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MARKETING NAZARENE HIGHER EDUCATION: A STUDY OF NAZARENE
HIGH SCHOOL SENIOR COLLEGE CHOICE

by

Timothy W. Eades

Dissertation

Submitted to the Faculty of

Olivet Nazarene University

School of Graduate and Continuing Studies

in Partial Fulfillment of the Requirements for

the Degree of

Doctor of Education

in

Ethical Leadership


May 2011

MARKETING NAZARENE HIGHER EDUCATION: A STUDY OF NAZARENE
HIGH SCHOOL SENIOR COLLEGE CHOICE


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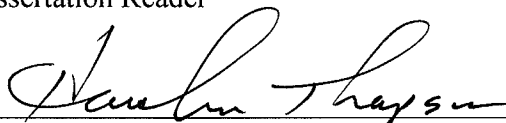
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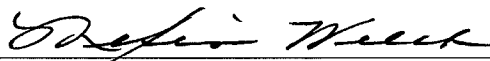
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DEDICATION

John Maxwell (2008) said, “Few leaders are successful unless a lot of people want them to be” (p. 301). My story is the same, I’ve exerted great effort in this project, but those who stood with me made all the difference. I would like to dedicate this dissertation to two beautiful ladies, my wife Kimberly and my daughter Grace. It seems that for the better part of the last decade, dad has been pursuing graduate education. Thank you for your support each and every day. Your love and patience overwhelms me. I also dedicate this work to the King eternal, immortal, invisible, the only wise God – to Him be honor and glory forever! My life is but a vapor and any good that comes from this mind and these lips are the creation of a God that loves me, sustains me, and is patiently transforming me into the likeness of His son Jesus Christ. Finally, I dedicate this to my loving parents, Nick and Dellaphene Eades, who wisely helped me choose a Christian college education. Looking back, it is evident that this choice influenced the entirety of my life and ministry.

ABSTRACT

by

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This was a quantitative study of college choice factors as related to Nazarene high school seniors. A purposeful sample comprised of 6,918 students was utilized leading to 343 valid survey respondents. Valid respondents were specifically high-school seniors, over the age of 18, which attended a Nazarene church and signified the intention of attending a college or university in the fall of 2010. Nine very important or extremely important college choice factors were derived from the findings of this study. Differentiations were established with students choosing to attend a Nazarene college or university and those that chose not to do so. Variances were also examined related to the characteristics of gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity.

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CHAPTER I

INTRODUCTION

The purpose of this quantitative study was to analyze the views of Nazarene high school seniors across the United States, specifically in relationship to college choice factors that impact their decision to attend or not attend a Nazarene college or university. Student college choice has been defined as, “a complex, multistage process during which an individual develops aspirations to continue formal education beyond high school, followed later by a decision to attend a specific college, university or institution of advanced vocational training” (Hossler, Braxton, & Coppersmith, 1989, p. 7). While seemingly simplistic, the complexity of factors associated with student aspirations and their decisions are immense. Chapter Two presented a comprehensive list of college choice models that served as the theoretical construct this study was built upon.

The study identified significant college choice factors of Nazarene high school seniors from across the United States and analyzed them for variance in relationship to gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity. The study presented research findings, conclusions, implications, and recommendations to achieve growth in the percentage of Nazarene high-school students attending Nazarene colleges and universities.

Choosing a college is a consumer act regarding a specific product. Hossler (1984) and Chapman (1981) have indicated that college attributes are an essential facet of the

college choice process. Therefore, at the outset of a college choice study specific to Christian institutions, the value of the Christian college/university product must be clearly identified. It was beneficial to start with a brief examination of the unique attributes such Christian colleges and universities provide to students and to the broader body of academic discourse.

Marsden (1997) wrote that one leading American historian, writing in response to a Chronicle of Higher Education proposal stated, “The notion that a scholar’s personal beliefs are compatible with their academic interests is loony” (p. 5). This tragically represents the viewpoint of many. Marsden responded that “Scholars who have religious faith should be reflecting on the intellectual implications of that faith and bring those reflections into the mainstream of intellectual life” (pp. 3-4). Explaining this further, Marsden stated, “Scholars and institutions who take the intellectual dimensions of their faith seriously can be responsible and creative participants in the highest level of academic discourse” (p. 111). Marsden painted an intriguing portrait of how Christian scholarship added to the landscape of a diverse and ever expanding academy.

Criticisms regarding scholarship found at intentionally Christian universities were also of concern to Holmes (1975). Holmes strongly argued that a Christian college does not position an unthinking faith. Holmes articulated, “It is important that the teacher be transparently Christian as well as an enthusiastic and careful scholar, and that he not compartmentalize the two but think integratively himself” (p. 83).

As previously noted, the attribute of Christian faith is integral to the college choice process. Carter (as cited by Marsden) issued a strong warning to schools who considered relegating this attribute of faith to only time outside the classroom. He stated,

The great problem with religion in the United States is not its neglect, but its trivialization. That is true of the undergraduate education of many church related colleges. While the religious heritage may be honored in various ways and celebrated in worship, a very different message is being sent in the classroom” (p. 105).

Carter’s remarks issued a firm warning to Christian colleges and universities to avoid the trivialization of faith-based scholarship.

Burtchaell (1998) concluded his extensive study of faith-based institutions with the remark, “This book is written in the belief that the ambition to unite knowledge and vital piety is a wholesome and hopeful and stubborn one” (p. 851). Burtchaell exclaimed how, at times, even college administrators do not understand the way faith informs and enhances scholarship. In reference to a long-term college president, Burtchaell stated, “He would speak sometimes of how Christian faith might enhance the various disciplines, but he did not imagine that faith might also be a critic and corrective in the very business of scholarship” (p. 766). Christian colleges and universities are charged to view faith as not just an “added plus” but as a primary contributor to the academic discourse of the institution and the larger academy.

Several other works have articulated the unique attributes of a college or university experience at an intentionally Christian institution. Dockery and Thornbury (2002) positioned a well-rounded understanding of college attributes as related to college choice in the following statement:

Ministry is not a part of what the Christian college does. It is what the Christian college does. The academic courses of the liberal arts curriculum combined with

the co-curricular components of a student's experience at a Christian college serve as the ministry of higher education. From an introductory accounting class or an upper level anatomy and physiology class to an intramural sporting event or a weekly chapel service, each activity serves ultimately to help students see life from the Christian vantage point and to integrate what they believe about God with the way they learn and live in the world. (p. 360)

Emerson (1837) stood before the Phi Theta Kappa Society of Cambridge and proclaimed that the American scholar-educator should, “gather from far every ray of various genius to their hospitable halls, and, by the concentrated fires set the hearts of their youth on flame” (para, 20). Since the Church of the Nazarene's (CON) inception, it has demonstrated the desire to enflame the hearts of its youth with a Christ-centered education. The denomination, now 100 years old, positioned itself very early on as committed to the education of both clergy and laity. The CON (2008) articulated the following higher education mission statement:

Education in the Church of the Nazarene, rooted in the biblical and theological commitments of the Wesleyan and Holiness movements and accountable to the stated mission of the denomination, aims to guide those who look to it in accepting, in nurturing, and in expressing in service to the church and world consistent and coherent Christian understandings of social and individual life. Additionally, such institutions of higher education will seek to provide a curriculum, quality of instruction, and evidence of scholastic achievement that will adequately prepare graduates to function effectively in vocations and professions such graduates may choose. (p. 1)

Over the last 100 years, the Church of the Nazarene developed a system of education that included 57 colleges, universities, seminaries, and institutes dedicated to educating the laity and clergy for lives of service and ministry. The Church of the Nazarene's (2007) statistics indicated that these schools, located in 40 countries on six continents, had a total residential and non-residential enrollment of 42,212 in 2006. The majority of these schools are focused on ministerial training; however, the denomination has eight institutions across the United States that provide a liberal arts undergraduate education to students who have completed high school, adult learners completing degrees, and graduate students.

Benne (2001) studied institutions of higher education that have maintained an overt position on their faith while garnering enrollment growth and academic achievements. The findings and thoughts of Benne, along with Marsden (1994), Burtchaell (1998) and others support the notion that a strong and growing population of faculty, staff, and students of Christian faith at a Christian university contribute strongly to the campus ethos.

Statement of the Problem

The United States Census Bureau (2002) reported a total of 4,084 colleges and universities in the U.S.: 2,363 four-year colleges and universities and 1,721 two-year colleges and universities. Colleges and universities in the U.S. offer a broad range of academic choices in certificate, undergraduate, and graduate education. With a diminishing number of high school students attending college in many states, it is easy to understand the need for enrollment managers to gain more clarity on the specific college choice process as related to their target markets.

Kotler, Jain, and Maesincee (2002) contended that the market place of the new millennium was impacted by global overcapacity in most areas of industry. Competition was fierce and led to unprecedented pricing wars and business failures. Organizations were challenged to keep up with a rapidly expanding network of communication channels for marketing promotion. The reality of overcapacity in higher education appeared often in the literature. Eduventures (2008) positioned,

The number of public high school students is expected to decrease between 2003-2004 and 2016-2017 in 28 states. Of the remaining states, 10 are expecting less than a 10% increase during the period, with the Northeast region expecting just a 1% increase overall and the Midwest a 4% decrease. (p. 2)

In addition to challenging student demographics, the economic factors related to the cost of higher education did not trend well this last decade either. The National Center for Public Policy and Higher Education (2008) painted a grim picture in regards to net college costs as a percent of median family income. Specifically, at public four-year colleges and universities, the lowest income quintile saw the cost of a college degree increase from 39% to 55% of family income over the period 1999 to 2007. Middle-income families moved from 23% to 33% of family income needed for college costs over the same period. An interesting parallel was noted in relationship to yield rates at colleges and universities across the U.S. Noel-Levitz (2008b) utilized a study of 146 institutions that indicated public universities have seen their yield from admitted students to enrolled students drop from 49% to 38% between the periods of 2003 to 2008. Private colleges and universities have witnessed a lesser but still substantial drop in yield from 36% to 31% over that same period. Yield in these equations was representative of the specific

percentage of admitted students that enrolled. Interestingly, a key component of this yield period for a student and family was the receipt and acceptance of the financial aid award. Issues surrounding affordability were clearly a contributing factor to lower yield.

The Church of the Nazarene (2007, 2008b) reported that 17% of college-bound Nazarene students in the United States in 2007 chose one of the eight Nazarene colleges and universities. While the total enrollment of these eight colleges and universities rose over the past decade, the aggregate increase was primarily due to the creation of adult degree completion and graduate program offerings. Annual enrollment in traditional undergraduate programs remained virtually the same for the past decade. The denomination greatly desired to attract more Nazarene students as first-time freshmen at its colleges and universities.

Against such a backdrop of competition, reduced demand and challenging economics, how could small faith-based institutions such as the eight Nazarene colleges and universities in the United States recruit and enroll more college-bound high school students from their own denomination? A study, which provided relevant data regarding college choice factors of Nazarene high school seniors, grounded in the literature of student college choice, seemed appropriate in the current climate.

Background

College choice study is embedded within the overall field of higher education enrollment management. The specific terminology and advanced strategy of enrollment management in the context of higher education marketing emerged over the past five decades. However, institutions of higher education formalized policy and strategy in relationship to various facets of enrollment management centuries ago. “The admissions

field could trace its beginnings to Harvard's first official statement on admissions criteria in 1642" (Broome, as cited in Hossler, 1984, p. 1). In 1870, "The University of Michigan began to certify, or accredit, state high schools and to guarantee admission to students graduating from these accredited high schools" (Broome, as cited in Hossler, p. 2). A college education became, over time, the recognized standard in the United States for advancement in life and career. Troops returning from World War II and Korea were strongly encouraged to pursue higher education. In 1944, the Servicemen's Readjustment Act, the GI Bill of Rights, was passed. Hossler pointed out that "with the National Defense Education Act of 1958, followed by the Higher Education Act of 1965, the federal government began to take an active and direct role in encouraging attendance in and access to institutions of higher learning" (p. 3).

Significant demographic and socioeconomic changes influenced enrollment management and higher education marketing in the years that followed. By 1966, "Allen Cartter began to predict a downturn in enrollments. Although his predictions were unnoticed for six years, by 1971 the U.S. Office of Education was projecting similar declines" (Hossler, 1984, p. 4). As enrollments fluctuated with socioeconomic, geographic, and federal government change, institutions took a more sophisticated approach to enrollment management and marketing.

Hossler (1984) defined the field of enrollment management in the following manner:

Enrollment management can be defined as a process, or an activity, that influences the size, the shape, and the characteristics of a student body by directing institutional efforts in marketing, recruitment, and admissions as well as

pricing and financial aid. In addition, the process exerts a significant influence on academic advising, institutional research agenda, orientation, retention studies, and student services. It is not simply an administrative process. Enrollment management involves the entire campus. (p. 6)

Maguire (as cited in Helms, 2003) expanded upon Hossler's classic definition of enrollment. Maguire stated,

But what enrollment management really is—data-driven decision making and fact-based management, linking people and resources to get it done in the area of higher education marketing. It is not a euphemism for marketing, but some might think of it as that. We were coupling admissions, financial aid, retention, registrar, student flow, information systems and research, market research, and strategic pricing into a package that would allow interactive effects and generate an ideal outcome. (p. 33)

The concept of marketing's relevance to non-profit organizations, including higher education, emerged in the writings of authors such as Kotler in the 1960s. Kotler and Fox (1995) identified best practice in market research and the execution of marketing strategies in given target markets to achieve desired enrollment expectations. Kotler and Fox indicated the influence of marketing on higher education in this statement:

Marketing managers need measures of current and future market size in order to plan. A market is the set of actual and potential consumers of a market offer. To be 'in the market', a person must have interest, income and access to the market offer. (p. 208)

This statement paralleled the college choice model of Vrontis, Thrassou, and Melanthiou (2007) in a striking manner. Vrontis et al. proposed a five-step model of college choice synthesizing Hanson and Litten (1982) and Chapman (1981). The first step in their model was student aspiration. The factors of interest, income, and access outlined by Kotler and Fox (1995) all contributed to the first step of aspiration within the model of Vrontis et al.

The sophistication of higher education marketing advanced rapidly in the 1990s. Colleges and universities made better efforts to understand the needs and desires of their target audience in relationship to their product. Sevier (1998) provided significant instruction in relationship to the higher education marketing mix. In doing so, Sevier also spoke to the institutional characteristics related to the college choice process. Sevier stated that the college or university product is the sum total of an “institution’s academic, social, physical, and values/spiritual dimensions” (p. 31). Sevier went on to explain, “The key to creating an effective product mix is to conduct research to determine audience’s expectations then mix the product within the range of possibilities established by your mission and vision” (p. 32). This product mix involves the classic four Ps of product, price, placement, and promotion.

Within the construct of a college choice model, the area of promotion played a significant role during a student’s information gathering and application.

Promotion involves bringing a mix of your product, price, and place attributes to the attention of your target audiences. To help focus your media strategies, it is useful to ask target audiences which general and specific media they are most likely to respond to. A media-habit survey can reveal not only that prospective students listen to radio but which radio format they listen to most often. (Sevier,

1998, p.37)

Schultz, professor emeritus at the Medill School of Journalism at Northwestern University developed the concept of integrated marketing communication (IMC). Schultz defined it as, “the management of all organized communications to build positive relationships with customers and stakeholders and stresses marketing to the individual by understanding needs, motivations, attitudes, and behaviors” (Schulz, as cited in Westman & Bouman, 2005, p. 54). Westman and Bouman pointed out, “Too many colleges and universities run their communications race without the proper training” (p. 54). That needed “training” is provided, at least in part, through the study of quantitative research found in this college choice study of Nazarene high school seniors.

Companies like Noel-Levitz have aided Institutions of Higher Education (IHE) for many years in understanding the value of data driven enrollment management and marketing decisions. Noel-Levitz (2008a) conducted a survey and received response from 296 IHE regarding college actions related to student enrollment. While traditional means of phone and email were still very relevant, 41.8% of four-year private institutions communicated with prospective students utilizing blogging, sharply up from 20% in 2006. Social networking was used by 32.4% of the private, four-year schools while the category was not included in 2006. Interestingly, technology such as chat rooms diminished over the two-year period 2006 to 2008, moving from 36.4% to 28.8%. The relevance of technology with students is rapidly changing, requiring constant due diligence on the part of enrollment managers.

Institutions that seek to impact college choice must utilize relevant communication strategies to reach specific target audiences. Bernoff (2009) added a

strong word of caution in regards to blogs and social media. His firm, Forrester Research, conducted a study in 2008 measuring customer trust of information from various marketing channels. E-mail from people they know was highest at 77%, while print newspapers ranked 46%, magazines 39%, television 38%, email from a company at 28%, direct mail from a company at 25%, and a company blog at 16%. Bernoff suggested a way around this trust issue with blogs and social media.

Talk to people in a way that suggests that this isn't a corporate mouthpiece. That is, blog about your customers and their problems, not about yourself. Not only is it more likely to generate trust, it's more likely to generate traffic. (p. 17).

Enrollment management in a competitive marketplace also calls for a greater understanding of the impact of societal demand, economic factors, and race and ethnicity as related to the college choice process. Demand studies include research of the perceived return on investment (ROI) of a college or university education, an understanding of economic activity, and the elasticity of a target market in relationship to direct and indirect costs. Hossler (1984) stated,

Demand studies focus on the aggregate student demand for places in colleges and universities and examine how economic and sociological factors influence that demand. Using demand studies, enrollment managers can more accurately project how recessions, upswings in the need for college-educated workers, and shifts in public policy can affect enrollments. (p. 13)

Within the framework of a student college choice model, such as that presented by Vrontis et al. (2007), demand factors are directly connected to a student's college aspiration and the environment in which such decisions are made.

All empirical models of understanding demand involve five common key elements: “(1) Direct costs, (2) Opportunity costs, (3) Number of potential matriculants in the population, (4) Rate of return, (5) Values, aspirations, and motivation of the potential matriculants” (Hossler et al, 1989, p. 19). A phenomenon known as credentialism also plays a strong part in demand. A society that values credentialism is one that gives priority to potential employees with attained higher education degrees. Such has been the landscape of the United States dating back to the GI Bill of 1944.

The past century presented many economic shifts and challenges. How did such economic change impact higher education enrollment? Hossler (1984) stated,

If student demand for higher education is stimulated by economic activity and the subsequent needs of the labor market, it should be possible to look at past economic boom-and-bust periods to see their impact on college enrollments. A relationship between the labor market and student demand suggests that enrollments should drop during periods of depression or recession and rise in years of high economic activity. (p. 23)

The results of this theory, however, were not born out in reality. “During the decade of the 1930s (Great Depression) baccalaureate degree holders actually increased by 79 percent over the previous decade” (Adkins, as cited in Hossler, 1984, p. 23). Adkins also pointed out that despite the economic turmoil in the 1970s, college and university enrollment experienced modest gains.

The U.S. Department of Education’s Institute of Education Services (2008) stated, “Undergraduate enrollment generally increased during the 1970s, but dipped slightly between 1983 and 1985” (para, 3). Interestingly, this downturn lagged the 6-month

recession of 1980 and the 16-month recession of 1981-1982. The U.S. Department of Education (2008) stated, “From 1985 to 1992, undergraduate enrollment increased each year, rising 18 percent before declining slightly and stabilizing between 1993 and 1996” (para, 3). Again, the college enrollment downturn in 1992 lagged the eight-month recessionary period in 1990-1991. It may be that both brief enrollment downturns were related to a pullback following recession. Additionally, the DOE pointed out, “Between 1995 and 2005, enrollment increased 23 percent, from 14.3 million to 17.5 million” (para, 1). The eight-month recessionary period in 2001 did not seem to impact enrollment numbers during this period, unlike the two before. It is very important to note again from the IES that “Between 1995 and 2005 the number of 18- to 24-year-olds increased from 25.5 million to 29.3 million, and the percentage of 18- to 24-year-olds enrolled in college rose from 34 percent to 39 percent” (para, 1). While economics played a role during these 75 plus years, demographics seemed to outweigh the economic vicissitudes.

The landscape of higher education within the U.S. is also impacted by shifting racial and ethnic demographics. Williams (2002) pointed out that, of the few states that would see growth from 2002-2012, 80% of the increase is represented by students of color and the majority of those would be of Hispanic ethnicity. Williams argued that the strategic use of financial aid for students of color was significant, as they presented higher financial need levels in an environment of decreasing federal and state aid. Williams’ argument was consistent with college choice models dating back to Chapman (1981), Hanson, and Litten (1982). These constructs of college choice spoke to the impact of race, culture, and socio-economic status on college aspirations, application, and matriculation.

Dumas-Hines, Cochran, and Williams (2001) emphasize the importance of the promotion of financial aid opportunities with students of color. Adequate financial aid and financial counsel is vital for providing access to students of color and for providing IHE the opportunity to obtain continued enrollment growth with a weakened population of high-school graduates in most of the U.S. Dumas-Hines et al. argued that IHE must become far more intentional in relationship to marketing, enrolling, and serving students of color. Dumas-Hines et al. positioned four key factors in the recruitment and retention of students of diverse ethnicity and race:

(1) Develop a university-wide philosophy statement that encourages cultural diversity. (2) Analyze the cultural diverse faculty and student composition on campus and set goals for enhancing diversity. (3) Conduct research on best practices/programs/activities that promote recruitment and retention of culturally diverse faculty and students. (4) Develop, implement, and evaluate a comprehensive plan for recruitment/retention activities that focus on enhancing cultural diversity on campus among faculty and student populations. (p. 433)

Nazarene enrollment management sought, in recent years, to improve efforts and results with the recruitment and retention of students of diverse ethnicity and race.

Offices of Multi-Cultural Affairs and other such entities have opened at Nazarene colleges and universities across the U.S. Black, non-Hispanic enrollment at all Nazarene IHE in the U.S. increased by 5% from 2004 to 2006 and Hispanic enrollment increased almost 30% in the same time-period. Improvement occurred, but much work remained, as these students of color represented only 11% of the total enrollment of the eight liberal arts Nazarene schools in the United States (Church of the Nazarene, 2007). In

comparison, the current U.S. population estimate of race/ethnicity other than white was 25.9% (United States Census Bureau, 2007). Additionally, the 2004 average of minorities in private, not for profit institutions in America was 22% (American Council on Education, 2007). There have been increases in both black and Hispanic populations at Nazarene colleges and universities; however, minority enrollment remains a full 11% behind other private, not for profit institutions.

In conclusion of this brief background on the emergence and variables of enrollment management within U.S. higher education, the theoretical models of student college choice present a guiding construct by which all enrollment management and marketing actions related to student matriculation can be understood. Hossler and Bean (1990) describe the college choice process in three distinct stages: predisposition, search, and choice. Hossler (1984) stated,

The college-choice process is a complex phenomenon, a product of the background characteristics of students – their abilities, aspirations, and motivations – the attitudes and plans of close friends and family, as well as the characteristics and activities of the institutions of higher learning that fall within the students' choice sets. (p. 30)

The attributes of abilities, aspirations, and motivations were named by Hossler (1984) as personological variables. Influencers such as parents, friends, and other significant individuals played a major role. It was also found that specific fixed and fluid characteristics of institutions of higher education contributed significantly to the college choice process of students. Hossler stated, “Institutional characteristics can be described as fixed and fluid. The fixed characteristics include such dimensions as location and

sponsorship. Fluid characteristics include such factors as pricing policies, institutional programs, and methods of communication” (p. 32).

The role of the parent(s) was firmly established in the literature of higher education enrollment management and marketing. Hossler et al. (1990) provided the following application of that knowledge:

If parents play an important role in the college choice, their influence is likely to be a cumulative one, not a onetime event that occurs during the senior year. In applying this research, consortiums of private church-related colleges may discover that developing a quarterly publication that reaches the parents of potential matriculants at an early age is an effective way to stimulate the primary demand for religiously affiliated higher education. (p. 46)

Several corporate organizations focused primarily on college choice research during these past fifteen years. Noel-Levitz (2008b) conducted a national student satisfaction and priorities report with 279,575 students at 395 four-year private institutions between the 2005 and 2008. Their findings revealed the following factors, based on a 1 to 7 scale that influenced a student’s enrollment decision.

1. Academic Reputation	6.13
2. Financial Aid	6.12
3. Cost	5.91
4. Personalize attention prior to enrollment	5.62
5. Size of institution	5.40
6. Campus appearance	5.39
7. Geographic setting	5.36

- | | |
|--|------|
| 8. Recommendations from family/friends | 4.82 |
| 9. Opportunity to play sports | 3.55 |

The findings of this particular college choice study with a much smaller Nazarene high school population was interesting to compare to this broad national study by Noel-Levitz.

Enrollment management and marketing related to higher education is a complex business. The research project at hand was designed to add to the body of literature related to student college choice and speak specifically to the process as it related to Nazarene high school seniors. Models found in the literature from writers such as Jackson (1982), Chapman (1981), Hanson and Litten (1982), and Vrontis et al. (2007), were reviewed in detail throughout Chapter Two. Such a review led to the specific study at hand associated with student college choice factors related to Nazarene higher education.

Research Questions

1. Which college choice factors were most important to Nazarene high school seniors choosing to attend a college or university in the fall of 2010?
2. Were there significant differences in the most important choice factors of those choosing to attend a Nazarene college or university and those that did not choose to do so?
3. Were there significant differences in the most important college choice factors related to the characteristics of gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity?

Description of Terms

AMA. An acronym for the American Marketing Association.

CCCU. An acronym for the Council for Christian Colleges and Universities.

College Choice. The college choice process is a complex phenomenon, a product of the background characteristics of students; their abilities, aspirations, and motivations and the attitudes and plans of close friends and family, as well as the characteristics and activities of the institutions of higher learning that fall within the students' choice sets (Hossler, 1984).

CON. An acronym for the Church of the Nazarene.

Enrollment Management. An integrated, comprehensive, data-driven approach to a variety of core business processes at a college, often including but not limited to admissions, recruitment, financial aid, registrar, market research, strategic pricing, and retention (Helms, 2003).

IHE. An acronym for Institutions of Higher Education.

IMC. An acronym for Integrated Marketing Communications. IMC is “the management of all organized communications to build positive relationships with customers and stakeholders and stresses marketing to the individual by understanding needs, motivations, attitudes, and behaviors” (Schultz, as cited in Westman and Bouman, 2005).

Church of the Nazarene. A Christian, Protestant denomination of the Wesleyan-Arminian theological tradition, founded in 1908.

NEON. An acronym for Nazarene Enrollment Officers Network. NEON is a collaborative body of admissions, marketing, and enrollment management officers for the eight U.S. liberal arts Nazarene colleges and universities.

NYI. An acronym representing Nazarene Youth International.

ROI. A business acronym representing return on investment.

VTM model. Vrontis et al. (2007) model of college choice.

Yield. A term associated with the percentage of admitted students that enroll at an institution.

Significance of the Study

Bond (1993), a General Superintendent emeritus of the Church of the Nazarene, completed a dissertation speaking to marketing Nazarene higher education in the 1990s. Bond's work was an analysis of the current literature and provided the following recommendations:

The author then proposes a marketing strategy toward effective student recruitment. The strategy proposes the reordering of the organizational structure as necessary to ensure the adequate administration of the program. This includes the establishment of the office of enrollment management, the office of institutional research and planning, and a marketing task-force. With these elements in place, the marketing strategy can be devised. It is a six-step process: (1) supply the necessary research to grasp all the institutional issues regarding recruitment and enrollment; (2) thoughtfully determine admission goals and objectives; (3) segment and target the primary and secondary markets; (4) design the marketing mix and strategy; (5) translate and implement the strategy into an action plan; and (6) establish procedures for continual monitoring, review, and evaluation of the effectiveness of the programs. (Abstract)

Several Nazarenes have addressed topics related to Nazarene higher education, but Bond's work was the only dissertation in recent decades specifically devoted to the topics of marketing and recruitment of high school students for the eight Nazarene liberal

arts colleges and universities. The need for research delving further into matters of college choice factors amongst Nazarene students was evident.

Noel-Levitz (2008a) stated, “Effective institutions survey their constituencies regularly, compare their data to their past performance, and then actively respond to the challenges” (p. 4). This statement further established the significant need for more research in relationship to the college choice process of the high school age target market of Nazarene IHE. Furthermore, the significance of this work is rooted in the vital educational mission of the CON positioned against the backdrop of an ever changing and complex landscape of economics, demographics, student needs and expectations, marketing strategies, and communication channels.

The philosophical underpinning of this study is tied to the belief that it is vital for CON schools in the U.S. to continue to attract and enroll a strong contingency of Nazarene students. Additionally, it is a foundational belief of this study that Nazarene colleges and universities provide students a vigorous academic, social, physical, and spiritual experience. Finally, like all IHE, Nazarene colleges and universities have finite budgets to accomplish their marketing and recruitment activities. Sevier (2005) proclaimed the need for wise decision-making was never greater. He stated, as we move forward, “it is less about new dollars and resources and more about coordinated dollars and resources” (p. 2).

The findings of this quantitative study, utilizing an electronic survey, provided rich information leading to specific recommendations to achieve growth in the percentage of Nazarene, college-bound, high school students attending Nazarene colleges and universities. Descriptive statistics and frequency tables presented data articulating

significant college choice factors for Nazarene high school seniors. In addition to descriptive statistics regarding college choice factors, analysis through Independent-Samples *t* Test, One-Way ANOVA, post-hoc testing, and the Cohen's *d* analysis enabled the researcher to also examine significant differences related to gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity.

Procedure to Accomplish

The research involved a collaborative process between this writer and enrollment leadership at the eight liberal arts Nazarene colleges and universities in the United States. The goal of the study was to gather quantitative data from a significant sample of the entire population of Nazarene high school seniors in the U.S. Robson (2002) noted that,

to give assistance, ideas and confidence to those who, for good and honorable reasons, wish to carry out some kind of investigation involving people in 'real life' situations; to draw attention to some of the issues and complexities involved; and to generate a degree of informed enthusiasm for a particularly challenging and important area of work. (p. 3)

The rationale of this study of Nazarene high school seniors was indeed consistent with Robson, as it sought to identify significant college choice factors for Nazarene high school seniors and in turn provide relevant data to aid with increasing enrollments among Nazarene students.

A quantitative study can take many forms, according to Gay, Mills, and Airasian (2006).

