Predictors of Contribution to Society
Among Graduates of the University of Washington

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June, 1999

REPORT OVERVIEW

Surveys sent to University of Washington (UW) alumni graduating in 1989. 1994, and 1997 contained seven items relating to contribution to society, service-related activities and citizenship. Report 99-10 examined and discussed the frequency with which UW alumni are currently being of service to society and in what ways. The purpose of this report is examine what are the predictors of UW alumni's contribution to society. In regard to accounting for why alumni donate time and/or money to service-related organizations/causes/activities/events, the most important predictor is whether or not the alumni have participated in philanthropy during the past year. After that, the next set of variables carrying the most predictive weight is the current demographics of the alumni. Finally, the extent to which alumni donated their time and/or money to service-related causes during college is also a significant predictor for how strongly involved alumni will be with philanthropy after college. This last finding has implications for the policies, curriculum and pedagogical practices at the University of Washington.

INTRODUCTION AND PURPOSE

Report 99-10 examined and discussed the frequency with which UW alumni are currently being of service to society and in what ways. It establishes how and why student and alumni contribution to society is of current interest to the University of Washington (UW) and its various sectors as well as its numerous constituents. (Please see the Background and Historical Context of Report 99-10 for more details). The conclusion section of Report 99-10 raises the question of what are the predictors of UW alumni's contribution to society and how much of the service related activities and the importance of being of service are related and perhaps caused by students' experience at the University of Washington. The current report is designed to be a follow-up and supplement to Report 99-10 by specifically addressing the questions posed at the end of Report 99-10. The primary research question guiding this research is: What characterizes the UW alumni who contribute to society? The purpose of this report is to examine and discern what background characteristics and college experiences may predict UW students' (past and present) contribution to society.

METHOD OF ANALYSIS AND DEFINING VARIABLES

Data Source

To examine UW alumni's contribution to society, data were drawn from a survey of UW alumni themselves. Via two different surveys, information regarding three distinct groups of alumni are analyzed in this report: alumni who graduated one year ago, alumni who graduate five years ago, and alumni who graduated ten years ago. Please note this is the same data-set utilized in OEA Report 99-10.

One Year Out

All students who received an undergraduate degree from the UW during the 1997 calendar year (N=6,346) were surveyed. Questionnaires were sent to graduates approximately eleven months after they were awarded their degrees. This questionnaire consisted of two single-page, two sided pages that included many questions about their current activities (especially in terms of work activities or continuing education), their UW college experience, and the worth of their college education at the UW. Out of the 6,346 surveys mailed, a total of 2,271 surveys were completed, returned and scanned. OEA Report 98-7 contains a detailed description of the methodology for the survey, the survey instruments, and response frequencies for all items on the survey.

Five and Ten Years Out

All students who received an undergraduate degree from the UW during the 1987/88 (N=4626) and the 1992/93 (N=5431) academic years were surveyed in 1998. The two-page survey booklet included many questions about the lives of the UW alumni five and ten years post graduation as well as the worth of their college experience. OEA Report 98-8 contains a detailed description of the methodology for the survey, the survey instrument, and response frequencies for all items on the survey. Out of 10,052 surveys mailed, a total of 3.025 surveys were completed and returned. Of the 3,025 in this total respondent pool, 1,628 respondent graduated five years ago and 1,315 respondents graduated ten years ago.

Analytic Sample

The analytic sample consists of combined respondents from the one-year, five-year, and ten-year alumni groups and is described below with respect to selected demographic variables. For the purposes of analyses for this report, the respondent pool (also called an analytic sample) consists of those 2271 alumni who graduated in 1997, 1628 respondents who graduated five years ago. and 1315 respondents who graduated 10 years ago. Therefore, the overall analytic sample for this report is a combined group of 5,214 alumni who responded to the surveys. Variables are taken from the University of Washington student database, as well as responses to this survey. The degree to which the respondents groups are representative of the populations surveyed is discussed in OEA Report 99-8 and OEA Report 99-9.

