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Effects of factors and people of influence on college choice comparing general population and top academic students

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EFFECTS OF FACTORS AND PEOPLE OF INFLUENCE ON COLLEGE CHOICE COMPARING GENERAL POPULATION AND TOP ACADEMIC STUDENTS

by

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EFFECTS OF FACTORS AND PEOPLE OF INFLUENCE ON COLLEGE CHOICE

COMPARING GENERAL POPULATION AND TOP ACADEMIC STUDENTS

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EFFECTS OF FACTORS AND PEOPLE OF INFLUENCE ON COLLEGE CHOICE COMPARING GENERAL POPULATION AND TOP ACADEMIC STUDENTS

Winnie L. Callahan, Ed.D.

University of Nebraska at Omaha, 2003

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The purpose of this study was to determine if there were statistically significant differences in the factors or people who influenced general population students as compared to top academic students in their choice of college/university. Influences were delineated according to factors or people because recruitment strategies must differ based on these categories. These analyses determined the impact the demographic characteristics of students' gender, community type, high school size, high school type, and anticipated college/major had on higher education choice.

The student population surveyed was derived from two student types attending the University of Nebraska's Peter Kiewit Institute. The first student type was the 155 (86 returns) top academic students who were receiving the Walter Scott, Jr. Scholarships. The second student type, 155 (97 returns) general population students exclusive of Scott Scholarship winners, was randomly selected.

Using SPSS, two-way analyses of variance were run controlling for various demographic characteristics. Top academic students assigned a higher level of importance to the influence of scholarship components of full paid tuition, residence hall, books/fees and personal computer system on their choices than did general population students. For the factor of reputation, the component of personal interest shown in the student by faculty/staff indicated a statistically significant difference with female students

having a higher mean score than males. In the factor of proximity, being close enough to visit on holidays and far enough to gain independence showed statistically significant differences with higher mean scores for top academic students despite controlling for demographic characteristics.

For the people of influence, statistically significant differences between top academic and general population students were found regarding both parents/guardians, mother/female guardian and father/male guardian. In each case, top achieving students had a higher mean score.

Statistically significant differences were found between student types, generally without regard for demographic characteristics, other than gender and college. Conclusions suggest recruiting strategies should be academically focused and personalized according to student type.

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Appreciation is extended to my friends and colleagues with whom I work now and to those I've worked with in years past. The associations, the laughs, the tears and even the frustrations have helped me grow both personally and professionally. You have helped me become the person I am today. Without you, a page in my life's book would be missing. I am indeed lucky.

DEDICATION

My dissertation is dedicated to those family members and friends without whom, my life and any accomplishments would mean little.

To my sons, John Brien and Clark Patrick, thank you so much for your steadfast love and unwavering belief in me. It was truly your pride and relentless encouragement that enabled me to complete so daunting a task. You willingly accepted the many sacrifices we had to make as a family in order for me to achieve this educational milestone. I've always loved you more than life itself, but in recent months, though I thought it impossible, we've grown even closer. A big part of the credit for this achievement goes to the two of you. Thank you so much for being there for me.

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"living up to expectations." Not succeeding simply was never an option. I can only begin to imagine the impact this educational endeavor will have, not only on young people, but on our city, state and nation. You and Suzanne give so much to so many … thank you for allowing me to have even a small part in the legacy you build.

Lastly, to my parents … I only wish they were alive to share this with me.

I've always felt that if you give young people the opportunity to grow up with the right kind of education and ethics, they'll become productive citizens.

Walter Scott, Jr.

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CHAPTER 1

Introduction

The Peter Kiewit Institute of Information Science, Technology & Engineering began as a concept in 1995 with the development of a Charter establishing what was called, at that time, The Omaha Institute. The Peter Kiewit Institute combined two colleges from two different campuses of the University of Nebraska system: the University of Nebraska – Lincoln's College of Engineering and Technology and the University of Nebraska at Omaha's College of Information Science and Technology in a collaborative partnership with business and industry. It was a unique model, from its Board of Policy Advisors consisting of 11 CEOs to its program design and public/private financial backing. This model built a new paradigm for the role of governance, curriculum development and funding in post-secondary education. It provided enhanced educational opportunities as well as creating a potential economic driver for the city of Omaha, the state of Nebraska, the Midwest region and the nation.

The intention of the Board of Policy Advisors was stated in the original Omaha Institute Charter (1995):

> The Omaha Institute will provide an administrative structure that allows creation of synergy among these two Colleges in order to expand educational opportunities in information science and engineering at the undergraduate and graduate levels and continuing education programs for professionals in information science, technology, and engineering. The Institute and programs in the Institute will be authorized to contract with the private sector for the conduct of research or

> educational programs. These interactions will lead to new developments of importance to business and industry. Enhanced economic development in Nebraska and the region, improved stature for the University of Nebraska and direct support for the business community are expected results from formation of the Institute. (p. 1)

The purposes of the Board of Policy Advisors specifically referred to "creating a center of excellence" in information science, technology and engineering, providing the Omaha metropolitan area and the State of Nebraska with "a unique resource for the education of their current and future employees, for the support of existing technologies, and for the creation of partnerships to develop new business opportunities through advancing technology". In addition, it was to exploit the advantages of "cooperative programming and the potential for mutually beneficial interactions with the private sector" and to create the achievement of common goals and a common environment for the success of the Institute (The Omaha Institute Charter, 1995, pp. 1,2).

In order to accomplish the stated purposes set forth by the Board of Policy Advisors, a plan was developed to recruit and retain students who clearly were among the top graduates in the state of Nebraska. The desired student profile of those selected for scholarship recruitment included scholars with ACT scores of 30 or above out of a possible 36 (ACT Assessment, 2003) or a comparable SAT score of 1340 or higher out of 1600 (College Board Online, 2003). In either case, this would identify the top 10% of all students taking the college entrance exams. Potential students were expected to have GPAs of at least a 3.5 on a 4.0 scale. Demonstrated leadership through participation in

school and/or civic activities was deemed very important to the overall success of the program and its graduates going forward.

Over The Peter Kiewit Institute's short 5-year history, success has been evident in a variety of ways. For example, according to the Enrollment Statistical Summary Fall 2002 (University of Nebraska at Omaha Office of Institutional Research, 2002), the student population grew 109% from 1,098 in the fall of 1997 to approximately 2,300 in the fall of 2002 (see Appendix A).

Other indicators of success in reaching The Peter Kiewit Institute's initiatives can be seen in the ACT scores of those receiving the Walter Scott, Jr. Scholarship. In the fall of 1997, 28 students received the Walter Scott, Jr. Scholarship. The ACT scores of these students had a median of 29.5 and a mode of 28, slightly below the desired student profile. Of the 322 applications for the Walter Scott, Jr. Scholarship in 2002, 56 students were selected. These 56 students had a median ACT score of 34 and a mode of 34, significantly above the desired student profile. In addition, the overall numbers of applications have increased each year with the number of "top" students (those with ACT test scores of 27 or above) growing from approximately 10% of the application pool to nearly 30%. These numbers come from application records in the Administrative Office of The Peter Kiewit Institute.

The Board of Policy Advisors, as required by the original charter, consists of 11 leaders of business, government agencies, and industry (The Omaha Charter, 1995). This Board of Policy Advisors along with the university administrative team – the NU president, the two chancellors whose campuses are represented in The Peter Kiewit

Institute, their vice-chancellors for academic affairs, and the deans of the two colleges – though pleased with the success, are mindful of the fact that the more academically gifted the students, the more noteworthy the competition is for these students. In other words, the young people recruited to receive the most financially lucrative scholarship offered through the university system, the Walter Scott, Jr. Scholarship, could attend any institution of higher learning in the nation and probably be given a "full-ride" scholarship to do so.

In an effort to keep the competitive edge in student recruitment, The Peter Kiewit Institute must understand as much as possible why exceptionally talented students make the choices they make as they select a college to attend. Previous studies point to factors such as academic reputation, cost, location and size (Murphy, 1981).

The study done by Litten, Sullivan and Brodigan (1983) determined that additional factors like fields of study, social atmosphere and careers had impact on selection of a school. Gender was also deemed a determiner of importance in weighing would-be advantages in studies provided through the works of Lewis and Morrison (1975) and Zemsky (1986). Phillips' ethnographic study (1986) supported the notion that differing constructions of the meaning of college attendance resulted in varying selections.

The Carnegie Foundation report of 1986 cited parents as the most influential determiner of school selection and choice. It further divided the parents by those who did not themselves graduate from college as carrying more pressure and influence than those

where the attendance in college is simply a family expectation that students grow up with as a "normal part of life" (p. 31).

The study by Russick and Olsen (1976) supported this notion of parental influence. A study in Minnesota by Wilson (1997) also determined parents to be the most influential persons impacting a student's selection of a higher education institution. At the same time, a study by Sewell and Armer (1966) raised the issue of the potential influence of neighborhood impact and its impact on aspirations.

Statement of the Problem

The Peter Kiewit Institute now faces a new test. As the academic level of student recruits increases, the number and prestige of institutions having an interest in them also increases. The challenge for The Peter Kiewit Institute is how to remain competitive in attracting these exceptional scholars. The Peter Kiewit Institute in its 5 short years of existence has had success in curbing the "brain-drain" out of the state of Nebraska and subsequently keeping the best and brightest in the state for their higher education experience. The concept of keeping young people in the state for college was to encourage these same students upon graduation to remain in the state for their career opportunities. This was one of the driving forces and primary mandates of the business leaders and government officials as they formulated a plan with the university administrative team. This mandate helped to guide the formation of The Peter Kiewit Institute dating back to 1995-96 (The Omaha Institute Charter, 1995).

The success of The Peter Kiewit Institute, while positive, requires on-going evaluation and diligence to capitalize on the existing momentum and to continue the

growth of the institute. Without this growth, many of Nebraska's talented young people may seek education and career opportunities outside the state.

Over the 5-year history, the academic standing of the recruitment class has seen an annual increase in ACT scores and the students' class rank. Within the last 2 years The Peter Kiewit Institute recruits have reached a point where some traditional reasons for acceptance of the Walter Scott, Jr. Scholarship offers have begun to fade (Midwest Survey and Research, 2001; Midwest Survey and Research, 2002). Initially, students and their families stated that the scholarship amount and computer system were among the very top reasons they chose to enter The Peter Kiewit Institute (Midwest Survey and Research, 1998; Midwest Survey and Research, 1999; Midwest Survey and Research, 2000). Within the last year, the scholarship students that The Peter Kiewit Institute has attracted are among the top 2% to 3% in the nation based on the National Ranks for ACT Scores (ACT Assessment, 2003). These students would get full funding regardless of the institution they selected and are aggressively recruited from among the nation's most renowned colleges and universities.

Knowing that scholarship dollars are only one factor in college choice, it is important to future success of recruitment efforts to clearly understand the other factors that might attract students to this young program. The fields of study provided through the colleges in The Peter Kiewit Institute do not tend to attract young women and minorities at the rates needed to fill business and industries' requirements, short-term or long-term (Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, 2000). A well-educated pool of

professionals must include a broader population base to meet the current and projected needs of this highly desirable industry. This has been an on-going national and international challenge for post-secondary education and business (Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, 2000).

The Peter Kiewit Institute's growth has presented a significant challenge going forward. Continuing to draw academically talented students is critical to fulfilling the mandates that led to the formation of The Peter Kiewit Institute. Understanding the factors that attract those young people is paramount to broadening the population base from which the programs must draw. This study was designed to help determine the multiplicity of factors and people that impact students in making their final decision and commitment.

Purpose

The purpose of this study was to determine if there were statistically significant differences in the factors or people who influenced general population students as compared to top academic students in their decision on where to attend college/university. Influences were delineated according to factors or people because recruitment strategies must differ based on these categories. These analyses determined the impact the students' gender, community type, high school size and high school type had on their higher education expectations. In addition, distinction was made by anticipated college and major. The following research questions were posed in this study.

Research Questions

1. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of the factors of scholarship, reputation of school and proximity to home when selecting a college or university?

    a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for gender?

    b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school size?

    c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school type?

    d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for community type?

    e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for anticipated major/college?

2. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of people when selecting a college or university?

a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for gender?

b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school size?

c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school type?

d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for community type?

e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for anticipated major/college?

Assumptions

A preliminary longitudinal study, The Scott Scholars Survey Report administered by Midwest Survey and Research (1998 through 2002), provided a framework for the development of this study. The Scott Scholar surveys were adapted over the years from

internal influences, such as quality of program, to external factors and people of influence. The surveys and their results served to guide the development of The Peter Kiewit Institute and its programs. In addition, the factors and influential people that were analyzed in this study were derived in part from responses to the Scott Scholar surveys over the past 5 years.

Limitations

The survey for this study was administered to a total of 310 students currently attending The Peter Kiewit Institute. The survey pool included the 155 students currently receiving the Walter Scott, Jr. Scholarship (experimental group) and another 155 students randomly selected (control group) from the total population of approximately 2,300 students who attend The Peter Kiewit Institute.

These students ranged from freshmen to senior status and included a small number of graduate students. Because the time the decision-making process occurred varied from a few months ago to 4 or more years ago, students' perceptions of the impact factors and people had on their decision may have changed over time. With maturity these responses may provide an even better insight into their choice.

Definition of Terms

General population students – for this study, "general population students" refers to the 155 students who were randomly selected from the student body of The Peter Kiewit Institute, exclusive of the Walter Scott, Jr. Scholarship recipients. This group constitutes the control group.

Top academic students – for this study, "top academic students" refers to the 155 Walter Scott, Jr. Scholarship recipients whose college entrance exams place them in the top 5% of high school graduates nationally. This group constitutes the experimental group.

Factors of influence – for this study, factors of influence refers to three items, scholarship, reputation of school, and proximity to home. Each factor consists of a number of defining components.

- Scholarship – refers to the financial costs covering four years of college tuition, residence hall/meals/maid service, campus life opportunities, assistance in costs of books/fees, the gifting of a personal computer system, and opportunities for networking and internships.
- Reputation of school – includes name recognition, cutting-edge facilities/technologies, academic excellence, quality of professors, academic offerings, accessibility of faculty/staff and personal interest shown in the student.
- Proximity to home – is a variable determined by the perception of each student regarding an acceptable distance from home. It includes the students' perceptions of whether or not they are close enough to visit family on holidays, close enough to visit family daily, close enough to drive home at will, and far enough to gain independence.

People of influence – for this study, people of influence refers to parents (both father and mother)/guardians, mother/female guardian, father/male guardian, teacher,

counselor, peers, and/or other people deemed by the student to be influential in their decision-making process.

Size of high school - for this study, size of high school is categorized as small, mid-sized or large school. A small school refers to a high school of 200 or less students. A mid-sized school refers to a high school of over 200 and less than 500 students. A large school refers to a high school of 500 or more students.

Type of high school – for this study, type of high school is categorized as public, private or home school.

Community type – for this study, community type is categorized as rural, township, small city, and urban/suburban. Rural refers to a community of 500 or less people. Township refers to a community of over 500 and less than 10,000 people. A small city reference calls to mind communities with populations ranging from 10,000 to 100,000 people. The urban/suburban label designates the largest population centers of over 100,000 residents. These metropolitan districts encompass a variety of smaller community-type clusters, directly in proximity to each other and influenced by the good and the bad of urban sprawl. These latter centers of urban and suburban configurations provide a commonality of diverse opportunities and a variety of diverse detractors such as crime, extreme poverty, and environmental challenges in magnified proportions.

Significance of the Study

The findings of this study, when applied to the recruiting strategies of institutions of higher learning, should make the decision process less ambiguous for students, parents and the institutions. A better match between student and the selected university could

provide a more positive experience for all concerned. It may even reduce the numbers of transfers into and out of institutions as expectations more closely match true program offerings.

Numerous studies mention the stress of the higher education selection process (Festinger, 1964; Janis & Mann, 1977). Zemsky and Oedel (1983) explain the extent to which the decision can, in some cases, dominate the student and the family for up to a full year prior to the decision requirement. Given the aptitude and potential of the students involved in this study, the numbers of institutions and the award packages offered are such that an already difficult decision is even more amplified.

By delineating and understanding the factors of influence and the people of influence identified in this investigation, it is possible that the stress level and the confusion created in weighing alternatives could be reduced. If this proves to be the case, it may also result in less withdrawals and transfers, as the students' selections should be more nearly compatible with the students' expectations and hoped-for outcomes.

Overview of the Study

Chapter 2 contains a review of the literature relative to the decision-making process for students in post-secondary education. Chapter 3 outlines the design and methodology used. An analysis of the survey responses using two-way analyses of variance tests is provided in Chapter 4. Conclusions, discussions and recommendations for future actions and study are presented in Chapter 5.

CHAPTER 2

Literature Review

"Who goes where to college?" Alexander Astin first addressed this question in 1962. In this study, Astin identified characteristics of student bodies and some relationships between these characteristics and institutional characteristics of colleges. The 127,212 students surveyed entered 248 different colleges and universities.

Since the Astin study (1962), an array of researchers have worked and established models to account for the decision-making process employed by students and families in an effort to find their preferred institution of higher learning. Two general categories of models have resulted: a three-stage model (Hanson, 1982; Hossler & Gallagher, 1987; Jackson, 1978) and a multistage model that includes five and seven stages (Chapman, 1981; Litten, 1982). A careful analysis of the two categories reveals overlap.

In the first phase, potential college students develop a predisposition to go to college. The second phase includes the investigation of potential schools, as the students decide where to make formal application. The final phase is the actual decision of where to attend (Hossler & Gallagher, 1987).

Research on the three-stage model would suggest that it is an interactive model: attributes of the student and organizational factors at both the pre-college and college levels interact to cause or produce outcomes (Jackson, 1978). Studies also have looked at such variables of influence (parents, peers, counselors, college recruiters, marketing materials, handbooks, etc.) on potential students to determine the importance of different sources of information and how they vary with students in various stages (Butner,

Caldera, Herrera, Kennedy, Frame, & Childers, 2001; Cabrera & La Nasa, 2000; Clagett, 1999; Hossler, Schmit, & Vesper, 1999). Different factors have also been weighed (cost, location, size, prestige, financial aid, academic offerings and outreach) to see the influence such factors have in the overall decision ("Analysis of the Gulf Coast Consortium", 2001; Hodges & Barbuto, 2002; Hossler et al., 1999). As a result of these efforts, most colleges and universities are able to target marketing efforts according to student profiles and the student's position in the overall college choice process.

A study by the Carnegie Foundation for the Advancement of Teaching (1986) shows that many times students make such a decision without a rational approach to the decision-making process. In fact, the decision may be very subjective or based on information that, in the academic arena, simply does not meet expectations. The results of this study suggest there may be a mythology of college choice, but probably not a reliable method for college selection.

The same study (Carnegie Foundation, 1986) also found students ranked institutions carefully by a variety of standards such as number of students, number of faculty with a PhD, national ranking, number of professors, and price. Other students in the study indicated less obvious reasons for selection of college. One student in the study chose her school because she wanted a single room in her freshman year. Another chose his school based on the number of students from his high school who played football and were attending a given institution. "Being with people you like is extremely important" (p. 29). The researchers in the 1986 Carnegie Study conclude, "the most important thing

we learned is that students' searches for colleges are not as comprehensive as the mythology would lead one to believe" (p. 33).

In *The Structure of College Choice,* Zemsky and Oedel (1983) also recognized students do not always look at all the college options open to them. Their research showed that students tend to limit their own choices by seeking a small number of college possibilities and hoping that one of that group will accept them. A later study by Zemsky reiterated this notion. "Precisely because the decision is so overwhelming, even the best and the brightest students seem to drift toward highly predictable choices" (Zemsky, 1986, p. 106). Both studies, the one in 1983 and the one in 1986, determined that college choice is largely a function of family and community circumstances, usually related to family income and parental education level. When ACT or SAT scores and future educational expectations are added to the previous variables of family income and parental education level, the results lead to a documented pattern of college choice nationally.

Zemsky and Oedel (1983), like many other researchers have attempted to uncover patterns of college attendance ("Analysis of the Gulf Coast Consortium", 2001; Butner et al., 2001; Cabrera & La Nasa, 2000; Clagett, 1999; Hodges & Barbuto, 2002; Hossler et al., 1999). Their collective findings vary according to institutional and individual student characteristics.

A very extensive and comprehensive analysis of college choice is a study of 3,000 high school seniors in six metropolitan areas, conducted by Litten et al. (1983). They asked students to rank 25 institutional characteristics according to their importance in

decisions of where to apply. The findings ranking highest were costs, fields of study, general academic reputation and standards, location, social atmosphere, and careers to which college might lead.

Factors of Influence

Several factors hold significant importance to the decision a student makes with regard to higher education selection. They include, but are not limited to, scholarship, reputation of the school, and proximity to home.

Scholarship. One characteristic that is often used to determine appropriate college of choice is academic achievement as tested on the SAT or ACT or high school GPA and class rank (Cabrera & La Nasa, 2000; Reisberg, 2000; Toutkoushian, 2001; Turner & Bowen, 1999). In fact, another study by Toutkoushian (2001) indicated that students' academic ability influences their choice of college even more than does socio-economic status.

Gilmour, Dolich, and Spiro (1978) found that, in the process of forming choice sets, high achieving students begin thinking about college earlier, apply earlier and consider a larger number of schools. This is supported by Trusty, Robinson, Plata, and Ng (2000) who examined the academic performance of eighth-grade students and its effects on college choices. Similarly, Hossler et al. (1999) examined the differences in influences on the decision-making process of ninth-grade and twelfth-grade students.

Reputation of school. Renowned institutions with a history of excellence are attractive to a variety of students by name alone. While the name and reputation could be accurately the result of decades of excellence and distinguished alumni, studies indicate

that reputation alone may appeal to some students more than others. Broekemier and Seshadri (1999) concluded from their study that women are more concerned with academic issues than are their male counterparts.

A survey of students in Milwaukee high schools (Murphy, 1981) found the important attributes to be academic reputation, cost, location and size. Consistent with these findings are earlier studies (Gilmour et al., 1978; Leslie, Johnson, & Carlson, 1977; Lewis & Morrison, 1975). Together, this research determines that the most important institutional characteristics affecting students' choice sets are academic quality/reputation, program offerings, location and costs. Similar findings were reported from a study by Litten et al. (1983) and another study by Espinoza, Bradshaw, and Hausman (2000).

Proximity. Several studies examine the location of colleges and universities relative to the students' home and high school of attendance ("Analysis of the Gulf Coast Consortium", 2001; Clagett, 1999; Murphy, 1981). High achieving students also seem to have a broader geographic region of acceptance (Zemsky & Oedel, 1983). The work of Litten (1982) supports these findings, adding that students who are high achieving are more concerned with academic standards, program offerings, and "net cost" rather than "price", and are less concerned with career outcomes and campus appearance.

Parental income and college costs. As referenced in the findings of Sevier (1986) and Hendricks (1981), research on parental influence often focuses on costs. Some evidence suggests that as costs increase so does parental influence, especially among lower income families (Sevier, 1986). Parents may also communicate (explicitly or implicitly) that there is a price limit to their children's college attendance, constraining

the consideration of schools to those within that limit. Zemsky and Oedel (1983) found evidence to support that students from higher income families tend to consider schools further away from home, as well as institutions that cost more, are more selective, and/or private. Hendricks (1981) found that parental concerns about cost determine the number of schools to which a student can apply, the number of campuses the student may visit and the colleges' distance from home to which the student may apply.

The effect of family income on sources of information used in searching for college options is consistent with the pattern found in the impact of parental education level. Leslie et al. (1977) found that lower income students depend more on their counselors while higher income students turn more to their parents. Students from lower incomes tend to rank cost as a more important determiner in the decision-making process than do students whose parental income is quite high.

Family income and selectivity are also related. Karen (1988) found that socioeconomic status exerts twice as much effect on selectivity of institutions in students' choice sets as ethnicity or gender. Controlling for ethnicity, gender, and academic ability, Hearn (1984) and Zemsky and Oedel (1983) found that higher income youth were more likely to enter highly selective institutions.

Despite the conclusions drawn in an array of research, Birmingham (1992) suggests some of the survey research on the impact of income and cost issues on college choice is flawed. He cites the self-contradictory findings of Sevier (1986) as an illustration of the problem: "Cost was assigned a low-influence rating by the students being surveyed, yet about three-fourths of the students in the survey said they may not

have been able to attend their college of choice without financial aid" (Birmingham, 1992, p. 272). An issue here may be that students do not relate to the issues of finance while in reality their parents see it as a major concern.

People of Influence

It has long been known that high school seniors frequently rely on a variety of people to help them in the decision process related to where they will receive their post-secondary education. Many students indicate they themselves made the ultimate choice based on their expectations of future career interests, their academic abilities, and their confidence in themselves. However, their parents, a teacher, a school counselor, or a highly regarded peer may also have directly or indirectly influenced their choice. Studies have examined a variety of people thought to be in a position where their actions, words, or counsel directly or indirectly appeared to have been influential in helping students make the final decision (Butner et al., 2001; Cabrera & La Nasa, 2000; Hossler et al., 1999).