An attitude scale determines what an individual believes, perceives, or feels about self, others, activities, institutions, or situations. Five basic scales are used to

measure attitudes: Likert scales, semantic differential scales, rating scales, Thurstone scales, and Guttman scales. (p. 129)

After a thorough review of the seminal college choice literature and significant research literature of the past fifty years, this work based its theoretical construct on the models of Vrontis et al. (2007). Vrontis et al. combined the Hanson and Litten (1982) linear college-choice approach model with the Chapman (1981) model, and then introduced a varied grouping of outside or environmental variables.

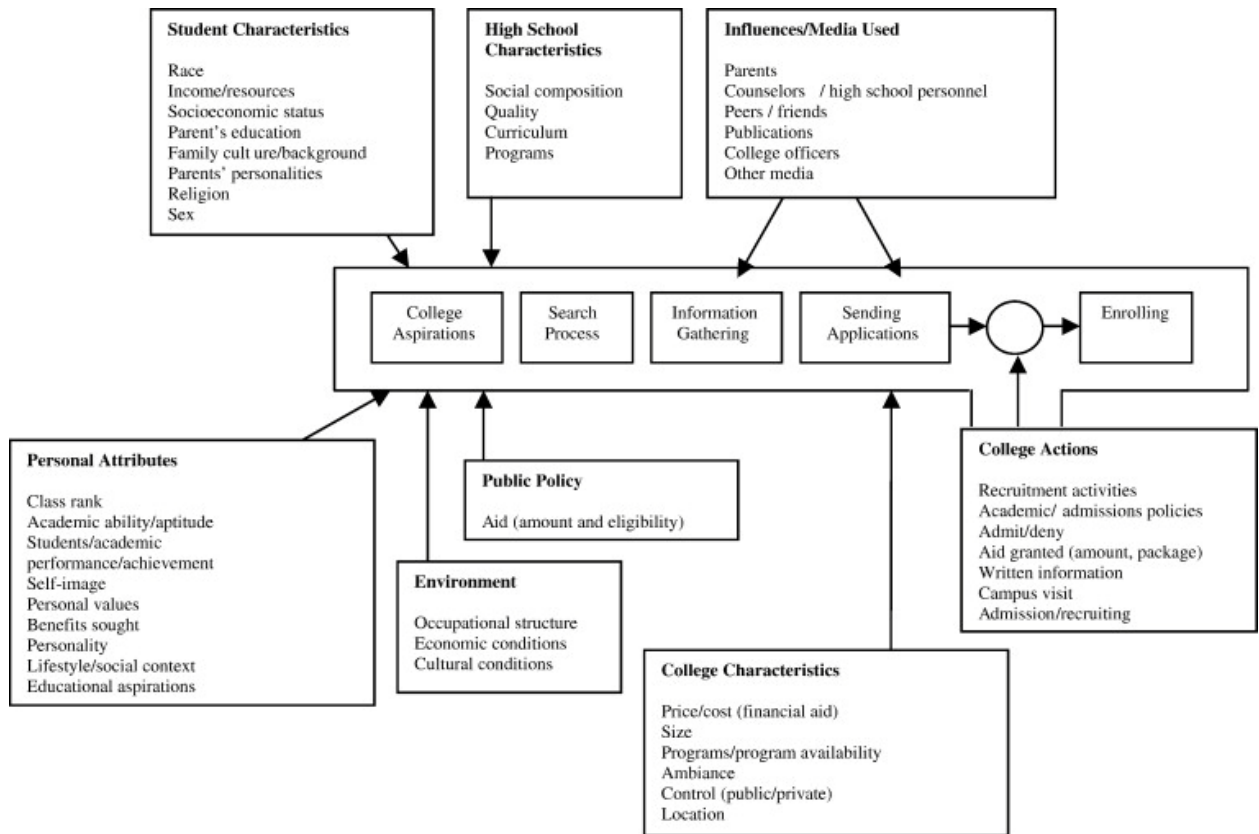


Figure 1. Vrontis et al. (2007) model of college choice. A contemporary higher education student-choice model for developed countries. *The Journal of Business Research*, 60, 979-989.

Three practitioners were pivotal in the design of this research project. Forseth (1987), Siebert (1994), and Sauder (2008) provided the methodological construct for this study. Like this study, their work sought to assess the college choice factors of a specific target market. Forseth and Siebert each provided permission (Appendix A & B) for the utilization of their instrumentation for this study.

The survey questions and Likert scales developed by Forseth (1987) and Siebert (1994) regarding student college choice factors provided solid construct validity and reliability for the instrumentation of this particular study. Forseth utilized a panel of experts in the development of his college choice questions and then tested the survey in a pilot test involving 35 students. Forseth's College Choice Survey Forms A and B yielded a comparison form reliability of .97 and a split half reliability of .97. Siebert also utilized a panel of experts in the development of his questions and pilot tested the final version with a grouping of students at Southwest Baptist University. Finally, this writer's specific panel of experts, the Nazarene Enrollment Officers Network (NEON), reinforced the work of Forseth and Siebert, provided some minor changes, and ensured the content validity of this survey related to the specific population of Nazarene high school seniors.

It is this writer's belief that Vrontis et al. provided a fusion of consumer behavior and enrollment management terminology leading to one of the most succinct renderings yet of a college choice model. A significant portion of the Vrontis et al. (2007) model variables are represented in the instrumentation of Forseth (1987), Siebert (1994), and Sauder (2008) and thus, represented in the instrumentation of this specific study with Nazarene high-school students as well.

The beginnings of this collaborative study occurred with a presentation by the writer at a NEON gathering at the campus of Point Loma Nazarene University on January 8, 2009. The NEON group consisted of enrollment officers from all eight Nazarene colleges and universities in the U.S. At that meeting, the writer presented a study concept in regards to Nazarene high school seniors and gained tremendous initial feedback and support regarding the administration of surveys.

The panel of experts, consisting of the Nazarene Enrollment Officers of the eight U.S. institutions, was presented with an electronic survey instrument adapted primarily from Forseth (1987), Siebert (1994), and Sauder (2008). Overwhelming support for the project was received by the writer during this period. Dialogue ensued over the next several months, leading to the addition of several survey elements including questions on Nazarene scholarships, familiarity through event attendance, and frequency of attendance at Nazarene church functions, which were incorporated into the final survey. A final survey instrument for this study was developed with 18 specific demographic questions and 39 college choice factor questions (Appendix D). The writer met a second time with the NEON group on January 12, 2010 to review the specifics of the research questions, the instrumentation, and to settle the logistics of providing student names to the writer for his research. The group once more was extremely supportive and helpful with moving this project forward.

The population for this study was high school seniors in the U.S. identified as members or attendees of the Church of the Nazarene. The researcher chose to exclude students under the age of 18 and accomplished this through the data provided by each college and university. The specific sample involved all students classified as Nazarene

high school seniors, 18 or older, within the database of the eight U.S. Nazarene colleges and universities. The research was based upon the calculated assumption of at least 5,000 Nazarene high school seniors in the United States. Gay et al. (2006) stated, “Beyond a certain point (about $N = 5,000$), the population size is almost irrelevant and a sample size of 400 will be adequate” (p. 110).

The data base access of all eight Nazarene institutions provided up to date, accurate names and email addresses for the survey research. Given each school goes to great lengths in obtaining names and information of prospective students from the Church of the Nazarene, it was believed the sampling of students invited to participate was very close to all Nazarene high school seniors in the U.S. for the 2009-2010 academic year.

The specific population of this study is represented in the following results. A total of 6,918 emails were sent to Nazarene high school seniors from lists provided by the eight regional Nazarene colleges and universities. There were a total of 922 student emails that were undeliverable, resulting in 5,996 email deliveries. The introductory email included an internet link to the survey and a total of 545 students clicked through and at a minimum started the survey while 40 students specifically opted out through the surveymonkey tool to do so. Of the 545 students entering the survey, 343 responses were deemed valid. The survey officially opened on May 6, 2010. The initial invitation for survey sent via email on May 6, 2010 at 5 a.m. EST. A reminder email invitation was sent on May 12, 2010 at 1 a.m. EST. A final reminder email invitation sent on May 17, 2010 at 10 p.m. EST. The survey closed on June 16, 2010 garnering a total of 545 responses of which 343 were valid. The introduction email and the 57-question survey utilized in this study are found in Appendix C and D.

A full description of the methodology of this research can be found in Chapter Three. Relevant data were captured in relationship to college choice factors described as important to Nazarene high school seniors, including those students that did and did not choose to attend a Nazarene institution in the United States. Specific analysis of these college choice factors along with their relationship to variables such as gender, race/ethnicity, socio-economic status, geographical location, spirituality, and Nazarene identify may be found in Chapter Four.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

College choice was recognized for many years as a very important and complicated decision. In speaking about college choice, Comfort (1925) stated, “With the exception of marriage and the choice of a career, perhaps no subject in life is fraught with greater consequences. Indeed, the choice of a college is much like that of a life-companion: one usually makes the choice but once and for always” (p. 3). With the gravity of college choice in mind as expressed by Comfort and many more, this project intended to peel back the years of literature related to college choice and frame this study of Nazarene high-school senior college choice within the rich context of the last fifty years of thought.

College choice literature progressed a great deal these last five decades as higher-ed marketing and enrollment management experienced revolutionary change. The chapter sought to briefly introduce the major strands of college choice literature, the corresponding theoretical models, and current college choice research. Lumina (2004) stated, “The College-choice process has changed significantly during the past fifty years for a variety of reasons, including changes in student demographics and in developments in college admissions recruitment and marketing practices” (p. 1). Lumina reported that in 1949 there were 1,210 private institutions of higher education in the U.S. and the total

enrollment at private institutions was approximately 1,000,000. By 1975, there were 1,533 private institutions in the U.S. with a total enrollment of 2,350,351. Finally, in 1997, 2,357 private institutions existed in the U.S. with a total enrollment of 3,199,261. Presently, approximately one million students chose to attend a private college or university in the U.S. each year. College choice study sought to ask the not so simple question of why students chose the colleges and universities they chose.

The eight Nazarene colleges and universities in the United States recruited and enrolled college-bound, high school, Nazarene students against a backdrop of competition, reduced demand, and challenging economics. This writer has asked how small, faith-based institutions might increase their success even while facing these challenges. Institutions of Higher Education (IHE) in general are challenged to create relevant marketing plans that account for all the environmental variables, flows, and feedback loops related to the system of student choice. Such a task required significant data and modeling. The purpose of this study was to provide relevant data that might enable enrollment professionals to successfully accomplish their task with this target market. A “deep understanding” of the system, as articulated by Burton-Jones and Meso (2006) required moving past simple surface understandings of recruiting students to a more in-depth analysis of the complexity of student college choice. Nazarene institutions require such a deep understanding if they wish to be successful in enrolling traditional age Nazarene students in the future.

College Choice Theory

The theoretical models of student college choice presented a guiding construct by which all enrollment management and marketing actions related to student matriculation could be understood. Hossler et al. (1990) described the college choice process in three distinct stages: predisposition, search, and choice. Hossler (1984) stated,

The college-choice process is a complex phenomenon, a product of the background characteristics of students – their abilities, aspirations, and motivations – the attitudes and plans of close friends and family, as well as the characteristics and activities of the institutions of higher learning that fall within the students' choice sets. (p. 30)

The attributes of abilities, aspirations, and motivations were named by Hossler as personological variables. Influencers such as parents, friends, and other significant individuals played a major role. It was also found that specific fixed and fluid characteristics of institutions of higher education contributed significantly to the college choice process of students. Hossler (1984) stated, “Institutional characteristics can be described as fixed and fluid. The fixed characteristics include such dimensions as location and sponsorship. Fluid characteristics include such factors as pricing policies, institutional programs, and methods of communication” (p. 32).

The role of the parent(s) was also firmly established in the literature of higher education enrollment management and marketing. The literature unveiled in consistent fashion that the parents were the major “influencer” of college choice. A recent corporate matriculation study by Performa (2009), specifically accomplished with a consortium of Nazarene colleges and universities, indicated that a student's mother was the strongest

personal influence in his or her college choice process. This finding was consistent with both matriculants and nonmatriculants. Having understood this, many practical applications emerged. Hossler (1990) provided the following in regards to how colleges and universities might leverage this finding:

If parents play an important role in the college choice, their influence is likely to be a cumulative one, not a onetime event that occurs during the senior year. In applying this research, consortiums of private church-related colleges may discover that developing a quarterly publication that reaches the parents of potential matriculants at an early age is an effective way to stimulate the primary demand for religiously affiliated higher education. (p. 46)

The preceding discussion on the role of parents, specifically mothers as influencers, served to illustrate how research findings and application work within the field of higher-ed enrollment management and marketing. While the business was indeed complex, wise enrollment managers and higher-ed marketers employed solid research and application in their decision-making. Like a pilot flying a plane, the proper instruments displaying relevant data were mandatory. The research project at hand was designed to add to this body of literature related to student college choice, employing instruments that gathered relevant data by which a more clear understanding of Nazarene high school students could be obtained.

Early College Choice Models

The renowned systems scientist Meadows (2008) stated, “We know a tremendous amount about how the world works, but not nearly enough” (p. 87). Much has been learned in the field of higher education enrollment management and specifically student

college choice during the past several decades and much continues to be learned and applied each year.

Churchman (1968) stated, “A model for the scientist is a way in which the human thought processes can be amplified” (p. 62). The field of enrollment management first utilized simplistic models to conceptualize the processes related to students progressing from prospect to matriculant to alumni in the early 1980s. Checkland and Poulter (2006) stated models express “one way of looking at and thinking about the real situation” (p. 11). Models were a helpful tool of mapping processes related to student behavior.

Inlandfelt (1981) created a model (Figure 2) that provided a snapshot of the total process. This model is the classic way that admissions and enrollment practitioners view the process of matriculation, and more specifically, college choice. Inlandfelt’s framework presented the classic funnel approach and involved the steps of candidacy, applicant, admit, matriculant, and alumni.

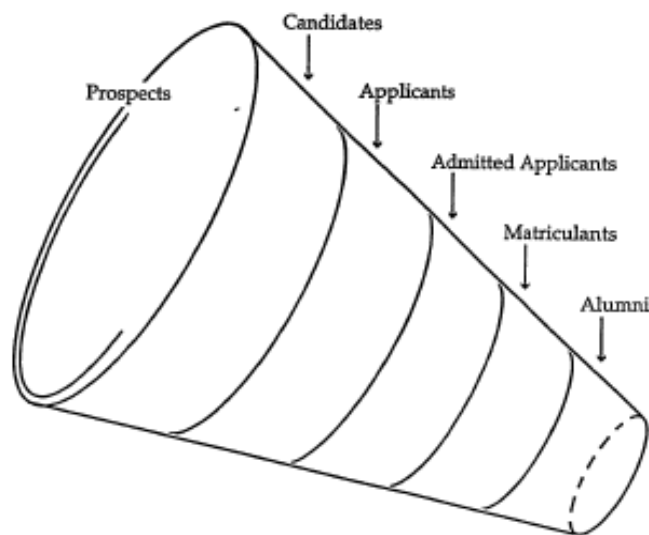


Figure 2. Inlandfelt (1981) model of college choice. Achieving optimal enrollments and tuition revenues. San Francisco: Jossey-Bass.

Chapman (1981) provided a significant contribution to the field of enrollment management with his model (Figure 3) of student college choice. The student “socio-economic status” and “aptitude” contributed to the student’s “level of educational aspiration” and “high school performance”. Such “student characteristics” contributed to both a “general expectation of college life” as well as the eventual “college choice” on the student’s part. The introduction of aptitude, or as Hossler and Gallagher (1987) termed it aspiration, was an important addition to Ihlandfelt’s model. Several questions within this specific study with Nazarene high school students pertained to aspiration.

Chapman (1981) also designated three specific categories of influence related to the “general expectations of college life”. These were, “external influences” such as “significant persons” like “friends, parents, and high school personnel”. “Fixed college characteristics” such as “cost, financial aid, location, and availability of program” along with a multitude of “college efforts to communicate with students.” These categories of influence were contributing factors to expectations and choice. Chapman’s model moved in linear fashion to the “college’s choice of student” and “student’s choice of college” which ultimately led to matriculation (p. 492).

The power of Chapman’s model was in its broad portrayal of the many relevant aspects of the college choice process that pertained to the student, the contributory influence of others, and the marketing and recruitment activities of the college or university. Chapman’s model was used recently in Sauder’s (2008) college choice study with Adventist youth. Sauder felt Chapman’s model directly connected “the marketing and communications efforts of an institution with the student’s ultimate choice of a college” (p. 16). This was a powerful and important influence on the present study. A

full-orbed landscape of college choice emerged when early models like Chapman were combined with more matrix models such as Cabrera and La Nasa (2000) or Vrontis et al. (2007). A matrix approach was important, for, as Meadows (2008) stated, “systems happen all at once. They are connected not just in one direction, but in many directions simultaneously” (p. 5).

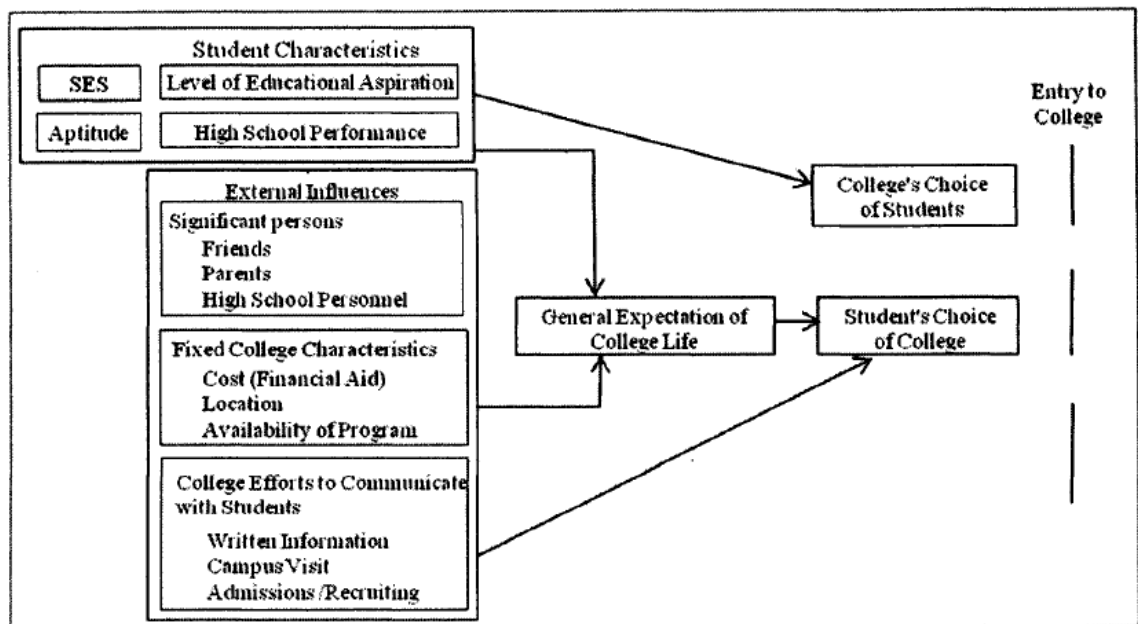


Figure 3. Chapman (1981) model of college choice. A model of student college choice. *Journal of Higher Education*, 52, 490-505.

Jackson (1982) contributed a model of student college choice that emphasized three specific phases. “Phase One – Preference; Phase Two – Exclusion; Phase Three – Evaluation” (p. 237). Jackson’s three-phase model provided some feedback loops that might be considered, as Meadows (2008) termed, reinforcing feedback loops. A reinforcing feedback loop was defined as “amplifying, reinforcing, self-multiplying, snowballing – a virtuous circle that can cause healthy growth or runaway destruction”

(pp. 30-31). When applied to college choice study, this “amplification” meant enhanced propensity to enroll with a specific college or university.

The first of these feedback loops was found within Jackson’s (1982) phase one of the college choice process. “Social context” and “family background” impacted one another in a way that might emphasize or deemphasize the individual’s motivation to attend college along with the type of college selected. Other elements described by Jackson were more linear. The “social context” and “family background” impacted “academic achievement” which contributed to the student “choice set” as did student “aspiration.” Student and family “resources” impacted student “choice set” and “rating scheme” which completed the third phase for Jackson, that of evaluation and “choice”. Churchman (1968) said, “The management scientist says that a system is a set of parts coordinated to accomplish a set of goals” (p. 29). The relevance of this could be seen in Jackson’s model. Theoretically, “family background” and “social context” had the potential, with reinforcing feedback loops of a propensity for higher education coupled with upper-income wealth to result in strong aspirations for college.

Like the models in Figure 2 and 3, the critique of Jackson’s (1982) model is that it was too simplistic. This writer believed this was both beneficial and detrimental. These simplistic models of college choice provided an understandable and usable framework for practitioners; however, they could also lead to faulty or over-simplified assumptions and mistaken conclusions. The strength of researchers such as Forseth (1987), Siebert (1994) and Sauder (2008) was that they understood the literature of college choice and embedded it within the context of their studies with students. Such was the case with this research as well, which was patterned after their excellent works.

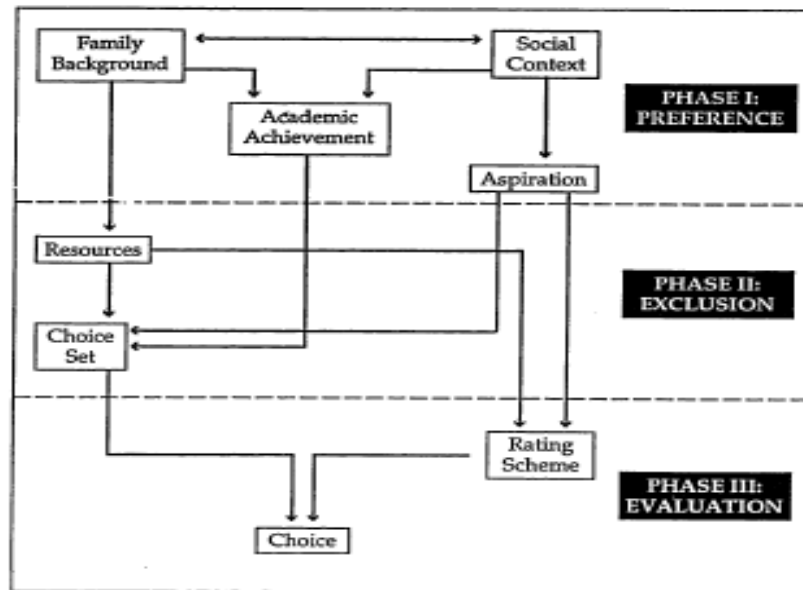


Figure 4. Jackson (1982) model of college choice. Public efficiency and private choice in higher education. *Educational Evaluation and Policy Analysis*. 4(2), 237.

Hanson and Litten (1982) provided a three-stage model (Figure 5) with two specific tracks related to the action of the student and the financial aid process. This college choice model of the enrollment process started with the student's "desire to attend" leading to the two-fold activity of "decision to attend" and "decision to apply for aid". Further down this linear continuum, the student conducted an "investigation of institutions" which led to "applications for admissions" and "applications for aid." Finally, upon "admission" and "aid granted" the enrollment of the student was accomplished. The Hanson and Litten model was chosen by Vrontis et al. (2007) as the fundamental framework for their two contemporary models of college choice that appear later in this chapter. Hanson and Litten along with Vrontis et al. formed the guiding theoretical construct for this writer's understanding of college choice.

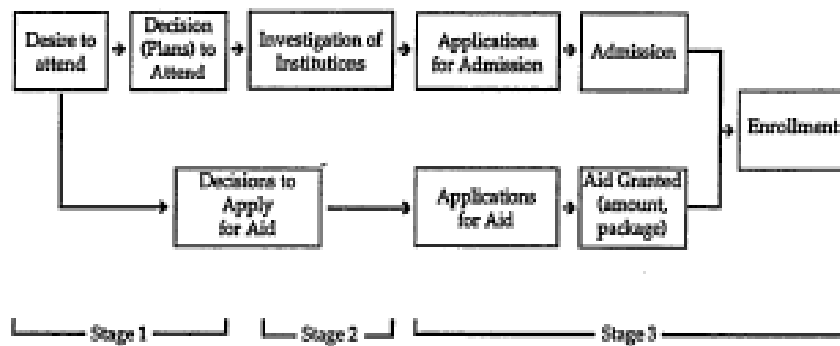


Figure 5. Hanson and Litten (1982) model of college choice. *The undergraduate woman: Issues in educational equity*. Lexington, MA: Lexington Books.

Hossler and Gallagher (1987) provided a seminal model (Figure 6) for the early era of college choice research. This research related to three simplistic but deeply thoughtful stages of choice: predisposition, search, and choice. The predisposition stage included the influences of student characteristics, significant others, and educational activities. This then flowed in linear fashion to the action of search, which included preliminary value clarification and specific search activities. The third and final stage of the model related to the establishment of a choice set and final selection. In tandem with each individual stage and action were correlating actions and influences on the part of colleges and universities, seeking to influence decision.



Figure 6. Hossler and Gallagher (1987) model of college choice. Studying student college choice: A three-phase model and implications for policy makers. *College and University*, 2(3), 207-221.

As previously mentioned, the practical application of this simplistic model was extremely beneficial. The question enrollment practitioners have asked for years, and certainly asked in this research with Nazarene high-school seniors, was how the hundreds of variables within each stage of predisposition, search, and choice could be positively impacted. Such has been the focus of strategic enrollment management.

Econometrics and College Choice

Much college choice literature positioned the role of economics in the decision-making processes of students and families. This stream of discussion typically involved regression analysis related to dependent and independent economic variables and fell within the broader field and discussion of econometrics. Enrollment practitioners certainly understood the significance of variables like family socio-economic status, cost of education, and loans and grants related to need and merit based aid. However, under the surface of this lies the science of econometrics. Econometrics represented the technical means by which these practical issues were analyzed and understood. Perna (2000) stated, “Econometric models posit that an individual makes a decision about attending college by comparing benefits with the costs for all possible alternatives and then selecting the alternative with the greatest net benefit, given the individual’s personal tastes and preferences” (p. 118). Classic econometric models related to perceived costs and future benefits. “The costs of investing in a college education include the direct costs of attendance (e.g., tuition, fees, room, board, books, and supplies) less financial aid, the opportunity costs of foregone earnings and leisure time, and the costs of traveling between home and institution” (p. 118). Perna articulated, “Future benefits include higher earnings, more fulfilling work environment, better health, longer life, more informed

purchases, and lower probability of unemployment” (p. 118). This was a classic return on investment equation; however, Perna believed other factors were engaged as well.

Perna’s (2000) work built upon the classic econometric models and added in the factors of social and cultural capital. “Social capital may take the form of information sharing channels and networks, as well as social norms, values, and expected behaviors” (Coleman, as cited by Perna, p. 119). “Cultural capital is the system of factors derived from one’s parents that defines an individual’s class status” (Bourdieu & Passeron, as cited by Perna, p. 119). Perna’s research found that social and cultural capital along with academic achievement had a greater impact on the college decision process of African American and Hispanic students as compared to their white counterparts. Specifically, Perna found “the lower observed enrollment rates for Hispanics is attributable to their lower levels of the type of capital required for enrollment, particularly test scores, curricular program, and educational expectations” (p. 135). Controlling for matters of social and cultural capital, Perna found enrollment rates for Hispanics and whites comparable. This specific study with Nazarene high-school students sought to analyze variables such as income level in relationship to college choice, along with some of the social and cultural variables that Perna presented.

A very recent and relevant college study related to econometrics was conducted by Olive and White (2007) with Hispanic students. Their research uncovered significant barriers to college enrollment related to language and overall understanding and knowledge of financial aid. Love (as cited by Olive and White) set this matter in context and stated, “Translation of materials into Spanish should not be viewed as preventing mastery of English by recent immigrant families” (p. 23). With research showing that

these families often overestimate the out of pocket expense for college education, detailed financial information for the parent in Spanish was noted as a critical part of a student's eventual enrollment. "Offering tutoring sessions, college planning workshops, and college entrance exam prep courses are additional ways in which institutions may support the academic futures of Latino/a students while promoting their own programs" (p. 24).

Olive and White (2007) identified a simple but profound solution: print materials in Spanish. Research showed within all cultures, but even more significantly in Hispanic cultures, that parental influence on college aspiration and choice was significant. Olive and White's research concluded that these parents were often not able to read the college literature, specifically the literature that might aid them in understanding the various financing options for their son or daughter's education. Their goal of this research with Nazarene high school seniors was to accomplish something similar, to identify simple yet influential ways to enhance enrollment results with this target audience.

While this specific project explored college choice, it was important to recognize that econometrics was not only a matter of college choice but also of college persistence. Paulsen and St. John (2002) discussed Financial Nexus Theory in a study related to college choice factors on matriculation and persistence. They stated, "Financial Nexus Theory argues that if students perceive low tuition or low living costs to be very important in their choice of college, such cost-consciousness may also have a direct impact on their subsequent persistence decisions" (p. 193).

It might be plausible, at this point in the review of econometrics, to construct a fundamental and simplistic hypothesis that more financial aid would lead to higher

matriculation. This did not bear out, however, in a study done by Linsenmeier, Rosen, and Rouse (2002). Linsenmeier et al. studied the effect of a program at an Anonymous University (ANON U) that replaced all student loans to low-income students with grants. “The new policy announced in January 1998 made ANON U more attractive to low-income students by giving them grants in place of loans they would have received under the old regime” (p. 4). ANON U estimated that the program would cost the institution an additional 1.7 million per year, after fully being phased in over the years between 1998 and 2002. Interestingly, Linsenmeier et al. found that ANON U’s change from loans to grants did not have a “statistically discernible impact on the overall yield rate among low-income applicants as expected” (p. 22). While the program did not impact yield rates with all low-income students at ANON U, it did impact low-income minority students.

Linsenmeier et al. (2002) pointed to matters of rationality and decision making for further studies with various target audiences of low-income students. Their work provided clear guidance that increased grant aid does not necessarily change yield rates with all stratifications of students. While the revised aid policy worked with low-income minority students, it had no discernible impact on low-income Caucasian students. Linsenmeier et al. provided evidence of the value of research (such as this study with Nazarenes) in driving decision making and budget expenditure within the realm of financial aid and truly all aspects of the college choice process.

