

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1984

Out-of-state students : results of an opinion survey.

Ranjit Singh

The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Singh, Ranjit, "Out-of-state students : results of an opinion survey." (1984). *Graduate Student Theses, Dissertations, & Professional Papers*. 7819.

<https://scholarworks.umt.edu/etd/7819>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

COPYRIGHT ACT OF 1976

THIS IS AN UNPUBLISHED MANUSCRIPT IN WHICH COPYRIGHT SUBSISTS. ANY FURTHER REPRINTING OF ITS CONTENTS MUST BE APPROVED BY THE AUTHOR.

MANSFIELD LIBRARY

UNIVERSITY OF MONTANA

DATE: 1984

OUT-OF-STATE STUDENTS:
RESULTS OF AN OPINION SURVEY

By

Ranjit Singh

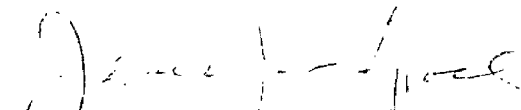
B.A., Whitman College, 1977

Presented in partial fulfillment of the requirements for the degree of
Master of Public Administration

UNIVERSITY OF MONTANA

1984

Approved by:



Chairman, Board of Examiners



Dean, Graduate School

12-15-84

Date

UMI Number: EP38620

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP38620

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

ACKNOWLEDGMENTS

My gratitude goes to the following people who have helped to make this professional paper a reality:

I am grateful to the original chairman of my committee, Dr. Dick W. Olufs, whose counsel and direction helped me begin this project.

Special thanks to Dr. James J. Lopach, who assumed the responsibilities of chairman without complaint. In addition, Dr. Lopach provided advise and support to complete this paper.

I acknowledge the assistance of the members of my committee, Dr. Ronald F. Perrin and President (Dr.) Neil S. Bucklew, for their time and effort.

The assistance of Dr. Donald S. Spencer, Associate Dean of the Graduate School, is appreciated.

Special thanks to Mr. Michael L. Aiken, Director of Admissions, who waited patiently for the completion of this paper. The assistance of the staff of the Admissions Office and Registrar's Office was essential to the data collection phase of this study.

Last, but not least, to my family and friends who have provided understanding, support and encouragement, thank you so very much.

Whai guru-ji ka-khalsa, siri whai guru-ji ka-fateh.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.....	ii
LIST OF TABLES.....	iv
Chapter	
1 INTRODUCTION.....	1
2 SUMMARY OF OUT-OF-STATE FRESHMEN SURVEY.....	3
3 SUMMARY OF OUT-OF-STATE TRANSFER STUDENTS SURVEY.....	16
4 CONCLUSIONS AND RECOMMENDATIONS.....	30
Appendices	
APPENDIX A: SAMPLE QUESTIONNAIRE.....	37
APPENDIX B: METHODOLOGICAL DESIGN OF STUDY.....	45
BIBLIOGRAPHY.....	48

LIST OF TABLES

Table	Page
1 List of Sampled Freshman Majors Classified By Schools On Campus.....	4
2 Reasons Why Surveyed Freshmen Chose To Attend The University Of Montana.....	5
3 How Freshmen Surveyed Found Out About The University Of Montana.....	6
4 Who Was Most Influential In Helping Surveyed Freshmen Select The University Of Montana.....	7
5 Reasons Why Surveyed Freshmen Decided To Attend College Or University.....	8
6 Parents' Combined Income Of Surveyed Freshmen.....	8
7 Parental Support Provided To Surveyed Freshmen.....	9
8 Percentages Of Support Provided By Parents To Freshmen Surveyed.....	10
9 Source Of Income Of Freshmen Surveyed.....	10
10 Cost Comparison Of University Of Montana To Other Institutions By Surveyed Freshmen.....	11
11 Types Of Home Communities Of Surveyed Freshmen.....	12
12 Percent Of Freshmen Surveyed Who Planned To Graduate From The University Of Montana.....	12
13 Reasons Why Freshmen Surveyed Planned Not To Graduate From The University Of Montana.....	13
14 Does The University Of Montana Fulfill The Expectations Of Surveyed Freshmen.....	13
15 Areas Mentioned By Surveyed Freshmen That Need Improvement At The University Of Montana.....	14
16 Strengths Of The University Of Montana As Perceived By Surveyed Freshmen.....	14

Table	Page
17 Majors of Sampled (Transfer) Students Classified By Schools On Campus.....	17
18 Reasons Why Surveyed Students Chose To Attend The University Of Montana.....	18
19 How Students Surveyed Found Out About The University Of Montana.....	19
20 Who Was Most Influential In Helping Surveyed Students Select The University Of Montana.....	20
21 Reasons Why Surveyed Students Decided To Attend College.....	21
22 Parents' Combined Income Of Surveyed Students.....	21
23 Parental Support Provided To Surveyed Students.....	22
24 Percentage Of Support Provided By Parents To Surveyed Students.....	22
25 Sources Of Income Of Transfer Students Surveyed.....	23
26 Cost Comparison Of University Of Montana To Other Institutions By Surveyed Students.....	24
27 Types Of Home Communities Of Surveyed Students.....	24
28 Percent Of Students Surveyed Who Planned To Graduate From The University Of Montana.....	25
29 Does The University Of Montana Fulfill The Expectations Of Surveyed Students.....	26
30 Areas Mentioned By Surveyed Students That Need Improvement At The University Of Montana.....	26
31 Strengths Of The University Of Montana As Perceived By Surveyed Students.....	27
32 What Residency Status Did The Surveyed Students Have Prior To Transferring.....	28
33 Was The University Of Montana The First Choice Of The Transfer Student.....	28

Table	Page
34 Do Transfer Students Regret Transferring To The University Of Montana.....	29
35 Relevant Information For The Survey.....	46

Chapter 1

INTRODUCTION

This research paper is a result of a survey project which was requested by Mr. Michael Aiken, the Director of Admissions at the University of Montana. The Admissions Office wanted to gather basic information about out-of-state students who enroll at this University. According to the Registrar's Office, the percentage of out-of-state students who attend this University varied from 26 percent (1980) to 22 percent (1984). To put it another way, between one-quarter and one-fifth of the undergraduate student body is made up of out-of-state students. The Admissions Office would like to assemble primary data about this group of students. This information could be used by the Admissions Office to modify the Viewbook, a sixty page brochure that represents the University of Montana to potential out-of-state students.

