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The Philanthropic Motivations of Community College Donors: A Study of the Educational Foundation of a Mid-Sized, Multi-Campus Community College in Virginia

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THE PHILANTHROPIC MOTIVATIONS OF COMMUNITY COLLEGE DONORS:
A STUDY OF THE EDUCATIONAL FOUNDATION OF A MID-SIZED,
MULTI-CAMPUS COMMUNITY COLLEGE IN VIRGINIA

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A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment
of the Requirement for the Degree of

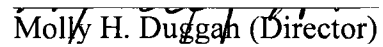
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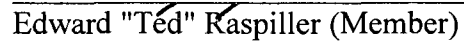
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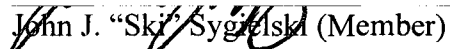
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ABSTRACT

THE PHILANTHROPIC MOTIVATIONS OF COMMUNITY COLLEGE DONORS:
A STUDY OF THE EDUCATIONAL FOUNDATION OF A MID-SIZED,
MULTI-CAMPUS COMMUNITY COLLEGE IN VIRGINIA

Linnie Smith Carter
Old Dominion University, 2009
Director: Dr. Molly H. Duggan

This study examined the philanthropic motivations of the donors of a mid-sized, multi-campus community college in Virginia as part of a plan to enhance relationships with donors and increase the amount of private funds raised. Dependence on dwindling, traditional and limited funding sources leaves community colleges vulnerable and constantly struggling to fund the ever-increasing needs of their internal and external stakeholders (Sheldon, 2003). Community colleges are attempting to address the problem by enhancing their fundraising efforts and strengthening relationships with donors.

A mixed-method, multi-step approach was used for this research study. The approach in this study involved five steps. The first step included piloting the survey. The second step was piloting interviews with four current donors, three lapsed donors, and two major gift donors, and documenting the interviews with and without an audiotape. The third step included face-to-face interviews with major gift donors. The final steps were a comprehensive survey of 2,865 donors and a review of printed and electronic donor records.

The survey results revealed important demographic information about the donors. A profile of current donors emerged, demonstrating that most of the current donors are married White females at least 60 years old with at least a bachelor's degree and a

minimum household income of \$75,000. The demographic information about lapsed donors revealed important information as well. Most of the lapsed donors are married White females at least 50 years old with at least a bachelor's degree and a minimum household income of \$75,000. In addition, a demographic profile of major gift donors emerged. Most of the major gift donors are married White females at least 60 years old with at least a bachelor's degree, and a minimum household income of \$150,000.

The study also examined donor affiliations with the community college. Most of the current donors indicated their spouses did not attend the community college, they were not employed at the college, they did not volunteer at the community college, they did not participate in workforce development training at the community college, they did not employ anyone who had attended the community college, and they did not use the community college to train their employees.

Another area of interest was the impact of college communications on donors' decisions to contribute to the college. Most of the current donors indicated that the college annual report, fundraising letters, student profiles, testimonials from students, thank-you letters from students, and thank-you letters from the college president had an impact on their decision to give. In addition, most of the major gift donors noted that the college annual report, foundation annual report, fundraising letters, student profiles, and thank-you letters had an impact on their decision to contribute.

This study revealed that the philanthropic motivation profiles of most of the current and lapsed donors were Communitarians and Repayers. Most of the major gift donors were Communitarians and Dynasts. In terms of the fundraising projects the philanthropic motivation profiles would be likely to support, Altruists, Communitarians,

Repayers, Dynasts, and Devouts were more likely to contribute to academics, and Repayers, Devouts, and Communitarians were more likely to contribute to athletics. Altruists, Communitarians, and Socialites were more likely to contribute to cultural events, while Communitarians and Repayers were more likely to contribute to employee positions. Also, Altruists and Communitarians were more likely to contribute to employee professional development, and Communitarians and Devouts were more likely to contribute to facilities. The philanthropic motivation profiles that were more likely to contribute to scholarships were Communitarians, Altruists, Repayers, Devouts, Investors, and Dynasts. Repayers and Altruists were the philanthropic motivation profiles that were more likely to contribute to special events. Finally, Repayers and Altruists were more likely to contribute to student activities.

The increased focus on private fundraising poses challenges for community colleges (Jackson & Glass, 2000). The most important challenge may be the lack of knowledge about community college donors. The lack of information about community college donors results in ineffective fundraising strategies and therefore a lack of fundraising success. As a result of this study, there now exist (a) a validated survey to assist community colleges in understanding their donors' motivations for giving and (b) a donor-focused fundraising model for community colleges to use to enhance their fundraising initiatives and increase the amount of funds raised. The knowledge obtained in this study will help to address the aforementioned challenges.

This dissertation is dedicated to my mother and father, who taught me that there is nothing I cannot achieve; my husband, who believes that there is nothing I cannot achieve; and my nieces, who have seen firsthand that there is nothing one cannot achieve.

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If my degree could reflect the names of those who have supported and encouraged me during this rewarding journey, what a remarkable list that would be.

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CHAPTER I

INTRODUCTION

Dwindling support from state legislatures (Evelyn, 2004a; Sheldon, 2003; Sullivan, 2001) and burgeoning student enrollment with no increase in funding or space capacity (Evelyn, 2004a; Hebel, 2003; Phillippe & Sullivan, 2005) threaten the future and viability of community colleges. These colleges, which used to receive almost all of their funding from their states, are now operating with decreased state funding, increased student tuition, and minimal funding from the localities they serve (Bass, 2003; Hearn, 2003; Phillippe & Sullivan, 2005). For example, Virginia community colleges incurred significant budget cuts in 2002 (Larose, 2002), receiving an 8% state budget cut, eliminating 270 full-time positions and increasing tuition by more than \$15 per credit hour. Also, 43 additional states had budget shortfalls in 2002 (Roueche, Roueche, & Johnson, 2002). In 2002, \$42 billion was spent on higher education nationwide. One year later, however, funding was cut by approximately \$1.2 billion (Potter, 2003). Then, in September 2007, Virginia community colleges were among the state-supported agencies that were asked to prepare for budget cuts up to 5% to make up for a \$641-million shortage in the Commonwealth of Virginia budget (Sluss, 2007). These types of budget cuts continue to present serious challenges for community colleges.

Figure 1 illustrates the dwindling government funding and reports the sources of revenue for public two-year institutions for fiscal year 2006. At that time, less than 50% of funding came from local, state and/or federal government appropriations.

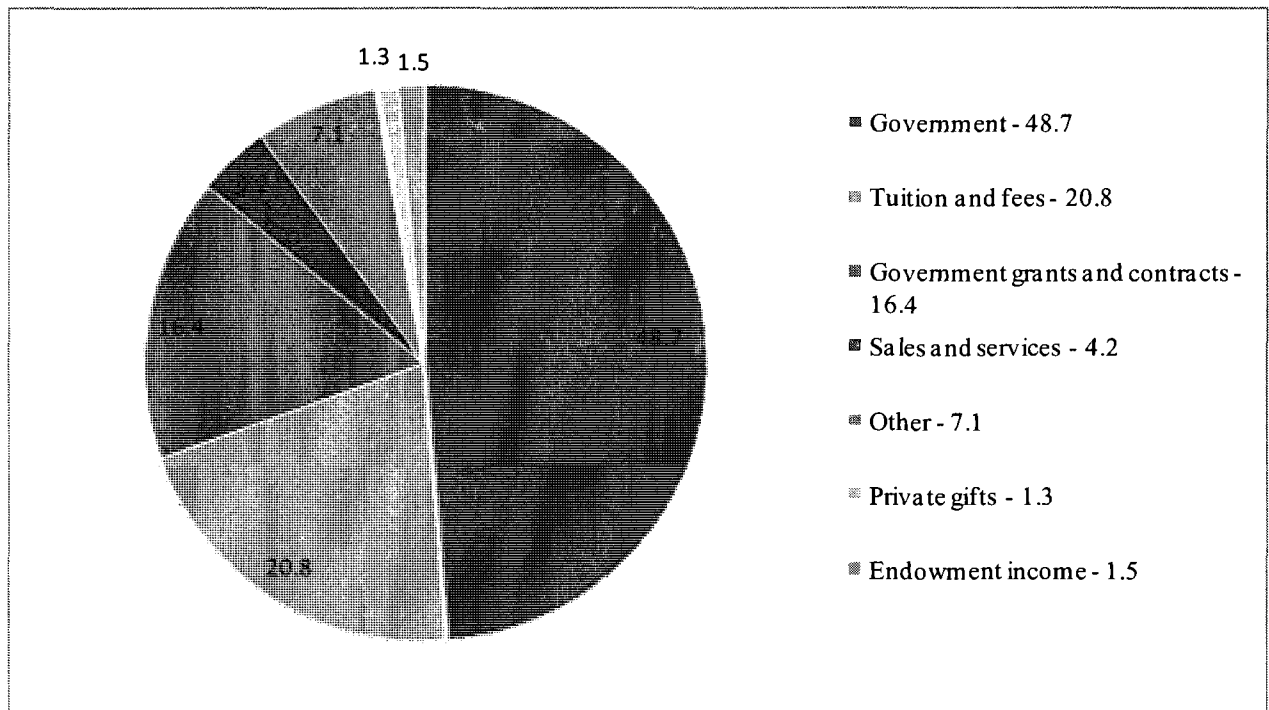


Figure 1. Sources of revenue for public two-year institutions, fiscal year 2006 (Knapp, et. al., 2008).

To alleviate the adverse impact of diminishing traditional sources of funding, more community colleges are seeking new, additional sources of funding (Anderson, 2004/05; Cohen & Brawer, 2003; Hearn, 2003). One such source of funding is philanthropic donors (Akin, 2005; Bass, 2003; Lucas, 2003). This is a new venture for many community colleges (Babitz, 2003; Hall, 2002), many of which have foundations that are less than 40 years old (Angel & Gares, 1981), differing greatly from their four-year counterparts with educational foundations that are decades older (Luck & Tolle, 1978). A 1974 nationwide survey of community colleges, conducted by Luck and Tolle, found that less than 50% of the respondents had a foundation. Of these community college educational foundations, more than 50% had assets of less than \$25,000; 23% had assets up to \$100,000; and few had assets exceeding \$500,000. Another survey

conducted in 1980 by Angel and Gares revealed that 370 (or 62.5%) of 592 survey respondents said they had formed a foundation, while the remaining 222 indicated that they had not formed a foundation. Of these foundations, more than 31% had assets over \$100,000; 11% had assets of at least \$500,000; and 7% had assets exceeding \$1 million. Angel and Gares (1989) followed up with another nationwide comprehensive survey in 1987 and learned that 1,222 community colleges in the United States boasted at least 649 educational foundations with combined assets of more than a quarter billion dollars. Because of the youth of community college foundations, community colleges have not focused on fundraising to the extent of most four-year institutions. This is starting to change, however, as more traditional sources of funding for community colleges continue to dwindle. Community colleges are increasingly seeking private funds to supplement the monies received from customary funding sources.

This study examined the philanthropic motivations of the donors of a mid-sized, multi-campus community college in Virginia. While there is substantial data about four-year educational philanthropy (Phillippe & Eblinger, 1998), there is little research about community college donors (Miller, 1994). While four-year institutions and community colleges are both institutions of higher education that serve diverse student populations, have similar forms of instruction, have comparable organizational structures (Gutek, 2007), and have similar sources of external funds (Glass & Jackson, 1998), they differ in terms of their histories, missions, donor bases, and levels of financial support from alumni (Glass & Jackson). Therefore, fundraising-related research relevant to four-year institutions often does not apply to community colleges. Thus, this study will add to the literature on community college donors. More importantly, the study will help

community colleges better understand and communicate with their donors by determining (a) which college communications influence donors' contributions and (b) what motivates community college donors to give. This knowledge may result in increased levels of private funding, which may allow community colleges to fill the void left by declining traditional sources of funding and meet the changing needs of their stakeholders.

Background

"We used to be state-supported, then we became state-assisted, and now we are state-located" is a frequent joke among the presidents of public institutions of higher education (Breneman, 2002, p. B8). This transition from being supported by the state to being located in the state has occurred over time, however. Community colleges that used to receive a substantial percentage of their annual budgets from their states now realize those days may be over. In fact, on average, state support has dropped from approximately 50% to approximately 33% of community colleges' budgets nationwide (Van Der Werf, 1999). Also, in the third quarter of the year 2007, while expenses for local and state governments increased, state revenues nationwide decreased by more than four percent from the year 2006 (Hebel, 2008a, Hebel, 2008b).

Community Colleges' Participation in Fundraising

For years, community colleges did not participate in private fundraising because they did not anticipate that their primary sources of government funding would begin to dwindle (Anderson, 2004/05). In fact, until the 1990s, community college educational foundations throughout the country lay dormant and did not actively raise money. Doing so was simply not a priority (Muir, 1997; Smith, 1993). That trend is beginning to

change, with many community colleges finding success with fundraising and many others just beginning to test the waters with private fundraising (Ryan, 2003).

Community colleges are beginning to raise more money, use the funds to enhance programs and services, build a philanthropic culture within their organizations, and hire more presidents who are comfortable with fundraising (Strout, 2006).

Importance of Community College Donor Research

Private fundraising presents a variety of challenges to community colleges: costs (staff and technology) involved with implementing a fundraising program (Ryan, 1988a; Smith, 1993), misperception that community colleges do not fundraise or need to do so (Jackson & Glass, 2000; Muir, 1997), inexperienced volunteer board members who are charged with fundraising (Jackson & Glass; Ryan), presidents who are unfamiliar with or uninterested in fundraising (Ryan), and a lack of research to determine and implement effective fundraising strategies (Miller, 1994). In addition, many community colleges have little information about their donors, presenting a challenge for the institutions' fundraising efforts and reiterating that the need for donor information is more essential than ever before (Kubik, 2002).

Donor information can help community colleges determine what motivates donors to give, the most effective ways to communicate with donors, and what projects are of greatest interest to donors (Klein, 2001). Donors are bombarded with funding requests from nonprofit organizations; therefore, community colleges must find ways to better communicate their case for support to donors (Klein). With additional donor information, community colleges can tailor fundraising proposals to their donors, which will increase the chances of fundraising success (Williams, 1997). Furthermore, with the

appropriate research, community colleges can successfully identify, cultivate, solicit, and recognize donors and develop fundraising strategies that will help community colleges enjoy the same level of fundraising success enjoyed by four-year colleges and universities (Lucas, 2003). Enhanced donor relationships may very well result in charitable contributions that help community colleges transition from good to great (Brumbach & Villadsen, 2002) and provide programs and services that would be virtually impossible without private funding (Catanzaro & Miller, 1994).

Brenda Babitz (2003), the president of the Monroe Community College Foundation in New York, spoke for all community colleges when she wrote these words:

In short, if the levels of access and instructional quality needed to maintain America's skilled workforce – and by extension our nation's competitive edge – are to be ensured, then private-sector investment in public higher education must continue to increase. Community colleges have an obligation to succeed. The stakes are high and the message is clear. There can be no doubt that the future belongs to community colleges that can adapt new strategies and new solutions to alleviate funding pressures. (p. 6)

Community colleges can no longer rely on traditional sources of funding. They must now be entrepreneurial and find private sources of funding. Since there is little hope that government funding will increase to its former, higher level, community colleges must focus their resources on improving its fundraising approaches and relationships with donors. This study will contribute to the knowledge of community college fundraising and donors and may assist some community colleges in improving their approaches and relationships with donors. Improvements in these areas will result in

more private funds being raised to offset the effect of diminishing traditional sources of funding. The private funds will allow community colleges to continue carrying out their missions and meeting their stakeholders' ever-changing needs.

Statement of the Problem

Community colleges educate 46% of the United States' undergraduate students yet receive a lower, disproportionate percentage of dwindling state funding (American Association of Community Colleges, n.d.-b; Knapp, et. al., 2008; McCabe, 1996). In Virginia, the percentage is even greater, with the community college system educating two out of three public undergraduate students (Virginia Community College System, n.d.-b). In addition, community colleges nationwide are dependent upon tuition and funding from localities they serve. Dependence on these traditional and limited funding sources leaves community colleges vulnerable and constantly struggling to fund programs and services that address the ever-increasing needs of their internal and external stakeholders (Sheldon, 2003). It also burdens already financially-strapped students when they have to pay increased tuition rates to make up for a lack of state funding (Hauptman, 2001).

Community colleges are attempting to address this problem by increasing their fundraising efforts. Most community colleges' fundraising efforts are being led by community college educational foundations, which are the fundraising arm of the community colleges (Kubik, 2002). However, community college educational foundations entered the fundraising arena late (Mills, 2006), with many of them founded in the 1970s and 1980s (Robison, 1982). While many four-year institutions of higher education raise substantial amounts of money, community colleges do not (Evelyn, 2005;

Glass & Jackson, 1998). On average, private funding makes up 12.5% of the budgets of four-year institutions and only 2.6% of community colleges' budgets (Evelyn, 2004b). The problem is further exacerbated by community colleges' lack of knowledge about their donors. Because many community colleges do not know their donors well and the reasons they are motivated to give, they are unable to communicate effectively with donors and tailor fundraising proposals and requests to the donors' philanthropic interests (Kubik, 2002). While there is substantial data about four-year educational philanthropy (Phillippe & Eblinger, 1998), there is little research about community college donors (Miller, 1994). Therefore, this study will add to the literature on community college donors. With additional research, community colleges will be able to better communicate with donors and adapt fundraising requests to the donors' charitable interests. Community colleges will also be able to develop better donor relationships and fundraising strategies that will help them achieve greater fundraising success (Lucas, 2003).

Definition of Terms

The following key terms are used during this research study:

Ask refers to requesting a contribution (Tromble, 1998).

Case for support is a document that outlines the projects for which funds are needed, why financial support from donors is needed, and what the support will accomplish.

Community college educational foundation is a nonprofit, 501(c)(3) organization established to raise money for a community college and managed by a board of directors

(Kubik, 2002). Community college educational foundations are separate entities from the community colleges.

Community college is an accredited institution of higher education that awards certificates, associate degrees and/or bachelor's degrees (Phillippe & Sullivan, 2005).

Contribution is also called a charitable contribution and philanthropic contribution and is a tax-deductible gift or donation from a donor.

Cultivation is developing relationships with donors and "courting" donors.

Current donors are individuals and organizations that have contributed at least once during the past 12 months.

Demographics is "the study and application of social and economic data, e.g., a study of people, with certain variables such as sex, age, geographic domicile, and education" (Tromble, 1998, p. 466).

Donors are individuals and organizations who contribute money to nonprofit organizations.

Fundraising is the process of identifying, cultivating, soliciting, and recognizing donors.

Gift-in-kind is a nonmonetary gift. Examples of nonmonetary gifts include books and equipment.

Identification is the "process of investigation, research, and analysis used to determine who the most promising prospective donors are" (Tromble, 1998, p. 469).

Lapsed donors are individuals and organizations that have contributed in the past but not during the past 12 months.

Major gifts are contributions of at least \$10,000 that are given at one time. The amount varies by nonprofit organization. According to Dove (2001), “top 10 to 20 percent of gifts received by an organization that account for 70 to 80 percent or more of its gift income” (p. 159).

Major gift donors are individuals and organizations that have contributed at least \$10,000 at one time.

Motivation is “the psychological feature that arouses an organism to action toward a desired goal; the reason for the action; and that which gives purpose and direction to behavior” (The Free Dictionary, n.d.).

Needs are items required for nonprofit organizations to achieve their mission but not yet received by the organizations.

Philanthropic motivations are the reasons donors contribute.

Philanthropy is the investment of individuals and organizations’ private funds into nonprofit organizations to improve communities. The term is Greek and means “love of mankind” (Ciconte & Jacob, 2005).

Proposal is a customized document submitted to current and prospective donors; it outlines the project that needs funding and how much is being requested from the donors.

Prospective donors are possible donors and those being cultivated for later solicitation.

Recognition is expressing gratitude and thanks for charitable contributions.

Registered nonprofit organizations are organizations that are authorized by the Internal Revenue Service (IRS) to accept tax-deductible contributions. They have the

designation of 501(c)(3) and are exempt from paying federal income taxes (“Exemption requirements,” n.d.).

Segmentation is “dividing a large population into smaller groups with like characteristics” (Nichols, 1990, p. 8).

Solicitation is asking donors for contributions.

Research Questions

Several research questions guided this study:

1. *What are the characteristics of community college current donors, lapsed donors, and major gift donors?* This question explored the characteristics of these types of donors and how they differ. To answer this research question, demographic factors such as age, gender, ethnicity, highest level of education, marital status, affiliation with the community college, total household income and locality of residence were examined. Scant literature exists that explores the differences among current donors, lapsed donors, and major gift donors. Having this information will help community colleges better understand how to differentiate their fundraising initiatives to better resonate with different groups of donors. This segmentation should result in more effective fundraising solicitations and thus more contributions from donors.

2. *Which college communications influence community college donors' contributions?* This question explored the influence of a variety of college communications (i.e., college annual report, quarterly newsletter, telephone calls, and visits) on donors' decisions to give. To answer this research question, donors were asked which college communications helped them decide whether they would contribute to the college and were provided with a list of college communications that were rated on a

Likert-type scale from “significantly helps” to “does not help.” While the literature has explored the importance of donor communications, little research has linked the type of organizational communication to donor preferences and increased giving. Once community colleges understand the impact of their communication types on donor giving, then they can better segment their communications to donors, which will result in donors receiving communication that they will read and following up with actions such as making charitable contributions. Determining which communications increase donors’ likelihood of giving will allow community colleges to concentrate their limited financial and human resources.

3. *What are the philanthropic motivation profiles of community college donors?* This question explored the philanthropic motivation profiles of community college donors. To answer this research question, descriptions of donor profiles provided by Prince and File (1994) were used and modified. While there is much research about why donors give to other nonprofits, there is no research about why community college donors give. Determining the philanthropic motivation profiles of donors will allow community colleges to better target their communications and fundraising efforts to donors and thus raise more private funds.

4. *Which community college fundraising projects are the philanthropic motivation profiles most likely to support financially?* This question explored which fundraising projects the philanthropic motivation profiles were most likely to support financially. To answer this research question, philanthropic motivation profiles [based on donor profiles provided by Prince and File (1994)] and possible fundraising projects (i.e., academic programs, athletic programs, cultural events, employee professional

development) were examined. While much literature explores motivations for giving, little literature addresses the relationship between motivations for giving and projects that donors are most likely to support financially. Community colleges with access to this information can tailor solicitations that reflect the philanthropic motivation profiles and favorable projects, thus increasing the amount of charitable contributions.

Purpose of the Study

Historically, community colleges have relied heavily upon funding from local and state governments to achieve their missions and meet the needs of students and communities. In recent years, however, community colleges have begun to embark upon campaigns to raise funds from private donors. This study examined the philanthropy and personal and social characteristics of the donors of a mid-sized, multi-campus community college in Virginia and will contribute to the existing body of literature about community college fundraising. The purpose of this research study was to (a) design and validate a survey to assist community colleges in understanding their donors' motivations for giving and (b) develop a donor-focused fundraising model for community colleges.

The mid-sized, multi-campus community college in Virginia offers more than 75 degree and certificate programs in a wide variety of disciplines, in addition to workforce preparation programs for employees and employers. As one of the fastest-growing community colleges of its size in the country, the institution serves more than 7,600 unduplicated credit students and more than 10,450 individuals in professional development and business and industry courses annually ([community college name removed], n.d.). The community college's educational foundation has assets of more than

\$8.68 million and has raised more than \$2.62 million since January 2005 (A. Rosenberger, personal communication, June 12, 2009).

While previous research has investigated why donors give to nonprofit organizations and how the fundraising progress of community colleges compares to that of four-year institutions, it has not explored why donors give to community colleges. Studying the reasons community college donors are motivated to give is important to enhancing relationships and communicating with donors. Improved donor relations and communications will result in increased private donations to compensate for the declining funding from traditional sources. Research conducted about four-year institutions' donors and fundraising efforts is not applicable for community colleges because community colleges' histories, missions, donor bases, and levels of financial support from alumni are vastly different from those of four-year institutions (Glass & Jackson, 1998; see Table 1). Therefore, it cannot be assumed that the motivations for giving to four-year institutions are the same as the motivations for giving to community colleges. Results from this study can help community colleges learn more about their donors, determine if they are meeting the needs of the donors, and determine strategies to increase the amount of philanthropic giving. Increased contributions from donors will help fill the void left by dwindling funding from the state and federal government.

Table 1

Percentages of Giving to Higher Education and Public Two-Year Institutions, 1986-87, 1996, and 2006

	1986-87		1996		2006	
	All Higher Education ^a	Two-Year Institutions ^b	All Higher Education	Public Two-Year Institutions	All Higher Education	Public Two-Year Institutions
Funding Source						
Alumni		0.4%	28.6%	2.8%	30.5%	3.9%
Other		1.1%	23.8%	61.6%	21.2%	38.9%
Individuals (Non-Alumni)						
Corporations		1.3%	19.3%	20.8%	15.8%	25.9%
Foundations		0.7%	19.6%	9.8%	24.7%	17.9%
Religious		1.9%	1.8%	0.0%	0.7%	0.1%
Organizations						
Fundraising		0.0%	0.5%	0.4%	0.4%	0.4%
Consortia						
Others		0.0%	6.4%	4.4%	6.7%	12.9%

^aThe data for 1986 were not available

^bThe data for 1986 were not categorized by public and private two-year institutions

Significance of the Study

Community college donors differ from those of four-year institutions. While a significant percentage of four-year institutions receive philanthropic support from their alumni, a significant percentage of community colleges receive philanthropic support from individuals who are not alumni (Council for Aid to Education, 1988, 1997, 2007). Table 1 outlines the percentages of giving to higher education and community in 1986-87, 1996 and 2006 (Council for Aid to Education, 1987, 1996, 2007). Private giving to community colleges, including alumni giving, is substantially less than private giving to four-year institutions (Glass & Jackson, 1998).

Many community colleges know very little about their donors due to a lack of research and the resources to conduct research. Kubik (2002) asserted that there is a need for more current, in-depth, quantitative, and qualitative analysis about community college donors and fundraising. This research will help meet this need, add to the literature on fundraising, and provide data to help community colleges better communicate with their donors and understand their reasons for giving. This new knowledge will help community colleges more fully develop and target their fundraising solicitations and approaches and thus increase the amount of money contributed by donors.

This study examined the philanthropic motivations of the donors of a mid-sized, multi-campus community college in Virginia to provide a greater understanding of why donors give and which projects are most important to them. The information may be used to enhance and strategically plan the community college's fundraising initiatives and approaches. Improved fundraising practices may result in more donor solicitations, which

may result in donors contributing more money. Increased private funding will allow community colleges to expand and enhance the programs and services they offer to their students and communities.

