

Attitudes Toward University Communication: Applying and Extending the Theory of Planned
Behavior

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ACADEMIC ABSTRACT

The theory of planned behavior is one of the most proven methods of testing relationships between attitudes, norms, perceptions of control, and behavioral intent. Recent years have seen tests of an extended theory of planned behavior applied to questions of charitable giving, but not to alumni giving to universities. The present research tests an extended model of the theory of planned behavior in a survey of 1,499 non-donor alumni of a large public, mid-Atlantic research university. Three new variables were developed and then tested in the model: experience while in college, types of communication received, and rating of that communication. The study shows support for an extended theory of planned behavior model in researching alumni giving, explaining 36.6% of the variance in intention to donate. Attitude toward donating, attitude toward the university, and subjective norms had significant effects on intent to donate. Both age and rating of university communications also had significant effects, but they were in a negative, counterintuitive direction. Theoretical and practical implications are discussed.

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GENERAL AUDIENCE ABSTRACT

The percentage of alumni who donate to their university has been declining for more than 25 years. This paper applies the proven theory of planned behavior to shed new insight on what factors influence alumni's decision whether or not to donate to their university. Nearly 1,500 non-donor alumni of a large, mid-Atlantic research university were surveyed. The study found that 36.6% of the difference in intent to donate was explained by a combination of attitudes, beliefs about what other people do or think should be done, perceptions of control, past donation behavior to other nonprofits, experience while in college, and ongoing communication with the university. Several elements, including attitudes, beliefs about what others do or think should be done, and rating of communication effectiveness had significant effects on alumni's intent to donate. Both theoretical and practical implications are discussed.

DEDICATION

To my wife, Jane, and sons Jordy, Ollie, and Gus

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INTRODUCTION

Fundraising has become a greater necessity in higher education, where it has gone from providing a “margin of excellence in the past to supporting budget essentials today,” (Drezner, 2010, p. 192). This is particularly the case at public institutions that have seen state funding erode over time (Pew Charitable Trusts, 2015); often lack the many decades of fundraising emphasis and strong cultures of philanthropy that characterize elite private institutions; and face alumni perceptions that state funding covers all costs (Diamond & Kashyap, 1997).

Gifts from alumni provide essential revenue, accounting for 26% of voluntary support for higher education in fiscal year 2018 (Council for Advancement and Support of Education, 2019). Alumni giving percentage factors into prominent rankings that help establish the marketplace reputation for universities (Allenby, 2014; Morse, Brooks, & Mason, 2017).

The importance of philanthropy to higher education has grown and the total amount of revenue received through donations is at all all-time high (Council for Advancement and Support of Education, 2019). However, the giving participation rate for alumni has been declining for decades, and in 2017 was at 8%, less than half what it was in 1990 (Allenby, 2014; Blackbaud, 2018). Higher education appears to be struggling to engage younger alumni and grow the donor base, which leaves it at risk of becoming financially “hollowed out,” (Scutari, 2017).

Both the academic and practitioner literature has paid extensive attention to wealthy donors, but average donors have been less well studied (Van Slyke & Brooks, 2005). Non-donors have rarely been studied at all (Wastyn, 2009).

Charitable giving has emerged as a field of multidisciplinary research (Katz, 1999), but the fundraising industry would benefit from relying on objective, empirical research instead of

anecdotal evidence (Bekkers & Wiepking, 2011; Lindahl & Conley, 2002). Progress has been hindered by “a lack of awareness of research in distant times and disciplines” (Bekkers & Wiepking, 2011, p. 945).

The theory of planned behavior is a widely used approach to understanding relationships between attitudes, social norms, perceived behavioral control, behavioral intent, and subsequent behavior. It is a general model intended to be applied to “any behavior” (Ajzen, 2011a, p. 447). It has been applied to numerous types of prosocial behaviors (Mittelman & Rojas-Méndez, 2018), but not often to charitable giving of money (Mittelman & Rojas-Méndez, 2018; Smith & McSweeney, 2007).

Several fairly recent studies that have applied the theory of planned behavior to charitable giving intent (Kashif & De Run, 2015; Kashif, Sarifuddin, & Hassan, 2015; Knowles, Hyde, & White 2012; Mittelman & Rojas-Méndez, 2018; Smith & McSweeney, 2007, van der Linden, 2011), but none have applied it to the question of alumni giving.

This study addresses that gap in knowledge. It applies the theory of planned behavior to a new population, university alumni, to explore what factors influence donation intent. By focusing on non-donors, who have rarely been studied, the present research also provides insight on how university fundraisers can engage a larger percentage of alumni, a concern of numerous universities across the United States.

LITERATURE REVIEW

Theoretical Foundation

The theory of planned behavior is a proven way of studying human behavior. It asserts that a person's intent to perform nearly any type of behavior can be predicted by a combination of three factors: attitude toward that behavior, subjective norms, and perceived behavioral control (Ajzen 1991).

Within the theory, attitude refers to how favorably or unfavorably a person evaluates or appraises the behavior, subjective norms refer how much social pressure a person feels to perform the behavior, and perceived behavioral control refers to how easy or difficult a person views a behavior to be, (Ajzen, 1991). Attitude, social norms, and perceived behavioral control combine to influence a person's intent to perform a behavior, and that intent is a strong predictor, but not a guarantee, of whether that behavior will or will not take place (Ajzen, 1991; 2011b).

The theory of planned behavior is an extension of the theory of reasoned action developed in the mid-1970s by Icek Ajzen and Martin Fishbein (Madden, Ellen, & Ajzen, 1992), which integrated attitude and social norms, but did not include the element of perceived behavioral control. The theory of reasoned action drew considerable attention for consistently showing a link between attitudes and behavior, something much previous research in social psychology had failed to demonstrate (Ajzen, 2011b; Ajzen & Fishbein, 2005).

Ajzen's extension of the theory of reasoned action into the theory of planned behavior was designed to make it suitable for predicting a greater range of behaviors than were typically studied by social psychologists, including behaviors over which people do not have complete

control (Ajzen, 1991; Armitage & Conner, 2001), or may not even wish to perform (Ajzen, 2011b). The theory of planned behavior model appears below.

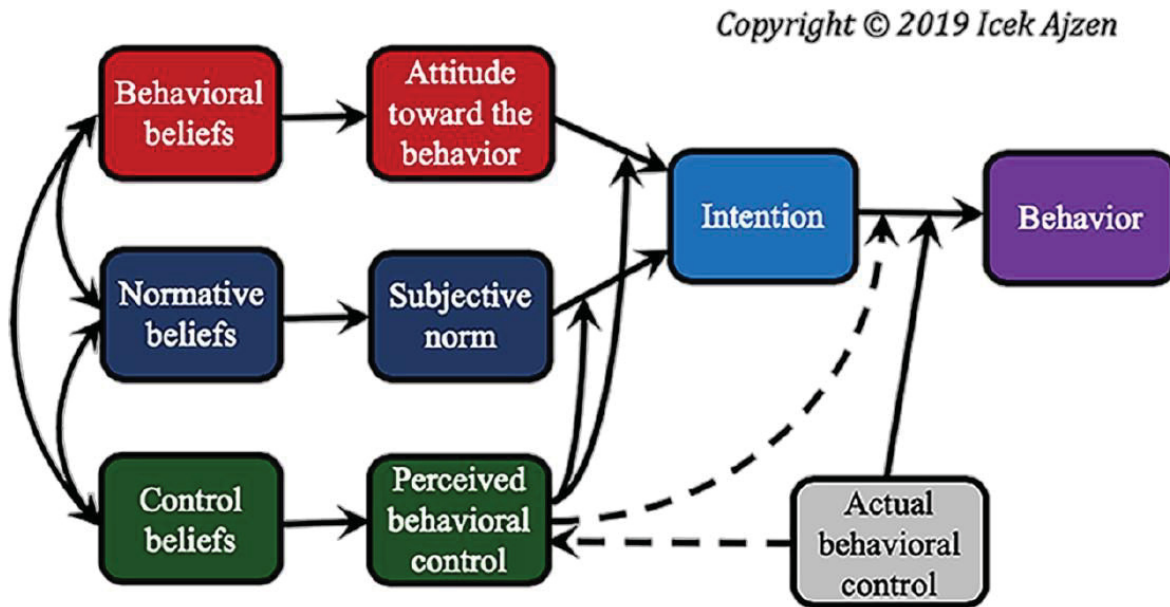


Figure 1. Theory of planned behavior (Ajzen, 2019).
Used with permission of author. (See Appendix A.)

As shown in the model, attitudes, subjective norms, and perceived behavioral control are influenced by related beliefs. The theory of reasoned action and theory of planned behavior make different assumptions about the relationship between beliefs and attitudes than earlier theories (Ajzen, 2011b). Specifically, beliefs about the outcome of a behavior, and judgements about those outcomes, combine to provide positive or negative attitudes toward the behavior.

Many studies based on the theory of planned behavior have been conducted in a longitudinal manner in order to measure correlations between behavioral intentions and actual behavior at a later date. However, multiple published studies have only gone as far as measuring behavioral intent (e.g. Kashif & De Run, 2015; Kashif, et al., 2015; Knowles, Hyde, & White 2012; Mittelman & Rojas-Méndez, 2018; van der Linden, 2011).