The Admissions Office classifies undergraduate out-of-state students into two groups, freshmen and transfer students. Freshman students are defined as first time enrolled students, i.e., students who have not enrolled at any institution of higher learning prior to registering at the University of Montana. Transfer students are made up of sophomores, juniors or seniors who have previously attended another college or university. The Admissions Office employs different strategies of recruitment for the freshmen and transfer students.

A written survey instrument was designed (with the help of Dr. Dick W. Olufs, Assistant Professor of Political Science, and the Admissions Office, both of the University of Montana) to gather the desired data (see Appendix A). The questionnaire was mailed twice to randomly selected out-of-state students. The first mailing, on May 19, 1983, included a cover letter explaining the purpose of the survey. A self-addressed stamped envelope addressed to the Admissions Office was also included. A second mailing on May 26 with the same cover letter and return envelope was administered. With each mailing there was a request that the questionnaire be returned within a week. With the second mailing, there was instruction to ignore the questionnaire if the student had replied to the first mailing. The method and technical details of the survey are included in Appendix B.

Chapter 2

SUMMARY OF OUT-OF-STATE FRESHMEN SURVEY

This chapter summarizes the results of the survey that was mailed to freshman out-of-state students. Seventeen questions made up the freshmen survey. Of the fifty freshmen polled, twenty-eight responded to the survey.

The first question inquired about the class level of the student. This question served to exclude non-freshmen from the survey.

The second question examined the intended or actual academic major of the freshmen. The results of this question were categorized by the separate schools on campus. Table One lists the majors chosen, within the schools on campus, of the surveyed freshmen. The College of Arts and Sciences is the largest unit and is responsible for the liberal arts curriculum. Of the colleges and universities in the Montana State University System, the University of Montana is considered the primary liberal arts campus.

Question Three on the questionnaire asked why the student chose to attend the University of Montana. Fifteen specific reasons were listed and an "other" category was included as an option, as possible answers to the question. This question also asked the freshmen to rank their reasons for choosing the University of Montana, with the most important as 1, the second most important as 2, and so on. This complex question

TABLE 1
LIST OF SAMPLED FRESHMAN MAJORS CLASSIFIED
BY SCHOOLS ON CAMPUS

Schools ^a	Percentage ^b
Liberal Arts Curriculum:	
College of Arts and Sciences	33
Professional Curriculum:	
Forestry	24
Business Administration	18
Education	11
Journalism	3
Fine Arts	3
Undecided:	
Other ^c	8

^aThe School of Law is omitted as it only serves graduate students. The School of Pharmacy and Allied Sciences is also omitted as no major was chosen from that school.

^bThe base figure is 28, the number of freshmen sampled in the survey. The figures are rounded.

^cThree freshmen listed General as a major.

was answered by all the surveyed freshmen, although only fifteen of the surveyed freshmen (about one-half of the respondents) gave four or more reasons to this question. Table Two provides a summary of the results to this question. The sixteen answers provided for this question are consolidated into five. Table Two also furnishes the most important, the second most important, the third most important and the fourth most reason for choosing to attend the University of Montana.

TABLE 2
REASONS WHY SURVEYED FRESHMEN CHOSE TO ATTEND THE
UNIVERSITY OF MONTANA

Reasons	1st ^a	2nd ^b	3rd ^c	4th ^d
1. Size & location of U. of MT	16	12	6	4
2. Academic reputation & academic program available at U. of MT	5	3	5	6
3. Recommended ^e	2	6	5	3
4. Cost, Grant, or Scholarship offered by U. of MT	3	2	4	1
5. Other	2	3	1	1

^aRanked as the most important reason. All twenty-eight freshmen surveyed answered this question.

^bRanked as the second most important reason. Twenty-six of the surveyed freshmen answered this question.

^cRanked as the third most important reason. Twenty-one of the surveyed freshmen answered this question.

^dRanked as the fourth most important reason. Fifteen of the surveyed freshmen answered this question.

^eThe specific reasons are recommended by high school counselor, parents, brothers or sisters, relatives, alumni of University of Montana, college guide and visit to a college fair.

Question Four inquired about how freshmen found out about the University of Montana prior to enrolling here. Thirteen reasons were listed in addition to an "other" response. The listed reasons are

divided into three distinct categories. Table Three summarizes the results.

TABLE 3
HOW FRESHMEN SURVEYED FOUND OUT ABOUT THE
UNIVERSITY OF MONTANA

Reason	Percentage ^a
Personal contact	
Parents	18
Friends	13
Alumni of U. of MT	5
Girlfriend or boyfriend	4
Brothers or sisters	4
Relatives	4
	<u> </u>
	48
Admissions Office, U. of MT	
Guide to Colleges and Universities	13
Admissions Office brochure	9
High school counselor	5
Admissions Office representative	4
College fair	2
	<u> </u>
	33
Miscellaneous	
Trip through Montana in the past	15
Other	1
	<u> </u>
	19

^aThe total reasons were fifty-six, which is the base figure. The figures are rounded.

Question Five inquired about the availability of information about the University of Montana, before respondents enrolled. A second part of this question asked the freshmen if the information about the

University of Montana sent by the Admissions Office was useful to the student. Overwhelmingly, the surveyed freshmen answered yes to this question.

