FACTORS INFLUENCING THE LEVEL OF FINANCIAL SUPPORT PROVIDED BY FORMER ATHLETES FROM A NCAA DIVISION I-A FOOTBALL CHAMPIONSHIP SERIES (FCS) UNIVERSITY TO THEIR ALMA MATER

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ABSTRACT

The purpose of this study was to determine factors that influence giving decisions of former athletes at a small regional university. A former athlete survey was developed and administrated to 769 former athletes who graduated from UT Martin between 1994 and 2015. The survey had 212 individual valid responses for an overall 27.5% response rate. The survey instrument included a qualitative section to allow responders an opportunity to elaborate on responses and provide personal insight to motivators in philanthropic decision-making processes.

The dependent variables of donor status and donor levels were analyzed to determine possible relationships between other factors that were identified as possible influencers in giving decision-making through previous studies and literature review. There was a gap in literature and studies involving NCAA Division I FCS programs, generally due to size of institutions and lack of research funds available. Cross tabulations, Pearson's Chi-square test, and bi-variant regression analyses were conducted to identify factors that predicate donor motivators. While several factors influence the giving decision-making process, distance living from the university, feelings toward the university in general, ethnicity, feelings toward the sport played, and overall passion to see success in the specific sport played are primary influencing factors that were identified in this study.

No significant relationships were determined to exist between various variables, but the analysis did identify areas for possible future research. Recommendations for future fundraising strategies for former athletes include recognition programs, peer-to-peer solicitation, forming

specific team focused alumni affinity groups, and creation of a communication plan to former athletes about general needs of athletics and specific needs of each team. A donor motive model was developed as a guide to aid development professionals in search of increased private funding.

DEDICATION

This portion of my life's journey would not be possible without the support of my family. My wife, Shannon, has stood beside me throughout this process, allowing me to have my nights for studying and writing. Not only did she allow me to pursue this dream, she also provided proofing services throughout the entire journey. I am most grateful to her for her unending love and support.

To my children, Alex and Jessie, who had to sacrifice time with dad or not enjoy the full attention sometimes, thank you. Both of you are so special to me and I am proud of your own accomplishments in life thus far. Your passion for success and your love for others makes me proud to be called your dad. I can only dream of what lies ahead in your future because I know you will be fine. Always remember, nothing comes easy, always work hard, and don't let anyone ever outwork you.

To my work family, a simple thank you is not enough. Thank you for understanding my need to unwind occasionally, my absence from the office to work on a paper, and the support you provided me during this journey. I have been blessed with not only a talented group of team members but with true friends, as well.

I dedicate this publication in memory of my parents, Larry and Mary Lou Deal, and my family Shannon, Alex, and Jessie. While my parents are no longer with me, their love is still felt every day. And lastly, I dedicate this work on behalf of the Martin cohort. Our time together was fun, challenging, and sometimes painful. Nevertheless, everyone is still on track to

complete this program and continue to be successful in life. Always remember, onward and upward! The light at the end of the tunnel is nearly upon you. Do not let it dim, but seek ways to make it brighter on your journey. The knowledge you are gaining throughout this experience will prepare you for the next chapter in your life. My best wishes to you and your continued success.

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When this journey began in 2011, I was not sure I would get to this point, but because of the support from the faculty and staff at UT Chattanooga, I am finally here. To the faculty and staff of the Learning and Leadership program, thank you for making this experience one I will never forget. From the lively face-to-face class meetings to the endless discussion boards, you challenged me to think outside the box and to dive deeper into the research and readings. You were quick to exploit flaws in my reasoning, but swift to help create solutions.

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CHAPTER I

INTRODUCTION

Background

Student athletes attending National Collegiate Athletic Association (NCAA) Division I-A member institutions received an average of $15,000 for in-state athletic scholarships during the 2012-2013 academic year (NCAA, 2014). During this same time, state support for public universities decreased nearly 23% (Mitchell, Palacios, & Leachman, 2014), resulting in a funding dilemma for universities and athletic departments. Rising tuition costs, coupled with decreased state appropriations, has led to financial problems for university athletic programs (Bradley, Berkowitz, & Schnaars, 2015). The national average athletic deficit for universities playing at the NCAA Division I-A Football Championship Series (FCS) level has grown to nearly $14 million annually (Durkin, 2012). Universities must supplement athletic programs with student fees and other revenue streams in order to balance budgets (Durkin, 2012).

Higher education institutions are beginning to rely on private donations to close the financial gap and are seeking new ways to increase donor funding, especially from former athletes (J. Freire, personal communication, November 3, 2014) The national alumni giving average was 5.5% during the 2012-2013 fiscal year at four-year master's granting institutions ("National giving rate," 2014). However, in 2013, less than 3% of all former athletes financially contributed to their alma mater through charitable means (J. Freire, personal communication, November 3, 2014). A literature review indicates a national decline in alumni participation rates

during the past decade ("National giving rate," 2014) to universities in general and athletic programs specifically. The University of Tennessee at Martin (UTM) reports 7.12% of total active alumni donating during fiscal year 2013-2014 (Foundation, 2014).

While figures are not readily available on UTM former athletes, current athletic director, Julio Freire (personal communication, November 3, 2014), states $700,000 of additional revenue is required to fully fund the current UTM athletic operations. "Former athletes must contribute at unheard levels in order to sustain our programs at a competitive level" (J. Freire, personal communication, November 3, 2014). Results from specific fundraising efforts targeting former UTM athletes are not known at this point. However, awareness of funding priorities has been developed and distributed to former athletes, according to Freire (personal communication, November 3, 2014) .

Statement of the Problem

Athletic and university officials are facing economic and social pressures to decrease reliance on university revenue sources to fund athletic programs (Bradley et al., 2015). Determining potential factors that influence an athletic alumnus' decision to financially support his/her alma mater is the problem being studied. Several variables have been identified as significant factors in determining levels of alumni participation. For institutions with student demographics with high Pell Grant recipients, alumni will donate at a lower rate and with smaller gifts (Schmidt, 2010). If Schmidt's findings are generalizable, then the available cluster of potential alumni donors is reduced to half the graduating class size since 52% of the Fall 2012 freshman class at UTM received Pell Grants (Advocacy, 2014). Schmidt (2010) also noted winning athletic teams positively correlated to the generosity of alumni. Following a perfect

season and winning the national football championship in 1998, the University of Tennessee experienced unprecedented private support with 65 endowed football scholarships being funded (Foundation, 2014).

Purpose of the Study

This study examined factors that related to the level of financial support former athletes, from a small NCAA Division I-A FCS university, provided to their alma mater. Former UTM athletes who competed between the years of 1994 and 2015, a period of time when the university participated as a NCAA Division I-A program, were the primary focus of the study. Current studies focus on pay to play scenarios and the effects these may have on former athletes' giving behaviors. UTM's size and NCAA level of competition are not likely to be affected by pay to play legislation; therefore, these studies are not applicable. The research was conducted on former UTM athletes with valid email addresses on record with the university's alumni office and included targeted alumni from all university athletic programs.

Research Questions/Hypotheses

1. Do revenue generating sports have different giving amounts from former athletes than non-revenue generating sports?

   Hypothesis: There is a significant relationship between giving amounts and whether or not the athlete participated in a revenue or non-revenue generating sport.

   1A: Do revenue generating sports have different giving percentages from former athletes than non-revenue generating sports?

Hypothesis: There is a significant relationship between the percentage of alumni who make financial contributions and whether or not the athlete participated in a revenue or non-revenue generating sport.

1B: Do former athletes from revenue generating sports give different gifts than former athletes from non-revenue generating sports?

Hypothesis: There is a significant relationship between the size of the donation and whether or not the athlete participated in a revenue or non-revenue generating sport.

2. Is there any significant relationship between scholarship levels and financial giving?

Hypothesis: There is a relationship between scholarship level and financial support to the university.

2A: Do full scholarship recipients have different giving percentages from former athletes receiving less than a full scholarship?

Hypothesis: There is a significant relationship between the percentage of alumni financial contributions and whether or not the athlete received a full scholarship.

2B: Do former athletes who received full scholarships give larger gifts than former athletes who received less than a full scholarship?

Hypothesis: There is a significant relationship between the size of the donation and whether or not an athlete received a full scholarship.

3. Does the amount of perceived playing time translate into an increased likelihood of a former player making a gift?

Hypothesis: There is a significant relationship between playing time and financial donations.

4. Based on variable determinants to predict giving, is any one gender or sport more likely to have a higher amount of giving?

   Hypothesis: There is a significant relationship between former athletes, sport, and giving amounts.

      4A: Based on variable determinants to predict giving, is any one gender or sport more likely to have a higher percentage of giving?

      Hypothesis: There is a significant relationship between former athletes, sport, and giving percentages.

      4B: Based on variable determinants to predict giving, is any one gender or sport more likely to make a larger gift?

      Hypothesis: There is a significant relationship between former athletes, sport, and gift levels.

Rationale for the Study

Results from this study may influence future solicitation strategies of athletic and academic programs at public universities. UTM's Office of Development's printed mission is to "focus to substantially increase private support by raising awareness of university needs and promoting a variety of ways for donors to give in order to help meet those needs and fulfill philanthropic goals" (Advancement, 2015, para. 3). Insight into funding decision-making factors can potentially assist academic fundraisers by directing more data driven strategies developed to

facilitate philanthropic opportunities. This awareness could lead to enhanced stewardship of state funds during a period of time when state approbations are decreasing.

Information derived through this study could allow fundraisers to develop annual giving programs that increase the probability of former athletes' participation. Establishing annual giving programs by segmenting more likely to donate alumni from those less likely to donate allows the fundraiser to develop specific target marketing communication with each segment and increases the probability of a gift by a former athlete. Well-conceived strategies involving donors would possibly allow a greater return on funds invested into the operational cost of annual giving programs and allow staff to concentrate on donor characteristics based on factors identified.

Theoretical/Conceptual Framework

Economic and socialist theories, as well as conceptual frameworks, can provide context and understanding to alumni giving models. Becker (1974) proposed an economic framework based partially on social environments, when factors besides financial ability influence charitable giving outcomes. Halfpenny (1999) and Weintraub (1985) further defined Becker's framework by presenting microeconomic theory regarding charitable giving to researchers. They suggest that assumptions are present when donors are considering financial contributions to a charity. Individuals have preferences for outcomes and they act independently based on full and relevant information pertaining to the contribution (Weintraub, 1985). This microeconomic theory presented by Halfpenny (1999) and Weintraub (1985) suggested utility is maximized by individuals after a gift is made. An example of individuals having preferences for outcomes in reference to charitable giving might include a specific donor contributing to a program based on

intended programmatic outcomes and not specifically based on personal gain such as naming rights to the program, building, et cetera.

Utility maximization occurs when the donor achieves his/her philanthropic goal of helping others while also receiving the maximum in tax incentives and personal recognition by the charity (Abrams & Schitz, 1978). During an active proposal delivery stage of donor acquisition, an individual is presented a gift proposal outlining a specific funding request and potential outcomes based on investment of financial resources. The donor is taking action based on relevant information contained in the proposal and can make an independent decision on funding options that best correspond with the philanthropic interest of the individual (Ioannidis, 2011).

During the gift solicitation process, interaction between the university staff and donor provides meaningful exchange of ideas and thoughts pursuant to programmatic outcomes and donor expectations. Some common statements from the social exchange theory pertain to the donation process since the theory focuses on the human interaction during social exchange (Halfpenny, 1999; Sun, Hoffman, & Grady, 2007). Human reactions, such as body language, spoken comments, and other noticeable indicators, provide immediate feedback to the solicitor. This feedback is critical for it allows possible redirection of giving opportunities if negative feedback is received during the verbal exchange. Non-verbal responses, such as wondering eyes, disinterest in topic, or nodding of the head, are great indicators to the observer and may direct future funding opportunities or redirection of the proposal in-hand.

Significance/Importance of the Study

Possible factors influencing financial decisions of former athletes will aid universities and athletic programs in their efforts to maximize the return on investment. Limited resources due to decreasing governmental assistance requires athletic development officers to focus on potential donors more likely to give with minimal investment of resources (Wunnava & Lauze, 2001). In addition, findings may also influence future giving strategies for academic programs since the size of the institution could signify a cross-culture feeling of individual and small group inclinations. At smaller institutions with a student population of 10,000 or less, academic clubs might exhibit tendencies similar to athletic teams. This similarity among athletic and academic clubs at smaller institutions is conceived on the notion that academic club advisors can be viewed as coaches, and small club size relates to the small team sizes. A natural bond might be formed in both academic club and athletic settings between the participants themselves and between the advisor or coach and the participants.

Definitions of Terms

Active alumnus: Defined as all alumni who maintain a current postal or e-mail address with the institution (Association, 2010).

Crowding-out effects: Athletic fund-raising competes for the same dollars as academic fund-raising, thereby, diminishing academic donations (Stinson & Howard, 2007).

National Collegiate Athletic Association (NCAA): The governing organization of collegiate based athletic programs. The NCAA oversees 335 member institutions (NCAA, 2015).

National Collegiate Athletic Association Football Championship Subdivision (NCAA DI-A FCS): The NCAA allows colleges to choose from two separate football sub-divisions

based on scholarship commitment and financial support allocated to the football program. The NCAA has a total of 335 member schools, with 118 competing at the DI-A FCS level (NCAA, 2015).

Non-revenue sports: Sport programs that typically do not generate ticket sales/sponsorship funds (Elfman, 2015). At UTM, non-revenue sports are baseball, cross country, equestrian, golf, rifle, softball, soccer, tennis, track, and volleyball (UTM, 2015).

Ohio Valley Conference (OVC): The nation's eighth oldest athletic conference, representing 12 schools in five states (OVC, 2015).

Philanthropy: The act of sharing one's resources with another person, organization, or entity (Sulek, 2010).

Revenue sports: Sport programs that typically generate gate/sponsorship funds (Elfman, 2015). At UTM, revenue sports are football, men's basketball, and women's basketball (UTM, 2015).

Methodological Assumptions

This study identified factors influencing financial decision-making of former athletes who have graduated since 1994. With survey participants representing a young demographic, one assumption was that factors identified from the survey could be utilized for former athletes graduating prior to 1994. It is unlikely the university's list of athletic participants was comprehensive, which limited the generalization of findings to the entire population. Participation in the study was limited to graduates of the university. The results may not be indicative of the behavior of former athletes who failed to graduate or left the university prior to graduating to play professionally.

This study focused on donor status and average annual giving variables, which remains relevant and researchable. Individual responses, molded by current or past philanthropic behaviors, to survey questions will expand the alumni knowledge base by providing possible new insights into donor acquisition. By studying these philanthropic behaviors, development professionals will have opportunities to develop focused solicitation programs aimed to increase dollars raised as well as increasing the number of donors.

Delimitations of the Study

Delimitations within the study included population and graduation. Only individual athletes from UTM, who graduated from 1994 to 2015, were contacted since UTM entered NCAA Division I competition officially in 1994. An additional delimitation was the study included only athletic alumni with valid email addresses. The survey instrument was only available electronically to former UTM athletes. It should be noted throughout this study that the collection of data was limited to a single university.