Ajzen has stated that “[A]t its core, the TPB is concerned with the prediction of intentions” (Ajzen, 2011b, p. 1115). The theory has shown to be more accurate at measuring behavioral intent than actual behavior, with a meta-analysis of 185 theory of planned behavior studies finding it accounted for 39% of variance in behavioral intent and 27% of variance in behavior (Armitage & Conner, 2001).

The degree to which each of the three elements of the theory influence behavioral intent often varies depending on situation or type of behavior (Ajzen, 2011b). Subjective norms are often viewed as the weakest of the components, but that may be due to flaws in measurement as they have often been assessed with single-item scales in past research (Armitage & Conner, 2001).

The theory of planned behavior has been used to study community, consumer, health, social, and sport behaviors (Notani, 1998). It is frequently used in the fields of advertising, political science, and public relations, and increasingly is being employed to research social media (Teng, Khong, & Goh, 2015). The theory has frequently been applied to prosocial, altruistic behaviors (Mittelman & Rojas-Méndez, 2018). In one example of such application, Giles and Cairns (1998) used the theory to design a survey administered to 141 undergraduates, which found that perceived behavioral control helped predict intent to donate blood. In another example, Warburton and Terry (2000) found that intention to volunteer was predicted by social norms, perceived behavioral control, and moral obligation. Bresnahan, Lee, Smith, Shearman, Nebashi, Park, and Yoo (2007) and Hyde and White (2009) applied the theory to understand relationships between attitudes and willingness to register as organ donors.

Applying the Theory to Donation Intent

Recent years have seen the theory of planned behavior applied to donation intent, but this is still an emerging approach for research into this type of behavior. Despite its wide application and effectiveness, the theory of planned behavior has rarely been applied to financial donation behaviors (Mittelman & Rojas-Méndez, 2018; Smith & McSweeney, 2007).

Konkoly and Perloff (1990) found a significant effect for attitude and subjective norms on intent to create a charitable will bequest. However, they based their study on the earlier theory of reasoned action, not the theory of planned behavior. As such, it did not account for perceived behavioral control, though it did illustrate that investigating the influence of attitudes and norms on intentions to donate was a promising approach.

Another noteworthy exploration into the relationship between attitude and charitable giving was Webb, Green, and Brashear's (2000) work to develop and validate a two-part scale for assessing attitude in relation to donating. They argued that attitude toward charitable giving was too complicated to capture in a single measure, and proposed that attitudes toward helping others and attitudes toward charitable organizations be treated as distinct, though related, constructs. They found that each one of these new constructs significantly predicted breadth of giving behavior, but only attitude toward charitable organization predicted magnitude of giving. However, their study design was not built around the theory of planned behavior model.

In what may be the first application of the theory of planned behavior to charitable giving behavior, Ajzen, Brown, and Carvajal (2004) found the model helped predict students' likelihood to vote "yes" in a referendum about donating money to their university. Smith and McSweeney (2007) revised Ajzen's model to include three types of norms — injunctive,

descriptive, and moral — as opposed to a single social norm as Ajzen (1991) proposed. They also included past behavior in their extended version of the model, and found that all elements of their expanded model exerted a significant effect on charitable-giving intent. Smith and McSweeney's (2007) work was also notable in that they were able to follow up with 67 of their original 227 respondents four weeks after the initial survey to see how many actually made donations. They found that with the exception of descriptive norms, all elements of their expanded model had a significant, direct effect on charitable giving intent, and that intent had a direct effect on giving behavior.

Whether to extend the original theory of planned behavior model by adding new elements to increase its power in explaining variance in intention or behavior has been a frequent topic of research (Ajzen, 2011b). Smith and McSweeney (2007) appear to be the first to have done this with the question of charitable giving in mind (van der Linden, 2011). Since then, several researchers have explored the issue further by applying Smith and McSweeney's (2007) revised model in different contexts.

Van der Linden (2011) helped validate the idea of extending the model by finding support for the hypothesis that moral norms would explain more variance than other types of norms when it came to charitable giving intent. Knowles et al. (2012) found support for applying the extended model to predict donation intention of Australian donors between the ages of 18-24. Kashif et al. (2015) found support for the extended model predicting donation intent in Malaysia, described as a collectivist culture. Kashif and De Run (2015) found support for the extended model predicting donation intent in a Muslim nation, Pakistan.

Mittelman and Rojas-Méndez (2018) extended the model still further by breaking the attitude construct into three parts, attitude toward helping others, attitude toward the particular

charity that would receive the donation, and attitude toward making a donation. They found this revised model explained 76% of total variance in intent to donate, compared to a high of 68% in past theory of planned behavior research on charitable giving intent that used a just single construct for attitude (Mittelman & Rojas-Méndez, 2018). Mittelman & Rojas-Méndez’s revised model and results appear below.

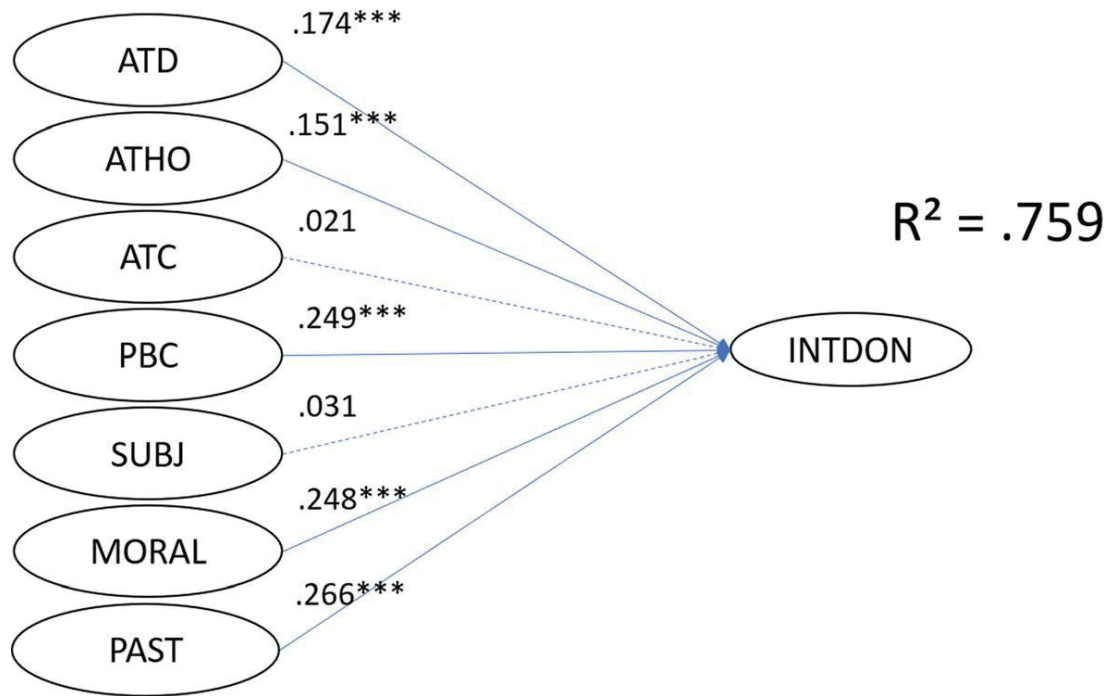


Figure 2. Extended theory of planned behavior model developed by Mittelman & Rojas-Méndez (2018), including that study’s results. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$. ATD = Attitude toward donating, ATHO = Attitude toward helping others, ATC = attitude toward particular charity, PBC = perceived behavioral control, SUBJ = subjective norms, MORAL = moral norms, PAST = past behavior. Used with permission of author. (See Appendix B.)

Investigating Alumni Giving

To date, applications of the theory of planned behavior to charitable giving intent have not focused on one of the most widely researched types of donations — those by alumni to their schools. Philanthropy has been the subject of extensive academic research (Bekkers & Wiepking, 2011; Katz, 1999). Alumni giving to higher education has been the most commonly studied area of philanthropy (Lindahl & Conley, 2002).

A large amount of alumni donation research has focused on what demographic groups are more likely to support their alma mater financially (Skari, 2014). Factors shown to influence giving rates or amounts include age (Bruggink & Siddiqui, 1995), wealth (Baade & Sundberg, 1996; Clotfelter, 2003), major field of study while in school (Belfield & Beney, 2000; Bruggink & Siddiqui, 1995), and being related to graduates of the same school (Clotfelter, 2003).

Behavioral factors have been shown to make a difference in intention to donate. McDearmon and Shirley (2009) found that young alumni who gave to other charities were more likely to support their alma mater as well. Research into alumni non-donors, as opposed to donors, is limited, most often using them as a comparison group as opposed to a population for study in their own right (Wastyn, 2009).

As potential donors to their universities, alumni are like donors to other charities in some ways, but are quite distinct in others. Tsao and Coll (2004) highlighted several distinctions for alumni compared to other potential donors to nonprofits, including “perceived impact of the university experience on a person’s life [and] formal/continuing communication with the university” (p. 383).

The degree of satisfaction with one's undergraduate experience in college has repeatedly been shown to affect alumni's likelihood to give (e.g. Clotfelter, 2003; Gaier, 2005; McDearmon & Shirley, 2009; Monks, 2003; Sun, Hoffman, & Grady, 2007).

