

PERCEPTION OF A UNIVERSITY:
A STUDY OF HOW PARENTS DEVELOP
PREFERENCES FOR AN INSTITUTION OF HIGHER EDUCATION

DISSERTATION

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Chapter 1

INTRODUCTION

Lengthy bibliographies can now be cited which refer to the concepts of marketing higher education. The majority of these articles report concepts, similar to those of business and industry, for researching, segmenting, and marketing a college or university and aimed specifically at the administrators of higher education. Yet, the concepts of marketing, this is, the fundamental principles, have long underlined the operational framework of academic administration. Krachenberg (1972) noted this early in his article, Bringing the Concept of Marketing to Higher Education, by stating:

Right now, for example, every college and university is carrying on some amount of marketing activity. Many universities put substantial effort into recruitment of students. Persuasive efforts frequently include both advertising (posters, bulletins and announcement, letters to colleagues) and personal selling (direct contact with promising students). There are pricing considerations (scholarships and subsidies of various sorts); and obviously a "product" (a series of both tangible and intangible utilities summed up by the term 'education') is being marketed. Products, prices, and persuasion are among the basic ingredients of the marketing process. Similarly, a university is engaged in marketing activity when it solicits its alumni, when it lobbys at the state legislature, and even when a member of the faculty puts together a research proposal. Thus, no matter what it is called, who does it, or where in the institution it is being done, universities are engaged in the marketing activity. (p. 370)

In essence, while higher education has long participated in marketing methods, only in recent years has the terminology of modern business marketing been readily adapted and visible in higher education literature. Now the student is the 'consumer' capable of being segmented; academic programs represent 'product differentiation', and old-fashion recruiting

is labeled as part of the 'market strategy'. Meanwhile, the University mission becomes the primary definition for 'market positioning' (Litten, 1980 b).

The primary force that has accelerated these marketing efforts can be found in student enrollment patterns. However, as Gorman (1974) suggested, the concern creating greater competition among institutions lies not only in the decreasing number of eligible eighteen-year olds, but with other factors. These factors include the end of the military draft, vocational and technical school competition, the escalation of tuition rates, and a lessening need for certain college majors in the job market all of which affects the specific demand for advanced university education (p. 242).

The majority of recent marketing attention centers around the recruiting and admission function within academic administration. This fact is substantiated in a number of recent research studies. (Bassin, 1975; Chapman & Gill, 1981; Gorman, 1976; Hadsell, 1980; Ihlanfeldt, 1980; Kloosterman, 1980; Lay & Maguire, 1980; Lay, Maguire & Litten, 1981; Leister, 1975; Litten, 1979; Murphy, 1979, 1981; Vaughn, Pitlik & Hasotia, 1978). These studies range from general marketing techniques to specific analysis of college environments as perceived by students. One common theme throughout the studies is the college selection process and its associated parameters. Certain aspects of the background attributes, social factors, parent influence, etc., in the specific college selection process are very relevant in a school's marketing plan. (For an expanded treatment of the literature see Chapter 2).

This study focused on the parent influence in the college selection process. Previously the parental influence in the specific college selection activity had not been explored adequately nor addressed in a significant manner by those in the field of admission, especially those recruiting new students.

Scope of the Study

A seller's market can be defined as one in which the producer of the product, or in the case of education, the service, need not be concerned with a lack of customers. Instead, a reverse kind of concern surfaces related to maintaining a required capacity to meet the clientele demands for your product or service. Unfortunately for many institutions of higher education today's market is the opposite:

A buyer's market.

In a buyer's market the producer of the product or service must continuously and successfully seek enough customers to protect its capability to produce or to serve.

In recent years it has been common to read of college closings or the merging of colleges in the United States. While exelcerating costs and mismanagement can be contributing factors, more often than not reduced enrollments are the real cause of these activities.

A less than subtle extension of recruiting simple numeric counts of students is the accelerated competition for quality or 'high ability' students. An understanding of this overall market situation requires an institution to have an understanding of its own drawing power.

A review of the literature on the college selection process almost always contains some references to the parent(s) of students and the

associated attitude relationship of influence. As early as 1959, John Holland began to study college selectivity and for the first time to document the presence of parent preference in a student's college choice. Early sociological research has concentrated on parental encouragement for college aspirations for the son or daughter, while other studies have discussed sociological and psychological factors contributing to a student's desire to attend a specific college. The importance of the parents in the college selection process was revealed in a major study sponsored by the College Board. "The findings have several important implications for guidance counselors and admission officers, for they suggest universal patterns of parental attitudes and the effects of those attitudes on students." (Davis, 1977, p. 25)

Recent work by Lay, Maguire & Litten (1981) has shown a definite relationship of parent preference to student matriculation. In analyzing the pool of students applying to Boston College it was found that:

Parents' preference is the predictor that first segments this pool, emphasizing the pivotal importance the family plays in college choice. If parents are perceived to be neutral (3) or negative (1, 2), the percent who matriculates is only 34%. Yet at the other extreme, if parents are perceived to rate Boston College as excellent (5), the matriculation percentage is almost 80%! It cannot be stressed too much the importance of involving parents in as many ways as possible, if the efforts of admissions are to be effective. (p. 9)

However, lacking in the research has been detailed analysis of how the parents, who significantly influence the student's selection of a college, are themselves influenced. That is, how do parents of potential matriculants to a college form initial knowledge, perceptions,

and ultimately their attitudes toward that college or university (For clarity of definitions see Chapter 3 Definitions).

The primary scope of the study dealt with the perception of a university. The basic premise was built on the parent's formation of perceptions toward and preference of an institution of higher education selected by a son or daughter for possible first-time matriculation.

Statement of the Problem

Since recent research indicates that parents influence the college selection of their children, the study sought to answer the following question:

On what basis or sources of influence do parents form their perceptions and preferences for a selected comprehensive state land grant university?

The study's null hypothesis was as follows:

THERE EXISTS NO DIFFERENCE BETWEEN PARENT(S) OF IN-STATE STUDENTS AND PARENT(S) OF OUT-OF-STATE STUDENTS IN THEIR FORMATION OF PERCEPTIONS AND PREFERENCES FOR WEST VIRGINIA UNIVERSITY.

Significance of the Study

For the past two decades many approaches have been used in analyzing the reasons adolescents choose to attend colleges as well as to select a specific college. The research work has been in various areas of concentration, such as social and psychological influences, college environment considerations, personal development, and most recently, consumer marketing theories. This study has applied many past research findings as well as recent theories to the college

selection process environment. It has provided updated research on an important aspect of academic administration.

Beyond this general purpose the study was undertaken for several significant purposes:

1. Recent literature has shown relationship between parent influence and student matriculation to a specific college. In the current research, detail analysis of how the parents are themselves influenced has not been studied. That is, how do parents of potential matriculates to a college form their initial perceptions and ultimately their preference toward that college. Therefore, the results of this study lend significant knowledge in this area of the college selection process;
2. The study advanced knowledge to better understanding the characteristics of potential students and their parents;
3. The study focused on a large comprehensive state land grant university. This represented a departure from most recent studies which primarily have dealt with smaller, liberal arts colleges;
4. The study's focus on resident vs. non-resident status provided an additional aspect of parental influence;
5. The study incorporated the telephone survey method for collection of data. To date, this approach has had limited use in social science research.

Chapter 2

REVIEW OF LITERATURE

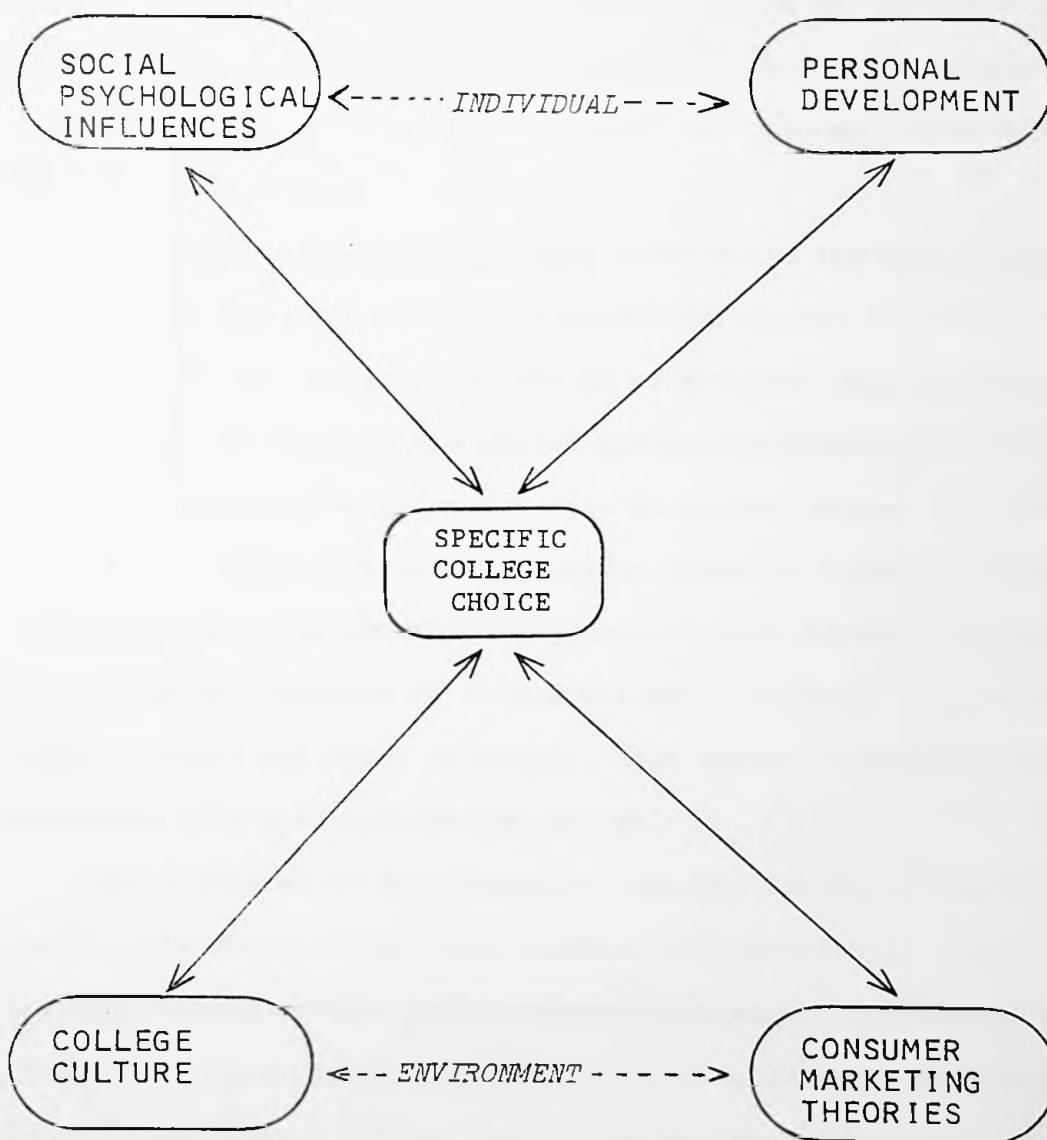
The research study was developed from previous research studies, dissertations, and on-going research at many institutions of higher education. However, the study's foundation is the reference material germane to the topic of the college selection process. Research of parent influence in the college selection process started with review of related literature published in the past two decades. Included in the literature research process were personal interviews with professionals in the admissions and recruiting fields. To assist the reader, the first sections of this chapter provide a schematic overview and a chronological capsule of the literature to date related to college selection process.

A Schematic Overview

An overview of the literature suggests four different approaches to research related to the selection of a specific college by a high school senior. A schematic overview of related literature, as developed by the author, is shown in Illustration-1. The diagram depicts four major areas of concentration on research studies and findings akin to the college decision process. By definition some overlapping occurs; however, the components of the scheme provide a visual guide for the reader's comprehension of the pertinent literature.

On the upper half of Illustration-1 the psychological based approaches of Social/Psychological Influences and Personal Development are presented.

Illustration - 1
A SCHEMATIC OVERVIEW
OF
LITERATURE RELATED TO COLLEGE CHOICE



Personal Development based literature suggests that a seventeen- or eighteen-year-old has reached a stage in the personal development requiring the making of his or her own decisions on future direction. From these observations then one draws the conclusion that the decision to go to college and more specifically which college to attend is rooted in the personality and make-up of the individual choosing the college. This is the least researched area and is not a primary force in the decision process as studied in this work. However, it undoubtedly represents a value of some (but unknown) influence in the selection process.

Social/Psychological Influence constitutes the most significant area, as well as most thoroughly researched in the literature. This area contributes the greatest number of research studies and literature citings related to the social and psychological factors influencing the student's decision not only to attend college and where, but also later career decisions. Specific research studies in this category attempt to determine the factors most likely to influence the adolescent decision to attend college. Typical factors included peers, parents and other relatives, high school counselors, college admission officers, and similar groups.

Areas related to environmental concerns in the college selection process are shown on the lower half of Illustration-1. First, is the College Culture. This block represents research studies and literature related to the physical environment of the college. Proponents of this area suggest that a student selects a college on the merit of the college's physical layout and location. Examples would be the student

who selects the University of Miami in Florida for the sun and sea, or the student who selects the University of Colorado for the mountains and snow skiing.

The college culture could also be applied to the academic status of the college. For instance, one need only mention Harvard University and certain positive images of that college are usually envisioned. When Holland (1959) asked parents, "What college or university do you consider as the 'Best' college in the United States?", Harvard was rated best by a margin of ten percentage points over the second choice and scored nearly one-fifth of the first choice responses.

A major scientific approach to the study of the campus environment was stated in 1957 by Stern (1970) at Syracuse University with the College Characteristic Index (CCI). The CCI was developed to identify the educational and psychological environment of a college. Since Stern's initial work other studies have used the CCI to test its validity (Standing and Parker, 1964). Thus, research that involved how an institution organized and presented its mission fell in this area of concentration.

The Consumer Marketing Theories represents the fourth block on the schematic (Illustration-1) and is the area of research concentration most frequently cited in recent years. Research studies and literature in this category represent the converting of industry marketing theories into a basis for studying the college choice process. Here such concepts as market position, market segmentation, product differentiation, image, etc., have been and are being explored. In addition, fundamentals of the decision making processes in consumer

buying as related to the purchase of educational services are being used to analyze the specific college choice decision.

The bibliography of a recently completed dissertation entitled, The Role of Family Decision Making in College Choice listed references primarily from the marketing research and consumer behavior subject areas (Hendricks, 1981). In addition, authors of articles on the topic of college choice, such as Kotler (1975), Murphy (1981), and Vaughn, Pitlik, and Hasotia (1978) often have academic backgrounds in business, especially marketing, rather than education.

A Chronological Overview

In a chronological overview, John Holland (1958) was the first to widely publish research in relationship to the specific college selection process. Holland's research was based on responses from National Merit Scholarship recipients. His 1959 companion article was a first attempt to relate parental attitudes about colleges based on this data.

In 1962, William D. Kerr analyzed student perceptions of the college selection process and reported that 67.3% of the time parents helped in the decision to attend a specific college. Kerr also found that 77% of the students selected a specific college during their senior year in high school with 41% of these seniors doing so as late as the second semester of their senior year. From 1958 to 1962 Stern and Pace worked with the College Characteristic Index (Pace and Stern, 1958; Pace, 1962). This index was an early scientific attempt to analyze a college's environment. In 1962 Sanford's

The American College was published. A chapter by Douvan and Kaye discussed motivational factors and college entrance. Their essay noted "in most middle class homes, parents play a major role in directing the choice of a school either explicitly or more subtly through the values and attitudes they build into the child and by setting certain limits - financial, geographic, religious, and others on the selection" (pp. 221-222).

In 1965, Richards and Holland using American College Testing (ACT) data attempted the first factoring of attributes on major influences related to college choice. They found four: Intellectual Emphasis, Practicality, Advice of Others, and Social Emphasis. In 1970, Stordahl used the same four factors in his research. Since then numerous studies have been based on these attributes.

In 1975, Philip Kotler completed the first edition of Marketing for Non-Profit Organizations. Since that time this book has been quoted and used often as a basis for the consumer/marketing approach to college choice. In 1978, Sternburg and Davis in an article, Student Perceptions of Yale and Its Competitors, focused on a statistical approach to analyzing competition among schools, and in 1979, Randall Chapman developed a sophisticated pricing policy related to the college choice process. Also in the late seventies, Litten along with Sullivan presented a number of papers and articles based on the Carleton College study. This study represented large dimension research in six metropolitan areas by surveying high ability students in conjunction with their college choice. This research effort extensively addressed factors which related to the college selection

process as experienced by parents of high school juniors and seniors. It also represented major support by an external organization (The College Board) for this type research. Many aspects of marketing were incorporated into this study.

In 1980 at Boston College Robert Lay and John Maguire in their article, Identifying the Competition in Higher Education - Two Approaches delved deeper into the consumer marketing theories to research the college choice process. Then in 1981 Patrick Murphy also associated marketing concepts and consumer behavior attributes to the college selection process with a research study involving parents and students in the Milwaukee, Wisconsin area. According to Murphy his study represented an initial attempt to apply the theoretical concept of buying roles in a non-profit context. Most recently Hendrick's dissertation, The Role of Family Decision Making in College Choice concentrated on analysis of both the parental influence, as well as the student's decision process for selecting specific schools (1981).

Finally, Litten is currently completing the manuscript for a book tentatively to be titled Understanding Academic Markets. This book will primarily focus on all aspects of the college choice process including parents and students.

Primary Literature on College Selection Process

Studies on the choice of a specific college within the selection process are rooted in the fundamental research initiated in the late fifties. These studies concentrated on the relationship of the

aspirations of adolescents with regard to additional education or immediate job fulfillment. A 1957 study in Wisconsin had as its principal purpose the examination of the relationship between social economic status and college plans. This study concluded that because parental encouragement is a social-psychological variable, it is presumably subject to modification by means of programs of counseling directed at parents or parents and the children (Sewell & Shan, 1968, p. 571). Another typical example was a study conducted in Pennsylvania in 1963 which concerned parental encouragement and family size.

"Parents who are better educated, who hold more prestigious occupations, (i.e., those who are in the middle and upper social strata), generally display more positive values toward education, achievement, and social mobility, and usually set higher career goals for their children" (Rehberg & Westby, 1966, p. 371). An extension of determining how educational aspirations are developed was a research study undertaken to determine if the neighborhood in which the student resided had important influence on his educational plans or if the high school environment (i.e. social economic status of school) had a major impact (Sewell and Armer, 1966).

Evaluating college plans was also studied by Kandel and Lesser in the late sixties (1969). They attempted to investigate the relative influences of parents and peers under differing social and cultural conditions. Their conclusions revealed that parents influence adolescent's educational plans more than peers. This was specifically true even when comparing a "best-friend" to the adolescent's mother. "The self-expectations which adolescent's had for themselves as adults

were very close to the adolescent's perceptions of their parents current expectations" (Kandel and Lesser, 1969, p. 222). Other related studies have dealt with the relationship of the specific high school the student had attended in relationship to attending college and more precisely where to go to college (Nelson, 1972; Alexander and Eckland, 1977). These studies point to the presence of the parent in college plans.

Two books have been published that specifically address the parental involvement and keen desire to be a part of the college selection process. In his book, Distribution and Differentiation of Youth, Tillery wrote, "Although 48 percent of these seniors did not go to any form of post-secondary school, 80 percent or more of them reported that their parents expected them to go to some form of college" (1973, p. 31).

Trent's and Medsker's book Beyond High School, a psychological study of 10,000 high school graduates, notes:

The differences in amount of parental encouragement given to attend college lead to the expectation that the college attendees would also report discussing college more often with their parents. This hypothesis was supported by the data. Among the men 71 percent of the persisters had discussed college 'quite a lot' with their parents by the time they were graduating seniors in high school, compared with 61 percent of the college withdraws and 28 percent of the non-attenders (1968, p. 224).

As parental encouragement and involvement in college plans became common knowledge, researchers and administrators in higher education began looking specifically to the subject of parent preference.

Parent Preference

Jerry S. Davis's article, The Hidden Resource, focused on the parent influence. In reviewing a recent College Board survey he wrote "The findings have several important implications for guidance counselors and admissions officers, for they suggest universal patterns of parental attitudes and the effects of those attitudes on students" (1977, p. 25). Davis went on to report, "The students in both districts were equally likely to indicate that they would follow their parents preferences. Seven out of every 10 students whose parents wanted them to attend a particular type of post-secondary institution indicated they plan to do so" (1977, p. 26). Davis also set the challenge for future research when he concluded, "Admissions officers who have knowledge of the parental preferences of their potential student should be better able to predict which ones will enroll in their colleges. Since only 18 percent of the students whose parents had institutional preferences plan to attend some other type of institution, there is a high probability that students will follow those preferences. This is especially true for students who plan to attend four-year colleges" (1977, p. 28).

In the mid-seventies Sullivan at Carleton College found in a two year study of the final decision of students admitted to Carleton that parents constituted a crucial role in whether a potential enrollee actually chose to attend Carleton. "When Carleton was the first choice of a student, if the parent's reaction was negative, the percentage of students who actually enrolled decreased from 96 percent to 67 percent. If students had been admitted to Carleton, but not to the school which was their first choice, the percentage

who enrolled decreased from 69 percent to 38 percent when the parents reaction was negative" (1976, p. 61).

An extensive research effort was initiated in 1978 by Litten and Morris. This market research of six metropolitan markets (San Francisco/Oakland, Dallas/Ft. Worth, Denver/Boulder, Minneapolis/St. Paul, Chicago, and Washington, DC) was a cooperative undertaking of the College Board and Carleton College.

This research study represents the most comprehensive dealing with both students and parents in the college decision making process. While the study was limited to high ability students in the six markets with an interest in specific colleges, the published findings continued to support the parent influence in choosing colleges (Litten & Brodigan, 1981; Litten, Sullivan, Brodigan & Morris, 1980; Litten, Jahoda & Morris, 1980; Litten, 1980 a). This research design included the separate researching of the mother and the father to determine parental differences in the college selection process. One particular study interpretation revealed that parents are highly consistent concerning that which they considered important about the college their children might attend. This is irrespective of the parents' sex or the sex of the student (Litten, et. al., 1980 b, p. 4).

