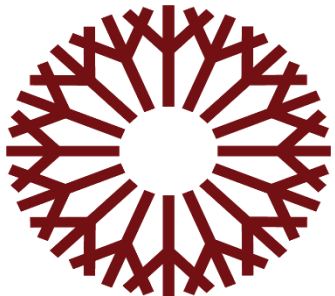# SOWING THE SEED

A Study of the Culture of Philanthropy at a Community College

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OKLAHOMA CITY COMMUNITY COLLEGE

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Abstract

This mixed methods single case study uses social exchange theory to examine the ways that community college students' perceptions of giving back to their school and to understand how those perceptions contribute to their sense of being adequately prepared for college. Survey respondents replied to questions about their relationship with Oklahoma City Community College. A volunteer group of survey respondents also engaged in a focus group session to provide more context about the institution.

Keywords: student philanthropy, alumni giving, social exchange theory

Problem of Practice

A successful fundraising program is built around a culture of philanthropy – and that means that everyone in the organization has a role to play (Drezner, 2019). Institutions must understand in order for people to give back, community colleges must create a culture in which their students understand the importance of investing in your organization from the bottom up. This approach will ensure that community colleges have the resources necessary to carry out their important missions. Underfunded community colleges serve almost half of all enrolled undergraduates. Community colleges disproportionately serve low income students and boost economic mobility at a higher rate than their elite peers. These schools are often behind four-year institutions regarding fundraising due to lacking a large number of affluent alumni and the necessary infrastructure and length of time in the fundraising world as their counterparts (Scutari, 2019).

Creating a culture of philanthropy on a community college campus is not an easy task due to all of the challenges associated with creating a sense of loyalty to these types of institutions (Glass & Jackson, 2000). Creating one on the campus of a community college is an even more daunting task because students typically see these universities as gateways to their colleges of choice (Dowd & Sheih, 2013; Scott et al., 2015).

Focal Organization

Oklahoma City Community College (OCCC) is a public community college that has been in existence since 1972. The college, Oklahoma's fourth largest state institution for higher education, serves more than 24,500 students from the Oklahoma City and surrounding areas (History, 2019) every year. The college offers a wide range of courses and associate degree programs. More than 2,000 associate degrees are granted yearly in 80-degree programs (Fast Facts, 2019). Graduates typically matriculate into four-year institutions or enter a profession in the workforce. Other citizens served simply obtain professional development through course completion and certificates to strengthen their skills in the workplace. According to the 2020 annual report, 1,924 degrees were awarded; the progression rate was above 50 percent; nursing students first time taking the NCLEX resulted in a passage rate over 97 percent; 150 students graduated Phi Theta Kappa, and although the international

student population is small, over 46 different countries are represented by 366 students (Annual Report, 2020). In addition to accepting a wide variety of students, OCCC also provides mentoring to students who need it during their matriculation at the college. The institution of higher education provides free English as a second language (ESL), GED preparation and citizenship classes. Given the steady decline of state appropriations to public higher education institutions, universities and colleges have to grow their fundraising strategy to include a variety of sources. The Oklahoma State Regents for Higher Education (OSRHE), which was created in 1941 as an amendment to the state's constitution. OSRHE manages and prescribes academic standards for the state's 25 public institutions, determines courses of study, grants degrees, approves allocations and tuition and fees set forth by the Oklahoma legislature. This body handles scholarships and other key programming for institutions of higher education (About us, 2020).

OSRHE established a task force on the Future of Higher Education and hired Huron Consulting Group to conduct a financial fiscal review and long-term viability assessment. In essence, the following objectives were set forth: financial landscape assessment, review of strategic plans, development of short term plans regarding short term financial issues, and an evaluation of the institution's ability to address changes to the higher education model and landscape (Huron Consulting Group Report, 2020). The study evaluated all public institutions and provided a full report of its findings to the OSRHE. In doing so, Huron found that OCCC had a Composite Financial Index (CFI) score of 5.10. The score, which measures the financial health of an organization, placed OCCC high above the target of 3.0. OCCC led the 25 institutions and was 2nd behind Murray State College (Huron Consulting Group Report, 2020). The Oklahoma state legislature has finalized a 3.95 percent cut for fiscal year 2021, with the potential for additional mid-year cuts based on the uncertainty in oil and gas revenues (Huron Consulting Group Report, 2020). The Huron Consulting Group, Inc. report provided insight into the higher education landscape from a financial perspective. The report that studied all public entities, including OCCC, made recommendations to ensure financial viability for the future.

Given Huron Consulting Group's findings, along with the current financial landscape, it is imperative to explore ways to strengthen resources for the college. One of OCCC's largest untapped resources is that of its students and alumni. The institution serves over 24,500 yearly, and in my conversations with OCCC leaders, it was clear that OCCC does not currently track student or alumni giving. Further evident was the fact that no formal philanthropy program exists specifically for students. Creating a culture of philanthropy could lend toward improving the CFI score, and the college's financial sustainability. The purpose of this study was to examine the ways that community college students' perceptions of giving back to their school and to understand how those perceptions contributed to their sense of being adequately prepared for college. With that purpose in mind, the research questions that guided the study were:

1. What are the current attitudes of students towards giving back to the institution once they graduate?

2. How, if at all, does OCCC instill the importance of giving to the institution in students?

3. What best practices, if any, can OCCC adopt to strengthen the culture of philanthropy on its campus?

Literature Review and Conceptual Framework

The literature on alumni engagement typically focuses on four-year colleges and universities (Skari, 2014). As such, there is little research geared towards helping community college leaders understand the how to encourage giving on their campuses. Carl and Dugan (2010) pointed out that community colleges also tend to have less robust alumni affairs programs. Because of that, community colleges often find themselves in positions where they have to rely mainly on non-alumni donors.

While community colleges may desire to spend money engaging their alumni, there is often a sense of hesitation because of their limited financial resources (Stephenson & Bell, 2014). Understanding the best practices around alumni engagement and adapting those practices to the community college environment can go a long way in creating cultures of philanthropy that encourages sustained alumni giving.

Community Colleges and Financial Resources

The single largest source of financial revenue is state budget allocations (Baime & Baum, 2016; Barnes & Lion, 2018; Dowd & Shieh, 2013; Romano & Palmer, 2015; Smith et al., 2018; Smith et al., 2019). For many public higher education institutions, there has been significant decreases to operating budgets at both the state and federal levels. State funding for higher education in Oklahoma has dropped more than $250 million since 2008. In response to lowered levels of state funding, colleges and universities had to raise tuition to cover operating costs. There has also been reduced quality on campuses due to reductions in the faculty, limited class options, and, in some cases, closing schools.

Other funding sources for community colleges are government grants, operating grants, and direct payments from tuition and fees (Dowd & Shieh, 2013). While community colleges have had to raise tuition in order to keep up with decreases in other funding allocations, their tuition and fees still tend to be lower than the tuition and fees at 4-year colleges and universities (Dowd & Shieh, 2013). In order to avoid increasing tuition rates too high, many institutions are relying more heavily on support from alumni donors (Dowd & Shieh, 2013; Smith et al., 2018). These budget cuts are increasingly difficult for community colleges to manage because their funding allocations are significantly lower than those at traditional four-year institutions (Hall, 2016). This means that community colleges are facing a fiscal situation where they are limited in their ability to promote educational opportunity and social equity for their students (Dowd & Shieh, 2013).

Many schools respond to budget cuts by raising tuition slightly, but that is not an appropriate method to sustain the institution long-term. It is inappropriate because it pushes institutional fees to students who already tend to come from marginalized, lower-income backgrounds, increasing the financial burden for these students. As such, many institutions, community colleges included have turned to fundraising. We can be sure that, if the current trend of annual budget cuts continues, we will continue to see institutions pursue funding from outside of the state and federal budgets.

Community Colleges and Fundraising

Fundraising programs for community colleges are newer than they are at four-year institutions (Smith et al., 2018). This is because it has become increasingly important to raise funds to support student programming in the face of sustained budget cuts (Boggs, 2016). These fundraising programs

take substantial amounts of time to develop, so the earlier that community colleges can begin to engage in that work, the more successful their fundraising efforts are likely to be (Smith et al., 2018).
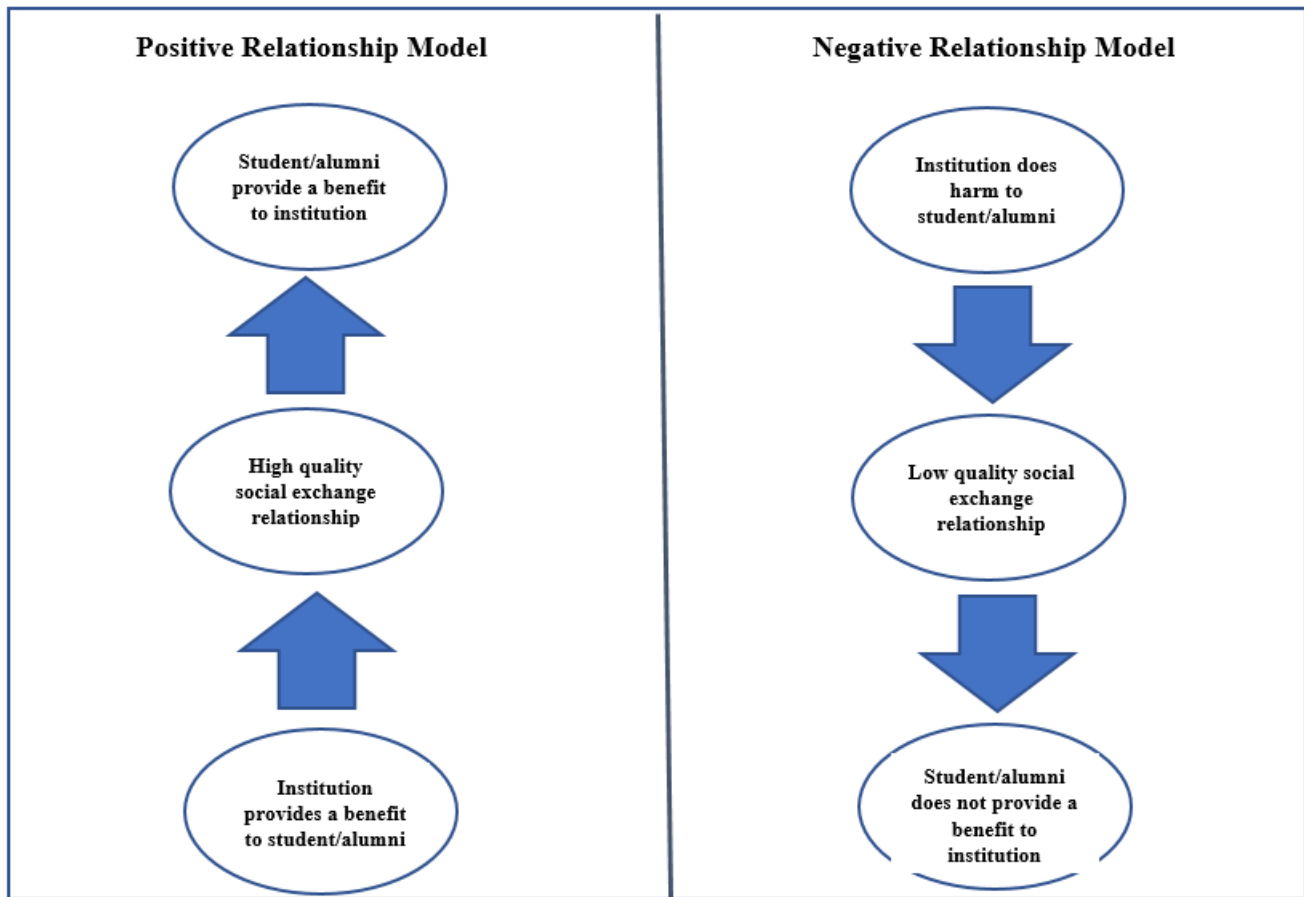
Many community colleges are beginning to turn to individual gifts from private donors (Smith et al., 2019). When they look at those individual donors, community colleges are likely referring to alumni. Students at community colleges tend to be a diverse group who are also first-generation college students (Smith et al., 2019). These students also come from home backgrounds that may be less philanthropic although they may be altruistic (Scutari, 2019). This means that community college leaders must find ways to instill that sense of philanthropy in students and alumni (Smith et al., 2019).

