

Books and balls: antecedents and outcomes of college identification

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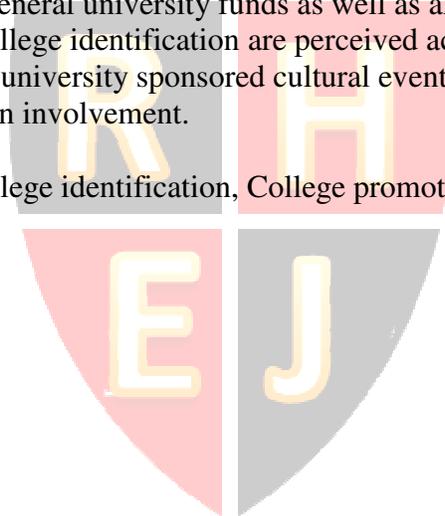
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ABSTRACT

Identification plays a central role in models of giving to an organization. This study presents and tests a general model of giving that highlights status based and affect based drivers of identification. The model was tested using a sample of 114 alumni from 74 different colleges participated in an online survey. Identification was found to positively affect giving intentions to athletics, academic areas and general university funds as well as alumni promotion of the university. Factors affecting college identification are perceived academic prestige, perceived athletic prestige, attendance of university sponsored cultural events, attendance of academic events, and student organization involvement.

Keywords: Alumni giving, College identification, College promotions, Student involvement



INTRODUCTION

The financial challenges facing college administrators are more daunting than ever. State contributions to public institutions have been dropping as a percentage of the total budget (Archibald & Feldman, 2006). Likewise, as the economy has struggled, many state legislatures are further cutting or limiting growth of state appropriations to higher education (Kelderman, 2008). As a result of these trends universities are relying more and more on charitable giving from alumni and other private sources (Council for Aid to Education, 2007).

Given universities' reliance on alumni donations, there has been a considerable body of previous literature devoted to examining predictors of giving. At the university level, previous research has investigated a variety of organizational predictors including the success of sports programs (e.g. Stinson & Howard, 2004), organizational efforts made to solicit alumni (e.g. Quigley, Bingham, & Murray, 2002), and academic quality (e.g. Cunningham & Conchi-Fianco, 2002). At the alumni level, individual predictors have been examined including alumni demographics such as age and income (e.g. Cunningham & Conchi-Fianco, 2002) as well as psychological factors such as motivation (e.g. Staurowsky, Parkhouse, & Sachs, 1996) and identification with the university (e.g. Arnett, German, & Hunt, 2003; Mael & Ashforth, 1992). At the relationship level, research suggests the alumni-university relationship influences alumni giving including alumni acknowledgement programs (e.g. Bingham, Quigley, & Murray, 2002) and past/present relationships with the university (e.g. McAlexander & Koenig, 2001).

Together, previous research has found mixed and contradictory results yet demonstrates the importance of organizational, individual, and relationship factors in explaining alumni giving behaviors. This research attempts to address the issue of understanding alumni giving by focusing on the role of college identification. This study contributes to previous research by examining the antecedents of a graduate's "college identity" and how this identity affects their alumni behavior. The purpose is to present and test a model of identification that may be useful for understanding why individuals choose to give to organizations. The model highlights two key sets of antecedents of identification: 1) factors in the external environment that elevate the perceived status of the organization, and 2) individual level experiences and beliefs that promote a positive affective response to the organization.

MODEL AND HYPOTHESES

Identity theory is based on the notion that people order their social environment by classifying themselves as members of groups (e.g. Tolman, 1943). As such, identification is the sense of belonging to a group. Through identification, people feel themselves connected to the group's fate, its destiny, and sharing its successes and failures (Tolman, 1943). Identification plays a central role in several models of charitable giving including organizational identification (Ashforth & Mael, 1992), the services-philanthropic giving model (Brady, Noble, Utter, & Smith, 2002), and the identity salience model of relationship marketing success (Arnett et al., 2003). Taken together these models provide a theoretical basis for understanding alumni's motivation for giving as well supporting the utilization of college identification as a central variable in this model of giving.

The model of identification presented here is conceptually similar to the one proposed by Mael and Ashforth (1992). The identification model attempts to capture common elements leading to increased voluntary behaviors. The model posits that identification is positively

related to the individual “giving” to the organization. In the model giving could include behaviors such as charitable gifts, promotion, or customer voluntary performance (Bettencourt, 1997). The commonality among these behaviors is that they represent voluntary contributions that exceed the monetary value of any recognition or rewards received in return.