Defining Contribution to Society

For all alumni groups (one-year, five-year, and ten-year), four sets of questions specifically regarding contribution to society were posed. Three items revolve around behaviors that exemplify alumni

contribution to society in the last year. One item on the surveys asks about alumni's participation in contributing to society while they were in college. Via these questions, contribution to society is defined for this report as: time donated, money donated and specific activities relating to charity work or organizations. The questions are as follows:

Hours Donated:

"During the past year, how many hours each month, on average, did you devote to volunteer work or a community action program?

Over 10	7-10 hours	4-6 hours	1-3 hours	None"

Money Donated:

"In the past year, approximately how much have you contributed monetarily to charities or philanthropies?

Over $1000	$500-1000	$250-500	$100-250	Less than $100"

Activities During Past Year:

"During the past year, what types of service/charity/volunteer work did you perform? (mark all that apply)

- tutoring/teaching
- homeless/shelter support
- recreational (such as coaching)
- community clean-up/rebuilding
- child care
- school UW alumni organization support
- conservation activities (such as recycling or planting trees)
- public safety (such as crime prevention, volunteer fire fighting)
- related to medical/health causes (such as AIDS, breast cancer)
- counseling/mentoring (such as big brother/sister, crisis hotline)
- religious activities
- political or campaign activities
- other
- none"

Activities During College:

"While a UW student, did you participate in:

community volunteer service?	yes	no
community service as part of UW course?	yes	no
a public service internship?	yes	no
faculty research project?	yes	no"

Analytic Methods

As examined and discussed thoroughly in Report 99-10, descriptive statistics were completed in order to discern how many UW alumni are participating in public service and in what ways. The descriptive statistics conducted include: frequencies, correlations, means, cross-tabulations, chi-squares, and t-tests of significance. Results are presented in the following section based on these analyses. In this report, multiple regression analyses are applied to these data-sets in order to determine what factors predict UW alumni contributing to society.

In order to discern the predictors of contribution back to society, as measured by either hours given or money donated, multiple regression analyses were employed. Multiple regression analysis is one of the more robust analytic tools for determining the impact (or causation) of a number of independent variables on the dependant variable (Pedhauzer, 1973). These analyses allow a thorough examination of the data and identify the independent variables that are predictors of contribution to society among UW alumni.

Based on the findings in Report 99-10, it is hypothesized that the level of involvement with service activities during and after college will be primary factors in behaviors reflecting alumni's contribution to society. "Contribution to society" is operationalized by the measures of how many hours alumni donated on average per month to charity organizations/activities and how much money alumni donated on average over the past year to charity-related organizations. For the purposes of this report, the two other items measuring contribution to society (involvement in college service-related opportunities and types of activities alumni participated in during the last year) are being used as independent variables. Independent variables are factors that are manipulated/controlled/selected/measured in order to determine their relationship or impact on an observed phenomenon, in this case alumni's contribution to society. The contribution to society by alumni, as examined in this report, is the dependent variable or outcome of interest.

Specifically, the CAMBRA method of casual modeling was utilized (Astin and Dey, 1997). CAMBRA uses stepwise linear multiple regression analysis, where similar or related independent variables may be grouped together within one block and blocks are then temporally ordered. The power of this regression technique (CAMBRA) is its illumination of the changes in the partial regression coefficients (Betas) at each step for each block within the regression statement (Astin and Dey, 1997). Because many independent variables may be highly correlated, CAMBRA is a potent tool for understanding multi-collinearity in a regression equation.

More simplistically stated, CAMBRA allows variables within each block to compete with each other for a place in the regression equation, but the blocks themselves do not compete against each other. Using CAMBRA allows the analysis of each entering variable and its individual impact on the dependent variable. Variables enter into the regression equation depending on their predictive power and on a predetermined confidence level (also referred to as significance or P-levels). A new variable will enter the regression equation only if it has significant additional predictive power. Independent variables continue to enter a regression equation until all the predictive power is accounted for by the variables already in the regression equation. As new variables enter the regression equations, the variables entering at the previous steps may lose predictive power and no longer remain in the equation because they no longer meet the confidence level any longer. This means that a later variable entering the equation has more predictive power than a variable entering earlier.

