recent alumni, which can assist universities by increasing national rankings and reducing reliance on tuition and other budget revenues subject to legislative cuts and deficits (Ade, Okunade, & Walsh, 1994; Bennett, 2013; Millisor & Olberding, 2009; Pike & Kuh, 2005).

Philanthropic giving to colleges and universities is rapidly becoming a critical issue, due to shrinking budgets and increasing competition over recruiting and retaining students.

Philanthropic alumni support to one's alma mater in particular remains a critical component of higher education giving. However, current data from the Council for Advancement and Support of Education (CASE), the National Association of Independent Schools (NAIS), and Council for Aid to Education (CAE) reveal that alumni participation rates have been slipping in recent years, although the average size of alumni gifts is increasing (Philanthropy, 2015). Therefore, colleges

and universities must look for opportunities to motivate and engage alumni in an effort to increase philanthropic leadership in giving (Freeland, Spenner, & McCalmon 2014; Koenig-Lewis, 2015).

Research has consistently demonstrated that a higher percentage of wealthy individuals donate to charity compared with the general population. This disparity has historically been true for giving in general and for giving to education specifically (Bank of America, 2014). Yet philanthropy as measured in giving to non-profit organizations in the U.S. is rapidly changing. Gone are the days in which older, white men were the primary sources of philanthropy. Donor demographics and motivations have changed considerably and will continue to do so over the next decade (Dresner, 2011; Freeland, Spenner, & McCalmon 2014). According to the *2014 U.S. Trust Study of High Net Worth Individuals* (Bank of America, 2014), the greatest generational transfer of wealth in U.S. history will be occurring over the next ten years. In addition, with greater access to higher education than ever before by diverse populations, the demographics and motivations of donors have been steadily changing over time. Greater numbers of women and minorities are giving back than ever before (Steinberg & Wilhelm 2005; Wang & Graddy, 2008). Institutions must change the way they think about donors and create new pipelines for giving that inspire a younger, more diverse market of donors.

Universities, particularly publicly funded ones, can and often do, greatly benefit from philanthropic donations from alumni (Alstete, 2014; Pike, 2004). These donations are often large transformational gifts from alumni who have achieved success in their careers and wish to express their gratitude (Andreoni, 2013). However, an additional, potentially significant, source of such funding is more recent alumni, who, although they usually make smaller donations, are potentially valuable because their donations may be recurrent over their lifetimes (Freeland et al.,

2014; Millisor & Olberding, 2009). In addition, donors who are engaged early typically give exponentially more later in life (Ade, Okunade, & Walsh 1994; Drezner 2011; Koenig-Lewis, 2015). Alumni who were highly engaged as students tend to give more over time to their alma maters. Specifically, student engagement while an individual is enrolled and alumni engagement after graduation have been proven to increase alumna/us' charitable support of their alma maters over the long term (Drezner, 2011; Mael & Ashforth, 1992; Pike & Kuh, 2005; Pike, Smart, Kuh & Hayek 2006).

Leadership and extended orientation programs are one way in which colleges and universities are engaging students in an effort to build affinity, loyalty, and ownership towards the institution. In particular, extended orientation programs have become increasingly popular at U.S. colleges and universities. The length and purpose of these programs depend on the institution; however, they usually are part of a comprehensive first-year experience program directed toward assisting students in the transition from high school to college socially, emotionally, and academically. Students learn the history, traditions, culture, norms, and mores of the institution as part of an effort to acclimate and integrate them and to provide immediate engagement opportunities (Pike & Kuh, 2005; Freeland et al., 2014; Quatro, Waldman & Gavin 2007). Students who participate in extended orientation programs have greater success in college than their peers who do not participate, as measured in terms of graduation and retention rates. However, data on philanthropic giving as a result of participation in extended orientation programs are all but nonexistent.

Affinity and loyalty are often measured in terms of alumni giving, which also serves as a factor in many national ranking surveys. For example, college rankings, such as those published by *U.S. News and World Report*, grade institutions based upon a variety of variables, including

alumni contributions to an institution. Students and their parents rely on such rankings when making post-secondary decisions, and employers use this information to devise college graduate recruitment strategies. Institutions may support this continuing relationship with alumni through a number of means, but primarily do so through formal advancement practices and alumni relations and foundation offices (Philanthropy, 2015; Pike, 2004).

The theoretical framework for this study combines the theory of reciprocity (Drezner, 2011) and social exchange theory (Kelly, 2002). Together, these theories explain the motivation of alumni to repay what they feel is a social obligation to their schools. Most scholars agree that philanthropic giving and social good behaviors are motivated by a mixture of altruistic motives and a donor's intrinsic gain of good feelings or the "warm glow" one feels being a part of something greater than themselves (Andreoni, 2007, 2013). If universities wish to increase the incidences of philanthropic giving by alumni, they must make the most of this perceived obligation by encouraging loyalty and engagement at the undergraduate level. Researchers have encouraged further study of the associated phenomena of institutional loyalty and philanthropic giving (Andreoni, 2007; Mael & Ashforth, 1992; Mount, 1996; Pike, Kuh, and McCormick, 2011).

The question of how universities can encourage the loyalty of current students who participate in leadership and extended orientation programs as they encourage them to become philanthropic donors soon after graduation has not been studied. At many universities, donations by alumni are not as extensive as they could be (Pike & File, 2011), due in part to a failure to focus on recent alumni and/or a lack of investment in undergraduate loyalty and engagement programs. Such universities do not have a strategic, targeted focus on engaging undergraduates and young alumni to become donors. As a result, many institutions experience budgetary

shortfalls, which then force them to increase tuition and eliminate programs and services (Alstete, 2014). If universities do not identify ways to maximize philanthropic giving by recent alumni, these budgetary problems are likely to persist and donor giving rates will continue to stagnate.

Purpose of the Study

This study examines the relationship between undergraduate participation in a leadership and extended orientation program and philanthropic giving back to the institution as recent alumni. The goal of the study was to determine to what extent, if any, school leadership development, loyalty, and engagement taught through extended orientation programs influence the donation behavior of recent graduates. For the purposes of this study, philanthropic giving was defined as any donation to one's alma mater, regardless of amount or frequency, even though such amounts and frequencies are examined as dependent variables. The results of the study may serve to illustrate an as yet unexamined concept: the extent to which undergraduate leadership and extended orientation programs instill loyalty and influence future alumni philanthropic donations to their alma mater. Such an illustration could inform university authorities and stakeholders on whether or not to allocate resources to these types of programs. Furthermore, the results may facilitate decisions on how to strategically engage alumni post-graduation, make fundraising solicitations, and meet future financial and fiscal challenges of the institution.

The primary purpose of this study was to determine the influence of participation in a leadership and extended orientation program (S.T.R.I.P.E.S.) and selected demographic characteristics on the philanthropic giving of recent alumni at a research university in the Southeastern United States.

Dependent Variable

The dependent variable for this study was philanthropic giving to the institution during the three years immediately following graduation, as defined by their personal donations as recorded in cumulative giving by the university's foundation.

Specific Objectives

The following specific objectives were formulated to guide this research study:

1. Describe S.T.R.I.P.E.S. participant alumni at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether the alumni currently resides "In-state" vs. "Out-of-state";
 - (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
2. Describe S.T.R.I.P.E.S. non-participant alumni at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;

- (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether or not the alumni currently resides “In-state” vs. “Out-of-state”;
 - (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
3. To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I.P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following demographic and academic characteristics:
- (a) Graduation year (2009, 2010, 2011);
 - (b) Gender;
 - (c) Ethnicity;
 - (d) Whether or not the alumni currently resides “In-state” vs. “Out-of-state”;
 - (e) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
4. To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I.P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following measures of philanthropic giving as recorded by the university’s foundation in the donor database system three fiscal years after graduation:

- (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
5. To compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by gender of alumni at a large, public research institution in the Southeastern United States:
- (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
6. To compare the following measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by ethnicity of alumni at a large, public research institution in the Southeastern United States:
- (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
7. To determine if a model exists that significantly increases the researcher's ability to correctly classify alumni at a large, public research institution in the Southeastern United States based on whether or not they made a donation to the university's foundation during

their first three years post-graduation using the following demographic and academic measures:

- (a) Whether or not they were a S.T.R.I.P.E.S. participant;
- (b) Whether or not the alumni is a donor;
- (c) Gender;
- (d) Ethnicity;
- (e) Whether or not the alumni currently resides “In-state” vs. “Out-of-state”;
- (f) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

Significance of the Study

As university administrators work to develop initiatives that increase philanthropic giving, there is an increasing need for programs that foster a culture of philanthropy, contribute to alumni feelings of satisfaction and engagement, and create philanthropic leaders within the community. In addition, as philanthropy by young alumni has changed, particularly in regard to historical views of philanthropic giving by age, race, and gender, the approach to engaging and soliciting donors must change (Ade et al., 1994; Bennett, 2013). Philanthropy is becoming increasingly necessary and competitive for institutions. Institutions must invest in programs that will build affinity and engagement that will last over a graduate’s lifetime, as expressed in philanthropic giving (Alstete, 2014; Brittingham & Pezzullo, 1990). Currently, the literature provides limited information on extended leadership and orientation programs and their impact on philanthropic giving. This study will assist in filling that gap.

This study examines a leadership and extended orientation program, S.T.R.I.P.E.S., offered to first year incoming freshmen at Louisiana State University. S.T.R.I.P.E.S., or "Student Tigers

Rallying, Interacting and Promoting Education and Service," assists students in transitioning more successfully into college. The optional four-day, three-night program uses engagement activities to build leadership skills and values that are modeled on and representative of the larger student population. Key components of the program include academic success, college readiness, history and traditions, involvement, leadership development, relationship building, and connection to campus resources (Korduner & Ray, 2010). By engaging students prior to their first day in a classroom, the institution is seeking to increase the level of engagement of the students from the moment they arrive on campus, connecting them with the resources necessary for a successful transition to college. Students complete leadership assessments and participate in leadership development activities to better understand their contributions to the university and provide a foundation for future leadership involvement. In addition, the program teaches the history, tradition, and culture of the institution to the incoming freshman class in an effort to build affinity with, loyalty towards, and ownership of the institution within the student.

While this study examines a specific institution and loyalty program, the results may be generalizable to other locations and populations, as it is not the loyalty program itself that will be studied, but rather its effect. Other leadership and extended orientation programs that build loyalty and student engagement may have similar effects on future philanthropic giving. Hopefully, the precise nature of the relationship between the S.T.R.I.P.E.S leadership and extended orientation program and future giving can be measured so that university stakeholders can discover new ways to increase donor engagement at a young age. An examination of this relationship will enable stakeholders to make informed decisions about program investment and maximize the benefits of philanthropic resources to alumni giving rates, national rankings, and the institution's bottom line. The phenomena of loyalty and alumni giving, and the relationship

between the two, are ubiquitous in universities. The results of this study could have greater significance for the higher education community as a whole.

Delimitations

Delimitations of the study include the researcher's decision to use only a given number and classification of philanthropic donors. Only students who are recent graduates have been examined. This delimitation is due to the longevity of the S.T.R.I.P.E.S. program and the researcher's decision to examine the effect of only that specific program. The university has had other orientation and leadership programs, which may have had similar effects on recent alumni's philanthropic donations as the current S.T.R.I.P.E.S. program, but those will not be considered. Participation in the S.T.R.I.P.E.S. program is only one of a myriad of factors that could affect post-graduate philanthropic giving. Other factors could have a much greater influence on any given student or students. Therefore, this study assumes a "*ceteris paribus*" view, in which the influence of these programs is examined as if the case were "all other things being equal," which is only true when sample sizes are very large. Therefore, the narrow range of data may skew the results and necessitate that the study be replicated in other settings to validate its findings.

A further delimitation is the researcher's decision to examine only the population of a single university and a single extended orientation and leadership development program. Finally, there is the delimitation of examining the donation data only in a quantitative light. As loyalty to one's school and engagement resulting in the consequent urge to donate are fundamentally qualitative and built over the course of several years, it is possible that a qualitative study could provide additional insight.

Definition of Terms

The following terms will be given specialized definitions for the purpose of the study and are therefore defined as follows:

1. Extended leadership and orientation program: A program for incoming first-year students prior to their first semester of college, offered to assist students in the transition from high school to college, provide familiarity with the institution, and, as a long-term goal, encourage loyalty to and affiliation with the institution (Lindahl, 2002).
2. Philanthropic giving: Voluntary monetary gift to an educational institution from alumni of that institution (Brooks, 2005).
3. Recent alumni: Alumni who have graduated from a university or college within the last three years (the actual ages of the alumni are not relevant to this definition; however, only alumni 25 years and younger will be considered) (Drezner, 2011).

CHAPTER 2: REVIEW OF THE RELATED LITERATURE

Introduction

In this chapter, the researcher reviews the literature relating to philanthropic giving as a result of participation in an optional, leadership development orientation program at a large, state university, focusing on several key areas. These areas include philanthropy; philanthropic motivators; the importance of philanthropy in higher education; philanthropy among alumni; and philanthropy, gender and race. Other areas include young alumni giving, leadership, and orientation programs.

Philanthropic giving to universities is a subject of much debate and interest among universities. College rankings such as *U.S. News and World Report* rank institutions based upon a variety of variables, including alumni giving back to an institution. Students and parents rely on such rankings when making attendance and enrollment decisions as entering freshman. Employers utilize this information in order to construct college graduate recruitment strategies. In addition, state universities are continuously looking for methods to increase unrestricted revenue outside of the traditional sources of state government allocations, tuition and fees. For these reasons, institutions continuously look for opportunities to motivate and engage alumni and increase philanthropic giving back to the institution.

S.T.R.I.P.E.S. is a leadership development and extended orientation program at Louisiana State University that assists students in transitioning more successfully into college. By engaging students prior to their first day in a classroom, the institution is seeking to increase the level of engagement of the student from the moment they arrive on campus, connecting the student with all the resources necessary to be successful during the transition to college. Students complete leadership assessments and participate in leadership development activities in an effort

to better understand their contributions to the organization and provide a foundation for future leadership involvement. In addition, the program teaches students the history, tradition, and culture of the institution to the incoming freshman class in an effort to build affinity, loyalty and ownership towards the institution. There is also a presentation at each session to discuss philanthropic giving and its impact on the S.T.R.I.P.E.S. program. One measure of affinity to an institution is philanthropic giving by alumni after graduation.

The purpose of this exploratory quantitative study is to determine the impact participation in an extended orientation program, S.T.R.I.P.E.S, has on philanthropic giving to the institution (LSU). The study will seek to determine if the variables of race and gender explain a substantial portion of student involvement and loyalty that contributes to the predictability of philanthropy.

Philanthropy

Philanthropy involves the activity of giving things, time, or services with the intention of helping other people in the society and without expecting payment (Brooks, 2005). As defined by Merriam-Webster.com, philanthropy is the practice of giving money and time to help make life better for other people; goodwill to fellow members of the human race; an active effort to promote human welfare; or an act or gift done or made for humanitarian purposes (Merriam-Webster). The main purpose of philanthropy is to improve the welfare of humankind by solving and preventing social problems (Schervish & Havens, 1997). Like other areas, philanthropy has been influenced by contemporary cultural changes and improvements in technology that allow for easier and more efficient vehicles by which the general population can donate to charitable causes. In recent years, non-profit organizations have even been able to relay their case for giving, mission, and values to the global population.

