

THE PROFILE OF GIVING AND NON-GIVING YOUNG ALUMNI TO THE
SCOTSMAN CLUB AT PRESBYTERIAN COLLEGE

Megan Moore Smith

A thesis submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Exercise and Sport Science (Sport Administration).

Chapel Hill
2008

Approved by:

Advisor: Dr. Ed Shields

Reader: Mr. Tim Smith

Reader: Dr. Elizabeth Hedgpeth

©2008
Megan Moore Smith
ALL RIGHTS RESERVED

ABSTRACT

MEGAN SMITH: The Profile of Giving and Non-Giving Young Alumni to The Scotsman Club at Presbyterian College
(Under the direction of Dr. Ed Shields)

The purpose of this study was to identify young alumni from 1993 through 2007, both likely and unlikely, to make financial contributions to The Scotsman Club, the fund-raising arm of Presbyterian College's athletics department. This was accomplished by examining the relationship between athletics giving behavior and various characteristics of the young alumni population at Presbyterian College. The results of this study showed the variables graduating class, gender, number of awards/honors received as a student, number of extracurricular activities participated in as a student and undergraduate major all had a significant relationship with an individual's membership status with The Scotsman Club. Furthermore, all variables, excluding undergraduate major, had a significant relationship with the amount an individual decided to contribute financially to The Scotsman Club. This study provides a better understanding of how the undergraduate experience at Presbyterian College influences future young alumni giving to the athletics department.

DEDICATION

This thesis is dedicated to my parents, Alan and Ronda Smith, and to other family members and friends, whose love, encouragement and confidence has helped me aspire to my dreams in college athletics.

ACKNOWLEDGEMENTS

The author wishes to express her sincere gratitude and appreciation to her advisor, Dr. Ed Shields, for his guidance and support throughout this study. Special thanks also go to Mr. Tim Smith and Dr. Elizabeth Hedgpeth, for their insights and invaluable assistance in the writing of this thesis.

TABLE OF CONTENTS

LIST OF TABLES.....	viii
Chapter	
I. INTRODUCTION.....	1
Purpose of the Study.....	7
Research Questions.....	8
Definition of Terms.....	9
Assumptions.....	12
Limitations.....	12
Delimitations.....	12
Significance of the Study.....	13
II. REVIEW OF LITERATURE.....	14
History of Intercollegiate Athletics.....	14
Current Financial State of the NCAA.....	18
Athletics Giving Trends.....	23
Presbyterian College Athletics.....	27
III. METHODOLOGY.....	33
Subjects.....	33
Instrumentation.....	33

Procedures.....	34
Donor Variables.....	34
Statistical Analysis.....	34
IV. RESULTS	
Research Question Q1.....	41
Research Question Q2.....	44
Research Question Q3.....	45
Research Question Q4.....	46
Research Question Q5.....	48
Research Question Q6.....	49
Research Question Q7.....	50
Research Question Q8.....	53
Research Question Q9.....	54
Research Question Q10.....	55
Research Question Q11.....	59
Research Question Q12.....	60
Research Question Q13.....	62
Research Question Q14.....	67
Research Question Q15.....	68
V. DISCUSSION.....	70
Summary.....	70
Recommendations.....	77
REFERENCES.....	78

LIST OF TABLES

Table

1.	Graduating class years and membership status.....	42
2.	Graduating class years and total gifts given to The Scotsman Club.....	43
3.	Graduating class years of donors and total gifts given to The Scotsman Club.....	43
4.	Q2 Pearson Chi-Square Test.....	45
5.	Q3 Pearson Chi-Square Test.....	46
6.	Gender and membership status.....	47
7.	Gender and total gifts given to The Scotsman Club.....	47
8.	Gender of donor and total gifts given to The Scotsman Club.....	48
9.	Q5 Pearson-Chi Square Test.....	49
10.	Q6 Pearson Chi-Square Test.....	50
11.	Awards/honors and membership status.....	51
12.	Awards/honors and total gifts given to The Scotsman Club.....	52
13.	Awards/honors of donors and total gifts given to The Scotsman Club.....	53
14.	Q8 Pearson Chi-Square Test.....	54
15.	Q9 Pearson Chi-Square Test.....	55
16.	Extracurricular activities and membership status.....	57
17.	Extracurricular activities and total gifts given to The Scotsman Club.....	58
18.	Extracurricular activities of donors and total gifts given To The Scotsman Club.....	59

19.	Q11 Pearson Chi-Square Test.....	60
20.	Q12 Pearson Chi-Square Test.....	61
21.	Undergraduate majors and membership status.....	63
22.	Undergraduate majors and total gifts given to The Scotsman Club.....	65
23.	Undergraduate majors of donors and total gifts given to The Scotsman Club.....	67
24.	Q14 Pearson Chi-Square Test.....	68

CHAPTER I

INTRODUCTION

In recent years member institutions of the National Collegiate Athletic Association (NCAA) have placed and continue to place increasing emphasis upon private donations (Mann, 2007). This is a result of universities across all divisions dramatically increasing spending on intercollegiate athletics. However, this recent trend is more evident within Division I than Divisions II and III (Fulks, 2004). Greater pressure is being exerted upon athletics departments to generate revenue to keep up with ever-increasing expenses and remain competitive within their respective divisions. Because few athletics departments are self-sufficient, the attention on development is mounting within intercollegiate athletics.

Philanthropic giving to higher education comes primarily from alumni, corporations, and other individuals (Ehrenberg & Smith, 2002). Athletics departments rely heavily upon private donations as a source of revenue and, therefore, it is important for development staffs to understand alumni motivation to contribute financially to their alma mater. In the past, research pertaining to athletics giving has tended to focus on the post-graduation experience of donors. However, the time an individual spends as a student can influence whether he or she decides to contribute financially to the athletics department as an alumnus (Kelly A. Marr et al, 2004). With that being said, college involvement in various extracurricular activities may influence the satisfaction of an individual's undergraduate experience. If there is a significant relationship between the satisfaction of an individual's undergraduate experience

and subsequent athletics giving, development staffs could begin donor cultivation with each entering freshman class.

Development staffs within intercollegiate athletics each face unique and separate challenges. It is important to recognize the differences that inherently exist between development offices within the Football Bowl Subdivision (FBS) and development offices within the Football Championship Subdivision (Jankowski, 2000). FBS universities with nationally recognized and prominent athletics programs tend to receive a larger percentage of financial contributions from non-alumni in comparison to universities within the Football Championship Subdivision. Benefits such as ticket privileges for the revenue sports of football and men's basketball in addition to exclusive donor events with high-profile coaches are a couple of examples of how larger universities entice individuals to contribute financially to the athletics department (Trachtenberg, 2007). Many of these donors are non-graduates who live near a college or university and view their contributions more as a ticket cost than a charitable gift (Fitzpatrick, 2007).

In comparison, small liberal arts colleges, typically FCS institutions do not have the lure of tickets and high-profile players and coaches. The majority of the individuals who make financial contributions to less prominent athletics programs within the FBS have a direct connection to the university (Clotfelter, 2003). This may be as an employee, as an alumnus or as a parent of a current or former student, all relationships that narrow the target population of the respective development office (Ehrenberg & Smith, 2002).

A college whose athletics development office fits this description is Presbyterian College (PC). PC is a private, four-year liberal arts institution founded in 1880 in Clinton, South Carolina (Darcy, 2007). The Carnegie Foundation has recognized PC as one of the

most selective liberal arts colleges in the nation. The city of Clinton has a population of 10,000 and is located in the northwest portion of the state (Darcy, 2007). The school is in the midst of transitioning from Division II to Division I with football competing in the Football Championship Subdivision. With a current undergraduate enrollment of 1,164, PC will enter the Big South Conference as the second smallest Division I school in the nation (EADA Report, n.d.).

Before PC was accepted as a provisional member of the Big South Conference, the athletics department had to submit a proposal to be reviewed by the NCAA concerning the school's decision to apply for Division I membership. The proposal included a financial analysis of PC and its athletics department. The overall financial state of a school is an important determinant in whether the school has the capability and resources to transition from Division II athletics to Division I athletics. The Big South Conference announced on April 6, 2006, the addition of Presbyterian College as a provisional member of the Conference beginning with the 2008-2009 season. By 2011, PC will be a full-time member of the Big South Conference allowing them to be eligible for post-season competition (Ansley, 2006).

In 2002, NCAA legislation was passed that altered the requirements for reclassification from Division II to Division I. The requirements include an exploratory year followed by four years of provisional membership. During the exploratory year, reclassifying institutions are required to meet minimum sports sponsorship and financial aid requirements for Division I, but remain eligible for Division II championships. The purpose of the exploratory year is to determine the feasibility of Division I membership. Upon completion of the exploratory year, institutions must declare their intentions to move to Division I

provisional status. A provisional institution must be in full compliance with Division I requirements beginning with the second year of the four-year provisional process. Unlike the exploratory year, provisional members are ineligible for post-season competition. The Division I Management Council Membership Subcommittee may withhold Division I membership from an institution that does not meet the necessary requirements (NCAA.org, n.d.).

An organization which was instrumental in preparing PC for its reclassification into Division I athletics was The Scotsman Club, formerly known as The Walter Johnson Club. The Scotsman Club is the fund-raising arm of PC's athletics department and was created in 1937. Its purpose is "to provide athletic scholarships for young men and women who excel in both sports venues and classrooms" (Presbyterian College Athletics, n.d., p. 1). The Scotsman Club plays a vital role in financially sustaining the athletics department at Presbyterian College. For research purposes it is essential to review the current financial state and structure of The Scotsman Club.

Financial contributions to The Scotsman Club are a part of the PC Fund. The PC Fund is the college's highest priority for annual giving throughout the entire institution. This particular campaign strengthens the college's ability to serve each student by funding scholarships, teaching innovations and extracurricular activities. Simply stated, the PC Fund is used exclusively for the student body population. For instance, by contributing gifts individuals may assist with covering the athletics department's operating expenses or increasing scholarship endowments. The largest portion of the PC Fund goes toward the funding of both academic and athletic scholarships. In regards to extracurricular activities, the PC Fund financially supports programs and activities for student groups ranging from

club sports to fraternities and sororities. Development officers promote the PC Fund by encouraging alumni, students, parents and others to make financial contributions in hopes of improving the educational experience, both in and out of the classroom, for the students at Presbyterian College (Presbyterian College, n.d.).

Members of The Scotsman Club may join at different giving levels with corresponding benefits at each level. Scotsman Club memberships follow the college's fiscal year (July 1 to June 30). Alumni who have graduated from Presbyterian College in five years or less may join The Scotsman Club by contributing between \$50 and \$99 at the Scot level. Members at this particular level enjoy the following benefits: window decal, license plate, two hospitality tickets to each home football game, use of the hospitality room at all conference home basketball games, recognition in the football program and a tax deduction (Presbyterian College, n.d.). Alumni within fifteen years of their graduation date may join The Scotsman Club by contributing between \$500 and \$999 at the Highland Scot level. Members at this particular level enjoy the following benefits: four hospitality tickets to each home football game, use of the hospitality room at all conference home basketball games, priority parking at football games in the Red Scotsman Lot and an invitation to an exclusive dinner with the Head Football Coach (Presbyterian College, n.d.). This study specifically examines PC graduates who fall into the young alumni category; the Scot and Highland Scot levels are common giving levels for this particular population (Presbyterian College, n.d.). However, young alumni are not restricted to any certain giving level.

Other giving levels include the following: Garnet Scot (\$100 - \$249), Blue Scot (\$250 to \$499), Highland Scot (\$500 - \$999), Walter Johnson Fellow (\$1,000 to \$2,499), Walter Johnson Sustaining Fellow (\$2,500 to \$4,999), Walter Johnson Medallion (\$5,000 to \$9,999)

and WJ Circle of Champions (\$10,000+). Children under the age of 12 may join The Scotsman Club for \$25 and receive a t-shirt, one hospitality ticket to each home football game and a private invitation to meet the Blue Hose football players. Benefits range from hospitality tickets to field access during home football games for the different giving levels (Presbyterian College, n.d.).

Presbyterian College recently added a Young Alumni Program as a component of the PC Fund. According to the PC Young Alumni website, graduates from the years 1993 to 2007 represent 41% of the college's alumni base (Presbyterian College, n.d.). As a result, increasing emphasis has been placed upon the recruitment of young alumni. With the recent announcement of Presbyterian College transitioning to Division I, The Scotsman Club is hopeful young alumni will support the athletics department in the school's attempt to become one of the nation's premier liberal arts institutions academically and athletically (H. M. Smith, personal communication, January 24, 2008). There is significant room for improvement in recruiting young alumni to join The Scotsman Club. In fact, only 14% of young alumni support the college's PC Fund or Scotsman Club (Presbyterian College, n.d.). Therefore, young alumni from Presbyterian College could represent a viable target population for The Scotsman Club.

After recognizing the giving capability of the college's young alumni, graduates Brian Benenhaley, class of 1996, and David and Elizabeth George Parker, class of 1986 and 1987, respectively, agreed to collectively add \$25 to every donation made by May 1, 2008 (Presbyterian College, n.d.). According to them, corporations and foundations serve to provide additional financial contributions to support the athletics department. From their perspective, corporations and foundations will not support colleges and universities with low

alumni giving rates (R. Cook, personal communication, January 4, 2008). As a result, PC's development officers wish to expand into new markets such as the young alumni sector (H. M. Smith, personal communication, January 24, 2008).