Question Six asked who was most influential in helping freshmen select the University of Montana. Six options were provided in addition to an "other" category. Table Four summarizes the answers to this question, with the results categorized.

TABLE 4
WHO WAS MOST INFLUENTIAL IN HELPING SURVEYED
FRESHMEN SELECT THE UNIVERSITY OF MONTANA

Answer	Percentage ^a
The student himself or herself	48
Father or mother	30
Friend, boyfriend or girlfriend	18
High school counselor	4

^aThe base figure is thirty-three, the number of responses.

Question Seven asked why the surveyed freshmen decided to attend a college or university. Nine possible answers were provided in addition to an "other" category. The results are consolidated in Table Five.

Question Eight inquired about the combined income of the surveyed freshmen's parents. Seven answers were provided with a breakdown in intervals of \$10,000. Table Six provides a summary of the consolidated answers to Question Eight.

TABLE 5
REASONS WHY SURVEYED FRESHMEN DECIDED TO ATTEND
COLLEGE OR UNIVERSITY

Answer	Percentage ^a
To get a degree or enhance knowledge	55
To learn skills or financial incentive	28
To fulfill expectations of parents	10
Other	4
A good excuse to avoid finding a job	3

^aThe answers total seventy-one, the base figure used in this question. The figures are rounded.

TABLE 6
PARENTS' COMBINED INCOME OF SURVEYED FRESHMEN

Parents' Income	Percentage ^a
Less than \$9,999	0
Between \$10,000 and \$29,999	32
Between \$30,000 and \$49,999	34
Over \$50,000	34

^aThe base figure is twenty-six, the number of freshmen who answered this question. The figures are rounded.

Question Nine in the survey was divided into two parts. The first part asked freshmen if their parents provided support to attend the

University of Montana. The possible answers were either a yes or no. Table Seven summarizes the results to Part One of Question Nine.

TABLE 7
PARENTAL SUPPORT PROVIDED TO SURVEYED FRESHMEN

Answer	Percentage ^a
Yes	81
No	19

^aThe total response was twenty-seven, the base figure. The figures are rounded.

The second part of Question Nine asked those freshmen who answered yes to Part One (the 81 percent who received parental support to attend college), what percentage of total expenses was provided by their parents. Table Eight summarizes the results.

Question Ten inquired about the sources of income of the surveyed freshmen. Nine answers were provided in addition to an "other" category. Included in this question were percentage figures from the various sources of income. Table Nine summarizes the results to Question Ten.

Question Eleven assumes that the surveyed freshmen were interested in attending a number of schools, one of which was the University of Montana. This question asked the freshmen to compare total costs of attending this institution to other institutions. Answers provided were "less costly," "about the same," and "more costly." Table Ten summarizes

TABLE 8
 PERCENTAGE OF SUPPORT PROVIDED BY PARENTS
 TO FRESHMEN SURVEYED

Percentage of Parental Support	Percentage ^a
Between 0 and 25%	0
Between 26 and 50%	35
Between 51 and 75%	12
Over 76%	53

^aThe number of responses, seventeen, is used as a base figure. The figures are rounded.

TABLE 9
 SOURCE OF INCOME OF FRESHMEN SURVEYED

Sources	Percent of Income from Various Sources ^b			
	0-25%	26-50%	51-75%	76-100%
Parents	2 ^a	6	2	8
Summer earnings	14	1	1	3
On-campus job during school year	1	1	-	-
Savings from previous years	9	1	-	-
Scholarship	4	1	-	-
Loans	2	2	2	2

^aThe number of respondents is twenty-five. Figures in the table indicate number of responses.

^bThe percentages are grouped into four categories for simplification and analysis.

the results.

TABLE 10
COST COMPARISON OF UNIVERSITY OF MONTANA TO OTHER
INSTITUTIONS BY SURVEYED FRESHMEN

Answer	Percentage ^a
Less costly than U. of MT	48
Cost about the same as U. of MT	37
More costly than U. of MT	15

^aThe base figure is twenty-seven. The figures are rounded.

Question Twelve asked the surveyed freshmen about the type of community from which the freshman came. Five possible answers --- rural farm, small town, large town, suburb of city, and city --- were provided. Table Eleven provides the summarized results.

Question Thirteen was a two-part question. Part One inquired if the surveyed freshmen planned to graduate from the University of Montana. Table Twelve summarizes the results.

Part Two of Question Thirteen asked those surveyed freshman students who answered No to Part One (39 percent), why they did not plan to graduate from the University of Montana. No responses were provided to this open-ended question to solicit answers from the freshmen. The results are summarized in Table Thirteen.

TABLE 11
 TYPES OF HOME COMMUNITIES OF SURVEYED FRESHMEN

Type of Community	Percentage ^a
Smaller than Missoula	29
Same size as Missoula	11
Larger than Missoula	60

^aThe base figure is twenty-eight, the number of responses. The figures are rounded.

TABLE 12
 PERCENT OF FRESHMEN SURVEYED WHO PLANNED TO GRADUATE
 FROM THE UNIVERSITY OF MONTANA

Answer	Percentage ^a
Yes	54
No	39
Undecided	7

^aThe number of responses is twenty-eight, the base figure. The figures are rounded.

Question Fourteen asked if, in general, the University of Montana fulfilled the expectations of the surveyed freshmen. The responses are summarized in Table Fourteen.

TABLE 13

REASONS WHY FRESHMEN SURVEYED PLANNED NOT TO GRADUATE
FROM THE UNIVERSITY OF MONTANA

Reason	Percentage ^a
Transferring to more prestigious or home state university	45
Not satisfied with U. of MT ^b	45
Family obligations	10

^aThe number of responses is eleven, the base figure. The figures are rounded.