According to Bennett (2013), creating a culture of philanthropy entails bringing people together to foster a community of shared responsibility for humanity, creating a sense of nourishing and caring, and developing and promoting what is considered human on the part of both the beneficiaries and the benefactors. It is a wish to encourage the welfare of other people, which is expressed particularly by the charitable donation of money or goods to deserving causes. In order for philanthropy to carry great magnanimity for the recipient, it must be bestowed entirely without any expectations from the benefactor: the act of donation must be selfless (Schervish & Havens 1997). Those who donate to charity concentrate on eliminating the misery originating in social problems, whereas those who partake in philanthropy concentrate on eradicating the problems (Drezner, 2011). Giving back, self-help, mutual assistance, and philanthropy exist in all racial and ethnic communities (Drezner, 2011). Millisor and Olberding (2009) maintain that the act of philanthropy is an experiential learning process and, furthermore, that there are a variety of ways to implement it for the common good. Economists argue that the roots of philanthropic giving lie in the public good model, which assumes that a donor gives of him- or herself out of an altruistic need to meet the public need of others (Drezner, 2011). Similarly, Schervish and Havens believe that selfless altruism is actually grounded in a form of mutual self-interest or mutual benefit (1997).

According to *Giving USA: The Annual Report on Philanthropy*, a total of \$335.7 billion was given to charitable causes in 2014, over a variety of philanthropic areas. Charitable donations are split into categories including Religion; Education; Human Services; Health; Public Society Benefit; Arts, Culture and Humanities; International Affairs; Environmental/Animal Welfare; Foundations; and Individuals (2014). These amounts represent comprehensive charitable giving by individuals, corporations, and foundations. The largest

amount, \$105.53 billion, is given in the category of Religion. The second largest amount, \$52.07 billion dollars, is donated to Education, a category that includes donations to higher education (Giving USA 2014: The Annual Report on Philanthropy, 2014). Research has shown that a higher percentage of wealthy individuals donate to charitable organizations as compared to the general population. Furthermore, the largest share of households with a high net worth (85.2%) donated to education. A closer look reveals that 73.1% of all donors give to higher education (Bank of America, 2014). Charitable giving has increased over the last four years, with college donations showing an increase of 37% between 2009 and 2013, with another 11% increase in 2014. This sharp increase in giving follows an unprecedented two-year decline in 2008 and 2009, due to the major national recession in 2007 (Giving USA 2014: The Annual Report on Philanthropy, 2014).

Importance of Philanthropy in Higher Education

No single force is more responsible for the emergence of the modern university in America than giving by individuals and foundations. Peter Dobkin Hall (1992)

Philanthropy is not new to higher education, most of the great institutions of higher education were built on the philanthropy of royalty, religious leaders, and farsighted patrons (Brittingham & Pezzullo, 1990). Fundraising has been a large part of American higher education since the 17th century; however, for most public institutions, fundraising is only recently catching up with its more sophisticated private institutional peers (Thomas & Smart, 2005). Bittingham and Pezzullo (1990) suggest that the private support of higher education can be best understood by examining its roots of volunteerism: service, association, and giving.

Governmental Funding

Institutions of higher education have been turning more and more to fundraising to alleviate the budgetary constraints that have tightened over the last 25-30 years. Although state

and federal governments have provided important funding to institutions of higher learning around the country, the revenue from philanthropic sources, by individuals, corporations, and foundations, is an increasingly significant and necessary constituent of the funding mix. Institutions have traditionally relied on state funds, tuition, fees, contracts, licensing, and intellectual property for support. However, colleges and universities increasingly have to react to current market conditions and rely on strategic management principals to seek out and secure additional sources of revenue, including strategic alliances, building endowments, and unrestricted philanthropic support (Alstete, 2014). Government resources devoted to research and student assistance, a significant source of revenue for many institutions, have been reduced or flat lined, and the economic wherewithal of students and their families to bear the burden of tuition, either through direct payment or incurred debt, remains a challenge. It is unlikely that even strong growth in giving could completely counteract instability in these areas (Giving USA 2014: The Annual Report on Philanthropy, 2014). Although there is increased pressure to supplement the cuts in government funding to higher education, according to *Giving USA* (2014), charitable giving represents only one fraction of an institution's financial well-being.

Private Funding Benefits

According to Ade et al., (1994) shortfalls from government at all levels are intensifying the need for alumni gifts in higher education. Most projects undertaken in universities and other institutions of higher learning require very large amounts of philanthropic money to complete. Research activities also require substantial money from outside sources (Ade, Okunade & Walsh, 1994). According to Weerts and Hudson (2009), philanthropic support is important both for raising the capital required to fund various projects and for leveraging the expertise of supporters to provide strategic direction and political advocacy. Millisor and Olberding (2009) maintain

that individuals and organizations have a crucial role to play in assisting universities and ensuring that their teaching and research activities have a universal impact on the lives of many people.

According to Alstete (2014), philanthropic income is beneficial to institutions of higher education in various ways. Philanthropic income offers flexible revenue that supports the activities and projects that cannot otherwise be financed, due to decreases in basic funding. Institutions of higher learning are expected to develop initiatives and discover knowledge that improves lives (Millisor & Oberding, 2009). In order to meet these expectations, philanthropic income is needed to ensure that all equipment, materials, and other resources required for research activities are available (Alstete, 2014). Alstete (2014) maintains that institutions that employ effective, targeted, and prioritized fundraising strategies can mitigate problems resulting from declining enrollments and budgetary shortfalls. The management teams of colleges and universities can invite alumni to make contributions, thereby raising the money needed to accomplish certain projects. Educational philanthropy can designate its resources to support what is already operating and functioning effectively, adjust initial budgets and incremental expansions, and generate public and private support to serve societal needs (Weerts & Ronca 2007). According to Pike, Kuh, McCormick, Ethington, and Smart (2011), increased importance is being placed on the financial expenditures and student learning outcomes of institutions. Not only are institutions ranked by various consumer publications on these expenditures and outcomes, they are held accountable by various accreditation sources and funders for outcomes such as graduation rates, career and graduate school placement, leadership development and overall retention from college entry to graduation. Philanthropic income enables universities and colleges to build upon their strengths, develop student experiences, embark on research

programs, and create the best possible atmospheres within which individuals can excel (Alstete, 2014). According to Brittingham and Pezzullo (1990) institutions of higher education engage in certain basic activities, including teaching and learning, research and development, and improving the standard of education. Since the government funds most of the activities undertaken in colleges and universities, particularly in public colleges and universities, philanthropic income provides the additional resources required to realize goals and objectives.

Networks of Supporters

Supplemental public dollars from discretionary income such as philanthropy has allowed institutions that raise more to surpass their competitors in terms of enrollment, rankings, grants, and recruitment (Drezner, 2011). In addition, Clotfelter (2001) maintains that philanthropy is important in creating networks of supporters and friends who give to the long-term welfare of the university in different ways. Philanthropy has benefits that extend beyond financial contributions, such as providing links with industry, mentoring current students, and acting as ambassadors (Mael & Ashforth, 1992). Sun, Hoffman, and Grady (2007) maintain that philanthropy helps different individuals come together based on stakeholder needs. When people work together with the aim of attaining a certain goal, they are able to exchange ideas that solve complex issues through shared strategic directions for their institutions (Weerts & Hudson, 2009). Bennett (2013) maintains that when every constituency within an institution understands embraces, believes in, and acts on their collective roles in collaborative philanthropic support, institutions create a culture of philanthropic giving that will benefit their long-term success. Philanthropy has the ability to transform institutions of higher education and, for that reason, will continue to be relied on (Gearhart, 2006). Although early fundraising focused on the preservation of fragile institutions, modern day fundraising at colleges and universities in both

the private and public sectors see fundraising as an opportunity to extend the value of the institution to new constituents, students, and geographies integral to strategic planning for vitality, innovation, and excellence (Brittingham & Pezzullo, 1990).

Capital Campaigns

Fundraising in higher education has become increasingly prevalent, professional, and sophisticated. Capital or comprehensive campaigns have become more popular in the last 40 years. William P. McGoldrick has defined a capital campaign as “an organized and intense effort to secure extraordinary gift commitments during a defined period of time to meet specific needs that are crucial to the mission and goals of an institution” (as cited in Gearhart, 2006). By the 1990’s, over 100 institutions of higher education were attempting to raise \$100 million dollars or more, and now, \$1 billion campaigns are the norm (Brittingham & Pezzullo, 1990; Gearhart, 2006). Fundraising campaigns of this magnitude used to be considered unusual, but today it is not unusual for both public and private institutions to be in a continuous cycle of campaigns. The capital campaign is a public indicator to the community to bring together internal and external constituents in an effort to raise private philanthropic support. Gearhart (2006) claims that in-house fundraising professionals are becoming more common and acquiring greater status; donor-tracking software has become refined and sophisticated; and the pressure to raise philanthropic dollars is increasing. As a result, institutions of higher education in the U.S. have seen a 15% increase in fundraising since 2010 (Giving USA 2014: The Annual Report on Philanthropy, 2014).

Theoretical Framework

Theories regarding philanthropy have historically come from disciplines such as economics, psychology and even marketing. The study of philanthropy is a very new field and at

this time, not considered an independent discipline. Historically, philanthropy has been measured as an outcome of some other motivator or behavior. This is changing; however there are few, if any, directly correlated theories in regards to philanthropy or charity as a field of study. Therefore, the theories addressed in this section will focus on the theories that are known drivers of motivators and outcomes in the field.

Martin (1994) provides a theoretical framework that refers to community as a group of people joined together by a sense of shared caring, which is reciprocal for the members of the group, and by the activities, goals, and ideals of the group. This framework is also referred to as the theory of reciprocity (Drezner, 2011). Kelly (2002) uses social exchange theory to explain the motivations of donors to give to their alma maters. According to this model, donors whose interests align with those of the institution will donate to raise money for the goal of the common good and to receive some private good in return. Mount's (1996) model is related to social exchange theory and suggests that donors give based on five criteria: organizational involvement, importance of the mission to the donor, self-interest, disposable income of the donor, and past giving behaviors. Organizational identification theory suggests that individuals define themselves by an affiliation with an organization (Mael & Ashforth, 1992). This personal identification is particularly important for colleges and universities, whose alumni donate based on their association with and affinity for the institution (Mael & Ashforth, 1992; Andreoni, 2007; Mount 1996).

However, most scholars agree that many acts of philanthropic behaviors are motivated by a blend of altruism, a selfless concern for the well-being of others (Prince & File, 1995), and self-interest. Drezner (2011) refers to this concept as “mutual benefit,” in which the donor is receiving some level of intrinsic or extrinsic gain from the donation. Andreoni (2007) refers to

the “warm glow” one experiences due to the recognition and personal satisfaction one receives after making a gift. According to Andreoni (2013), feeling a sense of belonging to a certain community is one of the greatest motivators for philanthropy. Most people who are engaged in a community want to work with others in that community to create positive change or improve the way of living (Bennett, 2013). The sense of belonging and altruism towards particular communities, measured in terms of civic group involvement, social and racial trust, and political engagement, influences the desire of givers to make contributions to support initiatives that they feel are important to the community (Brooks, 2005). Altruists tend to concentrate on social causes and philanthropic activities that offer a sense of purpose and individual fulfillment (Prince & File, 1995).

Philanthropic Motivators

What motivates a person to give? Much research and attention has been focused on the factors, characteristics and influences associated with this question. According to Drezner (2011), it is important to ascertain the motivations of givers in order to decide when to invite them to give and to ensure that more contributions are received. Institutions can tailor their fundraising programs to the needs, values, and beliefs of its members by working to identify the subcultures and motivators within the group (Prince & File, 1995). There are many motivators that influence people to give to charitable causes, including the joy of giving, public recognition, commemoration, tax incentive, nostalgia, and help for the needy (Mount, 1996). In their research on philanthropic motivators, Bekkers and Wiepking (2011) identified eight drivers that they believe drive philanthropic behavior: awareness of the need, solicitation, costs and benefits, altruism, reputation, psychological benefits, values, and efficacy. Clotfelter (2001) has identified extracurricular activity involvement, presence of a mentor, and the degree of satisfaction with an

organization as philanthropic motivators. Brooks (2005) maintains that engagement in social activity is a key motivator in philanthropy.

The ability to give based on personal wealth or income is often discussed as a philanthropic motivator. Clotfelter (2003) maintains that income or wealth has long been associated with donor giving. The wealthy make philanthropic contributions in order to bring about social change in organizations or the community and ensure continuous growth and development (Bank of America, 2014). However, Andreoni (1997) asserts that giving as a percentage of income rises only modestly with higher income levels, yet the variance of giving rises sharply, perhaps resulting in much larger single gifts to an organization. Other donors are motivated by the estate benefits and personal tax shelters available through philanthropy (Bank of America, 2014). Recent changes in the U.S. tax laws specific to estate tax rates can have huge impacts on giving by the very wealthy (Andreoni, 2013). According to Schervish and Havens (1997), donors perceive philanthropy as a business worth investing in, regardless of their household income level (lower, middle, high). However, very wealthy households give a disproportionate amount of their wealth to philanthropic organizations, driving the framework of giving. Those who see philanthropy as an investment are more concerned with the tax and benefit implications of their gifts (Prince & File, 1995).

Fulfilling one's purpose in life is another important philanthropic motivator. Some donors make gifts out of a sense of obligation and gratitude because they have personally benefited from the organization's services (Prince & File, 1995). These community "repayers" make contributions to their communities as a way of expressing their appreciation to the entire community. People who receive help from a certain organization make contributions in appreciation of what they have attained in life, which may involve thankfulness for educational

or medical benefits they have received. According to *U.S. Trust Study of High Net Worth Philanthropy*, wealthy individuals feel a special obligation to be generous in their engagements and social outlook since there are people that have contributed to their success (Bank of America, 2014).

Schervish and Havens (1997) maintain that the behaviors of people relate to their personal backgrounds. The family of origin determines the behaviors and engagements of an individual. Thus, by watching one or more family members participate in a philanthropic act, one is more inclined to become a donor. According to Prince and File (1995), dynasts are established in families with deeply rooted philanthropic traditions. In essence, this view holds that philanthropy is taught within family generations. Philanthropy and volunteerism are handed down as a family tradition, since giving originates in a childhood understanding that philanthropy is important, as shown by parents and other members of the family (Bekkers & Wiepking, 2011). For some people, philanthropy is a measure of their self-concept and their donations progressively refine their self-identity and reinforce family values because they believe that philanthropy is the responsibility of everyone within a community.

Corporate and foundation philanthropic support in higher education is provided for multiple reasons, including cause-related advertising, recruitment and research advantages, tax advantages, etc. (Brittingham & Pezzullo, 1990). For the purposes of this study, the focus is strictly on giving by individuals.

