

EVALUATING THE CONSUMPTION OF LICENSED UNIVERSITY APPAREL
AND ITS RELATIONSHIP TO PRIDE AT TEXAS STATE UNIVERSITY-SAN
MARCOS

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MARCOS

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ABSTRACT

The purpose of this study was to explore school pride and involvement in the university among students at Texas State University-San Marcos through consumption and use of licensed collegiate apparel. Because dress and appearance are important aspects of communicating an individual's sense of self and identity to others, exploring the purchase and use of apparel and other related merchandise bearing a university's name and/or logo can be a possible indicator of school pride and involvement, which would represent an aspect of identity that a student may wish to signal to others (i.e., identity as a member of the university community). Results indicate partial support of hypotheses related to the owning of university apparel, involvement in campus organizations, and expression of identity through university apparel based on factors such as whether a student is a non-transfer, resided on-campus, or plans to be involved as an alumni. University strategies for increasing student involvement are explored and directions for future research are provided.

CHAPTER ONE: INTRODUCTION

Licensed university apparel sales have been a practice of colleges and universities for decades. There are many benefits to providing students, alumni, faculty, staff, and fans with opportunities to purchase items that affiliate the purchaser with the chosen university. The Collegiate Licensing Company started in 1981 and provides a licensing program for universities across the nation (The Collegiate Licensing Company, 2005, ¶1). The Collegiate Licensing Company (2005) provides “licensing services of the highest quality to institutions, licensees, retailers, and consumers” (The Collegiate Licensing Company, 2005, ¶2). Licensing provides the participating institution “with a greater voice in the market, increased exposure, the broadest range of licensing services, and reduced administration expenses” (The Collegiate Licensing Company, 2005, ¶3). Licensing for universities has an annual revenue of \$4 billion (The Collegiate Licensing Company, 2005, ¶3) and is an essential marketing tool for every university that engages in this business.

Texas State University-San Marcos (Texas State) has many local retailers that engage in selling their branded merchandise. Locally, merchandise can be purchased at grocery stores such as H-E-B, large discounters such as Wal-Mart, specialty retailers such as Academy Sports + Outdoors, privately-owned bookstores such as Colloquium Bookstores, and the University Bookstore. Local boutiques also sell Texas State merchandise. Texas State is the only university in the town of San Marcos and is approximately 30 miles away from the nearest other public university, the University of Texas-Austin. However, most local retailers sell other university licensed apparel in addition to the Texas State merchandise. As such, there is an opportunity for residents to

purchase merchandise unaffiliated with the university in their town. Because all university licensed merchandise contributes to profits for the university itself, presenting multiple options of university merchandise has the potential to hinder profit and visibility for Texas State merchandise.

Background & Purpose

The intent of this research is to understand if the consumption and use of licensed university apparel creates a sense of pride among students at a university. This piece of work aims specifically to evaluate how Texas State translates the image of being a Bobcat (the Texas State mascot) to the enrolled students through licensed university merchandise. Previous research has not explored how school pride and involvement may be related to the purchase and wear of licensed university apparel. In addition, there has not been comparable research done to address the specific motivations of student actions at this university, such as the effect of wearing other university apparel, living on or off campus, being an active member of student organizations, as well as looking into the background of students and what that means for their satisfaction of their Bobcat experience.

Many students at Texas State appear to wear university apparel that does not represent the school they presently attend. Why is this the case and what can be done at the university level to focus upon student pride and what encourages students to become engaged, involved, and proud Bobcats? How can the university continue to reshape the image it is so passionately moving towards? This university was founded in 1899 and opened the doors to 303 students in 1903 (Texas State University-San Marcos, 2011a). Last fall, the official enrollment of Texas State University-San Marcos was a staggering

32,572 students (Texas State University-San Marcos, 2011a). This school has seen six name changes and has graduated a United States President, Lyndon B. Johnson in 1930 (Texas State University-San Marcos, 2011a). With a diverse student population of over 35% ethnic minorities, Texas State ranks 13th in the nation on the list of universities that award degrees to Hispanic students (Texas State University-San Marcos, 2011a). The mission statement of the university is as follows, “Texas State University-San Marcos is a public, student-centered, doctoral-granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond” (Texas State University-San Marcos, 2011b). Therefore, Texas State strives to be student-centered, so how can it further help students enhance their experience as Bobcats through the consumption and use of licensed collegiate merchandise?

