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A COMPARATIVE STUDY OF  
BLACK AND WHITE URBAN STUDENT DECISIONS  
TO ATTEND THE UNIVERSITY OF WISCONSIN-LA CROSSE

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A THESIS  
Presented to  
the Graduate Faculty  
University of Wisconsin-La Crosse

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education  
College Student Personnel

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BY  
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## ABSTRACT

Colleges and universities are currently dealing with the problem of declining enrollment. Population decline, the economy and a consumer-like approach to college education have contributed to the problem. In addition, many schools are still having difficulty increasing minority enrollment.

Many colleges and universities have successfully borrowed the concept of marketing from the business world to help provide a better understanding of the real and perceived needs and wants of the potential student. A marketing survey was developed to study the degree of importance specific influences (personal and nonpersonal) had on black and white urban students' decisions to attend UW-La Crosse.

Twenty seven black students and sixty nine white students, enrolled at UW-La Crosse during the Fall 1980 semester, participated in the survey. It consisted of seventeen personal influence and fifteen nonpersonal influence statements which the students were asked to rank on a scale of 0-3 as to the degree of importance each statement had in their decision to attend UW-La Crosse.

The study indicated that there are basic differences between the black and white students in terms of factors influencing their decision to attend UW-La Crosse. In addition, the black and white students indicated that nonpersonal influences were of more importance than personal influences in making their decision. The black students, however, indicated that personal influences were more important to them than they were to the white students.

## CHAPTER I

### INTRODUCTION

Problems faced by higher education in the last several years have led some educators to conclude that a business minded approach to education has some merit. ...marketing has recently been identified as an area in which a business approach might benefit higher education. In the business sector, the job of the marketing function is to help the organization focus on the needs and wants of current and potential customers. If marketing approaches are applied to institutions of higher education they can similarly help the college or university focus on its 'customers' (Fram, 1973, p. 56).

The business of higher education is currently dealing with many and varied challenges to its existence. The most publicized problem is its struggle to maintain the level of enrollment to which it has become accustomed and in most instances dependent upon for survival. Not only is higher education being challenged in maintaining levels of traditional student enrollment, but goals set in the early 1970's of increasing minority enrollment have not been universally realized.

#### Statement of the Problem

This marketing study was conducted in an effort to provide a better insight into the following questions:

- (1) Why does a student from an urban area choose to attend the University of Wisconsin-La Crosse? More specifically, why does a black student from an urban environment choose to attend the La Crosse campus?
- (2) Are there basic differences between the black and white urban students in terms of factors influencing their decision to attend the University of Wisconsin-La Crosse?

### Importance of the Study

Many studies have indicated that the traditional student population pool is on the decline. This decline has been attributed to a combination of factors.

One is the decline in the nation's birthrate which has reduced the potential student population. According to the Census Bureau, the nation's colleges and universities will experience a decrease in population of approximately 18% between the years of 1980 and 1990 (Centra, 1979).

In addition, the desire or perceived need to extend one's education beyond the high school level is being challenged by accusations that colleges and universities are not preparing their students for survival in the real world of work. Dennis Johnson in his article "A Capacity for Change," (1977, p. 11), discusses how "the rising cost of an education has caused people to question the visible benefits of that investment." Richard B. Freeman is quoted in Parade magazine (1979, p. 14) as saying that "The economic status of college graduates is deteriorating with employment prospects declining sharply."

Minority enrollment goals, established at the national, state and local levels, must also be taken into consideration in any attempt to stabilize predicted enrollment decline. In 1970 the American Association of College Registrars and Admissions Officers (AACRAO), a national organization of college administrators of which UW-La Crosse is a member, set forth a specific set of resolutions encouraging and supporting minority enrollment among its member institutions.

At the state level the University of Wisconsin System Board of Regents established a systemwide set of goals to increase minority enrollment during the period of 1976-81. UW-La Crosse was included in these systemwide goals. It has yet to meet its established minority enrollment goals.

Marketing techniques used in business are now being considered as a viable remedy for higher education's problems of enrollment goals. They can be used to better understand the real and perceived needs of the consumer. By understanding these needs, the seller is better able to respond to the needs and create a desire for his services.

UW-La Crosse, while not presently suffering from declining enrollment, cannot ignore the already established fact that the traditional student population pool is shrinking. According to Philip Kotler, "Low enrollment is not the only reason for needing marketing. A college with adequate enrollment ought to be concerned with the reasons why it is successful in attracting students and whether these reasons for its success will continue, (Harper, 1977, p. 4)."

In order to prepare for more difficult times ahead and to deal with the current concern over minority enrollment, it is crucial that criteria be established on how and why a student is attracted to the UW-La Crosse campus, and more specifically, how and why a black student is attracted to the campus.

### Hypothesis

For the purposes of this study the writer has hypothesized that:

- (1) A potential college student's decision to attend UW-La Crosse

is influenced by both personal and nonpersonal influences.

- (2) A black urban student would consider the personal influences more important than nonpersonal influences in making the final decision to attend UW-La Crosse.
- (3) The white urban student, being accessible to or by more nonpersonal influences than the black urban student, would consider nonpersonal as important or more important than personal influences in making the final decision to attend UW-La Crosse.

### Methodology

A marketing survey was developed and administered to a selected group of white urban students and a selected group of black urban students enrolled at UW-La Crosse during the 1980 Fall semester.

Two groups of undergraduate students were selected to participate in the survey. Forty five black students and 90 white students were selected based on their hometown zip codes. The black students were identified first. The hometown zip codes were used to determine if the student was (1) not from the La Crosse area, and (2) from an urban area.

The black students' zip codes were used to develop a master list of white students with identical zip codes. From the master list, provided by the UW-La Crosse Computer Center, 90 white students were randomly selected to participate in the survey.

Participants were requested to rate on a scale of 0-3 the degree of importance a particular influence had on their decision to attend the La Crosse campus.

The marketing survey was mailed to both groups of students on November 10, 1980. The students were requested to return the completed survey within one week. A letter requesting the return of the survey was sent as a follow-up to all participants two days after the original deadline date, extending the deadline another week.

The mailing consisted of a cover letter explaining the purpose of the survey and requesting the student's assistance in the study. The student was told that all responses would remain anonymous. In addition to the letter, the one page survey and a pre-addressed envelope were enclosed in the mailing.

### Delimitations

It should be understood that this study and its results apply only to the University of Wisconsin-La Crosse and its set of unique circumstances.

The results of this study

- (1) Are not applicable to any other college or university campus.
- (2) Cannot be considered as universally representative of either black or white students from urban areas.
- (3) Could have been influenced differently had the study been limited to the 1980-81 freshman class.

### Definition of Terms

For the purposes of this study the following terms have been defined as detailed below.

Personal Influence is defined as any contact a student may have with an individual or group of individuals in which the student is influenced

by the personal interaction with the individual or group.

Nonpersonal Influence is defined as any contact made by an individual, group of individuals or inanimate material, that primarily influences a student because of content presented, not because of personal interaction with the individual or group presenting the information.

## CHAPTER II

### SELECTED LITERATURE

"Higher education is on the defensive right now." Parents and young people will have to be reconvinced that higher education is "beneficial and good and that they should support it (Harper, 1977, p. 9)."

Why has it become necessary for higher education to assume a position of defense? The decline in the college age population, the dissatisfaction or disenchantment with actual money or marketable gains of a college education and the economics of being able to afford higher education are a few of the primary influences contributing to the problem.

#### Enrollment Decline

At the national level population trends indicate that the traditional student population pool is on the decline. According to Richard A. Engels, assistant chief of the Estimates and Projections Branch, Population Division, Bureau of the Census,

Between 1957 and 1977 the number of births declined from 4.3 million to approximately 3.1 million per year. That means that the current volume of births is only 72% of its previous level. This represents a reduction of 1.2 million potential students per year. And even though there are signs that the number of births has begun to stabilize, the overall decline of potential students that has already occurred extends over a 20-year period (O'Brien, 1978, p. 6).