^bSpecific reasons are not happy with academic department here, desired degree not offered here, need a change from University of Montana, University of Montana too remote.

TABLE 14

DOES THE UNIVERSITY OF MONTANA FULFILL THE
EXPECTATIONS OF SURVEYED FRESHMEN

Answer	Percentage ^a
Yes	89
No	11

^aThe responses were twenty-eight, the base figure. The figures are rounded.

Question Fifteen was an open-ended question. This question asked

about areas needing improvement at the University of Montana. Table Fifteen summarizes the consolidated results.

TABLE 15
AREAS MENTIONED BY SURVEYED FRESHMEN THAT NEED
IMPROVEMENT AT THE UNIVERSITY OF MONTANA

Response	Percentage ^a
Student services	36
Academic departments, standards, programs	33
General lack of funding	21
Registration, policies and procedures	10

^aThe total responses were thirty-nine, the base figure. The figures are rounded.

Question Sixteen asked the surveyed freshmen about the strengths of the University of Montana. The responses to this open-ended question are consolidated in Table Sixteen.

TABLE 16
STRENGTHS OF THE UNIVERSITY OF MONTANA AS
PERCEIVED BY SURVEYED FRESHMEN

Responses	Percentage ^a
Location ^b & size of U. of MT	50
Academic ^b	35
Student services & programs ^c	15

^aThe number of responses was fifty-eight, the base figure. The figures are rounded.

^bSpecific reasons include helpful, interested professors, faculty-student ratio, academic programs and standards.

^cResponses included dormitories, food service, intramural sports, entertainment available, diversity of activity groups.

Chapter 3

SUMMARY OF OUT-OF-STATE TRANSFER STUDENTS SURVEY

This chapter summarizes the results of the survey that was mailed to out-of-state transfer students who enrolled at the University of Montana. Twenty questions made up the transfer student survey. Of the seventy-five students polled, thirty-three responded to the survey. The thirty-three students included seven sophomores, nine juniors and seventeen seniors.

The first question inquired about the class level of the student. This question served to exclude freshmen from the survey.

The second question examined the intended or actual academic major of the transfer student. The results of this question were categorized by the separate schools on campus. Table Seventeen lists the majors chosen, within the schools on campus, of the surveyed students. The College of Arts and Sciences is the largest school and is responsible for the liberal arts curriculum. Of the colleges and universities in the Montana State University System, the University of Montana is considered the primary liberal arts campus.

Question Three on the questionnaire asked why the student chose to attend the University of Montana. Fifteen specific reasons were listed as possible answers and an "other" category was included as an option. This question also asked the students to rank their reasons for choosing the University of Montana, with the most important as 1, the second

TABLE 17
 MAJORS OF SAMPLED STUDENTS CLASSIFIED
 BY SCHOOLS ON CAMPUS

Schools ^a	Percentage ^b
Liberal Arts Curriculum:	
College of Arts and Sciences	37
Professional Curriculum:	
Forestry	33
Business Administration	12
Pharmacy and Allied Sciences	12
Education	3
Journalism	<u>3</u>
	63

^aThe School of Law is omitted as it only serves graduate students.

^bThe base figure is thirty-three, the number of students sampled in the survey. The figures are rounded.

most important as 2, and so on. This complex question was answered by all the surveyed students, although only seven of the surveyed students (about one-quarter of the respondents) gave four or more reasons to this question. The sixteen different answers provided for this question are consolidated into five. Table Nineteen also furnishes the most important, the second most important, the third most important and the fourth most important for choosing to attend the University of Montana.

Question Four inquired about how transfer students found out about the University of Montana prior to enrolling here. Thirteen reasons were listed in addition to an "other" response. The listed reasons are

TABLE 18
REASONS WHY SURVEYED STUDENTS CHOSE TO ATTEND THE
UNIVERSITY OF MONTANA

Reasons	1st ^a	2nd ^b	3rd ^c	4th ^d
1. Size & location of U. of MT	15	12	9	7
2. Academic reputation & academic program available at U. of MT	12	7	5	4
3. Recommended ^e	1	2	2	-
4. Cost, Grant, or Scholarship offered by U. of MT	2	4	4	3
5. Other	3	4	1	2

^aRanked as the most important reason. All thirty-three students surveyed answered this question.

^bRanked as the second most important reason. Twenty-nine of the surveyed students answered this question.

^cRanked as the third most important reason. Twenty-one of the surveyed students answered this question.

^dRanked as the fourth most important reason. Sixteen of the surveyed students answered this question.

^eThe specific reasons are recommended by college guides and alumni.

divided into three distinct categories. Table Nineteen summarizes the results.

Question Five inquired about the availability of information about the University of Montana, specifically if the information about the

TABLE 19
HOW STUDENTS SURVEYED FOUND OUT ABOUT THE
UNIVERSITY OF MONTANA

Reason	Percentage ^a
Personal contact	
Parents	6
Friends	31
Alumni of U. of MT	4
Girlfriend or boyfriend	2
Spouse	<u>2</u>
	45
Admissions Office, U. of MT	
Guide to Colleges and Universities	16
Admissions Office brochure	14
College advisor	2
Admissions Office representative	<u>2</u>
	34
Miscellaneous	
Trip through Montana in the past	12
Other	<u>9</u>
	21

^aThe total reasons were forty-nine, which was the base figure. The figures are rounded.

University of Montana sent by the Admissions Office was useful to the student. Overwhelmingly, the surveyed students answered yes to this question.

Question Six asked who was most influential in helping the transfer student select the University of Montana. Six options were provided in addition to an "other" category. Table Twenty summarizes the answers to this question, with the results categorized.