Limitations of the Study

Survey results for this study were dependent upon respondents utilizing email and having access to the Internet. Research relied on self-reporting estimations of playing time and scholarship amount ranges. In some cases, the amount of scholarship fluctuated from year to year, based on the student athlete's performance and athletic budget (J. Freire, personal communication, Nov.3, 2014). For example at UTM, many freshmen athletes are awarded partial scholarships and must earn full scholarships by meeting performance goals (Kaler, 2012). Survey results also relied on respondents recalling their actual level of scholarship assistance and

reporting that information in general terms (i.e., partial or full scholarships). Drawing conclusions based on results from this study should take into consideration the university being studied, along with unique qualities of the university and the former athletes who participated in the study. Integrity of self-reporting private donation levels should be considered a limitation. Additionally, three respondents self-reported they were above the age of 54 and thus would have made them at least 33 years while participating in intercollegiate athletics. Therefore, this should be considered a limitation due to the unlikeliness of a student-athlete competing in the NCAA at this age. The size and location of the study institution may not accurately depict results for universities that are not similar in size and rural settings.

CHAPTER II

LITERATURE REVIEW

Introduction

The literature review is comprised of a general summarization of philanthropic support in the United States, contributions to colleges and universities, and private funding to athletics by former athletes. With expenditures rising annually in Division I athletic programs, reliance on private donations during tough economic times is a necessity (J. Freire, personal communication, November 3, 2014). Athletic development professionals, according to Freire are seeking methods to engage former athletes in a meaningful way to encourage private gifts for athletic programs.

General Philanthropic Support

According to the Charities Aid Foundation (Low, 2011), the United States ranks fifth in the world giving index, a global compilation of giving behaviors. The index quantifies three aspects related to giving: money donated, time volunteered, and helping someone in need. Approximately $291 billon was donated to charities in 2010 ("Charity Navigator," 2011). Low (2011) reported that 30% of the world's population financially gives to charities; however, many countries ranked near the top are not considered financially dominant centers. In the US nearly 60% of the population financially supported some type of charity in 2010 (Low, 2011). In 2007, roughly 8% of total U.S. donations went to meet basic human needs ("Patterns of household

charitable giving by income group 2005," 2007). Further reports suggested that giving is based more on emotional response than a rational reason (Low, 2011). Emotional responses to specific causes, such as a retiring faculty mentor or a program with whom the individual has a strong bond, are considered tactical avenues to engage a prospect in financial discussions regarding a donation. Wunnava and Lauze (2001) determined a person's stage in life also influences the decision to give. An individual perhaps will have expendable income later in life once family obligations are satisfied and necessary needs are met. This group, typically 51-65 years old, presents the greatest opportunity to engage in philanthropic support.

Bekkers and Wiepking (2010) concluded that effectively communicating needs of the charity is key to increasing support from its stakeholders. "Survey studies also suggest that awareness of need is increased when people know potential beneficiaries of a charitable organization" (Bekkers & Wiepking, 2010, p. 11). Peer to peer solicitation is a common technique utilized in non-profit fundraising. Similar to the notion of outdoing someone else, donors generally want their gifts known to others ("Alumni giving in the new millennium," 2002; Bekkers & Wiepking, 2010). When benefits for making donations are matched to giving levels, future contributions tend to increase (Bekkers & Wiepking, 2010; Jones, 2008). Donors have a quid pro quo, which is defined as "something that is given or taken in return for something else" ("quid pro quo," 2015). Donors seek a return on their investment which might include game tickets, parking privileges, et cetera while long-term benefits to the organization may not be realized immediately.

Philanthropic Support of Colleges and Universities

In 2010, more than $28 billion was donated to higher education institutions in the United States (Kaplan, 2011). However, with state support dropping to 30% of total revenues compared to nearly 80% seen 30 years ago (Webber-Thrush, 2010), the need for private support is critical (Taylor, 1993). Advancement professionals engage in different forms of educating donors and alumni on potential funding needs, as well as seeking new avenues to involve alumni in conversations with current students. Pumerantz (2005) suggested that when alumni become mentors to enrolled students, the alumni become engaged in the prosperity of the university. A potential outcome of the alumni mentoring program provides students the opportunity to see the impact engaged alumni have on the institution. Alumni participating in the mentoring program continue to relate to the positive impact the institution had on them.

Universities strongly believe that in order for future philanthropic support to continue, currently enrolled students must be informed of the need to give back before they graduate (Terry & Macy, 2007). By increasing the awareness among students, development professionals can integrate the need for support through each phase of the life cycle based on the "individual's age and financial circumstance" (Wunnava & Lauze, 2001, p. 14). For example, young alumni less than 30 years of age tend to donate small amounts, but are more active in alumni programming. Alumni falling into the family phase of life, age 31-50, often have less time to volunteer and will make financial gifts instead. Alumni who find themselves with no children living at home, age 51-65, and retired seniors, 65 plus in age, are two groups development officers devote a majority of their time cultivating because of their propensity to give (Alumni, 2013).

Increased market segmentation based on age demographics has not increased the level of donors as anticipated by fundraising professionals (Sargeant, 1999). Since 2006, alumni

participation rates have decreased 2.1% with the average donation decreasing $115 during the same period (Kaplan, 2011). Strout (2006) concluded that universities' use of technology to increase database accuracy increased the number of alumni on record, but not the number of alumni donating. This could explain the decrease in alumni participation rates nationally. Other studies suggest student satisfaction with their overall collegiate experience, during and after college, is also a leading factor for determining likelihood of giving ("Alumni giving in the new millennium," 2002; Coolman, 2011; Gottfried & Johnson, 2006; Hoyt, 2004; Pumerantz, 2005; Sun et al., 2007). Student experience, relationships with faculty and staff, and loyalty to the institution should be considered additional leading determinants (Coolman, 2011; Hoyt, 2004; Le Blanc & Rucks, 2009; Pumerantz, 2005).

Previous research indicated a strong correlation between age and giving (Hoyt, 2004; McDearmon & Shirley, 2009; Sun et al., 2007) with older alumni tending to donate at a higher percentage. This generational research has only recently been studied and with limited published research. Reunion giving has also been linked to increased alumni percentage rates (Holmes, 2009; Wunnava & Lauze, 2001). Furthermore, alumni who volunteer with the university and exhibit a sense of belonging will often demonstrate higher levels of giving (Hoyt, 2004; Minar, 2010; Weerts & Ronca, 2007). One study suggests the establishment of alumni chapters is a way to increase giving participation and volunteer engagement, which often leads to increased giving (Cohen, 2008).

There is another leading factor that relates to the communication between the institution and its alumni. Studies indicate a quality communication plan for different demographics of alumni will enhance the overall success of development programs and lead to greater donor involvement (Bhagat, Loeb, & Rovner, 2010; Dolbert, 2002; Sun et al., 2007). Methods of

communicating with alumni must be explored based on age and geographic locations. Recognizing alumni donors in print is a factor requiring consideration by universities in developing long-term communication plans ("Alumni giving in the new millennium," 2002).

Additional relevant studies indicate family income and student debt are negative factors influencing decisions to give (Taylor, 1993; Terry & Macy, 2007). McDearmon and Shirley (2009) found alumni with greater amounts of student debt after graduation financially supported the university on a far less percentage base than those without debt. Moreover, besides family income and student debt, when an institution does not have a clear tradition of philanthropy, there is not a clear reason for alumni to donate, according to Schmidt (2010). Some private institutions can achieve as high as 40% alumni participation rates, while their public counterparts only reach 10% (Gottfried & Johnson, 2006).

Gaski and Etzel (1984) and Stinson and Howard (2008) propagate widely believed notions that the more successful a sport or program is, the greater the probability of alumni donating to that sport or program. Sometimes this success will lead to a crowding-out effect, where academic and athletic fundraising compete for the same private dollar. King, Sexton, and Rhatigan (2010) and Martinez, Stinson, Kang, and Jubenville (2010) conclude academic and athletic programs continue to compete among themselves for crucial private support. With greater emphasis placed on private giving, "most schools athletics fundraising was growing more quickly than academic fundraising and that crowding-out effects were most likely to occur at schools falling outside the top tier of academically ranked schools" (Martinez et al., 2010, p. 45). In other words, academic deans were losing the battle for the private dollar to coaches shining in the Saturday night lights of packed stadiums. During a 2015 building project, UT Martin minimized crowding-out effects by combining academic and athletic space in the same building.

This decision allowed donors to enjoy supporting both academic and athletic aspects of the project while providing crucial private dollars to the project (Freire, 2014).

Former Athlete Philanthropic Support

A leading factor for former athlete giving has been linked to a positive collegiate experience in the classroom and on the field of competition (Drummond, 2009; Jones, 2008; O'Neil, 2006; Shapiro, Giannoulakis, Drayer, & Wang, 2010). Drummond (2009) noted many former athletes' primary reason for giving and supporting their alma mater's sports program was influenced by their love for the institution. Another factor considered to be a major influencer in determining giving potential is the satisfaction with communication from the sport, athletic program, school, and even a former coach (Drummond, 2009; Jones, 2008; Shapiro et al., 2010). Shapiro et al. (2010) and O'Neil (2006) both concluded athletes who feel uninformed or disconnected from the program are far less likely to donate.

Athletic staff and coaches need to stress the value and significance of private donations to student athletes to increase awareness of the need for former athletes to support the specific programs (Jones, 2008). O'Neil (2006) reported some athletes feel they have already donated because they were not paid for their services, even though the university made money by using their talents. Only one study was found that specifically addressed the generational giving from former athletes and concluded older athletic alumni tend to give more to their sport or university (O'Neil, 2006).

Jones (2008) indicated a former athlete's inability to direct the donation to a particular sport or program leads to a negative factor in giving. Jones (2008) also showed the negative impact of giving to academic programs based on former players feeling that academic programs

have been forgotten or neglected, a reason not often found in athletic programs. Furthermore, former athletes are more likely to donate if recognition in booster clubs is considered and if free or reduced priced tickets are made available (Jones, 2008). His study supports the need for "specific events" (Jones, 2008, p. 29) targeting former athletes such as a multi-inning baseball game fundraiser for former baseball players. This provides a greater opportunity to involve alumni with the program while communicating a sense of need as well as allowing staff to design specific marketing and development programs to meet former athletes' engagement expectations (O'Neil, 2006). While philanthropic programs are designed to motivate and encourage private investment into programs, this literature review exposes research deficiencies relating to small NCAA Division I-A FCS universities and how development professionals can be assisted in developing fundraising strategies targeting the institution's former athletes.

CHAPTER III

METHODOLOGY

Population and Sample

Approximately 1,358 former athletes during the 20 year span (1994-2015) are coded in the university's alumni database with approximately 717 of those individuals having a current and valid email address. Only those athletes with current and valid email addresses were invited to participate in this digitally delivered survey. Inclusion in this study was limited to UTM athletes who graduated between 1994 and 2015.

Variables Analysis

The variables for this study were selected following a review of the literature related to this subject matter and divided into two sections:[dependent variables and independent variables. This study was designed to identify giving determinates of former athletes, the dependent variables include donor status and level of average annual support. Twelve independent demographic and attitude assessment variables were established to assist in determining influencing factors. The combined listing of all known variables is located in Appendix A.

Dependent Variables

The dependent variables used within the study were donor status and level of average annual financial support to UTM and the Skyhawk Club, the university's athletic booster club. Annual financial support levels were based on historic data obtained by the researcher to create a scale for the different levels of support from athletic and university donors. Donor status was based on whether or not a person has made a gift during a specified period of time to the university and was a self-reported answer.

Independent Variables

Wunnava and Lauze (2001) and Bekkers and Wiepking (2010) determined a person's age and level of knowledge regarding the program are determinants in giving decisions. Drummond (2009) noted giving and supporting one's sports program was influenced by the love for the institution. It was also noted that the level of communication with former athletes is an important factor, along with overall feelings toward the university, athletics, and the sport(s) played. The combined list of independent variables is not considered a comprehensive listing of all variables that may influence the decision-making process, but a list of highly potential influential factors the researcher has identified through a review of the literature.

- Attitude: questions reflecting attitudes toward the university and the athletic program are measured using a Likert scale.
- Willingness to give: reflects potential financial contributors to the university and athletic booster club being measured using a Likert scale.
- Amount of playing time: seeks to determine if any bias exists in the perceived amount of playing time and the amount of playing time the former athlete perceived s/he should have received. This will be measured using a Likert scale.

- Scholarship assistance level received: based on the athletes' self-reported overall highest level of scholarship attainment. The categories are Full Scholarship for Entire Period, Combination of Full and Partial Across Period, Partial Scholarship During Entire Period, and No Financial Assistance Received.
- Current distance living from the university: seeks to recognize possible differences in giving attitudes based on distance proximity to the university. Four categories are utilized: 0-49 miles, 50-99 miles, 100-149 miles, and greater than 150 miles.
- Contact with former teammates and coaches utilizing five categories: This variable is used to determine if continued relationships with former teammates influence level of support to the athletic program.
- Age, created as an open variable with no ranges to gain specific ages.
- Ethnicity, created as a categorical variable with seven categories: White; Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; Hispanic, Latino, or Spanish Origin; and Other.
- Education attainment: a nominal variable coded 1 for bachelor's degree, 2 for master's degree, 3 for specialist, and 4 for doctoral degree.
- Year of graduation, created as an open variable with no ranges to gain specific year.
- Total household income, created as a five-category variable: Under $25,000; $25,000 - $49,999; $50,000 - $99,999; $100,000 - $149,999; and Over $150,000.
- Gender, created as a dichotomous variable with two categories: Female and Male.

- Sports Participation created as a categorical variable with 15 categories (Choose all that apply):

  1=Women's Basketball
  2=Women's Soccer
  3=Women's Softball
  4=Women's Tennis
  5=Women's Cross Country/Track
  6=Women's Volleyball
  7=Cheerleading
  8=Rifle
  9=Men's Basketball
  10=Men's Baseball
  11=Men's Golf
  12=Men's Cross Country/Track
  13=Men's Football
  14=Men's Tennis
  15=Rodeo

Instrumentation

A digital survey was developed to assist in the collection of data for this study. The survey was designed with both quantitative and qualitative models. This provided greater understanding of defining determinants of giving and the overall attitude toward the university and the athletic department. The survey was designed and administrated using the Qualtrics Survey Program. Data analysis employed the IBM Statistical package (SPSS22), a computer program used for statistical analysis, to determine what relationship, if any, existed among scholarship level of assistance, perception of communication effectiveness, sport(s) played, perceived amount of playing time, and the level of financial support for the university.

