

South Dakota State University

Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange

Electronic Theses and Dissertations

1976

A Survey of Why Students Select South Dakota State University Based on the Opinions, Information Sources, and Attitudes of Entering Students

Vincent O. Heer

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

Recommended Citation

Heer, Vincent O., "A Survey of Why Students Select South Dakota State University Based on the Opinions, Information Sources, and Attitudes of Entering Students" (1976). *Electronic Theses and Dissertations*. 4944.

<https://openprairie.sdstate.edu/etd/4944>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

A SURVEY OF WHY STUDENTS SELECT
SOUTH DAKOTA STATE UNIVERSITY
BASED ON THE OPINIONS, INFORMATION SOURCES,
AND ATTITUDES OF ENTERING STUDENTS

BY
VINCENT O. HEER

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

1976

SOUTH DAKOTA STATE UNIVERSITY LIBRARY

A SURVEY OF WHY STUDENTS SELECT
SOUTH DAKOTA STATE UNIVERSITY
BASED ON THE OPINIONS, INFORMATION SOURCES,
AND ATTITUDES OF ENTERING STUDENTS

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 without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Advisor Date

Head, Department of Journalism Date
and Mass Communications

ACKNOWLEDGMENTS

The author wishes to express his sincere appreciation to the following people whose assistance made completion of this study possible.

Dr. Vernon Keel, thesis advisor and Head of the Department of Journalism and Mass Communications, for his advice, counsel, and high standards of excellence.

The 1532 South Dakota State University students who took the time to respond to the questionnaire.

Jean Vedvei for her long hours of dedicated and careful typing.

My family, Pat and Paul, for their patience and support.

Many individuals, too numerous to mention, who shared their talent when requested.

Finally, my greatest appreciation is extended to my father and mother, who inspired me to pursue a higher education which hard times denied them.

VOH

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
<u>Statement of the Problem</u>	2
<u>Purpose of the Study</u>	4
<u>Review of the Literature</u>	6
II. METHODOLOGY.	12
<u>Construction of the Questionnaire.</u>	13
<u>Selection of the Sample.</u>	14
<u>Administration of the Questionnaire.</u>	16
<u>Processing of the Data</u>	16
III. FINDINGS	18
<u>Organization of the Data</u>	18
<u>Findings By Totals</u>	20
<u>Findings By Sex.</u>	39
<u>Findings By Status</u>	44
<u>Findings By Semester</u>	48
IV. SUMMARY AND CONCLUSIONS.	54
<u>Conclusions.</u>	54
<u>Comparison by Sex, Status, and Semester.</u>	54
<u>Sources of Information</u>	56
<u>Sources of Influence</u>	57
<u>Attitudes and Opinions on College Related Subjects</u>	58

Final Summary 59

APPENDICES

APPENDIX A . . Tables of Responses by Totals 62

APPENDIX B . . Tables of Responses by Sex. 75

APPENDIX C . . Tables of Responses by Status 89

APPENDIX D . . Tables of Responses by Semester 103

APPENDIX E . . Sample Questionnaire. 117

BIBLIOGRAPHY 120

LIST OF TABLES

	Page
TABLE OF RESPONSES.	20
WHERE DID YOU GET MOST OF YOUR COLLEGE INFORMATION?(A-1).	21
WHICH OF THE FOLLOWING DO YOU THINK HAD THE MOST INFLUENCE ON YOUR CHOICE OF A COLLEGE?(A-2).	23
IN WHAT FORM WAS MOST OF YOUR COUNSELING INFORMATION RELAYED TO YOU?(A-3)	24
WHAT DO YOU CONSIDER TO BE THE MAJOR INFLUENCE IN YOUR SELECTION OF A COLLEGE?(A-4).	26
A COLLEGE EDUCATION IS NECESSARY IN TODAY'S SOCIETY.(A-5)	28
IT IS IMPORTANT THAT COLLEGES HAVE GOOD PHYSICAL EDUCATION AND RECREATION FACILITIES.(A-6)	29
IT IS IMPORTANT THAT A COLLEGE HAVE GOOD LIBERAL ARTS FACILITIES, I.E., MUSIC, THEATER, SPEECH, ART, DRAMATICS, ETC.(A-7)	30
A COLLEGE SHOULD BE MORE THAN A PLACE TO STUDY.(A-8).	30
SOUTH DAKOTA COLLEGES AND UNIVERSITIES ARE AS GOOD AS OR BETTER THAN THOSE IN OTHER STATES.(A-9).	31
COMPARISON OF RESPONSES TO STATEMENTS CONCERNING VARIOUS MEDIUMS WHICH INFLUENCE STUDENTS IN THE SELECTION OF A COLLEGE OR UNIVERSITY.	32
NEWSPAPER STORIES ABOUT A SCHOOL, ITS PROGRAMS, AND ITS STUDENTS INFLUENCE ME AS TO WHETHER TO SELECT THAT SCHOOL.(A-11)	33
COURSE CATALOGS ARE IMPORTANT TO STUDENTS IN CHOOSING A SCHOOL.(A-17)	35
FEEDBACK FROM FORMER STUDENTS INFLUENCES MY SELECTION OF A SCHOOL.(A-20)	36

	Page
MOST INFORMATION RECEIVED FROM SDSU IS ADEQUATE.(A-21)	37
MOST INFORMATION RECEIVED FROM SDSU IS CREDIBLE.(A-22)	38
A COLLEGE EDUCATION IS NECESSARY IN TODAY'S SOCIETY.(B-5) (By sex)	40
IT IS IMPORTANT THAT A COLLEGE HAVE GOOD LIBERAL ARTS FACILITIES, I.E., MUSIC, THEATER, SPEECH, ART, DRAMATICS, ETC.(B-7)(By sex) .	41
COURSE CATALOGS ARE IMPORTANT TO STUDENTS IN CHOOSING A SCHOOL.(B-17)(By sex)	42
FEEDBACK FROM FORMER STUDENTS INFLUENCES MY SELECTION OF A SCHOOL.(B-20)(By sex)	43
A COLLEGE EDUCATION IS NECESSARY IN TODAY'S SOCIETY.(C-5) (By status)	46
MOST INFORMATION RECEIVED FROM SDSU IS ADEQUATE.(C-21) (By status)	47
MOST INFORMATION RECEIVED FROM SDSU IS CREDIBLE.(C-22)	48
WHERE DID YOU GET YOUR INFORMATION ABOUT COLLEGE?(D-1) (By semester)	50
MOST INFORMATION RECEIVED FROM SDSU IS ADEQUATE.(D-21) (By semester)	52
MOST INFORMATION RECEIVED FROM SDSU IS CREDIBLE.(D-22) (By semester)	52

CHAPTER ONE

INTRODUCTION

During the decade of the 1960's, this country experienced significant changes in the attitudes and circumstances which affect higher education in general and the enrollment picture for post-secondary education institutions in particular. The Indo-China War and the draft, plus general economic and employment trends, have had a considerable impact on students' decisions to attend post-secondary educational institutions.

The decades of the 1970's and 1980's promise equal or perhaps more significant alterations in the enrollment scene. Such events as the ending of the war and the draft and economic fluctuation, plus changes in young peoples' values and attitudes toward higher education, suggest that significant changes are in store for higher education. The higher cost of post-secondary education and job placement uncertainty for the graduates are also factors which could dramatically affect college and university enrollments. Add to this the increase of post-secondary alternatives available to a high school graduate, such as vocational school or career military training, and the situation becomes even more complex. However, most important of all, colleges and universities must prepare to face a drastic decline in the number of high school graduates that will be available to attend their

institutions in the 1980's. By 1985 there will be dramatically fewer graduating seniors nationally and in South Dakota.¹

Don Speich explains the change as follows:

In the 1950's and '60's the growth rate of American higher education -- which had been both steady and certain for a century or more -- shifted into higher gear. The war babies of the 1940's had come of age, and colleges and universities rapidly expanded to meet their degree-seeking needs. Dorms were built and libraries constructed, new faculty members hired and departments grew. It was, in retrospect, a heady time, but like all such times it was destined to end.²

In the midst of this uncertainty and turmoil, important decisions must be made by those who administer higher education institutions and by those high school students who plan to continue their education. It would seem appropriate to investigate the factors surrounding why students select a college or university.

STATEMENT OF THE PROBLEM

In an extremely dynamic environment, decision makers in higher education must seek solutions to the problems of enrollment and funding which are in the best interest of the institutions themselves plus the many component and constituent parts such as alumni, taxpayers, enrolled students, prospective students, employees, trustees, and others. At the heart of continued institutional success is sufficient funding to

¹Francis E. Crowley, Higher Education Enrollment Information, Department of Education and Cultural Affairs (Spring 1974), p. 33.

²Don Speich, "Colleges Take Swing Down Madison Avenue," Los Angeles Times (May 15, 1975).

carry out educational programs and services; with very few exceptions, this funding is directly connected to the student enrollment of a college or university. Speich elaborates on this financial dependency:

In the free enterprise business system the motive behind competition is, when all is said and done, money. And so it is in higher education. For students -- whether it be through tuition or a combination of tuition and state allocations -- mean money for the institution. And without at least a modest number of students to translate into money, a college, be it public or private, two-year or four-year, can't survive.³

It becomes obvious, then, that institutions who seek to have reasonable control over their future and destiny must also have reasonable control over their enrollment.

Why do students decide to continue their education after high school? What factors influence a high school graduate to attend a college or university? Where do students get their information about college? Do students feel a college education is necessary in today's society? These and other questions must be asked so that those in higher education can intelligently respond to the crucial challenges they face now and in the years ahead.

Higher education must take deliberate strides to find answers to these questions and to stay apprised of the groups on which it is dependent. Charles E. Smith states:

³Speich.

During the frantic expansion of the 1960's, public attention was focused on capital construction, enrollment increases, and administrative restructuring. The institutions' impact on individual students, citizens, and the community generally failed to find its way into newsprint or onto the airways. The public at large lost touch with higher education and had difficulty identifying with institutions.⁴

Higher education must now address directly this identity problem.

Purpose of the Study

The purpose of this study is to examine the information sources, attitudes, and opinions, relevant to the selection process, of the 1975-76 entering students at South Dakota State University to discover what reasons students give for selecting SDSU. It is hoped that this study will reveal important information about the students of South Dakota State University, their attitudes, opinions, and sources of information concerning why they attend. This information is sought so those officials in decision making positions can have a better informational base from which to make important judgments affecting the institution and its component parts.

Specifically the study is designed to provide information which will hopefully assist those segments of the university vested with the decisions and responsibilities of enrollment, in better assessing their student markets so they can initiate the appropriate services and efforts required to maintain the enrollment goals of the institution. This study is conducted to add to our understanding of the

⁴Charles E. Smith, "Improve the Image of Higher Education," Techniques (October 1974), p. 2.

dynamics of the decision process in selecting post-secondary education. The more that is known about an institution's composition, the better able are its officials to make decisions necessary for the mutual benefit of all.

This study will help close the informational void relating to the selection process of choosing South Dakota State University and will perhaps reveal new information about the selection process in general. Since this particular public of the institution has not been surveyed in like manner in the past, the information should be of unique nature. The necessity of such an effort is cited by many. Harvey Jacobson of the University of Michigan writes:

These are the signs of the times. The world is changing fast. We must accommodate our operations to these changes and plan ahead. We must adjust to these times of diminishing resources. We have been through the 'go-go' years. We are now in the 'no-grow' years. It is quite a switch and we need every technique we can master. Program evaluation is not the total answer but it is certainly a step in the right direction. It can help us make better decisions, improve performance, and it may even help us survive.⁵

"The admissions or marketing officer has the responsibility of assessing consumer needs and translating these needs back to the community for consideration,"⁶ says William H. Ihlanfeldt of Northwestern University. This study will reveal information and data which should be pragmatically usable by South Dakota State University while

⁵Harvey K. Jacobson, "Know Thyself," Techniques (November 1975), p. 7.

⁶William H. Ihlanfeldt, "Where to Aim Your Recruitment Efforts," Case Currents (February 1976), p. 7.

also revealing in a broader sense effects of media and communication techniques in general.

Review of the Literature

One of the most obvious gaps in the literature is that currently enrolling college and university students have received little attention in the studies that have been conducted so far. At best, students have been included as a part of surveys encompassing the general public; however, many times their fate was one of exclusion, since these surveys often dealt with the "adult" groups. There is evidence to indicate that individual higher education institutions are now conducting local market research surveys of their entering students as the new competitive pressures emerge; however, such local efforts are either too recent or considered too confidential to have reached a point of general dissemination.

Research along these lines has been conducted in South Dakota by Scannell (1966)⁷, Cecil (1970)⁸, Jorgenson (1974)⁹, and

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

⁸Charles F. Cecil, "A Survey of Alumni of South Dakota State University," (Unpublished M.A. Thesis, South Dakota State University, January 1970).

⁹Daniel 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, May 1974).

Christianson (1975).¹⁰ While each of these previous studies deals with some facet of public relations of South Dakota State University, none of them specifically examines the universe of the South Dakota State University entering students as surveyed in this thesis. Furthermore, examination of other available resources¹¹ reveals that no similar research of this universe has been conducted.

The Cecil study in 1970 was based on a survey of alumni of South Dakota State University. Cecil asked the alumni their opinions of South Dakota State University and also asked them what they recalled their reasons were for selecting South Dakota State University.