In the State of Wisconsin population studies predict a decrease of traditional college age individuals for the 1980's.

For several years there has been a growing awareness and concern regarding the implications of known population trends for Wisconsin's education system. In recent years some 70% of the state's 436 elementary and secondary school districts have witnessed continued declines in their enrollments. This reduction will soon be realized in Wisconsin's system of higher education, particularly of University of Wisconsin (Fletemeyer, 1978, p. 1).

In November 1979 the University of Wisconsin System Board of Regents published the report "Preparing for a Decade of Enrollment Decline". According to the report,

By 1990, enrollments within the entire University of Wisconsin System are projected to decrease by 16,000 students, or 10.5% on a headcount basis, and 15,000 students, or 12% on a FTE (Full Time Equivalent) basis, from the all time peak enrollments of 1979-80. (p. 7).

Both national and state statistics appear to support the idea that a decrease in the traditional student population is indicated for the upcoming decade.

Economic conditions of the late 1970's have not had a positive influence on the middle and low income families' abilities to invest in a child's college education. "Although personal incomes have gone up proportionately during the past decade, rising costs of essentials such as housing and food have reduced the income families can spend on higher education (Centra, 1979, p. 51)."

The decision to invest in a child's education is heavily influenced by both economic and social factors within the family according to the 1973 ACT Research Study, "A Study of the College Investment Decision". Not only are the immediate costs of tuition, supplies and room and board

considered but the long term returns on the initial investment. Recent statistics indicate that "by all estimates, the rising costs of college have been passed by diminished economic returns on the college investment" and that "every indication is that future college graduates will find that they are no longer at such a premium on the job market (Lineberry, 1975, p. 61)."

Richard B. Freeman and J. Herbert Holloman discuss the deterioration of the economic return on a college education in their article, "The Declining Value of College Going" (1975). According to Freeman and Holloman, "As a result of the decline in relative incomes and starting salaries and in face of the continued increase in tuition and fees, the rate of return on the college investment has fallen significantly (p. 25)."

There are differing opinions as to the accuracy of this premise. Dr. David R. Witmer, Assistant Chancellor of the University of Wisconsin-La Crosse, in his article, "Has the Golden Age of American Education Come to an Abrupt End?" (1980), challenged Freeman and Hollomon's study. Witmer's study indicated that there was little or no decline in the social rate of return on investment in college.

Both Freeman and Witmer are cited in a 1979 article, "College: Do You Need It?", which appeared in Parade magazine. Freeman stated that "The economic status of college graduates is deteriorating with employment prospects declining sharply. If the proportion of the young that elects higher education doesn't change the depressed market is likely to last throughout the 1980's (Rooney, 1979, p. 14)."

However, the article cites Witmer from a report prepared for the American Education Research Association as contending

.... that college graduates who may appear to be underemployed are frequently creating new occupations; that college educated people gain more satisfaction from their work; and that the rates of return on investments in higher education are 20 to 50 percent higher than those on alternate business transactions (p. 17).

The desire or perceived need to extend one's education beyond the high school level is being challenged by accusations that colleges and universities are not preparing their students for survival in the real world of work.

For the first time since the depression numerous graduates are standing in unemployment lines beside less educated Americans or taking jobs for which they are conspicuously over-qualified. Studies indicate that 27% of current job holders are overeducated (Newsweek, 1976, p. 61).

The disenchantment with future economic returns gained through a college education influences the financial consideration taken into account when a decision is made to continue with education beyond the high school level.

Parents, educators, and students are no longer viewing a college education as the only means to success. "On all sides ... a re-evaluation of higher education is now underway - by economists of its finances, by students of its value, by teachers of its content and by society of its purpose (Lineberry, 1975, p. 11)."

The questionable need for a college education has led to a consumer oriented approach to the final decision. "Consumerism has moved from the corporate world to the area of education. ...Books and periodicals have raised critical questions regarding the 'real' value of a college education (Johnson, 1977, p. 11)."

In her book, The Case Against College (1975), Caroline Bird

challenges students and their parents to question the quality and cost of the college education product and to study the available alternatives. Statistics support her arguments that a college education is not necessary for success in the job market. "Of the nation's jobs 80% do not require a college education and 68% of today's upper income adults do not possess college degrees (Lineberry, 1975, p. 4)."

The combined influences of the declining traditional college age population, economic conditions and the consumer-minded approach to the college decision are contributing to the current critical problem of enrollment decline.

#### Minority Enrollment

Not only are colleges and universities faced with the problems of dissatisfaction, economics and a smaller student population in dealing with the crisis of decreasing enrollment, but minority enrollment is still proving to be a problem for some institutions. Established goals for increasing minority and economically disadvantaged student enrollment have yet to be achieved in some institutions.

In 1969 a study of enrollments at 80 of the most prominent state universities in the United States, black students on the average represented only two percent of the student population. In no institution was the proportion of blacks as high as 12%, the figure for the proportion of blacks in the natural population (Fenske, Scott, 1973, p. 14).

Social awareness in regard to higher education opportunities for minorities and economically disadvantaged populations was activated in the late 1960's and early 1970's. As a result of the Civil Rights Movement, affirmative action was enforced, legislation was passed and

organizational and institutional goals were established in an effort to improve the minority situation.

In 1970, the American Association of College Registrars and Admissions Officers (AACRAO), a national organization of college administrators, set forth a specific set of resolutions encouraging and supporting minority enrollment among its member institutions. In 1977 AACRAO further extended its efforts. The Equal Educational Opportunity Committee of AACRAO prepared a resolution on improving the educational and professional opportunities for the educationally disadvantaged, ethnic minorities and women. The resolution called for a reassessment of the institutions' commitments.

Fred C. Crossland, in his book Minority Access to College (1971) predicted that

Minority enrollment (and especially that of Black Americans) will continue to increase steadily during the next decade...", however, "Black enrollment probably will not reach, by 1980, the point at which the ratio of black students to total enrollment equals the ratio of all blacks to the total population (Crossland, 1971, p. 105).

In 1973 an ACT Research Report entitled, "A Study of the College Investment Decision", reported that "Census Data for 1971 revealed that black families constitute about 13.1% of all families with college age children and yet they represent only 7.8% of all families with children attending college (McMahon, Wagner, 1973, p. 7)."

By 1977 new studies had been completed indicating the increase in minority and low income student enrollment. Lorenzo Middleton in his article "Minorities' Share of College Enrollment, Only 8% in 1970, Was 13% in 1977", (1978) states that,

Based on a survey of 1,018 colleges and universities, one report showed that 62% of the institutions in the study now had minority enrollments of more than 10%. Only 40% of the institutions said they had that many members of minority groups in 1969. The report showed that only 15% of the institutions had less than a 5% minority group, compared to 35% of the institutions in 1969. However these statistics show minority groups were still under represented on most campuses compared to the current minority population in the United States which is estimated at 16% (Lipscomb, Rivera, 1978, p. 24).

In January 1976, the University of Wisconsin System Board of Regents established a set of goals for the university system in an effort to improve the enrollment and graduation statistics of the ethnic/racial minority student population. The goals set forth in Chapter IV, Central Administration Analysis (AP #7.2) calls for an overall ethnic/racial minority student enrollment of 9000 by 1981.

In February 1979 it was reported to the Board of Regents that the original 1981 goal of 9000 would have to be revised downward to 8820. "The Regents expressed displeasure with the small and inadequate progress and expressed a concern that the goals contained in Chapter IV (AP #7.2) should not be lowered (Report to the Board of Regents, 1980, p. 5)." The Board called for the creation of a systemwide committee to study the ethnic/racial minority enrollment issue and to make recommendations as to new and long range goals.

