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Comparison of alumni donors and alumni nondonors on selected demographic, educational and involvement factors

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COMPARISON OF ALUMNI DONORS AND ALUMNI NONDONORS ON SELECTED DEMOGRAPHIC, EDUCATIONAL AND INVOLVEMENT FACTORS

A Dissertation

Submitted to the Graduate Faculty of the
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in

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and Workforce Development

by
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B.S., Louisiana State University, 2000
M.S., Louisiana State University, 2003
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DEDICATION

In 1981, over 30 years ago, when I began working for LSU, I took my first college course. Finally, I had hopes and dreams of obtaining a degree. My father encouraged me every step of the way as he continually mentored me to move forward. After graduating with bachelors in 2000 followed by a masters in 2003, I decided to pursue the Ph.D. Daddy seemed more excited about the idea than I was. He insisted that I never give up. His words were powerful. When I was a child, I was very feisty, so Daddy called me "Tiger." Even though I had many disappointments during my Ph.D. journey and wanted to give up, Daddy would say to me, "Tigers never quit." It was then that I understood it was my destiny to become a tiger, not just any tiger, but an "LSU Tiger." Daddy was the artist in the family. He painted many oil paintings of southern scenes including steamboats, cotton, and sugarcane plantations, and antebellum homes. Daddy could make a canvas come alive. Yes, he was a man that could do anything. He restored antique cars and old boats. Daddy was a machinist by trade; however, he was also a "do-it-all" kind of man. From the time I became employed to support my family, Daddy pushed me to be the best I could be. He taught me that when life gives you lemons, you just make lemonade. Although Daddy did not go to college, he was by far the smartest man I ever knew. This work is dedicated in his memory. I imagine that his stamp of approval is inscribed with the stroke of his brush on each page that follows. Daddy, little did I know that the meaning of "Tiger" would grow to make me the person I am today, a proud LSU alumna. Although you are not here to see our dream come true, I feel your presence as I write these words. Love to you Daddy.

In Memory, Virbert Paul Rodriguez, Sr., October 31, 1927 - December 20, 2006.

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My academic journey spans over a long period. As I reached each new venue, I encountered many people in my life that I have to express sincere thanks for their love and support.

Mrs. Elaine Tullier Rodriguez, my mother, was the writer of the family. She wrote many songs and children's stories. She was a member of the songwriters association for many years. After my mother's death in 1989, I realized that my passion for writing was inherited from her. This insight began while pursuing my education at LSU through the many classes I took to fulfill my degree requirements. Mom, thank you for blessing me with your gift for the love of writing. Your love and belief in me that all is possible will remain with me as I carry the "torch" of possibilities to my own daughter.

Miss Morgan Arlette Rodrigue, my best girlfriend and daughter, thank you for always understanding the times I had to study and all the encouragement you gave me. Your thoughtfulness will always live in my heart. When you set your goals, I know you will think of the many moments we shared together wondering if this day would ever get here. I will never forget the day in which I received my bachelor's degree in 2000. You were almost 4 years old. You jumped out of your seat and ran down the aisle to greet me after I walked off the stage. That instant, when you took hold of my hand, was one of proudest moments in my life. Morgan, I love you. I cannot imagine not ever having a daughter like you to share my life with.

Mr. Josh Lionel Rodrigue, my son in Heaven, I wish you were here to share this moment with me. You watched me as an LSU undergraduate student drag

around textbooks, notebooks, and computers everywhere we went, from the doctors' offices, to the hospitals, and even on our family camping trips. Although you are not with me, you live in my mind and my heart. I will never forget the love you gave me throughout your short life. I wish your journey on Earth would have been longer, but I thank God and St. Jude Children's Research Hospital in Memphis, Tennessee for giving me those 13 precious years. The courage you had throughout your illness touches me every day. You inspire me to be courageous in everything that I do. I know your spiritual journey continues as many times I feel your presence all around me especially during hard and difficult times. It is my dream to complete the endowment scholarship named for you in the LSU College of Agriculture. Your scholarship will help other students that are just beginning college. There is no better way to preserve your memory. Josh, I know you would have been successful at any vocation you chose. Love to you always.

Mrs. Myra Rodriguez Waller, my oldest sister, thank you for your companionship, love, and support throughout Josh's illness. I know I leaned on you a lot during that time, but I think that is why God made big sisters. You are by far one of the strongest persons I know. Without your help, I would not have been able to pursue my educational dream.

Mr. Ronald Henry Rodrigue, Jr., my husband of 25 years, words cannot express the appreciation I have for you. Without you and your encouragement, I could have never obtained this goal. After Daddy died, you pushed me along; you had big shoes to fill, but somehow you managed. Ronnie, you are my soul mate for life who took upon extra responsibilities with our children and our overall tasks when

my studying and writing became overwhelming. Yes, you became the better cook in the household!

Ronnie, you inspired me, you pushed me forward. I love you. You always say that I am your rock, but I have to ditto that – "You are my rock." I will never forget our saying from when I was so ill and I almost died. You were by my side every moment, "Phone home E.T.! I love you, still echoes in my head. You made me stronger, both mentally and physically – without you, I don't think I would have survived the grueling illness, nor completed my Ph.D. program.

To my family, my other sisters, Tammie Rodriguez McKenzie for your love, support, and most of all for your humor and laugh which reminds me of Mama! To the late Vickie Rodriguez Capello, as I warmheartedly remember my first class taken at LSU – it was with you and Paul – we were great drafters! To Susan Rodriguez Babin, I love you Sue, thank you for always being there for Josh while I was a student working on my undergraduate degree, holding a full-time job, and being a Mom.

To my sister-in-laws, brother-in-laws, and stepbrother, for understanding the extra pressure I was sometimes under because of my schoolwork. Thank you to all of my nieces and nephews for their love and encouragement. I heard, "You can do it Aunt Letty," on so many occasions with books-in-hand. Thank you to my stepmother, Mrs. Melanie Songy Rodriguez , step-mother-in-law, Mrs. Cindy Bezet Rodrigue, and father-in-law, Mr. Ronald Henry Rodrigue, Sr. for always lending a hand when I needed their help with Morgan and her extracurricular activities so that I could attend classes. Thank you to Mrs. Karen Rodrigue Passantino, my sister-in-law, for your words of encouragement and help with Morgan.

Mr. Virbert Paul Rodriguez, Jr., thank you for all those study sessions, especially biology. Paul, I would not have made it without your support. Thank you to my mother-in-law, the late Mrs. Peggy Mars Rodrigue for understanding how important my schoolwork was to me and for supporting all of my efforts.

There are so many more to thank, you know who you are. Those that stood by me, especially those on my advisory committee, Dr. Michael Burnett, Dr. Earl Johnson, Dr. Geraldine Johnson, Dr. Satish Verma, and Dr. T. Eugene Reagan.

Dr. Burnett, I ask myself, “How could I have made it without your understanding and wisdom I needed to succeed?” You have to know that you were instrumental in getting me through the entire Ph.D. process. I am so thankful that you were my major professor. You helped me to get through it all. Thank you for your patience, understanding, and devotion to me as a graduate student. So many times, I sat at my computer writing, and thinking that I would never finish my work. It was you Dr. Burnett, who so many times inspired me to push myself a little harder. You are an indispensable faculty member in the LSU, College of Agriculture. You have a true “gift” when it comes to working with graduate students. You are committed and driven to help them succeed. Words cannot express how much I am indebted to you for your compassion and dedication in helping me to complete my program. Even when I had that “deer in headlights,” look on my face, you found a way to get across the complex information you were explaining. Dr. Burnett, thank you for your insights, reassurance, support, and never-ending commitment.

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Dr. Geraldine Johnson, thank you for helping me to build the foundation I needed to complete my bachelors and masters degrees. This foundation is what made me strong enough to feel as though I could complete the Ph.D. in the School of Human Resource Education and Workforce Development. I really needed your guidance and understanding. You taught me to think “outside the box” and to become comfortable with my own methods and teaching styles. Dr. Johnson, you are a great professor. I am proud to say that I was a student under your direction.

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God has given me so much in life. He has truly blessed me with riches beyond what any money could buy. I have reached another milestone in my life.

When I lost my son, Josh, I thought I would not survive. Losing a child makes you hurt until you feel hopelessness. When that feeling goes away, you tend to grow in ways you never imagined. I have grown, Josh, and I know you have watched over me every step of the way.

Lord Jesus, thank you for blessing me with all the riches in life that I dreamed of and for all of my life experiences, even the tough ones, because from each one, there was a lesson learned from the greatest Teacher ever born. Thank you for allowing me to complete this Ph.D. Program. Whenever I doubted I could finish, I drew strength from prayer. Through it all, I have learned to "Believe," even when I felt that all was lost. When you feel as though you have nothing left to live for, you'll find that as long as you "Believe," you have everything. Riches are not wealth, but the blessing that you receive each day. So count your blessing and thank the Lord every day, even for smallest of things.

One last note as I make the final revisions to my dissertation document. Even though I've said it before, I will say it again; I had the best committee a Ph.D. student could ever wish for. Up until the last minute, Dr. Burnett assisted me with questions and issues that came up. He is truly dedicated to his graduate students. With sincere appreciation, and best regards, thank you Dr. Burnett!

"Think, learn, live, love, dream, and enjoy the journey."

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ABSTRACT

This study compared College of Agriculture (COA) alumni of a research university (RU/VH) in the Southern U.S. on selected demographic characteristics and contact information by whether or not the alumni are donors to the university. The target population was COA graduates from 1862 Land Grant Universities located in the Southern portion of the United States. The accessible population was Louisiana State University (LSU) COA alumni graduates. The sample was alumni who completed their degree program from the years 1950 through 2000. The instrument used was the Tiger Advancement Information Lookup System (TAILS) database.

Universities have become burdened by financial instability due to the increasing number of students enrolled in college and state budget cuts to higher education. Alumni donations acquired through fund raising efforts have been put in the forefront of raising money to support and sustain the mission of higher education. Targeting alumni is a way to increase funding and endowments for support to higher education. Alumni have become an integral component in the fund raising scheme of higher education.

The methodology of this descriptive exploratory study involved downloading alumni data from the university foundation database. The study found that alumni donors and nondonors were different on a number of demographic characteristics. Additionally, models were found explaining number of donations, largest donation, total amount of donation, and total donations specific to agriculture. In addition, a logistical model was identified that correctly classified 84.1% of alumni on donor status.

The researcher concluded that non-employment university affiliation and total number of contacts were important explanatory factors. Recommendations included establishment of more affiliation opportunities and increased frequency of contacts with alumni.

The researcher recommended increasing non-traditional methods of contact and involving alumni through various forms of affiliation by creating new types, especially within areas identified by this study in the states with cluster groups of 50 or more alumni. Furthermore, the researcher recommended studies on contact information, and non-employment university affiliation be conducted in an effort to increase the percentage of classifying alumni donor status. The researcher recommends student involvement through club affiliation in an effort to build relationships prior to graduation

CHAPTER 1

INTRODUCTION

Importance of Higher Education

For individuals seeking employment, a college degree may prove crucial to obtaining a quality, high-paying job. Since the importance of post secondary education has grown exponentially over the past two centuries, a degree is looked upon more as the "standard" versus an "option," among American families and employers. A degree provides both personal and intellectual enrichment to the graduate as well as the means for developing important life skills. In order to satisfy the demands of employment, each state needs to develop affordable academic programs that lead to graduates who are well prepared for successful entrance into the job market, which is sometimes unique to the state.

Higher education is a tool that can assist graduates in solving some of the world's most difficult problems. A graduate has more opportunities to obtain a better job with a higher paying salary. He or she not only adds value to their communities, but to the nation. Higher education graduates may become leaders in their communities, and serve as change agents as they apply their newfound expertise in their chosen career paths (Bradfield, 2009).

Graduates receive opportunities when entering the workforce that otherwise might not be available to non-graduates (Middlehurst, 2010). In the 1960s, it was estimated that only 6% of high school graduates attended college, and by 2003, the figure had climbed to 43% (Impact of Higher Education, 2003). According to the U.S. Department of Labor, Bureau of Labor Statistic, College enrollment and Work

Activity of 2011 High School Graduates (2011), this figure increased to 68% as depicted in Figure 1 entitled, “Percent of United States High School Graduates Attending College.”

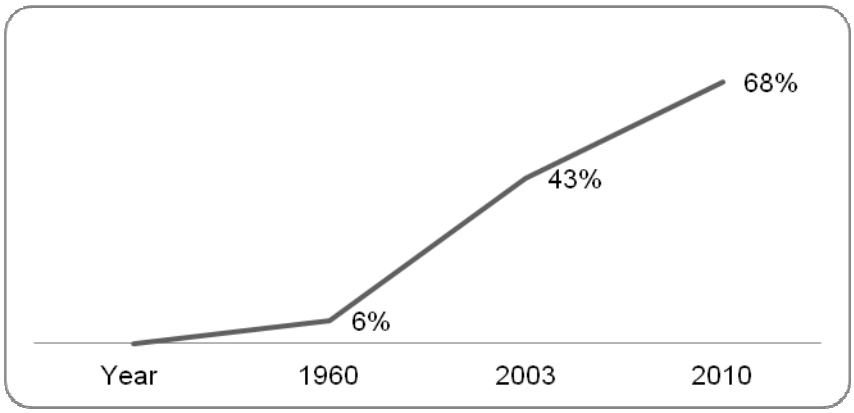

Figure 1
Percentage of United States High School Graduates Attending College

Higher education has seen an outsized growth of the student population, both in number and diversification (Middlehurst, 2010). The majority of Americans believe that higher education is becoming more important for the economy, especially in their local communities. Americans believe that all students should be able to afford a college education, although many families continue to struggle with associated costs (Immerwahr, 1998).

Louisiana State University’s (LSU) National Flagship Agenda (2010) indicates that its core mission is directly correlated with the economic development plan in Louisiana, which includes creating a workforce that is trained, educated, and able to promote industrial growth within the state. Indicators of LSU’s success include increased undergraduate and graduate enrollment, student achievement, faculty awards, student/faculty ratio, and degrees awarded. The agenda encourages

in-state students to attend LSU and seek employment within the state of Louisiana. From a global standpoint, LSU wants to attract out-of-state students, businesses, and employers to Louisiana (LSU's Flagship Agenda, 2010).

Need for Funding in Higher Education

The challenges that public colleges and universities are currently facing include financial instability due to the global recession (Middlehurst, 2010) and rapid growth of the student population. In 2009, a federal stimulus was issued from the U.S. Department of Education for $48 billion, which was part of the American Recovery and Reinvestment Act. Despite that effort, institutions of higher education continue to suffer budget shortfalls. This led many states to cut their budget allocations dedicated for higher education (Kant, 2009 & Middlehurst, 2010). These cuts have become evident across the nation as universities cut their staff and faculty, employee benefits and program offerings. Students are also being affected due to increased tuition costs and fees, as well as a reduction of available financial aid (Higher Education a target for state budget cuts, 2011).

Historically, there has been a fluctuating level of state funding for higher education. During difficult economic times, the state budget allocations for higher education are usually cut first. It is during these times that austere budgeting practices are implemented for institutions of higher education across the nation. For example, a performance success indicator has been addressed in LSU's National Flagship Agenda (2010) that includes objectives for funding received from federal, state, and private sources.

Higher Education Sources of Funding

A state-supported public institution of higher education is funded through a multitude of sources. Historically, funding for these institutions is a line item in the state's funding appropriations. This line item is usually referred to as dedicated funding which is allocating some or all of specific revenue for a defined expenditure, with intent to continue it.

Dedicated funding remains a fundamental source of revenue that supports public higher education. In 2008, it was reported that 20% was going toward the support of higher education. During times of economic distress, dedicated funding is usually cut early-on, and in many instances, is the last item to recover (Russell, 2008).

Gaming revenues, which includes all forms of gambling such as casinos, lotteries, racetracks, and other gaming devices and forms are another major source of funding for higher education. In some states, gaming revenues are dedicated for education whereas in other states, gaming funds are put into the state's general budget. All but two of the 50 states have some form of legalized gambling which supports education (Russell, 2008).

Self-generated funds are an important stream of revenue for higher education, which includes tuition and fees as well as state and federal grant funds (Speck, 2010). Research grants, which are funds from federal, state, and private foundations, are very important in supporting a research university, with very high research activity (RU/VH) (Carnegie Foundation for the advancement of Teaching, Classification Description, 2010). Research grants are a good way to help in

stimulating the economic situation of an institution, although they usually have many deliverables and reporting requirements as mandated by the sponsor. Even so, many universities welcome and encourage research grants because the university is able to recoup overhead costs, which is a percentage of the grant amount charged to the grantor. This allows universities to charge their operating revenues to the sponsoring organization (Speck, 2010).

For many institutions, charitable contributions account for a large part of funding. These are funds acquired through fund raising activities by the institution. Contributions have become an important component of sustaining the mission of higher education. Even though charitable contributions have become an important source of revenue, the evidence demonstrates that over the past 20 years, revenues from contributions have been insufficient (Liu, 2007).

Impact of Economic Situation on Higher Education Funding

Since the 1980s, tuition revenue has increased, although the state-appropriated funding per student for higher education has not kept up (Zumeta, 2004). Institutions of higher education are only receiving assistance versus full support from their state (Speck, 2010). The costs of labor, equipment, student living, and technological advances, all play a role in the rising costs to educate students during tough economic times (Liu, 2007).

Since state funding has not kept up with the increased costs of higher education, public universities have become even more dependent upon outside

sources of revenue to supplement their budgetary shortfalls (Bradfield, 2009; Liu, 2007; Prescott, 2006; Speck, 2010). To meet these demands institutions are trying to diversify their traditional sources of revenues.

Although raising tuition and fees is sometimes used to maintain a balanced budget, the practice usually creates a decline in enrollment and dissatisfaction among the public (Speck, 2010). Charging a technology and or excellence fee, for example, has become a way to minimize tuition increases. When there is a shortfall in state appropriations, tuition and fee increases usually provide a means of revenue to cover the deficit (Speck, 2010).

Raising tuition is not always at the discretion of the institution. In Louisiana, California, and Florida, the state legislature is the primary tuition-setting authority for higher education (State tuition, fees, and financial assistance policies for public college and universities, 2010-11, February 2011). This is a complicating factor for raising tuition to supplant funds lost through budget cuts. This is why many institutions resort to tacking on added fees versus raising tuition.

Institutions are creating partnerships with private foundations through fund raising teams and other stakeholder efforts. These partnerships assist faculty in reaching out for state, federal, and private grants especially during the current situation in the U.S. It has become a common practice for higher education to put fund raising on the forefront of advancement efforts.

Sources of revenue to public higher education have changed in the last 20 years as institutions try to diversify their revenue as depicted in Figure 2 entitled,

"Changes in sources of state funding 1980 to 2000" (Liu, 2007). Note that all figures have been rounded to the nearest percentage.

An obvious rise in tuition can be seen with a corresponding decline in state funding when comparing 1980 to 2000 figures.

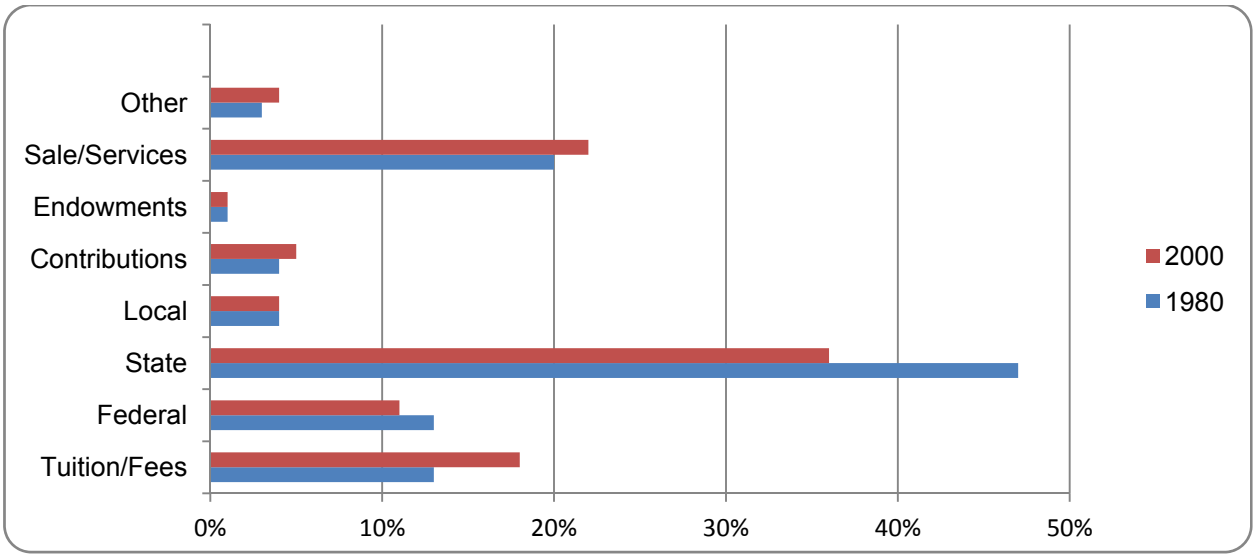

Figure 2
Changes in Sources of State Funding 1980 to 2000

Contributions in Higher Education

When fund raising is discussed among higher education personnel, contributions, specifically donations received from alumni, is often the most important topic up for debate. This researcher speculates that this is true since the literature signifies that individual donations represent 75% of total contributions reported from all sources and that education represents 13% of total giving by type of recipient organization (Giving USA Executive Summary, 2010). Individual donations have become an important component of the revenue stream to higher education (Lui, 2007).

For the purpose of this paper, contributions include all outside private monetary contributions from individuals, corporations, partnerships, foundations, associations, and other non-government entities. Contributions do not have deliverables, except for following the donor's wishes usually through an agreement that has been fully executed through the appropriate signature protocol. Examples of contributions to higher education that have donor agreements may include student scholarships and fellowships, as well as faculty professorships and chairs. An outright contribution could include an individual's donation to a departmental or college excellence fund to be used at the discretion of the unit head (Speck, 2010).

Over the past 25 years, fund raising has become an essential component necessary for educational institutions to sustain their infrastructure, along with student programs, and their ability to maintain faculty distinction. The financial needs of institutions have become overwhelming in comparison to when they were first put into operation (Reid, 2010; Weerts & Ronca, 2009).

Sources of contributions to higher education may include alumni donors, corporate foundations, corporations, estates, family foundations, private foundations, friends, and students. For the fiscal year 2009, the LSU Foundation reported that alumni donations accounted for 23% of total giving from all sources. Other sources of funding reported by the LSU Foundation include corporate funding, corporations, estates, family and private foundations, friends, and students. This information is summarized in Figure 3 entitled, "LSU Foundation, Sources of Contributions for Fiscal Year 2009."

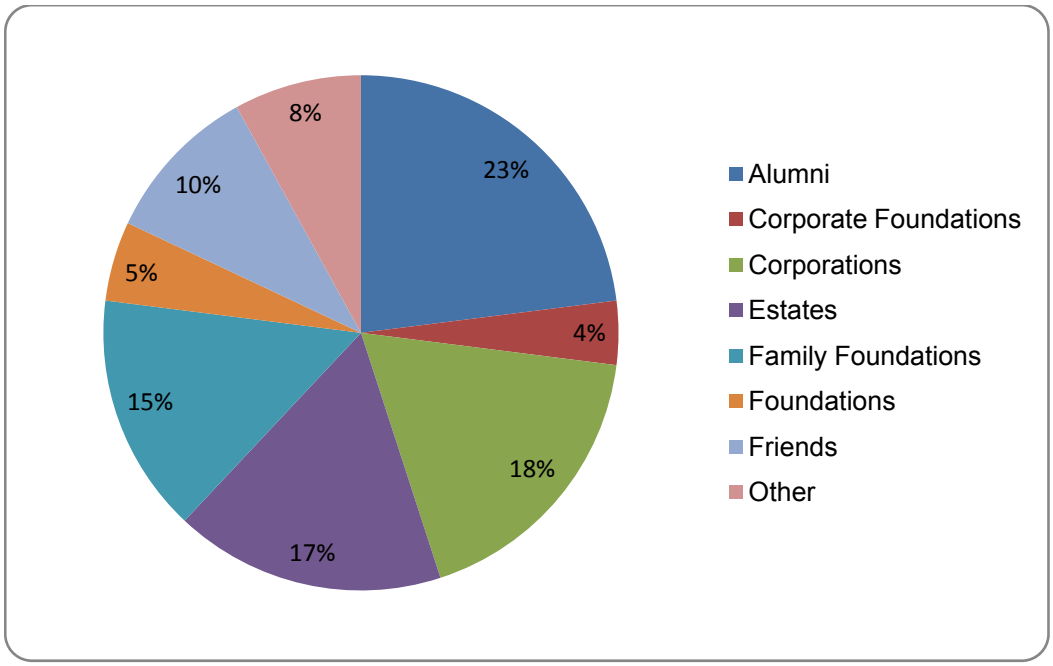

Figure 3
LSU Foundation Sources of Contributions Fiscal Year 2009

Sources of Contributions

According to the Giving USA Executive Summary (2010), total charitable giving was reported at $303 billion in calendar year 2009, a 3.6% drop from the previous year. Since the Giving USA publication began its annual reports in 1956, this is the biggest ever-recorded drop in total giving. This drop was attributed to the economic conditions in America due to the current recession.

In 2009, overall individual giving dropped by an estimate of 4%, and giving to education declined 3.6%. Other key findings of the Giving USA Executive Summary (2010) indicated that there was a decrease in giving to religion, and giving through planned gift vehicles. An area that showed an increase in giving was from corporations, reporting a 5.5% increase, which this researcher speculates, is due to tax deduction incentives and matching gift programs for employees for gifts to

higher education. Education received 13% of total giving and has remained second on the leader-board to religion for the past decade as verified by the researcher through Giving USA reports in Figure 4 entitled “Contributions by Type of Recipient Organization, 2009” (Giving U.S.A. Annual Report on Philanthropy for the Year, 2006, 2007, 2008, 2009, and 2010).