Table 1 delineates the six blocks of independent variables that were used for each of the two dependent variables (hours given and money donated). Block I contained independent variables representing demographic and/or background characteristics (gender and race/ethnicity were the only two background characteristics used). Block II contained independent variables relating to the UW alumni's college education and experience (such as major, exposure to various academic tools and experiences). Block III contained the different possible types of participation in volunteer activity during college. Block IV contained UW alumni self-reflections about the impact of the UW education and experience on their skills and abilities as well as their overall level of preparedness for life beyond earning an undergraduate degree (such as advanced/graduate education, jobs/careers, everyday life, making a contribution to society). Block V contained independent variables relating the contribution to society the UW alumni made during the past year. Finally, Block VI contained more recent demographic data gathered in the survey, such as income level, highest degree earned, and attending graduate school or working.

- Block I: Demographic Information

- Block II: Self Selected College Experiences

- Block III: Volunteer Activity During College

- Block IV: Current Reflections about UW Experience and It's Worth

- Block V: Service-Related Activities During Prior Year

- Block VI: Current Demographic Information

Regressions for each of the two dependent variables were conducted with four different P-levels: p<05, p<01, p<001 and p<0001. Very little differences were detected between the variables entering the regression equation when the p-levels were adjusted to be more strict. Therefore, results presented in this report are based on regressions utilizing a p-level of 0.05. However, if an independent variable enters an equation and remains significant at the final step of the regression, the strength of the significance level is noted. Further, several useful comparisons emerged when examining the overall regression equations for the two dependent variables; and, separate analyses were conducted to compare sub-groups along the following dimensions:

- one, five versus ten years after graduation

- male versus female

- part-time workers versus full-time workers versus graduate school attendees

- Bachelor's degree-holders versus those with more than a Bachelor's degree

Based on the findings in OEA Report 99-10, the differences between groups were minimal and the only significant differences emerged when comparing the monetary donations of those alumni graduating one year ago, five years ago, and ten years ago. Therefore, the analyses conducted on the sub-groups to determine if different factors predicted the level of service related activities among alumni in different sub-groups differential are not discussed in this report. Nonetheless, summary tables for these regressions are attached for reference.

The focus of results of this report is twofold: the predictors of the level of hours donated to service related activities and the predictors of the level of money donated to service related events and organizations. As discussed in OEA Report 99-10, the results of analysis of variance indicate there are differences between the three cohorts of alumni participating in this study. Based on these findings separate regression analyses were conducted for the combined sample, as well as for each of the three cohorts of alumni (one year, five year and ten year). In the next section, these results of the eight principle regressions are presented and discussed.

RESULTS: REGRESSION ANALYSIS

As reported in OEA Report 99-10, the results from analyses of variance, simple t-tests, cross-tabulations and frequencies provide descriptions of differences in the amount and the manner in which UW alumni contribute to society. The association between the two primary variables of interest (money donated and time donated) is positive (Pearson's correlation is 0.23). This indicates that those UW alumni who are inclined to be philanthropic as expressed via hours also tend to be philanthropic as expressed via money. However, the manner in which philanthropy is expressed varies across group. However, these combined descriptive results do not identify the factors that may promote or impede UW alumni to participate in such activities.

The central concern of this report is to discern influences, both positive and negative, on contributing to society. This report seeks to compile a profile of those UW alumni who tend to be philanthropic and those who do not. Moreover, this report seeks to examine what factors influence UW alumni tendency to be philanthropic or not. Finally, this report also discusses examines which different factors impact the three separate groups of alumni differently. From these results, practical policy recommendations can be suggested in order to promote strong and sustained UW alumni involvement in volunteer and service related activities.

Characteristics of and Influences on UW Alumni Contributions to Society via Donating Time

Overall Profile

Table 2 presents a summary of the regression analyses discerning the extent to which alumni contribute time to service activities. The numbers in the parentheses to the right of each variable reports the number of years ago the alumni graduated. For example, when a parentheses contains a 1 and 10, it means that particular variable entered into the regression equation not only for alumni graduating one year ago, but for those graduating ten years ago.

