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***Results of the CASE Survey
of Online Fundraising, 2009***

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in partnership with

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Acknowledgments

CASE thanks the members who responded to this survey of online fundraising. Lead authors are Chris Thompson of CASE research and Robert L. Weiner of Robert L. Weiner Consulting, with contributions from Rae Goldsmith, CASE vice president for advancement resources, and Tracy Casteuble, CASE research.

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EXECUTIVE SUMMARY

This report contains the results from the CASE Survey of Online Fundraising, 2009. This survey is the largest and most detailed survey of its kind done for specifically educational institutions. Results include data on:

- The rate of institutional *adoption* of online fundraising
- The *locations* and *tools* for online fundraising
- Who donates online
- How the online route compares to conventional methods for achieving different objectives
- The perceived advantages and disadvantages of online fundraising
- The number and total value of online gifts, and online fundraising's share of total voluntary support
- Participant speculations on "the next big thing" in online fundraising

Who participated in this survey?

- 562 CASE member institutions responded to this survey.
- The sample is slightly more skewed toward research/doctoral and private institutions than the Voluntary Support of Education survey's participating institutions, but it is geographically representative of CASE's membership, with more than 85 percent of survey respondents coming from the United States.

Main findings

- Almost two-thirds of the institutions have been raising private funds online for five years or less.
- Online fundraising opportunities are most frequently located on institutions' main Web pages (by 72 percent of respondents). Links inside e-mails (used by 59 percent), alumni office Web pages (58 percent) and links inside e-newsletters (51 percent) are the only three other locations out of 15 possibilities that are used by a majority of respondents. Fewer than 2 percent of institutions are using new media such as blogs, Twitter and mobile giving.
- Online social communities are used primarily for making connections with constituents and almost not at all for fundraising. The relatively small amount of online fundraising through online social communities is via Facebook and YouTube, and even these two platforms are used for fundraising by only 12 percent and 3 percent of respondents, respectively.
- The donor group most frequently reported as giving online (by 94 percent of respondents) is "alumni," followed by "faculty/staff" (73 percent), "parents" (70 percent) and "other individuals" (68 percent). These are the only four groups reported by the majority of respondents as donating online.

- Respondents do not rate online fundraising as better than other, conventional routes for reaching new donors, for donor retention and renewal or for raising funds.
- The total value and number of online donations are the two most frequently reported measures of success used, but even these have been implemented by fewer than two-thirds of the respondents. More than one-third of institutions report “we do not measure performance.”
- For the sub-sample of 113 institutions providing complete financial data about online giving, the aggregate amount raised online last year is \$58.5 million, with an institutional median of \$82,290. They received slightly more than 283,000 online gifts in total, with an average online gift size of \$241. Just over 90 percent of respondents raised less than \$1 million each. The aggregate sum raised online is equal to 1.4 percent of total philanthropic support raised through all giving routes.

What is the summary picture of online fundraising revealed by this survey?

The use of online fundraising in educational advancement continues to grow, but online activities are still positioned close to home and have yet to spread to new media such as mobile giving. The absolute and relative yields of online fundraising are modest.

Definite opportunities exist for educational advancement to learn more about online fundraising’s effectiveness compared to that of other fundraising routes, about the target groups likely to be found using this space and about new media. Basing strategy and operations on such information would allow online fundraising to be deployed appropriately in pursuit of different donor strategies, and could presently lead to modest fundraising outcomes, reaching the next level already achieved by other nonprofit organizations.

The 2009 CASE Survey of Online Fundraising

1. Online Fundraising: What is it, and what do we still need to know?

Online fundraising is the solicitation and acceptance of donations through the Internet using links and videos in e-mails, “donate” buttons, widgets, charity badges, hosted clips in Web pages and online social communities, third-party donation supersites and mobile (phone) giving.

The online fundraising phenomenon received much attention in 2008 because of the success the Obama campaign had in using the Web to solicit a record number and value of donations, many of them in small amounts from groups new to, or underrepresented in, previous generations of political campaign donors. Yet even his spectacular success was only part of a broader wave: The *Chronicle of Philanthropy* survey of online fundraising found that 192 nonprofit organizations raised \$1.1 billion online in 2007 and \$1.4 billion in 2008.¹ Given this trend, to what extent are educational institutions developing and succeeding with their own online fundraising efforts?

CASE has in the past conducted three related surveys on e-mail solicitation. The most recent, which had 107 respondents in November 2005, found that the median number of constituents being actively solicited via e-mail was 5,000–9,999 and that “semi-annually” was the most common frequency of solicitation. Nearly one-third of the responding institutions reported raising less than \$1,000 online that year, and nearly one-quarter raised \$1,000 to \$9,999, but only 15 percent raised more than \$100,000 online. Nevertheless, 87 percent of respondents said the money they raised via e-mail had increased over the previous year’s total, and no institution reported a decrease. At that time 50 percent of the survey’s respondents were using e-mail for fundraising. Of those institutions not then using e-mail appeals, 45 percent said they planned to start doing so, and 60 percent of that group said they would within the next year.²

Several other organizations have conducted more recent surveys of broader online fundraising activity. The Nonprofit Technology Network, Common Knowledge and The Port combined on an April 2009 Nonprofit Social Network survey³ of almost 1,000 nonprofit professionals (only 3 percent of whom were in higher education). The NSN survey found that almost 40 percent of respondents have raised money through fundraising on Facebook, but only a third had raised \$10,000 or more. NTEN and M+R Strategic Services also produced the *2009 eNonprofits Benchmarks Study* of online messaging, fundraising and advocacy through analysis

¹ Nicole Wallace, “After the Flood: Online Gifts Still Flow to Charities, but the Stream Slowed in 2007,” *Chronicle of Philanthropy*, June 12, 2008, <http://philanthropy.com/premium/articles/v20/i17/17000701.htm>.

² In partnership with Robert L. Weiner Consulting. See <http://www.case.org/Content/Miscellaneous/Display.cfm?CONTENTITEMID=5793> for the 2005 results.

³ NTEN, Common Knowledge, and The Port, *Nonprofit Social Network Survey Report*, April 2009, <http://www.nonprofitsocialnetworksurvey.com>.

of transactional data (e.g., e-mail messaging response metrics and online donation sizes) from 32 U.S.-based national nonprofits.⁴ They found that both the number of online gifts and the total dollars given online had increased (by 43 percent and 26 percent, respectively) over the previous year. The response rate for online fundraising messages was 0.12 percent across all nonprofit sectors. The average online gift size was \$71, and 97 percent of all gifts were under \$250. The report concluded that “overall, it is clear that the growth in online fundraising in 2008 was driven by low-dollar gifts.” Target Analytics’s *donorCentrics Internet Giving Benchmarking Analysis* surveyed 24 major national nonprofit organizations on their online fundraising.⁵ In 2008 that survey found online giving is still dwarfed by direct-mail giving, but it continues to grow rapidly.

In the four years since CASE’s last e-mail solicitation survey, the routes, tools and platforms available for online fundraising have clearly evolved far beyond simple e-mail. There is a whole new landscape of choices, routes, technologies and potential donor audiences. The *eNonprofits Benchmarks Study*, in fact, called 2008 “quite possibly the most exciting year in the short history of online activism and fundraising”⁶

The *Chronicle of Philanthropy* survey of online fundraising in 2008 found no fewer than five universities in the top 10 of all kinds of nonprofit organizations for growth in Internet giving over the last five years.⁷ Some educational institutions have already provided interesting examples of online fundraising. Monmouth College in Illinois, for example, created an animated fundraising slideshow and e-mailed the link to 5,000 alumni, resulting in 2,100 click-through views to the video and 120 donations the first day.⁸ Emory University built a Facebook page and a Twitter feed for its blue pig campaign mascot. It then staged a “kidnapping” of the pig and asked students for “ransom” money that would be used to fund textbook stipends. As a result, undergraduate gifts at Emory increased by 157 percent, and more than \$12,000 was raised, compared to under \$700 the previous year.⁹

However, there is no broader systematic information on this topic that has come from a large number of CASE members. Accordingly, the earlier CASE e-mail

⁴ Including, for example: the Humane Society of the United States, Planned Parenthood Federation of America, National Parks Conservation Association, Habitat for Humanity, the Smithsonian Institution, and Susan G. Komen for the Cure.

⁵ Target’s group includes, for example, Amnesty International, CARE, Catholic Relief Services, Doctors Without Borders, Save the Children, and Special Olympics. This group overlaps somewhat with that of the *eNonprofits Benchmark Study*, with the Humane Society of the United States and Habitat for Humanity, for example, being members of both groups.

⁶ M&R Strategic Services and NTEN Nonprofit Technology Network, “2009 Nonprofit Benchmarks Study: An Analysis of Online Messaging, Fundraising and Advocacy Metrics for Nonprofit Organizations,” <http://e-benchmarksstudy.com/2009.html>.

⁷ “Internet Giving: How much charities have raised in the past five years,” *Chronicle of Philanthropy*, May 7, 2009, <http://philanthropy.com/premium/articles/v21/i14/14002201.htm>. The five are University of Nebraska (Lincoln), University of Oklahoma (Norman), Case Western Reserve University (Cleveland), University of California Los Angeles, and Georgia Institute of Technology.

⁸ Matt Villano, “Your 21st Century Toolkit,” *Campus Technology*, March 1, 2009.

⁹ Noelle Barton and Paula Wasley, “Online Giving Slows: Charities Look for Ways to Raise Smaller Sums from More Donors,” *Chronicle of Philanthropy*, May 7, 2009, <http://philanthropy.com/premium/articles/v21/i14/14001701.htm#numbers>.

solicitation survey has been updated to include questions on the new online fundraising phenomenon, and the results answer the following research questions:

- How has educational advancement's adoption of the new developments and opportunities in online fundraising progressed?
- What are the locations and tools for online fundraising in educational advancement?
- Who donates online?
- What are the perceived advantages and disadvantages of online fundraising and the lessons to be learned, as perceived by the survey respondents?
- What does online fundraising appear to be most useful for, compared to fundraising through other traditional routes?
- How are respondents assessing the success of their online fundraising initiatives?
- How many online donations are being received by institutions and what is their value?
- How does the value of funds raised online relate to overall fundraising totals?

2. Survey methodology

CASE research staff and Robert Weiner reviewed the previous e-mail solicitation survey and updated it with questions about online fundraising tools and strategies. The final survey questions are shown in Appendix A. The survey was implemented in March and April of 2009 through the SurveyMonkey online survey software. An e-mail containing an invitation to participate, along with a link to the survey, was sent to 7,014 individual CASE members at director level or above with "fundraising" or "advancement services" in their CASE membership profiles. In addition, the survey was distributed virally through CASE listservs and professional networks and was promoted in CASE communications.

Altogether, 562 responses were received by close of the survey. While this represents only 8 percent of the official invitations sent, many of the 7,014 original invitations may have gone out to individuals at the same institutions, so the "real" institutional response rate could be higher. As is common with surveys, not every respondent completed every question.

3. Who participated in the survey?

The distributions of respondents across the different types of educational institutions, public/private status, country location, and type of "sub-unit" reporting are detailed in Appendix B. The representativeness of this responding sample can be illuminated by a comparison with the institutional characteristics of the Voluntary Support of Education survey's sample and with CASE's total membership base. In sum:

- The largest single sub-group of respondents is the research/doctoral institutions, which represent 39 percent of all 365 respondents that identified themselves. After this group come the independent schools with 23 percent. All other institutional groupings have less than 20 percent each of the sample.
- The survey's sample had twice the representation of research/doctoral institutions compared to the VSE's and relatively more independent schools. It had very much less representation from baccalaureate institutions and from two-year associate's institutions.¹⁰
- The survey sample also had a slightly higher level of representation from private versus public institutions, compared to the VSE.
- In terms of geographic distribution, the survey sample matches very closely CASE's total membership base, with more than 85 percent of survey respondents coming from just the United States. The UK, Canada and Australia/New Zealand are the only other countries contributing more than 2 percent of total respondents.
- Just under 6 percent of respondents were reporting as "sub-units," such as a medical school or law school.

The above numbers are broadly reassuring that the sample is largely representative of education, albeit with a leaning toward more research/doctoral and private institutions. However, it should also be remembered when reviewing the survey results that respondents are a self-selected voluntary sample, and the group is probably biased toward those with some experience with, or an interest in, online fundraising to begin with. We do not know the characteristics and potential responses of those institutions that did not respond or that were not reached.

4. The age of online fundraising initiatives

Respondents were asked for the year their institution first provided an opportunity for donors to give online. One in 12 had done so before the year 2000, which, given the young age of the Web itself, means they truly are among the pioneers in online fundraising in general, and not just in education. However, almost two-thirds of institutions started online fundraising only within the last five years, indicating that for most this is still a relatively new practice (see fig. 1).

