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**UNDERSTANDING ANNUAL GIVING & WHAT MOTIVATES YOUNG
ALUMNI TO GIVE TO THEIR ALMA MATER: A MIXED METHODS STUDY**

by

Danielle Davis

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education

In partial fulfillment of the requirement

For the degree of

Master of Arts in Higher Education

at

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Thesis Chair: Andrew S. Tinnin, Ed.D.

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Dedications

I dedicate this work to the participants and all the young alumni members of Rowan University that were involved in the study.

Acknowledgments

I would like to thank the Rowan University Office of Alumni Engagement and the Division of University Advancement for their inspiration for me to research the relationship between young alumni and giving. In addition, they have sparked my interest into the field of advancement. I would also like to thank the Office of Alumni Engagement for a transformational internship placement experience. I have grown immensely over the past year and interning within this division has provided me new learning opportunities in the field of higher education.

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Abstract

Danielle M. Davis

UNDERSTANDING ANNUAL GIVING & WHAT MOTIVATES YOUNG ALUMNI
TO GIVE TO THEIR ALMA MATER: A MIXED METHODS STUDY
2018-2019

Andrew S. Tinnin, Ed.D.
Master of Arts in Higher Education

Donations are the largest source of private funding for colleges and universities in the United States (Etzkowitz, Webster, Gebhardt, & Terra, 2000). College and universities need to turn to funding through fundraising, which includes alumni donations. One difficulty that higher education advancement professionals face is the ability to engage young alumni. This study investigated the motivations of young alumni to give to their alma mater, Rowan University. In this study, young alumni were defined as individuals that were 35 years of age or younger that gave during the 2018 fiscal year. A mixed methods approach is utilized in this study to design, create and collect data analysis that includes combinations of quantitative and qualitative data. The two primary data collection methods were an online survey and interviews. The target population for this study was young alumni of Rowan University that received their undergraduate degree and gave financially to the institution. The population of young alumni that gave during this time period was 651.

Data analysis was utilized to see trends and similarities among young alumni that give to Rowan University. Each alumnus(a) makes the decision to give to the university in their own unique way. However, young alumni that gave to the Rowan University do have similar trends and similar student involvement, alumni involvement, satisfaction levels, and connections and motivators to give.

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Chapter I

Introduction

Donations are the largest source of private funding for colleges and universities in the United States (Etzkowitz, Webster, Gebhardt, & Terra, 2000). As government funding continues to decrease, public colleges and universities face real struggles. The institutions need to turn to financial support through fundraising, which includes alumni donations. Annual giving is a catch-all term for fundraising activities that are designed to stimulate regular giving to the institution. It encompasses activities such as telephone campaigns, direct mail, e-appeals, inserts in alumni magazines, advertisements, and web-based appeals (CASE, 2018). Thus, annual giving is a type of fundraising for colleges and universities that is aimed at alumni of all backgrounds. Rowan University, a medium-sized public university located in New Jersey, has increased its fundraising efforts throughout the past decade to provide enhanced opportunities for education, research and innovation (Division of University Advancement, 2019). Monetary gifts to Rowan University can be of any amount and can be designated to any department or unit within the university. Annual giving at Rowan University includes all gifts less than \$25,000. Gifts larger than \$25,000 are considered planned or major gifts. Annual gifts are solicited through a combination of email, direct mail, social media, telephone, and in-person outreach. The money raised through annual giving goes to different areas of need, including scholarships, educational programs and learning resources at the University.

One challenge that higher education advancement professionals face is engaging young alumni. Young alumni are often just starting their careers and navigating their future after college life, with life experiences such as careers, relocating, housing costs, student loans, and post-graduate life experiences. Due to the expanded growth at Rowan

University, young alumni account for more than 45% of Rowan University's alumni base (C. D'Angelo, personal communication, October 1, 2018). Rowan University encourages annual giving at any amount because they believe that engaging young alumni soon after graduation will facilitate the likelihood of continued giving as young alumni enter into different life stages and their financial outlook becomes more secure allowing for greater donations.

Background of the Problem

Colleges and universities want to produce graduates who have a connection to their alma mater. One way an alumnus(a) can demonstrate his or her connection and support for their alma mater is by making a monetary gift. However, giving back financially to one's institution might be difficult for young alumni. Young alumni are trying to establish both their professional and personal lives after college. Additionally, a recent study on student loans shows that on average young alumni are graduating with \$39,400 of student loan debt with an average student loan payment \$351 a month in 2017 (U.S. Student Loan Debt Statistics for 2018, 2018). The Rowan University phonathon students understand, first-hand, that young alumni are not giving as frequently or at all compared to more established alumni. Often, young alumni explain to the phonathon students that making a gift to the university is not possible for them financially at the current moment (J. Day, personal communication, September 25, 2018). The reality is that most alumni do have the capacity to give. The university will accept gifts of any size, therefore, even small gifts to the university help and establish relationships between the institution and the alumni.

Statement of the Problem

Rowan University has seen significant growth in recent years. The university achieved institutional goals to increase enrollment throughout the past decade. Therefore, more than 45% of the alumni at Rowan University are under the age of 35 years old (C. D'Angelo, personal communication, October 1, 2018). Currently, the number of alumni on record at Rowan University is 89,000. The university needs to secure gifts from alumni to support current and future generations of students at Rowan University. To do this, the Rowan University community must establish a culture of philanthropy with both students and young alumni that emphasizes the collective impact of alumni giving and normalizes this type of behavior.

Despite the importance of giving from this specific population, young alumni are presented with barriers that may prevent them from giving back to the university. Young alumni are navigating significant milestones during this time. In addition to starting their careers or continuing their education, many young alumni are getting married, starting families, and purchasing homes. Since making donations is an option and not a necessary financial expense, most alumni of that age range are more focused on their required financial expenses. This study will examine the motivation that drives young alumni to donate to their institutions.

Purpose of the Study

The purpose of this study is to use mixed-methods research to discover the motivations for young alumni to give to their alma mater. The study will explore several questions related to the motivations and giving trends of young alumni. The central concepts in the study are provided from the Rowan University Division of University Advancement. In addition, Rowan University's Division of University Advancement

supports the research and actively provided permission to research alumni of the university.

The study seeks to find and understand the reasons why young alumni decide to give to their alma mater. In understanding the motivations of young alumni, Rowan University can better engage and make connections with their young alumni to encourage annual giving to the University. There are four major components of the fundraising cycle; Identification, Cultivation, Solicitation and Stewardship (B. Petrella, personal communication, September 17, 2018). The university can identify young alumni and determine that most young alumni have the capacity to give a small amount, such as \$5, \$10 or \$20 to the university. However, the university struggles to convert young alumni to donors. In struggling to engage young alumni in philanthropic behavior, the university has trouble transitioning young alumni through the fundraising cycle. The study's goal is to find, seek and understand the motivation of young alumni to give, which will hopefully provide a better understanding of how to successfully cultivate and solicit more young alumni to give to their alma mater.

Significance of the Study

This study examines the motivations for young alumni to give to Rowan University. Young alumni are integral to the long-term financial wellbeing of the university. By understanding the motivation for young alumni giving, the university will be able to build a culture of engagement and philanthropy that nurtures alumni giving. The results of this study could also help the university and the advancement division improve their effectiveness in soliciting young alumni donations. In addition, it will provide useful information to improve the stewardship process for young alumni. As the alumni population grows at Rowan University, understanding and building relationships

with young alumni is integral to the success of the Rowan University Alumni Association and its ever-growing network.

This will also fill a gap in the literature related to annual giving among young alumni and provide evidence-based research that may guide the work for the alumni engagement and annual giving departments at Rowan University and beyond. Many of the current studies on alumni giving have focused on giving for the general population. However, there is a significant difference between young alumni and their more established counterparts.

Assumptions and Limitations

In this study, a mixed methods approach will be used to design the study and collect data. The study assumes that the young alumni will answer all the interview questions in full of truthful answers. The study assumes that the participants are a representative of a large population of young alumni donors. The study assumes that alumni did, in fact, at some point give to the university post-graduation.

A limitation of the study is small sample size. The study uses only Rowan University young alumni. Therefore, alumni can only relate to experiences at Rowan University. The alumni only have experiences, as an undergraduate at this institution, therefore, cannot give information related to giving at other institutions. There could also be research bias because the researcher works as an intern at the office of the alumni engagement and is a young alumna of Rowan University.

Operational Definitions

1. Affinity groups: Group formed around a shared interest.
2. Alumna: A singular noun referring to one female graduate (Grammarist, 2013).

3. Alumnae: A plural noun referring to a group of female graduates (Grammarist, 2013).
4. Alumni: A plural noun referring either to a group of male graduates or to a group of both male and female graduates (Grammarist, 2013).
5. Alumni Engagement: Refers to all ways in which alumni can be involved with their alma mater. This study will specifically look at events, programming and outreach conducted through the Division of University Advancement at Rowan University.
6. Alumnus: A singular noun referring to one male graduate or unisex singular (Grammarist, 2013).
7. Alumni Events: Sponsored events through the office of alumni engagement.
8. Alumni of Record: number of living alumni for whom the institution believes it has a valid address or way to contact.
9. Annual Giving: Annually repeating gift programs; seeking funds on annual or recurring basis from the same constituency; income is generally used for operating budget support (CASE).
10. Fiscal Year: The 2017 - 2018 budget year used for calculating finances at Rowan University.
11. Giving: Financial contributions made by an alumnus to their alma mater.
12. Student Involvement: Defined as a student who participated in at least one co-curricular program (Elliot, 2009).
13. Young Alumni: An Alumnus of Rowan University that is 35 years or younger.

