AN ANALYSIS OF ATTENDANCE
AT OFF-CAMPUS HOME GAMES

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ABSTRACT/EXECUTIVE SUMMARY

Franklin Pierce College does not have facilities for all sports teams to play home games at Campus, some teams must play their home games in Winchendon Massachusetts. Because of this research was done to determine what, if any, actions could be implemented to increase attendance. A non-probability sampling method using quota samples of the Franklin Pierce College community was used.
INTRODUCTION

Franklin Pierce College is a small college that is located in rural New Hampshire. The School is relatively young, only being founded in 1962. It has not developed all the surrounding land that it owns, leaving only a few sports facilities on campus. Because of this, Franklin Pierce cannot hold home games on campus for all sports teams. Some teams, such as Field Hockey, Ice Hockey, and Lacrosse must travel to Winchendon Massachusetts to play their home games. Franklin Pierce wanted to see if attendance could be increased at these games. Research was done to determine what, if any, actions by the Franklin Pierce College athletic department would increase attendance at off-campus home games. To determine if any actions are necessary a survey was distributed to the Franklin Pierce College students.
LITERATURE REVIEW

Responsibilities of Spectators

As a spectator of an athletic school event, it is each viewer’s responsibility to behave in a well respectable manner. Showing good sportsmanship is beneficial to not only representing team pride, but to also demonstrate positive school spirit. Yost (2001, p.1), author of “Good Sportsmanship,” states that sportsmanship is a commitment to ethical behavior and integrity. He clearly puts it as, “a display of respect for the rules of the sport and for all the players, coaches, officials and fans” (p. 1). A team is apt to play better and show more pride in their game if the spectators emit a positive also high spirit, rather than a negative one. It is not just the way the team plays the game, but the quality of sportsmanship from spectators, that is important for the school’s reputation.

Since sports vary in how athletes and spectators are expected to behave, it is up to each individual to use proper judgment. For example, when playing or watching hockey it is known that people are more hostile than in baseball or tennis. There are, however, set guidelines that are listed in an article for “Drew Prepatory School” that are based on how every person should behave (“Drew College Prepatory”, p.1). Actions that are always expected are: to be courteous to all players, coaches, and spectators from your home and away teams, to cheer for your own team and not against the other team, respect the referees and lastly to be fair and honest about all rules of the game. Actions that are not
acceptable include arguing or fighting with players, spectators, or referees; losing one's temper, having a poor attitude, or booing any team or player. These do's and don’ts are based on high school sports, while the article states that in professional and college sports there is a higher level of expectations (“Drew College Prepatory”, p.1).

In the article, “Athletic Association and Sports Information,” (Tomaszewski, 1999) a few more expectations are mentioned to censure fellow spectators whose behavior is unacceptable, to respect the property of the school, and the authorities, to not applaud when the opponents have errors, or when they receive penalties (p.2). Josephson, author of “The Team Game Plan,” states that, although spectators attend their team’s games to see them win, it is victory with honor that actually counts (2001). He states that the best way to improve sports is not to “de-emphasize winning but to more vigorously emphasize that adherence to ethical standards and sportsmanship in the honorable pursuit of victory is essential to winning in its true sense” (p.3). Since spectators play a vital role in a school’s reputation and spirit, it is essential that not just the players have to be the good sports. It is, however, clear that spectators are imperative to the spirit of games, and a focus needs to be kept on the spirit of these fans. Without the fans being there, these games would be nothing.

School Spirit

School spirit is something that every sport team craves. It makes them feel good to know that people are going out of their way to see their team. The lack of school spirit is rising around the country and most people are not happy about it. A lack of school spirit means a lack of pride and interest in the school itself. Many colleges have much to
say when the topic is mentioned. Most see the lack and feel this has a lot to do with student’s attitudes and beliefs.

Shannon Harpor (2001), student at Utah Valley State College, had some real interesting things to say in her article, *Goodbye school spirit, hello real world*, “school spirit, who cares about school spirit. Utah Valley State College is growing in numbers every day. The majority of them are ambivalent about school spirit and all that it stands for” (Harpor, 2001). This is the attitude most students have. Most students argue that they came to college to become educated and were hoping to leave the “high school” atmosphere behind them, not re-enter it all over again in college.