Relationship to Community College Leadership

The responsibilities of community college presidents have changed significantly over the past few decades. Whereas leaders in the past were expected to be academicians, successful leaders now need a new skill set (Moore, 2001). Fundraising is now key to the success of community college presidents (American Association of Community Colleges, n.d.; Moore, 2001). In addition to leading students, faculty, and staff, this leadership position now requires successful candidates to be skilled in raising money; establishing partnerships with business and industry; and developing relationships with external stakeholders, including elected officials (Evelyn, 2004a; Nixon, 2004). Because of these changing roles and responsibilities, today's community college presidents are often expected to have skills typically possessed by business leaders (Nixon, 2004), making community colleges comparable in numerous ways to corporate America (Murry & Hammons, 1995). Presidents are no longer able to rely solely on state funding, student tuition, and funding from the localities they serve to operate community colleges. Fundraising is now a required function of most community college presidents (Cook & Lasher, 1996), and many presidents are required to spend a significant percentage of their time identifying, cultivating, soliciting, and recognizing donors (Phillippe & Sullivan, 2005). According to Cook (1997), "Fundraising and financial affairs in general are among the high-profile duties/endeavors of a president and

among the skills/attributes most prized by trustees as well as some faculty and alumni, and these issues are widely reported by the media” (p. 54).

Having detailed information about their donors will allow presidents to better focus their fundraising efforts and tailor their key messages. Results of this research include (a) a validated survey to assist community colleges in understanding their donors’ motivations for giving and (b) a donor-focused fundraising model for community colleges. Therefore, community colleges will be able to use the research to enhance their fundraising initiatives and increase the amount of funds raised.

Overview of Methodology

A mixed-method approach was used for this research study. In a mixed-method study, quantitative and qualitative techniques are used to collect and analyze data (McMillan, 2004). The mixed-method approach allowed comprehensive and thematic information about the community college’s donors to be compiled. In this study, the quantitative technique was a survey, and the qualitative technique was face-to-face interviews. The study was conducted in five steps. The first step included piloting the survey, which was mailed to 239 donors. The pilot study was conducted to (a) identify weaknesses and errors in the survey before it is mailed to the entire population of donors and (b) receive feedback about ways to enhance the survey (Campbell, 2000). Since the final survey was mailed to thousands of donors, steps were taken to ensure that the survey was well designed. Problems that were discovered during the pilot study were addressed before the final survey was mailed. The second step in this research study was piloting the interviews, which included interviewing four current donors, three lapsed donors, and two major gift donors and documenting the interviews with and without an

audiotape. The third step involved face-to-face interviews with a convenience sample of five major gift donors to gather more in-depth information about why they contributed to the community. The final steps were surveying 2,865 donors from the community college and reviewing printed and electronic donor records.

The theoretical framework for the research study was the seven profiles of philanthropy proposed by Prince and File (1994). The authors conducted a four-phase study of major gift donors, resulting in seven categories by which major gift donors can be segmented. The seven categories, or profiles, are (a) the Communitarian, who believes that “doing good makes sense,” (b) the Devout, who believes that “doing good is God’s will,” (c) the Investors, who believes that “doing good is good business,” (d) the Socialites, who believes that “doing good is fun,” (e) the Altruist, who believes that “doing good feels right,” (f) the Repayer, who believes in “doing good in return,” and (g) the Dynasts, who believes that “doing good is a family tradition.” (pp. 14-16). The researchers developed an instrument to help them determine how to segment major gift donors into the seven profiles. This research study builds upon the work of Prince and File, used a modified version of the instrument, and included both major gift donors and those who are not major gift donors.

Limitations and Delimitations

This study had several limitations and delimitations. One limitation is that some donors chose not to participate in the study. Another limitation is that some donors may not have answered survey and interview questions honestly and candidly (Campbell, 2000). Another limitation may have been researcher bias, which may be inadvertently introduced when analyzing the interview responses to determine common themes,

patterns, and trends. A delimitation concerns generalizability, as the results of this study may not be generalizable to other community colleges and four-year institutions of higher education, since only one community college is being studied.

Conclusion

To summarize, the study provides much-needed information about a little-known, yet significant, group of people – community college donors. With community colleges educating almost half of the nation's undergraduates, the institutions can no longer afford to do more with less (Hebel, 2003). Therefore, the traditional forms of community college funding are no longer sufficient. Instead, community colleges must tap into private funding sources to maintain basic services and programs and institute new ones (Hearn, 2003). Contributions from donors may allow community colleges to fund programs and services that could help the institutions serve more students. Also, the contributions could provide support for unfunded projects that support community colleges' missions.

This renewed direction and focus must include key partners such as the community college president, chief development officer, various college employees, and foundation board members. These partners must research their donors to effectively cultivate, solicit, and maintain relationships with them. Without demographic information about donors, information about which key messages resonate with them and data about what motivates donors to contribute funds, community colleges' fundraising efforts will be wasteful, less effective, and less successful (Williams, 1997). Demographic information is important because it will help community colleges determine which fundraising initiatives, such as planned giving and online giving, should

be promoted to certain donor segments. Newfound knowledge about the motivations of donors will help nonprofit organizations determine the appropriate time to solicit contributions, the types of fundraising requests to make, the amount of funding to request, how donors would like to be thanked and recognized, and the types of projects for which to seek funding (Pezzullo & Brittingham, 1993). This study will help with these issues because very little information about community college donors is available, and this research study will fill this gap. Most importantly, this study resulted in a validated survey to assist community colleges in understanding their donors' motivations for giving and a donor-focused fundraising model for community colleges.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter describes and contrasts higher education philanthropy and reviews the literature that illustrates the fundraising potential of community colleges. Also, significant sections of the review include information about the characteristics of current, lapsed, and major gift donors; the influence of communications on charitable contributions; and the relationship between motivations for giving and fundraising projects. Finally, information about donors' motivations for giving and the lack of research on community college philanthropy and donors concludes the literature review. Each section ends with a summary and a critique of the research cited.

Philanthropy and Higher Education

Private Four-Year Institutions

Because private four-year institutions receive little government funding, unlike public four-year institutions, they have been engaged in private fundraising since their inception (Angel & Gares, 1989). For example, Harvard University, an Ivy League school, began raising private funds in support of its mission during the 17th century (Bremner, 1988). Also, Yale University received substantial charitable contributions from and was named for one of its most generous benefactors (Bremner, 1988). In addition, Columbia University has received millions of dollars from John Kluge, an alumnus and one of the richest men in the United States (Bremner). Many of these institutions achieved fundraising success during the early years of their inception (Bremner, 1988), and they have sustained, and even expanded exponentially, that success over the years (National Association of College and University Business Officers, 2007).

Pre-20th Century

The fundraising success of private colleges and universities began as early as the 17th century. In 1638, John Harvard left his personal library and half of his estate to the college (later renamed Harvard University) (Bremner, 1988). Also, Harvard University most likely conducted the first educational fundraising drive in 1641 (Worth, 2002).

Almost 75 years later, in 1715, Elihu Yale contributed significant gifts to another private institution, Collegiate School of Connecticut. The school was later named Yale College and is now Yale University (Bremner, 1988). The 19th century brought fundraising success for another Ivy League school, when Stanford University was established as a result of a generous philanthropist, Leland Stanford. Stanford's contributions resulted in the university being chartered in 1885 and opening six years later (Bremner, 1988). The United States' Ivy League schools demonstrated fundraising prowess in the early years, and that level of success continues today (National Association of College and University Business Officers, 2007).

20th Century

Private citizens' philanthropic investments in private institutions of higher education continued throughout the 20th century. A 1918 estate gift by John Sterling doubled Yale University's endowment, helping to secure the university's financial future and longevity. In addition, Harvard received \$11 million from philanthropist Edward Harkness in 1928 (Bremner, 1988). These gifts began Harvard's ascent as the institution of higher education with the largest endowment to date (National Association of College and University Business Officers, 2007). Harkness also gave Yale University a sizable contribution two years after contributing to Harvard (Bremner, 1988). Brothers Robert

and George Woodruff of the Coca-Cola empire contributed \$105 million to Emory University, a private institution, in 1979, then the largest contribution ever made to a single educational institution in the history of the United States (Bremner, 1988). A \$100 million contribution from the Danforth Foundation to Washington University in St. Louis in 1986 was, at that time, the largest gift ever made by a foundation to an institution of higher education (Bremner, 1988). Finally, Columbia University, another private school and heavyweight in terms of fundraising, received its largest gift (at that time) in 1987. The contribution was from Columbia University alumnus and a Virginian, John Kluge (Bremner, 1988). Kluge has contributed more than \$110 million to the university since he graduated in 1937. Because of donors such as Kluge, private institutions have benefited greatly from charitable contributions in support of their missions.

21st Century

Many other private institutions have also made great strides in the fundraising arena. The annual Voluntary Support of Education Report (VSER) chronicles the success of some private institutions' fundraising initiatives. The report for fiscal year 2006 included a list of the 20 institutions that raised the most money in 2006. Of these 20 institutions, 12 were private. Stanford University, a private institution, topped the list at more than \$911 million (Council for Aid to Education, 2007). A similar assessment, the 2006 NACUBO Endowment Study, included a list of 765 private and public four-year institutions ranked in descending order by the size of their 2006 endowment funds. Harvard University had the largest endowment at \$28.9 billion. The top-ranked private institution in Virginia was the University of Richmond, which reported an endowment of \$1.3 billion (National Association of College and University Business Officers, 2007).

Because of their long-time focus on fundraising, private institutions have long enjoyed receiving private funds that have allowed them to grow from good to great colleges and universities. With the appropriate amount of resources and knowledge about their donors, community colleges too can enjoy this level of fundraising success.

Public Four-Year Institutions

As public four-year institutions began to receive less and less funding from states and the federal government, they too began to focus on raising private funds to supplement their budgets (Cook & Lasher, 1996). Although these institutions do not have the extraordinarily sizable endowments of their private sister institutions, they have still fared well in the fundraising arena (Council for Aid to Education, 2007; National Association of College and University Business Officers, 2007). For example, the University of California, Los Angeles, exemplified fundraising excellence in 2000 by becoming the first American public university to complete a \$1 billion fundraising campaign, raising \$1.2 billion (Worth, 2002). Also, according to the VSER, the University of Wisconsin-Madison was the public four-year institution that raised the most money in 2006, more than \$325 million. In addition, the list included seven more public institutions: the University of California, Los Angeles; University of Washington; University of Minnesota; University of Michigan; Indiana University; University of California, Berkeley; and University of North Carolina at Chapel Hill (Council for Aid to Education, 2007).

Some public four-year institutions in Virginia have been quite successful with their fundraising initiatives. The VSER included a list of Virginia institutions of higher education that reported their 2006 fundraising totals. The University of Virginia, a public

school, raised more money in 2006, \$216 million, than any other college or university in Virginia. It was followed by Virginia Tech, Virginia Commonwealth University, and the College of William and Mary, all of which are public institutions (Council for Aid to Education, 2007). Next, in the 2006 NACUBO Endowment Study, the top-ranked public institution in Virginia was again the University of Virginia, which reported an endowment of \$3.6 billion (National Association of College and University Business Officers, 2007). Public institutions are competing with private institutions on many levels, particularly in terms of fundraising. No longer able to depend upon government funding and tuition and fees from students, public four-year colleges and universities are increasingly attracting the financial investments of philanthropists (Anderson, 2004/05; Cohen & Brawer, 2003; Hearn, 2003). Most community colleges are public institutions as well but do not command the same level of private funding as public four-year institutions. This research study will fill a void in the literature and provide much-needed information about community college donors. With this increased understanding about donors, community colleges can significantly improve their relationships and communications with donors, thus increasing the amount of charitable contributions from them.

Community Colleges

Historically, community colleges have not focused significant time, money, or human resources on private fundraising because they depended upon state funding, student tuition and fees, and local funding to meet their budgetary needs (Anderson, 2004/05; Keener, 1982; Miller, 1994). To address the reduction of traditional sources of funding, community colleges first established foundations to raise private funds (Glass &

Jackson, 1998; Robison, 1982) when the American Association of Community and Junior Colleges (currently called the American Association of Community Colleges) encouraged community colleges in the 1970s to develop fundraising initiatives (Glass & Jackson). The next impetus to establish foundations came with the establishment of a professional association for two-year colleges' fundraisers and grant writers in 1973 (Glass & Jackson; M. Kuhn, personal communication, March 31, 2008). The Council for Advancement and Support of Education, a professional association, allowed community colleges to join in 1974 after primarily focusing on private and public four-year institutions (Glass & Jackson). Also, Florida state elected officials offered to match the private funds raised by Florida community colleges, which resulted in an increase in the number of foundations established (Glass & Jackson). Furthermore, the IRS's tax benefits related to charitable contributions also spurred the creation of community college foundations (Angel & Gares, 1989). These events spurred the formation of community college foundations in the 1970s, 1980s, and 1990s, with 496 community college foundations being established between 1971 and 1987 (Angel & Gares; Luck & Tolle, 1978). The impact of these events was most evident between 1987 and 1997, when almost 90% of the nation's community colleges had instituted foundations (Phillippe & Eblinger, 1998). These foundations continued to be established throughout the 21st century.

Prior to 1960s

Few community college foundations existed prior to the 1960s (Robison, 1982). For example, California's Santa Monica College created its foundation in 1956 (Santa Monica College Foundation, n.d.). This scarcity of community college foundations may

be attributed to the fact that most community colleges in the country were established in the 1960s (American Association of Community Colleges; Phillippe & Sullivan, 2005).

1960s

While many community colleges were founded in the 1960s, substantially fewer community college foundations were established during this time period. From 1960-69, more than 450 community colleges were founded (American Association of Community Colleges, n.d.; Phillippe & Sullivan, 2005). However, only 83 community college educational foundations were established between 1966 and 1970 (Angel & Gares, 1989). During the 1960s, the source of the majority of community colleges' funding was local and state governments (Jenkins & Glass, 1999). Therefore, there was little need for private dollars and thus community college foundations. As a result, community college leaders did not see a need for foundations and did not pursue establishing them (Glass & Jackson, 1998).

1970s

In the 1970s, community colleges made great progress with the establishment of additional foundations. Between 1971 and 1975, 122 additional community college foundations were established. Still, less than 50% of community colleges had foundations in 1974 (Luck & Tolle, 1978). However, 154 additional community college foundations were founded after 1974, specifically between 1976 and 1980 (Angel & Gares, 1989). As more community college foundations were founded, community colleges became better equipped to raise private funds (Angel & Gares, 1989; Glass & Jackson, 1998).

1980s

The 1980s ushered in a proliferation of new community college foundations. Between 1981 and 1987 alone, 220 additional foundations were established (Angel & Gares, 1989). By 1987, however, only a little more than half of all community colleges in the United States had instituted foundations (Glass & Jackson, 1998). In a nationwide survey of community colleges, 64% of which responded, Angel and Gares (1989) learned that 82% of the respondents had a foundation. One-third of those without foundations claimed that they were considering beginning one. Between 1987 and 1997, almost 90% of the nation's community colleges had instituted foundations (Phillippe & Eblinger, 1998). This was an increase of 66% over a 10-year period. Community colleges experienced a defining moment in the 1980s when they established more foundations.

Some community colleges experienced significant fundraising progress in the 1980s. For example, Miami-Dade Community College made history in 1984, when it received a \$48-million gift. At the time, it was the largest single contribution ever made to a community college (Van Der Werf, 1999). As evidenced, community colleges experienced more fundraising success as the number of community college foundations increased (Angel & Gares, 1989; Glass & Jackson, 1998).

1990s

The success of community college foundations continued in the 1990s. During this decade, the Kentucky Community & Technical College System raised more than \$43 million in five years. Also, Phoenix's Maricopa County Community College District raised in excess of \$10 million. The contributions included monetary and nonmonetary gifts. In addition, three community colleges benefited from the generosity of the Gates

Foundation in the 1990s (Van Der Werf, 1999). These contributions marked a turning point for community college fundraising.

While some community colleges thrived in fundraising, most of them still lagged behind four-year institutions in terms of fundraising. The American Association of Community Colleges announced in 1996 that the average value of community college endowments was \$2.1 million, while that of four-year institutions was \$350 million (MacArthur, 2000; Van Der Werf, 1999). This gap in private funding was due in large part to community colleges' lack of fundraising activity. Specifically, most of them were not aggressively and proactively raising money in the 1990s. Therefore, between 1965 and 1997, community colleges' fundraising income did not exceed 1% of the colleges' total budget (Cohen & Brawer, 2003). The VSER for Fiscal Year 1998 included 20 community colleges with the largest fundraising totals for 1998-99. Each institution raised more than \$1.5 million that year (Lively, 2000). Considering that, over a 32-year period, community colleges' fundraising income did not exceed 1% of the colleges' total budget (Cohen & Brawer), raising more than \$1 million is noteworthy for many community colleges.

21st Century

Community colleges continue to raise fewer private funds than four-year institutions. No community college appeared on the VSER for Fiscal Year 2006 top 20 list. On the report list that included institutions' self-reported 2006 fundraising totals, only 122 community and technical colleges throughout the United States appeared. This number is minimal considering there are more than 1,200 community colleges in the country (American Association of Community Colleges). The fundraising totals of these

122 community and technical colleges ranged from \$15.2 million raised by Indian River Community College in Florida to \$89,980 raised by Northwest Iowa Community College in Iowa (Council for Aid to Education, 2007).

Next, four Virginia community colleges appeared on the VSER list that included institutions' self-reported 2006 fundraising totals. The four Virginia community colleges collectively raised \$6.4 million, less money than that raised by some Virginia four-year institutions with lower enrollments (Council for Aid to Education, 2007). For example, Virginia Wesleyan College, with approximately 1,400 students in 2006, raised \$7.9 million in 2006 (Virginia Wesleyan College, n.d.-a). Conversely, while the aforementioned four community colleges boasted a combined enrollment of more than 35,000 students in 2006, they collectively raised only \$6.4 million (Council for Aid to Education, 2007; Virginia Community College System, n.d.-a). It is interesting to note that Virginia Wesleyan College was founded in 1961, while the four community colleges were founded soon thereafter, between 1962 and 1972 (Blue Ridge Community College, n.d.; J. Sargeant Reynolds Community College, n.d.; [community college name removed], n.d.; Patrick Henry Community College, n.d.; Virginia Wesleyan College, n.d.-b). While the five institutions were founded within a few years of one another, the lone four-year institution enjoyed a level of fundraising success that the four community colleges collectively did not experience.

Finally, out of 765 institutions in the 2006 NACUBO Endowment Study, only 14 institutions with the terms "community" or "technical" in their names appeared on the list, with their endowments totaling \$216 million. Valencia Community College and Foundation in Florida reported the largest endowment at \$55 million. Georgia Perimeter

College had the smallest endowment, \$488,000 (National Association of College and University Business Officers, 2007). The mean endowment amount for the 14 institutions was \$15.4 million. It is important to note that not all institutions of higher education participated in the study. Also, not all community colleges have the words “community” or “technical” in their names, so other community colleges (whose names do not reflect their community college status) may have been included in the 2006 NACUBO Endowment Study yet are not easily identifiable.

While the community colleges included on the list reflect fundraising progress, there is much room for improvement. As their budget situations worsen, community colleges will need to model the behavior of four-year institutions and begin conducting more aggressive fundraising campaigns (Ryan, 2003). There is little, if any, empirical research about community college donors. This type of information, however, is essential to developing effective and successful fundraising programs. Community colleges that understand their donors can better communicate with them, hopefully improving their fundraising endeavors. Therefore, the knowledge gained from this research study will help community colleges improve the success of their fundraising campaigns. Successful fundraising campaigns will result in increased financial resources for community colleges to meet the ever-changing and increasing needs of students and other stakeholders.

Fundraising Potential of Community Colleges

With traditional sources of funding continuing to dwindle for institutions of higher education (Bass, 2003; Hearn, 2003; Phillippe & Sullivan, 2005), many institutions have had to shift their focus to include private fundraising (Anderson,

2004/05; Cohen & Brawer, 2003; Hearn, 2003) and, as a result, have made great fundraising progress in the 21st century (Council for Aid to Education, 2007). Because the community college mission of providing affordable, flexible, and accessible higher education is just as compelling as that of other nonprofit organizations, the fundraising potential of community colleges is unlimited. Once community colleges gain the necessary tools to secure additional private funding from donors, including information about what motivates donors to give, they will achieve even more fundraising success.

Nonprofit organizations in the United States have enjoyed a remarkable level of support from philanthropists, who have contributed record amounts of money (*Giving USA 2006*, 2006). There is no reason that, with the appropriate level of resources and donor knowledge, community colleges cannot experience the same level of fundraising success and gain a greater percentage of these contributions. For instance, in 2005, donors contributed more than \$260 billion to more than one million nonprofit organizations throughout the United States (*Giving USA 2006*). This was an increase in funding of more than 15,194% since 1921, almost 90 years ago. Also, while religious organizations received the largest percentage of contributions, educational institutions received the second largest percentage of donations (*Giving USA 2006*). For educational contributions, this was an increase of 9.4% from 2004 (Blum & Hall, 2006).

Experts expect this astronomical level of charitable giving to continue. In 1993, researchers at Cornell University indicated that older generations would transfer more than \$10 trillion in wealth to younger generations during a 55-year period ("Brief history of philanthropy," n.d.; Nicklin, 1995; Tempel, 2003). In 1999, researchers at Boston College conducted a study and countered that the transfer of wealth would be much

greater than what was originally predicted. In fact, they revealed that between \$41 trillion and \$136 trillion may be transferred from older to young generations between 1998 and 2052 (Ciconte & Jacob, 2005; Schervish & Havens, 2001; Strom, 2002; Tempel, 2003), providing nonprofit organizations unique opportunities to secure a significant portion of this wealth. One of the Boston College researchers, Paul Schervish, pointed out that existing nonprofit organizations will not benefit from transfer of wealth if they do not learn how to meet the needs of new philanthropists, whose needs may greatly differ from their parents and/or grandparents. Nonprofit organizations that encourage and allow for greater involvement by donors will be more likely to benefit from the considerable transfer of wealth (Strom, 2002). Community colleges also can benefit from this transfer of wealth.

Summary and Critique

The literature suggests that community colleges raise significantly less money than private and public four-year institutions. In addition, many community colleges do not participate in fundraising-related studies, which makes it difficult to (a) determine how much money community colleges nationwide actually raise each year and (b) gauge the effectiveness of community colleges' fundraising efforts. For example, a nominal number of community colleges participate in studies such as the VSER and NACUBO Endowment Study (Kubik, 2002; Muir, 1997), which may reflect the infancy fundraising stage of community colleges (Jackson & Keener, 2002). Unfortunately, the lack of participation from community colleges results in incomplete and inconsistent data (Jackson & Glass, 2000). In addition, in the 2006 NACUBO Endowment Study, the 14 community colleges included represented only 1.2% of the 1,200 community colleges in

the United States (National Association of College and University Business Officers, 2007). This percentage is woefully low, which results in incomplete information and misrepresentations about community colleges' fundraising progress.

Unfortunately, little, if any, empirical data provide the donor-related information that community colleges need to be successful fundraisers. The information gained from this research study will add to the literature and help community colleges to better communicate, understand, and serve their donors, hopefully increasing the level of donor engagement within the community college. This increased knowledge and donor engagement can lead to an increase in the number of charitable contributions from donors.

Characteristics of Current, Lapsed, and Major Gift Donors

This study focused on three types of donors: current, lapsed, and major gift donors. Nonprofit organizations find it easier and more economical to retain current donors and reclaim lapsed donors than to cultivate new ones (Nichols, 1999). Also, major gift donors, though there are usually fewer of them than current and lapsed donors, contribute between 80% and 90% of the funds raised by nonprofit organizations (Sargeant & Jay, 2004). Therefore, it is important and a better return on investment to examine the characteristics of current, lapsed, and major gift donors.

Current Donors

Because it is more expensive and five times more difficult to attract new contributors than to retain current ones, it is a better return on investment for nonprofit organizations to focus on existing donors (Nichols, 1999). Greenfield (1999) agreed and advised nonprofit organizations to continuously nurture, correspond with, and recognize

current donors, who collectively possess a great deal of affluence. Sargeant and Jay (2004) agreed with Greenfield (1999) and suggested that current donors are key to fundraising success because they already believe in nonprofit organizations' work and want to share in their achievements.

A study examining philanthropic differences among alumni, including current donors, was conducted by Weerts and Ronca (2007). They surveyed the alumni of a research university in the United States to determine distinguishing characteristics among four categories: (a) inactive alumni (those who have not contributed to or volunteered at their alma mater), (b) volunteers (alumni who have volunteered at but not contributed to their alma mater), (c) donors (those who have contributed to but not volunteered at their alma mater) and (d) supporters (alumni who have contributed to and volunteered at the university). More than 1,400 alumni, out of 2,400 who were surveyed, responded to the paper-and-pencil survey. The researchers found that age is an essential variable that predicts alumni support: the older the alumni, the more likely they are to volunteer at the university. Supporters are 12.71 times more likely than inactive alumni to work, making employment a key variable as well. Finally, supporters are 1.53 times more likely than inactive alumni to have attended university events since graduation. Interestingly, the researchers concluded that student engagement does not automatically mean that students will contribute money or volunteer with their alma mater when they become alumni. The researchers came to this conclusion after learning that inactive alumni were just as likely as volunteers, donors, and supporters to recount solid and meaningful educational and social experiences while attending the school.

Lapsed Donors

The literature about lapsed donors provides reasons as to why donors stop giving and offers insight as to how they compare to current donors. Also, research suggests that lapsed donors should be considered good prospects for contributions because they have contributed at one time to nonprofit organizations (Sargeant & Jay, 2004). Grasty and Sheinkopf (1983) categorized lapsed donors into four groups: (a) lybunts (those who contributed last year but unfortunately not this year), (b) pybunts (those who donated a prior year but unfortunately not this year), (c) sybunts (those who gave some year but unfortunately not this year), and (d) locusts (those who contribute every seven years). This study included sybunts.

A four-year study by Sargeant and Jay (2004) examined the loyalty of more than 20,000 active and lapsed donors in the United States and United Kingdom. The subjects participated by completing a paper-and-pencil survey and taking part in focus groups. The researchers learned (after exploring the genders, professions, earnings, and standards of living of current and lapsed donors) that active and lapsed donors differed in five ways. First, active donors were older than lapsed donors: active donors' average age was 60, and lapsed donors' average age was 53. The second difference was that religiosity was related to lapsed philanthropic giving. The researchers concluded that religious donors changed which nonprofit organizations they supported to assist a wider variety of organizations, stopping their giving to some nonprofit organizations to offer assistance to other organizations supported by their religious affiliations. The third difference dealt with active and lapsed donors' motivations for giving. While reputation, causes, and leadership of nonprofit organizations motivated active donors, lapsed donors indicated that pressure from friends and a sense of obligation motivated them. Because these are

not particularly meaningful or lasting motivations for giving, donors with these motivations were more likely to stop giving. The fourth difference was linked to affinity. Active donors expressed a strong loyalty to nonprofit organizations that garnered their support, and lapsed donors indicated considerably less affinity. The fifth difference was that active donors did not seek personal benefits for giving. Lapsed donors, however, did seek these benefits (such as access to facilities, celebrity, and people), which did not sustain their support of the nonprofit organizations or enhance their loyalty to the organizations.

