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OPINIONS AND SOURCES OF INFORMATION AND INFLUENCE
OF SOUTH DAKOTA HIGH SCHOOL GUIDANCE COUNSELORS
CONCERNING SOUTH DAKOTA COLLEGES AND
UNIVERSITIES

BY

ROGER A. CHRISTIANSON

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Journalism, South Dakota
State University

1975

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OPINIONS AND SOURCES OF INFORMATION AND INFLUENCE
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UNIVERSITIES

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This thesis is approved as a creditable and independent investigation by a candidate for the degree Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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CHAPTER I

INTRODUCTION

For many years the system of higher education in the United States has operated in a seller's market. The number of students applying for enrollment in the nation's colleges and universities has exceeded the number of students who could be accepted in the institutions of their choice. During these years there has been little need for a college or university to sell itself or its programs, actively. Now the picture is changing.

A variety of factors, including the rising cost of college, increasing enrollment in vocational schools, the end of the military conflict in Viet Nam, and the end of the post World War II baby boom, have combined to create an unfamiliar situation for many colleges and universities -- one of possible enrollment declines. ". . . with an end to the draft, and with the media calling attention to the lack of jobs available to college graduates, applications have fallen off."¹

"Many institutions, especially state colleges,

¹ Jay Silverman, "What? Me Advertise?" Techniques, Vol. 8 (June 1973), p. 13.

overexpanded in the 1960's. They now find themselves underutilized."²

Lower enrollments in colleges and universities can have many repercussions. They can precipitate faculty cuts or salary declines, unfilled (and unpaid for) dormitories, and rising costs.

Faced with this possibility of declining enrollments and the accompanying consequences, administrators are becoming increasingly concerned with the images of their schools and with sources of information to prospective students.

A study of high school seniors, by Dan Jorgenson,³ found high school counselors to be an important source of information to prospective students. Jorgenson studies high school students. This study will attempt to expand on his findings by dealing directly with the professional high school guidance counselor.

Purpose of the Study

The purpose of this study is to determine the opinions of South Dakota high school guidance counselors with respect

² "Empty Seats in Colleges," U.S. News and World Report, April 23, 1973, p. 43.

³ Daniel F. Jorgenson, "The Public Relations Efforts of South Dakota Colleges and Universities as Reflected by The Attitudes of South Dakota High School Seniors," Unpublished M.S. Thesis, South Dakota State University, 1974.

to South Dakota colleges and universities, to determine their sources of information about various colleges and universities, and to identify factors which may influence counselors' opinions of a college or university. Results of this study will: a) contribute to our understanding of the dynamics of information seeking by high school students concerning college choice, and b) serve college and university administrators in their efforts to provide prospective students with better, more effective, information about their institution's programs and offerings.

Research Questions

Specific research questions which this study will attempt to answer include:

1. What are the opinions of South Dakota high school guidance counselors toward South Dakota colleges and universities?
2. What factors influence the development of these opinions, and to what extent?
3. Where do counselors get their information regarding South Dakota colleges and universities?
4. What information would counselors like to receive that they do not now have available to them?
5. Where do counselors think high school students get most of their information regarding college?

6. Do counselors serve as a source of information to prospective students, other than those in the state's high schools, and to what extent?
7. In what manner and form is most information from counselors relayed to prospective students?

Literature Review

In my review of the specific professional literature dealing with pre-college guidance,⁴ I found, as did Herr,⁵ that there has been little direct research concerned with the role of the high school counselor in his relationship with the student in the college decision-making process. The professional literature that deals with pre-college guidance or counseling is "conspicuously lacking"⁶ in both theory and research.

This lack of research seems to support Scannell's conclusion that "the need for research and the fact-finding

4 The search for past research of a similar nature for use in comparative analysis with the findings of this study included the SDSU theses lists; Journals of the American College Public Relations Association, "Journalism Quarterly", Guidance and Counseling Journals, "Public Relations Journal", American Doctoral Dissertations, Journalism Abstracts, Reports and Papers on Mass Communication and The Reader's Guide to Periodical Literature.

5 Elwin L. Herr, "Guidance of the College Bound", The Personnel and Guidance Journal, 45: 47-52 (1966-1967).

6 Herr

stage of public relations is not always appreciated."⁷

Scannell implies that serious public relations problems are ahead for colleges and universities, as well as higher education in general.

Nelson concurs with Scannell when he says it is ". . . conceivable that institutions have been too busy just hanging on during the roller coaster ride of the past decade to take stock of themselves, to articulate what kind of places they are right now and determine what they want to be a few years from now."⁸

We are not left, however, with a total void of research findings in this area. Selected findings from four separate studies by Greenshields,⁹ Holland,¹⁰ Jorgenson,¹¹ and

7 Donald F. Scannell, "Mass Media Use, Information and Opinions Concerning Higher Education," Unpublished doctoral dissertation abstract, University of Minnesota, June 1966, p. 10.

8 Jeffrey B. Nelson, "Evaluating Local Opinions and Surveys," Techniques, Vol. 9 (June-July 1974), p. 12.

9 Myrel James Greenshields, "The College-Going Decision: High School Seniors Give Their Reasons," College and University, 32: 208-217 (Winter 1957).

10 John L. Holland, "Student Explanation of College Choice and Their Relation to College Popularity, College Productivity, and Sex Differences," College and University, 33: 313-320, (Spring 1958).

11 Daniel F. Jorgenson, "The Public Relations Efforts of South Dakota Colleges and Universities as Reflected by The Attitudes of South Dakota High School Seniors," Unpublished M.S. Thesis, South Dakota State University, 1974.

Soule¹² give some insights into the sources of information and influence in college selection.

Greenshields designed a study to obtain from high school seniors what in their opinions were the factors which determined their college-going decision, as well as who and what had influenced them in making up their minds. This was a free-response situation without the guidance of any suggestions. The respondents were asked to give their reasons for going to college, for not going, or for being undecided -- whichever was true in their individual cases.

The survey study was made five weeks before the close of the 1955 school year, and returns were received from 656 respondents in eight public high schools in the southwestern part of the state of Washington.