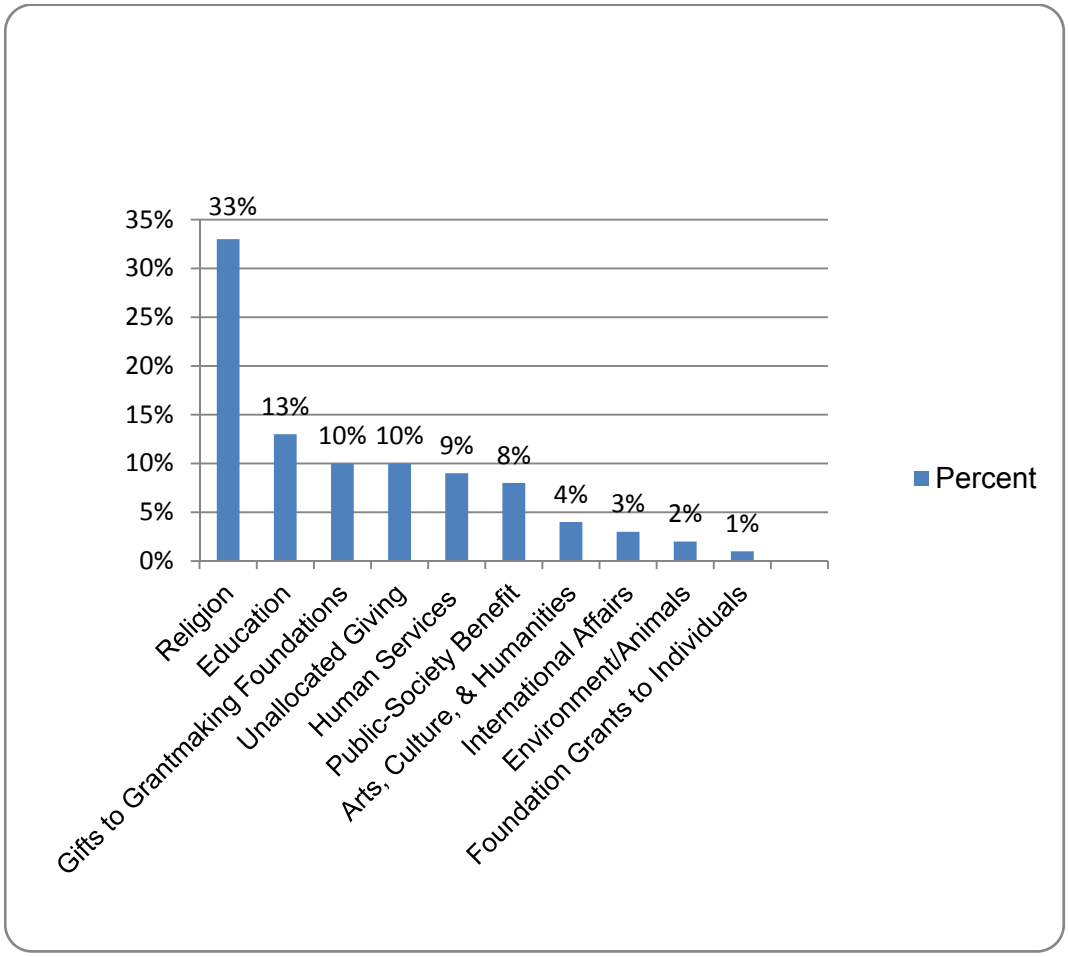

Figure 4
Contributions by Type of Recipient Organization, 2009

Additional statistics reported by Giving USA Executive Summary (2010) showed that individuals gave 75% of the cumulative total amount ($227.41 billion) and the remaining $76.16 billion was received from foundations (13%), bequest (8%), and corporations (4 %). The researcher summarizes this information in Figure 5 entitled, “Summary of Contributions, 2009.”

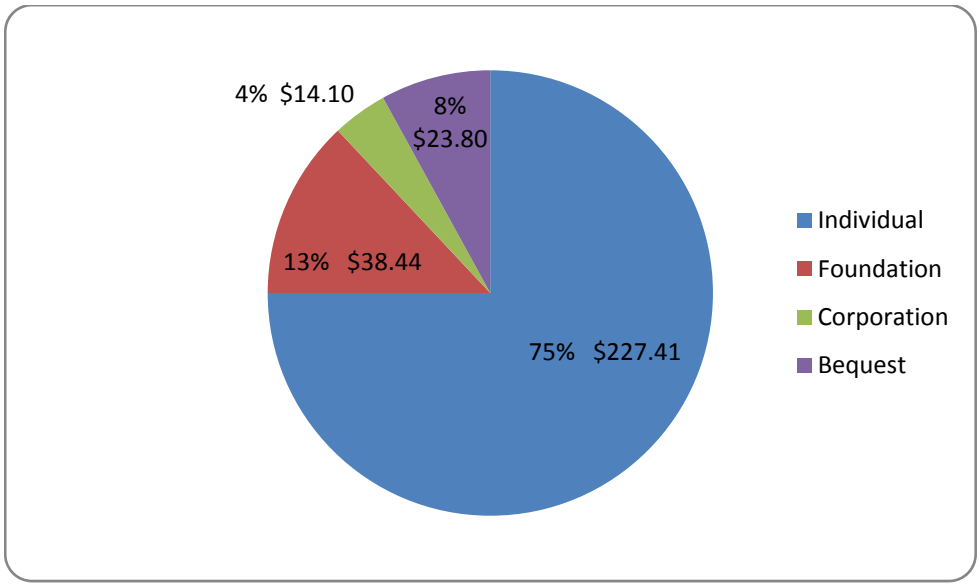

Figure 5
Summary of Contributions, 2009

Impact of Alumni Donations

One of the best assets a university or college can have is graduates that become donors, which implies that an intimate relationship exists between the two (Belfield & Beney, 2000). Alumni donations are an important source of revenue for postsecondary institutions and serve as an alternate source of funding for advancement (Leslie, 1988; Belfield & Beney, 2000). Alumni donations are acquired through various methods of solicitation and cultivation including correspondence through postal mail and e-mail, telephone, and personal visits, both on and off campus.

The roles served by alumni in enhancing the success of higher education are very important. Active alumni members can serve as vehicles for fund raising programs, recruitment, and transmitting information about the institution to other alumni, stakeholders, and constituents. Alumni donations continue to be an important source of revenue for postsecondary institutions, providing approximately 25% of the voluntary support that these institutions receive (Leslie, 1988). Voluntary support includes all sources of contributions as well as volunteerism.

For the giving years, 2005 to 2009 as reported in Giving USA's annual reports, the average amount of donations from individuals accounted for $218 billion of total contributions received. For that same reporting period, the amount of giving to education accounted for approximately $41 billion dollars of the overall total giving from all sources (Giving USA Annual Report on Philanthropy, 2006, 2007, 2008, 2009, and 2010.) Figure 6 entitled "Five-Year Summary of Individual Giving and Giving to Education," shows that individual giving had its largest increase from 2005 to 2006 with only small changes reported in 2007 and 2008. It is evident that giving by individuals to education has remained steady over the past five years as well as giving to education.

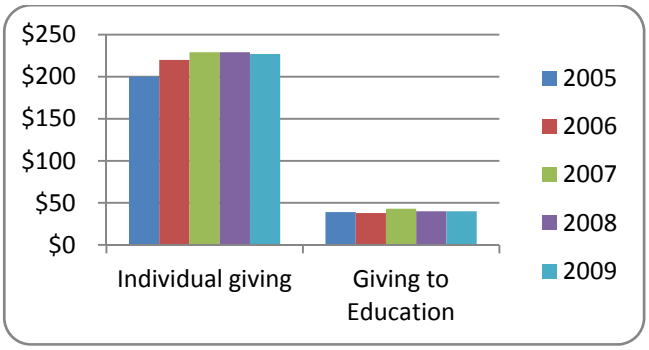

Figure 6
Five-Year Summary of Individual Giving and Giving to Education

Alumni Donors and Nondonors

The literature review established that certain characteristics set apart alumni donors from nondonors. Those characteristics include attitudes, beliefs, income, contact with the university, and degree received. Institutions need to establish a compelling reason to the alumni and make them feel as though the gift is important. Many donors stop giving because they find new interests. Urgency of gift as well as solicitation methods may encourage alumni gifts. By meeting the basic core values of donors, giving can increase. This might include having a credible, and a stable institution. The quality of education is an important factor attributing to alumni giving.

Since most public universities are considered nonprofit by the Internal Revenue Service (IRS), gifts to these entities are tax-exempt, or tax-free, which encourages alumni donations because this status allow the donors to take a tax deduction on personal income taxes. It has become important to understand the characteristics of alumni donors and alumni nondonors in relationship to giving patterns, and other variables, including demographics, educational experience, as well as other factors, which may be associated with increase in donations.

At the 2011 LSU commencement address, the honorable Henson Moore, former member of the U.S. House of Representatives from Louisiana, said that it is time for LSU young alumni to make giving a priority in their financial plans. He indicated that even small donations add up quickly. According to Moore, less than 50% of the funding for LSU comes from state-appropriated funding, which makes it more important than ever for alumni to contribute to their alma mater (LSU 2011 Commencement, YouTube, LSU Channel).

Purpose of the Study

Why alumni become donors has been a question among fund raising professionals as well as top administrators in colleges and universities, especially over the last 20 years. The related literature review indicated that alumni become donors for many reasons including their affiliation, involvement as a student, and respect for their university. According to Prescott (2006), there is not much in the literature that shows a true understanding or a knowledge-base of donor characteristics. This study will attempt to provide a "rubric of donor-giving characteristics" within the realm of higher education. Furthermore, the study will focus on the comparison of various demographic and other characteristics between alumni donors and alumni nondonors. It will explore solicitation method, number of contacts, and the relationship among donor association with age, gender, race, undergraduate degree major, as well as geographic location.

Therefore, the primary purpose of this study will be to compare College of Agriculture (COA) alumni of a research university (RU/VH) in the Southern U.S. on selected demographic characteristics and contact information by whether or not the alumni are donors to the university.

Specific Objectives

1. Objective one was to describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who

were donors to the university based on personal, academic, professional, and demographic characteristics:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received;

j) Type of non-employment university affiliation since graduation;

k) Number of donations;

l) Largest donation; and

m) Total amount of donations.

2. Objective two was to describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were nondonors to the university based on personal, academic, professional, and demographic characteristics:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received; and

j) Type of non-employment university affiliation since graduation.

3. Objective three was to compare alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university with those who are nondonors to the university on the following personal, academic, professional, and demographic characteristics. The characteristics include:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received; and

j) Type of non-employment university affiliation since graduation.

4. Objective four of this study was to determine if a model exists explaining a significant portion of the variance in the number and size of donations to the

university among alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States who were donors to the university from the following personal, academic, professional, and demographic characteristics. The characteristics include:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received; and

j) University non-employment affiliation since graduation.

The dependent variables for objective four were as follows:

(a) Number of donations;

(b) Largest donation; and

(c) Total amount of donations.

5. Objective five was to determine if a model exists that significantly increases the researcher's ability to correctly classify alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States on their donor status to the university (donor versus nondonor) from

the following personal, academic, professional, and demographic characteristics. The characteristics include:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received; and

j) Type of university non-employment affiliation since graduation.

The dependent variable for objective five was whether the alum was a donor or not.

Significance of the Study

Higher education has become more dependent upon private giving across all contribution sources, in particular, individual alumni contributions. By identifying factors associated with alumni donors and alumni nondonors, this study has the potential to yield applicable results that are useful to university administrators as well as development directors. This would allow for more targeted fund raising efforts focused on individual alumni donors and alumni nondonors. Additionally, new and improved fund raising techniques may be developed that could lead to increase in the total overall funding received.

Where it is established that age affects giving, an increased cultivation of that age group can be implemented by the development staff. For the age group(s) that are found not to give or have lower amounts of giving, development staff could create and develop new programs and incentives geared toward them, such as giving clubs, and premiums, which are getting a small token for ones donation, to increase participation in giving programs for those who have been nondonors.

If it is found that gender plays a role on donor status then alumni, either men or women can be targeted. Although the literature showed that women play a significant role in giving, especially among married couples, only a modest amount of research has been conducted in this area.

Cluster groups of alumni donors may be discovered during this study. There may be cluster groups, both in-state and out-of-state. If this is found, the development staff can create focus groups from alumni that are found to be donors to assist in working in those particular geographic locations to develop more alumni participation, which could lead to more alumni donors. Efforts could be made to work with the alumni association in the many off-site activities they conduct throughout the year, for example, in conjunction with sporting events to increase alumni giving.

If it is found that particular departments or schools have a higher rate of donors, then development staff can target alumni in those schools. For those with high levels of nondonors, strategic efforts could be made in an attempt to cultivate alumni in these units for possibly becoming supportive of their department or school.

If the research shows that donation size is correlated to one or more of the other factors then the relationship of the other factors can be examined.

Overall methods of cultivating nondonors is a process that includes getting in touch with them through various forms of contact. This could include putting them on various mailing lists, i.e., college and university mailing lists, invitation to campus events, extending personal invitations to become involved as an alumni member, or board member. For those that are already donors, increased contact through some of the same methods could be implemented to ensure a constant state of cultivation to maintain donor status.

For the contact type that yields significant results for an alumni becoming a donor versus a nondonor, for example, those on mailing lists, those receiving personal contact through mail, e-mail, telephone calls and personal visits, recommendations can be made in the area of contact data.

Although previous studies have been conducted on alumni donors and alumni nondonors on their reason for becoming a donor, few or no studies have been identified at LSU, particularly the College of Agriculture. Prescott (2006) performed a study on Mississippi State University's alumni donors and nondonors. He recommended that further studies should be conducted in the Southeastern states in an effort to "regionalize" the results.

CHAPTER 2

LITERATURE REVIEW

Introduction

According to Reid (2010) and Weerts and Ronca (2009), the financial needs of universities and colleges have become overwhelming in comparison to when institutions were first put into operation. Due to this, it has become necessary to pursue philanthropic support for student, faculty, and library programs. Several studies (Leslie, 1988; Belfield & Beney, 2000) indicated that alumni donations are an important source of revenue for postsecondary institutions and may serve as an alternate source of funding for advancement. Belfield and Beney (2000) defined donations as gifts of economic exchanges outside of what is expected through contract. Furthermore, Belfield and Beney (2000) indicated that when alumni donate to their university, it might imply that an intimate relationship exists between the two. Srivastava and Oh (2010) and Weerts and Ronca (2009) agreed that fundraisers should remember the 90/10 rule, which implies that 10% of those donating will give 90% of the total gift dollars sought.

Effective communication campaigns should be geared at alumni giving to fulfill the school's core mission (New surveys explains, why alumni give*, Administrator*, 2004.) Louisiana State University's (LSU) National Flagship Agenda (2010) indicated its core mission is directly correlated with the economic development plan in Louisiana, which includes creating a workforce that is trained, educated, and able to promote industrial growth within the state. Indicators of LSU's success include increased undergraduate and graduate enrollment, student achievement, faculty

awards, student/faculty ratio, degrees awarded, and federal, state, and private funding received. The agenda encourages in-state students to attend LSU and seek employment within the state. From a global standpoint, LSU wants to attract out-of-state students, businesses, and employers to Louisiana.

Kaplan (2011) is responsible for managing the annual Voluntary Support of Education Survey (VSE), which is sponsored by the Council for Aid to Education (CAE), a national nonprofit organization and a primary source of empirical data on private giving to education. According to Kaplan (2011), the 2009 figures ranked LSU 65 out of the 1,012 universities reporting. Stanford ranked first, followed by Harvard, both reporting almost $6 billion in private gifts. Kaplan (2011) indicated that LSU reported $87.5 million for the same period.

Nonprofits Defined and Explored

The nonprofit world is considered a separate sector from government and business. According to Hammack (1998), some refer to it as the "third sector." O'Neill (1989) indicated that religion played an important role in the development of the nonprofit sector because it is the oldest form of private giving in America. Hammack (1998) supported this idea based on the Colonial Theory, which signifies that churches held the primary responsibility for religious and cultural training, human services, and educational activities.

Luckett (2001) indicated that nonprofit organizations are formed by individuals or groups to support a public need by providing a service. They may be labeled independent, philanthropic, social, charitable, and tax-exempt. Types of nonprofits range from religious to educational institutions. According to the Exemption

Requirements, Section 501 (c) (3) organizations (IRS.gov) nonprofits, referred to as, 501 (c) (3) organizations have tax-exempt status. This means that gifts to nonprofits by individuals or by for-profit organizations are considered tax-exempt. Organizations given this status must comply with restrictions, which include lobbying, influencing legislation as part of their activities, and showing support for or against political candidates.

Nonprofit Historical Highlights

According to Hammack (1998), growth of the nonprofit sector has been seen in the U.S. in recent times. However, the idea of nonprofit organizations has a long historical path which evolved over many years with the passage of a multitude of laws and legislation that influenced the way nonprofits function. Both the "British Charter of Rights" (1688) and the "U.S. Bill of Rights" (1791) played an important role in the development of the nonprofit sector as we see it today.

The Elizabethan Poor Law of 1601 and the "Statute of Charitable Uses" were established at the end of the reign of Queen Elizabeth I. These laws favored Oxford and Cambridge universities, along with other secondary schools and certain churches, cities, and townships. This legislation was important to nonprofits because it showed the position of the church in Britain and in the American colonies. It also included a listing of charity objectives that influenced the U.S. court system throughout the 20th century. According to Hammack (1998), the laws were a clear admission that officials of charitable institutions sometimes misused the assets in their care. These two laws made charities more accountable to the public sector.

Hammack (1998) indicated that the “Statute of Charitable Uses” of 1601 assured that government taxes could be used to help with issues in society. Prior to this, it was considered illegal for anyone to leave assets to a nonprofit as a result, upon death, their estate could only be left to an heir. According to Hammack (1998), this statute remains the foundation by which nonprofits in the U.S. are currently managed.

Furthermore, the “Elizabethan Poor Law” of 1601, according to Hammack (1998) gave assistance to the homeless who were relocating from rural communities because the common land where they once lived was taken over by the church parish. This affected thousands of English families. The poor law stated that the church parishes would have to take care of the homeless and empowered church officials to decide how this would be accomplished. They decided that the displaced homeless would be cared for by a relative. If relatives were not available, the taxpayers of each church parish would be required to care for the homeless; noncompliance would lead to property seizure and auction. Church parishes became the recording place for residential permits, christenings, marriages, and deaths.

According to Hammack (1998) in the mid 1600s, brothers Peter and Thomas Weld, two Puritan leaders, worked toward establishing Harvard College at Cambridge. The purpose of the college would be to educate ministers for the Puritan church congregations. Through one of the first ever-recorded fund raising appeals in American history, the brothers raised enough money to establish Harvard. One of the most important major contributions was from John Harvard who was a minister in

the area. He donated one-half of his estate along with his personal library toward the appeal.

According to Hammack (1998), the English Pilgrims arrived in Plymouth in 1620 and settled in Massachusetts. Ten years later, more arrived under the new leadership of John Winthrop. He was an attorney and gave his famous sermon, “A Model of Christian Charity.” This was a proposed covenant in which Winthrop told the people that the poor and rich should live amongst one another. He discussed the “law of nature” and the “law of grace” in which he stated that fellowmen would be cared for, not through obligation, but through the idea of “brotherly love.”

According to “A Short History of the Nonprofit Sector,” (California Association of Nonprofits) Americans first began paying income taxes in 1913. This led to further legislation of 1917 that allowed taxpayers to take deductions for gifts to nonprofits. The impact of the charitable gift law was not seen until the end of World War II. It was at this point that Americans saw an increased income and began donating to charities in an effort to reduce their taxes.

As stated in “A Short History of the Nonprofit Sector,” (California Association of Nonprofits**)** in 1974, government leaders realized that nonprofits had become a separate “sector.” The acknowledgment led to the “Filer Commission,” a body of knowledge on nonprofits, published by the Commission of Private Philanthropy and Public Need. The Filer Commission was directed by John Filer along with other prominent national figures, which included philanthropist, John D. Rockefeller, III, along with the House Ways and Means Chairman, Wilbur D. Mills, Secretary of the Treasury, George P. Shultz, and Under Secretary, William E. Simon. The report

generated interest among leaders throughout the nation and spawned programs focused around educating those employed by nonprofits.

Research on Alumni Giving

Annual fund giving was studied by Lyons (1989) as a way to measure alumni participation. The study found that participation, which is the number of alumni that respond, is the most important factor in annual fund appeals, not the amount of the alumni's gift. The foundation of a successful annual fund is an accurate mailing list and/or database (Villano, 2003).

Brant, Regan and Patrick (2002) used a point system to see how involved undergraduate alumni are in activities through a survey by awarding one point for submitting an e-mail address, two points for attending events or activities, and three points for serving on a board. The study found that of 17,000 surveyed, only a small percentage completed basic profile information and that 4,000 were considered involved with the university. Wasley (2009) reported that members involved in giving circles, which are groups that pool their money and decide as a whole how to spend it, gave larger gifts when compared to other donors. Those in giving circles gave more strategically, to a larger number of organizations and were more involved with their community.

Agreement within the literature can be seen in which alumni involvement and engagement with their university increases the likelihood of gifts (Boss, 2001; Bristol, 1990; Pearson, 1999) as well as student experience (Pearson, 1999; Belfield & Beney, 2000). According to Bristol (1990), other factors, which influence alumni giving, include inflation rate, change in tax law, and cultural background.

Prediction of major donations can be important for the development staff. In a study by Lindahl and Winship (1994), alumni's giving was scored based on amount given. The findings indicated that the research could help development officers in identifying prospects that have the propensity to donate major gifts ($10,000 and above.) The research examined certain relationships between predictive power within groups of individuals, with salary level, age, and past giving record. The study revealed that the dominant factor of interaction was past giving. An indication was made that prospects with low past giving levels rarely gave major gifts.

The literature showed that alumni who have a sense of obligation, or attachment (Diamond & Kashyap, 1997) to their university as well as those that have a perceived feeling of the financial integrity of the institution along with a high-quality board of directors are more likely to give (Ross & Segal, 2011; Sung & Yang, 2009; Tsao & Coll, 2005). Additionally, Tsao and Coll (2005) indicated that alumni participation or involvement as well as income contribute to an alumni's decision to give or not to give.

In a study by Weerts and Ronca (2009) it was found that the characteristics which distinguished alumni donors from nondonors included attitudes, beliefs and income, contact with university, and degrees received. The findings were based on the expectancy theory. This theory indicates that a person will give if he or she believes that their gift is needed and that it will make a difference for the betterment of the university.

Lougue (2008) created a program, "So You Think You Want to Move On" in an effort to involve the young graduates. The program invited chapter presidents to

come back to the campus to encourage leadership. The idea of the program was to get a service commitment versus a monetary commitment as you do with older alums. According to Lougue (2008) building relationships through early involvement, a decade, or so before asking alumni for money will lead to more gifts.

Mercatoris (2006) performed a study that focused on undergraduate experience and the decision to contribute and become a donor, or remain a non-donor. Positive experiences concerning campus life, peer relationships, and positive academic experiences were addressed along with the perceived institutional need. The study found that alumni who defined their educational contract as continuing after graduation were more likely to donate more often than those who felt that their contract ended after graduation. The study indicated that the undergraduate experience is an important factor in creating a lifelong commitment as an alumnus.

An article entitled “New survey explains why alumni give,” (2004) conducted by Opinion Dynamics Corporation asked graduates what they would do if they had an imaginary $1,000 to give to a charity. Forty-two percent said they would give to a local cause, 25% indicated medical, 22% indicated religion, 5% indicated to their alma mater, and 5% were undecided. According to the survey, college graduates may see other charities as more deserving of their contributions. Eighteen percent of alumni surveyed, indicated that they did not have enough contact with their colleges or universities, and 32% said that they would give more if their former school made a better case for giving. The survey concluded that alumni giving might be drastically improved if colleges and universities made an effort to stay in touch with their alumni.

Young donors, those under 35, are an important age group, which is showing

a growth in charitable giving amongst the group. According to Hall (2011), the value of their gift, should not be measured only by the amount of the gift, but the total participation of the young donor, including donations, volunteerism, and willingness to serve the organization.

Intercollegiate Sports and Alumni Giving

Baade and Sundberg (1996) looked at the importance of intercollegiate sports and alumni giving to examine the idea that philanthropic gifts are driven by athletic programs. This research found that having a winning record did not generate more contributions. A small correlation was found between higher gift totals and if the college had a football team playing in a bowl game and if a college had a basketball team playing in a NCAA tournament. The study concluded that although a successful athletic program may drive gifts upward, there were other variables to consider.

Women and Married Couples

Belfield and Beney (2000) found that married couples have a lower probability of giving and give less than those who are single. According to Rooney, Brown, and Mesch (2007), the education level of both spouses had a positive association when giving to an educational institution and with the amount given. Positive associations were found with amount of income, the number of children living at home, and an increased age of the wife.

The Giving USA Executive Summary (2010) annual report on philanthropy for 2009 showed that more women owned resources in 2009 than in 1974, that women equal 50% of the workforce, and that most women make the decision concerning

giving. Furthermore, it was noted that women who have the same pay as men make larger gifts, although the literature has conflicting data regarding this finding (Belfield & Beney, 2000).

Historically Black Colleges and Universities

Gasman (2006) indicated that historically black colleges and universities (HBCU) are dependent on other sources besides tuition such as government aid and outside foundation and corporate funding. It has only been a recent practice of HBCUs to solicit their alumni for donations. Gasman (2006) indicated that one of the reasons HBCU alumni give is the idea that they want to see the race succeed and are willing to support that idea through monetary giving.

In a study conducted through survey by Hunter, Jones, and Boger (1999), research was conducted on the characteristics of alumni giving at Livingstone College, in North Carolina, a HBCU. The findings indicated that donors are usually married, women, between the ages of 40 and 59 with one to three children, and have an income of $60,000 to $100,000.

Community Colleges

According to Strout (2006), two-year community colleges are in a difficult situation because although they have been in the business of raising funds through philanthropic gifts, they are no longer able to support their operations through traditional means. The President of the Council for Advancement and Support of Education (CASE) indicated that two-year colleges would become more involved in fund raising over the next 10 years. Strout (2006) pointed out that not much data

exists on the amount of funds that community colleges have raised. Of the 100 two-year colleges surveyed by CASE, the top 10 collectively raised $122 million.

Pastorella (2003) indicated that alumni of community colleges are able to understand the importance of their education and many live in the area so they have reasons to know that as a donor, their gift will be two-fold, helping the college and the community. Monroe Community College Foundation, located in Rochester, New York (MCC), has a large constituency of alumni serving MCC as donors, ambassadors, board members, and resources for the students. According to Pastorella (2003), alumni give because they feel their educational experience is affordable. Because of this, the MCC makes significant efforts to keep alumni involved and engaged through events, such as golf tournaments, gala dinners, and other events to recognize outstanding alumni. According to Pastorella (2003), to succeed in attracting alumni to the community campuses one must focus on affluent and influential alumni, increase the visibility of alumni on the campus, and develop a successful annual fund, as well as an achievement of university excellence.

Databases and Institutional Capacity

According to Liu (2007), institutional capacity, those with more alumni records, will get more private giving from all types of donors including private, alumni, non-alumni, and private foundation, and corporate giving. Alumni can serve as catalysts to all sources, speaking out for their institution, which may increase gifts.

According to Villano (2003), having an accurate database to generate mailing lists is very important to successful mail appeals. It was noted that in 2002, Washington State University spent about $1 million to send an appeal to over

150,000 alumni. Although the campaign has been considered a success, thousands of pieces of mail were returned to the development staff, with the postal mark “return to sender” or “address unknown.” With the average graduate moving three times in the first five years after graduation, it was concluded that address management tools should be implemented by institutions to avoid higher costs of returned mail pieces and to help locate lost alumni for the goal of improved success of mail appeals.

Jardine (2003) agreed that alumni databases could serve many purposes. He reported using a Geographic Information System (GIS) as a tool to visualize alumni donations and patterns based on zip-code location obtained from an alumni database that can be used to plan future fund raising campaigns by targeting alumni based on their congressional district, committee service, and other demographic variables. Brant, Regan, and Patrick (2002) indicated that the number of current mailing addresses an institution has could help quantify their alumni. A mailing address profile should include home address and telephone number, business address and telephone number, and e-mail address. Without this information, many alumni are considered lost and unreachable for fund raising and volunteer programs.

At an LSU Staff Development Council Meeting held in January 2011, a report was given on the importance of having accurate alumni records. Records of LSU alumni are held in the Tiger Advancement Information Lookup System (TAILS) database. It was estimated to have 72% of usable addresses in the system. The LSU Foundation has set a goal for 2011 to decrease the percentage of lost alumni listed in TAILS (Minutes of Staff Development Council (2011).

As reported by Sanders (2004), president and CEO of the LSU Foundation, indicated that the TigerTalk Call Center, created in 2003, is a key tool in the LSU Foundation's fund raising efforts. The center employed approximately 75 students,"TigerTalkers" in 2003. They contact alumni and other donors in an effort to gain monetary support for the university. They also help to build relationships through stewardship practices. The director of the TigerTalk Call Center said that more colleges are able to participate in phone drives, which allows alumni to get back in touch with the university. The TigerTalk Center used the TAILS database system that became available at LSU 2002. This system allows for the sharing of alumni information among major campus units.