Research Design

To be considered for the survey, respondents must have participated in an NCAA-sanctioned sport after 1993 at UT Martin and coded in the Alumni and Development Information

system with a valid email address. A survey instrument was emailed to all eligible former university athletes. A copy of the survey instrument is included in Appendix B. The survey population did not preclude any gender, race, socioeconomic background, or previous donor status. The email contained a specific web address to access the survey instrument. The survey used a combination of questions to capture qualitative and quantitative data. Informed consent was included as an element of the survey and all policies and procedures established and governed by the University of Tennessee Chattanooga's Institutional Review Board (IRB) were implemented and carefully maintained. Additionally, all approvals from the university's IRB were obtained prior to gathering any data.

Demographic profiles included age, gender, sport played, and scholarship assistance received. Other questions rated overall satisfaction of university, athletic, and academic programs. Individuals responded to specific questions as they related to supporting or not supporting the sport or university in the past or in the future.

Data Analysis

This study was designed to examine factors that may be related to the level of financial support of former athletes from a small NCAA Division I-A FCS university provided to their alma mater. Data analysis was performed to identify possible relationships between sports, playing time, and scholarships an athlete may have received and the likelihood of the athlete to donate. Age, gender, and current living distance from the university may also play an important role in the decision-making process, requiring a careful analysis of the collected data to facilitate the development of proper fundraising techniques.

The quality of the measure was analyzed using reliability and factor analysis to determine whether the overall survey was reliable and valid. Next, an analysis was conducted to determine if there were sufficient numbers of participants for each of the independent variables. If a sufficient number of subjects were represented in each category, inferential statistics were performed to determine if there were significant differences between participants with differing background characteristics. Previously, donor status and average annual giving were established as the study's dependent variables. Eight independent variables were chosen for examination in predicting contributions. Subscales of the identified independent variables were established based on attitude toward the athletic program and the university (Questions 1 and 3), willingness to donate to an athletic program or university program (Questions 5, 6, 7 and 8), amount of playing time (Question 2), current distance from alma mater (Question 4), and a demographic profile (Questions 9-17). Descriptive statistics were applied to continuous variables and items utilizing a Likert scale to determine mean and standard deviations. Discriminant analysis was used as the primary method to measure the significance of each variable. Multivariate regression analysis was conducted to determine which variables might be considered predictors of future philanthropic support.

Two new predictive variables were created to assist in analyzing results for Research Question 1 and 2. A Sport Generation Code (SGC) predictive variable was created by analyzing results from the survey Question 16 regarding the type of sport(s) played. Football, Men's Basketball, and Women's Basketball were considered revenue generating sports at UTM and received a SGC value of 1. Baseball, Men's Cross Country/Track, Women's Cross Country/Track, Equestrian, Golf, Rifle, Rodeo, Softball, Soccer, Men's Tennis, Women's

Tennis, and Volleyball were considered non-revenue generating sports at UTM and received a SGC value of 2.

The second predictive variable named Scholarship Level (SL) was created by analyzing results from the survey Question 15. Full scholarships received a value of 1, while all other levels of scholarships received a value of 2, except for no scholarship received, which received a value of 3. This variable was self-reported and based on the highest level of scholarship received. For example, if an athlete was a walk-on player in year 1 and received a partial scholarship year 2 and 3 and a full scholarship in year 4, the person was coded as a full scholarship recipient and received a value of 1.

Research Question 1 was designed to determine if revenue generating sports had different giving amounts from former athletes than non-revenue generating sports. To answer this question, two subquestions were developed to better understand giving determinants. The new predictive variable SGC was used to determine possible relationships between revenue generating sports and amounts of giving. When analyzing two categorical variables, chi-square was the appropriate test to determine possible relationships between the two variables.

Research Question 1A was developed to determine if a significant relationship existed between the new SGC predictive variable and the percentage of giving among former athletes. Chi-square remained the appropriate test to analyze the survey response results to Questions 12 and 16. If a p-value of $> .05$ exists between SGC and percentage of giving, the researcher concluded there was a significant difference between revenue generating sports' former athletes and giving percentages.

Research Question 1B was designed to determine if a difference existed between the new SGC predictive variable and the size of annual gifts from former athletes. Chi-square remained

the appropriate test to analyze the survey response results to Questions 12 and 16. If a p-value of > .05 existed between SGC and annual amount of giving, the researcher concluded there was a significant difference between revenue generating sports' former athletes and the size of their gift.

Research Question 2 was developed to determine if a significant relationship existed between full and partial scholarship recipients and donations. The new predictive variable SL was used to determine possible differences between scholarship levels and amounts of giving. When analyzing two categorical variables, chi-square was the appropriate test to determine possible differences between the two variables.

Research Question 2A was developed to determine if a difference existed between the new SL predictive variable and the percentage of giving among former athletes. Chi-square remained the appropriate test to analyze the survey response results to questions 12 and 16. If a p-value of > .05 existed between SL and percentage of giving, the researcher concluded there was a significant difference between former athletes receiving full scholarships and giving percentages.

Research Question 2B was designed to determine if a difference existed between the new SL predictive variable and the size of annual gifts from former athletes. Chi-square remained the appropriate test to analyze the survey response results to questions 12 and 16. If a p-value of > .05 existed between SL and annual amount of giving, the researcher concluded there was a significant difference between former athletes' scholarship levels and the size of their gift.

Research Question 3 was designed to determine if the perceived amount of playing time influenced the likelihood of making a gift by conducting an analysis on survey Question 2 and

12. A chi-square test was used to determine if a difference existed between perceived fairness in playing time and the percentage of giving.

Research Question 4 was developed to determine if a predictive giving model existed by conducting loglinear regression on all variable determinants. Loglinear regression determined the effect size and removed the highest-order interaction between variables to determine which variable was statistically important to the overall model. Two assumptions must be met before loglinear analysis can be used (Field, 2009). First, an entity should fall into only one independent cell of the contingency table. Second, expected frequencies of an entity should be large enough to be reliable.

Research Question 4A was developed to provide insight to possible determinates in predicting a higher percentage of giving. This question used loglinear analysis on all predictive variables to determine if relationships existed between former athletes and giving percentages. Results from the test provided K-Way and Higher-Order Effects and identified which effects could be removed without significantly impacting the model. If a result in K-Way and Higher-Order Effects had a ≥ 0.05 significant factor, the researcher concluded that removing the effect from the model would significantly reduce the fit of the model to the data.

Research Question 4B was designed to provide insight to possible determinates in predicting which former athletes might make larger annual gifts. To answer this question, a Pearson Chi-square test was conducted on three variables. The first test examined if a relationship existed between gender and level of giving. The second test examined if a relationship existed between sport revenue generation code and level of giving. If a result in Pearson Chi-square had a $p < 0.05$ significant factor, the researcher determined a relationship existed between the two variables.

This chapter provided details on the design and methodology of this study including the following: (a) research design, (b) sample population, (c) survey instrument, (d) data collection procedures, and (e) data analysis. Chapter four contains the data presentation and analysis of the data and a summary of qualitative responses. Chapter five presents the conclusions and recommendations, including possible future research and introduction of the donor motive model developed to aid in the creation of donor solicitation strategies.

CHAPTER IV

RESULTS

This current study examined factors that may be related to the level of financial support former athletes, from a small NCAA Division I-A FCS university, provided to their alma mater. Former UTM athletes who competed between the years of 1994 and 2015, a period when the university participated as a NCAA Division I-A program, were invited to participate in the study. Additional focus on revenue-generating sports and gender were included in the analysis of data.

Chapter four is a presentation of the analysis of data collected through the survey conducted by the researcher in 2016. Information has been divided into two segments: general descriptors and detailed analysis as it pertains to the four research questions and six sub questions. Chapter five will discuss findings, recommendations and possible future research opportunities to enhance fundraising strategies with former athletes.

General Descriptors

The University of Tennessee at Martin Athletic Alumni Survey was electronically administrated to 789 former athletes of the university who graduated between the years of 1994 and 2015. Of this number, one record was a duplicate and 19 emails were deemed unsuccessful in reaching the intended receiver. The effective sample size was reduced from 789 to 769. A total of 272 surveys were started with participants completing 212 surveys for an effective completion rate of 77.94 percent. Overall, 27.57% of the total sample size responded to the

survey. A total of four reminders were electronically distributed to the sample population in one week intervals.

The sample size reflects a small sample size related to fifteen different sports, with three sports effective response rate above 10 percent, five sports with response rates ranging between 5 and 9.9 percent, and the remaining 6 sports having at least 1 percent of the total recorded responses. Two respondents did not choose a sport for unknown reasons. (See Table 4.1)

Table 4.1 Percentage of Former Athlete Response Rate by Sport

Sport Variable	Number of Respondents (Total 210)	Percentage of Responses
Women's Basketball	12	5.7%
Women's Soccer	12	5.7%
Women's Softball	17	8.0%
Women's Tennis	3	1.4%
Women's Cross Country/Track	9	4.2%
Women's Volleyball	12	5.7%
Cheerleading	10	4.7%
Rifle	7	3.3%
Men's Basketball	8	3.8%
Men's Baseball	30	14.2%
Men's Golf	12	5.7%
Men's Cross Country/Track	11	5.2%
Men's Football	38	17.9%
Men's Tennis	3	1.4%
Rodeo	26	12.3%

The number of responses by sport were reviewed and the data were further divided into two segments to assist answering research questions and sub questions: Revenue Generating Sports and Non-Revenue Generating Sports. (See Table 4.2). Recoding into a new variable

named SRC enabled the data to be analyzed based on sports with positive revenue streams from ticket sales and media outlets versus sports who typically rely on institutional and private support to operate.

Table 4.2 Revenue and Non-Revenue Sports Response Rates

Revenue Generating Sport Variable	Number of Respondents (Total 58)	Percentage of Responses
Women's Basketball	12	5.7%
Men's Basketball	8	3.8%
Men's Football	38	17.9%

Non-Revenue Generating Sport Variable	Number of Respondents (Total 152)	Percentage of Responses
Women's Soccer	12	5.7%
Women's Softball	17	8.0%
Women's Tennis	3	1.4%
Women's Cross Country/Track	9	4.2%
Women's Volleyball	12	5.7%
Cheerleading	10	4.7%
Rifle	7	3.3%
Men's Baseball	30	14.2%
Men's Golf	12	5.7%
Men's Cross Country/Track	11	5.2%
Men's Tennis	3	1.4%
Rodeo	26	12.3%

Highest Level of Education Attainment

Respondents obtaining a Bachelor's Degree equaled 42% (N=87) of the overall responses, while respondents with both Bachelor's and Master's Degrees reached 83.5% (N=177) of the total respondents. (See Table 4.3).

Table 4.3 Highest Level of Education Attainment

Degree Level	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's Degree	87	41.0	41.0	41.0
Master's Degree	90	42.5	42.5	83.5
Doctorate	29	13.7	13.7	97.2
Specialist	6	2.8	2.8	100.0
Total	212	100.0	100.0	

Cross tabulation was performed to determine the level of education attainment based on gender (See Table 4.4) and if there was significant association between gender and education attainment (Table 4.5). With p = .128, it can be stated that no statistically significant association existed between education attainment and gender.

Table 4.4 Education Attainment and Gender Cross Tabulation

Degree Level	What is your gender?		Total
	Male	Female	
Bachelor's Degree	54	31	85
Master's Degree	43	47	90
Doctorate	17	12	29
Specialist	2	4	6
Total	116	94	210

Table 4.5 Education Attainment and Gender Chi-square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.688[a]	3	.128
Likelihood Ratio	5.717	3	.126
Linear-by-Linear Association	.805	1	.370
N of Valid Cases	210		

Note

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.69.

Household Income

Fifty-one percent (N=108) of respondents reported annual household income below $99,999. Respondents reporting income above $100,000 annually equaled 48.8% (N=103), with one respondent choosing not to answer. (See Table 4.6).

Table 4.6 Annual Household Income

Annual Household Income Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than $25,000	10	4.7	4.7	4.7
	$25,000 – 49,999	20	9.4	9.5	14.2
	$50,000 – 99,999	78	36.8	37.0	51.2
	$100,000 – 149,999	52	24.5	24.6	75.8
	Over $150,000	51	24.1	24.2	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Distance Residing from University

The largest percentage of respondents lived 150 miles or greater from the university (%=64.2, N=136). (See Table 4.7).

Table 4.7 Distance between Current Home and the University

Miles from current home	Frequency	Percent	Valid Percent	Cumulative Percent
0-49 miles	27	12.7	12.7	12.7
50-99 miles	13	6.1	6.1	18.9
100-149 miles	36	17.0	17.0	35.8
> 150 miles	136	64.2	64.2	100.0
Total	212	100.0	100.0	

Gender

Table 4.8 shows a majority of respondents (% = 55.2, N=116) were male former athletes. Two respondents choose not to answer the question.

Table 4.8 Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	116	54.7	55.2	55.2
	Female	94	44.3	44.8	100.0
	Total	210	99.1	100.0	
Missing	System	2	.9		
Total		212	100.0		

Ethnicity

Eighty-three percent (N=174) of total valid respondents (N=209) were white, while black respondents equaled 15.3% (N=32). Of the total number of respondents, 1.4% (N=3) did not choose a race and only 3 race categories were chosen from the list of 7 choices. (See Table 4.9).

Table 4.9 Ethnicity

Race		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa	174	82.1	83.3	83.3
	Black or African American – A person having origins in any of the Black racial groups of Africa.	32	15.1	15.3	98.6
	Hispanic, Latino, or Spanish Origin - A person of Mexican, Central America, South American, or Spanish origin	3	1.4	1.4	100.0
	Total	209	98.6	100.0	
Missing	System	3	1.4		
Total		212	100.0		

Age of Respondents

Almost 93% (N=195) of the respondents were between the ages of 25 and 44. Three respondents reported above the age of 55, which was a surprising finding since that would mean these individuals were at least 33 years old at the time the university began competing at the Division I level. (See Table 4.10).

Table 4.10 Age of Respondents

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 to 24 years	1	.5	.5	.5
	25 to 34 years	95	44.8	45.0	45.5
	35 to 44 years	100	47.2	47.4	92.9
	45 to 54 years	12	5.7	5.7	98.6
	55 years and older	3	1.4	1.4	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Scholarship Level

Respondents self-reported the highest level of scholarship attainment while classified as a student-athlete at UT Martin. Nearly 32% (N=66) received full scholarships throughout their eligibility period at UT Martin. Four respondents did not answer the answer the question. (See Table 4.11)

Table 4.11 Highest Level of Scholarship Level Attained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full scholarship for all of eligibility period	66	31.1	31.7	31.7
	Combination of both full and partial scholarship during eligibility period	35	16.5	16.8	48.6
	Partial scholarship for all of eligibility period	60	28.3	28.8	77.4
	Partial scholarship for part of eligibility period	29	13.7	13.9	91.3
	No scholarship assistance received at any time during eligibility period	18	8.5	8.7	100.0
	Total	208	98.1	100.0	
Missing	System	4	1.9		
Total		212	100.0		

Combined Scholarship Level

The researcher recoded the Scholarship Level variable into a new variable named Combined Scholarship Level containing 3 categories: Full, Partial, and No Scholarship. The following table (See Table 4.12) reflects the recoding naming and value.