School spirit is something we all see in high school. College, however, is a lot different. One reason why college sports may be lacking spirit could be because the sport teams do not try to pump up the crowds. Many high schools will hold pep-rallies, hang posters and decorate hallways in order to get students excited. The most any college does is hang posters, and you usually will not even see that. It is clear that the more we advertise and promote these events as fun and exciting the more spectators we will be likely to see. It is important for the athletes of all colleges and universities to have positive attitudes if they want to see more fans at the games.

**Athletic Code of Conduct**

The University of Indiana, a Division I school and a member of the big ten conference has established a code of conduct for its student athletes (“Statement of Conduct”, 2001). These guidelines are established to ensure that the athletes who represent the school are displaying responsible behavior on and off the field. The
behavior of these athletes, whether good or bad, will have an influence on the students. If the rest of the student body and the surrounding communities have a positive image of the student athletes then attendance at games could increase. Likewise, if a poor student athlete image is portrayed then the attendance at games could decrease.

Indiana State University set up five guidelines for its student athletes to follow as a code of conduct. First, all athletes will show respect to all others and follow the rules of their particular sport. Second, all athletes will be honest and make only truthful statements. Third, student athletes will be aware of and make their education their first priority. Fourth, student athletes are representing the school and are held to a higher standard of behavior than other students. Finally, student athletes must comply with all rules set forth by the school and the NCAA. The hope of the school is that if the athletes portray a positive image the rest of the student body will be willing to support them. Sadly, these types of rules are rarely seen at any college. The conduct of athletes off the field has shown to play a large role in the decrease of attendance around the country.

Reasons for Decreases in Attendance

In some instances, the conduct of athletes on the field may have an impact on the attendance of fans and cause a decrease in attendance. Other issues affect the decrease in attendance at sporting events. One reasons is television, “fifteen years ago, a rural town of 2000 in Indiana or Illinois would have 5000 people out for a high school football game. Today, they’ll get only 500. The number of fans attending games is decreasing because there are so many other games to watch on television” (“Fans Require Incentives to Attend Games”, 1999). In an article published in the New York Times two years later the author states that television ratings for professional sports are down as well.
“Broadcast television ratings for the four major professional sports – baseball, basketball, football, and hockey have been generally decreasing for more than a decade” (Longman, 2001). Another related thought to why sports and sports on television are decreasing has to do with the variety of sports and ways to watch them. In Longman’s article he discusses this idea, saying that because there are so many new or more popular sports today, such as extreme sports, women’s professional leagues, and even figure skating and stock car racing that people have more options, leaving people with less time for other sports.

Other reasons listed that might add to the decrease in attendance could be that fans no longer feel a connection to players, “there seems to be a growing dislocation between fans and traditional sports” (Longman, 2001). The cost of ticket prices, and the price of having to pay for parking also add to decreased attendance. Many say that if prices were lowered they would be more likely to attend more games. “When asked what would motivate them to attend more games, many offered a simple suggestion—discounted ticket packages” (Fans Require Incentives to Attend Games, 1999). There have, however, been a few steps implemented to help increase the attendance at sporting events, mainly done by professional sports. These steps are steps that colleges can look at for ideas.

Increases in Attendance

With more television channels to choose from and more sports to watch or attend, it is clear that advertising can play a role in attendance. In order to increase attendance, people need to be intrigued. Tennessee coach, Pat Summit says, “my plea to everyone in this sport, every athletic director, every basketball coach, is that we have to be committed
to marketing and promoting at a different level” (Shontx, 2000). “I think the athletic
directors, the institutions from coast to coast need to make a different commitment. You
have to spend money to make money, and you have to spend money to promote this
game at a different level nationally” (Shontx, 2000). Coaches understand that to get fans
into the seats, the fans need incentives. People love to watch sports, but why go to the
stadium, sit in traffic, then sit in the rain and cold when you can watch from the comfort
of your own home.