The adoption curve over time (see fig. 2) is steadily upward from 2000, with 2007 as the peak year for adoption among this group and 2008 showing a decline (although this probably reflects the nature of the responding group, with the very recent starters in 2008 being less ready to respond to surveys).¹¹

¹⁰ Compared to Council for Aid to Education, Voluntary Support of Education survey, 2007 edition, which had 1,220 participants (including independent schools).

¹¹ 2009 is an "incomplete" year, since the survey itself was conducted in March and April.

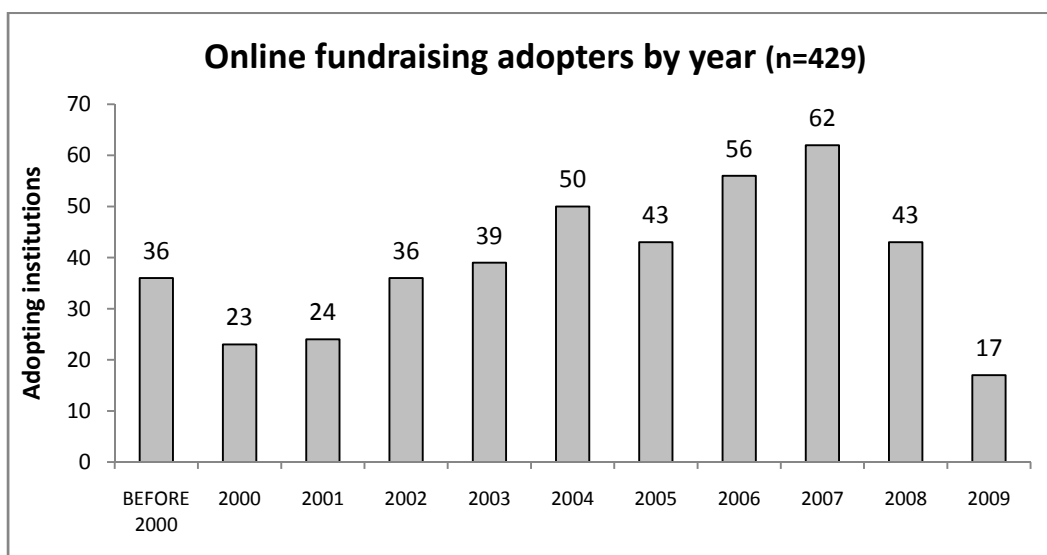


Figure 1 Online fundraising adopters by year

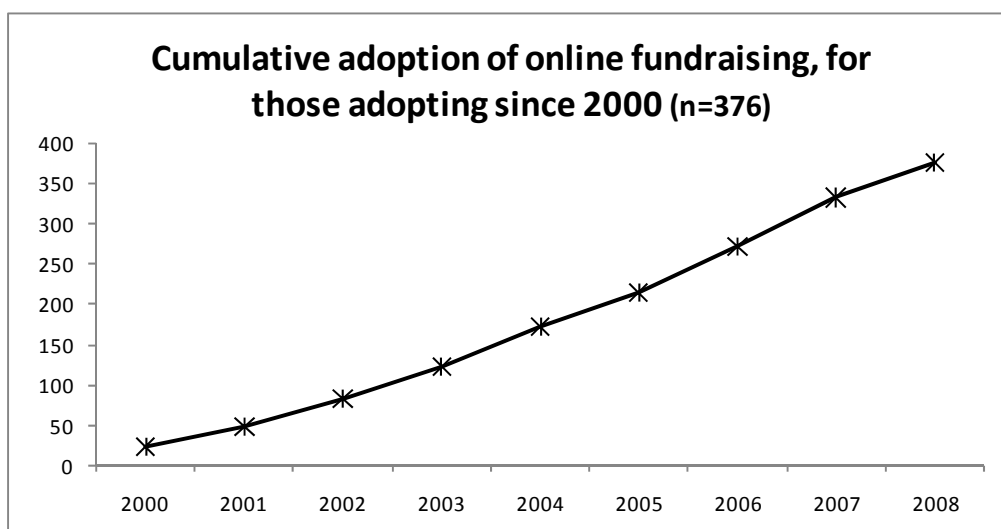


Figure 2 Cumulative adoption of online fundraising

5. Locations and tools for online fundraising

Respondents were asked where their institution currently offers an opportunity to donate online. The most frequent location, cited by 72 percent of respondents, was their own institutional Web page (see fig. 3). Links inside e-mails (used by 59 percent), alumni office Web pages (58 percent) and links inside e-newsletters (51 percent) are the only three other locations out of 15 possibilities listed that are used by a majority of respondents. Some of the other logical opportunities used by surprisingly few institutions include online social community Web pages (18 percent), team or club Web sites (11 percent), and independent alumni association Web pages (9 percent). Very few institutions (2 percent or fewer) used self-organized grass roots supporter groups working informally on behalf of the organization or donation supersites.

Respondents were also asked which tools among 10 possible options they have used for their institution's proactive online fundraising. (There was some overlap in the choices between this question on tools and the previous question on locations, since in some instances they are synonymous.)

The most frequently used tool (see fig. 4) is the institution's dedicated fundraising Web pages, used by 82 percent. Following this are links inside e-mails (with 74 percent using HTML e-mails and 68 percent using plain text e-mails). Some 62 percent are using institutional Web pages on which online fundraising appears but is not the main focus. These were the only four tools used by the majority of respondents in each case. A minority (42 percent) are using flash e-mails. Fewer than 2 percent are using solicitations on blogs and via Twitter or text-to-give/mobile giving.

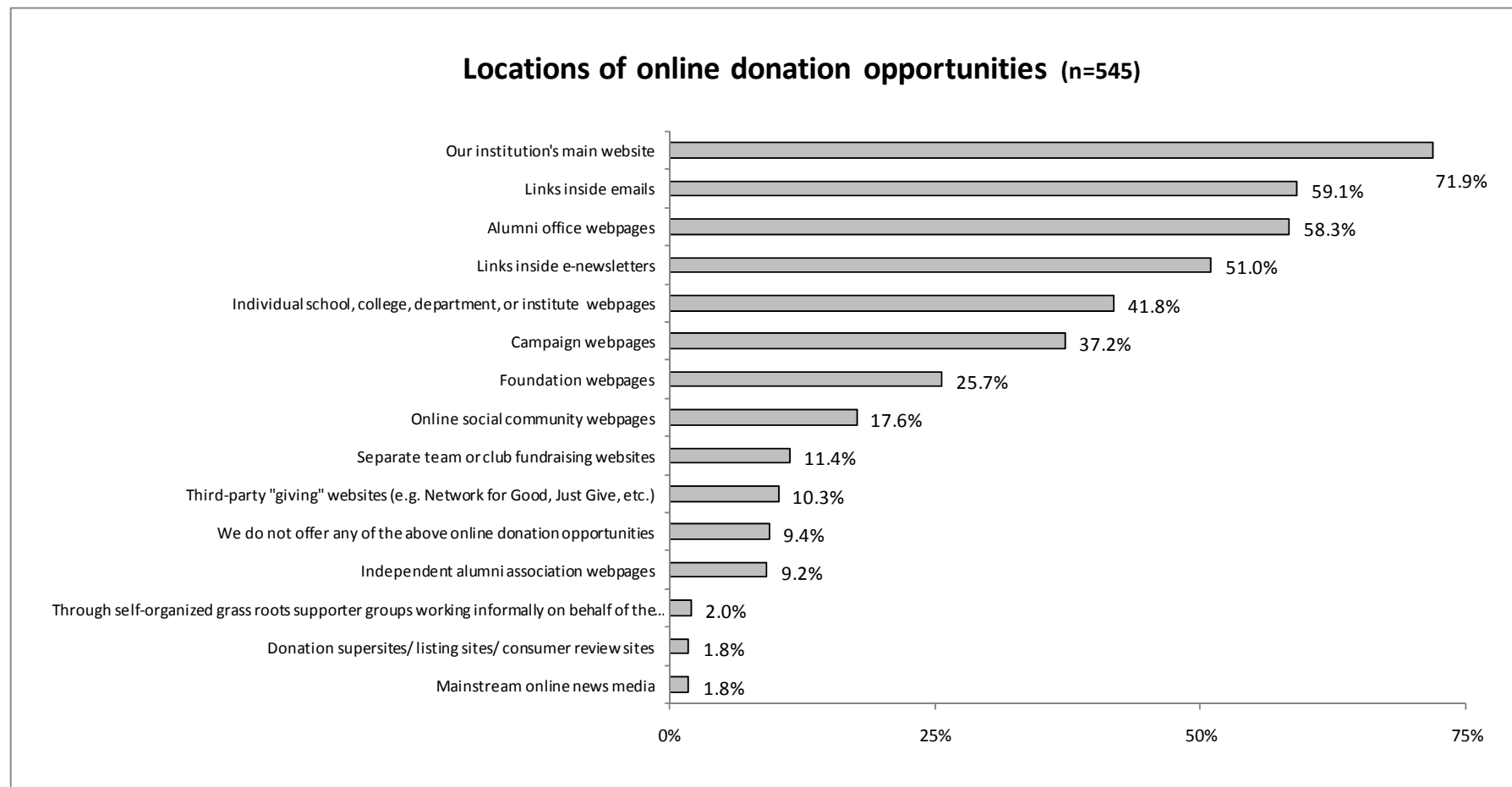


Figure 3 Locations of online donation opportunities

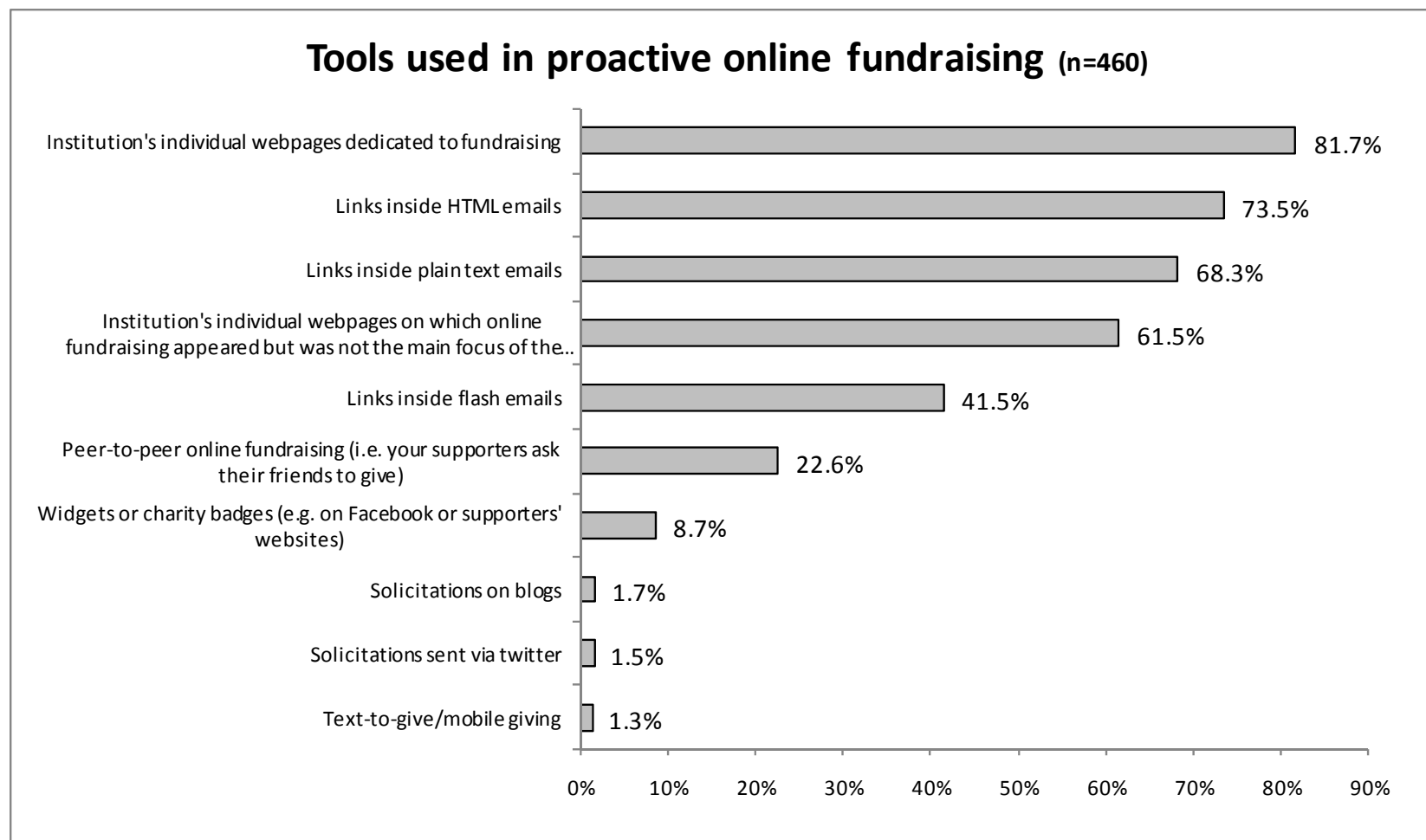


Figure 4 Tools used in proactive online fundraising

These results for locations and tools create a picture of institutions implementing online fundraising close to home on their own institutional Web pages, with limited penetration into other new media technologies. This makes sense considering that institutions have greater control over their own Web sites, while the use of social networks, blogs and other newer media technologies is still uncharted territory. However, the Nonprofit Social Network survey found twice the number of respondents successfully fundraising through communities based on external social networks than through in-house locations, signalling that greater fundraising success in the future may lie *outside* of the present institutional comfort zone.

