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AMERICAN COLLEGE TESTING PROGRAM, IOWA CITY, IOWA

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THE AMERICAN COLLEGE TESTING SERVICE ANALYZED THE ENROLLMENT (IN TERMS OF STUDENT GOALS, ABILITIES, AND ACHIEVEMENTS) OF SEVERAL HUNDRED COLLEGES OF VARIOUS SIZES AND TYPES THROUGHOUT THE COUNTRY. THE RESULTANT DATA, ARRANGED ACCORDING TO THE GEOGRAPHICAL LOCATIONS OF THE SCHOOLS STUDIED, PROVIDED EVIDENCE AS TO WHAT KINDS OF STUDENTS ATTEND WHAT KINDS OF INSTITUTIONS. THE STUDY REAFFIRMED AND CLARIFIED THE CONTENTION THAT DIVERSITY CHARACTERIZES AMERICAN HIGHER EDUCATION. THIS DIVERSITY INVALIDATES GENERALIZATIONS ABOUT THE STANDARDS AND PURPOSES OF AMERICAN HIGHER EDUCATION AS A WHOLE. AN UNDERSTANDING OF THIS DIVERSITY IS NECESSARY IN ALL ATTEMPTS TO RECONCILE INSTITUTIONAL OFFERINGS AND ACTIVITIES WITH STUDENT NEEDS. THE INFORMATION IS PRESENTED LARGELY IN TABULAR FORM. THIS DOCUMENT IS ALSO AVAILABLE FROM AMERICAN COLLEGE TESTING PROGRAM, P.O. BOX 168, IOWA CITY, IOWA 52240, FOR $3.50. (AD)

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College Student Profiles

AMERICAN CO OGRAM

JC 670 144

College Student Profiles

is an extensive description of students enrolled in ACT colleges and universities. The ACT examination provides a comprehensive assessment for a wide range of student characteristics relevant to educational decisions and plans. Academic potentials, educational goals, and academic and nonacademic achievements are included to describe students enrolled in ACT institutions. Data are provided separately for men, women, and the total group for each geographic region and institutional level.

This publication intends to study diversity in American higher education; to help high schools, colleges, and universities interpret ACT Research Service reports; and to aid counselors in their college and precollege guidance of individual students.

prepared by the
ACT Research and
Development Division

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College Student Profiles

AMERICAN COLL ROGRAM

FOREWORD

How diverse is higher education in the United States? This book – College Student Profiles – provides many of the answers to the question.

The American College Testing Program has completed a comprehensive study of post-secondary schools and their students. Involved in the effort were a team of researchers, approximately 400 institutions of higher learning, and more than 250,000 students.

The institutions involved are participants in the ACT program. The information about the students was collected from ACT records.

ACT administers a test battery to college-bound students several times a year. It has been doing this since the non-profit corporation was formed in 1959. This past academic year more than 800,000 high school juniors and seniors, intent upon entering an ACT participating school, took the ACT test battery. The battery consists of sections covering these subjects:

English	Social Studies
Mathematics	Natural Sciences

A fifth part – Student Profile Section – asks important questions about the student.

These data have been studied and evaluated by Leo A. Munday, Donald P. Hoyt, and Sandra W. Lutz of the ACT Department of Research Services. This is their report. All of it adds up to an exciting look at college-bound students and the institutions that educate them.

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TESTING PROGRAM

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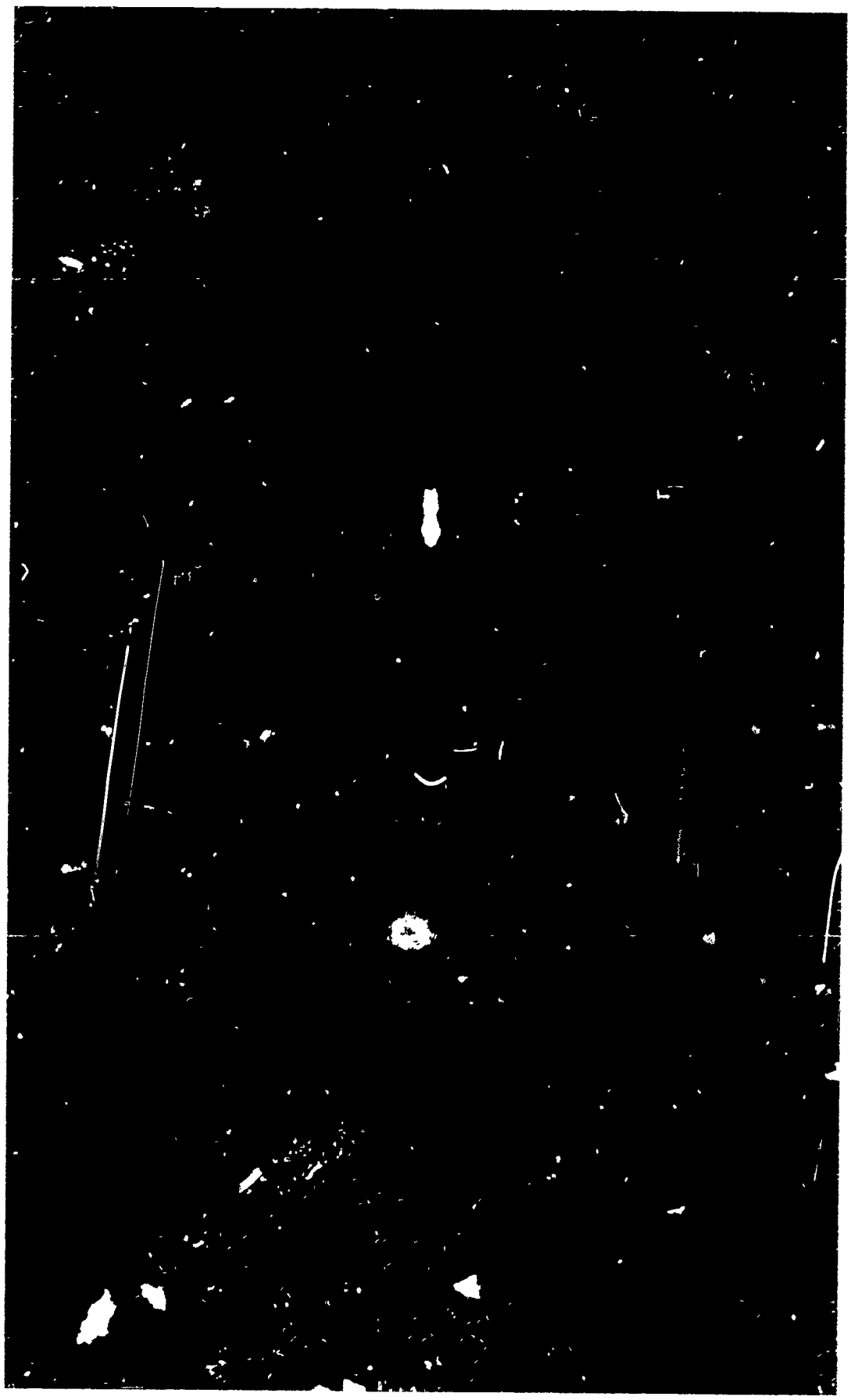


Part I

Student Diversity in Higher Education

Overview

Diversity is perhaps the most characteristic feature of American higher education. Student bodies differ not only according to college type but according to region as well. The private four-year liberal arts college, for example, differs from the junior college, and colleges in different regions not only have different problems but are thought to have different kinds of students. This publication explores student diversity in higher education in order to identify and verify these differences. Grouping colleges and universities by institutional level and by geographic region, we at the American College Testing Program have studied their students on dimensions of academic potentials, goals, and achievements – dimensions of importance to individual students and to institutions.

Sample

The information on these dimensions came from ACT Department of Research Services records. Several hundred colleges and universities participate in these services annually. One of these research services, the Class Profile Service, is intended to provide a comprehensive description of a college's freshman class. Colleges identify their enrolled students, and ACT develops distributions of academic potentials, goals, and achievements, as well as college attractions, student personnel needs, and demographic data for these students*. Using data from the 1965 Class Profile Service,** colleges were grouped for this publication by region and level and their students were studied with respect to academic potentials, goals, and achievements. As such, the students represent enrolled college freshmen for the 1965-66 academic year.

College grades and their relation to academic potential are important to include in a study of college students attending different types of colleges in different regions. Information about these aspects came from a different service, the ACT Standard (Plan A) Research Service. Student distributions of college grades and the distributions of institutional

*These data are routinely collected as part of the ACT assessment.

**Colleges participating in the 1965 Class Profile Post-enrollment Plan were included. This service is described in other publications: *Announcement of the 1966 ACT Research Service, Procedures for Participating in the 1966 ACT Class Profile Service,* and *Interpretive Guide for ACT Research Services.*

averages for the ACT Composite, the average of the four self-reported high school grades (HSA), and college grades were obtained from ACT records for institutions participating in the Standard ACT Research Service for the last three years. For the many institutions participating more than once in this three-year period, the most recent year was used. These tables represent enrolled freshmen who completed at least one semester of college work during the 1962-63, 1963-64, or 1964-65 academic year.

Preliminary research on ACT data by level and region has indicated that region-by-level populations of ACT-tested students can be closely approximated by Research Service colleges; the greater the percentage of ACT colleges in the Research Service for the respective level and region, the more representative Research Service findings are of the populations of ACT colleges in that level and region. For all tables reported here, there is an adequate number of colleges and students represented for the tables to portray with reasonable accuracy the respective ACT colleges and ACT-tested students in the designated populations. In addition, there are sufficiently large percentages of all colleges nationally represented by these samples to provide valuable information about American higher education. However, the regional bias in the ACT Program should be noted. Regionally, ACT participation is strongest in the Midwest, Rocky Mountains and Plains, and parts of the South (Kentucky, Tennessee, Alabama, Mississippi, Arkansas). The regional norms presented here are representative of higher education as well as of ACT colleges in these regions. On the other hand, relatively few ACT colleges are found in the Northeast, the extreme Northwest, or on the East Coast from Virginia to Florida. In these regions, the norms presented here are not representative of higher education although they are of ACT participating institutions in these particular regions.

Characteristics Studied

The following specific student characteristics are studied:

Academic Potentials. Information is presented about students' ACT test scores and high school grades* as well as institutional averages of ACT Composite scores, high school grade averages, and college grade point averages. Distributions, means, and standard deviations are provided.

Goals. Selected information supplied by students in the Student Profile Section, a part of the ACT battery, includes choice of college, major field, vocational choice, vocational role preference, highest degree

*The rationale for considering these as indices of academic potential, as well as a review of their psychometric characteristics, is given in another publication, the *ACT Technical Report*.

sought, goals in attending college, factors considered in choosing a college, and residence status.

Achievements. The number of reported non-academic (non-classroom) achievements in six areas – science, art, writing, leadership, music, and dramatic arts – is presented.

Separate distributions are included for Men, Women, and Total. The number of students included in each distribution is indicated on the table, as well as the number of colleges they represent.

Organization of Tables

Thirty-one sets of basic tables are presented. A set is given for each of four institutional levels of colleges and universities and one for all levels together, to make five institutional level sets. All regions are combined for these sets, because they are intended to highlight differences among institutional levels. In addition a set is given for each of six geographic regions (all levels are combined for these sets). The six geographic region sets permit regional comparisons. But the bulk of the tables are region by level; there are 20 of these sets. Altogether 31 sets of tables are provided to show comparisons between levels of institutions, between geographic regions, and within levels and within regions through the region-by-level tables.

Each set contains eight tables, descriptive of students' academic potentials, goals, and achievements. These tables describe enrolled college students and are based on ACT Class Profile information. The tables are as follows:

Table 1 Percentile Ranks of ACT Test Standard Scores
Table 2 Distributions of High School Grades
Table 3 Educational Majors and Vocational Choices
Table 4 Educational Role Preferences and Vocational Plans
Table 5 Two Most Important Goals in Attending College
Table 6 Factors Considered in Choosing a College
Table 7 Type of Residence
Table 8 Distributions of Non-Academic Achievements

Institutional Levels. A set of tables is presented first for each of four types or levels of institutions. As indicated earlier, all geographic regions are combined for these tables. The levels and their definitions are based on the classification of colleges and universities by the U. S. Office of Education.* This classification is as follows:

*U. S. Department of Health, Education, and Welfare. Office of Education. *Education Directory, 1964-65. Part 3, Higher Education.* Washington, D. C.: Government Printing Office, 1965.

Level I. Two but less than four years of work beyond the twelfth grade – includes junior colleges, technical institutes, and normal schools offering at least a two-year program of college level studies.

Level II. Only the bachelor's and/or first professional degree – includes those institutions offering courses of studies leading to the customary bachelor of arts or bachelor of science degree, and all those degrees which entitle the possessor to enter the profession indicated; e.g., doctor of medicine, bachelor of pharmacy, or bachelor of science in engineering.

