

Guide *to* Theses *and* Dissertations: Electronic Submissions

School of Education
The University of North Carolina at Chapel Hill

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Introduction

Please read this manual carefully before preparing your thesis/dissertation. Staff in the Student Affairs Office is available to assist you in preparing and submitting your thesis/dissertation. You are encouraged to call the office at (919) 962-8693 or stop by Peabody Hall if you have questions about these guidelines.

This Guide is not meant to be an exhaustive manual. For specific questions of style, consult the most recent edition of the style manual used in your field (e.g. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*; *The MLA Style Manual*; and the American Psychological Association (*APA Style Manual*). When using a

style manual, follow the specifications for published documents, but do not include typesetting notations often used when submitting manuscripts to a publisher.

If there is a discrepancy between a style manual and this guide, the regulations set forth in this School of Education guide take precedence.

Please do not use another thesis/dissertation as a model for your work, since a particular style or example in a previous model may not meet current guidelines. Also, certain commonly used software packages may require format modifications in order to comply with School of Education guidelines.

Guide *to* Theses *and* Dissertations: Electronic Submissions

I. General Content and Organization

ORDER

Please see the sample dissertation at the end of this document for illustrations.

1. Title Page
2. Copyright Page (optional)
3. Abstract
4. Dedication, Acknowledgement(s) and/or Preface (all optional)
5. Table of Contents, with page references
6. List of Tables, with titles and page references (if applicable)
7. List of Figures or Illustrations, with titles and page references (if applicable)
8. List of Abbreviations (if applicable)
9. List of Symbols (if applicable)
10. Chapters, including:
 - Introduction, if any
 - Main body (with the larger divisions and more important minor divisions indicated by suitable, consistent headings)
11. Appendices (if applicable)
12. Bibliography/References

COMPONENTS

Title page

The title page of a thesis/dissertation should bear the following information:

1. The title of the thesis/dissertation, centered 2”below the top of the page
2. Your name, centered 1” below the title.
3. The following statement, within the full margins, 1” below your name:

“A dissertation [or thesis] submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of [Master of Arts] or [Doctorate of Education] in the School of Education.”

Be sure to list your department, school, or curriculum rather than your subject area or discipline. The latter, however, may appear in parentheses if you would like—e.g. “School of Dentistry (Endodontics)” or “Department of Romance Languages (French).”

4. On the lower half of the page, centered, the words “Chapel Hill” and one line below that, the year in which your committee approves the completed thesis/dissertation.
5. On the right-hand side of the page, “Approved by,” followed by each faculty member’s name and no signature.

Copyright page

If you wish to copyright your dissertation or thesis, you must include a copyright page with the following information single-spaced and centered on the bottom half of the page:

© Year

Full Name (exactly as it appears on the title page)

ALL RIGHTS RESERVED

This page should immediately follow the title page, and should bear the lower case Roman numeral: ii. See Section V of this Guide for more information on copyrighting your thesis/dissertation.

Abstract

The word ABSTRACT should be centered 2" below the top of the page. Immediately below that, center your name followed by the title of the thesis/dissertation. Use as many lines as necessary. Centered below the title, in parentheses, type the phrase "Under the direction of" and include the name(s) of the dissertation advisor(s). Skip one line and begin the content of the abstract. It should be double-spaced and conform to margin guidelines. An abstract should not exceed 150 words for a thesis or 350 words for a dissertation. The latter is a requirement of both the School of Education and UMI's Dissertation Abstracts International. Because your dissertation abstract will be published, please prepare and proofread it carefully. Be sure to print all symbols and foreign words clearly and accurately to avoid errors or delays. Make sure that the title given at the top of the abstract has the same wording as the title shown on your title page. Avoid mathematical formulae, diagrams, and other illustrative materials, and only offer the briefest possible description of your thesis/dissertation and a concise summary of its conclusions. Do not include lengthy explanations and opinions.