Studies have also shown a positive relationship between reading alumni publications and giving. Taylor and Martin (1995) found reading alumni publications to be the most powerful differentiator between donors and non-donors out of several involvement measures in their study, which compared 250 alumni donors to 250 non-donor alumni of a Research 1 public university. Tsao and Coll (2004) found significant correlation between alumni's intent to donate and several communication-related behaviors. These included agreeing to receive an online newsletter, enjoying reading a newsletter, and agreeing to become an email mentor to a student.

A review of the theoretical literature focused on higher-education donor motivations did not mention the theory of planned behavior at all, but identified the following theoretical frameworks as being most prominent: charitable giving theory, organizational identification theory, social identification theory, economic theory, services-philanthropic giving theory, and relationship-marketing theory (Mann, 2007).

With one exception (Ajzen, et al., 2004) the literature seems to lack any studies that apply the theory of planned behavior to assess intentions to donate to higher education. It should be noted that Ajzen et al.'s study focused on the attitudes and behavioral intent of students, not alumni. However, alumni are a much larger and more lucrative pool of donors for universities (Council on Advancement and Support of Education, 2019).

Although the bulk of research into higher education donations was not done with the theory of planned behavior in mind, that body of literature does raise interesting questions to

consider when considering how to apply, or extend, the theory for purposes of exploring alumni's donation behavior intentions.

As documented earlier, research applying the theory of planned behavior to charitable giving behavior has begun to emerge in recent years. However, it has not focused on the specific intent of alumni to give to their university. Ajzen (1991) has warned against making assumptions that intentions and perceived behavioral control about one type of behavior will lead to actual behaviors that are similar, but not exactly the same. In first clarifying the theory of planned behavior, he used an example of donation behavior to make this point, stating that "if the behavior to be predicted is 'donating money to the Red Cross,' then we must assess intentions 'to donate money to the Red Cross,' not intentions 'to donate money' in general," (Ajzen, 1991, p. 185).

Taking this key requirement of theory into account, it becomes clear that additional research is needed to understand how well the theory of planned behavior can explain variance in alumni intent to donate to their alma mater in particular, not just to make charitable gifts in general. Meanwhile, past research into higher education philanthropy has identified satisfaction with past college experience (Clotfelter, 2003; Gaier, 2005; McDearmon & Shirley, 2009; Sun, Hoffman, & Grady, 2007) and ongoing communication with the institution (Taylor & Martin, 1995; Tsao & Coll, 2004) as exerting significant influence on alumni donation behavior.

The present study seeks to integrate both those dynamics into an extended model of the theory of planned behavior specially designed for assessing alumni donor intention. In doing so, it attempts to contribute to the literature on philanthropy in several significant ways. It applies a proven theory to explore alumni giving decisions, a subject of extensive research that, surprisingly, has not integrated the theory of planned behavior before. It also addresses the role

of communication between nonprofits and prospective donors, something that also appears to be underexplored, though it has been shown to have a significant effect. This gap is evident in Bekkers and Wiepking's (2011) comprehensive review of more than 500 philanthropy papers, in which the word "communication" only appears three times in the reference section.

Further rationale for exploring the role of communication in an extended theory of planned behavior comes from the way that attitudes and beliefs are believed to operate within the theory. People can hold multiple, competing, and contradictory beliefs. In order for one attitude to prevail and influence behavioral intent, the beliefs that underlie it must be readily accessible in memory (Ajzen, 2011a). The beliefs that underlie attitudes, beliefs about norms, and self-efficacy (perceived behavioral control) are all frequent targets of persuasion, a major topic of study in the field of communication research (O'Keefe, 2002). Normative beliefs, as well as attitudes, are not permanent can be influenced in a variety of ways, including communication events such as news reports (Ajzen, 2011a).

One shortcoming Bekkers and Wiepking (2011) explicitly highlight in their review of the philanthropy literature is that most theoretical models employed focus only one or two motives, while giving decisions typically result from many more factors. Bekkers and Wiepking (2011) also call for additional theoretical progress in philanthropy research, and urge researchers to look to other disciplines for promising approaches.

The present study responds to both those concerns. It employs one of social psychology's most prominent theories, and extends it to take into account multiple factors that are likely to affect alumni's intentions to donate. These include factors not previously integrated into theory of planned behavior models: alumni experience and ongoing communication with the alma mater.

METHODS

Sample and Data Collection

Qualtrics software was used to build and host online a survey based on concepts from the theory of planned behavior (Appendix C). Approval from the university's Institutional Review Board was secured (Appendix D). Qualtrics' email distribution system was used to send recruitment emails (Appendix E) to 51,532 email addresses of record for undergraduate-degree-holding alumni who had received no lifetime credit from the university for individual donations. Of emails sent, 1,609 bounced (3.1%) and 204 (.39%) were duplicates, meaning the message was likely received by 49,719 potential participants.

The initial recruitment email was sent on April 4, 2019. Reminder emails were sent on April 7, 2019, and April 10, 2019, to people who had not completed the survey as of those dates. Data was downloaded for analysis on April 14, 2019. Responses from 1,499 participants were analyzed, for a response rate of 3%.

Females comprised 50.8% of participants who disclosed gender, and males comprised 49.2%. Sixteen participants did not list a gender. Age ranged from 21 years to 85 years ($M = 40.7$, $SD = 13.9$). Thirty-six participants did not list an age. A vast majority (1,320, 88.1%) of participants self-identified as white. The number self-identifying as black or African American was 38 (2.5%), as American Indian or Alaska native was five (0.3%), as Asian was 58 (3.9%), and as native Hawaiian or Pacific Islander was three (0.2%). Fifty one (3.4%) identified themselves as "other." Twenty-four (1.6%) did not list a race. Demographic categories were drawn from the U.S. Census Bureau (2018a). The Census Bureau does not include a category for

Hispanic or Latino as individuals who identify as Hispanic, Latino, or Spanish may be of any race.

Measures and Survey Design

Recent studies that employed the theory of behavior to investigate charitable giving intent were reviewed to find an optimal model of the theory to use as a base for designing the study. The extended model developed by Mittelman and Rojas-Méndez (2018) was chosen because it explained a higher percentage of variance than several earlier studies. The complete survey distributed to respondents, including the scale questions used for all measures referenced in this section, appears in Appendix C.

Dependent variable: Intention to donate.

Intent to Donate (INTDON) to an unspecified charity was the dependent variable in Mittelman and Rojas-Méndez's (2018) study. It was measured through four seven-point bipolar scale questions anchored by strongly disagree and strongly agree, with no questions reverse coded. The reliability (Cronbach's α) of this measure was .964 in Mittelman and Rojas-Méndez's (2018) study.

The present research adapted those measures in three ways. The first difference is that participants were asked about their intent to donate to a specific, named nonprofit: the university for which they were alumni. The second difference was to add a reverse-coded question: "I do not intend to donate to [university name]." (Note: the university name appeared in the survey shown respondents, but is redacted in Appendix C of this paper.) The third difference was to

reduce the number of scale points. Because the survey was distributed online and a significant proportion of participants were expected to take the survey on smart-phones, five-point scales were used for all bipolar measures throughout the entire survey instead of seven point scales. This ensured more of the scale points would remain visible on phones with smaller screens. Reliability (Cronbach's α) for intent to donate in the present study was .897 ($N = 1,497$). The order in which the five questions assessing INTDON appeared was randomized. As the dependent variable, INTDON was measured first in the study to make sure it would not be influenced by any questions used to measure the independent variables.

Independent variables

Attitude measures.

Mittelman and Rojas-Méndez's (2018) model called for measuring three components of attitude: attitude toward donating (ATD) attitude toward helping others (ATHO), and attitude toward the particular charity (ATC). To measure those constructs, Mittelman and Rojas-Méndez (2018) employed several seven-point, bipolar scales anchored by negative or positive assessments for ATD, and by strongly agree and strongly disagree for ATHO and ATC. The reliability (Cronbach's α) for their attitude measures were .970 for ATD, .893 for ATHO, and .817 for ATC.

Scale questions for the present study's ATC measure were adapted to refer not to a generic charity, but to the particular university that participants had attended. The number of different ways in which participants were asked to describe their feelings toward donating to the university was reduced to four from nine. This was done to keep overall survey length shorter in the hope of better completion rates. Separate questions used to measure ATHO and ATC were

combined into a single survey block and randomized to help conceal which items would be scaled together. Reliabilities (Cronbach's α) for the attitude measures in the present study were .836 for ATD ($N = 1,474$), .859 for ATHO ($N = 1,492$), and .823 for ATC ($N = 1,487$).

Moral and subjective norms.