There are several reasons that community colleges may experience difficulties when it comes to fundraising. First, as previously mentioned, community colleges tend to have less robust alumni affairs departments and services (Skari, 2011). This is likely the most significant obstacle for community colleges to overcome because these alumni affairs offices normally encourage alumni giving in two ways. First, they provide opportunities to engage alumni by capitalizing on their school pride (Skari, 2014). That typically happens through reunions, athletic events, and other special institution events. They also offer ways for the institution to give back to alumni through discounts and opportunities for special perks. Second, is the fundraising support. Skari (2011) describes this as programs that require little oversight while generating revenue (gifts) for the institution. Another barrier that community colleges face is that their graduates typically go on to four-year colleges and universities that are able to secure their financial gifts because they have fundraising units that strategically take them through the fundraising cycle of acquisition, cultivation, solicitation and stewardship.

Fundraising, and hiring good fundraisers, has become a top priority for leaders of higher education institutions. However, there are not a great deal of opportunities for higher education professionals to gain meaningful experience when it comes to fundraising (Hodson, 2010). In order to survive decreases in funding allocations, community colleges are going to be looking for leaders who have substantial fundraising skills and can motivate stakeholder groups to give.

Theoretical Framework

The framework of choice for this study is social exchange theory. The theory is centered on examining the connection between relationship and desired behavior (Drezner, 2010). The basic premise of social exchange theory is based on a relationship where there is give and take between both parties (Shaari et al., 2016). When applied to the community college context, social exchange theory requires that students or alumni would believe that they had received something of value before reciprocating by giving back to the institution. For example, students or alumni may have benefited from a course, a mentoring program, or a great relationship with a professor. Weerts et al. (2010) acknowledged in their research that little is known about other factors that contribute to the likelihood of a social exchange.

Positive Relationship Model	Negative Relationship Model
Student/alumni provide a benefit to institution	Institution does harm to student/alumni
⬆	⬇
High quality social exchange relationship	Low quality social exchange relationship
⬆	⬇
Institution provides a benefit to student/alumni	Student/alumni does not provide a benefit to institution

In this conceptualization of social exchange theory, there are two possibilities. First, there is the chance that the student/alumnus gives to the institution. Second, there is the chance that the student/alumnus does not give to the institution. In the first scenario, the institution has to provide something of value to the student. Once something of value has been provided to the student, their sense of loyalty to the institution is strengthened. In the second scenario, every perceived harm to the student weakens their sense of loyalty to the institution. This is a broad interpretation of how social exchange theory can inform the concept of philanthropy at community colleges.

While the research around social exchange theory and community colleges is limited, previous research has examined social exchange theory and alumni giving at four-year colleges and universities. In their study of social exchange theory in the context of a Malaysian university, Shaari et al. (2016) found that their student participants primarily had positive feelings toward their university. Even so, students' willingness to give to the university was mixed. One student expressed a desire to support the university through giving while another felt that the university had enough resources provided by the country's government. Others cited financial struggles as to why they would choose not to donate money to the university upon graduation—they were responsible for providing for their families, leaving little room for philanthropic donations.

In their study of two Dutch universities, Snijders et al. (2019) used social exchange theory to examine the relationship quality between students and the universities. These authors found that the more a student trusted the university and felt committed to its mission, the more likely they were to be

engaged, dedicated, and loyal to the universities as alumni. What is not clear from this research, however, is how that translated into giving rates for the colleges in question. The findings of the study do confirm the importance of relationships and student experience when it comes to student engagement and alumni loyalty.

With social exchange theory in mind, studies in alumni giving at community colleges should pay close attention to students' perceptions of their experiences and commitment to the college. Community colleges that implement student philanthropy programs should also take careful notice to quantify the impact of any student philanthropy programs. This is important because social exchange theory is not a model of causation—students having positive experiences at community colleges does not mean that they will automatically give upon graduation. It is possible that students could have positive experiences, but not give to the institution. The goal of this study is to examine the ways that community college students' perceptions of giving back to their school and to understand how those perceptions contributed to their sense of being adequately prepared to give back after graduating from OCCC.

Organizational Analysis, Data, and Evidence

Oklahoma City Community College ("OCCC") was founded in 1972, as South Oklahoma City Junior College and opened its doors in September of that year with 1,049 students. According to its historic profile, Oklahoma City Community College can trace its conceptualization to the end of the 1960's. The South Oklahoma City Chamber of Commerce is responsible for identifying the need and bringing to fruition an institution of higher education for the South Oklahoma City region of the city. Members of the South Oklahoma City Chamber formed a committee, gauged the interest of citizens from the community, garnered and rallied support, and lobbied the Oklahoma State Regents for Higher Education to approve this effort.

Although a formal board of trustees was formed to oversee the college in 1970, in 1974 governance was solidified with the establishment of the Board of Regents, all of which were appointed to oversee the college (History, 2019). Currently, there are seven members that comprise Oklahoma City Community College's governance. The Board of Regents are appointed for seven-year terms or designated terms by the governor of the state. In 1983, South Oklahoma City Junior College was officially renamed to Oklahoma City Community College. The governing body determines the institution's priorities and ensures its vision and mission are carried out. The college has had consistent leadership as there have been 10 presidents since its inception, with an average tenure of 5 years. Jerry Steward is the tenth and current president of the institution. The mission of the institution is stated as: Student Success. Community Enrichment (About Us, 2019).

OCCC is accredited by the Higher Learning Commission and belongs to the American Association of Community Colleges. Today, OCCC spans 160 acres, offers 3,600 college classes, and serves more than 24,500 students yearly from various age ranges, ethnicities, backgrounds, and who reside in various counties across the state (Fast Facts, 2019). The College outlined values that include special attention to the following: students, safety, accountability, stewardship, integrity, innovation and diversity (Strategic Plan, 2019).

Oklahoma City Community College is the second largest community college and the fourth largest institution for higher education in the state of Oklahoma. OCCC offers associate degrees that enable its students to enter a four-year institution equipped to pursue bachelors or advanced degrees. The College provides certificate programs that allows people to enter varied industries with requisite skills, and continuing education classes which provides professional development for those in the workforce. The college has three additional campuses situated in South Oklahoma City. Each year, OCCC grants nearly 2,000 degrees in more than 80-degree programs. Given the magnitude of the work OCCC is engaged in by educating Oklahoma's citizens, resources are needed to ensure students not only receive a high-quality education, but have state of the art facilities, equipment and educational materials.

The college's institutional effectiveness division rolled out a five-year strategic plan last year entitled Renewal, Change and Innovation 2019-2023. The plan shares goals and priorities over a five-year span, in particular, an emphasis on alternative funding and increased enrollment. The strategic plan states that funding is a challenge and that the institution plans to increase funding from donations, grants, endowments and non-traditional sources. One of the three big goals outlined in the plan is to triple annual giving and grants to support student scholarships, community events, the endowment and other college purposes. The plan points out that state funding has been decreased or declined, so external funding will be explored (Strategic Plan, 2019). The fundraising efforts for the College are managed by the Oklahoma City Community College Foundation. This 501 (c) 3 not for profit organization was formed in 1998 by community and business leaders to secure resources for the College. Today, a ten-member governing body (board of trustees) oversees the operation. The organization undergoes an audit yearly independent of the College.

A review of the OCCC Foundation's audit reveals that from 2014 to 2018, the average amount of contributions received per year was $750,288.60 (Form 990, 2019). Given the first goal outlined in Renewal, Change & Innovation 2019-2023 is to triple annual giving and grants, a variety of fundraising measures must be implemented to solidify and ensure this goal is achieved. The organization receives financial support from individuals, corporations and foundations. There is currently no formal student philanthropy program in place. The College serves over 24,500 students per year, which is an untapped resource that could help support the College's fundraising efforts annually.

One of the major initiatives currently taking place at OCCC is the discovery of new and increased revenue and funding. OCCC leaders have made a commitment to discovering external resources that can be used to support the College's educational programs. When I approached the College with the proposal for the capstone, I was considering two different topics—creating a culture of student philanthropy and retention of community college students. After discussing the university's current reality and where its leadership wanted it to go, the decision was made to conduct this research around how the College would work to create a culture of philanthropy among students.

As such, the purpose of this study was to examine the ways that community college students' perceptions of giving back to their school and to understand how those perceptions contributed to their sense of being adequately prepared to give back after graduating from OCCC. With that purpose in mind, the research questions that guided the study were:

1. What are the current attitudes of students towards giving back to the institution once they graduate?

2. How, if at all, does OCCC instill the importance of giving to the institution in students?

3. What best practices, if any, can OCCC adopt to strengthen the culture of philanthropy on its campus?

Methods and Data Collection

This study is a mixed methods case study designed to explore students' perceptions of their relationship to OCCC. The variables of interest were student experiences, commitment to OCCC's mission, attitudes about giving, and OCCC's commitment to students. Data was also collected about student demographics. Those variables were race and ethnicity, first-generation college student status, degree program, and students' intent to transfer to a four-year college after completing their degree at OCCC.

Quantitative Data

Students were asked to complete an online survey that was originally adapted from Hon and Grunig's (1999) relationship survey and used in Pleasant's (2016) dissertation (See Appendix D). The survey contained a total of 23 questions that are designed to measure students' attitudes toward giving to their college as well as their perceptions of their relationship with the school and their commitment to the school's mission. The wording of the survey items was altered slightly in order to align with the purpose of this study. For instance, the Hon and Grunig (1999) survey included the statement "I am happy with this organization". That statement was altered in the current survey to say, "I am pleased

with my relationship with OCCC". The current survey instrument aligns more closely with the one used in Pleasant's (2016) study in that questions were added to gauge students' commitment to OCCC's mission, their experiences with the university, their attitudes about giving financially after graduation, and OCCC's commitment to students. Responses to 19 of the 23 questions were recorded on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree).