Alumni responding gave many different reasons for selecting South Dakota State University for their college education. The most common reasons given included location, availability of courses, majors offered, colleges or degrees offered, academic reputation, cost of education, influence of friends or alumni, receiving a scholarship from the college, size of the college, impressions from campus visits, influence of faculty members, and a democratic, friendly atmosphere among students and staff.¹²

¹⁰Roger A. Christianson, "Opinions and Sources of Information and Influence of South Dakota High School Guidance Counselors Concerning South Dakota Colleges and Universities," (Unpublished M.S. Thesis, South Dakota State University, January 1975).

¹¹Sources examined were: Journalism Abstracts, M.A., M.S., Ph.D., Theses in Journalism and Mass Communications (1963-1974); Comprehensive Dissertation Index, Communication and the Arts, Vol. 31, (1861-1972); Master's Theses in Education (1951-1973); Masters Abstracts (1966-1974); American Dissertations on the Drama and the Theatre (1969); The Readers Guide to Periodical Literature.

¹²Cecil, p. 24.

No ranking as to importance of these reasons was reported. Cecil also surveyed the alumni's attitude toward individual specific components of the university such as academics and athletics. Alumni felt that these were important aspects of the institution.

The Jorgenson thesis of 1974 approaches more closely the universe of the entering student. Jorgenson surveyed a sample of the high school seniors of South Dakota concerning the public relations efforts of South Dakota colleges and universities. Jorgenson's findings provide even greater opportunities for comparison with findings from this study because of the closer relationship of the studies. Many of the questions used in the survey are based on the questions Jorgenson asked South Dakota high school seniors.¹³ Jorgenson concluded:

Based on these various findings, the author concludes that the overall public relations program of South Dakota colleges and universities is somewhat influential and perhaps an important part in the decision of many South Dakota students to stay in-state rather than going out-of-state.¹⁴

Specific conclusions derived by Jorgenson concerning college catalogs, visits to the campus, visits by college personnel, news stories, college brochures, radio, and other media, provide a basis for comparison with this thesis.

In his suggestions for further study, Jorgenson recommended the following:

¹³Jorgenson (questionnaire), p. 47-50.

¹⁴Jorgenson, p. 42.

A survey of South Dakota high school counselors should be made to determine whether they are influenced by the South Dakota college and university public relations techniques prior to advising their students as to college choice. This could be a more important survey, since counselors received the highest percentage of student response to this survey's questions on who provided most information about colleges and universities.¹⁵

In response to this recommendation, Roger Christianson, a journalism graduate student at South Dakota State University, conducted a study which served as the basis for his thesis in 1975 entitled, "Opinions and Sources of Information and Influence of South Dakota High School Guidance Counselors Concerning South Dakota Colleges and Universities." Christianson surveyed a sample of South Dakota counselors to determine their responses concerning South Dakota colleges and universities. It is his study which laid the foundation for this author to survey the entering students themselves concerning their attitudes, opinions, and sources of influence and information about one specific institution--South Dakota State University.

In general, Christianson found the responses of the high school counselors in agreement¹⁶ with the responses of high school seniors received by Jorgenson.

The preceding literature that has been cited is determined to be the most directly related information available dealing with this topic. However, other information was uncovered which has an indirect

¹⁵Jorgenson, p. 44.

¹⁶Christianson, p. 34.

relationship to this research. Joan Tabor conducted a study in 1974 to assess the attitudes of local high school students toward variant media and the use of library resources.¹⁷ In addition to her specific findings concerning television, newspaper, and other media sources, which will be compared later, she found that "each member of the audience will select media in terms of his own value system, educational background, and economic and social status."¹⁸ This certainly speaks to the diversity within any subgroup which is to be studied, whether they be counselors, high school students or college students. Among her many conclusions, Tabor also noted that:

The use of different media will vary with the educational levels of the audience; the higher the education, the greater the reliance on print; the lower the education, the greater the reliance on picture media.¹⁹

If these statements were found to be true beyond the local group she studied, they would certainly be ingredients that universities and colleges should account for in their programs to inform and influence their many publics.

The final source reviewed which lends background to this study is the Soule thesis in 1968 which stated that parents, friends,

¹⁷Joan D. Tabor, "Attitudes of Brookings High School Students Toward Variant Media and Use of Library Resources," (Unpublished M.S. Thesis, South Dakota State University, May 1974).

¹⁸Tabor, p. 41.

¹⁹Tabor, p. 41 and 42.

curricula, and scholastic standards were important in the selection process of those attending South Dakota State University.²⁰

The preceding literature review clearly indicates that while this study examines a unique universe, there are some precedents which lend background to the general field of study. The review also makes apparent the possibilities of comparison between this study and others.

²⁰Douglas 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).

CHAPTER TWO

METHODOLOGY

This study will survey the entering students at South Dakota State University for the fall of 1975 and the spring of 1976, concerning their attitudes, opinions and sources of influence and information as related to selecting SDSU. While a variety of methods are certainly available, the survey method utilizing a questionnaire is gaining rapid acceptance. Many public relations professionals are echoing the feelings of Charles E. Smith.

To determine the unique concerns and problems of an institution, the PR practitioner should use public opinion polls. It is important that university officials confirm to what extent the public recognizes, understands, and appreciates the institution's role in the community and society.²¹

Although a variety of techniques should probably be employed to properly assess an institution's total public relations program, the survey does an excellent job of evaluating most aspects of an institution's efforts. Further support is voiced by Jeffrey Nelson.

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 population survey may include college students, faculty, and alumni, as well as that great unknown quantity, the members of the community in which the college is situated.²²

²¹Smith, p. 4.

²²Jeffrey B. Nelson, "Evaluating Local Opinion and Survey," Techniques, Vol. 9 (June 1974), p. 12.

Finally, Howard Rowland demonstrated further the general acceptance and trend of university and college officials' efforts to evaluate the attitudes, opinions, and information sources of their institution's publics.

We plan to sample first-year and transfer students to determine what exposure they have had to information prepared by this office and how that information influenced their decision to attend our university.²³

Construction of the Questionnaire

A two-page questionnaire was constructed for this survey (Appendix E). One of the prime reasons for utilizing the questionnaire was that the previous studies which were used for comparison were conducted via the same methodology. The 22 questions were based on Christianson questions and were altered only slightly when necessary. Some alteration was essential because his phraseology was designed for the high school counselor group. It is important to note that Christianson based his questions on Jorgenson's survey of high school seniors but also found the need to institute some changes. The first four questions in this survey deal with sources of influence and information and allow for write-ins if the proper category has not been provided.

²³Howard R. Rowland, "The Evaluation Dilemma," Case Currents (January 1976), p. 19.

Questions five through twenty-two utilize the Likert-type²⁴ items as they solicit information concerning sources of information, sources of influence, opinions, and attitudes. Opinions and attitudes were defined in this study as a predisposition to think, feel, or behave in a certain way toward the subjects presented.

The questionnaire was designed to request demographic information which was used for cross-comparison of responses to the dependent variables which are the responses to the 22 questions on the questionnaire. The 22 questions sought categorical information concerning sources of information, sources of influence, attitudes and opinions. The format is as follows:

- I. Independent Variables (3)
 - A. Sex (Male or Female)
 - B. Status (New, Transfer, or Readmit)
 - C. Semester of Enrollment (Fall 1975 or Spring 1976)

- II. Dependent Variables by Groupings (22 variables)
 - A. Information Sources
 - B. Influence Sources
 - C. Attitudes and Opinions

Selection of the Sample

The entering students for the fall semester of 1975 and the spring semester of 1976 to South Dakota State University were selected as the sample for the present study. Since South Dakota high school counselors and South Dakota high school seniors had previously been

²⁴Fred N. Kerlinger, Foundations of Behavioral Research, Holt, Rinehart and Winston (1973), p. 496. "A summated rating scale (one type of which is called Likert-type scale) is a set of attitude items, all of which are considered of approximately equal 'attitude value,' and to each of which subjects respond with degrees of agreement or disagreement (intensity)."

surveyed, it was determined by this author that this specific local group would provide new information and conclusions, plus excellent foundations for comparison. This group was of particular interest to this author in his occupation in student personnel and admissions. The entering students were a logical point of beginning as they were the most recent group who had gone through the decision making process of selecting South Dakota State University. The attempts were to receive responses from as many entering students as possible in hopes of achieving over a 50 percent response rate. The sample included new students (entering college for the first time), transfer students (coming from other institutions), and readmitted students (who had attended South Dakota State University previously).

Administration of the Questionnaire

Because of the low response rate characteristic of the mail questionnaire,²⁵ it was decided to administer the questionnaire to entering students during the summer, fall, and spring orientation programs held prior to the beginning of each semester. A team of student orientation ambassadors was instructed to administer the questionnaire in small group discussion sessions held over the lunch hour during each orientation day. Approximately ten minutes was allowed for each respondent to complete the questionnaire. Observation revealed that this allowed sufficient time for most students to consider each question; however, longer length of time was allowed

²⁵Kerlinger, p. 397.

if necessary, or requested. The student ambassadors then collected the questionnaires. The size of the student groups ranged from six to fifteen. As a part of the instructions, each ambassador reiterated that the intent of the survey was to aid the institution in better serving its future enrolling students.

For the fall semester of 1976, 1,406 questionnaires were received out of a possible 2,308, for a 60.9 percent sample. For the spring of 1976, 126 questionnaires were received out of a possible 521, for a percentage of 24.2 response rate. The spring sample was smaller because of less participation in orientation. Merging the two semesters' statistics produced 1,532 responses out of a possible 2,829 for a 54.1 percent response rate. Many students did not attend or were not required to attend the orientation program, which accounts for not receiving a questionnaire from each enrolling student. Of the 1,532 questionnaires returned, all were acceptable to include in the research.

Processing of the Data

The questionnaires were first examined as to how thoroughly they were completed, with particular attention to the completeness of the demographic categories and to the completeness of responses to the 22 items. Although a few respondents chose not to respond to certain questions non-applicable to them, all questionnaires were found usable. The information was then translated to code sheets and punched on individual IBM cards for computer analysis.

The student's SDSU identification number was added so that information could be verified via the university's information, which is kept on computer disc and filed by identification number. This allowed cross-tabulation via new variables such as geographical location and others, if further item analyses were needed or desired.

With the information compiled on IBM cards, the Statistical Package for the Social Sciences (SPSS)²⁶ was selected and utilized as the best method for compiling, tabulating, and cross-tabulating the data. The information was sorted and run first in total and then by the independent variables of sex, status, and semester.

Finally, the data were totalled and cross-tabulated so that intra-study comparisons could be made on the basis of the three independent variables.

²⁶The Statistical Package for the Social Sciences (SPSS) is a set of computer programs designed specifically for the analysis of behavioral or social scientific data.

CHAPTER THREE

FINDINGS

The purpose of this study was to attempt to identify and examine some of the factors involved in the decision making process of selecting an institution of higher learning. A more specific purpose was to attempt to discover why students select South Dakota State University based on their attitudes, opinions, and information and influence sources, related to the college selection process.

Organization of the Data

The necessity of some organizational scheme became apparent immediately. The 1,532 responses, with 22 responses per questionnaire cross-tabulated by three independent variables plus totals, dictated some dividing of the data into manageable subgroups. The decision was made to share this amount of data through the extensive utilization of tables designed to effectively and efficiently display multiple responses to singular questions. The tables were also advantageous for statistical comparisons of results.

To give order to the presentation of data, the following sequence was decided upon:

- A. Responses by totals.
- B. Responses by sex.

C. Responses by status.²⁷

D. Responses by semester.

It should also be noted that the appendices of this study were organized in a similar fashion.

A. Appendix A represents Tables A-1 through A-22 which present a sequence of tables representing the responses to the corresponding questions numbered 1 through 22 on the questionnaire.

B. Appendix B represents the same information by sex.

C. Appendix C represents the same information by status.

D. Appendix D represents the same information by semester.

Since a complete set of sequential responses is found in the appendices, the purpose in this chapter is to highlight certain portions of the study. It was felt that anything less than total reporting of all information would reduce the comprehensive nature of the project, yet total inclusion of all data in this chapter was deemed unnecessary.

Numerous tables with the total responses to the survey are presented in this chapter so that a general picture of the results can be portrayed and so comparisons which also deal with total mixed groups can be made. A limited number of tables representing responses to the subgroup areas of sex, status, and semester are also included in this chapter, to highlight principal findings.

²⁷"Status" is the term used to describe the three admission categories of entering students. 1. New--students entering college for the first time. 2. Readmit--students having previously attended SDSU and are reentering. 3. Transfer--students who are entering from another higher education institution.

Findings By Total

The following table illustrates the distribution of responses for the three independent variables. The table includes the distribution enrollment by these breakdowns for the fall and spring semesters at South Dakota State University. The frequency of responses received in this study was compared to the actual enrollment figures to reveal what percent of each group was surveyed.

Table of Responses

Category	Actual Enrollment Figures ²⁸	Frequency of Responses	Row Percentage
TOTALS	2829	1532	54.1
SEX			
Male	1516	768	50.6
Female	1311	764	58.2
STATUS			
New	1627	1264	77.7
Readmit	498	55	11.0
Transfer	708	213	30.0
SEMESTER			
Fall 1975	2308	1406	60.9
Spring 1976	521	126	24.2

The preceding Table of Responses provides a general overview helpful to the following sequence of tables and comments which report and compare the findings to the questions asked in the survey.