Philanthropy among College and University Alumni

Institutions of higher education have long been associated with philanthropic giving. With advances in technology and heightened need, the opportunity to study philanthropic patterns within and among institutions has become much more efficient. Most institutions now

track donor transactions and interactions, resulting in a vast amount of data to be analyzed and studied. Much of the research available is in regards to number of gifts, timing of gifts, demographic information of the donors and motivators associated with giving behavior. Many institutions are working to instill a culture of giving among their student and alumni population.

Colleges and universities employ both intrinsic and extrinsic motivators for alumni giving, including small gifts, listings in annual reports, giving societies, participation in alumni activities, and “alumni only” benefits for merchant offerings (Drezner, 2011). Developing a culture of philanthropy among college alumni is a complicated process and requires the inclusion of the entire campus population (Bennett, 2013). Creating the culture of philanthropy requires that the professionals working in the colleges recognize and maximize the experiences that students have in their facilities (De Sawal & Maxwell, 2014). According to Billings (2009), those experiences become shared traditions and rituals that are exceptional to the institutional atmosphere. According to Bekkers and Wiepking (2011), tracking students connected to their affinity groups proves to be helpful in creating future associations and affinities between students and alumni, and generally promotes philanthropic giving among the alumni.

Alumni give to their former institutions for various reasons. Major philanthropic reasons for giving include expressing their loyalty to the college or university, increasing their interest and engagement in the institution, and demonstrating gratitude for the education offered by their former school (Drezner, 2011). Other factors include encouraging others to do the same, ensuring that they remain connected to the school community and reaping the emotional and social benefits connected with being a benefactor. According to Billings (2009), irrespective of the reason for giving, a significant number of alumni contribute to their college’s annual fund drive, and colleges follow the rate of giving every year very closely, instilling the idea that

participation and any donation, regardless of amount, is important. Several factors influence the rate of alumni giving to their former colleges and universities. The primary factors can be categorized into three large categories that include financial support, socio-demographic characteristics, and college experience.

Sun et al., (2007) states that an increase in the level of contentment with the academic experience greatly increases the rate of alumni giving to the university. Clotfelter (2003) maintains that people give to organizations or institutions that are important to them. Furthermore, Clotfelter (2003) adds that it is expected that alumni who positively relate to their former colleges will have a greater likelihood of making alumni donation. Bennett (2013) maintains that a significant connection with the school and potential giving are functions of the requirements of membership within the organization. Weerts and Hudson (2009) hypothesize that potential donors should develop a sense of identification and connection through group involvement and engagement, which offer the infrastructure for communicating organizational requirements and socializing the donors to act in response.

Research shows that a higher level of contribution is associated with earning a higher income, having participated in extracurricular activities, and having a mentor as well as with the degree of satisfaction as an undergraduate (Clotfelter, 2001). Most alumni are willing to give some of their savings to organizations that are undertaking activities considered important for realizing social changes (Bennett, 2013). Many alumni give in times of large, public transformational campaigns, for this reason.

College alumni associations frequently establish frameworks that encourage the engagement and participation required to create student philanthropy programs. These programs introduce students to the idea of “learning by giving,” an idea that has been emerging from

universities and colleges (Millisor & Olberding, 2009). Creating a student philanthropy program within colleges and universities that involves students throughout their undergraduate years creates a culture of giving. Furthermore, college and university associations have an exceptional opportunity to influence the role of the association governing boards in creating student philanthropy programs that represent the institutions' commitment to community service through service and acts of generosity. Students in organizations that encourage philanthropic giving tend to give at a higher rate than their counterparts who did not participate in philanthropy programs such as student alumni associations (Billings, 2009). Miller and Casebeer (1990) maintain that a relationship exists between alumni giving behavior and undergraduate experiences, with a particularly strong relationship between academic success, satisfaction, and alumni giving.

Research is increasingly focusing on the formation of the attitudes of alumni donors. The evidence linking the emotional commitment of alumni and their behavior as donors suggests that more research should be conducted on how those attitudes form, when they form, and the extent to which post-graduation activities can influence those attitudes. If attitudes cannot be changed after graduation through bonding and cultivation, the influence of the undergraduate experience and alumni advancement will take on increased importance (Brittingham & Pezzullo, 1990).

Young Alumni Giving

The giving by new or “young” alumni is becoming an increasingly important area of focus among institutions. Data shows that alums that develop giving patterns at a very early and young age typically give more over their lifetime and higher gifts later than those who delay their giving later until later in life. In the recent literature, the most compelling findings highlight the notion that the future giving of alumni is linked to their engagement as undergraduate students

with philanthropy and fundraising (Drezner, 2011). Creating a culture of giving requires the intentional engagement of institutional faculty and staff to work with development professionals to create, recognize, and capitalize on the experience that students have had and will have within an institution (Bennett, 2013). Furthermore, creating experiences with shared rituals and traditions unique to the institutional environment further promotes an atmosphere for future giving (Drezner, 2011).

Student philanthropy is a teaching strategy that links organizational and institutional needs to philanthropic giving (Millisor & Olberding, 2009). The experiential act of giving through a giving society or student alumni association as a student establishes a giving pattern for them that is instilled in them as they transition to a new alumna/us. Students who have participated in these programs are more likely to engage in the community and participate in future giving immediately after graduation and beyond (De Sawal & Maxwell, 2014).

Billings (2009) suggests that encouraging early initiatives in gift giving could yield major long-term returns. Bennett (2013) agrees that the culture of giving should be cultivated in students early in order to ensure that all alumni make contributions to their former universities and colleges that continue throughout their lifetimes. Ade et al. (1994), found that students who were involved in campus organizations gave significantly more than their counterparts who did not participate.

Billings (2009) has ascertained that, for young alumni, rating their undergraduate experiences as “excellent” is the most significant predictor in alumni giving. Sun et al. (2007), found that alumni who were connected to their schools through activities or relationships achieved higher academic performances, persevered, and successfully graduated from their schools. Bennett (2013) adds that partaking in extracurricular activities offers additional

learning that complements what is taking place in the classroom as well as provides an opportunity for students to create relationships with fellow students, faculty, and staff. Students have numerous opportunities, both structured and unstructured, to be involved and improved participation translates to a greater possibility of giving (Weerts & Hudson, 2009; Weerts & Ronca, 2007).

Social psychologists hypothesize that school organizations and clubs greatly influence the development of identity because they act as immediate social organizations that condition expected, positive everyday role-based connections (Millisor & Olberding, 2009). Rissmeyer (2010) found that participation in groups such as sororities, fraternities, and athletic teams is positively connected to an improved rate of giving. A variety of activities, including political clubs, performing arts groups, charitable volunteering, religious groups, and student government, considerably increase the prospect of alumni giving. Thomas and Smart (2005) assert that personal and social growth and involvement in college were the most closely related factors that explained alumni giving patterns.

Philanthropy, Race, and Gender

Race

Philanthropy has long been associated with a relatively small number of predominately white families and individuals (men) who enjoyed the privilege of and access to education, owned businesses, held leadership positions, and inherited wealth (Giving USA 2014: The Annual Report on Philanthropy, 2014). However, traditions of philanthropy exist in all racial communities (Drezner, 2011). With increased access to higher education of all minorities, race and gender are becoming more focused areas of research in regards to philanthropy and the landscape is changing quickly.

Minorities, who have historically been marginalized and have seen major access barriers to education, and subsequently workforce and wealth attainment for generations, are now becoming participants in all areas of workforce and educational institutions. In addition, they are becoming donors, in perhaps a different way, to the systems and institutions that are creating that access and development. Increasing numbers of African Americans are becoming donors of both time and money to all charitable causes. According to Schervish and Havens (1997), who are experts in the study of wealth transfer trends, African Americans are becoming wealthier at a younger age (Havens & Schervish, 2005). In addition, organizations are being encouraged to “develop a longer-term strategy for the cohort of young wealthy African American professionals and business owners that may not at this time be affluent but will become very wealthy as their assets grow over the next two decades” (Havens & Schervish, 2005). Historically, African Americans have given a disproportionate amount of their disposable income to nonprofit organizations, more than any other racial group according to a 2003 survey by the Chronicle of Philanthropy (Anft, 2007). However, their donations largely have gone to religious organizations, which have served as an avenue of uplift and group goal attainment for the participants. Research shows that, although education is seen as a mechanism for racial uplift by African American philanthropists (Elliot, 2006), this population often is not asked to donate and subsequently does not give to fundraising campaigns by their alma maters. Similarly, Latinos and Asian Americans also have been seen as non-donors; however, their giving has routinely been recognized in informal familial networks not accounted for by non-profit organizations (Drezner, 2011). It could be argued that these minority populations have always been philanthropic. However, their philanthropic patterns have changed with the breakdown of barriers of access to certain institutions and organizations.

Gender

Exploring the significance and variety of women's philanthropic action in education is important because both philanthropy and education were among the earliest spaces where women, though still acting within culturally prescribed roles, found opportunities to participate in the public sphere. (Walton, 2008, p. 5)

Altruism and pro-social behavior are thought to be more highly developed in women than in men, resulting in more charitable giving (Mesech, Rooney, Steinberg & Denton, 2006). In their study of the impact of race, gender, and marital status on giving and volunteering, Mesech, Rooney, Steinberg, and Denton (2006) found that single women were more likely to give and volunteer than men across all categories of charity. Furthermore, marital status made no significant difference in the giving patterns or probability of philanthropic donations (Mesech, et al., 2006). Their findings support Andreoni, who also found that charitable giving was most influenced by who had primary responsibility for making decisions within a household (Andreoni 2013, 2007).

The landscape of philanthropy is rapidly changing in regards to the demographic make-up of donors. Quite simply, institutions need to cultivate and ask new populations to become philanthropists, rather than continue to focus on traditional aging, married, white males.

Leadership and Philanthropy

Although leadership and philanthropy overlap in many aspects, very little research exists on whether philanthropy is a characteristic or an outcome of leadership. Ironically, in today's society, we frequently use philanthropic works as one measure of a leader. Countless awards and honors are given to individuals who model leadership through philanthropic works and acts of charity. We exalt their service, volunteerism, and charitable donations for the betterment of the organizations to which they belong and the communities they serve. It can be argued, that philanthropy has its roots in leadership, specifically the studies of servant leadership and

transformational leadership. It could be argued that altruism, public good, volunteerism, service are all philanthropic and a manifestation of great leadership. More research on philanthropy as a characteristic, measure or outcome of leadership is needed. Research in this area is virtually non-existent.

Leadership Theory

The model of servant leadership has been studied extensively since Robert K. Greenhouse first introduced it in the 1960s (Northouse, 2013). Over time, this model has been split into three areas: antecedent conditions, servant leader behaviors, and outcomes. Overall, individuals who display servant leadership are seen as very likely to improve the outcomes of individual, organizational, or societal needs. Specifically, one of the components of servant leader behavior is the ability of the leader to create value for the community by either consciously or subconsciously giving back to the community. Furthermore, the servant leader has a social responsibility towards less fortunate or marginalized individuals within the community (Greenleaf, 1970).

In contrast, in his book *Leadership*, James McGregor Burns (1978) outlines transformational leadership in great detail. In transformational leadership, the leader engages with others to create a connection that intensifies the level of motivation and morality on behalf of both the follower and the leader. Zhu, Avolio, Riggio, and Sosik (2011) examine how authentic transformational leadership influences the ethics of individuals and groups in what is termed a “moral uplifting.” This component of morality within transformational leadership involves raising people to higher standards of moral responsibility, above personal self-interest, for the good of the team, organization, or group (Northouse, 2013).

Ethical theorists deal with both the conduct of leaders and the consequences of their actions. Two theological approaches followed by ethical theorists are utilitarianism and altruism. Utilitarianism theorists believe that individuals should behave so as to create the greatest good for the greatest number (Northouse, 2013). In contrast, altruism as a theoretical approach espouses that a leader who acts with morality, does so with the primary purpose of promoting another's self-interest (Drezner, 2011).

Orientation Programs, Engagement, and Subsequent Giving

In most universities and colleges, an orientation program is the first learning process undergone by a new student. Orientation offers an important opportunity for incoming students to learn how to access academic resources, navigate the campus, obtain academic advice, and register for classes. When participating in the orientation program, students typically meet new people and begin to create connections, learn about different academic programs, get answers to different questions, and become acclimated to the institution. Building relationships with other students is essential for building an engaged student body and, after graduation, an engaged alumni base (Lindahl, 2002). Orientation programs offer students an opportunity to discover the resources, support, academic prospects, and contribution opportunities, as well as meet faculty, staff, and other students to build pride and loyalty to the institution (Rissmeyer, 2010). Trowler (2010) adds that students taking part in an orientation program are more likely to develop relationships with their professors both inside and outside the classroom, join student associations and clubs, and take part in co-curricular activities. For first year students, extended orientation programs are in place at many colleges and universities to assist students in adapting to the cultural and behavioral norms of the institution in an effort to increase student loyalty and engagement by participating in activities centered on leadership development, academic success,

school history and traditions, and experiential education (Korduner, 2013). Participation in these programs is frequently optional, yet studies have shown that participants have higher retention rates, student success and engagement.

Student engagement has been defined as “participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes” (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007). As stated previously, research has shown that engagement in extracurricular activities, such as orientation programs, is correlated with higher alumni giving in both giving levels and participation rates. A general, positive student experience includes mentors, access to diverse populations and ideas, and opportunities for outside leadership learning experiences, all of which factor into alumni giving (Giving USA 2014: The Annual Report on Philanthropy, 2014).

Student Engagement

Student Engagement is concerned with the interaction between the time, effort and other relevant resources invested by both student and their institutions intended to optimize the student experience and enhance learning outcomes and development of students and the performance, and reputation of the institution. (Trowler, 2010, p.2)

Markwell's (2007) research shows that philanthropic support for higher education is directly correlated to the level of student engagement and perception of their experiences. Future students are the obvious beneficiaries of engagement. By increasing a student's odds in meeting his or her educational and personal goals, the student, as a future alumna/us, will reap the intellectual and monetary advantages associated with the completion of a degree and the institution will benefit from the engaged alumni's generosity (Kuh, 2001). Research suggests that institutions willing to allocate resources and invest in creating communities of engagement for students from the moment they walk onto campus, by building a culture of philanthropy and

offering extracurricular, leadership, and service opportunities that arouse a sense of belonging, loyalty, and engagement, will reap the rewards of philanthropic investment in the future (Weerts & Ronca, 2007; Weerts & Hudson 2009; Bennett, 2013).

Summary

The literature available on philanthropy, philanthropic motivators, leadership and student engagement is all relatively recent and not very comprehensive. There is much research available on philanthropic motivators and demographics. There is substantial information on student engagement. In addition, theories and studies on leadership and leadership development are very substantial. However, in regards to the overlap of philanthropy and leadership, the research is non-existent. If one supposes that philanthropy can be taught or modeled in an institution which values alumni giving, particularly through student engagement opportunities such as leadership development and orientation programs where participants have a higher loyalty and affinity to the institution, will the resulting effect be higher giving? If using the models of transformational and servant leadership, can we also make the leap that philanthropy is an outcome of great leadership? If institutions of higher education believe that they are in the business of developing leaders, and philanthropic giving is a measurement of that success, the crossover of leadership and philanthropy is an area that deserves the attention of further research.

