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# Reasons for College Choice: A Study of Responses Given by Eastern Illinois University Fall Freshmen, 1974, and Their Parents

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This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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REASONS FOR COLLEGE CHOICE:  
A STUDY OF RESPONSES GIVEN BY EASTERN ILLINOIS UNIVERSITY

FALL FRESHMEN, 1974 AND THEIR PARENTS

(TITLE)

BY

Janet F. Holley

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1975

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

15 July 75  
DATE

15 July 75  
DATE



**REASONS FOR COLLEGE CHOICE:  
A STUDY OF RESPONSES GIVEN BY EASTERN ILLINOIS UNIVERSITY  
FALL FRESHMEN, 1974 AND THEIR PARENTS**

**Janet F. Holley**

**Field Study in Guidance 6900, 6910**

**Dr. Paul Overton**

**May, 1975**



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## CHAPTER I

### INTRODUCTION

#### Background of the Study

During the spring semester of 1974 the writer was enrolled in a class in Student Personnel in Higher Education. As a part of the requirements for this course, she wrote a paper on admissions requirements and procedures at the various state universities in Illinois. It was during this time that the Admissions Office at Eastern Illinois University was undergoing a drastic change in structure and emphasis. The recruitment and retention functions of the University were given higher priorities and efforts were under way to involve more of the University Community in the admissions process. This entire process involved a complete turn-around in attitudes from the years of 1970 and 1971. During those years the admission of new students to Eastern Illinois University was cut off in early February and January respectively. In contrast, the application cutoff for new students for the Fall Semester of 1974 extended to September, 1974. Whereas in 1970 and 1971, Eastern was turning away considerable numbers of students, in the summer of 1974 students were being actively sought for fall enrollment. General concern about decreasing enrollment was widespread and every effort was being made to emphasize the place of recruitment in the total University structure.

The writer decided during the spring semester of 1974 to undertake an in-depth study of the fall freshman class of Eastern Illinois University.



This study was to be two-part in structure: the first part would seek to identify the prospective fall freshman student using the three factors of Date of Application, ACT Composite Score, and High School Class Rank in Percentiles; the "who" of the study. The second part of the study would direct its emphasis on the "why" of this group, why these students and their parents selected Eastern Illinois University for higher education.

### Statement of Problem

The problem surveyed in this paper is one of the factors determining college choice. The writer sought to find out what factors were important in the choice of Eastern as a college. Were the factors considered to be of prime importance to the students also the paramount concerns of the parents? What is Eastern's attraction to the potential student? What happens to the student who applies for and is granted admission by Eastern Illinois University but does not attend? These are the questions the writer sought to answer in carrying out this study.

### Procedures

The writer is currently employed in the Academic Advisement Center of Eastern Illinois University. This Center is responsible for the orientation and registration procedures for all new freshmen students of the University. It was decided to utilize this factor in soliciting the information needed for this study. The questionnaire format seemed to be the most logical way to secure the information which was sought and it was decided to develop a list of factors in college choice which could be ranked by the students and parents. Current literature in the area was surveyed and those factors selected which seemed to be universal in determining college choice were decided upon for inclusion in the questionnaire. The first drafts of the questionnaires (Appendix, pages 55-61)



were then submitted to the Vice-President for Student Affairs for his approval and suggestions. The reason that this was done is that the Vice-President for Student Affairs was at that time put in charge of Admissions and any information which would be of benefit to the admissions process as a result of this study would be utilized. The first draft of the questionnaires were then modified in several ways. The initial draft called for students and parents to list the five most important reasons for Eastern as a college choice. This was reduced to the three most important reasons, as it was felt that to select five reasons would be unnecessarily awkward and time consuming. A few extra items were included in the questionnaires at the suggestion of the Vice-President for Student Affairs.

The second draft of the questionnaire was then administered to five students who were asked to fill it out as though they were incoming freshmen. The parent questionnaire was then filled out by five adults in a similar manner. Comments were then solicited from both groups as to ease of filling out the questionnaires and suggestions for its improvement. As a result of this small pilot study the questionnaires were then revised for a second time. It was felt that to rank the factors in college choice with a "3" representing the most important was confusing and could cause problems for the groups to be surveyed. This was the main structural change in the questionnaires from the second draft to the third draft.

The third draft of both questionnaires was used for a pilot study during the orientation process for new summer students for summer term, 1974. This was administered to 47 students and 19 parents who participated in this program. This was done on May 14, 15, and 16, 1974. The students who were participating in early enrollment and orientation on those days went through a similar routine to those students who would be enrolling for the fall term during the summer.



These students reported for a general orientation with their parents at 8:00 a.m. at the Fine Arts Theater. Letters instructing the students to report and telling them what materials were needed were sent out by the Registration Office in April, 1974. The writer decided to use this group as a pilot student and parent group to check on the administration of the questionnaires and ascertain just when and where would prove to be the best way for the students and their parents to fill them out. The first day, May 14, 1974, the questionnaires were handed out at the orientation session and the advisor in charge asked that they be returned to him as the students and their parents left the auditorium. This proved an unsuccessful method as only about half of the questionnaires were actually returned at the end of the orientation session. The second day of the program, May 15, 1974, the writer went with the advisor in charge of orientation and distributed the questionnaires and asked that they be handed to her as soon as they were completed. This proved a better method of distribution, but seemed to distract the attention of the group from the material being explained during the orientation. The third day, May 16, 1974, the parent questionnaires were given out at the orientation session and it was asked that they be turned in at the close of the meeting. The secretary in the Advisement Center was asked to hand out a questionnaire to each student as they came in to pre-register with an advisor. The student was asked to fill this out while he was waiting to see an advisor and hand it to the advisor before he left the Advisement Center. This method proved to be an improvement over those tried the previous two days, and it was decided to incorporate this method of distribution for the actual study. These questionnaires were tallied to see if there would be any potential and obvious problems which might arise in this area. It was then discovered that the item on "Size of Eastern" had been inadvertently omitted from the student questionnaire.



During this period, the writer was asked to serve on an Ad Hoc Honors Committee by the Vice-President for Instruction. One item that this Committee was asked to look into was the interest in an honors program at Eastern. The writer decided to utilize the questionnaire to find out this information. The statements with reference to an honors program and whether or not the student had applied to more than one university were then added to the bottom of the questionnaire and an item on size was reinserted, resulting in the fourth draft. The two questionnaires were then mimeographed, using blue paper for the parent questionnaire and yellow for the student questionnaire. This was done for ease of sorting and tabulating. (Drafts of questionnaires may be found in the Appendix.)

During the spring of 1974 a four-by-six card file was established for those students who had applied and been admitted to Eastern as new freshmen for the fall semester of 1974. As each application was processed, a card was made out for each applicant. These cards contained the following information: Student's name, social security number, home address, class rank, ACT composite score. Blanks were left for the name of the student's advisor, the date he was invited to pre-register, whether he did pre-register, and to record the fact that the student and parent questionnaires were filled out. Since a follow-up study was planned, blanks were also left for the sending of a follow-up letter and receiving a reply. An additional blank was made to record the fact that the student was actually in attendance on the count day for the fall semester of 1974.

The orientation and pre-registration program for all fall freshmen 1974 began on June 17, 1974. The Registration Office sent out letters to all applicants who had been admitted by May 1, 1974 to participate in the pre-enrollment program. These were sent out alphabetically with the student's



whose names began with A and B being invited the first day, etc. Approximately 140 students were invited each day. The program for the summer of 1974 ran June 17-21, June 24-28, and July 1-3. When it was determined that we had an unusual number of late applicants, three additional days were added to the program in August, August 5, 6, and 7, and approximately 100 students were invited to participate on each of these days. The students were invited to participate on a specific date, but could change their appointment to another date by notifying the Registration Office. A number of activities were scheduled for both the students and their parents on the orientation days. The activities began at 8:00 a.m. at the Coleman Hall Auditorium. The Advisement Center personnel were in charge of these activities. The students were given a routing slip for their day's activities as they entered the auditorium. The students were then taken to the Library Lecture Room for an orientation session by one of the members of the Advisement Center Staff. The parents remained in the Coleman Hall Auditorium for an orientation session by one of the members of the Advisement Center Staff. The parents were also given a short talk by a representative of the Student Personnel Services Staff on financial aids, health services, social functions, etc.; and a member of the Housing Office on housing facilities and activities. The parents were then guests of the University at a coffee hour in a dormitory which was also attended by teaching faculty members. During this time, the students, following their orientation session, were taking mathematics tests if necessary to their program, having their speech and hearing tests, having their identification photo taken and actually pre-registering for their classes with a member of the Advisement Center Staff.

The distribution of the parent questionnaires took place as the parents and students entered Coleman Hall in the morning. The writer asked



the parents if they would please fill out the questionnaires and stated that they would be collected later. No resistance was encountered and at the end of the orientation by the member of the Advisement Center staff, the writer collected the questionnaires. The parents were asked to fill out one questionnaire per family and 486 parent questionnaires were collected in this manner. These were kept in alphabetical order by student's name and separated by the date they were filled out. The fact that a parent questionnaire had been filled out was then recorded on the student's card at the end of each day.

The distribution of the student's questionnaires took place as the student entered the Advisement Center Office for pre-registration with an advisor. The secretary gave out the questionnaires with the pre-registration materials and Health Services form and asked the student to please fill them out while they were waiting to be advised. After an advisement conference the student was checked out of the Advisement Center by a student worker. At this time, the Health Services form and the questionnaire were collected, along with the pre-registration request form and the fee certification card. At the end of each day, the questionnaires were alphabetized and the fact that the student had filled out a questionnaire was recorded on each file card. A total of 1,213 questionnaires were filled out and collected out of 1,223 students who pre-registered. It was discovered that the 10 questionnaires which were not filled out were turned in, but these students had been the first ones to arrive at the Advisement Center and did not have time to fill out the questionnaire before the advisement conference.

The questionnaires were then tallied for each day of the program and for responses to each item. No attempt was made to distribute parent questionnaires for the three days in August as the parents and students had orientation sessions together and it was not feasible to follow the format



used during the regular summer program. These students were asked to fill out the questionnaires in the Advisement Center as the students had during the summer program. When the results of the surveys were tallied the writer decided to use a weighting scale for the responses which were listed. It was felt that in this manner responses which were listed as the most important, second most important, etc., would be reflected in the totals reported. The responses which received a rating of "1" on a questionnaire (most important) were given a weight of three points; responses which received a rating of "2" (next most important) were given a weight of two points; responses which received a rating of "3" (third most important) were given a weight of one point; responses which received a rating of a check mark were given a weight of one-half point. In this manner, the responses were tallied by simple number of responses to each question and also by weighted responses to each question.