From OEA Report 99-10, it is known that over sixty-eight percent of UW alumni (combined group of UW alumni graduating one year ago, five years ago and ten years ago) spend some amount of time on service related activities. Based on the results described in OEA Report 99-10 and from the regression analyses for this report, it is also known that alumni graduating one year ago, five years ago and ten years ago donate time in different ways.

Those UW alumni who contribute their time to philanthropic causes and organizations tend to be women as well as being self-identified as of Latino/a origin and being self-identified as "other." The alumni who graduated with degrees in Environmental Sciences tend to be more giving of their time. During college, those alumni who are more inclined to donate their time sough out several different learning opportunities that were part of the formal curriculum and course or discipline based: community volunteer service, writing opportunities, opportunities to think critically, and found ways to locate information in libraries and other networked resources. Outside of the traditional, formal curriculum of the UW these alumni also volunteered within the larger community during college. Upon reflection, these alumni feel they are especially strong with certain skills and abilities that were learned during their college experience at the UW: problem solving, using foreign languages, speaking effectively, understanding and appreciating

diverse cultures and philosophies (also referred to as "diversity"), and understanding the interaction between society and the environment. Since graduation, especially during the past year, these UW alumni were active with many philanthropic causes and organizations: counseling/mentoring, tutoring/teaching, recreation, medical/health, community clean-up, religious activities, public safety, child care, and conservation. They also, as seen via the correlation, tend to also donate money to philanthropic organizations.

Those UW alumni who do not have a very different profile. During college they were either business or engineering majors and sought learning opportunities that involved groups or team projects as well as math/quantitative projects. The single most striking descriptor is that these alumni self-report they are not involved in any type of volunteer activity post-college, especially during the past year. Those who also report they are involved with their college's alumni organization are less like to donate their time. Finally, alumni who report that the level of their current job is not to their satisfaction tend not to donate their time as well.

When analyzing each sub-set of UW alumni used in this report for a combined sample, each group has different predictors for those who do and for those who do not donate their time. Table 3 presents the predictors for the UW alumni who graduate one year ago. Table 4 presents the predictors for the UW alumni who graduated five years ago. Table 5 presents the predictors for the UW alumni who graduated ten years ago.

Alumni Graduating One Year Ago

The twenty variables that entered the regression equation for the alumni graduating one year ago accounts for over 45 percent of the variance.

For the UW alumni graduating one year ago, only one background characteristic entered as an indicator that a student will tend to donate time: being female. However, this single background characteristic that predicts donating time after college to philanthropic works accounts for not even one percent of the variance.

The next block, where self-selected activities during college enter adds over eight percent to the predictive value of the equation. Only one variable entered positively and therefore indicates these students tend to donate time: seeking to participate in community service. Four other self-selected activities entered but were negative and therefore indicate that these students are less like to donate time to service-related activities: business majors, engineering majors, students who worked on group or team projects and students who worked on mathematical/quantitative projects. However, by the end of the equation when all variables have entered, being a business or an engineering major are nor longer significant indicators.

One of the single largest, and positive, indicators of donating time enters in the third block. Students who were involved with community volunteer service unrelated to the college experience but during their college years entered and remained significant at the end of the equation. This single predictive variable adds over 11 percent to the variance.

The next block is dedicated to alumni's self-reflections about what they learned at the UW and the worth or merit of the UW college education. Two variables entered and entered positively, thus being predictors of donating time. Students who rate themselves highly in the ability to define and solve problems or are facile with foreign languages tend to donate their time to service-related causes. These two factors add an additional one percent of variance to the equation.

Closely related to volunteering during college are the factors about their current volunteer activity (post graduation). Many of these entered positively and are therefore predictors of students' tendency to donate their time to service-related agencies and causes: counseling/mentoring, tutoring/teaching, recreational activities, medical/health related, community clean-up, religious activities and public safety. Those who donate money also tend to donate their time. This cluster of factors are the strongest predictors of students donating their time. However, two of these items measuring where alumni volunteer and are involved with service related activities are predictors of those students who tend not to donate their time: those who self-report being affiliated with no philanthropic cause or agency and those who are contributing to school alumni associations. This set of factors entering the equation, alone, adds another 24.8 percent to the predictive power of the equation.