Greenshields divided the college-going influence into four categories: associated with the home, associated with the school, not associated with the home or school, and nonpersonal influences. He found that 26 per cent of the male students and 20 per cent of the female students reported parents as the major influence in their attending an institution. Fourteen per cent of the male and 16 per cent

12 Douglas J. Soule, "An Evaluation of the Pre-College Guidance Received by the College Dropout and the College Persister," Unpublished M.S. Thesis, South Dakota State University, 1968.

of the females reported that teachers had a significant influence in their decision to attend an institution, while only 0.7 per cent reported the guidance counselor as a significant influence. College literature ranked the highest in the nonpersonal influences category, but still only 1 per cent were influenced by this. An interesting finding of Greenshields' study is:

. . . not a single senior said that he had been influenced to go to college to play basketball, or baseball, or to compete in track events. No student mentioned college publicity in a newspaper. No one mentioned a speech he had heard a college representative make, or a conference with someone from a college. Only two mentioned college literature despite the fact that several pieces of "publicity material" must have been sent out by different colleges. Many of the students had been invited to visit college campuses, but only one mentioned a visit to a college campus as an influence. It is not the purpose in pointing out these facts to try to prove that the recruitment of colleges are ineffective; but the fact that high school seniors did not recognize recruitment activities as influences is in itself of some significance.¹³

Similar evidence to support Greenshields' findings has been found at South Dakota State University. "Parents, friends, curricula, and scholastic standards seem to have been the major influencing factor for attending SDSU."¹⁴

Jorgenson's study, while not ascertaining the influences of all the categories utilized by Greenshields, does,

13 Greenshields, p. 215.

14 Soule.

however, show from whom students obtain most of their information about college. Jorgenson's research indicates ". . . high school counselors are playing an important role in providing college information to the high school students."¹⁵ In his study of high school students Jorgenson reported that nearly one-third of all respondents indicated that they receive most of their information regarding college from their high school counselor. About one-fourth said friends were the most important source of information. Parents and teachers were tied at nearly six per cent as a source of information.

Jorgenson's study also cites the importance of the college catalog as an influence in selecting a school and refers to it as ". . . still the most important public relations implement in helping the student decide."¹⁶

Holland asked students, "Why have you selected _____ college?"

Fifty-three per cent of men and 47 per cent of women select colleges because they believe their choice to be "the best college" or one which has a good school or department in which the student plans to study. Sixteen per cent of the men and 12 per cent of the women answered "recommended

15 Jorgenson, p. 28.

16 Jorgenson, p. 28.

by friends."¹⁷ Generally, these statements appear to be opinion based on institutional evaluation acquired from other students and significant adults in the student's life.

Holland says ". . . students appear to select colleges largely by reputation and apparently with limited explicit information."¹⁸ He continues:

The present study highlights the need for more adequate criteria for evaluating colleges and the student need for more counseling information about colleges. Students appear to make choices in the same way that consumers often, if not usually, buy household goods; they select colleges by means of vague notions about reputation and values which they seldom can document meaningfully. . . . the untutored way in which students appear to select colleges may seem disconcerting to some, but it is difficult to suggest and document other criteria which are more meaningful and reliable."¹⁹

Some further observations on college selection:

The selection of an undergraduate institution is probably the outcome of a complex set of forces including student goals, abilities, and personality, which interact with parental values, education, . . . , and parental images of the "best" and "ideal" college.²⁰

Some students are sent to college because their parents were graduated from that institution. Some are there because of an overselling job

17 Holland, p. 314.

18 Holland, p. 315.

19 Holland, p. 319.

20 John L. Holland, "Determinants of College Choice," College and University, 35: 11-28 (Fall 1959).

by an alumnus. Some are attending a certain college because of highly publicized athletic teams or other student activities.²¹

The importance of the choice of a college is universally recognized, yet in the majority of cases the choice is made in a haphazard manner, often without considering all the factors or all the available alternatives that should influence the decision.²²

The preceding literature review should serve to give the reader some insight into student information seeking and college choice, as well as the problems faced by college and university administrators in their attempts to provide prospective students with information about their programs and offerings. We should not, however, put too much emphasis on the findings of these studies as a basis for our own decision making. Facts obtained in other studies may not apply to the local situation. Research is needed on the local, state, and regional level so action programs can be planned on the basis of facts, rather than intuition.

21 Vilma D. Hayden and William D. Wilkens, "College Selection: Casual or Planned," The Personnel and Guidance Journal, 30: 416-419 (1951-1952).

22 John S. Hammond, "Bringing Order Into the Selection of a College," The Personnel and Guidance Journal, 43: 654-650, (1965).

CHAPTER II

METHODOLOGY

Faced with the possibility of declining enrollments, college administrators are becoming increasingly concerned with the images of their schools and with sources of information to prospective students. Nelson, in his article "Evaluating Public Opinion and Survey," addressed image assessment:

Partial assessment of . . . your school's image is possible in a number of ways, of course; press clippings . . . legislative support and criterion, letters to the editor, growth of programs, number of students, communication and support from alumni, feedback from various councils and boards, or even what your neighbors . . . tell you.

Then there is the "scientific way." One of the best techniques for determining the public's impressions of a college may be a carefully constructed, mailed questionnaire. The survey is no be-all and end-all, but a well-thought-out questionnaire can still go far in ascertaining the extent to which the public is informed about the college . . . and discovering his beliefs, opinions, and attitudes about the college.²³

The mail questionnaire was selected as the method for surveying South Dakota high school counselors. Despite the criticisms of this method, which include low response

23 Nelson.

rate,^{24,25} lack of representativeness,²⁶ difficulty in obtaining mailing lists,²⁷ and unmeasurable differences from respondents and non respondents,²⁸ survey cost consideration made it necessary to select this method for data collection.

Some of the methodological weaknesses of the mail questionnaire method mentioned above were of less concern in this study because of the nature of the universe to be studied. High school counselors in South Dakota should provide a relatively homogeneous group and earlier studies indicate ". . . the more homogeneous the universe, the fewer cases required to yield a reliable sample of it."²⁹ In addition to homogeneity, the high education level of the universe and an assumed interest in the topics covered by the questionnaire should serve to provide the researcher with a good rate of return. Blankenship comments on the

24 Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1964), p. 397.