The PC President and the Board of Directors presented The Scotsman Club with the challenge of raising a significant amount of funds to narrow the spending gap between Division II and Division I athletics programs. Vast differences exist between schools within these two divisions. For instance, the financial resources needed for schools to remain competitive within Division I differs from the financial resources needed for schools to remain competitive within Division II. According to the Fulks Report released in 1999, the average total revenue for athletics departments within the Football Bowl Subdivision was \$21.9 million, whereas, Division II was \$1.4 million (Jankowski, 2000). According to Hannah Smith (personal communication, January 24, 2008), the Director of The Scotsman Club, she and her staff must continue to retain memberships while recruiting new members to emerge as a force in The Big South Conference as well as Division I at large. To accomplish this, it is essential for The Scotsman Club to understand its target population and understand why these individuals decide to financially contribute to the athletics department at Presbyterian College.

Purpose of the Study

The purpose of this study is to examine the link between athletics giving behavior and various characteristics of the young alumni population at Presbyterian College. More specifically, this study focuses on the impact the following variables have on the number of young alumni that financially contribute to the Scotsman Club as well as the amount they financially contribute: the graduating class, gender, the awards and honors received by an

individual as a student, the extracurricular activities an individual participated in as a student as well as the undergraduate major.

Research Questions

1. What are the differences between the graduating classes of the young alumni population with respect to membership status and total gifts given to The Scotsman Club?
2. What is the relationship between the graduating class and the decision of an alumnus to contribute financially to The Scotsman Club?
3. What is the relationship between the graduating class and the amount an alumnus decides to contribute financially to The Scotsman Club?
4. What are the differences between males and females with respect to membership status and total gifts given to The Scotsman Club?
5. What is the relationship between gender and the decision of an alumnus to contribute financially to The Scotsman Club?
6. What is the relationship between gender and the amount an alumnus decides to contribute financially to The Scotsman Club?
7. What are the differences between the individuals that received awards and honors as students and those that did not with respect to membership status and total gifts given to The Scotsman Club?
8. What is the relationship between the number of awards and honors received by an individual as a student and the decision of him or her to contribute financially to The Scotsman Club?

9. What is the relationship between the number of awards and honors received by an individual as a student and the amount he or she decides to contribute financially to The Scotsman Club?
10. What are the differences between individuals who were involved in extracurricular activities as students and those who were not with respect to membership status and total gifts given to The Scotsman Club?
11. What is the relationship between the number of extracurricular activities an individual participated in as a student and the decision of him or her to contribute financially to The Scotsman Club?
12. What is the relationship between the number of extracurricular activities an individual participated in as a student and the amount he or she decides to contribute financially to The Scotsman Club?
13. What are the differences between the undergraduate majors offered at Presbyterian College with respect to membership status and total gifts given to The Scotsman Club?
14. What is the relationship between the undergraduate major and the decision of an alumnus to contribute financially to The Scotsman Club?
15. What is the relationship between the undergraduate major and the amount an alumnus decides to contribute financially to The Scotsman Club?

Definition of Terms

Big South Conference: A college athletics conference affiliated with the NCAA. The conference's teams compete within Division I, football competes within the Division I Football Championship Subdivision. Founded in 1983, the conference is geographically located in the southeast and currently includes the following full members: Charleston

Southern University, Coastal Carolina University, High Point University, Liberty University, Radford University, University of North Carolina at Asheville, Virginia Military Institute and Winthrop University. Gardner-Webb University and Presbyterian College will be full members beginning with the 2008-09 season. The State University of New York at Stony Brook will be an associate member competing in football only starting in 2008 (Big South Conference, 2007).

Division II: An intercollegiate athletics division which includes universities and colleges that meet the requirements set forth in NCAA Bylaws 3.2.1.4, 3.2.1.5, 20.10.1.2 and 20.10.3.5 and in addition, shall: sponsor at least five sports for men and five sports for women or four sports for men and six for women, sponsor at least two team sports in each gender and provide a minimum of 50 percent of the maximum number of allowable scholarships to student-athletes in four separate sports or spend a minimum of \$250,000 on scholarships to student-athletes (NCAA.org, n.d.).

Extracurricular Activity: Any university recognized activity or club not falling within the mandatory, academic curriculum for students. The following extracurricular activities were offered at Presbyterian College from 1993 to 2007: Choir, Student Volunteer Services (SVS), Reserve Officer Training Corps (ROTC), Bluefish Christian Service, Campus Outreach, College Republicans, Fellowship of Christian Athletes (FCA), Radio PC, Student Government Association (SGA), Stirlings, Celtic Cross, Student Union Board (SUB), Student Alumni Council (STAC), Society of the Advancement of Management (SAM), Science Club, Inter Fraternity Council (IFC), Multicultural Student Union (MSU), Palmetto State Teachers Association (PSTA), Wilderness Activities Program (WAP), Hose Leader, Writing Center Assistant, Student Athletic Committee, Mathematical Association of America

(MAA), American Chemical Society (ACS), Student Admissions Advisory Committee, Honor Council, Pan-Hellenic Council, Wind Ensemble, Varsity Sports, Intramural Sports, Sororities and Fraternities.

Football Bowl Subdivision: An intercollegiate athletics division, formerly NCAA Division I-A, which includes universities and colleges that meet the requirements set forth in NCAA Bylaws 20.9.1 through 20.9.5 and in addition, shall: sponsor a minimum of 16 varsity intercollegiate sports, average a minimum of 15,000 paid attendees for all home football games over a two-year period, offer a minimum of 200 athletics scholarships or spend a minimum of four million dollars on scholarships to student-athletes, provide an average of 90 percent of the maximum number of football scholarships allowed by the NCAA per year over a two-year period, and lastly, schedule and compete at least 60 percent of their football games against members of the Football Bowl Subdivision (NCAA.org, n.d.).

Football Championship Subdivision: An intercollegiate athletics division, formerly NCAA Division I-AA, which includes universities and colleges whose football programs compete in the NCAA championship postseason structure (Worlock, 2007).

Presbyterian College: A private four-year liberal arts institution located in Clinton, South Carolina. Throughout this study Presbyterian College will be referred to as PC.

Scotsman Club: The development office at Presbyterian College responsible for raising athletics funds for student-athlete scholarships and capital projects.

Student-Athlete: This term includes both scholarship and non-scholarship student participants in one or more of the sixteen varsity sports sponsored by Presbyterian College.

Varsity Sport: One of the sixteen athletic teams representing Presbyterian College in the Big South Conference. Presbyterian College sponsors the following varsity sports: baseball,

men's and women's basketball, men's and women's cross country, football, men's and women's golf, men's and women's lacrosse, men's and women's soccer, softball, men's and women's tennis and women's volleyball.

Young Alumni: For purposes of this study, Young Alumni are defined as graduates from Presbyterian College from the years 1993 to 2007.

Assumptions

Information pertaining to The Scotsman Club was obtained by speaking with employees of the organization. It is assumed the information received through these interviews is accurate and truthful. In addition, the data obtained from the Equity in Athletics Disclosure Act (EADA, 2007) Report is assumed to be accurate. The EADA relies on the self-reporting of each school included within the Report. It is assumed that each school is honest when disclosing the financial state of its respective athletics department.

Limitations

There are unaccountable explanatory variables for why alumni make financial contributions to The Scotsman Club such as the impact of an individual's personal income.

Delimitations

The population of this study is confined to graduates of Presbyterian College who fall into the category of young alumni. The Scotsman Club defines a young alumnus as an individual who has graduated from Presbyterian College within fifteen years or less. This provides a well-defined population without taking into account an extreme variation in age. Because this study focuses on Young Alumni and the relationship between their involvement with undergraduate extracurricular activities and their decision to give financial contributions to The Scotsman Club, this study does not take into account corporate giving.

This study examines only those young alumni who have contributed to The Scotsman Club; it does not take into account young alumni that have financially contributed to other PC organizations. The detailed demographic information provides a snapshot of the types of individuals who financially contribute to The Scotsman Club.

Significance of the Study

Due to the importance of athletics giving to Division I athletics departments (Wells et al, 2005), this study examines how involvement in these extracurricular activities influences the decision of alumni to contribute funds to The Scotsman Club. By better understanding how the student experience impacts future alumni giving, The Scotsman Club can capitalize on the potential giving of each valued alumnus. In addition, if development staffs are able to identify specific groups of students likely to financially contribute they can focus their time and resources on target populations. This will allow development staffs to become better informed and more efficient.

The majority of the research dedicated to athletics giving has focused on donor motives and post-graduation experiences. Colleges and universities may increase future alumni giving by creating opportunities and experiences that allow the student body to become highly involved with athletics development. This study separates and identifies alumni, both likely and unlikely to give to their alma mater. Other colleges and universities with profiles similar to PC may benefit from this study by better understanding the impact of the undergraduate experience on athletics giving. By better understanding this relationship, colleges may create a donor program to account for the behavior of the student population.

CHAPTER II

REVIEW OF LITERATURE

This chapter will provide an overview of the literature surrounding the NCAA and athletics giving. The review of literature is divided into five sections. The first section will examine the history of intercollegiate athletics including the structural changes the Association has experienced over the years. The second section will examine the financial state of Division I as well as present pressing issues facing member institutions. The third section will examine the trends of athletics giving and analyze donor motivations. The final section will provide an overview of the history of Presbyterian College Athletics and the current financial state of the athletics department as well as The Scotsman Club.

History of Intercollegiate Athletics

Intercollegiate athletics have existed on university and college campuses since the mid-nineteenth century. In 1852, the students of Yale University and Harvard University competed against one another in a rowing competition (Shapiro, 1983). In years to follow, the Intercollegiate Athletic Association of the United States (IAAUS) was formed in hopes of reforming the rugged and dangerous sport of football. Serious injuries abounded in college football due to the lack of regulation (Crowley, 2006). The IAAUS existed until the establishment of the National Collegiate Athletic Association (NCAA) in 1910. The NCAA was simply a discussion group as well as a legislating body, until it held its first national championship in 1921 for men's track and field. Gradually, more rules committees were formed and more national championships were held (NCAA.org, n.d.).

Although the NCAA identified regulation as an objective in its founding documents, member institutions practiced self-autonomy in the early 1900s. The Association served more as an educational body. Following World War II, the NCAA faced a series of problems. The war had diverted the nation's attention from problems within intercollegiate athletics to more important international matters. This led the NCAA to create the Sanity Code, which issued guidelines for financial aid and recruitment (Crowley, 2006). However, the Sanity Code failed to prevent abuses involving student-athletes. Furthermore, the NCAA was experiencing growth in membership as well as championships during this troublesome time (NCAA.org, n.d.). By 1951, the NCAA consisted of nearly 400 institutions and conferences (Crowley, 2006).

With the abundance of change and problems, the NCAA decided to hire Walter Byers as the full-time executive director. The following year (1952), the national headquarters of the NCAA was established in Kansas City, Missouri. This improved the Association's ability to govern its member institutions. Other important moments in the history of the NCAA include the regulation of televising live football games, the passage of Title IX in 1972, the division of membership in 1973, the inclusion of women's sports in 1980 and the reorganization of the governance structure in 1997 (NCAA.org, n.d.).

During the early 1950s, the NCAA witnessed a rapid increase in post-season football games. As a result, member institutions became worried about the ramifications of unrestricted television on football attendance (NCAA.org, n.d.). On the other hand, many college administrators felt televising live football games catered to the public interest. With both perspectives in mind, the NCAA devised a plan in 1952 for the regulation of televising live football games. The plan provided one national televised game per week for twelve

weeks with wide geographic distribution. NBC paid a total of \$1.14 million for television rights, which went toward the members whose games were televised. From 1954 to 1981, national football attendance steadily increased (Crowley, 2006).

Title IX represents a monumental development for women in both athletics and education. This legislation enacted in 1972 states “No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid” (U.S. Department of Labor, 1972, p. 1). In its 1979 Policy Interpretation, the Department of Education established a three-prong test for compliance with Title IX. An educational institution must meet only one of the three prongs to be compliant. The first prong is satisfied if the opportunities for male and female students to participate in varsity sports are “substantially proportionate” to their respective undergraduate enrollments. The second prong is satisfied if the institution shows a “history and continuing practice of program expansion” for the underrepresented sex. The third prong is satisfied if the institution is “fully and effectively” meeting the interests and abilities of the underrepresented sex. The three-prong test provides flexibility for educational institutions in the implementation of Title IX (U.S. Department of Education, 2003).

Following the passage and enforcement of Title IX, the NCAA began sponsoring varsity sports for female student-athletes in 1980 when Divisions II and III established ten women’s championships. The following year, the number of women’s championships increased to nineteen (NCAA.org, n.d.). Prior to the Association’s inclusion of women’s sports, the Association for Intercollegiate Athletics for Women (AIAW) represented the first successful governing body for women’s intercollegiate athletics. This organization was

formed in 1971. According to Paula Welch, the AIAW approached intercollegiate athletics with a less competitive spirit than the NCAA. For instance, all teams were invited to compete in the AIAW national championships rather than just the winners of the regular season. As a result, the AIAW disbanded two years after the Association's decision to offer women's championships (Welch, 1999).

The Association experienced a structural change when it divided its membership into three separate, legislative bodies – I, II, and III – in 1973 (NCAA.org, n.d.). Growth in membership in addition to the widening differences in resources both served as catalysts for this structural change. The change resulted in 233 member institutions competing within Division III, 194 in Division II and 237 in Division I. Of the latter number, 111 member institutions did not sponsor football (Crowley, 2006). Thus five years later, Division I voted to create subdivisions for football, which at that particular time were referred to as Division I-A and Division I-AA. Today Division I-A is referred to as the Football Bowl Subdivision, while Division I-AA is referred to as the Football Championship Subdivision. Division I-AAA consists of all Division I member institutions that do not sponsor football as a varsity sport. This allowed and continues to allow colleges and universities with similar characteristics to compete against one another (NCAA.org, n.d.)