Mittelman and Rojas-Méndez (2018) measured both moral norms (MORAL) and subjective norms (SUBJ) using seven-point bipolar scales anchored by strongly disagree and strongly agree. Their reliabilities (Cronbach's α) were .869 for MORAL and .590 for SUBJ. The present research used Mittelman and Rojas-Méndez's same measures for MORAL. Reliability (Cronbach's α) was .835 ($N = 1,492$). Measures for SUBJ were adapted more extensively to try to improve on the low reliability found by Mittelman and Rojas-Méndez and to account for differences between alumni donors and other types of charitable donors. Past research has indicated that family history of going to college can affect the likelihood of alumni giving (Clotfelter, 2003; McDearmon & Shirley, 2009), so a question was added to try to assess how many people important to participants went to college. Mittelman and Rojas-Méndez used three questions to assess SUBJ, which all asked what participants thought important others would want the participants to do with respect to giving. Mittelman and Rojas-Méndez (2008) did not include a question asking what participants thought important others actually did themselves with respect to giving. To assess this additional element in the present study, questions were also adapted from norms scales employed by Smith and McSweeney (2007). Reliability (Cronbach's α) for SUBJ in the present study was initially found to be .623 ($N = 1,484$). Reevaluation of the questions led to the removal of the one question assessing how many important others had attended college, which is more a question about demographic status than perception of social norms. Removing that question improved reliability (Cronbach's α) of SUBJ to .699 ($N = 1,484$).

This is much closer to the widely accepted minimum reliability alpha of .700 (Cortina, 1993). The various questions used to measure SUBJ and MORAL were combined into a single survey block and randomized to help conceal which items would be scaled together.

Past behavior

Mittelman and Rojas-Méndez (2008) assessed past giving behavior (PAST) using seven-point bipolar scales anchored by either never true and always true or strongly disagree and strongly agree. The reliability (Cronbach's α) for their PAST measure was .826. The present study adapted those questions, anchoring all responses with never true and always true, and in one question asking people how often they donated to charity in the past year, instead of how often they recently donated to charity. Three of the five items were reverse coded, in keeping with how Mittelman and Rojas-Méndez (2008) phrased their questions. Of note, the present research did not adapt the questions to ask about giving to the particular university. Because the survey was distributed to non-donors, such a question would have been inappropriate. Instead, participants were asked about giving to a non-specific charity. Reliability (Cronbach's α) for PAST in the present study was .912 ($N = 1,492$).

Perceived behavioral control.

Mittelman and Rojas-Méndez (2008) measured perceived behavioral control (PBC) through five seven-point bipolar scale questions anchored by strongly disagree and strongly agree, which had a reliability (Cronbach's α) of .826. The present research used four of the questions. Instead of asking about control over giving to an unspecified charity, these questions asked about control over giving to the particular university. PBC reliability (Cronbach's α) for the present study was .757 ($N = 1,486$).

Experience and communication.

With the unique dynamics of alumni giving in mind, the present study extended the theory of planned behavior model further than Mittelman and Rojas-Méndez (2008) or previous studies that applied the theory to charitable giving. This was done by developing and integrating three new constructs, alumni experience while enrolled (EXP), amount of types of communication received from the university (COMM-A), and rating of communication received (COMM-R). Colleges and universities differ from other nonprofits. Alumni, who account for more than a quarter of donation revenue (Council for Advancement and Support of Education, 2019), have made a major investment of time — and often money — in earning a degree from the organization that later asks them for donations. Through continued involvement, rooting for sports teams, or other means of engagement, alumni often have lifelong relationships with an alma mater. The present study tests whether — in keeping with past findings in alumni giving research from different theoretical perspectives — both past experience and ongoing communication will affect intent to donate. The separate questions used to measure past donation behavior and perceived behavioral control were combined into a single survey block and randomized to help conceal which items would be scaled together.

To measure EXP, participants were asked to rate on a five-point scale anchored by negatively and positively how each of six factors affected their student experience. The factors were experiential or on the job learning, relationships with other students, student organizations, attending athletic events, relationships with faculty, and service learning projects. Participants were asked to only rate the impact of experiences they actually had. Participants were also asked how well their highest degree from the university prepared them for responding to new career opportunities. These questions were drawn from factors outlined by Sun, Hoffman, and Grady (2007) in testing a multivariate causal model of alumni giving with data from a two-year survey

of alumni from a Midwest public university. Reliability (Cronbach's α) for the present study's experience measure was .737 ($N = 1,031$).

While past research has shown that communication can influence alumni giving (Taylor & Martin, 1995; Tsao & Coll, 2004) and promote collaborative behavior by alumni for universities (Heckman and Guskey, 1998), communication initiatives vary widely across universities, making it difficult to draw from past research to create a universal scale measuring communication. In order to assess communication for the present research, participants were first asked to indicate whether they received a variety of types of communication from the university, including a university magazine, print newsletter, email newsletters, fundraising mailings, fundraising emails, other university emails (not fundraising or newsletters), and university social media. Using survey skip logic, participants were then asked to rate, on five-point bipolar scales anchored by very low and very high, the quality of each type of communication they indicated they had received. Pearson correlation showed a significant relationship between the average number of types of communication alumni reported receiving (COMM-A) and their rating of communication quality (COMM-R), so the two elements of communication were combined for purposes of reliability testing. Reliability (Cronbach's α) for the combined measure was .931 ($N = 149$). Age, gender, and race were collected at the close of the study.

The measures described above were selected or constructed to allow testing of the extended model of the theory of planned behavior shown on the following page.

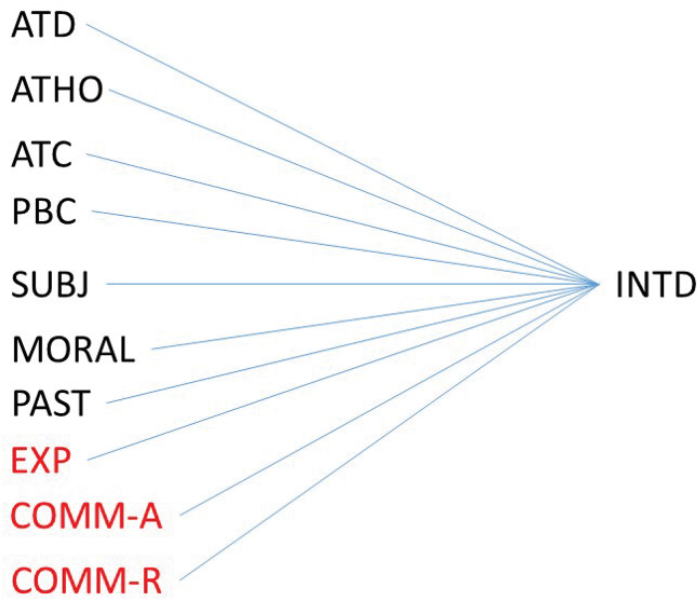


Figure 3: The present study’s extended theory of planned behavior model. ATD = attitude toward donating, ATHO = attitude toward helping others, ATC = attitude toward university, PBC = perceived behavioral control, SUBJ = subjective norms, MORAL = moral norms, PAST = past donation behavior, EXP = university experience, COMM-A = amount of communication types received, COMM-R = average rating of communication received.

After recoding the data to account for reverse-coded questions, hierarchical multiple regression was used for analysis in keeping with several similar studies applying extended theory of planned behavior models to charitable giving (Kashif & De Run, 2015; Mittelman & Rojas-Méndez, 2018; Smith & McSweeney, 2007; van der Linden, 2011).

Hierarchical multiple regression calls for analyzing each of the independent variables in a specified order chosen by the researcher (Mittelman & Rojas-Méndez, 2018). In this way, it differs from stepwise multiple regression, in which the order is determined by which independent variable best correlates with the dependent variable (Petrocelli, 2003). Hierarchical multiple regression is a more appropriate approach when using an existing theoretical model in which the priority of order of variables has already been established, (Malek, Berger, & Coburn, 2007;

Petrocelli, 2003). In this method, controls are entered into the regression first, followed by independent variables in an order informed by theory (Petrocelli, 2003).

Demographics can influence alumni giving. Past research has shown that older alumni are more likely to give and to give in higher amounts (McDearmon & Shirley, 2009; Skari, 2014, Taylor & Martin, 1995). Mixed results have been shown for the impact of gender and race (Okunade, & Berl 1997; Taylor and Martin, 1995).

The present study entered age and gender into the model at step one as controls. Race was not entered due to the disproportionately low response rates of non-white alumni. Of such alumni, only those reporting as Native Hawaiian or Pacific Islander were represented in the sample at the same percentage they are represented in the U.S. population as a whole (United States Census Bureau, 2018b). However, only three participants were from that group.

In keeping with the order specified in the original theory of planned behavior (Ajzen, 1991) and in Mittelman & Rojas-Méndez's (2018) extension of that model, the first independent variables entered into the regression assessed attitudes (step two), followed by perceived behavioral control (step three), subjective and moral norms (step four), and past behavior (step five). The new constructs for experience was entered as step six. The new constructs for communication amount and average rating of communication were entered as step seven.

Tests for collinearity showed tolerance levels for the independent variables ranged from .479 to .997, all well above below the generally accepted, conservative tolerance level of .25 (O'Brien, 2007). This confirmed that no collinearity or multi-collinearity interaction between independent variables affected the regression model.

RESULTS

Taken together, age and gender accounted for less than 1% of the explained variance (adjusted $R^2 = .001$, $F(2, 1361) = 1.790$), and did not significantly improve the model fit (Sig. F Change $p < .167$). Looking closer at each component showed a significant effect for age on intent to donate ($\beta = -.107$, $p < .001$), such that older alumni were less likely to express intent to donate. Gender had no significant effect ($\beta = .044$, $p < .056$).