25 Fred T. Schreier, Modern Marketing Research (New York: McGraw Hill, 1963) p. 198.

26 Mildred Parten, Surveys, Polls & Samples, (New York: Harper and Row, 1950) p. 392.

27 Albert D. Blankenship, Consumer and Opinion Research (New York: Earper Brothers Publishers, 1963) p. 19.

28 Cletis Pride, "Let's Take a Survey," Techniques Vol. 8 (June 1973), p. 19.

29 Parten, p. 294.

overall response rate, saying, "When you get over the 50 per cent mark, you begin to gain confidence that those not answering are just apathetic, that any answer given would be about the same as those who did respond."³⁰ This author hypothesized a return rate of at least that 50 per cent.

Construction of the Questionnaire

A five page questionnaire (Appendix B) was prepared for use in the survey. The first two pages deal with demographic information and a variety of other multiple-choice and open-ended questions. Page three consists of two tables on which respondents were asked to indicate their opinions of academic quality and the quality of extracurricular activities at each of South Dakota's colleges and universities. The final two pages contain a series of questions which are to be answered using a Likert scale.³¹ Whenever possible, questions were designed to allow comparison between counselor's responses and responses obtained by Jorgenson in his study of South Dakota high school students.³²

30 Blankenship, p. 19.

31 The Likert scale is an opinion device that asks for forced-choice responses about given categories which are given weighted ratings for numerical analysis. A more detailed discussion can be found in W. R. Browns "A Rapid Survey Technique," Techniques Vol. 1 (December 1973), p. 20.

32 Jorgenson, pp. 24-31.

No pre-test was made of the questionnaire. However, prior to distribution the questionnaire was submitted to staff members of the South Dakota State University journalism department; Counseling, Guidance and Personnel Services; and the director of High School Relations at South Dakota State University.

The Sample

The revised questionnaire was sent to all high school guidance counselors certified, as required by law, in South Dakota. A list of certified counselors in South Dakota is maintained and is available through the offices of High School Relations at South Dakota State University. The list contained the names and addresses of 244 counselors.

Included with the questionnaire was a cover letter explaining the purpose of the study (Appendix A) and a stamped, self-addressed, return envelope. In an attempt to eliminate any bias which might be introduced by identifying the study as originating from South Dakota State University, no mention was made in the letter or the questionnaire of association with any particular college. In addition, all questionnaires were mailed from and returned to Clark, South Dakota, a city which has no college or university located in or near it.

Questionnaires were mailed September 18, 1974. Three weeks later, 149, or 61.1 per cent of the questionnaires had been returned. No further responses were obtained after October 9. Of the 149 returned, 139 contained sufficient information to be used as valid responses. Therefore, the response rate of usable questionnaires was 56.6 per cent. No attempt was made to increase the response rate through telephone or interview followup mainly because of budget limitations.

CHAPTER III

FINDINGS

The purpose of this study is to determine the opinions of South Dakota high school guidance counselors with respect to South Dakota colleges and universities; and to determine the sources of information and influence which play an important role in the development of these opinions. These objectives, along with specific research questions related to these objectives, were set out in Chapter I. Data to provide answers to these specific questions has been gathered and will be presented in this chapter.

Of the 139 respondents 74.8 per cent were male and 20.9 per cent female.³³ Respondents ranged in age from 23 to 67, with a mean age of 38. Full-time counselors comprised 42.4 per cent of the respondents. The remaining 57.6 per cent indicated only part-time duties, with 62 per cent of these also having teaching duties.

In determining the opinions of counselors towards South Dakota colleges and universities each counselor was asked to

³³ Because of a disproportionate number of males in the universe, as well as in those responding, analysis will be done only for total responses and will not be differentiated by sex. The proportion of male and female respondents in the sample approximated that proportion in the sampling universe of high school counselors in South Dakota, which was 71.7 per cent male and 28.3 per cent female.

give his opinion of each college and university in the state, in terms of academic quality and the quality of extracurricular activities. In each case they were asked to rate the colleges from excellent to poor.³⁴ Table 1 presents the results of these ratings for academic quality, represented by the means of the responses for each school. The table also allows a comparative ranking of each school.

Four of the schools rated here stand out academically. The School of Mines, Augustana, South Dakota State University, and the University of South Dakota received mean scores placing them between above average and excellent. On the other end of the spectrum, only three schools received mean scores placing them below average; Dakota Wesleyan, Dakota State, and Huron College.

Table 2 gives the respondents' opinions of the quality of extracurricular activities at each of the South Dakota colleges and universities as represented by the means of counselors' responses.

South Dakota State University, the University of South Dakota, and Augustana again emerge as top-rated in terms of extracurricular activities. The lower end of the scale, however, contains three schools with below average rating, none of which were rated below average academically.

³⁴ For purpose of analysis, numerical ratings were given to each possible category of response: Excellent - 5, Above Average - 4, Average - 3, Below Average - 2, and Poor - 1.

TABLE 1

OPINIONS OF SOUTH DAKOTA GUIDANCE COUNSELORS
WITH RESPECT TO THE ACADEMIC QUALITY OF
SOUTH DAKOTA COLLEGES AND UNIVERSITIES
SEPTEMBER, 1974

School	Academic Quality
School of Mines	4.67
Augustana	4.39
South Dakota State University	4.25
University of South Dakota	4.19
Northern State College	3.63
Mount Marty	3.51
Presentation	3.26
Black Hills State	3.25
Yankton	3.07
USD - Springfield	3.07
Sioux Falls College	3.06
Dakota Wesleyan	2.98
Dakota State	2.92
Huron College	2.78

TABLE 2

OPINIONS OF SOUTH DAKOTA GUIDANCE COUNSELORS WITH RESPECT
TO THE QUALITY OF EXTRACURRICULAR ACTIVITIES AT
SOUTH DAKOTA COLLEGES AND UNIVERSITIES
SEPTEMBER, 1974

School	Quality of Extracurricular Activities
South Dakota State University	4.29
University of South Dakota	4.24
Augustana	4.04
Northern State College	3.73
Black Hills State	3.36
School of Mines	3.36
Yankton	3.18
Dakota Wesleyan	3.10
Dakota State	3.09
Sioux Falls College	3.08
Huron College	3.08
Mount Marty	2.92
USD - Springfield	2.88
Presentation	2.70

Table 3 allows the reader an opportunity to compare the rankings of South Dakota colleges and universities among themselves.