Paulsen and St. John (2002) supported the findings of Linsenmeier et al. with their Financial Nexus study of a broad sample of students. Paulsen and St. John’s research utilized the National Postsecondary Study Aid Survey of 1987. This immense database was, in their words, “an especially appropriate database to use, given our intent

of examining class differences in how students experience financial factors in college-choice and persistence decisions” (p. 201). Paulsen and St. John found, “clear and substantial class-based patterns of enrollment behavior related to students’ perceptions and expectations about college costs” (p. 228).

Perna (2000) completed an intriguing study that further emphasized the importance of econometrics and college choice. Perna investigated the differences in the college decision-making process among African Americans, Hispanics, and whites. Utilizing data from the third (1994) National Educational Longitudinal Study (NELS), Perna sought to examine and compare the college decision making process for these different racial/ethnic groups “using an econometric model of college enrollment that has been expanded to include measures of social and cultural capital as proxies for expectations, preferences, tastes, and uncertainty” (p. 118).

Econometrics was represented in several ways with the research conducted in this study with Nazarene high-school students. Specific demographic questions were asked related to gender, race/ethnicity, and family income. Additionally, the role of cost and financial aid in its various forms were examined related to the college choice process. Social and cultural capital were also represented in questions related to spirituality, politics, church attendance, and family attendance of college; all of which related to student aspiration as represented by Hossler and Gallagher (1987) and many others.

Contemporary College Choice Models

The early college choice models provided a solid framework; however, a deeper level of understanding was called for. The college choice literature continued to evolve significantly. Specifically, environmental issues such as family background, financial

means, etc. related to the student college choice process emerged as a prevalent component of many contemporary models. Meadows (2008) stated, “Any real physical entity is always surrounded by and exchanging things with its environment” (p. 58). With that said, this examination will now review several contemporary college choice models and informative empirical studies.

Cabrera and La Nasa (2000) exhibited a specific appreciation for the many environmental factors related to college choice. Cabrera and La Nasa conducted college choice research specifically related to “economically and socially underprivileged Americans” (p. 16). Based on the literature of college choice, Cabrera and La Nasa positioned three critical tasks that all students must accomplish during the college choice process:

The first task is acquiring the necessary academic qualifications for college work. The second is securing a high school diploma, and the third is actually applying and enrolling in a four-year institution of higher education.
(p. 6)

In Figure 7, Cabrera and La Nasa (2000) offer a complex rendering of the college choice process. Parental encouragement and involvement was a key aspect of the college choice process and was dramatically impacted, according to Cabrera and La Nasa, by the aspects of “parental collegiate experience, availability of information about college, parental characteristics of education, occupation, and income, and student’s ability” (p. 17).

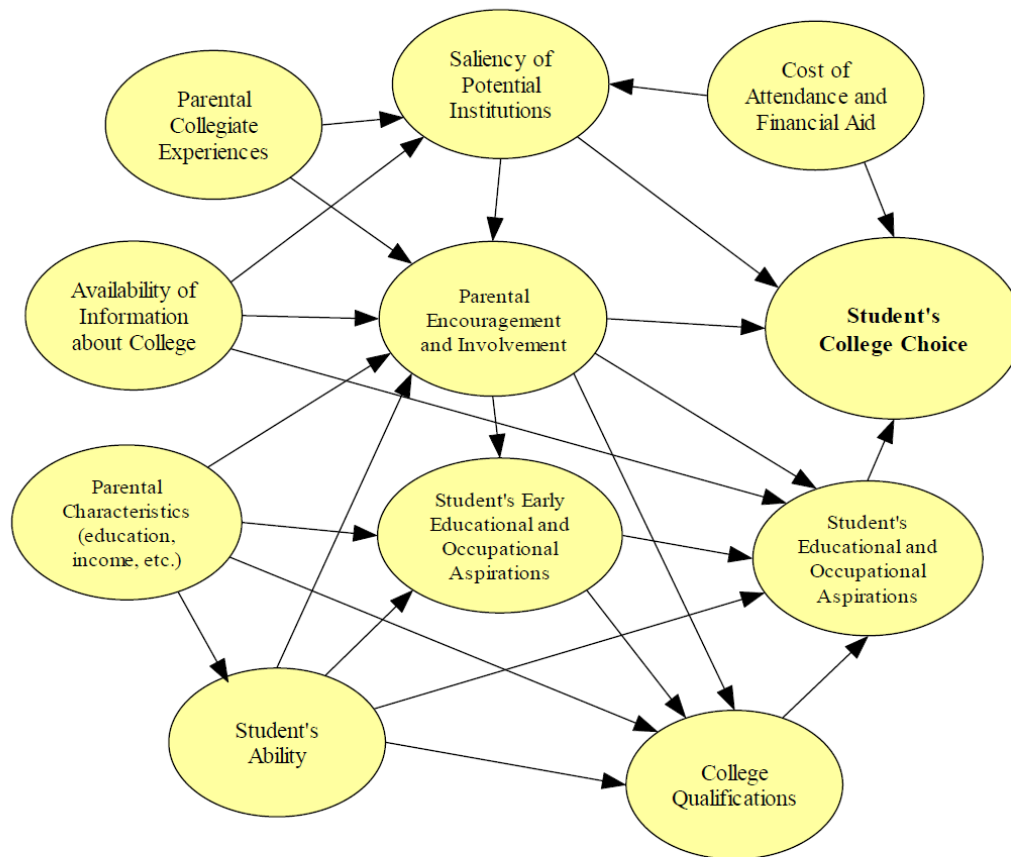


Figure 7. Cabrera and LaNasa Model (2000) college choice model. *On the path to college: Three critical tasks facing America's disadvantaged.* University Park, PA: Center for the Study of Higher Education.

The Cabrera and La Nasa (2000) model illustrated the complexity of the college choice process and specifically illuminated socio-economic issues. As practitioners in enrollment management attacked the task of influencing student college choice, the Cabrera and La Nasa model, emphasizing income and aid, provided substantial information for strategic planning. Several more studies will now be examined that proved useful as well.

Acker, Hughes, and Fendley (2004) conducted a study that sought to better understand the college choice factors related to new students and the University of Alabama. The researchers utilized numerous sources, “including the University’s Student Information Systems (SIS), the National Student Clearinghouse (NSLC), and from in-house (i.e. Graduating Senior Survey) and out-sourced student assessments (i.e. CIRP Freshmen Survey) (p. 2). Acker and Fendley found that academic reputation and social activities reputation were the key factors in attracting new students to the University of Alabama. A campus visit, size of the school, and financial assistance were also important, but quite distant from the top two (p. 29).

Louisiana Technical College (2005) conducted a qualitative analysis related to student choice from a two-year college perspective. While the educational product of their study differed from that of this specific study, their conceptual framework proved helpful. The Louisiana Tech researchers used the conceptual framework of “the Hossler & Gallagher Model (predisposition, search, and choice) layered with the two components of the information-processing model (social capital and information acting) to assess where a student goes to college” (p. 18). Their findings suggested that during the predisposition stage, the “Educational aspirations for this group was tied directly to personal career aspirations. The group that influenced students the most as a part of social capital were their parents” (p. 19). During the search stage, “The specific intervention that seemed to confirm that these students were making the appropriate college choice was the campus visit” (p. 20). Finally, their research with this specific sample found that during the choice stage, “students compare the academic and social attributes of each college they have applied to and seek the best value with the greatest benefit” (p. 21).

The work by Louisiana Technical College (2005) was one example of the influence of an Information Processing Model of understanding college choice. Govan, Patrick, and Yen (2006) studied the decision-making process of high school seniors in selecting a college as it related to an Information Processing Model (Figure 8). Govan et al., “Hypothesized that students use less complex decision-making strategies because of the limited amount of information they have available to them and their lack of computational abilities to make choices” (p. 19). The work of Govan et al.,

Investigated the effects of student characteristics, college information sources, and financial aid packaging on students’ college selection process to comprehend the decision-making strategies they used. Each effect identified whether students used more or less complex decision-making strategies to select colleges. (pp. 19-20).

What is an Information Processing Model of college choice? Govan et al. (2006) stated, than an Information Processing Model was,

The approach for studying students’ decision-making strategies used to select colleges was based on an information-processing model. An information-processing perspective helps determine what information to provide to students, how much to provide, and how to provide that information in order for students’ to process, interpret, and integrate information in making college choices. (p. 20)

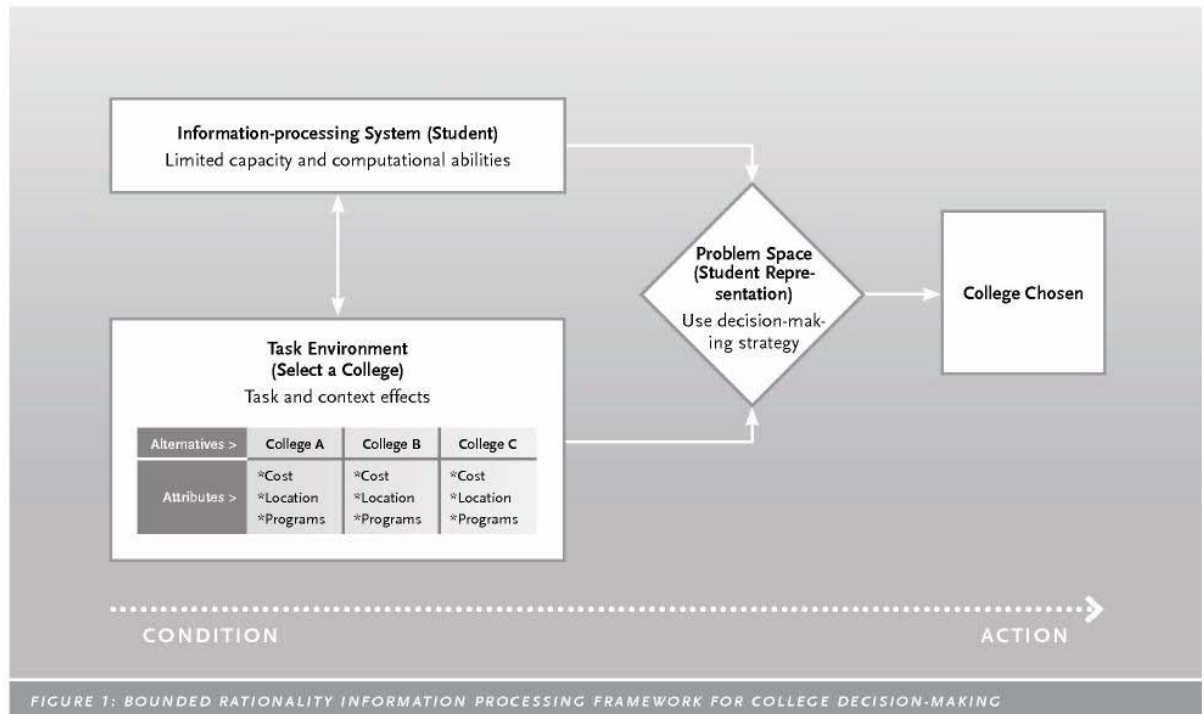


Figure 8. Govan, Patrick, and Yen (2006) model of college choice. How high school students construct decision-making strategies to choosing colleges. *College and University Journal*, 81(3), 19-29.

According to Govan et al, “The information processing paradigm originated primarily from Newell and Simon’s (1972) work on human problem solving” (p. 22). Their findings illustrated pronounced differences between high academic achievement and low academic achievement students.

After controlling for race/ethnicity, gender, family income, and type of high school attended; students with high academic achievements are more likely to use more complex decision-making strategies associated with low levels of bounded rationality relative to students with low academic achievement. (p. 24)

This work illustrated the significant assistance some students needed to expand the boundaries of their decision-making processes related to college. Hamrick and

Hossler's (1996) study on techniques used by high school seniors and parents for gathering information about colleges uncovered that "students act as either highly or less diversified searchers. Highly diversified searchers used four to five different information gathering methods, whereas less diversified searchers used one to three information-gathering methods" (as cited in Govan et al., p. 26). The theory of bounded rationality might relate to lower income or lower achieving Nazarene students and is certainly something for enrollment managers to address in their strategies with these families.

A significant model emerged the later part of this decade from the work of Vrontis et al. (2007). Their model was built on the foundation of the literature of college choice as well as consumer behavior. The efforts of Vrontis et al. led to the development of two exceptional models of college choice. They proposed a five-step model of college choice (Figure 9) synthesizing Hanson and Litten (1982) and Chapman (1981). Vrontis et al. called this model the "preliminary integrated generic higher education student-choice model" (p. 982).

Churchman (1968) emphasized that systems are always embedded in larger systems. Vrontis et al. (2007) combined the Hanson and Litten (1982) linear college-choice approach model with the Chapman (1981) model, and then included multiple outside or environmental variables. Their "preliminary integrated generic higher education student-choice model" gave consideration to the impact of a multitude of internal and external variables surrounding and within the systems of student college choice.

According to Vrontis et al., (2007) the "college aspiration" phase was impacted by five feedback loops: "student characteristics, high school characteristics, personal

attributes, environment, and public policy” (p. 982). “Influences and media” impacted the student “information gathering” and “sending applications” step in the process. “College characteristics” such as “price/cost, financial aid, size, programs, program availability, ambiance, control (public/private) and location” also impacted the “sending applications” phase of the college choice process. “College actions” such as “recruitment activities, academic/admissions policies, admit/deny decisions, aid granted, written information, campus visit, and admissions recruiting” were all aspects of the final steps before enrollment.

Vrontis et al. (2007) presented the “contemporary higher education student-choice model for developed countries” (Figure 10) as a synthesis of the best practice models in enrollment management and consumer behavior literature. The model was characterized by fluidity and perpetual motion. While not represented specifically on the model rendering, the model assumed both balancing and reinforcing feedback loops related to all aspects of college choice. It can be assumed that each of the five boxes in the center of the model was a “stock” that could be directly impacted by a feedback loop and create a corresponding outcome, altering the flow. The outer circle or environment of the student college choice process, according to Vrontis et al. was characterized by “incessant change in the business and macro-environment” along with “globalization and multiculturalism” (p. 987).

Thirteen “individual determinants” as well as “environmental determinants” impacted the college choice process. The “environmental determinants” included “occupational structure, economic conditions, cultural conditions, and aid” along with the influences of “media, parents, career counselors, peers, college communications and

officers” (p. 987). The attributes of the college or university along with the institution’s specific “actions” in policy and specifically in relationship to the student impacted the process.

It is this writer’s belief that Vrontis et al. (2007) provided a fusion of consumer behavior and enrollment management terminology that led to one of the most succinct renderings examined of a student college choice model. A significant portion of the Vrontis et al. model variables were represented in the instrumentation of Forseth (1987), Siebert (1994), and Sauder (2008) and thus, represented in the instrumentation of this specific study with Nazarene high-school students as well. This model served as the major theoretical construct of this work on college choice and was related to each of the individual findings discussed in Chapter Four.

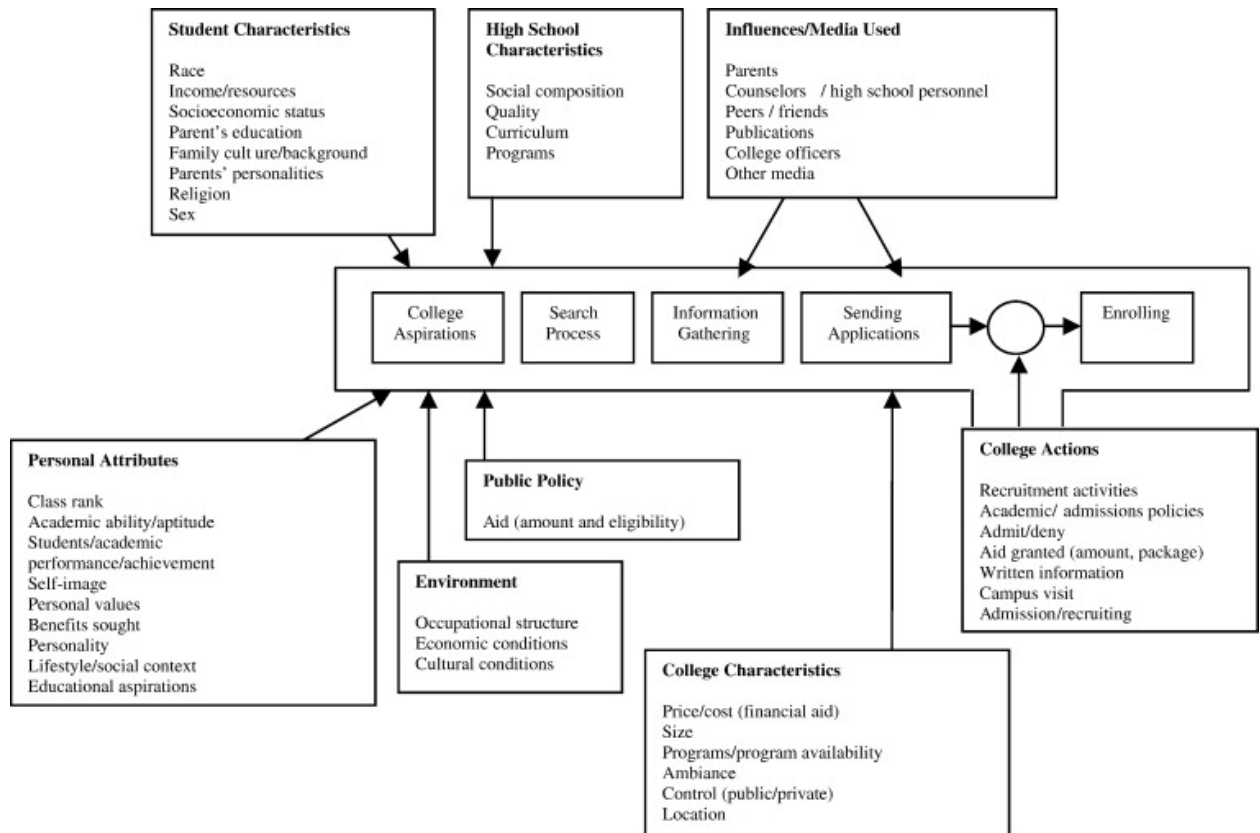


Figure 9. Vrontis et al. (2007) model of college choice. A contemporary higher education student-choice model for developed countries. *The Journal of Business Research*, 60, 979-989

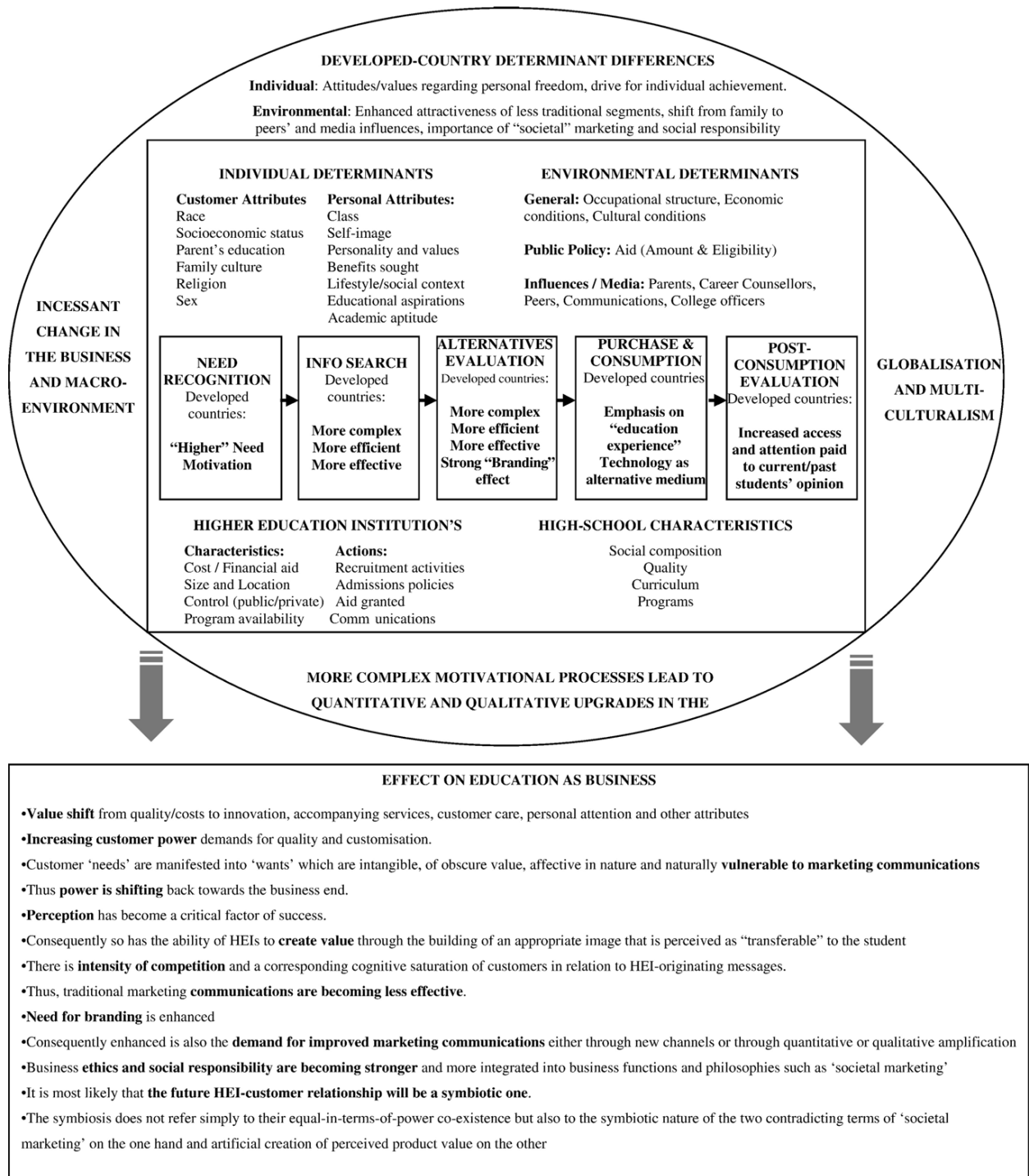


Figure 10. Vrontis et al. (2007) expanded model of college choice. A contemporary higher education student-choice model for developed countries. *The Journal of Business Research*, 60, 979-989.

The literature of marketing has continued to influence higher-education college choice study in the final years of this decade. Consumer relationships, behavior, and loyalty were all significant aspects of recent research. Yang, Allesandri, and Kinsey (2008) analyzed the link between reputation and relational quality at a private university in the Northeast region of the United States. Yang et al. selected 60 communications students from this Northeast U.S. university to participate in their study. “Interestingly, college students’ perception of the university reputation was dominantly driven by two factors: quality of education and evaluations of athletic/sports program performance” (p. 161).

As for relational quality, the researchers found that the participants’ subjective views on relational quality were mainly driven by three factors: (a) communal relationship, (b) exchange relationship, and (c) outcome-oriented relationship. More specifically, the participants who viewed relational quality as communal were more likely to focus on academic quality in perceiving the reputation of the university. Second, the participants who viewed relational quality as either exchange or outcome-oriented (such as the universities competence or power) were more likely to focus on performance of sport programs in perceiving university’s reputation. (p. 162)

The experiences, interactions, and information of the students greatly impacted their view of institutional reputation and quality. Yang et al. (2008) found that quality related to a number of different characteristics depending on the characteristics’ importance to a specific public” (p. 147). The application for enrollment marketing and recruitment practitioners was evident. The research of Yang et al. exposed the necessity of a

differentiated message regarding quality, as it would relate to specific target audiences. This specific study with Nazarene students also sought to measure the significance of institutional reputation and sports programs.

Helgesen (2008) provided another vantage point by which to examine the impact of perceived quality on college choice. Helgesen approached this through the theoretical construct of Relational Marketing (RM) and its impact on consumer loyalty.

1. RM seeks to create new value for customers and then share it with these customers.
2. RM recognizes the key role that customers have both as purchasers and in defining the value they wish to achieve.
3. RM businesses are seen to design and align processes, communication, technology, and people in support of customer value.
4. RM represents continuous cooperative effort between buyers and sellers.
5. RM recognizes the value of customers' purchasing lifetimes (i.e., lifetime value).
6. RM seeks to build a chain of relationships within the organization, to create the value customers want, and between the organization and its main stakeholders, including suppliers, distribution channels, intermediaries, and shareholders. (p. 54)

Helgesen positioned, "This study is based on a research model in which loyalty is the ultimate variable. Path coefficients of direct and indirect drivers of loyalty are estimated by way of a structural equation modeling approach" (p. 50).

Figure 11 represented the theoretical construct of RM used by Helgesen (2008). Various approaches exist regarding the number of relationships included in the RM models used. Helgesen indicated as many as 30 different relationships can be analyzed. The customer-supplier dyad was perceived as being the most important. This study at hand focused on the relationship between Nazarene institution and Nazarene students was indeed an analysis of the customer-supplier dyad as Helgesen positioned.

Helgesen's (2008) work, like Yang et al. (2008) provided some great practical applications for the marketing and recruitment practitioner. "The three components (student satisfaction, students' perception of the reputation of the university/college, and student loyalty) are positively related, implying that both student satisfaction and students' perception of the reputation of the university college influence student loyalty" (p. 66).

Marketers need to know what creates student value so that they can craft appropriate marketing campaigns. Managers need to know which processes deliver value to students in order to assure their quality. Of course, messages and reality, that is, what is experienced, have to match. (p. 70).

Helgesen's (2008) work begs the question what do Nazarene students value in an IHE? Do the eight U.S. Nazarene schools have knowledge of the student and parent values and articulating connections between those things within their messaging? This present undertaking desired to provide such in relationship to the values and perceptions of Nazarene high-school students.

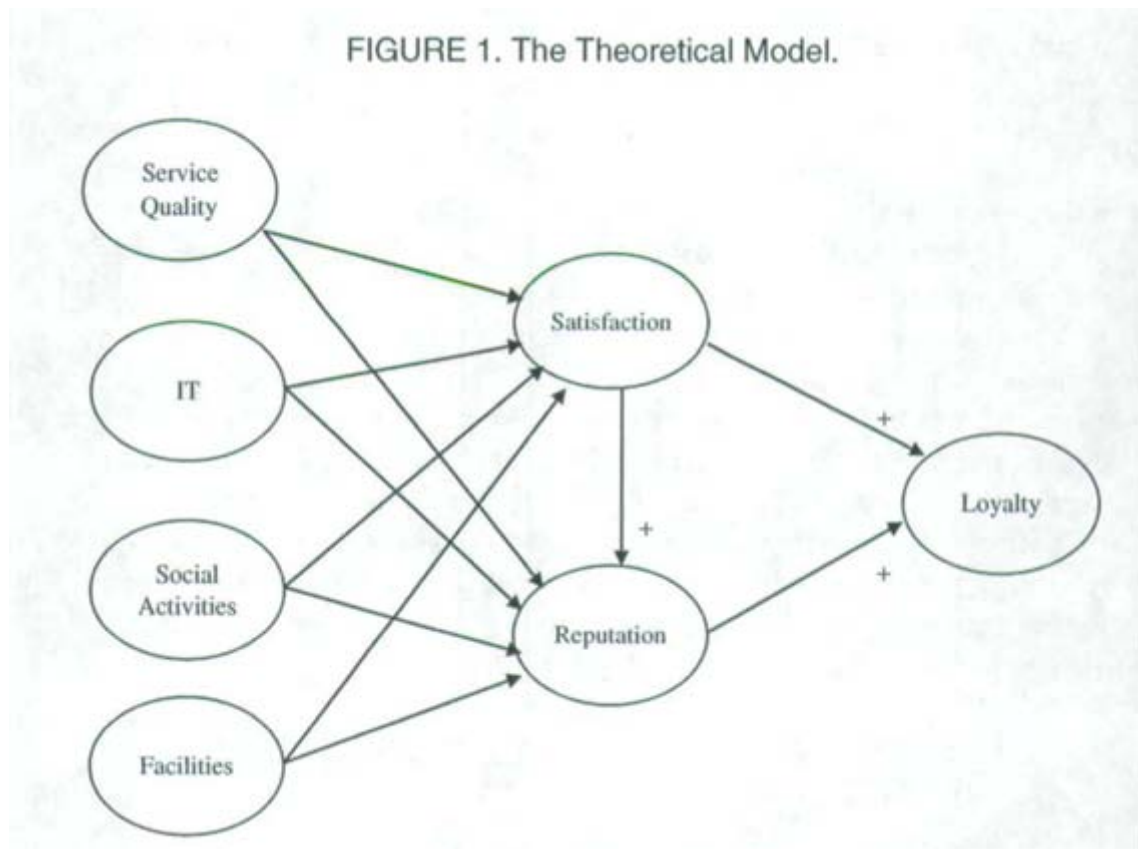


Figure 11. Helgesen Model (2008) Marketing for higher education: A relationship marketing approach. Journal of Marketing for Higher Education, 18(1), pp. 50-78.

Gatfield and Chen's (2006) work with the Theory of Planned Behaviour (TFB) was similar to the Relational Marketing (RM) study of Helgesen (2008). Gatfield & Chen utilized a mixed-methods research design related to the promotion of American studies to Taiwanese students. They found, "When promoting American courses to Taiwanese students, other important people support these students. This includes parents, family members and friends who should be taken into consideration, especially the parents who are the major financial providers to these students" (p. 89).

Gatfield and Chen (2006) discovered that the word of mouth testimony of people who have previously studied in the U.S. was highly influential on the college choice of

Taiwanese students. “The alumni of a specific university is a vital marketing tool to spread the study experiences to Taiwan, and this may encourage more students to study at a specific university” (p. 89). Gatfield and Chen also found that study tours were both a popular and effective means of influencing college choice for the Taiwanese students. “Generally, if students are satisfied and had an enjoyable time in the country that they went for a study tour, they would be more likely to go to this country again for their studies” (p. 89). While their study involved an international audience, it clearly identified factors such as alumni testimony and campus visits as significant to college choice. Both of these attributes were measured in this specific study with Nazarenes.

Tucciarone (2007) conducted qualitative, focus-group based research with 69 undergraduate college students attending a school in Saint Louis, Missouri. Tucciarone chose the Hossler and Gallahger (1987) three-stage model of college choice for the theoretical framework of the study.