On August 7, 1997, the NCAA implemented the reorganization of its governance structure. Under the former system each school and conference member held one vote for NCAA Convention issues. The reorganization allowed and continues to allow greater autonomy for each division (NCAA On-line, 2003). Prior to 1997, Division III held the voting power simply because there were and still are a greater number of schools within Division III than Divisions I and II. However, as a result of the reorganization, the voting

power within the NCAA shifted to the Division I conferences affiliated with the Bowl Championship Series (BCS) and the independent institution of Notre Dame (The online resource for the NCAA, 2007). With the new governance structure, Division I adopted a legislative system based on conference representation, while Divisions II and III maintained the traditional “one-school, one-vote process” to vote on legislation (NCAA On-line, 2003, p.12). Since its inception, the NCAA has increased its membership dramatically and has evolved into an organization which monitors over four hundred member institutions (NCAA.org, n.d.).

Current Financial State of the NCAA

The budgets for Division I athletics departments have increased dramatically over the years. Crowley (2006) stated, “It is now a root assumption in the NCAA that growth in both revenues and expenditures is not sustainable and that the deficit situation is likely to worsen in the absence of a strategy to resolve it” (p. 170-171). Certainly, revenue increased for the six major conferences in Division I over recent years from television revenue (Crowley, 2006). In the early 1990s, the NCAA negotiated a contract with Columbia Broadcasting Systems (CBS) regarding the rights fees for the Division I post-season tournament for men’s basketball. Beginning in 2003, CBS agreed to pay the NCAA \$6 billion over the following eleven years for the television, radio, internet, licensing, marketing and publishing rights to all 87 NCAA championships, excluding football (Brown, 2002). This contract provided and continues to provide the NCAA with increased revenue for it and its member institutions as well as increased media exposure for its national championships.

The NCAA is currently comprised of a total of 1,281 member institutions. Approximately, 119 member institutions participate in Division I-FBS, 118 member

institutions in Division I-FCS and 92 member institutions in Division I. This brings Division I membership to a total of 329 member institutions. Furthermore, 282 member institutions participate in Division II, while 422 member institutions participate in Division III (NCAA.org, n.d.). In addition to separate governance structures, each division has its own unique financial characteristics as well as philosophical differences.

As a whole, Division I athletics programs feature substantial sports sponsorship and scholarship numbers, competition and recruitment on the national level, attendance requirements and an emphasis on self-sustainability (Crowley, 2006). However, Division I-FBS represents the NCAA's highest level of athletic competition (NCAA.org, n.d.). The athletics departments of these member institutions average the largest budgets. According to Fulks (2004), Division I-FBS athletics departments operated on a budget with average revenues of \$29.4 million in 2003. This represented a 17% increase from 2001. Ticket sales comprised 27% of average revenues for Division I-FBS athletics departments, while financial contributions comprised 18%, direct institutional support comprised 10% and student fees comprised 6%. The increase in average revenues by 17% was equally matched by average expenses. This brought average expenses to \$27.2 million. Salaries and benefits for coaches and staff, as well as athletic scholarships, accounted for over 60% of average expenses for Division I-FBS athletics departments. However, without direct institutional support, Division I-FBS athletics departments operated under an average deficit of \$600,000 in 2003 (Fulks, 2004). In fact, Myles Brand recently stated the number of self-sufficient Division I athletics departments has been reduced to twelve (Crowley, 2006).

Regardless, member institutions participating in Division I-FBS are averaging greater revenues and expenses than member institutions participating in Division I-FCS (Fulks,

2004). All sports within these two divisions compete against one another for a national championship excluding football (NCAA.org, n.d.). According to Fulks (2004), Division I-FCS athletics departments operated on a budget with average revenues of \$7.2 million and average expenses of \$7.5 million in 2003. Average revenues increased 28% from 2001, while average expenses increased 11%. These member institutions relied heavily upon direct institutional support for revenues. In fact, direct institutional support contributed 49% of average revenues with student fees contributing 18%. Athletic scholarships represented the largest average expense at 35% and salaries and benefits 32% (Fulks, 2004). Based upon this data, financial disparity exists between Division I-FBS and Division I-FCS.

Division I-AAA includes member institutions that do not sponsor football as a varsity sport. As previously stated, all other sports within this particular division compete against Division I-FBS and Division I-FCS schools. In 2003, these institutions averaged \$6.2 million in revenues and \$6.5 million in expenses. Both of these averages represent an increase from 2001, with a 22% increase in revenues and a 19% increase in expenses. Similar to the other two divisions, the two largest expenses were salaries and benefits as well as athletic scholarships. Direct institutional support and student fees represented the two largest sources of revenue. Without direct institutional support, Division I-AAA member institutions operated with a \$5.53 million deficit in 2003 (Fulks, 2004).

In the last decade, the NCAA has witnessed twenty-four colleges move to Division I (Ogle, 2007). As a result, the NCAA placed a four-year moratorium on applications for Division I membership. In other words, schools will not be allowed to apply for Division I membership until 2011. This marks the second time since 2000 that the NCAA has issued a moratorium that prevented schools from moving up to Division I. Currently, there are 341

Division I men's basketball teams, whereas, in 1997 there were only 307 (Megargee, 2008). An NCAA spokesperson, Wally Renfro, stated "...the idea was to take some time to step back and look at how the membership will align for the future'" (Ogle, 2007, p. 1) A school's decision to compete within Division I has many ramifications (Wolverton, 2007). For instance, there is a strong possibility the move to Division I may impact a school's finances and academics. Many of these new Division I newcomers sacrifice their status as perennial NCAA Tournament participants on the Division II level to reach the highest level of athletic competition offered by the Association (Ogle, 2007).

For many of these provisional members, their sacrifices are countered with gains in revenue and exposure. However, in 2005, an NCAA-commissioned study concluded otherwise. The study examined twenty schools that had moved to Division I from 1994 to 2002. It revealed that Division I newcomers generally spent more money than they actually generated during the five-year transition process. Furthermore, these schools did not experience a significant increase in enrollment during this time period (Megargee, 2008).

Intercollegiate athletics is expensive, particularly, at institutions with prominent athletics programs. Consequently, a serious concern has arisen over whether intercollegiate athletics is serving the mission of higher education. Lovaglia and Lucas (2005) conducted a study examining the link between high-visibility athletics programs and the academic mission of higher education. The notion that a high-visibility athletics program may increase the perceived value of an institution's degree was the catalyst for this particular study. Their results indicated a positive relationship between the two variables. These findings provide justification for athletics departments spending large amounts of money on intercollegiate

athletics. In other words, contributing money toward the school's athletics programs benefits the school at large.

With this being said, universities within Division I feel pressure to maintain the spending level of other prominent athletics departments to prevent falling behind in what many refer to as the "arms race" of intercollegiate athletics (Fitzpatrick, 2007, p.6).

According to the former University of Michigan president, James Duderstadt, the increased spending of athletics departments is "...fueling an arms race in college sports, driving universities to debt-finance massive stadium-expansion projects, exploit young student-athletes, and tolerate multimillion-dollar coaches' salaries" (Fitzpatrick, 2007, p. 7).

However, Myles Brand, the president of the NCAA, is quick to point out that in 2005-2006, Division I schools spent \$1.2 billion in athletic scholarships and \$150 million on academic support services for student-athletes (Fitzpatrick, 2007). He assures critics that the NCAA is maintaining amateurism and preserving the academic mission of higher education.

Some individuals even argue that the benefits associated with successful and visible programs may offset the enormous costs incurred by athletics departments. Many administrators believe athletic success produces financial returns from the revenue-producing sports of football and basketball, healthy competition, school spirit amongst the student body and alumni in addition to increased visibility of the school at large (Turner et al, 2001). The president of the University of Oregon, David Frohnmayer, believes spending on athletics is an investment in the entire institution (Fain, 2007). Individuals, such as Frohnmayer, argue institutions of higher education should not have to choose between academic excellence and athletic excellence. Rather these two objectives are one in the same.

Athletics Giving Trends

Intercollegiate athletics has become an extremely competitive business. Each member institution of the NCAA is trying to increase revenue to stay afloat in the “arms race” of intercollegiate athletics (Fitzpatrick, 2007, p.6). According to The Chronicle of Higher Education, “Sixty-four of the 73 colleges in the six major conferences...reported they had raised a total of \$1.2-billion in private donations for athletics in 2006-07” (Trachtenberg, 2007, p.1). In other words, private donations consist of a quarter of all revenues for colleges and universities competing within the Football Bowl Subdivision. This was the second largest revenue source behind ticket sales (Fitzpatrick, 2007). Consequently, intercollegiate athletics is relying on private donations more than ever before. This can be attributed to athletics departments spending at a rate three times faster than other campus organizations (Wolverton, 2007).

Development staffs are hoping to find generous donors such as T. Boone Pickens at Oklahoma State (OSU) and Phil Knight at the University of Oregon. Pickens is the Texas oil and investment billionaire who has contributed more than \$250 million to the OSU athletics department. He recently devised a plan in which OSU borrowed \$20 million to pay the initial premiums on \$10 million life-insurance policies for donors ages 65 to 85 (Fitzpatrick, 2007). Another example is Knight, Nike’s co-founder and chair, who recently contributed \$100 million to the athletics department at Oregon, which will go toward the Oregon Athletics Legacy Fund (ESPN Internet Ventures, 2007). This gift is the largest philanthropic gift in the school’s history. These two examples of OSU and Oregon represent the types of universities PC will compete against within Division I.

Research has been conducted on whether winning increases alumni giving. With PC moving to the highest level of athletic competition, winning will become more of a challenge. According to Fain (2007), "...enthusiasm generated by winning teams translates to national exposure, donations, and student applications" (p. 3). Other studies have produced similar findings. Brooker and Klastorin found a positive relationship between football success and alumni giving, as did Sigelman and Bookheimer (Turner et al, 2001). On the other hand, Baade and Sundberg concluded that winning records do not increase alumni giving (Wunnava & Lauze, 2001). However, all of these studies do not distinguish between financial contributions made by alumni and those made by individuals, without a direct connection to the institution.

Turner, Meserve and Bowen (2001) included other NCAA divisions and not just the FBS when examining the impact winning has upon philanthropic giving. All of the schools selected for their study were both private and academically selective. They found a positive relationship between winning and giving at small Division III liberal arts colleges. In contrast, they found no relationship between these two variables when examining a sample of FBS universities and the Ivy League. In fact, improvements of FBS football programs, in terms of wins and losses, were associated with an average decline in general giving. However, these improvements coincided with an average increase in athletics giving by former student-athletes. Participation in varsity sports alone in the Ivy League and Division III increased the possibility that an individual would make a financial contribution to the athletics department. Turner, Meserve and Bowen (2001) suggest athletes from small, liberal arts colleges identify strongly with their alma mater. This could simply be contributed to the fact that student-athletes comprise a larger percentage of the student body at small, liberal

arts colleges than larger universities. According to their findings, liberal arts schools, such as Presbyterian College, may benefit financially from encouraging former student-athletes to contribute to the athletics departments (Turner et al, 2001).

Despite PC's future Division I status, the college plans to maintain its liberal arts curriculum and small undergraduate enrollment. With that being said, many individuals fail to recognize the powerful emotions associated with athletics at small liberal arts colleges. Athletics giving may differ at liberal arts colleges in comparison to larger universities. For instance, liberal arts colleges receive a larger percentage of their financial contributions from alumni than do universities. On the other hand, universities receive a larger percentage of their financial contributions from corporations than do liberal arts colleges (Ehrenberg & Smith, 2002). Therefore, Presbyterian College may benefit from building and cultivating alumni support rather than focusing on other possible revenue sources. Government appropriations at private institutions, such as PC, are a minimal percentage of total funding in comparison to public or state-supported schools (Wunnava & Lauze, 2001). Thus it is essential for private colleges to maintain consistent trends of alumni giving.

Contradictory findings exist over which age group development offices should solicit for maximum return. According to Weerts and Ronca (2007), older individuals with established careers are more likely to make large financial contributions to their alma mater than younger individuals. However, participation rates can be just as important to development offices as the size of individual gifts. Many researchers believe alumni participation rates are indicators of the emotional attachment experienced by current or former students. Furthermore, alumni participation rates serve as precursors of future giving patterns. Turner, Meserve and Bowen (2001, p.3) define alumni participation rates as "...the

share of any group of former students who make contributions”. In some cases, loyalty motivates philanthropic giving more so than the capacity to give (Wunnava & Lauze, 2001). Many development offices emphasize the importance of the young alumni target population. If development offices are able to successfully recruit young alumni it is likely these individuals will develop a habit of giving to their respective alma mater for the continuation of their lives. As a result, many development offices offer discount prices for their young alumni.

In addition to age, other individual donor characteristics have been examined to identify alumni motivations to make financial contributions to one’s alma mater. Weerts and Ronca (2007) found income to be the ultimate determinant in whether alumni decide to give to higher education. In regards to gender, Clotfelter (2003) found no relationship between gender and philanthropic giving, while Eckel and Grossman (1998) found women are more likely than men to make generous financial contributions to higher education. Important to this particular study was the impact the student experience has upon future alumni giving. Supportive alumni are 1.53 times more likely than non-supportive alumni to be involved in extracurricular activities as students. In other words, highly involved students, typically, choose to make the institution an important part of their life as a student, as well as, an alumnus (Weerts & Ronca, 2007). Their personal initiative to stay connected to their alma mater is shown through their financial contributions.

The majority of the research surrounding athletics giving focuses on alumni relations and rarely addresses the student experience and how it relates to athletics giving. Recently, Billy Joe McCombs, the co-founder of Clear Channel Communications Inc., shared his perspective on philanthropy and the importance of the student experience with *The Chronicle*

of Higher Education. In his opinion, schools do not educate their students enough on how the school is funded and the importance of philanthropy to higher education. He stated, ““Schools see students accumulate wealth and then they go after them, but they should do it sooner”” (B. J. McCombs, personal communication, October 26, 2007). It is important to note, McCombs has donated more than \$100 million to academic and athletics programs at various universities across the nation.

