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A COMPARISON OF FACTORS INFLUENCING THE
ENROLLMENT DECISIONS OF FIRST-TIME FRESHMEN
AND TRANSFER STUDENTS ADMITTED TO
MARYGROVE COLLEGE FOR THE 1978 FALL SEMESTER

presented by

Douglas Edward Torrance

has been accepted towards fulfillment
of the requirements for

PhD degree in Administration
and Higher Education

Major professor

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Date January 26, 1979



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1979

A COMPARISON OF FACTORS INFLUENCING THE ENROLLMENT
DECISIONS OF FIRST-TIME FRESHMEN AND
TRANSFER STUDENTS ADMITTED TO MARYGROVE COLLEGE
FOR THE 1978 FALL SEMESTER

By

Douglas Edward Torrance

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ABSTRACT

A COMPARISON OF FACTORS INFLUENCING THE ENROLLMENT DECISIONS OF FIRST-TIME FRESHMEN AND TRANSFER STUDENTS ADMITTED TO MARYGROVE COLLEGE FOR THE 1978 FALL SEMESTER

By

Douglas Edward Torrance

The Purpose

The purpose of this study was to determine whether there were any differences in the perceived favorableness of influential factors affecting the enrollment decisions of first-time freshman enrollees and nonenrollees and transfer student enrollees and nonenrollees who were admitted to Marygrove College for the 1978 Fall Semester.

The Procedure

A questionnaire developed by the researcher was sent to the population of 434 first-time freshmen and community college transfer students admitted to the college for the 1978 Fall Semester. Usable responses to the questionnaire were received from 324 of these admitted students, which represented a 74.7 percent response rate.

The questionnaire measured admitted students' responses to seven categories of influential factors on their enrollment decisions: (1) academic emphasis,

(2) practical considerations, (3) advice of others, (4) social emphasis, (5) religious orientation, (6) size of the college, and (7) recruitment practices. The thirty influential factors listed on the questionnaire had been classified into these seven categories based on a logical arrangement and on a thorough review of pertinent literature.

The research design consisted of two independent variables: (1) student status, which had two levels--admitted first-time freshman and admitted transfer student and (2) enrollment status, which had two levels--enrolled and nonenrolled.

A multivariate analysis of variance with two fixed effects (student status and enrollment status) across seven dependent variables (the seven categories of influential factors) was used to test the null hypotheses at the .05 level of significance. A descriptive analysis of mean responses by the admitted student subgroups to the thirty influential factors and to several other questionnaire items was also performed, although no statistical inferences were made.

Major Findings

The findings of the study resulted in the following conclusions:

1. There are significant differences between the enrollees and the nonenrollees in the degree to

which some of the categories of influential factors are seen as favorable to enrolling at the college. Specifically, these categories are (a) academic emphasis, (b) practical considerations, and (c) size of the college.

Furthermore, admitted students who enroll are more favorably influenced to enroll by (a) an academic emphasis, (b) practical considerations, and (c) the size of the college than are admitted students who do not enroll.

2. There are significant differences between admitted first-time freshmen and admitted transfer students in the degree to which some of the categories of influential factors are seen as favorable to enrolling at the college. Specifically, these categories are (a) academic emphasis and (b) advice of others.

Furthermore, admitted transfer students are more favorably influenced to enroll by an academic emphasis than are admitted first-time freshmen. Admitted first-time freshmen, however, are more favorably influenced to enroll by the advice of others than are admitted transfer students.

3. There is no significant interaction between student status and enrollment status with respect to the seven dependent variables. The lack of interaction

allows for the separate examination of the main effect of enrollment status or the main effect of student status without specifying the level of the other factor.

Other influential factors specified by the respondents, the number of other schools to which respondents had applied, a comparison of the college with these other schools, and what nonenrollees were doing presently and planning for the future are also reported.

DEDICATION

To my parents,
Kirk and Margaret Torrance

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CHAPTER I

THE PROBLEM

Introduction

Most private colleges in the United States have been experiencing either no significant enrollment gains or serious enrollment declines in recent years. Not only have some individual colleges' enrollments been falling, but the proportion of the total college student population attending private institutions has been decreasing dramatically. Over 60 percent of the total college student population attended private colleges and universities in 1900. By 1960, however, this figure had dropped to 40 percent; in 1970 it was down to 25 percent (Spies, 1973, p. 4). Furthermore, the total number of first-time students at all private four-year collegiate institutions decreased by 1.1 percent between the 1976 and 1977 opening fall enrollment periods, while all public four-year collegiate institutions experienced a 4.4 percent increase in first-time students between the same periods ("Opening Fall Enrollments in 1975, 1976, and 1977;" 1978).

Since private colleges rely heavily on the revenue from tuition, declining enrollments have a serious impact on their total operation. In fact, a number of private colleges

in recent years have closed down entirely due to lack of students (Driver, 1975, pp. 1-2). If a full range of educational choices is to be offered to American students, however, the continued existence of private institutions remains essential.

Marygrove College, a private, Catholic, liberal arts college located on the northwest side of Detroit, has been struggling with a decreasing enrollment throughout much of the past decade. The change from a women's college to a coeducational one in 1971, the addition of a continuing education program and several two-year associate degree programs, and the initiation of a consortium arrangement with six neighboring Catholic institutions have all helped to assuage somewhat the tendency toward enrollment decline in private colleges.

An integral factor in the overall enrollment picture at a collegiate institution is the percentage of admitted students who actually enroll at the school. This factor has been of particular importance at Marygrove College (see Table 1.1). Even though the number of admitted students increased by 111.5 percent over the ten-year period, the number of these students enrolling only increased by 61.5 percent. Thus, a significant decline occurred in the percentage of admitted students who actually enrolled.

TABLE 1.1

PERCENTAGE OF ADMITTED UNDERGRADUATE STUDENTS
WHO ACTUALLY ENROLLED

Fall Semester	Students Admitted	Students Enrolled	Percentage Enrolled
1969	269	195	72.5
1970	374	257	68.7
1971	417	266	63.8
1972	414	257	62.1
1973	411	251	61.1
1974	340	208	61.2
1975	428	243	56.8
1976	445	252	56.6
1977	479	278	58.0
1978	569	315	55.4

SOURCE: "Analysis of Marygrove Undergraduate Applicants for the Fall Term of 1978." Office of Undergraduate Admissions and Advising, Marygrove College.

Nature of the Problem

During the 1960's student enrollment was rapidly expanding as more applicants requested admission than could be adequately accommodated. By the 1970's, however, most colleges were experiencing either a decline or a stabilization in student enrollment. A number of factors influencing this change have been proposed.

Due to rising inflation, most private colleges have been forced to raise their tuition in greater amounts, or more frequently, than in the past. They also have been

increasing their tuition at a more rapid rate than public colleges. Between the 1971-72 and 1978-79 school years, private four-year institutions raised their annual tuition and fees from an average of \$1,652 to \$2,647, an increase of 60.2 percent. During the same period, public four-year institutions were raising their annual tuition and fees from an average of \$439 to \$651, an increase of 48.3 percent ("Fact-File: Tuition and Fees at 1,650 Colleges," 1978).

This financial predicament is occurring just when the traditional supply of high school graduates has begun to diminish. According to Magarrell (1978b), this basic trend will continue as the number of 18-year-old Americans decreases nearly 20 percent in the next decade. And there is no great likelihood that the proportion of recent high school graduates attending college will increase much above the present 60 percent level (Middleton, 1978). Some of these potential students doubt that a college degree will guarantee a better job or a higher income and, thus, enter directly into the job market. Others, who do choose to attend college, enroll in one of the growing number of less expensive community colleges, which are now conveniently located in many areas. Thus, four-year private colleges are competing for an apparently shrinking population of potential students.

Many colleges, while still attempting to attract prospective students from the diminishing high school market, are spending increased time recruiting prospective transfer

students from two-year colleges. Although this greater emphasis does enlarge the potential applicant pool, it appears that the proportion of students deciding to transfer from community colleges is decreasing even though total community college enrollments are increasing (Anderson & Scholl, 1976, pp. 5-6).

A few recent trends appear to be working against this tendency toward declining enrollments. For example, there has been a large increase in the number of women students enrolling in colleges and universities. New women students accounted for 93 percent of the total annual enrollment growth at all institutions of higher education for the fall of 1977 (Magarrell, 1978a). Likewise, the enrollment of adult students has been on the rise. While the enrollment of students aged eighteen to twenty-four remained relatively stable between 1970 and 1973, the degree-credit enrollment of adults aged twenty-five to thirty-four grew by 35 percent (Bishop & Van Dyk, 1977).

Some states, including Michigan, have established scholarship and grant programs which help reduce the widening gap in cost between public and private colleges. Fenske and Boyd (1971) discovered that a significant number of recipients of scholarships and grants from the Illinois State Scholarship Commission would have attended a different college if they had not received this state aid. Many of these shifts would have been from a private college to a public one. They determined, therefore, that financial

aid from the state had enabled a significant number of Illinois students to select and enroll in private colleges.

Such positive influences on enrollment growth, however, have not yet been able to offset the trend toward declining enrollments at many private colleges. Gorman (1974) felt that enrollment declines have serious implications, such as decreased appropriations, diminished staff, wasted capacity in physical plant, and, in some cases, a struggle for institutional survival. In an attempt to avoid such dire results, many college admissions offices have changed their emphasis from the selection of students to the recruitment of students.

Some colleges have resorted to a "hard-sell" recruitment approach in a desperate effort to reduce, or even reverse, enrollment declines. Other institutions, however, have begun to use marketing principles in planning their recruitment programs.

Gorman (1974) proposed two well-known marketing strategies that colleges could employ: product differentiation and market segmentation. First, the college reviews its assets and emphasizes its particular advantages to differentiate the "product" through recruiting efforts, promotion, and advertising. For example, a small college might promote its size by emphasizing a friendly atmosphere and greater student-faculty interaction. Second, the college would use market segmentation by identifying separate subgroups within the total population of potential

students which would most likely have interests and needs congruent with the programs and atmosphere of the college. Certain academic programs and student services might be adjusted to meet the specific needs of these target markets.

As a result of these marketing activities, a college would hopefully increase the interest of potential students who are most attracted to its programs. Kotler (1976, p. 55) summarized the impact of such marketing strategies on college admissions:

In fact, the aim of marketing is to make selling unnecessary. The better the marketing job, the less the need for hard selling. A college should strive to carry out its marketing positioning and operations in such a way as to create a naturally high level of student demand for its services without resorting to desperate selling efforts.

Need for the Study

For the college to define and contact a new market segment, it must know how and in what ways the prospective students in that segment are influenced. Gorman (1976) recommended the use of questionnaires to obtain valuable information concerning prospective students' interests and values, as well as their perceptions of the college. This information can then be used to determine the groups of prospective students to be contacted, the recruitment methods to be used, and the particular programs and characteristics of the college to be emphasized.

Huddleston (1976, p. 218) emphasized the importance of each individual college obtaining its own specific information for a marketing program to be successful.

Unless an admissions office seeks answers and questions its important publics, knows its advantages and disadvantages, and, successes and failures, useful marketing strategies may not be recognized. A college cannot always do what another institution is doing and be successful. All colleges are not seeking nor being sought by the same student. Strategy that may be successful at one college may result in mediocrity at another.

Virtually no research has been done as to why admitted students decide to attend, or not attend, Marygrove College. Effective recruitment, however, is partially based upon a college's knowledge of the effect its current image, programs, and services have on individuals contemplating enrollment. Therefore, a study of influential factors on the enrollment decisions of admitted students should prove beneficial. Since significant sums of money are spent each year on recruitment, knowledge concerning the cost effectiveness of individual recruitment efforts and areas of emphasis is important.

Marygrove College has traditionally directed its recruitment efforts toward transfer students from community colleges and first-time freshmen. Studying the factors which influence the enrollment decisions of these two groups of admitted students, therefore, will aid in a better understanding of possible ways to modify and improve the college's programs, services, and recruitment practices. For this

reason, first-time freshmen and transfer students from community colleges constitute the two admitted student groups investigated in this study.

Purpose of the Study

The purpose of this study is to determine whether there are any differences in the perceived favorableness of influential factors affecting the enrollment decisions of first-time freshman enrollees and nonenrollees and transfer student enrollees and nonenrollees who were admitted to Marygrove College for the 1978 Fall Semester.

The following categories of influential factors on enrollment decisions are examined and analyzed: (1) academic emphasis, (2) practical considerations, (3) advice of others, (4) social emphasis, (5) religious orientation, (6) size of the college, and (7) recruitment practices (see Appendix A). The thirty influential factors are classified into these seven categories based on a logical arrangement and on a careful review of pertinent literature.

Richards and Holland (1965) used factor analysis to reduce twenty-seven factors influencing college choice into four separate categories: (1) intellectual emphasis, (2) practicality, (3) advice of others, and (4) social emphasis. Several other studies have mentioned that size of the college and emphasis on religion and values are two additional categories which should be considered (Baird, 1971; Anderson & Scholl, 1976; Brush, 1976). Brigman and Jochums (1976) further emphasized the importance of studying

the influence of various college recruitment practices on a student's college choice.

Research Hypotheses

In order to compare the seven categories of influential factors regarding the degree to which they favorably influence the various admitted students to enroll at Marygrove College, the following hypotheses are tested:

Hypothesis 1:

There is a difference between the enrollees and the nonenrollees in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Hypothesis 2:

There is a difference between the admitted first-time freshmen and the admitted transfer students in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Hypothesis 3:

There is an interaction between student status and enrollment status in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Definition of Terms

The following terms used in this study are defined as follows:

1. Admitted Student: An applicant who was officially approved for admission to Marygrove College. In this study the term refers only to United States citizens who plan to work toward an undergraduate degree.

2. First-Time Freshman: An admitted student who planned to enroll at a post-secondary institution for the first time.
3. Transfer Student: An admitted student who was most recently enrolled at a community college.
4. Community College: In this study the term refers to any publicly supported two-year college.
5. Recruitment Practices: All the direct and indirect methods by which a college strives to maintain, and to hopefully increase, the quality and number of its students.
6. Marketing: The entire process (of which recruiting practices are a part) by which a college recognizes student needs, develops programs and services to satisfy these needs, and creates and then expands a demand for these programs and services.

Limitations of the Study

The following limitations of the study are recognized:

1. The study is limited to those factors of influence included on the questionnaire.
2. The study only includes the previously defined groups of admitted students and, thus, does not include transfer students from other four-year institutions, international students, or graduate students.
3. Since only one college population is investigated during a single fall semester, the findings of this study cannot be broadly generalized. Similar results, however, might be anticipated at comparable colleges.
4. One needs to be aware of the inclination of enrolled students to justify their decision by placing the college in a favorable light. This tendency is referred to as "postpurchase behavior" by Leister and MacLachlan (1976, p. 675).
5. The admitted students are assumed to have responded thoughtfully and accurately to the questionnaire.

Overview

In Chapter II, the significant literature in the area of college choice is reviewed. This review examines the literature within four categories: (1) college choice factors as perceived by high school students or recent graduates prior to enrollment, (2) college choice factors as perceived by students after enrollment, (3) college choice factors as perceived by transfer students, and (4) factors influencing admitted students not to enroll. In Chapter III, the sample studied, the development and administration of the survey instrument, the design of the study, and the procedures used in the collection and analysis of the data are presented. In Chapter IV, the results of the study are reported. The summary, conclusions, discussion, and implications of the study are contained in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The literature contains a significant number of articles and research studies dealing with the various stages of the decision process prior to actual enrollment in a college. Initially, prospective students must make a decision whether or not to attend college. In a review of pertinent research regarding college attendance, Gwinn (1972) concluded that researchers all agree on the importance of both socioeconomic status and mental ability in affecting the probability of college attendance. In general, the higher a person's mental ability and the higher a family's socioeconomic level, the greater is the probability of college attendance. Gwinn (1972, p. 15) also indicated the importance of less concrete factors in the college decision process, such as motivation, peer group influence, and the student's perception of the alternatives to college attendance.

Once the decision is made to attend college, prospective students must then determine to which colleges to apply. They are often influenced in this choice by information affecting their perceptions of various college images.

They assess the congruence between their needs and the potential for the colleges' programs and services to satisfy these needs. As Feldman and Newcomb (1969, p. 112) pointed out, this pre-entry deliberation has an impact on a student's subsequent college experiences:

Moreover, differences in the images that students have of the college to which they apply and which they enter may partially determine differences in their experiences at that college and the impact of these experiences. A student holding a certain image of a college may want certain things to happen to him and may even help to have these things happen.

Thus, the type of college to which students apply, and eventually attend, has an effect on the character of their subsequent college experiences.

The complexity of the process involved in applying to certain colleges, and then choosing a specific college to attend, has been emphasized by many writers. Douvan and Kaye (1962) pointed out how certain motivational factors, both conscious and unconscious, can restrict a person's ultimate college choice. Thus, financial, geographic, religious, and parental influences, to name a few, may delimit the actual range of college choice. This confounding nature of the college choice process was well summarized by Astin (1965, p. 87):

For many students, the problem of selecting the "best" college is confounded by factors that probably have little to do with quality. These factors would include the cost of attending the college, proximity of the college to the student's home, likelihood of gaining admission to the college, and so on. Since the importance of each of these factors undoubtedly varies greatly from one student to another, it is difficult to prescribe any set procedures for taking them into consideration. The point to keep in mind is that

considerations other than the quality of the actual educational experience offered by the institution may carry some, or even all, of the weight in determining the student's choice.

Many of the factors influencing individuals to apply to certain colleges also influence their choice of a specific college at which to enroll. Since the present study examines specific influential factors on enrollment decisions, and inasmuch as a substantial amount of prior literature deals with this area, only research concerning why students enroll or do not enroll at a college is reviewed.

Such research can be divided into four main topics:

1. College choice factors as perceived by high school students or recent graduates prior to enrollment
2. College choice factors as perceived by students after enrollment
3. College choice factors as perceived by transfer students
4. Factors influencing admitted students not to enroll

This review examines the literature within these four categories.

College Choice Factors as Perceived by High School Students and Recent Graduates Prior to Enrollment

A number of studies have been conducted that examine the influential factors affecting college choice among high school students or recent high school graduates prior to enrollment in college. Some researchers used national or regional samples of students, while others sampled from local student populations.

Prior to 1960, most of this research emphasized factors influencing high school students of high academic ability to select a certain college. Holland (1958) studied the verbal reports of 814 National Merit Finalists concerning their college choices. The single most important factor influencing their college choice was that it be a "good college". "Academic standing" and a college "close to home" were also seen as highly desirable. Holland (1958, p. 319) concluded that these students selected colleges largely by reputation and apparently without explicit information about the schools:

Students appear to make choices in the same way that consumers often, if not usually, buy household goods; they select colleges by means of vague notions about reputation and values which they seldom can document meaningfully.

Although there were basic similarities among the factors influencing the college selection of men and women in the study, there were also some significant differences. Men perceived "close to home" and "good physical facilities" as the more important factors, while "academic standing," "small size," "religious affiliation," and "coeducational status" were mentioned more frequently by women. The researcher, however, emphasized that these results applied only to a group of students with high scholastic aptitudes and might not be generalizable to other types of students.

In 1959, Holland again reported on the results of a questionnaire administered to National Merit Scholars and Certificate of Merit students concerning the determinants of

college choice. This study contrasted factors influencing the choice of private versus public colleges and of religious versus secular ones. While a private college was often selected because of its small size and academic reputation, the choice of a public college was more often related to low cost, proximity to home, and coeducational status. Religious affiliation and small size were seen as the most important factors influencing the choice of a religious college. In contrast, a college without religious affiliation was selected more often because of good physical facilities, high prestige, a research reputation, and an athletic program.

The explanations of college choice given by a 1964 national sample of 8,292 high school students on the student profile section of the ACT test battery were organized into categories by Richards and Holland (1965) using factor analysis. In this very comprehensive and widely-cited study, twenty-seven items influencing a student's choice of college were reduced to four separate categories which had very similar influences on both men and women: (1) intellectual emphasis, (2) practicality, (3) advice of others, and (4) social emphasis. Although two additional categories, "emphasis on religious and ethical values" and "size," were found to be definable for both sexes, they were more ambiguous than the other four categories.

The results of the Richards and Holland study, like those of Morrison (1968), implied that high school counselors

and college admissions officers could use the four identified categories of influence as a framework for counseling and for future research. Stordahl (1970) employed these four categories in his study at Northern Michigan University. He found that entering freshmen gave substantial emphasis to the influence of academic considerations, but very little emphasis to the influence that the advice of other individuals had on their college choice.

Several researchers have emphasized the importance of a college's image in influencing the college choice of high school students. Morey (1972) focused on the images held of three University of California campuses by entering freshmen. These entering students' reasons for enrolling at their respective campuses differed in the same direction as did the images of these campuses as perceived by currently enrolled students. Each campus was found to have its own unique character, which was seen as attractive by entering freshmen with particular personal needs and college expectations. These students obtained much of their information and impressions concerning a college's image from first-hand experiences in the form of campus visits and talks with current undergraduates, from the advice of parents and high school staff, and from college publications. It was concluded that much disappointment and frustration over an initial college choice could be alleviated if a greater effort was made to accurately portray college campuses.

In a study examining factors influential in the choice of Amherst College, Grose (1975) discovered that students planning to enroll reported quality of the faculty, size of classes, reputation of the college, prospect of intellectual and academic challenge, and intellectual and academic atmosphere as the five most important reasons for their decision. Furthermore, these students did not show much concern about college costs. These results demonstrate a congruence between Amherst's image as an expensive, academically excellent college and the interests, needs, and financial status of the enrolling students. The importance of institutional image to a high school student's choice of a college has been largely supported by a number of other studies (Prose, 1963; Abbott, 1967; Grant, 1968; Fidler & Still, 1973).

The influence of the high school counselor in the college choice process has been another area emphasized in previous studies. Kerr (1962) administered a questionnaire, designed to assess student perceptions of the role and effectiveness of the high school counselor in aiding with the college choice process, to 1,350 seniors in thirty-three Iowa school systems. Parents were seen as much more valuable than high school counselors in assisting students with their college decisions. The counselor was not seen as very influential in the students' decisions to go to college, but was perceived as giving the most accurate information about college. A vast majority of students, however, would have

attended college even if their counselor had never discussed college with them. Very similar results were obtained in a study by Roemmich and Schmidt (1962).

