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Henderson, Melissa M. *Identifying Socioeconomic Factors Influencing African American's Participation in Post-Secondary Wisconsin Career and Technical Education Programs*

Abstract

The purpose of this study was to identify the socioeconomic factors that encourage or inhibit African American student's participation in Wisconsin Career and Technical Education (CTE) programs. A survey based on the theory of *Channeling,* was distributed to self-identifying African American students at one Wisconsin Technical College to gather information about the socioeconomic factors that influence their participation in CTE programs. The findings of this study indicate *Parents or Guardians* are the most influential people in guiding an African American student's decision to go to college. In addition, *Student Loans* and *Grant Money* were identified as having the largest influence in financing college education for African American students. Lastly, the findings of this study indicate *Trained and Prepared Teachers* and *Skilled Guidance Counselors* were not *Readily Available* as resources for African American high school students.

Keywords: African Americans, socioeconomic factors, Wisconsin CTE Programs

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Table of Contents

List of Tables

Chapter I: Introduction

Minorities in post-secondary education have a wealth of culturally diverse perspectives, experiences, insights, and knowledge to contribute; making their participation valued, encouraged, and essential. Unfortunately, minority's participation in Wisconsin Career and Technical Education (also known as CTE) programs is poor. As an example, African Americans made up only 6.35% of the total number of students enrolled at Wisconsin Technical Colleges during the 2009-2010 academic years (WTCS, 2011). Indeed the average Wisconsin CTE student is White, causing a significant disparity in the technical college system.

There are numerous advantages for minorities to earn a degree from a Wisconsin Technical College including personal and professional growth, career development, communication skills, and financial independence and security, just to name a few. These characteristics are important to any group, but specifically African Americans, who face higher rates of unemployment and poverty. There are a variety of factors that may influence an African American student's decision to participate in CTE programs; namely social, cultural, and financial considerations, as well as previous negative academic experiences including institutionalized discrimination, for example.

Educators, administrators, business and industry leaders, and community leaders would benefit from an in-depth analysis of the factors influencing African Americans participation in CTE programs because understanding the root causes for their absence in CTE programs may reveal suggestions for improving enrollment, and ultimately improving the social and economic status' of African American students.

Statement of the Problem

Minority students are underrepresented in the Wisconsin Technical College System. In addition, there are many factors that may affect African American's participation in Career and Technical Education programs. There exists a lack of understanding and research specifically addressing the participation of African American students in Career and Technical Education programs in Wisconsin. The purpose of this study is to discover the socioeconomic factors influencing African American's participation in Wisconsin Career and Technical Education programs.

Purpose of the Study

The purpose of this study is to develop an understanding of the various factors that affect African American's selection of, and persistence in, Wisconsin Technical College career and technical education (CTE) focused programs. The study sought to understand socioeconomic factors influencing prospective African American student college decision-making. Additionally it informs insights into differences between African American students that choose to pursue a post-high school degree at the post-secondary (Wisconsin Technical College System) and those choosing higher education (State University System) levels. The goal of this research was to identify strategies that may help African American student participation in WTCS certificate and two-year degree programs. This study will address the following questions:

1. What socioeconomic factors influenced African American students to attend a Wisconsin Technical College rather than a university?

2. What factors, if any, differ between students pursuing less than 2 year (certificate program) and two-year (AS) degrees?

3. Do the identified factors reported by African American subjects differ from Non-African American Students?

Assumptions of the Study

The study assumes that there are different factors that motivate African American students to pursue degrees from the Wisconsin Technical College System (WTCS). It further assumes that high school students have the career focus that facilitates their post-high school program of study selection. Additionally, that researcher assumes that there are different factors between race, ethnicity, and culture specific to African Americans that influence their likelihood to choose the WTCS and its array of Career and Technical Education focused programs.

Definition of Terms

Career and Technical Education.

Academic programs that offer subject matter taught with relevance to the real world including employability skills (from job-related skills to workplace ethics), second-chance education and training, education for additional training and degrees (especially related to workplace training) and skills upgrades and career advancement (ACTE, 2011).

Socioeconomic Factors. Circumstances related to social class and financial resources, including education, income, location, family history, and cultural background.

Minority. A person belonging to a specific racial or ethnic group with fewer members than the predominant group in a social or academic setting.

Participation. Full Time, Three-Quarter Time, Part Time, or Less than Part Time enrollment status at an institute of higher learning, while maintaining regular attendance and remaining in good academic standing.

Technical College. A post-secondary educational institution that offers technical skills training and liberal arts coursework for students pursuing a specific job or career. Technical colleges offer apprenticeships, certificates, and Associate degree programs.

Program of Study. A specific academic discipline or college major.

Pre-Program. Students at Chippewa Valley Technical College are classified as Pre-program if the program they are interested in is filled to capacity and they wish to begin taking their program's General Studies courses while they wait for an opening. Or, students are classified as Pre-program if the program they wish to enroll in has certain admissions requirements that must be met before admittance is granted.

Limitations of the Study

As with any research effort, this study has limitations. First, the population of individuals surveyed for this study is limited to African American students enrolled at Chippewa Valley Technical College (251 of 17, 771 students at CVTC in 2010 were African American) (WTCS, 2011). Secondly, the results are limited by the matriculation rates of African American students at Chippewa Valley Technical College and may not be transferrable to larger populations of African American students in other districts of the Wisconsin Technical College System.

Methodology

The remainder of this study includes a review of literature related to African American students in post-secondary education, an explanation of the survey methodology and results, a summary of conclusions, and recommendations for future inquiries. Survey participants were randomly selected from a pool of volunteers at Chippewa Valley Technical College in Eau Claire, Wisconsin.

Chapter II: Literature Review

The purpose of this study is to develop an understanding of factors that affect African American's selection of and persistence in Wisconsin Technical College career and technical education (CTE) focused programs. The following review of literature will examine the socioeconomic factors identified by researchers as contributing to African American's participation in post-secondary education.