TABLE 20

WHO WAS MOST INFLUENTIAL IN HELPING SURVEYED
STUDENTS SELECT THE UNIVERSITY OF MONTANA

Answer	Percentage ^a
The student himself or herself	51
Father or mother	18
Friend, boyfriend or girlfriend	28
Spouse	3

^aThe base figure is thirty-nine, the number of responses.

Question Seven asked why the surveyed student decided to attend college. Nine possible answers were provided in addition to an "other" category. The results are consolidated in Table Twenty-one.

Question Eight inquired about the combined income of the surveyed student's parents. Seven answers were provided with a breakdown in intervals of \$10,000. Table Twenty-two provides a summary of consolidated answers to Question Eight.

Question Nine in the survey was divided into two parts. The first part asked the surveyed students if their parents provided support to attend the University of Montana. The possible answers were either a yes or a no. Table Twenty-three summarizes the results to Part One of Question Nine.

The second part of Question Nine asked those students who answered yes to Part One (the 58 percent who received parental support to attend

TABLE 21
REASONS WHY SURVEYED STUDENTS DECIDED TO ATTEND
COLLEGE

Answer	Percentage ^a
To get a degree or enhance knowledge	50
To learn skills or financial incentive	21
To fulfill expectations of parents or friends	18
The student's personal reason	8
A good excuse to avoid finding a job	3

^aThe answers total ninety-five, the base figure used in this question. The figures are rounded.

TABLE 22
PARENTS' COMBINED INCOME OF SURVEYED STUDENTS

Parents' Income	Percentage ^a
Less than \$9,999	0
Between \$10,000 and \$29,999	34
Between \$30,000 and \$49,000	38
Over \$50,000	28

^aThe base figure is twenty-nine, the number of students who answered this question. The figures are rounded.

college), what percentage of total expenses was provided by their parents. Table Twenty-four summarizes the results.

TABLE 23
PARENTAL SUPPORT PROVIDED TO SURVEYED STUDENTS

Answer	Percentage ^a
Yes	58
No	42

^aThe total responses was thirty-three, the base figure. The figures are rounded.

TABLE 24
PERCENTAGE OF SUPPORT PROVIDED BY PARENTS
TO STUDENTS SURVEYED

Percentage of Parental Support	Percentage ^a
Between 0 and 25%	33
Between 26 and 50%	22
Between 51 and 75%	17
Over 76%	28

^aThe number of responses, eighteen, is used as a base figure. The figures are rounded.

Question Ten inquired about the sources of income of the surveyed student. Nine answers were provided in addition to an "other" category. Included in this question was a range of support, in percentage figures, for the various sources of income. Table Twenty-five summarizes the

results to Question Ten.

TABLE 25
SOURCES OF INCOME OF TRANSFER STUDENTS SURVEYED

Sources	Percent of Income from Various Sources ^b			
	0-25%	26-50%	51-75%	76-100%
Parents	5 ^a	3	4	5
Summer earnings	19	4	2	1
Job during school year	8	4	1	-
Savings from previous years	9	-	1	-
Scholarship	4	-	1	-
Loans	6	3	2	-
Social Security, grants, trusts, spouse	2	3	4	-

^aThe number of respondents is thirty-one. Figures in the table indicate number of responses.

^bThe percentages are grouped into four categories for simplification and analysis.

Question Eleven assumes that the surveyed students were interested in attending a number of schools, one of which was the University of Montana. This question asked the surveyed students to compare total costs of attending this institution to other institutions. Answers provided were "less costly," "about the same," and "more costly." Table Twenty-six summarizes the results.

Question Twelve asked the surveyed students about the type of com-

TABLE 26
 COST COMPARISON OF UNIVERSITY OF MONTANA TO OTHER
 INSTITUTIONS BY SURVEYED STUDENTS

Answer	Percentage ^a
Less costly than U. of MT	34
Cost about the same as U. of MT	39
More costly than U. of MT	27

^aThe base figure is thirty-three. The figures are rounded.

munity from which the student came. Five possible answers --- rural farm, small town, large town, suburb of city, and city --- were provided. Table Twenty-seven provides the summarized results.

TABLE 27
 TYPES OF HOME COMMUNITIES OF SURVEYED STUDENTS

Type of Community	Percentage ^a
Smaller than Missoula	48
Same size as Missoula	15
Larger than Missoula	37

^aThe base figure is thirty-three, the number of responses. The figures are rounded.

Question Thirteen was a two-part question. Part One inquired if the surveyed students planned to graduate from the University of Montana. Table Twenty-eight summarizes the results.

TABLE 28
PERCENT OF STUDENTS SURVEYED WHO PLANNED TO GRADUATE
FROM THE UNIVERSITY OF MONTANA

Answer	Percentage ^a
Yes	88
No	6
Undecided	6

^aThe number of responses is thirty-three, the base figure. The figures are rounded.

Part Two of Question Thirteen asked those surveyed transfer students who answered No to Part One (6 percent), why they did not plan to graduate from the University of Montana. The respondents provided no specific reason as to why they did not plan to graduate from the University of Montana.

Question Fourteen asked if, in general, the University of Montana fulfilled the expectations of the surveyed students. The responses are summarized in Table Twenty-nine.

Question Fifteen was an open-ended question. This question asked about areas needing improvement at the University of Montana. Table Thirty summarizes the consolidated results.

TABLE 29
DOES THE UNIVERSITY OF MONTANA FULFILL THE
EXPECTATIONS OF SURVEYED STUDENTS

Answer	Percentage ^a
Yes	94
No	6

^aThe responses were thirty-three, the base figure. The figures are rounded.

TABLE 30
AREAS MENTIONED BY SURVEYED STUDENTS THAT NEED
IMPROVEMENT AT THE UNIVERSITY OF MONTANA

Response	Percentage ^a
Academic departments, standards, programs	37
Student services	29
Registration, policies & procedures	26
Other	8

^aThe total responses were thirty-eight, the base figure. Some students gave more than one reason. The figures are rounded.