Frederickson and Fonda (1971) performed a three-year study of 2,500 students planning to enroll at the University of Massachusetts during 1966-68 and compared their results with those of Kerr (1962). Many of the questions were similar in form and content to those of the earlier study. However, in this study parents were selected much less often and high school counselors were perceived more frequently as playing an important role in the college choice process. The researchers suggested that the difference in results might be due to the different years in which the studies were completed, to social changes during the intervening years, to a difference in the availability and emphasis provided by the school counselors, to the distinctly separate geographical regions, or to the dissimilarities between the two populations (entering freshmen just prior to registration versus seniors in high school).

A unique approach to investigating influences on college preferences was provided by Birnbaum (1968). Three experimental groups, each consisting of 78 high school juniors, were defined as follows: (1) a filmstrip group saw a fifteen-minute filmstrip describing the community colleges of the City University of New York, (2) a counseling group saw the filmstrip and also had a fifteen-minute personal interview with a community college counselor, and (3)

a control group did not see the filmstrip or talk with a counselor. A Post-Secondary Plans Questionnaire was administered to all the students both before and after the treatments. The results indicated that the combination of the filmstrip and the counseling was effective in influencing students to change their plans and consider attending a community college, while the plans of students in the filmstrip group and in the control group were not influenced. The greater flexibility provided by the counselor and filmstrip combination appeared to make the difference. The counselor could correct misunderstandings immediately and discuss the relationship between community college programs and a student's specific interests and abilities. Thus, the greater effectiveness of personal contact and communication over impersonal, mass media devices in influencing students' choices was demonstrated in this study.

In another interesting variation from the typical format of such studies, Thompson (1965) asked high school seniors in suburban Minneapolis-St. Paul communities to rate the importance of fifty-five items both as actual and as ideal factors of college choice. The most important actual factors were the quality of the college and the appropriateness of its curriculum for the student. The influence of parents, friends, and other relatives was quite limited. The factors generally received higher ratings as ideal factors than as actual factors, although cost was rated much lower as an ideal factor.

Both parent and student perceptions of influences on college choice were studied by Stahmann, Hanson, and Whittlesey (1971). Sixty high school seniors and their parents responded to questionnaires asking what important factors, people, and sources of information had influenced the student's college choice. There was very close agreement between the students and their parents on the perceived influences. Both rated "advice of parents or other family member" as the most influential factor and parents as the most influential people. They also agreed that the college recruiter was the least influential of the eight people listed. Finally, the most influential sources of information were a campus visit and talking with college students rather than printed materials and recruitment literature. This last finding reinforced the previously mentioned importance of personal over impersonal information sources reported by Birnbaum (1968).

Bowers and Pugh (1973) also compared the responses of students and their parents concerning the reasons for choosing Indiana University. Entering freshmen completed the questionnaire and returned it during registration for the 1970 Fall Semester, while the same questionnaires were mailed to their parents. The two most important influential factors for both groups were the academic reputation of the university and the specific department or school in which the student intended to enroll. This study, however, also reported several differences between the perceptions of

students and their parents. Students attached greater importance to social and cultural reasons and to informal advice factors, while financial, geographical, and academic factors were perceived as more important by parents.

A study comparing the ratings of fifty-four college choice items by a group of students, both during the senior year in high school and again early in their freshman year, was conducted by Spears (1971). Cost, academic quality, and social activities exercised the greatest influence on college selection. Recruiting activities, tradition, and the influence of other people (including parents and high school counselors) were generally rated lower. While cost and location of the college increased in importance after enrolling at the college, most of the other factors were rated lower, especially those relating to recruitment practices.

Summary

Research concerning college choice factors perceived as influential by high school students or recent high school graduates emphasizes the importance of academic reasons, especially among students with high academic ability. Practical reasons, such as the cost of attending and the location of the college, also are mentioned frequently. Some studies reveal that other people, usually parents and occasionally high school counselors, significantly influence college choice, but other studies reveal little such influence. None of the studies have revealed any significant influence

by college recruiters, although Birnbaum's (1968) study using the filmstrip and counselors indicates some potential for greater influence.

A college's image, which is projected to the surrounding public, has been shown to be very influential in college selection. Prospective students, however, obtain information concerning these images in varied ways, and sometimes this information is inaccurate. These misunderstandings can result in frustration and unhappiness after enrollment, leading often to withdrawal from the college and possible transfer to another school.

Some differences have been reported between men and women, although there appears to be close agreement between the sexes on the importance given to basic categories of influential factors. In general, differences in the perception of influences on college choice appear to result from a complex relationship of variables, including the period in which the study was conducted, the specific student populations investigated, and the types of colleges being considered.

College Choice Factors as Perceived by Students Already Enrolled

Numerous studies have been conducted concerning the perceived influence of different college choice factors by students already enrolled at a college. Although most of these studies have been completed since 1960, some of the earliest studies of college choice examined the perceptions

of enrolled students.

The Reaction Study at Syracuse University in 1926 was probably the earliest significant study of reasons for selecting a particular college (Katz & Allport, 1931). The results were based upon questionnaire returns from 3,505 Syracuse students. Practical reasons seemed to predominate, as 41 percent mentioned "nearness to where I live" as an important reason and 21 percent mentioned "opportunities for self-support or other aid in meeting my expenses." Only 18 percent indicated "educational advantages of Syracuse" as an important reason for selecting the university. Very similar results were also reported by Hardaway (1951).

Even during this initial phase of research on college choice, Katz and Allport (1931, pp. 21-22) recognized the complexity of the entire process:

There is, of course, no way of ascertaining to what extent student opinions mirror real conditions, and students may have a high regard for the educational advantages of an institution without selecting it for that reason. Most large urban universities probably draw a fair proportion of their students from the immediate locality. The factor of geographical proximity really implies two considerations: the economic advantage of being able to live at home, and the desire of parents or other relatives to keep the home life of the family intact.

A greater emphasis on academic reasons for college choice has been indicated in more recent studies. The responses from 198,641 students who enrolled for the first time in the fall of 1977 at 374 colleges and universities indicated that "good academic reputation" and "offers special programs" were the two most important reasons in selecting their

particular colleges (Astin, 1978). Other factors showed a decreasing amount of influence (see Table 2.1).

Driver (1975) investigated the influential factors affecting student choice of religiously-affiliated liberal arts colleges in the Southeast. Academic quality of the college was found to be the most important factor. The college's size, reputation, and location were also seen as important influences, while no significant influences from athletics or Greek organizations were evident. There was an extremely high correlation found between men and women among the factors influencing their college choice.

A study of factors influencing the college choice of 377 women, who were first-year college students at three women's colleges and one coeducational college in the East, was reported by Brush (1976). The women from all four schools considered the overall academic curriculum, the size of the school, the region of the country, and the quality of preparation for career and/or graduate school as the most important influences. It was concluded that these students emphasized academic criteria, institutional characteristics, size of school, and social factors in choosing their colleges. Similar findings were reported by Mason (1963), McNeese (1968), and Grosz (1971).

Stewart and Hannafin (1974) examined the important college choice factors reported by 132 first-time freshmen at Fort Hays Kansas State College. These students most often chose to attend the college because of: (1) its

TABLE 2.1

PERCENTAGE OF STUDENTS WHO NOTED VARIOUS REASONS AS VERY
IMPORTANT IN SELECTING THEIR COLLEGES

Reason	Rank in Importance	Percentage Responding
Good Academic Reputation	1	48.0
Offers Special Programs	2	29.1
Low Tuition	3	19.4
Advice of Former Student	4	16.2
Offered Financial Assistance	5	15.4
Wanted to Live at Home	6	12.0
Advice of Guidance Counselor	7	8.2
Friend's Suggestion	8	8.1
Relatives' Wishes	9	6.4
College Recruited Him	10	4.5
Teacher's Advice	11	4.3
Not Accepted Elsewhere	12	3.2

Source: Astin, Alexander W. "The Characteristics
and Attitudes of 1977-78 Freshmen." The Chronicle of Higher
Education, 23 January 1978, p. 12.

medium-size enrollment, (2) its low tuition, (3) its good academic reputation, (4) the advice of a former student, and (5) the offer of financial assistance. Pre-admission contacts with the financial aid office were found to play a significant role in influencing students to attend the college.

Financial considerations were also emphasized in the results of a study by Collins (1976) at Northeastern Oklahoma State University. Responses received from 198 freshmen during the 1975 Spring Semester indicated that the most important influence in choosing the university was the availability of financial aid. It was further concluded that recruitment efforts by the university, in themselves, had virtually no influence on a student's decision to enroll. The most expensive items in the university recruitment program, sending recruiters to the high schools and preparation of brochures, had no detectable influence on these students.

Menacker (1972) also discovered that 1,047 first-time freshmen at the University of Illinois at Chicago Circle rated financial considerations as the main reason for selecting that institution. Instead of only asking about influential factors, however, he also investigated the accuracy and effectiveness of the university's recruitment information. The sources of pre-admission information perceived as most accurate were talks with enrolled students, campus visits, and campus literature. Public opinion

was judged as the most frequently misleading informational source. Furthermore, the university appeared to do a better job of disseminating precise information about admissions policies and accurate impressions of the intellectual climate than it did in presenting a true image of the social atmosphere on campus.

A study by Gorman (1976) examined the ability of various student-attracting methods to influence prospective students to enroll. Visits to the campus and personal contacts with enrolled students were both perceived as highly influential methods. Since contacts with a college recruiter during a high school visit were judged much less influential than contacts with enrolled students, it was recommended that interested, currently enrolled students might accompany recruiters whenever possible. Campbell (1972) and Netherland (1976) reported similar findings.

The influence of the high school counselor on college selection was investigated by Bentley and Salter (1967) from a different perspective than the two previously mentioned studies by Kerr (1962) and Roemmich and Schmidt (1962). This study focused upon 270 freshmen at a small liberal arts college in the Northeast, who were already enrolled and involved in campus activities. High school counselors were perceived to be a more important influence on college choice than in either of the other two studies. Four possible explanations for the increased influence of the high school counselor in this study were proposed

(p. 180): (1) Parental influence may appear more important to prospective college freshmen than to students who have actually entered college, (2) this sample of students was from a different region of the country than those in the other two studies, (3) during the time of this study, the counselor might have had a more significant role in the college admissions plans of high school seniors, and (4) more and better prepared counselors may have been available then to aid students in their selection of a college.

Napp (1966) also found that parents and high school staff appeared to be the most influential people in aiding with the choice of a college. He felt it would prove beneficial to isolate and examine the many variables influencing the advice and counsel which parents and high school staff provide to undecided students. The influence of relatives and high school staff was also reported as important by Foskett and Martin (1961).

One group of researchers not only waited until the students had enrolled in a college to investigate reasons for college choice, but delayed the investigation until after graduation. Snelling and Boruch (1970) analyzed the responses of 16,395 science majors who graduated during 1958-67 from private liberal arts colleges. These researchers acknowledged that the responses to their questionnaire were retrospective reports of the graduates, but assumed that the reports were not biased systematically in any one direction. As might be expected from graduates of

such colleges, small classes, close faculty-student ties, and a small student enrollment were seen by a majority of graduates as having been strong influences.

Summary

Practical reasons, such as cost and location of a college, appear to be perceived as more important college choice factors by students already enrolled than by students prior to enrollment. This difference might be expected, however, since enrolled students would become more aware of such practical considerations through actual experience at college.

Academic considerations are still seen as strong influences, especially at small, private liberal arts colleges. The small size of these institutions is invariably seen as a very important reason for attendance. Likewise, the low importance accorded to recruitment practices remains unchanged. Some of these studies, however, imply that modifications in such practices, such as the inclusion of enrolled students during high school visits, might prove more influential.

Differences in the perceived influence of college choice factors still appear to depend more on the year and place of the study, the type of college considered, and the particular student sample investigated than on how long before or after their enrollment the students' perceptions were studied.

College Choice by Transfer Students

Although a considerable amount of literature is available concerning the college choice of first-time freshmen, a paucity of information exists concerning the college choice of transfer students. Substantial research has been conducted on students who are enrolled at community colleges and on transfer students after they arrive at a four-year college. Many of these studies compare the academic progress of transfer students before and after transfer or their progress in comparison with that of native students at the four-year college. Little is known, however, about the period during the actual transfer between schools.

Using data previously collected by the American Council on Education's initial and follow-up surveys of the 1968 freshman class, Holmstrom and Bisconti (1974) determined that slightly over 50 percent of the two-year college enrollees transferred at some point to a four-year college. The students most likely to transfer were those most similar to freshmen at four-year colleges in their family backgrounds, high school achievements, and freshman-year aspirations. Transfer was more prevalent among males, younger students, those from urban and upper-class backgrounds, and those with highly educated parents. Not surprisingly, the best predictor of transferring for students of either sex was "planning to obtain a bachelor's degree." Of students who actually transferred, 40 percent

had obtained the bachelor's degree by 1972.

In addition to a similarity in the characteristics of first-time freshmen and transfer students, Buckley (1971) reported that all new students to a campus tend to have similar expectations of college. In his study, both first-time freshmen and transfer students exaggerated their expectations of the campus environment relative to native students' perceptions of this same environment. Zultowski and Catron (1976) supported these results and also found that transfer students from both two-year and four-year colleges possessed very positive, and exaggerated, expectations of their new college environment. Thus, this "transfer myth" was not a function of the type of college from which a student transferred.

In a study of all students who transferred from Luther College in Iowa during 1968-70, Kuh, Redding, and Lesar (1972) found that 21 percent of the 246 respondents ranked financial difficulties as the primary reason they decided to transfer. A change in their proposed major and marriage were named as the most important reasons by 15 and 12 percent of the students respectively. Furthermore, parents and peers were seen as the most important people in helping with the transfer decision.

Anderson and Scholl (1976) studied the responses of 241 Chicago-area community college students during personal interviews concerning the important factors in their choice of a transfer college. The five most important factors for

selecting the four-year college to which community college students planned to transfer, in order of preference, were: (1) offered the program of my choice, (2) location of the college close enough to live at home, (3) high academic reputation, (4) low tuition, and (5) friends who were associated with the college. "Therefore, institutions which offer a high quality comprehensive program at low tuition within commuting distance of the community college student will attract a major proportion of the transfer students" (p. 61).

Hartsell (1972) also investigated factors which influenced the college selection of transfer students. A desirable curriculum was perceived by a sample of two-year college students in Florida as the most important factor in the selection of a four-year college. A desirable location and the cost of attending the college were also seen as important; the advice of family, friends, and high school counselors, the recruitment activities of the college, and the extra-curricular activities available were of relatively less importance in influencing college selection. Furthermore, the degree of perceived influence of the various factors differed according to age, sex, marital status, grade point average, and veteran status.

In a study of two-year college transfer students in Missouri, Dyer (1972) concluded that the five most important reasons for the selection of a four-year college were all academic factors. The cost of tuition was also seen as a

very influential factor. He also compared students' perceptions of public and private four-year colleges and found that the public college was seen as accepting accumulated credit hours more readily and subjecting one to fewer degree requirements than the private college. Similar results were obtained in a study by Leister and MacLachlan (1976).

Summary

Since the transfer of students from two-year to four-year colleges is a relatively recent phenomenon in higher education, it is not surprising that the vast majority of the literature dealing with this subject has been written since 1970. Several studies already reveal basic similarities between the characteristics of first-time freshmen and transfer students.

Studies concerning the choice of a college to attend, however, present some differences between first-time freshmen and transfer students. Academic reasons are considered important by both groups, but transfer students appear to place greater emphasis on practical reasons, such as location and cost, and less emphasis on the advice of others and social considerations. Further research will be required before it will be known how much influence other variables, such as when and where the study was conducted, have on these results.

Factors Influencing Admitted Students
Not To Enroll

A number of studies deal with admitted students who decide not to enroll at a particular college. Typically, such studies either examine only factors influencing admitted students not to enroll or examine these factors in comparison with factors influencing the enrollment of other students.

Research Related to Admitted
Students Who Do Not Enroll

In a study at the University of Wisconsin--Stevens Point, Clements (1973) examined the questionnaire responses of 764 first-time freshmen admitted for the fall of 1972 who did not enroll. Of these respondents, 81 percent enrolled at another college and gave four predominant reasons for not enrolling at the university: (1) attendance at a college nearer their home was more desirable, (2) their academic area of interest was not available, (3) the financial aid offered was not adequate for their need, and (4) a campus visit caused a change in their plans. Of those respondents not enrolling at any collegiate institution, the four predominant reasons given for their decision were: (1) work was chosen rather than attending college, (2) personal matters influenced a decision to work, (3) parents were unable to assist financially, and (4) their first-choice college could not offer sufficient financial assistance. The chief reason, therefore, for not enrolling at

the university was financial.

Anderson, Krueger, and Mathieu (1973) also discovered the importance of financially-related factors in influencing the decisions of nonenrollees at a Midwestern state college. Their study included three groups of admitted students: (1) those who enrolled at another college, (2) those who enrolled at other types of schools, such as vocational or business, and (3) those who did not enroll at any school. The majority of the students who enrolled at another school did not list the Midwestern college as their first choice. The most important sources of assistance in planning for further education for all three groups of respondents were parents, friends, and campus visits.

A telephone survey of 437 admitted students who did not enroll at the University of Maryland for the fall of 1974 was conducted by Carrington and Sedlacek (1975). Of these respondents, 82 percent were attending other schools, most of which were four-year colleges and universities, and 13 percent were working. The main reasons for not enrolling at the university were that it was not the first-choice school and it was too expensive to attend. A number of suggestions were presented concerning how the university could attract more enrollees, such as portraying seeming liabilities (for example, large size) as assets and improving communications from the university to admitted students. The findings of this study were largely supported by Irvine (1964).

Williams (1976) studied admitted black students' responses to a questionnaire concerning the reasons they did not enroll at Alcorn State University for the 1973 and 1974 Fall Semesters. Financial considerations were the primary reasons for not attending any college, while those students attending another college primarily wanted to attend one closer to home. Similar results were obtained in a study of admitted minority students who did not enroll at Iowa State University (Helms & Willis, 1975). Dissatisfaction with the financial aid offered was the primary reason why these students did not enroll.

Gladney (1966) investigated accepted applicants who did not enter a particular college, "ghost applicants," from a different perspective. This study considered application fees as one possible explanation for the difference in the proportion of "ghost applicants" at various colleges within the University System of Georgia. The results showed that the proportion of "ghost applicants" was reduced as the required application fee was increased. While an initial, nominal application fee to defray the costs of forms and processing applications seemed appropriate, it was concluded that an additional and more substantial acceptance fee should be required after admittance to discourage "ghost applicants."

A study of both first-time freshmen and transfer students who did not enroll in the College of Education at the University of Maryland in the fall of 1976 was

conducted by Grites and Teague (1978). Of the 249 respondents, 76 percent were attending another college and 18 percent were working. Factors which were perceived both as most appealing and least appealing about the university did not differ significantly between the two student groups. Since these nonenrollees had more personal contacts with current or former students than any other representative of the university, it was concluded that the university should be made more appealing for currently enrolled students so that others might be influenced to attend in the future.

Research Related to Both Admitted Students Who Enroll and Who Do Not Enroll

Stevens (1978) compared the differences between the characteristics of both admitted first-time freshmen who enrolled and who did not enroll at a large Midwestern university. The freshmen who enrolled were found to (1) be less career oriented, (2) have a stronger commitment to the university, (3) have a greater large-school orientation, (4) have less family interest in education, and (5) have slightly lower grade-point averages than freshmen who did not enroll. It was concluded that relating the needs and aspirations of students, which were reflected in the different characteristics of the two groups, to the programs and services of the university could aid in attracting more admitted students to actually enroll.

Responses to a telephone survey were compared between both freshmen who enrolled and who did not enroll at East Stroudsburg State College for the 1974 Fall Semester (Jones, 1975). The nonenrollees submitted, on the average, more applications for admission to colleges (3.44) than did the enrollees (2.41). Many of the other findings did not result in sharp distinctions either between the two groups of freshmen, between men and women, or among different age groups. A visit to the campus did appear to exert some influence on the enrollment decision, as 60 percent of the admitted freshmen who visited the campus enrolled.

In a study of factors influencing the selection of a college by students admitted to Northwestern University, Gwinn (1972) also discovered that a campus visit was a powerful discriminator between different groups. While 79 percent of the enrollees had visited the campus, only 61 percent of the nonenrollees for whom the university was once first choice (the "once" group) and 42 percent of the nonenrollees for whom the university was never first choice (the "never" group) had visited the campus. As one might expect, therefore, the greater the interest in the university, the more likely an admitted student was to visit the campus. Practical considerations were more important to the nonenrollees in the "once" group, as they were more concerned with room and board costs, financial aid, and proximity to home than were the other two student groups. The nonenrollees in the "never" group did not appear to

really investigate the university, as they had less communication with the admissions office and were least aware of Northwestern's academic atmosphere, national reputation, library facilities, and overall cost. Even an attractive financial aid offer would not change the mind of an admitted student who was more interested in another college. Similar practical considerations were emphasized in studies by Womack and McCluskey (1973) and Braud (1975).

Brigman and Jochums (1976) investigated the impact of various recruitment activities on both freshmen who enrolled and who did not enroll for the 1975 Fall Semester at Indiana University. More enrollees were exposed to "catalogues and brochures" and a "campus visit and tour" than any other recruitment activities. On all twelve items of the recruitment questionnaire, the median ratings across all activities were higher for the enrollees than the nonenrollees. Both the enrollees and nonenrollees evaluated the "campus visit and tour" as the most favorable recruitment activity. Differences among the characteristics of university life which were perceived by these same students as favorable to enrolling at Indiana University were reported by Brigman and Morton (1976).