The Wisconsin Technical College System consists of 16 districts, each with a network of technical colleges and campuses, throughout the state of Wisconsin. For the purpose of this study we shall discuss the Chippewa Valley district which encompasses nine Wisconsin counties including Dunn, Pierce, Pepin, Buffalo, Trempealeau, Chippewa, Eau Claire, Taylor, and Clark and is home to Chippewa Valley Technical College (CVTC, 2011). There are seven Chippewa Valley Technical College campuses located throughout the district; with the main campus located in Eau Claire, Wisconsin. Chippewa Valley Technical College offers 54 programs of study, not including five apprenticeship programs, and 25 certificate programs (CVTC, 2011). According to the Wisconsin Technical College System, the Chippewa Valley district has an estimated population of 304,981 (WTCS, 2010) and a student body population of approximately 17,711 students (WTCS, 2010). Chippewa Valley Technical College boasts a very progressive Mission and Vision statement, as well as a strong commitment to developing student values and core abilities. Chippewa Valley Technical College's Mission includes "deliver[ing] innovative and applied education that supports the workforce needs of the region, improves the lives of students, and adds value to [the surrounding] communities" (CVTC, 2011).

Eau Claire, which is home to the main campus of Chippewa Valley Technical College, is an urban area with a population of 66,278 as of 2009, ranking eighth of 1850 Wisconsin cities in

terms of population (U.S. Census Bureau, 2011). The Eau Claire community supports CVTC graduates with a wide variety of career opportunities in fields such as automotive and transportation, business and professional services, commercial and manufacturing, computers and networking, construction and remodeling, health care, hospitality, legal, telecommunications, and utilities, just to name a few (ECBD, 2011).

The Nontraditional Student

A discussion regarding the characteristics of African American students entering post-secondary education is necessary in order to better understand the population included in this study. In John Levin's work *Nontraditional Students and Community Colleges: The Conflict of Justice and Neoliberalism*, the nontraditional student is identified and described. According to Levin (2007) "nontraditional" refers to any student over the age of 24 who is engaged in post-secondary education. However, nontraditional students can also be identified by such factors as their gender, race or ethnicity, socioeconomic status, marital status, and whether or not they have children (Levin, 2007). More specifically, "nontraditional students in all of higher education are more likely to be women, black, and in the lowest income group" (Levin, 2007, p. 25). Levin (2007) also found that while 40 percent of white students are classified as nontraditional, 48 percent of black students are considered nontraditional. There are a disproportionate number of minority students, as compared to white students, with low socioeconomic backgrounds attending institutes of higher education according to Levin (2007) as well. In fact, 37 percent of black students are of low socioeconomic status, compared to only 19 percent of white students (Levin, 2007).

The average age of a nontraditional black student is 27, making them among the oldest in age (Levin, 2007). Levin (2007) found that "nontraditional minority students enter higher

education later in life than their white peers due in part to the disparity in secondary education and the access to social capital that these students receive" (p. 26). Levin (2007) goes on to explain that due to the lack of positive social capital and messaging nontraditional minority students often receive, they tend to enter higher education later in life than their white peers. In other words, the influential people in the lives of minority students do not encourage post-secondary education because it was often not an option for them. Nontraditional students are less likely than traditional students to persist to degree completion and students who have low socioeconomic statuses are at greater risk of not completing postsecondary education programs (Levin, 2007). In fact, "among [students with low socioeconomic statuses], minority students have the lowest educational outcomes" (Levin, 2007, p. 27). This point echoes the National Center for Education Statistics [NCES] findings that "fewer than one-third (32.4 percent) of Black men who start college graduate within six years" (Harper, 2009, p. 139). Other recent data also indicates "that only 40% of Black students who begin college will ultimately graduate compared with more than 61% of White students" (Guiffrida & Douthit, 2010, p. 311).

The gender of minority and nontraditional students appears to be a key component in post high school degree attainment as well. "In 2002 Black men composed only 4.3 percent of all students enrolled at institutions of higher education, the exact same percentage as in 1976" (Harper, 2009, p. 141). Also in 2002, "African American students earned only 10.7 percent of all associate degrees awarded, even though they represented 12 percent of the total community college student enrollment" (Perrakis, 2008p. 18). By 2001 black women had earned "two-thirds of both associate's degrees and bachelor's degrees awarded to black students" (Levin, 2007, p. 27). However it was also found that "women, [including African American women], make up 60 percent of students in the lowest 25 percent income level, 62 percent of students age 40 or

older, 62 percent of students with children or dependents, and 69 percent of single parents"
(Peter and Horn, 2005, cited in Levin, 2007, p. 27). Women are less likely than men to transfer
from a two year college to a four year university and those women who do transfer are less likely
to earn a bachelor's degree than a man (Levin, 2007).

African American and Non-African American Students

One of the research questions this study will address includes identifying if the
socioeconomic factors reported by African American students differ from the socioeconomic
factors reported by non-African American students. This researcher has found mixed results.
Dr. Jesse Dixon, Director of the Office of Multicultural Affairs at the University of Wisconsin –
Eau Claire, reports there is not a significant difference in the socioeconomic factors influencing
African American and non-African American student's participation in post-secondary education
(personal communication, March 20, 2012). Other studies have also found that African
American and White students had "more equitable academic achievement" when factors such as
a safe and orderly secondary school environment existed, which may lead to improved
participation in post-secondary education (Stewart, 2007, p. 21).

However, other research indicates there are contrasting socioeconomic factors amongst
African American and non-African American students. For example, Daire, LaMothe, and
Fuller's (2007) research indicates "future income has a greater influence on the career choice of
Black/African American college students than on the career choice of White college students" (p.
277). Lastly, research has shown that nontraditional African American students are more likely
than white students to indicate their desire to set an example for others and be the first in their
families to complete college among their motivations to pursue higher education (Levin, 2007).

Postsecondary Remediation

Postsecondary remediation, or developmental education, is the process whereby colleges and universities admit students who they believe can succeed to degree completion with some developmental assistance (Davis & Palmer, 2010). While previous research has determined that about 68 percent of all American students leave high school underprepared, the number of African American students who are not college ready is estimated at a staggering 80 percent (Davis & Palmer, 2010). In addition, African American students are nearly twice as likely to be found in post-secondary remedial programs as compared to their White counterparts (Davis & Palmer, 2010). Finally, mathematics, reading, and writing are the most common subject areas requiring post-secondary remediation for underprepared students (Davis & Palmer, 2010).

Despite reports indicating college enrollment for African American students was up 46 percent between 1996 and 2006, African American students are still more likely to rely on post-secondary remediation as a means for gaining access to higher education (Davis & Palmer, 2010). The good news is that, "most studies suggest that remedial programs increase the likelihood of successful college-level course completion and persistence to degree attainment" (Davis & Palmer, 2010, p. 503). In fact, one study found that African American students "who enrolled in college remedial courses were more likely to transfer to a four-year institution and complete a bachelor's degree" (Davis & Palmer, 2010, p. 509). Another study found "that 61% of African American students enrolled in remedial courses and 50% completed their degrees" (Davis & Palmer, 2010, p. 509). Unfortunately, students who participate in post-secondary remediation often spend more time completing their degrees (because of the time spent remediating) and therefore incur greater costs and debt (Davis & Palmer, 2010).