The model also highlights two critical categories of antecedents of identification. The first category involves factors in the external environment that elevate the perceived status of the organization. Factors such as prestige and organizational communication (Kuenzel & Halliday, 2008) have been shown to increase identification. A primary explanation for this is that the greater the status of the organization the more individuals will be able to increase their self esteem by association. This concept is commonly referred to as “basking in reflected glory” or BIRGing (Cialdini et al., 1976). The second category of antecedents represents individual experiences that enhance positive affect toward the organization. Factors such as participation, involvement, receiving assistance from other customers, delight inducing experiences, or extensive product are similar in the sense that they are likely to enhance positive affect associated with the organization. This positive affect is posited to enhance an individual’s identification with the focal organization.

THE IMPACT OF COLLEGE IDENTIFICATION ON ALUMNI BEHAVIOR

In this study college identification refers to an individual’s perceived sense of oneness with the university (Ashforth & Mael, 1989) and involves the alumni defining themselves in terms of the university. Alumni with higher levels of college identification are likely to be more concerned with the well-being of the university. Thus, higher levels of college identification should lead to behaviors that support, maintain and promote the success of the university. The selection of specific individual and external antecedents of college identification follows from the application of the general model (see Figure 1).

Alumni Giving Intention

Alumni giving intention refers to planned or current donations made by alumni to the university (Arnett et al., 2003). Consistent with previous research on alumni giving (e.g. Brady et al., 2002; McAlexander & Koenig, 2001), self-reports of giving intentions were used when objective measures of actual giving were not available. Previous research suggests measures of behavior intentions are significant predictors of actual charitable giving (Smith & McSweeney, 2007). Charitable giving represents a means through which alumni can seek to facilitate the attainment of the university’s mission.

Does college identification lead to higher levels of giving to both academics and athletics, or does it primarily affect giving to academics? Previous identification research has not distinguished between gifts to athletics versus academics. If college identification enhances giving intentions to both academics and athletics, it suggests that there may be a symbiotic relationship between academics and athletics (e.g. Goff, 2000). Alternatively, if college identification was primarily associated with academic giving (or vice versa), it might indicate that individuals develop separate identities related to particular aspects of university life such as an academic identity versus a sports fan identity. Since college identification is broad in scope it should be positively related to all types of charitable giving to the university.

H1: College identification is positively related to alumni giving to (a) athletic booster clubs, (b) academic area, and (c) general university funds.

Promotion refers to behaviors that promote the university to others (Arnett et al., 2003) and captures the willingness of alumni to endorse their university to others. Direct promotion can come in the form of eagerness to talk about the university with others or the inclination to bring aspects of the university up in conversation. Indirect promotion can come in the form of bumper stickers, university apparel, the display of degrees earned, and other memorabilia. Previous research suggests wearing university-logo clothing is strongly influenced by perceived institutional ties (McAlexander & Koenig, 2001). Therefore, the greater the salience of the college identity the more likely they are to engage in promotion related behaviors.

H2: College identification is positively related to university promotion.

Status Based Drivers of College Identification

Status based drivers are factors unique to the university attended and are grouped into athletic and academic categories. These factors give the university organizational distinctiveness and a degree of separation from other universities.

Schools that are more selective are those that tend to be the most desirable or prestigious. As such admissions selectivity ratings provide an objective measure of the quality of the entering students. Cunningham and Ficano (2002) identified student quality as the strongest effect on private giving in a study across 415 colleges. By attending a school that is more selective alumni are more likely to receive image enhancement benefits by belonging to this group.

H3: Admission selectivity rating is positively related to college identification.

Perceived academic prestige refers to an individual's subjective opinions about the status of the university's academic programs. Arnett et al. (2003) found perceived academic prestige to be positively related to the salience of the university identity. The academic prestige of a university can enhance the quality of an individual's resume, create status within a business discipline and promote self enhancement. As a result, perceptions of academic prestige are likely to increase the desire to maintain membership in the university group and hence enhance the salience of the college identity.

H4: Perceived academic prestige is positively related to college identification.

Athletic category refers to status of athletic program based on its financial resources, scholarships, and media exposure. Athletic programs that compete on a national scale receive significantly more media attention, which provides greater opportunities for alumni to follow their college athletic teams. As such, universities competing at a higher level athletic category should have distinct advantages in fostering a college identity compared with schools at lower levels.

H5: Athletic category is positively related to college identification.