Level III. Master's and/or second professional degree – includes those institutions offering the customary first graduate degree, and any degree earned in the same field after the first professional degree, or after a bachelor's degree in that field; e.g., the degree of electrical engineer, earned after the bachelor of engineering.

Level IV. Doctor of philosophy and equivalent degrees.

The sets of institutional levels (with all regions included) each contain four additional tables with information about college grades and academic potential averages. These four tables, taken from the ACT Standard Research Service, provide descriptive information about college grades and institutional means for the ACT Composite, the average of the four high school grades (HSA), and college grade point averages (GPA).

Table 9 Percentile Ranks of College Grade Point Averages for Four Subject Fields and Overall

Table 10 Distribution and Percentile Ranks of Institutional Means of ACT Composite Scores

Table 11 Distribution and Percentile Ranks of HSA Institutional Means

Table 12 Distribution and Percentile Ranks of Institutional Means of College GPA's

Table 9 is the distributions of students' college GPA's in the four subject matter areas of English, Mathematics, Social Studies, Natural Sciences, and overall GPA.

Tables 10, 11, and 12 differ from the other tables presented in that these are distributions of *institutional means, not students' scores.* These three tables should be used to assist colleges and universities in interpreting their student bodies; they are not appropriate for interpreting individual students' records. Conversely, Tables 1 through 8 are distributions of students' scores, not institutional means, and should be used for interpreting individual students' records. Tables 1 through 8 are

not appropriate for interpreting averages of college and university student bodies.

For example, if a college desired to compare its student body with other Level I colleges with respect to academic potential, the college should compare its means on the ACT Composite and High School Average with the distribution of these respective means for Level I colleges, and use tables 10 and 11, not tables 1 and 2.

Geographic Regions. Regional as well as institutional level tables are provided, and, of course, the bulk of the tables are region-by-level. For each region the first set of tables describes the region as a whole, i.e., for all levels combined. Then there is a set of tables for each level within the region.*

The geographic regions, and the states included in each, are as follows:

West Coast – Alaska, California, Hawaii, Idaho, Nevada, Oregon, Washington

Rocky Mountain-Great Plains – Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming

Southwest – Arizona, New Mexico, Oklahoma, Texas

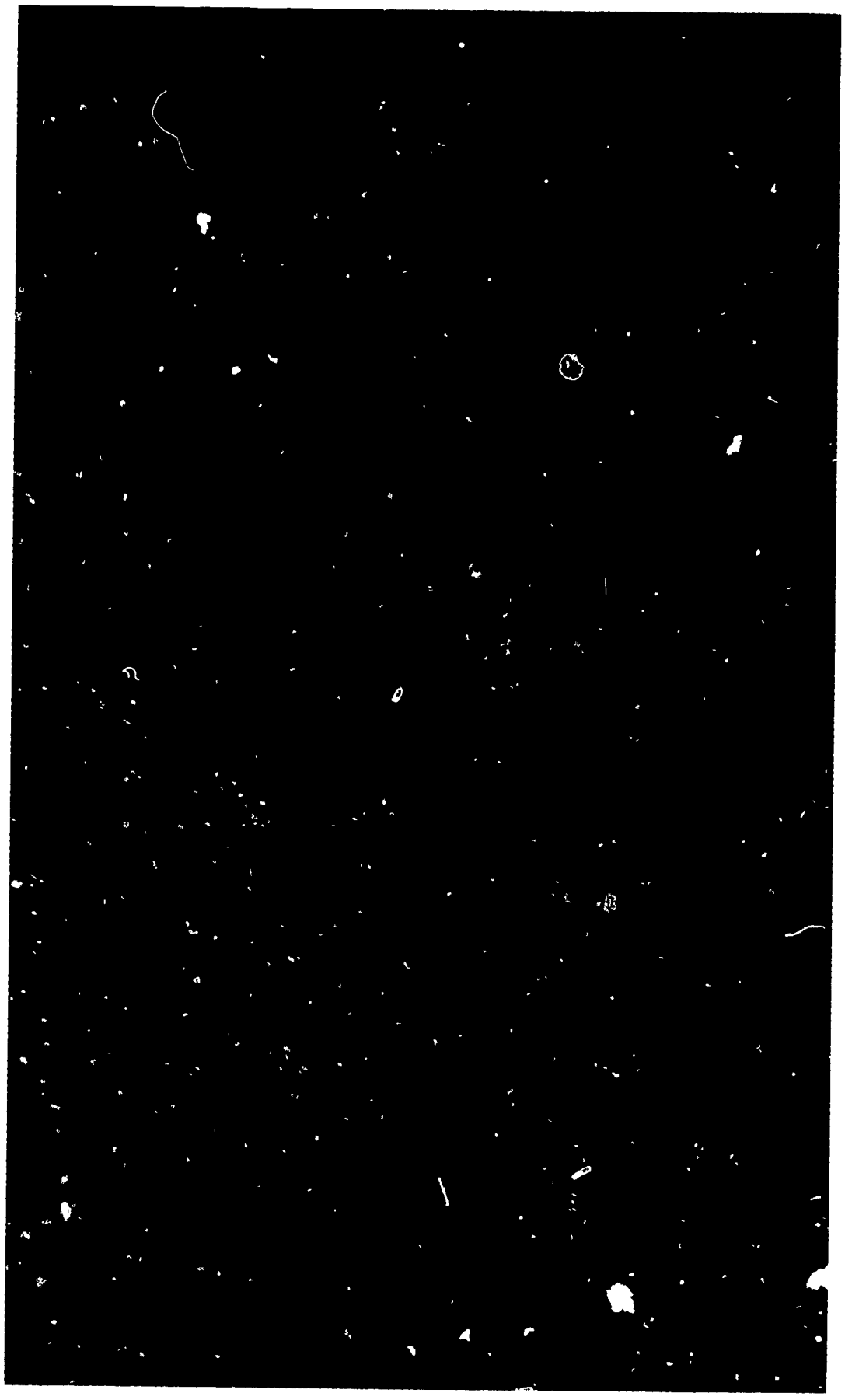
Midwest – Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin

Southern – Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia

Northeast – Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia

In summary, we have grouped colleges and universities by institutional level and geographic region in order to study a number of important student characteristics. These data provide various perspectives within which individual colleges and students can be considered.

*There are no region-by-level sets for Levels II or IV of the West Coast or Levels III or IV of the Northeast, because there were an insufficient number of student records and colleges participating in ACT Research Services for us to develop reliable tables.



Part II

Variation by Institutional Level

Overview

Institutions offering the doctorate and having several professional schools which offer advanced degrees differ from two-year colleges in such superficial ways as number of buildings, and they appear to differ in much less concrete aspects as social complexity and learning atmosphere. Whether their student bodies differ as well, and in what respects they differ, needs to be investigated.

Most American colleges and universities have been categorized by institutional level. The U. S. Office of Education annually classifies accredited colleges and universities according to their highest level of offering as shown in Part I.

Sample

The sample of ACT institutions included in this study was classified by institutional level using the U. S. Office of Education designations where possible and placing colleges not classified by U.S.O.E. in the Level V, or miscellaneous category. Level V institutions were not studied by themselves as a group, but were added to the total (All Levels) group.

Chart 1. Composition of Colleges Nationally Compared with Colleges in this Sample

Level		Number of Colleges Nationally		Number of Colleges in this Sample	
		Number	% of Total	Number	% of Total
I	2-year	656	30	118	30
II	4-year	801	37	108	27
III	5-year	464	21	70	18
IV	Ph.D-granting	224	10	38	13
All Levels		2168	100	398	100

The level by level composition of the sample studied is compared with that of all institutions nationally in Chart 1. At all levels, the sample approximates all colleges nationally in percentages; the relatively smaller percentage of four-year colleges in the ACT sample probably reflects the regional bias – fewer four-year colleges are in the geographic regions served by the ACT Program.

The relationships between the Class Profile sample of ACT institutions studied and all institutions nationally, and between the sample of ACT institutions, level by level, is given in Chart 2.

Chart 2. Relation by Level of this Sample of Institutions to All Institutions Nationally and to All ACT Institutions

Level	Number Nationally	Percent Sample of Colleges Nationally	Number ACT Colleges	Number in Sample	Percent Sample of ACT Colleges
I 2-year	656	(18)	323	118	(37)
II 4-year	801	(13)	284	108	(38)
III 5-year	464	(15)	152	70	(46)
IV Ph.D-grant.	224	(17)	72	38	(53)
All Levels	2168	(18)	1229	398	(32)

Level by level, about 13-18 percent of institutions nationally and about 32-53 percent of ACT institutions were in the sample. Chart 2 supports the belief that this sample can provide rather accurate information about different levels of ACT institutions and useful information about different levels of institutions nationally.

Diverse Characteristics Studied

A series of charts which summarize the extensive tables provided list the differences among institutional levels in academic potentials, goals, and achievements.

Differences in Academic Potentials

Considering all regions together, are there differences among institutional levels in academic potentials? The measures of academic potentials include the ACT standard scores in English, Mathematics, Social Studies, Natural Sciences, and the Composite score. Also included were four recent high school grades in these same areas. Only means are provided in Chart 3.

Chart 3. Academic Potentials of Enrolled Students at Different Levels of Colleges and Universities

Institutional Level	ACT Test Score* Means				
	Eng. Score	Math. Score	Soc.S. Score	Nat. Sci. Score	Composite Score
I 2-year	16.9	17.6	18.8	18.9	18.2
II 4-year	18.3	18.8	20.0	19.8	19.3
III 5-year	18.5	18.9	20.2	20.1	19.6
IV Ph.D-grant.	20.4	22.1	22.9	22.4	22.1
All Levels	18.7	19.7	20.8	20.6	20.1

	Means for Recent High School Grades**				
	H.S. Eng. Grade	H.S. Math. Grade	H.S. Soc. S. Grade	H.S. Nat. Sci. Grade	H.S. Average Grade
I 2-year	2.41	2.14	2.51	2.28	2.33
II 4-year	2.65	2.33	2.75	2.46	2.55
III 5-year	2.74	2.38	2.83	2.54	2.62
IV Ph.D-grant.	2.87	2.55	2.98	2.67	2.77
All Levels	2.69	2.37	2.79	2.51	2.59

*Results for the four ACT tests are reported in standard scores with a mean of approximately 20 and a standard deviation of about 5 for college-bound students. The Composite score is an average of the four area test scores.

**At the time they take the ACT test battery, students are asked to report their last high school grade prior to their senior year in four areas: English, Mathematics, Social Studies, and Natural Sciences. The grades reported as A, B, C, D, or F are converted to a four-point scale. The High School Average is simply the average of the grades reported.

This chart depicts the striking fact that students at two-year colleges score lower on the ACT tests and earn lower high school grades than students attending institutions at the other levels while students at Ph.D.-granting institutions score higher and earn higher grades. The lower scores and grades for students attending two-year colleges reflect junior college "Open Door" admission policies and the philosophy of providing an educational program for a broad range of student ability. Ph.D.-granting institutions, in contrast, are more selective; sometimes, in allocating resources between graduate and undergraduate instruction, they are forced to limit undergraduate enrollment.

Four-year and five-year colleges appear to enroll about the same kinds of students. Only a small difference exists between them, but this difference is consistent for all ACT scores and high school grades: five-year college students are slightly higher in academic potential than four-year college students. Students enrolled at both four- and five-year colleges are higher in academic potential than two-year college students but lower than students at Ph.D.-granting institutions.

In conclusion, there are marked differences among institutional levels in the academic potentials of enrolled students. Academic potential tends to increase with institutional level. Charts 1 and 2 reveal that there is substantial overlap in academic potential among the various levels. Two-year colleges enroll many students of exceptional academic promise, and Ph.D.-granting universities enroll many students of little academic promise. On the whole, however, differences do exist; not only do different kinds of students probably select different kinds of colleges, but some colleges are more selective than others.

What does this mean for education? First, a student's chances for

academic success will vary with the institutional level of the college he attends because his relative rank in the freshman class will depend not only on his academic potential but on the level of the different freshmen classes. This factor should be considered by guidance and personnel workers in pre-college and college transfer counseling. Second, because different levels of institutions have students with different academic potentials, different approaches among institutions to instruction and educational programs are required.

Differences in Educational Goals

Considering all regions together, are there differences among institutional levels in educational goals? Several different measures of educational goals were studied: educational majors, degrees sought, goals in attending college, factors in choosing a college, and in-state/out-of-state status. This information was obtained from student responses to the Student Profile Section.

Enrolled students' choices of educational majors are summarized in Chart 4.