CHAPTER 3: METHODOLOGY

Purpose of Study

The primary purpose of this study was to determine the influence of participation in a leadership and extended orientation program (S.T.R.I.P.E.S.) and selected demographic characteristics on the philanthropic giving amounts of recent alumni at a research university in the Southeastern United States.

Dependent Variable

The dependent variable of this study was philanthropic giving to the institution three years immediately following graduation as defined by their personal donations as recorded in cumulative giving by the university's foundation.

Specific Objectives

The following specific objectives were formulated to guide this research study:

1. Describe S.T.R.I.P.E.S. participant alumni at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether the alumni currently resides "In-state" vs. "Out-of-state";

- (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
- 2. Describe S.T.R.I.P.E.S. non-participant alumni at a large, public research institution in the Southeastern United States on the following selected demographics and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether the alumni currently resides “In-state” vs. “Out-of-state”;
 - (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
- 3. To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I. P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Gender;
 - (c) Ethnicity;
 - (d) Whether the alumni currently resides “In-state” vs. “Out-of-state”;

- (e) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
4. To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I. P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 5. To compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by gender of alumni at a large, public research institution in the Southeastern United States:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
 6. To compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by ethnicity of alumni at a large, public research institution in the Southeastern United States:

- (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
7. To determine if a model exists that significantly increases the researcher's ability to correctly classify alumni at a large, public research institution in the Southeastern United States based on whether or not they made a donation to the university's foundation during their first three years post-graduation from the following selected demographic and academic measures:
- (a) Whether or not they were a S.T.R.I.P.E.S. participant;
 - (b) Whether or not the alumni is a donor;
 - (c) Gender;
 - (d) Ethnicity;
 - (e) Whether the alumni currently resides "In-state" vs. "Out-of-state";
 - (f) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

Population and Sample

The target population for this study was defined as undergraduate program completers (obtained a bachelor's degree) at large, public, research universities in the Southeastern United States.

The accessible population for this study was defined as all recent alumni (100%) who graduated with a bachelor degree from one large, public, research University in the Southeastern

United States in 2009, 2010, and 2011. The sampling plan for this study consisted of the following steps:

All recent alumni (100%) who graduated with a bachelor degree from one large, public, research University in the Southeastern United States in 2009, 2010, and 2011, including 12,511 records of alumni. Of this 12,511, there are 625 alumni who participated in the S.T.R.I.P.E.S. as indicated in their alumni record.

S.T.R.I.P.E.S

A key variable in this study was whether or not students participated in the S.T.R.I.P.E.S program. Students participating in S.T.R.I.P.E.S. do so in the summer prior to the beginning of their first semester of their freshman year, first semester. S.T.R.I.P.E.S is publicized to incoming freshman and parents as a program that will teach leadership development and assist students in their transition to college. The program has been in existence since 2000. Admission is open to all incoming freshman on a first come, first served basis, and is widely publicized through a variety of vehicles including orientation sessions, college nights, spring and summer programs and by word of mouth through previous participants, parents and family members. Students who participate in the S.T.R.I.P.E.S. program “self-select” by voluntarily enrolling in the program. There is a small charge for the program, ranging over time from \$200 – \$330. Students with financial need have had the ability to participate in the program by registering for the Free Application for Federal Student Aid (FASFA) on file with the University’s Financial Aid office. It is unknown from this data set which students were on financial aid.

Information is received by the LSU Foundation on an annual basis from the institution’s Office of First Year Experience regarding students who have participated in the S.T.R.I.P.E.S

program. This information is matched annually by student number to information received by the LSU Office of the Registrar in an official file of graduates from the institution.

Instrumentation

Upon approval to proceed from the LSU Institution Review Board and dissertation advisory committee, the researcher designed a computerized reporting form (Appendix A) to be utilized to collect data from the LSU Foundation donor database system (TAILS) on alumni in the three classes graduating from the institution in December, May and August 2009; December, May and August 2010; and December, May and August 2011. Collected data included demographic information, as well as institutional giving information. The computerized recording form identified the information requested by the researcher from the Senior Director of Advancement Services at the LSU Foundation.

The variables recorded on the computerized recording form included:

- (a) Graduation date of 2009, 2010, 2011;
- (b) Whether or not the alumni was a S.T.R.I.P.E.S. participant;
- (c) Personal characteristics of Alumni:
 - a. Birth year;
 - b. Ethnicity;
 - c. Gender;
 - d. City, state, zip code of current residence;
- (d) Cumulative Giving, three years after graduation;
- (e) Number of Gifts and pledges, 3 years post-graduation;
- (f) Average Size of Gifts and pledges, 3 years post-graduation;
- (g) Amount of largest gift, 3 year post-graduation;

- (h) Date of largest gift, 3 year post-graduation;
- (i) Whether or not the Alumni completed an additional degree at the research institution (multiple degrees).

Data Collection

Upon approval to proceed from the LSU Institution Review Board and dissertation advisory committee, the researcher designed a computerized reporting form (Appendix A) to be utilized to collect data. The researcher called the Senior Director of Advancement Services at the foundation to request permission to utilize data for the study. Permission for this study was granted from the foundation on the condition that no personally identifying characteristics of individual donors would be transferred or utilized. Following an in depth conversation clarifying the research needs with the Senior Director of Advancement Services, specific demographic, academic and giving variables were selected according to the research questions presented in this study. The researcher sent a copy of the data request form to the foundation. Variables were systematically retrieved by the foundation database system, a file was created, and data was returned to the researcher electronically. Transferring information from the foundation database at the institution's philanthropic supporting foundation onto a computerized recording form designed by the researcher was the method that was used to collect data.

Foundation Donor Database

The donor database is managed by the academic foundation and has comprehensive philanthropic giving records of donors including alumni and friends that records the giving history of donors to the academic foundation, athletic foundation and the alumni association. Giving includes all gifts made to one of the three campus foundations and includes all dates, schools, campuses, and agencies.

Specific demographic and philanthropic variables were selected according to the research questions presented in this study. Variables were systematically retrieved from the foundation donor database and a file was established.

Once received, the researcher went through a series of data clean up exercises to eliminate any frame error (did not meet the criteria due to missing information):

- Elimination of any record missing gender information
 - No records were eliminated
- Elimination of any record missing ethnicity information
 - 2,655 records were eliminated
- Elimination of any record with “Unknown” in ethnicity information
 - 204 records were eliminated
- Elimination of any record with “Non-resident alien” in ethnicity information
 - 177 records were eliminated
- Elimination of any record with Master or Doctoral only candidate information in the Degree One category. This study is concerned with undergraduates only.
 - None
- Elimination of any record with missing or incomplete data in the Birth Year Category or a birthday prior to 1983 (recent alumni). Recent alumni are defined as less than 25 years of age or less at the time of graduation.
 - 438 records were eliminated

This resulted in a total of 9,037 records of alumni who graduated in 2009, 2010, 2011 with Bachelor degrees. 490 of the alumni participated in the S.T.R.I.P.E.S. as indicated in an attribute in their alumni record and 8,547 non-S.T.R.I.P.E.S. participants.

CHAPTER 4: RESULTS

The primary purpose of this study was to determine the influence of participation in a leadership and extended orientation program (S.T.R.I.P.E.S.) and selected demographic characteristics on the philanthropic giving amounts of recent alumni at a research university in the Southeastern United States.

The dependent variable of this study was philanthropic giving to the institution three years immediately following graduation as defined by their personal donations as recorded in cumulative giving by the university's foundation.

The following specific objectives were formulated to guide this research study:

1. Describe S.T.R.I.P.E.S. participant alumni at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether the alumni currently resides "In-state" vs. "Out-of-state";
 - (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

2. Describe S.T.R.I.P.E.S. non-participant alumni at a large, public research institution in the Southeastern United States on the following selected demographics and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether the alumni currently resides “In-state” vs. “Out-of-state”;
 - (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
3. To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I. P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Gender;
 - (c) Ethnicity;
 - (d) Whether the alumni currently resides “In-state” vs. “Out-of-state”;
 - (e) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

4. To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I. P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
5. To compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by gender of alumni at a large, public research institution in the Southeastern United States:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
6. To compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by ethnicity of alumni at a large, public research institution in the Southeastern United States:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;

- (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
7. To determine if a model exists that significantly increases the researcher's ability to correctly classify alumni at a large, public research institution in the Southeastern United States based on whether or not they made a donation to the university's foundation as during their first three years post-graduation from the following selected demographic and academic measures:
- (a) Whether or not they were a S.T.R.I.P.E.S. participant;
 - (b) Whether or not the alumni is a donor
 - (c) Gender;
 - (d) Ethnicity;
 - (e) Whether the alumni currently resides "In-state" vs. "Out-of-state";
 - (f) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

All recent alumni (100%) who graduated with a bachelor degree from one large, public, research University in the Southeastern United States in 2009, 2010, and 2011, including 12,511 records of alumni. Of this 12,511, 9,037 were determined to be eligible participants in the study.

This resulted in a total of 9,037 records of alumni who graduated in 2009, 2010, 2011 with Bachelor degrees. 490 of the alumni participated in the S.T.R.I.P.E.S. as indicated in an attribute in their alumni record and 8,547 non-S.T.R.I.P.E.S. participants. This chapter presents the results of the study by objective.

Objective One Results

The first objective of this study was to describe S.T.R.I.P.E.S. participant alumni at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:

- (a) Graduation year (2009, 2010, 2011);
- (b) Cumulative giving amount, three years post-graduation;
- (c) Cumulative number of gifts and pledges, three years post-graduation;
- (d) Average size of gifts and pledges, three years post-graduation;
- (e) Gender;
- (f) Ethnicity;
- (g) Whether the alumni currently resides “In-state” vs. “Out-of-state”;
- (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

There were 9,037 subjects in this study. Of these alumni, there were 490 (5.4%) subjects who were S.T.R.I.P.E.S. participants.

Graduation Year

The first variable on which the participants were described was graduation year. Of the 490 S.T.R.I.P.E.S. participants, 58 (11.8%) had a graduation year of 2009; 141 (28.8%) had a graduation year of 2010; and 291 (59.4%) had a graduation year of 2011.

Cumulative Giving, Three Years Post-graduation

Another variable on which the subjects were described was their cumulative giving. Of the 490 S.T.R.I.P.E.S. participants, 144 (29.4%) were donors and 346 (70.6%) were non-donors. Of those who were donors, the minimum cumulative gift was \$10.00 and the maximum

cumulative gift was \$565.00. Among this group, the mean gift was \$85.17 (SD = 111.45).

When cumulative giving was examined in categories of giving, the largest percentage of donors (n=89, 61.8%), gave between \$10.0 –\$50.00. (See Table 1).

Table 1 Cumulative Giving by Bachelor's Degree Completers who were S.T.R.I.P.E.S. Participants at a Research University in the Southeastern United States.

Cumulative Giving	Number of Donors n	Percentage %
\$1.00 – \$10.00	4	2.8%
\$10.01 – \$50.00	89	61.8%
\$50.01 – \$100.00	23	16%
\$100.01 - \$250.00	14	9.7%
\$250.01 – \$500.00	11	7.6%
\$500.00+	3	2.1%
Total	144	100%

Note. Mean = \$85.17, SD = 111.45, Range \$10.00 - \$565.00

Cumulative Number of Gifts and Pledges, Three Years Post-Graduation

Another variable on which the alumni were described was the cumulative number of gifts and pledges they made, three years post-graduation. Of the 490 subjects who were S.T.R.I.P.E.S. participants, 144 (29.4%) were donors, 346 (70.6%) were non-donors. Among the donors the mean cumulative number of gifts was 2.52 (SD = 4.02). The number of gifts ranged from 1 to a high of 27. When the cumulative number of gifts was examined in categories, the majority of donors who were S.T.R.I.P.E.S. participants made one gift, 90 (66.7%). Information regarding cumulative number of gifts was not available for nine subjects. (See Table 2).

Table 2 Cumulative Number of Gifts and Pledges Three Years Post-graduation by Bachelor's Degree Completers who were S.T.R.I.P.E.S. Participants at a Research University in the Southeastern United States.

Number of Gifts n	S.T.R.I.P.E.S. Participants n ^a	Percentage %
1	90	66.7%
2	20	14.8%

(Table 2 Continued)

Number of Gifts n	S.T.R.I.P.E.S. Participants n ^a	Percentage %
3	11	8.1%
4	14	10.4%
Total	135	100%

Note. Mean = 2.52, SD = 4.204, Range 1 – 27.

^aCumulative number of gift data was not available for 9 study participants.

Average Size of Gifts and Pledges, Three Years Post-Graduation

The average size of gifts and pledges, three years post-graduation was also a variable on which the subjects were described. The average gift size of S.T.R.I.P.E.S. participants, three years post-graduation was \$40.64 (SD = 38.08). Average gift size ranged from a low of \$2.00 to a high of \$301.00.

Gender

The subjects were also described on the variable gender. Of the 490 S.T.R.I.P.E.S. participants, 328 (66.9%) were female, and 162 (33.1%) were male.

Ethnicity

Another variable on which the subjects were described was their ethnicity. Of the 490 S.T.R.I.P.E.S. participants, the largest percentage, (n= 416, 84.9%) identified themselves as White. The next largest group of subjects, 42 (8.6%), identified themselves as Black/ African American. (See Table 3).

Table 3 Ethnicity of Bachelor's Degree Completers who were S.T.R.I.P.E.S. Participants at a Research University in the Southeastern United States.

Ethnicity	S.T.R.I.P.E.S. Participant n	Percentage %
White / White non-Hispanic	416	84.9%
Black / African American	42	8.6%
Hispanic / Latino American	19	3.9%
Asian / Asian American	9	1.8%
Multiracial	3	.6%
American Indian/Alaskan Native	1	.2%
Native Hawaiian / Pacific Islander	0	0%
Total	490	100%

In-State vs. Out-of-State

Another variable on which the subjects were described was whether their current address was in the same state as the research university. Of the 490 subjects who were S.T.R.I.P.E.S. participants, 362 (76.7%) were in-state and 110 (23.3%) were out-of-state. Data regarding current address was not available for 18 of the study participants.

Additional Degree

The final variable on which the subjects were described was whether or not they had completed an additional degree from the research institution. Of the 490 subjects who were S.T.R.I.P.E.S. participants, 391 (79.8%) did not have an additional degree and 99 (20.2%) had an additional degree.

Objective Two Results

The second objective was to describe S.T.R.I.P.E.S. non-participant alumni at a large, public research institution in the Southeastern United States on the following selected demographics and academic characteristics:

- (a) Graduation year (2009, 2010, 2011);
- (b) Cumulative giving amount, three years post-graduation;
- (c) Cumulative number of gifts and pledges, three years post-graduation;

- (d) Average size of gifts and pledges, three years post-graduation;
- (e) Gender;
- (f) Ethnicity;
- (g) Whether the alumni currently resides “In-state” vs. “Out-of-state”;
- (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

There were 9,037 subjects in the study. Of these alumni, there were 8,547 (94.5%) graduates who were S.T.R.I.P.E.S. non-participants.

Graduation Year

The first variable on which the participants were described was graduation year. Of the S.T.R.I.P.E.S. non-participants, 1,622 (19.0%) had a graduation year of 2009; 3,341 (39.1%) had a graduation year of 2010; and 3,584 (41.9%) had a graduation year of 2011.