Perceived athletic prestige refers to an individual's subjective opinions about the status of the university's athletic program. When the athletic program is successful, alumni are able to bask in the reflected glory of the athletic program's achievements (Arnett et al., 2003). Perceived prestige represents individual judgments based on idiosyncratic criteria and the individual interests of the alumnus. While the criteria used to make assessments of athletic prestige may differ, the result of athletic prestige may be to enhance the alumni's ability to BIRG of the college's athletic accomplishments.

H6: Perceived athletic prestige is positively related to college identification.

College football is the largest spectator sport in NCAA athletics (NCAA, 2008). Even among those alumni who do not attend games, the opportunity for basking in reflected glory is significantly higher because of the high levels of attention that football receives in the media compared with other sports. Thus, schools with football teams may have a distinct advantage over schools without football teams when it comes to fostering college identification.

H7: The presence of the football program is positively related to college identification.

Affect Based Drivers of College Identification

Affect based drivers are factors that capture individual experiences that promote an affective attachment with the university. Previous research suggests variations in individual experiences while at a university should influence alumni behavior (Mael & Ashforth, 1992; McAlexander & Koenig, 2001).

Attendance refers to participation in university-related events. Research suggests that participation in university activities increases the likelihood of future donations (e.g. Harrison, Mitchell, & Peterson, 1995). Students who chose to attend university-related events outside are more likely to feel connected to and a part of their university.

H8: Attendance at (a) university football games, (b) university basketball games, (c) other university sporting events, (d) university cultural events, and (e) university academic events is positively related to college identification.

Student organization involvement refers to participation in extracurricular activities. Previous research suggests that people who are actively involved in an organization tend to identify more with the organization (Mael & Ashforth, 1992). Students who are involved in student organizations are more likely to develop a stronger college identity through increased personal contact, greater perceived similarities with other members, and a stronger emotional attachment.

H9: Student organization involvement is positively related to college identification.

METHODOLOGY

Data were collected using an online questionnaire. The online survey was pre-tested for clarity and ambiguity with university professors and college alumni. The final survey was comprised of 49 items including identification of undergraduate university, seven sets of Likert-

type questions asking about respondent's perceptions of and involvement with his/her undergraduate university, and four demographic questions. Excluding three outliers, the average time taken to complete the survey was 342 seconds with a minimum of 109 seconds and a maximum of 773 seconds.

Two populations were sampled. Sample one was collected from a population of approximately 300 mid-career professionals who had previously participated in a continuing education program. A second sample was collected from a population of 120 executives participating in a university advisory program. The populations sampled were targeted because they included a wide assortment of individuals from universities of all different types, private and public, large and small. In addition, the two groups represent very different age demographics creating an overall sample more reflective of the alumni base of a university than either sample alone. For both samples an email invitation with a link to the online survey was forwarded to the email distribution list by the program director with an introductory letter strongly encouraging recipients to participate. Approximately three weeks later a follow-up email was sent to the list by the director once again as a reminder.

The final sample size was 110 respondents, with a response rate of 28.4%. Participants represented 74 different undergraduate universities from 26 different US states and the District of Columbia. The sample included 25 private and 44 public colleges and universities with undergraduate enrollments ranging from fewer than 1500 to more than 50,000. Based on data provided by the list owners the approximate age of the continuing education sample was 35.0 while the approximate age for the executive advisory group sample was 57.5. The final sample of respondents included 57 males and 48 females with five respondents with missing gender information. Household income for the sample included 20% (N=22) earning less than \$80,000 per year, 31% (N=34) earning \$80,000 to \$140,000, and 42% (N=46) earning more than \$140,000 per year.

Measures

Whenever possible, existing measures from previous research were used. All scale measures used a seven point Likert-type scale. College identification was measured using a six item scale developed by Mael and Ashforth (1992) and included items reflecting emotional connections to and interest in others' opinions about the university. Perceived academic prestige was measured using the first three items from Mael and Ashforth (1992) scale. Perceived athletic prestige was adapted from the perceived inter-organizational competition scale found in Mael and Ashforth (1992). University promotion was measured using an eight item scale adapted from Arnett, German and Hunt (2003) and included public displays of university affiliation and talking about the university in conversations. Giving intentions were measured using four seven-point, self-report items asking each respondent to rate his/her likelihood of donating to specific university funds (athletics, academic area, general university and other programs).

