FACTORS ASSOCIATED WITH STUDENTS' DECISIONS TO ATTEND
SELECTED PRIVATE POSTSECONDARY CHRISTIAN INSTITUTIONS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements
for the Degree of

DOCTOR OF PHILOSOPHY

By

James C. Turcotte, B.S.B.A., M.A.R.E.
Denton Texas
August, 1995
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This study was designed to compare the college choice decisions of first-year students in the fall of 1993 attending selected private Christian institutions of higher learning with a national sample of colleges. The data for the study were collected using the Entering Student Survey (ESS), published by the American College Testing program (ACT).

The sample for this study consisted of 716 individuals first enrolled as of fall, 1993 in selected Christian College Coalition institutions. A one-way analysis of variance (ANOVA) was executed for each choice factor to compare the mean scores for all institutions. The .05 level of significance was used as a minimum level to establish statistical significance.

The integration of faith and learning was found to be the most important factor when students made their final decision to attend a Christian college. The student responses from Christian colleges in the Northeastern region of the Coalition were different than most other regions. Two factors, availability of a particular program of study and sports opportunities (varsity athletics), were found to be equally important to students attending Christian colleges and those who attend colleges from the national sample. All other factors were found to be uniquely important to either Christian colleges
or the national sample. Students were given an opportunity to write comments regarding their college choice decisions. Analysis of the written responses identified various themes associated with student choice decisions. Suggestions and observations on how this information may be helpful in the recruitment and admissions activities of similar institutions is included.

Further study should include the examination of the influences on the college choice decision prior to the final college decision. More information should be gathered in an effort to better understand the reasons why students who enroll at Christian colleges in the northeast differ from students in most other regions of the United States.
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CHAPTER I

INTRODUCTION

Postsecondary school choice is a multistage process that many students undertake one or more times during their lifetime. Students make these decisions after careful consideration of many factors throughout the process. Paulsen (1990) suggests that the process consists of three stages: "(1) College aspiration formation, (2) College search and application, and (3) College selection and attendance" (p. 36).

Institutions of higher learning have anticipated a decrease in enrollments and an increase in accountability to various public entities. The accountability associated with this anticipation has prompted an increased interest in the study of school choice. By having a better understanding of the process students undergo to arrive at their choice, institutions may "plan and forecast their enrollment more effectively, and . . . influence the college-going decision-making process of desired students" (Paulsen, 1990, p. 71).

Educational scholars with backgrounds in sociology, economics, and psychology have contributed most of the research on college choice (Hossler, 1984). Models of college choice originate in the fields of sociology or economics. Sociologists have presented the choice process as it relates to the background of the student and their parents. Economists have developed models that propose rational and financial considerations in the choice process (Litten, 1983).
While models help to explain the process students undertake to choose a college, other studies focus on specific reasons students choose a particular college. Paulsen suggests that studies concerned with specific choice factors are categorized as either "macro-level" studies (Mattila, 1982; Stafford, 1984, et al.; Krakower and Zammuto, 1987) or "micro-level" studies (Litten, 1979; Terkla and Wright, 1986; Kuntz, 1987).

Macro-level studies evaluate external factors and influences on choice behavior. These studies are focused on the enrollment behavior of students and the environmental, institutional, and student characteristics. These studies can be useful when policy-makers are making decisions that affect the institutional environment as a whole (Paulsen, 1990).

Micro-level studies examine individual student decisions that ultimately find out the specific institution attended. These studies are very useful when policy-makers need to consider the potential effects of changes to the institution or student-related matters (Paulsen, 1990).

The most frequently cited reasons students attend particular schools are: "cost, financial aid, programs, size, location, quality, social atmosphere, athletics, and religious emphasis" (Ihlandfeldt, 1980; Hossler, 1984; Discenza, 1985; Terkla, 1986; Oteri, 1990; Paulsen, 1990). The results of these studies can provide a basis for the institution to better direct marketing efforts. The college choice process creates a competitive environment between competing institutions. Information on college choice may be used by institutions to identify the implications of changing internal policies and procedures. Marketing strategies may also be focused on these attributes of the institution. Administrators may use this information to estimate the effect of these changes before
making decisions. This can enable the institution to maximize institutional resources in the recruitment efforts.

In summary, economic conditions and increasing measures of accountability have prompted many institutions to be more careful in their evaluations of enrollment patterns. A better understanding of college choice factors can help institutions meet increasing enrollment demands with a more effective recruitment strategy. A study that compares school choice factors for selected Christian College Coalition postsecondary institutions can aid similar institutions with their enrollment strategies.

Statement of the Problem

The problem of this study was to compare the college choice decisions of first-year students in the fall of 1993 attending selected private Christian institutions of higher learning with a national sample of colleges.

Purposes of the Study

The purposes of this study were: (a) to identify significant choice factors associated with students' decisions to attend selected private postsecondary Christian institutions; (b) to rank order the choice factors; (c) to compare choice factors in this study with the national norms; and (d) to suggest how this information may be helpful in the recruitment and admissions activities of similar institutions.

Research Questions

To accomplish the purposes of this study, four research questions were investigated that related to students' decisions to attend their respective institutions.
1. What choice factors are related to the first-year students' decisions to attend their institutions?

2. What is the rank order of the choice factors for all students in this study?

3. How does the rank order of choice factors in this study compare to the national norms?

4. What are the results and implications of this study for the recruitment and admissions activities at institutions comprising the Christian College Coalition?

Theoretical Basis of the Study

This study is based upon student school choice theory. Specifically, this study focuses on the third stage of Paulsen's three-stage school choice process model. The Paulsen (1990) three-stage model includes the following:

1. College aspiration formation: "This stage involves the factors and processes which influence and shape a student's educational aspirations" (p. 37).

2. College search and application: "In this phase, students begin to seek and acquire information about colleges they may consider attending" (p. 44).

3. College selection and attendance: "At this stage of the college choice process, students' ratings of college attributes are the 'deciding factors' in selecting one institution to attend" (p. 59).

The college choice and matriculation decisions are decided upon after an evaluation of desirable institution attributes. The theoretical frame of reference of this study is based on the idea that the "deciding factors" of school choice can be identified for individual students. Furthermore, this information can be useful in identifying school choice factors for specific institutions. A comparison of the choice factors among the
selected institutions may be helpful in detecting similarities and differences between various types of institutions.

**Significance of the Study**

The significance of this study is in its potential to identify a hierarchy of factors associated with students' decisions to attend Christian College Coalition institutions. By comparing the results of this study with national norms, it may be possible to better understand the differences between students who attend private church-related institutions versus a national cross-section of colleges.

This study may enable other Christian institutions to better understand the reasons students make their enrollment decisions. By using this information, administrators may enhance the enrollment patterns at their respective institutions. A comparison of the rank order of choice factors for this study with the national norms may enable Christian colleges to have a better understanding of their unique attributes when developing marketing strategies. The information obtained from the rank ordering process could be used by appropriate administrators at Christian colleges for further study at their respective institutions.

With more knowledge about the selection and attendance stage, institutions may create recruitment strategies that better identify students who are more likely to matriculate. An improved match between students and institutions may result in better academic success and improved retention to graduation.
The focus of recruitment efforts could be placed on prospective students who show an interest in the institution. The content of the recruitment message and materials could reflect the important choice factors identified in this study.

**Definition of Terms**

The terms in this study are defined as follows:

**Campus resident** refers to a student living on property controlled by the university. This property is the primary residence for the student during one or more semesters.

**Choice factors** refers to any influence on students who contribute to their final selection of a college to attend.

**Christian College Coalition** refers to a formal collection of selected colleges in the United States and Canada. Membership in the organization is by invitation only by a vote of the entire group. The name of the organization changed to the **Coalition of Christian Colleges** in 1995. Institutions are added or deleted from the Coalition each year.

**Cognitive choices** refers to a known and finite group of colleges a student is considering to attend.

**College attendance** refers to the actual postsecondary institution a student has enrolled.

**College choice** refers to the particular postsecondary institution a student decides to attend. May also be referred to as **College selection**.
First year student refers to any student who enters postsecondary education for the first time after completing their secondary requirements.

Noncognitive factors refers to internal and external influences that impact the college selection of a student.

Delimitations of the Study

This study was concerned with the identification of significant college choice factors for students who had already enrolled at a particular institution. This study did not attempt to measure experiences these students encountered before making the final enrollment decision.

Most prospective students obtain information about colleges before making an enrollment decision. Many of these students receive this information in unique ways. This study did not address how students obtained information about the college in which they enrolled. Additionally, this study did not evaluate how students analyzed information that may assist in narrowing their school choice decision.

The colleges participating in this study were members of the Christian College Coalition in the fall of 1993. Therefore, the findings of this study may provide a limited opportunity to generalize the findings to similar institutions of higher learning.

Basic Assumptions

The following assumptions relate to this study.

1. The student names provided by the participating institutions all meet the following criteria: degree seeking, campus residents, first year students in the fall of 1993, enrolled full-time and classified as an undergraduate.
2. It is assumed that the survey respondents were honest and accurate when responding to questionnaire items.

Summary

This study examines the factors associated with students' decisions to attend selected private postsecondary Christian institutions. The study is grounded on a basis of existing research regarding college choice. The particular model used for this study is the Paulsen (1990) model that includes: (1) college aspiration formation, (2) college search and application, and (3) college selection and attendance. This study examines the third stage of the Paulsen model, college selection and attendance.

Although the reasons why the ultimate decision to attend a particular institution can be identified, the process leading up to the decision is a complex series of unique experiences. Usually, no single event or person can be positively identified as the unique factor influencing the college choice decision.

The purposes of this study were (a) to identify significant choice factors associated with students' decisions to attend selected private postsecondary Christian institutions, (b) to rank order the choice factors, (c) to compare choice factors in this study with the national norms, and (d) to suggest how this information may be helpful in the recruitment and admissions activities of similar institutions.
CHAPTER II

REVIEW OF THE LITERATURE

A General Overview of College Choice

The process that students undertake in choosing a school is a complex series of steps involving the students' background characteristics, and characteristics and activities of a specific institution (Litten, 1983, p. 78). By carefully analyzing why students arrive at their decisions, enrollment managers can construct more effective strategies for influencing enrollments (Hossler, 1984, p. 30).

For the past thirty years several demographic and public policy issues have fueled the study of school choice. The increasing number of federal programs for financial aid, fewer traditional high school graduates, and the decline in participation of blacks in postsecondary education are examples of school choice issues studied in recent years. For these reasons, social scientists, public officials, federal, state, and institutional leaders have taken a keen interest in research on the factors of school choice (Hossler, 1989, p. 231).

To better understand the school selection process, several models have been developed (Litten, 1979; Chapman, 1981; Litten, 1982; Zemsky, 1983; Hossler, 1985; Kuntz, 1987). These models attempt to illustrate the ideas of student choice behavior.

Several studies have focused on factors related to choosing a particular school
Oteri (1990) observed that these studies of school choice reveal a variety of reasons students choose schools; however, many factors are common throughout (p. 215). The most common factors cited are: socioeconomic status, academic programs, financial aid, cost, enrollment size, perceived quality, social climate, athletics, religious emphasis, and jobs available (Ihlandfeldt, 1980; Ihlandfeldt, 1981; Grabowski, 1981; Terkla, 1986).

Litten (1983) contends that whatever the factors are that influence enrollment, students make these decisions based on the personal benefits they hope to receive (p. 77). Students may choose to enroll in an institution for various reasons and seek different benefits from the experience. Institutions may be similar in a general sense but are very different in curricula, size, location, student activities, and governance. These differences are important to the choice process as students seek to personally benefit from their educational decisions (Litten, 1983).

The factors influencing the final school decision are cognitive choices. Cognitive choices originate from an awareness set of particular school options. For most students their awareness set is a finite list of institutions of which they have some direct knowledge. These institutions are considered cognitive choice options and are in the active memory of the student. Noncognitive factors originate from the subconscious memory. These factors are influenced by the environment. Ihlandfeldt (1980) recognizes noncognitive factors as "secondary school attended, the education of the parents, the family's socioeconomic status, the experiences of older siblings, extracurricular interests,
and religious preference" as equally important influences on the school choice decision (p. 80). Together, these factors help explain the complex nature of the decision process.