Student expectations. A student's expectation of what he/she wants from college and the college experience may be the ultimate decision maker. Ash (1987) suggested that a student's expectations act as a filter through which all information passes. Each potential factor in the college choice is interpreted differently depending on the student's mindset and aspirations. The findings of Phillips' ethnographic study of college choice (1986) support this idea. "Each student sought out particular postsecondary institutions that fulfilled the expectations of his or her differing constructions of the meaning of college attendance" (p. 175).

Even considering that students' expectations may be somewhat idealized and imprecise, it is important to note how they filter information and its effect on college decisions. Phillips' findings (1986) also highlight the value of qualitative data in uncovering the different constructions of college attendance and how the image of a particular institution varies among students.

Parental influence and expectations. Parents can have a great deal of influence over a student's decision for college. Over a period of years, many parents mold a vision of college. From the early discussions of where to go, to the application process, to the final selection of a college to attend, parents tend to walk right beside many students and bring a great deal of pressure to the decision. Parental income, for example, sets one tone (Cabrera & La Nasa, 2000; Reisberg, 2000; Spaulding, 2001; Trusty et al., 2000). However, based on a study by Toutkoushian (2001), it appears that academic ability may override the issue of restrictions based on family income in choice of college.

College costs may shape another family's decision. Parental level of education, parental occupation, and the community in which parents elect to raise their children have also been shown to be powerful influences on the choice process (Butner et al., 2001; Grayson, 1999; Reisberg, 2000).

Parents are almost unilaterally cited as the most influential in a student's selection process (Carnegie Foundation, 1986). Yet, attempts to quantify or track parental influence are difficult because it permeates the entire selection process, beginning long before consideration of specific colleges. Often, the influence is subtle and implicit, especially in families in which the children are expected to go to college. The findings of

the Carnegie Foundation study support this claim: "parents who did not themselves graduate from college exert the most direct influence on their children in making college choices, but parental persuasion may be more subtle in families where going to college is accepted as a normal part of life" (p. 31).

Parents were found to be the most powerful influences in a student's decision of college or university. Russick and Olsen (1976) and Child and Associates, as cited by Wilson (1997), found 52% and 77%, respectively, of students surveyed chose their parents as the primary influence. By selecting parents, these students confirmed that teachers, counselors, friends and others, though having some impact, were not as directly responsible for their ultimate choice of a college or university as were their parents. Finances were also associated with the parents' impact. Sevier (1986) found that parental influence increases as the cost of attending the college increases, especially among low-income families. Similarly, Hendricks (1981) found that parental influence increases as the expected parental contribution to college costs increases.

Few studies have simultaneously examined the opinions of both parents and their students regarding college choice. One such study by Bowers and Pugh (1973) showed entering first-year students at Indiana University in 1970 weighed the influence of parents more heavily than did the parents themselves. The same researchers concluded that students and parents placed different emphasis with regard to the institutional factors and their role in the decision-making process. For example, students are more prone to worry about living conditions, campus atmosphere, social climate and recreational

opportunities. Parents tend to concentrate on expenses, academic standing, cost of living and distance from home.

Murphy (1981) summarizes, "Early in the decision process, parents may force students to reject all schools that parents don't like. Therefore, students are stuck with the list parents recommend" (p. 148). In this summation, parents are seen as limit setters.

The research of Douran and Kaye (1962) indicates that parents defend their influence into this process on the basis of how the final choice appears to affect their own needs. Puffet (1983) summarizes the central argument of these researchers:

> Parents may see the institution attended by their children as an extension of their own status role in society and, as a result, may influence their offspring to enroll at a prestigious institution to enhance their own feelings of self-worth. Or parents may not have or want to spend large amounts of money on their child's college education and so may encourage the child to enroll at an inexpensive college. (p. 9)

Counselor. Counselors are called upon by various groups of students for various reasons. Lewis and Morrison (1975) found in their study that men were more apt to seek the help and advice of their high school counselor than were women. Leslie et al., (1977) reported that lower income students rely more heavily on guidance from their high school counselor than students whose family is more affluent. In the more affluent family, students tend to seek the guidance of their parents more than the school counselor. This may have some connection to first generation college attendees or may be a result of the parents' career tracks and/or educational backgrounds.

Zemsky and Oedel (1983) found in their study that less mobile families request assistance of the school counselor and rely on recruitment materials from colleges and universities to get an indication of appropriateness of school. In this study, it was pointed out that families who travel frequently enjoy many on-site visits in a variety of locations before making the final college choice.

Student Attributes

Several attributes of students have been shown to have an impact on school choice. Included in these independent variables are gender, size of high school and type of community from which the students come. Studies have examined these variables and delineated their effects on the selection.

Gender. There is some evidence to support the theory that male and female students look at college choice differently (Broekemier & Seshadri, 1999; Lackland & De Lisi, 2001; Lewis & Morrison, 1975; Trusty et al., 2000; Zemsky, 1986). After interviewing a group of high school seniors every other week throughout their senior year, Lewis and Morrison (1975) found that women start and finish the search and application process earlier and apply to more institutions than do their male counterparts. Women ask other college students for their advice and to share their experiences. Men, on the other hand, rely more heavily on high school counselors than do women. Women tend to think residential life is more important than men. Men think academic standing and costs are more important considerations than women do (Lewis & Morrison, 1975).

Zemsky (1986) re-analyzed his data from 1983 and found that men tend to go "away" more than women. Women tend to stay close to home. Geographic region can

and does influence gender choices. In examining individual markets and populations of applicants, his analysis reveals that gender has little impact in a market like Los Angeles, but a huge impact in a market such as Irving/Arlington, Texas. Zemsky's conclusion was that being female strongly discourages consideration of a highly selective institution.

Size of high school/Type of community. Fewer studies have examined the effects of high school size and type of community. Hodges and Barbuto (2002) found differences in the influencing factors between students from rural and urban areas. On a more global level, Sewell and Armer (1966) were some of the first to examine the impact of communities as a whole on college choice. In their article Neighborhood Context and College Plans, they pointed to the fact that presumably a neighborhood reflects the shared norms and aspirations of its members, and has an important effect on the educational aspirations of youth over and above that of the family socioeconomic status or individual ability" (p. 162). Sewell and Armer's research is limited in two ways: it only addresses students in the Milwaukee area and it looks only at the first stage of college choice ... whether or not to attend college (educational aspiration).

In *The Structure of College Choice*, Zemsky and Oedel (1983) identify a clear and predictable pattern of college choice. The researchers conclude that "high school juniors and seniors, whatever their personal unpredictability, collectively behave in a most predictable fashion when it comes time to select a college" (p. 9).

A student's family and community provide the foundation for this predictability. As Zemsky and Oedel (1983) explain:

> Among the more affluent families in which higher education has become a tradition, the selection of a college has taken on a ritual air: attendance at school-sponsored meetings, participation in college nights, and travel to distant campuses. Less mobile families rely more on high-school counselors and recruiting mail to inform them of the range of college options. (p. 29)

As implied in the statement above, the model suggests that the stratified pattern of college choice is "deeply stitched into the social and economic fabric of the nation" (p. 44).

Decision Process

The entire process of college selection, for many families, becomes a completely consuming activity. It can tap everything from time to money. In other families, decisions regarding college may simply follow a natural and orderly plan with little time and resources from the family required.

The theory of cognitive dissonance offers a model of how decision-making in multi-objective choice situations proceeds. A basic assumption of cognitive dissonance theory is that attempting to hold two apparently contradictory (or dissonant) ideas creates anxiety. Janis and Mann (1977) explain:

> When we speak of "decisional conflicts" we are referring to simultaneous opposing tendencies within the individual to accept and reject a given course of action. The most prominent symptoms of such conflicts are hesitation, vacillation, feelings of uncertainty, and signs of acute emotional stress whenever

the decision comes within the focus of attention. A major subjective characteristic of decisional conflicts is an unpleasant feeling of distress. (p. 46)

According to Leon Festinger's original theory (1964), conceived dissonance frequently manifests itself in what he calls the post-decisional stage. He proposed that before a commitment to one option is made, gathering and evaluating information proceeds relatively rationally and objectively. At this point, the individual does experience conflict when positive and negative aspects of an alternative are perceived. Yet this conflict, while creating frustration and even anger, will not lead the individual to bias the evaluation in favor of one alternative (Festinger, 1964).

There are five ways in which individuals can alleviate the discomfort that often accompanies decision-making: (1) altering perceptions of each option or altering one's values and goals; (2) selectively exposing oneself to information, e.g. seeking information that supports the preferred or chosen alternative while avoiding information that supports other alternatives; (3) avoiding the decision; (4) committing to one course of action quickly and impulsively; and (5) minimizing the consequences of the decision or bolstering one's belief that the decision is reversible (Janis & Mann, 1977). These five strategies typify some of the ways in which individuals cope with the anxiety that is often present when faced with multi-objective decisions.

The process of selecting a college most often involves students and their families seeking to satisfy numerous goals. It is possible therefore that one could research the decision process a select group of students and their parents went through to decide to attend a certain university. From such a study and the information gathered, one could

glean what about the institution led to the decision these students made to apply and ultimately attend, while also learning what "other" factors might have influenced the decision but are clearly outside the institution's sphere of influence.

Conclusion

Based on the review of literature, people who have the opportunity to influence a student's decision on higher education choice tend to be predictable. The literature also is relatively consistent with regard to the factors that influence a student's final choice for post-secondary education.

Little research, however, is available to help determine if certain people or specific factors are germane to the recruitment of high-achieving students and their attendance at institutions of long-standing academic reputation as compared to schools early in the reputation-building process. Also, not readily available is information regarding size of high school, type of high school and type of community as related to their individual and collective impacts on the students' choice of a college/university. Even less information is available disaggregating the influence of factors and people on top academic students when compared to general population students. This study seeks to expand the body of knowledge on these crucial determiners of student choice for post-secondary educational opportunity.

CHAPTER 3

Methodology

The purpose of this study was to determine if there were statistically significant differences in the factors or people who influenced general population students as compared to top academic students in their decision on where to attend college/university. Influences were delineated according to factors or people because recruitment strategies must differ based on these categories. These analyses determined the impact the students' gender, community type, high school size and high school type had on their higher education expectations. In addition, distinction was made by anticipated college and major.

Research Design

The purpose of this study was to determine those factors and people specific to certain demographic characteristics that influenced top academic students and a random sample of general population students to select The Peter Kiewit Institute for their higher education experience. This research study utilized a questionnaire to determine the people who influenced a student's ultimate choice of a higher education institution. It further revealed the factors students examined as they made this important lifetime decision. The data obtained from this survey was delineated on the lines of students' gender, high school size, high school type, and community type from which the students hail. Responses were also delineated on the basis of students' anticipated majors/colleges.

Description of Population

The student population surveyed for the purpose of this study was derived from two distinct student types. The first student type was the top academic students. This group was made up of 155 students who were currently receiving the Walter Scott, Jr. Scholarship awards. The second student type, general population students, formed the control group of 155 students randomly selected from the total population of The Peter Kiewit Institute student body, exclusive of the Walter Scott, Jr. Scholarship award recipients. Both of these student types were made up primarily of young men and women pursuing fields of study in information science, technology, engineering or telecommunications. They were attending programs through either the University of Nebraska-Lincoln's College of Engineering and Technology or the University of Nebraska at Omaha's College of Information Science and Technology. These two colleges combine with business and industry to form The Peter Kiewit Institute.

In the pursuit of accurate information, the decision was made to survey the entire population of current recipients of the Walter Scott, Jr. Scholarship rather than utilize a sample approach. This decision was made because the population was readily accessible. In addition, the population size was small enough to make it feasible to pursue the entire group and yet large enough to render reliable data on behalf of the experimental group.

The control group consisted of 155 randomly selected Peter Kiewit Institute students excluding recipients of the Walter Scott Jr., Scholarship awards. They were chosen to serve as a baseline in determining any difference in influences on the selection of a post-secondary institution when comparing general population students to those top

academic students based on college board entrance exams, GPA, class rank and leadership/participation activities.

The Scott Scholars were ranked within the top 5% nationally of high school seniors taking the SAT or ACT college admission exams. (Students had an SAT score of 1340 or higher and/or an ACT score of 30 or above.) In addition, these students ranked in the top 10% of their high school graduating classes and had a grade point average (GPA) of 3.5 or above on a 4.0 grading scale. (If GPA was based on a 100 point scale the student exhibited a 95 or above average.)

Students receiving the Walter Scott, Jr. Scholarships also must have demonstrated participation and leadership through school and/or civic activities. Having students who are academically gifted as well as socially aware and civically responsive is a priority of the selection process.

Currently the Scott Scholar population consists of 30 females and 125 males. This proportion is in line with national trends but not desirable nationally or locally (Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, 2000). Having more females is a crucial part of expanding the potential workforce needed to advance these fields in the 21st Century (Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, 2000).

Instrumentation

The survey instrument developed by this researcher for the study was the result of analyzing phone survey findings from previous longitudinal surveys and the review of

literature as presented in Chapter 2. The previous surveys were commissioned by the donor, Walter Scott, Jr., in collaboration with The Peter Kiewit Institute Board of Policy Advisors and administered through Midwest Survey and Research Corporation. Each of the 5 years since the inception of The Peter Kiewit Institute and the awarding of the Walter Scott, Jr. Scholarships, a concerted effort was made to study the success of the program through the eyes of these students and to determine those areas where educational opportunities might be enhanced and improved. This phone survey was developed in conjunction with the donor, this researcher and Midwest Survey and Research Corporation to identify the variables or combination of variables that played a role in the decisions made by individuals within each demographic group.

The survey written for this current study (see Appendix B) utilized findings from both past research studies highlighted in the review of literature and, in particular, the key elements identified in the Midwest Survey and Research Corporation longitudinal phone surveys. The intention of this researcher was to further discriminate those elements most directly impacting the college choice for top academic students and general population students entering fields of information science, technology and engineering.

The first sample test was given to 12 people with a variety of backgrounds. The group included three high school seniors, three undergraduate college students, three university graduate students and three university professors. Each participant was approached on an individual basis and asked to review the form and make suggestions as appropriate. The purpose for this initial test was to determine if there were wording or conceptual clarifications required before taking the instrument to a pilot sampling. As

such, no verbal directions were given in order to see if the written directions themselves had clarity.

This test for readability proved a worthwhile activity as several small, yet important, adjustments were incorporated in the final instrument draft. These changes included a simplification of the instructions, a clarification of the words "network" and "programmatic," the addition of a comma for reading clarity, and the reworking of sectional headings for parallel construction.

Following the first sample test for readability, a second sample test of the instrument was administered to get an estimate of reliability. This pilot test was given on March 2, 2003, to a group of 25 Scott Scholars participating in a weekend retreat held at The Peter Kiewit Institute. These students ranged from second semester freshmen through second semester seniors. All 25 surveys were appropriately completed and returned by March 3, 2003. The results of these test surveys in conjunction with the results of the final survey provided the data for testing reliability.

For this study, the dependent variables were factors of influence and people of influence. The values chosen for the variable "factors of influence" were scholarship, reputation of university, and proximity to home. Cronbach's alpha was computed for each of these three subscales from the final survey data in order to determine reliability. The components that created the category of scholarship had a relatively high Cronbach's alpha of .8691. The subtopics defining reputation had a Cronbach's alpha of .7761. The third factor of proximity had a Cronbach's alpha of .7165 (see Table 1).

Table 1

Reliability of Factors of Influence on Student Choice of College/University

Factors of Influence	Cronbach's Alpha
Scholarship 4-year tuition, residence hall/meals/maids, campus life, books/fees, personal computer system, networking/internship opportunities	.8691
Reputation Name recognition, cutting edge facilities/technologies, academic excellence, quality of professors, academic offerings, accessibility of faculty/staff, personal interest in student	.7761
Proximity Visit family on holidays, visit family daily, drive home at will, gain independence	.7165

Procedures

The survey written for this study (see Appendix B) along with a cover letter (see Appendix C) was placed in an envelope and addressed to each of the 310 students selected for this study. Each survey was accompanied by a separate card (see Appendix D) that the student returned at the same time they returned the survey. The card provided a place for the student to identify him/herself, but was not attached in any way to the survey. This method provided anonymity but allowed this researcher to know which students needed a reminder notification. The envelopes were delivered to the residence manager of the Scott Residence Hall for distribution in the student mailboxes within the dorm for those students living there. Those students who did not live in the dorm received their survey information via U.S. Mail. In a cover letter, all students were asked to take the 5 to 10 minutes required to complete the survey and then return the completed form and accompanying card to Room 301 in The Peter Kiewit Institute.

For the purpose of this study, an acceptable return rate was no less than 50% of the identified pool of students. Students who did not return the separate card were contacted by phone and/or e-mail and given a reminder.

Description of Respondents

A total of 183 students participated in the study, including 86 who were recipients of the Walter Scott, Jr. Scholarship awards (Scott Scholars) and 97 students randomly selected from the general population attending one of the two colleges within The Peter

Kiewit Institute. The self-selected pool of respondents consisted of 35 female students and 148 male students (see Table 2).

Of the 183 students responding, 49 came from high schools with 200 or less students; 37 respondents came from mid-sized high schools of over 200, but less than 500 students; and 97 participants represented high schools of over 500 students. To further analyze the data, high schools were categorized by type to distinguish them as public, private or home school. Within the study, 140 of the responding students had attended public schools; 41 of the students had been educated in private high schools while the remaining 2 respondents had been home schooled (see Table 2).

Another distinguishing characteristic by which the respondents were subdivided was community type. Rural communities of 500 or less people were represented by 13 respondents. Forty of the responding students hailed from townships defined for the purpose of this study by a population between 500 and 10,000. Small cities described with populations ranging from 10,000 to 100,000 consisted of a group of 34 students in this study. The largest group of respondents, 96 students, came from urban/suburban population centers of over 100,000 (see Table 2).

In an effort to discover any impact the college of attendance or the selected major might have on students' perceptions, an analysis looking at both categories was completed. The Peter Kiewit Institute consists of two colleges, the College of Engineering and Technology and the College of Information Science and Technology, together offering a total of nine majors. The responding pool of students consisted of 90 students from the College of Engineering and Technology and 93 students enrolled in the

Table 2

Frequencies and Percentages of Respondent Demographics

Demographics	General Population	Top Academic	Total
	n (%)	n (%)	n (%)
Gender			
Female	13 (13.4%)	22 (25.6%)	35 (19.1%)
Male	84 (86.6%)	64 (74.4%)	148 (80.9%)
High School Size			
Small (< 200)	16 (16.5%)	33 (38.4%)	49 (26.8%)
Mid-Sized (> 200 and < 500)	23 (23.7%)	14 (16.3%)	37 (20.2%)
Large (> 500)	58 (59.8%)	39 (45.3%)	97 (53.0%)
High School Type			
Public	75 (77.3%)	65 (75.6%)	140 (76.5%)
Private	22 (22.7%)	19 (22.1%)	41 (22.4%)
Home School	-	2 (2.3%)	2 (1.1%)
Community Type			
Rural (<500)	4 (4.1%)	9 (10.5%)	13 (7.1%)
Township (> 500 and < 10,000)	16 (16.5%)	24 (27.9%)	40 (21.9%)
Small City (> 10,000 and < 100,000)	20 (20.6%)	14 (16.3%)	34 (18.6%)
Urban/Suburban (> 100,000)	57 (58.8%)	39 (45.3%)	96 (52.5%)

College of Information Science and Technology. A breakdown of the numbers of students in each major can be seen in Table 3.

Variables

Independent variables. Three independent variables were examined in this study. The binary variable of gender was self-declared on the questionnaire by the respondent. The tertiary variable of high school size was categorized within a specific range depicting small, mid-sized and large. For the purpose of this study, a small school referred to a high school of 200 or less students. A mid-sized school referred to a high school of over 200 and less than 500 students. A large school referred to a high school of 500 or more students. High school type, also a tertiary variable, was categorized as public high school, private high school, or home school.

Community type was categorized as rural, township, small city, or urban/suburban. Rural referred to a community of 500 or less people. Township referred to a community of over 500 and less than 10,000 people. A small city reference called to mind communities with populations ranging from 10,000 to 100,000 people. The urban/suburban label designated the largest population centers of over 100,000 people.

Dependent variables. The dependent variables were factors of influence and people of influence. The values chosen for the variable "factors of influence" were scholarship, reputation of university, and proximity to home. The defining components of scholarship included the monies supporting up to 4 years of college tuition (amount based on a student enrolled for 12 to 15 hours of study), coverage of residence hall/meals/maid service, campus life opportunities, assistance in costs of books/fees, the

Table 3

Frequencies and Percentages of Respondents' Anticipated Majors/Colleges

College and Major Fields of Study	General Population	Top Academic	Total
	n (%)	n (%)	n (%)
College of Engineering and Technology			
Architectural Engineering	2 (2.1%)	16 (18.6%)	18 (9.8%)
Civil Engineering	3 (3.1%)	7 (8.1%)	10 (5.5%)
Construction Engineering Technology	3 (3.1%)	-	3 (1.6%)
Computer Engineering	10 (10.3%)	17 (19.8%)	27 (14.8%)
Electronics Engineering	9 (9.3%)	6 (7.0%)	15 (8.2%)
Industrial Engineering Technology	3 (3.1%)	1 (1.2%)	4 (2.2%)
Manufacturing Engineering Technology	10 (10.3%)	3 (3.5%)	13 (7.1%)
Total	40 (41.2%)	50 (58.1%)	90 (49.2%)
College of Information Science and Technology			
Computer Science	33 (34.0%)	21 (24.4%)	54 (29.5%)
Management Information Systems	24 (24.7%)	15 (17.4%)	39 (21.3%)
Total	57 (58.7%)	36 (41.8%)	93 (50.8%)

gifting of a personal computer system, and networking and internship opportunities. Reputation of university included the components of name recognition, cutting edge facilities/technologies, academic excellence, quality of professors, academic offerings, accessibility of faculty/staff and personal interest shown in the student. Proximity was a variable factor determined by the perception of each student regarding an acceptable distance from home. It included the students' perceptions of whether or not they were close enough to visit family on holidays, close enough to visit family daily, close enough to drive home at will, and far enough to gain independence.

In the survey conducted for this study, students quantified the degree to which these factors influenced their college choice. Subcategories of each of the three factors were measured using a 5-point Likert scale. In addition, the three factors of influence were also ranked in priority order to determine their relative influence in the decision-making process to select a post-secondary school. The means of these factor components were calculated for the group as a whole (see Appendix E).

The values chosen for the variable "people of influence" were parents (both father and mother)/guardians, mother/female guardian, father/male guardian, teacher, counselor, peers or other person. In the survey conducted for this study, students quantified the degree to which these people independently influenced their college choice as based on a 5-point Likert scale. In addition, the top three people of influence were ranked in priority order to determine their relative influence in the decision-making process. The means of these people of influence were calculated for the group as a whole (see Appendix F).

Data Analysis

The following questions and methods of analyses were presented for this study.

1. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of the factors of scholarship, reputation of school and proximity to home when selecting a college or university?

a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for gender? Two-way analyses of variance were run to determine if there were significant differences between male and female general population students and top academic students with regard to the factors that influenced them in making their choice of post-secondary education.

b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school size? Two-way analyses of variance were run to determine if there were significant differences between general population students and top academic students from small, mid-sized or large high schools with regard to the factors that influenced them in making their choice of post-secondary education.

c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school type? Two-way analyses of variance

were run to determine if there were significant differences between general population students and top academic students from public schools, private schools or home school settings with regard to the factors that influenced them in making their choice of post-secondary education.

d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for community type? Two-way analyses of variance were run to determine if there were significant differences between general population students and top academic students from rural, township, small city, or urban/suburban settings with regard to the factors that influenced them in making their choice of post-secondary education.

e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for anticipated major/college? Two-way analyses of variance were run to determine if there were significant differences between general population students and top academic students based on students' choices of the College of Engineering and Technology or the College of Information Science and Technology within The Peter Kiewit Institute with regard to the factors that influenced them in making their choice of post-secondary education.

2. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of people when selecting a college or university?

a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for gender? Two-way analyses of variance were run to determine if there were significant differences between male and female general population students and top academic students with regard to the people that influenced them in making their choice of post-secondary education.

b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school size? Two-way analyses of variance were run to determine if there were significant differences between general population students and top academic students from small, mid-sized or large high schools with regard to the people that influenced them in making their choice of post-secondary education.

c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school type? Two-way analyses of variance were run to determine if there were significant differences between general population students and top academic students from public schools, private schools or home school settings with regard to the people that influenced them in making their choice of post-secondary education.

d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of

people when controlling for community type? Two-way analyses of variance were run to determine if there were significant differences between general population students and top academic students from rural, township, small city, or urban/suburban settings with regard to the people that influenced them in making their choice of post-secondary education.

e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for anticipated major/college? Two-way analyses of variance were run to determine if there were significant differences between general population students and top academic students based on the students' choices of the College of Engineering and Technology or the College of Information Science and Technology within The Peter Kiewit Institute with regard to the people that influenced them in making their choice of post-secondary education.

Summary

Each year since the 2000-01 school year, the academic level of students applying to The Peter Kiewit Institute has risen. The higher the students' scores on ACT/SAT college entrance exams, the more prestigious the universities with whom The Peter Kiewit Institute must compete. In the case of top academic students, all competing universities are capable of lucrative financial award packages, thus minimizing the impact of money, as the decision is made on where to pursue higher education. The Peter Kiewit Institute needs to have an even clearer understanding of the college selection

process in order to design effective recruiting strategies for top academic scholars. These strategies should assist The Peter Kiewit Institute in continuing to compete nationally with more renowned and well-established institutions.