As a result of their studies, in February 1980, the System Review Committee on Minority Enrollment History and Projections addressed the reasons for minority enrollment patterns and offered recommendations.

The Committee's findings indicated that minority recruitment efforts were made by several UW System institutions. During this time the actual number of minority students enrolled in the UW System did increase,

however, the enrollment figures were still short of the goals established in Chapter IV (AP #7.2).

Their report also indicated that the "in-state pool of minority high school seniors is probably not enough to meet original Regent goals (Report of the UW System Committee, 1980, p. 3)." Out of state sources would have to be utilized. Nonresident tuition increases, however, had caused a decline in the number of out-of-state minority students in the UW System. The Committee recommended that a financial aid package be considered to encourage out-of-state minority students to consider attending a UW System school.

Other recommendations emphasized more cooperation and involvement among the System schools, students, parents and support groups.

The Committee recommend(ed) the following for a systemwide program focusing on early outreach.

- (a) Continuing consultation with organized ethnic groups, school personnel and other appropriate persons.
  - (b) Primary focus on students and their parents.
  - (c) Involvement and cooperation of individual schools, school districts and school systems.
  - (d) Involvement of students, faculty and staff from across a broad array of university units and student groups.
- and
- (e) A long term commitment to early outreach on the part of the university system, UW institutions, ethnic groups and school systems (Report of the UW System Committee, 1980, p. 4).

Each school within the UW System is responsible for its individual minority recruitment/enrollment/retention goals. As directed by the Board of Regents, UW-La Crosse established a set of goals and objectives for the purposes of recruiting, enrolling and retaining minority students.

Efforts by UW-La Crosse to recruit minority students were hampered, however, because administrators had not learned to communicate and develop a working relationship with the minority students that were enrolled (Lipscomb, Rivera, 1978, p. 13).

UW-La Crosse has fallen short of its minority enrollment goals every year since they were established in 1976.

Table 1

University of Wisconsin - La Crosse Enrollment History & Projections

	Total Enrollment*	Minority Enrollment*	Minorities as a % of Total	Goals Estab. 1976 by UW-L
1976-77	7,756	108	1.4	122
1977-78	8,554	118	1.4	138
1978-79	8,431	118	1.4	156
1979-80	8,896	105	1.2	176
1980-81	9,016	134	1.5	199
<u>Projected</u>				
1981-82	9,049	160	1.8	--

\*Actual head count

(Annual Report to the Regents, 1980, p. 24)

This table has been updated with information obtained through Dr. Jean Foss, Assistant Vice Chancellor, University of Wisconsin-La Crosse.

In an attempt to resolve the problem, the Dean of Student Affairs organized an Ad-Hoc Committee to study the minority student situation in 1978. The Committee was comprised of personnel in Admissions, Student Affairs, Faculty, Minority Students and Minority Studies. The Committee made the following recommendations.

- (1) The hiring of minority faculty/academic staff, particularly in Student Affairs.
- (2) Renewed contacts with Milwaukee Educational Opportunity Center and Racine Environment Committee as well as other agencies/individuals outside the traditional educational community.
- (3) The development of programming where minorities are invited to a campus to see first hand the facilities and to visit with staff, faculty and students.
- (4) A review of the special financial needs of minority students (2nd Annual Report to the Regents, 1980, p. 25).

UW-La Crosse's Ad Hoc Committee and the System Review Committee reached similar conclusions as to how the recruitment/enrollment problem could be handled.

Both agreed that there should be more involvement by students, faculty and school organizations for the purpose of encouraging and supporting minority enrollment. The re-evaluation of financial aid opportunities for minority groups, the increased emphasis on contact made by the school with parents and students and the use of local groups familiar with the minority situation to serve as outreach mechanisms to contact and interest students in a college education were all considered as possible methods to establish better contact with the targeted minority groups.

One premise is that these extra efforts are necessary due to the social and economic backgrounds of many ethnic/racial minority students.

Compared with their white peers, they (minority students) are less likely to have had significant exposure to adults in professional level occupations and their secondary school background is less likely to have emphasized planning for careers which require college training (Lamb, 1976, p. 1).

## Marketing in Higher Education

One solution becoming popular with higher education now faced with enrollment problems is the modern concept of marketing, studying and then addressing the perceived needs and wants of the targeted consumers.

Higher education until recent times seems to be one of the few endeavors (or businesses, which it really is) where a product (the curriculum) is put together and then given to the sales force (the admissions staff) to market to consumers (the students) with little or no consideration as to whether it meets the needs of the consumers or if the consumers want the product in the first place (Mudie, 1978, p. 9).

Philip Kotler, one of the nation's leading authorities on marketing, explains marketing as a focus on building long term clientele. Modern Marketing "is professional marketing and entails quite consciously doing a good job of consumer and market research, market definition, and cultivation, product design and development, distribution planning, pricing and promotion." He continues by emphasizing that customers of an unresponsive organization become frustrated and dissatisfied. Dissatisfaction leads to rebellion or apathy. Ultimately the organization seals its own doom (Harper, 1977, p. 5)."

John Anthony Brown in his article, "The Role of the Academic Program in Institutional Marketing", lends support to Kotler's comments. Marketing the college program is as important as the content and structure in winning students to an institution and in keeping them there (Brown, 1978, p. 2).

The modern concept of marketing is not the negative "hard sell" approach taken by some businesses. Rather it is based on the idea that

the product be presented to the consumer in such a way that it satisfies what the consumer believes are real needs. "A marketing plan is no gimmick. It is a tried and true management procedure which is long overdue in colleges (Stuhr, 1971, p. 28)." According to Peter Drucker, a national marketing expert, "The aim of marketing is to know and understand the consumer so well that the product or service fits him/her and sells itself (Johnson, 1977, p. 11)."

To better understand the consumers' needs and/or wants and how these can be satisfied, business has used the aid of market research.

Market research involves learning about the attitudes of various publics toward organizations and services or products to discover how those publics are influenced to subscribe, enroll or purchase whatever service or product is being offered (Barton, Treadwell, 1978, p. 79).

One aspect of market research is the marketing survey. The marketing survey can be conducted in a variety of ways under a variety of conditions. "The survey is the most widely used method of collecting primary data (Elam, Paley, 1978, p. 66)."

Traditionally, demographic and factual information and consumer attitudes and opinions are gathered through the use of the survey. The information is studied and analyzed to establish the consumer's perceived need and wants.

Consumer behavior is an emerging field of study within the marketing framework. Its objectives are to help the marketing person better understand the variables that cause people to purchase or fail to purchase. It would seem that higher education could move in the same direction with their student customers (Fram, 1973, p. 63).

### Factors Influencing the Decision to Attend College

Why do students choose to attend a particular college or university? Admissions staffs faced with meeting quotas and maintaining enrollment levels are attempting to find the answers.

The decision to attend a particular college or university can be influenced by a variety of factors. According to Harold Howe, II, former U.S. Commissioner of Education, primary factors influencing a student's decision to attend a particular college include, to be with friends, nothing else to do, parents, to discover one's self, to find a spouse, to discover the world, to enter a profession and the belief that a degree is vital to the job market (Newsweek, 1976, p. 64).

Herbert C. Mudie, in his article, "Identifying and Expanding the Desirable Student Pool" (1978), suggests that certain characteristics of the college such as size, location, programs and course offering are influential on the student's decision.

Financial aid can also be of influence. "A recent study (at Ohio University) tends to support the position of the admissions staff that the availability of financial aid is, among other variables, 'of very great value' in enrolling students (Huddleston, Batty, 1978, p. 38)."