Research participants rated the following advertising strategies as most influential in the search and college choice process: college recruiters visiting high schools (advance posting required to be effective), humorous radio ads by the college or university (locally), billboards (locally), campus visits arranged by high school, the institution’s Web site, and virtual tours. Advertising may have triggered thoughts, attitudes, and motivations, but participants suggested that ultimately, the search and choice process is largely contingent upon word-of-mouth advice. Advertising can provide the catalyst for discussion – discussion that occurs among family, older siblings, and friends. (p. 33)

This review of contemporary college choice models and relevant college choice studies set a solid context for the many variables that will be analyzed within this study of Nazarene high-school seniors. While most complex, the Vrontis et al. (2007) models represented the benchmark by which this particular study progressed forward.

Corporate Contributions to College Choice Study

College choice research was also a primary focus of several corporate organizations this last decade. Noel-Levitz (2008b) conducted a national student satisfaction and priorities report with 279,575 students at 395 four-year private institutions between 2005 and 2008. Their findings indicated the following factors, based on a 1 to 7 scale that influenced a student's decision to enroll at the college or university:

Academic Reputation	6.13
Financial Aid	6.12
Cost	5.91
Personalized attention prior to enrollment	5.62
Size of institution	5.40
Campus appearance	5.39
Geographic setting	5.36
Recommendations from family/friends	4.82

Noel-Levitz (2009b) produced and released an annual discount report. The most recent document included analysis of 121 private colleges and universities across the U.S. Significant findings included an increase of average unfunded (non-endowment) gift-aid from \$9580 in 2007 to \$10,250 in 2008. The institutions surveyed also increased overall discount rate from 33.0% to 34.1%. Both sets of numbers spoke to the increased need of

students and the increased willingness of the private institutions surveyed to meet that need. This was a concerning proposition for colleges and universities that sought to keep enrollments and budgets aligned in a context of tougher economic times through the latter part of the 2000s.

Sallie Mae (2009) produced a study, conducted by Gallup, related to how families financed college in 2009. In answer to the question of how college attendance was paid for by source, Sallie Mae found the following:

1. Parent Income and Savings 36%
2. Grants & Scholarships 25%
3. Student Borrowing 14%
4. Student Income & Savings 10%
5. Parent Borrowing 9%
6. Relative & Friends 6%

One of the most dramatic findings of the study related to the fact that borrowing, although quite important to financing college, was not the greatest funding source. A full 52% of the financing for a student's college education came from parents, students, relatives, and friends. The study also provided some significant information related to the climate of college choice in the currently challenging economic environment. Two factors emerged above the others; the families' resolve to pursue higher education was strong even in times of recession and families are increasingly taking a very cost conscious approach. The current study with Nazarene high-school seniors provided data related to the variance between choosing Nazarene higher education and family income levels.

Stamats (2008) recently performed a thorough college choice analysis. The Stamats study involved a telephone survey with 800 geographically dispersed college-bound high school student. Statmats indicated, “50% of respondents were high school juniors and 50% were high school seniors while 60% were female and 40% male. Additionally, 57% were White or Caucasian; 17% Black or African American; 14% Hispanic or Latino/a; 7% Asian or Pacific Islander; 3% no dominant race; less than 1% Native American; and 2% did not wish to reveal race/ethnicity” (slide 4). The following findings were determined in the Statmats Teen Talk survey of 2008:

Stamats Study (2008): Most Important College Attributes:

1. School offers academic program I want to study – 4.6 – 74%
2. Quality of faculty as teachers and mentors – 4.5 – 66%
3. Graduates of college get good jobs or are accepted into good graduate programs – 4.5 – 64%
4. Quality of academic facilities – 4.5 – 58%
5. Amount of financial aid available, including scholarships – 4.4 – 58%
6. Safety of the campus – 4.4 – 58%
7. Overall academic reputation – 4.3 – 48%
8. The school offers a fun college experience – 4.2 – 45%
9. The people on the campus are welcoming and friendly – 4.2 – 44%
10. Cost to attend – 4.1 – 43%
11. The ability to talk and interact with people from different backgrounds than my own – 4.0 – 36%
12. Quality of campus amenities – 4.0 – 28% (slide 13)

Stamats Study (2008): Who Has Been Most Involved in Helping You Make Your College Decision?

1. Parents – 69%
2. Guidance counselor – 25%
3. High school teacher – 14%
4. Relative other than parents – 10%
5. No one – 8%
6. High school friend – 6%
7. Friends of my parents – 2%
8. College staff/faculty – 2% (slide 15)

Stamats Study (2008): Most Helpful Information Sources

1. Visiting the college campus – 86%
2. Course catalog – 61%
3. Conversations with admissions – 61%
4. Financial aid brochure – 53%
5. Visiting the college's Web site – 43%
6. Conversations with current students – 43%
7. Viewbook – 41%
8. Telephone call from a college representative – 34%
9. E-mails from a college representative – 28%
10. College guidebooks or Web sites – 27%
11. Introductory/first mailing – 22%
12. Ranking guides, such as U.S. News – 18% (slide 16)

Stamats Study (2008): Key Campus Visit Activities

1. Having a campus tour guide that is excited and knowledgeable about the college – 4.3 – 48%
2. Having the college personalize the tour to your interests and knowing a little bit about you – 4.2 – 50%
3. Meeting with a professor – 4.2 – 45%
4. Attend a class in session – 4.1 – 45%
5. Meeting with an admissions counselor – 4.1 – 37% (slide 30)

Stamats also examined preferred methods of communication with these high school junior and seniors. They utilized a specific four-stage model and analyzed communication during the search stage, inquiry stage, applicant stage, and admitted stage. Stamats Study (2008): Search Stage Preferred Forms of Communication

1. Traditional postal mail – 44%
2. Email – 36%
3. Phone calls to you – 23%
4. Visiting your high school – 11%
5. Personal visits to your home – 8%
6. Phone calls to your parents – 5%

Regarding the above, Stamats offered the following remarks, “This data may offer a temptation to curtail all travel and reallocate resources to postal and e-mail; however, “search” begins at different times for different students” (slide 48).

Stamats Study (2008): Inquiry Stage Preferred Forms of Communication

1. Email – 38%
2. Traditional postal mail – 38%
3. Phone calls to you – 36%
4. Phone calls to your parents – 12%
5. Personal visits to your home – 10%

Appreciation for phone calls increases at inquiry (versus search stage), as postal mail drops and emails remain steady. (slide 53)

Stamats Study (2008): Applicant Stage Preferred Forms of Communication

1. Email – 31%
2. Traditional postal mail – 25%
3. Phone calls to you – 24%
4. Visiting your high school – 8%
5. Phone calls to your parents – 5%
6. Personal visits to your home – 4%

At application, arguably the first “personal space” along the college-choice funnel as email steps into the number one preferred position. (slide 58)

Finally, a recent study is very worthy of mention at this concluding juncture of this literature review. The Council for Christian Colleges and Universities (CCCU) revealed findings from a large nation-wide research study just as this research project with Nazarene high school seniors was concluding. The CCCU (2010b) research revealed four college choice factors that dominated a student’s choice process:

1. The quality of the academic program or major a student is interested in.
2. Preparation for future careers.
3. Faculty who are excellent teachers.
4. Faculty who are well qualified in their fields of study. (CCCU, p. 41)

There was a noted shift in the CCCU (2010b) findings toward practicality when compared with studies done in 2000 and 1986. “In 2009 the choice factors revolve around educational outcomes, academics, and faculty” (p. 41). Scott Shoemaker, member of the market research team and associate vice president of Point Loma Nazarene University stated, “CCCU institutions must make the case for quality in faculty and programs” (p.41).

College Choice Study Leading to this Research with Nazarenes

After a thorough review of the premier college choice literature of the past fifty years, this work turned to three specific researchers and their contribution to the literature and this specific study with Nazarene high-school seniors. Forseth (1987), Siebert (1994), and Sauder (2008) provided the methodological construct for this researchers study. Like this study, their work sought to assess the college choice factors of a specific target market. Forseth and Siebert provided permission (Appendix A & B) for the utilization of their instrumentation for this study.

Forseth (1987) sought to uncover the “major factors influencing college choice for freshmen student athletes attending evangelical, church supported, NAIA District 22 (Ohio) small colleges” (p. 3). A sample of freshmen student-athletes ($N=246$) were surveyed at four small colleges. Forseth’s study utilized a six-point Likert scale with 35 college choice factors. Forseth found that the “opportunity to play athletics, career

opportunities after graduation, academic reputation of the college, availability of a desired major, and the quality of faculty were the most important influence of collegiate choice for the total group of freshmen student athletes” (p. 106).

Siebert (1994) sought to “determine what factors influenced full-time students to matriculate at Southwest Baptist University, a church-related post-secondary institution affiliated with the Missouri Baptist Convention” (p. 3). Siebert utilized a six-point Likert scale with 37 college choice factors. A sample of 457 students yielded 317 valid responses. Siebert found, “The five most important college choice factors for survey respondents included, in descending rank order, God’s leadership, the Christian emphasis of the university, Christian fellowship, friendly people, and the size of the university” (p. 78).

Sauder’s (2008) study, while quite different in process and methodology from this project, was most consistent with this research in purpose. Sauder remarked that within the Adventist system of higher education, including some 15 institutions, only a quarter of Adventist college-bound students chose to attend an Adventist college or university. Sauder utilized a mixed-methods approach of low-structured focus groups and a telephone survey sample of college bound Adventist students ($N=253$). Sauder utilized a four-point Likert scale researching 14 college choice factors and 25 factors of importance specific to Adventist students. Sauder identified key marketing messages that resonated with the Adventists students, the importance of messaging from pastors and churches, and a strong correlation between students attending Adventist secondary schools and then matriculating to Adventist colleges and universities. Sauder made some strong denominational recommendations as a result of the research.

Forseth (1987), Siebert (1994), and Sauder (2008) uncovered significant data related to the college choice factors of their specific target audiences and made specific recommendations for improving results with such audiences. This work sought to do the same in answer to three specific research questions:

1. Which college choice factors were most important to Nazarene high school seniors choosing to attend a college or university in the fall of 2010?
2. Were there significant differences in the most important choice factors of those choosing to attend a Nazarene college or university and those that did not choose to do so?
3. Were there significant differences in the most important college choice factors related to the characteristics of gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity?

Conclusions

This literature review illustrated that the models and research related to high school student college choice have evolved significantly over the past five decades. It now forms a solid body of literature by which today's practitioner can analyze and understand student choice. The preceding pages included a review of college choice models, specifically Ihlandfelt's (1981) matriculation funnel and four classic student college choice models from Chapman (1981), Jackson (1982), Hanson and Litten (1982) and Hossler and Gallagher (1987). Based upon their continued appearance in the literature, the relevance of these models for enrollment management has been significant.

During the first decade of the new millennium, many relevant models and research projects emerged related to student college choice. This literature review

captured significant contributions by Perna (2000), Cabrera and La Nasa (2000), Linsenmeier et al. (2002), Paulsen and St. John (2002), Acker et al. (2004), Goven et al. (2006), Gatfield and Chen (2006), Tucciarone (2007), Olive and White (2007), Vrontis et al. (2007), Yang et al. (2008), Helgesen (2008), Noel-Levitz (2008, 2009), Sallie Mae (2009), and Stamats (2009). These models and research represented the “deep understanding” of a complex, interdependent system of attitudes, behaviors, actions and feedback loops, as presented by Burton-Jones and Meso (2008). Relevant choice data related to target markets and the development of best practices related to marketing and recruitment was a critical part of the strategic enrollment planning process for IHE.

It was stated that the collective traditional undergraduate population of the eight liberal-arts Nazarene colleges and universities in the U.S. has remained relatively unchanged for more than a decade. Bond (1993) a General Superintendent emeritus of the Church of the Nazarene, completed a dissertation that reviewed marketing of Nazarene higher education. His work was specific to marketing and recruitment related to Nazarene higher education in the U.S. through an analysis of the current literature. While several Nazarenes have addressed topics and presented research related to Nazarene higher education; Bond’s work remains the only dissertation, in recent decades, specifically devoted to the topics of marketing and recruitment of high school students for the eight Nazarene liberal arts colleges and universities. The need for national level research with Nazarene students, delving further into matters of college choice factors and based on a model such as Vrontis et al. (2007) was evident.

Data released by the CON in the fall of 2009 indicated that the traditional undergraduate headcount of Nazarene colleges and universities grew a modest 9% from

10,531 students in 1999 to 11,356 students in 2009. Nazarene colleges and universities reported, however, a diminished interest within specific Nazarene populations. Like all IHE, Nazarene colleges and universities had finite budgets to accomplish their marketing and recruitment activities. Sevier (2005) proclaimed the need for wise decision making was never greater. He stated, as we move forward, “it is less about new dollars and resources and more about coordinated dollars and resources” (p. 2). Weinberg (2001) pointed out that “relationship” was a central concept of systems thinking (p. 63). The college choice process constituted a complex system of relationships that Nazarenes must know more about in regards to their specific target-market. This must come in the way of research. Such research would provide insight into the creation of enrollment gains with traditional Nazarene students at these exceptional, intentionally Christian, colleges and universities across the United States. The following chapters were devoted to the findings of a college choice study with a national sample of Nazarene high-school seniors. Chapter Three specifically reviewed the research design, population, data collection and analytical methods of this study. Chapter Four provided an extensive review of findings, conclusions, implications and recommendations.

CHAPTER III

METHODOLOGY

Introduction

Chapter Two provided a synopsis of the literature of college choice theory and the progression of college choice models throughout time and the changing culture of the last fifty years. As noted, this project intended to peel back the years of literature related to college choice and frame the current study of Nazarene high school senior college choice within this rich context. These are exciting yet very challenging days for IHE. New technologies and instructional methodologies abound but they are also accompanied by many risks, both internal and external, to these eight institutions. The Nazarene colleges and universities in the United States seek to recruit and enroll Nazarene students against a backdrop of competition, reduced demand, and challenging economics. Simply put, this project was designed to add to the body of literature related to student college choice and employed survey research that would provide relevant data for a clearer understanding of the target audience of Nazarene high school seniors. The specific research questions of this study were:

1. Which college choice factors were most important to Nazarene high school seniors choosing to attend a college or university in the fall of 2010?

2. Were there significant differences in the most important choice factors of those choosing to attend a Nazarene college or university and those that did not choose to do so?
3. Were there significant differences in the most important college choice factors related to the characteristics of gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity?

Research Design

The research involved a collaborative process between this writer and the enrollment leadership of the eight liberal arts Nazarene colleges and universities in the United States. The goal of the study was to gather quantitative data from a significant sample of the entire population of Nazarene high school seniors in the U.S. This work, was consistent with Robson (2002), who articulated that research should,

give assistance, ideas and confidence to those who, for good and honorable reasons, wish to carry out some kind of investigation involving people in ‘real life’ situations; to draw attention to some of the issues and complexities involved; and to generate a degree of informed enthusiasm for a particularly challenging and important area of work. (p. 3)

The rationale of this study of Nazarene high school seniors was indeed consistent with Robson, as it sought to identify significant college choice factors for Nazarene high school seniors and in turn provide relevant data to aid with increasing enrollments among Nazarene students. This study was quantitative. A quantitative study can take many forms, according to Gay, Mills, and Airasian (2006).

An attitude scale determines what an individual believes, perceives, or feels about self, others, activities, institutions, or situations. Five basic scales are used to measure attitudes: Likert scales, semantic differential scales, rating scales, Thurstone scales, and Guttman scales. (p. 129)

After a thorough review of the seminal college choice literature and significant research literature of the past fifty years, this work based its theoretical construct on the model of Vrontis et al. (2007). Vrontis et al. (2007) combined the Hanson and Litten (1982) linear college-choice approach model with the Chapman (1981) model, and then introduced a varied grouping of outside or environmental variables. Vrontis et al. provided the “preliminary integrated generic higher education student-choice model” which gave consideration of the impact of a multitude of internal and external variables surrounding and within the systems of student college choice. It is this writer’s belief that Vrontis et al. provided a fusion of consumer behavior and enrollment management terminology leading to one of the most succinct renderings yet of a student college choice model. A significant portion of the Vrontis et al. model (Figure 9) variables are represented in the instrumentation of Forseth (1987), Siebert (1994), and Sauder (2008) and thus, represented in the instrumentation of this specific study with Nazarene high-school students as well.

Three practitioners were also pivotal in the design of this research project. Forseth (1987), Siebert (1994), and Sauder (2008) provided the methodological construct for this study. Their college choice research, like this study with Nazarenes sought to assess the choice factors of a specific target market. Forseth and Siebert provided

permission (Appendix A & B) in the spring of 2009 for the utilization of their instrumentation in this study.

Forseth (1987) sought to uncover the “major factors influencing college choice for freshmen student athletes attending evangelical, church supported, NAIA District 22 (Ohio) small colleges” (p. 3). A sample of freshmen student-athletes ($N=246$) were surveyed at four small colleges. Forseth’s study utilized a six-point Likert scale with 35 college choice factors. Forseth found that the “opportunity to play athletics, career opportunities after graduation, academic reputation of the college, availability of a desired major, and the quality of faculty were the most important influence of collegiate choice for the total group of freshmen student athletes” (p. 106).

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Sauder’s (2008) study, while quite different in process and methodology from this work, was most consistent with this research in purpose. Sauder remarked that within the Adventist system of higher education, including some 15 institutions, only a quarter of Adventist college-bound students choose to attend an Adventist college or university. Sauder utilized a mixed-methods approach of low-structured focus groups and a

telephone survey sample of college bound Adventist students ($N=253$). Sauder utilized a four-point Likert scale researching 14 college choice factors and 25 factors of importance specific to Adventist students. Sauder identified key marketing messages that resonated with the Adventists students, the importance of messaging from pastors and churches, and a strong correlation between students attending Adventist secondary schools then matriculating to Adventist colleges and universities. Sauder put forth strong denominational recommendations as a result of the research.

The survey questions and Likert scales developed by Forseth (1987) and Siebert (1994) regarding student college choice factors provided solid construct validity and reliability for the instrumentation of this particular study. Forseth utilized a panel of experts in the development of his college choice questions and then tested the survey in a pilot test involving 35 students. Forseth's College Choice Survey Forms A and B yielded a comparison form reliability of .97 and a split half reliability of .97. Siebert also utilized a panel of experts in the development of his questions and pilot tested the final version with a grouping of students at Southwest Baptist University. Finally, this writer's specific panel of experts, the Nazarene Enrollment Officers Network (NEON), reinforced the work of Forseth and Siebert, provided some minor changes to the instrumentation, and ensured the content validity of this survey related to the specific population of Nazarene high school seniors.

Leedy and Ormrod (2005) described research as the, "systematic process of collecting, analyzing, and interpreting information (data) in order to increase our understanding of the phenomenon about which we are interested or concerned" (p. 2).

Creswell (2003) provided for this in what he termed a pragmatism category of research, one that is problem-centered and rooted in real-world practice. A student college choice study such as this fell solidly within these categories, and provided, as Creswell recommended, data, which can shed light on potential real-world solutions.

The beginnings of this collaborative study occurred with a presentation by the writer at a NEON gathering at the campus of Point Loma Nazarene University on January 8, 2009. The NEON group consisted of enrollment officers from all eight Nazarene colleges and universities in the U.S. At that meeting, the writer presented a study concept in regards to Nazarene high school seniors and gained tremendous initial feedback and support regarding the administration of surveys.

Through a review of the literature of enrollment management, higher education marketing, and college choice, the writer came upon the theoretical construct of Vrontis et al. (2007) and the dissertation projects completed by Forseth (1987), Siebert (1994) and Sauder (2008). The panel of experts, consisting of the Nazarene Enrollment Officers of the eight U.S. institutions, was presented with an electronic survey instrument adapted from these sources. Overwhelming support for the project was received by the writer during this period. Dialogue ensued over the next weeks and months, leading to the addition of several survey elements including questions on Nazarene scholarships, familiarity through event attendance, and frequency of attendance at Nazarene church functions, which were incorporated into the final survey. A final survey instrument for this study was developed with specific demographic questions, 39 college choice factors, and open-ended questions (Appendix C and D). The writer met a second time with the NEON group on January 12, 2010 to review the specifics of the research questions, the

instrumentation and to settle the practical question of how to solicit student involvement for this research. The group once more was extremely supportive and helpful with moving this project forward.

The response rate of this specific population was recognized as a potential challenge of the study. The assumption was made that an incentive was warranted to enhance response rates. Edwards (1999) presented findings from several studies evidencing that incentives can increase response rate. Gendall, Hoek, & Brennan (1998) support this notion as well in that monetary and non-monetary incentives “may be effective, particularly if they can be tailored to particular groups in the sample.” The recipients were told that survey respondents would be entered into a drawing for three iPod Nanos. Respondents received by May 31, 2010 were entered into the random drawing.

Population

The population for this study was high school seniors in the U.S. identified as members or attenders of the Church of the Nazarene. The researcher chose to exclude students under the age of 18 and accomplished this through the data provided by each college and university. The specific sample involved all students classified as Nazarene high school seniors, 18 or older, within the database of the eight U.S. Nazarene colleges and universities. The Nazarene colleges and universities collected student names from all forms of outreach activities. The Nazarene institutions also utilized services provided by companies such as ACT and the National Research Center for College University Admissions (NRCCUA) to purchase names of students who have self-identified as Nazarene. It was therefore assumed that the complete population of this study, high

school seniors identified as Nazarenes in the United States, was indeed held in the collective databases of the eight Nazarene institutions across the U.S.

The research was based upon the calculated assumption of at least 5,000 Nazarene high school seniors in the United States. Gay et al. (2006) stated, “Beyond a certain point (about $N = 5,000$), the population size is almost irrelevant and a sample size of 400 will be adequate” (p. 110). The total respondents exceeded this threshold of 400, however, the valid responses of 343 was slightly under such, representing 6% of the population invited to respond. While Gay et al. (2006) positioned the preference for 400 respondents in a study such as this, they did also point out that “the size of an adequate sample depends on how homogenous or heterogenous the population is” (p. 207). Given the similarity of high school student attending a Nazarene church, it is very likely that the results of this study are representative of the total population. This current study with Nazarenes, at $N=343$, exhibited strong participation when contrasted with the comparable research of Forseth, Siebert, and Sauder.

Gay et al. (2006), Robson (2002), and Leedy and Ormrod (2005) described purposive or judgment sampling as a reasonable methodology for research and such was the selected method of obtaining the students for this study. In purposive or judgment sampling “The researcher selects the sample using his experience and knowledge of the group to be sampled” (Gay et al., 2006, p. 113). This study of Nazarene high school seniors represented a population of great familiarity to this researcher and the enrollment management leadership at the eight Nazarene colleges and universities. The data base access of all eight Nazarene institutions provided up to date and accurate names and email addresses for the survey research. Given each school goes to great lengths in

obtaining names and information of prospective Nazarene students, it was believed the sampling of students invited to participate was very close to all Nazarene high school seniors in the U.S. for the 2009-2010 academic year.

The specific population of this study is represented in the following results. A total of 6,918 emails were sent to Nazarene high school seniors from lists provided by the eight regional Nazarene colleges and universities. There were a total of 922 student emails that were undeliverable, resulting in 5,996 email deliveries. The introductory email included an internet link to the survey and a total of 545 students clicked through and started the survey. 40 students specifically opted out through the surveymonkey tool to do so. Of the 545 students entering the survey, 343 responses were deemed valid.

The researcher utilized a random numbering of the eight regions and will represent those in the results sections of this project as Region One through Region Eight. The 343 valid respondents were divided in the following manner related to region:

Region One, 94 total responses with 61 valid; Region Two, 49 responses with 36 valid; Region Three, 27 responses with 18 valid; Region Four, 35 responses with 23 valid; Region Five, 157 responses with 106 valid; Region Six, 59 responses with 45 valid; Region Seven, 83 responses with 21 valid; and Region Eight, 41 responses with 33 valid.

It was important to note that the regional heading does not represent an accurate understanding of college choice factors specific to any geographical location. The Limitations Section of this chapter will present more on this topic.

Data Collection

The survey officially opened on May 6, 2010. The initial invitation for survey sent via email on May 6, 2010 at 5 a.m. EST. A reminder email invitation was sent on

May 12, 2010 at 1 a.m. EST. A final reminder email invitation sent on May 17, 2010 at 10 p.m. EST. The survey closed on June 16, 2010 garnering a total of 545 responses of which 343 valid. The introduction email and the 57 question survey utilized in this study are in the Appendices as Appendix C and Appendix D.

To ensure the integrity of the data entered into this study, the researcher personally reviewed each student survey and entered each set of data into SPSS by hand. The total responses were 545 with a total of 202 surveys excluded. The surveys excluded from the study were of the following five categories: student indicated that they were not going to college in the fall of 2010; student indicated they did not attend a Nazarene church; student did not complete any of the 39 college choice factor questions; student put a straight line of responses on all 39 choice factor questions (i.e. all ratings of six, this pertained to two surveys); the survey was overtly completed by the parent (the parent indicated such in the box, this pertained to one survey.)

To honor the agreement established with the Nazarene college and university enrollment leaders, the researcher deleted the emails and lists provided by each of the eight schools on June 25, 2010. These emails and lists contained their excel spreadsheet of names and email addresses. Additionally, the researcher deleted the file placed on a hard-drive with each Nazarene college/university spreadsheet of names and email addresses. The registrar for the Ohio Christian University adult education program witnessed both deletions.

The introductory email contained information that students would be eligible for prizes if they participated in the study. To honor this offer, the researcher conducted a drawing by accessing the “True Random Number Generator” at www.random.org. The

minimum value of one and the maximum value of 343 were entered into the random number generator and the following random numbers were received: 65, 110, 225, 35, and 48. The first three selected numbers of 65, 110, and 225 were awarded the iPod Nanos.

Rich data were captured in relationship to college choice factors described as important by Nazarene high school seniors, including those that did and did not choose to attend a Nazarene institution in the United States. Specific analysis of these college choice factors along with their relationship to variables such as gender, race/ethnicity, socio-economic status, geographical location, spirituality, and Nazarene identify may be found in Chapter Four.

Analytical Methods

Respondents to the survey entered answers to a total of 57 questions, which comprised 18 demographic questions utilizing various scales and 39 college choice questions as related to a six-point Likert scale of importance. The use of a Likert scale is supported as a normative way of assessing individual attitudes (Creswell, 2003, Gay et al. 2006, Robson 2002, and Leedy and Ormrod, 2005). The specific Likert scale for this study was based on that of Siebert's (1998) study in that it was a six point forced choice study with equal values on each half of the scale.

- 1 – Not At All Important
- 2 – Mostly Unimportant
- 3 – Somewhat Unimportant
- 4 – Important
- 5 – Very Important

6 – Extremely Important

The 343 valid survey responses for this study were entered into Predictive Analytics SoftWare's (PASW) Statistical Package for the Social Sciences or SPSS. According to Argyrous (2005), the following statistical procedures are appropriate for analyzing Likert scales, ratings and ranking scales. In answer to the three research questions of this study, the researcher utilized descriptive statistics (frequencies, means, and standard deviations) and compared means of various subgroups through the use of Independent-Samples *t* Tests and One-Way ANOVA with post hoc Bonferroni related to the areas of significance.

Gay et al. (2006) stated, "The *t* Test for Independent-Samples is a parametric test of significance used to determine whether, at a selected probability level, a significant difference exists between means of two independent samples" (p. 349). The One-Way ANOVA, used for several components of research question three, was described by Gay et al. as, "a parametric test of significance used to determine whether a significant difference exists between two or more means at a selected probability level." (p. 359). Argyrous (2005) stated it this way, "When we are working with more than two samples, however, we can test for the equality of means all at once using the analysis of variance *F*-test (ANOVA). The ANOVA procedure tests the null hypothesis that the samples come from populations whose means are equal" (p. 267). The *F*-test will indicate significant differences at the chosen probability level (in this case at a .05 level), however, it will not provide for which groups differ. Such a finding calls for further analysis through a post hoc comparison. The researcher chose the post hoc analysis known as Bonferroni. "The main consideration involved are: whether we can assume equal variances among the

populations compared; whether the samples have equal or roughly equal variances; and the extent to which we want to minimize type 1 errors” (Argyrous, 2005, p. 273). This was critical for understanding a number of the findings related to research question three.

In addition to the aforementioned analysis, the researcher wanted to pursue not only the significant statistical differences at a .05 level, but also what is known in the research field as effect size, which provided what was termed as practical significance. This analysis was performed throughout the research on many of the findings that demonstrated a significant statistical difference between means. Many professional organizations, including the American Psychological Association, have required the reporting of effect size in addition to the results of the hypothesis testing (Kirk, 1996). Kirk (1996) pointed out that there were over 41 different types of effect sizes, but one of the most simple and popular measures was that of Cohen’s *d*. Cohen’s *d*, which utilized measurements called standardized mean differences, was calculated by the difference between two means divided by the overall standard deviation (Cohen, 1992). According to Cohen (1988), the standard interpretation is: .8 or larger = large (8/10 of a standard deviation unit); .5 = moderate (1/2 of a standard deviation); and .2 = small (1/5 of a standard deviation).

Analysis of Research Question One

Research question one asked: Which college choice factors were most important to Nazarene high school seniors choosing to attend a college or university in the fall of 2010? Q1 to Q39 (Appendix D) represented the 39 college choice factors utilized in this study to answer the primary question of this analysis, research question one. To determine what factors were most important and least important to Nazarene high-school

seniors that planned to attend college in the fall of 2010, the researcher ran descriptive statistics and sorted the means in descending order. Argyrous (2005) describe descriptive statistics as, “The numerical, graphical, and tabular techniques for organizing, analyzing, and presenting data” (p. 14). The display of the means in descending order provided clarity to the means of all college choice factors and most importantly, all college choice factors that students identified as very important or extremely important (5.0 and above).

Analysis of Research Question Two

Research question two asked: Were there significant differences in the most important choice factors of those choosing to attend a Nazarene college or university and those that did not choose to do so? The researcher sought to determine what factors (Q1 to Q39) were most important and least important to Nazarene high-school seniors that did and did not choose to attend a Nazarene college or university in the fall of 2010. The researcher ran an Independent-Samples t Test on Q49, which asked whether or not the respondent planned to attend a Nazarene college or university. Respondents were given the choices of no or yes. The Independent-Samples t Test yielded several areas of significance. In addition, the researcher ran the Cohen’s d procedure to evaluate effect size and speak to not only the statistical significance, but the practical significance of the findings. These findings were discussed in detail.

Analysis of Research Question Three

Research question three asked: Were there significant differences in the most important college choice factors related to the characteristics of gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity?

In reality, this was a seven-part question involving significantly more analysis than the first two research questions.