In October, 1974 a follow-up letter with a post-card enclosure was sent to each of the students who had been admitted by Eastern but were not on the official enrollment list for the fall semester which was made out on the tenth day of classes. 485 of these letters were sent out and 285 cards were returned to the writer. These cards listed ten items which could be checked by the student. The responses on these cards were then tallied and the fact that the card had been returned was noted on the student's file card.

#### Limitations of the Study

One obvious limitation of this study is the fact that although a serious attempt was made to reach each fall freshman student, it was impossible to do so for those students who enrolled on the central registration days, August 26, 1974 and August 27, 1974 and those few who enrolled during late registration, the first five days of classes. A total of approximately 200



students were therefore omitted from this study for the above reasons.

Another limitation is the fact that the reasons given for attendance at a particular college by this group of students might not be the same reasons given for another group of students. The results can be interpreted as probably indicative for all Eastern students, but only true for the fall freshman class of 1974.

Some problems were encountered with the use of the questionnaire in that some students and parents indicated more than one response with a "1" or "2" or a "3" or a series of check marks. In tallying these questionnaires, the writer assigned a value of one-half point to each item so checked or marked if more than one item was given the same value. The thought behind this method was that it would be more realistic to understate a response to an item than to inflate it.

The fact that the students were sometimes hurried in filling out the questionnaires would be a further limitation on the validity of the results. The late-arriving parents occasionally were also hurried in responding to the questionnaires.

The validity of questionnaires has been questioned many times, and the writer acknowledges the weaknesses inherent in this method of research but felt that for the purposes of seeking the information desired for this study, the questionnaire method was the best available.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In reviewing the literature on college choice, a variety of information was found to be available. The writer decided to classify the findings into four areas. The first is the admissions process as viewed by the college. What are the existing admissions standards for Eastern Illinois University? What are the admissions standards for various types of higher education and how are they arrived at?

The second area refers to some of the literature as an overview of the admissions process as viewed by the prospective student. How do prospective students and their families view the colleges and are their views realistic?

The third area investigates studies which have been done on the factors involved in college choice. What have these studies revealed about how students make a college choice and what factors had the greatest influence on their choices?

The fourth area reports on the follow-up of non-matriculated students. Why did they fail to enroll and what are they doing at the present time?

#### Admissions--From the Perspective of the College

The writer felt that it would be of assistance to the reader to review the admissions standards to Eastern Illinois University in order to understand the problem of college choice more thoroughly. The admission policies in effect for the Fall Semester of 1974 were those which governed



the acceptance of the students involved in this study. These policies as stated in Eastern Illinois University--General Catalog, 1974 are as follows:

**Beginning Freshmen**--The university will consider applications of candidates qualified as follows:

**Fall Semester:** Students who rank in the upper half of their high school class, based on completion of six or more semesters, or who achieve an ACT composite standard score of 22 or above, or an SAT score of 900 or above.

**Spring Semester:** Students who rank in the upper two-thirds of their high school class, based on completion of six or more semesters, or who achieve an ACT composite standard score of 20 or above, or an SAT score of 830 or above.

**Summer Term:** Depending upon availability of resources and facilities, the university<sup>1</sup> will consider all students who are high school graduates.

It can be seen that in utilizing these admissions standards, the University is open to only half of those students who may be finishing high school in a given year, the upper half. Thus students who may wish to attend Eastern but are not in the top half of their class are faced with a decision as to deferring their enrollment until spring, attending summer, or attending a community college and then transferring to Eastern at a later date.

Alexander Astin had the following pertinent comments on the institutional viewpoint of admissions policies:

One of the problems for any college that is trying to examine its admissions policies is what might be called institutional myopia. The faculty and staff of most individual institutions tend to regard any proposed change in admissions policies only in terms of how the institution will be directly affected. The educational consequences of any change in admissions policies would be more easily assessed if an institution would make an effort to see its own admissions decisions in relation to the larger systems to which the institution belongs. The point is that, if the institution is trying to be of maximum benefit to its constituency, then it

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<sup>1</sup>Eastern Illinois University Catalog, April, 1974, p. 41.



must ultimately regard any decision to accept or reject a particular student in the light of the other options that are open to the student. What is likely to happen to the rejected applicants? Are they likely to go to some other institution? If so, where will they go and to what educational end? What about the applicants who are accepted?

Many college administrators probably support selective admissions because a good input of highly motivated, talented students will almost guarantee a good output of distinguished possibly wealthy alumni in years to come.

John S. Brubacher gives a broad over-view of the admissions dilemma in the following passage:

In one sense it is almost a fruitless question to ask, 'Who should go to college?' since nearly everyone who wants to go seems to be already there. Yet, in another sense, the question is still very pertinent. Some think that there are many pursuing higher education now who should never have been admitted. And there are others who think that there are many who are not attending who should. By what criterion, therefore, do we determine how wide to open the portals of college admission? There seems to be two points of view here: one, that higher education should be for the few, and the other, that higher education should be for the many.

The student residing in Illinois in 1974, would find that he has several options open to him. If he is in the top half of his high school graduating class, he would be eligible for admission to any of the state universities with the possible exception of the University of Illinois which uses an index of class rank and ACT scores to determine admission to the various schools. If he is not in the top half of his graduating class, he may still attend the state universities other than the fall term or be guaranteed admission to the community college in his district. Loren Pope, Director of the College Placement Bureau states this fact in a recent article:

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<sup>2</sup>Alexander W. Astin, "College Admissions: A Systems Perspective," How Teaching How Learning. 1971 Current Issues in Higher Education, ed. Joseph Axelrod, and others, (San Francisco: Jossey-Bass Inc., 1971), pp. 91-109.

<sup>3</sup>John S. Brubacher, Bases for Policy in Higher Education, (New York: McGraw-Hill Book Company, 1966), p. 2.



Myth Fourteen: College is hard to get into.

With the depression in the economy and in higher education, this myth is dying. It was never true, even in the panic days. Anyone who graduates from high school can get into any one of a number of four-year colleges. Two-year community colleges usually have open-door admissions policies.<sup>4</sup>

It is often assumed that Eastern Illinois University competes with the other State Universities for the same students. Is there any real basis for this belief? An article by David Elesh does substantiate this idea.

Colleges tended to compete with colleges in the same cost bracket and with similar admission policies. At least 90 per cent of the competing colleges were within the same region as the naming colleges, except for the most expensive northeastern competition. The public, private, and Catholic colleges tended to compete with the same type of college, especially as the cost increased.<sup>5</sup>

The State Universities in Illinois have similar admission policies, and it would appear that they attract similar students. The cost of attending one of these Universities over another is almost the same. The study of admissions policies is a continuing one at every institution of higher education. In times of heavy enrollment, admissions standards are apt to be raised, while in a period of lowered applications, admissions policies will undergo a lowering of standards in most institutions.

The following excerpt from a memorandum from Dr. Samuel Taber to Vice President Moody reports on the acceptance of students in the lower half of their graduating classes by the various institutions in the State of Illinois:

In an effort to get a better analysis of the situation, I graphed the four four-year institutions under the Board of Governors (see attached) which makes it quite apparent that

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<sup>4</sup>Loren Pope, "20 Myths That Can Jinx Your College Choice," National ACAC Journal, May, 1973, pp. 3-8.

<sup>5</sup>David Elesh, "Organization Sets and the Structure of Competition for New Members," Sociology of Education, 43 (Fall, 1973), pp. 371-395.



we are, through more stringent and selective admissions standards, getting a larger percentage of our freshmen from the upper deciles. The attached table presents the data in a slightly different manner in that it shows the actual number of applicants in the lower 50% of high school graduating classes, the number of acceptances in that category and the percentage of these low ranking applicants who were accepted by each BOG four-year institution, similar figures for the collective BOG institutions, and for all four-year State Universities.

The Master Plan states that senior institutions may accept only those freshmen in the upper half of their high school graduating classes and those ranking below the 50th percentile who have compensatory scores on a qualifying examination as set by the individual institution. The exception to that rule is that "For experimental and special programs this policy may be waived by the institution's governing board to accept during the regular academic year new freshmen applicants of lesser qualification numbering up to ten per cent of the previous Fall term entering freshmen class on that campus". The 6.7% acceptance figure for Fall 1973 is likely students who had the compensatory ACT scores; were veterans or mature adults or individuals who had been out of high school for more than a year. It seems obvious that other BOG institutions are demonstrating a flagrant disregard for the dictates of the Master Plan because I feel reasonably certain that 55.9% of the lower half BOG applicants did not have compensatory ACT scores or fall into the other special categories mentioned above.

By complying with the dictates of the Master Plan, we have denied a number of students admission who are apparently being considered eligible by sister institutions. If we are to maintain competitive position, it appears that we also must disregard the restrictive admission policy for senior institutions or other senior institutions will have to comply with them as they now exist.<sup>6</sup>

The tables on the following pages illustrate the fact that some of the institutions of higher education in the State of Illinois are accepting a sizeable proportion of their students from the lower half of their graduating classes while Eastern is following the dictates of the Master Plan and accepting only those in the upper half except for students who have been out of high school for a year or more or those students who score a 22 composite ACT score.

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<sup>6</sup>Memorandum from Samuel J. Taber, Dean to Vice President Moody, 1974.



Table 13  
APPLICANT CHARACTERISTIC SUMMARY  
FIRST TIME FRESHMEN - HIGH SCHOOL RANK  
Percentile Rank

	19 or Less		20		30		40		50	
	No.	%	No.	%	No.	%	No.	%	No.	%
Chicago State	81	7.6	74	7.0	93	8.8	108	10.2	134	12.6
EIU	49	2.3	58	2.7	106	5.0	140	6.6	239	11.2
Northeastern	164	6.4	159	6.2	210	8.1	258	10.0	308	11.9
WIU	154	3.3	195	4.1	273	5.8	343	7.3	713	15.2
ISU	162	2.9	207	3.7	285	5.1	443	8.0	673	12.1
NIU	149	4.1	152	4.2	193	5.3	309	8.5	423	11.7
SIU--C	487	8.4	410	7.0	537	9.2	573	9.8	760	13.1
SIU--E	83	4.7	67	3.8	97	5.5	157	8.8	258	14.5
UI--CC	234	5.5	198	4.6	268	6.3	322	7.5	466	10.9
UI--UC	87	.8	124	1.1	211	1.9	387	3.4	722	6.4
Total	1,650	3.8	1,644	3.8	2,273	5.3	3,040	7.1	4,696	10.9

