Exploratory factor analysis was used to uncover the underlying structure of these 28 variables. The purpose of factor analysis is to reduce a large number of variables into a smaller number of factors or dimensions. In this context, the goal is to identify common patterns or factors that explain the variability among the athletic questions.

Comparisons of the responses were done by selecting to attend the school. The questions were grouped into five general categories: academic, family/friend, financial aid, athletic, and personal factors. However, there were statistically significant differences in the rating of any of the physical, academic, family/friend, or financial aid questions by primary sport. There were no significant differences in the rating of any of the physical, academic, family/friend, or financial aid questions by primary sport. However, there were statistically significant differences in the rating of any of the physical, academic, family/friend, or financial aid questions by primary sport.

Exploratory factor analysis was used to uncover the underlying structure of these 28 variables. The purpose of factor analysis is...
to discover simple patterns in the relationships among the variables. Four groupings of the 28 questions were found and named by the authors as follows: the campus factor, the athletic communication factor, the family factor, and the athletic program factor.

This study contributes to the combined model research by investigating factors related to but not specifically sociological and econometric. These "athletic" factors are less econometric in nature, since the participation in Division III athletics is almost never based on preparation for a future professional athletic career (although some students choose to pursue careers in athletically related management capacities, which can be aided by intercollegiate athletic participation). Some athletic factors identified as important are more sociological in nature, such as family influence, but others are unique to the athletic recruiting process, such as the athletic communications factor and the athletic program factor. It could be argued that these latter athletic factors are also sociological in nature, as the appeal to a prospective student-athlete's aspirations of status relating to athletic competition and potential success.

These results also identify specific similarities and differences in the non-athletic factors that influence student-athlete choices versus those of non-athletes as identified in the general literature. Similarly important non-academic econometric influencing factors included availability of desired major. A final important contribution of the findings from this research is to provide the basis from which to tailor recruiting efforts, providing a model for coaches to use to contact and to encourage desired prospective student-athletes.