Respondents were also asked which external third-party online social community platforms their institution currently uses and whether they use these platforms for connecting with constituents generally, for online fundraising or for neither. Results are in figure 5, where platforms are shown in decreasing order of respondent use for fundraising (the darkest bars).

Figure 5 illuminates several interesting findings. First, as with CASE's 2008 survey of online social community use in alumni relations, Facebook and LinkedIn predominate in terms of absolute numbers reporting use, but they are joined in this survey by YouTube, Twitter and MySpace. Second, very few of these n10 platforms are actually used for fundraising: Only two (Facebook and YouTube) have more than 10 institutions (out of 470 responding) using them for fundraising, and even these two platforms attract only 58 (12 percent) and 13 respondents (3 percent), respectively. None of the 10 platforms is used by more institutions for fundraising than for connecting. Third, very few respondents report using Second Life, Orkut, Friendster and Bebo for either connecting or fundraising.

The picture here is that online social communities are still used for connecting and almost not at all for fundraising, and that use continues to be concentrated on Facebook and LinkedIn. These choices are similar to those found in the NSN survey for general nonprofits, where Facebook was also the overwhelming choice for fundraising, with MySpace and YouTube also used. However, the frequency of use there was higher, at 39 percent of those respondents fundraising through Facebook.

6. Who donates online?

Respondents were asked which donor groups currently donate to them online and could select any of nine options (see fig. 6).

The group most frequently reported as donating online (by 94 percent of respondents) is "alumni," followed by "faculty/staff" (73 percent), "parents" (70 percent) and "other individuals" (68 percent). These are the only four groups reported by the majority of respondents as donating online. "Students" reportedly donate at nearly half the institutions (47 percent) and, perhaps surprisingly, 10 percent of institutions report "corporations" donating online.

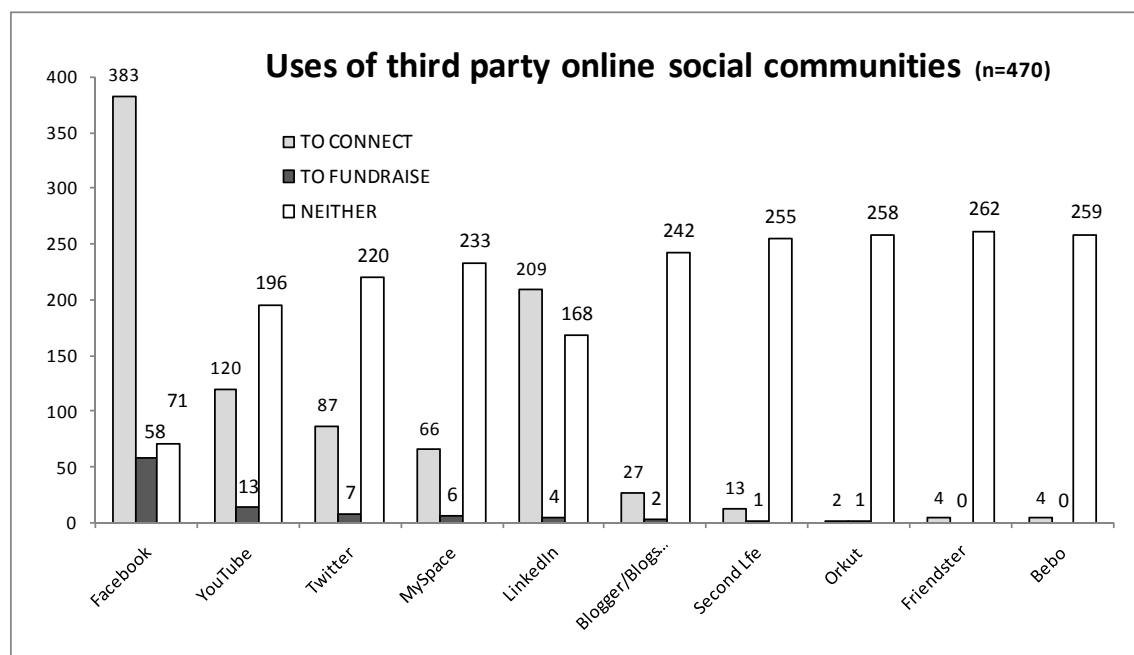


Figure 5 Uses of third-party online social communities

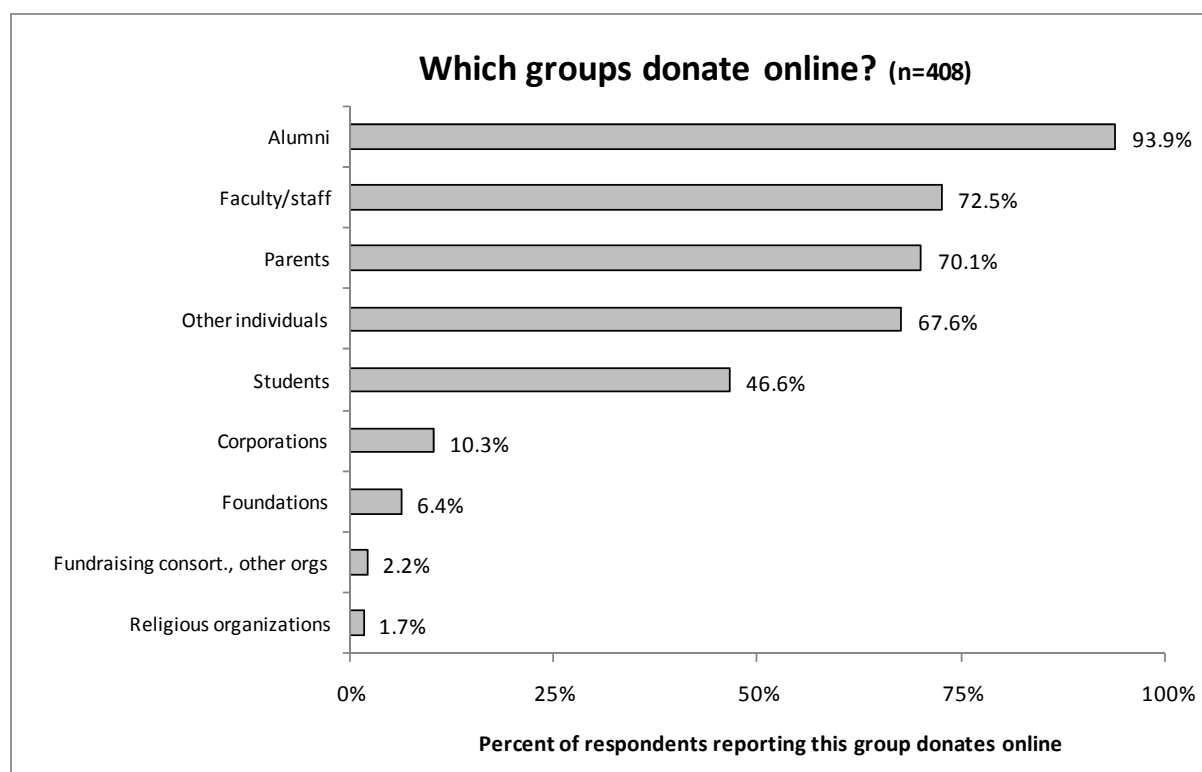


Figure 6 Which groups donate online?

Institutions were also asked about the average age of their online donors compared to those who donate through other mechanisms (see fig. 7). Overall, 30 percent of respondents think their online donors are younger, while only 1.5 percent think they are older and 18 percent think they are about the same age as other donors. However, nearly half of respondents (45 percent) did not know the average age of their online donors.

This lack of knowledge about the target audience may exist for valid reasons. Third-party online donation collectors may have templates that do not include age information and that are not editable by the institution. Institutions may have made a strategic choice not to risk putting off donors by asking for additional information that seems personal and irrelevant (although gift records should still be reconcilable after the fact office with alumni profiles at the individual level). However, given that different age groups have different income levels and giving patterns, any optimizing of the fundraising approach would seem to require consideration of age demographics. Consider, for example, the results of the Pew Internet and American Life Project,¹² which found in 2009 that while young people dominate the online population, the biggest increase in use since 2005 can be seen in the 70- to 75-year-old age group, a prime target demographic for higher education fundraisers.

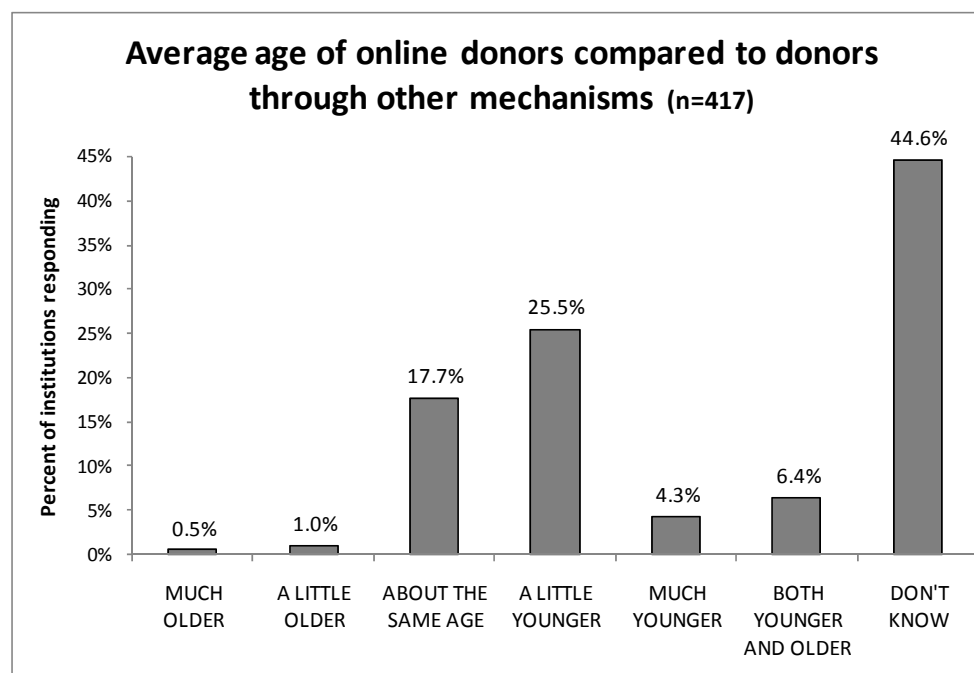


Figure 7 Average age of online donors compared to donors through other mechanisms

¹² Pew Internet and American Life Project, *Generations Online in 2009*, <http://www.pewinternet.org/Reprts/2009/Generations-Online-in-2009.aspx>.

7. How does online fundraising compare with other routes?

Respondents were asked to rate how effective online fundraising is compared to other forms of fundraising for each of four objectives: renewing prior donors, reaching new donors, generating on-going (e.g., monthly) donations and renewing lapsed donors. Results shown in figures 8–11 make it apparent that the majority of respondents does not see online fundraising as more effective than other routes for any of these objectives. The objective where online fundraising scores highest compared to other routes is “reaching new donors,” but even here, only 27 percent of respondents thought online fundraising was more effective than other routes. The lowest scoring objective, in terms of number of respondents favoring it, was “renewing lapsed donors,” with only 12 percent.

In all four charts the longest bar (representing the largest share of respondents who think this way) is for the “don’t know” option. Deploying online fundraising effectively requires knowing something about differences in effectiveness across different strategic objectives, and such knowledge is increasingly available. The *donorCentrics Internet Giving Benchmarking Analysis* showed that online giving has become an “increasingly significant source of new donor acquisition” but that online donors have “slightly lower retention rates than traditional donors” and that online giving is “not a strong renewal channel.”¹³

Respondents were also asked how successful they think online fundraising methods are in terms of raising funds, compared to six other conventional fundraising routes:

- Mailing solicitation letters
- Call centers/personal calling
- Giving circles
- Wills and bequests
- Letters from the president
- Events.

Results are shown in figures 12–17. In each case, a majority of respondents sees the online method for fundraising as being outperformed by each of the other, conventional routes. However, it is notable that even a small percentage of respondents feel that online fundraising is “much more” or “a little more effective than “mailing solicitation letters” (by 13 percent of respondents) and “events” (by 11 percent). This is a significant change in attitude since 2005.