Channeling

Channeling refers to the environmental forces, including individuals, institutions, or circumstances, that guide a student's decision or choice regarding higher education (Freeman, 1997). Channeling is a direct result of geographic location, the services provided by K-12 educational institutions, the contribution of teachers and counselors, and the economic variables at play in a student's life (Freeman, 1997).

More specifically, economic barriers constitute a significant influence in channeling students. The more financial resources a family has the more likely the student is to be channeled into pursing higher education by their parents (Freeman, 1997). Also, Freeman (1997) argues that "high-school teachers and counselors have tremendous influence on channeling students to choose or not to choose college participation" (p.529). For example, consider a student at the top of their class in an inner-city school. They are much less likely than their suburban counterparts to have visited a college campus, have access to basic college choice information, and benefit from collaboration with a college recruiter (Freeman, 1997). This is due in part to the lack of resources available to low income students, including teacher and counselor support. The following discussion will include a more detailed analysis of the factors which ultimately channel students in their decisions regarding post-secondary education.

Factors Influencing Participation

There exists an absence of literature discussing African American's participation in Wisconsin CTE programs; however there is research that explores African American's contributions to post-secondary education in general. Several authors have identified barriers to minority participation in higher education, including socioeconomic factors in particular. For example, in Kassie Freeman's (1997) report entitled "Increasing African Americans'

Participation in Higher Education" she begins by explaining "Much of the research…has focused on the increasing investment students need to make to obtain a higher education" (p.525). As we shall see however, the overwhelming cost of higher education is only one leg of the many socioeconomic hurdles African American students must face in order to obtain a post-secondary degree.

Researchers have identified several factors that may contribute to African American student's inability or hesitancy to enroll in higher education programs. Geography, or where students live, has been recognized as influencing African American's participation in post-secondary education (Freeman, 1997; Hall & Rowan, 2001; Persell, 2007). Not only does geography determine their access to institutions of higher learning, but often limits their choices as well. Many African Americans live in inner-cities where the school districts have fewer competent teachers, poor facilities, more students with discipline problems and overall lower student motivation (Hall & Rowan, 2001; Persell, 2007; Davis & Palmer, 2010; Hrabowski III, Maton, & Greif, 1998; Stewart, 2007). These problems may exacerbate an already discouraged African American student from pursuing post-secondary education.

Poor secondary teacher preparation has been identified as a negative contributing factor to African Americans considering higher education opportunities as well. Due to lower than average teacher salaries low-income urban areas often see a shortage of qualified, experienced teachers. This in turn forces some districts to develop accelerated paths to certification aimed at adults making career changes, or recent college graduates with no teaching experience (Persell, 2007). In her research "Social Class and Educational Inequality" Caroline Persell (2007) argues:

> Alternative-route teacher candidates [have] more uneven performance ratings compared to trained beginners, particularly in the area of classroom management and in their knowledge of instructional techniques. Their students, in turn, scored significantly

lower in language arts, compared to students of fully prepared beginning teachers (p. 94).

Furthermore, researchers have determined that teacher expectations, or lack thereof, play an important role in minority students achievement and success (Persell, 2007; Kunjufu, 2002; Hrabowski III et al., 1998). Teacher's expectations of students can be influenced by a student's social class standing, IQ and achievement test scores, behavior, physical appearance, language, speed of task performance, and parental involvement in the education process (Persell, 2007; Hrabowski III et al., 1998). This is important because studies have shown "teachers held lower expectations for lower-class children than for middle-class children even when those children had similar IQ scores and achievement" (p. 97). When teachers have higher expectations for their students they tend to interact more with them, offer more praise and less criticism, provide an overall sense of warmth to their students, teach more subject matter, teach more difficult subject matter, and call on their students more often; giving them more opportunities to reply (Persell, 2007). Again, this is important because, "socially vulnerable children (i.e., younger, lower-class, and minority children) seem to be more susceptible to lower teacher expectations (Rosenthal & Jacobson, 1968, cited in Persell, 2007, p.99).

The notion of IQ or achievement tests in the K-12 system is also relevant to our discussion here because many educators, administrators, and academics believe minorities fair worse in standardized testing and therefore have limited opportunities as a result (Persell, 2007; Davis & Palmer, 2010; Hrabowski et al, 1998). More specifically, African American students on average fare worse on standardized tests than their White or Asian American counterparts (Stewart, 2007). Further, students who live in low-income areas are more likely to attend schools with lower per-pupil subsidies, and therefore teachers and schools have fewer resources

available to help students succeed (Persell, 2007; Hrabowski et al, 1998). According to Persell (2007):

> When some students do poorly on a test, schools and teachers can respond in several different ways. They can work harder with the students obtaining low scores, providing them with more personal attention, tutoring, and additional learning experiences in an effort to improve their achievement test scores. Such responses usually require additional resources, which many schools, especially ones that are already underfunded, may not have (p. 92).

While programs such as the No Child Left Behind Act were intended to hold teachers, administrators, and schools accountable, it is often at the expense of their students. Underfunded schools and classrooms produce students who underachieve on standardized tests, which in turn cause state and local resources to be reduced even more, creating a gap between white and minority (including African American) students that has been unchanged since the early 1990's (Persell, 2007). In addition, previous research has indicated that the use of standardized test scores as a predictor of college success for minority students is overstated and the use of such tests as admission criteria should be re-evaluated by postsecondary institutions (Kirby, White, & Aruguete, 2007).

Academic "tracking" is a documented phenomenon which often functions to inhibit African American students from success and future educational opportunities. The practice of tracking involves placing students in learning groups based on their background and achievement in a particular subject (Persell, 2007; Kunjufu, 2002; Hrabowski III et al., 1998). Ideally students would be placed in a variety of groups as their competency in each subject usually varies; some students excel in English while simultaneously struggling in math, for example. However, researchers have found "students are often grouped at the same level in all subjects, and that even a shared curriculum may be taught differently to different groups" (Persell, 2007, p. 95).