Cumulative Giving, Three Years Post-Graduation

Another variable on which the subjects were described was their cumulative giving. On the characteristic of cumulative giving, of the 8,547 S.T.R.I.P.E.S. non-participants, 1,302 (15.2%) were donors and 7,245 (84.8%) were non-donors. Of those who were donors, the minimum cumulative gift was \$1.01 and the maximum cumulative gift was \$2,500.00. Among this group the mean gift was \$75.65 (SD =137.44). When cumulative giving was examined in categories of giving, the largest percentage of donors (n = 890, 68.4%), gave between \$10.01 – \$50.00. (See Table 4).

Table 4 Cumulative Giving by Bachelor's Degree Completers Who Were S.T.R.I.P.E.S. Non-Participants at a Research University in the Southeastern United States.

Cumulative Giving	Number of Donors n	Percentage %
\$1.00 – \$10.00	52	4%
\$10.01 – \$50.00	890	68.4%
\$50.01 – \$100.00	167	12.8%
\$100.01 - \$250.00	123	9.4%
\$250.01 – \$500.00	47	3.6%
\$500.00+	23	1.8%
Total	1302	100%

Note. Mean = \$75.65, SD = 137.44, Range \$1.01 - \$2,500.00

Cumulative Number of Gifts and Pledges, Three Years Post-Graduation

Another variable on which the alumni were described was the cumulative number of gifts and pledges they made, three years post-graduation. Of the 8,547 subjects who were S.T.R.I.P.E.S. non-participants, 1,302 (15.2%) were donors, 7,245 (84.8%) were non-donors. Among the donors the mean cumulative number of gifts was 2.06 (SD = 3.54). The number of gifts ranged from 1 to 51. When the cumulative number of gifts was examined in categories, the majority of subjects who were S.T.R.I.P.E.S. non-participants made one gift (n = 841, 71.9%). Information regarding cumulative number of gifts was not available for 132 subjects. (See Table 5).

Table 5 Cumulative Number of Gifts and Pledges, Three Years Post-graduation by Bachelor's Degree Completers Who Were S.T.R.I.P.E.S. Non-Participants at a Research University in the Southeastern United States.

Number of Gifts n	S.T.R.I.P.E.S. Participants n ^a	Percentage %
1	841	71.9%
2	177	13.6%
3	66	5.1%
4 or more	86	7.3%
Total	1,170	100%

Note. Mean = 2.06, SD = 3.54, Range: 1 – 51

^aCumulative gift data was not available for 132 study participants.

Average Size of Gifts and Pledges, Three Years Post-Graduation

The average size of gifts and pledges, three years post-graduation was also a variable on which the subjects were described. The average gift size made by S.T.R.I.P.E.S. non-participants, three years post-graduation, was \$45.50 (SD = 71.46). Average gift size ranged from a low of \$1.01 – \$1,250.00.

Gender

The subjects were also described on the variable of gender. Of the 8,547 S.T.R.I.P.E.S. non-participants, 4,447 (52.0%) were female, and 4,100 (48%) were male.

Ethnicity

Another variable on which the subjects were described was their ethnicity. Of the 8,547 S.T.R.I.P.E.S. non-participants, the largest percentage (n = 7,176, 84%) identified themselves as White. The next largest group of subjects, 737 (8.6%), identified themselves as Black/ African American. (See Table 6).

Table 6 Ethnicity of Bachelor's Degree Completers who were S.T.R.I.P.E.S. Non-Participants at a Research University in the Southeastern United States.

Ethnicity	Non-Participant n	Percentage %
White / White non-Hispanic	7,176	84%
Black / African American	737	8.6%
Asian / Asian American	305	3.6%
Hispanic / Latino American	267	3.1%
American Indian/Alaskan Native	35	.4%
Multiracial	25	.3%
Native Hawaiian / Pacific Islander	2	.02%
Total	8,547	100%

In-State vs. Out-of-State

Another variable on which the subjects were described on is whether their current address was in the same state as the research university. Of the 8,547 subjects who were S.T.R.I.P.E.S.

non-participants, 1,227 (14.7%) were in-state and 7,133 (85.3%) were out-of-state. Data regarding current address was not available for 187 of the study participants.

Additional Degree

The final variable on which the subjects were described on was whether or not they had completed an additional degree from the research institution. Of the 8,547 subjects who were S.T.R.I.P.E.S. non-participants, 7,336 (85.8%) did not have an additional degree and 1,211 (14.2%) have an additional degree.

Objective Three Results

The third objective of this study was to compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I. P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:

- (a) Graduation year (2009, 2010, 2011);
- (b) Gender;
- (c) Ethnicity;
- (d) Whether the alumni currently resides “In-state” vs. “Out-of-state”;
- (e) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

There were 9,037 subjects who met the criteria of the above objective. Of these, 490 (4.5%) were S.T.R.I.P.E.S. participants and 8,547 (94.5%) were S.T.R.I.P.E.S. non-participants.

S.T.R.I.P.E.S. Participation Status by Graduation Year

There were 9,037 subjects with a bachelor degree. The first demographic characteristic which was compared by S.T.R.I.P.E.S. participation status was graduation year (2009, 2010, 2011).

The statistical procedure used to accomplish this was the chi-square test of independence which assessed the extent to which the variables were independent. When the graduation year was compared the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and graduation year were not independent, $\chi^2_2 = 58.435$, $p < .001$. The nature of the association was such that a higher percentage of S.T.R.I.P.E.S. participants graduated in 2011, while a higher percentage of S.T.R.I.P.E.S. non-participants graduated in both 2009 and 2010. (See Table 7).

Table 7 Comparison of Graduation Year by S.T.R.I.P.E.S. Participation Status of Bachelor Degree Completers at a Research University in the Southeastern United States.

S.T.R.I.P.E.S. Participation		
	S.T.R.I.P.E.S. non-participant n %	S.T.R.I.P.E.S. participant n %
2009	1,622 19.0%	58 11.8%
2010	3,341 39.1%	141 28.8%
2011	3,584 41.9%	291 59.4%
Total	100%	100%

Note. Chi-Square = 58.435; $df = 2$; $p < .001$

S.T.R.I.P.E.S. Participation Status by Gender

A chi-square was also used to assess if there were differences in the proportion of males and females who participated in the S.T.R.I.P.E.S. program. The results were significant which indicates that the variables were not independent, $\chi^2_1 = 41.337$, $p < .001$. The nature of

association was such that a greater proportion of S.T.R.I.P.E.S. participants were female (66.9%) than among the S.T.R.I.P.E.S. non-participants (52.1%). (See Table 8).

Table 8 Comparison of Gender by S.T.R.I.P.E.S. Participation Status of Bachelor's Degree Completers at a Research University in the Southeastern United States.

S.T.R.I.P.E.S. Participation		
	S.T.R.I.P.E.S. non-participant n %	S.T.R.I.P.E.S. participant n %
Male	4,100 47.9%	162 33.1%
Female	4,447 52.1%	328 66.9%
Total	100%	100%

Note. Chi-Square = 41.337; $df = 1$; $p < .001$

S.T.R.I.P.E.S. Participation Status by Ethnicity

Another characteristic on which S.T.R.I.P.E.S. participants and S.T.R.I.P.E.S. non-participants were compared was ethnicity. When the analysis was conducted, the Native Hawaiian / Pacific Islander category of ethnicity was found to have insufficient numbers to be retained in the analysis. Therefore, Native Hawaiian / Other Pacific Islander respondents were eliminated since it could not be logically combined with any other ethnicity categories. The analysis was re-run without the Native Hawaiian / Other Pacific Islander subjects and the chi-square was found to be non-significant, $\chi^2_5 = 6.900$, $p = .228$. Therefore, the variable ethnicity and S.T.R.I.P.E.S. participation status were independent in this study.

S.T.R.I.P.E.S. Participation Status by In-State vs. Out-Of-State

When the characteristic In-State vs. Out-of-State was compared by S.T.R.I.P.E.S. participation status, the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and whether the participant was in-state or out-of-state were not independent. The nature of the association was such that a higher percentage of

S.T.R.I.P.E.S. participants were from Out-of-State ($n = 110$, 23.3%), than among the S.T.R.I.P.E.S. non-participants group ($n = 1,227$, 14.6%), $\chi^2_1 = 25.89$, $p < .001$. (See Table 9)

Table 9 Comparison of In-State vs. Out-of-State by S.T.R.I.P.E.S. Participation Status of Bachelor's Degree Completers at a Research University in the Southeastern United States.

S.T.R.I.P.E.S. Participation		
	S.T.R.I.P.E.S. non-participant n %	S.T.R.I.P.E.S. participant n %
In-State	7,133 85.3%	362 76.7%
Out-of-State	1,227 14.6%	110 23.3%
Total	100%	100%

Note. Chi-Square = 25.89; $df = 1$; $p < .001$

S.T.R.I.P.E.S. Participation Status by Additional Degree

When the characteristic additional degree was compared by S.T.R.I.P.E.S. participation status the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and whether or not the alumni had completed an additional degree were not independent, $\chi^2_1 = 13.62$, $p < .001$. The nature of the difference was such that a higher percentage of S.T.R.I.P.E.S. participants ($n = 99$, 20.2%) had an additional degree, than among the S.T.R.I.P.E.S. non-participants ($n = 1,211$, 14.2%). (See Table 10).

Table 10 Comparison of Alumni with Additional Degrees by S.T.R.I.P.E.S. Participation Status of Bachelor's Degree Completers at a Research University in the Southeastern United States.

S.T.R.I.P.E.S. Participation		
	S.T.R.I.P.E.S. non-participant n %	S.T.R.I.P.E.S. participant n %
No Additional Degree	7,336 85.8%	391 79.8%
Additional Degree	1,211 14.2%	99 20.2%
Total	100%	100%

Note. Chi-Square = 13.619; $df = 1$; $p < .001$

Objective Four Results

The fourth objective of this study was to compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I. P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation:

- (a) Whether or not the alumni is a donor;
- (b) Cumulative giving amount, three years post-graduation;
- (c) Cumulative number of gifts and pledges, three years post-graduation;
- (d) Average size of gifts and pledges, three years post-graduation;

The first characteristic which was compared by S.T.R.I.P.E.S. participation status was whether or not the subject was a donor. A chi-square test of independence was utilized to assess if the variable S.T.R.I.P.E.S. participation status and whether or not they were donors were independent. The resulting chi-square indicated that the variables were not independent, $\chi^2_1 = 69.079$, $p < .001$, with a greater proportion of S.T.R.I.P.E.S. participants (29.4%) being donors when compared to S.T.R.I.P.E.S. non-participants (15.2%). (See Table 11).

A series of t -tests were utilized to assess if there were differences between those who participated in the S.T.R.I.P.E.S. program and those who did not participate in the cumulative amount of money donated in the three years following graduation, the number of donations made three years following graduation and the average donation in the three years following graduation.

Table 11 Comparison of Donor Status by S.T.R.I.P.E.S. Participation Status of Bachelor's Degree Completers at a Research University in the Southeastern United States.

S.T.R.I.P.E.S. Participation		
	S.T.R.I.P.E.S. non-participant n %	S.T.R.I.P.E.S. participant n %
Non-Donor	7,245 84.8%	346 70.6%
Donor	1,302 15.2%	144 29.4%
Total	100%	100%

Note. Chi-Square = 69.079; $df = 1$; $p < .001$

The means, standard deviations and the results of the t -tests are provided in Table 12. An inspection of this table reveals no difference in the cumulative money donated three years post-graduation $t(1,444) = -.802$, $p = .423$, no difference in the number of donations $t(1,303) = .778$, $p = .437$, and no difference in the average gift size $t(1,303) = -1.506$, $p = .119$. (See Table 12).

Table 12 Comparison of Selected Philanthropic Giving Measures by S.T.R.I.P.E.S. Participation Status of Bachelor's Degree Completers of a Research University in the Southeastern United States.

		N	Mean	Std. Dev.	t	Df	P
Cumulative Giving	S.T.R.I.P.E.S. non-participant	1,302	75.65	137.44	-.802	1,444	.423
	S.T.R.I.P.E.S. participant	144	85.17	111.45			
Average Gift Size	S.T.R.I.P.E.S. non-participant	1,170	45.50	71.46	.778	1,303	.437
	S.T.R.I.P.E.S. participant	135	40.64	38.07			
Three Year Post-graduation Gift Count	S.T.R.I.P.E.S. non-participant	1,170	2.01	3.54	-1.560	,303	.119
	S.T.R.I.P.E.S. participant	135	2.52	4.20			

Objective Five Results

The fifth objective of this study was to compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by gender of alumni at a large, public research institution in the Southeastern United States:

- (a) Whether or not the alumni is a donor;
- (b) Cumulative giving amount, three years post-graduation;
- (c) Cumulative number of gifts and pledges, three years post-graduation;
- (d) Average size of gifts and pledges, three years post-graduation.

A chi-square analysis was conducted to assess if the variables whether or not the alumni is a donor and gender were independent. The results indicated that the variables were not independent, $\chi^2_1 = 8.25$, $p = .004$, with a higher percentage of females (17.0%) donating than males (14.8%). (See Table 13).

Table 13 Comparison of Donor vs. Non-Donor by Gender of Bachelor's Degree Completers of a Research University in the Southeastern United States.

	Gender	
	Male	Female
	n %	n %
Non-Donor	3,630 85.2%	3,961 83.0%
Donor	632 14.8%	814 17.0%
Total	100%	100%

Note. Chi-Square = 8.24; $df = 1$; $p < .001$

A series of t -tests were calculated to assess if there were differences in the cumulative amount of money donated in the three years following graduation, the number of donations made three years following graduation and the average donation in the three years following graduation. The means, standard deviations and the results of the t -tests are provided in Table

14. The Levene's Test for Equality of Variance was significant for all three variables indicating differences in the variances between males and females. Therefore, the separate variance estimates were used in computing the t -tests for this objective.

The results indicated a difference in the cumulative amount of money donated in the three years following graduation, $t(1064.12) = -3.06$, $p = .002$, in the number of donations made three years following graduation, $t(858.85) = -2.39$, $p = .007$, and in the average donation in the three years following graduation $t(877.24) = -2.25$, $p = .025$. An inspection of the means revealed that males ($M = 89.49$, $SD = 160.86$) donated a greater amount of money three years following graduation than females ($M = 66.60$, $SD = 110.09$). Males ($M = 51.37$, $SD = 85.23$) also gave larger average donations when compared to females ($M = 40.32$, $SD = 53.16$). Males ($M = 2.34$, $SD = 4.43$) in addition, donated more gifts three years post-graduation when compared to females ($M = 1.85$, $SD = 2.86$).

Table 14 Comparison of Selected Philanthropic Giving Measures by Gender of Bachelor's Degree Completers of a Research University in the Southeastern United States.