¹³ Helen Flannery, Rob Harris, and Crol Rhine, “2008 DonorCentrics Internet Giving Benchmarking Analysis,” March 2009, <http://www.blackbaud.com/files/resources/downloads/cam/TargetInternetGivingSummary2008.pdf>.

Online fundraising's comparative effectiveness

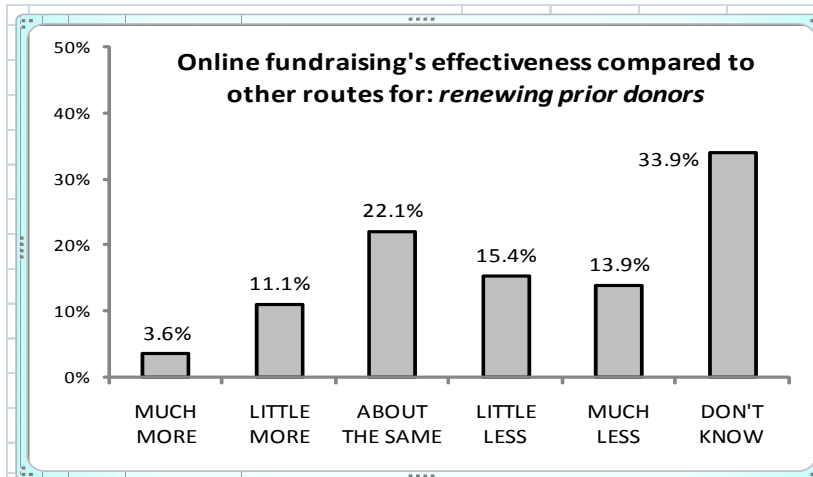


Figure 8

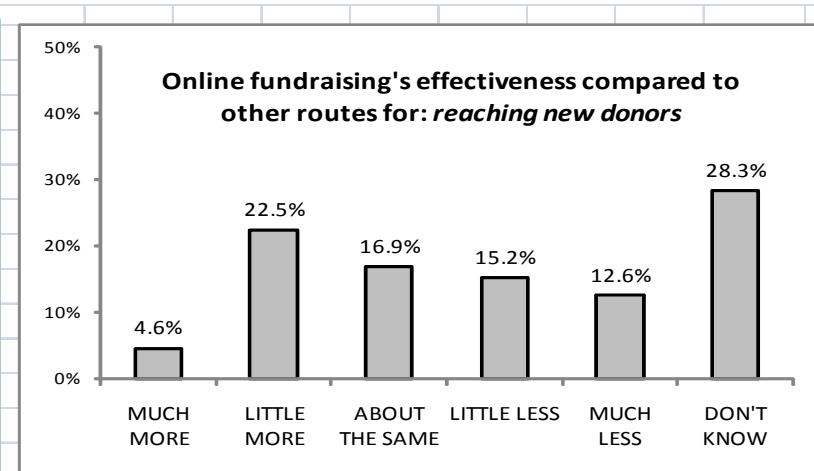


Figure 9

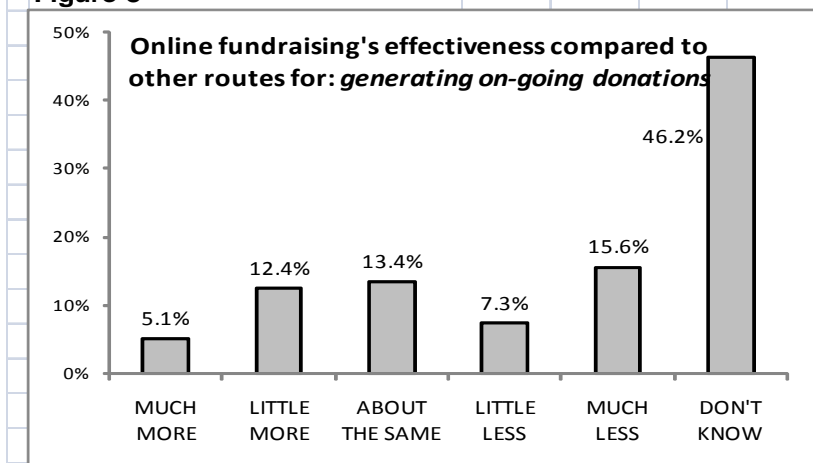


Figure 10

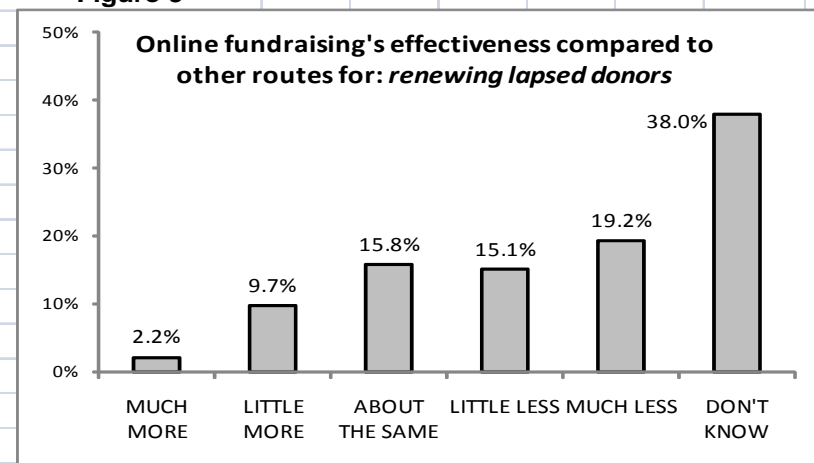


Figure 11

However, against two of the six options a large number of respondents simply report they “don’t know”: 61 percent did not know whether online fundraising is more successful at raising money than giving circles, and close to half (46 percent) report the same against wills and bequests.

There may be valid reasons for this lack of knowledge about the potential for online’s success versus other routes. Fundraising is based on relationships, so personal interaction is a fundamental driver of fundraising success, especially for securing large gifts. Online fundraising may simply be too new for institutions to have amassed the experience to make it successful. Institutions may be relatively passive in their use of online tools, creating “donate” buttons on Web sites without driving donors there through e-mail. Donors may still lack confidence in the security of their personal information when making a gift online. Most of the other fundraising routes have greater longevity, and established budgets, staff and infrastructure, to make them work more successfully (although institutions might not have enough experience with giving circles to make comparisons, and planned giving may be a special case, since it is not measure by many of the traditional means, such as donor acquisition, retention and gift renewal). Online fundraising may still be considered experimental and not yet entrusted with major fundraising initiatives that could yield larger amounts. Institutions might be using it primarily for reaching new donor groups, from whom the fundraising yield may be lower. There is also a chance that online fundraising may never be more than a niche route. Yet part of successful strategizing in fundraising is deciding the right approach for the audience, and that presumes having some knowledge about what works best.

Respondents were also asked how successful they would say online fundraising has been for their institution, compared to their expectations for it in the year before it started. Figure 18 shows the results from this question. Only about one in five respondents reported that online fundraising exceeded their expectations, and a similar share (22 percent) said it met their expectations. Just over 38 percent reported it was below their expectations, and for 17 percent it was “very much below” expectations.