Table 14  
ACCEPTANCE CHARACTERISTIC SUMMARY  
FIRST TIME FRESHMEN - HIGH SCHOOL RANK  
Percentile Rank

	19 or Less		20		30		40		50	
	No.	%	No.	%	No.	%	No.	%	No.	%
Chicago State	49	6.3	43	5.6	69	8.9	67	8.7	94	12.2
EIU	11	.6	20	1.1	35	2.0	53	3.0	219	12.4
Northeastern	79	4.1	73	3.8	94	4.9	166	8.7	242	12.7
WIU	93	2.2	98	2.3	192	4.5	237	5.5	704	16.4
ISU	59	1.6	82	2.3	140	3.8	252	6.9	490	13.5
NIU	107	3.3	100	3.1	127	3.9	249	7.7	361	11.2
SIU--C	240	5.2	187	4.0	370	6.9	341	7.4	694	15.0
SIU--E	44	2.9	29	1.9	31	2.0	73	4.8	245	15.4
UI--CC	171	4.6	150	4.0	188	5.0	239	6.4	401	10.7
UI--UC	9	.1	22	.2	39	.4	139	1.5	422	4.6
Total	862	2.5	804	2.3	1,235	3.5	1,816	5.2	3,872	11.1



Table 13--Continued

60		70		80		90		Total
No.	%	No.	%	No.	%	No.	%	
131	12.3	140	13.2	172	16.2	128	12.1	1,082
330	15.5	398	18.7	411	19.3	398	18.7	2,125
351	13.6	385	14.9	372	14.4	372	14.4	2,516
796	16.9	807	17.1	767	16.3	658	14.0	4,706
777	14.0	887	16.0	1,031	18.5	1,094	19.7	5,559
529	14.6	623	17.2	610	16.9	627	17.3	3,611
752	12.9	798	13.9	744	12.8	761	13.1	5,822
236	13.3	243	13.7	307	17.3	330	18.6	1,778
548	12.8	650	15.2	762	17.8	823	19.3	4,273
1,092	9.6	1,880	16.5	2,721	23.9	4,144	36.5	11,386
5,542	12.9	6,812	15.9	7,897	18.4	9,335	21.8	42,689

Table 14--Continued

60		70		80		90		Total
No.	%	No.	%	No.	%	No.	%	
86	11.1	101	13.1	147	19.0	117	15.1	773
307	17.3	362	20.4	389	21.9	377	21.3	1,773
283	14.8	334	17.5	325	17.0	314	16.4	1,910
784	18.2	798	18.5	750	17.4	647	15.0	4,303
558	15.3	629	17.3	703	19.3	728	20.0	3,641
488	15.1	592	18.3	598	18.5	606	18.8	3,228
693	15.0	738	15.9	699	15.1	723	15.6	4,635
236	15.4	242	15.8	306	19.9	329	21.4	1,535
497	10.7	589	15.7	728	19.4	786	21.0	3,749
649	7.0	1,509	16.3	2,508	27.1	3,944	42.7	9,241
4,581	13.2	5,895	16.9	7,153	20.6	8,571	24.6	34,789



## Factors Involved in College Choice

The writer surveyed the current literature for information on the most common factors involved in college choice. What really influences the prospective student and his or her family to choose one college over another? Some interesting references were found on this subject and it was felt that a few excerpts from them would be of assistance to the reader.

When it comes to choosing a college, does the average applicant survey the possibilities and come to a logical conclusion? What factors are apt to play a prime role in the selection process and which ones are dominant in the decision-making process? Loren Pope has this to say about college choice in general.

How do intelligent students, and their parents arrive at their decisions in making this costly and important purchase? Do they sample and test the merchandise? No. And unfortunately there is no Ralph Nader, indeed there is no consumer research available to the public in this vital field.

The result is that the American family relies chiefly on the pig-in-a-poke plan of college selection, which is based on twenty myths that profoundly influence millions of college choices. On the whole, it is such bad consumerism that fewer than 40 per cent of this fall's freshman class will still be in the same colleges on cap-and-gown day four years hence.<sup>7</sup>

The authors were surveyed in their opinions as to the most logical method to be employed in choosing a college. Wilbur R. Venerable suggests that choice of major should precede choice of college.

This choice of the course to be followed should precede the choice of a particular college. I state this obvious fact merely because many people actually proceed the other way around. They pick out a college first, often on very irrelevant grounds, and then make a selection among the courses of study which that college offers.

I propose to list the various reasons on the basis of which

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<sup>7</sup>Pope, "20 Myths That Can Jinx Your College Choice," p. 3.



students and their parents actually do choose colleges. Two or three of them are thoroughly sound, and the others are entitled to some weight, either in general or in particular cases, while still others are almost wholly irrelevant.

1. Family connections
2. Influence of classmates
3. Church influence
4. Alumni influence
5. School influence
6. Personal impressions—a tour of campus
7. Geographical proximity
8. Cheapness
9. Size
10. Environment—urban or rural
11. Coeducation or segregation
12. Social prestige
13. Athletic prestige
14. Attractive educational experimentation
15. Departmental strength
16. High scholastic standards in general

Of these sixteen reasons it may be stated summarily that the first three should ordinarily receive only a little consideration, that the second three should be carefully weighed but are by no means always trustworthy, that the next eight may be important in particular cases, but that for students of good ability and serious purpose the last two are of prime importance, overshadowing everything else.

It is interesting to note the opposing view, as stated by Loren Pope:

Myth Thirteen: Your choice of college major is very important, and you should choose your college on the basis of the quality of its department in that field.

This misconception has led many young people down the wrong path. In the first place, the importance of the major is one of the most overrated things about college. The choice of one is something that usually should be firmly avoided or resisted until the junior year. Why? Because you need some education before you get into your vocational training. As John Stuart Mill said, "A man is a man before he is a physician or a statesman, and if you make him a reasonable man he will make himself a reasonable and sensible physician or statesman."<sup>8</sup>

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<sup>8</sup>Wilbur R. Venerable, "Parental Influence on College and Vocational Decisions," The Journal of the National Association of College Admissions Counselors, 19, (July, 1974), pp. 9-12.

<sup>9</sup>Pope, "20 Myths That Can Jinx Your College Choice," p. 6.



If the current writers in the field cannot agree on the importance of major choice as a factor in college selection, what are some of the other factors that have been reported to be of prime importance? The part played by friends and parents have been reported in the following articles.

Ronald H. Fredrickson and Thomas Fonda state the following results of a survey they conducted.

The responses reported in Table 3 indicate that parents were perceived by the largest number as being most valuable in providing assistance in making the decision to attend a specific college, and the counselor was second in this regard.<sup>10</sup>

Pope has the following to say regarding the advice of friends as a valid reason for college choice:

Myth Seven: What one or more of your friends says about a college is a good indicator.

This is the everybody-likes-vanilla rationale, and is one of the high-school seniors' most-used criteria. The trouble is that it doesn't always work unless you're much like the friends in interests, abilities, value systems, and personality. Similarly, choosing a college because one's high-school girl or boy friend is going there runs a statistical danger--most college students choose both major and love interest at least twice.<sup>11</sup>

Alexander Astin has the following to say about what enters into college choice:

The question of "who goes where to college" is concerned with two interacting decision processes. The first of these involves the student's attempt to choose an appropriate college or university: one that will meet his personal goals and will at the same time satisfy his family, friends, teachers, counselors, and other groups of people who may be exerting pressure on him. The second decision process that affects the distribution of students involves the college admissions officer. The criteria he uses to accept or reject prospective students are affected not only by the needs and goals of the institution's faculty and administration, but also by the quantity and quality

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<sup>10</sup> Ronald H. Fredrickson and Thomas Fonda, "College Admissions Assistance by Secondary School Counselors," The Personnel and Guidance Journal, 49, (January, 1971), pp. 383-385.

<sup>11</sup> Pope, "20 Myths That Can Jinx Your College Choice," p. 5.



of the available pool of student applicants. Some of the factors involved in college choice are intellectualism, socioeconomic background, leadership, aestheticism. The Technological Institutions appeal to a high scale of intellectualism, while the Catholic Universities tend to appeal to aestheticism. Differences between the entering student bodies in different geographical regions are negligible.<sup>12</sup>

A survey very similar to the one conducted for this study is reported in the Journal of Student Personnel, May, 1973.

Beginning with a multitude of possible reasons gathered from earlier college choice studies, a questionnaire was developed that included 22 reasons likely to be considered in the college choice decision. For each of the 22 reasons students and parents were asked to indicate if that reason had been 'of no importance, a minor consideration, or a major consideration.' These responses were assigned the values of 1, 2, and 3 respectively.

The questionnaire was distributed to all students who attended the first university division freshmen counseling meeting during orientation week of the fall semester of 1970. The students were instructed to complete the questionnaires and turn them in at a checkpoint at registration two days later. The same questionnaires were mailed to parents of all new students accepted as freshmen for the fall semester of 1970.

For both groups, the academic reputation of the university and reputation of the specific department or school in which the student intended to study were the two most important reasons.

Financial, geographical, and academic factors were more important to parents than to students, while students attached greater importance to social and cultural and to informal advice factors. Such differences are not surprising. Parents probably paid the living and educational expenses for a majority of the students, and because of this investment, they were concerned that their children receive the best education for that money. The importance of the geographical factor may have reflected a desire on the part of parents to keep their children as close to home as possible.

Students, on the other hand, since they would be living on campus, were more concerned with social, cultural, and other living conditions. It did seem surprising that students attached more relative importance to the advice of others, particularly family members, alumni, and high school teachers, than parents did. This finding may not fit with the common notion of an independent youth unwilling to ask for advice from older persons.

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<sup>12</sup> Alexander W. Astin, "Who Goes Where to College?", The College Student and His Culture: An Analysis, Edited by Kaoru Yamanote, (Boston: Houghton Mifflin Co., 1968), pp. 144-159.



The researchers also wonder how much of the importance of academic factors for both students and parents is a reflection of respondents saying what they think they should say. After all, in the popular view, a college education is primarily an academic experience, and academic factors therefore should be most important in selecting a college.<sup>13</sup>

We thus find that authorities in the field report a wide variety of reasons for college choice. The three factors of cost, location and reputation seem to be consistently reported as three of the most important reasons for choosing one college over another.

### The Non-Matriculated Student

During the years of 1970 and 1971 when there was a great influx of students to four-year colleges, multiple applications became increasingly common. The practice of applying to more than one college was a common practice and caused problems for admissions personnel in estimating the number of students who might actually matriculate at a given institution. Is this practice still prevalent in 1974? Andrew G. Bean and John A. Contra report on a survey conducted in the state of Virginia. In this survey, all high school seniors were asked their post-high school plans.

Approximately 35 percent of the college applicants filed one application; 26 percent filed two applications; 24 percent filed three applications; and 15 percent filed four or more applications.<sup>14</sup>

A study conducted at St. Cloud, Minnesota State College on Non-Matriculated students reported some interesting findings:

The study shows that the majority of both groups of students who did not attend the school under consideration listed it as something other than their first choice.<sup>15</sup>

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<sup>13</sup>Thomas A. Bowers, and Richard C. Fugh, "Factors Underlying College Choice by Students and Parents," Journal of College Student Personnel, 14 (May, 1973), p. 22.