Finally, Sargeant and Jay (2004) revealed several reasons why donors stop giving, including (a) not being thanked for the contributions, (b) not being allowed to determine how much to contribute, and (c) being asked for donations too frequently. Ciconte and Jacob (2005) affirmed these reasons. They also offered suggestions to bring lapsed donors back into the fold: (a) cultivate them, (b) pay attention to them, (c) respond to their concerns, (d) thank them for their previous contributions, and (e) let them know that their support is missed.

Major Gift Donors

Several researchers have offered characteristics of major gift donors, those who contribute up to 90% of the funds raised by nonprofit organizations (Sargeant & Jay, 2004). Major gift donors are considered idealistic and often prefer in-person meetings to discuss their philanthropy (Nichols, 1999). These donors are described as (a) current and former board members, (b) donors who continuously give at least \$5,000, (c) donors who give at least \$1,000 more than once in a year, (d) donors who give at least \$1,000 more than one year, (e) people who volunteer with the nonprofit organization, and (f)

individuals who attend special events hosted by nonprofit organizations (Greenfield, 1999). Other research suggests that major gift donors are self-made, have a history of philanthropy, have strong connections to and great passion for the nonprofit organizations they support, and are at least 65 years old Gibson (1999). Dove, Spears, and Herbert (2002), however, noted that there are exceptions to these characteristics. Williams (1991) offered a similar description of major gift donors, noting they are likely to be more than 55 years old, male, married, politically conservative, spiritual, near retirement, long-time philanthropists and volunteers, heads of family foundations, business owners, and wealthy. Campbell (1985) provided a similar characterization of major gift donors and indicated they generally are devout in their religious beliefs, have a great respect for the business enterprise, and are conservative politically.

Summary and Critique

Research suggests that it is more economical for nonprofit organizations to focus on current, lapsed, and major gift donors, because the donors have already contributed at least once and will not need as many resources expended to convince them to give again. A review of the literature revealed that age and employment are predictors of alumni support, while student engagement is not a predictor (Dawson, 1988). Also, current and lapsed donors differ in terms of age, religiosity, motivations for giving, affinity to organizations and causes, and personal benefits (Sargeant & Jay, 2004). Moreover, major gift donors are typically older than 55 years, Devout, business-minded and politically conservative (Campbell, 1985; Gibson, 1999; Williams, 1991). While this study focused on community college donors, the existing research focused on donors to other nonprofit organizations.

Previous research provides no information about community colleges' current, lapsed, and major gift donors and how they might be alike or different. The data are important in helping nonprofit organizations to better target their fundraising-related communications to donors, thus helping to ensure greater fundraising success. The current study explored how community colleges' current and lapsed donors differ, thus providing much-needed information about the groups of benefactors that account for most, if not all, of the private funds raised by community colleges. This study also captured essential demographic information about donors, thereby building a profile of the community college donor. In addition, the components for a donor-focused fundraising model for community colleges were identified. With this type of information, community colleges can better understand their donors' needs and thus meet them. In addition, with a greater level of understanding, community colleges' fundraising initiatives will be better targeted to their donors, thus making the initiatives more effective.

Influence of Donor Interactions on Charitable Contributions

Research indicates interacting with donors is essential to maintaining meaningful and long-term relationships with them (Burk, 2003). According to Burk, there are three types of donor interactions: acknowledgement, communication, and recognition. A study by Independent Sector (1995) suggested there is a fourth type as well, solicitation. Several studies examined the most meaningful and effective interactions with donors and the interactions' impact on charitable contributions.

Acknowledgement

Acknowledgement is personal declaration that nonprofit organizations value and respect their donors (Burk, 2003). In a nationwide study of 1,164 randomly-selected donors, Russ Reid Company and the Barna Research Group (1995) interviewed donors by telephone over a two-month period and asked a total of 45 questions. Donors were asked to indicate if nine possible activities would make a difference toward making the donors feel they had more meaningful relationships with nonprofit organizations. Forty-seven percent of the respondents indicated that their relationship with the nonprofit organization would greatly or slightly improve if the nonprofit organization sent a personalized thank-you letters to donors after each contribution. However, the majority of the respondents, 52%, said the acknowledgement would make no difference in their relationships with nonprofit organizations.

The Russ Reid Company and the Barna Research Group survey (1995) also asked donors how much certain activities would help them feel more closely connected to and interested in the work of nonprofit organizations. Two of the activities were acknowledgement-related. Fifty-three percent of the survey respondents indicated that an occasional telephone call (without asking for funds) to find out if they are still pleased with the work of the nonprofit organization and determine how the organization might serve them would make them feel much more or somewhat more connected and interested. Conversely, only 36% indicated that expressions of gratitude such as birthday cards and special gifts would make them feel much more or somewhat more connected and interested.

In addition, using the same data from their 1995 report, Russ Reid Company and the Barna Research Group (1996) published a follow-up report to examine the relationships between the generations of donors. The generations were (a) Baby Busters, who were 18-30 years of age, (b) Baby Boomers, who were 31-49 years of age, (c) Builders, who were 50-68 years of age, and (d) Seniors, who were 69 years of age and older. The activity related to acknowledgment of donors rated low with boomers, 31% of whom indicated that expressions of gratitude such as birthday cards and special gifts would make them feel much more or somewhat more connected and interested.

Communication

Communication occurs when nonprofit organizations share meaningful information, excluding fundraising appeals, with their donors (Burk, 2003). Russ Reid Company and the Barna Research Group (1995) asked donors to indicate if nine possible activities would make a difference toward making the donors feel they had more meaningful relationships with nonprofit organizations. The majority of the respondents noted that four communication activities would greatly or slightly improve their relationships with nonprofit organizations: (a) regularly having an opportunity to express their opinions, thoughts, and fears about the organization to its leadership and receiving a reply (63%), (b) being invited to participate in projects closely connected to the mission and purpose of the nonprofit organization (53%), (c) having a toll-free number they could call any time for information about initiatives at the nonprofit organizations (51%), and (d) being asked how they would like to interact and communicate with nonprofit organization and having their communications distributed according to their preferences (51%). The activity of referring to donors as nonprofit organizations' members or

partners rather than as friends or supporters received the smallest percentage of respondents, with only 33% indicating that the activity would greatly or slightly improve their relationships with nonprofit organizations. The majority, 64%, said this activity would make no difference.

This survey also asked donors how much certain activities would help donors feel more closely connected to and interested in the work of nonprofit organizations. Communication-related activities received the most and fewest percentages of responses. Seventy-two percent of the survey respondents indicated that receiving nonprofit organizations' newsletters on a regular basis would make them feel much more or somewhat more connected and interested. Conversely, only 33% indicated that an online bulletin board to provide information to donors and allow them to ask questions and receive responses would make them feel much more or somewhat more connected and interested.

The follow-up study by Russ Reid Company and the Barna Research Group (1996) found that the majority of the aforementioned four generations indicated that receiving a regular newsletter from nonprofit organizations would make them feel much more or somewhat more connected and interested. The three generations of busters, builders, and seniors rated lowest the activity of using an online bulletin board to provide information to donors and allow them to ask questions and receive responses. Only 49% of the busters, 24% of the builders, and 13% of the seniors indicated that this particular activity would make them feel much more or somewhat more connected and interested.

Finally, Burk (2003) corroborated the findings of both studies conducted by Russ Reid Company and the Barna Research Group (1995 and 1996). Ninety-one percent of

the donors surveyed agreed that newsletters impart helpful information about the nonprofit organizations in which they invest. In addition, 71% of the survey respondents indicated that nonprofit organizations' newsletters impart helpful information about particular initiatives for which their contributions were designated.

Recognition

Recognition is nonprofit organizations' public acknowledgement of their donors' generosity (Burk, 2003). As mentioned previously, the Russ Reid Company and the Barna Research Group study (1995) asked donors how much certain activities would help them feel more closely connected to and interested in the work of nonprofit organizations. A recognition-related activity received a lukewarm response from donors. Only 41% of the participants said they would feel much more or somewhat more connected and interested if they had an opportunity to meet and develop relationships with other donors. Other research suggests this activity may be seen as too impersonal for donors, many of whom do not want to be publicly recognized (Burk, 2003).

Solicitation

Solicitation involves asking donors for contributions. An exhaustive review of the literature revealed two categories of solicitation: person-to-person and indirect solicitation. These categories are explained below.

Person-to-person solicitation. Research suggests that person-to-person solicitation seems to be the most effective method of encouraging donors to give. A biennial nationwide survey by the Independent Sector (1995) revealed that donors to education organizations touted several solicitation vehicles as the reasons they give. More than 90% of respondents indicated that being asked to give by someone they know

well was the solicitation vehicle that encouraged them to give. Seventy-five percent of the donors surveyed indicated that being asked by clergy to give was an effective method of solicitation. However, fewer than 40% of the survey participants responded that the reason they gave was because someone came to their door asking them to give. In addition, survey respondents rated other solicitation tactics low, including receiving a telephone call asking them to give (20.9%) and being asked by a celebrity to give (11.8%). Burk's study (2003) supported those findings reported by Independent Sector (1995) in that the second highest percentage of donors, 38%, said they give in response to face-to-face requests and 31% give in response to personal letters from people they know.

Indirect solicitation. Indirect or impersonal solicitation is not as effective as person-to-person solicitation with donors. During the Independent Sector study (1995), more than 60% of respondents cited reading or hearing a news story as their reason for giving. The remaining reasons included receiving a letter asking them to give (34.2%) and being asked to give in a telethon or radiothon (32.2%). The solicitation tactics that were cited by the least number of respondents and thus were least effective in encouraging donors to give included seeing a television commercial asking them to give (22.7%) and reading a newspaper or magazine advertisement asking them to give (22.5%). Interestingly, Burk (2003) revealed that the majority of her study participants, 47%, contributed in response to direct mail, an impersonal form of solicitation. Smaller percentages of donors, according to Burk, contributed in response to fundraising events (15%), telephone solicitations (9%), and automatic payroll deduction (6%).

Summary and Critique

The interactions of acknowledgement, communication, recognition, and solicitation are important to building and strengthening relationships with donors. First, large percentages of survey respondents cited personalized thank-you letters and occasional telephone calls (without requesting money) as effective acknowledgements for their contributions (The Russ Reid Company & Barna Research Group, 1995). Also, study participants overwhelmingly responded that nonprofit organizations' newsletters are effective communication tools (Burk, 2003; The Russ Reid Company & Barna Research Group, 1995). Furthermore, the literature suggests that while some donors would welcome public recognition for their philanthropy, others do not want to be publicly recognized (Burk, 2003). Finally, the most effective forms of solicitation for donors are being asked to give by someone they know and reading and hearing a news story (Burk, 2003; Hodgkinson, Gorski, Noga, & Knauff, 1995).

Since the Independent Sector (1995) analysis included those who give to educational organizations, it is not clear if the study included community college donors. Few, if any, studies focused on the acknowledgement, communication, recognition, and solicitation methods that are most effective with community college donors. Knowing more about these methods will help community colleges better communicate with their donors, thus increasing the likelihood of receiving charitable contributions. This study helps to determine which college communications influence donors' contributions, because the more community colleges know about which interactions are most effective with donors, the more successful their fundraising efforts will be.

Relationship between Motivations for Giving and Fundraising Projects

The nationwide survey of donors conducted by Independent Sector (1995) also asked donors to educational organizations about their philanthropic goals. The responses shed some light on the relationship between donors' motivations for giving and fundraising projects. The majority of the respondents (68.5%) indicated that finding cures for diseases was a goal for their charitable giving. In addition, 65% said increasing opportunities for others was a philanthropic goal. More than 60% of the donors cited enhancing the moral basis of society and teaching people to be more self sufficient as goals for their giving to educational institutions. Protecting and improving the environment was the goal of 59.1% of the respondents, while 47.9% and 43.8%, respectively, revealed that helping grassroots organizations and improving the cultural life of the community were their philanthropic goals.

Summary and Critique

In short, donors are motivated to give to fundraising projects that deal with finding cures for diseases, increasing opportunities for others, enhancing the moral basis of society, and teaching people to be more self sufficient. However, little research explores motivations for giving to community colleges. While it is possible that some of the aforementioned research includes community college donors, this distinction is not clear. Existing research does not adequately reflect the motivations for giving and preferred fundraising projects of community college donors.

Research regarding four-year institutions' donors and fundraising efforts is not applicable for community colleges because community colleges' histories, missions, sources of private funding, donor bases, levels of financial support, geographical

boundaries, and organizational structures are different from those of four-year institutions (Glass & Jackson, 1998). For example, community colleges raise less money from alumni and private foundations than do four-year institutions. This lack of financial support is due to community colleges' status as mostly commuter schools, whereby the student populations may not be as unified as those at four-year, residential institutions of higher education (Glass & Jackson, 1998). Therefore, when community college students graduate, they tend to transfer their allegiance to the four-year schools to which they transfer. However, community colleges receive a large percentage of private support from non-alumni individuals (Glass & Jackson, 1998). In addition, most community colleges recruit their students from their local communities and thus raise their private funds primarily from local communities (Glass & Jackson, 1998). These geographical boundaries sometimes put community colleges at a disadvantage, because they are typically limited to raising funds from their local communities (Glass & Jackson, 1998). Four-year institutions, on the other hand, raise funds from alumni and other donors throughout their states and even the nation (Glass & Jackson, 1998). Finally, four-year institutions have larger staffs to handle fundraising, whereas community college foundations are staffed by one or a few employees (Glass & Jackson, 1998).

Therefore, it cannot be assumed that literature about four-year institutions will apply to community colleges. This study expands the literature on fundraising by exploring the relationship between motivations for giving and projects that donors are most likely to support financially. Once community colleges understand their donors' philanthropic goals, the institutions may be able to determine which fundraising projects will most appeal to donors. Learning which projects are most appealing to donors will

allow community colleges to better develop fundraising proposals that directly address the projects, thus increasing the likelihood of the projects being funded.

Motivations for Giving: A Theoretical Framework

Philanthropy and fundraising are value-driven and are about building relationships with current and prospective donors (Grace, 1997; Klein, 1997, 2001). Today's donors, demographics, society, and community needs are different from those of the past. Donors are interested in projects that fit their needs and not necessarily the needs of the nonprofit organizations. They are interested in becoming philanthropists at an early age and prefer direct involvement with the nonprofit organizations in which they invest (Tempel, 2003). Nonprofit organizations then will need to effectively connect donors to causes and projects that are important and relevant to them. They can do so by (a) determining what factors motivate donors to give and (b) using that information in a responsible and ethical manner to develop strong relationships with donors. The outcome will be a better match between projects that need funding and the donors' core values (Greenfield, 1999). Essentially, community colleges will need to speak the language of their donors to build effective relationships with them and garner financial investments from them (Jackson & Keener, 2002). Part of speaking their language means knowing what motivates donors to give.

Research suggests that donors' motivations for giving are personal and varied. Identifying these motivations will result in enhanced donor relationships and thus an increase in charitable contributions. Individuals, rather than for-profit organizations, contribute the largest percentage of money to nonprofit organizations (*Giving USA 2006*,

2006). Therefore, it is important for organizations to invest resources in learning more about individual donors as opposed to organizational donors.

The theoretical framework for the research study was the seven profiles of philanthropy proposed by Prince and File (1994). After conducting one of the largest research studies on donor motivation, the researchers developed seven donor profiles. The profiles were the result of interviews with more than 800 wealthy donors and are detailed in a book, *The Seven Faces of Philanthropy* (1994). The profiles (also called segments) are (a) The Communitarian: Doing Good Makes Sense, (b) The Devout: Doing Good is God's Will, (c) The Investors: Doing Good is Good Business, (d) The Socialites: Doing Good is Fun, (e) The Altruist: Doing Good Feels Right, (f) The Repayer: Doing Good in Return, and (g) The Dynasts: Doing Good is a Family Tradition. Furthermore, the study was comprehensive in that it includes a large sample of wealthy donors throughout the country and was conducted in several phases. In addition to providing detailed information about each donor profile, the book provides information about why each segment of donors gives, how the donor segments select nonprofit organizations to support, what they look for and expect after contributing, and what strategies might be used to garner philanthropic support from these segments.

Doing Good Makes Good Sense

The first donor profile is the Communitarian, one motivated by the belief that "doing good makes sense." These donors believe that the relationships they establish by serving and contributing to nonprofit organizations are good for business. They also believe society thrives when they support and donate to nonprofit organizations. Many researchers agreed with Prince and File (1994) that donors are motivated by the belief

that “doing good makes sense” (Center on Philanthropy at Indiana University, 2006; Clary & Snyder, 1995; Grace & Wendroff, 2001; Reilly, 1995; Toppe, Kirsch, & Michel, 2002). However, in a study to determine what motivates donors to contribute to medical research, Dawson (1988) concluded that career advancement was not a significant predictor of the amount of funds contributed to medical research. Furthermore, in a comprehensive survey of the Council of Independent Colleges members, only 8% of the respondents said that the community was a primary reason major donors give (Miller, 2001). While some donors are motivated by the “doing good makes sense” philosophy, others are not.

Doing Good is God's Will

Many studies examined the motivation of religious beliefs, which continue to be important for donors (“An abbreviated history of the philanthropic tradition,” n.d.; Williams, 1997). Prince and File (1994) found that religion motivates some donors to give. Their second donor category, or profile, includes the Devout, who believes that “doing good is God’s will,” (pp. 14-16). In addition, several studies found that a majority of the respondents noted they are motivated by religious beliefs (Center of Philanthropy at Indiana University, 2006; Toppe, Kirsch, & Michel, 2002).

Furthermore, Clary and Snyder (1995) indicated that the protective function, one in which donors are motivated by guilt and/or their religious beliefs, is important for some donors. Salvation (Horvath, 1997) and religious upbringing or affiliation (Burk, 2003; Miller, 2001) have also been cited as motivations for giving. In addition, based on his rigorous dialogues with millionaires, Schervish (1997) identified eight variables that influence donors’ giving, two of which are communities of participation and frameworks

of consciousness. According to Schervish, church affiliations (part of the communities of participation) and religious beliefs and values (frameworks of consciousness) motivate donors to give.

Doing Good is Good Business

Much research addresses the motivation of income- and tax-related benefits. Prince and File (1994) suggested that donors are motivated by the philosophy of “doing good is good business” (pp. 14-16). These donors are called Investors and are motivated by the financial-related benefits of contributing to nonprofit organizations. Other studies revealed similar findings (Balz, 1987; Dawson, 1988; Stone & McElwee, 2004; Toppe, Kirsch, & Michel, 2002). Also, Horvath (1997) offered that “giving to get” is a motivation of giving. In addition, Schervish (1997) noted that intrinsic and extrinsic rewards are motivations for giving. Tax benefits, an example of extrinsic rewards, are motivations for giving according to Schervish. Conversely, some studies found that receiving direct benefits in return for giving, such as tax benefits, was cited as the primary motivation by small percentages of respondents (Miller, 2001; Panas, 2005; Reilly, 1995).

Doing Good is Fun

The fourth donor profile by Prince and File (1994) is the Socialite, who believes that “doing good is fun” (pp. 14-16). Similarly, other researchers noted that social functions, and the networks gained from them, motivate some donors to support nonprofit organizations. For example, Clary and Snyder’s (1995) social function deals with social forces and relationships as motivations for giving. Also, Grace and Wendroff (2001) and Panas (2005) noted that associating with people who share similar morals and

pursuits motivates some donors. Finally, the Russ Reid Company and the Barna Research Group (1995) researchers learned that 31% of the study respondents are motivated to give when they attended an event that impressed them.

Doing Good Feels Right

Altruism has been noted as another motivation for giving. For example, Prince and File (1994) referred to the Altruist, one who believes that “doing good feels right.” Also, the Bank of America Study of High Net-worth Philanthropy reported that 82.6% of respondents considered giving back to the community as a motivation for giving (Center on Philanthropy at Indiana University, 2006). However, Burk (2003) noted that only 9% of her donor survey respondents were motivated by the desire to give back to the community. Also, another of Clary and Snyder’s (1995) functions, values, supports the motivation of altruism. With the values functions, core values motivate donors. In addition, in a series of essays, writers cited helping others and altruism as motivations for giving (Horvath, 1997). Still other research suggested that the joy of giving is a key factor in motivating donors to give (Panas, 2005; Stone and McElwee, 2004). Altruism was even cited as the single most important reason for giving for individual donors and foundation donors although not for corporate donors (Reilly, 1995).

Doing Good in Return

The sixth profile by Prince and File (1994) is the Repayer, who believes in “doing good in return” (pp. 14-16). Other researchers have noted similar reasons for philanthropic giving, including making certain that others have what donors themselves have come to cherish and possibly did not have previously in life (Grace & Wendroff, 2001), paying it forward (Horvath, 1997), showing loyalty and love for the organization

(Miller, 2001), giving back to the community (Miller; Ostrower, 1995; Panas, 2005), and giving because nonprofit organizations helped them and people are important to them (Russ Reid Company and the Barna Research Group, 1995).

Doing Good is a Family Tradition

The final motivation for giving noted by Prince and File (1994) is “doing good is a family tradition,” which relates to the donor profile called Dynasts (pp. 14-16). A California study revealed that family tradition was an important motivation for the donors who were interviewed (Stone & McElwee, 2004). Specifically, the donors said being involved in their parents’ philanthropic decisions as children and being raised by civic-minded parents were essential motivations for giving (Stone & McElwee, 2004).

Other Motivations for Giving

Reciprocity

Several researchers found that reciprocity was a motivation for giving. The challenge with this particular motivation is that the researchers defined “reciprocity” differently. For example, some researchers defined “reciprocity” as giving back to society to assist those who are less fortunate and noted that study respondents indicated it was a primary motivation to give (Center of Philanthropy at Indiana University, 2006; Panas, 2005). Also, the University of Arizona study found that reciprocity, defined as seeking and expecting something in return for the contribution, was noted as a reason for giving for 11% of individual donors and 4% of foundation donors. However, it was not a motivation for corporate donors (Reilly, 1995). Finally, Dawson (1988) defined reciprocity as “benefit[ing] from the charities’ activities in the past or anticipat[ing] the

need for their services in the future” (p. 32), concluding that reciprocity was a significant predictor of the amount of funds contributed to medical research.

Being Asked

Being asked to give was noted as a motivation for giving in several studies. In fact, more than 60% of respondents cited being asked as a motivation for giving (Center on Philanthropy at Indiana University, 2006). Households personally asked to make contributions gave a great deal more than those who were not personally asked (Toppe, Kirsch, & Michel, 2002). Eleven percent of the fundraisers surveyed noted that being asked and cultivated was one of the main reasons that major gift donors give (Miller, 2001). Finally, Schervish (1997) found that direct requests for financial support, with face-to-face asks being most effective, were motivations for giving.

Self-Esteem

Several researchers noted another motivation for giving, self-esteem. For example, with Clary and Snyder’s (1995) enhancement function, the positive feeling donors receive from giving motivates them. Still other research identified giving to have good feelings as a motivation (Grace & Wendroff, 2001; Horvath, 1997; Russ Reid Company and the Barna Research Group, 1995; Schervish, 1997; Tobin, 1991). In fact, in a follow-up report delving into the relationships between the generation of donors, Russ Reid Company and the Barna Research Group (1996) found that at least 60% of the respondents in each generation indicated they are motivated to give by feeling good about themselves when they donate money to nonprofit organizations. However, Dawson (1988) noted that improving one’s sense of self was not an important motivation for giving for medical research donors.

Urgency

Several researchers noted that a sense of urgency is a motivation for giving. For instance, Grace and Wendroff (2001) said bypassing tedious procedures and systems (usually those of government agencies) and getting quicker outcomes motivate some donors to give. Also, Panas (2005) and Schervish (1997) said being faced with urgent problems motivates million-dollar donors to give. In the study by Russ Reid Company and Barna Research Group (1995), 60% of the donors surveyed said they were motivated when nonprofit organizations communicated an urgent need. In the follow-up report by Russ Reid Company and Barna Research Group (1996), the researchers found that nonprofit organizations' communication of an urgent need motivates at least 56% of the respondents in each generation to give.

Importance and Relevance

The importance and relevance of the nonprofit organizations and their causes are motivations for giving. Several studies found that (a) the belief that donors' contributions can help meet critical needs, (b) the ability to bring about a desired impact, (c) the belief that nonprofit organizations should provide services that government agencies cannot provide, and (d) the ability to identify with the causes may motivate a large percentage of respondents to give (Center on Philanthropy at Indiana University, 2006; Grace & Wendroff, 2001; Miller, 2001; Panas, 2005; Russ Reid Company and Barna Research Group, 1995, 1996; Stone and McElwee, 2004). However, in one study, a small percentage of respondents noted that the importance of a particular cause is a motivation to give (Burk, 2003). In addition, Clary and Snyder's (1995) function of understanding

means that increased knowledge about nonprofit organizations and their causes motivate donors to give.

Selfishness and Superstition

For some donors, selfishness and superstition are motivations for giving. The donor-written essays about motivations for giving noted that people give for selfish reasons. Specifically, they give to organizations such as hospitals and institutions of higher education because they or their family members might benefit from the organizations. Similarly, some donors give because they are superstitious and believe bad luck will befall them if they do not give to others (Horvath, 1997).

Grief and Guilt

Grief as a result of the loss of loved ones is another motivation for philanthropists. The essay series mentioned grief as a reason donors give (Horvath, 1997). Similarly, other researchers found that personal tragedy is a motivation for giving for philanthropists (Ostrower, 1995; Panas, 2005). Several researchers noted that guilt is another motivation for giving (Ostrower, 1995; Schervish, 1997). Also, Clary and Snyder (1995) noted that the protective function is one in which donors are motivated by not only religious beliefs but guilt. Conversely, Panas (2005) noted that guilt was not a motivation for the wealthy donors he interviewed.

Obligation

As noted throughout the literature, many different factors motivate donors to give. Many researchers noted one such factor, a sense of obligation to the community (Panas, 2005; Russ Reid Company and the Barna Research Group, 1995, 1996; Toppe,

Kirsch, & Michel, 2002). However, it seems obligation was not an important motivation for some donors (Burk, 2003).

Leadership, Effectiveness, and Financial Stability

Nonprofit organizations' leadership, effectiveness, and financial stability also often motivate donors to give. For example, 25% of fundraising professionals suggest that major gift donors are motivated by (a) nonprofit organizations' relationships, leadership, and personal contact and (b) their financial stability (Miller, 2001). In addition, wealthy donors revealed that high-caliber leaders of nonprofit organizations and the financial stability of the organizations motivate them to give (Panas, 2005). Still others give because organizations spend contributions responsibly and wisely or because they view those organizations as being very effective (Russ Reid Company and the Barna Research Group, 1995, 1996).