Attitude toward donating (ATD), attitude toward helping others (ATHO), and attitude toward charity (ATC) combined to contribute significantly to the explained variance (R^2 change = $.302$, $F(5, 1358) = 118.900$), and significantly improved the model fit (Sig. F Change $p < .000$). Looking closer at each component showed significant effects for each of the attitude measures. ATD ($\beta = .356$, $p < .001$) and ATC ($\beta = .107$, $p < .001$) were in the positive direction indicating greater intent to donate. There was a significant inverse relationship between ATHO and intent to donate ($\beta = -.088$, $p < .001$).

Adding perceived behavioral control (PBC) increased the explained variance (R^2 change = $.007$, $F(6, 1357) = 102.300$), and significantly improved the model fit (Sig. F Change $p < .000$). PBC was not a significant predictor of intent to donate ($\beta = .033$, $p < .138$).

Adding subjective (SUBJ) and moral (MORAL) norms together increased the amount of explained variance by 5.4% (R^2 change = 0.054 , $F(8, 1355) = 97.649$), and significantly improved the model fit (Sig. F Change $p < .000$). Both SUBJ ($\beta = .208$, $p < .001$) and MORAL ($\beta = .103$, $p < .001$) were significant predictors of intent to donate. Past donation behavior (PAST) slightly improved the percentage of variance explained (R^2 change = 0.001 , $F(9, 1354) =$

87.044), but did not significantly improve the model fit (Sig. *F* Change $p < .184$). PAST was not a significant predictor of intent to donate ($\beta .036$, $p < .244$).

Experience (EXP), the first of the new variables constructed in the present study, slightly improved the percentage of variance explained (R^2 change = 0.002, $F(10, 1353) = 78.813$), but did not significantly improve the model fit (Sig. *F* Change $p < .067$). EXP was not a significant predictor of intent to donate ($\beta .032$, $p < .213$).

Taken together, amount of communication types received (COMM-A) and rating of communication received (COMM-R) improved the percentage of variance explained (R^2 change = 0.004, $F(12, 1351) = 66.606$), and significantly improved the model fit (Sig. *F* Change $p < .021$). COMM-A had no significant effect on intent to donate ($\beta .032$, $p < .161$). COMM-R had a significant effect on intent to donate such that alumni who rated the communication they received more highly were more likely to express a lower intention to donate ($\beta -.058$, $p < .05$). A table of results appears on the following page.

Table 1. Results of hierarchical multiple regression on intent to donate

Step	Predictor	Adjusted R^2	R^2 change	F value	F change	Standardized beta (β)	Significant F change
1	Age	.001	.003	1.790	1.790	-.107***	.167
	Gender					.044	
	ATD					.356***	
2	ATHO	.302	.302	118.900	196.459	-.088***	.000***
	ATC					.107***	
3	PBC	.308	.007	102.300	13.728	.034	.000***
	SUBJ					.208***	
4	MORAL	.362	.054	97.649	57.942	.103***	.000***
5	PAST	.362	.001	87.044	1.763	.036	.184
6	EXP	.363	.002	78.813	3.364	.032	.067
7	COMM-A					.031	
	COMM-R	.366	.004	66.606	3.889	-.058*	.021*

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

DISCUSSION

The present study addresses a gap in the literature by applying the theory of planned behavior to alumni giving intent, something that no previous papers appear to have done. In exploring this area, the present study accounted for several important factors that differentiate alumni from other potential donors to nonprofits: experience as a student and ongoing communication.

Integrating those factors into an extended model of the theory of planned behavior increased, albeit slightly, the percentage of variance in behavioral intent that was explained. The study found support for the theory of planned behavior's effectiveness in investigating alumni giving, by accounting for more than one-third (36.6%) of variance in behavioral intent.

The study drew from a recently developed, three-part method for measuring attitude (Mittelman & Rojas-Méndez, 2018). The results reported above directly follow the hierarchical multiple regression model of that study, which included the three components of attitude together in the regression. Together, the attitude variables accounted for the largest percentage of variance by far, 30.2% out of 36.6%. This provides support for the primary position of attitude in the theory of planned behavior as well as its predecessor: the theory of reasoned action.

Attitude toward charity (ATC), the third component of Mittelman & Rojas-Méndez's (2018) attitude measure, was originally designed to assess attitudes toward a non-specific charity. While participants in that 2018 study may have imagined a particular charity that was important to them, no particular charities were named in its survey questions. The present research differs significantly in that regard, naming the particular university from which participants earned undergraduate degrees. To investigate how that might affect the model, a

hierarchical multiple regression was also run with attitude toward charity added as a separate step instead of grouped with the other two attitude variables. This change did not improve the overall strength of the model, which still accounted for 36.6 % of variance, but it did reveal that attitude toward the university accounted for 1.8% of variance.

Norms have often been criticized as the weakest predictors in the traditional theory of planned behavior model (Armitage & Conner, 2001). In this study they proved to be the second strongest, accounting for 5.4% of variance. One possible reason for this, drawn from the alumni giving literature, might be a lack of awareness by some alumni of the growing importance of donations to state universities — a fundraising challenge specific to public institutions, which was highlighted by Diamond & Kashyap (1997).

Perceived behavioral control added slightly to the amount of variance explained but was not a significant predictor of intent to donate. One possible explanation for this is that no donation amounts were specified in the survey because only giving intent, not extent, was being investigated.

Past donation behavior (PBC) was shown to have no impact on the model's explanation of variance and to not be a significant predictor of intent to donate. This is not entirely surprising, since all participants were non-donors. But it does run counter to some past research indicating that donations to other charities correlate with alumni giving (McDearmon & Shirley, 2009). That particular research focused on young alumni and was not confined to non-donors. By comparison, participants in the present study were considerably older on average age ($M = 40.7$), and had no history of making individual gifts to the university. It is possible that longstanding habits of giving to other causes by older alumni are less likely to carry over to the university than newer habits of giving to other causes among young alumni.

The force of habit may also help to explain the counterintuitive finding that age had a significant effect such that older donors scored lower on intent to give, which is the reverse of what multiple other studies of alumni giving have found (Baade & Sundberg, 1996; McDearmon & Shirley, 2009; Skari, 2014).

Drawing from past research into alumni giving, the present study developed a new, reliable construct for measuring alumni experience (EXP, Cronbach's α .737) which could prove helpful for future research in alumni giving grounded in the theory of planned behavior. This study also documented a way of constructing a reliable (Cronbach's α .931) scale to measure two important elements of communication (COMM-A and COMM-R), which might prove useful in future research.

The present study adds to a small but growing body of research into non-donor alumni. It benefits from having a far larger sample ($N = 1,499$) than any previous studies of charitable giving that draw from the theory of planned behavior. Reviewing the literature for this study revealed seven previous papers that applied the theory of planned behavior to the question of charitable giving (Ajzen, et al., 2004; Kashif & De Run, 2015; Kashif et al., 2015; Knowles et al. (2012); Mittelman & Rojas-Méndez, 2018; Smith & McSweeney, 2007; van der Linden, 2011). An additional paper applied the theory of reasoned action to charitable giving (Konkoly & Perloff, 1990). N for those studies ranged from 143 (van der Linden, 2011) to 245 (Konkoly & Perloff, 1990).

Practical Implications

Fundraising professionals looking to reverse the trend of declining alumni giving rates by winning over non-donors and persuading new graduates to become alumni donors face a daunting task. Despite higher than ever donation revenue for universities, overall alumni donors were down 1.5% in 2017 (Blackbaud, 2018). It is true this decline has been going on for years (Allenby, 2014). But nonprofits outside of higher education showed strong growth in overall number of donors and donor acquisition in 2017 (Blackbaud, 2018), so this seems to be a unique challenge faced by higher education, not just a wider trend in giving overall.

In a challenging environment, professionals stand to benefit from research that employs proven theories that are highly generalizable, such as the theory of planned behavior. The present study could provide useful insight for fundraising professionals who are looking to create messages seeking to convert non-donors to donors.

For example, any one of the elements of the model could serve as the basis for a particular type of fundraising message. One promising strategy for creating fundraising messages for non-donors might be to draw first from those measures with strongest β in this study, particularly if space constraints limit the number of themes that can be included in any one appeal. Based on these findings, it appears that reinforcing positive beliefs about donating in general might help persuade non-donor alumni to give, but reinforcing positive beliefs about helping others might actually backfire, considering attitude toward helping others was linked with lower intent to donate to the university. One possible reason for this counterintuitive result may be that the questions used to measure attitude toward helping others (ATHO) might better measure positive intent to donate to different types of nonprofits than higher education, such as

charities that feed the hungry or house the homeless. Scale questions for ATHO measured disagreement or agreement with phrases such as “people should be willing to help others who are less fortunate,” “people should be more charitable toward others in society,” and “people in need should receive support from others.” University students, no matter their socioeconomic background, are likely to be perceived as having reached a more advantaged place in society than the beneficiaries of many other types of nonprofits. Fundraising message makers would be wise to account for this higher education appeals.

Meanwhile, reinforcing norms might prove more effective with non-donor alumni, or possibly with alumni in general, than they are with potential donors to other charities. As reported earlier, both social norms and moral norms had a highly significant ($p < .001$) effect on intent to donate, but social norms wound up having the higher β . This differs dramatically from findings by Knowles et al. (2012) and van der Linden (2011) that only moral norms and not social norms affected people’s intent to donate. It is possible that social norms have more influence on an alumni population that may view their alma mater as part of their social identity.