Table 4.12 Recoding of Scholarship Level Values

Scholarship Level Response	Original Value	Combined Scholarship Level	New Combined Value
Full scholarship for all of eligibility period	1	Full	1
Combination of both full and partial scholarship during eligibility period	2	Partial	2
Partial scholarship for all of eligibility period	3	Partial	2
Partial scholarship for part of eligibility period	4	Partial	2
No scholarship assistance received at any time during eligibility period	5	No Scholarship	3

Table 4.13 shows 58.5% of respondents had a partial scholarship at some point of their playing career. Four respondents did not indicate the level of scholarship for unknown reasons.

Table 4.13 Combined Scholarship Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full	66	31.1	31.7	31.7
	Partial	124	58.5	59.6	91.3
	No Scholarship	18	8.5	8.7	100.0
	Total	208	98.1	100.0	
Missing	System	4	1.9		
Total		212	100.0		

Attitude Toward University

When asked to rate the overall feelings toward the university, 93.4% (N=198) of respondents rated their feelings toward the university good or very good. 1.9% (N=4) had a poor feeling toward the university. (See Table 4.14)

Table 4.14 Overall Personal Feelings toward UT Martin

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	119	56.1	56.1	56.1
Good	79	37.3	37.3	93.4
Fair	6	2.8	2.8	96.2
Neither Good nor Bad	4	1.9	1.9	98.1
Poor	4	1.9	1.9	100.0
Total	212	100.0	100.0	

Attitude Toward Athletics

When asked to rate the overall feelings toward the UT Martin Athletic program, 71.2% (N=151) of respondents rated their feelings toward athletics good or very good. A total of 3.8% (N=8) had a poor or bad feeling toward the athletic program. (See Table 4.15)

Table 4.15 Overall Personal Feelings toward UT Martin Athletics

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	83	39.2	39.2	39.2
Good	68	32.1	32.1	71.2
Fair	42	19.8	19.8	91.0
Neither Good nor Bad	11	5.2	5.2	96.2
Poor	7	3.3	3.3	99.5
Bad	1	.5	.5	100.0
Total	212	100.0	100.0	

Attitude Toward Sport(s) Played

Table 4.16 indicates the overall feelings toward the sport(s) played while at UT Martin, with 72.7% (N=154) of respondents rating their feelings toward their sport(s) good or very good. Exactly 7.0% (N=15) had a poor, bad, or very bad feeling toward the athletic program.

Table 4.16 Overall Personal Feelings toward UT Martin Sport(s) Played

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	93	43.9	43.9	43.9
Good	61	28.8	28.8	72.6
Fair	36	17.0	17.0	89.6
Neither Good nor Bad	7	3.3	3.3	92.9
Poor	11	5.2	5.2	98.1
Bad	2	.9	.9	99.1
Very Bad	2	.9	.9	100.0
Total	212	100.0	100.0	

Attitude Toward Overall Experience as a Student-athlete

Respondents had a 90.1% (N=191) student-athlete experience rated fair, good, and very good, while 7.1% (N=15) had negative responses regarding their student-athlete experience. (See Table 4. 17).

Table 4.17 Overall Personal Feelings Regarding Experiences as Student-athlete at UT Martin

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	87	41.0	41.0	41.0
Good	79	37.3	37.3	78.3
Fair	25	11.8	11.8	90.1
Neither Good nor Bad	6	2.8	2.8	92.9
Poor	12	5.7	5.7	98.6
Bad	3	1.4	1.4	100.0
Total	212	100.0	100.0	

Attitude Towards Playing Time Meeting Expectation

To determine overall feelings regarding playing time meeting individual expectations while playing at UT Martin, respondents were asked to rate if their playing time met their expectation. Slightly over 76% (N=162) of respondents indicated playing time met their expectations. Additionally, 13.2% (N=28) did not believe the amount of playing time met their expectations. (See Table 4.18).

Table 4.18 Overall Personal Feelings toward Playing Time Meeting Expectation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	103	48.6	48.6	48.6
Agree	59	27.8	27.8	76.4
Neither Agree nor Disagree	22	10.4	10.4	86.8
Disagree	23	10.8	10.8	97.6
Strongly Disagree	5	2.4	2.4	100.0
Total	212	100.0	100.0	

Interest with Sport(s) and Teammates as Alumni

Respondents to the survey were asked if they maintained interest in the sport(s) played (see Table 4.19) and relationships with former teammates (see Table 4.20). Over 70% (N=149) of respondents agreed or strongly agreed they maintained interest in their sport(s) they played while at UT Martin. Respondents recorded a 67.9% (N=144) response rate regarding maintaining relationships with teammates after graduation, while 15.6% (N=33) responded unfavorably to the question of whether or not he/she maintained a relationship with former teammates.

Table 4.19 Interest in Athletic Team(s) Played Since Graduation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	52	24.5	24.5	24.5
Agree	97	45.8	45.8	70.3
Neither Agree nor Disagree	32	15.1	15.1	85.4
Disagree	24	11.3	11.3	96.7
Strongly Disagree	7	3.3	3.3	100.0
Total	212	100.0	100.0	

Table 4.20 Since Graduation, Maintain Relationship with Teammates

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	77	36.3	36.3	36.3
Agree	67	31.6	31.6	67.9
Neither Agree nor Disagree	35	16.5	16.5	84.4
Disagree	26	12.3	12.3	96.7
Strongly Disagree	7	3.3	3.3	100.0
Total	212	100.0	100.0	

Financial Support

University donor

Respondents were asked to self-report whether they were donors to the university, in general, including gifts to academics and athletic programs. One respondent chose not to answer the question. (See Table 4.21).

Table 4.21 Percentage of Student-athletes Who Donate to the University (Athletics and Academics)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	87	41.0	41.2	41.2
	No	124	58.5	58.8	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Athletic donor

Respondents self-reported only 34.4% (N=73) financially supported the UT Martin athletic program since graduating. (See Table 4.22). One respondent did not answer the question for unknown reasons.

Table 4.22 Percentage of Student-athletes Who Donate to UT Martin Athletics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	34.4	34.6	34.6
	No	138	65.1	65.4	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Sport donor

Table 4.23 shows the number of respondents who report they have donated to their sport(s) at UT Martin since graduation. One respondent did not answer the question. Nearly 63% (N=133) have not made a gift to his/her sport(s) since graduating from UT Martin.

Table 4.23 Percentage of Former Athletes Who have Financially Supported His/her Sport(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	36.8	37.0	37.0
	No	133	62.7	63.0	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Likelihood of financial support

Winning team record

When asked if he/she would financially support the sport or program if it had a winning record, 40.6% (N=86) responded positively, while 29.2% (N=62) indicated they would somewhat unlikely, unlikely, or very unlikely to support his/her sport based only on winning record. (See Table 4.24).

Table 4.24 Percentage of Student-athletes Who Would Consider Financial Support Based on Winning Record

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Likely	22	10.4	10.4	10.4
Likely	28	13.2	13.2	23.6
Somewhat Likely	36	17.0	17.0	40.6
Undecided	64	30.2	30.2	70.8
Somewhat Unlikely	13	6.1	6.1	76.9
Unlikely	27	12.7	12.7	89.6
Very Unlikely	22	10.4	10.4	100.0
Total	212	100.0	100.0	

Academic success

Fifty percent (N=106) of respondents indicated a willingness to financially support his/her sport(s) if the program was maintaining high academic standards. 15.1% (N=43) responded they were less likely to financially support their program based on the program maintaining high academic standards. (See Table 4.25).

Table 4.25 Percentage of Student-athletes Who Would Consider Financial Support Based on Academic Success of the Sport(s) Played

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Likely	29	13.7	13.7	13.7
Likely	44	20.8	20.8	34.4
Somewhat Likely	33	15.6	15.6	50.0
Undecided	63	29.7	29.7	79.7
Somewhat Unlikely	11	5.2	5.2	84.9
Unlikely	21	9.9	9.9	94.8
Very Unlikely	11	5.2	5.2	100.0
Total	212	100.0	100.0	

Relationship with coach

When asked if having a relationship with his/her coach would motivate him/her to financially support the team, 67.9% (N=144) of respondents indicated they would be more likely to consider a gift if they had a relationship with the coach. (See Table 4.26).

Table 4.26 Percentage of Student-athletes Who Would Consider Financial Support Based on Having Relationship with a Coach

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Likely	49	23.1	23.1	23.1
Likely	44	20.8	20.8	43.9
Somewhat Likely	51	24.1	24.1	67.9
Undecided	32	15.1	15.1	83.0
Somewhat Unlikely	10	4.7	4.7	87.7
Unlikely	14	6.6	6.6	94.3
Very Unlikely	12	5.7	5.7	100.0
Total	212	100.0	100.0	

Perceived Treatment as a Student-athlete

Overall treatment

Table 4.27 indicates the likelihood of respondents donating to their sport(s) based on how they perceived their treatment as a student-athlete (%=83.0, N=176).

Table 4.27 Likelihood to Financially Support the UTM Athletic Program Based on Overall Treatment as a Student-athlete

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Likely	74	34.9	34.9	34.9
Likely	72	34.0	34.0	68.9
Somewhat Likely	30	14.2	14.2	83.0
Undecided	15	7.1	7.1	90.1
Somewhat Unlikely	10	4.7	4.7	94.8
Unlikely	6	2.8	2.8	97.6
Very Unlikely	5	2.4	2.4	100.0
Total	212	100.0	100.0	

Treatment by the athletic department

An overwhelming majority (%=80.7, N=171) of respondents indicated their treatment as a student-athlete by the athletic department would likely influence their decision to donate to their sport(s). (See Table 4.28).

Table 4.28 Likelihood to Financially Support the UTM Athletic Program Based on Treatment as Student-athlete by Athletic Department

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Likely	76	35.8	35.8	35.8
Likely	63	29.7	29.7	65.6
Somewhat Likely	32	15.1	15.1	80.7
Undecided	22	10.4	10.4	91.0
Somewhat Unlikely	8	3.8	3.8	94.8
Unlikely	6	2.8	2.8	97.6
Very Unlikely	5	2.4	2.4	100.0
Total	212	100.0	100.0	

Overall passion to see success of college athletics

When asked about an overall passion to see success in college athletics, 84.0% (N=178) of respondents indicated they would likely give based on their passion to see overall success in college athletics. (See Table 4.29).

Table 4.29 Passion to See Success in College Athletics as a Motivator to Finically Support Athletic Programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Likely	71	33.5	33.5	33.5
Likely	67	31.6	31.6	65.1
Somewhat Likely	40	18.9	18.9	84.0
Undecided	19	9.0	9.0	92.9
Somewhat Unlikely	5	2.4	2.4	95.3
Unlikely	7	3.3	3.3	98.6
Very Unlikely	3	1.4	1.4	100.0
Total	212	100.0	100.0	

Future Financial Support

Team

Table 4.30 shows nearly 85% (N=180) of respondents indicated future financial support would be directed to support of their sport, while on 10.4% (N=22) did not have a preference where money would be directed.

Table 4.30 If or When You Make a Financial Contribution to UTM, You Prefer to Support Your Former Team(s)

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Strongly Prefer	102	48.1	48.1	48.1
Strongly Prefer	50	23.6	23.6	71.7
Prefer	28	13.2	13.2	84.9
Slightly Prefer	10	4.7	4.7	89.6
No Preference	22	10.4	10.4	100.0
Total	212	100.0	100.0	

General athletic fund

Table 4.31 shows the results when asked about supporting the general athletic fund by former athletes. Overwhelmingly, former athletes participating in this study would not consider giving to a general fund with only 31% stating they would prefer this avenue of giving.

Table 4.31 If or When You Make a Financial Contribution to UTM, You Prefer to Support the General Athletic Fund

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Prefer	5	2.4	2.4	2.4
	Strongly Prefer	11	5.2	5.2	7.6
	Prefer	50	23.6	23.8	31.4
	Slightly Prefer	59	27.8	28.1	59.5
	No Preference	85	40.1	40.5	100.0
	Total	210	99.1	100.0	
Missing	System	2	.9		
Total		212	100.0		

Support for university's general fund

When respondents were asked about supporting the university's general fund, 48.8% (N=103) responded with no preference, indicating this option for giving was not as important as other means of designating funds. (See Table 4.32).

Table 4.32 If or When You Make a Financial Contribution to UTM, You Prefer to Support the General Fund for UTM (Academic Funds)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Prefer	10	4.7	4.7	4.7
	Strongly Prefer	13	6.1	6.2	10.9
	Prefer	42	19.8	19.9	30.8
	Slightly Prefer	43	20.3	20.4	51.2
	No Preference	103	48.6	48.8	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Donor directed donation preference

Table 4.33 indicates a majority of respondents had a preference of where they will donate with 59% (N=125) indicating they would direct their donation to a specific cause on campus.

Table 4.33 If or When You Make a Financial Contribution to UTM, You have no Preferences for Which Programs You Support at UTM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Prefer	10	4.7	4.8	4.8
	Strongly Prefer	13	6.1	6.2	11.0
	Prefer	24	11.3	11.5	22.5
	Slightly Prefer	37	17.5	17.7	40.2
	No Preference	125	59.0	59.8	100.0
	Total	209	98.6	100.0	
Missing	System	3	1.4		
Total		212	100.0		

Current annual donation level to athletics

Table 4.34 indicates 56.1% (N=119) of respondents indicated they had not made an annual gift to athletics and 97.6% have donated less than $1,000 annually (N=206).

Table 4.34 Current Annual Donation Level to Athletics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Financial Contributions	119	56.1	56.4	56.4
	$1-$99	33	15.6	15.6	72.0
	$100-$249	30	14.2	14.2	86.3
	$250-$499	15	7.1	7.1	93.4
	$500-$999	9	4.2	4.3	97.6
	$1,000-$2,499	4	1.9	1.9	99.5
	≥$2,500	1	.5	.5	100.0
	Total	211	99.5	100.0	
Missing	System	1	.5		
Total		212	100.0		

Research Question 1

Do revenue generating sports have different giving amounts from former athletes than non-revenue generating sports?

Hypothesis: There is a significant relationship between giving amounts and whether or not the athlete participated in a revenue or non-revenue generating sport.

Null Hypothesis: There is no significant relationship between giving amounts and whether or not the athlete participated in a revenue or non-revenue generating sport.

To answer this question, two subresearch questions were developed for analysis. A cross tabulation analysis was conducted with variables Sport Revenue Code (SRC) and Donor to UTM

status (DONORUTM) to determine if any relationship between giving percentages and revenue/non-revenue sports existed.

Research Question 1A

Do revenue generating sports have different giving percentages from former athletes than non-revenue generating sports?

Hypothesis: There is a significant relationship between the percentage of alumni who make financial contributions and whether or not the athlete participated in a revenue or non-revenue generating sport.

Null Hypothesis: There is no significant relationship between the percentage of alumni who make financial contributions and whether or not the athlete participated in a revenue or non-revenue generating sport.

Table 4.35 represents the results from the cross tabulation calculation on the two variables of DONORUTM and SRC. A comparison of the DONORUTM column, it is concluded that former athletes from revenue sports did not behave differently than those from non-revenue sports.