Research Questions

The study sought to answer the following questions:

1. What motivates young alumni to give to their alma mater?
2. Does student involvement motivate young alumni to give? (ie, major, student involvement, community service, scholarship or academics)
3. Is there any relationship between participating in Rowan University alumni events and giving?
4. Do young alumni understand the value of annual giving? If so, does this impact their willingness to give?
5. Is there any relationship between overall satisfaction with the university and giving?

Overview of the Study

Chapter II offers a review on studies and literature related to giving. The review explains the importance and the process of giving and the impact a gift has from start to finish. The literature review demonstrates a gap in the research related to young alumni.

Chapter III describes the procedures and the methodologies that are used in the study. The details that are included in this section are: context of study, population and demographics, data collection instruments, data collection process, and an analysis of the data.

Chapter IV presents the findings and results of this study. This chapter will focus on the research questions and provide a content analysis of the interview data and survey data.

Chapter V summarizes and discusses the major finding in the study as well as conclusion and recommendations for future practice and further research.

Chapter II

Review of Literature

Introduction

Literature involving the study of annual giving in higher education by alumni has little relevant information related to the relationship between young alumni and donating to their alma mater. Many schools have actively researched the character of a donor and a non-donor (Sullivan, 2017). Studies have found several factors that contribute to alumni giving back to their school. This literature review covers several topics that explore the ideas of annual giving, in hopes that the literature provides valuable insight and information for the study based on annual giving for young alumni.

For the purpose of this study, young alumni are defined as individuals that are 35 years or younger, who have graduated from Rowan University with a bachelor's degree. Therefore, young alumni would have likely graduated from Rowan University in the last decade. Rowan University tries to establish connections with alumni via email after graduation. The desired outcome for the university is to receive the support from the young alumni through participation in events and financial giving to the university.

Recent studies show that young alumni provide, on average, less financial support than their older alumni counterparts (Sullivan, 2017). In addition, it is often hard to keep accurate records of alumni due to alumni mobility for jobs after their first destination after graduation (Sullivan, 2017). However, in theory, if alumni start donating soon-after graduation this helps create a habit of donating in the future. As a result, creating a long-lasting relationship with the institution and alumni after graduation that is critical to gift giving (Pinion, 2016). In this chapter, information is explained to look into the trends and relevant research related to giving to alma mater by alumni.

Brief History of Annual Giving

Many of the institutions of higher education operate as nonprofit institutions. Therefore, to help support being a nonprofit organization, every year the school needs to raise money. Schools across America focus their fundraising in annual giving, as it often represents a large percentage of their total individual gifts. (Zunz, 2014). Annual giving is imperative to the institution to be able to provide all the programs and services to the students and the population (Zunz, 2014). For example, annual giving helps with capital improvements for the school, such as equipment, education, research, and other areas of financial need around the campus (Zunz, 2014). Annual giving can be defined as donors that are investing their money to give towards the vision, mission, purpose, goals, and objectives of their alma mater. However, this study will focus on the importance and difference related to financially supporting an institution of higher education.

Many institutions of higher education have been affected greatly by a major gift to help finance the school. For example, Harvard University was established, in part, because of a major donation to start the first college in the United States (Mael & Ashuth, 1992). In the United States, higher education institutions can not solely rely on the financial support from the state or federal government along with tuition collected to support all of the financial burdens of running a college (Mael, 1992).

Rowan University has been greatly impacted by a major gift. The University evolved most significantly from the Rowan gift. In 1992, Henry and Betty Rowan donated \$100 million dollars to Rowan University (Gary, 1992). As a result, Rowan changed the name from Glassboro State College to Rowan College of New Jersey. In 1997, the college gained university status and underwent another name change to Rowan University. Henry Rowan and his wife, Betty, were not Rowan University alumni,

however, their significant gift has had a long-lasting impact on the University and current students and alumni can see the impact of giving to a school (Rowan University, 2018).

Rowan University's Division of University Advancement

Rowan University's Division of University Advancement has a strong mission. The mission of the Division of University Advancement is "to build strong, lasting relationships with the University among alumni, donors and other important constituents to encourage investing in and support of the university and its programs and initiatives" (Rowan University, p. 2, 2018). Moreover, the division provides leadership to gain support for Rowan University by enhancing the reputation of the University in New Jersey, the tri-state area, and in the broader United States (Rowan University, 2018). The Division of University Advancement guides by visibly supporting its internal and external members. The Division of University Advancement focuses on three areas: strategic relationship building, fundraising, and stewardship (Rowan University, 2018).

The Division of University Advancement oversees the following functions: Development, Annual Giving, Corporate & Foundation Relations, Advancement Services & Donor Relations, Advancement Communications, Alumni Engagement, Distinguished Events, and the Rowan University Foundation. (Rowan University, 2018). The Office of Alumni Engagement offers events, programs and services to the alumni population with the primary goal of connecting Rowan alumni with the institution and one another. Alumni engagement programming includes reunions, regional events, and affinity-based programming. Additionally, the office works with the offices of Advancement Communications and Annual Giving to coordinate multi channel outreach to Rowan alumni. (Rowan University, 2018).

The Office of Annual Giving also overlaps between several functions within the Division of University Advancement, including Advancement Services & Donor Relations, Advancement Communications, and Alumni Engagement (Rowan University, 2018). Annual giving at Rowan University is the financial giving to the Rowan University foundation from students, alumni, friends, faculty, staff, parents, and corporations (Rowan University, 2018). Outreach from the Office of Annual Giving is conducted via direct mail, email, phonathon, social media, and in-person events. A large percentage of annual giving contributions support the Rowan Fund, which provides scholarships and improvements to educational programs at Rowan University; while other annual gifts are also designated to support specific departments, units or scholarships throughout campus. (Rowan University, 2018).

A previous study was conducted in 2015, by Rowan graduate Jessica Kanady (Kanady, 2015). In Kanady's study, she examined alumni engagement behaviors at Rowan University. Therefore, she briefly discussed the topic and trends of annual giving at Rowan University among alumni. In her research, one statement, "I read the Rowan Magazine," found that 40% of alumni read the magazine often (Kanady, 2015). However, 16 % of the participants in the survey found that they never read the Rowan magazine or similar publications. According to Conley (1999), individuals who read these kinds of publications may be more inclined to contribute. In addition, Chris D'Angelo, then associate director of the alumni engagement at Rowan University, said "only about 16% of alumni read emails sent from the alumni engagement department." Therefore, in 2015, more alumni were actively reading the Rowan University magazine than their online communications (Kanady, 2015).

Kanady referenced a 2008 qualitative study by Baldwin. In Baldwin's study information reports that alumni donors often express the desire to give to their college financially after graduation because they have a sense of obligation to their institutions (Kanady, 2015). However, in the 2015 study by Kanady, she did not find that Rowan University had the same results. In 2015, 59.2% of alumni stated that they never donate as a way to give back to their university for their undergraduate experiences or out of obligations to Rowan University (Kanady, 2015).

The last major part of Kanady's study was demographic factors that were collected in the study. Although it does not directly relate to giving to Rowan University, it did provide insight into the types of alumni that have involvement with Rowan University and could be possible donors in the future (Kanady, 2015). The alumni at Rowan University are more likely to take part in events by their homes or near the school.

Characteristics of a Donor

There are several factors that come into play when alumni decided to give a gift to the university. The reasoning behind the gift is more important than the gift itself, to see if the alumnus is going to be a return donor (Greenfield, 2004). For example, some donors give on impulse while others because of an interest or a giving plan. Alumni have multiple reasons to give to their alma mater (Greenfield, 2004). There are several complex motives when giving financially. In advancement, it is very important to understand the limitations of a donor to assist the university and understand their financial contribution to the college or university positively financially (Greenfield, 2004).

The behavior of a donor is more important than the gift (Greenfield, 2004). The most important is the behavior of the donors and the motivation behind the gift. The behavior of a donor can predict if the alumni will be a return donor (Greenfield, 2004). The university should keep close ties and relationships with alumni that repeatedly donate to the university.

As stated earlier, a university calls upon their alumni to be active in multiple ways, especially with charitable giving. A distinguishing characteristic of an active alumnus is the focus on the social exchange expectancy and the investment theories (Weerts, 2007). Over the past two decades, researchers have found and tested a variety of different identities and factors that have impact on the characteristics of a donor. A study completed in 2007, by the Research Experiences for Undergraduates (REU), had 2,400 alumni participate in the study ranging in age from 30 to 70 years of age (Weerts, 2007). The results were focused on 1,441 of the participants that completed the survey, yielding a 60% completion rate. The survey supports many factors of an alumni characteristic that help in understanding the donor. For example, the most important factor in being able to predict if alumni would give the university is their stage of life or age (Weerts, 2007). The results supported that young alumnus do not participate in annual giving as much as their older counterparts. However, young alumni are more likely to volunteer their time to the university.