The parents' need and source of information about a specific college was also explored. The following findings show a variety of sources and the degree of involvement the parents reach in building their own perceptions of a college:

A clear first choice source for financial information is the college admissions officer, followed distantly by college publications. Interest in the fields of study offered by the college is most likely to be

satisfied by college publications, with an admissions officer the first choice of a smaller segment of parents. College faculty are most likely to be considered the best source of information on academic standards and the quality of the school's offerings, followed closely by high school counselors. Reputational information is likely to be preferred from non-collegiate sources. Alumni are the most frequent first choice source of information about the teaching reputation or ability of the faculty; high school counselors are the most frequently identified top choice for information on a college's general academic reputation. Career information is most often preferred from alumni, or from admissions officers. Current students are overwhelmingly the favored source of information about an institution's social atmosphere...Noteworthy is the emergence of "parents of current students" as an important second-choice source of information in a number of areas (pp. 4-5).

A 1977 Pennsylvania State University institutional research report found the parental influence to be present for students interested in that large land-grant college. "The ratings by traditional students show that parents exert the most positive influence on students with only 15 percent of the respondents indicating parents had little or no influence in their college decision" (Holinger, 1980, p. 51).

Staff at Boston College for the past several years have been conducting extensive follow-up studies on students who do and do not matriculate to Boston College. In a recent study based on this data the following was reported;

Parents' preference is the predictor that first segments this pool, emphasizing the pivotal importance the family plays in college choice. If parents are perceived to be neutral (3) or negative (1, 2) the percent who matriculates is only 34%. Yet at the other extreme, if parents are perceived to rate Boston College as excellent (5), the matriculation percentage is almost 80%. It cannot be stressed too much the importance involving parents in as many ways as possible, if the efforts of admissions are to be effective. (Lay, Maguire & Litten, 1981, p. 9)

Hendricks's dissertation work completed in 1981 at the University of Minnesota summarized and substantiated the parental influence factor.

"Parents as a whole were perceived to exert some influence at all stages of the college decision. Dividing the decision process into stages parents themselves indicate a larger percentage of influence at all stages; however, the relative distribution across the decision stages was very similar to the students distribution" (1981, p. 92). Her findings support Sullivan's and also Litten's conclusion that parents have an important impact on the college decision.

How then does the parent influence factor enter into the college choice process? In a recent article, David W. Chapman, when developing a model of student college choice, incorporated the parents' influence factor into his work. He concurs with other researchers that, "Even after controlling for differences due to social-economic status, parents appear to exercise the greatest influence on the student's future plans. Within that, students with more extensive education goals are more concerned about working out with their parents which college to attend" (1981, p. 495).

At the other extreme the parents may play a restriction role in the college selection process. Murphy found in his study of high school students in the Milwaukee area that, "Early in the decision process parents may force students to reject all schools that parents don't like. Therefore, the students are trained in deciding among the schools that parents accept. The marketing effort of the college then needs to take this course of events into consideration" (1981, p. 148).

That parents differ from their children in evaluating a specific college has also been addressed in the literature. "Parents and students attach somewhat different importance to factors relevant to

the college choice decision. Financial, geographical, and academic factors were more important to parents than to students, while students attached greater importance to social and culture and to informal advice factors" was evidenced in a University of Indiana study (Bowers and Pugh, 1973, p. 233).

Litten summarized it this way, "Students are more likely than parents to be interested in the 'consumption' aspects of higher education and parents exhibit a greater incidence of interest in the 'investment' aspects" (Litten and Brodigan, 1981, p. 22).

Ihlandeldt's (1980) recent book, Achieving Optimal Enrollments and Tuition Revenues, supports the importance of understanding the parental influence in the college selection process. For example, he claims that, "if price is a factor in attending a given college parents do play a more significant role, and if they are not supportive of a particular college or type of institution, their child is not likely to apply" (p. 143). The book also sets the stage for a college to approach the parents in a manner different than with students. Ihlandeldt suggests it would be wrong for a college to assume that parents become informed and reassured through information sent to their son or daughter. In fact, in a proposed marketing plan outlining in numeric fashion items to consider, #10 relates, "In institutions that enroll dependent students, an ancillary communication plan directed toward the interests of parents should be implemented" (p.67).

Ihlandeldt also voices concern for the human aspect of reaching prospective student's parents:

Alumni and representatives of units within the university such as Presidents and Deans of schools, can have a direct impact on parents of candidates. Alumni and Deans are often more effective in communicating with parents than with candidates. Contact between an alumnus and a parent often means a talk between members of the same age group who live in the same community. A sense of local identity is created for the institution, and the parents feel more secure in guiding their children toward that college. Academic Deans have a different image: They are perceived as authority figures who have instant credibility because of title and responsibility. Their message is frequently taken at face value by the parents of candidates. Because they are not perceived to be salespersons for the institution in the same sense as are members of the admissions staff, their opinions and philosophies tend to have more credibility (p. 130).

Parent preference as related to their image of a particular college is another integral part of the college selection process addressed in the literature. For example, research from Stony Brook revealed institutional image to be a crucial variable in the causal chain influencing the distribution of enrollments in colleges. "The research done so far strongly suggests that images and perceptions are more salient in determining who enrolls in a college and who doesn't" (Grunde, 1976, p. 24).

This thought as applied to applicants was expanded in analysis of research from Boston College in the following manner. "When the applicant moves toward making a choice and more careful appraisal proceeds, images are modified as more information is sought out. In making a decision, images are broken down to those attributes which distinguish among schools and which are thought to be most important by applicants" (Maguire & Lay, 1981, p. 123). Thus, the importance of image and perception by the applicant and the parent who ultimately do influence the student is of vital concern for each institution of

higher education. The literature specifically notes the ever increasing need to explore the intricate relationship of image and parent preference.

Summary

In the past two decades, researchers involved with education have been interested in various aspects of the adolescence's transition from high school to college. The range of studies has gone from a general interpretation of what motivates a student to go on to college to a detail focus of what constitutes the student's selection of a specific college.

As shown in Illustration-1, A Schematic Overview of Literature Related to College Choice, the research efforts have focused on both human and environmental frameworks. The Social/Psychological Influences and Personal Development blocks comprise the basic individual aspects of the college selection process. These research and literature references are concerned with the individual's development as related to the decision to go to college and which college to select. Parents, brothers and sisters, peers and high school personnel have influenced this process in many different ways.

The environmental areas incorporate more physical aspects of the college in the selection process. Literature and research in the College Culture and Consumer Marketing Theories blocks center on what a specific college offers a student. The most prevalent work in recent years has been related to adapting many marketing concepts from business (i.e., consumer research, buying behavior, image research, etc.) to the college selection process.

Throughout these research efforts parents and their influence have often been part of the study criterion. As early as 1959 Holland began to analyze parental attitudes about colleges. The literature cited since then has shown a definite relationship between parental influence and the selection of a specific college by a majority of students. Further, the concept of parent preference for a particular college linked to the son's or daughter's matriculation to that school has been substantiated. Finally, attempts in recent years to identify methodology and to develop understanding on how an educational institution approached the consuming public have surfaced. These have included the need to address the special consideration of parents. However, the literature to date has not specifically addressed in detail how parents develop their perceptions about a college and thus their preference for that institution.

Chapter 3

RESEARCH STUDY DESIGN

Methological considerations in this chapter include: (1) description of the study population and sampling techniques, (2) survey instrument design and development, (3) survey implementation and administration, (4) collection of data, and (5) the data analysis plan. Also included are the research study's significant limitations and definitions.

The Study Population

The research study was based on the Fall, 1981 first-time freshmen class at West Virginia University (WVU) in Morgantown, West Virginia. By definition this represented the most recent graduating senior class from high school. The parent(s) constituted the actual study population, however the individual student admission and related computer records provided the link to the parent name and home address information used.

The source of the six, distinct population segments under investigation are depicted in Illustration-2 The Research Study Matrix. The common factor in all six segments is that each student must have had ACT test score information sent to West Virginia University. Each was then classified in one of three possible conditions: Did Not Apply, Admitted but Did Not Attend, or Matriculated. The three groupings were subdivided between residents and non-residents of West Virginia.

Computer files available at the WVU Office of Admissions and Records were used to determine from which condition classification

Illustration-2

THE RESEARCH STUDY MATRIX

CONDITION TYPES	IN-STATE RESIDENTS (West Virginia)	OUT-OF-STATE RESIDENTS (Non-West Virginia)
C-1	<p>Requested ACT scores sent to WVU DID NOT APPLY TO WVU, Fall 1981 N=1801</p>	<p>Requested ACT scores to WVU DID NOT APPLY TO WVU, Fall 1981 N=885</p>
C-2	<p>Requested ACT scores sent to WVU Made application and officially admitted to WVU Did not matriculate to WVU, Fall 1981 N=669</p>	<p>Requested ACT scores sent to WVU Made application and officially admitted to WVU Did not matriculate to WVU, Fall 1981 N=490</p>
C-3	<p>Requested ACT scores sent to WVU Made application and admitted to WVU Matriculated to WVU, Fall 1981 N=1465</p>	<p>Requested ACT scores sent to WVU Made application, officially admitted Matriculated to WVU, Fall 1981 (975) N=975</p>

the parent was to be placed. The ACT data file was used as submitted to the Office of Admissions and Records by the American College Testing Corporation, Iowa City, Iowa.

Using the above two sources for the 1981-82 admissions class, the following three distinct but related conditions were defined for the study population as shown in Illustration-2:

Condition-1: Students in this segment had participated in the American College Testing (ACT) program. During the testing session each student was given the opportunity to have test score results as well as other information sent without cost to three schools and, for an additional fee to two additional institutions.

WVU does not admit new students solely on ACT scores. Therefore, failure on the part of the student to follow through with a formal admission application most likely indicated the student had little interest in WVU as a college choice. Thus, Condition-1 represents the least interaction with WVU by the student. An exception to this possibility is a student who applied but did not qualify for admission (rejected) or did not properly complete the admission application process. Students who attempted to enroll but were not admitted (i.e., rejected) were deleted from the study.

Condition-2: In addition to sending the ACT score information, students who made formal application to WVU constituted a second separate segment of the study matrix. Any student who applied to WVU and met admission standards was accepted and an associated computer-based student record constructed. To be included in Condition-2 the student had to have been admitted by WVU, but then failed to

matriculate to WVU for the Fall, 1981 term.

Condition-3: This segment represented the student who had ACT score information sent to WVU, applied and was admitted to WVU. Most importantly students in Condition-3 had physically matriculated to WVU as a first-time freshman for Fall term, 1981 (August 24, 1981).

In summary, all students in the study matrix must first have had ACT score information sent to WVU, then each was classified into one of the three possible conditions: (1) Did Not Apply, (2) Admitted but Did Not Attend, or (3) Matriculated. Next each student was classified as to home state of residency and divided into residents and non-residents.

For Condition-1 the residency classification was determined by the home state code as reported by the student and included as part of the ACT tape information. For Condition-2 and Condition-3 the residency status was that as determined by WVU for tuition and fee assessment purposes found on WVU's freshmen admission computer tape.

The Random Selection Process

Three separate computer based data files maintained at the Office of Admissions and Records were used to generate a random sample from the study's general population.

ACT Data Tape

Not less than four times a year the American College Testing headquarters in Iowa sends directly to WVU's Office of Admissions and Records a computer tape containing the results of the most recent National ACT test. Act records for only those students

requesting information be forwarded to WVU are found on this tape. Data on this tape permitted selection of seniors in high school during 1981. Additional file data related to the research study included: parent name, parent home state, parent address information and a student identification number. This unique number, usually the student's social security number, facilitated computer file matching with WVU's freshman admissions and student registration files.

Freshmen Admission File

WVU's Office of Admissions and Records maintains an admission computer file containing incoming freshmen for the Fall term, 1981. Data elements associated with this file and germane to the study included: residency classification, parent's home address information and student identification number. (i.e., student's Social Security number). Only records for those students officially accepted to WVU are on this admission file.

Student Registration Data Base

A new student record, separate from the freshmen admission file, is constructed on a computer-based student registration data file when each student is registered. Students who advance register but do not physically matriculate to WVU are removed from this file. This file provided the information that determined students in Condition-3. Data contained on this file are similar to the ACT tape and freshmen admission information used in this study.

Matching of the student's identification number was the key to determine which study condition to place each student. If a student

reported an improper identification number or changed his or her identification number somewhere in the process, the possibility existed for improper classification. However, during the study's data collection, information was acquired to attest the student's proper study condition placement.

The sequential procedure to select the study population and to develop a random sample was as follows:

- a. Combine and extract from the 1980-81 ACT score and information tapes an initial study population that met the criteria of the study;
- b. Match the Fall, 1981 freshman admission/history computer file against the student population generated (a) above to separate those admitted;
- c. Match the Fall, 1981 student registration data base file against the results (b) above to determine which students matriculated to WVU.

Each subgroup of the study population was randomly selected as follows:

- a. Each record in the segment was assigned a random number using the Statistical Analysis System (SAS) uniform random number process. (SAS User's Guide, 1979, p. 443),
- b. Each file was sorted and listed in ascending order by the generated random number associated to each record,
- c. The appropriate sample size was determined,
- d. The parent selected for interviewing was in order of those listed (b) above and based on the total number determined for sample size from (c) above.

This selection process resulted in a temporary computer file containing the parent study population. Presented within parentheses in Illustration-2 is the total number of parent names available for

random selection.

In summary, once the proper computer data files were accessed, a study population file was constructed. Each record on this file was assigned a random number by computer processing and an appropriate sample size of parents from each cell was drawn which included home address and associated information.

Sample Population Size

Based on a general population size of 6285, a proportional sample was used which provided for an approximate standard error of .07 (seven percent). To reach this goal a total of 197 telephone interviews was required. However, during the final planning session for the study a decision was reached to conduct at least 200 telephone interviews to provide for adequate sampling.

The Study Instrument

The survey instrument chosen for development was a result of the following considerations: the study population, information desired for data analysis, and the data collection techniques employed. Since the parents of a student were the study population, questions were drafted with the parent in mind. The proper approach to surveying of selected parents also came from related research questionnaires and literature background.

The process to determine final information to collect for data analysis began with a large inventory of potential items of interest. This list was prepared in part from the previous research efforts reported in the literature. This 'grocery list' was augmented with

questions generated from informal conversations and interviews with parents during the previous summer new student orientation programs for freshmen. Personal sessions with professionals in the field of college admissions research also generated questions. Re-arrangement and elimination of items on the large list were made several times prior to the first pre-testing.

Part of the formation of the final survey instrument was directly related to the decision to use the telephone personal interview method to collect data. A study of telephone interview methodology lead to the development of a structured interview guide approach rather than a simple questionnaire. A single structured interview guide was originally developed for use with the entire study population. However, during pre-testing it was discovered that the nature of the specific college selection process was not conducive to a single-survey approach. Instead, after review of the pre-testing results, four different survey instrument guide versions were required. These different versions addressed four general categories of the study population:

1. Parent(s) who investigated more than one college including WVU,
2. Parent(s) who did not investigate any college, and their child did not enroll in college during the study term.
3. Parent(s) who were already familiar with and or only investigated West Virginia University,
4. Parent(s) who made no investigation,

The complete structured interview guide including examples of each version can be found in Appendix A. While certain basic information was common to all versions, each had specific questions related to the

version type. A capsule summary of the four versions follows:

Version A - This was the most comprehensive version. It was designed to be administered to parents who had investigated more than one college which included WVU. Before administering Version A, questions were asked at the beginning of the interview to determine the number of colleges and the degree of investigation of WVU.

Version B - This version was used for the small percentage of parents whose sons or daughters did not go to college. To qualify for this version the parent(s) must have not investigated any colleges during 1980-81.

Version C - This version was designed for the parents who only investigated or had been familiar with West Virginia University. Version C was administered to parents who indicated at the beginning of the interview that WVU was the only college considered throughout the college selection process and that the son or daughter had always planned to attend only WVU.

Version D - This version represented the opposite of Version C. Version D was administered to those parents who did not consider or investigate WVU. Although the son or daughter indicated an interest in WVU by submitted ACT scores or admission application the parents had little or no knowledge of WVU. In most cases these parents did not seek information during the college selection process.

Which Structured Interview Guide version to use was determined in the first few minutes of each telephone interview. Initial questions sought answers that would assign the respondent in one of

the four versions. Although several parents were difficult to classify, in the majority of instances it was obvious which guide was appropriate. Appendix C contains tables reflecting the final distribution of the versions as related to the study population.

Face Validity of Instrument

Face validity of the structured interview guide was obtained from four expert sources. Two were members of the faculty at West Virginia University. These were Dr. Harvey Wolf, Professor of Public Administration and Dr. Phillip Comer, Associate Director, Student Counseling Service - Student Affairs. Dr. Wolf is well-versed in social research and survey design. Dr. Comer, in addition to his work in student counseling, is a professor in psychology and has been involved for many years in the WVU Freshmen Orientation program held for parents each summer.

The other two members were Mr. John Thralls, Director of Student Services, West Virginia Board of Regents and Mr. Robert Lay, Program Director of Enrollment Management Research, Boston College, Chestnut Hill, Massachusetts. Mr. Thralls has been involved in higher education at the state level for several years. Mr. Lay has extensive experience in researching the college selection process.

Each panel member reviewed and discussed with the author several different drafts of the structured interview guide before offering face validity. Letters of face validity are found in Appendix B. The author continued to refine the Structured Interview Guide as a result of the suggestions and comments of the panel. This process

combined with field testing of the guide resulted in the final versions of the guide as found in Appendix A.

Survey Implementation/Advance Mailing

The process of implementing and administering of the survey instrument included: (1) advance notification, (2) pre-testing, (3) development of interviewers material and (4) survey control. Once all the preparation was completed, several volunteers were selected and trained to assist in conducting the research.

Dillman reported the evidence clearly implies that an advance letter will improve response to telephone interviews (1978). An advance first-class mailing was made to the parents that were to be interviewed. To compensate for potential non-response at interview time the mailing included letters to parents representing approximately one-hundred and ten percent of the number required for the research.

Two different letters were used. Illustration-3 shows an example of the cover letter sent to each parent to be interviewed. This letter was signed by Dr. Edwin R. Smith who represented both the WVU administration and is Chairman of the author's doctoral committee. To lend authenticity to the research study the Assistant Vice-president's office letterhead and envelopes were used. Each cover letter was addressed individually to the parents in the random sample population.

Illustration-4 shows an example of the letter drafted by the author for the mailing. Two versions of this letter were designed to differentiate between parents of students currently enrolled at WVU and those of students not enrolled at WVU. The only change in the second letter

Illustration-3

Sample of Advance Mailing Letter
Signed by WVU Administrator

Assistant Vice-President for Administration
 104 193-1214
 104 193-1289

Morgantown, West Virginia
 26506

West Virginia
 University

Dear Parents:

The enclosed letter and request from Carl Hadsell is genuine and is a legitimate study being conducted at West Virginia University.

As chairman of Mr. Hadsell's doctoral committee and an official in the administration of West Virginia University, I encourage you to respond openly and sincerely when Carl calls you. The simple telephone interview will not be difficult nor will it cost you anything but a few minutes of your time. You know, of course, that your participation is entirely voluntary. You may respond to all, none, or only a few of the items. I do hope however, that you will want to be involved.

By doing so you will not only be contributing to the completion of Carl's education at WVU, but also aiding us in meeting the needs of both present and future students.

Sincerely

Edwin R. Smith
 Assistant Vice President

Illustration 4

Sample of Advance Mailing Letter
Signed by Author

October 22, 1981

Dear Parent:

According to records at West Virginia University, your daughter at one time showed an interest in attending West Virginia University by either having ACT score information sent to WVU or by completing an admission application.

As a doctoral student at WVU I am focusing my dissertation research on parents and their perceptions of colleges. I respectfully request your help in completing my work.

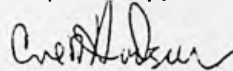
Your name has been randomly selected from a list of over 7,000 student's parent names, as a potential respondent. If you are in the final selection, sometime during the next few weeks an interviewer will be calling you during the evening hours between 6:30 and 9:30, Monday through Thursday. I am writing in advance of the telephone call because I thought you would appreciate being advised that a research study is in process, and you may be called. When the interviewer calls, she (or he) will ask to interview one parent or both.

If by chance we should happen to call at an inconvenient time, please tell the interviewer and they will be happy to call back later. I estimate the conversation will take approximately fifteen to twenty minutes of your time. Your answers will be kept confidential and used for statistical purposes with no reference to your name.

We are really looking forward to talking with you about your thoughts on colleges. I think you'll find the interview enjoyable and certainly not at all difficult. You know, of course, that you may select not to respond to all, none, or only a few of the items.

Your help and that of the others being asked to participate in this survey about college perceptions is essential to the study's success. If you have any questions, please don't hesitate to ask your interviewer. Or, you may contact me by phone at (304) 293-2121 or by mail. Thank-you in advance for assisting me in my education.

Respectfully,

Carl D. Hadsell
West Virginia
University

version was in the beginning paragraph. For those students enrolled at WVU, the first paragraph specifically mentioned their enrollment.

The author's letter was styled with a 'Dear Parent' salutation rather than personally addressed as with the cover letter. Both letters were approved by the University's Human Rights Committee before being mailed. All letters were sent simultaneously three weeks prior to the first scheduled telephone interview.

Pre-testing

Two phases of pre-testing were conducted during development of the final structured interview guide. The first was to test the guide with local 'friends' with college age children. This process helped to isolate questions superfluous to the college selection process and to provide clarity to the other survey items. Also, additional questions relevant to the research topic were incorporated in this first phase.

A second phase of pre-testing involved the actual selecting and interviewing of the first parent(s) named on the random sample listings. This field testing resulted in the redesigning of the survey guide into the four versions and the fine tuning of the Structured Interview Guide into final form. While the results of each of these real 'pre-tests' were carefully scrutinized, none of the collected data was included in the final analysis.

Interviewer's Kit

Since several persons were involved in the final interview process, a special interviewer's kit was designed to facilitate the administra-

tion of the Structured Interview Guide. Included in the kit was a copy of the author's dissertation proposal as background information, a sample structured interview guide, and copies of the advance letters sent to parents (see Illustration 3 and 4).

As shown in Illustration-5 a matrix was constructed and placed in the kit to assist interviewers in understanding which version to use in any given interview situation. Also included were several possible responses to use when a respondent refused to be interviewed. Illustration-6 is an example of this information provided in the interviewer's kit. Each person selected to act as an interviewer was given a kit to study prior to the training session.