Penn State coach Rene Portland came up with ways to entice families to start
going to the games and spending money. “We let the young kids in for free,” she said.
“They don’t drive and they don’t have any money to eat, so they have to bring their
parents, who is going to end up spending the money. In women’s basketball, I think
families are a big part of our demographic and we cater to the families” (Shontz, 2000).
Coach Portland feels that participating in giveaways is a good way to attract people to the
stands. She believes that spending money has a positive effect, with an increase of
attendance and people spending money in the stadium.

Sports events, which have attendance that either dropped to nothing or is slowly
dwindling away, find that they could raise the attendance in the stands by doing simple
things, like more pep rallies. “Games where rivalry is intense are great games to promote
pep rallies. Local radio stations could announce the game and when and where the pep
rally will be held. Making people excited about going to the games, even if the team is
losing, helps bring fans in to build the team up” (Schward, 2000).

A way that some of the larger universities are drawing in new people is by
expanding existing stadiums. Giving more seating availability for people and families.
The schools that can do this are the ones that have seen an increase in attendance over the last few years and they are big enough to raise the money to expand. Even those schools know that to make people interested in attending a game, promotion and marketing is what is needed excite people about attending a sports event.

Analysis of Activities that Athletic Organizations Have Initiated in Order to Increase Attendance at Events

There are many ways that an athletic department can attempt to affect the attendance at sporting events. The majority of them can be loosely separated into five general categories. Although each focuses on a different area of promotion, they are all tightly intermingled and make up the broad based endeavor of promoting college sports.

The first and most obvious promotion would be through the vast media of television. “Pederson thinks the proliferation of televised games has helped [attendance]” (Anderson, 1999). It is generally agreed that exposure through television encourages people to attend the games. “I remember people saying, “Oh, my gosh, this is going to destroy college football,”” he said. “It's worked just the opposite -- probably the exposure through television has helped grow the fan base” (Anderson, 1999). Once an audience is introduced to a team, their interest peaks and the next step is to attend a game in person. “For the most part, [TV exposure] has drawn people in” (Anderson, 1999). Not only are the games televised, but there are news reports about athletes, coaches and schools. “No one can deny the publicity that sports provide a university. A major sports program gets day after day of stories in the local newspapers and TV coverage, while the university's scholars get next to nothing. Alumni maintain connections to their schools by following sports” (Gottlieb, 2001).
It is the following of a team and/or school that adds to the attendance. The televised team begins to develop a persona and an image. Being aware of and exploiting that image, is the second key factor to increasing attendance at college games. Understanding the image is the first step. “For instance, Tranghese said, while the NFL is still wrestling with what to do about on-field antics -- such as the controversial throat-slash gesture -- the NCAA has regulated excessive celebrations out of its game” (Anderson, 1999). College sports are played by students, therefore it is reasonable to assume that those watching the game want the players to show some personal restraint that is tempered and appropriate for family viewing. “We've cleaned up our act on the field,” he said. ‘I'm not sure the fans want [the histrionics]’” (Anderson, 1999). Another image builder is the facility where the events are held. “I think what's happening with the major programs, they have a growing fan base and they're playing in big stadiums,’ Pederson said. ‘I want to be playing in one of the big, great stadiums also’” (Anderson, 1999). The underlining thought here is that fans want to be in an appealing environment, and the schools need to make that available if they want the attendance that produces revenues.