The study of choice factors can help institutions in using more effective marketing techniques. Baldridge (1982) suggests that schools have always been engaged in some type of marketing. As enrollments decline, greater emphasis has been placed on the institutional mission, consumer research, and more effective communication to prospective students (p. 29). Braxton (1990) develops this theory further by suggesting that these marketing activities are used to "influence the college choice behavior of prospective students" (p. 57). A better understanding of marketing is necessary to manage enrollments more effectively.

Ingersoll (1988) introduced the theory that values are significant in the school choice process. Students make decisions largely based on how they view the world. The recruitment message of a school must pass through the filters established by students' personal values. The message may be blocked, either partially or completely, by the student. The person having the most influence over the decision may also affect the process (p. 221).

Hossler (1986) suggests that although the decision regarding where to attend school is important, students typically base their decisions on a diverse number of information sources (p. 27). Indecision and timing issues may also effect the final college choice. Grabowski (1981) suggests that "the final decision of a school choice may not be reached for many months, perhaps at the last possible moment before final enrollment
deadlines" (p. 14). Whatever the reasons for the final choice, the process is quite complex and evolves over a long period of time.

Theoretical Models of College Choice

Prospect-Alumni Paradigm. The Ihlandfelt (1975) Prospect-Alumni Paradigm was one of the earliest attempts to give order to the college choice process. This approach has been labeled as the funnel because Ihlandfelt used that graphic to illustrate how students proceed through the recruitment process. The Ihlandfelt model contains six phases and is presented in Figure 1.

The first phase in the Ihlandfeldt (1981) model is prospects. Prospects are those students "...who may be interested if contact is initiated by the college or university." (p. 86). Prospects are located at the largest opening of the funnel. Demographic information about prospects should be captured for various recruitment activities. This information may be obtained from numerous sources. The most likely ways this information can be obtained is student initiated or the purchase of student information from various agencies (p. 87).

The second phase of the Ihlandfeldt (1981) model is candidates. "A candidate is a prospective student who has initiated some interest in the institution within a year prior to the desired date of entry..." (p. 87). The funnel begins to narrow at this phase as students who show some interest in the institution are delineated from those who have less interest. Phase three, applicants, goes further in identifying students who are more likely to enroll. These students have made a significant investment of time making application to the institution. Phase four, admitted applicants, further define the funnel by identifying
Figure 1. Prospect-Alumni Paradigm

those applicants who meet the admissions criteria of the institution. By viewing the college choice process in this way, institutions are better able to spend more time on those students having a greater possibility of enrolling.

Between phases one and four, students are still analyzing their college choice options. Phase five, matriculants, comprises an even smaller number of students who actually enroll. After many years and the influence of many factors they enroll at the college of their choice. The final phase, alumni, completes this model by recognizing that an even smaller number of students will actually graduate from the institution. This model depicts, in a logical way, how an institution can view data on students throughout the entire enrollment process. The models outlined below are attempts to describe the factors that lead to the enrollment decision or phase five, of the Ihlandfeldt (1981) model.

**Student College Choice Model.** Chapman (1981) presented one of the earliest college choice models. Chapman based his model on student characteristics, external influences and general expectations of college life (see Figure 2). The external influences were divided among significant persons, fixed college characteristics and college efforts to communicate with students. The college chooses students much like students choose colleges. These decisions merge just prior to entry to college.

This model describes the relationship between efforts on behalf of the college and an inquiry. The socio-economic status and aptitude of prospective students has an effect on how much attention is given at the recruitment stage of the cultivation process. The college’s efforts to recruit a student interacts with the external factors on the student’s life. The outcome of this process produces a match between what the student chooses
*SES (Socio-Economic Status)

Figure 2. Influences on Student College Choice

and what the college desires. The process described takes place over a long period of time.

This model takes into consideration the academic preparation and overall aspirations of the student. These factors interact with a complex series of external influences prior to the ultimate college choice.

**Combined Student Choice Model.** Jackson (1982) presents a three phase model of college choice: I. Preference, II. Exclusion and III. Evaluation (see Figure 3). The first phase, labeled preference is concerned with the interaction between social background and personal traits. The primary factors in this phase are family background, academic achievement, student aspirations and the social context.

The second phase is exclusion. During this phase a student begins to collect information about specific college options. The student will draw upon the available resources to learn more about these institutions. A specific number of institutions are generally identified as the choice set. The final college choice is likely included in this list. Academic preparation has an impact on whether a college is a part of the choice set. Students who excel may include some schools in their choice set that other poor performers never consider. Another key to the choice set is the level of aspiration a student has to attend college. Some students will have higher academic aspirations than others during the choice set formation stage.

The third phase, evaluation, provides the rank order of school choices and the ultimate decision on where the student will attend. The order of preference given to attend a college is influenced by the financial resources available to the student and their
overall aspiration to attend college. The final decision originates from a rank order of the choice set of colleges after consideration of the preference and exclusion factors.

**The College Attendance/Choice Process.** Hanson and Litten (1982) present a multi-stage process similar to the Jackson (1982) model (see Figure 4). The three stages of the Hanson Litten (1982) model are predisposition, exploratory, and application/matriculation. A student's desire to attend college is developed during the predisposition stage. One particularly unique aspect of the Hanson and Litten (1982) model is the inclusion of a separate series of influences related to financial aid. During predisposition and continuing into the exploratory stage, students also decide to apply for financial aid. The application for admission is projected to be completed at the same time an application for aid is completed.

During the second stage students are exploring several college options. After consideration of these choices a decision to apply for admission and financial aid is made in stage three. The enrollment decision is considered only after the admission decision is made by the institution and a financial aid package is offered to the student. The inclusion of the financial aid package in the final decision points to the significance placed on the cost of a college education. By including the financial aid package with the admissions decision Hanson and Litten (1982) imply that the cost of attending a college has an equal amount of influence on the final decision with all other factors.

**An Expanded Model of the College-Selection Process.** Litten (1982) expanded the college choice model (Hanson & Litten, 1982) to include a more complex and
Figure 4. The College Attendance/Choice Process

comprehensive explanation of how multiple influences on a student can affect the final decision (see Figure 5). This model is very helpful for administrators and policy makers because it includes a wide variety of internal and external factors that can be manipulated by the institution during the recruitment process.

The student develops an aspiration to attend college based on personal attributes, personal background, living environment, high school attributes, and academic performance in high school. These factors have an impact on the student's decision to pursue a college education from birth until sometime in high school. Most of these factors cannot be influenced by colleges. Again, financial aid is introduced early in the process of selecting a college. The availability of financial aid has an influence on the student prior to the decision to start the college search process.

The information gathering stage initiated by the student is influenced by significant individuals, media, and multiple promotional actions by various colleges. The student will narrow the list of possible colleges and apply for admission. The application is dependent upon the characteristics of the college. Price is again listed as one of the college characteristics important to whether the student applies for admission. After the college admits the student and offers a financial aid package, the final decision is made.

Variables Affecting Participation in Higher Education. Stafford, Lundstedt, and Lynn (1984) present a three-stage conceptual model that includes economic variables, social and psychological variables, and rate of participation in higher education (see Figure 6). This model seeks to explain the factors leading to the overall rate of participation in higher education and is more broad in scope than most other models.
CAPITAL LETTERS indicate variables which have received substantial research attention.

Indirect influences and interactions between independent variables have not been drawn in order to simplify the diagram.

Arrows indicate points of principle influence, with influence general continuing through remainder of process.

Figure 5. An Expanded Model of the College - Selection Process

In stage one, economic variables, the costs and benefits to the individual is considered with societal investment through governmental expenditures. The student's decision to attend college is affected by the ability of the student and society to provide the money required for a college education.

Stage two examines the social and psychological variables that further define and narrow the college decision. The social background of the student and the immediate surroundings influence the college decision. Beyond the student's personal environment the larger social and educational environment is considered. The percentage of persons employed in the general population is considered with the percent of the general population already involved in higher education in the college choice process. The first two stages influence stage three, rate of participation in higher education.

A Three Phase Model of College Choice. The Hossler and Gallagher (1987) three phase model of college choice is presented in (Figure 7). The Hossler and Gallagher (1987) model divides the choice process into three phases; 1) Predisposition, 2) Search, 3) Choice. Throughout each phase of the process students are influenced by individual factors and organizational factors. This model takes into consideration not only individual influences but also the affects of the organization on student choice outcomes. There is also an acknowledgment that recruitment activities have an impact on the decision process.

Phase I, predisposition, is the time in a student’s life when personal characteristics and influence of opinion leaders molds and shapes the ultimate college
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<td>Wider social and educational environment</td>
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<td>* Percentage of population enrolled in higher education</td>
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Figure 6. Variables Affecting Participation in Higher Education

choice decision. The student is in the search mode for a college and can be influenced by friends, school.

**Model of the Image and Preference Formation Process.** The Kuntz (1987) model presents how student's preferences for specific colleges are associated with their conceptions of an ideal college (see Figure 8). Kuntz (1987) presents the progressive decision process and accounts for several different student types. During the input stage of the decision process Kuntz (1987) recognizes there are several factors that influence the student choice decision. Student types are identified as academics, collegiates, vocationals, or nonconformists. Depending on the various influential factors and student type, perceptions are formulated and the factors are weighted to further evaluate college choices.

The student begins to formulate an image of both the colleges in the choice set and a conception of the ideal college. These images are evaluated and weighted to narrow the decision. A student's preference for a particular college will emerge from this process. The Kuntz (1987) model is unique in that it attempts to show the relationship between student perceptions and the process students go through before making the final decision. This model does not list student characteristics as do many others; however, student types may account for the differences between students from varying backgrounds.
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<td>• Educational activities</td>
<td></td>
</tr>
<tr>
<td>Search (Phase II)</td>
<td>• Student preliminary college values</td>
<td>A. College options</td>
</tr>
<tr>
<td></td>
<td>• Student search activities</td>
<td>B. Other Options</td>
</tr>
<tr>
<td>Choice (Phase III)</td>
<td>• Choice set</td>
<td>A. Choice set</td>
</tr>
<tr>
<td></td>
<td>• College and university courtship activities</td>
<td>B. Other options</td>
</tr>
<tr>
<td></td>
<td>• College and university search activities (search for students)</td>
<td></td>
</tr>
</tbody>
</table>

Figure 7. A Three Phase Model of College Choice

CHAPTER III

PROCEDURES OF THE STUDY

Introduction

To fulfill the purposes of this study, methods and procedures were used to collect descriptive data from students who were degree seeking, campus resident, first year enrolled in the fall of 1993, enrolled full-time and classified as an undergraduate. This chapter provides a detailed description of the methods and procedures used in the data collection and analysis process. This chapter contains sections on (a) a description of the survey instrument, (b) a description of the population, (c) the techniques involved in the data collection, (d) data analysis procedures, and (e) a description of the research questions.

The Survey Instrument

The Entering Student Survey (ESS), published by the American College Testing program (ACT), was administered in this study (see Appendix H). This survey is available through the Evaluation Survey Service from ACT. These "... surveys were developed in the late 1970's to provide educational institutions with the means to assess students' opinions, attitudes, goals, and impressions." (Mittelholtz and Noble, 1993).

The ESS instrument may help institutions of higher learning have a better understanding of demographic makeup and opinions of students who are entering their
colleges for the first time. Persons involved in research related to opinions of newly enrolled students can purchase the ESS from ACT.

The ESS questionnaire consists of five sections entitled; (1) Background Information, (2) Educational Plans and Preferences, (3) College Impressions, (4) Additional Questions, and (5) Comments and Suggestions. Section one includes student identification information such as name, social security number, age, ethnicity, and gender. Sections two and three contain 14 standard questions. Each standard question has multiple variables that students rate on a Likert scale.