²⁸ Admissions and Records Office, South Dakota State University, March 1976.

The distribution of responses of the 54.1 percent sample of the total universe demonstrated a very representative cross-section of the subgroups. The Readmit group sample was smaller (11 percent) because readmitted students were not required to attend the orientation program at which the survey was conducted. Also, the sample of the Spring group (24 percent) was considerably less than the other groups because fewer students attended orientation. The distribution by frequencies by sex was nearly identical.

The following portion of this section presents specific findings on individual items or groupings of items.

TABLE A-1

Where did you get most of your
information about college?

Category	Frequency	Percent
High School Counselors	311	20.4
Teachers	61	4.0
Others	58	3.8
Parents	80	5.2
Brothers-sisters	293	19.2
Friends	503	32.9
College Personnel	221	14.5
TOTALS	1527	100.0

When allowed to select only one information source on the questionnaire, the respondents indicated that their information was primarily received from friends, high school counselors, brothers-sisters, and college personnel. When Christianson asked high school counselors where they thought high school students obtained most of their information regarding colleges, they rated themselves higher as a source of information than was found in this study. High school counselors also felt that friends were a prime source of information. It was also notable that the high school counselors felt that fewer of the high school students received their information from college personnel than was indicated in this study.

Jorgenson found that high school counselors were the prime source of information followed closely by friends.²⁹

²⁹Jorgenson, p. 49.

TABLE A-2

Which of the following do you think had the most influence on your choice of a college?

Category	Frequency	Percent
High School Counselors	100	6.6
Teachers	78	5.1
Others	231	15.2
Parents	244	16.0
Brothers-sisters	234	15.4
Friends	491	32.3
College Personnel	143	9.4
TOTALS	1521	100.0

The category of friends dominates as a source of influence on students. The 32.3 percent in this table is nearly identical to the 32.9 percent who said they received their information about colleges from friends, as indicated in Table A-1. Students responded that they not only received their information from friends, but also that their friends have considerable influence on their decision of attendance. Parents, although rated low as an information source in Table A-1, became more prominent as an influential source at 16 percent. When Christianson asked counselors who they thought had the most influence on a students' choice, they indicated friends,

then parents. Both studies indicated these as the numbers one and two influencing factors but with different percentages.³⁰

It is significant to note that 6.6 percent of respondents in this study indicated high school counselors as their principle source of influence, which corresponds almost identically with Christianson's study in which 6.5 percent of the high school counselors indicated that they thought they were the the principal source of influence. The high school counselor ranks understandably and predictably low as a source of influence since by training most feel that their job is to adequately inform students about the many educational and career opportunities without overly influencing.

TABLE A-3

In what form was most of your counseling
information relayed to you?

Category	Frequency	Percent
Verbal	711	46.8
Referral to College Personnel	103	6.8
Brochure	287	18.9
Course Catalog	385	25.3
Other	34	2.2
TOTALS	1520	100.0

³⁰Christianson, p. 31.

The comparison of what form most counseling information takes indicates a 46.8 percent predominance of verbal relaying of information. However, if one totals the next two ranking categories of course catalog (25.3 percentage mark) and brochures (18.8 percentage mark), it is revealed that 44.1 percent of the students received most of their information in some printed form. It would appear that nearly equivalent information was received via the printing press and word of mouth.

Visits from Family	18	12.3
Feedback from Parents	18	12.3
Visits to the Counselor	25	16.8
College Admissions Office	27	18.0
Other	29	19.3
Newspaper	4	2.7
Radio Program	5	3.3
Course Catalogs	29	19.3
High School Assembly with the Counselor	31	20.3
Personal Interviews	34	22.3
Other Connections	36	23.7
TOTALS	146	100.0

TABLE A-4

What do you consider to be the major influence
in your selection of a college?

Category	Frequency	Percent
Brochures	142	9.4
Television Programs	3	0.2
Posters	2	0.1
Visits from College Personnel	74	4.9
Feedback from Former Students	474	31.3
Visits to the Campus	361	23.6
College Publications	24	1.6
Other	105	6.9
Newspaper Stories	4	0.3
Radio Programs	1	0.1
Course Catalogs	172	11.4
High School Events held on Campus	41	2.7
Personal Attendance	94	6.2
Other Counselors	18	1.2
TOTALS	1515	100.0

Over 75 percent of the students responded that their major influence in the selection of a college falls within the four top ranking categories of feedback from former students, visits to the campus, course catalogs, and brochures. There is generally close agreement between what the high school counselors and the entering students feel are the major influences in the selection of a college or university when compared to Christianson's findings.³¹ Feedback from former students was viewed by both counselors and entering students as a high, singularly important category of influence. The low response to high school events held on campus was similar to what the Christianson study revealed. The Jorgenson study did not ask a related question as to influence that could be compared to this table.

The remaining series of questions (5-22 indicated by Tables A-5 through A-22) were based on a five-point scale identical to the scale utilized in the Jorgenson and Christianson studies.

Table A-5 indicates a positive response on the part of entering students to the necessity of a college education in today's society.

³¹Christianson; p. 31.

TABLE A-5

A college education is necessary in today's society.

Response	Frequency	Percent
Strongly Disagree	28	1.8
Disagree	118	7.7
Neutral	340	22.2
Agree	687	44.9
Strongly Agree	356	23.3
TOTALS	1529	100.0

While Christianson did not report the results of his findings on this question, Jorgenson did find that the South Dakota high school seniors differed in their responses. The Jorgenson survey indicated higher percentages of disagreement on this question.³² This difference can perhaps be attributed to a natural bias by the respondents of this study to feel the necessity of a college education since they have chosen to pursue that route. It is notable that well over one-half of the respondents in both studies agreed or agreed strongly to the necessity of a college education.

In this study over 88 percent of the respondents agreed or strongly agreed that physical education and recreation facilities were important, with hardly anyone disagreeing.

³²Christianson, p. 23.

TABLE A-6

It is important that colleges have good physical education and recreation facilities.

Response	Frequency	Percent
Strongly Disagree	7	0.5
Disagree	16	1.5
Neutral	154	10.1
Agree	718	46.9
Strongly Agree	636	41.5
TOTALS	1531	100.0

The Jorgenson study³³ compares consistently on the importance of physical education and recreation facilities, and Christianson did not report results.

The tabulated responses shown in Tables A-7 and A-8 support the idea that facilities and activities beyond the academics were important to students in the selection of a school. Jorgenson found similar results when he asked the same questions of South Dakota seniors.³⁴

³³Jorgenson, p. 50.

³⁴Jorgenson, p. 50.

TABLE A-7

It is important that a college have good liberal arts facilities, i.e., music, theater, speech, art, dramatics, etc.

Response	Frequency	Percent
Strongly Disagree	5	0.3
Disagree	13	0.9
Neutral	210	13.7
Agree	743	48.6
Strongly Agree	558	36.5
TOTALS	1529	100.0

TABLE A-8

A college should be more than a place to study.

Response	Frequency	Percent
Disagree	4	0.3
Neutral	28	1.8
Agree	496	32.4
Strongly Agree	1002	65.5
TOTALS	1530	100.0

The next question went beyond the local flavor of just asking about South Dakota State University and requested a comparison of South Dakota colleges and universities, in general, to institutions in other states.

TABLE A-9

South Dakota colleges and universities are as good as or better than those in other states.

Response	Frequency	Percent
Strongly Disagree	7	0.5
Disagree	56	3.7
Neutral	606	39.8
Agree	666	43.7
Strongly Agree	188	12.3
TOTALS	1523	100.0

The responses are extremely favorable to South Dakota institutions, with 56 percent of the sample agreeing or strongly agreeing and only four percent in disagreement. Christianson asked the same question of South Dakota high school counselors and found that 77.3 percent agreed or strongly agreed with 9.4 percent voicing some disagreement.³⁵

Although he worded the question differently, Cecil found in 1970 that the alumni of South Dakota State University indicated that the academic reputation of the university was one of the prime influencing factors in their selection of the school.³⁶

³⁵Christianson, p. 21.

³⁶Cecil, p. 76.

The students in this survey were asked questions about a variety of types of influence. The results of questions ten (10) through twenty (20) are presented in the following comparison table.

Comparison of Responses to Statements Concerning Various Mediums Which Influence Students in the Selection of a College or University.

Category	SD ^a	D	N	A	SA	M
	(1)	(2)	(3)	(4)	(5)	
Brochures	2.6	21.3	40.2	31.7	4.2	3.1
Newspaper Stories	1.4	14.2	37.7	40.9	5.8	3.1
Films	1.4	16.4	44.7	34.8	2.7	3.2
Television	0.4	9.1	43.9	43.8	2.8	3.3
Radio	0.5	12.4	53.1	32.8	1.2	3.2
Posters	1.4	19.6	50.5	26.9	1.6	3.0
Course Catalogs	0.1	1.2	6.7	52.6	39.4	4.3
College Personnel Visits	0.1	1.1	8.7	57.0	33.1	4.2
High School Events	0.9	8.7	27.6	44.4	18.3	3.7
Feedback from Former Students	0.4	2.4	8.7	49.9	38.6	4.2

^aSA - Strongly Agree; A - Agree; N - Neutral; D - Disagree; SD - Strongly Disagree; M - Mean

An examination of the mean scores reveals that all ten mediums have influence in the college selection process; however, the four factors of catalogs, personnel visits, feedback, and high school events, stand out over the other categories. Certain aspects of these results deserve discussion and comparison with other studies.

Jorgenson also questioned South Dakota seniors about the effect of brochures in the selection process. He found slightly greater agreement and less neutrality.³⁷

TABLE A-11

Newspaper stories about a school, its programs, and its students influence me as to whether to select that school.

Response	Frequency	Percent
Strongly Disagree	22	1.4
Disagree	217	14.2
Neutral	575	37.7
Agree	625	40.9
Strongly Agree	88	5.8
TOTALS	1527	100.0

Both the Jorgenson study³⁸ and this study found that many students were positive concerning the effect of news stories. Jorgenson, however, discovered an 18 percent higher agreement among statewide seniors.

An examination of the responses to films, television, radio, and posters reveals that none of these mediums had significant influential impact on a majority of the students and that all mediums received a high

³⁷Jorgenson, p. 30.

³⁸Jorgenson, p. 31.

degree of neutrality on the part of the student. Jorgenson found similar results in the area of films, television programs, and posters, when studying South Dakota seniors.³⁹

Visits to the campus for special events and visits to the high schools by representatives of the institution were of particular importance to enrolling students. A high percentage of the students (90 percent) agreed or strongly agreed that visits by college personnel affected student's selection of a school. Jorgenson found similarly high percentages in the area of college personnel visits, with a lower percentage of positive responses for high school events.⁴⁰

It is significant to note that the course catalog would appear to have substantial impact on the entering students, with 92 percent of the entering students agreeing or strongly agreeing and only 1.3 percent disagreeing or strongly disagreeing.

³⁹ Jorgenson, p. 49.

⁴⁰ Jorgenson, p. 35.

TABLE A-17

Course catalogs are important
to students in choosing a school.

Response	Frequency	Percent	Percent
Strongly Disagree	1	0.1	0.1
Disagree	18	1.2	1.2
Neutral	102	6.7	6.7
Agree	803	52.6	52.6
Strongly Agree	602	39.4	39.4
TOTALS	1526	100.0	100.0

As a singular publication the catalog certainly demonstrates the greatest importance to students in selecting an institution. The course catalog also rated noticeably high as a form of counseling in Table A-3 and as a major influence in Table A-4. Jorgenson also found that high school seniors agreed or strongly agreed on the influence of the catalog to a percentage of 87.2.⁴¹

The extremely high positive results to the question of influence from former students is deserving of elaboration.

⁴¹Jorgenson, p. 49-50.

TABLE A-20

Feedback from former students
influences my selection of a school.

Response	Frequency	Percent
Strongly Disagree	6	0.4
Disagree	37	2.4
Neutral	133	8.7
Agree	761	49.9
Strongly Agree	588	38.6
TOTALS	1525	100.0

The results on this question correspond consistently with the results of Table A-1 and A-2, which asked where students received most of their information and influence. In Table A-1, friends rank as the principal source of influence in the selection of a college. It would seem reasonable to assume that many of those friends were South Dakota State University students and therefore some relationship exists to Table A-20. An exact measurement was not determinable from this data. As can be seen by Table A-20, feedback from former students was a highly influential factor to the entering students surveyed in this study. No comparison is possible because Jorgenson did not ask this question of his sample and Christianson, who asked the question, did not publish the results.

The responses displayed by Table A-20 would certainly suggest that institutions which satisfy their presently enrolled students can expect that that action will have positive impact on their prospective markets.

Tables A-21 and A-22 show the adequacy and credibility of the information received from South Dakota State University.

TABLE A-21

Most information received from SDSU is adequate.

Response	Frequency	Percent
Strongly Disagree	7	0.5
Disagree	57	3.7
Neutral	174	11.4
Agree	1113	73.0
Strongly Agree	174	11.4
TOTALS	1525	100.0

TABLE A-22

Most information received from SDSU is credible.