In establishing a better understanding of what influences its consumers, higher education will be better able to respond to the challenging problems of the upcoming decade.

## CHAPTER III

### METHODOLOGY

The marketing survey was developed to determine:

- (1) The degree of influence specific factors have on a student's decision to attend UW-La Crosse, and
- (2) If there are significant differences between the black and white students' responses to these specific factors.

A survey instrument was developed using information from a variety of written sources dealing with 'why students attend college' and from interviews with UW-L Admissions and Student Affairs personnel. The number of students involved in the study was a determining factor in the decision to distribute the survey by mail.

In order to obtain the number of necessary responses it would have required the aid of additional personnel if alternate methods such as a telephone survey or a personal interview would have been conducted. In addition:

- (1) It would have been difficult to monitor the additional personnel to assure that they were not biasing the reactions and answers of the participants.
- (2) The student is traditionally a difficult person to find at home because of his school, study, work and social schedules. The number of anticipated follow-up inquiries necessary to locate the student could have caused a problem in completing the survey study during the designated time frame.

Two groups of undergraduate students enrolled at UW-La Crosse during the 1980 Fall semester were selected to participate in the survey. Forty-five black students and ninety white students were selected based on the hometown zip codes.

The group of black students was selected first. The hometown zip codes were used to determine if the student was (1) not from the La Crosse area, and (2) from an urban area.

The black students' zip codes were used to develop a master list of white students with identical zip codes. From the master list, provided by the UW-La Crosse Computer Center, 90 white students were randomly selected to participate in the survey.

The initial mailing consisted of a cover letter, the survey and a pre-addressed (stamped) envelope. The cover letter explained that the survey was being conducted as part of a graduate student research project. The students were informed that the purpose of the research project was to determine why students chose to attend UW-La Crosse.

No mention was made regarding the intended racial comparison. It was felt that this knowledge would sensitize respondents. For purposes of separating black from white participants, black students received gold colored surveys and white students received white surveys. The students, however, were assured that their individual responses would remain anonymous. The students were requested to return the completed survey in the pre-addressed (stamped) envelope.

Students selected to participate resided both on and off campus. Those who lived on campus were able to receive and send the survey through campus mail, therefore their envelopes did not require postage.

Students living off campus received and sent their surveys through the U.S. Postal Service. This required enclosing pre-stamped return envelopes.

All of the return envelopes were pre-addressed for return to the UW-L Admissions Office. A postscript in the cover letter explained that the Admissions Office was not directly involved in the study, however for the purpose of convenience, all surveys were being returned to the Admissions Office.

The initial mailing was made on Monday, November 10. The letter requested that the completed surveys be returned by Monday, November 17.

The first follow-up letter was mailed Wednesday, November 19. The letter reminded the participants to complete and return the surveys. It also extended the return deadline to Monday, November 24. The follow-up letter was mailed to all participants. It was not possible to determine who had already completed and returned the survey.

A second follow-up to the black students was necessary to achieve the minimum required number of completed surveys from this group to qualify as a statistically valid sample. The first two survey requests had provided a very poor rate of return from the black students. To help alleviate this problem, the black student advisor volunteered to distribute the surveys at two black student social gatherings. He instructed the students to complete a survey only if they had not already done so. This additional effort resulted in a sufficient return to conclude the follow-up effort.

The results of the survey were keypunched and processed at the UW-La Crosse Computer Center.

Table II

Black/White Student Responses to Mailings/Distributions

	<u>Mailed/ Distributed</u>	<u>Surveys Returned</u>
<u>White Student Responses</u>		
Initial mailing (Letter & Survey)	90	49
First follow-up (Letter only)	90	12
	Total	<u>61</u>
<u>Black Student Responses</u>		
Initial mailing (Letter & Survey)	45	10
First follow-up (Letter only)	45	4
Second follow-up (Letter & Survey distributed)	13	13
	Total	<u>27</u>

Total black and white student surveys mailed = 135

Total black and white student surveys returned = 88

67% of white students responded

60% of black students responded

65% of total group responded

CHAPTER IV  
RESULTS AND DISCUSSION

The survey consisted of three questions, 32 statements and a request for additional comments. The questions requested the following demographic information:

- (1) High school graduated from
- (2) Age
- (3) Year in college

The 32 statements were factors that could influence a student's decision to attend UW-La Crosse. The participant was requested to rank each statement on a scale of 0-3 where:

- 0 - Does not apply
- 1 - Not important
- 2 - Somewhat important
- 3 - Very important

Statements 1 through 17 referred to specific individuals and their influence on the participant's decision. Statements 18 through 32 referred to specific places and things and their influence in the participant's decision. The final item asked the participant to list additional factors that influenced their decision to attend UW-La Crosse.

Presentation of Data

School Attended -- Of the 88 students that completed the survey, 85 indicated both the school they attended and the city in which it was

Table III

Name and Location of High School Attended by Black/White Students

<u>Milwaukee Schools</u>	<u>Black</u>	<u>White</u>	<u>Total</u>	
Bay View	4		4	
Custer	2	4	6	
Divine Savior		1	1	
James Madison		2	2	
John Marshall	3	1	4	
Lincoln	1		1	
Luster		1	1	
Lutheran		1	1	
Messmer	1	3	4	
Milwaukee Tech	2	1	3	
Nicolet		1	1	
North Division	4		4	
Pius XI		1	1	
Puaski	1		1	
Riverside		1	1	
Shorewood		1	1	
Solomon Juneau		1	1	
South Division	1		1	
West	1		1	
No school named	<u>1</u>	<u>1</u>	<u>2</u>	
	Subtotal	21	20	41
<u>Milwaukee Area Schools</u>				
Brookfield Central, Brookfield		17	17	
Brookfield East, Brookfield		12	12	
Browndeer, Browndeer		2	2	
Dominican, Whitefish Bay	1		1	
J. I. Case, Racine	1	3	4	
New Berlin West, New Berlin		1	1	
Prairie School, Racine		1	1	
Washington, Germantown		<u>2</u>	<u>2</u>	
	Subtotal	2	38	40
<u>Out-of-State Schools</u>				
East, Rockford, Illinois	1		1	
Winnebago, Rockford, Illinois		1	1	
Niles, Skokie, Illinois		1	1	
Washington, Minneapolis, Minn	1		1	
Washburn, Minneapolis, Minn		1	1	
Southampton, Southampton, NY	<u>1</u>		<u>1</u>	
	Subtotal	<u>3</u>	<u>3</u>	<u>6</u>
No school, no city	<u>1</u>		<u>1</u>	
	Total	27	61	88

located. Two students indicated the city but not the school and one student did not respond to the question.

A majority of the students who responded were from Milwaukee and the surrounding area. A total of 41 students attended Milwaukee city schools (47%), while a total of 40 students (45%) attended schools in the area surrounding Milwaukee, and six students (7%) attended schools from out of the state. The number of students, the name of the school, the city and the state are indicated in Table III. The percentage breakdown by race and location of high school is indicated in Table IV.

The highest percentage of the black students who responded were from Milwaukee schools. A total of 21 black students (78%) attended schools that were in the City of Milwaukee. Two black students (7%) attended school in the surrounding Milwaukee area and three (11%) attended out-of-state schools in New York, Illinois and Minnesota. One black student did not indicate either a school or city.

The highest percentage of white students who responded were from the surrounding Milwaukee area. Twenty white students (33%) attended schools that were located in the City of Milwaukee. Thirty eight white students (62%) attended schools in the surrounding Milwaukee area and three (5%) attended out-of-state schools in Minnesota and Illinois.