Training Session

To assure full understanding of the proposed interviewing process, the author spent time with each interviewer. This individual process, included: background discussion of the research study, explanation of the sample population source, proper telephone interview methods, and completion instructions for the structure interview guide. To further assure standard collection of data the author witnessed the first few telephone interviews made by each interviewer.

Survey Control Form

A survey call record, Illustration-7, was designed as a survey control form. The document served two distinct purposes. First, this form provided a single record for each parent in the sample population to be interviewed. By completing the top portion (see Illustration-7) of the control form for each parent beforehand, the

Illustration-5

STRUCTURED INTERVIEW GUIDE
VERSION SELECTION MATRIX

(Use the Version Matrix below to determine which Structured Interview Guide to Administer)

PARENT(S)	STUDENT:		
	NOT IN COLLEGE FALL, 1981	ENROLLED WVU	ENROLLED AT ANOTHER COLLEGE
DID NOT INVESTIGATE COLLEGES	Version B	Version C	Version D
INVESTIGATED ONE COLLEGE NOT WVU	Version B	Version C	Version D
INVESTIGATED ONE COLLEGE WVU	Version B	Version C	Version D
INVESTIGATED MULTIPLE COLLEGES NOT WVU	Version B	Version A	Version A
INVESTIGATED MULTIPLE COLLEGES ONE WVU	Version B	Version A	Version A

Illustration-6

Possible Responses for Interviews to use
When Respondent Refuses Interview

REASONS FOR REFUSING	...AND POSSIBLE RESPONSES
Too Busy	This should only take a few minutes. Sorry to have caught you at a bad time. I would be happy to call back. When would be a good time for me to call in the next day or two?
Bad Health	I'm sorry to hear that. Have you been sick long? I would be happy to call back in a day or two. Would that be okay?
Son or Daughter Did Not Apply or Attend	Of course we realize this but the purpose is to go beyond WVU to talk about how colleges all together so the fact that your son or daughter is not coming to WVU is also important to our study.
Feel Inadequate: Don't Know Enough To Answer	The questions are not at all difficult. They mostly concern how you feel about colleges, especially West Virginia University. Some of the people we have already interviewed had the same concern you have, but once we got started they didn't have any difficulty answering the questions. Maybe I could read just a few questions to you and you can see what they are like.
Not Interested	It's awfully important that we get the opinions of everyone in the sample otherwise the results won't be very useful. So, I'd really like to talk with you.
No One Else's Business What I Think	I can certainly understand, that's why all of our interviews are confidential. People's privacy is one of our major concerns and to do it people's names are separated from the answers just as soon as the interview is over. And, all the results are released in a way that no single individual can ever be identified.
Objects to Surveys	We think this particular survey is very important because the questions are ones that college workers want to know answers to, so would really like to have your opinion too.
Objects to Telephone Surveys	We are doing this survey by telephone, because this way is so much faster and it costs a lot less.

Illustration-7
SURVEY CONTROL FORM

WVU - Hadsell
Parents/ Perception/
Preference Survey

SURVEY CALL RECORD

NAME: _____ S/D NAME: _____
 STREET: _____ PHONE # _____
 CITY: _____ 2nd No. _____
 STATE: _____

SAMPLE CONTROL: _____ YEAR _____
 SURVEY #: _____ GROUP: _____ (Q=80)
 DBSH #: _____ RES: _____ (N=79)
 SEX: _____

DATE	DATE			Interv. Initials	Results Code	Recall Information
	Start	Stop	Elsape			
REMARKS/NOTES:						

ABBREVIATION: NA = No Answer	Original Telephone # Correct	___ Yes	___ No
NH = Not Home	Letter Recalled	___ Yes	___ No
REF = Refused	Response Coded	___ Yes	___ No
IC = Interview Completed	Data Keyed	___ Yes	___ No
PIC = Partially Completed	Total of Calls	_____	_____
WN = Wrong Number	Version	A	B C D
BS = Busy			

author could distribute remaining calls to interviewers.

A second purpose as shown on the lower portion of Illustration-7 was for auditing attempted or completed interviews. Each interviewer was instructed to complete the form for every call made regardless of the outcome. Various codes were used to classify each call result. Finally, on completed calls the interviewer indicated on the Survey Call Record information related to the call outcome (i.e., advance letter recalled, total number of calls, etc).

Survey Administration

Approximately three weeks after the advance letter mailing the author and volunteer interviewers began telephoning the sample population. Unless rescheduled by the parent, all telephone calls were restricted to Monday through Thursday evenings from approximately 6:30 p.m. until 9:30 p.m. Each parent was telephoned at least six times before being eliminated from the study.

Several difficulties associated with incorrect telephone numbers were encountered. These included: (1) missing telephone numbers, (2) improperly reported telephone numbers by student coding the ACT test, (3) telephone number changed since the ACT score information was submitted, (4) unlisted telephone numbers, and (5) no telephone at home. In some cases the researcher determined through the admission information correct telephone numbers. However, a wrong number, no answer or after six recalls, or where a correct telephone number could not be obtained the random sample member was excluded from the research study.

The parent, father or mother, selected for the interview was determined by a matrix found on the structured interview guide cover sheet (see Appendix A). A parent who had not received the advance letter was read the statement shown in Illustration-8.

The time length of the interview depended on the interviewer and which version of the Structure Interview Guide was being used. Recorded times ranged from five minutes to thirty minutes. In several cases the telephone interview led to side issues that extended the total time for the interview session. Examples of side issues were requests for information about WVU, questions pertaining to the son or daughter's current status, etc. The total data collection process took a total of four weeks to complete.

Collection of the Data

The physical data collection was done with the pre-printed Structured Interview Guide. The interviewers recorded both specific answers and narrative type responses directly on the guide. Several comment/remark blocks were placed throughout the guide (see Appendix A). In addition, ample space was provided for questions requiring open-ended answers. Each completed guide and cover sheet was stapled to the sample control form (refer to Illustration-7). Once the required number of interviews was successfully completed, the results were tabulated.

Tabulation of the Results

Interpreting and coding of the data was the first phase of tabulating the results. For some survey items the coding was simply a transformation of the given response to computer readable form.

Illustration 8

To Be Read to Respondent
Not Acknowledging Receipt of
Research Announcement Letter

My name is (interviewer) and I am calling from West Virginia University, in Morgantown, West Virginia. I am assisting with telephone interviews for a research project.

Your name has been selected randomly from a list of over 7,000 parent names of students who had ACT score information sent to West Virginia University.

I am calling to interview you concerning your perceptions and preference for colleges in general, and specifically, what feelings you may have toward West Virginia University. For the most part the questions apply to the past year and the college selection process of your son or daughter.

This interview is part of a research study conducted by Carl Hadsell, a doctoral student at West Virginia University as part of his dissertation research. You should know that your participation is entirely voluntary. You may respond to all, none, or only a few of the items I will ask you.

The interview only takes about fifteen to twenty minutes and is not difficult. Your answers will be kept confidential and used for statistical purposes without reference to your name. Your son or daughter will not know of this interview unless you tell them. Your help and that of the others being asked to participate in this survey about college perceptions is essential to the study's process. If you have any questions please don't hesitate to ask.

With other items, however, answers were interpreted into standard code values. All applicable responses were keyed for later computer processing. Non-standard responses were either extracted and reported in Appendix D or ignored in the final findings.

Initial computer processing generated simple frequency distributions on the raw data. This analysis was performed both on the telephone survey and the specific study research data. Based on the first data processing results, further computer analysis was scheduled. The additional computer tabulating included combining of data and the collapsing of selected survey items. The latter enhanced analysis capabilities by providing larger, more meaningful sample sizes.

All computer processing was conducted on the West Virginia Network for Educational Telecommunication (WVNET) facility using the Amdahl 470 V/7A processor. The Statistical Analysis System (SAS) software package was accessed to perform the frequency tabulations, Chi Square, and associated statistical tests of collected data.

Study Limitations

Study limitations of varying magnitudes surfaced as the research progressed toward completion. These limitations serve both to define the scope of the study undertaken and to provide limitations to the use of the findings. The following study limitations are considered significant enough to warrant specific attention by the reader:

1. The study was limited to a specific state land grant university, West Virginia University. Although results provide insight into the research subject topic, some inferences or conclusions may not be

substantiated for all institutions of higher education,

2. The term 'social desirability' in marketing refers to the concept of consumer reaction to goods already purchased or services consumed. As the term suggests an individual may be more likely to give the most socially acceptable or favorable response in relationship to a service or product consumed (i.e., those that matriculate to WVU), so as to 'justify' their decision toward that product or service. The opposite then could be true for those parent(s) in the study who's son or daughter did not matriculate to WVU but chose another college or did not attend any college.
3. Discussion in the literature focused on the timing of research surveys involving the college selection process. When in the process of selecting a college is it most appropriate to survey a parent or student on matters relevant to that process is debatable. Some studies have been conducted well in advance of matriculation, while others have been undertaken entirely after actual matriculation occurred. For example, in a study of students from six Pittsburgh, PA high schools the authors conducted in-person interviews with selected students every other week from October to Spring throughout the college selection process (Berl, Lewis & Morrison, 1976).

A timing problem relates to the parents. Parents who are alumni of WVU have perceptions that were formed years ago, while for non-alumni parents only the most recent visit to the WVU campus may have meaning. Finally, since the interviewing took place approximately two months after the beginning of the Fall, 1981 term some responses may be either favorably or unfavorably biased.

4. The study's sample population represented parents of the 1981-82 first-time freshmen student, (i.e., high school graduating seniors entering college for the first time). Selecting only this group places a limitation by lacking trend analysis or longitudinal data analysis capabilities. A counter argument to this position is defined in marketing principles since it is important for institutions to monitor current perceptions and consumer related behavior as this is the behavior most likely to dictate current actions.
5. The attempt in this study was to document how parents form perceptions and which encompassed asking persons to recall from memory how their thinking process produced a given pattern of thought and behavior. This may be a difficult task for a researcher. Nisbett and Wilson (1977) pointed out that, "Several cognitive psychologists...have proposed that we have not direct access to higher order mental processes such as those

involved in evaluation, judgement, problem solving, and the initiation of behavior" (p. 232). They further noted that recent research has been presented that shows there is almost no conscious awareness of perceptive and memory process (p. 323). Although these findings are not unanimously supported by all experts in the field, they do indicate a limitation to this research study,

6. A sampling limitation was the elimination of parent(s) from the randomly selected populations whose son or daughter did not qualify (rejected) for admission to WVU,
7. During the pre-testing of the questionnaire it was discovered that some parents actually were not involved in the college selection process or that WVU or one other college constituted the only college considered. In both cases different forms of the survey instrument were required. While this phenomenon proved meaningful in the research, it created varying results in the final number of sample sizes to specific questions,
8. Telephone surveys have not been widely used to date in educational research. Although advantages and disadvantages exist for this method of research, the effects of this method on findings are not adequately documented. Although the refusal rate was a low 3.38%, the answers obtained, especially by several different

interviewers, may be biased by many factors solely associated to personal telephone interview methods.

9. All names selected for the sample population were derived from ACT score information as submitted to West Virginia University by the American College Testing Corporation. Students not having ACT scores sent to WVU or by an computer processing error were excluded from the initial population and then the study. Since the ACT score is a requirement of all new freshmen at WVU, this limitation may have minimal impact.

Definitions

Most educational terminology is commonly referenced in a similar manner by all educators and researchers. While the term college does differ from university in a strict definitional sense, for practical purposes the author used the term college to refer to all types of institutions of higher education.

A person who matriculates is one who enrolls as a student in a college or university. However, a first-time matriculate or matriculation as used in this study represents a first-time freshmen student who has just completed his or her high school senior year and who would be enrolling in college classes for the first time during Fall, 1981.

The research study separated respondents by the home state or residency. One group was classified as in-state residents. These were parents who qualify by West Virginia Board of Regents policy

guidelines to be assessed as residents of West Virginia for tuition and fee purposes. In general, a parent(s) must have resided for at least a year in the State of West Virginia to be in this category. All parents not living within the State of West Virginia made up the second group under study. This group is referred to as non-residents for the study.

Chapter 4

FINDINGS

Presented first in Chapter 4 are results related to the telephone interview process. Then starting with a statistical profile of the respondents, the remainder of the chapter covers comparisons of resident parents to non-resident parents based on the survey results. The comparison findings are presented in a manner related to the college selection process. The analysis focuses on those factors that were statistically significant. A section that reflects general findings and the unstructured comments of the respondents is included at the end of this chapter.

Telephone Interview Analysis

Approximately four weeks were needed to complete the required 200 telephone interviews. With the exception of several scheduled call backs during the day, all calls were conducted within the announced time guidelines. Nine interviewers conducted the surveys. However, the majority of calls were completed by four of these individuals. The author conducted approximately 50% of the interviews. In general, the total process ran very smoothly for the interviewers and without any objections from the interviewees. Extensive advanced planning proved a key in reaching the high level of success in the survey process. A review of the specific telephone results derived from the completed Survey Call Records (See Illustration 7, Chapter 3) substantiated this claim.

Sixty-five percent of the respondents were contacted in one

telephone call. The mean value for the number of calls required to reach these respondents was approximately one and one-half (1.576). Table 1 contains the tabulation of total calls required to make final contact with an interviewee. Of those parents contacted, 90.8% recalled receiving the advance mailing while the remaining 9.2% could not. Each telephone number dialed was classified into one of four possible results: (1) wrong number, (2) bad data, (3) refusal, or (4) interview successfully completed. Wrong numbers consisted of those telephone numbers that were numerically incorrect or reached a wrong residence. To be finally classified as a wrong number, a corrected telephone number could not be obtained through operator assistance or through consulting student records at Admissions and Records. Those completed calls during which the information obtained was unusable were classified "bad data". For example, although listed as having taken the ACT test as a high school senior last year, the student failed to graduate from high school last year. Thus, this occurrence resulted in a "bad data" classification.

As applied, "refusal" applied to those parent(s) not granting an interview. Reasons for refusal were varied but mostly personal. All calls successfully completed resulted in usable information for survey analysis. A total of 237 telephone calls were placed during the interview phase of the research.

The frequency of occurrence for each call classification is presented in Table 2. The low refusal rate of eight or 3.38% supports the use of an advance mailing procedure. The low rate can also be attributed to the nature of the research. First, the topic of

TABLE 1
FREQUENCY OF TOTAL TELEPHONE CALLS REQUIRED
TO MAKE CONTACT WITH AN INTERVIEWEE

Number of Calls Needed to Reach Interviewee	Frequency	Percent
1	142	65.44
2	47	21.66
3	13	5.99
4	9	4.15
5	5	2.30
6	1	0.46
Total	217	

TABLE 2
FREQUENCY TELEPHONE CALL RESULT CLASSIFICATION
OF SURVEY CALLS ATTEMPTED

Call Result Classification	Frequency	Percent
Completed	206	86.92
Wrong Number	20	8.44
Refusal	8	3.38
Bad Data	3	1.26
Total	237	

education, and specifically the college selection process, is not a controversial nor intimately personal topic. A second contributing factor to the highly successful completion rate can be related to the large percentage of the interviewees having a son or daughter enrolled at West Virginia University. Since the research was originating from the same university, the parents were motivated to respond.

The approximate length for each telephone interview was informally monitored. In addition, later computer reporting of telephone charges confirmed time length findings. Time lengths recorded clustered between 12 and 20 minutes each.

Determination of which parent to interview followed the prescribed method. However, results indicated that mothers being interviewed approximately twice as often as fathers. The actual figures were mothers 137 or 66.5% and fathers 69 or 33.5%. In many cases the husband was not home, or as in the case of approximately ten percent of the calls, one parent was deceased. Another possible reason for a greater number of mothers was attributed to the tendency for the husband to request the wife be interviewed.

As discussed in Chapter 3 the structured interview guide consisted of four different versions. At the beginning of each interview session, the interviewer determined which version to use. During final interpreting and coding of the raw data, the researcher classified each completed interview into the specific version applicable to the respondents responses. Table 3 identifies the frequency of structured interview guide versions administered to the study popula-

TABLE 3

FREQUENCY OF STRUCTURE INTERVIEW GUIDE
VERSION ADMINISTERED TO STUDY POPULATION

Structured Interview Guide Version Administered	Frequency	Percent
Version A	103	50.00
Version B	16	7.77
Version C	33	16.02
Version D	54	26.21
Total	206	

Note. See Appendix A for examples of Structured Interview Guide Versions.

tion. Other tabulations using the version breakdown are found later in this chapter and Appendix C.

The telephone interview technique proved a good method for conducting the research. Using the structured interview guide, the interviewers gathered the required information plus other items of interest related by the respondents. By-products of the telephone survey process consisted of requests for additional information about WVU, and how to transfer to WVU. In essence, the interview process provided an outlet for some parents to express both compliments and concerns about WVU.

Description of the Respondents

The sample population originally selected in this research included parents of children from one of the following three possible study conditions: (1) Did Not Apply to WVU, (2) Admitted but Did Not Attend WVU, or (3) Matriculated at WVU (See Illustration-2 The Research Study Matrix, Chapter 3). The primary research focused on comparison of these three groups by residency classification. Based on completed interviews, Table 4 reports the distribution of the sample population by the research study matrix types. As shown in Table 4 of 206 interviews completed, 126 or approximately 61% were residents of West Virginia, while 80 or 30% were non-residents.

As stated earlier, the parent which was to respond to the structured interview guide was determined during the beginning of each telephone call. Sixty-nine or 33.5% of those interviewed were fathers and 137 or 66.5% were mothers. The distribution of parents responding is

Table 4

RESPONDENT DISTRIBUTION
STUDY MATRIX TYPE BY RESIDENCY CLASSIFICATION

Residency Classification	Study Matrix Types						Totals
	C-1		C-2		C-3		
	N	%	N	%	N	%	
Resident	58	46.03	19	15.08	49	38.89	126
Non-Resident	28	35.00	17	21.25	35	43.75	80
Totals	86		36		84		206

Note. Study Matrix Types:

C-1: Did Not Apply to WVU Fall, 1981

C-2: Officially Admitted to WVU; Did Not Attend WVU Fall, 1981

C-3: Matriculated to WVU, Fall, 1981

presented by residency classification in Table 5. The predominance of mothers in the responding count is further highlighted in that 71.5% of residents responding were mothers, but only 58% of non-residents responding were mothers. No specific explanation was attributed to this outcome.

Of interest, yet not contributing directly to the research, was the cross tabulation of the sex of the child by the sex of the parent interviewed. This information is presented in Table 6. Nearly 56% of the parents responding had a son selecting a college compared to the 44% involving daughters. As shown in Table 6, the percentage of males (son) to females (daughter) is relatively equal across residency classification. An item related to the sex of the child is the total number of children in the family unit. Table 7 shows the number of children reported in the family across the residency classification. No significant difference was found in the number of children per family of residents compared to non-residents in the sample. The average family size is within .14 of being equal for residents and non-residents. The mean number of children in resident families sampled was 3.24, while for non-residents it was 3.38.

Respondents average age when compared by residency classification was within a year of being the same. Provided in Table 8 is a comparison of the ages of resident and non-resident respondents.

Differences do appear when comparing the highest education level completed by the respondents and their spouses. This is

Table 5
 RESPONDENT DISTRIBUTION
 PARENT INTERVIEWED BY RESIDENCY CLASSIFICATION

Residency Classification	Parent				Totals N
	Mother		Father		
	N	%	N	%	
Resident	90	71.43	36	28.57	126
Non-Resident	47	58.75	33	41.25	80
Totals	137		69		206

Table 6
 RESPONDENT DISTRIBUTION
 SEX OF CHILD BY RESIDENCY CLASSIFICATION
 MOTHER OR FATHER RESPONDENT

Residency Classification	Sex of Child				Totals
	Male	(Son)	Female	(Daughter)	
<u>Resident</u>	N	%	N	%	
Father	21	58.33	15	41.67	36
Mother	51	56.67	39	43.33	90
<u>Totals</u>	72		54		126
<u>Non-Resident</u>	N	%	N	%	
Father	22	66.67	11	33.33	33
Mother	21	44.68	26	55.32	47
<u>Totals</u>	43		37		80

TABLE 7
 RESPONDENT DISTRIBUTION
 NUMBER OF CHILDREN REPORTED IN FAMILY
 BY RESIDENCY CLASSIFICATION

Residency Classification	I	NUMBER OF CHILDREN					Totals						
		2	3	4	5	6+							
Resident	8	6.35	30	23.81	47	37.30	22	17.46	12	9.52	7	5.56	126
Non-Resident	2	2.50	27	33.75	21	26.25	15	18.75	4	5.00	11	13.75	80
Totals	10		57		68		37		16		18		206

Table 8

RESPONDENT DISTRIBUTION
 REPORTED AGE OF PARENT BEING INTERVIEWED
 BY RESIDENCY CLASSIFICATION

Residency Classification	AGE GROUP						Totals		
	30-39		40-49		50-59			60+	
	N	%	N	%	N	%	N	%	
Resident	20	17.39	67	58.26	27	23.48	1	9.87	115
Non-Resident	8	10.81	42	56.76	22	29.73	2	2.70	74
Totals	28		109		49		3		189

especially true when combining the educational levels of both parents. Two tables are presented to show this relationship.

Table 9 reflects the reported education levels of parents by residency classification. The differences become evident when focusing only on high school graduation or less compared to those parent(s) who have obtained higher levels of education. Approximately 39% of the resident mothers have a high school education or more compared to almost 44% for non-resident mothers. Resident fathers with more than a high school education totaled nearly 56%, while non-resident fathers in the same category comprised nearly 61%. The spread between fathers widened at the "Some Graduate Work" or "Graduate Degree Educational" levels. Reported in this category were 23% of the non-resident fathers, but only 10% of the resident fathers. The highest education level completed information yielded a different viewpoint when similar education levels were combined within the same family. Education level completed data grouped into three categories is found in Table 10. Educational levels of both parents were recorded for 177 respondents. When looking at these levels within the same household, 57 or approximately 32% of all parents responding had high school degrees or less in some combination. However, of this group nearly 65% were resident parents compared to only 35% non-resident parents.