Summary and Critique

Donors are motivated by the concepts of doing good makes sense (Center on Philanthropy at Indiana University, 2006; Clary & Snyder, 1995; Grace & Wendroff, 2001; Prince & File, 1994; Reilly, 1995; Toppe, Kirsch, & Michel, 2001), doing good is God's will (Burk, 2003; Center on Philanthropy at Indiana University; Clary & Snyder; Horvath, 1997; Prince & File; Schervish, 1997; Toppe, Kirsch, & Michel), doing good is good business (Balz, 1987; Dawson, 1988; Horvath; Prince & File; Schervish; Stone & McElwee, 2004; Toppe, Kirsch, & Michel), doing good is fun (Clary & Snyder; Grace & Wendroff; Panas, 2005; Prince & File; Russ Reid Company and the Barna Research Group, 1995), doing good feels right (Burk; Center on Philanthropy at Indiana University; Clary & Snyder; Horvath; Panas; Prince & File; Stone & McElwee), doing

good in return (Prince & File; Grace & Wendroff; Horvath; Ostrower, 1995; Panas; Russ Reid Company and the Barna Research Group), and doing good is a family tradition (Prince & File; Stone & McElwee). Researchers have also explored the motivations of reciprocity (Center on Philanthropy at Indiana University; Dawson; Panas), being asked (Center on Philanthropy at Indiana University; Schervish; Toppe, Kirsch, & Michel), self-esteem (Clary & Snyder; Grace & Wendroff; Horvath; Russ Reid Company and the Barna Research Group; Tobin, 1991), urgency (Grace & Wendroff; Panas; Russ Reid Company and the Barna Research Group; Schervish), importance and relevance (Burk, 2003; Center on Philanthropy at Indiana University; Clary & Snyder; Grace & Wendroff; Panas; Russ Reid Company and the Barna Research Group; Stone & McElwee), and selfishness and superstition (Horvath). In addition, grief (Horvath; Panas;); guilt (Clary & Snyder; Ostrower; Schervish); obligation (Burk; Panas; Russ Reid Company and the Barna Research Group; Toppe, Kirsch, & Michel); and leadership, effectiveness, and financial stability (Panas; Russ Reid Company and the Barna Research Group) have been identified as motivations for giving.

Although research about motivations for giving was comprehensive, some of it was problematic. First, Grace and Wendroff (2001) did not provide specific information about the methodologies of their studies. Doing so would have explained how the researchers arrived at their conclusions, thus lending credibility to their work and allowing others to replicate their studies. Second, the comprehensive survey of the Council of Independent Colleges members (Miller, 2001) did not include major gift donors, the most important donor group. Since fundraising professionals were surveyed and not major gift donors themselves, the study reflected the speculations of those who

work with donors but not donor-reported information. This is a concern because the survey results may not reflect donors' true motivations for giving. Reilly's research (1995) was one of only a few published studies about the motivations of those who contribute to educational institutions. In addition, it included a sample of only 30 major gift donors. Ostrower's study (1995) is limited by generalizability because all of the donors lived in the same city, New York. Therefore, it cannot be inferred that the information can be applied to donors who live in other parts of the country, because there is no assurance that the outcomes obtained in this study will occur in studies conducted with donors who live outside New York. Next, little research supports the "doing good is a family tradition" donor profile. However, the two studies provided valuable information (Prince & File, 1994; Stone & McElwee, 2004). Finally, several researchers noted reciprocity as a motivation for giving (Center of Philanthropy at Indiana University, 2006; Dawson, 1988; Panas, 2005; Reilly, 1995), but the researchers defined it differently. Specifically, "reciprocity" was defined as giving back to society to assist those who are less fortunate (Center of Philanthropy at Indiana University, 2006; Panas, 2005), seeking and expecting something in return for the contribution by others (Reilly, 1995), and "benefit[ing] from the charities' activities in the past or anticipat[ing] the need for their services in the future" (p. 32) (Dawson, 1988).

Jacobson (1990) pointed out that the major fundraising and philanthropy research studies cover four main categories: (a) trends in amounts and sources of funding, (b) economics and policy, (c) fundraising costs, and (d) donors' giving behaviors. However, these studies typically do not focus on community colleges. Some scholars believe that there is an adequate amount of research about donor motivation and that literature about

other educational fundraising topics should be published (Cook & Lasher, 1996; Kelly, 1998). However, a comprehensive review of the literature revealed little, if any, information about the motivations of community college donors. Since these donors are typically not alumni and very few individual community colleges have the financial and human resources to conduct in-depth studies about their donors, it is essential that donors' philanthropic motivations be examined and used to enhance fundraising programs.

Conclusion

This study adds to the limited empirical data about community college donors. In addition, with the knowledge that can be gained from this study, community colleges can become better poised to learn more about their donors. Community colleges also can enhance their fundraising programs, develop messages that resonate with their donors and reflect their values, and reap the same philanthropic rewards as four-year institutions. Also, this research study builds upon the work of Prince and File (1994) and used a modified version of their instrument, filling the research void about the little-known population of community college donors and helping community colleges to understand what motivates donors to give. Ultimately, this greater understanding about donors can lead to an increase in charitable contributions.

CHAPTER III

METHOD

A mixed-method approach was used for this research study, whose goals were to (a) design and validate a survey to help community colleges understand their donors' motivations for giving and (b) develop a donor-focused fundraising model for community colleges. In a mixed-method study, quantitative and qualitative techniques are used to collect and analyze data (McMillan, 2004). The mixed-method approach allowed for the compilation of comprehensive and thematic information about the community college's donors. In this study, the quantitative technique was a survey, and the qualitative techniques were face-to-face interviews and a documents review. The study was conducted in five steps. The first step included piloting the survey. The second step was piloting the interviews, which included interviewing four current donors, three lapsed donors, and two major gift donors and documenting the interviews with and without an audiotape. The third step involved face-to-face interviews with a convenience sample of five major gift donors to gather more in-depth information about why they contribute to the community college being studied. The fourth step involved surveying 2,865 community college donors. The final step was a review of printed and electronic donor records.

The theoretical framework for the research study was the seven profiles of philanthropy proposed by Prince and File (1994). The profiles are (a) The Communitarian: Doing Good Makes Sense, (b) The Devout: Doing Good is God's Will, (c) The Investors: Doing Good is Good Business, (d) The Socialites: Doing Good is Fun, (e) The Altruist: Doing Good Feels Right, (f) The Repayer: Doing Good in Return, and

(g) *The Dynasts: Doing Good is a Family Tradition*. Similar to the Prince and File study, this study provides information about why community college donors give, how they select nonprofit organizations to support, what they look for and expect after contributing, and what strategies might be used to garner additional philanthropic support from these donors. This chapter is divided into eight sections. The first section describes the study's research design, with the second section explaining the research questions. The third and fourth sections provide information about the setting and sample and instrumentation and materials, respectively. In the fifth section, data collection and analysis are discussed, followed by a discussion of the ethical treatment of participants in the sixth section. The chapter ends with a section on limitations and finally the conclusion.

Research Design

A mixed-method research design was used for this study. In a mixed-method study, qualitative and quantitative techniques to assemble, explain, and convey information are utilized collectively (McMillan, 2004). A concurrent triangulation strategy was used, whereby quantitative and qualitative data were collected and analyzed at the same time and the data results were compared (Creswell, 2003). The concurrent triangulation strategy was appropriate for the study because it allowed the findings to be substantiated and supported (Creswell).

In fact, with concurrent triangulation strategy, the strengths of one method balance the weaknesses of another. For example, quantitative techniques are intended to guarantee impartiality, generalizability and reliability; reveal relationships between variables; and produce quantifiable, reliable, and generalizable information. These

strengths balance the weaknesses of qualitative techniques, which include the researcher's role as the instrument of data collection and the likelihood of results differing to a great extent based upon the researcher (Weinreich, n.d.). Conversely, the purposes of qualitative techniques are to provide researchers with the perceptions of a population through direct communication with them and help researchers understand certain behaviors such as the motivations for philanthropic giving. These advantages counter the disadvantages of quantitative methods such as taking human behavior out of the appropriate context and discounting or overlooking the effects of variables that have not been included in the quantitative instrument (Weinreich).

The quantitative component of the research study was non-experimental. The study included descriptive and comparative analyses. A pilot study was conducted, a survey was mailed to 239 donors, and the final survey was used to obtain the information required to answer the research questions and develop donor profiles (Campbell, 2000).

The qualitative component was a critical instance case study, whereby one community college was examined for unique and specific purposes (Davey, 1991). As part of the case study, three methods were employed to collect data and develop a complete and comprehensive representation of the participants. First, interviews were piloted; personal, face-to-face interviews with three lapsed donors, four current donors and two major gift donors were conducted; and interviews were documented with and without an audiotape. Afterward, the results were analyzed and used to modify the interview protocol for the major gift donors. Then, personal, face-to-face interviews with five major gift donors were conducted to provide more in-depth information, and the donors' confidential written and electronic records that are maintained by the community

college foundation were thoroughly reviewed. Because both quantitative and qualitative components were used for the study, stronger evidence for a conclusion through the substantiation of results and more comprehensive information to support both theory and practice can be provided (Creswell, 2003; Weinreich).

Research Questions

Several research questions guided this study:

1. *What are the characteristics of community college current donors, lapsed donors, and major gift donors?* This question explored the characteristics of these types of donors and how they differ. To answer this research question, community college donors were surveyed, with the survey including questions related to demographics. Factors such as age, gender, ethnicity, highest level of education, marital status, affiliation with the community college, total household income, and locality of residence were examined. Also, confidential printed and electronic donor records were reviewed.
2. *Which college communications influence community college donors' contributions?* This question explored the influence of a variety of college communications (i.e., college annual report, quarterly newsletter, telephone calls and visits) on donors' decisions to give. To answer this research question, donors were surveyed to determine which college communications help them decide whether they will contribute to the college. The survey included a list of college communications to be rated on a Likert-type scale from "significantly helps" to "does not help." This topic was also explored during face-to-face interviews with five major gift donors and a review of the printed and electronic files.

3. *What are the philanthropic motivation profiles of community college donors?* This question explored the philanthropic motivation profiles of community college donors. To answer this research question, donors were surveyed using modified descriptions of donor profiles provided by Prince and File (1994). The survey asked donors to indicate which one of seven statements best described the reason they contribute to the community college foundation. During the face-to-face interviews, five major gift donors were asked an open-ended question about why they contribute to the college. Printed and electronic donor files maintained by the community college foundation were also reviewed.

4. *Which community college fundraising projects are the philanthropic motivation profiles most likely to support financially?* This question explored which fundraising projects the philanthropic motivation profiles were most likely to support financially. To answer this research question, donors were surveyed, and philanthropic motivation profiles (based on Prince and File's 1994 book) and possible fundraising projects (i.e., academic programs, athletic programs, cultural events, employee professional development) and how they relate were examined. Also, during the interviews with major gift donors, which college projects were of most interest to them and why were explored. Also, the donors' printed and electronic files were reviewed for information about the donors' interests.

Setting and Sample

The study was conducted at a mid-sized, multi-campus community college in Virginia that offers more than 75 degree and certificate programs in a wide variety of disciplines and workforce preparation programs for employees and employers. As one of

the fastest-growing community colleges of its size in the country, the institution serves over 7,600 unduplicated credit students and more than 10,450 individuals in professional development and business and industry courses annually ([community college name removed], n.d.). The community college's educational foundation has assets of more than \$8.68 million and has raised more than \$2.62 million since January 2005 (A. Rosenberger, personal communication, June 12, 2009).

The community college's service area is comprised of eight localities designated as localities A, B, C, D, E, F, G, and H for the purposes of this study. According to 2008 U.S. Census data, locality A had 14,458 residents. Fifty percent of them were women, 92% of them were White, and 24% had a bachelor's degree. The median household income for 2007 was \$64,149. Also, locality B had 66,839 residents. Fifty percent of them were women, 87.5% of them were White, and 27% had a bachelor's degree. The median household income for 2007 was \$81,404. In addition, locality C had 73,898 residents. Fifty percent of them were women, 93% of them were White, and 19% had a bachelor's degree. The median household income for 2007 was \$64,192. Next, locality D had 24,164 residents. Fifty-one percent of them were women, 96% of them were White, and 10% had a bachelor's degree. The median household income for 2007 was \$40,295. Also, locality E had 7,158 residents. Fifty percent of them were women, 92% of them were White, and 23% had a bachelor's degree. The median household income for 2007 was \$60,540. Next, locality F had 40,777 residents. Fifty-one percent of them were women, 96% of them were White, and 15% had a bachelor's degree. The median household income for 2007 was \$48,067. In addition, locality G had 36,663 residents. Fifty-one percent of them were women, 92% of them were White, and 15% had a

bachelor's degree. The median household income for 2007 was \$55,262. Finally, locality H had 25,897 residents. Fifty-one percent of them were women, 85% of them were White, and 24% had a bachelor's degree. The median household income for 2007 was \$44,808.

Quantitative Component of the Research

The population of the study included individuals who have contributed at least once to the community college. A community college employee extracted the donor list from the community college's database of current donors, lapsed donors, major gift donors, and non-donors and submitted it for the study. Deceased donors and those with invalid mailing addresses were excluded from the data and study. In addition, organizations were removed from the data and not included in this study because historically, individuals contribute the largest percentage of donations to community colleges (Glass & Jackson, 1998). The total number of donors was 2,865; therefore, the sample size needed to be 355 to achieve a 95% confidence rate.

Qualitative Component of the Research

For the personal, face-to-face, in-depth interviews, a convenience sample of five major gift donors, those who have contributed at least \$10,000 at one time, was interviewed. The sample consisted of those major gift donors who are conveniently willing, able, and available to participate in the study (Fink, 2006). The list of major gift donors from the community college educational foundation was received and used to select the major gift donors to be interviewed. The major gift donors selected for the interview were diverse in terms of gender, age, and geographic area. The survey used for the quantitative approach was not mailed to these donors.

Instrumentation and Materials

Quantitative Component of the Research

Description of instrumentation. An instrument was developed based on the literature review and research conducted by Prince and File (1994). The instrument, a comprehensive 13-item donor survey that helped to answer the research questions, was four pages and thus did not exceed the recommended eight pages (Campbell, 2000). The instrument was used to determine (a) the characteristics of current donors, lapsed donors, and major gift donors, (b) which college communications influence donors' contributions, (c) the philanthropic motivation profiles of community college donors, and (d) which fundraising projects the philanthropic motivation profiles were most likely to support financially. Through the use of the instrument, the study will build upon the work of Prince and File (1994). During their interviews with major gift donors, Prince and File discovered that specific words resonated with the different donor segments during discussions about philanthropic giving. As a result, the researchers collected a list of positive terms and phrases and resurveyed the major gift donors, who were asked to use a scale to illustrate how essential each term and phrase were to them and their reasons for giving. The phrases were used in this study to determine the motivations for community college donors' giving.

The survey consisted of two Likert-type questions, one multiple-choice question, eight demographic-related questions, and two optional questions and included the following areas:

1. Likelihood of contributing financially to the community college for certain projects:
10 items rated on a scale of 3 (very likely) to 1 (not likely).

2. Extent to which college communications help donors to decide if they will contribute to the college: 15 items on a scale of 3 (significantly helps) to 1 (does not help).
3. Statement that best describes the reason donors contribute to the community college: seven multiple-choice items.
4. Demographic questions ranging from gender and ethnicity to total household income and affiliation with the college. Demographic information may cause discomfort for some donors, so these types of questions were not asked too early in the survey (Campbell, 2000). In fact, these questions were asked at the end of the survey.

Validity of instrumentation. Several steps were followed to establish face validity, content validity, construct validity, and criterion-related validity of the survey instrument (see Appendix I), thus achieving the first goal of the study. To establish face validity, which is based on what nonexperts believe a survey instrument seems to measure, a pilot study was conducted. The pilot study helped to (a) identify weaknesses and errors in the survey before it was mailed to the entire population of donors and (b) collect feedback about the length of time to complete the survey, ease and user-friendliness of survey, quality and comprehensiveness of questions, and other ways to enhance the survey (Campbell, 2000). A pilot study was conducted with community college employees, community college board members, community college educational foundation board members, and community college students who have contributed to the community college at least once. These groups totaled 239 individuals. A cover letter (see Appendix C), instructions (see Appendix D), brief questionnaire (see Appendix E), and actual donor survey were mailed to the aforementioned groups. The completed questionnaires were compiled and analyzed, and the results were used to revise the survey before the

final one was mailed. The pilot study results were not included in the overall study results but were used to revise the survey and interview protocol as necessary.

To establish content validity, which is based on experts' views about the suitability of a survey instrument, five community college fundraising professionals were consulted (Orcher, 2005). The experts were chief development officers at different community colleges in Virginia who possessed at least 10 years of fundraising experience. All of the experts were female. For three of them, the highest level of education was a master's degree. One expert had a doctorate, and the other had a bachelor's degree as her highest level of education. In addition, one of the experts held a non-credit certificate in philanthropy from a private four-year school, and two of them were certified fund raising executives. Their years of general fundraising experience ranged from 10 years to more than 20 years, and their years of community college fundraising experience ranged from 4.5 years to 14 years. Their years of employment at their respective community colleges ranged from 1.5 years to 28 years. The experts reviewed the instrument for clarity and to ensure that every survey question related to the topic. The instrument was sent to the experts, and they were asked to compare the instrument with the goals and purpose of the study (see Appendix A). Also, the experts were asked to complete a questionnaire as part of their assessment (see Appendix B). The instrument was revised based on the feedback from the experts. Their assessment of the degree of consistency between the instrument and goals and purpose of the study assisted in determining the content validity.

Finally, construct validity was established with the use of research conducted by Prince and File (1994) as the basis for this study. Specifically, an instrument based on the

literature review and research conducted by Prince and File (1994) was developed. This ensured that the instrument measured what it was intended to.

Reliability of instrumentation. To determine the reliability of the instrument, or the degree to which the survey results are consistent, the results of the pilot study were used. Specifically, the surveys were screened to determine if all of the responses were completed, and any incomplete surveys were removed. Cronbach Alpha was then used to measure internal consistency based on the average correlation among the survey items (McMillan, 2004).

Qualitative Component of the Research

An interview protocol for major gift donors was developed (see Appendix F). The protocol included instructions on how to schedule the interviews, a script for the interviewer to use for the interviews, and instructions for the interviewer to cut on and off a recorder (per the interviewees' wishes). In addition, the interview protocol included nine open-ended interview questions and, for each question, possible topics to be used for probing questions in the event the interviewees had difficulty answering the questions. The questions encouraged donors to provide information on topics such as their perceptions of the community college, why they contribute to the college, what college projects and programs are of most interest to them and why, and which college communications help and do not help donors to decide whether they will contribute to the college. In addition, the questions explored how donors determine which nonprofit organizations gain and lose their support, what the college and/or educational foundation need to do to continue receiving and to lose the donors' support, and how the donors would like the community college to stay in contact with them and why. The interview

questions were used for the pilot interviews and then modified as needed for the interviews with major gift donors.

The following interview questions were derived from the survey questions and from studies by Prince and File (1994) and other researchers.

1. *“Please tell me your perceptions of the community college.”* This question was derived from data from Russ Reid Company and the Barna Research Group (1995).
2. *“Why do you contribute to the college?”* This question was based on research by Prince and File (1994) and other researchers (Center on Philanthropy at Indiana University, 2006; Panas, 2005; Russ Reid Company and the Barna Research Group, 1995; Stone & McElwee, 2004).
3. *“What college projects and programs are of most interest to you and why?”* This question was derived from Independent Sector (1995) data.
4. *“What college communications help you to decide whether you will contribute to the college?”* The question was developed based on data from Burk (2003) and Russ Reid Company and the Barna Research Group (1995).
5. *“What college communications do not help you to decide whether you will contribute to the college?”* This question was developed based on data from Burk (2003) and Russ Reid Company and the Barna Research Group (1995).
6. *“How do you determine which nonprofit organizations gain and lose your support?”*
This interview question was developed based on study results from Russ Reid Company and the Barna Research Group (1995).

7. *“What do the college and/or educational foundation need to do to continue receiving your support?”* This interview question was developed based on study results from Russ Reid Company and the Barna Research Group (1995).
8. *“What do the college and/or educational foundation need to do to lose your support?”* This interview question was developed based on study results from Russ Reid Company and the Barna Research Group (1995).
9. *“How would you like us to stay in contact with you and why?”* This question derived from studies conducted by Burk (2003) and Russ Reid Company and the Barna Research Group (1995).

Data Collection and Analysis

Data Collection

Quantitative component of the research. To announce the research study, 1,838 postcards (see Appendix G) were mailed to the population of donors (excluding those donors who participated in the pilot study). To minimize the printing and mailing costs of the postcards, they were addressed to couples (when both individuals were donors) and individuals (when only the individual was a donor). The final survey was then mailed to the same population of donors (again excluding those donors who participated in the pilot study). The survey was addressed to individuals (and not couples) to ensure all donors were given an equal opportunity to respond to the survey. The total population of donors was 2,865. The surveys were color coded according to the following types of donors: (a) current donors, (b) lapsed donors, and (c) major gift donors. A cover letter (see Appendix H), survey instructions and survey (see Appendix I), and postage-paid envelope were mailed to the donors. The cover letter was signed by the community

college educational foundation board chair, lending credibility to the survey (O'Sullivan, Rassel & Berner, 2003). The instructions explained the purpose of the survey, enclosures, confidentiality, survey length and questions, how to return the survey; provided an opportunity for participants to ask questions; and expressed gratitude for participating in the survey. Participants were asked to participate but were under no obligation to do so. The participants used the postage-paid envelopes to return the completed surveys to the researcher.

A follow-up mailing was sent to those who did not respond to the first one, a total of 2,710 donors. The follow-up mailing consisted of a letter (see Appendix H), survey (see Appendix I), and postage-paid envelope. The donors mailed the completed surveys to the attention of the community college educational foundation, which forwarded them to the researcher upon receipt. The completed surveys were separated based on the three colors being used for the three types of donors.

Qualitative component of the research. Four current donors, three lapsed donors, and two major gift donors were included in the pilot interviews. At least one person from each donor group was audio-taped, and at least one person from each donor group was not audio-taped. This method alleviated the impact of researcher bias, helped the researcher to determine the differences in interviewing subjects when they were not audio-taped, and helped ensure the researcher maintained objectivity while interviewing all types of donors. These results were not included in the study analysis, and these subjects were not interviewed as part of the major gift donor interviews. After the pilot interviews were analyzed, nine major gift donors were invited (via e-mail and letters) to participate in the final interviews (see Appendix J). Within two weeks after the e-mail

messages and letters were sent, they were followed by e-mail messages and telephone calls to schedule the interviews (Rubin & Rubin, 2005), confirming the interview dates, times, and locations. This process was continued until five donor interviews were confirmed. Only one interview was held per day to ensure that the interview content of one donor was not confused with that of another donor (O'Sullivan et al., 2003). Also, notes were taken during each interview to eliminate confusion.

The interviews were used to gather more in-depth information about why donors contribute to the community college being studied. Because donors can have multiple and complex motivations for giving (Williams, 1997), the in-depth, person-to-person interviews captured this multiplicity and complexity in a way that the surveys did not. Using qualitative approaches to complement quantitative approaches and not being restricted to one approach were important to answer comprehensive research questions. Specifically, survey data used to measure and analyze concepts and individuals' interpretations garnered from interviews together form a more complete and balanced analysis of what factors motivate donors to contribute (Creswell, 2003; Weinreich). During the face-to-face interviews, the major gift donors were asked a series of nine questions. For each question, several topics were used for probing questions if donors could not think of anything to say or did not mention the topics. The interviews were audio-taped (with the participants' permissions), and detailed notes were taken as well. No one else participated in the interviews.

Data were also collected through the review of documents, specifically the confidential written and electronic major gift donor records maintained by the community college foundation. The records included correspondence to and from donors,

publicity about donors, information about donors' contributions, and information about donors' capacity to contribute.

Data Analysis

Quantitative component of the research. Information from the completed surveys was entered into Statistical Program for the Social Sciences (SPSS) to calculate survey scores and conduct several statistical analyses to answer the research questions and determine statistical significance (SPSS Inc., 2004). Following is information about the statistical analyses, which included cross tabulations and one-way analyses of variance (ANOVAs).

Research question 1: What are the characteristics of community college current donors, lapsed donors, and major gift donors? To answer this research question, demographics were examined. Demographics include age, gender, socioeconomic status, educational level, ethnicity, employment status, and marital status and play a role in people's ways of thinking, morals, way of life, and philanthropic decisions (Nichols, 2002). To determine the characteristics of the three types of donors, cross tabulations were conducted on questions 4 through 11 of the donor survey (Cronk, 2006; Green & Salkind, 2005).

Research question 2: Which college communications influence community college donors' contributions? To address this research question for the three types of donors, cross tabulations and ANOVAs were conducted on question 2 of the survey. To determine the significant differences between the three types of donors, the analysis was conducted at the $p > .05$ level of significance (Cronk, 2006; Green & Salkind, 2005).

Research question 3: What are the philanthropic motivation profiles of community college donors? Cross tabulations were conducted on survey question 3 to address this research question for the three types of donors (Cronk, 2006; Green & Salkind, 2005).

Research question 4: Which community college fundraising projects are the philanthropic motivation profiles most likely to support financially? To answer this research question, cross tabulations were performed on survey questions 1 and 3.

Qualitative component of the research. The interview data were analyzed in two phases. In the first phase, taped interviews were transcribed and summarized; ideas, reoccurring topics and activities were identified, honed and expanded; and unique codes were applied to the information to later quickly access what the interviewees said about the identified ideas, reoccurring topics and activities. Specifically, the observations of the researcher were recorded and the interviews were transcribed, focusing on broad trends and patterns, within a few days of the interviews to alleviate confusion. To code the data, labels were applied to the distinct trends, patterns, ideas, topics, and activities based on the themes presented in the literature and the interviewees' comments. The coded data were then arranged so that information with the same labels was categorized together. These categories then were placed into an outline, ensuring a consistent use of the codes and allowing for a better understanding of the commonalities and differences between interviewees' comments, as outlined in phrase two of the data analysis process (Rubin & Rubin, 2005).

During the second phase, ideas, reoccurring topics, and activities across the major gift donor interviews were compared to answer the research questions, draw conclusions,

determine implications, and make recommendations (Rubin & Rubin, 2005). Specifically, the outlined and grouped interview data were examined, and any commonalities and differences between the interviewees' responses were noted. Unexpected themes, trends, and patterns that emerged from the interviews but may not have been reflected in existing literature were noted. In addition, the written and electronic donor records were examined and categorized and their contents were coded using the same process that was used for the results of the face-to-face interviews. Finally, the interview summaries and commonalities and differences between the interviewees' responses were used to interpret the interview responses and donor records (O'Sullivan et al., 2003) and compare and contrast them with the quantitative results (Creswell, 2003).