In addition to providing responses to the statements included in the survey, students were also asked to provide answers to four demographic questions. Those questions asked students to identify their race and ethnicity, degree program, intent to transfer to a four-year institution after graduation, and their status as a first-generation college student. The purpose of collecting demographic information was to compare the responses collected with the responses that were collected from the first 19 questions. The comparison would allow us to examine whether the constructs were impacted by degree program, race/ethnicity, or first-generation college status.

The online survey, developed in Qualtrics, was distributed to the student body with the aid of a gatekeeper. The survey was distributed to 12,618, all of who were enrolled in summer courses. Of that number, 236 responded to the survey. Only 169 of the responses were complete enough to be included in the dataset that was exported from Qualtrics. The questions on the survey were broken down into four separate constructs to make the analysis more concise:

1. Positive experiences as a student (Q3, Q4, Q11)
2. OCCC's commitment to students (Q1, Q2, Q5, Q8, Q10, Q12)
3. Attitudes towards giving (Q13, Q14, Q15, Q16, Q17, Q18, Q19)
4. Commitment to OCCC's mission (Q6, Q7, Q9)

The data collected through the online survey instrument were aligned to the RQ1, "What are the current attitudes of students towards giving back to the institution once they graduate?".

Qualitative Data

Another source of data is the focus group data. A current OCCC staff member extended an invitation to more than fifty students, and from that, 35 students decided to participate. Students that participated ranged in ages as there was mixture of traditional and nontraditional students. The students had varied interests of study. The topic of the focus group was discussing leadership, philanthropy, and the culture of OCCC. Students were asked to a series of questions that were adapted from the survey. That allowed me to provide a more comprehensive picture of the current state of philanthropy at OCCC. One of the most important things that was raised during the focus group was asking students to think about what their college could do to increase the chances that they will give after graduation.

The focus group protocol (see Appendix E) was comprised of 11 questions that aligned with three of the four constructs from the online survey. Those constructs were: OCCC's commitment to students, student satisfaction with OCCC, and students' attitudes about giving. The table below shows each construct aligned to the focus group questions.

Table 1

Constructs Aligned to Focus Group Questions

Construct	Alignment to Focus Group Questions
OCCC's commitment to students	Q1, Q2, Q3, Q8
Student satisfaction with OCCC	Q4, Q5, Q6, Q7
Student attitudes toward alumni giving	Q9, Q10, Q11

The data collected through the focus groups were intended to answer both RQ1 and RQ2. The first two constructs will answer RQ1 (What are the current attitudes of students towards giving back to the institution once they graduate?). The third construct will answer RQ2 (How, if at all, does OCCC instill the importance of giving to the institution in students?).

Sampling Procedures

The researcher contacted two gatekeepers to assist with the distribution of the digital survey and the recruitment of focus group participants. The digital survey was distributed to each of the students' OCCC email addresses using the college's official email messing system, by the Division of Student Affairs, coordinated through the Office of Advancement. The digital survey was open for completion for three weeks in June. At the close of the survey, 236 students had completed the survey.

The gatekeeper for the focus group participants was the director of the Students Connecting with Mentors for Success program at OCCC. The director graciously offered his groups as a recruitment pool for the focus groups and they were held during his regularly scheduled meeting times. The first focus group included 16 participants while the second focus group included 19 participants. The focus group was intended to gain a deeper understanding of how students perceived their relationship with OCCC and what, if anything, the college could do to improve that relationship. One of the limitations of the focus group data is that it will be difficult to generalize it due to the small participation rate.

Of the 35 participants, 20 were female and 15 were male; 16 were Black, 10 were Latino(a), and 9 were Native American. The participants represented a mix of degree programs and first-generation college student status. They were also in different places in their matriculation at OCCC, with a few students preparing to transfer while others were in their first semester at OCCC.

Data Analysis Procedures

The survey data was analyzed using SPSS 25 through the VM Remote PC accessed through the Heard Library. Reliability scales were determined using Chronbach's alpha. An alpha of .70 was deemed evidence of reliability.

Evidence

The purpose of this study was to examine the ways that community college students' perceptions of giving back to their school and to understand how those perceptions contributed to their

sense of being adequately prepared for college. There were 19 questions on the survey that asked students to reflect on their perception of the College. Those 19 questions were rearranged into four constructs to make the analysis of the data collected more concise. Those constructs and their alignment to the data sources and research questions are outlined in the table below.

Table 2

Constructs Aligned to Data Sources and Research Questions

Construct	Alignment to Survey	Alignment to Focus Group	Alignment to Research Questions
Positive experiences as a student	Q3, Q4, Q11	Q1, Q2, Q3, Q8	RQ1
OCCC's commitment to students	Q1, Q2, Q5, Q8, Q10, Q12	Q4, Q5, Q6, Q7	RQ1
Attitudes towards giving	Q13, Q14, Q15, Q16, Q17, Q18, Q19	Q9, Q10, Q11	RQ2
Commitment to OCCC's mission	Q6, Q7, Q9	--	--

The third research question, "What best practices, if any, can OCCC adopt to strengthen the culture of philanthropy on its campus", will best be answered in the course of the data analysis.

Quantitative Data

DEMOGRAPHIC DATA

Of the 169 respondents (n=169), the majority (46.7%) were pursuing an Associate's degree in Science (see Table 3). The majority of respondents (56.2%) also indicated that they would definitely be transferring to a four-year college upon the completion of their associate's degree (see Table 4). This was also true with the first-generation status of OCCC student respondents as 53.8% of them indicated that they were first-generation college students (see Table 5). In terms of student respondents' race/ethnicity, the majority of students (58.6%) identified as White; 8.3% identified as Black; 13% identified as Hispanic; 5.9% identified as American Indian; 5.9% identified as Asian; 7.1% identified as multi-racial; and 1.2% identified as other (see Table 6).

Table 3

Student Responses by Degree Type

Degree	Total Count	Percentage
Associate in Arts	20	11.8%
Associate in Science	79	46.7%
Bachelor's	18	10.7%
I'm not sure	17	10.1%
Other	35	20.7%

Table 4

Students' Intent to Transfer

Intent to Transfer	Total Count	Percentage
Definitely yes	95	56.2%
Probably yes	26	15.4%
Might or might not	26	15.4%
Probably not	12	7.1%
Definitely not	10	5.9%

Table 5

Students' First-Generation College Status

First-generation student status	Total Count	Percentage
Yes	91	53.8%
No	78	46.2%

Table 6

Student Respondents' Race/Ethnicity

Race/Ethnicity	Total Count	Percentage

Black	14	8.3%
Hispanic/Latino	22	13%
American Indian/Alaskan Native	10	5.9%
Asian	10	5.9%
Pacific Islander	0	0%
Multi	12	7.1%
White	99	58.6%
Other/Unknown	2	1.2%

DESCRIPTIVE STATISTICS

As previously mentioned, the online survey was composed of questions that had been adapted from Hon and Grunig's (1999) relationship scales survey. Those scales were control mutuality, trust, commitment, satisfaction, and goal compatibility. For this analysis, the constructs or scales were positive student experiences at OCCC, OCCC's commitment to students, student attitudes toward giving, and students' commitment to OCCC's mission. Respondents indicated their level of agreement with each statement using a four-point Likert scale (strongly agree) to (strongly disagree).

Three of the survey questions were related to students' experiences at OCCC. Of these items, the statement, "I am treated fairly at OCCC" received the highest level of agreement ($M = 3.40$, $SD = .666$). The statement, "My relationship with OCCC is mutually beneficial" received the lowest level of agreement ($M = 3.24$, $SD = .718$) (see Table 7). This indicates that, on average, students were happy with the experiences that they were having at OCCC.

Table 7

Descriptive Statistics for Student Experience

	N	*M*	*SD*
I am pleased with my relationship with OCCC.	169	3.27	.659
I am treated fairly at OCCC.	169	3.40	.666
My relationship with OCCC is mutually beneficial.	169	3.24	.718

Five of the survey questions were related to OCCC's commitment to students. Of those five items, the statement "I value being a student at OCCC" received the highest level of agreement ($M = 3.29$, $SD = .702$). The statement, "I feel like my voice is valued at OCCC" received the lowest level of

agreement (*M* = 3.01, *SD* = .827) (see Table 8). Again, on average, students felt as though OCCC had established a commitment to them.

Table 8

Descriptive Statistics for OCCC's Commitment to Students

	N	*M*	*SD*
I feel that OCCC is trying to establish a long-term commitment to students like me.	169	3.15	.740
OCCC considers students when it comes to making important decisions.	169	3.11	.852
OCCC is attentive to what students have to say.	169	3.07	.803
I feel like my voice is valued at OCCC.	169	3.01	.827
I value being a student at OCCC.	169	3.29	.702

Seven of the survey questions were related to students' attitudes toward giving. The statement with the highest level of agreement among student respondents was, "I think giving money to nonprofits and charities to support social causes is a good thing to do" (*M* = 3.60, *SD* = .611). The statement receiving the lowest level of agreement among student respondents was, "I intend to give money to this college after I graduate" (*M* = 2.44, *SD* = .865) (see Table 9). What is interesting about this particular statistic is that, while students agreed that giving money to nonprofits was a good thing to do, that perception did not translate to similar levels of agreement when it came to giving money to OCCC after graduating.

Table 9

Descriptive Statistics for Student Attitudes Towards Giving

	N	*M*	*SD*
I think giving money to nonprofits and charities to support social causes is a good thing to do.	169	3.60	.611
I think giving money to OCCC is a good thing to do.	169	3.01	.711

	N	M	SD
I think giving money to OCCC will have a positive impact.	169	3.11	.724
My friends think giving money to OCCC is a good thing to do.	169	2.73	.792
My family members think giving money to OCCC is a good thing to do.	169	2.81	.771
The opinions of my friends and family members will matter to me when deciding whether to give money to this college.	169	2.64	.960
I intend to give money to this college after I graduate.	169	2.44	.865

In the final construct, commitment to OCCC's mission, there were three survey items. The statement with the highest level of agreement was, "I support OCCC's mission" ($M = 3.33$, $SD = .615$). The statement with the lowest level of agreement was "The opinions of students hold weight at OCCC" ($M = 3.04$, $SD = .834$) (see Table 10). This indicates that OCCC has done a good job of developing a mission that appeals to students' interests and goals.

Table 10

Descriptive Statistics for Commitment to OCCC's Mission

	N	M	SD
I am confident that OCCC can fulfill its mission.	169	3.29	.631
I support OCCC's mission.	169	3.33	.615
The opinions of students hold weight at OCCC.	169	3.03	.834

RELIABILITY TESTING

In order to test the reliability of the constructs, Chronbach's alpha was calculated on each of the four constructs after a new variable for each one was created. A Cronbach alpha of at least .70 is considered acceptable for this type of analysis. Each of the four constructs achieved high levels of reliability based on their Chronbach's alpha (see Table 11, Table 12, Table 13, and Table 14). With each construct achieving a Chronbach's alpha of more than .70, we can be confident that the items in each construct align with each other and provide a better understanding of how students experiences impact their willingness to give upon graduation. It is important to note here that there is also no redundancy in each construct's items because the alpha is less than .95.