As is usually the case, revenue for both the event and the school are a rudimentary concern. Although not the primary factor, attendance at sporting events can be directly linked to overall revenue for the school. “Do athletics make a difference on campus? Yes, they do,’ said Stanley Ikenberry, president of the American Council on Education. ‘They're a great community builder. Alumni, students and townspeople bond together and have a sense of identity through athletics they might not have had'” (Gottlieb, 2001). This awareness not only helps the athletic departments through increased revenue, but
also helps to bring in perspective students. “‘It's a basic kind of brand awareness,’ said Robert Pringle, associate vice president, development, at Stanford University” (Gottlieb, 2001). It is a cyclic event. Spending money to promote the games brings in more people. “‘You have to spend money to make money, and you have to spend money to promote this game at a different level nationally’” (Shontz, 2000). Once the school has identified what the fans want to see, it is important to make the sporting event worth the investment. “‘I just think our product is good’” (Anderson, 1999). A quality product at a good rate, simple business ethics. Add to that promotional incentives, and attendance increases as well as spending. “‘We let the young kids in for free,’ she said. ‘They don't drive and they don't have any money to eat, so they have to bring their parents to those kinds of things’” (Shontz, 2000). As mentioned, “‘I think you have to do giveaways, you really do’” (Shontz, 2000). Although the giveaways cost, they also build a fan base that helps to maintain a high attendance rate.

Probably the most effective tool, next to financial support, is student participation and acceptance. The students not only need to feel good about attending the game, but about attending that school. “He views sports as giving the university a higher national profile while providing students with more activities in a bleak campus social scene. And a better social life means an easier sell to the elite students the university wants to attract” (Gottlieb, 2001). By making the schools more attractive, the athletic teams appear more attractive. One way to do this is to encourage students to remain on campus and to attend the events. “To improve training facilities and to keep athletes on campus during the summer” (Gottlieb, 2001) is a way for schools to provide improved amenities as a way to improve attendance. The basic premise is that if the students are happy on campus they
will attend more events. “We were winning, and we had a real strong senior class that drummed up interest through pep rallies and stuff,’ Seminole athletic director Alan Ramker said. ‘That was it, the old bandwagon effect’” (Schwarb, 2000). Once the excitement begins to translate into larger attendance, it is important to nurture it and keep it alive. “He also cited a new pep club and more teacher involvement as factors in the attendance rise” (Schwarb, 2000). It is obvious that if the entire school is involved, the outcome will most always be positive.

The final category of incentives that can influence game attendance could be considered fate or uncontrolled factors. “If you have good weather and you have good matchups all season long, then you're going to have better attendance, and we had that” (Schwarb, 2000). Unfortunately, with all our advanced technology, we are still unable to manipulate the weather. Bad weather usually translates to poor turnouts for events, especially in open arenas. Since it is unrealistic to expect all colleges and universities to have domed fields, this will always be an attendance factor. The surrounding community is also a factor that is usually beyond the control of the school. “He knew from his years as a professor and dean that student life on campus was dull. There is no surrounding college town as at UC Berkeley, Harvard (Cambridge, Mass.) or UCLA (Westwood), where myriad cultural activities are available. So many students leave on weekends that UCI can be a ghost town” (Gottlieb, 2001). This problem could certainly be somewhat resolved through campus programs, but students in their college years are usually looking for something more, and without a community that can support that, the students don’t stick around to attend sporting events.
There are many ways that a college or university can affect the attendance at their sporting events. The key is to find which ones are feasible and of those which are most likely to produce results. Whether it be television, image, money, students or even uncontrolled factors, the available tools are there. The bottom line is, and will continue to be, how many of these resources does a school want to use and to what extent.
PROBLEM STATEMENT

Various sports teams, such as Field Hockey and Ice Hockey do not have facilities on campus and must travel to Winchendon, Massachusetts to conduct home games. Franklin Pierce College wishes to increase attendance at off-campus home games. Research is necessary to identify what, if any, actions by the Franklin Pierce College athletic department would increase attendance at off-campus home games.
RESEARCH OBJECTIVES

1. Identify actions taken by the athletic department that would increase attendance of off-campus home games.

2. Assess factors that influence why some students do not attend off-campus home games.

3. Determine increase in attendance at off-campus home games that would take place after certain steps were implemented by the athletic department.