CHAPTER 4

Data Analysis

The purpose of this study was to determine if there were statistically significant differences in the factors or people who influenced general population students as compared to top academic students in their decision on where to attend college/university. Influences were delineated according to factors or people because recruitment strategies must differ based on these categories. These analyses determined the impact the students' gender, community type, high school size and high school type had on their higher education expectations. In addition, distinction was made by anticipated college and major. A summary of results is presented in this chapter for each of the questions that guided the investigation.

Research Questions

1. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of the factors of scholarship, reputation of school and proximity to home when selecting a college or university?

    a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for gender?

    b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school size?

c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school type?

d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for community type?

e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for anticipated major/college?

2. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of people when selecting a college or university?

a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for gender?

b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school size?

c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school type?

d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for community type?

e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for anticipated major/college?

Findings of the Study

To clarify the results of the responses to the questionnaires the data were disaggregated, analyzed and presented with respect to the two research questions and the associated component questions.

Research Question 1a

Is there a statistically significant difference between general population students and top academic students with regard to the influence of the factors of scholarship, reputation of school and proximity to home when controlling for gender?

Scholarship. In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of scholarship when controlling for gender, two-way analyses of variance were run on each of the defining components of the factor of scholarship. Statistically significant differences ($p < .01$) were found on the main effects between general population students and top academic students with regard to the influence of full 4-year college tuition ($F(1,179) = 72.756, p < .0005$) (see Table 4), residence hall/meals/maids ($F(1,179) = 84.613, p < .0005$) (see Table 5), costs of books/fees ($F(1,179) = 7.529, p = .007$)

Table 4

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Full 4-Year College Tuition on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	2.6154	1.70970	13
	Male	2.9167	1.62961	84
	Total	2.8763	1.63464	97
Top Academic	Female	4.7727	0.52841	22
	Male	4.8437	0.44432	64
	Total	4.8256	0.46506	86
Total	Female	3.9714	1.52404	35
	Male	3.7500	1.58168	148
	Total	3.7923	1.56912	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	111.286	72.756	<.0005
GENDER	1	0.925	0.605	.438
STUDENT TYPE * GENDER	1	0.354	0.231	.631
Error	179	1.530		

Table 5

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Residence Hall/Meals/Maids on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	1.9231	1.32045	13
	Male	1.9643	1.33034	84
	Total	1.9588	1.32223	97
Top Academic	Female	4.4091	0.95912	22
	Male	3.8594	1.15287	64
	Total	4.0000	1.12720	86
Total	Female	3.4857	1.63368	35
	Male	2.7838	1.56727	148
	Total	2.9180	1.59974	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	128.039	84.613	<.0005
GENDER	1	1.725	1.140	.287
STUDENT TYPE * GENDER	1	2.329	1.539	.216
Error	179	1.513		

(see Table 6), and a personal computer system ($F(1,179) = 28.652, p < .0005$) (see Table 7) on college choice.

For the component of full 4-year college tuition, the mean score of the general population students was 2.88 (SD = 1.63) while the mean score of the top academic students was 4.83 (SD = 0.47). For the component of residence hall/meals/maids, the mean score of the general population students was 1.96 (SD = 1.32) while the mean score of the top academic students was 4.00 (SD = 1.13). For the component of costs of books/fees, the mean score of the general population students was 2.45 (SD = 1.49) while the mean score of the top academic scholars was 3.27 (SD = 1.15). Finally, for the component of the gift of a personal computer system, the mean score of the general population student was 1.97 (SD = 1.33) while the top academic students had a mean score of 3.31 (SD = 1.20). For each of these components, no statistically significant differences were found for either the main effect of gender or for the interactions between gender and student type.

For the scholarship components of campus life opportunities and opportunities for networking/internships, no statistically significant differences were found for the main effects of student type or gender, or for the interaction between student type and gender (see Tables G1, G2)

Reputation. To determine the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of reputation when controlling for gender, two-way analyses of variance were run on each of the defining components of the factor of reputation. A statistically significant

Table 6

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Costs of Books/Fees on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	2.6923	1.43670	13
	Male	2.4167	1.49866	84
	Total	2.4536	1.48619	97
Top Academic	Female	3.2727	1.31590	22
	Male	3.2656	1.10183	64
	Total	3.2674	1.15223	86
Total	Female	3.0571	1.37076	35
	Male	2.7838	1.40233	148
	Total	2.8361	1.39678	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	13.629	7.529	.007
GENDER	1	0.533	0.295	.588
STUDENT TYPE * GENDER	1	0.481	0.266	.607
Error	179	1.810		

Table 7

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Personal Computer System on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	1.9231	1.38212	13
	Male	1.9762	1.32607	84
	Total	1.9691	1.32644	97
Top Academic	Female	3.1818	1.29601	22
	Male	3.3594	1.17334	64
	Total	3.3140	1.20060	86
Total	Female	2.7143	1.44653	35
	Male	2.5743	1.43376	148
	Total	2.6011	1.43328	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	46.561	28.652	<.0005
GENDER	1	0.355	0.218	.641
STUDENT TYPE * GENDER	1	0.103	0.064	.801
Error	179	1.625		

difference ($p < .01$) was found on the main effect of gender with regard to the influence of personal interest shown in the student ($F(1,179) = 7.922, p = .005$) (see Table 8). In this case, the mean score of the female students was 4.11 (SD = 1.05), significantly higher than the mean of the male students, 3.40 (SD = 1.29). No statistically significant differences were found for either the main effect of student type or for the interaction between gender and student type.

For the reputation components of name recognition, cutting edge facilities/technologies, academic excellence, quality of professors, academic offerings and accessibility of faculty/staff, no statistically significant differences were found for the main effects of student type or gender, or for the interaction between student type and gender (see Tables G3-G8).

Proximity. To discover the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of proximity to home when controlling for gender, two-way analyses of variance were run on each of the defining components of the factor of proximity. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to the influence of both being close enough to visit family on holidays ($F(1,179) = 18.131, p < .0005$) (see Table 9) and being far enough to gain independence ($F(1,179) = 32.673, p < .0005$) (see Table 10).

For the component of being close enough to visit family on holidays, the mean score of the general population students was 2.73 (SD = 1.57) on a 5-point Likert scale

Table 8

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Personal Interest Shown in the Student on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	4.0769	1.03775	13
	Male	3.0952	1.35876	84
	Total	3.2268	1.35789	97
Top Academic	Female	4.1364	1.08213	22
	Male	3.7969	1.07171	64
	Total	3.8837	1.07833	86
Total	Female	4.1143	1.05081	35
	Male	3.3986	1.28698	148
	Total	3.5355	1.27426	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	3.864	2.629	.107
GENDER	1	11.644	7.922	.005
STUDENT TYPE * GENDER	1	2.751	1.872	.173
Error	179	1.470		

Table 9

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Being Close Enough to Visit Family on Holidays on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	2.0000	1.63299	13
	Male	2.8452	1.54057	84
	Total	2.7320	1.57133	97
Top Academic	Female	3.6364	1.29267	22
	Male	3.5781	1.29474	64
	Total	3.5930	1.28684	86
Total	Female	3.0286	1.61765	35
	Male	3.1622	1.48027	148
	Total	3.1366	1.50381	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	37.445	18.131	<.0005
GENDER	1	4.132	2.001	.159
STUDENT TYPE * GENDER	1	5.445	2.637	.106
Error	179	2.065		

Table 10

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Being Far Enough to Gain Independence on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	1.5385	0.87706	13
	Male	2.2381	1.28587	84
	Total	2.1443	1.25822	97
Top Academic	Female	3.1818	1.29601	22
	Male	3.3437	1.22434	64
	Total	3.3023	1.23736	86
Total	Female	2.5714	1.39928	35
	Male	2.7162	1.37044	148
	Total	2.6885	1.37330	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	50.412	32.673	<.0005
GENDER	1	4.952	3.209	.075
STUDENT TYPE * GENDER	1	1.929	1.250	.265
Error	179	1.543		

while the top academic students had a significantly higher mean of 3.59 (SD = 1.29) on a 5-point Likert scale. For the component of being far enough to gain independence, the general population student mean score was 2.14 (SD = 1.26) while the top academic student mean was significantly higher at 3.30 (SD = 1.24). No statistically significant differences were found for either component for the main effect of gender or for the interaction between gender and student type.

For the proximity components of being close enough to visit family daily and being close enough to drive home at will, no statistically significant differences were found for the main effects of student type or gender, or for the interaction between student type and gender (see Tables G9, G10).

Research Question 1b

Is there a statistically significant difference between general population students and top academic students with regard to the influence of the factors of scholarship, reputation of school and proximity to home when controlling for size of high school?

Scholarship. In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of scholarship when controlling for size of high school of attendance, two way analyses of variance were run on each of the defining components of the factors of scholarship. Statistically significant differences ($p < .01$) were found on the main effects between general population students and top academic students with regard to the influence of full 4-year college tuition ($F(1,177) = 89.566, p < .0005$) (see Table 11), residence hall/meals/maids ($F(1,177) = 96.348, p < .0005$) (see Table 12), costs of books/fees

Table 11

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Full 4-Year College Tuition on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.6875	1.53704	16
	Mid-Sized (> 200 and < 500)	3.0000	1.62369	23
	Large (>500)	2.8793	1.68666	58
	Total	2.8763	1.63464	97
Top Academic	Small (<200)	4.8788	0.41515	33
	Mid-Sized (> 200 and < 500)	4.7857	0.57893	14
	Large (>500)	4.7949	0.46901	39
	Total	4.8256	0.46506	86
Total	Small (<200)	4.1633	1.38965	49
	Mid-Sized (> 200 and < 500)	3.6757	1.58209	37
	Large (>500)	3.6495	1.63326	97
	Total	3.7923	1.56912	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	138.561	89.566	<.0005
SIZE	2	0.116	0.075	.928
STUDENT TYPE * SIZE	2	0.443	0.287	.751
Error	177	1.547		

Table 12

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Residence Hall/Meals/Maids on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.3750	1.20416	16
	Mid-Sized (> 200 and < 500)	2.0000	1.47710	23
	Large (>500)	1.8276	1.28606	58
	Total	1.9588	1.32223	97
Top Academic	Small (<200)	4.3333	1.05079	33
	Mid-Sized (> 200 and < 500)	4.2143	0.89258	14
	Large (>500)	3.6410	1.18070	39
	Total	4.0000	1.12720	86
Total	Small (<200)	3.6939	1.43184	49
	Mid-Sized (> 200 and < 500)	2.8378	1.67520	37
	Large (>500)	2.5567	1.52731	97
	Total	2.9180	1.59974	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	142.993	96.348	<.0005
SIZE	2	6.098	4.109	.018
STUDENT TYPE * SIZE	2	0.514	0.347	.708
Error	177	1.484		

($F(1,177) = 17.090, p < .0005$) (see Table 13), and a personal computer system ($F(1,177) = 48.834, p < .0005$) (see Table 14) on college choice. In each case, the mean score of top academic students was significantly higher than the mean of the general population group. No statistically significant differences were found for either the main effect of size of high school or for the interactions between size of high school and student type.

For the scholarship components of campus life opportunities and opportunities for networking/internships, no statistically significant differences were found for the main effects of student type or size of high school, or for the interaction between student type and size of high school (see Tables G11, G12).

Reputation. To determine the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of reputation when controlling for size of high school, two-way analyses of variance were run on each of the defining components of the factor of reputation. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to the influence of personal interest shown in the student ($F(1,177) = 15.708, p < .0005$) (see Table 15). In this case, the mean score of the top academic students was significantly higher than the mean score of the general population. No statistically significant differences were found for either the main effect of size of high school or for the interaction between size of high school and student type.

For the reputation components of name recognition, cutting edge facilities/technologies, academic excellence, quality of professors, academic offerings

Table 13

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Costs of Books/Fees on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.1875	1.32759	16
	Mid-Sized (> 200 and < 500)	2.3913	1.52968	23
	Large (>500)	2.5517	1.52376	58
	Total	2.4536	1.48619	97
Top Academic	Small (<200)	3.3636	1.16775	33
	Mid-Sized (> 200 and < 500)	3.4286	0.85163	14
	Large (>500)	3.1282	1.23926	39
	Total	3.2674	1.15223	86
Total	Small (<200)	2.9796	1.33057	49
	Mid-Sized (> 200 and < 500)	2.7838	1.39712	37
	Large (>500)	2.7835	1.43778	97
	Total	2.8361	1.39678	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	31.060	17.090	<.0005
SIZE	2	0.174	0.096	.909
STUDENT TYPE * SIZE	2	1.580	0.869	.421
Error	177	1.817		

Table 14

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Personal Computer System on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	1.6875	1.13835	16
	Mid-Sized (> 200 and < 500)	1.8261	1.15413	23
	Large (>500)	2.1034	1.43502	58
	Total	1.9691	1.32644	97
Top Academic	Small (<200)	3.3939	1.19738	33
	Mid-Sized (> 200 and < 500)	3.5000	1.34450	14
	Large (>500)	3.1795	1.16691	39
	Total	3.3140	1.20060	86
Total	Small (<200)	2.8367	1.41932	49
	Mid-Sized (> 200 and < 500)	2.4595	1.46429	37
	Large (>500)	2.5361	1.42932	97
	Total	2.6011	1.43328	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	79.250	48.834	<.0005
SIZE	2	0.189	0.117	.890
STUDENT TYPE * SIZE	2	2.015	1.242	.291
Error	177	1.623		

Table 15

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Personal Interest Shown in the Student on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.7500	1.34164	16
	Mid-Sized (> 200 and < 500)	3.3913	1.58800	23
	Large (>500)	3.2931	1.25668	58
	Total	3.2268	1.35789	97
Top Academic	Small (<200)	3.9697	0.88335	33
	Mid-Sized (> 200 and < 500)	4.2143	1.25137	14
	Large (>500)	3.6923	1.15060	39
	Total	3.8837	1.07833	86
Total	Small (<200)	3.5714	1.19024	49
	Mid-Sized (> 200 and < 500)	3.7027	1.50674	37
	Large (>500)	3.4536	1.22492	97
	Total	3.5355	1.27426	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	23.795	15.708	<.0005
SIZE	2	1.979	1.306	.273
STUDENT TYPE * SIZE	2	2.575	1.700	.186
Error	177	1.515		

and accessibility of faculty/staff, no statistically significant differences were found for the main effects of student type or size of high school, or for the interaction between student type and size of high school (see Tables G13-G18).

Proximity. To discover the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of proximity when controlling for size of high school, two-way analyses of variance were run on each of the defining components of the factor of proximity. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to the influence of both being close enough to visit family on holidays ($F(1,177) = 13.190, p < .0005$) (see Table 16) and being far enough to gain independence ($F(1,177) = 31.118, p < .0005$) (see Table 17). In addition, a statistically significant difference was found on the main effect of size of high school with regard to the influence of being close enough to visit family daily ($F(2,177) = 5.143, p = .007$) (see Table 18).

For the components of being close enough to visit family on holidays and being far enough to gain independence, the mean score of the top academic students was significantly higher than the mean of the general population group. No statistically significant differences were found for either component for the main effect of size of high school or for the interaction between size of high school and student type.

For the component of being close enough to visit family daily, the mean score of the small high school was 1.69 (SD = 1.18), the mid-sized high school had a mean score of 1.86 (SD = 1.0) and the large high school had a mean score of 2.48 (SD = 1.5)

Table 16

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Being Close Enough to Visit Family on Holidays on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.8750	1.45488	16
	Mid-Sized (> 200 and < 500)	2.3913	1.37309	23
	Large (>500)	2.8276	1.67686	58
	Total	2.7320	1.57133	97
Top Academic	Small (<200)	3.6970	1.26206	33
	Mid-Sized (> 200 and < 500)	3.5000	1.16024	14
	Large (>500)	3.5385	1.37355	39
	Total	3.5930	1.28684	86
Total	Small (<200)	3.4286	1.36931	49
	Mid-Sized (> 200 and < 500)	2.8108	1.39120	37
	Large (>500)	3.1134	1.59345	97
	Total	3.1366	1.50381	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	27.845	13.190	<.0005
SIZE	2	1.166	0.553	.576
STUDENT TYPE * SIZE	2	0.502	0.238	.789
Error	177	2.111		

Table 17

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Being Far Enough to Gain Independence on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.2500	1.06458	16
	Mid-Sized (> 200 and < 500)	2.1739	1.26678	23
	Large (>500)	2.1034	1.32042	58
	Total	2.1443	1.25822	97
Top Academic	Small (<200)	3.3636	1.11294	33
	Mid-Sized (> 200 and < 500)	3.5000	1.16024	14
	Large (>500)	3.1795	1.37404	39
	Total	3.3023	1.23736	86
Total	Small (<200)	3.0000	1.20761	49
	Mid-Sized (> 200 and < 500)	2.6757	1.37546	37
	Large (>500)	2.5361	1.43659	97
	Total	2.6885	1.37330	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	49.325	31.118	<.0005
SIZE	2	0.687	0.434	.649
STUDENT TYPE * SIZE	2	0.202	0.127	.881
Error	177	1.585		

Table 18

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Being Close Enough to Visit Family Daily on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.0000	1.41421	16
	Mid-Sized (> 200 and < 500)	2.0000	1.20605	23
	Large (>500)	2.5862	1.60082	58
	Total	2.3505	1.50029	97
Top Academic	Small (<200)	1.5455	1.03353	33
	Mid-Sized (> 200 and < 500)	1.6429	0.49725	14
	Large (>500)	2.3333	1.43881	39
	Total	1.9186	1.22920	86
Total	Small (<200)	1.6939	1.17622	49
	Mid-Sized (> 200 and < 500)	1.8649	1.00449	37
	Large (>500)	2.4845	1.53510	97
	Total	2.1475	1.39271	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	4.522	2.470	.118
SIZE	2	9.418	5.143	.007
STUDENT TYPE * SIZE	2	0.156	0.085	.919
Error	177	1.831		

Test 18 (continued)

Tukey HSD Post Hoc Test of Multiple Comparisons of Size of High School Regarding the Influence of Being Close Enough to Visit Family Daily on College Choice

Size of High School	Size of High School	Mean Differ	Std. Error	Sig.
Small (< 200)	Mid-Sized	-0.1710	.29473	.831
	Large	-0.7907*	.23717	.003
Mid-Sized (> 200 and < 500)	Small	0.1710	.29473	.831
	Large	-0.6197	.26148	.049
Large (>500)	Small	0.7907*	.23717	.003
	Mid-Sized	0.6197	.26148	.049

Based on observed means.
* The mean difference is significant at the .01 level.

resulting in a statistically significant difference with a significance level of .007. A post hoc Tukey HSD test indicated a statistically significant difference between the means of students from small high schools (under 200 students) and large high schools (over 500 students) ($p = .003$).

For the proximity component of being close enough to drive home at will, no statistically significant differences were found for the main effects of student type or size of high school, or for the interaction between student type and size of high school (see Table G19).

Research Question 1c

Is there a statistically significant difference between general population students and top academic students with regard to the influence of the factors of scholarship, reputation of school and proximity to home when controlling for type of high school?

Scholarship. In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of scholarship when controlling for type of high school, two-way analyses of variance were run on each of the defining components of the factor of scholarship. Statistically significant differences ($p < .01$) were found on the main effects between general population students and top academic students with regard to the influence of full 4-year college tuition ($F(1,178) = 72.135, p < .0005$) (see Table 19), residence hall/meals/maids see ($F(1,178) = 78.582, p < .0005$) (Table 20), costs of books/fees ($F(1,178) = 7.589, p = .006$) (see Table 21) and a personal computer system ($F(1,178) = 27.226, p < .0005$) (see Table 22) on college choice. In each case, the mean score of the top academic students

Table 19

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Full 4-Year College Tuition on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	2.7733	1.63222	75
	Private	3.2273	1.63100	22
	Total	2.8763	1.63464	97
Top Academic	Public	4.7846	0.51515	65
	Private	4.9474	0.22942	19
	Home School	5.0000	0.00000	2
	Total	4.8256	0.46506	86
Total	Public	3.7071	1.59809	140
	Private	4.0244	1.47458	41
	Home School	5.0000	0.00000	2
	Total	3.7923	1.56912	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	109.801	72.135	<.0005
TYPE	2	1.549	1.017	.364
STUDENT TYPE * TYPE	1	0.669	0.439	.508
Error	178	1.522		

Table 20

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Residence Hall/Meals/Maids on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	1.8800	1.30446	75
	Private	2.2273	1.37778	22
	Total	1.9588	1.32223	97
Top Academic	Public	3.9538	1.16499	65
	Private	4.0526	1.02598	19
	Home School	5.0000	0.00000	2
	Total	4.0000	1.12720	86
Total	Public	2.8429	1.61500	140
	Private	3.0732	1.52299	41
	Home School	5.0000	0.00000	2
	Total	2.9180	1.59974	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	119.900	78.582	<.0005
TYPE	2	1.882	1.233	.294
STUDENT TYPE * TYPE	1	0.487	0.319	.573
Error	178	1.526		

Table 21

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Costs of Books/Fees on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	2.4133	1.49859	75
	Private	2.5909	1.46902	22
	Total	2.4536	1.48619	97
Top Academic	Public	3.3231	1.18727	65
	Private	3.0000	1.00000	19
	Home School	4.0000	1.41421	2
	Total	3.2674	1.15223	86
Total	Public	2.8357	1.43246	140
	Private	2.7805	1.27499	41
	Home School	4.0000	1.41421	2
	Total	2.8361	1.39678	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	13.717	7.589	.006
TYPE	2	0.733	0.405	.667
STUDENT TYPE * TYPE	1	1.977	1.094	.297
Error	178	1.807		

Table 22

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Personal Computer System on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	1.9067	1.31697	75
	Private	2.1818	1.36753	22
	Total	1.9691	1.32644	97
Top Academic	Public	3.4000	1.19635	65
	Private	3.0526	1.07877	19
	Home School	3.0000	2.82843	2
	Total	3.3140	1.20060	86
Total	Public	2.6000	1.46322	140
	Private	2.5854	1.30337	41
	Home School	3.0000	2.82843	2
	Total	2.6011	1.43328	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	44.077	27.226	<.0005
TYPE	2	0.075	0.046	.955
STUDENT TYPE * TYPE	1	3.056	1.888	.171
Error	178	1.619		

was significantly higher than the mean of the general population group. No statistically significant differences were found for either the main effect of high school type or for the interactions between high school type and student type.

For the scholarship components of campus life opportunities and opportunities for networking/internships, no statistically significant differences were found for the main effects of student type or high school type, or for the interaction between student type and high school type (see Tables G20, G21).

Reputation. To determine the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of reputation when controlling for high school type, two-way analyses of variance were run on each of the defining components of the factor of reputation. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to the influence of personal interest shown in the student ($F(1,178) = 9.616, p = .002$) (see Table 23). In this case, the mean score of top academic students was significantly higher than the mean score of the general population. No statistically significant differences were found for either the main effect of high school type or for the interaction between type of high school and student type.

For the reputation components of name recognition, cutting edge facilities/technologies, academic excellence, quality of professors, academic offerings and accessibility of faculty/staff, no statistically significant differences were found for the

Table 23

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Personal Interest Shown in the Student on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	3.2800	1.37113	75
	Private	3.0455	1.32655	22
	Total	3.2268	1.35789	97
Top Academic	Public	3.9077	1.05657	65
	Private	3.7895	1.18223	19
	Home School	4.0000	1.41421	2
	Total	3.8837	1.07833	86
Total	Public	3.5714	1.27026	140
	Private	3.3902	1.30150	41
	Home School	4.0000	1.41421	2
	Total	3.5355	1.27426	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	14.839	9.616	.002
TYPE	2	0.500	0.324	.724
STUDENT TYPE * TYPE	1	0.107	0.069	.793
Error	178	1.543		

main effects of student type or type of high school, or for the interaction between student type and high school type (see Tables G22-G27).

Proximity. To discover the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of proximity when controlling for type of high school, two-way analyses of variance were run on each of the defining components of the factor of proximity. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to the influence of both being close enough to visit family on holidays ($F(1,178) = 15.746$, $p < .0005$) (see Table 24) and being far enough to gain independence ($F(1,178) = 21.748$, $p < .0005$) (see Table 25).

For both the component of being close enough to visit family on holidays and for being far enough to gain independence, the mean score of the top academic students was significantly higher than the mean score of the general population students. No statistically significant differences were found for either component for the main effect of type of high school or for the interaction between type of high school and student type.

For the proximity components of being close enough to visit family daily and being close enough to drive home at will, no statistically significant differences were found for the main effects of student type or type of high school, or for the interaction between student type and type of high school (see Tables G28, G29).