Section four, Additional Questions, enables the researcher to introduce items not included on the standard form. Section five, Comments and Suggestions, provides a space for handwritten comments by the students completing the questionnaire. The questionnaire may be self-administered and scanned onto a magnetic tape with a mark reflex reader.

For the purposes of this study, a subset of student responses provided by the ESS questionnaire was used. Section three, College Impressions, (subsection A) provided the data for this study. The question posed to the students was: "How important was each of the following in your decision to attend this college?". The standard responses provided were; (a) very important, (b) moderately important, (c) slightly important, or (d) not important. The statements that were rated by the students included:

1. Academic Reputation of the College
2. Availability of a Particular Program of Study
3. Variety of Courses Offered
4. Location of the College
5. Size of the College
6. Entrance Requirements for the College
7. Cost of Attending the College
8. Type of Community in Which the College is Located
9. Availability of Financial Aid or Scholarship
10. Opportunity for Part-Time Work
11. Sports Opportunities (Varsity Athletics)
12. Social Climate and Activities at the College
13. Racial/Ethnic Makeup of the College
14. Male/Female Ratio of the Student Body
15. Religious Affiliation of the College
16. Type of Housing Available
17. Facilities Available (Laboratories, Classroom Facilities, Recreational Areas, etc.)
18. Extracurricular Activities Available (Drama, Intramural Athletics, Music Programs, etc.)
19. Friends Attend (or Plan to Attend) the College
20. Advice of Parents or Relatives
21. Advice of High School Counselors or Teachers
22. Advice of Someone Who Has Attended the College
23. Contact(s) with College Representatives

Section four, Additional Questions, was utilized for unique items specifically related to the type of institution selected for this study. A jury of experts provided input on the additional questions that were sensitive to the types of institutions in this study.

The additional items were presented with the same question found in Section Three, A: "How important was each of the following in your decision to attend this college?". The following items were listed in Section Four:

1. Advice of minister/pastor
2. Opportunity for ministry-related activities (Music ministry team, prayer ministry, mission involvement, etc.)
3. Opportunities for Christian fellowship (Spiritual retreats, worship services, etc.)
4. Integration of faith and learning in the classroom.
5. A particular doctrinal position or world view of the college.
6. Denominational affiliation of the college.
Population of the Study

The sample for this study consisted of 716 individuals first enrolled as of fall, 1993 in selected Christian College Coalition institutions. There were 9,110 student records submitted by 41 institutions. See Appendix G for a highlighted listing of participating institutions. A random sample of 1,625 students was selected from this population for the study. Questionnaires from 716 students were returned and are included in this study, representing a 44 percent response rate.

Procedures for Data Collection

At the time of this study there were 85 institutions of higher learning in the Christian College Coalition. To ensure consistency in the type of students selected at each institution, the Integrated Postsecondary Education Data System (IPEDS) criteria was used. The IPEDS criteria selected includes students who are degree seeking, campus residents, first year students in the fall of 1993, enrolled full-time and classified as an undergraduate. See Appendix K for a definition of these criteria as published in the glossary of the 1993 Fall Enrollment Survey from IPEDS.

Christian College Coalition schools were selected due to similarities in their general mission and academic curriculum. The similarities among these institutions are described as "Private, liberal arts' Colleges and Universities combining academic excellence and enduring spiritual values" (Christian College Coalition, 1993). See Appendix G for a complete listing of all member institutions.
The Christian College Coalition requested that any research conducted on the member institutions be approved by the Public Relations/Marketing Committee. This committee met in January 1994 and granted permission to conduct the study.

A cover letter from the Christian College Coalition (see Appendix A) and personalized letters were sent to the admissions director of each selected institution (see Appendix B). Two computer disks were also included in this mailing to expedite data collection. A stamped, self-addressed return envelope was included to facilitate a prompt response.

A follow-up telephone call was placed to confirm the receipt of the request and to answer any questions. Two weeks after the initial mailing, a postcard reminder encouraged participation (see Appendix C). The total number of institutions participating in this study is 41. There were 9,110 individuals representing the 41 institutions in this study.

On March 24, 1994 a random sample consisting of 1,625 students received a cover letter (see Appendix D), a coded ESS questionnaire, a set of additional questions and a business reply envelope. Each questionnaire was uniquely coded to ensure accurate data for follow-up correspondence. A follow-up postcard was mailed to all non respondents on April 6, 1994 (see Appendix E). On April 26, 1994 all non respondents received a follow-up letter (see Appendix F), a coded questionnaire, and a business reply envelope.
**Procedures for Analysis of Data**

Scores from completed questionnaires were encoded into a database. These questionnaires were scanned onto a computer disk with a mark reflex reader at ACT in Iowa City, Iowa. The data were downloaded from the computer disk to SPSS software for statistical analysis. All statistical analysis of the data was done within the SPSS software package. All significance tests were conducted at the .05 level.

A comparison of factors between regions was conducted for all 29 questions in this study. A one-way analysis of variance (ANOVA) was executed for each choice factor to compare the mean scores for all institutions. The level of significance for each item is .05.

For all items found to be significant at the .05 level an additional test was conducted. The Tukey-B test was used as a pairwise comparison between means of factors found to be significant at the .05 level.

A comparison of mean scores between all CCC institutions and the national norms for each of the 23 items on the ESS was conducted using the Chi-Square test for goodness of fit.

**Research Questions**

This study was guided by research questions related to the selection and attendance phase of student college choice. The following research questions guided this analysis:

Research question 1: What choice factors are related to the first-year students' decisions to attend their institutions?
Research question 2: What is the rank order of the choice factors for all students in this study?

Research question 3: How does the rank order of choice factors in this study compare to the national norms?

Research question 4: What are the results and implications of this study for the recruitment and admissions activities at institutions comprising the Christian College Coalition?
CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter contains an analysis of data collected from the Entering Student Survey (ESS) for institutions in this study and national normative data from the ESS provided by American College Testing (ACT) in Iowa City, Iowa. The ESS data were collected by direct mail to a randomly selected group of freshmen for the fall 1993 semester. Eighteen percent of the fall 1993 entering freshmen class (N = 9,110) were randomly selected for participation in this study (n = 1,625). Forty-four percent of the fall 1993 entering freshmen class participated in this study (716). The remaining fifty-six percent of fall 1993 freshmen class did not return the survey (909).

The national normative data report provided by ACT was obtained from 135 colleges that administered the ESS between January 1, 1990 and October 31, 1993 (N = 92,776). "The colleges in the report include large and small; public and private; and technical, 2-year, and 4-year institutions from 41 U.S. states, the District of Columbia, and Puerto Rico". (ACT, 1993).

The purposes of this study were as follows: (a) to identify significant choice factors associated with students' decisions to attend selected private postsecondary Christian institutions; (b) to rank order the choice factors; (c) to compare choice factors
in this study with the national norms; and (d) to suggest how this information may be helpful in the recruitment and admissions activities of similar institutions.

Four research questions were investigated which relate to students' decisions to attend their respective institutions.

1. What choice factors are related to the first-year students' decisions to attend their institutions?

2. What is the rank order of the choice factors for all students in this study?

3. How does the choice factors in this study compare to the national norms?

4. What are the results and implications of this study for the recruitment and admissions activities at institutions comprising the Christian College Coalition?

The analysis of data in this chapter is presented by each specific purpose of the study. The responses of students and significant differences among student groups are described in relation to the four research questions.

This chapter is divided into four major sections. The first section consists of demographic data which describe the population of the study with respect to a regional comparison of responses to Section III (A) and Section IV of the ESS. The second section presents rank order listings of the factors in the study. Section three consists of a demographic data comparison of responses to section III (A) of the ESS between the population of the study and the national normative data. The .05 level of significance was utilized in all analyses. The fourth section provides a qualitative analysis of handwritten comments by students in the study.
Regional Demographic Data

Included in this section are demographic data from the Christian colleges in the study. The factors described consist of a comparison between the seven regions of the institutions represented in the study. See Appendix G for a listing of the institutions participating in this study by geographic regions.

The summary of a one-way analysis of variance (ANOVA) for all 29 factors in the study is shown in Table 1. These data respond to the first purpose of the study which was to identify significant choice factors associated with students' decisions to attend selected private postsecondary Christian institutions.

Table 1

Comparison of all 29 Choice Factors Between Regions: One-Way Analysis of Variance

<table>
<thead>
<tr>
<th>Choice Factor</th>
<th>Group Mean</th>
<th>F Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Reputation of the College</td>
<td>3.375</td>
<td>.5199</td>
</tr>
<tr>
<td>2. Availability of a Particular Program of Study</td>
<td>3.307</td>
<td>.1115</td>
</tr>
<tr>
<td>3. Variety of Courses Offered</td>
<td>2.874</td>
<td>.4024</td>
</tr>
<tr>
<td>4. Location of the College</td>
<td>2.870</td>
<td>.0059**</td>
</tr>
<tr>
<td>5. Size of the College</td>
<td>2.983</td>
<td>.0900</td>
</tr>
<tr>
<td>6. Entrance Requirements for the College</td>
<td>2.241</td>
<td>.6013</td>
</tr>
<tr>
<td>7. Cost of Attending the College</td>
<td>2.894</td>
<td>.1173</td>
</tr>
<tr>
<td>8. Type of Community in Which the College is Located</td>
<td>2.578</td>
<td>.2282</td>
</tr>
<tr>
<td>9. Availability of Financial Aid or Scholarship</td>
<td>3.227</td>
<td>.0405</td>
</tr>
<tr>
<td>10. Opportunity for Part-Time Work</td>
<td>2.201</td>
<td>.0034**</td>
</tr>
<tr>
<td>11. Sports Opportunities (Varsity Athletics)</td>
<td>1.689</td>
<td>.0010**</td>
</tr>
<tr>
<td>12. Social Climate and Activities at the College</td>
<td>2.716</td>
<td>.3715</td>
</tr>
<tr>
<td>13. Racial/Ethnic Makeup of the College</td>
<td>1.522</td>
<td>.7092</td>
</tr>
<tr>
<td>14. Male/Female Ratio of the Student Body</td>
<td>1.704</td>
<td>.8959</td>
</tr>
<tr>
<td>15. Religious Affiliation of the College</td>
<td>3.220</td>
<td>.0005**</td>
</tr>
<tr>
<td>16. Type of Housing Available</td>
<td>2.319</td>
<td>.0000**</td>
</tr>
<tr>
<td>17. Facilities Available (Laboratories, Classroom Facilities, Recreational Areas, etc.)</td>
<td>2.483</td>
<td>.5883</td>
</tr>
<tr>
<td>18. Extracurricular Activities Available (Drama,</td>
<td>2.457</td>
<td>.0267</td>
</tr>
</tbody>
</table>
Table 1 Continued

<table>
<thead>
<tr>
<th>Choice Factor</th>
<th>Group Mean</th>
<th>F Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Friends Attend (or Plan to Attend) the College</td>
<td>1.576</td>
<td>.0384**</td>
</tr>
<tr>
<td>20. Advice of Parents or Relatives</td>
<td>2.552</td>
<td>.0030**</td>
</tr>
<tr>
<td>21. Advice of High School Counselors or Teachers</td>
<td>1.556</td>
<td>.4325</td>
</tr>
<tr>
<td>22. Advice of Someone Who Has Attended the College</td>
<td>2.356</td>
<td>.1457</td>
</tr>
<tr>
<td>23. Contact(s) with College Representatives</td>
<td>2.140</td>
<td>.0288</td>
</tr>
<tr>
<td>24. Advice of minister/pastor</td>
<td>2.141</td>
<td>.4009</td>
</tr>
<tr>
<td>25. Opportunity for ministry-related activities (Music ministry team, prayer ministry, mission involvement, etc.)</td>
<td>2.608</td>
<td>.1293</td>
</tr>
<tr>
<td>26. Opportunities for Christian fellowship (Spiritual retreats, worship services, etc.)</td>
<td>3.297</td>
<td>.5419</td>
</tr>
<tr>
<td>27. Integration of faith and learning in the classroom.</td>
<td>3.550</td>
<td>.6470</td>
</tr>
<tr>
<td>28. A particular doctrinal position or world view of the college.</td>
<td>2.686</td>
<td>.0016**</td>
</tr>
<tr>
<td>29. Denominational affiliation of the college.</td>
<td>2.483</td>
<td>.0000**</td>
</tr>
</tbody>
</table>