The distribution of the respondents by reported occupations is addressed in Table 11. Occupation information was reported by the parents and then classified by the researcher into common

TABLE 9

RESPONDENT DISTRIBUTION
 REPORTED HIGHEST EDUCATIONAL LEVEL OBTAINED BY PARENTS
 (LIVING) RESIDENT AND NON-RESIDENT

Parent	Grammar School		Some High School		High School Graduate		Technical School		Some College		College Degree		Some Graduate School		Graduate/Professional Degree		Totals
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<u>Mother</u>																	
Resident	0	0.00	2	1.65	72	59.50	13	10.74	17	14.05	9	7.44	3	2.48	5	4.13	121
Non-Resident	1	1.32	6	7.89	36	47.37	2	2.63	9	11.84	14	18.42	6	7.89	2	2.63	76
Totals	1		8		108		15		26		23		9		7		197
<u>Father</u>																	
Resident	1	0.93	6	5.56	41	37.96	6	5.56	25	23.15	18	16.67	7	1.85	9	8.33	108
Non-Resident	2	2.74	3	4.11	24	32.88	3	4.11	14	19.18	10	13.70	6	8.22	11	15.07	71
Totals	3		9		65		9		39		28		13		20		181

TABLE 10
RESPONDENT DISTRIBUTION
BOTH PARENTS (LIVING) COMBINED REPORTED HIGHEST EDUCATION LEVELS
REACHED BY RESIDENCY CLASSIFICATION

Residency Classification	Combined Highest Education Level Reached				Totals	
	Both Parents High School Graduate Or Less	One Parent High School Graduate With Other Parent Beyond High School Graduate	Both Parents Beyond High School Graduate	N	%	N
Resident	37	37	32	37	30.18	106
Non-Resident	20	27	24	27	33.80	71
Totals	57	64	56	64		177

TABLE 11

RESPONDENT DISTRIBUTION
OCCUPATION CATEGORY BY RESIDENCY CLASSIFICATION MOTHER AND FATHER

Residency Classification	Occupation Category												Total				
	Managerial	General Labor	Technical	Home Maker	Skilled Trade	Office Worker	Professional	Retired				Total					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
<u>Resident</u>																	
Mother	9	7.35	2	1.65	13	10.66	56	45.90	10	8.20	29	23.78	3	2.45	0	0.00	122
Father	36	33.33	19	17.60	10	9.26	0	0.00	20	18.52	4	3.70	13	12.04	6	5.55	108
<u>Totals</u>	45		21		23		56		30		33		16		6		
<u>Non-Resident</u>																	
Mother	3	3.90	1	1.29	10	12.99	32	41.56	6	7.79	23	29.87	2	2.60	0	0.00	77
Father	22	30.14	12	16.44	9	12.33	0	0.00	12	16.44	2	2.74	13	17.80	3	4.11	73
<u>Totals</u>	25		13		19		32		18		25		15		3		

classifications. The large number of reported homemakers correlated to the high percentage of mothers being interviewed. The higher percentage of non-resident fathers in technical and professional classifications supported the previously presented educational level obtained statistics. Appendix C contains additional tables that show respondent characteristics.

During the interview session each respondent was asked the final enrollment status of the son or daughter as to the college selection process. Answers were classified into one of four possible "Enrollment Patterns": (1) Enrolled at West Virginia University, (2) Enrolled in another State of West Virginia college, (3) Enrolled in an Out-of-State college, and (4) Not Enrolled or in Technical School. The final enrollment patterns within residency classification is shown in Table 12. The distribution reflects 41% of the students at WVU, 28% at other in-state colleges and 22% at out-of-state colleges. Eighteen or approximately 9% of those sampled were not enrolled (i.e., working, military, etc.) for Fall, 1981 or else in a technical school (i.e., art institute, business college, etc.). Table 13 is a cross-tabulation within the residency classification enrollment pattern by the study matrix type.

Which structured interview guide version was administered to the parent provided insight into the parent involvement in the college selection process, as well as the degree of serious consideration afforded West Virginia University as a possible

TABLE 12

RESPONDENT DISTRIBUTION
RESIDENCY CLASSIFICATION BY ENROLLMENT PATTERN FALL, 1981

Enrollment Pattern	Residency Classification				Totals
	Resident		Non-Resident		
	N	%	N	%	N
West Virginia University	49	58.33	35	41.47	84
Other West Virginia College	56	96.55	2	3.45	58
Out of State College	7	15.22	39	84.78	46
Not Enrolled / Technical School	14	77.78	4	22.22	18
Totals	126		80		206

Note: The enrollment pattern represents outcome of college selection process for child of parent interviewed.

TABLE 13

RESPONDENT DISTRIBUTION
STUDY MATRIX TYPE BY ENROLLMENT PATTERN RESIDENT AND NON-RESIDENT

Enrollment Pattern	C-1		C-2		C-3		Totals
	N	%	N	%	N	%	
West Virginia University							
Resident	0	0.00	0	0.00	49	100	49
Non-Resident	0	0.00	0	0.00	35	100	35
Totals	0		0		84		84
Other West Virginia College							
Resident	44	78.57	12	21.43	0	0.00	56
Non-Resident	1	50.00	1	50.00	0	0.00	2
Totals	45		13		0		58
Out of State College							
Resident	2	28.57	5	71.43	0	0.00	7
Non-Resident	24	61.54	15	38.46	0	0.00	39
Totals	26		20		0		46
Not Enrolled/Technical School							
Resident	12	85.71	2	14.29	0	0.00	14
Non-Resident	3	75.00	1	25.00	0	0.00	4
Totals	15		3		0		18

college choice. Version A respondents or 50% of those interviewed had investigated more than one college including WVU. Version C respondents comprised the 16% (33 parents) of the sample that investigated only WVU. However, in some instances parents who responded using Version C had not investigated WVU in detail during the college selection process, since the family always knew from the start that WVU would be the college choice. Also, many of these parents had investigated WVU before with another child. Sixteen parents completed Version B. Since the son or daughter did not want to attend college, these parents had little interest in the college selection process.

Version D was designed for those parents who had not investigated or knew about WVU. This version became important since it represented those persons who showed initial interest in WVU, but who ultimately made no attempt to investigate WVU. Fifty four parents or 26% of those sampled did not investigate WVU in any detail. Adding Version B and Version D together resulted in one-third of the respondents not doing follow up research to give serious consideration to WVU as a possible college choice. Table 14 presents this data by resident classification. This finding suggests that for all colleges there is a portion of the 'interest' population that will not follow up on that college. The survey version administered to the parent and the final enrollment pattern of the son or daughter together provided a clue to the amount of parental influence in the college selection process as related to

TABLE 14

RESPONDENT DISTRIBUTION
RESIDENCY CLASSIFICATION BY STRUCTURED INTERVIEW GUIDE VERSION

Structured Interview Guide Version	Residency Classification		Totals
	Resident	Non-Resident	
	N	%	N
Version A	55	53.40	48
			46.60
Version B	12	75.00	4
			25.00
Version C	25	75.76	8
			24.24
Version D	34	62.96	20
			37.04
Totals	126		80
			206

Note: See Appendix A for examples of Structured Interview Guide Versions.

WVU. Appendix C contains additional tables that exemplify this data.

The profile of the respondents sampled and interviewed appears indicative of both the general and the sample population. Attention now turns toward specific comparisons of the residency classifications as related to common steps taken in the college selection process.

Development of a College Choice List

Previous literature on the college selection process has suggested parent involvement throughout all phases of that process. Based on this observation the study first assessed how a college, such as WVU, is selected to be added to the college choice list. That is, how does the child, parent(s) or both initially determine which specific college(s) to investigate.

There are literally hundreds of ways in which a college, intentionally and unintentionally, becomes known to the public. From historical existence to direct advertising, each institution of higher education is continually placing its name in the public arena. An initial assumption researched addressed the differences between resident and non-resident parents as to how each first heard of WVU. An important focus was on those non-residents who had no previous ties to either the State of West Virginia or to West Virginia University.

While the original research design did not address the historical behavior of the family, it became apparent from many

interviews that some parents had been "preparing" their son or daughter for college for many years. However, as will be discussed more extensively later, parents did differ in their knowledge about college and thus in their ability to investigate or influence effectively the final college choice. The number of parents that attend a special college information program, usually held at a local high school, during their child's high school years serves as an example. The research findings related that only 24% of 123 respondents that responded to the question attended such a program. Further, on this question a significant Chi Square value of 4.154 ($P < .05$) was measured between the resident and non-resident parents. The percentage calculated revealed a greater number of non-resident parents indicated they attended these programs. Two other common factors apparently contributing to the initial development of a college choice list included the number of children in the family and whether or not the parent(s) was a college alumni.

If other children in the family have investigated or more importantly have attended a particular college then the likelihood of that college making the brother's or sister's potential college choice list was higher. Many respondents, especially those interviewed with Version C, stated that an older child had gone to WVU. Ninety-six parents reported that other children in the family had attended or graduated from WVU. Of these approximately 61.5% were resident parents. Of this group 30.5% had previously sent two or more children to WVU. For non-resident parents the

percentage with greater than one child already having lead the way to WVU was nearly 30%.

Although no adequate data on college alumni was effectively extracted from the final research results, the general notion that parent(s) tend to want the son/daughter to at least consider their college alma mater has merit. This idea was substantiated in open remarks made by a number of the respondents.

Two questions related to the selection of WVU as a possible college choice were incorporated into the interview session. The first dealt with who first mentioned WVU as a potential choice. The second focused on parent(s) recall of how they first heard of WVU. Both questions obviously required excellent "memories" for undisputed accuracy. To compensate for this, the respondents were simply asked to recall their strongest thoughts or first impressions on the subject. Therefore, the resultant data provided fundamental ways the parent(s) became aware of a particular college (i.e., WVU).

Nine common statements made by parents interviewed related to their first hearing of WVU are listed in Table 15. The list is ordered in statement frequency. As might be expected, especially of resident parents, a large university such as WVU had "always" been in the memory of some parents. Of interest, however, was the high ranking on the list of the "Sports Related" statement. Although a direct relationship between the first two statements was likely, any specific reference to sports by the parent was

counted in the second statement. The nearly 16% who recalled they first heard of WVU through sports supports the importance athletics now plays in our college culture. Substantiated also is the argument by those who claim a college's sports program, especially a "winning" tradition, has a great influence on new student recruitment.

Analyzed by residency classification (Table 15) the "How Heard" statements together produced a significant Chi Square value of 20.288. This was statistically significant at just under the .05 level. No statistical significance was calculated for the item related to who first mentioned WVU as a possible college choice. In response to the question: "Can you recall who first mentioned the possibility of your son or daughter attending WVU?", the following three sources (with percentage) were most cited:

Own Son or Daughter	- 49.26%
Mother or Father	- 20.59%
High School Personnel	- 8.09%

Other sources less mentioned were other relatives, friends, and WVU staff. Nearly 6% of those responded attributed first mention of WVU to personnel affiliated with another college.

Many other factors, some beyond the scope of this research effort, are involved in the development of a college choice list. The range of complexity and inter-relationship of these factors plays a role in the final college selection. References to some of these factors will be made throughout the remaining sections of this chapter.

A different approach to the development of the college choice

TABLE 15

TOTAL RESPONSES FOR SELECTED HOW FIRST HEARD OF WVU STATEMENTS
BY RESIDENCY CLASSIFICATION

How Heard Statement	Resident		Non-Resident		Totals	
	N	%	N	%	N	
Grew Up With WVU (Always)	37	74.00	13	26.00	50	
Sports Related	10	50.00	10	50.00	20	
Relative Attended	12	66.67	6	33.33	18	
Friends/Business Associates/ Friends Attending	7	46.67	8	53.33	15	
High School Related	6	60.00	4	40.00	10	
Son or Daughter	0	0.00	6	100	6	
My Own Searching/Research	2	40.00	3	60.00	5	
Attended Workshop/Conference at WVU	1	25.00	3	75.00	4	
WVU Staff	3	100	0	0.00	3	
Totals	78		53		131	

Chi Square Value: 20.288*

* P < .05

list was introduced in this study. The concept of 'restrictions' or 'limitations' being placed by parents on the child's college choice list had not been prevalent in earlier research efforts or literature related to the college selection process. Yet, it became obvious in informal discussions with parents that certain restrictions or limitations were, indeed, an important factor in whether or not a specific college "makes" the final college choice list. Many parents tended to play down restrictions to appear not to have influenced the child's college choice. However, the parents that indicated restrictions/limitations provided a clue to the possible importance these have in the college selection process. Of all respondents, 190 were given an opportunity to indicate by use of a 'menu list' parent restrictions or limitations. Exhibited in Table 16 is the list used and the collected results. Since a single respondent may have listed more than one restriction/limitation, the count totals are higher. Of the 190 parents asked this survey item, only 46% mentioned no restrictions at all. Within residency classification a detailed analysis of the total number of restrictions/limitation placed on the college selection process is reflected in Table 17. Although 50% of the resident parents indicated no restrictions/limitations, they did, however, list with greater frequency more than one restriction or limitation. As found in Table 16 the "Cost for College" was mentioned the most. Of importance was the Chi Square value of 4.98 between the residency classification which proved significant at the $P < .05$ level. A

TABLE 16

"YES" RESPONSES TO POSSIBLE
RESTRICTION OR LIMITATIONS PLACED
ON WHICH COLLEGE CHILD COULD CONSIDER TO ENROLL
BY RESIDENCY CLASSIFICATION

Restriction/Limitation	Residency Classification				Ch1 Square Value
	Resident		Non-Resident		
	N	%(1)	N	%(1)	
Cost for College	33	28.95	34	44.74	4.980 *
Distance from Home	27	20.18	17	22.37	0.132
Size of College	12	10.53	5	6.58	0.872
Type of College (2)	5	4.39	3	3.95	0.022
Financial Aid Offered	11	9.65	5	6.58	0.557
College in Home State	32	28.07	4	5.26	15.445 ***
Academic Program Offered	14	12.28	15	19.74	1.960
Totals	134	100%	83	100%	

* P < .05

** P < .01

*** P < .001

Notes: 1. Percent of "Yes" responds within each residency classification.
2. Private, Public, etc.

TABLE 17

TOTAL NUMBER OF RESTRICTIONS CLAIMED BY
RESPONDENTS WITHIN RESIDENCY CLASSIFICATION

Total Number of Restrictions	Residency Classification				Totals
	Resident	% (1)	Non-Resident	% (1)	
(None)	(N)		(N)		
1	(57)	50.00	(30)	39.47	87
2	(21)	18.42	(23)	30.26	44
3	(17)	14.91	(10)	13.16	27
4	(6)	5.26	(11)	14.47	17
5	(9)	7.89	(2)	2.63	11
6	(2)	1.75	(0)	0.00	2
7	(1)	0.88	(0)	0.00	1
	(1)	0.88	(0)	0.00	1
Totals	144		76		190

Note. 1. Percent of restrictions within residency classification.

surprising difference found was that non-residents who considered WVU did place a cost limitation on the child. As will be presented later, the perception of WVU's cost for tuition and fees as a good value may have played a role in this finding. Only one other restrictions/limitations had statistical significance between residency classifications. The requirement of picking a college in the home state was highly significant at the $P < .001$ level with a Chi Square value of 15.445. This finding would be expected based on the nature of the residency classification.

As reflected in Table 16, restrictions and/or limitations established by parents are present in the development of the college choice list and most likely influence the final college selection. No measure of the intensity the parents placed on the restrictions/limitations was attempted. Therefore, the effect the restrictions/limitations had on investigation of colleges on the college choice list for possible selection was not determined.

Investigation of College Choices

Inclusion of a particular institution on the child's college choice list does not automatically lead to parent investigation of the institution. Rather, as previously suggested, the parents may decide to do nothing to obtain specific information about a selected college or any college. The following sections address research findings on the factors used by parents who sought more data on a specific college (i.e., WVU).

The investigative phase of the college selection process is

comprised of many, often subtle, activities by both the student and the parent(s). As presented in Chapter 2, the literature that pertains to college selection spans over twenty years. Although other minor factors are referenced, the primary research findings focused on the areas of written and verbal information obtained, campus visitation, and college choice discussion within the family.

Written Information about College Choices

Parents interviewed were asked to respond "yes" to items on a list of printed material they had recalled reading (see Appendix A, Structured Interview Guide). This list and the "yes" response frequency are displayed in Table 18. Except for the "Personal Letters" most are self explanatory. To each admitted student, WVU sent a personal letter signed by WVU's president. The "Special Brochures" item referred to smaller, specific literature material such as YOU and WVU and Financial Aids at WVU. Most every college develops this type of brochure for distribution to prospective students. Examples cited in the "Other Sources" choice were information from the athletic department, friends, a WVU faculty member, etc.

The overall findings in Table 18 report a higher percentage of non-residents consulting written material in the majority of sources. Further, the use of commercial catalogs proved statistically significant at the $P < .05$ level. The very high percentage of parents from both residency classifications that claimed to have read the admission application was important. The admission

TABLE 18

PERCENTAGE OF PARENTS WITHIN RESIDENCY CLASSIFICATION
THAT USED WRITTEN INFORMATION SOURCE

Written Source	Residency Classification		Chi Square Value		
	Resident	Non-Resident			
	%	(N)	%	(N)	
Commercial Catalogs	17.50	(14)	33.93	(19)	4.838 **
WVU College Catalog	68.75	(55)	76.79	(43)	1.056
WVU Special Brochures	70.00	(56)	76.79	(43)	0.766
Admission Application	72.50	(58)	85.71	(48)	3.346
Personal Letters	62.50	(50)	62.50	(35)	0.000
Other	5.00	(4)	3.57	(2)	0.159

** $P < .05$

application was read by more parents than any other written source of information. Thus, it appears a good document to use for providing information to parents.

Verbal Information About College Sources

In addition to written material consulted, parents turned to verbal communication to gather information about their child's college choice. The study was designed to determine which person(s) might have provided verbal information to the parent(s). Specifically, an effort was made to assess if significant differences existed with which verbal sources were sought by resident parents as compared to non-resident parents. As with the written information inquiry, a previously prepared list of possible sources was read to each respondent. If the parent recalled talking with a listed source, "...concerning information or advice about WVU as a college choice for your son or daughter..." they were asked to answer affirmatively. The results of this interview item are summarized in Table 19.

As with the written sources, Table 19 documents the percentage of parents (both residents and non-residents) who recalled consulting various verbal sources to discuss WVU as a possible college choice. Some sources were more frequently involved in verbal information exchange, while others were sought much less frequently. Excluding the "Other" category, five of the twelve sources listed measured statistically significant differences between resident and non-resident parents. Of the remaining ones not showing significant

TABLE 19

PERCENT OF PARENTS WITHIN RESIDENCY CLASSIFICATION
THAT RECALLED USE OF VERBAL INFORMATION SOURCE

Verbal Sources	Residency Classification				Chi Square Value
	Resident		Non-Resident		
	%	(N)	%	(N)	
Another Student Currently at WVU	73.75	(59)	39.29	(22)	16.245 ***
Parents with Children at WVU	76.25	(61)	46.43	(26)	12.710 ***
WVU Alumni	68.75	(55)	50.00	(28)	4.869 *
Minister/Priest/Rabbi	11.25	(9)	1.79	(1)	4.331 *
Relatives Outside Household	53.75	(43)	35.71	(20)	4.309 *
Business Associate Fellow Worker	56.25	(45)	42.86	(24)	2.364
Social Friend	68.75	(55)	58.93	(33)	1.391
Admissions Counselor from WVU	12.50	(10)	7.14	(4)	1.024
Another Son or Daughter at WVU or was at WVU	23.75	(19)	17.86	(10)	0.682
Other	10.00	(8)	12.50	(7)	0.210
Person Attending or Working at Another College	27.50	(22)	26.79	(15)	0.008
WVU Faculty Advisor	13.75	(11)	14.29	(8)	0.008
High School Counselor/Teacher	40.00	(32)	39.29	(22)	0.007

* P < .05
** P < .01
*** P < .001

differences, the percentages were very close for both residency classifications.

For resident parents the most frequently referenced verbal source was "Parents with Children at WVU." Seventy six percent of the resident parents compared with only 46% of non-resident parents discussed WVU with parents having children at WVU. The large Chi Square value of 12.710 produced a highly significant difference ($P < .001$). A logical extension of this analysis was WVU alumni as a source. While consulted by a high percentage of non-residents, an alumni source was consulted by resident parents at a significantly higher percentage (Chi Square value of 4.869 or $P < .05$).

The item "Relatives Outside the Household" reflected approximately the same level of significant difference between residency classifications. Again, as with alumni, residents tended to recall using this source to a higher degree than non-residents. The most highly significant difference between resident and non-resident parents as to verbal information sources consulted was the reference to "Another Student Currently at WVU." The calculated Chi Square value was 39.29, ($P < .001$). At a lower level of significance (Chi Square 4.331, $P < .05$), the category "Minister, Priest, or Rabbi" revealed a higher percentage of resident parents using this source.

Although not statistically significant the sources of "Social Friends and Business Associates" centered close to 50% for both resident and non-resident parents. For some parents the verbal and written information collection was preliminary to a campus

visit.

College Campus Visitation

Of those parents who gave serious consideration to WVU, approximately 22% responded positively to visiting the WVU campus for purposes of investigation. About 56% non-resident parents or 13% more than resident parents discussed these visits with the interviewers. A large portion of the resident parents sampled related earlier trips to the Morgantown campus for sporting events, concerts, or when they previously considered the college with an older child. Taking these facts into account a significant Chi Square value of 6.525 ($P < .05$) was found between residency classifications. Thus, the non-resident parents tended to take greater advantage of campus visitation during the actual college selection process. Further analysis of these respondent's answers to questions concerning their campus visit developed greater understanding of this aspect of the college choice investigation phase.

Approximately 43% of the visits took place on weekends or holidays when WVU was not fully operational. In 10% of the cases the parents visited WVU without the child interested in WVU. Last year, WVU offered campus tours only during the week, therefore just over a dozen parents surveyed could respond to questions about formal campus tours. Overall the campus tours were rated highly whether the tour was given by a WVU student or the University's tour guide. The parents who visited spoke frequently to the "personal"

aspects of the campus tour and the open friendliness of the entire campus. Not enough data, however, was gathered to document statistically the success level of the formal campus tour.

Other Factors

Several other factors considered important as related to the investigation phase of the college selection process were incorporated into the structured interview guide. Two are considered worthy of discussion in this section are financial aid availability and sports participation.