Parental income and education level may also influence African American student's decision to attend college (Dr. J. Dixon, personal communication, March 20, 2012; Hrabowski III et al., 1998). Specifically, the lower the income and education levels of African American parents the less information they will have to assist their children with financial decision-making and college planning (Freeman, 1997; Farmer-Hinton & Adams, 2006). Levin (2007) identified the concept of "cultural capital" as the knowledge and worldview that middle- and upper- class families share with their children in order to perpetuate their current class standing (Perna and Titus, 2005). He goes on to explain that students from families without cultural capital know little about the higher education opportunities available to them and the challenges associated with those opportunities (Levin, 2007). The idea of "social capital", he continues, is the means by which individuals or institutions with socially valuable resources or information form networks or relationships whereby they can convey that information for the purpose of maintaining an established social order (Levin, 2007; Perna and Titus, 2005; Farmer-Hinton & Adams, 2006). As with a lack of cultural capital, a lack of social capital will impair a student's access to higher education opportunities (Levin, 2007).

Freeman (1997) argues that "economic status, race, and the education of parents" influences African American's perception of their own future income potential, therefore making college less of a reality in many instances (p. 528). Indeed, in a study conducted by Freeman (1997), African American students identified low future income potential as a barrier to participating in post-secondary education. This notion is reiterated by Hall and Rowan (2001) who indicate that future "occupational attainment" influences African American children's attitudes towards educational experiences (p.7). Research has shown that nontraditional African American students are more likely than white students to indicate their desire to set an example

for others and be the first in their families to complete college among their motivations to pursue higher education (Levin, 2007). However further research has indicated that of the African American students who set out to earn a certificate or associate's degree, few expressed a desire to continue their education and earn a bachelor's or advanced degree (Levin, 2007).

Racism and discrimination in the workplace have also been identified as factors which negatively influence African American student's participation in post-secondary education (Hall and Rowan, 2001).   Hall and Rowan (2001) determined that "the more likely African American males perceive discrimination in employment opportunities, the less significance they associate with higher education" (p.8). And further, there are "correlations between the perceptions of job discrimination and motivations for successful academic achievement by African American males" (Hall and Rowan, 2001, p. 8).

Researchers have determined that strong interpersonal relationships, including those between parent and child, peers and mentors, as well as high school and college counselor involvement, positively influence African American student's academic achievement and participation in higher education (Hall &Rowan, 2001; Lewis & Middleton, 2003; Stewart, 2007; Perrakis, 2008; Freeman, 1997; Lewis & Middleton, 2003; Guiffrida & Douthit, 2010). As reported by Freeman (1997) school counselors often help facilitate college visits, including student and faculty interaction, as well as provide important college information. Similarly, researchers report that parental involvement in school including monitoring school progress, attending parent teacher conferences, involvement in school activities, and occasional contact with teachers can positively influence educational success, including long-term educational achievement (Hall & Rowan, 2001; Perna & Titus, 2005; Stewart, 2007). Mentors, particularly other Black role models with successful higher education experiences, can increase the feelings

of self-worth for African American students and improve the likelihood of greater academic

achievement (Guiffrida & Douthit, 2010). Close friends can also encourage African American

student's participation in post-secondary education. According to Perna and Titus (2005):

> Students who report that most or all of their friends plan to attend a 2-year college are
> more likely to enroll in a 2-year college, whereas students who report that most or all of
> their friends plan to attend a 4-year college are more likely to enroll in a 4-year college
> (p. 507).

In addition, previous literature has indicated that some African American students delay

participation in post-secondary education in part due to familial responsibilities (Lewis &

Middleton, 2003). More specifically, research has shown that providing resources such as on-

campus childcare can increase African American students' participation in post-secondary

education, encourage more regular attendance by African American students, and increase the

likelihood that these students would later transfer to four-year institutions (Lewis & Middleton,

2003). In fact, Lewis & Middleton (2003) report there is a significant correlation between

colleges with childcare facilities and African American student engagement.

Familial responsibilities are not only a concern for African American students while

deciding which postsecondary institute to attend, but family finances can affect college

persistence as well. Often, African American students who come from lower income families

report a sense of guilt associated with attending college because they are taking away from the

very scarce resources at home (Guiffrida & Douthit, 2010). As reported by Guiffrida and

Douthit (2007) this guilt felt by some African American students can influence their decision to

leave college all together. In addition, studies show that the academic achievement of some

African American students is negatively impacted by the need to work long hours in order to

support themselves (Guiffrida & Douthit, 2010; Kirby et al, 2007). Finally, some students even

report the need to provide financial support for their families and may even send financial aid

awards back home (Guiffrida & Douthit, 2010; Dr. J. Dixon, personal communication, March 20, 2012). One study did indicate however, that students who reported a need for financial aid actually performed better academically and therefore had higher grade point averages (G.P.A.s) than those who reported no financial aid need (Kirby et al, 2007). This may be because students with financial aid needs were more motivated to perform at a high academic standard in order to keep their financial aid awards (Kirby et al, 2007).

A conversation about the factors that influence African American's participation in higher education would not be replete without a discussion regarding the current cost of achieving a post-secondary degree. Current estimates indicate one undergraduate credit costs approximately $222 at a Wisconsin four year university (UW-Stout, 2011), and $112 at a Wisconsin technical college (CVTC, 2011). For a 120 credit degree at a four year university, including housing and food costs, the price can be staggering at almost $58,000. However, an Associate's degree from a Wisconsin Technical College is much less daunting; costing approximately $9700 (CVTC, 2011). Indeed, Freeman (1997) identified the cost of attending college as an economic barrier for many African American students. Hall and Rowan (2001) also indicated that money was a significant problem for many African American students when deciding to enroll in, or complete, a post-secondary degree program.

Chapter III: Methodology

This investigation was a descriptive study that utilized a survey methodology to gather the data needed to address the research questions. More specifically, the data in question was qualitative in nature and addressed the socioeconomic factors that inhibit or support enrollment in post-secondary education at Chippewa Valley Technical College in Eau Claire, Wisconsin. The factors included income, education, occupation, residence, cultural background, and family history.

Research Design

The research design for this study was qualitative in nature and included a survey methodology derived from the *confirmation survey* concept as discussed in Borg and Gall's (1989) text, *Educational Research: An Introduction*. More specifically, Borg and Gall (1989) define a *confirmation survey* as a "structured questionnaire that produces evidence to confirm earlier findings" (p. 400). While an interview schedule with the research subjects was considered, this researcher felt a survey methodology was particularly useful in this case given the large number of subjects included in this study (N=61) (Borg & Gall, 1989). An in-depth interview with all 61 subjects was not feasible. The researcher also utilized quantitative data captured by external sources to substantiate the claim that African American students are underrepresented in Wisconsin post-secondary CTE programs (WTCS, 2011).

