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A Study of Lindenwood College Alumni: Donor vs. Non-Donor

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A STUDY OF LINDENWOOD COLLEGE ALUMNI: DONOR VS. NON-DONOR.

BY

Arnold M. Lewis, Jr.



A Culminating Project Presented to the Faculty of the Graduate
School of the Lindenwood Colleges in Partial
Fullfillment of the Requirements for the
Degree of Masters of Science

May, 1983

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" To give away money is an easy matter and in any man's power. But to decide to whom to give it and how large and when, and for what purpose and how, is neither in every man's power-nor any easy matter. Hence it is rare, praiseworthy, and noble. "¹

INTRODUCTION

THE HISTORY OF FUND-RAISING IN EDUCATIONAL ORGANIZATIONS

The Early Years: 1623-1820

The development office in the higher educational organizations took over three centuries to mature. To understand that statement, we must go back to the seventeenth century. Harvard University (then called Harvard College) was founded in 1636. In 1638, John Harvard left one half of his estate to the new struggling school. One year later the school was named after him. In 1693, William and Mary College was founded in Williamsburg, Virginia. This school was named after King William III and Queen Mary II. These were the only two colleges founded during the seventeenth century. However, by the time of the American Revolution ten other institutions of higher learning had been founded. Some of today's most prestigious schools were in this group. These were: Yale (founded in 1701, originally named the Collegiate School of Connecticut -

¹Aristotle., cited in " Accent on Philanthropy " (Washington, D.C.: N.S.F.R.E., 1982), p. 6.

later named after Elihu Yale, the school's first major benefactor), Princeton (founded in 1746, first named the College of New Jersey), Columbia (founded in 1754, King's College was its original name), the University of Pennsylvania (started in 1754, first named the College of Philadelphia), Brown (in 1764, which was called the College of Rhode Island), Rutgers (1766, formerly Queen's College), and Dartmouth College (founded in 1769). Seventeen more colleges were founded by the end of the eighteenth century.

Alumni acknowledged their former alma mater by donating different types of gifts to them. Understanding what types of gifts is important. Since Harvard was the first institution of higher learning in America, the school set the trend for others to follow. The first recorded gift by an alumnus in America was in 1645 during the administration of President Dunster. John Buckley, Harvard's first Master of Arts graduate, and Matthew Day donated a garden for the use of resident fellows.² In 1672, Sir George Downing, a graduate of Harvard's first class, donated twenty-seven pounds toward the erection of a new building.³ In 1702, William Stoughton's will bequeathed twenty-seven acres of land with the income to be used as a scholarship. His reason for donating was " my desire to promote good Literature and ye

²Benjamin Peirce, A History of Harvard University (Cambridge: Brown, Stattuck, and Co., 1833), p. 15.

³Samuel A. Eliot, A Sketch of the History of Harvard College, (Boston: Little, Brown, and Co., 1848), p. 165.

Education of such therein, as may be serviceable to God and these churches. "⁴ In 1712, Thomas Brattle, a successful merchant and one of the New World's most accomplished astronomers and mathematicians, donated, by will, two hundred pounds with the interest to be used for the support of a master of art student. This bequest eventually was changed to support the Hollis Professor of Mathematics and Natural and Experimental Philosophy.⁵

Alumni were also used in obtaining funds for the schools. Nearly all the colonial colleges but one, the college at Philadelphia, had one basic purpose, which was to train young men to be ministers. Harvard was no exception to this general rule because from 1642 to 1800, the school trained one thousand, one hundred and forty-two ministers. Up until 1700, more than one-half of the graduates went into the ministry.⁶ In soliciting for money and produce, the college officials frequently visited this large group of ministerial alumni. These alumni were constantly calling upon their congregations to support the neighboring college.

⁴Peirce, p. 70-71.

⁵Merle Curti and Roderick Nash, Philanthropy in the Shaping of American Higher Education, (Rahway: Quinn and Boden Co., 1965), p. 11.

⁶William H. Tillinghast, A Bundle of Statistics Relating To the Graduates of Harvard University Gathered for the Two Hundred and Fiftieth Anniversary, (Cambridge: Harvard University, 1886), p. 6.

Other devices were used to encourage alumni giving. For example, during the term of Harvard's President Leverett, the first college catalogue was printed. The main purpose was the hope of attracting gifts to the college. In 1773, under President Locke's administration, the school came out with a volume entitled The Donation Book. This book listed all substantial gifts to the school from its beginning up to that year. Also that year, a new custom of mentioning all donors at the commencement ceremony was started. In addition, the principal benefactors were honored by laudatory orations.⁷

Despite all the mentioned devices, the majority of alumni gifts were small with many nameless and unhonored. The amounts collected, nevertheless, were substantial enough to keep the school doors open.

The Early Organized Alumni Period: 1821-1893

The years from 1821 to 1893 marked a new era in alumni donations. These years have been called "the early organized alumni period"⁸. During this time period many changes occurred. Approximately four hundred and ninety-five colleges were founded. America itself underwent tremendous changes.

A few of these were: the conversion from an agricultural to an

⁷George G. Bush, ed., United States Bureau of Education: Circulars of Information, "History of Higher Education in Massachusetts", 1891, p. 8.

⁸Webster S. Stover, Alumni Stimulation by the American College President, (New York: Columbia University, 1930), p. 12.

industrial economy, rapid advance of science and technology, the flood of immigrants, the bloodiest war ever fought was on our own soil, the telegraph had been invented, the west coast was populated, and labor unions were started.

During this period, alumni giving in most instances was still on a relatively small basis. For example, the Rutgers faculty publicized the idea of a badly needed library. The alumni association could only raise two thousand dollars in a three year span. Yet another example is that prior to 1852, Dartmouth College had never received an alumnus gift or bequest for more than five thousand dollars. Until 1895, this number only increased to ten donors with their total being \$363,367. During that same time period, there were seventeen non-alumni that contributed in excess of \$1,375,000.00.⁹ However, Dartmouth's turning point was not until 1899. Edward Tuck, who graduated in 1862, made a three hundred thousand dollar gift. Other gifts by Tuck were: enough money to start the Amos Tuck School of Administration and Finance, Tuck Drive, the president's home (valued then at over one hundred thousand dollars), and one million dollars for instruction.¹⁰

In a 1859 letter sent from George C. Sibley (the founding father of Lindenwood College) to Reverend S. K. Sneed (an

⁹" Gifts and Bequests to Dartmouth College in the Amount of \$5,000 or More " (Hanover: 1956), p. 5.

¹⁰Leon Burr Richardson, History of Dartmouth College, (Hanover: Dartmouth College Press, 1932), pp. 685, 772.

Agent of the Board of Directors to solicit funds for the school), Sibley stated that if a school has been given property and unless otherwise directed by the terms of the donor's deed, the school has the right to sell it. Also included were the names and amounts of persons who donated to the school. The amounts and number of persons in each category are as follows: 1-\$5,000, 2-\$500, 1-\$400, 2-\$300, 2-\$200, 33-\$100, 22-\$50, 1-\$30, 28-\$25, 7-\$20, 2-\$15, 18-\$10, 1-\$7.50, 12-\$5, and 1-\$1. Other income was \$25 worth of brick, \$31 from the proceeds of a lecture, and \$300 from the sale of land.¹¹

However, the year 1821 appears to be a major focal point in the development of higher education in relationship to its alumni.

In 1821, an entirely new type of college was founded. Women wanted to be educated also and for this purpose, Mrs. Willard opened up Troy Female Seminary. Mary Easton Sibley and George C. Sibley founded the School for Young Ladies in 1827. This school was later named Lindenwood College. Other women's schools that opened during this period were: the Abbott Female Academy in 1829, Wheaton Female Seminary in 1835, Augusta Female Academy in 1842, Georgia Female Academy in 1839, Illinois Conference Female Academy in 1846, Elmira Female College in 1855, Vassar Female College in 1865, Smith College and Wellesley College in

¹¹Lindenwood College Archives.

1875, and Bryn Mawr in 1885. The last five mentioned schools are the only ones still open today. Some of the early state universities such as Utah, Iowa, Washington, Kansas, Minnesota, and Nebraska have always been coeducational.

Also in 1821, the first alumni association was started at Williams College, Its starting is a quite unique story. President Moore had just resigned over a long-standing controversy with the school's board of directors. Moore wanted to move the school to a better, more accesible location while the board did not. This battle left the school in virtual shambles. " To help the college in its emergency the Society of Alumni was organized. "¹² The alumni meeting was called " at the request of a number of gentlemen educated at the institution, who are desirous that the true state of the college may be known to the alumni, and that the influence and patronage of those it has educated may be united for its support, protection, and improvement. "¹³ After the alumni met, a new president was installed, twenty-five thousand dollars was raised, a new brick chapel was erected and named after the new president, and peace was restored.¹⁴

Other institutions followed suit in forming alumni associations: Princeton in 1826, Yale in 1827 (they had class

¹²Bush, p. 228.

¹³Arthur L. Perry, Williamstown and Williams College, (New York: Charles Scribner's sons, 1899), p. 412.

¹⁴Bush, p. 228.

associations that were organized in 1792¹⁵), Miami in 1832, Harvard in 1840, Brown in 1852, Columbia in 1854, and Michigan in 1860. On the whole, the alumni associations were organized through the initiatives of the alumni themselves with the main purpose being social or literary groups. The beginnings were quite humble with most of them meeting only once a year, sometimes electing a person to deliver a speech at the commencement ceremony, and electing do-nothing officers for the next year.

These alumni associations did not remain humble for long. For example, Franklin College's alumni association was organized in 1855. The group's constitution stated that the president of the college will be president ex-officio of the group. This was one of the first times that the college officials were formally involved with an alumni association.

In the latter half of this period many social and/or literary alumni associations had disintegrated because there was nothing tangible to be worked on. There are many instances when the college president reconstructed these groups. For example, President Caswell arrived at Brown University in 1868 only to find out that the alumni association was inactive. During commencement week of that same year, he brought together the alumni for a meeting to discuss what they wanted to do with the association. From that meeting they regrouped and within ten

¹⁵William B. Shaw, Alumni and Adult Education: An Introductory Survey, (New York: American Association for Adult Education, 1929), p. 18.

years had secured the right to nominate members from their group for vacant positions on the board of directors.¹⁶

This is also an example of the power organized alumni can have. During this same time period, many groups were starting to show such strength. For example, in 1855, Columbia College (later Columbia University) was one of a handful of schools that could boast that three-fourths of their board of directors were alumni. This practice has continued since 1830.

Before 1865 alumni were elected to some of the college's board of directors but nowhere were they formally elected as an alumni representative. As alumni grew to be more organized and began to donate more generously, formal representation was needed.¹⁷ This movement for representation in college government began when the Massachusetts legislature finally passed an act transferring the election of board members over to the alumni from the state legislature.¹⁸ Other schools quickly followed this pattern: Williams in 1868, Bowdoin and Oberlin in 1870, Yale and Cornell in 1872, Amherst and Brown in 1874, Vassar in 1887, and Smith in 1888.

As alumni participation grew in the close of this period, their power and interest was expressed in two different channels.

¹⁶Stover, p. 17.

¹⁷Ibid., p. 18.

¹⁸Samuel H. Ranck, " Alumni Representation in College Government ", Education, (October, 1901), p. 107.

The first channel was the alumni visiting committee. For example, William's College alumni association, in 1873, appointed a special committee to visit the school and to report back its findings. The following year, the committee suggested that the college should have an endowment of at least two hundred and fifty thousand dollars. These committees provided a means for many college presidents to bring attention to the pressing needs of the institution.

The second channel in which alumni expressed their interest and power was in the area of athletics. In 1826, Yale and Harvard were the first two schools to have a gymnasium. In the case of Yale, three hundred dollars was appropriated for the project while Harvard used an unoccupied hall. However, in many colleges, the students took initiatives themselves to have athletic-related equipment at the school. In 1828, the Amherst students petitioned the school for a bowling alley. Their request was turned down because it would cause too much noise. The real reason was that "public sentiment would not justify the countenancing of such a game."¹⁹ In 1856, most of the students at Princeton did their own exercises in their own rooms. In this same year, two students raised some money and a small wooden building was erected. This building was probably the first time that a building was devoted strictly to gymnastic purposes. Even with no stove and cold winter winds that swept

¹⁹Stover, p. 22.

through the building, the enthusiastic gymnasts persisted.²⁰

Up until 1859, no college or university had a well furnished gymnasium, but between 1859 and 1860, three schools (Yale, Harvard and Amherst) built three complete gymnasia. Some of the early alumni were enchanted by the idea of donating money to the school in order that a gymnasium could be built.

One of the first inter-collegiate football games was played between Princeton and Rutgers in 1869. However, football was not a popular sport at this time; baseball, rowing, and chess were the " in " sports. In approximately 1875, rugby was introduced to some of the eastern schools. In 1875, Harvard and Yale had played their first football game.

" By 1890 intense rivalries between colleges had arisen. These intense rivalries made the alumni more loyal to their Alma Mater and the alumni in turn made these rivalries even more intense. The enthusiasm aroused by athletics probably kept alumni in closer touch with their college than any other single influence. "²¹

Many college presidents were quick to make use of this new profound alumni interest. Class reunions, alumni gatherings, and social functions were all centered around athletic functions.