Dedication, Acknowledgements, Preface

(all optional)

Each of these should appear on a separate page and numbered with small Roman numerals (starting with the page number after the Abstract). A DEDICATION is an honorific statement from the author to a person or group to whom the author commends the effort and product of the dissertation. Most dedications are short statements of tribute beginning with "To . . ." No heading is required on the Dedication page. The text of short dedications should be centered between the left and right margins for a more attractive presentation, at least 2" from the top of the page. Humorous dedications often lose effect over time and are inappropriate for a work of serious scholarship.

ACKNOWLEDGMENTS are the author's statement of gratitude to and recognition of the people and institutions who helped the author's research and writing.

A PREFACE is a statement of the author's reasons for undertaking the work and other personal comments that are not directly germane to the materials presented in other sections of the thesis/dissertation. These reasons tend to be of a personal nature. The ACKNOWLEDGMENTS and PREFACE both have headings that begin 2" from the top margin of their respective pages. There is no length limit, and subsequent pages of text return to the 1" top margin.

Table of Contents

Type the heading CONTENTS or TABLE OF CONTENTS in all caps and center it 2" below the top of the page. The Table of Contents should not contain listings for the pages that precede it, but must list all parts of the thesis/dissertation that follow it. Be sure to include the Bibliography and all appendices and the page numbers at which these divisions begin, **though these should not be assigned chapter numbers.** If the chapters in your

thesis/dissertation contain subheadings of one or more levels, include them in the Table of Contents. The subheading(s) should be indented to the right of the margin for chapter titles. Information listed in a table of contents must match exactly the capitalization and wording of titles for the parts, chapters, and subheadings used in the thesis/dissertation itself.

Page numbers in the table of contents should be located just inside the right-hand margin of the paper with leaders (lines of dots) filling out the space between the entry and the page number. If an entry takes up more than one line, break up the entry about three-fourths of the way across the page and place the rest of it on a second line, single spacing the two lines. Double-space between entries.

List of Tables

Assign each table in your thesis/dissertation an Arabic numeral. You may number tables consecutively throughout the entire work (Table 1, Table 2, etc.), or you may assign each table a two-part Arabic numeral, the first number designating the chapter in which it appears, followed by a period, followed by a second number to indicate its consecutive placement in the chapter. Table 3.2, for example, would be the second table in Chapter Three. Do not include in the text typesetting notations often used when submitting manuscripts to a publisher (i.e., insert table x here). The heading for the list of tables should appear 1” from the top of the page, centered and in all caps: LIST OF TABLES. Double-space between the heading and the first entry. The number of each table (in Arabic) and its title should be located on the left margin of the paper with two spaces separating the table number and the title. Page numbers (in Arabic) are located just inside the right margin of the paper with leaders filling out the space between the entry and the page number. Single-space a table and its title if it takes up more than one line and double-space between each entry. The table number and

title in your list of tables should match exactly the number and title appearing in the thesis/dissertation itself.

List of Figures or Illustrations

The heading for the list of figures should appear 1” below the top of the page, centered and in all caps: LIST OF FIGURES or LIST OF ILLUSTRATIONS. Otherwise, follow the instructions given above for the list of tables.

List of Abbreviations

If you use abbreviations extensively in your thesis/dissertation, you should provide a list of abbreviations and their corresponding definitions. The heading for the list of abbreviations should appear 1” below the top of the page, centered and in all caps: LIST OF ABBREVIATIONS. Arrange your abbreviations alphabetically at the left margin single-space within each entry and double-space between entries.

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If you use symbols in your thesis/dissertation, you may combine them with your abbreviations, titling the section LIST OF ABBREVIATIONS AND SYMBOLS, or you may set up a separate LIST OF SYMBOLS and their definitions by following the instructions above for abbreviations.

II. Format

MARGINS

All copies of a thesis/dissertation must have the following uniform margins:

Left: 1 1/4”.

Right: 1” throughout the entire document.

Bottom: 1” throughout (with allowances for page numbers, see section on Pagination).

Top: 1” throughout.

Exceptions: The TITLE PAGE, ABSTRACT, first page of the DEDICATION, ACKNOWLEDGEMENT(S) and PREFACE (if any), first page of the TABLE OF CONTENTS, and the first page of each CHAPTER (including the Introduction, if any), begin 2" from the top of the page.

Thesis/dissertation pages should not contain headers.