Moreover, the researcher felt the use of closed questions with Likert scale responses from which the respondent may choose was important because the questions were then quick and straightforward to complete and did "not discriminate unduly on the basis of how articulate respondents are" (Cohen, Manion, & Morrison, 2007, p. 321). Further, given the sensitive nature

of this study, the anonymity and lack of face to face contact afforded by the use of a survey was felt to encourage subject participation (Cohen et al, 2007).

Subject Selection and Description

The subjects for this study included self-identifying African American students over the age of 18 who were enrolled in a Career and Technical Education program or held pre-program status at Chippewa Valley Technical College in Eau Claire, Wisconsin. The subjects were solicited via email and randomly selected from a pool of volunteers. The study took place on the Eau Claire campus of Chippewa Valley Technical College.

The researcher employed a survey featuring a series of questions that were designed to gather information about the socioeconomic factors influencing the students' participation in Career and Technical Education programs at Chippewa Valley Technical College. To gather information about the specific socioeconomic factors influencing participation in CTE programs, the following secondary variables were identified by the researcher and were presented to the students in the form of statements on the survey:

Table 1

Factors and Variables Influencing the Theory of Channeling

Research Problems	Research Questions	Theory Base "Channeling"	Secondary Variables
Discover the socioeconomic factors influencing African American's participation in Wisconsin CTE programs	1. What factors influenced African American students to attend a Wisconsin Technical College rather than a university?	Factors: • Individuals • Institutions • Circumstances	Individuals: • Parents • Peers • Mentors • Teachers • Counselors Institutions: • Families • Schools • Workplace Circumstances: • Education • Finances • Housing
	2. What factors, if any, differ between students pursuing less than a two year (certificate program) and a two year (Associate's) degree?	Factors: • Individuals • Institutions • Circumstances	Individuals: • Parents • Peers • Mentors • Teachers • Counselors Institutions: • Families • Schools • Workplace Circumstances: • Education • Finances • Housing
	3. Do the identified factors reported by African American subjects differ from Non-African American students?	Factors: • Individuals • Institutions • Circumstances	Individuals: • Parents • Peers • Mentors • Teachers • Counselors Institutions: • Families • Schools • Workplace

			Circumstances: • Education • Finances • Housing

Instrumentation

Utilizing a web-based assessment tool, the researcher developed a survey and distributed

the survey via CVTC campus email. Using the theory base known as *Channeling*, whereby

environmental forces such as individuals, institutions, or circumstances influence student's

choices regarding post-secondary education (see Table 1), the researcher developed five

statements and subsequent questions whose purpose was to gather more information about the

socioeconomic factors that channeled African American students *into* participation in a Career

and Technical Education program at CVTC (Freeman, 1997). Each of the five questions

included a list of specific factors and students were asked to rate each factor in order of

importance using a Likert Scale (see Appendix A). Subjects were asked to provide a total of

twenty-five responses.

The researcher maximized instrument validity by developing survey questions which

specifically pertain to, or expand upon, the environmental factors described in Freeman's (1997)

research regarding *Channeling*. In addition, while developing the instrument the researcher took

great care to avoid any ambiguous instructions, terms or questions, as well as ensuring the

instrument was neither too short nor too long, nor had too many or too few items for each issue,

all of which may compromise the validity of a data collection tool (Cohen et al, 2007). Cultural

validity was achieved by applying a theory base which was appropriate for the subjects included

in this study, ensuring "the possible results of the research [are] of potential value and benefit to

the target culture", and making sure "the research design and research instrument [were] ethical

and appropriate according to the standards of the target culture" (Cohen et al, 2007, p. 139). As this research is in part qualitative, the researcher makes no claims that the data can be generalized across other populations.

Data Collection Procedures

A request for study participants was distributed via CVTC campus email, in accordance with CVTC policies and procedures, and self-identifying African American students were selected to participate. The survey was distributed to the subjects via a web-based survey instrument. A Likert Scale was used to measure the responses of the participants.

The raw data was in the form of Likert Scale responses. The researcher then systematically identified and highlighted any patterns and key information that emerged from within the data. The response data from each student was reviewed by an objective third party, whose feedback was used to make final adjustments in the reporting process.

Limitations

As with any research effort, this study has limitations. First, the population of individuals surveyed for this study was limited to African American students enrolled on the Eau Claire campus of Chippewa Valley Technical College (N=61). Secondly, the results are limited by the response rates of the African American students at Chippewa Valley Technical College (8.2%) and may not be transferrable to larger populations of African American students in other districts of the Wisconsin Technical College System.

Chapter IV: Results

The purpose of this study was to discover the socioeconomic factors influencing African American's participation in Wisconsin Career and Technical Education post-secondary programs. The research design was descriptive and a survey was used to gather information about the socioeconomic factors influencing the students' participation in Career and Technical Education programs at Chippewa Valley Technical College in Eau Claire, Wisconsin.

The subjects for this study were self-identifying African American students over the age of 18 who enrolled in a Career and Technical Education Program or held pre-program status at Chippewa Valley Technical College in Eau Claire, Wisconsin. Sixty one students were included in this study; a total of five students responded to the survey (response rate 8.2%).

Item Analysis

Influential People

The first research question addressed in this study included identifying which socioeconomic factors contribute to African American's participation in Wisconsin CTE post-secondary programs. To answer this question the researcher used a series of survey questions. The first survey question stated "Certain people can guide a student's decision to go to college," and then asked "to what extent did the following people help influence your decision to pursue higher education?" The subjects were then given a list of important people and asked to identify to what extent each of them influenced the students decision to go to college; a Likert scale was used to record the responses.

The majority of respondents (60%) identified *Parents or Guardians* as the most influential people in guiding their decision to pursue higher education. *Grandparents* and *High*

School Teachers were the next most influential group of people each with forty percent of

respondents votes (see Table 2). However, sixty percent of respondents said *Grandparents* were

Not an Influence at all and forty percent said *High School Teachers* were also *Not an Influence* in

guiding their decision to pursue higher education. *Guidance Counselors* were identified as

having little influence on the survey respondent's decision to go to college (sixty percent said

Guidance Counselors were *Not an Influence*). *Extended Family* and *Close* Friends were

identified as being a significant influence for twenty percent of the survey respondents. *Mentors*

were seen as somewhat influential by sixty percent of respondents. Lastly, respondents did not

report *Religious Figures* as having a significant influence on their decision to go to college.