Data were also collected about participation in four categories of university activities and events, housing during college, gender, and undergraduate university attended. Data for student organizational involvement were collected by asking participants to rate his/her level of involvement on a three point scale (no, moderate, high) with various clubs and organizations. The measure used in the analysis for level of organizational involvement was based on taking the maximum value for the respondent's rating for four categories: student government, student organizations/clubs, academic organizations and any other university related group. The rationale

for using a maximum value of involvement is that individuals typically take leadership roles just one particular campus activity – thus it is the level of involvement within their activity of choice that is the relevant unit of analysis. Table 1 (Appendix) provides statistics for the research measures.

Additional data were added based on the respondent's specification of undergraduate alma mater. These data included the athletic category, the presence of a football program, and academic selectivity. For the athletic category measure, schools were classified into three groups. The first classification (29.9%), Division I (BCS), includes schools that receive an automatic bid to Bowl Championship Series in football. The second classification (39.3%) includes the remaining schools that compete at the Division I level. The third classification (30.8%) includes schools which compete at the Division II or Division III level. To objectively assess student quality, Princeton Review's (2008) admissions selectivity ratings were used. The sample included admissions selectivity ratings ranging from 60 through 99.

DATA ANALYSIS AND RESULTS

The data were analyzed using a series of regression analyses. Internal reliability measures were calculated for the six items measuring college identification ($\alpha = 0.902$), three items measuring perceived academic prestige ($\alpha = 0.805$), three items measuring perceived athletic prestige ($\alpha = 0.907$), and eight items measuring promotions ($\alpha = 0.898$). All internal consistency tests indicated measures exceeded 0.80, so the scales demonstrate internal reliability (Nunnally, 1978). Single measure variables were then computed by averaging the values of the items associated with each construct. To test for multicollinearity, Variance Inflation Factors (VIF) for variables included in the final model were assessed. Factors were less than 10 and ranged from 1.2 to 3.2, which indicates minimal problems with multicollinearity (Mason & Perreault, 1991). Finally an exploratory factor analysis with varimax rotation was conducted on the scales for identification, academic prestige, athletic prestige and university promotion. The results showed a four factor solution with all variables loading on their constituent values and with no significant cross-loadings.

Consequences of College Identification

Hypotheses H1a-c and H2 were tested using separate simple regressions. All hypotheses were supported. College identification was a significant predictor of giving to the university athletic booster club, $\beta = 0.609$, $t(106) = 3.648$, $p < .05$, and accounted for 11.2% ($R^2 = 0.112$) of the variance. College identification was a significant predictor of giving to a specific academic area, $\beta = 0.861$, $t(107) = 5.147$, $p < .05$, and accounted for 20% ($R^2 = 0.200$) of the variance. College identification was a significant predictor of giving to a general university fund, $\beta = 0.927$, $t(107) = 5.014$, $p < .05$, and accounted for 19.2% ($R^2 = 0.192$) of the variance. College identification was a significant predictor of university promotion, $\beta = 0.726$, $t(109) = 7.976$, $p < .05$, and accounted for 37% ($R^2 = 0.371$) of the variance.

Antecedents of College Identification

Multiple linear regression was used to analyze impact of the status based drivers and the affect based drivers on the dependent variable, college identification. Overall, the regression

model was significant, $F(13, 89) = 3.026, p < .05, R^2 = 0.307$. Of the individual predictors, five variables were significant using at the $\alpha = .05$ level. Perceived academic prestige ($\beta = 0.238, t(102) = 1.930, p < .05$), perceived athletic prestige ($\beta = 0.211, t(102) = 2.381, p < .05$), attendance of academic events ($\beta = 0.320, t(102) = 2.552, p < .05$), and university group involvement ($\beta = 0.434, t(102) = 2.290, p < .05$) and were positively related to college identification. As such, hypothesis H4, H6, H8e, and H9 are supported. Attendance of cultural events was negatively related to college identification ($\beta = -0.240, t(102) = -2.552, p < .05$) using a two-tailed significance test. As such, H8d is not supported as hypothesized yet the results indicate a significant, negative effect on college identification. The results of the regression analyses are presented in Table 2.

College Identification as a Mediator

The hypothesized model suggests college identification will fully or partially mediate the relationship between status based drivers and alumni behavior as well as affect based drivers and alumni behavior. To test for the mediation of college identification, Baron and Kenny's (1986) four step approach was used. The requirements for mediation state the total effect of the independent variables on the dependent variables must be significant (step one), the path from the independent variables to the mediator must be significant (step two), and the path from the mediator to the dependent variables must be significant (step three). The fourth step involves calculating the effects of the independent variables and the mediator on the dependent variables. As such, the following analyses only include variables meeting the requirements for steps one, two, and three.