²⁰The Princeton Book, (Boston: Houghton, Osgood, and Company, 1879), p. 278.

²¹Stover, p. 23.

Before 1880, annual reports to the alumni by many college presidents were not issued. After 1880, the financial problems of many colleges forced presidents to use these reports to educate their alumni in donating to the school. This was especially true when some of the older more prestigious schools wanted to achieve university status because more buildings had to be built. More and more presidents used the annual report very effectively in obtaining funds for a needed project.

1893 To Present

The nineteenth century, just reviewed saw the birth of many American colleges while the twentieth century saw the death of many colleges that could not secure sufficient funds to finance the already mounting huge operating annual budget. During the early part of this period, the college or university was either engaged in a struggle for existence or trying to expand the school's curriculum.

The struggle for existence was determined to some extent by the number of living alumni that a school had on its rolls. A Report of the U.S. Commissioner of Education stated that two schools had over six thousand living alumni; two schools-four thousand plus; two schools-two thousand plus; four schools-fifteen hundred plus; four schools-one thousand plus; eight schools-eight hundred plus; and eighteen schools-five hundred to eight hundred. Out of the above, only one school had closed.

Yet, another important fact is that of thirty-nine schools that closed all had only five hundred or less living alumni. Approximately two out of five colleges that had one hundred or less living alumni did not weather the storm during the early part of this period.²²

The struggle to expand the curriculum toward more professional education and specialization was also a major emphasis. The pressure of the public called for the colleges to add curriculum such as journalism, engineering, and business administration. Private education was also forced into these decisions because junior colleges were multiplying, state universities with lower tuitions were attracting many students, and the land grant schools were growing tremendously. For example, Harvard University between 1889 and 1913 expanded from two hundred and twelve courses to nearly six hundred. New departments such as anthropology, astronomy, the Celtic and Slavic languages, education, and comparative literature were opening. Also during this same time period, the endowment rose from 6.87 million dollars to 27.5 million dollars. The university erected thirty-five buildings. The library grew from two hundred and sixty-eight thousand volumes to six hundred and twenty-five thousand volumes.

Yet another example of expansion in this era is Lindenwood College. During this time, the school had added four dormitories and one administration building with structural

²²United States Department of Education, Report of the U.S. Commissioner of Education, 1884-1885, pp. clxxxiv-cxcv.

changes in another. In 1915, the first pipe organ was installed. Three years later, in 1918, the Board of Directors voted to establish a four year curriculum. By 1919, the school had started its first alumni association.

However, to secure these necessary gifts five different developments helped bring the alumni closer to their Alma Mater.

The first development was the alumni newsletter. At the University of Pennsylvania, Provost Pepper founded the Alumni Register.²³ Thereafter, this proved to be a valuable medium by which many school officials communicated the needs and program of the institution to the alumni.

The second development was to secure gifts which had common interest to all of the departments. General alumni associations were organized to work on projects without regard to the boundries of individual departments, In 1880, Georgetown University, for example, had a weak and ineffective alumni association and representating only the art and science departments. The then President Healy decided to organize all into one organization. He called together two representatives from every decade from 1811 to 1880 to the first meeting. By the next year, the group had grown to one

²³A Glimpse of the University, (University of Pennsylvania: 1914), p. 86.

hundred and eighteen members (two for every year). At this meeting, Healy, himself literally elected the officers by requesting key people to hold offices for the next two years. This association contributed later to the prosperity of the school.²⁴

Chancellor Houston of Washington University, in 1909, suggested that an alumni council be formed better to unify the efforts of the alumni on behalf of the school. Two months later the Alumni Council was formed from the presidents and secretaries of the various departments. Houston was also given a seat on the council.²⁵

The third development was the establishment of an entirely new position in higher education -- that of the full-time alumni secretary. The first of these was employed by the University of Michigan in 1897. This movement spread quickly because before 1900 about one dozen colleges or universities could boast of such an officer. As the financial problems of the schools were increased, the top administrator started suggesting that an alumni secretary should assist him. For example, President Benton of Miami recommended in his 1906 annual report that the school should hire both field and alumni secretaries to stimulate the alumni and to secure necessary funds. By

²⁴James S. Easby-Smith, Georgetown University, 1789-1907, (New York: Lewis Publishers, 1907), II. pp. 7, 9-10.

²⁵Washington University, Bulletin, No. VII (July, 1909), p. 97.

1913, the Association of Alumni Secretaries was formed. In 1915, the Alumni Magazines Association was founded and ten years later, in 1925, the Association of Alumni Organizations was started. In 1927, all three of these groups combined to form the American Alumni Association.

The following 1930 publication gives some insight into what the alumni secretary's responsibilities were.

" In the pursuit of his major function, the alumni secretary comes in contact also with the students. He must make every effort to know personally as many students on the campus as possible, since these acquaintanceships will form the basis for his most efficient work after the individuals have been graduated or have left the institution. It is customary for the alumni secretary to familiarize seniors with certain financial and other aspects of the institution.

Another duty of the alumni secretary is the compilation and issuance of a magazine, usually a monthly publication containing news of interest to former students and graduates, such as personal items about their classmates and the fortunes of their Alma Mater. From the stand point of the institution, this magazine is valuable as a means of placing the needs of the institution in the hands of its friends. "²⁶

²⁶E. E. Lindsay and E. O. Holland, College and University Administration, (New York: MacMillian and Co., 1930), p. 497.

As time progressed, titles were changed also. It was not until 1949, that for the first time the American College Public Relations Association roster listed two members with the title of director of development. By 1953, this increased to thirteen.²⁷ Today such titles as associate director of development, director of development, vice-president for development, director of financial resources, and director of university annual funds are all examples of common titles. Specialities within the educational fund-raising area have brought into place such titles as director of deferred giving, director of planned giving, director of estate planning, director of corporate relations, and director of foundation relations.

The fourth development dealt with financial campaigns of the school. The word "drive" was developed during World War One. During this time class and sectional quotas were worked out by the school. Most drives were an emotional, intensive appeal with many follow-up letters and press notices. In fact, the president of many colleges had to literally give up his post at the school to become the financial agent. According to a survey made in 1926 of sixty-eight different college drives the total amount was \$149,391,142 from 491,893 donors. The total amount that alumni gave was \$68,797,129 from 315,492 individuals. Of all the money that was raised, alumni giving

²⁷cited in W. E. Reck, The Changing World of College Relations, (Washington, D.C.: C.A.S.E., 1976), p. 207.

constituted forty-six percent of the total. The average gift was two hundred and eighteen dollars. Wellesley College secured donations from 95.3 percent of their alumni while Princeton had a 85.6 percent rate. Michigan and Harvard were the top two in the number of gifts received.²⁸

The above described "drive method" was soon overworked and a new approach was needed thus the "alumni fund" approach was developed. The purpose of the alumni fund was to secure an annual gift from every alumnus. To secure large gifts out of a person's capital was virtually impossible for the majority of alumni. However, it was possible to secure smaller annual gifts. Yale University was the forerunner in this new approach, starting their fund in 1890 under the administration of President Dwight. That first year produced three hundred and eighty-five donors donating slightly over eleven thousand dollars. It took up to 1905 to reach the original goal of \$104,500. Five years later, in 1910, there were approximately eight thousand alumni that donated one half a million dollars for operating expenses. This idea was slow to catch on because by the same time only four schools had adopted such a plan.²⁹ As late as 1936, fewer than one-half of the institutions surveyed by the American

²⁸John Price Jones, A Nation-Wide Survey of Fund-Raising (Second Study), (New York: John Price Jones, Inc., 1926), pp. 12, 16, 17, 20.

²⁹Irene H. Gerlinger, " College and University Financing ", Association of American Colleges Bulletin, XXV, p. 426.

College Public Relations Association reported that they had an alumni fund. Six years later, in 1942, another A.C.P.R.A. survey indicated that only sixty-five out of one hundred forty-three schools had such funds.³⁰ In 1924, the University of Pennsylvania was the first school to have its alumni fund receive official sanction as a separate organization.

In contrasting the two methods of obtaining funds—the drive vs. the alumni fund, the former died out because it was temporary, emotional, and expensive where the latter appeared to be permanent, rational, and inexpensive.³¹

By the 1950's development organization and operation underwent an explosive series of creative and innovative changes. One of these was the creation of giving clubs. The first institution to offer such a device was Northwestern University. The group's name was The John Evans Club, named after one of the founders of the university. To get into this elite alumni club, the thirty-one original members agreed that a person must donate ten thousand dollars through installments or fifteen thousand dollars through bequest. The group's purpose was as follows:

" 1. To establish an exemplary pattern of substantial financial support to the university by its alumni and friends who have a sustained interest in Northwestern.

³⁰Reck, p. 60.

³¹Stover, p. 55.

2. To offer the assistance and counsel of its members to the general programs and activities of the university, including fund raising.
3. To hold meetings to which university representatives are invited to discuss the plans and objectives of Northwestern, and
4. To sponsor programs and events for the benefit of members, their families, and friends. ³²

By 1979, Northwestern University had received seventy-three million dollars from members of this donor group.

Ohio State University started the President's Club in 1963 with ninety-six original members. To get into this club a donor must contribute twenty thousand dollars over a ten year period or a deferred gift of sixty thousand dollars. By the end of 1979, the membership stood at three thousand-four hundred with forty-three million dollars already donated and thirty-eight million dollars in deferred gifts.

The fifth development was the employment of the professional fund-raiser. Harvard was the first university to use this service. This was of great importance because the prestige of America's oldest university was on the line. Thomas Lamont had agreed to head up the campaign for fifteen million dollars just before World War One had started. The

³²John E. Fields, "The Giving Club at Northwestern" in Handbook for Educational Fund Raising, edited by Francis C. Pray, (San Francisco: Jossey-Bass, 1981), p. 43.

campaign was postponed until the war was over in 1918. Lamont then hired a young Harvard man named John Price Jones as the director of publicity. In that year, Lamont and Jones gathered leaders from the widely scattered local Harvard alumni clubs to attend a three day session (entitled " Old Grads' Summer School ") to be briefed on the university's needs and how to stimulate larger gifts from some of the older graduates. Jones' role was to feed this information into these networks. Never before had publicity been added to a finance campaign. This little extra added considerable enthusiasm and determination to the volunteers. The campaign was a huge success.

Other schools wanted to soon follow Harvard's example, so John Price Jones incorporated the nation's first professional fund-raising organization. In a seven year period, between 1918 and 1925, and involving fourteen campaigns this company raised approximately sixty million dollars. Jones' campaigns started off with very careful planning including surveys that indicated the social and economic status of alumni, the use of speaker's bureaus, a press bureau, quota systems, facts and figures, and slogans. Special attention was given to the kind of publicity that would be the most effective in motivating the alumni to donate. Special attention was given to school traditions and values of the alumni.

The sixth development dealt with tax laws on giving. In 1913, the first federal income tax statute was passed by Congress.

It was not until 1916 that it provided for tax exemption of individual gifts to groups that were organized for religious, charitable, scientific, literary, or educational purposes. Under this act, individual persons could deduct up to fifteen percent of their gross personal income for charitable purposes. The act also provided that in order for the gifts to be exempt from taxation such groups or organizations must have no part of the net earnings which could benefit any private stockholder or individual.

This amount was later increased to thirty percent when in 1969 Congress passed the Tax Reform Act. In 1980, the limit was pushed again higher to fifty percent when the Tax Recovery Act was passed.

However, prior to 1936 corporations could not deduct charitable contributions from their taxable income. In the Revenue Code of 1935, Congress bent under pressure and inserted a provision allowing corporations to deduct up to five percent of their net income to charitable organizations. President Franklin Roosevelt and key Democratic Senators were originally opposed to this idea. However, Roosevelt was later persuaded not to veto this measure. (This was later increased to ten percent when Congress passed the Tax Recovery Act in 1980.)

One of the landmark cases testing this act was that of

Ruth Barlow versus the A. P. Smith Manufacturing Company.

Barlow and other stockholders challenged the gift of fifteen hundred dollars to Princeton University. Both the New Jersey Supreme Court and later the U. S. Supreme Court upheld the company's right to contribute.

How all this ties in with alumni giving was that in 1955 General Electric became the first corporation to offer a matching gifts program. The purpose of this type of program is to match the employee's donation with a corporate gift. It results in a double contribution and gives the employees a say about where some of the company's philanthropic funds are going. Since 1955, matching gift programs have spread to eight hundred companies including three hundred and thirty-four that come from the Fortune One Thousand with the vast majority offering matching gifts to education.³³ Quaker Oats Company appears to be the most generous in this type of program for they will match their employees gift on a three to one basis. Unfortunately, on a nation-wide sampling only two and a half percent of employees in the companies that offer these programs take advantage of it.³⁴

The seventh development deals with the field of communication.

The following are dates and inventors that expanded this area:

in 1837, Sammuel B. Morse invented the telegraph, in 1876,

³³ Frank Koch, " A Primer on Corporate Philanthropy " Business and Society Review, Summer 1981, p. 50.

³⁴ " Corporation Goes Cultural ", Business Week, December 11, 1978, pp. 138, 145.