Table 24

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Being Close Enough to Visit Family on Holidays on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	2.8667	1.61357	75
	Private	2.2727	1.35161	22
	Total	2.7320	1.57133	97
Top Academic	Public	3.5385	1.29996	65
	Private	3.6316	1.25656	19
	Home School	5.0000	0.00000	2
	Total	3.5930	1.28684	86
Total	Public	3.1786	1.50905	140
	Private	2.9024	1.46296	41
	Home School	5.0000	0.00000	2
	Total	3.1366	1.50381	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	32.519	15.746	<.0005
TYPE	2	2.739	1.326	.268
STUDENT TYPE * TYPE	1	3.723	1.803	.181
Error	178	2.065		

Table 25

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Being Far Enough to Gain Independence on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	2.1200	1.29406	75
	Private	2.2273	1.15189	22
	Total	2.1443	1.25822	97
Top Academic	Public	3.3077	1.15816	65
	Private	3.1053	1.44894	19
	Home School	5.0000	0.00000	2
	Total	3.3023	1.23736	86
Total	Public	2.6714	1.36473	140
	Private	2.6341	1.35566	41
	Home School	5.0000	0.00000	2
	Total	2.6885	1.37330	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	33.651	21.748	<.0005
TYPE	2	3.115	2.013	.137
STUDENT TYPE * TYPE	1	0.756	0.489	.485
Error	178	1.547		

Research Question 1d

Is there a statistically significant difference between general population students and top academic students with regard to the influence of the factors of scholarship, reputation of school and proximity to home when controlling for type of community?

Scholarship. In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of scholarship when controlling for type of community from which the student originates, two-way analyses of variance were run on each of the defining components of the factor of scholarship. Statistically significant differences ($p < .01$) were found on the main effects between general population students and top academic students with regard to the influence of full 4-year college tuition ($F(1,175) = 72.899, p < .0005$) (see Table 26), residence hall/meals/maids ($F(1,175) = 69.982, p < .0005$) (see Table 27), costs of books/fees ($F(1,175) = 9.998, p = .002$) (see Table 28), and a personal computer system ($F(1,175) = 34.251, p < .0005$) (see Table 29) on college choice. In each case, the mean score of the top academic students was significantly higher than the mean of the general population group. No statistically significant differences were found for either the main effect of community type or for the interactions between community type and student type.

For the scholarship components of campus life opportunities and opportunities for networking/internships, no statistically significant differences were found for the main effects of student type or community type, or for the interaction between student type and community type (see Table G30, G31).

Table 26

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Full 4-Year College Tuition on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	2.5000	1.29099	4
	Township (500-10,000)	2.6250	1.58640	16
	Small City (10,000-100,000)	2.7000	1.83819	20
	Urban/Suburban (> 100,000)	3.0351	1.61428	57
	Total	2.8763	1.63464	97
Top Academic	Rural (< 500)	5.0000	0.00000	9
	Township (500-10,000)	4.7083	0.62409	24
	Small City (10,000-100,000)	4.6429	0.49725	14
	Urban/Suburban (> 100,000)	4.9231	0.35427	39
	Total	4.8256	0.46506	86
Total	Rural (< 500)	4.2308	1.36344	13
	Township (500-10,000)	3.8750	1.50533	40
	Small City (10,000-100,000)	3.5000	1.72767	34
	Urban/Suburban (> 100,000)	3.8021	1.56689	96
	Total	3.7923	1.56912	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	112.398	72.899	<.0005
COMMUNITY	3	1.324	0.858	.464
STUDENT TYPE * COMMUNITY	3	0.353	0.229	.876
Error	175	1.542		

Table 27

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Residence Hall/Meals/Maids on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.2500	0.50000	4
	Township (500-10,000)	2.2500	1.29099	16
	Small City (10,000-100,000)	2.2000	1.79473	20
	Urban/Suburban (> 100,000)	1.8421	1.16173	57
	Total	1.9588	1.32223	97
Top Academic	Rural (< 500)	3.7778	1.64148	9
	Township (500-10,000)	4.3750	0.76967	24
	Small City (10,000-100,000)	3.5714	0.85163	14
	Urban/Suburban (> 100,000)	3.9744	1.22447	39
	Total	4.0000	1.12720	86
Total	Rural (< 500)	3.0000	1.82574	13
	Township (500-10,000)	3.5250	1.44980	40
	Small City (10,000-100,000)	2.7647	1.61543	34
	Urban/Suburban (> 100,000)	2.7083	1.58225	96
	Total	2.9180	1.59974	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	105.618	69.982	<.0005
COMMUNITY	3	2.465	1.633	.183
STUDENT TYPE * COMMUNITY	3	1.524	1.010	.390
Error	175	1.509		

Table 28

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Costs of Books/Fees on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	2.5000	1.29099	4
	Township (500-10,000)	2.0000	1.46059	16
	Small City (10,000-100,000)	2.5000	1.76218	20
	Urban/Suburban (> 100,000)	2.5614	1.41444	57
	Total	2.4536	1.48619	97
Top Academic	Rural (< 500)	3.4444	1.23603	9
	Township (500-10,000)	3.3750	1.01350	24
	Small City (10,000-100,000)	2.7857	1.25137	14
	Urban/Suburban (> 100,000)	3.3333	1.17727	39
	Total	3.2674	1.15223	86
Total	Rural (< 500)	3.1538	1.28103	13
	Township (500-10,000)	2.8250	1.37538	40
	Small City (10,000-100,000)	2.6176	1.55728	34
	Urban/Suburban (> 100,000)	2.8750	1.37075	96
	Total	2.8361	1.39678	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	18.106	9.998	.002
COMMUNITY	3	1.143	0.631	.596
STUDENT TYPE * COMMUNITY	3	1.801	0.995	.397
Error	175	1.811		

Table 29

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of a Personal Computer System on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.5000	1.00000	4
	Township (500-10,000)	1.6250	1.14746	16
	Small City (10,000-100,000)	2.0000	1.52177	20
	Urban/Suburban (> 100,000)	2.0877	1.32666	57
	Total	1.9691	1.32644	97
Top Academic	Rural (< 500)	3.1111	1.05409	9
	Township (500-10,000)	3.6667	1.20386	24
	Small City (10,000-100,000)	3.1429	1.23146	14
	Urban/Suburban (> 100,000)	3.2051	1.21784	39
	Total	3.3140	1.20060	86
Total	Rural (< 500)	2.6154	1.26085	13
	Township (500-10,000)	2.8500	1.54505	40
	Small City (10,000-100,000)	2.4706	1.50223	34
	Urban/Suburban (> 100,000)	2.5417	1.39107	96
	Total	2.6011	1.43328	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	55.508	34.251	<.0005
COMMUNITY	3	0.416	0.257	.857
STUDENT TYPE * COMMUNITY	3	2.129	1.313	.272
Error	175	1.621		

Reputation. To determine the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of reputation when controlling for community type, two-way analyses of variance were run on each of the defining components of the factor of reputation. A statistically significant difference ($p < .01$) was found on the main effect of community type with regard to the influence of name recognition ($F(3,175) = 4.801, p = .003$) (see Table 30) and quality of professors ($F(3,175) = 4.103, p = .008$) (see Table 31).

In addition, the component of personal interest shown in the student showed a statistically significant difference ($p< .01$) when analyzed for the main effects of both student type ($F(1,175) = 16.540, p < .0005$) and community type ($F(3,175) = 4.208, p = .007$) (see Table 32). For student type, the mean score of the top academic student was 3.88 (SD = 1.08) while the mean score of the general population student was 3.23 (SD = 1.36). For the community type the mean score of the students from rural areas was 2.85 (SD = 1.41), the mean score of the students from townships was 3.93 (SD = 1.14), the mean score of the students from small cities was 3.74 (SD = 1.46) and the mean score of students from urban/suburban centers was 3.40 (SD = 1.19). A post hoc Tukey HSD test indicated a statistically significant difference in the means of the students from rural areas and townships ($p = .028$). There was no statistically significant interaction between student type and community type.

For the reputation components of cutting edge facilities/technologies, academic excellence, academic offerings and accessibility of faculty/staff, no statistically significant differences were found for the main effects of student type or community

Table 30

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Name Recognition on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.5000	1.00000	4
	Township (500-10,000)	3.3125	1.07819	16
	Small City (10,000-100,000)	3.2500	1.11803	20
	Urban/Suburban (> 100,000)	2.8947	1.20541	57
	Total	2.9794	1.19878	97
Top Academic	Rural (< 500)	2.6667	1.22474	9
	Township (500-10,000)	3.1250	0.74089	24
	Small City (10,000-100,000)	3.0714	0.99725	14
	Urban/Suburban (> 100,000)	2.5128	1.04810	39
	Total	2.7907	1.00722	86
Total	Rural (< 500)	2.3077	1.25064	13
	Township (500-10,000)	3.2000	0.88289	40
	Small City (10,000-100,000)	3.1765	1.05803	34
	Urban/Suburban (> 100,000)	2.7396	1.15389	96
	Total	2.8907	1.11388	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	0.278	0.238	.626
COMMUNITY	3	5.620	4.801	.003
STUDENT TYPE * COMMUNITY	3	1.981	1.692	.170
Error	175	1.171		

Test 30 (continued)

Tukey HSD Post Hoc Test of Multiple Comparisons of Type of Community Regarding the Influence of Name Recognition on College Choice

Type of Community	Type of Community	Mean Differ	Std. Error	Sig.
Rural (< 500)	Township	-0.8923	.34541	.051
	Small City	-0.8688	.35281	.070
	Urban/Suburban	-0.4319	.31975	.532
Township (500-10,000)	Rural	0.8923	.34541	.051
	Small City	0.0235	.25238	1.000
	Urban/Suburban	0.4604	.20361	.111
Small City (10,000-100,000)	Rural	0.8688	.35281	.070
	Township	-0.0235	.25238	1.000
	Urban/Suburban	0.4369	.21592	.183
Urban/Suburban (>100,000)	Rural	0.4319	.31975	.532
	Township	-0.4604	.20361	.111
	Small City	-0.4369	.21592	.183

Based on observed means.

Table 31

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Quality of Professors on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	2.2500	1.50000	4
	Township (500-10,000)	4.1875	0.83417	16
	Small City (10,000-100,000)	3.9500	1.05006	20
	Urban/Suburban (> 100,000)	3.7895	1.14544	57
	Total	3.8247	1.13661	97
Top Academic	Rural (< 500)	3.3333	1.22474	9
	Township (500-10,000)	3.5417	0.97709	24
	Small City (10,000-100,000)	4.0000	0.67937	14
	Urban/Suburban (> 100,000)	3.4615	0.96916	39
	Total	3.5581	0.96534	86
Total	Rural (< 500)	3.0000	1.35401	13
	Township (500-10,000)	3.8000	0.96609	40
	Small City (10,000-100,000)	3.9706	0.90404	34
	Urban/Suburban (> 100,000)	3.6562	1.08413	96
	Total	3.6995	1.06511	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	0.040	0.038	.846
COMMUNITY	3	4.390	4.103	.008
STUDENT TYPE * COMMUNITY	3	2.434	2.275	.082
Error	175	1.070		

Test 31 (continued)

Tukey HSD Post Hoc Test of Multiple Comparisons of Type of Community Regarding the Influence of Quality of Professors on College Choice

Type of Community	Type of Community	Mean Differ	Std. Error	Sig.
Rural (< 500)	Township	-.8000	.33025	.077
	Small City	-.9706*	.33732	.023
	Urban/Suburban	-.6562	.30571	.143
Township (500-10,000)	Rural	.8000	.33025	.077
	Small City	-.1706	.24130	.894
	Urban/Suburban	.1438	.19467	.881
Small City (10,000-100,000)	Rural	.9706*	.33732	.023
	Township	.1706	.24130	.894
	Urban/Suburban	.3143	.20644	.426
Urban/Suburban (>100,000)	Rural	.6562	.30571	.143
	Township	-.1438	.19467	.881
	Small City	-.3143	.20644	.426

Based on observed means.

Table 32

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Personal Interest Shown in the Student on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.7500	1.50000	4
	Township (500-10,000)	3.3750	1.45488	16
	Small City (10,000-100,000)	3.3000	1.65752	20
	Urban/Suburban (> 100,000)	3.2632	1.17300	57
	Total	3.2268	1.35789	97
Top Academic	Rural (< 500)	3.3333	1.11803	9
	Township (500-10,000)	4.2917	0.69025	24
	Small City (10,000-100,000)	4.3571	0.84190	14
	Urban/Suburban (> 100,000)	3.5897	1.20782	39
	Total	3.8837	1.07833	86
Total	Rural (< 500)	2.8462	1.40512	13
	Township (500-10,000)	3.9250	1.14102	40
	Small City (10,000-100,000)	3.7353	1.46285	34
	Urban/Suburban (> 100,000)	3.3958	1.19190	96
	Total	3.5355	1.27426	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	23.946	16.540	<.0005
COMMUNITY	3	6.093	4.208	.007
STUDENT TYPE * COMMUNITY	3	2.286	1.579	.196
Error	175	1.448		

Test 32 (continued)

Tukey HSD Post Hoc Test of Multiple Comparisons of Type of Community Regarding the Influence of Personal Interest Shown in the Student on College Choice

Type of Community	Type of Community	Mean Differ	Std. Error	Sig.
Rural (< 500)	Township	-1.0788*	.38414	.028
	Small City	-0.8891	.39236	.110
	Urban/Suburban	-0.5497	.35560	.413
Township (500-10,000)	Rural	1.0788*	.38414	.028
	Small City	0.1897	.28067	.906
	Urban/Suburban	0.5292	.22644	.094
Small City (10,000-100,000)	Rural	0.8891	.39236	.110
	Township	-0.1897	.28067	.906
	Urban/Suburban	0.3395	.24013	.493
Urban/Suburban (>100,000)	Rural	0.5497	.35560	.413
	Township	-0.5292	.22644	.094
	Small City	-0.3395	.24013	.493

Based on observed means.
* The mean difference is significant at the .05 level.

type, or for the interaction between student type and community type (see Tables G32-G35).

Proximity. To discover the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of proximity when controlling for community type, two-way analyses of variance were run on each of the defining components of the factor of proximity. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to both the influence of being close enough to visit family daily ($F(1,175) = 7.672, p = .006$) (see Table 33) and the influence of being far enough to gain independence ($F(1,175) = 24.553, p < .0005$) (see Table 34).

For the component of being close enough to visit family daily, the mean score of the general population students was 2.35 (SD = 1.50) on a 5-point Likert scale while the top academic students had a mean score of 1.92 (SD = 1.23) on a 5-point Likert scale. For the component of being far enough to gain independence, the general population student mean score was 2.14 (SD = 1.26) while the top academic student mean was significantly higher at 3.30 (SD = 1.24). No statistically significant differences were found for either component for the main effect of community type or for the interaction between community type and student type.

For the proximity components of being close enough to visit family on holidays and being close enough to drive home at will, no statistically significant differences were found for the main effects of student type or community type, or for the interaction between student type and community type (see Tables G36, G37).

Table 33

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Being Close Enough to Visit Family Daily on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	2.7500	2.06155	4
	Township (500-10,000)	2.2500	1.57056	16
	Small City (10,000-100,000)	2.4500	1.63755	20
	Urban/Suburban (> 100,000)	2.3158	1.42876	57
	Total	2.3505	1.50029	97
Top Academic	Rural (< 500)	1.2222	0.44096	9
	Township (500-10,000)	1.3750	0.49454	24
	Small City (10,000-100,000)	1.7143	1.13873	14
	Urban/Suburban (> 100,000)	2.4872	1.44863	39
	Total	1.9186	1.22920	86
Total	Rural (< 500)	1.6923	1.31559	13
	Township (500-10,000)	1.7250	1.13199	40
	Small City (10,000-100,000)	2.1471	1.47981	34
	Urban/Suburban (> 100,000)	2.3854	1.43174	96
	Total	2.1475	1.39271	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	13.977	7.672	.006
COMMUNITY	3	3.485	1.913	.129
STUDENT TYPE * COMMUNITY	3	4.666	2.562	.056
Error	175	1.822		

Table 34

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Being Far Enough to Gain Independence on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	2.0000	1.15470	4
	Township (500-10,000)	2.4375	0.96393	16
	Small City (10,000-100,000)	2.3500	1.59852	20
	Urban/Suburban (> 100,000)	2.0000	1.21008	57
	Total	2.1443	1.25822	97
Top Academic	Rural (< 500)	3.3333	1.00000	9
	Township (500-10,000)	3.5000	0.88465	24
	Small City (10,000-100,000)	3.8571	1.29241	14
	Urban/Suburban (> 100,000)	2.9744	1.38578	39
	Total	3.3023	1.23736	86
Total	Rural (< 500)	2.9231	1.18754	13
	Township (500-10,000)	3.0750	1.04728	40
	Small City (10,000-100,000)	2.9706	1.64197	34
	Urban/Suburban (> 100,000)	2.3958	1.36481	96
	Total	2.6885	1.37330	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	37.766	24.553	<.0005
COMMUNITY	3	4.092	2.660	.050
STUDENT TYPE * COMMUNITY	3	0.628	0.408	.747
Error	175	1.538		

Research Question 1e

Is there a statistically significant difference between general population students and top academic students with regard to the influence of the factors of scholarship, reputation of school and proximity to home when controlling for college type?

Scholarship. After subdividing the respondents into the nine majors, the resulting group sizes were too small to determine statistical significance. Therefore, for this research question, data were subdivided only into the two categories of college of attendance, the College of Engineering and Technology and the College of Information Science and Technology.

In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of scholarship when controlling for students' choices of either the College of Engineering and Technology or the College of Information Science and Technology, two-way analyses of variance were run on each of the defining components of the factor of scholarship. Statistically significant differences ($p < .01$) were found on the main effect of student type between general population students and top academic students with regard to the influence of full 4-year college tuition ($F(1,179) = 112.452, p < .0005$) (see Table 35), residence hall/meals/maids ($F(1,179) = 121.426, p < .0005$) (see Table 36), campus life opportunities ($F(1,179) = 6.760, p = .010$) (see Table 37), costs of books/fees ($F(1,179) = 17.927, p < .0005$) (see Table 38) and a personal computer system ($F(1,179) = 51.621, p < .0005$) (see Table 39) on college choice. In each case, the mean score of the top academic students was significantly higher than the mean of the general population

Table 35

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Full 4-Year College Tuition on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.7250	1.72445	40
	Information Science and Tech	2.9825	1.57538	57
	Total	2.8763	1.63464	97
Top Academic	Engineering and Technology	4.8400	0.46773	50
	Information Science and Tech	4.8056	0.46718	36
	Total	4.8256	0.46506	86
Total	Engineering and Technology	3.9000	1.59388	90
	Information Science and Tech	3.6882	1.54623	93
	Total	3.7923	1.56912	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	171.704	112.452	<.0005
COLLEGE	1	0.551	0.361	.549
STUDENT TYPE * COLLEGE	1	0.943	0.618	.433
Error	179	1.527		

Table 36

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Residence Hall/Meals/Maids on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	1.8750	1.36227	40
	Information Science and Tech	2.0175	1.30235	57
	Total	1.9588	1.32223	97
Top Academic	Engineering and Technology	4.0000	1.06904	50
	Information Science and Tech	4.0000	1.21890	36
	Total	4.0000	1.12720	86
Total	Engineering and Technology	3.0556	1.60309	90
	Information Science and Tech	2.7849	1.59380	93
	Total	2.9180	1.59974	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	186.790	121.426	<.0005
COLLEGE	1	0.225	0.146	.703
STUDENT TYPE * COLLEGE	1	0.225	0.146	.703
Error	179	1.538		

Table 37

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Campus Life Opportunities on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	1.9750	1.25038	40
	Information Science and Tech	2.4211	1.20930	57
	Total	2.2371	1.23973	97
Top Academic	Engineering and Technology	2.6800	0.95704	50
	Information Science and Tech	2.5833	0.96732	36
	Total	2.6395	0.95687	86
Total	Engineering and Technology	2.3667	1.14607	90
	Information Science and Tech	2.4839	1.11913	93
	Total	2.4262	1.13087	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	8.328	6.760	.010
COLLEGE	1	1.352	1.097	.296
STUDENT TYPE * COLLEGE	1	3.261	2.647	.105
Error	179	1.232		

Table 38

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Costs of Books/Fees on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.2750	1.48475	40
	Information Science and Tech	2.5789	1.48742	57
	Total	2.4536	1.48619	97
Top Academic	Engineering and Technology	3.2000	1.10657	50
	Information Science and Tech	3.3611	1.22247	36
	Total	3.2674	1.15223	86
Total	Engineering and Technology	2.7889	1.36155	90
	Information Science and Tech	2.8817	1.43595	93
	Total	2.8361	1.39678	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	32.267	17.927	<.0005
COLLEGE	1	2.395	1.330	.250
STUDENT TYPE * COLLEGE	1	0.226	0.126	.724
Error	179	1.800		

Table 39

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of a Personal Computer System on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	1.9250	1.40306	40
	Information Science and Tech	2.0000	1.28174	57
	Total	1.9691	1.32644	97
Top Academic	Engineering and Technology	3.2000	1.12486	50
	Information Science and Tech	3.4722	1.29804	36
	Total	3.3140	1.20060	86
Total	Engineering and Technology	2.6333	1.40184	90
	Information Science and Tech	2.5699	1.46997	93
	Total	2.6011	1.43328	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	83.559	51.621	<.0005
COLLEGE	1	1.335	0.825	.365
STUDENT TYPE * COLLEGE	1	0.431	0.266	.607
Error	179	1.619		

group. No statistically significant differences were found for either the main effect of college or for the interactions between college and student type.

In addition, there are statistically significant differences ($p < .01$) in the mean scores of the dependent variable of opportunities for networking/internships in the main effects of both student type ($F(1,179) = 10.273$, $p = .002$) and college ($F(1,179) = 14.648$, $p < .0005$) (see Table 40). The mean score of the top academic students was 3.77 (SD = 1.11) while the mean score of the general population students was significantly lower at 3.26 (SD = 1.56). There is also a statistically significant difference between the students who chose the two different colleges. The mean score of the students who chose the College of Engineering and Technology was 3.17 (SD = 1.41). The mean score of the students who chose the College of Information Science and Technology was significantly higher at 3.82 (SD = 1.30).

Reputation. To determine the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of reputation when controlling for students' choices of either the College of Engineering and Technology or the College of Information Science and Technology, two-way analyses of variance were run on each of the defining components of the factor of reputation. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to the influence of personal interest shown in the student ($F(1,179) = 15.378$, $p < .0005$) (see Table 41). In this case, the mean score of the top academic students was significantly higher than the mean score of the general population students. No

Table 40

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Opportunities for Networking/Internships on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.8500	1.64161	40
	Information Science and Tech	3.5439	1.45246	57
	Total	3.2577	1.56311	97
Top Academic	Engineering and Technology	3.4200	1.14446	50
	Information Science and Tech	4.2500	0.87423	36
	Total	3.7674	1.11328	86
Total	Engineering and Technology	3.1667	1.40824	90
	Information Science and Tech	3.8172	1.30172	93
	Total	3.4973	1.39021	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	18.030	10.273	.002
COLLEGE	1	25.710	14.648	<.0005
STUDENT TYPE * COLLEGE	1	0.205	0.117	.733
Error	179	1.755		

Table 41

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Personal Interest Shown in the Student on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	3.0000	1.43223	40
	Information Science and Tech	3.3860	1.29221	57
	Total	3.2268	1.35789	97
Top Academic	Engineering and Technology	3.7200	1.10730	50
	Information Science and Tech	4.1111	1.00791	36
	Total	3.8837	1.07833	86
Total	Engineering and Technology	3.4000	1.30513	90
	Information Science and Tech	3.6667	1.23652	93
	Total	3.5355	1.27426	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	23.122	15.378	<.0005
COLLEGE	1	6.686	4.446	.036
STUDENT TYPE * COLLEGE	1	0.0003	0.000	.989
Error	179	1.504		

statistically significant differences were found for either the main effect of college of attendance or for the interaction between the college of attendance and student type.

A statistically significant difference was also found on the main effect of college of attendance with regard to the dependent variable of influence of cutting edge facilities/technologies ($F(1,179) = 15.971, p < .0005$) (see Table 42). The students in the College of Information Science and Technology had a significantly higher mean score at 4.24 (SD = 0.74) than did the students attending the College of Engineering and Technology whose mean score was 3.68 (SD = 1.20).

For the reputation components of name recognition, academic excellence, quality of professors, academic offerings and accessibility of faculty/staff, no statistically significant differences were found for the main effects of student type or college of attendance, or for the interaction between student type and college (see Tables G38-G42).

Proximity. To discover the difference in the perspectives of the two student types, general population and top academic students, as it relates to the factor of proximity when controlling for college of attendance, two-way analyses of variance were run on each of the defining components of the factor of proximity. A statistically significant difference ($p < .01$) was found on the main effect of student type with regard to both the influence of being close enough to visit family on holidays ($F(1,179) = 16.109$, $p < .0005$) (see Table 43) and the influence of being far enough to gain independence ($F(1,179) = 39.103, p < .0005$) (see Table 44).