		N	Mean	Std. Dev.	t	df	p
Cumulative Giving	Males	632	89.49	160.86	-3.06	1,064	.002
	Females	814	66.60	110.09			
Average Gift Size	Males	552	51.38	85.24	-2.69	858	.007
	Females	753	40.32	53.16			
Three Year Post-graduation Gift Count	Males	552	2.34	4.44	-2.25	877	.025
	Females	753	1.85	2.86			

Objective Six Results

The sixth objective of this study was to compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system

three fiscal years after graduation by ethnicity of alumni at a large, public research institution in the Southeastern United States:

- (a) Whether or not the alumni is a donor;
- (b) Cumulative giving amount, three years post-graduation;
- (c) Cumulative number of gifts and pledges, three years post-graduation;
- (d) Average size of gifts and pledges, three years post-graduation.

A chi-square test of independence was utilized to assess if there were differences between the ethnicity groups in proportion of alumni who made at least one donation. The results indicated that there were differences, $\chi^2_5 = 12.81$, $p = .025$. An inspection of Table 15, which includes the proportions of alumni who made at least one donation within each ethnicity group, revealed that a smaller proportion of Asian/Asian Americans (8.9%) made a donation when compared to Black/African Americans (15.8%), Hispanic/Latino Americans (15.0%) and Whites (16.3%). (See Table 15).

Table 15 Comparison of Donor Status by Ethnicity of Bachelor's Degree Completers of a Research University in the Southeastern United States.

		Ethnicity			
		Asian/Asian American	Black/African American	Hispanic/Latino American	White
Non-Donor	n	286	656	243	6351
	%	91.1%	84.2%	85.0%	83.7%
Donor	n	28	123	43	1241
	%	8.9%	15.8%	15.0%	16.3%
Total	n	314	779	286	7592
	%	100.0%	100.0%	100.0%	100.0%

Note. Chi-Square = 12.81; $df = 5$; $p < .001$

A series of One-Way Analysis of Variance (ANOVA) tests were conducted to assess the differences in the cumulative giving amount in the three years following graduation, the number of donations made three years following graduation and the average donation in the three years

following graduation. The ANOVA summary tables are presented in Table 16 and the means, standard deviations and samples sizes are presented in Table 17. A review of Table 16 reveals that the average donation was significant, $F(3,1290) = 2.99, p = .03$, indicating at least one significant difference in average gift size between the ethnic groups. A Tukey HSD post-hoc test was used to determine which ethnic groups differed from each other. The Tukey HSD test indicated the Black/African Americans ($M = 64.21, SD = 134.31$) gave a greater average donation when compared to Whites ($M = 43.63, SD = 60.85$).

Table 16 NOVA Summary Giving Table of Philanthropic Giving Measures by Ethnicity of Bachelor's Degree Completers of a Research University in the Southeastern United States.

Variable		<i>df</i>	Mean Square	<i>F</i>	<i>P</i>
Cumulative Giving	Between Groups	3	20799.37	1.13	.335
	Within Groups	1,431			
	Total	1,434			
Average Gift Size	Between Groups	3	14193.28	2.99	.030
	Within Groups	1,290	4743.41		
	Total	1,293			
Three Year Post-graduation Gift Count	Between Groups	3	7.24	.549	.649
	Within Groups	1,290	13.20		
	Total	1,293			

Table 17 Comparison of Selected Philanthropic Giving Measures by Ethnicity of Bachelor's Degree Completers of a Research University in the Southeastern United States.

		Asian/Asian American	Black/African American	Hispanic/Latino American	White
Cumulative Giving	Mean	59.46	96.89	81.72	75.16
	SD	97.38	219.55	117.57	125.61
	N	28	123	43	1241
Average Gift Size	Mean	42.90 ^{ab}	64.21 ^a	38.56 ^{ab}	43.63 ^b
	SD	47.24	134.31	26.65	60.85
	N	25	105	39	1125
Three Year Post-graduation Gift Count	Mean	1.36	1.95	2.51	2.08
	SD	.70	3.59	4.76	3.63
	N	25	105	39	1125

^{ab} Groups without a common superscript are significantly different

Objective Seven Results

The final objective of this study was to determine if a model exists that significantly increased the researcher's ability to correctly classify alumni at a large, public research institution in the Southeastern United States based on whether or not they made a donation to the university's foundation during their first three years post-graduation from the following selected demographic and academic measures:

- (a) Whether or not they were a S.T.R.I.P.E.S. participant;
- (b) Whether or not the alumni is a donor;
- (c) Gender;
- (d) Ethnicity;
- (e) Whether the alumni currently resides "In-state" vs. "Out-of-state";
- (f) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

A Multiple Discriminant Analysis was conducted to assess if alumni could be correctly classified into donor vs. non-donor status based on S.T.R.I.P.E.S. participation, gender, ethnicity, in-state vs. out-of-state current residence and if the alumni subsequently received an additional degree from the research institution. One of categorical independent variables had to be recoded for use in the multiple discriminant analysis. Based on the small quantity of cases in some of the Ethnicity categories, six new variables were created. These included: Ethnicity – Native American/Alaskan Native, Ethnicity – Asian/Asian American, Ethnicity – Black/African American, Ethnicity – Hispanic/ Latino American, Ethnicity - Multiracial, Ethnicity – White

Because this is an exploratory study, all variables were considered equally when entered into the model and stepwise entry for inclusion in the model was utilized.

Step One of Discriminant Analysis

The first step in the discriminant analysis was to investigate if there was multicollinearity among the independent variables. Multicollinearity occurs when there are high correlations between the independent variables, which can result in unstable discriminant weights. Hair, Black, Babin, and Anderson (2010) described on page 201, “A direct measure of multicollinearity is tolerance, which is defined as the amount of variability of the selected independent variable not explained by the other independent variables.”

The presence of multicollinearity was tested by reviewing the tolerance values for each variable. Tolerance is the amount of variance not explained when each independent variable is regressed on all other independent variables. All tolerance values were 1.00 prior to the variables being entered into the analysis and were never lower than .807 at each step of the analysis. Therefore, there was no evidence for multicollinearity.

Step Two of Discriminant Analysis

The second step of the analysis was to compare the independent variables by category of donor status. These analyses revealed that a number of variables were different for alumni donors and non-donors. The means, standard deviations and F-ratios are presented in Table 18. Whether or not the alumni received or did not receive an additional degree from the institution was different by donor status, $F(1, 8830) = 213.28, p < .001$, with those who received a subsequent degree being more likely to donate. Whether the subject lived in-state or out-of-state was also related to donor vs. non-donor status, $F(1, 8830) = 101.61, p < .001$, with those living outside Louisiana more likely to donate. Those who participated in the S.T.R.I.P.E.S. program were more likely to donate than those who did not, $F(1, 8830) = 67.18, p < .001$, as were females when compared to males $F(1, 8830) = 7.15, p = .007$. Whites were more likely to donate when

Step Three of Discriminant Analysis

The third step of the analysis assessed which variables were entered the discriminant model as significant discriminating variables when the intercorrelations between the discriminant variables were taken into consideration. The analysis revealed that the first variable that entered the model was whether or not the alumni obtained an additional degree from the research institution, $F(1, 8830) = 213.28, p < .001$. This was followed by in-state vs. out-of- state residence status, $F(1, 8829) = 174.45, p < .001$, S.T.R.I.P.E.S. participation, $F(1, 8828) = 127.51, p < .001$ and Asian/Asian American versus other ethnicities, $F(1, 8827) = 97.58, p < .001$.

Step Four of Discriminant Analysis

The fourth step of the discriminant analysis involved a review of the standardized canonical discriminant function coefficients. If a second degree was obtained had the largest coefficient (.751) and indicated, as stated above, that if a second degree was obtained at the institution, there was a greater probability of being a donor. If an alumna/us lived in or out of state had the next largest standardized coefficient (-.524) and indicated that those who lived in the state of Louisiana were less likely to donate when compared to those living outside of Louisiana. S.T.R.I.P.E.S. participation had the third largest standardized coefficient (.369) and indicated those who participated in the S.T.R.I.P.E.S. program were more likely to donate. Finally, if the student was Asian/non-Asian had the fourth largest standardized coefficient (-.142), indicating that Asians were less likely to donate when compared to non-Asians. No other coefficients were interpreted due to their non-significance in the Multiple Discriminant Analysis. The group multivariate mean was .487 for donors and -.091 for non-donors. The canonical correlation was .206 and the Wilks' Lambda associated with the discriminant function was .958, $X^2_4 = 381.99, p < .001$. (See Table 19).

Table 19 Summary Data for Stepwise Discriminate Analysis of Donor Status of Bachelor's Degree Completers of a Research University in the Southeastern United States.

Discriminating Variables	B	S	Discriminating Functions	
			<u>Group</u> Donor Non-Donor	<u>Centroids</u> -.091 .487
Additional Degree	.751	.739		
Out-of-State	-.542	-.510		
S.T.R.I.P.E.S. Participant	.369	.415		
Asian	-.142	-.172		
	<u>Eigenvalue</u> .044	<u>R_c</u> .206	<u>Wilk's Lamba</u> .958	<u>P</u> <.001
B = Standardized Canonical Discriminant Function Coefficient S = Within Group Structure Correlation R _c = canonical correlation coefficient				

Note. $\chi^2_4 = 381.99, p < .001$

Step Five of Discriminant Analysis

The fifth step of the discriminant analysis was a review of the structure correlations. The structure correlations allow for an understanding of the relationship between each of the independent variables, in this case ten, and the discriminant score computed from the variables that entered the model. A significant structure correlation is considered substantively significant when any coefficient is half or greater of the highest structure correlation. The highest structure correlation was .739 for if an alumni obtained an additional degree from the institution.

Therefore, if the alum lived in-state or out-of-state (-.510) and was a S.T.R.I.P.E.S. participant (.415) would be considered meaningful in this analysis. Asian was in the model as a significant factor in the discriminant model, however it did not have a meaningful structure correlation.

Step Six of Discriminant Analysis

The sixth step in the discriminant analysis involved an investigation of how well the four variables included in the significance model were able to correctly classify subjects based on the discriminant equation. As indicated in Table 20 the results of this analysis revealed that 84.1% of

the subjects were correctly classified as donor vs. non-donor based on the four variables included in the model. Since 84.1% is a 68% improvement over chance, and the rule of thumb indicates that to be substantively significant, the model must be a 25% improvement over chance. This is a substantively significant model. (See Table 20).

Table 20 Donor Status Group Membership Classification Results of Bachelor's Degree Completers of a Research University in the Southeastern United States.

Step		<u>Predicted Group</u>		Total
		Non-Donor	Donor	
Original Group Membership	Non-Donor	7,390 99.3%	54 .70%	7,444 100%
	Donor	1,346 97.0%	42 3.0%	1,388 100%

Note. 84.1% of original grouped cases correctly classified

CHAPTER 5: SUMMARY, CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS

Summary

The primary purpose of this study was to determine the influence of participation in a leadership and extended orientation program (S.T.R.I.P.E.S.) and selected demographic characteristics on the philanthropic giving amounts of recent alumni at a research university in the Southeastern United States. The dependent variable for this study was philanthropic giving to the institution during the three years immediately following graduation, as defined by their personal donations as recorded in cumulative giving by the university's foundation.

With this stated, the following specific objectives were formulated to guide this research study:

- 1) Describe S.T.R.I.P.E.S. participant alumni at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
 - (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether the alumni currently resides "In-state" vs. "Out-of-state";
 - (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

- 2) Describe S.T.R.I.P.E.S. non-participant alumni at a large, public research institution in the Southeastern United States on the following selected demographic and academic characteristics:
- (a) Graduation year (2009, 2010, 2011);
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
 - (e) Gender;
 - (f) Ethnicity;
 - (g) Whether or not the alumni currently resides “In-state” vs. “Out-of-state”;
 - (h) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).
- 3) To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I.P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following demographic and academic characteristics:
- (a) Graduation year (2009, 2010, 2011);
 - (b) Gender;
 - (c) Ethnicity;
 - (d) Whether or not the alumni currently resides “In-state” vs. “Out-of-state”;
 - (e) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

- 4) To compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I.P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation;
- 5) To compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by gender of alumni at a large, public research institution in the Southeastern United States:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;
 - (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
- 6) To compare the following measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by ethnicity of alumni at a large, public research institution in the Southeastern United States:
 - (a) Whether or not the alumni is a donor;
 - (b) Cumulative giving amount, three years post-graduation;

- (c) Cumulative number of gifts and pledges, three years post-graduation;
 - (d) Average size of gifts and pledges, three years post-graduation.
- 7) To determine if a model exists that significantly increases the researcher's ability to correctly classify alumni at a large, public research institution in the Southeastern United States based on whether or not they made a donation to the university's foundation during their first three years post-graduation using the following demographic and academic measures:
- (a) Whether or not the alumni is a S.T.R.I.P.E.S. participant;
 - (b) Whether or not the alumni is a donor;
 - (c) Gender;
 - (d) Ethnicity;
 - (e) Whether or not the alumni currently resides "In-state" vs. "Out-of-state";
 - (f) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

Methodology, Population and Sample

The target population for this study was defined as undergraduate program completers (obtained a bachelor's degree) at large, public, research universities in the Southeastern United States.

The accessible population for this study was defined as all recent alumni (100%) who graduated with a bachelor degree from one large, public, research University in the Southeastern United States in 2009, 2010, and 2011. The sampling plan for this study consisted of the following steps:

All recent alumni (100%) who graduated with a bachelor degree from one large, public, research University in the Southeastern United States in 2009, 2010, and 2011, including 12,511 records of alumni. Of this 12,511, there were 625 alumni who participated in the S.T.R.I.P.E.S. as indicated in an attribute in their alumni record.

Upon approval to proceed from the LSU Institution Review Board and dissertation advisory committee, the researcher designed a computerized reporting form (Appendix A) to be utilized to collect data from the LSU Foundation donor database system (TAILS) on alumni in the three classes graduating from the institution in December, May and August 2009; December, May and August 2010; and December, May and August 2011. Collected data included demographic information, as well as institutional giving information. The computerized recording form identified the information requested by the researcher from the Senior Director of Advancement Services at the LSU Foundation.

Once received, the researcher went through a series of data clean up exercises to eliminate any frame error (did not meet the criteria due to missing information). This resulted in a total of 9,037 records of alumni who graduated in 2009, 2010, 2011 with Bachelor degrees. There were 490 alumni who participated in S.T.R.I.P.E.S. as indicated in an attribute in their alumni record and 8,547 non-S.T.R.I.P.E.S. participants.

Summary of Major Findings

The major findings of this study are discussed by objective.

Objective One

The first objective of this study was to describe S.T.R.I.P.E.S. participant alumni at a large, public research institution in the Southeastern United States on selected demographic and academic characteristics.

There were 9,037 subjects in this study. Of these alumni, there were 490 (5.4%) subjects who were S.T.R.I.P.E.S. participants.

The first variable on which the participants were described is graduation year. Of the 490 S.T.R.I.P.E.S. participants, 58 (11.8%) had a graduation year of 2009; 141 (28.8%) had a graduation year of 2010; and 291 (59.4%) had a graduation year of 2011.

Another variable on which the subjects were described was their cumulative giving. Of the 490 S.T.R.I.P.E.S. participants, 144 (29.4%) were donors and 346 (70.6%) were non-donors. Of those who were donors, the minimum cumulative gift was \$10.00 and the maximum cumulative gift was \$565.00. Among this group, the mean gift was \$85.17 (SD = 111.45). When the cumulative giving variable was examined in categories of giving, the largest percentage of donors, (n = 89, 61.8%), gave between \$10.01 – \$50.00.