Table 11

Reliability for Student Experience

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.829	.830	3

Item Statistics

Survey Statement	Mean	Std. Deviation	N
For each statement, indicate your level of agreement. - I am pleased with my relationship with OCCC.	3.27	.659	169
For each statement, indicate your level of agreement. - I am treated fairly at OCCC.	3.40	.666	169
For each statement, indicate your level of agreement. - My relationship with OCCC is mutually beneficial.	3.24	.718	169

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
For each statement, indicate your level of agreement. - I am pleased with my relationship with OCCC.	6.63	1.531	.704	.496
For each statement, indicate your level of agreement. - I am treated fairly at OCCC.	6.50	1.561	.668	.447
For each statement, indicate your level of agreement. - My relationship with OCCC is mutually beneficial.	6.66	1.415	.694	.484

Table 12

Reliability for OCCC's Commitment to Students

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.889	5

Item Statistics

Survey Statement	Mean	Std. Deviation	N
For each statement, indicate your level of agreement. - I feel that OCCC is trying to establish a long-term commitment to students like me.	3.15	.740	169
For each statement, indicate your level of agreement. - OCCC considers students when it comes to making important decisions.	3.11	.852	169
For each statement, indicate your level of agreement. - OCCC is attentive to what students have to say.	3.07	.803	169
For each statement, indicate your level of agreement. - I feel like my voice is valued at OCCC.	3.01	.827	169
For each statement, indicate your level of agreement. - I value being a student at OCCC.	3.29	.702	169

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
For each statement, indicate your level of agreement. - I feel that OCCC is trying to establish a long-term commitment to students like me.	16.07	9.680	.712	.564
For each statement, indicate your level of agreement. - OCCC considers students when it comes to making important decisions.	16.11	9.124	.710	.567

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
For each statement, indicate your level of agreement. - OCCC is attentive to what students have to say.	16.15	8.833	.844	.761
For each statement, indicate your level of agreement. - I feel like my voice is valued at OCCC.	16.21	8.704	.843	.755
For each statement, indicate your level of agreement. - I value being a student at OCCC.	15.93	9.935	.695	.521
For each statement, indicate your level of agreement. - I think giving money to nonprofits and charities to support social causes is a good thing to do.	15.62	11.213	.469	.230

	Scale Mean if Item	Scale Variance if	Corrected Item-Total	Squared Multiple

Table 13

Reliability of Students' Attitudes Toward Giving

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.880	7

Item Statistics

Survey Statement	Mean	Std. Deviation	N
For each statement, indicate your level of agreement. - I think giving money to nonprofits and charities to support social causes is a good thing to do.	3.60	.611	169
For each statement, indicate your level of agreement. - I think giving money to OCCC is a good thing to do.	3.01	.711	169
For each statement, indicate your level of agreement. - I think giving money to OCCC will have a positive impact.	3.11	.724	169
For each statement, indicate your level of agreement. - My friends think giving money to OCCC is a good thing to do.	2.73	.792	169
For each statement, indicate your level of agreement. - My family members think giving money to OCCC is a good thing to do.	2.81	.771	169
For each statement, indicate your level of agreement. - The opinions of my friends and family members will matter to me when I am deciding whether to give money to this college.	2.64	.960	169
For each statement, indicate your level of agreement. - I intend to give money to this college after I graduate.	2.44	.865	169

Table 13

Reliability of Students' Attitudes Toward Giving

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Survey Statements For each statement, indicate your level of agreement. - I think giving money to nonprofits and charities to support social causes is a good thing to do.	15.62	11.213	.469	.230	
For each statement, indicate your level of agreement. - I think giving money to OCCC is a good thing to do.	13.73	10.045	.780	.801	.825
For each statement, indicate your level of agreement. - I think giving money to OCCC will have a positive impact.	13.63	9.866	.808	.790	.819
For each statement, indicate your level of agreement. - My friends think giving money to OCCC is a good thing to do.	14.01	9.577	.787	.741	.820
For each statement, indicate your level of agreement. - My family members think giving money to OCCC is a good thing to do.	13.92	9.595	.811	.768	.816
For each statement, indicate your level of agreement. - The opinions of my friends and family members will matter to me when I am deciding whether to give money to this college.	14.09	11.074	.324	.171	.911

Survey Statements	14.29	10.029	.600	.462	.854
For each statement, indicate your level of agreement. - I intend to give money to this college after I graduate.					

Table 14

Reliability of Student Commitment to OCCC's Mission

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.867	3

Item Statistics

Survey Statement	Mean	Std. Deviation	N
For each statement, indicate your level of agreement. - I am confident that OCCC can fulfill its mission.	3.29	.631	169
For each statement, indicate your level of agreement. - I support OCCC's mission.	3.33	.615	169
For each statement, indicate your level of agreement. - The opinions of students hold weight at OCCC.	3.03	.834	169

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation

For each statement, indicate your level of agreement. - I am confident that OCCC can fulfill its mission.	6.36	1.696	.792	.677
For each statement, indicate your level of agreement. - I support OCCC's mission.	6.32	1.778	.756	.646
For each statement, indicate your level of agreement. - The opinions of students hold weight at OCCC.	6.62	1.391	.665	.446

CONSTRUCT AVERAGES

In order to understand how each construct was impacted by the student demographics, the demographics were run against each construct. These means indicate high levels of agreement with the statements in each construct. In the first construct, positive experiences as students, the highest levels of agreement with the statements in the construct occurred among students who were pursuing Bachelor's degrees (M =3.5000, SD = .51450). The lowest level of agreement occurred among students who were pursuing an Associate in Arts degree (M = 3.1000, SD = .71818) (see Table 15). When compared to the race/ethnicity, the highest levels of agreement occurred among Black students (M =3.4286, SD = .51355) while agreement was lowest among the two students who identified as other (M =3.0000, SD = .0000) (see Table 16). Those students who did not have identify as first-generation students had higher levels of agreement (M =3.3590, SD = .62365) than those who did (M =3.2857, SD = .61978) (see Table 17).

Table 15

Averages of Construct #1 and Degree Type

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Positive Experiences * What degree are you working towards at OCCC?	169	71.6%	67	28.4%	236	100.0%

Report					

Positive Experiences

What degree are you working towards at OCCC?	*M*	*N*	*SD*	Minimum	Maximum
Associate in Arts	3.1000	20	.71818	1.00	4.00
Associate in Science	3.3165	79	.65132	1.00	4.00
Bachelor's	3.5000	18	.51450	3.00	4.00
I'm not sure	3.2941	17	.58787	2.00	4.00
Other	3.3714	35	.54695	2.00	4.00
Total	3.3195	169	.62080	1.00	4.00

Table 16

Averages of Construct #1 and Race/Ethnicity

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Positive Experiences * What is your ethnicity?	169	71.6%	67	28.4%	236	100.0%

Report

Positive Experiences

What is your ethnicity?	*M*	*N*	*SD*	Minimum	Maximum
Black	3.4286	14	.51355	3.00	4.00
Hispanic/Latino	3.3182	22	.64633	2.00	4.00
American Indian/Alaskan Native	3.4000	10	.51640	3.00	4.00
Asian	3.2000	10	.42164	3.00	4.00
Multi	3.3333	12	.49237	3.00	4.00
White	3.3131	99	.67983	1.00	4.00
Other/Unknown	3.0000	2	.00000	3.00	3.00
Total	3.3195	169	.62080	1.00	4.00

Table 17

Averages of Construct #1 and First-Generation Student Status

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Positive Experiences * Are you a first-generation college student? (Neither parent has a Bachelor's degree)	169	71.6%	67	28.4%	236	100.0%

Report					
Positive Experiences					
Are you a first-generation college student? (Neither parent has a Bachelor's degree)	*M*	*N*	*SD*	Minimum	Maximum
Yes	3.2857	91	.61978	1.00	4.00
No	3.3590	78	.62365	1.00	4.00
Total	3.3195	169	.62080	1.00	4.00

In the second construct, OCCC's commitment to students, the highest levels of agreement with the statements in the construct occurred among students who were pursuing Bachelor's degrees (M =3.2778, SD = .77121). The lowest level of agreement occurred among students who were pursuing an Associate in Science degree (M = 3.1646, SD = .75838) (see Table 18). When compared to the race/ethnicity, the highest levels of agreement occurred among Black students (M =3.4286, SD = .51355) while agreement was lowest among the two students who identified as other (M =3.0000, SD = .0000) (see Table 19). Those students who did not have identify as first-generation students had higher levels of agreement (M =3.2308, SD = .72833) than those who did (M =3.1758, SD = .65138) (see Table 20). While all of the levels of agreement by group were close, it is still important to point out the differences between groups as it allows OCCC leaders to determine if there are areas in which they can better serve all students.

Table 18

Averages of Construct #2 and Degree Type

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
OCCC_Commitment * What degree are you working towards at OCCC?	169	71.6%	67	28.4%	236	100.0%

Report

OCCC_Commitment

What degree are you working towards at OCCC?	*M*	*N*	*SD*	Minimum	Maximum
Associate in Arts	3.2250	20	.71589	1.00	4.00
Associate in Science	3.1646	79	.75838	1.00	4.00
Bachelor's	3.2778	18	.77121	1.50	4.00
I'm not sure	3.2059	17	.56066	2.00	4.00
Other	3.2286	35	.51937	2.00	4.00
Total	3.2012	169	.68643	1.00	4.00

Table 19

Averages of Construct #2 and Race/Ethnicity

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
OCCC_Commitment * What is your ethnicity?	169	71.6%	67	28.4%	236	100.0%

Report

OCCC_Commitment

What is your ethnicity?	*M*	*N*	*SD*	Minimum	Maximum
Black	3.4286	14	.51355	3.00	4.00
Hispanic/Latino	3.2500	22	.63151	2.00	4.00
American Indian/Alaskan Native	3.3000	10	.67495	2.00	4.00
Asian	3.2000	10	.42164	3.00	4.00
Multi	3.0417	12	.72169	1.50	4.00
White	3.1717	99	.74629	1.00	4.00
Other/Unknown	3.0000	2	.00000	3.00	3.00
Total	3.2012	169	.68643	1.00	4.00

Table 20

Averages of Construct #2 and First-Generation Student Status

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
OCCC_Commitment * Are you a first-generation college student? (Neither parent has a Bachelor's degree)	169	71.6%	67	28.4%	236	100.0%

Report

OCCC_Commitment

Are you a first-generation college student? (Neither parent has a Bachelor's degree)	*M*	*N*	*SD*	Minimum	Maximum
Yes	3.1758	91	.65138	1.00	4.00
No	3.2308	78	.72833	1.00	4.00
Total	3.2012	169	.68643	1.00	4.00

In the third construct, student attitudes toward giving, the highest levels of agreement with the statements in the construct occurred among students who were pursuing Associate in Arts degrees (*M* =2.900, *SD* = .80459). The lowest level of agreement occurred among students who were pursuing an Bachelor's degree (*M* = 2.7778, *SD* = .87820) (see Table 21). When compared to the race/ethnicity, the highest levels of agreement occurred among Black students (*M* = 3.1786, *SD* = .54091) while agreement was lowest among the two students who identified as other (*M* = 2.5000, *SD* = 2.12132) (see Table 22). The standard deviation for students who identified as other is greater than one, indicating that there was a large spread in these students' responses. However, with only two students in that subgroup, it would make sense that they could fall on opposite ends of the giving spectrum. Those students who did not have identify as first-generation students had higher levels of agreement (*M* =2.8846, *SD* = .77679) than those who did (*M* =2.8571, *SD* = .65101) (see Table 23).