** p < .05

Examination of the data indicates that there are significant differences between regions on factors 4, 10, 11, 15, 16, 19, 20, 28, and 29. Data in Tables 2, 3, 4, 5, 6, 7, 8, 9, and 10 respond to the first research question that asks, "which choice factors are related to the first-year students' decisions to attend their institutions?". Data corresponding to differences between regions on choice factors 4, 10, 11, 15, 16, 19, 20, 28, and 29 are presented in Tables 2, 3, 4, 5, 6, 7, 8, 9, and 10 below.
Table 2

Location of the College: One-way Analysis of Variance

Factor 4: Location of the College

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6</td>
<td>19.4682</td>
<td>3.2447</td>
<td>3.0548</td>
<td>.0059*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>701</td>
<td>744.5770</td>
<td>1.0622</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>707</td>
<td>764.0452</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

Tukey-B Test

<table>
<thead>
<tr>
<th>Regions</th>
<th>NW</th>
<th>SW</th>
<th>NC</th>
<th>GL</th>
<th>SE</th>
<th>NE</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.5584</td>
<td>2.7968</td>
<td>2.8529</td>
<td>2.8551</td>
<td>2.8571</td>
<td>*3.1261</td>
<td>3.1429</td>
</tr>
</tbody>
</table>

*p < .05

Examination of these data indicates there is a significant difference on choice factor 4 between regions. The Tukey-B statistic shows the difference to be between region NE and region NW. These data reveal that factor 4 "Location of the College", is significantly more important to students attending schools in region NE than those attending schools in region NW.

Table 3

Opportunity for Part-Time Work: One-way Analysis of Variance

Factor 10: Opportunity for Part-Time Work

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6</td>
<td>22.7113</td>
<td>3.7852</td>
<td>3.2915</td>
<td>.0034*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>698</td>
<td>802.6873</td>
<td>1.1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>704</td>
<td>825.3896</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05
Examination of these data indicates there is a significant difference on choice factor 10 between regions. The Tukey-B statistic shows the difference is between regions NC and SE and between regions NW and GL. These data reveal that factor 10 "Opportunity for Part-Time Work", is significantly more important to students attending schools in region NC than those attending schools in region SE. Factor 10 is also more important to students attending schools in region NW than those attending schools in region GL.

Table 4

Sports Opportunities (Varsity Athletics): One-way Analysis of Variance

Factor 11: Sports Opportunities (Varsity Athletics)

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6</td>
<td>23.7531</td>
<td>3.9589</td>
<td>3.7815</td>
<td>.0010*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>701</td>
<td>733.8853</td>
<td>1.0469</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>707</td>
<td>757.6384</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

Tukey-B Test

<table>
<thead>
<tr>
<th>SE</th>
<th>SW</th>
<th>GL</th>
<th>NW</th>
<th>NE</th>
<th>NC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4571</td>
<td>*1.5294</td>
<td>*1.5794</td>
<td>1.8701</td>
<td>*1.8992</td>
<td>1.9706</td>
<td>2.0000</td>
</tr>
</tbody>
</table>

*p < .05
Examination of these data indicates there is a significant difference on choice factor 11 between regions. The Tukey-B statistic shows the difference is between regions NE and SW and between regions NE and GL. These data reveal that factor 11 "Sports Opportunities (Varsity Athletics)", is significantly more important to students attending schools in region NE than those attending schools in region SW. Factor 11 is also more important to students attending schools in region NE than those attending schools in region GL.

Table 5

**Religious Affiliation of the College: One-way Analysis of Variance**

<table>
<thead>
<tr>
<th>Factor 15: Religious Affiliation of the College</th>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Between Groups</td>
<td>6</td>
<td>23.5098</td>
<td>3.9183</td>
<td>4.0746</td>
<td>.0005*</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>701</td>
<td>674.1173</td>
<td>.9617</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>707</td>
<td>697.6271</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

**Tukey-B Test**

<table>
<thead>
<tr>
<th>SE</th>
<th>NE</th>
<th>SC</th>
<th>GL</th>
<th>SW</th>
<th>NW</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8286</td>
<td>*2.9496</td>
<td>3.0000</td>
<td>*3.2991</td>
<td>*3.3102</td>
<td>*3.3766</td>
<td>3.5000</td>
</tr>
</tbody>
</table>

*p < .05

Examination of these data indicates there is a significant difference on choice factor 15 between regions. The Tukey-B statistic shows the difference is between regions GL and NE, between regions SW and NE, and between regions NW and NE. These data reveal that factor 15 "Religious Affiliation of the College", is significantly more important to students attending schools in region GL than those attending schools in
region NE. Factor 15 is also more important to students attending schools in region SW than those attending schools in region NE. Finally, factor 15 is more important to students attending schools in region NW than those in region NE.

Table 6

Type of Housing Available: One-way Analysis of Variance

Factor 16: Type of Housing Available

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6</td>
<td>21.2872</td>
<td>3.5479</td>
<td>3.8347</td>
<td>.0009*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>701</td>
<td>648.5716</td>
<td>.9252</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>707</td>
<td>669.8588</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

Tukey-B Test

<table>
<thead>
<tr>
<th>Regions</th>
<th>NE</th>
<th>SC</th>
<th>SW</th>
<th>GL</th>
<th>SE</th>
<th>NW</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE</td>
<td>*2.1008</td>
<td>2.1905</td>
<td>*2.2567</td>
<td>2.3411</td>
<td>2.3429</td>
<td>*2.5844</td>
<td>*2.8235</td>
</tr>
</tbody>
</table>

*p < .05

Examination of these data indicates there is a significant difference on choice factor 16 between regions. The Tukey-B statistic shows the difference is between regions NW and NE, between regions NC and NE, and between regions NC and SW. These data reveal that factor 16 "Type of Housing Available", is significantly more important to students attending schools in region NW than those attending schools in region NE.

Factor 15 is also more important to students attending schools in region NC than those attending schools in region NE. Finally, factor 15 is more important to students attending schools in region NC than those in region SW.
Table 7

Friends Attend (or Plan to Attend) the College: One-way Analysis of Variance

Factor 19: Friends Attend (or Plan to Attend) the College

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6</td>
<td>9.9265</td>
<td>1.6544</td>
<td>2.2324</td>
<td>.0384*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>700</td>
<td>518.7750</td>
<td>.7411</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>706</td>
<td>528.7016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

Tukey-B Test

<table>
<thead>
<tr>
<th>SE</th>
<th>NC</th>
<th>NE</th>
<th>SC</th>
<th>NW</th>
<th>SW</th>
<th>GL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3714</td>
<td>1.3939</td>
<td>*1.4202</td>
<td>1.5000</td>
<td>1.5844</td>
<td>1.5989</td>
<td>*1.7150</td>
</tr>
</tbody>
</table>

*p < .05

Examination of these data indicates there is a significant difference on choice factor 19 between regions. The Tukey-B statistic shows the difference to be between region GL and region NE. These data reveal that factor 19 "Friends Attend (or Plan to Attend) the College", is significantly more important to students attending schools in region GL than those attending schools in region NE.

Table 8

Advice of Parents or Relatives: One-way Analysis of Variance

Factor 20: Advice of Parents or Relatives

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6</td>
<td>19.0547</td>
<td>3.1758</td>
<td>3.3426</td>
<td>.0030*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>701</td>
<td>666.0117</td>
<td>.9501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>707</td>
<td>685.0664</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05
Tukey-B Test

<table>
<thead>
<tr>
<th>Regions</th>
<th>NE</th>
<th>SC</th>
<th>SE</th>
<th>NW</th>
<th>SW</th>
<th>GL</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*2.2437</td>
<td>2.3571</td>
<td>2.4857</td>
<td>2.5714</td>
<td>*2.6257</td>
<td>*2.6589</td>
<td>*2.8235</td>
</tr>
</tbody>
</table>

*p < .05

Examination of these data indicates there is a significant difference on choice factor 20 between regions. The Tukey-B statistic shows the difference is between regions SW and NE, between regions GL and NE, and between regions NC and NE. These data reveal that factor 20 "Advice of Parents or Relatives", is significantly more important to students attending schools in region SW than those attending schools in region NE. Factor 15 is also more important to students attending schools in region GL than those attending schools in region NE. Finally, factor 15 is more important to students attending schools in region NC than those in region NE.

Table 9

A Particular Doctrinal Position or World View of the College: One-way Analysis of Variance

<table>
<thead>
<tr>
<th>Factor 28: A particular doctrinal position or world view of the college.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Between Groups</td>
</tr>
<tr>
<td>Within Groups</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*p < .05
Examination of these data indicates there is a significant difference on choice factor 28 between regions. The Tukey-B statistic shows the difference is between regions NE and NC, between regions NE and NW, between regions NE and SW, and between regions NE and GL. These data reveal that factor 28 "A particular doctrinal position or world view of the college", is significantly more important to students attending schools in region NE than those attending schools in region NC. Factor 28 is also more important to students attending schools in region NE than those attending schools in region NW. Factor 28 is more important to students attending schools in region NE than those attending schools in region SW. Finally, factor 28 is more important to students attending schools in region NE than those in region GL.

Table 10

Denominational Affiliation of the College: One-way Analysis of Variance

Factor 29: Denominational affiliation of the college.

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F Ratio</th>
<th>F Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6</td>
<td>54.4160</td>
<td>9.0693</td>
<td>7.2628</td>
<td>.0000*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>678</td>
<td>846.6410</td>
<td>1.2487</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>684</td>
<td>901.0569</td>
<td>1.2487</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05
Tukey-B Test

<table>
<thead>
<tr>
<th>Regions</th>
<th>NW</th>
<th>GL</th>
<th>NC</th>
<th>SE</th>
<th>SW</th>
<th>SC</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*2.1571</td>
<td>*2.2548</td>
<td>2.4242</td>
<td>2.4286</td>
<td>*2.6209</td>
<td>*2.9048</td>
<td>*2.9565</td>
</tr>
</tbody>
</table>

*p < .05

Examination of these data indicates there is a significant difference on choice factor 29 between regions. The Tukey-B statistic shows the difference is between regions SW and NW, between regions SW and GL, between regions SC and NW, between regions SC and GL, between regions NE and NW, and between regions NE and GL. These data reveal that factor 29 "Denominational affiliation of the college", is significantly more important to students attending schools in region SW than those attending schools in regions NW and GL. Factor 29 is also more important to students attending schools in region SC than those attending schools in regions NW and GL. Finally, factor 29 is more important to students attending schools in region NE than those in regions NW and GL.

