

# Who Attends A Women's College?

**Identifying Unique Characteristics and  
Patterns of Change, 1971-2011**

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## FOREWORD

**I**n its 2010 Strategic Plan, the Women’s College Coalition set out to “enhance the power and influence of women’s colleges as thought leaders and educational innovators by advancing its members’ shared mission to promote the well-being and success of women and girls.”

Central to this strategic plan is the Coalition’s research agenda, which seeks to provide “compelling data and analysis of the effectiveness of a women’s college education that illuminates the factors that can impede or enhance the well-being and success of women and girls before, during, and after college.” At a time of rapid and disruptive change in higher education, this research agenda is designed to provide Coalition members with a well-grounded and multi-dimensional answer to the question “Why Does the World Need Women’s Colleges?”

The Coalition’s research agenda is multi-faceted and hierarchical. As a first step, the Coalition engaged UCLA Professor Linda Sax, author of the groundbreaking 2008 book *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*, to conduct a two-phase study of students and faculty at women’s colleges.

Phase One, which is the subject of *Who Attends a Women’s College? Identifying Unique Characteristics and Patterns of Change, 1971-2011*, is a self-assessment that describes forty-year trends in the women’s college population by examining how the backgrounds, characteristics, and predispositions of women’s college attendees have shifted over the past four decades and how these shifts compare to women at coeducational institutions.

Phase Two, which was completed in summer 2013, identifies differences between women's and coeducational colleges in professors' approaches to teaching and student engagement.

While women have outnumbered and in some cases outperformed men on coeducational college campuses for more than two decades, there are large gaps in what we know about student success by gender. The kind of research the Coalition has commissioned in Phase One has never been undertaken before.

There are many similarities in the trends among women at women's colleges and women at coeducational institutions. *Who Attends a Women's College? Identifying Unique Characteristics and Patterns of Change, 1971-2011* focuses on those trends that show significant differences. This report not only provides data to help us better understand who students at women's colleges are and how they have changed over time, but it also serves as a foundation and heuristic for further research that will yield data to illuminate the factors that influence women's success in college, help women's colleges serve students better, and position women's colleges as thought leaders in preparing women for success.

*Who Attends a Women's College* reveals some striking trends in the backgrounds and attitudes of women's college students in such areas as:

- Demographics
- Academic Self-confidence and Engagement
- College Choice
- Financial Attitudes and Expectations
- Educational, Career and Family Aspirations
- Leadership and Community Orientation

- Artistic Inclination
- Psychological and Physical Well-Being
- Spirituality
- Extracurricular Activities
- Political and Social Views

It is important to note that this report describes in aggregate the population of women who now attend women's colleges and who have attended women's colleges in the past. It does not reflect the variation between women's colleges in the characteristics of their students today. The demographic profile of any particular women's college may look very different from the aggregate profile described in the research.

However, while there are significant institutional variations among women's colleges, students in the women's college sector overall are in many ways a bellwether for women in higher education. The findings of the Coalition's research agenda will provide a basis for understanding and ultimately improving the experiences of all women at all types of institutions of higher education.

The Women's College Coalition

September, 2014

## EXECUTIVE SUMMARY

Scholarship on women’s colleges often references the fact that these institutions have diminished in number over the years. However, an understanding of this sector involves more than counting the sheer number of institutions; it requires understanding who attends these institutions and whether such populations have changed over time. Such knowledge would enable scholars, administrators and other interested parties to consider the role of women’s colleges in the contemporary higher education landscape, and would assist these institutions in their efforts to better serve their students. As such, this study uses national data on entering college students to address the following major questions:

1. How do the characteristics and predispositions of current women’s college attendees compare with those observed among women entering coeducational institutions?
2. How have these traits shifted over the past four decades relative to trends observed for women at coeducational institutions?

This study relies on “Freshman Survey” data collected over the past four decades by the Cooperative Institutional Research Program (CIRP), the nation’s largest and longest-running empirical study of American higher education. The CIRP, housed at UCLA’s Higher Education Research Institute, collects a wide range of information on incoming college students, including demographic backgrounds; self-confidence; college choice; career aspirations; leadership and community orientation; and psychological well-being. Since 1966, the CIRP has collected data on more than 10 million students at more than 1,600



colleges and universities, including 49 that were women's colleges in 2011 (the end-point for this study). For this report, we analyzed the responses of 262,722 female students who entered these 49 women's colleges between 1971 and 2011. Their responses were compared to those of over 4.4 million women entering nearly 1,000 historically coeducational institutions during the same time period. The report documents the trajectory of women's college students over time relative to students attending public and private four-year colleges and universities.

## Key Findings

- **Demographics**
  - Women's colleges currently enroll a more racially and ethnically diverse population of students than any of the comparison institutions. Just over half of the students attending women's colleges in our sample identify themselves as White, followed by over one in four who is African American, almost one in six who is Chicana/Latina, and one in nine who is Asian American.
  - Trends show that students attending women's colleges in the early 1970s came from families with the highest median income relative to the comparison groups, but the trend has since shifted to the point to where now students entering women's colleges hail from families with the lowest incomes (about \$84,000 compared to about \$100,000 or more at the coeducational comparison groups).

- Academic Self-Confidence & Engagement
  - Students entering women’s colleges are among the most likely to rate themselves “above average” or “highest 10%” compared to the average person their age in computer skills (33.8%) and in intellectual self-confidence (55.4%). However, self-ratings of mathematical and academic ability are lowest among women entering women’s colleges, with only 33.9% of students rating themselves in these top two categories.
  - Women entering women’s colleges are more likely than those at the coeducational comparison institutions to expect to communicate regularly with their professors (60.3%) or to work on a professor’s research project (41.1%).
- College Choice
  - When asked to indicate why they chose to attend their current institution, the top five reasons noted as “very important” for women’s college attendees are that the college has a very good academic reputation (78.4%), the graduates get good jobs (66.8%), they were offered financial assistance (64.2%), they wanted to attend a school of this size (58.9%), and having visited the campus (56.8%). These reasons are also among the most frequently cited by students from coeducational institutions.
  - Women’s college students are significantly more likely than students from coeducational colleges to choose their college because of encouragement from high school counselors (13.2%), private college counselors (7.8%), teachers (8.5%), and relatives (7.4%).

- **Financial Attitudes & Expectations**
  - More than half (56.4%) of the students entering women’s colleges plan on getting a job to help pay for college expenses and two-thirds (66%) have taken out loans (both figures are significantly higher than at the comparison institutions).
  
- **Educational, Career and Family Aspirations**
  - Nearly two-thirds (64.5%) of entrants to women’s colleges plan to earn post-baccalaureate degrees; women’s college attendees are the most likely of all groups to plan to earn a Ph.D. (27.3%).
  - The most popular career aspirations for students entering women’s colleges are in medical/health fields such as nursing (11.7%), medicine (10.2%), and the health professions (9.5%).
  
- **Community Orientation**
  - Students entering women’s colleges are more likely than women attending coeducational colleges to value helping others who are in difficulty (81.7%), influencing social values (53.8%), helping to promote racial understanding (50.7%), becoming a community leader (45.5%), participating in a community action plan (43.9%), and becoming involved in programs to clean up the environment (33.8%).
  - They also report the highest level of engaging in volunteer work by the time they enter college, an average of 3.7 hours per week. This trend has increased faster for students entering women’s colleges relative to the coeducational comparison groups.

- **Artistic Inclination**
  - Students at women’s colleges are more likely than students entering coeducational colleges to value artistic goals such as writing original works (20.6%), becoming accomplished in one of the performing arts (20.4%), and creating artistic works (19.7%).
  
- **Psychological & Physical Wellbeing**
  - Compared with women attending coeducational institutions, those who enroll in women’s colleges are the least likely to indicate high self-ratings of their emotional health (43.0%) and physical health (40.7%), and are the most likely to report that they frequently felt overwhelmed (42.4%) or depressed (11.4%) in the year prior to college.
  - Women’s college attendees are also the most likely to expect to seek personal counseling in college (16.3%), a trend that has risen over time.
  
- **Political & Social Views**
  - Women’s college attendees are significantly more likely to express the goal of wanting to influence the political structure (23.7%) and are the most likely to have worked in a local, state, or national political campaign (12.1%).
  - Students entering women’s colleges are also more likely to support gun control laws (81.5%), taxing the wealthy (73.7%), a national health care plan (73.8%), and giving students from disadvantaged social backgrounds preferential treatment in college admissions (46.7%).

While the report shows that women’s colleges are, as a group, on a unique trajectory in terms of the students they admit, some trends for women are universal regardless of

what type of college they attend (e.g., growing financial concerns, increasing stress, and declining levels of self-reported emotional health). Nevertheless, women's colleges may be seen as having a unique opportunity to demonstrate how best to educate an increasingly diverse college student population. Further, the educational climate at women's colleges may benefit from the fact that these institutions tend to attract students who are especially ambitious, intellectually curious, creative, and social change-oriented.

## ACKNOWLEDGMENTS

This report was made possible by the efforts of several individuals and organizations. The Higher Education Research Institute at UCLA was instrumental in providing the student data that were essential in conducting this research. We are also grateful to the Women's College Coalition (WCC) for their support for this study and the value they place in understanding their student populations. Early leadership from MaryAnn Baenninger (former president of the College of Saint Benedict) and Susan Lennon (former president of the WCC) helped to garner support for this project and also to tackle some of the early methodological decisions that needed to be made. Many thanks to WCC Interim President Marilyn Hammond, WCC Board Chair Elizabeth Kiss, and other board members, who have provided us with ongoing insights leading to the production of this report. Finally, as always, we are grateful to the colleges that participated in the study and to their students, without whom such research would not be possible.

## PART I: INTRODUCTION

**W**omen's colleges hold a unique place in the history of women in the United States, with a purpose and popularity that has evolved in response to changes in women's societal position and educational opportunities. What began in the mid-19<sup>th</sup> century as one of the only options for women seeking a college education, women's colleges currently enroll less than one percent of college-going women (Snyder & Dillow, 2012). In just the last fifty years, the number of women's colleges has declined from 233 to 51. Further, as many of the surviving women's colleges strive to retain enrollments, the population of students attending women's college has become increasingly diverse in terms of race, class, and age (Miller-Bernal, 2012).

Up to this point, most of the research on students attending women's colleges has focused on outcomes, and generally reveals beneficial effects. For example, women attending women's colleges have been shown to experience greater gains in cognitive domains including self-reported academic and intellectual development than women at coeducational colleges (Astin, 1993; Baxter Magolda, 1992; Kinzie, Palmer, Thomas, Umbach & Kuh, 2007). Women attending these colleges also rank higher on academic engagement (Kinzie, et al., 2007; National Survey of Student Engagement (NSSE), 2003; Smith, 1990; Smith, Wolf, & Morrison, 1995), intellectual self-confidence (Kim, 2002), and self-perceived academic ability (Kim & Alvarez, 1995) than their peers at coeducational institutions.

In addition to academic benefits, women at women's colleges are also reported to experience increases to their self-esteem and leadership abilities (Smith, Morrison, & Wolf, 1994; Astin, 1977). Further, students at women's colleges have been shown to be more satisfied with their overall college experience (NSSE, 2003; Smith, 1990) and with their interactions with faculty (Astin, 1977; Smith, 1990) than women attending coeducational institutions. Research also suggests potential societal benefits of women's colleges, in that women's colleges foster students' commitment to improving social conditions in the world

around them, in part because of the more socially conscious peer groups that are attracted to women's colleges (Kim, 2001).

Studies have also identified post-college benefits to attending a women's college, as graduates have been shown to earn proportionately more doctorates in nontraditional fields than female graduates of coeducational colleges (Tidball, Smith, Tidball & Wolf-Wendel, 1999). Further, women's colleges often tout the number of alumnae who are leaders of Fortune 1000 companies or members of Congress ([www.womenscolleges.org](http://www.womenscolleges.org)).

While research has documented numerous benefits of attending a women's college, there is also evidence of less favorable outcomes. Specifically, students at women's colleges have been shown to be less satisfied with the quality of social life on their campuses (Astin, 1993). Additionally, alumnae from women's colleges are less likely to have participated in intramural sports or varsity athletics, activities which have important consequences for college women's self-esteem, mental health, and academic success (Sax, 2008).

## **An Evolving Population at Women's Colleges**

While scholarly inquiry into the "outcomes" of attending a women's college has shaped our understanding of what happens to students after they attend these institutions, research reveals very little about how the "inputs" to women's colleges have changed. In other words, how has the population of students attending women's colleges evolved over time, especially in recent decades when the number of women's colleges has declined so dramatically? How has this population changed in terms of their academic backgrounds, expectations for college, and personal and professional goals? Is there a distinct trajectory that can be identified for women's colleges?

Such knowledge would enable scholars to consider the role of women's colleges in the contemporary higher education landscape, and would assist these institutions in their efforts to better serve their students. In order to contribute to this gap in the literature, this study uses national data on entering college students to address the following major questions:

1. How do the characteristics and predispositions of current women's college attendees compare with those observed among women entering coeducational institutions?



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2. How have these traits shifted over the past four decades relative to trends observed for women at coeducational institutions?

## PART II: RESEARCH METHODS

This report uses data from the Cooperative Institutional Research Program's (CIRP) Freshman Survey, which is the nation's longest-running survey of students entering American colleges and universities. The CIRP is housed within the Higher Education Research Institute (HERI) at UCLA and has administered this survey annually to incoming first-year college students nationwide since 1966. Each year, HERI invites all regionally accredited two- and four-year colleges in the United States to participate in the Freshman Survey, resulting in a collection of data on more than 9 million students at more than 1,500 colleges and universities over more than four decades.

The primary purpose of the CIRP Freshman Survey is to provide baseline data on entering college students so that they may be followed-up over time in order to assess how college contributes to student learning and development. Utilized in numerous books and hundreds of other publications, CIRP data have played a major role in shaping our understanding of America's entering freshmen and their development during the college years.<sup>1</sup>

The Freshman Survey Instrument (see Appendix A) is comprehensive and designed to elicit a wide range of biographic and demographic data, as well as information on students' high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. Revised annually, the questionnaire has been developed in consultation with students, professional associations, participating institutions, government agencies, educational researchers, administrators, policy makers, and members of the CIRP Advisory Committee. The data for this report were taken from Freshman Surveys completed by female first-time full-time college students who entered four-year colleges and universities between 1971 and 2011.<sup>2</sup>

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<sup>1</sup> See, for example, Astin, A. W. (1993), Pascarella & Terenzini (1991), and Sax (2008).

<sup>2</sup> Although the Freshman Survey has been administered since 1966, data for the trend analysis are available starting in 1971.

## Comparison Groups

In order to compare characteristics of female students entering women's colleges with female students entering coeducational institutions, we created five coeducational<sup>3</sup> comparison groups to reflect the diversity of institutions as determined by control (public/private), religious affiliation, and doctoral/non-doctoral granting status (see Table 2.1). Each group represents a different type of institution determined either by CIRP classifications or specific criteria used to create peer groups for this study. For example, colleges from the Annapolis Group form a separate comparison group because of their similar characteristics to many of the women's colleges (i.e., small, residential, liberal arts). The following section provides a description of each comparison group; for a full list of institutions within each category that provided data on first-time full-time female students at any time between 1971 and 2011, see Appendix B.

### Current Women's Colleges

This group is comprised of 49 institutions that were women's colleges at the time of the study (2011) and had participated in the Freshman Survey at any time within the prior four decades; this includes a total participation count of 262,722 female students.

### Historically Coeducational Comparison Groups

**All Coeducational Private Four-Year Colleges.** This comparison group includes all coeducational private colleges as defined by CIRP<sup>4</sup> that have participated in the Freshman Survey in the four-decade time span. There are 747 private colleges in this study with a total participation count of 1,952,986 female students.

Two historically coeducational comparison groups are subsets of the All Coeducational Private Four-Year Colleges group. These subset groups are the Annapolis group and the Catholic Colleges group. The institutions included in these two subsets are also included in the All Coeducational Private Four-Year Colleges group.

**Annapolis Group.** Colleges in the Annapolis Group represent leading institutions that emphasize a liberal arts education and the residential college

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<sup>3</sup> In order to focus on "historically coeducational" institutions, none of the schools deemed coeducational in this report are former women's colleges.

<sup>4</sup> CIRP defines "colleges" as four-year institutions that offer post baccalaureate programs but not a sufficient number of doctoral degrees, whereas "universities" are defined by institutions that meet a minimum of doctoral degrees awarded. See Pryor, Hurtado, Saenz, Santos & Korn (2007).

experience.<sup>5</sup> This group includes all coeducational institutions that are part of the Annapolis Group and have participated in the Freshman Survey between 1971 and 2011. Of the 130 Annapolis Group member institutions, there are 109 colleges in this comparison group with a total participation count of 638,387 female students.

*Catholic Colleges.* This group includes all coeducational institutions defined by CIRP as Catholic colleges that participated in the Freshman Survey between 1971 and 2011. This study includes 144 Catholic Colleges with a total participation of 385,206 female students.

*Private Universities.* This group includes all private universities as defined by CIRP that participated in the Freshman Survey between 1971 and 2011. There are 86 of these institutions in the study with a total participation count of 816,982 female students.

*Public Universities.* This group includes all public universities as defined by CIRP that participated in the Freshman Survey between 1971 and 2011. There are 121 of these institutions in the CIRP with a total participation count of 1,654,381 female students.

## Categories for Analysis

A total of 162 survey items were identified from the Freshman Survey for analysis. Drawing from categories defined in Sax (2008), these items were organized into 12 separate topical categories, with each category containing several survey items relating to the respective topic (most of which have been on the survey for decades allowing for trend analyses). These categories are: Demographics (15 items), Academic Self-Confidence and Engagement (22 items); College Choice (26 items); Financial Attitudes and Expectations (8 items); Educational, Career and Family Aspirations (9 items); Leadership Orientation (9 items); Community Orientation (18 items); Artistic Inclination (5 items); Psychological and Physical Well-Being (6 items); Spirituality (5 items); Extracurricular Activities (16 items); and Political and Social Views (23 items).

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<sup>5</sup> See [annapolisgroup.org](http://annapolisgroup.org) for more information about the Annapolis Group and its member colleges.

## Analysis

In order to answer our research questions, we utilized both cross-sectional analysis and trend analysis. This allows us to examine similarities and differences in the characteristics of incoming students at women's colleges and coeducational institutions and how these patterns may have changed over the past four decades. Some items on the survey were aggregated prior to analysis such as parents' occupations, students' probable career/occupation, and students' probable field of study (see Appendix C). For most items, percentages are reported; however medians were calculated for the hours per week items<sup>6</sup> and parental income<sup>7</sup> and are used for both the cross-sectional analysis and trend analyses. For parental income, medians were calculated and then converted into 2011 constant dollars to adjust for inflation over time.

**Cross-Sectional Analysis.** All 162 survey items were examined in the cross-sectional analysis. Data from 2011 were used for this analysis to make present-day comparisons between the Current Women's College group and the five coeducational comparison groups.<sup>8</sup> Out of the 49 institutions in the Current Women's College group, 22 of these participated in the Freshman Survey in 2011 and are included in this cross-sectional analysis. To determine statistically significant differences between groups, z-tests were performed (Agresti & Finlay, 2009). These z-tests were conducted between the proportion of women students at women's colleges and women at each of the coeducational comparison groups at the .05 level for all items except median parental income and median hours per week items<sup>9</sup>. These results are displayed in Tables 3.1 through 3.12, which also include an indicator of how women's colleges rank on each item relative to the coeducational comparison groups.

**Trend Analysis.** Of the 162 survey items analyzed in this report, 141 were used for trend analysis. These are items that have been asked on the survey a minimum of 10 times

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<sup>6</sup> The percent of students from each "hours per week" response category range were multiplied by the mean that range, then all response category calculations were summed and divided by 100. For example, for response categories 1-2 hours and 3-5 hours, the percentage of students would be multiplied by 1.5 and 4, respectively.

<sup>7</sup> The U.S. Bureau of Labor Statistics Consumer Price Index (CPI) Inflation Calculator was used to convert median parental income into 2011 constant dollars, see [http://www.bls.gov/data/inflation\\_calculator.htm](http://www.bls.gov/data/inflation_calculator.htm)

<sup>8</sup> In some cases, if an item did not appear on the 2011 survey, we used data from 2009 or 2010, as indicated in the tables.

<sup>9</sup> Significance testing could not be performed on medians because this report relies on profile reports provided by HERI, not on raw data necessary for significance testing of medians.

between 1971 and 2011, identifying long-term distinctions between current women's colleges and each of the coeducational comparison groups. Trends on each of the items from the Women's College group were compared to the trends from five other coeducational comparison groups. It is important to note that the sample of women's colleges choosing to participate in the Freshman Survey varied from year to year; therefore, findings in any given year may not precisely reflect the population of all women's colleges. Nevertheless, the long-term trends serve as an indicator of broader patterns observed among students attending these colleges. (See Appendix D for the Freshman Survey yearly participation history for the 49 women's colleges in our sample.)

## **PART III: COMPARING CURRENT WOMEN'S COLLEGES WITH HISTORICALLY COEDUCATIONAL INSTITUTIONS**

**T**his section focuses on differences in the entering student characteristics between women attending women's colleges and those attending historically coeducational institutions. These findings are summarized across the following categories: Demographics, Academic Self-Confidence and Engagement; College Choice; Financial Attitudes and Expectations; Educational, Career and Family Aspirations; Leadership Orientation; Community Orientation; Artistic Orientation; Psychological and Physical Well-Being; Spirituality; Extracurricular Activities; and Political and Social Views.

The results that follow focus on two primary points of comparison. The first is to examine how a cohort of college students entering women's colleges in Fall 2011 compares with female students entering each of five historically coeducational comparison groups: all private four-year colleges, colleges in the Annapolis Group, Catholic four-year colleges, public universities and private universities. Given the large number of survey items, this presentation focuses on results that are at the extremes (i.e., 2011 results that are highest or lowest for women's colleges relative to the coeducational comparison groups). Readers can consult the tables to see the specific magnitude of the difference between women's colleges and each of the other institutional types.

The second analytical approach is to examine major trends that are witnessed when examining survey trends between 1971 and 2011. Given space considerations, it is not feasible to display trend results for all items, so the presentation of these results is selective, focusing primarily on long-term trends that are notably different between women's colleges and the comparison groups (i.e., the trend lines are not parallel). Because this analytical approach highlights areas of difference in the long-term trends experienced by women's colleges and coeducational institutions, readers should remember that for the large number of trends not discussed, shifts over time typically reveal similar trajectories for women's colleges and coeducational institutions.

## Demographics

As described in Sax (2008), the population of women attending colleges and universities in the United States has become increasingly diverse in terms of racial/ethnic and economic backgrounds, and women are more likely than ever to come from families where one or both parents earned college degrees. In this section, we explore the extent to which these and other demographic trends hold up among the population of women attending women's colleges. (See Table 3.1)

**Race/ethnicity.** Among the cohort of women entering college in Fall 2011, the women's colleges participating in our study attract a more racially and ethnically diverse population of students than the comparison institutions. In particular, relative to coeducational colleges and universities, women's colleges enroll the greatest proportions of students identifying as African American<sup>10</sup> (26.9 percent), American Indian (3.3 percent), and "other" race/ethnicity (4.6 percent), and are second only to public universities in the proportion of Chicano/Latino students enrolled (14.2 percent). Women's colleges also enroll a significantly higher proportion of Asian/Asian American students (11.0 percent) relative to other four-year colleges, though the Asian student population is higher at public and private universities. Women's colleges are by far the least likely to enroll students who identify as White/Caucasian (55.4 percent).

Looking at the trends over time, we see that the decline in the White/Caucasian population is evident across all categories of institutions, but is more pronounced within women's colleges (see Figure 3.1). Trends for two other racial/ethnic groups are also worth highlighting. First, the proportion of African Americans attending women's colleges has risen dramatically over time,<sup>11</sup> a trend not evident in the comparison groups (see Figure 3.2). Second, the proportion of Asian Americans increased at women's colleges during the 1970s and 1980s, but leveled off and even dipped after the mid- 1990s, a period during which Asian American women's enrollment grew substantially at coeducational institutions, most significantly at public and private universities (see Figure 3.3).

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<sup>10</sup> It should be noted that institutions with larger African American enrollments (e.g., Historically Black Women's Colleges (Bennett College and Spelman College) as well as several women's colleges that have become minority-serving institutions) comprised an increasing share of institutions participating in the Freshman Survey over time, particularly from 2009 to 2011.

<sup>11</sup> The dip in 1984 reflects the one year that Spelman College did not participate in the Freshman Survey.



The racial/ethnic profile of students at women's colleges is also reflected in the diversity of the high schools and neighborhoods from which these women came. Specifically, women's college students are the least likely to hail from high schools and neighborhoods that are mostly or completely white, while they are the most likely of all college women to come from schools and neighborhoods that are racially diverse or completely non-White. In fact, a full 29.8 percent of women's college attendees hail from neighborhoods that are mostly or completely non-White.

**Family income.** As shown in Table 3.1, students attending women's colleges come from families with the lowest median incomes (approximately \$84,000, relative to roughly \$100,000 or more in each of the comparison groups, including a high of \$126,000 for women attending private universities). This represents a significant shift since the early 1970s when women's college attendees hailed from families with the highest family income relative to women from coeducational institutions (see Figure 3.4). This trend for women's colleges is reflected in a decline in median family income from \$117,340 in 1971 (in 2011 constant dollars) to \$83,831 in 2011.<sup>12</sup>

Perhaps related to declining financial resources among women's college attendees, in the past two decades this population has become less likely to travel great distances (at least 500 miles) to attend college (see Figure 3.5). This pattern departs from that observed for women at coeducational institutions who, for the most part, have become increasingly likely to attend college far from home (especially at private universities and Annapolis Group colleges).

**Parents' education.** Compared to women at other institutions, women's college attendees are the most likely to report that their mothers and fathers did not attend college. In other words, women at women's colleges are the most likely of all college women to be first-generation college students. Similarly, when looking at trends in college degree attainment, we find an interesting contrast between women's colleges and coeducational institutions. Specifically, for coeducational colleges there is an increase between 1971 and 2011 in the proportion of women whose fathers have earned college

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<sup>12</sup> The trend for parental income in the past few years (and other recent trends highlighted in this report) may reflect the changing nature of participating institutions, as described earlier. However, these and other trends do reflect longer-term trajectories observed in our sample.

degrees (undergraduate or graduate), but within the women's college population there is a net decline in college-educated fathers (see Figure 3.6). We find a slightly different pattern when looking at the proportion of women whose mothers have earned a college degree: this figure has grown over time for all female college attendees, but the increase has been flatter in the women's college population (see Figure 3.7). Thus, women's colleges have experienced a unique trajectory in terms of the academic attainment of their students' parents.

**Parents' occupation.** The shifts described by trends in parents' income and education are reflected in parental occupation. In the 1970s, students attending women's colleges were the most likely to report that their fathers were doctors, lawyers, or in business. Currently, women's college attendees are among the least likely to report these careers for their fathers. As shown in Figures 3.8, 3.9, and 3.10, such careers have exhibited long-term trends that are markedly different for women's colleges than for coeducational institutions. Presently, women's college attendees are the most likely of all groups to indicate that their fathers are laborers, unemployed, or in the military; upward trends on each of these careers have been unique for women's colleges (see Figures 3.11, 3.12, and 3.13). Interestingly, we also find that the fathers of women's college attendees are the least likely to hold traditionally male occupations in engineering and computer programming, and are the most likely to be in traditionally female careers of nursing or social work (though the overall numbers are quite low across the board).