TABLE 3

COMPARATIVE RANKING OF SOUTH DAKOTA COLLEGES AND UNIVERSITIES
WITH RESPECT TO ACADEMIC QUALITY AND THE QUALITY OF
EXTRACURRICULAR ACTIVITIES
SEPTEMBER, 1974

Academic Quality	Quality of Extracurricular Activities
School of Mines	South Dakota State University
Augustana	University of South Dakota
South Dakota State University	Augustana
University of South Dakota	Northern State College
Northern State College	Black Hills State
Mount Marty	School of Mines
Presentation	Yankton
Black Hills State	Dakota Wesleyan
Yankton	Dakota State
USD - Springfield	Sioux Falls College
Sioux Falls College	Huron College
Dakota Wesleyan	Mount Marty
Dakota State	USD - Springfield
Huron College	Presentation

In order to compare counselors' opinions of South Dakota colleges and universities with their opinions of

schools in other states, counselors were asked to respond to the following statement: South Dakota colleges and universities are as good as or better than those in other states.³⁵

Table 4 shows the responses to this statement.

TABLE 4

SOUTH DAKOTA COLLEGES AND UNIVERSITIES ARE AS GOOD AS
OR BETTER THAN THOSE IN OTHER STATES
SEPTEMBER, 1974

Response	Per Cent
Strongly Agree	15.1
Agree	62.6
Neutral	11.5
Disagree	7.2
Strongly Disagree	2.2
No Response	1.4

As shown in Table 4, over three-fourths of all respondents think South Dakota colleges and universities are at least as good as or better than those in other states. Only 9.4 per cent disagree.

³⁵ Five choices of responses were given: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Factors which influence the development of a counselor's opinion toward South Dakota colleges and universities, and the extent to which they influence this opinion, are also of interest in this study. To determine the sources of influence two methods were used. The first allowed the respondent to check, from a given list of possible influences, what he considered to be the major influence in the development of his opinion. Table 5 presents the results of this method.

The second method consisted of a series of statements which the respondents were again asked to answer by choosing one of five responses. The statements were: brochures about a school have an influence on my opinion of that school; newspaper stories about a school have an influence on my opinion of that school; films about a school have an influence on my opinion of that school; and so forth, for each of ten possible influences.³⁶

Mean scores for responses to each possible influence can then be compared to determine the extent of influence of each factor. Criticism against this type of scale has been leveled because the same score may be obtained in different

³⁶ The response choices were again: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), and were given numerical values for analysis purpose of 5 to 1 respectively.

TABLE 5

WHAT DO COUNSELORS CONSIDER TO BE THE MAJOR INFLUENCE
IN THE DEVELOPMENT OF OPINIONS ABOUT
A COLLEGE OR UNIVERSITY
SEPTEMBER, 1974

Response	Per Cent
Feedback from former students	36.0
Course catalogs	12.2
Visits to the campus	11.5
Visits from college personnel	10.1
Brochures about a school	5.8
Personal attendance	2.9
Other counselors	2.2
College publications	1.4
Television programs	0.0
Radio programs	0.0
Posters	0.0
High school events held on campus	0.0
Other	2.9
No response	14.4

Note: The high percentage of no response is due in part to respondents who checked more than one. These were entered as no response.

ways.³⁷ For this reason the pattern of responses for each of the statements may also be examined. (Appendix E, Table 1) These may become more interesting than the mean scores.

TABLE 6

COMPARISON OF FACTORS WHICH INFLUENCE COUNSELORS'
OPINIONS OF SCHOOLS
SEPTEMBER, 1974

Factor	Mean Score
Feedback from former students	4.32
Course catalogs	4.02
Visits from college personnel	3.86
High school events held on campus	3.52
Newspaper stories	3.32
Television Programs	3.18
Films	3.05
Radio Programs	2.95
Brochures	2.71
Posters	2.71

Note: Identical mean scores may have different patterns of responses and thus different meanings. For this reason close attention must be given to the patterns of responses. (Appendix E, Table 1)

³⁷ A. N. Oppenheim, Questionnaire Design and Attitude Measures, (New York: Basic Books, Inc., 1966).

A comparison of the ranking of factors which influence counselors' opinions of schools, from Tables 5 and 6, yield some notable similarities. Both indicate feedback from former students as the first ranked source of influence and course catalogs as the second. Visits to the campus and visits with college personnel rank third and fourth in both listings, although not in identical order. After these four factors, there is a decline in the importance of the remaining factors as influential in determining opinions.

Table 5 shows only 2.9 per cent of the counselors indicated personal attendance as the major influence in development of their opinions about a college or university. In order to examine the effect of influence of personal attendance on a counselor's opinion of a school, a numerical analysis, such as that conducted for Tables 1 and 2, was performed for each college and university in South Dakota, using only those respondents who indicated they had attended that school. No discernible trend was found between these individual ratings and the ratings of all respondents.

Table 7 concerns sources of information to counselors. To determine these sources, counselors were asked: where do you get most of your information regarding colleges and universities in South Dakota?

TABLE 7

WHERE DO COUNSELORS GET MOST OF THEIR INFORMATION REGARDING
COLLEGES AND UNIVERSITIES IN SOUTH DAKOTA
SEPTEMBER, 1974

Responses ^{a,b}	Per Cent
From the colleges and universities	38
Course catalogs	33
College representatives	18
Admissions counselors	13
VIEW ^c	13
College mailings	9
College bulletins	8
Former students	6
Personal visits	6

a Percentage totals may sum to more than 100 per cent due to multiple responses.

b Sources of information which were mentioned by less than 5 per cent of the respondents are given in Appendix C.

c A composite packet of information from several schools.

Table 7 points out that the vast majority of information which a counselor obtains about a college or university comes directly from the school or one of its representatives. Other sources appear to be of only minor importance.

With the schools themselves providing most of the information which counselors receive, it is important to know how counselors view this information.

Tables 8 and 9 give counselors' opinions of the adequacy and credibility, respectively, of information from colleges and universities in South Dakota.