4. Research what actions the athletic departments of colleges and universities in the United States have taken in order to increase attendance at sporting events.
METHODOLOGY

Once the Research Objectives of the project were determined, the next step was to decide the methods that would be used to access the data. Both primary and secondary data was needed. There are several different methods of collecting primary data. We chose to collect our information through person administered survey worksheets. Although time consuming and expensive, we would be able to give instructions and answer any questions the respondents had. Secondary data was used to determine Research Objective number four: “Research what actions the athletic departments of colleges and universities in the United States have taken in order to increase attendance at sporting events.” The collection of the Secondary data was done largely in the databases EBSCOhost and LEXISNEXIS made available through the Franklin Pierce College Network and via the Internet through search engines.

Proceeding to the next phase of the project, we designed our data collection forms. We chose to design a structured questionnaire in which questions are listed with multiple-choice answers. Close ended questions were chosen in order to make the data collection process that would take place later much easier. In class, Professor Little instructed all the teams to make the questionnaires undisguised. An undisguised questionnaire is one in which the respondent is made fully aware of the purpose of the survey. Careful attention was given in the writing of the questions to insure that they were not ambiguous or leading in any way. Additionally, many variables had to be
considered when designing the questionnaire such as what order the questions should be asked, if any of the wording was confusing, the length of the survey, etc.

The next step in the process was to determine the Sample Plan and Size. A sample is a subset of the population and representative of it. The Sampling Method chosen for this project was a Non-probability Sample. A Non-probability Sample is one in which the chances of selecting specific members from the population into the sample are unknown.

Our research was to be conducted, designed and administered to gather information from Franklin Pierce College Students only. Determining the size of the population was necessary in order to continue. The Registrar office researched this information for the entire Marketing Research class. His research was conducted at the Franklin Pierce College Bursar’s Office (B. Anderson, Personal Communication, November 8, 2001). There he determined that Franklin Pierce currently has 1,520 students enrolled as full-time.

Within the Non-probability Sample methods, Convenience Sampling was chosen. Convenience Samples are samples drawn at the convenience of the researcher. In our case, classrooms, entrances to buildings, and other “high traffic” areas were primarily used. The selection of the locations was subjective and based on the decisions of each individual researcher. Using this process automatically eliminated some students from the sampling process. For example, students who had classes elsewhere or did not enter or exit the building where the samples were being taken, were excluded. Also, some members of the population may not have been surveyed based on their general demeanor, refusal to take the survey, or the fact that they were in a group rather than alone.
Within the Non probability Sample method of Convenience Sampling, Quota Sampling was used. In Quota Sampling the researchers identify characteristics and use these to set up quotas for each class of respondent. The sizes of the quotas are determined by the size of each class of respondent in the population. Quota Sampling is used as a means of ensuring that convenience samples will have the desired proportion of respondent classes. Quota Samples are often used by companies that have a firm grasp on the features characterizing the individuals they wish to study in a particular marketing research project. In our case, we divided the population into four groups according to expected year of graduation. The amount of students in each of the four classes, freshman, sophomore, Junior, and Senior, had to be determined. Using foresight, Professor Little had also collected this information during his visit to the Franklin Pierce College Bursar’s Office. According to his data, there are 643 freshman, 381 sophomores, 288 juniors, and 208 seniors.

After we had determined the size of our population and classes within the population, we then went on to determine the number of students we would need to survey in order to obtain a representative portion of the population. As previously, Professor Little assisted the class with this step. He handed out a table that we would use to determine the needed size of the sample proportionate with the population (Krejcie, 1970). This handout showed that with a population of 1,500 a sample size of 306 would be necessary. With this number, we allocated the number of students that would need to be surveyed from each class according to its size and percentage of the population. It was determined that 126 freshman, 75 sophomores, 57 juniors and 42 seniors would be needed to complete the survey.
With our Sample Plan and Size laid out and our surveys completed, we began collecting data. As mentioned earlier, “high traffic” areas were used. After approximately four days, the completed surveys were compiled and counted. We then determined how many surveys from each class were still needed. The collection of surveys from specific classes was then assigned. We then pursued students from the specific classes to complete the necessary requirements for the total data collection process. Within two weeks, the collection of data was complete. From that point, we began entering the data into a computer through the SPSS software, which was included in our Marketing Research Text (Burns, 2000). All of the data was entered into the computer in the span of approximately five days. The information was then compiled and reviewed. Conclusions and recommendations could then be made regarding the results.
RESULTS

The result page is structured around our research objectives and presents the information we found. Our first objective was to determine the specific demographics of people attending off-campus home games. The data shown here has been computed based on a total of three hundred and six surveys.