The second factor is that the alumni would donate to the school is whether or not the alumni were employed. In addition, it found that the employed alumni typically had a connection to several networks from their college or career (Weerts, 2007). The research found that students who were more likely involved in alumni engagement or expecting to be involved with the school after graduation found that they were likely to donate as to

the institution (Weerts, 2007). Therefore, were their experiences as a student after graduation to still stay included with people that shape the alumni's education (Weerts, 2007). The most unique factor is parent's education. The study found that an alumnus was more likely to donate if their parents were college educated as well (Weerts, 2007). The support behind this information is if a parent gives financially to their alma mater, their children remember that their parents supported their college after graduation and will have a positive effect on their children's giving practices (Weerts, 2007).

Recent research supports that the quality of educational experiences is a significant factor that influences alumni to give back to their institution of higher education (Greenfield, 2004). For example, the identifiers and personality in finding their self and career passion. The student's environment such as their identities that were formed towards academic and co-curricular activities affects the outcome and ideas of students (Greenfield, 2004). The quality of their education will affect their future earnings and ability to strengthen the ability to give financially. Therefore, an additional indicator is their relationship within the academic community (Greenfield, 2004). The relationships that are formed with faculty members and within their academic department and community can increase an alumni's motivation to donate (Greenfield, 2004). For example, an alumnus might feel obligated to a certain department or academic program that helped them be successful post-graduation (Greenfield, 2004). Students in school are very unlikely to give during their time at college because they are critical and skeptical about the institution asking for money because the students are currently paying the high cost of tuition to attend these schools (Hurvitz, 2010).

An additional study that explores the characteristics of alumni donations looks at only the most elite and selective universities, the nine Ivy League schools in the United

States (Hurvitz, 2010). Ivy league schools tend to have the most successful and brightest high school graduates from all over the world. At these schools, the student population is considered a predominantly residential community where the students live on campus. In addition, most of all the students at this university are enrolled full time. All of the schools have a long history and have web-based information about financial gifts on donations. Therefore, students have an understanding of how gifts affect the college and its growth (Hurvitz, 2010). Students in school are very unlikely to give during their time at college because they are critical and skeptical about the institution asking for money because the students are currently paying the high cost of tuition to attend these schools (Hurvitz, 2010).

Ivy League schools go to great lengths to educate their students, volunteers, committee members, and calling center about the importance of giving to their alma mater. The schools educate these groups on the importance and the impact that giving has on the university and current students (Hurvitz, 2010). For example, the senior gifts and alumni connections are more relevant to students. The students better understand and feel like their gift was important for the school (Hurvitz, 2010). The study found that students and young alumni were more likely to give to the university if they understood and were aware of the purpose of their donation. For example, senior gifts that go to support a college scholarship fund for students will gain more support among young alumni because they just experienced school, and the cost of attending the institution that they have given money to (Hurvitz, 2010).

Communication

In the past, communication with alumni consisted of handwritten letters and flyers. In modern-day alumni engagement and advancement, offices develop

communication with online resources. The departments create strategies to increase awareness of alumni-related programs and increase awareness of information about giving (Gibson, 2015). The traditional publications such as newsletters, alumni magazines, and information flyers are no longer effective (Gibson, 2015). Alumni are able to instantly see online publications sent right to their phone or computer. The preferred method is no longer a printed publication sent to the home to remind them about their connection to a university. As communication has changed over the past several decades, communication shifted to primarily to electronic methods. Younger alumni want their messages sent through an electronic method, such as an email or social media. Young alumni tend to move around often; therefore, keeping an updated home address is difficult for alumni engagement offices (Gibson, 2015). In 2012, less than 58% of annual donors came from mail and the other 42% were sent through online sources (Allen, 2014).

More recently, alumni that have graduated in the last 10 years are likely to stay connected to their university through social media sites such as LinkedIn, Facebook, Twitter, and Instagram (Gibson, 2015). These sites allow alumni to self-identity and connect with the school through posting and sharing information (Gibson, 2015). However, posting online decreases the amount of alumni-only communications. Alumni and current students can see all of the social media posts. This can be seen as positive or negative depending on the type of communication (Gibson, 2015). In addition, social media is keeping alumni connected to each other; therefore, they do not have to go through the institution's channels or events to stay connected with fellow classmates. Alumni programs should utilize existing online communication sites such as Facebook or Twitter to send information or connect alumni with each other.

Facebook alumni groups can be extremely effective in providing alumni with information. In Facebook groups, alumni can connect with each other and the alumni engagement department. This creates a more life-like personal experience than just email communications with the alumni (Gibson, 2015). A study even found that social media positively shapes alumni attitudes about giving. All of the posts on Facebook, in the group, are public to all the users, therefore, seeing other users' interactions on the page reinforce the positive attitudes towards the university giving to their alma mater (Gibson, 2015).

Theoretical Support

In understanding the motivation for alumni to donate to their previous institution there are two theoretical frameworks that support alumni giving. The first theory related to annual giving by young alumni is the social exchange theory (Fournier, 2014). The social exchange theory is the idea that relationships are made of certain levels of comprise, but that does not always mean both sides are equal (Fournier, 2014). Social exchange theory suggests that the benefits and the cost of each relationship are a motive for a person to determine whether they want to choose that relationship or be active in that relationship (Emerson, 1979). The social exchange theory also has an in-depth understanding of the cost because the benefits in the relationship are an important factor (Fournier, 2014).

The social exchange theory was created by Emerson (1979) to explain how people view their experiences and relationships as worth their time. For example, friends that always ask to borrow money would be seen as a cost in the social exchange theory because that relationship is coming at a high cost. Benefits are things that a person gains positively out of a relationship. These positive outcomes be relationships such as a

friendship, companionship, social support, and more. However, a relationship can have both costs and benefits. Therefore, a relationship that can have a cost and benefit is if a friend asks to borrow money but always pays back in a timely manner with interest.

Therefore, this theory can be connected to the relationship between alumni and their alma mater. Alumni will decide the level of their relationship with their alma mater.

Therefore, social exchange theory suggests that people and alumni will take the benefits. Alumni will analyze the cost, in order to determine how much the relationship is worth with the university and whether it is worth the time to commit to give to their alma mater. Then after giving the alumni or person will determine the length that they will go to maintain that relationship. Positive relationships are those in “which the benefits outweigh the cost, while negative reactions will occur when the cost is greater than the benefits” (Emerson, 1979). When an alumnus sees their relationship with their school as positive after graduation then they will support the school by giving back financially to their school. In some years, the alumni will see that the relationship is beneficial because they donated back to the school. After or before they donated, they may have attended an alumni networking event and met their current boss, they value the relationship, therefore, give to the alma mater (Fournier, 2014). Alumni could also have a negative relationship with the college and have a costly relationship and decide not to give back financially to their school.

In addition to Emerson, Staub’s (2013) research has a significant amount of detail towards motivation and the behaviors of the role of the environment and how it reacts with relationships (Staub, 2013). As people become more aware and comfortable in their environment, their social behaviors will start to develop (Staub, 2013). As a student at an institution becomes more accustomed to the school’s social life, culture, and academic

expectations, the student will take on a role of having the school as a part of their identity (Staub, 2013). Therefore, fostering a relationship within an environment helps them identify as being a part of the school. Many times, students even refer to their institution as part of their own identity. For example, students have choices in college. A student can expose themselves to different ideas throughout college that creates a relationship and identifies that school. Therefore, if a student has a positive identity with their alma mater, they are likely to continue a relationship with the school after graduation.

Summary of the Literature Review

A university must maintain strong relationships with their alumni. An alumnus(a) supporting his or her alma mater can benefit the university in several ways. In a time when funding from a university is changing, alumni help the university with financial stability. Therefore, it is extremely important that alumni stay engaged and feel that they are connected and play a significance role in the advancement of their alma mater.

In conclusion, more research needs to be conducted in the area of how young alumni decide to give back to their school financially. The past research has guided the study on alumni giving in this paper. The research that has been beneficial in understanding the background information related to alumni topics such as the history of annual giving, Rowan University Advancement Division, characteristics of a donor, communication, and theoretical framework.

Chapter III

Methodology

The purpose of the study was to explore the motivations for young alumni and their support to the university through giving to their alma mater. This study is to provide an explanation to understand the process and motivations that encouraged young alumni to donate to their university. In addition, this study is to examine if young alumni plan to support the university in the future through annual giving. In exploring the motivations of the young alumni, I will explore relationships to affinity groups, awareness of alumni resources, satisfaction, and attendance at alumni events.

Research Questions

1. What motivates young alumni to give to their alma mater?
2. Does student involvement motivate young alumni to give? (ie, major, student involvement, community service, scholarship or academics)
3. Is there any relationship between participating in Rowan University alumni events and giving?
4. Do young alumni understand the value of annual giving? If so, does this impact their willingness to give?
5. Is there any relationship between overall satisfaction with the university and giving?

Assumption and Rationale for Mixed Methods Research

A mixed methods approach is a way for the researcher to design a study that creates a collected data analysis that includes combinations of quantitative and qualitative data. Mixed methods research creates a study that is comprehensive and explains the outcomes and trends with two methods (Creswell & Clark, 2011). Mixed methods can be

defined as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study” (Creswell & Clark, 2011, p. 12). Mixed methods are an alternative design to a single method study that only focuses on collecting and analyzing the data in one fashion. A mixed methods design offers flexibility and creativity for the researcher to understand and allow for further understanding of the problem in the study (Creswell & Clark, 2011). Mixed methods research provides strength that offset the weakness of both quantitative and qualitative research (Creswell & Clark, 2011).