Presbyterian College Athletics

The Equity in Athletics Disclosure Act (EADA) requires intercollegiate athletics programs to provide the Department of Education an annual report on athletic participation, staffing, and revenues and expenses (EADA Report, n.d.). According to the 2005-2006 EADA Report, the PC athletics department spent a total of \$447,581 on operating expenses for all men’s and women’s varsity athletic teams. Furthermore, total expenses equated to \$5,872,868, which was equally matched by total revenues. The athletically related student aid amounted to a total of \$1,908,761 (EADA Report, n.d.). This information provides a quick overview of the financial state of the PC athletics department.

In the 1990’s, PC administrators and coaches began discussing the possibility of moving to Division I (Darcy, 2007). The school had already experienced a move in 1993 when PC moved from the NAIA to Division II (Presbyterian College Athletics, n.d.). PC witnessed Wofford, Elon and Gardner-Webb survive the five-year transition process. These schools are of similar size to PC and all three have achieved a relative amount of athletic success since their move to Division I (Darcy, 2007). Partially due to the allure of Division I, PC was losing students to other universities and colleges in the southeast (H.M. Smith, personal communication, January 24, 2008). Even students who did not participate in varsity

sports seemed to prefer universities and colleges that had Division I programs (Megargee, 2008). This was the catalyst for PC's decision to conduct a two-year study, examining all aspects of the transition process and devising a comprehensive plan, ranging from funds to facilities (Darcy, 2007). The Board of Trustees accepted the proposal in the spring of 2006, which was followed by PC making a formal application to the NCAA.

The Big South Conference announced the addition of Presbyterian College as a new member of the Conference beginning with the 2008-2009 season. PC was fortunate considering many new Division I programs find it difficult to join a conference so quickly (Darcy, 2007). PC's President, Dr. John Griffith, along with other staff members expressed their confidence in the school's ability in making a successful transition to Division I athletics. In addition, the Big South Commissioner Kyle B. Kallander stated that Presbyterian College will be an excellent addition academically and athletically, as well as geographically (Ansley, 2006). Furthermore, PC received high rankings from The Big South Conference in the areas of academics and financial resources (Darcy, 2007).

The Big South has been competing as a Division I Conference for a total of twenty-three years and counting. The Conference located in Charlotte, North Carolina consists of the following nine institutions: Charleston Southern University, Coastal Carolina University, High Point University, Liberty University, Presbyterian College, Radford University, UNC Asheville, Virginia Military Institute, and Winthrop University. PC sponsors sixteen out of the eighteen Big South championship sports including: football, men's and women's basketball, men's and women's soccer, softball, baseball, volleyball, men's and women's lacrosse, men's and women's cross country, men's and women's tennis, and men's and women's golf (Ansley, 2006).

For small Division I athletics programs, fund-raising plays a pivotal role in allowing the institution to compete athletically at such a high and demanding level. An example of a once mediocre Division I-AA institution raising funds and becoming a “midlevel national power” is Appalachian State University in Boone, North Carolina (Wolverton, 2007, p. 1). Prior to Kenneth E. Peacock becoming Chancellor in 2004, the athletics department was receiving \$600,000 of private donations a year. Since then, the Appalachian State athletics development has seen a dramatic increase in the amount of private donations in the past few years. In fact, donations to the athletics department have increased to \$1.4 million annually (Wolverton, 2007). In order to remain competitive in Division I-AA, Appalachian State understands that gate receipts and guarantees will not financially sustain its athletics department. In the words of Chancellor Peacock, “Fund-raising....is the only way to close the gap between the programs at the top of college sports and the rest of us” (Wolverton, 2007, p. 1).

Another example of a school moving from Division II to Division I is Belmont University in Nashville, Tennessee. Belmont is a university with a student enrollment of 4,800. Belmont began the transition process in the fall of 2002. According to Belmont’s President, Bob Fisher, aligning athletically with the school’s academic peers was a major factor in the school’s decision to apply for Division I membership. In fact, he contributes the two straight bids to the men’s NCAA Basketball Tournament, the 61 percent increase in the school’s enrollment over the past seven years and the school’s higher academic standards to Belmont’s decision to move to Division I (Ogle, 2007). PC has looked and continues to look toward schools similar to Appalachian State and Belmont University for guidance in the school’s transition to Division I.

However, not all schools have been successful in their attempts to move to Division I. For instance, Birmingham Southern is now competing in Division III after trying to make the switch from NAIA to Division I in 1999. According to school officials, Birmingham Southern did not see any tangible evidence that the move increased enrollment or athletics giving. After some deliberation, the president of Birmingham Southern, David Pollick, decided to move down to Division III. He felt as if an inordinate amount of the school's budget was going toward athletics (Megargee, 2008). In his words, "If you can't justify putting up those dollars for an athletic program and if it doesn't benefit your institution, don't do it" (Megargee, 2008, p. 2). The NCAA has taken steps to prevent schools like Birmingham Southern from entering Division I ill-prepared and unaware of the challenges before them.

Presbyterian College is in the midst of completing its 2007-2008 exploratory year. As previously stated, Division I athletics, in many cases, increases the visibility and exposure of the university and its programs at large (Wolverton, 2007). For example, the PC men's basketball team has recently received media attention from The Washington Post, ESPN, Sports Illustrated and The New York Times. Their 2007-2008 season consists of five home games and twenty-five away games, arguably the toughest men's basketball schedule in the nation amongst Division I athletics programs (Darcy, 2007). Upon completion of the season they will have traveled a total of 13,000 miles, through twelve states and competed against schools from fifteen different conferences (Darcy, 2007). Their thirty game schedule includes four Atlantic Coast Conference (ACC) opponents, three Southeastern Conference (SEC) opponents, one Big 12 opponent and one Big Ten opponent (Darcy, 2007). Only two Division I teams, Radford and Army, were willing to play PC in Clinton, SC. These two

schools agreed to travel to Clinton, SC only because PC is considered a “RPI counter,” which is a team that plays at least 21 games against Division I opponents (Winn, 2008, p. 2).

According to the head coach for men’s basketball, Greg Nibert, PC’s recent Division I status and high-profile opponents help him and his staff recruit in a competitive market for talent (Ogle, 2007). In his nineteen years as the head coach, Nibert has achieved fifteen winning seasons, one NAIA tournament appearance in 1993 and four NCAA Division II tournament appearances in 1996, 1997, 2003 and 2006 (Presbyterian College Athletics, n.d.). Prior to PC’s 2007-2008 exploratory year, the men’s basketball team achieved two straight twenty-win seasons (Darcy, 2007). In fact, they have a .930 winning percentage over the past four seasons and have won all five of their home games played in the 2007-2008 season (Winn, 2008). Some individuals may argue that the lack of postseason opportunities would make it difficult for Division I newcomers to attract potential student-athletes, but PC would argue otherwise (Megargee, 2008). While Presbyterian College is not yet a household name, the school is at least “...seeping into the national consciousness each time they play a more established basketball program” (Megargee, 2008, p. 1).

The men’s basketball team simply serves as an example for what the other fifteen varsity sports at Presbyterian College may expect during its five-year transition process. With their challenging 2007-2008 schedule, Nibert and his team have earned a significant amount of revenue for the athletics department. From the major-conference schools, PC has made a total of \$650,000 in guaranteed money (Darcy, 2007). The guarantees have ranged from \$25,000 to \$85,000 (Winn, 2008). If the traditional revenue-producing sports of basketball and football are able to raise money this will allow PC to add more scholarships as well as employees to the school’s coaching and administrative staff (Darcy, 2007). Nibert hopes their

current eleven scholarships will increase to thirteen as a result of increased revenue. While PC was a Division II school, the only revenue came from ticket sales. The past two seasons the men's basketball team averaged \$3,000 in revenue from ticket sales (Winn, 2008). The accumulation of \$650,000 in guaranteed money is a vast improvement from a mere \$3,000 in ticket revenue.

However, covering the costs of athletic scholarships as well as improving operating budgets for each individual sport is the responsibility of The Scotsman Club (Presbyterian College, n.d.). Presbyterian College has an alumni base consisting of 9,420 individuals. In 2006-2007, membership in The Scotsman Club reached a total of 1,854 members, 70% of which were alumni. Members reside in eight different states. From the previous year to 2006-2007, 55 members increased their giving level. This amounted to \$3,156,460 in total giving for the 2006-2007 fiscal year (H.M. Smith, personal communication, January 24, 2008). The Scotsman Club plans to build membership and increase fund-raising totals to aid in the school's transition from Division II to Division I. However, the cost of intercollegiate athletics has continued to increase over the years. Financial contributions to athletics departments play a vital role in financing these advancements.

CHAPTER III

METHODOLOGY

Subjects

The Scotsman Club was established in 1937 and is comprised of those individuals who financially contribute to Presbyterian College's athletics department. This study specifically examines the young alumni population of Presbyterian College, which includes individuals who have graduated within fifteen years or less. In other words, graduates from 1993 to 2007. This population includes a total of 3,592 individuals. Data was collected for each individual within this particular population.

Instrumentation

Using The Scotsman Club website, Equity in Athletics Disclosure Act (EADA) reports and PC alumni records, a vast amount of information was compiled for the young alumni population.

The Scotsman Club uses the software, Razor's Edge, as its fund-raising management system. This software possesses the capability of segmenting, analyzing and reporting information found within its database (Blackbaud, 2008). Due to the capabilities of Razor's Edge, PC alumni records were accessible. With the assistance of Gerhard Spatta (PC's System Analyst), Hannah Smith (PC's Director of The Annual Fund) and Alan Smith (PC's Director of Athletic Advancement) valuable information for this study was obtained.

Procedures

Using archival methodology, the following information has been compiled for all 3,592 individuals included within PC's young alumni population.

Donor Variables:

Demographic Variables

Nominal (Categorical)

- Class
- Gender

Involvement Variables

Nominal (Categorical)

- Awards/Honors
- Extracurricular Activities
- Undergraduate Major

Giving Variables

Nominal

- Membership Status
- Total Gifts Given

Statistical Analysis

1. *What are the differences between the graduating classes of the young alumni population with respect to membership status and total gifts given to The Scotsman Club?*

Descriptive statistics pertaining to membership status and total gifts given to The Scotsman Club will be gathered for the following three, separate subcategories of the young alumni population: PC graduates from 1993 through 1997, PC graduates from 1998 through

2002 and PC graduates from 2003 through 2007. The mean, median, mode, standard deviation, interquartile range and range will be gathered for each one of these subcategories.

2. What is the relationship between the graduating class and the decision of an alumnus to contribute financially to The Scotsman Club?

Chi square test will determine whether or not a relationship exists between the three, separate subcategories of the young alumni population in regards to graduating class and an individual's membership status with The Scotsman Club. For clarification purposes, an individual is either a member of The Scotsman Club or is not.

3. What is the relationship between the graduating class and the amount an alumnus decides to contribute financially to The Scotsman Club?

Chi square test will determine whether or not a relationship exists between the three, separate subcategories of the young alumni population in regards to graduating class and the amount an alumnus decides to contribute financially to The Scotsman Club. Alumni will be divided into the following four, separate subcategories in regards to total gifts given to The Scotsman Club: PC graduates who have financially contributed between \$1 and \$99, PC graduates who have financially contributed between \$100 and \$499, PC graduates who have financially contributed between \$500 and \$2,499 and PC graduates who have financially contributed \$2,500 and greater.

4. What are the differences between males and females with respect to membership status and total gifts given to The Scotsman Club?

Descriptive statistics pertaining to membership status and total gifts given to The Scotsman Club will be gathered for males and females in the young alumni population. The

mean, median, mode, standard deviation, interquartile range and range will be gathered for each group.

5. What is the relationship between gender and the decision of an alumnus to contribute financially to The Scotsman Club?

Chi square test will determine whether or not a relationship exists between males and females of the young alumni population and an individual's membership status with The Scotsman Club.

6. What is the relationship between gender and the amount an alumnus decides to contribute financially to The Scotsman Club?

Chi square test will determine whether or not a relationship exists between males and females of the young alumni population and the amount an alumnus decides to contribute financially to The Scotsman Club. The same four, separate subcategories in regards to total gifts given to The Scotsman Club will be utilized for this research question as well.

7. What are the differences between the individuals that received awards and honors as students and those that did not with respect to membership status and total gifts given to The Scotsman Club?

Descriptive statistics pertaining to membership status and total gifts given to The Scotsman Club will be gathered for the following four, separate subcategories of the young alumni population: PC graduates that did not receive any awards or honors as a student, PC graduates that received one award or honor as a student, PC graduates that received two awards or honors as a student and PC graduates that received three or more awards or honors as a student. The mean, median, mode, standard deviation, interquartile range and range will be gathered for each one of these subcategories.

8. *What is the relationship between the number of awards and honors received by an individual as a student and the decision of him or her to contribute financially to The Scotsman Club?*

Chi square test will determine whether or not a relationship exists between the four, separate subcategories of the young alumni population in regards to the number of awards and honors received as a student and an individual's membership status with The Scotsman Club.

9. *What is the relationship between the number of awards and honors received by an individual as a student and the amount he or she decides to contribute financially to The Scotsman Club?*

Chi square test will determine whether or not a relationship exists between the four, separate subcategories of the young alumni population in regards to the number of awards and honors received as a student and the amount an alumnus decides to contribute financially to The Scotsman Club. The same four, separate subcategories in regards to total gifts given to The Scotsman Club will be utilized for this research question as well.