Response	Frequency	Percent
Disagree	16	1.0
Neutral	238	15.6
Agree	1115	73.2
Strongly Agree	157	10.2
TOTALS	1524	100.0

It is to the institution's credit that 84.4 percent of the entering students found the information to be adequate and 83.4 percent of the entering students found the information to be credible. The extent of disagreement with either of these categories is very insignificant. In his study, Christianson⁴² discovered that 42.7 percent of the South Dakota high school counselors found their information from colleges and universities to be adequate and 73.4 percent found their information to be credible. The comparison shows that entering students in this study ranked SDSU higher in its adequacy and credibility than the high school counselors ranked universities and colleges in general.

⁴²Christianson, p. 27-28.

Findings by Sex

The responses in this study were cross-tabulated by the independent variable of sex to determine if any differences or similarities existed. The frequency of responses for each gender was nearly identical, with 768 male responses and 764 female responses. The male sample is 50.6 percent of those who actually enrolled for the two semesters, while the female sample represents 58.2 percent of female students enrolling. Appendix B contains a sequence of tables which report the responses to each of the 22 items on the questionnaire using sex as the basis for comparison. The major finding of this effort was that little difference exists between the responses of men and women to the large majority of the questions in the survey.

Recognizing that similarity between the responses of men and women is the principal finding of this aspect of the study, some differences are worthy of reporting.

When they were asked who had the most influence on their choice of college, both sexes responded similarly to all choices except college personnel. More men (11.1 percent) indicated college personnel as their principal source of influence than did women (7.6 percent).

Differences were also apparent in the median of counseling information used by the students in this study. Brochures were utilized by more men at 21.3 percent compared to 16.4 percent for the

women. Conversely, the course catalog was the counseling medium for more women at 27.9 percent compared to the men at 22.8 percent.

When asked, "What do you consider to be the major influence in your selection of a college?" both genders responded that feedback from former students was the major source of influence in their selection of a college. However, more women (34.4 percent) rated feedback as the prime source of influence than men at 28.1 percent.

On the question of the necessity of a college education in today's society, a higher percentage of women indicated agreement and a higher percentage of men registered disagreement.

TABLE B-5

A college education is necessary in today's society.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	1.8	1.8	1.8
Disagree	9.5	5.9	7.7
Neutral	23.3	21.3	22.3
Agree	44.0	45.9	44.9
Strongly Agree	21.5	25.1	23.3
TOTALS	100.0 (769)	100.0 (761)	100.0 (1530)

($\chi^2=9.5, df=4, p=.049$)⁴³

⁴³Kerlinger, p. 168. This formula is provided in this table and subsequent tables that compare subgroups to provide the reader with the statistical significance levels. Chi-square (χ^2) is a measure of the departure of obtained frequencies expected by chance. Degrees of freedom (df) means the latitude of variation a statistical problem has. The level of statistical significance (p) compares the obtained results to chance.

The women of the entering student group agreed more about the necessity of a college or university education.

TABLE B-7

It is important that a college have good liberal arts facilities, i.e., music, theater, speech, art, dramatics, etc.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.7	0.0	0.3
Disagree	1.6	0.1	0.8
Neutral	20.6	6.8	13.7
Agree	49.2	48.0	48.6
Strongly Agree	28.0	45.0	36.5
TOTALS ($\chi^2=97.3, df=4, p<.001$)	100.0 (768)	100.0 (762)	100.0 (1530)

Women stressed the importance of good liberal arts facilities such as music, theater, speech, art, or dramatics, as is indicated by Table B-7. Forty-five percent of the women in this sample strongly agreed on the importance of these facilities compared to 28 percent of the men. Men were much more noticeably neutral on the subject as is indicated by their 20.6 percent neutral response compared to 6.8 percent for the women. Good liberal arts facilities were obviously of importance to women in the selection of a college or university.

Women also agreed or strongly agreed to a greater extent than men on the question of whether South Dakota colleges and universities are as good as or better than those in other states. Six percent more of

the women than the men agreed or strongly agreed on this question. Women also tended to rank the importance of newspaper stories about colleges higher than the men, as a source of influence to them in the selection of an institution.

TABLE B-17

Course catalogs are important
to students in choosing a school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.1	0.0	0.1
Disagree	1.6	0.8	1.2
Neutral	8.4	5.0	6.7
Agree	56.3	49.0	52.7
Strongly Agree	33.6	45.2	39.4
TOTALS	100.0	100.0	100.0
($\chi^2=26.3, df=4, p<.001$)	(764)	(763)	(1527)

On the question of the importance of course catalogs, it is noticeable that more women strongly agreed on the importance of the course catalog; however, this is offset by the seven percent more men than women who fell in the agree category. The findings certainly establish, however, that the course catalog is considered very important by both groups.

In examining the following table (B-20) we see that women responded in greater numbers to the strongly agree category when asked about the

influence of former students. Nearly 14 percent more of the women than men strongly agreed that feedback from former students influenced their selection of a school.

TABLE B-20

Feedback from former students
influences my selection of a school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.7	0.1	0.4
Disagree	3.0	1.8	2.4
Neutral	10.6	6.8	8.7
Agree	53.8	46.1	49.9
Strongly Agree	31.9	45.1	38.5
TOTALS ($\chi^2=32.9, df=4, p<.001$)	100.0 (764)	100.0 (762)	100.0 (1526)

Finally, on the questions of credibility and adequacy of information received from South Dakota State University, the women complimented the institution through heavier agreement than men by a slight margin. Generally, both groups concurred that the information received was quite adequate and credible.

One noticeable trend emerged when comparing the 22 dependent variables by sex. Women responded in much greater frequency to the positive extreme end (strongly agree) of the Likert-type questions

than did the men. However, the total agreement percentages are nearly equal when combining the agree and strongly agree categories because the men often exceeded the women in the checking of the agree category.

Findings By Status

The students who enroll each semester at South Dakota State University generally fall into the three categories. New students are those who are attending higher education for the first time. Readmits are those who have attended South Dakota State University previously. Transfer students are those who have attended other higher education institutions, but have chosen to transfer to SDSU. These three categories have been grouped by the independent variable of status. Responses were received from 1,264 out of a possible 1,627 new students for a response rate of 77.7 percent. Responses were received from 55 of the 498 readmit students for an 11 percent sample of this group. Responses from 213 transfer students out of a possible 708 tallied a 30 percent response rate. The readmit sample is smaller because this group was not required to attend the orientation program where this survey was administered. Transfer students were requested to participate in the orientation program, but their attendance has always been less than that of the new students.⁴⁴

⁴⁴Admissions and Records Office, South Dakota State University, March 1975.

The data was compared by status to see if any significant similarities or differences exist between new, readmit, and transfer students based on their sources of information and influence, or their opinions and attitudes relating to the college selection process. Like the findings by sex, it was discovered that respondents within the status categories compare quite similarly with each other. This similarity among the new, readmit, and transfer students is the principal finding as determined by status. The students in each category had basically the same responses to the great majority of the 22 questions in the questionnaire. Attention will be given to discernible differences where they exist. A complete presentation of the responses can be found in Appendix C.

While each status group agreed that feedback from former students was a major influence in their selection of a college, Table C-4 reveals (Appendix) that such feedback was more important to the new student than to the readmit and transfer. The readmitted students responded that previous personal attendance was the most important influence to them while transfer students rated former students and visits to the campus equally as their number one influence at 21.5 Percent. Transfer students also indicated that the course catalog was of greater influence to them (20 percent) than it was to the readmit student (13 percent) or the new students (9.9 percent).

However, the responses of the new and transfer students are as good

TABLE C-5

A college education is necessary in today's society.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	1.3	1.8	4.8	1.8
Disagree	6.5	20.0	12.0	7.7
Neutral	22.3	30.9	20.1	22.3
Agree	46.5	25.5	40.7	44.9
Strongly Agree	23.4	21.8	22.5	23.3
TOTALS ($\chi^2=56.2, df=12, p<.001$)	100.0 (1263)	100.0 (55)	100.0 (212)	100.0 (1530)

In Table C-5 the responses of the readmitted students stand out. The agreement on the necessity of a college education was decidedly less for the readmit student than for the new and transfer students. The readmit student, on the other end of the scale, indicated the greatest disagreement about the necessity of a college education.

Again, a marked disagreement was indicated by the readmit category when asked whether South Dakota colleges and universities are as good as or better than those in other states. Sixteen percent of the readmit responses fell in the disagreement category on this question compared to seven percent for transfers and three percent for new students. However, the readmit student agreed nearly as much as the new and transfer students that South Dakota colleges and universities are as good

or better than those in other states. There was less neutral feeling among the readmit students on this question as they committed themselves readily to agreement or disagreement.

The findings reported in Table C-20 concerning the influence of feedback from former students shows that the transfer students were not as influenced by this source as were the new and readmit students. Only 30.8 percent of the transfer students strongly agreed that feedback from former students was an influence compared to the considerably higher 41.8 percent for readmit and 39.8 percent for new students.

The responses of the new students concerning the adequacy and credibility of information received from South Dakota State University is apparent in Tables C-21 and C-22.

TABLE C-21

Most information received from SDSU is adequate.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.4	0.0	0.5	0.5
Disagree	3.1	13.0	5.3	3.7
Neutral	10.2	16.7	17.3	11.4
Agree	73.9	63.0	70.2	73.0
Strongly Agree	12.4	7.4	6.7	11.4
TOTALS	100.0	100.0	100.0	100.0
($\chi^2=102.9, df=12, p<.001$)	(1261)	(54)	(211)	(1526)

TABLE C-22

Most information received from SDSU is credible.
(By status)

Response(percents)	New	Readmit	Transfer	Total
Disagree	0.9	1.9	1.9	1.0
Neutral	14.2	18.5	23.1	15.6
Agree	74.3	68.5	68.3	73.2
Strongly Agree	10.6	11.1	6.7	10.2
TOTALS	100.0	100.0	100.0	100.0
($\chi^2=18.1, df=9, p=.033$)	(1260)	(54)	(211)	(1525)

The new student group was apparently more satisfied with the amount and quality of the information received than were the readmit and transfer groups. The extremely low amount of strong disagreement concerning the adequacy of information in Table C-21 and the nonexistence of strong disagreement to the credibility of information represented in Table C-22 indicates general satisfaction by nearly all members of these groups with the information received.

Findings By Semester

The last independent variable by which the data was compared was by which semester the students within this survey enrolled at South Dakota State University. For the fall semester of 1975, 1,406 out of a possible 2,308 entering students were surveyed to

produce a 60.9 percent sample. For the spring semester of 1976, a 24.2 percent sample was received by surveying 126 of the 521 enrolling students. The size of the spring sample was reduced considerably because fewer students attended the orientation program where the survey was administered.

Comparisons of the data were made by this variable to determine the similarities and differences that exist between students that enroll at the beginning of the academic year in the fall and those who enter SDSU at mid-year in the spring. Appendix D contains a complete set of sequential tables representing the responses received to each of the 22 questions compared by semester.

Again, the major finding of this cross-tabulation was that very few significant differences exist when the 22 dependent variables were compared. There was great similarity between the responses of the students enrolling for the fall of 1975 and for the spring of 1976 on almost all variables. The differences by semester that were discovered are reported in the following portion of this chapter.

While friends continue to be the primary information source about college for both the fall and spring enrollees, the spring group was slightly more dependent upon friends for information.

TABLE D-1

Where did you get most of your
information about college?
(By semester)

Category (percents)	Fall 1975	Spring 1976	Total
High School Counselors	21.2	11.0	20.4
Teachers	4.1	3.1	4.0
Others	3.4	7.9	3.8
Parents	5.4	3.1	5.2
Brothers-sisters	19.2	18.9	19.2
Friends	32.5	37.8	33.0
College Personnel	14.1	18.1	14.5
TOTALS	100.0	100.0	100.0
($\chi^2=15.6, df=6, p=.015$)	(1401)	(127)	(1528)

The greatest difference in the responses shown by Table D-1 pertains to the high school counselor category. While 21.2 percent of the fall students indicated the high school counselors were their major source of information, only 11 percent of the spring group relied on the counselors. The spring enrollees showed a greater dependence on friends and college personnel for their college information.

When asked who had the most influence on their choice of a college, both groups again said friends were the principal influential

group with 38.9 percent of the spring students being influenced by their friends compared to 31.7 percent of the fall group. The fall group received greater influence from their high school counselors at seven percent compared to a low 1.6 percent for the spring. Teachers also had greater influence on the choice of a college for the fall students than the spring students, as did parents.

The fall enrollees secured more of their counseling information from the course catalog (25.7 percent) than did the spring students (20.8 percent). Conversely, 10 percent more of the spring students relied on brochures for their information than did the entering students in the fall. The quality of facilities seemed to be more important to the fall group as they responded higher relating to the importance of physical education, recreation, and liberal arts facilities. On a related question, the fall students responded with greater agreement than did the spring when asked if South Dakota colleges and universities are as good as or better than those in other states.

High school events held on a college campus influenced the selection of the fall group slightly more. The fall students were also influenced slightly more by feedback from former students than were the spring students.

The differences between fall and spring students are revealed by Table D-21 and D-22.