Chart 4. Educational Majors of Enrolled Students at Different Levels of Colleges and Universities

Major Field	Level I 2-Year (Percent)	Level II 4-Year (Percent)	Level III 5-Year (Percent)	Level IV Ph.D.-Granting (Percent)	All (Percent)
Social, Rel., Ed.	20	31	30	21	24
Adm., Pol., Pers.	10	9	10	10	10
Business	13	9	9	6	9
Scientific	5	7	7	9	7
Engr., Ag.	13	9	9	14	12
Medical	9	9	8	14	11
Arts	8	9	10	11	9
Other	3	1	1	1	2
Undecided	18	16	16	14	16

In some respects, four-year and five-year colleges tend to be alike in the distribution of the educational majors of their enrolled freshmen. Compared with other levels of institutions, there are more students planning to major in social, religious, and educational fields. This probably reflects the teacher-preparation emphasis of many four-year and five-year colleges. Two-year colleges, in contrast, have more students interested in business, engineering, and agriculture, and, of course, fewer students in social, religious, and educational fields. Ph.D.-granting institutions, on the other hand, have fewer students interested in business and more students interested in scientific and medical areas than two-year colleges.

Compared with four-year and five-year colleges, Ph.D.-granting institutions have fewer students planning majors in social, religious, and educational fields, and more students interested in engineering, agricultural areas, and medical fields.

The tables reveal marked sex differences, which is to be expected since some majors, such as engineering and agriculture, are sex-related – more men go into these areas than women. Women, on the whole, plan to major in social, religious, and educational fields, and some are interested in medical areas. Presumably, this reflects the popular occupations of teaching and nursing. Men, on the other hand, have more diverse interests, favoring social, religious, and educational fields, administration areas, and engineering and agriculture Men are a little more undecided about their majors than women, and slightly more of the "undecideds" attend junior colleges.

In summary, educational majors of enrolled students differ for different levels of colleges and universities. This difference probably results more from the student's selection of the college than from the college's selection of him. Different curricular offerings would be expected for various levels of institutions. The development of certain curricula, in turn, would tend to attract future students interested in those fields of study.

Degrees sought by enrolled students are summarized in Chart 5.

Chart 5. Degrees Sought by Enrolled Students of Different Levels of Colleges and Universities

Highest Degree Sought	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
College, Less Than Bachelor's	27	15	15	9	16
Bachelor's	45	51	50	47	48
Master's	17	22	24	26	23
Ph.D., M.D., D.D.S.	5	7	6	12	8
L.L.B.	2	2	2	3	2
Other	5	4	3	3	3

Four-year and five-year colleges tend to be pretty much alike in respect to the highest degree sought by their students. Students at these colleges appear to be typical of all college students. Most desire to complete a bachelor's degree, and a substantial number are interested in graduate study. A smaller number appears to be interested in some college work, but do not aspire to a bachelor's degree. In contrast, two-year colleges have more students who do not plan to obtain a bachelor's degree, and fewer students who plan to pursue graduate study. At Ph.D.-granting

institutions, on the other hand, few students appear satisfied with less than a bachelor's degree, and more students are interested in graduate study.

In summary, students at different levels of institutions differ in the highest degrees to which they aspire. This finding is important for higher education. Students attending a two-year college who do not intend to get a bachelor's degree would probably be different from students attending a Ph.D.-granting institution in several important respects: motivation to excel, attitude toward intellectuality, social class background, occupational plans, and aspiration for upward mobility into the professions. Education would, therefore, have a different meaning for these two groups of students.

Another implication is that education should view differently drop-outs from two-year colleges and from Ph.D.-granting institutions because they drop out for different reasons. The former include many who are not actually drop-outs, since they never intended to complete the requirements for a bachelor's degree. A drop-out rate which a two-year college would find satisfactory would be unsatisfactory for a Ph.D.-granting institution.

Educational goals in attending college are summarized in Chart 6 for students at different institutional levels. While students were asked to indicate their first and second goal in attending college, only the first is given on this chart.

Chart 6. Most Important Goal in Attending College for Enrolled Students at Different Levels of Colleges and Universities

Educational Goal	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
Develop Mind	28	34	33	36	33
Vocational Training	54	51	53	53	53
Higher Income	11	7	7	6	7
Other	7	8	7	5	7

The difference among levels in the most important goal students have in attending college are not marked. Most students say they are attending college to receive vocational or professional training. A smaller number give the reason college faculties prefer: to develop the mind and intellectual abilities.

Though differences among levels in educational goals are not large, the small differences are interesting. When compared with all enrolled students, slightly fewer two-year college students desire to develop their mind, and more are interested in a higher income. The situation is just the opposite for Ph.D.-granting institutions: while the majority of students say they are attending college for vocational preparation, a few

more give "developing the mind" and a few less give "higher income" as the most important goal in a college education. In summary, enrolled students at different levels of institutions are pretty much alike in the goal they report as most important in attending college.

Factors considered in choosing a college are summarized in Chart 7 for enrolled students at different institution levels.

Chart 7. Factors Considered in Choosing a College for Enrolled Students at Different Levels of Colleges and Universities

Factors	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
Intellectual Emphasis					
Intellectual Atmosphere	33	44	40	46	41
Good Faculty	57	65	61	68	63
High Scholastic Standing	53	61	60	68	61
Practicability					
Location	60	50	55	54	55
Low Cost	51	37	39	35	41
Close to Home	55	39	41	36	43
Advice of Others					
Advice of Parents	38	40	36	37	37
Advice of H.S. Teachers	24	25	24	22	23
Advice of H. S. Coll. Couns.	34	34	31	32	33
Social Emphasis					
Social Opportunities	32	37	38	40	36
Fraternity or Sorority	5	5	6	8	6
Good Athletic Program	18	17	17	15	16
Size	24	30	32	22	26

On the whole, students cite factors of intellectual emphasis and practicability as the important ones in choosing a college. This corresponds to the previous discussion of the most important goal in attending college: students gave intellectual (develop mind) and practical (vocational preparation) reasons for attending college.

Enrolled students at four-year and five-year colleges were typical of all enrolled college students. Students at Ph.D.-granting institutions gave intellectual reasons such as intellectual atmosphere, good faculty, and high scholastic standing more often as factors they considered and less often gave practical reasons such as location, low cost, and proximity to home. In contrast, students at two-year colleges gave intellectual reasons less often and practical reasons more often as factors considered in choosing a college.

There appeared to be no differences among levels of institutions in the consideration given to the advice of others in choosing a college. From a fourth to a third of enrolled students at all institutional levels considered, in their college choice, advice from parents, high school teachers, and high school and college counselors.

Students attending different institutional levels appeared similar with respect to some factors of social emphasis and dissimilar with respect to others. Enrolled students at Ph.D.-granting institutions and at four- and five-year colleges mentioned social opportunities more frequently than students at two-year colleges. Enrolled students at four-year and five-year colleges mentioned size more frequently than students at Ph.D.-granting institutions or two-year colleges.

These findings bear on education in a number of important ways. First, since enrolled students, on the whole, rely on such intellectual factors as good faculty and high scholastic standing in choosing a college, colleges should describe their institutional traits to prospective students when recruiting rather than attempt to attract students by describing college athletic events and fraternities or sororities.

Secondly, the different attitudes toward practicability of students attending two-year colleges and those attending Ph.D.-granting institutions probably reflect important differences in the students' attitudes toward and opportunities for education. Students attending two-year colleges gave practical, realistic rather than intellectual reasons for their college choice. We have already seen that students attending two-year colleges are interested in such practical curricula as business, engineering, and agriculture. Not only would these students be interested in different courses, but they would probably be more interested in course lectures dealing with application rather than theory.

Limited educational opportunity may cause this emphasis on practical factors in choosing a college. All college-bound students do not have equal educational opportunities; they are unequal with respect to financial support, ability, and social poise and confidence. A student from a low-income family may be unable to pay the expenses of a prestigious college but could attend a community two-year college. His low-income status results in different educational needs, motivations, and aspirations.

Of considerable interest to educators is the finding that the advice of high school and college counselors is an influential factor in college choice, almost as important a factor as one long-recognized – parental advice. Counselors can be even more influential if they are better informed about their college-bound students, the college choice process, and diversity in higher education.

In summary, most students considered intellectual and practical

factors in their choice of a college. Students attending two-year colleges considered practical factors more, while students attending Ph.D.-granting institutions emphasized intellectual ones. Differences among institutional levels for factors subsummed under "advice of others" and "social emphasis" were negligible.

Chart 8 describes the type of residence (in-state versus out-of-state residence) for enrolled students at different institutional levels.

Chart 8. Type of Residence for Enrolled Students at Different Levels of Colleges and Universities

Residence	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
In-State	93	72	88	83	86
Out-of-State	7	28	12	17	14

Most students attend a college in their home state, but the pattern varies somewhat for different institutional levels. Two-year college students are most likely to attend a college in their home state, in keeping with their previously described characteristics of practicability. (Two-year college students report, for example, that they consider such factors as location, low cost, and proximity to home in choosing a college.) Four-year college students, on the other hand, are most apt to go out-of-state, although the overwhelming majority attend within their own state.

For education, the implications are clear. Since four-year college students are more likely to remain on campus over weekends, such a college with many out-of-state students would be well-advised to offer constructive weekend activities. There might also be some adjustment problems for students far away from home. Two-year colleges, on the other hand, may be challenged to provide enrichment for their students, especially since their students will not have benefited from the broadening that comes with attending an institution in another state. In addition, with their homes close at hand, few students are likely to remain on campus for week-end activities.

In summary, most students attend a college in their home state. However, more out-of-state students attend four-year colleges, and more in-state students attend two-year colleges.

Differences in Educational Achievements

As a regular part of the ACT battery, students report their non-academic* achievements in six areas: Science, Art, Writing, Leadership, Music, and

*The term "non-academic" is used to denote achievements outside the classroom. They do, however, frequently involve intellectual and scholarly accomplishments, but of an independent nature.

Dramatic Arts. The scale for each area consists of eight items which describe an outstanding achievement in that area. For example, items in the music scale include: "composed music," and "gave a public recital." Science items include: "did an independent scientific experiment (not a course assignment)," and "participated in a National Science Foundation summer program for high school students." Because these scales are designed to assess outstanding achievements that are relatively rare among college students, most students are able to answer "yes" to very few items.

Research involving these measures of non-academic achievements indicates that they measure dimensions of talent independent of academic talent as measured by grades and academic achievement tests. The six areas are also relatively independent of each other. A student who achieves in one area may or may not achieve in other areas. In addition, high school accomplishment in a particular area is positively related to college achievement in that same area. Thus, these scales are predictive as well as descriptive in nature.

Chart 9 summarizes the non-academic achievements of enrolled students at different levels of colleges and universities.

Chart 9. Non-Academic Accomplishments of Enrolled Students at Different Levels of Colleges and Universities

Area of Accomplishment	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
One to Two Accomplishments					
Science	23	27	26	30	27
Art	20	20	21	22	21
Writing	29	36	36	38	35
Leadership	38	38	36	37	37
Music	26	28	28	28	28
Dramatic Arts	32	38	36	37	35
Three or More Accomplishments					
Science	9	10	9	13	11
Art	8	7	7	8	8
Writing	9	12	12	14	12
Leadership	32	42	45	45	41
Music	22	28	28	28	26
Dramatic Arts	15	20	21	19	19

In general, the area of greatest accomplishment is leadership, followed in order of frequency by music, dramatic arts, writing, science, and art. This pattern, generally consistent throughout the regions, probably reflects

both the relative level of accomplishment assessed by the various scales and the opportunities provided by the typical school and community for achieving in various areas.

It is interesting to note the relative number of different kinds of accomplishment reported by students at the four types of institutions. Generally, the non-academic accomplishments follow the pattern observed in the measures of academic potential (ACT scores and high school grades). Students in Level IV (Ph.D.-granting) institutions tend to report the greatest number of accomplishments and students at two-year colleges the fewest. This is especially noteworthy since the research cited earlier found little or no relationship between non-academic accomplishments and measures of academic potential.

This pattern is not as pronounced for all six kinds of accomplishment. The degree of art accomplishment, for example, is quite similar at the four types of institutions. Considerable difference appears, however, in the proportion of students reporting one or two accomplishments in science and writing. The difference in degree of accomplishment in leadership at the four types of institutions is most apparent for students reporting three or more achievements in this area; 45% at Ph.D.-granting institutions report this number of leadership accomplishments where as 32% of the students in two-year colleges report this number.

With the exception of science achievement, there is little difference in the number of accomplishments among Levels II, III, and IV, probably a reflection of their opportunities for further achievement in these areas. While Ph.D.-granting institutions probably offer relatively more opportunities for further non-classroom science involvement, it seems reasonable to assume that, relative to the size of the student body, there are as many or more opportunities for students in four-year and five-year colleges to pursue interests in music, dramatic arts, leadership, and writing.