This study uses an explanatory sequential design. After collecting and analyzing the quantitative data, I then used the qualitative phase to gather additional understandings about the motivations of young alumni to give (Creswell & Clark, 2011). The qualitative data will give additional insight and more detailed answers to in-depth questions focused around giving. The two data collection methods will promote a stronger study.

Site

The study was conducted at Rowan University in Glassboro, New Jersey. Rowan University is a co-educational, public four-year institution located in Gloucester County. Rowan University formally founded as Glassboro State Normal School, was founded in 1923 to train teachers for New Jersey schools. Glassboro State Normal School served fewer than 250 female students in Bunce Hall. Rowan University currently is a Carnegie-classified doctoral research institution that serves 15,402 undergraduate students and 2,045 graduate students during the 2017 - 2018 school year.

Participants & Sampling Criteria

Rowan University currently has an alumni population of 89,000. The Office of Alumni Engagement, within the Advancement Division, works to maintain and support

relations between graduates and the university. The Office of Annual Giving along with the Office of Alumni Engagement's goal is "to secure philanthropic support and engage alumni, donors and other constituents to advance the mission of Rowan University."

The target population for this study was young alumni of Rowan University that received their undergraduate degree and gave financially to the institution during the July 2017 - June 2018 fiscal year. The population of young alumni that gave during this time period was 651. In order to reach the rate of confidence needed for the online survey, I needed 405 young alumni who gave during the 2018 fiscal year to complete the online survey. (Creswell & Clark, 2011).

Data Collection

Two primary data collection methods were utilized for this study, an online survey and an interview. I received support from the Offices of Alumni Engagement and Annual Giving at Rowan University where the study will take place. The staff members at both offices (Alumni Engagement and Annual Giving) supported this study by providing access to young alumni.

Phase 1: quantitative. The first phase of the research project is quantitative research. The Offices of Annual Giving and Alumni Engagement collaborated with me to create a questionnaire to be sent to only young alumni that donated during the 2018 fiscal year. This phase only included alumni under 35 years of age that gave during this fiscal year. Therefore, the sample population is all young alumni that have given. The list of young alumni that donated were obtained from the Director of Advancement Services, Marc Robb. A criterion sampling method was used in this stage of the study since all participants were only those willing and able to participate in the survey and were under the age of 35 years old and gave to the university. A pilot test of the online survey was

given to three young alumni of Rowan University. The pilot test gave me a better understanding of how participants will interpret the questions. After the pilot test, I made any changes needed to make the directions or questions more understandable for the young alumni taking the survey.

The survey is used to gain foundational information and data about young alumni. The foundational questions will answer the demographic questions and show trends in young alumni donors. After the conclusion of the quantitative study, information from the survey was used to form the topics to be discussed during the qualitative study. The participants for the qualitative research were a purposeful sample picked from answers or comments included in their survey.

Phase 2: qualitative. Following the online survey, 10 young alumni were selected from their online survey to participate in a follow-up interview. Interviews took place in-person or over Zoom, a video communication service. A pilot interview over Zoom, with another young alumni to check the ability and effectiveness of video communication.

Alumni that scheduled an interview were provided information regarding the purpose and the intended use of the interview by the interviewer. The alumni participants were aware that the interview was intended to be used for the completion of master's thesis in higher education administration. Each participant was given a consent form, indicating that they understood the purpose of the study and that they voluntarily choose to participate in the interview. In addition, the consent form asked the alumni for their permission to have their answers recorded during the interview. After the form was signed, an iPhone was used to record the interview through the Voice Memo application. If the participants selected to have the interview take place over Zoom, the consent form

was sent earlier to them through email for the form to be read and signed and emailed back to the researcher. The interview was a series of questions to learn more about the motivations of a young alumni to give to the university.

The identity of the participants in the interview will stay confidential in the study and no personal-identifiable information was used in the study. The only factors that is not confidential in the study is age, major, and demographics. All identifiable information stays confidential in the study. To protect the confidentiality of the subjects in the study, I have replaced a key identifier, such as names with pseudonyms.

Data Analysis

The online survey is a short ten question survey to get foundational information related to the motivation of young alumni donors (Appendix A). Surveys provided foundational data for alumni related to major, demographics, salary, and involvement. This data was used in order to answer research questions two, three, four and five. Quantitative analysis is used to convert the raw data into a useful form, to explore the data.

After the survey, interviews were conducted using a ten-question interview tool created by me (Appendix B). After the interviews were completed, the audio recordings were transcribed. Content analysis was used to understand and analyze interview answers. Analysis was directed by the research questions. Analysis was guided by Dr. Sisco's rules and procedures for logical analysis of written data (Sisco, 1981). The qualitative phase of this study was used to expand the results of the quantitative results. This was used to further expand the understanding of the first research questions related to the motivations of young alumni. The qualitative data was gained from interviews conducted with 10 alumni that had participated in the quantitative survey.

Validity/Quality

The study was submitted for Institutional Review Board Approval on January 11, 2019. Following the submission, on January 29, 2019, I received approval from the Institutional Review Board of Rowan University. A pilot test was performed for both the online survey and interviews to help reduce any unclear questions. The pilot test was helpful in understanding and determining if there were any issues with the research process or data collection. Pilot test participants were identified by the researcher as meeting a certain qualification. The participants in the pilot test were all young alumni that gave to Rowan University and current employees.

Ethical Considerations

Ethical considerations are an important part of any research project. The Council for Advancement and Support of Higher Education's (CASE) Statement of ethics guided the ethical considerations in the study. Institutional Review Board (IRB) approval was obtained before the any data collection began and informed consent forms were included for other online surveys and interviews. Alumni were made aware of the study and the purpose to be used in a master's thesis for higher education administration and for insight for professionals in the advancement division. There was no significant risk in the survey or interviews. In the survey or interview, the alumni were able to opt out of any answer to any questions. Alumni asked to be in the survey were not penalized if they chose not to participate in the study. In addition, there was no value incentive for the alumni to participate in the study. Participation in the study was completely voluntary.

Chapter IV

Findings

The purpose of this mixed methods study is to collect and analyze data that explores the motivations of young alumni. As a result of the nature of this exploratory mixed-methods study, the quantitative phase was conducted first to collect data about the trends among alumni that donate to Rowan University. During the first phase (quantitative), a survey was used to collect foundational information regarding the motivations of young alumni from Rowan University to give to their alma mater. This information was analyzed to see popular trends or similarities in the young alumni that donate. Additionally, institutional data was collected during this phase to better understand the individual. The Office of Alumni Engagement provided demographic information and giving history data. This data alone was not sufficient to answer the research questions in the study. The second phase, qualitative phase, was given precedence in this study and used open-ended interview questions to expand on the qualitative findings. This chapter presents: (a) demographic information of participants (b) data analysis of quantitative findings and (c) qualitative findings.

Preliminary Findings

To gather foundational information about the motivations of young alumni and the sample population, an online survey was administered to the 651 alumni who gave during the 2018 fiscal year. The survey collected data information based on thoughts and feelings of the population towards giving through using open and closed ended questions. The closed-ended likert scale questions were analyzed during the quantitative phase; whereas the open-ended were transcribed and merged in the qualitative phase. After

receiving the survey information, ten young alumni were interviewed to provide additional information and context to assist in answering the research questions. The survey used in the study provided data to begin to answer the following research questions:

1. What motivates young alumni to give to their alma mater?
2. Does student involvement motivate young alumni to give? (ie, major, student involvement, community service, scholarship or academics)
3. Is there any relationship between participating in Rowan University alumni events and giving?
4. Do young alumni understand the value of annual giving? If so, does this impact their willingness to give?
5. Is there any relationship between overall satisfaction with the university and giving?

Quantitative Phase

During the phase of this mixed-methods research project, institutional data was collected to examine the 651 young alumni that gave during the 2018 fiscal year. This data was collected and analyzed to see trends and similarities between the young alumni and their giving patterns.

Response rate. In February 2019, the online survey was emailed to 651 young alumni that gave during the 2018 fiscal year to Rowan University. After the original email and three subsequent reminder emails, 161 of the 651 alumni completed some portion of the survey. After sending out the first round of emails to the alumni, many of the emails were returned, therefore not providing information related to having invalid email addresses for many young alumni.

Institutional data & participants demographics. Demographic information was collected on the young alumni. However, for the purpose of the study, demographics is not a part of the research questions. Alumni that took part in the survey were from all academic colleges and ranged in ages from 21 years of age to 35 years of year. The giving history for this population ranged from gifts of \$5 to \$250 dollars.

Analysis of the survey data. This section of the quantitative analysis is used to examine the general perceptions of young alumni that gave to Rowan University. A survey was administered to better understand the overall feelings of young alumni and their relationships to give to the university. The survey employed a likert scale: this type of questions was used to “measure response’ level of agreement or disagreement to multiple items related to a topic of interest”.

The first closed-ended question that was asked to the alumni was about their student involvement as an undergraduate student at Rowan University. This question was able to provide information related to the areas that were most popular areas of involvement for alumni that gave to the University. The survey results showed (Table 4.1) “academic clubs and organizations” and “On-campus employment” were the highest level of involvement among the young alumni that participated in the survey. The category that had the least involvement by students that gave to the University were “Sports Clubs” and “Intercollegiate Athletics (NCAA)”. For this closed ended question, alumni were able to select more than one response since alumni could have been involved in multiple areas on campus as a student. The information described can be found in Table 4.1 listed below.