TABLE D-21

Most information received from SDSU is adequate.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.5	0.0	0.5
Disagree	3.4	7.2	3.7
Neutral	10.7	19.2	11.4
Agree	73.5	67.2	73.0
Strongly Agree	11.8	6.4	11.4
TOTALS ($\chi^2=15.8, df=4, p=.003$)	100.0 (1401)	100.0 (125)	100.0 (1526)

TABLE D-22

Most information received from SDSU is credible.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Disagree	1.1	0.8	1.0
Neutral	14.9	23.2	15.6
Agree	73.9	65.6	73.2
Strongly Agree	10.1	10.4	10.2
TOTALS ($\chi^2=6.1, df=3, p=.102$)	100.0 (1400)	100.0 (125)	100.0 (1525)

Over three quarters of both the fall and spring student groups agreed or strongly agreed that most of the information received from SDSU is adequate or credible. Nearly ten percent more of the fall group agreed with the adequacy and credibility of information received. The spring semester group was noticeably more neutral on both questions.

process:

University

received

It is

accurate

University

selective

On

general

While

within

opinion

response

enrollment

the selection

for men

CHAPTER FOUR

SUMMARY AND CONCLUSIONS

The purpose of this study was to examine the sources of information and influence, attitudes, and opinions of entering South Dakota State University students as they relate to the selection process, to determine why students select South Dakota State University. A highly proportionate sample of this universe was received which very adequately represents the universe under study. It is felt that conclusions can be derived which will speak accurately to the topics of why students select South Dakota State University plus conclusions about factors affecting the college selection process in general.

Conclusions

Comparison by sex, status and semester

One of the first major conclusions of the study is that there was general agreement and similarity among the subgroups of this survey. While some differences exist among subgroups on specific items within the study, the overall results showed a commonality of attitudes, opinions, information sources, and influence sources when the respondents were compared by sex, term of enrollment, and status of enrollment. This study found that the major factors affecting the selection of South Dakota State University are generally the same for men as women, the major factors surrounding selection for transfer,

readmit, and new students are similar, and the factors affecting selection by fall and spring students were similar.

Some of the differences noted on certain subjects within the study when compared by sex, semester and status are worthy of mention.

1. When comparing the data by sex, women were generally more intense in their agreement to items as is indicated by a slightly higher response rate in the strongly agree category.
2. The women in this study indicated that they felt somewhat stronger about the necessity of a college education and that colleges and universities should have good liberal arts facilities, such as music, theater, speech, art, or dramatics.
3. There was slightly greater agreement among women than men as to the adequacy of South Dakota colleges and universities compared to those in other states.
4. While feedback from former students was a major influence on the selection of a college to new, transfer, and readmit students, the study revealed that new students were particularly dependent on this feedback as a major source of influence while transfer students relied more heavily on printed messages such as the course catalog, and readmit students judged the institution by their experiences during previous attendance.
5. The study indicates that new students found the information received from South Dakota State University generally more adequate and credible than did the readmit and transfer groups.
6. This study reveals that the fall group of students enrolling at SDSU relied more heavily on their high school counselors as a source of information than the spring students. The spring enrollees depended more on friends and college personnel for their information.

Sources of Information

The student's responses concerning sources of information distributed themselves widely enough to indicate that students received their information from a variety of sources. This study revealed, however, that a few sources of information stand out from the others. Students said that the principal sources of information were friends, followed by high school counselors, brothers-sisters, and college personnel, in rank order. The importance of friends as an information source was supported by Christianson⁴⁵ and Jorgenson.⁴⁶ However, both found high school counselors to be the number one source of information, with friends second in importance. If prospective students receive their information from such prime sources as high school counselors, friends, and family, it is imperative that institutions seek to keep these groups informed if they wish to aid and/or affect information-seeking by prospective students.

An examination of the form most counseling information takes reveals that 46.8 percent was relayed verbally. The findings revealed that 44.1 percent of the students received most of their information in some printed form, with the course catalog being the principal vehicle for information, followed by brochures.

With nearly equal numbers of students receiving their information verbally versus the printed media, it is evident that considerable attention should be given to insuring that both of these mediums provide comprehensive and adequate information to prospective students,

⁴⁵Christianson, p. 30.

⁴⁶Jorgenson, p. 48.

consistent with the goals of the institution. Catalogs, brochures, and other printed matter must be considered an integral part of the information-giving process and treated accordingly. Likewise, effort should be expended so that those information-givers who verbally relay messages about the institution are well informed.

When asked about the adequacy and credibility of the information received from South Dakota State University, the students responded with great agreement in the positive. Eighty-four (84) percent agreed or strongly agreed that the information received is adequate, and 83 percent agreed or strongly agreed that the information is credible. Very little disagreement was found in either category, so one can conclude that South Dakota State University is providing adequate and credible information to its enrolling students.

Sources of Influence

When the sources of influence to entering student were examined, friends ranked as the greatest source of influence when the respondents could choose only one major source. Thirty-two (32) percent of the students in this sample ranked friends as most important, with parents ranking the next most important source by 16 percent of the sample. The Christianson study supports friends and parents as the prime influential sources with slightly different percentages.⁴⁷

When the summated rating scale was used to assess the attitudes and opinions of the students toward various sources and forms of influence,

⁴⁷Christianson, p. 31.

some interesting discoveries were made. The respondents generally agreed or strongly agreed that each of the following mediums was a source of influence in selecting a college or university: brochures, newspaper stories, films, television, radio, posters, catalogs, visits from college representatives, campus events, and feedback from former students. However, three categories, feedback from former students, course catalogs, and visits from college personnel, stand out as areas receiving exceptionally high agreement from enrolling students as sources and mediums of influence. One can conclude that while each of the categories surveyed is of importance to a prospective student in selecting a school, some are more important than others. This conclusion would suggest that institutions seeking to influence students to attend their schools can have greater impact by increasing their emphasis on certain sources and types of influence.

Attitudes and Opinions on College Related Subjects

An examination of some of the attitudes and opinions of the enrolling students about certain general and specific aspects of college is revealing. A college education is necessary in today's society, according to 68 percent of the sample. Only nine (9) percent disagreed with the necessity of such an education. Eighty-eight (88) percent of the sample felt that a college should have good physical education and recreation facilities. Eighty-five (85) percent felt that it is important that a college have good liberal arts facilities. There was almost unanimous agreement (98 percent) that a college should be more

than a place to study. Also a majority (56 percent) of the respondents felt that South Dakota colleges and universities are as good as or better than those in other states (only four percent disagree). One can conclude that the enrolling students in this sample had positive opinions and attitudes concerning the importance of a college education in general and of the adequacy of South Dakota colleges and universities in particular. While this conclusion is probably not surprising from a college bound group, it is significant that the study confirms that a positive attitude toward these aspects of higher education is important to students' selection of a college or university.

It would seem imperative that institution officials direct themselves to creating or maintaining such positive attitudes among their publics and particularly among their prospective student public. It is reasonable to assume that the information and influence sources previously discussed have considerable bearing on such opinions and attitudes concerning colleges and universities and therefore should be considered by institutions as a means by which officials can affect attitudes and opinion.

Final Summary

Overall, this study concludes that almost all areas surveyed, dealing with information, influence, opinions, and attitudes, play an important role for students in the selection process and for institution officials who wish to affect that process. Although certain specific areas stand out as more important than others, the evidence indicates

that a broad based program of information and influence is necessary for a major university, with special efforts directed to specific areas within the total effort.

Institution officials must rank by priority their efforts to influence prospective students but dare not lose sight of the diverse services requested and needed by their clientele.

This study concludes that the continued satisfactory education of presently enrolled students will have the greatest impact on an institution's ability to influence new students to attend. The direct and indirect messages that flow from doing a continuing excellent job of education cannot be underestimated.

One of the purposes of this study was to discover what reasons students give for selecting South Dakota State University. The study has revealed considerable information as to the factors surrounding the selection of South Dakota State University as indicated by the fall and spring entering students. This study sought to increase the understanding of the dynamics of the decision-making process in selecting post-secondary education and institutions and hopefully has done so, by assessing the attitudes, opinions, information sources, and influence sources relevant to that process. It is felt that within the scope of the research there is now better information by which to understand the selection of post-secondary institutions, in general, and South Dakota State University, in particular.

One of the objects of the study was to discover this new information so that higher education officials in decision-making positions can have a better informational base from which to make important judgments affecting institutions and their component parts. It is hoped that the information provided by this study will assist such officials in better assessing their student clientele for the mutual benefit of all.

Suggestions for Further Study

1. A similar study of the entering students of South Dakota State University should be completed every year to determine if changes are occurring in the attitudes of enrolling students, since this is a naturally dynamic environment.
2. A similar study of other colleges' or universities' entering students should be conducted to determine similarities or differences that might exist among the various groups of entering students.
3. A similar study should be conducted, separately, but at the same time, of South Dakota high school seniors, South Dakota high school juniors, and the SDSU fall entering students to determine if significant differences or similarities exist in the attitudes of students at these various stages of their education.
4. A study similar to this one should be conducted of the South Dakota State University students, exclusive of those surveyed here, to determine the dynamics of the selection process.

APPENDIX A

TABLES OF RESPONSES BY TOTAL

TABLE A-1

Where did you get most of your
information about college?

Category	Frequency	Percent
High School Counselors	311	20.4
Teachers	61	4.0
Others	58	3.8
Parents	80	5.2
Brothers-sisters	293	19.2
Friends	503	32.9
College Personnel	221	14.5
TOTALS	<hr/> 1527	<hr/> 100.0

TABLE A-2

Which of the following do you think had the most
influence on your choice
of a college?

Category	Frequency	Percent
High School Counselors	100	6.6
Teachers	78	5.1
Others	231	15.2
Parents	244	16.0
Brothers-sisters	234	15.4
Friends	491	32.3
College Personnel	143	9.4
TOTALS	1521	100.0

TABLE A-3

In what form was most of your counseling information relayed to you?

Category	Frequency	Percent
Verbal	711	46.8
Referral to College Personnel	103	6.8
Brochure	287	18.9
Course Catalog	385	25.3
Other	34	2.2
TOTALS	1520	100.0

TABLE A-4

What do you consider to be the major influence
in your selection of a college?

Category	Frequency	Percent
Brochures	142	9.4
Television Programs	3	0.2
Posters	2	0.1
Visits from College Personnel	74	4.9
Feedback from Former Students	474	31.3
Visits to the Campus	361	23.6
College Publications	24	1.6
Other	105	6.9
Newspaper Stories	4	0.3
Radio Programs	1	0.1
Course Catalogs	172	11.4
High School Events held on Campus	41	2.7
Personal Attendance	94	6.2
Other Counselors	18	1.2
TOTALS	1515	100.0

TABLE A-5

A college education is necessary in today's society.

Response	Frequency	Percent
Strongly Disagree	28	1.8
Disagree	118	7.7
Neutral	340	22.2
Agree	687	44.9
Strongly Agree	356	23.3
TOTALS	1529	100.0

TABLE A-6

It is important that colleges have good physical education and recreation facilities.

Response	Frequency	Percent
Strongly Disagree	7	0.5
Disagree	16	1.5
Neutral	154	10.1
Agree	718	46.9
Strongly Agree	636	41.5
TOTALS	1531	100.0

TABLE A-7

It is important that a college have good liberal arts facilities, i.e. music, theater, speech, art, dramatics, etc.

Response	Frequency	Percent
Strongly Disagree	5	0.3
Disagree	13	0.9
Neutral	210	13.7
Agree	743	48.6
Strongly Agree	558	36.5
TOTALS	1529	100.0

TABLE A-8

A college should be more than a place to study.

Response	Frequency	Percent
Disagree	4	0.3
Neutral	28	1.8
Agree	496	32.4
Strongly Agree	1002	65.5
TOTALS	1530	100.0

TABLE A-9

South Dakota colleges and universities are as good as
or better than those in other states.

Response	Frequency	Percent
Strongly Disagree	7	0.5
Disagree	56	3.7
Neutral	606	39.8
Agree	666	43.7
Strongly Agree	188	12.3
TOTALS	1523	100.0

TABLE A-10

Brochures about schools have a strong influence
on me in the selection of a college or university.

Response	Frequency	Percent
Strongly Disagree	40	2.6
Disagree	325	21.3
Neutral	612	40.2
Agree	483	31.7
Strongly Agree	64	4.2
TOTALS	1524	100.0

TABLE A-11

Newspaper stories about a school, its programs, and its students influence me as to whether to select that school.

Response	Frequency	Percent
Strongly Disagree	22	1.4
Disagree	217	14.2
Neutral	575	37.7
Agree	625	40.9
Strongly Agree	88	5.8
TOTALS	1527	100.0

TABLE A-12

Films about a school influence my opinion of that school.

Response	Frequency	Percent
Strongly Disagree	22	1.4
Disagree	250	16.4
Neutral	682	44.7
Agree	530	34.8
Strongly Agree	41	2.7
TOTALS	1525	100.0

TABLE A-13

Films about a school
influence a high school student in choosing that school.

Response	Frequency	Percent
Strongly Disagree	10	0.7
Disagree	113	7.4
Neutral	536	35.2
Agree	788	51.7
Strongly Agree	76	5.0
TOTALS	1523	100.0

TABLE A-14

Television programs about a school
influence students in choosing that school.

Response	Frequency	Percent
Strongly Disagree	6	0.4
Disagree	138	9.1
Neutral	668	43.9
Agree	665	43.8
Strongly Agree	43	2.8
TOTALS	1520	100.0

TABLE A-15

Radio programs about a school
influence students in choosing that school.

