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WHY NOT OU?:
MATRICULATION DECISIONS OF FIRST-TIME DIRECT-FROM HIGH SCHOOL
STUDENTS ADMITTED TO THE UNIVERSITY OF OKLAHOMA

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

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Norman, Oklahoma
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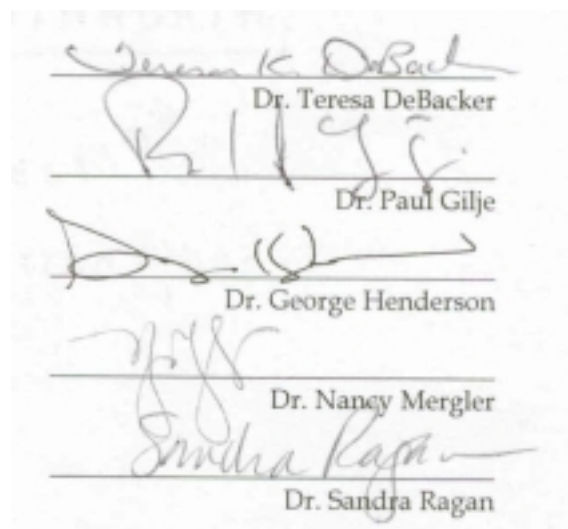


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BY



Dr. Teresa DeBacker

Dr. Paul Gilje

Dr. George Henderson

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DEDICATION

To
Al Adams -
the shining star who rains down love



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Obtaining a doctoral degree is a rite of passage – a ritual journey designed to transform the individual from a student to a scholar. Like any journey it is fraught with peril and hardship; joy and elation; friends and foes; unexpected twists and turns; and, for those who cross the finish line, a feeling of heroic accomplishment. Like Theseus, you have made it through the Labyrinth and conquered the Minotaur; and, to paraphrase the 80s rock group Queen: you are a champion.

You have before you the end result of my journey. A few pages that answer a question about college matriculation. What within that could warrant theme music and a comparison to the Greeks? What, exactly, did this rite of passage entail? According to Van Gennep (1960), every rite of passage has three stages: *Separation*, *Liminality*, and *Incorporation*. Within each stage, participants engage in a sequenced set of activities designed to challenge and transform the identity of those involved. Vogler (1998) uses this three-part framework, along with Campbell's mythological journey of a hero, to describe the people and activities of a transformational writing journey. Combining ideas from these two authors, I will recreate the structure, sequence, and people of this doctoral journey.

Overture - Definition of Terms

Music: *Adagio* by Albinoni. It's plodding, it's tedious, you don't know where it's going, but you need it to understand the rest of the story.

Every rite of passage begins with *Separation* - the movement of the individual from the known world into the unknown world where the transformation will occur. The unknown world is called *Liminality* - the state of becoming. During this phase of the process, new knowledge is gained, challenges are overcome, and the identity of the individual is transformed. The journey ends with *Incorporation* - the return of the individual from the unknown to the known world. Yet the journey has forever changed the individual, who thus returns with a new identity. Two typical

examples of rites of passage include weddings where a bachelor or bachelorette is transformed into a husband or wife; and a bar or bat mitzvah where a child is transformed into a man or woman. Mythological journeys (in which an ordinary individual is transformed into an heroic individual) and initiation ceremonies (in which a non-member of the group is transformed into a member of the group) also follow this same three-step sequence.

Rites of passage involve the interplay and interaction of many individuals. They must include the person undergoing the change. This individual is the initiate, the novice, the *Hero*. Next, they include *Shamans* who typically inhabit the liminal world and, often in the guise of *Mentors*, provide the training, knowledge, and certification required to complete the journey.

Heralds are the messengers that “announce the coming of significant change” (Vogler, 1998, p. 61). They often appear at the beginning of a journey to issue a challenge and indicate that the journey is necessary. *Guides* are individuals who show the way and help the hero with difficult decisions. Guides are like beacons of light along the dark tunnel of transformation. Just when the darkness engulfs you and you think the tunnel will never end, a light of hope appears to remind you that there is an opening on the other side. On the other hand, *Guardians* also appear at transition points and present the individual with obstacles and tests in order to confirm that the individual is ready to progress to the next challenge.

Adversaries are also part of the process and attempt to derail the individual from completing the journey. *Shapeshifters* are individuals who are not what they seem. They dazzle, confuse, and create distractions which detour you from the primary journey. On a more sinister note, *Shadows* are the evil villains and enemies who attempt to stop the journey altogether. *Tricksters*, on the other hand, cause mischief and trouble – often in humorous and innocent ways.

Finally, every journey includes *Allies*, the friends, comrades, and companions who share the journey with us. They provide assistance – either by giving of themselves to help in the battles we face, or by giving of their knowledge and other resources (magical gifts) that we will use to survive a challenge.

The Journey

Music: Beethoven's *Fifth Symphony*. The classic heroic theme music. It starts with an evil ogre in the 1st Movement, and ends with the hero's triumph in the 4th movement.

Act 1 – Separation

My doctoral journey began in 2000 with the sequential arrival of three heralds. The first herald, my boss, assured me that, while I was doing a superb job, future career growth required a doctoral degree. I found this idea depressing and did nothing to move towards that goal. A few weeks later, the second herald arrived in the form of my very first college professor whom I had not seen in over ten years. We were both attending the same conference in California. During a brief morning walk across a parking lot she also informed me that my future required a doctoral degree. Two people had just said the same thing. I began to give this idea serious consideration. However, given my job as Assistant Dean of the Graduate College, I could not determine how to manage the potential conflict of interest between administering a graduate program and studying within it at the same time. As I anguished over the decision to choose one or the other, the third herald arrived and provided an answer. A long-term friend and colleague described a weekend doctoral program in Organizational Leadership offered on our Tulsa campus – an area for which I had no administrative responsibilities. Applications were due in a few days. I had just enough time to meet the deadline.

An interview followed the written application, and the first set of threshold guardians – the selection committee – found me worthy of the journey. Thus, in October 2000, I began a three year separation process – also known as coursework – that would move me further away from my ordinary world of administrator and deeper into the world of doctoral student. Approximately every other month for three years I, along with the other students admitted to this cohort program, took a class that spanned three sequential weekends. During those months, I went to work from Monday through Thursday, traveled to Tulsa on Friday morning, went to class from Friday through Sunday, and returned home to Norman on Sunday night.

Like all new initiates, my classmates and I entered our first class with excitement and trepidation. We knew the end goal was a doctoral degree, but what challenges and obstacles lay before us? Our first instructor, a Mentor/Guide, introduced us to both leadership and the journey ahead. He described both the amount of self-sacrifice this academic degree required and the toll achieving it might exact on our personal lives. Divorce was mentioned as an unfortunate possible by-product. My classmates gasped. I breathed a sigh of relief. Nothing to worry about – I’m not married. If only I had known about the personal sadness that was to come.

For the moment, however, I progressed through this course and three more years of a work-school routine that did not require any additional thought regarding my commitment to this process, or where I had been, or was going on this journey. Every other month a Mentor/Guardian in the form of a course instructor would appear, impart some new knowledge, and certify our proficiency in it. The months, courses, and years rolled along, moving us further away from the ordinary world and closer to the entrance to the scholarly one.

Each initiate who passes into the liminal world of scholar-in-training must have an advisory committee of five faculty who will mentor, test, and certify the initiate’s progress through this world. My classmates and I called this group of Mentors, Guides, and Shamans the *Gang of Five*. As we neared the end of our coursework, the search for these gang – I mean committee – members started. Typically, the initiate – that would be me – is supposed to ask a professor to serve on the committee. The professor would interview the initiate and then decide either yes or no. However, in this regard, I am a Trickster – either unable or unwilling to follow normative guidelines, particularly those that are unjust or lacking in reciprocity. Thus, my search for a committee included a double interview: me questioning them and them questioning me. Some were mortified and questioned: “Is she always like that? Doesn’t she know this is the professor’s decision, not hers?” Needless to say, they were not asked to join my gang. It was a long, yet beneficial, search. In the end, five faculty did agree to serve on the committee; but, interestingly, none wanted to chair the committee. In order to move through the ritual, one agreed to serve as chief Shaman during the passage into the liminal state,

and we developed a strategy to identify the Shaman who would serve during the journey through the world of the scholar-in-training.

This academic threshold between Separation and Liminality occurs in the form of a two-part test called the *General Exam*. You start with a written test that spans several days. Then, you wait for the results. If the Guardians say you pass, you progress to an oral test with your self-chosen committee Mentor/Guardians. This passage between the two stages is like an airlock: you step over the first door (written exam) into a holding room. If the first door closes (evaluation guardians say you pass the test) then you may open the second door (oral exam). If you are able to cross the second threshold (pass the oral exam), then you are now a candidate traveling through the liminal state of ABD (All But Dissertation).

Many things can happen in the holding room of the General Exam. For some, the floor might fall out (fail the written exam) and you find yourself on an ancillary journey trying to redo what you did not accomplish initially. While I was waiting in the airlock, twiddling my thumbs between the written and oral exams, a Shapeshifter appeared. While the Threshold Guardians served to test my knowledge of the academic material, this Shapeshifter, one whom I had seen as a colleague and ally, was there to test my commitment to this degree, this committee, and this process. We battled. The Shapeshifter, being elusive and changeable, was winning. The only way to pass was to re-examine and re-new my commitment to this journey - to remember and know that it would not be easy, to not give up when things became difficult (as they were bound to become), and to recognize and appreciate the many people who would help me reach this goal. I assured the Academic Gods that I would do these things. A magic wand was waived. The Shapeshifter vanished. The door to the Oral exam opened. The Mentor/Guardian committee members smiled upon me, and as I passed through the last door, one of the committee members stepped forward (or possibly was left standing in front as the other four stepped back) to serve as Shaman (committee chair).

Act 2 - Liminality

After the General Exam ordeal, ABD liminality, at first, seemed fine. I already had a topic and the start of a prospectus. Now, with the chair's guidance, I was

working to develop a research methodology. But scholarly activity in this phase of the journey is different than in the separation phase of coursework. Liminality is about unstructured time and space. There are no more regular classes or pre-set deadlines. You are no longer formally attached to your classmates and allies. You are working alone in an arena where knowledge is now learned (dissertation research) rather than conveyed (class lectures). You are no longer who you were before (a student), but you are not yet who you will become (a scholar). Rather, you are a candidate – the person in-between.

Just as the prospectus work began to stall, I was called upon to visit my family while my father underwent a routine surgery. We laughed and joked with the surgeon and anesthesiologist as he was prepared for the operation. He was rolled into the operating room and we ambled over to the waiting room. Whereupon I was introduced to the first two villains of this journey – time and cancer. My father, who had traveled with me through three years of coursework; who had debriefed with me every class interaction and ethical dilemma such as the spirituality of the Sadhu; who had offered insight into Maslow's growth/deficiency theory by sharing of his childhood; who had convinced me that this journey was a worthy and noble thing to do, was dying. Without ever divulging his own physical pain, my father had taken me from the light of the known world through the darkness of separation to the edge of liminality. Now he had to push me off alone into the unknown waters of dissertation research and writing. We sat together and shared three months of memories and laughter, pain and tears, medical decisions and procedures, while the villainous cancer quickly ate away his insides until, at last, he was no longer able to travel with me to the end of this degree.

Sadness and grief engulfed me. There was no desire to continue the journey. Yet completion was the only way out of the liminal state, and I needed to find a way to continue. Several months after my father's death, three unexpected people arrived: a herald, a shaman, and a guide. The herald listened patiently and then announced that it was time to resume the journey. The shaman – a committee member – introduced a new dissertation topic – one unconnected to the sorrow of my father's absence. The guide, an unknown neighbor who had just recently

emerged from her own doctoral journey, graciously and unconditionally offered to sit with me until the tears stopped and the words started flowing. Thus, I was soon back on track.

Because of their help, and that of many other friends and allies, I was able, within a few short weeks, to complete the literature review and develop a research design. I passed the guardians' next two tests – the prospectus defense and IRB approval – with flying colors. On to data collection and the aid of many more allies who provided preliminary data-sets and participated in the development of assessment instruments. Within a few months, everything was set, and it was time to wait for the freshman to arrive. Enter the last villain – my own impatience. Hurry up and wait. And wait. And wait. And wait. And wait. And wait. Friends and family helped the summer pass with waffle parties and craft days. And just when I thought I couldn't wait anymore – the Fall 2005 semester finally arrived.

Now it was an exhilarating journey. All the knowledge learned from mentors, guides, and shamans was being applied. Data-analysis revealed exciting results. I lived and breathed my research topic day after day as the pressure built – the pressure to have it done well, to have it done by a certain time, just to have it done and get this albatross off my neck. The race was on to cross the next threshold – degree completion.

Passing from dissertation liminality to scholarly incorporation involves another airlock threshold. The first door is the reading copy – a complete and acceptable version of the entire dissertation. Submitting that moves you into the holding space. If deemed acceptable, the second door unlocks and you stand before the Shaman Gang of Five for an oral defense. If approved, the door opens and you move out of the liminal state.

For most doctoral candidates, the approach to the final threshold is fuzzy. You are usually mentally and physically exhausted. You are trying to write and edit the last pages. The Shaman Gang is making last minute requests and changes. Inevitably there is some administrative form you have forgotten to file in the Graduate College and achieving the ultimate goal seems impossible. Why bother when sleep seems so much more worthwhile.

Enter Mom. Moms belong in their own special category. Moms are Heroes, Mentors, and Allies; Herald, Guides, and Guardians; Shapeshifters, Shadows, and Tricksters all rolled into one. Moms will knock some sense into you and then give you that reassuring, loving smile that lets you know you can do it and everything will be just fine. Thus, while my Father carried me from Separation into Liminality, it was my Mother who carried me out. Literally. She arrived at my house as I approached the end of the liminal dissertation process, and she sat with me (watching Oprah) while I wrote Chapters Five and Six. She provided that late-night, early-morning reassurance that I was going to meet the deadline.

The reading copy was finished around 4:00am on a Sunday morning, and I am forever thankful to two extremely important allies, who, when I was too exhausted and unable to do it myself, hand-delivered the reading copies to my committee members. While they were being delivered, my Mother took me on a cross-country road trip. A geospatial and metaphysical journey that began the path to recovery and re-integration. One that reminded me of who I had been in the past and who I was going to become in the future.

We returned from this trip and went together to the dissertation defense. From what I recall of it, it was lovely. (For what I don't remember, Mom has it on videotape.) The only trauma, a small panic attack when I thought one of the Shamans was leaving too soon. But, once again, the Shamans smiled upon me and I passed the test. As that portion of the threshold airlock opened, Mom also departed so that I could complete this last part of the transformation.

Act 3 - Incorporation

The next few days were occupied with final revisions and edits. A week after the defense, I passed by the last two Guardians: The Graduate College and Bizzell Memorial Library. My dissertation had been deposited. When the sliding glass library doors opened on that Friday afternoon in December it was time to assume a new identity.

Between that day and this, the Spring semester has passed. These months have been a time of reflection, a time to decompress with good friends, a time to

wash away the stench of the albatross and to realize it – the dissertation – might actually become a swan (some published articles). Today I stand at the very end of this journey, two days away from the official ceremony – commencement / graduation – that will mark the successful achievement of a new identity. Even though I may return to the same job I’ve had for the last seven years, I am someone new. Dr. Adams. A scholar. A member of the club. On this Friday, with *Pomp and Circumstance* playing, I will emerge heroically with my new academic regalia.

Credits

Music: The Original *Star Wars* Finale (“The Throne Room and End Title) by John Williams. It’s happy, uplifting, and triumphant.

Having survived this heroic rite of passage, I would like to take this time and space to acknowledge and thank the many people who moved me from an intelligent individual to a scholarly intellectual. First, Alvin C. Adams & Ada Woodson Adams - the alpha and the omega of this process. In between the beginning and the end, were many other individuals who came from a variety of supportive communities.

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Abstract

This research project examined why undergraduate students who have applied and been admitted to the University of Oklahoma (OU), chose not to attend OU. It contributes to the growing body of literature in higher education that examines the college selection process, enrollment management policies and procedures, undergraduate recruiting practices, and undergraduate admission policies. Literature in these areas can be divided into two categories: research studies from the student perspective (college choice) and research studies from the academic institution's perspective (enrollment management).

In addition, the primary theme of this dissertation – enrollment choice – involves issues related to decision-making by both the student and the institution. Decision-making is a fundamental component of the leadership equation. Thus, this dissertation indirectly examines how future leaders – students – make major decisions that may affect their future; how current leaders – academic administrators – make decisions that may affect the institution's future; and how the interaction of both students and administrators influences the choices of each.

Based on data collected and analyzed from all first-time direct-from high school students admitted to OU for the Fall 2005 semester, and the data collected and analyzed from a sub-sample of these students, seven categories of potential enrollment choice action areas were identified and discussed. These included: People – the demographic differences between students who chose to attend OU and those who did not; Choice – the selection policies and procedures the University uses in order to admit the desired student population; Market – the geographic regions that contain students most interested in attending OU; Competitors – the other schools these students consider in addition to OU; Money – the financial concerns of the desired student population; Communication – the ways in which the University interacts with the desired student population; and Perception – the intended and unintended image the institution projects about itself.

CHAPTER ONE: INTRODUCTION

This study examined the matriculation decisions of applicants to the University of Oklahoma (OU). Specifically, it addressed the question of why students who apply and are admitted to OU chose not to attend OU. The study examined how students reach this decision, and the potential impact of institutional communication on this matriculation decision. This research project contributes to the growing body of literature in higher education that examines the college selection process, enrollment management policies and procedures, undergraduate recruiting practices, and undergraduate admission policies. Literature in these areas can be divided into two categories: research studies from the student perspective (college choice) and research studies from the academic institution's perspective (enrollment management).

Enrollment at American colleges and universities experienced tremendous growth following World War II. The GI Bill brought a large number of ex-servicemen into higher education, and the subsequent baby boom continued that enrollment trend throughout the next few decades. Further, the 1965 Higher Education Act, which provided federal financial assistance to students who previously would not have been able to afford a college degree, opened the possibility of higher education to a new group of students (Urbanski, 2000).

The first college choice studies were done to assess the impact of this legislation. They focused solely on the relationships between cost, federal financial aid, and the decision to attend or not attend college (Bontrager, 2004a). These studies typically examined college attendance from the student's perspective, although little emphasis was placed on which college a particular student attended. Rather the decision-making behavior of students as a group was examined.

By the late 1970s, as GI enrollment tapered off and the baby boom neared its end, predictions abounded that college enrollment would drop drastically (Paulson 1990) and would lead to the closing of many institutions of higher education (Hossler, et al., 1991). In addition, as enrollment growth slowed, tuition began to increase (Urbanski, 2000), further exacerbating fears of declining enrollment. At this

point, some individual schools – primarily private, liberal arts institutions who believed they were the most vulnerable to decreased enrollments – entered the research arena, conducting studies to understand what types of students chose these schools and what types of strategies the schools could develop to more actively recruit these students. Thus was created the concept of enrollment management (Huddleston, 2000).

Initially created to increase enrollment in private institutions, the concepts and strategies of enrollment management “soon spread to public institutions and...two-year colleges.” (Huddleston 2000, p. 66) While college choice research continued to study the decision-making process of college-bound students, the purpose of the research changed from assessing national policies to helping individual schools develop strategies and practices that would allow them to effectively utilize their resources.

During the 1980s, college enrollment did decline, although not at the horrendous rate previously predicted. Competition for students did increase and was aggravated by demographic changes, “shifting student major and career interests...and scarcity of financial resources” (Kellaris & Kellaris, 1988, p. 187). Adjusting to these changes required that admission practices at many colleges change from “selection/screening of applicants to proactively recruiting prospective students” (Kellaris & Kellaris, 1988, p. 187). Studies on college choice began to examine the impact of specific recruiting activities on specific types of students. This information was then translated into implementation policies for use by college and university enrollment management teams. These two literatures – 1) college choice research and 2) enrollment management how-to implement guides – merged with business concepts to generate a new trend in American colleges and universities – the selling of higher education based on corporate marketing and business strategies (Black, 2003; Conard & Conard, 2001).

The importance of college choice research continued into the 1990s although its purpose changed in order to accommodate new trends in higher education practice and policy. While overall college enrollment increased during this decade (Conard & Conard, 2001), colleges and universities found themselves with tightened

financial belts due to a "...decline in legislative support for higher education" (Espinoza, 2002, p. 2). Thus, the business models of enrollment management continued and intensified, as schools attempted to maximize their enrollment yield while minimizing their recruiting costs.

From the beginning, college choice researchers understood that longitudinal studies that began before students were high school seniors or college freshmen were required in order to more fully understand the factors that led to college attendance. By the late 1990s, the first study of this type was completed (Hossler, et al., 1999) bringing to closure some of the initial research questions, while paving the way for a new set of questions. Studies like that by Pope & Fermin (2003) began to provide more specific insight on the college choice process of minority students and suggestions on how institutions could more effectively recruit these students. Further, the natural evolution of enrollment management is moving that concept towards scholarly maturation as more studies, such as Black (2003), focus on the theory and assessment of these principles rather than the application of these principles.

"How high school seniors become college students is a result of two separate but interacting processes. Applicants apply to and enroll in college....Colleges conduct marketing assessments, establish entrance standards, select, and enroll students" (McDonough, 1994, p. 427). Although college choice and enrollment management are intricately intertwined, they are often studied or discussed as if they were separate concepts. We "lack an integrated analysis that adequately accounts for the reciprocal influence of either type of actor – students or institutions – on the others' motivations or actions" (McDonough, 1994, p. 430).

Like many of the previous studies on college choice, this study examined the decision-making process of applicants to a particular school – The University of Oklahoma. However, it brings two new concepts to the research literature. First, a scholarly study of non-matriculation (why applicants chose not to attend this school); and second, a theoretical model that more explicitly links the college choice and enrollment management concepts.

In Chapter Two, I explore the ideological framework of college choice research and enrollment management concepts. I also present and describe a model that more explicitly links these two parallel and related concepts. Specific issues related to non-matriculation are discussed, as are the current recruiting and admission practices of the University. Chapter Three describes the method used to conduct this study. Chapter Four presents the data and statistical analyses; Chapter Five discusses the major findings that emerged from these analyses. Chapter Six offers recommendations for future studies.

CHAPTER TWO: LITERATURE REVIEW

College Choice

Research on college choice examines how students choose to attend college and the factors associated with this decision-making process. While college choice studies focus on students and their behaviors and actions, the intent of these studies is to provide educational institutions with information that can help them effectively recruit desired students, more efficiently manage student enrollment, and thus better allocate institutional resources (Kellaris & Kellaris, 1988; Paulson, 1990; Dixon & Martin, 1991; Manski & Wise, 1983; DesJardins, et al., 1999; Sedwick, 1999; Browning, 2000; Urbanski, 2000; Hoyt & Brown, 2003; Pope & Fermin, 2003).

Models

Historically, three types of models have been used to study the college choice process (Paulson, 1990; Bouse, et al., 1991; Hossler, et al., 1999).

Econometric Models. Econometric models were first used to study the relationship of monetary costs and financial aid. These types of studies eventually expanded to place a cost benefit factor on other, non-monetary, variables. Econometric models assume that students weigh the costs and benefits of various schools in order to select the most rationale choice. While econometric models may work well to identify the best choice a student ought to make, this type of decision-making model usually has several problematic assumptions that make them unreliable in terms of predicting a particular student's actual decision. First, they assume that students have complete information on all variables. This may not be the case. Second, whether a factor is a cost or a benefit is determined by the researcher. However, some things may be considered a benefit by one student, and a cost by another (Kellaris & Kellaris, 1988). Third, they assume students are capable of making this type of complex decision.

Status-Attainment Models. Status attainment models attempt to overcome the second problem of econometric models by examining the process of choosing a

college from a sociological perspective. This type of model examines how a student's background – such as family and environment – shape the student's behaviors and attitudes about college. Status-attainment models assume that given a particular background, students will either choose not to attend college, or choose to attend a particular type of college. Amongst a growing list of variables, it is still unclear which ones matter most, or in what combination they matter. Further, status-attainment models present a static view of the college choice process, as the final decision is somewhat pre-determined by personal and environmental characteristics. These models do not necessarily take into account the impact of external communication or the dynamic nature of this decision-making process.

Information Processing Models. Information processing models view college choice as a type of decision-making process. They incorporate elements from both econometric models and status-attainment models. In addition, these models recognize that information gathering and processing are also key components. While the decision to attend college may be based on sociological factors, choosing a specific college to attend may be based on an economic cost-benefit analysis. This process is made of several critical junctures (decision nodes) where information processing skills or external factors (i.e., not admitted to preferred college) may affect the final outcome. Information processing models assume some level of rationality towards decision-making; however they also acknowledge the impact individual values and incomplete information have on this process.

Several information processing models have been presented describing the steps involved in the selection of a college. For example, Litten (1982) proposed a three step model that included desire to attend college; investigation of institutions; and application, admission, and enrollment. Jackson (1986) also proposed a three step model that included preference – developing an attitude to attend college, exclusion – the formation of a college choice set, and evaluation – the process of actually choosing and selecting a specific college to attend. On the other hand, Hanson & Litten proposed a five step process, Chapman (1981) a five step process, and Kotler, as described in Litten (1982), proposed a seven step model.

Although these models use different terminology and vary in the level of detail they attach to various components of the process (Table 1.1), all of the models clearly include the same components. For example, at some point, students must apply to college. In some models, this action – application – is a separate and distinct step. In others, it is merely one action amongst many that form a larger stage of the model. For example, application is one component of Jackson’s evaluation stage.

Table 1.1
College Choice Models

Litten	Jackson	Hanson & Litten	Chapman	Kottler	Hossler & Gallagher
Desire to attend college	Preference	Having college aspirations	Presearch	Decision to attend	Predisposition
Investigation of institutions	Exclusion	Starting the search process	Search	Information seeking & retrieving	Search
		Gathering information		Specific college inquiries	
Application, admission, enrollment	Evaluation	Sending applications	Application	Applications	Choice
			Choice	College choice	
		Enrolling	Matriculation	Registration	

The most prevalent and currently used model was introduced by Hossler and Gallagher in 1987. Their model reduces the ideas and components of previous models into three stages: Predisposition, Search, and Choice. Each stage involves specific activities and culminates with a decision that either moves the student forward in the process, moves the student back in the process, or moves the student out of the process.

Virtually all studies on college choice conducted after 1987 have used the Hossler and Gallagher model. In addition, as research expands into the arena of graduate college choice, this same model has been transferred and adapted in order to understand that decision-making process (Browning, 2000) In order to ensure the

transferability of research results from this study to the larger literature on college choice, I will also use the Hossler & Gallagher model as the framework in which this project is conducted. Thus, a more detailed description of the stages in this model is followed by a brief discussion of the specific factors (research variables) most closely associated with the college choice decision-making process.

Predisposition

During the predisposition stage, students develop a preference regarding future college attendance. This consideration process may begin in early childhood (Bouse, et al., 1991; Johnson & Stewart, 1991; DesJardins, et al., 1999; Hearn, 1984; Kelp Kern, 2000; Urbanski, 2000). By the time students enter the ninth or tenth grade, they have usually already identified their future educational goals (Hossler & Gallagher, 1987; Hossler, et al., 1999).

Based on predisposition, students are classified into three groups (Jackson, 1986). *Whiches* are those students who are definitely planning to attend college and are now focused on which college to attend. *Whethers* are those students who are yet undecided regarding college attendance. *Nots* are those students who are planning not to attend college. Thus they do not engage in further actions related to the college choice process. Research has consistently shown that parental influence seems to have the greatest impact on whether a student develops into a *Which*, *Whether*, or *Not* (Hossler & Gallagher, 1987; Conklin & Daily, 1981; Bers & Galowich, 2002; Hossler & Maple, 1993).

Search

Some time during high school, students move into the second phase of the decision-making process, Search (Hossler & Gallagher, 1987). This is a time when students who have already decided to attend college begin actively seeking information that will help them choose a specific college. Students who are still undecided regarding college attendance use information gathered during this phase to inform both their decision to attend college and the specific college to attend if they pursue that path. As described in a later section of this chapter, the search phase

also corresponds to the active recruiting phase of the enrollment management process. Thus, during this phase, students are seeking information and schools are trying to provide it (Hossler & Gallagher, 1987; Paulson, 1990).

Some students actively engage in the search process, while others are more passive recipients of information. In addition, students vary in their ability to appropriately gather and process information. Thus, students can be identified along two continuums ranging from active to passive searchers; good to poor searchers.

Typically, high-ability students and those from high socio-economic backgrounds tend to be active and good searchers. "Students with higher aptitude begin thinking about college earlier, apply earlier, and consider a larger number of schools" (Paulson, 1990, p. 47). They actively seek out information that is relevant to their decision-making process, and are better at processing this information. However, as Hossler and Gallagher (1987) point out, "many good students needlessly limit the number and types of institutions during the search stage" (p. 215). This may happen due to preconceived ideas about funding, or lack of information about particular types of schools.

During this time, students create a choice set (Paulson, 1990). This choice set is a highly dynamic list of the schools under consideration. Initially, schools are included in the set and information is gathered about those schools. However, this new information may cause the student to re-evaluate previous decisions, alter the choice set, and then gather new data. Throughout the search stage, this cycle is repeated until the student either reaches information overload or runs out of time. The student then closes the choice set and applies to those schools in their choice set, thus moving into the third stage of the college choice process.

As students move through the Search stage, three issues affect the final choice: the quality of the search and its duration, the sources of information used in the process, and the characteristics of the final choice set. A multitude of individual and institutional variables interact with each other in determining the underlying patterns associated with these issues.

Quality of Search & Search Duration. High ability students conduct more complex and sophisticated searches (Hossler & Gallagher, 1987; Galotti & Mark,

1994). Since high ability students are typically predisposed towards college attendance, they usually begin the search process earlier than other students (Litten, 1982). Students in this group are also more likely to actively seek out college information" (Chapman, 1981, p. 498). African-American students, students from low socio-economic backgrounds, and students whose parents did not attend college conduct longer, less efficient searches (Hossler & Gallagher, 1987). They typically begin the search process later than other students and take a longer period of time to finalize the choice set (Litten 1982).

In general, it appears that students who are predisposed towards college attendance spend optimal time on the search process. They gather applicable and appropriate information and then finalize the choice set in order to meet both application and funding deadlines. Students who are undecided regarding college attendance may spend too much time on the search process – applying at the last minute and missing financial aid opportunities; or too little time – finalizing the choice set before all factors have been considered or concluding the search even though more time is available. By definition, students who are not predisposed towards college attendance are not searching for college information. They are also unlikely to engage in activities like taking the PSAT or SAT tests that would warrant the passive receipt of unsolicited college information.

Sources of Information. Students receive information about college from a variety of sources. Research studies have focused on either people (parents and high school counselors) or institutional recruiting and communication practices. Students rely more on parents when they know the parents are knowledgeable (Galotti & Mark, 1994). African-American students, low-income students, and students whose parents did not attend college are more likely to rely on high school counselors (Hossler & Gallagher, 1987; Johnson, et al., 1991). These students are also more likely to rely on unsolicited institutional communication to inform the choice set. High ability students usually already have ideas about what schools to consider. In evaluating schools, they use a variety of sources; use appropriate sources; and are more able to evaluate these sources. Likewise, as parents attempt to assist their children with the choice process, college educated parents use guidebooks and

campus visits; parents who did not attend college rely on unsolicited materials (Litten, 1982).

Characteristics of Choice Set. The impact of both the information sources used and the quality/duration of the search process are often reflected in the student's final choice set. High ability students usually search nationally; lower ability students search within a limited geographical area (Hossler & Gallagher, 1987). In addition, the final choice set usually reflects the student's attitudes and perceptions about college as reflected in individual attributes and behaviors. Hemsley-Brown (1999) noted that "students entered the preliminary search stage of the decision-making process with a set of 'preconceptions' which affected their willingness to pursue a particular option, and served as a filter mechanism when assimilating information later in the process" (p. 87).

Choice

During the junior and senior years in high school, students enter the last phase of this model, Choice (Hossler, et al., 1991; Johnson, et al., 1991). During this phase, the student applies to a finite number of colleges and then selects one college to attend. Since this three-phase model does not include actions made by institutions, the impact of whether or not a student is accepted to a school is often not part of the research study. Research of this phase examines the factors that influence the criteria students use to choose a school. Four concepts affect both the actual choice process and our ability to model and predict it: Selection Criteria; Values and Rhetoric; Linearity; and Complexity.

Selection Criteria. Researchers, particularly those using econometric models, assume that choice ought to be a logical extension of search. However, several studies have shown that the criteria students use to create a choice set do not necessarily inform the final decision. Espinoza (2002) examined discrepancies between the factors students say are important in choosing a college and the factors they actually use when selecting a college. Her study indicates that students' espoused behaviors, what they say they do, do not match their final decisions. Most research studies use student self-report data which assumes respondents are willing

and able to report accurately. Since they are usually conducted after the decision has been made, students may indicate consideration factors that justify their final decision rather than those that reflect the actual consideration process.

Espinoza analyzed data from the College Board's Admitted Student Questionnaire to compare how students rated various factors in terms of the general college choice process and in terms of the institution they chose to attend. She found that when students were attempting to choose a college, they said that Academics, Service, and Cost were the most important consideration factors. However, in selecting the specific school to attend, they stated that Academics, Location, and Service were the deciding factors. Although it may seem that choice ought to be a logical extension of search, it also makes sense that the two differ. One set of factors may put a school in the choice set; however, subsequent factors must then be used to select one school from many similar schools.

Personal Values versus Learned Rhetoric. The longitudinal study conducted by Hossler et al. (1999) included surveys, group discussion, and individual interviews. This study was the most unique in that it started when students were in the ninth grade and tracked them as they actually went through the entire choice process, and then followed-up four years later with college attenders to determine college outcome. From the hundreds of students who participated in the initial surveys, the researchers chose nine students with whom they conducted multiple interviews over the eight years of the study.

In the ninth grade, Sam knew that he wanted to attend college and study engineering. In fact, he already knew the two colleges to which he would apply – MIT and Cal Poly Tech. Researchers were most excited about Sam because he had a clear and aggressive academic plan. Throughout his high school years, Sam was always consistent in his goals and engaged in activities and actions that would lead him to achieve those goals, including visiting both MIT and Cal Poly Tech. Needless to say, the researchers were more than surprised when Sam actually chose and attended a very small, non-ivy league, liberal arts college in Florida that did not have an engineering program. It was inconceivable to them how this could have happened given all the hypotheses, theories, and calculated planning. In a more

Careful review of their interview notes, they re-discovered small, half-mumbled, yet consistent comments that Sam preferred to attend a college near his home in Indiana. The college he ultimately chose was one hour from his grandparents. Again, the researchers posited that Sam would not be happy at this college and did not expect him to graduate. In follow-up interviews conducted during his college years, they found that Sam thrived at this institution and graduated within four years after actively participating in a range of academic and social activities.

This example reflects the fact that students learn the appropriate rhetoric. Researchers and institutions are extremely focused on hearing only that rhetoric, and often create models and plans that do not account for the highly personal, idiosyncratic variables that affect this decision. Further, the Hossler study also revealed that students who chose according to the rhetoric and were predicted to graduate did not. Attending college, and choosing a particular college, are highly personal and individual choices. High school trains students to reiterate the appropriate responses. High ability high school students learn to do that very well. Perhaps, future studies will show that those who are able to choose based on personal needs and aspirations rather than what society says is good do better in college than those who choose based on the rhetoric.

Linearity. Most of the research on college choice views it as a sequential process (Dixon & Martin, 1991). However, Maguire and Lay (1981) recognized the inappropriateness of applying a linear model to the college choice process. More recently, Byers Gonzalez & DesJardin (2002) attempted to model this process using concepts derived from research in artificial intelligence. They envisioned it as a nonlinear process similar to a neural network system where information input into the system generates applicable feedback loops that assist in processing that information. This view more accurately reflects how information gathered in the search process affects future information and how students re-assess previous information based on new information. While this model is highly effective at predicting ultimate college choice, it does not establish causative relationships between factors. However, this method is very effective at modeling the actual

consideration process as well as an individual's capacity to retain and process information.

Complexity. College choice is a complicated decision. It can affect the rest of our lives, options and opportunities (McDonough, 1994; Galotti & Mark, 1994; DesJardins, et al., 1999; Urbanski, 2000). We enter this process as extremely young adults usually without any previous experience in decision-making, particularly of this magnitude and this type. As one college student said: "Many of us choose our four years of mind expansion on the basis of how well a college fits the mental narrowness we possessed in high school" (Dixon & Martin, 1991, p. 31).

Avery & Hoxby's (2003) study on financial aid and college choice exemplifies the complexity of this process. They created two detailed mathematical formulae to determine if students make rational decisions regarding college choice. These formulae include both obvious factors such as tuition, fees, and housing; and not-so-obvious factors such as expenditures on instruction, quality of other students attending the school, and quantity and quality of "consumption resources" – housing, recreation, cost of loan repayments.

Students must make two calculations for each school under consideration. These formulae are presented in Figure 2.1 and 2.2. "In order to choose which college to attend, the student has only to subtract equation (1) from equation (2) and consider the difference he obtains for each college" (Avery & Hoxby, 2003, p. 4). Rational choosers are those whose decisions match those as predicted by the formulae. Irrational choosers do not appropriately use the formulae and thus do not differentiate between loans, grants, and work-study; are more likely to respond to named scholarships rather than need-based aid; and are more likely to accept front-loaded offers (Mills, 2004).

Given that we do not provide this formula to high school decision-makers, how can we expect them to make a "rational" choice? Avery & Hoxby (2003) found that only those students with highly educated parents are more likely to make appropriate choices. "[L]ack of sophistication, and not credit constraints" are more likely to affect the choice process (Avery & Hoxby, 2003, p. 35).

Figure 2.1
Avery & Hoxby Equation One

$$\sum_{t=1}^{t=4} \frac{(TuitionFees_{jt} + RoomBoard_{jt})}{(1 + \delta)^{t-1}} - \sum_{t=1}^{t=4} \frac{ApplicableGrants_{ijt} + ApplicableLoans_{ijt}^* + WorkStudySubsidies_{ijt}^*}{(1 + \delta)^{t-1}} + \sum_{t=1}^{t=T} \frac{LoanRepayments_{ijt}^*}{(1 + \delta)^{t-1}} .$$

Figure 2.2
Avery & Hoxby Equation Two

$$\sum_{t=1}^{t=4} \frac{FoodConsumption_{ijt} + HousingConsumption_{ijt} + OtherConsumption_{ijt}}{(1 + \delta)^{t-1}} - \sum_{t=5}^{t=T} \frac{r_{it} (Resources_{jt} + PeerSpillovers_{jt})}{(1 + \delta)^{t-1}} .$$

In her attempt to understand the discrepancy between espoused and actual-use theories related to college choice, Espinoza (2002) also discussed the complexity of this particular decision-making process. For any decision, four factors determine the simplicity or complexity of the process.

1. How many alternatives are available for any given decision?
2. How complex are the attributes for each alternative?
3. How much information can the individual process?
4. How much time does the individual have to make the decision?

Attending or not attending college appears to be a simple choice. You choose either one or the other. Yet, either path has a plethora of possibilities. Once the decision to attend college is made, the complexity of the decision can increase

exponentially. Any higher educational institution becomes a potential option, and each institution has multiple attributes to consider. Thus, the information load for first-time young decision-makers with no experience is huge. Finally, depending upon when the student chooses to attend college, the time in which the student must reach a final answer will vary. Regardless, it is unbelievably short given the number of alternatives and attributes one must consider (Johnson & Stewart, 1991; Galotti & Mark, 1994).

In order to make the information load more manageable, students “consider an average of about eight to eleven criteria and four or five schools at any given time” (Galotti & Mark, 1994, p. 603). As the available time decreases, students may employ one of two strategies to reach a decision. They may further narrow the range of information they consider, or they may attempt to process all the information faster. Under these conditions, “decision-makers are more likely to employ simplifying decision heuristics in order to minimize the cognitive resources needed to make the decision” (Espinoza, 2002, p. 19). Rather than rationality, Espinoza proposes that students “satisfice” – going for good enough rather than best.

College Choice Factors

In general, researchers expect that high ability students ought to make better decisions regarding college attendance and the college to attend. However, studies have shown that even these characteristics “do not assure a rational, well-researched college choice” (Hossler and Gallagher 1987, p213). The same criteria that affect a student’s ability to make a complex decision also face researchers who wish to study the subject. “Researchers concerned with college choice must recognize the complexity of college choice in deciding which variables they will investigate, which they will control, and which they will ignore” (Chapman 1981, p. 499). Variables that have been studied as part of the college choice process can be grouped into three categories: individual factors, institutional factors, and communication factors. While some factors have been examined as they affect multiple stages of the choice process, the importance of many of these variables varies according to the stage. This section will briefly review those factors that are of interest in this study.

Individual Factors

Individual Factors are those linked to the student, and include attributes and conditions that affect the student's decision-making process. Individual factors affect

- a) whether or not the student develops a predisposition towards college;
- b) how and what the student considers during the search for a college;
- c) the deciding factors when choosing a college to attend.

Socioeconomic Status. Studies have shown that students from high socioeconomic backgrounds are four times more likely to attend college than students from low socioeconomic backgrounds (Hossler & Gallagher, 1987; Avery & Hoxby, 2003). High SES students typically attend private four-year schools; middle SES students typically attend public state schools; and low SES students typically attend community colleges (Chapman, 1981).

Ability / Aptitude. Students who do well in high school, as reflected in grade point average, are more likely to attend college than those with lower demonstrated ability (Hossler and Gallagher, 1987). This influence may be due to the fact that good students have more encouragement and advising (Chapman, 1981). Students self-select institutions based on what they think they can do, and what they think other students will do. Students want to be in the range of other students – neither too far above, nor too far below (Paulson, 1990).

Gender. Avery & Hoxby (2003) found that among high ability students, gender does not affect the college choice process. Also, DesJardins et al. 1999 found no gender differences in the applications of students to a land-grant institution. However, Galotti & Mark (1994) found that males and females weight factors differently and sometimes consider different factors during the college choice process. "Women and men start the process of gathering information on colleges about the same time, but women tend to complete it earlier" (Litten, 1982, p. 390).

Ethnicity. DesJardins et al. (1999) found no difference in applications to a land-grant institution based on ethnicity when controlling for other academic factors. However, Kelpe Kern (2000) found that, unlike majority students, minority students

were more unwilling to attend a school far from home. In addition, cost and financial aid were more important in the decision-making process.

Proximity. Students who live near a college campus are more likely to attend college than those students who do not (Hossler and Gallagher, 1987; Chapman, 1981). While the college attenders typically do not choose the college near which they live, exposure to a college setting and pre-college experiences affect the student's attitudes toward future college attendance.

Community Type. Students from urban and suburban communities are more likely to attend college than students from rural communities (DesJardins, et al., 1999; Paulson, 1990). Like proximity, this factor may relate to the increased opportunities for exposure to college settings and pre-college experiences.

High School Curriculum. Students who attend high schools that offer and promote math, science, and other college preparatory courses are more likely to attend college – especially four-year colleges – than students who attend schools where these courses are either not offered or not promoted (Hossler & Gallagher, 1987; DesJardins, et al., 1999; Schneider, 2003; Avery & Hoxby, 2003). This factor reflects the status of the high school. Yet it also refers to students who appropriately utilize this resource when it is available. How well students do in these courses may not entirely matter. Schneider (2003) found that average ability students who persist in these rigorous courses fare just as well as high ability students in terms of matriculation. In addition, she finds that these courses “have the greatest influence on SAT performance” (Schneider, 2003, p. 61).