Table 42

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Cutting Edge Facilities/Technologies on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	3.4250	1.44803	40
	Information Science and Tech	4.2105	0.72548	57
	Total	3.8866	1.14452	97
Top Academic	Engineering and Technology	3.8800	0.91785	50
	Information Science and Tech	4.2778	0.77868	36
	Total	4.0465	0.87993	86
Total	Engineering and Technology	3.6778	1.19764	90
	Information Science and Tech	4.2366	0.74305	93
	Total	3.9617	1.02906	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	3.020	3.111	.079
COLLEGE	1	15.502	15.971	<.0005
STUDENT TYPE * COLLEGE	1	1.665	1.715	.192
Error	179	0.971		

Table 43

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Being Close Enough to Visit Family on Holidays on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.8250	1.64687	40
	Information Science and Tech	2.6667	1.52753	57
	Total	2.7320	1.57133	97
Top Academic	Engineering and Technology	3.4600	1.32803	50
	Information Science and Tech	3.7778	1.22150	36
	Total	3.5930	1.28684	86
Total	Engineering and Technology	3.1778	1.50339	90
	Information Science and Tech	3.0968	1.51129	93
	Total	3.1366	1.50381	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	33.756	16.109	<.0005
COLLEGE	1	0.281	0.134	.714
STUDENT TYPE * COLLEGE	1	2.510	1.198	.275
Error	179	2.095		

Table 44

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Being Far Enough to Gain Independence on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.1500	1.36907	40
	Information Science and Tech	2.1404	1.18681	57
	Total	2.1443	1.25822	97
Top Academic	Engineering and Technology	3.2000	1.08797	50
	Information Science and Tech	3.4444	1.42316	36
	Total	3.3023	1.23736	86
Total	Engineering and Technology	2.7333	1.32224	90
	Information Science and Tech	2.6452	1.42680	93
	Total	2.6885	1.37330	183

Tests of Between-Subjects Effects

Source	Df	Mean Square	*F*	Sig.
STUDENT TYPE	1	61.356	39.103	<.0005
COLLEGE	1	0.610	0.389	.534
STUDENT TYPE * COLLEGE	1	0.715	0.456	.501
Error	179	1.569		

For the component of being close enough to visit family on holidays, the mean score of the general population students was 2.73 (SD = 1.57) on a 5-point Likert scale while the top academic students had a mean score of 3.59 (SD = 1.29) on a 5-point Likert scale. For the component of being far enough to gain independence, the general population student mean score was 2.14 (SD = 1.26) while the top academic student mean was significantly higher at 3.30 (SD = 1.24). No statistically significant differences were found for either component for the main effect of college of attendance or for the interaction between college of attendance and student type.

For the proximity components of being close enough to visit family daily and being close enough to drive home at will, no statistically significant differences were found for the main effects of student type or college, or for the interaction between student type and college (see Tables G43, G44).

Research Question 2a

Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for gender?

In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the influence of people when controlling for gender, two-way analyses of variance were run on each of the people of influence. Statistically significant differences ($p < .01$) were found on the main effects between general population students and top academic students with regard to the influence of both parents/guardians together ($F(1,179) = 24.592, p < .0005$)

(see Table 45), mother/female guardian ($F(1,179) = 34.192, p < .0005$) (see Table 46), and father/male guardian ($F(1,179) = 25.949, p < .0005$) (see Table 47) on college choice. In each case, the mean score of the top academic students was significantly higher than the mean of the general population group. No statistically significant differences were found for either the main effect of gender or for the interactions between gender and student type.

The mean score of the top academic students was 3.60 (SD = 1.11) for the influence of both parents/guardians together, while the mean score of the general population was 2.56 (SD = 1.31). For the influence of mother/female guardian, the mean score of the top academic students was 3.59 (SD = 1.12), while the mean score of the general population was significantly lower at 2.42 (SD = 1.28). Finally, for the influence of father/male guardian, the mean score of the top academic students was 3.52 (SD = 1.21), while the mean score for the general population was 2.40 (SD = 1.35).

No statistically significant differences were found in the influence of counselors, teachers, or peers in either the main effects of student type or gender, or for the interaction between student type and gender (see Tables G45-G47).

Research Question 2b

Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for size of high school?

In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the influence of people

Table 45

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Both Parents/Guardians on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	2.1538	1.62512	13
	Male	2.6190	1.25059	84
	Total	2.5567	1.30679	97
Top Academic	Female	3.4545	0.91168	22
	Male	3.6563	1.17133	64
	Total	3.6047	1.10910	86
Total	Female	2.9714	1.36092	35
	Male	3.0676	1.31792	148
	Total	3.0492	1.32299	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	36.461	24.592	<.0005
GENDER	1	2.967	2.001	.159
STUDENT TYPE * GENDER	1	0.463	0.312	.577
Error	179	1.483		

Table 46

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Mother/Female Guardian on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	1.9231	1.55250	13
	Male	2.5000	1.22720	84
	Total	2.4227	1.28156	97
Top Academic	Female	3.5455	0.85786	22
	Male	3.6094	1.20340	64
	Total	3.5930	1.12069	86
Total	Female	2.9429	1.39205	35
	Male	2.9797	1.33233	148
	Total	2.9727	1.34013	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	49.781	34.192	<.0005
GENDER	1	2.740	1.882	.172
STUDENT TYPE * GENDER	1	1.756	1.206	.274
Error	179	1.456		

Table 47

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Father/Male Guardian on College Choice

Student Type	Gender	Mean	Std. Deviation	n
General Population	Female	2.0000	1.52753	13
	Male	2.4643	1.32125	84
	Total	2.4021	1.35139	97
Top Academic	Female	3.4545	1.14340	22
	Male	3.5469	1.23352	64
	Total	3.5233	1.20515	86
Total	Female	2.9143	1.46270	35
	Male	2.9324	1.38830	148
	Total	2.9290	1.39874	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	42.940	25.949	<.0005
GENDER	1	2.067	1.249	.265
STUDENT TYPE * GENDER	1	0.923	0.558	.456
Error	179	1.655		

when controlling for size of high school, two-way analyses of variance were run on each of the people of influence. Statistically significant differences ($p < .01$) were found on the main effects between general population students and top academic students with regard to the influence of both parents/guardians together ($F(1,177) = 30.170, p < .0005$) (see Table 48), mother/female guardian ($F(1,177) = 34.890, p < .0005$) (see Table 49), father/male guardian ($F(1,177) = 34.724, p < .0005$) (see Table 50), and counselor ($F(1,177) = 7.783, p = .006$) (see Table 51) on college choice. In each case, the mean score of the top academic students was significantly higher than the mean of the general population group. No statistically significant differences were found for either the main effect of size of high school or for the interactions between size of high school and student type.

The mean score of the top academic students was 3.60 (SD = 1.11) for the influence of both parents/guardians together, while the mean score of the general population was 2.56 (SD = 1.31). For the influence of mother/female guardian, the mean score of the top academic students was 3.60 (SD = 1.12), while the mean score of the general population was significantly lower at 2.42 (SD = 1.28). For the influence of father/male guardian, the mean score of the top academic students was 3.52 (SD = 1.21), while the mean score for the general population was 2.40 (SD = 1.35). Finally, for the influence of counselor, the mean score of the top academic students was 2.36 (SD = 1.22), while the mean score for the general population was 1.93 (SD = 1.08).

Table 48

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Both Parents/Guardians on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.6250	1.45488	16
	Mid-Sized (> 200 and < 500)	2.5217	1.41001	23
	Large (>500)	2.5517	1.24495	58
	Total	2.5567	1.30679	97
Top Academic	Small (<200)	3.7879	1.11124	33
	Mid-Sized (> 200 and < 500)	3.9286	0.91687	14
	Large (>500)	3.3333	1.13168	39
	Total	3.6047	1.10910	86
Total	Small (<200)	3.4082	1.33726	49
	Mid-Sized (> 200 and < 500)	3.0541	1.41315	37
	Large (>500)	2.8660	1.25523	97
	Total	3.0492	1.32299	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	44.819	30.170	<.0005
SIZE	2	1.577	1.062	.348
STUDENT TYPE * SIZE	2	1.419	0.955	.387
Error	177	1.486		

Table 49

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Mother/Female Guardian on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.4375	1.50416	16
	Mid-Sized (> 200 and < 500)	2.3913	1.26990	23
	Large (>500)	2.4310	1.24410	58
	Total	2.4227	1.28156	97
Top Academic	Small (<200)	3.6667	1.21621	33
	Mid-Sized (> 200 and < 500)	3.7143	1.06904	14
	Large (>500)	3.4872	1.07292	39
	Total	3.5930	1.12069	86
Total	Small (<200)	3.2653	1.42559	49
	Mid-Sized (> 200 and < 500)	2.8919	1.34956	37
	Large (>500)	2.8557	1.28282	97
	Total	2.9727	1.34013	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	51.956	34.890	<.0005
SIZE	2	0.185	0.124	.883
STUDENT TYPE * SIZE	2	0.266	0.179	.836
Error	177	1.489		

Table 50

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Father/Male Guardian on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	2.0625	1.34009	16
	Mid-Sized (> 200 and < 500)	2.6087	1.46905	23
	Large (>500)	2.4138	1.31168	58
	Total	2.4021	1.35139	97
Top Academic	Small (<200)	3.6970	1.26206	33
	Mid-Sized (> 200 and < 500)	3.9286	0.99725	14
	Large (>500)	3.2308	1.18013	39
	Total	3.5233	1.20515	86
Total	Small (<200)	3.1633	1.49090	49
	Mid-Sized (> 200 and < 500)	3.1081	1.44883	37
	Large (>500)	2.7423	1.31718	97
	Total	2.9290	1.39874	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	56.757	34.724	<.0005
SIZE	2	2.591	1.585	.208
STUDENT TYPE * SIZE	2	2.670	1.634	.198
Error	177	1.634		

Table 51

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Counselor on College Choice

Student Type	Size of High School	Mean	Std. Deviation	n
General Population	Small (<200)	1.7500	0.85635	16
	Mid-Sized (> 200 and < 500)	2.0435	1.22394	23
	Large (>500)	1.9310	1.09002	58
	Total	1.9278	1.08251	97
Top Academic	Small (<200)	2.4848	1.14895	33
	Mid-Sized (> 200 and < 500)	2.7143	1.26665	14
	Large (>500)	2.1282	1.23926	39
	Total	2.3605	1.21668	86
Total	Small (<200)	2.2449	1.10925	49
	Mid-Sized (> 200 and < 500)	2.2973	1.26633	37
	Large (>500)	2.0103	1.15013	97
	Total	2.1311	1.16462	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	10.252	7.783	.006
SIZE	2	1.547	1.174	.311
STUDENT TYPE * SIZE	2	1.385	1.052	.352
Error	177	1.317		

No statistically significant differences were found in the influence of teachers or peers in either the main effects of student type or size of high school, or for the interaction between student type and size of high school (see Tables G48, G49).

Research Question 2c

Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for type of high school?

In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the influence of people when controlling for type of high school, two-way analyses of variance were run on each of the people of influence. Statistically significant differences ($p < .01$) were found on the main effects between general population students and top academic students with regard to the influence of both parents/guardians together ($F(1,178) = 18.410, p < .0005$) (see Table 52), mother/female guardian ($F(1,178) = 25.089, p < .0005$) (see Table 53) and father/male guardian ($F(1,178) = 22.869, p < .0005$) (see Table 54) on college choice. In each case, the mean score of the top academic students was significantly higher than the mean of the general population group. No statistically significant differences were found for either the main effect of type of high school or for the interactions between type of high school and student type.

No statistically significant differences were found in the influence of counselors, teachers or peers in either the main effects of student type or type of high school, or for the interaction between student type and type of high school (see Tables G50-G52).

Table 52

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Both Parents/Guardians on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	2.4400	1.26534	75
	Private	2.9545	1.39650	22
	Total	2.5567	1.30679	97
Top Academic	Public	3.5692	1.13150	65
	Private	3.6842	1.05686	19
	Home School	4.0000	1.41421	2
	Total	3.6047	1.10910	86
Total	Public	2.9643	1.32714	140
	Private	3.2927	1.28926	41
	Home School	4.0000	1.41421	2
	Total	3.0492	1.32299	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	27.251	18.410	<.0005
TYPE	2	1.774	1.198	.304
STUDENT TYPE * TYPE	1	1.259	0.851	.358
Error	178	1.480		

Table 53

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Mother/Female Guardian on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	2.3600	1.24813	75
	Private	2.6364	1.39882	22
	Total	2.4227	1.28156	97
Top Academic	Public	3.5846	1.13044	65
	Private	3.5789	1.12130	19
	Home School	4.0000	1.41421	2
	Total	3.5930	1.12069	86
Total	Public	2.9286	1.33919	140
	Private	3.0732	1.34889	41
	Home School	4.0000	1.41421	2
	Total	2.9727	1.34013	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	37.039	25.089	<.0005
TYPE	2	0.493	0.334	.717
STUDENT TYPE * TYPE	1	0.627	0.425	.515
Error	178	1.476		

Table 54

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Father/Male Guardian on College Choice

Student Type	Type of High School	Mean	Std. Deviation	n
General Population	Public	2.3067	1.29420	75
	Private	2.7273	1.51757	22
	Total	2.4021	1.35139	97
Top Academic	Public	3.4308	1.24962	65
	Private	3.7895	1.03166	19
	Home School	4.0000	1.41421	2
	Total	3.5233	1.20515	86
Total	Public	2.8286	1.38825	140
	Private	3.2195	1.40556	41
	Home School	4.0000	1.41421	2
	Total	2.9290	1.39874	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	37.695	22.869	<.0005
TYPE	2	2.642	1.603	.204
STUDENT TYPE * TYPE	1	0.030	0.018	.892
Error	178	1.648		

Research Question 2d

Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for community type?

In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the influence of people when controlling for community type, two-way analyses of variance were run on each of the people of influence. Statistically significant differences ($p < .01$) were found on the main effect of student type between general population students and top academic students with regard to the influence of both parents/guardians together ($F(1,175) = 30.212, p < .0005$) (see Table 55), mother/female guardian ($F(1,175) = 35.543, p < .0005$) (see Table 56), father/male guardian ($F(1,175) = 32.183, p < .0005$) (see Table 57), teacher ($F(1,175) = 8.389, p = .004$) (see Table 58) and counselor ($F(1,175) = 11.983, p = .001$) (see Table 59) on college choice. In each case, the mean score of the top academic students was significantly higher than the mean of the general population group.

The mean score of the top academic students was 3.60 (SD = 1.11) for the influence of both parents together, while the mean score of the general population was 2.56 (SD = 1.31). For the influence of mother/female guardian, the mean score of the top academic students was 3.59 (SD = 1.12), while the mean score of the general population was significantly lower at 2.42 (SD = 1.28). For the influence of father/male guardian,

Table 55

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Both Parents/Guardians on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.2500	0.50000	4
	Township (500-10,000)	2.8125	1.55858	16
	Small City (10,000-100,000)	2.4500	1.57196	20
	Urban/Suburban (> 100,000)	2.6140	1.13002	57
	Total	2.5567	1.30679	97
Top Academic	Rural (< 500)	3.7778	1.20185	9
	Township (500-10,000)	3.7917	1.02062	24
	Small City (10,000-100,000)	3.2857	1.20439	14
	Urban/Suburban (> 100,000)	3.5641	1.11909	39
	Total	3.6047	1.10910	86
Total	Rural (< 500)	3.0000	1.58114	13
	Township (500-10,000)	3.4000	1.33589	40
	Small City (10,000-100,000)	2.7941	1.47257	34
	Urban/Suburban (> 100,000)	3.0000	1.21395	96
	Total	3.0492	1.32299	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	44.473	30.212	<.0005
COMMUNITY	3	2.283	1.551	.203
STUDENT TYPE * COMMUNITY	3	2.232	1.516	.212
Error	175	1.472		

Table 56

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Mother/Female Guardian on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.0000	0.00000	4
	Township (500-10,000)	2.7500	1.52753	16
	Small City (10,000-100,000)	2.3000	1.34164	20
	Urban/Suburban (> 100,000)	2.4737	1.18179	57
	Total	2.4227	1.28156	97
Top Academic	Rural (< 500)	3.6667	1.22474	9
	Township (500-10,000)	3.6250	1.17260	24
	Small City (10,000-100,000)	3.2143	1.18831	14
	Urban/Suburban (> 100,000)	3.6923	1.05516	39
	Total	3.5930	1.12069	86
Total	Rural (< 500)	2.8462	1.62512	13
	Township (500-10,000)	3.2750	1.37724	40
	Small City (10,000-100,000)	2.6765	1.34211	34
	Urban/Suburban (> 100,000)	2.9688	1.27695	96
	Total	2.9727	1.34013	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	51.121	35.543	<.0005
COMMUNITY	3	2.951	2.052	.108
STUDENT TYPE * COMMUNITY	3	2.543	1.768	.155
Error	175	1.438		

Table 57

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Father/Male Guardian on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.0000	0.00000	4
	Township (500-10,000)	2.5000	1.50555	16
	Small City (10,000-100,000)	2.4000	1.56945	20
	Urban/Suburban (> 100,000)	2.4737	1.24076	57
	Total	2.4021	1.35139	97
Top Academic	Rural (< 500)	3.7778	1.30171	9
	Township (500-10,000)	3.5833	1.24819	24
	Small City (10,000-100,000)	3.2857	1.26665	14
	Urban/Suburban (> 100,000)	3.5128	1.16691	39
	Total	3.5233	1.20515	86
Total	Rural (< 500)	2.9231	1.70595	13
	Township (500-10,000)	3.1500	1.44204	40
	Small City (10,000-100,000)	2.7647	1.49866	34
	Urban/Suburban (> 100,000)	2.8958	1.30971	96
	Total	2.9290	1.39874	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	53.148	32.183	<.0005
COMMUNITY	3	1.445	0.875	.455
STUDENT TYPE * COMMUNITY	3	2.741	1.660	.177
Error	175	1.651		

Table 58

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Teacher on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.0000	.00000	4
	Township (500-10,000)	2.5000	1.63299	16
	Small City (10,000-100,000)	2.0500	1.23438	20
	Urban/Suburban (> 100,000)	2.2456	1.16926	57
	Total	2.1959	1.26359	97
Top Academic	Rural (< 500)	3.1111	1.16667	9
	Township (500-10,000)	2.2917	.85867	24
	Small City (10,000-100,000)	2.5714	1.28388	14
	Urban/Suburban (> 100,000)	2.5385	1.14354	39
	Total	2.5349	1.10291	86
Total	Rural (< 500)	2.4615	1.39137	13
	Township (500-10,000)	2.3750	1.21291	40
	Small City (10,000-100,000)	2.2647	1.26272	34
	Urban/Suburban (> 100,000)	2.3646	1.16185	96
	Total	2.3552	1.19962	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	11.720	8.389	.004
COMMUNITY	3	0.416	0.298	.827
STUDENT TYPE * COMMUNITY	3	3.965	2.838	.040
Error	175	1.397		

Table 59

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Counselor on College Choice

Student Type	Type of Community	Mean	Std. Deviation	n
General Population	Rural (< 500)	1.0000	0.00000	4
	Township (500-10,000)	1.8750	1.02470	16
	Small City (10,000-100,000)	1.7500	1.16416	20
	Urban/Suburban (> 100,000)	2.0702	1.08331	57
	Total	1.9278	1.08251	97
Top Academic	Rural (< 500)	2.7778	1.20185	9
	Township (500-10,000)	2.4583	0.97709	24
	Small City (10,000-100,000)	2.4286	1.39859	14
	Urban/Suburban (> 100,000)	2.1795	1.29517	39
	Total	2.3605	1.21668	86
Total	Rural (< 500)	2.2308	1.30089	13
	Township (500-10,000)	2.2250	1.02501	40
	Small City (10,000-100,000)	2.0294	1.29065	34
	Urban/Suburban (> 100,000)	2.1146	1.16862	96
	Total	2.1311	1.16462	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	15.743	11.983	.001
COMMUNITY	3	0.233	0.177	.912
STUDENT TYPE * COMMUNITY	3	2.715	2.067	.106
Error	175	1.314		

the mean score of the top academic students was 3.52 (SD = 1.21), while the mean score for the general population was 2.40 (SD = 1.35). For teachers, the mean score of the top academic students was 2.53 (SD = 1.10), while the mean score of the general population was 2.20 (SD = 1.26). For the influence of counselors, the mean score of the top academic students was 2.36 (SD = 1.22), while the mean score for the general population was 1.93 (SD = 1.08).

No statistically significant differences were found for the influence of peers in either the main effects of student type or type of community, or for the interaction between student type and type of community (see Table G53).

Research Question 2e

Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for anticipated major/college?

After subdividing the respondents into the nine majors, the resulting group sizes were too small to determine statistical significance. Therefore, for this research question, data were subdivided only into the two categories of college of attendance, the College of Engineering and Technology and the College of Information Science and Technology.

In order to ascertain the difference in the perspectives of the two student types, general population and top academic students, as it relates to the influence of people when controlling for college of attendance, two-way analyses of variance were run on each of the people of influence. Statistically significant differences ($p < .01$) were found on the main effect of student type between general population students and top academic

students with regard to the influence of both parents/guardians together ($F(1,179) = 32.825, p < .0005$) (see Table 60), mother/female guardian ($F(1,179) = 40.677, p < .0005$) (see Table 61) and father/male guardian ($F(1,179) = 32.681, p < .0005$) (see Table 62). In each case, the mean score of the top academic students was significantly higher than the mean of the general population group. No statistically significant differences were found for either the main effect of college of attendance or for the interactions between college of attendance and student type.

No statistically significant differences were found in the influence of teachers or peers for either the main effects of student type or college of attendance, or for the interaction between student type and college of attendance (see Tables G54, G55).

Summary

This chapter presented the results of a survey of factors and people of influence impacting choice of college/university. Chapter 5 will interpret these findings, draw and discuss conclusions, and make recommendations for future research.

Table 60

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Both Parents/Guardians on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.5750	1.33757	40
	Information Science and Tech	2.5439	1.29656	57
	Total	2.5567	1.30679	97
Top Academic	Engineering and Technology	3.5600	1.03332	50
	Information Science and Tech	3.6667	1.21890	36
	Total	3.6047	1.10910	86
Total	Engineering and Technology	3.1222	1.27048	90
	Information Science and Tech	2.9785	1.37508	93
	Total	3.0492	1.32299	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	49.189	32.825	<.0005
COLLEGE	1	0.063	0.042	.838
STUDENT TYPE * COLLEGE	1	0.210	0.140	.708
Error	179	1.499		

Table 61

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Mother/Female Guardian on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.5500	1.29990	40
	Information Science and Tech	2.3333	1.27242	57
	Total	2.4227	1.28156	97
Top Academic	Engineering and Technology	3.5400	1.05386	50
	Information Science and Tech	3.6667	1.21890	36
	Total	3.5930	1.12069	86
Total	Engineering and Technology	3.1000	1.26358	90
	Information Science and Tech	2.8495	1.40609	93
	Total	2.9727	1.34013	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	59.763	40.677	<.0005
COLLEGE	1	0.090	0.061	.805
STUDENT TYPE * COLLEGE	1	1.305	0.888	.347
Error	179	1.469		

Table 62

Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence ofFather/Male Guardian on College Choice

Student Type	College	Mean	Std. Deviation	n
General Population	Engineering and Technology	2.6000	1.44648	40
	Information Science and Tech	2.2632	1.27512	57
	Total	2.4021	1.35139	97
Top Academic	Engineering and Technology	3.4600	1.19881	50
	Information Science and Tech	3.6111	1.22539	36
	Total	3.5233	1.20515	86
Total	Engineering and Technology	3.0778	1.37578	90
	Information Science and Tech	2.7849	1.41306	93
	Total	2.9290	1.39874	183

Tests of Between-Subjects Effects

Source	df	Mean Square	*F*	Sig.
STUDENT TYPE	1	53.974	32.681	<.0005
COLLEGE	1	0.382	0.231	.631
STUDENT TYPE * COLLEGE	1	2.636	1.596	.208
Error	179	1.652		

CHAPTER 5

Summary, Conclusions and Discussion

Summary

The Peter Kiewit Institute of Information Science, Technology & Engineering began as a concept in 1995. The Institute combined two colleges from two different campuses of the University of Nebraska system: the University of Nebraska – Lincoln's College of Engineering and Technology and the University of Nebraska at Omaha's College of Information Science and Technology in a collaborative partnership with business and industry. This unique model built a new paradigm for the role of governance, curriculum development and funding in post-secondary education.

One of the driving forces and principle mandates that helped to guide the formation of The Peter Kiewit Institute was to offer the best and brightest students a top educational opportunity in fields critical to the economic well-being of the city, state, and region. This, in turn, would help discourage the loss of top students to other states for school and career opportunities. In order to accomplish the stated purposes set forth by the Board of Policy Advisors, a supporting plan was developed to recruit and retain students who clearly were among the top 10% of high school graduates in the nation (The Omaha Institute Charter, 1995). Potential students having ACT scores of 30 or above or a comparable SAT score of 1340 or higher along with grade point average above 3.5 match the desired student profile.

In an effort to keep the competitive edge in student recruitment, The Peter Kiewit Institute faculty and staff must understand as much as possible why exceptionally

talented students make the choices they make as they select a college to attend. In reviewing the literature, several studies such as Murphy (1981) point to the following factors: academic reputation, cost, location and size. Others, such as the Carnegie Foundation report of 1986, Russick and Olsen (1976), and Wilson (1997) cited parents as the most influential determiner of school selection and choice. At the same time, a study by Sewell and Armer (1966) raised the issue of the potential influence of neighborhood impact and its impact on aspirations.