Question Sixteen asked the surveyed students about the strengths of the University of Montana. The responses to this open-ended question are consolidated in Table Thirty-one.

TABLE 31
STRENGTHS OF THE UNIVERSITY OF MONTANA AS
PERCEIVED BY SURVEYED STUDENTS

Responses	Percentage ^a
Academic ^b	55
Location & size of U. of MT	31
Student services & programs ^c	11
Cost	3

^aThe number of responses was fifty-eight, the base figure. The figures are rounded.

^bSpecific reasons include helpful, interested professors; faculty-student ratio; academic programs and standards.

^cResponses included food service, entertainment available, diversity of activity groups.

Question Eighteen asked surveyed students if the institution from which they transferred was in-state or out-of-state. Table Thirty-two summarizes the results.

Question Nineteen inquired if the University of Montana was the transfer student's first choice when deciding to change institutions. The results are summarized in Table Thirty-three.

The last question, Question Twenty, inquired if the student regretted transferring to the University of Montana. The answers are summarized in Table Thirty-four.

TABLE 32

WHAT RESIDENCY STATUS DID THE SURVEYED
STUDENTS HAVE PRIOR TO TRANSFERRING

Answer	Percentage ^a
Out-of-state	62
In-state	38

^aThe number of responses was twenty-six, the base figure. The figures are rounded.

TABLE 33

WAS THE UNIVERSITY OF MONTANA THE FIRST CHOICE
OF THE TRANSFER STUDENT

Answer	Percentage ^a
Yes	78
No	22

^aThe number of responses was thirty-two, the base figure. The figures are rounded.

TABLE 34
DO TRANSFER STUDENTS REGRET TRANSFERRING TO
THE UNIVERSITY OF MONTANA

Answer	Percentage ^a
No	100
Yes	0

^aThe number of responses was thirty-two, the base figure.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

The findings in this study should be of use to the University of Montana Admissions Office for two reasons. For the first time, primary data about out-of-state students is assembled in a systematic manner. The second reason is information from the survey can be used to improve the Viewbook to recruit out-of-state students more effectively. This chapter lists significant findings from the survey data and makes specific recommendations to the Admissions Office.

About three-quarters of the surveyed students from both groups mentioned that the fundamental reason they were in college was to get a degree, enhance their knowledge, learn skills, or enhance their earnings potential. These four reasons suggest that out-of-state students are serious about attending an institution of higher education regardless of location or size.

However, size and location of the University of Montana were the primary and overwhelming reasons why both groups of out-of-state students chose to attend the University of Montana. A notable close second was the University of Montana's academic reputation and academic programs.

About one-half of the out-of-state students surveyed from both groups also mentioned that they found out about the University of Montana through some sort of personal contact. The efforts of the

Admissions Office were a distant second. This suggests that personal contacts (parents, friends, alumni of the University of Montana, girlfriend or boyfriend, brothers or sisters, relatives) are the best and strongest recruitment devices for this University. However, efforts by the Admissions Office, although second, cannot be ignored.

About fifty percent of both groups of respondents answered that the student himself or herself was most influential in selecting the University of Montana. As expected, parents were mentioned by the freshmen as the second reason. For the transfer student, however, the second reason was friend, boyfriend or girlfriend. Parents were listed as a distant third.

About one-third of the students surveyed from both groups chose a major in the College of Arts and Sciences. Usually, freshmen change their majors numerous times, so their choice can be discounted. Looking at the transfer students, however, the figures are about the same. One-third chose the liberal arts curriculum while the other two-thirds were in the professional curriculum. This suggests that the professional schools have a strong drawing power, although the main focus of the University is liberal arts.

Only about one-half of the freshmen surveyed planned to graduate from the University of Montana, i.e., planned to stay here at least four years. However, a majority of the transfer students, more than four-fifths, planned to graduate from this University. Not surprisingly, more than ninety percent of the transfer students mentioned that, in general, the University of Montana fulfilled their expectations. The

figure for freshmen students was about the same. More than seventy-five percent of the transfer students answered that the University of Montana was their first choice of college for transferring.

The transfer students were split about 60%-40% in their residency status, out-of-state and in-state. A large percentage of both groups of students came from communities either larger than or smaller than Missoula. A very small percentage of students came from communities that were the same size as Missoula. About fifty percent of the transfer students came from communities smaller than Missoula and more than one-third came from communities larger than Missoula. On the other hand, about one-third of the freshmen came from communities smaller than Missoula, while about three-fifths came from communities larger than Missoula.

Education is a sacrifice not only in terms of time and effort but also in terms of money. The financial picture is an important factor in education. The four financial questions in the survey provide some interesting answers. The distribution of parents combined income for both groups was the same and in general the students came from relatively high income families. Of the freshmen, four-fifths had parental financial support to attend the University of Montana. The transfer students provided a different picture. Only about one-half of the transfer students had parental financial support. About one-half of the freshmen surveyed had more than three-quarters of their support from their parents. The figures for the transfer students were more mixed, with only 28 percent receiving over three-quarters of support from their parents. In both groups, parents, summer earnings, savings

from previous years, scholarships, and loans were important sources of income. The transfer students also said that a job during the school year made an important contribution. Financing an education is an expensive undertaking, and many sources are needed to pay for it. More than three-quarters of both groups mentioned that their other choices of institutions of higher education were less costly or cost about the same as the University of Montana.

The following recommendations may be useful to the Admissions Office for recruiting out-of-state students. Usually, when a potential student requests information about this University, the literature distributed does not adequately highlight the University of Montana's attractions and strengths. Therefore, it is advised that the Admissions Office improve the Viewbook with illustrations to stress the location, size, academic quality and cost of this University in a clear and concise way.