Based a comparison between the regression models in step one and step four, Baron and Kenny (1986) suggest some form of mediation may be supported. On the one hand, if the significant organizational and individual variables are not significant when college identification is included in the regression model, the findings indicate full mediation. On the other hand, if the significant organizational and individual variables are still significant when college identification is included in the regression model, the findings indicate partial mediation. In order to calculate the indirect effects, the regression coefficients for each of the antecedents obtained in step one can be subtracted from the regression coefficients for each of the antecedents obtained in step four (Judd & Kenny, 1981).

The results indicate a positive, direct effect for the presence of a football team ($\beta = 1.444, t(100) = 2.743, p < .05$), attendance at university football games ($\beta = 0.275, t(100) = 2.732, p < .05$), and university group involvement ($\beta = 0.786, t(100) = 2.331, p < .05$) on giving to athletic club boosters. When college identification is included in the regression model, the three variables remain significant with no statistical change in effect size. As such, college identification does not mediate the direct effects on giving to athletic boosters.

The results indicate a positive, direct effect for perceived athletic prestige using a two-tailed test ($\beta = 0.396, t(100) = 2.158, p < .05$) and university group involvement using a one-tailed test ($\beta = 0.696, t(100) = 1.801, p < .05$) on giving to your academic area. When college identification is included, perceived athletic prestige ($\beta = 0.236, t(100) = 1.295, p > .05$) and university group involvement ($\beta = 0.356, t(100) = 0.928, p > .05$) are not significant. The regression model with college identification ($R^2 = 0.309$) explains 8% more variance in giving to your academic area than the model without college identification ($R^2 = 0.229$). As such, college identification fully mediates the direct effects on giving to your academic area.

The results indicate a positive, direct effect for the attendance of academic events ($\beta = 0.652$, $t(100) = 2.461$, $p < .05$) and university group involvement ($\beta = 1.023$, $t(100) = 2.515$, $p < .05$) on giving to the general university fund. When college identification is included, attendance of academic events ($\beta = 0.505$, $t(100) = 1.881$, $p < .05$) and university group involvement ($\beta = 0.798$, $t(100) = 1.936$, $p < .05$) are significant using a one-tailed test. The change in variance explained is 3.4% ($R^2 = 0.356$, $R^2 = 0.322$). As such, college identification partially mediates the direct effects on giving to a general university fund.

The results indicate a positive, direct effect for perceived academic prestige ($\beta = 0.479$, $t(102) = 3.719$, $p < .05$), perceived athletic prestige ($\beta = 0.264$, $t(102) = 2.848$, $p < .05$), and university group involvement ($\beta = 0.617$, $t(102) = 3.120$, $p < .05$) on university promotions. When college identification is included, perceived athletic prestige is significant ($\beta = 0.155$, $t(102) = 1.853$, $p < .05$) using a one-tailed test while perceived academic prestige ($\beta = 0.356$, $t(102) = 3.099$, $p < .05$) and university group involvement ($\beta = 0.393$, $t(102) = 2.210$, $p < .05$) are significant using a two-tailed test. The regression model with college identification ($R^2 = 0.604$) explains 12.9% more variance in university promotions than the model without college identification ($R^2 = 0.475$). As such, college identification partially mediates the direct effects on university promotions.

DISCUSSION

This research contributes to previous literature by highlighting the critical importance of identification on alumni giving intentions and university promotions. College identification positively and directly influenced giving to all measured areas of giving as well as university promotions. Our data indicate that increasing alumni's sense of oneness with the alma mater has a direct impact on alumni donations and university promotions.

The results also suggest that college identification performs a critical mediation role between select college experiences and alumni giving. College identification fully mediated the influence of perceived athletic prestige and student involvement on giving to a specific academic area. College identification partially mediated the influence of attending academic events and student involvement on giving to the general university fund as well as partially mediated the influence of perceived athletic prestige, perceived academic prestige, and student involvement on university promotions. Together these results suggest the salience of college identification is a key factor linking a variety of college experiences and perceptions to alumni giving and promotions.

The most robust factor identified was the level of participation the alumni had in student organizations while attending college. Student involvement directly or indirectly influenced all measured areas of giving and university promotions. One possible implication is for universities to be particularly diligent in cultivating relationships with alumni who had been involved in campus activities as a student.

Interestingly, objective measures for admissions selectivity do not influence college identification or alumni giving. Rather, it was the individual's perception of their college academic prestige (Arnett et al., 2003) which was the significant predictor of an individual's college identification and university promotions. These results suggest assessments of school academic quality may be made in comparison to meaningful referents such as peer schools. From a managerial standpoint, the results also highlight the importance of marketing communications

directed toward alumni. Thus promotional activities carried out to communicate the achievements of the university to its alumni should foster greater college identification.