Similar to the findings observed for these students' fathers, students at women's college are the most likely of all groups to report that their mothers are unemployed, and are the second most likely to report that their mothers are laborers. In addition, these students' mothers are the least likely to be homemakers or K-12 teachers (traditionally female occupations), but are also among the least likely to hold careers in business or computer programming (traditionally male careers). Finally, unlike for father's career, where the long-term trends are unique to women's colleges, the forty-year trends for mothers' careers reveal similar trajectories between women's colleges and coeducational institutions.

**Parents' marital status.** Students attending women's colleges are the least likely of all groups to come from "traditional" households with two married parents, and are the

most likely to report that their parents are divorced/separated or that at least one parent is deceased. Further, the overall trend for having divorced parents has risen more sharply at women's colleges than at coeducational institutions, with women at private universities the most likely to report two-parent intact families (see Figure 3.14).

## **Academic Self-Confidence and Engagement**

Research on college-going women has consistently shown them to have high levels of academic achievement and engagement, but relatively poorer academic self-confidence (Sax, 2008). Here we explore how women's academic self-confidence and engagement varies between women's colleges and coeducational institutions (see Table 3.2).

Looking at grades earned in high school, a few themes emerge. First is that practically all women attending women's colleges report earning at least a "B" average in high school (92.6 percent), with over half of women reporting "A" averages (including A+, A, and A-grades) (52.4 percent); these figures are even higher for women attending coeducational institutions. The rise in the number of students entering college with "A" averages, especially in the past two decades, has been described as "grade inflation" (Rosovsky and Hartley, 2002). However, it appears that this phenomenon is somewhat less prevalent among women attending women's colleges, as they represent the only category in which the proportion of "A" earners has actually declined over the past decade (see Figure 3.15). Time devoted to studying and homework during high school is also on the decline for students entering women's colleges, a pattern not observed at other institutional types (see Figure 3.16). Related to these trends is that, presently, women's college attendees are the most likely to anticipate needing tutoring for their college courses (43.0 percent). Finally, although most students at women's colleges indicated that they frequently or occasionally studied with other students in their last year of high school (89.9 percent), this figure was lowest among women's college attendees relative to those women who attended coeducational colleges.

Many of these trends are reflected in the academic self-ratings reported by women attending women's colleges. The survey asks students to indicate their abilities relative to "the average person your age" on a variety of traits. Compared to women at coeducational institutions, women's college attendees report the lowest levels of math confidence; only

33.9 percent rate themselves in the top two categories (“above average” or “highest 10%”) in mathematical ability, a figure which is slightly higher in the private four-year comparison groups, and significantly higher among women attending public and private universities. Math self-ratings have been on the decline for women at most institutions, including women’s colleges (see Figure 3.17). Results for self-rated academic ability are substantially higher than for math ability, with 70.1 percent of women’s college students indicating that they are in the top two categories in academic ability, though women’s academic self-confidence is still higher in most of the comparison institutions. Further, women’s colleges represent the only group where incoming students’ self-ratings on academic ability have generally declined over time (see Figure 3.18). Despite their comparatively low academic and mathematical self-ratings, women’s college students indicate some of the highest ratings in other areas: they report the highest levels of confidence in their computer skills (33.8 percent rating themselves “above average” or “highest 10%”) and the second-highest levels of intellectual self-confidence (55.4 percent).

There are several other positive signs for women’s colleges, especially when it comes to what their students expect to experience in college. Students attending women’s colleges are far more likely than women attending coeducational institutions to believe there is a “very good chance” they will communicate regularly with their professors (60.3 percent) or work on a faculty research project (41.1 percent; significantly higher than all comparison groups). Further, women’s colleges are second only to the Annapolis Group in the proportion of women who say they are going to college “to learn about things that interest me” (89.1 percent) or “to gain a general education and appreciation of ideas” (81.9 percent).

## College Choice

The Freshman Survey includes a variety of questions about the college choice process and the reasons why students selected their particular college (see Table 3.3). While students at all types of colleges are applying to more colleges than ever before, the rise in college applications has been less steep for women attending women’s colleges (see Figure 3.19). Students at women’s colleges are also the least likely of all groups to indicate that they are attending their first choice school (56.4 percent), a figure that has declined

across all institutions for decades, most notably in the 2000s (see Figure 3.20).

When asked to indicate why they chose to attend their current institution, the top five reasons noted as “very important” for women’s college attendees are that the college has a very good academic reputation (78.4 percent), the graduates get good jobs (66.8 percent), being offered financial assistance (64.2 percent), wanting to attend a school of this size (58.9 percent), and visiting the campus (56.8 percent). These reasons are also among the most frequently cited by students from other institutions.

However, the unique attraction of women’s colleges is apparent when considering some of the other reasons why students choose these institutions. In particular, women’s colleges attendees are significantly more likely than all groups to select their college because graduates gain admission to top graduate and professional schools (50.8 percent) and second most likely of all groups to choose the college because of its strong academic reputation (78.4 percent). These trends suggest that academic reputation is especially important to students enrolling in women’s colleges.

The survey also suggests that, unlike coeducational institutions, women’s colleges attract women who are specifically encouraged by others to choose that college. Women’s college attendees are significantly more likely than all comparison groups to attend because of advice they received from high school counselors (13.2 percent), private college counselors (7.8 percent), teachers (8.5 percent) and relatives (7.4). Further, they are second only to women at Catholic colleges to indicate that they chose this institution because their parents wanted them to (17.4 percent). Although these reasons are far less influential than the academic and financial reasons cited by the majority of students, they do suggest a unique role of significant “others” in the decision to attend a women’s college. Further, the influence of teachers has grown more over time for students attending women’s college (see Figure 3.21).

Other factors that have increased in importance for students selecting women’s colleges include: advice from high school counselors and private college counselors; information from a website; the college’s reputation for social activities; being offered financial assistance; and not being offered financial assistance from their first choice institution. Though these trends for women’s colleges mirror those observed for women at coeducational institutions, one trend—the importance of attending a college near their

home—has grown most rapidly over time among students attending women’s colleges (see Figure 3.22). Perhaps related to this is that students at women’s colleges are the most likely to “agree strongly” that the current economic situation significantly affected their college choice (24.8 percent). Finally, though the numbers are small, it may be important to note that students attending women’s colleges are significantly more likely than all other groups of women to believe there is a very good chance they will transfer to another college before graduating (6.2 percent).

## **Financial Attitudes and Expectations**

As demonstrated in the prior section, financial considerations play a key role in women’s decisions about where to attend college. The significance of economic factors continues as women enter college and anticipate their financial needs along the path to degree attainment (see Table 3.4). More than half of students entering women’s colleges (56.4 percent) indicate that they plan to get a job to help pay for college expenses, a slightly but significantly higher level than is witnessed at the coeducational institutions (except equal to the rate observed at Catholic colleges). In addition, though overall rates are low, women’s college attendees are significantly more likely than all groups to anticipate working full-time while attending college (7.3 percent), a trend that has risen faster over time for students attending women’s colleges than for any other group (see Figure 3.23). Given these patterns, perhaps it is not surprising that the women’s college sample is significantly more likely to have taken out loans (66 percent) and to indicate “major” concerns about whether they will have enough funds to complete college (17.8 percent). Further, while the trend on financial concern has fluctuated over time commensurate with shifts in the economy, rates of financial concern have been significantly higher at women’s colleges for over a decade (see Figure 3.24).

When it comes to longer-term financial goals, the majority of women’s college attendees indicate that being very well-off financially is a very important or essential life goal (77.4 percent), a finding consistent with women across most institutions. Further, women’s college attendees are the most likely of all groups to indicate a strong desire to become successful in their own business (40.7 percent).

## Educational, Career, and Family Aspirations

Survey results also give us an indication of women's plans for degree attainment, major selection, and career choice (see Table 3.5). Like their peers in coeducational colleges, the majority of students attending women's colleges aspire to post-baccalaureate degrees. Over one in three (37.2 percent) plan to earn a master's degree as their highest degree, and over one in four (27.3 percent) plan to earn a Ph.D. or Ed.D., a figure significantly higher than for students in all coeducational comparison groups. Related to this, women's college attendees are significantly more likely to report that preparing for graduate/professional school was a very important reason for going to college (72.5 percent). As further evidence of their academic and professional orientation, students at women's colleges are significantly more likely than all groups to state that "making a theoretical contribution to science" is an important or essential personal goal (25.1 percent), and are among the least likely to view "raising a family" as an important goal (69.8 percent, second-lowest only to women at Annapolis colleges). Clearly, though, the overall value placed on family is greater than the value placed on making scientific contributions, a fact that holds true for women across all institutional categories.

**Intended major.** The most popular initial major choices for women entering women's colleges are: Health professions (Medicine/Dentistry/Veterinary/Nursing/Pharmacy/Therapy) (21.2 percent), Biological sciences (12.6 percent), Psychology (9.2 percent), Humanities/English (7.2 percent), and Education (6.9 percent). The most oft-cited field—health professions—is equally popular among women attending Catholic colleges, but represents twice the rate that is observed among women attending Annapolis Group institutions.

A look at the trends in major selection reveals similar trajectories across institutional categories. That is, growing interest in fields such as the social and biological sciences, and waning interest in fields such as computer science, are also observed for women attending coeducational institutions. However, two interesting trends are worth noting. First is in the field of engineering, where women's colleges resemble other private four-year colleges in low levels of student interest (1.9 percent), but public and private universities increasingly attract women with engineering aspirations (see Figure 3.25).

The second interesting trend is in the field of psychology, which has recently grown more sharply in popularity at women's colleges relative to all coeducational categories. Women at women's colleges are now the most likely to major in psychology (9.2 percent) compared to women at coeducational institutions (see Figure 3.26).

**Career choice.** Identifying the most popular career choices for women's college attendees is a bit more difficult, as the most popular career choice for this group is "undecided" (15.2 percent). Among the career choices that are selected, the top three are nurse (11.7 percent), doctor (M.D. or D.D.S.) (10.2 percent), and health professional (9.5 percent). Clearly, these career choices are consistent with some of the most popular majors for students attending women's colleges. In fact, interest in nursing is higher for women's college attendees than for women at all coeducational institutions. Trends also reveal that interest in nursing has been on the rise at women's colleges over the past decade, a pattern also witnessed at Catholic colleges but not at other institutional types (see Figure 3.27). Most other trends in career choice exhibit patterns that are fairly similar between women's colleges and coeducational institutions.

## **Leadership Orientation**

Six items from the Freshman Survey were used to measure students' self-ratings of leadership-related traits: competitiveness, cooperativeness, drive to achieve, leadership ability, public speaking ability, and social self-confidence (see Table 3.6). Students at women's colleges rank in the middle-to-low end on each of these traits relative to women at coeducational institutions, though in some cases there is limited variability across groups. On two items—the goal of "becoming and authority in my field" and "obtaining recognition from my colleagues for contributions to my special field"—students at women's colleges rank second, though again the range of scores is fairly limited across the institutional categories. Long-term trends on these leadership variables indicate no unique patterns for women's college attendees.

While self-ratings on leadership-oriented traits are not high for students attending women's colleges, these women are nevertheless significantly more likely than female students at other institutions to indicate that they plan to participate in student government in college (13.7 percent). This is likely due to their perceived opportunities for



leadership at a women's college.

## **Community Orientation**

Several items on the survey assess students' commitment to improving communities and helping others in need (see Table 3.7). Students attending women's colleges rank first on the majority of questions in this category. Specifically, when compared to women attending coeducational institutions, women's college attendees are the most likely to indicate that the following goals are "very important" or "essential" to them: helping others in difficulty (81.7 percent), influencing social values (53.8 percent), helping to promote racial understanding (50.7 percent), becoming a community leader (45.5 percent), participating in a community action program (43.9 percent), and becoming involved in programs to clean up the environment (33.8 percent). Women's college attendees also report the highest levels of volunteer work prior to entering college (3.7 median hours per week), and are significantly more likely than all groups to anticipate participating in student protests and demonstrations while in college (13.6 percent).

Long-term trends reveal that the trajectory for most of these items has been similar for women's colleges and coeducational institutions, but that some aspects of community orientation reveal a growing salience among students at women's colleges. In particular, women's colleges have increasingly distinguished themselves from coeducational institutions in enrolling students who are strongly committed to promoting racial understanding and influencing social values (see Figures 3.28 and 3.29). In addition, the time students spend performing volunteer work in the year prior to college has grown faster for students enrolling in women's college than at coeducational institutions, particularly in recent years (see Figure 3.30).

## **Artistic Inclination**

As with community orientation, students attending women's colleges distinguish themselves in terms of their artistic inclination (see Table 3.8). They are significantly more likely than students in the coeducational comparison groups to rank the following goals as "very important" or "essential": writing original works (20.6 percent), becoming accomplished in one of the performing arts (20.4 percent), and creating artistic works (19.7

percent). Further, “above average” or “highest 10%” ratings on creativity (58.6 percent) and artistic ability (34.5 percent) are second-highest among women’s college attendees relative to other groups.

Interestingly, while artistic inclinations are typically the highest at women’s colleges, in recent years there has been a notable decline in artistic interests among students across all institutional categories, most noticeably at women’s colleges. For example, interest in writing original works and becoming accomplished in the performing arts has waned in recent years, with sharper declines observed among those entering women’s colleges (see Figures 3.31 and 3.32).

### **Psychological and Physical Well-Being**

One of the most significant and troubling themes to emerge from the data is a pattern of low psychological and physical health reported by women attending women’s colleges (see Table 3.9). Compared with women attending coeducational institutions, those who enroll in women’s colleges are significantly less likely to indicate “above average” or “highest 10%” self-ratings of their emotional health (43.0 percent) and physical health (40.7 percent), and are more likely to report that they frequently felt overwhelmed (42.4 percent) or depressed (11.4 percent) in the year prior to college. Given this, perhaps it is not surprising that women entering women’s colleges are the most likely to anticipate seeking personal counseling in college (16.3 percent).

Trends over time reveal long-term declines in ratings of emotional health and increases in feeling overwhelmed for students at all institutional types, patterns that are fairly similar between women’s colleges and coeducational colleges. However, some trends reveal distinctive patterns for women’s colleges: rates of self-reported depression that remain consistently higher than for women at coeducational schools (even if overall rates are down over time) (see Figure 3.33), and a substantially sharper increase in the anticipated need for personal counseling in college (see Figure 3.34).

### **Spirituality**

When it comes to religious preference, students attending women’s colleges are most likely to identify themselves as Protestant/Christian (45.6 percent), followed by

Roman Catholic (23.3 percent), None (21.7 percent), and Jewish (2.3 percent). An additional 7.1 percent of women's college attendees identify their religious preference in other categories not represented by the above groups. Women's colleges are among the least likely to enroll students who identify as Roman Catholic (with smaller percentages reported only at Annapolis Group colleges) or Jewish (with smaller percentages reported only at Catholic colleges). Long-term trends in religious identification are fairly similar between women's colleges and coeducational institutions.

Questions regarding religious and spiritual engagement reveal patterns that distinguish women attending women's colleges from those at coeducational institutions (see Table 3.10). Students entering women's colleges are significantly more likely than women at the comparison institutions to rate their spirituality as "above average" or "highest 10%" (43.7 percent), and are the most likely to have discussed religion frequently in the past year (38.8 percent). Further, they are nearly tied with women at Annapolis institutions in the importance they ascribe to developing a meaningful philosophy of life (considered "very important" or "essential" by 54.2 percent of women at women's colleges). They are also second only to women at Catholic colleges in reporting that they attended religious services in the past year (78.5 percent). Thus, rates of religious and spiritual involvement are on the high side for women entering women's colleges, however trends over time do not reveal any distinctive patterns for this sector.

### **Extracurricular Activities**

The survey asks a number of questions related to students' extracurricular activities (some of which have already been reported, such as volunteer work and religious attendance). As summarized in Table 3.11, this section reports on a collection of other activities that reflect the behaviors of women in the year prior to entering college—patterns of behavior which are shown to persist into the college years (Sax, 2008). Compared with women entering coeducational institutions, those entering women's colleges report the highest median hours per week utilizing online social networks (5.4 hours per week), watching television (4.1 hours per week), reading for pleasure (3.1 hours per week), and playing video/computer games (approximately 1 hour per week). However, they are the least likely to have spent time socializing with friends (8.8 hours per week)

and exercising or playing sports (6.3 hours per week). Thus, even though the women's college population reports spending more time socializing and exercising than they do on the more isolating activities, the patterns here suggest that they engage in these activities at different rates than their coeducational peers. Similarly, women's college attendees are significantly less likely than other women to indicate that they drank wine/liquor (34.9 percent) or beer (21 percent) in the year prior to college. Also, related to their low rates of exercise and sports, students entering women's colleges are significantly less likely to indicate that they expect to play club, intramural or recreational sports in college (23.2 percent).

Long-term trends in extracurricular involvement are fairly similar between women's colleges and coeducational colleges, with one notable exception. That is, the time devoted to sports and exercise has increased over time for women across all coeducational institutions, but has remained steady (and lower than all other groups) for women attending women's colleges (see Figure 3.35).

## **Political and Social Views**

The Freshman Survey asks a number of questions that shed light on the political orientations and attitudes of entering college students (see Table 3.12). Looking first at self-identified political leanings, we find that women's college attendees lean ideologically more to the left than the right. A full 42.7 percent of them report their political orientation as "far left" or "liberal," compared to only 16.6 percent who identify as "conservative" or "far right." The remaining students (40.7 percent) identify themselves as "middle-of-the-road." This middle-left leaning pattern is apparent across the coeducational groups as well.

Relative to women at coeducational institutions, women's college attendees show relatively high levels of political engagement. They are significantly more likely than all groups to indicate that influencing the political structure is a "very important" or "essential" personal goal (23.7 percent) and are the most likely to have worked in a local, state, or national political campaign (12.1 percent).

Attitudes on political and social issues indicate a progressive mindset that is especially strong among students attending women's college. Compared with women from the coeducational comparison groups, women's college attendees are significantly more

likely to “agree somewhat” or “agree strongly” in the importance of gun control laws (81.5 percent), taxing the wealthy (73.7 percent), having a national health care plan (73.8 percent), and giving students from disadvantaged social backgrounds preferential treatment in college admissions (46.7 percent). At the other end of the spectrum, women’s college attendees are the least likely to agree that undocumented immigrants should be denied access to public education (30.1 percent), that affirmative action in college admissions should be abolished (41.4 percent), and that racial discrimination is no longer a major problem in America (16.2 percent). Interestingly, despite their progressive stance on issues related to race and ethnicity, women’s college students are the least likely to believe that colleges should prohibit racist/sexist speech on campus (69.1 percent); perhaps this reflects a commitment to freedom of speech among women’s college attendees.

Most of the long-term trends in political and social views reveal similar patterns between women’s and coeducational colleges, though one interesting trend emerges. That is, women’s college attendees have shifted from being the least likely to the most likely to believe that the wealthy should pay more taxes (see Figure 3.36). This trend likely reflects the shift towards lower-income students in the women’s college population.

## SUMMARY OF KEY FINDINGS AND QUESTIONS FOR CONSIDERATION

**T**his report reviews the incoming characteristics of women attending women's colleges and those attending coeducational institutions. Across all categories examined, notable differences were found between the Fall 2011 entering cohort of students at women's college relative to their coeducational peers. In some cases we also find that the trajectory on a particular survey question is unique for students at women's colleges, such that shifts over time in the characteristics of women attending these institutions are more or less pronounced than shifts occurring among the population of women entering coeducational institutions. Below are some of the major findings, each followed by a list of questions that the women's colleges may wish to consider.

*Women's colleges attract an increasingly diverse and financially disadvantaged student population.*

Questions women's colleges may wish to consider: What are the most successful recruitment strategies for attracting a diverse population of students? To what extent do our marketing materials reflect this changing population? How aware are we about our students' financial challenges, need for employment and financial aid, and ongoing family responsibilities? What programs and services are currently in place to address the unique cultural and financial needs of our students?

*Women's colleges increasingly attract students with lower academic confidence, including many who anticipate needing academic support.*

Questions women's colleges may wish to consider: How successful is orientation and advising at helping new students adjust to our institutions' academic demands? What processes are currently in place to identify and assist students who may benefit from academic support services? How aware are our faculty of the changing academic backgrounds of our students?

*Students at women's colleges have strong intellectual orientations, are attracted to their college's academic reputation, and have high expectations for their engagement with faculty.*

Questions women's colleges may wish to consider: Are we meeting the needs of all students who enter our colleges with high levels of intellectual curiosity and an expectation to engage with their faculty in office hours and through research projects? What strategies do we use to further stimulate students' intellectual curiosity?

*High school teachers and counselors, as well as members of the student's family, play a unique role in encouraging women to choose a women's college.*

Questions women's colleges may wish to consider: What strategies are used to market women's colleges to families and high school personnel? What perceptions do these individuals have of women's colleges, and how accurate are they?

*Nursing and other health professions are increasingly popular career choices for women's college attendees.*

Questions women's colleges may wish to consider: Is this a direction that our colleges have taken intentionally or in response to changing student interests? How successful are our nursing, pre-med and other health-related programs? Do our graduates pursue careers and/or graduate degrees in these fields?

*Women's colleges attract students who care deeply about improving the world around them.*

Questions women's colleges may wish to consider: To what extent are we meeting the needs of students who are motivated for civic engagement and other altruistic activities? How well are we reaching out to students who are less community-oriented? Does our curriculum capitalize on students' community and global interests in a way that is integrative and that fosters self-reflection?

*Students at women's colleges have unique needs regarding health and well-being.*

Questions women's colleges may wish to consider: How well-equipped is our institution to serve the needs of women who experience stress, self-doubt and other psychological concerns as they arrive at college? Given the positive connection between

exercise and emotional health, what can our institution do to promote greater involvement of our students in sports and exercise, and less time engaging in more isolating and/or sedentary behaviors?

*Students attending women's remain some of the most artistic and spiritual women in college.*

Questions women's colleges may wish to consider: What is it about our institutions that attracts more spiritual and artistic women? Do our programs and services satisfy the artistic and spiritual needs of these students?



## CONCLUSION

**T**his report highlights the current characteristics of women attending women's colleges and reveals whether these institutions are, as a group, on a unique trajectory in terms of the students they admit. Though some trends for women are universal regardless of what type of college they attend (e.g., growing financial concerns, increasing stress, and declining levels of self-reported emotional health), the women's colleges in our study face certain unique challenges in terms of the composition of the students they enroll, most notably those who are low-income, first-generation college students. These are, in fact, the fastest-growing segments of the college-going population across all institutions; the trend is simply more pronounced at women's colleges. Thus, women's colleges may be seen as having a unique opportunity to demonstrate how best to educate an increasingly diverse college student population. Further, the educational climate at women's colleges may benefit from the fact that these institutions tend to attract students who are especially ambitious, intellectually curious, creative, and social change-oriented.

Finally, it is important to remember that women's colleges are not homogenous; rather, there is great diversity among these institutions, especially in terms of their history, mission and resources. It is important for individual colleges to assess the validity of these trends for students on their own campus.

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## **TABLES AND FIGURES**

**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Student's race/ethnicity</i>							
White/Caucasian	6	55.4 <sup>BCDEF</sup>	80.7	80.6	78.9	67.3	69.8
African American/ Black	1	26.9 <sup>BCDEF</sup>	8.3	7.1	7.3	8.2	8.5
Chicano/Latino <sup>a</sup>	2	14.2 <sup>BCE</sup>	10.0	9.1	13.8	11.4	14.5
Asian American/ Asian	3	11.0 <sup>BCDEF</sup>	7.3	9.8	5.5	20.6	13.7
Other race/ethnicity	1	4.6 <sup>BCDEF</sup>	3.4	3.7	3.1	4.2	3.4
American Indian/ Alaska Native	1	3.3 <sup>BCDEF</sup>	2.3	1.9	1.7	1.9	2.1
Native Hawaiian/ Pacific Islander	1 (T)	1.2 <sup>BCDE</sup>	0.9	0.7	1.0	1.0	1.2
<i>Age of student as of December 2011</i>							
16 or younger	2 (T)	0.0 <sup>BC</sup>	0.1	0.1	0.0	0.0	0.0
17	2	2.2 <sup>BCDEF</sup>	2.0	2.1	2.0	2.3	2.1
18	6	69.5 <sup>DEF</sup>	70.8	70.7	73.4	72.8	72.3
19	1 (T)	26.1 <sup>DEF</sup>	26.1	26.0	24.0	24.1	24.9
20	1	1.5 <sup>BCDEF</sup>	0.9	1.0	0.4	0.6	0.5
21 or older	1	0.6 <sup>BCDEF</sup>	0.2	0.2	0.1	0.1	0.1
<i>English is native language</i>							
Yes	5	87.4 <sup>BCD</sup>	92.7	91.7	92.8	86.7	87.7

(Table 3.1 continues)

**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>U.S. Citizen</i>							
Yes	5	93.2 <sup>D</sup>	96.0	94.7	97.8	92.7	95.5
<i>Median Parental Income</i>	6	\$83,831	\$101,722	\$115,725	\$101,699	\$126,268	\$99,165
<i>Mother's highest level of formal education</i>							
Less than high school <sup>b</sup>	1	9.6 <sup>BCDEF</sup>	5.0	4.1	5.5	4.6	7.7
High school graduate <sup>c</sup>	2	34.8 <sup>BCEF</sup>	32.2	22.8	35.7	23	32.8
College degree <sup>d</sup>	6	32.8 <sup>BCDEF</sup>	39.3	40.2	38.8	42.3	38.4
Graduate degree	4	22.8 <sup>CDEF</sup>	23.5	32.9	20.0	30.2	21.3
<i>Father's highest level of formal education</i>							
Less than high school <sup>b</sup>	1	13.1 <sup>BCDEF</sup>	7.0	5.3	7.8	5.4	9.3
High school graduate <sup>c</sup>	1	36.9 <sup>BCDEF</sup>	33.3	23.9	35.6	22.4	32.2
College degree <sup>d</sup>	6	26.0 <sup>BCDEF</sup>	32.2	32.6	33.4	32.5	32.0
Graduate degree	5	24.1 <sup>BCEF</sup>	27.6	38.2	23.3	39.6	26.5

(Table 3.1 continues)

**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>First generation status based on parent(s) with less than 'some college'</i>							
Yes	1	21.1 <sup>BCDEF</sup>	15.0	10.4	16.6	10.0	17.5
<i>Mother's occupation</i>							
Other occupation	1	23.9 <sup>BCDEF</sup>	21.5	18.7	22.1	16.7	20.7
Business	5	15.6 <sup>BDEF</sup>	16.7	15.5	17	18.1	17.7
Homemaker	6	8.9 <sup>BCDEF</sup>	10.3	11.6	10.6	15	9.2
Unemployed	1	8.1 <sup>BCDE</sup>	6.8	6.3	6.9	6.6	8
Nurse	2	7.7 <sup>BCDEF</sup>	7.4	6.3	8.6	6.1	7.1
Education (primary)	5	6.9 <sup>BCDEF</sup>	8.5	8.0	8.9	6.6	7.8
Laborer	2	4.8 <sup>BCDEF</sup>	3.8	3.6	4.2	3.4	5.0
Education (secondary)	6	3.1 <sup>BCDEF</sup>	4.0	4.5	3.4	3.5	3.5
Clerical	6	2.9 <sup>BCDEF</sup>	3.6	3.0	4.4	3.3	3.7
Health professional	6	2.9 <sup>BCDEF</sup>	3.6	3.6	3.5	3.5	3.9
Artist	4	2.1 <sup>BCDEF</sup>	2.5	3.3	1.4	2.5	1.8
Social worker	1	2.1 <sup>BCDEF</sup>	1.7	1.9	1.6	1.4	1.6
Lawyer	3	1.8 <sup>BCDEF</sup>	1.5	2.5	1.1	2.4	1.3
Doctor (MD or DDS)	4 (T)	1.7 <sup>BCDE</sup>	1.8	2.8	1.3	2.9	1.7
College teacher	2	1.1 <sup>BCDEF</sup>	0.8	1.4	0.5	1.0	0.5
Policymaker/diplomat	1	1.1 <sup>BCDEF</sup>	0.6	0.9	0.4	0.7	0.7