Table 21

Averages of Construct #3 and Degree Type

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Giving_Attitudes * What degree are you working towards at OCCC?	169	71.6%	67	28.4%	236	100.0%

Report

Giving_Attitudes

What degree are you working towards at OCCC?	*M*	*N*	*SD*	Minimum	Maximum
Associate in Arts	2.9000	20	.80459	1.50	4.00
Associate in Science	2.8924	79	.69185	1.00	4.00
Bachelor's	2.7778	18	.87820	1.00	4.00
I'm not sure	2.8824	17	.45171	2.00	4.00
Other	2.8429	35	.73536	1.00	4.00
Total	2.8698	169	.70978	1.00	4.00

Table 22

Averages of Construct #3 and Race/Ethnicity

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Giving_Attitudes * What is your ethnicity?	169	71.6%	67	28.4%	236	100.0%

Report

Giving_Attitudes

What is your ethnicity?	*M*	*N*	*SD*	Minimum	Maximum
Black	3.1786	14	.54091	2.00	4.00
Hispanic/Latino	3.0682	22	.60347	2.00	4.00
American Indian/Alaskan Native	2.9000	10	.65828	1.50	3.50
Asian	3.0500	10	.68516	2.00	4.00
Multi	2.8333	12	.57735	2.00	4.00
White	2.7727	99	.73635	1.00	4.00
Other/Unknown	2.5000	2	2.12132	1.00	4.00
Total	2.8698	169	.70978	1.00	4.00

Table 23

Averages of Construct #3 and First-Generation Student Status

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Giving_Attitudes * Are you a first-generation college student? (Neither parent has a Bachelor's degree)	169	71.6%	67	28.4%	236	100.0%

Report

Giving_Attitudes

Are you a first-generation college student? (Neither parent has a Bachelor's degree)	*M*	*N*	*SD*	Minimum	Maximum
Yes	2.8571	91	.65101	1.00	4.00
No	2.8846	78	.77679	1.00	4.00
Total	2.8698	169	.70978	1.00	4.00

In the final construct, student commitment to OCCC's mission, the highest levels of agreement with the statements in the construct occurred among students who were pursuing Associate in Science degrees ($M = 3.2911$, $SD = .60239$). The lowest level of agreement occurred among students who were undecided about their degree program ($M = 3.1765$, $SD = .39295$) (see Table 24). When compared to the race/ethnicity, the highest levels of agreement occurred among Black students ($M = 3.5000$, $SD = .51887$) while agreement was lowest among the two students who identified as other ($M = 2.000$, $SD = 1.41421$) (see Table 25). Again, we see that the standard deviation for students who identified as other is greater than one, meaning that there was a large spread in these students' responses. This is likely due to the small number of students in that subgroup. Those students who did not have identify as first-generation students had very slightly higher levels of agreement ($M = 3.2692$, $SD = .63804$) than those who did ($M = 3.2637$, $SD = .57417$) (see Table 26).

Table 24

Averages of Construct #4 and Degree Type

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Mission_Commitment * What degree are you working towards at OCCC?	169	71.6%	67	28.4%	236	100.0%

Report

Mission_Commitment

What degree are you working towards at OCCC?	*M*	*N*	*SD*	Minimum	Maximum
Associate in Arts	3.2500	20	.71635	1.00	4.00
Associate in Science	3.2911	79	.60239	1.00	4.00
Bachelor's	3.2222	18	.80845	1.00	4.00
I'm not sure	3.1765	17	.39295	3.00	4.00
Other	3.2857	35	.51856	2.00	4.00
Total	3.2663	169	.60266	1.00	4.00

Table 25

Averages of Construct #4 and Race/Ethnicity

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Mission_Commitment * What is your ethnicity?	169	71.6%	67	28.4%	236	100.0%

Report

Mission_Commitment

What is your ethnicity?	*M*	*N*	*SD*	Minimum	Maximum
Black	3.5000	14	.51887	3.00	4.00
Hispanic/Latino	3.3182	22	.47673	3.00	4.00
American Indian/Alaskan Native	3.4000	10	.69921	2.00	4.00
Asian	3.2000	10	.42164	3.00	4.00
Multi	3.1667	12	.57735	2.00	4.00
White	3.2525	99	.61185	1.00	4.00
Other/Unknown	2.0000	2	1.41421	1.00	3.00
Total	3.2663	169	.60266	1.00	4.00

Table 26

Averages of Construct #4 and First-Generation Student Status

	Cases Included		Cases Excluded		Total	
	N	Percent	*N*	Percent	*N*	Percent
Mission_Commitment * Are you a first-generation college student? (Neither parent has a Bachelor's degree)	169	71.6%	67	28.4%	236	100.0%

Report

Mission_Commitment

Are you a first-generation college student? (Neither parent has a Bachelor's degree)	*M*	*N*	*SD*	Minimum	Maximum
Yes	3.2637	91	.57417	1.00	4.00
No	3.2692	78	.63804	1.00	4.00
Total	3.2663	169	.60266	1.00	4.00

Of all four constructs, the one with the weakest level of agreement of among students was the third construct (students' attitudes towards giving). This is surprising given that social exchange theory suggests that a positive educational experience can increase the likelihood of students being willing to give as alumni. According to the results of the survey, students had very positive perceptions of their experiences at OCCC but reported lower levels of agreement with the statement "I intend to give money to this college after I graduate". While it is difficult to unpack the reasons why that may be the case from the quantitative data, it may be explained by the qualitative data that was collected via the focus groups.

Qualitative Data

All of the recordings from the focus group were recorded by the primary researcher. After being transcribed, the focus group data were coded in order to identify common themes that answered research questions one and two. The data was coded using the constructs created to analyze the quantitative data. The construct analysis is presented first, followed by the specific answers to the first two research questions. The construct "student attitudes towards giving" is omitted from the construct analysis because it is answered in the analysis for RQ1.

POSITIVE STUDENT EXPERIENCES

Students participating in the focus group had mostly positive experiences at OCCC. Even when students disliked some of the executive decisions that were made, they still reported that they were satisfied with their student experience. One respondent offered:

> Hands down without a doubt. I've been waiting for a moment like this. Yes, yes, I love my school! I've always loved this school! Matter of fact, I think we need to go ahead and go to university status. OCCC is the place to be! My brother went to Langston and my aunt went to Langston and no disrespect to Langston, but its OCCC all the way. I love this place, the comradery, the community, my classes the professors, I love it all. They have piano rooms and I don't even play the piano, but if I wanted to, I could go to one of those rooms and learn to play. Like this place is awesome. It used to have a pool, but it doesn't anymore. It has a great gym. I can't pay for a gym. This place is amazing. So that's what I have.

For this student in particular, the amenities and academic culture at OCCC provided a sense of satisfaction that made this student loyal to OCCC as an institution. Another student also talked about how much they appreciated the culture at OCCC:

> I am so glad you said that. OCCC it's about the culture. I feel like that is the culture. Taking the time to talk to everybody. It doesn't matter if it's the president, or the vice president of this or dean of that, if you walk in, they will never stop you. They will conversate with you, there have been times I show up at their office and end up saying well I gotta go, it was nice talking to you. It is like home. I love this place. I was in upward bound when I was in high school. I am a nontraditional student. I came back here because it was like this is comfortable. I've heard multiple people say that our professors here are better than those at the universities because they care, and they take time to get to know you and teach you. A person becomes content. They take the time and they care. You don't get that at a university. So, I am with you on the professors. I love this place.

It is evident that OCCC has taken the time to build campus and academic cultures that meet the needs of their students, regardless of their age, background, and degree program. This translated strongly in the focus group data as all students were satisfied with their experiences at OCCC thus far.

One of the other student respondents had had a particularly strong opinion about the college's decision to switch from 16-week courses to 8-week courses. Even so, this student was intentional about describing his love for OCCC in spite of that particular decision:

> I also love it at OCCC, despite my previous statement. When I first got here, cause some people may not know that I am a nontraditional student, so I started here in 2006-2007 life happened and I came back 10 years later. OCCC is what you make it. Back then I knew nothing. My dad preached about going to college, but I still knew nothing. He went to a university and got his bachelor's degree. I consider myself a first-generation college student, because my dad never showed me how to get there and get through it. That's part of the reason I had to take a break and come back to college because I was thrown out there and didn't know what I was doing. I didn't know about add/drop/withdrawal dates and academic probation, so when I came back as an adult and tackled it myself, learning about all the organizations on campus and that you can be a part of that help you, that gives you opportunities you didn't know you had, or that you would've gotten, it's awesome. I now people are introverts, but you have to somehow reach out and get attached and get involved. When you're involved you feel so much better about your experience. People say I know everybody it's because I work in the TRIO office. I am a TRIO student as well. I try to get to know students and learn all their names. I don't want to interact with you just for a second. I take the time to build relationships. I know people in all kinds of positions in student affairs and the foundation so it's what you make it.

For this student, OCCC provided opportunities that helped make him successful despite his status as a nontraditional student, increasing his sense of satisfaction with and loyalty to the college.

OCCC'S COMMITMENT TO STUDENTS

Students also overwhelmingly agreed that OCCC was committed to its students. They felt valued, like their voices were heard, and could refer to specific examples of times when OCCC's leadership had listened to them. When asked to describe a time when OCCC leadership listened to them, one student respondent recalled:

> Definitely the food drive, not the food drive, the food pantry and the clothing closet. But both of those were just noticed. They noticed students weren't having enough to eat or the clothes they needed to be successful and that concern was brought, and it was handled pretty quickly. I think it was very admirable. Thank you. Those are volunteer ran. Student volunteers run those programs and places, so I think that's a good example.

After that example was offered, another student added, "That goes to show how much they really try to help us". Students felt as though OCCC moved quickly to respond to their needs and concerns in ways that felt authentic and community focused. One of the respondents pointed to an example where a campus organization was able to lobby for a particular course of action:

> I didn't know anything about student government. They said this is OCCC's SGA. We wrote a resolution and presented it to the them to change the name of the whole organization and the

entire structure and they allowed us to do it. They loved that we took it on. We didn't ask for permission. We literally said this is what we think we should do. We need to change the name and the way we operate. That cost time and money and people who give up their own personal time and not get paid to do those things actually listened to us. It's all brand new. So that takes time, but they really were supportive of it and so.