Students who are already predisposed towards college attendance will attend college prep courses. However, attendance in these courses may also influence students' attitudes regarding college attendance. Unfortunately, “females, minorities, and students in families with constrained economic and social resources” are less likely to take the more rigorous college-prep sequences (Schneider, 2003, p. 61).

Institutional Factors

Institutional factors are the second group of factors associated with college choice studies. These are characteristics associated with specific colleges and universities. These are the range of variables students consider as they attempt to select a college. Institutions have varying degrees of control over these variables.

Cost & Financial Aid. While cost may prevent a student from choosing a preferred college, the availability of federal financial aid often allows students to consider schools beyond their means. However, assumptions about eligibility for this aid may cause a student to unnecessarily limit the schools considered (Bouse, et al., 1991).

Johnson & Stewart (1991) found that students considered cost as an important factor, but not the most important. Financial Aid, on the other hand, was only considered important by about half the respondents. They speculate that it was only important to those that required it, and not important to those who did not require it. This confirms the findings of Bouse et al. (1991) who found that high need students are more aware of costs and financial aid than low need students. High need students often have parents who know financial aid is required to attend college, but know little about college itself. Low need students usually have parents who know little about financial aid, but do know about college and costs. These parents are less likely to share cost information with their children. Thus, these "Students generally expressed less interest or concern than their parents about financial aid" (Bouse, et al., 1991, p. 13).

Avery & Hoxby (2003) found that receiving "an outside scholarship like the National Merit Scholarship" (p. 22) does not affect the student's college choice process. "It is however, worthy to note that students who choose a college primarily on the basis of an aid award are less likely to persist than students who select an institution for other reasons" (Black, 2003).

Academic Reputation. College attenders usually cite academic reputation as one of the primary factors for choosing a particular college (Johnson & Stewart, 1991; Conard & Conard; 2001). "This is true whether the student is attending a large

Midwestern university, a midsize college in the northeast, or a junior college in the south” (Conard & Conard, 2001, p. 2). Thus, academic reputation is really a user-defined factor. It usually comprises admission selectivity and educational quality as determined through extracurricular activities, academic curriculum, and individualized faculty attention.

Conard & Conard (2001) found that high school students considered colleges to have a higher academic reputation if they perceived the school to have a “more rigorous curricula, more individualized faculty attention, and more social cultural activities” (p. 14). Respondents did not consider class size relevant when determining academic reputation. While school administrators recognize the correlation between individualized attention and class size, it makes sense that high school students, who have yet to attend or experience college, would not consider that a factor.

Availability of Desired Academic Programs. Along with academic reputation, availability of one’s preferred major is also one of the most important consideration factors (Johnsons & Stewart, 1991). For those who have pre-identified a possible career path, choosing a school that offers that option is essential.

Distance From Home. High ability, low need students consider schools in a larger geographic range than high need, low ability students (Chapman, 1981; Avery & Hoxby, 2003). Middle income students are more likely to attend in-state schools (Avery & Hoxby, 2003). While DesJardins et al. (1999) found that applicants who lived furthest from the institution were more likely to apply than those living within 10 miles of the school.

Athletics. Toma & Cross (1998) studied the impact of either a winning football or basketball season on admission applications. They found that “notable increases generally occurred in admissions applications received – both in absolute terms but more importantly relative to peer institutions – in the years following the championship season” (p. 633). This increase lasted, on average, from 1-3 years depending upon the sport and circumstances of the championship game. Specifically, football championships had a greater impact than basketball championships. In addition, schools that had compelling stories surrounding their

championship game experienced increased enrollment – even if they did not win the championship. Given these results, it is clear that athletics can increase the possibility that a student will include a school in the application choice set.

Social & Extracurricular Activities. Conard & Conard (2001) found that this factor did not affect a student's desire to attend college. However, since they acknowledge that other studies have found a significant correlation, they explain this discrepancy as part of the difference between desire to attend versus actual choice. Having numerous extracurricular activities may not stimulate the desire to attend (predisposition and search); however, it may become important during the choice stage.

Institution Type. "Among those students who matriculate to college immediately after graduating from high school, approximately two-thirds enroll in four-year institutions and the remaining one-third enroll in two-year institutions" (Schneider, 2003, p. 57). Many plan to start at a two-year school and transfer to a four-year school to complete the BA degree. However, Schneider (2003) demonstrates that those who pursue this path take much longer to complete the degree – if they ever do. According to references cited in Pope & Fermin (2003), African Americans, Hispanics, and Native Americans "seem to disproportionately lean toward two-year institutions as opposed to four-year institutions" (p.19).

Communication Factors

The third group of factors associated with college choice are communication factors. These factors are related to the interaction and exchange of information between prospective students and schools. We might typically think of these as recruiting activities.

Research on college choice has typically looked at the potential influence of specific recruiting or marketing activities (i.e., campus visit or recruiting brochure) on the decision-making process of students. However, every school has a different set of recruiting strategies, thus study results may not be comparable. In addition, Chapman (1981) found that it was not the particular publication that mattered, but rather the quality of the language used in that publication. Thus, I have identified

four qualities – modified from media richness theory – that can be used to classify any institutional communication / recruiting endeavor. It is the combination of these qualities that makes a potential activity effective or ineffective.

Primary Goal. What is the intended purpose of this communication activity? To provide process-oriented information (i.e., here is an application and how to complete it); to provide ambiance-oriented information about the campus (i.e., a tour that provides information on classroom facilities); action-oriented information (i.e., the application deadline is one week away, sign up now!), or a combination of purposes.

Information Source. Does this communication activity originate from a person speaking on behalf of the institution (recruiter, student volunteer, alumni, high school counselor), or from a publication or other printed source (web-site, viewbook)

Information Recipient. Is this communication activity directed towards a specific individual (i.e., personal letter or interview), towards a targeted group (all seniors at a particular high school), or is it a generic mass communication (memo to all interested parties).

Mode of Delivery. How is the message delivered – in person, over the telephone, by e-mail, by postal mail. This concept includes issues of interactivity between sender and recipient.

Using these criteria, a monthly newsletter posted on a web-site is different from a monthly newsletter sent by e-mail to a specific group of students. In addition, the content of that newsletter is also important in identifying the type of communication activity. This study examines how communication strategies affect a student's final matriculation decision. During the Choice stage, most communication is highly interpersonal – occurring either in person, or by telephone or e-mail. These communications originate from people speaking on behalf of the institution, and are directed to either a specific student, or a specific group of students. The primary goal of these communicative efforts is to encourage the student to matriculate at the institution.

Enrollment Management

College choice views the matching of student and school from the student's perspective. Enrollment management is the view from the institution's perspective. While students are trying to choose a college, colleges are trying to choose and enroll students. The institution's objective is to have the desired group of students actually matriculate.

Enrollment management is "A systematic, holistic, and integrated approach to achieving enrollment goals" (Noel-Levitz, 2005). Through enrollment management practices, institutions are able to "more effectively plan and forecast their enrollment, and to more effectively influence the enrollment decision-making process of prospective students" (Paulson, 1990, p. 6).

Enrollment Management has not typically been a topic of scholarly research. Rather, it is a practical applications issue. Authors such as Bontrager (2004a, 2004b) describe its concepts, structure, and implementation strategies. However few have actually tested it, put it in a larger theoretical framework, or developed models about it. Those studies that have attempted to accomplish these goals primarily occur in dissertations.

Black (2003) developed a process - called the Enrollment Management Framework - to evaluate the success of an institution's enrollment management strategy. The process is quite intensive involving anthropological-type observations, open-ended survey instruments, and cross-analysis by multiple reviewers/observers. Black concluded that "...the Enrollment Management Framework provides a much-needed construct for thinking about enrollment management....if used properly, [it] will increase the probability of meeting institutional objectives." It remains to be seen if institutions will adopt this process.

Brown (2002) surveyed public research institutions to determine how many have an enrollment management plan, how that plan has been implemented, and the perceived success rate of that plan. In general, she concluded that "...an enrollment management plan must be unique for each institution..." (p. v). A similar study by

Kruse (1996) compared enrollment management practices at community colleges in Oklahoma and Kansas.

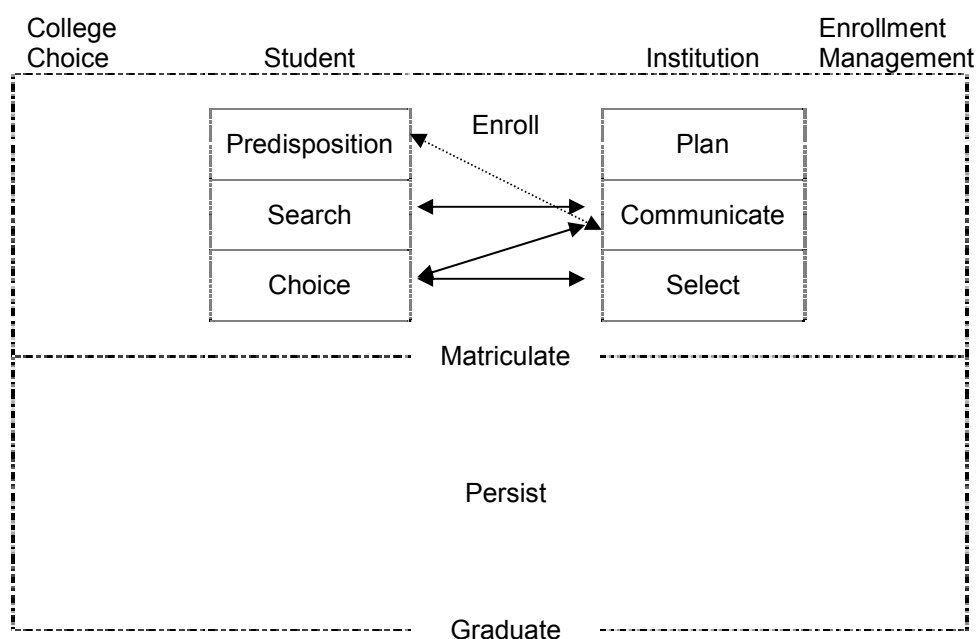
For many enrollment management practitioners and scholars, the primary focus of enrollment management is the freshman class. Others take a broader look and view the management of all enrollments as part of the process. Others go even further and consider all of the factors that affect enrollment, thus extending the process to include retention, graduation, Alumni, and donors.

After careful review of the types of activities that fall under enrollment management (Black, 2003; Hossler & Bean, 1990; Huddleston, 2000; Bontrager, 2004a; Bontrager, 2004b), I propose a three part model of the enrollment management process. This model is intertwined with the college choice process, thus I have incorporated both models into one larger model that provides a framework for college attendance. (Figure 2.3)

There are three stages in the Enrollment Management process - Planning, Communicating, and Selecting. To a certain degree, these parallel the College Choice process; and each year, both processes culminate in joint matriculation decisions. As implied in Figure 2.3, Predisposition, Search, Choice, Planning, Communicating, and Selecting are only the first half of the larger Enrollment Choice Model. Once new students are admitted and enroll, decisions and issues of persistence - re-enrollment in future semesters - become important factors that ultimately lead to the desired goal of graduation. Since this study examines the matriculation decisions of first-time freshmen, only the top portion of the model is described.

On both sides of the model, students and institutions are working to achieve a similar mutually desirable goal - matriculation. In this section, I will describe the enrollment management stages and then provide a brief explanation of how this process intersects and interacts with the college choice process.

Figure 2.3
Enrollment Choice Model



Planning

During this stage institutions are “establishing clear goals for the number and types of students needed to fulfill the institutional mission” (Bontrager, 2004a, p. 12). These goals are established in part through the collection and analysis of relevant data pertaining to prospective students, applicants, matriculants, and current students.

In addition to defining this optimum enrollment mix, enrollment managers also plan and develop the policies, procedures, and strategies that will enable them to achieve these enrollment goals. “Of particular interest for planning are answers to questions about the degree of influence of various types of college-prospect contacts, degree of usefulness of specific mailings from the admission office to prospective students, and student perceptions about their own enrollment decision factors (Kellaris & Kellaris, 1988, p. 187).

Institutions must also monitor and analyze environmental trends that may affect the school (Paulson, 1990). For example, changes in federal funding may affect

either the institution's or students' ability to receive applicable funding; demographic changes may affect the number of students available to attend college or the type of student who prefers this particular college; social changes may affect the types of programs students desire.

Communicating

Once the target students have been identified, institutions seek to proactively identify, inform, and recruit these students to the institution. Typically, during this stage we speak of either marketing or recruiting activities. However, in the larger perspective, institutions are attempting to communicate and inform specific students about the institution and what it offers. Using business concepts, institutions identify applicable market segments – groups of students who are likely to attend the school. They then develop different communication strategies – recruiting activities and events – for each of these groups. As Hodges and Barbuto (2002) note, students from different communities may require different communication strategies.

Selecting

As students apply to the institution, admissions officials carefully screen these applications and admit eligible students. Since the ultimate goal is matriculation, institutions will still continue to engage in communication activities once a student has been admitted in order to increase the likelihood that these admitted students will choose to enroll in the institution (Huddleston, 2000).

The nature and content of these institutional communicative events will change as students move from prospective students to applicants to admits. Previously, students may have worked with recruiting officers. During the selection stage, contact with admissions and enrollment officers is important. Here, institutions must provide applicants with enrollment information as well as institution specific information that will allow the student to choose to attend the institution.

Enrollment Choice

Typically students and institutions have little direct impact or interaction with each other during the predisposition and planning stages (Hossler & Gallagher, 1987; Urbanski, 2000). However, as indicated by the dashed line in Figure 2.3, institutions can have an indirect impact on student's future college attendance. For example, institutions can communicate with parents as they shape their children's educational aspirations (Pope & Fermin 2003). In particular, Bers & Galowich (2002) suggest that schools should provide information to parents about financial aid, about admission requirements, about the application process, and about college in general – as many families, especially those without any previous college attendees, may be unfamiliar with the specialized terminology and concepts associated with higher education.

Hemsley-Brown (1999) found that “...colleges...and guidance personnel enter the process of decision-making at a rather late stage” (p. 95). Typically, institutions begin communicating with students during the junior and senior years of high school. This occurs well after students have already created filters regarding college attendance, appropriate types of schools to attend, and their own abilities and aptitudes for higher education. Thus, colleges should begin the communication effort at a “much younger age” (p. 95).

Communication activities during the student's predisposition stage are more likely to increase college attendance. However, they may not ensure attendance at a particular college (Hossler & Maple, 1993). Thus, many institutions may not view these as an effective use of resources. On the other hand, “a better understanding of...[the predisposition stage] can assist enrollment managers in dividing potential students into groups” (Paulson, 1990, p. 37) with characteristics like those who will eventually attend the target school.

Institutions attempt to exert the most influence on college attendance during the search/communication and selection/choice stages (Figure 2.3). Here we have the most direct interaction between students and institutions as they attempt to identify and recruit each other. Specifically, the marketing and recruiting aspects of

enrollment management “are performed to influence the college choice behavior of prospective students” (Hossler, et al., 1990, p. 57).

As noted by Bontrager (2004b), the primary purpose of recruiting communication “is to determine student-institution fit, that is, the degree to which a student’s academic preparation, educational goals, career aspirations, and personal preferences are in line with what an institution has to offer” (p. 9). College enrollment is an important decision for both the student and the institution. If the fit between the two does not match, future retention and graduation problems may arise (DesJardins, et al., 1999; Paulson, 1990). For example, Black (2003) describes a study by Kemerer, Baldrige & Green that found that “The better the match between the student and institution, the higher the retention rate” (p. 16).

Institutions may have the biggest influence in the creation of a student’s choice set. However, once that set is complete and admission offers are extended, institutions may have little additional impact on the student’s choice process (Hossler & Gallagher, 1987). Typically, students have already prioritized institutions in the choice set. Thus, it is the offer or declination of admission that primarily affects the student’s decision. However, for those students who are equally undecided between several schools to which they have received admission, further communication from an institution may affect the final enrollment outcome.

Matriculation

Scholarly research on enrollment choice has focused primarily on why students choose to attend a particular school. These studies are of two varieties: those that examine college attendance in general and those that examine the specific choice of individual students. It is implied, within these studies, that if we understand why a school was chosen, we will understand why the others were not. However, scholarly studies that explicitly ask this latter question are rare.

As part of their enrollment management agendas, academic institutions may choose to conduct in-house studies to gauge their own enrollment trends and retention climate. Often these are one-time studies, conducted to answer a specific question. On other occasions, they are annual studies done to monitor changes over

time. For example, the University of Oklahoma conducts two annual surveys: one of new freshmen in order to determine the specific factors affecting the students' decision to attend OU, and one of all current undergraduates in order to determine on-going student satisfaction with university services. Likewise, the university has also conducted question-specific studies such as those regarding factors that affect attrition and retention, or the potential impact of changes in admission standards.

Institution-specific studies on non-matriculation are informed by the larger research-based literature on college choice. However, most are not conducted according to standard scientific methods (i.e., they are atheoretical, use unvalidated instruments, and/or employ non-random sampling) and focus only on the specific needs of the institution. Several institutions have conducted this type of non-scientific study regarding why students choose not to enroll in a particular institution. Examples include studies done by the University of California – Davis (MacKenzie, 1985), William Rainey Harper College (Bohrer & Lucas, 1991), Kent Trumbull University (Robertson, 1994), Schoolcraft College (Sigworth, 1995), Pennsylvania College of Technology (Cunningham and Fickes, 2000), and Boise State University (Belcheir, 2001).

Some schools conducting similar institution-specific nonmatriculation studies have been more explicit in how their studies relate to other literature. For example, a study done by Calvin College (Annis & Rice, 1993) is based on literature related to academic marketing. Ross (1990) in his study for Cortland Community College, provides a history to that date of other non-matriculation studies. Finally, a study by Owens Community College of students who applied but did not attend (Kiger, 1994) is connected to motivation theory.

While scholarly studies related to non-matriculation are rare, they do exist. Geiser and Caspary (2005) examined the matriculation patterns of students who had been admitted to the University of California. They were particularly interested in how recent California state legislation concerning race and ethnicity as admission consideration factors may have affected matriculation decisions at the University of California. Sedwick (1999) studied how telemarketing affected the matriculation decisions of first-time freshman applicants to Texas A&M University-Kingsville. She

describes demographic differences between matriculants and non-matriculants. Her research is grounded in college choice theory, and expands these theories through her focus on Hispanic students. Browning (2000) studied the matriculation decisions of applicants to Phillips Graduate School. She expands both college choice and enrollment management theories by applying these to graduate education. Hoyt & Brown (2003) studied both matriculated and non-matriculated undergraduate students at Utah Valley State College. They compared how important each group rated a set of factors that may have affected the final matriculation decision. Their research design emerged from a thorough review of previous college choice literature, and also allowed them to generate and analyze data specific to the institution.

University of Oklahoma

Like the study by Hoyt & Brown, this study attempts to serve two purposes: 1) to provide institution specific information to the University of Oklahoma and 2) to provide information on non-matriculation that is transferable to the wider discourse on college choice and enrollment management.

Admissions

OU recognizes two types of students who enter the undergraduate population each year: direct from high school students and transfer students. Direct from high school students are those who graduated in May or June and are attending OU as college students in the summer or fall. Transfer students refer to anyone entering the university after completing a high school degree and seven or more college credit hours at another institution of higher education. This study focuses only on first-time direct from high school freshmen.

Types of Admission

Most first-time direct from high school freshmen are admitted based on high school and college preparatory performance indicators. Two of these admission

methods are relevant to the current study. Both methods require that the student has graduated from high school or received the GED equivalent.

Automatic Admission. Oklahoma residents who score a 24 on the ACT or a 1090 on the SAT, and have either a 3.0 overall high school grade point average or rank in the top 50% of their high school class are automatically admissible to the university. In addition, residents who have a 3.0 grade point average on approved high school core courses and rank in the upper 25% of their high school class are automatically admissible without taking the ACT or SAT.

Non-residents are automatically admissible if they score a 26 on the ACT or an 1170 on the SAT, and have either a 3.0 overall high school grade point average or rank in the top 50% of their high school class. In addition, non-residents who have an overall 3.5 grade point average from an accredited high school and rank in the top 25% of their high school class are also automatically admissible without taking the ACT or SAT.

Some of these students will also meet the eligibility criteria for specific scholarships offered by the University. Thus, for the purposes of the current study students admitted through the high school performance method are divided into two groups – those admitted with a scholarship and those admitted based on high school performance. The specific scholarships are described in a later section of this chapter.

Wait List. Students who meet some, but not all, of the criteria for automatic admission, may be eligible for consideration from a wait list. During the recruiting cycle, regular estimates are made of the size of the expected freshman class. When these estimates indicate a class size smaller than the desired goal, students are admitted from the wait list. Managing admissions from this wait list is extremely important to the overall management of freshmen enrollment. Thus, the decision-making patterns of these students are also important to the University.

Based on these OU admission practices, the current study will examine the matriculation decisions of three groups of students admitted to OU: students who were offered university scholarships based on their admission credentials, students

who met the automatic admission criteria, and students who were admitted from the wait list.

Time to Admission Decision

Students who meet the automatic admission requirements are offered admission as soon as the application packet is complete. However, the University does not require enrollment confirmation from the student. Thus, the University has no guarantee of a student's matriculation until after the semester begins. The University does use housing deposits and enrollment appointments as an indication of the student's intent to enroll. On the other hand, various recruiting officials closely monitor the decision-making process of students who have received scholarship offers. Thus, the University usually knows in advance which of these students will actually enroll.

Throughout the admission process, the University uses trend data to estimate the expected size of the freshman class. As this expected yield increases or decreases based on current applications and offers, some wait-listed students are offered admission. The timing of when and how many wait list offers to make is a precarious art, and may lead to either a larger or smaller than desired freshman class. Information from this study will help in this aspect of the institution's decision-making process.

Scholarships

Three types of academic scholarships were offered by the University of Oklahoma to the Fall 2005 entering freshman who are included in this study.

National Merit & State Regents Scholarships. The University actively recruits students who achieve National Merit Semifinalist and National Merit Finalist status based on PSAT and SAT scores. Those who choose to attend OU are identified as National Merit Scholars.

Oklahoma residents who score extremely well on the ACT exam and who applied for State Regent's funding while they were a junior in high school, are

eligible for the Oklahoma State Regents Scholarship. Students who score very well on either the ACT or SAT exams, but who did not qualify for funding from either the National Merit or Regents Scholarships; may be eligible for an Institutional Scholarship.

OU Scholars. Four different scholarships are available to high ability students as indicated by high school grade point average and national test scores. These are the Award of Excellence, Honors Scholars, Valedictorian Scholars, and University Scholars. For purposes of this study, these four scholarships are grouped under the category OU Scholars.

President's Leadership Class & President's Community Scholars. Students who have participated in a variety of extracurricular activities, either as elected leaders or through participatory service, may apply for either a President's Leadership Class scholarship or a President's Community Scholars scholarship.

Communication

Through the Office of Recruitment Services, the University interacts with a variety of college applicants. In particular, this office provides information to any student who contacts the university and expresses an interest in attending; Oklahoma high school seniors who are in the process of choosing a college; Oklahoma high school counselors who serve as an information resource for prospective college applicants; and students in other select national regions, such as Texas and other surrounding states.

Information strategies used by the University include direct mailings of information booklets and application materials; e-mailing of monthly newsletters to potential applicants; high school visits made by recruiting officials; campus visits and tours; and invitations to students and parents to attend special events. Many of these activities are directed towards prospective students encouraging them to apply to the University. Some activities are designed to encourage enrollment of students who have already applied and been admitted. Typically, these activities are directed at either specific individuals or specific groups such as scholarship recipients, students from primary geographic markets, and students from targeted socio-

cultural backgrounds. Specific activities include dinners and receptions; telephone calls from current students, alumni, and OU staff; campus tours and other special events coordinated by staff from Prospective Student Services. This study will examine the impact of communication activities directed towards admitted students on the matriculation decision.

The Current Study

This research project examined why undergraduate students who have applied and been admitted to OU, chose not to attend OU. In particular, it examined decisions that occurred during the choice stage and the affect of institutional communication on the matriculation outcome of admitted students.

Three primary research questions were considered:

- 1) What are the descriptive characteristics of attenders and non-attenders; and do these two groups differ on any particular characteristics?
- 2) What schools do admitted students attend if they do not attend OU?
- 3) Why do students who have been admitted to OU choose to either attend OU or not attend OU?

CHAPTER THREE: METHOD

Design

This is a one-shot post-hoc study examining the demographic characteristics, academic abilities, and matriculation decisions of students who were admitted to the University of Oklahoma.

Population & Participants

The study population included students who applied and were admitted to the University for the Fall 2005 semester. This group represents first time college students applying directly from high school and included students who chose to attend OU and those who did not. Each of these two groups – attenders and non-attenders – were classified into one of three sub-groups: a) those who were offered academic scholarships based on their admission credentials; b) those who were admitted based on performance criteria for automatic admission; and c) those who were admitted from the wait list. OU students who chose to participate on university athletic teams were not included in this study.

Table 3.1
Study Sample Demographics

		Attended OU		
		Yes n = 82	No n = 60	
Admission Category	Scholarship	30	26	56
	Performance	46	30	76
	Wait List	6	4	10
Residency	Resident	56	28	84
	Non-Resident	26	32	58
Gender	Female	53	35	88
	Male	29	25	54
Ethnicity	Asian	12	12	24
	Black	9	8	17
	Hispanic	9	5	14
	Native American	20	4	24
	Other	0	2	2
	White	32	29	61

The project also involved the collection of information from a study sample randomly selected from the larger population. The study sample consisted of 142 respondents, 82 who had chosen to attend OU and 60 who had chosen not to attend OU. Both the attender and the non-attender samples included students from all three Admission Categories; Oklahoma residents and non-residents; women and men; and five different ethnic groups (Table 3.1).

Measures

The instrument used in this study was a self-report questionnaire exploring various aspects of the respondents' decision-making process. The survey was designed by the researcher and created as an on-line assessment instrument using resources available from Surveymonkey.com. Two versions of the questionnaire were used – one for attenders, and a second for non-attenders. Both versions were composed of six sections and used a combination of response formats including Likert scales, multiple-choice and open-ended questions. Each of the six sections is described below. Copies of both versions are provided in Appendices 3 and 4.

Part A: The Choice. In this section, participants were asked to provide the names of the schools to which they applied in order of preference, and whether or not they were accepted at these schools. Participants who did not attend OU were asked to indicate what school, if any, they did attend.

Part B: Explanation of Choice. In this section, participants respond to open-ended questions that asked them to explain, in their own words, why they applied to OU, why they chose to attend either OU or the college they are currently attending, why they chose not to attend OU, or why they chose not to attend college. Participants who attended OU for the Fall 2005 semester were asked to answer the questions related to why they applied to OU and why they chose to attend OU. Respondents on the non-attender version were asked to answer either questions about why they chose not to continue their education, or questions about why they applied to OU and then chose to attend another school.

Part C: The Choice Process. In this section, participants respond to a series of statements regarding the importance of specific factors that may have affected their

selection to either attend or not attend OU. Responses were given on a four-point Likert scale indicating the level of agreement or disagreement with each statement.

Part D: Choice Factors. In this section, participants ranked a short list of factors that may have affected their decision to attend either OU or their current school. In addition, non-attenders were asked to rank the same factors as they may have affected their decision not to attend OU.

Part E: Interaction with OU. In this section, participants were asked to evaluate the effectiveness of various recruiting and admission activities in which they may have participated. Responses were given on a four-point Likert scale.

Part F: Future Plans. In this section, participants were asked to respond to a series of open-ended questions regarding any future plans for enrollment at OU. Students were asked if they were satisfied with their matriculation decision. Students who chose not to attend OU were also asked if they plan to attend in the future. They were also asked to explain what, if anything, could have been done to encourage their attendance at OU. Both attenders and non-attenders were given an opportunity to respond to an open-ended question where they could provide any other comments.

Procedure

The applicable IRB application was completed and submitted in May 2005, and approved on May 24, 2005. A copy of the IRB approval letter is provided in Appendix 1. As part of the validation process, the two survey instruments used in this study were tested during the summer by students from the Fall 2004 freshman class. These participants completed the survey and then participated in a focus group where they had the opportunity to assess the face and content validity of each question. During the summer, members of the Enrollment Management Board also had an opportunity to review the survey and provide information regarding the validity and relevance of each question. A copy of the validation report is provided in Appendix 2.

Under the direction of the University of Oklahoma Enrollment Management Board, various administrative offices provided information about all 7,866 first-time

college, direct from high school applicants to OU for the Fall 2005 semester. These data included information from each student's application package, financial aid information, scholarship information, and athletic information. Applicants who were denied admission, or who were admitted under conditions not included in this study, were removed from the population. The remaining 6,047 applicants, those who were admitted based on one of the three admission conditions in this study, were sorted into two groups – attenders and non-attenders – based on their enrollment as of the first day of class.

Each group was further sorted into three sub-groups based on admission type: 1) applicants who attended OU and received an academic scholarship; 2) applicants who attended OU and were admitted based on performance criteria for automatic admission; 3) applicants who attended OU and were admitted from the wait list; 4) applicants who did not attend OU but had received an academic scholarship as part of the admission offer; 5) applicants who did not attend OU but who had been offered admission based on performance criteria for automatic admission; and 6) applicants who did not attend OU but who had been admitted from the wait list.

While specific matriculation decision and admission criteria (i.e., ACT Scores, high school gpa, etc) were provided for each student as part of the admission file, the exact admission category (Scholarship, Performance, Wait List) was not provided. Thus, using admission information and data from specific scholarship files, each of the 6,047 students was categorized into the *most likely* admission category. Forty-two students had insufficient information to adequately determine Admission Category. Thus, analyses based on the six matriculation-admission groups include a maximum of 6,005 students.

In order to answer the first research question, four sets of data were analyzed in order to compare attenders with non-attenders. These comparisons utilized data stored in the University computer system and collected from every applicant at the time of admission. The first set of comparisons analyzed critical junctures and information affecting the decision-making process. The second compared demographic information of attenders versus non-attenders and the associated sub-

groups. The third set of comparisons analyzed indicators of academic ability, and the fourth compared factors related to funding sources. These comparisons involved the entire study population.

After these population comparisons were done, a stratified random sample was selected for further analysis. In order to select this sample, the population was divided into forty-eight groups based on Matriculation Decision, Admission Category, Residency, Gender, and Ethnicity. The population was stratified and sampled in order to obtain proportionate representation of both attenders and non-attenders; from each of the three admission categories; both of the two primary residency groups; and both genders. The sampling method also included disproportionate sampling based on ethnicity in order to ensure representation of both white and underrepresented ethnic groups. Study participants were chosen using a random number chart. This random sample constituted the participant study group.

Participants in the study sample were sent an e-mail describing the study and asking them to participate. The e-mail described the goals of the study, included information about confidentiality and consent, provided instructions for completing the survey, and a link to the on-line survey. Participants who chose to attend OU during the Fall 2005 semester were connected to the attender version of the survey; those who did not attend were connected to the non-attender version. Participants who did not complete the on-line survey after one week from the time the e-mail was sent, received a follow-up e-mail and given another week to respond. One week later, non-responders were sent a 3rd e-mail and given one last week to respond. At any time within these three weeks, participants could complete the survey or decline to receive further notification.

From the 6,047 students in the population, 947 students were contacted and asked to participate in the study: 338 students who chose to attend OU, and 609 who chose not to attend OU. Of the 338 students who chose to attend OU, 91 responded to the request, yielding a 27% response rate among attenders. Of these 91 respondents, 4 declined to participate in the study, 2 chose not to consent and were removed from the sample, and 3 agreed to participate but did not answer any of the

survey questions. They were also removed from the sample, yielding a final sample of 82 respondents who had chosen to attend OU. Of the 609 who chose not to attend OU, 72 responded to the request, yielding a 12% response rate among non-attenders. Of these 72 respondents, 10 declined to participate in the study and 2 agreed to participate but did not answer any of the survey questions. The remaining 60 each provided their consent to participate in the study.

Once the survey was closed, each respondent's answers were connected to the respondent's previously downloaded application information. During the consent process, respondents were also asked if the researcher could review the respondent's academic records – admission and financial aid – in conjunction with their survey responses. Twenty-eight respondents (17 attenders, 11 non-attenders) did not give the researcher permission to use this data. Thus, for these 28, only data based on admission category, residency, gender, and ethnicity – characteristics embedded in the sampling process – were retained in the data analysis file. A unique ID number was assigned to each respondent and all identifying information was removed from the data analysis file. A separate database retained the name of each respondent along with their consent information.

Inducements. In order to encourage participation in the study, respondents were offered an opportunity to receive one of four I-PODs if they completed the survey. Two of these inducements were given to students who chose to attend OU; two were given to students who chose not to attend OU.

Analysis

Research Question 1. “What are the descriptive characteristics of attenders and non-attenders; and do these two groups differ on any particular characteristics?” This question involved the comparison of the three admission categories of attenders with the three admission categories of non-attenders. The entire population was examined using descriptive statistics, primarily frequencies and percentages. Variables studied included factors related to the college choice decision-process such as Semester Applied, Admission Category, and Matriculation Decision; individual factors such as Age, Gender, Ethnicity, Community Type, and Residency; factors

related to academic ability and achievement as measured by High School Grade Point Average, Class Rank, ACT and SAT scores; and financial factors related to Federal Financial Aid and specific University scholarships.

Research Question 2. “What schools do admitted students attend if they do not attend OU?” Data for this question came from the open-ended questions on Part A of the survey. Content analysis was used to identify competitor schools. Descriptive statistics were used to identify the number of schools to which students applied and where OU ranked in the students’ selection process.

Research Question 3. “Why do students who have been admitted to OU choose to either attend OU or not attend OU?” The answer to this question came from the responses to Parts B through F of the survey. The analytical methods used for each of these five sections of the survey are described below.

Part B: Explanation of Choice. This section used content analysis to understand the responses to a series of open-ended questions. The researcher reviewed all qualitative comments and identified potential factors within each one. A composite list of factors was compiled with preliminary definitions for each. During this process, factors were eliminated, combined, and redefined as required. The comments were then re-scored by the researcher using this revised list. Final clarifications were made to the descriptions, then the list, along with a complete set of all qualitative comments, were given to two evaluators. The research project and associated literature review were explained to them. In addition, the researcher and the evaluators reviewed the factor description list. The two evaluators then scored the qualitative comments. The researcher compared all three sets of scores, to create a unified evaluation of the qualitative comments. The researcher – in conjunction with the two evaluators – discussed those comments where differences in evaluation occurred in order to reach a common consensus regarding the evaluation. Analysis of the qualitative comments proceeded as follows:

1. all factors within each comment were identified.
2. Within each survey question, a tally was made as to the number of times each specific factor was mentioned.

3. The frequency of each factor was calculated by dividing each count by the total number of factors identified within the survey question.

Part C: The Choice Process. The mean score was calculated for each of the 30 statements in this section and *t*-tests were conducted to compare attenders with non-attenders. In those instances where several statements all relating to one factor were included on the survey, a scale was created prior to running the *t*-test comparison. The reliability of each scale was validated using Cronbach's alpha. Analysis of variance testing was also conducted on some factors within this section.

Part D: Choice Factors. For each factor, an average score was calculated based on the number of respondents who chose the specific factor and the scores they gave that factor. The nine factors were then ordered based on these averaged scores.

Part E: Interaction with OU. Analysis of this section followed the same pattern as Part C for the Likert-scale statements. Descriptive statistics were used to analyze the non-Likert scale portions of this section of the survey.

Part F: Future Plans. These qualitative comments were evaluated using the content analysis method described for Part B.

CHAPTER FOUR: RESULTS

This chapter reports the findings for each of the three main research questions.

Research Question One

“What are the descriptive characteristics of attenders and non-attenders; and do these two groups differ on any particular characteristics?”

The overall study population for this project included 6,047 first-time direct-from high school applicants who were admitted to the University of Oklahoma and began their college studies in Fall 2005. These students were either admitted with a scholarship, admitted based on performance criteria for automatic admission, or admitted from a wait list of students who met some, but not all, of the automatic admission criteria. Four types of factors were considered for each of these three admission types in order to generate the comparisons for Research Question One: a) factors related to the decision-process, b) demographic factors, c) factors related to academic achievement, and d) factors related to funding and scholarships.

Decision-Process

This section describes variables that are part of the Institution’s selection/admission process and the student’s decision/choice process.

Matriculation Decision

Approximately half of the students who were admitted to OU chose to attend, and approximately half chose not to attend (Table 4.1).

Table 4.1
Matriculation Decision

	Attended OU		
	Yes	No	
Row %	2,982 49%	3,065 51%	6,047

Admission Category

Data based on Admission Category and Matriculation Decision were available for 6,005 of the admitted students. Most of the students were admitted based on performance criteria or with a scholarship. Students admitted with a scholarship were more likely to attend OU. Students admitted based on performance criteria and from the wait list were less likely to attend OU. (Table 4.2)

Table 4.2
Admission Category by Matriculation Decision

	Attend OU		
	Yes	No	
Scholarship	994	754	1,748
Row %	57%	43%	
Column %	34%	25%	29%
Performance	1,692	1,871	3,563
Row %	48%	52%	
Column %	57%	31%	59%
Wait List	284	410	694
Row %	41%	59%	
Column %	10%	14%	12%
	2,970	3,035	6,005
Row %	49%	51%	

Semester Applied

Information provided by the University included the date each application was entered into the admission tracking system. This typically occurred within one to two days of receipt of the admission application. Using this date as a guide, students were classified as Fall 2004 applicants if their application was received between August 1, 2004 and December 31, 2004. They were classified as Spring 2005 applicants if their application was received between January 1, 2005 and May 31, 2005.

Most students applied during the academic year just prior to the year in which they planned to start (i.e., applied Fall 2004 or Spring 2005 in order to start in Fall 2005). However, 56 students who planned to start in Fall 2005 applied prior to Fall 2004 (from Fall 1999 to Summer 2004); 14 students applied in the Summer of 2005 with the intent of beginning studies in Fall 2005; and 10 students applied in

August 2005, a few days before the start of the Fall 2005 semester. These 80 students are not included in this Semester Applied analysis.

Table 4.3a
Semester Applied by Matriculation Decision

	Attended OU		
	Yes	No	
Fall 2004	1,643	1,586	3,229
Row %	51%	49%	
Column %	56%	52%	54%
Spring 2005	1,299	1,439	2,738
Row %	47%	53%	
Column %	44%	48%	46%
Row %	2,942 49%	3,025 51%	5,967

Most students applied in the Fall 2004 semester; and these students were more likely to attend OU than those who applied in the Spring (Table 4.3a). Students who applied in the Fall were also more likely to attend regardless of Admission Category. (Table 4.3b)

More than half of the students admitted with a scholarship chose to attend OU regardless of the semester in which they applied. Less than half of the students admitted based on performance criteria chose to attend OU regardless of the semester in which they applied. Likewise, less than half of the students admitted from the wait list chose to attend OU. (Table 4.3c)

Table 4.3b
Semester Applied by Admission Category

	Scholarship	Performance	Wait List	
Fall 2004	1,020	1,807	398	3,225
Row %	32%	56%	12%	
Column %	59%	51%	58%	54%
Spring 2005	713	1,714	285	2,712
Row %	26%	63%	11%	
Column %	41%	49%	42%	46%
Row %	1,733 29%	3,521 59%	683 12%	5,937

Table 4.3c
Semester Applied by Admission Category and Matriculation Decision

Scholarship			Performance			Wait List		
	Attended OU Yes	No		Attended OU Yes	No		Attended OU Yes	No
Fall 2004 Row % Column %	615 60% 63%	405 40% 54%	1,020 59%	863 48% 52%	944 52% 51%	1,807 51%	165 42% 59%	233 59% 58%
Spring 2005 Row % Column %	369 52% 38%	344 48% 46%	713 41%	807 47% 48%	907 53% 49%	1,714 49%	113 40% 41%	172 60% 43%
Row %	984 57%	749 43%	1,733	1,670 47%	1,851 53%	3,521	278 41%	405 59%
								683

Demographics

Age

Applicants provided their date of birth as part of the OU admission application. Based on this date, each applicant's age was calculated as of August 1, 2005. Data based on Age were available for 6,046 admitted students. The ages of individuals in the study population ranged from 17 years to 40 years; the average age was 19, the median age was 19, and the mode was 19 ($n = 6,046$, $sd = .75$). No difference in average age existed between enrolled versus non-enrolled students (Table 4.4a), or within the six admission-matriculation subcategories (Table 4.4b).

Table 4.4a
Age by Matriculation Decision

	Attended OU	
	Yes n = 2982	No n = 3064
Range	17 - 31	17 - 40
Mean	19	19
Median	19	19
Mode	19	19
s.d.	.60	.90

Table 4.4b
Age by Admission Category and Matriculation Decision

	Scholarship n = 1748		Performance n = 3563		Wait List n = 693	
	Attended OU		Attended OU		Attended OU	
	Yes n = 994	No n = 754	Yes n = 1692	No n = 1871	Yes n = 284	No n = 409
Range	17 - 22	17 - 20	17 - 31	17 - 24	17 - 25	17 - 34
Mean	19	19	19	19	19	19
Median	19	19	19	19	19	19
Mode	19	19	19	19	19	19
s.d.	.44	.43	.57	.48	.76	.89

Gender

Data based on Gender were available for all 6,047 admitted students. Although more women were admitted than men, less than half of the women who were admitted chose to attend OU (Table 4.5a). More than half of the men who were admitted chose to attend (Table 4.5a). Within each of the three admission categories, more than half of the admitted students were women (Table 4.5b).

Table 4.5a
Gender by Matriculation Decision

	Attended OU		
	Yes	No	
Female	1,609	1,765	3,374
Row %	48%	52%	
Column %	54%	58%	56%
Male	1,373	1,300	2,673
Row %	51%	49%	
Column %	46%	42%	44%
Row %	2,989	3,065	6,047
	49%	51%	

Table 4.5b
Gender by Admission Category

	Scholarship	Performance	Wait List	
Females	980	2,030	351	3,361
Row %	29%	60%	10%	
Column %	56%	57%	51%	56%
Males	768	1,533	343	2,644
Row %	29%	58%	13%	
Column %	44%	43%	49%	44%
Row %	1,748	3,563	694	6,005
	29%	59%	12%	

Women who received a scholarship were more likely to attend OU, as were men who received a scholarship. Women admitted based on performance criteria were less likely to enroll; however, men admitted based on performance criteria were more likely to enroll. Women were less likely to attend OU if they were admitted from the wait list; as were men who were admitted from the wait list. (Table 4.5c)

Table 4.5c
Gender by Admission Category and Matriculation Decision

Scholarship			Performance			Wait List		
Attended OU			Attended OU			Attended OU		
Yes	No		Yes	No		Yes	No	
Female	557	423	911	1,119	2,030	137	214	351
Row %	57%	43%	45%	55%		39%	51%	
Column %	56%	56%	54%	60%	57%	48%	62%	51%
Male	437	331	781	752	1,533	147	196	343
Row %	57%	43%	51%	49%		43%	57%	
Column %	44%	44%	46%	40%	43%	52%	48%	49%
Row %	994	754	1,692	1,871	3,563	284	410	694
	57%	43%	48%	53%		41%	59%	

Ethnicity

Data based on Ethnicity were available for all 6,047 admitted students. Approximately three-fifths of the students admitted to OU identified themselves as White or Other. One-fifth of the students admitted to OU were from specific ethnic groups. More than half of the Asian and Native American students chose to attend OU. Less than half of the Black, Hispanic, and White students chose to attend OU. (Table 4.6a)

Table 4.6a
Ethnicity by Matriculation Decision

	Attended OU		
	Yes	No	
Asian	177	130	307
Row %	58%	42%	
Column %	6%	4%	5%
Black	141	183	324
Row %	44%	56%	
Column %	5%	6%	5%
Hispanic	112	149	261
Row %	43%	57%	
Column %	4%	5%	4%
Native American	229	158	387
Row %	59%	41%	
Column %	8%	5%	6%
Other	104	121	225
Row %	46%	54%	
Column %	4%	4%	4%
White	2,219	2,324	4,543
Row %	49%	51%	
Column %	74%	76%	75%
Row %	2,982	3,065	6,047
	49%	51%	

Data based on Admission Category and Ethnicity were available for 6,005 of the admitted students. Ninety-two percent of the Asian students were admitted either with a scholarship or based on performance criteria (Table 4.6b respectively, 40% + 52%). Eighty-three percent of the Black students were admitted either with a scholarship or based on performance criteria (Table 4.6b respectively, 18% + 65%).