(Table 3.1 continues)

**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Mother's occupation</i>							
College administrator/staff	2 (T)	0.9 <sup>CEF</sup>	0.9	1.1	0.9	0.7	0.5
Computer programmer	6	0.9 <sup>BCDEF</sup>	1.1	1.2	1.0	1.8	1.7
Engineer	4 (T)	0.8 <sup>CDEF</sup>	0.8	0.9	0.7	1.8	1.6
Research scientist	3	0.6 <sup>BCDEF</sup>	0.5	0.8	0.3	0.8	0.5
Military	1	0.5 <sup>BCDEF</sup>	0.1	0.1	0.1	0.1	0.2
Clinical psychologist	2 (T)	0.4 <sup>BCDF</sup>	0.3	0.5	0.2	0.4	0.2
Law enforcement	1	0.4 <sup>BCDEF</sup>	0.3	0.3	0.3	0.2	0.3
Architect	3 (T)	0.3 <sup>CDE</sup>	0.3	0.5	0.2	0.4	0.3
Clergy	3 (T)	0.2 <sup>BC</sup>	0.4	0.5	0.2	0.2	0.2
Farmer or forester	5 (T)	0.1 <sup>BCDF</sup>	0.3	0.4	0.2	0.1	0.2
<i>Father's occupation</i>							
Other occupation	1	25.1 <sup>BCDEF</sup>	20.6	16.9	21.6	15.4	19.7
Business	6	23.0 <sup>BCDEF</sup>	28.7	29.2	30.6	33.7	28.3
Laborer	1	12.6 <sup>BCDEF</sup>	10.5	8.4	11.8	7.4	10.8
Unemployed	1	6.3 <sup>BCDEF</sup>	4.1	3.9	4.0	3.2	4.5
Engineer	6	6.2 <sup>BCDEF</sup>	7.2	6.8	7.9	9.3	10.4
Doctor (MD or DDS)	4 (T)	3.3 <sup>BCDE</sup>	3.7	5.7	3.2	6.4	3.3
Computer programmer	6	2.7 <sup>BCDEF</sup>	3.6	3.9	3.2	4.1	4.0

(Table 3.1 continues)



**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Father's occupation</i>							
Lawyer	6	2.4 <sup>BCDEF</sup>	3.2	5.2	2.5	4.6	2.6
Military	1	2.3 <sup>BCDEF</sup>	1.2	0.9	1.2	0.9	1.8
College teacher	2	1.9 <sup>BCDEF</sup>	1.1	2.1	0.5	1.4	0.7
Artist	2	1.7 <sup>BCDEF</sup>	1.5	2.0	0.8	1.3	1.0
Education (secondary)	5 (T)	1.4 <sup>BCDF</sup>	2.0	2.2	1.8	1.4	1.5
Law enforcement	4	1.4 <sup>BCDEF</sup>	1.8	1.3	2.3	1.2	1.5
Clerical	2 (T)	1.3 <sup>CF</sup>	1.3	1.2	1.3	1.3	1.4
Policymaker/diplomat	1 (T)	1.1 <sup>BDEF</sup>	0.9	1.1	0.7	0.9	1.0
Farmer or forester	3 (T)	1.0 <sup>BCEF</sup>	1.1	0.9	1.0	0.5	1.1
Architect	5 (T)	0.9 <sup>BCEF</sup>	1.2	1.5	0.9	1.0	1.1
Clergy	3	0.8 <sup>BCDEF</sup>	1.1	1.0	0.3	0.6	0.5
Research scientist	4 (T)	0.8 <sup>CDEF</sup>	0.8	1.3	0.4	1.3	0.9
Health professional	6	0.7 <sup>BCDEF</sup>	1.2	1.4	1.1	1.4	1.3
Nurse	1	0.7 <sup>BCDEF</sup>	0.5	0.5	0.5	0.5	0.6
Social worker	1	0.7 <sup>BCDEF</sup>	0.5	0.5	0.4	0.4	0.4
College administrator/staff	2	0.6 <sup>BCDEF</sup>	0.5	0.8	0.4	0.5	0.3
Education (primary)	6	0.6 <sup>BCDEF</sup>	1.1	1.1	1.1	0.8	0.7
Homemaker	5 (T)	0.2 <sup>BDEF</sup>	0.3	0.2	0.3	0.3	0.3
Clinical psychologist	4 (T)	0.1 <sup>BCE</sup>	0.2	0.2	0.1	0.2	0.1

(Table 3.1 continues)

**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Parents' status</i>							
Both alive and living with each other	6	61.3 <sup>BCDEF</sup>	72.8	74.9	75.4	78.1	70.5
Both alive, divorced or living apart	1	33.7 <sup>BCDEF</sup>	23.8	21.9	21.4	19.0	26.0
One or both deceased	1	5.0 <sup>BCDEF</sup>	3.5	3.3	3.2	2.8	3.4
<i>Type of high school</i>							
Public school (not charter or magnet)	3	67.1 <sup>DEF</sup>	68.9	65.1	64.2	63.2	79.8
Private religious/parochial school	4	11.2 <sup>BCDEF</sup>	14.2	10.2	24.2	16.0	8.5
Private independent college-prep school	4	11.0 <sup>BCDEF</sup>	11.5	19.2	7.4	15.5	5.2
Public magnet school	1	5.5 <sup>BCDEF</sup>	2.5	3.1	1.7	3.6	3.8
Public charter school	1	4.4 <sup>BCDEF</sup>	1.8	1.7	1.8	1.4	2.4
Home school	2	0.8 <sup>BCDEF</sup>	1.1	0.6	0.7	0.4	0.3

(Table 3.1 continues)

**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Racial composition of high school</i>							
Completely non-White	1	8.6 <sup>BCDEF</sup>	2.4	3.0	2.4	3.1	3.8
Mostly non-White	1	18.7 <sup>BCDEF</sup>	10.0	9.9	10.9	11.9	15.7
Roughly half non-White	1	26.5 <sup>BCDE</sup>	23.1	22.2	19.9	24.2	26.0
Mostly White	6	41.7 <sup>BCDEF</sup>	56.9	57.5	58.8	53.7	48.3
Completely White	6	4.4 <sup>BCDEF</sup>	7.6	7.3	8.8	7.2	6.3
<i>Racial composition of neighborhood</i>							
Completely non-White	1	12.7 <sup>BCDEF</sup>	4.3	5.1	4.3	5.4	5.9
Mostly non-White	1	17.1 <sup>BCDEF</sup>	8.5	8.2	9.0	10.8	12.5
Roughly half non-White	1	15.5 <sup>BCDEF</sup>	12.5	11.7	11.8	14.4	14.0
Mostly White	6	41.0 <sup>BCDEF</sup>	53.0	53.6	52.2	52.2	50.2
Completely White	6	13.8 <sup>BCDEF</sup>	21.6	21.4	22.6	17.2	17.3

(Table 3.1 continues)

**Table 3.1. Demographics Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Distance of college from permanent home in miles</i>							
More than 500	3	27.9 <sup>BCDEF</sup>	23.5	32.0	13.7	35.6	13.7
101 to 500	6	25.3 <sup>BCDEF</sup>	32.3	37.7	30.9	26.8	39.1
51 to 100	5	11.8 <sup>BCDEF</sup>	16.7	14.2	16.8	9.8	16.6
11 to 50	2	23.6 <sup>BCDEF</sup>	19.1	11.0	26.2	19.8	22.0
10 or less	2	11.3 <sup>BCDEF</sup>	8.3	5.1	12.3	8.0	8.5

(T) Indicates ranking tie

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

<sup>a</sup> Includes Mexican American/Chicano, Puerto Rican, and other Latino

<sup>b</sup> Includes grammar school or less and some high school

<sup>c</sup> Includes high school graduate, postsecondary school other than college, and some college

<sup>d</sup> Includes college degree and some graduate school

Note: Race/Ethnicity columns do not sum to 100 because some respondents marked more than one race/ethnicity.

**Table 3.2. Academic Self-Confidence and Engagement Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Average high school grades</i>							
A or A+	6	23.4 <sup>BCDEF</sup>	31.0	37.6	28.2	45.9	33.9
A-	6	29.0 <sup>BCDEF</sup>	30.2	33.3	30.8	31.8	30.1
B+	1	23.5 <sup>BCDEF</sup>	20.5	17.7	22.0	13.8	18.2
B	1	16.7 <sup>BCDEF</sup>	13.3	9.1	14.4	6.7	13.6
C+ or B-	1	6.4 <sup>BCDEF</sup>	4.6	2.1	4.4	1.7	3.9
C or lower	1	0.9 <sup>BCDEF</sup>	0.4	0.1	0.3	0.1	0.3
<i>Self-rating (highest 10% or above average)</i>							
Academic ability	4 (T)	70.1 <sup>CEF</sup>	70.1	79.6	67.9	84.9	75.0
Self-confidence (intellectual)	2	55.4 <sup>BDEF</sup>	50.1	54.6	49.5	61.2	53.7
Writing ability	4	49.6 <sup>CDE</sup>	50.1	56.7	47.4	59.3	49.4
Mathematical ability	6	33.9 <sup>BCDEF</sup>	35.6	38.7	36.2	51.6	42.1
Computer skills	1	33.8 <sup>BCDEF</sup>	27.5	23.4	30.3	32.0	31.4
<i>Expectations (very good chance)</i>							
Make at least a 'B' average	3	73.5 <sup>EF</sup>	72.8	72.8	75.8	76.1	67.9
Discuss course content with students outside of class	3	64.2 <sup>BCDEF</sup>	60.7	69.1	59.8	70.3	56.8
Communicate regularly with your professors	1	60.3 <sup>BDEF</sup>	52.4	59.1	53.0	52.8	40.9

(Table 3.2 continues)

**Table 3.2. Academic Self-Confidence and Engagement Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Expectations (very good chance)</i>							
Participate in a study abroad program	3	50.8 <sup>CDEF</sup>	50.4	64.4	47.8	59.1	43.8
Get tutoring help in specific courses <sup>a</sup>	1	43.0 <sup>BCDEF</sup>	33.5	32.7	39.7	34.2	39.3
Work on a professor's research project	1	41.1 <sup>BCDEF</sup>	33.2	33.8	34.6	36.2	31.6
Need extra time to complete your degree requirements	2	5.7 <sup>BCDEF</sup>	4.9	3.5	5.1	3.7	5.9
<i>Classroom engagement (frequently or occasionally)</i>							
Studied with other students	6	89.9 <sup>E</sup>	91.3	92.5	92.7	93.4	92.3
Came late to class	4	52.1 <sup>BD</sup>	50.2	52.9	46.5	53.7	53.4
Was bored in class*	5	30.1 <sup>BCEF</sup>	32.4	31.9	29.6	33.9	37.8

(Table 3.2 continues)

**Table 3.2. Academic Self-Confidence and Engagement Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Reasons for deciding to go to college (very important)</i>							
To learn more about things that interest me	2	89.1 <sup>F</sup>	87.5	90.8	86.1	88.7	86.2
To gain a general education and appreciation of ideas	2	81.9 <sup>BF</sup>	79.1	84.5	79.6	81.7	76.3
<i>Number of Advanced Placement courses taken</i>							
Not offered at my high school	1	8.8 <sup>BCDEF</sup>	7.5	8.0	5.2	6.5	4.7
None	3	19.7 <sup>CDEF</sup>	20.2	10.6	23.9	8.3	14.8
1-4	2	52.1 <sup>CDEF</sup>	51.5	49.4	55.0	41.0	48.7
5 or more	5	19.5 <sup>BCDEF</sup>	20.7	32.0	15.9	44.2	31.9
<i>Met or exceeded recommended years of high school study</i>							
English (4yrs)	6	97.3	98.2	98.4	98.8	98.6	98.4
Mathematics (3yrs)	6	98.1	99.0	99.3	99.3	99.5	99.4
Foreign language (2yrs)	6	94.0 <sup>E</sup>	95.2	96.9	96.4	97.2	96.4
Physical science (2yrs)	5	60.0 <sup>CEF</sup>	60.4	65.0	59.8	68.1	62.7
Biological science (2yrs)	4	56.4 <sup>BDE</sup>	54.4	57.2	52.5	58.5	57.8

(Table 3.2 continues)

**Table 3.2. Academic Self-Confidence and Engagement Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Met or exceeded recommended years of high school study</i>							
History/Am gov't (1yr)	6	98.6	99.0	99.1	99.2	99.2	99.2
Computer science (1/2yr)	2	53.5 <sup>CEF</sup>	52.2	44.4	54.9	46.5	50.2
Art and/or music (1yr)	5	86.0 <sup>c</sup>	87.5	89.3	86.6	88.3	85.9
<i>Activities in the past year (median hours per week)</i>							
Studying/homework	5	7.8	8.0	9.6	7.9	10.1	7.3
Talking with teachers outside of class	1	2.2	2.0	2.1	1.9	2.0	1.7

\* Frequently only

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

<sup>a</sup> On 2010 survey

(T) Indicates ranking tie



**Table 3.3. College Choice Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Is this college your</i>							
First choice	6	56.4 <sup>BCDF</sup>	63.2	61.3	60.4	57.1	59.5
Second choice	1	27.8 <sup>BCDEF</sup>	24.3	24.0	26.8	25.9	26.2
Less than second choice	2	15.7 <sup>BCDEF</sup>	12.4	14.7	12.7	16.9	14.4
<i>Number of colleges applied to other than current college</i>							
None	4	10.5 <sup>CDEF</sup>	10.6	11.2	7.4	6.6	11.7
One to two	3	17.1 <sup>CDEF</sup>	17.6	12.8	15.2	10.6	21.5
Three to five	4	35.9 <sup>CDE</sup>	36.1	29.3	38.5	28.9	36.3
Six or more	4	36.5 <sup>CDEF</sup>	35.6	46.8	39.0	53.8	30.3
<i>Reasons in deciding to go to this particular college (very important)</i>							
This college has a very good academic reputation	2	78.4 <sup>BF</sup>	73.2	77.6	76.8	79.4	69.4
This college's graduates get good jobs	3	66.8 <sup>BCF</sup>	60.1	56.6	67.9	67.6	56.7

(Table 3.3 continues)

**Table 3.3. College Choice Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Reasons in deciding to go to this particular college (very important)</i>							
I was offered financial assistance	2	64.2 <sup>BCEF</sup>	62.0	58.1	66.3	51.6	40.0
I wanted to go to a school about the size of this college	4	58.9 <sup>BCDEF</sup>	61.6	63.1	62.5	47.5	35.9
A visit to campus	4	56.8 <sup>BCEF</sup>	59.6	63.1	57.9	54.2	44.5
This college's graduates gain admission to top graduate/professional schools	1	50.8 <sup>BCDEF</sup>	39.8	44.6	45.4	47.8	39.5
This college has a good reputation for its social activities	3 (T)	40.7 <sup>BCDF</sup>	38.9	38.5	43.0	40.7	43.3
The cost of attending this college	3	37.5 <sup>BCDEF</sup>	35.0	31.3	39.5	31.3	43.7
Information from a website	1 (T)	27.3 <sup>BCDF</sup>	23.7	25.9	21.3	27.3	21.5
Rankings in national magazines	3	23.4 <sup>BDE</sup>	18.8	22.7	18.9	32.0	23.9
I wanted to live near home	2	21.1 <sup>BCDEF</sup>	18.3	11.8	23.7	14.1	17.9

(Table 3.3 continues)

**Table 3.3. College Choice Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Reasons in deciding to go to this particular college (very important)</i>							
I was admitted through an Early Action or Early Decision program	4	20.6 <sup>BCDEF</sup>	21.4	27.5	19.3	23.9	16.4
My parents wanted me to come here	2	17.4 <sup>BCDEF</sup>	14.0	11.3	18.1	14.7	14.7
High school counselor advised me	1	13.2 <sup>BCDEF</sup>	10.0	10.9	11.0	9.1	8.0
I was attracted by the religious affiliation/ orientation of the college	3	13.1 <sup>BCDEF</sup>	17.0	7.8	23.1	12.2	3.1
Could not afford first choice	3	11.5 <sup>BCDEF</sup>	10.0	8.7	12.7	8.8	14.6
Not offered aid by first choice	2	11.3 <sup>BCDEF</sup>	9.1	8.1	11.8	8.4	10.2
My teacher advised me	1	8.5 <sup>BCDEF</sup>	6.0	5.7	6.3	5.1	5.2
Private college counselor advised me	1	7.8 <sup>BCDEF</sup>	5.3	5.9	5.3	4.6	2.2
My relatives wanted me to come here	1	7.4 <sup>BCDEF</sup>	4.9	3.5	6.7	5.0	5.6

(Table 3.3 continues)

**Table 3.3. College Choice Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Reasons in deciding to go to this particular college (very important)</i>							
The athletic department recruited me	4	6.9 <sup>BCDEF</sup>	11.2	11.5	10.4	5.6	3.1
Ability to take online courses	2 (T)	2.1 <sup>BCEF</sup>	1.8	1.0	2.1	1.3	2.4
<i>View (agree strongly)</i>							
The current economic situation significantly affected my college choice	1	24.8 <sup>BCDEF</sup>	20.2	18.8	21.9	18.6	23.2
<i>Expectation (very good chance)</i>							
Transfer to another college before graduating	1	6.2 <sup>BCDEF</sup>	4.4	2.9	3.6	2.6	4.8

(T) Indicates ranking tie

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.4. Financial Attitudes and Expectations Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Expectations (very good chance)</i>							
Get a job to help pay for college expenses	1 (T)	56.4 <sup>BCEF</sup>	54.4	52.2	56.4	50.5	52.7
Work full-time while attending college	1	7.3 <sup>BCDEF</sup>	5.6	4.1	5.5	4.5	6.6
<i>Finances</i>							
Major concern about ability to finance college education	1	17.8 <sup>BCDEF</sup>	12.5	10.6	12.9	12.1	12.7
<i>Received funds for college education from:</i>							
Family resources	6	81.1 <sup>BCDE</sup>	84.6	88.4	85.2	89.5	81.3
Aid which need not be repaid	2	82.4 <sup>CDEF</sup>	80.5	76.2	85.5	73.7	70.4
Aid which must be repaid	1	66.0 <sup>BCEF</sup>	59.6	51.9	65.9	50.1	49.4
Own resources	4	64.1 <sup>D</sup>	66.1	65.5	69.4	63.1	63.1
<i>Reason for deciding to go to college</i>							
To be able to make more money	3	65.7 <sup>BCDEF</sup>	61.1	52.2	69.1	61.5	68.3

(Table 3.4 continues)

**Table 3.4. Financial Attitudes and Expectations Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Goals (very important or essential)</i>							
Being very well off financially	3	77.4 <sup>BCE</sup>	71.4	64.0	80.1	73.7	79.0
Becoming successful in a business of my own	1	40.7 <sup>BCDEF</sup>	34.1	29.8	37	35.6	37.2
<i>Activity in the past year (Median hours per week)</i>							
Working (for pay)	4	5.7	6.2	4.8	6.8	4.7	6.1

(T) Indicates ranking tie

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.5. Educational, Career & Family Aspirations Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Degree aspirations</i>							
Master's degree (M.A.,M.S., etc.)	6	37.2 <sup>BCDEF</sup>	42.5	39.4	45.4	38.6	40.6
Ph.D. or Ed.D	1	27.3 <sup>BCDEF</sup>	20.4	25.9	17.8	21.2	20.8
Bachelor's degree (B.A.,B.S., etc.)	4	13.0 <sup>BCDEF</sup>	17.9	10.9	15.8	12.4	16.8
M.D., D.D.S., D.V.M. or D.O.	4	13.0 <sup>BCDEF</sup>	11.3	15.0	12.3	17.0	15.0
LL.B. or J.D. (law)	3	6.2 <sup>BCDEF</sup>	4.6	6.6	5.3	7.5	4.5
Other	1 (T)	1.5 <sup>CDEF</sup>	1.5	1.2	1.3	1.4	1.1
B.D. or M.Div. (divinity)	1 (T)	0.2 <sup>DEF</sup>	0.2	0.2	0.1	0.1	0.1
<i>Goals (essential or very important)</i>							
Raising a family	5	69.8 <sup>BDEF</sup>	74.0	68.1	81.1	72.8	72.9
Making a theoretical contribution to science	1	25.1 <sup>BCDEF</sup>	19.4	21.4	20.8	23.2	24.1
<i>Your probable field of study</i>							
Health professional	1 (T)	21.2 <sup>BCEF</sup>	16.4	10.7	21.2	14.6	16.7
Biological sciences	5	12.6 <sup>BCF</sup>	12.2	16.2	12.9	13.0	15.2
Psychology	1	9.2 <sup>BCDEF</sup>	7.4	8.2	7.5	5.8	6.7

(Table 3.5 continues)

**Table 3.5. Educational, Career & Family Aspirations Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Your probable field of study</i>							
Humanities/English	2	7.2 <sup>BCDEF</sup>	6.9	9.7	4.9	6.0	4.9
Education	3	6.9 <sup>BCDEF</sup>	8.9	5.4	9.6	3.3	5.0
Fine arts	2	6.6 <sup>BCDEF</sup>	7.2	5.8	2.4	5.5	3.3
Undecided	5	6.4 <sup>BCDEF</sup>	7.3	10.6	7.0	6.2	7.6
History or political science	3	5.8 <sup>BCDEF</sup>	4.8	8.2	3.9	7.1	4.0
Business	6	5.7 <sup>BCDEF</sup>	10.2	6.1	14.2	12.9	11.5
Social sciences	2	5.7 <sup>BCDEF</sup>	4.4	6.8	2.7	4.8	4.3
Other (non-technical)	5	3.0 <sup>BCDEF</sup>	3.8	2.5	3.6	3.2	4.3
Journalism/communications	6	2.6 <sup>BCDEF</sup>	3.7	2.7	4.2	5.4	3.6
Physical sciences	3 (T)	2.4 <sup>BCD</sup>	2.6	3.4	1.7	2.4	2.4
Engineering	4	1.9 <sup>BCDEF</sup>	1.6	1.4	2.1	6.9	7.0
Technical/applied majors	1	0.9 <sup>BCDEF</sup>	0.8	0.5	0.8	0.5	0.7
Mathematics or statistics	6	0.8 <sup>BCDEF</sup>	1.0	1.4	0.9	1.1	1.0
Architecture	3	0.5 <sup>BCDEF</sup>	0.4	0.3	0.1	0.9	0.8
Computer science	3	0.4 <sup>BCDEF</sup>	0.3	0.3	0.3	0.7	0.5
Agriculture	2 (T)	0.1 <sup>CDEF</sup>	0.1	0.0	0.0	0.0	0.8

(Table 3.5 continues)



**Table 3.5. Educational, Career & Family Aspirations Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358	n = 46,011	n = 16,032	n = 9,135	n = 20,595	n = 39,706
		(%)	(%)	(%)	(%)	(%)	(%)
<i>Your probable career</i>							
Undecided	5	15.2 <sup>BCDEF</sup>	17.4	25.5	14.3	16.2	17.0
Nurse	1	11.7 <sup>BCDEF</sup>	6.2	1.5	10.5	4.2	6.0
Doctor (MD or DDS)	5	10.2 <sup>BCDEF</sup>	9.2	11.8	11.3	15.1	12
Health professional	4	9.5 <sup>BCDEF</sup>	9.8	8.0	9.9	7.3	11.6
Other career	2	9.5 <sup>CDE</sup>	9.7	7.6	8.6	7.4	9.3
Artist	3	9.2 <sup>BDEF</sup>	10.3	9.4	5.5	8.8	6.1
Business	6	5.9 <sup>BDEF</sup>	9.0	6.0	11.7	12.2	10.2
Lawyer	2	5.3 <sup>BCDEF</sup>	3.6	4.8	4.4	5.7	3.9
Education (primary)	3	4.3 <sup>BCDEF</sup>	5.7	3.6	6.5	1.9	3.2
Education (secondary)	3	3.7 <sup>BDEF</sup>	4.2	3.6	4.2	1.7	2.7
Clinical psychologist	1	3.0 <sup>BCDEF</sup>	2.5	2.5	2.9	1.7	1.9
Policymaker/diplomat	3	3.0 <sup>BCDEF</sup>	2.5	4.6	1.7	4.6	2.0
Research scientist	5	2.5 <sup>BCDEF</sup>	2.7	4.3	1.7	3.2	2.8
Engineer	4	1.7 <sup>BCDEF</sup>	1.5	1.6	2.0	5.4	5.6
Social worker	2 (T)	1.6 <sup>CDEF</sup>	1.6	1.3	1.4	0.8	1.4
College teacher	1	1.3 <sup>BCDEF</sup>	0.7	1.2	0.4	0.5	0.4
Architect	3 (T)	0.5 <sup>DEF</sup>	0.5	0.5	0.2	1.0	0.9
Computer programmer	2 (T)	0.5 <sup>BCDE</sup>	0.3	0.2	0.4	0.6	0.5
Clerical	4 (T)	0.4 <sup>CDEF</sup>	0.4	0.2	0.5	0.5	0.7
Law enforcement	4	0.4 <sup>BCDEF</sup>	0.7	0.3	0.8	0.3	0.5
Laborer	2 (T)	0.3 <sup>CDE</sup>	0.3	0.1	0.4	0.2	0.3
Farmer or Forester	6	0.1 <sup>BCDEF</sup>	0.6	0.8	0.2	0.3	0.6

(Table 3.5 continues)

**Table 3.5. Educational, Career & Family Aspirations Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Your probable career</i>							
Homemaker	1 (T)	0.1	0.1	0.1	0.1	0.1	0.1
Military	4 (T)	0.1 <sup>DEF</sup>	0.1	0.1	0.2	0.2	0.2
Clergy	5 (T)	0.0 <sup>BCDE</sup>	0.3	0.2	0.1	0.1	0.0
College administrator/staff	5 (T)	0.0 <sup>BCDE</sup>	0.1	0.1	0.1	0.1	0.0
<i>Expectations (very good chance)</i>							
Change career choice	5	14.3 <sup>BCDEF</sup>	15.4	23.3	12.8	17.7	15.7
Change major field	5(T)	12.6 <sup>BCEF</sup>	13.9	20.1	12.6	16.0	16.4
<i>Reasons for deciding to go to college</i>							
To get training for a specific career	3	75.3 <sup>CDF</sup>	74.5	59.0	82.1	73.1	79.1
To prepare myself for graduate or professional school	1	72.5 <sup>BCDEF</sup>	62.7	63.2	69.9	65.3	68.1

(T) Indicates ranking tie

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.6. Leadership Orientation Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Self-rating (highest 10% or above average)</i>							
Drive to achieve	3	81.0 <sup>E</sup>	79.0	80.8	80.8	86.5	81.4
Cooperativeness	6	73.0 <sup>E</sup>	73.5	73.9	75.4	76.6	74.2
Self-confidence (social)	3	46.1 <sup>BCD</sup>	41.9	40.9	44.3	47.4	46.2
Leadership ability	5	60.0 <sup>E</sup>	58.6	60.4	61.0	66.1	60.5
Competitiveness	6	45.6 <sup>BDEF</sup>	47.1	46.6	49.7	55.6	51.8
Public speaking ability	3	37.0 <sup>BCDEF</sup>	34.2	38.3	33.6	43.4	34.4
<i>Goals (essential or very important)</i>							
Becoming an authority in my field	2	60.7 <sup>BCDF</sup>	54.7	53.6	57.4	61.7	56.5
Obtaining recognition from my colleagues for contributions to my special field	2	57.8 <sup>BCF</sup>	52.6	51.3	56.4	58.3	55.5
<i>Expectation (very good chance)</i>							
Participate in student government	1	13.7 <sup>BCDEF</sup>	7.3	7.6	8.6	10.1	8.1