<sup>14</sup>Andrew G. Bean, John A. Contra, "Multiple College Applications", Journal of College Student Personnel, 14 (November, 1973), p. 537.

<sup>15</sup>Jack F. Anderson, Albert H. Krueger, Darrel T. Mathieu, "Non-Matriculation", National ACAC Journal, 18 (November, 1973)p. 17.



How common are multiple applications in the State of Illinois? This figure is difficult to ascertain but a check of the applicants accepted for admission and the size of the freshmen classes enrolled in the Board of Governors Colleges and Universities for the Fall Term of 1973 reveals quite a disparity in the percentage of applicants actually enrolled. Chicago State University showed an enrollment percentage of 82% of its applicants; Eastern Illinois University enrolled 74% of the applicants accepted; Western Illinois University enrolled 67% of its applicants and at Northeastern just 48% of the applicants actually enrolled.

What do some of the sources consulted feel is the primary reason for the non-matriculation of student applicants? As stated previously, multiple applications play a large part in non-matriculation figures. The most frequently cited cause for non-attendance is financial and the following references are a few of the many which were found stating essentially the same idea.

Edith Green stated the problem of the middle class family in this article:

Although U. S. programs were intended to create every opportunity for disadvantaged children to attend college, they were not intended to penalize the middle class. As a result of current and proposed financial aid programs, however, middle-income students are left without help in countless instances, and yet, at the same time, their families are required to pay a <sup>16</sup> larger and larger proportion of tuition costs for other students.

In the College Board Review, Alexander G. Sidar, Jr. makes the following statement about financial considerations in college choice:

The median income in the United States in 1968 was \$8,632. A projected median for 1973 is \$12,000, an increase of 39 percent or \$3,368. But the increases in educational costs, books and supplies, out-of-pocket expenses, travel, and other expenses

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<sup>16</sup>Edith Green, "The Disadvantaged Middle Class," National ACAC Journal, 18, (November, 1973), p. 2.



exceeded the rise in median income during the past five years. In addition, income increases have not contributed to substantive increases in discretionary spending power because of escalating costs of food, clothing, housing, home heating and automotive fuels.

Because of this, and limitations in other forms of aid, students and parents are being forced to change choices of institutions. The changes in choices has followed a descending cost order: From higher cost private institutions to four-year public, to two-year public, to opting out for a year, to short term proprietary educational institutes.<sup>17</sup>

Wilbur R. Venerable makes the following statement along the same lines:

Our murderous inflation, which has boosted the cost of virtually everything connected with college education, has caused the dream of college to become a financial nightmare. Several years ago many students were able to choose a college without too much concern for the differences in costs. Today, this is no longer true for the majority of students. Financial burdens limit the choices to those within the family's own financial resources.<sup>18</sup>

In summary the current literature in the area revealed that the institutions of higher education are in a continual state of assessing their applications and making appropriate decisions about their admissions standards. In years of high applications, enrollment standards will be raised, when the number of applications drops, admission standards may be lowered accordingly. Although the Master Plan for the State of Illinois called for the admission to senior institutions to be open to the students in the top half of their high school graduating classes, some institutions do not appear to be honoring these standards. Duplicate applications continue to be a factor in matriculation as they have been for the past ten years.

From the viewpoint of the prospective student, if he is in the upper fifty percent of his graduating class, he may be admitted to the State higher education institutions and most private universities and colleges in Illinois. If he falls in the lower half of his graduating class he has several alternatives

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<sup>17</sup>Alexander G. Sidar Jr., "Is There a New Born Loser?", The College Board Review, 91 (Spring, 1974), p. 5.

<sup>18</sup>Venerable, "Parental Influence on College and Vocational Decisions," p. 10.



open to him. He may attend a community college and transfer to a senior college; he may wait until other than the fall term and attend a senior college, or he may wait a year and attend the fall term at most senior institutions.

The factors involved in college choice are many and varied according to the sources consulted. Location, reputation of the institution, cost and advice of family and friends appear to be the most common considerations of the current generation of college students.

The material surveyed about non-matriculating students revealed that the multiple application procedure must be considered in percentage of students who do attend four-year colleges. The other factor limiting the choice of colleges for many students today is the financial situation of the family.



## CHAPTER XII

### RESULTS OF THE STUDY

#### Method of Reporting Results

In reporting the results of the survey, the writer felt that it would be most meaningful to the reader to report the results in the following manner. Student Questionnaires: first the results of the responses to the two "yes or no" questions at the bottom of the questionnaire would be reported; the responses to the nineteen questions on the student questionnaire would then be itemized in a rank-order form for the simple number of responses and for the weighted responses; each question on the questionnaire would then be given and the number and percent of responses it received would be reported. The same procedure would be followed for the parents questionnaire and the sixteen questions it contained. Comments written in on the questionnaires would then be reported in the sections with student and parent questionnaire results. The fourth section would be devoted to the results of the follow-up study conducted on the non-matriculated students involved in this study.

#### Student Questionnaires

It was decided to report the responses to the two "yes and no" questions at the bottom of the student questionnaire separately because they do not actually reflect a factor in college choice but were inserted to gain additional information for the writer and the Admissions Office. The first question,



"Eastern is considering offering an honors program. Would you be interested in participating in such a program? Yes\_\_\_\_\_No\_\_\_\_\_" was responded to by a total of 919 students out of a total of 1213 who filled out the questionnaires. 520 of these students expressed an interest in an honors program, while 399 stated that they would not be interested in participating in such a program.

In response to the second question, "Did you originally apply to more than one college or university? Yes\_\_\_\_\_No\_\_\_\_\_" 1075 students marked this question out of the total of 1213 who completed questionnaires. 509 students indicated that they had applied to more than one college or university, while 556 indicated that Eastern was the only college or university they had applied to.

The student questionnaire used in this study contained nineteen items to which the students could respond. They were asked to list the three most important reasons for choosing Eastern with a "1" representing the most important; a "2" the next most important; and a "3" the third most important. If more than three reasons were important to them they were asked to place a check mark beside the additional items. In a few cases, the students did not follow directions and marked several items with "1's" or all with check marks, etc. In tabulating the results for this study these responses were recorded as having a weight of a check mark, or one-half point in an effort not to allot undue weight to any given item. The reader is referred to the Appendix for a copy of the student questionnaire used in this study.

Table I lists the items on the questionnaire and the responses to them in rank order form for the 1213 questionnaires filled out. It gives the number of times each item was given a weight of 1, 2, 3, or a check mark. Table II gives the total responses to each item, the weighted responses to each item and the percent of responses, both weighted and unweighted which are represented by these numbers. In interpreting these tables, the reader is



reminded of the assigned weights used in tabulating the questionnaires for this study. A response of "1" or most important was assigned a weight of 3 points; a response of "2" or second most important was assigned a weight of "2"; a response of "3" or third most important was assigned a weight of 1; and a check mark was assigned a weight of one-half point. The writer decided to utilize the weighting of responses in order to differentiate the responses in terms of their importance to the student filling out the questionnaire.

In reading Table I it can be seen that question number 18, the size of Eastern is the reason most students gave for choosing to attend Eastern. A total of 746 responses were given for this question. Eastern's position as the smallest of the residential State Universities undoubtedly plays a part in the student's choice of this school for higher education.

The second question most frequently chosen by the students as a reason for choosing Eastern was question number 1, "location of Eastern". The writer felt that this question might be more meaningful to the reader if further analyzed. The importance of location in choice of college could mean several things in different contexts: to the student who resides in or around Charleston, it might be the easy accessibility and convenience of commuting or living at home; to the student from the Chicago area it might mean the difference in a rural environment and the relative security of a smaller town; to the student in the southwest area of the State, it could mean accessibility by interstate highways. In order to further examine this question the writer divided the State of Illinois into three areas and further tabulated the responses by the zone in which the hometown of the student happened to fall. The top third of the State or Zone 1 ran from a line just south of Peoria and north of Bloomington to include the northern third of the State; the middle third or Zone 2 extended from this line to just south of Effingham and from Palestine through Godfrey east and west; the lower third of the State or Zone 3 was the remaining third of the State.



TABLE I

## RANK ORDER RESULTS--STUDENT QUESTIONNAIRES

<u>Rank</u>	<u>Question #</u>	<u>Rated 1</u>	<u>Rated 2</u>	<u>Rated 3</u>	<u>Rated 4</u>	<u>Total Responses</u>
1	18	182	218	216	130	746
2	1	191	174	149	112	626
3	2	118	150	129	91	488
4	8	122	122	121	122	487
5	4	109	76	72	83	340
6	7	159	138	77	77	276
7	6	99	74	58	43	274
8	12	102	46	33	41	222
9	17	37	36	42	49	164
10	13	5	19	51	53	128
11	5	9	27	26	57	119
12	16	26	18	33	38	115
13	10	19	27	18	39	103
14	19	37	9	25	21	92
15	3	15	16	18	32	81
16	14	8	19	21	33	81
17	9	6	15	15	23	59
18	11	14	17	6	8	45
19	15	0	1	2	7	10



TABLE II

## RANK ORDER RESULTS—STUDENT QUESTIONNAIRES

Percentage of Total Responses and Weighted Responses

<u>Total Responses</u>				<u>Weighted Responses</u>			
<u>Rank</u>	<u>Question #</u>	<u>Total Responses</u>	<u>% of Responses</u>	<u>Rank</u>	<u>Question #</u>	<u>Weighted Responses</u>	<u>% of Weighted Responses</u>
1	18	746	16.74	1	18	1263	17.15
2	1	626	14.04	2	1	1126	15.29
3	2	488	10.95	3	2	828.5	11.25
4	8	487	10.92	4	8	792	10.75
5	4	340	7.63	5	4	592.5	8.04
6	7	276	6.19	6	6	524.5	7.12
7	6	274	6.15	7	12	451.5	6.13
8	12	222	4.98	8	7	412.5	5.60
9	17	164	3.68	9	17	249.5	3.39
10	13	128	2.87	10	16	166	2.25
11	5	119	2.67	11	19	164.5	2.23
12	16	115	2.58	12	10	148.5	2.01
13	10	103	2.31	13	5	135.5	1.84
14	19	92	2.06	14	13	130.5	1.77
15	3	81	1.81	15	3	111	1.50
16	14	81	1.81	16	14	99.5	1.35
17	9	69	1.32	17	11	86	1.16
18	11	45	1.01	18	9	74.5	1.01
19	15	10	.22	19	15	7.5	.10
Total		4,456				7,363.5	



TABLE III

LOCATION AS A FACTOR IN COLLEGE CHOICE  
BY HOMETOWN

<u>Hometown Zone</u>	<u>Rated 1</u>	<u>Rated 2</u>	<u>Rated 3</u>	<u>Rated 4</u>	<u>Total</u>
1	35	53	71	57	216
2	126	69	52	33	300
3	23	39	29	30	121



It is interesting to note that while these students in Zone 2, the one containing Eastern, responded with the greatest number of responses that this was the most important factor to them in college choice, a surprising number of these students in Zones 1 and 3 responded that this factor was important in their choice of Eastern for college.