Rank Order of Choice Factors

The second purpose of the study was to list the rank order of choice factors. In response to research question two which asks, "What is the rank order of the choice factors for all students in this study?", Table 11 lists all choice factors ranked by the mean score.
Table 11

**Rank-order of Choice Factors Between Regions**

<table>
<thead>
<tr>
<th>Choice Factor</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Integration of faith and learning in the classroom.</td>
<td>1</td>
<td>3.550</td>
</tr>
<tr>
<td>1. Academic Reputation of the College</td>
<td>2</td>
<td>3.375</td>
</tr>
<tr>
<td>2. Availability of a Particular Program of Study</td>
<td>3</td>
<td>3.307</td>
</tr>
<tr>
<td>26. Opportunities for Christian fellowship (Spiritual retreats, worship services, etc.)</td>
<td>4</td>
<td>3.297</td>
</tr>
<tr>
<td>9. Availability of Financial Aid or Scholarship</td>
<td>5</td>
<td>3.227</td>
</tr>
<tr>
<td>15. Religious Affiliation of the College</td>
<td>6</td>
<td>3.220</td>
</tr>
<tr>
<td>5. Size of the College</td>
<td>7</td>
<td>2.983</td>
</tr>
<tr>
<td>7. Cost of Attending the College</td>
<td>8</td>
<td>2.894</td>
</tr>
<tr>
<td>3. Variety of Courses Offered</td>
<td>9</td>
<td>2.874</td>
</tr>
<tr>
<td>4. Location of the College</td>
<td>10</td>
<td>2.870</td>
</tr>
<tr>
<td>12. Social Climate and Activities at the College</td>
<td>11</td>
<td>2.716</td>
</tr>
<tr>
<td>28. A particular doctrinal position or world view of the college.</td>
<td>12</td>
<td>2.686</td>
</tr>
<tr>
<td>25. Opportunity for ministry-related activities (Music ministry team, prayer ministry, mission involvement, etc.)</td>
<td>13</td>
<td>2.608</td>
</tr>
<tr>
<td>8. Type of Community in Which the College is Located</td>
<td>14</td>
<td>2.578</td>
</tr>
<tr>
<td>20. Advice of Parents or Relatives</td>
<td>15</td>
<td>2.552</td>
</tr>
<tr>
<td>17. Facilities Available (Laboratories, Classroom Facilities, Recreational Areas, etc.)</td>
<td>16</td>
<td>2.483</td>
</tr>
<tr>
<td>29. Denominational affiliation of the college.</td>
<td>17</td>
<td>2.483</td>
</tr>
<tr>
<td>18. Extracurricular Activities Available (Drama, Intramural Athletics, Music Programs, etc.)</td>
<td>18</td>
<td>2.457</td>
</tr>
<tr>
<td>22. Advice of Someone Who Has Attended the College</td>
<td>19</td>
<td>2.356</td>
</tr>
<tr>
<td>16. Type of Housing Available</td>
<td>20</td>
<td>2.319</td>
</tr>
<tr>
<td>6. Entrance Requirements for the College</td>
<td>21</td>
<td>2.241</td>
</tr>
<tr>
<td>10. Opportunity for Part-Time Work</td>
<td>22</td>
<td>2.201</td>
</tr>
<tr>
<td>24. Advice of minister/pastor</td>
<td>23</td>
<td>2.141</td>
</tr>
<tr>
<td>23. Contact(s) with College Representatives</td>
<td>24</td>
<td>2.140</td>
</tr>
<tr>
<td>14. Male/Female Ratio of the Student Body</td>
<td>25</td>
<td>1.704</td>
</tr>
<tr>
<td>11. Sports Opportunities (Varsity Athletics)</td>
<td>26</td>
<td>1.689</td>
</tr>
<tr>
<td>19. Friends Attend (or Plan to Attend) the College</td>
<td>27</td>
<td>1.576</td>
</tr>
<tr>
<td>21. Advice of High School Counselors or Teachers</td>
<td>28</td>
<td>1.556</td>
</tr>
<tr>
<td>13. Racial/Ethnic Makeup of the College</td>
<td>29</td>
<td>1.522</td>
</tr>
</tbody>
</table>
**Demographic Data Comparison to National Norms**

In response to purpose three of the study, which was to compare the choice factors of the study with the national norms, Table 12 provides a summary listing of Chi-square scores for the 23 factors found in Section III (A) of the ESS. Table 12 responds to research question three which asks, "How does the rank order of choice factors in this study compare to the national norms?".

**Table 12**

**Comparison of Factors between Christian Colleges and National Norms: Chi-Square Analysis**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean Christian Colleges</th>
<th>Mean National Colleges</th>
<th>Chi-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Reputation of the College</td>
<td>3.375</td>
<td>3.137</td>
<td>52.2750**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Availability of a Particular Program of Study</td>
<td>3.307</td>
<td>3.290</td>
<td>1.7370</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Variety of Courses Offered</td>
<td>2.874</td>
<td>3.033</td>
<td>62.8666**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Location of the College</td>
<td>2.870</td>
<td>3.169</td>
<td>74.5865**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Size of the College</td>
<td>2.983</td>
<td>2.716</td>
<td>46.6287**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Entrance Requirements for the College</td>
<td>2.241</td>
<td>2.535</td>
<td>62.1706**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cost of Attending the College</td>
<td>2.894</td>
<td>3.120</td>
<td>38.5513**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Type of Community in Which the College is Located</td>
<td>2.578</td>
<td>2.552</td>
<td>9.8356**</td>
</tr>
<tr>
<td>Factor</td>
<td>Christian Colleges</td>
<td>National Colleges</td>
<td>Chi Square</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>9. Availability of Financial Aid or Scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>3.227</td>
<td>2.795</td>
<td>87.1384**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Opportunity for Part-Time Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.201</td>
<td>2.213</td>
<td>9.5262**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Sports Opportunities (Varsity Athletics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>1.689</td>
<td>1.680</td>
<td>0.7382</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Social Climate and Activities at the College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.716</td>
<td>2.265</td>
<td>140.3053**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Racial/Ethnic Makeup of the College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>1.522</td>
<td>1.591</td>
<td>46.9641**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Male/Female Ratio of the Student Body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>1.704</td>
<td>1.664</td>
<td>24.2103**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Religious Affiliation of the College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>3.220</td>
<td>1.514</td>
<td>2866.3890**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Type of Housing Available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.319</td>
<td>1.874</td>
<td>250.7399**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Facilities Available (Laboratories, Classroom Facilities, Recreational Areas, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.483</td>
<td>2.500</td>
<td>34.9003**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Extracurricular Activities Available (Drama, Intramural Athletics, Music Programs, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.457</td>
<td>2.199</td>
<td>79.3031**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Friends Attend (or Plan to Attend) the College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>1.576</td>
<td>1.760</td>
<td>26.0075**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Advice of Parents or Relatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.552</td>
<td>2.189</td>
<td>99.2732**</td>
</tr>
<tr>
<td>National Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 12 Continued

<table>
<thead>
<tr>
<th>Factor</th>
<th>Chi Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Advice of High School Counselors or Teachers</td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>1.556</td>
</tr>
<tr>
<td>National Colleges</td>
<td>1.873 79.3204**</td>
</tr>
<tr>
<td>22. Advice of Someone Who Has Attended the College</td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.356</td>
</tr>
<tr>
<td>National Colleges</td>
<td>2.259 17.0646**</td>
</tr>
<tr>
<td>23. Contact(s) with College Representatives</td>
<td></td>
</tr>
<tr>
<td>Christian Colleges</td>
<td>2.140</td>
</tr>
<tr>
<td>National Colleges</td>
<td>1.967 75.2801**</td>
</tr>
</tbody>
</table>

**Chi-square p < .05 = 7.815

The Chi-square test of homogeneity was performed on the data. The null hypothesis for this test states that there is no difference on the answers for the 23 choice factors between the data in this study and the national normative data. The critical value for Chi-square at the .05 level of confidence is 7.815. Each choice factor determined to have a Chi-square score above 7.815 indicates a significant difference between Christian colleges and the national colleges. Examination of the data reveals that there is a difference between choice factors for Christian colleges and national colleges on 21 items. Therefore the null hypothesis is rejected for these 21 choice factors. Choice factor 2, "Availability of a Particular Program of Study" and factor 11, "Sports Opportunities (Varsity Athletics)" have scores below the critical value of 7.815 and therefore, accept the null hypothesis that there is no difference between schools in this study and the national study.

Table 13 provides a rank-order listing of choice factors that have been found to be more significant to students attending Christian colleges when compared to the national data.
Table 13

Rank-order of Choice Factors Important to Christian Colleges

<table>
<thead>
<tr>
<th>Choice Factor</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Reputation of the College</td>
<td>1</td>
<td>3.375</td>
</tr>
<tr>
<td>2. Availability of a Particular Program of Study</td>
<td>2</td>
<td>3.307**</td>
</tr>
<tr>
<td>9. Availability of Financial Aid or Scholarship</td>
<td>3</td>
<td>3.227</td>
</tr>
<tr>
<td>15. Religious Affiliation of the College</td>
<td>4</td>
<td>3.220</td>
</tr>
<tr>
<td>5. Size of the College</td>
<td>5</td>
<td>2.983</td>
</tr>
<tr>
<td>12. Social Climate and Activities at the College</td>
<td>6</td>
<td>2.716</td>
</tr>
<tr>
<td>8. Type of Community in Which the College is Located</td>
<td>7</td>
<td>2.578</td>
</tr>
<tr>
<td>20. Advice of Parents or Relatives</td>
<td>8</td>
<td>2.552</td>
</tr>
<tr>
<td>18. Extracurricular Activities Available (Drama,</td>
<td>9</td>
<td>2.457</td>
</tr>
<tr>
<td>Intramural Athletics, Music Programs, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Advice of Someone Who Has Attended the College</td>
<td>10</td>
<td>2.356</td>
</tr>
<tr>
<td>16. Type of Housing Available</td>
<td>11</td>
<td>2.319</td>
</tr>
<tr>
<td>23. Contact(s) with College Representatives</td>
<td>12</td>
<td>2.140</td>
</tr>
<tr>
<td>14. Male/Female Ratio of the Student Body</td>
<td>13</td>
<td>1.704</td>
</tr>
<tr>
<td>11. Sports Opportunities (Varsity Athletics)</td>
<td>14</td>
<td>1.689**</td>
</tr>
</tbody>
</table>

**These two factors are equally important to students in the national data

Table 14 contains the rank-order listing of choice factors that are significant for students attending the national institutions when compared with the Christian college data.

Table 14

Rank-order of Choice Factors Important to National Colleges

<table>
<thead>
<tr>
<th>Choice Factor</th>
<th>Rank</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Availability of a Particular Program of Study</td>
<td>1</td>
<td>3.290**</td>
</tr>
<tr>
<td>4. Location of the College</td>
<td>2</td>
<td>3.169</td>
</tr>
<tr>
<td>7. Cost of Attending the College</td>
<td>3</td>
<td>3.120</td>
</tr>
<tr>
<td>3. Variety of Courses Offered</td>
<td>4</td>
<td>3.033</td>
</tr>
<tr>
<td>6. Entrance Requirements for the College</td>
<td>5</td>
<td>2.535</td>
</tr>
<tr>
<td>17. Facilities Available (Laboratories, Classroom</td>
<td>6</td>
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</tr>
<tr>
<td>Facilities, Recreational Areas, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Opportunity for Part-Time Work</td>
<td>7</td>
<td>2.213</td>
</tr>
<tr>
<td>21. Advice of High School Counselors or Teachers</td>
<td>8</td>
<td>1.873</td>
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Table 14- Continued

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<tr>
<th>Choice Factor</th>
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<th>Mean</th>
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<tr>
<td>19. Friends Attend (or Plan to Attend) the College</td>
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<td>1.760</td>
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<tr>
<td>11. Sports Opportunities (Varsity Athletics)</td>
<td>10</td>
<td>1.680**</td>
</tr>
<tr>
<td>13. Racial/Ethnic Makeup of the College</td>
<td>11</td>
<td>1.591</td>
</tr>
</tbody>
</table>

**These two factors are equally important to students in the Christian college data**

Qualitative Analysis

Students who completed surveys were given an opportunity to write comments on the instrument. Section V (Comments and Suggestions) gave the following statement, "If you wish to make any comments or suggestions concerning this college, please use the lines provided below.". The respondents were given eleven lines to express their opinions. This information enhances the findings of the study.

There were 203 individual students who made comments out of a total of 744 respondents. This represents a twenty seven percent participation rate. Nearly all of the 203 individual respondents mentioned more than one concern. These concerns have been categorized according to major themes.

Students were aware that this study was attempting to learn more about their college choice. Many of their responses reflected their knowledge of the purpose of this study. All students who responded to this survey were given unique identification numbers for the purposes of follow-up activities. Any references made to a specific institution by name will be replaced by (school name).

Students used descriptive words to describe their college and experiences such as, “awesome”, “great”, “love”, and “wonderful”. Nearly all of the descriptive comments
made about institutions were positive. Most students appeared to have a genuine enthusiasm about their college. The comments most often observed were "I love (school name)..." or "This college is absolutely awesome!!".