Table IV  
Percentage Breakdown of Black/White Students by High School Location

	<u>Black Students</u>	<u>White Students</u>	<u>Total</u>
Milwaukee City Schools	78%	33%	47%
Milwaukee Area Schools	7%	62%	45%
Out-Of-State Schools	11%	5%	7%
No Response	<u>4%</u>	<u>0</u>	<u>1%</u>
Total	100%	100%	100%

Age

Of the 88 students that responded, 79 indicated their age.

Students had a choice of five age categories.

(1) 18 - 19

(2) 20 - 21

(3) 22 - 23

(4) 24 - 25

(5) Over 26

Three students indicated their age as 17 although this age group was not provided. All three students were black. Table V shows the age and race breakdown of the respondents. A majority of the student group that responded indicated their age to be 18 - 19 years. Of the 41 students in this group 28 were white and 13 were black.

The next largest age group was the 20 - 21 years category. Of this group of 28 students, 23 were white and five were black.

A total of seven students, one black and six white indicated their age as 22 - 23 years. This left a remaining total of nine students; five black and four white who did not respond to this question.

Table V

Age Breakdown of Black/White Students

<u>Age Category</u>	<u>Black</u>	<u>White</u>	<u>Total</u>
17 years	3	0	3
(1) 18 - 19 years	13	28	41
(2) 20 - 21 years	5	23	28
(3) 22 - 23 years	1	6	7
(4) 24 - 25 years	0	0	0
(5) Over 26 years	0	0	0
No age indicated	5	4	9
Total	27	61	88

Table VI

Percentage Breakdown of Black/White Students by Age Category

<u>Age Category</u>	<u>Black</u>	<u>White</u>	<u>Total</u>
17 years	11%	0	3%
(1) 18 - 19 years	48%	46%	47%
(2) 20 - 21 years	19%	38%	32%
(3) 22 - 23 years	4%	10%	8%
(4) 24 - 25 years	0	0	0
(5) Over 26 years	0	0	0
No age indicated	<u>18%</u>	<u>6%</u>	<u>10%</u>
Total	100%	100%	100%

The percentage figures as shown in Table VI indicate that both the highest percentage of black students and highest percentage of white students fall into the 18 - 19 years category. Forty-eight percent of the black students and 46 percent of the white students indicated they were in this age group.

Nineteen percent of the black students and 38 percent of the white students fall into the 20 - 21 age group and four percent of the black students and ten percent of the white students are in the 22 - 23 age group.

Year in College

Of the 88 students that responded a total of 76 indicated their year in college. Students had a choice of five categories.

- (1) Freshman
- (2) Sophomore

(3) Junior

(4) Senior

(5) Other

Table VII shows the year in school breakdown between the two groups of students.

A majority of the students that responded were sophomores. Analyzed by race categories, the majority of black students were freshmen and the majority of white students were sophomores.

Table VII

School Year Breakdown of Black/White Students

	<u>Black Students</u>	<u>White Students</u>	<u>Total</u>
(1) Freshman	11	12	23
(2) Sophomore	6	21	27
(3) Junior	2	13	15
(4) Senior	1	10	11
(5) Other	0	0	0
Not indicated	7	5	12

Twenty-three students indicated they were freshmen, 11 were black students and 12 were white students. Twenty-seven students indicated they were sophomores, six were black students and 21 were white students.

Fifteen students indicated that they were juniors. Of that 15, two were black and 13 were white. Eleven students indicated they were seniors, one was black and 10 were white.

Twelve students, seven black and five white, did not indicate their year in college.

The total student responses indicated in Table VIII show that the highest percentage of students were sophomores, 31 percent. The second largest class group were freshmen, 26 percent, followed by juniors at 17 percent and seniors at 12 percent.

Table VIII

Percentage Breakdown of Black/White Students by Year in School

	<u>Black Students</u>	<u>White Students</u>	<u>Total</u>
(1) Freshman	41%	20%	26%
(2) Sophomore	22%	35%	31%
(3) Junior	7%	21%	17%
(4) Senior	4%	16%	12%
(5) Other	0	0	0
Not indicated	<u>26%</u>	<u>8%</u>	<u>14%</u>
Total	100%	100%	100%

Forty one percent of the black students that responded were freshmen, while 20 percent of the white students were freshmen.

The sophomores, however, show a higher percentage of white students, 35 percent, and a lower, 22 percent of black students.

Twenty-one percent of the white students indicated that they were juniors while seven percent of the blacks indicated a junior standing.

Twenty-six percent of the black students did not respond to this question. Out of the total group 14 percent did not respond to the year in college question.

### Group Mean Values

Students were requested to rank how important each statement was in influencing their decision to attend UW-La Crosse.

The scale consisted of four values from which the students could choose.

- 0 - Does not apply
- 1 - Not important
- 2 - Somewhat important
- 3 - Very important

Statements numbered one through 17 referred to specific individuals and their possible influence on the decision. Statements 18 through 32 referred to places and things and their possible influence.

A discriminant analysis was performed on the group responses. The analysis provided information on the following groupings of students on how they responded to each statement.

- (1) White students
- (2) Black students
- (3) Total students

Through this analysis, a comparison can be made of the responses to all items simultaneously among groups.

The first part of this discussion deals with the group mean values of each survey statement. For the purposes of this discussion the group mean values are separated into four categories, which correspond with the four values used to originally determine the importance of each statement by the students. Although the statements have been ranked according to the group mean values, the actual difference in

the values is not great enough within each designated category to present anymore than a general discussion of their importance. The statistically significant discriminant function coefficient found in this study is discussed in a later section of the chapter.

Statements were divided into four groups according to their group mean values.

- I 2.5 and above - Very important
- II 1.5 to 2.5 - Somewhat important
- III .5 to 1.5 - Not important
- IV .5 and less - Not applicable

#### Very Important

Neither group indicated a particular factor as 'very important' to them on their decision to attend UW-La Crosse. There appears to be no overwhelming influence for either the black or white students according to the group mean values.

#### Somewhat Important

There appears to be little difference in the factors that are 'somewhat important' to both the black and white student groups.

The 'somewhat important' category as displayed in Table IX is dominated by nonpersonal contact factors. Both black and white students indicated that the size of the campus, the specific course programs, promotional materials, academic reputation, geographic location and tuition were 'somewhat important' in their decision to attend UW-La Crosse.

The campus visit, college catalog, social reputation and athletic

Table IX

Nonpersonal (NP) and Personal (P) Influence Statements Ranked by Group Mean Value  
in the 'Somewhat Important' Category for Black/White Students

White Students				Black Students			
<u>Group Mean Value</u>	<u>Rank</u>	<u>Statement</u>	<u>Category</u>	<u>Group Mean Value</u>	<u>Rank</u>	<u>Statement</u>	<u>Category</u>
2.36066	1	Specific Course Program	NP	2.25926	1	Size of UW-La Crosse	NP
2.22951	2	Size of UW-La Crosse	NP	1.92593	2	Promotional Material Received through the Mail	NP
1.98361	3	UW-La Crosse Campus Visit	NP*	1.88889	3	Specific Course Program	NP
1.98361	3	Academic Reputation of UW-La Crosse	NP	1.77778	4	Parents or Guardians	P
1.95082	4	Geographic Location of UW-La Crosse	NP	1.74074	5	Geographic Location of UW-La Crosse	NP
1.90164	5	Social Reputation of UW-La Crosse	NP*	1.59259	6	Academic Reputation of UW-La Crosse	NP
1.86885	6	Friends or Peers that Attend UW-La Crosse	P	1.59259	6	Amount Offered in Financial Aid Package	NP*
1.85246	7	Promotional Material Received through the Mail	NP	1.55556	7	Private Counseling by College Recruiter	P*
1.85246	7	Tuition (Including Housing Costs)	NP	1.55556	7	Tuition (Including Housing Costs)	NP
1.81967	8	Parents or Guardians	P	1.51852	8	UW-La Crosse Academic Support Services	NP*
1.78689	9	College Catalog	NP*	1.51852	8	Friends or Peers that Attend UW-La Crosse	P
1.63934	10	Athletic Reputation	NP*				
1.60656	11	High School Guidance Counselor	P*				

\*These statements are unique to the student group in the 'Somewhat Important' category.

reputation are nonpersonal contact factors that the white students alone felt were somewhat important. The black students indicated that the financial aid offer and academic support services provided by UW-La Crosse were somewhat important to their decision.