Solicitation Efficiency and Growth of Non-Traditional Methods

The effectiveness of the solicitation instrument, or method used to ask for donations, affects alumni giving. Belfield and Beney (2000) found that solicitation campaigns that were linked at the department level were more effective than those that were conducted at the university level.

Blum (2009) reported that a text-message campaign geared at raising money for children with HIV/AIDS raised $50,000 in $5.00 increments. It was noted that the idea of a text-messaging campaign is a good method of solicitation and the $5.00 limit is the right size donation for young donors. Blum indicated that those who are 35 years old and younger text more than other age groups. It was estimated that 260 million Americans, approximately 85% of the population, have cell phones and collectively send over 600 billion text-messages a year. According to Blum (2009), other charities have also conducted successful text-messaging appeals.

Purcell and Dimock (2011) reported that Americans under 40 are just as likely to give donations to disaster relief through traditional methods as digitally. After the Japan earthquake, tsunami, and nuclear plant crisis, it was noted that 12% of Americans 18-39 said they gave money via the internet or cell phone rather than by traditional methods. Another 12% said they gave through traditional methods, including landline phone, in person, or by postal mail. Giving digitally is more popular among college graduates.

Wallace (2007) reported that approximately 40% of individuals who support nonprofits review information found online concerning the charity. The survey polled over 2,000 adults in the U.S. that indicated they had given to a charity in the past year. It was found that the donors, who earned more, were more likely to conduct internet online web-based research on the nonprofit they are interested in giving to.

Review of Giving by Source

According to the Giving USA Executive Summary (2010), total charitable giving was reported at $303.75 billion in calendar year 2009, a 3.6% drop from the previous year. Since Giving USA has begun its annual reports in 1956, this is the highest ever-recorded drop in total giving. This was attributed to the economic condition in America due to the current recession. Individual giving in 2009 dropped by an estimate of 4%, and giving to education declined 3.6%. Other key findings showed a decrease in giving to religion, and by charitable bequest. An area that went up in giving was by corporations, reporting a 5.5% increase.

Additional statistics that the Giving USA Executive Summary (2010) showed were that individuals gave 75% of the cumulative total amount ($227.41 billion) and

the remaining $76.16 billion was received from foundations (13%), bequest (8%), and corporations (4 %.) Leading the giving by type of recipient was religion at 33% followed by education at 13%. Other types of giving included gifts to grant-making foundations, 10%, human services, 9%, public society benefit, 8%, health, 7%, arts, 4%, international affairs, 3%, environmental/animals, 2%, and foundation grants to individuals, 1%. Education's cumulative change in giving by type of recipient organization in total giving from 2007 to 2009 was -8.8%.

Trends in giving as reported by Hall (2011) indicated that a recent study entitled, "The Cygnus Donor Survey: Where Philanthropy is Headed in 2011," found that donors intend to give more in 2011 than they did in 2010. The studies included data from donors who gave to the arts, education, and social services. The majority of the 17,500 donors indicated that they would donate online versus other traditional methods because of the cost savings it provides to the charity. Reasons these donors gave as to why they stopped giving was 1) a shift in priorities 2) asked to give too often, and 3) changes in financial situation. Another important finding was that 39% of the under 35-age group indicated that they would increase their giving in 2011.

Philanthropic Support as it Relates to Higher Education

Universities and colleges in America have only minimum funding for operations; because of this, they have become more dependent on private donations over the past 20 years. When compared to private institutions, many public colleges and universities are behind in the area of fund raising. Research findings showed

that private giving is an important growing source of financial support for institutions of higher education (Liu, 2007; Bristol, 1990).

According to Liu (2007), universities that already receive higher levels of revenue are more likely to attract giving from all types of donors. In addition, the findings showed that institutions with higher endowments per full-time faculty member (FTE) and the ones that show economic growth, will lead to higher total private gifts and a higher gift total from non-alumni individuals, corporations, and foundations, but does not affect giving by alumni.

According to Whitaker (2007), faculty members should make philanthropy part of their everyday work because they are important in the scheme of fund raising at colleges and universities. They should take the initiative to create summaries and brochures describing their research and specialties. Faculty members should realize the importance of the development staff and meet with them to discuss prospective donors in an effort to find connections that they may have with prospective alumni donors.

According to Contributions to Colleges and Universities (2010), the largest ever decline in contributions, reported at 11.9%, to colleges and universities occurred in 2009. Prior to 2009, giving to higher education was increasing on average 4.1% per year. A drop in endowment values and alumni giving was also reported.

Summary

The literature showed that financial need is the main reason that universities and colleges ask for outside philanthropic gifts. During the current recession, fund raising has been put on the forefront of many university's efforts. A performance

success indicator has been addressed on LSU's National Flagship Agenda that includes levels of funding received from federal, state, and private sources. Since most public universities are considered nonprofit by the IRS, gifts to these entities are tax-exempt, or tax-free, which encourages giving among all sources. It has become important to understand the characteristics of alumni donors and alumni nondonors in relationship to age, gender, demographics, involvement with one's university, as well as other factors, which tend to increase giving.

The roots of nonprofit organizations stem from the church. As nonprofits began to grow and develop, they broke away from business and government, forming a separate entity. Hammack (1998) went a step further, stating that nonprofits are the "third" sector in addition to government and business, and O'Neil ((1989) referred to nonprofits as the "Third America." Nonprofits go by an array of other names and include an assortment of organizational types and various service groups. The development of nonprofits began in the 1600s when the government passed legislations to allow nonprofits to operate in a modern society. An important factor that helped nonprofits succeed in their operations was legislation passed in the early 1900s, which allowed taxpayers contributing to nonprofits to receive a tax break.

One of the most important measurements of alumni participation is the annual fund. To conduct a successful annual fund, colleges and universities must have accurate databases. A unified database containing all of an institution's alumni and donor records is the key to successful fund raising. A unified database can be used for various forms of solicitations including, mail, phone, and personal contact. If the database is accurate, it will increase the capacity of reachable alumni. LSU has

maintained a centralized complex database (TAILS) of student, alumni, corporate, and foundation records. The database has proven to be a useful tool for those in the development field.

It is important to get alumni involved with their university. Involved alumni can significantly improve alumni giving. Alumni can become involved through various giving circles offered. Alumni also enjoy informal rewards. A simple “thank you” note may increase donor giving. The literature clearly shows that alumni involvement and engagement increases the likelihood of giving.

To keep donations up, it is important for the university to develop a sense of obligation with the university and for the alumni to have memories of positive experiences concerning campus life and academic experiences. These factors improve the likelihood of creating lasting commitments from past students. In addition, getting young alumni involved early on in leadership roles may prove beneficial in building alumni relationships.

The literature suggested that successful athletic programs might drive giving upward among alumni, especially if a team is in a bowl game or a basketball team is in a NCAA tournament.

Keeping in contact with alumni is shown to be a strong factor in creating alumni commitment throughout the literature. It is recommended that colleges and universities need to make a better effort to remain in contact with their alumni on a regular basis. The literature indicated that some alumni feel as though their former school has lost touch with them. Alumni feel that the contact that is being made needs to be more significant in nature.

The literature indicated that there are distinguishing characteristics which make alumni become a donor or a nondonor, for example, establishing need for the donation, as well as establishing the feeling that the donation will make a difference.

Those in development should remain in contact with their donors on regular bases because many donors stop giving because a new solicitation comes his or her way. Donors may consider the credibility, quality of education, and stability of an institution before donating.

Among married couples, the literature showed a positive association between education level and giving to educational institutions. The literature suggested that women, who have the same salary as men, tend to make larger gifts.

Historically black colleges and universities (HBCUs) as well as community two-year colleges have some of the same funding issues as other institutions, but the literature showed that it has only been a recent practice for them to engage in fund raising efforts. It is important for HBCUs and two-year colleges to stay in contact with their alumni and to create strong fund raising programs, which includes a well-trained development staff.

Partnerships with private foundations are an important vehicle for obtaining monetary support for colleges and universities. The literature indicated that outside support would help sustain colleges and universities, especially during the current economic situation in the U.S. Faculty members can act as instruments in the fund raising process. They should become involved with the development staff, and play an active role in fund raising efforts geared at supporting their programs.

The literature showed that solicitants that are linked at the college or department level are considered more effective than those that are linked at the university level. Other modern-day solicitation methods are becoming more popular, especially with young donors. These include non-traditional methods such as internet-based giving and giving through text messaging.

Empirical data shows that the largest ever decline in contributions to colleges and universities occurred in 2009. LSU ranked 65 out of the 1,012 universities reporting data. This is a clear indication that LSU could benefit from any fund raising research focused on the core mission of the flagship agenda.

CHAPTER 3

METHODOLOGY

Introduction

Quantitative methods were used to analyze data collected from an alumni database. This chapter included the following components research design, population, and sample, instrumentation, data collection, and data analysis.

Research Design

The design of this study was correlational exploratory where the researcher attempted to determine the extent and the direction of the relationship between selected demographic characteristics of College of Agriculture alumni and their donor status. Data were collected from an archival database maintained by the LSU Foundation.

Population and Sample

The target population for the study was College of Agriculture graduates from 1862 Land Grant Universities in the Southern portion of the United States. The accessible population was all LSU College of Agriculture alumni graduates. The sample was alumni who completed their degree program from the years 1950 through 2000. For the purpose of this study, an alumni donor was an LSU College of Agriculture (COA) graduate who had made a monetary donation to the COA whereas a nondonor was a COA graduate who had not made any monetary contributions to the COA.

The Tiger Advancement Information Lookup System (TAILS) database was used to acquire data from the selected sample. According to the LSU Foundation

website, this database was introduced on the LSU campus in 2002 (LSU Foundation, 2011). Its purpose was to allow development officers across campuses at LSU Baton Rouge to track alumni and donors in a consolidated manner. Included in the database are all LSU graduates, including the law school. TAILS includes individuals, corporations, and private foundations that have donated to the LSU Foundation, the Tiger Athletic Foundation (TAF), and the AgCenter 4-H Foundation as well as LSU and the LSU Alumni Association. This database provided a unified means of tracking lifetime donations to the LSU development community.

Criteria for usable records of the accessible population were alumni who were granted a degree in the College of Agriculture. The minimum sample size was determined using Cochran's Sample Size formula. This formula is as follows: $n = (t^2 * pq) / d^2$. Calculations are as follows:

$$n_o = \frac{(t^2 * pq)}{d^2}$$

$$n_o = \frac{(1.96)^2 (.5)(.5)}{d^2}$$

$$n_o = \frac{(3.8416)(.25)}{.0025}$$

$$n_o = \frac{.9679}{.0025} = 388$$

Sample size was determined once the actual population was known.

Instrumentation

A computerized recording document was used as the instrument for the research. Data pulled from the TAILS database were downloaded into a spreadsheet using an Excel Program. Variables downloaded into the study recording form included information on both alumni donors and alumni nondonors. Data for both alumni donors and alumni nondonors included age, gender, race, current geographic location, academic major at the time of first graduation, type of contact(s), years since first graduation, years since most recent degree, degree(s) received, and type of non-employment university affiliation since graduation. Donation categories for alumni donors included individual number of donations, largest donation, and total amount of donations.

Data Collection

A meeting between the researcher and the Vice-President for Development of the LSU Foundation was held on January 14, 2011 where it was discussed the use of the records contained in the TAILS database, which is maintained by the LSU Foundation. Permission to access the College of Agriculture records for this study was received on July 25, 2011. A copy of this approval letter is included as "Appendix 1." In addition, a meeting was held with the Associate Director of Information Services to discuss details of the information that were needed from the TAILS database as well as the criteria for usable records.

This researcher received exemption from the LSU Institutional Review Board (IRB) on November 14, 2011 for this study. A copy of this approval is included as "Appendix 2."

The alumni donor and nondonor names were deleted as well as their TAILS ID number once the data were pulled, and coded, (i.e. men, women.) The alumni identity remained anonymous to the researcher.

CHAPTER 4

RESULTS

Introduction

The primary purpose of this study was to compare College of Agriculture (COA) alumni of a research university in the Southern United States on selected demographic characteristics and contact information by whether or not the alumni are donors to the university.

In conducting the research, the following specific objectives were used to guide the research:

1. To describe alumni of a College of Agriculture at a research university, with very high research activity (RU/VH) located in the southern region of the United States who were donors to the university based on personal, academic, professional, and demographic characteristics:
   a) Age;
   b) Gender;
   c) Race;
   d) Current geographic location;
   e) Academic major at the time of first graduation;
   f) Type of contact(s);
   g) Years since first degree;
   h) Years since most recent degree;
   i) Degree(s) received;
   j) Type of non-employment university affiliation since graduation;

k) Number of donations;

l) Largest donation; and

m) Total amount of donations.

2. To describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were nondonors to the university based on the following personal, academic, professional, and demographic characteristics:

   a) Age;

   b) Gender;

   c) Race;

   d) Current geographic location;

   e) Academic major at the time of first graduation;

   f) Type of contact(s);

   g) Years since first degree;

   h) Years since most recent degree;

   i) Degree(s) received; and

   j) Type of non-employment university affiliation since graduation.

3. To compare alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university with those who were nondonors to the university based on the following personal, academic, and professional, and demographic characteristics:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received; and

j) Type of non-employment university affiliation since graduation.

4. To determine if a model exists explaining a significant portion of the variance in the number and size of donations to the university among alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States who were donors to the university based on the following personal, academic, professional, and demographic characteristics:

The independent variables for objective four were as follows:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received; and

j) Type of non-employment university affiliation since graduation.

The dependent variables for objective four were as follows:

(a) Number of donations;

(b) Largest donation; and

(c) Total amount of donations.

5. To determine if a model exists that significantly increases the researcher's ability to correctly classify alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States on their donor status to the university (donor versus nondonor) based on the following personal, academic, professional, and demographic characteristics:

   The independent variables for objective five were as follows:

   a) Age;

   b) Gender;

   c) Race;

   d) Current geographic location;

   e) Academic major at the time of first graduation;

   f) Type of contact(s);

   g) Years since first degree;

   h) Years since most recent degree;

i) Degree(s) received; and

j) Type of university non-employment affiliation since graduation.

The dependent variable for objective five was whether the alum is a donor or not.

On December 12, 2011, data were collected from the TAILS database maintained by the LSU Foundation's Information Services Office. Records were drawn of all College of Agriculture graduates who completed their degree programs from the years 1950 through 2000. For the purpose of this study, an alumni donor was defined as an LSU College of Agriculture (COA) graduate who donated to the university (donor) whereas an alumni nondonor was defined as a COA graduate who did not make any monetary contributions to the university (nondonor).

Of the records included in the data, 14,200 were determined usable. Of this total, 4,710 were donors, and 9,490 were nondonors. This set of 14,200 records represented the accessible population.

Objective One Results

The first objective of this study was to describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university based on the following personal, academic, professional, and demographic characteristics:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received;

j) Type of non-employment university affiliation since graduation;

k) Number of donations;

l) Largest donation; and

m) Total amount of donations.

There were 4,710 donors who met the criteria of this objective. The results for each of these variables for objective one are as follows:

Age

The first variable on which the donors were described was age. Age of subjects was determined from their date of birth. There was usable information on 2,246 of the 4,710 donors who were alumni of the College of Agriculture. The mean age of donors was 53.8 years (SD = 11.75). The age of donors ranged from 25.2 to 107.5. When the age of donors was examined in age categories, the largest group of donors were in the age category of 50-59.99 (n = 916, 40.8%) and the second largest group were in the age category of 40-49.99 (n = 579, 25.8%), followed by 60-69.99 (n = 279, 11.1%). (see Table 1).

Table 1
Age of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Age	n	%
Less than 30	4	.2
30-39.99	249	11.0
40-49.99	579	25.8
50-59.99	916	40.8
60-69.99	279	12.4
70-79.99	132	5.9
80 or More	87	3.9
Total	2,246[a]	100.0

Note. Mean Age = 53.8 (SD = 11.75)
[a]Age data were not available for 2,464 subjects

Gender

The second variable on which the donors were described was gender. Of the 4,710 donors who were alumni of the College of Agriculture, 3,026 were identified as men (64.2%) and 1,684 were identified as women (35.8%). (see Figure 7)

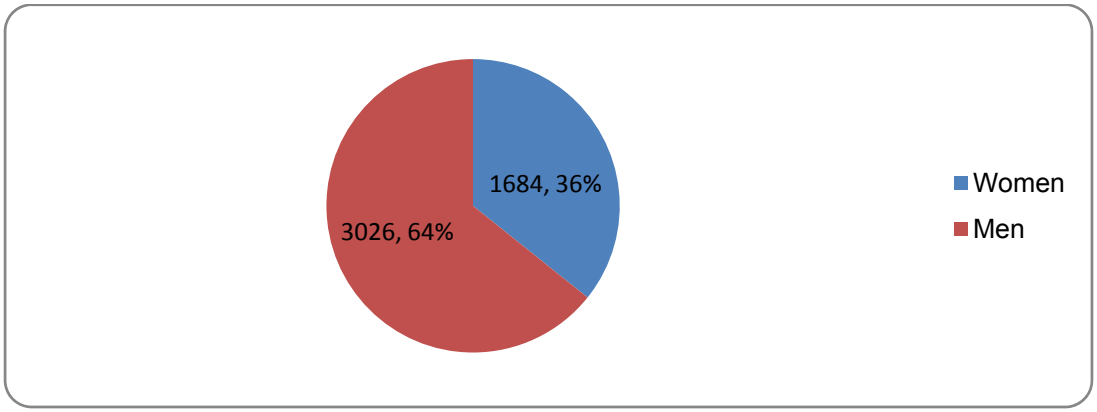

Figure 7
Gender of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Race

The third variable on which the donors were described was race. Of the 4,710 donors who were alumni of the College of Agriculture, 749 records had valid data on race. Of these valid records, the most frequently reported race was Caucasian (n = 628, 83.8%) followed by African American (n = 83, 11.1%), and Hispanic (n = 23, 3.1%). (see Table 2)

Table 2
Race of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Race	n	%
Caucasian	628	83.8
African American	83	11.1
Hispanic	23	3.1
European American	7	1.0
American Indian/Alaskan Native	4	.5
Pacific Islander	3	.4
Asian	1	.1
Total	749[a]	100.0

[a]Race data were not available for 3,961 of the subjects

Current Geographic Location

The third variable on which the donors were described was current geographic location. There were two components to this measure, which included donors residing in-state or out-of state. Of the 4,710 donors, 2,632 were identified as residing in-state (55.9%) and 2,078 were identified as residing out-of-state (44.1%).

The second component of this measure was to identify the state of residence for those out-of-state donors. Nine states outside of Louisiana had a total of 50 or more donors as their current state of residence. The highest total number of out-of-state donors occurred in Texas, (n = 366, 35.1%) followed by Mississippi, (n = 158, 15.2%), and Florida, (n = 118, 11.3%). Presented in Figure 8 are the nine states outside of Louisiana with 50 or more donors residing in each. A complete listing of all states and the number of donors residing in each is presented in "Appendix 3."

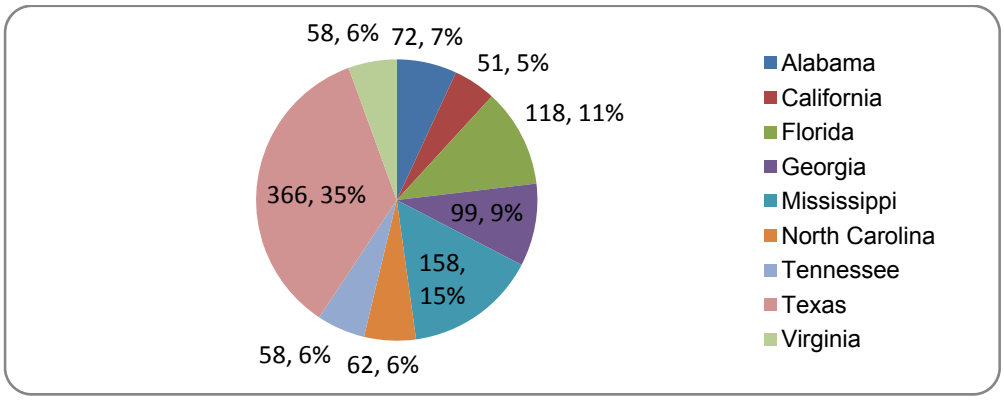

Figure 8
State of Residence Outside of Louisiana with 50 or more College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Academic Major at the Time of First Graduation

The fourth variable on which the donors were described was academic major at the time of first graduation. Of the 4,710 donors who were alumni of the College of Agriculture, 4,333 reported academic major at the time of first graduation, and 377 records had this data missing. A large number of different major designations were reported in the data, many of which were slightly different wordings for the same major. An example of this variation was, "Env. Science"

and “Environmental Science.” These wording differences were identified and combined as part of summarizing the data. However, large numbers of majors were still listed in the data even after this summary was completed. Therefore, the listed majors were collapsed into 12 categories that conform to current agricultural organizational schema. These categories included 11 identifiable agriculture content areas, a category of other miscellaneous agricultural related majors, and a category of other non-agricultural related majors. The highest number of alumni donors who were alumni of the College of Agriculture occurred in Human Resource Education (n =1,090, 25.2%) followed by Human Ecology (n = 791, 18.3%) and Renewable Natural Resources (n = 674, 15.6%). A complete listing of academic majors for donors can be found in “Appendix 4.” (see Table 3)

Table 3
Academic Major at Time of First Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Major	n	%
Human Resource Education	1,090	25.2
Human Ecology	791	18.3
Renewable Natural Resources	674	15.6
Animal Sciences	433	10.0
Other Non-Agricultural Related	353	8.1
Agricultural Economics and Agribusiness	329	7.6
Plant Sciences	338	7.8
Other Agricultural Related	206	4.7
Food Science	68	1.6
Entomology	33	.8
Experimental Statistics	14	.2
Biological and Agricultural Engineering	4	.1
Totals	4,333[a]	100.0

[a]Major data were not available for 377 subjects

Type of Contact(s)

The fifth variable on which the donors were described was type of contact(s) received. Of the 4,710 donors who were alumni of the College of Agriculture, 440 individuals had contact report data. The maximum number of contact reports per donor was three. The low number of contact reports on file in the database can be attributed to the fact that the TAILS database was not introduced on the LSU campus until 2002 (LSU Foundation, 2011). Since the database was not introduced until 2002, it was not until that point in time that development staff had the ability to enter contact reports into the TAILS database. Even though this researcher's sample ends at the year 2000, contact reports have since been put into the TAILS database on existing alumni in the database from the year 2002 to the current year of 2012, as well as alumni who received contacts who graduated prior to 2000.

When the information was examined for the first contact with donors, the most frequently reported type of contact was "correspondence" (n = 174, 39.6%). The second most frequently reported type of first contact was "off-campus visit" (n = 97, 22.0%) followed by "phone" (n = 86, 19.5%), and "event (n = 69, 15.7%). Of the five contact types available for response, "on-campus visit" (n = 14, 3.2%) was least reported (see Table 4)

When the information was examined for the second contact with donors, the most frequently reported type of contact was "correspondence" (n = 97, 44.9%). The second most frequently reported type of second contact was "off-campus visit" (n = 42, 19.4%) followed by "phone" (n = 36, 16.7%), and "event"

(n = 32, 14.8%). Of the five contact types available for response, “on campus visit” (n = 9, 4.2%) was least reported. (See Table 5)

When the information was examined for the third contact with donors, the most frequently reported type of contact was “correspondence” (n = 74, 52.1%). The second most frequently reported type of first contact was “off-campus-visit” (n = 20, 14.1%) followed by “phone” (n = 24, 16.9%), and “event (n = 18, 12.7%). Of the five contact types available for response, “on campus visit” (n = 6, 4.2%) was least reported. (see Table 6)

In addition to examining each of the three contacts with the donors for whom contact report information was available, the researcher examined the total number of contacts with donors regarding type of contact. The combined number of contact reports for the 440 donors who had one to three contact reports was 798. The highest frequency type accounted for was correspondence (n = 345, 43.2%) followed by off-campus visit (n =159, 19.9%) and “phone” (n = 146, 18.2%) and the lowest frequency type accounted for was “off-campus visit (n = 29, .05% (see Figure 9)

Table 4
Reported First Contact to Alumni of a College of Agriculture at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

First Contact	n	%
Correspondence	174	39.6
Off-Campus Visit	97	22.0
Phone	86	19.5
Event	69	15.7
On-Campus Visit	14	3.2
Total	440[a]	100.0

[a]Contact data were not available for 4,300 of the subjects

Table 5
Reported Second Contact to Alumni of a College of Agriculture at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Second Contact	n	%
Correspondence	97	44.9
Off-Camus Visit	42	19.4
Phone	36	16.7
Event	32	14.8
On-Campus Visit	9	4.2
Total	216[a]	100.0

[a]Contact data were not available for 4,494 of the subjects

Table 6
Reported Third Contact to Alumni of a College of Agriculture at a Research University with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Third Contact	n	%
Correspondence	74	52.1
Off-Campus Visit	20	14.1
Phone	24	16.9
Event	18	12.7
On Campus Visit	6	4.2
Total	142[a]	100.0

[a]Contact data were not available for 4,568 of the subjects

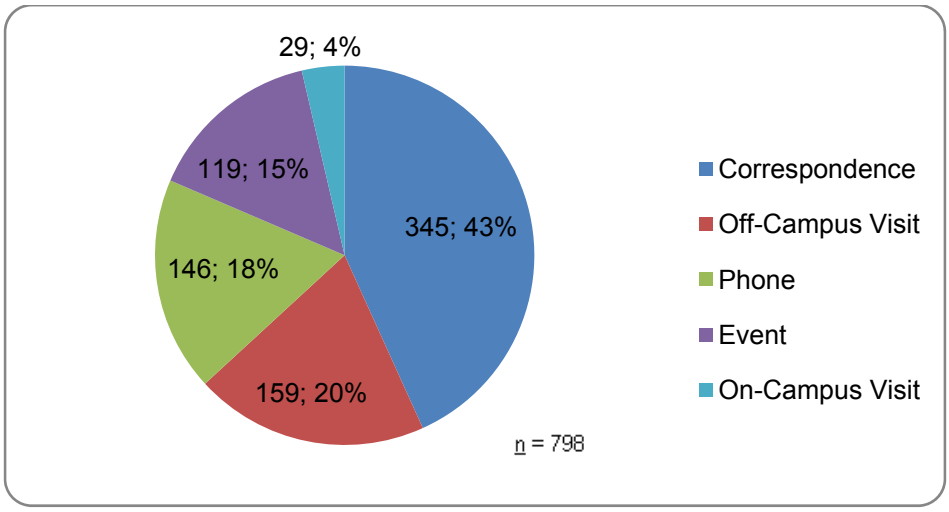

Figure 9
Overall Reported Contact Type with Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Years Since First Degree

The sixth variable on which the donors were described was years since first degree. To calculate this measurement, the current year (2012) was used as a base and the year of the donor's graduation with their first degree was subtracted. This result was the years since first degree.

Of the 4,710 donors who were alumni of the College of Agriculture, the mean years since first degree was 37.9 (SD= 12.69). The highest number of years reported since first graduation was 62 years and the lowest number of years reported since first degree was 12. When data were examined in categories for years since first graduation, the category with the largest number of respondents is 32-39 years (n = 11.32, 24.0%). (see Table 7)

Table 7
Years Since First Degree of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Years	n	%
15 or less	215	4.6
16-23	401	8.5
24-31	887	18.8
32-39	1,132	24.1
40-47	957	20.3
48-55	595	12.6
56 or More	523	11.1
Total	4,710	100.0

Note. Mean = 37.9 (SD = 12.69)

Years Since Most Recent Degree

Another variable on which donors were described was the years since their most recent degree. For subjects that only completed one degree, this measure is the same as their years since their first graduation. However, for those who had completed multiple degrees, this measure was the number of years since their last degree completed. Therefore, this variable is a combination of data from first, second, and third degree completed. The largest numbers of degrees completed by donors as indicated by the data were three. Of the 4,710 subjects in this component of the study, 3,418 (72.6%) had completed only one degree, 1,141 (24.2%) had completed two degrees, and 151 (3.2%) had completed three degrees.