The final variable that entered the equation came from the block of variables that pertain to current demographics of the alumni. The more an alumni perceives their skills do not match the job they currently possess, the more likely they will not donate their time to service-related activities.

Alumni Graduating Five Years Ago

The twenty-two variables that entered the regression equation for the alumni graduating five years ago accounts for over 39.3 percent of the variance.

Among the two background characteristics of alumni that entered the regression equation, one remained statistically significant until the last step. Both self-identifying as being racially or ethnically "Other" and being female entered the equation and when combined account for just over one percent of the variance. However, only being "Other" remains significant at the last step.

From the second block of variables, the self-selected college experiences that entered the regression equation added another four percent of variance. Five variables entered in this block, although only one remained significant until the final block and is the same variable that is the only negative predictor of not donating time: participating in mathematical/quantitative projects. The predictors of alumni graduating five years ago who tend to donate time include: seeking writing opportunities, course-based community service opportunities, working in groups and majoring in Environmental Sciences. From this set of variables, the first primary distinction between the alumni graduating one year ago to those graduating five years ago is seen. For those graduating one year ago, working in a group or on a team project is predicts a tendency to not donate time whereas with the alumni graduating five years ago, it predicts a tendency to donate time. The only self-selected college activity to predict not donating time (or having a negative impact on donating time).

In the third block, which revolves around specific types of community service participation during college, only one variable entered. Participating in volunteer community service during college predicts the tendency to be involved with service-related activities after graduation. Alone, this variable adds over

three percent to the predictive power of the equation. However, its significance is lost when the fifth block pertaining to more current service-related activities enters the regression equation.

The fourth block contained variables pertaining to alumni current reflections about their college experience and its worth and impact. Only two variables entered, both indicating a tendency to donate time; however, neither held their predictive power until the last step of the equation. Further, possessing a high self-concept of speaking effectively and possessing an understanding and appreciation of diverse cultures and philosophies, added less one percent to the variance.

The next block, which pertains to proximate philanthropic activities, is the most informative and important set of variables entering the regression equation. The solitary predictor, like for the alumni graduating one year ago, for indicating an unwillingness to donate time to philanthropy is not participating in any service-related activities in the past year. Alone, this single variable adds over 14 percent to the predictive power of the equation. However, nine other variables pertaining to participating in service-related activities in the past year enter the equation as indicators of a willingness to donate time and add 15 percent to the predictive power. These include volunteer activities involving tutoring/teaching, counseling/mentoring, public safety, recreation, medical/health care, community clean-up, religious activities, child care. Included as predictor of donating time is donating money to service-related events, causes and organizations too.

The final block contained variables relating to the current demographic information about UW alumni. However no variables from this block entered the regression equation. This leads to the conclusion that current demographic factors of the alumni graduating five years ago does not have any impact whatsoever on whether or not an alumni will or will not donate their time to service-related activities.

Alumni Graduating Ten Years Ago

The sixteen variables that entered the regression equation for the alumni graduating ten years ago account for over 40 percent of the variance.

Among the background characteristics of alumni that entered the regression equation, two entered and both remained statistically significant until the last step. Being female and being Latino/a indicate that alumni who graduated ten years ago will tend to be more likely to donate their time to service-related activities. These two variables predict over three percent of their variance.

From the second block of variables, the two self-selected college experiences that entered the regression equation added only another two percent of variance. Alumni who were business majors are less likely to donate their time. Alumni who sought opportunities to find and use information from libraries and other networked resources are more likely to donate their time.

In the third block, which pertains exclusively to volunteer activities during college, added over 2.5 percent to the variance. Alumni who participated in any type of community volunteer service during college are more likely to donate their time to service-related activities as alumni even ten years after graduating the UW.

The fourth block contained variables pertaining to alumni current reflections about their college experience and its worth and impact. Only one variable entered. Alumni who feel they possess a strong understanding of the interaction between society and the environment tend to donate their time more. This variable alone added another two percent to the variance and remained significant until the last step of the equation.