"Financial aid" assistance in college costs can represent scholarships, direct awards, federal, state or private loans, work study opportunities, or any number of financial incentives offered through the college. The research findings revealed that just over 50% of parents sought financial aid of some type. No significance on this variable was calculated between residency classifications. The research questions concerning the topic of financial aids did not have enough depth to make specific findings available. However, Table 20 does show the impact of third party assistance in the cost of college by clustering by percents college costs and parents interviewed claimed to be paying in Fall, 1981.

The chance for the son or daughter to participate in sports at the collegiate level does impact the investigation of a college as a possible choice for matriculation. This can occur in two ways. A first way is when highly sought after individuals are contacted

TABLE 20

PERCENTAGE OF COSTS PARENTS ARE PAYING FOR
FALL, 1981 FRESHMEN STUDENT
BY RESIDENCY CLASSIFICATION

Percentage Group	Residency Classification				Totals
	Resident		Non-Resident		
	N	%	N	%	N
0	15	65.22	8	34.78	23
1-25	5	50.00	5	50.00	10
26-50	13	76.47	4	23.53	17
51-75	6	60.00	4	40.00	10
76-99	3	60.00	2	40.00	5
100 (1)	61	57.75	45	42.45	106
Totals	103		68		171

(1) Parents obtaining private loans still considered themselves as paying the total cost of the education.

directly by a college interested in them. The number of these contacts and the type college making the contact is related to the sport and the person's ability in that sport.

The reputation of a college for a particular sport is a second way sports participation can impact the college selection process. For example, WVU's rifle team is widely known for its excellence. Thus, a student who was interested or excelled in rifle shooting, but who was not contacted by any college, may have independently investigated WVU. In whichever direction the relationship develops, sports participation can overshadow the thinking of both parents and the son or daughter. Kloosterman recently addressed issues related to the recruiting of college athletes. (1980)

Approximately 10% of the parents indicated that their child was contacted by WVU or another college regarding sports participation. One parent surveyed in Texas stated the son's decision to attend WVU was based primarily on interaction with a coach at WVU.

Family Discussion of College Choices

The amount of discussion of colleges on the college choice list by the parents and child was sought during the interviews. It was initially thought the amount of discussion could be an indicator of parent involvement in the college selection process. This was explored in two questions. Both used a numeric scale (1 to 7) to measure discussion between spouses and between the parent interviewed and the child. With 1 being NOT AT ALL and 7 being VERY FREQUENTLY the response classified by residency showed no significant

difference. As shown in Table 21 the only notable difference was related to the spouse discussions and those discussions with the child. In the latter case, a slightly greater mean value was calculated for discussions between the parent interviewed and the child. Data reported in Table 21 related only to discussion about WVU. Therefore, the actual mean value calculated is not necessarily representative of the total discussion that occurred in the family during the college selection process.

Establishment of Perceptions and Preferences

As with prospective students, parents appeared to establish a perception about and ultimately a preference for each college considered. Although the study design did not address to what degree the different phases of investigation of colleges had on the parent's perceptions, it did attempt comparative analysis based on the parent's investigation and knowledge of WVU. This was tested by use of an original designed perception matrix section devised for parents who had compared WVU to other colleges (See page 1, Version A, Structured Interview Guide in Appendix A). The matrix used 24 common statements or factors associated with the college selection process as found in the research literature.

For each statement/factor the parents were asked to consider whether, in general, they thought WVU was Better, the Same, or Worse than other college(s) under consideration. A fourth possible choice, Unknown, was available when a parent had not considered or was unsure of the statement/factor.

TABLE 21

RESIDENCY CLASSIFICATION
MEAN VALUE OF FREQUENCY OF DISCUSSION
AS REPORTED BY PARENT INTERVIEWED

Discussion	Residency Classification		Total	
	Resident	Non-Resident		
	Mean	(N)	Mean	(N)
Discussed WVU with Spouse	4.38	(104)	4.54	(71)
Discussed WVU with Son/Daughter	4.76	(118)	4.78	(75)
				4.44
				4.77

Note: Possible values on questions ranged from 1 = NOT AT ALL to 7 = VERY FREQUENTLY

During each Version A interview the interviewees would read through the list of statements and circle the parent response. Table 22 presents the comprehensive results of this part of the survey process. Approximately half of those interviewed completed the perception matrix section. Analysis of the information presented in Table 22 measured both a comparison of residency classifications and a current perspective of how parents judged the factors common to colleges.

Two related items-Academic Reputation and Prestige-both proved to show statistically significant differences between resident and non-resident parents. In both cases resident parents rated these two factors "better" in higher percentages than did non-resident parents. These findings suggest that within the State of West Virginia, WVU is considered the leading institution of higher learning. Furthermore, most often resident parents placed WVU in a higher status than other in-state schools. From another viewpoint, it appeared that non-resident parents, who often compared WVU to other large, land-grant type institutions in their home states considered WVU on an equal basis as to Academic Reputation and Prestige. The responses given for the Cost (Housing/Living Expenses) factor, as compared to the separate Cost (Total Tuition and Fees), were also found significantly different between the residency classifications. However, with this factor the non-residents perceived WVU to be better than the residents did. Based on discussion with those interviewed, many resident parents considered colleges closer to home and thus that living expenses would be reduced by the student

TABLE 22

COMPARISON OF WEST VIRGINIA UNIVERSITY TO OTHER COLLEGES CONSIDERED ON
STATEMENTS RELATED TO COLLEGE SELECTION FACTORS BY RESIDENCY CLASSIFICATION
(RESIDENTS=55, NON-RESIDENTS=48)

Statement (Factor)	Better		Worse		Same		Unknown		Chi Square Value
	N	%	N	%	N	%	N	%	
<u>COST-TUITION AND FEES</u>									
Resident	25	45.45	3	5.45	24	43.63	3	5.45	
Non-Resident	18	37.50	6	12.50	24	50.00	0	0.45	
Totals	43		9		48		3		4.685
<u>ADMISSION STANDARDS</u>									
Resident	7	12.73	3	5.45	38	69.09	7	12.73	
Non-Resident	11	22.92	4	8.33	27	56.25	6	12.50	
Totals	18		7		65		13		2.506
<u>ADMISSION LITERATURE</u>									
Resident	20	36.36	10	18.18	19	34.55	6	10.91	
Non-Resident	20	41.67	1	2.08	23	47.92	4	8.33	
Totals	40		11		42		10		7.704

TABLE 22 (Continued) Page 2

Statement (Factor)	Better		Worse		Same		Unknown		Chi Square Value
	N	%	N	%	N	%	N	%	
<u>COST - LIVING</u>									
Resident	12	21.82	14	25.45	23	41.82	6	10.91	
Non-Resident	17	35.42	1	2.08	27	56.25	3	6.25	
Totals	29		15		50		9		13.033 **
<u>CAMPUS LAYOUT (ENVIRONMENT)</u>									
Resident	12	21.82	21	38.18	11	20.00	11	20.00	
Non-Resident	17	35.42	10	20.83	15	31.25	6	12.50	
Totals	29		31		26		17		6.405
<u>CAMPUS BUILDINGS</u>									
Resident	27	49.09	1	1.82	16	29.09	11	20.00	
Non-Resident	18	37.50	3	6.25	18	37.50	9	18.75	
Totals	45		4		34		20		2.654
<u>GENERAL PUBLIC IMAGE</u>									
Resident	24	43.64	6	10.91	23	41.82	2	3.64	
Non-Resident	15	31.25	1	2.08	30	62.40	2	4.17	
Totals	39		7		53		4		6.125

TABLE 22 (Continued) Page 3

Statement (Factor)	Better		Worse		Same		Unknown		Chi Square Value
	N	%	N	%	N	%	N	%	
<u>SECURITY/SAFENESS</u>									
Resident	11	20.00	10	18.18	19	34.55	15	27.27	
Non-Resident	13	27.08	0	0.00	20	41.67	15	31.25	
Totals	24		10		39		30		9.762 **
<u>LOCATION OF COLLEGE</u>									
Resident	18	32.73	12	21.82	20	36.36	5	9.09	
Non-Resident	24	50.00	4	8.33	16	33.33	4	8.33	
Totals	42		16		36		9		4.960
<u>DISTANCE FROM HOME</u>									
Resident	22	40.00	14	25.45	19	34.55	0	0.00	
Non-Resident	21	43.75	12	25.00	15	31.25	0	0.00	
Totals	43		26		34		0		0.173
<u>ADMISSION PERSONNEL/OTHER STAFF</u>									
Resident	13	23.64	1	1.82	12	21.82	29	52.73	
Non-Resident	15	31.25	2	4.17	11	22.92	20	41.67	
Totals	28		3		23		49		1.705

TABLE 22 (Continued) Page 4

Statement (Factor)	Better		Worse		Same		Unknown		Chi Square Value
	N	%	N	%	N	%	N	%	
<u>FINANCIAL AID AVAILABILITY</u>									
Resident	3	5.45	3	5.45	26	47.27	23	41.82	
Non-Resident	5	10.42	6	12.50	14	29.17	23	47.92	
Totals	8		9		40		46		4.646
<u>ATHLETIC PROGRAMS SPORTS</u>									
Resident	26	47.27	2	3.64	12	21.82	15	27.27	
Non-Resident	14	29.17	0	0.00	19	39.58	15	31.25	
Totals	40		2		31		30		6.736
<u>ACADEMIC REPUTATION</u>									
Resident	30	54.55	4	7.27	20	36.36	1	1.82	
Non-Resident	14	39.17	1	2.08	28	58.33	5	10.42	
Totals	44		5		48		6		11.194 *
<u>THE COLLEGE ADMINISTRATION</u>									
Resident	10	18.18	1	1.82	16	29.09	28	50.91	
Non-Resident	5	10.42	1	2.08	12	25.00	30	62.50	
Totals	15		2		28		58		1.840

TABLE 22 (Continued) Page 5

Statement (Factor)	Better		Worse		Same		Unknown		Chi Square Value
	N	%	N	%	N	%	N	%	
<u>RELIGIOUS OPPORTUNITY</u>									
Resident	5	9.09	4	7.27	24	43.64	22	40.00	
Non-Resident	5	10.42	2	4.17	23	47.92	18	37.50	
Totals	10		6		47		40		0.615
<u>SOCIAL LIFE/CAMPUS ACTIVITIES</u>									
Resident	22	40.00	2	3.64	27	49.09	4	7.27	
Non-Resident	11	22.92	1	2.08	27	56.25	9	18.75	
Totals	33		3		54		13		5.473
<u>PRESTIGE</u>									
Resident	34	61.82	6	10.91	12	21.82	3	5.45	
Non-Resident	8	16.67	4	8.33	32	66.67	4	8.33	
Totals	42		10		44		7		25.370 ***
<u>ATTENTION TO INDIVIDUAL STUDENT</u>									
Resident	10	18.18	20	36.36	12	21.82	13	23.64	
Non-Resident	18	37.50	3	6.25	14	29.17	13	27.08	
Totals	28		23		26		26		14.596 **

TABLE 22 (Continued) Page 6

Statement (Factor)	Better		Worse		Same		Unknown		Chi Square Value
	N	%	N	%	N	%	N	%	
<u>CONSIDERATION TO PARENTS</u>									
Resident	13	23.64	3	5.45	29	52.73	10	18.18	
Non-Resident	16	33.33	4	8.33	21	43.75	7	14.58	
Totals	29		7		50		17		1.795
<u>JOB OPPORTUNITY AFTER GRADUATION</u>									
Resident	19	34.55	2	3.64	22	40.00	12	21.82	
Non-Resident	12	25.00	2	4.17	19	39.58	15	31.25	
Totals	31		4		41		27		1.335
<u>HOUSING AVAILABILITY</u>									
Resident	12	21.82	23	41.82	16	29.09	4	7.27	
Non-Resident	7	14.58	13	27.08	20	41.67	8	16.67	
Totals	19		36		36		12		5.421
<u>NUMBER OF STUDENTS ENROLLED (SIZE)</u>									
Resident	18	32.73	17	30.91	18	32.73	2	3.64	
Non-Resident	15	31.25	13	27.08	15	31.25	5	10.42	
Totals	33		30		33		7		1.898

TABLE 22 (Continued) Page 7

Statement (Factor)	Better		Worse		Same		Unknown		Chi Square Value
	N	%	N	%	N	%	N	%	
<u>MIX OF STUDENTS</u>									
Resident	13	23.64	4	7.27	25	45.45	13	23.64	
Non-Resident	10	20.83	1	2.08	22	45.83	15	31.25	
Totals	23		5		47		28		2.059

* P < .05
 ** P < .01
 *** P < .001

who resided at home. Non-resident parents on the other hand viewed the cost of living equal regardless of location considerations.

Statistical significance was also shown with the factors: "Attention to the Individual Student." Non-resident parents reacted more positively toward WVU in their perception of the attention given to the individual students by WVU.

A factor added to the list by the researcher that showed significant difference was "Security/Safeness." The margin of difference was less between resident and non-resident parents, yet statistically significant. By a small amount the non-resident parents rated safety and security better at WVU than at other colleges under consideration. An interesting note on this factor was that no resident parent reported security/safeness as being worse. However, the Unknown column was used more for this factor than in many of the others. In summary, five of the 24 factors were of significant difference between residency classifications at the levels as reported in Table 22.

Different arrangements of the data presented in Table 22 reflected other differences in the perceptions of resident and non-resident parents. Table 23 displays for each residency classification the highest ranking response for each of the factors. For instance, on the "Cost (Total Tuition and Fees)" factor as shown in Table 23, resident parents answered with the Better response the most, whereas non-resident parents used the Same response the most.

Another finding as reflected in Table 23 was the opposite

results reached by resident and non-resident parents with the "Campus Layout" factor. Resident parents more familiar with the Morgantown campus appeared well aware of the split campus environment and also showed an apparent dislike for it. Meanwhile, based on remarks made by non-resident parents considered the campus layout to be representative of a rural, spread out environment and tended to rate the factor Better.

Another presentation of Table 22 information is found in Table 24. Within each residency classification and by the possible responses (Better, Same, Worse, or Unknown) Table 24 lists the highest rated factors. Detail review of Table 24 supports the originally reported Chi Square values found in Table 22. Finally, inspection of the top rankings do show a pattern when residency classifications are compared.

For the Better response category, non-resident parents rated location, distance and literature statements highest in contrast to the resident parents who rated academic issues the highest. However, in the Worse response category similar results surfaced. The primary example was "Housing Availability" which was listed first by both residency classifications. The occurrence of the "Distance From Your Home" factor in both the Better and Worse group for non-residents indicated this to be a closely divided issue for non-residents.

The Unknown/Did Not Consider response category offered yet another viewpoint of the items. Both the "College Administrators"

TABLE 23

HIGHEST PERCENTAGE RANKING COMPARISON VALUE
FOR STATEMENTS (FACTORS) BY RESIDENCY CLASSIFICATIONS

Statements (Factors)	Residents	Non-Residents
Cost (Total tuition and fees)	BETTER	SAME
Admissions Standards	SAME	SAME
Admissions Literature	BETTER	SAME
Cost (Housing/Living expenses)	SAME	SAME
Campus Layout (Environment)	WORSE	BETTER
Campus Buildings (Facilities)	BETTER	BETTER/SAME
General Public Image	BETTER	SAME
Security/Safeness	SAME	SAME
Location of College	SAME	BETTER
Distance from your Home	BETTER	BETTER
Admission Personnel/other staff	UNKNOWN	UNKNOWN
Financial aid availability	SAME	UNKNOWN
Athletic Programs (Sports)	BETTER	SAME

TABLE 23 (Continued) Page 2

Statements (Factors)	Residents	Non-Residents
Academic Reputation	BETTER	SAME
The College Administration	UNKNOWN	UNKNOWN
Religious opportunity	SAME	SAME
Social Life/Campus Activities	SAME	SAME
Prestige	BETTER	SAME
Attention to Individual Student	WORSE	BETTER
Consideration to Parents	SAME	SAME
Job opportunity after graduation	SAME	SAME
Housing Availability	WORSE	SAME
Number of Students Enrolled (size)	BETTER/SAME	BETTER/SAME
Mix of Students	SAME	SAME

TABLE 24

TOP RANKINGS OF STATEMENT (FACTORS) BY LARGEST NUMBER OF RESPONSES GIVEN FOR EACH COMPARISON VALUE

Comparison Value	Residents	Non-Residents
BETTER	1 Prestige	1 Location of College
	2 Academic Reputation	2 Distance From Your Home
	3 Campus Buildings	3 Admissions Literature
	4 Athletic Programs	4 Cost (Tuition & Fees)
	5 Cost (Tuition & Fees)	5 Campus Buildings
WORSE	1 Housing Availability	1 Housing Availability
	2 Campus Layout	2 Number of Students Enrolled
	3 Attention to Individual Student	3 Distance From Your Home
	4 Number of Students Enrolled	4 Campus Layout
SAME	1 Admissions Standards	1 Prestige
	2 Consideration to Parents	2 General Public Image
	3 Social Life/Campus Activities	3 Academic Reputation
		4 Social Life/Campus Activity

TABLE 24 (Continued)

Comparison Value	Residents	Non-Residents
UNKNOWN NOT CONSIDERED	1 Admission Personnel/Other Staff	1 The College Administration
	2 The College Administration	2 Financial Aid Availability
	3 Financial Aid Availability	3 Admission Personnel
	4 Religious Opportunity	4 Religious Opportunity

and "Admission Personnel" were listed high for this response variable. Based on comments made by many respondents "Financial Aid" was often not considered since it was not perceived to be dependent on the institution. That is, all colleges had financial aid available provided the parent(s) qualified. In summary, the perception matrix section outcome as presented in Tables 22, 23 and 24 provided valuable information on the parent's perception and possible preferences for a college. The results of the formal and more structured perception matrix were augmented and, in the majority of cases, substantiated by the open verbal responses parents cited to reasons WVU was or was not preferred as the college choice.

Verbal Reasons Analysis

A final question posed during the interview session permitted the respondent to state in his or her own words the primary reason(s) why WVU was or was not selected as the final college choice. The applicability of the question was dependent on the respondent. In some cases, the interviewer would ask why the respondent did not prefer WVU even though the child had matriculated to WVU. The intent was to gather some evidence of parent perceptions of the college to augment the other research data collected. Tables 25 and 26 present this material.

Both tables are the result of grouping different comments into one of seven fundamental categories: Academics, Financial, Social, Emotional, Logistics, Family, and Other. For example, statements pertaining to the distance or location of WVU were classified as

TABLE 25

GROUPED FREQUENCY WITHIN RESIDENCY CLASSIFICATION OF REASONS GIVEN
FOR WHY WU WAS PREFERRED BY RESPONDENT AS THE COLLEGE CHOICE

Reason Grouping	Residency Classification				Totals
	Resident		Non-Resident		
	N	%	N	%	
Academics	50	63.29	29	36.71	79
Emotions	12	92.31	1	7.69	13
Family	11	44.00	14	56.00	25
Financial	21	55.26	17	44.74	38
Logistics	35	55.56	28	44.44	63
Social	9	56.25	7	43.75	16
Others	12	63.16	7	36.84	19
Totals	150		103		253

TABLE 26

FREQUENCY WITHIN RESIDENCY CLASSIFICATION OF GROUPED
REASONS FOR WHY WVU WAS NOT PREFERRED OR ANOTHER
COLLEGE WAS SELECTED AS THE COLLEGE CHOICE

Reason Grouping	Residency Classification				Totals
	Resident		Non-Resident		
	N	%	N	%	
Academics	15	51.72	14	48.28	29
Emotions	5	62.50	3	37.50	8
Family	12	60.00	8	40.00	20
Financial	23	67.65	11	32.35	34
Logistics	47	70.15	20	29.85	67
Social	11	73.33	4	26.67	15
Others	16	61.54	10	38.46	26
Totals	129		70		199

Logistics, while those dealing with costs were placed in the Financial category. Another example is the Emotion grouping. Statements related to WVU being the state University or WVU having prestige were tallied in this group. Appendix D lists the majority of reasons and frequency cited and the associated category.

Table 25 exhibits within residency classification and by grouping those reasons that were positive (a comment given in support of why the parent preferred WVU) toward WVU. A review of Table 25 relates similarities with previously reported research data. Reasons voiced by resident parents were more frequently academic issues as compared to the non-resident parents who had a greater concentration in the logistics and financial categories.

Table 26 combined two different questions to produce the negative side of Table 25. Table 26 was constructed by combining the reason(s) stated by respondents for not preferring WVU with the reason(s) respondents gave for why their child went elsewhere to college. Table 26 shows for resident parents logistics as the largest reason for not preferring WVU. This was manifested in the residents who selected colleges closer to home to reduce costs. The academics category in Table 26 most often reflected for both residency classifications that WVU did not have a suitable academic major program for their child. A statistically significant Chi Square value was not found for Table 25.

Although Table 25 and Table 26 reflected no calculated significance by Chi Square analysis, each did provide insight into

the parent's perceptions. The merit of these tables rests in the general pattern obtained rather than any specific comparison. It must be remembered that answering of open ended questions favor the extrovert respondent who may be willing to share more information. The reader is again referred to Appendix D for additional information on verbal reasons given.

Open Comments/Respondent Discussion

The telephone personal interview approach provided an opportunity for parents to make open comments on subject matter related to the college selection process or college in general. During the interview process comments and/or discussions often developed between the parent and the interviewer. Also, at the end of each interview each respondent was asked the following: "Finally, do you have any last comments you would share regarding your perceptions/preferences for WVU or any college(s) which may further help us to understand your feelings". Analysis of the open comments/discussion was beyond the scope of this narrative. However, as an aid to future research, selected remarks made by parents are printed in Appendix D. Within the context of the statements are found constructive comments worthy of review.

Summary

In summary, it has been found that in the early stage of the development of a potential college choice list, parents first hear of specific colleges in different manners. For instance,

approximately 48% of the resident parents related to have known of WVU since childhood. An important factor in the development of a college choice list is possible restrictions and/or limitations placed by parents on the colleges their child considered. Slight differences were noted between the residency categories in relationship to these restrictions. As would be expected, the resident parents favored a college in the home state. It should be emphasized that the degree of impact restrictions have in the final college choice list was not addressed. Research data related to the parent investigation of a college was collected.