10. *What are the differences between individuals who were involved in extracurricular activities as students and those who were not with respect to membership status and total gifts given to The Scotsman Club?*

Descriptive statistics pertaining to membership status and total gifts given to The Scotsman Club will be gathered for the following four, separate subcategories of the young alumni population: PC graduates that did not participate in any extracurricular activities as a student, PC graduates that participated in one extracurricular activity as a student, PC

graduates that participated in two extracurricular activities as a student and PC graduates that participated in three or more extracurricular activities as a student. The mean, median, mode, standard deviation, interquartile range and range will be gathered for each one of these subcategories.

11. What is the relationship between the number of extracurricular activities an individual participated in as a student and the decision of him or her to contribute financially to The Scotsman Club?

Chi square test will determine whether or not a relationship exists between the four, separate subcategories of the young alumni population in regards to the number of extracurricular activities participated in as a student and an individual's membership status with The Scotsman Club.

12. What is the relationship between the number of extracurricular activities an individual participated in as a student and the amount he or she decides to contribute financially to The Scotsman Club?

Chi square test will determine whether or not a relationship exists between the four, separate subcategories of the young alumni population in regards to the number of extracurricular activities participated in as a student and the amount an alumnus decides to contribute financially to The Scotsman Club. The same four, separate subcategories in regards to total gifts given to The Scotsman Club will be utilized for this research question as well.

13. What are the differences between the undergraduate majors offered at Presbyterian College with respect to membership status and total gifts given to The Scotsman Club?

Descriptive statistics pertaining to membership status and total gifts given to The Scotsman Club will be gathered for the following twelve, separate undergraduate majors offered at Presbyterian College: Arts, Business, Computer Science, Education, English, Foreign Language, History, Math, Religion, Science, Social Sciences and Unknown. The mean, median, mode, standard deviation, interquartile range and range will be gathered for each one of these majors.

14. *What is the relationship between the undergraduate major and the decision of an alumnus to contribute financially to The Scotsman Club?*

Chi square test will determine whether or not a relationship exists between the twelve, separate subcategories of undergraduate majors offered at Presbyterian College and an individual's membership status with The Scotsman Club.

15. *What is the relationship between the undergraduate major and the amount an alumnus decides to contribute financially to The Scotsman Club?*

Chi square test will determine whether or not a relationship exists between the twelve, separate subcategories of undergraduate majors offered at Presbyterian College and the amount an alumnus decides to contribute financially to The Scotsman Club. The same four, separate subcategories in regards to total gifts given to The Scotsman Club will be utilized for this research as well.

CHAPTER IV

RESULTS

The results of all fifteen research questions are presented in ascending order. The following five variables were examined with respect to membership status and total gifts given to The Scotsman Club: graduating class, gender, number of awards and honors received as a student, number of extracurricular activities participated in as a student and undergraduate major. Each question analyzed the young alumni population at Presbyterian College, which consisted of 3,592 individuals. Scotsman Club donors accounted for 13.5% (484 individuals) of the young alumni population, leaving a total of 3,108 (86.5%) young alumni as non-financial contributors to The Scotsman Club.

As a whole, the young alumni population averaged a lifetime financial contribution of \$43.08 to The Scotsman Club. The range for this particular population was \$0 to \$8,831, with \$0 representing the minimum and \$8,831 representing the maximum. Both the mode and median of total gifts given to The Scotsman Club by the young alumni population was \$0. Furthermore, the interquartile range was \$0 to \$0. These findings reveal very few young alumni make financial contributions to the Scotsman Club. In fact, PC graduates who had not made a financial contribution to The Scotsman Club comprised 86.5% (3,108 individuals) of the young alumni population, whereas, 5.5% (198 individuals) financially contributed between \$1 and \$99, 5.9% (211 individuals) between \$100 and \$499, 1.8% (66 individuals) between \$500 and \$2,499 and 0.3% (9 individuals) contributed \$2,500 and greater.

Chi square is a non-parametric test that determines whether or not a relationship exists between two variables. Furthermore, chi square allows for the analysis of nominal data expressed as frequency of group membership, which was beneficial when examining the young alumni population as well as The Scotsman Club. For instance, the five variables had subcategories and, therefore, the numbers of the chi square data were expressed as frequencies within categories. Since chi square data does not have to conform to a specific distribution, individuals utilizing non-parametric tests are afforded a degree of flexibility when organizing and analyzing data. The chi square test that was utilized for this particular study was the test of independence (association). In order for the test of independence to produce valid results, each observation could only be placed into one cell or category.

Research Question Q1

Q1 *What are the differences between the graduating classes of the young alumni population with respect to membership status and total gifts given to The Scotsman Club?*

Descriptive statistics were gathered for the following three, separate subcategories in regards to graduating class of the young alumni population: PC graduates from 1993 through 1997, PC graduates from 1998 through 2002 and PC graduates from 2003 through 2007. Each subcategory, respectively, had a total of 1,206, 1,164 and 1,222 individuals. Membership status differed amongst all three subcategories. A total of 16.4% (201 individuals) of the PC graduates from 1993 through 1997 were Scotsman Club donors, while 13.2% (161 individuals) were Scotsman Club donors from 1998 through 2002 and 10% (122 individuals) from 2003 through 2007. Simply stated, as the graduates became older, they financially gave more to The Scotsman Club.

Table 1

Graduating class years and membership status

<i>Class Year</i>	<i># of Individuals</i>	<i># of Donors</i>	<i>% of Donors</i>
'93-'97	1,206	201	16.4%
'98-'02	1,164	161	13.2%
'03-'07	1,222	122	10.0%

The three, separate subcategories in regards to graduating class of the young alumni population varied with respect to total gifts given to The Scotsman Club as well. As a whole PC graduates from 1993 through 1997 averaged a financial contribution of \$75.43, while graduates from 1998 through 2002 averaged \$35.70 and graduates from 2003 through 2007 averaged \$15.27. The median and mode for all three subcategories was \$0 with an interquartile range of \$0 to \$0. These findings were similar to the findings concerning the differences between the graduating classes of the young alumni population with respect to membership status. The maximum gift of \$8,831 was contributed by an individual within the subcategory of graduates from 1993 through 1997. In addition, the maximum gift for PC graduates from 1998 through 2002 was \$2,680, which was lower than the maximum gift of \$2,775 for PC graduates from 2003 through 2007.

Table 2

Graduating class years and total gifts given to The Scotsman Club

<i>Class Yr</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>
'93-'97	\$75.43	\$0	\$0	\$8,831	\$0	\$8,831
'98-'02	\$35.70	\$0	\$0	\$2,680	\$0	\$2,680
'03-'07	\$15.27	\$0	\$0	\$2,775	\$0	\$2,775

This study also examined the differences between the graduating classes of the young alumni donor population with respect to total gifts given to The Scotsman Club. By doing so, the three subcategories from oldest to most recent were reduced to 201, 161 and 122 individuals. Young alumni donors that graduated from 1993 through 1997 averaged a financial contribution of \$452.59, while donors from 1998 through 2002 averaged \$258.09 and graduates from 2003 through 2007 averaged \$152.95. The mode for all three subcategories was \$50. The median for young alumni donors from 1993 through 2002 was \$100, while the median for young alumni donors from 2003 through 2007 was \$67.50. In addition, the interquartile ranges for the three subcategories from oldest to most recent were \$50 to \$411.25, \$50 to \$287.50 and \$50 to \$103.84.

Table 3

Graduating class years of donors and total gifts given to The Scotsman Club

<i>Class Yr</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>25th Percentile</i>	<i>75th Percentile</i>
'93-'97	\$452.59	\$100	\$50	\$50	\$411.25
'98-'02	\$258.09	\$100	\$50	\$50	\$287.50
'03-'07	\$152.95	\$67.50	\$50	\$50	\$103.84

Research Question Q2

Q2 *What is the relationship between the graduating class and the decision of an alumnus to contribute financially to The Scotsman Club?*

The two variables that were examined using the test of independence were the graduating class, which had three subcategories, and membership status with The Scotsman Club, which had two subcategories. The following were the three subcategories for the graduating class variable: PC graduates from 1993 through 1997, PC graduates from 1998 through 2002 and PC graduates from 2003 through 2007, while the two subcategories for the membership status variable were financial contributors to The Scotsman Club and non-financial contributors.

The null hypothesis (H_0) stated: No relationship between graduating class and membership status with The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. There were no cells or categories that had an expected count less than 5. This is important to note because some researchers suggest a test of independence should not be performed when the expected count of any cell or category is less than 5. However, SPSS, the statistical analysis software used for this particular study, reports the percentage of cells that have an expected count less than 5, and recommends for an individual to not interpret chi square data if more than 25% of the cells have an expected count of less than 5. The minimum expected count was 156.84. Furthermore, the value of the Pearson Chi-Square Test was 23.441^a, with 2 degrees of freedom and a p-value of 0.000. Based upon these results, the null hypothesis was rejected because a relationship exists between graduating class and membership status with The Scotsman Club. In other words, as

graduates became older, they were more likely to make financial contributions to The Scotsman Club.

Table 4

Q2 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	23.441 ^a	2	.000

Research Question Q3

Q3 What is the relationship between the graduating class and the amount an alumnus decides to contribute financially to The Scotsman Club?

The two variables that were examined using the test of independence were graduating class, which had three subcategories, and total gifts given to The Scotsman Club, which had five subcategories. The following were the three subcategories for the graduating class variable: PC graduates from 1993 through 1997, PC graduates from 1998 through 2002 and PC graduates from 2003 through 2007, while the five subcategories for the total gifts variable were individuals that had financially contributed \$0, \$1 to \$99, \$100 to \$499, \$500 to \$2,499 as well as \$2,500 and greater.

The null hypothesis (H_0) stated: No relationship between the graduating class and total gifts given to The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. Three cells (20%) had an expected count less than 5. Since the percentage of cells with expected counts of less than 5 was lower than 25%, the test of independence was utilized. The minimum expected count was 2.92. Furthermore, the value of the Pearson Chi-Square Test was 53.273^a, with eight degrees of freedom and a p-value of

0.000. Based upon these results, the null hypothesis was rejected because a relationship exists between graduating class and total gifts given to The Scotsman Club. In other words, as graduates became older, they financially gave more to The Scotsman Club.

Table 5

Q3 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	53.273 ^a	8	.000

Research Question Q4

Q4 *What are the differences between males and females of the young alumni population with respect to membership status and total gifts given to The Scotsman Club?*

Within the young alumni population at Presbyterian College there were a total of 1,682 males and 1,910 females. In other words, males accounted for 46.8% of the young alumni population, while females accounted for 53.2%. In regards to membership status, 18% (302 individuals) of the males were Scotsman Club donors, while only 9.5% (182 individuals) of the females were Scotsman Club donors. According to these results, men are more likely to make financial contributions to The Scotsman Club than women. Regardless, both males and females have room for improvement in terms of their overall membership status.

Table 6

Gender and membership status

<i>Gender</i>	<i># of Individuals</i>	<i># of Donors</i>	<i>% of Donors</i>
Males	1,682	302	18%
Females	1,910	182	9.5%

By examining the differences between males and females of the young alumni population with respect to total gifts given to The Scotsman Club, the findings also suggested men are more likely to make larger financial contributions than women. Females averaged a financial contribution of \$18.32, while men averaged \$69.08. The median and mode for both females and males was \$0 with an interquartile range from \$0 to \$0. However, the ranges for these two subcategories differed. Financial contributions made by females fell within the range of \$0 to \$2,725, while financial contributions made by males fell within the wider range of \$0 to \$8,831.

Table 7

Gender and total gifts given to The Scotsman Club

<i>Gender</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>
Males	\$69.08	\$0	\$0	\$8,831	\$0	\$8,831
Females	\$18.32	\$0	\$0	\$2,725	\$0	\$2,725

The findings were similar when examining the differences between males and females of the young alumni donor population. For instance, male donors averaged a financial contribution of \$384.73, while female donors averaged \$192.28. The median and

mode were, respectively, \$100 and \$50 for both males and females. The interquartile range for female donors was \$50 to \$173.75, while the interquartile range for male donors was \$50 to \$300. According to the findings of this particular research question, men are not only more likely to join The Scotsman Club; they are more likely to make larger financial contributions. The Scotsman Club needs to continue to target male donors as well as solicit new female prospective donors in order to close the gap between the two groups in terms of membership status. For instance, the organization may want to host events specifically targeted toward the female population.

Table 8

Gender of donors and total gifts given to The Scotsman Club

<i>Gender</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>25th Percentile</i>	<i>75th Percentile</i>
Males	\$384.73	\$100	\$50	\$50	\$300
Females	\$192.28	\$100	\$50	\$50	\$173.75

Research Question Q5

Q5 *What is the relationship between gender and the decision of an alumnus to contribute financially to The Scotsman Club?*

The two variables that were examined using the test of independence were gender, which had two subcategories, and membership status with The Scotsman Club, which also had two subcategories. The two subcategories of the gender variable were males and females, while the two subcategories for the membership status variable were financial contributors to The Scotsman Club and non-financial contributors.

The null hypothesis (H_0) stated: No relationship between gender and membership status with The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. There were no cells or categories with an expected count less than 5. The minimum expected count was 226.64. Furthermore, the value of the Pearson Chi-Square Test was 54.465^b, with one degree of freedom and a p-value of 0.000. Based upon these results, the null hypothesis was rejected because a relationship exists between gender and an individual's membership status with The Scotsman Club. Male graduates were more likely to make financial contributions to The Scotsman Club than female graduates.

Table 9

Q5 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	54.465 ^b	1	.000

Research Question Q6

Q6 What is the relationship between gender and the amount an alumnus decides to contribute financially to The Scotsman Club?