Little research, however, is available to help determine if certain people or specific factors are germane to the recruitment of high-achieving students and their attendance at institutions of long-standing academic reputation as compared to schools early in the reputation-building process. Also, not readily available is information regarding size of high school, type of high school and type of community as related to their individual and collective impacts on the students' choice of a college/university. Even less information is available disaggregating the influence of factors and people on top academic students when compared to general population students. This study seeks to expand the body of knowledge on these crucial determiners of student choice for post-secondary educational opportunity.

As the academic level of student recruits increases, the number and prestige of institutions having an interest in these students also increase. Understanding the factors that attract exceptional scholars is paramount to broadening the population base from which the programs must draw. This study was designed to help determine the

multiplicity of factors and people that impact students in making their final decision and commitment to attend a given institute of higher education.

Purpose

The purpose of this study was to determine if there were statistically significant differences in the factors or people who influenced general population students as compared to top academic students in their decision on where to attend college/university. Influences were delineated according to factors or people because recruitment strategies must differ based on these categories. These analyses determined the impact the students' gender, community type, high school size and high school type had on their higher education expectations. In addition, distinction was made by anticipated college and major. The following research questions were posed in this study.

Research Questions

1. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of the factors of scholarship, reputation of school and proximity to home when selecting a college or university?

    a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for gender?

b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school size?

c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for high school type?

d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for community type?

e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of factors when controlling for anticipated major/college?

2. Is there a statistically significant difference between general population students (control group) and top academic students (experimental group) with regard to the influence of the factors of scholarship, reputation of school and proximity to home when selecting a college or university?

a. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for gender?

b. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school size?

c. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for high school type?

d. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for community type?

e. Is there a statistically significant difference between general population students and top academic students with regard to the influence of people when controlling for anticipated major/college?

Methodology

The student population surveyed for the purpose of this study was derived from two distinct student types. The first student type was the top academic students. This group was made up of 155 students who were currently receiving the Walter Scott, Jr. Scholarship awards. The second student type, general population students, consisted of 155 students randomly selected from the total population of The Peter Kiewit Institute student body, exclusive of the Walter Scott, Jr. Scholarship award recipients. They were chosen to serve as the control group in determining any difference in influences on the selection of a post-secondary institution when comparing general population students to top academic students.

A survey was administered to determine the factors and people of influence the students in the general population and top scholar groups referenced or consulted in making their final decision to attend The Peter Kiewit Institute. Responses to the survey

attempted to ascertain the importance each of these students personally assigned to such factors and people with whom they interfaced.

Conclusions and Discussion

The tables from Chapter 4 helped to formulate the following conclusions and discussion on the factors and people of influence in a student's choice of college/university.

Factors of Influence

Scholarship. When analyzing the six components of the factor of scholarship, and controlling for gender, size of high school, type of high school, community type and college of attendance, a statistically significant difference was present in the main effect of student type in five of the components. In each case, full 4-year tuition, residence hall/meals/maids, campus life opportunities, costs of books/fees and personal computer system, the top academic students had a higher mean score than did the students from the general population (see Table 63).

The higher mean score for the top academic students indicates they viewed the scholarship and the defining components as influential determiners in their decision to attend The Peter Kiewit Institute. The general population students did not find these components to be as important in the decision-making process as to where they would attend school.

A statistically significant difference ($p < .01$) was also noted in one of the scholarship components, networking/internship opportunities, in both of the main

Table 63

Statistically Significant Differences for Components of Scholarship

	Full 4-Year College Tuition	Residence Hall/Meals/ Maids	Campus Life Opportunities	Cost of Books/Fees	Personal Computer System	Networking/ Internship Opportunities
Gender						
Main Effect: Student Type	✓	✓		✓	✓	
Main Effect: Gender						
Interaction						
Size of High School						
Main Effect: Student Type	✓	✓		✓	✓	
Main Effect: Size						
Interaction						
Type of High School						
Main Effect: Student Type	✓	✓		✓	✓	
Main Effect: Type						
Interaction						
Type of Community						
Main Effect: Student Type	✓	✓		✓	✓	
Main Effect: Community						
Interaction						
College						
Main Effect: Student Type	✓	✓	✓	✓	✓	✓
Main Effect: College						✓*
Interaction						

Note: All check marks reflect a higher mean score for top academic students than for general population students. Exceptions are noted with *.
* Students from College of Information Science have significantly higher mean score.

effects of student type and college of attendance. For the main effect of student type, the top academic students had a higher mean score than did the general population students (see Table 63). The difference between the mean scores of top academic students and general population students as related to influence of networking/internship opportunities on the choice of university indicates differing levels of motivation in which the higher achieving students appear to be more receptive to additional opportunities.

Also related to the influence of networking/internship opportunities on choice of university, the students attending the College of Information Science and Technology had a higher mean score than did the students attending the College of Engineering and Technology. This indicates that the students enrolled in the College of Information Science and Technology find networking/internship opportunities to be more important in their choice of university than do students in the College of Engineering and Technology.

In summary, the top academic students assigned a higher level of importance to the influence of the scholarship components of full 4-year college tuition, residence hall/meals/maids, costs of books/fees and personal computer system on college choice than did the general population students. The results of this portion of the study appear to indicate that top academic students desire, and perhaps expect, scholarship benefits commensurate with their level of achievement and recognition. In each case, the identified component was a material benefit.

The two components that did not show statistically significant differences between top academic students and general population students were conceptual rather

than material in nature. These components were campus life opportunities and networking/internship opportunities. Based on the findings, the top academic students and the general population students view campus life opportunities and networking/internship opportunities in much the same way.

One exception is noted when controlling for college of attendance (see Table 63). In this case, the top academic students had a higher mean score than did the general population students on the component of networking/internship opportunities. There was also a statistically significant difference in the main effect of college of attendance, with students in the College of Information Science and Technology having a higher mean score than students attending the College of Engineering and Technology.

Also, controlling for gender, size of high school, type of high school, community type or college of attendance showed statistically significant differences between top academic and general population students. There were no statistically significant differences related to the other demographic characteristics. These findings imply that when recruiting students into the programs associated with the Institute, no marketable strategies related to scholarship components are required beyond the division of top academic students and general population students. Thus, in order to attract and retain the brightest students, marketing strategies should appeal to students at their appropriate academic level.

Based on the findings of this study, those strategies that should be aimed at top academic students could include the use of more extensive print materials to share opportunities, earlier invitations for campus visits, and informational sessions with high

school guidance counselors to heighten the counselors' awareness of the scope of top scholarship benefits. These strategies are all aimed at ensuring students and their families receive needed information early enough in the process of college selection to make an informed and satisfactory decision with regard to their higher education choice.

Reputation. The factor of reputation of school, for the purpose of this study, had seven components: name recognition, cutting-edge facilities/technologies, academic excellence, quality of professors, academic offerings, accessibility of staff/faculty, and personal interest shown in the student. When controlling for gender, size of high school, type of high school, community type and college of attendance, only three statistically significant differences were found with the first six components (see Table 64).

For example, the influence of name recognition and quality of professors showed a statistically significant difference when controlling for type of community. In addition, with regard to the component of cutting-edge facilities and technologies, the main effect of college of attendance showed a statistically significant difference. The student respondents attending the College of Information Science and Technology had a higher mean score for these modern facilities as a factor of influence than did students attending the College of Engineering and Technology (see Table 64). This difference may be attributable to the fact that state-of-the-art building design and equipment are more important to the up-to-date technology fields directly impacting the College of Information Science and Technology. The program offerings within the College of Engineering and Technology tend to be more traditional in nature due to rigid accreditation requirements and have a more established body of knowledge required for

Table 64

Statistically Significant Differences for Components of Reputation

	Name Recognition	Cutting Edge Facilities/ Technology	Academic Excellence	Quality of Professors	Academic Offerings	Accessi-bility of Staff/ Faculty	Personal Interest Shown in the Student
Gender							
Main Effect: Student Type							
Main Effect: Gender							✓***
Interaction							
Size of High School							
Main Effect: Student Type							✓
Main Effect: Size							
Interaction							
Type of High School							
Main Effect: Student Type							✓
Main Effect: Type							
Interaction							
Type of Community							
Main Effect: Student Type							✓
Main Effect: Community	✓*			✓*			✓****
Interaction							
College							
Main Effect: Student Type							✓
Main Effect: College		✓**					
Interaction							

Note: All check marks reflect a higher mean score for top academic students than for general population students. Exceptions are noted with *.

* Statistically significant difference in main effect of community type.

** Students from College of Information Science have significantly higher mean score than students from College of Engineering and Technology.

*** Females have significantly higher mean score than males.

**** Students from townships have significantly higher mean scores than students from rural areas.

successful degree completion and professional licensure. The component of personal interest shown in the student by the faculty/staff indicated a statistically significant difference when controlling for gender with female students having a higher mean score than male students (see Table 64). These results call attention to what may be one of the most important findings in this study. National studies confirm a less than desirable number of females opting to specialize in fields of engineering and information technology (Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development, 2000).

The findings of this study suggest that if female enrollments in engineering and information technology are to be cultivated and increased, a sincere personal interest must be shown in female students both during the recruitment period as well as during their tenure as students. While this is not directly related to the differences between top academic and general population students, it is, nevertheless, a valuable finding.

The component of personal interest shown in the student also had a statistically significantly higher mean score for top achieving students when controlling for size of high school, type of high school, community type, and college of attendance (see Table 64). From the analysis, it is possible to determine that personal interest shown in students by the faculty/staff is more important to top academic students than to the general population.

Proximity. The factor of proximity to home from the school of attendance is one of personal perspective rather than defined measurements. The components assigned to the factor of proximity for the purpose of this study included being close enough to visit

home on holidays, being close enough to visit home daily, being close enough to drive home at will, and being far enough to gain independence. Each student's interpretation of an acceptable distance between home and school was defined by the student in their own mind and through their respective responses.

For top academic students as compared to general population students, there were statistically significant differences in the components of being close enough to visit on holidays and far enough away to gain independence (see Table 65). Mean scores, generally, were higher for top academic students in these components despite gender, size of high school, type of high school, and college of attendance. Over 80% of the respondents in the top academic category live on campus and fall between the ages of 18 to 23.

Student respondents in the general population group, on the other hand, may be of any age, may or may not live on campus, may have their own families (spouse and children) and may work part- or full-time while working toward their degrees. Perhaps this explains why the component of being close enough to visit family daily is the only finding in the entire study where the general population students had a mean score significantly higher than the top academic students.

People of Influence

This study attempted to ascertain the people of influence most important to high achieving students and general population students when controlling for gender, high school size, high school type, community type and college of attendance. The people used for the purpose of this study were identified in large part in previous studies, several

Table 65

Statistically Significant Differences for Components of Proximity

	Being Close Enough to Visit on Holidays	Being Close Enough to Visit Daily	Being Close Enough to Drive Home at Will	Being Far Enough to Gain Independence
Gender				
Main Effect: Student Type	✓			✓
Main Effect: Gender				
Interaction				
Size of High School				
Main Effect: Student Type	✓			✓
Main Effect: Size		✓*		
Interaction				
Type of High School				
Main Effect: Student Type	✓			✓
Main Effect: Type				
Interaction				
Type of Community				
Main Effect: Student Type		✓**		✓
Main Effect: Community				
Interaction				
College				
Main Effect: Student Type	✓			✓
Main Effect: College				
Interaction				

Note: All check marks reflect a higher mean score for top academic students than for general population students. Exceptions are noted with *.

* Students from large high schools have significantly higher mean scores than students from small high schools.

** General population students have significantly higher mean score than top academic students.

of which are cited in the review of the literature included in Chapter 2 of this report. The people included both parents/guardians, mother/female guardian, father/male guardian, teacher, counselor and peers.

Statistically significant differences were noted between top achieving students and general population students with regard to both parents/guardians together, mother/female guardian and father/male guardian (see Table 66). For each of these categories of people, there was a statistically significant difference between top achieving students and the general population students without regard to gender, high school size, high school type, community type or college of attendance. In each case, top achieving students had a higher mean score than did the general population students. This indicates that top achieving students felt the influence of parents more strongly than did the general population student. This may be related to the ages of the two student types queried in this study. The general population group had a wider and more mature distribution of ages. These students may have attained a higher level of independence and thus be less inclined to rely on parental input than younger students who may depend heavily on advice from parents/guardians.

The other three categories of people included teacher, counselor and peers. These categories generated fewer statistically significant differences than did the students' parents. There were only two statistically significant differences for counselors and one for teachers. Counselors were rated as more influential for top academic students when controlling for high school size and community type. Only when controlling for community did the mean score of top achieving students differ significantly from the

Table 66

Statistically Significant Differences for People of Influence

	Both Parents/ Guardians	Mother/ Female Guardian	Father/Male Guardian	Teacher	Counselor	Peers
Gender						
Main Effect: Student Type	✓	✓	✓			
Main Effect: Gender						
Interaction						
Size of High School						
Main Effect: Student Type	✓	✓	✓		✓	
Main Effect: Size						
Interaction						
Type of High School						
Main Effect: Student Type	✓	✓	✓			
Main Effect: Type						
Interaction						
Type of Community						
Main Effect: Student Type	✓	✓	✓	✓	✓	
Main Effect: Community						
Interaction						
College						
Main Effect: Student Type	✓	✓	✓			
Main Effect: College						
Interaction						

Note: All check marks reflect a higher mean score for top academic students than for general population students.

mean score of general population students. In this case, the top academic students rated the influence of teachers higher than did the general population. In no case did peers generate a statistically significant difference between the groups (see Table 66).

The results of this portion of the study indicate that top achieving students identify their parents, either jointly or separately, as having more impact on the decision-making process than the general population students when deciding on the college for their post-secondary educational opportunity.

Implications for Further Study

This research surveyed both students new to the Institute and students who were near completion of their undergraduate or graduate degrees. It is possible that a difference might exist in their perceptions of influences near to the time of their entry into the program as opposed to their opinions after some duration in the program. A longitudinal study could examine changes in motivation over the course of the students' entire post-secondary educational career.

Another research study might focus on the impact personal interest plays on recruitment and retention of female students in fields of study where females are considered non-traditional students and their participation is not only desirable, but highly sought after. Results from this endeavor might have applicability to other minority groups in a variety of situations from undergraduate studies to actually providing a new pool of robust candidates for graduate study.

Concluding Thoughts

This research examined the differences between those factors and people having an influence on top achieving students and general population students. It provided insights into the perceptions through which all students journey in making one of life's most important decisions ... what and where to study in preparation for a lifelong career.

Understanding these student perceptions can assist faculty and staff at the university level in providing information that will enhance the selection process and clarify the expectations for everyone involved. Knowing which people assist a potential student in making this difficult decision can guide the flow of information to those people most likely to be called upon by the student.

If questions are answered, if outreach is personal and focused, and if a comfortable match between student and institution is made, it follows that a higher potential exists for student retention and ultimate success ... a goal common to educators and students alike.

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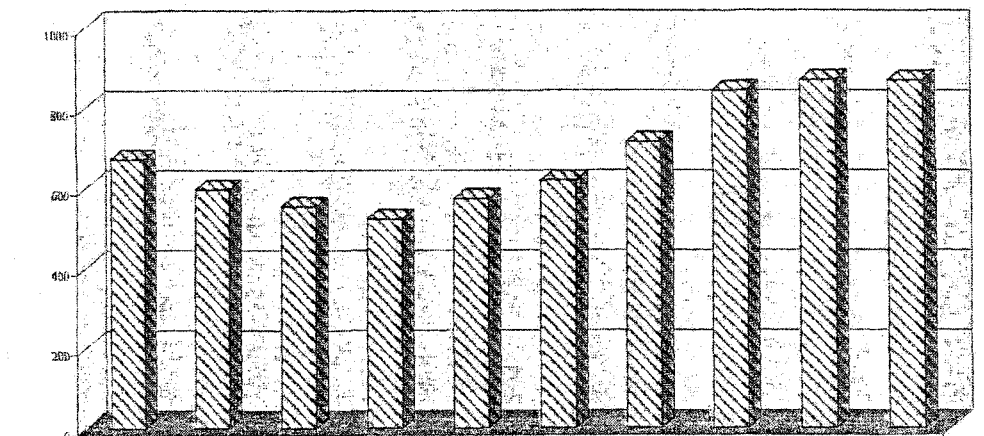
Appendix A

Enrollment and Statistical Summary

for the University of Nebraska at Omaha

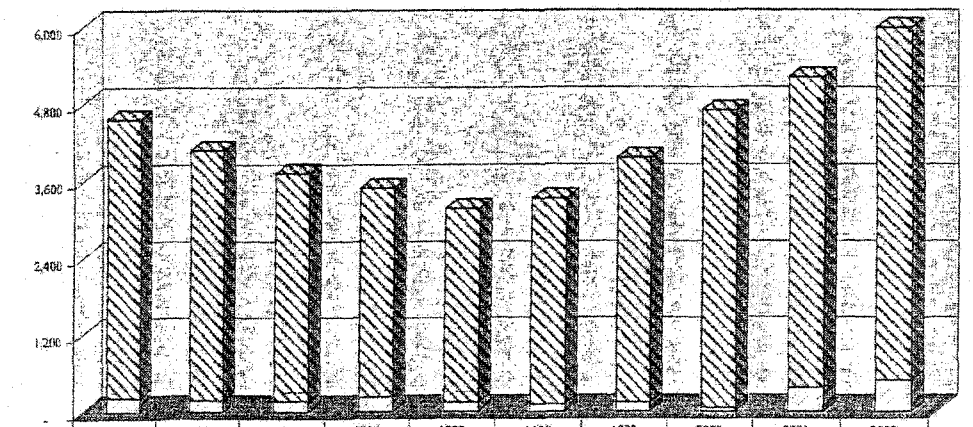
Figure 25 & 26.
Delivery-Site Head Count and Student Credit Hours;
by College or Equivalent Academic Unit: Fall 1993 through Fall 2002
Unit: College of Engineering & Technology

Head Count by Student Level



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Undergrad	672	595	553	522	573	618	715	843	869	868

Student Credit Hours by Level of Instruction Produced by Engineering & Technology Courses



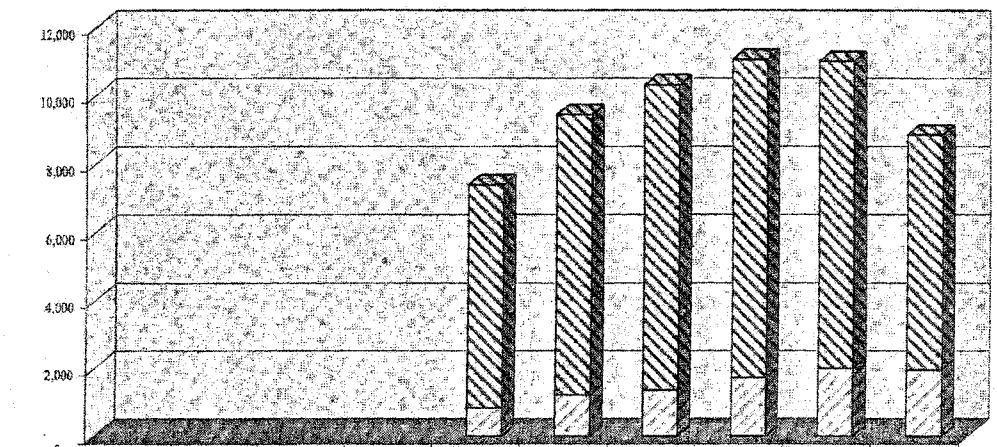
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Undergrad	4,347	3,903	3,564	3,269	3,024	3,213	3,823	4,639	4,850	5,497
Graduate	218	189	164	239	147	115	139	61	363	485

Figure 13 & 14.
Delivery-Site Head Count and Student Credit Hours;
by College or Equivalent Academic Unit: Fall 1993 through Fall 2002
Unit: College of Information Science & Technology

Head Count by Student Level

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Undergrad				124	362	606	787	859	880	809
Graduate					163	181	180	272	313	314

Student Credit Hours by Level of Instruction Produced by Information Science & Technology Courses



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Undergrad					6,564	8,236	8,970	9,350	9,007	6,906
Graduate					828	1,206	1,348	1,716	1,998	1,951

University of Nebraska Lincoln

COLLEGE OF ENGINEERING AND TECHNOLOGY
Office of the Associate Dean

March 24, 2003

To Whom It May Concern:

This is to verify that the College of Engineering and Technology, Omaha Campus, had a total of 84 graduate students actively enrolled during the fall semester of 2002.

Sincerely,

Elizabeth Carpenter
Graduate Coordinator
402-554-2161
ecarpenter@mail.unomaha.edu

University of Nebraska Omaha

COLLEGE OF INFORMATION SCIENCE AND TECHNOLOGY
Office of the Dean

March 24, 2003

TO: Winnie Callahan, Executive Director, PKI
FROM: David Hinton, Dean, IS&T

This is to verify that the College of Information Science and Technology had 809 undergraduate and 314 graduate students enrolled for the fall semester of 2002. This excludes about 125 undergraduate students enrolled in computer science or information systems concentrations through the College of Continuing Studies (per UNO Audit Indicator reports over the last five years) and about 50 of the 515 graduate students classified as "non-degree graduate students" in the graduate section of the Enrollment Statistical Summary, Fall 2002.

Appendix B

A Survey of Factors and People

Influencing Choice of College/University

A Survey of Factors and People Influencing Choice of College/University

Please complete the following survey designed to determine those factors of influence and people of influence having the most impact on your decision to attend The Peter Kiewit Institute.

Demographic Information

1. **Gender**
   ( ) Female
   ( ) Male

2. **Size of High School**
   ( ) Small high school (200 or less students)
   ( ) Mid-sized high school (over 200 and less than 500 students)
   ( ) Large high school (500 or more students)

3. **Type of High School**
   ( ) Public High School
   ( ) Private High School
   ( ) Home School

4. **Community Type**
   ( ) Rural (500 or less residents)
   ( ) Township (over 500 and less than 10,000 residents)
   ( ) Small city (10,000 to 100,000 residents)
   ( ) Urban/Suburban (over 100,000 residents)

5. **Anticipated Major**

   College of Engineering and Technology
   ( ) Architectural Engineering
   ( ) Civil Engineering
   ( ) Instruction Engineering Technology
   ( ) Computer Engineering
   ( ) Electronics Engineering
   ( ) Industrial Engineering Technology
   ( ) Manufacturing Engineering Technology

   College of Information Science and Technology
   ( ) Computer Science
   ( ) Management Information Systems

Factors of Influence

On questions 6 through 8, please select the degree to which the following factors influenced your decision to attend PKI using a scale of 5 to 1, with 5 being "Extremely Important" and 1 being "Not a Factor". Circle the appropriate number.

6. **Scholarship – financial/living expenses and opportunities**
   In your selection of PKI, how important was:

	Extremely Important	Very Important	Important	Not Very Important	Not a Factor
Full 4-Year College Tuition	5	4	3	2	1
Coverage of Residence Hall/Meals/Maids	5	4	3	2	1
Campus Life Opportunities	5	4	3	2	1
Assistance in Costs of Book/Fees	5	4	3	2	1
Gifting of a Personal Computer System	5	4	3	2	1
Opportunities for Networking and Internships	5	4	3	2	1
Other _____	5	4	3	2	1

7. **Reputation of University – overall excellence of programs and facilities**
In your selection of PKI, how important was:

	Extremely Important	Very Important	Important	Not Very Important	Not a Factor
Name Recognition	5	4	3	2	1
Cutting-edge Facilities/Technologies	5	4	3	2	1
Academic Excellence	5	4	3	2	1
Quality of Professors	5	4	3	2	1
Academic Offerings	5	4	3	2	1
Accessibility of Faculty/Staff	5	4	3	2	1
Personal Interest Shown in Me	5	4	3	2	1
Other _____	5	4	3	2	1

8. **Proximity – acceptable distance from home**
In your selection of PKI, how important was it for you to be:

	Extremely Important	Very Important	Important	Not Very Important	Not a Factor
Close enough to visit family on holidays	5	4	3	2	1
Close enough to visit family daily	5	4	3	2	1
Close enough to drive home at will	5	4	3	2	1
Far enough to gain independence	5	4	3	2	1
Other _____	5	4	3	2	1

People of Influence

On question 9, please select the degree to which the following people influenced your decision to attend PKI using a scale of 5 to 1, with 5 being "Extremely Important" and 1 being "Not a Factor". Circle the appropriate number.

9. **People – individuals with opinions that influenced you**
In your selection of PKI, how important was the influence of your:

	Extremely Important	Very Important	Important	Not Very Important	Not a Factor
Parents (both father and mother)/ Guardians	5	4	3	2	1
Mother/Female Guardian	5	4	3	2	1
Father/Male Guardian	5	4	3	2	1
Teacher	5	4	3	2	1
Counselor	5	4	3	2	1
Peers	5	4	3	2	1
Other _____	5	4	3	2	1

Rankings of Factors and People of Influence

10. **Rank the following factors from 1 to 3 with 1 being the most influential and 3 being the least influential** on your decision to attend The Peter Kiewit Institute:

    ____ Scholarship – financial/living expenses and opportunities

    ____ Reputation of University – overall excellence of programs and facilities

    ____ Proximity – university's location was perceived by you to be an acceptable distance from your home

11. **Select the top three people of influence from the following list and rank them with 1 being the most influential and 3 being the least influential** on your decision to attend The Peter Kiewit Institute:

    ____ Parents (both father and mother)/ Guardians

    ____ Mother/Female Guardian

    ____ Father/Male Guardian

    ____ Teacher

    ____ Counselor

    ____ Peers

    ____ Other _____

12. **From your perspective, are there other people or factors that you considered influential in your decision to come to The Peter Kiewit Institute that were not identified in the previous questions? If so, who are they?**

    _____

    _____

    _____

    _____

    _____

Please return the completed survey to Room 301 in The Peter Kiewit Institute or return the form in the enclosed postage-paid return envelope via U.S. Mail by Monday, April 14, 2003.