The first question we asked was, “were you aware that there are off-campus home games?”, from this question we found 82.4% knew about the games while 17.6% were unaware that there were off-campus games (Appendix A). Our findings found that 53.9% of the respondents said they had attended an off-campus home game (Appendix B). From the fifty three percent who said they have attended games, 27.5% attended one to three games, 11.4% attended four to six games and 12.4% attended more than seven games (Appendix D). When calculated by year 42.9% of freshman attended games, 51.9% of sophomores, 61.4% of juniors and 78.3% of seniors (Appendix M). Of the same fifty three percent that had attended home games 93.3% live on campus and 6.7% lived off-campus (Appendix L). In total 46.1% of the respondents had never attended an off-campus home game. Of those 46.1% percent 93.4% lived on campus and 6.5% lived off-campus (Appendix L). Separated by year 57.1% of freshman never attended a game, 48.1% of sophomores, 38.6% of juniors and 21.7% of seniors (Appendix M). When asked the reason why some students did not attend games, transportation reasons
accounted for 9.2%, conflicting times 6.9%, uniformed 16.7%, lack of interest 12.7%, lack of school spirit 1.6% (Appendix C). In our survey we posed four questions about incentives that might possibly influence students to attend more games. The four questions we asked were, “promotions (such as prizes, theme day, or hat day) would greatly influence whether or not I would attend a game?”, “airing games on FPC TV would greatly influence whether or not I would attend a game?”, “pep rallies would greatly influence whether or not I attend a game?”, “if transportation were provided it would greatly influence whether or not I would attend a game?.” These questions had seven possible answers and those were strongly strongly agree, strongly agree, agree, neutral, disagree, strongly disagree and strongly strongly disagree.

After collecting the survey and inputting data into the SPSS software the results we found were quite different from what we had hope to find. For transportation the most dominant single response was neutral with 24.5%, followed by agree with 19.9% and finally strongly strongly agree with 13.7% (Appendix E). For the promotions question the dominant answer was agree with 19.6%, followed by neutral with 19% and finally strongly agree with 18.6% (Appendix H). For the airing games question the dominant response was neutral with 22.2%, followed by strongly agree and agree with 17.6% and finally strongly strongly agree with 13.4% (Appendix G). For the pep rallies question neutral again was the dominant answer with 21.2%, followed by agree with 18.6% and finally strongly agree with 18% (Appendix F).

The last part of our survey dealt with demographics of the respondents. The questions we asked on the survey are “what year are you?” and “do you live on campus?” Freshman held 41.2% of the survey, sophomores 25.2%, juniors 18.6% and seniors 15%
(Appendix I). Of those same people we found that 93.5% lived on campus and only 6.5% lived off-campus (Appendix J).

LIMITATIONS

Fortunately as a class project, money was not an issue with surveying our sample. Since we are students earning a grade for our work, receiving pay for our contributions was not important. Students were also kind enough to fill out the surveys with no pay. The time we had available for surveying was also not an issue, as there were six of us completing them.

Our sample size was to be 300 students and proficiently, we came up with 306. Out of this number there were three students that were reluctant to fill out the same question. Three students skipped our question regarding provided transportation. This would have made out sample size smaller than needed if we had not exceeded the 300. Therefore, we are proud to have surveyed 306 because our results of this question would be affected if we had only came up with 300.

As the completion of our surveys was done on an individual basis with out the presence of a group member, we could not keep track of every person each one of us surveyed. We relied on the honesty of our respondents to inform us if they had already taken the survey. In cases where people may have forgotten they had already taken it, or they just weren’t honest, there may have been some that took more than one survey. Honesty is also what we relied on when gathering our data from the students. If students
answered questions in a hurry, or just didn’t give much thought into how they were answering our questions, it also could have negatively affected our results.