The two variables that were examined using the test of independence were gender, which had two subcategories, and total gifts given to The Scotsman Club, which had five subcategories. The two subcategories of the gender variable were males and females, while the five subcategories of the total gifts variable were individuals that had financially contributed \$0, \$1 to \$99, \$100 to \$499, \$500 to \$2,499 and \$2,500 and greater.

The null hypothesis (H_0) stated: No relationship between gender and total gifts given to The Scotsman Club. In other words, the observed frequencies equal the expected

frequencies. There were two cells (20%) that had expected counts less than 5. Since the percentage of cells with an expected count of less than 5 was lower than 25%, the test of independence was utilized. The minimum expected count was 4.21. Furthermore, the value of the Pearson Chi-Square Test was 66.623^a, with four degrees of freedom and a p-value of 0.000. Based upon these results, the null hypothesis was rejected because a relationship exists between gender and total gifts given to The Scotsman Club. Male graduates financially gave more to The Scotsman Club than female graduates.

Table 10

Q6 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	66.623 ^a	4	.000

Research Question Q7

Q7 What are the differences between the individuals that received awards and honors as students and those that did not with respect to membership status and total gifts given to The Scotsman Club?

For this particular research question, the young alumni population was divided into four, separate subcategories in regards to the number of awards and honors an individual received as a student: PC graduates that did not receive any awards or honors as a student, PC graduates that received one award or honor as a student, PC graduates that received two awards/honors as a student and PC graduates that received three or more awards/honors as a student. The most common subcategory was PC graduates that did not receive any awards or honors as a student accounting for 77.8% (2,794 individuals) of the young alumni population.

This was followed by 9.2% (331 individuals) of the young alumni population receiving three or more awards/honors as a student, 9% (325 individuals) receiving one award or honor and 4% (142 individuals) receiving two awards/honors.

Membership status did not vary significantly between the subcategories, except for the subcategory consisting of PC graduates that received two awards/honors as a student. From this particular subcategory, 6.3% (9 individuals) were Scotsman Club donors, which was much lower in comparison to the other three subcategories. In fact, 14.2% (397 individuals) of the PC graduates that did not receive any awards/honors as a student were Scotsman Club members, followed by 13.2% (43 individuals) of those that received one and 10.6% (35 individuals) that received three or more.

Table 11

Awards/honors and membership status

<i># of Awards/honors</i>	<i># of Individuals</i>	<i># of Donors</i>	<i>% of Donors</i>
0	2,794	397	14.2%
1	325	43	13.2%
2	142	9	6.3%
3 or more	331	35	10.6%

In terms of total gifts given to The Scotsman Club, the findings suggest the more awards/honors an individual received as a student the smaller his or her financial contribution would, ultimately, be. For instance, PC graduates that did not receive any awards or honors as a student averaged a financial contribution of \$47.18, while those that received one award or honor as a student averaged \$31.20, those that received two averaged \$23.80 and, finally,

those that received three or more averaged \$17.58. The mean, obviously, declines with the increasing number of awards/honors received as a student. In the order of least amount of awards/honors to the greatest, the ranges of the four subcategories were \$0 to \$8,831, \$0 to \$3,400, \$0 to \$2,775 and \$0 to \$1,605. However, all four subcategories shared the same median and mode of \$0 and interquartile range of \$0 to \$0.

Table 12

Awards/honors and total gifts given to The Scotsman Club

<i># of Awards/honors</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>
0	\$47.18	\$0	\$0	\$8,831	\$0	\$8,831
1	\$31.20	\$0	\$0	\$3,400	\$0	\$3,400
2	\$23.80	\$0	\$0	\$2,775	\$0	\$2,775
3 or more	\$17.58	\$0	\$0	\$1,605	\$0	\$1,605

After examining the differences between the same four subcategories in regards to total gifts given to The Scotsman Club by the young alumni donor population, a pattern failed to emerge. The total amount of individuals within each subcategory, from the least amount of awards to the greatest, was reduced to 397, 43, 9 and 35 individuals. Donors that did not receive any awards or honors as a student averaged a financial contribution of \$332.02, while those that received one award or honor averaged \$236.51, those that received two averaged \$375.56 and those that received three or more averaged \$166.28. All subcategories had a median and mode of \$100 and \$50, respectively, except for the subcategory consisting of PC graduates that received two awards/honors, which had a median of \$50 and a mode of \$25. Despite the median and mode of the latter it had the

largest mean. In the order of least amount of awards/honors to the greatest, the interquartile ranges of the four subcategories were \$50 to \$275, \$50 to \$200, \$25 to \$175 and \$50 to \$150.

Table 13

Awards/honors of donors and total gifts given to The Scotsman Club

<i># of Awards/honors</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>25th Percentile</i>	<i>75th Percentile</i>
0	\$332.02	\$100	\$50	\$50	\$275
1	\$236.51	\$100	\$50	\$50	\$200
2	\$375.56	\$50	\$25	\$25	\$175
3 or more	\$166.28	\$100	\$50	\$50	\$150

Research Question Q8

Q8 *What is the relationship between the number of awards and honors received by an individual as a student and the decision of him or her to contribute financially to The Scotsman Club?*

The two variables that were examined using the test of independence were the number of awards/honors young alumni received as students, which had four subcategories, and membership status with The Scotsman Club, which had two subcategories. The four subcategories of the awards/honors variable were young alumni that did not receive any awards or honors as students, young alumni that received one award or honor, those that received two and those that received three or more, while the two subcategories of the membership status variable were financial contributors to The Scotsman Club and non-financial contributors.

The null hypothesis (Ho) stated: No relationship between the number of awards/honors received as a student and membership status with The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. There were no cells or categories that had expected counts less than 5. In fact, the minimum expected count was 19.13. Furthermore, the value of the Pearson Chi-Square Test was 9.901^a, with three degrees of freedom and a p-value of 0.019. Based upon these results, the null hypothesis was rejected because a relationship exists between the number of awards/honors an individual received as a student and his or her membership status with The Scotsman Club. The fewer awards/honors an individual received as a student the more likely he or she was to make financial contributions to The Scotsman Club.

Table 14

Q8 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	9.901 ^a	3	.019

Research Question Q9

Q9 What is the relationship between the number of awards and honors received by an individual as a student and the amount he or she decides to contribute financially to The Scotsman Club?

The two variables that were examined using the test of independence were the number of awards/honors young alumni received as a student, which had four subcategories, and total gifts given to The Scotsman Club, which had five subcategories. The four subcategories of the awards/honors variable were young alumni that did not receive any

awards or honors as a student, young alumni that received one award or honor, those that received two and those that received three or more, while the five subcategories of the total gifts variable were individuals that financially contributed \$0, \$1 to \$99, \$100 to \$499, \$500 to \$2,499 and \$2,500 and greater.

The null hypothesis (H_0) stated: No relationship between the number of awards/honors received as a student and total gifts given to The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. There were four (20%) cells with an expected count of less than 5. The minimum expected count was 0.36. Since the percentage of cells with an expected count of less than 5 was lower than 25%, the test of independence was used to analyze the data. The results were a Pearson Chi-Square Test value of 19.266^a, twelve degrees of freedom and a p-value of 0.082. Based upon these results, the null hypothesis was accepted because a relationship does not exist between the number of awards/honors an individual received as a student and the total amount of gifts he or she contributed to The Scotsman Club.

Table 15

Q9 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	19.266 ^a	12	.082

Research Question Q10

Q10 *What are the differences between individuals who were involved in extracurricular activities as students and those who were not with respect to membership status and total gifts given to The Scotsman Club?*

For this particular research question, the young alumni population was divided into four, separate subcategories in regards to the number of extracurricular activities an individual participated in as a student: PC graduates that did not participate in any extracurricular activities, PC graduates that participated in one extracurricular activity, PC graduates that participated in two extracurricular activities and PC graduates that participated in three or more extracurricular activities. The most common subcategory was PC graduates that did not participate in any extracurricular activities accounting for 39.8% (1,429 individuals) of the young alumni population. This was followed by 34.1% (1,224 individuals) participating in one extracurricular activity as a student, 15.7% (564 individuals) participating in three or more extracurricular activities and 10.4% (375 individuals) participating in two extracurricular activities.

In terms of membership status, variation appeared between the four subcategories. For instance, 22.7% (85 individuals) of PC graduates that participated in two extracurricular activities were Scotsman Club donors, while 19.5% (239 individuals) that participated in one extracurricular activity were donors, 9.4% (53 individuals) that participated in three or more extracurricular activities were donors and 7.5% (107 individuals) that did not participate in any extracurricular activities were donors. Individuals that did not participate in any extracurricular activities as a student had the lowest percentage of Scotsman Club donors.

Table 16

Extracurricular activities and membership status

<i># of Activities</i>	<i># of Individuals</i>	<i># of Donors</i>	<i>% of Donors</i>
0	1,429	107	7.5%
1	1,224	239	19.5%
2	375	85	22.7%
3 or more	564	53	9.4%

The differences between the subcategories with respect to total gifts given to The Scotsman Club were slightly different than the differences with respect to membership status. PC graduates that participated in two extracurricular activities as a student had the highest average financial contribution of \$90.90. This was followed by an average of \$66.32 from the subcategory consisting of PC graduates that participated in one extracurricular activity as a student, then an average of \$21.46 by those that participated in three or more and an average of \$16.66 by those that did not participate in any extracurricular activities as students. All four subcategories had a median and mode of \$0. In the order of least amount of extracurricular activities to the greatest, the ranges of the four subcategories were \$0 to \$2,725, \$0 to \$8,831, \$0 to \$5,000 and \$0 to \$3,400. The outlier of the data set, a financial contribution of \$8,831, was made by a PC graduate who participated in one extracurricular activity as a student.

Table 17

Extracurricular activities and total gifts given to The Scotsman Club

<i># of Activities</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>
0	\$16.66	\$0	\$0	\$2,725	\$0	\$2,725
1	\$66.32	\$0	\$0	\$8,831	\$0	\$8,831
2	\$90.90	\$0	\$0	\$5,000	\$0	\$5,000
3 or more	\$21.46	\$0	\$0	\$3,400	\$0	\$3,400

The differences between those who were involved in extracurricular activities as students and those who were not of the young alumni donor population were similar to the differences previously discussed for the entire young alumni population at large. The total amount of individuals within each subcategory, from the least amount of extracurricular activities to the greatest, was reduced to 107, 239, 85 and 53 individuals. Donors that participated in two extracurricular activities averaged a financial contribution of \$401.03, while donors that participated in one averaged \$339.66, donors that participated in three or more averaged \$228.43 and donors that did not participate in any extracurricular activities averaged \$222.53. The median for the subcategories consisting of those that participated in one extracurricular activity and those that did not participate in any extracurricular activities was \$100, while the median for those that participated in two and three or more were \$125 and \$75 respectively. The mode was \$50 for all subcategories, excluding the subcategory consisting of those that participated in two extracurricular activities, which had a mode of \$100. In the order of least amount of extracurricular activities to the greatest, the interquartile

ranges of the four subcategories were \$50 to \$200, \$50 to \$250, \$50 to \$462.50 and \$50 to \$150.

Table 18

Extracurricular activities of donors and total gifts given to The Scotsman Club

<i># of Activities</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>25th Percentile</i>	<i>75th Percentile</i>
0	\$222.53	\$100	\$50	\$50	\$200
1	\$339.66	\$100	\$50	\$50	\$250
2	\$401.03	\$125	\$100	\$50	\$462.50
3 or more	\$228.43	\$75	\$50	\$50	\$150

Research Question Q11

Q11 *What is the relationship between the number of extracurricular activities an individual participated in as a student and the decision of him or her to contribute financially to The Scotsman Club?*

The two variables that were examined using the test of independence were the number of extracurricular activities young alumni participated in as students, which had four subcategories, and membership status with The Scotsman Club, which had two subcategories. The four subcategories of the activities variable were young alumni that did not participate in any extracurricular activities as students, young alumni that participated in one, those that participated in two and those that participated in three or more, while the two subcategories of the membership status variable were financial contributors to The Scotsman Club and non-financial contributors.

The null hypothesis (Ho) stated: No relationship between the number of extracurricular activities participated in as a student and membership status with The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. There were no cells with an expected count of less than 5. The minimum expected count was 50.53. Furthermore, the value of the Pearson Chi-Square Test was 117.598^a, with three degrees of freedom and a p-value of 0.000. Based upon these results, the null hypothesis was rejected because a relationship exists between the number of extracurricular activities an individual participated in as a student and his or her membership status with The Scotsman Club. If an individual participated in an extracurricular activity or activities as a student, he or she was more likely to make financial contributions to The Scotsman Club.

Table 19

Q11 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	117.598 ^a	3	.000

Research Question Q12

Q12 *What is the relationship between the number of extracurricular activities an individual participated in as a student and the amount he or she decides to contribute financially to The Scotsman Club?*

The two variables that were examined using the test of independence were the number of extracurricular activities young alumni participated in as students, which had four subcategories, and total gifts given to The Scotsman Club, which had five subcategories. The four subcategories of the activities variable were young alumni that did not participate in any

extracurricular activities as students, young alumni that participated in one activity, those that participated in two and those that participated in three or more, while the five subcategories of the total gifts variable were individuals that financially contributed \$0, \$1 to \$99, \$100 to \$499, \$500 to \$2,499 and \$2,500 and greater.

The null hypothesis (H_0) stated: No relationship between the number of extracurricular activities participated in as a student and total gifts given to The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. There were four (20%) cells with an expected count of less than 5. The minimum expected count was 0.94. Since the percentage of cells with an expected count of less than 5 was lower than 25%, the test of independence was used to analyze the data. The results were a Pearson Chi-Square Test value of 134.158^a, twelve degrees of freedom and a p-value of 0.000. Based upon these results, the null hypothesis was rejected because a relationship exists between the number of extracurricular activities an individual participated in as a student and the total amount of gifts he or she contributed to The Scotsman Club. If an individual participated in an extracurricular activity or activities as a student, he or she financially gave more to The Scotsman Club.