The advantages of the location and vicinity of the University of Montana should be pointed out, especially because so many non-residents have a stereotyped and erroneous impression of the State of Montana. Flathead Lake, Glacier National Park and the Bitterroot-Selway Wilderness Area (the largest wilderness in the Pacific Northwest) are all close to Missoula. In addition, the distinct seasons of Western Montana offer a variety of sports. The winter season presents opportunities from cross-country skiing to ice fishing. The fall season is popular for big game hunting. Summers offer camping, fishing, canoeing, sailing, hang gliding, riding and rock climbing. The location of this University would be a definite attraction for potential students who enjoy outdoor recreation.

The Viewbook should also spell out the size of the University of Montana. This University, whose enrollment is just under ten thousand students, is in a metropolitan area with a population of sixty-five thousand. Both the University and Missoula are sufficiently small so that they do not have the problems faced by large universities in highly populated centers. However, both are large enough so that they are not

parochial.

Another important point that has to be made in the Viewbook is the University's academic reputation and programs. This is a diversified university with an outstanding liberal arts college and seven professional schools. Research is carried out through institutes like the Bureau of Business and Economic Research, Montana Cooperative Wildlife Research Unit, University Biological Station, Wilderness Institute, and the Wood Chemistry Laboratory. Also to be mentioned are the recently established Maureen and Mike Mansfield Center, the number of Rhodes Scholars this University has produced, the number of Harry S. Truman Scholars, and other distinctions. Last but not least, the programs and majors should be listed in the brochure.

The total cost of attending the University of Montana must be emphasized in the Viewbook. Included should be a breakdown for tuition, room and board. Since for some out-of-state students the University of Montana is cheaper than enrolling in home-state institutions, this University has the potential to attract those students. Student services offered at this University should also be listed in a clear manner.

Personal contact, an important instrument for recruiting potential out-of-state students to the University of Montana, should be improved. Efforts must be made by the Admissions Office to enlist the alumni from their home communities in recruiting out-of-state students. The use of alumni would be a cheap yet effective tool for recruitment. Another strategy would be to solicit presently enrolled students at the University of Montana to recruit friends and acquaintances from other schools

and states. Two groups of out-of-state students are especially attracted to this University, persons from large metropolitan areas or from rural farm towns. The Admissions Office should target these two areas, sending alumni-representatives and information to high schools and community colleges. For example, University visitors to larger urban areas could emphasize escaping the urban jungle.

The present Viewbook is an attractive document that is too long. An alternate Viewbook with about twenty pages could be designed, highlighting location, size, academic program and reputation of the University of Montana. The alternative Viewbook would be cheaper to print and simpler to read, and would also better attract potential out-of-state students.

APPENDIX A

SAMPLE QUESTIONNAIRE FOR
FRESHMEN (PAGES 38-43)
TRANSFER STUDENTS (PAGES 38-44)

1. Please circle your class level:

- 1. Freshman
- 2. Sophomore
- 3. Junior
- 4. Senior

2. Please fill in your major or intended major: _____

Please fill in your minor or intended minor: _____

3. Why did you choose to attend the University of Montana? *(Please circle the appropriate answer or answers. Then rank your answers accordingly the most important reason would rank as a 1, the second most important reason would rank as a 2 and so on)*

- | | Rank |
|---|-------|
| 1. Academic reputation | _____ |
| 2. Academic program available | _____ |
| 3. Recommended by high school counselor | _____ |
| 4. Recommended by parents | _____ |
| 5. Recommended by brothers or sisters | _____ |
| 6. Recommended by relatives | _____ |
| 7. Recommended by alumni of the U. of Mt. | _____ |
| 8. Recommended by a college guide (which one?) | _____ |
| _____ | _____ |
| 9. Recommended by a visit to a college fair
(where? when?) _____ | _____ |
| 10. Scholarship offered by the U. of Mt. | _____ |
| 11. Loan offered by the U. of Mt. | _____ |
| 12. Grant offered by the U. of Mt. | _____ |
| 13. Cost of attending the U. of Mt. | _____ |
| 14. Size of U. of Mt. | _____ |
| 15. Location of U. of Mt. | _____ |
| 16. Other: (please specify) _____ | _____ |
| 17. Other: (please specify) _____ | _____ |
| 18. Other: (please specify) _____ | _____ |
| 19. Other: (please specify) _____ | _____ |
| 20. Other: (please specify) _____ | _____ |

4. Before enrolling at this University, how did you find out about the University of Montana? *(Please circle the appropriate answer or answers)*

1. High school counselor
2. Alumni of the U. of Mt.
3. Parents
4. Brothers or sisters
5. Relatives
6. Spouse (husband or wife)
7. Girlfriend or boyfriend
8. College fair: which one: _____ where: _____ year: _____
9. Guide to colleges and universities: which one: _____
10. Trip through Montana in the past
11. Friend
12. Admissions brochure: where did you see it? _____
13. Admissions representative
14. Other: (please specify) _____

5. Once you knew of the University of Montana, how did you go about gaining more information about the U. of Mt.? *(Please indicate your answer on the space provide below)*

Was the information you needed about the U. of Mt. readily available?
(Please circle the appropriate answer below)

Yes

No

Was the information that you needed about the U. of Mt. useful to you?
(Please circle the appropriate answer below)

Yes

No

If the information you needed to make your decision was not useful, (or you answered NO in the preceding question) how did you go about getting the information you wanted? *(Please answer on the space below)*

6. When you were deciding which college or university to attend, who was most influential in your selecting the U. of Mt.? *(Please circle your answer or answers)*

1. Father
2. Mother
3. Spouse (husband or wife)
4. High school counselor
5. Boyfriend or girlfriend
6. Friend
7. Other: (please specify) _____

7. Why did you decide to attend college or university?

(Please circle your answer or answers)