Eighty-nine percent of the Hispanic students were admitted with either a scholarship or based on performance criteria (Table 4.6b respectively, 19% + 70%). Ninety-one percent of the Native American students were admitted with either a scholarship or based on performance criteria (Table 4.6b respectively, 25% + 66%). Eight-nine percent of the White students were admitted with either a scholarship or based on performance criteria (Table 4.6b respectively, 30% + 59%).

Table 4.6b
Ethnicity by Admission Category

	Scholarship	Performance	Wait List	
Asian	124	161	22	307
Row %	40%	52%	7%	
Column %	7%	5%	3%	5%
Black	59	208	55	322
Row %	18%	65%	17%	
Column %	3%	6%	8%	5%
Hispanic	51	184	26	261
Row %	19%	70%	10%	
Column %	3%	5%	4%	4%
Native American	97	255	35	387
Row %	25%	66%	9%	
Column %	6%	7%	5%	6%
Other	59	94	42	195
Row %	30%	48%	22%	
Column %	3%	3%	6%	3%
White	1,358	2,661	514	4,533
Row %	30%	59%	11%	
Column %	78%	75%	74%	76%
Row %	1,748	3,563	694	6,005
	29%	59%	12%	

Within each of the designated ethnic groups, more than half of the students admitted with a scholarship chose to attend OU. More than half of the Asian and Native American students who were admitted based on performance criteria chose to attend OU. Less than half of the Black, Hispanic, and White students admitted based on performance criteria chose to attend OU. Within each of the designated ethnic groups, less than half of the students admitted from the wait list chose to attend OU. (Table 4.6c)

Table 4.6c
Ethnicity by Admission Category and Matriculation Decision

	Scholarship		Performance		Wait List	
	Attended OU Yes	No	Attended OU Yes	No	Attended OU Yes	No
Asian Row % Column %	73 59% 7%	51 41% 7%	99 62% 6%	62 39% 3%	5 23% 2%	17 77% 4%
Black Row % Column %	30 51% 3%	29 49% 4%	94 45% 6%	114 55% 6%	17 31% 6%	38 69% 9%
Hispanic Row % Column %	30 59% 3%	21 41% 3%	71 39% 4%	113 61% 6%	11 42% 4%	15 58% 4%
Native American Row % Column %	65 67% 7%	32 33% 4%	148 58% 9%	107 42% 6%	16 46% 6%	19 54% 5%
Other Row % Column %	34 58% 3%	25 42% 3%	44 47% 3%	50 53% 3%	16 38% 6%	26 62% 6%
White Row % Column %	762 56% 77%	596 44% 79%	1,236 46% 73%	1,425 54% 76%	219 43% 77%	295 57% 72%
Row %	994 57%	754 43%	1,692 48%	1,871 53%	284 41%	410 59%
		1,748		3,563		694

Residency

Data based on Residency were available for all 6,047 admitted students. Students admitted to the University of Oklahoma were more likely to have been residents of Oklahoma than residents of other states or countries. Oklahoma residents were more likely to attend OU than students from other areas. Students who were not residents of Oklahoma but who were permitted to pay resident rather than non-resident tuition rates represented less than 1% of the admitted population, and they were highly likely to attend OU. (Table 4.7a)

Table 4.7a
Residency by Matriculation Decision

	Attended OU		
	Yes	No	
Oklahoma	2,053	1,319	3,372
Row %	61%	39%	
Column %	69%	43%	56%
Non-Resident	904	1,702	2,606
Row %	35%	65%	
Column %	30%	56%	43%
International	17	41	58
Row %	29%	71%	
Column %	> 1%	1%	1%
NR Pay	8	3	11
Resident	73%	27%	
Row %	> 1%	> 1%	> 1%
Column %			
Row %	2,982 49%	3,065 51%	6,047

Data based on Residency and Admission Category were available for 6,005 of the admitted students. Ninety-four percent of the Oklahoma residents were admitted with either a scholarship or based on performance criteria (Table 4.7b respectively, 34% + 60%). Eighty-two percent of the non-residents were admitted with a either scholarship or based on performance criteria (Table 4.7b respectively, 23% + 59%).

Table 4.7b
Residency by Admission Category

	Scholarship	Performance	Wait List	
Oklahoma	1,138	2,008	216	3,362
Row %	34%	60%	6%	
Column %	65%	56%	31%	56%
Non-Resident	603	1,544	454	2,601
Row %	23%	59%	18%	
Column %	35%	43%	65%	43%
International	3	5	23	31
Row %	10%	16%	74%	
Column %	> 1%	> 1%	3%	> 1%
NR Pay	4	6	1	11
Resident	36%	55%	9%	
Row %	> 1%	> 1%	> 1%	> 1%
Column %				
Row %	1,748	3,563	694	6,005
	29%	59%	12%	

Oklahoma residents who were admitted with a scholarship were more likely to attend OU than non-residents admitted with a scholarship. Oklahoma residents admitted based on performance criteria were more likely to attend OU than non-residents admitted based on performance criteria. Oklahoma residents admitted from the wait list were also more likely to attend OU than non-residents admitted from the wait list. (Table 4.7c)

These data also indicate that within the Oklahoma resident population, a larger percentage of students admitted with a scholarship chose to attend OU than students admitted based on performance criteria. Likewise, within the Oklahoma resident population, a larger percentage of students admitted based on performance criteria chose to attend OU than those admitted from the wait list (Table 4.7c).

Within the non-resident population, the largest percentage of matriculated students came from those admitted with a scholarship. Students admitted based on performance criteria represent the smallest percentage of non-resident students who chose to attend OU. Non-residents admitted from the wait list who chose to attend OU represent a smaller percentage than those admitted with a scholarship, but a larger percentage than those admitted based on performance criteria (Table 4.7c).

Table 4.7c
Residency by Admission Category and Matriculation Decision

Scholarship			Performance			Wait List		
	Attended OU		Attended OU			Attended OU		
	Yes	No	Yes	No		Yes	No	
Oklahoma Row % Column %	725 64% 73%	413 36% 55%	1,211 60% 72%	797 40% 43%	2,008 56%	115 53% 41%	101 47% 25%	216 31%
Non-Resident Row % Column %	265 44% 27%	338 56% 45%	474 31% 28%	1,070 69% 57%	1,544 43%	164 36% 58%	290 64% 71%	454 65%
International Row % Column %	1 33% > 1%	2 67% > 1%	2 40% > 1%	3 60% > 1%	5 > 1%	5 22% 2%	18 78% 4%	23 3%
NR Pay Resident Row % Column %	3 75% > 1%	1 25% > 1%	5 83% > 1%	1 17% > 1%	6 > 1%	0 100% > 1%	1 > 1%	1 > 1%
Row %	994 57%	754 43%	1,692 48%	1,871 53%	3,563	284 41%	410 59%	694

Oklahoma Counties. The 3,372 Oklahoma residents who were admitted to OU came from 75 of Oklahoma's 77 counties. (Figures 4.1 and 4.2) Two counties – Ellis and Harper – provided no admitted students. Fifty-eight of the counties each provided less than 1% of the Oklahoma admitted students (Table 4.8a). Combined, these fifty-eight counties provided 16% of the Oklahoma admitted student population.

Table 4.8a
Oklahoma Counties with less than 1% of admitted students

	Attended OU		
	Yes	No	
Adair	0	4	4
Alfalfa	2	1	3
Atoka	2	3	5
Beaver	2	0	2
Beckham	9	4	13
Blaine	6	3	9
Bryan	12	0	12
Caddo	6	4	10
Cherokee	5	15	20
Choctaw	1	0	1
Cimarron	2	1	3
Coal	1	2	3
Cotton	0	1	1
Craig	5	4	9
Custer	18	3	21
Delaware	8	11	19
Dewey	1	1	2
Garvin	22	9	31
Grant	0	1	1
Greer	1	2	3
Harmon	1	1	2
Haskell	2	0	2
Hughes	3	3	6
Jackson	17	9	26
Jefferson	2	1	3
Johnston	2	0	2
Kay	21	11	32
Kingfisher	6	1	7
Kiowa	8	0	8
Latimer	4	1	5
LeFlore	4	11	15
Lincoln	7	4	11
Logan	12	10	22
Love	4	2	6
McCurtain	8	6	14
McIntosh	9	4	13
Major	4	5	9
Marshall	5	1	6
Mayes	5	7	12
Murray	9	1	10
Noble	1	4	5
Nowata	1	2	3
Okfuskee	2	1	3
Okmulgee	17	12	29
Osage	13	3	16
Ottawa	6	6	12
Pawnee	6	0	6
Pittsburg	19	12	31
Pontotoc	20	5	25
Pushmataha	2	2	4
Roger Mills	3	0	3
Seminole	5	5	10
Sequoyah	14	11	25
Texas	3	4	7
Tillman	2	4	6
Wagoner	13	13	26
Washita	3	2	5
Woods	5	4	9
Woodward	9	8	17
TOTALS	380	245	625

Figure 4.1
Oklahoma Admitted Students by County

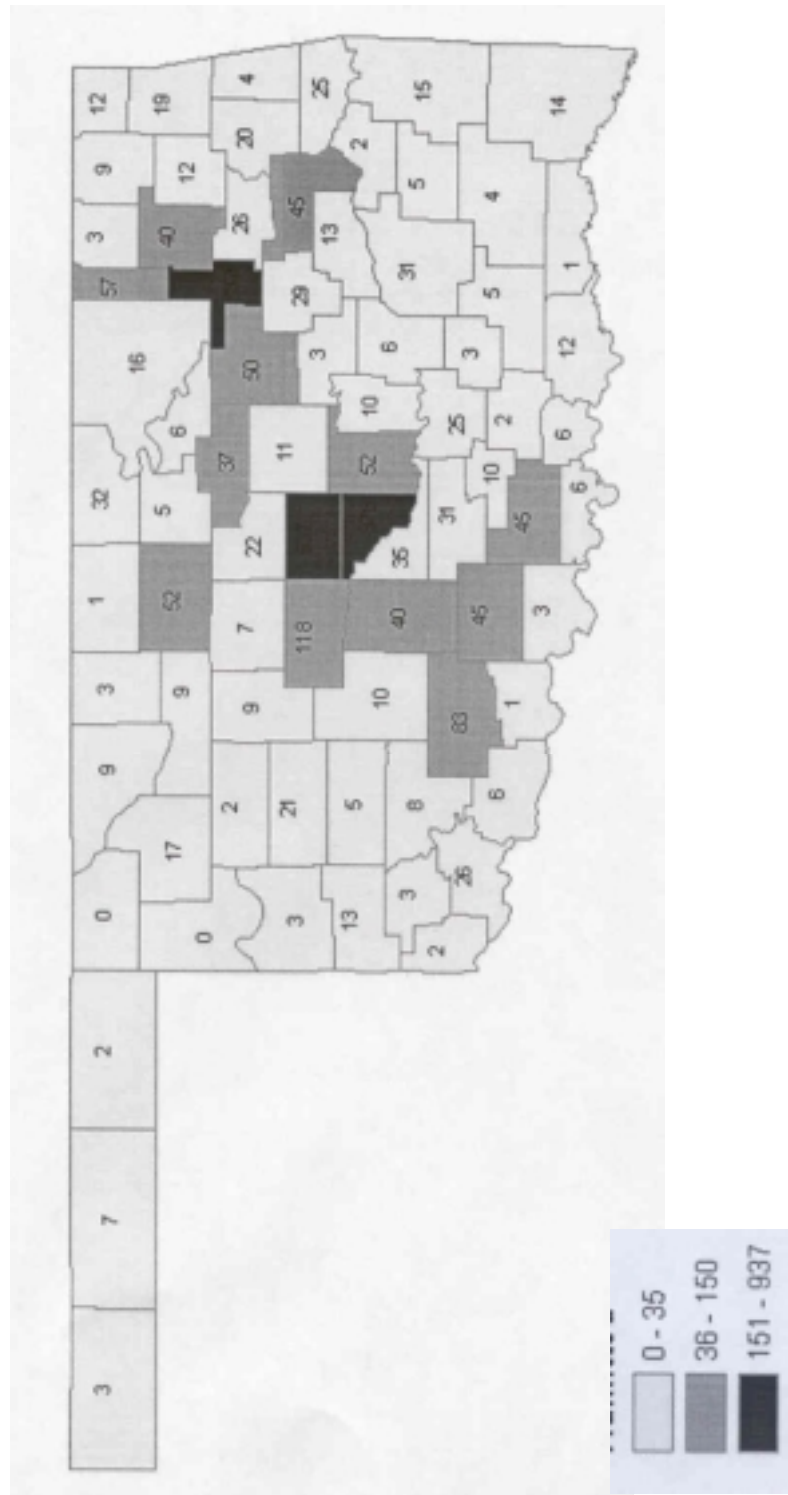
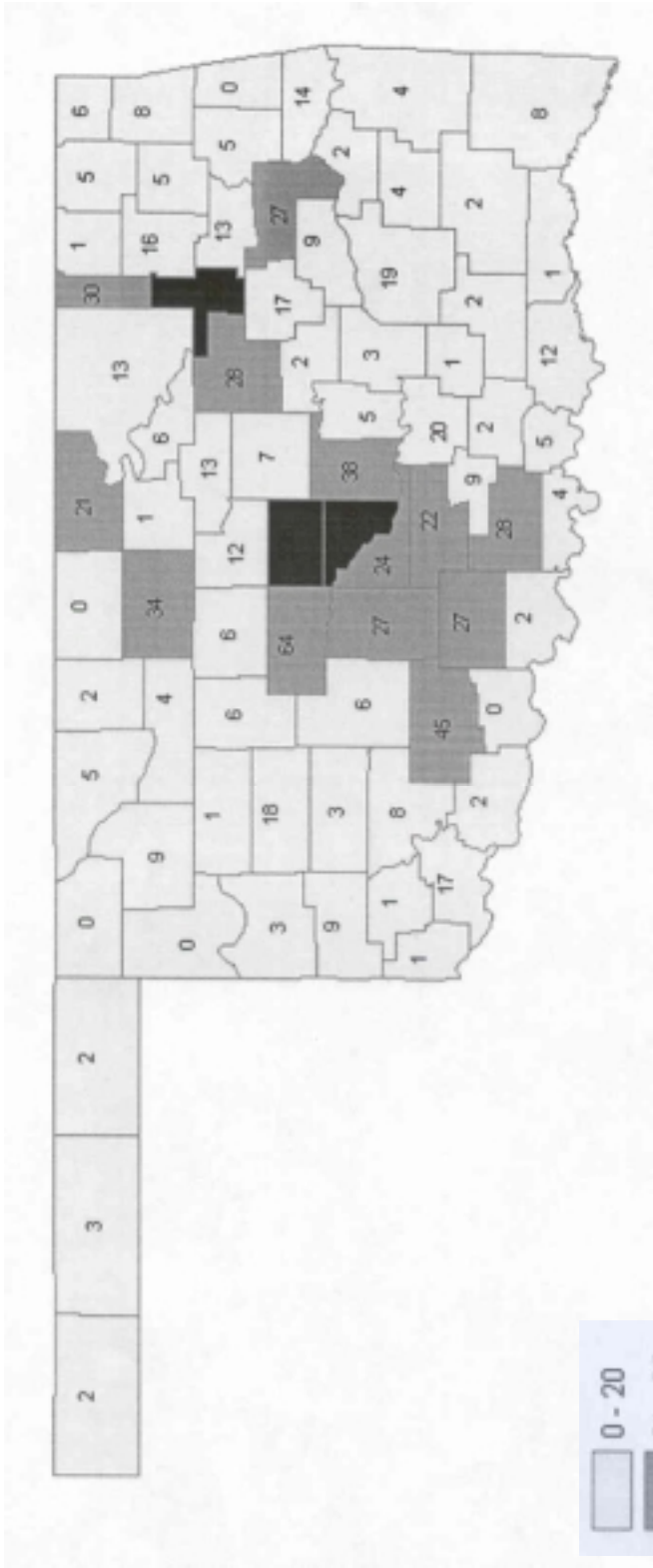


Figure 4.2
Oklahoma Enrolled Students by County



Fourteen counties each provided from 1.0% to 3.5% of the Oklahoma admitted students (Table 4.8b). Combined, these fourteen counties provided 21% of the Oklahoma admitted student population.

Table 4.8b
Oklahoma Counties with marginal percentages of admitted students

	Attended OU		
	Yes	No	
Canadian	64	54	118
Carter	28	17	45
Comanche	45	38	83
Creek	28	22	50
Garfield	34	18	52
Grady	27	13	40
McClain	24	11	35
Muskogee	27	18	45
Payne	13	24	37
Pottawatomie	38	14	52
Rogers	16	24	40
Stephens	27	18	45
Washington	30	27	57
TOTALS	401	298	699

Table 4.8c
Top 3 Oklahoma Counties by Matriculation Decision

	Attended OU			
	Yes	No		
Cleveland	276	102	378	11% of Oklahoma admitted population
Row %	73%	27%		
Column %	22%	13%	18%	
Oklahoma	596	331	937	28% of Oklahoma admitted population
Row %	64%	35%		
Column %	47%	43%	46%	
Tulsa	393	339	732	22% of Oklahoma admitted population
Row %	54%	46%		
Column %	31%	44%	36%	
	1,265	772	2,047	61% of Oklahoma admitted population
Row %	62%	38%		

The combined contribution of three counties – Cleveland, Oklahoma, and Tulsa – equaled more than 50% of the Oklahoma admitted student population (Table 4.8c). Only the enrollment patterns for these three counties are examined in further detail. Although it represented the smallest contribution to the admitted student population of these three counties (Table 4.8c), almost three-fourths of the students from Cleveland county, the county that contains the University of Oklahoma, chose to attend OU (Table 4.8c). Oklahoma county provided more students (Table 4.8c)

than any other county, and almost two-thirds of these students chose to attend OU. Tulsa county was the second largest contributor to the Oklahoma admitted student population, and slightly more than half of these students chose to attend OU (Table 4.8c).

Within these three counties, approximately 30% of the students were admitted with a scholarship; slightly more than half were admitted based on performance criteria; and approximately 10% were admitted from the wait list. (Table 4.8d)

Table 4.8d
Top 3 counties by Admission Category

	Scholarship	Performance	Wait List	
Cleveland	116	234	26	376
Row %	31%	62%	7%	
Column %	18%	19%	15%	18%
Oklahoma	314	555	65	934
Row %	34%	59%	7%	
Column %	49%	46%	38%	46%
Tulsa	217	430	82	729
Row %	30%	59%	11%	
Column %	34%	35%	47%	36%
	647	1,219	173	2,039
Row %	32%	60%	8%	

Students from all three counties were more likely to enroll when they were admitted with a scholarship. Likewise, students from all three counties were more likely to enroll when they were admitted based on performance criteria. Students from Cleveland and Oklahoma counties were more likely to enroll when they were admitted from the wait list; however, students from Tulsa county who were admitted from the wait list were less likely to enroll. (Table 4.8e).

Other States. The 2,606 non-resident students who were admitted to OU came from forty-seven of the forty-nine other states. Students were also admitted from the District of Columbia (n = 5) and Guam (n = 1). No students were admitted from Maine or Massachusetts.

Forty states each provided less than 1% of the non-resident admitted students (See Table 4.9), for a combined contribution of 12% of the non-resident admitted student population. Illinois provided 1% of the non-resident admitted student population, and five states – Kansas, Missouri, Arkansas, Colorado, and California – each provided 2% of the non-resident admitted student population. Texas provided 77% of the non-resident admitted student population.

Table 4.9
Other States

	Admitted	%		Admitted	%
Texas	2,005	77%	Alabama	7	.3%
Kansas	63	2%	Kentucky	7	.3%
Missouri	58	2%	Montana	7	.3%
Arkansas	46	2%	Pennsylvania	7	.3%
Colorado	46	2%	Iowa	6	.2%
California	40	2%	Minnesota	6	.2%
Illinois	33	1%	South Carolina	6	.2%
Louisiana	19	.7%	Alaska	5	.2%
Michigan	19	.7%	South Dakota	5	.2%
North Carolina	18	.7%	Idaho	4	.2%
Arizona	15	.6%	Mississippi	4	.2%
Georgia	15	.6%	Oregon	4	.2%
Florida	14	.5%	New Hampshire	3	.1%
New Mexico	14	.5%	New Jersey	3	.1%
Tennessee	14	.5%	Wyoming	3	.1%
Ohio	13	.5%	Delaware	2	.1%
Virginia	13	.5%	Hawaii	2	.1%
Nevada	12	.5%	North Dakota	2	.1%
Washington	11	.4%	Rhode Island	2	.1%
Maryland	10	.4%	Utah	2	.1%
New York	10	.4%	West Virginia	2	.1%
Wisconsin	10	.4%	Connecticut	1	.0%
Indiana	9	.3%	Vermont	1	.0%
Nebraska	8	.3%	Totals	2,606	

Border States. Eighty-two percent of the Texas students were admitted either with a scholarship or based on performance criteria (Table 4.10a respectively, 22% + 60%). For all three admission categories, less than half of the Texas students chose to attend OU (Table 4.10a).

Table 4.10a
Texas: Admission Category by Matriculation Decision

	Attended OU		
	Yes	No	
Scholarship	187	246	433
Row %	43%	57%	
Column %	26%	19%	22%
Performance	391	806	1,197
Row %	33%	67%	
Column %	54%	63%	60%
Wait List	141	234	375
Row %	38%	62%	
Column %	20%	18%	19%
	719	1,286	2,005
Row %	36%	64%	

The four remaining border states (Kansas, Missouri, Arkansas, and Colorado) each provided less than 100 admitted students. For all four of these states, more than 50% of the students were admitted with a scholarship or based on performance criteria (Table 4.10b). In most cases, less than half of the students from these states chose to attend OU regardless of admission category. However, half of the students from Arkansas who were admitted with a scholarship chose to attend OU, and slightly more than half of the students from Colorado who were admitted with a scholarship chose to attend OU (Table 4.10b).

Table 4.10b
Border States, Admission Category by Matriculation Decision

KANSAS			
	Attended OU		
	Yes	No	
Scholarship	10	16	26
Row %	39%	62%	
Column %	53%	36%	41%
Performance	7	25	32
Row %	22%	78%	
Column %	37%	57%	51%
Wait List	2	3	5
Row %	40%	60%	
Column %	11%	7%	8%
	19	44	63
Row %	30%	70%	

MISSOURI			
	Attended OU		
	Yes	No	
Scholarship	6	14	20
Row %	30%	70%	
Column %	55%	30%	35%
Performance	4	30	34
Row %	12%	88%	
Column %	36%	64%	59%
Wait List	1	3	4
Row %	25%	75%	
Column %	9%	6%	7%
	11	47	58
Row %	19%	81%	

ARKANSAS			
	Attended OU		
	Yes	No	
Scholarship	7	7	14
Row %	50%	50%	
Column %	58%	21%	30%
Performance	4	24	28
Row %	14%	86%	
Column %	33%	71%	61%
Wait List	1	3	4
Row %	25%	75%	
Column %	9%	9%	9%
	12	34	46
Row %	26%	74%	

COLORADO			
	Attended OU		
	Yes	No	
Scholarship	4	3	7
Row %	57%	43%	
Column %	25%	10%	15%
Performance	9	22	31
Row %	29%	71%	
Column %	56%	73%	67%
Wait List	3	5	8
Row %	38%	63%	
Column %	19%	17%	17%
	16	30	46
Row %	35%	65%	

Community Type

This factor was determined using zip code information to determine whether or not an individual resided in a metropolitan statistical area. This type of information is extremely useful in that it can also be used to precisely define an institution's potential target market (Zemsky and Oedel, 1983).

Data were available for all 6,047 admitted students. More than four-fifths of the admitted students were from metropolitan statistical areas (Table 4.11a). However, less than half of these students chose to attend OU (Table 4.11a). More than half of the students who were not from metropolitan statistical areas chose to attend OU (Table 4.11a). Within each of the three admission categories, four-fifths or more of the admitted students were from metropolitan statistical areas (Table 4.11b).

Table 4.11a
Community Type by Matriculation Decision

	Attended OU		
	Yes	No	
MSA	2,420	2,586	5,006
Row %	48%	52%	
Column %	81%	84%	83%
Non-MSA	562	479	1,041
Row %	54%	46%	
Column %	19%	16%	17%
	2,982	3,065	6,047
Row %	49%	51%	

Students who were admitted with a scholarship were more likely to attend OU, regardless of Community Type. Students who were admitted based on performance criteria were less likely to attend OU if they were from a metropolitan statistical area and were more likely to attend if they were not from a metropolitan statistical area. Students who were admitted from the wait list were less likely to attend OU, regardless of Community Type. (Table 4.11c)

Table 4.11b
Community Type by Admission Category

	Scholarship	Performance	Wait List
MSA	1,389	2,980	625
Row %	28%	60%	13%
Column %	80%	84%	90%
Non-MSA	359	583	69
Row %	36%	57%	7%
Column %	21%	16%	10%
Row %	1,748	3,563	694
	29%	59%	12%
			6,005

Table 4.11c
Community Type by Admission Category and Matriculation Decision

Scholarship			Performance			Wait List		
	Attended OU			Attended OU			Attended OU	
	Yes	No		Yes	No		Yes	No
MSA	770	619	1,389	1,389	1,591	2,980	258	367
Row %	55%	45%		47%	53%		41%	59%
Column %	78%	82%	80%	82%	85%	84%	91%	90%
Non-MSA	224	135	359	303	280	583	26	43
Row %	62%	38%		52%	48%		38%	62%
Column %	23%	18%	21%	18%	15%	16%	9%	11%
Row %	994	754	1,748	1,692	1,871	3,563	284	410
	57%	43%		48%	53%		41%	59%
								694

Metropolitan Statistical Areas. Data based on metropolitan statistical area were available for 5,006 of the admitted students. They came from one hundred and forty-six different metropolitan statistical areas across the United States. However, only six provided at least 1% or more of the admitted student population at OU. These six metropolitan statistical areas – Oklahoma City Metroplex (31% of the admitted student population), Dallas-Ft. Worth Metroplex (28% of the admitted student population), Tulsa Metroplex (18% of the admitted student population), Houston Metroplex (6% of the admitted student population), Lawton Metroplex (2% of the admitted student population), and Enid Metroplex (1% of the admitted student population) – are analyzed in more detail.

Table 4.12a
Top MSAs by Matriculation Decision

	Attended OU		
	Yes	No	
Oklahoma City	1,020	528	1,548
Row %	66%	34%	
Column %	47%	26%	37%
Dallas-Ft. Worth	507	881	1,388
Row %	37%	64%	
Column %	23%	43%	33%
Tulsa	467	409	876
Row %	53%	46%	
Column %	22%	20%	21%
Houston	94	188	282
Row %	33%	67%	
Column %	4%	9%	7%
Lawton	45	37	82
Row %	55%	45%	
Column %	2%	2%	2%
Enid	33	18	51
Row %	65%	35%	
Column %	2%	> 1%	1%
Row %	2,166 51%	2,061 49%	4,227

Data were available for 4,227 students admitted to OU from these six metropolitan statistical areas. (Figures 4.3 and 4.4) Sixty-one percent of the students were from Oklahoma metropolitan statistical areas (Table 4.12a, OKC = 37%, Tulsa = 21%, Lawton and Enid = 3%). Forty percent of the students were from Texas

Figure 4.3
Admitted Students by Top Six Metropolitan Statistical Areas

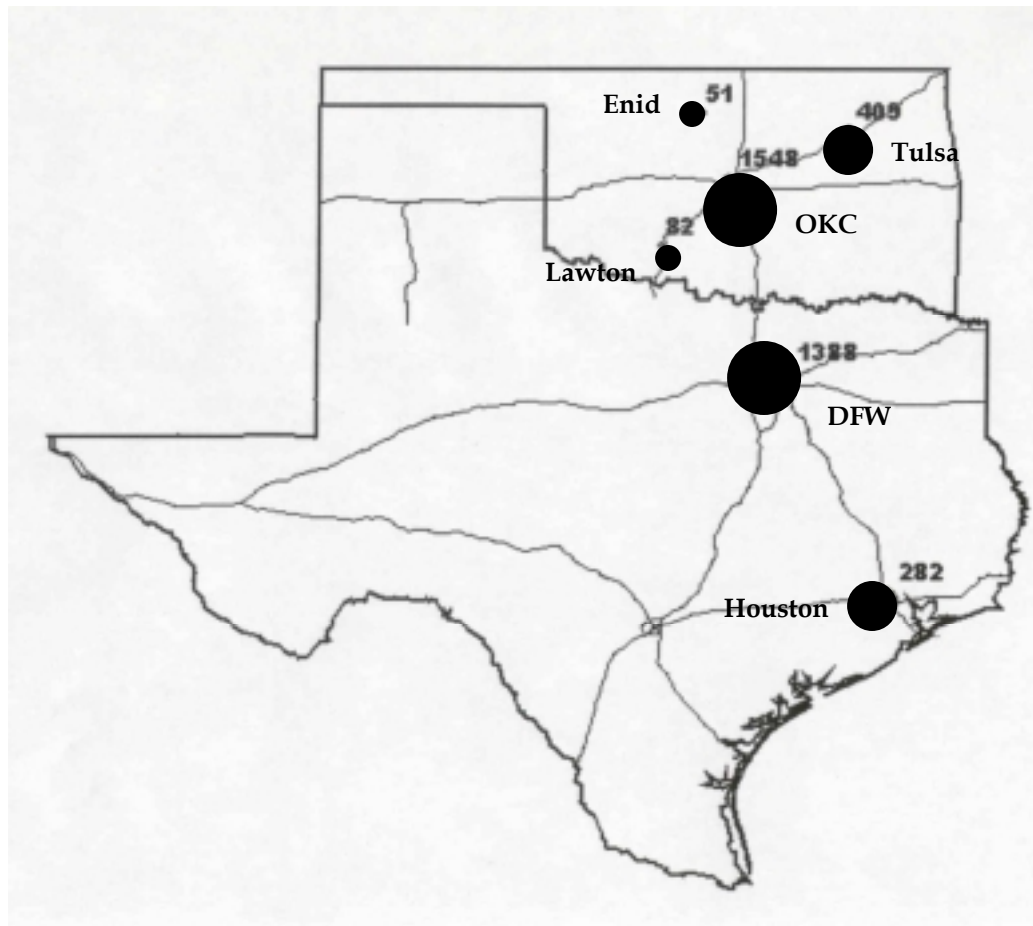
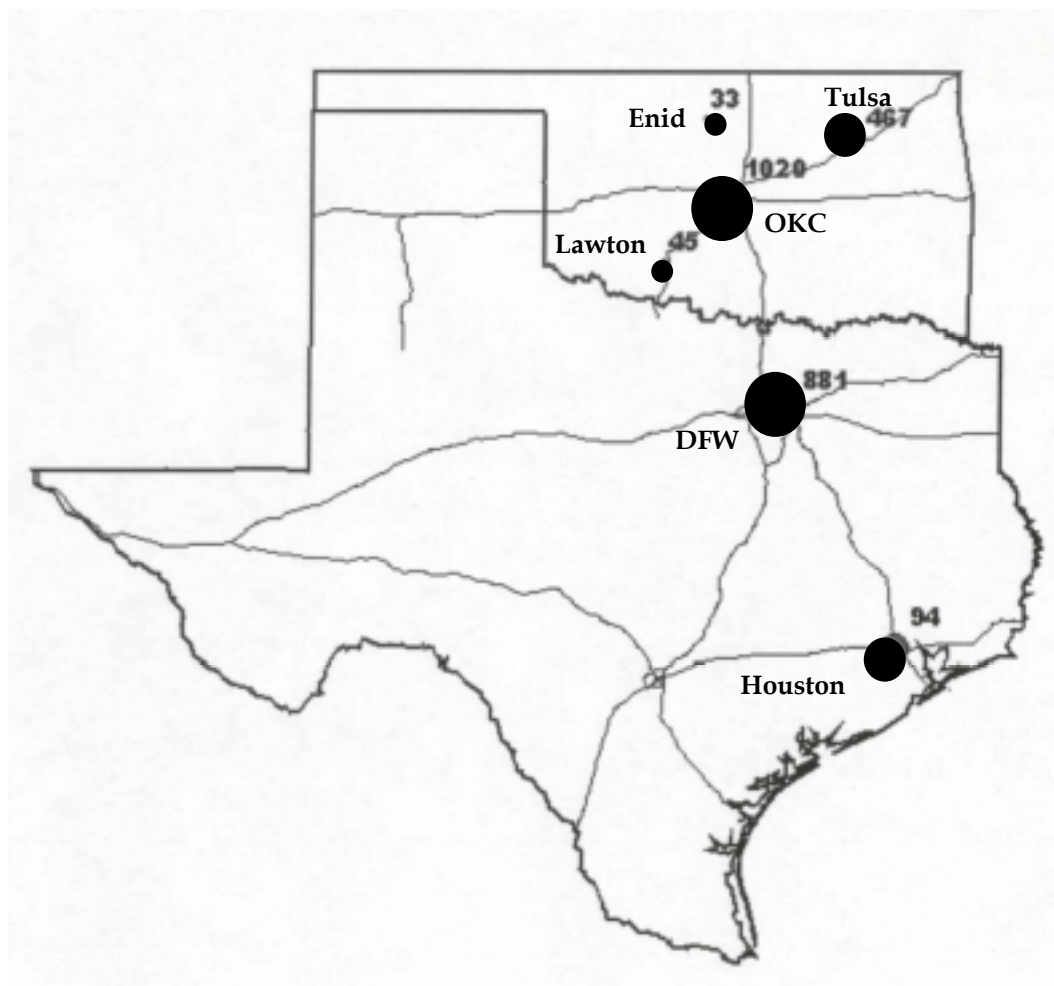


Figure 4.4
Enrolled Students by Top Six Metropolitan Statistical Areas



metropolitan statistical areas (Table 4.12a, DFW = 33%, Houston = 7%). Students from the Oklahoma metropolitan statistical areas were more likely to attend OU than students from the Texas metropolitan statistical areas (Table 4.12a).

Table 4.12b
Top MSAs by Admission Category

	Scholarship	Performance	Wait List	
Oklahoma City	508	930	104	1,548
Row %	33%	60%	7%	
Column %	43%	37%	20%	37%
Dallas-Ft. Worth	304	819	265	1,388
Row %	22%	59%	19%	
Column %	26%	33%	51%	33%
Tulsa	263	522	87	876
Row %	30%	60%	10%	
Column %	22%	21%	17%	21%
Houston	60	163	59	282
Row %	21%	58%	21%	
Column %	5%	7%	11%	7%
Lawton	26	54	2	82
Row %	32%	66%	2%	
Column %	2%	2%	> 1%	2%
Enid	20	31	0	51
Row %	39%	61%		
Column %	2%	1%		1%
Row %	1,181	2,519	517	4,227
	28%	60%	12%	

Ninety-three percent of the Oklahoma City Metroplex students were admitted with either a scholarship or based on performance criteria (Table 4.12b respectively, 66% + 34%). Eighty-one percent of the Dallas-Ft. Worth Metroplex students were admitted with either a scholarship or based on performance criteria (Table 4.12b respectively, 37% + 64%). Ninety percent of the Tulsa Metroplex students were admitted with either a scholarship or based on performance criteria (Table 4.12b respectively, 53% + 46%). Seventy-nine percent of the Houston Metroplex students were either admitted with a scholarship or based on performance criteria (Table 4.12b respectively, 33% + 67%). Ninety-eight percent of

the Lawton Metroplex students were admitted with either a scholarship or based on performance criteria (Table 4.12b respectively, 55% + 45%). All of the Enid Metroplex students were admitted with either a scholarship or based on performance criteria (Table 4.12b respectively, 65% + 35%).

More than half of the students from Oklahoma metropolitan statistical areas who were admitted with a scholarship chose to attend OU. Less than half of the students from Texas metropolitan statistical areas who were admitted with a scholarship chose to attend OU. (Table 4.12c)

More than half of the students from Oklahoma metropolitan statistical areas who were admitted based on performance criteria chose to attend OU. Approximately one-third of the students from Texas metropolitan statistical areas who were admitted based on performance criteria chose to attend OU. (Table 4.12c).

Matriculation among students admitted from the wait list varied. Students from the Oklahoma City and Lawton metropolitan statistical areas who were admitted from the wait list were more likely to attend OU. Students from the Tulsa metroplex who were admitted from the wait list were less likely to attend OU. Likewise, students from both Texas metropolitan statistical areas who were admitted from the wait list were less likely to attend OU. (Table 4.12c)

Table 4.12c
Top MSAs by Admission Category and Matriculation Decision

Scholarship			Performance			Wait List		
	Attended OU		Yes	No		Yes	No	
Oklahoma City Row % Column %	350 69% 52%	158 31% 31%	597 64% 48%	333 36% 26%	930 37%	70 67% 30%	34 33% 12%	104 20%
Dallas-Ft. Worth Row % Column %	135 44% 20%	169 56% 34%	265 32% 21%	554 68% 44%	819 33%	107 40% 46%	158 60% 56%	265 51%
Tulsa Row % Column %	142 54% 21%	121 46% 24%	291 56% 23%	231 44% 18%	522 21%	34 39% 15%	53 61% 19%	87 17%
Houston Row % Column %	21 35% 3%	39 65% 8%	53 33% 4%	110 68% 9%	163 7%	20 34% 9%	39 66% 14%	59 11%
Lawton Row % Column %	14 54% 2%	12 46% 2%	29 54% 2%	25 46% 2%	54 2%	2 100% > 1%	0 > 1%	2 > 1%
Enid Row % Column %	15 75% 2%	5 25% 1%	18 58% 1%	13 42% 1%	31 1%	0 > 1%	0 > 1%	0 > 1%
Row %	677 57%	504 43%	1,253 50%	1,266 50%	2,519	284 41%	410 59%	517

Academic Ability/Achievement

High School Grade Point Average

Data based on high school grade point average were available for 5,970 of the admitted students. High school grade point averages ranged from 1.92 to 4.00 with the average at 3.64, the median at 3.70, and the mode at 4.00 ($n = 5,970$, $sd = 3.08$). As Table 4.13a indicates, no difference in the average high school grade point average existed between those who chose to attend OU and those who chose not to attend OU.

Students admitted with a scholarship had higher high school grade point averages (Table 4.13b) than those admitted based on performance criteria (Table 4.13b). Students admitted from the wait list had the lowest high school grade point averages (Table 4.13b). Students admitted based on performance criteria who chose not to attend OU had higher high school grade point averages than those performance-based students who chose to attend OU (Table 4.13b).

Table 4.13a
Actual High School GPA by Matriculation Decision

	Attended OU	
	Yes n = 2960	No n = 3010
Range	1.92 - 4.00	2.42 - 4.00
Mean	3.64	3.64
Median	3.70	3.69
Mode	4.00	4.00
s.d.	3.09	3.06

Table 4.13b
Actual High School GPA by Admission Category and Matriculation Decision

	Scholarship n = 1743		Performance n = 3562		Wait List n = 664	
	Attended OU Yes n = 992	No n = 751	Attended OU Yes n = 1692	No n = 1870	Attended OU Yes n = 276	No n = 388
Range	2.71 - 4.00	2.99 - 4.00	2.52 - 4.00	2.62 - 4.00	1.92 - 4.00	2.42 - 4.00
Mean	3.82	3.81	3.60	3.63	3.29	3.34
Median	3.89	3.88	3.64	3.68	3.36	3.41
Mode	4.00	4.00	4.00	4.00	3.38	3.40
s.d.	2.09	2.17	2.82	2.79	3.48	3.40

Grouped High School Grade Point Average

Students were grouped into three categories based on their high school grade point average (Table 4.14a). No difference in matriculation rates were detected for students with a high school grade point average greater than or equal to 3.50; or for students with a high school grade point average between 3.00 and 3.49. Students with a high school grade point average less than 3.00 were somewhat less likely to attend OU. (Table 4.14).

Table 4.14a
Grouped High School GPA by Matriculation Decision

	Attended OU		
	Yes	No	
GPA \geq 3.50	2,146	2,192	4,338
Row %	50%	50%	
Column %	73%	73%	73%
3.00 – 3.49	718	706	1,424
Row %	50%	50%	
Column %	24%	24%	24%
GPA < 3.00	96	112	208
Row %	46%	54%	
Column %	3%	3%	3%
	2,960	3,010	5,970
Row %	50%	50%	

Most of the students who were admitted with a scholarship had a grade point average greater than or equal to 3.50. Most of the students admitted based on performance criteria had a grade point average greater than or equal to 3.00. Students admitted from the wait list had fairly equal representation within all three of the gpa categories. (Table 4.14b)

Table 4.14b
Grouped High School GPA by Admission Category

	Scholarship	Performance	Wait List	
GPA \geq 3.50	1,612	2,509	217	4,338
Row %	37%	58%	5%	
Column %	93%	70%	33%	73%
3.00 – 3.49	125	1,005	294	1,424
Row %	9%	71%	21%	
Column %	7%	28%	44%	24%
GPA < 3.00	6	48	153	207
Row %	3%	23%	74%	
Column %	> 1%	1%	23%	4%
Row %	1,743	3,562	664	5,696
	29%	60%	11%	

Students admitted with a scholarship were more likely to attend OU regardless of gpa classification, but especially if the gpa was less than 3.00. Students who were admitted based on performance criteria were more likely to enroll if their grade point average was between 3.00 and 3.49. They were less likely to enroll if their grade point average exceeded or fell short of this range. Students admitted from the wait list were less likely to enroll regardless of grade point classification, but especially when they were in the group with a grade point average greater than or equal to 3.50. (Table 4.14c)

Table 4.14c
Grouped High School GPA by Admission Category and Matriculation Decision

Scholarship				Performance				Wait List			
		Attended OU				Attended OU				Attended OU	
		Yes	No			Yes	No			Yes	No
GPA \geq 3.50		920	692		1,612	1,145	1,364		2,509	81	136
Row %		57%	43%			46%	54%			37%	63%
Column %		93%	92%		93%	68%	73%		70%	29%	35%
3.00 - 3.49		67	58		125	526	479		1,005	125	169
Row %		54%	46%			52%	48%			43%	58%
Column %		7%	7%		7%	31%	26%		28%	45%	44%
GPA < 3.00		5	1		6	21	27		48	70	83
Row %		83%	17%			44%	56%			46%	54%
Column %		> 1%	> 1%		> 1%	1%	1%		1%	25%	21%
Row %		992	751		1,743	1,692	1,870		3,562	276	388
		57%	43%			48%	53%			42%	58%

Class Rank

Data based on class rank were available for 5,015 of the admitted students. Ninety-five percent of the students were in the top half of their high school class (Table 4.15a, Top 25% = 75%, and Middle 25% = 20%). Only slight differences were noted in the matriculation rates of students in the Top 25% and Middle 25% of their high school class (Table 4.15a). However, students in the Bottom Half of their high school class were more likely to enroll (Table 4.15a).