In relationship to gender, the researcher ran descriptive statistics sorting means in descending order by male and by female (Q40). The researcher then ran an Independent-Samples *t* Test on gender for the college choice factors that illustrated a mean score of 5.0 (very important) or more (Q4, Q5, Q6, Q9, Q16, Q20, Q32, Q34, and Q35). Significance was established and discussed between the means of male and female respondents. In addition, the researcher ran the Cohen's *d* procedure to evaluate effect size and speak to not only the statistical significance, but the practical significance of the findings.

In relationship to race/ethnicity, the researcher transformed the data file to create groupings for White/Caucasian and Non-White/Non Caucasian. This was then illustrated in descriptive statistics comparing the means for each group. The researcher then ran an Independent-Samples *t* Test on race/ethnicity for the college choice factors that illustrated a mean score of 5.0 (very important) or more (Q4, Q5, Q6, Q9, Q16, Q20, Q32, Q34, and Q35). Significance was established and discussed between the means of White/Caucasian and Non-White/Non Caucasian respondents. In addition, the researcher ran the Cohen's *d* procedure to evaluate effect size and speak to not only the statistical significance, but the practical significance of the findings.

In relationship to socio-economic status, the researcher ran a One-Way ANOVA analysis to compare means on the student's estimate of annual family income (Q42) for the college choice factors that illustrated a mean score of 5.0 (very important) or more (Q4, Q5, Q6, Q9, Q16, Q20, Q32, Q34, and Q35). Argyrous (2205) described the

ANOVA procedure as the methodology that “tests the null hypothesis that the samples come from populations who means are equal” (p. 267). Significance was established and the researcher then ran a post hoc Bonferroni analysis to discover the specific significance related to groups.

In relationship to geographical location or region, the researcher ran a One-Way ANOVA to compare means of the 8 regions involved (QA) for the college choice factors that illustrated a mean score of 5.0 (very important) or more (Q4, Q5, Q6, Q9, Q16, Q20, Q32, Q34, and Q35). Significant differences were not established and no further testing was undertaken. This was a function of the limitations of this study, detailed in the section that follows.

In relationship to spirituality, the researcher ran a One-Way Anova on Q53 for the college choice factors that illustrated a mean score of 5.0 (very important) or more (Q4, Q5, Q6, Q9, Q16, Q20, Q32, Q34, and Q35). Significance was established and the researcher then ran a post hoc Bonferroni analysis to discover the specific significance related to groups.

In relationship to political preference, the researcher ran a One-Way ANOVA on Q55 for the college choice factors that illustrated a mean score of 5.0 (very important) or more (Q4, Q5, Q6, Q9, Q16, Q20, Q32, Q34, and Q35). Significance was established and the researcher then ran a post hoc Bonferroni analysis to discover the specific significance related to groups.

In relationship to Nazarene identity, the researcher ran an Independent-Samples *t* Test on Q45, Q46, Q47, and Q48 for the college choice factors that illustrated a mean score of 5.0 (very important) or more (Q4, Q5, Q6, Q9, Q16, Q20, Q32, Q34, and Q35).

Significance was established and discussed. In addition, the researcher ran the Cohen's *d* procedure to evaluate effect size and speak to not only the statistical significance, but the practical significance of the findings.

Limitations

This study presented three limitations that should be noted at this juncture. The first limitation is in relationship to its representation of the general population of college-bound, Nazarene high school seniors. The second limitation is in relationship to its ability to capture an understanding of variances by geographical region. A third limitation is in relationship to resources and scope.

The Church of the Nazarene (2008b) represented that approximately 17% of Nazarene high-school seniors attend one of the eight Nazarene colleges and universities in the U.S. Comparatively, 68.2% of the valid respondents of this research study indicated they planned to attend a Nazarene college or university in the U.S. Factoring in what enrollment managers call "summer melt", it is still likely that 55% of the students that responded to this survey did attend a Nazarene IHE. Given such, the respondents of this study cannot be deemed fully typical of the average youth group at a Nazarene church. With that said, the responses of this homogenous group do provide very valuable data that is highly congruent with other theoretical and empirical literature related to student college choice.

The second limitation is in relationship to this study's ability to capture an understanding of variances by geographical region. While great measures were taken to capture the survey responses in regional "buckets", it became apparent during the analysis phase that the regional respondents were not all from the respective region. The

lists provided by all regional schools ultimately included students outside their geographical region location. The regional description is therefore best defined as the Nazarene students that regional school specifically recruited for 2009-2010. Research question three sought, as one of its components, to understand variance by region related to the top college choice factors. There were no significant differences in means related to regional location. This was not surprising due to the aforementioned circumstance.

A final limitation was related to resources and scope. The research at hand was the result of a survey provided to a national grouping of Nazarene high school seniors. The total sample involved 6,918 students. This gave the researcher the opportunity to obtain quality data at a high volume from this target population. However, additional resources and time would have enabled face-to-face research methods (including qualitative methods) with sample populations and focus groups across the country. While the researcher would have liked including these approaches, it would have taken considerable financial resources, and ultimately, a sabbatical from daily work for several months to accomplish such a cross-county endeavor.

CHAPTER IV

FINDINGS AND CONCLUSIONS

Introduction

This concluding chapter presents the findings of the researcher's college choice study with Nazarene high school seniors. While college choice is complex business, represented by over fifty years of theory and practice; the core of this study is to determine some of the salient reasons why Nazarene students are choosing to attend Nazarene colleges and universities and why they are not. Additionally, the study has sought to analyze key findings on significant college choice factors in relationship to seven demographic variables including gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity.

After a thorough review of the seminal college choice literature of the past fifty years, this work based its theoretical construct on the model of Vrontis et al (2007). Vrontis et al. combined the Hanson and Litten (1982) linear college-choice approach model with the Chapman (1981) model, and then introduced a varied grouping of outside or environmental variables that greatly impact the college choice process of each student. Vrontis et al. provided the "preliminary integrated generic higher education student-choice model" which gave consideration of the impact of a multitude of internal and external variables surrounding and within the systems of student college choice. It is this writer's belief that Vrontis et al. provided a fusion of consumer behavioral theory and

enrollment management terminology leading to one of the most succinct renderings yet of a student college choice model. A significant portion of the Vrontis et al. model variables are represented in the instrumentation of Forseth (1987), Siebert (1994), and Sauder (2008) and thus, represented in the instrumentation of this specific study with Nazarene high-school students as well. The specific research questions of this study of Nazarene college choice were:

1. Which college choice factors were most important to Nazarene high school seniors choosing to attend a college or university in the fall of 2010?
2. Were there significant differences in the most important choice factors of those choosing to attend a Nazarene college or university and those that did not choose to do so?
3. Were there significant differences in the most important college choice factors related to the characteristics of gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity?

With the help of the eight Nazarene colleges and universities in the U.S., the researcher identified a purposive or judgment sampling of 6,918 Nazarene high school seniors to invite to participation, leading to 343 valid respondents. All 343 respondents self identify as an attendee of a Nazarene church and articulated the intention to attend a college or university in fall 2010. The analysis of the 343 valid respondents is outlined in this chapter related under the specific headings of: Findings, Conclusions, Implications, and Recommendations.

Participation in this study varied quite dramatically from region to region, with a minimum of 18 participating from Region 3 and a maximum of 106 participating from

Region 5. However, as stated in the Limitations section of Chapter Three, regional lines are not necessarily congruent with the geographical location of the student. In other words, each regional list contained students from all over the country, so the regional frequency in Table 1 best represents students the regional school recruited, not those students living within the geographical region of the school.

Table 1

Participation by Regional School Designation

	Frequency	Percent	Cumulative Percent
Region 1	61	17.8	17.8
Region 2	36	10.5	28.3
Region 3	18	5.2	33.5
Region 4	23	6.7	40.2
Region 5	106	30.9	71.1
Region 6	45	13.1	84.3
Region 7	21	6.1	90.4
Region 8	33	9.6	100.0
Total	343	100.0	

The researcher utilized the tested survey instrumentation of Forseth (1987) and Siebert (1994) and integrated in some questions from Sauder (2008) and his own panel of experts of Nazarene enrollment officers. A 39 question college choice survey was ultimately developed (Appendix D). A six-point Likert scale was utilized. The midpoint for the Likert scale was 3.5, which equated to the point between somewhat unimportant and important. These scales did not include a neutral response. The higher the response the more importance there was, and conversely, the lower the score the less importance there was. The scaling for the instrument was 1- not at all important, 2- mostly

unimportant, 3 - somewhat unimportant, 4 - important, 5 – very important, 6 – extremely important. Concern was felt regarding the students ability to adequately navigate the definitions of this Likert scale. As such, it simply appeared as a rating scale from one to six with only the lowest and highest rating numbers being specifically defined as “not at all important” and “extremely important.” The next pages of this manuscript will be devoted to the presentation of findings related to each of the research questions of the study.

Research Question One Findings – Important College Choice Factors

Research question one represented the foundational component of this study with Nazarene high schools seniors. It asked which college choice factors were most important to Nazarene high school seniors choosing to attend a college or university in the fall of 2010? To mine these student opinions, the researcher utilized an instrumentation of 39 college choice factors that were developed from the instruments of Forseth (1987), Siebert (1994) and Sauder (2008) along with a panel of experts in the field of recruitment and enrollment. The researcher asked the students to rank the importance of each individual college choice factor with a 6 point Likert scale. Table 2 ranks the responses of the 343 participants by mean score in descending order. Tables 3 to 11 provide greater detail on the findings related to Nine Very Important or extremely important college choice factors. Very simply put, these findings were a representation of the voice of Nazarene students across the country related to what was important to them in choosing a college or university for the fall of 2010.

Table 2

39 College Choice Factors – Descending Order by Mean Score

	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
God's leading in your life	343	1	6	5.61	.872
Availability of a desired academic major	343	1	6	5.51	.809
Employment/career opportunities after graduation	343	1	6	5.23	.928
Availability of financial aid grants and loans	343	1	6	5.22	1.154
Reputation and quality of college/university academics	343	2	6	5.20	.914
Cost of attending the college or university	343	1	6	5.13	1.118
Christian fellowship on the campus	343	1	6	5.13	1.104
Opportunity for spiritual growth	343	2	6	5.13	1.050
Quality of college/university faculty	343	2	6	5.08	.911
Integration of faith and learning	343	2	6	4.80	1.249
Nazarene denominational scholarship money	343	1	6	4.74	1.402
Personal interaction with college or university faculty	343	1	6	4.61	1.192
Codes of conduct	343	1	6	4.61	1.372
The quality of residential housing	343	1	6	4.50	1.295
Physical attractiveness of the college/university campus	343	1	6	4.45	1.085
Student to faculty ratio	343	1	6	4.41	1.271
Advice from your parent(s)	343	1	6	4.38	1.301

Table 2 -- continued

39 College Choice Factors – Descending Order by Mean Score

	N	Minimum	Maximum	Mean	Std. Deviation
Community in which college or university is located	343	1	6	4.36	1.159
A campus visit with the Admissions office	343	1	6	4.32	1.460
Religious denomination of the college or university	343	1	6	4.30	1.381
Advice of current student(s)	343	1	6	4.18	1.212
Small size of the college or university	343	1	6	4.07	1.337
Familiarity with campus through involvement in events	343	1	6	4.03	1.409
The clubs and organizations available at the college or university	343	1	6	3.99	1.391
Official college visit day	343	1	6	3.89	1.511
Letters, cards, and other literature from the admissions office	343	1	6	3.87	1.319
Advice of college or university alumni	343	1	6	3.78	1.237
Advice of a pastor or church staff member	343	1	6	3.70	1.361
College or university representatives contact by telephone	343	1	6	3.69	1.438
College or university representatives visit to your church or district church event	343	1	6	3.64	1.515

Table 2 – continued

39 College Choice Factors – Descending Order by Mean Score

	N	Minimum	Maximum	Mean	Std. Deviation
College/university website	343	1	6	3.59	1.407
Advice of friend (s)	343	1	6	3.47	1.244
Closeness to home	343	1	6	3.30	1.475
Intercollegiate sports program	343	1	6	3.27	1.673
Information and conversations on college/university Facebook pages	343	1	6	3.20	1.507
Advice of high school counselor or teacher	343	1	6	3.19	1.501
College or university representatives interaction at a college fair	343	1	6	3.16	1.456
Advice from your grandparent(s)	343	1	6	2.83	1.444
College of university representatives visit to your high school	343	1	6	2.77	1.403
Valid N (listwise)	343				

Nine college choice factors were ranked with a mean above 5.0. The six-point Likert scale used in this study characterized these rankings as very important and extremely important college choice factors. These nine choice factors were:

- God’s leading in your life;
- Availability of a desired academic major;
- Employment/career opportunities after graduation;
- Availability of financial aid grants and loans;
- Reputation and quality of college/university academics;
- Cost of attending the college or university;

- Christian fellowship on the campus;
- Opportunity for spiritual growth; and
- Quality of college/university faculty.

Tables 3-11 represent the specific responses for each of these nine very important or extremely important college choice factors with the 343 respondents. Findings are linked with Vrontis et al. (2007) or what will be termed the VTM model, as well as relevant empirical research. Conclusions will be drawn later in the Conclusion section of Chapter Four.

Table 3

God's Leading in Your Life

	Frequency	Percent	Cumulative Percent
not at all important	1	.3	.3
mostly unimportant	4	1.2	1.5
somewhat unimportant	10	2.9	4.4
important	25	7.3	11.7
very important	34	9.9	21.6
extremely important	269	78.4	100.0
Total	343	100.0	

Table 3 illustrated that 88.3% of the respondents indicated that God's leading in their life was a very important or extremely important factor in their college choice process. This finding paralleled the VTM model (2007) in relationship to Student Characteristic and Personal Attributes. The role of God's will and direction, linked with the VTM model, would relate to family culture, family background, religion, and personal values. This particular grouping of respondents articulated this was of utmost importance. These variables of Student Characteristic and Personal Attributes impact the

first portion of the student linear progression of the VTM model known as College Aspirations. The findings with these 88.3% of respondents related to God's leading also paralleled the studies of Collins (2006) and Siebert (1994). Both researchers conducted their college choice work with similar denominational populations. Siebert specifically surveyed a homogenous group of students, much like this study, and it was his study that this work's instrumentation was based upon. The finding suggests that a majority of Nazarene students are sensitive to the direction of God in their college search process. This, according to the VTM model was a function of who they are.

Table 4

Availability of a Desired Academic Major

	Frequency	Percent	Cumulative Percent
not at all important	1	.3	.3
mostly unimportant	1	.3	.6
somewhat unimportant	9	2.6	3.2
important	26	7.6	10.8
very important	80	23.3	34.1
extremely important	226	65.9	100.0
Total	343	100.0	

Table 4 illustrated that 89.2% of the respondents indicated that availability of a desired academic major was a very important or extremely important factor in their college choice process. This finding paralleled the VTM model (2007) in the areas of Student Characteristics and Personal Attributes, which contributed to College Aspirations. Academic ability and achievement, educational aspirations, and parent's education all contributed, on the VTM model, to Student Characteristics and Personal Attributes. This survey finding also linked with the VTM model in relationship to

College Characteristics, which contributed directly to the student step on the linear progression of Sending Applications. Finally, it linked to Influences/Media on the VTM model or the actual promotion of academic disciplines, impacting the student linear progression known as Information Gathering and Sending Applications.

This finding with 89.2% of the Nazarene respondents also paralleled the studies of Forseth (1987), Bradshaw (2005), Collins (2006), Allen (2007), Noel-Levitz (2008b), Stamats (2008), and the CCCU (2010b). Allen found interest in a particular college major greatly influenced enrollment. Bradshaw found the same with the caveat of not only a specific major, but also the reputation of the faculty. Collin's study determined the availability of a desired academic major was a great influencer to enrollment. The finding with these 343 Nazarene students paralleled many such projects and suggests that a majority of Nazarene students feel a strong connection between their desired major and their enrollment decision. This, according to the VTM model (2007) was a function of who they are and the branding and promotion activities of the prospective college.

Table 5

Employment/Career Opportunities after Graduation

	Frequency	Percent	Cumulative Percent
not at all important	1	.3	.3
mostly unimportant	4	1.2	1.5
somewhat unimportant	14	4.1	5.5
important	41	12.0	17.5
very important	120	35.0	52.5
extremely important	163	47.5	100.0
Total	343	100.0	

Table 5 illustrated that 82.5% of the respondents indicated that employment and career opportunities after graduation was a very important or extremely important factor in their college choice process. This finding paralleled the VTM model (2007) related to Student Characteristics, Personal Attributes, and Environment, which all contributed to the linear student progression of College Aspirations and Search Process.

While causality was not within the scope of this study related to this specific question, it would be fair to assume that the current economic climate has bolstered concerns of students and families related to the return on investment of a college education, namely career and graduate school opportunities upon graduation. This finding paralleled the historical literature of enrollment management related to demand studies and opportunity costs, as discussed in Chapter One (Hossler, 1984). This finding was also consistent with the Stamats study (2008) and the very recent national study conducted by the CCCU (2010b). Unlike the work at hand, the CCCU study was able to contrast student choice factors in 2009-2010 compared to 1999-2000. The current students in the CCCU study referenced preparation for future career as a significant factor in their college choice process. The finding demonstrated in Table 5 suggests that a majority of Nazarene students have a comparable concern related to the career benefits of attending college. This, according to the VTM model (2007) was a function of personal values, family education and background, and economic and cultural conditions.

Table 6

Availability of Financial Aid Grants and Loans

	Frequency	Percent	Cumulative Percent
not at all important	5	1.5	1.5
mostly unimportant	5	1.5	2.9
somewhat unimportant	26	7.6	10.5
Important	40	11.7	22.2
very important	64	18.7	40.8
extremely important	203	59.2	100.0
Total	343	100.0	

Table 6 illustrated that 77.9% of the respondents indicated that the availability of financial aid grants and loans was a very important or extremely important factor in their college choice process. This paralleled the VTM model (2007) related to Student Characteristics, Environment, and Public Policy. In reference to the VTM model, income and resources, unemployment, rising college cost, and changing public policy are all contributory to concerns about the availability of financial aid grants and loans. Environment and Public Policy, on the VTM model, are all contributory to the linear student progression of College Aspirations and Search Process.

The findings in Table 6 were also consistent with recent nationwide empirical findings from Noel-Levitz (2008b) and Stamats (2008) along with the work of theorists and practitioners such as Hossler and Gallagher (1987), Perna (2000), Cabrera and La Nasa (2000), Linsenmeier, Rosen, and Rouse (2002), Paulsen and St. John (2002) Olive and White (2007). The finding suggests that a majority of Nazarene students are concerned with matters of financial aid opportunities and such does impact enrollment decisions. This will be examined further in the findings related to family income.

Table 7

Reputation and Quality of College/University Academics

	Frequency	Percent	Cumulative Percent
mostly unimportant	4	1.2	1.2
somewhat unimportant	14	4.1	5.2
important	49	14.3	19.5
very important	117	34.1	53.6
extremely important	159	46.4	100.0
Total	343	100.0	

Table 7 illustrated that 80.5% of the respondents indicated that the reputation and quality of the college/university academics was a very important or extremely important factor in their college choice process. This paralleled the VTM model (2007) related to Student Characteristics, Personal Attributes, and Environment. The parent's educational level, the student's academic achievement, and student self image are represented in the VTM model under Student Characteristics and Personal Attributes. Assessment, outcomes, and national rankings are all embedded in the culture of American discourse related to college value and appear on the VTM model under the category of Environment. These Environment variables contributed to both Student Aspiration and Search Process on the linear student progression of the VTM model. The findings in Table 7 were also consistent with the empirical research of Forseth (1987), Noel-Levitz (2008b) and the CCCU (2010b). This finding was quite comparable to recent Christian college research and suggests that a majority of Nazarene students are concerned with matters of academic reputation and quality. These perceptions, real or perceived, are relevant to the enrollment decision of students.

Table 8

Cost of Attending the College or University

	Frequency	Percent	Cumulative Percent
not at all important	3	.9	.9
mostly unimportant	8	2.3	3.2
somewhat unimportant	20	5.8	9.0
important	56	16.3	25.4
very important	78	22.7	48.1
extremely important	178	51.9	100.0
Total	343	100.0	

Table 8 illustrated that 74.6% of the respondents indicated that the cost of attending the college or university was a very important or extremely important factor in their college choice process. Like Table 6, this paralleled the VTM model (2007) related to Student Characteristics, Environment, and Public Policy and impacted the student's linear progression of college choice of College Aspiration and Search Process. These finding in Table 8 with 74.6% of the respondents were also consistent with recent nationwide empirical findings from Noel-Levitz (2008b) and Stamats (2008) along with the work of theorists and practitioners such as Hossler and Gallagher (1987), Perna (2000), Cabrera and La Nasa (2000), Linsenmeier, Rosen, and Rouse (2002), Paulsen and St. John (2002), Palmer (2003), Olive and White (2007). The finding suggests that a majority of Nazarene students are concerned with the cost of attendance.

Table 9

Christian Fellowship on the Campus

	Frequency	Percent	Cumulative Percent
not at all important	2	.6	.6
mostly unimportant	8	2.3	2.9
somewhat unimportant	25	7.3	10.2
important	46	13.4	23.6
very important	89	25.9	49.6
extremely important	173	50.4	100.0
Total	343	100.0	

Table 9 illustrated that 76.3% of the respondents indicated that the Christian fellowship on the campus was a very important or extremely important factor in their college choice process. Like the findings of Table 3, this paralleled the VTM model (2007) in relationship to Student Characteristic and Personal Attributes. Students seeking Christian fellowship on the campus would relate to the VTM model attributes of family culture, religion, and personal values. These Student Characteristic and Personal Attributes also impact the first portion of the student linear progression of the VTM model known as College Aspirations. In addition, the VTM model's College Characteristics accounted for a factor called campus ambiance. The student's perception of the Christian fellowship found at a college or university certainly fell under a perceived College Characteristic, influencing application on the linear student progression of the model.

The findings with these 76.3% of respondents related to Christian fellowship also paralleled the study of Siebert (1994) who surveyed a homogenous group of students, much like this study, and whose instrumentation this study was based upon. The finding

suggests that a majority of Nazarene students are seeking Christian fellowship opportunities on the college campus. That perception, real or perceived, does impact application to a particular school and ultimately enrollment.

Table 10

Opportunity for Spiritual Growth

	Frequency	Percent	Cumulative Percent
mostly unimportant	5	1.5	1.5
somewhat unimportant	29	8.5	9.9
Important	52	15.2	25.1
very important	87	25.4	50.4
extremely important	170	49.6	100.0
Total	343	100.0	

Table 10 illustrated that 75% of the respondents indicated that the opportunity for spiritual growth was a very important or extremely important factor in their college choice process. This too paralleled the VTM model (2007) related to Student Characteristics, Personal Attributes, and College Characteristics. These areas contribute to the linear student progression of College Aspiration, Search Process, and Sending Applications. Like the findings related to God's will and Christian fellowship, the findings with these 75% of respondents related to opportunities for spiritual growth also paralleled the study of Siebert (1994). The finding suggests that a majority of Nazarene students are seeking an opportunity for spiritual growth as they make enrollment choices.

Table 11

Quality of College/University Faculty

	Frequency	Percent	Cumulative Percent
mostly unimportant	3	.9	.9
somewhat unimportant	15	4.4	5.2
important	66	19.2	24.5
very important	126	36.7	61.2
extremely important	133	38.8	100.0
Total	343	100.0	

Table 11 illustrated that 75.5% of the respondents indicated that the quality of college/university faculty was a very important or extremely important factor in their college choice process. This paralleled the VTM model (2007) related to Student Characteristics, Personal Attributes, and Environment. The parent's educational level and the student's academic achievement are both represented in the VTM model under Student Characteristics and Personal Attributes. Assessment, outcomes, and national rankings are all embedded in the culture of American discourse related to college value and appear on the VTM model as Environment. These Environment variables contributed to both College Aspirations and Search Process on the linear progression of the VTM model. Lastly, the college or universities positioning of the academic credentials of faculty falls squarely in the ranks of the VTM model of Influences/Media Used and College Characteristics. This finding also paralleled the works of Forseth (1984), Allen (2007), Noel-Levitz (2008b) and the CCCU (2010b). Closely related factors of institutional prestige, rankings, and perceived quality of faculty contributed to

enrollment. The finding suggests that a majority of Nazarene students are concerned with matters of faculty quality at the college or university.

After a thorough review of those factors that most influence college choice, it is worthwhile to review those that do not appear significant to the respondents of this study. Eight college choice factors did not cross the threshold of importance, in other words, scoring a mean importance below 3.50. These eight college choice factors in descending order were:

- Advice of friend(s);
- Closeness to home;
- Intercollegiate sports program;
- Information and conversations on college/university Facebook pages;
- Advice of high school counselor or teacher;
- College or university representative interaction at a college fair;
- Advice from your grandparent(s); and
- College or university representatives visit to your high school.

Interestingly, while the college choice factor “closeness to home” does not appear important to the entire grouping of 343 respondents, it does exhibit significance related to those not choosing to attend a Nazarene college or university. It is this researcher’s belief that this finding speaks to strategies that must be embraced and employed by administrators and enrollment management teams alike at the Nazarene IHE. This will be examined fully in the findings of the second research question along with the Conclusions and Implications sections of Chapter Four.

Research Question Two Findings – Nazarene and Non-Nazarene Attendance Comparison

The following findings were made regarding research questions two: Were there significant differences in the most important choice factors of those choosing to attend a Nazarene college or university and those that did not choose to do so? The responses indicated that 68.2% of these students planned to attend one of the eight Nazarene colleges and universities (Table 12). Among the 109, or 31.8% that indicated they would not be attending of the eight Nazarene colleges and universities, approximately 7% indicated the desire to transfer to a Nazarene college or university later (Table 13). The finding of Table 13 suggest to the enrollment practitioner that a “recruit-back” program for students not choosing to come their freshmen year could apply directly to approximately 7% of those not attending.

Table 12

Do You Plan to Attend a Nazarene College or University This Fall?

	Frequency	Percent
no	109	31.8
yes	234	68.2
Total	343	100.0

Table 13

If You are Not Planning to Attend a Nazarene College or University This Fall, Do You Plan to Transfer to One Later?

	Frequency	Percent	Cumulative Percent
no	85	24.8	24.8
yes	24	6.7	31.5
non applicable	234	68.5	100.0
Total	343	100.0	

An Independent-Samples t Test analysis was conducted with the 39 college choice factors related to whether the respondent was or was not planning to attend a Nazarene college or university. The analysis revealed 15 college choice factors with a significant variance between those planning to attend a Nazarene college or university and those that were not planning to attend a Nazarene college or university. These 15 college choice factors showed significance at the .05 level (two-tailed). The 15 college choice factors were each then examined for effect size and practical significance through the use of Cohen's d as discussed in the Analytical Methods section of Chapter Three. The 15 college choice factors exhibiting significance at the .05 level (two tailed) were:

- Codes of conduct;
- Advice of high school counselor or teacher;
- Opportunity for spiritual growth;
- Letters, cards, and other literature from the admissions office;
- Religious denomination of the college or university;
- Closeness to home;
- Integration of faith and learning;
- Nazarene denominational scholarship money;
- College or university representative's visit to your high school;
- College or university representative's visit to your church or district event;
- College or university representative's contact by telephone;
- Personal interaction with college or university faculty;
- Christian fellowship on the campus;
- God's leading in your life; and

- Familiarity with campus through involvement in events.

Two of the fifteen college choice factors illustrating significant difference between groups that were and were not planning to attend a Nazarene college/university indicated a large practical significance through the Independent-Samples t Test and Cohen's d procedure. These factors were "Closeness to home" and "Religious denomination of the school".

Students choosing to not attend a Nazarene college or university their freshmen year exhibited a 1.120 higher mean score related to "Closeness to home" compared to those that did choose to attend a Nazarene college or university. Students choosing to attend a Nazarene college or university their freshmen year exhibited a 1.086 higher mean score related to "Religious denomination of the school" compared to those that did not choose to attend a Nazarene college or university.

Four of the fifteen college choice factors illustrating significant difference between groups indicated a medium practical significance through the Independent-Samples t Test and Cohen's d analysis. These factors were: Nazarene denominational scholarship money; Integration of faith and learning; Christian fellowship on the campus; and Opportunity for spiritual growth. Nazarene students choosing to attend a Nazarene college or university exhibited a higher mean score on each of these college choice factors compared to those Nazarene students choosing to not attend a Nazarene college or university. The remaining college choice factors showed small practical significance in relationship to these two audiences.

The next section will illustrate the specific analysis results for the six college choice factors illustrating significance at the .05 level (two tailed) through an

Independent-Samples *t* Test as well as large or medium practical significance through the Cohen's *d* analysis.

The college choice factor "Religious denomination of the college or university" (Table 14) revealed a mean score of 3.56 with a standard deviation of 1.397 for those not attending a Nazarene school and a mean score of 4.65 with a standard deviation of 1.232 for those that were attending a Nazarene school. The significance level (two-tailed) was .000 with a mean difference of -1.086. Cohen's *d* revealed a -.828 effect size representing a large practical significance.

Table 14

Religious Denomination of the College or University – Not Attending and Attending

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Religious denomination of the college or university	Equal variances assumed	2.483	.116	-	341	.000	-1.086	.149	-1.379	-.792
				7.277						
	Equal variances not assumed			-	188.878	.000	-1.086	.156	-1.394	-.778
				6.951						

The finding in Table 14 was related to an affinity of a student to the religious denomination of a college or university. Those choosing a Nazarene college exhibited a

significant difference in the importance of this factor compared with those that did not choose a Nazarene college. This paralleled both the Student Characteristics and Personal Attributes categories of the VTM model (2007) along with the area known as College Characteristics. Along the linear student progression of the VTM model, denominationalism would impact the actions of College Aspiration and Sending Application. This finding suggests that Nazarene students that chose a Nazarene college do have an affinity to their denomination. This, according to the VTM model, was a function of who they were as well as how the school brand was portrayed.

The college choice factor “Closeness to home” (Table 15) revealed a mean score of 4.06 with a standard deviation of 1.349 for those not attending a Nazarene school and a mean score of 2.94 with a standard deviation of 1.396 for those that were attending a Nazarene school. The significance level (two-tailed) was .000 with a mean difference of 1.120. Cohen’s *d* revealed a .815 effect size representing a large practical significance. Table 15 provided a detailed look at the statistical findings related to the impact on college choice correlated with distance from home.