Alexander Graham Bell invented the telephone, by 1895, Guglielmo Marconi discovered the radio wave, and television was later brought into being by a variety of different people.

The University of Iowa was the forerunner in using the radio as an aid to the school's publicity. Under President Jessup's administration "Alumni Hour Programs" were started so that the alumni could keep in touch with the school. The show included announcements of upcoming interest, alumni news, music, and a weekly feature. Examples of the features were: "The College of Engineering", "The Graduate School", "The Music School", "Listening in to the Brain at Work", "The 1928 Summer Session", "The Extension Division", and "The New College of Medicine."³⁵

The telephone became an instrument of the fund-raiser in the 1950's when colleges and universities started the phonathons.

Television has not become an instrument of the fund-raiser for educational organizations but turn on the set on Saturday afternoon and most likely you will find college football or basketball games. In addition, scores of college teams are found in the news on a regular basis.

The eighth and final development happened in February, 1958, when representatives from the American College Public Relations

³⁵Report of the Fifteenth Conference. (New York: American Alumni Council, 1928), pp. 109-112.

Association and the American Alumni Association met at the historic Greenbrier Conference. Up to this time, both groups were constantly fighting for the director of development's attention. At this conference it was decided that fund-raising, alumni relations, and public relations were all parts of the institution's program to gain support and understanding. All of these programs should be related in a unified organizational framework reporting directly to one person. The adoption of this pattern ushered in the modern era of development and fund-raising for educational organizations as we know it today.

A final note in passing is that in 1974 both of the above groups combined to form the Council for the Advancement and Support of Education.

THE PHILOSOPHY OF THE PRESENT DAY DEVELOPMENT OFFICE IN A PRIVATE COLLEGE

In 1981, gifts from foundations, corporations, bequests, and individuals amounted to 53.62 billion dollars.³⁶ Out of this amount, all educational related organizations received 7.49 billion dollars from these private sources which represents a 12.1 percent increase over the year before.³⁷ Colleges and universities received 4.23 billion dollars from all of the above sources.³⁸ Individuals donated to all causes 44.51 billion dollars.³⁹ Alumni gave 1.049 billion dollars to the nation's colleges and universities which is approximately a 15.3 percent increase over the previous year. This was the first time that alumni donations exceeded one billion dollars. This amount accounts for 24.8 percent of total giving to these higher educational organizations.⁴⁰

All of the above facts sound very good but unfortunately not all of the colleges and universities can share that success. For example, in receipt of donations, the top ten private universities (Harvard, Stanford, Yale, Southern California, Cornell, Minnesota, Pennsylvania, Columbia, Massachusetts Institute of Technology, and

³⁶American Association of Fund-Raising Counsel, Giving USA: 1982 Annual Report, (New York: A.A.F.R.C., 1982), p. 6.

³⁷Ibid., p. 46.

³⁸Ibid., p. 48.

³⁹Ibid., p. 9.

⁴⁰Ibid., p. 48.

John Hopkins) and two public university systems (California and Texas) had a combined total of 754.4 million dollars. This amount accounted for approximately eighteen percent given to all colleges and universities.⁴¹

The upcoming factors in the 1980's that experts say will directly affect the private college are: (1) the actual number of high school graduates will drop between twenty and thirty percent, (2) a higher proportion are electing to attend junior colleges instead of four year colleges, (3) the absolute and relative future of tuition in a private college will deter many because it is getting higher and out of reach for many and (4) college operating costs are rising more rapidly than college revenue from tuition and fund-raising.⁴²

To combat these problems every private college has employed personnel, materials, and facilities seeking to accomplish various purposes in the outside world. The primary purpose is to educate the students that attend that institution while secondary purposes may include cultural enrichment for the general public, medical research, and business partnerships to produce a better product. In order to survive and succeed, every college must attract sufficient resources, convert these resources into products, services, and ideas, and distribute these outputs to various consuming

⁴¹" Voluntary College Support Reaches A Record High ", Fund Raising Management, October, 1982, p. 26.

⁴²Phillip Kotler, Marketing for Non-Profit Organizations, (Englewood Cliffs: Prentice-Hall, 1982), p. 15.

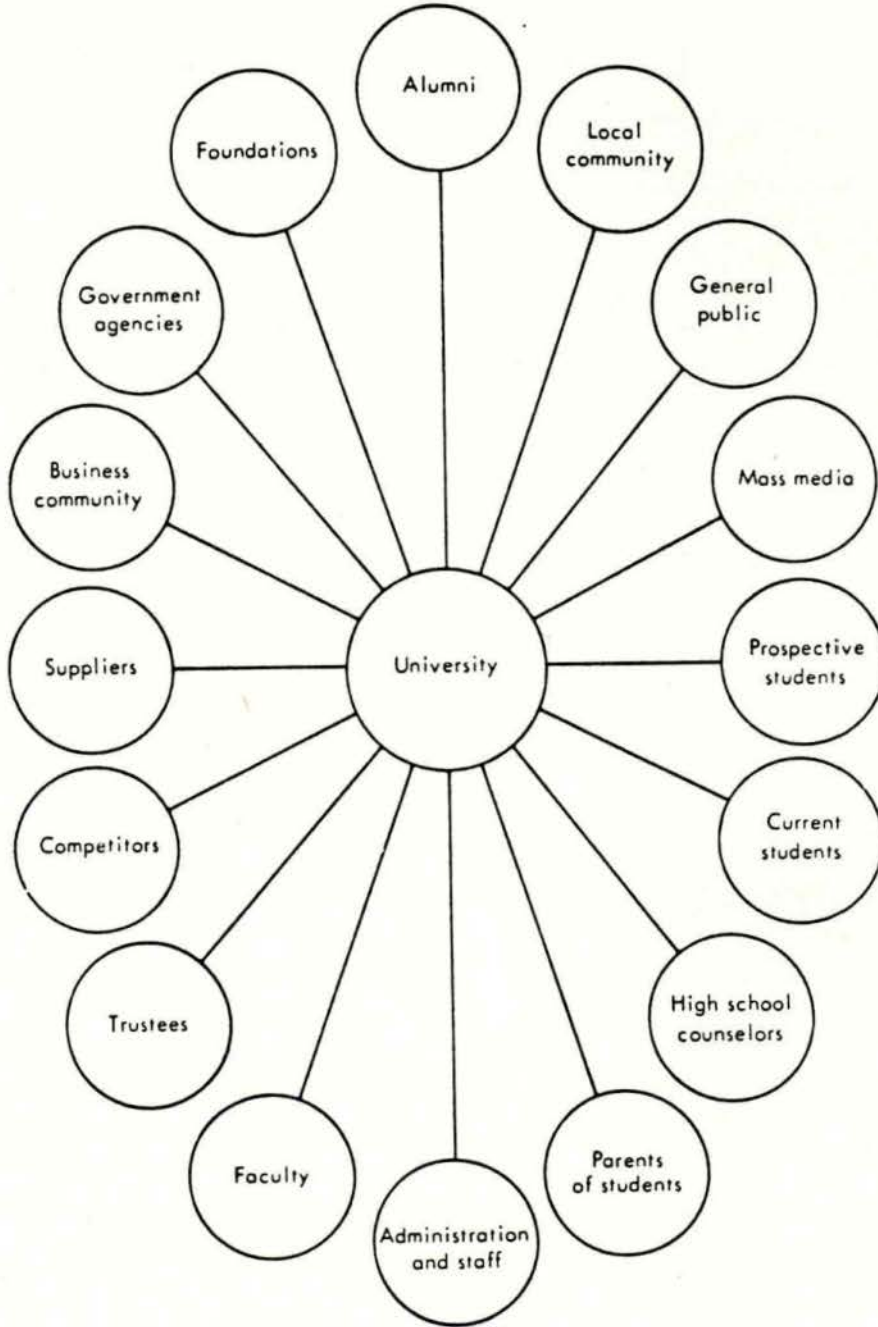
publics. A public as defined by Kotler is " a distinct group of people and/or organizations that has an actual or potential interest and/or impact upon an organization. "⁴³

In order to attract sufficient resources, a private college can accomplish this by four possible methods. First, the college can develop their own resources through self-production. The school could be required to find its own materials and to build its own facilities. Second, the college could use force or steal in order to obtain the needed resources. This method is illegal and very unlikely to happen. Third, the school could play on sympathy for the resources. After awhile this method will decline drastically in effectiveness. Fourth, the college can offer items of value for exchange to obtain the needed resources. Thus, fund-raising activities in many private colleges are big business with some employing one full time person while others will have an entire staff of workers. The development office will then rely heavily upon offering and exchanging values to a variety of different publics. A diagram of a typical college's relationship with its public is illustrated on the following page.⁴⁴

⁴³Ibid., p. 47.

⁴⁴Ibid., p. 48.

The University and Its Publics



LITERATURE REVIEW

Alumni have been surveyed for different purposes; surveys have been used to point out weak spots or flaws in curriculum, identify characteristics of alumni, evaluate the instruction, and to predict financial donations. This type of information can be very beneficial to the administration and departments within the college.

Successful Alumni

This group of studies deals with the characteristics of of alumni who were successful in their field of work. Articles to be discussed in this section are by Parr and Filderman,⁴⁵ McGrath,⁴⁶ and Gutteridge.⁴⁷

In Parr and Filderman's study, the researchers divided alumni into two separate groups. The first group consisted of fifty-two alumni whose employment records suggested that they were successful in their positions. The second group consisted of fifty alumni whose records indicated either that they were unsuccessful at the Graduate School of Library Science or in their present library position.

⁴⁵Mary Parr and Marilyn Filderman, "Some Characteristics of Successful Alumni" College and Research Libraries, May 1966, pp. 225-226, 238-239.

⁴⁶Earl J. McGrath, "Profiles of Distinguished Alumni", Liberal Education, October 1971, pp. 337-343.

⁴⁷Thomas G. Gutteridge, "Predicting Career Success of Graduate School Alumni", Academy of Management Journal, March 1973, pp. 129-137.

The purpose of the study was to determine the relationship between career success of outstanding alumni and the nine following variables: age, health, faculty evaluations, scholastic standing, quality of undergraduate college, prior graduate degrees, pre-graduate and pre-library experience, college language training, and undergraduate major.

The authors concluded that even though this was a very small limited sample that the most successful alumni were characterized in the following manner: (1) most were younger than the unsuccessful group, (2) were in better health, (3) faculty evaluations consistently predicted later professional success, (4) their scholastic success was a positive indicator of later events, (5) the quality of their undergraduate college often indicated the quality of the individual, (6) most had taken some prior graduate work before entering this program, (7) a high percent of this group had previous library experience, and (8) this group showed somewhat stronger language background. The only variable analyzed that had no particular relevance to success was that of the undergraduate major.

The second study was performed by McGrath. The objective was to establish a correlation between grade point average and individuals that have attained distinction in their field. The researcher compiled the needed data by consulting with college presidents and development personnel of thirty-four private, co-educational, liberal arts colleges with enrollments between one thousand and fifteen

hundred. The alumni must have achieved distinction in their occupations, in addition they must have graduated from the school at least twenty years ago. The researcher sent a letter to each subject requesting access to their student files. Seven hundred and fifteen responses were sent back to the author. (How many surveys were sent out is not revealed in the study.) The grade point scale that was used is as follows: A equals four points, B:3, C:2, D:1, and F:0. Out of the seven hundred usable replies, the overall grade point average was 3.128, which is slightly over a B. However, two hundred and seventy-one persons (38.6 percent) had a grade point average below the 3.0 mark and sixteen persons (2.3 percent) were below the 2.0 mark. Approximately two out of five alumni surveyed had a very modest academic achievement (below a 3.0) while going through their undergraduate years. This would make it difficult to conclude that grade point average will be an indicator of success later in life.

The third and final study concerning successful alumni was by Gutteridge. The aim of this study was concerned with the relationship between salary and both pregraduation and postgraduation characteristics.

The research focused on responses from four hundred and sixty-five alumni of a Graduate School of Industrial Administration who graduated from 1957 to 1968. Only those alumni that were employed by business firms in the United States were included in the survey.

The research excluded those that worked for government agencies, the armed forces, non-profit organizations, educational institutions, non-U.S. citizens, and those working outside the U.S. boundaries.

Yearly salary was the principal criterion used to measure career progress. The author chose this because of the availability of data, the objective nature of salary, and the belief that most business oriented people accept salary as a valid measure of success. Four categories of predictor variables included pregraduation factors, characteristics of the graduate's current employment situation, control variables, and job mobility measures.

Because the sample size was relatively small for some of the graduating classes, the responses from the twelve classes were combined and analyzed in four categories: all non-owners, 1957-1962 alumni, 1963-1965 alumni, and 1966-1968 alumni.

For the pregraduation category, the following variables were only marginally predictive of long term success: starting salary, grades (undergraduate and graduate), participation in extra-curricular activities, percent of undergraduate expenses earned, scores on tests predicting business aptitude, and the graduate's socioeconomic background. The only variable that was significant was work experience before enrolling in the master's program.

The characteristics of the graduate's current employment situation which were related to career success were first, the alumni who worked in engineering or production areas received less pay than

those working in consulting or general management. Second, the alumni that worked with line responsibility had higher salaries than those with staff positions. Third, the alumni that had superior salaries were employed by smaller companies and growth firms. Fourth, salaries were ranked according to regional divisions (going from higher to lower): northeast, west, north central, and south.