Table 4.35 Cross Tabulation of Sport Revenue Code and Donor Status to UTM

			DONORUTM		Total
			Yes	No	
SRC	Revenue Sport	Count	22	29	51
		Expected Count	21.2	29.8	51.0
		% within SRC	43.1%	56.9%	100.0%
		% within DONORUTM	26.5%	24.8%	25.5%
		% of Total	11.0%	14.5%	25.5%
		Standardized Residual	.2	-.2	
	Non Revenue Sport	Count	61	88	149
		Expected Count	61.8	87.2	149.0
		% within SRC	40.9%	59.1%	100.0%
		% within DONORUTM	73.5%	75.2%	74.5%
		% of Total	30.5%	44.0%	74.5%
		Standardized Residual	-.1	.1	
Total		Count	83	117	200
		Expected Count	83.0	117.0	200.0
		% within SRC	41.5%	58.5%	100.0%
		% within DONORUTM	100.0%	100.0%	100.0%
		% of Total	41.5%	58.5%	100.0%

The relationship between SRC and DONORUTM was conducted by using Chi-square to test for significance. Table 4.36 shows $p = 0.783$, which was greater than $\alpha = 0.05$, therefore the null hypothesis was accepted and no significant relationship existed between Sport Revenue Code and Donor to UTM status.

Table 4.36 Chi-square Test for SRC and DONORUTM

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.076[a]	1	.783	.869	.454
Continuity Correction[b]	.012	1	.912		
Likelihood Ratio	.075	1	.784	.869	.454
Fisher's Exact Test				.869	.454
Linear-by-Linear Association	.075[c]	1	.784	.869	.454
N of Valid Cases	200				

Note

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.17.
b. Computed only for a 2x2 table
c. The standardized statistic is .274.

Research Question 1B

Do former athletes from revenue generating sports give different gifts than former athletes from non-revenue generating sports?

Hypothesis: There is a significant relationship between the size of the donation and whether or not the athlete participated in a revenue or non-revenue generating sport.

Null Hypothesis: There is no significant relationship between the size of the donation and whether or not the athlete participated in a revenue or non-revenue generating sport.

For Research Question 1B, a cross tabulation table was computed and analyzed to determine if a relationship existed between size of donations and sport revenue code. Table 4.37 shows the table reflecting the calculation of SRC and NEWAGLEVEL. It was initially determined there

was no relationship between the two variables. A Chi-square test was utilized to determine the significance of the relationship to help determine if the null hypotheses was rejected.

Table 4.37 Cross Tabulation of SRC and NEWAGLEVEL

			NEWAGLEVEL			Total
			No Giving	$1-$249	≥ $250	
SRC	Revenue Sport	Count	27	13	11	51
		% within SRC	52.9%	25.5%	21.6%	100.0%
		% within NEWAGLEVEL	24.1%	21.3%	39.3%	25.4%
		% of Total	13.4%	6.5%	5.5%	25.4%
	Non Revenue Sport	Count	85	48	17	150
		% within SRC	56.7%	32.0%	11.3%	100.0%
		% within NEWAGLEVEL	75.9%	78.7%	60.7%	74.6%
		% of Total	42.3%	23.9%	8.5%	74.6%
Total		Count	112	61	28	201
		% within SRC	55.7%	30.3%	13.9%	100.0%
		% within NEWAGLEVEL	100.0%	100.0%	100.0%	100.0%
		% of Total	55.7%	30.3%	13.9%	100.0%

After reviewing the Chi-square results, it was determined that $p = 0.175$, greater than the required level of significance of $\alpha = 0.05$, thus the null hypothesis was accepted and there was no significant relationship between SRC and NEWAGLEVEL. (See Table 4.38)

Table 4.38 Chi-square Test for SRC AND NEWAGLEVEL

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.488[a]	2	.175
Likelihood Ratio	3.251	2	.197
Linear-by-Linear Association	1.414	1	.234
N of Valid Cases	201		

Note

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.10.

Research Question 2

Is there any significant relationship between scholarship levels and financial giving?

Hypothesis: There is a relationship between scholarship level and financial support to the university.

Null Hypothesis: There is no relationship between scholarship level and financial support to the university.

This question was designed to determine if a relationship between scholarship levels and financial giving existed. Two subresearch questions were identified to assist in determining if a relationship existed utilizing cross tabulation of the two variables SL and DONORUTM.

Research Question 2A

Do full scholarship recipients have different giving percentages from former athletes receiving less than a full scholarship?

Hypothesis: There is a significant relationship between the percentage of alumni financial contributions and whether or not the athlete received a full scholarship.

Null Hypothesis: There is no significant relationship between the percentage of alumni financial contributions and whether or not the athlete received a full scholarship.

Upon reviewing the results of the cross tabulation (see Table 4.39), a quick determination was made that donors and non-donors acted no differently regardless of scholarship level. Table 4.40 shows results from the Chi-square test to determine the level of significance of the relationship. With a Chi-square value ($p = 0.107$) and a corresponding degree of freedom ($df = 1$), the Asymp. Sig. (2-sided) value ($p = 0.948$) greater than the level of confidence of $\alpha = 0.05$ and therefore, it can be concluded that there was no significant relationship between donors' status and the level of their scholarships and therefore accept the null hypothesis.

Table 4.39 Cross Tabulation of SL and UTMDONORSTATUS

			UTMDONORSTATUS (ANY PROGRAM)		Total
			Donor	Non Donor	
SL	Full	Count	32	34	66
		Expected Count	31.1	34.9	66.0
		% within SL	48.5%	51.5%	100.0%
		% within UTMDONORSTATUS (ANY PROGRAM)	32.7%	30.9%	31.7%
		% of Total	15.4%	16.3%	31.7%
		Standardized Residual	.2	-.2	
	Partial	Count	58	66	124
		Expected Count	58.4	65.6	124.0
		% within SL	46.8%	53.2%	100.0%
		% within UTMDONORSTATUS (ANY PROGRAM)	59.2%	60.0%	59.6%
		% of Total	27.9%	31.7%	59.6%
		Standardized Residual	-.1	.1	
		Count	8	10	18

	No Scholarship	Expected Count	8.5	9.5	18.0
		% within SL	44.4%	55.6%	100.0%
		% within UTMDONORSTATUS (ANY PROGRAM)	8.2%	9.1%	8.7%
		% of Total	3.8%	4.8%	8.7%
		Standardized Residual	-.2	.2	
Total		Count	98	110	208
		Expected Count	98.0	110.0	208.0
		% within SL	47.1%	52.9%	100.0%
		% within UTMDONORSTATUS (ANY PROGRAM)	100.0%	100.0%	100.0%
		% of Total	47.1%	52.9%	100.0%

Table 4.40 Chi-square Test for SL and UTMDONORSTATUS

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.107[a]	2	.948	.954	
Likelihood Ratio	.107	2	.948	.954	
Fisher's Exact Test	.137			.954	
Linear-by-Linear Association	.105[b]	1	.746	.815	.418
N of Valid Cases	208				

Note

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.48.

b. The standardized statistic is .324.

Research Question 2B

Do former athletes who received full scholarships give larger gifts than former athletes who received less than a full scholarship?

Hypothesis: There is a significant relationship between the size of the donation and whether or not an athlete received a full scholarship.

Null Hypothesis: There is no significant relationship between the size of the donation and whether or not an athlete received a full scholarship.

The second subquestion to Research Question 2 was designed to determine if former athletes who receive full scholarships gave larger gifts than those who received less than a full scholarship. The variables SL and NEWAGLEVEL were used to determine if the relationship existed. By reviewing the percentage of SL and NEWAGLEVEL, scholarship levels do not impact the level of giving (see Table 4.41).

Table 4.41 Cross Tabulation of SL and NEWAGLEVEL

			NEWAGLEVEL			Total
			No Giving	$1-$249	≥$250	
SL	Full	Count	35	21	10	66
		% within SL	53.0%	31.8%	15.2%	100.0%
		% within NEWAGLEVEL	29.9%	33.9%	34.5%	31.7%
		% of Total	16.8%	10.1%	4.8%	31.7%
	Partial	Count	70	37	17	124
		% within SL	56.5%	29.8%	13.7%	100.0%
		% within NEWAGLEVEL	59.8%	59.7%	58.6%	59.6%
		% of Total	33.7%	17.8%	8.2%	59.6%
	No Scholarship	Count	12	4	2	18
		% within SL	66.7%	22.2%	11.1%	100.0%

		% within NEWAGLEVEL	10.3%	6.5%	6.9%	8.7%
		% of Total	5.8%	1.9%	1.0%	8.7%
Total		Count	117	62	29	208
		% within SL	56.3%	29.8%	13.9%	100.0%
		% within NEWAGLEVEL	100.0%	100.0%	100.0%	100.0%
		% of Total	56.3%	29.8%	13.9%	100.0%

Upon reviewing the results of the Chi-square test (Table 4.42), there was confidence that no relationship exists between scholarship level and annual giving level since the asymptotic significance (2-sided) value ($p = 0.897$) was greater than $\alpha = 0.05$ and the expected frequency requirement was met. Therefore, the null hypothesis was accepted.

Table 4.42 Chi-square Test of SL and NEWAGLEVEL

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.084[a]	4	.897
Likelihood Ratio	1.105	4	.893
Linear-by-Linear Association	.735	1	.391
N of Valid Cases	208		

Note

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 2.51.

Research Question 3

Does the amount of perceived playing time translate into an increased likelihood of a former player making a gift?

Hypothesis: There is a significant relationship between playing time and financial donations.

Null Hypothesis: There is no significant relationship between playing time and financial donations.

A cross tabulation of perception of playing time and donation status to UTM variables were analyzed for possible relationship. On initial review, one could deduct no relationship existed between playing time and donation status. Table 4.43 shows that the percentage ranges mirror each level of scholarship, which was why the initial conclusion of no relationship was drawn. To infer the sample finding to the survey's target population, a Chi-square test was conducted. Table 4.44 shows the p-value of 0.317, an amount greater than $\alpha = 0.05$, thus meaning the null hypothesis was accepted and no relationship existed between perceived playing time and donor status.

Table 4.43 Cross Tabulation of FEELPLAYINGTIME and DONORUTM

			DONORUTM		Total
			Yes	No	
FEELPLAYING TIME	Strongly Agree	Count	46	56	102
		% within FEELPLAYINGTIME	45.1%	54.9%	100.0%
		% within DONORUTM	52.9%	45.2%	48.3%
		% of Total	21.8%	26.5%	48.3%
	Agree	Count	22	37	59
		% within FEELPLAYINGTIME	37.3%	62.7%	100.0%
		% within DONORUTM	25.3%	29.8%	28.0%
		% of Total	10.4%	17.5%	28.0%
	Neither Agree nor Disagree	Count	10	12	22
		% within FEELPLAYINGTIME	45.5%	54.5%	100.0%
		% within DONORUTM	11.5%	9.7%	10.4%
		% of Total	4.7%	5.7%	10.4%
	Disagree	Count	9	14	23
		% within FEELPLAYINGTIME	39.1%	60.9%	100.0%
		% within DONORUTM	10.3%	11.3%	10.9%
		% of Total	4.3%	6.6%	10.9%
	Strongly Disagree	Count	0	5	5
		% within FEELPLAYINGTIME	0.0%	100.0%	100.0%
		% within DONORUTM	0.0%	4.0%	2.4%
		% of Total	0.0%	2.4%	2.4%
Total		Count	87	124	211
		% within FEELPLAYINGTIME	41.2%	58.8%	100.0%
		% within DONORUTM	100.0%	100.0%	100.0%
		% of Total	41.2%	58.8%	100.0%

Table 4.44 Chi-square Test of FEELPLAYINGTIME and DONORUTM

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.720[a]	4	.317
Likelihood Ratio	6.525	4	.163
Linear-by-Linear Association	1.637	1	.201
N of Valid Cases	211		

Note

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.06.

Research Question 4

Based on variable determinants to predict giving, is any gender or sport more likely to have a higher amount of giving?

Hypothesis: There is a significant relationship between former athletes, sport, and giving amounts.

Null Hypothesis: There is no significant relationship between former athletes, sport, and giving amounts.

A correlation analysis was conducted on the variables to determine any relationships that existed among the variables. To answer the research question, additional subquestions were developed to aid in the analysis of the data.

Research Question 4A

Based on variable determinants to predict giving, is any one gender or sport more likely to have a higher percentage of giving?

Hypothesis: There is a significant relationship between former athletes, sport, and giving percentages.

Null Hypothesis: There is no significant relationship between former athletes, sport, and giving percentages.

Research Question 4A was designed to determine if relationships existed between former athletes, sport, and giving percentages? To answer this research question, a bi-variate correlation test was conducted to determine if a correlation between the predictor variables and the model existed. Table 4.45 reflects the result of that test. Of the 23 identified factors, 13 were considered good predictor variables in the model based on the Pearson Correlation score. All factors were included in the regression analysis.

Table 4.45 Correlation Analyses

		FEELUTM
FEELUTM	Pearson Correlation	1
	Sig. (2-tailed)	
	N	212
FEELUTMATHLETICS	Pearson Correlation	.570**
	Sig. (2-tailed)	.000
	N	212
FEELSPORT	Pearson Correlation	.375**
	Sig. (2-tailed)	.000
	N	212
FEELSTUDENTATHLETE	Pearson Correlation	.372**
	Sig. (2-tailed)	.000
	N	212
FEELPLAYINGTIME	Pearson Correlation	.166*
	Sig. (2-tailed)	.016
	N	212
ALUMNISPORTINTEREST	Pearson Correlation	.267**
	Sig. (2-tailed)	.000
	N	212
ALUMNIRELATIONSHIPTEAMMATES	Pearson Correlation	.158*
	Sig. (2-tailed)	.021
	N	212
CURRENTDISTANCE	Pearson Correlation	.080
	Sig. (2-tailed)	.247
	N	212
WILLINGNESSTEAMRECORD	Pearson Correlation	.060
	Sig. (2-tailed)	.384
	N	212
WILLINGNESSTEAMACADEMIC	Pearson Correlation	.181**
	Sig. (2-tailed)	.008
	N	212
LIKELIHOODRELATIONCOACH	Pearson Correlation	.014
	Sig. (2-tailed)	.843
	N	212
LIKELIHOODWELLTREATED	Pearson Correlation	.010
	Sig. (2-tailed)	.884
	N	212

LIKELIHOODDEPARTMETNCARED	Pearson Correlation	.024
	Sig. (2-tailed)	.729
	N	212
LIKELIHOODSUCCESSOVEALL	Pearson Correlation	.105
	Sig. (2-tailed)	.127
	N	212
FUTUREGIFTTEAM	Pearson Correlation	.064
	Sig. (2-tailed)	.355
	N	212
FUTUREGIFTGENERALATHELTIC	Pearson Correlation	.145*
	Sig. (2-tailed)	.036
	N	210
FUTUREUTMPROGRAMS	Pearson Correlation	.052
	Sig. (2-tailed)	.456
	N	211
FUTURENOPREF	Pearson Correlation	.029
	Sig. (2-tailed)	.680
	N	209
AGE	Pearson Correlation	.138*
	Sig. (2-tailed)	.045
	N	211
EDUCATIONATTAINMENT	Pearson Correlation	.071
	Sig. (2-tailed)	.303
	N	212
RACE	Pearson Correlation	.015
	Sig. (2-tailed)	.832
	N	209
GENDER	Pearson Correlation	-.171*
	Sig. (2-tailed)	.013
	N	210
SCHOLARSHIPLEVEL	Pearson Correlation	-.030
	Sig. (2-tailed)	.662
	N	208

Binary Regression analyses were completed on all variables selected in the correlation test with the dependent variable UTMDONOR. Table 4.46 displays the results of the classification table. If no predication variables were known, it was expected that 95 of the 202

cases predicted would result in a person being a donor, while 107 cases predicated the person would not be a donor. The overall percentage of the predicated model being correct, not assuming any variables, was 53.0%. The new model's percentage was above 65%, and the model was considered significant.