Metlay et. al. (1974) compared the importance of factors in choosing a college among (1) first-time freshmen who enrolled, (2) first-time freshmen who did not enroll, (3) transfer students who enrolled, and (4) transfer students who did not enroll at Hofstra University. All four

groups rated academic reputation, course offerings, and availability of desired major as the three most important factors in college choice. Both groups of nonenrollees felt the total cost of attending a college was more important than did the two enrollee groups. Extra-curricular activities, the degree of freedom allowed students, and family advice were perceived as significantly more important to both freshmen groups than to the two transfer student groups. As in similar studies, enrollees rated Hofstra University more positively than did the nonenrollees on all of the factors considered to be important in choosing a college.

Summary

Less research has been conducted on reasons why students decide not to enroll at a college than on why they decide to enroll. Now that colleges are experiencing more difficulty in maintaining their enrollment levels, however, interest in why students do not enroll is increasing. This recent concern explains why most studies concerning nonenrollees have been conducted since 1970.

In studies which examine the alternative decisions made by nonenrollees, it is common to find about 80 percent of them attending another college and most of the remaining 20 percent working. Some differences in the reasons for not enrolling are then found between these two groups, with those who work placing a greater emphasis on financial

factors.

In general, the predominant reasons for not enrolling at a particular college relate to a preference for another college, the choice of a more respected academic program elsewhere, and practical reasons such as cost and location. Financial considerations appear to be especially important to minority students.

Admitted students who do not visit the campus or who have no personal contacts with current students at the college seem less likely to enroll. After a review of pertinent literature, Jones (1975, p. 23) summarized the importance of offering these personal contacts with campus life to admitted students:

These studies suggest that colleges should attempt to get students to their campuses and provide opportunities for them to see the facilities, observe classes, and talk with students. Dollars invested in mass mailing campaigns and numerous high school visits by admissions representatives should be carefully scrutinized. Local studies should be conducted on a periodic basis and budgetary appropriations made accordingly.

In most of the studies, enrollees rate each influential factor concerning the choice of a college as more important or more favorable than do the nonenrollees. Therefore, examining the differences in the priority of importance or favorableness among these factors would appear more conclusive.

All the studies reviewed concerning nonenrollees deal with one particular college. More research, therefore, needs to be done comparing the perceptions of nonenrollees

at different types of colleges. Further research is also needed in comparing the differences between admitted freshmen and admitted transfer students who do not enroll. From the few studies which have been done, transfer students appear to be influenced less than freshmen by social considerations and the advice of others.

To lose a large portion of admitted students is quite detrimental to a college, but this situation appears to be partially correctable. Several studies show how a college can exert some control over nonenrollees by adjusting the amount of its application fee or by more effectively utilizing the influence of currently enrolled students.

Discussion of Previous Research

Previous research on college choice indicates that admitted students choose or do not choose a college for many different reasons. The final selection of a college is not related to a single factor, but is based on a combination of variables exerting differing amounts of influence on each student. Feldman and Newcomb (1969, p. 110) described the complexity of this college choice process as follows:

The selection of a particular undergraduate institution is the outcome of a complex interaction of factors, which include the aspirations, abilities, and personality of the student; the values, goals, and socioeconomic status of his parents; the direction of the influence of his friends, teachers, and other reference persons; the size, location, tuition costs, curricular offerings, and other institutional characteristics of various colleges; and the image of these colleges held by the students and by those whose advice he seeks.

The study of factors influencing college choice is also affected by conditions external to the characteristics and perceptions of individual students. As Mundel (1974) suggested, there appear to be differences in the factors influencing college choice among various regions of the country. These factors also seem to vary according to what year they are studied. For example, since women and adult students have been comprising a greater proportion of the total college enrollment in recent years, their particular perceptions of college choice factors are now of greater significance than in the past. Differences in the type of collegiate institution studied, such as commuter versus residential campuses and private versus public colleges, also exert an influence on a study's ultimate outcome.

Many research studies concerning college choice factors possess certain limitations. Some studies do not use categories of influential factors and thus report comparisons among long lists of factors, whose meanings become difficult to comprehend. Often it becomes difficult to understand the precise meaning of individual factors: does a desire to attend a college close to home reflect a financial concern or a wish to be near family and friends?

Various differences exist in the research methodology employed in the studies on college choice. Different procedures are used to obtain responses from students, such as mailed questionnaires, telephone surveys, or personal

interviews. Many studies only examine the perceived importance of factors without determining whether the factors influence a student in a favorable or unfavorable way. For example, the small size of a college may have been an important influence for several students. However, one student may have perceived the small size as a favorable influence to enroll at the college, while another saw it as an unfavorable influence.

Some factors in the questionnaires and surveys described in these studies are not operationally defined. Such items as "information from the college" do not differentiate among catalogs, brochures, advertisements, or other informational sources. Occasionally the items are stated in such a way as to bias a student's response. For example, using "beauty of the campus" instead of "appearance of the campus" tends to elicit a more favorable response.

The study by Metlay et. al. (1974) was the only published research found which examined the influential factors in the enrollment decisions of (1) freshman enrollees, (2) freshman nonenrollees, (3) transfer enrollees, and (4) transfer nonenrollees at a particular college. And their study only used descriptive statistics in reporting the data and, thus, the statistical significance of the differences obtained among the four groups was not available. This researcher, therefore, investigated similar subgroups of admitted students and attempted to avoid some of the limitations evident in other such studies.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The purpose of this study is to determine whether there are any differences in the perceived favorableness of influential factors affecting the enrollment decisions of first-time freshman enrollees and nonenrollees and transfer student enrollees and nonenrollees who were admitted to Marygrove College for the 1978 Fall Semester. Only one study was found in the literature which investigated first-time freshmen and transfer students who either enrolled or did not enroll at a particular college. Most studies in the area of college choice emphasized only one of these groups, such as examining only admitted first-time freshmen who decided to enroll at a college.

This chapter describes the population sampled, the development and administration of the instrument, the collection of the data, the hypotheses tested, and the statistical treatment of the data.

Population of the Study

The population investigated by this study was all the admitted students to Marygrove College for the 1978 Fall

Semester who either (1) had never attended a post-secondary educational institution for degree credit or (2) had most recently attended a community college. International students, post-degree students, and students who had most recently attended another four-year college or university were excluded because of the relatively small numbers of students in these categories and because recruitment efforts of the college were not specifically directed toward these students.

Table 3.1 presents the distribution of the population to which questionnaires were sent, by student status, enrollment status, sex, and age. The percentages within each of the sixteen combinations of these four categories returning the questionnaire are also delineated.

By using the Cornfield-Tukey "Bridge Argument," it can be posited that the admitted students in this study are plausibly a representative sample from the population of past and future groups of admitted students to Marygrove College, as well as from the population of students admitted to similar colleges (see Chapter IV, pp. 145-46, for a description of this argument). Thus, the results of this study can be generalized to a larger population of admitted students than just those admitted to Marygrove College for the 1978 Fall Semester.

The Instrument Employed

Following a comprehensive review of the literature, a selected list of factors influencing the enrollment

TABLE 3.1

THE COMPOSITION OF THE POPULATION AND THE PERCENTAGE OF THE
POPULATION RETURNING USABLE QUESTIONNAIRES

Student Status	Enrollment Status	Sex	Age	Total Population	Questionnaires Returned	Percentage Returned
F	E	f	1	106	90	84.9
F	E	f	2	21	18	85.7
F	E	m	1	18	15	83.3
F	E	m	2	2	1	50.0
F	N	f	1	98	67	68.4
F	N	f	2	8	8	100.0
F	N	m	1	9	4	44.4
F	N	m	2	3	2	66.7
T	E	f	1	36	29	80.6
T	E	f	2	45	34	75.6
T	E	m	1	5	3	60.0
T	E	m	2	4	3	75.0
T	N	f	1	28	19	67.9
T	N	f	2	37	24	64.9
T	N	m	1	6	4	66.7
T	N	m	2	8	3	37.5
TOTALS				434	324	74.7

Percentage Return by Student Status:

Freshman = 77.4
Transfer = 70.4

Percentage Return by Sex:

Female = 76.3
Male = 63.6

Percentage Return by Enrollment Status:

Enrolled = 81.4
Nonenrolled = 66.5

Percentage Return by Age:

Under 25 = 75.5
25 and over = 72.7

Legend:

Student Status: F = Freshman; T = Transfer
Enrollment Status: E = Enrolled; N = Nonenrolled
Sex: f = female; m = male
Age: 1 = Under 25; 2 = 25 and over

decisions of admitted students was developed. A questionnaire listing these factors was constructed and evaluated by members of the admissions staffs at Marygrove College and at two Michigan universities. The questionnaire was evaluated with regard to content, clarity, inclusiveness, arrangement of items, and length. A number of revisions were made in the content, wording, and length of the questionnaire as a result of this evaluation and of suggestions made by members of the dissertation guidance committee.

The questionnaire was then pre-tested at Marygrove College by twenty enrolled students who would not be included in the study. These students' comments aided in further revising the questionnaire so it both collected significant information and remained clear and simple enough to insure a good rate of return.

As a result of the pre-test and the extensive evaluation of the questionnaire by professionals in higher education, face validity, a type of content validity (Borg & Gall, 1971, p. 136), was claimed for the questionnaire. The sample of questionnaire items, therefore, appeared to represent the content that the questionnaire was designed to measure.

The questionnaire which emerged from these efforts included thirty factors influencing college choice and one open-ended item which respondents could specify themselves. For each of these thirty-one items, the admitted students were asked to respond to the following statement:

Circle the number code which best describes the degree to which each item either encouraged you to or discouraged you from enrolling at Marygrove College.

Each item was then rated on the following five-point Likert scale:

- 2 = Strong reason against enrolling at Marygrove
- 1 = Moderate reason against enrolling at Marygrove
- 0 = Not important in my decision
- +1 = Moderate reason for enrolling at Marygrove
- +2 = Strong reason for enrolling at Marygrove

An attempt was made to construct the questionnaire so that any of the five alternative choices could be used in responding to any of the items. Also included were four questions concerning: (1) the number of other schools to which the respondent applied, (2) how Marygrove was rated in comparison with these other schools, (3) what the nonenrollees were doing presently, and (4) whether the nonenrollees were planning to attend Marygrove in the future. A sample of the questionnaire may be found in Appendix B.

It was also important to determine the reliability of the questionnaire. The reliability coefficient reflects the extent to which the instrument is free of error variance and, thus, refers to the consistency with which the same results could be obtained again (Oppenheim, 1966, p. 69). Although various reliability coefficients can be computed, Cronbach's alpha was utilized in this study. It reflects the mean of all split-half coefficients resulting from different splittings of a test and, thus, is "...an estimate of the correlation between two random samples of items from a universe of items like those in the test" (Cronbach, 1967,

pp. 132-33). The computer program SPSS Subprogram Reliability was used to calculate Cronbach's alpha. Table 3.2 shows the reliability coefficients for each of the seven dependent variables (categories of influential factors) as well as for the questionnaire as a whole.

TABLE 3.2
RELIABILITY COEFFICIENTS FOR THE SEVEN DEPENDENT
VARIABLES AND THE TOTAL QUESTIONNAIRE

Variable	Items	Reliability Coefficient (Cronbach's alpha)
Academic Emphasis	6,13,19,26	.50039
Practical Considerations	3,10,16,23	.33125
Advice of Others	2,9,18,25	.47891
Social Emphasis	8,15,22,29	.48450
Religious Orientation	4,11,20,27	.80741
Size of the College	5,14,21,28	.65884
Recruitment Practices	1,7,12,17,24,30	.61477
Total Questionnaire	1 through 30	.82678

In considering what establishes an acceptable level of reliability, Nunnally (1967) maintained that acceptance is contingent upon how a measure is being utilized. "In the early stages of research on predictor tests or hypothesized measures of a construct, one saves time and energy by working with instruments that have only modest reliability, for which purpose reliabilities of .60 or .50 will suffice" (Nunnally, 1967, p. 226). For a study of this nature, therefore, the overall questionnaire revealed a very high reliability. Six of the seven dependent variables also reflected adequate reliabilities of close to .50 or better.

However, one should be aware that the dependent variable "practical considerations" revealed a somewhat low reliability when interpreting the results described in Chapter IV. Since this category contained a fairly diverse set of items concerning location, cost, availability of financial aid, and appearance of the campus, the low reliability was not surprising.

Collection of the Data

The questionnaire was typed and then reproduced on light blue paper using photo offset printing. It was limited to two pages to avoid the appearance of a lengthy questionnaire (the sample in Appendix B is three pages to conform to margin requirements for the dissertation). The initial and first follow-up cover letters, as well as all envelopes, were originally typed on a Xerox 800 electronic typewriter with the student's name and home or residence hall address, to make the mailing appear as personal as possible. Envelopes were stamped with attractive commemorative stamps to avoid the appearance of "junk mail." All cover letters were personally signed by the researcher and the Director of Admissions.

The questionnaire, accompanied by an initial cover letter (see Appendix C) and a business reply envelope, was mailed to the 434 admitted first-time freshmen and transfer students on September 7, 1978, just after the completion of registration for the Fall Semester. This date was selected

so that every admitted student would have actually made the decision to either enroll or not enroll, but would not yet have been unduly influenced by attending classes at Marygrove or by similar experiences subsequent to the enrollment decision.

During the next three weeks, 184 of the questionnaires were returned. They had been coded with a number so that the admitted students who had not yet responded could be identified. Another copy of the questionnaire, accompanied by a follow-up cover letter (see Appendix D) and another business reply envelope, was mailed on September 27, 1978 to the 250 admitted students who had not yet responded. After two additional weeks, 98 more questionnaires were received.

In an effort to encourage a larger response to the questionnaire, an attempt was made to contact all the non-respondents by telephone, as this method can be an effective follow-up technique (Borg & Gall, 1971, pp. 207-09). During the two-week period from October 11 to October 25, 1978, the researcher was able to successfully complete personal telephone calls to 114 of the remaining 152 admitted students who still had not returned the questionnaire, requesting that they return it as soon as possible. If the questionnaire had been misplaced or had not been received, another questionnaire, a second follow-up letter (see Appendix E), and a business reply envelope were sent after verifying the accuracy of the students' addresses. This procedure

produced responses from 42 additional students. At the conclusion of the study on October 31, 1978, there had been 324 usable questionnaires returned, or a response from 74.7 percent of the total population of admitted students to whom questionnaires had been sent.

Since a response rate of 70 percent or better is considered very good for the analysis and reporting of data (Babbie, 1973, p. 165), the response rate in this study suggests that the resulting sample is fairly representative of the total population. The distributions of sex and age groups between the total population and the attained sample are also closely comparable (as can be seen in Table 3.1), which further supports the lack of significant response bias (Oppenheim, 1966, p. 34).

As the questionnaires were returned, the responses were transferred from the questionnaires to mark-sense answer sheets by converting the (-2) to (+2) scale to (1) to (5). If a respondent failed to circle any of the response alternatives for a given item, that item was given a value of zero. Such missing data were, thus, not included in any of the statistical calculations, although the number of times data were not provided for a given item was counted. The mark-sense answer sheets were subsequently transformed to computer punch cards. The coding format used in punching the computer cards with both the responses to the various questionnaire items and the various descriptive data can be found in Appendix F.

The data pertaining to student status, age, and sex were obtained from the application for admission forms of all admitted students. Information concerning whether an admitted student enrolled or not was acquired from the Registrar's Office. In the few cases where an initially enrolled student withdrew during the course of the study, students were considered to be enrolled if their questionnaire had arrived prior to the date of withdrawal and to be not enrolled if it arrived after the date of withdrawal. All other information for this study was taken directly from the returned questionnaires.

Research Hypotheses

The hypotheses of this study were presented in Chapter I and are restated in this chapter.

Hypothesis 1:

There is a difference between the enrollees and the non-enrollees in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Hypothesis 2:

There is a difference between the admitted first-time freshmen and the admitted transfer students in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Hypothesis 3:

There is an interaction between student status and enrollment status in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Analysis of the Data

The two independent variables examined were student status and enrollment status (see Fig. 3.1). Other independent variables of possible interest, such as sex and age, were not investigated due to the small numbers of admitted students within certain categories of these variables (as can be seen in Table 3.1).

		<u>Student Status</u>	
		First-Time Freshman	Transfer Student
<u>Enrollment Status</u>	Enrolled		
	Nonenrolled		

Fig. 3.1. Cell configuration for the two independent variables

The data were analyzed using two subprograms from the Statistical Package for the Social Sciences (SPSS) system of computer programs (Nie et. al., 1975). Mean values and standard deviations were computed for: (1) each separate influential factor, (2) the number of other schools to which applications were made, (3) the ratings of Marygrove in comparison with these other schools, and (4) the ages of the admitted students. Utilizing the SPSS Subprogram Condescriptive, these values were described and compared for all first-time freshmen, all transfer students,

all enrolled students, and all nonenrolled students. These descriptive statistics were further calculated for first-time freshman enrollees, transfer enrollees, first-time freshman nonenrollees, and transfer nonenrollees.

Calculating the mean values and standard deviations for each of these admitted student subgroups reflected the average values of their responses as well as the degree of variation of their responses around this average. Thus, the mean and standard deviation taken together gave a fairly good description of the nature of the subgroups under investigation (Borg & Gall, 1971, p. 280). Comparisons among the various student subgroups with regard to the individual influential factors were restricted to this descriptive analysis due to the large overall error rate which would be present if the relationships were tested statistically.

After these descriptive statistics were calculated, a multivariate analysis of variance with two fixed effects (student status and enrollment status) across seven dependent variables (the seven categories of influential factors) was performed using the SPSS Subprogram MANOVA. Item scores were converted to category scores by summing a respondent's scores on each of the items in a category and then dividing by the number of items in the category. As described in Chapter I, the thirty items (influential factors) listed on the questionnaire were classified into seven categories (see Appendix A). If more than half of the items in any category reflected missing data, all the responses from

that particular admitted student were deleted from the analysis. (Only two students, both transfer nonenrollees, were thus deleted from the analysis). If significant differences were suggested by the multivariate analysis, then results of the univariate F-tests (a part of the multivariate analysis) were examined to determine which dependent variables revealed a significant difference.

The measurements of the seven categories of influential factors were all correlated with each other since they were obtained from the same admitted students. Because the multivariate analysis of variance technique is able to analyze such measurements simultaneously, it was utilized with these data. "Analyses of each of the measures separately results in redundancy to the extent that the measures are nonindependent. Statistical error rates may be multiplied manyfold, and the replicability of the study is reduced. The appropriate multivariate model retains the multiple scores as a set of interrelated traits" (Finn, 1974, p. 7).

Part of the variance in the perceived favorableness of the categories of influential factors may be attributed to whether an admitted student is a first-time freshman or a transfer student. Another part of this variance may be attributed to whether an admitted student enrolls or does not enroll. Still other parts of this variance may be due to interaction effects between these two factors. Finally, there will be some variance due to error, or differences

among the individual admitted students apart from any effects of enrollment or student status. The use of the multivariate analysis of variance technique aids in determining how much of the total variance can be attributed to each of these factors (Borg & Gall, 1971, pp. 402-03).

The null hypotheses were tested at the .05 level of significance. This level of significance was selected, rather than the .01 level, since it is more sensitive to finding any existing differences and to providing information with greater practical application and inference.

The Likert scale, upon which the influential factors were rated on the questionnaire, was continuous with approximately equal intervals. At the least, the scale represented an ordered metric level of measurement, as the relative ordering of the intercategory distances was known even though their absolute magnitude may have been uncertain (Coombs, 1953, pp. 477-81). Abelson and Tukey (1970, p. 407) felt that using only non-parametric statistical techniques on data from a scale which is somewhat less than a true interval scale restricts the flexibility of statistical analysis severely and unnecessarily. In addition, non-parametric procedures lack power and are poorly suited to the variety of applications one requires for a good understanding of groups of data. They argued that the appropriate assignment of numeric values to the categories of an ordered metric scale allows for the use of parametric statistics. Thus, the use of multivariate analysis of

variance on these data resulted in a more powerful, sensitive, and clearly interpretable statistical analysis of the total body of data.

The use of an analysis of variance model requires three assumptions concerning the nature of the data, although it seldom can be stated that these assumptions are exactly true (Hays, 1973, p. 481).

1. The first assumption specifies a normal distribution of errors for all treatment populations (the subgroups of admitted students). Since each of the cell sizes (the four subgroup sample sizes) in this research design was greater than 30, a normal distribution can be assumed by using the central limit theorem (Hays, 1973, p. 318). Regardless of the shape of the population being sampled, the means of sufficiently large samples will have a normal distribution. The sample sizes of the four subgroups in the research design are delineated in Table 3.3.
2. The second assumption specifies homogeneous variances, or equal error variances among the treatment populations. Box's M statistic for homogeneity of variance-covariance matrices, which was used to test this assumption, revealed that the variances of the four subgroups were significantly different at the .003 level of significance. However, with

the relatively large overall sample size (324) in this study, even small differences in variance would be seen as significant. Because the Box's M statistic did reveal unequal variances, subjects were randomly deleted from the three largest cells to produce equal cell sizes of 48 each. Since the assumption of homogeneous variances can be violated without serious risks when there are equal cell sizes (Hays, 1973, p. 482), the multivariate analysis of variance was repeated on these revised data to verify the previous results.

3. The third assumption requires statistical independence among the error components. The admitted students in this study responded to the questionnaires independently. The data, therefore, were based on independent observations, both within and across cells.

TABLE 3.3

SAMPLE SIZES OF THE FOUR SUBGROUPS IN THE RESEARCH DESIGN
AND THEIR PERCENTAGE OF THE TOTAL POPULATION

Student Status	Sample Size	Total Population	Percentage
Freshman Enrollees	124	147	84.4
Freshman Nonenrollees	81	118	68.6
Transfer Enrollees	69	90	76.7
^a Transfer Nonenrollees	50	79	63.3

^aQuestionnaire responses received from two of the admitted students in the subgroup were not used in the multivariate analysis of variance due to missing data.