The control variables category consisted of hours worked per week and months of service with industrial employers. There appeared to be a strong positive relationship between hours worked per week and current salary. There is also a positive relationship that exists between length of time since graduation and salary for the non-owners sample.

Job mobility, the fourth and final category, is an important predictor of career success. The researcher's data suggests that alumni who have changed employers twice are earning a larger salary than those that have stayed with the same company.

Curriculum Planning

The second group of alumni surveys that will be discussed involves curriculum planning. Changes can sometimes leave blank spots that are not adequately covered by the curriculum nor the instruction. The following are examples which may cause this to happen: the scope and nature of a particular function of a job changes, the job market itself changes, attitudes or changes may bring forth different concepts within individual professions.

Thus, this type of information can be very beneficial to the college in helping close the gaps and help identify new trends.

The group of studies that deal with curriculum which will be presented here are by Clemmer and Bertand⁴⁸, Lohr⁴⁹, Patrick⁵⁰, and Rasmussen and George⁵¹.

In the Clemmer and Bertand study, the purpose focused on the comparison of perceptions in two different groups: the alumni and the faculty.

To accomplish this a survey was sent to the alumni which consisted of forty-four questions centered around activities of potential importance in public health jobs. The respondents were asked how they would rate each activity as to importance in meeting the demands of their jobs on a scale of one to five, moving from lesser to greater importance. A mailing list of four hundred and fifty-seven was compiled. Also abstracted were the sex, year of graduation, highest degree at entry, the program taken within the department, and the highest degree conferred. The alumni

⁴⁸Dorothy I. Clemmer and William E. Bertand, "A Model for the Incorporation of Alumni-Faculty Feedback into Curriculum Planning", American Journal of Public Health, January 1980, pp. 67-69.

⁴⁹James W. Lohr, "Alumni use of Communicative Activities and Recommended Activities for the Basic Course Survey", Speech Teacher, September 1974, pp. 248-251.

⁵⁰Thomas Patrick, "Attitudes of Alumni and Corporations Toward International Business Education", Journal of International Business Studies, Spring 1978, pp. 109-111.

⁵¹John J. Rasmussen and Thomas George, "After 25 years: A Survey of Operations Reserach Alumni, Case Western University", Interfaces, May 1978, pp. 48-52.

produced two hundred and seventy responses from the four hundred and seventeen potential respondents for a sixty-five percent return rate. (Please note that forty surveys are not accounted for in the text: thus it is possible to assume that these alumni were either lost, returned the survey blank, or did not return.)

The faculty survey was the same as the alumni. However, the faculty was asked to rate the importance for their students to have the knowledge to perform the previously mentioned activities in public health job by the time they graduate. There was a grand total of seventy-nine mailings to either full-time or part-time faculty. This group's response rate was ninety-two percent.

For analysis purposes, the eighty-three job types represented by the alumni survey were formed into thirteen job groups. The researchers found that the alumni and faculty disagreed on six out of the possible forty-four activities. They are: 1.) assessing the effectiveness of existing health services in meeting community health needs, 2.) using available resources to influence legislative decisions, 3.) identifying sources of funding, 4.) using cost-benefit and cost-effectiveness analysis, 5.) understanding the use of computers for data storage, and 6.) defining and applying various indices for measuring the level of well-being and illness in the community. In addition, there were eight activities that at least seven out of thirteen job groups of alumni and faculty jointly scored as important (four or five on scale) which were:

1.) using appropriately power, persuasion, influence and collaboration to help your program reach its goals, 2.) establishing program goals, 3.) evaluating progress towards goals, 4.) establishing feedback mechanisms for quality control and as indicators for needed changes, 5.) using the interdisciplinary health team approach to the solution of health problems, 6.) understanding concepts of planning for health services, 7.) collecting, analyzing, and interpreting health related information and 8.) identifying environmental hazards to human health.

The second study that deals with curriculum is by Lohr. The survey had two purposes. First, the alumni were asked to indicate how frequently they participated in fourteen different types of communicative activity: daily, weekly, seldom, or never with the ranking of four, three, two, or one. The author also asked them to indicate the importance and the difficulty of each of the fourteen areas. The second purpose was to recommend activities for the basic speech course. Twelve class activities were listed as possibilities and they would be ranked very useful, useful, useless, or very useless.

Out of the two hundred surveys sent out randomly, one hundred and thirty-seven were returned. Statistical comparisons were run on the subgroups of sex, occupation, whether or not they took the basic speech course, and how useful they perceived the basic course to be. In the chart below are the fourteen communicative activities and their frequency, importance, and difficulty as

ranked by the alumni. (One equals the first or most while fourteen equals the last or least.)

<u>Activity</u>	<u>Frequency</u>	<u>Importance</u>	<u>Difficulty</u>
Social conversation with one person	1	10	11
Making decisions with one person	2	2	6
Giving information to one person	3	1	9
Social conversation with a group	4	11	10
Listening to a radio	5	13	13
Listening to one person's requests or difficulties	6	5	7
Viewing television for information	7	12	12
Viewing television for entertainment	8	14	14
Giving information to a group	9	3	5
Persuading one person	10	4	3
Making decisions with a group	11	6	2
Listening to someone speak to a group	12	9	8
Listening to a group's requests or difficulties	13	8	4
Persuading a group	14	7	1

The survey also made recommendations for classroom activities which the alumni regarded as valuable. The upcoming list shows the ranking of such activities. Number one was ranked the most valuable.

1. Giving impromptu " off the cuff " speeches
2. Giving persuasive speeches
3. Activities to reduce speaking anxieties
4. Giving informative speeches
5. Activities to increase listening skills
6. Participating in group decision-making

7. Discussing non-verbal aspects of communication
8. Discussing processes of communication
- 9.5. Giving reports
- 9.5. Participating in debates
11. Simulating job interviews
12. Evaluating mass media communication

The following are the statistical comparisons made from the different subgroups: eighty-six males and fifty-one females; seven farmers, twenty-two engineers, thirty-seven homemakers, eleven managers, nine professionals, twelve in sales, seven scientists, ten semiprofessionals, six supervisors, and sixteen teachers. One hundred and seventeen had taken the course while twenty had not. Two considered the course very useless, sixteen-useless, seventy-useful, twenty-seven-very useful, and twenty-two left the answer blank. The researcher found no significant differences between these subgroups.

The third article that deals with curriculum is by Patrick. His purpose was to survey the alumni and personnel directors to determine the importance of international business in college curriculum and to determine what aspects were most important. The questionnaire sent out to the alumni who had earned either a BBA (Bachelor of Business Administration) or a MBA (Masters of Business Administration) and graduated from 1955 to 1973 for a total of one thousand, one hundred, and forty-eight. The survey asked: major, year graduated, current position, the extent to which employer is involved internationally, ranking of five general areas of international business, and the importance of having knowledge in each of twenty-seven topics in international business.

A similar survey was sent to three hundred and ninety personnel directors (one hundred and ninety-five actively recruited on campus while the other one hundred and ninety-five did not do so). This survey was similar to the alumni survey except it did not ask for major, year graduated, and current position. Instead the researcher asked for the likelihood of employees (BBA's and MBA's) to be sent overseas.

The response rate for the alumni was sixty-two percent while the personnel director rate was forty-five percent. Forty-eight percent of the alumni worked in companies that were heavily or moderately involved with international business while sixty-six percent of the personnel directors were in this classification. Forty-two percent of the alumni felt that knowledge of this area would be helpful while fifty-nine percent said it would aid in their career paths. Twenty-nine percent of the responding personnel directors reported that their employees with a BBA had a high likelihood of being transferred overseas within the first ten years of employment. This amount increased to thirty-five percent when the employee had earned a MBA. The alumni and the personnel directors both had identical rankings on the five major areas related to international business. These are, in decreasing order: finance, economics, accounting, marketing, and management. In addition, in the twenty-six topic areas, the most important one that was identified by both groups was the International Tax Consideration. However, there was a vast difference of opinion about two topic

areas: the alumni had placed a high degree of importance on the knowledge of exchange controls while the personnel directors did not. The personnel directors had stressed a high degree of importance toward the study of marketing strategies for international markets while the alumni had placed this area as a low priority.

The fourth and final study involving curriculum is by Rasmussen and George. The study had three purposes: first, did the alumnus remain in operations research and if not did he/she use this as a stepping stone elsewhere?, second, the knowledge of alternative alumni career paths could help the current students in planning their courses of study, and third, it established guidelines for curriculum based upon the actual use of Operations Research in organizations.

To achieve the above purposes, a survey was sent out to two hundred and twenty-one alumni. The alumni were contacted by mail or telephone. One hundred and thirty-seven responded for a sixty-two percent response rate. From this total, eighty-one had received their masters degree in Operations Research from this department while fifty-six had received a Ph.D.

For the first purpose, the researchers found out that out of the eighty-one alumni that received their masters degree in O.R. forty-five (55.6%) had gone back to school to receive extra graduate degrees while an additional twenty-five percent had received a Ph.D. Out of the fifty-six Ph.D. respondents, thirty-four

(60.7%) had earned extra degrees.

The authors were also interested in whether or not the alumni switched between academic and industrial positions. Eighty-three percent of the M.S. alumni and forty-eight percent of the Ph.D. alumni held industrial positions.

The M.S. respondents reported that this group had held an average of 2.4 positions since graduation (1.8 positions were related to O.R. while 0.6 positions were not). The Ph.D. respondents had held an average of 2.3 positions since graduation with almost all of them relating to O.R.

For the second purpose, the survey requested the alumni to record, on a five point scale (1-most useful to 5-least useful), the value of various areas (simulation, systems analysis, information systems, forecasting, linear programming, non-linear programming, integer programming, dynamic programming, decision theory, stochastic processes, scheduling theory, queueing theory, production management, inventory theory, and statistical methods) with regard to their jobs. Some of the areas were not taught nor conceived of ten to twenty years ago thus the alumni were asked to rate those courses that they had actually taken while in the department.

Both the M.S. and the Ph.D. alumni ranked statistical methods as the top priority followed by systems analysis, forecasting, and simulation. However, there were marked differences in these groups with regards to the following areas: mathematical programming,

decision theory, stochastic processes, and scheduling theory.

In addition, the survey asked the alumni if they believed a M.S. in operations research was required to perform jobs related to those they have held. There were twice as many "no" answers in the later years of the department's existence as compared to those that had graduated earlier.

For the third and final purpose, the researchers concluded that the graduates of the Operations Research Department were entering into positions that no longer required their degree. There also appeared to be a gap between curriculum and what the alumni experienced in the outside world. The researchers felt very strongly that this gap must be closed if this type of degree was to be continued.

Evaluation of Instruction

The third group of alumni surveys that will be discussed involves the evaluation of instruction by Knowles and Stark.⁵² The purpose of this study was to examine a particular segment of alumni feelings toward the Masters of Public Administration (MPA).

The MPA was a thirty-unit degree offered in three ten-unit "tutorial blocks." Each of these tutorial blocks consisted of two-four unit courses plus one-two unit course. The students met one evening per week for five hours or on five week-ends that included a Friday evening and a full Saturday session. Most of

⁵²Lyle Knowles and James Stark, "Law Enforcement Alumni Evaluate a New Mode of University Instruction", Journal of Police Science and Administration, Winter 1976, pp. 463-466.

the work was accomplished outside of the class and in individual conferences with a professor. Class sizes were generally from eight to eighteen students.

A survey of two hundred and twenty alumni revealed that the average age of the student while going through the MPA program was thirty-six, that they were in middle or key management positions, and have ten to fifteen years of professional working experience. Approximately one-half of the alumni belonged to an ethnic minority, twenty to thirty percent were women, and three-fourths of them had received their bachelor's degree within the past two or three years.

Because of the high proportion of alumni being law enforcement related (fifty-six alumni representing twenty-five percent of the total), it was deemed appropriate to examine attitudes of this subset toward the MPA program. The average age of this group was thirty-eight, had fourteen years experience in law enforcement, and ninety-five percent had received their bachelor's degrees within two years before entering graduate school.

On the survey sent out by the researchers, the alumni were asked to respond to a five point attitude scale (5 points equal a " strongly agree " response, 4 equals " agree ", 3 equals " undecided ", 2 equals " disagree ", and 1 equals " strongly disagree ") covering a variety of questions toward the instruction they had received.

Forty-six percent strongly agreed and fifty-two percent

agreed that the MPA program had provided a meaningful learning experience. Forty-five percent strongly agreed and forty percent agreed that the tutorial mode had provided a meaningful learning experience. Fifty-two percent strongly agreed and twenty-three percent agreed that the tutorial mode was more effective than the traditional mode. The following responses were obtained in regard to the program goals and objectives and represented a combination of both strongly agree and agree: personal growth, ninety-six percent; academic growth, ninety-six percent; research skills, ninety-three percent; professional growth, eighty-five percent; problem solving skills, eighty-five percent; decision making skills, seventy-nine percent; and interpersonal skills, seventy-nine percent.