Table 4.1

Please select the types of co-curricular activities that you were involved in as an undergraduate student. Select all that apply. (N=161)

Co-Curricular Involvement	<i>f</i>	<i>%</i>
Academic clubs or organizations	80	17.74
Academic research projects	28	6.21
Club Sports	13	2.88
Departmental clubs or organizations	57	12.64
Greek Life	27	5.99
Intercollegiate Athletics (NCAA)	23	5.10
Intramural Sports		8.65
On-campus employment	39	15.08
SGA chartered club or organization	68	11.31
Volunteerism	42	9.31
I have not participated in any of the above activities	15	3.33
Other	8	1.77

The second closed-ended question in the survey was related to the number of Alumni/Rowan University events that the alumni had attended between July 1, 2017 and June 30, 2018. The survey results showed that a majority of alumni participated in at least one or more event in the past year. In addition, the second highest frequency selected was 5+ events. However, 32 participants in the study did not answer this question. This was potentially because they did not attend any alumni event during this time period. The information is listed in table 4.2 below.

Table 4.2

How many alumni/Rowan events or programs did you attend between July 1, 2017 and June 30, 2018? (N=161)

Number of Alumni/Rowan Events	<i>f</i>	<i>%</i>
1	69	53.08
2	21	16.15
3	12	9.23
4	4	3.85
5+	23	17.69

The third question of the survey was related to overall Rowan undergraduate experiences. A majority of alumni in the study were “extremely satisfied” with their Rowan University undergraduate experiences. While, only a total of three participants in the study indicated that they were “slightly dissatisfied”, “moderately dissatisfied” or “extremely dissatisfied” with their undergraduate experiences. The information described can be found in table 4.3 listed below.

Table 4.3

How satisfied are with your overall Rowan undergraduate experience? (N=161)

Satisfaction Level	<i>f</i>	<i>%</i>
Extremely Satisfied	81	52.26
Moderately Satisfied	57	36.77
Slightly Satisfied	10	6.45
Neither Satisfied nor dissatisfied	4	2.58
Slightly dissatisfied	1	0.65
Moderately dissatisfied	2	1.29
Extremely dissatisfied	0	0

The follow-up question in the survey was related to their satisfied level with their overall Rowan alumni experience. The most popular selected answer in this section was “moderately- satisfied” with their Rowan University experience. This information is described below in Table 4.4.

Table 4.4

How satisfied are you with your overall Rowan alumni experience? (N=161)

Satisfaction Level	<i>f</i>	<i>%</i>
Extremely Satisfied	30	19.35
Moderately Satisfied	60	38.71
Slightly Satisfied	19	12.26
Neither Satisfied nor dissatisfied	42	27.10
Slightly dissatisfied	4	2.58
Moderately dissatisfied	0	0
Extremely dissatisfied	0	0

The next three questions were focused on trying to comprehend the alumni’s knowledge and understanding of annual giving. The first closed-ended question related to getting a sense of how important alumni through annual giving was to the institution. In the survey the most popular answer was “Definitely Important”, however “Might be Important” was only a few responses from the most popular response. The next questions were “Did a person or specific event motivate you to give? The most popular answer was “Yes” with 76 alumni reporting that a specific person or event was a factor in their motivation to give. This information can be seen in Tables 4.5 and 4.6. A follow-up

question was only asked to those alumni that answered “yes”. The question that followed was an open-end question asked, “Please explain which person or specific event motivated you to give”. A popular answer in the section was “Rowan GIVES Day” motivated the alumni to give.

Table 4.5

How important do you think annual gifts from alumni are to the long-term success of Rowan University? (N=161)

Importance Level	<i>f</i>	%
Definitely Importance	62	40.00
Might be Important	53	34.84
Neutral	25	16.13
Might not be Important	8	27.10
Definitely not Important	6	2.58

Table 4.6

Did a person or specific event motivate you to give? (N=161)

	<i>f</i>	%
Yes	76	49.03
Unsure	10	6.45
No	69	44.52

The final follow-up question related to giving was to get an understanding of the area that received the most gifts from young alumni. These answers varied between alumni. Young alumni seem to be giving in all areas of campus. However, several areas did receive more support than others. For example, the top three areas that received the most gifts were unrestricted (24), athletics (22), and student scholarships (19). This is

listed in Table 4.7 “What area of campus did you designate your gift to? Please select” the table can be seen below. The unrestricted gives to The Rowan Fund, which is an unrestricted annual fund. This fund allows Rowan flexibility and decision-making in directing gifts to areas of critical need throughout the University. This is the most common for young alumni. The second most popular response in this section was athletics followed by student scholarship. These two areas were discussed more in-depth during the interview phase of the research.

Table 4.7

What area of campus did you designate your gift to? Please select. (N=161)

Response	<i>f</i>	<i>%</i>
Unrestricted	24	12.83
Rohrer College of Business	9	4.81
College of Communication and Creative Arts	10	5.53
College of Education	6	3.21
Henry M. Rowan College of Engineering	9	4.81
College of Humanities and Social Sciences	10	5.35
Cooper Medical School	3	1.60
College of Performing Arts	4	4.28
College of Science and Mathematics	8	4.28
RowanSOM	1	0.53
Graduate School of Biomedical Science	0	0
School of Earth and Environment	0	0
School of Health Professions	1	0.53
Division of Global Learning and Partnership	0	0
Camden Campus	1	0.53
Library	1	0.53
Athletics	22	11.76
Scholarship	19	10.16
Special Program	14	7.49
Division of Student Life	9	4.81
Edelman Fossil Park	0	0
Other	36	19.25

Qualitative Phase

The qualitative phase of this study is used to expand upon the initial quantitative findings. This phase has been given priority in the research project and was thoroughly analyzed to explain the first research question. To protect the confidentiality of the subjects in the study, I have replaced the participants names with pseudonyms.

Profile of the interview sample. The following is a biography of each of the ten participants who took part in the study:

Josh, 25, graduated from Rowan University in 2016. Josh's major as an undergraduate student was accounting. Josh is currently working as an accountant for a company in Philadelphia. Josh designated his gift to Rowan Unified Sports.

Ashley, 23, was a graduate of Rowan University in 2018. Ashley's major as an undergraduate student was health and physical education. Ashley is currently a graduate student studying Higher Education Administration at Rowan University. Ashley designated her gift towards Women's Basketball Team Fund.

Nick, 32, was a graduate of Rowan in 2008. Nick's major as an undergraduate student was Civil Engineering. Nick currently works as an engineer in New Jersey. Nick designated his gift towards the College of Engineering and James S. Huff-Miller Memorial Scholarship Fund.

Sarah, 28, was a graduate of Rowan in 2012. Sarah's major as an undergraduate student was chemical engineering. Sarah is currently working as an engineer in Texas. Sarah designated her gift to Burgin Leadership Scholarship.

Allie, 22, was a graduate of Rowan in 2018. Allie's major as an undergraduate student was Marketing. Allie is currently a graduate student at Rowan University

studying for a Master's in Business Administration. Allie designated her gift towards Senior Class Gift.

Michael, 30, was a graduate of Rowan in 2012. Michael's major as an undergraduate student was American Studies. Michael currently works for Rowan University's Division of Student Affairs. Michael designated his gift towards Women's Soccer Team Fund and Student University Programmers.

Ashton, 26, was a graduate of Rowan in 2015. Ashton's major as an undergraduate student was Philosophy & Religion Studies. Ashton currently works at Rowan University in the International Center. Ashton designated her gift towards Asian Studies Scholarship Fund.

James, 30, was a graduate of Rowan in 2011. James' major as an undergraduate student was Education. James currently works at Rowan University in the College of Humanities and Social Science. James designated his gift towards CHSS Fund for Career Preparation.

Sophie, 24, was a graduate of Rowan in 2017. Sophie's major as an undergraduate student was math. Sophie currently works for an insurance company. Sophie designated her gift towards Rowan Emergency Scholarship Fund.

Mariah, 32, was a graduate of Rowan in 2008. Mariah's major as an undergraduate student was Public Relations. Mariah currently works for Rowan University's Division of Advancement. Mariah designated her gift towards The Rowan Fund.

Analysis of interview data. Below is an analysis of the interview data.

Interview question 1. "What impact, if any, did your student involvement have on your motivation to give?" Content analysis was used in order to determine the reason for

which participants decided to give and if student involvement had an impact on their reasoning to give. The most commonly stated answer was that all the subjects were very involved at Rowan University, both with co-curricular and academic experiences while an undergraduate student. However, only two of the students stated that their co-curricular involvement had a direct impact on their decision to give. The other eight subjects said that student involvement increased their overall experience at Rowan but was not the deciding factor in their reasoning to give to the University. The two alumni that stated that student involvement motivated them directly to give, donated to Unified Sports, Athletics and Rowan After Hours. One of the alumni stated this regarding the question:

“I had a very rewarding experience at Rowan. I was really involved with many different clubs and organizations beyond my major. I definitely was involved with campus and I lived on campus all four years. But I don’t know if that directly impacted me wanting to give. And I say that in the sense that I have very positive feelings towards Rowan, but regardless of the extracurriculars I did on campus, Rowan gave me a scholarship for college and Rowan was the only place I could afford to go to college. If my situation had been different, I think I still would have wanted to give back because of the opportunities that the university gave me through scholarship”

Interview question 2. “What impact, if any, did your academic experience have on your motivation to give?” This question sparked similar answers to the first question asked in the study. Many of the participants in the study explained their academic experiences and their connections to their academic programs; however, only two of the participants stated that their academic experiences influenced their motivations to give.