The mean number of years since most recent degree was 36.3 years (SD = 13.01), and these values ranged from a low of 1 year to a high of 62 years. When

these data were examined in categories of response, the category with the largest frequency was 32-39 years (n = 1,085, 23.0%). The category with the lowest frequency was 15 years or less (n = 309, 6.6%). (see Table 8)

Table 8
Years Since Most Recent Degree of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Years	n	%
15 or less	309	6.6
16-23	447	9.5
24-31	971	20.6
32-39	1,085	23.0
40-47	919	19.5
48-55	556	11.8
56 or More	423	9.0
Total	4,710	100.0

Note. Mean = 36.3 (SD = 13.01)

Degree(s) Received

The eighth variable on which the donors were described was the first degree received. Of the 4,710 donors who were alumni of the College of Agriculture, 4,025 received a bachelor's degree (85.5%), 568 received a master's degree (12.1%), 95 received a doctoral degree (2.0%), and 22 (.5%) received some "other[a]" type of degree as their first degree. (see Table 9)

Table 9
First Degree received of College of Agriculture Alumni at a Research University with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Degree	n	%
Bachelor's	4,025	85.5
Master's	568	12.0
Doctorate	95	2.0
Other[a]	22	.5
Total	4,710	100.0

[a] Other type degrees reported were 22 (.5%). These were Laboratory, (n = 17, .4%), Unknown, (n = 4, .1%) and Certification, (n = 1, .0%)

Type of Non-Employment University Affiliation Since Graduation

The ninth variable on which the donors were described was type of non-employment university affiliation since graduation. The categories of non-employment university affiliation included Foundation Member, Foundation Board Member, College of Agriculture Alumni Association Board Member, Agriculture Alumni Association Member, 1860 Society Member (which indicates that a donor has a planned gift registered with the institution), and Honors Society Member.

To further describe subjects on their non-employment university affiliation the researcher computed an overall non-employment affiliation score. This was accomplished by assigning a value of "1" for each non-employment opportunity included in the records to which the subjects reported a "yes" response and a "0" for each "no" response. Therefore, since a total of six non-employment affiliation opportunities were included in the data analysis the possible range score was from "0" to "6" indicating all six responses of "yes." The overall non-employment affiliation score for donors ranged from "0-5" with a mean score of .11 (SD = .360). (see Table 10).

Of the 4,710 donors, membership in the Agriculture Alumni Association was the most frequently reported affiliation (n = 358, 7.6%) followed by Honors Society Member (n = 76, 1.6%). The lowest reported Non-Employment Affiliation was Foundation Board Member (n = 3, .1%).

Table 10
Overall Non-Employment University Affiliation Score Since Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Affiliation Score	n	%
0	4,272	90.7
1	388	8.2
2	43	1.0
3	4	.1
4	1	.0
5	2	.0
Total	4,710	100.0

Note: Overall Non-employment Affiliation (n = 4,710) Mean = 11 (SD = .360)

Table 11
Overall Type of Non-Employment University Affiliation Since Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Non-Employment University Affiliation	Yes		No		Total	
	n	%	n	%	n	%
College of Agriculture Alumni Association Member	358	7.6	4,352	92.4	4,710	100.0
Honors Society Member	76	1.6	4,634	98.4	4,710	100.0
College of Agriculture Alumni Board Member	31	.7	4,679	99.3	4,710	100.0
LSU Foundation Member	22	.5	4,688	99.5	4,710	100.0
1860 Society Member	10	.2	4,710	99.8	4,710	100.0
LSU Foundation Board Member	3	.1	4,707	99.9	4,710	100.0

Note: Overall Non-employment Affiliation (n = 4,710) Mean = 11 (SD = .360)

Number of Donations

Donors were described on the number of donations. Of the 4,710 donors who were alumni of the College of Agriculture, the mean of the total number of donations was 9.2 per alumni donor (SD = 25.98, Median = 2.0). The number of donations per donor ranged from 1 to 519. When examined in categories, "1" accounted for 35.9% (n = 1,693), and "2-9" accounted for 43.6% (n = 2,054) of total number of donations. (see Table 12)

Table 12
Number of Donations of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Number of Donations	n	%
1	1,693	35.9
2-9	2,054	43.6
10-24	649	13.8
25-49	181	3.8
50-99	63	1.3
100-149	31	.7
150-199	13	.3
200-249	12	.3
250-299	11	.2
300 and above	3	.1
Total	4,710	100.0

Note. Mean = 9.2 (SD = 25.98), Range = 1 to 519. Median = 2.00

Largest Donation

The eleventh variable on which the donors were described was largest donation given by each donor. Of the 4,710 donors who were alumni of the College of Agriculture, the mean of the largest donation was $488.37, and these donations ranged from $1.00 to $504,117.50. (SD = $7,989.59, Median = $50.00). When

examined in categories, “Less than $100,” accounted for 58.1% (n = 2,736) and “$100 to $499,” accounted for 31.7% (n = 1,494) of total donations. (see Table 13)

Table 13
Largest Donation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Largest Donation Amount	n	%
Less than $100	2,736	58.1
$100-$499	1,494	31.7
$500-$999	230	4.9
$1,000-$1,499	115	2.4
$1,500-$2,499	42	.9
$2,500-$4,999	30	.6
$5,000-$9,999	35	.8
$10,000-$24,999	14	.3
$25,000-$49,999	10	.2
$50,000 or More	4	.1
Total	4,710	100.0

Note. Mean = $488.37 (SD = $7,989.45). Range = $1.00 to $504,117.50. Median = $50.00

Total Amount of Donations

The twelfth variable on which the donors were described were the total amount of donations to the university. There were two components to this measure, which included donor total amount of donations and donor total donations specific to agriculture. The first component of this variable was to measure total amount of donations that benefited all programs via the LSU Foundation from donors. Of the 4,710 donors, the mean of the total amount of giving was $1,228.95 (SD = $10,185.38, Median - $125.00). The “Less than $100,” accounted for 41.1% (n = 1,937) and “$100 to $499,” accounted for 34.4% (n = 1,619) of total donations. (see Table 14)

Table 14
Total Amount of Donations of a College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Total Amount of Donations	n	%
Less than $100	1,937	41.1
$100-$499	1,619	34.4
$500-$999	449	9.5
$1,000-$1,499	206	4.4
$1,500-$2,499	189	4.0
$2,500-$4,999	155	3.3
$5,000-$9,999	81	1.7
$10,000-$24,999	39	.8
$25,000-$49,999	12	.3
$50,000 or More	23	.5
Total	4,710	100.0

Note. Mean = $1,228.95 (SD = $10,185.38). Median = $125.00

The second component of this measure was to measure total donations specific to agriculture. Of the 4,710 donors, 1,578 donated to the LSU Foundation that was specified to College of Agriculture programs. Of the donations made by these 1,578 donors the mean total of agricultural giving was $539.90 (SD = $4,257.01, Median = $60.00). The donations ranged from $2.00 to $112,275.00. Donations in the category of “less than $100” accounted for 56.8% (n = 897) and “$100 to $499 accounted for 30.8% (n = 486) of total donations to agriculture. (see Table 15)

Table 15
Total Amount of Donations Specific to Agriculture of College of Agriculture Alumni at a Research University with Very High Research Activity Located in the Southern Region of the United States Who were Donors to the University

Donations Specific to Agriculture	n	%
Less than $100	897	56.8
$100-$499	486	30.8
$500-$999	98	6.2
$1,000-$1,499	29	1.8
$1,500-$2,499	26	1.7
$2,500-$4,999	20	1.3
$5,000-$9,999	11	.7
$10,000-$24,999	5	.3
$25,000-$49,999	3	.2
$50,000 or More	3	.2
Total	1,578	100.0

Note. Mean = $539.90 (SD = $4,257.01). Median = $60.00

Objective Two Results

The second objective of this study was to describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were nondonors to the university based on the following personal, academic, professional, and demographic characteristics:

a) Age;

b) Gender;

c) Race;

d) Current geographic location;

e) Academic major at the time of first graduation;

f) Type of contact(s);

g) Years since first degree;

h) Years since most recent degree;

i) Degree(s) received; and

j) Type of non-employment university affiliation since graduation;

There were 9,490 nondonors who met the criteria of this objective. The results for each of these variables for objective two are as follows:

Age

The first variable on which the nondonors were described was age. Age of subjects was determined from their date of birth. There was usable information on 4,684 of the 9,490 nondonors who were alumni of the College of Agriculture. The mean age of nondonors was 48.23 years (SD = 9.67). The age of nondonors ranged from 27.5 to 111.4 years. When the age of nondonors was examined in age categories, the largest group of nondonors were in the age category of 40-49.99 (n = 1,619, 34.6%) and the second largest group were in the age category of 50-59.99 (n = 1,495, 31.9%), followed by 30-39.99 (n = 1,098, 23.4%). (see Table 16)

Table 16
Age of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Age	n	%
Less than 30	1	.0
30-39.99	1,098	23.5
40-49.99	1,619	34.6
50-59.99	1,495	31.9
60-69.99	342	7.3
70-79.99	84	1.7
80 or More	45	1.0
Total	4,684[a]	100.0

Note. Mean = 48.2 (SD = 9.67)
[a]Age data were not available for 2,464 of subjects

Gender

The second variable on which the nondonors were described was gender. Of the 9,490 nondonors who were alumni of the College of Agriculture, 4,062 were identified as women (42.8%) and 5,428 were identified as men (57.2%). (see Figure 10.)

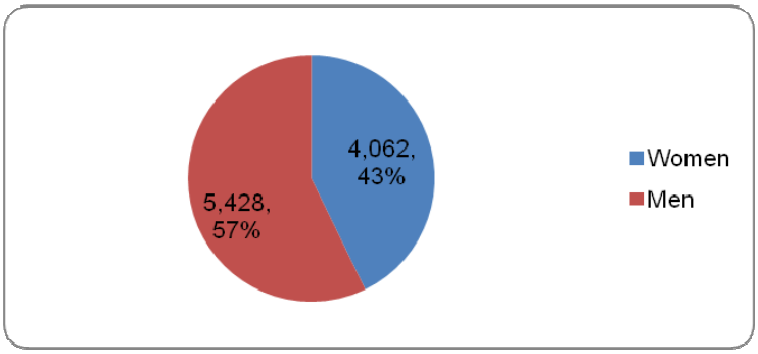

Figure 10
Gender of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Race

The third variable on which the nondonors were described was race. Of the 9,490 nondonors who were alumni of the College of Agriculture, 2,504 records had valid data on race. Of these valid records, the most frequently reported race was Caucasian (n = 1,891, 78.6%) followed by African American (n = 299, 12.5%), and Hispanic (n = 152, 6.3%). (see Table 17)

Table 17
Race of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Race	n	%
Caucasian	1,891	78.6
African American	299	12.5
Hispanic	152	6.3
Pacific Islander	46	1.9
American Indian/Alaskan Native	8	.4
European American	7	.3
Asian	1	.0
Jamaican	1	.0
Total	2,405[a]	100.0

[a]Race data were not available for 3,961 of subjects

Current Geographic Location

The third variable on which the nondonors were described was current geographic location. There were two components to this measure, which included nondonors residing in-state or out-of state. Of the 9,490 nondonors, 3,639 were identified as residing in-state (38.3%) and 5,851 were identified as residing out-of-state (61.7%).

The second component of this measure was to identify the state of residence for those out-of-state nondonors. Nine states outside of Louisiana had a total of 50 or more nondonors as their current state of residence. The highest total number of out-of-state nondonors occurred in Texas, (n = 445, 33.9%) followed by Mississippi, (n = 193, 14.7%), and Florida, (n = 181, 13.8%). Presented in Figure 11 are the nine states outside of Louisiana with 50 or more nondonors residing in each. A complete listing of all states and the number of nondonors residing in each is presented in "Appendix 5."

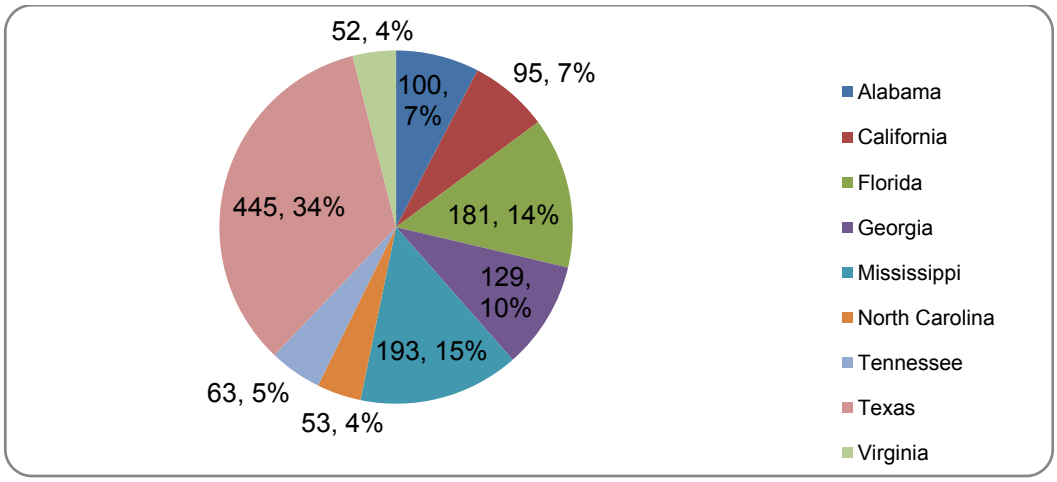

Figure 11
State of Residence Outside of Louisiana with 50 or more College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Academic Major at Time of First Graduation

The fourth variable on which the nondonors were described was academic major at time of first graduation. Of the 9,490 nondonors who were alumni of the College of Agriculture, 8,783 of the records, reported academic major at the time of first graduation, and 707 records had this data missing. A large number of different major designations were reported in the data, many of which were slightly different wordings for the same major. An example of this variation was, “Env. Science” and “Environmental Science.” These wording differences were identified and combined as part of summarizing the data. However, large numbers of majors were still listed in the data even after this summary was completed.

Therefore, the listed majors were collapsed into 12 categories that conform to current agricultural organizational schema. These categories included 11 identifiable agriculture content areas, a category of other miscellaneous agricultural related majors, and a category of other non-agricultural related majors.

The highest number of nondonors who were alumni of the College of Agriculture occurred in followed by Human Ecology (n = 1,943, 22.1%), followed by Human Resource Education (n = 1,783, 20.3%), and Renewable Natural Resources (n = 1,554, 13.1%). The complete listing of academic majors for nondonors can be found in “Appendix 6.” (see Table 18)

Table 18
Academic Major at Time of First Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Major	n	%
Human Ecology	1,943	22.1
Human Resource Education	1,783	20.3
Renewable Natural Resources	1,154	13.1
Animal Sciences	848	9.7
Plant, Sciences	996	11.3
Other Non-Agricultural Related	671	7.6
Agricultural Economics & Agribusiness	608	6.9
Other Agricultural Related	440	5.0
Food Science	226	2.6
Entomology	58	.7
Experimental Statistics	47	.5
Biological and Agricultural Engineering	9	.2
Totals	8,783[a]	100.0

[a]Major data were not available for 707 of the subjects

Type of Contact(s)

The fifth variable on which the nondonors were described was type of contact(s) received. Of the 9,490 nondonors who were alumni of the College of Agriculture, 94 records had contact report data. The maximum number of contact reports per alumni donor was three. The low number of contact reports on file in the database can be attributed to the fact that the TAILS database was not introduced on the LSU campus until 2002 (LSU Foundation, 2011). It was at this point that reports were filed upon contact with prospective donors. Even though the researcher's sample ends at the year 2000, contact reports have since been put into the TAILS

database on existing alumni in the database from the year 2002 to the current year of 2012 as well as alumni who received contacts who graduated prior to 2000.

When the information was examined for the first contact with nondonors, the most frequently reported type of contact was “off-campus visit” (n = 30, 31.9%). The second most frequently reported type of first contact was “event” (n = 27, 28.7%) followed by “correspondence” (n = 26, 27.7%), and “phone” (n = 8, 8.5%). Of the five available types of contact types available for response, “on campus visit” (n = 3, 3.2%) was the least reported. (see Table 19)

When the information was examined for the second contact with nondonors, the most frequently reported type of contact was “correspondence” (n = 6, 33.3%). The second most frequently report type of first contact was “off-campus visit” (n = 4, 22.2%) followed by “phone” (n = 3, 16.7%). Of the five available types of contact types available for response, “on campus visit” (n = 2, 11.1%) was the least reported. (see Table 20)

When the information was examined for the third contact with nondonors, the distribution of type was divided equally among “correspondence” (n = 1, 33.3%), “phone” (n = 1, 33.3%), “on-campus visit” (n = 1, 33.3%). No contact report was reported for contact type, “event” or “off-campus visit.”
(see Table 21)

The combined number of contact reports for the 94 nondonors who had one to three contact reports was 115. The highest frequency type accounted for was “off-campus visit (n = 34, 29.5%) followed by “correspondence (n = 33, 28.7%) and event

(n =30, 26.1%) and the lowest frequency type accounted for was “off-campus visit

(n = 6, .05% (see Figure 12)

Table 19
Reported First Contact to Alumni of a College of Agriculture at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

First Contact	n	%
Off-Campus-Visit	30	31.9
Event	27	28.7
Correspondence	26	27.7
Phone	8	8.5
On-Campus Visit	3	3.2
Total	94[a]	100.0

[a]Contact data were not available for 9,396 of the subjects

Table 20
Reported Second Contact to Alumni of a College of Agriculture at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Second Contact	n	%
Correspondence	6	33.3
Off-Campus Visit	4	22.2
Phone	3	16.7
Event	3	16.7
On-Campus Visit	2	11.1
Total	18[a]	100.0

[a]Contact data were not available for 9,472 subjects

Table 21
Reported Third Contact to Alumni of a College of Agriculture at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Third Contact	n	%
Correspondence	1	33.3
Phone	1	33.3
On-Campus Visit	1	33.3
Total	3[a]	100.0

Table does not total 100% due to rounding error
[a]Contact data were not available for 9,487 subjects

In addition to examining each of the three contacts with the donors for whom contact report information was available, the researcher examined the total number of contacts with donors regarding type of contact. For all types of contact reports for nondonors, the highest frequency type accounted for was “off-campus visit,” (n = 34) followed by “correspondence” (n = 33). Of the 94 donors with contact report data, a total of 115 contacts reports were filed across the 5 types of contacts reports. (see Figure 12)

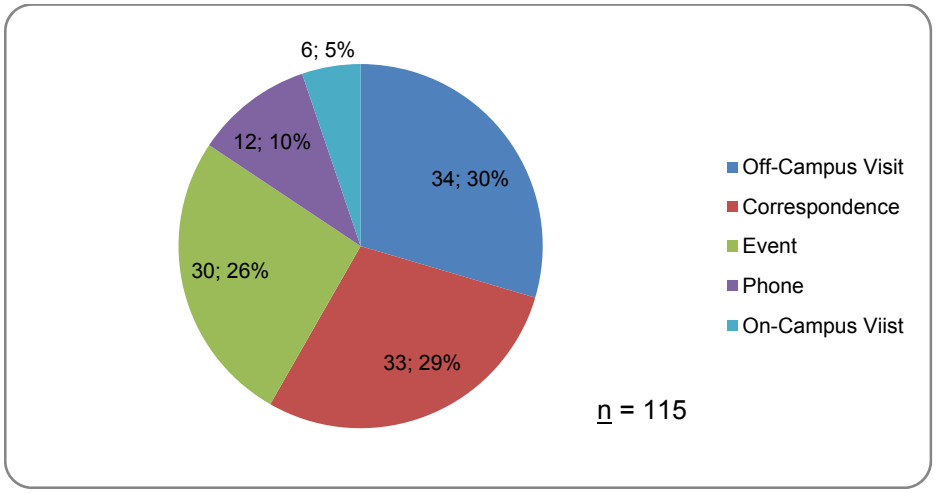

Figure 12
Overall Reported Contact Type to Alumni of a College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Years Since First Degree

The sixth variable on which the nondonors were described was year since first graduation. To calculate this measurement, the current year (2012) was used as a base and the years since the donor's graduation with their first degree was subtracted.

Of the 9,490 donors who were alumni of the College of Agriculture, the mean years since first degree was 34.3 (SD = 13.61). The highest number of years reported since first degree was 62 years and the lowest number of years reported since first degree was 12. When data were examined in categories for years since first graduation, the category with the largest number of respondents was 32-39 years (n = 2,118, 22.3%). (see Table 22)

Table 22
Years Since First Degree of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Years	n	%
15 or less	974	10.3
16-23	1,278	13.5
24-31	1,891	19.9
32-39	2,118	22.3
40-47	1,501	15.8
48-55	848	8.9
56 or More	880	9.3
Total	9,490	100.0

Note. Mean = 33.3 (SD = 13.61)

Years Since Most Recent Degree

Another variable on which nondonors were described was the years since their most recent degree. For subjects that only completed one degree, this measure is the same as years since their first graduation. However, for those who had completed multiple degrees, this measure was the number of years since their last degree completed. Therefore, this variable is a combination of data from first, second, and third degree completed. The largest numbers of degrees completed by nondonors as indicated by the data were three. Of the 9,490 subjects in this component of the study that completed only one degree, 7,974 (84.0%) had completed at least one degree, 1,402 had completed two degrees (14.8%) and 114 had completed three degrees (1.2%).

The mean number of years since most recent degree was 34 years (SD = 13.68), and these values ranged from a low of 2 years to a high of 62 years. When these data were examined in categories of response, the category with the largest frequency was 32-39 years (n = 2,080, 21.9%). The category with the lowest frequency was 15 years or less (n = 1,101, 11.6%). (see Table 23)

Table 23
Years Since Most Recent Degree of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Years	n	%
15 or less	1,101	11.6
16-23	1,266	13.4
24-31	1,949	20.5
32-39	2,080	21.9
40-47	1,472	15.5
48-55	833	8.8
56 or More	789	8.3
Total	9,490	100.0

Note. Mean = 34 (SD = 13.68)

Degree(s) Received

The eighth variable on which the nondonors were described was first degree received. Of the 9,490 nondonors who were alumni of the College of Agriculture, 8,051 received a bachelor's degree (84.8%), 1,170 received a master's degree (12.3%), 246 received a doctorate degree (2.6%), and 22 (.2%) received some "other" type of degree as their first degree. (see Table 24 and Figure 14)

Table 24
First Degree of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Degree	n	%
Associate Degree	1	.0
Bachelor's	8,051	84.9
Master's	1,170	12.3
Doctorate	246	2.6
[a]Other	22	.2
Total	9,490	100.0

[a] Other type degrees reported were 22 (.2%). These were Laboratory (n = 18, .2%), Associate Degree (n = 1, .0%), and Certification (n = 1, .0%)

Type of Non-Employment University Affiliation Since Graduation

The ninth variable on which the nondonors were described was type of non-employment university affiliation since graduation. The categories of non-employment affiliation included Foundation Member, Foundation Board Member, College of Agriculture Alumni Association Board Member, Agriculture Alumni Association Member, 1860 Society Member (which indicates that a donor has a planned gift registered with the university), and Honors Society Member.

To further describe subjects on their non-employment university affiliation the researcher computed an overall non-employment affiliation score. This was accomplished by assigning a value of "1" for each non-employment opportunity included in the records to which the subjects reported a "yes" response and a "0" for each "no" response.

Therefore, since a total of six non-employment affiliation opportunities were included in the data analysis the possible range score was from “0” to “6” indicating all six responses of “yes.” The overall nondonors employment affiliation score for donors ranged from “0-2” with a mean score of .01 (SD = .099) (see Table 25)

As reported in Table 26, of the 9,490 nondonors, membership in the Agriculture Alumni Association was the most frequently reported affiliation (n = 55, .6%) and the lowest reported affiliation was Foundation Board Member (n = 2, .0%

Table 25
Overall Non-Employment University Affiliation Score Since Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were nondonors to the University

Affiliation Score	n	%
0	9,402	99.1
1	86	.9
2	2	.0
Total	9,490	100.0

Note. Overall Non-employment Affiliation (n = 9,490) Mean = .01 (SD =.099)

Table 26
Overall Type of Non-Employment University Affiliation Since Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States Who were Nondonors to the University

Non-Employment University Affiliation	Yes		No		Total
	n	%	n	%	
College of Agriculture Alumni Association Member	55	.6	9,435	99.4	100.0
Honors Society Member	33	.3	9,457	99.7	100.0
College of Agriculture Alumni Board Member	2	.0	9,488	100.0	100.0

Note: Overall Non-employment Affiliation (n = 9,490) Mean = .01 (SD =.099)

Objective Three Results

The third objective of this study was to compare alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university with those who were nondonors to the university on the following personal, academic, professional, and demographic characteristics:

a) Age;
b) Gender;
c) Race;
d) Current geographic location;
e) Academic major at the time of first graduation;
f) Type of contact(s);
g) Years since first degree;
h) Years since most recent degree;
i) Degree(s) received; and
j) Type of non-employment university affiliation since graduation.

An a' priori significance level of < .05 was used to determine if the independent variables were significantly different. There were 10 independent variables that were compared the dependent variable, donor status.

1. Age;
2. Gender;
3. Race;

4. Current Geographic location;
5. Academic major at time of first graduation;
6. Types of Contact (s);
7. Years since first degree;
8. Years since most recent degree;
9. Degree(s) received; and
10. Type of non-employment university affiliation since graduation.

The findings for this objective were accomplished by analyzing the data using an independent t test procedure or a chi-square test of independence depending on the level of measurement of the dependent variable.

For the variables that were interval in nature including age, years since most recent degree and years since first degree the researcher used an independent t test procedure to determine if a difference existed in each of the variables examined by donor status. A chi-square test of independence was used to compare each specific variable that was categorical including gender, race, current geographic location, academic major at time of graduation, types of contacts, degree received, and type of non-employment university affiliation since graduation.