Limitations and Opportunities for Future Research

While the present study has a large N , it does not reflect the same level of racial diversity as the population at large, limiting its generalizability beyond white alumni. While past research has indicated the theory of planned behavior can explain variance in donation intent in other cultures (Kashif & De Run, 2015; Kashif, et al., 2015), additional research to test the generalizability of this study for different types of alumni would be worthwhile.

Only alumni from a large, public, mid-Atlantic research university were surveyed. This is a strength in one regard, because it provides a certain level of common experience among participants that allows for better insight into the particular sampling frame, but it also means that extrapolating results to alumni from other schools should be done with caution.

Only alumni classified as non-donors were surveyed. While this is a population that merits more research than it has received (Wastyn, 2009), alumni who do give might differ in how attitudes, norms, perceived behavioral control, experience, and communication affect intent to donate to their alma mater. A similarly conducted study of all alumni, including both donors and non-donors, might account for more variance in intent to donate.

In total, this study explained less variance than the average of 39% in theory of planned behavior studies reviewed by Armitage & Conner (2001), and significantly less than the 76% explained by Mittelman & Rojas-Méndez (2018). However, accounting for 36.6% of variance in donation intention among non-donors provides significant insights that could be applied in attempts to persuade additional alumni to start giving to their university.

A topic of interest in alumni-giving research is what factors influence the amount alumni donate, not only whether they donate or not. This study did not touch on that question. Trying to assess degree of behavior, as opposed to the intent whether or not to perform a behavior, would call for a more complicated methodology than was employed here.

This study assesses behavioral intent only, not actual behavior. Future research could address that issue, but extensive methodological changes would be needed, and such a study might be suited to a more general population containing both donor and non-donor alumni, in which the behavior of interest would already be taking place within the participant pool.

While this study demonstrated that both experience and communication factors could explain some additional variance in intent to donate, that additional amount was very small (R^2 change .002 and .004, respectively). Given those small numbers, future research to fully validate those constructs would be needed. It may be possible that conducting a similar study that included both donors and non-donors would give a better picture of how much additional variance the new additions to the model could explain.

This study found a significant effect for rating of communication received on intent to donate such that participants who rated university communication higher scored lower on intent to donate (β -.058*, $p < .05$). This finding runs counter to the alumni giving literature, which has found the opposite effect (Taylor & Martin, 1995; Tsao & Coll, 2004). This finding was particularly counterintuitive because of all the various types of communication rated by participants, fundraising materials scored the highest. One possible explanation for this might be demand effects. The prevalence of questions about charitable giving earlier in the survey might have led participants to rate that type of communication higher toward the end of the study. No corresponding demand effect could influence intent to donate because, as the dependent variable, it was the first item measured in the study.

The strictly quantitative nature of the survey design did not provide any free-response questions for respondents to volunteer additional information about their attitudes, norms, perceptions of control, experiences, communication practices, or behavioral intent, limiting the ability to investigate why communication rating might have such an unusual effect. Future research could shed additional light on this question, and others, by incorporating focus groups of both non-donors and donors.

CONCLUSION

Lindahl and Conley (2002) and Bekkers and Wiepking (2011) have called on the fundraising profession to employ empirical research instead of anecdotal evidence. The present study answers that call. It adds to a small but active body of literature applying the theory of planned behavior to charitable giving intent. This study explored whether an extension of the theory of planned behavior could better explain variance in alumni giving intent — something not addressed from this theoretical perspective before.

Supported by past research on what influences alumni giving, this study integrated new elements into the theory of planned behavior model to investigate how alumni's experience while enrolled and ongoing communication with the university would affect their intention to donate. Support for the theory of planned behavior's effectiveness in explaining variance was found. Reliable new constructs were developed to measure alumni's experience as students, the types of communication messages they receive, and their rating of that communication's effectiveness.

An unprecedentedly large pool of participants ($N = 1,499$) for this type of study was surveyed. Having all earned undergraduate degrees from the same major research university, participants had a high degree of common experience, allowing for strong insight into what influences their decisions whether or not to start giving to the university.

Several findings, including counterintuitive ones, highlight how alumni giving intent is likely to be affected by different factors than charitable giving in general. Overall, the study provides new insights and offers direction for further exploration into the important question of what influences alumni philanthropy.

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APPENDICES

Appendix A. Figure 1 Copyright Permission

Theory of Planned Behavior Diagram X +

https://people.umass.edu/aizen/tpb.diag.html

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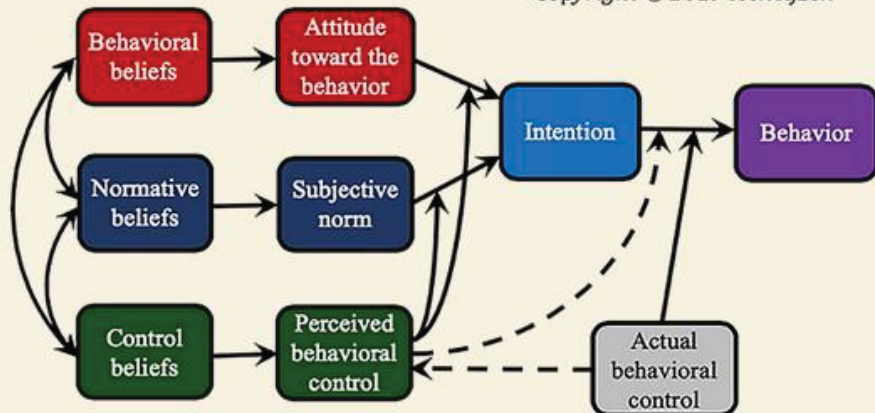


Icek Ajzen

Theory of Planned Behavior Diagram*

Click on a construct to obtain more information.

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graph LR; BB[Behavioral beliefs] --> ATB[Attitude toward the behavior]; NB[Normative beliefs] --> SN[Subjective norm]; CB[Control beliefs] --> PBC[Perceived behavioral control]; ATB --> INT[Intention]; SN --> INT; PBC --> INT; INT --> BEH[Behavior]; PBC -.-> ABC[Actual behavioral control]; ABC -.-> INT; ABC -.-> BEH; BB <--> NB <--> CB; ATB <--> SN <--> PBC;
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Appendix B. Figure 2 Copyright Permission

Raboteau, Albert

From: Robert Mittelman <Robert.Mittelman@RoyalRoads.ca>
Sent: Tuesday, April 23, 2019 11:30 PM
To: Raboteau, Albert
Subject: RE: request for permission to use research model in thesis

Permission granted.

R.

Robert Mittelman, PhD
Associate Professor & Director, School of Business
Royal Roads University
2005 Sooke Road, Victoria, BC Canada V9B 5Y2
T 250.391.2600 ext 4309 E robert.mittelman@royalroads.ca

Traditional lands of the Xwespum (Esquimalt) and Lkwungen (Songhees) families.

LIFE.CHANGING

From: Raboteau, Albert [raboteau@vt.edu]
Sent: Tuesday, April 23, 2019 8:25 PM
To: Robert Mittelman
Subject: RE: request for permission to use research model in thesis

Certainly.

It's the model you used in "Why Canadians give to charity: an extended theory of planned behavior model," shown in the results section.

It appears on page 199 of the attached PDF version of the article.

Sincerely,

Albert Raboteau
Director of Development Communications
Virginia Tech Advancement
University Gateway Center (0336)
902 Prices Fork Road
Blacksburg, VA 24061
540-231-4733 (w)

For a full disclosure statement related to the Virginia Tech Foundation's state registration for solicitation of charitable contributions, please see <http://www.vtf.vt.edu/charitable-solicitation-disclosure>.

From: Robert Mittelman <Robert.Mittelman@RoyalRoads.ca>
Sent: Tuesday, April 23, 2019 10:28 PM
To: Raboteau, Albert <raboteau@vt.edu>
Subject: RE: request for permission to use research model in thesis

Hi, Albert

Thank you for your email.

Could you be more specific about which model? Was it from a journal paper?

Robert

Robert Mittelman, PhD
Associate Professor & Director, School of Business
Royal Roads University
2005 Sooke Road, Victoria, BC Canada V9B 5Y2
T 250.391.2600 ext 4309 E robert.mittelman@royalroads.ca

Traditional lands of the Xwespsum (Esquimalt) and Lkwungen (Songhees) families.

LIFE.CHANGING

From: Raboteau, Albert [raboteau@vt.edu]
Sent: Tuesday, April 23, 2019 7:26 PM
To: Robert Mittelman
Subject: request for permission to use research model in thesis

Hi Dr. Mittelman,

I am working toward a master's degree in communication at Virginia Tech and am writing to request permission to reprint an illustration of your extended theory of planned giving model in my thesis.

For my thesis, I used an adjusted version of that model to craft a TPB survey of our alumni. I wanted to explore the role of attitudes, norms, and past behavior, as well as past experience while in college and communication received, in intent to donate.

I found your paper very helpful in work on my thesis, and believe that thesis would benefit from being able to display your model as well as describe it.

Would you allow me to use the illustration as described above? If so, could you please send me an email to that effect that I can include in my thesis appendices?