Most of the students admitted with a scholarship, as well as most of the students admitted based on performance criteria, were in the Top 25% of their high school class. Most of the students admitted from the wait list were in the Middle 25% of their high school class, and almost one-fourth of the students were in the Bottom Half of their high school class. (Table 4.15b)

Students in the Top 25% of their high school class were more likely to attend OU if they were admitted with a scholarship. They were less likely to enroll when they were admitted based on performance criteria or from the wait list. Students in the Middle 25% of their high school class were more likely to enroll when they were admitted with a scholarship or based on performance criteria; and less likely to enroll when they were admitted from the wait list. Students in the Bottom Half of their high school class were more likely to enroll regardless of their Admission Category. (Table 4.15c)

Table 4.15a
Class Rank by Matriculation Decision

	Attended OU		
	Yes	No	
Top 25%	1,907	1,871	3,778
Row %	51%	50%	
Column %	74%	77%	75%
26 – 50 %	516	478	994
Row %	52%	48%	
Column %	20%	20%	20%
Bottom 50%	148	95	243
Row %	61%	39%	
Column %	6%	4%	5%
	2,571	2,444	5,015
Row %	51%	49%	

Table 4.15b
Class Rank by Admission Category

	Scholarship	Performance	Wait List	
Top 25%	1,347	2,347	84	3,778
Row %	36%	62%	2%	
Column %	93%	75%	19%	75%
26 – 50 %	88	646	260	994
Row %	9%	65%	26%	
Column %	6%	21%	58%	20%
Bottom 50%	14	122	106	243
Row %	6%	50%	44%	
Column %	1%	4%	24%	5%
	1,449	3,115	450	5,015
Row %	29%	62%	9%	

Table 4.15c
Class Rank by Admission Category and Matriculation Decision

Scholarship			Performance			Wait List		
	Attended OU Yes	No		Attended OU Yes	No		Attended OU Yes	No
Top 25 % Row % Column %	788 59% 93%	559 42% 94%	1,347 93%	1,097 47% 72%	1,250 53% 79%	2,347 75%	22 26% 11%	62 74% 24%
26 - 50 % Row % Column %	53 60% 6%	35 40% 6%	88 6%	356 55% 23%	290 45% 18%	646 21%	107 41% 55%	153 59% 60%
Bottom 50% Row % Column %	11 79% 1%	3 21% > 1%	14 1%	73 60% 5%	49 40% 3%	122 4%	64 60% 33%	42 40% 16%
Row %	852 59%	597 41%	1,449	1,526 49%	1,589 51%	3,115	193 43%	257 57%
								450

ACT

Data based on composite ACT scores were available for 4,883 of the admitted students. ACT scores ranged from 12 to 36, with the average score at 26, the median at 25, and the mode at 24 ($n = 4,883$, $sd = 3.82$). No differences were noted in the ACT scores of those who chose to attend OU and those who chose not to attend OU (Table 4.16a).

Students admitted with a scholarship had higher ACT averages (Table 4.16b, mean = 29) than those admitted based on performance criteria (Table 4.16b, mean = 24 and 25). Students admitted from the wait list had the lowest ACT averages (Table 4.16b, mean = 23). Students admitted based on performance criteria who chose not to attend OU had a slightly higher ACT average (Table 4.16b, mean = 25) than those performance-based students who chose to attend OU (Table 4.16b, mean = 24).

Table 4.16a
ACT by Matriculation Decision

	Attended OU	
	Yes $n = 2575$	No $n = 2308$
Range	12 - 36	12 - 36
Mean	26	26
Median	25	26
Mode	24	25
s.d.	3.83	3.81

Table 4.16b
ACT by Admission Category and Matriculation Decision

	Scholarship $n = 1487$		Performance $n = 2897$		Wait List $n = 499$	
	Attended OU Yes $n = 877$	No $n = 610$	Attended OU Yes $n = 1476$	No $n = 1421$	Attended OU Yes $n = 222$	No $n = 277$
Range	15 - 36	12 - 35	12 - 32	13 - 36	18 - 31	16 - 32
Mean	29	29	24	25	23	23
Median	29	29	24	25	23	23
Mode	28	28	24	26	23	23
s.d.	3.71	3.06	2.97	3.53	2.09	2.33

SAT

Data based on SAT scores were available for 3,223 of the admitted students. SAT scores ranged from 630 to 1600, with the average score at 1205, the median at 1200, and the mode at 1150 ($n = 3,223$, $sd = 143.84$). Students who chose not to attend OU had a slightly higher SAT average and mode than those who chose to attend OU (Table 4.17a).

Students admitted with a scholarship had higher SAT averages than those admitted based on performance criteria. Students admitted from the wait list had the lowest SAT averages. Students admitted based on performance criteria who chose not to attend OU have a higher SAT average than those performance-based students who chose to attend OU (Table 4.17b).

Table 4.17a
SAT by Matriculation Decision

	Attended OU	
	Yes n = 1315	No n = 1908
Range	630 - 1580	710 - 1600
Mean	1199	1210
Median	1200	1200
Mode	1140	1150
s.d.	148.40	140.48

Table 4.17b
SAT by Admission Category and Matriculation Decision

	Scholarship n = 1000		Performance n = 1716		Wait List n = 498	
	Attended OU		Attended OU		Attended OU	
	Yes n = 509	No n = 491	Yes n = 627	No n = 1089	Yes n = 175	No n = 323
Range	820 - 1580	860 - 1600	690 - 1500	710 - 1600	890 - 1390	820 - 1490
Mean	1306	1302	1139	1198	1113	1117
Median	1310	1300	1160	1190	1120	1120
Mode	1280	1250	1170, 1200	1220	1150	1150
s.d.	134.31	106.59	116.59	140.80	87.38	93.22

Scholarships & Funding

Federal Financial Aid

Applied for Federal Financial Aid. More than half of the 6,047 admitted students applied for Federal Financial Aid in order to attend OU. Students who applied for aid were more likely to attend OU than those who did not apply for this aid (Table 4.18a).

Table 4.18a
Applied Federal Financial Aid by Matriculation Decision

	Attended OU		
	Yes	No	
Applied	1,846	1,376	3,222
Row %	57%	43%	
Column %	62%	45%	53%
Not Applied	1136	1,689	2,825
Row %	40%	60%	
Column %	38%	55%	47%
Row %	2,982	3,065	6,047
	49%	51%	

More than half of the students who were admitted with either a scholarship or based on performance criteria, applied for Federal Financial Aid. Less than half of the students admitted from the wait list applied for Federal Financial Aid. (Table 4.18b).

More than half of the students admitted with a scholarship chose to attend OU regardless of whether or not they had applied for Federal Financial Aid. Students admitted based on performance criteria were more likely to attend OU if they had applied for Federal Financial Aid than if they had not applied for this aid. Students admitted from the wait list were less likely to attend OU regardless of whether or not they had applied for Federal Financial Aid. (Table 4.18c)

Table 4.18b
Applied Federal Financial Aid by Admission Category

	Scholarship	Performance	Wait List	
Applied Row % Column %	1,044 33% 60%	1,890 59% 53%	281 8% 41%	3,215 54%
Not Applied Row % Column %	704 25% 40%	1,673 60% 47%	413 15% 60%	2,790 47%
Row %	1,748 29%	3,563 59%	694 12%	6,005

Table 4.18c
Applied Federal Financial Aid by Admission Category and Matriculation Decision

		Scholarship		Performance		Wait List	
		Attended OU Yes	No	Attended OU Yes	No	Attended OU Yes	No
Applied Row % Column %	636 61% 64%	408 39% 54%	1,044 60%	1,072 57% 63%	818 43% 44%	138 49% 49%	281 51% 41%
Not Applied Row % Column %	358 51% 36%	346 49% 46%	704 40%	620 37% 37%	1,053 63% 56%	146 35% 51%	413 65% 60%
Row %	994 60%	754 43%	1,748	1,692 48%	1,871 53%	284 41%	694 59%

Awarded Federal Financial Aid. Most of the 3,222 admitted students who applied for Federal Financial Aid were awarded this aid (Table 4.19a). Students who were awarded Federal Financial Aid were more likely to attend OU than those who were not awarded this aid (Table 4.19a). More than half of the students in each Admission Category were awarded Federal Financial Aid. (Table 4.19b).

Table 4.19a
Awarded Federal Financial Aid by Matriculation Decision

	Attended OU		
	Yes	No	
Awarded	1,593	941	2,534
Row %	63%	37%	
Column %	86%	68%	79%
Not Awarded	253	435	688
Row %	37%	63%	
Column %	14%	32%	21%
	1,846	1,376	3,222
Row %	57%	43%	

Table 4.19b
Awarded Federal Financial Aid by Admission Category

	Scholarship	Performance	Wait List	
Awarded	827	1,504	202	2,533
Row %	33%	59%	8%	
Column %	79%	80%	72%	79%
Not Awarded	217	386	79	682
Row %	32%	57%	12%	
Column %	21%	20%	28%	21%
	1,044	1,890	281	3,215
Row %	33%	59%	9%	

Within each Admission Category, students were more likely to attend OU if they had been awarded Federal Financial Aid, and less likely to attend OU if they did not receive Federal Financial Aid. (Table 4.19c).

National & Regional Scholarships

National Merit Scholars and State Regent's Scholars were more likely to attend OU (Table 4.20). National Merit Scholars are heavily recruited by the University. State Regent's Scholars are guaranteed funding if they attend an Oklahoma school.

Table 4.20
National & Regional Scholarships by Matriculation Decision

	Attended OU		
	Yes	No	
National Merit	135	16	151
Row %	89%	11%	
State Regent's	256	16	272
Row %	94%	6%	

Of the National Merit Scholars who did not attend, six were from Oklahoma and six were from Texas; while the states of California, Florida, Idaho, and Missouri had one each. Thus, the majority of these non-attending students were non-residents.

Of the State Regent's Scholar's who did not attend, four were from Cleveland county and three were from Oklahoma County. One each came from Comanche, Kay, Major, Muskogee, Payne, Pittsburg, Sequoyah, Tulsa, and Washington Counties.

University of Oklahoma Scholarships

OU Scholar. Almost two-thirds of the admitted student population applied for this scholarship. Students who applied were more likely to attend OU than those who did not apply (Table 4.21a).

Table 4.21a
Applied OU Scholar by Matriculation Decision

	Attended OU		
	Yes	No	
Applied	2,059	1,894	3,953
Row %	52%	48%	
Column %	69%	62%	65%
Not Applied	923	1,171	2,094
Row %	44%	56%	
Column %	31%	38%	35%
Row %	2,982	3,065	6,047
	49%	51%	

Table 4.21b
Offered OU Scholar by Matriculation Decision

	Attended OU		
	Yes	No	
Offered	698	675	1,373
Row %	51%	49%	
Column %	34%	36%	35%
Not Offered	1,361	1,219	2,580
Row %	53%	47%	
Column %	66%	64%	65%
Row %	2,059	1,894	3,953
	52%	48%	

Approximately one-third of the students who applied for this scholarship were offered the scholarship. More than half of the students to whom this scholarship was offered chose to attend OU, as did more than half of the students who were not offered this scholarship. (Table 4.21b)

Table 4.21c
Accepted OU Scholar by Matriculation Decision

	Attended OU		
	Yes	No	
Accepted	686	103	789
Row %	87%	13%	
Column %	98%	15%	58%
Declined	12	572	584
Row %	2%	98%	
Column %	2%	85%	42%
	698	675	1,373
Row %	49%	51%	

More than half of the students to whom this scholarship was offered, accepted the scholarship. Students who accepted the scholarship were more likely to attend OU. Students who declined the scholarship were less likely to attend OU. (Table 4.21c)

The average grade point average of the 698 students who attended OU and were admitted as an OU Scholar was 3.85 (n = 697, sd = 1.82). They had an average ACT score of 29 (n = 631, sd = 2.75); and an average SAT score of 1284 (n = 329, sd = 95.23). 94% (n = 557) were in the top 25% of their high school class, 6% (n = 34) were in the middle 25% of their high school class; and less than 1% (n = 1) were in the bottom 50% of their high school class. 56% (n = 388) were women and 44% (n = 310) were men. 8% (n = 55) were Asian, 1% (n = 8) were Black, 2% (n = 16) were Hispanic, 6% (n = 45) were Native American, and 83% (n = 574) were White or Other. 77% (n = 538) were Oklahoma residents and 23% (n = 160) were non-residents.

The average grade point average of the 675 students who were admitted with this scholarship and chose not to attend OU was 3.82 (n = 672, sd = 2.11). They had an average ACT score of 29 (n = 548, sd = 2.58); and an average SAT score of 1305 (n = 443, sd = 88.10). 94% (n = 501) were in the top 25% of their high school class, 6% (n = 30) were in the middle 25% of their high school class; and less than 1% (n = 3) were in the bottom 50% of their high school class. 56% (n = 377) were women and 44% (n = 298) were men. 6% (n = 43) were Asian, 1% (n = 8) were Black, 2% (n = 10) were Hispanic, 5% (n = 31) were Native American, and 86% (n = 583) were White or Other. 53% (n = 360) were Oklahoma residents and 47% (n = 315) were non-residents or international students.

OU President's Community Scholars (OU PCS). Almost two-thirds of the admitted student population applied for this scholarship (Table 4.22a). Students who applied were more likely to attend OU than those who did not (Table 4.22a).

Table 4.22a
Applied OU PCS by Matriculation Decision

	Attended OU		
	Yes	No	
Applied	2,011	1,860	3,871
Row %	52%	48%	
Column %	67%	61%	64%
Not Applied	971	1,205	2,176
Row %	45%	55%	
Column %	33%	39%	36%
Row %	2,982	3,065	6,047
	49%	51%	

Table 4.22b
Offered OU PCS by Matriculation Decision

	Attended OU		
	Yes	No	
Offered	115	59	174
Row %	66%	34%	
Column %	6%	3%	5%
Not Offered	1,896	1,801	3,697
Row %	51%	49%	
Column %	94%	97%	95%
Row %	2,011	1,860	3,871
	52%	48%	

Although a large number of students applied for this scholarship, offers were made to only 5% of the PCS applicant pool. Approximately two-thirds of the students to whom this scholarship was offered chose to attend OU. Approximately half of the students who were not offered this scholarship chose to attend OU. (Table 4.22b).

Table 4.22c
Accepted OU PCS by Matriculation Decision

	Attended OU		
	Yes	No	
Accepted	109	12	121
Row %	90%	10%	
Column %	95%	20%	70%
Declined	6	47	53
Row %	11%	89%	
Column %	5%	80%	30%
	115	59	174
Row %	66%	34%	

Almost one-fourth of the students to whom this scholarship was offered, accepted the scholarship. Students who accepted the scholarship were more likely to attend OU than those who declined the award. (Table 4.22c)

The average grade point average of the 115 students who attended OU and were admitted with a President's Service Class Scholarship was 3.68 (n = 115, sd = 2.75). They had an average ACT score of 24 (n = 103, sd = 3.17); and an average SAT score of 1141 (n = 42, sd = 149.52). 84% (n = 88) were in the top 25% of their high school class, 9% (n = 9) were in the middle 25% of their high school class; and 7% (n = 7) were in the bottom 50% of their high school class. 70% (n = 81) were women and 30% (n = 34) were men. 5% (n = 6) were Asian, 14% (n = 16) were Black, 6% (n = 7) were Hispanic, 12% (n = 14) were Native American, and 63% (n = 72) were White. 75% (n = 86) were Oklahoma residents and 25% (n = 29) were non-residents.

The average grade point average of the 59 students who were admitted with this scholarship and chose not to attend OU was 3.73 (n = 59, sd = 2.15). They had an average ACT score of 25 (n = 47, sd = 2.71); and an average SAT score of 1157 (n = 33, sd = 150.71). 92% (n = 47) were in the top 25% of their high school class, 8% (n = 4) were in the middle 25% of their high school class; and none were in the bottom 50% of their high school class. 70% (n = 41) were women and 30% (n = 18) were men. 14% (n = 8) were Asian, 24% (n = 14) were Black, 17% (n = 10) were Hispanic, 2% (n = 1) were Native American, and 44% (n = 26) were White or Other. 66% (n = 39) were Oklahoma residents and 34% (n = 20) were non-residents.

OU President's Leadership Class (OU PLC). Almost two-thirds of the admitted student population applied for this scholarship. Students who applied were more likely to attend OU than those who did not. (Table 4.23a)

Table 4.23a
Applied OU PLC by Matriculation Decision

	Attended OU		
	Yes	No	
Applied	2,011	1,859	3,870
Row %	52%	48%	
Column %	67%	61%	64%
Not Applied	971	1,206	2,177
Row %	45%	55%	
Column %	33%	39%	36%
Row %	2,982	3,065	6,047
	49%	51%	

Table 4.23b
Offered OU PLC by Matriculation Decision

	Attended OU		
	Yes	No	
Offered	102	21	123
Row %	83%	17%	
Column %	5%	1%	3%
Not Offered	1,909	1,838	3,747
Row %	51%	49%	
Column %	95%	99%	97%
Row %	2,011	1,859	3,870
	52%	48%	

Although a large number of students applied for this scholarship, offers were made to only 3% of the PLC applicant pool. Students to whom this scholarship was offered were highly likely to attend OU. Likewise, more than half of the students who were not offered this scholarship also chose to attend OU. (Table 4.23b)

Table 4.23c
Accepted OU PLC by Matriculation Decision

	Attended OU		
	Yes	No	
Accepted	99	2	101
Row %	98%	2%	
Column %	97%	10%	82%
Declined	3	19	22
Row %	14%	86%	
Column %	3%	91%	18%
	102	21	123
Row %	83%	17%	

Four-fifths of the students to whom this scholarship was offered, accepted the scholarship. Students who accepted the scholarship were more likely to attend OU than those who declined the award. (Table 4.23c).

The average grade point average of the 102 students who attended OU and were admitted with a President's Leadership Class Scholarship was 3.80 (n = 102, sd = 2.49). They had an average ACT score of 26 (n = 97, sd = 4.06); and an average SAT score of 1196 (n = 36, sd = 161.75). 92% (n = 84) were in the top 25% of their high school class, 2% (n = 2) were in the middle 25% of their high school class; and 6% (n = 5) were in the bottom 50% of their high school class. 60% (n = 61) were women and 40% (n = 41) were men. 2% (n = 2) were Asian, 8% (n = 8) were Black, 6% (n = 6) were Hispanic, 12% (n = 12) were Native American, and 73% (n = 74) were White or Other. 83% (n = 85) were Oklahoma residents and 17% (n = 17) were non-residents.

The average grade point average of the 21 students who were admitted with this scholarship and chose not to attend OU was 3.75 (n = 21, sd = 3.04). They had an average ACT score of 25 (n = 19, sd = 5.72); and an average SAT score of 1242 (n = 6, sd = 118.32). 94% (n = 16) were in the top 25% of their high school class, 6% (n = 1) were in the middle 25% of their high school class; and none were in the bottom 50% of their high school class. 62% (n = 13) were women and 38% (n = 8) were men. 10% (n = 2) were Asian, 29% (n = 6) were Black, 10% (n = 2) were Hispanic, 14% (n = 3) were Native American, and 38% (n = 8) were White or Other. 91% (n = 19) were Oklahoma residents and 9% (n = 2) were non-residents.

Research Question Two
“What schools do admitted students attend if they do not attend OU?”

Research question two begins to describe the interactive process of both the students and the educational institutions by focusing on the choice set of each student and the options available to these students based on institutional admission decisions.

Survey respondents were asked to list – in order of preference – the schools to which they applied, and to indicate whether or not they were accepted. Five pieces of information were analyzed from this data: 1) the number of schools to which students applied, 2) where the University of Oklahoma ranked in each student’s choice set, 3) the actual schools considered by these students, 4) the acceptance patterns of these institutions, and 5) the final decision of the students. Each of these items is described for each of the six study groups.

Size of Choice Set

The size of the choice set indicates the number of options each student provided for him/herself. In general, students who chose not to attend OU applied to more schools than those who chose to attend OU (Table 4.24a and Table 4.24b). On average, students who chose not to attend OU applied to four schools, while students who chose to attend OU applied to three. At least three students who chose not to attend OU applied to at least ten schools. (They could have applied to more, but space was only provided on the survey for ten choices.) The maximum number of choices within the group of students who chose to attend OU was eight. All of the students who chose not to attend OU applied to at least two schools; 60% of the students who chose to attend OU applied to at least two schools

Table 4.24a
Size of Choice Set - Attenders

	Scholars (n = 29)	Performers (n = 46)	Wait Listers (n = 7)	Total (n = 82)	
1 Choice	29	46	7	82	100%
2 Choices	19	24	6	49	60%
3 Choices	16	14	5	35	43%
4 Choices	9	9	4	22	27%
5 Choices	5	3	3	11	13%
6 Choices	1	2	2	5	6%
7 Choices		1	2	3	4%
8 Choices		1		1	1%
Average	2.7	2.2	4.1	2.5	

Table 4.24b
Size of Choice Set - Non-Attenders

	Scholars (n = 25)	Performers (n = 30)	Wait Listers (n = 5)	Total (n = 60)	
1 Choice	25	30	5	60	100%
2 Choices	25	30	5	60	100%
3 Choices	19	27	4	50	83%
4 Choices	15	17	2	34	57%
5 Choices	10	13		23	38%
6 Choices	6	6		12	20%
7 Choices	3	5		8	13%
8 Choices	3	3		6	10%
9 Choices	2	2		4	7%
10 Choices	1	2		3	5%
Average	4.3	4.5	3.2	4.3	

Differences were also noted between the six admission groups (Table 4.24a and Table 4.24b). Students admitted with a scholarship who chose not to attend OU applied, on average, to more schools than those who chose to attend OU. Students admitted based on performance criteria who chose not to attend OU also applied, on average to more schools than those who chose to attend OU. However, students admitted from the wait list who chose not to attend OU applied, on average, to fewer schools than students who chose to attend OU and were admitted from the wait list.

University of Oklahoma Rankings

Data were available from 137 survey participants (Table 4.25a and Table 4.25b). Five respondents did not list OU as part of their choice set. Either it truly was not a choice and the student came here by default, or the respondent forgot to include it in the list of responses. More of the students who chose to attend OU ranked OU as their first choice than did students who chose not to attend OU. However, most students who chose not to attend OU did rank OU within the top 3 schools of their choice set.

Table 4.25a
OU Ranking in Choice Set - Attenders

	Scholars (n = 29)	Performers (n = 45)	Wait Listers (n = 7)	Total (n = 81)	
1 st Choice	24	41	4	69	85%
2 nd Choice	2	2	1	5	6%
3 rd Choice	1	2	1	4	5%
4 th Choice	2			2	2%
5 th Choice					
6 th Choice					
7 th Choice			1	1	1%

Table 4.25b
OU Ranking in Choice Set - Non-Attenders

	Scholars (n = 20)	Performers (n = 31)	Wait Listers (n = 5)	Total (n = 56)	
1 st Choice	3	9	1	13	23%
2 nd Choice	7	9	3	19	34%
3 rd Choice	5	6	1	12	21%
4 th Choice	3	5		8	14%
5 th Choice	1			1	2%
6 th Choice	1	1		2	4%
7 th Choice					
8 th Choice		1		1	2%

Schools in Choice Sets

The composite choice set contained one hundred and forty-nine schools (Appendix 5). Students applied to a wide range of schools – including public institutions, private liberal arts schools, and specialty schools. However, most of the schools were located in the southern United States. Relatively few students ventured North, East, or West. Most of the schools were state institutions, relatively few applied to “elite” schools. The composite choice set also represents the unique nature of school selection. For most of the schools, only one or a handful of students applied. Schools that did emerge with a high number of applicants are listed in Table 4.26.

Table 4.26
“Competitor” Schools

	# Applied	Chose OU	Chose This School	Chose Somewhere Else
Oklahoma State University	24	43%	17%	39%
University of Texas – Austin	14	40%	40%	20%
University of Tulsa	13	50%	20%	30%
Baylor University	13	15%	15%	69%
Texas A & M University	11	38%	13%	63%
University of Central Oklahoma	9	100%	0	0
University of Arkansas	8	25%	38%	38%
Oklahoma City University	6	20%	40%	40%
University of North Texas	6	33%	0	67%
Texas Tech University	5	40%	40%	20%
Tulane University	5	100%	0	0
University of Texas – Not Austin	5	20%	0	80%

Institutional Decisions

Most students were admitted to the schools in their choice set (Appendix 5). Very few of the students applying to elite schools were admitted to those schools. Students admitted to OU based on performance criteria – both attenders and non-attenders – were more likely to gain admission to the other schools in their choice

set. However, this may reflect the fact that scholars often applied to more competitive schools than did students in the other Admission Categories.

“Competitor” Comparison. Specific data were extracted from the composite choice set in order to understand the relationship between OU and its potential competitor schools. In most cases, students admitted to OU were also admitted to the schools listed in Table 4.26. Interesting differences were noted in the admission decisions of Texas A&M, TCU, UCO, and UT-Austin.

Eleven students applied to both the University of Oklahoma and Texas A&M University (A&M). Eight indicated they were also admitted to A&M. Five students applied to both the University of Oklahoma and Texas Christian University (TCU). Two indicated they were also admitted to TCU. Nine students applied to both the University of Oklahoma and the University of Central Oklahoma (UCO). Five indicated they were also admitted to UCO. Fourteen students applied to both the University of Oklahoma and the University of Texas at Austin (UT-Austin). Ten indicated they were also admitted to UT-Austin).

Individual Decisions

Survey respondents provided the name of the school, if any, they are currently attending. Data were available for all 58 of the students who chose not to attend OU. The final choices of those who chose not to attend OU reflect the individual nature of this decision (Appendix 6). Three schools – all community colleges – appear on this list that were not part of the composite choice set. Most students attended either Oklahoma or Texas schools, although no one school was more prevalent than the others. One respondent continued their high school studies during the Fall 2005 semester.

“Competitor” Comparison. Specific data were extracted from Appendices 5 and 6, and presented in Table 4.26 in order to further understand the relationship between OU and its potential competitor schools.

Those schools that were chosen more often than OU are considered competitor schools. For example, in Table 4.26, 40% of the students who were admitted to both OU and OCU chose to attend OCU, while only 20% chose to attend

OU. Other competitors include Texas Tech, University of Arkansas, and the University of Texas – Austin.

Based on the matriculation decisions in Table 4.26, it is also apparent that the University of Central Oklahoma and Tulane University are alternate choice schools in case the student is not admitted to OU.

Satisfaction With Decision

Respondents were asked to indicate how satisfied they were with the matriculation choice they made. On a scale of 1 (highly unsatisfied) to 4 (highly satisfied), students who chose to attend OU had an average satisfaction level of 3.38 ($n = 79$, $sd = .70$). Those who chose to attend some other school instead of OU had an average satisfaction level of 3.19 ($n = 57$, $sd = .74$). No statistical difference in satisfaction levels was detected between the two groups ($t = 1.49$, $df = 134$, $p = .138$).

Future Attendance

Respondents who chose not to attend OU were asked if they planned to attend OU in the future. Fifty-seven survey respondents answered this question. Seventy-four percent ($n = 42$) said they did not plan to attend OU in the future. Twenty-six percent ($n = 15$) said they did plan to attend OU in the future.

Of those who plan to attend OU in the future, 27% ($n = 4$) were admitted with a scholarship, 60% ($n = 9$) were admitted based on performance criteria, and 13% ($n = 2$) were admitted from the wait list. Fourteen of the respondents indicated when they planned to attend OU: 64% ($n = 9$) planned to attend within the next four years; 14% ($n = 2$) planned to attend at some point beyond the next four years (graduate school, medical school); 21% ($n = 3$) did not know when they would attend, although they did plan to attend at some time in the future.

Research Question Three

“Why do students who have been admitted to OU choose to either attend OU or not attend OU?”

Survey respondents were given multiple opportunities and formats in which to answer this question. Respondents were first given the opportunity through several open-ended questions to provide their own answers to various aspects of this research question. Next, they responded to a list of 30 Likert-scale statements that described, but did not name, specific factors that may have been a part of their matriculation choice process. They were then provided with a list of nine named factors and asked to rank these as they may have affected their decision-process. Next respondents were asked to answer a series of Likert-scale and multiple choice questions about recruiting events, people, communication, and their satisfaction level with various components of the matriculation choice process. Finally, they were given an opportunity to provide further explanations, in their own words, about their decision. This format and sequence was used in order to a) provide the maximum amount of clarification regarding the multiple factors that affect this decision, and b) to avoid biasing the respondent’s interpretation of his or her decision-making process.

In order to answer Research Question Three, the data were analyzed in three ways. First, I reviewed the order of importance in which respondents ranked the choice factors. Second, I analyzed the data regarding specific individual and institutional factors the respondents may have considered during their decision-making process, as well as the communication factors the respondents may have experienced during their decision-making process. Finally, responses from the open-ended questions were analyzed.

Given the small sample size (82 students who attended OU and 60 students who did not attend OU), comparisons have only been made between these two matriculation groups rather than the six groups based on matriculation and admission category.

Factor Rankings

Respondents were given a list of nine choice factors and asked to pick the five that most influenced a specific aspect of their decision-process. Respondents were asked to rank these five factors from “Most Important” (5) to “Least Important” (1).

Factors that Affected the Student’s Decision to Attend OU. This question was answered only by students who chose to attend OU. Their order of importance is provided in Table 4.27. The last column indicates the percentage of the sample that chose this specific factor as one of their top five factors.

Table 4.27
Order of Factors that Influenced the Decision to Attend OU

Factor	Mean	% Sample Responded (n = 82)
Academics	4.10	15%
Money	3.63	13%
Distance	3.00	14%
Recommendations	2.66	9%
Activities	2.50	5%
Diversity	2.41	7%
Athletics	1.94	8%
Atmosphere	1.48	25%
Other	2.80	2%

Under Other, respondents listed: “friends at OU” (n = 2), “best programs offered” (n = 2), “I just wanted to go to OU” (n = 1), “job opportunities” (n = 1), and “I was accepted nowhere else.” (n = 1). The first of these is a type of recommendation, while the second is an academic factor. It is unclear if job opportunities refers to jobs as a student at OU or jobs after graduating from OU.

Factors that Affected the Student’s Decision Not to Attend OU. This question was answered by students who chose not to attend OU. Their order of importance is provided in Table 4.28. The last column indicates the percentage of the sample that chose this specific factor as one of their top five factors.

Table 4.28
Order of Factors that Influenced the Decision Not to Attend OU

Factor	Mean	% Sample Responded (n = 60)
Money	4.09	17%
Academics	3.29	17%
Atmosphere	2.76	12%
Recommendations	2.73	15%
Distance	2.68	16%
Activities	2.50	6%
Diversity	2.21	9%
Athletics	2.00	5%
Other	4.45	4%

Under Other, respondents listed: scholarships or other financial assistance received from another school (n = 2), “co-ed high rise dorms” (n = 1), accepted at first choice (n = 2), a specific academic program (n = 1, unclear if the program was at OU or another school), “wait listed” (n = 1), “personal interest from the college recruiters” (n = 1, unclear if these were OU recruiters or recruiters at another school), and “incompetence noted from letters” (n = 1). This latter comment specifically refers to the poor grammar / spelling observed in letters sent from OU to the respondent.

Factors that Affected the Student’s Decision to Attend Another School. This question was answered by students who chose not to attend OU. Their order of importance is provided in Table 4.29. The last column indicates the percentage of the sample that chose this specific factor as one of their top five factors.

Table 4.29
Order of Factors that Influenced the Decision to Attend Another School

Factor	Mean	% Sample Responded (n = 60)
Money	3.92	18%
Academics	2.95	19%
Atmosphere	3.69	15%
Recommendations	2.84	16%
Distance	2.53	14%
Activities	2.18	6%
Athletics	1.93	5%
Diversity	1.76	6%
Other	4.50	1%

Under Other, respondents listed: ‘Research Opportunities’ (n = 1, an academic factor) and “Personal Interest shown by the college recruiter” (n = 1).

Individual & Institutional Factors

This section describes and analyzes the responses to specific statements throughout the survey that were answered using either a Likert-scale or Yes/No choice. These statements and questions provide more specific information about the eight factors ranked in Part D of the survey, as well as information on six other individual / institutional factors. (See Table 4.31)

Some of the survey statements and questions were grouped together to create a scaled factor. In such cases, a Cronbach’s alpha of .50 was used to determine the reliability of the grouping. Ten factors were scaled and all met the reliability test (Table 4.30).

Table 4.30
Scaled Measures

Factor	Cronbach’s alpha	# items in scale
Academics	.75	5
Athletics	.75	2
Atmosphere	.57	2
Distance	.97	2, C18 reverse coded
Diversity	.71	2
Money	.81	5
Recommendations	.73	2
Aspirations	.79	2
OU Connection	.74	2
Taken For Granted	.67	2, with second question reverse coded

Statistical testing using an independent sample *t*-test was run on each of the fourteen factors, comparing the mean score of attenders against the mean score of non-attenders. With an alpha = .05, eight of the factors produced a statistically significant difference in scores (Table 4.31). Analysis of variance testing was also conducted on each of the fourteen factors, comparing each factor by Matriculation Decision and Residency. In order to reduce the likelihood of a Type I error, a

Bonferonni adjustment was made changing the critical alpha from .05 to .004. Eight of the factors yielded statistically significant differences in some of the effects (Table 4.31).

Analysis of variance testing was also conducted on ten of the factors comparing each factor by Matriculation Decision and Metropolitan Statistical Area. Four factors were excluded from this analysis since they had not yielded any significant results on the first two analyses. In order to reduce the likelihood of a Type I error, a Bonferonni adjustment was made changing the critical alpha from .05 to .005. Five of the factors yielded statistically significant differences in effects (table 4.31).

Table 4.31 lists the 14 factors under consideration and provides the p-value for those components that are statistically significant. In this table, MD = matriculation decision, two options: Attend OU, Did Not Attend OU; R = residency, two options: Oklahoma Resident, Not an Oklahoma Resident; MSA = metropolitan statistical area, two Options: OKC, DFW; MDxR and MDxMSA refer to the interaction effects.

Each factor and the corresponding test results are described in more detail on the following pages.

Table 4.31
Statistical Results

	t-test alpha = .05	ANOVA alpha = .004			ANOVA alpha = .005		
		MD	R	MDxR	MD	MSA	MDxMSA
Academics	p = .000	p = .000			p = .000		
Athletics						Not tested	
Atmosphere	p = .000	p = .000			p = .002		
Distance / Location			p = .000				
Diversity	p = .005						
Extracurricular Activities	p = .029						
Money							
Recommendations	p = .000	p = .000				Not tested	
Other Factors					p = .000		
Aspirations	p = .000	p = .000					
Knowledge	p = .000	p = .000			p = .000		
OU Connection	p = .049		p = .003		p = .002		
Peer Group							
Place For Me						Not tested	
Taken For Granted			p = .000			Not tested	

Academics

The survey included five Likert-scale questions related to specific academic factors. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C15: The University of Oklahoma has a strong academic reputation.

C16: The University of Oklahoma offers a major of interest to me.

C21: The professors at the University of Oklahoma were interested in helping me learn.

C22: The University of Oklahoma offers special programs for academically talented students.

C23: Attender Version: The University of Oklahoma has classrooms and research facilities that meet my academic needs.

Non-attender Version: The University of Oklahoma has classrooms and research facilities that would have met my academic needs.

Students who chose to attend OU agreed more strongly with these academic statements (mean = 3.44, $n = 81$) than students who chose not to attend OU (mean = 3.01, $n = 60$). This difference was statistically significant ($t = 6.409$, $df = 139$, $p = .000$).

Analysis of variance examining Academics by Matriculation Decision and Residency yielded similar results. The Matriculation Decision main effect was statistically significant, $F(1,137) = 39.941$, $p = .000$. The Residency main effect, $F(1, 137) = .480$, $p = .490$, and the interaction effect, $F(1, 137) = .000$, $p = .985$, were not.

Analysis of variance examining Academics by Matriculation Decision and Metropolitan Statistical Area (MSA) also yielded similar results. The Matriculation Decision main effect was statistically significant, $F(1,57) = 18.417$, $p = .000$. The MSA main effect, $F(1, 57) = 1.298$, $p = .259$, and the interaction effect, $F(1, 57) = .336$, $p = .564$, were not.

Athletics

The survey included two Likert-scale questions related to athletics and sporting events. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C26: The University of Oklahoma has a strong athletic reputation.

C27: The University of Oklahoma has athletic programs I enjoy watching.

Both students who chose to attend OU (mean = 3.59, $n = 81$) and those who did not (mean = 3.42, $n = 60$) tended to strongly agree with these statements. No statistical difference was found between the two groups ($t = 1.654$, $df = 139$, $p = .100$).

Analysis of variance examining Athletics by Matriculation Decision and Residency yielded similar results. Neither the Matriculation main effect, $F(1, 137) = 3.235$, $p = .074$, the Residency main effect, $F(1, 137) = .984$, $p = .323$, or the interaction effect $F(1, 137) = .003$, $p = .954$, were statistically significant.

Atmosphere

The survey included two Likert-scale questions related to the attractiveness of the campus and the friendliness of people on campus. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C19: The University of Oklahoma has an attractive campus.

C20: The faculty and staff at the University of Oklahoma are friendly.

Students who chose to attend OU agreed more strongly with these statements (mean = 3.54, $n = 81$) than students who chose not to attend OU (mean = 3.14, $n = 59$). This difference was statistically significant ($t = 4.925$, $df = 138$, $p = .000$).

Analysis of variance examining Atmosphere by Matriculation Decision and Residency yielded similar results. The Matriculation Decision main effect was

statistically significant, $F(1, 136) = 26.871, p = .000$. The Residency main effect, $F(1, 136) = 2.409, p = .123$, and the interaction effect, $F(1, 136) = .250, p = .618$, were not.

Analysis of variance examining Atmosphere by Matriculation Decision and Metropolitan Statistical Area (MSA) also yielded similar results. The Matriculation Decision main effect was statistically significant, $F(1, 56) = 10.519, p = .002$. The MSA main effect, $F(1, 56) = 5.801, p = .019$, and the interaction effect, $F(1, 56) = .339, p = .563$, were not.

Within the open-ended questions, most respondents referred to the attractiveness of the campus, few made reference – either positive or negative – to the friendliness of people on campus. When they did refer to specific individuals it was usually in reference to a communication source or event.

Distance / Location

The initial research design perceived of this factor as the distance (far or near) of the student's home residence from the University. Thus, in Part D of the survey respondents were asked to rank Distance as a choice factor in their decision process, and in Part C of the survey they were asked to respond to two Likert-scale questions related to distance. However, the qualitative comments provided by respondents yielded an expanded definition that includes this initial interpretation of distance, but also adds the idea of location in reference to being in a specific place or having access to habitation resources located in a specific place.

C17: The university of Oklahoma is close to my home.

C18: The University of Oklahoma is far from my home.

Both students who chose to attend OU (mean = 2.83, $n = 81$) and those who did not (mean = 2.56, $n = 60$) had a similar level of agreement regarding the distance – both close and far – from their home to campus. No statistical difference was found between the two groups ($t = 1.586, df = 139, p = .115$).

Analysis of variance examining Distance by Matriculation Decision and Residency did reveal a statistically significant difference in the Residency main

effect, $F(1, 137) = 42.418, p = .000$. The Matriculation Decision main effect, $F(1, 137) = .001, p = .970$, and the interaction effect, $F(1, 137) = 6.522, p = .012$, were not statistically significant.

Analysis of variance examining Distance by Matriculation Decision and Metropolitan Statistical Area (MSA) found no statistical significance in any of the three effects: Matriculation Decision main effect, $F(1, 57) = 1.735, p = .193$, MSA main effect, $F(1, 57) = 3.010, p = .088$, interaction effect, $F(1, 57) = 1.696, p = .198$.

Diversity

The survey included two Likert-scale questions related to diversity. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C24: The University of Oklahoma has an ethnically diverse student population.

C25: The University of Oklahoma has an ethnically diverse faculty population.

Students who chose to attend OU agreed more strongly with these two statements (mean = 3.16, $n = 81$) than those who chose not to attend OU (mean = 2.86, $n = 59$). This difference was statistically significant ($t = 2.873, df = 138, p = .005$).

Analysis of variance examining Diversity by Matriculation Decision and Residency revealed no statistically significant differences in any of the three effects: Matriculation Decision main effect, $F(1, 136) = 5.708, p = .018$; Residency main effect, $F(1, 136) = 1.978, p = .162$; interaction effect, $F(1, 136) = .580, p = .448$.

Analysis of variance examining Diversity by Matriculation Decision and Metropolitan Statistical Area (MSA) found no statistical significance in any of the three effects: Matriculation Decision main effect, $F(1, 56) = 5.525, p = .022$, MSA main effect, $F(1, 56) = .160, p = .691$, interaction effect, $F(1, 56) = .088, p = .768$.

Extracurricular Activities

The survey included one Likert-scale question related to the respondents interest in joining non-academic organizations sponsored by or through the University. Respondents were asked to rank this question on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C28: The University of Oklahoma has extracurricular organizations I wanted to join.

Students who chose to attend OU agreed more strongly with this statement (mean = 3.27, n = 81) than those who chose not to attend OU (mean = 3.02, n = 59). This difference was statistically significant ($t = 2.202$, $df = 138$, $p = .029$).

Analysis of variance examining Extracurricular Activities by Matriculation Decision and Residency revealed no statistically significant differences in any of the three effects: Matriculation main effect, $F(1, 136) = 6.235$, $p = .014$, Residency main effect, $F(1, 136) = 5.234$, $p = .024$, interaction effect, $F(1, 136) = .763$, $p = .384$.

Analysis of variance examining Extracurricular Activities by Matriculation Decision and Metropolitan Statistical Area (MSA) found no statistical significance in any of the three effects: Matriculation Decision main effect, $F(1, 56) = 2.186$, $p = .145$, MSA main effect, $F(1, 56) = 5.418$, $p = .024$, interaction effect, $F(1, 56) = .033$, $p = .857$.

Money

The survey included six Likert-scale questions related to the affordability of OU and the ability to receive appropriate financial assistance. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C9: The tuition at the University of Oklahoma is affordable.

C10: I did not require financial aid to attend the University of Oklahoma.

C11: I received adequate need-based aid from the University of Oklahoma.

C12: I received timely information about financial aid from the University of Oklahoma.

C13: I received timely information about scholarships from the University of Oklahoma.

C14: The University of Oklahoma provides affordable campus housing.

These six items were grouped into a scale. Reliability testing of this scale yielded a Cronbach's alpha of .79. However, with the removal of question C10, the Cronbach's alpha increased to .81. Upon careful consideration, it was decided to consider this as a five-item scale: C9, C11, C12, C13, and C14. Analysis of responses to statement C10 indicate that it may have generated misunderstanding among respondents, especially given the negative phrasing of the statement and the need to match it to a Likert scale of agreement.

Both students who chose to attend OU (mean = 2.49, n = 81) and those who did not (mean = 2.38, n = 58) had similar levels of agreement with these five statements. No statistical difference ($t = .951$, $df = 139$, $p = .343$) was found between the two groups.

Analysis of variance examining Money by Matriculation Decision and Residency yielded similar results. No statistical significance was found in the Matriculation Decision main effect, $F(1, 137) = .877$, $p = .351$, the Residency main effect, $F(1, 137) = .183$, $p = .670$, or the interaction effect, $F(1, 137) = .575$, $p = .450$.

Given the different sub-topics included in this scale, each of the five questions were also examined independently, although no testing for statistical significance was done.