Departmental Quality

The fourth area that dealt with alumni surveys was departmental quality. The articles to be discussed in this section are by Centra⁵³ and Wise, Hengstler, and Braskamp.⁵⁴

The purpose of the Centra study was to investigate the relationship between student and alumni ratings of instructors. The first part of the study involved a survey of recent alumni (within the last five years) that asked for the graduates to

⁵³John A. Centra, " The Relationship Between Student and Alumni Ratings of Teachers ", Educational and Psychological Measurement, March 1974, pp. 321-325.

⁵⁴Steven L. Wise, Dennis D. Hengstler, and Larry A. Braskamp, " Alumni Ratings as an Indicator of Departmental Quality ", Journal of Educational Psychology, January 1981, pp. 71-77.

name the best and the worst teachers they had 1.) in the department of their major and 2.) outside the department of their major. Each alumnus was asked to provide up to four names. Approximately five hundred alumni took part in the survey which represented almost one-third of all alumni during that time period. For the second part of the study, approximately seventy-five percent of the faculty (representing twenty-three individuals) had collected student ratings during one of their classes during the last week of semester. Faculty was rated by the following method: the question asked was, " compared to other instructors you have had (secondary school and college), how effective had the instructor been in this course? " The student was to pick one of these as a reply: A.) one of the most effective (among the top ten percent), worth one point, B.) more effective than most (among the top thirty percent), worth two points, C.) about average, worth three points, D.) not as effective as most (in the lowest thirty percent), worth four points, and E.) one of the least effective, (in the lowest ten percent), worth five points.

The results of the study indicate that the ranking of both groups suggests that there is a great deal of similarity between the students and alumni. This is true at the extremes of the distributions. In fact, this relationship is stronger when the instead of rank-ordered mean student rating, a quasi best-worst ranking by students is correlated with the alumni ranking. Thus, if student rankings were determined by subtracting the percentage

of students that placed the instructor in the bottom ten percent from the percentage that placed the instructor in the highest ten percent, the results would produce higher correlations.

The author concluded by stating that the results clearly indicate that the judgements by students at the end of a semester are relatively fixed and mature. There is also agreement between current students and alumni regarding those faculty members who have been effective or ineffective, particularly at the extremes.

In the study performed by Wise, Hengslter, and Braskamp, the purpose was to investigate alumni ratings of departmental quality. Three major questions were specifically studied: (A) is the factor structure of alumni ratings of major departments similar to that of enrolled students?, (B) do alumni report degrees of satisfaction with aspects of their major departments that are different from those of enrolled students?, and (C) what are the influences of job-related variables on alumni attitudes toward their major program and their university in general?.

The subjects for the study were enrolled students (a total of four thousand, five hundred and seventy-three-being sophomore and above) majoring in one of twenty-two academic departments during November, 1975. The highest departmental return rate was ninety-nine percent (sample size was one hundred and two) while the lowest rate was thirty-six percent (sample size was one hundred and five). The grand total represented a

return rate of sixty-nine percent. During the spring of 1977, one year after graduation, another survey was sent out to one thousand, two hundred, and twenty-eight alumni from the same twenty-two departments. For this survey, the two highest departmental return rates were one hundred percent and ninety-one percent (sample size of four and twenty-five respectively) while the two lowest rates were fifty percent and fifty-six percent (sample size of six and forty-seven respectively). The grand total of all departments represented a sixty-five percent rate of return.

The survey sent out to the enrolled students asked them to rate eleven items of their major departments. The rating labels used were high (worth one point) down to low (worth five points). The items to be evaluated were: challenge of program, integration of courses, quality of instruction, texts and instructional materials, classroom evaluation procedures, worth of program, overall satisfaction of program, accessibility of instructors, academic advising, vocational guidance, and faculty-student communication. The first seven items formed one group entitled general satisfaction with major while last four formed the group satisfaction with mentorship.

The survey sent out to the alumni included the above in addition to items concerned with present employment, attitudes toward major program, and the university in general. The last two items asked alumni to rate them with the labels being strongly

negative (worth one point) up to strongly positive (worth four points).

Using simple common factor analysis on the eleven departmental satisfaction items for both the enrolled students and the alumni separately, the results showed that the two groups were virtually the same.

Twenty-two department mean averages were computed separately for both groups on the eleven items. Two departments were deleted from the final analysis because of the small sample size (less than ten). The research indicated that generally the correlations were higher for the general satisfaction with major group.

When dependent tests were performed on the twenty department mean averages, four items showed significant differences. For three items (integration of courses, classroom evaluation procedures, and accessibility of instructors), the alumni group reported greater satisfaction than did the enrolled students. However, regarding the fourth item, vocational guidance, the enrolled students showed greater satisfaction over the alumni.

The researchers then used variance statistics and Horst reliability coefficients for the eleven items. The between-departments variance was relatively smaller for the alumni group except for three items (challenge of program, vocational guidance, and faculty-student communication). However, the average for the within-department were also smaller for the



alumni group except for one item (accessibility of instructors). In the Horst reliability test, the alumni average was lower on all eleven items as compared to the enrolled students.

The the second part of the study, the influences of job on alumni attitudes, the researchers performed multiple regression analysis on the individual alumni data. The two dependent variables were items on the alumni survey concerning the current overall attitude toward one's major program and toward the university. The two sets of independent variables were used: the eleven items as described previously and eight job-related variables (employment status, relation between job and major, helpfulness of major in job, job satisfaction, underemployed in terms of salary, underemployed in terms of responsibilities, underemployed in terms of job as a whole, and salary). Four hundred and ninety alumni were " unemployed " and thus deleted from the survey. The vast majority were either enrolled in graduate or professional schools.

When the researchers used Pearson product-moment correlations, the correlations with overall attitude toward major was consistently higher than those toward the university. Also, all of the correlations with the eleven item variable were higher than the eight job-related variables.

Personality Characteristics

The only study found involving personality characteristics

of alumni was by Kuh.⁵⁵ The purpose of this study was to identify and determine which demographic factors were associated with post-college change in the attitudes, values, and interests considered relevant to the academic activities emphasized during college. Of particular interest were the direction and degree of personality change related to occupation and level of educational attainment.

The instrument that was used was the Omnibus Personality Inventory (OPI). The OPI measures intellectualism and social-emotional adjustment among college students by recording differences in attitudes, opinions, and feelings on a variety of subjects relevant to academic activities. Each of the three hundred and eighty-five items on the OPI belongs to one or more of fourteen different scales. The alumni questionnaire was developed to elicit demographic data about the respondents' and spouses' present occupation, level of educational attainment, and other factors such as participation in community events and income.

The sample was selected from a small, Midwest church-related, liberal-arts college. The OPI was given to freshmen in 1966 (sample size was four hundred and thirty-nine-two hundred and twenty female and two hundred and nineteen males) and then as seniors (sample was reduced to two hundred and one-eighty-nine males and one hundred and twelve females). From this group, the OPI and the questionnaire were sent out in the spring of 1975.

⁵⁵George D. Kuh, " Personality Characteristics of Alumni ", Journal of College Student Personnel, September 1978, pp. 362-370.

One hundred and seventy alumni responded for a return rate of eighty-five percent.

Going into all of the OPI results would be quite lengthy and because of this the author of this paper has decided not to include all of the results. However, the author will discuss related OPI results which could possibly be related to the fund-raising area.

Men participated more in activities outside of the home than women. They are more sensitive in the following areas: esthetic stimulation, more tolerant of others, and more likely to express impulse. It has been suggested that male participation in activities can be interpreted as an attempt to meet esthetic needs by attending such functions as concerts while affiliation needs are met by serving their communities.

Women, on the other hand, find out that participation in these activities can be interpreted as an effort to also meet certain needs on a constructive basis. Volunteerism positively related to increased altruism and church attendance to increased conventionality of religious beliefs. In addition, there was an increase of psychological uneasiness that has been exhibited by female social club members and community service volunteers which indicates that these women are more inclined to meet unfulfilled needs such as recognition and achievement.

However, for both men and women less frequent participation outside of the home was positively related to these areas: complexity

(tolerance of ambiguity), theoretical orientation (preference for theoretical concepts and the scientific method), and religious orientation.

There was a substantial positive correlation found between income and the degree of which importance of material possessions increased for male alumni. This find supports the accepted belief that a person's income is positively correlated to conservatism. Individuals that scored high on the material possessional scale tend to be more authoritarian, conservative, and often exhibit non-intellectual interests. In addition, movement on the religious orientation scale toward greater acceptance of religious beliefs by females who had spouses with higher incomes is consistent with this interpretation.

For men alumni who did not go past the undergraduate level of study, they became less sensitive to esthetic stimulation and less independent in their thinking. For those who did persue graduate work, they became less comfortable socially and emotionally. In men alumni who prepared themselves for a career in such professional fields as medicine, law, or dentistry exhibited large gains for practical, applied activities and material possessions. This gain was the largest when compared to those who completed seminary training.

Women who began their post baccalaureate work soon after their undergraduate experience increased their affinity for the complex and for the theoretical concerns areas. In addition,

perhaps the most interesting finding of this study concerns the women who take up homemaking as a fulltime occupation. Although this group was more interested in material possessions than their counterparts, their true gain was in the intellectual dimensions which did not reflect movement toward other personality changes (for example, conservatism). This characteristic often accompanies high material possession scores which in this instance it did not.

Follow-up Studies

Follow-up studies of alumni have been researched by Boulton and Johnson⁵⁶, Frarey⁵⁷, and Yeakel⁵⁸. Even though Boulton and Johnson's study involved alumni from a medical school, Frarey-a school of library service, and Yeakel-a school of Social Work, all three of these studies had the same common purpose which was to obtain specific information from the alumni.

The author of this paper had decided not to report the findings of each study because this would be extremely lengthy and very boring to the reader. Instead, the author will point out commonalities and differences on each survey on what was asked of their alumni because this is more beneficial than just repeating

⁵⁶Donald A. Boulton and Davis G. Johnson, " Follow-up Study of Medical School Alumni ", Journal of Medical Education, June 1970, pp. 442-446.

⁵⁷Carlyle J. Frarey, " Profile of an Alumni Body: The Graduates of Columbia University's School of Library Service " Library Journal, April 1966, pp. 1776-1781.

⁵⁸Margaret Yeakel, " The 1968 Graduate Survey: A Profile of Smith Alumni ", Smith College Studies in Social Work, June 1969, pp. 184-188.

many useless facts and figures.

All three surveys had asked their prospective alumni to indicate where they lived presently (demographic location data) and what type of work are they now engaged in (for example, Boulton and Johnson found out that fifty-seven percent of their alumni was in solo-practice, thirty-three percent in partnership practice, six percent was in group practice, and four percent had no reply).

In two of the surveys, (Boulton and Johnson and Yeakel) the researchers asked about the nature of their outside activities and the adequacy of their school experiences. Yeakel found that approximately sixty percent of its sample group were currently participating in some sort of volunteer community service. Twenty-eight percent of the sample group was on a board of director of social and community organizations.

Each of the surveys did have unique questions on it. In the Boulton and Johnson survey, the researchers asked the alumni if they had maintained any friendships with fellow classmates since graduation. The Frarey survey was different from the others in that it asked for the year of graduation, salary, and information concerning changing career positions. The Yeakel survey was unique because the alumni were asked about their marital status (now and while in school), present age, and since graduation what types of continuing education courses had been taken by the alumni.

Predicting Financial Donation

Despite the importance and necessity of fund-raising in a higher educational setting, to my knowledge there has been only one journal article written on the area of prediction of alumni financial donation. The article to be discussed in this section is by Blumenfeld and Sartain.⁵⁹

The purpose of this study was to develop and cross-validate a psychometric scoring procedure to predict alumni financial donation and nondonation.

The subjects were two hundred and eighteen alumni either graduated or last attended in 1963, 1964, or 1965. Of these one hundred and nine alumni donated to the 1968-1969 alumni annual fund. A control group of one hundred and nine nondonors was developed by the researchers by selecting the name following the alumni donor in a questionnaire file. The two hundred and eighteen alumni consisted of sixty-eight from 1963 (thirty-one percent), fifty from 1964 (twenty-three percent), and one hundred from 1965 (forty-six percent).

The demographic characteristics of the alumni were gathered from a variety of sources. The twenty-two characteristics that were investigated are as follows:

⁵⁹ Warren S. Blumenfeld and Patricia L. Sartain, " Predicting Alumni Financial Donation ", Journal Applied Psychology, Fall 1974, pp. 522-523.

1. sex
2. whether or not the spouse attended the university
3. age at graduation or date of last attendance
4. school attended within the university
5. graduate of university
6. type of degree obtained-certificate or associate degree
7. -bachelor's degree
8. -master's degree
9. -doctor's degree
10. whether or not financial assistance was received
11. participation in athletics
12. organization membership-religious
13. -social
14. -honorary
15. -professional
16. degree from another institution-bachelor's
17. -master's
18. -doctor's
19. major
20. grade point average-at graduation or when last attended
21. grade point average-graduate or when last attended
22. hours transferred when attending university

An item analysis was conducted with the demographic data of fifty-nine donors and fifty-nine nondonors. Assigned weights were developed. These were cross-validated with the remaining fifty donors and fifty non-donors.

The results indicated that seven characteristics appeared to be the difference between donor and non-donor, the former indicate a definite profile: male, business school students, graduated from the University, holder's of a master's degree from the University, economics majors, with a high or low undergraduate grade point average, and moderate to high graduate grade point average.