Thank you for your time and cooperation with this request.

Appendix C

Cover Letter for Survey

IRB #138-03-EX

April 8, 2003

Dear Peter Kiewit Institute Student,

Please take a few minutes and respond to the attached survey instrument. It attempts to understand what people or factors may have impacted your decision to come to The Peter Kiewit Institute. Realizing that you are clearly among the top students in Nebraska and even the nation, it would be helpful to those of us recruiting future classes of top students to better understand those influences that you weighed most heavily in making your final choice for higher education.

This survey and the subsequent results will be used as a part of a doctoral dissertation as well as providing valuable information that will be used in our efforts to continue improving opportunities here at the Institute for you and future students.

Some of you may have filled out this survey about 3 weeks ago. Please do so again, as the first time was a pretest to establish content reliability.

Please return both the survey instrument and the enclosed card. Your survey will be completely anonymous. I will be using these cards to determine which of you may need a gentle reminder.

On your way to classes here at PKI, drop the survey and the card in the box at the receptionist's desk in Room 301. I would like to have them no later than Monday, April 14th.

Thank you so much for your help.

Sincerely,

Winnie L. Callahan
Executive Director

(2 enclosures)

Appendix D

Card for Identification of Completed Surveys

(back)

I have completed and turned in to PKI, Room 301

"A Survey of Factors and People of Influence Impacting Choice of College/University."

_____

(Signature)

_____

(Date)

(front)

Stamp

The Peter Kiewit Institute
1110 South 67 Street, Suite 301
Omaha, NE 68182-0694

Attention: W. Callahan

Appendix E

Means for Total Respondents of Factors of Influence

Means for Total Respondents of Factors of Influence

Factors of Influence	Mean (n = 183)
Scholarship	
4-year Tuition	3.7923
Residence Hall/Meals/Maids	2.9180
Campus Life	2.4262
Books/Fees	2.8361
Personal Computer System	2.6011
Networking/Internship Opportunities	3.4973
Reputation	
Name Recognition	2.8907
Cutting Edge Facilities/Technologies	4.1257
Academic Excellence	3.7650
Quality of Professors	3.6995
Academic Offerings	3.8825
Accessibility of Faculty/Staff	3.4590
Personal Interest in Student	3.5355
Proximity	
Close Enough to Visit Family on Holidays	3.1366
Close Enough to Visit Family Daily	2.1475
Close Enough to Drive Home at Will	2.8415
Far Enough to Gain Independence	2.6885

Appendix F

Means for Total Respondents of People of Influence

Means for Total Respondents of People of Influence

People of Influence	Mean (n = 183)
Both Parents/Guardians	3.0492
Mother/Female Guardian	2.9727
Father/Male Guardian	2.9290
Teacher	2.3552
Counselor	2.1311
Peers	2.3661

Appendix G

Tables of Two-Way Analysis of Variance

Tables of Two-Way Analysis of Variance

G1. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Campus Life Opportunities on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	2.6923	1.49358	13
	Male	2.1667	1.19066	84
	Total	2.2371	1.23973	97
Scott Scholar	Female	2.6364	.95346	22
	Male	2.6406	.96555	64
	Total	2.6395	.95687	86
Total	Female	2.6571	1.16171	35
	Male	2.3716	1.12050	148
	Total	2.4262	1.13087	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	3.498	2.817	.041
Intercept	1	685.341	551.946	.000
STUTYPE	1	1.166	.939	.334
GENDER	1	1.813	1.460	.228
STUTYPE * GENDER	1	1.873	1.509	.221
Error	179	1.242		
Total	183			
Corrected Total	182			

G2. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Opportunities for Networking/Internships on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	3.0000	1.87083	13
	Male	3.2976	1.51919	84
	Total	3.2577	1.56311	97
Scott Scholar	Female	3.6364	1.21677	22
	Male	3.8125	1.08196	64
	Total	3.7674	1.11328	86
Total	Female	3.4000	1.49902	35
	Male	3.5203	1.36760	148
	Total	3.4973	1.39021	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	4.449	2.354	.074
Intercept	1	1260.550	666.780	.000
STUTYPE	1	8.841	4.677	.032
GENDER	1	1.497	.792	.375
STUTYPE * GENDER	1	9.845E-02	.052	.820
Error	179	1.891		
Total	183			
Corrected Total	182			

G3. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Name Recognition on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	3.3077	1.03155	13
	Male	2.9286	1.22017	84
	Total	2.9794	1.19878	97
Scott Scholar	Female	2.8182	1.00647	22
	Male	2.7813	1.01526	64
	Total	2.7907	1.00722	86
Total	Female	3.0000	1.02899	35
	Male	2.8649	1.13478	148
	Total	2.8907	1.11388	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	1.088	.875	.455
Intercept	1	934.468	751.603	.000
STUTYPE	1	2.705	2.176	.142
GENDER	1	1.155	.929	.336
STUTYPE * GENDER	1	.781	.628	.429
Error	179	1.243		
Total	183			
Corrected Total	182			

G4. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Cutting Edge Facilities/Technologies on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	3.9231	1.11516	13
	Male	3.8810	1.15545	84
	Total	3.8866	1.14452	97
Scott Scholar	Female	3.8636	.77432	22
	Male	4.1094	.91056	64
	Total	4.0465	.87993	86
Total	Female	3.8857	.90005	35
	Male	3.9797	1.05926	148
	Total	3.9617	1.02906	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	.725	.681	.565
Intercept	1	1660.459	1559.747	.000
STUTYPE	1	.190	.179	.673
GENDER	1	.277	.260	.611
STUTYPE * GENDER	1	.553	.519	.472
Error	179	1.065		
Total	183			
Corrected Total	182			

G5. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Academic Excellence on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	4.2308	.72501	13
	Male	3.6667	1.18559	84
	Total	3.7423	1.14817	97
Scott Scholar	Female	3.8182	.79501	22
	Male	3.7812	.84457	64
	Total	3.7907	.82770	86
Total	Female	3.9714	.78537	35
	Male	3.7162	1.05004	148
	Total	3.7650	1.00793	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	1.237	1.222	.303
Intercept	1	1602.009	1582.693	.000
STUTYPE	1	.592	.585	.445
GENDER	1	2.410	2.381	.125
STUTYPE * GENDER	1	1.854	1.832	.178
Error	179	1.012		
Total	183			
Corrected Total	182			

G6. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Quality of Professors on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	4.0769	1.18754	13
	Male	3.7857	1.13085	84
	Total	3.8247	1.13661	97
Scott Scholar	Female	3.5455	.96250	22
	Male	3.5625	.97386	64
	Total	3.5581	.96534	86
Total	Female	3.7429	1.06668	35
	Male	3.6892	1.06810	148
	Total	3.6995	1.06511	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	1.400	1.239	.297
Intercept	1	1495.047	1323.048	.000
STUTYPE	1	3.799	3.362	.068
GENDER	1	.501	.444	.506
STUTYPE * GENDER	1	.634	.561	.455
Error	179	1.130		
Total	183			
Corrected Total	182			

G7. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Academic Offerings on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	4.3077	.75107	13
	Male	3.8333	1.06232	84
	Total	3.8969	1.03566	97
Scott Scholar	Female	3.8182	1.05272	22
	Male	3.8906	.92783	64
	Total	3.8721	.95544	86
Total	Female	4.0000	.97014	35
	Male	3.8581	1.00346	148
	Total	3.8852	.99612	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	.882	.888	.449
Intercept	1	1675.816	1685.770	.000
STUTYPE	1	1.246	1.254	.264
GENDER	1	1.078	1.084	.299
STUTYPE * GENDER	1	1.995	2.006	.158
Error	179	.994		
Total	183			
Corrected Total	182			

G8. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Accessibility of Faculty/Staff on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	4.1538	.68874	13
	Male	3.4643	1.09155	84
	Total	3.5567	1.07014	97
Scott Scholar	Female	3.4091	1.00755	22
	Male	3.3281	.99291	64
	Total	3.3488	.99134	86
Total	Female	3.6857	.96319	35
	Male	3.4054	1.04873	148
	Total	3.4590	1.03627	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	2.477	2.358	.073
Intercept	1	1374.689	1308.791	.000
STUTYPE	1	5.177	4.928	.028
GENDER	1	3.961	3.771	.054
STUTYPE * GENDER	1	2.471	2.352	.127
Error	179	1.050		
Total	183			
Corrected Total	182			

G9. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Being Able to Visit Family Daily on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	2.0769	1.55250	13
	Male	2.3929	1.49713	84
	Total	2.3505	1.50029	97
Scott Scholar	Female	1.6818	.94548	22
	Male	2.0000	1.30931	64
	Total	1.9186	1.22920	86
Total	Female	1.8286	1.20014	35
	Male	2.2230	1.42772	148
	Total	2.1475	1.39271	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	3.762	1.970	.120
Intercept	1	443.264	232.183	.000
STUTYPE	1	4.142	2.169	.143
GENDER	1	2.682	1.405	.237
STUTYPE * GENDER	1	.00003	.000	.997
Error	179	1.909		
Total	183			
Corrected Total	182			

G10. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Being Able to Drive Home at Will on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	2.9231	1.80100	13
	Male	2.9524	1.51224	84
	Total	2.9485	1.54361	97
Scott Scholar	Female	2.6818	1.12911	22
	Male	2.7344	1.34804	64
	Total	2.7209	1.28933	86
Total	Female	2.7714	1.39507	35
	Male	2.8581	1.44283	148
	Total	2.8415	1.43045	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	.805	.389	.761
Intercept	1	850.534	411.486	.000
STUTYPE	1	1.407	.681	.410
GENDER	1	.045	.022	.883
STUTYPE * GENDER	1	.004	.002	.967
Error	179	2.067		
Total	183			
Corrected Total	182			

G11. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Campus Life Opportunities on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	2.2500	1.18322	16
	Mid-Sized (Over 200)	2.0435	1.02151	23
	Large (>500)	2.3103	1.34042	58
	Total	2.2371	1.23973	97
Scott Scholar	Small (<200)	2.6061	.96629	33
	Mid-Sized (Over 200)	2.5714	.85163	14
	Large (>500)	2.6923	1.00404	39
	Total	2.6395	.95687	86
Total	Small (<200)	2.4898	1.04328	49
	Mid-Sized (Over 200)	2.2432	.98334	37
	Large (>500)	2.4639	1.22527	97
	Total	2.4262	1.13087	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	1.754	1.386	.232
Intercept	1	835.962	660.603	.000
STUTYPE	1	6.396	5.054	.026
SIZE	2	.483	.382	.683
STUTYPE * SIZE	2	.085	.067	.935
Error	177	1.265		
Total	183			
Corrected Total	182			

G12. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Opportunities for Networking/Internships on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	3.1875	1.37689	16
	Mid-Sized (Over 200)	3.4348	1.40861	23
	Large (>500)	3.2069	1.68334	58
	Total	3.2577	1.56311	97
Scott Scholar	Small (<200)	3.8788	1.11124	33
	Mid-Sized (Over 200)	4.0000	.87706	14
	Large (>500)	3.5897	1.18584	39
	Total	3.7674	1.11328	86
Total	Small (<200)	3.6531	1.23408	49
	Mid-Sized (Over 200)	3.6486	1.25203	37
	Large (>500)	3.3608	1.50821	97
	Total	3.4973	1.39021	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	3.038	1.598	.163
Intercept	1	1810.082	951.944	.000
STUTYPE	1	10.724	5.640	.019
SIZE	2	1.328	.698	.499
STUTYPE * SIZE	2	.376	.198	.821
Error	177	1.901		
Total	183			
Corrected Total	182			

G13. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Name Recognition on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	2.7500	1.12546	16
	Mid-Sized (Over 200)	3.2174	1.27766	23
	Large (>500)	2.9483	1.19094	58
	Total	2.9794	1.19878	97
Scott Scholar	Small (<200)	2.8788	1.02340	33
	Mid-Sized (Over 200)	2.8571	.77033	14
	Large (>500)	2.6923	1.07981	39
	Total	2.7907	1.00722	86
Total	Small (<200)	2.8367	1.04775	49
	Mid-Sized (Over 200)	3.0811	1.11501	37
	Large (>500)	2.8454	1.14873	97
	Total	2.8907	1.11388	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	.904	.723	.607
Intercept	1	1200.400	960.125	.000
STUTYPE	1	.948	.758	.385
SIZE	2	.665	.532	.589
STUTYPE * SIZE	2	.722	.578	.562
Error	177	1.250		
Total	183			
Corrected Total	182			

G14. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Cutting Edge Facilities/Technologies on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	3.9375	1.06262	16
	Mid-Sized (Over 200)	3.9565	1.10693	23
	Large (>500)	3.8448	1.19651	58
	Total	3.8866	1.14452	97
Scott Scholar	Small (<200)	4.2727	.57406	33
	Mid-Sized (Over 200)	4.0000	1.10940	14
	Large (>500)	3.8718	.97817	39
	Total	4.0465	.87993	86
Total	Small (<200)	4.1633	.77317	49
	Mid-Sized (Over 200)	3.9730	1.09256	37
	Large (>500)	3.8557	1.10858	97
	Total	3.9617	1.02906	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	.866	.814	.541
Intercept	1	2276.269	2138.512	.000
STUTYPE	1	.657	.617	.433
SIZE	2	.922	.866	.422
STUTYPE * SIZE	2	.373	.350	.705
Error	177	1.064		
Total	183			
Corrected Total	182			

G15. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Academic Excellence on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	3.7500	1.29099	16
	Mid-Sized (Over 200)	3.9130	1.08347	23
	Large (>500)	3.6724	1.14536	58
	Total	3.7423	1.14817	97
Scott Scholar	Small (<200)	3.9697	.76994	33
	Mid-Sized (Over 200)	3.8571	.77033	14
	Large (>500)	3.6154	.87706	39
	Total	3.7907	.82770	86
Total	Small (<200)	3.8980	.96274	49
	Mid-Sized (Over 200)	3.8919	.96563	37
	Large (>500)	3.6495	1.04125	97
	Total	3.7650	1.00793	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	.676	.659	.655
Intercept	1	2070.386	2018.869	.000
STUTYPE	1	.045	.044	.833
SIZE	2	1.102	1.075	.344
STUTYPE * SIZE	2	.308	.300	.741
Error	177	1.026		
Total	183			
Corrected Total	182			

G16. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Quality of Professors on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	3.9375	1.06262	16
	Mid-Sized (Over 200)	4.1304	1.14035	23
	Large (>500)	3.6724	1.14536	58
	Total	3.8247	1.13661	97
Scott Scholar	Small (<200)	3.6667	1.02062	33
	Mid-Sized (Over 200)	3.4286	1.08941	14
	Large (>500)	3.5128	.88472	39
	Total	3.5581	.96534	86
Total	Small (<200)	3.7551	1.03139	49
	Mid-Sized (Over 200)	3.8649	1.15859	37
	Large (>500)	3.6082	1.04639	97
	Total	3.6995	1.06511	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	1.528	1.361	.241
Intercept	1	1993.083	1774.280	.000
STUTYPE	1	5.116	4.555	.034
SIZE	2	.849	.756	.471
STUTYPE * SIZE	2	.937	.834	.436
Error	177	1.123		
Total	183			
Corrected Total	182			

G17. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Academic Offerings on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	3.8750	1.02470	16
	Mid-Sized (Over 200)	4.1739	.93673	23
	Large (>500)	3.7931	1.07211	58
	Total	3.8969	1.03566	97
Scott Scholar	Small (<200)	4.0303	.91804	33
	Mid-Sized (Over 200)	3.7143	1.13873	14
	Large (>500)	3.7949	.92280	39
	Total	3.8721	.95544	86
Total	Small (<200)	3.9796	.94626	49
	Mid-Sized (Over 200)	4.0000	1.02740	37
	Large (>500)	3.7938	1.00973	97
	Total	3.8852	.99612	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	.767	.768	.574
Intercept	1	2181.605	2184.600	.000
STUTYPE	1	.365	.366	.546
SIZE	2	.510	.510	.601
STUTYPE * SIZE	2	.988	.990	.374
Error	177	.999		
Total	183			
Corrected Total	182			

G18. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Accessibility of Faculty/Staff on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	3.5000	.96609	16
	Mid-Sized (Over 200)	3.5217	1.20112	23
	Large (>500)	3.5862	1.06020	58
	Total	3.5567	1.07014	97
Scott Scholar	Small (<200)	3.5758	.86712	33
	Mid-Sized (Over 200)	3.1429	1.29241	14
	Large (>500)	3.2308	.95866	39
	Total	3.3488	.99134	86
Total	Small (<200)	3.5510	.89119	49
	Mid-Sized (Over 200)	3.3784	1.23269	37
	Large (>500)	3.4433	1.03046	97
	Total	3.4590	1.03627	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	.987	.917	.471
Intercept	1	1686.420	1566.860	.000
STUTYPE	1	1.731	1.608	.206
SIZE	2	.437	.406	.667
STUTYPE * SIZE	2	.774	.719	.489
Error	177	1.076		
Total	183			
Corrected Total	182			

G19. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Being Able to Drive Home at Will on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	2.5625	1.59034	16
	Mid-Sized (Over 200)	2.4783	1.47308	23
	Large (>500)	3.2414	1.51380	58
	Total	2.9485	1.54361	97
Scott Scholar	Small (<200)	2.6364	1.19421	33
	Mid-Sized (Over 200)	2.3571	1.15073	14
	Large (>500)	2.9231	1.40272	39
	Total	2.7209	1.28933	86
Total	Small (<200)	2.6122	1.31998	49
	Mid-Sized (Over 200)	2.4324	1.34455	37
	Large (>500)	3.1134	1.47108	97
	Total	2.8415	1.43045	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	3.697	1.849	.106
Intercept	1	1047.114	523.679	.000
STUTYPE	1	.533	.267	.606
SIZE	2	7.070	3.536	.031
STUTYPE * SIZE	2	.585	.293	.747
Error	177	2.000		
Total	183			
Corrected Total	182			

G20. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Campus Life Opportunities on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	2.1333	1.18929	75
	Private	2.5909	1.36832	22
	Total	2.2371	1.23973	97
Scott Scholar	Public	2.6462	.99107	65
	Private	2.6842	.82007	19
	Home	2.0000	1.41421	2
	Total	2.6395	.95687	86
Total	Public	2.3714	1.12744	140
	Private	2.6341	1.13481	41
	Home	2.0000	1.41421	2
	Total	2.4262	1.13087	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	2.951	2.377	.054
Intercept	1	147.887	119.139	.000
STUTYPE	1	2.897	2.334	.128
TYPE	2	1.310	1.055	.350
STUTYPE * TYPE	1	1.388	1.118	.292
Error	178	1.241		
Total	183			
Corrected Total	182			

G21. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Opportunities for Networking/Internships on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	3.1333	1.51865	75
	Private	3.6818	1.67293	22
	Total	3.2577	1.56311	97
Scott Scholar	Public	3.7538	1.09017	65
	Private	3.6842	1.20428	19
	Home	5.0000	.00000	2
	Total	3.7674	1.11328	86
Total	Public	3.4214	1.36802	140
	Private	3.6829	1.45669	41
	Home	5.0000	.00000	2
	Total	3.4973	1.39021	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	5.036	2.703	.032
Intercept	1	406.634	218.273	.000
STUTYPE	1	3.060	1.643	.202
TYPE	2	2.679	1.438	.240
STUTYPE * TYPE	1	3.013	1.617	.205
Error	178	1.863		
Total	183			
Corrected Total	182			

G22. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Name Recognition on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	2.9467	1.19564	75
	Private	3.0909	1.23091	22
	Total	2.9794	1.19878	97
Scott Scholar	Public	2.8462	1.00360	65
	Private	2.7368	.99119	19
	Home	1.5000	.70711	2
	Total	2.7907	1.00722	86
Total	Public	2.9000	1.10785	140
	Private	2.9268	1.12673	41
	Home	1.5000	.70711	2
	Total	2.8907	1.11388	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	1.391	1.124	.347
Intercept	1	175.117	141.525	.000
STUTYPE	1	1.630	1.317	.253
TYPE	2	1.614	1.304	.274
STUTYPE * TYPE	1	.507	.410	.523
Error	178	1.237		
Total	183			
Corrected Total	182			

G23. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Cutting Edge Facilities/Technologies on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	3.9200	1.14797	75
	Private	3.7727	1.15189	22
	Total	3.8866	1.14452	97
Scott Scholar	Public	3.9385	.91646	65
	Private	4.3158	.67104	19
	Home	5.0000	.00000	2
	Total	4.0465	.87993	86
Total	Public	3.9286	1.04326	140
	Private	4.0244	.98711	41
	Home	5.0000	.00000	2
	Total	3.9617	1.02906	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	1.372	1.305	.270
Intercept	1	475.356	451.891	.000
STUTYPE	1	2.487	2.364	.126
TYPE	2	1.008	.958	.386
STUTYPE * TYPE	1	2.170	2.063	.153
Error	178	1.052		
Total	183			
Corrected Total	182			

G24. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Academic Excellence on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	3.7467	1.14010	75
	Private	3.7273	1.20245	22
	Total	3.7423	1.14817	97
Scott Scholar	Public	3.6462	.81836	65
	Private	4.2632	.65338	19
	Home	4.0000	1.41421	2
	Total	3.7907	.82770	86
Total	Public	3.7000	1.00144	140
	Private	3.9756	1.01212	41
	Home	4.0000	1.41421	2
	Total	3.7650	1.00793	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	1.450	1.441	.222
Intercept	1	398.505	396.066	.000
STUTYPE	1	1.495	1.486	.225
TYPE	2	1.425	1.417	.245
STUTYPE * TYPE	1	3.194	3.174	.077
Error	178	1.006		
Total	183			
Corrected Total	182			

G25. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Quality of Professors on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	3.7467	1.16356	75
	Private	4.0909	1.01929	22
	Total	3.8247	1.13661	97
Scott Scholar	Public	3.4769	.96998	65
	Private	3.7895	.97633	19
	Home	4.0000	.00000	2
	Total	3.5581	.96534	86
Total	Public	3.6214	1.08268	140
	Private	3.9512	.99878	41
	Home	4.0000	.00000	2
	Total	3.6995	1.06511	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	1.773	1.583	.181
Intercept	1	396.708	354.171	.000
STUTYPE	1	2.573	2.297	.131
TYPE	2	1.910	1.705	.185
STUTYPE * TYPE	1	.008	.007	.933
Error	178	1.120		
Total	183			
Corrected Total	182			

G26. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Academic Offerings on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	3.8667	1.05694	75
	Private	4.0000	.97590	22
	Total	3.8969	1.03566	97
Scott Scholar	Public	3.7692	.98058	65
	Private	4.1579	.83421	19
	Home	4.5000	.70711	2
	Total	3.8721	.95544	86
Total	Public	3.8214	1.01972	140
	Private	4.0732	.90527	41
	Home	4.5000	.70711	2
	Total	3.8852	.99612	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	.840	.843	.499
Intercept	1	445.332	447.263	.000
STUTYPE	1	.029	.029	.865
TYPE	2	1.440	1.446	.238
STUTYPE * TYPE	1	.514	.516	.473
Error	178	.996		
Total	183			
Corrected Total	182			

G27. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Accessibility of Faculty/Staff on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	3.4933	1.08271	75
	Private	3.7727	1.02036	22
	Total	3.5567	1.07014	97
Scott Scholar	Public	3.2308	.96451	65
	Private	3.6842	1.00292	19
	Home	4.0000	1.41421	2
	Total	3.3488	.99134	86
Total	Public	3.3714	1.03425	140
	Private	3.7317	1.00061	41
	Home	4.0000	1.41421	2
	Total	3.4590	1.03627	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	1.797	1.699	.152
Intercept	1	360.390	340.760	.000
STUTYPE	1	.972	.919	.339
TYPE	2	2.529	2.391	.094
STUTYPE * TYPE	1	.239	.226	.635
Error	178	1.058		
Total	183			
Corrected Total	182			

G28. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Being Close Enough to Visit Family Daily on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	2.4533	1.56217	75
	Private	2.0000	1.23443	22
	Total	2.3505	1.50029	97
Scott Scholar	Public	1.9385	1.24846	65
	Private	1.7895	1.22832	19
	Home	2.5000	.70711	2
	Total	1.9186	1.22920	86
Total	Public	2.2143	1.44335	140
	Private	1.9024	1.22076	41
	Home	2.5000	.70711	2
	Total	2.1475	1.39271	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	3.254	1.704	.151
Intercept	1	128.214	67.124	.000
STUTYPE	1	4.150	2.173	.142
TYPE	2	1.722	.902	.408
STUTYPE * TYPE	1	.730	.382	.537
Error	178	1.910		
Total	183			
Corrected Total	182			