While other participants said they gave to their academic college, however, their specific major or academic experience did not directly affect their decision to give. In this question, the research found a trend in engineering alumni. In the interviews of the engineering alumni, both spoke about their academic experiences for the majority of the interview, in comparison to the other eight alumni in the study. In the interviews of the engineers, their answers were clear evidence that their academic experience had an influence in their giving history and connection to the college.

Interview question 3 and 4. “How would you describe your participation with Rowan University alumni events? What has motivated you to stay involved OR what has prevented you from staying involved? The follow-up question “How has your level of participation impacted your willingness to give?” A majority of the alumni interviewed in the study attend a Rowan University alumni event or Rowan University event at least once or more a year. One of the alumni currently resides in Texas, however, stated that when she is visiting her family in New Jersey she always comes to visit Rowan, too. This was the first year she did not attend Homecoming. During their interview, all of the alumni stated that they had attended at least one Rowan University Homecoming. In addition, many alumni stated that they do not come to as many alumni events as they would like to because of prior commitments or distance.

Interview question 5 and 6. “How would you define annual giving?” and “What impact do you think annual giving has on the university?”. The first question was also asked in the survey as an open-ended response, to compare the answer from the interview and the survey. In the interviews, a similar definition was given by the alumni. “You know, I feel like the purpose of this study is monetary and financial. For me that is part of it. And I think, especially for alumni, I know the money is important for the continuation

and the longevity of the school. But I think giving is beyond just that”. A response to this question in the survey was varied in responses more than the interviews. A response from the survey is, “I couldn’t have asked for a better college experience. I extremely enjoyed my time at Rowan, and I am proud to be a Rowan alum. Knowing that monetary gifts will benefit other students means a lot to me. I was once in their shoes, and I know that funding, whether it be toward a scholarship or a club/organization, can open so many doors”. The following question during the interview was related to understanding the impact of annual giving at the university. During the interview an alumnus stated this, “I think a lot. I was involved with Rowan Gives day when I was at the university and I know that they usually always break their goals. I know a lot of the different programs, like different sports teams can designate where you want to give, I think is a huge part of it”

Interview question 7. “How do you think your gift has impacted the university?”

In the interview, there were two themes that appeared, either the alumni thought that their gift did not impact the university greatly or they expressed that giving was extremely important. An alumnus(a) that did not express that giving was important stated “Rowan being state funded, I couldn’t imagine that alumni giving gifts really goes far”.

Interview question 8. “Based on your answer from the survey, how would you describe your overall experience as an undergraduate at Rowan? As an alumnus?”

This question was aimed to get an understanding of the experiences that young alumni had as students at Rowan University and their experiences as an alumnus. An alumnus stated this in response to the question, “My overall undergraduate experiences was very good. I would say on like a scale of one to ten, it would give it like a nine or a ten. I felt supported. I felt like I was part of something. I think part of that has to do with

my student involvement. In addition, I have been an alumnus now for almost, eight years now. I have been able to attend events in my area. You know, if I was in California, I might not know or not attend a Rowan University event”.

Interview question 9. “How has your satisfaction as an undergraduate impacted your willingness to give?” Overall satisfaction with the University is the most important factor in the alumni’s willingness to give. For an example, an alumnus stated, “if I was not satisfied with the University, I would not be giving.” In addition, other alumni stated this during the interview, “I am very satisfied, I feel like I do need to give back to the university so that other students can be satisfied too”.

Interview question 10. “Any concluding thoughts or comments?” In the final section of the interview, I allowed for the participants to give any final concluding thoughts about the questions asked during the interview or survey, most of the participants did not have additional information. However, one of the participants stated this at the end of the interview:

“I think the other thing that Rowan’s got going on that is pretty cool and especially for me as an Engineer is that we have Henry Rowan’s legacy to look up to. I know that I am never going to give \$100 million, I mean probably not, but having a visible role model really helps and so for me, as an engineer, Henry Rowan is a really easy example. I met him once and I will never forget meeting him because it was just an awesome experience. Henry Rowan definitely was a great role model for me to aspire to with my giving”.

Chapter V

Summary, Discussion, Conclusion, and Recommendations

Summary of the Study

This thesis investigates the motivations of young alumni to give to their alma mater. The study aimed to identify and understand the motivation of the young alumni in the study who gives to the University. The study explores trends and similarities among the statements and answers of the alumni related to their student experiences, involvement, alumni experience and comprehension of annual giving. There were 161 alumni that took part in the survey phase of the study. Out of those 161 alumni from the survey, ten alumni also participated in an interview phase of the study. The survey was sent to the young alumni in February 2019 and was open for three weeks in the month. The survey data was collected and stored in qualtrics. Content analysis was performed by reporting the frequencies of each answer from the survey and presented in table form. The interviews started as the quantitative phase was ending. The interviews either took place using zoom, which is a video chat provider, or in-person on Rowan University campus. The interviews were audio recorded and transcribed. In order to analyze the data, content analysis was used to understand trends and themes in the interview.

Discussion of the Findings

Research question 1. What motivates young alumni to give to their alma mater?

This research question will be discussed in the conclusion section. The following research questions below assist in answering this research question.

Research question 2. Does student involvement motivate young alumni to give?

(ie, major, student involvement, community service, scholarship or academics) In this

study, there was a trend related to alumni giving and their student involvement. In the surveys, all but 15 alumni answered that they participated and were involved in at least one or more student involvement activity listed on the survey. Therefore, involvement is an important characteristic trait that a majority of young alumni have in this study.

In the second stage of the study, interviews were conducted with additional questions related to student involvement. The question asked if their student involvement impacted their motivation to give. All of the alumni in the interviews explained their involvement at the university and how their involvement was very impactful on their student experience. Student involvement was a huge part of the student experiences for these alumni. Overall, they enjoyed their student involvement and had an impact on their student experiences. However, only two of the alumni stated that their student involvement directly impacted their decision to give. All of the alumni stated that their involvement had a factor, however, this was not a final deciding factor to give to the university. The two alumni that stated that their student involvement was the direct factor of their dedication to give designed their gift toward that involvement,

Research question 3. Is there any relationship between participating in Rowan University alumni events and giving? In this section of the survey, a majority of the alumni answered that they attend at least one or more event during the year. Meaning that a majority of alumni that gave to the university did attend alumni events at least one a year. However, the highest response rate was only for attending one alumni event in the past year. In this section of survey, 32 people did not complete this answer, implying that they did not attend any alumni events. Therefore, there is no evidence to show that alumni that gave are active in events or activities on campus.

In the interview the answers varied among young alumni. In the interview stage of the study, all the alumni mentioned and attended Rowan University's Homecoming. Many of the alumni attend every year and stated that attending this event is special because they get to see friends and classmates from college. In addition, other events were mentioned, such as the annual Phillies Game, Rowan on the RISE regional events, and Rowan GIVES Day. However, none of these events were heavily discussed in the interview. They were only briefly mentioned among the alumni.

However, at the end of the interview or during follow-up questions with the alumni, an additional theme appeared related to alumni events. Mark and Alex spoke about attending events at Rowan University through their college, however, did not mention this when asked about alumni events. Therefore, inferring that alumni events or functions coordinated through the colleges are not often associated as being an alumni event because the event is not marketed or hosted by the Office of Alumni Engagement.

Research question 4. Do young alumni understand the value of annual giving? If so, does this impact their willingness to give? This was the most varying answer in the survey and interviews. In the survey, some of the alumni gave clear definitions of annual giving and explained the reasoning behind annual giving at a university. However, some alumni either left this answer blank or did not give a strong definition of annual giving. Therefore, giving me insight that some alumni might not have a strong understanding of annual giving. This is especially important since these alumni are already a part of the giving cycle. They have already given a gift to their university and the university hopes to foster a relationship with the alumni in hopes they will give every year. However, the survey indicated that some of the alumni that gave during the 2018 fiscal year did not give with intent to continue with the giving cycle. An example would be young alumni

who contributed to their Senior Class Gift but have not made an additional gift since. However, many of the alumni in the study that have given in the past year have a great understanding of annual giving and take part in the giving cycle.

In the interview, the answers also varied between alumni related to annual giving. All of the alumni in the interview were able to provide strong answers related to the definition of annual giving and the effect it can have on students. However, answers varied when asking if their gift had an impact on the school. Two of the alumni stated that their gift does not really have an overall impact on the university, just the students.

Overall, young alumni in the study have a medium level of understanding related to annual giving, more education on this topic for students would be beneficial so that they understand what annual giving is before they are solicited by the Office of Annual Giving. Alumni who received private scholarship through donors had the best understanding of annual giving and the impact that giving can have on the school and students. Alumni that mentioned giving toward scholarship were extremely passionate about the gifts that they made towards scholarship funds. Two of alumni stated that they give towards scholarships because their experiences in receiving scholarships had a significant impact on their student experience at Rowan University.