Response	Frequency	Percent
Strongly Disagree	7	0.5
Disagree	189	12.4
Neutral	808	53.1
Agree	500	32.8
Strongly Agree	19	1.2
TOTALS	1523	100.0

TABLE A-16

Posters about a school
influence me in choosing a school.

Response	Frequency	Percent
Strongly Disagree	22	1.4
Disagree	299	19.6
Neutral	770	50.5
Agree	410	26.9
Strongly Agree	25	1.6
TOTALS	1526	100.0

TABLE A-17

Course catalogs are important
to students in choosing a school.

Response	Frequency	Percent
Strongly Disagree	1	0.1
Disagree	18	1.2
Neutral	102	6.7
Agree	803	52.6
Strongly Agree	602	39.4
TOTALS	1526	100.0

TABLE A-18

Visits from college personnel or students
to schools affect students selection of a school.

Response	Frequency	Percent
Strongly Disagree	2	0.1
Disagree	17	1.1
Neutral	132	8.7
Agree	869	57.0
Strongly Agree	505	33.1
TOTALS	1525	100.0

TABLE A-19

High School events (such as debate, music clinics, sports events, etc.) held on a college campus influence my selection of a school.

Response	Frequency	Percent
Strongly Disagree	14	0.9
Disagree	133	8.7
Neutral	422	27.6
Agree	679	44.4
Strongly Agree	280	18.3
TOTALS	1528	100.0

TABLE A-20

Feedback from former students influences my selection of a school.

Response	Frequency	Percent
Strongly Disagree	6	0.4
Disagree	37	2.4
Neutral	133	8.7
Agree	761	49.9
Strongly Agree	588	38.6
TOTALS	1525	100.0

TABLE A-21

Most information received from SDSU is adequate.

Response	Frequency	Percent
Strongly Disagree	.7	0.5
Disagree	57	3.7
Neutral	174	11.4
Agree	1113	73.0
Strongly Agree	174	11.4
TOTALS	1525	100.0

TABLE A-22

Most information received from SDSU is credible.

Response	Frequency	Percent
Disagree	16	1.0
Neutral	238	15.6
Agree	1115	73.2
Strongly Agree	157	10.2
TOTALS	1524	100.0

Female
117

Category	Female	Total
High School	14.5	20.4
Teachers	1.0	4.0
Others	1.0	4.0
Parents	1.0	5.2
Brothers/sisters	11.8	19.1
Friends	1.0	11.0
College	1.0	14.1
TOTALS	31	104.8 (117)

APPENDIX B

TABLES OF RESPONSES BY SEX

TABLE B-1

Where did you get most of your
information about college?
(By sex)

Category (percents)	Male	Female	Total
High School Counselors	21.1	19.6	20.4
Teachers	5.0	3.0	4.0
Others	3.3	4.3	3.8
Parents	5.2	5.3	5.2
Brothers-sisters	17.2	21.2	19.2
Friends	32.9	33.1	33.0
College Personnel	15.4	13.5	14.5
TOTALS	100.0 (767)	100.0 (761)	100.0 (1528)

($\chi^2=9.2, df=b, p=.162$)

TABLE B-2

Which of the following do you think had the most
influence on your choice
of a college?
(By sex)

Category (percents)	Male	Female	Total
High School Counselors	7.3	5.8	6.6
Teachers	5.9	4.3	5.1
Others	14.5	15.8	15.2
Parents	15.1	17.0	16.0
Brothers-sisters	14.5	16.2	15.4
Friends	31.5	33.2	32.3
College Personnel	11.1	7.6	9.4
TOTALS	100.0 (763)	100.0 (759)	100.0 (1522)

($\chi^2=10.4, df=6, p=.107$)

TABLE B-3

In what form was most of your counseling
information relayed to you?
(By sex)

Category (percents)	Male	Female	Total
Verbal	46.9	46.7	46.8
Referral to College Personnel	6.7	6.9	6.8
Brochure	21.3	16.4	18.9
Course Catalog	22.8	27.9	25.3
Other	1.3	1.7	1.5
TOTALS	100.0 (766)	100.0 (754)	100.0 (1520)

($\chi^2=11.4, df=6, p=.075$)

TABLE B-4

What do you consider to be the major influence
in your selection of a college?
(By sex)

Category (percents)	Male	Female	Total
Brochures	10.1	8.6	9.4
Television Programs	0.0	0.4	0.2
Posters	0.3	0.0	0.1
Visits from College Personnel	6.3	3.4	4.9
Feedback from Former Students	28.1	34.4	31.3
Visits to the Campus	23.1	24.6	23.9
College Publications	1.7	1.5	1.6
Other	6.4	7.4	6.9
Newspaper Stories	0.4	0.1	0.3
Radio Programs	0.1	0.0	0.1
Course Catalogs	11.4	11.3	11.3
High School Events held on Campus	3.0	2.4	2.7
Personal Attendance	7.5	4.9	6.2
Other Counselors	1.4	0.9	1.2
TOTALS	100.0 (761)	100.0 (755)	100.0 (1516)

($\chi^2=25.6, df=13, 0=.018$)

TABLE B-5

A college education is necessary in today's society.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	1.8	1.8	1.8
Disagree	9.5	5.9	7.7
Neutral	23.3	21.3	22.3
Agree	44.0	45.9	44.9
Strongly Agree	21.5	25.1	23.3
TOTALS ($\chi^2=9.5, df=4, p=.049$)	100.0 (769)	100.0 (761)	100.0 (1530)

TABLE B-6

It is important that colleges have good
physical education and recreation facilities.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.3	0.7	0.5
Disagree	0.9	1.2	1.0
Neutral	9.9	10.2	10.1
Agree	46.6	47.3	46.9
Strongly Agree	42.4	40.6	41.5
TOTALS ($\chi^2=1.9, df=4, p=.744$)	100.0 (769)	100.0 (763)	100.0 (1532)

TABLE B-7

It is important that a college have good liberal arts facilities, i.e. music, theater, speech, art, dramatics, etc.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.7	0.0	0.3
Disagree	1.6	0.1	0.8
Neutral	20.6	6.8	13.7
Agree	49.2	48.0	48.6
Strongly Agree	28.0	45.0	36.5
TOTALS	100.0 (768)	100.0 (762)	100.0 (1530)

($\chi^2=97.3, df=4, p<.001$)

TABLE B-8

A college should be more than a place to study.
(By sex)

Response (percents)	Male	Female	Total
Disagree	0.3	0.3	0.3
Neutral	2.0	1.7	1.8
Agree	34.4	30.4	32.4
Strongly Agree	63.4	67.6	65.5
TOTALS	100.0 (768)	100.0 (763)	100.0 (1531)

($\chi^2=3.0, df=3, p=.387$)

TABLE B-9

South Dakota colleges and universities are as good as
or better than those in other states.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.8	0.1	0.5
Disagree	3.9	3.4	3.7
Neutral	42.3	37.2	39.8
Agree	42.2	45.4	43.8
Strongly Agree	10.8	13.9	12.3
TOTALS ($x^2=9.9, df=4, p=.041$)	100.0 (766)	100.0 (758)	100.0 (1524)

TABLE B-10

Brochures about schools have a strong influence
on me in the selection of a college or university.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	2.9	2.4	2.6
Disagree	23.6	19.0	21.3
Neutral	40.3	39.9	40.1
Agree	29.6	33.9	31.7
Strongly Agree	3.5	4.9	4.2
TOTALS ($x^2=8.0, df=4, p=.089$)	100.0 (766)	100.0 (759)	100.0 (1525)

TABLE B-11

Newspaper stories about a school, its programs, and its students
influence me as to whether to select that school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	1.7	1.2	1.4
Disagree	15.3	13.1	14.2
Neutral	38.9	36.5	37.7
Agree	39.9	41.9	40.9
Strongly Agree	4.3	7.2	5.8
TOTALS ($\chi^2=8.5, df=4, p=.074$)	100.0 (767)	100.0 (761)	100.0 (1528)

TABLE B-12

Films about a school
influence my opinion of that school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	2.1	0.0	1.4
Disagree	17.6	15.2	16.4
Neutral	49.8	39.7	44.8
Agree	29.1	40.4	34.7
Strongly Agree	1.4	3.9	2.7
TOTALS ($\chi^2=37.2, df=4, p<.001$)	100.0 (763)	100.0 (763)	100.0 (1526)

TABLE B-13

Films about a school
influence a high school student in choosing that school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	1.2	0.1	0.7
Disagree	8.2	6.6	7.4
Neutral	38.3	32.2	35.2
Agree	48.6	54.9	51.7
Strongly Agree	3.8	6.2	5.0
TOTALS ($x^2=19.0, df=4, p<.001$)	100.0 (766)	100.0 (758)	100.0 (1524)

TABLE B-14

Television programs about a school
influence students in choosing that school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.5	0.3	0.4
Disagree	10.1	8.0	9.1
Neutral	44.5	43.5	44.0
Agree	42.7	44.8	43.7
Strongly Agree	2.2	3.4	2.8
TOTALS ($x^2=4.8, df=4, p=.302$)	100.0 (762)	100.0 (759)	100.0 (1521)

TABLE B-15

Radio programs about a school
influence students in choosing that school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.5	0.4	0.5
Disagree	13.3	11.5	12.4
Neutral	54.0	52.2	53.1
Agree	31.1	34.5	32.8
Strongly Agree	1.0	1.4	1.2
TOTALS ($x^2=3.2, df=4, p=.510$)	100.0 (765)	100.0 (759)	100.0 (1524)

TABLE B-16

Posters about a school
influence me in choosing a school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	2.0	0.9	1.4
Disagree	19.7	19.4	19.6
Neutral	49.5	51.4	50.5
Agree	27.7	26.0	26.9
Strongly Agree	1.0	2.2	1.6
TOTALS ($x^2=6.8, df=4, p=.142$)	100.0 (765)	100.0 (762)	100.0 (1527)

TABLE B-17

Course catalogs are important
to students in choosing a school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.1	0.0	0.1
Disagree	1.6	0.8	1.2
Neutral	8.4	5.0	6.7
Agree	56.3	49.0	52.7
Strongly Agree	33.6	45.2	39.4
TOTALS	100.0 (764)	100.0 (763)	100.0 (1527)

($\chi^2=26.3, df=4, p<.001$)

TABLE B-18

Visits from college personnel or students
to schools affect students selection of a school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.1	0.1	0.1
Disagree	1.2	1.0	1.1
Neutral	8.5	8.8	8.7
Agree	60.7	53.3	57.0
Strongly Agree	29.5	36.7	33.1
TOTALS	100.0 (764)	100.0 (762)	100.0 (1526)

($\chi^2=9.9, df=4, p=.041$)

TABLE B-19

High School events (such as debate, music clinics, sports events, etc.)
held on a college campus influence my selection of a school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	1.2	0.7	0.9
Disagree	9.1	8.3	8.7
Neutral	31.5	23.9	27.7
Agree	43.1	45.7	44.4
Strongly Agree	15.1	21.5	18.3
TOTALS	100.0 (766)	100.0 (763)	100.0 (1529)

($x^2=18.4, df=4, p=.001$)

TABLE B-20

Feedback from former students
influences my selection of a school.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.7	0.1	0.4
Disagree	3.0	1.8	2.4
Neutral	10.6	6.8	8.7
Agree	53.8	46.1	49.9
Strongly Agree	31.9	45.1	38.5
TOTALS	100.0 (764)	100.0 (762)	100.0 (1526)

($x^2=32.9, df=4, p<.001$)

TABLE B-21

Most information received from SDSU is adequate.
(By sex)

Response (percents)	Male	Female	Total
Strongly Disagree	0.3	0.7	0.5
Disagree	4.2	3.3	3.7
Neutral	12.8	10.0	11.4
Agree	73.7	72.3	73.0
Strongly Agree	9.0	13.8	11.4
TOTALS ($\chi^2=12.5, df=4, p=.014$)	100.0 (764)	100.0 (762)	100.0 (1526)

TABLE B-22

Most information received from SDSU is credible.
(By sex)

Response (percents)	Male	Female	Total
Disagree	0.9	1.2	1.0
Neutral	18.8	12.4	15.6
Agree	72.0	74.4	13.2
Strongly Agree	8.2	12.1	10.2
TOTALS ($\chi^2=16.4, df=3, p<.001$)	100.0 (764)	100.0 (761)	100.0 (1525)

Category	Transfer	Total
High School	17.8	20.4
Teachers	5.8	6.0
Others	11.3	5.8
Parents	2.9	5.2
Brothers	16.5	16.2
Friends	16.1	33.0
College	17.1	14.8
TOTALS	102.0	100.0

APPENDIX C

TABLES OF RESPONSES BY STATUS

TABLE C-1

Where did you get most of your
information about college?
(By status)

Category (percents)	New	Readmit	Transfer	Total
High School Counselors	22.3	12.7	10.6	20.4
Teachers	3.8	1.8	5.8	4.0
Others	2.8	3.6	10.1	3.8
Parents	5.5	7.3	2.9	5.2
Brothers-sisters	20.0	14.5	14.9	19.2
Friends	32.1	41.8	36.1	33.0
College Personnel	13.5	18.2	19.7	14.5
TOTALS	100.0	100.0	100.0	100.0
($\chi^2=59.8, df=18, 0<.001$)	(1262)	(55)	(211)	(1528)