Table 4.46 Classification Table

Observed			Predicted		
			UTMDONORSTATUS (ANY PROGRAM)		Percentage Correct
			Donor	Non Donor	
Step 0	UTMDONORSTATUS (ANY PROGRAM)	Donor	0	95	.0
		Non Donor	0	107	100.0
	Overall Percentage				53.0

a. Constant is included in the model.
b. The cut value is .500

Next, Table 4.47 shows variables not in the equation to determine which predicator variables with a $\alpha \leq 0.05$ are significant predictor in determining donor status.

Table 4.47 Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	FEELUTM	13.617	1	.000
		FEELUTMATHLETICS	23.277	1	.000
		FEELSPORT	11.447	1	.001
		FEELSTUDENT ATHLETE	7.303	1	.007
		FEELPLAYINGTIME	.741	1	.389
		ALUMNISPORT INTEREST	24.690	1	.000
		ALUMNIRELATIONSHIP TEAMMATES	3.458	1	.063
		CURRENTDISTANCE	8.887	1	.003
		WILLINGNESSTEAM RECORD	28.396	1	.000
		WILLINGNESS TEAMACADEMIC	29.770	1	.000
		LIKELIHOODRELATION COACH	23.089	1	.000
		LIKELIHOOD WELLTREATED	18.037	1	.000
		LIKELIHOOD DEPARTMENTCARED	14.351	1	.000
		LIKELIHOOD SUCCESSOVEALL	23.360	1	.000
		FUTUREGIFTTEAM	18.105	1	.000
		FUTUREGIFTGENERAL ATHELTIC	1.717	1	.190
		FUTUREUTM PROGRAMS	.119	1	.730
		FUTURENOPREF	.043	1	.836
		AGE	.492	1	.483
		EDUCATION ATTAINMENT	.156	1	.693
		RACE	1.606	1	.205
		GENDER	1.721	1	.190
		SCHOLARSHIPLEVEL	.806	1	.369
	Overall Statistics		80.660	23	.000

Upon examination of the p-value result of the omnibus tests of model coefficients, it was determined that this was a good model since the p-value of .000 much lower than $\alpha \leq 0.05$. Table 4.48 reflects the results and indicates that the model was significant.

Table 4.48 Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	103.068	23	.000
	Block	103.068	23	.000
	Model	103.068	23	.000

An analysis of the R^2 to determine how much the variance in the dependent variable can be explained by our predicator variables indicated approximately 53% of the variance can be explained by the variable predictor. (See Table 4.49)

Table 4.49 Model Summary

Step	-2 Log likelihood	Cox & Snell R^2	Nagelkerke R^2
1	176.251[a]	.400	.533

Note

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

The Hosmer and Lemeshow Test (Table 4.50) was the next result to be studied. In this test, the targeted p-value was greater than 0.05, which in this case, the p-value = 0.330. This indicates a good model.

Table 4.50 Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	9.148	8	.330

Table 4.51 indicates how well the model predicates the outcome, which in this instance relates to who will or will not donate. As indicated in the last row of observations, the model predicated that 21.60 out of 22 people will not donate.

Table 4.51 Contingency Table for Hosmer and Lemeshow Test

		UTMDONORSTATUS (ANY PROGRAM) = Donor		UTMDONORSTATUS (ANY PROGRAM) = Non Donor		Total
		Observed	Expected	Observed	Expected	
Step 1	1	20	19.445	0	.555	20
	2	19	17.756	1	2.244	20
	3	14	15.698	6	4.302	20
	4	12	13.038	8	6.962	20
	5	13	10.034	7	9.966	20
	6	6	8.014	14	11.986	20
	7	3	5.532	17	14.468	20
	8	5	3.460	15	16.540	20
	9	3	1.625	17	18.375	20
	10	0	.400	22	21.600	22

An analysis was completed of the new classification table compared against the original percentage rate of predicating outcomes. The original null hypothesis rate was 53%. According to Table 4.52, the increased likelihood of the model predicating outcomes rises to 78%. Any level greater than 65% was considered significant.

Table 4.52 Classification Table[a]

	Observed		Predicted		
			UTMDONORSTATUS (ANY PROGRAM)		Percentage Correct
			Donor	Non Donor	
Step 1	UTMDONORSTATUS (ANY PROGRAM)	Donor	71	24	74.7
		Non Donor	19	88	82.2
	Overall Percentage				78.7

Note

a. The cut value is .500

Based on the results found in Table 4.53, predictor variables were identified and the equation for this model was determined. Current distance (CURRENTDISTANCE) was the variable with the likelihood of predicting whether someone will donate with an odds ratio of 2.019, meaning the odds of someone donating was two times greater based on distance he/she currently live from the university. Other predictors based on odds ratios were positive feelings toward UTM (FEELUTM), race (RACE), positive feelings towards UTM athletics (FEELATHLETICS), and success of overall programs (LIKELIHOODSUCCESSOVEALL). Each of the predictors had odds ratios greater than one and half times.

Table 4.53 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp (B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	FEELUTM	.661	.363	3.318	1	.069	1.937	.951	3.946
	FEELUTMATHLETICS	.485	.355	1.864	1	.172	1.624	.810	3.258
	FEELSPORT	-.115	.263	.192	1	.661	.891	.532	1.492
	FEELSTUDENTATHLETE	.019	.276	.005	1	.946	1.019	.593	1.750
	FEELPLAYINGTIME	-.260	.223	1.358	1	.244	.771	.497	1.194
	ALUMNISPORTINTEREST	.222	.254	.760	1	.383	1.248	.758	2.054
	ALUMNIRELATIONSHIP TEAMMATES	.005	.195	.001	1	.980	1.005	.686	1.473
	CURRENTDISTANCE	.703	.222	10.008	1	.002	2.019	1.306	3.120
	WILLINGNESSTEAM RECORD	.436	.157	7.745	1	.005	1.546	1.138	2.102
	WILLINGNESSTEAM ACADEMIC	.186	.165	1.261	1	.262	1.204	.871	1.665
	LIKELIHOODRELATION COACH	.178	.145	1.502	1	.220	1.195	.899	1.590
	LIKELIHOOD WELLTREATED	.069	.285	.059	1	.808	1.072	.613	1.873
	LIKELIHOOD DEPARTMETNCARED	-.108	.283	.147	1	.702	.897	.516	1.562
	LIKELIHOOD SUCCESSOVEALL	.465	.235	3.932	1	.047	1.593	1.005	2.523
	FUTUREGIFTTEAM	.253	.199	1.616	1	.204	1.288	.872	1.902
	FUTUREGIFTGENER ALATHELTIC	-.118	.242	.239	1	.625	.889	.553	1.427
	FUTUREUTMPROGRAMS	.062	.223	.077	1	.781	1.064	.687	1.647
	FUTURENOPREF	-.009	.186	.002	1	.962	.991	.688	1.428
	AGE	-.958	.341	7.883	1	.005	.384	.197	.749
	EDUCATIONATTAINMENT	-.180	.210	.738	1	.390	.835	.553	1.260
	RACE	.511	.275	3.455	1	.063	1.668	.973	2.859
	GENDER	-.449	.426	1.109	1	.292	.639	.277	1.471
	SCHOLARSHIPLEVEL	.154	.166	.859	1	.354	1.166	.842	1.615
	Constant	-5.522	1.947	8.040	1	.005	.004		

NOTE

a. Variable(s) entered on step 1: FEELUTM, FEELUTMATHLETICS, FEELSPORT, FEELSTUDENTATHLETE, FEELPLAYINGTIME, ALUMNISPORTINTEREST, ALUMNIRELATIONSHIPTEAMMATES, CURRENTDISTANCE, WILLINGNESSTEAMRECORD, WILLINGNESSTEAMACADEMIC, LIKELIHOODRELATIONCOACH, LIKELIHOODWELLTREATED, LIKELIHOODDEPARTMETNCARED, LIKELIHOODSUCCESSOVEALL, FUTUREGIFTTEAM, FUTUREGIFTGENERALATHELTIC, FUTUREUTMPROGRAMS, FUTURENOPREF, AGE, EDUCATIONATTAINMENT, RACE, GENDER, SCHOLARSHIPLEVEL.

Research Question 4B

Do significant relationships exist between former athletes, sport, and giving levels?

Hypothesis: There is a significant relationship between former athletes, sport, and gift levels.

Null Hypothesis: There is no significant relationship between former athletes, sport, and gift levels.

To test the hypothesis for this question, the appropriate test used was identified in Field (2013) as Pearson Chi-square. Two tests were conducted: GENDER vs NEWAGLEVEL and SRC vs NEWAGLEVEL. The results of these two tests are shown in Tables 4.54, 4.55, 4.56, and 4.57, respectively. In both cases, the null hypothesis was accepted, therefore there was no significant relationship between gender and level of giving and between sport revenue code and level of giving.

Table 4.54 Cross Tabulation of GENDER and NEWAGLEVEL

			NEWAGLEVEL			Total
			No Giving	$1-$249	≥ $250	
GENDER	Male	Count	68	28	20	116
		Expected Count	65.2	34.8	16.0	116.0
	Female	Count	50	35	9	94
		Expected Count	52.8	28.2	13.0	94.0
Total		Count	118	63	29	210
		Expected Count	118.0	63.0	29.0	210.0

Table 4.55 Chi-square Test of GENDER and NEWAGLEVEL

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.451[a]	2	.066
Likelihood Ratio	5.506	2	.064
Linear-by-Linear Association	.050	1	.824
N of Valid Cases	210		

Note
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.98.

With a p-value greater than $\alpha = 0.05$, the null hypotheses was accepted, indicating no relationship between gender and giving levels existed.

Table 4.56 Cross Tabulation of SRC and NEWAGLEVEL

			NEWAGLEVEL			Total
			No Giving	$1-$249	≥ $250	
SRC	Revenue Sport	Count	27	13	11	51
		Expected Count	28.4	15.5	7.1	51.0
	Non Revenue Sport	Count	85	48	17	150
		Expected Count	83.6	45.5	20.9	150.0
Total		Count	112	61	28	201
		Expected Count	112.0	61.0	28.0	201.0

Table 4.57 Chi-square Tests of SRC and NEWAGLEVEL

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.488[a]	2	.175
Likelihood Ratio	3.251	2	.197
Linear-by-Linear Association	1.414	1	.234
N of Valid Cases	201		

Note

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.10.

With the p-value greater than 0.05, it can be determined there was no relationship between the sport revenue code and annual giving level. Both Pearson Chi-square tests have led to accepting the null hypothesis and determining no relationships exist between gender, annual giving level, sport revenue code, and annual giving level.

Qualitative Analysis

As a part of the Former Athlete Survey, three qualitative open-ended questions were asked. The researcher has conducted a review of each response, determining common themes among all respondents, to assist in the development of the factors that influence the decision-making of former athletes. Responses to questions 18, 19, and 20 were reviewed and common themes are reported for each question in the following sections.

Question 18. What influenced your decision to either support or not to support UTM's athletic department?

Coding of responses was conducted by the researcher and reviewed by two individuals not affiliated with the study. A total of 116 responses were deemed appropriate for coding. Responses such as N/A, I don't know, no response, etc. were not included in the coding phase of this analysis. Five major themes were discovered in the analysis: communication needs, lack of family funds, personal choice to support other causes, attitude towards coach (past and present), and perceived lack of institutional support for the sport. The following is a more comprehensive review of each of the major themes listed above.

Communication

A total of ten responses (n=10, 8.6%) were coded under the theme of communication. Responses ranged from the need to communicate current and future needs of financial support for the programs to open dialogue and inclusion by current coaches with alumni. One respondent stated "I like getting updates (email/text) on the accomplishments of the University, both athletic and academic, that I can immediately share/post with family and friends." Another

respondent stated “It depends on the needs of the program. I like to know that our money is going to make a difference in a program that supported me as a student athlete.” The need to inform former athletes of the financial needs appeared often in the analysis. This theme also included responses focused on the communication from the coach, past and present, to ask for contributions. “Was soon after leaving and was asked by coach for financial support” was one response. “I haven’t supported the cheer squad not because I never wanted to, but because honesty, I was never asked to. It never dawned on me that they needed financial support.”

Lack of Family Funds

This theme appeared the most among responses (n=46, 36%). “If I had the money I would donate back to the school” was one response. “When provided with financial ability, increased income, I have looked to support financially both the athletic programs and the academic programs that supported me while I attended UTM” was another response. A personal choice to support other charities was noted in one response. “We haven’t been financially able in the past and now we give to other charities. I’m not directly related to the sports scene at UTM anymore. I don’t feel the direct need to give to the program at this time.” Having to pay out-of-state tuition as a student-athlete was noted in three responses, impacting the decision not to give because of higher student debt incurred for undergraduate tuition.

Personal Choice to Support Other Charities

Approximately 46 respondents (n=46, 39.6%) could be categorized as financial support decision was a personal choice based on different factors. Responses ranged from supporting local charities, lack of interest in sports, or supporting a family with limited funds.

> With our extra income, we support causes such as the local food bank, rescue mission, and other charities that meet people's immediate needs. While college athletics are important and definitely give individuals opportunities to get an affordable college degree, we feel more called to help meet people's basic needs. As a student athlete, I saw first-hand how some athletes would abuse the system. They were only in college to play sports and party. They had no desire to further their education. I was frustrated as a student that I had a 4.0 and could only get partial scholarships while the athletes that failed all their classes paid for nothing.

Respondents also indicated their personal decision was influenced by their perception of how he/she was treated by the university, coach, faculty, and other teammates. This perception more often had a negative impact on their decision to financially support the university. Lost connections with former coaches and teammates also led to a negative impact on financial support of the university. Other comments focused on the positive experiences as a student-athlete as a factor to support the program. "I support because I feel a sense of loyalty to the program. I believe in its mission. It does help that the coach I had is still coaching there." Another respondent added "the opportunity to give back to a university that provided me such a worthy educational and athletic opportunity."