Affordable Tuition. Both attenders (mean = 2.62, n = 81) and non-attenders (mean = 2.52, n = 58) agree that OU tuition is affordable.

Need-Based Aid from OU. Both attenders (mean = 2.37, n = 81) and non-attenders (mean = 1.95, n = 60), were unhappy with the amount of need-based aid they received from OU, non-attenders more so than attenders.

Timely Monetary Information. Students who attended OU were more satisfied with the timeliness of information they received about financial aid (mean = 2.67, n = 81)

and OU Scholarships (mean = 2.52, n = 81) than students who did not attend OU (financial aid mean = 2.42, n = 60; scholarship mean = 2.42, n = 60).

OU Housing. Students who chose not to attend OU (mean = 2.63, n = 59) were more likely than students who chose to attend OU (mean = 2.27, n = 81) to indicate agreement regarding the affordability of OU housing.

Recommendations

The survey included three Likert-scale questions related to recommendations students received from parents, friends, or high school staff regarding their decision to enroll at OU. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C4: I have friends attending other colleges or universities.

C5: My primary care-givers said the University of Oklahoma was the best choice for me.

C6: One of my high school teachers or counselors said the University of Oklahoma was the best choice for me.

These three items were grouped into a scale. Reliability testing of this scale yielded a Cronbach’s alpha of .55. However, with the removal of question C4, the Cronbach’s alpha increased to .73. Upon further evaluation of these statements, it was apparent that C4 did not belong in this scale. Thus, Recommendations is a two-item scale, based on questions C5 and C6.

Students who chose to attend OU agreed more strongly with these two statements (mean = 2.45, n = 81) than those who chose not to attend OU (mean = 1.92, n = 60). This difference is statistically significant ($t = 5.140$, $df = 139$, $p = .000$).

Analysis of variance examining Recommendations by Matriculation Decision and Residency yielded similar results. The Matriculation main effect was statistically significant, $F(1, 137) = 23.123$, $p = .000$. The Residency main effect, $F(1, 137) = .975$, $p = .785$, and the interaction effect, $F(1, 137) = 2.837$, $p = .094$, were not.

Analysis of variance examining Recommendations by Matriculation Decision and Metropolitan Statistical Area (MSA) also yielded similar results. The

Matriculation Decision main effect, $F(1, 57) = 13.797, p = .000$, was statistically significant. The MSA main effect, $F(1, 57) = .880, p = .352$, and the interaction effect, $F(1, 57) = .698, p = .407$, were not.

Other Factors

Parts C and E of the survey included several additional factors that were not included in the Part D ranking options. In addition, several factors that were not included in the survey were mentioned by students in the open-ended responses.

Aspirations. The survey included two Likert-scale questions related to student's future educational goals. Respondents were asked to rank these questions on a scale from "Strongly Agree" (4) to "Strongly Disagree" (1).

C7: I want to obtain a Bachelor's degree from the University of Oklahoma.

C8: I want to obtain a graduate degree from the University of Oklahoma.

Students who chose to attend OU agreed more strongly with these statements (mean = 3.41, $n = 81$) than students who chose not to attend OU (mean = 1.99, $n = 60$). This difference is statistically significant ($t = 11.525, df = 139, p = .000$). This low interest on the part of non-attenders is also reflected in Research Question Two – where very few indicated that they planned to attend OU in the future.

Analysis of variance examining Aspirations by Matriculation Decision and Residency yielded similar results. The Matriculation Decision main effect was statistically significant, $F(1, 137) = 127.579, p = .000$. The Residency main effect, $F(1, 137) = 1.086, p = .299$, and the interaction effect, $F(1, 137) = .172, p = .679$, were not.

Analysis of variance examining Aspirations by Matriculation Decision and Metropolitan Statistical Area (MSA) also yielded similar results. The Matriculation Decision main effect, $F(1, 57) = 43.026, p = .000$, was statistically significant. The MSA main effect, $F(1, 57) = 1.285, p = .22$, and the interaction effect, $F(1, 57) = .016, p = .899$, were not.

In addition to this definition of Aspirations, students included qualitative comments that spoke to other future-oriented goals such as job opportunities, and personal growth.

Generic Attributes. Analysis of the qualitative comments yielded the creation of this factor. Students did not refer to any specific item, but mentioned a generic like or dislike with some unstated aspect of the institution.

Institution Type / Qualities. Refers to the type of institution (i.e., four-year versus two-year or secular versus religious, etc). Although this is a recognized factor within college choice research and is discussed within the literature review, no specific survey questions were provided for this factor. However, analysis of the qualitative comments necessitated the use of this factor in the content analysis.

Knowledge about OU. The survey included one Likert-scale question related to the amount of information respondent's had about OU when they made their matriculation decision. Respondents were asked to rank this question on a scale from "Strongly Agree" (4) to "Strongly Disagree" (1).

C29: I knew more about the University of Oklahoma than I did about the other schools I considered.

Students who chose to attend OU agreed more strongly with this statement (mean = 3.07, $n = 81$) than students who chose not to attend OU (mean = 2.25, $n = 60$). This difference is statistically significant ($t = 5.419$, $df = 139$, $p = .000$).

Analysis of variance comparing Knowledge about OU with Matriculation Decision and Residency yielded similar results. The Matriculation Decision main effect was statistically significant, $F(1, 137) = 24.679$, $p = .000$. The Residency main effect, $F(1, 137) = .845$, $p = .360$, and the interaction effect $F(1, 137) = .244$, $p = .622$, were not.

Analysis of variance examining Knowledge about OU by Matriculation Decision and Metropolitan Statistical Area (MSA) also yielded similar results. The Matriculation Decision main effect, $F(1, 57) = 10.478$, $p = .002$, was statistically significant. The MSA main effect, $F(1, 57) = .118$, $p = .732$, and the interaction effect, $F(1, 57) = 3.885$, $p = .054$, were not.

Content analysis of the qualitative comments created an expanded definition of this factor. It also includes knowledge gained by the respondent from unofficial university sources.

OU Connection. The survey included three Likert-scale questions related to people the student knew who either had attended OU or were currently attending OU. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

C1: One or both of my primary caregivers attended the University of Oklahoma

C2: I have other relatives who are attending, or have attended, the University of Oklahoma.

C3: I have friends attending the University of Oklahoma.

These three items were grouped into a scale. Reliability testing of this scale yielded a Cronbach’s alpha of .57. However, with the removal of question C3, the Cronbach’s alpha increased to .74. While it would appear that these statements logically go together, the specific wording used in C3, in conjunction with the timing of the survey, may have yielded unintended results. This question was intended to refer to friends from high school, or friends the respondent had prior to college. However, that wording is not used in the question. Given that students completed the survey almost half-way into their first college semester, they may have answered this question in relation to their current college friends. Thus, OU Connection is a two-item scale, based on questions C1 and C2.

Both groups tend to disagree with these statements, students who chose to attend OU less so (mean = 2.01, $n = 81$) than those who chose not to attend OU (mean = 1.65, $n = 60$). This difference is statistically significant ($t = 1.985$, $df = 139$, $p = .049$).

Analysis of variance examining OU Connection with Matriculation Decision and Residency revealed that the Residency main effect was statistically significant, $F(1, 137) = 8.849$, $p = .003$. The Matriculation Decision main effect, $F(1, 137) = 1.956$, $p = .164$, and the interaction effect, $F(1, 137) = .170$, $p = .681$, were not.

Analysis of variance examining OU Connection by Matriculation Decision and Metropolitan Statistical Area (MSA) found no statistical significance in any of

the three effects: Matriculation Decision main effect, $F(1, 57) = 3.977, p = .051$, MSA main effect, $F(1, 57) = 2.159, p = .147$, interaction effect, $F(1, 57) = 3.977, p = .051$.

Peer Group. The survey included one Likert-scale question related to the college aspirations of the respondents' friends. Respondents were asked to rank this question on a scale from "Strongly Agree" (4) to "Strongly Disagree" (1).

C4: I have friends attending other colleges or universities.

Both students who chose to attend OU (mean = 3.89, $n = 81$) and students who chose not to attend OU (mean = 3.78, $n = 60$) had a similar level of agreement with this statement. No statistical difference ($t = 1.486, df = 139, p = .140$) was found between these two groups, indicating that our pool is from a college-bound group.

Analysis of variance examining Peer Group with Matriculation Decision and Residency yielded similar results. No statistically significant differences were noted for Matriculation main effect, $F(1, 137) = 2.979, p = .087$, Residency main effect, $F(1, 137) = 1.331, p = .251$, or the interaction effect, $F(1, 137) = .092, p = .762$.

No qualitative comments were made on this topic, although students did refer to attending a school where their peers either went or did not go. This is discussed under Socialization.

Place For Me. This factor refers to the sense that the school chosen was a good fit for the respondent based on the personal attributes of the individual and the specific set of institutional characteristics perceived by the respondent. The survey included one Likert-scale question related to this factor. Respondents were asked to rank this question on a scale from "Strongly Agree" (4) to "Strongly Disagree" (1).

C30: I think the school I am currently attending is the best choice for me.

Both students who chose to attend OU (mean = 3.47, $n = 81$) and students who chose not to attend OU (mean = 3.49, $n = 59$) agreed strongly with this statement. No statistical difference ($t = -.194, df = 138, p = .847$) was found between the two groups.

Analysis of variance examining Distance by Matriculation Decision and Metropolitan Statistical Area (MSA) found no statistical significance in any of the

three effects: Matriculation Decision main effect, $F(1, 57) = 1.735, p = .193$, MSA main effect, $F(1, 57) = 3.010, p = .088$, interaction effect, $F(1, 57) = 1.696, p = .198$.

Socialization. Analysis of the qualitative comments yielded the creation of this factor. It refers to the desire either to make new friends or retain former friends while in college; as well as the sense of missing friends and family (homesickness) once in college. As an aspect of the college choice process, it is part of the concept of personal growth one might expect to gain through college attendance. However, it also has a retention component as it may affect the likelihood that students continue through to degree completion. No specific survey questions were related to this question. However, a number of qualitative statements reveal its importance. (Appendix 7)

Taken For Granted. This factor was originally described in the literature (Conklin & Dailey, 1981) as taken for granted that one would attend college. Here its definition is restricted to refer to attending a specific college – the University of Oklahoma. The survey included two Likert-scale questions on Part E of the survey related to this factor. Respondents were asked to rank these questions on a scale from “Strongly Agree” (4) to “Strongly Disagree” (1).

I had always considered attending OU.

I had not considered attending OU until I was contacted by the school.

Students who chose to attend OU agreed more strongly with these statements (mean = 3.16, $n = 76$) than students who chose not to attend OU (mean = 2.91, $n = 57$). This difference is not statistically significant ($t = .756, df = 133, p = .451$).

Analysis of variance examining Taken For Granted with Matriculation Decision and Residency did reveal a statistically significant difference in the Residency main effect, $F(1, 131) = 12.910, p = .000$. Both the Matriculation Decision main effect, $F(1, 131) = .000, p = .985$, and the interaction effect, $F(1, 131) = .152, p = .697$, were not statistically significant.

Analysis of variance examining Taken For Granted by Matriculation Decision and Metropolitan Statistical Area (MSA) found no statistical significance in any of

the three effects: Matriculation Decision main effect, $F(1, 52) = .329$, $p = .569$, MSA main effect, $F(1, 52) = 5.267$, $p = .026$, interaction effect, $F(1, 52) = .818$, $p = .370$.

Communication / Information Factors

This section describes and analyzes the responses to survey questions related to the respondent's interaction with OU. These communication and information factors are typically thought of as recruiting factors. These data are primarily presented as frequencies. Only two statistical analyses ($\alpha = .05$) were conducted because the sample size for most components was too small for further testing.

Mode of Delivery

Respondents were asked to indicate how much they prefer four different types of communication delivery methods – email, direct mail, telephone, and in-person contact. They were asked to rank each item on a scale from “Highly Preferred” (4) to “Highly Unpreferred” (1). Results for each of these items is presented in Table 4.32a. Table 4.32b compares the order of preference between students who chose to attend OU and those who chose not to attend OU based on the mean scores reported in Table 4.32a.

Table 4.32a
Mode of Delivery

	Attend		Non-Attend			
	N	Mean	N	Mean	Significant	
Direct Mail	78	3.14	56	3.25	$p = .447$	$t = -.762$, $df = 132$
E-Mail	79	3.48	56	3.00	$p = .000^*$	$t = 3.649$, $df = 133$
In Person	78	2.85	54	2.78	$p = .702$	$t = .384$, $df = 130$
Telephone	78	2.72	54	2.43	$p = .071$	$t = 1.818$, $df = 130$

Table 4.32b
Order of Preference – Mode of Delivery

Attend	Non-Attend
E-mail	Direct Mail
Direct Mail	E-mail
In Person	In Person
Telephone	Telephone

A statistical difference was noted in the e-mail preferences between students who chose to attend OU and those who did not. This difference is also seen in Table 4.32b where e-mail is the preferred method of information delivery among students who chose to attend OU, while direct mail is the preferred method of information delivery among students who chose not to attend OU. In person contact was the least desired method of information delivery for both groups.

Analysis of variance examining Direct Mail by Matriculation Decision and Residency did not reveal any statistically significant differences between the three effects: Matriculation Decision main effect, $F(1, 130) = 1.156, p = .284$; Residency main effect, $F(1, 130) = .255, p = .615$; interaction effect, $F(1, 130) = 3.006, p = .085$.

Analysis of variance examining E-Mail by Matriculation Decision and Residency revealed a statistically significant difference in the Residency main effect, $F(1, 131) = 6.382, p = .013$. The Matriculation Decision main effect, $F(1, 131) = 16.859, p = .000$ was also statistically significant. The interaction effect, $F(1, 131) = .027, p = .869$, was not statistically significant.

Information Sources

Respondents were given a list of five potential information sources and asked to indicate if they were contacted by any of these types of individuals after they received their admission letter to OU. Table 4.33 provides information on the number of students who were contacted by each of these information sources.

Students who chose to attend OU were more likely to have been contacted by an OU Faculty or Staff member than students who chose not to attend OU. Non-attenders were more likely to have been contacted by an OU student.

Table 4.33: Information Sources

	Attend		Non-Attend	
	N	%	N	%
Student	22	24%	26	31%
Recruiter	24	26%	25	29%
Faculty/Staff	27	30%	19	22%
Alumni	9	10%	12	14%
Other	9	10%	3	4%
	91		85	

Under Other Contacts, students who chose to attend OU listed “Wesley Foundation”, “Financial Aid”, “Scholarship Chair”, and “Honor Scholars”. Students who chose not to attend OU listed a “frat house”, “Presidents of Several Offices”, and “I made several attempts to reach staff.”

Table 4.34 documents the number of different information sources who contacted each student. More students who chose to attend OU were contacted by at least one University representative than students who chose not to attend OU. It was more likely that the students who chose not to attend OU were not contacted by any University representative. Interestingly, more students who chose not to attend OU were contacted by all four of these sources than students who chose to attend OU (Table 4.34).

Table 4.34
Information Sources

	Attend		Non-Attend	
	N	%	N	%
0 contact sources	21	26%	18	32%
1 contact source	36	46%	12	21%
2 contact sources	15	19%	15	26%
3 contact sources	4	5%	5	9%
4 contact sources	3	4%	7	12%
	79		57	

Communication Events

Respondents were given a list of six specific recruiting events and asked to indicate if they had participated in any of these events. Table 4.35 provides information on the number of students who participated in each event.

Campus Tours are offered every work-day throughout the year, and anyone may participate in the tour. Thus, respondents may have participated in a campus tour either before or after they were admitted to OU. Diversity Programs are designed for each specific ethnic group and are offered at designated times

throughout the recruiting year. Depending upon each students date of application, they may have attended these events either before or after they were admitted to OU. Go OU Day was a one-day event offered in Spring 2005. Students who had been admitted to OU were invited to participate in this event. Scholarship Programs are designed for recipients of specific scholarship programs. Students who participated in the scholarship programs may have done so either before or after they were admitted to OU. Sooner Saturday was a one day event offered in Fall 2005. All high school seniors with contact information on file in the Office of Prospective Student Services were invited to participate in this event. Thus, respondents may have attended this event either before or after they were admitted to OU, depending upon their date of application.

Table 4.35
Communication Events

	Attend		Non-Attend	
	N	%	N	%
Campus Tour	61	33%	29	32%
Diversity Program	23	12%	12	13%
Go OU Day	21	11%	9	10%
Scholarship Program	39	21%	17	18%
Sooner Saturday	22	12%	12	13%
Other Event	19	10%	13	14%
	185		92	

Approximately equal percentages of students who chose to attend OU and students who chose not to attend OU participated in each of the programs (Table 4.35). Under Other Events, students who chose to attend OU listed: "Camp Crimson" (n = 9), "Stomp Down" (n = 2), "Big Red Rally" (n = 1), various panhellenic events (n = 2), "Audition Days" (n = 1), specific college recruiting or enrollment events (n = 2). Students who chose not to attend OU listed: "football game" (n = 1), recruiting event in respondent's hometown (n = 2), "Audition Days" (n = 1), specific college or department recruiting or program events, such as a music

camp or a department orientation for prospective students (n = 3), visiting friends who were attending OU (n = 1), and ROTC events (n = 2).

Table 4.36
Communication Events

	Attend		Non-Attend	
	N	%	N	%
0 Events	6	8%	18	35%
1 Event	21	27%	8	15%
2 Events	22	28%	11	21%
3 Events	12	15%	7	13%
4 Events	8	10%	2	4%
5 Events	10	13%	5	10%
6 Events	0	0%	1	2%
	79		52	

Table 4.36 documents the number of different events in which each student participated. Most of the students who chose to attend OU participated in at least one or two of these events. Most of the students who chose not to attend OU did not participate in any of these events. Interestingly, more students who chose not to attend OU participated in 6 events; while none of the students who chose to attend OU participated in this many events.

Communication Quality

This factor refers to both the quality and content of the communication – was appropriate information provided and was the recipient treated with respect. This factor was measured separately for both the people who may have provided information to a prospective student and for the events a prospective student may have attended.

Relevance of Information Sources. For each of the five information sources, respondents were asked to indicate how relevant each information source was in their decision-making process. They were asked to rank each source on a scale from

“Highly Relevant” (4) to “Highly Irrelevant” (1). Results for each of these items are presented in Table 4.37a. Table 4.37b compares the order of relevance between students who chose to attend OU and those who chose not to attend OU.

Table 4.37a
Relevance of Information Sources

	Attend		Non-Attend	
	N	Mean	N	Mean
Recruiter	28	2.75	23	2.91
Student	24	2.54	24	2.83
Faculty / Staff	28	2.93	17	2.76
Alumni	11	2.82	14	2.43
Other	8	2.38	4	2.75

Table 4.37b
Order of Relevance – Information Sources

Attend	Non-Attend
Faculty/Staff	Recruiter
Alumni	Student
Recruiter	Faculty/Staff
Student	Other
Other	Alumni

The mean scores for each specific communication source (Table 4.37a) indicate different levels of relevance between attenders and non-attenders (Table 4.37b). Students who chose to attend OU, indicated that information provided by faculty and staff was more relevant to their decision process than information provided by recruiters. However, students who chose not to attend OU indicated that information provided by recruiters was more relevant to their decision process than information provided by faculty or staff. These differences may indicate a) who did and did not contact each group of students, b) for non-attenders, they may indicate a negative impact (i.e., information from these sources led them to not choose OU).

Relevance of Communication Events. For each of the six recruiting events, respondents were asked to indicate how relevant each was in their decision-making

process. They were asked to rank each event on a scale from “Highly Relevant” (4) to “Highly Irrelevant” (1). Results for each of these items are presented in Table 4.38a. Table 4.38b compares the order of relevance between students who chose to attend OU and those who chose not to attend OU.

Table 4.38a
Relevance of Communication Events

	Attend		Non-Attend	
	N	Mean	N	Mean
Campus Tour	61	3.18	29	3.28
Scholarship Program	39	3.31	17	3.53
Go OU Day	21	3.14	9	2.11
Sooner Saturday	22	3.05	12	2.42
Diversity Program	23	2.65	12	1.92
Other Event	19	2.95	13	3.15

Table 4.38b
Order of Preference - Communication Events

Attend	Non-Attend
Scholarship Program	Scholarship Program
Campus Tour	Campus Tour
Go OU Day	Other Event
Sooner Saturday	Sooner Saturday
Other Event	Go OU Day
Diversity Program	Diversity Program

The mean scores for each specific event (Table 4.38a) indicate a similar ranking in terms of relevance between students who chose to attend OU and those who did not (Table 4.38b). Both groups rated scholarship programs as the event most relevant to their decision-making process. They both rated Campus Tour as the second most relevant event in their decision-making process, Sooner Saturday as the 4th most relevant event in the process, and Diversity Programs as the least relevant in their decision-process. Differences occurred in the ratings for Go OU Day and Other Events (Table 4.38b).

In Their Own Words

All of the responses to the open-ended questions are provided in Appendix 7. They are grouped by Question, Matriculation Decision, Residency, and Admission Category. This section provides the results of the content analysis of each question.

Why did you apply to OU?

Academic factors emerged as the primary reason given by both students who attended OU and those who did not attend OU, as to why they applied to OU (Table 4.39). Comments referred to either the reputation of the University or to specific academic programs offered by the University. Students applied because OU offered a program of interest to them, they liked having the opportunity to choose from a variety of academic programs, and they were impressed by the quality of OU's academic programs. Specific programs mentioned by respondents included: Architecture, Biomedical Engineering, Business, Computer Science, Education, Engineering, International Studies, Interior Design, Journalism, Medical Humanities Program, Medical School, Meteorology, Music, Musical Theater, Native American Studies, Nursing, Occupational Therapy, Petroleum Engineering, Pharmacy, Physical Therapy, and Psychology.

Factors related to distance or location were the second-most mentioned factor provided by both attenders and non-attenders as to why they applied to OU (Table 4.39). Specifically, respondents applied to OU because it was close to home or not too far from home, or they liked something about the location. For example, residents liked the fact that it was an in-state school, while non-residents who wanted a change of location liked either the geographic region (Midwest, South) or its relative proximity to their home state.

In terms of applying to OU, money was not as important to students who eventually chose to attend OU as it was to those who eventually chose not to attend OU (Table 4.39). Comments about money referred to either the cost (money the student would need to pay) or financial assistance (money the student would receive). For the most part, both attenders and non-attenders believed, at the time of

application, that OU was either affordable or “economically feasible”. In terms of financial assistance, respondents were either a) hoping to receive funding from the University, b) knew they would receive funding from the University (i.e., National Merit Scholars), or c) had already received money from an external source that could be used at OU (i.e., State Regent’s Scholar).

Students who eventually chose to attend OU were more likely to describe the Taken For Granted factor rather than factors related to money as a reason they chose to apply to OU (Table 4.39). Many students who applied to OU had planned to attend OU since elementary or middle school. Some students who eventually chose not to attend OU also described this factor as a reason they applied to OU. However, it was not as important as other factors were for these non-attenders (Table 4.39). In the analysis of the following questions, these students explain why the ultimately chose not to attend OU and why they chose their current school. Additional summaries and discussions of these explanations appear in Chapter Five.

Having a family member who had attended, or was currently attending, OU did emerge as one of the top five factors affecting the decision of both groups to apply to OU (Table 4.39). It was slightly more important to those students who ultimately chose to attend OU than it was to those who did not attend OU.

Students also applied to OU in order to diversify their choice set. They often refer to OU as their “back-up” or “safety” school since they knew they would be admitted to OU and thus, chose to apply to additional schools where admission was not so certain. Comments related to Choice Set factors also confirm the fact that OU was the “first and only” choice for many students who eventually chose to attend OU. Students also stated that they applied to OU because they knew OU would admit them (Selection Process) or because they had compared a variety of schools and decided that OU offered what they wanted (Decision Process).

A variety of other factors also influenced the decision to apply to OU, although none of these were strongly represented by a majority of respondents (Table 4.39). When applying to OU, students also considered the attractiveness of the campus (Atmosphere), previous Knowledge about OU, the size of the campus (Institutional Quality), the possibility of obtaining a degree from OU and the

possibility of better employment options with an OU degree (Aspirations), Recommendations from family members and teachers, enthusiasm for OU Athletics teams, and opportunities for non-academic extracurricular activities. They may have also been influenced by either a recruiting event in which they participated, or by a positive interaction with an OU representative.

Table 4.39
Why Did You Apply to OU?

	Counts		Percentages		Ranking	
	Attended OU		Attended OU		Attended OU	
	Yes	No	Yes	No	Yes	No
Academics	34	32	17%	24%	1	1
Aspirations	7	4	4%	3%	6	8
Athletics	6	4	3%	3%	7	8
Atmosphere	6	11	3%	8%	7	3
Connection	13	8	7%	6%	4	5
Distance/Location	32	19	16%	14%	2	2
Diversity						
Extracurricular Activities	4	3	2%	2%	8	9
Generic Attributes	10	7	5%	5%	5	6
Institutional Qualities	5	1	3%	1%	7	10
Knowledge about the School	5	2	3%	1%	7	10
Money	13	11	7%	8%	4	3
Other	1		1%		9	
Place For Me	3	1	2%	1%	8	10
Recommendations	1	3	1%	2%	9	9
Socialization	2	1	1%	1%	9	10
Taken For Granted	17	4	9%	3%	3	8
Communication Event	7	6	4%	4%	6	7
Communication Delivery Medium						
Communication Quality	4	1	2%	1%	8	10
Information Source	5	1	3%	1%	7	10
Choice Set	5	9	3%	7%	7	4
Selection Process	10	6	5%	4%	5	7
Decision Process	9	1	5%	1%	5	10
	199	135				

Why did you choose to attend your current school?

Among students who chose to attend OU, Academic factors emerged as the primary reason as to why they chose OU (Table 4.40). These students either liked the reputation of the University or a specific program, or they chose to attend OU because OU offered a specific program of interest or a variety of programs from which to choose. Specific programs mentioned in these comments included: Accounting, Business, Engineering, International Studies, Law School, Medical School, Meteorology, Nursing, Petroleum Engineering, and Physical therapy.

Among students who chose not to attend OU, Academic factors were the second-most mentioned reason as to why they chose to attend a school other than OU (Table 4.40). These students chose to attend a school other than OU because they liked the reputation of the other school or specific programs offered at that school, the school offered specific programs that the students believed were not available at OU, or the students believed that the other school would offer more and/or better research and learning opportunities.

Factors related to Money were the primary reason mentioned by students who chose not to attend OU as the reason they chose to attend a school other than OU (Table 4.40). Specifically, these students stated that they had received either more money or a “better financial package” from the other school than they received from OU. They also stated that the other school was more affordable, either because the school offered lower tuition than OU, they were able to pay resident rather than non-resident tuition rates (this applied to both Oklahoma residents considering out-of-state schools and non-residents considering out-of-state schools), they received some form of tuition waiver or reduced tuition rate, or simply that they could afford the cost. Other monetary factors considered by these students included the ability of the student to self-support their educational endeavors, and concerns with the OU Financial Aid Office that led them away from OU and to this other school.

Monetary factors were not as important for students who chose to attend OU. Their comments centered on their perceptions that the tuition was affordable given their situation and needs, and that they had received adequate financial support, in conjunction with other factors, to encourage their matriculation at OU. Students who

chose to attend OU were also satisfied with the housing costs associated with the new requirement that all freshmen live in University housing for at least one year. However, they were satisfied with this requirement because they lived close enough to the University to receive an exemption that would allow them to live at home.

Among students who chose to attend OU, factors related to distance or location were the second-most mentioned reason as to why they chose OU (Table 4.40). These students chose to attend OU for much the same reasons as they applied – OU was close to home. In addition, other schools to which they were admitted were not chosen because they were too far away. Some students chose to attend OU because it is in Oklahoma. They were either residents wanting to remain in-state, or non-residents wanting to leave their current state. Among students who chose not to attend OU, this factor was in the top three reasons as to why they chose to attend a school other than OU (Table 4.40). These students chose to attend a school other than OU because it was a more convenient location (i.e., I can live at home), or a more desired location (i.e., wanting to move far from home or to a specific place).

Atmosphere was in the top three factors mentioned by students as a reason they chose to attend OU (Table 4.40). Among students who chose not to attend OU, Atmosphere was in the top five factors mentioned by students who chose to attend a school other than OU (Table 4.40). Students who chose to attend OU did so primarily because of the attractive campus. Students who chose to attend a school other than OU did so because they experienced “friendlier” faculty and staff at the other school.

Extracurricular Activities emerged as another factor distinguishing attenders from non-attenders. This was not an important factor for students who chose OU. However, students who chose schools other than OU believed these other schools offered more or better Extracurricular Activities, or Extracurricular Activities more suited to their personal interests. They specifically desired cities bigger than Norman (more things to do), and cities smaller than Norman (fewer distractions).

Enrollment Choice factors (Choice Set, Selection Process, Decision Process) also influenced the decision to attend OU or another school. Students may have been admitted by OU, but not by the specific department of interest to them, thus leading them to choose another school. Students who were not admitted at their first or

“hopeful” choice (i.e., Harvard, MIT) often chose to attend OU. Also, as described in the Why Did You Apply question, for many students OU was their first choice, they were admitted to OU, and they came to OU. Some students, after they applied, changed their mind about a desired major and thus chose to attend another school.

Table 4.40:
Why Did Choose to Attend Your Current School?

	Counts		Percentages		Ranking	
	Attended OU		Attended OU		Attended OU	
	Yes	No	Yes	No	Yes	No
Academics	27	35	13%	20%	1	2
Aspirations	14	13	7%	7%	5	
Athletics	4	1	2%	1%	8	9
Atmosphere	23	14	11%	8%	3	4
Connection	11	1	5%	1%	6	9
Distance/Location	26	17	12%	9%	2	3
Diversity	1	1	0%	1%	10	9
Extracurricular Activities	5	9	2%	5%	8	5
Generic Attributes	1	1	0%	1%	10	9
Institutional Qualities	1	7	0%	4%	10	6
Knowledge about the School	3	2	1%	1%	9	9
Money	18	39	9%	22%	4	1
Other	5	3	2%	2%	8	8
Place For Me	5	4	2%	2%		8
Recommendations	4		2%			
Socialization	7	1	3%	1%	7	9
Taken For Granted	7	1	4%	1%	7	9
Communication Event	7	8	3%	4%	7	6
Communication Delivery Medium						
Communication Quality	2	4	1%	2%	9	8
Information Source	4	2	2%	1%		
Choice Set	5	2	2%	1%	8	9
Selection Process	19	6	9%	3%	4	7
Decision Process	11	8	5%	4%	6	6
	210	179				

Why did you choose not to attend OU?

Factors related to money were the primary reason provided as to why students specifically chose not to attend OU (Table 4.41). Monetary reasons for not

choosing OU were similar to the reasons students gave for choosing a school other than OU. In particular, students did not choose OU because they received more money from another school, the money received from OU was not enough, or they did not receive any money to attend OU. Further, these students did not choose OU because OU was not affordable, either because the other school cost less, they were non-residents and did not want to pay the higher tuition rates, or they could not afford campus housing. Other monetary reasons included choosing the school selected by the parent who was paying the tuition, and miscommunication with the OU Financial Aid office.

Academic factors were the second-most mentioned reason as to why students specifically chose not to attend OU (Table 4.41). Academic reasons for not choosing OU fell into two categories. First, respondents stated that they did not choose OU because they believed the school they did choose had a better academic reputation, either overall or in a specific academic program. Second, they believed that OU was lacking some academic component of value to them. Examples include too much of an emphasis on athletics rather than academics, and the restructuring of an academic department of interest to the student. However, the vast majority of these types of academic comments centered on the OU faculty whom respondents believed were arrogant and unimpressive, unconcerned about students' needs, and not capable of providing adequate instruction. All of these faculty comments were based on information gathered from unofficial sources (i.e., "I heard..." or "A student told me...").

Factors related to distance and location were among the top three reasons provided as to why students specifically chose not to attend OU (Table 4.41). The specific reasons were the same as those provided in previous answers: the school chosen was closer to home, a desire to attend an out-of-state school, or not wanting to live on campus.

Although they were not mentioned that frequently in the comments, Communication and Information factors did often play a role in the student's decision to either not attend OU or to attend a school other than OU. Specifically, poor communication, miscommunication, inefficient and undesirable

communication delivery mediums, and negatively perceived experiences with official University representatives all affected the Matriculation Decision.

Table 4.41
Why Did Choose to Not Attend OU?

	Counts	Percentages	Ranking
Academics	18	13%	2
Aspirations	4	3%	7
Athletics	3	2%	8
Atmosphere	3	2%	8
Connection			
Distance/Location	14	10%	3
Diversity			
Extracurricular Activities	6	4%	6
Generic Attributes			
Institutional Qualities	3	2%	8
Knowledge about the School	4	3%	7
Money	31	23%	1
Other			
Place For Me	1	1%	9
Recommendations	2	1%	9
Socialization	5	4%	6
Taken For Granted			
Communication Event	5	4%	6
Communication Delivery Medium	2	1%	9
Communication Quality	8	6%	5
Information Source	3	2%	8
Choice Set	1	1%	9
Selection Process	11	8%	4
Decision Process	11	8%	4
	135		

What could we have done to encourage your attendance at OU?

Students who chose not to attend OU listed monetary factors – specifically the need to offer more money, better monetary packages, and money targeted for specific groups – as the most important thing OU could have done to encourage them to attend OU (Table 4.42). Next, students wanted better communication with the University. They wanted official University representatives to contact them, or to at least maintain contact once the student initiated it. They did not want delays or administrative run-arounds; they wanted to feel as if OU cared about them as unique and valuable individuals – regardless of whether or not they were a National Merit Finalist. Finally, they wanted more specific and accurate information about the things that mattered to them; and they wanted to receive grammatically correct communication. Both Money and Communication Quality were mentioned more often than comments which stated or implied that OU could have done Nothing to encourage the student’s attendance. (Table 4.42).

Other things OU could have done include: been more friendly, directly admitted the student instead of admitting them from the wait list, and been more involved with high school students.

Table 4.42
What could we have done to encourage your attendance at OU?

	Counts	Percentages	Ranking
Academics	9	13%	4
Atmosphere	3	4%	5
Money	27	39%	1
Nothing	11	16%	3
Recommendation	1	1%	7
Information Event	1	1%	7
Information Quality	15	22%	2
Selection Process	2	3%	6
	68		

Additional Comments

The types of comments mentioned here were often repetitions of issues and concerns that were provided in previous answers. However, some of the comments indicate that some students who chose not to attend OU were considering attending OU in the future, while some students who chose to attend OU were thinking about leaving. Students also expressed dissatisfaction with things they now know and understand about either OU or their current school; and they also described the ways in which they are satisfied with either OU or their current school.

Several students who chose not to attend OU used this last question to provide even more detail about their experiences with OU and their matriculation decision. One was left with the impression that these students truly wanted OU to understand what happened, such that the University could improve and continue to provide positive educational experiences to those who want to attend.

CHAPTER FIVE: DISCUSSION

Analysis and interpretation of both the quantitative and qualitative data revealed seven areas where the University could direct its resources in order to meet its desired enrollment goals. These areas include the prospective students OU wishes to admit (people), the selection process and procedures the University uses in order to admit the desired population (choice), the geographic regions that contain students most interested in attending OU (market), the other schools these students consider (competition), the financial concerns of the desired student population (money), the ways in which the University interacts with the desired student population (communication), and the intended and unintended image the University projects of itself (perception).

People: Sometimes Attenders and Non-Attenders Differ

A careful review of the sixteen factors analyzed under Research Question One indicates some factors on which students who chose to attend OU and those who did not differ.

Students who chose to attend OU were more likely to have been men, even though more women than men were admitted and chose to enroll at OU. Students who chose to attend OU were more likely to have been Oklahoma residents, and they were more likely to have lived in communities that are not considered metropolitan statistical areas – even though most of the admitted students were from such communities.

If they were from an underrepresented ethnic group, then they were more likely to have been either Asian or Native American. Students who chose to attend OU were more likely to have applied for and received Federal Financial Aid, and they were more likely to have been admitted with a scholarship.

Students who chose not to attend OU were more likely to have been non-residents, and they were more likely to have been admitted from the wait list. If they were from an underrepresented ethnic group, then they were more likely to have been Black or Hispanic.

Choice: We Don't Always Enroll Who We Want

OU enrollment management policies and admission practices were developed in order to matriculate the highest achieving students in terms of academic abilities and standards. In some cases the University achieves that goal, in other instances practices designed to appropriately manage the size of the freshman class have had unintended consequences regarding the academic achievement goal.

Among students who were admitted with a scholarship, those that chose to attend OU had slightly stronger academic credentials than those who chose not to attend OU (Table 5.1). Among students who were admitted based on performance criteria, the students who chose *not* to attend OU had slightly stronger academic credentials than those who chose to attend OU (Table 5.2). Among students who were admitted from the wait list, those who chose *not* to attend OU were academically stronger than those who chose to attend OU (Table 5.3). In short, OU was able to attract the top scholarship students, the average performance students, and the bottom wait-listed students.

Table 5.1
Scholarship Admits

	Attend OU	
	Yes	No
HS GPA	3.82	3.81
GPA ≥ 3.5	57%	43%
GPA 3.00 – 3.49	54%	46%
Top 25% Class	59%	42%
Middle 25% Class	60%	40%
Bottom 50% Class (n = 9)	79%	21%
ACT	29	
SAT	@ 1300	

Table 5.2
Performance Based Admits

	Attend OU	
	Yes	No
HS GPA	3.60	3.63
GPA ≥ 3.5	46%	54%
GPA 3.00 – 3.49	52%	48%
Top 25% Class	47%	53%
Middle 25% Class	55%	45%
Bottom 50% Class (n = 243)	60%	40%
ACT	24	25
SAT	@1140	@ 1200

Table 5.3
Wait List Admits

	Attend OU	
	Yes	No
HS GPA	3.29	3.34
GPA ≥ 3.5	37%	58%
GPA 3.00 – 3.49	43%	58%
Top 25% Class	26%	74%
Middle 25% Class	41%	59%
Bottom 50% Class (n = 106)	60%	40%
ACT	23	
SAT	@ 1110	

Jack Welch (2005) described General Electric's corporate policy regarding human resource management, and it seems directly applicable to both the current and desired goal OU has for its freshman class. In this system, Welch believes an organization should devote the majority of its resources on developing the top 20% of its workforce. Likewise, it should devote a significant portion of its resources to the middle 70% that comprise the backbone of the organization. According to Welch, the organization should devote as little of its resources as possible to the bottom 10% who are often problematic in terms of the organization's goals and expectations.

Similarly, OU has a three tiered admission program. The University devotes a significant portion of its enrollment management resources towards recruiting and

matriculating National Merit, State Regent's, and other academically successful students. These efforts need to continue.

While the University also devotes a significant portion of its enrollment management resources on students admitted based on performance criteria, this study indicates that these efforts may not have yielded the desired results. Thus, the University may want to consider devoting more directed attention on this group of students. The discussions that follow in each of the remaining sections of this chapter will speak more directly to the specific actions the University can take in order to matriculate more of the higher achieving students who were admitted based on performance criteria.

Finally, the University may want to consider changing either its approach to the wait list, or its expectations of students admitted from the wait list. As currently structured, the University needs to either admit the academically successful students who would typically be placed on the wait list, or, if these students are placed on the wait list, then the University must realize that these students have other options – options they will pursue while OU is trying to decide whether or not to admit them. Based on preliminary data regarding matriculation from the wait list, the University has already developed a procedure to more expeditiously admit wait listed students in an effort to increase the matriculation rate among the higher achieving students in this group.

The University also needs to understand that students in the bottom third of the wait listed students – the portion that currently chooses to attend OU – have fewer academic options, if any. As such, the University can expect that lower-achieving students who are admitted from the wait list will choose to attend OU. As the University shapes and estimates both the size and credentials of the freshman class, it might consider either not admitting these students, or waiting until the end of the recruiting cycle to admit them.

The University may also want to consider future trends and expectations among these three admission groups. Perhaps, as the yield of students who are admitted based on performance criteria increases, the University will have less need for the wait list.

Market: I-35, 25, 44 Corridor

Data studied under Research Question One indicate that the University has two overlapping markets. First, OU is attractive to Oklahoma residents, primarily those located in metropolitan statistical areas. Second, OU is attractive to other students from metropolitan statistical areas who are not Oklahoma residents. Specifically, as shown in Figures 4.3 and 4.4, OU is a school considered and chosen by students in six metropolitan statistical areas located along Interstates 35, 25, and 44. These specific metroplex areas are primarily located within a three hour radius of Norman – Houston is an exception. This geo-spatial zone conforms with the qualitative comments provided by respondents. Three hours from home is close (but not too close) and convenient, especially when traveling by interstate.

For the past several years, the OU Enrollment Management Board has monitored regional trends that clearly indicate a ten-year decline in the number of eligible high school age graduates in Oklahoma and all its border states except Texas where this number is expected to increase exponentially.

The data examined in this study tracks with these national trends, and reveals that OU is in a prime position to capitalize on the Texas growth rate. The two states border each other, they are connected by Interstate-35, and many Texas students have already expressed some level of interest in OU through the application process. Currently, this interest does not often translate into matriculation.

More recent data on the expected number of eligible high school age graduates indicates that, within the state of Oklahoma, this number will decline in most counties. However, it will remain steady or increase slightly in the three counties that contribute the largest number of matriculated students – Oklahoma, Tulsa, and Cleveland. Again, these trends indicate that OU is in an excellent position to continue to improve its matriculation rates among these three counties.

As the University continues to monitor trends in the number of potential college students, it can more effectively manage institutional resources by focusing on its major Oklahoma markets, continuing to develop its secondary Oklahoma markets, and targeting specific non-resident markets such as the Dallas-Ft. Worth and Houston metroplexes.

Competition: Schools Like Us

When considering the impact of specific enrollment policies, OU often refers to, and compares itself with, other schools in the Big XII. Data from this study may make it possible to further refine the University's understanding of its competition from the students' perspective. Students who are admitted to OU also apply to, are admitted to, and consider schools that are similar to OU – either in terms of size, type, academic programs, or geographic location.

While some of these competitor schools are in the Big XII (Table 4.26), not all of the Big XII schools are competitors. In terms of matriculation, OU tends to compete with schools from Oklahoma and Texas located along the same interstate corridors as described in the previous section. The two exceptions are Tulane University, which may be either a backup or a hopeful school in the choice set, and the University of Arkansas.

Since students who are admitted by OU are also applying to schools similar to OU, it is clear that these students want to attend a school like OU. Thus, OU is in a position to matriculate more of these students provided the University has a better understanding of the reasons these students are currently choosing not to attend OU. In addition, as discussed in the previous section, OU is in a position to more actively recruit specific Texas students. These students apply to OU and they do not necessarily choose any one school over another. However, they do not know as much about OU as they know about other schools, and they often have misperceptions and misinformation about OU. Subsequent sections of this chapter will discuss how to address these communication and perception issues.

For now, it is important to remember that OU offers at least three specific qualities which are of interest to admitted students: Academic Reputation, Location, and Atmosphere. The University needs to continue to emphasize these factors when interacting with prospective and admitted students. Specifically, they need to emphasize how attending OU will provide students with a quality education in either a specific academic field *of interest to the student*, or how it will provide them with a variety of excellent academic programs from which to choose if they are undecided as to which major to pursue. In addition, OU provides an appealing

atmosphere in a college-town setting with all the amenities of a large city nearby, and it is within reasonable proximity to home and family for those students from the primary market areas.

Money: It Matters

While the University may target a specific market and emphasize the qualities that distinguish it from its competitors, eventually the matriculation decision will involve money – either how much the student must pay (cost), or how much the student will receive (financial assistance).