Honesty is what all market researches hope their respondents give them. This is why we made our questions as clearly and straightforward as possible. We hope that our questions were simplified enough that people did not become confused when reading them. However, this could have occurred and people may have answered anything if they did not comprehend a question. Overall, our limitations are not significant enough to drastically change our results. They are situations that every researcher faces when surveying a sample.
CONCLUSION AND RECOMMENDATIONS

The 306 surveys we handed out provided us with the important information that our group needed to come up with suggestions to improve the attendance at off-campus home games. Our group thought that there were four main ways to influence students to attend the games and they were, transportation, pep-rallies, airing games on TV, and promotions. The students had seven choices for the four main topics they went from strongly strongly agree to strongly strongly disagree. The percentage of students that filled out the survey was to represent the campus as a whole. The students at this school seem not to have a strong feeling on the improvement of the off-campus home game attendance. To find out if there are ways to change the programs, then more specific detailed questions need to be asked on the survey. To change things for the students and get them to more games, and even interested in coming to one game, they need to know about it or they need a reason to attend. The students at Franklin Pierce seem to feel that transportation, conflicting times, uninformed, and unfortunately lack of interest account for the main reasons that students are not attending off-campus home games. The times of the games cannot be worked around the students but what can change is the transportation, informative level and the lack of interest.
When researching other private and public colleges/universities, if the attendance would lower in a sports event on or off campus they would implement the topics that we had used. Televised games would help to draw the new and old fans in by showing them the excitement of the game that they were missing and if their team is winning they may be more inclined to want to go to the event rather than watching it on television.

Some but not all students have cars on campus, transportation could play a huge role in why they are not or cannot attend a game. From the survey the students may attend more games if transportation was provided for them. Since the games are held in Winchendon, Massachusetts it would be a small cost to the school to provide this service. Pep-rallies are important not for just one event but for all events. Franklin Pierce has an event called Midnight Madness. This event is held once a year and it is for the basketball teams. From the survey the students feel that if pep-rallies were held that they would attend and possibly then go to the games. These rallies should be held on the day of the game. To limit the amount of rallies the school has they could limit the rallies for the major games that the teams have, the championships perhaps.

We felt that promotions, such as, hat day, prizes, and theme day would provide the students, family, and even friends to come attend games and win things. For example, Student A attends a soccer game and it is a very important game. If our team wins we could have a soccer ball that is signed by the team and give it to an audience member as a way to increase attendance. Theme day could provide as many people as possible with a gift. They could come to the game for the theme that you have made for that day. Included in the same promotion the sports could have their hats and give them out to the audience and throw free t-shirts to the spectators.
REFERENCES


B. Anderson, Personal Communication, November 8, 2001


A. Have you ever attended an off-campus home game

B. Have you ever attended an off-campus home game
C. Why have you never attended any off campus home games?

D. How many off campus home games did you attend last year?
E.

If transportation were provided it would greatly influence whether or not I attend a game.

F.

Pep rallies would greatly influence whether or not I attend a game.
G.

Airing games on FPC TV would greatly influence whether or not I

H.

Promotions (such as prizes, theme day, or hat day) would greatly influence
I. What year are you —

- freshman: 50%
- sophomore: 40%
- junior: 30%
- senior: 20%

J. Do you live on campus —

- yes
- no
Have you ever attended an off campus home game

What year are you
- freshman
- sophomore
- junior
- senior

Have you ever attended an off campus home game
L. Have you ever attended an off campus home game

M. Why have you never attended any off campus home games

- Lack of interest
- Conflicting Times
- Lack of school spirit
- Uninformed
- Transportation

What year are you

- freshman
- sophomore
- junior
- senior

Why have you never attended any off campus home games
Why have you never attended any off campus homes games

Do you live on campu

- transportation
- uninform
- lack of school spirit
- conflicting times
- uninformed
- lack of interest

Count

Why have you never attended any off campus homes games