METHODOLOGY

The subjects were eight hundred and forty alumni who either attended or graduated from Lindenwood Colleges. They are divided into two groups: donor and non-donor.

To be in the donor group, an individual must have met the following requirements. First, an alumnus could not have donated a deferred gift mechanism* to the school in the 1981 fiscal year (June 1, 1981 to May 31, 1982). Second, individuals that donated to restricted funds such as the capital campaign for the renovation of Sibley Hall (Sibley Fund), the Alumni Scholarship Fund, the Harry Hendren Fund, Save the Swings Campaign, memorials, and specific departments (such as KCLC, the college radio station) were excluded. Third, the alumnus must have made an unrestricted gift to the Annual Fund Drive during the 1981 fiscal year. This group consisted of two hundred and eighty individuals.

The remaining five hundred and sixty were classified as non-donors. These names were selected from the master computer alumni file at Lindenwood College. Method of selection was as follows: if a donor's name was immediately preceded and followed by non-donor's names, all three were selected. For example, the donor's name was Mrs. John Jones.** On the master computer file immediately
*for example, a charitable remainder annuity trust
**all names used in this section are fictitious

in front of this name appeared Mrs. Bob Jones** and the name behind was Mrs. Michael Jones**. Thus all three were selected to be on the survey.

However, not all of the eight hundred and forty alumni could meet the above method of selection, thus the researcher had to eliminate two hundred and thirteen individuals (seventy-one donors and one hundred and forty-two non-donors) from the survey. This was done for the following reasons: A.) If the donor's name appeared immediately followed by another donor's name, all parties were rejected from the survey. For example, Mr. Ralph West** and Mr. Ted West** were both donors to the school. Alphabetically they followed each other on the master computer file. The two prospective non-donors (the one before Ralph and the one after Ted) in addition to Ralph and Ted were taken off of the survey. B.) If any of these individuals had passed away, could not be found on the master computer file, or had no available address, all would be removed from the survey. For example, our donor's name was Miss Patricia Smith**. Looking on the master computer file, her name would have appeared between Miss Nancy Smith** and Miss Susan Smith**. Since the researcher could not locate her, Patricia, Nancy, and Susan were not allowed to be in the survey. C.) If two donors shared a common non-donor, all parties involved would not be included in the survey.

It is important to note that the above process of eliminating donors and non-donors was performed before the survey was sent out.

The purpose of this was to obtain an exact two to one ratio of non-donors to donors. This left four hundred and eighteen non-donors and two hundred and nine donors to be researched. This method of selection was developed by the author.

The survey for both groups was sent out non-profit bulk rate. When the alumnus completed the survey and sent it back to the school, the standard business reply rate was implemented. A copy of the surveys are found in Appendix A (donating alumni) and Appendix B (non-donating alumni). The replies to the survey were on an anonymous basis thus the researcher had to differentiate between the two. A slight difference is found on page three of both surveys. The donating alumni survey states: THANK YOU FOR COMPLETING THIS SURVEY while the non-donating alumni survey states: THANK YOU.

The purpose of this study was to find out what characteristic(s) determined alumni financial donation or non-donation to Lindenwood College for its Annual Fund Drive. The twenty characteristics investigated were as follows: 1.) age, 2.) family income, 3.) marital status, 4.) occupation, 5.) factor(s) influencing attendance, 6.) financing of education, 7.) necessity for financial aid, 8.) division attended, 9.) grade point average, 10.) opinions as students about curriculum, faculty, academic quality, student organizations, student housing, food, library, administration, and fellow students, 11.) overall feelings as student, 12.) opinions impact of small private colleges on society, 13.) opinions overall educational performance

as compared to other colleges, 14.) opinions of relative importance of traditional arts education now and in the past, 15.) should the school have a football team, 16.) which source of income should be emphasized during the next decade, 17.) opinions as an alumnus about the items in number ten, 18.) last time visited campus, 19.) frequency of reading the alumni newsletter, and 20.) frequency of reading fund appeals.

ANALYSIS OF RETURNS

In the development of the study, the researcher found that the master computer file was not up-to-date. When the mailing labels were printed, it was found that three donors and fifty-five non-donors had either passed away, left no forwarding address, or did not want to be associated with the school. Unfortunately, due to the lack of time available, the researcher did not pull these names as described in A, B, and C of the Methodology section. This oversight left two hundred and six donors and three hundred and sixty-three non-donors to be surveyed. Thus, the ratio of non-donors to donors changed from a perfect two to one to a 1.8 to 1,000.

Out of five hundred and sixty-nine possible returns, a grand total of one hundred and ninety-six donors and non-donors mailed the survey back to the school. This amount represents a 34.4 percent rate of return. Because of the vast amount of data collected, the researcher put the information collected in table form. On the following pages, the results represent:

A.) eighty-six non-donors (23.7 percent rate of return from all non-donors) and B.) one hundred and ten donors (54.4 percent rate of return from all donors).

TABLE OF RESULTS

<u>QUESTION</u>	<u>NON-DONOR REPLY</u>		<u>DONOR REPLY</u>	
	Number-Percent		Number-Percent	
<u>Section A.</u>				
1. What is your present age?				
Under 30	11	12.8%	2	1.8%
31-35	6	7.0	7	6.4
36-40	11	12.8	10	9.1
41-45	12	14.0	12	10.9
46-50	10	11.6	15	13.6
51-55	9	10.6	2	1.8
56-60	7	8.1	10	9.1
61-65	5	5.8	18	16.4
Over 65	15	17.3	33	30.0
Left Blank	0	<u>00.0</u>	1	<u>0.9</u>
		100.0		100.0
2. What is your family income?				
Under \$10,000	4	4.7	2	1.8
\$10,000-\$15,000	10	11.6	5	4.5
\$15,001-\$20,000	7	8.1	8	7.3
\$20,001-\$25,000	9	10.5	9	8.2
\$25,001-\$30,000	6	7.0	7	6.4
\$30,001-\$35,000	6	7.0	6	5.5
\$35,001-\$40,000	9	10.5	12	10.9
Over \$40,000	31	35.9	57	50.6
Left Blank	4	<u>4.7</u>	4	<u>3.6</u>
		100.0		100.0
3. What is your present marital status?				
Never married	13	15.1	16	14.6
Widow(er)	10	11.6	15	13.6
Divorced or Separated	9	10.5	1	0.9
Married	54	<u>62.8</u>	78	<u>70.9</u>
		100.0		100.0
4. What is your present occupation?				
Homemaker	26	30.2	43	38.9
Sales	1	1.2	0	0.0
Skilled Labor	1	1.2	1	0.9
Scientist/Engineer	2	2.3	1	0.9
Social Services	3	3.5	6	5.5
Doctor Lawyer	0	0.0	1	0.9
Management	5	5.8	7	6.4
Retired	11	12.8	19	17.3
Teacher	12	13.9	15	13.6
Religious	0	0.0	0	0.0
Other	25	<u>29.1</u>	17	<u>15.5</u>
		100.0		100.0

NON-DONORDONORSection B.

1. What factors influenced your decision to attend Lindenwood? (Check more than one if applicable)

(1) Parents	13	15.1%	11	10.0%
(2) Other family members	1	1.2	5	4.5
(3) Teachers/Counselors	0	0.0	2	1.8
(4) Friends attending same time as you	3	3.5	6	5.5
(5) Prestige of school	4	4.7	5	4.5
(6) Offered good career preparation	2	2.3	1	0.9
(7) Faculty	0	0.0	0	0.0
(8) Other	16	18.1	19	17.3
Combinations	47	<u>55.1</u>	61	<u>55.5</u>
		100.0		100.0

2. How did you finance your education? (Check more than one if applicable)

(1) Parents	42	48.7	52	47.3
(2) Spouse	0	0.0	1	0.9
(3) Loans and Grants	0	0.0	0	0.0
(4) Scholarships	0	0.0	1	0.9
(5) Work place pays bill	0	0.0	0	0.0
(6) Summerwork	0	0.0	0	0.0
(7) Work while attending school	2	2.3	1	0.9
(8) G.I. Bill	0	0.0	1	0.9
(9) Savings	3	3.5	0	0.0
(10) Other	3	3.5	1	0.9
Combinations	36	<u>42.0</u>	53	<u>48.2</u>
		100.0		100.0

3. Could you have attended Lindenwood if you had not received financial aid?

Yes	37	43.1	50	45.4
No	15	17.4	28	25.5
Not sure	7	8.1	9	8.2
Does not apply to me	24	27.9	21	19.1
Left Blank	3	<u>3.5</u>	2	<u>1.8</u>
		100.0		100.0

4. What division of Lindenwood did you attend (or combination)?

Division One	36	41.8	58	52.0
Division Two	8	9.3	0	0.0
Division Three	0	0.0	2	1.8
Division Four	3	3.5	2	1.8
I do not know	33	38.4	40	36.2
Left Blank	5	5.8	7	6.4
Combinations	1	<u>1.2</u>	1	<u>1.8</u>
		100.0		100.0

NON-DONORDONORSection C.

1. What was your approximate overall grade point average?
Four points equals an "A", 3/B, 2/C, 1/D, and 0/F.

4.0 to 3.5	17	19.8%	31	28.2%
3.5 to 3.0	34	39.5	48	43.6
3.0 to 2.5	18	20.9	20	18.2
2.5 to 2.0	10	11.6	5	4.5
2.0 to 1.5	1	1.2	0	0.0
1.5 to 1.0	1	1.2	0	0.0
Below 1.0	0	0.0	0	0.0
Left Blank	5	<u>5.8</u>	6	<u>5.5</u>
		100.0		100.0

2. When you were a student at Lindenwood, what were your opinions about the following areas:

Curriculum

Excellent	19	22.1	40	36.4
Very Good	43	50.0	37	33.6
Good	21	24.4	21	19.1
Fair	1	1.2	1	0.9
Poor	0	0.0	0	0.0
No Opinion	0	0.0	2	1.8
Left Blank	2	<u>2.3</u>	9	<u>8.2</u>
		100.0		100.0

Faculty

Excellent	29	33.7	40	36.4
Very Good	37	43.0	50	45.5
Good	17	19.8	16	14.5
Fair	3	3.5	2	1.8
Poor	0	0.0	0	0.0
No Opinion	0	0.0	0	0.0
Left Blank	0	<u>0.0</u>	2	<u>1.8</u>
		100.0		100.0

Academic Quality

Excellent	20	23.2	35	31.9
Very Good	38	44.2	47	42.7
Good	22	25.6	22	20.0
Fair	6	7.0	1	0.9
Poor	0	0.0	0	0.0
No Opinion	0	0.0	1	0.9
Left Blank	0	<u>0.0</u>	4	<u>3.6</u>
		100.0		100.0

	<u>NON-DONOR</u>		<u>DONOR</u>	
	<u>Student Organizations</u>			
Excellent	5	5.8%	17	15.5%
Very Good	26	30.2	31	28.2
Good	17	19.8	28	25.5
Fair	14	16.3	13	11.8
Poor	5	5.8	1	0.9
No Opinion	14	16.3	13	11.8
Left Blank	5	5.8	7	6.4
		100.0		100.0
	<u>Student Housing</u>			
Excellent	13	15.1	20	18.2
Very Good	28	34.1	51	46.4
Good	16	18.6	21	19.1
Fair	10	11.7	2	1.8
Poor	1	1.2	0	0.0
No Opinion	13	15.1	12	10.9
Left Blank	5	5.8	4	3.6
		100.0		100.0
	<u>Food</u>			
Excellent	8	9.3	21	19.1
Very Good	24	27.9	26	32.7
Good	25	29.0	28	25.5
Fair	8	9.3	7	6.4
Poor	4	4.7	4	3.6
No Opinion	12	14.0	11	10.0
Left Blank	5	5.8	3	2.7
		100.0		100.0
	<u>Library</u>			
Excellent	14	16.3	31	28.3
Very Good	36	41.8	35	31.8
Good	24	27.9	35	31.8
Fair	9	10.5	3	2.7
Poor	1	1.2	2	1.8
No Opinion	0	0.0	2	1.8
Left Blank	2	2.3	2	1.8
		100.0		100.0
	<u>Administration</u>			
Excellent	21	24.4	39	35.5
Very Good	24	27.9	32	29.1
Good	19	22.1	21	19.1
Fair	8	9.3	6	5.5

	<u>NON-DONOR</u>		<u>DONOR</u>	
Poor	6	7.0%	4	3.6%
No Opinion	3	3.5	4	3.6
Left Blank	5	5.8	4	3.6
		<u>100.0</u>		<u>100.0</u>

Fellow Students

Excellent	24	27.9	34	30.9
Very Good	32	37.3	58	52.8
Good	24	27.9	13	11.8
Fair	2	2.3	1	0.9
Poor	0	0.0	0	0.0
No Opinion	2	2.3	1	0.9
Left Blank	2	<u>2.3</u>	3	<u>2.7</u>
		<u>100.0</u>		<u>100.0</u>

3. Which one of the following statements describes your feelings toward Lindenwood when you were a student?

I had a very strong attachment to the school.	29	33.7	69	62.7
I had positive feelings but they were not strong ones.	39	45.3	36	32.8
I had mixed feelings.	14	16.3	4	3.6
I disliked the school.	1	1.2	0	0.0
No Opinion	3	3.5	1	0.9
Left Blank	0	<u>0.0</u>	0.	<u>0.0</u>
		<u>100.0</u>		<u>100.0</u>

Section D.