Several students made comments about the academic program. These comments were more evenly divided between positive and negative. Some students indicated that their chosen field of study was not offered at the institution. Cost of tuition was often cited when comparing the academic reputation of the college. Examples of comments regarding the academic program are:

"I feel like (school name) continues to raise tuition each year but fails to make any real improvements in education. I feel funds are being misused and if improvements are not made many good students will be forced to leave due to lack of money and lack of quality education."

"If I were not planning to go into the ministry I would not be attending this school. Cost is too expensive for their mediocre academic reputation."

Several students chose to make various comments to the researcher. These comments were both supportive and derogatory concerning the research project. The students wrote comments as if a bond had been established with the researcher. A few students expressed an interest in receiving the results of the study. "I apologize for not being prompt with returning this survey - you caught me a few weeks before semester exams!". Another student wrote:

"I'm sorry that this took so long to complete. The semester is almost finished over here so scheduling studies took the precedence over this survey. Hope this information helps. If it's not too much trouble, I would sort of like to see what kind of numbers you'all came up with. Thanks."
Comments were made concerning various aspects of spiritual life on campus.

Some comments were about the availability of spiritual activities. Other comments were directed toward the overall management of the institution. These comments were primarily targeted at the overall atmosphere of the campus.

"I love (school name). I think it has a strong Christian foundation. My fear is that the administrators and some faculty may be compromising these values in order to draw more students and receive more money. I grew up in a public school, and it is refreshing to be able to discuss beliefs and pray in class. I hope this school always remains in Christ."

"The thing that drew me most to (school name) was friends from my church who had attended and expressed to me the amount of involvement in Christian activities and the number of genuine Christians on campus. I have grown greatly this past year spiritually and mentally."

Various comments were made regarding the academic preparation of the faculty and the degree of friendliness with students. Interaction with faculty created a strong emotional reaction from most students. This may indicate that faculty interaction with students is a significant activity that should receive greater attention.

"I'm very happy that I chose this college and the teachers are the best I ever had. This college really cares about people."

"I have almost completed my first year at (school name). I have been so impressed with the campus, faculty, extra-curricular activities and ministries, quality of the students and overall Christian atmosphere."

Summary

The responses of the entering freshmen for the fall 1993 semester attending selected Christian College Coalition institutions to the Entering Student Survey are reported in Chapter IV. In response to purpose one of the study, to identify significant choice factors associated with students' decisions to attend selected private postsecondary
Christian institutions, the data show there is a significant difference on nine choice factors. Significant differences were found on the following factors: location of the college, opportunity for part-time work, sports opportunities, religious affiliation of the college, type of housing available, friends attend, advice of parents or relatives, a particular doctrinal position or world view of the college, and denominational affiliation of the college. Further examination of the data show that there are regional differences for these factors among the seven regions of the Christian College Coalition. In response to purpose two of the study, to rank order the choice factors, the data show the following factors to be the ten most important reasons students choose a Christian College:

1. Integration of faith and learning in the classroom
2. Academic Reputation of the College
3. Availability of a Particular Program of Study
4. Opportunities for Christian fellowship (Spiritual retreats, worship services, etc.)
5. Availability of Financial Aid or Scholarship
6. Religious Affiliation of the College
7. Size of the College
8. Cost of Attending the College
9. Variety of Courses Offered
10. Location of the College

In response to purpose three of the study which was to compare choice factors in this study with the national norms, analysis of the data show the five most important reasons students choose Christian colleges, in rank order, are: (1) Academic reputation of the college, (2) Availability of a particular program of study, (3) Availability of financial aid or scholarship, (4) Religious affiliation of the college, and (5) Size of the college. The five most important reasons, in rank order, students choose a college from the national sample are: (1) Availability of a particular program of study, (2) Location of the
Students were given an opportunity to provide written comments regarding their institution in section IV of the Entering Student Survey. A qualitative analysis revealed several themes that are important to students attending Christian colleges. The top five major themes are: (1) Descriptive terms (Mostly adjectives describing their institution), (2) Academic program, (3) Comment to researcher, (4) Spiritual and (5) Faculty.
CHAPTER V

SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purposes of this study were: (a) to identify significant choice factors associated with students' decisions to attend selected private postsecondary Christian institutions; (b) to rank order the choice factors; (c) to compare choice factors in this study with the national norms; and (d) to suggest how this information may be helpful in the recruitment and admissions activities of similar institutions. In order to fulfill the purposes of the study, data were collected from the freshmen class for the fall 1993 semester among selected private institutions of higher learning, utilizing the Entering Student Survey (ESS), published by the American College Testing program. To compare this data with national norms, ACT provided statistical information for the ESS from 135 colleges including 92,776 students.

Analysis of the data provided a rank order listing of the choice factors for the selected Christian colleges in this study. This priority listing of factors may be useful to Christian colleges as they develop marketing strategies. This listing provides an indication of the importance of factors most closely associated with decisions of students who choose Christian colleges. Among the twenty nine factors, nine were found to have
significant differences. However, when the Christian college data was compared to the national data, all but two factors were found to have significant differences. This finding was anticipated because of the differences between Christian colleges and a national sampling of colleges.

Another significant finding in the comparison of choice factors between Christian colleges and national colleges is the list of choice factors more important to each group. These two lists provide the unique factors more closely associated the reasons students choose to enroll at either a Christian college or a college in the national sample. This data may also be displayed by rank order of importance.

Students were given an opportunity to write comments on the survey to express their opinions or offer suggestions to the researcher. There were 744 surveys returned and 203 individuals wrote comments. This data provided an opportunity to identify major themes expressed by students. These comments can enhance the other findings in this study. Examination of the data reveals that most students had positive comments and offered constructive criticism.

Discussion of Findings

Most research on college choice has focused on a single institution. Very few studies have attempted to measure student choice behavior on a comparative basis among colleges representing a national sample. This research has provided some meaningful data and key indicators of why students choose a Christian college and a comparison with colleges from the national sample.
The results of this study contribute information that is useful to a number of colleges that have similar characteristics. Furthermore, comparisons of two large groups, each group having similar characteristics, is provided in this study. Information on key choice factors for either group is identified and provide a means of comparison. Christian colleges may compare which choice factors are shared with schools in the national sample and those that are different.

An analysis of data for the Christian colleges in this study, grouped by regions, was accomplished by conducting a one-way analysis of variance from self-reported variables on a Likert scale. Those items found to have significance at the .05 level were further tested by a pairwise comparison between means using a Tukey-B test. This additional test provided a more detailed comparison of where the actual differences occurred. The resulting data produced a listing of differences between specific regional groupings of Christian colleges. An analysis of data between the Christian colleges and national colleges was accomplished by using the Chi-square test for goodness of fit. By comparing the mean scores of both groups with this statistic, it was possible to identify differences between the two groups and the rank order importance of choice factors uniquely associated with each group.

The first purpose of this study was to identify significant choice factors associated with students' decisions to attend selected private postsecondary Christian institutions. Examination of the data provided a rank order listing of the choice factors from most important to least important which is the second purpose of this study. Factor twenty seven, Integration of Faith and Learning, was found to be the most important factor when
students made their final decision to attend a Christian college. All of the colleges in the Christian College Coalition have embraced the concept of the integration of faith and learning. The fact that this concept was found to be important was expected. This factor was one of six additional questions added to the study. It is possible that this factor was rated as the most important, in part, because it was placed in a separate listing and communicates the underlying philosophical foundation of all Christian colleges.

Another additional question was among the top five reasons students chose their college. Factor twenty six, Opportunities for Christian Fellowship (Spiritual Retreats, Worship Services, etc.), was ranked fourth overall. Again, the placement and content of the question may have had an impact on the overall rating. Nevertheless, this rank order listing may be quite useful to administrators in their attempts to communicate with their constituency.

Examination of the data show differences between regions for particular choice factors. Differences between geographic locations were noted in studies by Litten (1979); Ihlandfeldt (1981); Balridge (1982); Litten (1982); Krakower (1987) and Paulsen (1990). This may provide useful information for Christian colleges based on the region from which they originate. To be successful at achieving optimal enrollments it is very important to know the competing institutions. If Christian colleges know their competitors, this information may prove to be valuable for marketing strategies.

Significant differences were found among Christian colleges on the following factors:

1. Factor 04: Location of the College
2. Factor 10: Opportunity for Part-Time Work
3. Factor 11: Sports Opportunities (Varsity Athletics)
4. Factor 15: Religious Affiliation of the College
5. Factor 16: Type of Housing Available
6. Factor 19: Friends Attend (or Plan to Attend) the College
7. Factor 20: Advice of Parents or Relatives
8. Factor 28: A Particular Doctrinal Position or World View of the College
9. Factor 29: Denominational Affiliation of the College

Analysis of the data indicates that factor four, Location of the College, is more important to students attending Christian colleges in region NE than students who attend colleges in region NW. Generally, a higher concentration of the U.S. population is located in the northeastern region of the country. Travel and navigation to and from college in this region is, no doubt, a concern of students. Whereas, the northwestern section of the country is more sparsely populated and travel is easier and in more remote surroundings. Therefore, students indicated that location of the college in the northwestern region of the U.S. is significantly less important than it is to those students in the northeastern region. Colleges in both regions might consider these findings when communicating with students. Students who express an interest in colleges representing both of these regions are likely to be more sensitive to location issues in the northeast.

The data show that for factor 10, Opportunity for Part-Time Work, there is a significant difference between students in region NW and region GL. Also, a significant difference exists for students in region NC versus region SE. Opportunity for part-time work is more important to students attending Christian colleges in the northwest and north central than those attending colleges in the great lakes and south east. These differences may be influenced by cost and availability of work.
Examination of the data for factor eleven, Sports Opportunities (Varsity Athletics), show a significant difference between students in region NE and students in both, SW and GL, regions. These differences may be partially explained by the availability of athletic programs and the level of athletic competition. The majority of sports programs offered by schools in the northeast are NCAA Division III. Most of the colleges in both, the southwest and great lakes regions, are NAIA. One major difference between these two classifications is that NAIA schools offer athletic scholarships and NCAA Division III schools do not.

Analysis of the data for factor fifteen, Religious Affiliation of the College, show a significant difference between region NE and the following regions: NE; GL, SW, and NW. Students indicated that the religious affiliation of the college is more important in the great lakes, southwest and northwest than students attending schools in the northeast. Because there is a higher concentration of private schools that have a relatively high cost in the northeast, it may be that students are less concerned about religious affiliation.

For factor sixteen, Type of Housing Available, the data show that it is more important to students attending Christian colleges in regions NW and NC than those in region SW. Students attending colleges in the northwest and north central regions are more concerned about the type of housing available. Since nine of the ten schools in the southwest region are located in California, climate and architecture may influence student’s perceptions. The California climate is more dry and tropical than nearly in any other region of the U.S. The location and availability of housing may be less important to students in this region because of weather that is generally mild.
Factor nineteen, Friends Attend (Plan to Attend) the College, has been found to be more significant to students in region GL than students in region NE. Students attending the northeast colleges are less influenced by friends on their college decisions. These differences may be partially influenced by the mobility of students in either region. Students in the northeast are likely to be more mobile than those in the great lakes.

Examination of the data for factor twenty, Advice of Parents or Relatives, show that students in regions SW, GL, and NC are more likely to be influenced in their college choice decisions than students in region NE. Parental influence is significant for students attending Christian colleges in the southwest, great lakes and north central regions. Again, mobility may impact this data. Students in the northeast may be willing to travel further to enroll in schools with lower costs. Their methods of choosing colleges may also be more complex because of the competition for students in that region of the country. Parents may be left out of the decision more often as a result.

Analysis of the data for factor twenty eight, A Particular Doctrinal Position or World View of the College, was significant in the decisions for students attending colleges in region NE and less significant for students attending schools in regions NC, NW, SW, and GL. It is important to note how many regions differed from the northeast. It is possible that this question may have been interpreted in many different ways. Most colleges do not publish creeds or statements that are clearly understood; therefore, interpretation is left to be interpreted in a broader sense.