FONT TYPE AND SIZE

To ensure clear and legible text for all copies, choose a medium width font that is either 10 or 12 points in size. Superscripts and subscripts (e.g., footnote numbers) should be no more than 2 points smaller than the font size used for the body of the text.

SPACING

The text of a thesis/dissertation must appear in a single column on each page and double-spaced throughout. Exceptions are blocked quotations, notes, captions, legends, and long headings, which should be single-spaced with a space between items.

INDENTATION

Indent paragraphs four spaces throughout the thesis/dissertation. For blocked quotations, indent the entire body four spaces from the left and right margins, with the first line indented an additional four spaces.

PAGINATION

Use small Roman numerals (i, ii, iii, iv, etc.) on all pages preceding the first page of chapter one. The title page counts as page i, but the number does not appear, therefore the first page showing a number will be page ii (the copyright page or first page of the abstract).

Arabic numerals (beginning with 1, 2, 3, 4, etc.) start at chapter one and include the text, illustrations, notes, and any other materials that follow. The first page of each chapter should be counted when you

paginate the thesis/dissertation, but should not be identified with any numeral. Thus, the second page of chapter one is the first to show an Arabic numeral: 2. Do not use page numbers accompanied by letters, hyphens, periods, or parentheses [e.g. 1a, 1-2, -1-, 1., and (1)].

- Center all page numbers at the bottom of the page 1/2" (4 lines) from the bottom edge.

If your document contains landscape pages (pages in which the top of the page is the long side of a sheet of paper), make sure that your page numbers nevertheless appear in the same place as they do on other sheets for consistency.

FOOTNOTES AND ENDNOTES

Place the footnote at the bottom of the page, and separate it from the text by a solid line one or two inches long, beginning at the left-hand margin on the first line below the text.

Single-space footnotes that are more than one line long. A double-space should separate more than one footnote on a page.

Divide a footnote if it cannot be accommodated in the space remaining at the bottom of one page. To maintain the required margins, break the note within a sentence and carry the remainder into the footnote area of the next page, where it will precede the footnotes for that page, if any. Do not indicate the continuation of a footnote.

Number all footnotes consecutively with Arabic numerals. You may number notes continuously, without repeating any numbers, through the entire thesis/dissertation. Or you may begin repeating note numbers with each new chapter, numbering the first note in each new chapter with the number 1. Note numbers should precede the note, be placed slightly above the line (superscripted), and leave no extra space between the number and the note.

Alternatively, note numbers can appear on the same line as the note (not superscripted) followed by a

period and two spaces. Be consistent about following one style or the other.

Endnotes are an acceptable alternative to footnotes. The same overall format guidelines apply, however endnotes should always begin on a separate page with a 1” margin at the top of the page. True footnotes placed at the bottom of the page are preferred because they allow a reader to follow the text continuously from beginning to end, without having to move back and forth from text to notes in a bound or microfilmed work.

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If your thesis/dissertation has appendices, they should appear at the end of the document (not the chapter to which they pertain) and their margins should conform to the rest of the document. When there is more than one appendix, assign each appendix a number or a letter heading, (APPENDIX 1D, APPENDIX ONE, or APPENDIX A) and a descriptive title. All headings and titles must appear in the Table of Contents. All appendix pages should be numbered with Arabic numerals, continued from and subject to the same guidelines as the rest of the document.

BIBLIOGRAPHY/REFERENCES

You are required to list all the references you consulted. Because the form of bibliographical entries varies from discipline to discipline, consult, and be consistent in applying, one of the published manuals listed at the beginning of this Guide and/or a professional journal in your discipline for the proper form. Citations are single-spaced within each entry and double-spaced between entries. Consult with your thesis advisor or dissertation director to determine which of the following headings should identify this section: BIBLIOGRAPHY, SELECTED BIBLIOGRAPHY, WORKS CITED, REFERENCES, or SOURCES CONSULTED. References at the end of each chapter (like

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Thesis fee: \$45.00

Copyright registration fee: \$45.00

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© Year

Full Name (exactly as it appears on the title page)

You may also wish to register your copyright with the U.S Copyright Office at the Library of Congress. As mentioned above, copyright registration is not a condition to copyright protection; there are, however, advantages to registration, especially if you have a claim of infringement of your copyright. Registration may be made at any time within the life of the copyright, but there are advantages to filling for registration within three months of publication. For more

information on registration, consult the website of the U.S. Copyright Office, www.copyright.gov.