Age

The researcher used an independent t test procedure to determine if a difference existed in age between donors and nondonors. Since Levene's Test for Equality of Variances was significant ($F = 43.299$, $p < .001$) indicating that the assumption of homogeneity of variance was violated, the t value computed with a

separate variance estimate (Equal variances not assumed) was used to examine the difference in age by donor status. This test was significant (t = 19.363, p < .001) indicating that donors (mean age = 53.75, SD = 11.750) were older than nondonors (mean age = 48.23 = SD = 9.67). (see Figure 13)

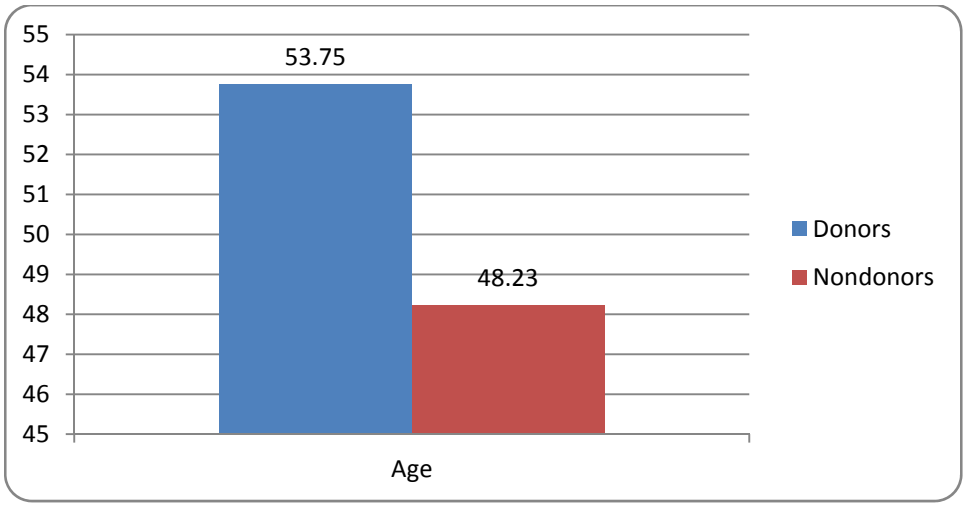

Figure 13
Comparison of Donor Status by Age of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Gender

Another variable examined in this objective was gender. The chi-square test of independence was used to determine if gender and donor status were independent. Results of this test indicated that gender and donor status were not independent, χ^2 (1), (N = 14,200) = 64.928[a], p = < 001. Examination of the contingency table revealed that a higher percentage of men were donors (35.8%) and a higher percentage of women (70.7%) were nondonors. (see Figure 14 and Table 27)

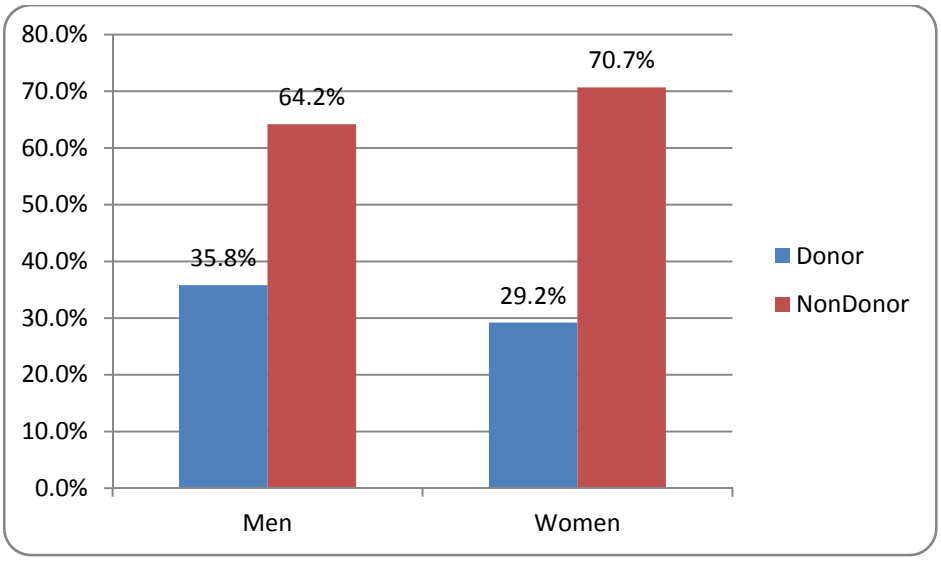

Figure 14
Comparisons of Donor Status by Gender of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Table 27
Cross-Classification of Donor Status by Gender of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

		Gender		Total
		Men	Women	
		n	n	N
		%	%	%
Donor	n	3026	1,684	4,710
	%[a]	35.8	29.3	33.2
Nondonor	n	5428	4,062	9,490
	%[a]	64.2	70.7	66.8
Total	n	8454	5,746	14,200
	%[a]	100.0	100.0	100.0

Note. $\chi^2(1), (N = 14{,}200) = 64.928^a, p < .001$
[a]% within gender

Race

Another variable examined in this objective was race. The chi-square test of independence was used to determine if race and donor status were independent. For this variable, European American was combined with Caucasian; Asian and Jamaican were dropped as each had only one in the category. The category, "unknown," was also removed from the analysis. The categories that were eliminated or collapsed were handled this way due to the low amount of subjects in each. The chi-square test of independence test was performed on five categories, American Indian, Pacific Islander, Caucasian, African American, and Hispanic. Results of this test indicated that race and donor status were not independent, $\chi^2(4)$, ($\underline{N}$ = 3,151) = 23.193, $\underline{p} < .001$.

The nature of the relationship between these variables was such that a higher percentage of American Indians, (33.3%) and Caucasians (25.1%) were donors and a higher percentage of Hispanics (86.9%) and Pacific Islanders (93.9%) were nondonors. (see Figure 15 and Table 28)

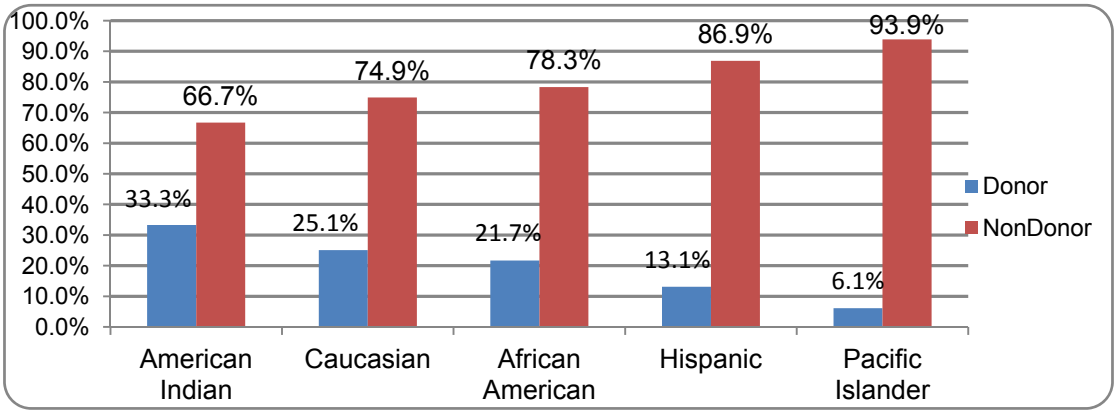

Figure 15
Comparison of Donor Status by Race of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Table 28
Cross-Classification of Donor Status by Race of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

		Race					
		American Indian	Caucasian	African American	Hispanic	Pacific Islander	Total N %
Donor	n	8	635	83	23	3	748
	%[a]	66.7	25.1	21.7	13.1	6.1	23.7
Nondonor	n	4	1,898	299	152	46	2,403
	%[a]	33.3	74.9	78.3	86.9	93.9	76.3
Total	n	12	2,533	382	175	2,403	3,151
	%[a]	100.0	100.0	100.0	100.0	76.3	100.0

Note. χ^2 (4), (N = 3,151) = 23.193[a], p < .001
[a]% within race

Current Geographic Location

The third variable compared in this objective was current geographic location. The chi-square test of independence was used to determine if current geographic location defined as in-state or out-of state and donor status were independent. Results of this test indicated that current geographic location and donor status were not independent, $\chi^2(1)$, (N = 14,200) = 392.514[a], p < .001.

The nature of the relationship between these variables was such that a higher percentage of donors lived in-state (42.0%) and a higher percentage of nondonors lived out-of-state (26.2%). (see Figure 16 and Table 29)

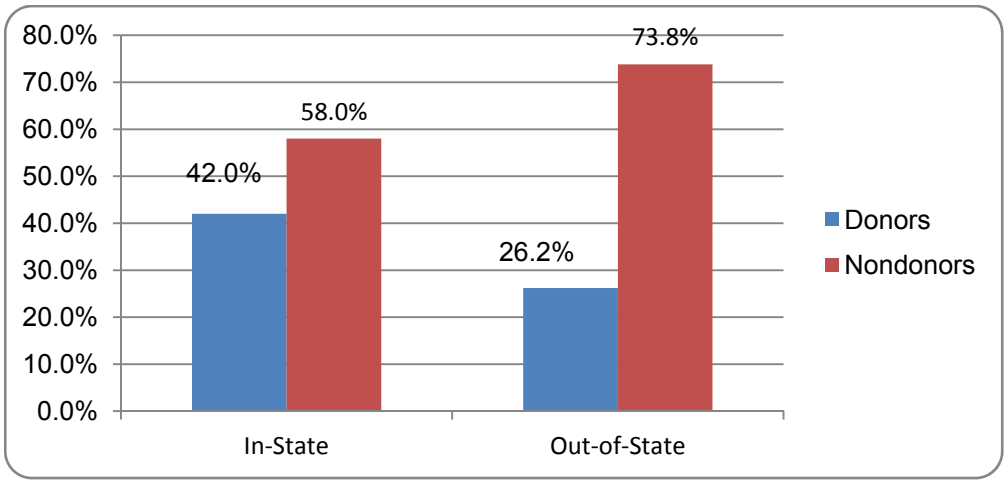

Figure 16
Comparison of Donor Status by Current Geographic Location of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Table 29
Cross-Classification of Donor Status by Current Geographic Location of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

		Geographic Location		Total
		In-State	Out-of-State	
		n %	n %	N %
Donors	n	2,632	2,078	4,710
	%[a]	42.0	26.2	33.2
Nondonors	n	3,639	5,851	9,490
	%[a]	58.0	73.8	66.8
Total	n	4,710	9,490	14,200
	%	100.0	100.0	100.0

Note. $\chi^2(1), (N = 14{,}200) = 392.514^a$, $p < .001$
[a]% within geographic location

Academic Major at Time of First Graduation

Another variable examined in this objective was academic major at time of first graduation. The chi-square test of independence was used to determine if major at time of graduation and donor status were independent. Results of this test indicated that academic major at time of first graduation and donor status were not independent, $\chi^2(11), (N = 13{,}116) = 119.998^a$, $p < .001$. The nature of the relationship between these variables was such that a higher percentage of Renewable Natural Resources (36.9%), Entomology (36.3%), Human Resource Education (37.9%), Agricultural Economics, and Agricultural Business (35.1%) majors were donors and a higher percentage of Experimental Statistics (77.0%), Food Science (76.9%), and Plant Sciences (74.7%) were nondonors. (see Figure 17 and Table 30)

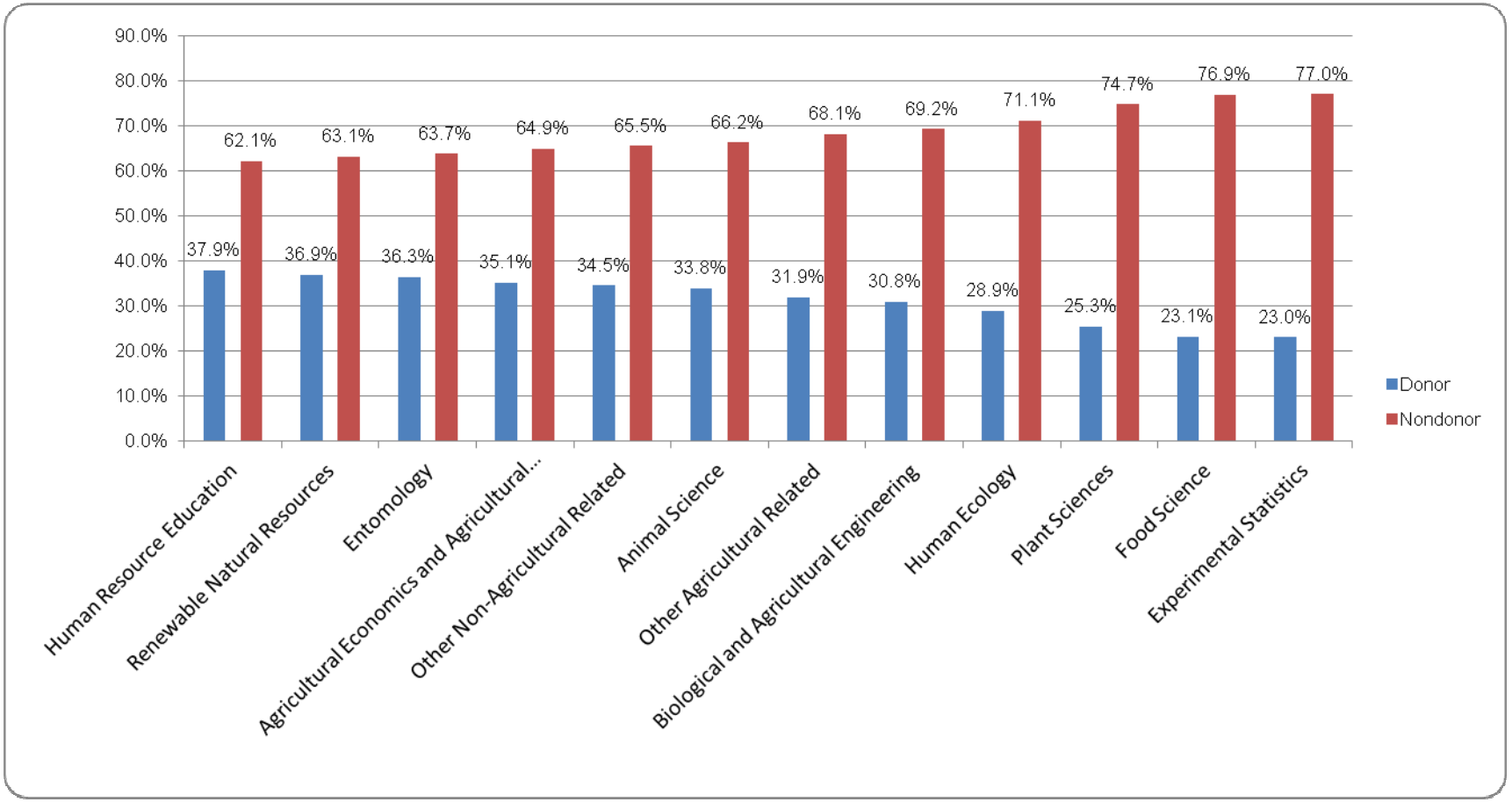

Figure 17
Comparison of Donor Status by Academic Major at Time of First Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Table 30

Cross-Classification of Donor Status by Academic Major at First Graduation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

		Major						
		Human Resource Education Resources	Renewable Natural Resources	Entomology	Agricultural Economics and Agribusiness	Other Non-Agricultural	Animal Sciences	Other Agricultural Related
Donor	n	1,090	674	33	329	353	433	206
	%[a]	37.9	36.9	36.3	35.1	34.5	33.8	31.9
Nondonor	n	1,783	1,154	58	608	671	848	440
	%[a]	62.1	63.1	63.7	64.9	65.5	66.2	68.1
Total	n	2,873	1,828	91	937	1,024	1,281	646
	%[a]	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table Continued:

		Major					
		Biological and Agricultural Engineering	Human Ecology	Plant Sciences	Food Science	Experimental Statistics	Total N %
Donor	n	4	791	338	68	14	4,333
	%[a]	30.79	28.9	25.3	23.1	23.0	33
Nondonor	n	9	1943	996	226	47	8,783
	%[a]	69.21	71.1	74.7	76.9	77.0	67
Total	n	13	2,734	1,334	294	61	13,116
	%[a]	100.0	100.0	100.0	100.0	100.0	100.0

Note. χ^2 (11), (N = 13,116) = 119.998[a], p < .001

[a]% within major

Types of Contact (s)

The next variable examined in this objective was type of first contact. Included in contact type were correspondence, event, on-campus visit, phone, and off-campus visit. Results of this test indicated that types of contact and donor status were not independent, $\chi^2(4)$, ($\underline{N}$ = 534) = 18,779[a], $\underline{p}$ = .001. The nature of the relationship between these variables was such that a higher percentage of alumni contacted by phone (91.5%) and correspondence (87.0%) were donors and a higher percentage of alumni contacted through an event (71.9%) and off-campus visit (23.6%) were nondonors. (see Figure 18 and Table 31)

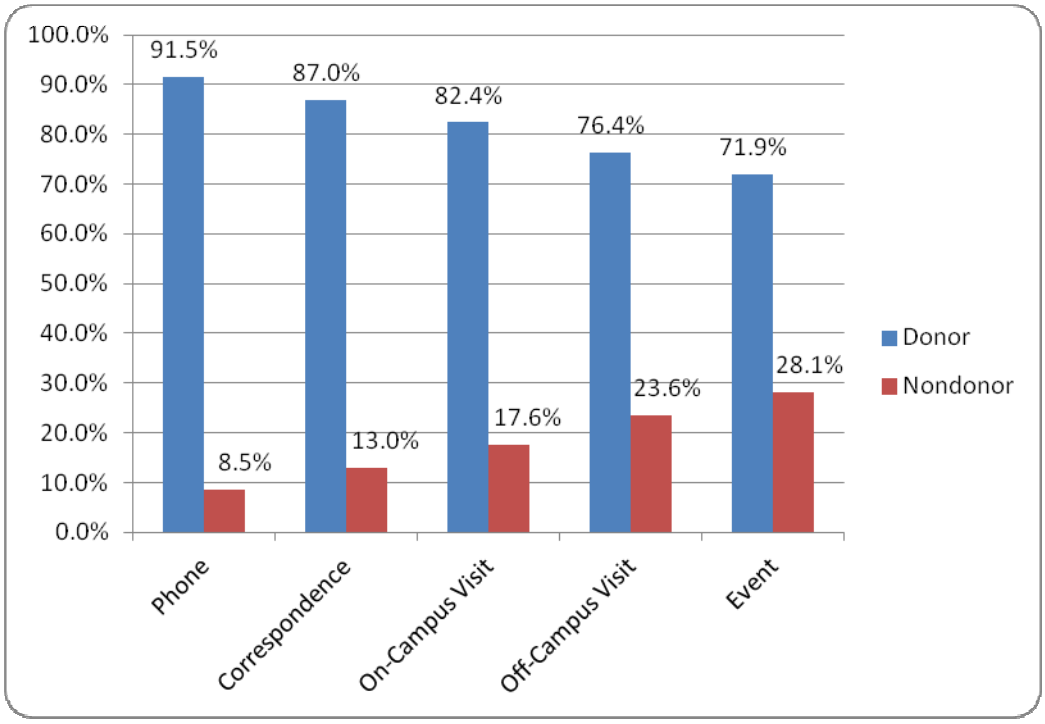

Figure 18
Comparison of Donor Status by Type of First Contact of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Table 31
Cross-Classification of Donor Status by First Contact of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

		Type of First Contact					
		Phone	Correspondence	On-Campus Visit	Off-Campus Visit	Event	Total N %
Donor	n	86	174	14	3	69	440
	%[a]	91.5	87.0	82.4	76.4	71.9	82.4
Nondonor	n	8	26	3	30	27	94
	%[a]	8.5	13.0	17.6	23.6	28.1	17.6
Total	n	94	200	17	127	96	534
	%[a]	100.0	100.0	100.0	100.0	100.0	100.0

Note. χ^2 (4), (N = 534) = 18.779[a], p = .001
[a]% within contact type

The chi-square test of independence results for comparing type of second contact, $\chi^2(4)$, (N = 234) = 2.314[a], p = .678, and type of third contact, $\chi^2(4)$, (N = 145) = 6.619[a], p = .157, by donor status was nonsignificant.

Years Since First Degree

The researcher used an independent t test procedure to determine if a difference existed in "years since first degree" among donors and nondonors. Since the Levene's Test for Equality of Variances was significant (F = 29.493, p < .001), the t value computed with a separate variance estimate (Equal variance not assumed) was used to examine the difference by donor status. This test was significant (t = 15.371, p < .001) indicating that it had been more years since the completion of the first degree for donors (mean years since first degree = 37.90, SD = 12.69) than for nondonors (mean years since first degree = 34.33, SD = 13.61). (see Figure 19)

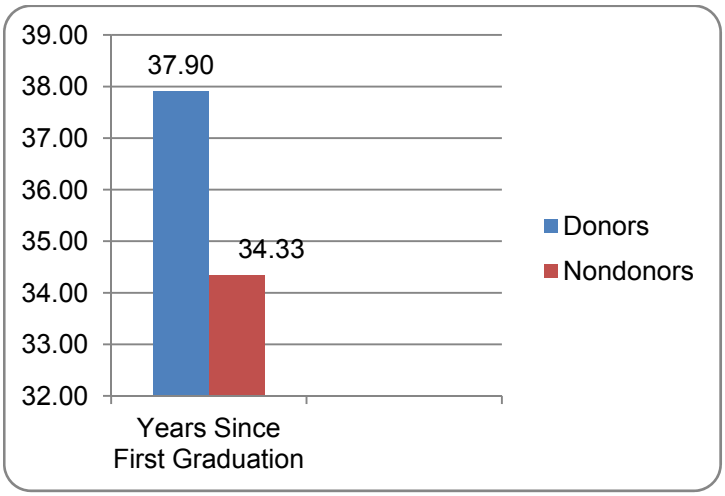

Figure 19
Comparison of Donor Status and Years Since First Degree at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Years Since Most Recent Degree

The researcher used an independent t test procedure to determine if a difference existed in "years since most recent degree" among donors and nondonors. Since the Levene's Test for Equality of Variances was significant (F = 17.841, p < .001) indicating that the assumption of homogeneity of variance was violated, the t value computed with a separate variance estimate (equal variances not assumed) was used to examine difference by donor status. This test was significant (t = 11.253, p < .001) indicating that it had been more years since the completion of the most recent degree for donors (mean years since most recent degree = 36.29, SD = 13.01) than for nondonors (mean years since most recent degree = 33.63, SD = 13.68). (see Figure 20)

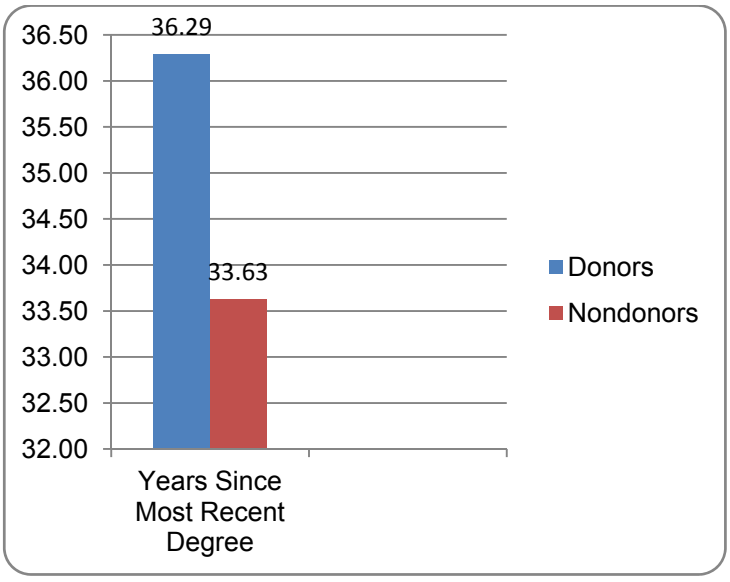

Figure 20
Comparison of Donor Status by Years Since Most Recent Degree of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Degree(s) Received

Another variable examined in this objective was first degree received. The chi-square test of independence was used to determine if degree and donor status were independent. For this variable, it is noted by the researcher that one nondonor was reported to have an associate degree. For practical purposes, this record was deleted from the computation. The category "unknown" was also removed from the calculation of this chi-square test of independence. Results of this test indicated that type of first degree received and donor status were non-significant ($\chi^2(3)$, ($\underline{N}$ = 14,199) = 4.653[a], $\underline{p}$ = .098.

A second chi-square test of independence was computed for second degree to determine if the second degree received and donor status were independent. For this variable the category unknown ($\underline{n}$ = 22) was eliminated from the analysis. The chi-square test of independence was performed on four categories, bachelor's (B.S.) master's (M.S.), doctorate (Ph.D.), and doctor of veterinary medicine (DVM)/ jurist doctorate (JD). Results of this test indicated that second degree and donor status were not independent, $\chi^2(4)$, ($\underline{N}$ = 2,527) = 22.985[a], $\underline{p} < .001$. The nature of the relationship revealed that a higher percentage of alumni receiving a DVM/JD degree (56.9%) were donors and a higher percentage of those receiving bachelor's (63.8%) were nondonors. (see Figure 21 and Table 32)

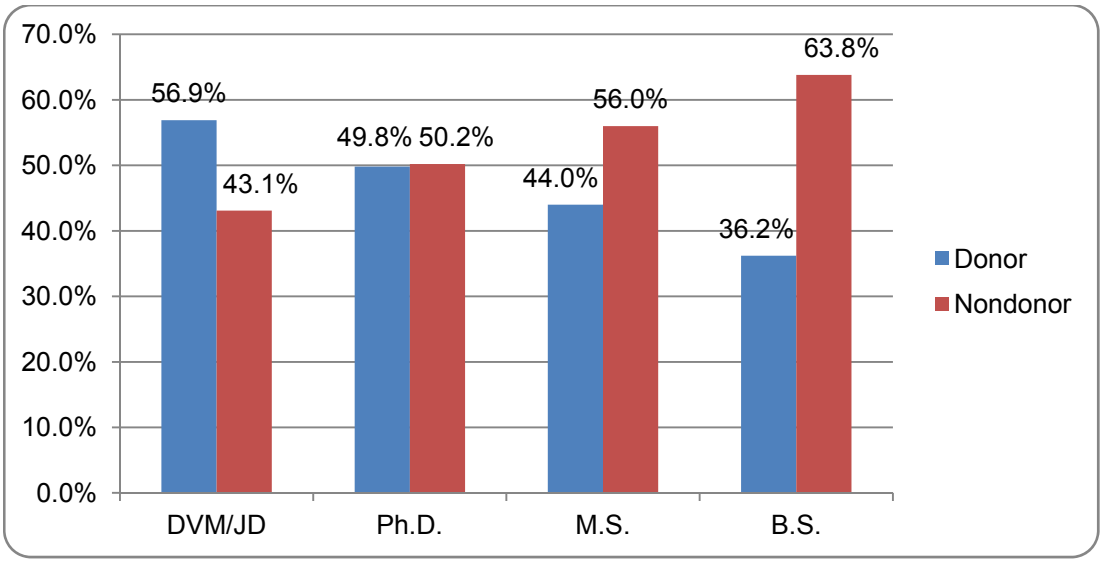

Figure 21
Comparison of Donor Status by Second Degree Received of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Table 32
Cross-Classification of Donor Status by Second Degree Received of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

		Degree Received				
		DVM/JD	Ph.D.	M.S.	B.S.	Total
Donors	n	123	124	801	87	1,140
	%[a]	56.9	49.8	44.0	36.2	44.9
Nondonors	n	93	125	1,021	153	1,400
	%[a]	43.1	50.2	56.0	63.8	55.1
Total	N	216	249	1,822	240	2,540
	%[a]	100.0	100.0	100.0	100.0	100.0

Note. χ^2 (4), (N = 2,527) = 22.985[a], p < .001
[a]% within degree two received

Another variable examined in this objective was third degree received. The chi-square test of independence was used to determine if third degree received and donor status were independent. The category "unknown" was also removed from the calculation of this chi-square test of independence test. Results of this test indicated that type of third degree received and donor status were independent using the chi-square test of independence, χ^2 (4), (N = 263) = 1.231[a], p = .746.

Type of Non-Employment University Affiliation Since Graduation

Another variable examined in this objective was type of non-employment university affiliation since graduation. The chi square test of independence was used to determine if non-employment university affiliation since graduation was independent for each of the categories including, Foundation Member, Foundation Board Member, Alumni Board Member, Alumni Association Member and 1860 Society Member. Results of each individual are presented in the following sections.