This student, in particular, felt empowered to use existing institutional structures (campus organizations) to realize their power as a student. That undoubtedly leads to an increased sense of satisfaction with their OCCC experience, increasing their sense of loyalty to the college.

When students were asked to think about whether OCCC was doing everything it could for them, a single student responded. She noted:

Yea, without a doubt. I am on TANF (Temporary Assistance for Needy Families) personally. I am in a program and I have to be up here whether I have classes or not during everyday Monday through Friday spring break, holidays, etc. I have to be up here every day from like 8 to 3:30 p.m., you know what I mean. My school is paid for, you know what I mean. My books are paid for, I got a laptop, I get gas cards if need be. They make sure I am taken care of on every level and all I have to do is stay focused. I am a return student as well, and we should talk about that later, but I came back because I went out and pretty much partied too much, so I am back, and they are making me stay accountable. They said welcome back, now stay focused. My professors remember me from eight years ago. So yeah, this place is a blessing. It literally is giving me like a second and last chance. I love all of it.

For this student, OCCC's commitment to her success was evident in the way that they provided supports and structures that were designed to support her education. That allowed her to envision a new path to success that OCCC was a major part of.

STUDENTS' COMMITMENT TO OCCC'S MISSION

Students were also asked to describe the level of commitment they had to OCCC. For most students, their commitment to OCCC was clear and was largely due to the effort that OCCC leaders and professors had put in to support students during their matriculation. One student respondent explained:

Do I feel committed. I could've gone anywhere to an extent. I could have minus my grades for people who have seen them. But I like had other options you know what I mean. When you sign up for the TANF program, the goal for TANF is they want you to get off TANF, so they kept saying find a job, find a job, find a job. I told them I heard you take care of school and they said yeah you should find a job. I was like no I am going to OCCC that's the only place I want to be. I've been trying to get back here for years. I've tried every illegal option as possible, but it doesn't work like that. But this I am thoroughly committed to OCCC. To the point to where I have even started looking up jobs as far as professor wise, like because I have strong goals and I can't forget where I came from. I wouldn't have any skills as far as communication if it wasn't for OCCC. They got me out of my shell and turned me into a better

person. I ran with that to the dark side, but it brought me back and turned me into the person I am supposed to be. They got my support 100 percent.

Another student cosigned that idea by saying:

> I feel committed to OCCC also because of the fact a lot of people have a negative connotation about community colleges already I feel I need to rep it. I need to accomplish things and set the standard so people know just because you are going to a four year university doesn't mean you are going to have a better GPA than me, that you're out there more than me, that you're more involved in the community than me. I think like as long as there are students like everyone in this room like honestly OCCC will continue to have a good reputation because there are people out there all the time trying to do it for themselves but as a result they are doing it for the school. So, I am committed, and I hope everybody else keeps it going.

These statements demonstrate that students are very committed to OCCC because of the way that the college has worked to serve them throughout their matriculation. Many students felt as though OCCC gave them a second chance at success; a chance that they may not have had elsewhere. However, it was not just about the what the college provided. One student spoke very highly of President Steward and how his leadership made the student feel committed to OCCC:

> A part of my commitment with OCCC is because I left and then I didn't come back for six years and then I did come back. When I came back it was a totally different experience. But I say that because they provided opportunities for me to get plugged in and I did not get plugged in because I wanted to, but I got plugged in because of those people who saw the work that I was willing to put in and they saw, I forgot the word, where they think you can do something? Potential, yes that's it. I was too insecure to believe in myself but they believed in me and continued to hold me accountable and make me stretch and do all those things and while I think I can do it all I couldn't have done it without the village of people that work here who pushed me and opened doors and showed me different paths and ways. Part of my commitment to OCCC is not because its comfortable but I truly feel loved and valued here. And I want to add also this is from a different question something that people may not know is that president steward fights very hard for us to not have to raise tuition because he knows it's hard for our community here in south Oklahoma city it's hard for non-traditional students who have families and he works for those who are first generation. He sees and understands and empathizes with us because he has been there and done that, so he gets it. He makes the diversity a priority in the school, we are proud of how diverse we are, you see other institutions who have problems with diversity. The clothes closet and food pantry—they give and give to the students. They continuously find ways to serve the people here. Not allowing guns on campus and putting himself on the line to fight for us in the legislation. He is serving our community in the best possible way that he can. He builds everyone on the faculty and staff up just to make sure they are as passionate as he is and it's obvious.

For this student, it was not just about what the college could do for him. He felt as though his values were reflected in OCCC's president and the way that college leaders advocated for OCCC's students. This was important to the level of commitment that the student felt to the college.

RQ1: WHAT ARE THE CURRENT ATTITUDES OF STUDENTS TOWARDS GIVING BACK TO THE INSTITUTION ONCE THEY GRADUATE?

As a whole, students in the focus groups had overwhelmingly positive experiences at OCCC. They felt as if the college had been very accommodating to their needs and attentive to their goals. One respondent shared a story about the impact the college had on his life:

> The college has really set me up for success through my classes, how they have been delivered, the professors' caring attitudes, the programs I was pushed to participate in and the community of support provided for those who need it most, like myself. It has taken me a while to complete my degree, because I have changed courses several times, but I am determined to do so. I would give now if I could afford to give, and when I am able to give plan to make it happen. I think more students will give also if they know how they can help. I also think more people need to know how we can give back to the college. OCCC has really helped me and I plan to do something now that I know it's needed.

Other students agreed with this respondent and offered their own version of a time when OCCC had been particularly accommodating of their needs. One common occurrence was in reference to the move from 16-week to 8-week semesters. As one respondent put it, the college was "going to 8-week semesters and they are doing it to accommodate families and people who work and all sorts of different situations".

One respondent also offered, "It is evident that our opinion and how we feel toward the college really matters". This is an important point as it was also raised during the survey and had a high level of agreement among students. It is evident that OCCC has created processes and procedures designed to give students a voice when it comes to key decision that are made on campus. Thinking back to the theoretical framework, the high level of agreement should translate to an increased willingness of students to give to OCCC after graduation. However, many of the student respondents indicated that they were often not in financial positions to donate to the college while they were students. This is consistent with the literature that cites differences in income as one of the reasons that community college students find it more difficult to give financially after graduation. One respondent drove this point home by saying:

> If I was a millionaire, I definitely would give money. I am sure that is everyone else here in this room. If we had money, we would love to donate. We just don't have that opportunity. Maybe sometimes we will get a raise on our jobs so we will donate to small charities, but we don't have the opportunity to. We want to, we just can't. I sometimes wish that we could.

Another respondent agreed and offered, "I don't think anybody is ahhh, don't give money, but they don't have it". This indicates that there may not be unwillingness on the part of the students, but

instead they may have responded with lower level of agreement on the survey because they are hyperaware of their financial realities.

When it comes to answering RQ1, OCCC students expressed a willingness to give while also acknowledging that they may not have much money to give. They also expressed that they had mostly positive experiences, that they believed in OCCC's mission, and they felt that OCCC was committed to them. Given the high level of positive experiences with OCCC, one would think that the social exchange would be high enough that students would still be willing to give financially to the institution that took such great care of them while they were attending. That is especially true since one of the major constructs of social exchange theory is that having positive experiences increase the likelihood of alumni choosing to give financially after graduation. This conclusion adds another layer of consideration to the application of social exchange theory. If students do not have the resources to give after graduation, then they will not give even if their experiences were positive in nature.

RQ2: HOW, IF AT ALL, DOES OCCC INSTILL THE IMPORTANCE OF GIVING TO THE INSTITUTION IN STUDENTS?

It became very clear during the course of the focus group that students were unaware that they needed to consider how to support the college's programs and initiatives by donating. One respondent said:

> But I want touch on something you said before we started that interested me a lot. You said how some don't normally give back to community colleges and it's like a phenomenon. I think it's because we don't really understand the magnitude of something like this. of like a college like this. me and [John] were discussing this earlier. You really don't understand how impacted going to a community college and saving your time and money two of the most valuable things in this world and how important it is. I think if it was emphasized more than this phenomenon would be changed.

Another respondent added:

> I think something they can improve upon is to open up or show us the options of how to give because I think when you say oh give, it is probably just money but giving doesn't have to be money. My friends and fellow friends said that it could be time or volunteer time so just open up and show us how we can give. If we don't have money maybe, we can give support or network. Just show us. Maybe we will have more opportunities to give if we have those options. Tell us.

Yet another added:

> I honestly didn't know they (OCCC) needed giving. I just assumed on the back end that everything is okay. The thing is I had no idea, if you tell me OCCC is in need at all, I will go outside and I will get it legally, but you know I am not about that life no more. But yes,

knowledge we need to give, just people need to be aware of more things and ways if there was a list of things people could do to help more people would be about it.

This continued with other respondents as well. There was a severe lack of education around alumni giving and student philanthropy. OCCC has not done an efficient job as it relates to communicating the importance of philanthropy to its students. One respondent recognized the need for increased emphasis on philanthropy from OCCC in their statement:

> We need to know about this now. I don't think they tell you until after you graduate. I didn't know. There are ways you can give but I need to know beforehand. President Steward talked about it in his PACT meeting this morning he said he has a new group and if you pay a donation of $10,000 it becomes endowed so it is there forever like the Kayla Fessler scholarship but you become a lifetime member if you give $100,000 I don't even know if I am supposed to tell you all this. We don't know this beforehand. I think it depends. Are you in the right network or right community because sometimes an engineer, you don't think about giving back? Let it be known that it is something that people do. We didn't know that people donate all the time. They do a lot for us here and so tell us before we graduate, before we are out the door.

The part of this respondent's statement that was most important was the idea that he did not know that people "donate all the time". The event referenced here is a banquet that is held annually to thank donors. At this event, students are paired with those who have donated as part of this stewardship recognition. For most of the students in the focus group, donations were something that were collected for special occasions or initiatives and were not part of the college's ongoing financial strategy. This is a critical issue when it comes to student philanthropy at OCCC because students will continue to withhold financial gifts if they do not know that the university needs them in order to thrive. OCCC must work diligently to help students, as well as other stakeholders, understand that donations are a regular part of the institution's financial strategy.

OTHER ITEMS OF IMPORTANCE

The theoretical framework that guided this research was social exchange theory. Again, in social exchange theory, the idea is that giving is based on a relationship where there is give and take between both parties (Shaari et al., 2016). When applied to the community college context, social exchange theory requires that students or alumni would believe that they had received something of value before reciprocating by giving back to the institution. One student respondent described this relationship to a tee in their response to the question, "What, if anything, can OCCC do now while you're still in school, to make you more likely to give after you graduate?":

> I would just say to make sure you are building relationships with the students. Like Von Allen, the chief development officer, will call me at work and ask what I am doing. I'll be like what are you doing, or President Steward will invite us out to dinner. That is what made me want to come back later. They may say we need this; I want to come back and set up an endowment in

a professor's name because he made an impact on my life. He gave me so much just being an awesome dude. I think realizing every person you come in contact with as an administrator or professor or anyone involved in OCCC that person is going to graduate and go on and do something and they may have the resources in the future but if they don't remember a single person who ever spoke to them and made them feel like they mattered but if you at OCCC don't talk to the students and make sure you do. Big pond little fish. Make the connection and they will come back.