You may empower UMI to file the application on your behalf, or you may directly contact the Register of Copyrights, Copyright Office, The Library of Congress, Washington, DC 20559. See the submission site for instructions and fees.

USING COPYRIGHTED MATERIALS

General Guidelines

Any copyrighted materials used in your work, beyond brief excerpts, may be used only with the written permission of the copyright owner. Book and journal publishers normally hold the copyright for all materials they publish. Therefore, even if you are the sole or one of several authors of material in a published book or journal, you must obtain written permission from the copyright holder if you are including this material in your thesis. You are responsible for securing these permissions and paying any permission fees.

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For additional guidance, visit <http://il.proquest.com/umi/dissertations/copyright/>.

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Some departments permit you to include in your thesis/dissertation articles or other materials that you have previously published, that have been

accepted for publication, or that have been otherwise presented to the public. In all such instances the following rules apply:

1. The material, if included in the body of your text, must be rendered in a typeface and citation form consistent with the body of the text. Photocopying material with a different typeface and/or format is unacceptable.
2. If the material is co-authored, the department must approve its inclusion in your thesis/dissertation.
3. If the material is copyrighted (if you are the sole author but the copyright is held by the publisher), you must fulfill the specifications

detailed above. The date on the title page should be the year in which your committee approves the thesis/dissertation.

IV. Submission

A Checklist and Sample Pages are provided at the end of this guide. To expedite the submission process, make sure your work conforms to these guidelines before you visit the submission site.

The website address for submission is *<http://dissertations.umi.com/uncedu>*. Read and follow all instructions carefully. You will be contacted once your thesis/dissertation has been reviewed by The Graduate School and expected to submit required revisions in a timely manner.

Checklist

Title Page

- Does the page show a 2” margin at the top?
- Does the statement correctly specify the department, curriculum, or school granting your degree?

Copyright Page

- Does your name appear exactly as it does on the title page?
- Is the copyright page numbered in lower-case Roman numerals?

Abstract

- Is the title worded exactly as it is on the title page?
- Does the page show a 2” margin at the top?
- Does the second page (if any) return to a 1” margin at the top?
- Is the text of your abstract no longer than 150 words (for a thesis) or 350 words (for a dissertation)?
- Is this page(s) numbered in lower-case Roman numerals?

Dedication, Acknowledgement(s) and/or Preface (if any)

- Do the DEDICATION, ACKNOWLEDGMENT(S) and PREFACE each begin on a new page?
- Does the first page of each show a 2” margin at the top?
- Do the second and subsequent pages of each return to the 1” top margin?
- Are these pages numbered in lower-case Roman numerals?

Table of Contents

- Does the first page show a 2” margin at the top?
- Do the second and subsequent pages of the Table of Contents return to the 1” top margin.
- Are these pages numbered in lower case Roman numerals?
- Do the wording, capitalization, and punctuation of all entries match those used in the text of your thesis or dissertation?
- Is each entry single-spaced, with a double space between entries?
- Are the corresponding page numbers accurate?
- Does the Table of Contents appear after the Abstract (or after the Preface, if you include one)?

List of Tables, Illustrations, Abbreviations, and Symbols

- Does each list have a heading in all caps 1” below the top of the page?
- Are all lists of tables, etc. properly numbered, given a title, and listed consecutively?
- Is each entry in the list single spaced, with a double space between entries?
- Do the wording, capitalization, and punctuation of all entries in your lists match those used in the text of your thesis or dissertation?
- Are these pages numbered with lower-case Roman numerals?