Examination of the data for factor twenty nine, Denominational Affiliation of the College, was more important to students who chose colleges in regions SW, SC, and NE
than students who chose a college in regions NW or GL. This factor produced the widest margin of difference among regions and may have been partially misunderstood by the respondents. However, this may also indicate the regions where denomination is more important and regions where it is less important.

The third purpose of the study was to compare choice factors in this study with the national norms. The findings of this analysis relate to the third research question which asks, "How does the rank order of choice factors in this study compare to the national norms?". Examination of the data show that there is a significant difference on 21 of the 23 factors. These differences were expected due to the differences between the two groupings of colleges. The assumption is that students make their decisions differently for most of these factors when comparing Christian colleges and national colleges. The data show that two factors had no significant difference when comparing the two groupings of schools. These two factors are:

1. Factor 02: Availability of a Particular Program of Study
2. Factor 11: Sports Opportunities (Varsity Athletics)

When students choose a college in either the Christian College Coalition or the national sample of colleges, a particular program of study and varsity sports are equally important. These results may indicate that if a college has a desire to make a point of difference between itself and other colleges, it may not be wise to emphasize these two areas.

Further analysis of the data show that certain factors are uniquely important to Christian colleges and the national sampling of colleges. A listing of these factors may
provide effective information used to design intended to effectively communicate messages to the college’s constituency. The factors found to be uniquely associated with students who choose Christian colleges in rank order are:

1. Factor 01: Academic Reputation of the College
2. Factor 09: Availability of Financial Aid or Scholarship
3. Factor 15: Religious Affiliation of the College
4. Factor 05: Size of the College
5. Factor 12: Social Climate and Activities at the College
6. Factor 08: Type of Community in Which the College is Located
7. Factor 20: Advice of Parents or Relatives
8. Factor 18: Extracurricular Activities Available (Drama, Intramural Athletics, Music Programs, etc.)
9. Factor 22: Advice of Someone Who Has Attended the College
10. Factor 16: Type of Housing Available
11. Factor 23: Contact(s) with College Representatives
12. Factor 14: Male/Female Ratio of the Student Body

The most important factor, Academic Reputation of the College, is associated with costs and perceptions of prestige. Research studies conducted by Ihlandfeldt (1980); Baldridge (1982); Prasad (1988); Oteri (1990) and Paulsen (1990) found that factors related to the academic program and perceived quality are usually ranked most important by students in choosing a college. If students are willing to pay a significantly higher price for a private education they may also expect the institution to have a higher academic standing. Financial Aid and Scholarships help to offset the amount of money a student must pay. The ability to pay this higher cost is also important to students.

Availability of Financial Aid or Scholarship is the second most important factor. Research studies by Chapman (1981); Zemsky (1983); Discenza (1985) and Oteri (1990) note the importance of financial considerations on college choice. Scholarships are important to students, not only as a means of paying for college, but also as a measure of
their academic accomplishments and the positive academic perceptions communicated by the offer.

Religious Affiliation of the College was another expected priority for students enrolled in Christian colleges. It is important to note that this factor was ranked third by students attending Christian colleges and twenty third by students in the national sample.

The factors found to be uniquely associated with students who chose one of the colleges in the national sample, in rank order are:

1. Factor 04: Location of the College
2. Factor 07: Cost of Attending the College
3. Factor 03: Variety of Courses Offered
4. Factor 06: Entrance Requirements for the College
5. Factor 17: Facilities Available (Laboratories, Classroom Facilities, Recreational Areas, etc.)
6. Factor 10: Opportunity for Part-Time Work
7. Factor 21: Advice of High School Counselors or Teachers
8. Factor 19: Friends Attend (or Plan to Attend) the College
9. Factor 11: Sports Opportunities (Varsity Athletics)

Students who attend public institutions are more likely to be concerned about the factors listed above such as location, cost, classes, and entrance requirements. Analysis of the data show that factor four, Location of the College, is the most important factor for students attending colleges from the national sample. This response is likely in reference to a convenient location near their home rather than a distant location.

Students were given an opportunity to write comments regarding their thoughts and suggestions on the survey instrument. These comments were evaluated for their content and various themes were identified. This analysis may enhance the overall
findings of this study by providing information that otherwise would not have been known. Although these themes were evaluated on a subjective basis, they do provide some insight for a broad listing of institutional characteristics favored by students.

The most common remarks expressed by students were adjectives describing their institution. Students used the words “awesome”, “great”, “wonderful”, and many others to describe their college. Examination of the data show that factor one, Academic Reputation of the College, was found to be the most important reason students choose their college. Written comments regarding the academic program were the second most frequently occurring themes. Among the other most frequently mentioned themes were the use of the word spiritual, Christian, God, etc.

Two comments were particularly helpful in identifying important information about Christian colleges. Students cited rules that are too strict on their campus. Private Christian colleges might benefit by examining the number and purpose of existing rules. Other comments acknowledged the underlying philosophy of the Christian college as the integration of faith and learning. The fact that this terminology was stated by students is a clear indication that this message has been heard and understood. Many other themes were observed and may provide some useful information.

The fourth purpose of this study was to suggest how this information may be helpful in the recruitment and admissions activities of similar institutions. Christian colleges can use the data found in this study to develop marketing messages to their constituency. These messages can be tailored to compete with Christian colleges or other
schools with whom they compete. It is clear that those colleges who know their competitors can gain a competitive advantage with this information.

**Conclusions**

The problem of this study was to compare the college choice decisions of first-year students in the fall of 1993 attending selected private Christian institutions of higher learning with a national sample of colleges. The following conclusions are made based on the findings of this study.

1. Students who select Christian Colleges place a strong emphasis on elements of Christian faith and life.

2. Geographical location may be a greater determinant of student population than the nature of the institutions themselves.

3. Christian colleges should emphasize religious-based attitudes and academic excellence when designing promotional messages.

**Implications for Postsecondary Christian Institutions**

It is important to measure the reasons students choose Christian colleges as a part of the overall marketing strategy for recruitment. This study provides college choice information on Christian colleges from a national sample. This information is enhanced by providing regional similarities and differences between Christian colleges. The data presented by this study should enable Christian colleges to make better informed decisions regarding recruitment strategies.

Christian college data is compared to national norms to provide additional information that is important to marketing strategies. The data show the choice factors
important to both, Christian colleges and colleges included in the national sample. This information can be used by colleges in either grouping to enhance important choice factors and overcome negative perceptions related to the less important choice factors.

With additional internal and external research this study may enable Christian colleges to be more efficient with limited resources for recruiting students. It may be possible to develop new geographic territories for recruitment purposes with this information. The promotional message used to communicate with prospective students may be more effective in establishing and holding student interest in the institution. Publications can be designed to address specific concerns or reinforce some of the positive strengths found to be important.

Recommendations for Further Research

Identification of key choice factors is only one part of the overall college choice process. This study does not examine the various stages leading up to the final college decision and does not look at retention issues after enrollment. The following recommendations are made for further research.

1. Similar research should be conducted at various stages of the college choice process. Significant influences prior to the final college decision may have important effects on students.

2. Further investigation is necessary to determine why Christian colleges in the northeast enroll students who respond differently from most students in the other regions.

3. A qualitative study should be done to gather valuable information regarding themes not addressed in a standardized instrument. The findings in this study indicate
that students may be able to share many useful and practical ideas not yet examined in Christian higher education.

4. More research should be done to identify differences between all regions of the Christian College Coalition. This study indicates that there are some differences on student responses between all regions.

5. An evaluation of marketing strategies could be combined with similar research. It would be helpful to know if the theoretical information found in this study is effective or ineffective as measured by actual enrollment statistics.
APPENDIX A

COVER LETTER FROM THE CHRISTIAN COLLEGE COALITION
February 11, 1994

MEMORANDUM

TO: Coalition Admissions Directors

FROM: Karen A. Longman

RE: Enclosed Research Project

What are the primary reasons that students choose to attend a Coalition member college? The answers affect us all—individually and collectively. The Coalition's first major research project, undertaken in 1986 by Enrollment Management Consultants ("Prospects, Inquirers, Non-Matriculants and Matriculants at Coalition Member Colleges") provided some helpful baseline information. An update of that research is needed.

The enclosed dissertation project, designed by Jim Turcotte, Vice President for University Advancement at Dallas Baptist University, will gather information from across the Coalition colleges in attempting to identify factors associated with students' decisions to attend these Christ-centered colleges. Jim will rank order the choice factors and provide recommendations for more effective recruitment strategies by the Coalition and our member institutions.

This dissertation project has been reviewed by the Coalition's PR/Marketing Committee. We urge your cooperation since a strong response from across the member colleges will maximize the potential benefit of the project in helping us better understand the marketplace.

Jim Turcotte will be calling your office within the next few days to address any questions you might have. Participating colleges will be provided with a copy of the results once the research is completed.

Thanks in advance for your prompt assistance in providing the requested information!
APPENDIX B

COVER LETTER TO THE ADMISSIONS DIRECTOR
February 10, 1993

University

Dear Admissions Director:

As fellow administrators at Christian colleges we have many common interests and goals. I am conducting research on the reasons students choose to attend Christian College Coalition schools. This research will assist with my dissertation and hopefully provide useful information for all member institutions.

I would be very grateful if you would respond to this request. As you know, your participation will be very important to me as I complete my doctoral work.

I would like to receive the names and addresses of the enrolled students on your campus who meet the following criteria:

* First-time enrolled (Fall 1993)
* Full-time
* Undergraduate
* Campus Resident
* Freshmen

I have provided formatted computer disks in hopes that this will make this request easier to fulfill. Although I prefer to receive the information on a disk, I will take the information in any form you can provide. You may simply copy a roster or a report containing the names and addresses of this particular group.

A personalized cover letter and the Entering Student Survey from American College Testing (ACT) will be mailed to a random number of students. All information provided by students will be held strictly confidential and participation is completely voluntary. I will provide a copy of the results to you at the conclusion of the research.

March 11, 1994 is the date I would like to complete this data collection process. I can be contacted at (214) 333-5169 for additional information.

Thank you in advance for your consideration.

Sincerely,

Jim Turcotte
Vice President for University Advancement

THIS PROJECT HAS BEEN REVIEWED BY UNIVERSITY OF NORTH TEXAS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (871) 565-3490.
Have you sent the listing of freshmen to me?

If you have, thank you! Our correspondence has crossed in the mail. If you have not, will you please send this information as soon as possible?

The results of this study may be helpful to you in your current responsibilities. Your participation along with many other Christian College Coalition institutions will be an integral part of my research.

Thank you in advance for your willingness to participate and for assisting me with my dissertation.

Jim Turcotte
Vice President for University Advancement
Dallas Baptist University
3000 Mountain Creek Parkway
Dallas, TX 75211
Voice: (214) 333-5169  Internet: jim@dbu.edu  Fax: (214) 333-5164
APPENDIX D

COVER LETTER TO THE STUDENT
Dear Steve,

You have been selected to participate in an important study about college choice at Christian universities. I would appreciate having your opinions on the enclosed survey. A set of 6 additional questions is enclosed; please respond to these questions on Section IV of the Entering Student Survey form.

All of your responses to the survey questions will remain strictly confidential and participation is completely voluntary. The surveys have been coded so that I can contact any students who have not responded. If you need to contact me for any reason please refer to the address and telephone number below. I have provided a stamped, self-addressed envelope for your convenience.

Best wishes in your studies this spring. Thank you in advance for assisting with this research project.

Sincerely,

Jim Turcotte
Dallas Baptist University

(214) 333-5166
3000 Mountain Creek Parkway
Dallas, TX 75211

THIS PROJECT HAS BEEN REVIEWED BY UNIVERSITY OF NORTH TEXAS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (817) 565-3940
APPENDIX E

FOLLOW-UP POSTCARD TO THE STUDENT
Have you rushed your completed survey form back to me?

If you have, thank you! Our correspondence has simply passed in the mail. If you have not, will you please take the time now to respond to the items on the survey and then return it to me as soon as possible?