Online fundraising success compared to other routes

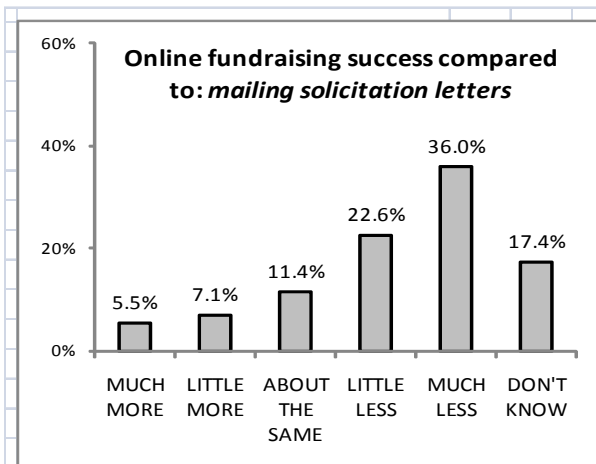


Figure 12

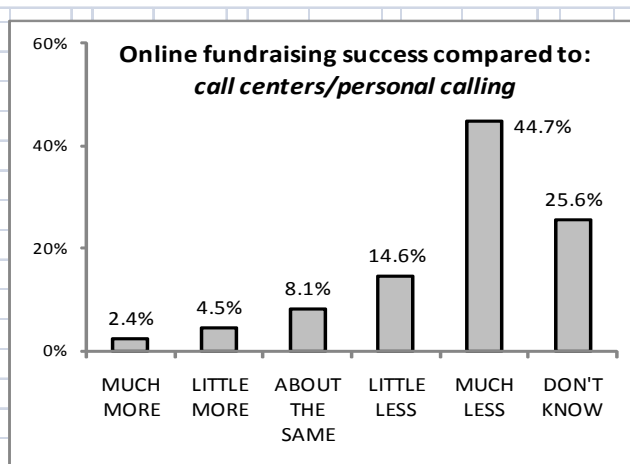


Figure 13

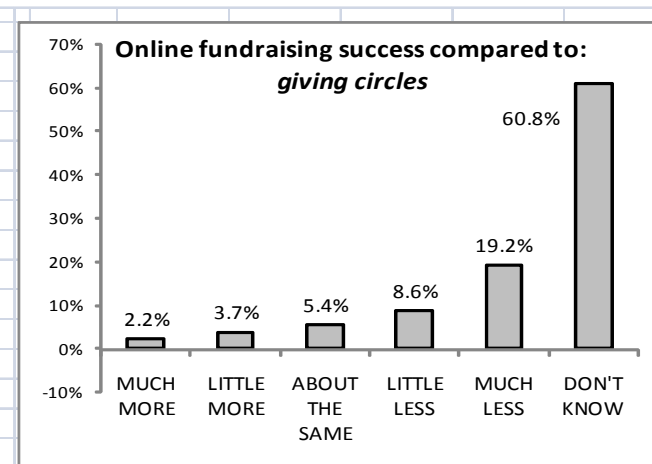


Figure 14

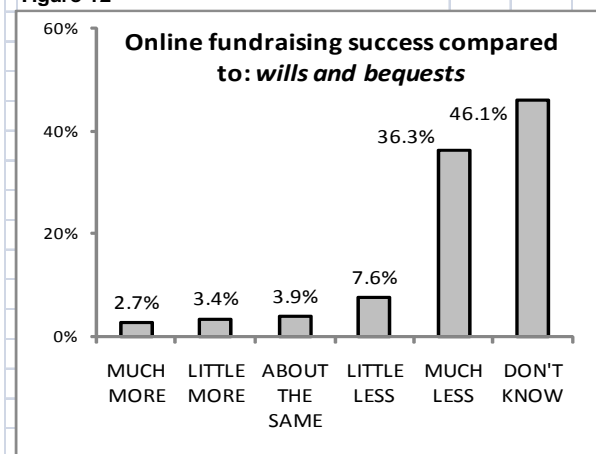


Figure 15

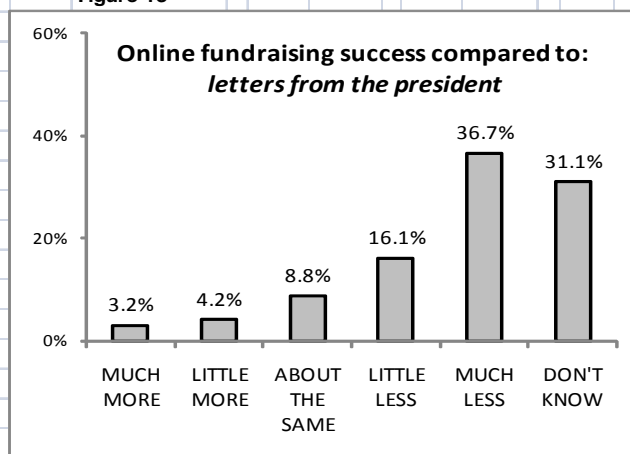


Figure 16

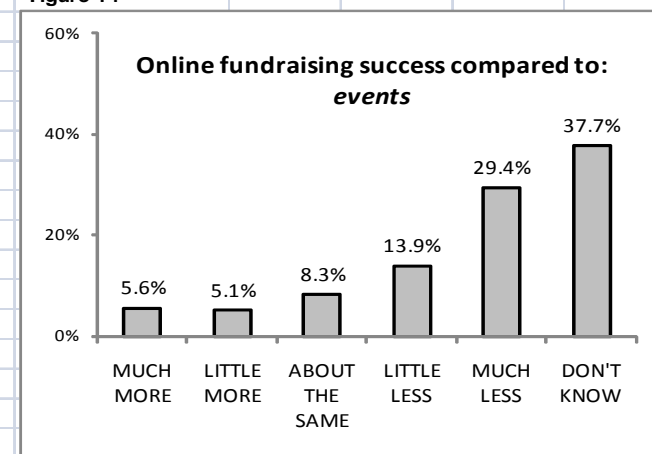


Figure 17

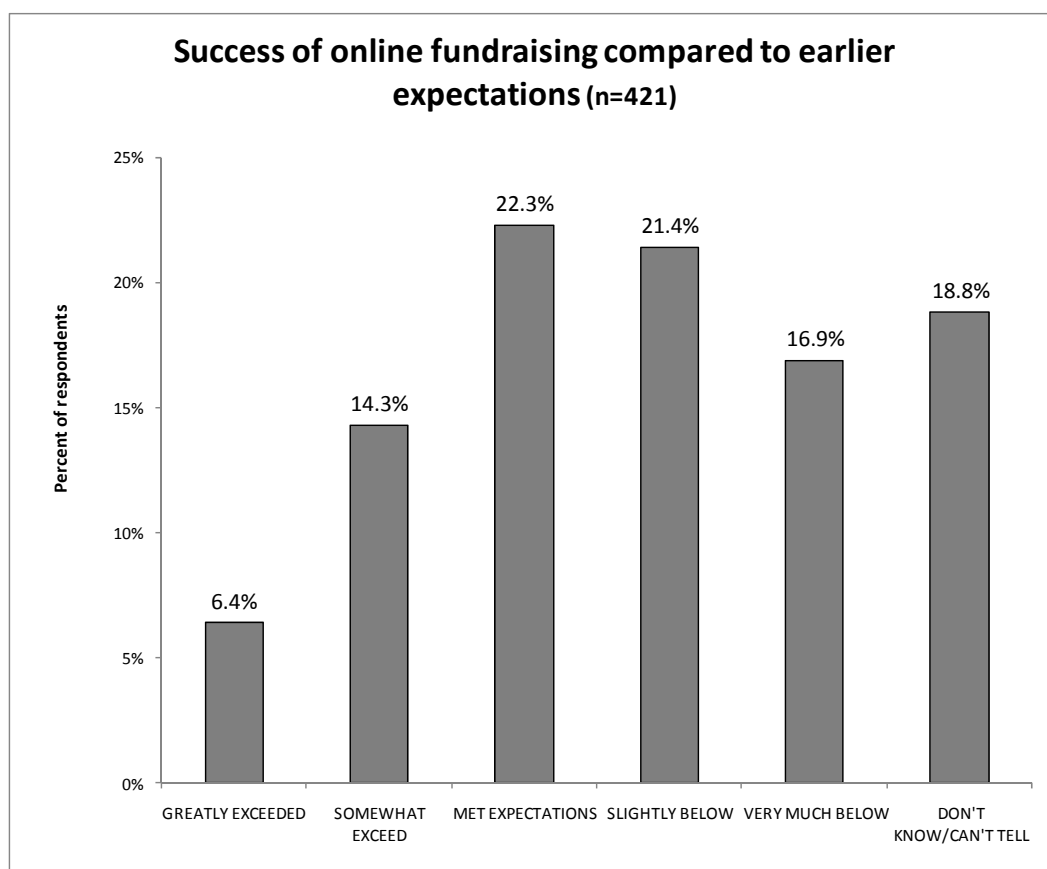


Figure 18 Success of online fundraising compared to earlier expectations

An effort to define success in online fundraising presumes that there is a way to measure it. Respondents were asked which of 18 possible ways for measuring online fundraising performance are in use at their institution. Results are in figure 19. The total value and number of online donations coming in through all routes were the two most frequently reported measures of success, but even these were implemented by less than two-thirds of the respondents. These were the only two measures used at a majority of institutions. The third most frequent response was “we do not measure performance,” reported by 34 percent of institutions. Other metrics that would be considered basic for other forms of fundraising, such as the number of new online donors (18 percent) and repeat online donors (12 percent), and the value of donations through each different online route (13 percent) are also employed at only a small minority of responding institutions.

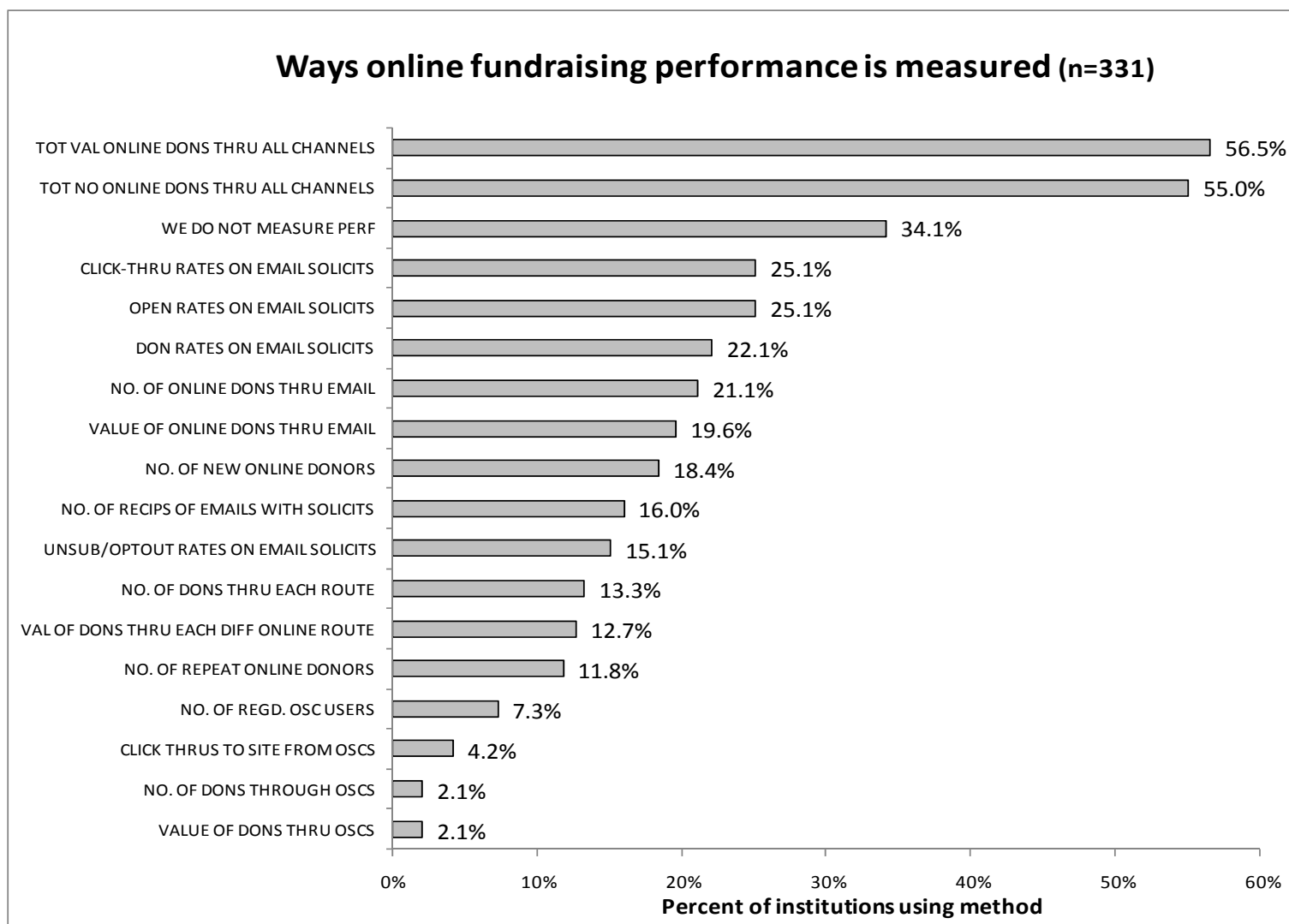


Figure 19 Ways online fundraising performance is measured

Again, there could be a variety of valid reasons for this undermeasurement. Data collection systems take time and resources to put in place, and investment may not yet be perceived as worthwhile given the relatively small stream of online funds. Online donations may arrive via third parties and not be linkable to donor profile records or to existing measurement systems used with other types of donations.

8. Perceived advantages of online fundraising

Respondents were asked about the advantages of online fundraising. Responses were submitted as free-text comments. The advantages cited most frequently were (in descending order):

- Cost effectiveness/savings
- Convenience for donors
- Reaching a broader (younger/wider/more tech-savvy) audience
- Immediacy (speeds up the process of launching an appeal, receiving responses, sending receipts)
- Time efficiency (easy to set up, no printing, no mail house)

Less frequently cited advantages included:

- Ease of tracking results
- Green/environmentally friendly
- More engaging or creative
- Easy to test and customize the content and design
- We can reach prospects for whom we lack phone numbers
- Larger average gift size
- Ability to personalize, segment appeals

Figure 20 shows the relative frequency of the most common comments.

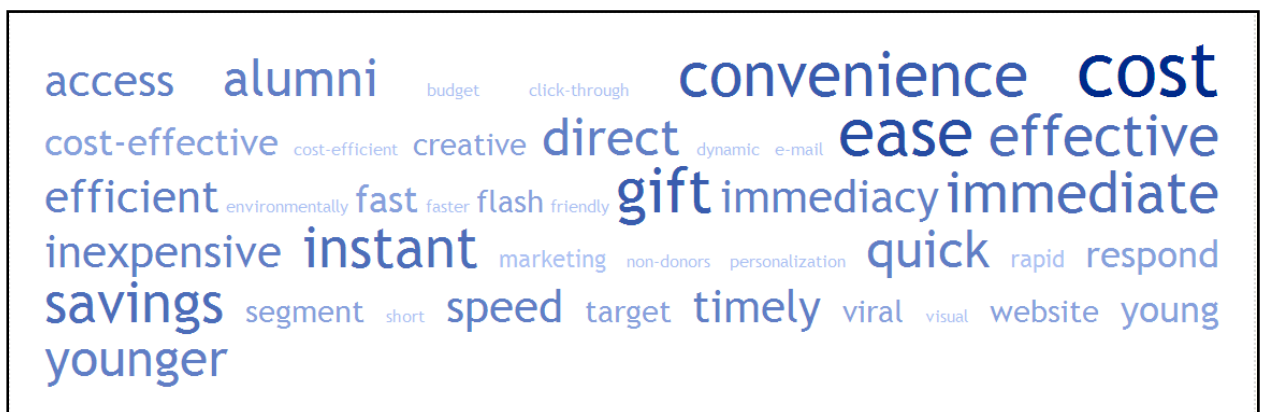


Figure 20 Relative frequency of respondent comments regarding perceived advantages of online fundraising

9. Perceived disadvantages of online fundraising

Respondents were also asked about the disadvantages of online fundraising. Responses were submitted as free-text comments. The most frequently cited disadvantages were (in descending order):

- Impersonal
- Hard to build relationships via e-mail
- Generational concerns about security/older constituents not comfortable giving online
- Lack of e-mail addresses/difficulty of keeping up with changing e-mail addresses
- Lack of resources to support online giving (staffing, infrastructure, training)
- Spam filters
- The delete button/low response rates
- Lack of a strategy

Less frequently cited disadvantages included:

- Difficulty of upgrading online donors
- Smaller gift size
- Difficulty of stewardship
- No metrics for measuring effectiveness
- Difficulty of tracking results
- Institutional/management/cultural barriers to using this approach.

Figure 21 shows the relative frequency of the most common comments.



Figure 21 Relative frequency of respondent comments regarding perceived disadvantages of online fundraising

A comparison of the lists of advantages and disadvantages shows that some responses appear in each category (e.g., ease of tracking results versus the difficulty of tracking results, larger gift size versus smaller gift size, ease of setting up versus lack of infrastructure and staffing). These contrasts are probably due to differences in the size of the institutions responding and the maturity of their online giving programs.

10. The next big thing

Respondents were asked for their predictions of the next big thing in online fundraising. Responses were submitted as free-text comments. The most frequent responses (in equal numbers): “I have no idea” and social networking (Facebook in particular). Other frequent responses:

- Text/handheld/mobile fundraising
- Video (in e-mails or posted on YouTube)
- Peer-to-peer fundraising, particularly the use of video chats
- Twitter

A few respondents said they expect a backlash against online fundraising, while others said the next big thing will be going back to basics.

Figure 22 shows the relative frequency of the most common comments.



Figure 22 Relative frequency of respondent comments predicting the next big thing in online fundraising

11. Suggested best practices

Finally, respondents were asked what advice they would offer a peer institution just starting out with online fundraising. Responses were submitted as free-text comments. The responses grouped naturally into five categories:

Plan

- Develop a strategy to collect e-mail addresses.
- Have it as part of a total plan.
- Discuss initiatives as a team.
- Learn from peers. Look at Make-A-Wish and L.L. Bean.
- More online communication is not better.
- Don't take their time for granted. Communicate frequently, not just when YOU need something.

Test and measure

- Use a random sample subset of donors who would ordinarily get a direct-mail appeal and compare response rates, average gift and speed of responses.
- Have individuals outside your organization review your giving forms before going live.
- Test your messages on different groups.
- Benchmark your results.