TABLE C-2

Which of the following do you think had the most
influence on your choice
of a college?
(By status)

Category (percents)	New	Readmit	Transfer	Total
High School Counselors	7.1	7.3	3.4	6.6
Teachers	5.5	0.0	4.4	5.1
Others	13.0	20.0	27.2	15.2
Parents	17.1	16.4	9.7	16.0
Brothers-sisters	16.6	10.9	8.7	15.4
Friends	32.2	34.5	32.0	32.3
College Personnel	8.5	10.9	14.6	9.4
TOTALS ($\chi^2=55.5, df=18, p<.001$)	100.0 (1258)	100.0 (55)	100.0 (209)	100.0 (1522)

TABLE C-3

In what form was most of your counseling
information relayed to you?
(By status)

Category (percents)	New	Readmit	Transfer	Total
Verbal	48.3	47.3	37.5	46.8
Referral to College Personnel	6.5	5.5	9.1	6.8
Brochure	18.7	10.9	22.1	18.9
Course Catalog	24.7	34.5	26.4	25.3
Other	1.9	1.8	2.9	2.2
TOTALS ($x^2=22.0, df=18, p=.230$)	100.0 (1255)	100.0 (55)	100.0 (210)	100.0 (1520)
Other			0.2	6.9
Newspaper			3.0	0.3
Radio-Programs			0.0	0.1
Course Catalog		13.7	20.0	11.3
High School		0.0	2.0	2.7
Personal			2.8	6.2
Other Courses			3.0	1.2
TOTALS ($x^2=...$)			100.0 (208)	100.0 (1516)

TABLE C-4

What do you consider to be the major influence
in your selection of a college?
(By status)

Category (percents)	New	Readmit	Transfer	Total
Brochures	9.6	9.3	8.3	9.4
Television Programs	0.2	0.0	0.0	0.2
Posters	0.1	0.0	0.5	0.1
Visits from College Personnel	4.9	0.0	5.9	4.9
Feedback from Former Students	33.2	22.2	21.5	31.3
Visits to the Campus	24.5	18.5	21.5	23.9
College Publications	1.6	1.9	1.5	1.6
Other	6.3	9.3	10.2	6.9
Newspaper Stories	0.2	0.0	1.0	0.3
Radio Programs	0.1	0.0	0.0	0.1
Course Catalogs	9.9	13.0	20.0	11.3
High School Events held on Campus	3.0	0.0	2.0	2.7
Personal Attendance	5.2	24.1	7.8	6.2
Other Counselors	1.4	1.9	0.0	1.2
TOTALS	100.0 (1254)	100.0 (54)	100.0 (208)	100.0 (1516)

($\chi^2=80.5, df=39, p<.001$)

TABLE C-5

A college education is necessary in today's society.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	1.3	1.8	4.8	1.8
Disagree	6.5	20.0	12.0	7.7
Neutral	22.3	30.9	20.1	22.3
Agree	46.5	25.5	40.7	44.9
Strongly Agree	23.4	21.8	22.5	23.3
TOTALS ($\chi^2=56.2, df=12, p<.001$)	100.0 (1263)	100.0 (55)	100.0 (212)	100.0 (1530)

TABLE C-6

It is important that colleges have good
physical education and recreation facilities.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.4	0.0	1.0	0.5
Disagree	0.9	0.0	1.9	1.0
Neutral	9.6	14.5	11.5	10.1
Agree	46.6	52.7	47.4	46.9
Strongly Agree	42.5	32.7	38.3	41.5
TOTALS ($\chi^2=10.9, df=12, p=.529$)	100.0 (1265)	100.0 (55)	100.0 (212)	100.0 (1532)

TABLE C-7

It is important that a college have good liberal arts facilities, i.e. music, theater, speech, art, dramatics, etc.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.2	0.0	1.0	0.3
Disagree	0.8	1.9	1.0	0.8
Neutral	13.9	14.8	12.0	13.7
Agree	47.9	42.6	54.5	48.6
Strongly Agree	37.1	40.7	31.6	36.5
TOTALS	100.0 (1264)	100.0 (54)	100.0 (212)	100.0 (1530)

($\chi^2=9.13, df=12, p=.691$)

TABLE C-8

A college should be more than a place to study.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Disagree	0.1	0.0	1.4	0.3
Neutral	1.3	9.1	2.9	1.8
Agree	31.6	29.1	37.8	32.4
Strongly Agree	66.9	61.8	57.9	65.5
TOTALS	100.0 (1264)	100.0 (55)	100.0 (212)	100.0 (1531)

($\chi^2=36.2, df=9, p<.001$)

TABLE C-9

South Dakota colleges and universities are as good as
or better than those in other states.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.2	1.8	1.9	0.5
Disagree	2.8	14.5	5.8	3.7
Neutral	39.8	27.3	43.7	39.8
Agree	44.5	40.0	39.8	43.8
Strongly Agree	12.8	16.4	8.7	12.3
TOTALS ($x^2=53.8, df=12, p<.001$)	100.0 (1260)	100.0 (55)	100.0 (208)	100.0 (1524)

TABLE C-10

Brochures about schools have a strong influence
on me in the selection of a college or university.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	2.5	1.8	3.4	2.6
Disagree	20.8	34.5	21.5	21.3
Neutral	40.4	38.2	39.5	40.1
Agree	32.2	20.0	31.2	31.7
Strongly Agree	4.1	5.5	4.4	4.2
TOTALS ($x^2=14.6, df=12, p=.262$)	100.0 (1262)	100.0 (55)	100.0 (208)	100.0 (1525)

TABLE C-11

Newspaper stories about a school, its programs, and its students
influence me as to whether to select that school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	1.5	1.8	1.0	1.4
Disagree	13.4	20.0	18.0	14.2
Neutral	37.2	30.9	42.2	37.7
Agree	41.6	40.0	36.9	40.9
Strongly Agree	6.3	7.3	1.9	5.8
TOTALS	100.0 (x ² =14.7, df=12, p=.256)(1264)	100.0 (55)	100.0 (208)	100.0 (1528)

TABLE C-12

Films about a school
influence my opinion of that school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	1.0	3.6	3.4	1.4
Disagree	15.0	25.5	21.7	16.4
Neutral	43.5	41.8	53.1	44.8
Agree	37.7	23.6	20.3	34.7
Strongly Agree	2.8	5.5	1.4	2.7
TOTALS	100.0 (x ² =46.5, df=12, p<.001)(1261)	100.0 (55)	100.0 (210)	100.0 (1526)

TABLE C-13

Films about a school
influence a high school student in choosing that school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.6	0.0	1.4	0.7
Disagree	7.4	16.4	5.3	7.4
Neutral	35.1	18.2	39.9	35.2
Agree	52.1	54.5	49.5	51.7
Strongly Agree	4.9	10.9	3.8	5.0
TOTALS	100.0 (1258)	100.0 (55)	100.0 (211)	100.0 (1524)

($\chi^2=25.8, df=12, p=.011$)

TABLE C-14

Television programs about a school
influence students in choosing that school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.3	0.0	1.0	0.4
Disagree	9.0	13.0	8.2	9.1
Neutral	44.2	29.6	45.9	44.0
Agree	43.8	51.9	42.0	43.7
Strongly Agree	2.7	5.6	2.9	2.8
TOTALS	100.0 (1257)	100.0 (54)	100.0 (211)	100.0 (1521)

($\chi^2=12.0, df=12, p=.440$)

TABLE C-15

Radio programs about a school
influence students in choosing that school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.3	0.0	1.4	0.5
Disagree	12.5	12.7	11.5	12.4
Neutral	53.7	43.6	51.9	53.1
Agree	32.5	38.2	33.7	32.8
Strongly Agree	1.0	5.5	1.4	1.2
TOTALS ($\chi^2=17.4, df=12, p=.133$)	100.0 (1258)	100.0 (55)	100.0 (211)	100.0 (1524)

TABLE C-16

Posters about a school
influence me in choosing a school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	1.3	1.8	2.4	1.4
Disagree	19.2	25.5	20.3	19.6
Neutral	50.2	36.4	55.6	50.5
Agree	27.8	30.9	20.3	26.9
Strongly Agree	1.5	5.5	1.4	1.6
TOTALS ($\chi^2=16.5, df=12, p=.167$)	100.0 (1262)	100.0 (55)	100.0 (210)	100.0 (1527)

TABLE C-17

Course catalogs are important
to students in choosing a school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.1	0.0	0.0	0.1
Disagree	1.0	3.6	1.0	1.2
Neutral	6.3	7.3	8.2	6.7
Agree	52.7	47.3	54.3	52.7
Strongly Agree	39.8	41.8	36.5	39.4
TOTALS ($\chi^2=36.3, df=12, p<.001$)	100.0 (1261)	100.0 (55)	100.0 (211)	100.0 (1527)

TABLE C-18

Visits from college personnel or students
to schools affect students selection of a school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.2	0.0	0.0	0.1
Disagree	1.2	0.0	1.0	1.1
Neutral	8.3	9.1	10.1	8.7
Agree	55.6	65.5	63.5	57.0
Strongly Agree	34.7	25.5	25.5	33.1
TOTALS ($\chi^2=12.4, df=12, p=.410$)	100.0 (1260)	100.0 (55)	100.0 (211)	100.0 (1526)

TABLE C-19

High School events (such as debate, music clinics, sports events, etc.)
held on a college campus influence my selection of a school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.6	3.6	1.9	0.9
Disagree	7.8	14.5	12.0	8.7
Neutral	27.2	25.5	31.7	27.7
Agree	44.5	41.8	44.2	44.4
Strongly Agree	19.9	14.5	10.1	18.3
TOTALS	100.0 (1263)	100.0 (55)	100.0 (211)	100.0 (1529)

($\chi^2=28.8, df=12, p=.004$)

TABLE C-20

Feedback from former students
influences my selection of a school.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.3	1.8	0.5	0.4
Disagree	2.1	3.6	4.3	2.4
Neutral	8.6	5.5	10.6	8.7
Agree	49.3	47.3	53.8	49.9
Strongly Agree	39.8	41.8	30.8	38.5
TOTALS	100.0 (1260)	100.0 (55)	100.0 (211)	100.0 (1526)

($\chi^2=16.4, df=12, p=.171$)

TABLE C-21

Most information received from SDSU is adequate.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Strongly Disagree	0.4	0.0	0.5	0.5
Disagree	3.1	13.0	5.3	3.7
Neutral	10.2	16.7	17.3	11.4
Agree	73.9	63.0	70.2	73.0
Strongly Agree	12.4	7.4	6.7	11.4
TOTALS ($\chi^2=102.9, df=12, p=.001$)	100.0 (1261)	100.0 (54)	100.0 (211)	100.0 (1526)

TABLE C-22

Most information received from SDSU is credible.
(By status)

Response (percents)	New	Readmit	Transfer	Total
Disagree	0.9	1.9	1.9	1.0
Neutral	14.2	18.5	23.1	15.6
Agree	74.3	68.5	68.3	73.2
Strongly Agree	10.6	11.1	6.7	10.2
TOTALS ($\chi^2=18.1, df=9, p=.033$)	100.0 (1260)	100.0 (54)	100.0 (211)	100.0 (1525)

High School
 Teachers
 Others
 Parents
 Brothers
 Friends
 Colleagues
 TOTAL

Category	Frequency	Total
High School	20.4	20.4
Teachers	2.0	2.0
Others	3.0	3.0
Parents	5.0	5.0
Brothers	10.0	10.0
Friends	10.0	10.0
Colleagues	10.0	10.0
TOTAL	60.4	60.4

APPENDIX D
TABLES OF RESPONSES BY SEMESTER

TABLE D-1

Where did you get most of your
information about college?
(By semester)

Category (percents)	Fall 1975	Spring 1976	Total
High School Counselors	21.2	11.0	20.4
Teachers	4.1	3.1	4.0
Others	3.4	7.9	3.8
Parents	5.4	3.1	5.2
Brothers-sisters	19.2	18.9	19.2
Friends	32.5	37.8	33.0
College Personnel	14.1	18.1	14.5
TOTALS	100.0 (1401)	100.0 (127)	100.0 (1528)

($\chi^2=15.6, df=6, p=.015$)

TABLE D-2

Which of the following do you think had the most
influence on your choice
of a college?
(By semester)

Category (percents)	Fall 1975	Spring 1976	Total
High School Counselors	7.0	1.6	6.6
Teachers	5.4	2.4	5.1
Others	14.3	25.4	15.2
Parents	16.5	11.1	16.0
Brothers-sisters	15.6	12.7	15.4
Friends	31.7	38.9	32.3
College Personnel	9.5	7.9	9.4
TOTALS	100.0	100.0	100.0
($\chi^2=21.5, df=6, p=.001$)	(1396)	(126)	(1522)

TABLE D-3

In what form was most of your counseling
information relayed to you?
(By semester)

Category (percents)	Fall 1975	Spring 1976	Total
Verbal	47.3	40.8	46.8
Referral to College Personnel	6.7	7.2	6.8
Brochure	18.1	28.0	18.9
Course Catalog	25.7	20.8	25.3
Other	1.4	0.0	0.7
TOTALS ($x^2=11.7, df=6, p=.068$)	100.0 (1395)	100.0 (125)	100.0 (1520)