The third most frequently marked item, number 2, "cost of attending Eastern and the fourth-ranked item, "A visit to Eastern's campus", were very close in the number of students responding to them. The next three ranked items, academic reputation of Eastern, close friends attending Eastern and parents, or close relatives attended Eastern were very closely grouped also.

The Fall Freshman Class of 1974 were quite unified in their reasons for choosing Eastern for college. They were quite definite in stating that the most important reason was Eastern's size. The top ranked five items in determining college choice for these students were as follows:

1. Size of Eastern
2. Location of Eastern
3. Cost of Attending Eastern
4. A visit to Eastern's campus
5. Academic Reputation of Eastern

Item 12, "Academic Program offered at Eastern \_\_\_\_\_ (Please state program), was ranked 8th in total responses and seventh in weighted responses. This item also had a variety of programs written in by the students. The rank order of programs identified as being important in the selection of Eastern for college is listed below.

<u>Program</u>	<u>Number of Responses</u>
Business	40
Music	21
Elementary Education	14
Home Economics	13
Medical Technology	12
Special Education	9
Women's Physical Education	7
Art	7
Men's Physical Education	6



<u>Program</u>	<u>Number of Responses</u>
Pre-Engineering	6
Environmental Biology	5
Recreation	5
Zoology	5
Speech Pathology	4
Psychology	4
Speech Communications	3
Pre-Nursing	3
Pre-Veterinary Medicine	3
Foreign Language	2
Industrial Arts	2
Pre-Optometry	1
Pre-Pharmacy	1
Physics	1
Industrial Technology	1
Mathematics	1
English	1
Botany	1
Board of Governors Degree	1
Oceanography	1

Item 19 "Other reasons (Please feel free to state them)" also drew quite a number of comments from the students who filled out the questionnaires. This item was ranked fourteenth in total responses and eleventh in weighted responses. For ease in reporting the items written in response to this question, the writer has grouped the responses into six categories: Teacher/counselor advice; Athletics; Location; Social Factors; Environmental Factors; and Miscellaneous.

Teacher/Counselor Advice	11
Teacher advice	6
Counselor advice	5
(2 Eastern graduates)	
Athletics	30
Football	5
Track	4
Baseball	3
Women's Sports	2
Basketball	2
State Track Meet	1
Tennis	1
Swimming	1
Golf	1
Athletic Scholarship	1



Location	10
Charleston is hometown	4
Parent Employed here	2
Close to home	1
Close to Indiana State	1
Civil Service employee	1
Husband goes here	1
Social	9
To be independent	1
More activities available	1
Interesting place	1
To meet new people	1
Have friends here	1
Friend's recommendation	1
Conservative campus	1
Social reputation	1
Get away from home	1
Environmental	5
You're a person, not a number	1
Like dorm set up	1
Pretty campus	2
Very clean campus	1
Miscellaneous:	10
Parent's choice	3
Scholarship	1
Band	1
V.A. recommendation	1
Has Lab School	1
Music program	1
Debate team	1
Didn't want to work in a factory	1
the rest of my life	

### Parent Questionnaires

The format of the parent questionnaire is very similar to that of the student questionnaire. The parent questionnaire contained 16 items, omitting those about friends attending Eastern and combining those items on friends, teachers and alumnae contacts. The parent questionnaire may be found in the Appendix of this study. The parent questionnaire was filled out by 486 parents during the summer pre-registration and orientation program during the summer of 1974. The parents were asked to name the three most important



reasons for choosing Eastern for their daughters and sons with a "1" representing the most important and given a weight of 3 points; a "2" the second most important and given a weight of 2; a "3" the third most important and given a weight of 1; additional reasons could be checked and a check was given the weight of one-half point. A few of the parents, like some of the students, did not follow directions and filled out the questionnaire using all ones, all checks, etc. In these cases the writer recorded the responses as check marks and gave them a weight of one-half in order to avoid inflating the responses.

Table IV lists the items on the questionnaire and the responses to them in rank order form for the 486 questionnaires filled out. Table IV also shows the number of times each item was given a weight of 1, 2, 3, or a check mark. Table V gives the total responses to each item, the weighted responses to each item and the percent of responses, both weighted and unweighted which are represented by these numbers. Table VI shows a rank order of weighted responses for the student questionnaire and the parent questionnaire for purposes of comparison. The parallel questions for the parent and student questionnaires are listed in parentheses for ease of comparison in their rankings.

In analyzing the question on Location of Eastern, question number 1 on both questionnaires, the same method of zoning was used for the parent's questionnaires as had been utilized for the student's questionnaires. The northern part of Illinois was designated Zone 1, the central part Zone 2, and the southern third Zone 3. The results of this tabulation are presented in Table VII.

The pattern of responses to the question on location as a factor in college choice by the parents paralleled the student responses, with a surprising number of parents from the northern third of the State feeling that



TABLE IV

## RANK ORDER RESULTS—PARENT QUESTIONNAIRES

<u>Rank</u>	<u>Question #</u>	<u>Rated 1</u>	<u>Rated 2</u>	<u>Rated 3</u>	<u>Rated X</u>	<u>Total Responses</u>
1	3	106	110	66	82	364
2	1	52	50	64	69	235
3	2	26	50	48	59	183
4	5	51	32	32	62	177
5	8	24	36	41	59	160
6	14	21	27	32	56	136
7	11	49	21	17	26	113
8	7	32	18	26	33	109
9	6	2	9	10	26	47
10	15	8	7	7	24	46
11	10	6	11	8	20	45
12	16	15	7	11	7	40
13	9	6	7	8	18	39
14	4	2	13	7	17	39
15	12	2	5	5	24	36
16	13	0	0	0	8	8



TABLE V

## RANK ORDER RESULTS...PARENT QUESTIONNAIRES

Percentage of Total Responses and Weighted Responses

<u>Total Responses</u>				<u>Weighted Responses</u>			
<u>Rank</u>	<u>Question #</u>	<u>Total Responses</u>	<u>% of Responses</u>	<u>Rank</u>	<u>Question #</u>	<u>Weighted Responses</u>	<u>% of Weighted Responses</u>
1	3	364	20.48	1	3	645	23.98
2	1	235	13.22	2	1	354.5	13.18
3	2	183	10.29	3	5	280	10.41
4	5	177	9.96	4	2	255.5	9.50
5	8	160	9.00	5	11	219	8.14
6	14	136	7.65	6	8	214.5	7.97
7	11	113	6.35	7	14	177	6.58
8	7	109	6.13	8	7	174.5	6.49
9	6	47	2.64	9	16	73.5	2.73
10	15	46	2.58	10	10	58	2.15
11	10	45	2.53	11	15	57	2.11
12	16	40	2.25	12	9	49	1.82
13	9	39	2.19	13	4	47.5	1.76
14	4	39	2.19	14	6	47	1.74
15	12	36	2.02	15	12	33	1.22
16	13	8	.45	16	13	4	.14
Total		1,777				2,689	



TABLE VI

COMPARISON OF RANK ORDER WEIGHTED RESPONSES  
ON STUDENT AND PARENT QUESTIONNAIRES

<u>Student Questionnaires</u>				<u>Parent Questionnaires</u>			
<u>Rank</u>	<u>Question #</u>	<u>Weighted Responses</u>	<u>% of Weighted Responses</u>	<u>Rank</u>	<u>Question #</u>	<u>Weighted Responses</u>	<u>% of Weighted Responses</u>
1	18 (3)*	1263	17.15	1	3 (18)#	645	23.98
2	1 (1)	1126	15.29	2	1 (1)	354.5	13.18
3	2 (2)	828.5	11.25	3	5 (4)	280	10.41
4	8 (8)	792	10.75	4	2 (2)	255.5	9.50
5	4 (5)	592.5	8.04	5	11 (12)	219	8.14
6	6 (7)	524.5	7.12	6	8 (8)	214.5	7.94
7	12 (11)	451.5	6.13	7	14 (16,17)	177	6.58
8	7	412.5	5.60	8	7 (6)	174.5	6.49
9	17 (14)	249.5	3.39	9	16 (18)	73.5	2.73
10	16 (14)	166	2.25	10	10 (14)	58	2.15
11	19 (16)	164.5	2.23	11	15 (9,11)	57	2.11
12	10 (9)	148.5	2.01	12	9 (10)	49	1.82
13	5 (6)	135.5	1.84	13	4 (3)	47.5	1.76
14	13 (12)	130.5	1.77	14	6 (5)	47	1.74
15	3 (4)	111	1.50	15	12 (13)	33	1.22
16	14 (10)	99.5	1.35	16	13 (15)	4	.14
17	11 (15)	86	1.16				
18	9 (15)	74.5	1.01				
19	15 (13)	7.5	.10				

\*Indicates equivalent question on Parent Questionnaire

#Indicates equivalent question on Student Questionnaire



**TABLE VII**

**LOCATION AS A FACTOR IN COLLEGE CHOICE  
BY HOMETOWN**

<u>Hometown Zone</u>	<u>Rated 1</u>	<u>Rated 2</u>	<u>Rated 3</u>	<u>Rated X</u>	<u>Total</u>
1	13	18	28	33	92
2	28	21	17	28	94
3	6	15	17	12	50



Eastern's location was an important factor in their son's or daughter's choice for college. The five most important reasons for choosing Eastern as indicated by the parents were:

1. Size of Eastern
2. Location of Eastern
3. Academic reputation of Eastern
4. Cost of attending Eastern
5. Certain academic program offered at Eastern

The sixth reason in terms of frequency of response was a visit to Eastern's campus. Thus the first six reasons of the parents and the first six reasons of the students coincide. The parents placed academic reputation third while the students ranked it fifth.

It is interesting to note that the size of Eastern was by far the most frequent factor stated in the choice of college. The appeal of a smaller school, at state university costs, seems important to both the students and their parents in reaching a decision as to where to attend college.

Item 11 on the parent's questionnaire paralleled item 12 on the student's questionnaire and asked if a certain academic program was a factor in the choice of Eastern for college. The question on academic programs was ranked fifth in order of frequency of response by the parent group. The programs mentioned are listed in rank order below.

<u>Program</u>	<u>Number of Responses</u>
Business	17
Home Economics	15
Music	15
Art	5
Women's Physical Education	5
Elementary Education	5
Special Education	5
Environmental Biology	5
Mathematics	4
Medical Technology	4
Speech Pathology	3
Zoology	2
Physics	2
Foreign Language	2
Recreation	2
Pre-Optometry	2



<u>Program</u>	<u>Number of Responses</u>
Men's Physical Education	1
Pre-Medical	1
Sociology	1
Pre-Engineering	1
Library Science	1
Pre-Nursing	1
Pre-Veterinary Medicine	1
Speech Communications	1
Computer Science	1
Athletic Training	1
Theater Arts	1

Question 16 "Other reasons (Please feel free to state them)" brought forth quite a number of comments from the parents who filled out the questionnaires, and was ranked ninth with 2.73 percent of the parents identifying this item as a factor in college choice. Twenty of the parents responding to this question stated that the matter of college choice was entirely the student's choice and wrote out this statement in response to item 16. The various other reasons given in response to this item are listed below.