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.7. Community Orientation Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Goals (essential or very important)</i>							
Helping others who are in difficulty	1	81.7 <sup>BCDEF</sup>	77.2	76.9	80.3	78.7	75.6
Improving my understanding of other countries and cultures	3	65.5 <sup>BCDF</sup>	57.9	68.5	53.4	67.6	55.6
Influencing social values	1	53.8 <sup>BCDEF</sup>	45.8	46.4	47.5	46.6	42.2
Helping to promote racial understanding	1	50.7 <sup>BCDEF</sup>	36.5	41.5	36.4	40.7	35.1
Becoming a community leader	1	45.5 <sup>BCDF</sup>	37.6	40.7	40.2	44.3	39.6
Participating in a community action program	1	43.9 <sup>BCDF</sup>	37.4	41.3	40.3	43.2	36.0
Becoming involved in programs to clean up the environment	1	33.8 <sup>BCDEF</sup>	27.7	32.1	26.3	28.2	29.3
<i>Activity in the past year (median hours per week)</i>							
Volunteer work	1	3.7	3.0	3.0	3.3	3.3	3.1

(Table 3.7 continues)

**Table 3.7. Community Orientation Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Expectations (very good chance)</i>							
Participate in student protests or demonstrations	1	13.6 <sup>BCDEF</sup>	7.0	10.4	5.5	8.5	6.3
Participate in volunteer or community service work	3	53.9 <sup>BEF</sup>	50.1	55.4	52.4	59.8	46.6
<i>Activity in the past year (frequently or occasionally)</i>							
Socialized with someone of another racial/ethnic group*	2	74.2 <sup>BCDF</sup>	68.5	71.5	65.8	75.7	71.5
Tutored another student	4	62.7 <sup>BDE</sup>	58.9	63.9	60.4	72.2	64.4
<i>Self-rating (highest 10% or above average)</i>							
Ability to work cooperatively with diverse people	3	80.9 <sup>BDE</sup>	77.7	81.3	77.6	84.2	80.4
Tolerance of others with different beliefs	4	77.0 <sup>CDE</sup>	74.7	82.0	73.2	82.4	77.1

(Table 3.7 continues)

**Table 3.7. Community Orientation Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Self-rating (highest 10% or above average)</i>							
Ability to see the world from someone else's perspective	3	71.1 <sup>BCDE</sup>	68.4	73.8	66.5	75.3	69.5
<i>Self-rating (highest 10% or above average)</i>							
Understanding of others	3	71.0 <sup>E</sup>	70.0	71.5	70.5	73.4	69.8
Ability to discuss and negotiate controversial issues	3	63.4 <sup>BDEF</sup>	57.5	63.6	55.6	66.4	60.2
Openness to having my own views challenged	3	59.7 <sup>BDEF</sup>	55.5	60.9	53.4	62.1	57.1

\* Frequently only

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.8. Artistic Inclination Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Goals (essential or very important)</i>							
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	1	20.4 <sup>BCDEF</sup>	18.0	18.9	13.8	17.9	14.3
Creating artistic work (painting, sculpture, etc.)	1	19.7 <sup>BCDEF</sup>	16.6	17.2	11.2	14.8	13.2
Writing original works (poems, novels, etc.)	1	20.6 <sup>BCDEF</sup>	16.6	19.8	13.0	16.0	13.3
<i>Self-rating (highest 10% or above average)</i>							
Creativity	2	58.6 <sup>BDF</sup>	55.5	58.8	51.0	58.0	53.0
Artistic ability	2 (T)	34.5 <sup>BDF</sup>	31.9	34.5	24.9	34.7	30.3

(T) Indicates ranking tie

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.9. Psychological and Physical Well-Being Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358	n = 46,011	n = 16,032	n = 9,135	n = 20,595	n = 39,706
		(%)	(%)	(%)	(%)	(%)	
<i>Self-rating (highest 10% or above average)</i>							
Self-understanding	3	56.5 <sup>BDEF</sup>	52.9	56.7	51.5	59.3	53.5
Emotional health	6	43.0 <sup>BCDEF</sup>	46.0	46.1	48.5	52.2	49.9
Physical health	6	40.7 <sup>BCDEF</sup>	47.3	49.0	50.2	51.9	48.7
<i>Expectation (very good chance)</i>							
Seek personal counseling	1	16.3 <sup>BCDEF</sup>	10.2	11.1	9.7	10.7	11.2
<i>Activities in the past year (frequently)</i>							
Felt overwhelmed by all I had to do	1	42.4 <sup>BDEF</sup>	40.9	41.9	39.4	39.9	38.3
Felt depressed	1	11.4 <sup>BCDEF</sup>	8.5	8.8	7.1	7.5	7.3

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)



**Table 3.10. Spirituality Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Your religious preference</i>							
Protestant/Christian	1	45.6 <sup>BCDEF</sup>	43.1	36.0	26.0	31.7	40.4
Roman Catholic	5	23.3 <sup>BCDEF</sup>	27.6	20.9	58.4	30.8	25.0
None	4	21.7 <sup>CDEF</sup>	21.4	31.2	11.8	23.8	24.9
Other	2	7.1 <sup>BCDEF</sup>	4.9	6.5	3.4	8.3	6.7
Jewish	5	2.3 <sup>BCDEF</sup>	3.0	5.3	0.3	5.3	3.0
<i>Self-rating (highest 10% or above average)</i>							
Spirituality	1	43.7 <sup>BCDEF</sup>	37.9	33.7	38.8	38.7	36.3
<i>Goals (essential or very important)</i>							
Developing a meaningful philosophy of life	2	54.2 <sup>BDF</sup>	48.8	54.3	46.8	53.1	46.8
<i>Activity in the past year (frequently or occasionally)</i>							
Attended a religious service	2	78.5 <sup>CDF</sup>	78.0	72.1	85.7	76.7	74.4
Discussed religion*	1	38.8 <sup>BCDF</sup>	36.5	36.0	37.1	38.2	31.3

\* Frequently only

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.11. Extracurricular Activities Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A) n = 4,358 (%)	(B) n = 46,011 (%)	(C) n = 16,032 (%)	(D) n = 9,135 (%)	(E) n = 20,595 (%)	(F) n = 39,706 (%)
<i>Activities in the past year (Median hours per week)</i>							
Socializing with friends	6	8.8	10.1	9.9	10.1	10.0	9.8
Exercise or sports	6	6.3	7.9	7.8	8.5	7.5	7.3
Online social networks (MySpace, Facebook, etc.)	1 (T)	5.4	5.2	5.0	5.3	5.4	5.0
Watching TV	1	4.1	3.9	3.7	4.0	3.8	3.7
Participate in student clubs/groups	2 (T)	3.9	3.6	3.9	3.7	4.4	3.7
Household/childcare duties	2	3.2	2.4	3.0	2.7	3.5	2.4
Reading for pleasure	1	3.1	2.7	2.9	2.5	2.6	2.5
Partying	6	1.8	2.1	2.1	2.4	2.3	2.4
Playing video/computer games	1	0.9	0.8	0.8	0.7	0.7	0.8
<i>Activities in the past year (frequently or occasionally)</i>							
Drank wine or liquor	6	34.9 <sup>BCDEF</sup>	43.6	51.0	42.8	44.4	41.3
Drank beer	6	21.0 <sup>BCDEF</sup>	33.5	40.2	34.0	34.3	32.5
Smoked cigarettes*	3	2.0 <sup>BCDEF</sup>	2.3	2.2	1.6	1.5	1.9

(Table 3.11 continues)

**Table 3.11. Extracurricular Activities Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A) n = 4,358	(B) n = 46,011	(C) n = 16,032	(D) n = 9,135	(E) n = 20,595	(F) n = 39,706
<i>Expectations (very good chance)</i>							
Participate in student clubs/groups	3	66.2 <sup>BCDEF</sup>	60.8	69.5	61.7	73.8	60.7
Play club, intramural, or recreational sports	6	23.2 <sup>BCDEF</sup>	29.5	30.9	33.3	30.1	28.7
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	4	14.0 <sup>BCDEF</sup>	17.0	18.6	15.0	8.4	5.3
Join a social fraternity or sorority	3	11.2 <sup>BCDEF</sup>	10.5	10.6	8.9	15.7	18.1

\* Frequently only

(T) Indicates ranking tie

<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)

**Table 3.12. Political and Social Views Among Incoming Female First-Year Students, by Institution Type, 2011**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Political orientation</i>							
Far left	2	4.1 <sup>BCDEF</sup>	2.8	4.4	1.4	2.3	2.1
Liberal	2	38.6 <sup>BCDEF</sup>	30.9	44.0	23.7	36.6	31.4
Middle of the road	4 (T)	40.7 <sup>BCDF</sup>	43.6	36.0	49.7	40.7	45.3
Conservative	5	15.5 <sup>BCDEF</sup>	21.7	15.0	23.8	19.5	20.2
Far right	2 (T)	1.1 <sup>CDE</sup>	1.1	0.7	1.3	0.8	1.1
<i>Goals (very important or essential)</i>							
Keeping up to date with political affairs	3	38.0 <sup>BCDEF</sup>	31.6	40.7	30.8	41.1	32.2
Influencing the political structure	1	23.7 <sup>BCDEF</sup>	16.6	19.0	17.5	19.5	17.1
<i>Political Engagement (frequently or occasionally)</i>							
Discussed politics*	3	34.6 <sup>BCDEF</sup>	29.5	36.0	30.2	35.8	29.2
Worked in a local, state, or national political campaign	1	12.1 <sup>BDF</sup>	9.9	11.9	10.0	12.0	10.3

(Table 3.12 continues)

**Table 3.12. Political and Social Views Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Views (agree strongly or agree somewhat)</i>							
The federal government is not doing enough to control environmental pollution <sup>a</sup>	2	84.5 <sup>BDF</sup>	80.5	86.2	79.7	83.1	81.1
The federal government should do more to control the sale of handguns <sup>a</sup>	1	81.5 <sup>BCDEF</sup>	73.8	78.5	76.4	78.7	73.4
Same-sex couples should have the right to legal marital status	4	75.7 <sup>CE</sup>	74.9	84.2	75.5	79.9	78.0
A national health care plan is needed to cover everybody's medical costs	1	73.8 <sup>BCDEF</sup>	63.1	68.6	61.1	62.5	59.9
Wealthy people should pay a larger share of taxes than they do now <sup>a</sup>	1	73.7 <sup>BCDEF</sup>	65.3	70.0	63.9	62.8	61.9

(Table 3.12 continues)

**Table 3.12. Political and Social Views Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Views (agree strongly or agree somewhat)</i>							
Colleges should prohibit racist/sexist speech on campus <sup>b</sup>	6	69.1 <sup>BCDE</sup>	72.7	72.2	71.7	73.3	69.7
The chief benefit of a college education is that it increases one's earning power	3	68.0 <sup>BCDE</sup>	65.0	56.7	71.1	63.1	70.1
Abortion should be legal	4	60.5 <sup>BCDE</sup>	58.2	71.3	51.0	65.5	62.0
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	1	46.7 <sup>BCDEF</sup>	40.1	39.4	38.0	35.3	37.2
There is too much concern in the courts for the rights of criminals <sup>b</sup>	5	46.2 <sup>BCDF</sup>	50.5	42.4	54.9	46.8	51.5
Marijuana should be legalized	4	43.2 <sup>CDE</sup>	42.1	50.5	38.0	44.8	44.0

(Table 3.12 continues)

**Table 3.12. Political and Social Views Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges	All Coed Private 4yr Colleges	Annapolis Group	Catholic Colleges	Private Universities	Public Universities
		(A)	(B)	(C)	(D)	(E)	(F)
		n = 4,358 (%)	n = 46,011 (%)	n = 16,032 (%)	n = 9,135 (%)	n = 20,595 (%)	n = 39,706 (%)
<i>Views (agree strongly or agree somewhat)</i>							
Affirmative action in college admissions should be abolished <sup>a</sup>	6	41.4 <sup>BCDEF</sup>	45.3	45.2	46.7	51.5	49.6
Colleges have the right to ban extreme speakers from campus <sup>b</sup>	3	38.9 <sup>CD</sup>	39.8	34.6	41.0	37.9	37.8
The federal government should raise taxes to help reduce the deficit <sup>a</sup>	2	35.6 <sup>BCDF</sup>	31.1	39.4	28.2	35.4	32.2
Undocumented immigrants should be denied access to public education	6	30.1 <sup>BCDEF</sup>	39.0	31.7	42.1	35.6	40.4
Federal military spending should be increased	4	26.4 <sup>BCDEF</sup>	29.1	21.6	32.9	23.5	29.1
Realistically, an individual can do little to bring about changes in our society <sup>b</sup>	1 (T)	23.5 <sup>BCEF</sup>	21.9	19.2	23.5	18.8	21.4

(Table 3.12 continues)

**Table 3.12. Political and Social Views Among Incoming Female First-Year Students, by Institution Type, 2011 (continued)**

Survey Item	Current Women's Colleges Rank	Private Four-Year Colleges				Universities	
		Current Women's Colleges (A) n = 4,358 (%)	All Coed Private 4yr Colleges (B) n = 46,011 (%)	Annapolis Group (C) n = 16,032 (%)	Catholic Colleges (D) n = 9,135 (%)	Private Universities (E) n = 20,595 (%)	Public Universities (F) n = 39,706 (%)
<i>Views (agree strongly or agree somewhat)</i>							
Racial discrimination is no longer a major problem in America	6	16.2 <sup>BDEF</sup>	20.7	16.6	22.2	19.7	21.4

\* Frequently only

<sup>a</sup> On 2010 survey

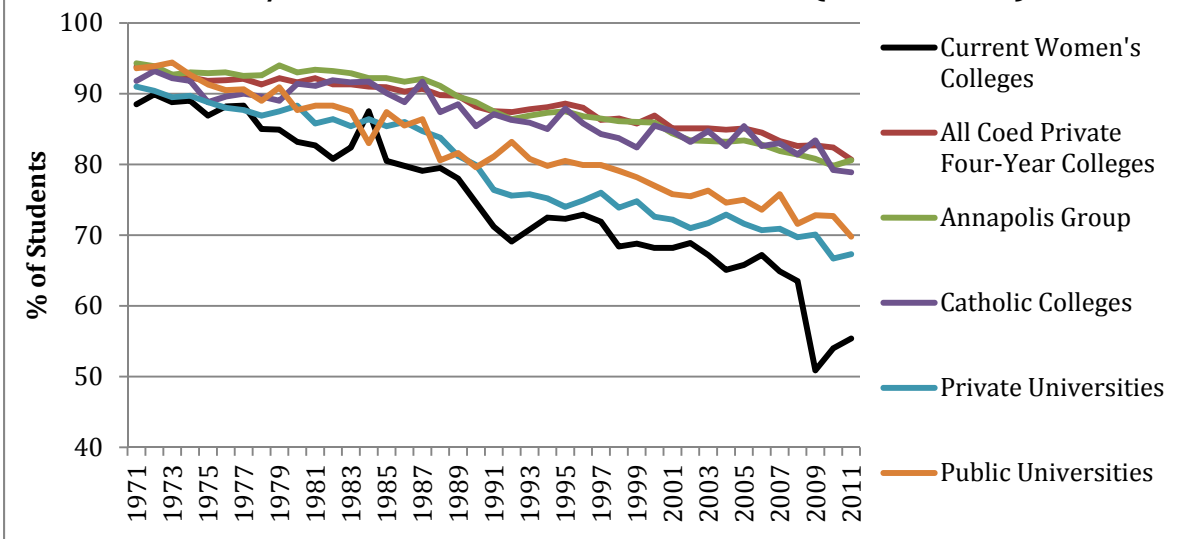
<sup>b</sup> On 2009 survey

(T) Indicates ranking tie

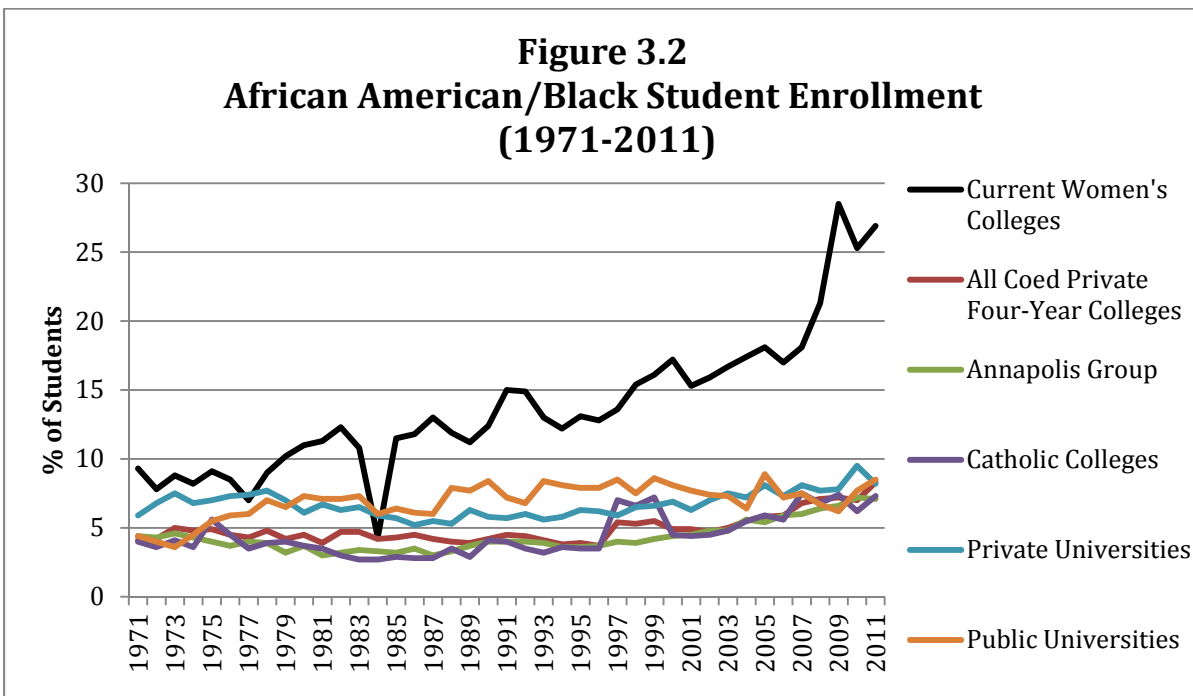
<sup>BCDEF</sup> Significant difference between Current Women's Colleges and Comparison Group (p<.05)



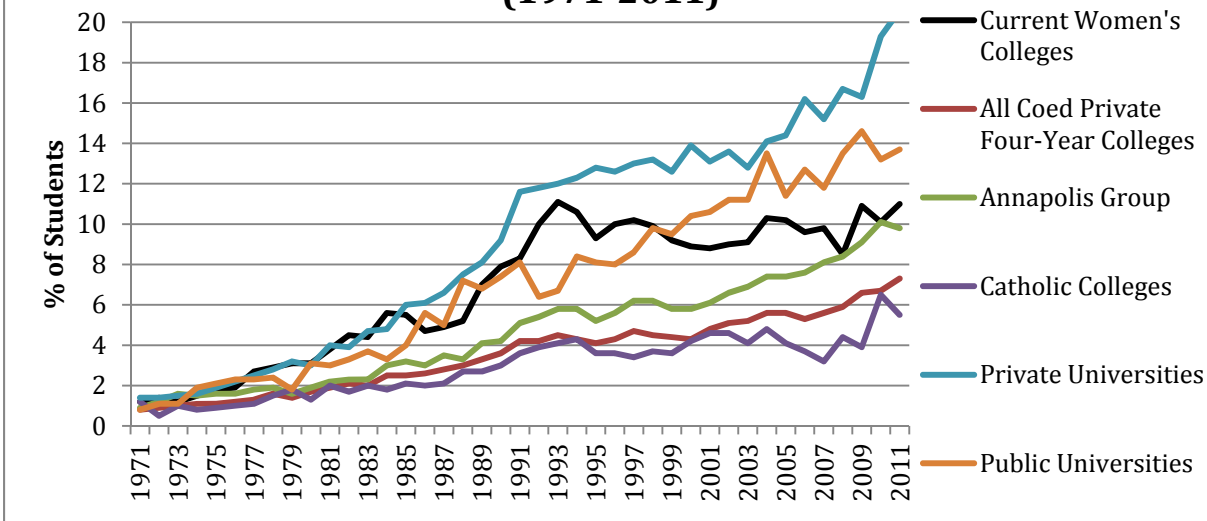
**Figure 3.1**  
**White/Caucasian Student Enrollment (1971-2011)**



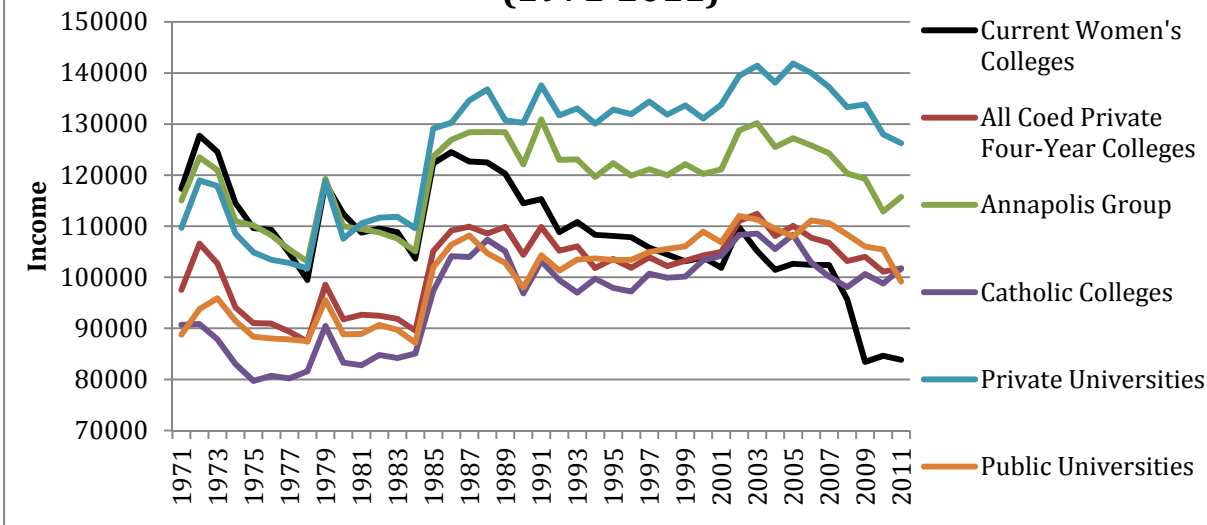
**Figure 3.2**  
**African American/Black Student Enrollment (1971-2011)**



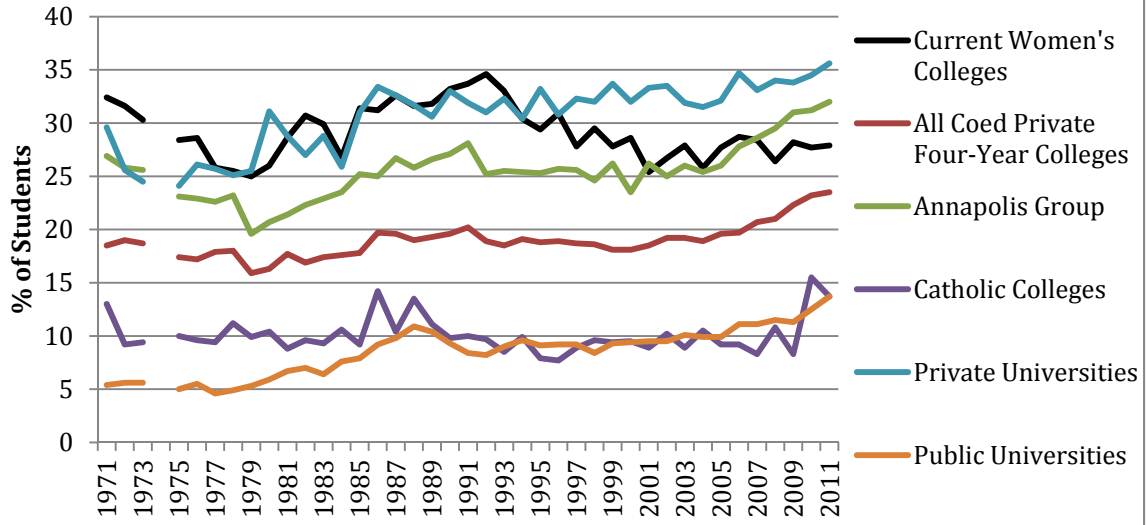
**Figure 3.3  
Asian American/Asian Student Enrollment  
(1971-2011)**