Another variable on which the alumni were described was the cumulative number of gifts and pledges they made, three years post-graduation. Of the 490 subjects who were S.T.R.I.P.E.S. participants, 144 (29.4%) were donors, 346 (70.6%) were non-donors. Among the donors the mean cumulative gift was 2.52 (SD = 4.20). The number of gifts ranged from 1 to a high of 27. When the cumulative number of gifts was examined in categories, the majority of donors who were S.T.R.I.P.E.S. participants made one gift (n = 90, 66.7%).

The average size of gifts and pledges, three years post-graduation was also a variable on which the subjects were described. The average gift size of S.T.R.I.P.E.S. participants, three years post-graduation was \$40.64 (SD = 38.07). Average gift size ranged from a low of \$2.00 to a high of \$301.00.

The subjects were also described on the variable gender. Of the 490 S.T.R.I.P.E.S. participants, 328 (66.9%) were female, and 162 (33.1%) were male.

Another variable on which the subjects were described was their ethnicity. Of the 490 S.T.R.I.P.E.S. participants, the largest percentage, (n = 416, 84.9%) identified themselves as White. The next largest group of subjects, 42 (8.6%), identified themselves as Black/ African American.

Another variable on which the subjects were described was whether their current address was in the same state as the research university. Of the 490 subjects who were S.T.R.I.P.E.S. participants, 362 (76.7%) were in-state and 110 (23.3%) were out-of-state. Data regarding current address was not available for 18 of the study participants.

The final variable on which the subjects were described was whether or not they had completed an additional degree from the research institution. Of the 490 subjects who were S.T.R.I.P.E.S. participants, 391 (79.8%) did not have an additional degree and 99 (20.2%) had an additional degree.

Objective Two

The second objective was to describe S.T.R.I.P.E.S. non-participant alumni at a large, public research institution in the Southeastern United States on selected demographics and academic characteristics.

There were 9,037 subjects in the study. Of these alumni, there were 8,547 (94.5%) graduates who were S.T.R.I.P.E.S. non-participants.

The first variable on which the participants were described is graduation year. Of the S.T.R.I.P.E.S. non-participants, 1,622 (19.0%) had a graduation year of 2009; 3,341 (39.1%) had a graduation year of 2010; and 3,584 (41.9%) had a graduation year of 2011.

Another variable on which the subjects were described was their cumulative giving. On the characteristic of cumulative giving, of the 8,547 S.T.R.I.P.E.S. non-participants, 1,302

(15.2%) were donors and 7,245 (84.8%) were non-donors. Among this group, the minimum cumulative gift was \$1.01 and the maximum cumulative gift was \$2,500.00. Of the donors, the mean gift was \$75.65 (SD =137.44). When the cumulative giving was examined in categories of giving, the largest percentage of donors, (n = 890, 68.4%), gave between \$10.01 – \$50.00.

Another variable on which the alumni were described was the cumulative number of gifts and pledges they made, three years post-graduation. Of the 8,547 subjects who were S.T.R.I.P.E.S. non-participants, 1,302 (15.2%) were donors, 7,245 (84.8%) were non-donors. Among the donors the mean cumulative gift was 2.06 (SD = 3.54). The number of gifts ranged from 1 – 51. When the cumulative number of gifts was examined in categories, the majority of subjects made one gift (n= 841, 71.9%). Data was missing on 132 subjects.

The average size of gifts and pledges, three years post-graduation was also a variable on which the subjects were described. The average gift size made by S.T.R.I.P.E.S. non-participants, three years post-graduation, was \$45.50 (SD = 71.46). Average gift size ranged from a low of \$1.01 to a high of \$1,250.00.

The subjects were also described on the variable of gender. Of the 8,547 S.T.R.I.P.E.S. non-participants, 4,447 (52.0%) were female, and 4,100 (48%) were male.

Another variable on which the subjects were described was their ethnicity. Of the 8,547 S.T.R.I.P.E.S. non-participants, the largest percentage, (n = 7,176, 84%) identified themselves as White. The next largest group of subjects, 737 (8.6%), identified themselves as Black/ African American

Another variable on which the subjects were described is whether the current address was in the same state as the research university. Of the 8,547 subjects who were S.T.R.I.P.E.S. non-

participants, 1,227 (14.7%) were in-state and 7,133 (85.3%) were out of state. Data regarding current address was not available for 187 of the study participants.

The final variable on which the subjects were described on was whether or not they had completed an additional degree from the research institution. Of the 8,547 subjects who were S.T.R.I.P.E.S. non-participants, 7,336 (85.8%) did not have an additional degree and 1,211 (14.2%) have an additional degree.

Objective Three

The third objective of this study was to compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I.P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on selected demographic and academic characteristics using a chi-square test of independence which assess the extent to which the variables were independent. The following variables were considered:

- (a) Graduation year (2009, 2010, 2011);
- (b) Gender
- (c) Ethnicity
- (d) Whether the alumni currently resides “In-State vs. Out-of-State”;
- (e) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

There were 9,037 subjects who met the criteria of the above objective. Of these, 490 (4.5%) were S.T.R.I.P.E.S. participants and 8,547 (94.5%) who were S.T.R.I.P.E.S. non-participants.

There were 9,037 subjects with a bachelor degree. The first demographic characteristic which was compared by S.T.R.I.P.E.S. participation status was graduation year (2009, 2010, 2011).

The statistical procedure used to accomplish this was the chi-square test of independence which assessed the extent to which the variables were independent. When the graduation year was compared the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and graduation year were not independent, $\chi^2_2 = 58.435$, $p < .001$. The nature of the association was such that a higher percentage of S.T.R.I.P.E.S. participants graduated in 2011, while a higher percentage of S.T.R.I.P.E.S. non-participants graduated in both 2009 and 2010.

A chi-square was utilized to assess if there were differences in the proportion of males and females who participated in the S.T.R.I.P.E.S. program. The results were significant and not independent, $\chi^2_1 = 41.337$, $p < .001$. The nature of association was such that it indicated a greater proportion of S.T.R.I.P.E.S. participants were female (66.9%) than among the S.T.R.I.P.E.S. non-participants (52.1%).

Another characteristic on which S.T.R.I.P.E.S. participants and S.T.R.I.P.E.S. non-participants were compared was ethnicity. When the analysis was conducted, the Native Hawaiian / Pacific Islander category of ethnicity was found to have insufficient numbers to be retained in the analysis. Therefore, Native Hawaiian / Other Pacific Islander respondents were eliminated since it could not be logically combined with any other ethnicity categories. The analysis was re-run without the Native Hawaiian / Other Pacific Islander subjects and the chi-square was found to be non-significant, $\chi^2_5 = 6.900$, $p = .228$. Therefore, the variable ethnicity and S.T.R.I.P.E.S. participation status were independent in this study.

When the characteristic In-State vs. Out-of-State was compared by S.T.R.I.P.E.S. participation status the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and whether the participant was in-state and out-of-state were not independent. The nature of the association was such that a higher percentage of S.T.R.I.P.E.S. participants were from Out-of-State ($n = 110, 23.3\%$), while a higher percentage of S.T.R.I.P.E.S. non-participants were from In-State ($n = 1,227, 14.6\%$), $\chi^2_1 = 25.89, p < .001$.

When the characteristic additional degree was compared by S.T.R.I.P.E.S. participation status, the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and whether or not the participant had completed an additional degree were not independent, $\chi^2_1 = 13.62, p < .001$. The nature of the difference was such that a higher percentage of S.T.R.I.P.E.S. participants ($n = 99, 20.2\%$) had an additional degree, while a higher percentage of S.T.R.I.P.E.S. non-participants ($n = 1,211, 14.2\%$).

Objective Four

The fourth objective of this study was to compare alumni who were participants in the S.T.R.I.P.E.S. leadership and extended orientation program with those who were not participants in the S.T.R.I.P.E.S. leadership and extended orientation program at a large, public research institution in the Southeastern United States on the following measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation:

- (a) Whether or not the alumni is a donor;
- (b) Cumulative giving amount, three years post-graduation;
- (c) Cumulative number of gifts and pledges, three years post-graduation;
- (d) Average size of gifts and pledges, three years post-graduation;

The first characteristic which was compared by S.T.R.I.P.E.S. participation status was whether or not the subject was a donor. A chi-square test of independence was utilized to assess if the variable S.T.R.I.P.E.S. participation status and whether or not they were donors were independent. The resulting chi-squared indicated that there the variables were not independent, $\chi^2_1 = 69.079$, $p > .001$, with a greater proportion of S.T.R.I.P.E.S. participants (29.4%) being donors when compared to S.T.R.I.P.E.S. non-participants (15.2%).

A series of t -tests were utilized to assess if there were differences between those who participated in the S.T.R.I.P.E.S. program and those who did not participate in the cumulative amount of money donated in the three years following graduation, the number of donations made three years following graduation and the average donation in the three years following graduation. The means, standard deviations and the results of the t -tests reveal no difference in the cumulative money donated three years post-graduation $t(1,444) = -.802$, $p = .423$, no difference in the number of donations $t(1,303) = .778$, $p = .437$, and no difference in the average gift size $t(1,303) = -1.506$, $p = .119$.

Objective Five

The fifth objective of this study was to compare the following selected measures of philanthropic giving as recorded by the university's foundation in the donor database system three fiscal years after graduation by gender of alumni at a large, public research institution in the Southeastern United States:

- (a) Whether or not the alumni is a donor;
- (b) Cumulative giving amount, three years post-graduation;
- (c) Cumulative number of gifts and pledges, three years post-graduation;
- (d) Average size of gifts and pledges, three years post-graduation.

university's foundation during their first three years post-graduation from the following selected demographic and academic measures:

- (a) Whether or not they were a S.T.R.I.P.E.S. participant;
- (b) Whether or not the alumni is a donor;
- (c) Gender;
- (d) Ethnicity;
- (e) Whether the alumni currently resides "In-state" vs. "Out-of-state";
- (f) Whether or not the alumni completed an additional degree at the research institution (multiple degrees).

A Multiple Discriminant Analysis was conducted to assess if alumni could be correctly classified into donor vs. non-donor status based on S.T.R.I.P.E.S. participation, gender, ethnicity, in-state vs. out-of-state current residence and if the alumni subsequently received an additional degree from the research institution. One of categorical independent variables had to be recoded for use in the multiple discriminant analysis. Based on the small quantity of cases in some of the Ethnicity categories, six new variables were created. These included: Ethnicity – Native American/Alaskan Native, Ethnicity – Asian/Asian American, Ethnicity – Black/African American, Ethnicity – Hispanic/ Latino American, Ethnicity - Multiracial, Ethnicity – White

Because this is an exploratory study, all variables were considered equally when entered into the model and stepwise entry for inclusion in the model was utilized.

Step One of Discriminant Analysis

The first step in the discriminant analysis was to investigate if there was multicollinearity among the independent variables. Multicollinearity occurs when there are high correlations between the independent variables, which can result in unstable discriminant weights.

= 213.28, $p < .001$. This was followed by in-state vs. out-of- state residence status, $F(1, 8829) = 174.45$, $p < .001$, S.T.R.I.P.E.S. participation, $F(1, 8828) = 127.51$, $p < .001$ and Asian/Asian American versus other ethnicities, $F(1, 8827) = 97.58$, $p < .001$.

Step Four of Discriminant Analysis

The fourth step of the discriminant analysis involved a review of the standardized canonical discriminant function coefficients. If a second degree was obtained had the largest coefficient (.751) and indicated, as stated above, that if a second degree was obtained at the institution, there was a greater probability of being a donor. If an alumna/us lived in or out of state had the next largest standardized coefficient (-.524) and indicated that those who lived in the state of Louisiana were less likely to donate when compared to those living outside of Louisiana. S.T.R.I.P.E.S. participation had the third largest standardized coefficient (.369) and indicated those who participated in the S.T.R.I.P.E.S. program were more likely to donate. Finally, if the student was Asian/non-Asian had the fourth largest standardized coefficient (-.142), indicating that Asians were less likely to donate when compared to non-Asians. No other coefficients were interpreted due to their non-significance in the Multiple Discriminant Analysis. The group multivariate mean was .487 for donors and -.091 for non-donors.

The canonical correlation was .206 and the Wilks' Lambda associated with the discriminant function was .958, $X^2_4 = 381.99$, $p < .001$. While these statistics are significant, the strength of the relationship between the four aforementioned variables retained in the analysis is relatively weak in that approximately 4.20% of the variance in donor vs. non-donor group membership was explained by these variables. The large sample size is most likely responsible for the significant results and the relatively weak relationship.

Step Five of Discriminant Analysis

The fifth step of the discriminant analysis was a review of the structure correlations. The structure correlations allow for an understanding of the relationship between each of the independent variables, in this case 10, and the discriminant score computed from the variables that entered the model. A significant structure correlation is considered substantively significant when any coefficient is half or greater of the highest structure correlation. The highest structure correlation was .739 for if an alumni obtained an additional degree from the institution.

Therefore, if the alum lived in-state or out-of-state (-.510) and was a S.T.R.I.P.E.S. participant (.415) would be considered meaningful in this analysis. Asian was in the model as a significant factor in the discriminant model, however it did not have a meaningful structure correlation.

Step Six of Discriminant Analysis

The sixth step in the discriminant analysis involved an investigation of how well the four variables included in the significance model were able to correctly classify subjects based on the discriminant equation. The results of this analysis revealed that 84.1% of the subjects were correctly classified as donor vs. non-donor based on the four variables included in the model. Since 84.1% is a 68% improvement over chance, and the rule of thumb indicates that to be substantively significant, the model must be a 25% improvement over chance. This is a substantively significant model.

Conclusions

1. Participation in the S.T.R.I.P.E.S. leadership and extended orientation program has a positive influence on whether or not an alumna/us becomes a donor as a recent graduate.

This conclusion is based on the following findings of the study.

A chi-square test of independence indicated that there was a significant difference, $\chi^2_1 = 69.079$, $p > .001$, with a greater proportion of S.T.R.I.P.E.S. participants (29.4%) being donors when compared to S.T.R.I.P.E.S. non-participants (15.2%). Although, S.T.R.I.P.E.S. participation had no significant influence on the philanthropic giving measures of cumulative giving amount, average size of gifts, or number of gifts among those who were donors, participation in the program increased the likelihood that a recent graduate would become a donor. The greatest number of donors of both S.T.R.I.P.E.S. participants and non-participants gave gifts ranging from \$10.01 – \$50.00, indicating that size of donations were small across the study, however a higher percentage of S.T.R.I.P.E.S. participants were donors.