<u>Question #16 "Other Reasons"</u>	<u>Number of Responses</u>
Student's choice	20
Sports program	10
Teacher recommendation	7
Counselor recommendation	4
Student has friends here	5
Fully accredited for transferring	2
Parent employed here	11
Impressed with Woodall and Eddy	1
Book rental system	1
Eastern one of best state schools,	
good personnel	1
Beautiful campus	1
She wanted a different school than her	
brothers	1
Could get right classes	1
Friendly, conservative campus	1
Professors teaching classes, not TA's	1
Visited several schools and chose Eastern	1
Debate team	1
Father's visit to campus for workshop	1
Student-teacher ratio	1
Not at all impressed with Eastern's	
representative to our hometown,	
if we had not had a son here we would	
have been really turned off.	2
(Same recruiter mentioned)	



Some interesting items turned up in the comments given by the parents. One was the negative response to an Eastern recruiter by two of the parents. Dr. Catherine Smith and Mr. Harold Hillyer were named in connection with teacher recommendations as being a factor in the student choosing Eastern. Of the twenty parents who wrote in that Eastern was strictly the student's choice, none of them stated that they felt negatively about it in any way.

The writer conducted orientation sessions for the parents during the summer of 1974 as she has for several years, and has in the course of this program talked with many parents. The verbal reasons usually brought out in conversations reinforce the questionnaire responses in that size, location and cost seem to be foremost in the parents feelings as positive features of Eastern in comparison to other schools.

#### Follow-up Study of Non-Matriculated Students

Since a card file was established for this study and a file card kept for each student the follow-up study was conducted without too much effort. The home address of each student was on the card and the entire file was checked to see which students were actually enrolled for the fall term on the tenth day of classes. Those students whose names did not appear on the ten-day list were sent a letter containing a post card to be marked and returned to the writer. Examples of the letter and post card may be found in the Appendix. 485 letters were sent out on October 15, 1974. Nine students had stated their plans on their cancellation notices to the Registration Office and thus were not sent letters. 285 responses were received for a percentage of return of 58.7.

In conducting the follow-up study it was the writer's intention to ascertain as nearly as possible what happened to the 515 students who were



admitted to Eastern Illinois University for the fall term of 1974 but were not in attendance according to the official ten-day roster. There were four sub-groups who were not sent follow-up letters for various reasons. The first group was seven students who applied for admission for the fall term but actually came for the summer term. These students had been included in the initial study because of the application for fall term, but were in attendance for the summer as well as the fall term. The second group was a group of fifteen students who were admitted, came and then withdrew during the first ten days. Nine students stated their plans on the notice of cancellation sent to the Registration Office and thus were not sent the follow-up letter, but their plans were included in the report of results. There were eighteen foreign students who applied for admission and were granted permission to enroll, but were not on the ten-day list. It was not thought practical to send a follow-up letter to these students.

The bulk of the returns from the follow-up letter were received in October, 1974, but oddly enough one was received as late as March, 1975. It was the writer's opinion that a return of 285 post cards for a percentage of 58.7 was large enough to give valid results. Six of the letters were returned for incorrect addresses or occupant unknown, all of these bore Chicago addresses and apparently the apartment numbers were incorrect.

In tabulating the results of the follow-up-study the writer added an extra classification to the ten items given on the post card return. The added classification was for students who checked that they were attending a junior college and also checked cost of college or working. She felt that in many instances these responses were interrelated and this classification was intended to show this factor. The students filling out the cards were asked to respond to one or more reasons on the post card and the 285 students who returned the cards marked a total of 468 responses. Many of the students



TABLE VIII

## FOLLOW-UP STUDY OF NON-MATRICULATED STUDENTS

<u>Reasons Given for Not Attending Eastern Illinois University</u>			
<u>Post Card Item</u>	<u>Number of Responses</u>	<u>Percent of Students</u>	<u>Percent of Total Responses</u>
Applied to more than one University and Eastern was not my first choice	101	35.43	21.58
I am attending another four-year college	157	55.08	33.54
Jr. College/Cost/Working	37	12.98	7.90
I am attending a junior college	56	19.65	11.96
Cost	46	16.14	9.83
Program I wanted not offered at Eastern	18	6.31	3.84
Personal Reasons	19	6.66	4.05
Working	29	10.17	6.19
Decided not to attend college now, may go later	17	5.96	3.63
Poor impression of Eastern as a result of a visit to campus or contact with an Eastern representative	9	2.80	1.70
Other	17	5.96	3.63



responded to both items one and two "Applied to more than one University and Eastern was not my first choice" and "I am attending another four-year college." Although they were not asked to do so, many students wrote in the name of the college or university they were attending and these are reported below. The results of the follow-up study are given by items on the card, number of responses and percentage of responses in Table VIII.

One of the most interesting items gained from this follow-up study was the fact that twenty of the students who returned the cards stated that they are planning to attend Eastern in the future. The entrance dates ranged from the Spring Semester, 1975, to the Fall Semester of 1976. In the item on "Program I wanted not offered at Eastern" the following programs were named by the students who returned the post card.

<u>Program</u>	<u>Number of Responses</u>
Nursing	3
Architecture	3
Practical Nursing	1
Child Development	1
Secretarial Major	1
Astronomy	1
Recreation	1
Oceanography	1
Forestry	2
Law Enforcement	1
Occupational Therapy	1
Physical Therapy	1
Special Education--TMI	1

The writer questions how carefully students and prospective students read the catalog and admission materials for it is interesting to note that one student in answering the student questionnaire at orientation stated he came to Eastern for a program in oceanography and one student didn't come because we did not have such a program. Most of the programs named in the follow-up study we actually do not offer, but one student was not aware that we do have a program in Recreation.



In response to the item on receiving a peer impression of Eastern as a result of a visit to campus or recruiter in hometown, only nine students checked this item, and named just three individuals, the basketball coach, football coach and string bass instructor.

The last item on the post card return brought a number of responses, which the writer thought would be of interest to the reader. There did not appear to be any logical way to tabulate these responses, so they are merely listed below.

- "She wanted a different school than her brother"
- "Enlisted in army--will attend later"
- "Not enough privacy in dorms"
- "No single room available in dorm"
- "Poor journalism and women's p.e."
- "Enlisted in navy"
- "Went to smaller school, more chance to be on basketball and baseball teams"
- "In Eastern/Army co-op program"
- "In special ed. at ISU"
- "Nice campus--wrong courses"
- "Illness"
- "Northern closer to home"
- "College closer to home" (3 students responded with this)
- "Thought another college was better"
- "Wanted a music program that provided more"
- "Father's illness"
- "U of I has more to offer"
- "No interest expressed by soccer coach, so I went to U. of Indiana"
- "In England this, will be there next year"
- "Weak speech department"
- "Scholarship good only at U of I, veteran's scholarship"
- "Engineering--had to transfer anyway"
- "Took too long processing application"
- "4-year scholarship at Rockford"
- "Decided to prepare for missionary work"
- "Change of financial status"
- "No academic scholarship offered--I can't help it if I'm not on welfare!"
- "No monetary aid offered"
- "No athletic aid offered"
- "Couldn't afford it now"
- "Full academic scholarship elsewhere"
- "Football scholarship at Valpreise"
- "ISU has a better female to male ratio"
- "Seriously thinking of transferring to Eastern" (Presently at another four-year college)



Perhaps the most curious reply received and one which caused the writer to wonder just what the problem was, was one received which stated only "I wish I'd gone to Eastern!!!"

The colleges named as attendance centers for the students returning the follow-up card were as follows:

<u>College</u>	<u>Number</u>
University of Illinois	6
Illinois State University	4
Northern Illinois University	2
Southern Illinois University--Carbondale	2
Southern Illinois University--Edwardsville	2
Bradley University	2
Northwestern University	1
University of Wisconsin	1
University of Indiana	1
Wisconsin, Eau Claire	1
Ball State University	1
Creighton University	1
Taylor University	1
Wheaton College	1
Rockford College	1

It is interesting to note that the majority of students who are admitted to Eastern, but fail to actually attend are in fact attending other four-year institutions. Fifty-five percent of these students who returned the cards are attending four-year institutions, while only 19 percent are enrolled in junior colleges. Cost would seem to be a factor, as revealed by the items checked on the cards and the comments which were written in.



## CHAPTER IV

### SUMMARY

#### Interpretation of the Study

Eastern Illinois University has, for a number of years, played a unique role in the system of higher education in the State of Illinois. Eastern is known for its conservative atmosphere and as being the smallest of the State's residential four-year colleges. During the college-boom years of the sixties and early seventies, Eastern's policy was one of controlled growth rather than rapid expansion. This led to the turning away of many hundreds of students and the maintaining of smaller classes and emphasis on teaching faculty with little usage of teaching assistantships or graduate students as teachers. This policy resulted in a stability for Eastern but also resulted in a poor credit hour production ratio as compared with the other state institutions. It is much less expensive to have a professor lecture to 500 students and have graduate students conduct discussion sections than to have a professor in front of 25 or 30 students three times a week. This lower credit hour production ratio and lower student-faculty ratio have contributed to a lower budget for Eastern for the last few years. This series of events has led to an all-out recruitment effort by the students and staff of Eastern in order that a more favorable budget could be sought in the future. In the light of this recruitment effort, it becomes even more important to seek out the reasons why students and their parents choose to attend Eastern and conversely why those who have applied and been granted admission, fail to attend. It was in the light of these considerations that the author sought to find some of the



answers to these questions. The results of the study conducted on the Fall Freshman Class of 1974 revealed some expected and some unexpected results.

The writer was gratified to be able to secure such a large percentage of questionnaires from the student population. The validity of the results secured might be subject to question, but because of the large response it is felt that a reasonable degree of accuracy was present.

The response to the number of students who had filed multiple applications was much higher than anticipated. Knowing that our application rate was down for the fall of 1974 and that the Admissions Office had continued to receive applications through Registration Day the previous fall term, it was not expected that so large a proportion of the students were continuing to file more than one application to college. It would seem evident that the \$15 non-refundable application fee does not serve as a deterrent to multiple applications. The student who cannot afford the application fee may have it waived and still submit an application through the fee waiver permit. However, Southern Illinois University, which does not have an application fee, and whose recruitment staff do on-the-spot admissions at various centers, does reveal a higher percentage of non-matriculated students than Eastern, so perhaps the \$15 fee may serve a small function in deterring a number of applications from students who are not really interested in attending.