Summary

The population to which questionnaires were sent, the development and administration of the instrument, the procedures for data collection, the hypotheses tested, and the methods employed to analyze the data have been described in this chapter. A detailed analysis of the data is contained in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter contains a presentation and analysis of the data gathered when all first-time freshmen and transfer students admitted to Marygrove College for the 1978 Fall Semester were surveyed regarding factors which may have influenced their enrollment decisions. The major findings of the analysis are presented in statistical, descriptive, and tabular form. An interpretation of the data analysis is presented in Chapter V.

Review of the Sample and Procedures of the Study

Questionnaires were sent to the 434 admitted first-time freshmen and transfer students on September 7, 1978. This initial mailing, combined with two follow-up efforts, resulted in responses from 324 admitted students by October 31, 1978. Thus, 74.7 percent of the total population of admitted students returned the questionnaire. As described in Chapter III, a comparison of pertinent characteristics between the population of admitted students and the resulting sample, coupled with the adequate response rate, suggested a lack of significant response bias.

The questionnaire contained thirty items

representing factors which often are influential in college choice. These items were classified into seven categories of influential factors in order to better analyze and compare them statistically. The seven categories which were measured, and the items in the instrument which related to each of these categories, are as follows (see Appendix B for a sample of the questionnaire):

1. Academic Emphasis
Items included: 6, 13, 19, 26.
2. Practical Considerations
Items included: 3, 10, 16, 23.
3. Advice of Others
Items included: 2, 9, 18, 25.
4. Social Emphasis
Items included: 8, 15, 22, 29.
5. Religious Orientation
Items included: 4, 11, 20, 27.
6. Size of the College
Items included: 5, 14, 21, 28.
7. Recruitment Practices
Items included: 1, 7, 12, 17, 24, 30.

Each individual item on the questionnaire was rated on a five-point Likert scale ranging from (-2) to (+2). Each category was then defined by the mean ratings on the items which composed it. In the process of transferring responses on the questionnaire to computer punch cards, the (-2) to (+2) scale was converted to (1) to (5). Therefore, the five-point Likert scale from which the subsequent data descriptions and analyses originated appears as follows:

- 1 = Strong reason against enrolling at Marygrove
- 2 = Moderate reason against enrolling at Marygrove
- 3 = Not important in my decision
- 4 = Moderate reason for enrolling at Marygrove
- 5 = Strong reason for enrolling at Marygrove

The questionnaire also contained an open-ended item on which respondents could specify any other factor which might have influenced their enrollment decision. In addition, four questions concerning the number of other schools to which respondents had applied, a comparison of Marygrove with these other schools, and what nonenrollees were doing presently and planning for the future were included.

The Statistical Package for the Social Sciences (SPSS) system of computer programs was used in the analysis of data. The reliability of the questionnaire was tested by computing a reliability coefficient, specifically Cronbach's alpha, for each of the seven dependent variables (categories of influential factors) and for the questionnaire as a whole. Adequate reliability coefficients were established for all variables except "practical considerations." Therefore, an awareness of the diverse nature of the items within this category, and the resulting low reliability, is important when interpreting the results of this study.

The data were analyzed using multivariate analysis of variance to determine if differences existed between first-time freshmen who enrolled or did not enroll and transfer students who enrolled or did not enroll. When overall significant differences were suggested by the

multivariate analysis of variance, it was necessary to investigate the univariate F-tests to determine where the significance occurred. The number of admitted students included in each cell (subgroup) of the research design can be seen in Fig. 4.1.

		<u>Student Status</u>	
		First-Time Freshman	Transfer Student
<u>Enrollment Status</u>	Enrolled	124	69
	Nonenrolled	81	48

Fig. 4.1. Number of respondents in each cell of the research design.

Descriptive statistics, specifically means and standard deviations, were also computed for all the individual questionnaire items. These results were used to further examine the relationships within and between the various subgroups of admitted students.

Table 4.1 delineates the mean ages of the admitted students who responded to the questionnaire. Transfer students were, on the average, slightly more than seven years older than first-time freshmen. However, there was virtually no difference in age between those admitted students who enrolled and those who did not enroll.

TABLE 4.1
AGE OF RESPONDENTS

Group	Mean	Standard Deviation	Cases
All Freshmen	20.302	6.273	205
All Transfers	27.513	7.792	119
All Enrollees	22.953	7.541	193
All Nonenrollees	22.947	7.940	131
Freshman Enrollees	20.468	6.193	124
Freshman Nonenrollees	20.049	6.424	81
Transfer Enrollees	27.420	7.726	69
Transfer Nonenrollees	27.640	7.971	50

Hypotheses Tested

The three hypotheses of this study were presented in both Chapters I and III. For purposes of statistical analysis, the hypotheses are restated in null form.

Null Hypothesis 1:

There is no difference between the enrollees and the nonenrollees in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Null Hypothesis 2:

There is no difference between the admitted first-time freshmen and the admitted transfer students in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Null Hypothesis 3:

There is no interaction between student status and enrollment status in the degree to which each category of influential factors is seen as favorable to enrolling at Marygrove College.

Presentation of Tests of Hypotheses

Test of Null Hypothesis 1

Null hypothesis 1 was formulated to test whether there are no differences between the enrollees and the non-enrollees in the degree to which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College.

This hypothesis was rejected at the .05 level of significance. A significant difference was found between enrollees and nonenrollees with respect to the seven dependent variables ($F_{7,312} = 11.86469, P \leq .00001$). (See Table 4.2.)

Univariate F-tests indicated a significant difference at the .05 level between enrollees and nonenrollees with respect to three of the dependent variables (see Table 4.2):

1. Academic Emphasis: There was a significant difference at the .05 level found between the enrollees and the nonenrollees in the degree to which an academic emphasis was seen as favorable to enrolling at Marygrove College ($F_{1,318} = 33.04117, P \leq .00001$).
2. Practical Considerations: There was a significant difference at the .05 level found between the enrollees and the nonenrollees in the degree to

TABLE 4.2

MULTIVARIATE ANALYSIS OF VARIANCE FOR THE EFFECT OF ENROLLMENT STATUS

Variable	Mean Square	F =	P \leq
Multivariate Test		^a 11.86469	.00001
Univariate F-Tests			
Academic Emphasis	9.93590	^a 33.04117	.00001
Practical Considerations	17.39234	^a 40.21448	.00001
Advice of Others	.33595	1.46010	.22781
Social Emphasis	.16037	.57166	.45016
Religious Orientation	.54729	1.17559	.27908
Size of the College	17.28979	^a 50.76242	.00001
Recruitment Practices	1.15685	^b 4.96342	.02659

^aSignificant at the .05 level

^bNot significant at the .05 level when analysis repeated using equal cell sizes

which practical considerations were seen as favorable to enrolling at Marygrove College ($F_{1,318} = 40.21448$, $P \leq .00001$).

3. Size of the College: There was a significant difference at the .05 level found between the enrollees and the nonenrollees in the degree to which the size of the college was seen as favorable to enrolling at Marygrove College ($F_{1,318} = 50.76242$, $P \leq .00001$).

Univariate F-tests indicated no significant difference at the .05 level between enrollees and nonenrollees with respect to three of the dependent variables:

1. Advice of Others: There was no significant difference at the .05 level found between the enrollees and the nonenrollees in the degree to which the advice of others was seen as favorable to enrolling at Marygrove College ($F_{1,318} = 1.46010$, $P \leq .22781$).
2. Social Emphasis: There was no significant difference at the .05 level found between the enrollees and the nonenrollees in the degree to which a social emphasis was seen as favorable to enrolling at Marygrove College ($F_{1,318} = .57166$, $P \leq .45016$).

1
2
3
4

3. Religious Orientation: There was no significant difference at the .05 level found between the enrollees and the nonenrollees in the degree to which a religious orientation was seen as favorable to enrolling at Marygrove College ($F_{1,318} = 1.17559$, $P \leq .27908$).

As indicated in Chapter III, the assumption of homogeneous variances, or equal error variances among the subgroups of admitted students, was not met for these data. Therefore, subjects were randomly deleted from the three largest cells to produce equal cell sizes, and the multivariate analysis of variance, along with the univariate F-tests, was repeated. The existence or absence of significant differences with respect to the six dependent variables described above were verified. However, the recruitment practices category, which had revealed a significant difference at the .05 level between the enrollees and the nonenrollees on the initial analysis ($F_{1,318} = 4.96342$, $P \leq .02659$), was found on the repeat analysis to reveal no significant difference. Therefore, recruitment practices was added as a fourth dependent variable revealing no significant difference:

4. Recruitment Practices: There was no significant difference at the .05 level found between the enrollees and the nonenrollees in the degree to which recruitment practices were seen as favorable

to enrolling at Marygrove College ($F_{1,188} = 2.27457, P \leq .13319$).

The means and standard deviations of the responses by enrollees and nonenrollees to the seven dependent variables are presented in Table 4.3. For the three dependent variables which revealed significant differences between the two groups, the following directional statements can be made:

- (a) Admitted students who enrolled were more favorably influenced to enroll at Marygrove College by an academic emphasis than were admitted students who did not enroll.
- (b) Admitted students who enrolled were more favorably influenced to enroll at Marygrove College by practical considerations than were admitted students who did not enroll.
- (c) Admitted students who enrolled were more favorably influenced to enroll at Marygrove College by the size of the college than were admitted students who did not enroll.

Test of Null Hypothesis 2

Null hypothesis 2 was formulated to test whether there are no differences between admitted first-time freshmen and admitted transfer students in the degree to

TABLE 4.3

MEANS AND STANDARD DEVIATIONS OF RESPONSES
TO THE SEVEN DEPENDENT VARIABLES BY ENROLLMENT STATUS

Variable	Mean	Standard Deviation
^a Academic Emphasis		
Enrolled (n = 193)	4.278	.481
Nonenrolled (n = 131)	3.934	.649
^a Practical Considerations		
Enrolled	3.734	.615
Nonenrolled	3.256	.709
Advice of Others		
Enrolled	3.334	.492
Nonenrolled	3.266	.476
Social Emphasis		
Enrolled	3.220	.573
Nonenrolled	3.174	.452
Religious Orientation		
Enrolled	3.482	.672
Nonenrolled	3.415	.704
^a Size of the College		
Enrolled	4.371	.549
Nonenrolled	3.908	.631
Recruitment Practices		
Enrolled	3.689	.466
Nonenrolled	3.583	.519

^a Significant differences in the means were found at the .05 level

which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College.

This hypothesis was rejected at the .05 level of significance. A significant difference was found between first-time freshmen and transfer students with respect to the seven dependent variables ($F_{7,312} = 2.68030$, $P \leq .01043$). (See Table 4.4.)

Univariate F-tests indicated a significant difference at the .05 level between first-time freshmen and transfer students with respect to two of the dependent variables (see Table 4.4):

1. Academic Emphasis: There was a significant difference at the .05 level found between first-time freshmen and transfer students in the degree to which an academic emphasis was seen as favorable to enrolling at Marygrove College ($F_{1,318} = 6.81283$, $P \leq .00948$).
2. Advice of Others: There was a significant difference at the .05 level found between first-time freshmen and transfer students in the degree to which the advice of others was seen as favorable to enrolling at Marygrove College ($F_{1,318} = 8.42671$, $P \leq .00396$).

TABLE 4.4

MULTIVARIATE ANALYSIS OF VARIANCE FOR THE EFFECT OF STUDENT STATUS

Variable	Mean Square	F =	P ≤
Multivariate Test		^a 2.68030	.01043
Univariate F-Tests			
Academic Emphasis	2.04870	^a 6.81283	.00948
Practical Considerations	.00394	.00912	.92399
Advice of Others	1.93888	^a 8.42671	.00396
Social Emphasis	.02216	.07898	.77887
Religious Orientation	.01270	.02728	.86893
Size of the College	.18213	.53472	.46517
Recruitment Practices	.07275	.31214	.57676

^aSignificant at the .05 level

Univariate F-tests indicated no significant difference at the .05 level between first-time freshmen and transfer students with respect to five of the dependent variables:

1. Practical Considerations: There was no significant difference at the .05 level found between first-time freshmen and transfer students in the degree to which practical considerations were seen as favorable to enrolling at Marygrove College ($F_{1,318} = .00912, P \leq .92399$).
2. Social Emphasis: There was no significant difference at the .05 level found between first-time freshmen and transfer students in the degree to which a social emphasis was seen as favorable to enrolling at Marygrove College ($F_{1,318} = .07898, P \leq .77887$).
3. Religious Orientation: There was no significant difference at the .05 level found between first-time freshmen and transfer students in the degree to which a religious orientation was seen as favorable to enrolling at Marygrove College ($F_{1,318} = .02728, P \leq .86893$).
4. Size of the College: There was no significant difference at the .05 level found between

first-time freshmen and transfer students in the degree to which the size of the college was seen as favorable to enrolling at Marygrove College ($F_{1,318} = .53472, P \leq .46517$).

5. Recruitment Practices: There was no significant difference at the .05 level found between first-time freshmen and transfer students in the degree to which recruitment practices were seen as favorable to enrolling at Marygrove College ($F_{1,318} = .31214, P \leq .57676$).

All results of the multivariate analysis of variance and the individual univariate F-tests were verified for the effect of student status by repeating the analysis of the data using equal cell sizes.

The means and standard deviations of the responses by first-time freshmen and transfer students to the seven dependent variables are presented in Table 4.5. For the two dependent variables which revealed significant differences between the two groups, the following directional statements can be made:

- (a) Admitted transfer students were more favorably influenced to enroll at Marygrove College by an academic emphasis than were admitted first-time freshmen.

TABLE 4.5

MEANS AND STANDARD DEVIATIONS OF RESPONSES
TO THE SEVEN DEPENDENT VARIABLES BY STUDENT STATUS

Variable	Mean	Standard Deviation
^a Academic Emphasis		
Freshman (n = 205)	4.076	.606
Transfer (n = 119)	4.249	.515
Practical Considerations		
Freshman	3.542	.680
Transfer	3.540	.722
^a Advice of Others		
Freshman	3.365	.480
Transfer	3.204	.481
Social Emphasis		
Freshman	3.208	.547
Transfer	3.191	.494
Religious Orientation		
Freshman	3.443	.660
Transfer	3.474	.727
Size of the College		
Freshman	4.164	.607
Transfer	4.218	.657
Recruitment Practices		
Freshman	3.629	.502
Transfer	3.676	.470

^aSignificant differences in the means were found at the .05 level

- (b) Admitted first-time freshmen were more favorably influenced to enroll at Marygrove College by the advice of others than were admitted transfer students.

Test of Null Hypothesis 3

Null hypothesis 3 was formulated to test whether there is no interaction between student status and enrollment status in the degree to which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College.

This hypothesis was not rejected at the .05 level of significance. There was no significant interaction found between student status and enrollment status with respect to the seven dependent variables ($F_{7,312} = .52001$, $P \leq .81932$). (See Table 4.6.)

Since the hypothesis of no significant interaction was not rejected using the multivariate test, no conclusions could be drawn from the results of the univariate F-tests concerning each of the seven dependent variables. Thus, it must be concluded that there is no significant interaction effect with respect to the seven dependent variables; that is, there is no effect created by the combination of admitted students' enrollment status and student status over and above the main effects associated with enrollment status and student status considered separately. This lack of interaction allows for the

TABLE 4.6

MULTIVARIATE ANALYSIS OF VARIANCE FOR THE
INTERACTION EFFECT OF ENROLLMENT STATUS
BY STUDENT STATUS

Variable	Mean Square	F =	P ≤
Multivariate Test		.52001	.81932
Univariate F-Tests			
Academic Emphasis	.06250	.20785	.64877
Practical Considerations	.14241	.32927	.56650
Advice of Others	.44903	1.95155	.16339
Social Emphasis	.04286	.15279	.69614
Religious Orientation	.10400	.22340	.63678
Size of the College	.00007	.00021	.98855
Recruitment Practices	.03664	.15721	.69201

separate examination of the main effect of enrollment status or the main effect of student status without specifying the level of the other factor. For example, the difference found between enrollees and nonenrollees in the perceived favorableness of the size of the college is not altered by specifying which of these admitted students are first-time freshmen and which of them are transfer students. Table 4.7 permits a visual inspection of this relationship, as it presents the cell means and standard deviations obtained for each of the seven dependent variables.

Summary of Hypotheses Findings

The first null hypothesis of no difference between enrollees and nonenrollees in the degree to which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College was rejected at the .05 level of significance. Significant differences were found between the enrollees and the nonenrollees in the degree to which academic emphasis, practical considerations, and size of the college were seen as favorable to enrolling. No significant difference was found between the two groups with respect to advice of others, social emphasis, religious orientation, and recruitment practices.

In addition, admitted students who enrolled were more favorably influenced to enroll at Marygrove College

TABLE 4.7

CELL MEANS AND STANDARD DEVIATIONS
OBTAINED FOR EACH OF THE SEVEN DEPENDENT VARIABLES

Enrollment Status	<u>Freshman</u>		<u>Transfer</u>	
	Mean	Standard Deviation	Mean	Standard Deviation
Academic Emphasis				
Enrolled	4.226	.489	4.373	.455
Nonenrolled	3.846	.693	4.052	.541
Practical Considerations				
Enrolled	3.716	.613	3.767	.621
Nonenrolled	3.275	.693	3.236	.754
Advice of Others				
Enrolled	3.414	.477	3.190	.490
Nonenrolled	3.290	.478	3.224	.473
Social Emphasis				
Enrolled	3.233	.592	3.197	.542
Nonenrolled	3.170	.472	3.182	.421
Religious Orientation				
Enrolled	3.466	.658	3.511	.699
Nonenrolled	3.409	.666	3.378	.745
Size of the College				
Enrolled	4.351	.523	4.408	.597
Nonenrolled	3.879	.620	3.934	.649
Recruitment Practices				
Enrolled	3.684	.484	3.699	.434
Nonenrolled	3.545	.519	3.605	.483

by an academic emphasis, practical considerations, and the size of the college than were admitted students who did not enroll.

The second null hypothesis of no difference between admitted first-time freshmen and admitted transfer students in the degree to which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College was rejected at the .05 level of significance. Significant differences were found between first-time freshmen and transfer students in the degree to which academic emphasis and advice of others were seen as favorable to enrolling. No significant difference was found between the two groups with respect to practical considerations, social emphasis, religious orientation, size of the college, and recruitment practices.

Although transfer students were more favorably influenced to enroll at Marygrove College by an academic emphasis than were first-time freshmen, they were less favorably influenced by the advice of others than were first-time freshmen.

The third null hypothesis of no interaction between student status and enrollment status in the degree to which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College was not rejected at the .05 level of significance. Therefore, the main effect of enrollment status or of student status could

be examined separately without the necessity of considering the levels of the other factor.

In addition to testing the hypotheses, the researcher was interested in a further investigation of the specific items contained in the questionnaire. The following discussion will focus on a descriptive analysis of the thirty individual questionnaire items contained within the seven categories of influential factors.

Analysis of the Individual Influential Factors

The items within each category of influential factors are reported in a tabular form to present the mean response and standard deviation of each admitted student subgroup to the individual items. The number of admitted students in each subgroup who did respond (valid cases) and who did not respond (missing cases) to each item is also presented. Since the responses to the items were correlated, separate statistical tests for these variables would not be independent of one another and would, thus, result in a large overall error rate. Therefore, statistical inferences were not made from the item analysis and significant differences within the population of admitted students were not reported. Any differences found in mean response to the items among the admitted student subgroups can only be discussed as differences observed within the specific sample of admitted students examined in this study.

Analysis of the Academic
Emphasis Category

Table 4.8 presents the mean responses to individual items within the academic emphasis category. As indicated in the multivariate analysis of variance results, a significant difference was found between enrollees and nonenrollees and between first-time freshmen and transfer students with respect to this dependent variable. Examining the individual items within the academic emphasis category, therefore, may aid in identifying the specific influential factors which contributed to these differences.

Item 6: All admitted student subgroups perceived Marygrove's overall academic reputation as a favorable influence to enroll. Transfer enrollees in particular saw this factor as a very favorable influence.

Item 13: A specific academic program of interest was also seen as a more favorable influence by transfer enrollees. First-time freshman nonenrollees, in contrast, perceived this factor as a less favorable influence than the other subgroups. However, first-time freshman nonenrollees also demonstrated considerably more variation in their responses to this item, which was indicated by this subgroup's large standard deviation (1.385).

Item 19: The subgroups perceived the possibility of taking courses at any of six other Catholic colleges in the area while attending Marygrove to be the least favorable influence in this category. Overall, they also

TABLE 4.8

RESPONSES TO INDIVIDUAL ITEMS WITHIN THE ACADEMIC
EMPHASIS CATEGORY

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 6. Marygrove's overall academic reputation				
All Freshmen	4.346	.818	205	0
All Transfers	4.496	.769	119	0
All Enrollees	4.497	.723	193	0
All Nonenrollees	4.260	.891	131	0
Freshman Enrollees	4.435	.735	124	0
Freshman Nonenrollees	4.210	.918	81	0
Transfer Enrollees	4.609	.691	69	0
Transfer Nonenrollees	4.340	.848	50	0
Item 13. A specific aca- demic program of interest to you				
All Freshmen	4.179	1.126	201	4
All Transfers	4.547	.701	117	2
All Enrollees	4.532	.734	188	5
All Nonenrollees	4.000	1.239	130	1
Freshman Enrollees	4.475	.788	120	4
Freshman Nonenrollees	3.741	1.385	81	0
Transfer Enrollees	4.632	.621	68	1
Transfer Nonenrollees	4.429	.791	49	1

TABLE 4.8 (cont'd)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 19. Possibility of taking courses at any of six other Catholic colleges in the area while atten- ding Marygrove				
All Freshmen	3.621	.889	203	2
All Transfers	3.692	1.070	117	2
All Enrollees	3.721	.886	190	3
All Nonenrollees	3.538	1.050	130	1
Freshman Enrollees	3.672	.807	122	2
Freshman Nonenrollees	3.543	1.001	81	0
Transfer Enrollees	3.809	1.011	68	1
Transfer Nonenrollees	3.531	1.138	49	1
Item 26. Quality of the instructors at Marygrove				
All Freshmen	4.156	.807	205	0
All Transfers	4.246	.837	118	1
All Enrollees	4.363	.731	193	0
All Nonenrollees	3.931	.873	130	1
Freshman Enrollees	4.331	.718	124	0
Freshman Nonenrollees	3.889	.866	81	0
Transfer Enrollees	4.420	.755	69	0
Transfer Nonenrollees	4.000	.890	49	1

demonstrated more variation in their responses to this item than to the other three.