**Figure 3.4  
Median Parental Income in 2011 Constant Dollars  
(1971-2011)**

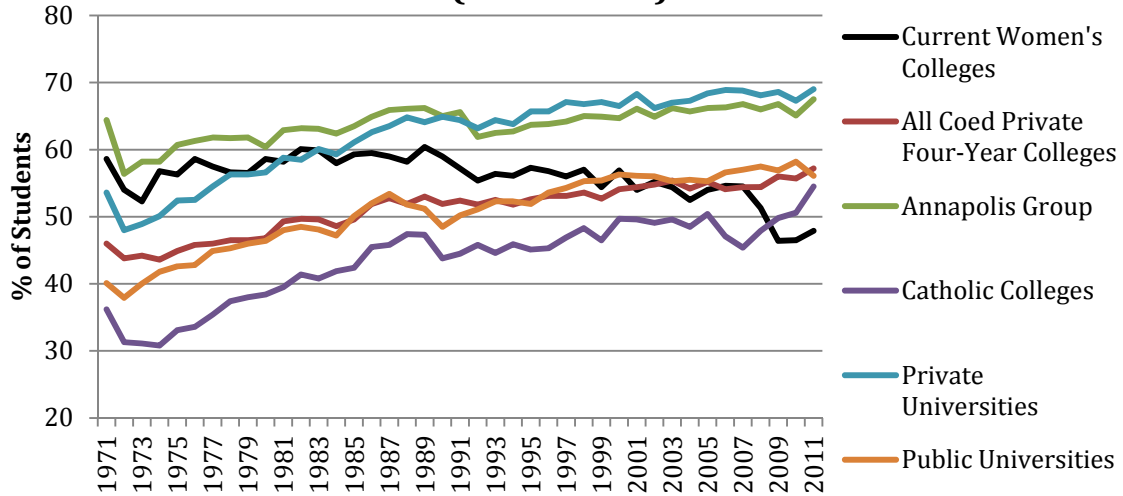


**Figure 3.5**  
**College is 500+ Miles from Home (1971-2011)**

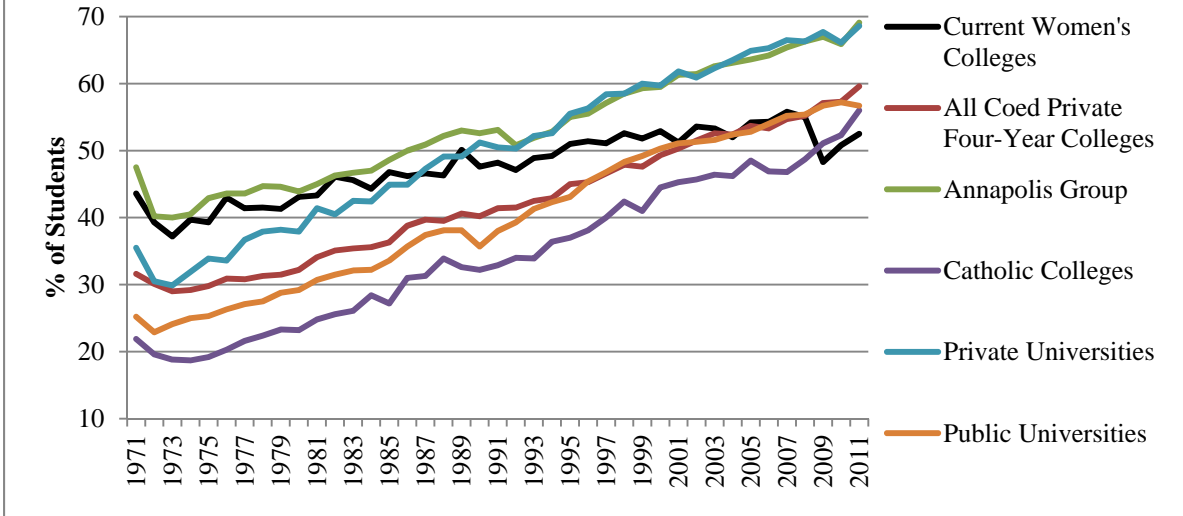


Note: Gap indicates years in which this item was not asked on the survey

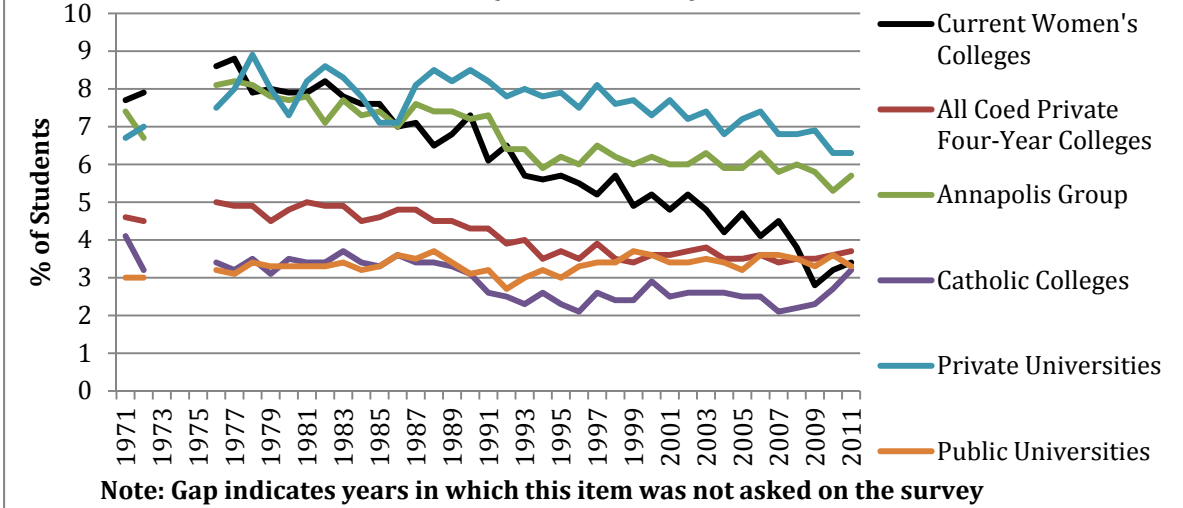
**Figure 3.6**  
**Father Has a Four-Year or Graduate Degree (1971-2011)**



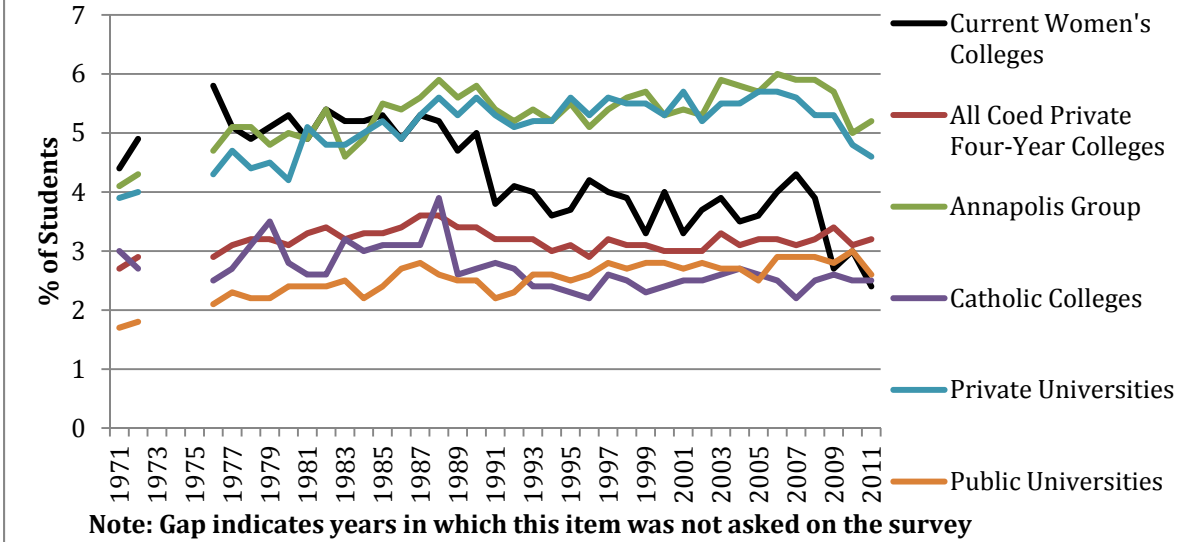
**Figure 3.7**  
**Mother Has a Four-Year or Graduate Degree**  
**(1971-2011)**



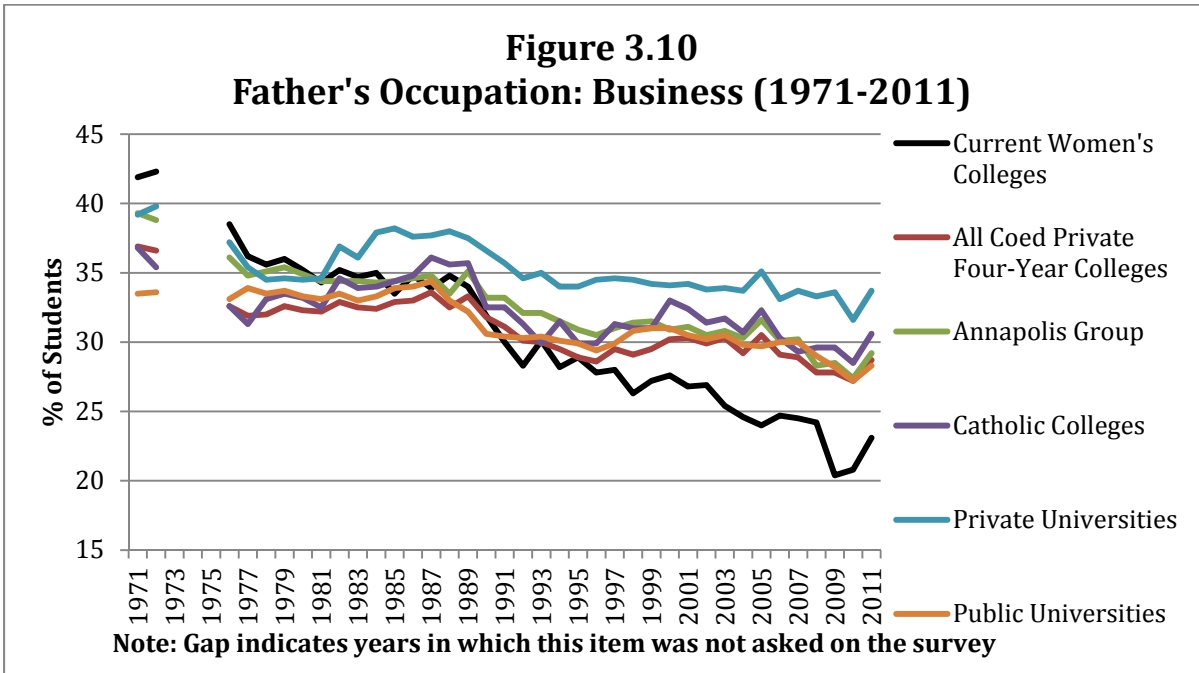
**Figure 3.8**  
**Father's Occupation: Doctor (MD or DDS)**  
**(1971-2011)**



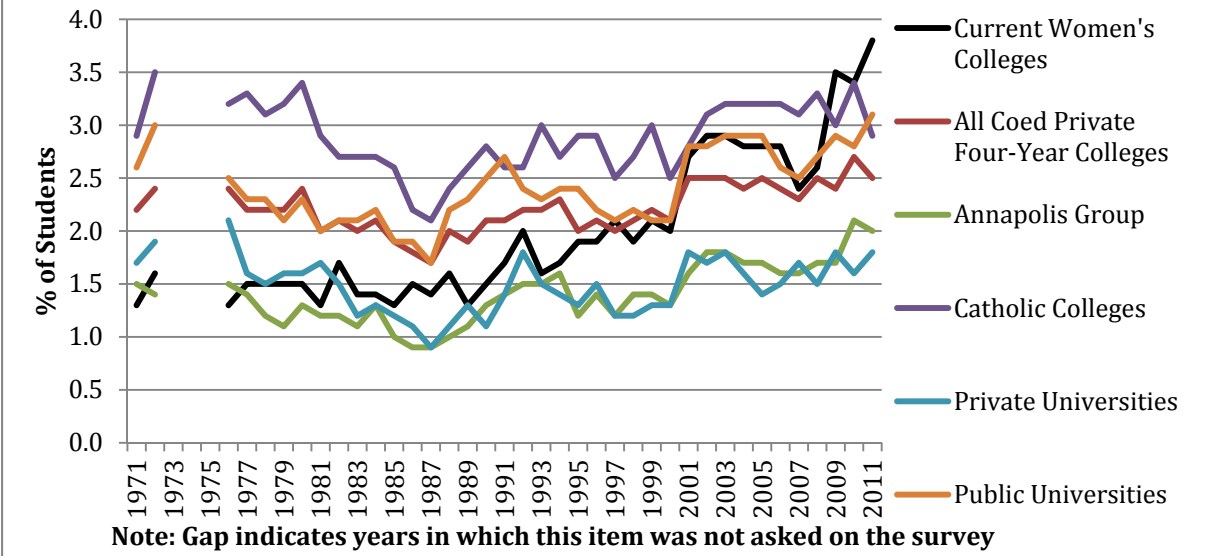
**Figure 3.9**  
**Father's Occupation: Lawyer (1971-2011)**



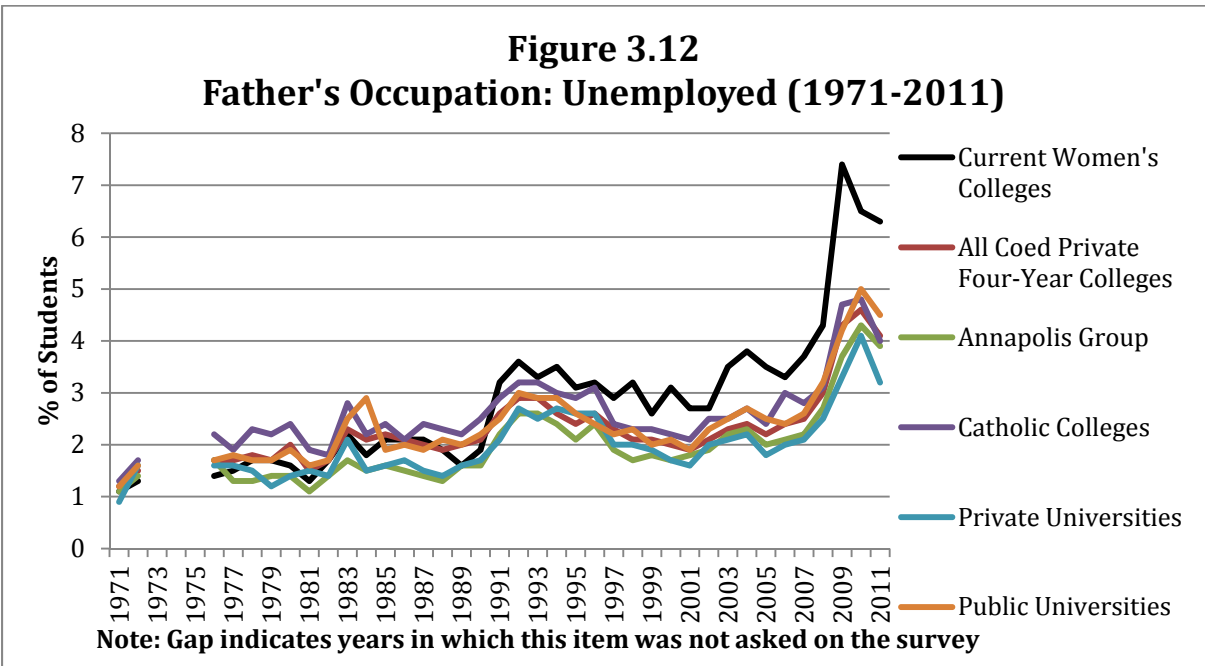
**Figure 3.10**  
**Father's Occupation: Business (1971-2011)**



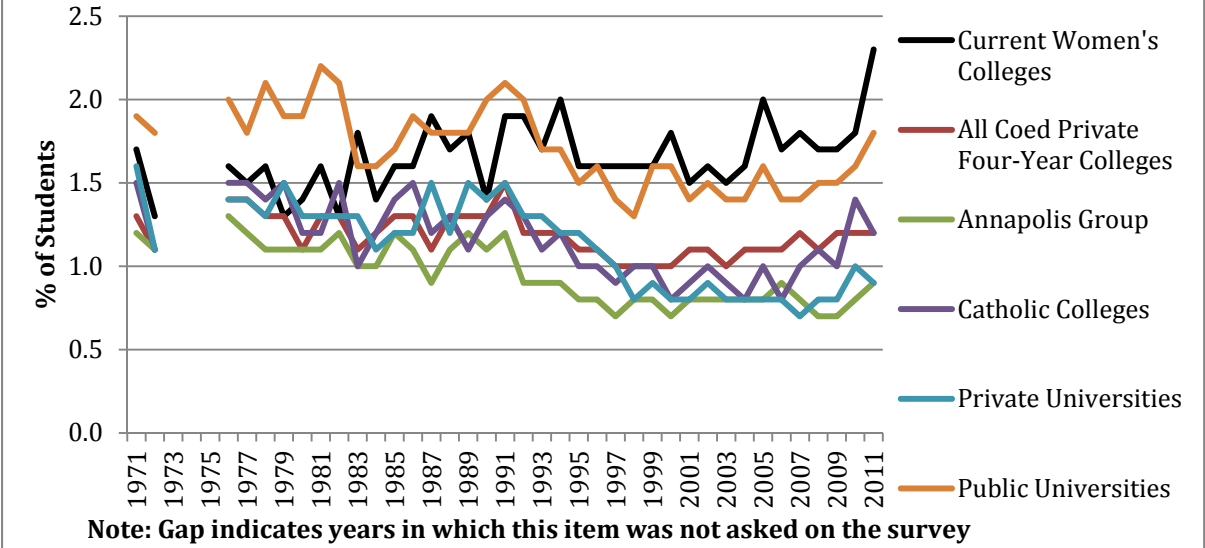
**Figure 3.11**  
**Father's Occupation: Laborer (1971-2011)**



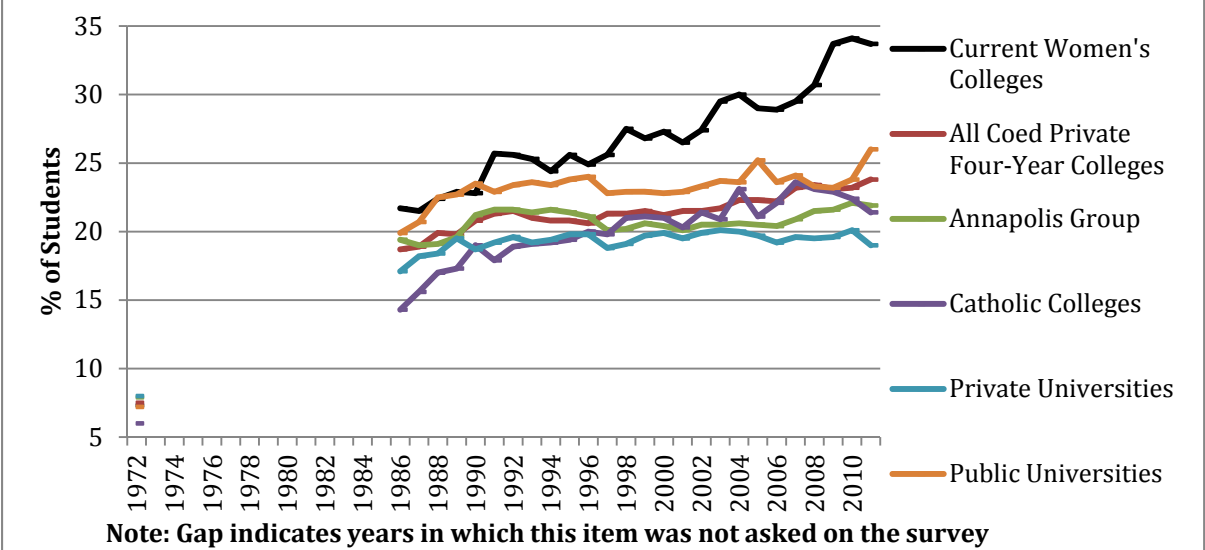
**Figure 3.12**  
**Father's Occupation: Unemployed (1971-2011)**



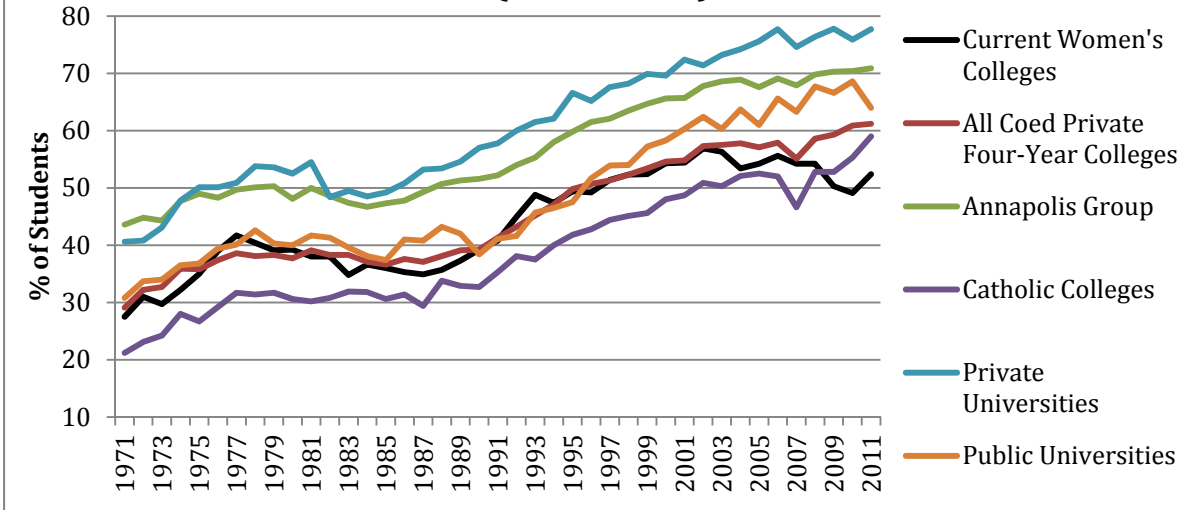
**Figure 3.13**  
**Father's Occupation: Military (1971-2011)**



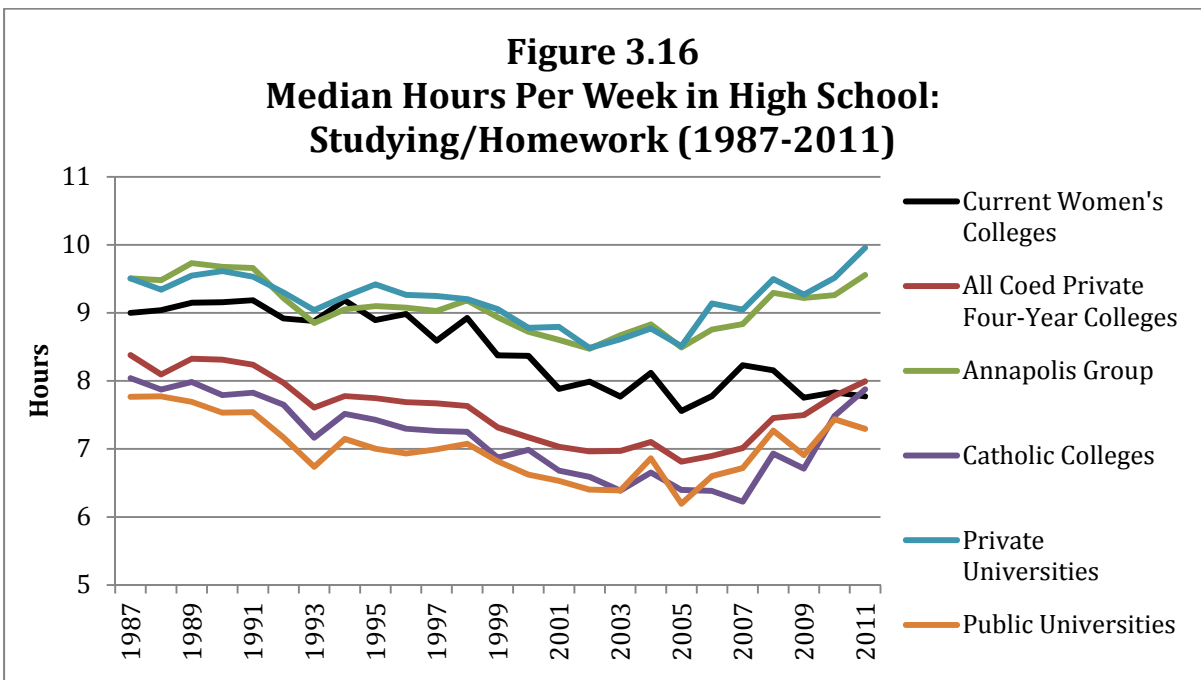
**Figure 3.14**  
**Parents Divorced or Living Apart (1972-2011)**



**Figure 3.15**  
**Average Grade in High School: A+, A, or A-**  
**(1971-2011)**

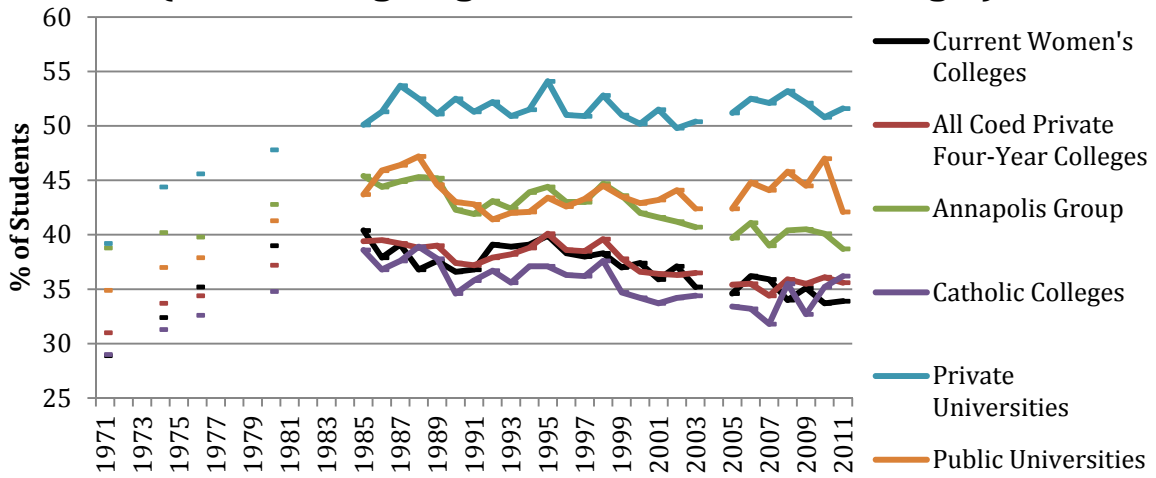


**Figure 3.16**  
**Median Hours Per Week in High School:**  
**Studying/Homework (1987-2011)**



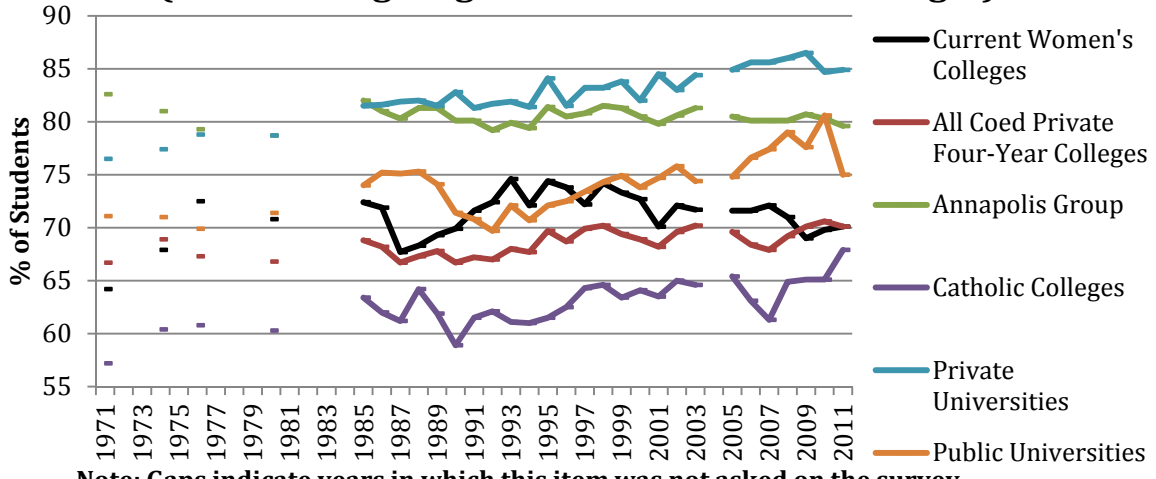


**Figure 3.17**  
**Self-Rated Mathematical Ability (1971-2011)**  
 (% Indicating "Highest 10%" or "Above Average")



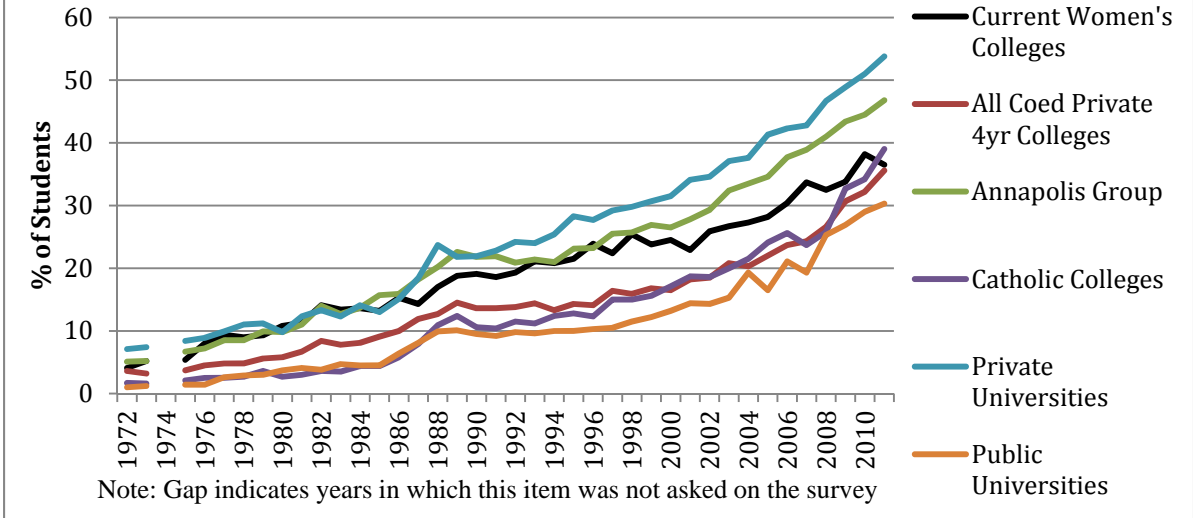
Note: Gaps indicate years in which this item was not asked on the survey