These general differences and similarities among various types of institutions can aid high school personnel in helping students choose colleges. Students who have a record of non-academic accomplishment in a particular area and who wish to continue this interest during the college years will profit from such a knowledge of differing levels of accomplishment since they can assume the programs of an institution will reflect the interests and talents of its student body.

To summarize, non-academic accomplishment is generally highest among students at Level IV institutions and lowest among students at two-year colleges. The largest differences appear in the area of science accomplishment and the smallest in the area of art.

College grade point averages (GPA's) are summarized in Chart 10 for enrolled students at different institutional levels.

Chart 10. College GPA Means for Enrolled Students at Different Levels of Colleges and Universities

	Institutional Level				
College Courses	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
English	1.94	2.11	2.03	2.00	2.02
Mathematics	1.87	2.11	1.96	1.99	1.98
Social Studies	1.88	2.01	1.94	2.02	1.97
Natural Sciences	1.85	1.99	1.91	1.96	1.93
Overall	2.01	2.14	2.07	2.11	2.09

There are not marked differences among levels in the average grades earned by freshmen; college grades tend to cluster around a 2.0 or "C." Enrolled students at four-year colleges are generally awarded the highest grades, at two-year colleges the lowest grades. Chart 3 revealed that students enrolled at two-year colleges were lowest in academic potential and students enrolled at Ph.D.-granting institutions highest; a comparison of Charts 3 and 10 indicates that across all colleges grades are not strictly related to academic potential. This is pointed up by the information given in Charts 11 and 12. Chart 11 shows that colleges at each institutional level tend to give about the same percentages of "A's," "B's," etc., in spite of the differences in academic potentials of student bodies. In other words, colleges tend to compare students with each other within the campus student body, and not with college students nationally.

Chart 11. Distribution of College Grades for Enrolled Students at Different Institutional Levels – Percent of Students in Various College GPA Categories

	Institutional Level				
GPA Category	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
College English Grades					
A (3.5-4.0)	6	7	6	5	6
B (2.5-3.4)	24	29	27	25	26
C (1.5-2.4)	42	42	43	46	43
D (0.5-1.4)	17	15	15	15	16
F (0.0-0.4)	11	7	9	9	9
College Mathematics Grades					
A (3.5-4.0)	9	12	10	11	11
B (2.5-3.4)	22	26	23	24	24
C (1.5-2.4)	33	35	34	33	33
D (0.5-1.4)	20	16	19	19	19
F (0.0-0.4)	16	11	14	13	13

College Social Studies Grades					
A (3.5-4.0)	6	7	6	7	7
B (2.5-3.4)	22	25	23	24	23
C (1.5-2.4)	40	42	41	43	41
D (0.5-1.4)	20	18	20	19	20
F (0.0-0.4)	12	8	10	7	9
College Natural Sciences Grades					
A (3.5-4.0)	7	8	7	8	8
B (2.5-3.4)	22	24	22	23	22
C (1.5-2.4)	36	39	39	38	39
D (0.5-1.4)	21	19	20	20	20
F (0.0-0.4)	14	10	12	11	11
College Overall Grade Point Average					
A (3.5-4.0)	4	5	3	4	4
B (2.5-3.4)	26	30	29	29	28
C (1.5-2.4)	46	47	47	48	47
D (0.5-1.4)	19	15	17	16	17
F (0.0-0.4)	5	3	4	3	4

College grading practices are often of great interest to colleges and universities. Institutions often inquire about how the relation between the grades they award and their students' academic potentials compare to other institutions. Would their students earn higher grades if they attended other institutions? Is their faculty strict, typical or lenient in their grading practices?

Tables of institutional means provide relevant information about grading practices and academic potential. Tables 12, 13, and 14 for each institutional level deal with institutional means on the ACT Composite, HSA, and College grades. These tables should be used to evaluate the means of campus student bodies.* This information for the various institutional levels is highlighted in Chart 12. Student bodies differ considerably in academic potential by institutional level. For example, a mean ACT composite score of 20 would be at the 86th percentile for two-year colleges, the 48th percentile for four-year colleges, the 55th percentile for five-year colleges, the 16th percentile for Ph.D.-granting institutions, and the 56th percentile for all institutions combined. A mean HSA of 2.3 would be at the 79th percentile for two-year colleges, the 51st percentile for four-year colleges, the 39th percentile

*By contrast Tables 1, 2, and 11 are the distributions of students' scores and grades, and thus include variability due to differences between students as well as differences between institutions. Tables 12, 13, and 14 provide distributions of institutional means, and thus include only variability due to differences between institutions.

for five-year colleges, the 18th percentile for Ph.D.-granting institutions, and the 51st percentile for all institutions combined. The student bodies of colleges and universities vary in academic potential with institutional level. Inspection of the institutional means for the various levels confirms the findings of students' distributions highlighted in Chart 3. There are appreciable institutional differences among the four levels in the average academic potentials of their students, although for these four levels college grading practices tend to be about the same.

Chart 12. Percentile Ranks of Various ACT Composite, HSA, and Overall GPA Institutional Means for Different Levels of Colleges and Universities

Institutional Means	Level I 2-Year	Level II 4-Year	Level III 5-Year	Level IV Ph.D.-Granting	All
Mean ACT Composite					
24	99	99	98	93	99
22	98	91	82	59	87
20	86	48	55	16	56
18	52	20	22	1	28
16	17	5	3	1	8
Mean HSA					
3.0	99	97	97	96	97
2.8	97	83	72	59	82
2.6	79	51	39	18	51
2.4	56	20	9	1	25
2.2	17	6	2	1	8
Mean Overall GPA					
2.6	99	97	99	99	98
2.4	92	83	96	96	90
2.2	72	52	70	69	63
2.0	38	18	22	23	26
1.8	7	4	9	2	6

An implication of this finding is that generally college-bound students will be evaluated in college in comparison with their peers on their particular campus; thus a student's likelihood of academic success varies with the level of institution he attends. These results have implications for college registrars and admissions directors. College grades for transfer students will have different meanings depending on the level of the institution at which they were enrolled. Finally, it is possible these results could be used to keep more people in colleges. A student who is having academic difficulty at one institution and considering dropping out could

be advised that he might consider other colleges, since colleges tend to grade about the same although there is considerable variability among institutions in the academic potentials of their students.

Summary

Although this section has presented only averages and selected highlights from the more extensive tables contained in this study, differences among four general types of institutions do appear with considerable regularity. However, the range of students and of institutions within each general type is large, suggesting that there are many colleges which are quite unlike the *typical* college in their own classification. Also, a given student enrolled in one type of institution has nearly identical counterparts at all other types of institutions. Generalizations are useful and meaningful, however, since the needs, interests, and abilities of the majority are typically emphasized in planning the academic and non-academic offerings of a particular institution.

ALL REGIONS, ALL LEVELS

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			N. Sci. Test			Soc. S. Test			Composite		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35															
34															
33															
32															
31															
30															
29															
28															
27															
26															
25															
24															
23															
22															
21															
20															
19															
18															
17															
16															
15															
14															
13															
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															
Mean	17.8	20.0	18.7	21.0	18.0	19.7	21.2	19.8	20.6	20.3	19.8	20.1	20.8	20.8	20.8
S.D.	5.0	4.7	5.0	5.3	6.2	6.4	6.1	5.8	6.0	5.1	4.9	5.0	6.2	6.2	6.2
Number of Colleges			398												
Number of Students															
				(Men) 133,882									(Women) 104,263		(Total) 238,145

ALL REGIONS, ALL LEVELS

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	18	13	23	14	98
B	41	29	39	34	71
C	34	38	30	38	21
D	7	16	6	11	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.69	2.37	2.79	2.51	2.59
S.D.	.85	.97	.87	.91	.70

MEN

A	11	12	18	12	99
B	36	27	38	31	78
C	42	39	34	41	27
D	11	18	7	13	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.46	2.30	2.68	2.40	2.46
S.D.	.83	.97	.87	.90	.69

WOMEN

A	27	15	28	18	97
B	47	32	40	37	6[illegible]
C	23	37	25	34	14
D	3	14	5	8	1
F	0	1	0	1	1
Not Taken	0	2	2	3	
Mean	2.99	2.47	2.93	2.66	2.76
S.D.	.79	.95	.86	.89	.67

Number of Colleges 398

Number of Students (Men) 126,271 (Women) 99,131 (Total) 225,402

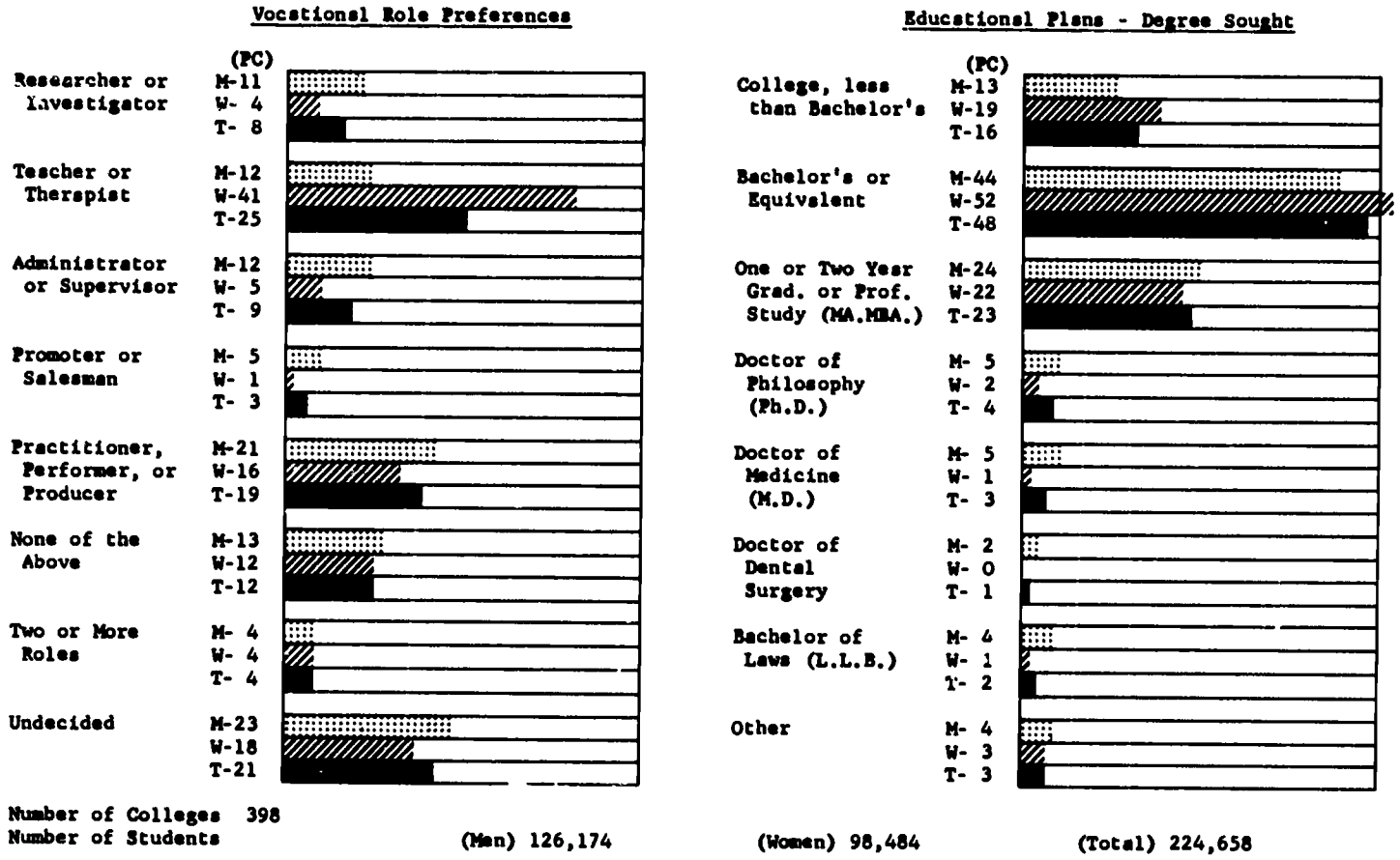
ALL REGIONS, ALL LEVELS

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	24	12	40
Administrative, Political, and Persuasive	10	14	5
Business and Finance	9	9	10
Scientific	7	9	5
Engineering, Agriculture, and Technology	12	21	0
Medical Fields	11	9	14
Arts and Humanities	9	7	12
Other	2	2	2
Undecided	16	18	13
Vocational Choices			
Social, Religious, and Educational Fields	23	10	38
Administrative, Political, and Persuasive	8	11	4
Business and Finance	7	7	7
Scientific	4	5	2
Engineering, Agriculture, and Technology	10	17	0
Medical Fields	11	9	14
Arts and Humanities	7	6	7
Housewife	1	0	2
Other	8	8	7
Undecided	23	27	18