Even if students were unaware of the important nature of philanthropy and fundraising, they were cognizant of the importance of having a positive relationship with the college. This student respondent was expressing an important point in the social exchange framework—the idea that OCCC had to make students feel valued in order to make them want to give to the college after graduation.

Implications for Intervention

Overall, students had extremely positive experiences at OCCC and reported that they felt more satisfied with OCC than their friends felt with their institutions of choice. This led to high levels of commitment to the college. When we looked at the quantitative data, it was evident that the level of agreement in the student attitudes toward giving construct was the lowest of all four constructs. After analyzing the qualitative data, it is clear that students are not engaging in student philanthropy while attending OCCC and after graduation because the general consensus from the comments and feedback was that students did not know that fundraising was a need of the college. There had been little education for students around the importance and role of philanthropy at OCCC.

As such, the recommendation is that OCCC design and implement a student philanthropy program that incorporates several critical components. First, the program must include a first-year course that is intended to orient students to OCCC, its mission, and the important role that philanthropy has in securing the college's future. Adding the orientation component allows OCCC to begin emphasizing the importance of student and alumni philanthropy from students' first year orientation topics, giving them plenty of time to develop a strong sense of philanthropy before graduating from OCCC, therefore increasing the likelihood that they have a better understanding of OCCC's need for donors. One point of emphasis to make here is that the curriculum should not focus solely on dollars as a way to give back; it should also lift the importance of donating one's time and/or referring new students to the college.

The second critical component of the recommended student philanthropy program is to create a student philanthropy club that is overseen by the Office of Advancement. The role of this campus organization would be to give students a voice and role in OCCC's fundraising efforts. The club would be responsible for student fundraising and would create different fundraising drives and initiatives that would solicit financial gifts from students. In keeping with the emphasis on student time being as important as students' money, the student philanthropy club could also organize community service projects for OCCC students. That has two potential effects for the college. One, it potentially allows students to see their values represented by the college and, two, it increases OCCC's visibility in the community, potentially creating a larger pool of future donors.

Another critical component of the program is to require all administration, faculty, and staff to undergo fundraising training. Here, OCCC would bring in a fundraising consultant in a retreat-style meeting where these stakeholders would learn the principles and techniques of fundraising. As people who come into direct contact with students more than the staff in the Office of Advancement, it is important that faculty and staff, especially, be able to talk with students about the role of fundraising at OCCC.

The final component of this program is to create an ongoing student fundraising campaign where students are able to tap into their circles of influence. This campaign would be best designed as a collaborative effort between the student philanthropy club and the Office of Advancement. This component keeps students engaged in the work of student philanthropy while also giving them an opportunity to work closely with the Office of Advancement to achieve a financial goal.

Evidence From Other Organizations

According to Olberding (2011), students who participated in student philanthropy programs are more likely to participate in giving efforts as alumni. They are also more likely to volunteer on behalf of the institution and serve on nonprofit boards. But what has student philanthropy programs looked like at other institutions? What impact have they had?

Student Philanthropy at LSU

At LSU, they keep students engaged in the work of philanthropy through the establishment of the LSU Student Philanthropy Council (LSU SPC). The organization is comprised of a group of students who want to make a difference on campus before they graduate. The LSU SPC meets regularly and organizes the LSU senior gift campaign every year in the spring. Its members serve as ambassadors for philanthropy across campus and work to encourage their peers to give back to the university while they are students. In the spring of 2020, the LSU SPC worked with the Office of Advancement to raise a total of $2,978.95 in the senior gift campaign. The council was able to increase student giving by 16% and increased the dollar amount given by students 76%.

Student Philanthropy at Northwestern University

Northwestern University also has a Student Philanthropy Council (SPC) that is responsible for educating its undergraduate students about the importance of philanthropy with the goal of inspiring them to become lifetime donors to the institution. The SPC is responsible for creating student-facing fundraising programs on behalf of the Office of Alumni Affairs. While Northwestern had student testimonials available, there was not any hard data to describe what impact, if any, the SPC was having. It will be important that OCCC be able to quantify the impact of their student philanthropy initiatives.

Student Philanthropy at Sarah Lawrence College

The Student Philanthropy Committee at Sarah Lawrence College is a group of students who serve as ambassadors for The Fund for Sarah Lawrence. Among students, members of the committee are expected to raise awareness of the role of fundraising at Sarah Lawrence College, to build a culture of philanthropy and giving among students, and to keep students abreast of current fundraising efforts at the college. This committee is also responsible for overseeing the senior class gift every year. However, the impact of the SPC at Sarah Lawrence is unclear.

Student Philanthropy at Claflin University

Claflin University is a leader among Historical Black Colleges and Universities in fundraising and boasts high alumni giving rates. U.S. News and World Report recently ranked them as a top 10 HBCU and a top 10 best regional college in the south. In 2018, U.S. News and World Report ranked Claflin University as a top 10 college for having an alumni giving rate over 51 percent. Dr. Henry Tisdale, former president attributes the college's success regarding high alumni giving rates to alumni being very satisfied with the education they received and to spending significant time educating

students about philanthropy while they are still students and giving back before they leave the university (Valbrun, 2019). Claflin started a student philanthropy program in 2006 which consists of training on philanthropy, an ambassador program, community service projects and involvement with university fundraising initiatives. Students learn about the importance of fundraising and this effort is managed by the division of institutional advancement and student affairs. In 2013, students secured $100,000 toward the college's $96.4 million capital campaign (Williams, 2013).

EXPECTED OUTCOMES

With the implementation of the recommended core components above, it is expected that OCCC will experience the following outcomes:

1. Students will have a greater awareness of the role that philanthropy and fundraising play in the sustainability of OCCC.
2. Student giving will increase as there is currently not a philanthropy nor a student fundraising initiative in place.
3. Increased student giving will translate to increased alumni giving even if it does not begin to happen immediately.

Interaction with Other Organizational Elements

The recommended intervention will assist the college in creating a culture of philanthropy in a variety of meaningful ways. Specifically, instilling in students while they are at an institution the importance of philanthropy can only assist with a general understanding of how impactful this notion of giving back is to an organization. Educating the students about the college's structure and how the funding is received will allow them to have deeper knowledge about the institution. Students mentioned they were not aware the college needed financial support in the focus group because anytime they needed resources, the college simply provided. They believed their needs were met and did not understand that an individual, foundation or corporation provided the gift that supported their need. A respondent shared this about being enlightened when he was educated about the college's structure, needs and had a chance to visit the donor who supported his educational journey:

> So, I think what influenced my decision to give is I see the impact directly. I was very familiar with the college and how it operated. I've been on committees. I've sat there and I understood where my hard-earned dollars are going. We are used to giving someone money and you don't know where it is going. You sometimes wonder with some organizations, are we padding someone else's pockets, or payroll or are we spending the money on items really needed. I was giving my money to OCCC and I could see the increases of the areas my money supported. Different platforms. I donated a lot of my money back into a student organization because I knew what the needs were in that particular group and I could see the money increase from other sources. We taught some members about the needs and then they helped secure support because they were involved and wanted the organization to be successful. I think that involvement and my high level of involvement helped. I think that most people don't know exactly what I am giving for so the need should be clear. People want to see where their money is going and how is it being utilized. Details. The details matter and some people are very detail oriented. We need monthly brochures or updates. This is the money; this is the account. Here is

the budget, here is what has come in for everything given to date. I can see my money in there somewhere and I know where it is going. It is touching on the heartstrings on the those who can receive an education from OCCC or any institution and remember why it was important to invest because when I was there I felt the investment that was being put into me while I was a student there. In fact, a gentleman, one of our donors gave me a scholarship. He gave me scholarship dollars and I never forgot that. Another donor also gave to my education and would host events where I was able to thank them. I remember visiting with them about what their scholarship support meant to me. I now give back because I remember being that student who received an investment from someone who didn't know me but cared enough to invest. Giving me that direct exposure mattered and changed how I view giving back.

Providing a platform that enables those responsible for fundraising to connect with students and properly educate them on the structure of the university, the campaigns that occur yearly and the need to give back to ensure financial sustainability will pay dividends.

All employees of an institution are ambassadors and should be tasked with understanding philanthropy and the pivotal role it plays in allowing an institution to thrive and offer the latest cotemporary technology, education trends and experiences to its entire college community. Oftentimes faculty and staff are unaware of the significance of fundraising and the immense structure of successful advancement operations. While OCCC only has three employees for this area, faculty and staff can play a pivotal role in not only helping to secure resources but can grow the areas they oversee through assisting with fundraising strategies. Training by an expert in the field and consistent professional development will enhance faculty and staff knowledge and help them understand the principles and components of philanthropy. In essence, there is also an opportunity for this type of training to open them up to exploring grants and resource procurement for their respective areas. Community colleges have limited fundraising personnel, so having support from multiple sources increases the fleet of those able to secure resources.

Creating a student led campaign with guidance allows the students to be proactive in fundraising and gain hands on valuable experience working with their peers and circles of influence to share the OCCC mission and raise awareness of the support needed. This activity further allows students a chance to see firsthand the work that goes into fundraising. The recommended intervention provides significant assistance to the office of advancement because students, faculty and staff become champions and extensions of the office of advancement and foundation.

The state of higher education in Oklahoma warrants innovative action to improve and increase funding sources. Community colleges rely heavily on state appropriations and must begin the process of investing in advancement. Individuals lead philanthropic contributions in 2019 by $309 billion worldwide or 69 percent, according to National Philanthropy Trust (General Philanthropy, 2018). Achieving fundraising success can have positive implications for the organization that include: (1) access to resources; (2) student experiential opportunities; (3) faculty and staff professional development; (4) capital improvements; (5) increased scholarship support and (6) expansion of effective programs.

CONCLUSION

Oklahoma City Community College has a tremendous opportunity to impact its students' lives by creating a philanthropy program, which will in turn help the institution to create a culture of philanthropy across the organization. OCCC is at a major advantage, as the fourth largest institution of higher education in the state, because it serves over 24,500 students yearly. There is an opportunity to grow the number of alumni who invest in the institution post-graduation because they were taught fundamentals of philanthropy which can be used in other areas of their lives as they continue down their career path. What is more, there is a unique opportunity to implement systems and programs that help them track data on students, alumni and donors. The alumni association is an area that can be reinvigorated and grown through establishment of student philanthropy as well.

The data through the surveys, focus group and interview showed that students had a positive experience and thought favorably of the institution. Work should focus on turning those positive experiences into students becoming ambassadors once they have graduated. The fact that students reported their needs were met when they called upon OCCC should be used as an opportunity to expose students to donors who ensured they had support when needed most. A student philanthropy program can ensure the institution's reach is much broader and impactful as there is power in numbers.