Your participation is voluntary; however, your participation is vital to the success of the project.

Thank you in advance for your willingness to participate in this important project.

Jim Turcotte
3000 Mountain Creek Parkway
Dallas, TX 75211
Telephone: (214) 333-5166
APPENDIX F

FOLLOW-UP COVER LETTER TO THE STUDENT
Spring, 1994

Dear Steve,

Several weeks ago I mailed you a questionnaire. I am very interested in your opinions and I want to include your responses in the findings of this study. A set of 6 additional questions is enclosed; please respond to these questions on Section IV of the Entering Student Survey form.

If you have completed and returned the survey, I thank you for your cooperation and ask that you disregard the enclosed materials. If the original survey did not reach you or if you have misplaced that packet, would you please now take 20 minutes of your time to complete the enclosed questionnaire? A self-addressed, stamped envelope is enclosed to make it more convenient for you to respond.

Your participation is completely voluntary and your responses will remain strictly confidential. Your willingness to participate is sincerely appreciated.

Sincerely,

Jim Turcotte
Dallas Baptist University

(214) 333-5166
3000 Mountain Creek Parkway
Dallas, TX 75211

P.S. Thank you for your consideration.

THIS PROJECT HAS BEEN REVIEWED BY UNIVERSITY OF NORTH TEXAS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS
(817) 565-3940
APPENDIX G

CHRISTIAN COLLEGE COALITION INSTITUTION LIST
CHRISTIAN COLLEGE COALITION SCHOOLS

NORTHWEST (NW)

*George Fox College - Newberg, Oregon
The King's College - Edmonton, Alberta, Canada
Northwest Christian College - Eugene, Oregon
*Northwest College - Kirkland, Washington
Northwest Nazarene College - Nampa, Idaho
Seattle Pacific University - Seattle, Washington
Trinity Western University - Langley, British Columbia, Can.
Warner Pacific College - Portland, Oregon
*Western Baptist College - Salem, Oregon
Whitworth College - Spokane, Washington

SOUTHWEST (SW):

Azusa Pacific University - Azusa, California
*Biola University - La Mirada, California
California Baptist College - Riverside, California
Fresno Pacific College - Fresno, California
Grand Canyon University - Phoenix, Arizona
*The Master's College - Santa Clarita, California
Point Loma Nazarene College - San Diego, California
*Simpson College - Redding, California
Southern California College - Costa Mesa, California
Westmont College - Santa Barbara, California

NORTH CENTRAL (NC):

Bethel College - St. Paul, Minnesota
*Dordt College - Sioux Center, Iowa
*Grand Rapids Baptist College - Grand Rapids, Michigan
*Greenville College - Greenville, Illinois
*Judson College - Elgin, Illinois
*North Park College - Chicago, Illinois
*Northwestern College - Orange City, Iowa
*Northwestern College - St. Paul, Minnesota
*Olivet Nazarene University - Kankakee, Illinois
Sioux Falls College - Sioux Falls, South Dakota
Trinity College - Deerfield, Illinois
Trinity Christian College - Palos Heights, Illinois
*Wheaton College - Wheaton, Illinois
SOUTH CENTRAL (SC):

Bartlesville Wesleyan College - Bartlesville, Oklahoma
*Bethel College - North Newton, Kansas
*Colorado Christian University - Lakewood, Colorado
*Dallas Baptist University - Dallas, Texas
*Evangel College - Springfield, Missouri
*John Brown University - Liloam Springs, Arkansas
*LeTourneau University - Longview, Texas
MidAmerica Nazarene College - Olathe, Kansas
Southern Nazarene University - Bethany, Oklahoma
Sterling College - Sterling, Kansas
Tabor College - Hillsboro, Kansas

SOUTHEAST (SE):

Asbury College - Wilmore, Kentucky
*Belhaven College - Jackson, Mississippi
Bryan College - Dayton, Tennessee
Campbell University - Buies Creek, North Carolina
Campbellsville College - Campbellsville, Kentucky
*Central Wesleyan College - Central, South Carolina
Covenant College - Lookout Mountain, Georgia
Eastern Mennonite College and Seminary - Harrisonburg, Virginia
*Erskine College - Due West, South Carolina
*King College - Bristol, Tennessee
Lee College - Cleveland, Tennessee
*Milligan College - Milligan College, Tennessee
Mississippi College - Clinton, Mississippi
Montreat-Anderson College - Montreat, North Carolina
Palm Beach Atlantic College - West Palm Beach, Florida
Trevecca Nazarene College - Nashville, Tennessee
Union University - Jackson, Tennessee
*Warner Southern College - Lake Wales, Florida

NORTHEAST (NE):

Eastern College - Saint Davids, Pennsylvania
*Eastern Nazarene College - Quincy, Massachusetts
*Geneva College - Beaver Falls, Pennsylvania
*Gordon College - Wenham, Massachusetts
*Houghton College - Houghton, New York
*The King's College - Briarcliff Manor, New York
NORTHEAST (NE) Continued:

Messiah College - Grantham, Pennsylvania
Nyack College - Nyack, New York
Roberts Wesleyan College - Rochester, New York

GREAT LAKES (GL):

*Anderson University - Anderson, Indiana
*Bethel College - Mishawaka, Indiana
Bluffton College - Bluffton, Ohio
*Calvin College - Grand Rapids, Michigan
*Cedarville College - Cedarville, Ohio
Goshen College - Goshen, Indiana
Grace College - Winona Lake, Indiana
Huntington College - Huntington, Indiana
Indiana Wesleyan University - Marion, Indiana
*Malone College - Canton, Ohio
*Mount Vernon Nazarene College - Mount Vernon, Ohio
*Redeemer College - Ancaster, Ontario, Canada
Spring Arbor College - Spring Arbor, Michigan
Taylor University - Upland, Indiana

* Denotes a participating institution
APPENDIX H

SURVEY INSTRUMENT
APPENDIX I

LETTER TO MIKE VALIGA REQUESTING PERMISSION

TO USE THE SURVEY INSTRUMENT
October 15, 1993

Mike Yaliga  
Director of Educational and Social Research  
ACT  
P.O. Box 168  
Iowa City, IA 52243

Dear Mike,

I appreciate the time you spent with me by telephone discussing my dissertation research. I have had an opportunity to consider the various options we discussed and I have a specific request. I would like to receive a letter of permission from you to use the Entering Student Survey that you oversee at ACT. You also mentioned that I might be given a reduced cost because this research is for my personal dissertation.

This survey would be distributed to approximately 450 students who enrolled for the first time in the fall, 1993 semester. I plan to select a random sample of 8 - 10 private Christian Postsecondary institutions for my dissertation research. The purpose of my dissertation is to provide information to a group of similar schools concerning the choice factors associated with enrollment decisions of students. I do not intend to use this survey to merely conduct marketing research on any particular institution, including my own school.

If this request is acceptable I would appreciate receiving a letter of permission for my dissertation documentation. Any information concerning the validity of the instrument and the latest version of the survey would be greatly appreciated. Thank you for your consideration in this matter. I look forward to your response and will share the results with you at the conclusion of my research.

Sincerely,

Jim Turcotte  
Graduate Student  
University of North Texas, Denton, Texas
November 10, 1993

Jim Turcotte
Vice President for University Advancement
Dallas Baptist University
3000 Mountain Creek Parkway
Dallas, TX 75211-9299

Dear Mr. Turcotte:

Mike Valiga has asked that I send you this letter granting permission for use of ACT's "Entering Student Survey" in your dissertation research. This approval is granted only for the express purposes stated in your letter of October 15, 1993.

For graduate students using the ESS materials and services, we charge the standard price for the purchase of instruments (i.e., $6.00 per packet of 25) and of scoring (i.e., $.60 per instrument). We provide, at no cost, a laser printed report containing descriptive data for the total group and up to fifteen subgroups and a tape or diskette containing the raw data.

Enclosed with this letter are materials that contain information concerning the validity and reliability of the ESS instruments. Also enclosed is a copy of the "Entering Student Survey."

Thank you for your interest in ACT's materials and services. I hope that I have thoroughly answered your questions and that you will feel comfortable in calling or writing me should you have any additional questions or concerns. I promise to more promptly handle your future requests.

We wish you successful completion of your dissertation and a meaningful contribution to our understanding of students' postsecondary enrollment decisions.

Sincerely,

HylR. McCahan, Ph.D.
Research Associate
Educational and Social Research
Phone: 319-337-1440
FAX: 319-339-3020

Enclosures

cc: Michael Valiga
Kristin Brin-Pearson
APPENDIX K

IPEDS GLOSSARY OF TERMS
GLOSSARY
FALL ENROLLMENT REPORT — EF-1

AMERICAN INDIAN OR ALASKAN NATIVE — A person having origins in any of the original peoples of North America and who maintains tribal affiliation or community recognition. (Part A)

ASIAN OR PACIFIC ISLANDER — A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific islands. This includes people from China, Japan, Korea, the Philippines, Indonesia, Japan, the various Island peoples of the Pacific, and Hawaii. (Part A)

BLACK, NON-HISPANIC — A person having origins in any of the black racial groups of Africa (except those of Hispanic origin). (Part A)

CEU — Continuing education unit. One continuing education unit is normally defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

CIP CLASSIFICATION OF INSTRUCTIONAL PROGRAMS — An NCIQ publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs.

CREDIT — Recognition of attendance or performance in an instructional activity (course or program) that can be applied toward a degree, diploma, certificate, or other formal award. (Parts A, B, and C)

CREDIT COURSE — A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award. (Parts A, B, and C)

DEGREE-SEEKING STUDENTS — Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs. (Parts A, B, and C)

EXTENSION CENTERS — See Off-Campus Centers.

FIRST-PROFESSIONAL STUDENT — A student enrolled in any of the following degree programs:
- Osteopathic Medicine (D.O.)
- Pharmacy (Pharm.D.)
- Dentistry (D.D.S., D.M.D.)
- Podiatry (D.P.M., D.P, PodO)
- Medicine (M.D.)
- Veterinary Medicine (D.V.M.)
- Optometry (O.D.)
- Law (J.D., J.D.)
- Osteopathic Medicine (D.O.)
- Theology (M.Div, M.H.L., B.D., or Ordination)
(Parts A and B)

FIRST-TIME FIRST-PROFESSIONAL STUDENT — A student enrolled for the first time in a first-professional degree program. Includes first-professional students enrolled in the fall term who entered the institution in the prior summer term. (Part A)

FIRST-TIME FRESHMAN — An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). (Parts A and C)

FIRST-TIME GRADUATE-LEVEL STUDENT — A person enrolled at the graduate level for the first time. Includes graduate students enrolled in the fall term who attended graduate school in the prior summer term. (Part A)

FIRST-YEAR STUDENT — A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours in a 120-hour degree program. (Part A)

FOURTH YEAR AND BEYOND — An undergraduate student who has completed the equivalent of 3 years of full-time undergraduate work; that is, at least 90 semester hours in a 120-hour degree program. (Part A)

FRESHMAN — A first-year undergraduate student. (Parts A and C)

FULL-TIME STUDENT:
- Undergraduate — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 contact hours a week each term.
- Graduate — A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or students involved in thesis or dissertation preparation that are considered full time by the institution.
- First-Professional — As defined by the institution. (Parts A, B, and D)

GRADUATE STUDENT — A student who holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the postbaccalaureate level. These students may or may not be enrolled in graduate programs. (Parts A and B)

GRADUATES ENROLLED FOR CREDIT COURSES — A student who has earned a baccalaureate degree and is enrolled in a graduate course at an institution, but who has not yet been granted graduate student status, including students enrolled in postbaccalaureate certificate programs. (Part A)

HISPANIC — A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. (Part A)

NONCREDIT COURSE — A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.

NONDEGREE SEEKING STUDENT — A student enrolled in courses for credit who is not recognized by the institution as seeking a degree or formal award.

NONRESIDENT ALIEN — A person who is not a citizen of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. (Part A)
BIBLIOGRAPHY