Chapters

- Does the first page (only) of each chapter begin 2” from the top of the paper?
- Is the text double-spaced (except for blocked quotations, notes, captions, legends, and long headings, which are single-spaced)?
- Are paragraphs indented consistently throughout?
- Have you numbered footnotes (or endnotes) consecutively either within each chapter or throughout the work?
- Are note numbers properly formatted as superscript Arabic numerals or as Arabic numerals placed on the line and followed by a period?
- Do endnotes begin on a separate page?
- Are abbreviations used in notes consistent with those used in the bibliography?
- Is each note single-spaced, with a double space between notes?
- Are page numbers of the text in Arabic numerals without any additional punctuation?
- Have you left the page number off the title page and the first page of each chapter (even though you count these pages in numbering)?

Appendices

- Have you placed all appendices after the last chapter and before the bibliography?
- Have you assigned each appendix a number or letter and title?
- Does the page show a 1” margin at the top?

Bibliography/References

- Are all entries single-spaced, with a double space between entries?
- If references are included at the end of each chapter, does each set begin on a separate page?
- Are abbreviations consistent with those used in the footnotes (or endnotes)?
- Does the page show a 1” margin at the top?

Sample Pages

FACTORS INFLUENCING THE PROGRAM CHOICE OF DOCTORAL
STUDENTS IN HIGHER EDUCATION ADMINISTRATION

Clark Kent

A dissertation submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of _____ in the Department of _____.

Chapel Hill
2004

Approved by
Advisor: Perry White
Reader: Lois Lane
Reader: Jimmy Olsen
Reader: Lana Lang
Reader: Pete Ross

73% actual size

© 2004
Clark Kent

ii

73% actual size

ABSTRACT

CLARK KENT: Factors Influencing The Program Choice Of Doctoral Students In Higher Education
Administration
(Under the direction of Perry White)

This study is predicated on the need for program coordinators and faculty to better understand why students apply to and attend specific doctoral programs in higher education administration. Rapidly changing demographic characteristics of these doctoral students, and threats to existing programs by external political bodies and competing institutions make it essential for academic personnel to understand the factors influencing doctoral program choice.

Employing a model of the college selection process developed by Hossler and Gallagher in 1987, this study examines factors influencing the program choice of doctoral students in higher education administration. Specifically, this includes (a) the demographic characteristics of doctoral students, (b) factors influencing the decision to apply to a doctoral program, and (c) factors influencing the decision to attend a doctoral program.

ACKNOWLEDGEMENTS

(same format for Dedications and Preface, if any)

To the casual observer, a doctoral dissertation may appear to be solitary work. However, to complete a project of this magnitude requires a network of support, and I am indebted to many people. I am most especially grateful to my parents, Jonathan and Martha Kent, for their guidance, support and extraordinary courage.

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CHAPTER I INTRODUCTION

The United States experienced unprecedented growth in college enrollment during the middle of this century. This surge in enrollment was followed by a decline in the 1970s and 1980s. It was during this time of decline in college enrollment that a great many researchers turned their attention toward identifying the variables that influence undergraduate students' college choice (e.g., Anderson, Bowman, & Tinto, 1972; Bowers & Pugh, 1973; Clark, Heist, McConnell, Trow, & Yonge, 1972; Hossler, 1982, 1984, 1987; Konnert & Giese, 1987; Lay & Maguire, 1980; Welki & Novratil, 1987). Specifically, these studies often focused on who tends to go to college, how students determine to which colleges they will apply, and the factors influencing the selection of the institution in which they ultimately enroll.

Enrollment in undergraduate programs flourished during the middle of this century. Following World War II, the G. I. Bill provided the incentive and opportunity for a large number of first generation students to enter colleges and universities (Ihlanfeldt, 1975).

A focus on higher education was heightened in the 1950s with the establishment of the National Science Foundation and the National Defense Education Act as a response to perceived threats during the cold war. The establishment of the above, in addition to increased state scholarships, set the stage for the expansion of higher education, an expansion based on the assumption that the demand for higher education would continue to increase (Ihlanfeldt, 1975, p. 134).