TABLE 8

MOST INFORMATION FROM COLLEGES AND UNIVERSITIES
IN SOUTH DAKOTA IS ADEQUATE
SEPTEMBER, 1974

Response	Per Cent
Strongly agree	3.6
Agree	69.1
Neutral	6.5
Disagree	15.1
Strongly disagree	3.6
No response	2.2

Over seventy-two per cent of all respondents found the information from colleges and universities in South Dakota both adequate and credible. Less than eight per cent were not satisfied with the credibility, while over eighteen per cent were concerned with adequacy. Table 10, which deals with information which counselors would like to receive

TABLE 9

MOST INFORMATION FROM COLLEGES AND UNIVERSITIES
IN SOUTH DAKOTA IS CREDIBLE
SEPTEMBER, 1974

Response	Per Cent
Strongly agree	2.2
Agree	71.2
Neutral	18.0
Disagree	6.5
Strongly Disagree	1.4
No response	0.7

that is not now available to them, may shed some light on the areas of inadequacy.

Information regarding finances appears to be the most inadequate, based on these responses by counselors. It is worthwhile to note that 26 per cent of the respondents would like to receive no additional information than what is available to them now. The high percentage of no responses may also support the adequacy of present information available.

Counselors were asked not only where they get most of their information regarding colleges, but also where they think high school students get most of their information. Table 11 summarizes the results of this question.

TABLE 10

WHAT INFORMATION WOULD COUNSELORS LIKE TO RECEIVE FROM
OR ABOUT COLLEGES AND UNIVERSITIES IN SOUTH DAKOTA
THAT IS NOT NOW AVAILABLE TO THEM
SEPTEMBER, 1974

Responses	Per Cent
None	26
Cost information	6
Percentage of placement in various fields	5
Scholarship information	4
Financial aids information	4
No response	33

Note: Other responses, which were given less frequently, are listed in Appendix D.

Counselors were also asked which of these sources of information they think has the most influence on a student's choice of a college or university. Table 12 presents these responses.

We can see by comparing Tables 11 and 12 that, in the opinions of the counselors, there is a disparity between sources of information to the student and sources of influence.

Although the counselors see themselves as by far the most important source of information to the student, they think their influence on a student's choice of a college is far less than that of the student's parents and friends.

TABLE 11

WHERE DO COUNSELORS THINK HIGH SCHOOL STUDENTS GET
MOST OF THEIR INFORMATION REGARDING COLLEGE
SEPTEMBER, 1974

Response	Per Cent
High school counselor	47.5
Friends	21.6
College personnel	5.0
Teachers	1.4
Brothers - sisters	1.4
Parents	0.7
Other	0.7
No response	21.6

A second method of determining what counselors view as important sources of influence in a student's choice of a college involved a ranking of media and public relations techniques. These are obtained using the numerical means of counselors' responses to a series of questions similar to those used in determining what influences the development of counselors' opinions of colleges and universities (Table 5). Table 13 presents this information.

Counselors were asked to rank various sources of information.

TABLE 12

WHO DO COUNSELORS THINK HAS THE MOST INFLUENCE ON A
STUDENT'S CHOICE OF A COLLEGE OR UNIVERSITY
SEPTEMBER, 1974

Response	Per Cent
Friends	39.6
Parents	31.7
High school counselor	6.5
Brothers - sisters	4.3
Teachers	3.6
College personnel	0.7
Other	4.3
No response	9.4

It is interesting to note that the rankings of influences in the development of counselors' opinions (Table 6) and of factors which counselors think influence students (Table 13) are very similar. However, counselors seem to think students are influenced to a greater extent by these factors, as indicated by a higher mean score for each factor, with the exception of the course catalog.

Two other areas of concern in this study were the counselors' activities in serving as sources of information

TABLE 13

COMPARISON OF PUBLIC RELATIONS EFFORTS WHICH INFLUENCE
STUDENTS' SELECTION OF A COLLEGE OR UNIVERSITY
SEPTEMBER, 1974

Factors	Mean Score
Visits from college personnel	4.11
High school events on campus	4.07
Course catalogs	3.90
Television programs	3.59
Newspaper stories	3.44
Films	3.43
Radio programs	3.20
Posters	3.15
Brochures	2.96

Note: Identical mean scores may have different patterns of responses and thus different meanings. For this reason close attention must be given to the patterns of responses. (Appendix E, Table 2)

to prospective students other than those in high schools; and the form of information relay which counselors use in transmitting information to prospective students.

Do counselors serve as a source of information to prospective students other than those in high schools? Eighty-three per cent indicated that they do have an

opportunity to counsel other than those students in their schools. The numbers of these opportunities varied considerably, from two to one hundred, but most counselors, nearly three-fourths, indicated less than twelve opportunities per year. Only six respondents indicated they counseled more than twenty-five.

The form of information relay to the prospective student is dominated by the verbal. Nearly three-fourths said most of their counseling information was relayed verbally. The course catalog was the second most important form of relay with nine per cent. Brochures, referral to college personnel and other methods were of much less importance.

Conclusions

The major conclusion of this study is that a large majority of South Dakota high school guidance counselors, nearly three-fourths, believe South Dakota colleges and universities are equal or better than those in other states. Only four per cent disagree. This compares with a previous study of South Dakota high school seniors which showed 71 and 5.9 per cent respectively.³⁸

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study is to determine the opinions of South Dakota high school guidance counselors with respect to South Dakota colleges and universities; and to determine the sources of information and influence which play an important role in the development of these opinions. A high, proportionate response rate, coupled with a homogeneous universe, which is presumably aware of and interested in the area of this research, lead the author to believe the conclusions drawn from this study are valid and representative.

Conclusions

The first major conclusion of this study is that a large majority of South Dakota high school guidance counselors, nearly three-fourths, believe South Dakota colleges and universities to be as good as or better than those in other states. Less than four per cent disagree. This compares with Jorgenson's study of South Dakota high school seniors which showed 67.1 and 5.9 per cent respectively.³⁸

³⁸ Jorgenson, p. 38.

Based on the findings of this study, four schools stand out from the others: School of Mines, Augustana, South Dakota State University, and the University of South Dakota. These four schools appear at the top of the rankings in terms of both academic quality and the quality of extra-curricular activities.