Table 2
People who Influenced African American Student's Decision to go to College

Influential People	A Big Influence			Not an Influence
	3	2	1	0
Parents or Guardians	3 (60%)	1 (20%)	1 (20%)	0 (0%)
Grandparents	2 (40%)	0 (0%)	0 (0%)	3 (60%)
Extended Family	1 (20%)	1 (20%)	1 (20%)	2 (40%)
A Close Friend	1(20%)	1 (20%)	0 (0%)	2 (40%)
High School Teacher	2 (40%)	0 (0%)	1 (20%)	2 (40%)
Guidance Counselor	1 (20%)	0 (0%)	0 (0%)	3 (60%)
Mentor	0 (0%)	3 (60%)	0 (0%)	2 (40%)
Religious Figure	0 (0%)	2 (40%)	0 (0%)	3 (60%)

Finances

In addition to influential people, financial considerations have been identified as a socioeconomic factor that influences African American student's participation in postsecondary education. The second survey question therefore, addressed the subject's finances and stated, "Paying for college is a serious concern for most college students," and then asked, "To what extent are the following resources playing a role in financing your college education?" The subjects were then given a list of resources and asked to identify to what extent each of them played a role in financing their college education.

Respondents reported *Financial Support from Parents, Student Loans,* and *Grant Money* as equally important in financing their college education, each with forty percent of respondents saying those resources were *Playing a Big Role* in funding for their college education (see Table 3). However, forty percent of respondents stated *Student Loans* did not play a big role in financing their post-secondary education. Twenty percent of respondents reported *Employment* as *Playing a Big Role* in financing their college education, while sixty percent reported employment *Played No Role* in subsidizing their education. One respondent (twenty percent) reported receiving financial benefits from military service.

Table 3

Resources that Play a Role in Funding College Education for African American Students

Paying for College	Plays a Big Role			Plays No Role
	3	2	1	0
Financial Support from Parents	2(40%)	0(0%)	0(0%)	3(60%)
Student Loans	2(40%)	0(0%)	1(20%)	2(40%)
Grant Money	2(40%)	1(20%)	0(0%)	2(40%)
Training Program offered by Employer	1(20%)	0(0%)	0(0%)	4(80%)
Student Employment	1(20%)	1(20%)	0(0%)	3(60%)
Benefits from Military Service	1(20%)	0(0%)	0(0%)	4(80%)

Institutions

The availability of resources at the secondary level has been identified as a socioeconomic factor which may contribute to African American's participation in higher education. The third survey question therefore, addressed the student's experiences in high school and stated, "High school can be a time of college preparation for many students *if* the appropriate resources are made available," and then asked, "To what extent do you feel your high school provided the following resources?" The subjects were then given a list of resources and asked to identify to what extent their high school made those resources available.

Most respondents reported some perceived availability of each resource on the list; however they did not recognize many of those resources as being *Readily Available* for their use. As reported in Table 4, no respondents reported *Trained and Prepared Teachers, Skilled Guidance Counselors,* or *Access to Pre-College Programs* as *Readily Available*. Sixty percent of respondents did not recognize their schools as having *High Expectations for Success.* One

respondent (twenty percent) identified *Opportunities for College Visits* as *Readily Available* and *Proper Materials and Technologies* were seen as *Readily Available* by forty percent of survey respondents.   Sixty percent of respondents reported *Opportunities for College Visits* and *Access to Pre-College Programs* as only limited in availability. Lastly, forty percent of respondents reported *Skilled Guidance Counselors* and *Access to Pre-College Programs* were *Not Available* at all.

Table 4
Perceived Availability of Resources for African American Students at the Secondary Level

High School Resources	Readily Available			Not Available
	3	2	1	0
Trained and Prepared Teachers	0(0%)	4(80%)	1(20%)	0(0%)
High Expectations for My Success	2(40%)	3(60%)	0(0%)	0(0%)
Proper Materials and Technologies	2(40%)	2(40%)	1(20%)	0(0%)
Skilled Guidance Counselors	0(0%)	2(40%)	1(20%)	2(40%)
Opportunities for College Visits	1(20%)	1(20%)	3(60%)	0(0%)
Access to Pre-College Programs	0(0%)	0(0%)	3(60%)	2(40%)

In addition to the availability of resources at the secondary level, there are a variety of factors which influence where a student chooses to pursue higher education. The first research question this study addressed included identifying the socioeconomic factors that influence an African American's decision to attend a university rather than a Wisconsin Technical College. This study was particularly concerned with the specific factors which influence an African American's decision to attend Chippewa Valley Technical College in Eau Claire, Wisconsin. The fourth survey question therefore, addressed the subject's decision to attend a technical

college and stated, "Technical colleges are one of many choices for people after high school,"
and then asked, "To what extent did the following factors influence your decision to attend a
technical college?" The subjects were then given a list of factors and asked to identify to what
extent each factor influenced their decision to attend a technical college.

Respondents identified the *Cost of Tuition* and *Interest in an Available Program* at
Chippewa Valley Technical College as the most influential factors in their decision to attend a
technical college (see Table 5). *Future Income Potential* and *Length of Programs* were
recognized as being at least somewhat influential by the majority of respondents (eighty percent
and one hundred percent respectively) as they made the decision to attend a technical college.
Length of Programs however was not identified as *A Big Influence* for the majority of
respondents (sixty percent). *Cost of Tuition* and *Future Income Potential* was seen as *Not an
Influence* for twenty percent of survey respondents.

Table 5
Factors Influencing African American's Decision to Attend a Technical College

Factors Influencing Enrollment	A Big Influence			Not an Influence
	3	2	1	0
Cost of Tuition	4(80%)	0(0%)	0(0%)	1(20%)
Future Income Potential	2(40%)	2(40%)	0(0%)	1(20%)
Length of Programs	2(40%)	3(60%)	0(0%)	0(0%)
Interest in an Available Program	4(80%)	0(0%)	1(20%)	0(0%)

The second research question addressed by this study included identifying what factors, if
any, differ between students pursuing less than two year and two year (Associates) degrees. The
fifth and final survey question therefore asked subjects to describe themselves in greater detail by

explaining their specific post-secondary goals at this time. The subjects were given a list of

degree choices at CVTC and asked to select one that best fit their current educational goals.