Be patient and realistic

- Think of online fundraising as an additional way to bring in donors, not a replacement for direct mail or phonathons.
- Don't give up because you aren't getting a ton of gifts on line-- e-mail appeals and on line giving also remind donors to give through other channels.
- Online solicitation is not a replacement for proven methods of fundraising.
- Do not expect it to boost cash totals. Sometimes increased online giving is just a shift in the method of payment.

Make it easy

- Never make your constituents search for the information they are looking for.
- Make it easy, from the initial approach to the payment.

The final grouping had the most contradictory advice. Some respondents said “just do it” while others said “go slow.”

(Don't) just do it

- Just do it.
- Go Slow.
- Make a big splash.
- Keep your expectations reasonable.
- Do it! It's the future.
- Skip e-mail, go right to Web 2.0.
- Don't use Facebook or Twitter for fundraising—they're relationship-building tools.

12. The bottom line with online

The goal of online fundraising is by definition to raise funds, and respondents were asked a series of questions about the number and value of their online gifts and how both compared to total philanthropic support raised through all routes. Not all institutions responded to every question, however, so results are presented for all respondents, as well as for the 113 institutions that responded to all of the online giving questions, in figure 23.

The vital statistics of online giving, compared to total philanthropic support								
	QUESTIONS WITH DATA	VALID N	MEAN	MEDIAN	MINIMUM	MAXIMUM	SUM	
<i>ALL NON-ZERO RESPONDENTS:</i>								
Total philanthropic support through all sources	Q17	217	\$29,885,993	\$6,000,000	\$12	\$400,000,000	\$6,485,260,508	
Philanthropic support raised through online routes	Q18	184	\$844,227	\$61,113	\$25	\$35,000,000	\$155,337,726	
Number of gifts received through online routes	Q19	171	2,090	230	4	70,000	357,314	
Online support as pct of total support	Q18/Q17	140	3.2	0.7	0.0	74.5		
Online funds per online gift	Q18/Q19	153	\$667	\$256	\$1	\$25,515		
<i>ALL NON-ZERO COMMON RESPONDENTS:</i>								
Total philanthropic support through all sources	Q17	113	\$37,638,266	\$9,154,298	\$50,000	\$301,083,394	\$4,253,124,035	
Philanthropic support raised through online routes	Q18	113	\$517,874	\$82,290	\$25	\$10,588,914	\$58,519,732	
Number of gifts received through online routes	Q19	113	2,153	253	7	70,000	243,248	
Online support as pct of total support	Q18/Q17	113	2.7	0.7	0.0	74.5	1.4	
Online funds per online gift	Q18/Q19	113	\$611	\$259	\$1	\$25,515	\$241	

Figure 23 The vital statistics of online giving

The 184 institutions that gave varying information on their online fundraising reported a total of \$155.3 million through online gifts in the past year. This means the average amount raised online per institution is \$844,277. The institutional median amount is much lower, at \$61,113, indicating the average is skewed upward by a few high-value responses. Figure 24 graphs the total sums raised for the 184 institutions, ranked from highest to lowest. The maximum amount reported raised online by any single institution is \$35 million, but more than 90 percent of respondents raised less than \$1 million each, and the average amount for that group is \$137,006. Only seven of the 184 report more than \$5 million raised online, and only four raised more than \$10 million.

Selecting just the group of institutions that gave an answer to all the fundraising questions allows calculating average online gift size and online fundraising's share of total philanthropic support. For these 113 in fig. 23 the aggregate amount raised online is \$58.5 million, with an institutional median of \$82,290. They raised this total through just over 283,000 gifts, at an average of \$241 per online gift. The aggregate sum raised online by this group is equal to 1.4 percent of their total philanthropic support raised through all routes.

These figures may sound low, but the \$241 average gift size here is more than three times higher than the \$71 per online gift found by the eNonprofit Benchmarks study. The median amount found raised by institutions in this survey (\$82,290) is lower than that found by the *Chronicle of Philanthropy* for 2008 (\$749,000),¹⁴ but the latter survey did include many large national organizations. The share of total philanthropic support these institutions raised through online routes (1.4 percent) is also slightly higher than the *Chronicle of Philanthropy* survey's finding of less than 1 percent.

Figure 25 breaks these online giving numbers out by type of institution (including here only the 96 respondents reporting their institutional type in the group of 113 who responded to all the fundraising questions). Only institution types with four or more respondents are shown.

¹⁴ Barton and Wasley, "Online Giving Slows," *Chronicle of Philanthropy*, May 7, 2009, <http://philanthropy.com/premium/articles/v21/i14/14001701.htm#numbers>.

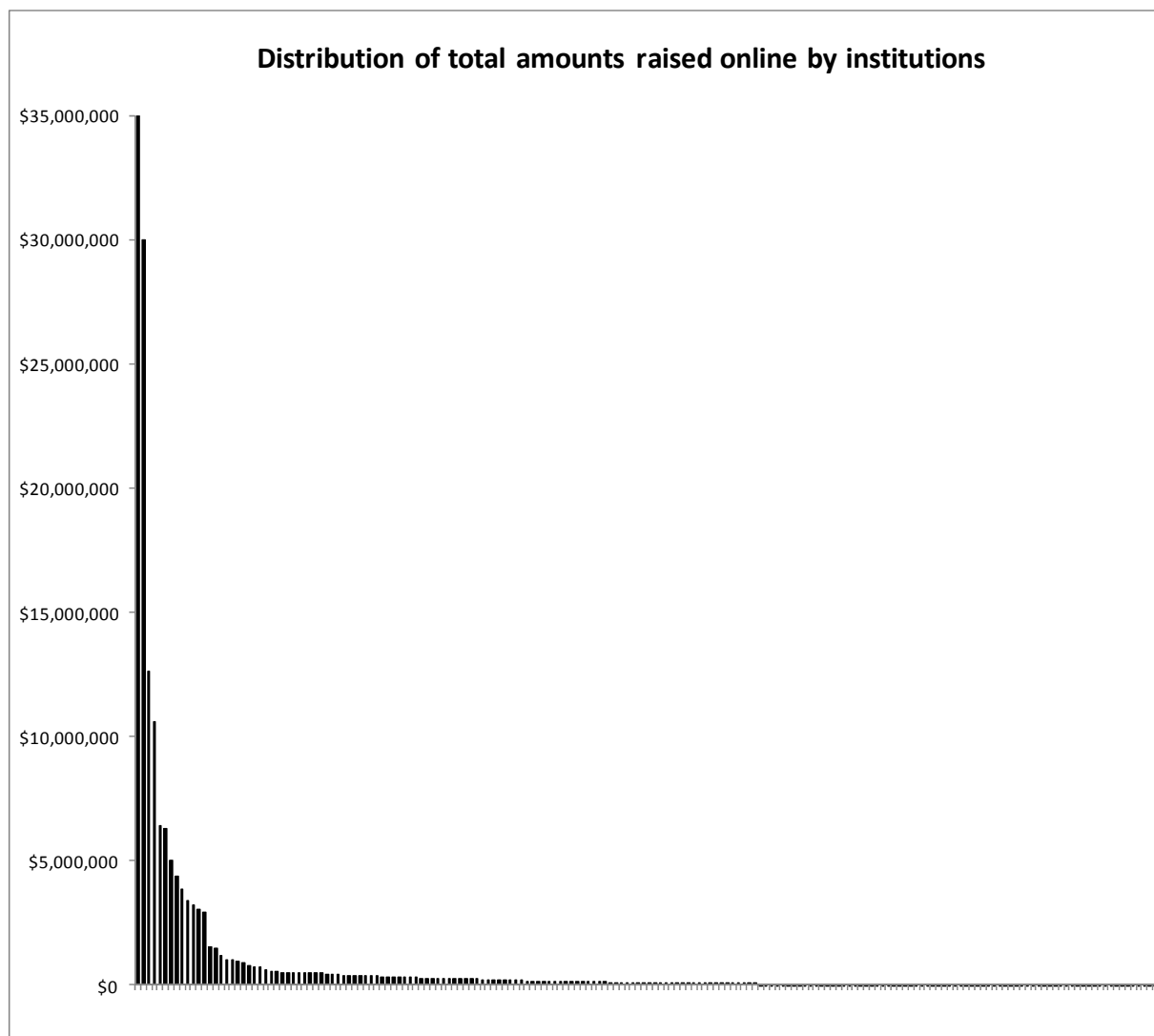


Figure 24 Distribution of total amounts raised online by institutions

Online giving by type of institution						
	N	MEDIAN TOTAL SUPPORT	MEDIAN ONLINE SUPPORT	MEDIAN NUMBER OF ONLINE GIFTS	MEDIAN VALUE OF ONLINE'S PERCENT SHARE OF TOTAL SUPPORT	MEDIAN SIZE OF ONLINE GIFT
RES DOC	42	\$35,178,000	\$290,055	1,119	0.6	\$268
MASTERS	19	\$4,104,068	\$16,000	150	0.6	\$149
BACC	17	\$9,075,000	\$110,000	417	1.0	\$247
COMM COLL	4	\$965,261	\$3,738	21	0.3	\$263
INDEP SCH	14	\$1,453,316	\$20,898	60	2.0	\$385
SUB-TOTAL	96	\$9,114,649	\$93,500	300	0.7	\$265

Figure 25 Online giving by type of institution

The last two columns in figure 25 are also shown in figure 26. The median value for online fundraising's share of total philanthropic support across the 96 institutions is 0.7 percent. Research/doctoral and master's institutions are close to this figure with 0.6 percent each. Community colleges have a median level roughly half that, at 0.3 percent. The institution type achieving the highest median value for online share of the total is independent schools with 2.0 percent—more than three times the median for research/doctoral and master's institutions.

In terms of the median institutional value for average online gift size, independent schools again achieve more than all other categories, with a median of \$385, compared to the \$265 for all 96 institutions, as shown in figure 27. Research/doctoral and community college groups are at that level, and baccalaureate institutions just below. Master's institutions have the lowest median for average online gift size, at \$149.

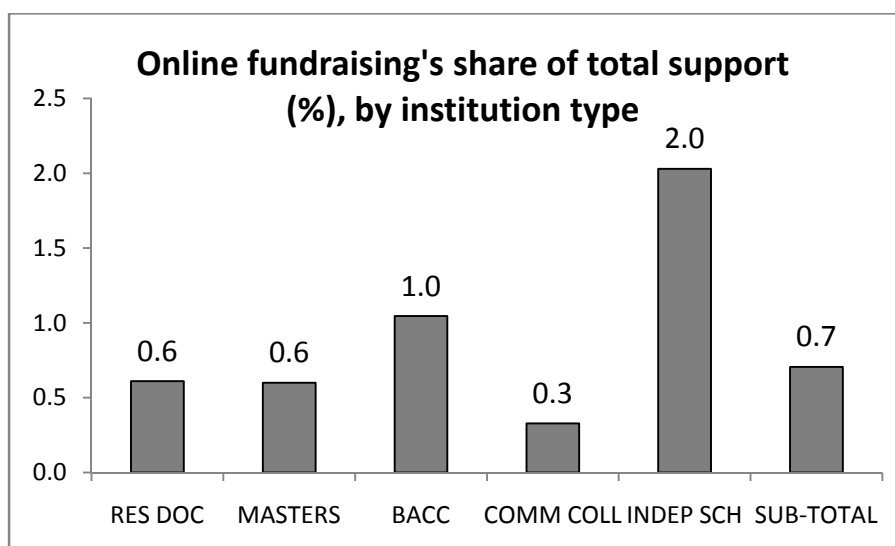


Figure 26 Online fundraising's share of total support, by institution type

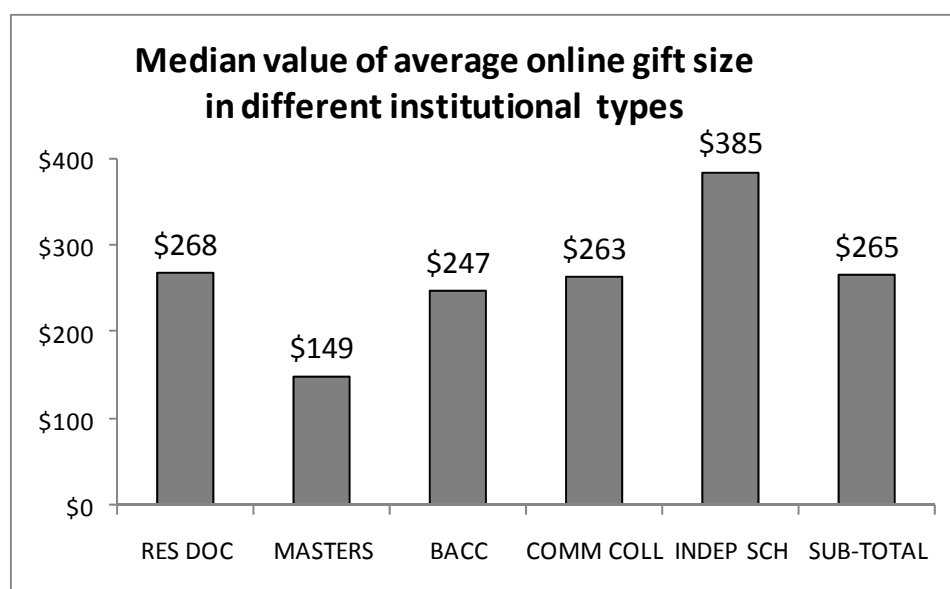


Figure 27 Median value of average online gift size in different institutional types

Appendix A

The survey questions

1. About this Survey...

CASE is interested in how its members use ONLINE FUNDRAISING OPPORTUNITIES. BY "online" we mean efforts to raise philanthropic funds through, for example, "donate now" buttons or charity badges/widgets on webpages, email solicitations, and third-party charity sites. You may answer on behalf of an entire institution or a single department.