Both white and black students indicated that friends or peers and parents or guardians were personal contact factors that were 'somewhat important'. White students, however, also indicated the high school guidance counselor was somewhat important, while the black students indicated private counseling by the college recruiter was of importance.

#### Not Important

As shown in Table X, both the black and white student groups agreed on a majority of the factors listed in the 'not important' range. Most of these factors are in the 'personal contact' category.

The high school teacher, friends and peers that do not attend UW-L, the high school coach, relatives other than parents and guardians, the college recruiter high school visit, a professional person, UW-L coach and faculty were personal contact factors that both black and white students appeared to agree were not important in their decision to attend UW-La Crosse.

Alumni and private counseling by the college recruiter were not important to the white student group. The black student group listed the high school guidance counselor as unimportant.

Both groups felt that the date the student is notified of the financial aid offer and the slide or movie presentation were not important.

Table X

Nonpersonal (NP) and Personal (P) Influence Statements Ranked by Group Mean Value  
in the 'Not Important' Category for Black/White Students

White Students				Black Students			
<u>Group Mean Value</u>	<u>Rank</u>	<u>Statement</u>	<u>Category</u>	<u>Group Mean Value</u>	<u>Rank</u>	<u>Statement</u>	<u>Category</u>
1.36066	12	Brothers or Sisters	P	1.48148	9	UW-L Campus Visit	NP*
1.22951	13	High School Teacher (Other than Coach)	P	1.40741	10	High School Guidance Counselor	NP*
1.13115	14	Alumni from UW-L	P*	1.37037	11	High School Visit by College Recruiter	P
1.08197	15	Friends or Peers that do not Attend UW-L	P	1.37037	11	College Catalog	NP*
1.08197	15	High School Coach	P	1.29630	12	High School Teacher Other than Coach	P
.90164	16	Amount Offered in Financial Aid Package	NP*	1.18519	13	Date Notified of Financial Aid Offer	NP
.83607	17	Relatives other than Parents or Guardians (Not including Brothers or Sisters)	P	1.14815	14	Social Reputation of UW-L	NP*
.80328	18	High School Visit by College Recruiter	P	1.11111	15	Athletic Reputation of UW-L	NP*
.78689	19	Professional Person	P	1.07407	16	Slide or Movie Presentation of UW-L	NP
.77049	20	Date Notified of Financial Aid Offer	NP	1.00000	17	Professional Person	P
.70492	21	Private Counseling by College Recruiter	P*	.92593	18	High School Coach	P
.63934	22	UW-L Coach	P	.85185	19	UW-L Faculty	P
.59016	23	UW-L Faculty	P	.77778	20	Brothers or Sisters	P
.57377	24	Slide or Movie Presentation of UW-L	NP	.77778	20	Friends or Peers that do not Attend UW-L	P
.57377	24	UW-L Academic Support Services	NP*	.74074	21	Relatives other than Parents or Guardians (Not including Brothers or Sisters)	P
				.74074	21	UW-L Coach	P
				.55556	22	UW-L Pre-Collegiate Summer Program	NP*

\*These statements are unique to the student group in the 'Not Important' category.

The two groups differed on nonpersonal contact factors. The white students indicated that the financial aid package and academic support services were not important in making their decision to attend UW-La Crosse. The black students indicated that the college catalog, the social reputation and athletic reputation and finally, the pre-collegiate summer program were unimportant to the group.

#### Does Not Apply

The students were instructed to indicate the 'Does Not Apply' category only if the factor had absolutely no influence on their decision to attend UW-La Crosse. (Table XI)

Both groups indicated that religious leaders, youth group leaders and social service representatives had no influence on their decision. The white students apparently were not influenced by the pre-collegiate summer program. The black students indicated that alumni from UW-La Crosse were not influential.

#### Summary of Group Mean Values

According to the survey results, factors that distinguish between the two groups of students and have the most importance to the black students are the financial aid package, the academic support services and private counseling by the college recruiter. The white students, however, indicated that these particular factors had very little or no influence.

The high school guidance counselor and college catalog, which were factors that the white students indicated, had some importance. While the white students also indicated that the social and academic

Table XI

Nonpersonal (NP) and Personal (P) Influence Statements Ranked by Group Mean Value  
in the 'Does Not Apply' Category for Black/White Students

White Students				Black Students			
<u>Group Mean Value</u>	<u>Rank</u>		<u>Category</u>	<u>Group Mean Value</u>	<u>Rank</u>		<u>Category</u>
.34426	25	Religious Leader	P	.48148	23	Alumni from UW-La Crosse	P*
.34426	25	UW-La Crosse Pre-Collegiate Summer Program	NP*	.44444	24	Youth Group Leader	P
.31148	26	Youth Group Leader	P	.40741	25	Religious Leader	P
.29508	27	Social Services Representative	P	.29630	26	Social Services Representative	P

\*These statements are unique to the student group in Group IV

reputations were of some importance, the black students ranked these factors as not important.

While the white students indicated that the campus visit was somewhat important and the black students indicated it was not important, the black students ranking of this factor was only .01852 from the 'somewhat important' category. Therefore, for the purpose of this discussion, there is not a great disagreement between the two groups regarding this factor.

The pre-collegiate summer program offered by UW-La Crosse did not have a strong influence on either group. The black students indicated that the program was not important and the white students indicated that it did not apply at all in their decision process.

The white students indicated that although alumni was not important, it was more important to them than to the black students who indicated that it did not apply in making their decision.

The total group of students (Table XII) did not indicate there were any factors that were 'very important' in their decision to attend UW-La Crosse. In the 'somewhat important' category nine nonpersonal influence factors and three personal influence factors were indicated.

Nonpersonal factors in the 'somewhat important' category included the size of UW-La Crosse, the specific course program, the geographic location, promotional material received through the mail, the academic reputation, campus visit, tuition, social reputation and the college catalog.

Personal factors that were 'somewhat important' to the group included parents or guardians, friends or peers that attend UW-La Crosse

Table XII

Nonpersonal (NP) and Personal (P) Influence Statements Ranked by  
Group Mean Value for Total Group

Group Mean Value	Rank	Statement	Category
<u>Somewhat Important</u>			
2.23864	1	Size of UW-La Crosse	NP
2.21591	2	Specific course program	NP
1.88636	3	Geographic location of UW-La Crosse	NP
1.87500	4	Promotional materials received through the mail	NP
1.86364	5	Academic reputation of UW-La Crosse	NP
1.82955	6	UW-La Crosse campus visit	NP
1.80682	7	Parents or guardians	P
1.76136	8	Friends of peers that attend UW-La Crosse	P
1.76136	8	Tuition (Including housing costs)	NP
1.67045	9	Social reputation of UW-La Crosse	NP
1.65909	10	College catalog	NP
1.54545	11	High school guidance counselor	P
<u>Not Important</u>			
1.47727	12	Athletic reputation of UW-La Crosse	NP
1.25000	13	High school teacher (Other than coach)	P
1.18182	14	Brothers or sisters	P
1.11364	15	Amount offered in financial aid package	NP
1.03409	16	High school coach	P
.98864	17	Friends or peers that do not attend UW-La Crosse	P
.97727	18	High school visit by college recruiter	P
.96591	19	Private counseling by college recruiter	P
.93182	20	Alumni from UW-La Crosse	P
.89773	21	Date notified of financial aid package	NP
.86364	22	UW-La Crosse academic support services	NP
.85227	23	Professional person (Other than teacher)	P
.80682	24	Relations other than parents or guardians	P
.72727	25	Slides or movie presentation of UW-La Crosse	NP
.67045	26	UW-La Crosse coach	P
.67045	26	UW-La Crosse faculty	P
<u>Does Not Apply</u>			
.40909	27	UW-La Crosse pre-collegiate summer program	NP
.36364	28	Religious leader	P
.35227	29	Youth group leader	P
.29545	30	Social services representative	P

and the high school guidance counselor.