Counselors receive most of their information regarding colleges and universities from the schools themselves. Course catalogs, mailings, bulletins, admissions counselors, and college representatives are often given as the most important sources of information.

More than seventy-two per cent of counselors find the information which they receive from South Dakota colleges and universities both adequate and credible. Information on costs, placement, scholarships, and financial aids appear as the areas where more information is desired, with most requests for information not now available being made in these four areas.

Feedback from former students is the factor most likely to influence a counselor's opinion. Course catalogs, visits from college personnel, and high school events held on campus are secondary sources of influence in the development of counselors' opinions towards a college or university. The mass media and personal attendance are of only tertiary importance as sources of influence.

This study concurs with Jorgenson's study of high school seniors in that the high school counselor is shown

as the single most important source of information to the students regarding college. Jorgenson reported that nearly one-third of all respondents indicated they receive most of their information regarding college from their high school counselor.³⁹ In this study, 47.5 per cent of all respondents indicated the high school counselor as the most important source of college information. Friends were the second most important source in both studies, with Jorgenson's study giving a percentage of 24.7⁴⁰ and this study a percentage of 21.6. College personnel received low responses here as they did in Jorgenson's study.⁴¹

It may be argued that the universe of this study being composed solely of guidance counselors may bias the responses concerning the most important sources of information. This may be true; however, the similarity of the rankings and percentages in the two studies seem to support the aforementioned conclusion.

Counselors think parents and friends have the most influence on a student's choice of a college or university. These two categories comprise over seventy per cent of respondents choices as most influential in a student's

39 Jorgenson, p. 28.

40 Jorgenson, p. 28.

41 Jorgenson, p. 28.

college choice. This conclusion corresponds with the findings of Greenshields⁴² and Soule⁴³ regarding the importance of the influence of parents and friends in college choice decision making.

Most information is relayed to the prospective student verbally. The course catalog is also important. The number of catalogs available for distribution by counselors may be a limiting factor here. Perhaps the catalog would be utilized even more if more were available.

Counselors do serve as a source of information to prospective college and university students other than those students in their high schools; however, at present the number of contacts with these prospective students are few and probably are not of particular importance to college and university administrators.

Based on the data presented in this study, further conclusions may be drawn by the reader. It is hoped by this author that this research may, in whole or part, serve as a guide to those persons involved with the influence of prospective students in the college-going decision. Although admittedly not the last word, I sincerely hope some may find it useful and valuable.

42 Greenshields, p. 214.

43 Soule, p. 9.

APPENDIX A

Dear Counselor:

I am a graduate student in one of the colleges and universities in South Dakota. As part of the research for my masters thesis, I am conducting a survey of high school guidance counselors in South Dakota regarding their opinions of South Dakota colleges and universities.

The enclosed questionnaire has been sent to all high school guidance counselors in the state. I would appreciate your cooperation in completing the questionnaire and returning it to me as soon as possible in the enclosed, self-addressed, stamped envelope. I have not mentioned the school I am attending in order to not influence any answers you may give to the questionnaire.

It is not necessary to put your name or the name of your school on the questionnaire. In addition, let me stress the fact that all individual answers will be kept in strictest confidence. Results will be reported as group data, and not on individual responses.

Also, results of this survey will be available to the general public later this year.

Thank you for your cooperation.

Sincerely,

Roger Christianson

1. [Faint text]

2. [Faint text]

3. [Faint text]

4. [Faint text]

5. [Faint text]

6. [Faint text]

APPENDIX B

7. [Faint text]

8. [Faint text]

9. [Faint text]

10. [Faint text]

11. [Faint text]

12. [Faint text]

13. [Faint text]

14. [Faint text]

15. [Faint text]

16. [Faint text]

17. [Faint text]

18. [Faint text]

19. [Faint text]

20. [Faint text]

21. [Faint text]

22. [Faint text]

23. [Faint text]

24. [Faint text]

25. [Faint text]

26. [Faint text]

27. [Faint text]

28. [Faint text]

29. [Faint text]

30. [Faint text]

31. [Faint text]

32. [Faint text]

33. [Faint text]

34. [Faint text]

35. [Faint text]

36. [Faint text]

37. [Faint text]

38. [Faint text]

39. [Faint text]

40. [Faint text]

1. What is your age? _____ 2. Sex: _____ M _____ F

3. Education:

Degrees Major	Name and Location of School	Year of Graduation

4. Have you ever attended a college or university in South Dakota other than those listed above?

_____ No

_____ Yes (If yes, please list):

5. How long have you served in a counseling capacity? _____

6. Are you a:

_____ Full-time counselor

_____ Part-time counselor

If part-time, what other duties do you perform?

_____ Teacher

_____ Principal

_____ Superintendent

_____ Other (please list):

7. How many students are enrolled in your high school? _____

8. Approximately how many of these students do you counsel during an average school year regarding a college or university education? _____

9. Do you ever have an opportunity to serve as a source of information to prospective college or university students other than those students in your high school? (veterans, former student, etc.)

_____ No

_____ Yes (If yes, how many opportunities per school year?) _____

10. Where do you get most of your information regarding colleges and universities in South Dakota?

11. What type of information available from colleges and universities in South Dakota is most beneficial to you as a counselor?

12. What information would you like to receive from or about colleges and universities in South Dakota that you do not now have available to you?