CHAPTER TWO: REVIEW OF LITERATURE

This review of literature is divided into three sections. The first section evaluates the natural human desire to use clothing and appearance for expressing one's identity and self to others. The second section discusses how conformity relates to the idea of role theory and identifying with a specific desired group. The third section explores how the use of clothing and apparel serves as a form of communication that shapes people's perception and influences their opinions of the wearer. Finally, this review concludes with a thorough discussion of current literature, description of the current research, and suggestions for future readings.

Identity

The concept of dress historically represented one's appearance, clothing, ornament, adornment, and cosmetics, but now, it can also be representative of a person's identity and relates to a desire to influence other's perception (Eicher, 1992, p. 7). Within symbolic interaction theory, human beings must interact with others to create their own sense of self. Clothing is often interpreted by others and can help depict personality traits, profession, hobbies, and other aspects of an individual's identity. Identifying oneself is a very elaborate method to enhance one's personal opinion of self and to foster an image of themselves they desire others to see. According to Niinimäki (2010), "each small decision a person makes every day builds routines and creates a lifestyle" that attributes to their overall dress (p. 152). Humans have a desire to identify themselves with a group or organization that they determine live their desired lifestyle. Humans evaluate and form their opinions of others through their assumptions based on dress and appearance observations.

The time a person reaches the traditional college age, 18-22 years old, is a crucial time in developing one's self and identity. College is a time where strangers are placed together, where bonds are forged and identities are shaped to create a sense of self. In an interview of sorority members in college, one respondent said that what you choose to wear and how you choose to appear "depends on the organization or...group you want to surround yourself with" (Hunt, 1997, p. 72). According to Arthur (1997), "scholars in the symbolic interactionist tradition have noted that dress is a key component in the presentation of self" and explains why students of this age range typically mimic what they see and what they aspire to become (p. 365). As a student, achieving a deeper, more substantial sense of self is a likely goal during their time in college. College is a time of exploration and experimentation, and developing into your desired future self. Presenting yourself in the manner you desire is possible through managing the appropriate appearance for your targeted identity, providing a basis for peer interpretation.

Conformity & Unity

According to role theory, dress and appearance behaviors allow others to associate oneself with his/her role. Conformity is a form of change in a person's behavior or norms with the desire to achieve inclusion with a desired group. The desire to belong is a fundamental of human nature. Students in college may choose to conform to standards they see, standards they have been constantly exposed to throughout their life as time passes. Some new students desire to be part of their university and fit in, through supporting athletics, wearing apparel showing affiliation with a specific organization, or just supporting university-labeled apparel; the desire to belong to a group through conformity is the underlying need for dressing this way. One of the quickest and

easiest ways to conform in a college setting is through involvement through the school, whether that is through joining a club or organization, living on campus, attending athletic events, or a combination of those mentioned.

The desire to conform is a human reaction designed to fulfill the need to affiliate with an aspiring group. In fashion, when a person conforms, they may view the group they desire to be a part of and mimic that look. In a conformed group, members of that group have obtained certain levels of status, meaning the roles they play in their respective groups. As a college student, a new student would be adapting and learning their surroundings, while an experienced student may help to shape the new student's view and appearance to better fit into their group. Belonging to a club, organization, team, fraternity or sorority would be examples of outlets for which students may conform. Establishing a role as a new college student would greatly affect the need to conform into the desired student they wish to become by creating a meaningful position they aspire to learn from. Choosing to display affiliation on their clothing, such as university, athletic, or organization logos, is a way to define one's self and fulfills a need to conform.

Communication

Using fashion as a way to communicate is how humans interpret others' personalities and to determine if they should engage in further contact. Relating back to the symbolic interaction theory, humans feel the need to interact with other humans in order to feel like a human. What a person chooses to wear and how they choose to create their appearance greatly shapes the way they are perceived by their peers. A human has many roles and they can define themselves based on how they choose to portray

themselves to others. “Clothing can be used to communicate and define a role to others” (Wheat, 1999, p. 3). Every time a person dresses and presents their appearance to others, they are communicating their self and identity to others. “Clothing is recognized as a medium of communication that expresses a range of social information” (McCracken, 1989, p. 13). The information conveyed through clothing can be positive or negative, but the main point is that humans judge and make assumptions based on the appearance they see of another person.