**Figure 3.18**  
**Self-Rated Academic Ability (1971-2011)**  
 (% Indicating "Highest 10%" or "Above Average")

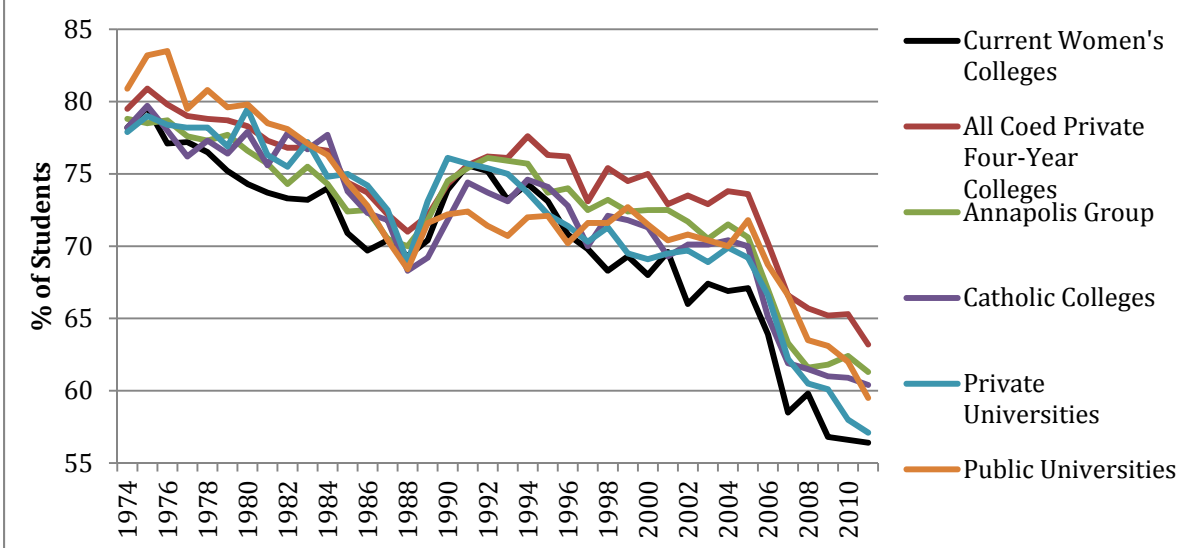


Note: Gaps indicate years in which this item was not asked on the survey

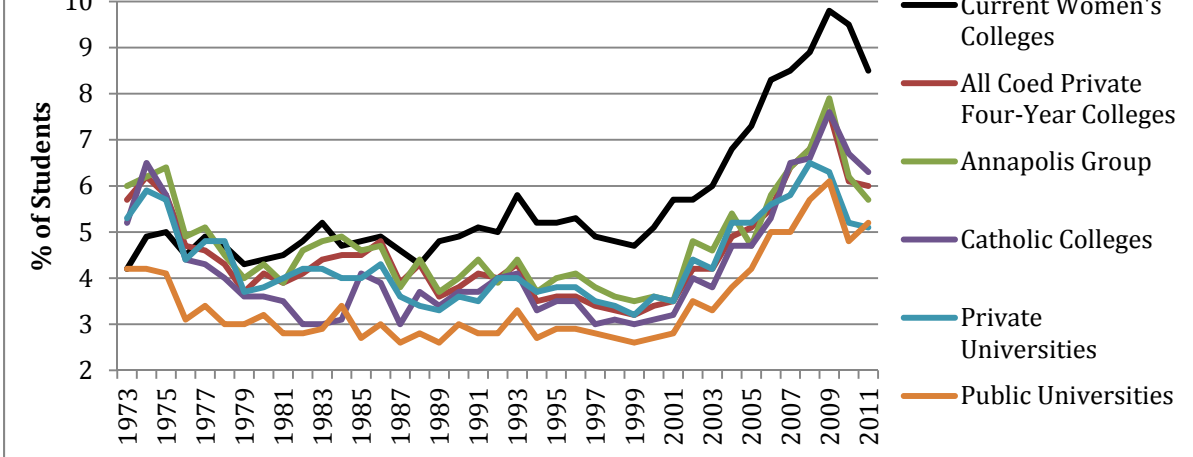
**Figure 3.19**  
**College Applications Other Than Current College:**  
**Six or More (1971-2011)**



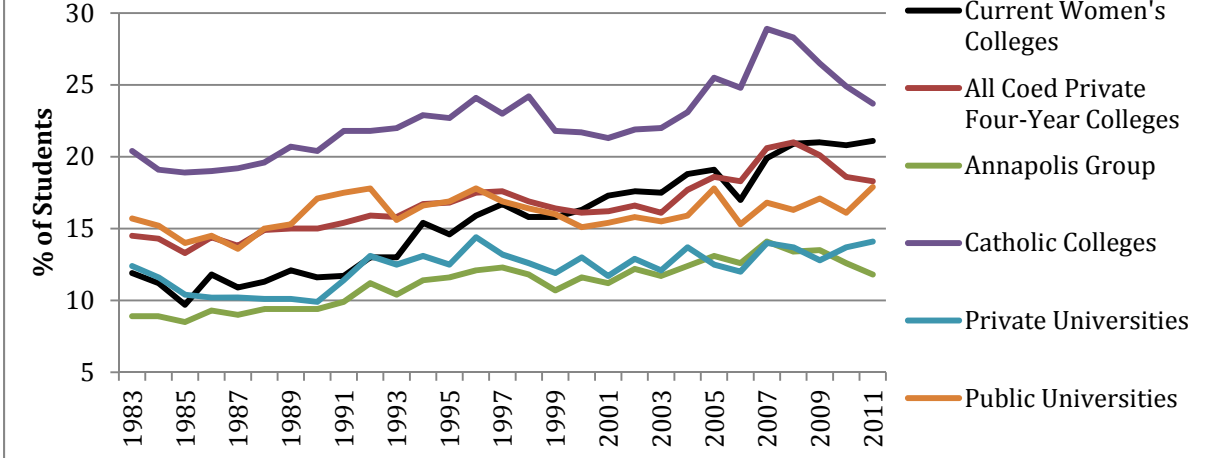
**Figure 3.20**  
**Attending First Choice College (1974-2011)**



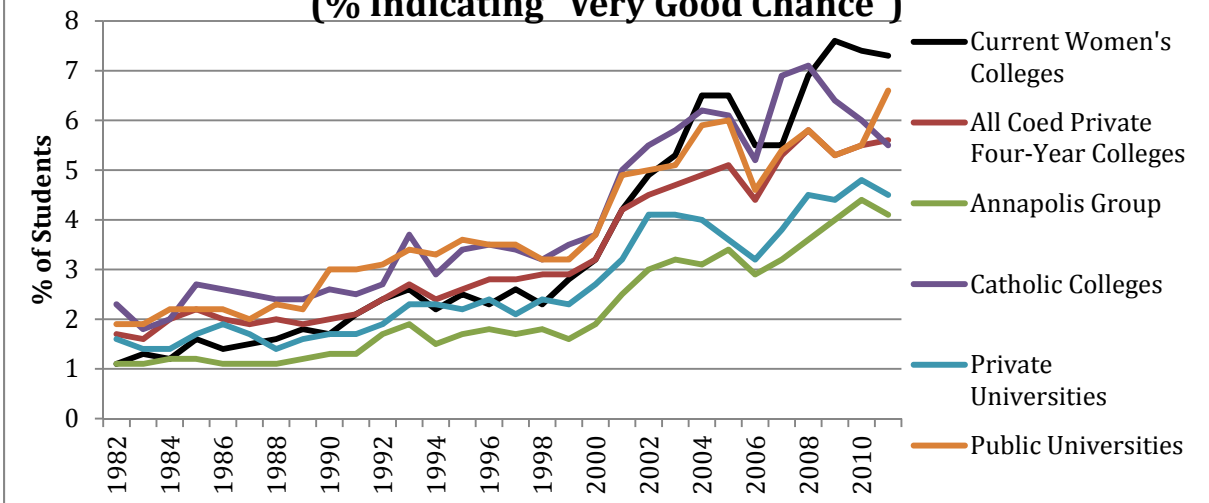
**Figure 3.21**  
**Reason For Attending This College:**  
**My Teacher Advised Me (1973-2011)**  
**(% Indicating "Very Important")**



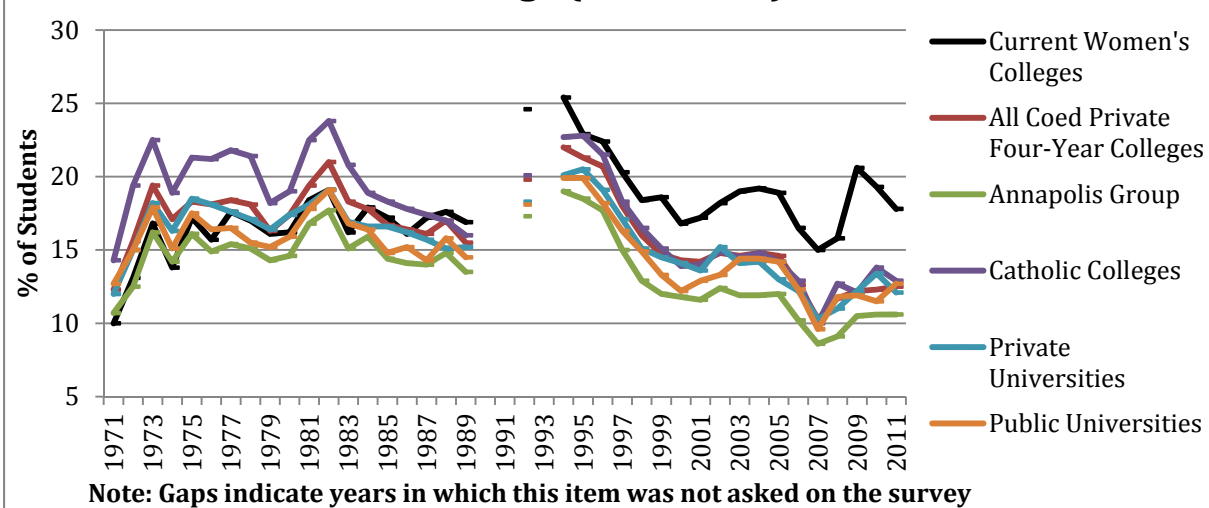
**Figure 3.22**  
**Reason For Attending This College:**  
**I Wanted to Live Near Home (1983-2011)**  
**(% Indicating "Very Important")**



**Figure 3.23**  
**Expect to Work Full-Time While**  
**Attending College (1982-2011)**  
**(% Indicating "Very Good Chance")**

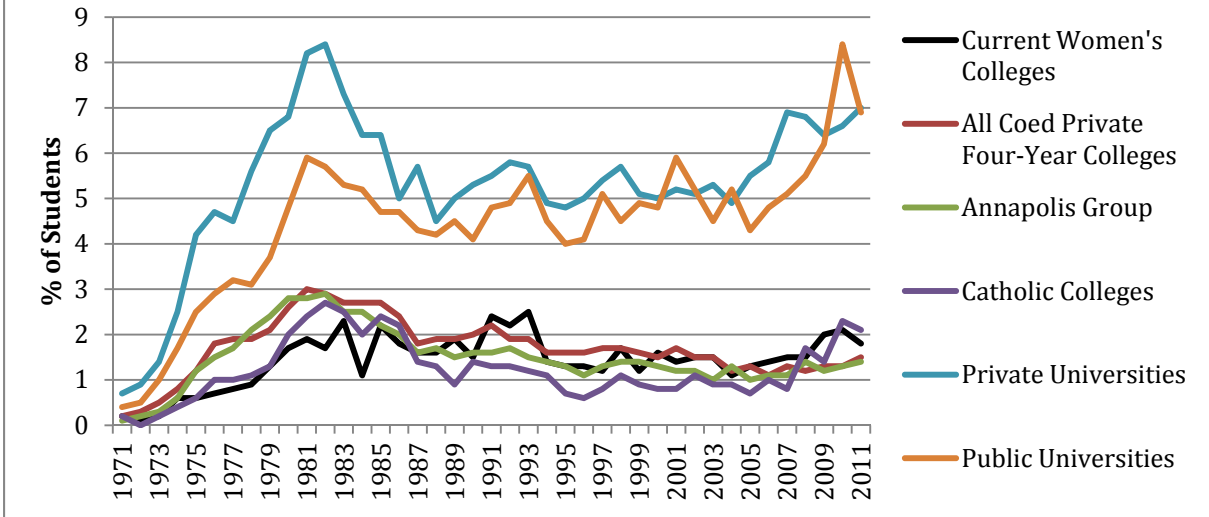


**Figure 3.24**  
**Percent Indicating Major Concerns About Financing**  
**College (1971-2011)**

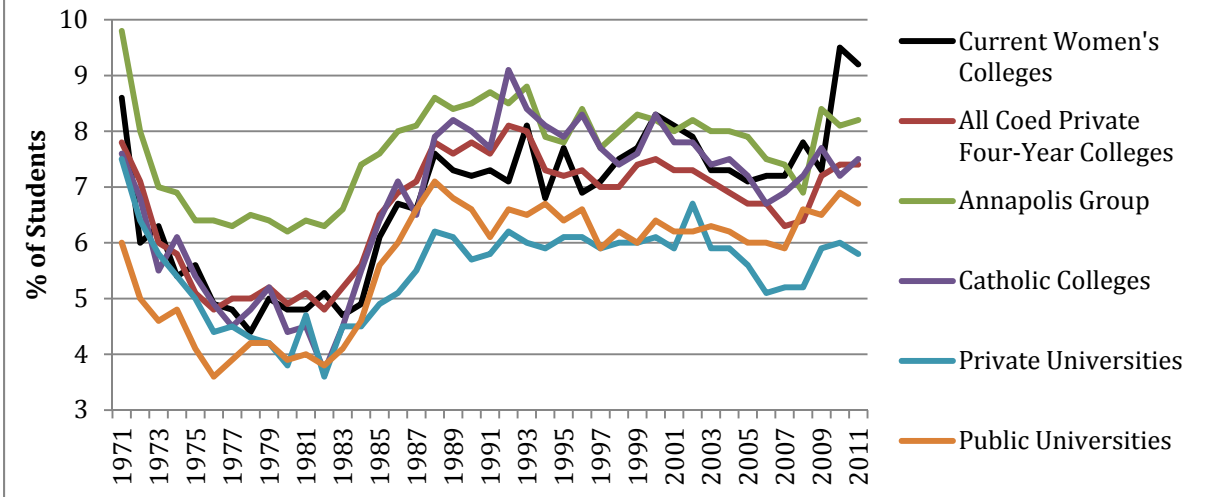


Note: Gaps indicate years in which this item was not asked on the survey

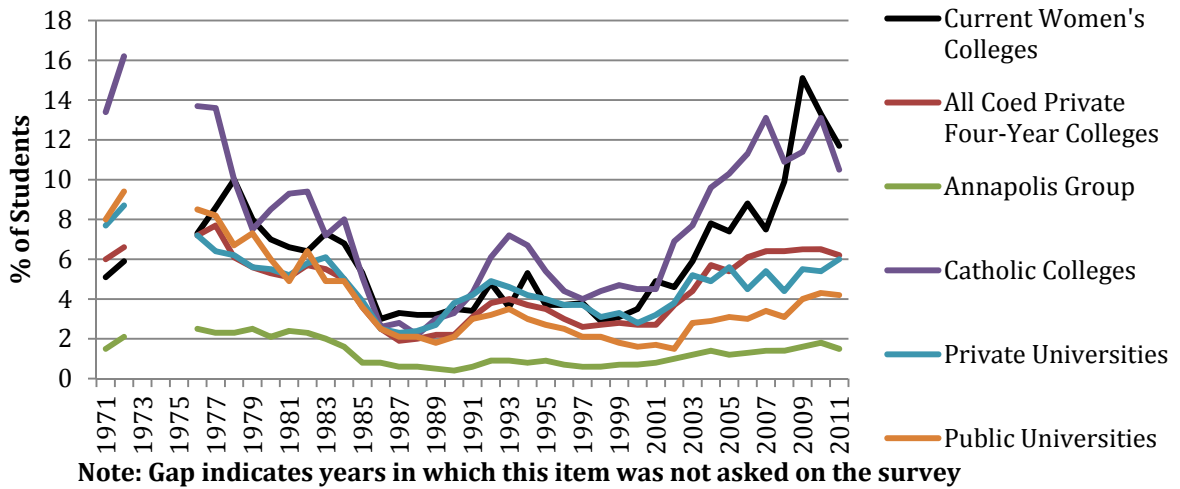
**Figure 3.25**  
**Your Probable Field of Study: Engineering**  
**(1971-2011)**



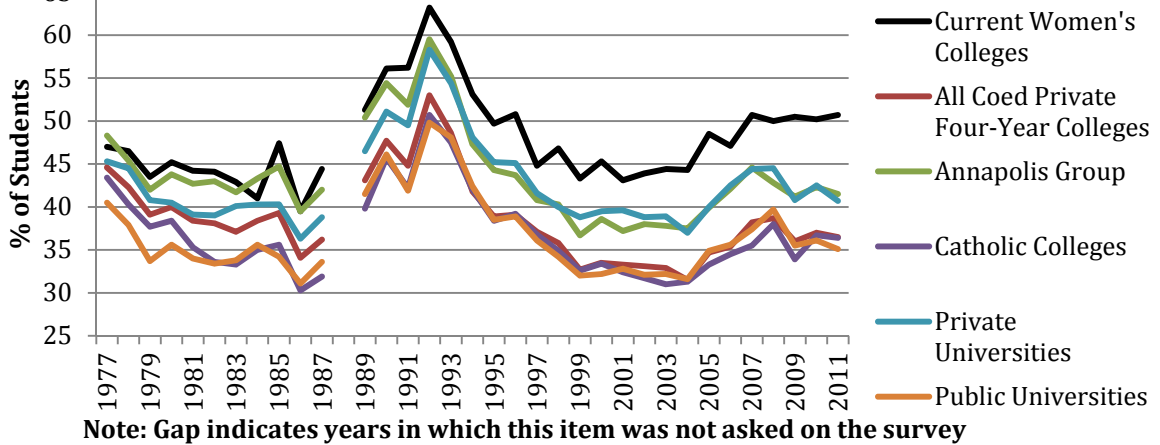
**Figure 3.26**  
**Your Probable Field of Study: Psychology**  
**(1971-2011)**



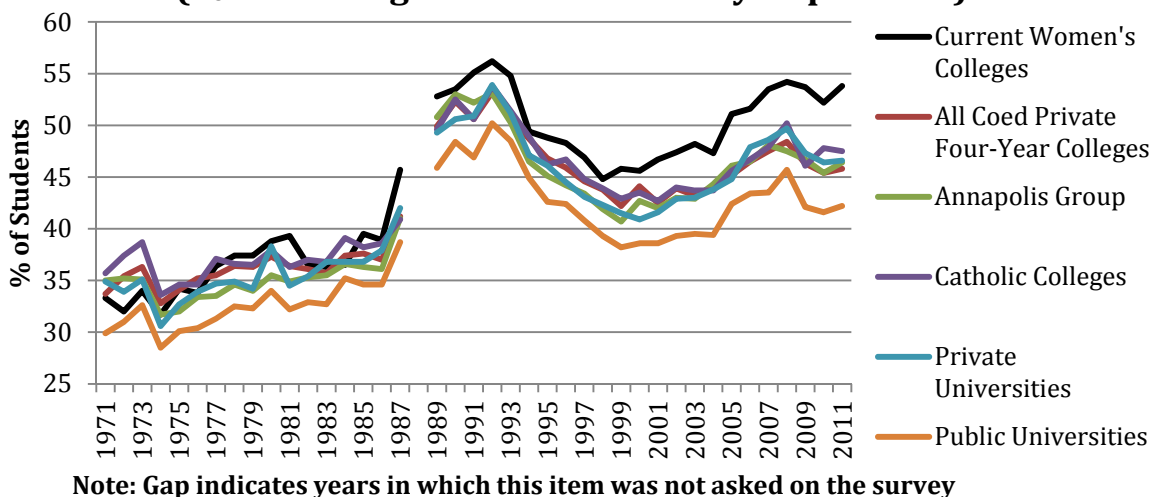
**Figure 3.27**  
**Your Probable Career/Occupation: Nurse**  
**(1971-2011)**



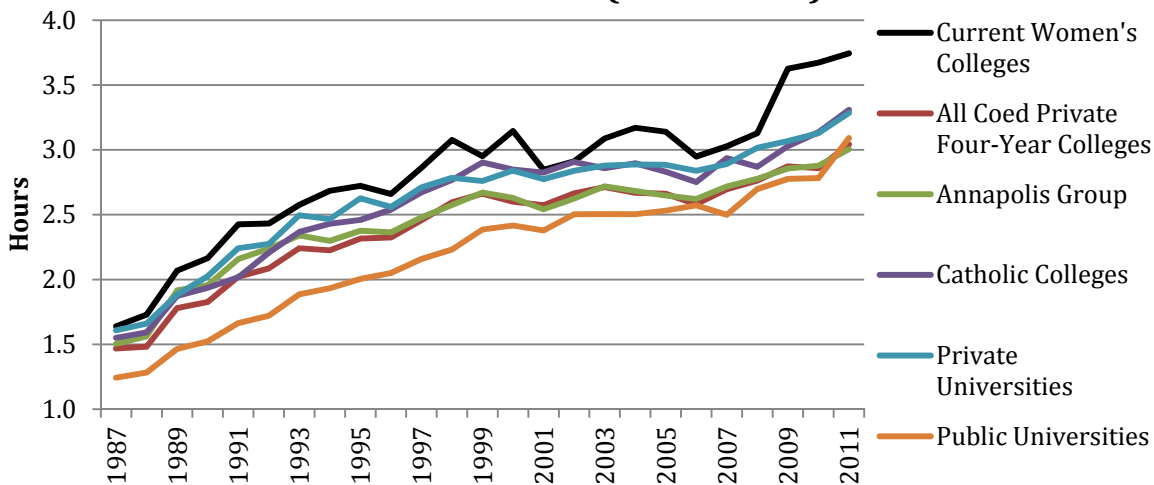
**Figure 3.28**  
**Goal: Helping to Promote Racial Understanding**  
**(1977-2011)**  
**(% Indicating "Essential" or "Very Important")**



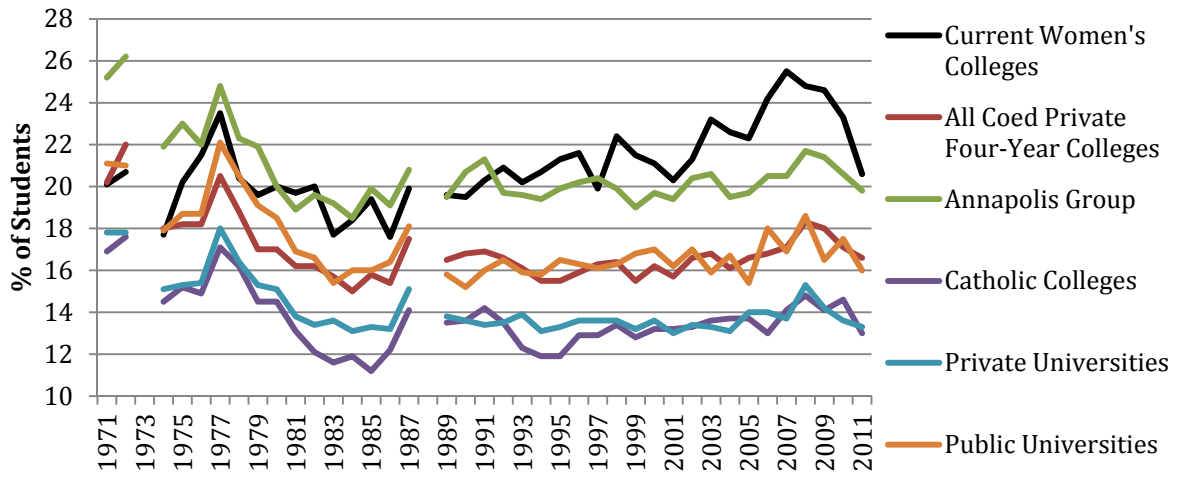
**Figure 3.29**  
**Goal: Influencing Social Values (1971-2011)**  
**(% Indicating "Essential" or "Very Important")**



**Figure 3.30**  
**Median Hours Per Week in High School:**  
**Volunteer Work (1987-2011)**

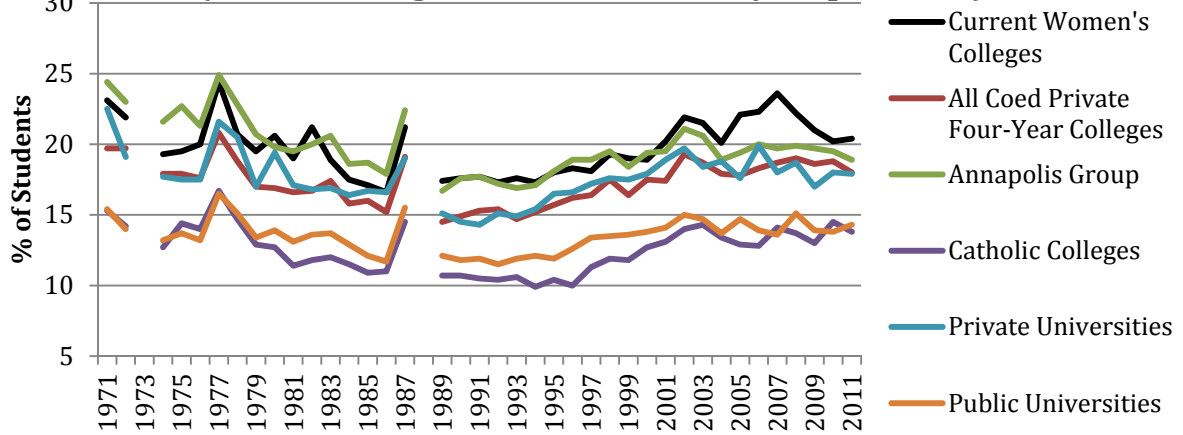


**Figure 3.31**  
**Goal: Writing Original Works (1971-2011)**  
**(% Indicating "Essential" or "Very Important")**



Note: Gaps indicate years in which this item was not asked on the survey

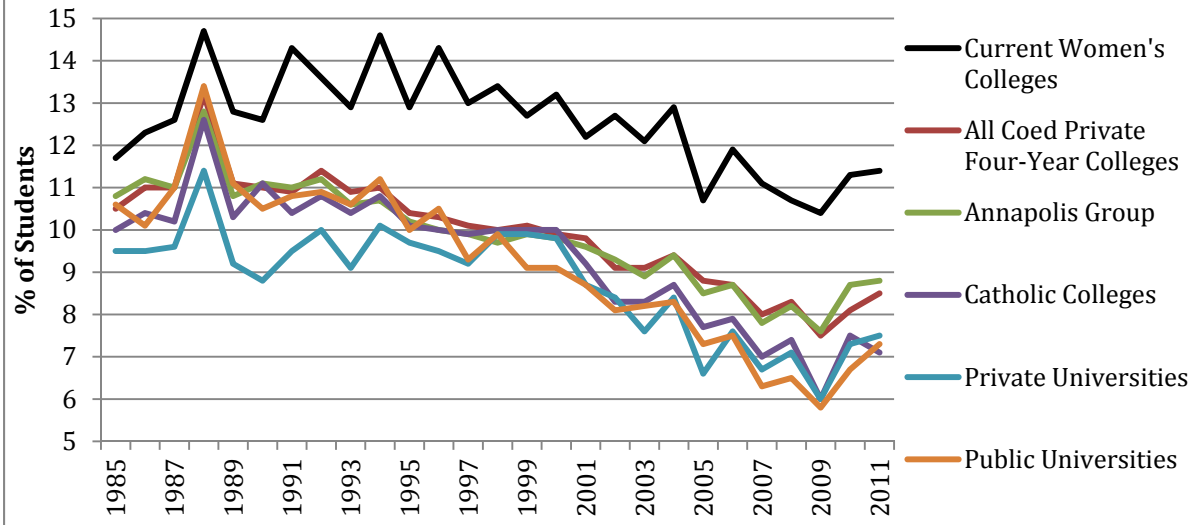
**Figure 3.32**  
**Goal: Becoming Accomplished in the Performing Arts (1971-2011)**  
**(% Indicating "Essential" or "Very Important")**