Table 20

Q12 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	134.158 ^a	12	.000

Research Question Q13

Q13 *What are the differences between the undergraduate majors offered at Presbyterian College with respect to membership status and total gifts given to The Scotsman Club?*

To address this research question, the young alumni population was divided into twelve different subcategories in regards to undergraduate majors: the subcategory Arts accounted for 3.7% (132 individuals) of the young alumni population, Business 21.9% (787 individuals), Computer Science 0.8% (27 individuals), Education 12.1% (436 individuals), English 6.4% (229 individuals), Foreign Languages 1.5% (55 individuals), History 6.9% (247 individuals), Math 2.2% (78 individuals), Religion 3.9% (140 individuals), Science 14.9% (537 individuals), Social Sciences 24.2% (869 individuals) and Unknown 1.5% (55 individuals).

In terms of membership status, the following percentages reflect how many individuals from each major were Scotsman Club donors: Arts 4.5% (6 individuals), Business 20.8% (164 individuals), Computer Science 11.1% (3 individuals), Education 11.5% (50 individuals), English 10.9% (25 individuals), Foreign Languages 1.8% (1 individual), History 14.6% (36 individuals), Math 16.7% (13 individuals), Religion 1.4% (2 individuals), Science 11.9% (64 individuals), Social Sciences 13% (113 individuals) and Unknown 12.7% (7 individuals). The major with the highest percentage of Scotsman Club donors was Business with 20.8% followed by Math with 16.7%. Furthermore, Religion had the lowest percentage of Scotsman Club donors with 1.4% followed by Foreign Languages with 1.8%.

Table 21

Undergraduate majors and membership status

<i>Major</i>	<i># of Individuals</i>	<i># of Donors</i>	<i>% of Donors</i>
Arts	132	6	4.5%
Business	787	164	20.8%
Computer Science	27	3	11.1%
Education	436	50	11.5%
English	229	25	2.9%
Foreign Languages	55	1	1.8%
History	247	36	14.6%
Math	78	13	16.7%
Religion	140	2	1.4%
Science	537	64	11.9%
Social Sciences	869	113	13%
Unknown	55	7	12.7%

After examining the differences in terms of membership status, this study looked at the differences between the undergraduate majors offered at Presbyterian College with respect to total gifts given to The Scotsman Club. All twelve undergraduate majors had a median and mode of \$0 and an interquartile range of \$0 to \$0. The following figures are the averages of total gifts given to The Scotsman Club by individuals from each undergraduate major: Arts \$8.64, Business \$76.14, Computer Science \$7.41, Education \$14.27, English \$23.57, Foreign Languages \$0.91, History \$34.48, Math \$20.58, Religion \$1.25, Science

\$36.61, Social Sciences \$41.35 and Unknown \$224.84. The subcategory Unknown included the financial contribution outlier \$8,831. Excluding Unknown, the major with the highest average lifetime financial contribution was Business followed by Social Sciences, which was similar to the differences in terms of membership status. Along the same lines, the major with the lowest average financial contribution was Foreign Languages followed by Religion.

The mean along with the range were a few of the descriptive statistics that varied amongst the twelve different undergraduate majors in terms of total gifts given to The Scotsman Club. The following were the ranges for each undergraduate major: Arts \$0 to \$650, Business \$0 to \$5,000, Computer Science \$0 to \$100, Education \$0 to 1,292.50, English \$0 to \$850, Foreign Languages \$0 to \$50, History \$0 to \$3,400, Math \$0 to \$400, Religion \$0 to \$125, Science \$0 to \$2,070, Social Sciences \$0 to \$2,950 and Unknown \$0 to \$8,831.

Table 22

Undergraduate majors and total gifts given to The Scotsman Club

<i>Majors</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>
Arts	\$8.64	\$0	\$0	\$650	\$0	\$650
Business	\$76.14	\$0	\$0	\$5,000	\$0	\$5,000
Computer Science	\$7.41	\$0	\$0	\$100	\$0	\$100
Education	\$14.27	\$0	\$0	\$1,292.50	\$0	\$1,292.50
English	\$23.57	\$0	\$0	\$850	\$0	\$850
Foreign Languages	\$0.91	\$0	\$0	\$50	\$0	\$50
History	\$34.48	\$0	\$0	\$3,400	\$0	\$3,400
Math	\$20.58	\$0	\$0	\$400	\$0	\$400
Religion	\$1.25	\$0	\$0	\$125	\$0	\$125
Science	\$36.61	\$0	\$0	\$2,070	\$0	\$2,070
Social Sciences	\$41.35	\$0	\$0	\$2,950	\$0	\$2,950
Unknown	\$224.84	\$0	\$0	\$8,831	\$0	\$8,831

There was more variation concerning the differences between the undergraduate majors of the young alumni donors with respect to total gifts in comparison to the young alumni population at large. For instance, the mean, median and mode varied for each undergraduate major. The following figures are the averages of the total gifts given to The Scotsman Club by young alumni donors from each undergraduate major: Arts \$190, Business \$365.37, Computer Science \$66.67, Education \$124.39, English \$215.90, Foreign Languages \$50, History \$236.60, Math \$123.46, Religion \$87.50, Science \$307.22, Social Sciences

\$317.96 and Unknown \$1,766.57. Again the average financial contribution of the subcategory Unknown is offset by the outlier. The following figures are the median, followed by the mode, for each undergraduate major: Arts \$130 and \$150, Business \$100 and \$50, Computer Science \$50 and \$50, Education \$52.50 and \$50, English \$150 and \$50, Foreign Languages \$50 and \$50, History \$50 and \$50, Math \$75 and \$50, Religion \$87.50 and \$50, Science \$100 and \$50, Social Sciences \$100 and \$100 and Unknown \$200 and \$25. Lastly are the interquartile ranges for each undergraduate major: Arts \$45 to \$275, Business \$50 to \$437.50, Computer Science \$50 to \$100, Education \$25 to \$106.25, English \$50 to \$262.50, Foreign Languages \$50 to \$50, History \$30 to \$181.25, Math \$40 to \$225, Religion \$50 to \$125, Science \$50 to \$237.50, Social Sciences \$50 to \$260 and Unknown \$100 to \$2,680.

Table 23

Undergraduate majors of donors and total gifts given to The Scotsman Club

<i>Major</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>25th Percentile</i>	<i>75th Percentile</i>
Arts	\$190	\$130	\$150	\$45	\$275
Business	\$365.37	\$100	\$50	\$50	\$437.50
Computer Science	\$66.67	\$50	\$50	\$50	\$100
Education	\$124.39	\$52.50	\$50	\$25	\$106.25
English	\$215.90	\$150	\$50	\$50	\$262.50
Foreign Languages	\$50	\$50	\$50	\$50	\$50
History	\$236.60	\$50	\$50	\$30	\$181.25
Math	\$123.46	\$75	\$50	\$40	\$225
Religion	\$87.50	\$87.50	\$50	\$50	\$125
Science	\$307.22	\$100	\$50	\$50	\$237.50
Social Sciences	\$317.96	\$100	\$100	\$50	\$260
Unknown	\$1,766.57	\$200	\$25	\$100	\$2,680

Research Question Q14

Q14 *What is the relationship between the undergraduate major and the decision of an alumnus to contribute financially to The Scotsman Club?*

The two variables that were examined using the test of independence were undergraduate major, which had twelve subcategories, and membership status with The Scotsman Club, which had two variables. The following were the twelve subcategories for the major variable: Arts, Business, Computer Science, Education, English, Foreign

Languages, History, Math, Religion, Science, Social Sciences and Unknown. On the other hand, the two subcategories for the membership status variable were financial contributors to The Scotsman Club and non-financial contributors.

The null hypothesis (H_0) stated: No relationship between the undergraduate major and membership status with The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. There was one cell (4.2%) that had an expected count less than 5. The minimum expected count was 3.64. Since the percentage of cells with an expected count of less than 5 was lower than 25%, the test of independence was used to analyze the data. The results were a Pearson Chi-Square Test value of 74.633a, eleven degrees of freedom and a p-value of 0.000. Based upon these results, the null hypothesis was rejected because a relationship exists between an individual's undergraduate major and his or her membership status with The Scotsman Club. Some undergraduate majors had a higher percentage of Scotsman Club donors than others.

Table 24

Q14 Pearson Chi-Square Test

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	74.633 ^a	11	.000

Research Question Q15

Q15 *What is the relationship between the undergraduate major and the amount an alumnus decides to contribute financially to The Scotsman Club?*

The two variables that were examined using the test of independence were undergraduate major, which had twelve subcategories, and total gifts given to The Scotsman

Club, which had five variables. The following were the twelve subcategories for the major variable: Arts, Business, Computer Science, Education, English, Foreign Languages, History, Math, Religion, Science, Social Sciences and Unknown. On the other hand, the five subcategories for the total gifts variable were individuals that financially contributed \$0, \$1 to \$99, \$100 to \$499, \$500 to \$2,499 and \$2,500 and greater.

The null hypothesis (H_0) stated: No relationship between undergraduate major and total gifts given to The Scotsman Club. In other words, the observed frequencies equal the expected frequencies. However, 28 cells (46.7%) had an expected count of less than 5. The minimum expected count was 0.07. As a result, the test of independence was not used to interpret this data and, therefore, this study was unable to determine the relationship between these two variables.

CHAPTER V

DISCUSSION

The following discussion was organized into two separate sections. The first section is a summary of the study; including the purpose of the study, the examined variables, the research methodology utilized, the results of the study and the significance of the study. The second section provides recommendations for future research.

Summary

The purpose of this study was to examine the relationship between various variables concerning the young alumni population at Presbyterian College and The Scotsman Club, the fund-raising arm of the athletics department. The young alumni population consisted of PC graduates from the years 1993 through 2007, which included a total of 3,592 individuals. In other words, each individual included within this population had graduated within the last fifteen years. Presbyterian College is a small liberal arts school in the midst of transitioning from Division II to Division I with football competing in the FCS. Division I membership is accompanied with financial obligations. Since The Scotsman Club is responsible for soliciting financial contributions to fund athletics scholarships and complement the operating budgets of the 16 varsity teams at PC, it is important for its staff to identify individuals both likely and unlikely to make financial contributions toward athletics. With a small staff of one full-time employee, The Scotsman Club would benefit by identifying target populations for solicitation to save the limited amount of time and resources given to the organization.

The following were the variables examined by this study in relation to each individual included within the young alumni population: graduating class year, gender, the number of awards/honors an individual received as a student, the number of extracurricular activities an individual participated in as a student, undergraduate major, an individual's membership status with The Scotsman Club and total gifts given by an individual to The Scotsman Club. Furthermore, the variables of graduating class year, gender, the number of extracurricular activities and the number of awards/honors were examined with respect to the two other variables, membership status and total gifts given to The Scotsman Club.

Each variable was divided into subcategories. Individuals were divided into three subcategories with respect to graduating class year: PC graduates from 1993 through 1997, 1998 through 2002 and 2003 through 2007. In regards to gender, individuals were simply divided into the subcategories of males and females. The variable regarding the number of awards/honors an individual received as a student had a total of four subcategories: individuals that did not receive any awards or honors, those that received one, those that received two and those that received three or more. The variable regarding the number of extracurricular activities an individual participated in as a student was divided in similar fashion except according to the number of activities and not awards/honors. Individuals were divided into twelve subcategories with respect to undergraduate major: Arts, Business, Computer Science, Education, English, Foreign Languages, History, Math, Religion, Science, Social Sciences and Unknown. The variables regarding athletics giving to The Scotsman Club were also divided into subcategories. For the variable regarding membership status, individuals were simply divided into the subcategories of donors and non-donors. Lastly, the variable regarding total gifts given by an individual to The Scotsman Club had a

total of five subcategories: individuals that financially contributed \$0, \$1 to \$99, \$100 to \$499, \$500 to \$2,499 and \$2,500 and greater.

Descriptive statistics were gathered for each independent variable with respect to the dependent variables of membership status and total gifts given to The Scotsman Club. Furthermore, chi square analysis, specifically test of independence or association, was utilized to see whether or not a relationship existed between the independent variables and dependent variables. In order to interpret the data using chi square analysis, the data had to be organized into the separate subcategories previously discussed. The large majority of the nominal or categorical data for the demographic, involvement and giving variables was collected from The Scotsman Club's fund-raising management system, Razor's Edge. This section will discuss the results of the research questions according to each independent variable tested.

The descriptive statistics of the subcategories of graduating class year with respect to membership status and total gifts given to The Scotsman Club revealed individuals that graduated more recently were less likely to be a member and tended to make smaller financial contributions than graduates from previous years. This could be attributed to the accumulation of income by older graduates. In other words, PC graduates from 1993 through 1997 have had more time to become established in their careers, which at times coincides with a larger income or salary. These findings complement the research of Weerts and Ronca (2007). They found older individuals with established careers and fixed salaries are more likely to make large financial contributions to their alma mater than younger individuals. It is important to remember this study examined the amount individuals financially contributed to The Scotsman Club as well as whether or not they were simply members. This is important

because the participation rate of an individual in regards to The Scotsman Club can be just as telling as the amount he or she contributes.