Using dress and appearance as a way to communicate is a typical way to decide whom to associate with, especially when placed in an unfamiliar situation, such as when first starting college. When entering a new situation, people have the tendency to seek out others similar to themselves or to seek out the people they most desire to become like. The way a person decides to dress is the way that person wants to communicate themselves to others. Every person decides how to present themselves to others, whereby communicating certain aspects of the self. For example, someone who chooses to dress sloppily and appear ungroomed is communicating that they don’t value their appearance, but ultimately, they made the decision to communicate that look. On the other hand, someone who takes pride in their appearance, being well-groomed and tailored, is trying to communicate their professionalism and their desire to be respected or to conform to social norms. As such, people make decisions everyday and those decisions reflect how they want to communicate and represent themselves to their peers, whether they recognize this or not.

Summary

Clothing and appearance are very complex issues when looking into how it affects humans as a culture. Every person desires something and using their dress and appearance as a tool can tell many things about that person's goals, interests, and values. Looking into college students' way of dressing and their choices is something of great interest and can benefit many organizations. Universities can utilize information about student preferences through evaluating their dress choices to convey a certain identity within the university and the power of the students' influence can shape the way a university relates and connects with their students.

Students are at a liminal phase in life, with many life-changing decisions having to be made constantly, and by studying their choices and preferences, we can understand human need, at that age group, to conform to certain groups they aspire towards. There are not many related studies on the exact issue of college student dress choices, which is why the researcher plans to delve into that topic to explore the reasoning behind appearance choices and students' affiliation desires with their respective university, specifically focusing on Texas State University-San Marcos. Dress and appearance can be an outlet to evaluate development and progression of pride and inclusiveness at the university level by classifying students' decisions.

Hypotheses

Based upon the theoretical frameworks and literature presented here, the following hypotheses were developed to gain an understanding of how school pride may be fostered and explored through the consumption and use of licensed university merchandise at Texas State University-San Marcos.

- H1. Students that are involved in more campus organizations are more likely to:
 - a) own licensed university apparel, and
 - b) wear licensed university apparel to express identity.

- H2. Non-transfer students are more likely than transfer students to:
 - a) be more involved in campus organizations,
 - b) own licensed university apparel, and
 - c) wear licensed university apparel to express identity.

- H3. Students that have resided in an on-campus residence hall are more likely than students that have not to:
 - a) be more involved in campus organizations,
 - b) own licensed university apparel, and
 - c) wear licensed university apparel to express identity.

- H4. Students are more likely to plan on being involved as alumni if as a current student they:
 - a) are more involved in campus organizations,
 - b) own licensed university apparel, and
 - c) wear licensed university apparel to express identity.

CHAPTER THREE: METHOD

Because this study seeks to understand the motives behind collegiate apparel decisions made by college students, specifically attending Texas State University-San Marcos, the sample included students attending the university. A survey to assess student purchases and use of licensed collegiate apparel was administered to various classes on campus.

Sample and Data Collection

The sample included 276 current students at Texas State University with a range of backgrounds and majors. Specifically, the College of Applied Arts was represented through Fashion Merchandising classes required for completion of students majoring in Fashion Merchandising. The McCoy College of Business was represented through Business Law classes required for a business major or minor area of study within the college. Finally, the College of Fine Arts and Communication was represented through Communication classes that serve as requirements for majors and minors within the college.

The researcher received permission from previous professors to attend predetermined classes, explain the thesis process and goals, and administer and collect survey results. The researcher attended nine classes. The total enrollment of classes attended added up to be 360, which accounts for a 76% participation in the survey, either by not completing by choice or by lack of physical presence. The two classes from the College of Fine Arts and Communication visited by the researcher were offered some form of extra credit for completing the survey.

Survey Development

The survey asked quantitative and qualitative questions about student influences in relation to their choices during their academic career. The survey included general demographic questions and questions about student classification, transfer status, and if students were first generation college students. In addition, items included on the survey related to how many Texas State apparel and other merchandise items students own, how much they purchase each month, and how involved they plan to be once they graduate (e.g., alumni involvement plans). Key scaled items on a five-point Likert-type scale were derived from previous research with items related to fashion involvement and fashion to express identity, which included some wording changes to specifically assess fashion involvement with Texas State apparel. The complete survey may be found in Appendix A.

Data Analysis

Because the primary goal of testing of the proposed hypotheses was to compare independent variables with two or more levels (e.g., transfer student or not, resided on campus or not, etc.), one-way Analysis of Variance (ANOVA) was the statistical procedure used. Variables used to test the proposed hypotheses are presented in Table 1 and descriptive statistics are presented in Table 2 for each variable.