Other factors identified by respondents as influencers included not living nearby, inability to make online gifts easily, and since others support the program there is no sense in feeling compelled to fund the program. The inability to hold a job during playing season and the hardship placed on student-athletes as a result of not having spending money was also identified as factors influencing decision-making.

Attitude Towards Coach

Seventeen respondents (n=17, 14.6%) stated their relationship with their coach or the current coach impacted their decision making towards the program. Negative experiences related to coaches who pushed certain religious values, playing expectations did not meet reality, and personal feelings related to administration and coaching staff. "Did not have a good experience. Coach only played those of certain color." Another respondent stated "poor experience with coaches and losing season" was a factor in their decision making. Still another respondent went further to state:

> I had a really bad experience at UTM (football team 1990 - 1992). Part of it was my immaturity and part was the coaching staff and support structure for 18 year old kids playing college sports. I take my share of the blame. I continue to support the University of TN, Knoxville athletics and business school (where I finished my MBA) but do not have good memories from my experience at UTM.

However, several respondents indicated their positive relationship and experience with their coach influenced them to give to the program.

> Care about UTM and the success of its programs [*sic*]. My coaches, administrators and teachers gave so much to me. If not for this opportunity, I'm not sure where my path would have taken me. Each athlete deserves a good experience. Athletics is an integral part of an athlete's education. Life skills are learned through athletic participation that can greatly benefit an individual when they enter the workforce.

Perceived Lack of Institutional Support for Program

The fifth and final theme identified by the analysis concerns the perceived lack of support by the university for a specific area or program in Athletics. Approximately 17 respondents (%=14.6, n=116) stated their perception regarding the support their sport(s) received influenced their decision to financially give. "Lack of funding given to cheerleading" stated one respondent. Another respondent stated "the failure to support the men's baseball program by the school has influenced my decision not to support UTM's athletic department." An additional respondent discussed how she had to raise money for women's softball in order to compete.

> The reason that I support the UT Martin Athletic department is due to funding. I give to softball because in order for the Softball team to just play a 56 game schedule the program needs to raise $40,000 a year. I help contribute to that. The program is not appropriately funded by the athletics department and so I give in order to give the student-athlete an opportunity to compete and compete at a high level.

A former baseball player stated that his teammates had to raise money, search for baseballs after practice, and pay for their own jerseys.

> When I was a current athlete we were not given much, very little actually. Had to conduct fundraisers or pay out of our own pockets for just the essentials like game jerseys and equipment. We were not funded adequately during travel. The sport was not funded enough for quality scouting during the offseason to bring in new talent to help us improve year over year. We did not get ball lights until my junior year. We even had to number the baseballs in our team's inventory because we couldn't afford to lose any of them. If they were lost, we ran sprints for each ball. We would spend way too much time looking for those baseballs during our practice preventing us from getting the practice time that

was needed to succeed. Our BP balls during pregame warmups were often frowned upon or even laughed at by our competition. They were torn, wet, heavy etc."

Question 19. In the space provided below, please describe what UTM's athletic department can do to receive/increase your financial support?

Following an analysis and coding of responses by the researcher, four main themes emerged from the responses as things the athletic department could do to receive/increase financial support from former athletes. The number of responses considered valid responses were 100. Responses not considered valid ranged from N/A, Don't know, and See answer above, which was not feasible due to survey responses being anonymous.

Communication

The number one activity alumni feel would help motivate them to give or increase the amount they are currently giving is communicating needs, special events, alumni news, and athlete updates. A total of 39 responses were coded into a category related to communication (%=38.0, n=100). "Reach out to alumni, give me something specific to donate towards," stated one former athlete. Another respondent stated "send me more personal information about the team, and I'd love to see a few more pieces on the website, or e-blasts highlighting old players - ones I played with." Several respondents stated the desire to stay informed of recognition of their team and the desire to have coaches reach out to former athletes. "Just keep communicating. Keep making former Skyhawks feel like current Skyhawks no matter how close

or far away. Have coaches touch base periodically. Keep connecting. Maybe spotlight former Skyhawks in newsletters."

Alumni Support Services

Eighteen respondents indicated a willingness to support the athletic program if alumni were given greater opportunities to participate in events and receiving give-a-ways (%=18, n=100). Indicating the desire to have alumni weekends, alumni games, former athlete event for fellowshipping were a few factors described.

> I would support UTM athletics if they offered more alumni events. Our team won the 2006 OVC championship in football and our ten-year reunion/celebration has not been announced nor planned. I would like to see a reunion for past great teams. It would keep us involved. I would love to come and speak to the football team. Since undergrad I have accomplished a lot, went on to graduate school and now law school I have a lot of advice to offer. If the organization kept us involved, we would contribute more.

Other responses indicated a desire to feel attachment to the program. "Provide more and higher profile alumni get-togethers. Keep promoting all the sports programs, the more I hear about them the more likely I am to support." One former athlete stated "reach out to alumni, i.e. Alumni day, alumni games etc," while another commented, "have new coaches make an effort to reach out to alumni." One former player stated "I would be more willing if I was closer to participate in a single event such as an alumni game or if I was to receive something from the money donated; such as donate x amount of dollars, receive a t-shirt."

Personal Choice not to Support

A total of 26 respondents (%=26.0, n=100) indicated their own personal choice not to support the program was the major factor and the athletic department could do nothing to change their decision making. Comments ranged from the desire to pay off existing debt, building a family nest-egg before spending money on other items and donations, and personal choice to support other charities. Some comments received were "there are many organizations that would attract my financial support before I contributed to UTM's athletic department," and "I will support different sport events that are in close proximity of my current location but I am not interested in giving a donation. My donation was my playing years, and the school generated money from me and my teammates efforts."

Support of Sport/program

Ten respondents (%=10.0, n=100) signal a willingness to financially give if they see more institutional support given to their sport(s). Responses focused on the need to increase financial support to programs.

> As stated before, support for the Equestrian team by athletics is lacking. This is a big problem with me as far as financially supporting athletics as a whole. Since I have graduated I am very involved in the team still and a lot has happened within athletics, but only time will tell if this support will continue. I will always support the Equestrian team, and would like to support athletics so that I can support other athletes just as I was.

Another athlete stated "we didn't even use a locker room or air conditioning in the field house. Wish we had more support then."

I would like to know that the leadership is doing everything they can to help our programs succeed. That includes growing our fan base and improving our facilities. Also, reaching out to the community and portraying a first-class image. I want to hear from someone that doesn't make excuses about the size of Martin or the remote location. I want to hear a vision about where we can go if we all work together. I don't want to hear about how tough things are financially and that used as an excuse. I don't think it does anything for our public image to constantly talk about how we don't have the funds to compete. The right coaches and administrators have proven that you can win at UTM but we have never shaken a perception that we are small town/low budget. I want someone that can make us big time.

Question 20. In the space provided below, please describe what UTM, in general, can do to receive/increase your financial support?

A total of 58 responses were reviewed and coded for identifying possible themes among the respondents. Accreditation, communication, and supporting alumni were the most common factors that should be addressed to receive or increase financial support to UT Martin in general. Other items mentioned but not analyzed due to the lack of broad support of the item include institutional support for the team and having a positive attitude towards the academic programs.

University Accreditation

The university's recent probation status with Southern Association of Colleges and Schools was identified as a factor of not supporting the university. A total of 4 respondents indicated issues with the university's current accreditation status (%=6.7, n=58).

> The university's accreditation issues have devalued my degree in my eyes. If someone solicited my donation to the general university fund, I would have a very hard time making that donation. Communication from the university to the alumni on this issue i.e. how it got to this point and steps taken to correct it would go a long way.

Others simply stated "the school needs to be in better academic standings," and "I would be more likely to support UTM knowing that her accreditation is not in question. I understand that all is being done to secure accreditation, however knowing that it is in jeopardy makes it difficult to reason supporting financially."

Communication

A total of 21 responses were categorized as a form of communication factor (%=36.2, n=58) to receive or increase financial support to UT Martin. Consistent with answers to the previous question, respondents indicated a desire to be informed of the needs of the university to determine if those needs matched their philanthropic interest. "Continue to show plans and dreams for the future of the university. Innovative ideas, programs, buildings and expansions the university is thinking of. Post those online for all alum to see and make it obvious that UTM has big goals. Everyone wants to be a part of something bigger than themselves and a part of something that is constantly trying to get bigger and better." Additionally, one respondent stated "Keep reaching out. Social media has been great to stay connected and informed. If there are specific obtainable needs it helps to know what specifically the dollars that I donate are going for video equipment, a lengthy trip, new uniforms." The desire to share in success and higher achievement was also discovered. "I think relationships are key, but my geographic distance

from campus inhibits that a great deal. Specific campaigns and areas of interest may entice my desire to give rather than simply providing an unrestricted donation."

Support of Alumni Activities

Four respondents considered alumni activities to encourage former players to be involved as being an important factor to encouraging receiving or increasing financially support (%=6.9, n=58). Many similar comments were found in responses for Question 19 of the survey being analyzed. One particular respondent stated "I'm more likely to donate to athletics than to UTM, in general. Perhaps if the university provided an opportunity to donate to a scholarship that would be provided to athletes who weren't given NCAA scholarships, then I might donate to the general university." Others stated special alumni events and recognition of milestone years (i.e. 2006 championship football team reunion).

CHAPTER V

DISCUSSION AND CONCLUSION

Purpose of the Study and Procedures

The overall purpose of this research analysis was to determine factors that best describe the philanthropic motivations of former student-athletes supporting their alma mater through financial contributions to the university, athletics, or a combination of both. In preparation of the study, a comprehensive review of the literature pertaining to fundraising in general, and former athlete fundraising specifically, was conducted. Upon completion of this literature review, donor characteristics were identified to assist in the creation of the study.

Following the identification of variables from the literature review, a survey was created in order to gather data on the various identifiable variables. Content validity of the survey instrument was discussed and reviewed by the researcher and fundraising professionals within the university's development office. A pilot study of 26 athletic professionals and former athletes not associated with the university was conducted and feedback was obtained regarding length of the survey, question clarity, and any potential issues or concerns.

The survey instrument was e-mailed to 789 former athletes of the university who graduated between the years of 1994 and 2015. Of this number, one record was a duplicate and 19 emails were deemed unsuccessful in reaching the intended receiver. The effective sample size was reduced from 789 to 769. A total of 272 surveys were started with participants completing 212 surveys for an effective completion rate of 77.94 percent. Overall, 27.57% of

the total sample size responded to the survey. The study's responses were analyzed using cross tabulation analysis, Pearson's Chi-square test and correlation analysis. Qualitative responses were analyzed using coding techniques to help determine common themes among responses.

Discussion of Findings

Analysis of the survey data reflect 75.6% of respondents had an annual household income of $149,999 or less, 64% live greater than 149 miles currently from the university, and 100 respondents were between the ages of 35-44. Education attainment level reflects 41% of respondents had at least a Bachelor's degree and 42.5% had attained at least a Master's degree. 82% of the respondents classified themselves as being white, while 15% were black or African-American. Male respondents accounted for 55% of the total responses. Nearly 55% of the respondents indicated they have never made a gift to the university.

In relationship to Research Question 1, two sub questions were developed to aid in the analysis. Research Question 1A asked if a relationship existed between sport revenue code and donor status to UTM, a cross tabulation and chi-square test was conducted and analyzed. A new variable was created to classify sports as revenue generating sports or non-revenue generating sports. With a $\alpha \geq 0.05$, it was concluded that revenue generation sports do not donate at a higher rate than non-revenue generation sports. Research Question 1B sought to determine if any relationship existed between sport generation code and the size of gift. A new variable called NEWAGLEVEL was created by combining annual giving levels into three categories: no giving, $1-$249, and $\geq$ $250. Utilizing cross tabulation and Chi-square, it was determined, with confidence, that no significant relationship exists between these variables.

Research Question 2 determined if relationships exist between donations and scholarship levels. Scholarship levels were combined into a new variable (SL) with 3 levels analyzed: no scholarship, part-scholarship, and full scholarship. SL was cross tabulated with UTM donor status and NEWAGLEVEL. Research Question 2A determined if relationships existed between UTM donors and SL. With a determined p-value using Pearson's Chi-square of greater than 0.05, it was determined, with confidence, that no relationship existed between donation levels and scholarship levels.

Research Question 2B determined if relationships existed between NEWAGLEVEL and SL. The results indicated no significant relationship between annual giving levels and scholarship levels. Perhaps an effective fundraising strategy could focus on the former athletes and their scholarship levels to enhance the probability of a future donation. For example, a former athlete who did not receive a scholarship might be more inclined to donate to cover the expenses of a non-scholarship athlete.

To answer Research Question 3, cross tabulation and a Pearson's Chi-square test were conducted on variables playing time and donor to UTM. The test resulted in a p-value of greater than 0.05 and thus determined that no significant relationship existed between the two variables. This would indicate former athletes do not consider their perceived playing time in the decision-making process when deciding to financially support the university.

Research Question 4 determined if certain variables could predict which former athlete might financially support his/her alma mater and at what level. Research Question 4A used a correlation analysis and it was determined that current distance, positive feelings toward UTM (FEELUTM), race (RACE), positive feelings towards UTM athletics (FEELATHLETICS), and

success of overall programs (LIKELIHOODSUCCESSOVEALL) all were good predictor with odds ratios greater than one and half times.

Research Question 4B sought to determine which variables could possibly lead to larger donations by former athletes. A Pearson Chi-square test was utilized for this analysis to determine if relationships existed between sports, donation levels, and former athletes. Upon review of the results, it was determined, with confidence, that no significant relationship exists between the variables.

Recommendations for Future Research

While this study did not show significant relationships between the various variables, it did identify areas that should be studied further. Can distance currently living from the university be overcome with stronger communication plans? Possible research in the area of communication strategies could lead to enhancement of fundraising opportunities. This is confirmed with findings in the qualitative analysis section of survey questions 18-20. Additionally, a study focusing on the impact of offering benefits and special perks to former athletes could lead to greater participation in the university's annual giving program by athletes.

Future research should continue to build upon the gap in information pertaining to athletic fundraising at smaller, regional universities. With greater information pertaining to overall fundraising strategies existing, information and studies pertaining specifically to athletic fundraising at FCS level institutions are severely lacking breadth. Since many of the NCAA FCS schools are smaller regional institutions, future studies could also increase the knowledge of developing fundraising strategies for academic programs since many of those programs mirror

the athletic programs with small numbers and close relationships with faculty, staff, and classmates.

Recommendations for Fundraising Strategies

Upon reviewing the results of the study and the literature review, a donor motive model has been developed for fundraising professionals to consider as a tool to enhance the likelihood of donors and annual giving levels to university programs, specifically to athletic programs. Figure 5.1 reflects this model based on findings of previous studies and interpretations of the results from this study.

By means of recognition, a person could potentially become a donor through self-actualization. Recognition is not limited to listing a person's name in a program or on a donor wall. In the instance with former athletes, it pertains to recognizing their efforts on the playing surface and their sacrifices in order to represent the university. Developing a recognition program just for former athletes and reducing the fees associated with membership to exclusive clubs might increase the likelihood of a former athlete becoming a donor.