Table 15

Closeness to Home – Not Attending and Attending

		Levene's Test for Equality of Variances				t-test for Equality of Means				
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
Closeness to home	Equal variances assumed	.716	.398	6.990	341	.000	1.120	.160	.805	1.435
	Equal variances not assumed			7.078	217.571	.000	1.120	.158	.808	1.432

The findings in Table 15 were related to the impact of staying close to home on a student's college enrollment choice. Those choosing to not attend a Nazarene college exhibited a significant difference related to the importance of closeness to home on their college choice than those that did choose a Nazarene college or university. This paralleled the Student Characteristics, Personal Attributes, Environment, and College Characteristics categories of the VTM model (2007). This impacted every facet of the linear student progression of the model from College Aspirations, Search Process, Information Gathering, and Sending Applications. This finding also paralleled the work of Allen (2007) who found the 125 respondents concerned about location and proximity to home. This finding suggests that Nazarene students that did not choose attendance at a

Nazarene college or university value staying close to home. This finding will contribute greatly to the Conclusions and Implications sections of Chapter Four.

The college choice factor “Integration of faith and learning” (Table 16) revealed a mean score of 4.19 with a standard deviation of 1.430 for those not attending a Nazarene school and a mean score of 5.08 with a standard deviation of 1.043 for those that were attending a Nazarene school. The significance level (two-tailed) was .000 with a mean difference of -.889. Cohen’s *d* revealed a -.711 effect size representing a medium practical significance. The finding in Table 16 was related to the importance of faith integration in the classroom to the prospective student. Those choosing to attend a Nazarene college or university exhibited a significant difference in the importance of this factor than those not choosing a Nazarene IHE. This finding paralleled the VTM model (2007) categories of Student Characteristics, Personal Attributes, and College Characteristics. These categories of the VTM model impact the student linear progression on the model from start to finish, or from College Aspirations to Sending Application. The finding suggests that Nazarene students that did choose attendance at a Nazarene college or university value a college education involving the integration of faith and learning.

Table 16

Integration of Faith and Learning – Not Attending and Attending

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Integration of faith and learning	Equal variances assumed	33.919	.000	- 6.496	341	.000	-.889	.137	-1.158	-.619
	Equal variances not assumed			- 5.806	163.475	.000	-.889	.153	-1.191	-.586

The college choice factor “Nazarene denominational scholarship money” (Table 17) revealed a mean score of 4.13 with a standard deviation of 1.582 for those not attending a Nazarene school and a mean score of 5.02 with a standard deviation of 1.213 for those that were attending a Nazarene school. The significance level (two-tailed) was .000 with a mean difference of -.893. Cohen’s *d* revealed a -.631 effect size representing a medium practical significance.

Table 17

Nazarene Denominational Scholarship Money – Not Attending and Attending

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nazarene denominational scholarship money	Equal variances assumed	12.311	.001	-	341	.000	-.893	.155	-1.199	-.587
				5.743						
	Equal variances not assumed			-	169.397	.000	-.893	.171	-1.230	-.555
				5.222						

The finding in Table 17 was related to the importance of denominational scholarships to a Nazarene student's college choice. Those choosing to attend a Nazarene college or university exhibited a significant difference in the importance of this factor compared with those that did not choose a Nazarene IHE. This paralleled the VTM model (2007) categories of Student Characteristics, Environment, and College characteristics. Along the linear student progression of the VTM model, scholarship dollars tied to denomination impacted all four points on the linear student progression of the VTM model leading to enrollment. This finding suggests that Nazarene students that chose a Nazarene college are impacted by the availability of grant opportunities tied to their denomination.

The college choice factor “Christian fellowship on the campus” (Table 18) revealed a mean score of 4.70 with a standard deviation of 1.330 for those not attending a Nazarene school and a mean score of 5.33 with a standard deviation of .917 for those that were attending a Nazarene school. The significance level (two-tailed) was .000 with a mean difference of -.636. Cohen’s *d* revealed a -.552 effect size representing a medium practical significance.

The finding in Table 18 was related to the desire of a student to experience Christian fellowship on the college or university campus. Those choosing to attend a Nazarene college exhibited a significant difference in the importance of this factor compared with those that did not choose a Nazarene college. This paralleled the categories of Student Characteristics and College Characteristics on the VTM model (2007). Along the linear student progression of the VTM model, Christian fellowship on the campus impacted the actions of College Aspirations and Sending Applications. This finding suggests that Nazarene students that choose a Nazarene IHE are seeking an environment that fosters Christian fellowship.

Table 18

Christian Fellowship on the Campus – Not Attending and Attending

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Christian fellowship on the campus	Equal variances assumed	28.871	.000	- 5.149	341	.000	-.636	.124	-.879	-.393
	Equal variances not assumed			- 4.518	157.572	.000	-.636	.141	-.914	-.358

The college choice factor “Opportunity for spiritual growth” (Table 19) revealed a mean score of 4.72 with a standard deviation of 1.195 for those not attending a Nazarene school and a mean score of 5.32 with a standard deviation of .916 for those that were attending a Nazarene school. The significance level (two-tailed) was .000 with a mean difference of -.609. Cohen’s *d* revealed a -.564 effect size representing a medium practical significance.

Table 19

Opportunity for Spiritual Growth – Not Attending and Attending

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Opportunity for spiritual growth	Equal variances assumed	17.013	.000	- 5.189	341	.000	-.609	.117	-.840	-.378
	Equal variances not assumed			- 4.717	169.288	.000	-.609	.129	-.864	-.354

The finding in Table 19 was related to opportunities for spiritual growth for the student on the college or university campus and programming. While similar to the category of fellowship, this implied deeper levels such as spiritual formation, mission opportunities, etc. Those choosing to attend a Nazarene college or university exhibited a significant difference in the importance of this factor compared with those that did not choose a Nazarene IHE. Like the college choice factor of Christian fellowship, the factor of opportunity for spiritual growth paralleled the categories of Student Characteristics and College Characteristics on the VTM model (2007). Along the linear student progression of the VTM model, Christian fellowship on the campus impacted the actions of College Aspirations and Sending Applications. This finding suggests that Nazarene

students that choose a Nazarene IHE are seeking an environment that will help them in their spiritual progression or journey.

In summary, research question two sought to find significant differences between the college choice factors of students that were planning to attend a Nazarene college or university and those that were not. A total of 15 college choice factors showed significant differences and six illustrated a large or medium practical significance utilizing the Cohen's *d* analysis. Those six were:

- Closeness to home – large practical significance
- Religious denomination of the school - large practical significance
- Nazarene denominational scholarship money – medium practical significance
- Integration of faith and learning - medium practical significance
- Christian fellowship on the campus - medium practical significance
- Opportunity for spiritual growth - medium practical significance

Five of the findings demonstrated higher-level importance for those choosing to attend a Nazarene college or university than those that did not. However, the real purpose of the second research question was to uncover information on college choice variance regarding those that did not choose a Nazarene IHE. The matter of closeness to home provided significant insight that will be given further discussion in the Conclusion, Implications, and Recommendations sections that follow.

Research Question Three Findings – Introduction

Research question three sought to analyze those choice factors that were very important and extremely important as they related to seven defined demographic variables. The question specifically asked: Were there significant differences in the most important college choice factors related to the characteristics of gender, race/ethnicity, socio-economic status, geographical location, spirituality, politics, and Nazarene identity?

The analysis for research question three utilized the 9 college choice factors with a mean score of 5.0 or above as factors that were “very important” or “extremely important” related to student college choice. These nine college choice factors were:

- God’s leading in your life;
- Availability of a desired academic major;
- Employment/career opportunities after graduation;
- Availability of financial aid grants and loans;
- Reputation and quality of college/university academics;
- Cost of attending the college or university;
- Christian fellowship on the campus;
- Opportunity for spiritual growth; and
- Quality of college/university faculty.

An Independent-Samples t Test was utilized to test significances related to gender, race/ethnicity, spirituality, and Nazarene identity. A One-Way ANOVA was utilized to test significances related to socio-economic status, geographical location, and political preference. Cohen’s d was utilized to analyze effect size and speak to the

practical significance of variances. All aforementioned procedures were examined in detail in the Analytical Methods section of Chapter Three.

Each of the nine very important and extremely important college choice factors and their placement with the VTM model (2007), as well as the relevant literature and empirical findings or research in the field of enrollment management and college choice, was previously established in the earlier portion of Chapter Four. As such, the examination and discussion of each category involved in research question three will be specific to the variance of groups and will not again present these theoretical constructs and empirical findings. The reader can find the contextual dialogue regarding the VTM model (2007) and the relevant college choice literature related to these nine choice factors in the section devoted to research question one.

Research Question Three Findings – Gender Analysis

The 343 respondents to this study were consistent with overall higher education gender percentages in the U.S. with a participation of 62.1% female and 37.9% male.

Tables 20 and 21 show the means in descending order for males and females for the top 9 college choice factors presented by each gender.

Table 20

Male Responses – Top Nine College Choice Factors

	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
God's leading in your life	130	1	6	5.47	1.005
Availability of a desired academic major	130	1	6	5.45	.872
Employment/career opportunities after graduation	130	2	6	5.13	.935
Cost of attending the college or university	130	1	6	5.11	1.129
Reputation and quality of college/university academics	130	2	6	5.08	.924
Availability of financial aid grants and loans	130	1	6	4.99	1.261
Christian fellowship on the campus	130	1	6	4.87	1.151
Opportunity for spiritual growth	130	2	6	4.85	1.142
Quality of college/university faculty	130	2	6	4.85	.997

Table 21

Female Responses – Top Nine College Choice Factors

	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
God's leading in your life	213	2	6	5.69	.770
Availabilty of a desired academic major	213	2	6	5.55	.767
Availability of financial aid grants and loans	213	1	6	5.36	1.062
Opportunity for spiritual growth	213	2	6	5.30	.954
Christian fellowship on the campus	213	1	6	5.29	1.046
Employment/career opportunities after graduation	213	1	6	5.29	.920
Reputation and quality of college/university academics	213	2	6	5.28	.902
Quality of college/university faculty	213	3	6	5.22	.826
Cost of attending the college or university	213	1	6	5.15	1.114

Table 22 illustrates the means for males and females related to the nine very important (VI) or extremely important (EI) college choice factors.

Table 22

Male and Female Means to Nine VI or EI College Choice Factors

What is your gender?					Std. Error
		<i>N</i>	Mean	Std. Deviation	Mean
Availability of financial aid grants and loans	male	130	4.99	1.261	.111
	female	213	5.36	1.062	.073
Reputation and quality of college/university academics	male	130	5.08	.924	.081
	female	213	5.28	.902	.062
Availability of a desired academic major	male	130	5.45	.872	.076
	female	213	5.55	.767	.053
Opportunity for spiritual growth	male	130	4.85	1.142	.100
	female	213	5.30	.954	.065
Quality of college/university faculty	male	130	4.85	.997	.087
	female	213	5.22	.826	.057
Employment/career opportunities after graduation	male	130	5.13	.935	.082
	female	213	5.29	.920	.063
Cost of attending the college or university	male	130	5.11	1.129	.099
	female	213	5.15	1.114	.076
Christian fellowship on the campus	male	130	4.87	1.151	.101
	female	213	5.29	1.046	.072
God's leading in your life	male	130	5.47	1.005	.088
	female	213	5.69	.770	.053

Table 23 illustrates the results of an Independent-Samples *t* Test analysis for males and females related to the nine very important or extremely important college choice factors.

Table 23

*Male and Female Independent-Samples *t* Test on Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		<i>t</i> -test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Availability of financial aid grants and loans	Equal variances assumed	7.068	.008	- 2.907	341	.004	-.369	.127	-.619	-.119
	Equal variances not assumed			- 2.789	237.837	.006	-.369	.132	-.630	-.108
Reputation and quality of college/university academics	Equal variances assumed	.061	.805	- 1.898	341	.058	-.192	.101	-.392	.007
	Equal variances not assumed			- 1.888	267.780	.060	-.192	.102	-.393	.008

Table 23- continued

Male and Female Independent-Samples t Test on Nine VI or EI College Choice Factors

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cost of attending the college or university	Equal variances assumed	.016	.900	-.341	341	.733	-.043	.125	-.288	.203
	Equal variances not assumed			-.340	269.874	.734	-.043	.125	-.289	.204
Christian fellowship on the campus	Equal variances assumed	2.026	.156	-	341	.001	-.422	.121	-.660	-.184
	Equal variances not assumed			-	252.819	.001	-.422	.124	-.666	-.178
God's leading in your life	Equal variances assumed	14.811	.000	-	341	.023	-.221	.096	-.411	-.031
	Equal variances not assumed			-	220.599	.033	-.221	.103	-.423	-.018

Table 23 - continued

Male and Female Independent-Samples t Test on Nine VI or EI College Choice Factor

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Opportunity for spiritual growth	Equal variances assumed	9.144	.003	-	341	.000	-.447	.115	-.672	-.221
	Equal variances not assumed			-	236.137	.000	-.447	.120	-.682	-.211
Quality of college/university faculty	Equal variances assumed	3.396	.066	-	341	.000	-.367	.100	-.563	-.171
	Equal variances not assumed			-	234.656	.001	-.367	.104	-.572	-.162

Table 23 - continued

Male and Female Independent-Samples t Test on Nine VI or EI College Choice Factors

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employment/career opportunities after graduation	Equal variances assumed	.198	.656	-	341	.132	-.156	.103	-.358	.047
				1.510						
	Equal variances not assumed			-	269.336	.134	-.156	.103	-.359	.048
Availability of a desired academic major	Equal variances assumed	2.734	.099	-	341	.252	-.103	.090	-.280	.074
				1.146						
	Equal variances not assumed			-	246.166	.268	-.103	.093	-.286	.080
				1.111						

Five of the nine very important or extremely important college choice factors showed variance of means at the .05 level (two-tailed) between males and females. The five choice factors showing significant mean difference were:

- Availability of financial aid grants and loans;
- Opportunity for spiritual growth;
- Quality of college/university faculty;
- Christian fellowship on the campus; and
- God's leading in your life.

Each of these five choice factors was examined further, utilizing the Cohen's *d* analysis to determine level of practical significance. All five showed small practical significance. The analysis of these five choice factors follows.

The college choice factor “Availability of financial aid grants and loans” revealed a mean score of 4.99 with a standard deviation of 1.261 for males and a mean score of 5.36 with a standard deviation of 1.062 for females. The significance level (two-tailed) was .006 with a mean difference of -.369. Cohen’s *d* revealed a -.317 effect size representing a small practical significance.

Table 24

Male and Female - Availability of Financial Aid Grants and Loans

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Availability of financial aid grants and loans	Equal variances assumed	7.068	.008	-	341	.004	-.369	.127	-.619	-.119
				2.907						
	Equal variances not assumed			-	237.837	.006	-.369	.132	-.630	-.108
				2.789						

The college choice factor “Opportunity for spiritual growth” revealed a mean score of 4.85 with a standard deviation of 1.142 for males and a mean score of 5.30 with a standard deviation of .954 for females. The significance level (two-tailed) was .000 with a mean difference of -.447. Cohen’s *d* revealed a -.428 effect size representing a small practical significance.

Table 25

Male and Female – Opportunity for Spiritual Growth

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
Opportunity for spiritual growth	Equal	9.144	.003	-	341	.000	-.447	.115	-.672	-.221
	variances			3.900						
	assumed									
	Equal			-	236.137	.000	-.447	.120	-.682	-.211
	variances			3.735						
	not									
	assumed									

The college choice factor “Quality of college/university faculty” revealed a mean score of 4.85 with a standard deviation of .997 for males and a mean score of 5.22 with a standard deviation of .826 for females. The significance level (two-tailed) was .000 with a mean difference of -.367. Cohen’s *d* revealed a -.404 effect size representing a small practical significance.

Table 26

Male and Female – Quality of College/University Faculty

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
Quality of college/university faculty	Equal variances assumed	3.396	.066	- 3.684	341	.000	-.367	.100	-.563	-.171
	Equal variances not assumed			- 234.656 3.522		.001	-.367	.104	-.572	-.162

The college choice factor “Christian fellowship on the campus” revealed a mean score of 4.87 with a standard deviation of 1.151 for males and a mean score of 5.29 with a standard deviation of 1.046 for females. The significance level (two-tailed) was .001 with a mean difference of -.422. Cohen’s *d* revealed a -.382 effect size representing a small practical significance.

Table 27

Male and Female – Christian Fellowship on the Campus

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
Christian fellowship on the campus	Equal variances assumed	2.026	.156	-	341	.001	-.422	.121	-.660	-.184
				3.488						
	Equal variances not assumed			-	252.819	.001	-.422	.124	-.666	-.178
				3.408						

The college choice factor “God’s leading in your life” revealed a mean score of 5.47 with a standard deviation of 1.005 for males and a mean score of 5.69 with a standard deviation of .770 for females. The significance level (two-tailed) was .033 with a mean difference of -.221. Cohen’s *d* revealed a -.246 effect size representing a small practical significance.

Table 28

Male and Female – God's Leading in Your Life

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
God's leading in your life	Equal variances assumed	14.811	.000	-	341	.023	-.221	.096	-.411	-.031
				2.291						
	Equal variances not assumed			-	220.599	.033	-.221	.103	-.423	-.018
				2.150						

In summary, significance was established between males and females of this study regarding the college choice factors:

- Availability of financial aid grants and loans;
- Opportunity for spiritual growth;
- Quality of college/university faculty;
- Christian fellowship on the campus; and
- God's leading in your life.

The literature was divided on the impact of gender on college choice. Bradshaw's (2005) study with Southern Illinois University Edwardsville found men more likely to enroll than women. Interestingly, 61% of the men and 73% of the women in this present study with Nazarenes indicated they were going to enroll in a Nazarene IHE. This was

completely opposite the finding of Bradshaw. Collins (2006) found no significant gender or race differences amongst his 231 respondents related to the most important college choice factors reviewed. Rowe (2002) presented the definitive word to date on gender and college choice factors. Rowe's work involved a meta-analysis of 180 college choice studies and concluded that,

The literature suggests that gender impacts college choice in some ways, but has no influence on other aspects of the process. No clear conclusion can be reached.

This may be due to the fact that gender is not one monolithic personal characteristic in the way academic ability/performance might be viewed. (p. 30)

Rowe believed that gender inserted itself in the college choice process throughout the literature, but defining patterns was impossible due to the innumerable variables related to being male and female. This led back to the VTM model (2007) categories of Student Characteristics and Personal Attributes. Gender, while a factor, was articulated in the college choice process in many different ways based upon race, religion, socio-economic status, family culture, parent's education, personality, values, lifestyle, and educational aspirations. Rowe appeared correct in the complexity of the matter of gender and college choice.

Returning to the study at hand with Nazarene students, it was interesting that on every one of the college choice factors with significant mean differences, the male mean was lower than the female mean. A review of literature regarding surveys and gender found numerous sources related to the impact of an interviewers gender on survey responses, but nothing related to consistent male/female variances that could be generalized. Additionally, the consistent means variance between male and female was

quite overshadowed by the fact that the 213 females and 130 males exhibited the exact same nine very important or extremely important college choice factors. The findings of this study as well as Rowe (2002) indicate that colleges and universities must give attention to each of the nine very important and extremely important college choice factors in branding and promotional activities with both genders of Nazarene students. Specific gender nuances of market message can and should be determined, but such will employ focus group research with gender groupings in each locality.

Research Question Three Findings – Race/Ethnicity

The survey of this study provided respondents with 10 categories of race/ethnicity. Of the 343 respondents, 3.2% of respondents were in the category of “prefer not to respond” or “other.” 84.3% of respondents identified with White/Caucasian with the remaining 12.5% representative of minority populations. Interestingly, this closely paralleled Nazarene enrollment at the 8 IHE, with 11% minority populations on the campuses (CON, 2007) compared to 22% at other institutions in the U.S. (American Council on Education, 2007). Table 29 presents the race/ethnicity of all respondents of this study.

Table 29

Designated Race/Ethnicity of 343 Respondents

	Frequency	Valid Percent	Cumulative Percent
Valid White/Caucasian	289	84.3	84.3
African American/Black	12	3.5	87.8
American Indian/Alaskan Native	12	3.5	91.3
Asian American/Asian	7	2.0	93.3
Native Hawaiian/Pacific Islander	2	.6	93.9
Mexican American	9	2.6	96.5
Other Latino	1	.3	96.8
Other	2	.6	97.4
Prefer not to respond	9	2.6	100.0
Total	343	100.0	

Given the disproportionate percentage of White/Caucasian to all other groups, the researcher split the data table into two basic racial groups. Therefore, an Independent-Samples *t* Test procedure was run on White/Caucasian and Non-White/Other. Table 30 illustrates the means for these two groups as related to the nine very important or extremely important college choice factors.

Table 30

Two Group Race Comparison on Nine VI and EI College Choice Factors

What is your race?		<i>N</i>	Mean	Std. Deviation	Std. Error Mean
Availability of financial aid grants and loans	White/Caucasian	289	5.18	1.167	.069
	Non-	54	5.46	1.059	.144
	White/Other				
Reputation and quality of college/university academics	White/Caucasian	289	5.15	.929	.055
	Non-	54	5.50	.771	.105
	White/Other				
Availability of a desired academic major	White/Caucasian	289	5.51	.778	.046
	Non-	54	5.52	.966	.131
	White/Other				
Opportunity for spiritual growth	White/Caucasian	289	5.15	1.045	.061
	Non-	54	5.04	1.081	.147
	White/Other				
Quality of college/university faculty	White/Caucasian	289	5.07	.920	.054
	Non-	54	5.17	.863	.117
	White/Other				
Employment/career opportunities after graduation	White/Caucasian	289	5.21	.926	.054
	Non-	54	5.30	.944	.129
	White/Other				

Table 30 - continued

Two Group Race Comparison on Nine VI and EI College Choice Factors

What is your race?		<i>N</i>	Mean	Std. Deviation	Std. Error Mean
Cost of attending the college or university	White/Caucasian	289	5.11	1.097	.065
	Non-	54	5.26	1.231	.168
	White/Other				
Christian fellowship on the campus	White/Caucasian	289	5.17	1.062	.062
	Non-	54	4.93	1.301	.177
	White/Other				
God's leading in your life	White/Caucasian	289	5.63	.815	.048
	Non-	54	5.46	1.128	.153
	White/Other				

To fully examine any significant differences of the White/Caucasian and Non-White/Other groups, the researcher performed an Independent-Samples *t* Test. The results of this test appear in Table 31.

Table 31

Independent-Samples t Test on Two Group Race Set

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
Availability of financial aid grants and loans	Equal	2.355	.126	-	341	.094	-.286	.171	-.622	.049
	variances			1.680						
	assumed									
	Equal			-	79.022	.076	-.286	.160	-.604	.031
	variances			1.795						
	not assumed									
Reputation and quality of college/university academics	Equal	1.732	.189	-	341	.009	-.351	.134	-.615	-.087
	variances			2.614						
	assumed									
	Equal			-	84.524	.004	-.351	.118	-.586	-.116
	variances			2.969						
	not assumed									

Table 31 - continued

Independent-Samples t Test on Two Group Race Set

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
Availability of a desired academic major	Equal variances assumed	.283	.595	-.082	341	.935	-.010	.120	-.246	.226
	Equal variances not assumed			-.071	66.432	.944	-.010	.139	-.288	.268
Opportunity for spiritual growth	Equal variances assumed	.002	.964	.717	341	.474	.112	.156	-.195	.418
	Equal variances not assumed			.701	72.726	.486	.112	.159	-.206	.430
Quality of college/university faculty	Equal variances assumed	.822	.365	-.747	341	.456	-.101	.135	-.367	.165
	Equal variances not assumed			-.780	77.239	.438	-.101	.129	-.358	.157

Table 31 - continued

Independent-Samples t Test on Two Group Race Set

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employment/career opportunities after graduation	Equal variances assumed	.002	.961	-.594	341	.553	-.082	.138	-.353	.189
	Equal variances not assumed			-.586	73.300	.560	-.082	.140	-.360	.196
Cost of attending the college or university	Equal variances assumed	.017	.896	-.896	341	.371	-.149	.166	-.475	.178
	Equal variances not assumed			-.827	69.595	.411	-.149	.180	-.507	.210
Christian fellowship on the campus	Equal variances assumed	3.382	.067	1.491	341	.137	.244	.163	-.078	.565
	Equal variances not assumed			1.298	66.824	.199	.244	.188	-.131	.618

Table 31 - continued

Independent-Samples t Test on Two Group Race Set

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
God's leading in your life	Equal variances assumed	6.912	.009	1.319	341	.188	.170	.129	-.084	.424
	Equal variances not assumed			1.059	63.724	.294	.170	.161	-.151	.492

Relative to the Independent-Samples *t* Test performed on race, one college choice factor demonstrated significance between White/Caucasian and Non-White/Other at the .05 (two-tailed) level: “Reputation and quality of college/university academics.” This revealed a mean score of 5.15 with a standard deviation of .929 for White/Caucasian and a mean score of 5.50 with a standard deviation of .771 for Non-White/Other. The significance level (two-tailed) was .009 with a mean difference of -.351. Cohen’s *d* revealed a -.410 effect size representing a small practical significance.

Table 32

Two Group Race Comparisons on Reputation and Quality of College/University Academics

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
Reputation and quality of college/university academics	Equal variances assumed	1.732	.189	-	341	.009	-.351	.134	-.615	-.087
	Equal variances not assumed			-	84.524	.004	-.351	.118	-.586	-.116

The findings in Table 32 were related to the reputation and quality of the college or university as viewed by the two-race groupings. Those in the Non-White/Other group

exhibited a significant difference in the importance of this factor compared with those in the White/Caucasian group. This finding suggests that the Non-White students and students identifying as Other are concerned with matters of school reputation and quality somewhat more than their White/Caucasian counterparts. It should also be noted that the Cohen's *d* analysis presented small practical significance in relationship to this finding. This appeared as a very important or extremely important college choice factor for all audiences, but it was interesting that there was statistical significance related to the Non-White/Other group compared with the White/Caucasian group on this variable. The literature of college choice was quite divided on the matter of race. While studies such as Collins (2006) found no specific difference related to college choice and race, others works, such as Palmer (2003) went to great lengths in articulating the challenges that minorities face in the college preparation and choice process.

Finally, in reference to race, it is important to note, that the "Availability of financial aid grants and loans" exhibited a .094 significance (two-tailed) between the White/Caucasian and Non-White/Other groups. While this did not meet the test of significance, nor did it present practical significance related to the Cohen's *d* analysis, it was of note when compared to the other choice factors related to race/ethnicity. While the Independent-Samples *t* Test of this research did not exhibit any significant findings regarding race and financial aid, the literature is replete with such findings. Bradshaw (2005), in a broad study with 794 respondents, found that students from lower income families were less likely to enroll. Palmer's (2003) qualitative work found that minority students were highly lacking in information and guidance regarding their college choice, with very low levels of information from family and social networks. These matters,

clearly prominent in the literature, will be discussed more in the Conclusions and Implications to follow in Chapter Four.

Research Question Three Findings – Socio-economic Status

The survey question regarding socio-economic status (Q42) provided the respondents with five choices. Responses in each category related to income levels were evenly distributed. In sum, 19.0% responded in the category of 18,000 to 35,000; 10.8% responded in the category of 100,001 and above; and 60% responded in the 35,001 to 65,000 or 65,001 to 100,000. A grouping of 19.2% responded that they had no idea. The following table provides data on all respondent's estimate of their family income.

Table 33

Family Income Estimate of 343 Respondents

	Frequency	Percent	Cumulative Percent
18,000 to 35,000	65	19.0	19.0
35,001 to 65,000	89	25.9	44.9
65,001 to 100,000	86	25.1	70.0
100,001 and above	37	10.8	80.8
No idea	66	19.2	100.0
Total	343	100.0	

Table 34 provides a One-Way ANOVA analysis on the five levels of income related to the nine college choice factors that were rated very important (VI) or extremely important (EI).

Table 34

Five Levels of Income Comparison by Nine VI or EI College Choice Factors

		Sum of				
		Squares	df	Mean Square	F	Sig.
Availability of financial aid grants and loans	Between Groups	30.537	4	7.634	6.077	.000
	Within Groups	424.623	338	1.256		
	Total	455.160	342			
Reputation and quality of college/university academics	Between Groups	3.447	4	.862	1.032	.391
	Within Groups	282.267	338	.835		
	Total	285.714	342			
Availability of a desired academic major	Between Groups	1.687	4	.422	.642	.633
	Within Groups	222.027	338	.657		
	Total	223.714	342			
Opportunity for spiritual growth	Between Groups	7.721	4	1.930	1.766	.135
	Within Groups	369.375	338	1.093		
	Total	377.096	342			
Quality of college/university faculty	Between Groups	9.444	4	2.361	2.910	.022
	Within Groups	274.271	338	.811		
	Total	283.714	342			
Employment/career opportunities after graduation	Between Groups	3.896	4	.974	1.134	.340
	Within Groups	290.366	338	.859		
	Total	294.262	342			

Table 34 - continued

Five Levels of Income Comparison by Nine VI or EI College Choice Factors

	Sum of Squares	df	Mean Square	F		Sig.
Cost of attending the college or university	Between Groups	8.406	4	2.102	1.694	.151
	Within Groups	419.425	338	1.241		
	Total	427.831	342			
Christian fellowship on the campus	Between Groups	9.352	4	2.338	1.938	.104
	Within Groups	407.744	338	1.206		
	Total	417.096	342			
God's leading in your life	Between Groups	2.573	4	.643	.845	.497
	Within Groups	257.293	338	.761		
	Total	259.866	342			

Two of the nine college choice factors showed significance related to income level: “Availability of financial aid grants and loans” and the “Quality of college/university faculty.” The One-Way ANOVA and post hoc Bonferroni was done on all groups and the “Availability of financial aid grants and loans.” Table 35 outlined the results of the post hoc analysis.

Significant means difference were realized between the income levels 18,000 to 35,000 and 65,001 to 100,000 (.805*) related to “Availability of financial aid grants and loans.” Significant means differences were realized between the income levels 18,000 to 35,000 and 100,001 and above (.685*) related to “Availability of financial aid grants and loans.” Finally, significant means differences were also realized between the income

levels 35,000 to 65,000 and 65,001 to 100,000 (.590*) related to “Availability of financial aid grants and loans.”

