

A *Pay It Forward* Preview of the 2010-11 Data

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This preview includes preliminary data from the spring of 2011. Additional data from the spring that was completed on an earlier version of the *Pay It Forward* survey will be provided later this fall. The number of student surveys included in these initial findings is 311. Some initial findings include:

- **Student Donating Plans After Course:** Although the difference in percentages is small from fall 2010 to spring 2011, the difference is significant. Table 1 shows this significant difference in percentages.

Table 1: Donating Plans After Taking the Course			
	Giving less \$	Giving about the same \$	Giving more \$
Fall 2010	2%	63%	34%
Spring 2011	6%	58%	36%

- **Student Satisfaction with Course:** In the spring of 2011, 36% (N=110) of students were “very satisfied” with the course, 35% (N=106) were “mostly satisfied” with the course, 19% (N=57) were “somewhat satisfied” with the course, and 10% (N=31) were “not at all satisfied” with the course. Students in fall 2010 reported significantly higher satisfaction (mean =3.27) than spring 2011 students (mean=2.97). For the next analysis we can look at whether course satisfaction is connected to course instructor.
- **Student Recommendation of Course to Peers:** Although the difference in percentages is small from fall 2010 to spring 2011, the difference is significant. Table 2 shows this significant difference in percentages.

Table 2: Student Recommendation of Course to Peers			
	No, definitely not	Maybe	Yes, enthusiastically
Fall 2010	3%	26%	72%
Spring 2011	13%	28%	59%

- **Volunteer After Graduation:** At the beginning of the course, 17% (N=49) were “not at all likely” to volunteer, 47% (N=137) were “somewhat likely” to volunteer, 22% (N=64) were “pretty likely” to volunteer, and 15% (N=44) were “very likely” to volunteer. After the course, 3% (N=9) were “not at all likely,” 27% (N=83) were “somewhat likely,” 39% (N=118) were “pretty likely,” and 31% (N=93) were “very likely” to volunteer. While students in the fall of 2010 reported a greater interest in volunteering both before and after the course, students in the spring of 2011 reported a greater change in their interest in volunteering (mean=.64) than students in the fall of 2010 (mean=.43)¹.

¹ On a scale of 1=“Not at all likely,” 2=“Somewhat likely,” 3=“Pretty likely,” and 4=“Very likely.”

- **Responsibility to Help Others:** At the beginning of the course, 6% (N=18) were “not at all likely,” 39% (N=115) were “somewhat likely,” 28% (N=83) were “pretty likely,” and 27% (N=80) were “very likely” to believe they have a responsibility to help others. At the end of the course, 1% (N=4) were “not at all likely,” 20% (N=61) were “somewhat likely,” 33% (N=101) were “pretty likely,” and 46% (N=140) were “very likely” to believe they have a responsibility to help others. Fall 2010 students had significantly higher scores before and after the course than spring 2011 students, but there was no significant change reported before and after the course for either semester.

Answers to the question “**How did having ACTUAL MONEY to give away affect course experience?**”

- “The fact that we would be giving away actual money compelled everyone to take this project seriously and work diligently towards their goal.” – Student
- “It made me feel more of a connection with my cause and I felt a higher level of responsibility to help my organization because I could potentially earn them a substantial amount of money.” – Student
- “Very effective learning experience. It made the project real and significant.” – Student

Answers to the question “**How has this course changed HOW you give in the future, if at all?**”

- “I will try and donate more time because with being a college student money is hard to come by, but with donating my time the organization is still appreciative.” – Student
- “Made me more aware of some of the local organizations that need help and made me want to give to multiple places not just the same one.” – Student
- “The course has given me a more in-depth concept of what philanthropy really is, the effects of it, as well as paying it forward.” – Student
- “Yes! I will make sure that I understand the needs of the organization and donate to particular programs that will benefit the most.” – Student
- This project opened my eyes to some of the great need in Northwest Ohio and other ways I can get involved.” – Student