13. Where do you think high school students get most of their information about college? (check one)

- | | |
|---|---|
| <input type="checkbox"/> High School counselors | <input type="checkbox"/> Brothers-sisters |
| <input type="checkbox"/> Parents | <input type="checkbox"/> College personnel |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Other (please list): |
| <input type="checkbox"/> Teachers | |

14. Which of the following do you think has the most influence on a student's choice of a college or university? (check one)

- | | |
|--|---|
| <input type="checkbox"/> High School counselor | <input type="checkbox"/> Brothers-sisters |
| <input type="checkbox"/> Parents | <input type="checkbox"/> College personnel |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Other (please list): |
| <input type="checkbox"/> Teachers | |

15. In what form is most of your counseling information relayed to the prospective student? (check one)

19. Verbal
 Brochure
 Course catalog
 Referral to college personnel
 Other (please list):

16. What do you consider to be the major influence in the development of your opinion about a college or university? (check one)

- | | |
|---|--|
| <input type="checkbox"/> Brochures about a school | |
| <input type="checkbox"/> Newspaper stories | |
| <input type="checkbox"/> Television programs | |
| <input type="checkbox"/> Radio programs | |
| <input type="checkbox"/> Posters | |
| <input type="checkbox"/> Course catalogs | |
| <input type="checkbox"/> Visits from college personnel | |
| <input type="checkbox"/> High school events held on campus | |
| <input type="checkbox"/> Feedback from former students | |
| <input type="checkbox"/> Personal attendance | |
| <input type="checkbox"/> Visits to the campus | |
| <input type="checkbox"/> Other counselors | |
| <input type="checkbox"/> College publications (newspapers, alumni bulletings, etc.) | |
| <input type="checkbox"/> Other (please list): | |

17. Would you like to have more personal contact from college personnel?

- No
 Yes

18. Would you please give your opinion of the academic quality of each of the following South Dakota schools:

	above excellent	average	below average	poor
Augustana				
Black Hills State				
Dakota State				
Dakota Wesleyan				
Huron College				
Mount Marty				
Northern State				
Presentation College				
School of Mines				
Sioux Falls College				
South Dakota State Univ.				
Univ. of South Dakota				
USD-Springfield				
Yankton College				

19. Would you please give your opinion of the quality of extra-curricular activities at each of the following schools:

	above excellent	average	below average	poor
Augustana				
Black Hills State				
Dakota State				
Dakota Wesleyan				
Huron College				
Mount Marty				
Northern State				
Presentation College				
Schools of Mines				
Sioux Falls College				
South Dakota State Univ.				
Univ. of South Dakota				
USD-Springfield				
Yankton College				

The following key should be used for answering the final series of questions:

- SA - Strongly Agree
 A - Agree
 N - Neutral
 D - Disagree
 SD - Strongly Disagree

20. A college education is necessary in today's society.
 _____ SA _____ A _____ N _____ D _____ SD
21. It is important that a college have good physical education and recreation facilities.
 _____ SA _____ A _____ N _____ D _____ SD
22. It is important that a college have good liberal arts facilities, i.e. music, theater, speech, art, dramatics, etc.
 _____ SA _____ A _____ N _____ D _____ SD
23. A college should be more than a place to study.
 _____ SA _____ A _____ N _____ D _____ SD
24. South Dakota colleges and universities are as good as or better than those in other states.
 _____ SA _____ A _____ N _____ D _____ SD
25. Brochures about schools have a strong influence on my opinion of that school.
 _____ SA _____ A _____ N _____ D _____ SD
26. Brochures about schools have a strong influence on high school students in selection of a college or university.
 _____ SA _____ A _____ N _____ D _____ SD
27. Newspaper stories about a school, its programs and its students influence my opinion of that school.
 _____ SA _____ A _____ N _____ D _____ SD
28. Newspaper stories about a school, its programs and its students influence high school students as to whether they would select that school.
 _____ SA _____ A _____ N _____ D _____ SD
29. Films about a school influence my opinion of that school.
 _____ SA _____ A _____ N _____ D _____ SD
30. Films about a school influence a high school student in choosing that school.
 _____ SA _____ A _____ N _____ D _____ SD
31. Television programs about a school influence my opinion of that school.
 _____ SA _____ A _____ N _____ D _____ SD

32. Television programs about a school influence high school students in choosing that school.
 ___ SA ___ A ___ N ___ D ___ SD
33. Radio programs about a school influence my opinion of that school.
 ___ SA ___ A ___ N ___ D ___ SD
34. Radio programs about a school influence high school students in choosing that school.
 ___ SA ___ A ___ N ___ D ___ SD
35. Posters about a school influence my opinion of that school.
 ___ SA ___ A ___ N ___ D ___ SD
36. Posters about a school influence a high school student in choosing that school.
 ___ SA ___ A ___ N ___ D ___ SD
37. Course catalogs influence my opinion about a school.
 ___ SA ___ A ___ N ___ D ___ SD
38. Course catalogs are important to students in choosing that school.
 ___ SA ___ A ___ N ___ D ___ SD
39. Visits from college personnel or students to my school influence my opinion about that school.
 ___ SA ___ A ___ N ___ D ___ SD
40. Visits from college personnel or students to schools affect high school students selection of that school.
 ___ SA ___ A ___ N ___ D ___ SD
41. High school events (such as debate, music clinics, sports events, etc.) held on a college campus influence my opinion about a school.
 ___ SA ___ A ___ N ___ D ___ SD
42. High school events held on a college campus influence a high school students college choice.
 ___ SA ___ A ___ N ___ D ___ SD
43. Feedback from former students influences my opinion of a school.
 ___ SA ___ A ___ N ___ D ___ SD
44. Most information from colleges and universities in South Dakota is adequate.
 ___ SA ___ A ___ N ___ D ___ SD
45. Most information from colleges and universities in South Dakota is credible.
 ___ SA ___ A ___ N ___ D ___ SD

APPENDIX C

1. Introduction

2. Objectives

3. Methodology

4. Results and Discussion

5. Conclusion

6. References

7. Appendix A

8. Appendix B

9. Appendix C

APPENDIX C

10. Appendix D

11. Appendix E

12. Appendix F

13. Appendix G

14. Appendix H

15. Appendix I

16. Appendix J

17. Appendix K

18. Appendix L

19. Appendix M

20. Appendix N

21. Appendix O

22. Appendix P

23. Appendix Q

SOURCES OF INFORMATION TO COUNSELORS MENTIONED BY
LESS THAN FIVE PER CENT OF THE RESPONDENTS

Students attending colleges and universities

Letters

Personal Contacts

Occupational Outlook Handbook

College Days

Word of Mouth

National educational surveys

State Department of Instruction

Handbooks

Registrars office

Chronicle Guidance

Alumni

Booklets and Brochures

Newsletters

Phone

Personal Attendance

Newspaper and News Articles

School literature

Barron's Profiles

Other teachers and other counselors

Students

ASK

ACT

Persons that hire graduates

THE FOLLOWING ARE THE NAMES OF THE PERSONS WHOSE NAMES ARE
ON THE LIST OF THE NAMES OF THE PERSONS WHOSE NAMES ARE
ON THE LIST OF THE NAMES OF THE PERSONS WHOSE NAMES ARE