The response to the item on interest in an Honors Program at Eastern was gratifying to the writer. In examining the transcripts of the applicants to Eastern, it can be found that more and more of the students are participating in accelerated classes in high school, advanced placement classes and independent study units. Some of these students may have negative experiences in these classes which would make them hesitant to embark on another selective course route, but the majority of them did express an interest in an honors program



of some type. The proposed University Scholars Program for Eastern passed the Council on Academic Affairs and is awaiting Board of Higher Education approval for implementation for the Fall Semester of 1976.

The results of the student questionnaire survey on college choice did not contain too many surprises. The importance of Eastern's size to the students was a surprise. The writer felt that size would be a factor in college choice but had not expected it to play so important a role in determining where a student would choose to go to school. The response to the item on location and its importance was also somewhat of a surprise. It was anticipated that to the prospective student from a radius of 100 miles, location would be an important factor, but it was unexpected that location played such an important part in college choice to the student from over 100 miles away. In today's unsteady economic atmosphere, costs were expected to play an important role in college choice and thus this item was responded to heavily by the student population. It is apparent that Eastern alumnae, whether they be relatives, teachers, counselors, or friends of the family are playing an important role in sending students to Eastern. A visit to Eastern's campus is a very positive force in making the college decision. The many students and parents that the writer has talked with consistently remark upon the beauty and compactness of Eastern's campus. Although question number nine "A weekend spent at the dorm as a result of the Housing Office Program" was ranked seventeenth out of nineteen, the writer contacted the Housing Office and learned that ninety per cent of the students who took advantage of the "Come Look Us Over" weekend visit last year are enrolled and attending Eastern this year. It would appear that sending groups from Eastern out to the area high schools to perform has little or no impact upon the prospective student's college choice.

The writer was surprised the the parents' responses so closely paralleled



those of the students. Also interesting was the fact that students rated cost higher as a consideration in college choice than did the parents, although in most cases the parents will be paying the college expenses. Another interesting item revealed was that twenty of the parent questionnaires indicated that Eastern was strictly the choice of the student, although the parents did not seem to object. Eastern, considering the number of people with whom the students come in contact, does not cause a negative reaction very often. Eastern's image as a small state school with smaller classes and more personal attention has a definite attraction for many students.

The results of the follow-up study revealed that the majority of the students who fail to enroll after being accepted at Eastern are attending other four-year institutions. It is the writer's feeling that an even higher percentage than the 55.08 who responded to this item would have been found if the item on "Applied to more than one University and Eastern was not my first choice" had not been on the card. Many students checked this item alone and are in all probability attending another four-year school. A lower percentage than expected indicated that they are attending a junior college. Cost and working and attending a junior college are three inter-related factors that are hard to separate. It was gratifying to learn that many students are planning to transfer to Eastern after attending a community college for one or two years. Many programs which were listed as reasons for the students non-attendance at Eastern would not be feasible to offer here. Such things as engineering, architecture, oceanography, forestry and nursing are offered at other institutions and would not be practical to offer here.

Eastern's position as the smallest state school with a residential campus is the largest attraction to the potential student and will continue to be in the future. This study revealed that fact to be the prime reason for choosing Eastern as given by both the students and their parents.



### Recommendations for Implementation

The figures revealed by this study would lead to the conclusion that it is all-important to emphasize the size of Eastern in our recruitment efforts. It may be difficult to emphasize small class size, although compared to other state institutions, our lower division classes are still the smallest. The personal touch is important to the potential student and his parents in a choice of college and we can capitalize on this. A visit to our campus is important. Several students and parents had visited other campuses and chose Eastern. Our compact, attractive and friendly campus is a definite selling point to potential students. Above all, the concerned and enthusiastic faculty and staff which a visiting student encounters upon his visit will sell our University. The major thrust of our recruitment efforts has been along these lines and is proving a phenomenal success for the fall class of 1975. Our applications are to date (March 31, 1975) running 700 ahead of this time last year and the Admissions Staff is to be commended. Eastern does not lend itself to the image of a "hard sell" and should not. The writer, in visiting community colleges frequently encounters the comment, "I'd like to go there, but it is just too tough." Perhaps this has its positive aspects. Eastern as a University graduates a higher percentage of students than any of the other State Institutions. Perhaps by adhering to our admission standards and recruiting the more capable students we can continue this trend.

It is hoped that the University Scholars Program will assist in the retention of the more capable students at Eastern. Too many of these students are transferring to other institutions at the end of one semester or one year of attendance.



The area of offering new programs does not seem to be a major factor in the recruitment of students. It has been found that fully sixty percent of the students at Eastern either change their major or list an undecided major at some point during their first two years in attendance. It would be wise to choose a major and then a school, but in reality that does not seem to happen. The one addition to our curriculum that would definitely seem to be attractive to prospective students would be a degree program in nursing. A student who seeks such a program now must attend either Chicago Medical Center, Edwardsville, or Illinois Wesleyan which has the accompanying private school tuition. Perhaps with the opening of Sarah Bush Lincoln Health Center such a program could be developed.

Much of the material revealed by this study has been forwarded to the Admissions Director and has been surveyed in respect to our recruitment efforts. In the light of the obvious success of the recruitment efforts for the fall semester of 1975, it is difficult to make any recommendations for a change in emphasis. The Admissions office and the Vice President for Student Affairs are to be commended for their efforts and congratulated upon their success in this effort.

#### Recommendations for Further Study

The writer has accumulated a great deal of information about the students who comprise the fall freshman class of 1974. The card file developed for this study contains the following information for each student who was granted admission for the fall semester, 1974: Students Name, Social Security Number, Home Address, Class Rank in High School Graduating Class, ACT Composite Scores or SAT Scores, the Date of Application, the Date of Pre-Registration or Registration, whether or not they filled out a student and parent questionnaire for this study, and their assigned academic advisor. The writer also recorded



on each card the number of hours the student completed and received credit for during the fall semester, 1974 and the cumulative grade point average earned. Those students not in attendance the spring semester 1975 were also so noted on the cards. It would thus be a relatively simple project to conduct a follow-up study with these students, to ascertain a number of areas of information which would be of interest to this institution. Some of the ideas under consideration at the present time are: a study of the correlation between high school class rank and grade point at the end of the freshman year, also a correlation between ACT composite and grade point at the end of the freshman year; a survey of the number of students who complete or do not complete thirty hours of credit in a school year and their respective grade point averages; a study of how many students remain in school and how many withdraw or are dropped from school; and the complete study of how many graduate and when they graduate.

The writer does plan to continue one or more of these projects in the coming year or years. This study has proved most interesting and has revealed some unexpected information about the fall freshman class of 1974. A similar study done in a different year might reveal a different set of responses, but it is the writer's opinion that the student population would be of a similar composition and their reasons for choosing to attend Eastern would follow much the same pattern as those revealed by this study. It is her hope that the material in this study can be of assistance to anyone studying the recruitment and admission process at Eastern Illinois University.



APPENDIX



(1st Draft)

## Questionnaire A

(Student)

Name \_\_\_\_\_

Welcome to Eastern Illinois University. We are pleased that you have chosen to attend Eastern and are interested in knowing some of the things that entered into your decision to do so. We would appreciate it very much if you would take a couple of minutes to fill out the questionnaire below and hand it to the secretary. Thank you very much.

Which of the following factors affected your choice of Eastern for college? Please list the five most important reasons with a 1 representing the most important; 2 the next most important, etc. If more than five are important in your case, please place a check mark beside the additional ones.

\_\_\_\_\_ My parents attended Eastern

\_\_\_\_\_ My brother (s) or sister (s) attended Eastern

\_\_\_\_\_ Other relatives or close friends attended Eastern

\_\_\_\_\_ A visit to Eastern's campus

\_\_\_\_\_ A weekend spent at the dorm as a result of the Housing Office Program

\_\_\_\_\_ A talk with a representative of Eastern at my high school or home town

\_\_\_\_\_ A workshop at Eastern while in high school, such as Band Camp, etc.

\_\_\_\_\_ Location

\_\_\_\_\_ Cost

\_\_\_\_\_ Academic Program offered \_\_\_\_\_ (Please state which program)

\_\_\_\_\_ Literature about Eastern or letter received from Eastern

\_\_\_\_\_ Academic reputation of Eastern

\_\_\_\_\_ Social reputation of Eastern

\_\_\_\_\_ Size of Eastern

\_\_\_\_\_ A talk with a representative of Eastern at Eastern's campus

\_\_\_\_\_ Other reasons (Please feel free to state them) \_\_\_\_\_

Again, our thanks, and have a nice day!



(1st Draft)

## Questionnaire A

(Parent)

Name \_\_\_\_\_

Welcome to Eastern Illinois University. We are pleased to know that you have chosen to send your son or daughter to Eastern and are interested in knowing some of the reasons that entered into your decision. We would appreciate it very much if you would take a couple of minutes to fill out the questionnaire below and place it on the card table beside the door as you leave this room. Thank you very much.

Which of the following factors affected your choice of Eastern for college? Please list the five most important reasons with a 1 representing the most important to you; 2 the next most important to you, etc. If more than five reasons are important in your case, please place a check mark beside the additional ones.

\_\_\_\_ Location

\_\_\_\_ Cost

\_\_\_\_ Size of Eastern

\_\_\_\_ Financial Aid Available

\_\_\_\_ One or both parents attended Eastern

\_\_\_\_ Other relatives or close friends attended Eastern

\_\_\_\_ A visit to Eastern's campus

\_\_\_\_ A talk with a representative of Eastern in our hometown

\_\_\_\_ A talk with a representative of Eastern on the campus

\_\_\_\_ Academic reputation of Eastern

\_\_\_\_ Social reputation of Eastern

\_\_\_\_ Certain Academic program offered at Eastern \_\_\_\_\_  
 (Please state program)

\_\_\_\_ Literature about Eastern or letter received from Eastern

\_\_\_\_ Other reasons (Please feel free to state them) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Again, our thanks, and have a nice day!



(2nd Draft)

## STUDENT QUESTIONNAIRE

Student's Name \_\_\_\_\_ Parent's Name \_\_\_\_\_  
 Student's Home Town \_\_\_\_\_

Welcome to Eastern Illinois University. We are pleased that you have chosen to attend Eastern and are interested in knowing some of the reasons that entered into your decision to do so. We would appreciate it very much if you would take a few minutes to fill out the questionnaire below to help us in this project.

Which of the following factors affected your choice of Eastern for college? Please list the three most important reasons with a 3 representing the most important; a 2 the next most important and a 1 the third most important. If more than three reasons are important in your case, please place a checkmark beside the additional ones. Please read through all the factors and check or number only those that apply to you individually.