Table 1. Variables

Variable	Survey Item(s)
Organizations	How many organizations are you involved with on campus? [response options: 0, 1-3, 4-6, 7 or more]
Apparel Items	How many t-shirts with the Texas State University name or logo do you own? [response options: 0, 1-3, 4-6, 7 or more]
Express Identity (summed item)	My Texas State University clothing helps me express how I am. [response options range from 5 = strongly agree to 1 = strongly disagree]; When I wear one of my favorite Texas State University clothing items, others see me the way I want them to see me. [response options range from 5 = strongly agree to 1 = strongly disagree]
Transfer	Did you transfer to Texas State University? [response options: yes, no]
Resided on-campus	Have you resided in an on-campus residence hall? [response options: yes, no]
Alumni Involvement	Do you plan on being active in the Texas State Alumni Association upon graduation? [response options: yes, no]

Table 2. Variable descriptive statistics

Variable	Mean	Standard Deviation
Organizations	0.64	0.512
Apparel Items	1.45	0.860
Express Identity	4.95	2.150
Transfer	0.46	0.499
Resided on-campus	0.53	0.500
Alumni Involvement	0.34	0.470

CHAPTER FOUR: RESULTS

The generalities of the sample included 29% male, and a majority female response of 71%. The overwhelming majority for age range was 18-24 years with an 87.3% record. Also, 68.1% classified themselves as White, 21.7% Hispanic, 3.3% African American, 2.2% Asian American; 2.9% mixed race, and 1.4% determined themselves as 'other.' The sample also mainly surveyed junior (37.3%) and senior (39.9%) level students. Of the students questioned, 36.6% were first generation college students. Interestingly, over half, 52.9% considered themselves transfer students. About 47% of students surveyed currently live, or have lived on campus in a residence hall, while 66% say they currently reside off campus. Happily, 93% say that speak favorably about Texas State when speaking to non-Texas State people. Over 65% of the students surveyed plan to be active in Texas State as an alumni, and 52% said they were likely to choose Texas State again if given a do-over. Other general descriptive results are provided in Table 3.

Table 3. General descriptive results

Amount of Texas State shirts owned (1-6)	75%
Amount of other universities' shirts owned (1-3)	52%
Athletic event attendance (1-3)	31%
Heard of Western Athletic Conference	70%
Money spent per month on Texas State merchandise	75%
Notice other students in non Texas State merchandise	71%

Statistically, the upperclassmen students surveyed were more likely to be transfer students. Transfer students were also more likely to own other universities' shirts.

Transfer students were less likely to have attended any sporting events.

Students that lived on campus were more likely to be involved in organizations than students that lived off campus. On campus residents tended to own more Texas State apparel than off campus residents.

Students that were more involved in organizations said they have attended more sporting events than students who were less involved. Also, students that were more involved in organizations were more likely to choose Texas State again if given the chance than students that weren't as involved.

Hypothesis Testing

Hypothesis testing revealed partial support based upon one-way ANOVA as the means of analysis. H1A which aimed assess if students who were more involved on campus owned more Texas State apparel was supported by H1B that proposed more campus involvement would mean that those students would be more likely to wear licensed university apparel to express identity was not supported. ANOVA results for H1 are provided in Table 4.

Table 4. ANOVA results for H1A and H1B

Df=Degrees of freedom; SS=Sum of Squares; MS=Mean of Squares; F=Value

Variable and source	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Apparel Items				
Between groups	2	16.916	8.458	12.418*
Within groups	272	185.266	0.681	
Express Identity				
Between groups	2	19.530	9.765	0.120
Within groups	272	1243.292	4.571	

* Significant at the <0.0001 level

Results of H2A and H2B indicate support that non-transfer students are more likely than transfer students both to be more involved in campus organizations and to own licensed university apparel. However, they are not more likely to wear licensed university apparel to express identity. ANOVA results for H2 are provided in Table 5.

Table 5. ANOVA results for H2A, H2B and H2C

Variable and source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Campus Organizations				
Between groups	1	5.522	5.522	22.817*
Within groups	266	64.370	0.242	
Apparel Items				
Between groups	1	23.538	23.538	36.172*
Within groups	266	173.089	0.651	
Express Identity				
Between groups	1	7.292	7.292	1.591
Within groups	266	1218.902	4.582	

* Significant at the <0.0001 level

Results of H3A and H3B indicate support that students who have resided in an on-campus residence hall are more likely than transfer students both to be more involved in campus organizations and to own licensed university apparel. However, they are not more likely to wear licensed university apparel to express identity. ANOVA results for H3 are provided in Table 6.