Foundation Member

Results of this test indicated that Foundation Membership and donor status were not independent, χ^2 (1), (N = 14,200) = 44.396[a], p < .001. Examination of the contingency table revealed that a higher percent of Foundation Members are donors (100%) and a higher percent of nonmembers are nondonors 66.9%. (see Table 33)

Table 33
Cross-Classification of Donor Status by Foundation Member of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Foundation Member		Member	Nonmember	Total
				N
				%
Donors	n	22	4,688	4,710
	%[a]	100.0	33.1	33.2
Nondonors	n	0	9,490	9,490
	%[a]	.0	66.9	66.8
Total	n	22	14,178	14,200
	%[a]	100.0	100.0	100.0

Note. χ^2 (1), (N = 14,200) = 44.396[a], p < .001
[a]% within Foundation Member

Foundation Board Member

Results of this test indicated that Foundation Board Membership and donor status were not independent, χ^2 (1), (N = 14,200) = 6.046[a], p = .014. Examination of the contingency table revealed that a higher percent of Foundation Board Members are donors (100%) and a higher percent of nonmembers are nondonors (66.8%). The researcher cautions the reader that there were only 3 members, so the result must be assessed with care.

(see Table 34)

Table 34
Cross-Classification of Donor Status by Foundation Board Member of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Foundation Board Member		Member	Nonmember	Total N %
Donors	n	3	4,707	4,710
	%[a]	100.0	33.2	33.2
Nondonors	n	0	9,490	9,490
	%[a]	.0	66.8	66.8
Total	n	3	14,197	14,200
	%[a]	100.0	100.0	100.0

Note. $\chi^2(1)$, (N = 14,200) = 6.046[a], p = .014
[a]% within Foundation Board Member

Agriculture Alumni Association Board Member

Results of this test indicated that Agriculture Alumni Association Board Membership and donor status were not independent, $\chi^2(1)$, (N = 14,200) = 55.106[a], p < .001. Examination of the contingency table revealed that a higher percent of Agriculture Alumni Association Board Members are donors (93.9%) and a higher percent of nonmembers are nondonors (67.0%).

(see Table 35)

Table 35
Cross-Classification of Donor Status by Agriculture Alumni Association Board Member of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Agriculture Alumni Association Board Member		Member	Nonmember	Total N %
Donors	n	31	4,679	4,710
	%[a]	93.9	33.0	33.2
Nondonors	n	2	9,490	9,490
	%[a]	6.1	67.0	66.8
Total	n	33	4,167	14,200
	%[a]	100.0	100.0	100.0

Note. χ^2 (1), (N = 14,200) = 55.106[a], p < .001
[a]% within Agriculture Alumni Association Board Member

Agriculture Alumni Association Member

Results of this test indicated that Agriculture Alumni Association Membership and donor status were not independent, (1), (N = 14,200) = 549.528[a], p < .001. Examination of the contingency table revealed that a higher percentage of Agriculture Alumni Association Members are donors (86.7%) and a higher percent of nonmembers are nondonors (68.4%).

(see Table 36)

Table 36
Cross-Classification of Donor Status by Agriculture Alumni Association Member of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Agriculture Alumni Association Member		Member	Nonmember	Total N %
Donors	n	358	4,352	4,710
	%[a]	86.7	31.6	33.2
Nondonors	n	55	9,435	9,490
	%[a]	13.3	68.4	66.8
Total	n	413	13,787	14,200
	%[a]	100.0	100.0	100.0

Note. χ^2 (1), (N = 14,200) = 549.528[a], p < .001
[a]% within Agriculture Alumni Association Member

1860 Society Member

Results of this test indicated that 1860 Society Membership and donor status were not independent, χ^2 (1), (N = 14,200) = 20.163[a], p < .001. Examination of the contingency table revealed that a higher percent (100%) of 1860 Society Members are donors and a higher percent of nonmembers are nondonors (66.9%).

(see Table 37)

Table 37
Cross-Classification of Donor Status by 1860 Society Member of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

1860 Society Member		Member	Nonmember	Total
				N
				%
Donors	n	10	4700	4,710
	%[a]	100.0	33.1	33.2
Nondonors	n	.0	9,490	9,490
	%[a]	.0	66.9	66.8
Total	n	10	14,190	14,200
	%[a]	100.0	100.0	100.0

Note. χ^2 (1), (N = 14,200) = 20.163[a], p < .001
[a]% within 1860 Society Member

Honors Society Member

Results of this test indicated that Honors Society Membership and donor status were not independent, χ^2 (1), (N = 14,200) = 66.218[a], p < .001. Examination of the contingency table revealed that a higher percent of Honors Society Members are donors (69.7%) and a lower percent of nonmembers are nondonors (66.9%) (see Table 38)

Table 38
Cross-Classification of Donor Status by Honors Society Member of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

1860 Society Member		Member	Nonmember	Total N %
Donors	n	76	4,634	4,710
	%[a]	69.7	32.9	33.2
Nondonors	n	33	9,457	9,490
	%[a]	30.3	66.9	66.8
Total	n	109	14,191	14,200
	%[a]	100.0	100.0	100.0

Note. χ^2 (1), (N = 14,200) = 66.218[a], p < .001
[a]% within Honors Society Member

Objective Four Results

Objective four was to determine if a model exists which explains a significant portion of the variance in the dependent variables, number of donations, largest donation, and the total amount of donations to the university among alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States who were donors to the university. The independent variables were personal, academic, professional, and demographic characteristics that included:

a) Gender;

b) Race;

c) Current geographic location;

d) Academic major at the time of first graduation;

e) Type of contact(s);

f) Years since first degree;

g) Years since most recent degree;

h) Degree(s) received; and

i) Type of non-employment university affiliation since graduation.

Based on the literature, past research, and personal experience in working in the fundraising field for over 20 years, the expectation of becoming a donor has been shown to be correlated with the number of contacts an individual receives by the university. These contacts can be in the form of an “on-campus visit,” “phone,” “correspondence,” “event,” and “off-campus visit.”

Therefore, one decision the researcher was faced with was to keep records with contact information. Although the data would be limited, the use of the mean substitution function seemed impractical when taking into consideration the amount of missing contact data on the entire sample. As a result, the focus of objective four is on the 440 donors with valid contact data as indicated by the TAILS database.

To accomplish this objective multiple regression analyses were performed. This was accomplished using the dependent variables, which included number of donations, largest donation, and total amount of donations. The other variables were treated as independent variables and stepwise entry of the variables were used due to the exploratory nature of the study. In this regression equation, variables were added that increased the explained variance by 1% or more as long as the overall regression model remained significant.

In conducting the multiple regression analysis, there were 10 variables to be treated as independent variables. Six of these variables were categorical in nature, and included gender, race, current geographic location, first degree received, academic major for first degree received, and type of contact. The variable, gender was a natural dichotomous variable and did not need to be recoded (woman = "1," man = "2"). "Current geographic location," was coded as "in-state = 0" or "out-of-state = 1" for the purpose of this analysis. The three remaining variables were recoded to create a binary (dichotomous) variable from each of the levels of the variable.

Recoding for "race," was as follows: "Caucasian" or "not Caucasian" (European American was combined with Caucasian), "African American" or "not African American," "Hispanic" or "not Hispanic" (Asian and Jamaican were dropped as each had only one in each category). However when the final data to be included in the multiple regression analysis were established, the only level of the variable, "race," with sufficient cases to include in the analysis was "Caucasian" or "not Caucasian." Recoding for "major for first degree," was conducted in the same manner as for race for each of the majors for the 440 donors with contact information as follows: "Agricultural Economics and Agribusiness" or "not Agricultural Economics and Agribusiness," "Animal Sciences" or "not Animal Sciences," "Human Ecology" or not "Human Ecology," "Human Resource Education" or "not Human Resource Education," and "Renewable Natural Resources," or "Not Renewable Natural Resources." The other categories had insufficient data in them to be included in the multiple regression analysis.

Type of contact was coded as “correspondence” or “not correspondence,” “event” or not event,” “phone or “not phone,” visit,” or “not visit.” It is noted by that “on-campus visit” and “off-campus visit” were combined since they had low numbers and both are considered a personal visit with the prospective donor.

First degree received was coded as “bachelor’s (B.S.)” or “not B.S.”, “master’s (M.S.)” or “not M.S.”, “doctorate (Ph.D.)” or “not Ph.D.”, and “doctor of veterinary medicine (DVM) or jurist doctorate (JD)”, or “not DVM/JD”. However, only “M.S.” or “not M.S.” had sufficient cause to be included in the model.

The variables “years since first degree,” “years since most recent degree,” “contact report overall,” and “overall non-employment university affiliation score,” did not need to be recoded for the multiple regression analysis since these variables were measured as continuous variables with a non-employment university affiliation score range of “0” to “6”. This was accomplished by assigning a value of “1” for each non-employment opportunity included in the records to which the subjects reported a “yes” response and a “0” for each “no” response. “Age” was originally planned on use as a variable; however, since age was found to be highly collinear with “years since first degree,” both variables could not be used.

Total Number of Donations

For descriptive purposes, two-way correlations between factors used as independent variables in the regression were conducted with the first dependent variable, total number of donations. The variables with the highest bivariate correlation were “non-employment university affiliation,” ($\underline{r}$ = .27, $\underline{p}$, < .001), “years since first degree,” ($\underline{r}$ = 17, $\underline{p}$ < .001), whether or not a “masters” was first degree

(r = .14, p = .002), and if the alumni donor lived "in-state," (r = .12, p = .006). These were the only independent variables that were found to be significantly related to "total number of donations." (see Table 39)

Table 39
Relationship Between Selected Predictor Measures and Total Number of Donations of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Variable	r	p
Non-Employment Affiliation	.27	<.001
Years Since First Degree	.17	<.001
Master's	.14	.002
Years Since Most Recent Degree	.13	.004
Bachelor's	-.12	.005
In-State	.12	.006
Contact Report Overall	.11	.011
Event	.11	.011
Gender	.08	.059
Agriculture Economic and Agribusiness	.08	.059
Visit	-.07	.079
Caucasian	.05	.171
Human Resource Education	-.04	.203
Renewable Natural Resources	-.04	.203
Phone	-.04	.192
Human Ecology	-.03	.370
Animal Science	-.02	.370
Correspondence	.01	.393

Note. n =440

The variable that entered the regression model first was non-employment university affiliation, which was a composite measure that included, College of Agriculture Alumni Association Member, Honors Society Member, College of Agriculture Alumni Board Member, LSU Foundation Member, 1860 Society Member, and LSU Foundation Board Member. Considered alone, this variable explained

7.3% of the variance in total number of donations of College of Agriculture Alumni at a RU/VH University Located in the Southern Region of the United States.

Three additional variables entered the model. Those variables were years since first degree (r^2 change = .025), whether or not a masters degree was received as the first degree, (r^2 change = .021), and whether or not the alumni donor was Caucasian (r^2 change = .013).

The nature of the influence of these variables that entered the model was such that individuals with higher levels of non-employment university affiliation, more years since first degree, having a master's degree received as the first degree, and whether the alumni donor being Caucasian tended to have a higher total number of donations given.

Table 40 represents the results of the multiple regression analysis using the dependent variable, total number of donations. Stepwise entry of the independent variables were in the order of, non-employment university affiliation, years since first degree, whether or not a master's degree was received, and whether or not the alumni donor was Caucasian. The significance level was set a' priori .05. A total of 13.2% of the variance was explained in this model.

(see Table 40)

Table 40
Regression of Total Number of Donations, on Selected Personal and Academic Characteristics Among College of Agriculture Alumni Donors at a Research University, with Very High Research Activity Located in the Southern Region of the United States

ANOVA

Source of Variation	df	MS	F-ratio	p
Regression	4	35243.951	16.548	<.001
Residual	435	2129.848		
Total	439			

Model Summary

Model	R^2 Cumulative	R^2 Change	F Change	Sig. F Change	Standardized Coefficients Beta
Non-Employment University Affiliation	.073	.073	34.302	<.001	.259
Years Since First Degree	.098	.025	12.269	.001	.213
Master's	.119	.021	10.378	.001	.147
Caucasian	.132	.013	6.578	.011	.127

Note. n =440

Table 40 continued:

Table 40 continued:

Variables Not in the Equation

Variables	t	Sig. t
In-State	1.233	.218
Agricultural Economics and Agribusiness	1.220	.223
Years Since Most Recent Graduation	-1.176	.240
Renewable Natural Resources	-1.122	.262
Event	.966	.335
Human Ecology	-.833	.405
Gender	.799	.425
Animal Sciences	.576	.565
Visit	-564	.573
Contact Report Overall	.503	.615
Human Resource Education	-.500	.617
Phone	-.320	.749
Bachelor's	-.255	.799
Correspondence	.066	.948

Largest Donation

For descriptive purposes, two-way correlations between factors used as independent variables in the regression were conducted with the second dependent variable, largest donation. The variable with the highest bivariate correlation was "total number of contacts," (r = .39, p < .001). This was the only independent variable that was found to be significantly related to "largest donation." (see Table 41)

Table 41
Relationship Between Selected Predictor Measures and Largest Donation of College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Variable	r	p
Total Number of Contact Reports	.39	<.001
Human Resource Education	.07	.061
In-State	-.05	.130
Years Since Most Recent Degree	.05	.137
Years Since First Degree	.05	.134
Caucasian	-.04	.234
Animal Science	-.04	.193
Correspondence	.04	.191
Visit	-.04	.214
Correspondence	.04	.191
Master's	-.03	.250
Bachelor's	.03	.267
Gender	.02	.319
Agriculture Economic and Agribusiness	-.02	.332
Human Ecology	-.02	.365
Event	-.02	.335
Non-Employment Affiliation	.02	.356
Phone	-.01	.428
Renewable Natural Resources	.01	.423

Note. n =440

The variable that entered the regression model first was total number of contact reports, followed by non-employment university affiliation, and the contact type, “correspondence.” Considered alone, total number of contacts explained 15.4% of the variance in largest donation of College of Agriculture Alumni at a RU/VH University located in the southern region of the United States.

Two additional variables entered the model. Those variables were non-employment university affiliation (r^2 change = .016) and the contact type, “correspondence” (r^2 change = .011).

The nature of the influence of these variables that entered the model was such that alumni who received more contact by the university especially via correspondence, and those who were involved with the university through non-employment affiliation including Foundation Board Members, Agriculture Alumni Association Board Members, Agriculture Alumni Association Members, 1860 Society Members, and Honors Society Members, were more likely to have a higher largest donation given.

Table 42 represents the results of the multiple regression analysis using the dependent variable, largest donation. Stepwise entries of the independent variables were in the order of, total number of contacts, non-employment university affiliation, and contact report type, “correspondence.” The significance level was set a’ prior .05. A total of 18.1% of the variance was explained in this model.
(see Table 42)

Table 42
Regression of Largest Donations, on Selected Personal and Academic Characteristics Among College of Agriculture Alumni Donors at a Research University, with Very High Research Activity Located in the Southern Region of the United States

ANOVA

Source of Variation	df	MS	F-ratio	p
Regression	3	1.7350000000	32.017	<.001
Residual	436	5.41900000		
Total	439			

Model Summary

Model	R^2 Cumulative	R^2 Change	F Change	Sig. F Change	Standardized Coefficients Beta
Contact Report Total	.154	154	79.476	<.001	.455
Non-Employment University Affiliation	.170	.016	8.439	.004	-.134
Correspondence Contact Type	.181	.011	5.804	.016	.106

Note. n =440

Table 42 continued:

Table 42 continued:

Variables Not in the Equation

Variables	t	Sig. t
Correspondence	2.409	.016
Visit	-1.607	.109
Human Resource Education	1.598	.111
In-State	-.874	.383
Animal Sciences	-.746	.456
Years Since Most Recent Degree	.721	.471
Agricultural Economics and Agribusiness	-.713	.436
Event	-.632	.528
Phone	.624	.533
Years Since First Degree	.619	.536
Human Ecology	- .570	.569
Non-Employment Affiliation	-.320	.749
Gender	.372	.710
Renewable Natural Resources	.240	.810
Bachelor’s	.164	.870
Master’s	-.134	.893
Caucasian	-.105	.917

Total Amount of Donations

For descriptive purposes, two-way correlations between factors used as independent variables in the regression were conducted with the third dependent variable, total amount of donations. The variables with the highest bivariate correlation were "total number of contacts," (r = .48, p < .001) "non-employment affiliation," (r = .15, p < .001), "years since most recent degree," (r = .12, p <.001), and years since first degree," (r = 12, p = .005.) These were the only independent variables that were found to be significantly related to "total number of donations." (see Table 43)

Table 43
Relationship Between Selected Predictor Measures and Total Amount of Donations of a College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Variable	r	p
Contact Report Total	.48	<.001
Non-Employment Affiliation	.15	.001
Years Since Most Recent Degree	.12	.005
Years Since First Degree	.12	.005
Gender	.06	.127
Caucasian	-.06	.117
Animal Science	-.05	.140
Visit	-.04	.219
Bachelor's	.04	.234
Master's	-.04	.180
In-State	-.03	.242
Human Ecology	-.03	.281
Human Resource Education	.03	.251
Correspondence	.02	.331
Phone	.02	.313
Event	-.01	.423
Agriculture Economic and Agribusiness	.00	.486
Renewable Natural Resources	-.00	484

Note. n =440

The variable that entered the regression model first was total contact reports. Considered alone, this variable explained 22.9% of the variance in total amount of donation of College of Agriculture Alumni at a RU/VH University located in the southern region of the United States.

One additional variable entered the model. This variable was the contact type, "correspondence" (r^2 change = .010).

The nature of the influence of these variables that entered the model was such that alumni who received more contact by the university especially via correspondence, were more likely to have a higher total amount of donations given.

Table 44 represents the results of the multiple regression analysis using the dependent variable, total amount of donations. Stepwise entries of the independent variables were in the order of, total number of contacts, and contact report type, "correspondence." The significance level was set a' priori .05. A total of 23.9% of the variance was explained in this model.

(see Table 44)

Table 44
Regression of Total Amount of Donations on Selected Personal and Academic Characteristics Among College of Agriculture Alumni Donors at a Research University, with Very High Research Activity Located in the Southern Region of the United States

ANOVA

Source of Variation	df	MS	F-ratio	p
Regression	2	4.8490000000	68.663	<.001
Residual	437	7.06200000		
Total	439			

Model Summary

Model	R^2 Cumulative	R^2 Change	F Change	Sig. F Change	Standardized Coefficients Beta
Total Contact Reports	.229	.229	130.288	<001	.495
Correspondence Contact Type	.239	010	5.655	.018	.101

Note. n = 440

Table 44 continued:

Table 44 continued:

Variables Not in the Equation

Variables	t	Sig. t
Years Since Most Recent Degree	1.946	.052
Years Since First Degree	1.801	.072
Phone	1.001	.318
Geographic Location	-.921	.358
Human Ecology	-.866	.387
Gender	.777	.437
Event	-.704	.482
Human Resource Education	.664	.507
Agricultural Economics and Agribusiness	-.636	.525
Animal Sciences	-.504	.615
Caucasian	-.484	.629
Master's	-.398	.690
Bachelor's	.344	.731
Visit	.323	.747
Non-Employment Affiliation	-.290	.772
Renewable Natural Resources	.043	.966

Total Amount of Donations Specific to Agriculture

A second component of total amount of donations evaluated was "total amount of donations specific to agriculture." For descriptive purposes, a two-way correlations between factors used as independent variables in the regression were conducted with the second part of the third dependent variable, total amount of donations specific to agriculture. The variables with the highest bivariate correlation were "total number of contacts," (r = .33, p < .001) "non-employment university affiliation," (r = .29, p < .001), and "years since first degree" (r = .14, p =.022). These were the only independent variables that were found to be significantly related to "total number of agricultural donations." (see Table 45)

Table 45
Relationship Between Selected Predictor Measures and Total Amount of Donations Specific to Agriculture of a College of Agriculture Alumni at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Variable	r	p
Contact Report Total	.33	<.001
Non-Employment Affiliation	.29	<.001
Years Since First Degree	.14	.022
Visit	.11	.435
Years Since Most Recent Degree	.10	.063
Correspondence	.08	.123
In-State	-.05	.252
Agriculture Economic and Agribusiness	.05	.214
Human Resource Education	-.04	.289
Bachelor's	.03	.342
Renewable Natural Resources	-.03	.329
Animal Sciences	.02	.401
Caucasian	.01	.453
Event	.01	.423
Phone	.01	.077
Master's	-.01	.457
Human Ecology	.00	.489
Gender	.00	.493

Note. n =440

The variable that entered the regression model first was total contact reports. Considered alone; total number of contacts explained 11% of the variance in total amount of agricultural donation of College of Agriculture Alumni at a RU/VH University located in the Southern Region of the United States.

One additional variable entered the model. This variable was the contact type, "correspondence" (r^2 change = .28).

The nature of the influence of these variables that entered the model was such that alumni who received more contact by the university especially via correspondence, were more likely to have a higher total amount of donations given specifically for agriculture.

Table 46 represents the results of the multiple regression analysis using the dependent variable, total amount of agricultural donations. Stepwise entries of the independent variables were in the order of total number of contacts, and contact report type, "correspondence." The significance level was set a' priori .05. A total of 13.8% of the variance was explained in this model.

(see Table 46)

Table 46
Regression of Total Amount of Donations Specific to Agriculture on Selected Personal and Academic Characteristics Among of College of Agriculture Alumni Donors at a Research University, with Very High Research Activity Located in the Southern Region of the United States

ANOVA

Source of Variation	df	MS	F-ratio	p
Regression	2	1.855000000000	68.663	<.001
Residual	219	1.05700000000		
Total	221			

Model Summary

Model	R^2 Cumulative	R^2 Change	F Change	Sig. F Change	Standardized Coefficients Beta
Total Contact Reports	.110	.110	27.013	<.001	.376
Correspondence. Contact Type	.138	.028	17.553	.008	.175

Note. n =440

Table 46 continued:

Table 46 continued:

Variables Not in the Equation		
Variables	t	Sig. t
Non-Employment Affiliation	1.865	.064
Years Since First Degree	1.433	.153
Geographic Location	-1.235	.218
Years Since Most Recent Degree	1.114	.266
Gender	.777	.437
Caucasian	.687	.493
Bachelor's	.388	-.698
Animal Sciences	.357	.721
Phone	-.302	.763
Agricultural Economics and Agribusiness	.208	.835
Human Resource Education	.201	.802
Renewable Natural Resources	-.163	.871
Visit	.108	.916
Event	-.063	.950
Master's	.027	.979
Human Ecology	-.001	.999

Objective Five Results

The fifth objective of this study was to determine if a model exists that significantly increased the researcher's ability to correctly classify alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States on their donor status to the university (donor versus nondonor) from the following personal, academic, professional, and demographic characteristics:

The independent variables for objective five were as follows:

a) Age;
b) Gender;
c) Race;
d) Current geographic location;
e) Academic major at the time of first degree;
f) Type of contact(s);
g) Years since first degree;
h) Years since most recent degree;
i) Degree(s) received; and
j) Type of university non-employment affiliation since graduation.

The dependent variable for objective five was whether the alum was a donor or not.

As with the previous study objective, limitations in the data restricted the researcher's ability to conduct the analysis specified for this objective for all of the

donor and nondonor records (n = 14,200) and was again faced with keeping records with contact information. Although the data would be limited, it seemed impractical to use the mean substitution function to the researcher when taking into consideration the amount of missing contact data on the entire sample. According to Hair et al. (2006), the minimum sample size for logistic regression analysis requires that both groups go above the minimum size of 20 observations per group (p. 288). The variable for each of the independent variables, donors with contact information (n = 440) and nondonors (n = 94) met the criteria established by Hair to conduct the logistic regression analysis and were deemed to have adequate measurements to detect any influence that contact had with donors and nondonors.

To accomplish this objective, a logistic regression analysis was performed. This was accomplished using the independent variables specified previously. Stepwise entry of the variables was used due to the exploratory nature of the study

In conducting the logistic regression analysis, there were 10 variables treated as independent variables in the 534 cases. Six of these variables were categorical in nature, and included gender, race, current geographic location, first degree received, academic major for first degree received, and type of contact. The variable, gender was a natural dichotomous variable and did not need to be recoded (woman = 1, man = 2). "Current geographic location," was coded as "in-state = 0" or "out-of-state = 1" for the purpose of this analysis. The three remaining variables were recoded to create a binary (dichotomous) variable from each of the levels of the variable.

Recoding for "race," was as follows: "Caucasian" or "not Caucasian" (European American was combined with Caucasian), "African American" or "not

African American," "Hispanic" or "not Hispanic" (Asian and Jamaican were dropped as each had only one in each category). However when the final data to be included in the multiple regression analysis were established, the only level of the variable, "race," with sufficient cases to include in the analysis was "Caucasian" or "not Caucasian." Recoding for "major for first degree," was conducted in the same manner as for race for each of the majors for the 534 donors with contact information as follows: "Agricultural Economics and Agribusiness" or "not Agricultural Economics and Agribusiness," "Animal Sciences" or "not Animal Sciences," "Human Ecology" or not "Human Ecology," "Human Resource Education" or "not Human Resource Education," and "Renewable Natural Resources," or "Not Renewable Natural Resources." The other categories had insufficient data in them to be included in the multiple regression analysis.

Type of contact was coded as "correspondence" or "not correspondence," "event" or not event," "phone or "not phone," visit," or "not visit." It is noted by that "on-campus visit" and "off-campus visit" were combined since they had low numbers and both are considered a personal visit with the prospective donor.

First degree received was coded as was coded as "bachelor's (B.S.)" or "not B.S.", "master's (M.S.)" or "not M.S.", "doctorate (Ph.D.)" or "not Ph.D.", and "doctor of veterinary medicine (DVM) or jurist doctorate (JD)", or "not DVM/JD". However, only "M.S." or "not M.S." had sufficient cause to be included in the model.

The variables "years since first degree," "years since most recent degree," "contact report overall," and "overall non-employment university affiliation score," did not need to be recoded for the multiple regression analysis since these variables

were measured as continuous variables. "Age" was originally planned on use as a variable; however, since age was found to be highly collinear with "years since first degree," both variables could not be used.

When the dependent variable, whether or not the alum was a donor was examined using binary logistic regression analysis a total of 3 variables entered into the explanatory model with an overall R^2 value of .202 (Nagelkerke R^2 = .202) This model resulted in a -2 Log likelihood value of 427.413. Additionally this model was determined to be the model of best fit based on the Hosmoer and Lemeshow Test Results, χ^2 (1), (N = 534) = 4.699, p = .320. This indicates that there was no significant difference between the predicted model and observed model. Hair et al. (2006) suggest that a non-significant, Hosmoer and Lemeshow test result is indicated for a good model fit.

Results of the regression analysis are presented in Table 47. The first variable that was entered into the model was whether or not the alumni was Caucasian, the second variable to enter the model was non-employment university affiliation, and the third factor to enter the model was whether or not a contact report type "event" was on file.

The variables, whether or not the alum was Caucasian (Wald = 33.232, p <.001), the alumni's non-employment university affiliation (Wald = 18.020, p < .001), and contact type, "event," ((Wald = 13.333, p < .001) were also found to significantly contribute to the explanatory model. The nature of this impact was such that alumni who were Caucasian, had higher degrees of non-employment university affiliation, and their first contact was at a university event, were more likely to be donors.

Table 47
Binary Logistic Regression Analysis to Classify Alumni of a College of Agriculture at a Research University, with Very High Research Activity Located in the Southern Region of the United States on Donor Status

	chi-square (χ^2)	df	p
Model	69.549	3	<.001

Model Summary

Variable	Wald	*p	Ba	SE
Caucasian	33.232	<.001*	1.555	.270
Non-Employment Affiliation	18.020	<.001*	1.172	.276
Event	13.333	<.001*	1.104*	.302

Variables Not in the Equation

Variables	Beta	p
Human Ecology	5.810	.02
Years Since First Degree	4.252	.04
Contact Report Count	3.251	.07
Bachelor's	3.061	.08
Master's	2.515	.11
Phone	2.442	.12
Years Since Most Recent Degree	2.412	.12
Visit	1,947	.16
Geographic Location (In-State or Out-of-State)	1.791	.18
Gender	1.058	.30
Plant Sciences	1.410	.24
Human Resource Education	.404	.53
Renewable Natural Resources	.440	.51
Agricultural Economics and Agricultural Business	.314	.58
Animal Science	.069	.792
Correspondence	.004	.95

Note: [a]Constant = -.838
χ^2 (3),(N = 534) = 69.549, p < .001
*p < .05 indicates variable, which significantly contributed to the model

The classification results were examined for the identified regression model to determine the effectiveness of the model in correctly classifying alumni on donor status. Overall, 84.1% of the alumni included in the analysis were correctly classified using the identified statistically significant model.