Sincerely,

Albert Raboteau
Director of Development Communications
Virginia Tech Advancement
University Gateway Center (0336)
902 Prices Fork Road
Blacksburg, VA 24061
540-231-4733 (w)

For a full disclosure statement related to the Virginia Tech Foundation's state registration for solicitation of charitable contributions, please see <http://www.vtf.vt.edu/charitable-solicitation-disclosure>.

Attitudes toward university communication

Start of Block: CONSENT

C-1 **Project:** Attitudes toward university communication

Thank you for your interest in completing this survey. Before beginning, it is important to provide your consent. Please read the following form before proceeding. **Investigators:** John Tedesco, tedesco@vt.edu, 540-231-3224 and Albert Raboteau, albert.raboteau@vt.edu, 540-231-4733

I. Purpose of this Research Project The purpose of this study is to understand attitudes toward university communication, perceptions of the institution, and alumni giving. The results of this research may be presented at conferences or published in scientific journals. The results of this research may also inform future alumni communication. All answers will be anonymous. [University] alumni are being recruited and alumni from other schools may be included in this study as well.

II. Procedures Participants will take a short survey related to their attitudes and educational experiences. This activity should take about 8-10 minutes to complete.

III. Risks This research presents no more than minimal risk. The probability and magnitude of harm or discomfort anticipated from this research is no more than ordinarily encountered in daily activities.

IV. Benefits Sharing your perspective will enhance understanding of attitudes toward university communication, perception of the institution, and alumni giving, and may help improve alumni communication practices. No promise or guarantee of benefits has been made to encourage you to participate.

V. Extent of Anonymity and Confidentiality As an alum of [University], your email was generated by the [University Program]. No identifying information about you is being traced or will be required of you as part of this survey. All answers that you provide will be anonymous. The information that you give in the study will be anonymous. After completion of the study, versions of the data, with answers anonymous, may be made available so that other researchers can evaluate it. The [University] ([UNIVERSITY]) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

VI. Compensation No compensation will be provided in return for participation in this study.

VII. Freedom to Withdraw It is important for you to know that you are free to withdraw from this study at any time without penalty. You are also free to refuse to answer any questions without penalty.

VIII. Questions or Concerns Should you have any questions about this study, you may contact one of the research investigators whose contact information is included at the beginning of this document. Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the [University] Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Subject's Consent

C-2

- Yes. I have read the consent form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent. (1)

End of Block: CONSENT

Start of Block: INTRO-1

INTRO-1 As a [University] graduate, you will be asked six short sets of questions about your attitudes towards a variety of topics related to university communication, charitable giving, and your university experiences. For this first set, please indicate your feelings about the statements that follow. Remember, all your answers are anonymous and cannot be linked directly to you.

End of Block: INTRO-1

Start of Block: INTDON

INTDON-1 In the coming year I am planning to donate money to [University].

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

INTDON-2 It is my intention to donate money to [University] in the coming year.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

INTDON-3 It is very likely that I will donate to [University].

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

INTDON-4 I do not intend to donate to [University].

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

INTDON-5 I will definitely donate to [University].

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

End of Block: INTDON

Start of Block: ATD

ATD-1 My making a monetary donation to [University] in the next year would be:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very unpleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very pleasant
Very useless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful
Very satisfying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very unsatisfying
Very negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very positive

End of Block: ATD

Start of Block: INTRO-2

INTRO-2 Thank you for completing the first set of questions. For this second set, please indicate your feelings about the statements that follow.

End of Block: INTRO-2

Start of Block: ATHO/ATC

ATHO-1 People should be willing to help others who are less fortunate.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATHO-2 Helping people with their problems is important to me.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATHO-3 People should be more charitable toward others in society.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATHO-4 It is *not* important to me to help others.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATHO-5 People in need should receive support from others.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATC-1 The money given to [University] goes for good causes.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATC-2 Much of the money donated to [University] is wasted.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATC-3 My image of [University] is positive.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATC-4 [University] has been quite successful in helping people.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

ATC-5 [University] performs a useful function for society.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

End of Block: ATHO/ATC

Start of Block: INTRO-3

INTRO-3 Thank you for completing the second set of questions. This third set asks questions about you and people who are important to you.

End of Block: INTRO-3

Start of Block: SUBJ/MORAL

SUBJ-1 How many of the people important to you went to college?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

SUBJ-2 How many of the people important to you *would* donate to their alma mater?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

SUBJ-3 How many of the people important to you would *approve* if you donated to your alma mater?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

SUBJ-4 How many of the people important to you would *disapprove* if you donated to your alma mater?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

SUBJ-5 How many of the people important to you *would not* donate to their alma mater?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

MORAL-1 I am the kind of person who donates money to charity.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

MORAL-2 I would feel guilty if I did not donate money to charity.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

MORAL-3 I believe I have a moral obligation to donate money to charity.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

MORAL-4 Not donating to charities goes against my principles.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

End of Block: SUBJ/MORAL

Start of Block: INTRO-4

INTRO-4 Thank you for completing the third set of questions. For this fourth set, please continue to indicate your feelings about the following statements.

End of Block: INTRO-4

Start of Block: PAST/PBC

PAST-1 I do not donate money to charities.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always true

PAST-2 I have not recently donated any money to charity.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always true

PAST-3 It is unusual for me to donate money to charities.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always true

PAST-4 I usually donate money to charities.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always true

PAST-5 How often have you donated money to charities in the past year?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequently

PBC-1 If I wanted to I could easily donate money to [University] in the next year.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

PBC-2 Overall, how much control do you have over whether you donate money to [University] in the next year?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
No control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Complete control

PBC-3 It is mostly up to me whether I donate money to [University] in the next year.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

PBC-4 I am confident that I will be able to donate money to [University] in the next year.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

End of Block: PAST/PBC

Start of Block: INTRO-5

INTRO-5 Thank you for completing the fourth set of questions. The next set asks about your experiences as a [University] student.

End of Block: INTRO-5

Start of Block: EXP

EXP-1 Please rate the impact of the factors below on your experience as a [University] student. Please only provide answers about experiences that made an impact on you. Leave blank any questions about experiences you did not have.

	Negatively (1)	Somewhat negatively (2)	Neither negatively nor positively (3)	Somewhat positively (4)	Positively (5)
Experiential or on the job learning (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with other students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organizations (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending athletic events (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with faculty (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning projects (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

EXP-2 How well did your highest degree from [University] prepare you for responding to new career opportunities?

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very prepared

End of Block: EXP

Start of Block: INTRO-6

INTRO-6 You are nearly done with the survey. The next set of questions is about the communication you receive from [University].

End of Block: INTRO-6

Start of Block: COMM

COMM-1 Please indicate whether you receive the following types of communication from [University]:

	Yes (1)	No (2)
[University] Magazine (2)	<input type="radio"/>	<input type="radio"/>
[University] print newsletter(s) (5)	<input type="radio"/>	<input type="radio"/>
[University] email newsletter(s) (6)	<input type="radio"/>	<input type="radio"/>
[University] fundraising appeals by U.S. mail (4)	<input type="radio"/>	<input type="radio"/>
[University] fundraising appeals by email (8)	<input type="radio"/>	<input type="radio"/>
Other [University] emails (not newsletters or fundraising appeals) (7)	<input type="radio"/>	<input type="radio"/>
[University] social media (3)	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Please indicate whether you receive the following types of communication from [University]: = [University] Magazine [Yes]

COMM-2 Please rate the quality of [University] Magazine.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high

Display This Question:

If Please indicate whether you receive the following types of communication from [University]: = [University] print newsletter(s) [Yes]

COMM-3 Please rate the quality of [University] print newsletter(s).

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high

Display This Question:

If Please indicate whether you receive the following types of communication from [University]: = [University] email newsletter(s) [Yes]

COMM-4 Please rate the quality of [University] email newsletter(s).

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high

Display This Question:

If Please indicate whether you receive the following types of communication from [University]: = [University] fundraising appeals by U.S. mail [Yes]

COMM-5 Please rate the quality of [University] fundraising appeals by U.S. mail.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high

Display This Question:

If Please indicate whether you receive the following types of communication from [University]: = [University] fundraising appeals by email [Yes]

COMM-6 Please rate the quality of [University] fundraising appeals by email.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high

Display This Question:

If Please indicate whether you receive the following types of communication from [University]: = Other [University] emails (not newsletters or fundraising appeals) [Yes]

COMM-7 Please rate the quality of other [University] emails (not newsletters or fundraising appeals).

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high

Display This Question:

If Please indicate whether you receive the following types of communication from [University]: = [University] social media [Yes]

COMM-8 Please rate the quality of [University] social media.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	
Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high

End of Block: COMM

Start of Block: DEMOGRAPHICS

DEMOGRAPHICS-INTRO To complete your survey, please provide a few general details about yourself.

AGE Please enter your current age.

GENDER Please indicate your gender.