Number of Colleges 398
Number of Students (Men) 130,055 (Women) 102,175 (Total) 232,230

Table 4 Vocational Role Preferences and Educational Plans

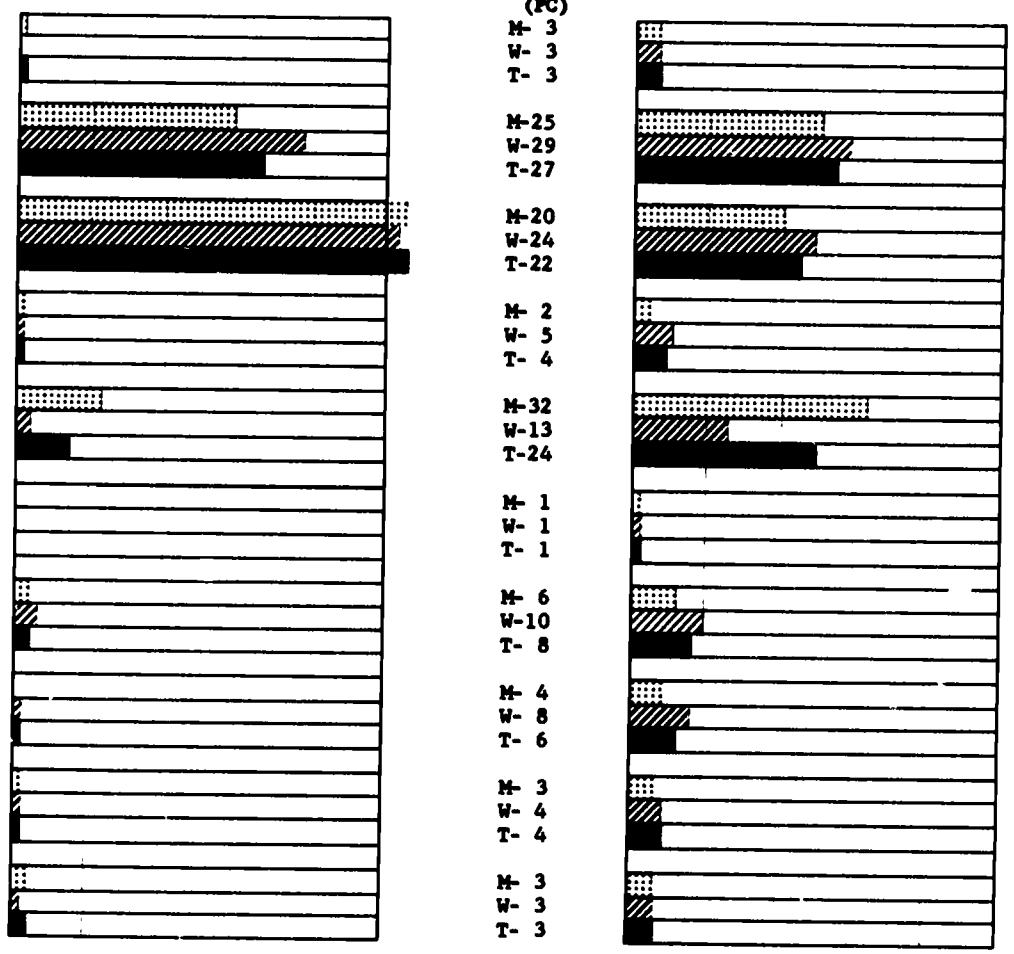


Number of Colleges 398
Number of Students (Men) 126,174 (Women) 98,484 (Total) 224,658

ALL REGIONS - LEVELS

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-29 W-38 T-33	M-25 W-29 T-27
To Secure Vocational or Professional Training	M-53 W-52 T-53	M-20 W-24 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 5 T- 4
To Earn A Higher Income	M-12 W- 2 T- 7	M-32 W-13 T-24
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W-10 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 8 T- 6
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 4
None of These	M- 2 W- 1 T- 2	M- 3 W- 3 T- 3
Number of Colleges	398	
Number of Students	(Men) 128,288	(Women) 101,391 (Total) 229,679



ALL REGIONS, ALL LEVELS

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	41	37	46
Good Faculty	63	61	66
High Scholastic Standing	61	57	67
PRACTICALITY			
Location	55	53	59
Low Cost	41	41	40
Close to Home	43	43	43
ADVICE OF OTHERS			
Advice of Parents	37	33	43
Advice of High School Teachers	23	24	23
Advice of H.S. or Coll. Couns.	33	33	33
SOCIAL EMPHASIS			
Social Opportunities	36	35	38
Fraternity or Sorority	6	6	7
Good Athletic Program	16	22	9
Size	26	23	29

Number of Colleges 398
Number of Students (Men) 133,882 (Women) 104,263 (Total) 238,145

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	86	86	86
Out of State	14	14	14

Number of Colleges 398
Number of Students (Men) 133,882 (Women) 104,263 (Total) 238,145

ALL REGIONS, ALL LEVELS

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements						
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	56	75	62	25	56	52
	1-2	30	18	29	37	22	32
	3 or more	14	7	9	38	22	16
Women	0	70	68	42	18	34	38
	1-2	23	24	43	37	34	40
	3 or more	7	8	15	45	32	22
Total	0	62	71	53	22	46	46
	1-2	27	21	35	37	28	35
	3 or more	11	8	12	41	26	19

Number of Colleges 398

Number of Students (Men) 94,324 (Women) 77,163 (Total) 171,487

ALL REGIONS, ALL LEVELS

Table 9 Percentile Ranks of College Grade Point Averages for Four Subject Fields and Overall

GPA	Eng. PR	Math. PR	Soc.S. PR	N.Sci. PR	Overall PR
4.0	98	95	98	97	99
3.9	96	91	95	94	99
3.8	96	91	95	94	99
3.7	96	91	95	94	98
3.6	96	90	94	94	97
3.5	94	89	93	93	96
3.4	93	88	92	91	95
3.3	93	88	92	91	93
3.2	93	87	92	91	91
3.1	93	87	91	90	89
3.0	83	79	84	83	87
2.9	74	70	76	75	84
2.8	74	70	76	75	81
2.7	74	69	75	74	78
2.6	73	68	74	74	74
2.5	69	66	71	71	70
2.4	66	64	68	68	65
2.3	65	64	67	67	60
2.2	64	63	66	66	55
2.1	64	63	65	66	50
2.0	47	49	50	51	44
Mean	2.02	1.98	1.57	1.93	2.09
S.D.	0.97	1.16	.00	1.06	0.81

Percent of Students in Various College GPA Categories

GPA Category	Eng.	Math.	Soc.S.	N.Sci.	Overall
A (3.5-4.0)	6	11	7	8	4
B (2.5-3.4)	26	24	23	22	28
C (1.5-2.4)	43	33	41	39	47
D (0.5-1.4)	16	19	20	20	17
F (0.0-0.4)	9	13	9	11	4
Number of Colleges	379	249	337	315	398
Number of Students	176,779	76,039	128,201	112,638	211,324

ALL REGIONS ALL LEVELS

Table 10 Distribution and Percentile Ranks of Institutional Means of ACT Composite Scores

Mean ACT Comp.	Frequency	PR	Mean ACT Comp.
26.0	1	99	26.0
25.5	0	99	25.5
25.0	2	99	25.0
24.5	2	99	24.5
24.0	3	99	24.0
23.5	4	98	23.5
23.0	9	96	23.0
22.5	24	91	22.5
22.0	21	87	22.0
21.5	21	81	21.5
21.0	35	74	21.0
20.5	34	65	20.5
20.0	32	56	20.0
19.5	28	49	19.5
19.0	28	43	19.0
18.5	25	36	18.5
18.0	34	28	18.0
17.5	31	20	17.5
17.0	18	13	17.0
16.5	11	10	16.5
16.0	11	8	16.0
15.5	7	6	15.5
15.0	4	4	15.0
14.5	2	3	14.5
14.0	2	3	14.0
13.5	0	3	13.5
13.0	2	2	13.0
12.5	0	2	12.5
12.0	1	2	12.0
11.5	1	2	11.5
11.0	0	2	11.0
10.5	2	1	10.5
10.0	1	1	10.0
9.5	0	1	9.5
9.0	2	1	9.0
8.5	1	1	8.5

Mean	20.05	Mean
Number of Colleges	399	Number of Colleges
Number of Students	213,706	Number of Students

ALL REGIONS, ALL LEVELS

Table 11 Distribution and Percentile Ranks of HSA Institutional Means

Mean HSA	Frequency	PR	Mean HSA
Above			Above
3.2	1	99	3.2
3.1	7	99	3.1
3.0	19	97	3.0
2.9	25	92	2.9
2.8	53	82	2.8
2.7	67	68	2.7
2.6	59	51	2.6
2.5	48	36	2.5
2.4	46	25	2.4
2.3	32	15	2.3
2.2	21	8	2.2
2.1	14	4	2.1
2.0	4	1	2.0
1.9	1	1	1.9
1.8	2	1	1.8
Below			Below
Mean	2.62		Mean
Number of Colleges	399		Number of Colleges
Number of Students	213,706		Number of Students

ALL REGIONS, ALL LEVELS

Table 12 Distribution and Percentile Ranks of Institutional Means of College GPA's

Mean College GPA	English F	English PR	Math. F	Math. PR	Soc. S. F	Soc. S. PR	N. Sci. F	N. Sci. PR	Overall F	Overall PR	Mean College GPA
Above											Above
3.4									1	99	3.4
3.3									0	99	3.3
3.2									0	99	3.2
3.1	1	99							0	99	3.1
3.0	0	99					1	99	0	99	3.0
2.9	2	99	1	99	2	99	0	99	0	99	2.9
2.8	2	99	1	99	0	99	0	99	2	99	2.8
2.7	2	99	1	99	0	99	1	99	4	99	2.7
2.6	8	97	3	98	3	99	4	99	5	98	2.6
2.5	26	93	11	97	12	97	3	98	20	95	2.5
2.4	24	86	14	91	15	92	11	96	33	90	2.4
2.3	31	79	19	84	24	88	17	91	54	77	2.3
2.2	64	68	34	75	36	78	39	84	71	63	2.2
2.1	59	49	35	60	57	66	44	69	67	44	2.1
2.0	49	35	36	47	52	48	45	57	69	26	2.0
1.9	36	26	33	33	48	34	48	41	38	13	1.9
1.8	34	16	22	22	32	22	37	27	16	6	1.8
1.7	15	9	13	13	24	14	26	17	11	3	1.7
1.6	7	6	11	9	15	7	16	10	1	2	1.6
1.5	7	4	8	4	7	3	11	5	1	1	1.5
1.4	5	3	4	2	1	3	7	2	1	1	1.4
1.3	1	2	1	1	6	1	2	2	0	1	1.3
1.2	1	2	0	1	1	1	2	1	4	1	1.2
1.1	2	1	2	1	0	1	1	1			1.1
1.0	2	1			2	1	1	1			1.0
0.9	0	1									0.9
0.8	0	1									0.8
0.7	0	1									0.7
0.6	0	1									0.6
Below	1	1									Below
Mean	2.03		2.00		1.97		1.94		2.09		Mean
Number of Colleges	379		249		337		315		398		Number of Colleges
Number of Students	176,779		76,039		128,200		112,638		211,324		Number of Students

ALL REGIONS, LEVEL I

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33																33
32				99		99				99		99				32
31				98		98				98	99	98				31
30				97	99	98				96	98	97				30
29				96	98	97	99	98	99	94	97	96	99	98	99	29
28				94	98	96	98	96	98	93	97	94	98	96	97	28
27		99	99	92	97	94	94	94	94	89	94	91	97	94	96	27
26	99	98	98	89	95	91	91	90	91	84	91	87	95	93	94	26
25	98	96	96	85	93	88	87	85	87	79	87	82	91	90	91	25
24	96	94	93	81	91	85	83	80	82	73	82	77	87	85	87	24
23	93	89	89	76	89	81	78	74	77	68	78	72	82	80	82	23
22	89	84	85	71	86	77	74	68	73	63	73	67	76	73	77	22
21	85	77	79	65	82	72	68	61	67	58	68	62	69	66	71	21
20	79	70	72	60	78	67	61	55	60	52	61	56	61	58	63	20
19	72	61	64	55	75	63	55	49	54	46	55	49	54	52	55	19
18	63	52	55	49	69	57	49	42	48	41	49	44	46	46	47	18
17	54	42	46	41	62	49	42	37	42	36	43	39	39	41	40	17
16	46	33	38	34	54	41	37	32	36	30	37	33	32	34	33	16
15	39	26	32	26	45	33	32	27	30	25	31	27	25	27	26	15
14	32	22	26	20	36	26	27	22	26	20	25	22	20	20	20	14
13	27	17	21	15	30	21	22	19	22	16	20	18	15	15	15	13
12	22	13	17	11	23	16	19	16	18	13	16	14	11	11	11	12
11	17	10	14	8	18	12	16	13	15	10	12	11	8	8	8	11
10	13	8	10	6	14	9	13	10	12	7	8	8	5	5	5	10
9	9	4	7	5	11	7	10	8	9	5	6	5	3	3	3	9
8	7	3	5	3	8	5	8	6	7	3	4	3	2	2	2	8
7	5	2	4	2	6	4	6	4	5	2	3	2	1	2	1	7
6	3	1	2	2	4	3	4	3	4	1	2	1		1	1	6
5	2		1	1	3	2	3	2	3		1	1				5
4	1				2	1	2	1	2							4
3					1		1		1							3
2																2
1																1
Mean	16.0	18.4	16.9	18.7	15.8	17.6	18.7	18.9	18.8	19.4	18.1	19.9	18.3	18.0	18.2	
S.D.	4.9	4.8	5.0	5.8	5.7	5.9	6.3	6.2	6.2	6.1	5.7	6.0	4.9	4.7	4.8	
Number of Colleges			118													
Number of Students					(Men) 33,737			(Women) 21,385				(Total) 55,122				