Once again, the next block, which pertains to proximate philanthropic activities, is the most informative and important set of variables entering the regression equation. When examining the factors entering this block, the alumni graduating ten years ago closely resemble those alumni graduating five years ago. The one predictor for indicating an unwillingness to donate time to philanthropy is not participating in any service-related activities in the past year. Alone, this single variable adds over twenty percent to the predictive power of the equation. However, eight other variables pertaining to participating in service-related activities in the past year enter the equation as indicators of a willingness to donate time and add ten percent to the predictive power. These include volunteer activities involving tutoring/teaching, counseling/mentoring, public safety, recreation, medical/health care, community clean-up, religious activities, child care. All of these variables entering in this block remained significant at the last step of the equation.

The final block contained variables relating to the current demographic information about UW alumni. Like the alumni who graduated one year ago, alumni graduating ten years ago who reported a dissonance between their current job level and their skills are less like to donate time. This one current demographic variable added another half percent to the variance but remained significant at the last step of the equation.

Characteristics of and Influences on UW Alumni Contributions to Society via Donating Money

Overall Profile

Table 6 presents a summary of the regression analyses discerning the extent to which alumni donate money to philanthropy. The numbers in the parentheses to the right of each variable reports the number of years ago the alumni graduated. For example, when a parentheses contains a 1 and 10, it means that particular variable entered into the regression equation not only for alumni graduating one year ago, but for those graduating ten years ago.

From OEA Report 99-10, it is known that over sixty-nine percent of UW alumni (combined group of UW alumni graduating one year ago, five years ago, ten years ago) contribute money to philanthropic/charity causes, organizations and events regardless of the amount donated. As seen in OEA Report 99-10, this research demonstrates the same differences among the three alumni groups in donating money to charitable causes and activities.

Those UW alumni who are more likely contribute their money to philanthropy are more likely to be men than women. Those who are more likely to contribute money to charities and other service-related organizations have sought very specific learning opportunities during college: applying of knowledge gained from classes beyond classroom learning, writing opportunities, defining and solving problems, and community volunteer opportunities. Above and beyond these curriculum based learning opportunities, those who tend to be more like to donate money also tend to participate in community volunteer service

that is separate from their college education. These same alumni claim to have a high degree of satisfaction with their college experience and report they would, should they have the opportunity, to repeat their college experience at the University of Washington. They also report being involved with several different service-related activities during the past year: homeless shelters/support, political campaign, medical/health care, counseling/mentoring, religious activities as well as other, unspecified activities. Finally, those alumni who have a higher income donate more money. Asian-American/Asian UW alumni seemingly are less likely to contribute their money to philanthropy when compared to any other racial or ethnic group. Certain UW majors are predictors for those alumni who are less likely to donate money: art, humanities, architecture, social sciences and natural sciences. This may be due to the alumni's with these majors do not have the income to donate money to philanthropic organizations or causes. In other analyses (please see report 99-10), business majors and engineering majors donate more money but not significant predictors with these analyes. This may be due to business majors and engineering majors earning higher incomes, which has already been shown as being a predictor of the tendency to more likely to donate money. Because income entered for all three groups of alumni as a predictor of being more likely to donate money to philanthropies, the predictive power of the other variables were accounted for when income entered the regression.

Those who sought group and team projects also were less likely to donate money. Strikingly, as opposed to those who participated in community volunteer service during high school, those alumni who participated in internships (pay for credit) and service learning projects tend to be less likely to donate money. Those alumni who reflected upon their capacity to understand and appreciate diverse cultures and philosophies tend to be less likely to donate money as did alumni who reported they are involved with school alumni organizations. Finally, alumni who tend to have higher degrees earned or who are currently attending graduate school were less likely to donate money. Again, this may be due to their lack of income to be able to donate money during the past year.

From the OEA Report 99-10, it is known that the three different groups of alumni display differing patterns of contributing money. Due to these different patterns of monetary contributions, separate analyses were conducted for those alumni graduating one year ago, five years ago, and ten years ago. Table 7 presents the factors impacting the contribution of money among alumni graduating one year ago. Table 8 presents the factors impacting the contribution of money among alumni graduating five years ago. Table 9 presents factors impacting the contribution of money among alumni graduating ten years ago.