Cost

Students who chose to attend OU and those who chose not to attend OU both agreed that OU tuition was affordable. However, it is also clear from their comments that they had a limited understanding of college costs and educational value. It appears that these students primarily considered one thing when evaluating tuition costs among schools – who was paying for the education. If the student was responsible for the education costs, they usually chose the school with the lower tuition rates, regardless of other factors. If the student's family was responsible for the educational costs then additional factors were considered. These included other family financial obligations and educational expectations for this particular student.

Neither students who chose to attend OU nor those who chose not to attend OU were very happy about the housing costs associated with attending OU. Many of these students hoped to live off-campus, probably with a family member, in order to save money. Beginning with the 2005-06 academic year, the University established a new policy that required all first-time freshmen to live on-campus in university housing. Exemptions were provided to students who lived within a fifty-mile radius of the university and who planned to live at home. During this initial year of implementation, the University did experience some resistance to the policy. However, in time, as the policy becomes the norm, students will adjust to these housing expectations. Many already recognize that housing is an associated college cost regardless of the college chosen.

Financial Assistance

In general, respondents seemed unable to distinguish between Federal Financial Aid, other forms of need-based assistance, and merit-based assistance. Most students needed additional money in order to attend college, and they seemed to expect that the University – either through its own resources or the financial aid program – would provide the amount needed.

Federal Financial Aid. Those students that did apply for federal financial aid were likely to receive some form of aid. Interestingly, a large number of students did not apply for this aid, although it is extremely likely that, given the demographic homogeneity of the admitted student population, they would have received this aid had they applied. In addition, many of these students were non-residents, a group less likely to apply for Federal Financial Aid in order to attend OU. Based on comments provided in the survey, it is possible that many students did not apply for Federal Financial Aid in order to attend OU because of miscommunication with OU or due to lack of information about the financial aid application process.

Need-Based Aid. Both students who chose to attend OU and those who chose not to attend OU were unhappy with the amount of need-based aid they received from OU. Students who eventually chose to attend OU were more likely to have received some form of financial assistance to attend OU. Although they were not satisfied with the amount received, it was enough, in conjunction with other desired factors, to encourage their matriculation at OU. On the other hand, students who chose not to attend OU may have received a financial offer from OU, however it was not enough money in comparison to amounts offered by other schools, thus causing the student not to attend OU. In this decision, some students seemed to focus only on the amounts of money offered by each school without necessarily considering the costs associated with different schools. On the other hand, some students refer to financial packages, implying that they either received multiple types of awards or that they considered financial assistance in conjunction with associated costs. In either case, concern about the competitiveness of financial offers received from OU was expressed by a wide range of students, including academically strong students who may not have taken the PSAT exam, as well as students who were National

Merit Scholars and chose not to attend OU because they received more money from other schools.

Information about Financial Assistance. Students who chose to attend OU were more satisfied with the timeliness of information they received from OU about financial assistance than those who chose not to attend OU. This makes sense, given the fact that students who attended OU were likely to have received some form of financial assistance indicating that they applied in a timely fashion, something they could only do if they had received information in a timely fashion. On the other hand, students who did not attend OU, were less likely to have received aid, possibly because they did not know about these opportunities or received information too late to take advantage of these opportunities. Both of these possibilities suggest that the student did not have timely information about potential forms of financial assistance.

Qualitative comments provided by the students support both of these scenarios. Several students indicated that they did not receive information until after the deadlines had passed. Others described miscommunication with the OU Financial Aid office that either delayed or eliminated their receipt of this aid. In both cases students were more prone to choose another school where financial assistance was more certain.

The University can consider several actions in order to improve matriculation rates that are lower than desired because of monetary issues. First, the University must remember the integral role financial aid plays in matriculation decisions. Thus, it is extremely important to think of the Financial Aid Office and the financial aid process as part of the recruiting process. This means the University needs to consider more than simply informing students of financial aid deadlines, but rather include financial aid tracking and monitoring as an integral part of the recruiting process. This would also necessitate more efficient communication between the Financial Aid Office, Prospective Student Services, and Admissions.

The University may also want to consider developing more effective communication with prospective and admitted students regarding monetary

matters. Specifically, the University could increase its efforts to inform non-residents about Federal Financial Aid, and encourage them to include OU on their FAFSA application. The University could also make sure housing information is readily available in a variety of formats, rather than primarily through the web. It would probably be beneficial to frame recent housing policies in terms of academic benefits to the students, and to also include housing information in part of the regular recruiting information distribution cycle.

Eventually, the University may need to consider the possibility that a) the financial offers provided by the University are not as attractive as they once were, and b) that prospective students do not necessarily have the capacity to conduct sophisticated cost-benefit analyses regarding college education. Thus, the University may need to increase the amount of specific scholarship offers in order to keep pace with other schools and/or to remain attractive in the eyes of the student decision-makers. In addition, the University may want to develop a public information campaign that provides students with the types of information and skills that they would need in order to make more informed cost-benefit decisions.

One action the University has already taken toward this effort is the implementation of Sooner AID Analysis, an on-line program that will allow students to more precisely estimate the cost of attending OU and the amount of federal financial aid they might receive if they chose to attend OU. Another action is the implementation of a centralized scholarship application. This process will help the University make more effective scholarship offers and more efficiently monitor the acceptance rate of these offers.

Communication: We Can Refine It

Some of the concerns raised under monetary issues were actually about communication with money as the topic of that communication. Indeed, communication, regardless of the topic of communication, presented several areas where the University may want to consider procedural modifications.

Students prefer to communicate with the University through either e-mail or direct-mail. Students who chose to attend OU prefer e-mail; students who chose not

to attend OU prefer direct-mail. By direct mail they may mean postal service rather than e-mail.

The University has two practices that may influence these communication preferences. First, OU obtains contact information for eligible Oklahoma high school juniors and then contacts these students via e-mail on a regular basis throughout the last two years of high school. Thus, these students, who are already more likely to attend OU, are also used to receiving e-mail communication from OU.

On the other hand, non-residents, students who are less likely to attend OU and who are typically considering a larger selection of schools, do not automatically receive these regular e-mail communications. In addition, the University has established a procedure of assigning an OU e-mail address to all students who are admitted to the University, even though these students may have not yet agreed to attend OU. However, once the student is admitted and assigned an OU e-mail address, much of the official correspondence from the University to the student is sent to this e-mail address.

One student provided a mini-essay pointing out both the inappropriateness and the ineffectiveness of such a policy. In short, students who are not entirely committed to OU, students who have several options other than OU, students who are trying to complete their final year in high school and still maintain the high academic standards desired by schools like OU, do not have the time or inclination to check an e-mail account at a school that may be one of five or more on their list. These students do not receive the information OU sends them and they then attend another school. If they are aware of this policy, the inconvenience of it may cause them to move OU further down on their list of consideration schools.

Students like speaking with official University representatives. While these individuals were not likely to influence the student's actual matriculation decision, they were able to provide students with accurate and relevant information about the University. The information received by students from these Information Sources does impact the student's matriculation decision. In the absence of accurate information, students will make decisions based on inaccurate information or based on the lack of information. In either case it usually means the student will choose not

to attend OU. Thus, it is important to provide each student with the opportunity to communicate with an appropriate University source who will a) provide information relevant to the specific student's interests, b) provide accurate and detailed information on these topics, and c) convey a positive enthusiasm for the student and the student's interests. While the University does have a group of recruiters who are trained to provide information to students, these may not always be the most appropriate people with whom a student needs to speak. In some instances a faculty member or director of an extracurricular program is a more appropriate choice.

Students like information about the topics that are relevant to them. Although more students participated in a campus tour than in any other event mentioned in the survey, respondents found the scholarship program to be the most informative communication event sponsored by the University. Campus tours are extremely generic and do not necessarily provide information targeted to any one group. Scholarship programs provide specific information relevant to a focused group of students. On the other hand, while many of the respondents participated in a Diversity event – a program targeted towards a specific group, they did not find these events to be informative in ways that mattered to them.

The data from this study seem to indicate that the high-achieving students who are desired by OU want academic information, timely and regular information, and information they didn't know they would need until after they made their matriculation decision. This latter applies to both students who chose to attend OU and those who chose not to attend OU. The University may want to consider the following actions in regards to communication.

OU should continue to use a sequenced progression of interactive communication: from direct-mail that may request some form of response from the student, to e-mail communication – both mass e-mails such as newsletters and interpersonal messages with appropriate University representatives, to in-person contact either on the phone or as part of a specific event. This sequenced progression allows the student time to develop ideas and questions as they learn more about the University.

University representatives should continue to ask each student questions that will elicit information about the areas of interest (academic and otherwise) to that specific student. These questions would enable the representative to provide applicable information to each student. They may need to provide information to counter incorrect information already held by the student, information to fill known gaps in knowledge held by the student, or information to fill gaps in knowledge that are yet unknown to the student. For example, many students are not interested in Athletics or Greek life and the University loses their interest when it stresses these things over the specific academic areas which are of interest to them.

Information gathered from these questions would also enable first-contact recruiters to direct students, as required, to more appropriate information sources (Faculty, staff, specific college personnel). It may be even more effective, once the appropriate information is known, to have these additional university representatives contact the student rather than expect the student to contact them. It is probably also useful to follow-up with these students, and continue to maintain contact – “touch base” – as the recruiting year progresses.

The University needs to continue to encourage students – especially non-residents – to visit campus. This group needs a better understanding of the University, of the city of Norman, and the surrounding region. Once these students are on-campus, the University needs to continue to develop programs and activities that supplement the campus tour by providing more detailed and experiential academic information. Perhaps it is possible to include more faculty interaction in the campus tour or to encourage students to attend a class.

Finally, the University may want to consider the important role recommendations made by parents and teachers play in the matriculation decision. Students who chose not to attend OU were more likely to have not received a recommendation to attend OU from their parents. This may be because the parents are unfamiliar with OU and what it offers. Thus, in addition to recruiting students, the University may also want to increase its efforts to recruit parents. However, this group – the parents – will probably desire different sets of information than students. For example, parents are probably more concerned about the specific costs

to attend the school, the safety of their child while at the school, how the education gained at any one school will contribute to their child's personal development, and assurances regarding the type of future their child can expect with a degree from this school.

Perception: They Don't See Us the Way We See Us

In addition to the specific content of a communication, each communication also contributes to the overall impression the recipient has of the sender. The perception of OU held by students admitted to OU does not always match the impression the University has of itself or the impression the University hopes to convey about itself.

For the most part, students who chose to attend OU like OU and think it is great. They have always wanted to attend OU and they want to obtain their undergraduate degree from OU. They may even want to obtain more advanced degrees from OU. They have family members who attended OU, and these family members want their students to attend OU. They like the campus, the faculty, the classes, the football team, the extracurricular activities, and almost everything else the institution has to offer them. These students have had positive experiences with the University and therefore have a positive impression of OU that will keep them satisfied with their matriculation choice.

Students who chose not to attend OU fit into three types of non-attenders: those who had a change of heart about the institution, those who had some form of problematic information about the institution, and those who still want to attend the institution.

Change of Heart

The first group of non-attenders started out as students who were very interested in, and liked, OU. They may have always planned to attend OU or they may have developed a deep interest in the school during high school. In either case, at some critical point during the final recruiting cycle something went wrong, and these students chose to attend a school other than OU.

Critical difficulties, as described by the respondents, included things such as OU losing the financial aid application or incorrectly processing an admission application. Examples of the latter include one case in which the institution placed a student in an incorrect ethnic group and then sent inapplicable information to the student – even when the student informed the university of the error. In another case it involved admitting a student into a semester later than the one desired by the student as indicated on the student’s admission application. While the second example may have been an intentional choice by the university based on the student’s admission credentials, both of these examples may also illustrate how simple data-entry errors can ultimately lead to an undesired outcome. A fully automated and on-line admission application might minimize these types of errors.

Other things that caused these students to change their mind and heart about OU included sending messages to an OU e-mail account the prospective student didn’t really know they had, giving students the administrative run-around after the student initiated contact with OU in order to gather some specific information, directing students to collect information from a web-site even though the student had a) already stated they did not have access to the web-site or b) informed the University that the web-site was not working, and leaving students with the impression that OU did not care about them as a unique individual (“What’s your id number?”).

While some students simply chose to attend another school (changed their mind), for other students these mishaps were so severe that they also changed the student’s heart about OU. Where they once loved, or at least liked, the institution, they now hate it. Not only did OU fail to matriculate these students, the institution has possibly also failed to matriculate any other potential student with whom these students interact.

Problematic Information

This group of students may or may not have known about OU prior to their junior/senior years in high school. They may have been a National Merit or other top scholar contacted by OU as part of a targeted recruiting campaign. OU may have been a second or third choice backup school for these students. They usually had

high levels of interest in OU, and OU would have been the school they attended. However, at some point during the recruiting cycle they received unappealing or misinformation gathered from unofficial sources. Since they had limited access to official sources who could have provided accurate information, these students made their matriculation decision based on the information at hand. Examples of this type of problematic information include beliefs that one must participate in the Greek system in order to make new friends, that the surrounding community provides no relevant extracurricular activities, and that some specific desired academic component is lacking at OU. In other instances, these students did receive appropriate information about the institution, however they were not impressed enough by this information to choose OU over another school.

Finally, as much as it may surprise or pain the University, there is a generally held perception among admitted students (and possibly even among the potential applicant pool) that OU is arrogant and uncaring. This perception develops and grows each time the institution focuses attention on the small percentage of scholars attending OU and overlooks the much larger majority of extremely talented students who were admitted based on performance criteria. It is also fostered in the small, everyday interactions between the University and the students when the institution does not make an effort to understand the needs and concerns of each unique student, or when the students are “treated like a number rather than a person.”

They Still Want Us

These are students who probably considered OU their first choice and truly wanted to attend OU, but for some reason at this time, had to choose another school. They may have had a financial situation that caused them to choose a less expensive University or Community College; they may not have met some of the degree-specific admission criteria; or they may not have applied for appropriate financial assistance on time, but plan to do so in the future. Regardless of the reason, these students do plan to attend OU in the future – either to finish the undergraduate degree or to pursue an advanced degree in Law, Medicine, or Graduate Studies.

In order to overcome the matriculation patterns that are based on misperceptions about OU, the institution must first understand that the current battle is not necessarily against any one particular school, but rather it is a battle to combat perceptions of arrogance and uncaring. There are many things the University already does and can do in the future to counteract this perception.

Throughout the entire recruiting cycle, the University can encourage all departments and personnel to monitor both the quality and content of the communication they send and convey to students. This is a matter in which every office and person at the University contributes, thus, the University cannot expect one office to change these perceptions or to counter perceptions generated through negative interactions with other offices.

The University could include an optional question on the admission application asking students to list the other schools to which they have applied, or to which they will apply in addition to OU. While this may seem like an intrusive question requesting information that is not necessary for the institution to have, students may perceive this as an indication that the university is interested in – and thus cares – about the interests and goals of each student. It will also provide the institution with information about what type of, and how much of an effort is required to matriculate this student. In addition, students are quite savvy about the recruiting courtship in which they are participating. They understand that schools are competing for them, and they understand how this competition can create better options from which they can choose. Thus, they may see an advantage to providing this information.

Once students have been admitted to the University, OU could provide them with the opportunity to officially inform the institution, prior to summer enrollment, of their matriculation decision. Currently, OU does not require this of admitted students. Once admitted, the University relies on the student to schedule a summer enrollment appointment and to then appear on the first day of class. Students, and especially their families, are left with two immediate impressions: 1) that OU is so arrogant and sure of itself that it does not matter to OU whether or not the student actually attends, and 2) that no one at the institution is concerned about the safety or

whereabouts of their student. Remember, these students may have been waiting most of their life to attend OU. They want to tell OU they are coming. Signing up to enroll or paying a housing deposit does not fill this need or counter a negative impression.

Perhaps the Admissions Office could include a pre-paid postage reply card with the student's letter of admission, requesting that the student indicate their matriculation decision by a specified date. This action would generate several benefits. First, students would have the opportunity to officially communicate their decision to the institution. Second, students and parents would know that OU does care about the student. Last, it would provide the institution with more timely and reliable information about the expected size and credentials of the freshman class.

Once students actually matriculate and begin their college studies, OU must continue to monitor both the academic and non-academic retention concerns of these students. In particular, once students arrive on campus they are dealing with Socialization issues (making or not making new friends, homesickness, etc.), they develop a better understanding of financial costs and possible resource limitations, and they develop a better understanding of the academic requirements but may not know how to transition in order to meet these college-level expectations. Currently, the University does provide several services and programs to meet these needs, however, since retention issues were not part of this specific study no further analysis of these retention concerns is provided at this time.

CHAPTER SIX: CONCLUSION

This study contributes to the literatures on college choice and enrollment management by examining how these activities occur in relation to students and policy associated with a large, public institution. The findings further support the idea that matriculation decisions are highly individualized rather than normative. Models to predict matriculation decision outcomes must consider a wide variety of factors, and are more effective when they propose general probability outcomes based on student perceptions rather than utilize sophisticated econometric methods that consider educational cost-benefit factors that are either unknown or unconsidered by student decision-makers.

Based on data collected and analyzed from the 6,047 first-time direct-from high school students admitted to the University of Oklahoma, and the data collected and analyzed from a sub-sample of these students, seven categories of potential enrollment choice action areas were identified and discussed. These included People – the demographic differences between students who chose to attend OU and those who did not; Choice – the selection policies and procedures the University uses in order to admit the desired population; Market – the geographic regions that contain students most interested in attending OU; Competitors – the other schools these students consider in addition to OU; Money – the financial concerns of the desired student population; Communication – the ways in which the University interacts with the desired student population; and Perception – the intended and unintended image the institution projects about itself.

Several limitations of the study may have affected these findings. First the small sample size (82 students who chose to attend OU and 60 students who chose not to attend OU) may have caused the researcher to a) overlook some factors that may be relevant to the enrollment choice process, or b) focus too much attention on factors that may not actually be relevant to the enrollment choice process. However, given the consistency of comments within the survey, and the connection of these responses to trends revealed in the larger population analysis, the findings discussed in Chapter Five are probably worthy of consideration.

In addition, given the small sample size and the difficulty contacting students who had chosen not to attend OU, it is also possible that the sample respondents do not represent the larger population of non-matriculated students. However, based on the responses regarding choice set and preferences of schools within the choice set, it is highly probable that this study captured a representative sample of the specific non-matriculated students in which the institution was most interested – those that were seriously considering OU but then chose to attend a school other than OU.

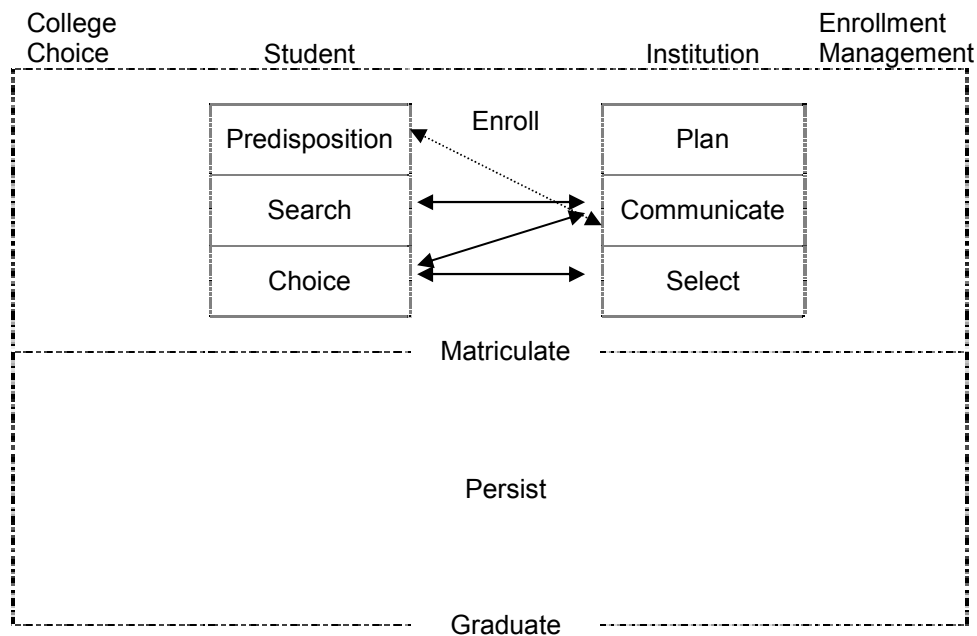
In the future, the University may want to conduct a follow-up analysis in order to a) verify the accuracy of these findings, b) understand how any policy and procedural modifications based on these findings have impacted matriculation patterns, and c) identify any long-term trends in matriculation patterns. If follow-up studies are conducted, then it is advisable to collect this information in a more time appropriate framework. For example, if the University chose to implement the reply card suggested in Chapter Five, then it would also be possible to include additional questions as part of that reply card. It could provide a space for students to describe why they either chose to attend OU, or why they chose to attend a school other than OU. It might also provide a place for respondents to indicate the school they did choose instead of OU.

Using these reply cards, the University could then follow-up with a random sample of both matriculated and non-matriculated students asking them to complete a survey similar to the one used in this study. Future studies based on the survey used in this project definitely need to retain all of the open-ended questions used in this study. These questions provide a wealth of detailed information that supports and further clarifies the quantitative data gathered in other portions of the survey. Future surveys ought to modify the questions in Part D of this survey in order to include Recruiting as one of the factors students rank regarding their decision process. It should also modify Part C to include recruiting statements that cover topics included in Part E of this survey. However, it should continue to limit the number of questions in Part C to thirty in order to ensure that participants will respond to all of the questions. Likewise, future surveys could eliminate Part E of

this survey if the relevant questions and comments were incorporated into other parts of the survey.

This dissertation has focused on the interaction between students and institutions as they both move towards decisions related to college attendance. Typically, research on this topic has focused on either the college choice process made by students or the enrollment management practices of institutions. While each of these topics implies the participation of the other group, few have specifically examined how each directly affects the other. Thus, I have proposed the Enrollment Choice Model (Figure 6.1) which explicitly attempts to represent how the interaction of these two processes results in joint decisions of matriculation and retention.

Figure 6.1
Enrollment Choice Model



At some point prior to making an enrollment decision, students develop a predisposition towards college attendance. Those who decide they will attend college are typically influenced by people in their immediate surroundings – family, friends, and other individuals who impress upon these future students the positive rewards and benefits of higher education. Likewise, at some point prior to the enrollment decision, institutions are planning and preparing for the size and

composition of this particular collegiate cohort. The institution's plans are also influenced by the immediate surroundings – estimates and expectations regarding the number and credentials of future students, as well as available resources (i.e., faculty, classrooms, housing, etc.) required to educate these students.

During the Predisposition/Planning stage, students and institutions typically have little direct or intentional contact with each other. Institutions are not necessarily sharing their estimates and expectations with potential students; nor are students necessarily sharing their concerns or questions about college with institutions. However, they may have indirect or unintentional impacts upon each other, or upon the other individuals who influence the decision-making process of either the student or the institution. For example, students may have information or perceptions of the institution gained from the experiences of parents, older siblings or other relatives who have previously attended the specific institution. These impressions may influence the student's general predisposition towards college attendance, as well as attendance at a particular school.

During the planning stage, institutions receive very little direct information from the specific students who will ultimately apply to and attend the school. However, as they move into the communication stage, institutions do begin to influence students' predisposition towards college. Institutions also have the ability to influence the people, especially parents, who will have the largest impact in shaping the student's college predisposition. Thus, as institutions develop strategic recruiting processes, they may want to consider practices that provide information to the parents of pre-high school students and then continue communication with these parents as their children move through their high school years.

Direct and intentional interaction between students and institutions typically begins when the students are in high school. Those students who are actively searching for a college to attend begin to request information from specific colleges. Likewise, colleges are seeking out and providing information to those students who have expressed a predisposition towards future college attendance. During this stage of the Enrollment Choice Model, students, using very limited information and experience, must narrow down a search that contains infinite possibilities. Their goal

is to identify a group of colleges to which they will apply. Institutions, on the other hand, are operating from a much larger information base and an entrenched understanding of higher education. They typically develop recruiting practices that attempt to sell the specific benefits and qualities of their institution. The institution's goal is to have the desired students apply to, and ultimately enroll at, at the specific institution.

While both sides are aware of the position and goals of the other, neither tacitly addresses these differences in goals, power, and information. Thus, students are prone to provide the information they think institutions want to hear while diminishing or concealing their true educational desires. Institutions, gung-ho on recruiting desired students, often forget or fail to ask appropriate questions that would elicit more accurate responses from students. In addition, the information provided by institutions may be misperceived by students who are operating with a more limited understanding of higher education or who are not truly interested in the specific content provided to them. Thus, during the Search/Communication stage, institutions might also consider providing students with information about higher education in general, develop questioning and listening strategies that allow the institution to better understand each specific student's needs and concerns, and then direct the student towards appropriate choices – either within the institution or outside it. Providing students with information they desire about an institution will probably yield a higher application and matriculation rate at that institution. Providing students with information about other colleges may have a negative impact on the institution's immediate enrollment goals. However, it may help in long-term retention-graduation strategies, the as-yet unstudied lower portion of the Enrollment Choice model in Figure 6.1.

Once students have identified the colleges to which they will apply, they move into the Choice phase of this process. They apply to a finite number of schools and wait for an admission decision. Once students have applied to their school, institutions move into the Selection phase of this process. Using the admission and selection criteria established during the planning process, institutions admit certain students. When students receive these admission decisions, they must make the final

choice of which school, if any, they will attend. The Choice/Selection process, the focus of this study, is extremely interactive: students cannot matriculate unless they are admitted; they cannot be admitted unless they apply. During this phase, both the institution and the student rely upon the decisions of the other as they move towards matriculation agreement.

The direct and intentional communication which may have started during the student's search process also continues and changes as institutions attempt to influence the matriculation decision of those they have admitted. As exemplified in this study at the University of Oklahoma, every communication matters. While the student's search decisions were complex – creating a finite list from infinite possibilities; the choice decision may be even more difficult – selecting one school from a list of similar schools. Of course, for those students with only one admission option, this choice may be easier.

For those students with multiple options, it is imperative that the institution continue to practice the questioning and listening skills previously described. This is the time when the institution must directly satisfy the information needs of the student in order to matriculate that student. In addition, the institution must understand, that every undotted *i* or uncrossed *t* becomes a reason for the student to exclude the institution from consideration, and thus narrow and make more manageable the choice process. While institutions must cater to students' needs during this process, they still have the ability to determine the applicability of each particular student-institution fit, in terms of both the immediate matriculation decision and long-term retention-graduation decisions.

This project has focused on the specific issue of enrollment management at a public institution of higher education. It has done so within the framework of two leadership goals. According to Heifetz (1994) and Heifetz and Linsky (2002), leadership involves the ability to continuously monitor the environment and determine what, if any, actions must be taken. As institutions perceive changes in their enrollment management environment, they must initiate steps to determine an appropriate course of action. In addition, admitted students are scanning their potential college choice environment while simultaneously learning how to assess

that environment. By coordinating institutional processes with student processes, institutions can help students develop into better leaders.

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APPENDIX 1
IRB Approval



The University of Oklahoma
OFFICE FOR HUMAN RESEARCH PARTICIPANT PROTECTION

May 24, 2005

Ms. Amelia Adams
Graduate College
Robertson Hall
CAMPUS MAIL

Dear Ms. Adams:

The Institutional Review Board-Norman campus has reviewed your proposal, "Why Not OU?: Matriculation Decisions of First-Time Direct-From High School Students Admitted to the University of Oklahoma," under the University's expedited review procedures, Category:

5. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis).

The Board found that this research would not constitute a risk to participants beyond those of normal, everyday life, except in the area of privacy, which is adequately protected by the confidentiality procedures. Therefore, the Board has approved the use of human subjects in this research.

This approval is for a period of twelve months from May 24, 2005, provided that the research procedures are not changed from those described in your approved protocol and attachments. Should you wish to deviate from the described subject protocol, you must notify this office, in writing, noting any changes or revisions in the protocol and/or informed consent document and obtain prior approval from the Board for the changes. A copy of the approved informed consent document(s) is attached for your use.

At the end of the research, you must submit a short report describing your use of human subjects in the research and the results obtained. Should the research extend beyond 12 months, a progress report must be submitted with the request for continuation, and a final report must be submitted at the end of the research.

If data are still being collected after five years, resubmission of the protocol is required.

Should you have any questions, please contact me at 325-8110 or irb@ou.edu.

Cordially,

A handwritten signature in cursive script, appearing to read "Lynn Devenport".

Lynn Devenport, Ph.D.
Vice Chair
Institutional Review Board-Norman Campus (FWA #00003191)

FY2005-387

Cc: Dr. Teresa DeBacker, Educational Psychology

APPENDIX 2
Validation Report
Prepared: August 18, 2005

In May 2005, an IRB application was submitted and approved for this project. This initial application included a paper version of the survey instruments. During June 2005, the on-line versions of the survey instruments were developed using surveymonkey.com. Printed samples of the on-line survey were provided to the IRB, and approval for the on-line survey as used through surveymonkey.com was given. Following these approvals, the on-line survey was reviewed as part of a two-step validation process. The survey was reviewed by the sponsoring agency – the OU Enrollment Management Board, and by a group of student participants.

The on-line survey instrument was described to the Enrollment Management Board at their June 2005 meeting and board members were asked to review the actual on-line survey. Following that meeting, board members who had expressed an interest in reviewing the survey were sent an e-mail further describing the validation requirements and providing links to both versions of the survey. Board members were asked to review each survey for basic spelling and grammar errors, for understandability of the questions, for appropriateness of the questions, and for general usability of the system.

Three members of the Enrollment Management Board reviewed both versions of the survey and provided comments. Based on these comments, some typographical errors were corrected. Overall, the board members thought the questions were understandable and appropriate. They also found the on-line system easy to use and believed that the survey length was appropriate. Concern was expressed regarding the inability to go back to previous pages and revise previous answers. However, the survey had been intentionally designed to prohibit users from changing previous answers. As respondents progress through the survey, they are asked similar questions in different ways; and they are provided with increasing levels of information. Thus, during data-analysis we will have the ability to measure how answers change as more input and thought is given to each question. Based on this explanation, the board members felt that no changes were required in the forward-only survey progression.

Originally, two student focus groups were scheduled to review the survey. The first group, comprised of five sophomore-level students who attended OU, would have reviewed the attender version of the survey. The second group, comprised of five sophomore-level students who applied to, but did not attend, OU, would have reviewed the non-attender version of the survey. Approximately fifty students – twenty-five from each group - who originally resided in the Norman area were randomly selected from the list of students who applied to OU for the Fall 2004 semester. These students were contacted by e-mail and asked to participate in the focus group. A handful of students responded to indicate that they either would not or could not participate. Several e-mail messages were returned as undeliverable. However, most students received the message but did not respond. Non-responders were sent a second e-mail requesting participation in the focus group. Again, most students did not respond; however, a few indicated that they did not wish to participate.

Since the random sampling method did not yield the desired outcome, the research procedures were modified to include a snowball sampling technique. The IRB approved this modification in late July. Under this new procedure, various university administrators with college-age children were contacted. Their children were asked to participate and to provide additional names of applicable students – either attenders or non-attenders. Using this method, approximately five students were identified and contacted. Given the logistical difficulties associated with locating students - particularly those who did not attend OU - during the summer months, only one focus group was held. This group contained two sophomore-level students both of whom attended OU. One student completed the attender version of the survey; while the second student completed the non-attender version of the survey as if he had not attended OU.

The focus group met in early August. Participants received an explanation of the primary research project objectives and the objectives for the focus group. Participants were provided with a computer and given access to either the attender or non-attender version of the on-line survey. They were asked to review the survey for basic spelling and grammatical errors, for understandability of the questions, for


appropriateness of the questions as they understood the research project, and for general usability of the system.

After the participants had completed the survey, they discussed the survey with the researcher. Each question was reviewed and discussed. Based on comments from this discussion, additional typographical errors were corrected. Other changes included:

- 1) Changing the title on the attendee version of the survey from “Why Not OU?” to “Why OU?” This change made clear to respondents that they were providing information as to why they chose to attend OU.
- 2) Restating the instructions on Part D of the survey. Participants described how they tended to skim through the instructions provided to each section. While most sections were rather straightforward regarding expectations, the format of section D was not as obvious. Thus, by skimming the instructions, respondents did not understand what was expected until they had moved half-way through the section. During the group discussion, we developed briefer instructions that better described the response format. Through the use of capitalization and bold, the instructions were made more clear, even if the participant did not thoroughly read the instructions.
- 3) One question in Part F was changed to a required question. The answer to this question determines the next question the respondent received. As originally designed, respondents were sometimes directed to inapplicable questions. With this requirement, respondents were directed to the appropriate next question.

Focus group participants also expressed frustration with the forward-only progression of the survey. As they progressed through the survey, and as more information was provided, participants wanted to add more information to earlier open-ended questions. The rationale for the forward-only progression was described. However, participants strongly desired an additional opportunity to add individual comments. Thus, the language of the last question, an open-ended question, was changed to make more clear that respondents could use this question to provide additional information regarding their enrollment decision. These changes were made to the survey instruments and approved by the IRB in August 2005.

APPENDIX 3
Why OU
Attender Survey

 **SurveyMonkey.com**
because knowledge is everything

Privacy Contact Us Logout

Home New Survey My Surveys List Management My Account Help Center

Thursday, December 15, 2005

Design Survey Show All Pages and Questions << Back Preview

To change the look of your survey, select a choice below. Click 'Add' to create your own custom theme.

Theme: Blue Ice Revised Add Edit Delete

Why OU? Edit Title Edit Numbering Add Logo Add Page

Informed Consent - Attenders Edit Page Delete Page Copy/Move Add Logic Add Question Add Page

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Informed Consent
To Participate in a Research Study
Conducted Under the Auspices of the
University of Oklahoma - Norman Campus

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Project Title: Why Not OU?: Matriculation Decisions of First-Time Direct-
From High School Students Admitted to the University of Oklahoma

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Principal Investigator: Amelia Adams
Contact Information: amadams@ou.edu / 405.325.3932 or 405.325.3811

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You are being asked to volunteer for a research study. This study is being
conducted at the University of Oklahoma - Norman Campus (OU). You were
selected as a possible participant because you applied and were admitted
to OU for the Fall 2005 semester. Please read this form and ask any
questions that you may have before agreeing to take part in this study.

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The sponsor of this study is the University of Oklahoma Enrollment Management Board.

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Purpose of the Research Study

The purpose of this study is to determine why some students who apply and are admitted to OU choose not to attend OU, and others choose to attend OU.

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Procedures

If you agree to participate in this study, you will proceed to the on-line questionnaire describing various aspects of your enrollment decision. It should take no longer than 20 minutes to complete. You will also be asked to provide your permission to use information that was provided in your OU admission application and/or OU financial aid application.

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Risks and Benefits of Being in the Study

Participating in this study involves no more risk than that encountered in daily life.

Although there are no direct benefits to study participants, your participation in this study will benefit future college applicants to the University of Oklahoma.

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Compensation

Participants who complete the entire questionnaire will be entered in a drawing to receive a free I-POD Mini. Four I-POD Minis will be given away. If you are a recipient of one of these I-PODS, you will be contacted via e-mail by November 1, 2005 so that your mailing information can be obtained.

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Confidentiality

The records of this study will be kept private. In published reports, there will be no information included that will make it possible to identify the research participant. Research records will be stored securely on a password protected personal computer and only approved researchers will have access to the records. Once this study is complete, the file will be removed from the computer and archived in an appropriate storage medium. No identifying information will remain with the archived file.

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Voluntary Nature of the Study

Participation in this study is voluntary. Your decision whether or not to participate will not result in penalty or loss of benefits to which you are otherwise entitled. If you decide to participate, you are free to not answer any question or to withdraw at any time.

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Contacts and Questions

The researchers conducting this study can be contacted at: Amelia Adams 405.325.3811 / amadams@ou.edu; Dr. Teresa DeBacker 405.325.1068 / debacker@ou.edu. You are encouraged to contact the researchers if you have any questions.

If you have any questions about your rights as a research participant, you may contact the University of Oklahoma - Norman Campus Institutional Review Board (OU-NC IRB) at 405.325.8110 or irb@ou.edu.

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You may print a pdf version of this information for your records by clicking here: http://elearning.ou.edu/grad_college/WhyNotOUInformedConsent.pdf

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Statement of Consent Edit Page Delete Page Copy/Move Add Logic

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I have read the above information. I have asked questions as needed and have received satisfactory answers.

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Please enter your name and indicate whether or not you consent to participate in this study.

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*** (You must select one of these choices.)**

- ☐ I consent to participate in this study.
☐ I do not consent to participate in this study.

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Do Not Consent

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We appreciate your willingness to consider participation in this survey.

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Do Consent

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Please indicate whether or not you give the researcher permission to access information provided in your University of Oklahoma admission application and/or University of Oklahoma financial aid application.

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*** (You must select one of these choices.)**

- ☐ I give the researcher permission to access the designated records.
☐ I do not give the researcher permission to access the designated records.

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No Access to Student Records

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We understand that you do not wish to provide the researcher with access to your application and financial aid records. As such, the analysis of the survey information you provide will not include information from those materials.

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Introduction

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Thank you for agreeing to complete the survey. Please read each question carefully and answer honestly. Questions concern your opinion, so there are no right or wrong answers.

The survey consists of 6 parts and will take approximately 20 minutes to complete.

You must click the Next button, to save your answers on each page.

You may exit the survey and return at a later time. When you return to the survey, it will resume at the point where you stopped.

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Part A: The Choice [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

This section asks you about the schools you considered

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Please list, in order of preference, all schools (including the University of Oklahoma) to which you applied, and indicate if you were accepted to each particular school.

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First Choice

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Second Choice

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Third Choice

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Fourth Choice

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Fifth Choice

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☐ Accepted

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Sixth Choice

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☐ Accepted

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Seventh Choice

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Part B: Explanation of Choice [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

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Please explain, in your own words, why you applied to the University of Oklahoma.

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Please explain, in your own words, why you chose to attend the University of Oklahoma.

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Part C: The Choice Process [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Indicate how much you agree or disagree with each of the following statements.

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Edit	Delete	Copy/Move	Add Logic
One or both of my primary care-givers attended the University of Oklahoma.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I have other relatives who are attending, or have attended, the University of Oklahoma.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I have friends attending the University of Oklahoma.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I have friends attending other colleges or universities.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
My primary care-givers said the University of Oklahoma was the best choice for me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
One of my high school teachers or counselors said the University of Oklahoma was the best choice for me.			

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add Question		Add Page	

Add Question		Add Page	
Edit	Delete	Copy/Move	Add Logic
I received timely information about scholarships from the University of Oklahoma.			
Strongly Agree	Agree	Disagree	Strongly Disagree
Add Question		Add Page	
Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma provides affordable campus housing.			
Strongly Agree	Agree	Disagree	Strongly Disagree
Add Question		Add Page	
Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma has a strong academic reputation.			
Strongly Agree	Agree	Disagree	Strongly Disagree
Add Question		Add Page	
Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma offers a major of interest to me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
Add Question		Add Page	
Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma is close to my home.			
Strongly Agree	Agree	Disagree	Strongly Disagree
Add Question		Add Page	
Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma is far from my home.			
Strongly Agree	Agree	Disagree	Strongly Disagree
Add Question		Add Page	

Edit Delete Copy/Move Add Logic

The University of Oklahoma has an attractive campus.

Strongly Agree Agree Disagree Strongly Disagree

☐ ☐ ☐ ☐

Add Question Add Page

Edit Delete Copy/Move Add Logic

The faculty and staff at the University of Oklahoma are friendly.

Strongly Agree Agree Disagree Strongly Disagree

☐ ☐ ☐ ☐

Add Question Add Page

Edit Delete Copy/Move Add Logic

The professors at the University of Oklahoma are interested in helping me learn.

Strongly Agree Agree Disagree Strongly Disagree

☐ ☐ ☐ ☐

Add Question Add Page

Edit Delete Copy/Move Add Logic

The University of Oklahoma offers special programs for academically talented students.

Strongly Agree Agree Disagree Strongly Disagree

☐ ☐ ☐ ☐

Add Question Add Page

Edit Delete Copy/Move Add Logic

The University of Oklahoma has classrooms and research facilities that meet my needs.

Strongly Agree Agree Disagree Strongly Disagree

☐ ☐ ☐ ☐

Add Question Add Page

Edit Delete Copy/Move Add Logic

The University of Oklahoma has an ethnically diverse student population.

Strongly Agree Agree Disagree Strongly Disagree

☐ ☐ ☐ ☐

Add Question Add Page

Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma has an ethnically diverse faculty population.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma has a strong athletic reputation.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma has athletic programs I enjoy watching.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma has extracurricular organizations I want to join.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I knew more about the University of Oklahoma than I did about the other schools I considered.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I think the University of Oklahoma is the best choice for me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Part D: Choice Factors [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Edit Delete Copy/Move

From this list of nine items, choose the five factors that influenced your decision to attend the University of Oklahoma. Please rank these five factors from most important (5) to least important (1). (You may use each number only once.)

	5 - Most Important	4	3	2	1 - Least Important	N/A
Recommendations - from parents, friends, high school teacher or high school counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost & Financial Aid - the affordability of the school and the ability to receive appropriate financial assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Factors -the school's reputation, the teaching commitment of the professors, and the quality of the classrooms and research facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance From Home - desire to attend a school either near or far from your home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atmosphere - such as the attractiveness of the campus and a sense of being comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity - desire to attend a school with people like me or people different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Athletics - either attending or watching specific sports.

☐ ☐ ☐ ☐ ☐ ☐

Extracurricular Activities - ability to participate in programs of interest to me.

☒ ☐ ☐ ☐ ☐ ☐

Other

☐ ☐ ☐ ☐ ☐ ☐

Add Question

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If you chose "Other", please describe the other factors that influenced your decision.

Add Question

Add Page

Part E: Interaction with OU

Edit Page

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This section gathers information about your interaction with various University of Oklahoma representatives.

Add Question

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Edit Delete Copy/Move

Please indicate how much you agree or disagree with these two statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I had always considered attending OU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had not considered attending OU until I was contacted by the school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

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After you received your admission letter from the University of Oklahoma, were you contacted by any of the following?

	Yes	No
Current OU Student	<input type="radio"/>	<input type="radio"/>
OU Recruiter	<input checked="" type="radio"/>	<input type="radio"/>
OU Faculty or Staff	<input type="radio"/>	<input type="radio"/>
OU Alumni	<input checked="" type="radio"/>	<input type="radio"/>

Other

Add Question

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For each person who contacted you, please indicate how relevant this contact was to you as you considered schools to attend.

	Highly Relevant	Relevant	Irrelevant	Highly Irrelevant	N/A
Current OU Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OU Recruiter	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
OU Faculty or Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OU Alumni	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

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If you selected "Other", please indicate the type of OU representative by whom you were contacted.

Add Question

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You may have been contacted by the University of Oklahoma through a variety of communication mediums. Please indicate your level of preference for each of these communication methods.

	Highly Preferred	Preferred	Unpreferred	Highly Unpreferred
E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Direct Mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Person	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Add Question

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If you participated in any of the following events, please indicate how relevant these events were to you as you considered schools to attend.

	Highly Relevant	Relevant	Irrelevant	Highly Irrelevant	N/A
Program for Scholarship Recipients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Tour of OU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sooner Saturday (Fall 2004)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go OU Day (Spring 2005)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other event sponsored by OU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

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Edit Delete Copy/Move

If you attended other events sponsored by the University of Oklahoma, please identify these events.

Add Question

Add Page

Part F: Future

Edit Page

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Add Logic

Add Question

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Edit Delete Copy/Move Add Logic

How satisfied are you with your choice to attend the University of Oklahoma?