These three findings were all quite consistent. Relative to the issue of financial aid, those students indicating a lower income exhibited a significant difference when compared with those with a higher income. This finding paralleled the VTM model (2007) in relationship to Student Characteristics, which impacted the linear student progression of College Aspiration and Search Process. It also paralleled a significant body of literature represented by Hossler and Gallagher (1987), Perna (2000), Cabrera and La Nasa (2000), Linsenmeier, Rosen, and Rouse (2002), Paulsen and St. John (2002), Palmer (2003), Olive and White (2007), Noel-Levitz (2008b), Stamats (2008), and many others. These theorists and researchers spoke to the connection between family income, cost, financial aid, and enrollment in strong fashion. The finding suggests that while all students indicate that the availability of financial aid grants and loans are important, the significance of this increases as the income levels decrease. This is a pertinent finding relative to enrollment management strategy and practice.

Table 35

Five Levels of Income Comparison – Availability of Financial Aid Choice Factor

Bonferroni							
(I) Best estimate of your family's annual income?	(J) Best estimate of your family's annual income?					95% Confidence	
		Mean			Interval		
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound	
dimension2	18,000 to 35,000	35,001 to 65,000	.215	.183	1.000	-.30	.73
		65,001 to 100,000	.805*	.184	.000	.28	1.33
		100,001 and above	.685*	.231	.032	.03	1.34
		No idea	.403	.196	.402	-.15	.96
	35,001 to 65,000	18,000 to 35,000	-.215	.183	1.000	-.73	.30
		65,001 to 100,000	.590*	.169	.006	.11	1.07
		100,001 and above	.470	.219	.328	-.15	1.09
		No idea	.188	.182	1.000	-.33	.70
	65,001 to 100,000	18,000 to 35,000	-.805*	.184	.000	-1.33	-.28
		35,001 to 65,000	-.590*	.169	.006	-1.07	-.11
		100,001 and above	-.120	.220	1.000	-.74	.50
		No idea	-.402	.183	.292	-.92	.12

Table 35 - continued

Five Levels of Income Comparison – Availability of Financial Aid Choice Factor

Bonferroni						
(I) Best estimate of your family's annual income?	(J) Best estimate of your family's annual income?				95% Confidence	
		Mean			Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
100,001 and above	18,000 to 35,000	-.685*	.231	.032	-1.34	-.03
	35,001 to 65,000	-.470	.219	.328	-1.09	.15
	65,001 to 100,000	.120	.220	1.000	-.50	.74
	No idea	-.281	.230	1.000	-.93	.37
No idea	18,000 to 35,000	-.403	.196	.402	-.96	.15
	35,001 to 65,000	-.188	.182	1.000	-.70	.33
	65,001 to 100,000	.402	.183	.292	-.12	.92

The One-Way ANOVA and the post hoc Bonferroni revealed one difference in groups related to the college choice factor “Quality of college/university faculty.” Significant means differences were realized between groups 65,001 to 100,000 and No Idea (-.450*). This finding suggests that students who did not know their family income placed a higher value on the quality of the college/university faculty compared with those in the 65,001 to 100,000 income category. While this was an interesting finding, the arbitrary nature of the No Idea group discounted any practical use of such a finding for enrollment managers. The No Idea group was included in the survey to simply provide the students an ability to move past the question, if needed.

Research Question Three Findings – Geographical Location

This study sought to review Nazarenes by the eight educational regions of the U.S. however, the data provided truly represented the Nazarenes being recruited by each regional school as opposed to students that resided in that regional schools locality. This matter was discussed thoroughly in the Limitations section of Chapter Three.

Table 36

Distribution by Regional List of the 343 Respondents

	Frequency	Percent	Cumulative Percent
Region 1	61	17.8	17.8
Region 2	36	10.5	28.3
Region 3	18	5.2	33.5
Region 4	23	6.7	40.2
Region 5	106	30.9	71.1
Region 6	45	13.1	84.3
Region 7	21	6.1	90.4
Region 8	33	9.6	100.0
Total	343	100.0	

A One-Way ANOVA was utilized to analyze the responses from the eight regions related to the nine very important or extremely important college choice factors. No means differences were determined between these eight groupings. This did not come as a surprise due to the broad geographic composition of each region's list of students.

Table 37

One-Way Analysis of Variance by Regional List

		Sum of Squares	df	Mean Square	F	Sig.
Availability of financial aid grants and loans	Between Groups	7.778	7	1.111	.832	.561
	Within Groups	447.382	335	1.335		
	Total	455.160	342			
Reputation and quality of college/university academics	Between Groups	1.045	7	.149	.176	.990
	Within Groups	284.669	335	.850		
	Total	285.714	342			
Availability of a desired academic major	Between Groups	9.020	7	1.289	2.011	.053
	Within Groups	214.694	335	.641		
	Total	223.714	342			
Opportunity for spiritual growth	Between Groups	11.008	7	1.573	1.439	.189
	Within Groups	366.089	335	1.093		
	Total	377.096	342			
Quality of college/university faculty	Between Groups	6.730	7	.961	1.163	.324
	Within Groups	276.985	335	.827		
	Total	283.714	342			
Employment/career opportunities after graduation	Between Groups	3.813	7	.545	.628	.733
	Within Groups	290.450	335	.867		
	Total	294.262	342			

Table 37 - continued

One-Way Analysis of Variance by Regional List

		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Cost of attending the college or university	Between Groups	6.311	7	.902	.716	.658
	Within Groups	421.520	335	1.258		
	Total	427.831	342			
Christian fellowship on the campus	Between Groups	8.033	7	1.148	.940	.476
	Within Groups	409.063	335	1.221		
	Total	417.096	342			
God's leading in your life	Between Groups	2.039	7	.291	.378	.915
	Within Groups	257.827	335	.770		
	Total	259.866	342			

Research Question Three Findings - Spirituality

This study asked several questions regarding matters of spirituality, however in the analysis phase, one question stood out as having the most applicability to analyzing spirituality and the nine college choice factors that were very important or extremely important to all respondents. Table 38 illustrates all respondents related to the spirituality question, Q53: Which best describes your view?

Table 38

Three Hundred Forty-Three Respondents on Spirituality Question

	Frequency	Percent	Cumulative Percent
I'm skeptical about religion	10	2.9	2.9
All religions lead to heaven	2	.6	3.5
Jesus is a way to heaven	9	2.6	6.1
Jesus is the only way to heaven	322	93.9	100.0
Total	343	100.0	

To analyze this matter of spirituality, a One-Way ANOVA was constructed related to Q53 utilizing the nine very important or extremely important college choice factors. Table 39 represented the findings of this analysis.

Table 39

One-Way Analysis of Variance by Spirituality and the Nine VI and EI Choice Factors

		Sum of				
		Squares	df	Mean Square	F	Sig.
Availability of financial aid grants and loans	Between Groups	4.507	3	1.502	1.130	.337
	Within Groups	450.653	339	1.329		
	Total	455.160	342			
Reputation and quality of college/university academics	Between Groups	.347	3	.116	.137	.938
	Within Groups	285.368	339	.842		
	Total	285.714	342			
Availability of a desired academic major	Between Groups	1.395	3	.465	.709	.547
	Within Groups	222.319	339	.656		
	Total	223.714	342			
Opportunity for spiritual growth	Between Groups	26.917	3	8.972	8.686	.000
	Within Groups	350.180	339	1.033		
	Total	377.096	342			

Table 39 - continued

One-Way Analysis of Variance by Spirituality and the Nine VI and EI Choice Factors

Quality of college/university faculty	Between Groups	.702	3	.234	.280	.840
	Within Groups	283.013	339	.835		
	Total	283.714	342			
Employment/career opportunities after graduation	Between Groups	1.648	3	.549	.636	.592
	Within Groups	292.614	339	.863		
	Total	294.262	342			
Cost of attending the college or university	Between Groups	.473	3	.158	.125	.945
	Within Groups	427.358	339	1.261		
	Total	427.831	342			
Christian fellowship on the campus	Between Groups	45.491	3	15.164	13.833	.000
	Within Groups	371.605	339	1.096		
	Total	417.096	342			
God's leading in your life	Between Groups	61.631	3	20.544	35.131	.000
	Within Groups	198.235	339	.585		
	Total	259.866	342			

Three college choice factors exhibited significance means differences related to Q53. These three were: Opportunity for spiritual growth; Christian fellowship on the campus; and God's leading in your life. To determine specific significances between the groupings, a post hoc Bonferroni analysis was administered on each of these three college choice factors as presented in Tables 40-42.

Table 40

Variance by Spirituality - Post Hoc Analysis of Opportunity for Spiritual Growth

Opportunity for spiritual growth - Bonferroni						
(I) Which best describes your view?	(J) Which best describes your view?	Mean	Std. Error	Sig.	95% Confidence Interval	
		Difference (I-J)			Lower Bound	Upper Bound
I'm skeptical about religion	All religions lead to heaven	1.100	.787	.980	-.99	3.19
	Jesus is a way to heaven	-.233	.467	1.000	-1.47	1.01
	Jesus is the only way to heaven	-1.099*	.326	.005	-1.96	-.23
All religions lead to heaven	I'm skeptical about religion	-1.100	.787	.980	-3.19	.99
	Jesus is a way to heaven	-1.333	.795	.565	-3.44	.78
	Jesus is the only way to heaven	-2.199*	.721	.015	-4.11	-.29
Jesus is a way to heaven	I'm skeptical about religion	.233	.467	1.000	-1.01	1.47
	All religions lead to heaven	1.333	.795	.565	-.78	3.44
	Jesus is the only way to heaven	-.865	.343	.073	-1.78	.05
Jesus is the only way to heaven	I'm skeptical about religion	1.099*	.326	.005	.23	1.96
	All religions lead to heaven	2.199*	.721	.015	.29	4.11
	Jesus is a way to heaven	.865	.343	.073	-.05	1.78

*. The mean difference is significant at the 0.05 level.

Table 41

Variance by Spirituality - Post Hoc Analysis of Christian Fellowship on the Campus

Christian fellowship on the campus - Bonferroni						
(I) Which best describes your view?	(J) Which best describes your view?	Mean		Sig.	95% Confidence Interval	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
I'm skeptical about religion	All religions lead to heaven	-.200	.811	1.000	-2.35	1.95
	Jesus is a way to heaven	-1.144	.481	.107	-2.42	.13
	Jesus is the only way to heaven	-1.917*	.336	.000	-2.81	-1.03
All religions lead to heaven	I'm skeptical about religion	.200	.811	1.000	-1.95	2.35
	Jesus is a way to heaven	-.944	.818	1.000	-3.12	1.23
	Jesus is the only way to heaven	-1.717	.743	.128	-3.69	.25
Jesus is a way to heaven	I'm skeptical about religion	1.144	.481	.107	-.13	2.42
	All religions lead to heaven	.944	.818	1.000	-1.23	3.12
	Jesus is the only way to heaven	-.773	.354	.178	-1.71	.17
Jesus is the only way to heaven	I'm skeptical about religion	1.917*	.336	.000	1.03	2.81
	All religions lead to heaven	1.717	.743	.128	-.25	3.69
	Jesus is a way to heaven	.773	.354	.178	-.17	1.71

*. The mean difference is significant at the 0.05 level.

Table 42

Variance by Spirituality - Post Hoc Analysis of God's Leading in Your Life

God's leading in your life - Bonferroni						
(I) Which best describes your view?	(J) Which best describes your view?	Mean	Std. Error	Sig.	95% Confidence Interval	
		Difference (I-J)			Lower Bound	Upper Bound
I'm skeptical about religion	All religions lead to heaven	-.100	.592	1.000	-1.67	1.47
	Jesus is a way to heaven	-1.822*	.351	.000	-2.75	-.89
	Jesus is the only way to heaven	-2.299*	.246	.000	-2.95	-1.65
All religions lead to heaven	I'm skeptical about religion	.100	.592	1.000	-1.47	1.67
	Jesus is a way to heaven	-1.722*	.598	.025	-3.31	-.14
	Jesus is the only way to heaven	-2.199*	.542	.000	-3.64	-.76
Jesus is a way to heaven	I'm skeptical about religion	1.822*	.351	.000	.89	2.75
	All religions lead to heaven	1.722*	.598	.025	.14	3.31
	Jesus is the only way to heaven	-.477	.258	.396	-1.16	.21
Jesus is the only way to heaven	I'm skeptical about religion	2.299*	.246	.000	1.65	2.95
	All religions lead to heaven	2.199*	.542	.000	.76	3.64
	Jesus is a way to heaven	.477	.258	.396	-.21	1.16

*. The mean difference is significant at the 0.05 level.

The One-Way ANOVA and the post hoc Bonferroni revealed two differences in groups related to the college choice factor “Opportunity for spiritual growth.” Significant

means differences were exhibited between “I’m skeptical about religion” and “Jesus is the only way to heaven” (-1.099*) related to “Opportunity for spiritual growth.”

Additionally, significant means difference were exhibited between “All religions lead to heaven” and “Jesus is the only way to heaven” (-2.199*) related to “Opportunity for spiritual growth.” These findings suggest that students who articulated a stronger position on the deity of Jesus and salvation through Him also articulated more importance related to colleges and universities that offer the opportunity for spiritual growth.

The One-Way ANOVA and the post hoc Bonferroni revealed one difference in groups related to the college choice factor “Christian fellowship on the campus.” Significant means differences were exhibited between “I’m skeptical about religion” and “Jesus is the only way to heaven” (-1.917) related to “Christian fellowship on the campus.” These findings suggest that students who articulated a stronger position on the deity of Jesus and salvation through Him also articulated more importance related to colleges and universities that offer the characteristic of Christian fellowship.

Finally, the One-Way ANOVA and the post hoc Bonferroni revealed four differences in groups related to the college choice factor “God’s leading in your life.”

- Significant means differences were exhibited between “I’m skeptical about religion” and “Jesus is a way to heaven” (-1.822*) related to “God’s leading in your life.”
- Significant means difference were exhibited between “I’m skeptical about religion” and “Jesus is the only way to heaven” (-2.299*) related to “God’s leading in your life.”

- Significant means differences were exhibited between “All religions lead to heaven” and “Jesus is a way to heaven” (-1.722*) related to “God’s leading in your life.”
- Significant means differences were exhibited between “All religions lead to heaven” and “Jesus is the only way to heaven” (-2.199*) related to “God’s leading in your life.”

In summary, these findings suggest that students who articulated a stronger position on the deity of Jesus and salvation through Him also articulated more importance related to God’s leading and the college choice process. While fully developed in the findings of Chapter Four in relationship to research question one, it is worthwhile to note that this paralleled the research of Siebert (1994), Collins (2006), and the VTM model (2007) related to Student Characteristics, Personal Attributes, and College Characteristics.

Research Question Three Findings – Politics

This study asked respondents to identify their political preference (Q55). Table 43 illustrates all 343 responses related to their political preference as well as race/ethnicity. White/Caucasian's in this study overwhelmingly identified as Republican. However, it should be noted that 68% of those identifying as Democrat were also White/Caucasian.

Table 43

Political Preference of 343 Respondents as Related to Race/Ethnicity

		What best describes your political preference?					Total
		Democrat	Republican	Independent	3rd party	none of the above	
What is your race?	White/Caucasian	13	190	34	2	50	289
	African American/Black	2	2	2	0	6	12
	American Indian/Alaskan Native	1	4	1	1	5	12
	Asian American/Asian	0	3	0	0	4	7
	Native Hawaiian/Pacific Islander	1	1	0	0	0	2
	Mexican American	1	3	1	0	4	9
	Other Latino	0	0	1	0	0	1
	Other	1	0	0	0	1	2
	Prefer not to respond	0	4	1	0	4	9
	Total	19	207	40	3	74	343

To further analyze college choice, a One-Way ANOVA was utilized related to political preference and the nine very important or extremely important college choice factors. Table 44 represented the findings of this analysis.

Table 44

One-Way Analysis of Variance by Politics and the Nine VI and EI Choice Factors

		Sum of				
		Squares	df	Mean Square	F	Sig.
Availability of financial aid grants and loans	Between Groups	8.258	4	2.064	1.561	.184
	Within Groups	446.902	338	1.322		
	Total	455.160	342			
Reputation and quality of college/university academics	Between Groups	6.434	4	1.608	1.947	.102
	Within Groups	279.281	338	.826		
	Total	285.714	342			
Availability of a desired academic major	Between Groups	4.987	4	1.247	1.927	.106
	Within Groups	218.727	338	.647		
	Total	223.714	342			
Opportunity for spiritual growth	Between Groups	1.626	4	.407	.366	.833
	Within Groups	375.470	338	1.111		
	Total	377.096	342			
Quality of college/university faculty	Between Groups	6.435	4	1.609	1.961	.100
	Within Groups	277.280	338	.820		
	Total	283.714	342			

Table 44 - continued

One-Way Analysis of Variance by Politics and the Nine VI and EI Choice Factors

		Sum of				
		Squares	df	Mean Square	F	Sig.
Employment/career opportunities after graduation	Between Groups	4.620	4	1.155	1.348	.252
	Within Groups	289.642	338	.857		
	Total	294.262	342			
Cost of attending the college or university	Between Groups	16.374	4	4.093	3.363	.010
	Within Groups	411.457	338	1.217		
	Total	427.831	342			
Christian fellowship on the campus	Between Groups	16.296	4	4.074	3.436	.009
	Within Groups	400.800	338	1.186		
	Total	417.096	342			
God's leading in your life	Between Groups	7.849	4	1.962	2.632	.034
	Within Groups	252.017	338	.746		
	Total	259.866	342			

The One-Way ANOVA revealed differences with political preferences related to: Cost of attending the college or university; Christian fellowship on the campus; and God's leading in your life. The post hoc Bonferroni analysis revealed those indicating a 3rd party political preference had significant difference with all other political preferences related to the college choice factor "Cost of attending the college or university."

- Significant means differences (-2.368*) were revealed between 3rd party and Democrats related to "Cost of attending the college or university."
- Significant means differences (-2.169) were revealed between 3rd party and Republicans related to "Cost of attending the college or university."

- Significant means differences (-1.950) were revealed between 3rd party and Independent related to “Cost of attending the college or university.”
- Significant means difference (-2.162) were revealed between 3rd party and None of the above related to “Cost of attending the college or university.”

While it was interesting how the student responses varied on this related to those who self identified as Third Party, this particular category of political preference represented less than 1% of the 343 respondents, discounting its meaningfulness. Table 45 illustrates the findings related to all political party preferences and the college choice factor of Cost of attending the college or university.

Table 45

Post Hoc Variance Analysis of Politics Related to Cost of Attending Choice Factor

(I) What best describes your political preference?	(J) What best describes your political preference?	Mean		Sig.	95% Confidence Interval	
		Difference (I-J)	Std. Error		Lower Bound	Upper Bound
Democrat	Republican	.199	.264	1.000	-.55	.95
	Independent	.418	.307	1.000	-.45	1.29
	3rd party	2.368*	.685	.006	.43	4.31
	none of the above	.206	.284	1.000	-.60	1.01
Republican	Democrat	-.199	.264	1.000	-.95	.55
	Independent	.219	.191	1.000	-.32	.76
	3rd party	2.169*	.642	.008	.36	3.98
	none of the above	.007	.149	1.000	-.42	.43
Independent	Democrat	-.418	.307	1.000	-1.29	.45
	Republican	-.219	.191	1.000	-.76	.32
	3rd party	1.950*	.660	.034	.08	3.82
	none of the above	-.212	.217	1.000	-.82	.40
3rd party	Democrat	-2.368*	.685	.006	-4.31	-.43
	Republican	-2.169*	.642	.008	-3.98	-.36
	Independent	-1.950*	.660	.034	-3.82	-.08
	none of the above	-2.162*	.650	.010	-4.00	-.33
none of the above	Democrat	-.206	.284	1.000	-1.01	.60
	Republican	-.007	.149	1.000	-.43	.42
	Independent	.212	.217	1.000	-.40	.82
	3rd party	2.162*	.650	.010	.33	4.00

*. The mean difference is significant at the 0.05 level.

The One-Way ANOVA and post hoc Bonferroni analysis revealed those indicating a Republican and Independent political preference had significant means differences (.545*) related to the college choice factor “Christian fellowship on the

campus.” Table 46 illustrates these results of the post hoc Bonferroni. The finding suggests that students who self identify as Republicans may place a higher value on the Christian fellowship on campus, but this was not a practical finding.

Table 46

Post Hoc Variance Analysis of Politics Related to Christian Fellowship Choice Factor

Bonferroni						
(I) What best describes your political preference?	(J) What best describes your political preference?	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Democrat	Republican	-.242	.261	1.000	-.98	.50
	Independent	.303	.303	1.000	-.55	1.16
	3rd party	.719	.677	1.000	-1.19	2.63
	none of the above	.120	.280	1.000	-.67	.91
Republican	Democrat	.242	.261	1.000	-.50	.98
	Independent	.545*	.188	.040	.01	1.08
	3rd party	.961	.633	1.000	-.83	2.75
	none of the above	.362	.147	.145	-.05	.78
Independent	Democrat	-.303	.303	1.000	-1.16	.55
	Republican	-.545*	.188	.040	-1.08	-.01
	3rd party	.417	.652	1.000	-1.43	2.26
	none of the above	-.182	.214	1.000	-.79	.42
3rd party	Democrat	-.719	.677	1.000	-2.63	1.19
	Republican	-.961	.633	1.000	-2.75	.83
	Independent	-.417	.652	1.000	-2.26	1.43
	none of the above	-.599	.641	1.000	-2.41	1.21
none of the above	Democrat	-.120	.280	1.000	-.91	.67
	Republican	-.362	.147	.145	-.78	.05
	Independent	.182	.214	1.000	-.42	.79
	3rd party	.599	.641	1.000	-1.21	2.41

*. The mean difference is significant at the 0.05 level.

While the ANOVA indicated difference on political preference and the college choice factor of “God’s leading in your life” the post hoc Bonferroni analysis did not, therefore the null hypothesis was supported in relationship to significant differences of means with this college choice factor of “God’s leading in your life” and political preference.

In summary, the analysis of the college choice factors and political preference indicated differences related to the college choice factors: Cost of attending the college or university; and Christian fellowship on the campus. Cost of attending the college seemed much less of concern to those identifying as third party political preference. However, as noted, this sampling was extremely small. Additionally, Republicans identified Christian fellowship on the campus as a higher priority than those of an independent party persuasion. Finally, it must be noted that political preference does not appear within the theoretical models of college choice or the empirical findings in this review of college choice and enrollment literature. Additionally, the VTM model (2007) does not include political preference in the areas of Student Characteristics or Personal Attributes. It is therefore quite difficult to establish enrollment practice related to political preference.

Research Question Three Findings – Nazarene Identity

Four questions on this survey were constructed to identify Nazarene identity (Q45, Q46, Q47, and Q48). The following results illustrate the findings related to the 343 respondents and these four questions:

Table 47

Nazarene Identity Questions – Do Your Parents Attend a Nazarene Church?

	Frequency	Percent	Cumulative Percent
no	52	15.2	15.2
yes	291	84.8	100.0
Total	343	100.0	

Table 48

Nazarene Identity Questions – Are Either of Your Parents on the Pastoral Staff of a Nazarene Church?

	Frequency	Percent	Cumulative Percent
no	291	84.8	84.8
yes	52	15.2	100.0
Total	343	100.0	

Table 49

Nazarene Identity Questions – Did Either of Your Parents Attend a Nazarene College or University?

	Frequency	Percent	Cumulative Percent
no	204	59.5	59.5
yes	139	40.5	100.0
Total	343	100.0	

Table 50

Nazarene Identity Questions – Did Any of Your Siblings Attend a Nazarene College or University?

	Frequency	Percent	Cumulative Percent
no	243	70.8	70.8
yes	85	24.8	95.6
I have no siblings	15	4.4	100.0
Total	343	100.0	

The Independent-Samples t Test analysis was done for Q45 – Do your parents attend a Nazarene church? Significances emerged related to those who answered no and those who answered yes related to “Availability of financial aid grants and loans” and “Quality of college/university faculty.” Table 51 compares the means of these groupings related to the nine very important or extremely important college choice factors while Table 52 presents the Independent-Samples t Test.

Table 51

*Comparison of Means for Nine VI or EI Choice Factors Related to Parent CON**Attendance*

	Do your parents attend a Nazarene Church?	N	Mean	Std. Deviation	Std. Error
					Mean
Availability of financial aid grants and loans	no	52	5.52	.918	.127
	yes	291	5.17	1.184	.069
Reputation and quality of college/university academics	no	52	5.10	1.034	.143
	yes	291	5.22	.891	.052
Availability of a desired academic major	no	52	5.48	.828	.115
	yes	291	5.52	.807	.047
Opportunity for spiritual growth	no	52	5.33	1.043	.145
	yes	291	5.10	1.049	.062
Quality of college/university faculty	no	52	5.33	.879	.122
	yes	291	5.04	.911	.053
Employment/career opportunities after graduation	no	52	5.17	1.024	.142
	yes	291	5.24	.911	.053
Cost of attending the college or university	no	52	5.31	.961	.133
	yes	291	5.10	1.143	.067
Christian fellowship on the campus	no	52	5.21	1.016	.141
	yes	291	5.12	1.120	.066
God's leading in your life	no	52	5.65	.837	.116
	yes	291	5.60	.879	.052

Table 52

Independent-Samples t Tests of Nine VI or EI Choice Factors Related to Parent CON Attendance

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Availability of financial aid grants and loans	Equal variances assumed	4.211	.041	2.029	341	.043	.351	.173	.011	.691
	Equal variances not assumed			2.420	84.530	.018	.351	.145	.063	.639
Reputation and quality of college/university academics	Equal variances assumed	3.676	.056	-.924	341	.356	-.127	.138	-.398	.144
	Equal variances not assumed			-.834	65.249	.408	-.127	.153	-.432	.178

Table 52 - continued

Independent-Samples t Tests of Nine VI or EI Choice Factors Related to Parent CON Attendance

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>				Lower	Upper
Availability of a desired academic major	Equal variances assumed	.292	.589	-.285	341	.776	-.035	.122	-.275	.205
	Equal variances not assumed			-.279	69.404	.781	-.035	.124	-.282	.213
Opportunity for spiritual growth	Equal variances assumed	.100	.753	1.462	341	.145	.231	.158	-.080	.541
	Equal variances not assumed			1.468	70.724	.146	.231	.157	-.083	.544

Table 52 - continued

*Independent-Samples t Tests of Nine VI or EI Choice Factors Related to Parent CON**Attendance*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Quality of college/university faculty	Equal variances assumed	.124	.725	2.119	341	.035	.289	.136	.021	.557
	Equal variances not assumed			2.172	71.961	.033	.289	.133	.024	.555
Employment/career opportunities after graduation	Equal variances assumed	.708	.401	-.458	341	.647	-.064	.140	-.339	.211
	Equal variances not assumed			-.422	66.221	.674	-.064	.152	-.367	.239
Cost of attending the college or university	Equal variances assumed	.646	.422	1.216	341	.225	.205	.168	-.126	.536
	Equal variances not assumed			1.372	79.171	.174	.205	.149	-.092	.501

Table 52 - continued

Independent-Samples t Tests of Nine VI or EI Choice Factors Related to Parent CON Attendance

		Levene's Test for Equality of Variances		t -test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Christian fellowship on the campus	Equal variances assumed	.446	.505	.569	341	.570	.095	.166	-.233	.422
	Equal variances not assumed			.609	74.937	.544	.095	.155	-.215	.404
God's leading in your life	Equal variances assumed	.315	.575	.425	341	.671	.056	.131	-.203	.314
	Equal variances not assumed			.440	72.550	.661	.056	.127	-.197	.309

The Independent-Samples t Test revealed two significant differences for those whose parents do and do not attend a Nazarene church related to: Availability of financial aid grants and loans and Quality of college/university faculty. The college choice factor “Availability of financial aid grants and loans” revealed a mean score of 5.52 with a standard deviation of .918 for those whose parents do not attend a Nazarene church and a

mean score of 5.17 with a standard deviation of 1.184 for those whose parents do attend a Nazarene church. The significance level (two-tailed) was .018 with a mean difference of .351. Cohen's *d* revealed a .330 effect size representing a small practical significance. The finding suggests that Nazarene students whose parents do not attend a Nazarene church are more concerned about financial aid when compared with students who do have parents attending a Nazarene church.

The college choice factor "Quality of college university faculty" revealed a mean score of 5.33 with a standard deviation of .879 for those whose parents do not attend a Nazarene church and a mean score of 5.04 with a standard deviation of .911 for those whose parents do attend a Nazarene church. The significance level (two-tailed) was .035 with a mean difference of .289. Cohen's *d* revealed a .323 effect size representing a small practical significance. The finding suggests that Nazarene students whose parents do not attend a Nazarene church are more concerned about quality of faculty when compared with students who do have parents attending a Nazarene church.

The Independent-Samples *t* Test analysis was done for Q46 - Are either of your parents on the pastoral staff of a Nazarene church? No significant means differences emerged related to this question and the Nine Very Important or extremely important college choice factors.

The attribute of parents as Nazarene college/university alumni (Q47) was notable with a full 40.5% of the 343 respondents indicating such applied to them.