(see Table 48)

Table 48
Classification Results for Donor Status of a College of Agriculture at a Research University, with Very High Research Activity Located in the Southern Region of the United States

Observed	Predicted Nondonors	Predicted Donors	TOTAL
Nondonors	12 (2.25%)	82 (15.35%)	94 (17.60%)
Donors	3 (.56%)	437 (81.84%)	440 (82.40%)
	15 (2.81%)	519 (97.19%)	534 (100%)

Note: Overall percentage of correctly classified cases = 84.1%

Chapter 5

SUMMARY

Summary of the Study

The primary purpose of this study was to compare College of Agriculture (COA) alumni of a research university in the Southern U.S. on selected demographic characteristics and contact information by whether or not the alumni were donors to the university.

In conducting the research, the following specific objectives were used to guide the research:

1. To describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university based on the following personal, academic, professional, and demographic characteristics:
   a) Age;
   b) Gender;
   c) Race;
   d) Current geographic location;
   e) Academic major at the time of first graduation;
   f) Type of contact(s);
   g) Years since first degree;
   h) Years since most recent degree;
   i) Degree(s) received; and

j) Type of non-employment university affiliation since graduation;

The dependent variables for objective four was as follows:

(a) Number of donations;

(b) Largest donation, and

(c) Total amount of donations.

2. To describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were nondonors to the university based on the following personal, academic, professional, and demographic characteristics:

   a) Age;

   b) Gender;

   c) Current geographic location;

   d) Academic major at the time of first graduation;

   e) Type of contact(s);

   f) Years since first degree;

   g) Years since most recent degree;

   h) Degree(s) received; and

   i) Type of non-employment university affiliation since graduation.

3. To compare alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university with those who were nondonors to the university on the following personal, academic, professional, and demographic characteristics:

a) Age;

b) Gender;

c) Current geographic location;

d) Academic major at the time of first graduation;

e) Type of contact(s);

f) Years since first degree;

g) Years since most recent degree;

h) Degree(s) received; and

i) Type of non-employment university affiliation since graduation.

4. To determine if a model exists explaining a significant portion of the variance in the number and size of donations to the university among alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States who were donors to the university from the following personal, academic, professional, and demographic characteristics.

The independent variables for objective four were as follows:

a) Age;

b) Gender;

c) Current geographic location;

d) Academic major at the time of first graduation;

e) Type of contact(s);

f) Years since first degree;

g) Years since most recent degree;

h) Degree(s) received; and

i) Type of non-employment university affiliation since graduation.

The dependent variables for objective four was as follows:

(a) Number of donations;

(b) Largest donation, and

(c) Total amount of donations.

5. To determine if a model exists that significantly increases the researcher's ability to correctly classify alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States on their donor status to the university (donor versus nondonor) from the following personal, academic, professional, and demographic characteristics.

   The independent variables for objective five were as follows:

   a) Age;

   b) Gender;

   c) Current geographic location;

   d) Academic major at the time of first graduation;

   e) Type of contact(s);

   f) Years since first degree;

   g) Years since most recent degree;

   h) Degree(s) received; and

   i) Type of non-employment university affiliation since graduation.

   The dependent variable for objective five was whether the alum is a donor or not.

Summary of Methodology

The target population for the study was defined as all College of Agriculture graduates from 1862 Land Grant Universities in the Southern portion of the United States. The accessible population was defined as all LSU College of Agriculture alumni graduates. The sample was defined as all alumni who completed their program between the years 1950 and 2000 who were granted a degree. For the purpose of this study, donor was defined as an LSU College of Agriculture (COA) graduate who made a monetary donation to the College of Agriculture whereas a nondonor was defined as a COA graduate who did not make any monetary contribution to the college.

The Tiger Advancement Information Lookup System (TAILS) database was used to acquire data from the selected sample. Permission to access the College of Agriculture records for this study was received from the LSU Foundation as well as exemption from the LSU Institutional Review Board. The TAILS database included individuals, corporations, and private foundations that have donated to the LSU Foundation, the Tiger Athletic Foundation (TAF), and the AgCenter 4-H Foundation as well as LSU and the LSU Alumni Association.

A computerized recording document was used as the instrument for the research. Data pulled from the TAILS database were downloaded into a spreadsheet using an Excel Program. Variables downloaded into the study recording form included information on alumni, both donors and nondonors.

Criteria for usable records of the accessible population were alumni who were granted a degree in the College of Agriculture from the years 1950 through to 2000.

On December 12, 2011, data were collected from the TAILS database maintained by the LSU Foundation's Information Services Office.

For the purpose of this study, an alumni donor (donor) was defined as an LSU College of Agriculture (COA) graduate who donated to the university whereas an alumni nondonor (nondonor) was a COA graduate who did not make any monetary contribution to the university. Of the records accessed, 14,200 were determined as usable for this research study. Of this total, 4,710 were donors, and 9,490 were nondonors. This set of 14,200 records represented the accessible population. Data from the study were analyzed using the Statistical Package for the Social Sciences (SPSS.) There were specific analyses used to accomplish each objective of the study.

Objectives one and two were descriptive in nature. Descriptive statistical methods appropriate to the level of each measurement were applied to each of the variables with an assessment and summary provided. This included frequencies and percentages for nominal and ordinal scales of measurement. For continuous data, an interval scale of measurement was used to assess and summarize characteristics. Measurements included means and standard deviations.

To achieve objective three an independent t test procedure was used to compare the variables that were interval in nature. For specific variables that were measured on a categorical scale of measurement, both nominal and ordinal, the chi-square test of independence was used to compare each of these variables by donor status. An a' priori significance level of <.05 was used to determine if the independent variables were statistically significant.

To accomplish objective four a multiple regression analysis was conducted for each of the identified dependent variables to determine if factors could be identified that explained a significant portion of the variance in the dependent variables. Additionally, multiple regression analyses were conducted separately on each of the dependent variables, which included number of donations, largest donations, and total amount of donations. Due to the exploratory nature of this study, stepwise entry of the independent variables was used for each of the analyses conducted. Furthermore, variables that added 1% or more to the model were included with the stipulation that the overall model remained significant. An a' priori significance level of <.05 was used to determine if the independent variables were statistically significant.

To achieve objective five, a logistic regression analysis was used as the statistical technique to determine if the independent variables predicted the dependent variable of donor status (donor or nondonor). This technique required that all of the independent variables to be on a continuous scale of measurement of either interval or ratio. Variables that were on a continuous scale of measure were coded as a dichotomous measure. The class assignments for the independent variables that were not continuous were coded as dichotomous. Stepwise multiple logistic analysis was used because of the exploratory nature of this study. The significance level was set a' priori .05 to determine if the independent variables were statistically significant.

Summary of Results

The results of this study are discussed by objective.

Objective One

This objective was to describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university based on personal, academic, professional, and demographic characteristics.

Personal Information

The mean age of donors was 53.8 years with the largest group in the range of "50 to 50.99." Of the 4,710 donors it was found that there were more men (64.2%, n = 3,026) than women (n = 1,684, 35.8%). Data on race was limited with only 749 records having valid data. Of those who were donors race was most frequently reported as Caucasian (n = 628, 83.8%), followed by African American (n = 83, 11.1%), and Hispanic (n = 23, 3.1%).

Demographic Information

Donors lived in-state (n = 2,632, 55.9%) more so than out-of-state (n = 2,078, 44.1%). Nine states were identified as having more than 50 donors from them including Alabama, Florida, Georgia, Mississippi, North Carolina, Tennessee, Texas, Virginia, and California.

Academic Information

Of the 4,710 donors who were alumni of the College of Agriculture, 4,333 of the records, reported academic major at the time of first graduation and 377 records had this data missing. After majors were collapsed into 12 categories that conform to

current agricultural organizational schema, it was found that the highest number of donors who were alumni of the College of Agriculture were in Human Resource Education (n =1,190, 27.5%) followed by Human Ecology (n = 691, 16.9%), and Renewable Natural Resources (n = 674, 15.6%). The mean years since first degree of donors were 37.9 (SD = 12.69) years and years since most recent degree was 36.3 years (SD = 13.01). The highest reported first degree received was a bachelor's degree (n = 85.5, 85.5%).

Contact and Non-Employment University Affiliation Information

Of the 4,710 alumni donors who were alumni of the College of Agriculture, 440 individuals had contact report data. Donors most frequently reported type of contact as "correspondence" (n = 174, 39.6%) followed by "off-campus-visit" (n = 97, 22.0%). "on campus visit" (n = 14, 3.2%) was the least reported contact type for donors. Of the 4,710 donors, there were 500 reports of non-employment affiliation with being a member of the Agriculture Alumni Association as the most frequently reported affiliation (7.6%, n = 358). The most affiliations reported per individual donor were five out of the six possibilities.

Donation Information

Of the 4,710 donors, the mean of the total number of donations was 9.2 SD = 25.98) and ranged from "1 to 519." The category "1" accounted for 35.9% (n = 1,693) and the category "2-9" accounted for 43.6% (n = 181). The mean of the largest donation was $488.37 (SD = $7,989.59). Those donations in the range of "Less than $100" accounted for 58.1% (n = 2736) and "$100 to $499" accounted for 31.7% (n = 1,494). The mean of the total amount of giving for the 4,710 donors was $1,228.95

(SD = $10,185.38). Of a total of 1578 donors making a donation to agriculture only, the mean total amount was $539.90 (SD = $4,257.01).

Objective Two

This objective was to describe alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were nondonors to the university based on personal, academic, professional, and demographic characteristics:

Personal Information

The mean age of nondonors was 48.2 years (SD = 9.67) with the largest group in the age group in the range of "40-49.99." Of the 9,490 nondonors it was found that there were more men (57.2%, n = 5428) than women (43.8%, n = 4062). Data on race were limited with only 2,504 records having valid data. Of those who were nondonors race was Caucasian (n = 1,891, 78.6%) followed by African American (n = 299, 12.5%), and Hispanic (n = 152, 6.3%).

Demographic Information

Nondonors lived in-state (n = 5,851, 61.7%) more so than out-of-state (n = 3,639, 38.3%) Nine states were identified as having more than 50 nondonors from them including Alabama, California, Florida, Georgia, Mississippi, North Carolina, Tennessee, Texas, and Virginia.

Academic Information

Of the 9,490 nondonors who were alumni of the College of Agriculture, 8,783 reported academic major at the time of first graduation and 707 records had this data missing. After majors were collapsed into 12 categories that conform to current

agricultural organizational schema, it was found that the highest number of nondonors who were alumni of the College of Agriculture occurred in Human Ecology (n = 1,943 22.1%) followed by Human Resource Education (n =1783, 20.3%), and Renewable Natural Resources (n = 1,154, 13.1%). The mean years since first degree of nondonors was 34.3 years (SD = 13.61) and years since most recent degree was 34.0 years (SD = 13.68). The highest reported first degree received was a bachelor's (n = 8,051, 84.9%).

Contact and Non-Employment University Affiliation Information

Of the 9,490 nondonors who were alumni of the College of Agriculture, 94 subjects had contact report data. Nondonors most frequently reported type of contact as "off campus-visit" (n = 30, 31.9%) followed by "event," (n = 27, 28.7%), and "correspondence," (n = 26, 27.7%). Of the nondonors, 94 subjects had non-employment university affiliation with being a member of the Agriculture Alumni Association as the most frequently reported affiliation (n = 55, 6%). The most affiliations reported per individual nondonors was two out of the six possibilities.

Objective Three

This objective was to compare alumni of a College of Agriculture at a RU/VH Research University located in the southern region of the United States who were donors to the university with those who were nondonors to the university on the following personal, academic, professional, and demographic characteristics:

Personal Information

It was found that donors (mean age = 53.75, SD = 11.75) are older than nondonors (mean age 48.23, SD = 9.67). Donors are men (35.8%) at a higher rate

than women (29.3%). A higher percentage of American Indians (33.3%), Caucasian (25.1%), and African Americans (21.7%) are donors and a higher percent of Hispanics (89.9%) and Pacific Islanders (93.1%) are nondonors.

Demographic Information

It was found that a higher percent of donors lived in-state (42%) and a higher percent of nondonors lived out-of-state (73.8%).

Academic Information

It was found that academic major at time of first graduation was such that a higher percentage of donors majored in Human Resource Education (37.9%), Renewable Natural Resources (36.9%), Entomology (36.3%), and Agricultural Economic and Agricultural Business (35.1%) and a higher percentage of nondonors majored in Experimental Statistics (77.0%), Food Science (76.9%) and Plant Sciences (74.7%) More time had passed since first degree for donors (37.90 years, (SD = 12.64) than for nondonors (34.33, SD = 13.61) and more time had passed since most recent degree for donors (37.90, SD = 12.69) than for nondonors (34.33, SD = 13.61). Results for years since most recent degree showed that more years had passed since completion for donors (mean 6.29, SD = 13.01), than for nondonors (mean 33.63, SD = 13.68). Results of first degree received and donor status were nonsignificant, however, a higher percentage of donors receiving a second degree of DVM/JD degree (56.9%) were nondonors, and a higher percentage of those receiving a bachelor's degree (63.8%) were nondonors.

Contact and Non-Employment University Affiliation Information

It was found that a higher percentage of alumni contacted by phone (91.5%) and correspondence (87.0%) were donors and a higher percentage of alumni contacted through an event (71.9%) and off-campus visit (23.6%) were nondonors.

Additionally, it was found that any of the six types of non-employment university affiliation (Foundation Member, Foundation Board Member, Agriculture Alumni Association Board Member, Agriculture Alumni Association Member, 1860 Society Member, and Honors Society Member) contributed to a higher percentage of donors. The highest test results revealed that 93.9% of alumni who are members of the COA Alumni Association were donors.

Objective Four

This objective was to determine if a model exists explaining a significant portion of the variance in the number and size of donations to the university among alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States who were donors to the university from the following personal, academic, professional, and demographic characteristics. It is noted by the researcher that only the records with contact information were used (n = 440) on the dependent variables, number of donations, largest donation, and total amount of donations.

Number of Donations

Results of the multiple regression analysis for total number of donations indicated that the nature of the influence was such that alumni with higher levels of non-employment university affiliation followed by years since first degree, whether or

not a master degree was the first degree, and whether or not the alumni donor was Caucasian explained 13.2% of the variance.

Largest Donation

Results of the multiple regression analysis on largest donation indicated that the nature of the influence was such that alumni with higher levels of total number of contact reports, non-employment university affiliation, and had a contact type of "correspondence," explained 18.1% of the variance in this model.

Total Amount of Donations

Results of the multiple regression analysis on total amount of donations indicated that total number of contacts, and contact type, "correspondence" explained 23.9% of the variance whereby the nature of the influence was such that alumni with higher levels of contact by the university especially through "correspondence" were more likely to have a higher total amount of donations given.

For the second component examined, "total amount of donations specific to agriculture," it was found that the total number of contacts, particularly "correspondence," explained 13.8% of the variance. The results of the multiple regression analysis are indicative that the nature of the influence was such that alumni with higher levels of contact by the university, especially through correspondence were more likely to have a higher total amount of donations specific to agriculture.

Objective Five

This objective was to determine if a model exists that significantly increases the researcher's ability to correctly classify alumni of a College of Agriculture at a RU/VH research university located in the southern region of the United States on their donor status to the university (donor versus nondonor) from the following personal, academic, professional, and demographic characteristics. It is noted by the researcher that only the records with contact information were used (n = 534).

The race, "Caucasian," (Wald = 33.232, < p = .001) was the first variable that entered into the model. The second variable to enter the model was non-employment university affiliation (Wald = 18.020, < p = .001). In addition, the variable, and contact type, "event," (Wald = 13.333, < p = .001) were also found to significantly contribute to the explanatory model.

The nature of this relationship was such that alumni who were Caucasian, had a non-employment university affiliation, attended an event, and who were contacted through correspondence by the universities were more likely to be donors. The positive impact of involvement with the university has a significant increase in securing alumni donations.

The classification results were examined for the identified regression model to determine the effectiveness of the model in correctly classifying alumni as to whether or not they were a donor or a nondonor. Overall, 84.1% of the alumni included in the analyses were correctly classified using the identified statistically significant mode.

Conclusions, Implications, and Recommendations

After considering all of the results based on the findings of this study, the researcher had the following conclusions, implications, and recommendations to offer.

Conclusion One

1. Total number of contacts with donors influenced the size of largest donation, total amount of donations, and total amount of donations specifically given to agriculture.

This conclusion is based on the results from three of the four multiple regression analyses performed indicated “total number of contacts” was a significant explanatory factor. Those three multiple regression analyses included, largest donation, which explained 15.4% of the variance, total amount of donations, which explained 22.9%, and total amount of donations specific to agriculture, which explained 11% of the variance.

These results of the multiple regression analyses indicated that the nature of this influence was such that alumni with higher levels of contact by the university were likely to give larger donations, have an overall higher donation total, and have a higher donation total given specifically to agriculture.

This conclusion is also supported by the literature where it was found that contact with the university is a characteristic, which distinguished alumni donors from nondonors (Weerts and Ronca, 2009). Alumni donations are an important source of revenue to higher education. According to (Blum, 2009) text message campaign is a good method of solicitation, especially for young potential donors. Young Americans

(ages 18-39) give through internet or cell phone rather than traditional methods (Purcell and Dimock, 2011).

Based on the literature, individual donations represent 75% of total contributions, (Giving USA Executive Summary, 2010), individual donations have become an important source of revenue to higher education (Lui, 2007), accounting for $41 billion dollars (Giving USA Annual Report on Philanthropy 2010), and the LSU Foundation reported that alumni donations accounted for 23% of total giving (2009).

The researcher recommends contacting alumni as often as possible. This should be conducted by fund raising personnel, and university faculty and administrators to increase the size and amount of donations. These contacts should be in the form of on-campus visits, off campus visits, phone calls, correspondence, and events.

Furthermore, the researcher recommends that a fund raising development plan be established at the college level to increase the number of contacts a fund raiser has with donors. This could be accomplished using existing tools available to fund raising staff including databases, prospect identification processes, and prospect rating tools. If these components are not currently available to the fund raiser, he or she should actively seek implementation of each component, starting with keeping accurate records through a university-wide database system on alumni and contact with those alumni.

Overall methods of cultivating alumni through various forms of stewardship should include all forms of contact to establish, maintain, and build alumni relationships. For example, alumni donors and nondonors should be put on various

mailing lists at the university, college, and department or school level. It is recommended that development personnel working with faculty, staff, and administrators establish a constant state of stewardship and cultivation though various forms of contact with alumni.

In addition, the researcher recommends that nontraditional methods of contact be implemented such as those though text messaging campaigns, internet, and professional, and social networks via the internet. The researcher believes that these forms of contact will be more readily accepted by young alumni versus those that are considered traditional methods.

Conclusion Two

2. Contact with alumni through "correspondence" influenced the size of donation, the total amount of donations, and the total amount of donations specifically given to agriculture.

This conclusion is based on the findings that three of the four multiple regression analyses performed indicated that contact type, correspondence," was a significant explanatory factor. The three multiple regression analyses included, largest donation, which explained 1.1% of the variance, total amount of donations, which explained 1.0%, and total amount of donations specific to agriculture, which explained 2.8% of the variance.

These results of the multiple regression analyses indicated that the nature of this influence was such that alumni with higher levels of contact by the university or through correspondence are likely to give larger donations, have an overall higher donation total, and have a higher donation given total specific to agriculture.

This conclusion is also consistent with the literature. Alumni engagement with their university increases the likelihood of gifts (Boss, 2011; Bristol, 1990; Pearson, 1999, Weerts & Ronca, 2009). Prediction of major donations is important to the development staff (Lindahl & Winship, 1994). Fund raising staff need to have a mechanism for identifying alumni that can donate major gifts ($10,000 and above). Faculty members should make philanthropy part of their work by taking the initiative to promote their area of research (Whitaker, 2007).

The researcher recommends a focus group type study of donors with contact reports on file in an effort to verify these results since contact reports are entered from the fund raisers perspective or point of view. For example, donors could be surveyed as to what type(s) of contact is preferred and what type of contact has encouraged him or her to make a donation.

The researcher further recommends a focus group of nondonors to determine why he or she does not give when contacted through correspondence, and what form(s) of contact type is preferred. Additionally, since contact type, "correspondence" was significant, alumni, both donors and nondonors, should be put on scheduled and special mailing lists, through postal mail and email to receive correspondence more often. Types of correspondence should include university, college, and department or school information. The researcher further recommends that correspondence should not always include an "ask" for a donation, but should encourage participation and promote the mission of the university.

Conclusion Three

3. Non-employment university affiliation is a major contributing factor to persuading alumni to become donors.

This conclusion is based on the findings that having more of the six types of non-employment university affiliation (Foundation Member, Foundation Board Member, Agriculture Alumni Association Board Member, Agriculture Alumni Association Member, 1860 Society Member and Honors Society Member) contributed to alumni becoming donors. Test results of this study also indicated that this factor influenced number of donations, largest donation, and total amount of donations among alumni donors. Potential interpretations of the outcomes from the initial logistic regression analysis indicated that there was a connection between non-university employment affiliations and donor status of "donors."

The literature supports this conclusion (Brant, Reagan & Patrick, 2002; Wesley, 2009; Boss, 2001; Bristol, 1990; Pearson, 1999; Belfield & Beanery, 2000) that involving alumni in activities such as giving circles and their activities increases donors. Additionally, active alumni members can serve as vehicles for fund raising programs and aid in transmitting information to other stakeholders and constituents (Leslie, 1988).

It is further reported in the literature that alumni indicated that they do not have enough contact with their college or university and that they would give more if their alma mater made a better case for giving and made a better effort to remain in contact with them (New survey explains why alumni give," 2004).

The researcher recommends initiating an aggressive enrollment campaign to increasing membership in the College of Agriculture Alumni Association in an effort to increase donations. The College of Agriculture has over 20,000 graduates, with approximately 800 members in the alumni association. It is suggested by the researcher that a mass mailing to all alumni with valid addresses in the database be sent out periodically in an effort to increase the membership level.

Furthermore, the researcher recommends that alumni members be surveyed to determine why they belong to the association. Other important data could be obtained through this survey including evaluation of their university student experience, connections, and loyalties at the university, college, and department or school level. Additionally, information that would be useful would be to gain job placement history after graduation, as well as income status in an effort to evaluate the potential for giving in relationship to number of donations, largest donation, and total amount of donations.

The researcher suggests surveying donors and nondonors as to why they choose to contribute to their university or why they choose not to contribute. The researcher further recommends creating new types of non-employment university affiliations to get alumni back to campus as another way to increase donations. Examples provided by the researcher include involving alumni soon after they graduation through a young alumni association and reunions that could be held in conjunction with existing college or university events. The researcher thinks that this would logically lead to an increase in amount of donations.

The researcher further recommends that fund raising staff create and develop new programs and incentives geared toward increasing non-employment university affiliation by developing new programs and incentives geared toward getting them involved, such as giving clubs, and premiums, which is a small token or gift given to the donor in response to a donation.

This researcher recommends that attention should be given to alumni cluster groups that were identified for both donors and nondonors in states located in the southeast quadrant of the United States (Alabama, Florida, Georgia, Mississippi, North Carolina, Tennessee, Texas, Virginia), as well as California. Additionally, the researcher recommends forming alumni chapter groups in each of these states. This could be accomplished by asking one or more alumni donors from each state to serve as an at-large member of the College of Agriculture Alumni Association. This would logically lead to an increased relationship with alumni (both donors and nondonors) in these states. Once established, these groups could become more involved, through chapter events held within their state. The chapter groups could also be invited to participate in on-campus events, both in-person and virtual (i.e. internet, conference call, and remote meeting access). Increased non-employment university affiliation would logically lead to more alumni donors.

Additionally this researcher recommends creating a social network website for the alumni association, which would increase the access to more alumni. For example, create a Facebook and/or LinkedIn page. This would attract more alumni overall and it may also attract more young alumni. Involving young alumni is supported by this university as indicated by the commencement address delivered in

a recent commencement address where the speaker stated that now is the time to get young alumni involved and to make giving a priority in their financial plans LSU 2011 Commencement, YouTube, LSU Channel).

Additionally, the researcher recommends that a link be included on the social network website to join or renew membership, pay dues, make donations, and contact fellow alums. The research believes that by getting more alumni involved in non-employment university opportunities, it will logically lead to larger number of donations. In addition, the researcher recommends involving students prior to graduation in various clubs and organizations to create the affiliation prior to them becoming alumni.

Conclusion Four

4. Nontraditional agricultural content areas constitute a larger portion of College of Agriculture graduates.

This conclusion is based on the findings that a more than a quarter of donors majored in Human Resource Education (Vocational Education), (n =1,190, 27.5%) followed by Human Ecology (n = 791, 18.3%). The same findings were evident for nondonors, with almost one-fourth Human Ecology (n = 1,943, 22.1%), followed by Human Resource Education (n =1,783, 20.3%).

The College of Agriculture has 40-plus majors along with other areas of concentration. There are 11 academic units within the college, all of which provide innovative educational programs to students. The College of Agriculture has changed from more than just farming and has attracted many students to areas outside of the traditional agricultural programs.

The researcher suggests targeting alumni in non-traditional programs for donations through stewardship programs that would improve participation in non-employment university affiliation. The researcher notes that some students in non-traditional agriculture programs do not readily identify their major with agriculture. Innovative methods need to be identified to lead these alumni to become more involved with their major at the college and department or school level at the time of their first degree.

Targeted campaigns can be conducted in areas that have higher levels of alumni in those majors. For those with higher levels of nondonors, strategic efforts should be made in an attempt to cultivate alumni in these areas to become supportive of their department or school Agricultural programs have expanded to beyond just production and this trend is expected to continue.

Conclusion Five

5. A model was found that increased the researcher's ability to classify alumni on donor status at a RU/HV university in the southern region of the United States.

This conclusion is based on the finding that a combination of three independent variables in the logistic regression model allowed the researcher to classify 84.1% of alumni correctly as to donor status with contact information obtained from the TAILS database.

The variables, non-employment university affiliation and if the alumni was Caucasian were both anticipated to contribute to the significance of logistic model as based on previous studies. However, based on the researcher's fund raising training,

contact type “event,” was not anticipated to contribute to the model as this type of contact is considered to be of the least important type of contact that contributes to alumni donor status in relationship to other types of contact (phone, correspondence, on-campus visit, and off-campus visit).

Consistent within the literature, non-employment university affiliation was found to be a predictor of alumni giving behavior. Alumni who are involved and engaged in non-employment university affiliation give larger donations and have an increased likelihood of donating (Wasley, 2009; Boss, 2001; Bristol, 1990; and Pearson, 1999).

Additionally, alumni participation or involvement with their university is a predictor of donor status (Tsao & Coll, 2005; Weerts & Ronca, 2009). Lougue (2008) indicated that building relationships with alumni early on through participation, prior to solicitation, could lead to more donations.