Highly Satisfied	Satisfied	Unsatisfied	Highly Unsatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

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Edit Delete Copy/Move

Please add any additional information you would like the researcher to know regarding your decision to attend the University of Oklahoma.

Add Question

Add Page

Thank You

Edit Page

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Add Logic

Add Question

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Edit Delete Copy/Move

Thank-you for completing this questionnaire. Your responses will help the University of Oklahoma better understand the enrollment decisions of students who apply to the school.

Your name has been entered in the drawing to receive a free I-POD mini. Recipients of these I-PODS will receive notification of the award by November 1, 2005.

Add Question

Add Page

Goodbye

Edit Page

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Add Logic

Add Question

Add Page


Edit Delete Copy/Move

Have a wonderful day.

Add Question

Add Page

APPENDIX 4
Why Not OU?
Non-Attender Survey

**SurveyMonkey.com**
because knowledge is everything

PrivacyContact UsLogout

HomeNew SurveyMy SurveysList ManagementMy AccountHelp Center

Thursday, December 15, 2005

Design Survey Show All Pages and Questions<< BackPreview

To change the look of your survey, select a choice below. Click 'Add' to create your own custom theme.

Theme: Blue Ice RevisedAddEditDelete

Why Not OU?Edit TitleEdit NumberingAdd LogoAdd Page

Informed Consent - NonAttendeesEdit PageDelete PageCopy/MoveAdd LogicAdd QuestionAdd Page

EditDeleteCopy/Move
Informed Consent
To Participate in a Research Study
Conducted Under the Auspices of the
University of Oklahoma - Norman Campus
Add QuestionAdd Page

EditDeleteCopy/Move
Project Title: Why Not OU?: Matriculation Decisions of First-Time Direct-
From High School Students Admitted to the University of Oklahoma
Add QuestionAdd Page

EditDeleteCopy/Move
Principal Investigator: Amelia Adams
Contact Information: amadams@ou.edu / 405.325.3932 or 405.325.3811
Add QuestionAdd Page

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You are being asked to volunteer for a research study. This study is being
conducted at the University of Oklahoma - Norman Campus (OU). You were
selected as a possible participant because you applied and were admitted
to OU for the Fall 2005 semester. Please read this form and ask any
questions that you may have before agreeing to take part in this study.
Add QuestionAdd Page

The sponsor of this study is the University of Oklahoma Enrollment Management Board.

[Add Question](#)

[Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Purpose of the Research Study

The purpose of this study is to determine why some students who apply and are admitted to OU choose not to attend OU, and others choose to attend OU.

[Add Question](#)

[Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Procedures

If you agree to participate in this study, you will proceed to the on-line questionnaire describing various aspects of your enrollment decision. It should take no longer than 20 minutes to complete. You will also be asked to provide your permission to use information that was provided in your OU admission application and/or OU financial aid application.

[Add Question](#)

[Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Risks and Benefits of Being in the Study

Participating in this study involves no more risk than that encountered in daily life.

Although there are no direct benefits to study participants, your participation in this study will benefit future college applicants to the University of Oklahoma.

[Add Question](#)

[Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Compensation

Participants who complete the entire questionnaire will be entered in a drawing to receive a free I-POD Mini. Four I-POD Minis will be given away. If you are a recipient of one of these I-PODS, you will be contacted via e-mail by November 1, 2005 so that your mailing information can be obtained.

[Add Question](#)

[Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Confidentiality

The records of this study will be kept private. In published reports, there will be no information included that will make it possible to identify the research participant. Research records will be stored securely on a password protected personal computer and only approved researchers will have access to the records. Once this study is complete, the file will be removed from the computer and archived in an appropriate storage medium. No identifying information will remain with the archived file.

Add Question

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Voluntary Nature of the Study
 Participation in this study is voluntary. Your decision whether or not to participate will not result in penalty or loss of benefits to which you are otherwise entitled. If you decide to participate, you are free to not answer any question or to withdraw at any time.

Add Question

Add Page

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Contacts and Questions
 The researchers conducting this study can be contacted at: Amelia Adams 405.325.3811 / amadams@ou.edu; Dr. Teresa DeBacker 405.325.1068 / debacker@ou.edu. You are encouraged to contact the researchers if you have any questions.

If you have any questions about your rights as a research participant, you may contact the University of Oklahoma - Norman Campus Institutional Review Board (OU-NC IRB) at 405.325.8110 or irb@ou.edu.

Add Question

Add Page

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You may print a pdf version of this information for your records by clicking here: http://elearning.ou.edu/grad_college/WhyNotOUInformedConsent.pdf

Add Question

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Statement of Consent

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Edit

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First Name

Last Name

Add Question

Add Page

*** (You must select one of these choices.)**

- ☐ I consent to participate in this study.
☐ I do not consent to participate in this study.

[Add Question](#) [Add Page](#)

Do Not Consent [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

We appreciate your willingness to consider participation in this survey.

[Add Question](#) [Add Page](#)

Do Consent [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Please indicate whether or not you give the researcher permission to access information provided in your University of Oklahoma admission application and/or University of Oklahoma financial aid application.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Edit Logic](#)

*** (You must select one of these choices.)**

- ☐ I give the researcher permission to access the designated records.
☐ I do not give the researcher permission to access the designated records.

[Add Question](#) [Add Page](#)

No Access to Student Records [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

We understand that you do not wish to provide the researcher with access to your application and financial aid records. As such, the analysis of the survey information you provide will not include information from those materials.

[Add Question](#) [Add Page](#)

Introduction [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Thank you for agreeing to complete the survey. Please read each question carefully and answer honestly. Questions concern your opinion, so there are no right or wrong answers.

The survey consists of 6 parts and will take approximately 20 minutes to complete.

You must click the Next button, to save your answers on each page.

Part A: The Choice

Edit Page

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This section asks you about the schools you considered

Add Question

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Please list, in order of preference, all schools (including the University of Oklahoma) to which you applied, and indicate if you were accepted to each particular school.

Add Question

Add Page

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First Choice

Add Question

Add Page

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Add Question

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Accepted

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Second Choice

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Third Choice

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Fourth Choice

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Fifth Choice

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Sixth Choice

Add Question

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Accepted

Add Question

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Seventh Choice

Add Question

Add Question

Edit Delete Cop

	Add Page		Add Page	Accept
Add Question Add Page				

Edit Delete Copy/Move Eighth Choice	Add Question Add Page		Add Question Add Page	Accept
Add Question Add Page				

Edit Delete Copy/Move Ninth Choice	Add Question Add Page		Add Question Add Page	Accept
Add Question Add Page				

Edit Delete Copy/Move Tenth Choice	Add Question Add Page		Add Question Add Page	Accept
Add Question Add Page				

Edit Delete Copy/Move Edit Logic				
<p>* Did you attend any type of college or school during the Fall 2005 semester?</p> <p style="text-align: center;"> <input type="radio"/> Yes <input type="radio"/> No </p>				
Add Question Add Page				

The Choice continued

[Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

[Add Question](#) [Add Page](#)

Edit Delete Copy/Move What school did you attend for the Fall 2005 semester? <div style="border: 1px solid #ccc; height: 20px; margin-top: 5px;"></div>	Add Question Add Page
---	--

Part B: Choice Explained

[Edit Page](#) [Delete Page](#) [Copy/Move](#) [Edit Logic](#)

[Add Question](#) [Add Page](#)

Edit Delete Copy/Move Please explain, in your own words, why you applied to the University of Oklahoma. <div style="border: 1px solid #ccc; height: 100px; margin-top: 5px;"></div>

[Add Question](#)[Add Page](#)[Edit](#) [Delete](#) [Copy/Move](#)

Please explain, in your own words, why you chose not to continue your education at this time.

[Add Question](#)[Add Page](#)

Part B: Explanation of Choice

[Edit Page](#)[Delete Page](#)[Copy/Move](#)[Add Logic](#)[Add Question](#)[Add Page](#)[Edit](#) [Delete](#) [Copy/Move](#)

Please explain, in your own words, why you applied to the University of Oklahoma.

[Add Question](#)[Add Page](#)[Edit](#) [Delete](#) [Copy/Move](#)

Please explain, in your own words, why you chose to attend the school you are currently attending.

[Add Question](#)[Add Page](#)

Edit Delete Copy/Move

Please explain, in your own words, why you chose not to attend the University of Oklahoma.
(If possible, please provide an explanation other than "chose another school").

Add Question Add Page

Part C: The Choice Process Edit Page Delete Page Copy/Move Add Logic

Indicate how much you agree or disagree with each of the following statements.

Even though you did not attend OU, we ask you to provide your impressions of the University based on information and experiences with OU.

Add Question Add Page

Edit Delete Copy/Move Add Logic

One or both of my primary care-givers attended the University of Oklahoma.

Strongly Agree Agree Disagree Strongly Disagree

Add Question Add Page

Edit Delete Copy/Move Add Logic

I have other relatives who are attending, or have attended, the University of Oklahoma.

Strongly Agree Agree Disagree Strongly Disagree

Add Question Add Page

Edit Delete Copy/Move Add Logic

I have friends attending the University of Oklahoma.

Strongly Agree Agree Disagree Strongly Disagree

Add Question Add Page

I have friends attending other colleges or universities.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

Add Question

Add Page

Edit Delete Copy/Move Add Logic

My primary care-givers said the University of Oklahoma was the best choice for me.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

Add Question

Add Page

Edit Delete Copy/Move Add Logic

One of my high school teachers or counselors said the University of Oklahoma was the best choice for me.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

Add Question

Add Page

Edit Delete Copy/Move Add Logic

I want to obtain a Bachelor's degree from the University of Oklahoma.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

Add Question

Add Page

Edit Delete Copy/Move Add Logic

I want to obtain a graduate degree from the University of Oklahoma.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

Add Question

Add Page

Edit Delete Copy/Move Add Logic

The tuition at the University of Oklahoma is affordable.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

Add Question

Add Page

Edit Delete Copy/Move Add Logic

I did not require financial aid to attend the University of Oklahoma.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I received adequate need-based aid from the University of Oklahoma.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I received timely information about financial aid from the University of Oklahoma.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I received timely information about scholarships from the University of Oklahoma.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma provides affordable campus housing.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma has a strong academic reputation.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
The University of Oklahoma offers a major of interest to me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agree	Disagree
-------	----------

[Add Question](#)
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The University of Oklahoma is close to my home.			
Strongly Agree	Agree	Disagree	Strongly Disagree

[Add Question](#)
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Edit Delete Copy/Move Add Logic			
The University of Oklahoma is far from my home.			
Strongly Agree	Agree	Disagree	Strongly Disagree

[Add Question](#)
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Edit Delete Copy/Move Add Logic			
The University of Oklahoma has an attractive campus.			
Strongly Agree	Agree	Disagree	Strongly Disagree

[Add Question](#)
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Edit Delete Copy/Move Add Logic			
The faculty and staff at the University of Oklahoma are friendly.			
Strongly Agree	Agree	Disagree	Strongly Disagree

[Add Question](#)
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Edit Delete Copy/Move Add Logic			
The professors at the University of Oklahoma were interested in helping me learn.			
Strongly Agree	Agree	Disagree	Strongly Disagree

[Add Question](#)
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The University of Oklahoma offers special programs for academically talented students.			
Strongly Agree	Agree	Disagree	Strongly Disagree

<div>Add Question</div> <div>Add Page</div>			
<div>Edit</div> <div>Delete</div> <div>Copy/Move</div> <div>Add Logic</div>			
The University of Oklahoma has classrooms and research facilities that would have met my needs.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<div>Add Question</div> <div>Add Page</div>			
<div>Edit</div> <div>Delete</div> <div>Copy/Move</div> <div>Add Logic</div>			
The University of Oklahoma has an ethnically diverse student population.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<div>Add Question</div> <div>Add Page</div>			
<div>Edit</div> <div>Delete</div> <div>Copy/Move</div> <div>Add Logic</div>			
The University of Oklahoma has an ethnically diverse faculty population.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<div>Add Question</div> <div>Add Page</div>			
<div>Edit</div> <div>Delete</div> <div>Copy/Move</div> <div>Add Logic</div>			
The University of Oklahoma has a strong athletic reputation.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<div>Add Question</div> <div>Add Page</div>			
<div>Edit</div> <div>Delete</div> <div>Copy/Move</div> <div>Add Logic</div>			
The University of Oklahoma has athletic programs I enjoy watching.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<div>Add Question</div> <div>Add Page</div>			
<div>Edit</div> <div>Delete</div> <div>Copy/Move</div> <div>Add Logic</div>			
The University of Oklahoma has extracurricular organizations I wanted to join.			
Strongly Agree	Agree	Disagree	Strongly Disagree

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
I knew more about the University of Oklahoma than I did about the other schools I considered.			
Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic	
I think the school I am currently attending is the best choice for me. [Please select "Not Applicable" if you are not attending school at this time.]				
Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

Part D: Choice Factors [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move					
From this list of nine items, CHOOSE the FIVE factors that most influenced your decision NOT TO ATTEND the University of Oklahoma. Please rank these five factors from most important (5) to least important (1). (You may use each number only once.)							
	5 - Most Important	4	3	2	1 - Least Important	N/A	
Recommendations - from parents, friends, high school teacher or high school counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Cost & Financial Aid - the affordability of the school and the ability to receive appropriate financial assistance.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
Academic Factors -the school's reputation, the teaching commitment of the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

professors, and the quality of the classrooms and research facilities.

Distance From Home - desire to attend a school either near or far from your home.

Atmosphere - such as the attractiveness of the campus and a sense of being comfortable.

Diversity - desire to attend a school with people like me or people different from me.

Athletics - either attending or watching specific sports.

Extracurricular Activities - ability to participate in programs of interest to me.

Other

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

If you chose "Other", please describe the other factors that influenced your decision.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

From this list of nine items, CHOOSE the FIVE factors that influenced your decision to attend your current school. Please rank these five factors from most important (5) to least important (1). (You may use each number only once.)

5 - Most Important	4	3	2	1 - Least Important	N/A

Recommendations - from parents, friends, high school teacher or high school counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost & Financial Aid - the affordability of the school and the ability to receive appropriate financial assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Factors -the school's reputation, the teaching commitment of the professors, and the quality of the classrooms and research facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance From Home - desire to attend a school either near or far from your home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atmosphere - such as the attractiveness of the campus and a sense of being comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity - desire to attend a school with people like me or people different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics - either attending or watching specific sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular Activities - ability to participate in programs of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

interest to me.

Other

Add Question

Add Page

Edit Delete Copy/Move

If you chose "Other", please describe the other factors that influenced your decision.

Add Question

Add Page

Part E: Interaction with OU

Edit Page

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Add Logic

This section gathers information about your interaction with various University of Oklahoma representatives.

Add Question

Add Page

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Please indicate how much you agree or disagree with these two statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I had always considered attending OU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had not considered attending OU until I was contacted by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

Add Page

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After you received your admission letter from the University of Oklahoma, were you contacted by any of the following?

	Yes	No
Current OU Student	<input type="radio"/>	<input type="radio"/>
OU Recruiter	<input type="radio"/>	<input type="radio"/>
OU Faculty or Staff	<input type="radio"/>	<input type="radio"/>
OU Alumni	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

Add Question

Add Page

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For each person who contacted you, please indicate how relevant this contact was to you as you considered schools to attend.

Highly

Highly

	Relevant	Relevant	Irrelevant	Irrelevant	N/A
Current OU Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OU Recruiter	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
OU Faculty or Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OU Alumni	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

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If you selected "Other", please indicate the type of OU representative by whom you were contacted.

Add Question

Add Page

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You may have been contacted by the University of Oklahoma through a variety of communication mediums. Please indicate your level of preference for each of these communication methods.

	Highly Preferred	Preferred	Unpreferred	Highly Unpreferred
E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Direct Mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Person	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Add Question

Add Page

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If you participated in any of the following events, please indicate how relevant these events were to you as you considered schools to attend.

	Highly Relevant	Relevant	Irrelevant	Highly Irrelevant	N/A
Program for Scholarship Recipients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity Program	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Campus Tour of OU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sooner Saturday (Fall 2004)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Go OU Day (Spring 2005)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other event sponsored	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

by OU

Add Question

Add Page

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If you attended other events sponsored by the University of Oklahoma, please identify these events.

Add Question

Add Page

Part F: Future

Edit Page

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Add Logic

This section asks you about your future educational plans as they may relate to the University of Oklahoma.

Add Question

Add Page

Edit Delete Copy/Move Add Logic

How satisfied are you with your choice not to attend the University of Oklahoma?

Highly
Satisfied

Satisfied

Unsatisfied

Highly
Unsatisfied

Add Question

Add Page

Edit Delete Copy/Move Edit Logic

* Do you plan to attend the University of Oklahoma in the future?

Yes

No

Add Question

Add Page

Future Attendance

Edit Page

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Add Logic

Add Question

Add Page

Edit Delete Copy/Move

When do you plan to attend the University of Oklahoma (date or semester)?

Add Question

Add Page

Part F continued

Edit Page

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Add Logic

Add Question Add Page

Edit Delete Copy/Move

What, if anything, could we have done to encourage you to attend the University of Oklahoma?

Add Question Add Page

Edit Delete Copy/Move

Please add any additional information you would like the researchers to know regarding your decision not to attend the University of Oklahoma?

Add Question Add Page

Thank You Edit Page Delete Page Copy/Move Add Logic

Add Question Add Page

Edit Delete Copy/Move

Thank-you for completing this questionnaire. Your responses will help the University of Oklahoma better understand the enrollment decisions of students who apply to the school.

Your name has been entered in the drawing to receive a free I-POD mini. Recipients of these I-PODS will receive notification of the award by November 1, 2005.

Add Question Add Page

Goodbye Edit Page Delete Page Copy/Move Add Logic

Add Question Add Page

Edit Delete Copy/Move

Have a wonderful day.

Add Question Add Page

APPENDIX 5

Composite Choice Set

In this table, the first number in each column represents the number of students who applied to the school on that row; the number in parentheses represents the number of students admitted by this school.

	Scholar		Performance		Wait List	
	Attend	Non-Attend	Attend	Non-Attend	Attend	Non-Attend
Arizona State University		2 (1)				2 (1)
Art Institute of Dallas				1 (1)		1 (1)
Bates College				1		1
Baylor University	1 (1)	5 (5)		6 (6)	1 (1)	13 (12)
Belmont University				1 (1)		1 (1)
Boston College		1 (1)			1	2 (1)
Brown University		1				1
Backnell University				1 (1)		1 (1)
California Institute of Technology		1				1
Cal Poly - San Luis Obispo			1			1
Cal Tech	1					1
Cameron University	1 (1)					1 (1)
Case Western Reserve University		1 (1)		1 (1)		2 (2)
Clark Atlanta University				1 (1)		1 (1)
Clarkson University					1 (1)	1 (1)
Colgate University				1 (1)		1 (1)
College of the Ozarks				1 (1)		1 (1)
Creighton University					1	3 (2)
Cornell University		2 (2)			1 (1)	1 (1)
Delaware University						2 (2)
Dillard University	1 (1)	1 (1)		1 (1)		1 (1)
Drexel University	1 (1)					1 (1)
East Central University						1 (1)
Embry-Riddle Aeronautical University		1 (1)				1 (1)
Emory University				1 (1)		1 (1)
Fairfield University				1 (1)		1 (1)
George Washington University		1 (1)				1 (1)
Georgia Institute of Technology			1 (1)			1 (1)
Grambling University		1 (1)				1 (1)
Hampton University						4 (1)
Harvard University	1	2		1 (1)	1 (1)	2 (2)
Howard University						3 (3)
Illinois Institute of Technology		2 (2)		1 (1)		1
Indiana University			1			1 (1)
Iowa State University				1 (1)		1 (1)
Jackson State University		1 (1)				1 (1)

	Scholar		Performance		Wait List	
	Attend	Non-Attend	Attend	Non-Attend	Attend	Non-Attend
Johns Hopkins University		1 (1)				1 (1)
Julliard School of Drama			1			1
Kansas State University			1 (1)	1 (1)		2 (2)
Lamar University				1 (1)		1 (1)
Langston University			1 (1)			1 (1)
Louisiana State University		1 (1)		1 (1)		2 (2)
Marquette University			2 (2)			2 (2)
Massachusetts Institute of Technology	3		1			4
McMurry University		1 (1)				1 (1)
Miami University		1 (1)	1			2 (1)
Michigan State University		1	1 (1)			2 (1)
Michigan Tech	1 (1)					1 (1)
Milwaukee School of Engineering	1 (1)					1 (1)
Morehouse College				1 (1)		1 (1)
New Mexico State University				1 (1)		1 (1)
New York University	2 (1)	1 (1)		1 (1)		4 (3)
North Carolina A&T					1 (1)	1 (1)
North Carolina School of the Arts			1			1
Northwestern Oklahoma State University				1 (1)		1 (1)
Northwestern University		1		2 (2)		3 (2)
Oberlin College		1				1
Ohio State University	1 (1)					1 (1)
Ohio University		1 (1)				1 (1)
Oklahoma Baptist University		1				1 (1)
Oklahoma Christian University	1 (1)	1 (1)	2 (2)	1 (1)		2 (1)
Oklahoma City Community College			1 (1)	2 (2)		4 (4)
Oklahoma City University			2 (1)	4 (4)		3 (3)
Oklahoma State University	5 (5)	4 (4)	3 (3)	9 (8)		6 (5)
Oral Roberts University			1 (1)		2 (2)	24 (23)
Penn State						1 (1)
Prairie View A&M University		2 (2)		1 (1)		3 (3)
Princeton University		1 (1)		1 (1)		1 (1)
Rensselaer Polytechnic Institute		1 (1)				1 (1)
Rice University	1					1 (1)
Rockhurst University			1 (1)	1 (1)		2 (1)
Rogers State University				1 (1)		2 (2)
						1 (1)

	Scholar		Performance		Wait List	
	Attend	Non-Attend	Attend	Non-Attend	Attend	Non-Attend
Rose-Hulman Institute of Technology	1 (1)			1 (1)		2 (2)
Rose State College		1 (1)	2 (1)			3 (2)
Rutgers University				1 (1)		1 (1)
Saint Mary's College of Maryland					1 (1)	1 (1)
Sam Houston State University		1 (1)				1 (1)
Santa Clara University				1 (1)		1 (1)
Stanford University				1 (1)		1 (1)
Stephens College		1 (1)	1 (1)			1 (1)
Southeastern Oklahoma State University				1	1 (1)	3 (2)
Southern Methodist University		1 (1)				1 (1)
Southern University		1 (1)				1 (1)
Southwestern Oklahoma State University		1 (1)				2 (2)
Southwestern University		1 (1)		1 (1)		1 (1)
Spellman College						1
Stanford University		1				1 (1)
Stephen F. Austin State University					1 (1)	1 (1)
Syracuse University					2	11 (8)
Texas A&M University	1 (1)	2 (2)	2 (2)	3 (3)		5 (2)
Texas Christian University		2 (2)		3 (3)		2 (1)
Texas Southern University		1 (1)			1 (1)	1 (1)
Texas State University						1 (1)
Texas Tech University	1 (1)		1 (1)	2 (2)		5 (5)
Texas Women's University		1 (1)	1 (1)	1 (1)		4 (4)
Tulane University	3 (3)	1	1 (1)			5 (4)
United States Air Force Academy	1 (1)	2 (1)				3 (2)
United States Coast Guard Academy				1 (1)		1 (1)
United States Military Academy		1 (1)				1 (1)
United States Naval Academy		1 (1)		1		2 (1)
University of Alabama - Huntsville	1 (1)					1 (1)
University of Arkansas	1 (1)	1 (1)		3 (3)	1 (1)	8 (8)
University of Buffalo					1 (1)	1 (1)
University of California - Berkeley		2 (2)				2 (2)
University of California - Davis		1 (1)				1 (1)
University of Central Arkansas			1 (1)			1 (1)
University of Central Florida				1 (1)		1 (1)
University of Central Oklahoma	2 (1)		6 (4)	1		9 (5)

	Scholar		Performance		Wait List	
	Attend	Non-Attend	Attend	Non-Attend	Attend	Non-Attend
University of Chicago	1	1	1 (1)			3 (1)
University of Cincinnati				1 (1)		1 (1)
University of Colorado	1 (1)		1			2 (1)
University of Delaware		1 (1)				1 (1)
University of Florida	1 (1)					1 (1)
University of Hawaii				2 (2)		2 (2)
University of Illinois - Champaign			1			1
University of Kansas			2 (2)	2 (2)		4 (4)
University of Louisville				1 (1)		1 (1)
University of Miami		1 (1)				1 (1)
University of Michigan		1 (1)		1	1	3 (1)
University of Missouri	1 (1)			1 (1)		2 (2)
University of Missouri - Kansas City	1 (1)					1 (1)
University of Missouri - Rolla		1 (1)				1 (1)
University of Nebraska					1 (1)	1 (1)
University of North Texas		1 (1)				1 (1)
University of Oklahoma	29 (29)	20 (20)	1 (1)	3 (3)	1 (1)	6 (6)
University of Oregon			45 (45)	32 (31)	7 (1)	138
University of Phoenix		1 (1)	1 (1)			1 (1)
University of Puget Sound						1 (1)
University of Rochester		1 (1)	1 (1)			1 (1)
University of Science and Arts of Oklahoma			1 (1)			1 (1)
University of South Florida				1 (1)		1 (1)
University of Southern California		1 (1)		1 (1)	1 (1)	4 (3)
University of Texas - Arlington				1 (1)		1 (1)
University of Texas - Austin	2 (2)	3 (2)	2 (2)	6 (4)	1	14 (10)
University of Texas - Dallas	1 (1)	1 (1)		1 (1)		4 (3)
University of Texas - Tulsa	6 (4)	3 (3)	2 (1)	2 (2)	1 (1)	13 (10)
University of Utah	1 (1)					1 (1)
University of Washington			2 (1)	1 (1)		3 (2)
University of West Florida	1 (1)					1 (1)
University of Wisconsin - Madison			1	1 (1)		2 (1)
Vanderbilt University		1 (1)		1 (1)		2 (2)
Virginia Commonwealth University		1				1
Wake Forest University		1 (1)				1 (1)
Washington University in St. Louis		2 (1)		2 (1)		4 (2)

	Scholar		Performance		Wait List	
	Attend	Non-Attend	Attend	Non-Attend	Attend	Non-Attend
Wellesley College	1 (1)					1 (1)
West Texas A&M University				1 (1)		1 (1)
Whittier College		1 (1)				1 (1)
Xavier University		2 (2)				3 (3)
Yale University	1	1				2

APPENDIX 6

Other Schools Attended

	Scholar	Performance	Wait List	
Arizona State University	1			1
Austin Community College	1			1
Baylor University	1	1		2
Case Western Reserve University		1		1
Collin County Community College			1	1
Cornell University	1			1
Dillard University		1		1
Fairfield University		1		1
Illinois Institute of Technology	1			1
New Mexico State University		1		1
New York University		1		1
Northwestern Oklahoma State University		1		1
Oklahoma City Community College		2		2
Oklahoma City University		2		2
Oklahoma State University	1	3		4
Penn State		1		1
Princeton University	1			1
Rogers State University		1		1
Rose State College	1			1
Southern Methodist University	1			1
Southwestern Oklahoma State University	1			1
Southwestern University		1		1
Stephens College	1			1
Tarrant County Community College		1		1
Texas A&M University		1		1
Texas Christian University	1			1
Texas Southern University			1	1
Texas Tech University		1	1	2
Texas Women's University	1	1		2
United States Air Force Academy	1			1
United States Coast Guard Academy		1		1
University of Arkansas	1		2	3
University of California - Berkeley	1			1
University of Delaware	1			1
University of Kansas		1		1
University of Miami	1			1
University of Missouri - Rolla	1			1
University of Rochester	1			1
University of South Florida		1		1
University of Texas - Austin	1	3		4
University of Tulsa	1	1		2
West Texas A&M University		1		1
Whittier College	1			1
Xavier University	1			1

APPENDIX 7

Qualitative Data

Appendix 7a: Why Did you Apply to OU?

Did Not Attend OU

Residents, Admitted with a Scholarship (n = 14)

Safety net school.

As a super super super backup, because it would be really cheap and close to home.

The University of Oklahoma was originally my first choice for college. I have always liked OU and am from Oklahoma myself. It is close enough to home and I enjoyed my visits there.

For most of my high school career OU was my top choice of schools not just because I'm an OU fan as far as sports but also because of the great campus and all the resources I would have at the school. Also, I have several good friends that attend as current students. My planned major was and is Pharmacy and I knew of the OU Health Center and all their work in that area of study. All of these made OU one of my top choices and in fact my number one choice until about the end of March 2005.

Since I was eight years old I have wanted to attend the University of Oklahoma. I also want to enter OU's Medical School.

I applied to OU to further my education. I applied because I liked the fact that it was in state and my brother is currently attending OU. I had a high regard for the academic standards of OU, and the overall atmosphere of the university.

Because it has a decent Computer Science program and it is close to home.

I applied because I was a National Merit Scholar, so I received an amazing financial package. I also applied because of their Medical Humanities program.

i wanted to be a part of the ROTC unit there

It is a school that I'm sure I will get into and it is in my home state.

University of Oklahoma was one of my top choices for college because I would get in-state tuition, it was not too far from my home in Tulsa, and my sister and many of my friends go there.

National Merit Scholars Program; close to home; older sibling attends OU; friends going there

Local school, I was living in Edmond at the time. Girlfriend goes to OU.

Just as a back up and because it would be semi-affordable

Residents, Admitted based on Performance Criteria (n = 13)

I applied to both of the state schools in order to see if either was willing to give me a decent amount of scholarship.

Why Did You Apply To OU?

Because its a good school close to my houseand it offers the clas's i want to take.

It seems like a wonderful school and it would challenge me in the ways I need to be challenged.

I applied to OU because to me it seemed like a great school to attend. Since I was little, I have always wanted to go there.

I applied to the University of Oklahoma, because they had a wonderful Native American program, full of people ready to help Natives succeed in college.

I applied to the University of Oklahoma as a safety school. If I was not accepted anywhere else or if I did not recieve enough scholarship money, I would attend OU.

I was wanting to major in Psychology at the time. It just seemed like a great place to go.

i applied to ou as a safety school. My advisor recommended it to me. i also seriously considered it as an option, but i wanted to get out of oklahoma to see what else is out there.

I applied to University of Oklahoma because it is a quality school, and it isn't far from my home in Tulsa. It also had good benefits for National Merit Finalists, which was a plus.

I applied to OU because of the music program. I attended summer band camps there and all-regional honor bands that were held on campus and I really liked the music facilities and instructors.

OU and OSU both have Interior Design programs. That is basically why I applied.

Because after taking the tour i liked the campus and at the time they seemed to have a better department for my major.

I was interested in going to OU. My father is Alumni and he also wanted me to attend. After graduating I plan to attend Medical school attending OU could mean staying at the same school for med school.

Residents, Admitted from the Wait List (n = 1)

Because I would have rather gone there than Oklahoma State University. It was in case there were complications in getting into the University of Arkansas.

Non-Residents, Admitted with a Scholarship (n = 11)

Because I thought that it was close to home in Dallas Fort Worth. Also it also gave me the option of branching out into the Biomedical Engineering Department. Along with a good reasonable financial package that were on par with my qualifications.

I wanted a school that had both a meteorology department and a music school.

I applied to OU because i thought it was a nice campus, and i would have a good college experience if i went there.

Why Did You Apply To OU?

I wanted to be in the Musical Theater Dept.

I applied to OU because it was close to home, had a beautiful campus, and had an interior design program.

Medical program.

By word of mouth, I heard it was a beautiful campus and worth looking into.

I applied to the University of Oklahoma because I always said that I wanted to go there after two of my sister's friends went there to play football, Quentin Griffin and Jarvis Smith, in the fall of 2002. By the time I was ready to make my decision on my college applications, I almost forgot about the school until I met Mr. C. Don Bradley at my high school's college fair, and he made the school seem so interesting. So, quite naturally, my friends and I wanted to apply, which we did, and we became very close friends with Mr. Bradley.

Medical Humanities Program. I was extremely interested and liked the curriculum of the program

I applied because it was somewhat close to home and I thought about trying out for the tennis team.

I applied to OU because I think it is a good university. Also, I have some family who live in Oklahoma, so I figured that if I ever needed them in an emergency or anything, they would be right there.

Non-Residents, Admitted based on Performance Criteria (n = 17)

OU has the Navy ROTC program like UT does, but no other college had the program. I got the NROTC scholarship, so in case I didn't get into UT, I applied to OU.

I applied to the University of Oklahoma because a very good friend of mine told me about the excellent Business College.

I applied to the University of Oklahoma because I wanted to go to a university that was close to home, but still had the great opportunities that I would be able to receive if I went to a school like OU

OU's financial package for National Merit Scholars was very attractive.

I knew I had automatic acceptance.

good academic reputation, pretty campus

I applied to OU because they had a fairly good Meteorology program.

Well, first of all wanted to see if I could get accepted to OU. Then, I looked into the programs they offered in Psychology and liked it even more.

I applied because of the meteorology program offered at the University since that is my interested field of study.

Why Did You Apply To OU?

I chose to apply because it was a beautiful campus and i felt at home there. They had a pretty good program for what i wanted to study... and they had a great football team!

I applied to the University of Oklahoma because of its Fine Arts program. I was interested in doing drawing and painting (studio art) for a career before deciding to change my major to film.

My mom thought that I might not want to go more than 3 hours away from home, and OU is 2 hours from home for me.

I liked the school and the campus. It was close to my home.

Good school, not too far from home, had a design program

I grew up in Tulsa, Oklahoma and so I've been a Sooner since before I can remember. I moved to Lewisville, Texas when I was 10 years old, but was still a big OU fan. I started reading about the nursing program and medical school that OU has and was very interested. The more I read, the more I wanted to be a true Sooner. I loved everything about it, from the campus to the people I met there during Sooner Saturday. OU was definitely my first choice and I still hope to go there someday.

my best friends was going to school in Oklahoma and I wanted to be near her but at a bigger school

I liked the engineering department.

Non-Residents, Admitted from the Wait-List (n = 4)

Great Engineering program as well as music program. Great Campus involvement as well as involvement from the student body in all aspects of campus life.

They have a good medical school.

I applied to attend the School of Pharmacy and because the presentation at my high school was interesting

I loved the campus and they had the degree major I was interested in

Attended OU

Residents, Admitted with a Scholarship (n = 21)

Because I liked OU and always thought I would start out here!

familiarity, cost, location, scholarships

The main reason was because OU was close to home. My brother and his wife just had a baby and I did not want to be too far away. The reason I specifically chose OU was because of the wonderful medical program. Also, when I was given a tour, the pre-med advisor was especially helpful and so was the Honor's College staff.

Why Did You Apply To OU?

The University of Oklahoma was my 'backup' school in case I didn't make it to MIT or CalTech, but in reality it was my first choice. The other schools I applied to would not have been economically feasible, and my test scores gave me enough scholarships to cover most of the costs of attending OU.

I applied to the University of Oklahoma because I personally believe it to be the best university in the state of Oklahoma. For me there was no other choice, no other application, only OU.

I had always planned on applying to OU.

I applied to OU because it was close to home and because the tuition was less than some of the other colleges I was looking at.

I applied to the University of Oklahoma because it is one of the best universities in the midwest and is only a few hours from my home.

I applied to OU as a back-up plan in case I was not accepted to MIT. It is very close to my home, and I have no strong desire to attend any other schools.

I wanted to see what scholarships I could obtain.

OU was the back up plan since I was pretty much guaranteed admission

I thought it would be a good place to go to college. and my dad went there.

It was close to home.

I AM A BORN AND RAISED OKIE! I FOUND IT NATURAL TO APPLY AND WANT TO GO SOMEWHERE FAMILIAR TO ME AND CLOSE TO HOME.

I applied to OU because I was majoring in Meteorology and OU has one of the best meteorology schools in the nation.

It was in Norman, and I live in Norman, so it is convenient. I can go home to do laundry or if I have a problem. Also, my sister goes to OU, so she can answer questions I have and show me where stuff is and all. I received scholarship money as well, which I probably would not have gotten (or at least not as much) if I went out of state, and no where else in Oklahoma was all that appealing. That made the financial burden much less. Most of my friends are going to OU, and so I don't have to worry about not knowing anyone. Also, I can always go on to do graduate work at another school, so it ultimately doesn't matter where I get my bachelor's.

Actually, I applied to the University of Oklahoma as a sort of 'last resort'. I didn't have the greatest social interest, but I did know of the awesome academic opportunities.

I wanted to come to a larger university, and OU was a better fit for me than OSU.

I wanted to go to a top college in Oklahoma, and it was either here or OSU.

I have wanted to go here since I was little, it has a good engineering program, and I had the grades/scores to get in.

Why Did You Apply To OU?

During my senior year in high school, I was interested in becoming a Pharmacist. There were only 2 schools for that in the state, and I decided that I would rather come here.

Residents, Admitted based on Performance Criteria (n = 34)

because they had a good business program.

I applied because I had gone to a weekend preview of the school's music theatre program and was very impressed with the department. I also thought it would be a good idea to apply to an in state school.

I didn't want to miss out on a large college experience. And I knew I could get into OU

I applied to OU because i grew up going to OU football games, and because of that i knew the campus fairly well and really enjoyed being here. then when i was in high school i always thought of OU as the best university in oklahoma and one of the best in any surrounding state.

i have been involved with OU my whole life, and i lived in Norman for the first five years of my life. i also considered OU because we have a great meteorology school and that is one major i am considering

i applied because i saw ou as a place where i belived i would be able to grow academically and socially.

It is away from home but at the same tims close.I also liked to football team.

I applied to OU because my older sister attended OU.

I had OHLAP, so I applied to the best college in Oklahoma. OHLAP is only for Oklahoma, or I would have gone to California.

OU was my first and only choice.

If I and another student from a different college both applied for the same job I would most likey get picked first because I go to OU.

Because it was close to home and I have always wanted to go there.

I applied to OU only because of the campus. I liked the size, and the fact that every thing I could need is in walking distance. The main reason, however, was for the greenery. I like the natural feel of the campus. I know that I could get the education anywhere, even to the extent of doing private study.

The university is instate, my family lives in Tulsa, and many of my friends applied here.

I applied to the University of Oklahoma because I have always wanted to go to the University of Oklahoma, no matter how much tuition or housing was.

Why Did You Apply To OU?

I knew this was the place for me to receive a great education and still be relatively close to home. Also, OU has an outstanding Physical Therapy program and I was accepted to the high school early admission program for Physical Therapy.

I applied to the University of Oklahoma because attending OU has been a dream of mine for several years. I knew that applying was the first step to complete my goal and after being accepted, I would decide where was right for me.

It is a wonderful school, with a great reputation. The main reason would have to be because of the law program.

I applied because my brother went to OU and he loved it. He is very successful now, and is a big inspiration to me. I also chose the university because it is only an hour from home, and I am a big OU fan.

I applied to OU because I have been wanting to go since I was pretty young, so I had my mind set on it that I would go.

Ever since I was little, the thought of going to OU has been in my head. My vision of college was going to OU. I used to watch the OU cheerleaders at the football games and I dreamed of becoming one. (That never happened.) But I always had it in my head that I wanted OU. I am from Oklahoma City, so Norman is only 30 mins. away from my family and that is really important to me. I wanted to get away from home, but at the same time I'm still close. It's the perfect distance.

I applied to OU because I've always wanted to go there.

I applied to the University of Oklahoma because I live in Norman and enjoy the atmosphere.

I applied to the University of Oklahoma because I know that they have an outstanding medical program. Since I am a nursing major and I wanted to obtain a medical profession, I chose to come here.

I applied to OU because I came to a college day here last year and I loved it. It's a huge campus with lots of possibilities.

my parents graduated from OU, as did my older sister

I was wanting to major in meteorology and I felt that OU had the best school for that.

I applied to this school because I was interested in going to a university and I didn't want to out of state for the reason of out of state tuition.

Because it was close to my home, and it's a good university

1st: Housing. My Parents own an apartment on campus so that I would not have to live in the dorms. 2nd: Academics. OU is well thought of because of its academics. 3rd: Programs offered. I am majoring in dental hygiene and OU is one of the only schools in Oklahoma to offer the program.

I live here, and all my siblings went here.

Why Did You Apply To OU?

I applied to OU because it was in-state and I wanted to try and get a scholarship. I also applied because it has a good business program, which at the time I was considering as a major.

It is close to where i live so i can visit home when i'd like, and also it is far enough away that i can live my own life as a college student. It has a reputation of being a great school and, in my opinion, the best that oklahoma has to offer. The standards of getting in are higher than the other local colleges so it makes it a more challenging college and i would consider it an accomplishment to graduate from.

Residents, Admitted from the Wait List (n = 0)

Non-Resident, Admitted with a Scholarship (n = 7)

I applied to the University of Oklahoma because I knew that I would receive a scholarship for being a National Merit scholar.

I was raised as a Sooner. My parents both graduated here and I thought it would be great to become a part of the University of Oklahoma. Also, The University Oklahoma has a medical school, which is what I plan to pursue in the future.

I applied to OU because of the amount of degrees and courses that were offered. I Also liked the location with it being down south. The University of Oklahoma also had my major and fields of study that I was interested in.

I liked the medical program they had here (especially the Medical Humanities program), and since I was a National Merit Scholar, this university catered to my needs more than any other university would.

Great petroleum engineering program. Both parents, an uncle, and a brother all went to OU. OU football and a great campus.

My Father is an alumni here at OU, as well as many of my family members, and was very excited about me wanting to follow his footsteps. He had such amazing experiences in college, and he wanted me to have the same opportunities as well. I was born and raised a Sooner, despite the fact that my hometown, Fort Smith Arkansas, is only an hour from the University of Arkansas. I worked VERY hard on my application, as well as all the work involved in creating such a history for myself. OU was definitely my first choice in applying to a college.

I applied to the University of Oklahoma because the recruiter was very persistent.

Non-Resident, Admitted based on Performance Criteria (n = 12)

I love Norman and the OU campus and thought OU would be a great change compared to living in the midwest.

I fell in love with the campus when I visited my junior year, and I really wanted to attend school here.

Why Did You Apply To OU?

It was one the top ranked schools in the nation and I had heard good things about it.

I applied to the University of Oklahoma because I heard the College of Architecture was a great school. Also, when I visited the campus last fall, I liked the university's atmosphere and liked the band program.

Because of the diversity and opportunities that the university provides for all of its students.

I applied to OU because I did not want to go to school in Arizona. I was raised to go out of state for school, and OU offered everything I was looking for. It has one of the best journalism schools in the country, and it is sports affiliated and it is not located in Arizona.

I applied to the University of Oklahoma because it was simply an application. I didn't know for sure if I wanted to attend, but I had been thinking about it so I figured I might as well. I am from Nebraska and there are no schools in the state that I wanted to attend, except maybe Creighton, however I wanted to get out of Omaha. So, I applied to three other schools somewhat close by, and didn't decide on the University of Oklahoma until I was admitted to all three.

i applied to OU because i am a national achievement scholar and they offer nice scholarship packages for us. also, there was an excellent recruiter assigned to my area.

I applied to the University of Oklahoma because it has my major Occupational Therapy.

I decided in my kindergarten year that I wanted to work in something to do with the weather. Then I decided to pursue a degree in Meteorology. In the sixth grade our teacher asked us to look at colleges we might consider attending. My choices were simple, all I looked for at first was those that offered a degree in Meteorology, which narrowed it down to about 10. From those ten I looked to find the best.