TABLE D-4

What do you consider to be the major influence
in your selection of a college?
(By semester)

Category (percents)	Fall 1975	Spring 1976	Total
Brochures	9.5	7.9	9.4
Television Programs	0.2	0.0	0.2
Posters	0.1	0.0	0.1
Visits from College Personnel	4.7	7.1	4.9
Feedback from Former Students	31.7	26.8	31.3
Visits to the Campus	24.3	19.7	23.9
College Publications	1.6	1.6	1.6
Other	6.8	8.7	6.9
Newspaper Stories	0.2	0.8	0.3
Radio Programs	0.1	0.0	0.1
Course Catalogs	11.1	14.2	11.3
High School Events Held on Campus	2.8	1.6	2.7
Personal Attendance	5.9	9.4	6.2
Other Counselors	1.1	2.4	1.2
TOTALS ($\chi^2=11.8, df=13, p=.542$)	100.0 (1389)	100.0 (127)	100.0 (1516)

TABLE D-5

A college education is necessary in today's society.
(By semester)

Response (percents)	Fall 1975	Spring 1975	Total
Strongly Disagree	1.9	1.6	1.8
Disagree	7.2	13.5	7.7
Neutral	21.7	29.4	22.3
Agree	45.6	37.3	44.9
Strongly Agree	23.7	18.3	23.3
TOTALS ($\chi^2=12.3, df=4, p=.015$)	100.0 (1404)	100.0 (126)	100.0 (1530)

TABLE D-6

It is important that colleges have good
physical education and recreation facilities.
(By semester)

Response (percents)	Fall 1975	Spring 1975	Total
Strongly Disagree	0.4	1.6	0.5
Disagree	0.9	3.1	1.0
Neutral	9.8	13.4	10.1
Agree	46.8	48.0	46.9
Strongly Agree	42.2	33.9	41.5
TOTALS ($\chi^2=13.1, df=4, p=.010$)	100.0 (1405)	100.0 (127)	100.0 (1532)

TABLE D-7

It is important that a college have good liberal arts facilities, i.e. music, theater, speech, art, dramatics, etc.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.4	0.0	0.3
Disagree	0.9	0.8	0.8
Neutral	13.7	14.2	13.7
Agree	48.3	52.0	48.6
Strongly Agree	36.8	33.1	36.5
TOTALS ($\chi^2=1.2, df=4, p=.872$)	100.0 (1403)	100.0 (127)	100.0 (1530)

TABLE D-8

A college should be more than a place to study.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Disagree	0.3	0.0	0.3
Neutral	1.7	3.1	1.8
Agree	32.4	32.3	32.4
Strongly Agree	65.6	64.6	65.5
TOTALS ($\chi^2=1.7, df=3, p=.636$)	100.0 (1404)	100.0 (127)	100.0 (1531)

TABLE D-9

South Dakota colleges and universities are as good as
or better than those in other states.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.4	0.8	0.5
Disagree	3.5	5.6	3.7
Neutral	39.4	44.0	39.8
Agree	44.2	39.2	43.8
Strongly Agree	12.5	10.4	12.3
TOTALS ($x^2=3.3, df=4, p=.494$)	100.0 (1399)	100.0 (125)	100.0 (1524)

TABLE D-10

Brochures about schools have a strong influence
on me in the selection of a college or university.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	2.6	2.4	2.6
Disagree	20.8	26.6	21.3
Neutral	40.5	36.3	40.1
Agree	31.9	29.8	31.7
Strongly Agree	4.1	4.8	4.2
TOTALS ($x^2=2.5, df=4, p=.629$)	100.0 (1401)	100.0 (124)	100.0 (1525)

TABLE D-11

Newspaper stories about a school, its programs, and its students
influence me as to whether to select that school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	1.5	0.8	1.4
Disagree	14.4	12.1	14.2
Neutral	37.0	46.0	37.7
Agree	41.2	37.1	40.9
Strongly Agree	5.9	4.0	5.8
TOTALS ($\chi^2=4.4, df=4, p=.351$)	100.0 (1404)	100.0 (124)	100.0 (1528)

TABLE D-12

Films about a school
influence my opinion of that school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	1.5	0.8	1.4
Disagree	16.0	20.2	16.4
Neutral	44.6	46.8	44.8
Agree	35.3	28.2	34.7
Strongly Agree	2.6	4.0	2.7
TOTALS ($\chi^2=4.2, df=4, p=.375$)	100.0 (1402)	100.0 (124)	100.0 (1526)

TABLE D-13

Films about a school
influence a high school student in choosing that school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.6	0.8	0.7
Disagree	7.7	4.0	7.4
Neutral	35.8	28.8	35.2
Agree	51.2	57.6	51.7
Strongly Agree	4.6	8.8	5.0
TOTALS ($\chi^2=8.6, df=4, p=.069$)	100.0 (1399)	100.0 (125)	100.0 (1524)

TABLE D-14

Television programs about a school
influence students in choosing that school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.4	0.0	0.4
Disagree	9.2	7.3	9.1
Neutral	44.3	40.3	44.0
Agree	43.3	48.4	43.7
Strongly Agree	2.7	4.0	2.8
TOTALS ($\chi^2=2.8, df=4, p=.591$)	100.0 (1397)	100.0 (124)	100.0 (1521)

TABLE D-15

Radio programs about a school
influence students in choosing that school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.4	1.6	0.5
Disagree	12.7	9.6	12.4
Neutral	53.4	49.6	53.1
Agree	32.5	36.0	32.8
Strongly Agree	1.1	3.2	1.2
TOTALS ($\chi^2=9.6, df=4, p=.047$)	100.0 (1399)	100.0 (125)	100.0 (1524)

TABLE D-16

Posters about a school
influence me in choosing a school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.5	0.8	1.4
Disagree	19.7	18.4	19.6
Neutral	50.4	52.0	50.5
Agree	27.0	24.8	26.9
Strongly Agree	1.4	4.0	1.6
TOTALS ($\chi^2=5.4, df=4, p=.248$)	100.0 (1402)	100.0 (125)	100.0 (1527)

TABLE D-17

Course catalogs are important
to students in choosing a school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.1	0.0	0.1
Disagree	1.2	0.8	1.2
Neutral	6.7	6.4	6.7
Agree	52.6	52.8	52.7
Strongly Agree	39.4	40.0	39.4
TOTALS ($x^2=0.2, df=4, p=.990$)	100.0 (1402)	100.0 (125)	100.0 (1527)

TABLE D-18

Visits from college personnel or students
to schools affect students selection of a school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.1	0.0	1.0
Disagree	1.1	0.8	1.1
Neutral	8.2	13.6	8.7
Agree	56.7	60.8	57.0
Strongly Agree	33.8	24.8	33.1
TOTALS ($x^2=7.3, df=4, p=.119$)	100.0 (1401)	100.0 (125)	100.0 (1526)

TABLE D-19

High School events (such as debate, music clinics, sports events, etc.)
held on a college campus influence my selection of a school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.9	1.6	0.9
Disagree	8.1	15.2	8.7
Neutral	27.4	31.2	27.7
Agree	44.7	40.8	44.4
Strongly Agree	18.9	11.2	18.3
TOTALS ($x^2=12.0, df=4, p=.016$)	100.0 (1404)	100.0 (125)	100.0 (1529)

TABLE D-20

Feedback from former students
influences my selection of a school.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.4	0.8	0.4
Disagree	2.4	3.2	2.4
Neutral	8.5	11.2	8.7
Agree	49.8	51.2	49.9
Strongly Agree	39.0	33.6	38.5
TOTALS ($x^2=2.7, df=4, p=.595$)	100.0 (1401)	100.0 (125)	100.0 (1526)

TABLE D-21

Most information received from SDSU is adequate.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Strongly Disagree	0.5	0.0	0.5
Disagree	3.4	7.2	3.7
Neutral	10.7	19.2	11.4
Agree	73.5	67.2	73.0
Strongly Agree	11.8	6.4	11.4
TOTALS ($\chi^2=15.8, df=4, p=.003$)	100.0 (1401)	100.0 (125)	100.0 (1526)

TABLE D-22

Most information received from SDSU is credible.
(By semester)

Response (percents)	Fall 1975	Spring 1976	Total
Disagree	1.1	0.8	1.0
Neutral	14.9	23.2	15.6
Agree	73.9	65.6	73.2
Strongly Agree	10.1	10.4	10.2
TOTALS ($\chi^2=6.1, df=3, p=.102$)	100.0 (1400)	100.0 (125)	100.0 (1525)

1. Name
2. Address
3. City
4. State
5. Zip

Name
Address
City
State
Zip

6. Title

7. How long have you been in the service?

8. Rank

9. How long have you been in the service?
10. How long have you been in the service?
11. How long have you been in the service?

12. How long have you been in the service?

13. How long have you been in the service?
14. How long have you been in the service?
15. How long have you been in the service?

16. How long have you been in the service?

17. How long have you been in the service?
18. How long have you been in the service?
19. How long have you been in the service?

20. How long have you been in the service?

APPENDIX E
QUESTIONNAIRE

21. How long have you been in the service?

22. How long have you been in the service?
23. How long have you been in the service?

24. How long have you been in the service?

25. How long have you been in the service?
26. How long have you been in the service?

27. How long have you been in the service?

28. How long have you been in the service?
29. How long have you been in the service?

Name _____ High School _____
Last First Middle

Sex: _____ Male _____ Female
Status: _____ New Student
_____ Transfer Student
_____ Readmit Student

The following information will help us know and serve our students better. We appreciate your assistance.

- Where did you get most of your information about college? (Check one)
 High School Counselors Parents Friends
 Teachers Brothers-sisters College personnel
 Other (please list)
- Which of the following do you think had the most influence on your choice of a college? (Check one)
 High School Counselor Parents Friends
 Teachers Brothers-sisters College personnel
 Other (please list)
- In what form was most of your counseling information relayed to you? (Check one)
 Verbal Brochure Course catalog
 Referral to college personnel Other (please list)
- What do you consider to be the major influence in your selection of a college? (Check one)
 Brochures about the school Newspaper stories
 Television programs Radio programs
 Posters Course catalogs
 Visits from college personnel High school events held on campus
 Feedback from former students Personal attendance
 Visits to the campus Other counselors
 College publications (newspapers, alumni bulletins, etc.)
 Other (please list)

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

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

- A college education is necessary in today's society.
 SA A N D SD
- It is important that a college have good physical education and recreation facilities.
 SA A N D SD
- It is important that a college have good liberal arts facilities, i.e., music, theater, speech, art, dramatics, etc.
 SA A N D SD
- A college should be more than a place to study.
 SA A N D SD

9. South Dakota colleges and universities are as good as or better than those in other states.
 SA A N D SD
10. Brochures about schools have a strong influence on me in the selection of a college or university.
 SA A N D SD
11. Newspaper stories about a school, its programs, and its students influence me as to whether to select that school.
 SA A N D SD
12. Films about a school influence my opinion of that school.
 SA A N D SD
13. Films about a school influence a high school student in choosing that school.
 SA A N D SD
14. Television programs about a school influence students in choosing that school.
 SA A N D SD
15. Radio programs about a school influence students in choosing that school.
 SA A N D SD
16. Posters about a school influence me in choosing a school.
 SA A N D SD
17. Course catalogs are important to students in choosing a school.
 SA A N D SD
18. Visits from college personnel or students to schools affect students selection of a school.
 SA A N D SD
19. High school events (such as debate, music clinics, sports events, etc.) held on a college campus influence my selection of a school.
 SA A N D SD
20. Feedback from former students influences my selection of a school.
 SA A N D SD
21. Most information received from SDSU is adequate.
 SA A N D SD
22. Most information received from SDSU is credible.
 SA A N D SD

BIBLIOGRAPHY

- Admissions and Records Office, South Dakota State University, March, 1976.
- Cecil, Charles F. "A Survey of Alumni of South Dakota State University." Unpublished M.S. Thesis. South Dakota State University. January, 1970.
- Christianson, Roger A. "Opinions and Sources of Information and Influence of South Dakota High School Guidance Counselors Concerning South Dakota Colleges and Universities." Unpublished M.S. Thesis. South Dakota State University. January, 1976.
- Crowley, Francis E. Higher Education Enrollment Information. Department of Education and Cultural Affairs, Spring 1974.
- Ihlanfeldt, William H. "Where to Aim Your Recruitment Efforts." Case Currents. February, 1976.
- Jorgenson, Daniel F. "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. May, 1974.
- Kerlinger, Fred N. Foundations of Behavioral Research. Holt, Rinehart, and Winston, 1973.
- Nelson, Jeffrey B. "Evaluating Local Opinion and Survey." Techniques. Vol. 9. June, 1974.
- Rowland, Howard R. "The Evaluation Dilemma." Case Currents. January, 1976.
- Scannell, Donald F. "Mass Media Use, Information and Opinions Concerning Higher Education." Unpublished doctoral dissertation abstract. University of Minnesota. May, 1974.
- Smith, Charles E. "Improve the Image of Higher Education." Techniques. October, 1974.
- Soule, Douglas J. "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.

Speich, Don. "Colleges Take Swing Down Madison Avenue." Los Angeles Times. May 15, 1975.

Tabor, Joan D. "Attitudes of Brookings High School Students Toward Variant Media and Use of Library Resources." Unpublished M.S. Thesis. South Dakota State University. May 1974.