The majority of respondents (eighty percent) reported they were currently pursuing a *Two*

Year Associates Degree at Chippewa Valley Technical College (see Table 6); one subject did not

respond to this question.

Table 6
African American Student's Degree Aspirations at Chippewa Valley Technical College

Survey Respondents Current Post-Secondary Goals	
Two Year Associates Degree	*4(80%)*
Apprenticeship	*0(0%)*
One Year Technical Diploma	*0(0%)*
Technical Certificate	*0(0%)*
Other	*0(0%)*

Chapter V: Discussion

The purpose of this study was to discover the socioeconomic factors influencing African American's participation in Wisconsin Career and Technical Education programs. More specifically, the study sought to address the socioeconomic factors that inhibit or support enrollment in post-secondary education at Chippewa Valley Technical College in Eau Claire, Wisconsin. The various socioeconomic factors studied included income, education, occupation, residence, cultural background, and family history.

The research design was descriptive and a survey was used to gather information about the socioeconomic factors influencing the student's participation in Career and Technical Education programs at Chippewa Valley Technical College. The subjects for this study were self-identifying African American students over the age of 18 enrolled in a Career and Technical Education Program or who held Pre-Program status at Chippewa Valley Technical College. The subjects were solicited via email and randomly selected from a pool of volunteers. Sixty one students were included in this study; a total of five students responded to the survey.

The survey featured a series of questions that were designed to gather information about the socioeconomic factors influencing the students' participation in Career and Technical Education programs at Chippewa Valley Technical College. The raw data was in the form of Likert Scale responses. The researcher systematically identified and highlighted any patterns and key information that emerged from within the data. The response data from each student was reviewed by an objective third party, whose feedback was used to make final adjustments in the reporting process.

Limitations

As previously stated, with any research effort there are limitations. First, the population of individuals surveyed for this study was limited to African American students enrolled on the Eau Claire campus of Chippewa Valley Technical College (N=61). Secondly, the results are limited by the response rates of the African American students at Chippewa Valley Technical College and may not be transferrable to larger populations of African American students in other districts of the Wisconsin Technical College System.

Findings

In regards to people who influence an African American student's decision to pursue higher education, the findings of this study are consistent with previous research that suggests parents and/or guardians have a significant influence on their children's decision to engage in higher education (Freeman, 1997; Hall and Rowan, 2001; Lewis & Middleton, 2003). More specifically, sixty percent of respondents participating in this study reported their parents or guardians had a big influence on their decision to enroll in post-secondary education which supports research that determined strong interpersonal relationships, including those between parent and child, positively influence African American student's participation in higher education (Hall and Rowan, 2001; Stewart, 2007).

Guidance Counselors were identified as having a small influence on African American student's decision to pursue post-secondary education which is consistent with Freeman's (1997) research that indicates high school counselor involvement positively influences African American student's participation in higher education because counselors often help facilitate college visits, including student and faculty interaction, as well as provide important college information. High school teachers were not identified as having a significant influence on the

majority of African American students, which is not surprising when compared with Persell's (2007) research which indicates poor secondary teacher preparation and low teacher expectations (two variables that often occur in lower income school districts (Hall & Rowan, 2001; Persell, 2007)) are negative contributing factors to African American student's decision to pursue higher education. Interestingly, *Religious Figures* were also not identified as influential people for African American students considering higher education. This is consistent however, with the lack of scholarly literature pointing specifically to clergy involvement with African American student's decision to pursue a college education.

In addition to influential people, research has indicated that finances are an important factor for African American's considering post-secondary education as well (Freeman, 1997; Stewart, 2007). The findings of this study reveal several key discoveries. Namely, only two of the African American subjects involved in this study at Chippewa Valley Technical College reported that receiving financial assistance from parents or guardians was A *Big Influence* in funding their college education. Sixty percent of respondents said *Financial Support from Parents* played no role in financing their post-secondary education. It is also interesting to note that sixty percent of respondents reported receiving *Grant Money*, sixty percent make use of S*tudent Loans*, and only forty percent utilized *Employment* to subsidize their education. It is this researcher's belief that more than forty percent of African American students at CVTC may work, however the money they earn might possibly be allocated for basic living expenses and does not necessarily go directly towards financing their college education (i.e. paying tuition, buying books, etc.). These findings coincide with the particular theory-base underlying this study which indicates economic variables can and do guide a student's decision regarding higher education.

The perceived availability of resources at the secondary level is another significant influence for African American students as they decide whether or not to pursue post-secondary education. As previously mentioned, most subjects who participated in this study reported some perceived availability of each resource listed in the survey; however most did not recognize any of those resources as being *Readily Available* for their use. More specifically, all of the subjects participating in this study reported that T*rained and Prepared Teachers* were only somewhat available at their high school. This is an important finding because poor secondary teacher preparation has been identified as a negative contributing factor to African Americans considering higher education opportunities (Persell, 2007). In addition, sixty percent of respondents reported their high school had only limited expectations for their success. This finding is consistent with Persell (2007) and Hrabowski III et al's (1998) research which indicates "socially vulnerable children" (i.e., younger, lower-class, and minority children) seem to be more susceptible to lower teacher expectations (p.99; p.11).

Only forty percent of respondents reported that *Proper Materials and Technologies* were *Readily Available* and one reported these resources were in fact limited in their high school. This finding concurs with Persell's (2007) research which indicates that minorities (who are more likely than their white counterparts to live in low income areas) are more likely to attend schools with lower per-pupil subsidies, and therefore have teachers and schools with fewer available resources with which to help them succeed (Hall & Rowan, 2001; Davis & Palmer, 2010; Hrabowski III et al, 1998). Furthermore, as was previously mentioned, guidance counselors have been identified as one of the key individuals that can guide a student's decision or choice regarding higher education (Freeman, 1997). This study found that forty percent of respondents reported *Skilled Guidance Counselors* were only somewhat available at their high

school, and forty percent perceived the availability of these counselors as actually *Not Available* at all. Lastly, *Opportunities for College Visits* were identified as limited in availability by sixty percent of survey respondents. This echoes Freeman's (1997) research that indicates due to the economic and geographic barriers faced by many minority students, they are much less likely to have visited a college campus or have benefited from collaboration with a college recruiter.