Item 26: The nonenrollees, especially first-time freshmen, saw the quality of the instructors at Marygrove as a less favorable influence than the other subgroups. The difference between enrollees and nonenrollees seemed much more distinct on this factor than the difference between transfer students and first-time freshmen.

Analysis of the Practical Considerations Category

Table 4.9 presents the mean responses to individual items within the practical considerations category. As indicated in the multivariate analysis of variance results, a significant difference was found between enrollees and nonenrollees, but not between first-time freshmen and transfer students, with respect to this dependent variable. As indicated in Chapter III, a low reliability coefficient was computed for this category, which is reflected in the large variation in each subgroup's responses to the items in this category.

Item 3: The cost of attending Marygrove was seen as an unfavorable influence by all subgroups. Nonenrollees and transfer students, especially transfer nonenrollees, perceived this factor as more unfavorable than the other subgroups.

TABLE 4.9

RESPONSES TO INDIVIDUAL ITEMS WITHIN THE
PRACTICAL CONSIDERATIONS CATEGORY

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 3. Cost of attending Marygrove				
All Freshmen	2.549	1.171	204	1
All Transfers	2.147	1.065	116	3
All Enrollees	2.582	1.120	189	4
All Nonenrollees	2.145	1.144	131	0
Freshman Enrollees	2.675	1.142	123	1
Freshman Nonenrollees	2.358	1.197	81	0
Transfer Enrollees	2.409	1.067	66	3
Transfer Nonenrollees	1.800	.969	50	0
Item 10. Physical appear- ance of the campus				
All Freshmen	4.044	.871	205	0
All Transfers	4.176	.860	119	0
All Enrollees	4.155	.840	193	0
All Nonenrollees	4.000	.903	131	0
Freshman Enrollees	4.121	.822	124	0
Freshman Nonenrollees	3.926	.932	81	0
Transfer Enrollees	4.217	.872	69	0
Transfer Nonenrollees	4.120	.849	50	0

TABLE 4.9 (cont'd)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 16. Availability of financial aid to attend Marygrove				
All Freshmen	3.951	1.197	203	2
All Transfers	3.889	1.265	117	2
All Enrollees	4.314	.938	191	2
All Nonenrollees	3.357	1.362	129	2
Freshman Enrollees	4.336	.906	122	2
Freshman Nonenrollees	3.370	1.346	81	0
Transfer Enrollees	4.275	.998	69	0
Transfer Nonenrollees	3.333	1.404	48	2
Item 23. Location of the college				
All Freshmen	3.615	1.351	205	0
All Transfers	3.907	1.414	118	1
All Enrollees	3.854	1.342	192	1
All Nonenrollees	3.527	1.416	131	0
Freshman Enrollees	3.726	1.346	124	0
Freshman Nonenrollees	3.444	1.351	81	0
Transfer Enrollees	4.088	1.313	68	1
Transfer Nonenrollees	3.660	1.520	50	0

Item 10: There was a fairly close agreement among all subgroups that the physical appearance of the campus was a favorable influence.

Item 16: Although the mean responses to the availability of financial aid to attend Marygrove were on the favorable side for all subgroups, the enrollees rated this factor much more favorably than did the nonenrollees. There was a larger difference in the responses to this factor between enrollees and nonenrollees than to any of the other factors in this category.

Item 23: The location of the college was seen as a more favorable influence by transfer students and by enrollees than by first-time freshmen or nonenrollees. There was a very large amount of variation in the responses to this item within all the subgroups.

Analysis of the Advice of Others Category

Table 4.10 presents the mean responses to individual items within the advice of others category. As indicated in the multivariate analysis of variance results, a significant difference was found between first-time freshmen and transfer students, but not between enrollees and nonenrollees, with respect to this dependent variable.

Item 2: Although the advice of parent(s) was not seen as a very important influence by any of the subgroups, it was perceived as a considerably more favorable influence by first-time freshmen than by transfer students.

TABLE 4.10

RESPONSES TO INDIVIDUAL ITEMS WITHIN
THE ADVICE OF OTHERS CATEGORY

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 2. Advice of parent(s)				
All Freshmen	3.546	.926	205	0
All Transfers	3.174	.787	115	4
All Enrollees	3.461	.910	191	2
All Nonenrollees	3.341	.870	129	2
Freshman Enrollees	3.645	.930	124	0
Freshman Nonenrollees	3.395	.904	81	0
Transfer Enrollees	3.119	.769	67	2
Transfer Nonenrollees	3.250	.812	48	2
Item 9. Advice of friend(s)				
All Freshmen	3.361	.790	205	0
All Transfers	3.381	.847	118	1
All Enrollees	3.409	.806	193	0
All Nonenrollees	3.308	.815	130	1
Freshman Enrollees	3.395	.805	124	0
Freshman Nonenrollees	3.309	.769	81	0
Transfer Enrollees	3.435	.813	69	0
Transfer Nonenrollees	3.306	.895	49	1

TABLE 4.10 (cont'd)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 18. Advice of a counselor at your previous school				
All Freshmen	3.315	.795	203	2
All Transfers	3.103	.635	117	2
All Enrollees	3.230	.725	191	2
All Nonenrollees	3.248	.781	129	2
Freshman Enrollees	3.361	.772	122	2
Freshman Nonenrollees	3.247	.830	81	0
Transfer Enrollees	3.000	.569	69	0
Transfer Nonenrollees	3.250	.700	48	2
Item 25. Advice of a teacher at your previous school				
All Freshmen	3.222	.707	203	2
All Transfers	3.154	.638	117	2
All Enrollees	3.215	.733	191	2
All Nonenrollees	3.171	.601	129	2
Freshman Enrollees	3.230	.725	122	2
Freshman Nonenrollees	3.210	.684	81	0
Transfer Enrollees	3.188	.753	69	0
Transfer Nonenrollees	3.104	.425	48	2

Item 9: The advice of friend(s) was perceived across all subgroups as a slightly favorable, but not very important, influence. Interestingly, transfer students saw this factor as a slightly more favorable influence than did first-time freshmen.

Item 18: None of the subgroups rated the advice of a counselor at their previous school as a very important influence, but first-time freshmen perceived it as a more favorable influence than did transfer students.

Item 25: The advice of a teacher at their previous school was perceived as a slightly favorable, but not very important, influence by all subgroups.

Analysis of the Social Emphasis Category

Table 4.11 presents the mean responses to individual items within the social emphasis category. As indicated in the multivariate analysis of variance results, no significant differences were found with respect to this dependent variable.

Item 8: Social activities offered on campus were seen as a not very important, although slightly favorable, influence by all the subgroups.

Item 15: The availability of a residence hall on campus was seen as most favorable by first-time freshman enrollees. The other subgroups did not perceive this factor as being of much importance in their enrollment decisions.

TABLE 4.11

RESPONSES TO INDIVIDUAL ITEMS WITHIN
THE SOCIAL EMPHASIS CATEGORY

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 8. Social activities offered on campus				
All Freshmen	3.312	.875	205	0
All Transfers	3.203	.822	118	1
All Enrollees	3.295	.873	193	0
All Nonenrollees	3.238	.833	130	1
Freshman Enrollees	3.363	.859	124	0
Freshman Nonenrollees	3.235	.898	81	0
Transfer Enrollees	3.174	.890	69	0
Transfer Nonenrollees	3.245	.723	49	1
Item 15. Availability of a residence hall on campus				
All Freshmen	3.397	.809	204	1
All Transfers	3.248	.586	117	2
All Enrollees	3.404	.799	193	0
All Nonenrollees	3.250	.627	128	3
Freshman Enrollees	3.484	.879	124	0
Freshman Nonenrollees	3.263	.670	80	1
Transfer Enrollees	3.261	.610	69	0
Transfer Nonenrollees	3.229	.555	48	2

TABLE 4.11 (cont'd.)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 22. The proportion of men to women students on campus				
All Freshmen	3.059	.940	204	1
All Transfers	3.128	.961	117	2
All Enrollees	3.130	1.068	192	1
All Nonenrollees	3.016	.729	129	2
Freshman Enrollees	3.114	1.042	123	1
Freshman Nonenrollees	2.975	.758	81	0
Transfer Enrollees	3.159	1.120	69	0
Transfer Nonenrollees	3.083	.679	48	2
Item 29. Availability of athletic programs and facilities				
All Freshmen	3.069	.904	203	2
All Transfers	3.198	.635	116	3
All Enrollees	3.058	.874	190	3
All Nonenrollees	3.202	.722	129	2
Freshman Enrollees	2.975	.991	122	2
Freshman Nonenrollees	3.210	.737	81	0
Transfer Enrollees	3.206	.587	68	1
Transfer Nonenrollees	3.188	.704	48	2

Item 22: The proportion of men to women students on campus was perceived by all subgroups as basically not important in their enrollment decisions. First-time freshman nonenrollees, however, saw this factor as a slightly unfavorable influence.

Item 29: Again, the availability of athletic programs and facilities was perceived by all subgroups as basically not important in their enrollment decisions. In addition, this factor was seen as a slightly unfavorable influence by first-time freshman enrollees.

Analysis of the Religious Orientation Category

Table 4.12 presents the mean responses to individual items within the religious orientation category. As indicated in the multivariate analysis of variance results, no significant differences were found with respect to this dependent variable.

Item 4: The religious atmosphere of the college was seen fairly consistently by all subgroups as a slightly favorable influence.

Item 11: All subgroups perceived an emphasis on moral and ethical values as the most favorable influential factor within this category.

Item 20: Religious activities offered on campus were seen as a slightly favorable influence by all subgroups. Enrollees perceived this influence as more favorable than nonenrollees.

TABLE 4.12

RESPONSES TO INDIVIDUAL ITEMS WITHIN
THE RELIGIOUS ORIENTATION CATEGORY

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 4. Religious atmosphere of the college				
All Freshmen	3.417	.870	204	1
All Transfers	3.479	1.096	119	0
All Enrollees	3.453	.975	192	1
All Nonenrollees	3.420	.936	131	0
Freshman Enrollees	3.423	.887	123	1
Freshman Nonenrollees	3.407	.848	81	0
Transfer Enrollees	3.507	1.120	69	0
Transfer Nonenrollees	3.440	1.072	50	0
Item 11. Emphasis on moral and ethical values				
All Freshmen	3.770	.899	204	1
All Transfers	3.832	.960	119	0
All Enrollees	3.818	.934	192	1
All Nonenrollees	3.756	.904	131	0
Freshman Enrollees	3.764	.906	123	1
Freshman Nonenrollees	3.778	.894	81	0
Transfer Enrollees	3.913	.981	69	0
Transfer Nonenrollees	3.720	.927	50	0

TABLE 4.12 (cont'd)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 20. Religious activities offered on campus				
All Freshmen	3.240	.727	204	1
All Transfers	3.308	.748	117	2
All Enrollees	3.318	.677	192	1
All Nonenrollees	3.186	.808	129	2
Freshman Enrollees	3.301	.664	123	1
Freshman Nonenrollees	3.148	.808	81	0
Transfer Enrollees	3.348	.703	69	0
Transfer Nonenrollees	3.250	.812	48	2
Item 27. Marygrove's relationship with the Catholic Church				
All Freshmen	3.345	.850	203	2
All Transfers	3.239	.806	117	2
All Enrollees	3.339	.828	192	1
All Nonenrollees	3.258	.844	128	3
Freshman Enrollees	3.374	.853	123	1
Freshman Nonenrollees	3.300	.848	80	1
Transfer Enrollees	3.275	.784	69	0
Transfer Nonenrollees	3.188	.842	48	2

Item 27: Marygrove's relationship with the Catholic Church was also seen as a slightly favorable influence by all subgroups, although least so by transfer nonenrollees.

Analysis of the Size
of the College Category

Table 4.13 presents the mean responses to individual items within the size of the college category. As indicated in the multivariate analysis of variance results, a significant difference was found between enrollees and nonenrollees, but not between first-time freshmen and transfer students, with respect to this dependent variable.

Item 5: Size of the college was perceived as a considerably more favorable influence by enrollees than by nonenrollees. Of all the subgroups, first-time freshman nonenrollees saw this attribute of the college as the least favorable influence.

Item 14: Again, the possibility for interaction with instructors was seen as a considerably more favorable influence by enrollees than by nonenrollees.

Item 21: Size of classes at Marygrove was also perceived as a considerably more favorable influence by enrollees than by nonenrollees.

Item 28: Enrollees again perceived the degree of interest in students shown by the college staff to be a more favorable influence than did nonenrollees. Therefore, all four items within the size of the college category

TABLE 4.13

RESPONSES TO INDIVIDUAL ITEMS WITHIN
THE SIZE OF THE COLLEGE CATEGORY

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 5. Size of the college				
All Freshmen	4.298	.977	205	0
All Transfers	4.368	.857	117	2
All Enrollees	4.524	.820	191	2
All Nonenrollees	4.031	1.015	131	0
Freshman Enrollees	4.516	.860	124	0
Freshman Nonenrollees	3.963	1.054	81	0
Transfer Enrollees	4.537	.745	67	2
Transfer Nonenrollees	4.140	.948	50	0
Item 14. Possibility for interaction with instructors				
All Freshmen	3.980	.872	201	4
All Transfers	4.043	.865	117	2
All Enrollees	4.168	.805	190	3
All Nonenrollees	3.758	.903	128	3
Freshman Enrollees	4.124	.812	121	3
Freshman Nonenrollees	3.763	.917	80	1
Transfer Enrollees	4.246	.793	69	0
Transfer Nonenrollees	3.750	.887	48	2

TABLE 4.13 (cont'd)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 21. Size of classes at Marygrove				
All Freshmen	4.355	.791	203	2
All Transfers	4.356	.853	118	1
All Enrollees	4.547	.707	192	1
All Nonenrollees	4.070	.877	129	2
Freshman Enrollees	4.545	.704	123	1
Freshman Nonenrollees	4.063	.832	80	1
Transfer Enrollees	4.551	.718	69	0
Transfer Nonenrollees	4.082	.954	49	1
Item 28. Degree of interest in students shown by college staff				
All Freshmen	4.020	.893	204	1
All Transfers	4.085	.988	117	2
All Enrollees	4.250	.844	192	1
All Nonenrollees	3.736	.964	129	2
Freshman Enrollees	4.228	.847	123	1
Freshman Nonenrollees	3.704	.872	81	0
Transfer Enrollees	4.290	.842	69	0
Transfer Nonenrollees	3.792	1.110	48	2

revealed a very consistent difference between enrollees and nonenrollees, regardless of their student status.

Analysis of the Recruitment Practices Category

Table 4.14 presents the mean responses to individual items within the recruitment practices category. As indicated in the multivariate analysis of variance results, no significant differences were found with respect to this dependent variable.

Item 1: Impressions of Marygrove from a campus visit was consistently seen by all subgroups as a favorable influence, although first-time freshman nonenrollees perceived this factor as less favorable than the other subgroups.

Item 7: A visit by a Marygrove admissions adviser to their previous schools was seen by all subgroups as not being a very important influence. However, first-time freshman enrollees appeared to perceive this factor as a more favorable influence than transfer nonenrollees.

Item 12: Information about Marygrove in the media was consistently perceived by all subgroups as a slightly favorable influence having little importance in their enrollment decisions.

Item 17: The Marygrove Interim newsletter received after admittance to the college had a favorable influence on all the subgroups, although it had a more favorable influence on enrollees than on nonenrollees.

TABLE 4.14

RESPONSES TO INDIVIDUAL ITEMS WITHIN
THE RECRUITMENT PRACTICES CATEGORY

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 1. Impressions of Mary- grove from a campus visit				
All Freshmen	4.055	.896	201	4
All Transfers	4.147	.907	116	3
All Enrollees	4.187	.837	187	6
All Nonenrollees	3.946	.967	130	1
Freshman Enrollees	4.182	.847	121	3
Freshman Nonenrollees	3.863	.938	80	1
Transfer Enrollees	4.197	.827	66	3
Transfer Nonenrollees	4.080	1.007	50	0
Item 7. A visit by a Mary- grove admissions adviser to your previous school				
All Freshmen	3.278	.780	198	7
All Transfers	3.183	.768	115	4
All Enrollees	3.276	.850	185	8
All Nonenrollees	3.195	.653	128	3
Freshman Enrollees	3.308	.845	117	7
Freshman Nonenrollees	3.235	.676	81	0
Transfer Enrollees	3.221	.861	68	1
Transfer Nonenrollees	3.128	.612	47	3

TABLE 4.14 (cont'd)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 12. Information about Marygrove in the paper, on the radio, or on TV.				
All Freshmen	3.240	.753	204	1
All Transfers	3.299	.780	117	2
All Enrollees	3.236	.776	191	2
All Nonenrollees	3.300	.743	130	1
Freshman Enrollees	3.211	.749	123	1
Freshman Nonenrollees	3.284	.762	81	0
Transfer Enrollees	3.279	.826	68	1
Transfer Nonenrollees	3.327	.718	49	1
Item 17. The Marygrove <u>Interim</u> newsletter received after admittance to the college.				
All Freshmen	3.534	.739	204	1
All Transfers	3.546	.745	119	0
All Enrollees	3.606	.707	193	0
All Nonenrollees	3.438	.778	130	1
Freshman Enrollees	3.597	.662	124	0
Freshman Nonenrollees	3.438	.840	80	1
Transfer Enrollees	3.623	.788	69	0
Transfer Nonenrollees	3.440	.675	50	0

TABLE 4.14 (cont'd)

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
Item 24. A personal welcome letter received from the College President.				
All Freshmen	3.654	.919	205	0
All Transfers	3.756	.843	119	0
All Enrollees	3.736	.894	193	0
All Nonenrollees	3.626	.889	131	0
Freshman Enrollees	3.702	.928	124	0
Freshman Nonenrollees	3.580	.906	81	0
Transfer Enrollees	3.797	.833	69	0
Transfer Nonenrollees	3.700	.863	50	0
Item 30. Brochures des- cribing specific academic programs.				
All Freshmen	3.976	.894	205	0
All Transfers	4.102	.890	118	1
All Enrollees	4.062	.899	193	0
All Nonenrollees	3.962	.884	130	1
Freshman Enrollees	4.048	.873	124	0
Freshman Nonenrollees	3.864	.919	81	0
Transfer Enrollees	4.087	.951	69	0
Transfer Nonenrollees	4.122	.807	49	1

Item 24: All the subgroups rated the personal welcome letter received from the College President as a favorable influence. However, first-time freshman non-enrollees rated this factor as less favorable than the others.

Item 30: Brochures describing specific academic programs were also perceived as a favorable influence by all the subgroups. Again, first-time freshman nonenrollees saw this factor as less favorable than the others.

Summary

Tables A1 through A8 in Appendix G present a rank ordering of the mean responses concerning the favorableness of the categories of influential factors for all first-time freshmen, all transfer students, all enrollees, and all nonenrollees, as well as for first-time freshman enrollees, first-time freshman nonenrollees, transfer enrollees, and transfer nonenrollees. Likewise, Tables A9 through A16 in Appendix H present a rank ordering of the mean responses by the same subgroups concerning the favorableness of the thirty separate influential factors. When identical mean responses were reported for two separate factors, the factor with the smallest variation of response (standard deviation) was ranked first. Such modifications in the arrangement of data aid in examining similar relationships from a different perspective. Since there is a tendency for enrollees to rate influential factors more favorably

than nonenrollees to justify their choice of a college (Leister & MacLachlan, 1976, p. 675), examining differences in the rated priority of influential factors may more conclusively distinguish between the perceptions of the two groups.

In summary, a descriptive comparison of the mean responses among subgroups to individual items within the categories of influential factors aided in identifying the contributions which some items made to the significant differences found with respect to certain categories using the multivariate test. Even where overall significant differences were not found, this descriptive analysis was useful in improving an understanding of the relationships among the responses by various groupings of admitted students to each of the individual items.

Presentation of Responses to the General Questionnaire Items

Other Influential Factors Reported by Respondents

1. First-Time Freshman Enrollees: The responses of first-time freshman enrollees to item thirty-one of the questionnaire, which allowed respondents to specify and rate any other factors which may have influenced their enrollment decisions, are presented in Table 4.15. More than half of the reported factors revealed that the possibilities for developing personal, friendly relationships

TABLE 4.15

OTHER INFLUENTIAL FACTORS REPORTED BY FRESHMAN ENROLLEES

Factor	Number Code
1. Relationship between students as told by previous Marygrove students	+2
2. Living on campus plus meals	+2
3. Advice of alumni	+2
4. Good Art Department	+2
5. Closeness of the school atmosphere. Everyone is so friendly	+2
6. My sister's Marygrove education and the continuing education classes I've taken	+2
7. Relatives	+1
8. Marygrove scholarship	---
9. Not enough men!	---
10. The feeling of importance the instructors and advisers give the student	+2
11. The special help from Marygrove instructors	+2
12. I like the variety of people and especially the urban location which allows for this variety	---
13. Excellent Dance Program	---
14. Opportunity for a job in the pre-school	---
15. Social Work Program	+1
16. Opportunities in the Dance Department	+2

with people on campus (reflecting an influence of the size of the college) and the academic programs available at Marygrove were seen as very favorable influences. These additional responses, therefore, were consistent with first-time freshman enrollees' responses to the initial thirty items of the questionnaire. As indicated in Table A5 of Appendix G, size of the college and academic emphasis were seen by this subgroup as the first and second most favorable influences on their enrollment decisions, respectively.

2. First-Time Freshman Nonenrollees: Table 4.16

presents the descriptions by first-time freshman nonenrollees of other influential factors. This subgroup reported a large variety of factors, most of which were seen as very unfavorable influences. Many of the factors revealed specific reasons why these admitted students had not enrolled at Marygrove, such as obtaining a scholarship at another university, pregnancy and marriage, illness, and joining the Army. Several of these students indicated that Marygrove did not offer the academic programs in which they were interested or did not offer desired classes at convenient times.