Table 6. ANOVA results for H3A, H3B and H3C

Variable and source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Campus Organizations				
Between groups	1	5.352	5.352	22.134*
Within groups	273	66.008	0.242	
Apparel Items				
Between groups	1	20.619	20.619	31.081*
Within groups	274	181.769	0.663	
Express Identity				
Between groups	1	13.182	13.182	2.869
Within groups	274	1259.003	4.595	

* Significant at the <0.0001 level

Finally, H4 was fully supported and indicate that students are more likely to plan on being involved as alumni if as a current student they are more involved in campus organizations, own licensed university apparel, and wear licensed university apparel to express identity. ANOVA results for H4 are provided in Table 7.

Table 7. ANOVA results for H4A, H4B and H4C

Variable and source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Campus Organizations				
Between groups	1	1.521	1.521	6.032*
Within groups	267	67.305	0.252	
Apparel Items				
Between groups	1	4.488	4.488	6.185*
Within groups	268	194.478	0.726	
Express Identity				
Between groups	1	57.591	57.591	13.461**
Within groups	268	1146.576	4.278	

* Significant at the <0.05 level

** Significant at the <0.0001 level

CHAPTER FIVE: CONCLUSION

Overall, this research has presented evidence that identity is not dependent on the consumption of licensed university apparel. Moreover, it is only a factor in the foundation of the students engaged in their experience. Further research could delve more into understanding the most effective way to express pride to students, through more than their licensed university apparel.

While Texas State University-San Marcos has so many positive attributes, there is a large gap that can be filled with this opportunity to focus more on connecting students to their experience. With campus-wide initiatives, like Common Experience and Cat Camp, Texas State is doing a fantastic job of reaching out to the traditional freshman student. However, based on this research, transfer students are falling through the gap and missing out on a solid connection to tie them to Texas State, during their academic career and well after graduation. So, what students expressed desire to become active alumni? The students who were more involved, who did not transfer from another university, and who owned high amounts of apparel.

In order to grow more students with this mind-set, many suggestions can be presented. With the third summer of the successful spirit camp, Cat Camp, well under way, mimicking that camp, but designed for transfer students could help connect said students with Texas State, which the research shows can help encourage alumnus activity and foster a self-image that is affiliated with Texas State. Because of the variable factors that contribute to school pride, Texas State could also create a lounge for transfer students. This would encourage transfer students to remain on campus for longer hours, perhaps give them the opportunity to further learn about the opportunities to become

involved in student organizations, and even could promote the consumption and use of licensed university apparel.

Texas State is growing and needs to recognize the need to establish a deeper connection with the students they are losing. This research has presented a starting point for further campus-wide evaluation to better understand student needs and desires that would mutually benefit the student and the university together. Even though identity is not dependent on the consumption and use of licensed university apparel, it is a contributing factor that not should go unnoticed. There are many avenues waiting to be explored and this research just touches on the possibilities to learn.

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APPENDIX A

SURVEY

Demographic Information

Gender:

Female Male

Age Range:

18-24 years 46-60 years
 25-30 years over 60 years
 31-45 years

Ethnicity:

White/Caucasian African-American
 Hispanic/Latino(a) Asian-American
 Other (please specify: _____)

Please indicate your major area of study: _____

Classification: Freshman Sophomore Junior Senior
 Graduate Student

Are you a first generation college attendee/expected graduate? Yes No

Did you transfer to Texas State University-San Marcos ? Yes No

If yes, from what other college or university did you transfer?

General Questions

How many t-shirts with the Texas State University-San Marcos name or logo do you own?

0 1-3 4-6 7 or more

How many non-Texas State University-San Marcos t-shirts with other collegiate logos do you own?

0 1-3 4-6 7 or more

If so, what university(ies) is your t-shirt logo from?

Have you resided in an on-campus residence hall?

Yes No

If yes, how many years did you reside on-campus, including this year?

_____1-2 _____3-4 _____5 or more

Do you currently reside off-campus in the San Marcos community?

_____Yes _____No

If no, where do you reside?

_____On-campus _____Austin area _____San Antonio area _____Other (please specify)_____

Do you generally speak positively about Texas State University-San Marcos to others?

_____Yes _____No _____Varies (please explain)_____

How many organizations are you involved with on campus?

_____0 _____1-3 _____4-6 _____7 or more

What kinds of organizations have you been an active member of? (check all that apply)

_____Academic _____Chartered _____Sorority
 _____Fraternity _____Honors _____Multicultural
 _____Political _____Professional _____Recreational
 _____Religious _____Residence Hall _____Volunteer/Service
 _____Special Interest _____Intramurals/Sports _____Other

About how many athletic events at Texas State University-San Marcos have you attended since you have been a student?