Alumni Graduating One Year Ago

The sixteen variables that entered the regression equation as predictors for monetary donations among the alumni graduating one year ago account for 29 percent of the variance. The low percent of variance accounted for by this equation indicates that other factors impact alumni's pattern of donating money to charities; thus, further research is needed to discern what those additional predictors are.

As noted above, it appears that Asian-American/Asian alumni of the UW tend to be less like to donate money. However, this demographic characteristic does not remain significant at the last step of the equation and becomes a less important predictor of monetary contributions. Moreover, this variable has only a half of a percent of predictive power. Given this finding, further research is needed to understand the role of race and ethnicity plays in donating money to service-related causes and organizations.

Three self-selected college learning opportunities are predictors of being more likely to contribute money: seeking to practically apply knowledge gained from courses, seeking writing opportunities, and seeking course-based community service opportunities. However, in the following block, when alumni report they also participated in community volunteer service outside of the college education (accounting for two percent of the variance), service activities related to the curriculum became non-significant. However, one self-selected college learning opportunity was a negative predictor and remained highly significant at the last step of the equation indicating its importance as a predictor of being less likely to donate money: seeking to work in groups or on team projects. Three college majors entered the equation to become predictors of those alumni graduating one year ago who are less like to donate money: art majors, social science majors, and humanities majors. These self-selected college experiences account for four percent of the predictive power of the equation.

In addition to participating in community volunteer service during college, two other service-related activities during college entered the equation. However, unlike being involved with community volunteer service during college, these two predicted being less likely to donate money. These are participating in internships and service learning projects. Given the importance of these University-related volunteer activities are to the school, more research is needed to understand why these two particular opportunities have a negative impact on donating money to philanthropies.

Four service-related activities post college graduation entered as predictors of being more likely to donate money to philanthropies: religious activities, homeless shelter support, and political causes or campaigns. Also, those alumni who donate their time are more like to also donate their money. These four predictors add fourteen percent to the predictive power of the equation. The strongest predictor of donating money is the number of hours an alumni donates to service-related activities.

Finally, income was a strong predictor of donating money to philanthropies. Alone, income adds another six percent to the variance and remains very significant at the last step of the equation. Logically, this finding indicates that those who make more money are more likely to donate charities.

Alumni Graduating Five Years Ago

The eleven variables that entered the regression equation as predictors for monetary donations among the alumni graduating five years ago account for almost 26 percent of the variance. The low percent of variance accounted for by this equation indicates that other factors impact alumni's pattern of donating money to charities; thus, further research is needed to discern what those additional predictors are.

Unlike the alumni graduating one year ago and those graduating ten years ago, no demographic variables entered as predictors for the alumni graduating five years ago. However, like the alumni graduating one year ago, those alumni graduating five years ago who are less like to donate money can be characterized by their majors: natural science majors, social science majors, and architecture majors. Both natural science majors and social science majors maintained their predictive significance throughout the final step in the equation.

Again, like all the other regression equations discussed in this report, volunteer community service during college enters this equation predicting the tendency to donate money. However, when the block of variables with the service-related activities participated in the past year enters the equation, the service-

related activities during college loses its significance and becomes a less important predictor for being more likely to donate money. This is due to the high correlation between service-related activities during college with service-related activities performed in the past year.

Two current variables regarding alumni's current situations entered: income and level of highest degree earned. As seen with the alumni graduating one year ago, the alumni graduating five years ago who make more money tend to donate more money. However, alumni graduating five years ago who have a higher degree are less likely to donate money. This may be because those holding a higher degree have either spent less time in the labor market to earn money to donate or hold lower paying jobs in the labor market.

Alumni Graduating Ten Years Ago

The ten variables that entered the regression equation as predictors for monetary donations among the alumni graduating ten years ago account for almost 26 percent of the variance. The low percent of variance accounted for by this equation indicates that other factors impact alumni's pattern of donating money to charities; thus, further research is needed to discern what those additional predictors are.

Only one background characteristics of alumni who graduate ten years ago entered the equation as a predictor of donating money to philanthropy; however, being a male alumni graduating ten years ago did not remained statistically significant until the last step. Moreover, this variable accounts for less than one percent of the variance.