TABLE 4.16

OTHER INFLUENTIAL FACTORS REPORTED BY FRESHMAN NONENROLLEES

Factor	Number Code
1. Full four-year scholarship at another university	-2
2. Dance Program quality	+2
3. I didn't know I was admitted until too late. I had already set up my classes at another university	---
4. If I change my major to Dance, I may come to Marygrove. Right now I'm in pre-med, and the university I'm attending has a better program.	---
5. Not many classes at night	-2
6. Pregnancy and marriage	-2
7. No graduate program in my field	-2
8. Scholarship I received from Marygrove	0
9. Attitude of admissions counselors	+2
10. When I came for a tour, the considerate people who helped me impressed me greatly	+2
11. Discrimination of women--the very thing the school was founded to protest	-2
12. Had a difficult time getting through to an academic adviser	-2
13. Couldn't get the desired classes	-2
14. Got a job at a bank and can take free courses at a Banking Institute	-2
15. Illness	-2
16. I wanted to live at home and the college was too far to drive every day alone.	-2
17. Joined the Army	-2
18. Did not have my major	---

TABLE 4.16 (cont'd)

Factor	Number Code
19. I do not feel qualified to take the placement test yet	---
20. The college is close to my home	+2

3. Transfer Enrollees: All but two of the transfer enrollees who responded to this item described favorable influences, as can be seen in Table 4.17. The two students reporting very unfavorable influences both described factors relating to the social atmosphere on campus: a lack of men on campus and the quality of student life and school spirit. Many of the factors seen as favorable influences were related to academic programs and opportunities. As indicated in Table A7 in Appendix G, the academic emphasis category was perceived as the second most favorable influence by this group.
4. Transfer Nonenrollees: Table 4.18 presents other factors seen as influential by transfer nonenrollees. Most of the factors perceived as unfavorable influences reflected practical considerations, such as the inconvenient scheduling of classes, the cost of attending the college, the driving distance to campus, not enough time to take courses, and insufficient financial aid. The five factors seen as strongly favorable influences were all related to academic interests. These results are also consistent with other responses by this group, as indicated in Table A8 of Appendix G. Academic emphasis was seen as the most favorable influence

TABLE 4.17

OTHER INFLUENTIAL FACTORS REPORTED BY TRANSFER ENROLLEES

Factor	Number Code
1. Lou's Delicatessen is right across the street	+1
2. Advice of previous Marygrove students	+1
3. Accreditation of the college	+2
4. Not enough men	-2
5. Continue my education from a community college	+2
6. Saturday teacher workshop I attended at the college	+2
7. Transfer credits from Control Data Institute	+2
8. Adviser in admissions office	+2
9. Relatives and former classmates	+2
10. The Theatre	---
11. Job Placement	+2
12. Quality Dance Program	+2
13. Dance Program	+2
14. Human Ecology Program	+1
15. Student life and school spirit	-2
16. Overall, a good study program which focuses on a student's weak areas	---
17. Friend who attends Marygrove	---

TABLE 4.18

OTHER INFLUENTIAL FACTORS REPORTED BY TRANSFER NONENROLLEES

Factor	Number Code
1. Scheduling of classes	-2
2. Not enough night classes for those who work	---
3. Could get no information on our visit. All the classes were postponed several hours. Too strong a religious atmosphere. Much too high in tuition.	-2
4. Amount of cost and driving distance	-2
5. Lack of accurate information prior to enrollment	-2
6. Making students take courses over again that they have already had	-2
7. My religious education director's advice regarding Marygrove's Religious Studies Program	+2
8. Theater and dance productions at Marygrove	+2
9. Marygrove offers programs to help you strengthen your academic weaknesses	+2
10. Music Program	---
11. I did not enroll because my grant did not cover my tuition, and I didn't have the money to pay	---
12. My present job does not allow me enough time to take courses	-2
13. I was told by my academic adviser that I had to take both day and evening classes	-2
14. By working at Marygrove, I was able to see the concern of the teachers and learn the quality of education available at the college	+2
15. Fashion Merchandising Program	+2
16. I decided to go into Nursing, which is not available at Marygrove	-2

by transfer nonenrollees while practical considerations ranked fifth.

Number of Other Colleges
or Universities to Which
Respondents Applied

Table 4.19 presents the number of applications submitted to other colleges or universities by the various admitted student subgroups. First-time freshmen applied to the largest number of other schools. The first-time freshmen not enrolling at Marygrove applied, on the average, to almost two other schools. Transfer students, in comparison, usually applied to either no other schools or just one other school. As might be expected, the nonenrollees applied generally to more other schools than the enrollees, although this difference did not appear large.

TABLE 4.19

NUMBER OF OTHER APPLICATIONS SUBMITTED

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
All Freshmen	1.624	1.085	205	0
All Transfers	.798	.864	114	5
All Enrollees	1.188	1.059	191	2
All Nonenrollees	1.539	1.093	128	3
Freshman Enrollees	1.444	1.069	124	0
Freshman Nonenrollees	1.901	1.056	81	0
Transfer Enrollees	.716	.867	67	2
Transfer Nonenrollees	.915	.855	47	3

How Marygrove Was Rated
in Comparison with the
Other Schools

Table 4.20 reports how Marygrove was rated in comparison with the other schools to which the respondents had applied. Transfer students rated Marygrove higher, on the average, than did first-time freshmen. Transfer enrollees in particular tended to select Marygrove as their first-choice college, whereas first-time freshman nonenrollees more often saw Marygrove as their second-choice college.

TABLE 4.20
COMPARISONS OF OTHER SCHOOLS WITH MARYGROVE

Group	Mean	Standard Deviation	Valid Cases	Missing Cases
All Freshmen	1.593	.656	182	23
All Transfers	1.274	.515	95	24
All Enrollees	1.344	.550	160	33
All Nonenrollees	1.675	.680	117	14
Freshman Enrollees	1.431	.583	109	15
Freshman Nonenrollees	1.836	.687	73	8
Transfer Enrollees	1.157	.418	51	18
Transfer Nonenrollees	1.409	.583	44	6

The Present Activities
of Nonenrollees

Table 4.21 presents a description of first-time freshman nonenrollees' present activities, both by sex and age. Since most of the first-time freshman nonenrollees (82.7 percent) were women under 25, no valid comparison can be made among the different subgroups. Overall,

TABLE 4.21

THE PRESENT ACTIVITIES OF FRESHMAN NONENROLLEES

Response	<u>Female</u>		<u>Male</u>		Totals
	Under 25	25 and Over	Under 25	25 and Over	
Attending a community college	9	1	1	0	11
Attending a four-year college or university	29	0	3	0	32
Employed	10	3	0	2	15
Attending a community college and employed	5	1	0	0	6
Attending a four-year school and employed	8	0	0	0	8
Attending a business school	2	0	0	0	2
Medical problems	1	0	0	0	1
Attending American Institute of Banking and employed	1	0	0	0	1
Rebuilding my health and employed	1	0	0	0	1
Pregnant and married	1	0	0	0	1
Homemaker	0	1	0	0	1
Attending a School of Practical Nursing	0	1	0	0	1
Enrolled in Marygrove continuing education courses and employed	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS	67	8	4	2	81

however, 49.4 percent of the eighty-one first-time freshman nonenrollees were attending another four-year college or university, and 20 percent of these students were also employed. In contrast, 21 percent of the first-time freshman nonenrollees were attending a community college, 35.3 percent of whom were also employed. Only 19.8 percent were employed and not attending school.

The present activities of transfer nonenrollees are depicted in Table 4.22. Of the fifty transfer nonenrollees, 30 percent responded that they were attending another four-year college or university, and 26.7 percent of these students were also employed. In comparison, 18 percent were attending a community college, 33.3 percent of whom were also employed. A greater proportion of the women under 25 than of the women 25 and over were attending community colleges. The opposite relationship, however, existed for those attending another four-year college or university. In addition, 40 percent of all transfer nonenrollees were employed and not attending a college.

In summary, 42 percent of the nonenrollees who responded to the questionnaire were attending another four-year college or university, 19.8 percent were attending a community college, and 26.7 percent were employed and not attending college. Thus, the majority of these students who chose not to enroll at Marygrove decided instead to enroll at another four-year school. The fairly large percentage of nonenrollees who were employed and not

TABLE 4.22

THE PRESENT ACTIVITIES OF TRANSFER NONENROLLEES

Response	<u>Female</u>		<u>Male</u>		Totals
	Under 25	25 and Over	Under 25	25 and Over	
Attending a community college	3	3	0	0	6
Attending a four-year college or university	4	6	0	1	11
Employed	8	8	3	1	20
Attending a community college and employed	2	0	0	1	3
Attending a four-year school and employed	1	2	1	0	4
Homemaker	1	1	0	0	2
Attending sick father	0	1	0	0	1
Personal problems	0	1	0	0	1
Job seeking	0	1	0	0	1
No response	0	1	0	0	1
TOTALS	19	24	4	3	50

attending college were largely transfer students, as far fewer first-time freshmen chose this alternative.

The Future Plans
of Nonenrollees

As Table 4.23 indicates, 30.9 percent of first-time freshman nonenrollees planned to attend Marygrove in the future, 19.7 percent did not plan to attend, and 49.4 percent were not sure of their plans. All but one of the eight women who were 25 and over planned to enroll at Marygrove sometime in the future.

TABLE 4.23

FUTURE PLANS OF FRESHMAN NONENROLLEES
CONCERNING MARYGROVE

Response	<u>Female</u>		<u>Male</u>		Totals
	Under 25	25 and Over	Under 25	25 and Over	
Plan to attend	16	7	1	1	25
Plan not to attend	14	0	2	0	16
Not sure	<u>37</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>40</u>
TOTALS	67	8	4	2	81

Table 4.24 presents the responses of the transfer nonenrollees concerning their future plans to attend Marygrove. Of this group, 44 percent planned to attend, 20 percent did not plan to attend, and 36 percent were not sure of their plans. The proportion of transfer nonenrollees who were women 25 and over and who were unsure whether

they would attend in the future was twice as high as the proportion of women under 25 who were unsure.

TABLE 4.24
FUTURE PLANS OF TRANSFER NONENROLLEES
CONCERNING MARYGROVE

Response	Female		Male		Totals
	Under 25	25 and Over	Under 25	25 and Over	
Plan to attend	10	10	1	1	22
Plan not to attend	5	4	0	1	10
Not sure	<u>4</u>	<u>10</u>	<u>3</u>	<u>1</u>	<u>18</u>
TOTALS	19	24	4	3	50

In summary, 35.9 percent of the nonenrollees who responded to the questionnaire planned to attend Marygrove in the future, 19.8 percent planned not to attend, and 44.3 percent were unsure of their plans. The 20 percent of nonenrollees planning not to attend held constant for both first-time freshmen and transfer students. The transfer nonenrollees, however, revealed a somewhat higher proportion of respondents who planned to attend sometime in the future.

Summary

In this chapter differences among the responses of admitted students to the first thirty questionnaire items were analyzed for statistical significance with respect to

seven categories of influential factors. These data, plus the responses to other items on the questionnaire, were also subjected to a visual inspection and descriptive analysis to determine practical differences which existed among the admitted student subgroups.

The statistical tests for significant differences revealed that admitted students who enrolled were more favorably influenced to enroll by (1) an academic emphasis, (2) practical considerations, and (3) the size of the college than were admitted students who did not enroll. Admitted transfer students were more favorably influenced to enroll by an academic emphasis, but less favorably influenced to enroll by the advice of others, than were admitted first-time freshmen. Furthermore, there was no significant interaction between student status and enrollment status with respect to the seven dependent variables.

A descriptive comparison of the mean responses among admitted student subgroups to individual items within the categories of influential factors aided in identifying the contributions which some items made to the significant differences found with respect to certain categories using the multivariate test. In addition, this comparison helped to determine the practical differences which existed among the subgroups. The number of other schools to which respondents had applied, a comparison of Marygrove College with

these other schools, and what enrollees were doing presently and planning for the future were also reported.

In Chapter V, a summary of the development of the study, conclusions and implications drawn from the data analysis, observations and speculations, and recommendations for further research are reported.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the study's purpose and methodology, and a presentation of its results, conclusions, and implications. In addition, observations and speculations and recommendations for further research are presented.

Summary

Purpose of the Study

The purpose of this study was to determine whether there were any differences in the perceived favorableness of influential factors affecting the enrollment decisions of first-time freshman enrollees and nonenrollees and transfer student enrollees and nonenrollees who were admitted to Marygrove College for the 1978 Fall Semester.

Most private colleges in the United States have been experiencing either no significant enrollment gains or serious enrollment declines in recent years. Since private colleges rely heavily on the revenue from tuition, declining enrollments have a serious impact on their total operation. Such predicaments are occurring at a time when the supply of traditional high school graduates has diminished.

In attempting to overcome the trend of declining enrollments, many admissions offices at private colleges have changed their emphasis from the selection of students to the recruitment of students. Marketing principles are often used in planning such recruitment strategies in an effort to increase prospective students' interest in the college.

Marygrove College, a private, Catholic, liberal arts college located on the northwest side of Detroit, has been struggling with a decreasing enrollment problem throughout much of the past decade. Even though the number of admitted students increased over the past ten years, a significant decline occurred in the percentage of admitted students who actually enrolled. It was felt, therefore, that a study of this nature would help the college gain a better insight into the specific admission activity areas which should be emphasized with what types of prospective students. Since significant sums of money have been spent each year on recruitment, knowledge concerning the cost effectiveness of individual recruitment efforts was felt to be important.

Previous research on college choice was divided into four main topics:

1. College choice factors as perceived by high school students or recent graduates prior to enrollment
2. College choice factors as perceived by students after enrollment
3. College choice factors as perceived by transfer students

4. Factors influencing admitted students not to enroll

These research studies suggested that the final selection of a college was not related to a single factor, but was based on a combination of variables exerting differing amounts of influence on each student. Differences in the perception of influences on college choice appeared to result from a complex relationship of variables, including the period in which the study was conducted, the specific student populations investigated, and the types of colleges being considered.

Methodology

The population investigated by this study was the 434 admitted students to Marygrove College for the 1978 Fall Semester who either (1) had never attended a post-secondary educational institution for degree credit or (2) had most recently attended a community college. International students, post-degree students, and students who had most recently attended another four-year college or university were excluded because of the relatively small numbers of students in these categories and because recruitment efforts of the college were not specifically directed toward these students.

A questionnaire developed by the researcher was mailed to this population of admitted students on September 7, 1978, immediately after the completion of registration for the Fall Semester. A second mailing was sent on

September 27, 1978 and a telephone follow-up effort was begun two weeks later, both requesting that nonrespondents complete and return the questionnaire. By October 31, 1978, 74.7 percent of the admitted students had responded and follow-up efforts were terminated.

The research design consisted of two independent variables: (1) student status, which had two levels--admitted first-time freshman and admitted transfer student and (2) enrollment status, which had two levels--enrolled and nonenrolled. There were seven dependent variables: (1) academic emphasis, (2) practical considerations, (3) advice of others, (4) social emphasis, (5) religious orientation, (6) size of the college, and (7) recruitment practices.

A multivariate analysis of variance with two fixed effects (student status and enrollment status) across the seven dependent variables was used to test the null hypotheses. If overall significant differences were suggested by the multivariate analysis at the .05 level, then results of the univariate F-tests were examined to determine which dependent variables revealed a significant difference. A descriptive analysis of mean responses by the admitted student subgroups to the thirty influential factors and to several other questionnaire items was also performed, although no statistical inferences were made.

Findings

1. Test of Null Hypothesis 1: Null hypothesis 1 was formulated to test whether there are no differences between the enrollees and the nonenrollees in the degree to which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College.

This hypothesis was rejected at the .05 level of significance. There are significant differences between enrollees and nonenrollees with respect to the seven dependent variables. Specifically, admitted students who enroll are more favorably influenced to enroll by (a) an academic emphasis, (b) practical considerations, and (c) the size of the college, than are admitted students who do not enroll.

Admitted students who enroll are not significantly different from admitted students who do not enroll with respect to (a) advice of others, (b) social emphasis, (c) religious orientation, and (d) recruitment practices.

2. Test of Null Hypothesis 2: Null hypothesis 2 was formulated to test whether there are no differences between admitted first-time freshmen and admitted transfer students in the degree to which the seven categories of influential factors are seen as

favorable to enrolling at Marygrove College.

This hypothesis was rejected at the .05 level of significance. There are significant differences between first-time freshmen and transfer students with respect to the seven dependent variables. Specifically, admitted transfer students are more favorably influenced to enroll by an academic emphasis than are admitted first-time freshmen. Admitted first-time freshmen, however, are more favorably influenced to enroll by the advice of others than are admitted transfer students.

Admitted first-time freshmen are not significantly different from admitted transfer students with respect to (a) practical considerations, (b) social emphasis, (c) religious orientation, (d) size of the college, and (e) recruitment practices.

3. Test of Null Hypothesis 3: Null hypothesis 3 was formulated to test whether there is no interaction between student status and enrollment status in the degree to which the seven categories of influential factors are seen as favorable to enrolling at Marygrove College.

This hypothesis was not rejected at the .05 level of significance. There is no significant interaction between student status and enrollment status with respect to the seven dependent variables. This lack of interaction allows for the

separate examination of the main effect of enrollment status or the main effect of student status without specifying the level of the other factor.

Conclusions and Implications

In this section, each category of influential factors and the responses to the additional items on the questionnaire are discussed, with the intent of briefly summarizing the findings and presenting some interpretive comments.

Analysis of Individual Influential Factors

A descriptive comparison of the mean responses among admitted student subgroups to individual items within the categories of influential factors aids in identifying the contributions which some items make to the significant differences found with respect to certain categories using the multivariate test. Even when overall significant differences are not found, a descriptive analysis is useful in improving an understanding of specific relationships among the data. Certain conclusions can be drawn from this analysis pertaining to the specific influential factors contained within the seven categories.

Academic emphasis.--The four factors in this category, (1) Marygrove's overall academic reputation, (2) a specific academic program of interest, (3) possibility of taking courses at any of six other Catholic colleges in the area while attending Marygrove, and (4) quality of the

instructors at Marygrove, all reveal the same differences found between enrollees and nonenrollees and between admitted first-time freshmen and transfer students with respect to the total category.

Regardless of student status or enrollment status, the possibility of taking courses at any of six other Catholic colleges in the area while attending Marygrove is seen as the least favorable influence in this category. Furthermore, the large variation in all the subgroups' responses to this factor suggests that some admitted students see this arrangement much more favorably than do others.

Practical considerations.--The four factors in this category, (1) cost of attending Marygrove, (2) physical appearance of the campus, (3) availability of financial aid to attend Marygrove, and (4) location of the college, all reveal the same differences between enrollees and nonenrollees as found for the total category. The particularly large difference in the responses to "the availability of financial aid to attend Marygrove" between enrollees and nonenrollees undoubtedly contributes a great deal to the significant difference found between these two groups with respect to the entire category. Since 75 percent of the student body at Marygrove receives some form of financial assistance, it is not surprising that this factor is seen as a more favorable influence to enroll by enrollees.

There is a large amount of variation in the

responses to each of these factors within the various admitted student subgroups. Since this variation is particularly evident in responses to "the location of the college," this factor is seen as much more favorable by some of the admitted students than by others.

Advice of others.--Three of the factors in this category, (1) advice of parent(s), (2) advice of a counselor at a previous school, and (3) advice of a teacher at a previous school, all reveal the same differences between admitted first-time freshmen and transfer students as for the total category. One of the factors, advice of friend(s), reveals a very slight difference in the opposite direction. Admitted transfer students perceive this factor as slightly more favorable than do admitted first-time freshmen. In general, all admitted student subgroups tend to rate all factors in this category as slightly favorable, but not very important, influences.

Social emphasis.--All four factors in this category, (1) social activities offered on campus, (2) availability of a residence hall on campus, (3) the proportion of men to women students on campus, and (4) the availability of athletic programs and facilities, are not seen as very important influences by any of the admitted student subgroups.

The availability of a residence hall on campus is perceived as most favorable by first-time freshman enrollees. This result is not surprising, as many of the students living in the residence hall are first-time freshmen.

Freshman nonenrollees see "the proportion of men to women students on campus" as a slightly unfavorable influence. This result is due, in part, to the fact that 92.6 percent of the freshman nonenrollees in the sample are women and less than one of every five students on campus are men. Thus, some of these admitted women who do not enroll undoubtedly feel there are not enough men on campus.

Similarly, the availability of athletic programs and facilities is seen as a slightly unfavorable influence by freshman enrollees. Since a very limited number of athletic programs are available at the college, especially for men, those admitted freshmen who do enroll appear to desire more such programs.

Religious orientation.--Three of the factors in this category, (1) religious atmosphere of the college, (2) religious activities offered on campus, and (3) Marygrove's relationship with the Catholic Church, are not seen as very important influences by any of the admitted student subgroups. However, an emphasis on moral and ethical values is seen by all subgroups as a considerably more favorable influence than the other factors. The admitted students, therefore, tend to rate the one factor within this category which is not directly associated with "religion" as the most favorable influence on their enrollment decisions.

Size of the college.--The four factors in this category, (1) size of the college, (2) possibility for interaction with instructors, (3) size of classes at Marygrove,

and (4) degree of interest in students shown by college staff, all reveal the same difference between enrollees and nonenrollees as for the total category. In fact, enrollees consistently perceive each factor as a more favorable influence than do nonenrollees, regardless of student status.

Recruitment practices.--Five of the factors in this category, (1) impressions of Marygrove from a campus visit, (2) a school visit by a Marygrove admissions adviser, (3) the Marygrove Interim newsletter received after admittance to the college, (4) a personal welcome letter received from the College President, and (5) brochures describing specific academic programs, are seen as slightly more favorable influences by enrollees than by nonenrollees. Information about Marygrove in the media, in contrast, is seen as slightly more favorable by nonenrollees, although none of the subgroups see this factor as a very important influence.