NAME

ADDRESS

CITY

STATE

ZIP

SEX

AGE

EDUCATION

OCCUPATION

RELIGION

POLITICAL

PARTY

NOTE

REMARKS

DATE

SIGNATURE

OFFICE

PHONE

TELETYPE

FAX

EMAIL

WEBSITE

ADDRESS

CITY

STATE

ZIP

SEX

AGE

EDUCATION

APPENDIX D

INFREQUENT RESPONSES TO WHAT INFORMATION COUNSELORS WOULD LIKE
TO RECEIVE FROM OR ABOUT COLLEGES AND UNIVERSITIES IN
SOUTH DAKOTA THAT IS NOT NOW AVAILABLE TO THEM

College Day

More personal contacts

Common application forms

More uniform compilation

More about college life

What courses a high school student should take to prepare them
to go into a course of college work

Chart showing each major, required credits for major, etc.

Pictures and film strips

Comprehensive list of two-year programs

Notebook packet with sample catalog, financial aid forms
and admission blanks

Specifics from each department

Handbooks and graphs regarding success in college compared to
ACT scores and grades

Index of difficulty (chances for an average student to
graduate) for different majors

Salaries of first year graduates

Material with negative aspects listed as well as positive
material; that gets to the "nitty-gritty"

Follow-up information on students, perhaps in group form
if individual information is considered too personal

Information regarding occupational choices available for
various majors

A print-out showing all the state colleges on one chart-enrollment, course offerings, degrees, cost, scholarships, activities, locations, town size, etc.

Drop-out information

Basic requirements laid out simply and a step-by-step card telling students what to do when

More definitive college catalog dealing with all aspects of the school

Counselors guide such as SDSU sent out in 71-72

Quality of departments

A one-page summary of information from every college

Applications deadlines and procedures

TABLE I

TABLE I (continued) - Percentages of students in various categories of achievement

Grade	Subject	Year	N	A	Percent			
					B	C	D	F
Elementary	Reading	1954	100	27.1	31.0	22.0	10.7	8.9
		1955	100	28.1	29.1	23.4	10.4	10.0
Elementary	Math	1954	100	25.7	21.4	27.0	12.7	13.2
		1955	100	26.1	23.1	25.0	12.9	12.9
Elementary	Science	1954	100	22.4	28.4	28.5	12.3	9.4
		1955	100	22.9	25.7	25.7	12.3	13.4
Elementary	Social Studies	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Elementary	Language	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Elementary	Art	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Elementary	Music	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Elementary	Physical Education	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Elementary	Health	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Elementary	Foreign Languages	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Elementary	Other	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Reading	1954	100	27.1	31.0	22.0	10.7	8.9
		1955	100	28.1	29.1	23.4	10.4	10.0
Middle	Math	1954	100	25.7	21.4	27.0	12.7	13.2
		1955	100	26.1	23.1	25.0	12.9	12.9
Middle	Science	1954	100	22.4	28.4	28.5	12.3	9.4
		1955	100	22.9	25.7	25.7	12.3	13.4
Middle	Social Studies	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Language	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Art	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Music	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Physical Education	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Health	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Foreign Languages	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
Middle	Other	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Reading	1954	100	27.1	31.0	22.0	10.7	8.9
		1955	100	28.1	29.1	23.4	10.4	10.0
High	Math	1954	100	25.7	21.4	27.0	12.7	13.2
		1955	100	26.1	23.1	25.0	12.9	12.9
High	Science	1954	100	22.4	28.4	28.5	12.3	9.4
		1955	100	22.9	25.7	25.7	12.3	13.4
High	Social Studies	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Language	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Art	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Music	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Physical Education	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Health	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Foreign Languages	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6
High	Other	1954	100	24.8	24.8	24.8	12.4	13.4
		1955	100	25.0	24.5	24.5	12.4	13.6

APPENDIX E

TABLE 1

COMPARISON OF RESPONSES TO STATEMENTS CONCERNING FACTORS
WHICH INFLUENCE COUNSELORS OPINIONS OF SCHOOLS

Factors	SA ^a	A	Per Cent			
			N	D	SD	NR
Feedback from former students	36.7	52.5	7.2	2.2	0.7	0.7
Course Catalogs	15.1	74.1	9.4	0.7	0.7	0.0
Visits from college personnel	15.8	64.7	12.2	4.3	2.9	0.0
High school events held on campus	7.2	54.7	23.0	12.2	2.2	0.7
Newspaper stories	3.6	48.2	25.9	18.0	2.9	1.4
Television programs	2.2	42.4	30.2	20.1	4.3	0.7
Films	1.4	34.5	35.3	23.7	4.3	0.7
Radio programs	0.0	30.9	38.1	24.5	5.8	0.7
Brochures	2.2	21.6	30.2	36.7	9.4	0.0
Posters	0.0	18.7	39.6	35.3	6.5	0.0

a SA - Strongly agree; A - Agree; N - Neutral; D - Disagree;
SD - Strongly disagree; NR - No response.

TABLE 2

COMPARISON OF RESPONSES TO STATEMENTS CONCERNING
FACTORS WHICH INFLUENCE STUDENTS IN SELECTION
OF A COLLEGE OR UNIVERSITY

Factors	SA ^a	A	Per Cent			
			N	D	SD	NR
Visits from college personnel	26.6	62.6	6.5	2.2	1.4	0.7
High school events held on campus	20.9	67.6	8.6	1.4	0.7	0.7
Course catalogs	14.4	66.2	13.7	4.3	0.7	0.7
Television programs	2.9	62.6	25.2	7.9	0.7	0.7
Newspaper stories	1.4	57.6	24.5	16.5	0.0	0.0
Films	1.4	55.4	28.1	12.9	1.4	0.7
Radio programs	0.0	41.0	16.5	2.2	0.7	0.7
Posters	0.0	40.3	36.7	20.9	2.2	0.0
Brochures	2.9	27.3	36.7	28.8	4.3	0.0

a SA - Strongly agree; A - Agree; n - Neutral; D - Disagree
SD - Strongly disagree; NR - No response.

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