Development of Model

In addition to a validated survey to assist community colleges in understanding their donors' motivations for giving, a result of this research is a donor-focused fundraising model for community colleges. The logic model, which is a road map of how organizations do their work and achieve their goals, was used to develop a donor-focused fundraising model for community colleges. The outcome approach logic model concept, first introduced by the W.K. Kellogg Foundation in 1998, consists of inputs (what is needed to accomplish the activities, activities (what needs to occur to address the problem), outputs (what will result from the activities), outcomes (the changes that will occur as a result of the program), and impacts (the long-lasting changes that will occur as a result of the program) (W.K. Kellogg Foundation, 2004). Existing literature and the

research study's quantitative and qualitative data analyses were used to develop the model.

Ethical Protection of Participants

Quantitative Component of the Research

Several steps were taken to protect the survey respondents. First, the survey responses were strictly confidential and were filed in a secure and locked location. Also, the return envelopes, which may have included mailing labels applied by the subjects themselves, were filed separately from the surveys. Next, if subjects voluntarily provided their names on the surveys, the information was blacked out with permanent marker. In addition, no names and other identifiable information were included in the study. In addition, the information will remain the property of the researcher and is not stored on the property of the community college. The survey responses will remain in this location for five years after the completion of the research study. After five years, the surveys will be shredded. Finally, the researcher secured a signed letter from the college president and community college foundation board chair authorizing her to access donor records. The researcher also signed a confidentiality form agreeing not to disclose confidential donor information to others.

Qualitative Component of the Research

Extensive measures were used to ensure the ethical protection of participants. The interviews were audio-taped after the donors agreed to this procedure. Also, the participants were asked a series of nine questions, and their responses were recorded in writing. All of this information is kept confidential, is filed in a secure and locked location, and will be destroyed five years after the completion of the study. No names

and other identifiable information were included in the study. In addition, the information will remain the property of the researcher and is not be stored on the property of the community college. Finally, the interview audiotapes were not placed in the donor files that the community college foundation maintains because several college employees have access to the files. Instead, the audiotapes are kept in a secure and locked filing cabinet and remain the property of the researcher.

Limitations

Several steps were taken to reduce the impact of the study's limitations while recognizing possible inherent weaknesses of the research design and possible threats to internal validity that could not be controlled. Following are limitations and strategies employed to alleviate their impact on the study.

Use of Survey Instrument

Another limitation may have been the survey instrument, which may have taken human behavior out of the appropriate context or overlooked the effects of variables that were not included in the instrument (Weinreich). The impact of this limitation was alleviated by conducting face-to-face interviews, thus having direct communication with donors and better understanding the psychological processes that influence philanthropic motivations (Weinreich). This comprehensive view of community college donors helped to substantiate results and will contribute to the literature to support theory and practice (Creswell, 2003; Weinreich).

Response Rate

An additional limitation is some donors chose not to participate in the study thus impacting the sample size. For this study, the survey response rates of current donors

(24%, n=94), lapsed donors (6%, n=138), and major gift donors (28%, n=9) resulted in smaller sample sizes than desired. Therefore, the research might have been affected since less than 50% of the respondents returned their surveys (Campbell, 2000). To reduce the impact of this limitation, a follow-up mailing was implemented to give donors more than one opportunity to participate in the study. In addition, the cover letter from the community college educational foundation board chair may have improved the response rate (O'Sullivan et al., 2003).

Subject Bias

Another limitation is participants may not have answered the survey and interview questions truthfully. Instead, participants may have answered questions based on what they believed the researcher wanted to hear (Campbell, 2000). For example, Kelly (1998) pointed out that it is hard to find research where donors admit they are motivated to contribute money due to self-interest. This lack of truthfulness misconstrues study results. The researcher alleviated the impact of this limitation by reiterating the confidentiality of the study, reminding participants of the importance of answering truthfully and candidly, and explaining how the results were going to be congregated and reported. In addition, the researcher emphasized her role as a doctoral student and de-emphasized her role as a community college administrator. With the exception of printing the various cover letters onto the community college foundation's letterhead, the researcher referenced and used her personal telephone number and e-mail address in the study.

Generalizability

Next, a limitation was the ability to generalize the study results to all community college donors. Donors are diverse in terms of where they live, how they think, and how they behave, for example. The donors being studied may respond, act, and think differently from donors who live in other areas and give to other institutions.

As part of this study, the community college being studied was compared to four other Virginia community colleges with similar student enrollments. The Virginia Community College System groups the 23 community colleges into six categories based on student enrollment (R. Kittelberger, May 20, 2008). The four community colleges being compared are in the same category as the community college being studied. For the purposes of this study, the community colleges were compared based on four factors: (a) number of community college donors (those who have ever contributed to the community college foundation), (b) number of major gift donors, (c) monetary level of a major gift, and (d) student enrollment for the 2006-07 academic year.

The community college being studied had 3,059 donors, 70 major gift donors, a \$10,000 major gift monetary level and 7,987 students in 2006-07 (R. Donahue, personal communication, June 19, 2008; Virginia Community College System, n.d.-a). Table 2 illustrates comparable information for the community college being studied and the four aforementioned community colleges (A. Kiger, personal communication, May 27, 2008; B. Rawley, personal communication, June 13, 2008; M. Rowh, personal communication, June 11, 2008; & M. Martin, personal communication, May 22, 2008; Virginia Community College System).

The community college being studied and two of the four other community colleges have a comparable number of donors. Also, the community college being studied and one of the four other community colleges have a comparable number of major gift donors. In addition, the community college being studied and two of the four other community colleges have a comparable major gift monetary level. Finally, the community college being studied and one of the four other community colleges have a comparable student enrollment. Based on this information, some aspects of this study may be generalizable to these institutions.

Table 2

Comparable Information for the Community College Being Studied and Four Other Community Colleges

Description of College	Total Number of Donors	Number of Major Gift Donors	Major Gift Monetary Level	2006-07 Student Headcount Enrollment
College being studied	3,059	70	\$10,000	7,987
First college being compared	2,902	148	\$10,000	5,729
Second college being compared	3,493	304	\$5,000	6,118
Third college being compared	5,000	225	\$12,500	6,394
Fourth college being compared	2,324	23	\$25,000	10,503

Researcher Bias

An additional limitation was researcher bias, which may be inadvertently introduced when analyzing the interview responses to determine common themes,

patterns, and trends. This type of bias may affect and misrepresent the results of the study, especially if the researcher knows the participants being interviewed. To reduce the impact of this limitation, the researcher asked the donors the same questions, answered questions consistently, and was consistent when analyzing the interview responses. Also, the interviewees' responses were audio-taped, allowing the researcher to review the responses as many times as necessary. In addition, the researcher did more listening than talking, repeated donors' answers back to them, and did not interject personal opinions and experiences (O'Sullivan et al., 2003). Therefore, the participants' thoughts, rather than those of the researcher, were reflected in the study results. Finally, to reduce the impact of researcher bias, the researcher maintained a research journal to record her thoughts and feelings, document factors that may impact the study, and note the steps she followed to administer the survey and interviews. She took notes after each interview and modified her interview protocol and approach as needed.

Conclusion

The mixed-method research methodology allowed for the compilation of comprehensive information about the community college's donors and achieve the goals of the study: (a) to design and validate a survey to help community colleges understand their donors' motivations for giving and (b) to develop a donor-focused fundraising model for community colleges. In addition, the instrument determined (a) the characteristics of current donors, lapsed donors, and major gift donors, (b) which college communications influence donors' contributions, (c) the philanthropic motivation profiles of community college donors, and (d) which fundraising projects the philanthropic motivation profiles were most likely to support financially.

As part of the methodology, a pilot survey and pilot interviews were conducted, interviews with five major gift donors were held, a survey was mailed to donors, and a documents review was performed. The quantitative data were analyzed using SPSS and several statistical analyses, and the qualitative data were analyzed by focusing on common themes, patterns, and trends that emerged. Finally, the quantitative and qualitative data results were compared, building upon the research of Prince and File (1994).

CHAPTER IV

RESULTS

This chapter begins with a review of the data collection methodology, including the survey, interviews and documents review, and information about the study participants. The research questions and statistical procedures used in the study are presented next. An analysis of the quantitative data from the surveys and the qualitative data from the interviews and documents review follows.

Review of the Data Collection Methodology

Pilot Survey

This research study began in summer 2008, when the survey was piloted with 239 donors before administering the final survey. The donors included community college employees, community college board members, community college educational foundation board members, and community college students who have contributed to the community college at least once. The survey was piloted to (a) identify weaknesses and errors in the survey before it is mailed to the entire population of donors and (b) receive feedback about ways to enhance the survey (Campbell, 2000). A questionnaire was enclosed in the pilot survey to solicit feedback from participants. Some participants indicated that the pilot survey dragged on too slowly, was too wordy, had redundant questions, caused confusion or irritation, was an inappropriate length, and took longer than 15 minutes to complete. To address the concerns of the pilot participants before the final survey was mailed, the pilot study was revised. Specifically, the question related to donor motivations was shortened and clarified, four questions that did not directly relate

to the study research questions were eliminated, and the survey was shortened from seven pages to four pages.

Pilot Interviews

To pilot the interview questions, nine donors were interviewed: four current donors, three lapsed donors, and two major gift donors. They were asked a series of 10 questions. Four of the interviews were audio-taped, and five of them were not. The subjects were asked to provide permission for the interviews to be taped. Also, all of the subjects were asked a final question (Are there are any questions I did not ask but should have asked?) to solicit their feedback on the interview questions. None of the subjects suggested additional interview questions. Therefore, with the exception of the aforementioned question that was posed to pilot interview subjects only, the questions used for the pilot interviews were the same ones used for the actual interviews. The method of piloting interviews alleviated the impact of researcher bias, helped the researcher to determine the differences in interviewing subjects when they were not audio-taped, and helped ensure the researcher maintained objectivity while interviewing all types of donors.

Final Survey

A postcard to announce the study survey was mailed to 2,865 donors in fall 2008, followed by a mailing comprised of a letter from the foundation board chairman, the survey, and postage-paid envelope. A final mailing in spring 2009 went to 2,710 donors who did not respond to the first survey. The four-page final survey included 13 Likert-type and multiple-choice questions. The findings described in this chapter and the following chapter relate to only the final survey.

Final Interviews

In summer 2008, face-to-face interviews with five major gift donors were conducted to gather more in-depth information about their motivations for contributing to the community college. The subjects included three women and two men. Four of the five interviews were audio-taped and transcribed, and summaries were written for all five of the interviews. The findings described in this chapter and the following chapter relate to only the final interviews.

Documents Review

Using inductive analysis, the printed and electronic records of donors were reviewed to gather more information about their giving history and reasons they might contribute to the community college. The documents were reviewed, reoccurring themes were identified, and linkages were established across the reoccurring themes (McMillan, 2004). The printed donor files included copies of thank-you letters, copies of contributions and biographical information. Most of the files were comprehensive and included helpful information necessary for maintaining good relationships with donors. Also, a review of the documents revealed communications sent to donors in the past, including fundraising letters, a foundation annual report and brochures about scholarships and planned giving. Very few of the files, however, included information about the donors' motivations for giving and preferred fundraising projects.

Participants

This study focused on three types of donors: (a) current donors, (b) lapsed donors, and (c) major gift donors. Current donors are individuals who have contributed at least once during the past 12 months. Lapsed donors are individuals who have contributed in

the past but not during the past 12 months. Major gift donors are individuals who have contributed at least \$10,000 at one time.

The first survey mailing was sent to 385 current donors. The second survey mailing was sent to 319 non-respondent current donors for a final survey response rate of 24% (n=94). Also, the first survey mailing was sent to 2,448 lapsed donors, with a follow-up mailing to 2,366 non-respondent lapsed donors resulting in a 6% (n=138) response rate. In addition, the first survey mailing was sent to 32 major gift donors, with a follow-up mailing to 25 non-respondent major gift donors resulting in a 28% (n=9) response rate.

Research Questions

The goals of the research study were to (a) design and validate a survey to help community colleges understand their donors' motivations for giving and (b) develop a donor-focused fundraising model for community colleges. The four research questions reflect these goals.

Research Question 1

What are the characteristics of community college current donors, lapsed donors, and major gift donors?

A variety of demographics were examined to answer this question. Demographics include age, gender, socioeconomic status, educational level, ethnicity, employment status, and marital status and play a role in people's ways of thinking, morals, way of life, and philanthropic decisions (Nichols, 2002). To determine the characteristics of the three types of donors, cross tabulations were conducted on questions 4 through 11 of the donor survey (Cronk, 2006; Green & Salkind, 2005). Two hundred forty-one (241)

donors completed the survey. Thirty-nine percent (n=94) of the respondents were current donors, 57% (n=138) of the respondents were lapsed donors, and 4% (n=9) of the respondents were major gift donors. Tables 3 through 8 provide detailed information about the genders, races, and ages of the respondents and the educational level, marital status, annual household income, residency, and community college affiliations of the donors.

Table 3

Genders, Races, and Ages of Current, Lapsed, and Major Gift Donors

Demographics		Current Donors		Lapsed Donors		Major Gift Donors	
		Total	Percentage	Total	Percentage	Total	Percentage
Gender							
	Female	56	60%	77	56%	5	56%
	Male	37	40%	60	44%	4	44%
Race							
	White	90	95.7%	134	97.1%	9	100%
	Black	1	1.1%	1	.7%	0	0%
	Asian	1	1.1%	0	0%	0	0%
	Hispanic	0	0%	1	.7%	0	0%
	Other	2	2.1%	1	0%	0	0%

Age

Under 21	1	1.1%	0	0%	0	0%
21-29	2	2.1%	1	.7%	0	0%
30-39	3	3.2%	5	3.6%	0	0%
40-49	10	10.6%	26	18.8%	0	0%
50-59	19	20.2%	40	29%	4	44.4%
60-69	31	33%	36	26.1%	3	33.3%
70 and over	28	29.8%	29	21%	2	22.2%

*Table 4**Educational Level of Current, Lapsed, and Major Gift Donors*

Education	Current Donors		Lapsed Donors		Major Gift Donors	
	Total	Percentage	Total	Percentage	Total	Percentage
Less than high school	0	0%	1	.7%	0	0%
High school diploma	19	20.2%	19	13.8%	3	33.3%
Associate's degree	9	9.6%	12	8.7%	0	0%
Bachelor's degree	25	26.6%	41	29.7%	1	11.1%
Master's degree	20	21.3%	32	23.2%	2	22.2%
Doctorate	13	13.8%	18	13%	0	0%
Professional degree	4	4.3%	10	7.2%	2	22.2%

*Table 5**Marital Status of Current, Lapsed, and Major Gift Donors*

Marital Status	Current Donors		Lapsed Donors		Major Gift Donors	
	Total	Percentage	Total	Percentage	Total	Percentage
Married	64	68.1%	106	76.8%	6	66.7%
Single, Never Married	8	8.5%	8	5.8%	0	0%
Separated	0	0%	3	2.2%	0	0%
Divorced	8	8.5%	7	5.1%	0	0%
Widowed	10	10.6%	10	7.2%	3	33.3%

*Table 6**Household Income of Current, Lapsed, and Major Gift Donors*

Household Income	Current Donors		Lapsed Donors		Major Gift Donors	
	Total	Percentage	Total	Percentage	Total	Percentage
Under \$25,000	5	5.3%	1	.7%	0	0%
\$25,000-49,999	14	14.9%	16	11.6%	0	0%
\$50,000-74,999	12	12.8%	24	17.4%	2	22.2%
\$75,000-99,999	10	10.6%	24	17.4%	0	0%
\$100,000-124,999	14	14.9%	16	11.6%	1	11.1%
\$125,000-149,999	4	4.3%	15	10.9%	0	0%
\$150,000 and over	24	25.5%	31	22.5%	6	66.7%

*Table 7**Residence of Current, Lapsed, and Major Gift Donors*

Residence	Current Donors		Lapsed Donors		Major Gift Donors	
	Total	Percentage	Total	Percentage	Total	Percentage
Locality A	4	4.3%	4	2.9%	0	0%
Locality B	11	11.7%	10	7.2%	0	0%
Locality C	23	24.5%	35	25.4%	0	0%
Locality D	10	10.6%	1	.7%	2	22.2%
Locality E	0	0%	1	.7%	1	11.1%
Locality F	21	22.3%	14	10.1%	2	22.2%
Locality G	0	0%	13	9.4%	0	0%
Locality H	8	8.5%	31	22.5%	1	11.1%

The community college's service area is comprised of eight localities designated as localities A, B, C, D, E, F, G, and H for the purposes of this study.

Table 8

Community College Affiliations of Current, Lapsed, and Major Gift Donors

Affiliations		Current Donors		Lapsed Donors		Major Gift Donors	
		Total	Percentage	Total	Percentage	Total	Percentage
Attended the community college	Yes	34	36.2%	40	29%	0	0%
	No	31	33%	42	30.4%	4	44.4%
Graduate of the community college	Yes	15	16%	20	14.5%	1	11.1%
	No	46	48.9%	55	39.9%	4	44.4%
Spouse or partner attended the community college	Yes	7	7.4%	18	13%	0	0%
	No	52	55.3%	54	39.1%	4	44.4%
Family member attended the community college	Yes	35	37.2%	44	31.9%	2	22.2%
	No	31	33%	38	27.5%	3	33.3%
Was employed at the community college	Yes	14	14.9%	23	16.7%	0	0%
	No	48	51.1%	52	37.7%	4	44.4%
Served as a volunteer on a community college board or committee	Yes	10	10.6%	19	13.8%	1	11.1%
	No	53	56.4%	56	40.6%	4	44.4%

Attended community college special events	Yes	39	41.5%	51	37%	2	22.2%
	No	27	28.7%	32	23.2%	3	33.3%
Used the community college library	Yes	26	27.7%	24	17.4%	0	0%
	No	39	41.5%	49	35.5%	4	44.4%
Participated in a workforce development training and/or education program	Yes	8	8.5%	17	12.3%	0	0%
	No	52	55.3%	53	38.4%	4	44.4%
Employed someone who has attended the community college	Yes	11	11.7%	15	10.9%	0	0%
	No	50	53.2%	58	42%	4	44.4%
Used the community college to train my employees	Yes	3	3.2%	11	8%	0	0%
	No	53	56.4%	59	42.8%	4	44.4%

Current Donors

A profile of current donors emerged as a result of the demographic information that was examined. Most of the current donors are married White females at least 60 years old with at least a bachelor's degree, and a minimum household income of \$75,000. In terms of affiliations with community colleges, most of the current donors indicated that their spouses did not attend the community college, were not employed at the community college, did not volunteer at the community college, did not participate in workforce development training programs, did not employ someone who attended the college, and did not use the community college to train their employees. An overall profile regarding donors' residence and some of the affiliations did not emerge.

Lapsed Donors

The demographic information about lapsed donors, the largest subset of the donor population, revealed important information as well. Most of the lapsed donors are married White females at least 50 years old with at least a bachelor's degree and a minimum household income of \$75,000. An overall profile regarding donors' residence and some of the affiliations did not emerge.

Major Gift Donors

In addition, a demographic profile of major gift donors emerged. Most of the major gift donors are married White females at least 60 years old with at least a bachelor's degree, and a minimum household income of \$150,000. An overall profile regarding donors' residence and some of the affiliations did not emerge.

Research Question 2

Which college communications influence community college donors' contributions?

To address this research question for the three types of donors, cross tabulations and ANOVAs were conducted on question 2 of the survey. Respondents were provided with a list of 14 community college publications and asked to respond to a Likert-type scale that ranged from "the publication significantly helps them to decide whether they will contribute to the community college" (rating of 3) to "the publication does not help them to decide whether they will contribute to the community college" (rating of 1). To determine the significant differences between the three types of donors, the analysis was conducted at the $p > .05$ level of significance, and a post hoc test was performed on the variables that tested at the $p > .05$ level (Cronk, 2006; Green & Salkind, 2005). In addition, five major gift donors were interviewed.

Survey

College annual report. Most of the current (52%, $n=49$) and major gift (67%, $n=6$) donors indicated that the college annual report impacted their decision to contribute to the community college. Most of the lapsed donors (55%, $n=76$) indicated the annual report did not impact their decision. A one-way ANOVA compared response means of the impact of the college annual report on donors' decision to contribute. No significant difference was found ($F(2, 238) = 2.693, p = .070$).

Electronic newsletter. Most of the current (50, $n=47$), lapsed (60%, $n=83$), and major gift donors (78%, $n=7$) indicated that the electronic newsletter had no impact on helping them decide whether they would contribute to the community college. A one-way ANOVA compared the response means of the impact of the electronic newsletter on donors' decisions to give. The responses from the three groups did not differ statistically ($F(2, 238) = .366, p = .694$).

Foundation annual report. Forty-six percent ($n=43$) of the current donors and 56% ($n=5$) of the major gift donors indicated that the community college foundation annual report impacted their decision to give, compared to 33% ($n=45$) of the lapsed donors. A one-way ANOVA comparing response means of the impact of the foundation annual report on donors' decision to contribute found no significant difference ($F(2, 238) = 1.836, p = .162$).

Fundraising letters. Fifty-one percent ($n=48$) of current donors and 56% ($n=5$) of major gift donors reported that fundraising letters affected their decision to contribute. Over half of lapsed (54%, $n=74$), however, indicated fundraising letters had no impact on their decision to give. A one-way ANOVA comparing the response means of the impact

of the fundraising letters on donors' decisions showed no significant difference ($F(2, 238) = 1.869, p = .157$).

Quarterly newsletter. Forty-seven percent ($n=44$) of the current donors indicated that the quarterly newsletter helped them decide to contribute. Over half of lapsed (52%, $n=72$) and major gift donors (56%, $n=5$) indicated that the quarterly newsletter had no impact on their decision. A one-way ANOVA comparing response means of the impact of the quarterly newsletter with donors' decision to contribute found no significant difference ($F(2, 238) = .062, p = .940$).

Student profiles. Over half of current (54.3%, $n=51$) and major gift (56%, $n=5$) donors reported that the student profiles impacted their decision to donate. This did not hold true for lapsed donors, of whom only 33% ($n=45$) indicated student profiles helped them to decide to donate. A one-way ANOVA found significant differences ($F(2, 238) = 3.313, p = .038$) between group responses as to the impact of the student profiles on their decision to give (see Table 9).

Table 9

Multiple Comparisons of the Donor Groups for the Dependent Variable of Student Profiles

		95% Confidence Interval				
(I) Donors	(J) Donors	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Current Donors	Lapsed Donors	.27690*	.10925	.032	.0192	.5346
	Major Gift Donors	.04019	.28504	.989	-.6321	.7125
Lapsed Donors	Current Donors	-.27690*	.10925	.032	-.5346	-.0192
	Major Gift Donors	-.23671	.28105	.677	-.8996	.4261
Major Gift Donors	Lapsed Donors	.23671	.28105	.677	-.4261	.8996
	Current Donors	-.04019	.28504	.989	.7125	.6321

**The mean difference is significant at the .05 level.*

Telephone calls from the college president. Fifty-four percent ($n=51$) of current, 74% ($n=102$) of lapsed, and 78% ($n=7$) of major gift donors indicated that telephone calls from the college president had no impact on their decision to donate. A one-way ANOVA found no significant differences between group responses ($F(2, 238) = .639, p = .529$).

Testimonials from alumni. Forty-nine percent ($n=46$) of current donors indicated that testimonials from alumni helped them to decide to give. However, more lapsed (65%, $n=90$), and major gift donors (56%, $n=5$) indicated that testimonials had no impact on their decision to contribute. A one-way ANOVA found no significant difference between group responses ($F(2, 238) = 2.899, p = .057$).

Testimonials from students. Over half of current donors (51%, $n=48$) reported that testimonials from students impacted their decision to contribute to the community college. This differed from lapsed (58%, $n=80$) and major gift donors (56%, $n=5$), who indicated student testimonials had no impact on their decision. A one-way ANOVA found no statistical differences between group responses ($F(2, 238) = 1.884, p = .154$).

Thank-you letters from students. Fifty-seven percent ($n=54$) of current and 67% ($n=6$) of major gift donors indicated that thank-you letters from students impacted their decision to contribute. Lapsed donors (68%, $n=80$) reported thank-you letters having no impact on their decision. A one-way ANOVA found no significant differences between group responses ($F(2, 238) = 2.958, p = .054$).

Thank-you letters from the college president. Over half of current donors (53%, $n=50$) indicated that thank-you letters from the college president helped them to decide to contribute to the community college. However, only 31% ($n=43$) of lapsed and 33%

(n=3) of major gift donors indicated that thank-you letters from the college president impacted their decision to contribute. A one-way ANOVA compared response means of the impact of thank-you letters from the college president on donors' decision to contribute. The responses from the three groups did not differ statistically ($F(2, 238) = 1.199, p = .303$).

Visits from foundation board members. Sixty-one percent (n=57) of current, 74% (n=102) of lapsed, and 89% (n=8) of major gift donors reported visits from community college foundation board members had no impact on their decision to contribute. A one-way ANOVA indicated no significant difference in response means by donor group ($F(2, 238) = .038, p = .963$).

Visits from foundation staff. Visits from community college foundation staff had no impact on current (65%, n=61), lapsed (77%, n=106), and major gift (89%, n=8) donors' decisions to contribute. A one-way ANOVA indicated that response means did not differ significantly between groups ($F(2, 238) = .057, p = .945$).

Visits from the college president. Sixty-two percent (n=58) of current, 71% (n=98) of lapsed, and 78% (n=7) of major gift donors indicated that visits from the community college president had no impact on their decision to donate. A one-way ANOVA found no significant differences between response means of each group ($F(2, 238) = .154, p = .857$).

Interviews

Interviews with donors were conducted in summer 2008. All of the individuals were major gift donors, having contributed at least \$10,000 at one time to the community college foundation. Three of the donors were female, and two were male. The

interviewer took notes and recorded the interview using an audio recorder. The interviews were transcribed, and an inductive analysis approach was used to code them. Specifically, the taped interviews were transcribed and summarized; ideas, reoccurring topics, and activities were identified, honed and expanded; and unique codes were applied to the information to later quickly access what the interviewees said about the identified ideas, reoccurring topics, and activities.

The donors were asked these questions to assist in answering research question 2: (a) “What college communications help you to decide whether you will contribute to the college?” and (b) “What college communications do not help you to decide whether you will contribute to the college?”

Helpful college communications. One donor reported feeling a moral obligation to students and that student stories help her decide to contribute to the college. Another donor commented that the quarterly newsletter, personal contact by someone she knows, and a call from the president impacted her decision to contribute to the college. Another donor noted that while he had just looked through the foundation annual report and enjoyed reading it, communication does not prompt him to give – his heart does. Still another long-time donor said, “I look at all of the publications. They make me interested to see what I will do. I am most interested in what students accomplish.” Another major gift donor, who is also a graduate of the college, said “None, because I am going to do it anyway” when asked this question. While the donors’ responses varied, two of them noted the importance of student stories and accomplishments in their decision to contribute, and two of them said college communications did not prompt them to give.