From the second block of variables, the self-selected college experiences that entered the regression equation added another one percent of variance and did not remain significant until the last step. Seeking out opportunities within the curriculum to define and solve problems therefore is not a strong predictor despite entering the equation.

In the third block, once again, it is seen that volunteering independent of University provided experiences enters the equation and is a potent predictor. Therefore, those alumni who graduated ten years ago who were involved in volunteer community service during college tend to be more likely to donate money as alumni.

The forth block of variables contained items pertaining to alumni's current reflections about their college experience and its worth and impact. Alumni graduating ten years ago who tend to not understand and appreciate diverse cultures and philosophies tended to donate less money.

Once again, the next block, which pertains to more current philanthropic activities, is the most informative and important set of variables entering the regression equation. This block alone, consisting of four variables, adds over fourteen percent to the predictive power of the equation. All the four variables entering indicate that alumni graduating ten years ago who are involved in these activities are more likely to donate money: These for predictors are: volunteer activity with a religious orientation, volunteer activity with counseling and /or mentoring, other unspecified types of volunteer activity and the number of hours an alumnus also contributes to service related activities. These findings indicate that if a alumni are involved already with charities, they are more likely to donate money to charities as well.

The final block contained variables relating to the current demographic information about UW alumni. Two current variables regarding alumni's current situations entered: income and currently attending graduate school. As seen with the alumni graduating one year ago and those graduating five years ago, the alumni graduating ten years ago who make more money tend to donate more money. However, alumni graduating ten years ago who currently attend graduate school are less likely to donate money. This may be because these alumni who have returned to school have either spent less time in the labor market to earn money to donate or are not earning money presently (due to their status of being students) in order to donate any money to charities.

DISCUSSION AND IMPLICATIONS

In regard to accounting for why alumni donate time and/or money to service-related organizations/causes/activities/events, the most important predictor is whether or not the alumni have participated in philanthropy during the past year. After that, the next set of variables carrying the most predictive weight is the current demographics of the alumni. Finally, the extent to which alumni donated their time and/or money to service-related causes during college are also significant predictors for how strongly involved alumni will be with philanthropy after college. This last finding has implications for the policies, curriculum and pedagogical practices at the University of Washington.

Specific factors about the UW College experience and education that enhance and promote students' and alumni service-related activism were obtained from the regression analyses conducted for assessing the contribution to society among UW alumni. These types of factors are unique to the UW College education and experience and have a positive impact on students' and alumni social responsibility. With these findings, the University of Washington can continue to promoted these types of learning opportunities among its students with the intention and knowledge that a result will be more involved alumni with service-related activities.

One of the most potent predictors for continued volunteerism and philanthropy is having been involved with these activities during college, both in-side and out-side the classroom. Based on the strong positive impact of this type of college experience, it is suggested that the UW continue to encourage their students to be involved in this manner and to create more opportunities for more students to become involved. Another example of the same type of phenomenon is with how students have the opportunities to use and apply certain skills within course-work and beyond. For example, students who seek out opportunities to think critically and actively define and solve problems or practically apply their course-knowledge to other realms tend to be more service-oriented. These sorts of opportunities within the curriculum at the UW can be continued and promoted in order to strengthen students' service-orientation.

One curious finding continues to be puzzling. For the alumni graduating one year ago, participating in internships and service-learning programs had a small negative impact on the likelihood that these alumni will be more philanthropic. It is puzzling because the University of Washington has made a strong commitment to embed these activities within its curriculum over the past few years. The alumni who would most benefit from the increased opportunities are the alumni who graduated one year ago. Further research is needed to understand why participation seems to lead to less philanthropic behavior. In particular, further surveying over time this group of alumni who graduated within the past twelve months is warranted.

This report, along with OEA Report 99-10 illuminates how the University of Washington is imbuing its students and alumni with a sense of social responsibility and how these students and alumni are acting on those values. The results in this report elucidates many ways in which the University of Washington specifically provides an environment via courses and curriculum to understand these values and how to use them in a practical nature for the betterment of society. From these results, it is clear that the University of Washington is meeting its mission of producing students and alumni who contribute to the society and are good citizens.