Such optimism was short-lived. While enrollment continued to grow into the 1960s, the 1970s were marked by a concern for a projected downturn in enrollment. In the introduction to Presidents Confront Reality: From Edifice

73% actual size

Some modifications were made to the data prior to the analysis presented below. These involved collapsing data for six independent variables, which was necessary to avoid empty cells in the statistical tests. As a result, race was collapsed into White, African American, and non-White/non-African American¹; age was collapsed into <26-30, 31-40, 41+, and years of post-master's professional experience was collapsed into 1-5, 6-10, and 11+ (although age and years of experience were both collapsed into dichotomous categories for one chi-square test); marital status was collapsed into married and not married; and the amount of money borrowed for undergraduate and master's education were both collapsed into \$0-5000, \$5001+.

Such attention to college choice as it pertained to graduate education was generally excluded from this research (for clarity, "graduate education" refers to all programs of graduate study). There was, however, concern for the decline in enrollment in graduate education. In the early 1970s, some predicted that there would be no decline in enrollment (Dresch, 1974; Panel on Alternative Approaches to Graduate Education, 1973).

Selection of Subjects

Subjects selected for this study were doctoral students enrolled in higher education administration programs within the United States. Since these students were asked to retroactively identify various factors influencing their program choice decisions, there was a concern over fading memories and the corresponding accuracy of recall. Therefore, the scope of subjects was limited to students who have been enrolled for at least one term since Fall 1995.

Unlike other disciplines which can readily be identified by name, doctoral programs in higher education administration can fall under a variety of departmental names.

The literature on college choice is voluminous and has been approached from a variety of perspectives. This chapter will provide a review of this literature from the perspectives of the various researchers.

Table 1:
Response Rate by Institution, Region, and Setting

Institution	Total Surveys Mailed	Total Surveys Retrnd	Valid Surveys Retrnd	Region**	and Setting***
Arizona State University	20	9	7	W	U
Univ. of Arkansas-Little Rock*	82	56	14	S	U
Auburn University	10	4	2	S	R
Claremont Graduate School*	36	25	22	W	S
Florida State University	8	7	7	S	U
University of Georgia	20	5	2	S	R
University of Iowa*	15	12	10	M	R
University of Louisville	28	19	5	S	U
University of Mississippi	20	6	5	S	R
Montana State University	15	0	0	W	R
New York University	35	8	8	N	U
Ohio State University	20	8	7	M	U
Oklahoma State University	15	10	7	S	R
Western Michigan University	2	1	0	M	U
College of William and Mary*	29	26	3	N	S

*Questionnaires mailed directly to students.
 **W=West, M=Midwest, S=South, N=Northeast.
 ***U=Urban, S=Suburban, R=Rural.

Appendix I:
The Geographic Regions of the United States

The South	The West	The Midwest	The Northeast
Alabama	Alaska	Illinois	Connecticut
Arkansas	Arizona	Indiana	Delaware*
Florida	California	Iowa	Maine
Georgia	Colorado	Kansas	Maryland*
Kentucky	Hawaii	Michigan	Massachusetts
Louisiana	Idaho	Minnesota	New Hampshire
Mississippi	Montana	Missouri	New Jersey
North Carolina	Nevada	Nebraska	Pennsylvania
Oklahoma	New Mexico	North Dakota	Rhode Island
South Carolina	Oregon	Ohio	Vermont
Tennessee	Utah	South Dakota	Virginia*
Texas	Washington	Wisconsin	Washington, D.C.*
	Wyoming		West Virginia*

*Located in the South by the editors of the respective publications, but considered the Northeast in this study for better geographic representation of institutions.

Appendix II:

Categorical and Individual Factors

The Decision to Apply (Section III)

A. INSTITUTIONAL CHARACTERISTICS

1. Reputation of the institution
2. Academic accreditations
3. Location (close to home)
4. Location (far from home)
5. Geographic region of institution

B. PROGRAM CHARACTERISTICS

1. Evening class availability
2. Day class availability
3. Flexible program requirements
4. Total credits required
5. Flexible entrance requirements
6. Opportunity for internship/practicum
7. Opportunity for assistantship/fellowship
8. Reputation of faculty

C. MARKETING/RECRUITMENT FACTORS

1. Catalogs
2. Brochures
3. Campus visit (not part of interview)

D. INPUT FROM THE FOLLOWING PEOPLE

1. Undergraduate faculty
2. Master's faculty
3. Student(s) currently in program
4. Alumni

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