- \_\_\_\_ Location of Eastern
- \_\_\_\_ Cost of Attending Eastern
- \_\_\_\_ Size of Eastern
- \_\_\_\_ Financial Aid available at Eastern
- \_\_\_\_ Academic reputation of Eastern
- \_\_\_\_ Social reputation of Eastern
- \_\_\_\_ My parents, or brothers/sisters, or close relatives attended Eastern
- \_\_\_\_ A visit to Eastern's campus
- \_\_\_\_ A weekend spent at the dorm as a result of the Housing Office Program
- \_\_\_\_ A talk with a representative of Eastern at my high school or home town
- \_\_\_\_ A workshop at Eastern while in high school, such as Band Camp, etc.
- \_\_\_\_ Academic Program offered at Eastern \_\_\_\_\_ (Please state which program)
- \_\_\_\_ Literature about Eastern or letter received from Eastern
- \_\_\_\_ A talk with a representative of Eastern at Eastern's campus
- \_\_\_\_ A group from Eastern performing or visiting my high school
- \_\_\_\_ A contact with an Eastern alum who is not a relative or teacher
- \_\_\_\_ A contact with an Eastern alum who is a teacher, coach or counselor
- \_\_\_\_ Other reasons (Please feel free to state them) \_\_\_\_\_

Again, our thanks, and have a nice day!



(2nd Draft)

## PARENT QUESTIONNAIRE

Parent's Name(s) \_\_\_\_\_ Student's Name \_\_\_\_\_

Home Town \_\_\_\_\_

Welcome to Eastern Illinois University. We are pleased to know that you have chosen to send your son or daughter to Eastern, and are interested in knowing some of the reasons that entered into your decision. We would appreciate it very much if you would take a few minutes to fill out the questionnaire below and thus help us in this project.

Which of the following factors affected your choice of Eastern for college? Please list the three most important reasons with a 3 representing the most important; a 2 the next most important and a 1 the third most important. If more than three reasons are important in your case, please place a checkmark beside the additional ones. Please read through all the factors and check or number only those that apply to your case individually.

\_\_\_\_ Location of Eastern

\_\_\_\_ Cost of attending Eastern

\_\_\_\_ Size of Eastern

\_\_\_\_ Financial Aid available at Eastern

\_\_\_\_ Academic reputation of Eastern

\_\_\_\_ Social reputation of Eastern

\_\_\_\_ One or both parents, daughters/sons, or close relatives attended Eastern

\_\_\_\_ A visit to Eastern's campus

\_\_\_\_ A talk with a representative of Eastern at our home town

\_\_\_\_ A talk with a representative of Eastern on the campus

\_\_\_\_ Certain Academic Program offered at Eastern \_\_\_\_\_ (Please state program)

\_\_\_\_ Literature about Eastern or letter received from Eastern

\_\_\_\_ A group from Eastern performing or visiting in our home town

\_\_\_\_ Friends and/or teachers who are alums of Eastern or other alumnae contact

\_\_\_\_ Son or daughter involved in a workshop or weekend visit to our campus. (Band camp, etc.)

\_\_\_\_ Other reasons (Please feel free to state them) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Thank you very much and have a nice day!



(3rd Draft)  
STUDENT QUESTIONNAIRE

Student's Name \_\_\_\_\_ Parent's Name \_\_\_\_\_

Student's Home Town \_\_\_\_\_

Welcome to Eastern Illinois University. We are pleased that you have chosen to attend Eastern and are interested in knowing some of the reasons that entered into your decision to do so. We would appreciate it very much if you would take a few minutes to fill out the questionnaire below to help us in this project.

Which of the following factors affected your choice of Eastern for college? Please list the three most important reasons with a 1 representing the most important; a 2 the next most important; and a 3 the third most important. If more than three reasons are important in your case, please place a check mark beside the additional ones. Please read through all the factors and check or number only those that apply to you individually.

- \_\_\_\_ 1. Location of Eastern
- \_\_\_\_ 2. Cost of attending Eastern
- \_\_\_\_ 3. Financial Aid available at Eastern
- \_\_\_\_ 4. Academic reputation of Eastern
- \_\_\_\_ 5. Social reputation of Eastern
- \_\_\_\_ 6. My parents, or brothers/sisters, or close relatives attended Eastern
- \_\_\_\_ 7. I have close friends attending Eastern
- \_\_\_\_ 8. A visit to Eastern's campus
- \_\_\_\_ 9. A weekend spent at the dorm as a result of the Housing Office Program
- \_\_\_\_ 10. A talk with a representative of Eastern at my high school or home town
- \_\_\_\_ 11. A workshop at Eastern while in high school, such as Band Camp, etc.
- \_\_\_\_ 12. Academic Program offered at Eastern \_\_\_\_\_ (Please state which program)
- \_\_\_\_ 13. Literature about Eastern or letter received from Eastern
- \_\_\_\_ 14. A talk with a representative of Eastern at Eastern's campus
- \_\_\_\_ 15. A group from Eastern performing or visiting my high school
- \_\_\_\_ 16. A contact with an Eastern alum who is not a relative or teacher
- \_\_\_\_ 17. A contact with an Eastern alum who is a teacher, coach, or counselor
- \_\_\_\_ 18. Other reasons (Please feel free to state them) \_\_\_\_\_

Thank you very much and have a nice day!



(3rd Draft)  
PARENT QUESTIONNAIRE

Parent's Name (s) \_\_\_\_\_ Student's Name \_\_\_\_\_

Home Town \_\_\_\_\_

Welcome to Eastern Illinois University. We are pleased to know that you have chosen to send your son or daughter to Eastern, and are interested in knowing some of the reasons that entered into your decision. We would appreciate it very much if you would take a few minutes to fill out the questionnaire below and thus help us in this project.

Which of the following factors affected your choice of Eastern for college? Please list the three most important reasons with a 1 representing the most important; a 2 the next most important and a 3 the third most important. If more than three reasons are important in your case, please place a check mark beside the additional ones. Please read through all the factors and check or number only those that apply to you individually.

- \_\_\_\_\_ 1. Location of Eastern
- \_\_\_\_\_ 2. Cost of attending Eastern
- \_\_\_\_\_ 3. Size of Eastern
- \_\_\_\_\_ 4. Financial Aid available at Eastern
- \_\_\_\_\_ 5. Academic reputation of Eastern
- \_\_\_\_\_ 6. Social reputation of Eastern
- \_\_\_\_\_ 7. One or both parents, daughters/sons, or close relatives attended Eastern
- \_\_\_\_\_ 8. A visit to Eastern's campus
- \_\_\_\_\_ 9. A talk with a representative of Eastern at our home town
- \_\_\_\_\_ 10. A talk with a representative of Eastern on the campus
- \_\_\_\_\_ 11. Certain academic program offered at Eastern \_\_\_\_\_ (Please state which program)
- \_\_\_\_\_ 12. Literature about Eastern or letter received from Eastern
- \_\_\_\_\_ 13. A group from Eastern performing or visiting in our home town
- \_\_\_\_\_ 14. Friends and/or teachers who are alums of Eastern or other alumnae contact
- \_\_\_\_\_ 15. Son or daughter involved in a workshop or weekend visit to our campus
- \_\_\_\_\_ 16. Other reasons (Please feel free to state them) \_\_\_\_\_

Thank you very much and have a nice day!



(4th Draft)

## STUDENT QUESTIONNAIRE

Student's Name \_\_\_\_\_ Parent's Name \_\_\_\_\_

Student's Home Town \_\_\_\_\_

Welcome to Eastern Illinois University. We are pleased that you have chosen to attend Eastern and are interested in knowing some of the reasons that entered into your decision to do so. We would appreciate it very much if you would take a few minutes to fill out the questionnaire below to help us in this project.

Which of the following factors affected your choice of Eastern for college? Please list the three most important reasons with a 1 representing the most important; a 2 the next most important; and a 3 the third most important. If more than three reasons are important in your case, please place a check mark beside the additional ones. Please read through all the factors and check or number only those that apply to you individually.

- \_\_\_\_\_ 1. Location of Eastern
- \_\_\_\_\_ 2. Cost of attending Eastern
- \_\_\_\_\_ 3. Financial Aid available at Eastern
- \_\_\_\_\_ 4. Academic reputation of Eastern
- \_\_\_\_\_ 5. Social reputation of Eastern
- \_\_\_\_\_ 6. My parents, or brothers/sisters, or close relatives attended Eastern
- \_\_\_\_\_ 7. I have close friends attending Eastern
- \_\_\_\_\_ 8. A visit to Eastern's campus
- \_\_\_\_\_ 9. A weekend spent at the dorm as a result of the Housing Office Program
- \_\_\_\_\_ 10. A talk with a representative of Eastern at my high school or home town
- \_\_\_\_\_ 11. A workshop at Eastern while in high school, such as Band Camp, etc.
- \_\_\_\_\_ 12. Academic Program offered at Eastern \_\_\_\_\_ (Please state program)
- \_\_\_\_\_ 13. Literature about Eastern or letter received from Eastern
- \_\_\_\_\_ 14. A talk with a representative of Eastern at Eastern's campus
- \_\_\_\_\_ 15. A group from Eastern performing or visiting my high school
- \_\_\_\_\_ 16. A contact with an Eastern alum who is not a relative or teacher
- \_\_\_\_\_ 17. A contact with an Eastern alum who is a teacher, coach, or counselor
- \_\_\_\_\_ 18. Size of Eastern
- \_\_\_\_\_ 19. Other reasons (Please feel free to state them) \_\_\_\_\_

Eastern is considering offering an honors program. Would you be interested in participating in such a program? Yes \_\_\_\_\_ No \_\_\_\_\_

Did you originally apply to more than one college or university?

Yes \_\_\_\_\_ No \_\_\_\_\_

Thank you very much and have a nice day!





# EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

*Academic Advisement Center*

(217) 581-2313

WILLIAM G. HOOPER  
DIRECTOR

In checking our records, we notice that you filed an Application for Admission to Eastern Illinois University but are not attending Eastern this fall. We are attempting to determine why students do or do not attend Eastern and would appreciate your taking just a minute to fill out the enclosed card and drop it in the mail box.

Thank you very much for helping us and if we can be of any assistance to you, please feel free to call upon us.

Sincerely yours,

Janet Holley (Mrs. Bert)  
Academic Advisor



I decided not to attend Eastern Illinois University for the following reason or reasons:

- ☐ Applied to more than one University and Eastern was not my first choice
- ☐ I am attending another four-year college
- ☐ I am attending a junior college
- ☐ Cost
- ☐ Program I wanted not offered at Eastern (What Program?)

- 
- ☐ Personal Reasons. (Marriage, army, etc.)
  - ☐ Working
  - ☐ Decided not to attend college now, may go later.
  - ☐ Poor impression of Eastern as a result of a visit to campus or contact with an Eastern representative (Would you care to say whom?)

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☐ Other

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