A campus visit and brochures describing specific academic programs appear to be the most favorably influential recruitment practices. A personal welcome letter from the College President and the newsletter sent to all admitted students during the summer also seem worthwhile. Information about Marygrove in the media and school visits by admissions staff have little, if any, influence on admitted students' enrollment decisions. The college will either need to examine ways of making these two recruitment practices more effective or utilize them less frequently.

Responses to the General
Questionnaire Items

Other influential factors.--The additional factors reported by some of the admitted students are quite consistent with their responses to the seven general categories of influential factors. Nonenrollees, especially transfer nonenrollees, also emphasize the importance of having classes available at convenient times.

Number of other colleges or universities to which respondents applied.--First-time freshmen apply to twice as many other schools, on the average, as do transfer students. The first-time freshmen apply to an average of somewhat less than two other schools, while transfer students apply to an average of somewhat under one other school. Although the nonenrollees apply generally to more other schools than enrollees, this difference does not appear large.

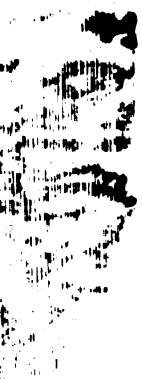
How Marygrove was rated in comparison with the other schools.--Not only do transfer students, on the average, apply to fewer other schools than do first-time freshmen, but those transfer students who do apply to other schools rate Marygrove more favorably in comparison with the other schools than do first-time freshmen. This relationship is particularly distinct between transfer enrollees and first-time freshman nonenrollees. Generally, transfer enrollees select Marygrove as their first-choice college, whereas freshman nonenrollees more often see it as their second-choice college.

The present activities of nonenrollees.--Nearly half of the first-time freshman nonenrollees attend another four-year collegiate institution, while 21 percent attend a community college. In contrast, only 30 percent of the transfer nonenrollees attend another four-year school and 18 percent attend a community college. The proportion of transfer nonenrollees who are employed and not attending college is twice as high as for first-time freshmen.

These results suggest a need for the college to better present to prospective transfer students the advantages of taking courses while employed. Not only must the potential for greater career development and advancement be emphasized, but the need to schedule courses at more convenient times for employed students must also be recognized by the college.

The future plans of nonenrollees.--A greater proportion of the transfer nonenrollees plan to attend the college in the future (44 percent) than do first-time freshman nonenrollees (30.9 percent). However, only 20 percent of both groups plan definitely not to attend in the future. Therefore, more first-time freshmen are unsure of their future plans concerning the college than are transfer students.

Since 80 percent of all the nonenrollees report that they either plan to attend the college or are not sure of their plans, the admitted students who do not enroll appear to be an important target population for further recruitment



efforts by the college. There seems to be a high probability that many transfer nonenrollees will eventually enroll at the college.

The tendency for transfer nonenrollees to be more likely to enroll at the college in the future is consistent with earlier results of this study. Transfer nonenrollees perceive various attributes of the college, such as its size and academic emphasis, as more favorable influences than do first-time freshman nonenrollees. Transfer nonenrollees apply, on the average, to only half as many other schools and tend to rate Marygrove higher in comparison to these other schools than do first-time freshman nonenrollees. Furthermore, a smaller proportion of transfer nonenrollees attend other four-year schools. Thus, there is a greater proportion of transfer nonenrollees who are amenable to direct recruitment efforts, as it is considered unethical for a four-year college to directly recruit students attending another four-year school. These students may eventually transfer from a community college or consider attending college while employed. The group of admitted transfer students who do not enroll should, therefore, be given the highest priority in any follow-up recruitment efforts.

Further Implications of the Study

Relationship of the Study to Previous Research on College Choice

1. Freshman Enrollees (surveyed prior to enrollment):

Holland (1959) found that a private college was often selected because of its small size and academic reputation, while a religious college was usually chosen on the basis of its small size and religious affiliation. Freshman enrollees in the present study also see the small size and academic emphasis as the two most favorable influences, however, the religious orientation is seen as a less favorable, and not very important, influence.

In the present study, the sample of freshman enrollees perceive parents as being more influential than the high school counselor, although neither one is seen as a very important influence. These results tend to support the difference found by Kerr (1962) between the influences of parents and high school counselors and contradict the results of Fredrickson and Fonda (1971), who found high school counselors often playing a more important role than parents in the college choice process.

Stahmann, Hanson, and Whittlesey (1971) discovered that a campus visit was seen as the most influential source of information on college choice.

In the present study, however, freshman enrollees, as well as all other admitted student subgroups, rate the impressions from a campus visit and brochures describing specific academic programs very similarly in degree of influence (see Appendix H). Likewise, while social activities were found by Spears (1971) to be one of the largest influences on college selection, the present study reveals that first-time freshman enrollees see social emphasis to be the least favorable of the seven categories of influential factors.

2. Freshman Enrollees (surveyed after enrollment):

The results of the present study agree quite closely with those of the large-scale, recent study by Astin (1978). Although size of the college was not included as a factor in that study, the perceived importance of academic emphasis, practical considerations, recruitment practices, and advice of others were very similar.

Collins (1976) found that the most important influence in choosing a certain university was the availability of financial aid, while recruitment efforts such as school visits by recruiters and the preparation of brochures had no detectable influence. Similarly, freshman enrollees in the present study rate the availability of financial aid as the fifth most favorable influence and school visits by

admissions advisers as twenty-fourth in favorableness. However, brochures describing academic programs rank eleventh, which appears more influential than the other study's findings.

A study of the influential factors affecting the choice of several religiously-affiliated liberal arts colleges by Driver (1975) also revealed the importance of academic emphasis, size of the college, and practical considerations and the relative unimportant influence of social activities. Similarly, a study by Brush (1976) of three women's colleges and one coeducational college found academic factors and size to be important influences, but also found a favorable emphasis on social factors, which is not borne out in the present study.

In summary, the present study agrees most closely with other recent studies examining freshman enrollees subsequent to their enrollment at other private or religiously-affiliated colleges.

3. Transfer Students: The very favorable influence of the academic emphasis category on transfer enrollees in the present study is similar to the results of studies by Dyer (1972), Hartsell (1972), and Anderson and Scholl (1976). Hartsell (1972) revealed further agreement with his findings of

relatively no influence from the advice of others, recruitment activities, or social activities on the choice of a transfer institution.

Furthermore, the similarity in the characteristics of first-time freshmen and transfer students found by Holmstrom and Bisconti (1974) and the two groups' similar, exaggerated expectations of the campus environment found by Buckley (1971) lend support and partial explanation for the minimal significant differences revealed in the present study between the two student groups.

4. Nonenrollees: Clements (1973) found that the chief reason for admitted first-time freshmen deciding not to enroll at a Midwestern university was financial. Likewise, in the present study the cost of attending the college is ranked last of the thirty influential factors by first-time freshman non-enrollees, while also being seen by them as an unfavorable influence to enroll. First-time freshmen who enroll, furthermore, see the availability of financial aid as a much more favorable influence than those who do not enroll.

Jones (1975) conducted a study comparing freshman enrollees with freshman nonenrollees, which resulted in no sharp distinctions between the groups on what influenced their enrollment decisions. In

contrast, the present study reveals significant differences between these two groups with regard to academic emphasis, practical considerations, and size of the college.

In a study comparing first-time freshman nonenrollees with transfer nonenrollees, Grites and Teague (1978) discovered no differences between factors perceived as most appealing and least appealing about a particular university. However, in the present study, significant differences are found between first-time freshmen and transfer students with regard to both academic emphasis and advice of others.

Metlay et. al. (1974) conducted a study which examined both the student status and enrollment status of admitted students. All four groups (first-time freshman enrollees and nonenrollees and transfer student enrollees and nonenrollees) rated several academic characteristics of the university as the most important factors in college choice. This result contrasts with the present study, which, although finding that all four groups perceive academic emphasis as a very favorable influence, also reveals significant effects of both enrollment status and student status with respect to the influence of such academic characteristics. The cited study also revealed that extra-curricular

activities and family advice were perceived as significantly more important to both freshman groups than to the two transfer student groups. In the present study, although a similar difference between both freshman groups and both transfer groups is found with respect to the advice of others, no significant difference is found with respect to social emphasis.

In summary, the present study appears to reveal a greater number of differences between first-time freshman nonenrollees and transfer nonenrollees and between these two groups and the two groups of enrollees than revealed by most previous studies.

Implications for Other Private Colleges

The results of the present study appear to agree most closely with recent research regarding other private, liberal arts colleges, particularly those with religious affiliations. Therefore, it is likely that the results of the study will prove relevant not only to the particular college examined, but also to comparable colleges. By use of the Cornfield-Tukey "Bridge Argument" (Glass & Stanley, 1970, p. 496), the admitted students in the present study can be seen as a representative sample from the population of students admitted to other private, religiously affiliated, liberal arts colleges located in an urban area with a majority of students who are women and who commute to campus.

Carefully describing such important characteristics of the existing sample aids in estimating the population to which the results of the study can be generalized. The important sample characteristics which are identified form a "bridge" for approximating the population. Thus, the basic results and conclusions of this study with respect to the specific areas of influence investigated can be generalized to comparable colleges. Various implications of the study for such colleges appear evident.

1. Academic Emphasis: The academic quality of the college in general and of specific programs in particular must receive emphasis through various means, such as promotional brochures, presentations by college representatives, and the increased use of selected faculty members in the recruiting process. Furthermore, any follow-up recruitment efforts with admitted transfer students who did not initially enroll should stress the advantages of further education to one's career development and advancement.
2. Practical Considerations: The cost of attending a college is an important factor to all admitted students, particularly transfer students. Adequate measures should be taken to ease as many financial barriers as possible for prospective students. The college must ensure that the financial aid office

effectively disseminates information on all types of available financial assistance. The continued emphasis on providing a maximum amount of financial aid to both first-time freshmen and transfer students alike, while holding the cost of attending the college down to a minimum, is imperative if an increased enrollment is to be realized.

The college's location should be promoted through the continued recruitment of prospective students within the local area as well as by emphasizing specific attractions of the college's locale when recruiting students from other areas. Particularly if the college has an attractive campus, the appearance of the campus should be effectively promoted by using colorful brochures and emphasizing campus visits and tours.

Finally, the scheduling of classes at times most compatible with the needs and desires of prospective students, particularly transfer students, should also aid in attracting more students to the college.

3. Advice of Others: The continuation of contacts by college representatives with the parents of prospective first-time freshmen and with high school staff seems advisable. However, more direct, personal recruitment efforts should be utilized with prospective transfer students.

4. Social Emphasis: A minimum of emphasis on the social activities and opportunities available on campus appears appropriate in recruiting prospective students, especially when continuing to recruit admitted students who do not initially enroll. This fact does not, however, abrogate a college's responsibility to provide adequate social activities and programs for its enrolled students.
5. Religious Orientation: It would appear that religiously-affiliated colleges would present a more favorable influence to potential students through a greater emphasis on the moral and ethical value-orientation of the college than by emphasizing a particular religious identification.
6. Size of the College: Since the small size of the college was favorably perceived by all admitted student subgroups, a greater emphasis on the advantages of a small college, especially in follow-up recruitment efforts with nonenrollees, is indicated. The values of a small college over a large university in terms of smaller class sizes, more personal relationships with instructors, and greater involvement of the college staff with students should be promoted.
7. Recruitment Practices: School visits by admissions representatives should only be utilized at schools

from which a significant number of students have attended the college in the past. It appears much more effective, however, to arrange for prospective students to come on campus for open houses, special tours, and other such programs.

Advertisements in the media also appear to have virtually no influence on admitted students' enrollment decisions. Given the relatively high cost of these recruitment methods, either limiting or discontinuing their use seems warranted. The use of attractive and informative brochures describing academic programs and opportunities at the college appears to be much more effective.

Finally, the mailing of a welcome letter personally signed by the College President a few weeks prior to registration and the sending of a summer newsletter informing admitted students of current campus events should be continued at colleges which employ them, and should be introduced at colleges which do not.

8. Implications for Follow-up Recruitment of Nonenrollees: A college should recognize and capitalize on the excellent probability of attracting a significant number of nonenrollees, particularly transfer students, to enroll in the future by utilizing effective and efficient follow-up recruitment techniques to emphasize the favorable and

influential characteristics of the college.

Observations and Speculations

Several subjective observations and speculations which are not necessarily provable by factual data occurred to the researcher during the course of the study. This section of the chapter will, therefore, report these observations and opinions.

The large variation in the responses to three of the influential factors found within the admitted student subgroups deserves further reflection:

1. A large variation in the responses to "the possibility of taking courses at any of six other Catholic colleges in the area while attending Marygrove" occurred within all the admitted student subgroups. Presumably, some admitted students perceive this consortium as an opportunity to select a greater variety of courses, while others dislike the idea of having to travel to other colleges to take specific courses. Colleges, it would appear, should weigh the potentially favorable and unfavorable influences on prospective students of such arrangements with other schools before entering into them.
2. A particularly large variation in the responses to "the location of the college" also occurred within all admitted student subgroups. The distance

admitted students live from the campus and how the urban location of the college is perceived probably account for much of this variation.

3. A large degree of variation in the responses to "a specific academic program of interest to you" by first-time freshman nonenrollees was also evident. Presumably, for some of these nonenrollees, their desired academic program is both available at the college and seen as favorable to enrolling. For others in the group, however, their desired program is either available and seen as less favorable or is not available at the college.

Since admitted transfer students were, on the average, seven years older than admitted first-time freshmen, it seems probable that the same differences in the influence of academic emphasis and the advice of others between transfer students and first-time freshmen would be found between older and younger students, respectively. For example, admitted students who are at least 22 years old would probably perceive the academic quality of the college to be a more favorable influence to enroll, and the advice of others as a less favorable influence, than would admitted students under 22 years old.

Finally, it is doubtful that there are any significant differences between males and females with respect to the perceived favorableness of the seven categories of influential factors. The student status and enrollment

status of an admitted student would seem to have much more of an effect on the perceived favorableness of these categories than would the sex of the student. Furthermore, most previous studies have revealed no significant differences between males and females with respect to influences affecting their college choice.

Recommendations for Further Research

Based on the nature and results of the present study, a number of recommendations for further research are proposed:

1. Replications of the study should be conducted at least every other year at the college to better identify any possible changes in the perceptions of admitted students over time. Such studies would aid in detecting any changes in the impact of recruitment policies and practices.
2. Follow-up research should be performed which assesses the potential for attracting enrollees by maintaining contact with admitted students who did not enroll at Marygrove College for the 1978 Fall Semester. Such a study would not only evaluate the effectiveness of the follow-up recruitment techniques employed with these nonenrollees, but would communicate to those dissatisfied with their initial decisions that the college is still interested in them.

3. Follow-up research should be performed on all the enrollees in the present sample to ascertain if they persist toward graduation and if their perceptions of the factors relating to the image of the college remain constant.
4. An extensive study should be undertaken of admitted student enrollees and nonenrollees who could be followed longitudinally and in depth as to the reasons for their enrollment decisions at a particular college. Such a study would be useful in identifying any changes in the perceptions of a group of admitted students over time.
5. Other admitted student subgroups should be examined at larger institutions, which have sufficient numbers of students within each subgroup for a valid statistical analysis to be conducted, to determine any differences in the perceived favorableness of specific influential factors on their enrollment decisions. Admitted students might be compared by examining any of the following variables:
 - (a) sex
 - (b) age
 - (c) race
 - (d) marital status
 - (e) prospective area of study
 - (f) religious preference
 - (g) student type (commuter or resident; part-time or full-time)
 - (h) type of school from which transferring (two-year or four-year; public or private)
 - (i) family income
 - (j) veteran status
 - (k) distance of home from campus

- (l) degree of preference for the college
(first choice, second choice, etc.)
- (m) number of other schools to which applied
- (n) previous grade-point average

6. A study of factors influencing the choice of a private four-year college in comparison with those factors influencing the choice of a public four-year college for both admitted first-time freshmen and transfer students should be initiated.

Concluding Statement

The present study identifies several areas which require differing amounts of emphasis with regard to influencing the enrollment of first-time freshmen and transfer students admitted to a particular college. However, research must continue in an effort to modify and improve the college's recruitment and retention efforts. By gaining an even greater understanding of its image as perceived by prospective students, the college can better modify and develop programs which will more effectively meet the needs and aspirations of these students. If such an approach is followed, admitted students will be much more likely to enroll at the college and, in the end, be better served by it.

APPENDICES

APPENDIX A

COMPOSITION OF THE CATEGORIES OF INFLUENTIAL FACTORS

APPENDIX A

COMPOSITION OF THE CATEGORIES OF INFLUENTIAL FACTORS

I. Academic Emphasis

1. Marygrove's overall academic reputation.
2. A specific academic program of interest to you.
3. Possibility of taking courses at any of six other Catholic colleges in the area while attending Marygrove.
4. Quality of the instructors at Marygrove.

II. Practical Considerations

1. Location of the college.
2. Cost of attending Marygrove.
3. Physical appearance of the campus.
4. Availability of financial aid to attend Marygrove.

III. Advice of Others

1. Advice of parent(s).
2. Advice of friend(s).
3. Advice of a counselor at your previous school.
4. Advice of a teacher at your previous school.

IV. Social Emphasis

1. Availability of athletic programs and facilities.
2. Social activities offered on campus.
3. Availability of a residence hall on campus.
4. The proportion of men to women students on campus.

V. Religious Orientation

1. Religious atmosphere of the college.
2. Religious activities offered on campus.
3. Emphasis on moral and ethical values.
4. Marygrove's relationship with the Catholic Church.

VI. Size of the College

1. Size of the college.
2. Possibility for interaction with instructors.
3. Size of classes at Marygrove.
4. Degree of interest in students shown by college staff.

VII. Recruitment Practices

1. Brochures describing specific academic programs.
2. A personal welcome letter received from the College President.
3. A visit by a Marygrove admissions adviser to your previous school.
4. Information about Marygrove in the paper, on the radio, or on TV.
5. The Marygrove Interim newsletter received after admittance to the college.
6. Impressions of Marygrove from a campus visit.

APPENDIX B

THE QUESTIONNAIRE

APPENDIX B

THE QUESTIONNAIRE

MARYGROVE COLLEGE ADMITTED STUDENTS QUESTIONNAIRE

Each of the items listed below may have either encouraged you to or discouraged you from enrolling at Marygrove College.

Each item is followed by five choices:

- 2 = Strong reason against enrolling at Marygrove
- 1 = Moderate reason against enrolling at Marygrove
- 0 = Not important in my decision
- +1 = Moderate reason for enrolling at Marygrove
- +2 = Strong reason for enrolling at Marygrove

Circle the number code which best describes the degree to which each item either encouraged you to or discouraged you from enrolling at Marygrove College. For example, if the advice of someone you know was a strong reason for enrolling at Marygrove, you would circle +2. However, if this advice was a strong reason against enrolling, you would circle -2. Please circle a number for each item.

	<u>Strongly</u> <u>Against</u>	←	→	<u>Strongly</u> <u>For</u>
1. Impressions of Marygrove from a campus visit.....	-2	-1	0	+1 +2
2. Advice of parent(s).....	-2	-1	0	+1 +2
3. Cost of attending Marygrove.....	-2	-1	0	+1 +2
4. Religious atmosphere of the college.....	-2	-1	0	+1 +2
5. Size of the college.....	-2	-1	0	+1 +2
6. Marygrove's overall academic reputation....	-2	-1	0	+1 +2
7. A visit by a Marygrove admissions adviser to your previous school.....	-2	-1	0	+1 +2
8. Social activities offered on campus.....	-2	-1	0	+1 +2
9. Advice of friend(s).....	-2	-1	0	+1 +2
10. Physical appearance of the campus.....	-2	-1	0	+1 +2
11. Emphasis on moral and ethical values.....	-2	-1	0	+1 +2
12. Information about Marygrove in the paper, on the radio, or on TV.....	-2	-1	0	+1 +2

	<u>Strongly</u> <u>Against</u>			<u>Strongly</u> <u>For</u>		
13. A specific academic program of interest to you.....	-2	-1	0	+1	+2	
14. Possibility for interaction with instructors.....	-2	-1	0	+1	+2	
15. Availability of a residence hall on campus.	-2	-1	0	+1	+2	
16. Availability of financial aid to attend Marygrove.....	-2	-1	0	+1	+2	
17. The Marygrove <u>Interim</u> newsletter received after admittance to the college.....	-2	-1	0	+1	+2	
18. Advice of a counselor at your previous school.....	-2	-1	0	+1	+2	
19. Possibility of taking courses at any of six other Catholic colleges in the area while attending Marygrove.....	-2	-1	0	+1	+2	
20. Religious activities offered on campus.....	-2	-1	0	+1	+2	
21. Size of classes at Marygrove.....	-2	-1	0	+1	+2	
22. The proportion of men to women students on campus.....	-2	-1	0	+1	+2	
23. Location of the college.....	-2	-1	0	+1	+2	
24. A personal welcome letter received from the College President.....	-2	-1	0	+1	+2	
25. Advice of a teacher at your previous school	-2	-1	0	+1	+2	
26. Quality of the instructors at Marygrove....	-2	-1	0	+1	+2	
27. Marygrove's relationship with the Catholic Church.....	-2	-1	0	+1	+2	
28. Degree of interest in students shown by college staff.....	-2	-1	0	+1	+2	
29. Availability of athletic programs and facilities.....	-2	-1	0	+1	+2	
30. Brochures describing specific academic programs.....	-2	-1	0	+1	+2	
31. Other influence (please specify below)	-2	-1	0	+1	+2	

32. Please check the box next to the response which best answers each of the following questions:

A. To how many other colleges or universities did you apply for admission?

[] none [] one [] two [] three or more

- B. How would you rate Marygrove in comparison to the other schools to which you applied?
☐ my first choice ☐ my second choice ☐ my third choice
or lower
- C. If you did not enroll at Marygrove this Fall, what are you doing now? (Please check all responses that apply to you)
☐ attending a community college
☐ attending a four-year college or university
☐ employed
☐ other (please specify) _____
- Do you plan to attend Marygrove sometime in the future?
☐ yes ☐ no ☐ not sure

THANK YOU VERY MUCH FOR YOUR ASSISTANCE!!