1. To fulfill expectation of parents
2. To fulfill expectation of spouse
3. To fulfill expectation of boyfriend or girlfriend
4. To fulfill expectation of friend or friends
5. A good excuse in avoiding joining the work force or finding a job
6. To get a degree
7. To enhance my knowledge
8. Financial incentive: a university graduate usually has a better chance for upward mobility
9. To learn skills
10. Other: (please specify) _____

8. What is your parents combined income? *(Please circle the appropriate answer)*

1. Less than \$9,999
2. Between \$10,000 and \$19,999
3. Between \$20,000 and \$29,999
4. Between \$30,000 and \$39,999
5. Between \$40,000 and \$49,999
6. Between \$50,000 and \$59,999
7. Over \$60,000

9. Do your parents provide you with financial support?

(Please circle your answer)

Yes

No

If you answered NO then skip the rest of this question and go on to Question 10. If you answered YES then continue with the rest of this question.

What percentage of your total expenses was provided by your parents?*(Please indicate your answer below)*

____%

10. Sources of your income: *(Please circle the appropriate answer or answers. Then fill in the percentage. The total should check to 100%)*

	Percentage
1. Parents	____%
2. Summer earnings	____%
3. Off-campus job during the school year	____%
4. On-campus job during the school year	____%
5. Savings from the previous years	____%
6. Trust account	____%
7. Grant	____%
8. Scholarship	____%
9. Loans	____%
10. Other: (please specify)	____%
11. Other: (please specify)	____%
TOTAL-----	____%=(100%)?

11. When a comparison is made with other institutions to which you applied, the cost of attending the U. of Mt. was: *(Please circle the appropriate category)*

1. Less costly

2. About the same

3. More costly

12. From which type of community do you come from? *(Circle one)*

- 1. Rural farm or country
- 2. Small town (less than 10,000 persons)
- 3. Large town (between 10,000 and 50,000 persons)
- 4. Suburb of a city
- 5. City (greater than 50,000 persons)

13. Do you plan to graduate from the University of Montana? *(Please circle the appropriate answer)*

Yes

No

If you answered YES, please go on to Question 14. If you answered No please indicate on the space provided below why you do not plan to graduate from the University of Montana.

To which institution are you transferring? *(Please indicate on the space below the name of the institution and the state. If you are returning to your home state please circle the name of the state. If you are either quitting, dropping out or taking a leave from school, please indicate your reason or reasons)*

State _____

14. In general does the University of Montana fulfill your expectations?

(Please circle the appropriate answer)

Yes

No

15. Please indicate on the space below the areas in which the U. of Mt. needs to improve:

16. Please indicate on the space below the strengths of the U. of Mt.:

17. The Admissions Office at the U. of Mt. would like your opinions on how to better attract out-of-state students to this university. Please indicate your answer on the space below and be as specific as you can.

18. From which institution did you transfer? *(Please indicate your answer on the space below)*

Name of institution: _____ State: _____

Was the institution from which you transferred in or out-of-state?
(Please circle one)

In State

Out-of-State

19. To what other institutions did you consider transferring, other than the U. of Mt.:

(Please name the institution or institutions and the state)

1. _____ State _____

2. _____ State _____

3. _____ State _____

4. _____ State _____

Was the U. of Mt. your first choice? *(Please circle one)*

Yes

No

20. Do you regret enrolling at the U. of Mt.? *(Please circle one)*

Yes

No

If you answered Yes in the preceding question please indicate your reason on the space below:

APPENDIX B

METHODOLOGICAL DESIGN OF STUDY

A pre-test was conducted a week before the actual poll. Sample questionnaires were mailed to three out-of-state freshmen and to three out-of-state transfer students. The pre-test was used to evaluate the dependability and effectiveness of the questionnaire. The answers from the pre-test respondents proved the questionnaire to be satisfactory.

The questionnaire (attached as Appendix A) was mailed to selected respondents on March 26, 1982. A one page letter explaining the reason for the study was attached. Included in the letter was the information that participation in the study was voluntary and that individual responses would be kept confidential. A self-addressed, stamped envelope was provided for the respondents to return the survey to the University of Montana Admissions Office. A follow-up questionnaire was sent to the same respondents a week later, on April 6, 1982, with the same cover letter and instructions as the first. An additional note was included requesting respondents not to reply twice to the survey. Table Thirty-five summarizes relevant survey information.

TABLE 35
RELEVANT INFORMATION FOR THE SURVEY

Item	Out-of-state Students	
	Freshmen	Transfer students
Potential population	251	487
Number polled	50	75
Number of respondents	28	33

The sample method used was simple random sample (SRS), based on information provided by the University of Montana Registrar's Office from official records of Spring Quarter, 1982. After the questionnaires were returned, the answers were tabulated manually. The data was then collapsed and appears in its final form in this report.

There is a note of caution regarding the statistical significance of this study. According to statistical theory and practice, when the population is relatively small, a large sample size (usually half the population or more) is needed to represent accurately the population and to minimize bias. However, polling a large sample posed problems of time, labor and resources. Therefore, a smaller sample size was selected, which compromised accuracy to a degree. The Standard Error, a measure of sampling error, on any one answer in this study is calculated to be in the range of plus or minus 6 percent. The confidence interval is small, with the range of 12 percent to 18 percent, which assures a 95 percent confidence level.

For better reliability and validity, a follow-up study could be conducted, with a larger sample size. Nevertheless, this study has provided a basis for future trend analysis and has also collected useful information on reasons why out-of-state students choose to attend the University of Montana.

BIBLIOGRAPHY

Babbie, Earl R. The Practice of Social Research. 2nd ed. Belmont, California: Wadsworth Publishing Company, 1979.

Backstrom, Charles H., and Hursh-Cesar, Gerald. Survey Research. 2nd ed. New York: John Wiley and Sons, 1981.