The second recommendation is to look at the circle of influence for members of sports to determine if a solicitation strategy might be developed to offer a peer-to-peer fundraising strategy. Peer-to-peer solicitation could be an effective strategy to increasing overall participation of a segment or demographic. This would lead to a viable peer pressure tactic to increase donations to the program.

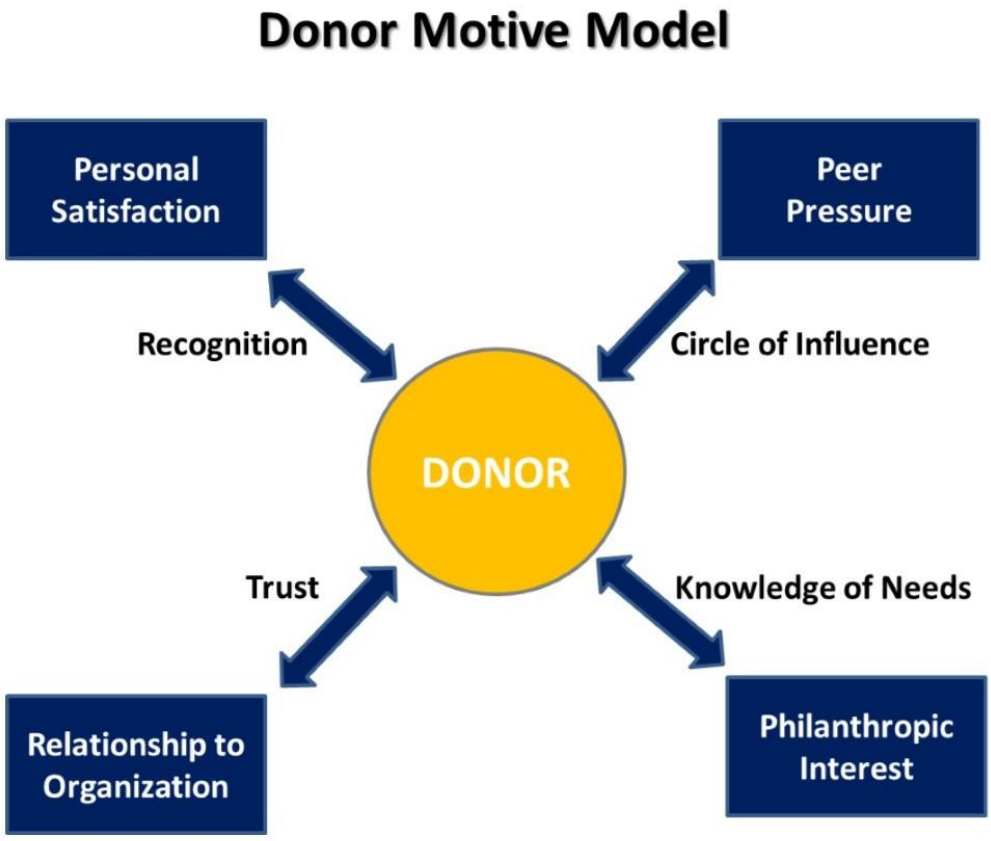
Next, building of trust with the program and the individual is the most difficult measure to achieve in my opinion. Changes in program and university leadership often lead to lower levels of trust between former athletes and the current staff. Coupled with the fact that many

FCS level programs are considered stepping stones to larger and higher paying programs, minimizing the effects of coaching turnover is critical to establishing and maintaining trust between former athletes and the university's programs. A possible way to help minimize this impact is by introducing team alumni groups with a purpose of organizing the team around the sport and not around the coaching staff.

The final factor of the donor motive model is to communicate the needs of the program so individual prospective donors can determine if the needs meet their philanthropic interest. Consideration should be given to communicate what funds are used to purchase items and recognizing individuals who help purchase the items. This also increases the awareness to current athletes that financially supporting their program is expected after graduation. It also builds a possible mentoring relationship between an athlete and donor. This communication strategy to develop the needs of the program should be developed with consideration to different giving levels and abilities of former athletes.

Utilizing the donor motive model in developing donor strategies for athletic programs, fundraisers can possibly increase overall participation from former athletes as well as increase the amount being invested into the specific program or institution. It is important to note other factors may also influence a person's decision to donate and should be considered in the development of the strategies. This donor motive model is specifically designed for a small regional university to implement, but could be modified easily for other types of institutions.

Figure 5.1 Donor Motive Model



Summary

Chapter five included the interpretation of findings in chapter four, as well as possible future studies, recommendations, and a discussion relating to the donor motive model developed utilizing information garnered through the process of completing this study. Recommendations were developed on the analysis from survey responses and possibly limited to institutions of similar size of the survey school. Future research could possibly explore specific communication methods and how recognition programs impact fundraising success. Research may also fill the gap in literature in regards to smaller NCAA Division I institutions.

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APPENDIX A

IDENTIFICATION AND ANALYSIS OF VARIABLES

Factors Influencing the Level of Financial Support Provided by Former Athletes from a NCAA Division I-A Football Championship Series University to their Alma Mater.

This is a descriptive research study of attitudes and perceptions of former University of Tennessee at Martin athletes and how those attitudes and perceptions may influence his/her decision to financially support the institution. This study requires self-reporting of information from athletes who graduated from the university during the past 20 years.

Variables	Variable Label	Levels of the Variable	Scale of Measurement
Dependent	Donor status	1=Donor 2=Non-donor	Nominal
	Level of average annual financial support	1=$0 2=$1-$99 3=$100-$249 4=$250-$499 5=$500-$999 6=$1,000 -$2,499 7=>$2,500	Ordinal
Independent	Attitude toward university	1=Very Good 2=Good 3=Fair 4=Neither Good nor Bad 5=Poor 6=Bad 7=Very Bad	Interval
	Attitude toward athletic program	1=Very good 2=Good 3=Fair 4=Neither good nor bad 5=Poor 6=Bad 7=Very bad	Interval
	Amount of playing time	1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree	Interval
	Scholarship assistance received (full, partial, no assistance)	1= Full scholarship for entire period 2= Combination of both full and partial scholarship across period	Nominal

Independent		3= Partial scholarship for entire period 4= Partial scholarship for part of period 5= No financial assistance received	
	Distance living from university now	1= 0-49 miles 2= 50-99 miles 3= 100-149 miles 4= > 150 miles	Ordinal
Extraneous	Age	1=18-24 2=25-34 3=35-44 4=45-54 5=>55	Ordinal
	Ethnicity	1= White 2= Black or African American 3= American Indian or Alaska Native 4= Asian 5= Native Hawaiian or other Pacific Islander 6= Hispanic, Latino, or Spanish Origin 7= Other	Nominal
	Education attainment	1=Bachelor's 2=Master's 3=Specialist 3=Doctorate	Ordinal
	Total household income	1= <$25,000 2= $25,000- $49,999 3= $50,000- $99,999 4=$100,000-$149,999 5= >$150,000	Ordinal
	Gender	1 = Female 2 = Male	Nominal
	Sporting activity	1=Women's Basketball 2=Women's Soccer 3=Women's Softball 4=Women's Tennis 5=Women's Cross Country/Track 6=Women's Volleyball 7=Cheerleading 8=Rifle	Nominal

Extraneous		9=Men's Basketball 10=Men's Baseball 11=Men's Golf 12=Men's Cross Country/Track 13=Men's Football 14=Men's Tennis 15=Rodeo	
	Graduation Year		Ordinal

APPENDIX B

THE UNIVERSITY OF TENNESSEE AT MARTIN ATHLETIC ALUMNI SURVEY 2016

Informed Consent Form

Dear former athlete:

I am a student under the direction of Professor David Rausch in the College of Education, Health, and Professional Studies at the University of Tennessee at Chattanooga. I am conducting a research study on attitudes and perceptions of former University of Tennessee at Martin (UTM) athletes and how those attitudes and perceptions may influence his/her decision to financially support the institution. This study requests athletes to self-report personal information regarding financial and personal issues during their athletic career at UTM.

I am requesting your participation, which will involve you being asked to complete a short questionnaire about your experiences as a student athlete and your financial support since graduation. The questionnaire consists of 20 questions and will take approximately 20 minutes or less.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. The attached questionnaire is anonymous. The results of the study may be published but your name will not be known.

If you have any questions concerning the research study, please call me at 731-514-2346 or e-mail me at charley.deal@gmail.com.

This research has been approved by the UTC Institutional Review Board (IRB). If you have any questions concerning the UTC IRB policies or procedures or your rights as a human subject, please contact Dr. Bart Weathington, IRB Committee Chair, at (423) 4254289 or email instrb@utc.edu.

Submission of the questionnaire will be considered your consent to participate. Thank you.

Sincerely,
Mr. Charles (Charley) Deal
122 Bizzle Lane
Martin, TN 38237

I have read and understood the above consent form and desire of my own free will to participate in this study.

- ❍ Yes
- ❍ No

Q1. Rate your overall personal feelings towards:

	Very Good	Good	Fair	Neither Good nor Bad	Poor	Bad	Very Bad
The University of Tennessee at Martin.	❍	❍	❍	❍	❍	❍	❍
UT Martin Athletics.	❍	❍	❍	❍	❍	❍	❍
The sport(s) you participated.	❍	❍	❍	❍	❍	❍	❍
Your experience as a student-athlete.	❍	❍	❍	❍	❍	❍	❍

Q2. How would you rate your feelings regarding your amount of playing time as a student-athlete at the University of Tennessee at Martin (UTM):

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The amount of playing time met your expectations.	❍	❍	❍	❍	❍

Q3. Since graduation, you continue to maintain:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Interest in the athletic team(s) you played on at UTM.	❍	❍	❍	❍	❍
A relationship with your former UTM teammates.	❍	❍	❍	❍	❍

Q4. Please select the distance from your current home location to the university:

❍ 0-49 miles
❍ 50-99 miles
❍ 100-149 miles
❍ >150 miles

Q5. Please answer the following questions regarding financial contributions:

	Yes	No
Since graduation, have you contributed financially by making a tax deductible gift to UTM (includes gifts to academic or athletic programs)?	❍	❍
Since graduation, have you contributed financially by making a tax deductible gift to athletics?	❍	❍
Since graduation, have you contributed financially by making a tax deductible gift to your sport(s)?	❍	❍

Q6. Which of the following categories would represent your likelihood to give financially to your program:

	Very Likely	Likely	Somewhat Likely	Undecided	Somewhat Unlikely	Unlikely	Very Unlikely
If it was winning (in terms of record)?	❍	❍	❍	❍	❍	❍	❍
If it was maintaining high academic standards?	❍	❍	❍	❍	❍	❍	❍

Q7. Rate how the following items influence your decision to financially support the UTM athletic program:

	Very Likely	Likely	Somewhat Likely	Undecided	Somewhat Unlikely	Unlikely	Very Unlikely
Having a current relationship with the coach.	❍	❍	❍	❍	❍	❍	❍
Being treated well as a student-athlete.	❍	❍	❍	❍	❍	❍	❍
The athletics department cared about your well-being.	❍	❍	❍	❍	❍	❍	❍
Caring about college athletics in general.	❍	❍	❍	❍	❍	❍	❍

Q8. If/when you make a financial contribution to UTM:

	Very Strongly Prefer	Strongly Prefer	Prefer	Slightly Prefer	No Preference
You prefer to support your former team(s)?	❍	❍	❍	❍	❍
You prefer to support the general athletic fund?	❍	❍	❍	❍	❍
You prefer to support the general fund for UTM (academic funds)?	❍	❍	❍	❍	❍
You have no preferences for which programs you support at UTM?	❍	❍	❍	❍	❍

Q9. What is your age?

❍ 18 to 24 years
❍ 25 to 34 years
❍ 35 to 44 years
❍ 45 to 54 years
❍ >55 years

Q10. Highest level of education attainment?

❍ Bachelor's Degree
❍ Master's Degree
❍ Specialist
❍ Doctorate

Q11. What year did you receive your Bachelor's Degree?

Q12. Please indicate average annual contribution level to athletics.

- ❍ $1-$99
- ❍ $100-$299
- ❍ $300-$599
- ❍ $600-$999
- ❍ >$1,000

Q13. What is your race as defined by the U.S. Census Bureau?

- ❍ White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- ❍ Black or African American – A person having origins in any of the Black racial groups of Africa.
- ❍ American Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- ❍ Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ❍ Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ❍ Hispanic, Latino, or Spanish Origin - A person of Mexican, Central America, South American, or Spanish origin.
- ❍ Other

Q14. What is your gender?

- ❍ Male
- ❍ Female

Q15. Highest level of scholarship assistance received during any time at UTM?

- ❍ Full scholarship for all of eligibility period
- ❍ Full and partial scholarship for all of eligibility period
- ❍ Partial scholarship for all of eligibility period
- ❍ Partial scholarship for part of eligibility period
- ❍ No scholarship assistance received at any time during eligibility period

Q16. Sports you participated in (select all that apply)?

- ❑ Women's Basketball
- ❑ Women's Soccer
- ❑ Women's Softball
- ❑ Women's Tennis
- ❑ Women's Cross Country/Track
- ❑ Women's Volleyball
- ❑ Cheerleading
- ❑ Rifle
- ❑ Men's Basketball
- ❑ Men's Baseball
- ❑ Men's Golf
- ❑ Men's Cross Country/Track
- ❑ Men's Football
- ❑ Men's Tennis
- ❑ Rodeo

Q17. What is your combined annual household income?

- ❍ Less than $25,000
- ❍ $25,000 – 49,999
- ❍ $50,000 – 99,999
- ❍ $100,000 – 149,999
- ❍ Over $150,000

Q18. In the space provided below, please describe what has influenced your decision to either support or not to support UTM's athletic department?

Q19. In the space provided below, please describe what UTM's athletic department can do to receive/increase your financial support?

Q20. In the space provided below, please describe what UTM, in general, can do to receive/increase your financial support?

VITA

Charles (Charley) Deal was born in Hickman County, Tennessee to Larry and Mary Lou Deal. He was the youngest of five children, with only one sister. He attended public schools throughout his education journey which started at East Elementary School in Lyles, Tennessee. He also attend Hickman County High School in Centerville, Tennessee, where he served as the president of the student body, class president twice, captain of the basketball team, and served in various leadership roles in 4-H. After high school, he attended the University of Tennessee at Martin and studied business management. During this period of time, he worked for the Department of Housing and became interested in higher education administration. Upon graduating from UT Martin, he was hired as the assistant director of housing and soon started his master's in business administration. Upon completing the MBA program, he made a career change by becoming a fundraiser for two academic colleges and athletics. He continued as a fundraiser, eventually being named assistant athletic director for external affairs before changing career paths one again. He served as the associate vice chancellor for Alumni Relations and Annual Giving at UT Martin and executive director of the WestStar Leadership program. He has continued his education journey by pursuing his Ph.D. in Learning and Leadership at the University of Tennessee Chattanooga.