This data showed that parents could be classified based on the final enrollment pattern of the son or daughter. Approximately 26% of the parents never truly investigated WVU, even though the son or daughter showed an initial interest in WVU. Instead, those children chose another college or not to attend college. Sixteen percent of the parents did little or no investigation of colleges because the son or daughter always planned to attend only WVU. This finding fortified the contention that a portion of a college's inquiries are considered "window shoppers". The research also focused on how parents conducted investigation of colleges being considered by their child. The investigation methods researched were defined as written, verbal, visitation, and family discussion. The most read college document by parents regardless of residency classification was the admission application. Next was the college catalog. Non-resident parents reported greater use of commercial reference guides

for obtaining written information about colleges. A varied number of verbal information sources were consulted to learn or obtain advice about WVU as a possible college choice. In Chi Square analysis of this data, it was statistically shown that the following verbal sources were significantly different between residency classifications: (1) Relatives Outside the Household, (2) WVU Alumni, (3) Parents with Children at WVU, (4) Minister/Priest/Rabbi, and (5) Another Student Currently at WVU.

Although the non-resident parents showed a greater frequency to visit the WVU campus to augment their investigation of the college, not enough data was collected to formulate major conclusions. The collected research data showed that discussion between spouses and discussion between the respondent and the child was approximately the same for both residency classifications. Both, however, exhibited a slightly higher amount of discussion with the son or daughter.

In another segment of the survey, parents were asked to compare college choices using a specially designed perception matrix. Comparisons were made on twenty four common statements or factors usually considered by parents and children during the college selection process. The parents were asked to rate WVU as being Better, Worse, or the Same as compared, in general, to other colleges considered. For those factors not considered to unknown the Unknown response was available. Factors that showed statistical significant differences by residency classification with resident parents rating more toward the Better response were "Academic

Reputation" and "Prestige". Those factors that reflected residency differences at significant levels but with non-resident parents favoring the Better response included: "Cost (Housing/Living Expenses)", "Security/Safeness", and "Attention to the Individual Student". Individual analysis of the factors by residency classification provided further evaluation of the perception parents had for WVU. Tables 22 through 24 presented this information in several forms.

Finally, additional analysis was obtained by grouping unformatted verbal responses given by parents for reasons why or why not WVU was preferred as a college choice. Although no statistically significant differences were found in this last procedure, the results supported some of the earlier presented findings.

Chapter 5

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is divided into three parts. The major conclusions drawn from the research findings of Chapter 4 are presented first. Next are the key implications derived from these conclusions. Finally two types of recommendations are presented. First, based on the specific findings, are specific recommendations that can be implemented. The second type of recommendations discuss possible additional research applicable to parent involvement in the college selection process.

Conclusions

The statistically significant difference found between residency classifications related to how parents first learn of a college, such as WVU, highlights a key difference between residents and non-residents as their perception of a college being considered by their child. The knowledge based on historical background about a specific college may well be rooted in the residency of the parent(s), however, the first mention to parents of a college as a possible choice is often attributed to the son or daughter. Other sources include high school staff, staff at other colleges, and relatives. In essence, a college "makes" the list of possible college choices in a large variety of ways. Regardless of the manner, each college attempts to stay on the list (of college choices) and eventually to be the selected college for matriculation.

The college selection process is affected by parent placement of

restrictions and/or limitations on the child's final college choice list. In many cases this occurrence is the single most important factor in investigation of colleges by the family. By better understanding the number and intensity of the parent's restriction(s)/ limitation(s) a college should be better able to address the informational needs of the parents and the son or daughter. The college admissions and recruitment staff should become aware of parental restrictions or limitations that may alter the college choice.

The finding that non-resident parents do consult commercial catalogs for information about a particular college suggests the importance of college personnel being assured of accurate information in the various commercial catalogs on the market. From the results, the admission application was consulted by a high percentage of parents of both residency classifications. Therefore, colleges that incorporate important information into the admission application will be increasing the probability of reaching the parents.

Based on the overall findings in Table 10 (Chapter 4) parents involved in the college selection process do consult a number of different people to gather information or seek advice about a particular college. Parents having children at WVU, non-family member students at WVU, and alumni of WVU were the major verbal sources for resident parents seeking information about WVU. Since WVU is the state university with a large percentage of resident students this conclusion is not surprising. However, the magnitude of the finding should indicate to the college administrator some areas

that should be addressed by those in admissions and student recruitment.

No attempt in the research was made to assess the degree of the verbal discussion with any one source. Also not included in the study was how the outcome(s) of these discussions influenced the perceptions of the parent(s). However, the type of verbal source consulted should tend to lend some interpretation as to the degree other people may influence the parent's perception of a college.

During the interviews it became apparent that a large portion of the resident parents with a child considering WVU had already visited WVU's Morgantown campus. The campus visitation, which included an optional formal campus tour, was a vital component of the college selection process, especially for the non-resident parents. The more "personal" the campus tour, the greater involvement of the college staff in the tour, and the completeness of the tour are all contributing factors to a successful college visitation. Even without the possibility of a formal tour parents do travel to a college campus for a visitation. Further, when formal tours are available, the parents are not as interested in who guides them on the tour as they are in the amount of individual attention given them.

Other, more subtle, factors related to the investigation of college choices beyond visiting and reading or talking about a specific college were found in the research. Financial aid availability and opportunities for the son or daughter to participate in sports were specifically referenced as examples. These findings

indicate the need for individuals involved with the admission and recruitment processes to probe each submitted application for possible special situations governing their college selection process. There appeared adequate evidence from this study that once parents obtain a certain level of knowledge about a college they turn attention to the possible "extras" derived from each college. These "extras" may be financially or academically based. For instance, a college may be selected if a parent believes their child, ultimately interested in a medical degree, will enhance his or her opportunity to be admitted to a medical school by attending that college. Although a large university with many admission applications may find it hard to monitor all possible needs of parents, the fact remains, based on the research, that parents do carefully compare colleges.

The study found that parents discussed possible college choices between themselves individually and with their children. This finding was important since it showed discussion did occur without the child present. Although what and how much information was discussed was not derived from the research, numerous comments made by respondents supported family discussion as a major family activity during the college selection process.

Parents differentiated among factors related to the colleges under consideration. This was tested by use of a specially designed perception matrix. Information derived from results presented in Table 22 (Chapter 4) substantiated not only parental involvement in the college selection process, but the ability for the parent to

place a judgement value on various aspects of a potential college choice. For some factors the calculated chi square by residency classification showed statistically significant differences in parent's perceptions. These findings reflected the parent's historical perspective of WVU and other colleges and the recent investigation of the college(s) under consideration. A strong likelihood exists that the observations on the factors made by parents translate into a preference in the college. This assumption is also supported by analysis of the verbal reasons parents presented when asked why or why not they preferred WVU as the college choice. In essence, the research findings give credence to conclusions previously found in the literature that parents make a substantial impact on the college decision of their children.

Implications

Implied in the research findings, as shown in previous research, parents are fully involved in the college selection process. The high response rate by parents of both residency classifications to the telephone interview and the detailed knowledge given about college choices implies parents do develop a perception and preference for each college(s) considered for matriculation by the son and daughter. Thus, colleges should have readily available to parents information pertinent to their college. Although not explicitly stated in the findings, open comments made by parents during interviews related that parents often are less than satisfied in informational needs, especially when colleges only communicated

directly with the son or daughter. The study uncovered that not all parents received similar information in quantity or detail about WVU. This suggests the development of specialized college literature specifically designed for the parents.

The implication that there are significant differences, however subtle, in the manner which non-resident and resident parents investigate and establish a preference about a college such as WVU appears sound. Thus, college administrators, especially those directly involved in new admissions and recruitment should take residency classification into account in the development of marketing plans for their respective colleges.

Another implication of the study relates to the apparent ability of parents to isolate negative aspects of a particular college choice. Based on this finding college personnel should address how to continually assess possible negative factors of their college. And as important, corrective measures must be taken to reduce or eliminate any negative aspects found. That does not preclude the need to accent the positive factors of their college.

The research supports the notion that an institution cannot be all things to all parents. However, college administrators must not ignore possible trends that damage parent perceptions. Finally since some significant differences were found between resident and non-resident parents, other comparisons among parent traits may lead to additional findings that impact the college selection process.

Recommendations

Specifically, the research study's findings provide administrators at WVU with an opportunity to evaluate perceptions of parents of the Fall, 1981 freshmen class. While this is certainly encouraged, recommendations discussed herein are intended to serve a more generic role in relationship to admission and new student recruitment planning by college administrators.

From the research results there exists the strong implication that not only do parents desire more information during the college selection process but, indeed, they need more. Further, the findings suggest that the burden of preparing and disseminating this information rests with professionals in higher education at the institutional, state, and federal levels. To facilitate this process, especially at the state level, a comprehensive, state-wide college information program designed specifically for parents involved in the college selection process is strongly recommended. This "college fair" type program should address all aspects of the college selection process. Experts in college admissions, career counseling, financial aid, etc., should be involved in the program. Issues such as residence hall life, housing, college size, etc., should be incorporated into the program format. Further recommended is that the program be sponsored by a state level agency so that the participation of individual colleges would be subordinate to the overall objective of the program. Some states already conduct this type program. Those states which do not (i.e., West Virginia)

should formulate and sponsor these programs.

For West Virginia a state-wide high school college day program currently is coordinated by the West Virginia Board of Regents. An extension to incorporate a parent program into this activity seems appropriate and feasible. A recommendation on the development of the parent program would be to use the services of individuals involved in current college recruitment activities to serve as consultants. Another excellent source of assistance would be from those persons responsible for new student orientation programs at colleges in West Virginia. This last statement is based on the parent program currently in place at WVU. Many positive comments of the parent portion of the program were given by parents interviewed.

Supplementing the state-wide college parent program is a recommendation that colleges develop specific college literature for parents. For instance, the research findings indicated the need for information about housing availability to be sent directly to parents. Regardless of what form the special brochure(s) for parents would take, consideration, where applicable, should be made to address those issues that appear of significant difference between resident and non-resident parents. For example, based on the research findings, non-residents might be more interested in the location and physical layout of the college, while resident parents might have greater concern for the enrollment size of the college. An extension of this recommendation, and one that should be more fully explored, is the development of a parent profile. Certainly,

as will be suggested later, more detail research would be necessary, but the concept of profiling parents as to informational needs seems feasible. By knowing some basic data about the parents, (i.e., residency classification, educational level, sex, age, etc.) college personnel could pinpoint the appropriate informational needs to the parent(s). There are several avenues that could be used to secure this type of information. For instance, a checklist on a request card for information could contain questions to learn more about the requestor.

Two minor recommendations specific to student recruitment surfaced from the study. The first emphasizes the importance of a campus tour program. Colleges must continue to make campus visitation a very visible activity in the recruitment function. This should include paid staff dedicated to formal campus tours and a commitment by all faculty and other college staff to accommodate potential students and parents to the campus. The establishment of a specific tour office is strongly recommended. This office should be open year round including Saturdays. When the tour office is closed an outdoor display (or several throughout the campus) should be available for visitors. Incorporated into this all-weather display should be a campus map dispenser so those individuals can learn more of the campus. A depository for collecting requests for additional information or making comments should also be made available at the display(s).

The fact that parents, especially residents, seek out information

through discussion with students currently enrolled in college, supports the second minor recommendation. Many colleges have created "student ambassador programs". These programs involve currently enrolled students who on behalf of the college make visits in different locales, usually hometown areas (i.e., high school of graduation). Here students discuss and answer questions about their college. This kind of program should hold a high priority in the recruitment plan of colleges.

A general recommendation generated primarily from the perception matrix results would be the development of image research by the college. Image research is common in the marketing research field. By adopting this research technique, colleges could design specific instruments for measurement of the image of their college by parents.

Further research on the parent role in the college selection process is warranted. As previously mentioned some of the computer analysis performed showed other variables having possible significance. Such items as parent's level of education, age, restrictions placed on the college choice, and gender of the child may generate more important findings related to the college selection process. Additional, new research on resident parents only is another recommendation. Throughout the interview sessions the notion that resident parents viewed the large, state university quite differently than other in-state schools surfaced repeatedly. For whatever reasons, the parents may influence their child's college selection while not fully understanding the choices available. The effect of

this could be harmful in two ways. First, the parents may force a child to attend WVU when the student should not attend based on his/her abilities. A second way is when parents may prohibit a son or daughter from attending WVU when WVU would be the more appropriate college based on the child's abilities. Further research should explore these assumptions which are based on shallow interpretation of the present research findings.

An addition to the recommendation for further research, especially with resident parents, would be for the telephone interview technique to be used. The cost of telephone interviews administered to a selected sample population can be reasonable, and can produce many by-products including long term goodwill.

In summary, the above recommendations all focus on a college making a greater effort to provide the parents of prospective students not only more information, but precise information designed to parental needs. The parents do investigate the college(s) their children consider for enrollment. Further, parents do establish a perception of and preference for each college explored. It remains imperative that college administrators recognize these facts and incorporate each into the planning and operation of the college.

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APPENDIX A

Structured Interview Guide

Version A

Version B

Version C

Version D

* Survey #: _____
* Type: C1 C2 C3
* Home State: _____

OPENING DIALOGUE

Hello, is this Mr./Mrs. _____ ?

If NO: The number I was calling is: _____

If wrong number, apologize/terminate.

If NO: Is the MR. or MRS. home?

IF NONE AT HOME: Process a call back on survey log.

My name is _____ I am calling from West Virginia University, Morgantown, WV.

Your S/D, _____ sent ACT test scores to us here at WVU.

Did you received our letter about a special research study about parents' perceptions and preferences for colleges?

If YES: Check _____ If NO: READ SPECIAL NO LETTER STATEMENT ****

Do you and your spouse live together in this household? -----> Circle: Yes No

If YES: Are both home -----> Circle: Yes No
Father-odd Mother-even Answerer

Circle Respondant: (i.e. who you talked with) No Answerer Answerer
Mother Father Legal Mother Legal Father

Is your current marital status:
M S Separated or Divorced Spouse Deceased Other? _____

OPENING ACCURACY SECTION

1. How long has _____ been your current home state (residency)? _____

If non-WV: Have you ever lived in the State of West Virginia? Y N

If yes, how long/when? _____

Have you ever visited WV: On vacation? Y N On business? Y N

On a scale of 1 to 7 with 1 being NOT AT ALL and 7 being VERY how familiar would you say you are with the State of WV? _____

2. On a scale of 1 to 7 with 1 being NOT AT ALL and 7 being VERY how familiar would you say you are with West Virginia University? _____

3. Based on where you are living right now which of the following apply to your perception about the distance from your home to WVU?

VERY NEAR NEAR FAR AWAY VERY FAR AWAY

4. How many colleges did your S/D formally apply to: 0 1 2 3 4+

Was one of these WVU? Y N

5. How many colleges did your S/D formally get admitted to: 0 1 2 3 4+

Was one of these WVU? Y N

6. What college did your S/D enroll in this fall? _____

If YES: What academic program? _____

Did you consider any college(s) outside of YOUR HOME STATE? Y N

7. Regardless of the amount, how many colleges did you investigate for your S/D to attend this fall? _____

If > 5 then: How many did you give serious consideration to? _____

9. On a scale of 1 to 7 with 1 being NOT AT ALL and 7 being IN GREAT DETAIL, where would you rate the amount of your investigation of WVU as a college choice for your S/D to attend this fall? _____

INTERVIEWER MUST SELECT PROPER VERSION OF SURVEY GUIDE: A B C or D

PERCEPTION SECTION

(Interviewer---> This section requires you to remind the parent often that we want their perceptions not son or daughters- BUT THEIRS!)

is now going to ask you about how your feelings toward WVO compare to what other colleges you have investigated or know about. The factors used are those that have been commonly used by parents and students in evaluating colleges to attend.

If question 7 = 1 then:

If question 7 > 1 and 8 > 1 then:

COMPARE STATEMENT 1

COMPARE STATEMENT 2

For each of the following items I read, based on what you say know or have heard of WVO, what is your perception of how you would compare to colleges of which you are familiar: BETTER, THE SAME, or WORSE

For each of the following items I read, compared to all the colleges you have investigated or thought of, how in general did you attend this fall, how in general did you perceive WVO to be: BETTER, THE SAME, or WORSE.

---If you are unsure of an item or the item you did not consider please indicate so---

STATEMENT (FACTOR)	UNKNOWN	WORSE	SAME	BETTER
COST (TOTAL TUITION AND FEES)	?	-	0	+
ADMISSION STANDARDS	?	-	0	+
ADMISSIONS LITERATURE	?	-	0	+
COST (HOUSING/LIVING EXPENSES)	?	-	0	+
CAMPUS LAYOUT (ENVIRONMENT)	?	-	0	+
CAMPUS BUILDINGS (FACILITIES)	?	-	0	+
GENERAL PUBLIC IMAGE	?	-	0	+
SECURITY/SAFENESS	?	-	0	+
LOCATION OF COLLEGE	?	-	0	+
DISTANCE FROM YOUR HOME	?	-	0	+
ADMISSION PERSONNEL/OTHER STAFF	?	-	0	+
FINANCIAL AID AVAILABILITY	?	-	0	+
ATHLETIC PROGRAMS (SPORTS)	?	-	0	+
ACADEMIC REPUTATION	?	-	0	+
THE COLLEGE ADMINISTRATION	?	-	0	+
RELIGIOUS OPPORTUNITY	?	-	0	+
SOCIAL LIFE/CAMPUS ACTIVITIES	?	-	0	+
PRESTIGE	?	-	0	+
ATTENTION TO INDIVIDUAL STUDENT	?	-	0	+
CONSIDERATION TO PARENTS	?	-	0	+
JOB OPPORTUNITY AFTER GRADUATION	?	-	0	+
HOUSING AVAILABILITY	?	-	0	+
NUMBER STUDENTS ENROLLED (SIZE)	?	-	0	+
MIX OF STUDENTS	?	-	0	+

TOTALS: _____

NUMBER (- 0 +) ANSWERS: _____ TOTAL POINTS: _____ PERCEPTION AVERAGE: _____

1. Could you name a specific college you wanted your S/D to attend? _____

2. Which of the following did YOU or YOUR SPOUSE place as a RESTRICTION or LIMITATION on which college your S/D could consider to enroll?

(Interviewer---> This should be parents restrictions not S/D)

- ___ COST
- ___ DISTANCE FROM HOME
- ___ SIZE OF COLLEGE
- ___ TYPE OF COLLEGE (Private, Public, etc)
- ___ FINANCIAL AID OFFERED
- ___ COLLEGE IN HOME STATE
- ___ ACADEMIC PROGRAM

Can you name other possible restriction(s) I did not mention?

1. WHEN and HOW did you first hear of WVU? _____

2. Can you recall who first mentioned the possibility of your S/D attending WVU?

ASSIST ---> Mother, Father, Son or Daughter, High School Counselor, Friend, etc.

3. Did you visit a high school college day program or college fair in your home area? Y N
If YES: Do you recall WVU being there? Y N

4. Which of the following persons do you recall talking with concerning information or advice about WVU as a college choice for your S/D.
Answer YES, regardless of the amount of discussion with the person.

- OTHER RELATIVES OUTSIDE HOUSEHOLD
- SOCIAL FRIEND
- BUSINESS ASSOCIATE/FELLOW WORKER
- A WVU ALUMNI
- HIGH SCHOOL COUNSELOR/TEACHER
- ANOTHER SON OR DAUGHTER WHO IS OR WAS AT WVU
- A WVU FACULTY OR ADVISOR
- PARENTS WITH CHILDREN AT WVU
- ADMISSIONS COUNSELOR FROM WVU
- PERSON ATTENDING OR WORKING AT ANOTHER COLLEGE
- MINISTER/PRESBYTER/RABBI
- ANOTHER STUDENT CURRENTLY AT WVU (Not family)
- OTHER? _____

5. Which of the following PRINTED INFORMATION SOURCES you used in learning specific details about WVU (W)?

- COMMERCIAL COLLEGE GUIDE BOOK (I.E. BARRON'S, LOVEJOY)
- COLLEGE CATALOG
- COLLEGE SPECIALIZED BROCHURES (I.E. FINANCIAL AIDS, HOUSING, FOOD & WVD)
- ADMISSIONS APPLICATION
- PERSONAL LETTERS FROM THE COLLEGE TO S/D (I.E. President's Letter)
- OTHER? _____

INTERVIEWER NOTES/REMARKS:

6. CAMPUIS TOUR SECTION (Do not consider summer orientation here!)

1. Did you visit the WVU campus specifically for purposes of investigating WVU as a college for your S/D to attend? Y N
If NO: Skip to next section

2. Did you visit WVU while it was in session? Y N

3. What day of the week? M T W TH F SA SU

4. Did your S/D accompany you? Y N

5. Did your visit include a formal WVU campus tour? Y N

6. When did you tour the campus? _____

7. Who primarily lead your tour?

- WVU STUDENT
- FACULTY MEMBER OR ADVISOR
- OTHER (specify) _____
- ADMISSIONS PERSONNEL
- NO ONE
- DON'T REMEMBER
- OFFICIAL TOUR GUIDE

8. Which of the following persons do you recall talking with during your tour?

- FACULTY ADVISOR
- PROFESSOR
- ADMINISTRATOR
- FRIEND AT WVU
- STUDENT AT WVU
- ADMISSIONS PERSONNEL
- OTHER? _____

9. On a scale of 1 to 7 with 1 being THE WORST and 7 being THE BEST how would you rate the WVU campus tour to other college tours? _____

10. How many other college campuses did you tour? _____

Was your S/D offered a scholarship or other direct Award? Y N

If YES: Where _____

Did you apply for financial aid at any college? Y N

If YES: Was financial aid offered to your S/D by WVU? Y N

Was financial aid offered by other colleges? Y N

What percentage of the cost of college for your S/D are you paying? _____%

Was your S/D ever been contacted by WVU in relationship to athletic participation at WVU? Y N By another college? Y N

As to college size do you consider WVU to be:

____ VERY LARGE ____ LARGE ____ MEDIUM ____ SMALL ____ VERY SMALL

Approximately how many students do you estimate to be enrolled for classes at WVU this fall? _____

What percent of these students do you think are male? _____%

INFLUENCE SECTION

On a scale of 1 to 7 with 1 being NOT AT ALL and 7 being VERY FREQUENTLY where would you rate how often you discussed with your spouse WVU as a college choice for your S/D to attend? _____

On the same scale where would you rate how often you discussed with your S/D WVU as a college choice? _____

On a scale of 1 to 7 with 1 being DO NOT PREFER AT ALL and 7 being PREFER THE MOST how would you rate your preference for WVU as a college for your S/D to attend? _____

On this same scale what do you believe your spouse's preference was? _____

Again, using the same scale what do you believe your S/D's preference was? _____

How much influence did you and your spouse have in the selection of the college your S/D is attending?