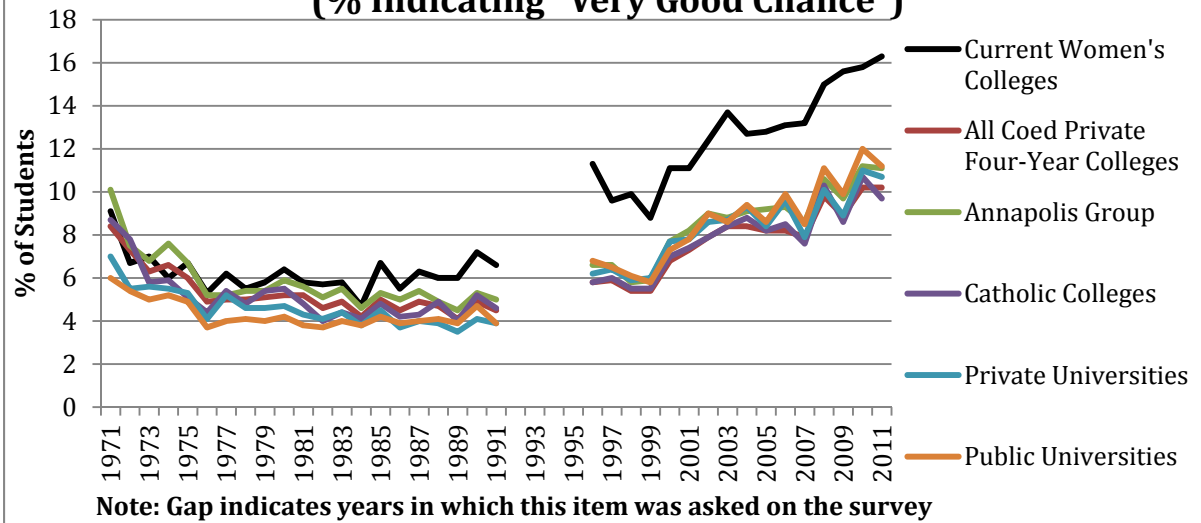
Note: Gaps indicate years in which this item was not asked on the survey



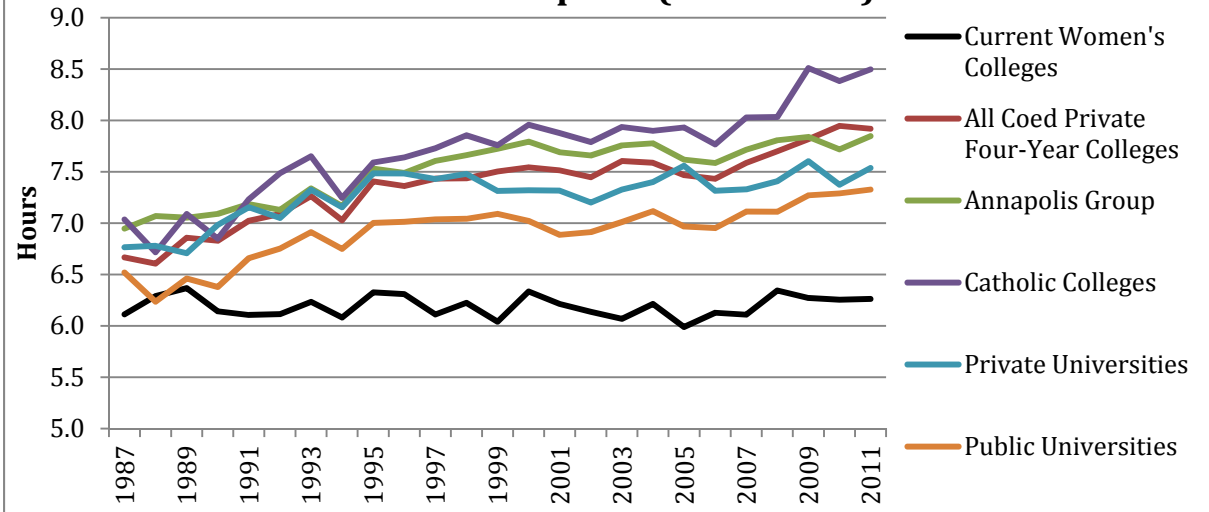
**Figure 3.33**  
**Frequently Felt Depressed in High School (1985-2011)**



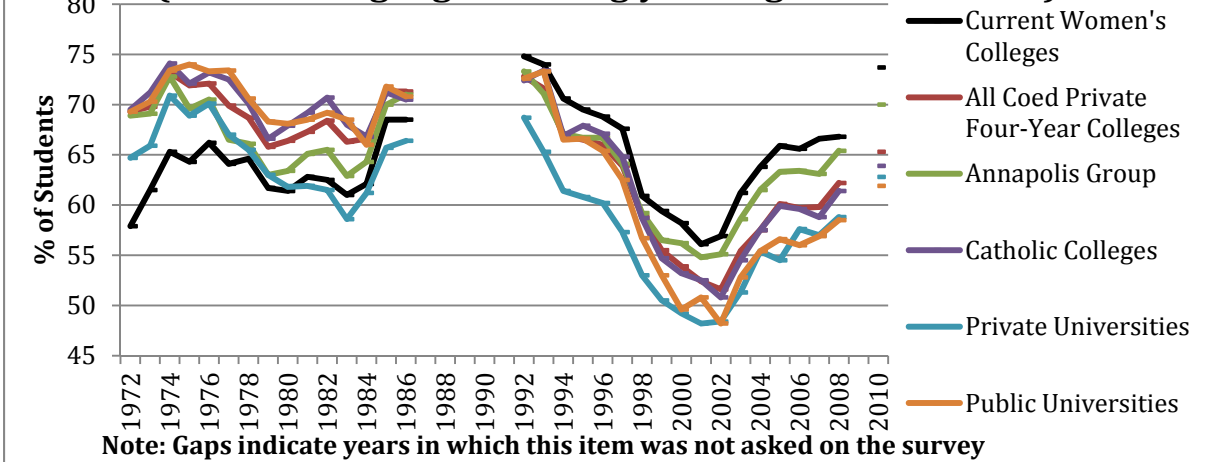
**Figure 3.34**  
**Expect to Seek Personal Counseling (1971-2011)**  
**(% Indicating "Very Good Chance")**



**Figure 3.35**  
**Median Hours Per Week in High School:**  
**Exercise or Sports (1987-2011)**



**Figure 3.36**  
**Belief that Wealthy People Should Pay a Larger Share of**  
**Taxes Than They Do Now (1972-2010)**  
**(% Indicating "Agree Strongly" or "Agree Somewhat")**



Note: Gaps indicate years in which this item was not asked on the survey

## **APPENDICES A-D**

# 2011 CIRP FRESHMAN SURVEY



PLEASE PRINT IN ALL CAPS YOUR NAME AND PERMANENT/HOME ADDRESS (one letter or number per box).

NAME: FIRST MI LAST  
 ADDRESS:  
 CITY: STATE: ZIP: PHONE:  
 STUDENT ID# (as instructed): EMAIL (print letters carefully):

When were you born?

Month (01-12) Day (01-31) Year

**SERIAL #**

**MARKING DIRECTIONS**

- Use a black or blue pen.
- Fill in your response completely. Mark out any answers you wish to change with an "X".

**CORRECT MARK INCORRECT MARKS**

○ ● ○ ○ ✓ ✗ ○ ●

**Group Code** A B

□ □ □ □

- Your sex:  Male  Female
- How old will you be on December 31 of this year? (Mark one)
 

16 or younger.	<input type="radio"/>	21-24	.....	<input type="radio"/>
17	<input type="radio"/>	25-29	.....	<input type="radio"/>
18	<input type="radio"/>	30-39	.....	<input type="radio"/>
19	<input type="radio"/>	40-54	.....	<input type="radio"/>
20	<input type="radio"/>	55 or older.	.....	<input type="radio"/>
- Is English your native language?
   
 Yes  No
- In what year did you graduate from high school? (Mark one)
 

2011	.....	<input type="radio"/>	Did not graduate but		
2010	.....	<input type="radio"/>	passed G.E.D. test.	<input type="radio"/>	
2009	.....	<input type="radio"/>	Never completed		
2008 or earlier	.....	<input type="radio"/>	high school	.....	<input type="radio"/>
- Are you enrolled (or enrolling) as a: (Mark one)
   
Full-time student? ..... 
  
Part-time student? .....
- How many miles is this college from your permanent home? (Mark one)
 

5 or less	<input type="radio"/>	11-50	<input type="radio"/>	101-500	<input type="radio"/>
6-10	<input type="radio"/>	51-100	<input type="radio"/>	Over 500	<input type="radio"/>
- What was your average grade in high school? (Mark one)
 

A or A+	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>
A-	<input type="radio"/>	B-	<input type="radio"/>	D	<input type="radio"/>
B+	<input type="radio"/>	C+	<input type="radio"/>		
- What were your scores on the SAT I and/or ACT?
 

SAT Critical Reading	.....	□ □
SAT Mathematics	.....	□ □
SAT Writing	.....	□ □
ACT Composite	.....	□ □

- From what kind of high school did you graduate? (Mark one)
  - Public school (not charter or magnet)
  - Public charter school
  - Public magnet school
  - Private religious/parochial school
  - Private independent college-prep school
  - Home school
- Prior to this term, have you ever taken courses for credit at this institution?
   
 Yes  No
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
   
 Yes  No
- Where do you plan to live during the fall term? (Mark one)
  - With my family or other relatives .....
  - Other private home, apartment, or room .....
  - College residence hall .....
  - Fraternity or sorority house .....
  - Other campus student housing .....
  - Other .....
- To how many colleges other than this one did you apply for admission this year?
 

None	<input type="radio"/>	1	<input type="radio"/>	4	<input type="radio"/>	7-10	<input type="radio"/>
	<input type="radio"/>	2	<input type="radio"/>	5	<input type="radio"/>	11 or more	<input type="radio"/>
	<input type="radio"/>	3	<input type="radio"/>	6	<input type="radio"/>		
- Were you accepted by your first choice college?
   
 Yes  No
- Is this college your: (Mark one)
  - First choice? .....  Less than third
  - Second choice? .....  choice? .....
  - Third choice? .....
- Citizenship status:
  - U.S. citizen
  - Permanent resident (green card)
  - Neither
- Military Status: (Mark one)
  - None
  - ROTC, cadet, or midshipman at a service academy
  - In Active Duty, Reserves, or National Guard
  - A discharged veteran NOT serving in Active Duty, Reserves, or National Guard

- Are your parents: (Mark one)
  - Both alive and living with each other?...
  - Both alive, divorced or living apart? .....
  - One or both deceased?.....
- Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)
 

English	.....	<input type="radio"/>	<input type="radio"/>	Had	<input type="radio"/>	Will Need	<input type="radio"/>
Reading	.....	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
Mathematics	.....	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
Social Studies	.....	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
Science	.....	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
Foreign Language	.....	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
Writing	.....	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
- How many Advanced Placement courses or exams did you take in high school? (Mark one in each row)
 

		Not offered at my high school	None	1-4	5-9	10-14	15+
AP Courses	.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AP Exams	.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- What is the highest academic degree that you intend to obtain? (Mark one in each column)
 

		Highest Planned	Highest Planned at This College
None	.....	<input type="radio"/>	<input type="radio"/>
Vocational certificate	.....	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent)	.....	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.)	.....	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.)	.....	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	.....	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	.....	<input type="radio"/>	<input type="radio"/>
J.D. (Law)	.....	<input type="radio"/>	<input type="radio"/>
B.D. or M.DIV. (Divinity)	.....	<input type="radio"/>	<input type="radio"/>
Other	.....	<input type="radio"/>	<input type="radio"/>
- How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up? (Mark one in each row)
 

		Completely non-White	Mostly non-White	Roughly half non-White	Mostly White	Completely White
High school I last attended	.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood where I grew up	.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000 to 2,999	\$3,000 to 5,999	\$6,000 to 9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

25. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)

Some (but I probably will have enough funds)

Major (not sure I will have enough funds to complete college)

26. Current religious preference:

(Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at All
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for a cause (e.g., boycott, rally, protest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as a part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped school/class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Junior high/Middle school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

31. How often in the past year did you? (Mark one for each item)

	Frequently	Occasionally	Not at All
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you feel you have more to gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate skills and knowledge from different sources and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Mark only three responses, one in each column.

- M Your mother's occupation
- F Your father's occupation
- Y Your probable career occupation

Accountant or actuary .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Actor or entertainer .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Architect or urban planner .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Artist .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business (clerical) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business executive (management, administrator) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business owner or proprietor .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Business salesperson or buyer .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Clergy (minister, priest) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Clergy (other religious) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Clinical psychologist .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
College administrator/staff .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
College teacher .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Computer programmer or analyst ..	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Conservationist or forester .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Dentist (including orthodontist) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Dietitian or nutritionist .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Engineer .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Farmer or rancher .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Foreign Service worker (including diplomat) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Homemaker (full-time) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Interior decorator (including designer) ..	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Lab technician or hygienist .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Law enforcement officer .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Lawyer (attorney) or judge .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Military service (career) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Musician (performer, composer) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Nurse .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Optometrist .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Pharmacist .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Physician .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Policymaker/Government .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
School counselor .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
School principal or superintendent ..	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Scientific researcher .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Social, welfare, or recreation worker ..	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Therapist (physical, occupational, speech) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Teacher or administrator (elementary) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Teacher or administrator (secondary) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Veterinarian .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Writer or journalist .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Skilled trades .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Laborer (unskilled) .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Semi-skilled worker .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Unemployed .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Other .....	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M
Undecided .....	<input type="radio"/> Y		

33. Are you: (Mark all that apply)

White/Caucasian .....	<input type="checkbox"/>
African American/Black .....	<input type="checkbox"/>
American Indian/Alaska Native .....	<input type="checkbox"/>
Asian American/Asian .....	<input type="checkbox"/>
Native Hawaiian/Pacific Islander .....	<input type="checkbox"/>
Mexican American/Chicano .....	<input type="checkbox"/>
Puerto Rican .....	<input type="checkbox"/>
Other Latino .....	<input type="checkbox"/>
Other .....	<input type="checkbox"/>

34. Mark one in each row:

- 1 Disagree Strongly
- 2 Disagree Somewhat
- 3 Agree Somewhat
- 4 Agree Strongly

Abortion should be legal .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Marijuana should be legalized .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Racial discrimination is no longer a major problem in America .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Same-sex couples should have the right to legal marital status .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Federal military spending should be increased .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Undocumented immigrants should be denied access to public education .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
A national health care plan is needed to cover everybody's medical costs .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Addressing global warming should be a federal priority .....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The chief benefit of a college education is that it increases one's earning power ..	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

35. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

36. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

To be able to get a better job .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To gain a general education and appreciation of ideas .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To make me a more cultured person .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To be able to make more money .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To learn more about things that interest me .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To get training for a specific career ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To prepare myself for graduate or professional school .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

Very Important  
Somewhat Important  
Not Important

37. During your last year in high school, how much time did you spend during a typical week doing the following activities?

<b>Hours per week:</b>	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (Myspace, Facebook, etc.) ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

My parents wanted me to come here ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
My relatives wanted me to come here ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
My teacher advised me .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a very good academic reputation .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a good reputation for its social activities .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was offered financial assistance .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
The cost of attending this college .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
High school counselor advised me ...	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Private college counselor advised me ...	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to live near home .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Not offered aid by first choice .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Could not afford first choice .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates gain admission to top graduate/professional schools .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates get good jobs ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was attracted by the religious affiliation/orientation of the college ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to go to a school about the size of this college .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Rankings in national magazines .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Information from a website .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was admitted through an Early Action or Early Decision program ...	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
The athletic department recruited me ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
A visit to the campus .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Ability to take online courses .....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

Very Important  
Somewhat Important  
Not Important

39. The current economic situation significantly affected my college choice: (Mark one)

- Agree Strongly
- Agree Somewhat
- Disagree Somewhat
- Disagree Strongly



40. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

**ARTS AND HUMANITIES**

- Art, fine and applied ..... ①
- English (language and literature) ..... ②
- History ..... ③
- Journalism ..... ④
- Language and Literature (except English) ..... ⑤
- Music ..... ⑥
- Philosophy ..... ⑦
- Speech ..... ⑧
- Theatre or Drama ..... ⑨
- Theology or Religion ..... ⑩
- Other Arts and Humanities.. ⑪

**BIOLOGICAL SCIENCE**

- Biology (general) ..... ⑫
- Biochemistry or Biophysics ..... ⑬
- Botany ..... ⑭
- Environmental Science..... ⑮
- Marine (Life) Science ..... ⑯
- Microbiology or Bacteriology ..... ⑰
- Zoology ..... ⑱
- Other Biological Science .... ⑲

**BUSINESS**

- Accounting..... ⑳
- Business Admin. (general) .. ㉑
- Finance..... ㉒
- International Business..... ㉓
- Marketing..... ㉔
- Management..... ㉕
- Secretarial Studies ..... ㉖
- Other Business..... ㉗

**EDUCATION**

- Business Education..... ㉘
- Elementary Education..... ㉙
- Music or Art Education..... ㉚
- Physical Education or Recreation..... ㉛
- Secondary Education ..... ㉜
- Special Education..... ㉝
- Other Education ..... ㉞

**ENGINEERING**

- Aeronautical or Astronautical Eng..... ㉟
- Civil Engineering ..... ㊱
- Chemical Engineering ..... ㊲
- Computer Engineering ..... ㊳
- Electrical or Electronic Engineering..... ㊴
- Industrial Engineering..... ㊵
- Mechanical Engineering..... ㊶
- Other Engineering ..... ㊷

**PHYSICAL SCIENCE**

- Astronomy ..... ㊸
- Atmospheric Science (incl. Meteorology)..... ㊹
- Chemistry ..... ㊺
- Earth Science..... ㊻
- Marine Science (incl. Oceanography)..... ㊼
- Mathematics ..... ㊽
- Physics ..... ㊾
- Other Physical Science ..... ㊿

**PROFESSIONAL**

- Architecture or Urban Planning ..... ①
- Family & Consumer Sciences ②
- Health Technology (medical, dental, laboratory) .... ③
- Library or Archival Science . ④
- Medicine, Dentistry, Veterinary Medicine..... ⑤
- Nursing ..... ⑥
- Pharmacy ..... ⑦
- Therapy (occupational, physical, speech) ..... ⑧
- Other Professional..... ⑨

**SOCIAL SCIENCE**

- Anthropology ..... ⑩
- Economics..... ⑪
- Ethnic Studies ..... ⑫
- Geography ..... ⑬
- Political Science (gov't, international relations)..... ⑭
- Psychology ..... ⑮
- Public Policy ..... ⑯
- Social Work ..... ⑰
- Sociology ..... ⑱
- Women's Studies..... ⑲
- Other Social Science..... ⑳

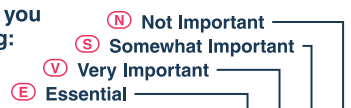
**TECHNICAL**

- Building Trades ..... ㉑
- Data Processing or Computer Programming... ㉒
- Drafting or Design ..... ㉓
- Electronics..... ㉔
- Mechanics ..... ㉕
- Other Technical..... ㉖

**OTHER FIELDS**

- Agriculture ..... ㉗
- Communications..... ㉘
- Computer Science..... ㉙
- Forestry ..... ㉚
- Kinesiology ..... ㉛
- Law Enforcement..... ㉜
- Military Science ..... ㉝
- Other Field..... ㉞
- Undecided ..... ㉟

41. Please indicate the importance to you personally of each of the following: (Mark one for each item)



- Becoming accomplished in one of the performing arts (acting, dancing, etc.) ..... E V S N
- Becoming an authority in my field ..... E V S N
- Obtaining recognition from my colleagues for contributions to my special field ..... E V S N
- Influencing the political structure..... E V S N
- Influencing social values ..... E V S N
- Raising a family ..... E V S N
- Being very well off financially ..... E V S N
- Helping others who are in difficulty ..... E V S N
- Making a theoretical contribution to science ..... E V S N
- Writing original works (poems, novels, etc.)..... E V S N
- Creating artistic works (painting, sculpture, etc.) ..... E V S N
- Becoming successful in a business of my own..... E V S N
- Becoming involved in programs to clean up the environment. E V S N
- Developing a meaningful philosophy of life ..... E V S N
- Participating in a community action program ..... E V S N
- Helping to promote racial understanding ..... E V S N
- Keeping up to date with political affairs..... E V S N
- Becoming a community leader..... E V S N
- Improving my understanding of other countries and cultures. E V S N
- Adopting "green" practices to protect the environment ..... E V S N

42. What is your best guess as to the chances that you will: (Mark one for each item)



- Change major field? ..... V S L N
- Change career choice? ..... V S L N
- Participate in student government?..... V S L N
- Get a job to help pay for college expenses? ..... V S L N
- Work full-time while attending college? ..... V S L N
- Join a social fraternity or sorority? ..... V S L N
- Play club, intramural, or recreational sports?..... V S L N
- Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)?.. V S L N
- Make at least a "B" average? ..... V S L N
- Need extra time to complete your degree requirements? ..... V S L N
- Participate in student protests or demonstrations?..... V S L N
- Transfer to another college before graduating?..... V S L N
- Be satisfied with your college?..... V S L N
- Participate in volunteer or community service work?..... V S L N
- Seek personal counseling? ..... V S L N
- Communicate regularly with your professors? ..... V S L N
- Socialize with someone of another racial/ethnic group?..... V S L N
- Participate in student clubs/groups? ..... V S L N
- Participate in a study abroad program? ..... V S L N
- Have a roommate of a different race/ethnicity? ..... V S L N
- Discuss course content with students outside of class? ..... V S L N
- Work on a professor's research project?..... V S L N
- Take courses from more than one college simultaneously? ..... V S L N

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- 43. (A B C D E)      47. (A B C D E)      51. (A B C D E)      55. (A B C D E)      59. (A B C D E)
- 44. (A B C D E)      48. (A B C D E)      52. (A B C D E)      56. (A B C D E)      60. (A B C D E)
- 45. (A B C D E)      49. (A B C D E)      53. (A B C D E)      57. (A B C D E)      61. (A B C D E)
- 46. (A B C D E)      50. (A B C D E)      54. (A B C D E)      58. (A B C D E)      62. (A B C D E)

THANK YOU!