- Male (1)
 - Female (2)
-

RACE Please self-identify your race (definitions as set by the U.S. Census Bureau)

- White (1)
- Black or African American (2)
- American Indian or Alaska Native (3)
- Asian (4)
- Native Hawaiian or Pacific Islander (5)
- Other (6)

End of Block: DEMOGRAPHICS

Appendix D. IRB Approval Letters



Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-3732 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: December 21, 2018
TO: John C Tedesco, Albert Jordy Raboteau III
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)
PROTOCOL TITLE: Attitudes toward university communication
IRB NUMBER: 18-1085

Effective December 21, 2018, the Virginia Tech Institution Review Board (IRB) approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at: <https://secure.research.vt.edu/external/irb/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: Exempt, under 45 CFR 46.101(b) category(ies) 2,4
Protocol Approval Date: December 21, 2018
Protocol Expiration Date: N/A
Continuing Review Due Date*: N/A

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution

Date*	OSP Number	Sponsor	Grant Comparison Conducted?

* Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irb@vt.edu) immediately.



Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-3732 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: January 23, 2019
TO: John C Tedesco, Albert Jordy Raboteau III
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)
PROTOCOL TITLE: Attitudes toward university communication
IRB NUMBER: 18-1085

Effective January 23, 2019, the Virginia Tech Institution Review Board (IRB) approved the Amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<https://secure.research.vt.edu/external/irb/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: Exempt, under 45 CFR 46.104(d) category(ies) 2,4
Protocol Approval Date: December 21, 2018
Protocol Expiration Date: N/A
Continuing Review Due Date*: N/A

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

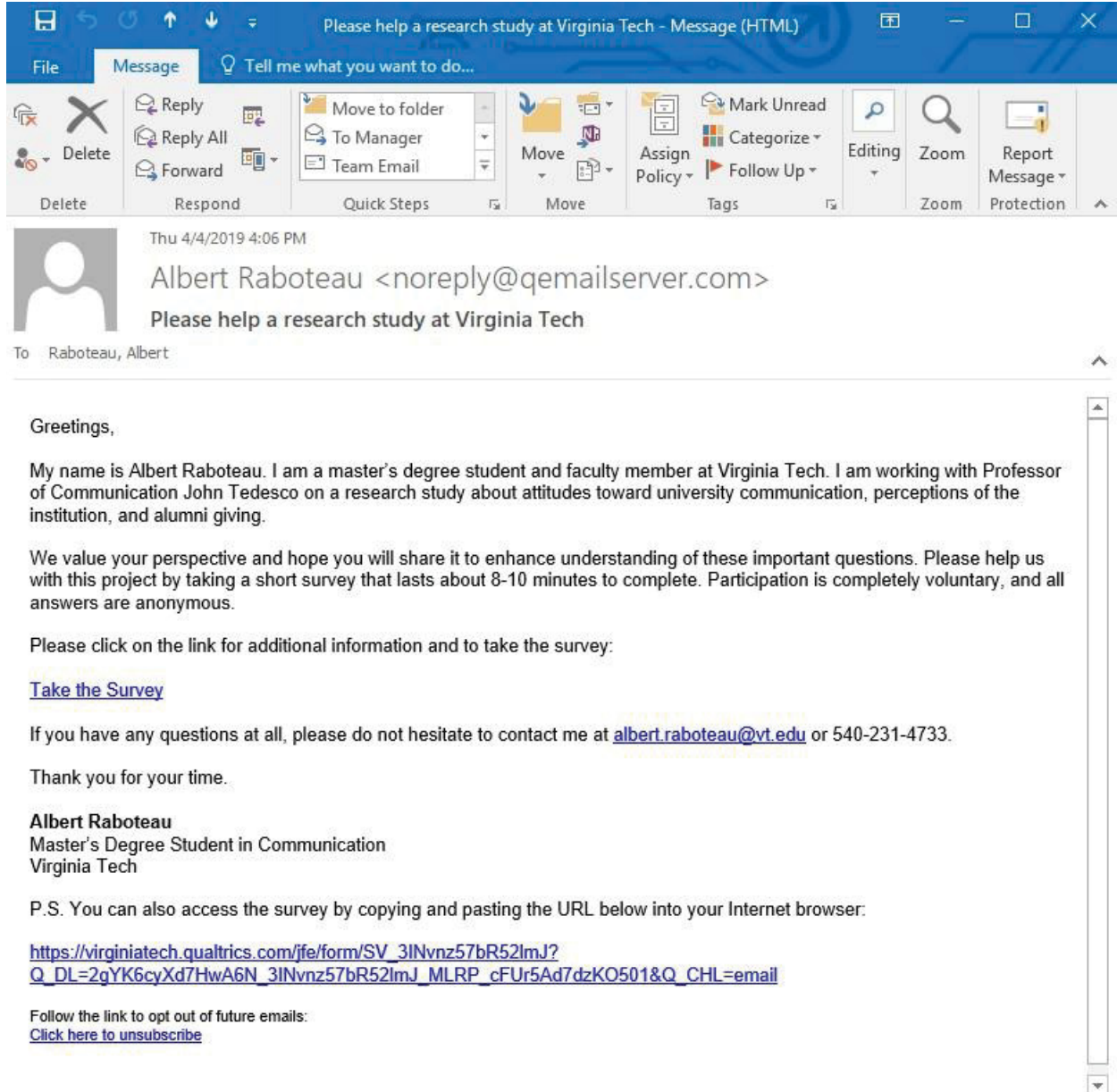
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution

Date*	OSP Number	Sponsor	Grant Comparison Conducted?

* Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irb@vt.edu) immediately.

Appendix E: Survey Recruitment Emails



The screenshot shows an email client window titled "Please help a research study at Virginia Tech - Message (HTML)". The interface includes a ribbon with "File" and "Message" tabs, and a "Tell me what you want to do..." search bar. The ribbon contains various action buttons such as "Delete", "Reply", "Forward", "Move to folder", "Move", "Assign Policy", "Mark Unread", "Categorize", "Follow Up", "Editing", "Zoom", and "Report Message".

The email content is as follows:

Thu 4/4/2019 4:06 PM
Albert Raboteau <noreply@qemailserver.com>
Please help a research study at Virginia Tech

To Raboteau, Albert

Greetings,

My name is Albert Raboteau. I am a master's degree student and faculty member at Virginia Tech. I am working with Professor of Communication John Tedesco on a research study about attitudes toward university communication, perceptions of the institution, and alumni giving.

We value your perspective and hope you will share it to enhance understanding of these important questions. Please help us with this project by taking a short survey that lasts about 8-10 minutes to complete. Participation is completely voluntary, and all answers are anonymous.

Please click on the link for additional information and to take the survey:

[Take the Survey](#)

If you have any questions at all, please do not hesitate to contact me at albert.raboteau@vt.edu or 540-231-4733.

Thank you for your time.

Albert Raboteau
Master's Degree Student in Communication
Virginia Tech

P.S. You can also access the survey by copying and pasting the URL below into your Internet browser:

https://virginiatech.qualtrics.com/jfe/form/SV_3INvnz57bR52lmJ?Q_DL=2gYK6cyXd7HwA6N_3INvnz57bR52lmJ_MLRP_cFu5Ad7dzKO501&Q_CHL=email

Follow the link to opt out of future emails:
[Click here to unsubscribe](#)

Still time to help a research study at Virginia Tech - Message (HTML)

File Message Tell me what you want to do...

Delete Reply Reply All Forward Move to folder To Manager Team Email Move Assign Policy Mark Unread Categorize Follow Up Editing Zoom Report Message



Sun 4/7/2019 9:17 AM

Albert Raboteau <noreply@qemailserver.com>

Still time to help a research study at Virginia Tech

To Raboteau, Albert

Greetings,

My name is Albert Raboteau. I'm a master's degree student and faculty member at Virginia Tech and recently reached out to ask for your help on a study about alumni attitudes toward university communication, perceptions of the institution, and alumni giving, which I am working on with Professor of Communication John Tedesco.

There's still time to share your perspective on these important questions. Please don't miss your chance to participate by taking a short survey that lasts about 8-10 minutes to complete.

All of your answers are anonymous. If you haven't completed the survey yet, can you please do so today?

Please click on the link for additional information and to complete the survey:

[Take the Survey](#)

If you have any questions at all, please do not hesitate to contact me at albert.raboteau@vt.edu or 540-231-4733.

Thank you for your time.

Albert Raboteau
Master's Degree Student in Communication
Virginia Tech

File Message Tell me what you want to do...

Delete Reply Reply All Forward Quick Steps Move Move to folder To Manager Team Email Assign Policy Categorize Follow Up Mark Unread Editing Zoom Report Message Protection



Wed 4/10/2019 12:02 PM

Albert Raboteau <noreply@qemailserver.com>

Don't miss your chance to be heard

To Raboteau, Albert

Greetings,

My name is Albert Raboteau. I'm master's degree student and faculty member at Virginia Tech, conducting a survey about alumni attitudes toward university communication, perceptions of the institution, and alumni giving, in partnership with Professor of Communication John Tedesco

If you've shared your perspective on these important questions, thank you – and I apologize for emailing you again. All answers are anonymous, so I want to be sure to remind you of the survey if you haven't had a chance to complete it yet.

This is the last week to participate, and the survey only takes about 8-10 minutes to complete, so please don't miss your chance to take part.

Please click on the link for additional information and to take the survey:

[Take the Survey](#)

If you have any questions at all, please do not hesitate to contact me at albert.raboteau@vt.edu or 540-231-4733.

Thank you for your time.

Albert Raboteau
Master's Degree Student in Communication
Virginia Tech