1. If all the private colleges like Lindenwood closed their doors, what type of impact would this have on higher education in America?

There would be serious harm done.	37	43.1	72	65.4
There would be some harm done.	34	39.5	29	26.4
The country would not be harmed.	8	9.3	1	0.9
The country would be better off.	0	0.0	1	0.9
No Opinion	5	5.8	7	6.4
Left Blank	2	<u>2.3</u>	0	<u>0.0</u>
		<u>100.0</u>		<u>100.0</u>

NON-DONORDONOR

2. How do you feel Lindenwood rates with similar colleges in overall educational performance?

Superior	5	5.8%	13	11.8%
Above Average	41	47.7	45	40.9
Average	23	30.2	18	16.5
Slightly Below Average	0	0.0	3	2.7
Below Average	2	2.3	0	0.0
No Opinion	11	12.8	26	23.6
Left Blank	4	<u>4.7</u>	5	<u>4.5</u>
		100.0		100.0

3. Do you feel that a traditional arts education is as important as it was in the past?

More important	10	11.6	20	18.2
Somewhat more important	3	3.5	2	1.8
Just as important	49	57.0	64	58.2
Somewhat less important	10	11.6	15	13.7
Less important	10	11.6	5	4.5
No Opinion	4	4.7	4	3.6
Left Blank	0	<u>0.0</u>	0	<u>0.0</u>
		100.0		100.0

4. Do you think Lindenwood College should have a football team?

Yes	1	1.2	4	3.6
No	32	37.2	56	50.9
Not Sure	48	55.8	45	41.0
Left Blank	5	<u>5.8</u>	5	<u>4.5</u>
		100.0		100.0

5. Lindenwood's tuition is currently \$4,600. Approximately 87% of all fulltime day students are receiving financial aid. Which of these sources should be emphasized during the next decade in order to improve Lindenwood and not just to survive?

(1) Governmental grants	1	1.2	0	0.0
(2) Tuition increases	0	0.0	3	2.7
(3) Foundations and Corporations	6	7.0	2	1.8
(4) Gifts from alumni and friends	0	0.0	0	0.0
(5) All of the above	39	45.3	72	65.5
Combinations	30	34.9	27	24.5
Left Blank	10	<u>11.6</u>	6	<u>5.5</u>
		100.0		100.0

NON-DONORDONOR

6. As an alumnus, based upon your perceptions of Lindenwood, what is your opinions about the following areas:

Curriculum

Excellent	6	7.0%	4	3.6%
Very Good	15	17.4	19	17.3
Good	10	11.6	13	11.8
Fair	2	2.3	4	3.6
Poor	3	3.5	0	0.0
No Opinion	32	37.3	40	36.4
Left Blank	18	<u>20.9</u>	30	<u>27.3</u>
		100.0		100.0

Faculty

Excellent	8	9.3	7	6.4
Very Good	10	11.6	18	16.4
Good	13	15.1	12	10.9
Fair	4	4.7	6	5.4
Poor	2	2.3	0	0.0
No Opinion	30	34.9	39	35.4
Left Blank	19	<u>22.1</u>	31	<u>25.5</u>
		100.0		100.0

Academic Quality

Excellent	4	4.7	6	5.5
Very Good	16	18.6	18	16.4
Good	13	15.1	13	13.6
Fair	1	1.2	3	2.7
Poor	4	4.7	0	0.0
No Opinion	28	32.5	36	32.7
Left Blank	20	<u>23.2</u>	32	<u>29.1</u>
		100.0		100.0

Student Organizations

Excellent	2	2.3	2	1.8
Very Good	9	10.5	9	8.2
Good	9	10.5	5	4.5

	<u>NON-DONOR</u>		<u>DONOR</u>	
Fair	1	1.2%	5	4.5%
Poor	4	4.7	0	0.0
No Opinion	39	45.3	55	50.0
Left Blank	22	<u>25.5</u>	34	<u>30.8</u>
		100.0		100.0
	<u>Student Housing</u>			
Excellent	4	4.7	6	5.5
Very Good	14	16.2	20	18.2
Good	8	9.3	11	10.0
Fair	2	2.3	4	3.6
Poor	1	1.2	0	0.0
No Opinion	38	38.3	39	35.5
Left Blank	19	<u>22.0</u>	30	<u>27.2</u>
		100.0		100.0
	<u>Food</u>			
Excellent	2	2.3	2	1.8
Very Good	10	11.6	8	7.0
Good	9	10.5	10	9.1
Fair	3	3.5	6	5.5
Poor	1	1.2	1	0.9
No Opinion	40	46.5	49	44.5
Left Blank	21	<u>24.4</u>	34	<u>30.9</u>
		100.0		100.0
	<u>Library</u>			
Excellent	3	3.5	6	5.5
Very Good	16	18.6	16	14.5
Good	10	11.6	15	13.7
Fair	3	3.5	3	2.7
Poor	1	1.2	3	2.7
No Opinion	33	38.3	34	30.9
Left Blank	20	<u>23.3</u>	33	<u>30.0</u>
		100.0		100.0
	<u>Administration</u>			
Excellent	7	8.1	4	3.6
Very Good	14	16.3	14	12.7
Good	7	8.1	8	7.3
Fair	6	7.0	8	7.3
Poor	7	8.1	4	3.6
No Opinion	27	31.3	39	35.5
Left Blank	18	<u>20.9</u>	33	<u>30.0</u>
		100.0		100.0

	<u>NON-DONOR</u>		<u>DONOR</u>	
	<u>Fellow Students</u>			
Excellent	9	10.5%	10	9.1%
Very Good	5	5.8	11	10.0
Good	11	12.8	11	10.0
Fair	4	4.7	1	0.9
Poor	1	1.2	3	2.7
No Opinion	33	38.5	38	34.9
Left Blank	23	<u>26.5</u>	36	<u>32.7</u>
		100.0		100.0
7. When did you last visit the campus?				
Within the past year	11	12.8	15	13.6
Within the past five years	22	25.7	24	21.8
Within the past ten years	12	14.0	17	15.5
Within the past twenty years	5	5.8	25	22.7
Beyond twenty-five years	11	12.8	17	15.5
Not since I left School	25	29.1	11	10.0
Left Blank	0	<u>0.0</u>	1	<u>0.9</u>
		100.0		100.0
8. Do you read the alumni newsletter, The Lindenwoods?				
Always	27	31.3	75	68.2
Usually	43	50.0	29	26.4
Rarely	9	10.5	4	3.6
Never	1	1.2	0	0.0
I do not receive it	6	7.0	1	0.9
Left Blank	0	<u>0.0</u>	1	<u>0.9</u>
		100.0		100.0
9. How often do you read fund appeals from the school?				
Always	25	29.1	83	75.5
Usually	38	44.1	22	20.0
Rearly	18	20.9	4	3.6
Never	4	4.7	0	0.0
I do not receive them	1	1.2	0	0.0
Left Blank	0	<u>0.0</u>	1	<u>0.9</u>
		100.0		100.0

CONCLUSIONS

It is the opinion of the researcher that an interesting difference constitutes a ten percent or more margin of response between donor and non-donor. Only that margin will be expressed here as conclusive.

Age and Family Income

The first conclusion the survey reveals is that the donor is older and financially better off than the non-donor. This is supported by the following data from the survey. First, approximately thirteen percent of the non-donors are under thirty years of age while only two percent of the donors fit into this group. Second, about forty-six percent of the donors are over sixty-one years of age while only twenty-three percent of the non-donors surveyed are in the same age range. Third, slightly over fifty-one percent of the donors surveyed have a family income of over forty thousand dollars while only thirty-six percent of the non-donors fit into this classification.

These results appear to be somewhat logical because the older individuals have built up their careers and finances compared to a younger person who have not done so. Thus older alumni could have possibly more resources available to them for such items as contributions to the school.

The chart on the next page⁶⁰ is an excerpt from a

⁶⁰Independent Sector, "Patterns of Charitable Giving by Individuals II: A Reserach Report, " (Washington, D.C.: Independent Sector, 1982), p. 4.

nation-wide survey performed by Independent Sector that indicates higher incomes contribute more than lower incomes.

Annual Household Income	Total Donations (to all causes)
Under \$5,000	\$238
\$5,000-\$9,999	289
\$10,000-\$14,999	305
\$15,000-\$19,999	440
\$20,000-\$49,999	620
\$50,000-\$99,000	1,019
\$100,000 and over	Too few to respond

Feelings Toward School

In most circumstances, donors have stronger convictions about Lindenwood College and private education in general than non-donors. To back up that conclusion, the survey has provided this information.

First, the alumni were asked to rate (excellent, very good, good, fair, poor, and no opinion) nine specific areas of the college. In five out of the nine areas, there were interesting differences that appeared in one of more of the ratings. However, in all of the areas, the donors gave more excellent ratings over the non-donors with three areas showing interesting differences. In the first area, curriculum, of those that responded, slightly over thirty-six percent of the donors rated this area as excellent while only twenty-two percent of the non-donors felt the same way. However, fifty percent of the non-donors and thirty-six percent of donors ranked this area as very good. In the second area, library, approximately twenty-eight percent donors and only sixteen percent of the non-donors ranked this area as excellent. The researcher

wants to point out that he personally believes that there is a considerable difference between what individuals classify as excellent and what they classify as being very good. In the third area, administration, thirty-five percent of the donors and twenty-four percent of the non-donors felt this should receive an excellent mark. In the final two areas, student housing and fellow students, donors again showed somewhat stronger convictions. When asked about student housing, forty-six percent of the donors felt it was very good while thirty-two percent of the non-donors felt the same way. In addition, only two percent of the donors and thirteen percent of the non-donors ranked this area as fair. Nearly fifty-three percent of the donors versus thirty-seven percent of the non-donors ranked their fellow students as very good. However, almost twenty-eight percent of the non-donors and twelve percent of the donors perceived this area as good.

Second, the alumni were asked to describe their feelings (strong, positive but not strong, mixed, dislike, or no opinion) about the school when they were students. Almost twice as many donors as non-donors had strong feelings toward the school (sixty-three percent versus thirty-four percent). Of the alumni that were surveyed, another reverse situation happened when forty-five percent of the non-donors and thirty-three percent of the donors stated that their feelings were positive but not strong ones. In a four to one ratio of non-donors to donors,

non-donors had greater mixed feelings about the school (16,279 to 3.636). When combining the positive but not strong feelings with the mixed feelings of the non-donor versus the strong feelings of the donor, a ratio of almost one to one is apparent.

Third, the alumni were asked the following question: if private education's doors closed what type of impact would this have upon society? An overwhelming sixty-five percent of the donors and forty-three percent of the non-donors felt that there would be serious harm done. Yet, almost forty percent of the non-donors and twenty-six percent of the donors felt there would be some harm done. It is important to point out that there is considerable difference between serious harm and some harm. Thus, it is the opinion of the researcher that donating alumni are more committed to private education than non-donors.

The fourth and final point surprisingly enough neither supports nor denies the conclusion that donors have stronger opinions about the school. This area is concerned with how Lindenwood College rates with similar colleges. Twenty-seven percent of the non-donors and sixteen percent of the donors perceive that the school is average. Yet almost twenty-four percent of the donors and almost thirteen percent of non-donors had no opinion about this area.

One reason for this unusual response is best explained by one anonymous donor who attached a short note with her response. The individual wrote, " I have attended only Lindenwood College and have no other means available to me to compare the school. This

is why I marked no opinion. " This could possibly be true of others since this sort of response appeared on several of the returned surveys. The researcher did not ask whether or not the alumnus graduated from Lindenwood. If he had done so, this might have shed some light in this area. A second explanation is that possibly more non-donors attended more than one college. An anonymous non-donor from Florida at the end of the survey wrote, " My father was in the Army when I attended Lindenwood. I was never able to complete my education there. By the time father and our family had stopped moving, I had attended two junior colleges and four colleges. " The individual checked average on the survey.

Football Team

The question was asked whether or not Lindenwood College should have a football team. There were only four ways an alumnus could have answered this question: yes, no, not sure, or left blank. Nearly fifty-one percent of the donors and thirty-seven percent of the non-donors said no. In addition, almost fifty-six percent of the non-donors and forty-one percent of the donors were not sure.

Could having a football team at Lindenwood College lead to greater financial support by the alumni? Research in this area may help us answer that question. Budig⁶¹ who studied seventy-nine

⁶¹Jeanne E. Budig, " The Relationships among Inter-Collegiate Athletics, Enrollement, and Voluntary Support of Public Higher Education ", Ph.D. dissertation, (Illinois State University, 1976).

colleges and universities concluded that football records were not significantly related to total alumni support. However, it was found that better basketball records were accompanied by lower alumni giving. Marts⁶² examined thirty-two schools (sixteen schools that had attempted to build a strong football program as well as sixteen other schools that made no such effort to be used as the control group). Between 1921 and 1930, the aggregate endowment for the schools attempting to build a strong football team grew one hundred and five percent. However, for the schools not attempting to build a strong football team, the endowment grew one hundred and twenty-five percent. Springer⁶³ analyzed one hundred and fifty-one colleges that dropped football between 1939 and 1974. Many of the schools studied had launched successfully financial campaigns at the time football was being dropped, with no negative effect. Some of the schools, in fact, reported considerable positive results. Sigelman and Carter⁶⁴ studied one hundred and thirty-eight colleges and universities from the National Collegiate Athletic Association (NCAA) Division One as a homogenous group. They examined the relationship from

⁶²Arnaud C. Marts, " College Football and College Endowment ", School and Society, July 1934, pp. 14-15.