## List of Participating Institutions, by Comparison Group

### Current Women's Colleges (n = 49)

Agnes Scott College	Mount St Mary's College
Barnard College	Peace College*
Bay Path College	Pine Manor College
Bennett College for Women	Saint Joseph College
Brenau University	Saint Mary-of-the-Woods College
Bryn Mawr College	Saint Mary's College
Carlow University	Salem College
Cedar Crest College	Scripps College
Chatham University	Simmons College
College of Notre Dame of Maryland	Smith College
College of Saint Benedict	Spelman College
College of Saint Elizabeth	St Catherine University
College of Saint Mary	Stephens College
Colorado Women's College	Sweet Briar College
Columbia College	Texas Woman's University*
Converse College	The College of New Rochelle
Cottey College	The Sage Colleges
Douglass College	Trinity Washington University
Georgian Court University	Ursuline College
Hollins University	Wellesley College
Mary Baldwin College	Wesleyan College
Meredith College	Wilson College
Midway College	
Mills College	
Moore College of Art and Design	
Mount Holyoke College	
Mount Mary College	

\*Not a WCC member at the time the study was conducted



**All Coed Private Four-Year Colleges (n = 747)**

Abilene Christian University	Atlanta Christian College
Adrian College	Atlanta College of Art
Alaska Pacific University	Atlantic Union College
Albion College	Augsburg College
Albright College	Augustana College-Illinois
Alderson Broaddus College	Augustana College-South Dakota
Alfred University	Aurora University
Allegheny College	Austin College
Alliance College	Ave Maria University
Alliant International University	Averett University
Alma College	Avila University
Alvernia University	Azusa Pacific University
American College of Applied Art	Babson College
American InterContinental University-Atlanta	Bacone College
American Intercontinental University-Los Angeles	Baker University
American International College	Baldwin-Wallace College
Amherst College	Baptist Bible College and Seminary
Anderson University-Indiana	Baptist Medical System School of Nursing
Anderson University-South Carolina	Barat College
Andrews University	Bard College
Anna Maria College	Bard College at Simon's Rock
Antioch College	Barrington College
Antioch College-Washington/Balt	Barton College
Aquinas College at Newton	Bates College
Aquinas College-Grand Rapids	Belhaven University
Art Center College of Design	Bellarmino University
Asbury University	Bellarmino-Ursuline College
Ashland University	Bellevue University
Assumption College	Belmont Abbey College
Athens State University	Belmont University
	Beloit College

## Appendix B

Benedictine College	Caldwell College
Benedictine University	California Baptist University
Bennington College	California College of the Arts
Bentley University	California Institute of Technology
Berea College	California Institute of the Arts
Berry College	California Lutheran University
Bethany College-Kansas	Calvin College
Bethany College-West Virginia	Campbell University
Bethany Lutheran College	Campbellsville University
Bethel College-Mishawaka	Canisius College
Bethel College-North Newton	Capital University
Bethel University-McKenzie	Cardinal Stritch University
Bethel University-Saint Paul	Carleton College
Biola University	Carroll College
Birmingham Southern College	Carroll University
Blackburn College	Carson-Newman College
Bloomfield College	Carthage College
Bluffton University	Catawba College
Bowdoin College	Cedarville University
Bradford College	Centenary College of Louisiana
Bradley University	Central College
Brevard College	Central Methodist University-College of Liberal Arts & Sciences
Briarcliffe College	Centre College
Bridgewater College	Chaminade University of Honolulu
Brigham Young University-Hawaii	Champlain College
Brown University	Chancellor University
Bryan College-Dayton	Chapman University
Bryant University	Charleston Southern University
Bryn Athyn College of the New Church	Chowan University
Bucknell University	Christian Brothers University
Buena Vista University	Claremont McKenna College
Butler University	Clark University
Cabrini College	

## Appendix B

Clarkson College	Cornell College
Clarkson University	Cornerstone University
Clearwater Christian College	Cornish College of the Arts
Cleveland Institute of Art	Covenant College
Cleveland Institute of Music	Creighton University
Coe College	Crossroads College
Cogswell Polytechnical College	Crown College
Coker College	Culver-Stockton College
Colby College	Cumberland University
Colgate University	Curry College
College for Creative Studies	Daemen College
College of Charleston	Dakota Wesleyan University
College of Emporia	Dana College
College of Our Lady of the Elms	Daniel Webster College
College of Saint Teresa	Dartmouth College
College of the Atlantic	Davidson College
College of the Holy Cross	Davis & Elkins College
Colorado Christian University	Defiance College
Colorado College	Delaware Valley College
Colorado Heights University	Denison University
Columbia International University	DePauw University
Columbus College of Art and Design	DeSales University
Concordia College at Moorhead	DeVry University-Illinois
Concordia College-New York	DeVry University-Ohio
Concordia University-Irvine	Dickinson College
Concordia University-Portland	Doane College-Crete
Concordia University-Seward	Dominican College of Blauvelt
Concordia University-Texas	Dominican College-Racine
Connecticut College	Dominican University
Cooper Union for the Advancement of Science and Art	Dominican University of California
Corban University	Dordt College
Corcoran College of Art and Design	Drew University
	Drexel University

## Appendix B

Drury University	Franklin College
D'Youville College	Franklin Pierce University
Earlham College	Franklin University
East Texas Baptist University	Free Will Baptist Bible College
Eastern Mennonite University	Freed-Hardeman University
Eastern Nazarene College	Fresno Pacific University
Eastern University	Friends University
Eckerd College	Furman University
Edgewood College	Gallaudet University
Eisenhower College	Gannon University
Elizabethtown College	Gardner-Webb University
Elmhurst College	Geneva College
Elmira College	George Fox University
Elon University	George Williams College
Embry Riddle Aeronautical University- Daytona Beach	Georgetown College
Emerson College	Gettysburg College
Emory and Henry College	Goddard College
Erskine College and Seminary	Gonzaga University
Eureka College	Gordon College-Wenham
Evangel University	Goshen College
Fairfield University	Grace College and Theological Seminary
Fairleigh Dickin School of Nursing University -Rutherford	Graceland University-Lamoni
Fairleigh Dickinson University- Metropolitan Campus	Grand Canyon University
Ferrum College	Grand View University
Finlandia University	Green Mountain College
Florida College	Greensboro College
Florida Institute of Technology	Greenville College
Florida Southern College	Grinnell College
Fontbonne University	Grove City College
Franciscan University of Steubenville	Guilford College
Franklin and Marshall College	Gustavus Adolphus College
	Gwynedd Mercy College

## Appendix B

Hamilton College	Huron University
Hamline University	Husson University
Hampden-Sydney College	Illinois College
Hampshire College	Illinois Institute of Technology
Hannibal-Lagrange College	Illinois Wesleyan University
Hanover College	Immaculate Heart College
Harding University	Indiana Institute of Technology
Hardin-Simmons University	Indiana Wesleyan University
Harrisburg University of Science and Technology	Iona College
Hartwick College	Iowa Wesleyan College
Harvey Mudd College	Ithaca College
Hastings College	Jacksonville University
Haverford College	Jewish Theological Seminary of America
Hawthorne College	John Brown University
Heidelberg University	John Carroll University
Hendrix College	Johnson & Wales University-Providence
High Point University	Johnston College
Hilbert College	Judson University
Hillsdale College	Juniata College
Hiram College	Kalamazoo College
Hobart William Smith Colleges	Kansas City Art Institute
Hofstra University	Kansas Wesleyan University
Holy Family University	Kendall College of Art and Design
Holy Names University	Kentucky Christian University
Hope College	Kentucky Wesleyan College
Hope International University	Kenyon College
Houghton College	Kettering University
Houston Baptist University	Keystone College
Howard Payne University	King College
Humphreys College-Stockton and Modesto Campuses	King's College-Briarcliff Manor
Huntingdon College	King's College-Wilkes Barre
Huntington University	Kirkland College

## Appendix B

Knox College	Loras College
Kuyper College	Louisiana College
La Roche College	Loyola University California
La Salle University	Loyola University-Baltimore
Lafayette College	Lubbock Christian University
LaGrange College	Luther College
Laguna College of Art and Design	Lycoming College
Lake Forest College	Lynchburg College
Lakeland College	Lynn University
Lambuth University	Lyon College
Landmark College	Macalester College
Lasell College	MacMurray College
Lawrence Technological University	Maharishi University of Management
Lawrence University	Maine College of Art
Le Moyne College	Malone University
Lebanon Valley College	Manchester College
Lee University	Manhattan College
Lees-McRae College	Manhattanville College
Lehigh University	Marian University-Wisconsin
Lenoir-Rhyne University	Marietta College
LeTourneau University	Marist College
Lewis & Clark College	Marlboro College
Lewis University	Mars Hill College
Limestone College	Martin Methodist College
Lincoln Christian University	Mary Manse College
Lincoln Memorial University	Marygrove College
Lindenwood University	Maryland Institute College of Art
Linfield College	Marymount College of Fordham University
Lipscomb University	Marymount College of Kansas
Lone Mountain College	Maryville College
Long Island University-C W Post Campus	Maryville University of Saint Louis
Long Island University-Regional Campuses	Massachusetts College of Pharmacy and Health Sciences

## Appendix B

McKendree University  
McMurry University  
McPherson College  
Medaille College  
Memphis College of Art  
Menlo College  
Mercer University-Macon  
Mercy College-Dobbs Ferry  
Mercyhurst College  
Merrimack College  
Messiah College  
MidAmerica Nazarene University  
Mid-Atlantic Christian University  
Middlebury College  
Milligan College  
Millikin University  
Millsaps College  
Milton College  
Milwaukee Institute of Art & Design  
Milwaukee School of Engineering  
Minneapolis College of Art and Design  
Mississippi College  
Missouri Baptist University  
Missouri Valley College  
Molloy College  
Monmouth College  
Monmouth University  
Montreat College  
Montserrat College of Art  
Moravian College and Moravian  
Theological Seminary  
Morningside College  
Mount Aloysius College  
Mount Ida College  
Mount Mercy University  
Mount Olive College  
Mount Saint Mary College  
Mount Saint Scholastica College  
Mount Senario College  
Mount St Mary's University  
Mount Vernon College  
Mount Vernon Nazarene University  
Muhlenberg College  
Mundelein College  
Muskingum University  
Naropa University  
NasSchool of Nursing College  
National-Louis University  
Nazareth College  
Nazareth College-Kalamazoo  
Nebraska Methodist College of  
Nursing & Allied Health  
Nebraska Wesleyan University  
Neumann University  
New College of Florida  
New England College  
Newberry College  
Niagara University  
North Carolina Wesleyan College  
North Central College  
North Central University  
North Greenville University  
North Park University  
Northland College  
Northwest Christian University  
Northwest Nazarene University

## Appendix B

Northwest University	Pacific Lutheran University
Northwestern College-Orange City	Pacific Northwest College of Art
Northwestern College-Saint Paul	Pacific Union College
Notre Dame College-Manchester	Pacific University
Nova Southeastern University	Palm Beach Atlantic University-West Palm Beach
Nyack College	Park University
Oakland City University	Parks College of Saint Louis University
Oberlin College	ParSchool of Nursings College
Occidental College	Patrick Henry College
Oglethorpe University	Pepperdine University
Ohio Dominican University	Pfeiffer University
Ohio Northern University	Philadelphia Biblical University- Langhorne
Ohio Wesleyan University	Philadelphia University
Oklahoma Baptist University	Phillips University
Oklahoma Christian University	Piedmont College
Oklahoma City University	Pikeville College
Oklahoma Wesleyan University	Pitzer College
Olivet College	Point Loma Nazarene University
Olivet Nazarene University	Point Park University
Ona M Wilcox School of Nursing	Polytechnic Institute of New York University
Oral Roberts University	Pomona College
Oregon College of Art and Craft	Post University
Otis College of Art and Design	Pratt Institute-Main
Ottawa University-Ottawa	Presbyterian College
Otterbein University	Prescott College
Ouachita Baptist University	Presentation College
Our Lady of the Lake College	Principia College
Our Lady of the Lake University-San Antonio	Providence College
Oxford College of Emory University	Quincy University
Pace University-New York	Quinnipiac University
Pace University-Pleasantville	Randolph College
Pace University-White Plains	



## Appendix B

Randolph-Macon College	Saint John's College-Santa Fe
Reed College	Saint John's College-Winfield
Regis University	Saint Johns University-St Joseph
Reinhardt University	Saint Josephs College
Rhode Island School of Design	Saint Joseph's College of Maine
Rhodes College	Saint Joseph's College-New York
Richmond College	Saint Joseph's University
Rider University	Saint Leo University
Ringling College of Art and Design	Saint Louis Conservatory of Music
Ripon College	Saint Martin's University
Roanoke College	Saint Mary of the Plains College
Robert Morris College-Pittsburgh	Saint Marys College of California
Robert Morris University	Saint Mary's College-Orchard Lake
Robert Morris University-Illinois	Saint Mary's Dominican College
Roberts Wesleyan College	Saint Mary's University of Minnesota
Rochester Institute of Technology	Saint Michael's College
Rockford College	Saint Norbert College
Rockhurst University	Saint Peter's College
Rocky Mountain College	Saint Thomas Aquinas College
Roger Williams University	Saint Thomas University
Rollins College	Saint Vincent College
Roosevelt University	Saint Vincent's School of Nursing
Rose-Hulman Institute of Technology	Saint Xavier University
Sacred Heart University	Salem International University
Sage College of Albany	Salve Regina University
Saint Ambrose University	Samford University
Saint Anselm College	San Diego Christian College
Saint Bonaventure University	San Francisco Art Institute
Saint Catharine College	Santa Clara University
Saint Edward's University	Santa Fe University of Art and Design
Saint Francis University	Sarah Lawrence College
Saint John College	Savannah College of Art and Design
Saint John Fisher College	School of the Art Institute

## Appendix B

School of the Art Institute of Chicago	St Louis College of Pharmacy
School of the Museum of Fine Arts- Boston	St Marys University
School of Visual Arts	St Olaf College
Schreiner University	Sterling College-Kansas
Seattle Pacific University	Stetson University
Seattle University	Stevens Institute of Technology
Sewanee-The University of the South	Stevenson University
Sheldon JackSchool of Nursing College	Stonehill College
Shorter University	Suffolk University
Siena College	Susquehanna University
Siena Heights University	Swain School of Design
Silver Lake College	Swarthmore College
Simpson College	Tabor College
Simpson University	Taylor University
Skidmore College	Taylor University Fort Wayne
Southeastern University-Lakeland	Tennessee Temple University
Southern Adventist University	Texas Lutheran University
Southern Nazarene University	Texas Wesleyan University
Southern New Hampshire University	The Art Institute of Boston
Southern Vermont College	The College of Idaho
Southern Wesleyan University	The College of Saint Rose
Southwest Baptist University	The College of Saint Scholastica
Southwestern Adventist University	The College of Wooster
Southwestern College-Winfield	The Illinois Institute of Art-Chicago
Southwestern University	The Master's College and Seminary
Spalding University	The New School
Spring Arbor University	The University of Findlay
Spring Hill College	The University of Tampa
Springfield College	The University of Tennessee at Chattanooga
St Andrews Presbyterian College	The University of the Arts
St Francis College	Thiel College
St Lawrence University	Thomas More College

## Appendix B

Toccoa Falls College	University of Redlands
Touro College	University of Richmond
Transylvania University	University of Rio Grande
Trevecca Nazarene University	University of San Diego
Trinity Christian College	University of San Francisco
Trinity College	University of Scranton
Trinity College of Vermont	University of Sioux Falls
Trinity International University- Illinois	University of St Francis
Trinity University	University of St Thomas-St Paul
Trinity Western University	University of the Ozarks
Tusculum College	University of the Sciences- Philadelphia
Union College-Barbourville	University of the Southwest
Union College-Lincoln	Upsala College
Union College-Schenectady	Urbana University
Union University	Ursinus College
Unity College	Utica College
University of Bridgeport	Valparaiso University
University of Charleston	Vanguard University of Southern California
University of Dallas	Vassar College
University of Dayton	Villa Maria College
University of Detroit Mercy	Villa Maria College-Buffalo
University of Evansville	Virginia Intermont College
University of Hartford	Virginia Wesleyan College
University of Indianapolis	Viterbo University
University of La Verne	Wabash College
University of Mary	Wagner College
University of Mary Hardin-Baylor	Walla Walla University
University of Mobile	Walsh University
University of Mount Union	Warner Pacific College
University of New Haven	Warner University
University of Portland	Warren Wilson College
University of Puget Sound	Wartburg College

## Appendix B

Washington & Jefferson College	Whittier College
Washington and Lee University	Whitworth University
Washington College	Widener University-Main Campus
Wayland Baptist University	Wilkes University
Waynesburg University	Willamette University
Webb Institute	William Carey University
Webber International University	William Jewell College
Webster University	William Tyndale College
Wentworth Institute of Technology	Williams Baptist College
Wesley College	Williams College
Wesleyan University	Wilmington College
West Virginia Wesleyan College	Wingate University
Westbrook College	Wisconsin Lutheran College
Western New England University	Wittenberg University
Westmar University	Wofford College
Westminster College-Fulton	Woodbury University
Westminster College-New Wilmington	Worcester Polytechnic Institute
Westminster College-Salt Lake City	Xavier University of Louisiana
Westmont College	Xavier University-Cincinnati
Wheaton College	Yankton College
Wheeling Jesuit University	York College Pennsylvania
Wheelock College	
Whitman College	

**Annapolis Group (n = 109)**

Albion College	Franklin and Marshall College
Albright College	Furman University
Allegheny College	Gettysburg College
Alma College	Gordon College-Wenham
Amherst College	Grinnell College
Augustana College-Illinois	Gustavus Adolphus College
Austin College	Hamilton College
Bates College	Hampden-Sydney College
Beloit College	Hampshire College
Bennington College	Harvey Mudd College
Berea College	Haverford College
Berry College	Hendrix College
Birmingham Southern College	Hiram College
Bowdoin College	Hobart William Smith Colleges
Bucknell University	Hope College
Carleton College	Houghton College
Centre College	Illinois Wesleyan University
Claremont McKenna College	Juniata College
Coe College	Kalamazoo College
Colby College	Kenyon College
Colgate University	Knox College
College of the Holy Cross	Lafayette College
Colorado College	Lake Forest College
Connecticut College	Lawrence University
Cornell College	Lewis & Clark College
Davidson College	Luther College
Denison University	Macalester College
DePauw University	Manhattan College
Dickinson College	Middlebury College
Drew University	Millsaps College
Earlham College	Monmouth University
Eckerd College	Moravian College and Moravian

## Appendix B

Theological Seminary	St Olaf College
Muhlenberg College	Susquehanna University
Nebraska Wesleyan University	Swarthmore College
Oberlin College	Transylvania University
Occidental College	Trinity College
Oglethorpe University	Union College-Schenectady
Ohio Wesleyan University	University of Puget Sound
Pitzer College	Ursinus College
Pomona College	Vassar College
Presbyterian College	Wabash College
Randolph College	Washington & Jefferson College
Randolph-Macon College	Washington and Lee University
Reed College	Washington College
Rhodes College	Westmont College
Ripon College	Wheaton College
Rollins College	Whitman College
Saint John's College-Santa Fe	Whittier College
Saint Norbert College	Willamette University
Sarah Lawrence College	William Jewell College
Sewanee-The University of the South	Williams College
Skidmore College	Wittenberg University
Southwestern University	Wofford College
St John's University-New York	
St Lawrence University	

**Catholic Colleges (n = 144)**

Alvernia University	Edgewood College
Anna Maria College	Fairfield University
Aquinas College at Newton	Fontbonne University
Aquinas College-Grand Rapids	Franciscan University of Steubenville
Assumption College	Gannon University
Ave Maria University	Gonzaga University
Avila University	Gwynedd Mercy College
Barat College	Holy Family University
Bellarmino University	Holy Names University
Bellarmino-Ursuline College	Immaculate Heart College
Belmont Abbey College	Iona College
Benedictine College	John Carroll University
Benedictine University	King's College-Wilkes Barre
Cabrini College	La Roche College
Caldwell College	La Salle University
Canisius College	Le Moyne College
Cardinal Stritch University	Lewis University
Carroll College	Lone Mountain College
Chaminade University of Honolulu	Loras College
Christian Brothers University	Loyola University California
College of Our Lady of the Elms	Loyola University-Baltimore
College of Saint Teresa	Manhattan College
College of the Holy Cross	Manhattanville College
Colorado Heights University	Marian University-Wisconsin
Creighton University	Marist College
Daemen College	Mary Manse College
DeSales University	Marygrove College
Dominican College of Blauvelt	Marymount College of Fordham University
Dominican College-Racine	Marymount College of Kansas
Dominican University	Maryville University of Saint Louis
Dominican University of California	Medaille College
D'Youville College	

## Appendix B

Mercyhurst College	Saint Josephs College
Merrimack College	Saint Joseph's College of Maine
Molloy College	Saint Joseph's University
Mount Aloysius College	Saint Leo University
Mount Mercy University	Saint Martin's University
Mount Saint Mary College	Saint Mary of the Plains College
Mount Saint Scholastica College	Saint Marys College of California
Mount Senario College	Saint Mary's Dominican College
Mount St Mary's University	Saint Mary's University of Minnesota
Nazareth College	Saint Michael's College
Neumann University	Saint Norbert College
Niagara University	Saint Peter's College
Notre Dame College-Manchester	Saint Thomas University
Ohio Dominican University	Saint Vincent College
Our Lady of the Lake College	Saint Xavier University
Our Lady of the Lake University-San Antonio	Salve Regina University
Pace University-White Plains	Santa Clara University
Presentation College	Santa Fe University of Art and Design
Providence College	Seattle University
Quincy University	Siena College
Regis University	Siena Heights University
Rockhurst University	Silver Lake College
Sacred Heart University	Southern Vermont College
Saint Ambrose University	Spalding University
Saint Anselm College	Spring Hill College
Saint Bonaventure University	St Francis College
Saint Catharine College	St Marys University
Saint Edward's University	Stonehill College
Saint Francis University	The College of Saint Rose
Saint John College	The College of Saint Scholastica
Saint John Fisher College	Thomas More College
Saint Johns University-St Joseph	Trinity College of Vermont
	University of Dallas



## Appendix B

University of Dayton  
University of Detroit Mercy  
University of Mary  
University of Portland  
University of San Diego  
University of San Francisco  
University of Scranton  
University of St Francis  
University of St Thomas-St Paul

Villa Maria College  
Villa Maria College-Buffalo  
Viterbo University  
Walsh University  
Wheeling Jesuit University  
Xavier University of Louisiana  
Xavier University-Cincinnati

**Private Universities (n = 86)**

Adelphi University	George Washington University
American University	Georgetown University
Azusa Pacific University	Harvard University
Baylor University	Hofstra University
Benedictine University	Johns Hopkins University
Biola University	La Sierra University
Boston College	Lehigh University
Boston University	Loyola Marymount University
Bradley University	Loyola University-Chicago
Brandeis University	Loyola University-New Orleans
Brigham Young University-Provo	Marquette University
Brown University	Maryville University of Saint Louis
Butler University	Massachusetts Institute of Technology
California Institute of Technology	New York University
Carnegie Mellon University	Northeastern University
Case Western Reserve University	Northwestern University
Catholic University of America	Pepperdine University
Clark University	Polytechnic Institute of New York University
Clarkson University	Pratt Institute-Main
Columbia University in the City of New York	Princeton University
Cornell University	Rensselaer Polytechnic Institute
Creighton University	Rice University
Dartmouth College	Saint John's University-Staten Island
DePaul University	Saint Louis University-Main Campus
Drake University	Saint Mary's University of Minnesota
Drexel University	Santa Clara University
Duke University	Seton Hall University
Duquesne University	Southern Methodist University
Emory University	St John's University-New York
Fordham University	Stanford University
George Fox University	Texas Christian University

Appendix B

The New School	University of Southern California
Tufts University	University of St Thomas-St Paul
Tulane University of Louisiana	University of the Pacific
University of Bridgeport	University of Tulsa
University of Chicago	Vanderbilt University
University of Denver	Villanova University
University of Detroit	Wake Forest University
University of Miami	Washington University in St Louis
University of Notre Dame	Widener University-Main Campus
University of Pennsylvania	Yale University
University of Portland	Yeshiva University
University of Rochester	
University of San Diego	

**Public Universities (n = 121)**

Auburn University Main Campus	Northern Illinois University
Bowling Green State University-Main Campus	Oakland University
Clemson University	Ohio State University-Main Campus
Cleveland State University	Ohio University-Main Campus
College of William and Mary	Oklahoma State University-Main Campus
Colorado State University-Fort Collins	Oregon State University
East Carolina University	Pennsylvania State University-Main Campus
Florida International University	Purdue University-Main Campus
Florida State University	Rutgers University-New Brunswick
George Mason University	Rutgers University-Newark
Georgia Institute of Technology-Main Campus	South Dakota State University
Georgia Southern University	Southern Illinois University Carbondale
Indiana University-Bloomington	Stony Brook University
Indiana University-Purdue University-Indianapolis	SUNY at Albany
Iowa State University	SUNY at Binghamton
Kent State University at Kent	SUNY College at Buffalo
Louisiana State University and Agricultural & Mechanical College	Texas A & M University-College Station
Miami University-Oxford	Texas A & M University-Corpus Christi
Michigan State University	Texas A & M University-Kingsville
Mississippi State University	Texas Tech University
Missouri University of Science and Technology	The University of Alabama
Montana State University-Bozeman	The University of Montana
New Mexico State University-Main Campus	The University of Tennessee
North Carolina State University at Raleigh	The University of Texas at Austin
North Dakota State University-Main Campus	The University of West Florida
Northern Arizona University	University at Buffalo
	University of Akron Main Campus
	University of Alabama at Birmingham
	University of Alabama in Huntsville

## Appendix B

University of Alaska Fairbanks	University of Michigan-Ann Arbor
University of Arizona	University of Minnesota-Duluth
University of Arkansas at Little Rock	University of Minnesota-Twin Cities
University of Arkansas Main Campus	University of Missouri-Columbia
University of California-Berkeley	University of Missouri-Kansas City
University of California-Davis	University of Missouri-St Louis
University of California-Irvine	University of Nebraska-Lincoln
University of California-Los Angeles	University of Nevada-Reno
University of California-Riverside	University of New Hampshire-Main Campus
University of California-San Diego	University of New Mexico-Main Campus
University of California-Santa Barbara	University of North Carolina at Chapel Hill
University of California-Santa Cruz	University of North Dakota
University of Cincinnati-Main Campus	University of North Texas
University of Colorado at Colorado Springs	University of Oregon
University of Colorado Boulder	University of Pittsburgh-Pittsburgh Campus
University of Colorado Denver	University of Puerto Rico-Rio Piedras Campus
University of Connecticut-Storrs	University of Rhode Island
University of Delaware	University of South Carolina-Columbia
University of Florida	University of South Carolina-Salkehatchie
University of Georgia	University of South Dakota
University of Hawaii at Manoa	University of Southern Indiana
University of Houston-University Park	University of Toledo
University of Idaho	University of Utah
University of Illinois at Urbana-Champaign	University of Vermont
University of Iowa	University of Virginia-Main Campus
University of Kansas	University of Washington-Seattle Campus
University of Kentucky	University of Wisconsin-Milwaukee
University of Louisville	University of Wyoming
University of Maine	
University of Maryland-College Park	
University of Massachusetts Amherst	
University of Massachusetts-Boston	

## Appendix B

Utah State University

Virginia Commonwealth University

Virginia Polytechnic Institute and  
State University

Washington State University

Wayne State University

West Virginia University

## Appendix C

**STUDENT'S PROBABLE MAJOR**

<b>Aggregated Item</b>	<b>Disaggregated Item(s)</b>
Agriculture	Agriculture, Forestry
Architecture	Architecture or Urban Planning
Biological Sciences	Biology (general), Biochemistry or Biophysics, Botany, Environmental Science, Marine (life) Science, Microbiology or Bacteriology, Zoology, Other Biological Sciences
Business	Accounting, Business Administration (general), Finance, International Business, Marketing, Management, Other Business
Computer Science	Data Processing/Computer Programming/Computer Science
Education	Business Education, Elementary Education, Music or Art Education, Physical Education or Recreation, Secondary Education, Special Education, Other Education
Engineering	Aeronautical or Astronautical Engineering, Civil Engineering, Chemical Engineering, Electrical or Electronic Engineering, Industrial Engineering, Mechanical Engineering, Other Engineering
Fine Arts	Art (fine and applied), Music, Theater
Health Professional	Medical/Dental/Veterinary, Nursing, Pharmacy, Therapy (occupational, physical, speech)
History or Political Science	History, Political Science (gov't, international relations)
Humanities/English	English (language and literature), Language and Literature (other than English), Philosophy, Speech, Theology or Religion, Other Arts & Humanities
Journalism/Communications	Journalism, Communications
Mathematics or Statistics	Mathematics, Statistics
Physical Sciences	Astronomy, Atmospheric Science (including Meteorology), Chemistry, Earth Science, Marine Science, Physics, Other Physical Science
Psychology	Psychology
Social Sciences	Anthropology, Economics, Ethnic Studies, Geography, Social Work, Sociology, Women's Studies, Other Social Science
Technical/Applied Majors	Health Technology (medical, dental, laboratory), Drafting or Design, Electronics, Mechanics, Other Technical,
Other (Non-technical)	Home Economics, Library Science, Other Professional, Building Trades, Law Enforcement, Military Science, Secretarial Studies, Other Field
Undecided	Undecided

## Appendix C

**PROBABLE CAREER/OCCUPATION**

<b>Aggregated Item</b>	<b>Disaggregated Item(s)</b>
Architect	Architect
Artist	Actor or entertainer, Artist, Interior decorator, Musician, Writer
Business	Accountant or actuary, Business executive (management, administrator), Business owner or proprietor, Business salesperson or buyer
Clerical	Business (clerical)
Clergy	Clergy (minister, priest), Clergy (other religious)
Clinical Psychologist	Clinical Psychologist
College Administrator/Staff	College Administrator/Staff
College Teacher	College teacher
Computer Programmer	Computer Programmer
Doctor (MD or DDS)	Dentist (including orthodontist), Physician
Education (secondary)	School counselor, School principal or superintendent, Teacher or administrator (secondary)
Education (primary)	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or forester, Farmer or rancher
Health Professional	Dietitian or home economist, Lab technician or hygienist, Optometrist, Pharmacist, Therapist (physical, occupational, speech), Veterinarian
Homemaker	Homemaker (full-time)
Laborer	Laborer (unskilled), Semi-skilled worker, Skilled trades
Law Enforcement	Law Enforcement
Lawyer	Lawyer (attorney) or judge
Military	Military service (career)
Nurse	Nurse
Policymaker/Diplomat	Foreign service worker (including diplomat), Policymaker/government
Research Scientist	Scientific researchers
Social Worker	Social, welfare or recreation worker
Other Career	Other career
Unemployed*	Unemployed
Undecided**	Undecided

\* Mother's and father's career only

\*\* Student's probable career only









*This report was made possible with support from the Women's College Coalition  
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