____ VERY GREAT ____ GREAT ____ SOME ____ LITTLE ____ NONE

Which had more influence on your S/D's college choice? ____ YOU ____ YOUR SPOUSE ____ BOTH SAME

INTERVIEWER NOTES/REMARKS:

6. ALUMNI/OTHER COLLEGES SECTION

1. What was the highest level of formal education you have? (A) your spouse? (S)

____ A ____ S GRAMMER SCHOOL ____ A ____ S HIGH SCHOOL GRADUATE ____ A ____ S COLLEGE DEGREE
____ A ____ S SOME HIGH SCHOOL ____ A ____ S SOME COLLEGE ____ A ____ S SOME GRADUATE SCHOOL
____ A ____ S TECHNICAL SCHOOL ____ A ____ S GRADUATE DEGREE

(MA, JD, CP D)

2. Of what college are you an alumni? _____ (Grad yr: _____)

3. Your spouse? _____

4. Are you an active dues paying member of your college's Alumni Association? Y N

- 1. How many children are there in your family? _____
- 2. Including the current S/D how many have gone to college? _____
- 3. How many other sons or daughters have or are attending WVU? _____

4. Describe your occupation _____
 Describe your spouse's occupation _____

5. What year were you born? _____

.....
 INTERVIEWER NOTES/REMARKS:

.....
 II. FINAL SECTION

What were the final 3 key reasons WHY or WHY NOT you preferred WVU as a college choice?
 (In order with 1 being the most important reason)

(A) _____

(B) _____

(C) _____

Finally, do you have any last comments you would share regarding your perceptions/preferences for
 or any college(s) which may further help us to understand your feelings?

I thank you very much for your time. I have enjoyed speaking with you tonight. I wish my
 best to you and your family, and especially to your S/D.

What were the primary reason(s) your S/D did not enroll in college this fall?

How much influence did you and your spouse have in the decision of your S/D not to attend college this fall?

___ VERY GREAT ___ GREAT ___ SOME ___ LITTLE ___ NONE

Briefly what is your S/D doing this Fall instead of going to college?

In your own words, based on what you say know or have heard in the past what is your own perception of West Virginia University?

(Interviewer--> Try to get feelings here based on what they have heard, know of, etc)

Do you think college is in the future for your S/D? Y N

If yes, would you investigate and/or consider WVU? Y N

Comments -----> WHY or WHY NOT

On a scale of 1 to 7 with 1 being NOT AT ALL and 7 being VERY FREQUENTLY where would you rate how often you discussed with your spouse WVU as a college choice for your S/D to attend? _____

On the same scale where would you rate how often you discussed with your S/D WVU as a college choice? _____

On a scale of 1 to 7 with 1 being DO NOT PREFER AT ALL and 7 being PREFER THE MOST how would you rate your preference for WVU as a college for your S/D to attend? _____

On this same scale what do you believe your spouse's preference was? _____

Again, using the same scale what do you believe your S/D's preference was _____

What was the highest level of formal education you have? (A) your spouse? (S)

___A___S GRAMMER SCHOOL ___A___S HIGH SCHOOL GRADUATE ___A___S COLLEGE DEGREE
___A___S SOME HIGH SCHOOL ___A___S SOME COLLEGE ___A___S SOME GRADUATE SCHOOL
___A___S GRADUATE DEGREE (MA, JD, CE D)

Of what college are you an alumni? _____ (Grad yr: _____)

Your spouse? _____

Are you an active dues paying member of your college's Alumni Association? Y N

PERSONAL CHARACTERISTICS SECTION

How many children are there in your family? _____

Including the current S/D how many have gone to college? _____

How many of these are currently at WVU? _____ How many have been to WVU? _____

Describe your occupation _____ Your spouse's _____

(MANAGERIAL, GENERAL LABOR, TECHNICAL, HOMEMAKER, RETIRED, SKILLED TRADE, OFFICEWORKER, PROFESSIONAL)

What year were you born? _____

Thank you very much for your time. I have enjoyed speaking with you tonight. I wish my love to you and your family, and especially to your S/D.

INTERVIEWER NOTES/REMARKS:

TO SUSPECTS OF INFORMATION SECTION

When and how did you first hear of WVU? _____

Did you visit a high school college day program or college fair in your home area? Y N

If YES: Do you recall WVU being there? Y N

Can you recall who first mentioned the possibility of your S/D attending WVU?

ASSIST ---> Mother, Father, Son or Daughter, High School Counselor, Friend, etc.

Which of the following persons do you recall talking with concerning information or advice about WVU as a college choice for your S/D. Answer YES, regardless of the amount of discussion with the person.

- OTHER RELATIVES OUTSIDE HOUSEHOLD
- SOCIAL FRIEND
- BUSINESS ASSOCIATE/FELLOW WORKER
- A WVU ALUMNI
- HIGH SCHOOL COUNSELOR/TEACHER
- ANOTHER SON OR DAUGHTER WHO IS OR WAS AT WVU
- A WVU FACULTY OR ADVISOR
- PARENTS WITH CHILDREN AT WVU
- ADMISSIONS COUNSELOR FROM WVU
- PERSON ATTENDING OR WORKING AT ANOTHER COLLEGE
- MINISTER/PRESBYTER/RABBI
- ANOTHER STUDENT CURRENTLY AT WVU
- OTHER? _____

Which of the following PRINTED INFORMATION SOURCES you used in learning specific details about WVU?

- COMMERCIAL COLLEGE GUIDE BOOK (I.E. BARRON'S, LOVEJOY)
- COLLEGE CATALOG
- COLLEGE SPECIALIZED BROCHURES (I.E. FINANCIAL AIDS, HOUSING)
- ADMISSIONS APPLICATION
- PERSONAL LETTERS FROM THE COLLEGE TO S/D
- NEWSPAPER/MAGAZINE ARTICLES ABOUT THE COLLEGE
- OTHER? _____

INTERVIEWER NOTES/REMARKS:

CAMPUS TOUR SECTION

Did you visit the WVU campus specifically for purposes of investigating WVU as a college for your S/D to attend? Y N (If no, skip to next section)

Did you visit WVU while it was in session? Y N

What day of the week? T W TH F SA SU

Did your S/D accompany you? Y N

Did your visit include a formal WVU campus tour? Y N

When did you tour the campus? _____

Who primarily lead your tour?

- WVU STUDENT
- FACULTY MEMBER OR ADVISOR
- OTHER (specify) _____
- ADMISSIONS PERSONNEL
- NO ONE
- DON'T REMEMBER
- OFFICIAL TOUR GUIDE

Which of the following persons do you recall talking with during your tour?

- FACULTY ADVISOR
- ADMINISTRATOR
- ADMISSIONS PERSONNEL

E. COLLEGE CAMPUS FACTORS

1. Was your S/D offered a scholarship or other direct award by WVU? Y N
2. Was your S/D offered any financial aid by WVU? Y N Did not apply
3. What percentage of the cost of college for your S/D are you paying? _____%
4. Was your S/D ever been contacted by WVU in relationship to athletic participation at WVU? Y N By another college? Y N
5. As to college size do you consider WVU to be:
 VERY LARGE LARGE MEDIUM SMALL VERY SMALL
6. Approximately how many students do you estimate to be enrolled for classes at WVU this fall?

 What percent of these students do you think are male? _____%
7. On a scale of 1 to 7 with 1 being NOT AT ALL and 7 being VERY FREQUENTLY where would you rate how often you discussed with your spouse/wv as a college choice for your S/D to attend? _____
 On the same scale where would you rate how often you discussed with your S/D wv as a college choice? _____
8. On a scale of 1 to 7 with 1 being DO NOT PREFER AT ALL and 7 being PREFER THE MOST how would you rate your preference for WVU as a college for your S/D to attend? _____
 On this same scale what do you believe your spouse's preference was? _____
 Again, using the same scale what do you believe your S/D's preference was _____
9. How much influence did you and your spouse have in the selection of the college your S/D is attending?
 VERY GREAT GREAT SOME LITTLE NONE
 Which had more influence on your S/D's college choice? YOU YOUR SPOUSE BOTH SAME

INTERVIEWER NOTES/REMARKS:

F. ALUMNI/OTHER COLLEGES SECTION

1. What was the highest level of formal education you have? (A) your spouse? (S)
 A S GRAMMER SCHOOL A S HIGH SCHOOL GRADUATE A S COLLEGE DEGREE
 A S SOME HIGH SCHOOL A S SOME COLLEGE A S SOME GRADUATE SCHOOL
 A S TECHNICAL SCHOOL A S GRADUATE DEGREE (MA, JD, CE D)
2. Of what college are you an alumni? _____ (Grad yr: _____)
3. Your spouse? _____
4. Are you an active dues paying member of your college's Alumni Association? Y N

5. PERSONAL CHARACTERISTICS SECTION

- 1. How many children are there in your family? _____
- 2. Including the current S/D how many have gone to college? _____
- 3. How many other sons or daughters have or are attending WU? _____

4. Describe your occupation _____ Your spouse's _____
 (MANAGERIAL, GENERAL LABOR, TECHNICAL, SCHEMATIC, RETIRED, SKILLED TRADE, OFFICEWORKER, PROFESSIONAL)

5. What year were you born? _____

 INTERVIEWER NOTES/REMARKS:

6. FINAL SECTION

What were the final 3 key reasons WHY or WHY NOT you preferred WU as a college choice?
 (In order with 1 being the most important reason)

- (A) _____
- (B) _____
- (C) _____

Finally, do you have any last comments you would share regarding your perceptions/preferences for or any college(s) which may further help us to understand your feelings?

I thank you very much for your time. I have enjoyed speaking with you tonight. I wish my best to you and your family, and especially to your S/D.

PARENTS DID NOT INVESTIGATE OR KNOW OF
W7U - S/D AT ANOTHER COLLEGE

S1 C1 C2 C3

Did S/D offered a scholarship or other direct Award? Y N
Where _____

Do you apply for financial aid at any college? Y N

If YES: Was financial aid offered by other colleges? Y N

_____ percentage of the cost of college for your S/D are you paying?

do you recall first mentioned the possibility of your S/D attending W7U?

By --- Mother, father, son or daughter, High School Counselor, Friend, etc.

Has your S/D ever been contacted by W7U in relationship to athletic participation at W7U? Y N By another college? Y N

Did you discuss W7U as a college choice with anyone outside the household? Y N

Do you recall reading any printed literature about W7U related to its being a college choice? Y N

On a scale of 1 to 7 with 1 being NOT AT ALL and 7 being VERY FREQUENTLY where did you rate how often you discussed with your spouse W7U as a college choice for your S/D to attend? _____

On the same scale where would you rate how often you discussed with your S/D W7U as a college choice? _____

Which of the following did YOU or YOUR SPOUSE place as a RESTRICTION or LIMITATION which college your S/D could consider to enroll?

(Interviewer--> This should be parents restrictions not S/D)

- ___ COST ___ DISTANCE FROM HOME ___ SIZE OF COLLEGE
- ___ TYPE OF COLLEGE (Private, Public, etc) ___ FINANCIAL AID OFFERED
- ___ COLLEGE IN HOME STATE ___ ACADEMIC PROGRAM

Do you have other possible restriction(s) I did not mention?

What influence did you and your spouse have in the selection of the college your S/D is attending?

___ VERY GREAT ___ GREAT ___ SOME ___ LITTLE ___ NONE

Who had more influence on your S/D's college choice? ___ YOU ___ YOUR SPOUSE ___ BOTH SAME

EDUCATION/OTHER COLLEGES SECTION

What was the highest level of formal education you have? (A) your spouse? (S)

- A ___ S GRADE SCHOOL A ___ S HIGH SCHOOL GRADUATE A ___ S COLLEGE DEGREE
- A ___ S SOME HIGH SCHOOL A ___ S SOME COLLEGE A ___ S SOME GRADUATE SCHOOL
- A ___ S TECHNICAL SCHOOL A ___ S GRADUATE DEGREE (MA, JD, CF D)

What college are you an alumni? _____ (Grad yr: _____)

What college is your spouse? _____

Are you an active dues paying member of your college's Alumni Association? Y N

FAMILY CHARACTERISTICS SECTION

How many children are there in your family? _____

Including the current S/D how many have gone to college? _____

How many other sons or daughters have or are attending W7U? _____

Describe your occupation _____ Your spouse's _____

(MANAGERIAL, GENERAL LABOR, TECHNICAL, HOMEMAKER, RETIRED, SKILLED TRADE, OFFICER/WORKER, PROFESSIONAL)

What year were you born? _____

REASON SECTION

What are the 3 key reasons WHY you S/D is in the college chosen? (In order with 1 being the most important reason)

What are the final 3 key reasons WHY you did not investigate WVU as a college choice?
(In order with 1 being the most important reason)

In your own words, based on what you may know or have heard in the past
what is your own perception of West Virginia University?

Interviewer---> Try to get feelings here based on what they have heard, know of, etc)

7. Do you have any last comments you would share regarding your perceptions/preferences
for any college(s) which may further help us to understand your feelings?

Thank you very much for your time. I have enjoyed speaking with you tonight. I wish my
love to you and your family, and especially to your S/D.

APPENDIX B

Letters from Panel of Experts

on

Face Validity of Structured

Interview Guide

Virginia
University

MEMORANDUM

TO: Doctoral Committee for Carl D. Hadsell
% Dr. Edwin Smith, Chairperson

FROM: Dr. Harvey Wolf *Harvey*

DATE: November 5, 1981

SUBJECT: Face Validity of Proposed Structured Interview
Guide

I have reviewed and assisted Carl Hadsell in preparation of a Structured Interview Guide to be used as a survey instrument to collect information regarding parental perceptions and preferences for specific colleges, including West Virginia University.

In my judgement there is a high probability that the instrument as designed will collect the information needed to test the hypothesis Mr. Hadsell is researching.

HW:dmc

cc: Carl Hadsell

November 13, 1981

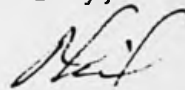
Dr. Edwin R. Smith
Asst. Vice President
105 Stewart Hall
West Virginia University

Re: Carl Hadsell

Dear Ed,

I have met with Carl several times and have read his final "Mark IV" version of his dissertation telephone survey instrument(s). I fully approve. I think it will be a most interesting and worthwhile study.

Sincerely,



Philip E. Comer, Ph.D.
Professor

cc: Dean Hadsell

Virginia
city

WEST VIRGINIA BOARD OF REGENTS

150

Student Services Division
950 Kanawha Boulevard, East
Charleston, WV 25301

Telephone 304/348-0111

November 13, 1981

Dr. Edwin Smith
Assistant Vice President for Administration
105 Stewart Hall
West Virginia University
Morgantown, West Virginia 26506

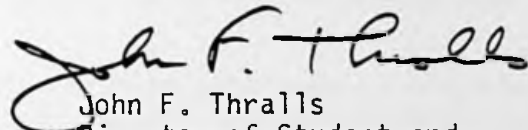
Dear Dr. Smith:

Carl Hadsell has asked that I contact you relative to the survey instrument which he has developed to elicit information related to his dissertation topic.

I have carefully reviewed each draft of the survey guide and believe the final version to have face validity for obtaining the desired information. In my judgement, the questions raised speak to several key issues relating to higher education enrollment decisions.

I look forward to reviewing the results of Mr. Hadsell's study and hope that he will consider disseminating his basic findings to college and university officials throughout the State.

Sincerely,


John F. Thralls
Director of Student and
Educational Services

JFT:svm

cc: Mr. Carl Hadsell

BOSTON COLLEGE

CHESTNUT HILL, MASSACHUSETTS 02167

(617) 969-0100

January 6, 1982

DEAN OF ADMISSIONS, RECORDS, AND FINANCIAL AID

Dr. Edwin R. Smith
Assistant Vice President
105 Stewart Hall
Morgantown, WV 26506

Dear Dr. Smith:

Carl Hadsell has asked me to comment on the face validity of his interview guide. Having met with Carl when he visited Boston last year and having discussed over the phone his research on numerous occasions, I believe I have a good grasp of his objectives.

From our research at Boston College, we are convinced that parents play an important role in the college choice process. We have also discovered that parental influence often operates in subtle ways: many of these patterns are complex and resist easy explanation. Because many of the patterns we have identified among Boston College prospective students relate to characteristics of the institution, I expect that research at other colleges and universities may yield divergent patterns. I, therefore, look with great interest on the work Carl has begun on West Virginia University's prospective students.

The interview guide is complex. The burden for this complexity fortunately does not fall on the respondents, but on the interviewer. If the interviewers are bright and well trained, the execution of the plan should proceed smoothly.

A great deal of information is requested, but I believe that this is justified given the research objectives. Most of the major content areas are covered well (certainly no research instrument can gather everything). I do think a question on parental resources, particularly family income, might have been asked--but I can understand why it was not. Occupation should serve as a fairly good proxy.

In summary, I think Carl's interview guide has a high probability of yielding very useful information. I believe this data (with Carl's analysis of it) has the potential to advance significantly our understanding of the role of parents in the college choice process.

Cordially,

Robert Lay

Robert S. Lay
Director,

Enrollment Management Research

cc: Carl Hadsell

*Copies sent to Doctoral
Committee 1/12/82*

APPENDIX C

Auxiliary Tables for
Respondent Distribution
And Other Research Findings

Table A

RESPONDENT DISTRIBUTION
ENROLLMENT PATTERN BY HOME STATE

Home State	West Virginia University		Other West Virginia College		Out of State College		Not Enrolled Technical School		Totals	
	N	%	N	%	N	%	N	%	N	%
Alabama	0	0.00	0	0.00	2	100	0	0.00	2	
Florida	0	0.00	0	0.00	1	100	0	0.00	1	
Georgia	1	100	0	0.00	0	0.00	0	0.00	1	
Maryland	3	42.86	1	14.29	3	42.86	0	0.00	7	
Michigan	0	0.00	0	0.00	1	100	0	0.00	1	
North Carolina	0	0.00	0	0.00	1	100	0	0.00	1	
New Jersey	2	40.00	0	0.00	3	60.00	0	0.00	5	
New York	1	33.33	0	0.00	2	66.67	0	0.00	3	
Ohio	1	7.69	1	7.69	9	69.23	2	15.38	13	
Pennsylvania	22	62.86	0	0.00	11	31.43	2	5.71	35	
Texas	1	100	0	0.00	0	0.00	0	0.00	1	
Virginia	4	40.00	0	0.00	6	60.00	0	0.00	10	
West Virginia	49	38.89	56	44.44	7	5.56	14	11.11	126	

Table B
 RESPONDENT DISTRIBUTION
 SEX OF CHILD OF PARENT INTERVIEWED BY HOME STATE

Home State	Sex of Child				Totals
	Males (Son)		Females (Daughter)		
	N	%	N	%	N
Alabama	1	50.00	1	50.00	2
Florida	0	0.00	1	1.00	1
Georgia	0	0.00	1	1.00	1
Maryland	2	28.57	5	71.43	7
Michigan	1	1.00	0	0.00	1
North Carolina	1	1.00	0	0.00	1
New Jersey	3	60.00	2	40.00	5
New York	2	66.67	1	33.33	3
Ohio	9	69.23	4	30.37	13
Pennsylvania	15	42.86	20	57.14	35
Texas	1	1.00	0	0.00	1
Virginia	8	80.00	2	20.00	10
West Virginia	72	57.14	54	42.86	126
Totals	115		91		206

Table C
 RESPONDENT DISTRIBUTION
 SEX OF CHILD BY PARENT INTERVIEWED

Parent	Sex of Child				Totals
	Males (Son)		Females (Daughter)		
	N	%	N	%	N
Father	43	62.32	26	37.68	69
Mother	72	52.55	65	47.45	137
Totals	115		91		206

Table D

RESPONDENT DISTRIBUTION
PARENT BY THE STUDY MATRIX CONDITION BY PARENT INTERVIEWED

Parent Interviewed	Study Matrix Types						Totals	
	C-1		C-2		C-3		N	%
	N	%	N	%	N	%		
Father	27	39.13	13	18.84	29	42.03	69	
Mother	59	28.64	23	11.17	55	26.70	137	
Totals	86		36		84		206	

Note. Study Matrix Types:

C-1: Did Not Apply to WVU Fall, 1981.

C-2: Officially Admitted to WVU; Did Not Attend WVU Fall, 1981.

C-3: Enrolled at WVU Fall, 1981.