Research question 5. Is there any relationship between overall satisfaction with the university and giving? Overall satisfaction with the University is the most important factor in the alumni's willingness to give. For an example, an alumnus stated, "if I was not satisfied with the University, I would not be giving." Most of the alumni that give to the university are extremely satisfied with their undergraduate experiences at Rowan University. Many of the alumni stated that they give to ensure that students have the same overall experiences that they were able to have at Rowan University. Alumni are giving

because their continued relationship is meaningful to the alumni. This is consistent with the social exchange theory because for the alumni the positive relationships are those in “which the benefits outweigh the cost” (Emerson, 1979). Providing context that overall satisfaction is a benefit that impacts the alumni’s decision to give.

Conclusions

This study was able to support previous findings related to alumni giving trends. The four research questions that were answered previously in this chapter lay support for the main research question: What motivates young alumni to give. Each alumnus(a) makes the decision to give to the university in his or her own unique way. However, there are several similarities among young alumni that give to Rowan University. The first similarity is that most of the young alumni that give to the university are extremely involved on campus as students. Alumni that give to the university were more likely to be involved on campus as a student. Alumni that give to the university are likely to participate in at least one alumni event. The study showed that many of the alumni attended Rowan University’s Homecoming Weekend. In addition, alumni that gave do think it is important to give to the university for several different reasons. However, many alumni do not fully understand annual giving, or the impact fundraising has on the University. Lastly, the alumni that gave to the university are extremely satisfied with their Rowan University experiences. This was a key factor in their decision to make a gift. All of the alumni in the interviews were excited to discuss their time at Rowan and share about their Rowan University experiences.

Recommendations for Practice

Based on the findings of this study and previous research, the following recommendations for practice for the Office of Alumni Engagement and the Division of University Advancements are presented:

1. Rowan University's Division of University Advancement should deploy tactics to update alumni contact and employment information. This will help improve communication and increase the likelihood of continuing the relationship between the institution and its alumni.
2. Rowan University's Division of University Advancement should work with current students to build a culture of philanthropy and develop meaningful relationships with students. Students at the university are the next generation of alumni. If current students understand annual giving and the importance of giving to the university, the new alumni will have a better understanding of the overall impact of giving on the school and establish a potential giving relationship.
3. Rowan University should partner with Colleges and departments throughout campus to market all events that alumni attend as Rowan University Alumni Association events. Alumni that visit the school through programs not associated with the Office of Alumni Engagement do not believe they are attending an alumni event/ activity. An example is the Accounting and Financial Expo sponsored by the College of Business.
4. The Office of Alumni Engagement and Division of University Advancement should utilize existing alumni events, programs and outreach as opportunities to educate alumni about the importance of annual giving.

5. In this study, alumni were most passionate about being able to designate their gift to specific areas. Rowan University should allow for alumni to continue to donate to the area they feel most connected to at the University. This was especially true for scholarship and student involvement.

Recommendations for Future Research

Based on the findings of this study and previous research, the following recommendations for research in the future:

1. A study should be conducted of young alumni that do not give to the university to compare answers and trends between the two groups of young alumni.
2. A study should be conducted including alumni of all ages to see the overall motivation of Rowan University alumni to give.
3. Future studies should try to include and explore alumni that gave for multiple years.

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Appendix A Informed Consent Survey

ONLINE SURVEY (ALTERNATE CONSENT)

You are invited to participate in this online research survey entitled *Understanding Annual Giving & What Motivates Young Alumni to Give to their Alma Mater*. You are included in this survey because we are interested in understanding motivations of young alumni who gave to Rowan University during the 2018 fiscal year and are 35 years of age or younger. The number of subjects to be enrolled in the study will be 651.

The survey may take approximately five minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey. We expect the study to last until May.

The purpose of this research study is to examine the motivations for young alumni to give to Rowan University. Young alumni are integral to the long-term financial wellbeing of the university. By understanding the motivations for young alumni giving, the university will be able to build a culture of engagement and philanthropy that nurtures alumni giving.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand the reasons that young alumni decide to give. In addition, The Division of University Advancement may use the study for further research and programming and could spark self reflection related to the participants giving history.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research, that is published as part of this study, will not include your individual information. If you have any questions about the survey, you can contact Danielle Davis at david2@rowan.edu, at the address provided, but you do not have to give your personal identification. Please complete the checkbox below.

To participate in this study, you must be 18 years or older Place a check box here

Completing this survey indicates that you are voluntarily giving consent to participate in the survey

Version Date: *(Danielle Davis, January 23, 2019)*

Study has been approved by Rowan IRB. IRB# Pro2018000305

Principal Investigator: Andrew Tinnin

 APPROVED
Creation/Revision Date: 11/14/2016
IRB #: Pro2018000262
APPROVAL DATE: 1/28/2019
EXPIRATION DATE: 1/27/2020

Appendix B:
Survey Protocol



Start of Block: While your participation in this survey is voluntary and you are not required to

Start of Block: Block 1

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Principal Investigator: Andrew Tinnin



APPROVED

IRB #: Pro2018000262

APPROVAL DATE: 1/28/2019

EXPIRATION DATE: 1/27/2020

Q1

Welcome to the research study!

You are invited to participate in this online research survey entitled Understanding Annual Giving & What Motivates Young Alumni to Give to their Alma Mater. You are included in this survey because we are interested in understanding motivations of young alumni who gave to Rowan University during the 2018 fiscal year and are 35 years of age or younger. The number of subjects to be enrolled in the study will be 651.

The survey may take approximately five minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey. We expect the study to last until May.

The purpose of this research study is to examine the motivations for young alumni to give to Rowan University. Young alumni are integral to the long-term financial wellbeing of the university. By understanding the motivations for young alumni giving, the university will be able to build a culture of engagement and philanthropy that nurtures alumni giving.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand the reasons that young alumni decide to give. In addition, The Division of University Advancement may use the study for further research and programming and could spark self reflection related to the participants giving history.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research, that is published as part of this study, will not include your individual information. If you have any questions about the survey, you can contact Danielle Davis at david2@rowan.edu. at the address provided, but you do not have to give your personal identification.

Please complete the checkboxes below.

To participate in this survey, you must be 18 years or older (1)

Completing this survey indicates that you are voluntarily giving consent to participate in the survey (2)

Page Break

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APPROVAL DATE: 1/28/2019

Q8 What college(s) were you enrolled? Please select all that apply?

- College of Communication and Creative Arts (1)
 - College of Education (2)
 - Henry M. Rowan College of Engineering (3)
 - College of Health Sciences (4)
 - College of Humanities and Social Sciences (5)
 - College of Performing Arts (6)
 - Rohrer College of Business (7)
 - College of Science and Math (8)
 - School of Earth and Environment (9)
-

Q9 Please select co-curricular activities that you were involved in as an undergraduate student. Select all that apply.

- SGA chartered club or organization (1)
 - Greek Life (2)
 - Intercollegiate Athletics (NCAA) (3)
 - Intramural Sports (4)
 - Club Sports (5)
 - Volunteerism (6)
 - Academic clubs or organizations (7)
 - Academic research projects (8)
 - I have not participated in any of the above activities (9)
-

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Q16 How many alumni events did you attend this year?

- 1 (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5+ (5)
-

Q19 How satisfied are with your overall Rowan undergraduate experience?

- Extremely satisfied (1)
 - Moderately satisfied (2)
 - Slightly satisfied (3)
 - Neither satisfied nor dissatisfied (4)
 - Slightly dissatisfied (5)
 - Moderately dissatisfied (6)
 - Extremely dissatisfied (7)
-

Q20 How satisfied are you with your overall Rowan Alumni experience?

- Extremely satisfied (1)
 - Moderately satisfied (2)
 - Slightly satisfied (3)
 - Neither satisfied nor dissatisfied (4)
 - Slightly dissatisfied (5)
 - Moderately dissatisfied (6)
 - Extremely dissatisfied (7)
-

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Q21 Do you think annual giving is important?

- Very Important (1)
 - Important (2)
 - Might not be Important (3)
 - Definitely not Important (4)
-

Q24 Did a person or specific event motivate you to give?

- Yes (1)
 - Unsure (2)
 - No (3)
-

Display This Question:

Did a person or specific event motivate you to give? = Yes

Q27 If yes, please explain.

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Q14 What area of campus did you designate your gift to? Please select.

- Unrestricted (1)
- Rohrer College of Business (2)
- College of Communication and Creative Arts (3)
- College of Education (4)
- Henry M. Rowan College of Engineering (5)
- College of Humanities and Social Sciences (6)
- Cooper Medical School (7)
- College of Performing Arts (8)
- College of Science and Mathematics (9)
- RowanSOM (10)
- Graduate School of Biomedical Science (11)
- School of Earth and Environment (12)
- School of Health Professions (13)
- Division of Global Learning and Partnership (14)
- Camden Campus (15)
- Library (16)
- Athletics (17)
- Scholarship (18)
- Special Program (19)
- Division of Student Life (20)
- Edelman Fossil Park (21)
- Other (22)

Q11 How do you define annual giving? Please explain.

Q23 What motivated you to give? Please provide a comment on the reason you decided to give to Rowan University.

End of Block: Block 1

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Appendix C
Informed Consent Interview



CONSENT TO TAKE PART IN A RESEARCH STUDY

TITLE OF STUDY: Understanding Annual Giving & What Motivates Young Alumni To Give to Their Alma Mater: A Mixed Methods Study

Principal Investigator: Dr. Andrew Tinnin

Co-Investigator: Danielle Davis

This consent form is part of an informed consent process for a research study and it will provide information that will help you to decide whether you wish to volunteer for this research study. It will help you to understand what the study is about and what will happen in the course of the study.