ALL REGIONS, LEVEL I

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	10	8	13	8	99
B	33	24	35	28	83
C	44	43	40	43	33
D	12	21	10	15	1
F	1	3	0	1	1
Not Taken	1	3	2	4	
Mean	2.41	2.14	2.51	2.28	2.33
S.D.	.84	.93	.87	.88	.66

MEN

A	5	7	10	6	99
B	26	22	32	25	88
C	51	43	43	46	39
D	16	23	12	17	2
F	1	3	1	2	1
Not Taken	1	3	2	5	
Mean	2.19	2.06	2.41	2.17	2.21
S.D.	.79	.92	.85	.86	.63

WOMEN

A	18	10	19	12	99
B	44	27	38	32	75
C	33	41	34	39	22
D	5	18	8	12	1
F	0	2	0	1	1
Not Taken	1	3	1	4	
Mean	2.76	2.27	2.68	2.45	2.54
S.D.	.80	.93	.88	.89	.67

Number of Colleges 118

Number of Students (Men) 32,125 (Women) 20,423 (Total) 52,548

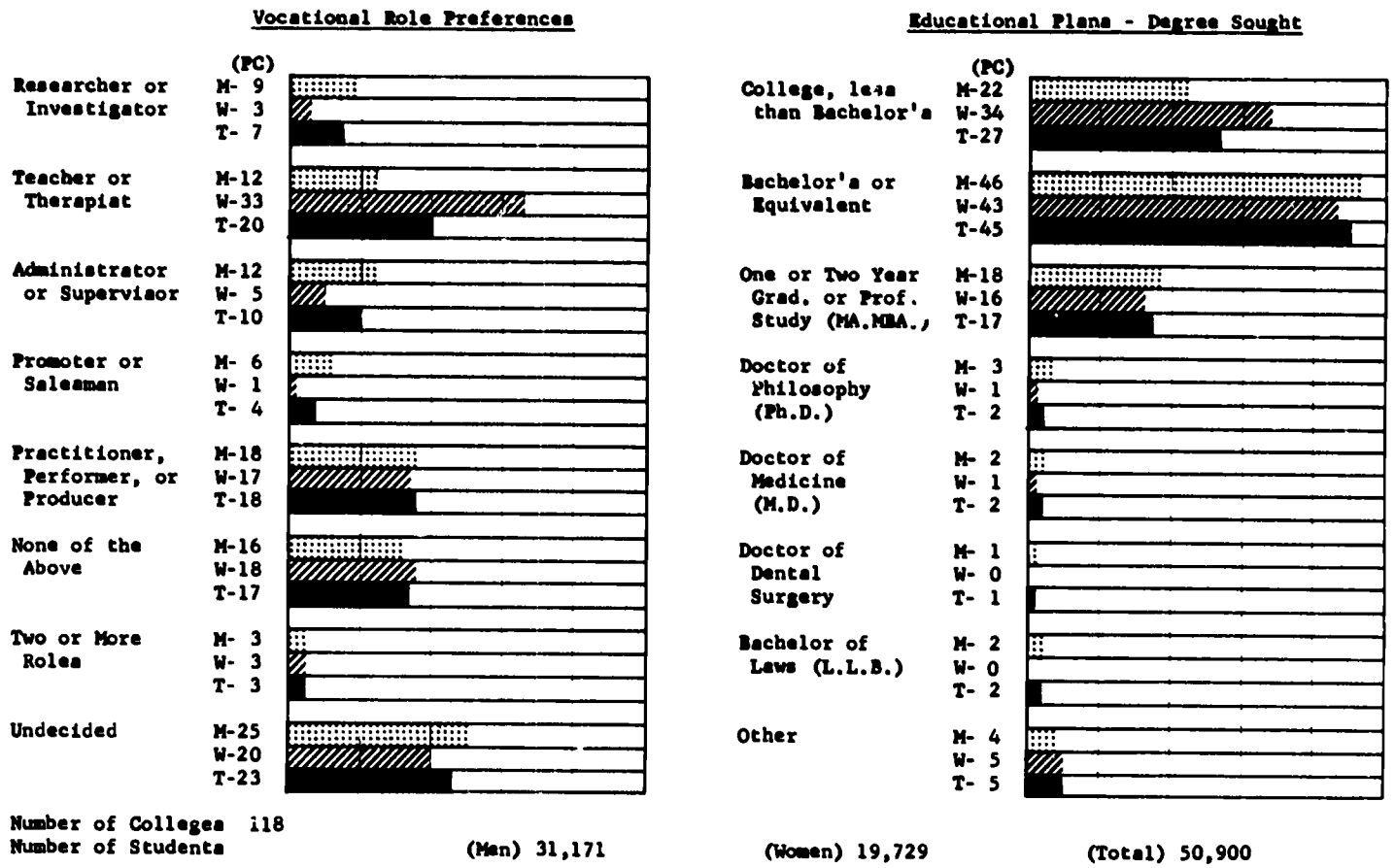
ALL REGIONS, LEVEL I

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	20	12	33
Administrative, Political, and Persuasive	10	14	5
Business and Finance	13	10	18
Scientific	5	7	3
Engineering, Agriculture, and Technology	13	22	0
Medical Fields	9	6	14
Arts and Humanities	8	7	9
Other	3	3	3
Undecided	18	21	14
Vocational Choices			
Social, Religious, and Educational Fields	18	10	30
Administrative, Political, and Persuasive	8	10	4
Business and Finance	10	7	14
Scientific	3	4	1
Engineering, Agriculture, and Technology	10	17	0
Medical Fields	9	6	14
Arts and Humanities	6	6	6
Housewife	1	0	3
Other	10	11	9
Undecided	26	30	19

Number of Colleges 118
Number of Students (Men) 32,407 (Women) 20,702 (Total) 53,109

Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 118
Number of Students (Men) 31,171 (Women) 19,729 (Total) 50,900

ALL REGIONS, LEVEL I

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-25 W-33 T-28	M-23 W-28 T-25
To Secure Vocational or Professional Training	M-52 W-56 T-54	M-18 W-21 T-19
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 6 T- 4
To Earn A Higher Income	M-15 W- 3 T-11	M-34 W-18 T-28
To Develop Mora.. Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 5 W- 9 T- 7
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 8 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
None of These	M- 2 W- 2 T- 2	M- 4 W- 4 T- 4
Number of Colleges	118	
Number of Students	(Men) 31,806	(Women) 20,520 (Total) 52,326

ALL REGIONS, LEVEL I

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	33	29	39
Good Faculty	57	55	61
High Scholastic Standing	53	49	59
PRACTICALITY			
Location	60	57	64
Low Cost	51	51	50
Close to Home	55	53	57
ADVICE OF OTHERS			
Advice of Parents	38	33	45
Advice of High School Teachers	24	24	24
Advice of H.S. or Coll. Couns.	34	34	34
SOCIAL EMPHASIS			
Social Opportunities	32	32	32
Fraternity or Sorority	5	5	5
Good Athletic Program	18	24	9
Size	24	22	27

Number of Colleges 118
Number of Students (Men) 33,737 (Women) 21,385 (Total) 55,122

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	93	93	93
Out of State	7	7	7

Number of Colleges 118
Number of Students (Men) 33,737 (Women) 21,385 (Total) 55,122

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	63	74	70	34	60	59
	1-2	26	18	24	37	21	28
	3 or more	11	8	6	29	19	13
Women	0	76	69	51	26	41	45
	1-2	19	23	38	39	32	37
	3 or more	5	8	11	35	27	18
Total	0	68	72	62	31	52	53
	1-2	23	20	29	28	26	32
	3 or more	9	8	9	32	22	15

Number of Colleges 118

Number of Students (Men) 22,712 (Women) 15,224 (Total) 37,936

Table 9 Percentile Ranks of College Grade Point Averages for Four Subject Fields and Overall

GPA	Eng. PR	Math. PR	Soc.S. PR	N.Sci. PR	Overall PR
4.0	98	96	98	97	99
3.9	96	92	95	94	99
3.8	96	92	95	94	99
3.7	96	92	95	94	98
3.6	95	91	95	94	97
3.5	94	91	94	93	96
3.4	94	90	93	92	95
3.3	93	90	93	92	93
3.2	93	90	92	91	92
3.1	93	90	92	91	90
3.0	84	81	85	84	88
2.9	75	73	78	77	85
2.8	75	73	77	77	82
2.7	75	72	77	76	79
2.6	74	71	76	75	76
2.5	71	69	73	72	72
2.4	69	68	71	69	67
2.3	68	67	70	69	63
2.2	68	67	69	68	58
2.1	68	67	69	68	54
2.0	50	53	53	54	48
1.9	32	39	37	40	43
1.8	32	39	37	39	38
1.7	32	38	36	39	34
1.6	32	38	36	38	30
1.5	29	36	33	36	26
1.4	27	35	31	34	22
1.3	27	35	30	33	19
1.2	27	34	30	33	16
1.1	27	34	30	33	14
1.0	19	25	21	24	12
0.9	12	17	13	16	10
0.8	12	17	13	16	8
0.7	11	17	13	16	7
0.6	11	16	13	15	6
0.5	11	16	12	14	5
0.4	10	15	11	13	4
0.3	10	15	11	13	4
0.2	10	15	11	13	3
0.1	10	15	11	13	3
0.0	5	7	5	6	1
Mean	1.94	1.87	1.88	1.85	2.01
S.D.	1.01	1.17	1.04	1.10	0.85

Percent of Students in Various College GPA Categories

GPA Category	Eng.	Math.	Soc.S.	N.Sci.	Overall
A (3.5-4.0)	6	9	6	7	4
B (2.5-3.4)	24	22	22	22	26
C (1.5-2.4)	42	33	40	36	46
D (0.5-1.4)	17	20	20	21	19
F (0.0-0.4)	11	16	12	14	5
Number of Colleges	104	64	94	88	106
Number of Students	33,251	23,460	24,190	18,264	39,008

ALL REGIONS, LEVEL I

Table 10 Distribution and Percentile Ranks of Institutional Means of ACT Composite Scores

Mean ACT Comp.	Frequency	PR	Mean ACT Comp.
26.0			26.0
25.5			25.5
25.0			25.0
24.5			24.5
24.0			24.0
23.5			23.5
23.0			23.0
22.5	2	99	22.5
22.0	2	98	22.0
21.5	1	96	21.5
21.0	2	94	21.0
20.5	3	92	20.5
20.0	10	86	20.0
19.5	6	78	19.5
19.0	7	71	19.0
18.5	11	64	18.5
18.0	13	52	18.0
17.5	15	39	17.5
17.0	10	26	17.0
16.5	5	21	16.5
16.0	6	17	16.0
15.5	6	10	15.5
15.0	3	4	15.0
14.5	1	3	14.5
14.0	1	3	14.0
13.5	0	2	13.5
13.0	1	1	13.0
12.5	0	1	12.5
12.0	0	1	12.0
11.5	0	1	11.5
11.0	0	1	11.0
10.5	0	1	10.5
10.0	0	1	10.0
9.5	0	1	9.5
9.0	0	1	9.0
8.5	1	1	8.5

Mean	18.05	Mean
Number of Colleges	106	Number of Colleges
Number of Students	39,773	Number of Students