Factors that were considered 'not important' by the group included five nonpersonal influence factors and 11 personal influence factors.

The athletic reputation, amount offered in the financial aid package, the date notified of financial aid, academic support services and the slide or movie presentation of UW-La Crosse were the nonpersonal influences considered 'not important' by the group.

The high school teacher, brothers or sisters, the high school coach, friends that do not attend UW-La Crosse, the high school visit by the college recruiter, alumni, professional person, relatives other than parents or guardians, UW-L coach and faculty were the personal influences factors indicated in the 'not important' category.

The 'does not apply' category included four factors, three personal influence factors and one nonpersonal influence factor.

The pre-collegiate summer program was the nonpersonal factor. Religious leader, youth group leader and social services representative were the personal influence factors indicated to be 'not applicable'.

#### Statistically Significant Discriminant Function Coefficients

Discriminant analysis was used to analyze two sets of variables, the personal influence statements and the nonpersonal statements. The black and white student responses to these sets of variables were compared and evaluated.

#### Personal Influences

The canonical discriminant function evaluated at the group mean for the group of personal influence statements (Figure 1) indicates that

the black students placed more importance on personal influence factors than the white students (Wilks' Lambda = .6846569;  $P < .0313$ ).

Figure 1

Black/White Student Group Centroids for Personal  
Influence Statements

<u>Group</u>	<u>Centroid</u>
1 (White Student Group)	-.44635
2 (Black Student Group)	1.00843

Of the 17 personal influence statements the standardized canonical discriminant function coefficients indicate that five of the personal influence statements optimally separate the black and white groups. (Table XIII).

Private counseling by a college recruiter, the youth group leader and the high school teacher appear as significant influences for the black student group. The white students appear to have been more influenced by brothers or sisters and alumni from UW-La Crosse in their decision to attend UW-La Crosse.

Nonpersonal Influences

The canonical discriminant function evaluated at the group mean for the nonpersonal influence statements (Figure 2) indicates that the white students placed more importance on the nonpersonal factors (Wilks' Lambda = .5798785;  $P < .0002$ ).

Table XIII

Standardized Discriminant Function Coefficients  
for the Personal (P) Influence Statements

<u>Number</u>	<u>Statement</u>	<u>Standardized Discriminant Function Coefficients</u>
P01	Private counseling by college recruiter	.39512*
P02	High school visit by college recruiter	.18170
P03	Parents or guardians	.02481
P04	Relatives other than parents or guardians	.02855
P05	Brothers or sisters	-.56357*
P06	Friends or peers that attend UW-La Crosse	-.13021
P07	Friends or peers that do not attend UW-La Crosse	-.04850
P08	Youth group leader	.31388
P09	Social services representative	-.20697
P10	Religious leader	.09572
P11	High school guidance counselor	-.27456
P12	High school teacher	.35290*
P13	High school coach	-.23170
P14	UW-La Crosse faculty	.19946
P15	UW-La Crosse coach	.13072
P16	Alumni from UW-La Crosse	-.56285*
P17	Professional person	.14869

\*Statistically significant

Figure 2

Black/White Student Group Centroids for  
Nonpersonal Influence Statements

<u>Group</u>	<u>Centroid</u>
1 (White Student Group)	.55981
2 (Black Student Group)	-1.26477

Of the 17 nonpersonal influence statements the standardized canonical discriminant function coefficients (Table XIV) indicate that four of the statements optimally separate the two groups.

The black student group indicated that nonpersonal influences, the size of UW-La Crosse, amount offered in the financial aid package and UW-La Crosse academic support services were of most significance to them in this group. The white students placed more significance on the social reputation of UW-La Crosse.

### Discussion

Demographic information indicated that all students responding to the demographic questions are from the same general urban area, in the same general age category and year in college.

A majority of both black and white students are from the Milwaukee area. Forty-seven percent of the students were from Milwaukee city schools and forty-five percent were from the surrounding Milwaukee area. Therefore, the information indicates that in total, 92 percent of the students that participated in the survey were from the same general urban area.

It should be noted, however, that a higher percentage of black

Table XIV

Standardized Discriminant Function Coefficients  
for the Nonpersonal (NP) Influence Statements

<u>Number</u>	<u>Statement</u>	<u>Standardized Discriminant Function Coefficients</u>
NP18	UW-La Crosse campus visit	.21293
NP19	Geographic location of UW-La Crosse	.22598
NP20	Size of UW-La Crosse	-.47298*
NP21	Social reputation of UW-La Crosse	.46348*
NP22	Academic reputation of UW-La Crosse	-.02402
NP23	Athletic reputation of UW-La Crosse	.16054
NP24	Specific course program	.23294
NP25	College catalog	.15421
NP26	Promotional material	-.06876
NP27	Slide or movie presentation	-.25529
NP28	Tuition	.30368
NP29	Amount offered in financial aid package	-.61580*
NP30	Date notified of financial aid offer	.23624
NP31	UW-La Crosse pre-collegiate summer program	.08661
NP32	UW-La Crosse academic support services	-.62149*

\*Statistically significant

students (78 percent) were from city schools while a higher percentage of white students (62 percent) were from surrounding area schools.

A majority of both the black and white students were between the ages of 18 and 21. Both groups showed the highest percentage in the 18 - 19 year old group. Forty-six percent of the white students were 18 - 19 years and forty-eight percent of the black students were 18 - 19 years.

The year in school category was primarily spread through three years; freshman, sophomore and junior.

A majority of the blacks were either freshmen (41 percent) or sophomores (22 percent) while the majority of whites were either sophomores (35 percent) or juniors (21 percent). Twenty percent of the whites were freshmen. This indicates that possibly the average age of the black freshman and sophomore student may be slightly older than the white student in the same year of school.

It should be noted that 26 percent of the black students did not indicate their year in school.

For the purposes of this study, it is felt that the demographic differences between the black and white student participants are not significant enough to invalidate their responses. Therefore it is believed that differences in responses are primarily due to racial background as opposed to either geographic, age or year in college.

It appears, according to ranking by Group Mean value that non-personal influences are more important than personal influences to both groups of students.

The nonpersonal and personal factors indicated by the survey to be important to the black student suggests a preference or need for

more individualized counseling and encouragement.

Personal influences that were statistically significant for the black student group indicate that personal individual support and encouragement were important to the black student. The nonpersonal influence of the academic support services and the amount offered in the financial aid package suggests a possible need for continuing support and encouragement on campus. The size of the UW-La Crosse campus would have particular importance if the student was concerned about receiving the individual attention he felt was necessary for adjustment to college.

Personal and nonpersonal influences that were statistically significant for the white student group indicate that this group did not look for support or encouragement in the same people or things as the black students. Nor do these influences (brothers or sister, alumni from UW-La Crosse and the social reputation of the school) suggest the necessity for the same type of support and encouragement as the black students indicated.

CHAPTER V  
SUMMARY, CONCLUSIONS & RECOMMENDATIONS

Summary

Colleges and universities are currently dealing with the problem of declining enrollment. A variety of circumstances have contributed to this problem which is critical to the success and future of many schools of higher education.