It is recommended that university leadership, beginning with the President/Chancellor and Vice Chancellor/Vice President of Student Affairs make a concerted effort to ensure that all incoming freshman participate in leadership and extended orientation programs. Any effort to create a culture of philanthropy on a university campus must begin by building loyalty and affinity. This is affirmed in the literature that supports the findings that student engagement while an individual is enrolled and alumni engagement after graduation have proven to increase alumna/us' charitable support of their alma maters' over time (Dresner, 2011; Mael & Ashforth, 1992; Pike & Kuh, 2005; Pike, Smart, Kuh & Hayek, 2006). The findings regarding donation size is not as imperative as strengthening and broadening the donor base early. Once an alumna/us makes a gift, they are more likely to develop an expectation to do so over time. This is supported by the research that states that although recent alumni make smaller donations, they are more likely to be recurrent and larger donors over their lifetimes (Freeland et al., 2014, Millisor & Oberling, 2009). Furthermore, university foundation presidents should look to the completers of leadership and extended orientation programs to become the philanthropic leaders

of their organizations in the future. These participants should be cultivated by foundation and alumni association staff while students, and they should be given opportunities for further engagement in student philanthropy and alumni clubs to inspire future philanthropic leadership and giving. This will serve as both an opportunity to continue to teach the history, traditions and culture of the institution as well as provide opportunities for engagement with older, more affluent alumni who could further develop and instill an expectation of giving and inspire these students to become young philanthropists. Furthermore, research supports that the act of philanthropy is an experiential learning process; philanthropy must be modeled and taught (Millisor & Olberding, 2009). Leadership and extended orientation programs whose primary focus is to teach history, traditions, culture, mores, institutional expectations, and model student behaviors are an ideal platform to teach philanthropy and altruism through role modeling and experiential education. In a highly competitive higher education market, where alumni donation participation rates drive national rankings which inform college choices and employer recruitment, the priority of university leaders to invest in leadership and extended orientation programs which so significantly influence recent alumni donations cannot be overstated.

Very little research exists on leadership and extended orientation programs. Further research is needed to fully understand what impacts the decision of whether or not an incoming freshman chooses to participate in a leadership and extended orientation program. In addition, universities need to further understand how they can continue to cultivate and nurture a culture of philanthropy on their campuses by understanding undergraduate and recent graduates' attitudes and motivators regarding philanthropy.

2. The S.T.R.I.P.E.S. leadership and extended orientation program has a rich representation of traditionally under-represented groups including a higher percentage of women, minorities

and out-of-state participants than the general alumni population. In addition, a higher percentage of participants pursue additional degrees at the institution.

This conclusion is based on the following findings of the study. A chi-square was utilized to assess if there were differences in the proportion of males and females who participated in the S.T.R.I.P.E.S. program. The results were significant indicating that the variables were not independent, $\chi^2_1 = 41.337, p < .001$. That a greater proportion of S.T.R.I.P.E.S. participants were female (66.9%) than when compared to S.T.R.I.P.E.S. non-participants (52.1%). When the characteristic In-State vs. Out-of-State was compared by S.T.R.I.P.E.S. participation status the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and whether the participant was in-state and out-of-state were not independent. The nature of the association was such that a higher percentage of S.T.R.I.P.E.S. participants were from Out-of-State, than among the S.T.R.I.P.E.S. non-participants, $\chi^2_1 = 25.89, p < .001$. When the characteristic additional degree was compared the resulting chi-square value was statistically significant indicating that the variable S.T.R.I.P.E.S. participation status and whether or not the participant had completed an additional degree were not independent, $\chi^2_1 = 13.62, p < .001$ indicating a higher percentage of S.T.R.I.P.E.S. participants had an additional degree.

It has been shown previously that those who participate in leadership and extended orientation programs have a greater retention and completion rate than their peers (Korduner, 2013). Furthermore, the literature supports that philanthropy has benefits that extend beyond the financial, including industry connections, student mentoring and job shadowing and alumni serving as future institutional and philanthropic ambassadors (Mael & Ashforth, 1992). It is believed that a sense of belonging and altruism towards particular communities, measured in

terms of involvement, social and racial trust, and political engagement, influence the desires of givers to support causes that they feel are important to the community (Brooks, 2005). With that stated, investment in leadership and extended orientation programs by university presidents, chancellors, vice chancellors/presidents of equity and diversity and foundation presidents that attract, engage and build loyalty within minority populations to greater success is imperative. A rich and diverse culture exists within S.T.R.I.P.E.S participants. The higher representation of women, minority groups, out-of-state participants, and higher degreed individuals among the participants presents a very powerful network of future supporters to the institution to assist in building a diverse, highly educated, engaged and affluent culture within the institution and post-graduation. Research supports that philanthropy is important in creating networks of supporters and friends who come together to support the long-term welfare of institutions in various ways (Clotfelter, 2001). By building diverse, highly educated, geographically expansive, highly engaged community minded individuals, institutions can later call on this network of vested alumni to support the institution in a variety of ways including philanthropic leadership for alumni groups, political coalitions, economic development initiatives, capital campaigns and the mentoring and employment of future graduates.

2. S.T.R.I.P.E.S. participants have a higher percentage of donors who are female. Although, of S.T.R.I.P.E.S. participant donors, males gave a greater cumulative amount of money, gave more frequently and made larger average donations than females.

This conclusion is based on the following findings of the study. A chi-square analysis was conducted to assess if the variable whether or not the alumni is a donor and gender were independent. The results indicated that the variables were independent, $\chi^2_1 = 8.25$, $p = .004$, with a higher percentage of females (17.0%) donating than males (14.8%).

The results of t -tests indicated a difference in the cumulative amount of money donated in the three years following graduation, $t(1064.12) = -3.06, p = .002$, in the number of donations made three years following graduation, $t(858.85) = -2.39, p = .007$, and in the average donation in the three years following graduation $t(877.24) = -2.25, p = .025$. An inspection of the means revealed that males ($M = 89.49, SD = 160.86$) donated a greater amount of money three years following graduation than females ($M = 66.60, SD = 110.09$). Males ($M = 51.37, SD = 85.23$) also gave larger average donations when compared to females ($M = 40.32, SD = 53.16$). Males ($M = 2.34, SD = 4.43$) in addition, donated more gifts three years post-graduation when compared to females ($M = 1.85, SD = 2.86$).

These findings are supported by the literature. Research has shown that women show more altruistic behaviors than men, resulting in higher philanthropic participation (Mesech, Rooney, Steinberg & Denton, 2006). This is consistent with the findings of the study. Men in the study stayed true to history by giving higher amounts and more frequently. Although marital status was not a factor in this study, further research could be conducted regarding the influence of marital status and philanthropic giving for those who participate in leadership and extended orientation programs. As the greatest transfer of wealth in United States history occurs, university development officers should prioritize the cultivation and solicitation of women at equal rates to men in order to grow a continuously changing sphere of donors.

3. Black/African Americans and Hispanics gave greater cumulative amounts than Whites.

This finding is supported by both the analysis and the literature.

A chi-square test of independence was utilized to assess if there were differences between the ethnicity groups in proportion of alumni who made at least one donation. The results indicated that there were differences, $\chi^2_5 = 12.81, p = .025$. A series of One-Way Analysis of

Variance (ANOVA) tests were conducted to assess the differences in the cumulative giving amount in the three years following graduation, the number of donations made three years following graduation and the average donation in the three years following graduation. The average donation was significant, $F(3, 1290) = 2.99, p = .03$, indicating at least one significant difference in average donations between the ethnic groups. Black/African Americans ($M = 64.21, SD = 134.31$) gave a greater average donation when compared to Whites ($M = 43.63, SD = 60.85$).

The literature supports that giving back and philanthropy exist in all racial and ethnic communities (Dresner, 2011). Furthermore, with increased access to higher education of all minorities, the landscape of philanthropic giving to institutions is changing quickly. African Americans have historically given a disproportionate amount of their disposable income to non-profits (Anft, 2007). University foundation officers should utilize this information to make a concerted and target effort to cultivate and motivate Black/African American philanthropic leadership. With the changing demographics of universities and access to higher education by minorities being higher than at any time in history, the time is ripe for foundation presidents and alumni associations to create Black / African American alumni associations and targeted initiatives for philanthropic support. It could be argued that minority populations, particularly Black / African Americans have always been philanthropic; however their philanthropic giving patterns and the recipients of their giving has been toward religious and community organizations that uplift this community.

As barriers to access have crumbled, and programs that encourage the full engagement and integration of diverse populations such as leadership and extended orientation programs, university administrators should seize the moment to identify, cultivate, ask and steward gifts

from the completers of these programs. There is quite a bit of research on minority giving. However, further research could be conducted regarding young alumni giving, specifically as it relates to minority populations. In addition, a further understanding of the motivators for leadership and extended orientation program participation, philanthropy and future leadership involvement of this population is warranted.

4. There are demographic factors that explain donor status. A predictive model exists regarding philanthropic giving by recent alumni.

This conclusion is based on the following findings of the study. Those who have an additional degree, live out-of-state, and who participated in S.T.R.I.P.E.S. were more likely to donate. In addition, whites were more likely to donate than all other ethnicities combined, while Asians were less likely to donate.

A Multiple Discriminant Analysis was conducted and involved a review of the standardized canonical discriminant function coefficients. If a second degree was obtained had the largest coefficient (.751) and indicated, as stated above, that if a second degree was obtained at the institution, there was a greater probability of being a donor. If an alumna/us lived in or out of state had the next largest standardized coefficient (-.524) and indicated that those who lived in the state of Louisiana were less likely to donate when compared to those living outside of Louisiana. S.T.R.I.P.E.S. participation had the third largest standardized coefficient (.369) and indicated those who participated in the S.T.R.I.P.E.S. program were more likely to donate. Finally, if the student was Asian/non-Asian had the fourth largest standardized coefficient (-.142), indicating that Asians were less likely to donate when compared to non-Asians. No other coefficients were interpreted due to their non-significance in the Multiple Discriminant Analysis. The group multivariate mean was .487 for donors and -.091 for non-donors.

The canonical correlation was .206 and the Wilks' Lambda associated with the discriminant function was .958, $\chi^2_4 = 381.99$, $p < .001$. The results of this analysis revealed that 84.1% of the subjects were correctly classified as donor vs. non-donor based on the four variables included in the model. Since 84.1% is a 68% improvement over chance, and the rule of thumb indicates that to be substantively significant, the model must be a 25% improvement over chance. This is a substantively significant model.

University presidents, foundation presidents, institutional advancement and development officers can use this model as a tool to guide decision making in programmatic funding and donor acquisition. This model makes the case for targeted, specific donor engagement, cultivation and solicitation of completers of leadership and extended orientation programs. In addition, the students who participate in leadership and extended orientation programs are more likely to pursue higher degrees, thus being further vested in the institution. This model should be utilized as a guidepost for further program investment and donor cultivation and engagement.

In summary, the importance of philanthropic giving to the reputation, financing, and overall fiscal health of universities cannot be overstated. Universities must encourage donations by alumni to provide fiscal sustainability within institutions as an alternative to tuition increases or service decreases. However, an often overlooked source of university funding is donations by recent alumni. While these donations are not usually very large, they can be recurrent and may increase over a donor's lifetime. Furthermore, institutions need to rethink historical views of philanthropy regarding gender and ethnicity and make concerted efforts to engage and ask all alumni to participate in supporting institutions. Engaging a young alumna/us to contribute a first gift exponentially increases the likelihood and amount of future giving over his or her lifetime.

It is the intent that these conclusions and findings provide strategic insight to universities regarding the effectiveness of leadership and extended orientation programs on building loyalty to and engagement with the institution, as measured by future philanthropic giving of recent alumni. Maximizing the potential and funding of such programs will provide universities with a more strategic approach to program funding and expansion. By investing in leadership and extended orientation programs over time, a significant fiscal resource and donor base will be established, thus creating a culture of philanthropy that allows universities to meet fiscal challenges, increase the recruitment and retention of students and engage and cultivate a richly diverse, loyal and highly vested network of alumni supporters.

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APPENDIX B: COMPUTERIZED REPORTING FORM

Please include all alumni with a graduation date of December, May or August 2009; December May or August 2010, December, May or August 2011. Please include all legal gifts and pledges in three years post first undergraduate graduation year for all dates, schools, campuses, and agencies. Begin gift count post-graduation, regardless of semester of graduation.

- (a) Graduation date of 2009, 2010, 2011;
- (b) Whether or not the alumni was a S.T.R.I.P.E.S. participant;
- (c) Personal characteristics of Alumni:
 - a. Birth year;
 - b. Ethnicity;
 - c. Gender;
 - d. City, state, Zip Code of current residence;
- (d) Cumulative Giving, three years after graduation;
- (e) Cumulative Number of Gifts and pledges, 3 years post-graduation;
- (f) Average Size of Gifts and pledges, 3 years post-graduation;
- (g) Amount of largest gift, 3 year post-graduation;
- (h) Date of largest gift, 3 year post-graduation;
- (i) Whether or not the Alumni completed an additional degree at the research institution (multiple degrees).

VITA

Beverly Brooks Thompson, CFRE is the President and Chief Development Officer at the Foundation for Woman's in Baton Rouge, Louisiana. In this role, she oversees the Foundation's major gifts program, planned giving program, annual giving program, endowment development, donor relations and special events such as the Women's Victory Open, Pink on the Plaza, Bust Breast Cancer, etc. to benefit Woman's Hospital.

Prior to Woman's, Beverly served as vice president and executive counsel for Pursuant Ketchum, one of the oldest and most respected fundraising consulting firms in the country. In that role Thompson was a national consultant working with some of the most prestigious non-profit organizations and boards in the country where she brought experience in campaign development, implementation and management for programs that exceed goals of \$500 million to the Pursuant Ketchum team. Beverly's clients included such prestigious organizations as The Pratt Institute in Brooklyn, NY, Arizona State University Sun Devil Athletics, The Carnegie Museum's Science Center, Magee Womens Research Institute, Sigma Nu National Fraternity, et.al.

Prior to joining Pursuant Ketchum, Thompson successfully served as the Director for *Forever LSU: The Campaign for Louisiana State University*, supporting the three adjoining campuses of LSU. Raising over \$798 million toward a \$750 million goal, the *Forever LSU* campaign has stood out as a paradigm for success in higher education campaigns. Prior to working on the campaign, Beverly served as the Director of External Affairs for the division of Student Life and Academic Services, the largest division on LSU's campus. In addition, she held numerous positions on campus in the areas of employer relations, student recruitment, placement, development and employer outreach, working as a liaison between students,

individual departments, alumni and employers, as well as city, state and national commissions and offices.

Thompson has been nominated two times for the LSU Employee of the Year, three times as the LSU Advisor of the Year, and once by the Baton Rouge Chamber of Commerce as the Volunteer of the Year. Programs under her direction have received national awards and recognition at CASE, APAP and NASPA, Advertising Federation and the Public Relations Association of Louisiana.

Thompson has been licensed as a Certified Fundraising Executive since 2008. She is an active member of the Association of Fundraising Professionals, Council for the Advancement and Support of Education, Association of Healthcare Philanthropy, Omicron Delta Kappa Honor Society, has been conferred an official State of Kentucky Colonel, and received the honor of being named one of Louisiana's Top 40 Under 40 by the Baton Rouge Business Report. Beverly is an active member of Rotary Baton Rouge, serves on the dean's advisory board of the LSU College of Humanities and Social Sciences, is the vice chair of the LSU University College advisory board and is a board member of the Baton Rouge Ballet Theatre.

This Texas native and her husband have a combined family of three sons and a daughter and are proud to call Louisiana home.