ALL REGIONS, LEVEL I

Table 11 Distribution and Percentile Ranks of HSA Institutional Means

Mean HSA	Frequency	PR	Mean HSA
Above			Above
3.2			3.2
3.1			3.1
3.0	1	99	3.0
2.9	0	99	2.9
2.8	7	97	2.8
2.7	10	89	2.7
2.6	8	79	2.6
2.5	12	72	2.5
2.4	22	56	2.4
2.3	23	33	2.3
2.2	9	17	2.2
2.1	9	9	2.1
2.0	3	4	2.0
1.9	1	2	1.9
1.8	1	1	1.8
Below			Below

Mean	2.36	Mean
Number of Colleges	106	Number of Colleges
Number of Students	39,774	Number of Students

Table 12 Distribution and Percentile Ranks of Institutional Means of College GPA's

Mean College GPA	English F	English PR	Math. F	Math. PR	Soc. S. F	Soc. S. PR	N. Sci. F	N. Sci. PR	Overall F	Overall PR	Mean College GPA
Above											Above
3.4											3.4
3.3											3.3
3.2											3.2
3.1											3.1
3.0											3.0
2.9											2.9
2.8									1	99	2.8
2.7	1	99							0	99	2.7
2.6	2	99			0	99			0	99	2.6
2.5	4	96	2	99	3	98	0	99	4	98	2.5
2.4	5	93	0	97	2	95	5	97	5	92	2.4
2.3	4	85	2	96	7	91	4	93	12	83	2.3
2.2	11	83	8	89	7	83	8	85	10	72	2.2
2.1	20	64	8	74	14		6	78	20	58	2.1
2.0	11	48	10	63	13		12	70	25	38	2.0
1.9	12	41	10	48	11	47	15	55	13	21	1.9
1.8	16	26	9	34	11	34	10	35	12	7	1.8
1.7	9	13	3	22	13	21	9	30	2	2	1.7
1.6	4	8	6	16	5	11	10	16	1	1	1.6
1.5	3	3	2	8	4	4	3	7			1.5
1.4	0	2	3	5	1	4	4	3			1.4
1.3	1	2	1	2	3	1	1	2			1.3
1.2	0	1	0	1			1	1			1.2
1.1	1	1									1.1
1.0											1.0
0.9											0.9
0.8											0.8
0.7											0.7
0.6											0.6
Below											Below
Mean	1.94		1.87		1.88		1.85		2.02		Mean
Number of Colleges	104		64		94		88		106		Number of Colleges
Number of Students	33,251		13,460		24,190		18,264		39,008		Number of Students

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33				99		99										33
32				97	99	98				99						32
31				96	98	97	99	99	99	98	99	99				31
30				95	98	96	97	97	97	96	98	97				30
29		99		93	97	95	95	95	95	94	97	95	99	99	99	29
28		98	99	91	96	93	91	91	91	91	95	93	97	98	97	28
27	99	96	98	87	94	90	87	86	87	86	91	88	94	95	95	27
26	98	93	96	83	91	87	83	82	83	80	87	83	91	92	92	26
25	95	89	92	78	88	83	78	77	77	74	82	78	86	88	87	25
24	92	82	88	73	85	78	72	70	71	68	76	72	81	83	82	24
23	89	75	83	68	82	74	67	65	66	62	71	65	75	77	76	23
22	84	67	76	63	77	69	61	59	60	57	66	61	67	70	69	22
21	77	59	69	56	73	64	53	52	53	52	61	56	60	63	61	21
20	70	51	62	51	69	59	47	46	47	46	54	49	52	55	53	20
19	62	42	53	46	64	51	41	40	41	39	47	43	44	47	46	19
18	52	34	44	40	58	48	35	34	35	34	42	38	37	40	38	18
17	43	26	35	32	50	40	29	29	29	30	36	33	29	32	31	17
16	35	21	29	26	43	34	24	25	24	25	31	27	23	26	24	16
15	29	17	23	20	36	27	20	21	21	20	25	22	18	20	19	15
14	23	13	19	15	29	21	17	18	17	16	20	18	13	16	14	14
13	18	11	15	12	23	17	14	15	14	13	16	14	10	12	11	13
12	15	9	12	9	18	13	11	12	11	10	13	11	7	9	8	12
11	12	7	9	6	14	10	9	9	9	7	10	9	5	7	6	11
10	9	5	7	5	11	8	6	7	7	5	7	6	3	5	4	10
9	6	4	5	4	9	6	5	6	5	4	5	4	2	3	3	9
8	4	3	4	2	6	4	4	5	4	2	4	3	1	2	2	8
7	3	2	3	2	4	3	3	3	3	2	2	2		1	1	7
6	2	2	2	1	3	2	2	2	2	1	2	1				6
5	1	1	1		2	1	1	2	2		1					5
4					2			1	1							4
3					1											3
2																2
1																1
Mean	17.3	19.4	18.3	20.0	17.3	18.8	20.0	20.0	20.0	20.4	19.1	19.8	19.5	19.1	19.3	
S.D.	4.9	5.0	5.0	6.0	6.1	6.2	6.0	6.3	6.1	6.0	5.9	6.0	4.9	5.0	4.9	

Number of Colleges 108

Number of Students (Men) 16,692 (Women) 13,534 (Total) 30,226

ALL REGIONS, LEVEL II

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	17	12	21	13	98
B	39	28	39	33	74
C	36	39	32	39	23
D	7	17	6	12	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.65	2.33	2.75	2.46	2.55
S.D.	.85	.96	.86	.90	.69

MEN

A	9	10	16	9	99
B	34	25	37	29	81
C	45	41	37	43	30
D	11	20	7	14	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.40	2.22	2.62	2.32	2.39
S.D.	.81	.95	.85	.88	.66

WOMEN

A	26	15	26	17	97
B	46	32	41	37	64
C	24	37	26	34	15
D	3	14	5	9	1
F	0	1	0	0	1
Not Taken	1	2	2	3	
Mean	2.96	2.47	2.91	2.63	2.74
S.D.	.79	.95	.85	.89	.67

Number of Colleges 108

Number of Students (Men) 16,023 (Women) 13,190 (Total) 29,213

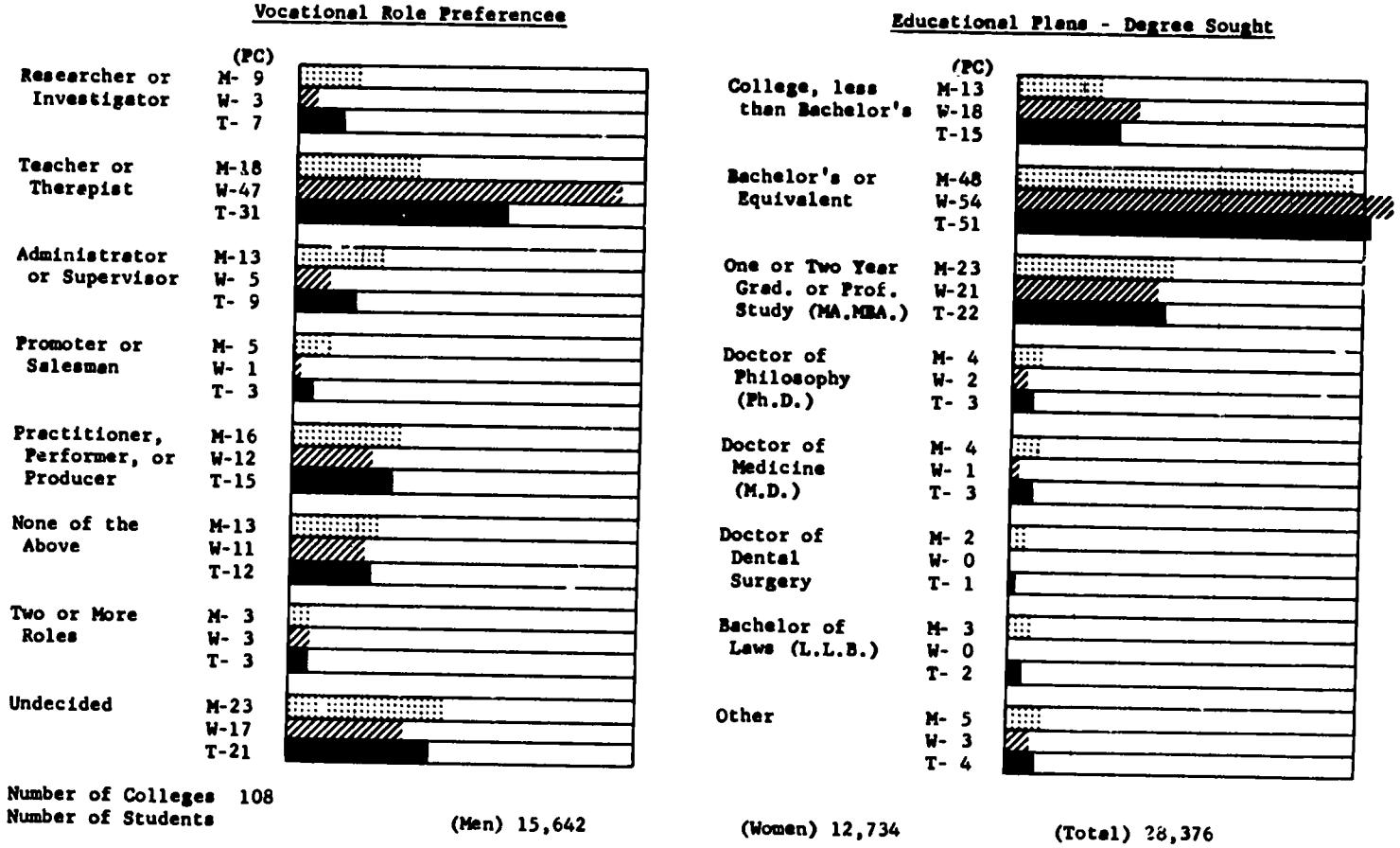
ALL REGIONS, LEVEL II

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	31	19	46
Administrative, Political, and Persuasive	9	13	4
Business and Finance	9	9	8
Scientific	7	9	4
Engineering, Agriculture, and Technology	9	17	0
Medical Fields	9	7	11
Arts and Humanities	9	6	12
Other	1	1	1
Undecided	16	19	13
Vocational Choices			
Social, Religious, and Educational Fields	29	16	44
Administrative, Political, and Persuasive	7	10	3
Business and Finance	7	7	7
Scientific	4	5	2
Engineering, Agriculture, and Technology	8	14	0
Medical Fields	9	7	11
Arts and Humanities	6	5	8
Housewife	1	0	2
Other	7	7	6
Undecided	24	29	18

Number of Colleges 108
Number of Students (Men) 16,176 (Women) 13,184 (Total) 29,360

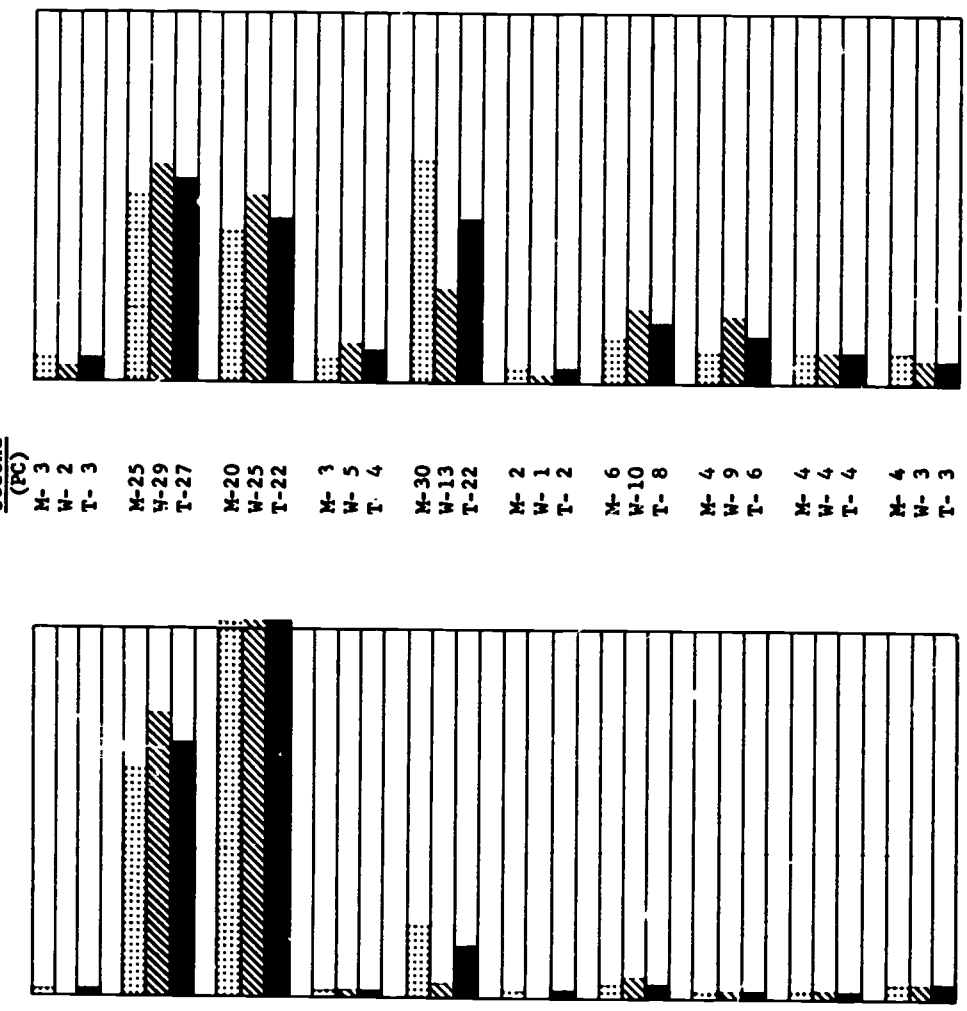
Table 4 Vocational Role Preferences and Educational Plans