The chi square analysis for the subcategories of graduating class year and membership status revealed a significant relationship between the two variables at large. Based upon the results, the percentage of individuals that were Scotsman Club members within each range of graduating class years decreased as the years became more recent. Furthermore, there was also a significant relationship between graduating class year and total gifts given by an individual to The Scotsman Club. Individuals that graduated from PC in earlier years were more likely to have given a larger amount of financial contributions to The Scotsman Club than younger alumni that graduated more recently. This makes sense considering individuals that graduated from PC in earlier years have had a greater amount of time to make financial contributions. Since few young alumni from the graduating class years of 2002 through 2007 were Scotsman Club members, the organization may want to focus on young alumni participation rates in the future. By offering a student membership, The Scotsman Club may be able to form a habit of giving with student members that will extend into the future.

Descriptive statistics in regards to the variable of gender revealed there were a greater percentage of males than females that were Scotsman Club members. Furthermore, the average financial contribution of males was much larger than the average for females. According to both chi square analyses, there was a significant relationship between gender and an individual's membership status as well as total gifts given by him or her to The Scotsman Club. While Eckel and Grossman (1998) found women are more likely than men to make generous financial contributions to higher education, this study found men are more

likely to make financial contribution toward PC athletics. In the past, athletics has been a male-dominated industry. However, in recent years, an increased amount of women have been entering the workforce, which may entice more females to make financial contributions toward athletics departments. In fact, PC's current Director of The Scotsman Club is female. With that being said, more females entering the field may help close the gap between the number of male and female Scotsman Club donors.

Descriptive statistics revealed individuals that did not receive any awards or honor as students had the highest percentage of Scotsman Club donors as well as the largest average financial contribution than any other subcategory. However, when examining the young alumni donor population, specifically, individuals that received two awards/honors had the largest average financial contribution, while those that received three or more had the lowest. The chi square analysis only revealed a significant relationship between the number of awards/honors received by an individual as a student and his or her membership status with The Scotsman Club. Although the chi square analysis was approaching significance between the number of awards/honors received by an individual and total gifts given to The Scotsman Club with a p-value of 0.082, no relationship was established between the two variables.

These results show that those individuals that were recognized in some fashion by PC as a student were unlikely to make financial contributions to The Scotsman Club. This could be attributed to the notion that receiving awards/honors as a student may influence an individual to feel that he or she did the college a service by simply attending and, therefore, do not financially give as an alumnus. Many of the awards/honors included within this study concerned academics and not other extracurricular activities. It may be beneficial for the college to offer a greater amount of awards/honors in other areas besides academics. If an

individual is pleased with his or her undergraduate experience, he or she may be more likely to make financial contributions toward the college and athletics department.

The findings concerning the impact undergraduate involvement in extracurricular activities has upon membership status and total gifts given to The Scotsman Club were significant as well. Descriptive statistics revealed individuals involved in two extracurricular activities had the highest percentage of Scotsman Club donors, while those that did not participate in any extracurricular activities had the lowest percentage. A possible explanation for this is that individuals involved in a wide array of activities as a student may be unsure of which organization or activity to financially contribute toward as an alumnus. On the other hand, an individual who is involved in one or two primary extracurricular activities does not have as many competing interests in regards to philanthropic giving. This study simply observed that the activity for many of the individuals within the one extracurricular activity subcategory was a varsity sport.

In regards to total gifts given to The Scotsman Club, individuals involved in two extracurricular activities as a student had the largest average financial contribution, while those that did not participate in any extracurricular activities had the lowest. These same findings corresponded with the young alumni donor population. The chi square analysis revealed a significant relationship between the number of extracurricular activities participated in as a student and membership status as well as total gifts given to The Scotsman Club. It was simply whether or not an individual participated in an extracurricular activity and not necessarily the number of activities he or she participated in. It seems as if students who were highly involved in an extracurricular activity or activities as a student developed a stronger attachment to the college than those who were not.

Descriptive statistics were also gathered for the twelve different undergraduate majors offered at Presbyterian College with respect to membership status as well as total gifts given to The Scotsman Club. The undergraduate majors of Business and Mathematics had the highest percentage of Scotsman Club members, while Religion had the lowest. Excluding the subcategory Unknown, Business had the largest average of total gifts followed by Social Sciences, while Foreign Languages had the smallest. A possible explanation for these figures is that a person's interests may be reflected by his or her undergraduate major. For instance, someone who majors in Business will more than likely be interested in making financial investments. The chi square analysis revealed a significant relationship between an individual's undergraduate major and his or her membership status with The Scotsman Club. Simply stated, certain majors tended to have higher percentages of Scotsman Club donors than others. Due to 46.7% of the cells having an expected count of less than 5, this study did not use the test of independence to interpret the data concerning undergraduate majors and total gifts given to The Scotsman Club.

By examining how certain characteristics of the young alumni population affect athletics giving, The Scotsman Club may become more knowledgeable of its various target populations. The identification of individuals both likely and unlikely to make financial contributions may allow The Scotsman Club to become a more efficient fund-raising organization. Since the majority of the research questions found a significant relationship between the tested variables, PC and possibly other colleges and universities similar to PC may benefit from this study by better understanding the impact of the undergraduate experience on athletics giving.

Recommendations

It would be beneficial to look beyond simply the number of awards and honors received as a student, as well as, the number of extracurricular activities participated in as a student, and examine the different types of each to see how they correspond with athletics giving at Presbyterian College. For instance, instead of categorizing extracurricular activities by the number an individual participated in as a student, categorize them by the type, such as athletics, social, academic, etc. This same approach could be used with awards and honors received as a student. Observations from this particular study revealed the frequency of certain extracurricular activities in different subcategories, which suggests a possible relationship between the type of activity and membership status as well as total gifts given to The Scotsman Club.

As previously stated, other colleges and universities similar to Presbyterian College may benefit from the findings of this study, but it would be beneficial for each university to analyze data collected from its own unique and separate student body. Certain variables may vary from school to school. Furthermore, since this study solely examined the young alumni population at PC it would be interesting to examine the donor or alumni population at large.

REFERENCES

- Ansley, A. (2006, April 6). [Weblog] Big South Conference adds Presbyterian College as new league member. *Presbyterian College Athletics*. Retrieved December 1, 2007, from http://www.presby.edu/bluehose/Big_South_Accept_4_6.html
- Big South Conference, (2007). Official web site of the Big South Conference. Retrieved November 1, 2007, Web site: <http://www.bigsouthsports.com/>
- Blackbaud, (2008). The Razors Edge fundraising software for nonprofit fundraising management. Retrieved February 26, 2008, from The Razor's Edge Web site: <http://www.blackbaud.com/bdp/razoredge.aspx>
- Brown, G. T. (2002). *NCAA wants TV contract to increase revenue, decrease tension between scholarly mission and commercial image*. Retrieved December 5, 2007 from The NCAA News Web site: <http://www.ncaa.org/news/2002/20020318/active/3906n35.html>
- Clotfelter, C. T. (2003). Alumni giving to elite private colleges and universities. *Economics of Education Review*. 22, 109-120.
- Cook, R. (2008). Personal communication via email. Retrieved January 4, 2008.
- Crowley, J. N. (2006). *The NCAA's first century: In the arena*. Digital Edition: NCAA.
- Darcy, K. (2007, December, 20). The schedule is from hell, but Presbyterian is loving life in D-I. *ESPN*, Retrieved February 8, 2008, from <http://sports.espn.go.com/espn/print?id=3162742&type=story>
- EADA Report, (n.d.). Retrieved October 29, 2007, from Equity in Athletics Web site: <http://ope.ed.gov/athletics/main.asp>
- Eckel, C. C., & Grossman, P. J. (1998). Are women less selfish than?: Evidence from dictator experiments. *Economic Journal*, 108(448), 726-735.

- Ehrenberg, R. G., & Smith, C. L. (2002). The sources and uses of annual giving at selective private research universities and liberal arts colleges. *Economics of Education Review*, 22, Retrieved October 29, 2007, from www.elsevier.com/locate/econedurev
- ESPN Internet Ventures, (2007, August 21). [Weblog] Knight's \$100 million gift to bankroll Oregon athletics fund. *ESPN.com: NCAA*. Retrieved January 22, 2008, from <http://sports.espn.go.com/espn/print?id=2984161&type=story>
- Fain, P. (2007, October, 26). Oregon debates role of big sports donors. *The Chronicle of Higher Education*, 54, Retrieved October 26, 2007, from <http://chronicle.com/weekly/v54/i09/09a03801.htm>
- Fitzpatrick, F. (October 14, 2007). Raising funds - and eyebrows. *Philly Online*, Retrieved October 18, 2007, from http://www.philly.com/inquirer/front_page/20071014_Raising_funds_-_and_eyebrows.html
- Fulks, D. L. (2004). *Revenues and expenses of Divisions I and II intercollegiate athletics programs: Financial trends and relationships -2003*. Indianapolis, IN: The National Collegiate Athletic Association.
- Jankowski, J. (200, November 6). [Weblog] NCAA study shows athletics program budgets growing at steady pace. *NCAA News Release*. Retrieved February 12, 2008, from <http://www.ncaa.org/releases/2000110601re.htm>
- Kilgore, K. (February 5, 2008). On the road, again and again. *The Washington Post*, Retrieved February 5, 2008, from <http://www.washingtonpost.com/wp-dyn/content/article/2008/02/04/AR2008020403243.html>
- Lovaglia, M. J., & Lucas, J. W. (2005). High-visibility athletic programs and the prestige of public universities. *The Sport Journal*, 8, Retrieved October 29, 2007, from http://www.thesportjournal.org/2005Journal/Vol8-No1/michael_lovaglia.asp
- Mann, T. (2007). College fund raising using theoretical perspectives to understand donor motives. *International Journal of Educational Advancement*. 7, 35-45.

- Marr, K. A., Mullin, C. H., & Siegfried, J. J. (2004). Undergraduate financial aid and subsequent alumni giving behavior. *The Quarterly Review of Economics and Finance*. 45, 123-143.
- Megargee, S. (2008, February, 14). Moving up to D-I isn't easy...but is it worth it. *Rivals*, Retrieved February 18, 2008, from <http://sports.yahoo.com/top/news?slug=rivals-201033&prov=rivals&type=lgns>
- NCCA On-line. (2003). NCAA General Information Brochure. Retrieved November 1, 2007, from http://www.ncaa.org/library/general/general_brochure/2003/2003_gen_info.pdf
- NCAA.org, (n.d.). Official online publication of the National Collegiate Athletic Association. Retrieved October 24, 2007, Web site: <http://www.ncaa.org/wps/portal>
- Ogle, M. (2007, December, 30). Have team, will travel, losing badly. *The New York Times*, Retrieved February 8, 2008, from http://www.nytimes.com/2007/12/30/sports/ncaabasketball/30bluehose.html?_r=5&D_B_OEM_ID=18100&oref=slogin&oref=slogin&oref=slogin&oref=slogin
- Presbyterian College, (n.d.). Official web site of Presbyterian College. Retrieved January 1, 2008, Web site: <http://www.presby.edu/>
- Presbyterian College Athletics, (n.d.). The official web site of Presbyterian College athletics. Retrieved October 25, 2007, Web site: <http://www.gobluehose.com/>
- Shapiro, B.J. (1983). John Hannah and the growth of big-time intercollegiate athletics at Michigan State University. *Journal of Sport History*, 10, 26-40.
- Smith, H.M. (2008). Personal communication via email. Retrieved January 24, 2008.
- Trachtenberg, S. J. (2007, December, 11). Academics are left on the bench. *The Chronicle of Higher Education*, Retrieved December 13, 2007, from <http://chronicle.com/review/brainstorm/article/?id=51>

Turner, S. E., Meserve, L. A., & Bowen, W. G. (2001). Winning and giving: football results and alumni giving at selective private colleges and universities. *Social Science Quarterly*, 82, 812-826.

U.S. Department of Education, (2003). *Further clarification of intercollegiate athletics policy guidance regarding Title IX compliance (1-3)*. Washington, D.C.: Office for Civil Rights.

U.S. Department of Labor, (1972). Title IX, Educational Amendments of 1972. Retrieved October 1, 2007 from The U.S. Department of Postsecondary Education Web Site: http://www.sourcewatch.org/index.php?title=The_U.S._tax_code_and_non_profit

Weerts, D. J., & Ronca, J. M. (2007). Profiles of supportive alumni: donors, volunteers, and those who "do it all". *International Journal of Educational Advancement*, 7, 20-34.

Welch, Paula. *Silver era, golden moments: A celebration of Ivy League women's athletics*. Lanham, Md.: Madison, 1999.

Wells, D. E., Southall, R. M., Stotlar, R. M., & Mundfrom, D. J. (2005). Factors related to annual fund-raising contributions from individual donors to NCAA Division I-A institutions. *International Journal of Educational Advancement*, 6, 3-10.

Winn, L. (2008, January, 9). Presbyterian to play 25 away games in 1st D-I season. *Sports Illustrated*, Retrieved February 8, 2008, from http://sportsillustrated.cnn.com/2008/writers/luke_winn/01/09/inside.hoops/index.htm
1

Wolverton, B. (2007, October, 5). Growth in sports gifts may mean fewer academic donations. *The Chronicle of Higher Education*, 54, Retrieved October 2, 2007, from <http://chronicle.com/free/v54/i06/06a00101.htm>

Wolverton, B. (2007, October 26). For small programs, fund raising can be a ticket to the big time. *The Chronicle of Higher Education*, 54, Retrieved October 26, 2007, from <http://chronicle.com/free/v54/i09/09a04101.htm>

Worlock, D. (2007, December 17). Postseason Football Q&A. Retrieved February 12, 2008, from NCAA News Release Web site:
<https://www.ncaa.org/wps/wcm/connect/NCAA/Media+and+Events/Press+Room/News+Release+Archive/2007/Championships/Postseason+Football+Q&A>

Wunnava, P. V., & Lauze, M. A. (2001). Alumni giving at a small liberal arts college: evidence from consistent and occasional donors. *Economics of Education Review*, 20, 533-543.