However, college identification played a mixed role in alumni giving to athletics. Even though college identification had a direct influence on giving to athletics, college identification did not mediate the direct effects of the presence of a football team, attending football games, and student involvement on giving to athletics. In addition, the presence of a football team and attending football games had no impact on the level of identification that graduates feel towards their university. This result is consistent with the conclusions of Stinson and Howard (2007) who found that athletic success primarily affects athletic giving. One possibility is that there is a “sports fan identity” (Fisher & Wakefield, 1998) for each school that is distinct from the identity associated with the university. Better understanding the different types of identities that might exist among alumni and the factors that foster these identities is clearly an opportunity for future research.

The significant relationship between perceived athletic prestige and college identification together with the lack of relationship between athletic level and identification suggests that identification is based on how well the athletic program competes against meaningful referents such as key rivals rather than on a national level. Also, attendance at football and men’s basketball events did not have a significant effect on college identity. This suggests that the amount of BIRGing (basking in reflected glory) is similar for those alumni who attended games and those who did not.

Limitations and Managerial Implications

This study does have several caveats worth noting. First, the research is cross-sectional. As such, caution should be used regarding inferences about causation. Second, while the sampling plan accomplished the goal of achieving balance between public vs. private universities and large schools vs. small schools approximately half of these universities were located in a specific geographic region within the United States. A more geographically diverse sample might yield different results. Also, because both samples used in this study were drawn from populations linked to university programs it is possible that these groups could have a bias in favor of education and hence may not be representative of the general population of college alumni. Finally, the study collected measures of alumni giving intentions rather than obtaining objective measures of alumni giving. Respondents’ self-report of intentions may not reflect actual giving and may be a function of a desire to be involved or generous.

The title of this article, “books and balls,” captures a central finding of this research, which is that both academics and athletics promote and ultimately profit from a more salient college identity. The findings of this study suggest Sperber’s (2001) proposition that athletics and academics are in competition for a limited basket of charitable giving is perhaps myopic. The larger issue is that alumni are likely asked to direct charitable gifts to a variety of different non-profit organizations. Those alumni with a more salient college identity may be more likely to allocate a higher percentage of their overall basket of charitable giving to their alma mater rather than other charitable organizations. If we are in fact in the midst of a “contribution revolution” in which individuals’ voluntary contributions are creating enormous value for organizations (Cook, 2008), theoretical models designed to better understand why people give are of critical importance. Our research suggests universities and colleges seeking to promote

volunteerism would be well served to consider how they can foster a sense of identification among its alumni.

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APPENDIX

Table 1
Research Measures

Measures	Items	Mean	S.D.	Alpha
College Identification	6	4.56	1.38	0.902
Admissions Selectivity Rating	-	82.77	10.46	-
Perceived Academic Prestige	3	5.04	1.31	0.805
Perceived Athletic Prestige	3	4.20	1.79	0.907
Athletic Category	-	1.95	0.84	-
Football Attendance	1	3.29	3.02	-
Men's Basketball Attendance	1	3.73	2.29	-
Other Varsity Sports Attendance	1	2.94	1.99	-
Cultural Events Attendance	1	3.93	1.85	-
Academic Events Attendance	1	3.77	1.77	-
Student Organization Involvement (Max)	1	2.49	0.70	-
Giving to Athletic Booster Club	1	2.90	2.52	-
Giving to Academic Area	1	3.63	2.65	-
Giving to General University Fund	1	4.51	2.94	-
Giving to Other Programs	1	3.25	2.53	-
Promotion	8	5.14	1.63	0.898

Table 2
Results of Regression Analyses for Antecedents of College Identification

Hypothesized Antecedents	β	t
H3: Admissions Selectivity	-.03	-1.843
H4: Academic Prestige	.24*	1.930
H5: Athletic Category	.10	.531
H6: Athletic Prestige	.21*	2.381
H7: Football Team	-.17	-.558
H8a: Football Attendance	-.05	-.827
H8b: Men's Basketball Attendance	.058	.739
H8c: Other Varsity Sports Attendance	.020	.269
H8d: Cultural Events Attendance	-.240*	-2.065
H8e: Academic Events Attendance	.320*	2.552
H9: Student Organization Involvement	.434*	2.290

* $p \leq .05$

Figure 1
College Identification Research Model