If you have questions at any time during the research study, you should feel free to ask them and should expect to be given answers that you completely understand.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

The Co-Investigator, another member of the study team will also be asked to sign this informed consent. You will be given a copy of the signed consent form to keep.

You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.

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Version Date: *(Danielle Davis, January 23, 2019)*

Study has been approved by Rowan IRB. IRB# Pro2018000305

Principal Investigator: Andrew Tinnin

Rowan University  APPROVED
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APPROVAL DATE: 1/28/2019
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A. Why is this study being done?

This study examines the motivations for young alumni to give to Rowan University. Young alumni are integral to the long-term financial wellbeing of the university. By understanding the motivation for young alumni giving, the university will be able to build a culture of engagement and philanthropy that nurtures alumni giving.

B. Why have you been asked to take part in this study?

You have been asked to take part in this study because you are apart of young alumni group that gave during this time period (fiscal year 2018), the number of alumni that gave during that time period was 651. As a result, you are identified as an individual who can speak to the relationship and motivations to give as young alumni.

C. Who may take part in this study? And who may not?

Rowan University currently has an alumni population of 89,000. The target population for this study was young alumni of Rowan University that received their undergraduate degree and gave financially to the institution during the July 2017 - June 2018 fiscal year. The population of young alumni that gave during this time period was 651. Therefore, for the purpose of this study, I needed 405 young alumni that gave during that fiscal year to participate in the online survey. After the online survey I wanted to continue my research by conducting interviews of 10 survey participants to get a more holistic view of the reasons alumni give. Subjects in this study must be young alumni. Young alumni are defined as any Rowan University undergraduate graduate that gave during this specific time frame. Subjects will not be allowed to participate in the study if they are under the age 18, non-Rowan graduates, who did not contribute to Rowan during the 2018 fiscal year and are alumni over the age of 35 year olds.

D. How many subjects will be enrolled in the study?

Rowan University currently has an alumni population of 89,000. The target population for this study was young alumni of Rowan University that received their undergraduate degree and gave financially to the institution during the July 2017 - June 2018 fiscal year. The population of young alumni that gave during this time period was 651. I need 405 young alumni to participate in the online survey.

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Principal Investigator: Andrew Tinnin

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E. How long will my participation in this study take?

The individual interview will last approximately 30 minutes. As a participant, you will be asked to reflect and answer questions regarding your experience with giving and Rowan University. In addition, before the interview, participants will have taken a survey that will be a short survey of about 5 minutes.

F. Where will the study take place?

You will be asked to meet at a public place on Rowan University's campus, located at 201 Mullica Hill Road, Glassboro, NJ, 08028. You will be asked to come to this location between February and April to participate in an individual interview. If you cannot meet in person, a video chat website will be used to conduct the interview.

G. What will you be asked to do if you take part in this research study?

If you take part in this research study, you will be asked to answer questions about yourself and your experience with giving and Rowan University.

H. What are the risks and/or discomforts you might experience if you take part in this study?

There is little to no risk of harm for participants in this study. All participant information will remain confidential.

I. Are there any benefits for you if you choose to take part in this research study?

The Division of University Advancement may use the study for further research and programming. Additionally, the study could spark self reflection related to the participants giving history.

J. What are your alternatives if you don't want to take part in this study?

There are no alternatives to this study. Your alternative is not to take part in this study.

K. How will you know if new information is learned that may affect whether you are willing to stay in this research study?

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During the course of the study, you will be updated about any new information that may affect whether you are willing to continue taking part in the study. If new information is learned that may affect you, you will be contacted. Contact Danielle Davis at david2@rowan.edu.

L. Will there be any cost to you to take part in this study?

There will be no cost to you to take part in this study.

M. Will you be paid to take part in this study?

You will not be paid for your participation in this research study.

N. How will information about you be kept private or confidential?

Information on the subjects will involve an audio recording and physical note taking during the interview. Only the co-investigator and the principal investigator will have access to any results. Audio recordings will be saved as digitalized data on a password protected computer and any physical notes will be secured in a locked filing cabinet in the co-investigators office on the Rowan University campus. All interviews will be digitally transcribed and these documents will be filed on a password-protected computer.

Surveys

O. What will happen if you are injured during this study?

If at any time during your participation and conduct in the study you have been or are injured, you should communicate those injuries to the research staff present at the time of injury and to the Principal Investigator, whose name and contact information is on this consent form.

P. What will happen if you do not wish to take part in the study or if you later decide not to stay in the study?

Participation in this study is voluntary. You may choose not to participate or you may change your mind at any time.

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If you do not want to enter the study or decide to stop participating, your relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you are otherwise entitled.

You may also withdraw your consent for the use of data already collected about you, but you must do this in writing to Danielle Davis at Savitz Hall Suite 203, 201 Mullica Hill Road, Glassboro, NJ 08028.

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

Q. Who can you call if you have any questions?

If you have any questions about taking part in this study or if you feel you may have suffered a research related injury, you can call the Principal Investigator:

Dr. Andrew Tinnin
Department of Educational Services and Leadership
856-256-4041

If you have any questions about your rights as a research subject, you can call:

Office of Research Compliance
(856) 256-4078 – Glassboro/CMSRU

What are your rights if you decide to take part in this research study?

You have the right to ask questions about any part of the study at any time. You should not sign this form unless you have had a chance to ask questions and have been given answers to all of your questions.

AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM

You have already agreed to participate in a research study conducted by Dr. Andrew Tinnin, Principal Investigator, and Danielle Davis, Co-Investigator. We are asking for your permission to allow us to audiotape (sound) part of that research study.

The recording(s) will be used for analysis by the research team, primarily the co-investigator, Danielle Davis.

The recording(s) will include your answers to interview protocol.

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The recording(s) will be stored as audio recordings and will be saved as digitalized data on a password protected computer.

Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name: _____

Subject Signature: _____ Date: _____

Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent: _____

Signature: _____ Date: _____

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Version Date: *(Danielle Davis, January 23, 2019)*

Study has been approved by Rowan IRB. IRB# Pro2018000305

Principal Investigator: Andrew Tinnin



APPROVED

IRB #: Pro2018000262
APPROVAL DATE: 1/28/2019
EXPIRATION DATE: 1/27/2020

Appendix D:
Interview Protocol

Interview Question

1. What impact, if any, did your student involvement have on your motivation to give?
2. What impact, if any, did your academic experience have on your motivation to give?
3. How would you describe your participation with Rowan University alumni events? What has motivated you to stay involved OR what has prevented you from staying involved?
4. How has your level of participation impacted your willingness to give?
5. How would you define annual giving?
6. What impact do you think annual giving has on the university?
7. How do you think your gift has impacted the university?
8. Based on your answer from the survey, how would you describe your overall experience as an undergraduate at Rowan? As an alumnus?
9. How has your satisfaction as an undergraduate impacted your willingness to give?
10. Any concluding thoughts or comments?

Version Date: *(Danielle Davis, January 12, 2019)*
Study has been approved by Rowan IRB. IRB# Pro2018000305
Principal Investigator: Andrew Tinnin



Appendix E Email to Survey Participants

Appendix E

Participant Recruitment

Dear Rowan University Alumni,

My name is Danielle Davis and I am a graduate student at Rowan University. I am conducting research to learn about motivations of young alumni to give to their alma mater. I am completing my master's degree and this research is part of the completion of my thesis and graduate program.

I am reaching out to see if you are interested in being part of my research. Participation in this study involves a survey. This survey should take no longer than 5 minutes of your time. My hope is to learn more about alumni motivations to give. Also, you will help me meet the graduation requirements of my master's program.

If you would like to participate in this study, please let me know. At the time of your interview, I will have a consent form for you to sign.

Thank you for considering being part of my research! If you should have any further questions, please feel free to reach out to me, or the Principal Investigator:

Dr. Andrew Tinnin
Tinnin@rowan.edu
856-256-4041

I look forward to hearing from you.

Sincerely,
Danielle Davis
Davisd2@rowan.edu

Version Date: *(Danielle Davis, January 12, 2019)*
Study has been approved by Rowan IRB. IRB# Pro2018000305
Principal Investigator: Andrew Tinnin



Appendix F
Email to Interview Participants

Appendix E

Participant Recruitment

Dear Rowan University Alumni,

My name is Danielle Davis and I am a graduate student at Rowan University. I am conducting research to learn about motivations of young alumni to give to their alma mater. I am completing my master's degree and this research is part of the completion of my thesis and graduate program.

I am reaching out to see if you are interested in continuing in being part of my research. Earlier this year, you participated in a survey for this study. I am requesting your participation for a follow-up interview. This interview should take no longer than 30 minutes of your time. In addition, the interviews can be scheduled over an online video chat provider, Zoom. My hope is to learn more about alumni motivations to give. Also, you will help me meet the graduation requirements of my master's program.

If you would like to participate in this study, please let me know. At the time of your interview, I will have a consent form for you to sign.

Thank you for considering being part of my research! If you should have any further questions, please feel free to reach out to me, or the Principal Investigator:

Dr. Andrew Tinnin
Tinnin@rowan.edu
856-256-4041

I look forward to hearing from you.

Sincerely,
Danielle Davis
David2@rowan.edu

Version Date: *(Danielle Davis, January 12, 2019)*
Study has been approved by Rowan IRB. IRB# Pro2018000305
Principal Investigator: Andrew Tinnin