G29. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Being Close Enough to Drive Home at Will on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	3.1067	1.56459	75
	Private	2.4091	1.36832	22
	Total	2.9485	1.54361	97
Scott Scholar	Public	2.7231	1.31705	65
	Private	2.5263	1.12390	19
	Home	4.5000	.70711	2
	Total	2.7209	1.28933	86
Total	Public	2.9286	1.46245	140
	Private	2.4634	1.24695	41
	Home	4.5000	.70711	2
	Total	2.8415	1.43045	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	4.422	2.219	.069
Intercept	1	267.451	134.209	.000
STUTYPE	1	.560	.281	.597
TYPE	2	6.111	3.066	.049
STUTYPE * TYPE	1	1.978	.993	.320
Error	178	1.993		
Total	183			
Corrected Total	182			

G30. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Campus Life Opportunities on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	1.5000	.57735	4
	Township (500-10,000)	2.2500	1.23828	16
	Small City (10,000-100,000)	2.3500	1.42441	20
	Urban/Suburban (Over 500)	2.2456	1.21421	57
	Total	2.2371	1.23973	97
Scott Scholar	Rural (Less than 500)	2.5556	1.13039	9
	Township (500-10,000)	2.6667	.81650	24
	Small City (10,000-100,000)	2.5000	1.16024	14
	Urban/Suburban (Over 500)	2.6923	.95018	39
	Total	2.6395	.95687	86
Total	Rural (Less than 500)	2.2308	1.09193	13
	Township (500-10,000)	2.5000	1.01274	40
	Small City (10,000-100,000)	2.4118	1.30541	34
	Urban/Suburban (Over 500)	2.4271	1.13086	96
	Total	2.4262	1.13087	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	1.468	1.155	.331
Intercept	1	558.736	439.505	.000
STUTYPE	1	6.795	5.345	.022
COMMUNITY	3	.655	.515	.672
STUTYPE * COMMUNITY	3	.578	.455	.714
Error	175	1.271		
Total	183			
Corrected Total	182			

G31. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Opportunities for Networking/Internships on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	3.0000	1.82574	4
	Township (500-10,000)	3.3750	1.20416	16
	Small City (10,000-100,000)	2.9500	1.73129	20
	Urban/Suburban (Over 500)	3.3509	1.59789	57
	Total	3.2577	1.56311	97
Scott Scholar	Rural (Less than 500)	3.4444	1.13039	9
	Township (500-10,000)	3.9583	.90790	24
	Small City (10,000-100,000)	4.2143	.80178	14
	Urban/Suburban (Over 500)	3.5641	1.27310	39
	Total	3.7674	1.11328	86
Total	Rural (Less than 500)	3.3077	1.31559	13
	Township (500-10,000)	3.7250	1.06187	40
	Small City (10,000-100,000)	3.4706	1.54204	34
	Urban/Suburban (Over 500)	3.4375	1.47122	96
	Total	3.4973	1.39021	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	2.991	1.582	.143
Intercept	1	1231.982	651.724	.000
STUTYPE	1	9.964	5.271	.023
COMMUNITY	3	.762	.403	.751
STUTYPE * COMMUNITY	3	2.263	1.197	.312
Error	175	1.890		
Total	183			
Corrected Total	182			

G32. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Cutting Edge Facilities/Technologies on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	2.5000	1.73205	4
	Township (500-10,000)	4.2500	.93095	16
	Small City (10,000-100,000)	4.0500	1.05006	20
	Urban/Suburban (Over 500)	3.8246	1.13583	57
	Total	3.8866	1.14452	97
Scott Scholar	Rural (Less than 500)	4.1111	.33333	9
	Township (500-10,000)	4.0833	.97431	24
	Small City (10,000-100,000)	4.2857	.82542	14
	Urban/Suburban (Over 500)	3.9231	.92863	39
	Total	4.0465	.87993	86
Total	Rural (Less than 500)	3.6154	1.19293	13
	Township (500-10,000)	4.1500	.94868	40
	Small City (10,000-100,000)	4.1471	.95766	34
	Urban/Suburban (Over 500)	3.8646	1.05251	96
	Total	3.9617	1.02906	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	1.884	1.836	.083
Intercept	1	1528.398	1489.714	.000
STUTYPE	1	5.023	4.895	.028
COMMUNITY	3	2.831	2.760	.044
STUTYPE * COMMUNITY	3	2.330	2.271	.082
Error	175	1.026		
Total	183			
Corrected Total	182			

G33. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Academic Excellence on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	2.5000	1.91485	4
	Township (500-10,000)	4.1875	.83417	16
	Small City (10,000-100,000)	3.7000	1.26074	20
	Urban/Suburban (Over 500)	3.7193	1.08157	57
	Total	3.7423	1.14817	97
Scott Scholar	Rural (Less than 500)	4.0000	.50000	9
	Township (500-10,000)	3.7500	.84699	24
	Small City (10,000-100,000)	3.8571	.66299	14
	Urban/Suburban (Over 500)	3.7436	.93803	39
	Total	3.7907	.82770	86
Total	Rural (Less than 500)	3.5385	1.26592	13
	Township (500-10,000)	3.9250	.85896	40
	Small City (10,000-100,000)	3.7647	1.04617	34
	Urban/Suburban (Over 500)	3.7292	1.02062	96
	Total	3.7650	1.00793	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	1.443	1.444	.190
Intercept	1	1377.613	1379.217	.000
STUTYPE	1	2.457	2.459	.119
COMMUNITY	3	1.547	1.549	.204
STUTYPE * COMMUNITY	3	2.737	2.740	.045
Error	175	.999		
Total	183			
Corrected Total	182			

G34. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Academic Offerings on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	3.2500	1.50000	4
	Township (500-10,000)	4.0000	.89443	16
	Small City (10,000-100,000)	3.9500	1.05006	20
	Urban/Suburban (Over 500)	3.8947	1.04684	57
	Total	3.8969	1.03566	97
Scott Scholar	Rural (Less than 500)	4.2222	.66667	9
	Township (500-10,000)	3.7500	1.11316	24
	Small City (10,000-100,000)	3.8571	1.02711	14
	Urban/Suburban (Over 500)	3.8718	.89382	39
	Total	3.8721	.95544	86
Total	Rural (Less than 500)	3.9231	1.03775	13
	Township (500-10,000)	3.8500	1.02657	40
	Small City (10,000-100,000)	3.9118	1.02596	34
	Urban/Suburban (Over 500)	3.8854	.98269	96
	Total	3.8852	.99612	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	.485	.479	.849
Intercept	1	1505.637	1486.967	.000
STUTYPE	1	.584	.577	.449
COMMUNITY	3	.082	.081	.970
STUTYPE * COMMUNITY	3	1.093	1.079	.359
Error	175	1.013		
Total	183			
Corrected Total	182			

G35. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Accessibility of Faculty/Staff on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	2.5000	1.73205	4
	Township (500-10,000)	3.5000	.73030	16
	Small City (10,000-100,000)	3.6000	1.14248	20
	Urban/Suburban (Over 500)	3.6316	1.06287	57
	Total	3.5567	1.07014	97
Scott Scholar	Rural (Less than 500)	3.4444	.88192	9
	Township (500-10,000)	3.2500	1.07339	24
	Small City (10,000-100,000)	3.4286	.93761	14
	Urban/Suburban (Over 500)	3.3590	1.01274	39
	Total	3.3488	.99134	86
Total	Rural (Less than 500)	3.1538	1.21423	13
	Township (500-10,000)	3.3500	.94868	40
	Small City (10,000-100,000)	3.5294	1.05127	34
	Urban/Suburban (Over 500)	3.5208	1.04609	96
	Total	3.4590	1.03627	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	1.036	.964	.459
Intercept	1	1132.917	1053.522	.000
STUTYPE	1	.100	.093	.761
COMMUNITY	3	1.017	.946	.420
STUTYPE * COMMUNITY	3	1.248	1.161	.326
Error	175	1.075		
Total	183			
Corrected Total	182			

G36. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Being Close Enough to Visit Family on Holidays on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	3.0000	1.82574	4
	Township (500-10,000)	3.3750	1.45488	16
	Small City (10,000-100,000)	2.7500	1.65036	20
	Urban/Suburban (Over 500)	2.5263	1.54810	57
	Total	2.7320	1.57133	97
Scott Scholar	Rural (Less than 500)	3.2222	1.39443	9
	Township (500-10,000)	3.5833	1.10007	24
	Small City (10,000-100,000)	3.2143	1.31140	14
	Urban/Suburban (Over 500)	3.8205	1.35475	39
	Total	3.5930	1.28684	86
Total	Rural (Less than 500)	3.1538	1.46322	13
	Township (500-10,000)	3.5000	1.24035	40
	Small City (10,000-100,000)	2.9412	1.51640	34
	Urban/Suburban (Over 500)	3.0521	1.59848	96
	Total	3.1366	1.50381	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	6.912	3.330	.002
Intercept	1	1031.647	497.076	.000
STUTYPE	1	7.607	3.665	.057
COMMUNITY	3	1.570	.756	.520
STUTYPE * COMMUNITY	3	3.608	1.738	.161
Error	175	2.075		
Total	183			
Corrected Total	182			

G37. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Being Close Enough to Drive Home at Will on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	2.7500	2.06155	4
	Township (500-10,000)	2.9375	1.56924	16
	Small City (10,000-100,000)	2.6500	1.56525	20
	Urban/Suburban (Over 500)	3.0702	1.52198	57
	Total	2.9485	1.54361	97
Scott Scholar	Rural (Less than 500)	2.2222	.66667	9
	Township (500-10,000)	2.5417	1.17877	24
	Small City (10,000-100,000)	2.8571	1.09945	14
	Urban/Suburban (Over 500)	2.8974	1.50079	39
	Total	2.7209	1.28933	86
Total	Rural (Less than 500)	2.3846	1.19293	13
	Township (500-10,000)	2.7000	1.34355	40
	Small City (10,000-100,000)	2.7353	1.37750	34
	Urban/Suburban (Over 500)	3.0000	1.50787	96
	Total	2.8415	1.43045	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	1.376	.664	.703
Intercept	1	763.236	368.180	.000
STUTYPE	1	1.255	.606	.438
COMMUNITY	3	1.298	.626	.599
STUTYPE * COMMUNITY	3	.672	.324	.808
Error	175	2.073		
Total	183			
Corrected Total	182			

G38. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Name Recognition on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	2.9250	1.34712	40
	Information Sciences & Tech	3.0175	1.09367	57
	Total	2.9794	1.19878	97
Scott Scholar	Engineering	2.7000	1.09265	50
	Information Sciences & Tech	2.9167	.87423	36
	Total	2.7907	1.00722	86
Total	Engineering	2.8000	1.21044	90
	Information Sciences & Tech	2.9785	1.01058	93
	Total	2.8907	1.11388	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	.936	.751	.523
Intercept	1	1479.328	1187.403	.000
STUTYPE	1	1.176	.944	.333
COLLEGE	1	1.059	.850	.358
STUTYPE * COLLEGE	1	.171	.137	.712
Error	179	1.246		
Total	183			
Corrected Total	182			

G39. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Academic Excellence on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	3.5000	1.41421	40
	Information Sciences & Tech	3.9123	.89204	57
	Total	3.7423	1.14817	97
Scott Scholar	Engineering	3.7600	.84660	50
	Information Sciences & Tech	3.8333	.81064	36
	Total	3.7907	.82770	86
Total	Engineering	3.6444	1.13485	90
	Information Sciences & Tech	3.8817	.85782	93
	Total	3.7650	1.00793	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	1.405	1.392	.247
Intercept	1	2492.962	2469.763	.000
STUTYPE	1	.363	.360	.550
COLLEGE	1	2.611	2.587	.110
STUTYPE * COLLEGE	1	1.272	1.260	.263
Error	179	1.009		
Total	183			
Corrected Total	182			

G40. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Quality of Professors on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	3.5000	1.37747	40
	Information Sciences & Tech	4.0526	.87466	57
	Total	3.8247	1.13661	97
Scott Scholar	Engineering	3.4800	1.05444	50
	Information Sciences & Tech	3.6667	.82808	36
	Total	3.5581	.96534	86
Total	Engineering	3.4889	1.20154	90
	Information Sciences & Tech	3.9032	.87308	93
	Total	3.6995	1.06511	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	3.716	3.405	.019
Intercept	1	2392.222	2192.315	.000
STUTYPE	1	1.825	1.672	.198
COLLEGE	1	6.051	5.546	.020
STUTYPE * COLLEGE	1	1.483	1.359	.245
Error	179	1.091		
Total	183			
Corrected Total	182			

G41. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Academic Offerings on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	3.7500	1.21423	40
	Information Sciences & Tech	4.0000	.88641	57
	Total	3.8969	1.03566	97
Scott Scholar	Engineering	3.8200	.94091	50
	Information Sciences & Tech	3.9444	.98400	36
	Total	3.8721	.95544	86
Total	Engineering	3.7889	1.06523	90
	Information Sciences & Tech	3.9785	.92052	93
	Total	3.8852	.99612	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	.607	.608	.611
Intercept	1	2664.898	2668.344	.000
STUTYPE	1	.002	.002	.962
COLLEGE	1	1.552	1.554	.214
STUTYPE * COLLEGE	1	.175	.175	.676
Error	179	.999		
Total	183			
Corrected Total	182			

G42. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Accessibility of Faculty/Staff on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	3.4000	1.29694	40
	Information Sciences & Tech	3.6667	.87287	57
	Total	3.5567	1.07014	97
Scott Scholar	Engineering	3.2400	1.00122	50
	Information Sciences & Tech	3.5000	.97101	36
	Total	3.3488	.99134	86
Total	Engineering	3.3111	1.13815	90
	Information Sciences & Tech	3.6022	.91056	93
	Total	3.4590	1.03627	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	1.685	1.585	.195
Intercept	1	2110.503	1984.277	.000
STUTYPE	1	1.181	1.111	.293
COLLEGE	1	3.071	2.887	.091
STUTYPE * COLLEGE	1	.0005	.000	.983
Error	179	1.064		
Total	183			
Corrected Total	182			

G43. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Being Close Enough to Visit Family Daily on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	2.4000	1.62985	40
	Information Sciences & Tech	2.3158	1.41621	57
	Total	2.3505	1.50029	97
Scott Scholar	Engineering	1.8200	1.15511	50
	Information Sciences & Tech	2.0556	1.32976	36
	Total	1.9186	1.22920	86
Total	Engineering	2.0778	1.40806	90
	Information Sciences & Tech	2.2151	1.38194	93
	Total	2.1475	1.39271	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	3.277	1.709	.167
Intercept	1	817.204	426.241	.000
STUTYPE	1	7.816	4.077	.045
COLLEGE	1	.254	.132	.717
STUTYPE * COLLEGE	1	1.132	.590	.443
Error	179	1.917		
Total	183			
Corrected Total	182			

G44. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Being Close Enough to Drive Home at Will on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	2.9250	1.65464	40
	Information Sciences & Tech	2.9649	1.47557	57
	Total	2.9485	1.54361	97
Scott Scholar	Engineering	2.5600	1.19796	50
	Information Sciences & Tech	2.9444	1.39272	36
	Total	2.7209	1.28933	86
Total	Engineering	2.7222	1.42236	90
	Information Sciences & Tech	2.9570	1.43644	93
	Total	2.8415	1.43045	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	1.830	.893	.446
Intercept	1	1437.434	701.257	.000
STUTYPE	1	1.645	.803	.372
COLLEGE	1	1.994	.973	.325
STUTYPE * COLLEGE	1	1.314	.641	.424
Error	179	2.050		
Total	183			
Corrected Total	182			

G45. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Counselor on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	1.9231	1.11516	13
	Male	1.9286	1.08423	84
	Total	1.9278	1.08251	97
Scott Scholar	Female	2.0455	1.25270	22
	Male	2.4687	1.19481	64
	Total	2.3605	1.21668	86
Total	Female	2.0000	1.18818	35
	Male	2.1622	1.16089	148
	Total	2.1311	1.16462	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	3.822	2.906	.036
Intercept	1	466.872	355.033	.000
STUTYPE	1	2.928	2.227	.137
GENDER	1	1.226	.933	.335
STUTYPE * GENDER	1	1.164	.885	.348
Error	179	1.315		
Total	183			
Corrected Total	182			

G46. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Teacher on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	2.0000	1.29099	13
	Male	2.2262	1.26445	84
	Total	2.1959	1.26359	97
Scott Scholar	Female	2.4545	1.14340	22
	Male	2.5625	1.09653	64
	Total	2.5349	1.10291	86
Total	Female	2.2857	1.20224	35
	Male	2.3716	1.20249	148
	Total	2.3552	1.19962	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	2.002	1.400	.244
Intercept	1	569.935	398.654	.000
STUTYPE	1	4.172	2.918	.089
GENDER	1	.745	.521	.471
STUTYPE * GENDER	1	.093	.065	.799
Error	179	1.430		
Total	183			
Corrected Total	182			

G47. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Gender Regarding the Influence of Peers on College Choice

StuType	Gender	Mean	Std. Deviation	n
Regular Student	Female	2.3846	1.38675	13
	Male	2.3333	1.19571	84
	Total	2.3402	1.21524	97
Scott Scholar	Female	2.2727	1.12045	22
	Male	2.4375	1.02159	64
	Total	2.3953	1.04351	86
Total	Female	2.3143	1.20712	35
	Male	2.3784	1.12126	148
	Total	2.3661	1.13503	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	.204	.156	.925
Intercept	1	592.969	453.873	.000
STUTYPE	1	.0004	.000	.986
GENDER	1	.086	.066	.798
STUTYPE * GENDER	1	.311	.238	.626
Error	179	1.306		
Total	183			
Corrected Total	182			

G48. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Teacher on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	2.0625	1.38894	16
	Mid-Sized (Over 200)	2.3478	1.40158	23
	Large (>500)	2.1724	1.18674	58
	Total	2.1959	1.26359	97
Scott Scholar	Small (<200)	2.5455	1.03353	33
	Mid-Sized (Over 200)	2.5000	1.09193	14
	Large (>500)	2.5385	1.18868	39
	Total	2.5349	1.10291	86
Total	Small (<200)	2.3878	1.16934	49
	Mid-Sized (Over 200)	2.4054	1.27931	37
	Large (>500)	2.3196	1.19501	97
	Total	2.3552	1.19962	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	1.222	.845	.519
Intercept	1	800.879	554.155	.000
STUTYPE	1	4.000	2.768	.098
SIZE	2	.139	.096	.909
STUTYPE * SIZE	2	.268	.186	.831
Error	177	1.445		
Total	183			
Corrected Total	182			

G49. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Size of High School Regarding the Influence of Peers on College Choice

StuType	Size of High School	Mean	Std. Deviation	n
Regular Student	Small (<200)	2.0000	1.21106	16
	Mid-Sized (Over 200)	2.2609	1.25109	23
	Large (>500)	2.4655	1.20256	58
	Total	2.3402	1.21524	97
Scott Scholar	Small (<200)	2.2727	.97701	33
	Mid-Sized (Over 200)	2.2143	1.05090	14
	Large (>500)	2.5641	1.09532	39
	Total	2.3953	1.04351	86
Total	Small (<200)	2.1837	1.05423	49
	Mid-Sized (Over 200)	2.2432	1.16441	37
	Large (>500)	2.5052	1.15582	97
	Total	2.3661	1.13503	183

Source	df	Mean Square	F	Sig.
Corrected Model	5	1.022	.789	.559
Intercept	1	757.484	584.564	.000
STUTYPE	1	.421	.325	.569
SIZE	2	2.456	1.895	.153
STUTYPE * SIZE	2	.251	.193	.824
Error	177	1.296		
Total	183			
Corrected Total	182			

G50. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Counselors on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	1.8933	1.04718	75
	Private	2.0455	1.21409	22
	Total	1.9278	1.08251	97
Scott Scholar	Public	2.3385	1.17629	65
	Private	2.4737	1.38918	19
	Home	2.0000	1.41421	2
	Total	2.3605	1.21668	86
Total	Public	2.1000	1.12717	140
	Private	2.2439	1.29962	41
	Home	2.0000	1.41421	2
	Total	2.1311	1.16462	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	2.365	1.773	.136
Intercept	1	117.762	88.300	.000
STUTYPE	1	6.015	4.510	.035
TYPE	2	.454	.341	.712
STUTYPE * TYPE	1	.002	.002	.967
Error	178	1.334		
Total	183			
Corrected Total	182			

G51. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Teachers on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	2.1867	1.25949	75
	Private	2.2273	1.30683	22
	Total	2.1959	1.26359	97
Scott Scholar	Public	2.5231	1.11954	65
	Private	2.6316	1.06513	19
	Home	2.0000	1.41421	2
	Total	2.5349	1.10291	86
Total	Public	2.3429	1.20414	140
	Private	2.4146	1.20365	41
	Home	2.0000	1.41421	2
	Total	2.3552	1.19962	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	1.506	1.048	.384
Intercept	1	136.075	94.657	.000
STUTYPE	1	4.327	3.010	.084
TYPE	2	.388	.270	.764
STUTYPE * TYPE	1	.036	.025	.874
Error	178	1.438		
Total	183			
Corrected Total	182			

G52. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of High School Regarding the Influence of Peers on College Choice

StuType	Type of High School	Mean	Std. Deviation	n
Regular Student	Public	2.2667	1.20060	75
	Private	2.5909	1.25960	22
	Total	2.3402	1.21524	97
Scott Scholar	Public	2.3077	.99880	65
	Private	2.6316	1.21154	19
	Home	3.0000	.00000	2
	Total	2.3953	1.04351	86
Total	Public	2.2857	1.10776	140
	Private	2.6098	1.22225	41
	Home	3.0000	.00000	2
	Total	2.3661	1.13503	183

Source	df	Mean Square	F	Sig.
Corrected Model	4	1.054	.815	.517
Intercept	1	178.417	137.928	.000
STUTYPE	1	.052	.041	.840
TYPE	2	2.037	1.575	.210
STUTYPE * TYPE	1	.0000010	.000	.999
Error	178	1.294		
Total	183			
Corrected Total	182			

G53. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for Type of Community Regarding the Influence of Peers on College Choice

StuType	Community Type	Mean	Std. Deviation	n
Regular Student	Rural (Less than 500)	1.0000	.00000	4
	Township (500-10,000)	2.3125	1.35247	16
	Small City (10,000-100,000)	2.2000	1.19649	20
	Urban/Suburban (Over 500)	2.4912	1.18205	57
	Total	2.3402	1.21524	97
Scott Scholar	Rural (Less than 500)	2.3333	1.00000	9
	Township (500-10,000)	1.9583	.69025	24
	Small City (10,000-100,000)	2.7857	1.25137	14
	Urban/Suburban (Over 500)	2.5385	1.09655	39
	Total	2.3953	1.04351	86
Total	Rural (Less than 500)	1.9231	1.03775	13
	Township (500-10,000)	2.1000	1.00766	40
	Small City (10,000-100,000)	2.4412	1.23561	34
	Urban/Suburban (Over 500)	2.5104	1.14243	96
	Total	2.3661	1.13503	183

Source	df	Mean Square	F	Sig.
Corrected Model	7	2.368	1.902	.072
Intercept	1	492.862	395.844	.000
STUTYPE	1	4.126	3.314	.070
COMMUNITY	3	3.344	2.685	.048
STUTYPE * COMMUNITY	3	2.708	2.175	.093
Error	175	1.245		
Total	183			
Corrected Total	182			

G54. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Teachers on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	2.3500	1.35021	40
	Information Sciences & Tech	2.0877	1.19942	57
	Total	2.1959	1.26359	97
Scott Scholar	Engineering	2.5000	1.05463	50
	Information Sciences & Tech	2.5833	1.18019	36
	Total	2.5349	1.10291	86
Total	Engineering	2.4333	1.19032	90
	Information Sciences & Tech	2.2796	1.21015	93
	Total	2.3552	1.19962	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	2.334	1.639	.182
Intercept	1	1003.640	704.761	.000
STUTYPE	1	4.615	3.241	.074
COLLEGE	1	.355	.249	.618
STUTYPE * COLLEGE	1	1.322	.929	.337
Error	179	1.424		
Total	183			
Corrected Total	182			

G55. Two-way Analysis of Variance for General Population Compared to Top Academic Students Controlling for College Regarding the Influence of Peers on College Choice

StuType	College	Mean	Std. Deviation	n
Regular Student	Engineering	2.3000	1.20256	40
	Information Sciences & Tech	2.3684	1.23392	57
	Total	2.3402	1.21524	97
Scott Scholar	Engineering	2.3400	1.06157	50
	Information Sciences & Tech	2.4722	1.02779	36
	Total	2.3953	1.04351	86
Total	Engineering	2.3222	1.12007	90
	Information Sciences & Tech	2.4086	1.15379	93
	Total	2.3661	1.13503	183

Source	df	Mean Square	F	Sig.
Corrected Model	3	.205	.157	.925
Intercept	1	995.139	761.710	.000
STUTYPE	1	.229	.175	.676
COLLEGE	1	.446	.341	.560
STUTYPE * COLLEGE	1	.045	.034	.853
Error	179	1.306		
Total	183			
Corrected Total	182			