The administration at OCCC was eager to learn about ways in which philanthropy could be strengthened and has a willingness and desire to implement feasible options that allow this important area to grow and thrive. President Steward shared that OCCC is open to researching different strategies that will aid its fundraising efforts. Staff representing advancement shared while there have been challenges through the years regarding fundraising, exploring student philanthropy is an idea they've wanted to take on, but haven't had the resources to manage such a monumental task.

The community college is dependent on state appropriations and the revenue gained from student enrollment, auxiliary items and funds secured through its Foundation. The report produced by Huron Consulting Group pointed out that OCCC's CFI score could be improved and doing so will only add to the college's viability. Community colleges, because they are newer in terms of establishment and do not have the long history as four-year institutions must begin creating a culture of philanthropy on their campuses.

Based on the research secured, OCCC has a small sample of students' sentiment and feelings toward the college. Creating a culture of philanthropy by implementing a student philanthropy program that is comprised of students taking philanthropy courses in their first year of attendance; creation of a fundraising club for students that is formalized and overseen by the office of advancement; requiring all faculty and staff to undergo Principles and Techniques of Fundraising, a proven curriculum offered by Indiana University's Center on Philanthropy; and creating a student fundraising campaign are all areas that can be explored and scaled to the college's five year strategic plan, which lists tripling its donations and using that support for its endowment, scholarships and other special projects as a major objective. This initiative will take the college community coming together and being open minded about exploring. What is more, the leadership will have to establish this as a priority and set the example through their involvement and actions.

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Appendix A: IRB Notification

VANDERBILT

RE: IRB #192301 "Sowing the seed: A study of the culture of philanthropy at a

community college"

Dear Mautra S Jones:

A designee of the Institutional Review Board reviewed the research study identified above. The designee determined the project does not qualify as "research" per 45 CFR §46.102(d).

(d) Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes.

The purpose of this quality improvement/non-research submission is to strengthening the relationship between students and Oklahoma City Community College with a goal of Improving philanthropy.

As this does not meet the "criteria for research" as described in 45 CFR §46.102(d), IRB approval is not required.

Please note: Any changes to this proposal that may alter its "non-research" status should be presented to the IRB for approval prior to implementation of the changes. In accordance with IRB Policy III.J, amendments will be accepted up to one year from the date of approval. If such changes are requested beyond this time frame, submission of a new proposal is required.
Sincerely,
Alexander R Bologa BS
Institutional Review Board
Behavioral Sciences Committee
Electronic Signature: Alexander R Bologa/VUMC/Vanderbilt :
(cf0f22a43ef54cf425ca21f58bcbb98e) **Signed On**: 01/27/2020 3:46:19 PM CST

1313 21st Ave., South, Suite
505
Nashville, TN 37232
www.vanderbilt.edu/irb

Appendix B: Mass Email to Students

Dear Oklahoma City Community College student,

A student researcher from Vanderbilt University is interested in learning more about your relationship with Oklahoma City Community College. Specifically, they want to know more about your college experience, and your opinions and attitudes toward OCCC.

The attached form explains more about the study and why your participation is needed. At the bottom of this email, you will find a link to a quick, 15-minute survey. Your participation in this survey is voluntary. However, if you can spare a few minutes of your time, your responses will help the researcher gain valuable insight into the student-college relationship, and that information could be useful in improving the relationship and assuring students like you have the best college experience they possibly can.

You will also find a link to sign up to participate in a focus group where these ideas will be discussed in-depth. The focus group will last between 45-60 minutes and refreshments will be served.

 Please take the survey by June 30th. Thanks for your time!

Link to the survey: https://peabody.az1.qualtrics.com/jfe/form/SV_77E8sCkXVBELCcZ

Appendix C: Participant Information Sheet

Name of participant: _____ Age: _____

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully and feel free to ask any questions you may have about this study and the information given below. You will be given an opportunity to ask questions, and your questions will be answered.

Your participation in this research study is voluntary. You are also free to withdraw from this study at any time. In the event new information becomes available that may affect the risks or benefits associated with this research study or your willingness to participate in it, you will be notified so that you can make an informed decision whether or not to continue your participation in this study.

1. **Purpose of the study:**
   The purpose of this study is to examine the ways that community college students' perceptions of giving back to their school and to understand how those perceptions contribute to their sense of being adequately prepared for college.
   You are being asked to participate in a research study because your experience as a student speaks directly to the topic of focus.

2. **Procedures to be followed and approximate duration of the study:**
   The procedures of the study are a single focus group that will take 45-60 minutes and will be audio recorded.

3. **Description of the discomforts, inconveniences, and/or risks that can be reasonably expected as a result of participation in this study:**
   There are minimal risks associated with participation in this study.

4. **Good effects that might result from this study:**

   a) This study may yield results that can be used to create a stronger relationship between students and the institution. It may also lead to increased benefits for students while on campus and after graduating.
   b) For you, this study will provide a safe space to discuss your feelings about the institution.

5. **Circumstances under which the Principal Investigator may withdraw you from study participation:**
   Participant may be withdrawn from study participation for failure to adhere to the requirements for participation.

6. **What happens if you choose to withdraw from study participation?**
   If you choose to withdraw from the study, any information you contributed and audio recordings of your interview will be destroyed and excluded from the final write up of findings (unless I receive written consent to have your information retained in the final write up).

7. **Contact Information.** If you should have any questions about this research study or possibly injury, please feel free to contact **Mautra Jones** at **405-308-7475** or my Faculty Advisor**, Dr. Marisa Cannata** at **(615) 322-1746**.

13. **Confidentiality:**

    All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed. All documents will be stored in a locked drawer or password-protected laptop that only the researcher has access to. Original data will be destroyed one year after data collection is complete.

14. **Privacy:**

Your information may be shared with Vanderbilt or the government, such as the Vanderbilt University Institutional Review Board or Federal Government Office for Human Research Protections if you or someone else is in danger or if we are required to do so by law.

Appendix D: Survey Instrument

Introduction and Consent

Thank you for helping with this capstone research project at Oklahoma City Community College. You are one of a few hundred students that are being asked to complete this survey. The information that you provide in your responses will be used to assist OCCC leaders in strengthening the relationship between students and the college as well as creating an enhanced student experience.

The survey should take no more than 15 minutes to complete. Your participation is absolutely voluntary; you may decide not to participate at any time without consequence. Your responses will be kept confidential.

If you have questions about this study, please contact Mautra Jones at mautra.s.jones@vanderbilt.edu. By completing this survey, you agree to participate in this research.

Survey Statements

For each statement, click the bubble to indicate your level of agreement.

1. I feel that OCCC is trying to establish a long-term commitment to students like me.

Strongly disagree	Disagree	Agree	Strongly Agree
⬭	⬭	⬭	⬭

2. OCCC considers students when it comes to making important decisions.

Strongly disagree	Disagree	Agree	Strongly Agree
⬭	⬭	⬭	⬭

3. I am pleased with my relationship with OCCC.

Strongly disagree	Disagree	Agree	Strongly Agree
⬭	⬭	⬭	⬭

4. I am treated fairly at OCCC.

Strongly disagree	Disagree	Agree	Strongly Agree
⬭	⬭	⬭	⬭

5. OCCC is attentive to what students have to say.

Strongly disagree	Disagree	Agree	Strongly Agree
⬭	⬭	⬭	⬭

6. I am confident that OCCC can fulfill its mission.

Strongly disagree	Disagree	Agree	Strongly Agree
⬭	⬭	⬭	⬭

7. I support OCCC's mission.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

8. I feel like my voice is valued at OCCC.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

9. I believe OCCC supports my goals.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

10. The opinions of students hold weight at OCCC.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

11. I value being a student at OCCC.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

12. My relationship with OCCC is mutually beneficial.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

13. I think giving money to nonprofits and charities to support social causes is a good thing to do.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

14. I think giving money to OCCC is a good thing to do.

Strongly disagree   Disagree   Agree   Strongly Agree
O   O   O   O

15. I think giving money to OCCC will have a positive impact.

Strongly disagree   Disagree   Agree   Strongly Agree

○ ○ ○ ○

16. My friends think giving money to OCCC is a good thing to do.

Strongly disagree   Disagree   Agree   Strongly Agree

○ ○ ○ ○

17. My family members think giving money to OCCC is a good thing to do.

Strongly disagree   Disagree   Agree   Strongly Agree

○ ○ ○ ○

18. The opinions of my friends and family member will matter to me when I am deciding whether to give money to this college.

Strongly disagree   Disagree   Agree   Strongly Agree

○ ○ ○ ○

19. I intend to give money to this college after I graduate.

Strongly disagree   Disagree   Agree   Strongly Agree

○ ○ ○ ○

Your Information

20. What degree are you working towards at OCCC?
    ○ Associate in Arts
    ○ Associate in Science
    ○ Bachelor's
    ○ I'm not sure
    ○ Other

21. Do you plan to transfer to a university after graduating from OCCC?
    ○ Yes
    ○ No
    ○ Not applicable

22. Are you a first-generation college student? (Neither parent has a Bachelor's degree)
    ○ Yes
    ○ No

23. What is your ethnicity?

○ Black

○ American Indian/Alaskan Native

○ Asian

○ Pacific Islander

○ Hispanic/Latino

○ Multi

○ White

○ Other/Unknown

Appendix E: Focus Group Protocol

Introduction and Consent

Thank you for helping with this capstone research project at Oklahoma City Community College. You are one of a less than twenty students that are being asked to participate in this focus group. The information that you provide in your responses will be used to assist OCCC leaders in strengthening the relationship between students and the college as well as creating an enhanced student experience. We will spend about 45 minutes to an hour talking today. Your participation is absolutely voluntary; you may decide not to participate at any time without consequence. Your responses will be kept confidential.

Let's begin.

1. To what extent do you feel OCCC cares about student perspectives when it is making decisions?
2. Can you give me an example of when OCCC leaders listened to students before making a decision?
3. What about an example of a time when OCCC leaders either didn't listen to you or didn't care about what you had to say?
4. To what extant are you satisfied with your experience here at OCCC? What is it about your experience that makes you satisfied/unsatisfied?
5. To what extent do you think OCCC is doing everything it can for you?
    a. Are there things you wish OCCC did for you that it is not currently doing?
6. If you have friends who attend other colleges, do you think they are more or less satisfied by their college experience than you are? Why?
7. To what extant do you think you are having a complete and enjoyable college experience? degree program you started, and graduate? Why or why not?
8. To what extent do you feel OCCC is committed to you? Do you think the college cares whether you graduate?
9. I want to know your thoughts on giving money to charities or non-profit organizations. How do you decide whether and how much to give?
10. What influences your decisions about charitable giving?
    a. In what ways do your family and friends influence your decision to give charitably?
    b. In what ways does society in general influence your decision to give charitably?
11. What, if anything, can OCCC could do now while you're still in school, to make you more likely to give after you graduate?