Table 53

Comparison of Students with Nazarene Alumni Parents Related to the Nine VI or EI College Choice Factors

	Did either of your parents attend a Nazarene college or university?	N	Mean	Std. Deviation	Std. Error Mean
Availability of financial aid grants and loans	No	204	5.30	1.103	.077
	Yes	139	5.11	1.220	.103
Reputation and quality of college/university academics	No	204	5.18	.932	.065
	Yes	139	5.24	.889	.075
Availability of a desired academic major	No	204	5.50	.827	.058
	Yes	139	5.52	.783	.066
Opportunity for spiritual growth	No	204	5.08	1.075	.075
	Yes	139	5.21	1.011	.086
Quality of college/university faculty	No	204	5.08	.909	.064
	Yes	139	5.08	.917	.078
Employment/career opportunities after graduation	No	204	5.25	.959	.067
	Yes	139	5.19	.881	.075
Cost of attending the college or university	No	204	5.18	1.113	.078
	Yes	139	5.07	1.127	.096
Christian fellowship on the campus	No	204	5.03	1.168	.082
	Yes	139	5.27	.991	.084
God's leading in your life	No	204	5.61	.922	.065
	Yes	139	5.60	.795	.067

Table 54

*Independent-Samples t Test of Students with Nazarene Alumni Parents Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
Availability of financial aid grants and loans	Equal variances assumed	.679	.410	1.509	341	.132	.191	.127	-.058	.440
	Equal variances not assumed			1.480	276.190	.140	.191	.129	-.063	.445
Reputation and quality of college/university academics	Equal variances assumed	.141	.708	-.557	341	.578	-.056	.101	-.254	.142
	Equal variances not assumed			-.562	305.474	.575	-.056	.100	-.252	.140

Table 54 - Continued

*Independent- Samples t Test of Students with Nazarene Alumni Parents Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Availability of a desired academic major	Equal variances assumed	.204	.652	-.147	341	.883	-.013	.089	-.188	.162
	Equal variances not assumed			-.148	306.955	.882	-.013	.088	-.187	.160
Opportunity for spiritual growth	Equal variances assumed	.140	.709	-	341	.260	-.130	.115	-.357	.097
	Equal variances not assumed			-	308.312	.255	-.130	.114	-.355	.094

Table 54 - Continued

*Independent-Samples t Test of Students with Nazarene Alumni Parents Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Quality of college/university faculty	Equal variances assumed	.198	.657	.042	341	.967	.004	.100	-.193	.202
	Equal variances not assumed			.042	294.650	.967	.004	.101	-.194	.202
Employment/career opportunities after graduation	Equal variances assumed	.656	.419	.665	341	.507	.068	.102	-.133	.269
	Equal variances not assumed			.675	312.371	.500	.068	.100	-.130	.266

Table 54 - Continued

*Independent- Samples t Test of Students with Nazarene Alumni Parents Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances					t-test for Equality of Means				
							95% Confidence Interval of the Difference				
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Cost of attending the college or university	Equal variances assumed	.074	.786	.849	341	.396	.105	.123	-.138	.347	
	Equal variances not assumed			.847	294.142	.397	.105	.123	-.138	.347	
Christian fellowship on the campus	Equal variances assumed	1.282	.258	-	341	.049	-.239	.121	-.477	-.001	
	Equal variances not assumed			-	324.871	.042	-.239	.117	-.470	-.008	

Table 54 - Continued

Independent-Samples t Test of Students with Nazarene Alumni Parents Related to the Nine VI or EI College Choice Factors

		Levene's Test for Equality of Variances		t -test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
God's leading in your life	Equal variances assumed	.234	.629	.037	341	.971	.004	.096	-.185	.192
	Equal variances not assumed			.038	322.646	.970	.004	.093	-.180	.187

The Independent-Samples t Test revealed one significant difference. The college choice factor “Christian fellowship on the campus” revealed a mean score of 5.03 with a standard deviation of 1.168 for those who did not have a parent attend a Nazarene college or university and a mean score of 5.27 with a standard deviation of .991 for those who did have a parent attend a Nazarene college or university. The significance level (two-tailed) was .049 with a mean difference of -.239. Cohen’s d revealed a -.229 effect size representing a small practical significance. The finding suggests that students with parents as Nazarene alumni placed more significance on the Christian fellowship on the

campus, when choosing a college or university, than those that did not have a parent attend a Nazarene IHE.

Finally, the Independent-Samples t Test analysis was also done for Q48 – Did any of your siblings attend in the past or currently attend a Nazarene college or university? Significances emerged related to those who answered no and those who answered yes related to “Availability of financial aid grants and loans.” Tables 55-56 illustrate the analysis completed on these groupings related to the nine VI and EI college choice factors.

Table 55

*Comparison of Students with Nazarene Alumni Siblings Related to the Nine VI or EI**College Choice Factors*

Did any of your sibling (s) attend in the past or currently attend a Nazarene college of university?		<i>N</i>	Mean	Std. Deviation	Std. Error Mean
Availability of financial aid grants and loans	No	243	5.31	1.076	.069
	Yes	85	5.00	1.300	.141
Reputation and quality of college/university academics	No	243	5.20	.964	.062
	Yes	85	5.22	.762	.083
Availability of a desired academic major	No	243	5.54	.824	.053
	Yes	85	5.41	.791	.086
Opportunity for spiritual growth	No	243	5.12	1.079	.069
	Yes	85	5.31	.887	.096
Quality of college/university faculty	No	243	5.10	.924	.059
	Yes	85	5.08	.862	.094
Employment/career opportunities after graduation	No	243	5.25	.944	.061
	Yes	85	5.18	.875	.095
Cost of attending the college or university	No	243	5.11	1.163	.075
	Yes	85	5.19	1.029	.112
Christian fellowship on the campus	No	243	5.11	1.106	.071
	Yes	85	5.29	.961	.104
God's leading in your life	No	243	5.58	.929	.060
	Yes	85	5.73	.605	.066

Table 56

*Independent-Samples t Test of Students with Nazarene Alumni Siblings Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Availability of financial aid grants and loans	Equal variances assumed	5.977	.015	2.181	326	.030	.313	.143	.031	.595
	Equal variances not assumed			1.992	126.555	.049	.313	.157	.002	.623
Reputation and quality of college/university academics	Equal variances assumed	2.709	.101	-.189	326	.850	-.022	.116	-.249	.205
	Equal variances not assumed			-.212	184.466	.832	-.022	.103	-.226	.182

Table 56 - Continued

*Independent-Samples t Test of Students with Nazarene Alumni Siblings Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Availability of a desired academic major	Equal variances assumed	.212	.645	1.279	326	.202	.131	.103	-.071	.334
	Equal variances not assumed			1.304	152.212	.194	.131	.101	-.068	.331
Opportunity for spiritual growth	Equal variances assumed	3.314	.070	- 1.434	326	.153	-.187	.130	-.443	.069
	Equal variances not assumed			- 1.574	176.994	.117	-.187	.118	-.420	.047

Table 56 - Continued

*Independent-Samples t Test of Students with Nazarene Alumni Siblings Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Quality of college/university faculty	Equal variances assumed	.217	.642	.179	326	.858	.021	.114	-.205	.246
	Equal variances not assumed			.185	156.252	.853	.021	.111	-.198	.239
Employment/career opportunities after graduation	Equal variances assumed	.170	.680	.638	326	.524	.075	.117	-.155	.304
	Equal variances not assumed			.662	157.239	.509	.075	.113	-.148	.297

Table 56 - Continued

*Independent-Samples t Test of Students with Nazarene Alumni Siblings Related to the
Nine VI or EI College Choice Factors*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (2tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Cost of attending the college or university	Equal variances assumed	1.019	.313	-.571	326	.569	-.081	.142	-.361	.199
	Equal variances not assumed			-.605	164.376	.546	-.081	.134	-.346	.184
Christian fellowship on the campus	Equal variances assumed	2.258	.134	-	326	.176	-.183	.135	-.448	.082
	Equal variances not assumed			-	167.313	.149	-.183	.126	-.432	.066

Table 56- Continued

Independent-Samples t Test of Students with Nazarene Alumni Siblings Related to the Nine VI or EI College Choice Factors

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		<i>F</i>	Sig.	<i>t</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
God's leading in your life	Equal variances assumed	7.546	.006	-	326	.181	-.145	.108	-.358	.068
			1.342							
	Equal variances not assumed			-	226.251	.103	-.145	.089	-.320	.030
			1.636							

The college choice factor “Availability of financial aid grants and loans” revealed a mean score of 5.31 with a standard deviation of 1.076 for those whose siblings did not attend a Nazarene college or university and a mean score of 5.00 with a standard deviation of 1.300 for those whose siblings did attend a Nazarene college or university. The significance level (two-tailed) was .049 with a mean difference of .313. Cohen’s *d* revealed a .260 effect size representing a small practical significance. The findings suggest that students whose siblings attended a Nazarene college or university are somewhat less concerned about financial aid than those who have not had a sibling at a Nazarene IHE.

In summary, the analysis of Nazarene identity found significant differences related to the college choice factors of financial aid, quality of faculty, and Christian fellowship.

- Nazarene students whose parents did not attend a Nazarene church exhibited more concern over financial aid and quality of faculty than those whose parents did attend a Nazarene church.
- Nazarene students who did not have a sibling ever attend a Nazarene college or university exhibited more concern over financial aid than those that did have a sibling go to a Nazarene IHE.
- Nazarene students who had a parent attend a Nazarene college or university exhibited more importance related to Christian fellowship on the campus than those that did not have a parent attend a Nazarene IHE.

Conclusions

These are exciting, changing, and challenging days for IHE. The eight Nazarene colleges and universities in the United States recruit and enroll Nazarene students against a backdrop of competition, reduced demand, and economic challenge. Traditional age enrollment is seeing minimal increase at only a few CON schools and the number of high school age students graduating in the U.S. is declining in 28 states with very modest gains in others. With that said, through the years, the value of a college education has persisted. Congressional actions from the 1940s on have reinforced this. Students today continue to value a college education but there are nuances to this target market. Ultimately, this writer has asked how small, faith-based institutions like the CON schools might increase their success with the target market of their own denominational students while facing these many challenges.

Hossler, Maguire, Sevier and many others have been clarion voices promoting data driven decision making in the area of college enrollment management and marketing. Simply put, “The key to creating an effective product mix is to conduct research” (Sevier, 1998, p.11). This project sought to add to the body of literature related to student college choice and employed survey research that would provide relevant data to contribute to a better understanding of Nazarene high school seniors.

The theoretical models of student college choice presented a guiding construct by which all enrollment management and marketing actions related to student matriculation is understood. The preceding pages included a review of seminal college choice models, specifically Ihlandfelt’s (1981) matriculation funnel and four classic student college choice models from Chapman (1981), Jackson (1982), Hanson & Litten (1982) and

Hossler and Gallagher (1987). Based upon their continued appearance in the literature, the relevance of these models for enrollment management has been and continues to be significant.

In addition to these classic models of understanding college choice, the literature review also captured significant modern contributions by Perna (2000), Cabrera and La Nasa (2000), Rowe (2002), Linsenmeier et al. (2002), Paulsen and St. John (2002), Allen (2003), Palmer (2003), Acker and Fendley (2004), Bradshaw (2005), Collins (2006), Goven et al. (2006), Gatfield and Chen (2006), Tucciarone (2007), Olive and White (2007), Vrontis et al. (2007), Yang et al. (2008), Helgesen (2008), Noel-Levitz (2008, 2009), Sallie Mae (2009), Stamats (2009) and the CCCU (2010b).

After a thorough review of the premier college choice literature of the past fifty years, this work relied upon Vrontis et al. (2007) as its theoretical construct and turned to Forseth (1987), Siebert (1994), and Sauder (2008) for survey validity and reliability along with an expert panel of Nazarene enrollment officers. Based on this research with Nazarenes high school students, its connectivity to the literature as reviewed, and with the guiding theoretical construct of the VTM model (2007), I now offer a summary of the major findings of this study.

The following are selected findings in the order as reported in this study:

- The VTM model (2007) provides a practical understanding of college choice for the theorists and practitioners of enrollment management. (pp. 48-52)
- Nazarene students appear sensitive to God's leading in their lives relative to the college choice process. (p.94)

- Nazarene students appear concerned over the availability of financial aid grants and loans and the overall cost of higher education. (pp. 98-100)
- Nazarene students appear to be seeking a culture of spirituality that includes Christian fellowship on the campus as well as other opportunities for spiritual growth. (pp. 101-102)
- Nazarene students appear very interested in matters of reputation and quality related to the college or university as a whole and its faculty. (pp. 99-103)
- Nazarene students appear pragmatic relative to the availability of a specific major as well as employment/career opportunities connected to that area of study. (pp. 95-96)
- Nazarene students not choosing one of the eight Nazarene colleges or universities appear to be making such a decision related to staying close to home. (pp. 110-111)
- Gender differences were not markedly apparent with this sampling of Nazarene students related to college choice. Both males and females articulated the same very important and extremely important college choice factors. (pp. 120-133)
- Race/ethnicity did not have a pronounced place amongst the respondents of this study, however, the matters of academic reputation and financial aid are of note for students that are identifying as non-white. (pp. 134-143)
- Nazarene students self identifying with lower income levels appear to have a greater concern relative to financial aid grant and loan opportunities. (pp. 144-149)

- Nazarene students that articulated a strong belief in the deity of Jesus and salvation through Him naturally appear more interested in Christian fellowship on the campus and opportunities for spiritual growth. (pp. 153-160)
- Nazarene students who did not have parents attending a Nazarene church or parents/siblings who were Nazarene college alumni appear concerned over matters of quality (academic reputation of school and faculty) and financial aid opportunities. (pp. 168-182)
- Nazarene students whose parents were Nazarene college/university alumni appear to value the Christian fellowship on the campus more than those not having Nazarene alumni parents. (pp. 168-182)

Implications

This project now comes to a section that demands an articulation of the relevance of this information as it relates to practice and future research. Presented in these final pages will be sentiments regarding the major impact of this study; practical changes that can be made as a result of this study; and new questions that have emerged from this study leading to recommendations for future research.

First, this work sought to review and present relevant college choice, higher education marketing, and enrollment management literature from the past several decades. The Vrontis, Thrassou, & Melanthiou (2007) model or what was termed the VTM model emerged as a premier theoretical model of college choice. This writer had the privilege of joining an admissions and recruitment team at a Nazarene college in 1994 and has worked in higher education administration and enrollment management most of the years since. A model of college choice, as found in Figure 9, can benefit all; from the

chief enrollment officer to the beginning admissions counselor. The linear steps of enrollment of the VTM model combined with the contributing external variables represented much of the seminal literature of the college choice field. The 39 college choice factors of this study were constructed to touch each one of these variables, and ultimately the nine very important and extremely important did the same.

Second, the nine very important and extremely important college choice factors, determined from the highest means of the 343 respondents provides each of the Nazarene IHE with a relevant list of college choice factors to focus their marketing and recruitment efforts upon. This writer believes these nine factors can be distilled to three main categories of focus: matters of spirituality, matters of perceived value, and matters of affordability.

Matters of Spirituality	Matters of Perceived Value	Matters of Affordability
God's leading in your life	Availability of a desired academic major	Availability of financial aid grants and loans
Christian fellowship on the campus	Employment/career opportunities after graduation	Cost of attending the college or university
Opportunity for spiritual growth	Reputation and quality of college/university academics	
	Quality of college/university faculty	

Figure 12. Eades (2011) major Nazarene college choice factors.

Printed literature, website material, social media, broadcast advertisements, search engine marketing, and campus visit presentations can all tailor messaging relative to these nine factors. Nazarene students who desire to attend a religious IHE are following God's leading and desire a place of Christian fellowship and spiritual growth. Nazarene students are value conscious shoppers and specifically want to know that the purchase

they are making is of a quality academic product brought to them by highly skilled faculty members. Nazarenes also want to see the dots overtly connected between their college degree and their future career path. All IHE must adeptly articulate this. Lastly, matters of affordability have to be addressed at all levels, especially with African American and Hispanic student. Olive and White (2007) pointed out that so many IHE miss the boat with Hispanic families by simply not having materials printed in Spanish for many parents who are non-English speaking. Based on the findings of this study with Nazarenes, the consistent clear communication about value and affordability appears paramount. Students and families must see, at the earliest point of the journey, how the sticker price is not the real price and that financial aid opportunities can be obtained.

Third, the issue of closeness to home, as related to research question two, has proved to be a landmark finding of this study. In summary, Nazarenes choosing to attend a Nazarene IHE and Nazarenes choosing not to attend a Nazarene IHE had significantly different views when it came to the college choice factor closeness to home. While closeness to home did not emerge on the overall list of nine very important or extremely important college choice factors, its significance related to Nazarenes not choosing a Nazarene college was major. The significance level (two-tailed) was .000 with a .815 effect size. This, according to the Cohen's *d* analysis, was a matter of large practical significance and deserves a lengthier treatment.

What does this finding mean for the present and future results of Nazarene IHE with Nazarene denominational students? The writer's experience of a Nazarene education was related to traveling over 400 miles to the closest Nazarene college and enjoying friends, amazing faculty, classroom learning, chapel services, singing groups, mission

trips, dorm life, clubs, and intramural athletics. While it might be seen by some as an ideal experience for all Nazarenes, to expect most Nazarene high-school students to have the residential experience as described is naïve in this day and age. What then can Nazarene IHE do to capture these students determined to stay close to home? This notion calls for some relevant literature on the matter of staying home and attending college.

We must first define what has become the primary method of staying at home for college, namely, online learning. The U.S. Department of Education (2009) defined online learning as, “Learning that takes place partially or entirely over the internet. This definition excludes purely print-based correspondence education, broadcast television, videoconferencing, etc.” (p. 9). This begs the question that has raged for decades in higher education, can quality education happen online? The U.S. DOE (2009) meta-analysis findings provide a definitive and affirming answer.

The overall finding of the meta-analysis is that classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than do classes with solely face-to-face instruction.

The mean effect size for all 51 contrasts was $+0.24, p < .001$.” (p. 18)

The growth of online education in the U.S. is staggering. The Chronicle of Higher Education (2010) reported that in 2009, online education participation was up an unexpected 21% and totaled some 5.6 million of the approximate 18 million college students in the U.S. This growth followed a 17% increase in online education in 2008, presenting a total of 28% enrollment growth of online students in the two year period. As part of the continued research of this work, the writer spoke to the director of online education at a Christian university with an explosively growing online population. The

director's tenure spanned five years, in which the university had experienced 525% growth in online enrollment during that period. Such serves simply as further evidence of the incredible interest and growth in this delivery method of education.

It is also quite worthy to note that this growth in online education appears to be fueled by demand. The educational firm Inside Track (2009) reported that labor statistics show 60% of the fastest growing jobs in the U.S. requires an associate's degree, at a minimum. They went on to say that despite this reality, the U.S. ranks 11th among the 30 most developed countries in post secondary education entry and 15th among the 30 in graduation rates. The Chronicle Research Services (2011) support this in the following,

While many jobs still do not require a college degree, nor will they in the future, most higher-paying, career-oriented jobs increasingly require a college degree as a means of entry or advancement. In other words, the product colleges are offering is in greater demand than ever. (pp. 1-2)

While economic turbulence persists, the necessity of a college education continues to increase and such does not appear to be slowing. The demand for post secondary education is not in question.

Technology today appears to be moving rapidly past the novelty of online education to nuances of delivery through online mobile learning or what is known as M Learning. Caverly (2009) pointed out that mobile devices are moving beyond classroom distraction to an intriguing method of learning and educational access. He indicated that in the fall of 2009, there were over 60,000 mobile apps for education. Marsee (2011), an instructor and online instructional designer specializing in mobile learning, indicated that mobile learning is being utilized through one-way electronic

messages, instant messaging, social media such as Twitter, Facebook, Yammer, LinkedIn, YouTube, etc., pushed audio content, course content delivered through mobile platforms (iPhone, Android, etc.), rich media (video), HTML5, as well as interactive flash media and learning objects involving videos, simulations, tutorials, and interactive media. Hayes and Papworth (2008) provided an interesting look at many of today's most popular social media applications. Hayes and Papworth specifically connected the social media tools that cultivate involvement, creation, discussion, promotion, and measurement. Cutting-edge online instructional designers appear to be utilizing many of these means to enhance the educational experiences of students participating in online and M Learning educational environments.

This writer sincerely believes that the importance of this cannot be over-stated. Simply put, online education must become a strategy of Nazarene IHE specifically with students who are completing high school. Online education to date has been viewed as a delivery method for Nazarene adult studies programs. That day is no more. The time for Nazarene colleges and universities to set up an online education program specifically tailored to the recent high-school graduate is upon us. To capture a larger share of our Nazarene denominational market, we must approach this target market in a two-pronged fashion that clearly articulates two distinct enrollment options to the Nazarene high-school students; a residential experience and an online experience. These two options must be seamlessly interchangeable, allowing students to move from one to the other as desired. Today and the future will be about educational choice and flexibility.

Recommendations

This study represented the researcher's diligent efforts to achieve relevant statistical information from a very broad audience of Nazarene high-school seniors. As with all dissertation research, there exist several limitations that were discussed in Chapter Three related to the ability to generalize in broad fashion to all Nazarene high school students, geographic variances, and limitations of resources and scope.

A first recommendation of this project would be a review of all messaging by the Nazarene IHE related to the findings and conclusions of this study with Nazarene high school seniors. Figure 12 provides a market messaging construct for these schools that is fully supported by the findings of this study. A second recommendation of this work would be that a team of enrollment managers across the denomination be assembled to plan, construct, and execute a similar but more resourced study of Nazarene students on a regular basis. For example, if undertaken every five years, it could become a relevant benchmarking tool for the denomination. The educational climate and student preferences are changing rapidly. Fresh, relevant, and longitudinal data will prove most beneficial. A third recommendation would be for each school to do the same type of research project with their own recruitment populations on an annual basis. This could be constructed with the use of an outside consultant; however, the tools available today make such very possible for the enrollment practitioner. While many Nazarene IHE utilize the post-enrollment College Board's Admitted Student Questionnaire (ASQ), a unique instrument, constructed by Nazarenes, and utilized prior to enrollment would have much value.

A final recommendation for future research relates to the issue of closeness to home and the prominence it played with Nazarene students choosing to not attend a

Nazarene IHE. The Conclusion section of this chapter provided a very brief overview of literature related to online learning and M Learning. Thorough research should be conducted related to the development of a strong online system of education for the recently graduated 18-year-old Nazarene. In tandem with this, new paradigms of recruitment related to the high school student must be studied and devised relative to a multi-pronged effort; ultimately leading students to a residential, online, or hybrid delivery experience of Nazarene higher education. It is time to re-vision what constitutes a Nazarene university education. At present, 85% of Nazarene high school seniors are not choosing Nazarene higher education. A concerted effort to offer specific online and innovative hybrid delivery methods of a Nazarene education to this young audience must be undertaken. Will such be a project of the denomination as a whole or something resourced and created by each individual college and university?

Final Thoughts

What will a college or university education for an 18-year-old look like in 2020? The Chronicle Research Services or CRS (2010) put forth their opinion on the college of 2020,

The traditional model of college is changing, as demonstrated by the proliferation of colleges (particularly for-profit institutions), hybrid class schedules with night and weekend meetings, and, most significantly, online learning. The idyll of four years away from home - spent living and learning and growing into adulthood will continue to wane. It will still have a place in higher education, but it will be a smaller piece of the overall picture. (p. 1)

The CRS continued by indicating that student convenience is the future. Lectures, class discussions, study groups, presentations, and conversations with professors will happen through the internet via one's computer or mobile device. However, the traditional residential experience was not projected to disappear by 2020. Chronicle Research Services (2010) stated, "At the same time that many students are demanding more online options, some also want to learn the old-fashioned way – in classrooms" (p. 1).

Certainly the challenges for Nazarene IHE are great in the current economic climate of 2011, however, the opportunities to transform students, and hence the world through the ministry of higher education have never been greater. This project has hopefully served to provide relevant literature review and research to aid in the task of bringing more Nazarene high school students to a Nazarene college or university. That must take the form of both residential, online, and innovative hybrid programming. It is this writer's hope that the project has also served to reinforce the voices of Christian higher education that articulate the value and future of such in 2011 and beyond. Dr. Carl Zylstra, chair of the CCCU Board of Directors, stated in a recent address,

What we didn't know was going to take place was this huge economic crisis that swept over our world, which is causing people to rethink fundamental values, fundamental commitments, fundamental possibilities. We don't want people to retrench. We want people to move forward and to break through into the new opportunities that God is laying out for us. (CCCU Advance, 2010a, p. 25)

May it be so with the Nazarene colleges and universities in the U.S. as they consistently seek to understand Nazarene students across this nation and meet their needs through intentionally Christ-centered education. The literature indicates that the future will have

some similarities with the past, but it will also include an ever-growing array of new and innovative ways to educate the next generation of Nazarene leaders through Nazarene higher education.

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Appendix A

Permission from Dr. Timothy Siebert

Permission for Use of Dissertation Instrumentation

I Tim Siebert (name) on 5/2/09 (date)

provide permission to Timothy W. Eades to utilize and modify research instrumentation found within my doctoral dissertation.

These permissions, granted to Timothy W. Eades, are for the expressed purpose of his doctoral dissertation research regarding Nazarene high-school senior college choice factors.

Timothy W. Siebert
5/2/09

I wish you well Tim!

Appendix B

Permission from Dr. Eric Forseth

Permission for Use of Dissertation Instrumentation

I Edu JMH (name) on 4/30/07 (date)

provide permission to Timothy W. Eades to utilize and modify research instrumentation found within my doctoral dissertation.

These permissions, granted to Timothy W. Eades, are for the expressed purpose of his doctoral dissertation research regarding Nazarene high-school senior college choice factors.

Appendix C

Survey Introduction Email

Survey Introduction Email

This survey is part of a study with the Church of the Nazarene colleges and universities in the United States. We are studying what motivates or gets in the way of enrollment at the Church of the Nazarene schools. If you have decided to attend a Nazarene college or university or if you plan to attend a different college or university, your answers are very important. Please continue this survey either way.

All responses should be completed as soon as possible and will be ENTERED INTO A DRAWING TO WIN one of three iPod Nanos or some great shirts provided by the Nazarene schools. The drawing will take place on June 11, 2010.

Your responses will remain very confidential. Answer the questions as best you can, and please complete the entire survey to be eligible for the drawing. The survey will take around 8-10 minutes.

Your time and attention is appreciated!

Sincerely,
Tim Eades
Doctoral Candidate
teades@olivet.edu

Here is a link to the survey:

This link is uniquely tied to this survey and your email address. Please do not forward this message.

To opt out of this type of survey, click here.

Appendix D

Eades Nazarene College Choice Survey

Eades Nazarene College Choice Survey

Q_A Nazarene Region (1 – 8)

Q_B Do you plan to attend a college or university this fall?

1 – Yes

2 - No

Q_C Do you attend a Nazarene church?

1 – Yes

2 - No

There are a number of reasons or factors that most students consider when deciding on where to attend college/university. Below is such a list. We would like to know how important this choice factor was during your decision making process on college attendance. You will be ranking these factors in your college choice process from One to Six. One represents “not at all important” and Six represents “extremely important”. Chose the number you feel that corresponds best regarding the importance of that specific college choice factor.

(Likert Scale 1 - Not at all important 2, 3, 4, 5, 6 - Extremely Important)

Q_1 A campus visit with the Admissions Office

Q_2 Codes of conduct (e.g. no alcohol)

Q_3 Advice of high school counselor or teacher

Q_4 Availability of financial aid grants and loans

Q_5 Reputation and quality of college/university academics

Q_6 Availability of a desired academic major

Q_7 Physical attractiveness of the college/university campus

Q_8 Advice of friend(s)

Q_9 Opportunity for spiritual growth

Q_10 Letters, cards, and other literature from the Admissions Office

Q_11 Religious denomination of the college or university

Q_12 Advice from your parent(s)

Q_13 Small size of the college or university

Q_14 College/university website

Q_15 Advice of current student(s)

Q_16 Quality of college/university faculty

Q_17 Closeness to home

Q_18 Advice of college or university alumni

Q_19 Integration of faith and learning

Q_20 Employment/career opportunities after graduation

Q_21 Nazarene denominational scholarship money

Q_22 Official college visit day

Q_23 Advice from your grandparent(s)

Q_24 College or university representatives visit to your high school

Q_25 Advice of a pastor or church staff member

- Q_26 College or university representatives visit to your church or district event
- Q_27 The clubs and organizations available at the college or university
- Q_28 The quality of residential housing
- Q_29 College or university representatives contact by telephone
- Q_30 Community in which college or university is located
- Q_31 Personal interaction with college or university faculty
- Q_32 Cost of attending the college or university
- Q_33 Student to faculty ratio
- Q_34 Christian fellowship on the campus
- Q_35 God's leading in your life
- Q_36 Information and conversations on college/university Facebook page
- Q_37 Familiarity with campus through involvement in events
- Q_38 College or university representative's interaction at a college fair
- Q_39 Intercollegiate sports programs
-
- Q_40 What is your gender?
- 1 - male
 - 2 - female
-
- Q_41 What is your race?
- 1 - White/Caucasian
 - 2 - African American/Black
 - 3 - American Indian/Alaska Native
 - 4 - Asian American/Asian
 - 5 - Native Hawaiian/Pacific Islander
 - 6 - Mexican American
 - 7 - Puerto Rican
 - 8 - Other Latino
 - 9 - Other
 - 10 - Prefer not to respond
-
- Q_42 Best estimate of your family's annual income?
- 1 - \$18,000 - \$35,000
 - 2 - \$35,001 - \$65,000
 - 3 - \$65,001 - \$100,000
 - 4 - \$100,001 and above
 - 5 - No idea
-
- Q_43 Best estimate of your high school Grade Point Average (GPA)?
- 1 - less than 2.0
 - 2 - 2.0 to 2.5
 - 3 - 2.6 to 3.0
 - 4 - 3.1 to 3.5
 - 5 - 3.6 to 4.0
 - 6 - 4.1 and above
-
- Q_44 How often do you attend church?

- 1 – once a month or less
- 2 – at least once a week
- 3 - several times a week

Q_45 Do your parents attend a Nazarene church?

- 0 - No
- 1 - Yes

Q_46 Are either of your parents on the pastoral staff of a Nazarene church?

- 0 - No
- 1 - Yes

Q_47 Did either of your parents attend a Nazarene college or university?

- 0 - No
- 1 - Yes

Q_48 Did any of your sibling(s) attend in the past or currently attend a Nazarene college or university?

- 0 - No
- 1 - Yes
- 2 – I have no siblings

Q_49 Do you plan to attend a Nazarene college or university this fall?

- 0 - No
- 1 – Yes

Q_50 Where do you plan to attend college this fall?

Q_51 If you are not planning to attend a Nazarene college or university this fall, do you plan to transfer to one later?

- 0 – No
- 1 – Yes
- 2 – Non Applicable

Q_52 How many times a week do you pray?

- 1 to 3 times a week
- 4 or more times a week

Q_53 Which best describes your view?

- 1 - I'm skeptical about religion
- 2 - All religions lead to heaven
- 3 - Jesus is a way to heaven
- 4 – Jesus is the only way to heaven

Q_54 How important is your faith in your daily decisions?

- 1 – not at all important
- 2 – not very important
- 3 – somewhat important
- 4 – very important

Q_55 What best describes your political preference?

1 - Democrat

2 - Republican

3 - Independent

4 - 3rd Party

5 – none of the above

Q_56 Email address?

Q_57 Zip code?