Non-helpful college communications. One donor noted that endless fundraisers and a constant battery of phone calls do not help her decide to contribute. In fact, she said they have the opposite effect and make her feel as if she is being harassed. Another donor stated that financial information does not help her decide to give because this type of information is not interesting to read.

Research Question 3

What are the philanthropic motivation profiles of community college donors?

Cross tabulations on survey question 3 and responses from donor interviews were used to answer this research question.

Survey

The third question on the survey used for this research study asked which one of the following statements best describes the reason donors contribute to the community college. Table 10 lists the seven possible choices.

Table 10

Choices on Survey Question and Corresponding Philanthropic Motivation Profile

Possible Choices on Survey Question	Corresponding Philanthropic Motivation Profile
"I contribute to the community college, because it makes good sense to do so. The relationships that develop as a result of	Communitarian

contributing can be good for business. Also, I help my own community by contributing to the community college.”

“I contribute to the community college, because it is God’s will for me to help others.” Devout

“I contribute to the community college, because I enjoy the tax benefits.” Investors

“I contribute to the community college, because I find that social functions benefiting the community college are an appealing way to help make a better world and have a good time doing it.” Socialites

“I contribute to the community college, because it is a moral imperative and helps me to grow as a human being.” Altruist

“I contribute to the community college, because I have personally benefitted from it and give out of loyalty.” Repayer

“I contribute to the community college, because giving is something my family has always stood for and it is important for me to continue the family tradition.” Dynasts

In this research study, current donors were more likely to be Communitarians (30%, n=28) or Repayers (26%, n=24). The same held true for lapsed donors: Communitarians (28%, n=38) and Repayers (23%, n=31). Table 11 shows the philanthropic motivation profiles of the three types of donors.

Table 11

Comparison of Donor Groups by the Philanthropic Motivation Profiles

Motivations		Donors			
		Current Donors	Lapsed Donors	Major Gift Donors	Total
Communitarians	Count	28	38	5	71
	Percentage of Total	29.8%	27.5%	55.6%	--
Devouts	Count	6	10	0	16
	Percentage of Total	6.4%	7.2%	0%	--
Investors	Count	1	3	0	4
	Percentage of Total	1.1%	2.2%	0%	--
Socialites	Count	3	13	0	16
	Percentage of Total	3.2%	9.4%	0%	--
Altruists	Count	7	8	0	15
	Percentage of Total	7.4%	5.8%	0%	--

Repayers	Count	24	31	0	55
	Percentage of	25.5%	22.5%	0%	--
	Total				
Dynasts	Count	18	10	4	32
	Percentage of	19.1%	7.2%	44.4%	--
	Total				

The percentages do not total 100 because non-responses were removed.

Interviews

Five major gift donors were asked why they contribute to the college. Information about the seven profiles of philanthropy was not shared with them. Their responses were transcribed and coded to determine which donor profile, based on the Prince and File (1994) study, best described the reason they contribute to the community college. The findings follow.

Communitarian, who believes that “doing good makes sense.” Based on their responses, three of the donors are Communitarians. One of the donors offered, “Education is very important. I give to help individuals improve their self-esteem and to help our society. Education is an opportunity to learn new things and make the world a better place. Scholarships are very important.” Another donor stated, “We support higher education and know the importance of education. I want local people to be supported.” Still another donor reported, “There is a fantastic need for community colleges. A lot of young people cannot afford to go to college. They have the ability to do so with community colleges, which allows them to better themselves.”

Altruist, who believes that “doing good feels right.” One donor, an Altruist, stated, “I give to help the young minds who, through no fault of their own, cannot afford to attend college. Students who are willing to work hard and buckle down can build a foundation, get a good job and provide for their families. It is a moral obligation to give.”

Repayer, who believes in “doing good in return.” Another donor, a Repayer, stated, “I am a former student, and my daughter is a former student. Giving is the right thing to do.”

None of the responses from the major gift donors indicated that they were Devout, Investors, Socialites, or Dynasts.

Research Question 4

Which community college fundraising projects are the philanthropic motivation profiles most likely to support financially?

Cross tabulations (Cronk, 2006; Green & Salkind, 2005) were performed on survey questions 1 and 3 to identify the projects to which each philanthropic motivation profile was likely to support financially. Also, interviews with five major gift donors explored donor perceptions and the projects they are most likely to support financially.

Survey

Academic programs. Eighty-two percent (n=58) of Communitarians, 50% of Devouts (n=8), 25% (n=1) of Investors, 31% (n=5) of Socialites, 87% (n=13) of Altruists, 73% (n=40) of Repayers, and 53% (n=17) of Dynasts were likely/very likely to contribute financially to the community college in support of academic programs. Altruists, Communitarians, Repayers, Dynasts, and Devouts were more likely than other philanthropic motivation profiles to contribute to academic programs.

Athletic programs. Twenty-one percent (n=15) of Communitarians, 25% (n=4) of Devouts, 13% (n=2) of Socialites, 7% (n=1) of Altruists, 25% (n=14) of Repayers, 6% (n=2) of Dynasts, and no Investors were likely/very likely to contribute to athletic programs. Repayers, Devouts, and Communitarians were more likely than other philanthropic motivation profiles to contribute to athletic programs.

Cultural events. Fifty-eight percent (n=41) of Communitarians, 25% (n=4) of Devouts, 25% (n=1) of Investors, 50% (n=8) of Socialites, 60% (n=9) of Altruists, 47% (n=26) of Repayers, and 31% (n=10) of Dynasts were likely/very likely to contribute to cultural events. Altruists, Communitarians, and Socialites were more likely than other philanthropic motivation profiles to contribute to cultural events.

Employee positions. Thirty-one percent (n=22) of Communitarians, 19% (n=3) of Devouts, 13% (n=2) Altruists, 27% (n=15) of Repayers, and 6% (n=2) of Dynasts were likely/very likely to contribute to employee positions. No Investors and Socialites were likely to contribute. Communitarians and Repayers were more likely than other philanthropic motivation profiles to contribute to employee positions.

Employee professional development. Thirty-five percent (n=25) of Communitarians, 25% (n=4) of Devouts, 13% (n=2) of Socialites, 40% (n=6) of Altruists, 29% (n=16) of Repayers, and 13% (n=4) of Dynasts were likely/very likely to contribute in support of employee professional development. No Investors were likely to contribute. Altruists and Communitarians were more likely than other philanthropic motivation profiles to contribute to employee professional development.

Facilities. Fifty-four percent (n=38) of Communitarians, 50% (n=8) of Devouts, 6.3% (n=1) of Socialites, 33% (n=5) of Altruists, 47% (n=26) of Repayers, and 34%

(n=11) of Dynasts were likely/very likely to contribute in support of facilities. No Investors were likely to contribute to facilities. Communitarians and Devouts were more likely than other philanthropic motivation profiles to contribute to facilities.

Scholarships for students' tuition and books. Eighty-six percent (n=61) of Communitarians, 75% (n=12) of Devouts, 75% (n=3) of Investors, 44% (n=7) of Socialites, 80% (n=12) of Altruists, 80% (n=44) of Repayers, and 72% (n=23) of Dynasts were likely/very likely to contribute to the community college in support of scholarships for students' tuition and books. Communitarians, Altruists, Repayers, Devouts, Investors, and Dynasts were more likely than other philanthropic motivation profiles to contribute to scholarships.

Special events. Thirty-four (n=24) of Communitarians, 25%, (n=4) of Devouts, 25% (n=1) of Investors, 25% (n=4) of Socialites, 40% (n=6) of Altruists, 44% (n=24) of Repayers, and 16% (n=5) of Dynasts were likely/very likely to contribute in support of special events. Repayers and Altruists were more likely than other philanthropic motivation profiles to contribute to special events.

Student activities, organizations, and clubs. Twenty-four percent (n=17) of Communitarians, 19% (n=3) of Devouts, 6% (n=1) of Socialites, 27% (n=4) of Altruists, 31% (n=17) of Repayers, and 19% (n=6) of Dynasts were likely/very likely to contribute to student activities, organizations, and clubs. No Investors were likely to contribute. Repayers and Altruists were more likely than other philanthropic motivation profiles to contribute to student activities, organizations, and clubs.

Interviews

Interviews were conducted with five major gift donors, who were asked “What college projects and programs are of most interest to you and why?”

Academic programs. Four of the donors indicated that academic programs were of the most interest to them. Specifically, one donor said she was interested in establishing an honors program, and another donor said he was interested in supporting construction, engineering, architecture, and vocational programs. A third donor said, “The nursing program is the most fantastic thing the College ever did.” The last of the four donors who touted academic programs stated, “Arts programs interest me personally. I took a drawing class several years ago and had a ball doing it. Art is a way to expand your mind and enrich your soul.”

Facilities and other projects. One of the donors mentioned a variety of projects that most interest her. She said, “I am most interested in quality teachers, better buildings, the library and equipment (computers).”

Athletics. Two of the donors noted that athletics are of least importance to them. The other major gift donors did not mention athletics.

Motivation profiles and projects that donors are most likely to support financially. Of the three Communitarians, two of them indicated that academic programs were most important. The other Communitarian indicated that she is most interested in quality teachers, better buildings, the library, and equipment. The Altruist and Repayer also noted that academic programs are the projects they are most likely to support financially. The two donors who said they are least interested in contributing to athletics were Communitarians. This information was supported by the findings of the survey results.

Summary and Conclusion

The donor survey was designed to learn more about donors and how to better communicate with them and meet their needs. The survey results revealed important demographic information about the donors. A profile of current donors emerged as a result of the demographic information that was examined. Most of the current donors are married White females at least 60 years old with at least a bachelor's degree and a minimum household income of \$75,000. In terms of affiliations with community colleges, most of the current donors indicated that their spouses did not attend the community college, were not employed at the community college, did not volunteer at the community college, did not participate in workforce development training programs, did not employ someone who attended the college, and did not use the community college to train their employees. The demographic information about lapsed donors, the largest subset of the donor population, revealed important information as well. Most of the lapsed donors are married White females at least 50 years old with at least a bachelor's degree and a minimum household income of \$75,000. In addition, a demographic profile of major gift donors emerged. Most of the major gift donors are married White females at least 60 years old with at least a bachelor's degree, and a minimum household income of \$150,000.

The study also examined the affiliations that the donors had with the community college. For example, most of the current donors indicated their spouses did not attend the community college, they were not employed at the college, they did not volunteer at the community college, they did not participate in workforce development training at the

community college, they did not employ anyone who had attended the community college, and they did not use the community college to train their employees.

Donors were also asked what impact college communications had on their decision to contribute to the college. Most of the current donors indicated that the college annual report, fundraising letters, student profiles, testimonials from students, thank-you letters from students, and thank-you letters from the college president had an impact on their decision to give. However, the electronic newsletter, telephone calls from the college president, visits from foundation board member, visits from foundation staff, and visits from the college president had no impact on current donors' decision to contribute. Also, most of the lapsed donors indicated that none of the communications had an impact on their decision to give. In addition, most of the major gift donors noted that the college annual report, foundation annual report, fundraising letters, student profiles, and thank-you letters had an impact on their decision to contribute. However, they indicated that the electronic newsletter, quarterly newsletter, telephone calls from the college president, testimonials from alumni, testimonials from students, thank-you letters from the college president, visits from foundation board members, visits from foundation staff, and visits from the college president had no impact on their decision. Finally, the response means of the impact of the student profiles on donors' decisions to give were compared, and a significant difference was found in the responses of the current and lapsed donors. No other significant differences were found in the responses of the donors.

This study revealed that the philanthropic motivation profiles of most of the current and lapsed donors were Communitarians and Repayers. Most of the major gift donors were Communitarians and Dynasts. In addition, this study examined the

relationship between motivation profiles and projects that donors are most likely to support philanthropically. Most of the Communitarians said they would be likely to contribute to academic programs, cultural events, facilities, and student scholarships. However, most of the Communitarians said they would be unlikely to contribute to athletics, employee positions, employee professional development, special events, and student activities. Most of the Devouts indicated they would give to scholarships but not to athletics, cultural events, employee positions, employee professional development, special events, and student activities. Most of the Investors would give to scholarships but not to academic programs, athletics, cultural events, employee positions, employee professional development, facilities, special events, and student activities. Most of the Socialites indicated that they would contribute to cultural events but not academic programs, athletics, employee positions, employee professional development, facilities, scholarships, special events, and student activities. A majority of the Altruists noted that they would contribute to academic programs, cultural events, and scholarships. However, most of them said they would not give to athletics, employee positions, employee professional development, facilities, special events, and student activities. Most of the Repayers indicated that they would contribute to academic programs and scholarships but not athletics, employee positions, employee professional development, and student activities. In addition, a majority of the Dynasts would contribute to academic programs and scholarships but not athletics, employee positions, employee professional development, special events, and student activities.

This chapter described the data collection process and the definitions of the three donor groups. In addition, the findings of the study as related to the research questions

were presented along with conclusions drawn from the results. A summary, conclusions, and recommendations for further research will be presented in the final chapter.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the research study and presents conclusions based on the findings. In addition, this chapter addresses the achievement of the goals of the study, including a validated donor survey and donor-focused fundraising model; the limitations of the study; and how the impact of the limitations was lessened. Finally, the chapter presents the implications of the findings for enhancing relationships with donors and increasing the amount of private funds raised along with recommendations for further research.

Overview of Study

This study examined the philanthropic motivations of the donors of a mid-sized, multi-campus community college in Virginia as part of a plan to enhance relationships with donors and increase the amount of private funds raised. Community colleges educate 46% of the United States' undergraduate students yet receive a lower, disproportionate percentage of dwindling government funding (American Association of Community Colleges, n.d.-b, McCabe, 1996; Mercer, 1994). In addition, community colleges depend upon tuition and funding from localities they serve. Dependence on these traditional and limited funding sources leaves community colleges vulnerable and constantly struggling to fund the ever-increasing needs of their internal and external stakeholders (Sheldon, 2003). Dependence also burdens already financially-strapped students when they have to pay increased tuition rates to make up for a lack of state funding (Hauptman, 2001). Community colleges are attempting to address the problem by enhancing their fundraising efforts.

Similar to any new venture, the new focus on private fundraising has its challenges (Jackson & Glass, 2000). The most significant challenge may be the lack of knowledge about community college donors. The lack of information about community college donors results in ineffective fundraising strategies and therefore a lack of fundraising success. The knowledge obtained in this study will help to address this significant challenge.

The goals of the research study were to (a) design and validate a survey to help community colleges understand their donors' motivations for giving and (b) develop a donor-focused fundraising model for community colleges. In addition, while much research explores four-year educational philanthropy (Phillippe & Eblinger, 1998), little research examines community college philanthropy and donors (Miller, 1994). Therefore, this study contributes to the existing research on community college donors, providing a much-needed fundraising model for community colleges to use to raise more private funds and thus fill the void left by dwindling traditional sources of funding.

This research study used a mixed-method, multi-step approach and a theoretical framework based on research by Prince and File (1994). The approach in this research study involved five steps. The first step included piloting the survey. The next step was piloting the interviews, which included interviewing four current donors, three lapsed donors, and two major gift donors and documenting the interviews with and without an audiotape. The third step included face-to-face interviews with major gift donors. The final steps were a comprehensive survey of 2,865 donors and a review of printed and electronic donor records.

Discussion of Findings

Research Question 1: Donor Characteristics

The community college donor profiles emerging from this study support as well as refute current research about other nonprofit organizations' donors. Also, the gender and race demographic information of the donor profiles supports the gender and race demographics of the community college's service region. For example, this study's current donors tend to be married White females at least 60 years old with at least a bachelor's degree and a minimum household income of \$75,000, echoing the findings of Sargeant and Jay (2004), who purported that active donors' average age was 60. In terms of affiliations with community colleges, current donors indicated that they were not employed at the community college, did not volunteer at the community college, did not participate in workforce development training programs, did not employ someone who attended the college and did not use the community college to train their employees. Current donors also reported that their spouses did not attend the community college.

The demographic information about lapsed donors, the largest subset of the donor population, revealed important information as well. Most of the lapsed donors are married White females at least 50 years old with at least a bachelor's degree and a minimum household income of \$75,000. This finding agrees with Sargeant and Jay (2004), who reported that lapsed donors' average age was 53.

In addition, a demographic profile of major gift donors emerged. Most of the major gift donors are married White females at least 60 years old with at least a bachelor's degree and a minimum household income of \$150,000. This finding supports that of Gibson (1999), who posited that major gift donors are at least 65 years old, and

Williams (1991), who found that major gift donors are likely to be more than 55 years old. However, the finding of this study, as related to gender, differs from that of Williams, who noted that major gift donors are likely to be male. The difference in gender may be due, in part, to a concerted effort by the community college to include both husbands and wives in donor communications and interactions. Also, a small percentage of this study's major gift donors volunteered, attended special events, and had strong affiliations with the community college. These findings refute those of previous research. Greenfield (1999) purported that major gift donors typically volunteer with the nonprofit organization and attend special events hosted by nonprofit organizations, and Gibson (1999) posited that major gift donors have strong connections to the nonprofit organizations they support.

Research Question 2: Impact of Communications on Contributions

Donors were also asked what impact college communications had on their decision to contribute to the college. Current donors indicated that the college annual report, fundraising letters, student profiles, testimonials from students, thank-you letters from students, and thank-you letters from the college president had a positive impact on their decision to give. Almost half of this study's current donors reported the community college's quarterly newsletter impacted their decisions to give. Burk (2003) and Russ Reid Company and the Barna Research Group (1995 and 1996) reported similar results in their studies of other nonprofit organizations' donors, where an overwhelming majority of the donors surveyed agreed that newsletters impart helpful information about the nonprofit organizations. Conversely, for this study, the electronic newsletter, telephone calls from the college president, visits from foundation board member, visits

from foundation staff, and visits from the college president had no impact on current donors' decision to contribute.

Also, lapsed donors reported that college communications had no impact on their decision to donate. In addition, most of the major gift donors noted that the college annual report, foundation annual report, fundraising letters, student profiles, and thank-you letters had a positive impact on their decision to contribute. These findings echo previous research, including a study by the Independent Sector (1995) that suggested that reasons for giving included receiving a letter asking donors to give. However, in this study, major gift donors indicated that the electronic newsletter, quarterly newsletter, telephone calls from the college president, testimonials from alumni, testimonials from students, thank-you letters from the college president, visits from foundation board members, visits from foundation staff, and visits from the college president had no impact on their decision. Most of the current donors and major gift donors said that thank-you letters from students positively impacted their decision to give. This finding agrees with that of Russ Reid Company and the Barna Research Group (1995), which revealed that almost half of the respondents indicated that their relationship with the nonprofit organization would greatly or slightly improve if the nonprofit organization sent a personalized thank-you letters to donors after each contribution.

Finally, the response means of the impact of the student profiles on donors' decisions to give were compared, and a significant difference was found in the responses of the current and lapsed donors. The analysis revealed that student profiles had a greater impact on current donors' decision to give than lapsed donors. No other significant differences were found in the responses of the donors.

Research Question 3: Philanthropic Motivation Profiles

The current study found that most of the community college's current and lapsed donors were Communitarians and Repayers, and most of the major gift donors were Communitarians and Dynasts, as suggested by Prince and File's 1994 study. The current study also supports the findings of Sargeant and Jay (2004), who linked reputation, causes, leadership of nonprofit organizations, and strong loyalty to nonprofit organizations – characteristics of Communitarians – to motivating active donors of nonprofit organizations. The current study also found that the largest percentages of lapsed donors were Communitarians and Repayers, supporting previous research by Sargeant and Jay. These researchers posited that lapsed donors are motivated by pressure from friends and a sense of obligation, with the latter being a typical characteristic of Repayers.

Research Question 4: Philanthropic Motivation Profiles and Fundraising Projects

This study's examination of which projects the philanthropic motivation profiles are most likely to support philanthropically adds a new dimension to the literature about community college fundraising and donors. Although previous research on nonprofit organizations' donor profiles examined demographics and communications, it did not explore the link between philanthropic motivation profiles and fundraising projects. Communitarians were likely to contribute to academic programs, cultural events, facilities, and student scholarships. However, most of the Communitarians said they would be unlikely to contribute to athletics, employee positions, employee professional development, special events, and student activities. Most of the Devouts indicated they would give to scholarships but not to athletics, cultural events, employee positions,

employee professional development, special events, and student activities. Most of the Investors would give to scholarships but not to academic programs, athletics, cultural events, employee positions, employee professional development, facilities, special events, and student activities. Most of the Socialites indicated that they would contribute to cultural events but not academic programs, athletics, employee positions, employee professional development, facilities, scholarships, special events, and student activities. A majority of the Altruists noted that they would contribute to academic programs, cultural events, and scholarships. However, most of them said they would not give to athletics, employee positions, employee professional development, facilities, special events, and student activities. Most of the Repayers indicated that they would contribute to academic programs and scholarships but not athletics, employee positions, employee professional development, and student activities. In addition, a majority of the Dynasts would contribute to academic programs and scholarships but not athletics, employee positions, employee professional development, special events, and student activities.

Therefore, Altruists, Communitarians, Repayers, Dynasts, and Devouts were more likely to contribute to academics, and Repayers, Devouts, and Communitarians were more likely to contribute to athletics. Altruists, Communitarians, and Socialites were more likely to contribute to cultural events, while Communitarians and Repayers were more likely to contribute to employee positions. Also, Altruists and Communitarians were more likely to contribute to employee professional development, and Communitarians and Devouts were more likely to contribute to facilities. The philanthropic motivation profiles that were more likely to contribute to scholarships were Communitarians, Altruists, Repayers, Devouts, Investors, and Dynasts. This finding is

supported by the fact that most of the contributions received by this study's community college foundation are designated for scholarships, which directly impact student success ([community college name removed], n.d.). Repayers and Altruists were the philanthropic motivation profiles that were more likely to contribute to special events. Finally, Repayers and Altruists were more likely to contribute to student activities.

Achievement of Study Goals

The goals of this research were to develop (a) a validated survey to assist community colleges in understanding their donors' motivations for giving and (b) a donor-focused fundraising model for community colleges so that community colleges would be able to use the research to enhance their fundraising initiatives and increase the amount of funds raised. The validated survey and fundraising model were developed; therefore, the goals were achieved.

Validated Survey Instrument

Several steps were followed to establish face validity, content validity, construct validity, and criterion-related validity of the survey instrument (see Appendix I), thus achieving the first goal of the study. To establish face validity, which is based on what nonexperts believe a survey instrument seems to measure, a pilot study was conducted. The pilot study helped to (a) identify weaknesses and errors in the survey before it was mailed to the entire population of donors and (b) receive feedback about the length of time to complete the survey, ease and user-friendliness of survey, quality and comprehensiveness of questions, and other ways to enhance the survey (Campbell, 2000). A pilot study was conducted with community college employees, community college board members, community college educational foundation board members, and

community college students who have contributed to the community college at least once. These groups totaled 239 individuals. A cover letter (see Appendix C), instructions (see Appendix D), brief questionnaire (see Appendix E), and actual donor survey were mailed to the aforementioned groups. The completed questionnaires were compiled and analyzed, and the results were used to revise the survey before the final one was mailed. The pilot study results were not included in the overall study results but were used to revise the survey.

To establish content validity, based on experts' views about the suitability of a survey instrument, five community college fundraising professionals (Orcher, 2005) provided input on the instrument. The experts were chief development officers at different community colleges in Virginia and possessed at least 10 years of fundraising experience. All of the experts were female. For three of them, the highest level of education was a master's degree. One expert had a doctorate, and the other had a bachelor's degree as her highest level of education. In addition, one of the experts held a non-credit certificate in philanthropy from a private four-year institution of higher education, and two of them were certified fund raising executives. Their years of general fundraising experience ranged from 10 years to more than 20 years, and their years of community college fundraising experience ranged from 4.5 years to 14 years. Their years of employment at their respective community colleges ranged from 1.5 years to 28 years. The experts reviewed the instrument for clarity and to ensure that every survey question relates to the topic. The instrument was sent to the experts, and they were asked to compare the instrument with the goals and purpose of the study (see Appendix A). Also, the experts were asked to complete a questionnaire as part of their assessment (see

Appendix B). The instrument was revised based on the feedback from the experts. Their assessment of the degree of consistency between the instrument and goals and purpose of the study assisted in determining the content validity.

Finally, construct validity was established with the use of research conducted by Prince and File (1994) as the basis for this study. Specifically, an instrument was developed based on the literature review and research conducted by Prince and File (1994). This ensured that the instrument measured what it was intended to.

Donor-Focused Fundraising Model

In addition to a validated survey to assist community colleges in understanding their donors' motivations for giving, this study resulted in a donor-focused fundraising model for community colleges. The researcher used the outcome approach logic model, which is a road map of how organizations do their work and achieve their goals, to develop a donor-focused fundraising model for community colleges. The outcome approach logic model, first introduced by the W.K. Kellogg Foundation in 1998, consists of inputs (what is needed to accomplish the activities), activities (what needs to occur to address the problem), outputs (what will result from the activities), outcomes (the changes that will occur as a result of the program), and impacts (the long-lasting changes that will occur as a result of the program) (W.K. Kellogg Foundation, 2004). The model illustrates that no single input or activity contributes to the outputs, outcomes, and impacts. Instead, all of the inputs and activities are necessary for the outputs, outcomes, and impacts to occur. Existing literature and the research study's quantitative and qualitative data analyses were used to develop the model, thereby achieving the second

goal of the study. Figure 2 depicts the fundraising model for community colleges to follow to increase the amount of charitable contributions.