APPENDIX C

THE INITIAL COVER LETTER

APPENDIX C
THE INITIAL COVER LETTER

MARYGROVE COLLEGE / 8425 West McNichols Road, Detroit, Michigan 48221

September 7, 1978

Jane Doe
132 College Drive
Detroit, MI 48221

Dear Ms. Doe:

We need your opinions to help us determine why admitted students decide to enroll or not enroll at Marygrove College. By now you have either enrolled or not enrolled at Marygrove for this Fall Semester, and in either case, your responses are very important to the success of this study.

Just a few moments of your time are needed to respond to the enclosed questionnaire. Please complete the questionnaire before September 20th and return it in the postage-paid reply envelope. Your reply, of course, will be kept confidential.

Thank you for helping us improve the College's services to future applicants.

Sincerely yours,

A handwritten signature in cursive script that reads "Douglas Torrance".

Douglas Torrance
Admissions Coordinator

A handwritten signature in cursive script that reads "Charles Donaldson".

Charles Donaldson
Director of Undergraduate Admissions

APPENDIX D

THE FOLLOW-UP COVER LETTER

APPENDIX D
THE FOLLOW-UP COVER LETTER

MARYGROVE COLLEGE / 8425 West McNichols Road, Detroit, Michigan 48221

September 27, 1978

Jane Doe
132 College Drive
Detroit, MI 48221

Dear Ms. Doe:

Recently we sent you a brief questionnaire concerning why admitted students decide to enroll or not enroll at Marygrove College. Since we sent out only a small number of these questionnaires, your prompt response is very important to us.

We are enclosing another questionnaire, in case you did not receive the first one. Would you please take a moment now to complete the questionnaire and return it to us in the postage-paid reply envelope. Your reply, of course, will be kept confidential.

Thank you for your help.

Sincerely yours,



Douglas Torrance
Admissions Coordinator



Charles Donaldson
Director of Undergraduate Admissions

APPENDIX E

THE SECOND FOLLOW-UP COVER LETTER

APPENDIX E

THE SECOND FOLLOW-UP COVER LETTER

MARYGROVE COLLEGE / 8425 West McNichols Road, Detroit, Michigan 48221

October, 1978

Dear Student:

Thank you very much for agreeing to complete the enclosed questionnaire when I called you the other evening. It will take only a few minutes to complete the questionnaire and return it to us in the postage-paid reply envelope. The results of this survey will help us better understand what factors influence admitted students to either enroll or not enroll at Marygrove College.

Thanks again for your help.

Very sincerely,

A handwritten signature in cursive script that reads "Douglas Torrance". The signature is written in black ink and is positioned above the printed name and title.

Douglas Torrance
Admissions Coordinator

APPENDIX F

CODING FORMAT FOR PUNCHING
THE DATA ON COMPUTER CARDS

APPENDIX F
CODING FORMAT FOR PUNCHING
THE DATA ON COMPUTER CARDS

CODEBOOK

<u>Column</u>	<u>Description</u>
01-30	Each of thirty influential factors: 0. Missing data 1. Strong reason against enrolling 2. Moderate reason against enrolling 3. Not important in my decision 4. Moderate reason for enrolling 5. Strong reason for enrolling
31	Number of other schools to which applied: 0. None 1. One 2. Two 3. Three or more 9. Missing data
32	Marygrove was: 1. First choice 2. Second choice 3. Third choice or lower 9. Missing data
33	Student status: 1. Freshman 2. Transfer
34	Enrollment status: 1. Enrolled 2. Nonenrolled
35	Sex: 1. Male 2. Female
36-37	Age: (actual age coded in two columns)

APPENDIX G

RANK ORDER OF THE SEVEN CATEGORIES OF INFLUENTIAL FACTORS

APPENDIX G

RANK ORDER OF THE SEVEN CATEGORIES
OF INFLUENTIAL FACTORS

TABLE A1

RANK ORDER OF CATEGORIES BY
ALL FIRST-TIME FRESHMEN

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Size of the College	4.164	.607	0
2.	Academic Emphasis	4.076	.606	0
3.	Recruitment Practices	3.629	.502	0
4.	Practical Considerations	3.542	.680	0
5.	Religious Orientation	3.443	.660	0
6.	Advice of Others	3.365	.480	0
7.	Social Emphasis	3.208	.547	0

TABLE A2

RANK ORDER OF CATEGORIES BY
ALL TRANSFER STUDENTS

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Academic Emphasis	4.249	.515	0
2.	Size of the College	4.218	.657	0
3.	Recruitment Practices	3.676	.470	0
4.	Practical Considerations	3.540	.722	0
5.	Religious Orientation	3.474	.727	0
6.	Advice of Others	3.204	.481	2
7.	Social Emphasis	3.191	.494	2



TABLE A3
RANK ORDER OF CATEGORIES BY
ALL ENROLLEES

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Size of the College	4.371	.549	0
2.	Academic Emphasis	4.278	.481	0
3.	Practical Considerations	3.734	.615	0
4.	Recruitment Practices	3.689	.466	0
5.	Religious Orientation	3.482	.672	0
6.	Advice of Others	3.334	.492	0
7.	Social Emphasis	3.220	.573	0

TABLE A4
RANK ORDER OF CATEGORIES
BY ALL NONENROLLEES

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Academic Emphasis	3.934	.649	0
2.	Size of the College	3.908	.631	0
3.	Recruitment Practices	3.583	.519	0
4.	Religious Orientation	3.415	.704	0
5.	Advice of Others	3.266	.476	2
6.	Practical Considerations	3.256	.709	0
7.	Social Emphasis	3.174	.452	2

TABLE A5

RANK ORDER OF CATEGORIES BY
FIRST-TIME FRESHMAN ENROLLEES

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Size of the College	4.351	.523	0
2.	Academic Emphasis	4.226	.489	0
3.	Practical Considerations	3.716	.613	0
4.	Recruitment Practices	3.684	.484	0
5.	Religious Orientation	3.466	.658	0
6.	Advice of Others	3.414	.477	0
7.	Social Emphasis	3.233	.592	0

TABLE A6

RANK ORDER OF CATEGORIES BY
FIRST-TIME FRESHMAN NONENROLLEES

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Size of the College	3.879	.620	0
2.	Academic Emphasis	3.846	.693	0
3.	Recruitment Practices	3.545	.519	0
4.	Religious Orientation	3.409	.666	0
5.	Advice of Others	3.290	.478	0
6.	Practical Considerations	3.275	.693	0
7.	Social Emphasis	3.170	.472	0

TABLE A7
RANK ORDER OF CATEGORIES BY
TRANSFER ENROLLEES

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Size of the College	4.408	.597	0
2.	Academic Emphasis	4.373	.455	0
3.	Practical Considerations	3.767	.621	0
4.	Recruitment Practices	3.699	.434	0
5.	Religious Orientation	3.511	.699	0
6.	Social Emphasis	3.197	.542	0
7.	Advice of Others	3.190	.490	0

TABLE A8

RANK ORDER OF CATEGORIES BY
TRANSFER NONENROLLEES

Rank	Category	Mean	Standard Deviation	Missing Cases
1.	Academic Emphasis	4.077	.548	0
2.	Size of the College	3.957	.653	0
3.	Recruitment Practices	3.645	.518	0
4.	Religious Orientation	3.423	.769	0
5.	Practical Considerations	3.227	.739	0
6.	Advice of Others	3.224	.473	2
7.	Social Emphasis	3.182	.421	2

APPENDIX H

RANK ORDER OF THE THIRTY INFLUENTIAL FACTORS

APPENDIX H

RANK ORDER OF THE THIRTY INFLUENTIAL FACTORS

TABLE A9

RANK ORDER OF INFLUENTIAL FACTORS BY ALL FRESHMEN

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	Size of classes	4.355	.791	2
2.	Overall academic reputation	4.346	.818	0
3.	Size of the college	4.298	.977	0
4.	A specific academic program of interest to you	4.179	1.126	4
5.	Quality of the instructors	4.156	.807	0
6.	Impressions from a campus visit	4.055	.896	4
7.	Physical appearance of the campus	4.044	.871	0
8.	Degree of interest in students by college staff	4.020	.893	1
9.	Possibility for interaction with instructors	3.980	.872	4
10.	Brochures describing specific academic programs	3.976	.894	0
11.	Availability of financial aid	3.951	1.197	2
12.	Emphasis on moral and ethical values	3.770	.899	1
13.	Personal welcome letter from College President	3.654	.919	0

TABLE A9 (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
14.	Possibility of taking courses at other Catholic colleges	3.621	.889	2
15.	Location of the college	3.615	1.351	0
16.	Advice of parent(s)	3.546	.926	0
17.	The Marygrove <u>Interim</u> newsletter	3.534	.739	1
18.	Religious atmosphere	3.417	.870	1
19.	Availability of a residence hall	3.397	.809	1
20.	Advice of friend(s)	3.361	.790	0
21.	Relationship with the Catholic Church	3.345	.850	2
22.	Advice of a counselor at a previous school	3.315	.795	2
23.	Social activities	3.312	.875	0
24.	School visit by admissions adviser	3.278	.780	7
25.	Religious activities	3.240	.727	1
26.	Information about the college in the media	3.240	.753	1
27.	Advice of a teacher at a previous school	3.222	.707	2
28.	Availability of athletic programs and facilities	3.069	.904	2
29.	Proportion of men to women students	3.059	.940	1
30.	Cost of attending	2.549	1.171	1

TABLE A10

RANK ORDER OF INFLUENTIAL FACTORS BY
ALL TRANSFERS

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	A specific academic program of interest to you	4.547	.701	2
2.	Overall academic reputation	4.496	.769	0
3.	Size of the college	4.368	.857	2
4.	Size of classes	4.356	.853	1
5.	Quality of the instructors	4.246	.837	1
6.	Physical appearance of the campus	4.176	.860	0
7.	Impressions from a campus visit	4.147	.907	3
8.	Brochures describing specific academic programs	4.102	.890	1
9.	Degree of interest in students by college staff	4.085	.988	2
10.	Possibility for interaction with instructors	4.043	.865	2
11.	Location of the college	3.907	1.414	1
12.	Availability of financial aid	3.889	1.265	2
13.	Emphasis on moral and ethical values	3.832	.960	0
14.	Personal welcome letter from College President	3.756	.843	0
15.	Possibility of taking courses at other Catholic colleges	3.692	1.070	2
16.	The Marygrove <u>Interim</u> newsletter	3.546	.745	0
17.	Religious atmosphere	3.479	1.096	0
18.	Advice of friend(s)	3.381	.847	1

TABLE A10 (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
19.	Religious activities	3.308	.748	2
20.	Information about the college in the media	3.299	.780	2
21.	Availability of a residence hall	3.248	.586	2
22.	Relationship with the Catholic Church	3.239	.806	2
23.	Social activities	3.203	.822	1
24.	Availability of athletic programs and facilities	3.198	.635	3
25.	School visit by admissions adviser	3.183	.768	4
26.	Advice of parent(s)	3.174	.787	4
27.	Advice of teacher at a previous school	3.154	.638	2
28.	Proportion of men to women students	3.128	.961	2
29.	Advice of a counselor at a previous school	3.103	.635	2
30.	Cost of attending	2.147	1.065	3

TABLE All
RANK ORDER OF INFLUENTIAL FACTORS BY
ALL ENROLLEES

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	Size of classes	4.547	.707	1
2.	A specific academic program of interest to you	4.532	.734	5
3.	Size of the college	4.524	.820	2
4.	Overall academic repu- tation	4.497	.723	0
5.	Quality of the instructors	4.363	.731	0
6.	Availability of financial aid	4.314	.938	2
7.	Degree of interest in students by college staff	4.250	.844	1
8.	Impressions from a campus visit	4.187	.837	6
9.	Possibility for inter- action with instructors	4.168	.805	3
10.	Physical appearance of the campus	4.155	.840	0
11.	Brochures describing specific academic programs	4.062	.899	0
12.	Location of the college	3.854	1.342	1
13.	Emphasis on moral and ethical values	3.818	.934	1
14.	Personal welcome letter from College President	3.736	.894	0
15.	Possibility of taking courses at other Catholic colleges	3.721	.886	3
16.	The Marygrove <u>Interim</u> newsletter	3.606	.707	0
17.	Advice of parent(s)	3.461	.910	2

TABLE All (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
18.	Religious atmosphere	3.453	.975	1
19.	Advice of friend(s)	3.409	.806	0
20.	Availability of a residence hall	3.404	.799	0
21.	Relationship with the Catholic Church	3.339	.828	1
22.	Religious activities	3.318	.677	1
23.	Social activities	3.295	.873	0
24.	School visit by admissions adviser	3.276	.850	8
25.	Information about the college in the media	3.236	.776	2
26.	Advice of a counselor at a previous school	3.230	.725	2
27.	Advice of a teacher at a previous school	3.215	.733	2
28.	Proportion of men to women students	3.130	1.068	1
29.	Availability of athletic programs and facilities	3.058	.874	3
30.	Cost of attending	2.582	1.120	4

TABLE A12
RANK ORDER OF INFLUENTIAL FACTORS BY
ALL NONENROLLEES

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	Overall academic reputation	4.260	.891	0
2.	Size of the college	4.031	1.015	0
3.	Size of classes	4.070	.877	2
4.	Physical appearance of the campus	4.000	.903	0
5.	A specific academic program of interest to you	4.000	1.293	1
6.	Brochures describing specific academic programs	3.962	.884	1
7.	Impressions from a campus visit	3.946	.967	1
8.	Quality of the instructors	3.931	.873	1
9.	Possibility for interaction with instructors	3.758	.903	3
10.	Emphasis on moral and ethical values	3.756	.904	0
11.	Degree of interest in students by college staff	3.736	.964	2
12.	Personal welcome letter from College President	3.626	.889	0
13.	Possibility of taking courses at other Catholic colleges	3.538	1.050	1
14.	Location of the college	3.527	1.416	0
15.	The Marygrove <u>Interim</u> Newsletter	3.438	.778	1
16.	Religious atmosphere	3.420	.936	0
17.	Availability of financial aid	3.357	1.362	2

TABLE A12 (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
18.	Advice of parent(s)	3.341	.870	2
19.	Advice of friend(s)	3.308	.815	1
20.	Information about the college in the media	3.300	.743	1
21.	Relationship with the Catholic Church	3.258	.844	3
22.	Availability of a residence hall	3.250	.627	3
23.	Advice of a counselor at a previous school	3.248	.781	2
24.	Social activities	3.238	.833	1
25.	Availability of athletic programs and facilities	3.202	.722	2
26.	School visit by admissions adviser	3.195	.653	3
27.	Religious activities	3.186	.808	2
28.	Advice of a teacher at a previous school	3.171	.601	2
29.	Proportion of men to women students	3.016	.729	2
30.	Cost of attending	2.145	1.144	0

TABLE A13

RANK ORDER OF INFLUENTIAL FACTORS BY
FRESHMAN ENROLLEES

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	Size of classes	4.545	.704	1
2.	Size of the college	4.516	.860	0
3.	A specific academic program of interest to you	4.475	.788	4
4.	Overall academic reputation	4.435	.735	0
5.	Availability of financial aid	4.336	.906	2
6.	Quality of the instructors	4.331	.718	0
7.	Degree of interest in students by college staff	4.228	.847	1
8.	Impressions from a campus visit	4.182	.847	3
9.	Possibility for interaction with instructors	4.124	.812	3
10.	Physical appearance of the campus	4.121	.822	0
11.	Brochures describing specific academic programs	4.048	.873	0
12.	Emphasis on moral and ethical values	3.764	.906	1
13.	Location of the college	3.726	1.346	0
14.	Personal welcome letter from College President	3.702	.928	0
15.	Possibility of taking courses at other Catholic colleges	3.672	.807	2
16.	Advice of parent(s)	3.645	.930	0
17.	The Marygrove <u>Interim</u> newsletter	3.597	.662	0

TABLE A13 (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
18.	Availability of a residence hall	3.484	.879	0
19.	Religious atmosphere	3.423	.887	1
20.	Advice of friend(s)	3.395	.805	0
21.	Relationship with the Catholic Church	3.374	.853	1
22.	Social activities	3.363	.859	0
23.	Advice of a counselor at a previous school	3.361	.772	2
24.	School visit by admissions adviser	3.308	.845	7
25.	Religious activities	3.301	.664	1
26.	Advice of a teacher at a previous school	3.230	.725	2
27.	Information about the college in the media	3.211	.749	1
28.	Proportion of men to women students	3.114	1.042	1
29.	Availability of athletic programs and facilities	2.975	.991	2
30.	Cost of attending	2.675	1.142	1

TABLE A14

RANK ORDER OF INFLUENTIAL FACTORS BY
FRESHMAN NONENROLLEES

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	Overall academic reputation	4.210	.918	0
2.	Size of classes	4.063	.832	1
3.	Size of the college	3.963	1.054	0
4.	Physical appearance of the campus	3.926	.932	0
5.	Quality of the instructors	3.889	.866	0
6.	Brochures describing specific academic programs	3.864	.919	0
7.	Impressions from a campus visit	3.863	.938	1
8.	Emphasis on moral and ethical values	3.778	.894	0
9.	Possibility for interaction with instructors	3.763	.917	1
10.	A specific academic program of interest to you	3.741	1.385	0
11.	Degree of interest in students by college staff	3.704	.872	0
12.	Personal welcome letter from College President	3.580	.906	0
13.	Possibility of taking courses at other Catholic colleges	3.543	1.001	0
14.	Location of the college	3.444	1.351	0
15.	The Marygrove <u>Interim</u> newsletter	3.438	.840	1
16.	Religious atmosphere	3.407	.848	0
17.	Advice of parent(s)	3.395	.904	0

TABLE A14 (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
18.	Availability of financial aid	3.370	1.346	0
19.	Advice of friend(s)	3.309	.769	0
20.	Relationship with the Catholic Church	3.300	.848	1
21.	Information about the college in the media	3.284	.762	0
22.	Availability of a residence hall	3.263	.670	1
23.	Advice of a counselor at a previous school	3.247	.830	0
24.	School visit by admissions adviser	3.235	.676	0
25.	Social activities	3.235	.898	0
26.	Advice of a teacher at a previous school	3.210	.684	0
27.	Availability of athletic programs and facilities	3.210	.737	0
28.	Religious activities	3.148	.808	0
29.	Proportion of men to women students	2.975	.758	0
30.	Cost of attending	2.358	1.197	0

TABLE A15

RANK ORDER OF INFLUENTIAL FACTORS BY
TRANSFER ENROLLEES

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	A specific academic program of interest to you	4.632	.621	1
2.	Overall academic reputation	4.609	.691	0
3.	Size of classes	4.551	.718	0
4.	Size of the college	4.537	.745	2
5.	Quality of the instructors	4.420	.755	0
6.	Degree of interest in students by college staff	4.290	.842	0
7.	Availability of financial aid	4.275	.998	0
8.	Possibility for interaction with instructors	4.246	.793	0
9.	Physical appearance of the campus	4.217	.872	0
10.	Impressions from a campus visit	4.197	.827	3
11.	Location of the college	4.088	1.313	1
12.	Brochures describing specific academic programs	4.087	.951	0
13.	Emphasis on moral and ethical values	3.913	.981	0
14.	Possibility of taking courses at other Catholic colleges	3.809	1.011	1
15.	Personal welcome letter from College President	3.797	.833	0
16.	The Marygrove <u>Interim</u> newsletter	3.623	.788	0

TABLE A15 (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
17.	Religious atmosphere	3.507	1.120	0
18.	Advice of friend(s)	3.435	.813	0
19.	Religious activities	3.348	.703	0
20.	Information about the college in the media	3.279	.826	1
21.	Relationship with the Catholic Church	3.275	.784	0
22.	Availability of a residence hall	3.261	.610	0
23.	School visit by an admissions adviser	3.221	.861	1
24.	Availability of athletic programs and facilities	3.206	.587	1
25.	Advice of a teacher at a previous school	3.188	.753	0
26.	Social activities	3.174	.890	0
27.	Proportion of men to women students	3.159	1.120	0
28.	Advice of parent(s)	3.119	.769	2
29.	Advice of a counselor at a previous school	3.000	.569	0
30.	Cost of attending	2.409	1.067	3

TABLE A16

RANK ORDER OF INFLUENTIAL FACTORS BY
TRANSFER NONENROLLEES

Rank	Factor	Mean	Standard Deviation	Missing Cases
1.	A specific academic program of interest to you	4.429	.791	1
2.	Overall academic reputation	4.340	.848	0
3.	Size of the college	4.140	.948	0
4.	Brochures describing specific academic programs	4.122	.807	1
5.	Physical appearance of the campus	4.120	.849	0
6.	Size of classes	4.082	.954	1
7.	Impressions from a campus visit	4.080	1.007	0
8.	Quality of the instructors	4.000	.890	1
9.	Degree of interest in students by college staff	3.792	1.110	2
10.	Possibility for interaction with instructors	3.750	.887	2
11.	Emphasis on moral and ethical values	3.720	.927	0
12.	Personal welcome letter from College President	3.700	.863	0
13.	Location of the college	3.660	1.520	0
14.	Possibility of taking courses at other Catholic colleges	3.531	1.138	1
15.	The Marygrove <u>Interim</u> newsletter	3.440	.675	0
16.	Religious atmosphere	3.440	1.072	0
17.	Availability of financial aid	3.333	1.404	2

TABLE A16 (cont'd)

Rank	Factor	Mean	Standard Deviation	Missing Cases
18.	Information about the college in the media	3.327	.718	1
19.	Advice of friend(s)	3.306	.895	1
20.	Advice of a counselor at a previous school	3.250	.700	2
21.	Advice of parent(s)	3.250	.812	2
	Religious activities	3.250	.812	2
23.	Social activities	3.245	.723	1
24.	Availability of a residence hall	3.229	.555	2
25.	Availability of athletic programs and facilities	3.188	.704	2
26.	Relationship with the Catholic Church	3.188	.842	2
27.	School visit by admissions adviser	3.128	.612	3
28.	Advice of a teacher at a previous school	3.104	.425	2
29.	Proportion of men to women students	3.083	.679	2
30.	Cost of attending	1.800	.969	0

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