Table E

RESPONDENT DISTRIBUTION
SEX OF CHILD OF PARENT INTERVIEWING BY ENROLLMENT PATTERN

Enrollment Pattern	Sex of Child				Totals
	Males (Son)		Females (Daughter)		
	N	%	N	%	N
West Virginia University	46	54.76	38	45.24	84
Other West Virginia College	32	55.17	26	44.83	58
Out of State College	27	58.70	19	41.30	46
Not Enrolled/ Technical School	10	55.56	8	44.44	18
Totals	115		91		206

Table F
 RESPONDENT DISTRIBUTION
 STUDY MATRIX TYPES BY SEX OF CHILD OF RESPONDENT

Sex of Child	Study Matrix Types						Totals
	C-1		C-2		C-3		
	N	%	N	%	N	%	N
Male (Son)	49	42.61	20	17.39	46	40.00	115
Female (Daughter)	37	40.66	16	17.58	38	41.76	91
Totals	86		36		84		206

Table G

RESPONDENT DISTRIBUTION
ENROLLMENT PATTERN BY NUMBER OF CHILDREN REPORTED IN FAMILY

Number of Children	West Virginia University		Other West Virginia College		Out of State College		Not Enrolled/ Technical School		Totals
	N	%	N	%	N	%	N	%	
1	3	30.00	5	50.00	1	10.00	1	10.00	10
2	25	43.86	11	19.30	18	31.58	3	5.26	57
3	24	35.29	23	33.82	14	20.59	7	10.29	68
4	14	37.84	13	35.14	6	16.22	4	10.81	37
5	9	56.25	4	25.00	2	12.50	1	6.25	16
6+	9	50.00	2	11.11	5	27.78	2	11.11	18
Totals	84		58		46		18		206

Table H
 RESPONDENT DISTRIBUTION
 PARENT INTERVIEWED WITHIN AGE GROUP

Age Group	Parent Interviewed				Totals
	Mother		Father		
	N	%	N	%	
30-39	20	17.43	8	28.57	28
40-49	72	66.06	37	33.94	109
50-59	30	61.22	19	38.78	49
60+	2	66.67	1	33.33	3
Totals	137		69		206

Table I

RESPONDENT DISTRIBUTION
PARENT (LIVING) BY REPORTED HIGHEST EDUCATION LEVEL REACHED

Highest Educational Level Reached	Parent (Living)			
	Mother		Father	
	N	%	N	%
Grammar School	1	0.51	3	1.66
Some High School	8	4.06	9	4.97
High School Graduate	108	54.82	65	35.91
Technical School	15	7.61	9	4.97
Some College	26	13.20	39	21.55
College Degree	23	11.73	28	15.47
Some Graduate School	9	4.57	8	4.42
Graduate/Professional Degree	7	3.55	20	11.05
Totals	197	100%	181	100%

Table K
 RESPONDENTS DISTRIBUTION
 PARENT RESPONDENT BY STURCTURED INTERVIEW GUIDE VERSION

Structured Interview Guide Version	Parent Respondent				Totals
	Mother		Father		
	N	%	N	%	N
A	66	64.08	37	35.92	103
B	14	87.50	2	12.50	16
C	20	60.61	13	39.39	33
D	37	68.52	17	31.48	54
Totals	137		69		206

Table L
 RESPONDENT DISTRIBUTION
 SEX OF CHILD BY STRUCTURED INTERVIEW GUIDE VERSION

Structured Interview Guide Version	Sex of Child				Totals N
	Male N	(Son) %	Female N	(Daughter) %	
A	60	58.25	43	41.75	103
B	10	62.50	6	37.50	16
C	18	54.55	15	45.45	33
D	27	50.00	27	50.00	54
Totals	115		91		206

Table M
 RESPONDENT DISTRIBUTION
 STUDY MATRIX TYPES BY STRUCTURED INTERVIEW GUIDE VERSION

Structured Interview Guide Version	Study Matrix Types						Totals	
	C-1		C-2		C-3		N	%
	N	%	N	%	N	%		
A	27	26.21	25	24.27	51	49.51	103	
B	13	81.25	3	18.75	0	0.00	16	
C	0	0.00	0	0.00	33	1.00	33	
D	46	85.19	8	14.81	0	0.00	54	
Total	86		36		84		206	

Table N
 ORDER RANKING OF RESIDENT RESPONSES
 BY HIGHEST TO LOWEST PERCENTAGE (DESCENDING) FOR EACH VALUE
 FOR A GIVEN STATEMENT (FACTOR) ON THE PERCEPTION/PREFERENCE MATRIX

Statement (Factors)	Better	Worse	Same	Unknown
Cost (Total tuition and fees)	5	10	6	14
Admissions Standards	15	10	1	10
Admission Literature	8	7	10	11
Cost (Housing/Living Expenses)	12	5	7	11
Campus Layout (Environment)	12	2	18	8
Campus Buildings (Facilities)	3	12	12	8
General Public Image	6	8	7	15
Security/Safeness	13	7	10	5
Location of College	10	6	9	12
Distance from your home	7	5	10	17
Admission Personnel/Other Staff	11	12	17	1
Financial Aid Availability	17	10	4	3
Athletic Programs (Sports)	4	11	17	5
Academic Reputation	2	9	9	16
The College Administration	14	12	12	2
Religious Opportunity	16	9	6	4
Social Life/Campus Activities	7	11	3	13
Prestige	1	8	17	14
Attention to Individual Student	14	3	17	6
Consideration to Parents	11	10	2	9
Job Opportunity After Graduation	9	11	8	7
Housing Availability	12	1	12	13
Number of Students Enrolled	10	4	11	15
Mix of Students	11	9	5	6

Table P

ORDER RANKING OF NON-RESIDENT RESPONSES
BY HIGHEST TO LOWEST PERCENTAGE (DESCENDING) FOR EACH VALUE
FOR A GIVEN STATEMENT (FACTOR) ON THE PERCEPTION/PREFERENCE MATRIX

Statement (Factors)	Better	Worse	Same	Unknown
Cost (Total tuition and fees)	4	4	5	16
Admission Standards	11	7	4	11
Admission Literature	3	10	6	13
Cost (Housing/Living Expenses)	5	10	4	14
Campus Layout (Environment)	5	3	13	11
Campus Buildings (Facilities)	4	8	11	8
General Public Image	7	10	2	15
Security/Safeness	9	11	9	5
Location of College	1	7	12	13
Distance from your home	2	2	13	16
Admission Personnel/Other Staff	7	9	16	3
Financial Aid Availability	4	4	14	2
Athletic Programs (Sports)	8	11	10	5
Academic Reputation	8	10	3	12
The College Administration	4	10	15	1
Religious Opportunity	4	9	6	4
Social Life/Campus Activities	11	10	4	8
Prestige	13	7	1	13
Attention to Individual Student	4	8	14	7
Consideration to Parents	6	7	8	10
Job Opportunity After Graduation	10	9	10	6
Housing Availability	14	1	9	9
Number of Students enrolled	7	1	13	12
Mix of Students	12	10	7	5

APPENDIX D

Tables of Selected Reasons
Open Remarks by Respondents

Table Q

TABLE OF REASONS GIVEN WHY RESPONDENT PREFERRED WVU
AS A COLLEGE CHOICE WITHIN RESIDENCY CLASSIFICATION

Paraphrased Reason(s)	Reason Grouping	Resident		Non-Resident		Totals
		N	%	N	%	
Good Academically/Good Curriculum/Degree Worthy	Adademic	41	62.12	25	37.88	66
Cost	Financial	21	55.26	17	44.74	38
Closer to Home/Location	Logistics	26	70.27	11	29.73	37
General Positive Comment	Others	12	63.16	7	36.84	19
Son/Daughter Choice	Family	7	46.67	8	53.33	15
Distance is Not Bad	Logistics	3	21.43	11	78.57	14
Diversity of Academic Programs	Academic	8	66.67	4	33.33	12
In-State School/State University/Prestige	Emotions	10	100	0	0.00	10
Lots to Offer Socially/Sports/More Activity	Social	8	88.89	1	11.11	9
Liked Campus/Good Facilities	Logistics	3	50.00	3	50.00	6
Liked People/Atmosphere	Social	1	25.00	3	75.00	4

Table Q (Continued)

Paraphrased Reason(s)	Reason Grouping	Resident		Non-Resident		Totals
		N	%	N	%	
Close to Family or Relatives	Family	1	25.00	3	75.00	4
College Size was Right	Logistics	1	25.00	3	75.00	4
Another Relative (Must S/D) At WVU	Family	3	75.00	1	25.00	4
Recommended by Others/Friends	Emotions	2	66.67	1	33.33	3
Play Sports, Band, etc.	Social	0	0.00	2	100	2
Housing/Residence Hall Good	Logistics	1	50.00	1	50.00	2
Administration Helpful- Interested	Logistics	0	0.00	1	100	1
Totals		149		101		250

Table R

TABLE OF REASONS GIVEN WHY RESPONDENT DID NOT PREFER WVU AS A COLLEGE CHOICE WITHIN RESIDENCY CLASSIFICATION

Paraphrased Reason(s)	Reason Grouping	Residents		Non-Residents		Totals
		N	%	N	%	
Size too Big/Individual Attention to Students Bad	Logistics	14	73.68	5	26.32	19
General Negative Comments	Others	9	64.29	5	35.71	14
Drugs/Party School	Social	6	100	0	0.00	6
Distance Away From Home too Great	Logistics	5	83.33	1	16.67	6
Doesn't Suit S/D / S/D Did Not Pick	Family	2	50.00	2	50.00	4
Split Campus/Campus Layout	Logistics	1	25.00	3	75.00	4
Housing Bad	Logistics	4	100	0	0.00	4
Academic Program Not Available or Restricted	Academic	1	25.00	3	75.00	4
Cost Too Much	Financial	2	66.67	1	33.33	3
Don't Know the Area or People There/Dislike Town	Social	1	33.33	2	66.67	3

Table R (Continued)

Paraphrased Reason(s)	Reason Grouping	Residents		Non-Residents		Totals
		N	%	N	%	
S/D Could Not Adjust to Size or Type College WVU is	Family	1	33.33	2	66.67	3
Could Not Play Sports at WVU	Family	1	50.00	1	50.00	2
S/D Did Not Want to Leave Home	Family	0	0.00	1	100	1
Mother/Father Did Not Want S/D to Leave Home	Family	1	1.00	0	0.00	1
Didn't Get Scholarship or Aid at WVU	Financial	0	0.00	1	100	1
Bad Experience With WVU Staff When Considering	Emotions	0	0.00	1	100	1
Type of School	Logistics	0	0.00	1	100	1
Reduce Cost by Living at Home	Financial	1	100	0	0.00	1
Totals		49		29		78

Table S

TABLE OF REASONS GIVEN BY RESPONDENT WHY SON OR DAUGHTER CHOSE ANOTHER COLLEGE THAN WVU TO ENROLL BY RESIDENCY CLASSIFICATION

Paraphrased Reason(s)	Reason Grouping	Residents		Non-Residents		Totals
		N	%	N	%	
The Academic Curriculum/Program suited S/D more	Academics	14	56.00	11	44.00	25
Live at Home with Family/ Cost Savings	Financial	10	66.67	5	33.33	15
Various Comments	Others	7	58.33	5	41.67	12
Closer to Home/Convenience	Logistics	15	65.22	5	34.78	23
Cost	Financial	4	66.67	2	33.33	6
Liked People/Friends Go There	Social	4	66.67	2	33.33	6
Size - A Smaller School	Logistics	5	100	0	0.00	5
Recommended or Influential by Others	Emotions	2	50.00	2	50.00	4
Play Sports-band on Scholarship	Financial	2	50.00	2	50.00	4
Liked Campus/Facilities	Logistics	2	50.00	2	50.00	4
S/D Choice	Family	2	66.67	1	33.33	3

Table S (Continued)

Paraphrased Reason(s)	Reason Grouping	Residents		Non-Residents		Totals
		N	%	N	%	
S/D Did Not Want to Leave Boy Friend/Home	Emotions	3	100	0	0.00	3
Another Relative Going There	Family	2	100	0	0.00	2
Parents Went to this School or Family Background to this School	Family	1	50.00	1	50.00	2
Scholarship/Financial Aid	Financial	2	100	0	0.00	2
Could keep Working in Present Job	Financial	2	100	0	0.00	2
Parents wanted to Supervise/ Closer Control	Family	1	100	0	0.00	1
Liked the town/area	Family	1	100	0	0.00	1
Relative Lives Near	Family	1	100	0	0.00	1
Totals		88		41		121

OPEN COMMENTS BY PARENTS

FROM VERSION A

(ENROLLED COLLEGE FALL, 1981)

Resident/Mother/Son (Fairmont State, WV)

"Much better school than mother originally thought it was...Never have heard of WVU but her opinion has changed the more she finds out about it the more she likes it. Better state school than thought...WVU compares favorably in the East coast."

Resident/Father/Daughter (West Virginia State, WV)

"WVU is as good as any college unless you can get into the Ivy League."

Resident/Mother/Son (West Virginia Wesleyan, WV)

"WVU should give 'illusions' of alot of little colleges...may go to WVU for graduate school."

Resident/Mother/Son (Marshall, WV)

"Lack of housing...have heard the dorms are bad...Apartments very unacceptable, almost non-existent, and price range you can't afford."

Resident/Father/Son (West Virginia State, WV)

"Admittedly opposed to WVU because of rumors that it has overwhelming drug problem...look into drug problems in the dorms...many neighbors feel the same."

Resident/Mother/Daughter (West Liberty State, WV)

"The college speaks for itself...some descent people have come out of WVU...I would be proud to have someone graduate from there."

Resident/Father/Son (Marshall, WV)

"When my son leaves home I am concerned for his welfare-safety-housing...The housing turned me off for I did not know whether it was readily available...Data of information on housing needs to get to parents...WVU has little prestige out-side of the state...but in the state it does."

OPEN COMMENTS BY PARENTS

VERSION A (Continued)

Non-Resident/Father/Son (University of Pittsburgh, PA)

"I look at a college as a place of education...if you pick a good one and learn there you will accomplish something...WVU has a good program."

Resident/Father/Son (WVU)

"All my contacts have been favorable...if WVU people are sincere or if they are only as half as much it will still be great...Sold on school by tour."

Resident/Father/Son (WVU)

"Older brother lead the way to WVU."

Resident/Mother/Son (WVU)

"We really left it up to him...a major decision of his life we as parents knew this to be a major decision of his life...We did however read the literature."

Non-Resident/Father/Son (WVU)

"Size was important...a small school is not an answer...our son would not fit into a small school but not a large 35,000+...He fits WVU very well...would recommend it to friends."

Non-Resident/Mother/Son (WVU)

"On occasions I would try to get highlights of what prompted his decision in 25 words or less...I do know that he likes the area... he likes the terrain...he likes to hunt."

Resident/Father/Son (WVU)

"Hopes sports program gets up to par with academic"

OPEN COMMENTS BY PARENTS

VERSION A (Continued)

Resident/Mother/Son (WVU)

"A student has to pick where he will be happy."

Resident/Mother/Daughter (WVU)

"One draw back is that the girl should have their own dormitory even though they are adults they need this...A negative impression is the party school image and housing...Freshmen they are okay... After that it becomes very hard...Adequate housing lacking."

OPEN COMMENTS BY PARENTS

from VERSION B

(Not attending WVU or any college)

Non-Resident/Father/Son:

"Do not want to push my son into college...did not investigate at all"

Resident/Mother/Son

"Not mature enough...not ready yet."

Resident/Mother/Son:

"Alot of confidence in the school (WVU) as a learning institution"

Resident/Mother/Daughter:

"A very large university not much one on one contact, not very personable, pretty wild place drinking and drugs."

Resident/Mother/Daughter:

"Hope to have a child in school in the future after Air Force daughter may be more mature and be able to appreciate the education."

Resident/Mother/Son:

"He didn't want to go to college, but WVU is a good college but need more discipline...need a better town...he was not ready for WVU."

OPEN COMMENTS BY PARENTS

from VERSION C

(Son or daughter enrolled at WVU, Fall, 1981)

Resident/Mother/Daughter:

"Can I get financial aid for my daughter if my son already has it?"

Non-Resident/Father/Daughter:

"WVU could do better on their instructors...they shouldn't have older students fill in for the professors."

Resident/Mother/Daughter

"The daughter considering WVU was out-going...she could handle larger school. Parents do differentiate among the children."

Resident/Father/Son:

"I think it necessary for employment...college education for job... need education for a job."

Non-Resident/Father/Son:

"Oldest son had big influence on the second son...a wonderful school...anyone attending would be happy and fortunate."

Resident/Mother/Son

"Talk with a person in Washington who does counseling and financial aid who said WVU was good in areas of computer science."

Resident/Mother/Son:

"Excellent school has alot to offer...WVU has alot of closeness with students."

Resident/Mother/Son

"I am proud of WVU...I think it is better than others give it credit... it will be good for my son."

OPEN COMMENTS BY PARENTS

VERSION C (Continued)

Resident/Mother/Daughter

"From high school to WVU is too big of jump...Take a little more time with the students take more time. Don't give enough attention ...Especially Freshmen.

Non-Resident/Father/Son

"I am worried about the drinking and other moral matters, but I know this isn't limited to WVU."

OPEN COMMENTS BY PARENTS

from VERSION D

(Enrolled College, Fall, 1981)

Resident/Father/Daughter (Fairmont State, WV)

"Don't really have opinion...if daughter stays in college might transfer...WVU offers more opportunities."

Resident/Mother/Son (Shepherd College, WV)

"It all depends on the family situation...all three children are at Shepherd College...If all three had not been in college at the same time, one might have attended WVU."

Resident/Mother/Daughter (John Carroll, Cleveland)

"A good university...always good reports...relatives have graduated from there and are doing good."

Resident/Mother/Son (Davis and Elkins, WV)

"Academically the school is good but its largeness...a student in his first year, especially out of high school, should give consideration of WVU being too big."

Non-Resident/Father/Son (Columbia University, NY)

"A pretty good school...I have not read in detail...if he had chosen WVU I would have been proud, if he hadn't got a scholarship such as he did, WVU would have been a good choice."

Resident/Mother/Daughter (Fairmont State, WV)

"My daughter was raised sheltered and WVU is such a big school...the daughter is bright but backward in personality...I thought

OPEN COMMENTS BY PARENTS

VERSION D (Continued)

she would be lost...I feel that it is a large university...very competitive when one graduates from there I think it's great, excellent...my daughter may go later."

Resident/Mother/Son (Marshall, WV)

"A very good school has alot to offer...but housing they are very crowded in the dorms and the use of drugs at WVU is very high."

Resident/Mother/Daughter (University of Charleston, WV)

"If I were going to college I would go to a bigger name school I do not like the layout of campus (WVU) stuck in the northern part of the state...It has parties...it's a wild place with drinking but this may be this way elsewhere...If I had a preference I would like to go to Christian School."

Resident/Mother/Daughter (Glenville State, WV)

"Have two daughters...don't like girls away from home."

Resident/Mother/Son (Fairmont, WV)

"I think good things about WVU but I feel that it is too large for a kid out of high school to go to...Large classes I am against graduate students as instructors...This is based on experience with other children in the family."

Resident/Mother/Daughter (Marshall, WV)

Interviewer Notes: "Mother seems to have wanted daughter to go to WVU but money seems to be the biggest problem. Father seems to have most influence he did not want daughter to go to WVU."

Resident/Mother/Daughter (Marshall, WV)

"I see nothing wrong with WVU a fellow I work with (Accounting Degree) has a high regard for it."

OPEN COMMENTS BY PARENTS

VERSION D (Continued)

Resident/Mother/Daughter (Fairmont State, WV)

"Don't know that much about it...know people who have been there and they seem to like it."

Resident/Father/Daughter (West Virginia Tech, WV)

Interviewers Comments: "Father indicated that he didn't want daughter or son attending WVU the first few years of college because of something related to the social life...he said some friend's children had come to WVU and not "Faired" very well... he indicated that once they were a little further along in school that he wants them to transfer to WVU."

ABSTRACT

As documented in previous research, parents are an important influence in their child's college selection process. However, little attention had been given to how parents themselves develop perceptions of or preferences for specific colleges under consideration. This study's research design tested the null hypothesis:

"THERE EXISTS NO DIFFERENCE BETWEEN PARENT(S) OF IN-STATE STUDENTS AND PARENT(S) OF OUT-OF-STATE STUDENTS IN THEIR FORMATION OF PERCEPTIONS AND PREFERENCES FOR WEST VIRGINIA UNIVERSITY (WVU)."

A sample was drawn from a general population that consisted of the following three categories of students who showed interest in WVU for Fall, 1981:

1. High school seniors who only had ACT test score information sent to WVU,
2. High school seniors who were officially admitted to WVU, but Did Not Enroll at WVU in Fall, 1981,
3. High school seniors who matriculated to WVU in Fall, 1981.

The research incorporated personal telephone interview methodology combined with a Structured Interview Guide developed by the author. Specifications of the telephone interview procedure and the associated interview guide are presented in the text. Numerous tables that show the personal traits of the respondents are also provided. Statistical analysis (primarily chi-square) was performed on the data. The majority of this analysis was presented by residency classification. Treatment of the research findings was completed in sections

entitled: Development of a College Choice List, Investigation of College Choices, Family Discussion of College Choices, and Establishment of Perceptions and Preferences for Colleges. The final section incorporated a special "perception" preference matrix. This matrix compared parent responses on 24 common factors related to the college selection process. Each factor was rated on a Better, Same, or Worse scale. Open comments made by parents during telephone interviews were also addressed in the findings.

Based on the chi-square calculations several significant differences were found to exist between resident and non-resident parents in relationship to the college selection process. The specific findings as to residency classification indicated that resident parents used somewhat different verbal and printed information than non-residents did for learning more about a specific college. Further, a campus visitation was a viable activity for learning more about a college, especially for non-resident parents. Parents of both residency classifications indicated discussion as to college choice occurred separately both with their spouse and with their child. Parents differentiated among various factors (i.e., academic reputation, location, cost, size, etc.) related to the colleges under consideration. Resident parents tended to rate academic issues higher while non-residents considered financial and logistic issues at the highest level.

Conclusions supported that parents were fully involved in their child's college selection process. This was manifested in the amount and degree of investigation done by parents of both residency classifications.

Although much of the collected data was pertinent to West Virginia University, certain fundamental recommendations applicable to all colleges were cited. These included the need for a comprehensive state-wide parent "college information" program sponsored at the state level, the need for specific information directed solely to parents, the concept of a parent profile to determine proper informational needs, the importance to maintain a full-time campus tour office, the use of enrolled students in a student "ambassador" program, and the incorporation of image research into the admission and new student recruitment process. Reference to additional research was also presented.

VITA

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BIRTHPLACE: Wheeling, West Virginia

PARENTS: Mr. and Mrs. William M. Hadsell

EDUCATION: Edgington Lane (Grades 1-6)
Woodsdale Jr. High (Grades 7-8)
Traidelpia High (Grades 9-12)

West Virginia University, Morgantown, WV
(B.S., Cum Laude) 1969
Major: Marketing

West Virginia University, Morgantown, WV
(M.B.A.) 1970
Major: Business Administration

West Virginia University, Morgantown, WV
Candidate for Ed. D. degree (1982)
Major: Education Administration

MILITARY EXPERIENCE: United States Army, Honorable Discharge,
March 22, 1976

WORK EXPERIENCE: Assistant Dean
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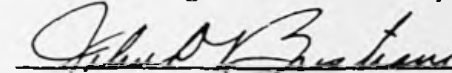
Systems Analyst
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West Virginia University
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Operations Research Analyst/Programmer
United States Army
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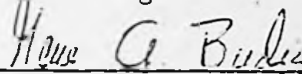
APPROVAL OF EXAMINING COMMITTEE



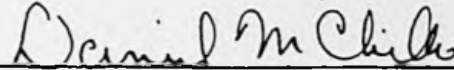
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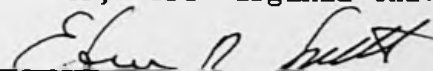
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19 April 1982
Date