OUTCOME APPROACH LOGIC MODEL FOR DONOR-FOCUSED FUNDRAISING *Problem / Situation: Increase the amount of charitable contributions received by a community college foundation*

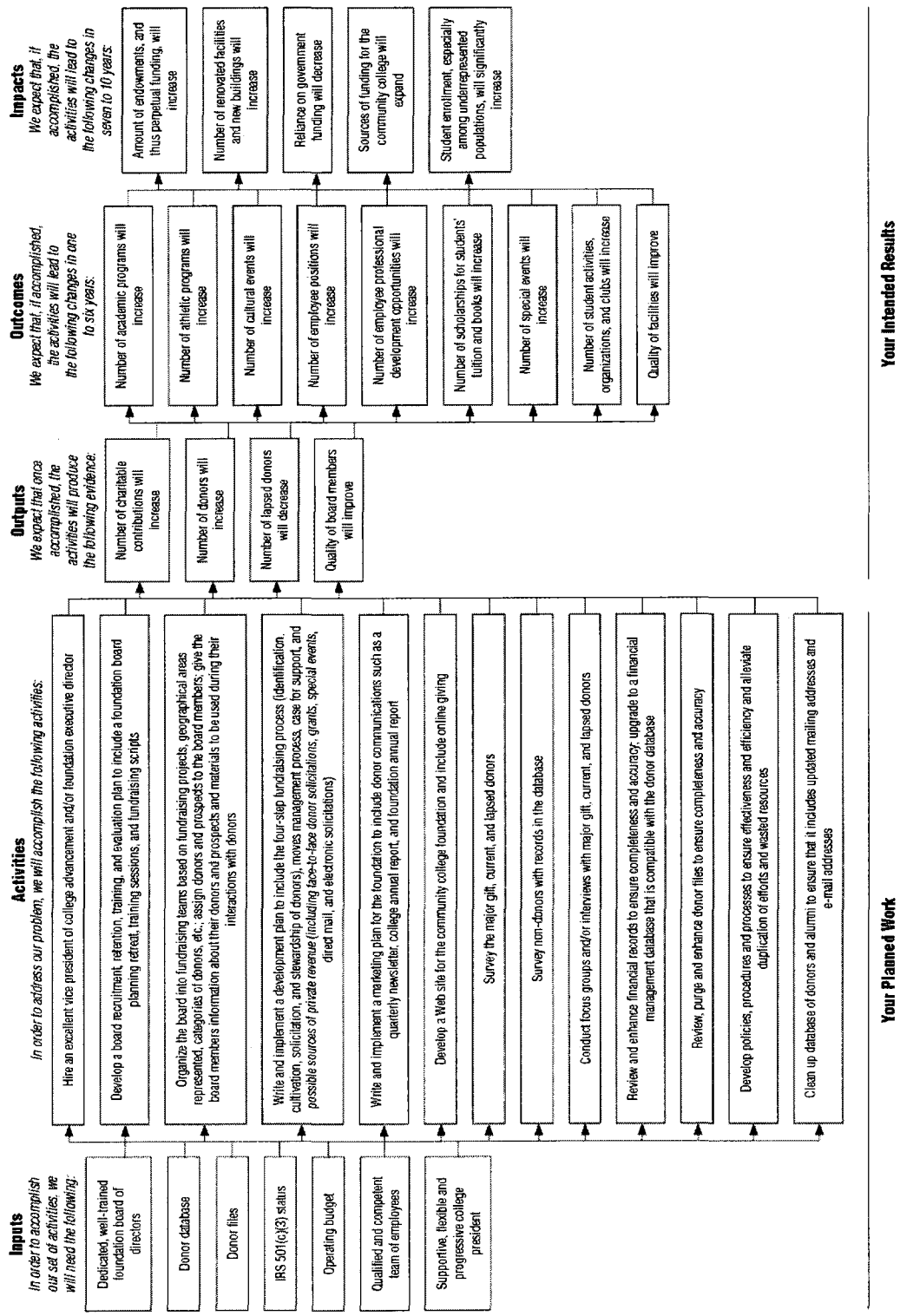


Figure 2. Fundraising model for community colleges.

Inputs. Community college foundations are traditionally organizations that raise private funds for public community colleges in the United States. To implement activities, foundations need inputs. The inputs include dedicated and well-trained board members; a database comprised of donor information, including names, mailing addresses, and the dates and amounts of charitable contributions made to the foundation; and print files that include more comprehensive information about the donors, including copies of correspondence that has been sent to donors. To be considered nonprofit organizations and authorized to accept charitable contributions, foundations must have 501(c)(3) status from the Internal Revenue Service. Also, the foundations should have operating budgets to cover expenses such as office supplies, publications, mileage reimbursements for donor visits and handouts for board members. Employees are key to the success of the foundations. Qualified and competent employees must be hired to achieve the goals of the foundations, and the goals must be supported by flexible and progressive community college presidents. The presidents are typically some of the most important people in donor relationships as reflected in the increasing importance of fundraising in their professional responsibilities (American Association of Community Colleges, n.d.; Moore, 2001).

Activities. Activities must be completed to increase the amount of private funds received by community college foundations. These activities are not in any particular order and should be accomplished based on the needs and financial resources of the community colleges and their foundations. One activity is to hire a competent vice president of college advancement and/or executive director to serve as the chief executive officer of the foundation. Another activity is to develop and implement to

recruit, retain, train, and evaluate foundation board members. Along with the college president and vice president of college advancement, these individuals will play essential roles in the achievement of the fundraising goals. The training strategies could include planning retreats, training sessions, and fundraising scripts for the board members.

Organizing the board into fundraising teams is another important activity. There are many ways to organize the board, including based on where they live and what fundraising projects are most important to them. Donors and prospects should be assigned to the board members, and information about the donors and prospects should be shared with the board members. It is important to remind board members to honor the confidentiality of the donor information. The fundraising teams should hold regular meetings to discuss their contacts with donors, challenges they may be experiencing, and assistance they may need.

Additional activities include writing and implementing a development plan and marketing plan, developing a Web site, surveying donors, improving records, and strengthening the infrastructure of the foundation. The development plan should include goals, objectives, strategies, tactics, deadlines, and the persons responsible for each action in the plan. Also, the development plan should include the four steps of the fundraising process, identifying donors, cultivating donors, soliciting donors, and stewarding donors; strategies for moving donors from the identification phase to the stewardship phase; information about the fundraising projects for which funds are being raised; and the possible sources of private revenue. The development plan should include detailed information about the strategies that will be used to raise funds and how much time and how many resources will be committed to them. The strategies include meeting

face-to-face with donors, writing grant proposals, hosting special events, and sending fundraising letters and e-mail messages. The marketing plan is essential since most community college foundations are fairly new (Angel & Gares, 1981) and thus may not be as well known as other community organizations. The marketing plan should include donor communications that this study found to be important, including newsletters and annual reports. The plan should also include a foundation Web site, which should have online giving capability. Staff members should survey, meet with and conduct focus groups with, as appropriate, current, lapsed, and major gift donors to learn more about them and what motivates them to contribute. If resources are available, non-donors who are included in the donor / prospect database should be surveyed as well. This study has illustrated the importance of surveying and interviewing donors and thus learning more about their communications, philanthropic motivations, and preferred fundraising projects.

Because all of these activities may result in greater public awareness and scrutiny, the foundations will need to focus on financial and donor records and files to ensure transparency, completeness, and accuracy. The foundations may need to explore and fund systems that allow separate databases to be more compatible. For example, if contributions are entered in the donor database and then entered as income into fundraising management database, the foundation should invest in a system that allows the two databases to sync, thus saving time and resources, alleviating duplication of effort, and enhancing accuracy. In addition, foundations should review and purge printed donor files, being sure to shred information that no longer needs to be retained. Information that is not reflected in donors' print files should be added in a systematic

way, focusing on updating the files of current and major gift donors first. The foundation should also ensure that confidential print and electronic information about donors is secured, protected, and accessible to only authorized individuals. A thorough review of electronic and print donor and prospect files may reveal a void in the information. To fill this void, foundations should partner with a vendor to update electronic files with the mailing addresses and e-mail addresses of donors, prospects, and alumni. Also, if the electronic files include information about individuals who are now deceased, the files should be updated accordingly so that correspondence is not sent to the deceased individuals. The documents review conducted for this study demonstrated the importance of donor records, so this activity is essential.

Outputs. If the activities are implemented, they should produce evidence to prove they are effective. Along with the number of charitable contributions, the number of donors will increase. In addition, more donors will be retained, thus decreasing the number of lapsed donors. Also, the quality of foundation board members will improve.

Outcomes. Over a one- to six-year period, the activities should lead to an increase in charitable contributions and thus an increase in the number of initiatives funded by donors. The initiatives may include academic programs, athletics, cultural events, employee positions, employee professional development activities, student scholarships, special events, student activities, and facilities. Finally, the cumulative and collective impact of the inputs and activities should lead to long-term enhancements.

Impacts. The impacts could include an increase in the amount of permanent endowments, where the accrued interest would be used but not the principal; an increase in the number of buildings renovated and built; an increase in the number of sources of

funding on which community colleges could depend; and less reliance on government funding. These impacts could be substantial, positively altering the financial landscape of community colleges for years to come and allowing them to serve more students, including those from underrepresented populations. Many four-year institutions already enjoy the long-term impacts of successful fundraising. Community colleges, with the appropriate inputs and activities, could experience the same level of success and thus impacts.

Limitations

Several steps were taken to reduce the impact of the study's limitations while recognizing possible inherent weaknesses of the research design and possible threats to internal validity that could not be controlled. Following are limitations and strategies employed to alleviate their impact on the study.

Use of Survey Instrument

A limitation may have been the survey instrument, which may have taken human behavior out of the appropriate context or overlooked the effects of variables that were not included in the instrument (Weinreich, n.d.). The impact of this limitation was alleviated by conducting face-to-face interviews, thus having direct communication with donors and better understanding the psychological processes that influence philanthropic motivations (Weinreich). This comprehensive view of community college donors helped to substantiate results and will contribute to the literature to support theory and practice (Creswell, 2003; Weinreich).

Response Rate

The survey response rates of current donors (24%, n=94), lapsed donors (6%, n=138), and major gift donors (28%, n=9) resulted in smaller sample sizes than desired. Specifically, the research might have been affected since less than 50% of the respondents returned their surveys (Campbell, 2000). To reduce the impact of this limitation, a follow-up mailing was implemented to give donors more than one opportunity to participate in the study. The researcher also used a cover letter from the community college educational foundation board chair to improve the response rate (O'Sullivan et al., 2003).

Subject Bias

Subject bias occurs when participants may not have answered the survey and interview questions truthfully. The sensitivity to topic, e.g., motivations for giving, may have resulted in respondents answering less than accurately by providing information they believed the researcher wanted to hear (Campbell, 2000). Kelly (1998) posits research where donors admit they are motivated to contribute money due to self-interest is difficult to find. This lack of truthfulness often results in misconstrued study results. The researcher alleviated the impact of this limitation by reiterating the confidentiality of the study, reminding participants of the importance of answering truthfully and candidly, and explaining how the results were going to be congregated and reported. In addition, the researcher emphasized her role as a doctoral student and de-emphasized her role as a community college administrator. For example, the researcher included her personal telephone number and e-mail address, instead of her work telephone number and e-mail address, in the study's cover letters and surveys.

Generalizability

Research often aims to generalize its results, in this instance to all community college donors. Donors are diverse in terms of where they live, how they think, and how they behave, for example. The donors being studied may respond, act, and think differently from donors who live in other areas and give to other institutions. As part of this study, the researcher compared the community college being studied to four other Virginia community colleges with similar student enrollments, concluding that some aspects of this study may be generalizable to these and similar institutions.

Researcher Bias

Researcher bias may be inadvertently introduced when analyzing the interview responses to determine common themes, patterns, and trends. This type of bias may affect and misrepresent the results of the study, especially if the researcher knows the participants being interviewed. To reduce the impact of this limitation, the researcher asked the donors the same questions, answered questions consistently, audio-taped the interviews, listened intently, took notes during the interviews, was consistent when analyzing the interview responses, and maintained a research journal.

Implications for this Community College

Current Donors

Most of the current donors, in terms of their affiliations with the community college, noted that their spouses did not attend the community college, they were not employed at the college, they did not volunteer at the community college, they did not participate in workforce development training at the community college, they did not employ anyone who had attended the community college, and they did not use the

community college to train their employees. Enhancing affiliations with current donors and developing new ones would strengthen donors' loyalty and propensity to continue contributing. Since attracting new contributors is more expensive than retaining current ones, focusing on current donors is a better return on investment for nonprofit organizations (Nichols, 1999 & Greenfield, 1999). Also, most of the current donors lived in locality B, locality C, and locality F. Relationships with donors in other localities need to be developed to expand the donor base. The college serves an eight-locality service area, so the possibility of increasing the number of donors in the remaining five localities certainly exists. The college could identify alumni who live in the localities and use direct mail to solicit large groups of prospective donors while seeking the support of its college board members and foundation board members. Since the board members live in the eight localities served by the college, they could be asked to identify and solicit donors in their communities.

Lapsed Donors

Most of the lapsed donors said the various college communications had no impact on their decision to give to the community college. The lack of impact is supported by Sargeant and Jay (2004), who found that that pressure from friends and a sense of obligation were the reasons that lapsed donors were motivated to give initially. Because these are not particularly meaningful or lasting motivations for giving, donors with these motivations were more likely to stop giving. Also, Sargeant and Jay learned that lapsed donors indicated considerably less affinity toward the nonprofit organizations and sought benefits from the organizations. While the benefits included access to facilities, celebrity, and people, they did not sustain donors' support of the nonprofit organizations or

enhance their loyalty to the organizations. Conducting interviews with lapsed donors will allow community college staff to explore (a) what types of communications would persuade them to contribute, (b) why they stopped contributing to the college, and (c) what might motivate them to become re-engaged in the life of the community college. The college staff members could determine what originally motivated the lapsed donors to contribute the first time so the staff can continue the tactic or, if feasible, re-establish it.

Major Gift Donors

Many of the major gift donors reported having no affiliation with the community college. Nichols (1999) found that major gift donors often prefer in-person meetings to discuss their philanthropy. Therefore, to strengthen relationships with major gift donors, the community college staff and foundation should conduct face-to-face interviews with major gift donors to determine why they contributed to the college and how they might like to become further engaged in the life of the community college. The interviews conducted for this study were insightful, inspirational, and educational. Communicating with donors in this manner is the most effective way of getting to know them better and learning how to best meet their needs. There is no substitute for this type of interaction and relationship building. Also, a large percentage of the major gift donors lived outside of the community college's service area. The community college staff and foundation board should develop a plan to identify prospective major gift donors who live in the college's service area thus expanding the donor base. As part of the plan, select community college employees, foundation board members, alumni, and major gift donors should be asked to submit the names of individuals who respect the community

college, are interested in the college, and have the financial capacity to contribute at least \$10,000 at one time.

All Donors

Most of the donors in this study were aged 50 years and older. Establishing relationships with younger donors would expand the donor base, but the staff needs to continue cultivating existing donors. Boston College researchers suggest that up to \$136 trillion may be transferred from older to young generations between 1998 and 2052 (Ciconte & Jacob, 2005; Schervish & Havens, 2001; Strom, 2002; Tempel, 2003). Existing nonprofit organizations, however, will not benefit from this transfer of wealth if they do not learn how to meet the needs of new philanthropists, whose needs may greatly differ from their descendents. Taking time to understand all donor needs could greatly enhance fundraising at the community college.

Communication occurs when nonprofit organizations share meaningful information, with the exception of fundraising appeals, with their donors (Burk, 2003). The donors in this study were very clear as to which communications influenced their decision to contribute and which did not. Focusing more resources on the college communications most requested by donors and fewer resources on the other communications would allow community to better use their limited budgets. For example, the community college's annual report had a positive impact on current and major gift donors' motivation to contribute. A few years ago, budgetary challenges forced the community college to offer the annual report online instead of in print. Interviews and focus groups with donors could help the college determine which format donors prefer. Next, since many of the current and major gift donors noted the foundation

annual report helped them to decide whether to contribute to the community, the college should continue to produce the publication. Even in the face of impending budget cuts, the community college foundation should continue to invest funds in this important communication.

Fundraising letters helped current and major gift donors to decide whether they would contribute. Other research supports this finding, suggesting that reasons for giving included receiving a letter asking donors to give (Independent Sector, 1995). Therefore, the community college foundation should continue this important communication. These fundraising letters, however, should be targeted and strategic and reflect the key messages suggested by Prince and File (1994). Letters targeting Communitarians should emphasize the college's ties to the community, the leadership of the organization, and how the organization is accountable to those it serves. Letters to Devouts should reinforce the impact their religious beliefs have on their philanthropy. Also, Investors' letters should include information about the effectiveness and efficiency of the college. The messages in Socialites' fundraising letters should explain how they can collaborate with others on planning or funding special events to benefit the college. Altruists' letters should remind them of how contributing to the community college may give them a sense of purpose. Letters that include information about how the college has made a difference in their lives would resonate with Repayers. Finally, letters to Dynasts should reference family traditions and social responsibility.

Many current donors reported the community college's quarterly newsletter impacted their decisions to give. Burk (2003) and Russ Reid Company and the Barna Research Group (1995 and 1996) reported similar results in their studies, where an

overwhelming majority of the donors surveyed agreed that newsletters impart helpful information about the nonprofit organizations.

Furthermore, student profiles and testimonials from students and alumni were also important to donor motivation. Incorporating more profiles, testimonials, and storytelling in the community college's communications would enhance its fundraising efforts. Giving donors an opportunity to learn more about students, alumni, and the college through the actual words of these individuals would be impactful in persuading donors to give.

In addition, while most of the current donors indicated that thank-you letters from the college president helped them to decide whether to give, most of two donor groups – current donors and major gift donors – said that thank-you letters from students helped. Therefore, the community college foundation should send thank-you letters from both the president and students. This supports research conducted by Russ Reid Company and the Barna Research Group (1995) that revealed that 47% of the respondents indicated that their relationship with the nonprofit organization would greatly or slightly improve if the nonprofit organization sent a personalized thank-you letter to donors after each contribution.

Furthermore, the donors in this study indicated their interest in a variety of fundraising projects. Research suggests that, when asked, donors to educational organizations are well versed about their philanthropic goals and the types of projects they prefer to support (Independent Sector, 1995). Therefore, once donors' philanthropic goals are identified, community college foundations should ensure that personal visits,

fundraising letters and other methods of solicitation and communication reflect the donors' giving preferences.

Also, most of the current, lapsed, and major gift donors were White. Therefore, it is suggested that a plan be developed to establish relationships with more minority donors. A possible goal could be to increase the percentage of minority donors to equal or exceed the percentage of minority students at the community college. As the service area of the community college becomes more racially diverse and as minority populations increase their personal wealth, these types of proactive measures will help ensure that the community college receives private resources from all types of individuals.

Finally, the largest percentage of the study's donors was Communitarians. Prince and File (1994) noted that Communitarians contribute because they believe that nonprofit organizations are more successful than government agencies. The researchers also found that Communitarians contribute because they want to give and not out of a sense of obligation. Finally, Prince and File discovered that Communitarians contribute out of self-interest and for reasons that are mutually beneficial for them and nonprofit organizations. Therefore, revising donor communications to reflect the philosophies and key messages that most resonate with Communitarians is likely to result in more contributions from them.

Printed Donor Records

The documents review revealed that more complete information about donors is needed. The community college foundation staff should review its print filing system, define its purpose, and enhance the system accordingly. Also, the staff should record

every interaction with donors, including e-mail messages, information about meetings with donors, and summaries of interviews with donors. This information should be analyzed, reviewed before each interaction with donors, and used to enhance relationships with donors.

Donor Database

The donor database includes donors' contact information, the dates and amounts of their charitable contributions and the projects to which they contributed, information about their familial and professional relationships, and biographical information. However, the donor database previously had not been used to its full capability, resulting in essential donor information not being available. The staff members should continue to maximize the full potential of the donor database. In addition, many donors' database records were created without separating their spouses' records. For example, for the pilot study, when the community college staff was asked to provide the names and mailing addresses of college employees, students and board members who had contributed to the Foundation in the past, the staff provided a list that included these groups and their spouses. The staff was reminded that, in most cases, the spouses were not college employees, students and board members. After some work, the staff managed to provide the list that was originally requested. The staff resolved the situation before the finalized survey was mailed to the study population. The community college staff should continue to identify and immediately resolve challenges with the donor database, which is essential to the fundraising success of the community college.

Also, special codes in the database denoted information about the donors and the projects to which they contributed. Unfortunately, some of the codes have little to no

meaning to current community college employees, who were not employed at the community college during the time the codes were created. Fortunately, the current staff members have listed and defined most of the existing codes and all of the new ones in a donor database manual. In addition, more donor information and correspondence are recorded in the donor database, which is more effective and efficient than accessing the printed donor files. The community college foundation staff should continue to be proactive with these types of enhancements.

Special Event Attendees

Prior to the year 2005, the community college foundation focused primarily on special event fundraising. Unfortunately, the costs of the event tickets were erroneously recorded in the donor database as charitable contributions from the special event attendees. Instead, a monetary value should have been placed on the event and that value should have been deducted from the ticket price, with the remaining amount being recorded in the donor database as a charitable contribution. Fortunately, that practice was corrected and discontinued in 2005. However, some special event attendees do not consider themselves to be donors and, in some cases, noted this on the surveys they returned. The community college foundation staff should add a special code to the database records of these individuals to distinguish them as attendees of fundraising special events.

In addition, since the college used to rely significantly on special events to raise funds, developing and implementing strategies to convert the special event attendees to philanthropists may result in the attendees contributing to the college. The college could convert the attendees to donors by identifying the event attendees from the foundation's

electronic database, surveying and interviewing them to determine how they might be motivated to give, and implementing the tactics that result from the research.

Implications for Other Community Colleges

Donor Survey and Interviews

Community colleges should consider surveying and interviewing their donors. Klein (2001) found that donor information can help community colleges determine what motivates donors to give, the most effective ways to communicate with donors, and what projects are of greatest interest to donors. Donors are bombarded with funding requests from nonprofit organizations other than community colleges; therefore, community colleges must find ways to better communicate their case for support to donors (Klein). With additional donor information, community colleges can tailor fundraising proposals to their donors, which will increase the chances of fundraising success (Williams, 1997). Furthermore, with the appropriate research, community colleges can successfully identify, cultivate, solicit, and recognize donors and develop fundraising strategies that will help community colleges enjoy the same level of fundraising success enjoyed by four-year colleges and universities (Lucas, 2003). Enhanced donor relationships may very well result in charitable contributions that help community colleges transition from good to great (Brumbach & Villadsen, 2002) and provide programs and services that would be virtually impossible without private funding (Catanzaro & Miller, 1994). Surveys and interviews are the most appropriate tools in which to attain this type of donor information. Using the survey validated by this study could help community colleges achieve the goals of obtaining important information from their donors and using the data to enhance relationships with donors.

Donor Profiles

In addition, other community colleges should study the research conducted by Prince and File, read their book (1994), and implement their recommended strategies. The categorization of donor profiles and information about how to communicate with different types of donors could be very helpful to these institutions, since little information about community college donors is available. Some researchers pointed out that relying upon philanthropic donors as a source of funding is a new venture for many community colleges (Babitz, 2003; Hall, 2002), many of which have foundations that are less than 40 years old (Angel & Gares, 1981). Their research reaffirms the importance of the use of donor profiles as a good starting point for community colleges.

Donor-Focused Fundraising Model

Community colleges should consider using the donor-focused fundraising model to enhance their fundraising programs. The model includes elements from which all types of community college foundations, from those that are underdeveloped to those that are well-run, could benefit. Researchers have found that with traditional sources of funding continuing to dwindle for institutions of higher education (Bass, 2003; Hearn, 2003; Phillippe & Sullivan, 2005), many institutions have had to shift their focus to include private fundraising (Anderson, 2004/05; Cohen & Brawer, 2003; Hearn, 2003) and, as a result, have made great fundraising progress in the 21st century (Council for Aid to Education, 2007). Because the community college mission of providing affordable, flexible and accessible higher education is just as compelling as that of other nonprofit organizations, the fundraising potential of community colleges is unlimited. Once community colleges gain the necessary tools to secure additional private funding

from donors, including information about what motivates donors to give, they will achieve even more fundraising success. The donor-focused fundraising model could be an essential tool in other community college foundations' toolkits.

Recommendations for Further Research

Alumni Donors

The current study suggests that community college donors differ from those of four-year institutions. While a significant percentage of four-year institutions receive philanthropic support from their alumni, this study supports previous research purporting that non-alumni are a larger component of community colleges' donor base (Council for Aid to Education, 1988, 1997, 2007). Private giving to community colleges, including alumni giving, is substantially less than private giving to four-year institutions (Glass & Jackson, 1998). Because too few community college alumni contribute to their alma maters, studies about community college alumni would fill a void in the research. Exploring why more alumni do not contribute to their community colleges and developing strategies to address their responses may result in an increase in the number of charitable contributions from alumni.

Donor-Focused Fundraising Model

While some community colleges have demonstrated fundraising progress, there is much room for improvement. As their budget situations worsen, community colleges will need to model the behavior of their four-year sister institutions and begin conducting more aggressive fundraising campaigns (Ryan, 2003). The researcher developed a donor-focused fundraising model, one of the goals of this study. Further research should determine the effectiveness of the model. Specifically, a community college foundation

could use the model over a two- to three-year period and then evaluate its effectiveness as part of a program review to determine if the model should continue to be followed.

Family Members of Donors

The transfer of wealth that is expected between 1998 and 2052 will provide unique opportunities for nonprofit organizations to secure a significant portion of this wealth (Ciconte & Jacob, 2005; Schervish & Havens, 2001; Strom, 2002; Tempel, 2003).

Community colleges too can benefit from this transfer of wealth. With most of this study's respondents being at least 50 years old, further research about donors' family members would help the college develop strong affiliations to sustain long-lasting philanthropic relationship with those families. Exploring how to increase donor family member engagement with the community college would result in strategies that may increase charitable contributions from the families.

Impact of Economic Challenges on Fundraising

Jacobson (1990) pointed out that the major fundraising and philanthropy research studies cover four main categories: (a) trends in amounts and sources of funding, (b) economics and policy, (c) fundraising costs, and (d) donors' giving behaviors. These studies, however, typically do not focus on community colleges. The current economic recession began in the midst of this particular study. Traditionally, student enrollment at community colleges increases during economic challenges. Conversely, when economic challenges arise, many nonprofit organizations experience a reduction in charitable contributions. Because little is known about how economic challenges impact community colleges' fundraising, further research would help community colleges learn how to achieve fundraising goals despite budgetary challenges.

Impact of Leadership on Fundraising Efforts

The job description of community college presidents has changed significantly over the past few decades. Whereas leaders in the past were expected to be academicians, successful leaders now need a new skill set (Moore, 2001). Fundraising is now key to the success of community college presidents (American Association of Community Colleges, n.d.; Moore, 2001). Presidents are no longer able to rely solely on state funding, student tuition, and funding from the localities they serve to operate community colleges. Fundraising is now a required function of most community college presidents (Cook & Lasher, 1996), and many presidents are required to spend a significant percentage of their time identifying, cultivating, soliciting, and recognizing donors (Phillippe & Sullivan, 2005). Therefore, the impact of leadership on fundraising efforts should be examined to determine how the hiring or resignation of a president or a crisis involving a president should be handled to minimize an adverse impact on fundraising. This topic is important to community college donors and employees. During the course of this research study, the president of the community college being studied resigned his position to accept another community college presidency. References to the former president were removed from the study to alleviate confusion among the study participants. The importance of leadership was mentioned during an interview with a major gift donor, who commented on the community college presidents. The donor said, "My perceptions [of the community college] are very positive. I was first associated with [the community college] 20 years ago during [the second president's] tenure. I served on the Foundation Board a few terms. I hold the [second and third] presidents in high regard."

Minority Donors

In addition to the suggestion to establish relationships with more minority donors, additional research needs to focus on minority donors and their choice to give. Most of the current, lapsed, and major gift donors in this study were White, reflecting the community college's student population and service area. The student populations and service areas of other community colleges, however, are more racially diverse. As the nation's minority population continues to grow and as the number of minorities enrolled in community colleges continues to increase, community colleges will need to focus more on developing relationships with minority donors. This population is untapped, yet quite generous, so there is a significant opportunity to expand the donor base.