I applied to OU for several reasons. I wanted to go to an out of state school. I wanted my school to be a reasonable distance from home. I wanted to go someplace where I had family around that I could go to in an emergency. I also wanted a place that had weather.

I applied to the University of Oklahoma because I was recruited to come to this university.

Non-Resident, Admitted from the Wait List (n = 7)

I applied here because the Debate Director, Jackie Massey came to DC to recruit for the debate team. After analyzing every school and their debate teams I realized that I liked the style of arguments that the Oklahoma debate team does. So I applied.

It had a reputation as a good engineering school.

At first it was a school that my dad introduced to me and my aunt kept telling me that it was an awesome campus. I am very interested in Chemical Engineering and also Business Management and the University of Oklahoma has great in both programs.

I liked the size and location of the school. It fit me better than any other schools, and it also had pretty good business program which is what I'm interested in.

Why Did You Apply To OU?

I applied to the Oklahoma because of the location as well as reputation and I was interested to see if I would be accepted.

I applied to the University of Oklahoma because I am very interested in the International program held here.

The education program is the best that I visited. I love the campus, and everyone seemed really nice.

Appendix 7b
Why did you choose to attend OU?

Residents, Admitted with a Scholarship (n = 21)

Nearest thing to my house and I didn't know how I was going to take college so I decided it would be the best!

leadership, prestige, scholarships, atmosphere

I only applied here for the above reasons.

I didn't get into MIT or CalTech, and I didn't think that OSU would provide me with as excellent of an education (or as beautiful of a place to live and go to school). I also have a large group of friends from my graduating high school (OSSM) who are also attending OU, so I knew I would be in good company.

I chose to attend the University of Oklahoma because I wanted to continue my education and earn a degree. I believe OU is the best college in Oklahoma and I didn't want to go out of state so here I am.

My high school had a day where AP students came out to the university and attended a class. I had such a wonderful time and the people were so friendly that it made up my mind to go here. I didn't even apply anywhere else (except Tulsa and I didn't want to go there)

I only applied to the University of Oklahoma and I was one scholarship.

I chose to attend the University of Oklahoma because I was offered a great scholarship and it had been my first choice even before that.

I was not accepted to MIT, and college is the only future I see for myself right now.

I was chosen for the PLC scholarship and planned to either go Pre-Med or Meteorology, and OU is great in both fields. I have also been down here for the past four years for state speech and thought everyone was extremely friendly and the campus was very beautiful.

my other choices fell through

It was a better cost than the other colleges I was accepted to and I thought it looked like the most fun.

It was close to home and I could live at home for free versus living far away at an expense to me. Also a lot of my friends were going to OU.

WELL IT WAS A PRETTY HARD CHOICE, BUT OUT OF STATE TUITION REALLY WAS A NARROWING FACTOR. I WAS REWARDED SCHOLARSHIPS AND KNEW PEOPLE ALREADY! THE BUSINESS SCHOOL IS ONE OF THE BEST IN THE NATION AND I FEEL I WILL GET A GREAT EDUCATION HERE.

Same reason.

Why Did You Choose To Attend OU?

OU was the only school I applied to. Application fees cost money, and I knew that OU is where I would end up going.

I chose to attend the University of Oklahoma, really, through prayer. I really wanted to go to Tulane, but something didn't feel right about that choice. I had already decided that Wellesley was too far away. The choice was down to Tulane or OU. My family was a little concerned about the area I'd be going to. So that's how I ended up at OU.

I got accepted.

It was closer for me to drive to and it offered a good program in my major.

It was the only place I applied because I've always wanted to go here.

OU presented better research opportunities and a greater academic challenge than any local colleges. I come from a town with a 2 year college, and I just decided that I needed something bigger. Most kids in my town get there 2 years and then move on.

Residents, Admitted based on Performance Criteria (n = 34)

because it was close to my home

I was not accepted into the Music Theatre department but a few weeks later I received a call from Dr. Leffingwell in the vocal department. She and I arranged a meeting time and I ended up auditioning for the school of music. Her interest in my well being and obvious desire for me to be at OU studying voice is what won me over. The faculty is great!

I really liked the campus and I knew it was a great place to get an education.

it has always been the school for me and they have a great engineering program.

i got accepted and i really wanted to at least try the experience of OU

i saw ou to be the best university i had applied to. so i took the opportunity i was blessed with and pursued it.

I wanted to be different from my classmates. They were all going to Langston University or UCO. I wanted to prove that i could make it at a big 12 college.

I choose to attend OU because I thought it'd be a better environment (learning and socially).

I think OU is beautiful, and I knew I would be proud to be apart of OU.

I took several tours my junior year of high school and enjoyed the friendly, family-like atmosphere.

It is a very good school in academics and is one of the top schools in Oklahoma.

I got accepted it was close to home and i didnt have to live on campus

Why Did You Choose To Attend OU?

I chose OU for the nice campus and the diversity in cultures offered in terms of the arts and classes. I'm an engineering major, but I'm a starving artist at heart.

My friends came here. The difference in education in the field I wished to study in was not greater enough at the University of Washington for me to go all the way there to go to college.

My older sister and older brother went to the University of Oklahoma and they would come home with stories and I was always in such interest. I loved the stories and I was willing to meet new people if I ever did apply. I also applied because of my parents. They wanted me to stay in Oklahoma and continue my education here so I could get a good job. Sure, there are other great colleges out there, but after choosing to attend the University of Oklahoma, I feel like I made a great decision.

The same reasons I applied. I wanted to gain an outstanding education, my AP tests transferred correctly, and the Physical Therapy program is top-notch.

Choosing to actually attend OU was a very hard decision for me. I had not received as much financial aid as anticipated and OU was going to cause a financial strain within my family. Everyone knew that I had planned to go to OU, which made my decision much harder because people were looking at me and talking to me as though I was coming to Norman for sure. After a talk with my parents, we decided that OU was worth it, regardless of cost and that we would all make sure that tuition was paid for.

Because of the law school.

I chose to attend OU for much of the same reasons as I applied. It is close to home, my brother went here, and I am a major OU fan.

Once again, I had my mind set since I was younger to go here. I didn't really weigh my options when it came to school.

Because I got accepted. My grandfather went here and so did my grandmother. It was always my dream and it was a dream coming into reality that I was admitted!

I chose to attend OU because I've always wanted to become a sooner ever since I was a child. It is also close to my home and I have an older sister who graduated from there.

I chose to attend the University of Oklahoma because of the atmosphere, location, and its accounting department.

The University of Oklahoma was my first application that I sent out and I was accepted. It was my first choice because of their nursing program. Plus it was close to home.

I chose to attend OU because I enjoyed all of my visits here. The staff was really helpful, and I also got financial aid which helped in my decision to attend.

I like the atmosphere of OU and it's not far from my hometown.

I had visited both of my cousins here in the past and have been coming up here for football games since '99 and I just liked the campus.

OU interested me by the school spirit and I wanted to be a part of a well respected school.

Why Did You Choose To Attend OU?

Because i was accepted

I was not immediatly going to attend Ou. In the beginning they denied my housing exemption on the basis that I had no financial need. Because of this, I enrolled at Rose State College with the full intention of driving back and forth from Norman to Rose State. However, 2 weeks befor classes started OU contacted me with the news that the board had changed its mind and my exemption was granted. Therefore, I enrolled at OU because I could live on campus but not in the dorms so I didnt have to pay room and board plus tuition.

I got accepted.

I chose to attend OU because I recieved a scholarship, it wasn't far from home, had the classes/programs I was interested in, and I felt comfortable on campus.

Many of my Friends decided to go to this school as well, so that would make the transistion of highschool to college a lot easier. Also, the campus here is extremely beautiful and it makes walking to class a lot more enjoyable and comfortable.

Residents, Admitted from the Wait List (n = 0)

Non-Residents, Admitted with a Scholarship (n = 7)

I chose to attend the University of Oklahoma because I recieved a scholarship for being a National Merit Finalist

I chose to attend the University because I love the campus, I heard great things about professors and all my friends who had attended the University of Oklahoma enjoyed their experiences here.

I chose to come to the University of Oklahoma because of various reasons. First, the amount of financial aid I received was a major part of my decision. Second, the degree I intend to obtain is offered. Third, one of my friends from where I am was coming down here and made it seem reasonable.

The scholarship was a huge boost, I had many relatives nearby, and I felt that this university would be the best place to get my education.

Great petroleum engineering program, lots of scholarship money, and a great campus.

Becoming apart of the University of Oklahoma has always been a dream of mine, and actually having the opportunity to do so was incredible! I had earned multiple scholarships, as well as had amazing support and encouragement from my family that helped my choice become even easier. Amy Wilber, my OU recruiter at Southside High School, was an great part of my choice to attend OU as well. She helped through my entire enrollment process, introduced me to even more scholarship opportunities, informed me with important dates, and even helped me with my rush experience. She made my decision to attend this University even more clear, and guided me to my dream!!

Why Did You Choose To Attend OU?

I chose the University of Oklahoma because after my visit I fell in love with atmosphere. The people were very friendly and showed that generally cared.

Non-Residents, Admitted based on Performance Criteria (n = 12)

There were no other schools that stood out as much as OU did when I made my college decision.

I have two older sisters at OU, so I felt more comfortable about going to school here, and it also made me more willing to participate in campus activities

I applied because a friend of mine was attending.

It was the only school I applied to.

Because I wanted to embark in uncharted territory by attending a prestigious university.

I chose to attend the University of Oklahoma because it has the major I wanted, Professional Writing and it was the only school I applied to. It has great sports program and I enjoy sports very much. It was a new place for me to go and meet some new people. I wanted a different experience and you can only get that by going out of your comfort zone and trying something new.

For a long time after being admitted, I was torn between KU and OU. I wanted to go to KU because it was only four hours from home and I know people who go to school there. OU, on the other hand, was a little more familiar to me. My family has had season tickets to Oklahoma football for as long as I can remember, so I knew that I would be able to see some of my family members for each home game. I didn't choose to go to school here because I was a sooner fan, although I am, just simply because I would see some family. Oklahoma is far enough from home, but not too far. At this point, I almost wish it were closer to home. I chose to come to this school also because I didn't know anyone. The people I knew who went to KU were friends, but not people I would want to spend the next four years with. Though I do wish I had friends that came to school here with me, it was nice to come down on my own, make my own friends, and start all over.

the recruiter really sold me on the campus as far as the cafeteria, the people and the overall atmosphere.

Because when I came to visit I enjoyed the beautiful campus and atmosphere. Also I really wanted to go out of state and OU is well-known for a lot of different things and it just seemed like the college I needed to attend.

As I said above, I wanted to attend the best school for my profession and it was OU.

I explained it all in the section above. The reasons in that one apply to both questions.

After weighing all my offers, financially this was the most beneficial for me and my family. In addition, I fit in this campus more than any other campus.

Why Did You Choose To Attend OU?

Non-Residents, Admitted from the Wait List (n = 7)

I chose to attend The University of Oklahoma because I visited the April before and I liked the atmosphere and I talked to some other black students who attended the University and they said that it was okay.....even though it IS Oklahoma. It's a long way from home but debating is important to me so I came here.

It was my only option other than A&M.

After receive all my acceptance letters i visited all the schools and i wanted to go far away from home, New York, not only for the experience but to be interduce to a new lifestyle. Also with a degree from the University there is a lot more job oppertunities for and engineering student then say Syracuse, Buffalo, or Clarkson.

I got accepted that is why I attended.

I chose to attend Oklahoma becaus it made the most sense to me out of the schools I had been accepted to. It was somewhat close compared to Nebraska or Arkansas and my best friend was also going to attend.

I chose to attend OU because I fell in love with the campus, and the international program helped make my decision easier.

It was my first choice, and I was accepted.

Appendix 7c

Why Did You Choose to Attend Your Current School

Residents, Admitted with a Scholarship (n = 14)

Much financial aid, much scholarships, great reputation for research, cluster system (no required subjects).

Cornell is prestigious and Ivy league and presents a lot more opportunities than OU ever could. Also I wanted to get away from home and the blantant 'conservatism' in the south.

The University of Missouri-Rolla became my first choice very late during my senior year of high school. I was recruited for basketball at the school and found out that it is an outstanding engineering school; civil engineering is what I am studying. Not only is it an excellent school, but I also have the opportunity to play basketball. They have also awarded me a very generous academic scholarship.

SWOSU, my current school, ended up being my ultimate decision on the basis of several important factors. First of all, their reputation, as far as pharmacy goes, actually exceeds OU's as far as I could gather from talking to a couple of friends in various schools and even from talking to many pharmacists themselves. Second, I was able to attend a Summer Science and Math Academy at this school which allowed me to get acquainted with their friendly and helpful faculty and also with the school itself. Another big factor for me personally was the small town feel of the community itself. The final and determining factor was in my personal recrutment. The head of recrutment himself wsa very involved in trying to show me all that SWOSU had to offer me and also how much I was wanted here.

During the fall of my junior year Oklahoma State University began to contact me. It was nothing serious; just to say hello, 'make sure you take the ACT', 'send the results to us', the usual. OSU also had a program called OSU Talent Search. Talent Search basically gave junior and senior students with the appropriate GPA the opportunity to visit Universities around Oklahoma. The Program also exposed students to possible scholarships, ACT prep classes, and Scholarship websites.

I chose to attend the University of Arkansas, because when I came to visited in the winter I was significantly impacted by the staff and the overall atmosphere. I also chose the U of A because I was offered more scholarship money than at OU. Further, I was interested in the many opportunities offered to me at the U of A.

Because the Computer Science program is more well known. Also, a scholarship is available called CyberCorps that assures employment after graduation.

In the end, my decision came down to University of Miami and University of Oklahoma. I got into almost every school that I applied to, but I did not get into all of their accelerated medical programs. I ended up getting into four medical programs, and out of those four, I was really only interested in the above two. In the end, I chose Miami because I wanted to get out of Oklahoma, and they gave a decent financial package. In addition, I like the big city, and I love the weather.

I could live at home and have a full time job.

Why Did You Choose to Attend Your Current School?

It is located in the state that I really want to go and it has a better academic quality, etc.

I had visited ASU twice before coming here and I absolutely fell in love with the beautiful campus. A big city like Phoenix near by and even the town of Tempe looked really fun and exciting too. Also, when visiting the campus I just got the feeling that ASU was where i was supposed to be.

good financial aid; excellent reputation

Free education, guranteed career, goal since I was a child. Prestigious. Alumni are strongly bonded.

They offered me more money and is better suited for my major

Residents, Admitted based on Performance Criteria (n = 13)

I am able to live at home and I recieved a decent amount of scholarship.

Because they paid for 4 credit hours befor my finacel aid.

I chose Rogers State University because they offered me a scholarship and I am personally paying for my college this year so I went for the least expensvie.

I chose to attend OCCC because its more affordable. And because I was planning to transfer to Ou after my basics.

I chose to attend Oklahoma City University, because I received an amazing scholarship that pays for everything, so my parents don't have to be burdened by my education.

I love Baylor University. It is the right size university for me and the people are amazing. The class sizes are small, the professors hold office hours to help students, and chapel every M,W,F. I feel that Chapel is an amazing experience because it gives students an hour to sit back and be thankful for what God has given us. Chapel also allows us a time to relax in a Christian atmosphere. The best thing about Baylor is the students and professors.

I chose OSU because it was like a spur of the moment sort of thing. It was more convenient to drive to and from where I live. Also, I had a roommate if I attended OSU

I loved the campus and school when i visited, also the business school is excellent, and has a lot of contacts in new york city.

I chose to attend NYU because i decided to major in musical theater. The drama program at NYU is amazing and because it is New York, it gives me access to many opportunities that i couldn't get anywhere else.

I'm attending OCU because they offer more individual attention since it is a much smaller school, but still high quality as far as music is concerned.

Many of my friends attend OSU and love it! To be truthfull when I toured OU, the people there where not friendly!! At OSU, they make you feel at home and are very helpful!

Why Did You Choose to Attend Your Current School?

I originally wanted to major in computer science but then switched to statistics and OU did not have the option, nor would they accommodate for me to major in statistics and OSU has a statistics department.

I chose to attend Northwestern because I was accepted in to the Presidents leadership class, and I receive more scholarships than I would have at OU and it is already less expensive. It is also in my home town so I was familiar with the faculty.

Residents, Admitted from the Wait List (n = 1)

I chose the University of Arkansas because it has a very good business school and I got in-state tuition, making it cheaper than OU.

Non-Residents, Admitted with a Scholarship (n = 10)

Because at the cost of the out of state and scholarships that I received, I got the same price at the university of Texas.

The scholarship money, the proximity to home, and the academic reputation.

I chose to continue my education at Texas Woman's instead of OU because TWU is smaller and less expensive than OU. Also, there are less distractions because it is in a smaller town and there are less people.

Stephens College has a wonderful Theater Dept. that I was accepted into.

Their Interior design program was better and the school was closer to home.

Small school. Full ride scholarship.

Baylor offered more scholarship money based on SAT scores.

My first choice school was Baylor University, and even though I was accepted, there were problems with them receiving my housing deposit, which made them place me on a waiting list since they had already overaccepted more than 200 students for the 2009 class. So, I had to try other alternatives. Besides the fact that I didn't receive my financial aid in time at OU, I decided to go ahead and go to Xavier because they have a world-renown reputation for my field of study, which is biology/premed. They have been ranked number one in the nation to send African Americans to medical school for many years. Also, the school is not too big, so I knew that I would not just be a number or a face. I knew that I would not have any problem with receiving 'one on one' time, if needed, without having to go to their office hours everytime I needed help or wanted to ask a question. It is not too far away from my home. At anytime, I could get someone to come pick me up, or I could easily go home and come back for a weekend. I also have family there, so I knew that if anything happened and my parents couldn't get to me, I could easily call on one of them. So, overall it turned out well, except for the fact that Hurricane Katrina came and dampened my plans of having a great freshman year. So, for the semester, I had to return home and attend Texas Southern University.

IIT is highly reputed school. I am awarded a scholarship and there are plenty of research opportunities in Bio-medical engineering. Small class size, lots of contact with teaching staff and it has diversified student body (From US and abroad) and it is located in Chicago. Has

Why Did You Choose to Attend Your Current School?

joint programs with University of Chicago, Rush Medical School and Chicago medical school.

To get a good education, and SMU did the best job of selling themselves to me.

It is close enough to home that I can go home on the weekend if I want, my parents or other friends can easily visit anytime, and I didn't get accepted to Oberlin.

Non-Residents, Admitted based on Performance Criteria (n = 16)

I got into UT, and they have the NROTC program.

I chose to attend the school I am now, because I have a four-year academic scholarship.

It had the small private school setting I was used to, the internships and job opportunities that I could receive going there, and a full scholarship

CWRU offered a very good financial package. The university has an excellent civil engineering (with an emphasis in structures) program, a good location (in the middle of Cleveland's cultural center; on my way to class every day, I walk past Severance Hall, the home of the internationally-known Cleveland Orchestra), and many opportunities to continue my involvement with music even though I am majoring in engineering. I have a passion for musical theater, and I am already in a show with CWRU's musical theater group, the Footlighters. When I visited the campus, students were very friendly and I liked the feel of the city, in spite of the fact that I had not expected to like the school at all.

Because of the school spirit, degree plan, friendliness, reputation.

once in a lifetime opportunity, no tuition, get paid to go to school, one of top schools in nation, guaranteed job after graduation

I chose Penn State because of its exceptional meteorology program, its location, its academic and student organizations/activities, and its location in the professional meteorological community.

OU was just too expensive for out of state tuition. I chose West Texas A&M over UT Dallas because of the condition of campus and the students.

It offered a lot more variety in case I changed my major and also the cost was much more reasonable for the activities I wanted to be involved in and the resources offered here and not at the OU.

I chose it because i got accepted to the School of Music. Although i got accepted to OU i did not get accepted to the School of Music. Also i felt that the University of Texas was where i was supposed to go. To be honest i knew that God has great plans for me and the University of Texas was where i was supposed to go!

The reason why I decided to attend the University of North Texas is because their Radio, Television and Film Department offered more hands-on opportunities and programs for incoming freshmen.

Why Did You Choose to Attend Your Current School?

I felt that I was more than a number. I was treated like a human being with a choice to attend any school that I chose.

It was cheaper then going out of state.

Better education, in Texas, Nice campus, lots going on in the city, better design program...
HOOK 'EM HORNS

Right now, I am attending Texas Woman's University. This was my last choice, and I actually didnt decide on TWU until the very end of summer. But I figured that it was the best thing for me right now because the location was convenient, 20 minutes from home, and I received a the most financial aid from TWU. Even though I dont have any school spirit, this university is fine for right now, but I'm probably going to transfer to University of Texas in Dallas by next year.

i loved the campus and i made the cheerleading squad. when i came down for cheerleading tryouts i met many nice people and i felt like i could fit in well here

Non-Residents, Admitted from the Wait List (n = 4)

Scholarship money as an out of state student, great faculty, overall excellent campus life and programs.

Costs less.

Texas Southern University has a better School of Pharmacy and gave me more money.

They have a quality Interior Design Program.

Appendix 7d

Why Did You Choose Not to Attend OU?

Residents, Admitted with a Scholarship (n = 14)

Family moved to New York during summer, so Rochester was closer. I felt I would get a better education at the University of Rochester.

I worked at OU for a few summers and ran into too many unimpressive researchers that had the greatest egos I have ever encountered. OU is an amazing value for its instate students, however, this also leads to a deteriorated student quality. The intellectual community at Cornell provides diversity and valuable learning environment.

I chose not to choose the University of Oklahoma because I was accepted to the University of Missouri-Rolla and received a very generous academic scholarship from them. I also received a basketball scholarship.

This explanation is an extension of the latter. Going into the February ACT I had a 30 already and had received the Institutional Nominee Award from OU, which was very helpful but not enough to cover nearly all of my expenses whereas I would already be receiving a full ride from SWOSU with an extra cash reward, yet still OU was my choice. On the February ACT I made a 134 composite which assured me of the Oklahoma Regent's Scholarship which I am now receiving. With money no longer a factor my decision was solely on the schools themselves and their actions towards me. The recruiter here at SWOSU actually sent me the form in the mail for the Regent's himself. However, since I was only a lowly Regent's Scholar and not the almighty National Merit Scholar that you have to be to get any of OU's attention. The PSAT which is the test for National Merit Scholars is, by the way, a narrow minded junior test that can't measure anything but a good prospective English major and excludes those that are gifted in science or anything else for that matter. At this point I had a decision to make so I called OU to inquire about the pharmacy program there. I was transferred 4 times until I finally got to the department I was needing and in the end was told to go to the website and check it out there. This was still the suggestion after I told them that I didn't have the internet and one could easily reach my final decision after that. So to wrap all this up, OU's shortcomings as far as I am concerned are impersonal recruiting and a narrow and exclusive field of 'valued' prospects.

I chose not to attend OU because of the lack of interest in me as an individual. The recruiter at OSU knew my name and was very friendly. The recruiter for OU did not relate with the students as much. I also received more scholarship opportunities from OSU. As for the visiting the campus, I was not as comfortable at OU. The students in Stillwater were much more talkative. Granted OU did invite me to several programs, the sense of familiarity was not there.

I chose not to attend the OU the reason listed above, as well as the fact that I had an opportunity to go out of state for college. Also, a chance to branch out more than I would have at OU.

Because the scholarship opportunity at University of Tulsa was more attractive.

I think that even though OU gave a lot of money they didn't give me enough to make me feel guilty for not going. In other words, Miami, because of the reasons above, was where I

Why Did You Choose Not to Attend OU?

wanted to go, if OU would have given me more money, then I would have felt bad not taking the deal. Also, OU was too much like my Jenks High School. I would have kept the same friends, and I don't think I would have made many new ones.

At the time I was accepted there was still the rule that all freshmen had to live on campus. I tried several times to get to the website that had the housing exemption forms on it and it said that the web site was not available. My family doesn't have the money for me to live on campus and I didn't get any scholarships to help with that.

Not enough financial aid; no special grant offer.

It was a really hard decision not to go to OU, but I felt like if I went there I would be doing the same thing as many other people I knew and hanging out with the same people. I really wanted something different and a chance to get out of Oklahoma and try something new.

fraternity/sorority culture; importance placed on athletics and not on academics

Not impressed at all with either Air Force or Army ROTC at OU. No real other reasons except that I desired to attend a service academy more.

Only offered me one scholarship.

Residents, Admitted based on Performance Criteria (n = 13)

First of all, OU was quite irresponsible in that after I applied they misplaced all of my information. I promptly received my acceptance letter and in it it claimed to wait a week or two for a financial aid offer. After several weeks of waiting I contacted the financial aid office and to my chagrin they had completely forgotten about me. Then, after all of this, they gave me the most pathetic financial aid offer out of every college I applied to, and even offers from colleges where I didn't apply. In addition to this, because I was waiting for the offer from OU, I was forced to wait on turning in my intent to enroll form at TU which caused several complications. In conclusion, I now hold a very deep disdain for the University of Oklahoma.

because it was cheaper and my class's will transfer.

I am paying for my school this year and I received a scholarship from Rogers State University.

I didn't see how I could afford it.

There was only one factor in me not attending the University of Oklahoma and that was financial aid, I didn't and couldn't receive financial aid from OU, because my test scores weren't high enough, and because my parents made too much money.

The reason I did not attend OU is because I wanted to get away from Oklahoma. I am from Edmond and most students go to OU. Yes it is a big school but I hear OU students from the same school see each other all the time. I love Oklahoma but it was time to get away. I also hear that OU's professors do not spend much time with students. TAs teach most of the classes, well that is what I hear. Faculty relationships are not prevalent at OU. Also, I would like to be a person instead of a number.

Why Did You Choose Not to Attend OU?

I took a tour at the campus in Norman and the atmosphere did not feel right. The landscape around the campus was pretty though. I also did not like the dorms all to well.

I didnt want to be so close to home. Also i wanted to branch out from the kids i knew in high school, and i was worried if i went to ou i would end up hanging out with my same friends. I also didnt want the pressure of joining a frat house.

I chose not to attend the University of Oklahoma mainly because i decided that i wanted to get away from home and finally decided that i definitely wanted to do musical theater. By the time i decided this it was too late to apply or audition for the musical theater program at OU.

I chose not to attend OU because I auditioned for music scholarships they did not offer me a music scholarship at all. OCU offered me nearly a full ride for music and extra for a good GPA in high school. OU gave me nothing. Surprisingly, I could not afford OU but could afford a private Christian university

Because OSU has an excellent Interior Design program is the basic reason. Also the location is closer to home

they did not give me the option of my desired major.

I receive more scholarships than I would have at OU and it is already less expensive. The distance from home and the size of the University were also factors.

Residents, Admitted from the Wait List (n = 1)

Because the school I attended gave me benefits for being Native American, while OU did not.

Non-Residents, Admitted with a Scholarship (n = 10)

same as above. mainly financial reasons (Because at the cost of the out of state and scholarships that i recieved, I got the same price at the university of Texas.)

I decided not to major in meteorology and then decided that OU was too far away.

The theater didn't accept me.

I did not find the interior design building to be in good condition. I also heard from one of the students that the teachers were not very good.

Not a big enough scholarship.

The scholarship money that OU offered did not make attending an out of state school cost effective.

I was somewhat upset with OU because I was accepted back in November of 2004, and I did not hear anything back from OU until April of 2005. Mr. Bradley came to pick up our applications to make sure they arrived by the early action deadline, and everything was great. My friends and I were so happy that all of us were accepted, so we all went on the fall trip that Mr. Bradley scheduled for us to go to OU and tour the campus with our parents. However, it took them so long to consider me for financial aid that I didn't really have no

Why Did You Choose Not to Attend OU?

other choice but to go with the next school, which was Xavier University in Louisiana. I was up for verification of my parents' tax returns, but I didn't even know that until the school year was almost over. They had sent two requests to my OU email, but I was so busy with other senior obligations that it slipped past me. However, I was expecting something in writing at least once. It made me mad because they can not expect these senior students to check that email everyday for something like that. We have other things to worry about, not saying that this situation is less important, but since it is just as important, I feel that they can send SOMETHING in the mail. So, I went to Mr. Bradley and asked what he could do, but it was too late really to do anything. I had to wait for my parents to find the tax return papers, and I had a church-affiliated trip to go on at the beginning of the summer. So, time was quickly winding down, and OU was going a little too slow with the financial aid. I had to go where I knew that I would have enough money to pay for my education.

I waited anxiously for my admission into Medical Humanities Scholars programs and made several inquiries and made my interests known. Finally Dr. Sara Tracy e-mailed me that I was kept on waiting list and it is very competitive program. IIT offered me a merit scholarship and many research opportunities with local medical schools and closer to home.

I decided that I was not that interested in playing tennis anymore, and that would have been the major reason as for me attending.

My father did not like the idea of my being so far away from home (which is in DE), and since he was supposed to be paying for my college education, and I did not get accepted to my first choice college, Oberlin, I decided to go to UD.

Non-Residents, Admitted based on Performance Criteria (n = 15)

I chose not to go to the University of Oklahoma because I did not have Sufficient funds. I had applied to late to attain the money for the fall semester.

The cost to attend the University of Oklahoma was too expensive for my family to handle without any financial assistance

Norman has very little to offer in the way of cultural attractions, and OU had almost no opportunities for a non-music major to be involved in music, particularly musical theater. The most important part, though, was the civil engineering program. My dad, as a structural engineer, had heard that not long ago all the structural engineering professors left OU in the same year. We spoke to Dr. Mish, and we agreed with his philosophy of teaching civil engineering. The possibility of a minor in architectural engineering was also appealing. However, in the end we decided that OU's structures program was too young and unproven to risk my education on it. Had the new set of faculty been there only two years more than they had been, I probably would have settled on OU.

Because the people I knew going there were not very down to earth, nice people, they cared more about money, also heard that at OU you had to be in a sorority to have any kind of social life. Told that by current students at OU and former students as well.

out of state tuition, ou would of been #2 if i got more financial assistance

The first, and perhaps the only major incident that started my disinterest in OU is when they accepted me for Spring 2005, when I clearly marked Fall 2005 on my application. Other reasons include often misspelled words in letters from OU and one time receiving

Why Did You Choose Not to Attend OU?

information on joining an African American sorority, especially when I am completely not qualified to join one of those (that one left me baffled and perhaps was the last straw).

Like I said, the cost of out-of-state tuition would be almost 4x that of the school I am attending (I am from Austin, Texas). I just couldn't afford it.

The cost was too high for the limited resources and activities I would have had the opportunity to be involved in there than where I am at currently.

I did not get accepted into the School of Music. I knew that i could have still gone there but i decided that it would be harder. And i wanted to go to UT.

I decided not to attend the University of Oklahoma because I felt that the film department did not offer as many program opportunities to the first year students. At the University of North Texas, I have been priveleged to be a radio DJ for the school, and have also been given the opportunity to work with the broadcasting department throught the school's television station with little, to zero past experience.

I didn't get my financial aid in on time, and I decided that it would be too big for me.

The out of state tuition was too high compared to the instate tuition at Texas Tech, and the education was not any different.

Not a pretty campus, too cold, not informed during a tour of the school

I was an out of state residence. I would have to live on campus my first year, even though I had family in Oklahoma city. I received no financial aid from OU. I couldnt afford it.

becuase it was far away from my family in cincinnati Ohio and it was not realistic for me to cheer there

Non-Residents, Admitted from the Wait List (n = 3)

They offered me no money. Was given the run around several times and I became a number and not a name

I wasn't sure if i was ready to go off to school because it costs more and im not sure if i can handle it yet. I failed one of my dual-credit courses and i wanted to stay at a community college to see if i would try harder so i wouldn't have to waste money at a university to re-take a class or two..

I was put on a wait list for OU but accepted right away to Texas Tech. Also, I liked the degree program better at Tech.

Appendix 7e
What Could We Have Done to Encourage Your Attendance at OU?

Residents, Admitted with a Scholarship (n = 10)

Better financial aid package and/or contact about my financial aid situation.

I was set to go to OU. However an opportunity came about that I could not refuse. There was really nothing that the University of Oklahoma could have done.

I think I've already spelled that out.

Please become more involved with high school students. Students need to feel as if they are needed. It gives the students that are considering a different school another factor to add to their list of reasons to attend OU.

Better scholarship program. I had to contact OU myself and wait for an hour to have scholarship information sent to me.

Given me more money, and made your Medical Humanities program more attractive,

Improve academic quality and financial aid for qualified students.

There really wasn't anything else that could have persuaded me, except for a larger scholarship. But I mainly based my decision upon wanting a change and going to a new place for new experiences.

probably nothing

Nothing. Reason for not attending OU was because of the prestige of graduating from my current school (Air Force Academy) in my desired career (Air Force officer).

Residents, Admitted based on Performance Criteria (n = 11)

More financial aid and not losing my information

give me more money.

Given me a scholarship and possibly lower tuition.

Give me a call, and have scholarships available for Native American students.

My recruiter did a great job and was very friendly but it was my choice to attend a different school.

Nothing at all. It's not the school's program. It's just that feeling I received saying OU was not for me.

No, i had all the information about activities at ou that i needed, but i just wanted to get out and experience something different than what was at ou.

What Could We Have Done to Encourage Your Attendance at OU?

I wasn't aware that OU had a musical theater program. If had known that earlier on, then I may have more seriously considered attending.

More scholarship oppritunities

Been more friendly! When I toured OSU, I had people coming up to me and introducing themselves!! Also student's I know from OU, have an arrogance about themselves due to football and their studies! Football does not make any school better than the other

given me the option of statistics as a major

Residents, Admitted from the Wait List (n = 1)

Given me better aid in regard to my Native American status.

Non-Residents, Admitted with a Scholarship (n = 9)

More scholarship money.

acceptance into theater dept...not much to help there, though...

Bigger scholarship, better programs

Full scholarship.

The scholarship money offered to attend OU was surprisingly low, for an out of state student. My high school ranking was very high, my SAT scores were good, I took pre-ap and AP classes throughout my senior year, and I was involved in a variety of extra-curricular activities. It seems as if that did not play a significant role in securing extra scholarship money.

There was really nothing that could have been done, expect giving me some type of financial aid information. I already had my heart set on going there, especially since one of my friends decided to actually go and we were trying to stay together. Mr. Bradley had already done enough talking to pump me up about going.

If I had more information on the program I was interested and some alternatives for me to get into the program in the sophomore year.

Nothing, it was all personal preferences for me and my decision whether or not to partake in athletics.

It was really up to my father at that time, because I thought he would want some say in where I went to college since it was going to be with his money. But since then, I found out that I have to pay around half of the expense, so I probably would have gone to OU if I had known that previosuly.

Non-Residents, Admitted based on Performance Criteria (n = 14)

Hijack a truck carrying my UT application and burn it.

What Could We Have Done to Encourage Your Attendance at OU?

Make more scholarships available for out of state students.

The availability of financial aid

No, it is the people who attend the school that I am not fond of.

given me more \$\$, ou was the only school that didnt give me financial aid

Improvement in correspondence and in general education courses.

Offered a better Fin. Aid. Package to me as an out of state resident and/or told me about specific scholarships I could have applied for BEFORE any deadlines.

Better scholarships for students who are out of state would greatly help. Also a better strength in academic areas so as to offer a wide variety of options.

Both my older brother and sister are attending college as I currently am, so I think if the University had a much lower cost to attend, I would actually have decided to attend O.U. instead of the University of North Texas. Had I not found out about the University of North Texas' Film program, I would definitely have been more inclined to attend O.U.

I think that OU feels like they have so many people that want to attend the school that they don't have to worry about recruiting.

Provided more academic scholarship opportunities to students whom are not national merit scholars.

keep contact

nope

As a Native American living in Texas I was not offered the same opportunities as those living in Oklahoma. I was not even contacted by anyone about financial assistance or scholarships available.

Non-Residents, Admitted from the Wait List (n = 3)

Contact me... make an effort to get out of state students some kind of break to influence them to come

A better pharmacy program; More down to earth

Accepted me the first go around and take off the out of state tuition.

Appendix 7f Additional Comments

Did Not Attend OU

Residents, Admitted with a Scholarship (n = 6)

More material covering the honors college or other academics sent to me.

I still like OU, but ultimately SWOSU put out more effort to make me feel important. Myself and 3 other of my Oklahoma Regent's friends are here at SWOSU because of that very reason, they by the way have ACT's of 34 and 35. Everyone wants to be told they are important or valuable especially if they have an accomplishment that should be worthy of that attention. Just remember OU isn't so big and great that their reputation can recruit in itself, not yet anyway.

Although I attend OSU, I am still a sooner fan!! Please continue to stress the importance of academics. Although sports are important, academics are more important.

I really wouldnt have minded to attend; I just wanted to get out of Oklahoma, but if I wouldnt have gotten in to the Miami medical program, then I would have gone to OU.

I'm actually still thinking about transferring to OU later, and even at this time I still wonder if I made the right decision to attend ASU. I love it here, but I do miss my family and friends. Whether I come back to Oklahoma or not, I'm still really glad for all the experiences I've had and will have here at ASU, and I still think that OU is great school.

OU did not really stand out to me during the admissions process. If my girlfriend had not been planning on attending OU, OU may not have even been a consideration for me.

Residents, Admitted based on Performance Criteria (n = 7)

you didnt actually get to give me money because i took to long tuning in my fasfa so i have no clue how much you would have actually given me. How ever in the future i would like to get some scholarships

OU is a great school and I would be honored to attend, but I am payinf for my school and I don't have a high paying job to be able to pay for the high cost of OU.

The standards of OU were too high, for me to get a scholarship, but that doesn't mean I'm a bad student, so maybe you could allow students who don't make 30's on the ACT to be able to receive some kind of financial aid.

I attend Baylor right now and I still recieve mail from OU. I told my recruiter I would not be attending and she told me that she would contact the correct people on my decision. I still recieved mail from OU but it has recently stopped.

The auditions to receive music scholarships was very unsatisfactory. It was like a doctor's appointment. I sit in the hall and wait, go in and play, and they say 'Okay thanks, you'll hear from us soon. Bye.' It seemed like they wanted to get everybody in and out as fast as possible. At OCU the auditions were much more enjoyable and informative. While I was

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waiting I met several faculty members, students, and counselors. After my audition, the director of bands and the dean of the music school personally talked to me and my parents for half an hour and answered all of our questions. Also, OCU communicates much better than OU. It took a very long time for me to be notified that I did not receive any scholarship money. OCU was very prompt and the counselors notified me of other scholarship opportunities from other departments/sources that I am eligible for. OU basically said 'There currently is not enough funds for you or you weren't good enough. Sorry.'

OU is an excellent school for some studies! I really did not receive any info about the I.D. program at all

the only reason i did not go to OU was my major.

Residents, Admitted from the Wait List (n = 1)

Considering the fact that I was am an Oklahoma native; I would have figured that they would have given me a scholarship for having Native American/Native Oklahoman blood.

Non-Residents, Admitted with a Scholarship (n = 3)

More scholarships.

I just want to make it clear so that something can be done and other students won't have to go through this. Financial aid is a very crucial part of deciding what school to attend. Everyone's parents are not rich, so we have to know in advance in order to make plans for the future financial situations. DO NOT use email as the ONLY way of contacting students to let them know what they need, especially if you see that the student has not responded. CALL and follow up on the issue or send something through DIRECT MAIL in case they did not receive the email or simply forgot about it. It really hurt me to my heart that this happened, but life does go on. Also, I want to let you guys know that Mr. Bradley is WONDERFUL at what he does, and I want you all to know that I appreciate him for all his hardwork, dedication, and time that he put forth for me because he did not have to do it. He contacted me often and came by my school a couple of times just to see how things were going. I am very grateful to have met him. OU should be very proud to have someone like him on their team!

Please help the student with alternatives rather just saying you are not admitted. This is not very discouraging but extremely disappointing.

Non-Residents, Admitted based on Performance Criteria (n = 4)

Pretty simple decision... Good scholarship, pays for everything but room and board. Therefore if I didn't get it at my first choice school, I would have been at OU in a heartbeat.

I originally applied to OU only because of the financial package they offered to National Merit Scholars. In the end, my choices were greatly narrowed by the amount of scholarship money that I received from each school. A couple of the other schools on my list (in particular, the University of Washington) were financially viable options, but I wanted to attend a school far from home and any other relatives. After touring many of the colleges that I applied to, I struck several more off the list, until it was down to OU and CWRU. Dr. Mish presented a very strong case for OU, and I nearly chose OU simply because it would have been a fantastic undergraduate experience to work and learn under his leadership. My

Additional Comments

parents and I appreciated immensely Dr. Mish's frankness and honest desire that we make the best choice for me.

if i had not been accepted into my#1, ou would of been a very close 2 had i gotten more money. there was a point i was convinced i would be at ou, then i got no scholarships so that ended. i wanted to go there but could not afford it. i would recommend the shcool to people considering it.

As an incoming freshman it was hard for me to understand financial aide and scholarships and loans, more information from the office of the Bursar possibly could have had me attract more money so I could afford the tuition. That was really the only reason I didn't attend OU like I wanted to.

Non-Residents, Admitted from the Wait List (n = 0)

Attended OU

Residents, Admitted with a Scholarship (n = 4)

The only thing I would like to change is the fact that I am staying with the same friends I have had through highschool and I would like to meet new and diverse people.

I actually like OU and the classes and the atmosphere but OU does not offer the major I want. I was not exactly sure what I was going to major in until I was in college but I found out. I am thinking about transferring to another college with the desired major.

My classes are huge, and most of my professors are either really really easy (and thus the class is boring) or hard and confusing. Most of the professors seem really disorganized.

Although attending the University of Oklahoma was not my first choice, I am happy with the decision I made.

Residents, Admitted based on Performance Criteria (n = 9)

Though I'm not currently in the major I would like to be in, the advisors and recruitment people in that department are of great help to me in giving me the opportunity to be in the major I want to pursue.

i didn't even apply to any other schools. i thought about applying to colorodo, baylor, rice and yale. rice and yale were just to expensive (cost to benifit ratio wasn't very good) and had a very long application process.

I have a boyfriend back in Lawton that I want to start my life with, but I can't because I'm here. Also, OU is very unorganized. There is horrible communication.

Boomer Sooner, OU ROCKS!

I chose to attend ou because it was close to home, and I believed there would be good proffesors. Now that im taking classes i see that TA's are teaching most of my classes something i didnt expect and now im considering if i should of went to another school

Additional Comments

I loved the opportunity to be involved in anything that I want to. Sure some things out of my field of study might take a little more work, but it's definitely the place to pursue the American Dream of Happiness for me.

I am very satisfied with the interaction I have had with OU in choosing OU. My only complaint is the financial aid package I was offered. I feel that as a National Hispanic Scholar, and with the ACT scores and high school GPA I have, I ought to have been offered a more rewarding package.

N/a

The University of Oklahoma needs to offer more financial aid and ways of teaching students how to obtain scholarships.

Residents, Admitted from the Wait List (n = 0)

Non-Residents, Admitted with a Scholarship (n = 2)

Oklahoma does not have the academic reputation of other school, even though OU is a great school. Also, what gets most people is the campus. OU has a beautiful campus.

When choosing to attend OU, I was completely confident in my decision, and I wish upon all high school graduates that their decision is as easy as mine was. I had a very enthusiastic, friendly, and helpful OU recruiter that made me feel important and welcomed into the University of Oklahoma. I would love to become a bright, welcoming face that high school students meet and remember the day they're introduced to all the opportunities after graduation, just like I remembered my OU recruiter on College Day.

Non-Residents, Admitted based on Performance Criteria (n = 1)

I would say I am satisfied because people are very friendly here and the campus is beautiful. However, I didn't think I would be so homesick until I got here, and it's not that I don't like the university, I just may not have said I was happy with my choice because I do miss everything back home.

Non-Residents, Admitted from the Wait List (n = 0)