Since contact type “event” entered the logistic model, it is recommended by the researcher that more emphasis be placed on entering contact reports on alumni that attend university related events. The researcher speculates that some fund raising staff decides not to enter contact reports on alumni events since little emphasis is placed on this type of contact. However, this researcher makes note that the Foundation has made a point to ask fund raising staff to enter this type of contact report even though it is considered insignificant. It is suggested that complete and accurate records of event attendance by alumni (both donors and nondonors) be kept and this information entered into the TAILS database though a contact report. Although this may seem cumbersome, it may increase the accuracy

of the database and possibly improve the model of predicting donor status. Based on this model, the contact type, “event” may be more useful than previous thought by the fund raising community.

It is the researcher’s viewpoint that there are a low number of contact reports filed in the TAILS database, which could be attributed to the fact that it is a new system put into operation, in 2002. Even though the researcher’s sample ends at the year 2000, contact reports have since been put into the TAILS database on existing alumni in the database from the year 2002 to the current year of 2012 as well as alumni contacted who graduated prior to 2000.

One use of the database is to track contact with alumni. Furthermore, it is the responsibility of the fund raising staff, or their appointed staff member to enter their contact reports once they are made. It is speculated by this researcher that not all contact reports are entered into the database, which could have caused inaccurate results for this variable in the model.

Additionally, since both types of visits, both on-campus and off-campus were nonsignificant, it is recommended that more personal type visits be scheduled with alumni as the literature supports the idea that personal contact leads to more donations.

Furthermore, the researcher recommends that this study be repeated in two to five years, which would allow time for the TAILS database to collect more personal, academic, and professional and demographics information. The information that the researcher considers most useful would be in the areas of contact report data and non-employment university data. The researcher believes that as fund raising staff,

deans, unit directors, and other university administrators become more aware of the importance of complete and accurate contact report records are in relationship to classifying alumni on their donor status, they will become more adamant about entry of data into the database.

Additionally, this study should be conducted by other colleges at this university as well as other agriculture colleges throughout the southern region in an effort to regionalize the results.

Implications of Results

Fund raising professionals have been questioning why alumni become donors. This study indicates that alumni become donors for many reasons. The reasons that have been identified as significant include contact by university and non-employment university affiliation. There is not much research-based literature on alumni giving to help guide the university's fund raising activities. This study has attempted to provide a "rubric of donor giving characteristics" within the realm of higher education based on personal, academic and demographic characteristics, contact with the university, and non-employment university affiliation, as it relates to donor status.

Fund raising staff needs to develop opportunities both for donors and nondonors become more involved with their university. Involving young alumni as soon as possible is important because they are sometimes overlooked because their propensity of giving is low, but it is important to remember that their drive to become involved may be high. The fund raising community needs to focus on those donors and nondonors that live in-state and those that live in the states with identified

cluster. Targeting donors that are in nontraditional agriculture programs is another area fund raisers need to be concerned with as this area is rapidly growing.

An important element of predicting alumni giving patterns is record keeping having an accurate database with complete and accurate contact and non-employment university affiliation.

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APPENDIX 1
FOUNDATION APPROVAL LETTER TO ACCESS TAILS DATABASE

LOUISIANA STATE UNIVERSITY

College of Agriculture
Office of the Dean

July 20, 2011

Mr. Jeff McLain, CFRE
Vice President for Development
LSU Foundation
3838 West Lakeshore Drive
Baton Rouge, LA 70808

Dear Mr. McLain:

This letter is to validate our meeting of January 14, 2011 in which permission was granted to me to access the TAILS database records for the LSU College of Agriculture for the purpose of a dissertation research study that is currently being proposed to my doctoral committee.

Please sign below as an indication of your approval. The approved letter will be submitted to the LSU Institutional Review Board (IRB) along with other documents necessary to for me to proceed with my research.

Please let me know if you have any questions.

Best Regards,

Arlette R. Rodrigue, CFRE
Assistant Dean

Approved: _____ 7.25.2011
Jeff McLain date

c: Dr. M. Burnett, Committee Chairman

APPENDIX 2
INSTITUTIONAL REVIEW BOARD EXEMPTION

Application for Exemption from Institutional Oversight

Institutional Review Board
Dr. Robert Mathews, Chair
131 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8692
F: 225.578.6792
irb@lsu.edu
lsu.edu/irb

Unless qualified as meeting the specific criteria for exemption from Institutional Review Board (IRB) oversight, ALL LSU research/ ·ects using living humans as subjects, or samples, or data obtained from humans, directly or indirectly, with or without their ·ent, must be approved or exempted in advance by the LSU IRB. This Form helps the PI determine if a project may be exempted, and is used to request an exemption.

– Applicant, Please fill out the application in its entirety and include the completed application as well as parts A-E, listed below, when submitting to the IRB. Once the application is completed, please submit two copies of the completed application to the IRB Office or to a member of the Human Subjects Screening Committee. Members of this committee can be found at http://www.lsu.edu/screeningmembers.shtml

– A Complete Application Includes All of the Following:
(A) Two copies of this completed form and two copies of part B thru E.
(B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1&2)
(C) Copies of all instruments to be used.
*If this proposal is part of a grant proposal, include a copy of the proposal and all recruitment material.
(D) The consent form that you will use in the study (see part 3 for more information.)
(E) Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing or handling data, unless already on file with the IRB. Training link: (http://phrp.nihtraining.com/users/login.php.)
(F) IRB Security of Data Agreement: (http://www.lsu.edu/irb/IRB%20Security%20of%20Data.pdf)

1) Principal Investigator: Arlette R. Rodrigue | Rank: Student

Dept: SHREWD | Ph: 578-2723 | E-mail: arodrigue@lsu.edu

2) Co Investigator(s): please include department, rank, phone and e-mail for each

Dr. Michael Burnett, Professor and School Director
School of Human Resource Education and Workforce Development
vocbur@lsu.edu (5780 5748)

IRB# E5765 LSU Proposal #

⊗ Complete Application

⊗ Human Subjects Training

3) Project Title: Charateristics of Alumni Donors and Alumni Nondonors Based on Selected Demographics, Educational, and Involvement Factors.

Study Exempted By:
Dr. Robert C. Mathews, Chairman
Institutional Review Board
Louisiana State University
203 B-1 David Boyd Hall
225-578-8692 | www.lsu.edu/irb
Exemption Expires: 11-13-2014

4) Proposal? (yes or no) no | If Yes, LSU Proposal Number

Also, If YES, either ◯ This application completely matches the scope of work in the grant

OR ◯ More IRB Applications will be filed later

5) Subject pool (e.g. Psychology students) LSU College of Agriculture Alumni

*Circle any "vulnerable populations" to be used: (children <18; the mentally impaired, pregnant women, the ages, other). Projects with incarcerated persons cannot be exempted.

6) PI Signature | Date 11/04/2011 (no per signatures)

** I certify my responses are accurate and complete. If the project scope or design is later changes, I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at LSU for three years after completion of the study. If I leave LSU before that time the consent forms should be preserved in the Departmental Office.

·reening Committee Action: Exempted J Not Exempted ____ Category/Paragraph 4

Reviewer Mathews Signature RCM Date 11/14/11

APPENDIX 3
LISTING OF ALL GEOGRAPHIC LOCATIONS AND THE NUMBER OF ALUMNI DONORS

Geographic Locations	n	%
Missing	659	14.0
Alaska	2	0.0
Alabama	72	1.5
Arizona	49	1.0
Arkansas	10	0.2
California	51	1.1
Colorado	14	0.3
Connecticut	7	0.1
District of Colombia	1	0.0
Delaware	4	0.1
Florida	118	2.5
Georgia	99	2.1
Hawaii	4	0.1
Iowa	5	0.1
Idaho	3	0.1
Illinois	30	0.6
Indiana	8	0.2
Kansas	8	0.2
Kentucky	13	0.3
Louisiana	2,632	55.9
Maine	5	0.1
Maryland	15	0.3
Maine	4	0.1
Michigan	4	0.1
Minnesota	6	0.1
Missouri	22	0.5
Mississippi	158	3.4
Montana	5	0.1
North Carolina	62	1.3
North Dakota	1	0.0
Nebraska	5	0.1
New Hampshire	1	0.0
New Jersey	7	0.1
New Mexico	5	0.1
Nevada	6	0.1
New York	17	0.4
Ohio	16	0.3

Appendix 3 continued:

Appendix 3 continued:

Geographic Locations	n	%
Oklahoma	14	0.3
Oregon	8	0.2
Pennsylvania	15	0.3
Puerto Rico	7	0.1
Rhode Island	1	0.0
South Carolina	28	0.6
South Dakota	2	0.0
Tennessee	58	1.2
Texas	366	7.8
Utah	3	0.1
Vermont	58	1.2
Virginia	1	0.0
Vermont	1	0.0
Washington	9	0.2
West Virginia	7	0.1
Wisconsin	3	0.1
Wyoming	1	0.0
TOTAL	**4,710**	**100.0**

APPENDIX 4
LISTING OF ALL ACADEMIC MAJORS FOR DONORS

	MAJOR	n	%
1	**Agricultural Economics and Agribusiness Total**	**329**	**7.6**
	Agricultural Economics and Agribusiness, Ph.D.	10	0.2
	Agricultural Business, B.S.	223	4.7
	Agricultural Economics, B.S.	62	1.3
	Agricultural Economics, M.S.	34	.7
2	**Animal Sciences Total**	**433**	**10.0**
	Animal Science	126	2.7
	Animal Sciences, MS	30	.6
	Animal Science, PHD	5	.1
	Animal Systems, BS	25	.5
	Animal-Dairy-Poultry Sci. BS	50	1.1
	Dairy Manufact-Science	15	.3
	Dairy Production-Commer	158	3.4
	Dairy Science, PHD.	2	.0
	Dairy Manufact Mgmt	8	.2
	Poultry Science	5	.1
	Poultry Science, MS	8	.2
	Poultry Science, PHD	1	.0
3	**Biological and Agricultural Engineering Total**	**4**	**.0**
	Agricultural Engineering	2	.0
	Agricultural Engr, M.S.	2	.0
4	**Entomology Total**	**33**	**.6**
	Entomology-Science	7	.1
	Entomology, MS	16	.3
	Entomology, PHD	10	.2
5	**Experimental Statistics Total**	**14**	**.3**
	Applied Statistics MAPST	14	.3
6	**Food Science Total**	**68**	**1.4**
	Food and Nutrition	14	.3
	Food Science	25	.5
	Food Science, MS	22	.5
	Food Science, PHD	5	.1
	Nutrition/Food/Culinary Sc, BS	2	.0

Appendix 4 continued:

7	**Human Ecology Total**	**791**	**16.6**
	Dietetics, BS	100	2.1
	Family Life & Environment, BS	2	.0
	Home Economics	293	6.2
	Hospital Diet & Inst Mgmt	3	.1
	Home Economics, MS	69	1.5
	Human Ecology, MS	1	.0
	Merchandising, BS	286	6.1
	Text & Clothing-Communic, BS	27	.6
	Textiles/Apparel, BS	8	.0
	Textiles/Apparel/Merchand, BS	2	.0
8	**Human Resource Education Total**	**1090**	**23.0**
	Agricultural Education	3	.1
	Extension Education EDD	96	2.0
	Family-Child-Consumer Sci, BS	28	.6
	Human Resource Educ, MS	1	.0
	Indust & Agric Technology, BS	1	.0
	Industrial Technology, BS	430	9.1
	Industrial Arts Educ	110	2.3
	Voc Agri Educ, MS	36	.8
	Voc Agri Educ,, PHD	6	.1
	Voc Ed – Agricultural Educ, BS	7	.1
	Voc Ed – Business Educ, BS	13	.3
	Voc Ed. – Home Ec Educ, BS	151	3.2
	Voc Ed – Industrial Educ,	1	.0
	Vocational Agri Educ	184	3.9
	Vocational Education, BS	12	.3
	Voc. Hm Ed Educ, MS	11	.2
9	**Plant Sciences Total**	**338**	**7.1**
	Agronomic Systems, B.S.	3	.1
	Agronomy	10	.2
	Agronomy M.S.	31	.7
	Agronomy Ph.D.	10	.2
	Crop Science	31	.7
	Crop Production Soil Management	23	.5
	Environ Management Systems, BS	75	1.6

Appendix 4 continued:

Appendix 4 continued:

	Plant Sciences Continued		
	Horticultural Science	8	.2
	Horticultural Science-Tech	44	.9
	Horticultural Systems, BS	1	.0
	Horticulture	9	.2
	Horticulture, MS	28	.6
	Horticulture, PHD	12	.3
	Plant& Animal Production	15	.3
	Plant & Soil Systems, BS	13	.3
	Plant Pathology	7	.1
	Plant Pathology, MS	5	.1
	Plant Pathology, PHD	4	.1
	Soil Sciences	9	.2
10	**Renewable Natural Resources Total**	**674**	**14.3**
	Fisheries, MS	44	.9
	Forestry	405	8.6
	Forestry-Forestry Mgmnt, BS	73	1.5
	Forestry-Forestry & Wildlife	81	1.7
	Forestry, MS	36	.8
	Forestry, PHD	5	.1
	Game Management, MS	17	.4
	Wildlife & Fisheries Sci, PHD	1	.0
	Wildlife & Fisheries, BS	12	.3
11	**Other Agricultural Related Total**	**206**	**4.4**
	Agricultural Mechanization	28	.6
	General Agriculture	178	3.8
12	**Other Non-Agricultural Related Total**	**353**	**7.0**
	Accounting B.S.	1	.0
	Anatomy	3	.1
	Art Education B.S.	1	.0
	Bachelor of Art	1	.0
	Bachelor of Landscape Architecture	1	.0
	Bacteriology	2	.0
	Biochemistry Prepro Science B.S.	1	.0
	Biochemistry M.S.	1	.0
	Botany, MS	3	.1
	Botany, PHD	1	.0
	Business Adm Edu	2	.0

Appendix 4 continued:

Appendix 4 continued:

Other Non-Agricultural Related Continued		
Chemical Engineering	3	.1
Chemical Engineering M.S.	2	.0
Chemistry B.S.	2	.0
Commercial Banking B.S.	1	.0
Computer Science B.S.	1	.0
Costume-Designing	4	.1
Economics, MS	1	.0
Education	1	.0
Electrical Engineering, BS	1	.0
Elem Grade & Mental Ret	1	.0
Elem Grades Education, BS	4	.1
English, BA	2	.0
Gen Bus Admin Pre-Law, BS	2	.0
General Arts	6	.1
General Business Admin, BS	5	.1
General Sciences	9	.2
General Studies, BGS	15	.3
Geology	3	.1
Health Physical & Safety Educ	2	.0
Home & Commercial Dem	2	.0
Ind Tech-Nuclear Science	1	.0
Industrial Engineering, BS	2	.0
Journalism	2	.0
Kinesiology, MS	4	.1
Kinesiology, PHD	1	.0
Landscape Architect, MLA	3	.1
Landscape Architecture, BLA	21	.4
Marine Science, MS	2	.0

Appendix 4 continued:

Appendix 4 continued:

Other Non-Agricultural Related Continued		
Marketing, BS	1	.0
Mechanical Engineering, BS	2	.0
Medical Technology	3	.1
Microbiology, BS	1	.0
Office Administration	1	.0
Pre-Med Microbiology, BS	3	.1
Pre-Medical- Zoology, BS	2	.0
Pre-Veterinary Medicine	1	.0
Psychology, BS	3	.1
Qualitative Methods	1	.1
Rural Sociology, BS	7	.1
Secondary Education, BS	4	.1
Social Welfare	1	.0
Sociology, BA	3	.1
Sociology, MA	1	.0
Supervision, MED	1	.0
Zoology, BS	7	.0
Zoology, MS	2	.0
Total	**4,333**	**92.3**
Missing Total	**377**	**8.0**
Total Donors:	**4,710**	**100.3**

Table does not total 100% due to rounding error

APPENDIX 5
LISTING OF ALL GEOGRAPHIC LOCATIONS AND THE NUMBER OF ALUMNI NONDONORS

Geographic Locations	n	%
Missing	3929	41.4
Armed Forces	1	0
Alaska	11	0.1
Alabama	100	1.1
Arkansas	75	0.8
Arizona	13	0.1
California	95	1
Colorado	27	0.3
Connecticut	9	0.1
District of Columbia	8	0.1
Delaware	3	0
Florida	181	1.9
Georgia	129	1.4
Hawaii	5	0.1
Iowa	4	0
Idaho	4	0
Illinois	30	0.3
Indiana	11	0.1
Kansas	12	0.1
Kentucky	21	0.2
Louisiana	3,639	38.4
Massachusetts	17	0.2
Maryland	27	0.3
Maine	3	0
Michigan	14	0.1
Minnesota	12	0.1
Montana	31	0.3
Mississippi	193	2
Montana	5	0.1
Malaysia	1	0
North Carolina	53	0.6
North Dakota	1	0
Nebraska	6	0.1
New Jersey	14	0.1
New Mexico	11	0.1
Nevada	7	0.1
New York	40	0.4
Ohio	14	0.1
Oklahoma	24	0.3

Appendix 5 continued:

Appendix 5 continued:

Geographic Locations	**n**	**%**
Oregon	10	0.1
Pennsylvania	27	0.3
Puerto Rico	26	0.3
Rhode Island	3	0
South Carolina	30	0.3
South Dakota	2	0
Tennessee	63	0.7
Texas	445	4.8
Utah	6	0.1
Virginia	52	0.5
Vermont	4	0
Washington	27	0.3
Wisconsin	5	0.1
West Virginia	7	0.1
Wyoming	3	0
TOTAL	**9,490**	**100**

APPENDIX 6
LISTING OF ALL ACADEMIC MAJORS FOR NONDONORS

	MAJOR	n	%
1	**Agricultural Economics and Agribusiness Total**	**608**	**6.3**
	Agricultural Economics and Agribusiness, Ph.D.	13	.1
	Agricultural Business, B.S.	379	4.0
	Agricultural Economics, B.S.	145	1.5
	Agricultural Economics, M.S.	71	.7
2	**Animal Sciences Total**	**848**	**11.5**
	Animal Science	217	2.3
	Animal Sciences, MS	57	.6
	Animal Science, PHD	10	.1
	Animal Systems, BS	55	.6
	Animal-Dairy-Poultry Sci. BS	144	1.5
	Dairy Manufact-Science	19	.2
	Dairy Production-Commer	266	2.8
	Dairy Manufct. Mgmt	20	2.8
	Dairy Science, PHD.	4	.0
	Dairying	1	.0
	Poultry Science	21	.2
	Poultry Science, MS	26	.3
	Poultry Science, PHD	8	.1
3	**Biological and Agricultural Engineering Total**	**9**	**.1**
	Agricultural Engineering	9	.1
4	**Entomology Total**	**58**	**.6**
	Entomology-Science	18	.2
	Entomology, MS	26	.3
	Entomology, PHD	14	.1
5	**Experimental Statistics Total**	**47**	**.5**
6	**Human Ecology Total**	**1943**	**20.5**
	Dietetics, BS	351	3.7
	Family Life & Environment, BS	6	.1
	Family & Community Living	4	.0
	Home Economics	586	6.2
	Home Economics, MS	139	1.5
	Hospital Diet & Inst Mgmt	5	.1
	Merchandising, BS	697	7.3
	Text & Clothing-Communic, BS	80	.8
	Textiles & Apparel, BS	21	.2
	Textiles/Apparel/Merchand, BS	54	.6

Appendix 6 continued:

7	**Food Science Total**	**226**	**4.2**
	Food & Resource Economics, BS	1	.0
	Food and Nutrition, BS	30	.3
	Food Science	77	.8
	Food Science, MS	70	.7
	Food Science, PHD	25	.3
	Food Systems	7	.1
	Nutrition/Food/Culinary Sc, BS	16	2
8	**Human Resource Education Total**	**1783**	**19.0**
	Agricultural Education	13	.1
	Extension Education EDD	105	1.1
	Family-Child-Consumer Sci, BS	144	1.5
	Indust & Agric Technology, BS	3	.1
	Industrial Arts Educ	221	2.3
	Industrial Technology, BS	567	5.5
	Ind Tech Safety	5	.1
	Ind Tech-Nuclear Science	1	.0
	Voc Agri Educ, MS	59	.6
	Voc Agri Educ,, PHD	21	.2
	Voc Ed – Agricultural Educ, BS	17	.2
	Voc Ed – Business Educ, BS	28	.3
	Voc Ed. – Home Ec Educ, BS	243	2.6
	Voc Ed – Ind Arts Tech Ed, BS	1	.3
	Voc Ed. Industrial Educ. BS	3	.0
	Voc Ed – Ind Arts Tech Ed	3	.0
	Voc. Home Ec Educ, MS	26	.6
	Vocational Agri Educ	280	3.0
	Vocational Education, BS	38	.4
	Vocational Education, MS	5	.1

Appendix 6 continued:

9	**Plant Sciences Total**	**996**	**10.4**
	Agronomy Systems, BS	1	.0
	Agronomy	23	.2
	Agronomy M.S.	108	1.1
	Agronomy Ph.D.	41	.4
	Crop Production Soil Mgmt	39	.4
	Crop Science	85	.9
	Environ Management Systems, BS	301	3.2
	Environmental Sciences, MS	3	.0
	Horticultural Science	34	.4
	Horticultural Science-Tech	88	.9
	Horticultural Systems, BS	6	.1
	Horticulture	28	.3
	Horticulture, MS	40	.4
	Horticulture, PHD	23	.2
	Plant& Animal Production	45	.5
	Plant & Soil Systems, BS	53	.6
	Plant Pathology	11	.1
	Plant Pathology, MS	23	.2
	Plant Pathology, PHD	16	.2
	Soil Sciences	28	.3
10	**Renewable Natural Resources Total**	**1154**	**12.1**
	Fisheries, MS	158	1.7
	Forestry	478	5.0
	Forestry-Forestry Mgmnt, BS	168	1.8
	Forestry-Forestry & Wildlife	143	1.5
	Forestry, MS	63	.7
	Forestry, PHD	11	.1
	Game Management, MS	51	.5
	Wildlife & Fisheries Sci, PHD	2	.0
	Wildlife & Fisheries, BS	78	.8
	Wildlife MS	2	.0

Appendix 6 continued:

Appendix 6 continued:

11	**Other Agricultural Related Total**	**440**	**4.7**
	Agricultural Mechanization	58	.6
	General Agriculture	375	4.0
	International Agric	7	.1
12	**Other Non-Agricultural Related Total**	**671**	**8.0**
	Accounting, PHD.	1	.0
	Administration MED	1	.0
	Architectural Eng.	1	.0
	Anatomy	1	.0
	Bacteriology, B S	1	.0
	Biochemistry BS	1	.0
	Biology	1	.0
	Bus Adm & Law	1	.0
	Cert of Specialist in Ed	1	.0
	Chemistry B.S.	3	.0
	Chemistry, PHD	1	.0
	Chemical Engineering, BS	3	.0
	Chemical Engineering M.S.	2	1
	Civil Engineering BS	1	.0
	Communications Disorders, BA	2	.0
	Computer Science B.S.	1	.0
	Costume-Designing	9	.1
	Dental Lab Tech	1	.0
	Economics, BS	3	.0
	Education	2	.0
	Elem Educ – Reading, EDD	1	.0
	Elem Grade & Mental Ret	1	.0
	Elem Grades Education, BS	4	.0
	English, BA	2	.0
	Environmental Health	56	.6
	Finance, BS	364	3.8

Appendix 6 continued:

Appendix 6 continued:

Other Non-Agricultural Related Continued		
Foreign Languages, BA	1	.0
Gen Bus Admin Pre-Law, BS	6	.1
General Arts	8	.1
General Business Admin, BS	6	.1
General Sciences	6	.1
General Studies, BGS	22	.2
Geology	2	.0
Geography, MS	1	.0
Health Physical & Safety Educ	8	.1
History, BA	4	.0
History MA	1	.0
Home & Commercial Dem	6	.1
Interior Design, BID	1	.0
Journalism	4	.0
Journalism - Advertizing, BA	1	.0
Kinesiology, MS	2	.0
Kinesiology, PHD	2	.0
Landscape Architect, MLA	3	.0
Landscape Architecture, BLA	30	.3
Management, MS	1	.0
Marine Science, MS	2	.0
Marketing, BS	1	.0
Mathematics	1	.0
Mechanical Engineering, BS	1	.0
Medical Technology	2	.0
Mgt & Adm – Banking	1	.0
Microbiology, BS	4	.0
Natural Sciences	1	.0
Nursing	1	.0
Pharmacology	1	.0
Philosophy, BA	1	.0
Philosophy Masters	2	.0
Pre-Med Microbiology, BS	2	.0

Appendix 6 continued:

Appendix 6 continued:

Other Non-Agricultural Related Continued		
Pre-Veterinary Medicine	2	.0
Psychology, BS	4	.0
Political Sciences	1	.0
Psychology, MA	2	.0
Psychology, PHD	1	.0
Romantic Languages	1	.0
Rural Sociology, BS	28	.3
Pre-Medical- Zoology, BS	4	.0
Sciences	2	.0
Sec Educ-Bus & Off Occup	1	.0
Secondary Educ, EDS	1	.0
Secondary Education, BS	5	1
Sociology, BA	3	.0
Sociology, MA	1	.0
Speech Communication, BA	1	.0
Speech, BA	1	.0
Speech, MA	1	.0
Systems Science, MS	1	.0
Zoology, BS	9	.1
Zoology, MS	1	.0
Zoology, PHD	1	.0
Total	**8783**	**97.9**
Missing Total	**707**	**7.4**
Total Nondonors:	**9490**	**105.3**

Table does not total 100% due to rounding error

VITA

Arlette Barbara Rodriguez Rodrigue “Letty” was born in Brusly, Louisiana. She is the daughter of the late Virbert Paul Rodrigue, Sr. and Elaine Tullier Rodriguez. Arlette attended Brusly High and was an active member of the 4-H Club.

Arlette has worked at Louisiana State University for over 30 years, taking college courses beginning in 1981. After many years of part-time study, she graduated in 2000 with her Bachelor of Science degree; majoring in vocational education, focused on adult education, with a minor in textile apparel, and merchandising. From there, she immediately went on to pursue her master’s degree majoring in human resource education and received a Master of Science in 2003.

Arlette has worked for several offices on campus including the Office of Accounting Services, the School of Veterinary Medicine, and the AgCenter. She has served the College of Agriculture in several capacities and is currently the Assistant Dean with a focus on fund raising and advancement. A portion of her time is dedicated to raising major gifts and directing the alumni and development programs, which has been the driving force for her dissertation topic. She has participated in two major LSU fundraising campaigns, most recently “Forever LSU,” and was instrumental in raising $6.3 million dollars for the LSU College of Agriculture.

In 2001, she became a Certified Fund Raising Executive (CFRE), which is international recognized as a worldwide high honor in the fund raising community and is a certification that is highly recommended to fund raising professionals on the LSU campus.

Arlette in an active member of Phi Kappa Phi, Gama Sigma Delta (Agricultural Honors Society), Gamma Beta Phi, Planned Giving Council of Greater Baton Rouge,

Association of Fundraising Professionals, LSU Campus Club, Council for Advancement and Support of Education (CASE) and National Agricultural Alumni and Development Association (NAADA). She currently serves on the board of directors for Planned Giving Council of Greater Baton Rouge and the Island Country Club. She completed the LSU LEAD Emerge Program, which is devoted to leadership training and is a past recipient of the LSU Outstanding Staff Award.

Arlette is a member of St. John the Evangelist Catholic Church in Plaquemine, Louisiana where she teaches religion classes to children and teens. Arlette and her husband, Ronnie are the parent to two children, the Late Josh Lionel Rodrigue, and Morgan Arlette Rodrigue. They currently reside in Plaquemine, Louisiana. At the May 2012 commencement, Arlette will receive the degree of Doctor of Philosophy with a major in human resource education.