Retention of Donors and Re-engagement of Lapsed Donors

Research suggests that lapsed donors should be considered good prospects for contributions because they have contributed at one time to nonprofit organizations (Sargeant & Jay, 2004). Also, Sargeant and Jay (2004) revealed several reasons why donors stop giving, including (a) not being thanked for the contributions, (b) not being allowed to determine how much to contribute, and (c) being asked for donations too frequently. Ciconte and Jacob (2005) affirmed these reasons. They also offered suggestions to bring lapsed donors back into the fold: (a) cultivate them, (b) pay attention to them, (c) respond to their concerns, (d) thank them for their previous contributions, and (e) let them know that their support is missed. Therefore, further research needs to focus on this subset of donors. The study should explore what motivated the donors to give the first contribution, why the donors stopped contributing to the community

college, and what strategies should be employed to retain more donors and regain lapsed donors' philanthropic support.

Community College Communications

Continued research exploring which communications motivate donors to give would help community colleges to determine which communications to use with donors and which to discontinue. It is suggested that community colleges survey and interview donors and conduct focus groups about the types of communications that motivate donors to contribute. This study revealed, and was supported by the literature (Burk, 2003; Independent Sector, 1995; Russ Reid Company and the Barna Research Group, 1995 and 1996), that some communications are effective in motivating donors to give. Those communications include newsletters, annual reports, fundraising letters, student profiles, testimonials from students and alumni, thank-you letter from the college president, and thank-you letters from students.

Conclusion

The long-term financial stability of community colleges will depend upon their ability to expand their sources of funding beyond monies received from states, localities and student tuition. A key source of funding could be private donors, thus making the role of community college foundations more important today than ever before. Community colleges' fundraising success is directly tied to their relationships with donors. Similarly, relationships with donors are directly tied to communications with donors. Due to a variety of factors, community colleges do not have the fundraising prowess of most four-year institutions. This disparity can be overcome with more research about community college donors, their communication styles, and their

philanthropic interests. With this additional information, community colleges can focus their limited resources on the donors who typically contribute the largest percentage of contributions, major gift donors, and current donors.

For this study, a mixed-methodology study was employed to achieve two goals: (a) develop a validated survey to assist community colleges in understanding their donors' motivations for giving and (b) develop a donor-focused fundraising model for community colleges so that community colleges would be able to use the research to enhance their fundraising initiatives and increase the amount of funds raised. In addition, four research questions were answered: (a) What are the characteristics of community college current donors, lapsed donors, and major gift donors?, (b) Which college communications influence community college donors' contributions?, (c) What are the philanthropic motivation profiles of community college donors?, and (d) Which community college fundraising projects are the philanthropic motivation profiles most likely to support financially?

In addition, the theoretical framework for the research study was the seven profiles of philanthropy proposed by Prince and File (1994). The authors conducted a four-phase study of major gift donors, resulting in seven categories by which major gift donors can be segmented. This research study builds upon the work of Prince and File and fills a void in the research about community college donors and philanthropy.

Supported by the literature, the implications of the study are substantial. The implications involve current donors, lapsed donors, and major gift donors and how community colleges can better engage them, expand their donor base, and better communicate with them. The implications also addressed how the community college

foundation's donor files and database can be enhanced, how donor communication methods should be modified to reflect the seven donor profiles and the importance of expanding the donor base to increase racial minorities.

The community college and community college foundation that were the subjects of this study have unlimited potential. With the appropriate amount of planning, relationship building, communication, resources, and use of the donor-focused fundraising model, both entities can achieve and even exceed their fundraising goals and continue to meet the needs of their students. These achievements can occur despite economic challenges and dwindling funding from the state and other traditional sources of funding.

The United States is experiencing an economic recession (Carew, 2009). In the midst of this recession, community colleges' budgets continue to be slashed, while community colleges nationwide are managing record increases in student enrollment, including double-digit surges (Hoover and Wilson, 2009). In addition, students are being asked to pay more for tuition and books (Gonzalez, 2009) while experiencing economic challenges of their own. With all these elements at play, the future of community colleges has never been brighter, and their role in economic and workforce development has never been clearer. This positive outlook can be attributed to many factors, including successful fundraising efforts, which are more important today than ever before. Community colleges' fundraising efforts can no longer be relegated to lower priorities. Community colleges must invest in the appropriate resources, people and tools to secure private funding to achieve their mission-critical goals and objectives. Their very existence depends upon it. With this study, including the validated survey and donor-

focused fundraising model, community colleges now have two important tools to improve and demystify relationships with their donors and raise unprecedented amounts of money.

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APPENDIX A

E-MAIL MESSAGE TO FUNDRAISING EXPERTS

Greetings, colleagues!

As you know, I am a doctoral student at Old Dominion University. For my dissertation, I am conducting a comprehensive survey of community college donors. I am writing to request your assistance with determining how suitable the survey instrument is for the goals and purpose of the study.

Attached are the following:

1. Study abstract
2. Comprehensive donor survey
3. Cover letter to accompany the comprehensive donor survey
4. Questionnaire about the survey

Could you please do the following?

- Read the attachments thoroughly
- Complete and return the questionnaire to me via e-mail (lcart010@odu.edu) or fax (540-465-1485) **by Friday**

Your assistance is greatly appreciated and will help me to identify weaknesses and errors in the survey before it is mailed to approximately 2,000 donors. Most important, because of your assistance, I will be able to make an important contribution to the literature about community college donors and philanthropy.

If you have any questions, please contact me at lcart010@odu.edu or 540-465-1484.
Thank you for your support!

APPENDIX B

QUESTIONNAIRE DISTRIBUTED TO FUNDRAISING EXPERTS

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Every survey question relates to the topic.	4	3	2	1
2. The survey is appropriate for the goals and purpose of the study.	4	3	2	1
3. There is a high degree of consistency between the survey and goals and purpose of the study.	4	3	2	1
4. The cover letter of the comprehensive donor survey will motivate donors to complete the survey.	4	3	2	1
5. The survey instructions are easy to understand.	4	3	2	1
6. I clearly understand the survey.	4	3	2	1
7. The terminology in the study is not difficult to understand.	4	3	2	1
8. The survey assumes an inappropriately low level of knowledge, and it drags on too slowly for me.	4	3	2	1
9. The survey is too wordy.	4	3	2	1
10. There is no unnecessary redundancy.	4	3	2	1
11. The questions offer all possible response options.	4	3	2	1
12. The response options are mutually exclusive (to make it easier to select among them).	4	3	2	1
13. There are no places in the survey that cause me confusion or irritation.	4	3	2	1
14. The survey is an appropriate length.	4	3	2	1
15. The survey took longer than 15 minutes to complete.	4	3	2	1

Please add any comments that may be helpful.

--

What is your full name? _____

How many years of fundraising experience do you have? _____

How many years of community college fundraising experience do you have? _____

How long have you been employed at your institution? _____

APPENDIX C

PILOT STUDY - COVER LETTER

[PRINT ONTO LETTERHEAD]

Date _____

Dear [community college name removed] Educational Foundation Donors:

We have been asked to participate in a doctoral study and are asking for your help. The study is being conducted by Linnie Carter, a doctoral student at Old Dominion University and the vice president of college advancement at [community college name removed]. The study involves a comprehensive survey of [community college name removed] Educational Foundation Inc. donors.

The purpose of this letter is to request your assistance in the collection of data for the study. We are asking you to please review the survey and identify weaknesses and errors in the survey before it is mailed to approximately 2,000 individuals. We are seeking feedback about the length of time to complete the survey, ease and user-friendliness of the survey, quality and comprehensiveness of the questions, and other ways to enhance the survey.

We are asking that you please (1) read the pilot study survey instructions, (2) read the cover letter to donors, (3) read and complete the survey, (4) read and complete the questionnaire about the survey and (5) return the completed survey and questionnaire, using the enclosed postage-paid envelope, within the next five days.

Strict confidentiality will be maintained, and your responses will not be released to any other party. The results will not be reported in a manner that will violate individual confidentiality.

If you have any questions, please contact Linnie at lcarter010@odu.edu or (540) 465-1484. Thank you for your support!

Sincerely,

Charles Day
Chair

[community college name removed] Educational Foundation Board

APPENDIX D

PILOT STUDY - SURVEY INSTRUCTIONS

Purpose of Survey

The purpose of the survey is to seek feedback about the donor survey being conducted by the [community college name removed] Educational Foundation Inc. so that we can enhance it before mailing it to approximately 2,000 individuals. We are asking you to please review the survey and identify weaknesses and errors in it. We are seeking feedback about the length of time to complete the survey, ease and user-friendliness of the survey, quality and comprehensiveness of the questions, and other ways to enhance the survey.

Enclosures

Enclosed are the (1) cover letter to donors, (2) donor survey, (3) questionnaire about the survey, and (4) postage-paid envelope in which to return the completed survey and questionnaire.

Confidentiality

Strict confidentiality will be maintained, and your responses will not be released to any other party. The results will not be reported in a manner that will violate individual confidentiality.

Survey Length and Questions

The donor survey should take only 15 minutes to complete. You may use either a pen or pencil to complete the survey. Most of the questions require you to circle the number that represents the most appropriate answer. It is important that you answer all of the questions, because each answer has a direct effect on the results of the survey. Some questions may have responses that do not always reflect your exact thinking. Nonetheless, please circle the answer that best represents your thoughts and ideas. Whatever comes to mind first is typically the best response.

After you complete the donor survey, please complete the “Questionnaire for Pilot Study Participants” document. The questionnaire will take only five minutes to complete. Please answer candidly, keeping in mind that your responses will help to improve the donor survey.

Returning the Survey and Questionnaire

To return the survey and questionnaire, please complete and mail them in the enclosed postage-paid envelope. (No postage is required). It would be helpful if you could please do so *within the next five days*.

Questions

If you have any questions, please contact Linnie Carter (a doctoral student at Old Dominion University and the vice president of college advancement at [community college name removed]) at lcarter010@odu.edu or (540) 465-1484.

Appreciation

Thank you in advance for your participation! Your opinions are important and truly appreciated. You are helping to add valuable knowledge to research about community college donors.

APPENDIX E

PILOT STUDY - QUESTIONNAIRE

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The cover letter of the comprehensive donor survey motivated me to complete the survey.	4	3	2	1
2. The survey instructions are easy to understand.	4	3	2	1
3. I clearly understand the survey.	4	3	2	1
4. The terminology in the study is not difficult to understand.	4	3	2	1
5. The survey assumes an inappropriately low level of knowledge, and it drags on too slowly for me.	4	3	2	1
6. The survey is too wordy.	4	3	2	1
7. There is no unnecessary redundancy.	4	3	2	1
8. The questions offer all possible response options.	4	3	2	1
9. The response options are mutually exclusive (to make it easier to select among them).	4	3	2	1
10. There are no places in the survey that cause me confusion or irritation.	4	3	2	1
11. The survey is an appropriate length.	4	3	2	1
12. The survey took longer than 15 minutes to complete.	4	3	2	1

(Optional): Please add any comments that may be helpful.

(Optional): What is your full name? _____

APPENDIX F

INTERVIEW PROTOCOL

Instructions for Scheduling the Interviews

Schedule an appointment with each major gift donor for the personal interview. Call the donor a week in advance to confirm the date, time, and location of the appointment.

Script for the Day of the Interviews

On the day of the appointment, reintroduce yourself and establish rapport.

“I am a doctoral student at Old Dominion University and am conducting a comprehensive study of donors to the [community college name removed] Educational Foundation Inc., in partial fulfillment of my doctoral degree. This study will help the Foundation to better understand its donors and how it can continue to enhance its relationships with them.”

“If you agree, I would like to tape record our conversation so that I will have an accurate record. Our conversation will be confidential. I will not use your name in any discussions or in any writings related to the research. Only group data will be reported. Is that okay?”

Instructions for the Interviewer

<Cut on recorder if the donor agrees to be recorded.>

<Refrain from cutting on the recorder if the donor declines to be recorded.>

“Thank you for agreeing to be interviewed and recorded. Do you have any questions about this project? Shall we begin?”

Interview Questions and Topics for Probing Questions

1. “Please tell me your perceptions of the community college.”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- Access
- Accessibility
- Mission
- Students
- Values

2. “Why do you contribute to the college?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- Accountability
- Charity functions
- Civic responsibility
- Doing good
- Effectiveness
- Efficiency
- Faith

- Family history
- Family tradition
- Fellowship
- Fiduciary
- Fundraising
- God
- Good for the community
- Good works
- Gratitude
- Leadership
- Local economy
- Local interests
- Made a difference in my life
- Mission
- Opportunity
- Pay back
- Performance
- Professional
- Responsibility
- Results
- Self-actualization
- Self-fulfillment
- Sense of purpose
- Serving the community
- Socially responsible
- Special event
- Supporting each other
- Value
- Vision
- Well managed

3. “What college projects and programs are of most interest to you and why?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- Academic programs
- Athletics programs
- Cultural events that are open to the public
- Employee professional development opportunities
- Endowed faculty professorships and chairs
- Equipment
- Libraries
- Projects where contributions are most needed
- Renovations and new buildings
- Student activities, organizations and clubs
- Student scholarships
- Other (Please specify):

4. “What college communications help you to decide whether you will contribute to the college?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- College annual report
- Electronic newsletter
- Foundation annual report
- Fundraising letters
- Quarterly newsletter
- Student profiles
- Telephone calls from the college president
- Testimonials from alumni
- Testimonials from students
- Thank-you letters from students
- Thank-you letters from the college president
- Visits from Foundation Board members
- Visits from the college president

5. “What college communications do not help you to decide whether you will contribute to the college?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- College annual report
- Electronic newsletter
- Foundation annual report
- Fundraising letters
- Quarterly newsletter
- Student profiles
- Telephone calls from the college president
- Testimonials from alumni
- Testimonials from students
- Thank-you letters from students
- Thank-you letters from the college president
- Visits from Foundation Board members
- Visits from the college president

6. “How do you determine which nonprofit organizations gain and lose your support?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- Accountability
- Charity functions
- Civic responsibility
- Doing good
- Effectiveness
- Efficiency
- Faith

- Family history
- Family tradition
- Fellowship
- Fiduciary
- Fundraising
- God
- Good for the community
- Good works
- Gratitude
- Leadership
- Local economy
- Local interests
- Made a difference in my life
- Mission
- Opportunity
- Pay back
- Performance
- Professional
- Responsibility
- Results
- Self-actualization
- Self-fulfillment
- Sense of purpose
- Serving the community
- Socially responsible
- Special event
- Supporting each other
- Value
- Vision
- Well managed

7. “What do the college and/or educational foundation need to do to continue receiving your support?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- Accountability
- Charity functions
- Civic responsibility
- Doing good
- Effectiveness
- Efficiency
- Faith
- Family history
- Family tradition
- Fellowship
- Fiduciary

- Fundraising
- God
- Good for the community
- Good works
- Gratitude
- Leadership
- Local economy
- Local interests
- Made a difference in my life
- Mission
- Opportunity
- Pay back
- Performance
- Professional
- Responsibility
- Results
- Self-actualization
- Self-fulfillment
- Sense of purpose
- Serving the community
- Socially responsible
- Special event
- Supporting each other
- Value
- Vision
- Well managed

8. “What do the college and/or educational foundation need to do to lose your support?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- Accountability
- Charity functions
- Civic responsibility
- Doing good
- Effectiveness
- Efficiency
- Faith
- Family history
- Family tradition
- Fellowship
- Fiduciary
- Fundraising
- God
- Good for the community
- Good works

- Gratitude
- Leadership
- Local economy
- Local interests
- Made a difference in my life
- Mission
- Opportunity
- Pay back
- Performance
- Professional
- Responsibility
- Results
- Self-actualization
- Self-fulfillment
- Sense of purpose
- Serving the community
- Socially responsible
- Special event
- Supporting each other
- Value
- Vision
- Well managed

9. “How would you like us to stay in contact with you, and why do you prefer this method of communication?”

Topics to be used for probing questions if donors cannot think of anything or do not mention these:

- Via e-mail
- Via face-to-face visits
- Via mail
- Via telephone

QUESTION FOR PILOT STUDY INTERVIEWEES

10. “Are there any questions I did not ask but should have asked?”

Conclusion

“Thank you for taking the time out of your busy schedule to meet with me today. Is there anything else you feel would be helpful for me to know? Again, thank you very much!”

APPENDIX G

POSTCARD

Date _____

Dear [community college name removed] Educational Foundation Donor:

Linnie Carter, a doctoral student at Old Dominion University and the vice president of college advancement at [community college name removed], is conducting a comprehensive study about donors to the [community college name removed] Educational Foundation Inc. in partial fulfillment of her doctoral degree. Her study will help us to better understand our valued donors and how we can continue to enhance our relationships with them.

You will receive a survey in the mail within the next few weeks. We ask that you please complete and return it as soon as possible.

Strict confidentiality will be maintained, and your responses will not be released to any other party. The results will not be reported in a manner that will violate individual confidentiality.

We are grateful for your participation and support. If you have any questions, please contact Linnie at lcarter010@odu.edu or (540) 465-1484. Thank you!

Sincerely,

Charles Day

Chair

[community college name removed] Educational Foundation Board

APPENDIX H

ACTUAL STUDY – COVER LETTER

November 2008

Dear [community college name removed] Educational Foundation Donor:

Linnie Carter, a doctoral student at Old Dominion University and the vice president of college advancement at [community college name removed], is conducting a comprehensive study about donors to the [community college name removed] Educational Foundation Inc. in partial fulfillment of her doctoral degree.

Her study will help us to better understand our valued donors and how we can continue to enhance our relationships with them. Therefore, we ask that you please complete and return the enclosed survey in the enclosed postage-paid envelope ***within the next 10 days***.

Strict confidentiality will be maintained, and your responses will not be released to any other party. Also, the results will be reported in a manner that will maintain confidentiality.

We are grateful for your participation and support. If you have any questions, please contact Linnie at lcarter010@odu.edu or (540) 465-1484. Thank you!

Sincerely,

Charles Day
Chair

[community college name removed] Educational Foundation Board

APPENDIX I

ACTUAL STUDY – SURVEY

[community college name removed] ***Educational Foundation Inc. Donor Survey***

Developed By

Linnie S. Carter

Doctoral Student, Old Dominion University

Vice President of College Advancement, [community college name removed]

in Partial Fulfillment of the Requirement for the
Degree of Doctor of Philosophy
in Community College Leadership

Instructions

Purpose of Survey

Linnie Carter, a doctoral student at Old Dominion University and the vice president of college advancement at [community college name removed], is conducting a comprehensive study about donors to the [community college name removed] Educational Foundation Inc. in partial fulfillment of her doctoral degree. Her study will help us to better understand how we can continue to enhance our relationships with our valued donors.

Enclosures

Enclosed area (1) survey and (2) a postage-paid envelope in which to return the survey.

Confidentiality

Strict confidentiality will be maintained, and your responses will not be released to any other party. Also, the results will be reported in a manner that will maintain confidentiality.

Survey Length and Questions

The survey should take no more than 15 minutes to complete. You may use either a pen or pencil to complete the survey. Most of the questions require you to circle the number that represents the most appropriate answer. It is important that you answer all of the questions, because each answer has a direct effect on the results of the survey. Some questions may have response options that do not always reflect your exact thinking. Nonetheless, please circle the answer that best represents your thoughts and ideas. Whatever comes to mind first is typically the best response.

Returning the Survey

To return the survey, please complete and mail it in the enclosed postage-paid envelope. It would be helpful if you could please do so ***within the next 10 days***.

Questions

If you have any questions, please contact Linnie Carter at lcarter010@odu.edu or (540) 465-1484.

Appreciation

Thank you in advance for your participation! Your opinions are important and truly appreciated. You are helping to add valuable knowledge to research about community college donors.

Question 1: How likely would you be to contribute financially to the community college for the following projects?

	Very Likely	Likely	Not Likely
a. Academic programs	3	2	1
b. Athletics programs	3	2	1
c. Cultural events	3	2	1
d. Employee positions	3	2	1
e. Employee professional development	3	2	1
f. Facilities	3	2	1
g. Scholarships for students' tuition and books	3	2	1
h. Special events	3	2	1
i. Student activities, organizations, and clubs	3	2	1
j. Other (Please specify):	3	2	1

Question 2: To what extent does each college communication help you to decide whether you will contribute to the community college?

	Significantly Helps	Moderately Helps	Does Not Help
a. College annual report	3	2	1
b. Electronic newsletter	3	2	1
c. Foundation annual report	3	2	1
d. Fundraising letters	3	2	1
e. Quarterly newsletter	3	2	1
f. Student profiles	3	2	1
g. Telephone calls from the college president	3	2	1
h. Testimonials from alumni	3	2	1
i. Testimonials from students	3	2	1
j. Thank-you letters from students	3	2	1
k. Thank-you letters from the college president	3	2	1
l. Visits from foundation board members	3	2	1
m. Visits from foundation staff	3	2	1
n. Visits from the college president	3	2	1
o. Other (Please specify):	3	2	1

Question 3: Which one of the following statements best describes the reason you contribute to the community college?

1. "I contribute to the community college, because it makes good sense to do so. The relationships that develop as a result of contributing can be good for business. Also, I help my own community by contributing to the community college."
2. "I contribute to the community college, because it is God's will for me to help others."
3. "I contribute to the community college, because I enjoy the tax benefits."
4. "I contribute to the community college, because I find that social functions benefiting the community college are an appealing way to help make a better world and have a good time doing it."
5. "I contribute to the community college, because it is a moral imperative and helps me to grow as a human being."
6. "I contribute to the community college, because I have personally benefitted from it and give out of loyalty."
7. "I contribute to the community college, because giving is something my family has always stood for and it is important for me to continue the family tradition."

Question 4: What is your gender?

1. Female
2. Male

Question 5: What is your race / ethnicity?

1. White / Caucasian
 2. Black / African American
 3. Asian / Pacific Islander
 4. Hispanic
 5. Native American
 6. Other:
-

Question 6: What is your age?

1. Under 21
2. 21-29
3. 30-39
4. 40-49
5. 50-59
6. 60-69
7. 70 and over

Question 7: What is the highest level of education you have completed?

1. Less than high school diploma
 2. High school diploma or GED
 3. Associate's degree (Name of college: _____)
 4. Bachelor's degree
 5. Master's degree
 6. Doctorate
 7. Professional Degree (medical degree, law degree, etc.)
 8. Other:
-

Question 8: What is your current marital status?

1. Married
 2. Single, never married
 3. Separated
 4. Divorced
 5. Widowed
 6. Other:
-

Question 9: Which of the following categories best describes your total household income?

1. Under \$25,000
2. \$25,000-49,999
3. \$50,000-74,999
4. \$75,000-99,999
5. \$100,000-124,999
6. \$125,000-149,999
7. \$150,000 and over

Question 10: Where do you live?

1. [locality name removed]
 2. [locality name removed]
 3. [locality name removed]
 4. [locality name removed]
 5. [locality name removed]
 6. [locality name removed]
 7. [locality name removed]
 8. [locality name removed]
 9. Other:
-

Question 11: How are you affiliated with the community college?

a. I attend / attended the community college.	Yes	No
b. I am a graduate of the community college.	Yes	No
c. My spouse or partner attends / attended the community college.	Yes	No
d. A family member attends / attended the community college.	Yes	No
e. I am / was employed at the community college.	Yes	No
f. I serve / served as a volunteer on a community college board or committee.	Yes	No
g. I attend / attended community college special events.	Yes	No
h. I use / used the community college library.	Yes	No
i. I participate / participated in a workforce development training and/or education program.	Yes	No
j. I employ / employed someone who has attended the community college.	Yes	No
k. I use / used the community college to train my employees.	Yes	No
l. Other:	Yes	No

Question 12 (*Optional*): Is there anything else you would like us to know about your support of the community college?

Question 13 (*Optional*):

☐ Yes, I would like to receive a summary of the results.

My name is _____.

☐ Please e-mail the summary to me at _____.

☐ Please fax the summary to me at _____.

☐ Please mail the summary to me at _____.

Please return the survey in the enclosed postage-paid envelope *within the next 10 days*.

If you have any questions, please contact Linnie Carter at lcarter010@odu.edu or (540) 465-1484. You may also write to:

[community college name removed] Educational Foundation Inc.
173 Skirmisher Lane
Middletown, VA 22645-1745

Thank you!

APPENDIX J

INTERVIEW INVITATION TO MAJOR GIFT DONORS

June 2, 2008

Dear _____:

Linnie Carter, a doctoral student at Old Dominion University and the vice president of college advancement at [community college name removed], is conducting a comprehensive survey of donors to the [community college name removed] Educational Foundation Inc. in partial fulfillment of her doctoral degree. Her study will help us to better understand our valued donors and how we can continue to enhance our relationships with them.

In addition to surveying donors, Linnie is also conducting several confidential, one-on-one interviews with donors and would like to interview you. Would you please consider being interviewed for one hour by Linnie? The interview will be scheduled for a date, time, and location convenient for you. *Also, you will not be asked for money during the interview.*

Linnie will contact you within the next few weeks to schedule the interview. You may also contact her at lcart010@odu.edu or (540) 465-1484.

Your participation is voluntary but greatly appreciated for this important research effort. Strict confidentiality will be maintained, and your comments will not be released to any other party. The interview comments will not be reported in a manner that will violate individual confidentiality.

We are grateful for your participation and support. Thank you!

Sincerely,

Charles Day

Chair

[community college name removed] Educational Foundation Board

ABBREVIATED CURRICULUM VITAE

LINNIE SMITH CARTER
E-mail: linniecarter@gmail.com

EDUCATION

2009, Ph.D. in Community College Leadership, Old Dominion University, Norfolk, Virginia

2000, Accredited in Public Relations (APR), Public Relations Society of America

1998, M.S. in Mass Communications (Media Management), Virginia Commonwealth University, Richmond, Virginia

1992, B.S. in Mass Communications (Public Relations), Virginia Commonwealth University, Richmond, Virginia

PROFESSIONAL EXPERIENCE

4/08 – current

President and CEO, Linnie Carter & Associates LLC, www.linniecarter.com

1/05 – 11/09

Vice President of College Advancement, [community college name removed]; Executive Director, [community college name removed] Educational Foundation Inc. (Associate Professor Rank), Virginia

12/00 – 12/04

Director of Institutional Advancement, John Tyler Community College; Executive Director, John Tyler Community College Foundation Inc. (Assistant Professor Rank), Virginia

9/98 – 12/00

Public Relations Manager (last of two positions held at the Richmond Metropolitan Authority), Richmond Metropolitan Authority, Virginia

8/92 – 9/98

Public Relations Specialist (last of three positions held at Virginia Commonwealth University), Library Development Office, University Library Services, Virginia Commonwealth University

TEACHING EXPERIENCE

1/00 – 5/01

Adjunct Faculty Member, School of Mass Communications, Virginia Commonwealth University