　　　In addition to the socioeconomic factors which influence African American's participation in higher education, this study was also designed to discover the socioeconomic factors which influenced an African American student's decision to attend a Wisconsin Technical College rather than a university.   Therefore, survey participants were asked to identify which factors influenced their enrollment at Chippewa Valley Technical College in Eau Claire, Wisconsin. This study demonstrated that per credit fees at a Wisconsin Technical College are approximately $110 less expensive than at a Wisconsin four year university, which is echoed in the fact that eighty percent of respondents reported the cost of tuition as a big influence in their decision to pursue higher education at CVTC. This finding would correspond with Freeman's (1997) finding that the cost of attending college was an economic barrier for many African American students, thus their decision to attend a college with lower per credit costs. One respondent however, reported that the cost of tuition was in no way an influence in their decision to attend CVTC.   The majority of respondents (eighty percent) reported that *Future Income Potential* was at least somewhat influential in their decision to attend a technical college, which is good news considering Freeman (1997) identified "economic status and race" as factors which influence an African American's perception of their own future income potential (p.528). This finding also concurs with Daire, LaMothe, and Fuller's (2007) research which indicates "future income has a greater influence on the career choice of Black/African American college students

than on the career choice of White college students" (p. 277). In a study conducted by Freeman (1997) she also discovered that African Americans identified low future income potential as a barrier to participating in post-secondary education. And this notion is reiterated by Hall and Rowan (2001) who indicate that future "occupational attainment" influences African American children's attitudes towards educational experiences (p.7).

All respondents (one hundred percent) identified the *Length of Programs* at CVTC as at least somewhat influential as they chose to pursue a post-secondary degree at Chippewa Valley Technical College. This may be reflective of the current economic depression in this area however, as more people are unemployed and thus seeking additional education in order to become more employable. Lastly, in addition to *Cost of Tuition, Interest in an Available Program* at CVTC was determined to be A *Big Influence* for eighty percent of the survey respondents, which corresponds with previous research indicating that the flexibility of course offerings, in addition to specific career choice, was a significant factor for African American students when pursuing higher education opportunities (Dr. J. Dixon, personal communication, March 20, 2012).

Conclusions

Based on the findings of this study, the following conclusions were drawn:

- Environmental factors, especially important people such as parents, mentors, teachers, counselors, and friends, constitute a significant influence on African American students as they decide to pursue post-secondary education; however there are very few individuals whom African American students identify as influential.

- Institutional figures such as high school teachers and guidance counselors demonstrate very little influence on African American students as they decide whether or not to participate in higher education.

- African American students overcome circumstantial factors such as financial barriers by primarily utilizing student loans and grant money to finance their post-secondary education at Chippewa Valley Technical College.

- Institutional resources play an important role in channeling African American students in their post-secondary educational pursuits. More simply, key secondary resources are not made readily available for African American students, therefore negatively impacting their college preparedness.

- Institutional offerings and economic circumstances have the biggest influence on African American students as they decide to enroll in a Wisconsin Technical College.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were drawn:

- Institutions, including families, schools, and religious communities, must increase their awareness of, and involvement in, the lives of socially vulnerable students; thus increasing the chances that these students are channeled *into* higher education opportunities.

- School districts in particular, must invest in the success of their minority students by providing highly trained and skilled teachers and guidance counselors, as well as programs to increase college preparedness for minority students.

- To overcome circumstantial factors such as financial barriers to higher education, secondary and post-secondary institutions should increase the awareness and availability of scholarships, grants, work study programs, and other financial aid opportunities to African American students.

- In addition to increasing the availability of highly skilled and trained teachers and counselors, secondary schools must provide African American students with an atmosphere that exemplifies high expectations for student success, while providing current learning materials and technologies. In addition, minority students must be included in, and encouraged to participate in, opportunities for college campus visits and interaction with college faculty, students, and staff.

- Marketing and recruitment efforts at the post-secondary level should include information for minority students regarding the availability of programs and the economic benefits of attending a Wisconsin Technical College.

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Appendix A: Instrument

Please read the following statements and indicate your response by selecting the number which corresponds to your answer. To preserve anonymity please refrain from placing your name anywhere on the survey. When you are finished taking the survey, please select the "submit" button. Please note all responses will be kept strictly confidential.

Certain People can guide a student's decision to go to college. To what extent did the following people help influence your decision to pursue higher education?

	A Big Influence			Not an Influence
1. One or more parents or guardians	3	2	1	0
2. One or more grandparents	3	2	1	0
3. A member of your extended family	3	2	1	0
4. A close friend about your age	3	2	1	0
5. One or more high school teachers	3	2	1	0
6. A high school guidance counselor	3	2	1	0
7. A person you identify as a mentor	3	2	1	0
8. A pastor, minister, priest, or other religious figure	3	2	1	0

Paying for college is a serious concern for most college students. To what extent are the following resources playing a role in financing your college education?

	Playing a Big Role			Not Playing a Role at All
9. Financial support from parents or family	3	2	1	0
10. Funding from student loans	3	2	1	0
11. Funding from grant money	3	2	1	0
12. A training program sponsored by an employer	3	2	1	0
13. Employment during the summer or school year	3	2	1	0
14. Benefits from military service	3	2	1	0

High School can be a time of college preparation for many students *if* the appropriate resources are made available. To what extent do you feel your high school provided the following resources:

	Readily Available			Not Available at All
15. Highly trained and prepared teachers	3	2	1	0
16. Teachers with high expectations for my academic success	3	2	1	0
17. Proper instructional materials and technologies including current textbooks and computers	3	2	1	0
18. Highly skilled guidance counselors who offered information on various college opportunities	3	2	1	0
19. Opportunities for college campus visits and/or interaction with college staff, teachers, and students	3	2	1	0
20. Opportunities for participation in pre-college programs which provide support for students in their preparation for college (examples include the Upward Bound program or Gear Up)	3	2	1	0

Technical Colleges are one of many choices for people after high school. To what extent did the following factors influence your decision to attend a technical college?

	A Big Influence			Not an Influence at All
21. Cost of tuition	3	2	1	0
22. Your earning potential after obtaining a technical skill or trade	3	2	1	0
23. Total length of time needed to obtain a trade, skill, diploma, or degree	3	2	1	0
24. Chippewa Valley Technical College offered a program of study that was of interest to me	3	2	1	0

Describe Yourself. Please conclude this survey by describing yourself in greater detail

25. I am currently pursuing a/an	Two year Associates Degree	Apprentice-ship	One Year Technical Diploma	Technical Certificate	Other