⁶³Felix Springer, " The Experience of Senior Colleges That Have Discontinued Football " in George H. Hanford, An Inquiry Into The Need for and Feasibility of a National Study of Intercollegiate Athletics (Washington, D.C.: American Council on Education, 1974), Appendix I.

⁶⁴Lee Sigelman and Robert Carter, " Win One for the Giver? Alumni Giving and Big-Time Sports ", Social Science Quarterly, September 1979, pp. 284-294.

published data on alumni donations and records from the NCAA. Their conclusion was not a correlation between a football team's performance and alumni giving. However, Brooker and Klastorin⁶⁵ investigated fifty-eight colleges and universities. In most instances, basketball and football team performances did have an impact upon alumni donations. Major differences were found in the following areas: whether public or private, conference attended, size, in or out of the Top 20 Ranking, and if the school was religiously oriented. Spaeth and Greely⁶⁶ suggested in their findings that winning football teams do help raise money from the alumni. However, the study does not examine the effects of successfully teams directly. Instead they assume that there is an emotional attachment that is positively related to contributions.

Financial Support of the School

The alumni were asked which of the following should Lindenwood emphasize during the next decade in order to improve the school: governmental grants, tuition increases, foundations and corporations, gifts from alumni and friends, or all of the above. Almost sixty-five and a half percent of the donors surveyed stated all of the above and slightly over forty-five percent of the non-donors picked the same answer. However, the non-donors picked more combinations

⁶⁵George Brooker and T. D. Klastorin, "To the Victors Belong the Spoils? College Athletics and Alumni Giving", Social Science Quarterly, December 1981, pp. 744-750.

⁶⁶Joe L. Spaeth and Andrew M. Greely, Recent Alumni and Higher Education (New York: McGraw-Hill, 1970), p. 121.

than donors (almost thirty-five percent versus twenty-four and a half percent).

Campus Visit

The alumni were also asked when was the last time you had visited the campus? The choices were: within the past year, five years, ten years, twenty years, beyond twenty-five year, not since I left the school, or left blank. Almost twenty-three percent of the donors surveyed said that their last campus visit was beyond twenty years. Only six percent of the non-donors fit into this classification. In addition, twenty-nine percent of the non-donors surveyed said they have not been back to the school since they left the school as a student. Only ten percent of the donors were not able to visit the campus since they left the school as students. This data leads one to conclude that donors visit the campus more frequently than non-donors.

Frequency of Readings

The first part of this section deals with how frequently the alumnus reads the alumni newsletter: always, usually, rarely, never, do not receive it, or left the answer blank. Sixty-eight percent of the donors and thirty-one percent of the non-donors said that they always read the newsletter. Fifty percent of the non-donors and twenty-six percent of the donors said that they usually read it.

The second part asks how frequently the alumni read the school's fund-raising appeals: always, usually, rarely, never,

do not receive them, or left the answer blank. A resounding seventy-five percent of the donors surveyed state that they always read them. Only twenty-nine percent of the non-donors were able to fit into this classification. Forty-four percent of the non-donors surveyed said that they usually read them as compared to twenty percent of the donors. Three and a half percent of the donors versus almost twenty percent of the non-donors rarely read this important link between school and the alumnus.

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APPENDIX A

February 15, 1983

Dear Alumni,

As we all are aware, the governmental funding for education has been declining for the last few years. Consequently, Lindenwood College must maintain and increase levels of giving to make up this vital difference. During our one hundred and fifty-five year history, Lindenwood College has been very fortunate to be able to count on people like you when it was needed.

I, Arnold Lewis, a graduate student, as part of my culminating project have taken the responsibility to perform an independent canvas of our alumni in order to determine **those** factors which influence an individual's decision to contribute to our alma mater. This will be accomplished through an anonymous mail survey. Please remember that your response is important.

Please give a few minutes to complete the survey in full. It should be returned in the enclosed, postage-paid envelope. Although there are some questions on a personal level, the information is important. Your individual responses will be held confidential by the surveyor.

Thank you for taking time out of your busy day to give your views on these matters.

Sincerely,

Arnold M. Lewis, Jr.

P.S. Please return before March 8, 1983.

LINDENWOOD COLLEGE ALUMNI SURVEY

Unless otherwise indicated, please answer the survey by placing an "X" next to the appropriate answer. Please feel free to add any additional comments on the back of the survey. In order to insure anonymity, DO NOT SIGN THIS SURVEY.

A. ABOUT YOU PRESENTLY

1.) What is your present age?

- Under 30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- 56-60
- 61-65
- Over 65

2.) What is your family income?

- Under \$10,000
- \$10,001-\$15,000
- \$15,001-\$20,000
- \$20,001-\$25,000
- \$25,001-\$30,000
- \$30,001-\$35,000
- \$35,001-\$40,000
- Over \$40,000

3.) What is your present marital status?

- Never married
- Widow(er)
- Divorced or Separated
- Married

4.) What is your present occupation?
(Please check only one)

- Homemaker
- Sales
- Skilled Labor
- Scientist/Engineer
- Social Services
- Doctor/Lawyer
- Management
- Retired
- Teacher
- Religious
- Other-Please state _____

B. YOUR LINDENWOOD DECISION

1.) What factors influenced your decision to attend Lindenwood? (Check more than one if applicable)

- Parents
- Other family members
- Teachers/Counselors
- Friends attending same time as you
- Prestige of school
- Offered good career preparation
- Faculty
- Other-Explain: _____

2.) How did you finance your education?
(Check more than one if applicable)

- Parents
- Spouse
- Loans and Grants
- Scholarships
- Work place pays bill
- Summerwork
- Work while attending school
- G.I. Bill
- Savings
- Other-Explain: _____

3.) Could you have attended Lindenwood if you had not received financial aid?

- Yes
- No
- Not sure
- Does not apply to me

4.) What division of Lindenwood did you attend (or combination)?

- 1. Lindenwood One
- 2. Lindenwood Two
- 3. Lindenwood Three
- 4. Lindenwood Four
- 5. I do not know

C. YOUR LINDENWOOD EXPERIENCE

1.) What was your approximate overall grade point average? Four points equals an " A ", 3/B, 2/C, 1/D, and 0/F.

- 4.0 to 3.5
- 3.5 to 3.0
- 3.0 to 2.5
- 2.5 to 2.0
- 2.0 to 1.5
- 1.5 to 1.0
- Below 1.0

2.) When you were a student at Lindenwood, what were your opinions about the following areas:

	Excellent	Very Good	Good	Fair	Poor	No Opinion
Curriculum						
Faculty						
Academic quality						
Student organizations						
Student housing						
Food						
Library						
Administration						
Fellow students						

3.) Which one of the following statements describes your feelings towards Lindenwood when you were a student?

- I had a very strong attachment to the school.
- I had positive feelings but they were not strong ones.
- I had mixed feelings.
- I disliked the school.
- No opinion.

D. YOUR VIEW OF LINDENWOOD TODAY

1.) If all the private colleges like Lindenwood closed their doors, what type of impact would this have on higher education in America?

- There would be serious harm done.
- There would be some harm done.
- The country would not be harmed.
- The country would be better off.
- No opinion.

2.) How do you feel Lindenwood rates with similar colleges in overall educational performance?

- Superior
- Above average
- Average
- Slightly below average
- Below average
- No opinion

3.) Do you feel that a traditional arts education is as important as it was in the past?

- More important.
- Somewhat more important.
- Just as important.
- Somewhat less important.
- Less important.
- No opinion.

4.) Do you think Lindenwood College should have a football team?

- Yes
- No
- Not sure

5.) Lindenwood's tuition is currently \$4,600. Approximately 87% of all fulltime day students are receiving financial aid. Which of these sources should be emphasized during the next decade in order to improve Lindenwood and not just to survive?

- Governmental grants
- Tuition increases
- Foundations and Corporations
- Gifts from alumni and friends
- All of the above

6.) As an alumnus, based upon your perceptions of Lindenwood, what is your opinion about the following areas:

	Excellent	Very Good	Good	Fair	Poor	No opinion
Fellow students						
Administration						
Library						
Food						
Student housing						
Student organizations						
Academic quality						
Faculty						
Curriculum						

7.) When did you last visit the campus?

- Within the past year
- Within the past five years
- Within the past ten years
- Within the past twenty years
- Beyond twenty-five years
- Not since I left school

8.) Do you read the alumni newsletter, The Lindenwood?

- Always
- Usually
- Rarely
- Never
- I do not receive it

9.) How often do you read fund appeals from the school?

- Always
- Usually
- Rarely
- Never
- I do not receive them

THANK YOU FOR COMPLETING THIS SURVEY

Date: _____

APPENDIX B

February 15, 1983

Dear Alumni,

As we all are aware, the governmental funding for education has been declining for the last few years. Consequently, Lindenwood College must maintain and increase levels of giving to make up this vital difference. During our one hundred and fifty-five year history, Lindenwood College has been very fortunate to be able to count on people like you when it was needed.

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- \$10,001-\$15,000
- \$15,001-\$20,000
- \$20,001-\$25,000
- \$25,001-\$30,000
- \$30,001-\$35,000
- \$35,001-\$40,000
- Over \$40,000

3.) What is your present marital status?

- Never married
- Widow(er)
- Divorced or Separated
- Married

4.) What is your present occupation?
(Please check only one)

- Homemaker
- Sales
- Skilled Labor
- Scientist/Engineer
- Social Services
- Doctor/Lawyer
- Management
- Retired
- Teacher
- Religious
- Other-Please state _____

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- Other family members
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- Friends attending same time as you
- Prestige of school
- Offered good career preparation
- Faculty
- Other-Explain: _____

2.) How did you finance your education?
(Check more than one if applicable)

- Parents
- Spouse
- Loans and Grants
- Scholarships
- Work place pays bill
- Summerwork
- Work while attending school
- G.I. Bill
- Savings
- Other-Explain: _____

3.) Could you have attended Lindenwood if you had not received financial aid?

- Yes
- No
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- 1. Lindenwood One
- 2. Lindenwood Two
- 3. Lindenwood Three
- 4. Lindenwood Four
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- 2.0 to 1.5
- 1.5 to 1.0
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2.) When you were a student at Lindenwood, what were your opinions about the following areas:

	Excellent	Very Good	Good	Fair	Poor	No Opinion
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<u>Faculty</u>						
<u>Academic quality</u>						
<u>Student organizations</u>						
<u>Student housing</u>						
<u>Food</u>						
<u>Library</u>						
<u>Administration</u>						
<u>Fellow students</u>						

3.) Which one of the following statements describes your feelings towards Lindenwood when you were a student?

- I had a very strong attachment to the school.
- I had positive feelings but they were not strong ones.
- I had mixed feelings.
- I disliked the school.
- No opinion.

D. YOUR VIEW OF LINDENWOOD TODAY

1.) If all the private colleges like Lindenwood closed their doors, what type of impact would this have on higher education in America?

- There would be serious harm done.
- There would be some harm done.
- The country would not be harmed.
- The country would be better off.
- No opinion.

2.) How do you feel Lindenwood rates with similar colleges in overall educational performance?

- Superior
- Above average
- Average
- Slightly below average
- Below average
- No opinion

3.) Do you feel that a traditional arts education is as important as it was in the past?

- More important.
- Somewhat more important.
- Just as important.
- Somewhat less important.
- Less important.
- No opinion.

4.) Do you think Lindenwood College should have a football team?

- Yes
- No
- Not sure

5.) Lindenwood's tuition is currently \$4,600. Approximately 87% of all fulltime day students are receiving financial aid. Which of these sources should be emphasized during the next decade in order to improve Lindenwood and not just to survive?

- Governmental grants
- Tuition increases
- Foundations and Corporations
- Gifts from alumni and friends
- All of the above

6.) As an alumnus, based upon your perceptions of Lindenwood, what is your opinion about the following areas:

	Excellent	Very Good	Good	Fair	Poor	No opinion
<u>Fellow students</u>						
<u>Administration</u>						
<u>Library</u>						
<u>Food</u>						
<u>Student housing</u>						
<u>Student organizations</u>						
<u>Academic quality</u>						
<u>Faculty</u>						
<u>Curriculum</u>						

7.) When did you last visit the campus?

- Within the past year
- Within the past five years
- Within the past ten years
- Within the past twenty years
- Beyond twenty-five years
- Not since I left school

8.) Do you read the alumni newsletter, The Lindenwood?

- Always
- Usually
- Rarely
- Never
- I do not receive it

9.) How often do you read fund appeals from the school?

- Always
- Usually
- Rarely
- Never
- I do not receive them

THANK YOU

Date: _____