_____0 _____1-3 _____4-6 _____7 or more

Have you heard of the Western Athletic Conference?

_____Yes _____No

Do you know the difference between the Southland Conference and the Western Athletic Conference?

_____Yes _____No

Involvement Scale

Please rate your level of agreement with the following statements:

	Strongly Agree				Strongly Disagree
How would you rate your involvement with Texas State University-San Marcos, in general?	5	4	3	2	1
How would you rate your overall pride for Texas	5	4	3	2	1

State University-San Marcos?					
The Texas State University clothing that somebody wears tells me a lot about that person.	5	4	3	2	1
My Texas State University clothing helps me express who I am.	5	4	3	2	1
You can tell a lot about a person by the Texas State University clothing he or she wears.	5	4	3	2	1
When I wear one of my favorite Texas State University clothing items, others see me the way I want them to see me.	5	4	3	2	1
I have a strong interest in new Texas State University clothing items.	5	4	3	2	1
New Texas State University clothing is very important to me.	5	4	3	2	1

Merchandise Questions

Where do you purchase your Texas State University-San Marcos merchandise? (check all that apply)

- University Bookstore H-E-B Wal-Mart
 Colloquium Bookstores Academy Target
 Online (please specify website[s]) _____
 Local boutiques (please specify) _____
 Other (please specify) _____

Do you feel that Texas State University-San Marcos merchandise is adequately available?

- Yes No

Do you feel that Texas State University-San Marcos merchandise has many products available for purchase besides apparel?

- Yes No

What non-apparel items do you own/use? (check all that apply)

- Window decals Hair accessories Drink/Dinnerware
 Jewelry Stuffed animals Magnets
 Home décor Pet accessories Keychains
 Water bottles Backpacks/Bags School supplies
 Wallets/Lanyards/ID holders
 Seasonal items (ornaments, etc.) Other (please specify) _____

How many apparel items do you own that are unaffiliated with Texas State University-San Marcos, but still maroon or gold?

0 1-3 4-6 7 or more

How much do you typically spend per month on Texas State University-San Marcos merchandise?

\$0-\$10 \$11-\$20 \$21-\$30 \$31 or more

Do you notice when fellow students wear non-Texas State University-San Marcos collegiate merchandise?

Yes No

If yes, how do you feel when you see other students wearing other universities' merchandise?

Do you plan on being active in the Texas State Alumni Association upon graduation?

Yes No (please explain) _____

How likely are you to do the following as a Texas State University-San Marcos alumnus?

	Very Likely				Not Likely
Attend sporting events	5	4	3	2	1
Donate money to the university	5	4	3	2	1
Serve as a career mentor	5	4	3	2	1
Serve on an advisory board	5	4	3	2	1
Speak positively of your experience to others	5	4	3	2	1
Wear Texas State University-San Marcos apparel	5	4	3	2	1
Come back to visit faculty or staff	5	4	3	2	1

Overall, how satisfied are you with your experience thus far at Texas State University-San Marcos?	Very Satisfied				Not Satisfied
	5	4	3	2	1

What factors could improve your level of satisfaction with your Texas State University-San Marcos college experience?

If you had the choice again, how likely would you be to choose Texas State University-San Marcos for your college experience?	Very Likely 5	4	3	2	Not Likely 1
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Thank you for your time and consideration in completing this survey.

APPENDIX B

Monday, January 24, 2011 10:02 AM

Subject: Exemption Request EXP2011Q6956 - Approval
Date: Friday, January 21, 2011 5:04 PM
From: AVPR IRB <ospirb@txstate.edu>
To: "Tyner, Keila E" <ktyner@txstate.edu>

DO NOT REPLY TO THIS MESSAGE. This email message is generated by the IRB online application program.

Based on the information in IRB Exemption Request EXP2011Q6956 which you submitted on 01/14/11 14:05:22, your project is exempt from full or expedited review by the Texas State Institutional Review Board.

If you have questions, please submit an IRB Inquiry form:

http://www.txstate.edu/research/irb/irb_inquiry.html

Comments:
No comments.

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Institutional Review Board
Office of Research Compliance
Texas State University-San Marcos
(ph) 512/245-2314 / (fax) 512/245-3847 / ospirb@txstate.edu / JCK 489
601 University Drive, San Marcos, TX 78666

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