This survey asks you about:

- Where online donation opportunities are offered at your institution
- The different technologies you may be using
- Your institution's experiences with online fundraising
- What you think are the advantages and disadvantages of the online approach
- The outcomes of your online fundraising initiatives thus far, in terms of numbers of gifts and funds raised, and
- What measures you use to track activity and effectiveness.

Your participation in this survey is entirely voluntary and should take no longer than 15-20 minutes if you have the information to hand. No technical expertise is required, but it will help if you have your institution's data on the number and value of online gifts ready.

Your name is NOT asked for, but IF YOU COMPLETE THE SURVEY AND GIVE YOUR EMAIL ADDRESS AT THE END WE WILL SEND YOU A COURTESY COPY OF THE RESULTS, which will be reported in statistical form only. Your institution will not be identified. CASE may make summary findings available to members and to the advancement field through a variety of outlets.

Thank you in advance for your sharing your time and thoughts on this topic with us.

If you have any questions or problems, please contact Chris Thompson at thompson@case.org, or phone (USA code) 202/478-5557.

2. Tell us about your online fundraising initiatives

1. Does your institution currently offer a way for people to donate online?

- ☐ Yes
- ☐ No, but we are seriously considering it
- ☐ No, and we are not considering it
- ☐ We offered it in the past but have discontinued it

2. Please estimate the first year your institution provided an opportunity for donors to give online (whether that opportunity was self-hosted or using a vendor). Please check only ONE option.

- ☐ We do not have any online fundraising capability at present
- ☐ 2009
- ☐ 2008
- ☐ 2007
- ☐ 2006
- ☐ 2005
- ☐ 2004
- ☐ 2003
- ☐ 2002
- ☐ 2001
- ☐ 2000
- ☐ Before 2000
- ☐ Don't know

3. Please check ALL the locations below where your institution currently offers an opportunity to donate online.

- ☐ Our institution's main website
- ☐ Individual school, college, department, or institute webpages
- ☐ Alumni office webpages
- ☐ Independent alumni association webpages
- ☐ Foundation webpages
- ☐ Campaign webpages
- ☐ Online social community webpages
- ☐ Links inside emails
- ☐ Links inside e-newsletters
- ☐ Separate team or club fundraising websites
- ☐ Mainstream online news media
- ☐ Donation supersites/ listing sites/ consumer review sites
- ☐ Third party "giving" websites (e.g. Network for Good, Just Give, etc.)
- ☐ Through self-organized grass roots supporter groups working informally on behalf of the organization
- ☐ We do not offer any of the above online donation opportunities

3. This section asks about your online fundraising technologies...

4. Which of the following tools have you used for your institution's proactive online fundraising? (Please check ALL that apply.)

- ☐ Links inside plain text emails
- ☐ Links inside HTML emails
- ☐ Links inside flash emails
- ☐ Institution's individual webpages dedicated to fundraising
- ☐ Institution's individual webpages on which online fundraising appeared but was not the main focus of the page
- ☐ Solicitations on blogs
- ☐ Solicitations sent via twitter
- ☐ Widgets or charity badges (e.g. on Facebook or supporters' websites)
- ☐ Peer-to-peer online fundraising (i.e. your supporters ask their friends to give)
- ☐ Text-to-give/mobile giving

5. Which of the following statements are true for your institution? (Please check ALL that apply.)

- ☐ We attempt to renew OFFLINE donors only through OFFLINE means
- ☐ We attempt to renew ONLINE donors only through ONLINE means
- ☐ We approach all donors through online AND offline channels when we have the necessary contact information

6. Please indicate which external third party online social community platforms (e.g. Facebook, LinkedIn, etc.) your institution currently uses for: (a) connecting with constituents generally; and (b) online fundraising? (Please check ONE option in each row.)

	(a) used for connecting with constituents generally	(b) used for online fundraising	(c) not used for either connecting or fundraising
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LinkedIn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MySpace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogger/BlogSpot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bebo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orkut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

4. Tell us about your experiences with online fundraising...

7. Which of the following groups currently donate to you online? (Please check ALL options that apply.)

- ☐ Students
- ☐ Faculty/staff
- ☐ Alumni
- ☐ Parents
- ☐ Other individuals
- ☐ Foundations
- ☐ Corporations
- ☐ Religious organizations
- ☐ Fundraising consortia and other organizations

8. How does the average AGE of your online donors compare with the average age of donors through other mechanisms? (Please check only ONE option.)

- ☐ Online donors are MUCH OLDER, on average
- ☐ Online donors are A LITTLE OLDER, on average
- ☐ Online donors are ABOUT THE SAME age, on average
- ☐ Online donors are A LITTLE YOUNGER, on average
- ☐ Online donors are MUCH YOUNGER, on average
- ☐ Online routes are used by BOTH younger than average AND older than average donors
- ☐ Don't know

9. How successful do you think online fundraising methods are in terms of raising funds, compared to the other fundraising routes specified below? (Please check ONE option in each row.)

	Online fundraising is MUCH MORE successful than:	Online fundraising is a LITTLE MORE successful than:	Online fundraising is ABOUT THE SAME as:	Online fundraising is a LITTLE LESS successful than:	Online fundraising is MUCH LESS successful than:	Don't know
Mailing solicitation letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mass call centers and personal calling by students/volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving circles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wills and bequests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters from the president/ vice chancellor/ CEO/ school head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events (such as golf tournaments, supporter-hosted in-home gatherings, benefactors' dinners / galas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Based on your experience, please respond to the following statements about aspects of proactive online fundraising compared to other routes: (please check ONE option in each row.)

	Online fundraising is MUCH MORE more effective than other routes	Online fundraising is a LITTLE MORE effective than other routes	Online fundraising is ABOUT THE SAME as other routes	Online fundraising is a LITTLE LESS effective than other routes	Online fundraising is MUCH LESS effective than other routes	Don't know
How effective is online fundraising for renewing prior donors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How effective is online fundraising for reaching new donors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How effective is online fundraising for generating on-going (e.g. monthly) donations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How effective is online fundraising for renewing lapsed donors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Overall, how successful would you say online fundraising has been for your institution, compared to the expectations you had for it the year before it started? (Please check only ONE option.)

- ☐ Greatly exceeded expectations
- ☐ Somewhat exceeded expectations
- ☐ Met expectations
- ☐ Slightly below expectations
- ☐ Very much below expectations
- ☐ Don't know/Can't tell


12. In your professional opinion, what are the THREE MAIN ADVANTAGES of online fundraising? (Please enter no more than six lines total in the box below.)

13. In your professional opinion, what are the THREE MAIN DISADVANTAGES/ CHALLENGES of online fundraising? (Please enter no more than six lines total in the box below.)

14. Could you briefly describe up to THREE BEST PRACTICES that you recommend online fundraising initiatives should follow? (These can be practices your own community uses, or practices you have seen elsewhere at other institutions. Please enter no more than ten lines total in the box below.)



15. What advice would you offer a peer colleague in another institution just starting out with online fundraising? (Please answer in five lines or fewer.)



16. Can you describe in three lines or fewer what you think the "next big thing" will be in online fundraising?



5. Tell us about the outcomes of your online fundraising initiatives...

17. Over your most recently completed 12-month accounting period, how much philanthropic support did your institution raise in total through ALL sources? If you are a U.S. educational institution, this can be the same number your institution reported to the CAE 'Voluntary Support of Education' survey: if you do not have that number, CASE can fill it in from the VSE for you later. If you are not a U.S. institution, please estimate your amount in U.S. dollars. If you do not know, please estimate. If you cannot estimate, leave the question blank.

18. Over your most recently completed 12-month accounting period, how much philanthropic support did your institution raise specifically through all ONLINE routes? (If you are not a U.S. education institution, please estimate a U.S. dollar value. If you do not know, please estimate or leave blank.)

19. Over your most recently completed 12-month accounting period, HOW MANY GIFTS did you receive specifically through ONLINE routes? (If you do not know, please estimate or leave blank.)

20. If you keep track of funds coming in through DIFFERENT TYPES of online routes, please enter the percentage of total ONLINE giving coming in through each route below. (If you do not keep track this way, then leave boxes blank and simply enter "0" in the "Don't know / We don't keep track this way" field.)

Percent raised through email appeals

Percent raised through online social networks

Percent raised through widgets or charity badges

Percent raised through text-to-give/mobile giving

Percent raised through passive website (e.g. "Donate" button)

Other

Don't know / We don't keep track this way

6. Tell us about your measurement strategies...

21. How is performance measured for your online fundraising initiatives? (These would be any measures that are regularly compiled for management review purposes. Some of the measures listed below may overlap within your system. Please check ALL that apply.)

- ☐ Total VALUE of online donations through ALL channels and routes
- ☐ Total NUMBER of online donations through ALL channels and routes
- ☐ VALUE of online donations coming in through each DIFFERENT online channel or route
- ☐ NUMBER of online donations coming in through each DIFFERENT online channel or route
- ☐ Number of repeat online donors
- ☐ Number of new online donors who did not already contribute through other giving routes
- ☐ Number of recipients of emails containing a solicitation
- ☐ Open rates on email solicitations
- ☐ Click-through rates on email solicitations
- ☐ Donation rates on email solicitations
- ☐ Unsubscribe/opt-out rates on email solicitations
- ☐ VALUE of online donations coming in through email solicitations
- ☐ NUMBER of online donations coming in through email solicitations
- ☐ Number of registered users/members/fans of online social communities
- ☐ VALUE of donations coming in through online social communities
- ☐ NUMBER of donations coming in through online social communities
- ☐ Click-throughs to your website from the online social communities
- ☐ We presently do not measure performance for online fundraising initiatives

Other (please specify)

7. This final section asks for some simple demographics on your institution...

22. For what type of institution are you responding? (Please check the ONE option that best describes your larger institution, even if you work for a sub-unit of it.)

- ☐ A college or university offering research/doctoral programs as the highest degree level
- ☐ A college or university offering masters' programs as the highest degree level
- ☐ A college or university offering baccalaureate programs as the highest degree level
- ☐ A community/technical college offering two-year associates' degrees as the highest level
- ☐ A multi-campus system
- ☐ An independent or international school (i.e. pre-collegiate/ secondary/ elementary)
- ☐ A specialist school or college (e.g. a seminary, police academy, etc.)
- ☐ A private proprietary/ trade/ vocational school
- ☐ an exclusively or primarily online degree or certificate granting program, college or university
- ☐ A museum or gallery

Other (please specify)

23. If you do represent a sub-unit of a larger institution (such as a business school, hospital or an athletics program), AND your online fundraising initiative functions only on behalf of that sub-unit, please indicate what kind of sub-unit that is. (Please check the ONE option that most closely applies to you below. If you are NOT in a sub-unit but instead represent the whole campus, please check the "We are not a sub-unit" option.)

- ☐ We are not a sub-unit
- ☐ A College of Arts and Sciences/ Humanities/ Liberal Arts/ Social Sciences
- ☐ School of Business
- ☐ School of Law
- ☐ School of Engineering
- ☐ Another non-medical school
- ☐ A hospital, clinic, School of Medicine/ Public Health/ Nursing/ Pharmacy/ Optometry or other healthcare unit
- ☐ School of Music/Performing Arts
- ☐ Alumni Association
- ☐ Library
- ☐ Museum
- ☐ Specialized research institute/center
- ☐ Residential unit
- ☐ Athletics program

☐ Study abroad program

Other (please specify)

24. Is your institution a public or a private institution? (Please check the ONE option best describing your institution.)

☐ Public (i.e. taxpayer-supported, or state-affiliated)

☐ Private

25. Which country is your institution based in?

☐ United States of America

☐ Canada

☐ Mexico

☐ Other Central or South American country

☐ United Kingdom

☐ Europe, excluding United Kingdom

☐ Africa

☐ Australia or New Zealand

☐ Asia/Pacific, excluding Australia or New Zealand

☐ Other

26. How many enrolled students (include undergraduate and graduate, full-time and part-time) does your educational institution have? (Please report actual "headcount," not FTEs, at start of fall semester. If you are at a US-based educational institution, this can be the same number your institution gives to the annual CAE 'Voluntary Support of Education' survey; if you do not have that number, CASE can fill it in later for you. If you do not know, please estimate or leave blank.)