Population statistics and demographic projections indicate a decline in the college age population over the next several years. The current economic situation has also created the need to re-evaluate the necessity and value of a college education. A consumer-like approach to college education has taken form with both students and parents questioning its potential to provide future economic returns.

In addition to the problem of declining enrollment, many schools are still having difficulty increasing minority enrollment. Goals established at national, state and local levels are yet to be realized in many instances. Both the UW-System and more specifically, UW-La Crosse, are still not meeting their established goals to increase minority enrollment.

Many colleges and universities have successfully borrowed the concept of marketing from the business world. Certain marketing techniques are being adapted to the field of higher education in hopes of solving enrollment problems. Marketing has helped to provide the means to better understand and deal with the real and perceived needs and wants of the potential student.

A marketing survey was developed to study the degree of importance specific influences had on the black and white urban students' decision to attend UW-La Crosse. Forty five black students and 90 white students were asked to participate in the study. Twenty seven black students and sixty one white students responded. Eighty one of the 88 students who participated were from either Milwaukee or the surrounding Milwaukee area. Sixty nine of the students were between the ages of 18 and 21 years. Fifty of the students were either freshmen or sophomores.

It was hypothesized that:

- (1) A potential college student's decision to attend UW-La Crosse is influenced by both personal and nonpersonal factors.
- (2) A black urban student would consider the personal factors more important than the nonpersonal factors in making the final decision to attend UW-La Crosse.
- (3) The white urban student, being accessible to or by more nonpersonal factors than the black urban student, would consider nonpersonal factors as important or more important than personal factors.

The study provided 32 statements indicating specific factors that could influence a student's decision to attend UW-La Crosse. Seventeen of the statements referred to specific individuals and their influence on the participant's decision (personal factors) and 15 statements referred to specific places and things (nonpersonal factors). Students were requested to rank each statement on a scale of 0-3 as to the degree of importance each statement had in their decision to attend UW-La Crosse.

Discriminant analysis was used to compare the black and white students in terms of personal factor and nonpersonal factor statements. When ranked according to group mean values, neither group indicated any influences that were 'very important'. Most of the statements ranked as either 'somewhat important' or 'not important' by both groups. Nonpersonal factors were of more importance than personal factors to both groups.

The canonical discriminant functions evaluated at the group means, however, indicate that the black students placed more importance on personal factors than the white students. Whereas, the white students considered nonpersonal factors of more importance than did the black students.

### Conclusions

Although the results of this study provide some answers to the question of "Why does a student from an urban environment choose to attend UW-La Crosse?", the study should not be considered conclusive. The companion question of "Why does a black student from an urban environment choose to attend UW-La Crosse?", cannot be answered conclusively from the results of this study.

The study indicates that:

- (1) There are basic differences between the black and white students in terms of factors influencing their decision to attend UW-La Crosse,
- (2) The black students do not consider personal factors significantly more important than nonpersonal factors in making their decision

to attend UW-La Crosse. However, personal factors are more important to the black students than to the white students,

(3) The white students consider nonpersonal factors as important or more important than personal factors in making the decision to attend UW-La Crosse.

According to the ranking of each factor by its group mean value, there were basic differences between black and white students in terms of factors influencing their decision to attend UW-La Crosse.

Neither group indicated a factor that had an overwhelming influence on their decision, however, the black student placed more importance on the amount offered in the financial aid package, private counseling by the college recruiter and the UW-La Crosse academic support services than the white student.

The white students indicated that the UW-La Crosse campus, the social reputation, the college catalog, high school guidance counselor, and the athletic reputation were of more importance to them than they were to the black students.

The canonical discriminant function coefficients indicated that, among the personal influence factors, three were significant influences for the black student group. They were private counseling by a college recruiter, the youth group leader, and the high school teacher. Two factors were of significant influence for the white students; brothers or sisters and UW-La Crosse alumni.

The coefficients also indicated that among nonpersonal factors, the size of UW-La Crosse, the amount offered in the financial aid package and the UW-La Crosse academic support services were of most significance

to the black students. Of most significance to the white students among these factors was the social reputation of UW-La Crosse.

Although the ranking of the factors by group mean values indicates that nonpersonal factors were more important to each group than personal factors, the canonical discriminant function evaluated at the group mean for each group of statements (personal and nonpersonal) indicates that the black students attributed more importance to the personal factors than the white students and the white students attributed more importance to the nonpersonal factors.

### Recommendations

Initially it was difficult to solicit an adequate number of black students to participate in the study. It was only through the additional follow-up efforts on the part of the black student advisor that an adequate number of surveys was completed by the black students. Had the support and cooperation of the black student leaders been requested, that may have been helpful in receiving a larger response from the black student group.

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APPENDIX  
SURVEY

High School graduated from: \_\_\_\_\_ City: \_\_\_\_\_

Age: (1) 18-19 (2) 20-21 (3) 22-23 (4) 24-25 (5) Over 26

Year in College: (1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Other

Using the following scale please indicate how important the following factors were to you in making your decision to attend UW-La Crosse. (The DOES NOT APPLY category (#0) should be indicated only if the factor has absolutely no influence on your decision.)

DOES NOT APPLY      NOT IMPORTANT      SOMEWHAT IMPORTANT      VERY IMPORTANT  
-----0-----1-----2-----3-----

- \_\_\_ 1. Private counseling by college recruiter. (Ex: Personal contact made with you by college recruiter other than through the high school visit.)
- \_\_\_ 2. High school visit by college recruiter.
- \_\_\_ 3. Parents or guardians.
- \_\_\_ 4. Relatives other than parents or guardians. (Not including brothers or sisters)
- \_\_\_ 5. Brothers or sisters.
- \_\_\_ 6. Friends or peers that attend UW-La Crosse.
- \_\_\_ 7. Friends or peers that DO NOT attend UW-La Crosse.
- \_\_\_ 8. Youth group leader. (Ex: Boys Club, YM-YWCA, Scouts)
- \_\_\_ 9. Social Services representative. (Ex: VISTA, CETA)
- \_\_\_ 10. Religious leader. (Ex: Priest, Pastor, Rabbi)
- \_\_\_ 11. High school guidance counselor.
- \_\_\_ 12. High school teacher. (Other than coach)
- \_\_\_ 13. High school coach.
- \_\_\_ 14. UW-LaCrosse faculty. (Other than coach)
- \_\_\_ 15. UW-La Crosse coach.
- \_\_\_ 16. Alumni from UW-LaCrosse.
- \_\_\_ 17. Professional person. (Other than teacher) (Ex: Doctor, Lawyer, Business person)
- \_\_\_ 18. UW-La Crosse campus visit.
- \_\_\_ 19. Geographic location of UW-La Crosse.
- \_\_\_ 20. Size of UW-La Crosse.
- \_\_\_ 21. Social reputation of UW-La Crosse.
- \_\_\_ 22. Academic reputation of UW-La Crosse.
- \_\_\_ 23. Athletic reputation of UW-La Crosse. (Ex: Intramural, Varsity sports)
- \_\_\_ 24. Specific course program. (Ex: Physical Therapy, Business, Physical Education)
- \_\_\_ 25. College catalog.
- \_\_\_ 26. Promotional material received through the mail. (Ex: Brochures, Course descriptions, Campus description)
- \_\_\_ 27. Slide or movie presentation of UW-La Crosse.
- \_\_\_ 28. Tuition. (Including housing costs)
- \_\_\_ 29. Amount offered in Financial Aid package.
- \_\_\_ 30. Date notified of Financial Aid offer.
- \_\_\_ 31. UW-La Crosse Pre-Collegiate Summer program.
- \_\_\_ 32. UW-La Crosse Academic Support Services.

Please list other influences important in your decision to attend UW-L on back of page.