27. How many alumni do you have? Please report the total "alumni of record," or the number of alumni on your database you believe you can reach with a solicitation; they do not have to be dues-paying alumni or members of an alumni association. If you are at a US-based educational institution, this can be the same number you report to the CAE 'Voluntary Support of Education' survey; if you do not have that number, CASE can fill it in later for you. An alumnus / alumna is defined as anyone who has a degree, diploma or certificate (full-time or part-time, undergraduate or graduate), OR anyone who has successfully completed at least one course towards a degree, diploma, or certificate before leaving without graduating. If you do not know, please estimate or leave blank. If you are not at an educational institution, please leave blank.

28. In your most recently completed 12-month accounting period, what was your institution's total annual operating budget? (If you are a US-based educational institution this can be the same number you reported to the CAE 'Voluntary Support of Education' survey for "total institutional expenditures": if you do not have that number, CASE can fill it in later for you. If you are an institution outside the U.S., please estimate your number in U.S. dollars. If you do not know, please estimate or leave blank.)

29. Optional question: finally, please give us your email address if you want us to send you a courtesy copy of the results from this survey. (This email address will not be shared with anyone else outside of CASE Research.)

Appendix B

Institutional demographics of the responding sample

Tables B1 and B2 compare the demographics of survey respondents with those to the Voluntary Support of Education survey conducted by the Council for Aid to Education. Tables B3 and B4 reflect respondents to the CASE Survey of Online Fundraising 2009.

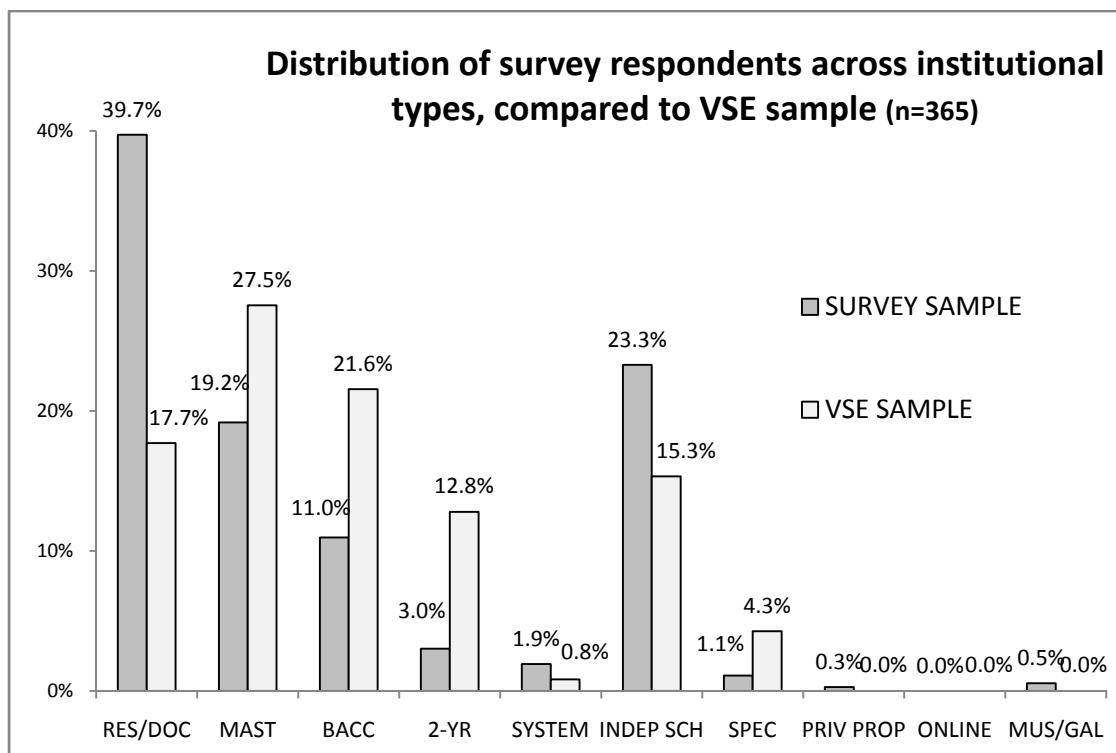


Figure B1 Distribution of survey respondents across institutional types, compared to VSE sample

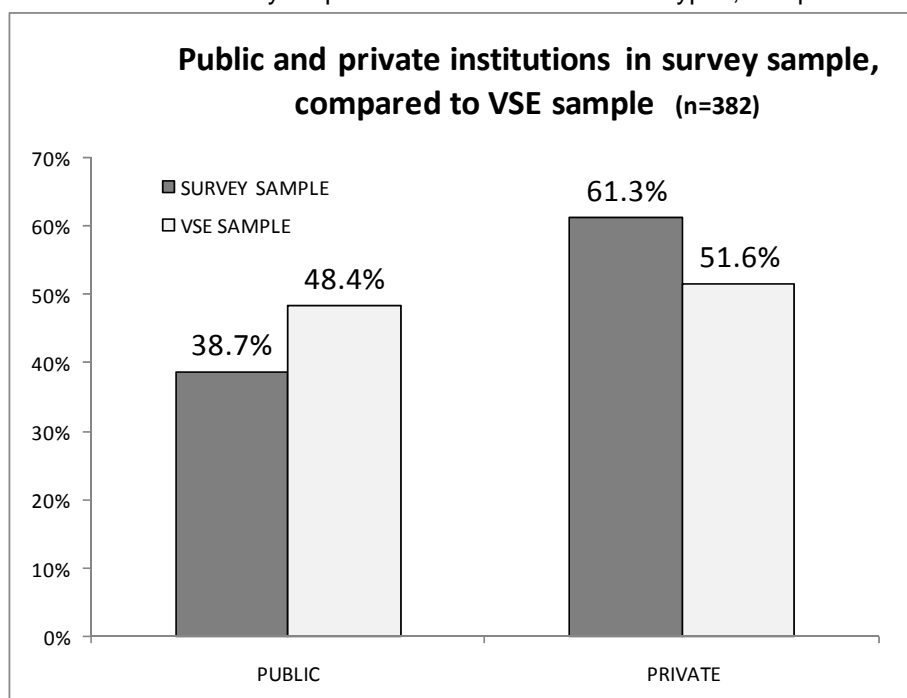


Figure B2 Public and private institutions in survey sample, compared to VSE sample

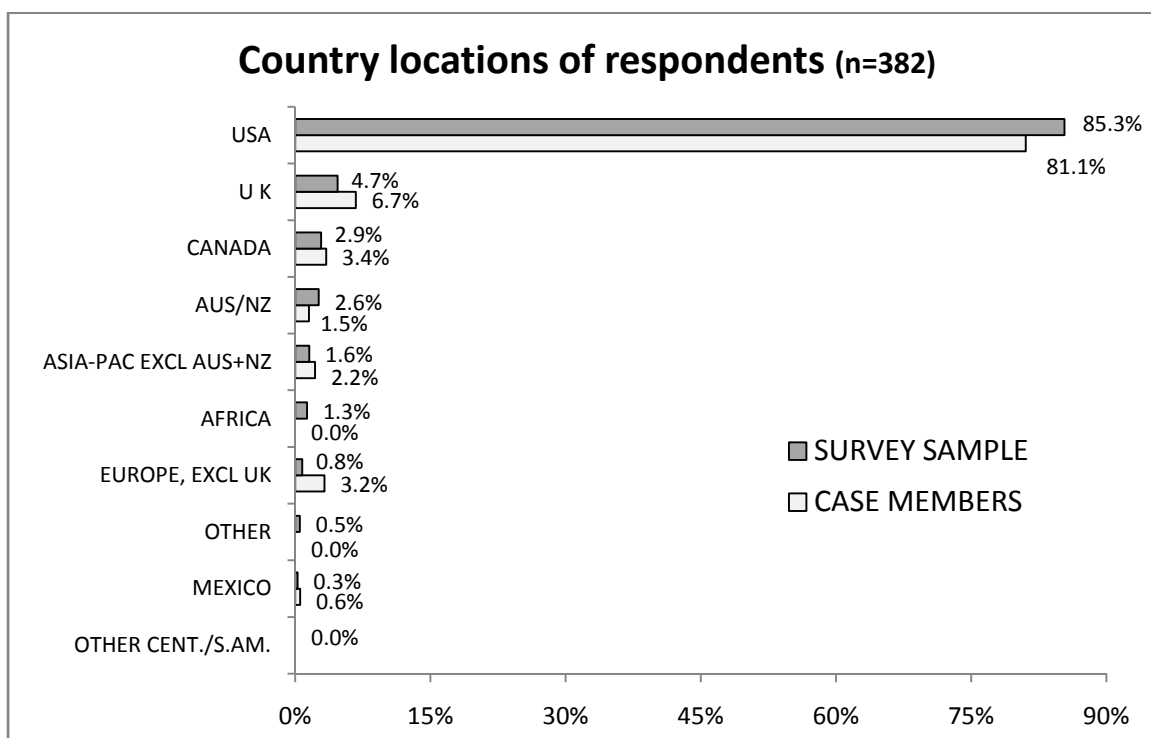


Figure B3 Country locations of respondents

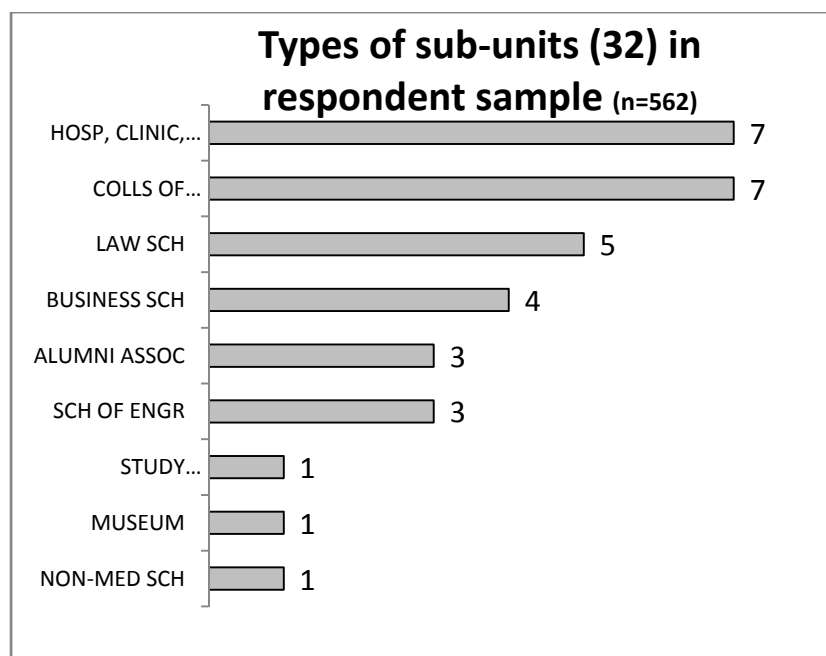


Figure B4 Types of sub-units in respondent sample

Appendix C

Resources for online fundraising

For additional resources related to online fundraising, go to www.case.org and enter the CASE code **OnlineFR** in the CASE code box on the upper right side of the page.

About CASE

The Council for Advancement and Support of Education (www.case.org) is the professional organization for advancement professionals at all levels who work in alumni relations, communications and marketing, development, and advancement services.

CASE's membership includes more than 3,400 colleges, universities, and independent elementary and secondary schools in 61 countries. This makes CASE one of the largest nonprofit education associations in the world in terms of institutional membership. CASE also serves more than 60,000 advancement professionals on the staffs of member institutions, and has more than 22,500 individual "professional members" and more than 230 Educational Partner corporate members.

CASE has offices in Washington, D.C., London and Singapore. The association produces high quality and timely content, publications, conferences, institutes and workshops that assist advancement professionals perform more effectively and serve their institutions.

For information, visit www.case.org or call +1-202-328-2273.

About Robert L. Weiner Consulting

Robert L. Weiner Consulting (www.rlweiner.com) helps not-for-profit organizations make informed, strategic decisions about the use of information technology. It has consulted with a wide variety of organizations including University of California, Berkeley; University of California, Riverside; University of California, Santa Cruz; the Susan G. Komen Breast Cancer Foundation; the Florida State University Foundation; Earthjustice; Sonoma State University; California State University, East Bay; the National Philanthropic Trust; San Jose State University; the Trust for Public Land; Pomona College; Santa Clara University; Mothers Against Drunk Driving; the University of Montana Foundation; and Reed College.

Typical projects include assessing advancement services departments; selecting software such as donor databases, CRM systems, e-mail marketing software and online giving tools; and developing strategic plans for technology.