ALL REGIONS, LEVEL II

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 2 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-38 T-34	M-25 W-29 T-27
To Secure Vocational or Professional Training	M-51 W-51 T-51	M-20 W-25 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 5 T- 4
To Earn A Higher Income	M-10 W- 2 T- 7	M-30 W-13 T-22
To Develop Moral Standards	M- 1 W- 0 T- 1	M- 2 W- 1 T- 2
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W-10 T- 8
To Develop My Personality	M- 1 W- 1 T- 1	M- 4 W- 9 T- 6
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 4 T- 4
None of These	M- 2 W- 2 T- 2	M- 4 W- 3 T- 3
Number of Colleges	108	
Number of Students	(Men) 15,935	(Women) 13,064 (Total) 28,999



ALL REGIONS, LEVEL II

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	44	39	51
Good Faculty	65	62	68
High Scholastic Standing	61	56	67
PRACTICALITY			
Location	50	47	53
Low Cost	37	38	36
Close to Home	39	38	41
ADVICE OF OTHERS			
Advice of Parents	40	35	46
Advice of High School Teachers	25	26	24
Advice of H.S. or Coll. Couns.	34	35	33
SOCIAL EMPHASIS			
Social Opportunities	37	35	38
Fraternity or Sorority	5	5	5
Good Athletic Program	17	24	9
Size	30	28	33

Number of Colleges 108
Number of Students (Men) 16,692 (Women) 13,534 (Total) 30,226

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	72	69	75
Out of State	28	31	25

Number of Colleges 108
Number of Students (Men) 16,692 (Women) 13,534 (Total) 30,226

ALL REGIONS, LEVEL II

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	58	75	61	23	55	48
	1-2	30	18	31	37	23	34
	3 or more	12	7	8	40	22	18
Women	0	69	71	42	17	30	34
	1-2	24	22	44	38	34	42
	3 or more	7	7	14	45	36	24
Total	0	63	73	52	20	44	42
	1-2	27	20	36	38	28	38
	3 or more	10	7	12	42	28	20

Number of Colleges 108

Number of Students (Men) 11,398 (Women) 9,531 (Total) 20,929

Table 9 Percentile Ranks of College Grade Point Averages for Four Subject Fields and Overall

GPA	Eng. PR	Math. PR	Soc.S. PR	N.Sci. PR	Overall PR
4.0	98	95	97	97	99
3.9	95	90	95	94	99
3.8	95	90	95	94	99
3.7	95	89	95	94	98
3.6	95	89	94	93	97
3.5	93	88	93	92	96
3.4	92	87	92	91	94
3.3	91	86	91	90	93
3.2	91	86	91	90	91
3.1	91	86	91	90	89
3.0	82	76	83	82	86
2.9	72	66	75	74	83
2.8	72	66	75	74	80
2.7	72	65	75	74	76
2.6	71	65	74	73	72
2.5	66	63	70	70	67
2.4	61	60	66	66	63
2.3	61	60	65	65	58
2.2	60	59	64	65	52
2.1	60	59	64	65	47
2.0	44	45	48	49	41
1.9	27	31	33	34	36
1.8	27	31	33	34	31
1.7	27	30	32	33	26
1.6	27	30	31	33	23
1.5	23	28	27	30	19
1.4	20	26	24	27	16
1.3	19	26	24	26	14
1.2	19	26	23	26	11
1.1	19	26	23	26	10
1.0	13	19	16	18	8
0.9	8	11	9	11	7
0.8	8	11	9	11	6
0.7	8	11	9	11	5
0.6	8	11	9	11	4
0.5	7	11	8	10	3
0.4	6	10	7	9	3
0.3	6	10	7	9	2
0.2	6	9	7	9	2
0.1	6	9	7	8	1
0.0	3	4	3	4	1
Mean	2.11	2.11	2.01	1.99	2.14
S.D.	0.95	1.13	0.98	1.04	0.79

Percent of Students in Various College GPA Categories

GPA Category	Eng.	Math.	Soc.S.	N.Sci.	Overall
A (3.5-4.0)	7	12	7	8	5
B (2.5-3.4)	29	26	25	24	30
C (1.5-2.4)	42	35	42	39	47
D (0.5-1.4)	15	16	18	19	15
F (0.0-0.4)	7	11	8	10	3
Number of Colleges	121	70	107	91	125
Number of Students	35,807	15,153	27,883	22,030	39,560

ALL REGIONS, LEVEL II

Table 10 Distribution and Percentile Ranks of Institutional Means of ACT Composite Scores

Mean ACT Comp.	Frequency	PR	Mean ACT Comp.
26.0			26.0
25.5			25.5
25.0			25.0
24.5			24.5
24.0	1	99	24.0
23.5	0	99	23.5
23.0	1	99	23.0
22.5	8	96	22.5
22.0	5	91	22.0
21.5	10	84	21.5
21.0	18	73	21.0
20.5	15	59	20.5
20.0	10	48	20.0
19.5	11	42	19.5
19.0	9	36	19.0
18.5	8	26	18.5
18.0	9	20	18.0
17.5	3	15	17.5
17.0	5	11	17.0
16.5	3	7	16.5
16.0	3	5	16.0
15.5	0	[illegible]	15.5
15.0	1	4	15.0
14.5	0	4	14.5
14.0	0	4	14.0
13.5	0	4	13.5
13.0	1	4	13.0
12.5	0	3	12.5
12.0	1	3	12.0
11.5	0	2	11.5
11.0	0	2	11.0
10.5	0	2	10.5
10.0	1	2	10.0
9.5	0	2	9.5
9.0	2	1	9.0
8.5			8.5
Mean	19.		Mean
Number of Colleges	125		Number of Colleges
Number of Students	39,985		Number of Students

ALL REGIONS, LEVEL II

Table 11 Distribution and Percentile Ranks of HSA Institutional Means

Mean HSA	Frequency	PR	Mean HSA
Above			Above
3.2	1	99	3.2
3.1	2	99	3.1
3.0	4	97	3.0
2.9	9	93	2.9
2.8	18	83	2.8
2.7	18	68	2.7
2.6	24	51	2.6
2.5	18	32	2.5
2.4	13	20	2.4
2.3	7	14	2.3
2.2	7	6	2.2
2.1	4	1	2.1
2 0			2.0
1.9			1.9
1.8			1.8
Below			Below
Mean	2.59		Mean
Number of Colleges	125		Number of Colleges
Number of Students	39,985		Number of Students

Table 12 Distribution and Percentile Ranks of Institutional Means of College GPA's

Mean College GPA	English F	English PR	Math. F	Math. PR	Soc. S. F	Soc. S. PR	N. Sci. F	N. Sci. PR	Overall F	Overall PR	Mean College GPA
Above 3.4											Above 3.4
3.3											3.3
3.2											3.2
3.1											3.1
3.0											3.0
2.9	1	99	1	99					0	99	2.9
2.8	2	98	1	96					1	99	2.8
2.7	0	98	1	96			0	99	3	98	2.7
2.6	1	97	3	94	1	99	3	99	1	97	2.6
2.5	12	93	7	89	6	97	1	97	11	94	2.5
2.4	14	80	5	79	9	89	5	95	16	83	2.4
2.3	14	71	8	68	6	82	7	84	17	70	2.3
2.2	20	55	8	57	16	74	8	79	31	52	2.2
2.1	20	36	12	43	22	56	23	60	14	31	2.1
2.0	13	26	8	30	16	38	16	42	18	18	2.0
1.9	8	17	7	18	11	24	6	27	8	6	1.9
1.8	8	10	5	10	10	15	8	21	0	4	1.8
1.7	1	6	3	1	4	8	8	9	4	2	1.7
1.6	1	5	1	1	4	4	2	4	0	1•	1.6
1.5	2	4			0	2	2	3	0	1	1.5
1.4	3	2			0	2	1	2	0	1	1.4
1.3	0	1			1	1	0	1	0	1	1.3
1.2	1	1			1	1	1	1	1	1	1.2
1.1											1.1
1.0											1.0
0.9											0.9
0.8											0.8
0.7											0.7
0.6											0.6
Below											Below
Mean	2.12		2.15		2.03		2.01		2.16		Mean
Number of Colleges	121		70		107		91		125		Number of Colleges
Number of Students	35,807		15,153		27,883		22,030		39,560		Number of Students

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33				99		99										33
32				97	99	98				99						32
31				96	98	97	99	99	99	98		99				31
30				95	98	96	97	97	97	96	99	97	99			30
29		99		93	97	95	94	94	94	93	97	95	98	99	99	29
28		98	99	91	96	93	91	90	90	90	95	92	97	98	97	28
27	99	97	98	87	94	90	86	85	86	85	91	88	94	96	95	27
26	98	93	96	83	91	87	82	81	81	78	86	82	91	92	91	26
25	96	89	92	77	88	82	76	75	75	72	81	76	86	88	87	25
24	92	82	87	72	85	78	70	68	69	66	74	70	79	82	81	24
23	88	74	82	67	81	74	65	63	64	60	69	64	73	75	74	23
22	83	66	75	61	76	68	59	57	58	54	63	58	65	68	66	22
21	77	57	67	55	71	63	52	49	51	49	58	53	58	60	59	21
20	69	48	59	50	66	58	46	43	45	43	51	47	50	51	51	20
19	60	39	50	45	62	53	40	37	39	37	44	40	42	43	43	19
18	51	30	41	39	55	47	34	32	33	32	39	35	35	36	35	18
17	41	23	33	32	48	39	29	27	28	28	33	30	28	29	29	17
16	34	18	26	26	41	33	24	23	23	23	28	26	22	23	23	16
15	28	15	22	20	33	26	20	19	20	19	23	21	17	18	18	15
14	23	11	17	15	26	21	17	16	17	15	18	17	13	14	14	14
13	18	9	14	12	21	16	14	14	14	12	14	13	10	11	10	13
12	14	7	11	9	16	12	12	12	12	10	11	11	8	8	8	12
11	11	6	9	6	13	9	9	9	9	7	9	8	6	6	6	11
10	9	4	7	5	10	7	7	7	7	5	6	6	4	4	4	10
9	6	3	5	4	7	6	5	6	6	4	4	4	3	3	3	9
8	5	2	4	3	5	4	4	5	4	3	3	3	2	2	2	8
7	3	2	3	2	4	3	3	3	3	2	2	2	1	1	1	7
6	2	1	2	2	3	2	2	2	2	1	1	1				6
5	2		1	1	2	1	2	2	2							5
4	1				1		1	1	1							4
3																3
2																2
1																1
Mean	17.4	19.7	18.5	20.1	17.6	18.9	20.1	20.3	20.2	20.7	19.5	20.1	19.7	19.4	19.6	
S.D.	4.9	4.8	5.0	6.1	6.0	6.2	6.3	6.3	6.3	6.1	5.8	6.0	5.0	4.9	5.0	

Number of Colleges 70

Number of Students (Men) 26,967 (Women) 24,745 (Total) 51,712

ALL REGIONS, LEVEL III

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	19	13	23	15	98
B	42	30	40	35	70
C	32	39	29	37	19
D	6	15	5	10	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.74	2.38	2.83	2.54	2.62
S.D.	.85	.95	.86	.89	.69

MEN

A	10	11	17	10	99
B	37	27	39	31	79
C	42	41	34	42	26
D	10	17	7	12	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.47	2.28	2.68	2.39	2.45
S.D.	.82	.95	.85	.87	.67

WOMEN

A	29	15	30	19	97
B	48	32	41	38	61
C	21	37	24	33	12
D	2	13	4	7	1
F	0	1	0	0	1
Not Taken	0	2	2	3	
Mean	3.04	2.49	2.98	2.71	2.81
S.D.	.77	.94	.84	.88	.66

Number of Colleges 70

Number of Students (Men) 24,961 (Women) 23,197 (Total) 48,158

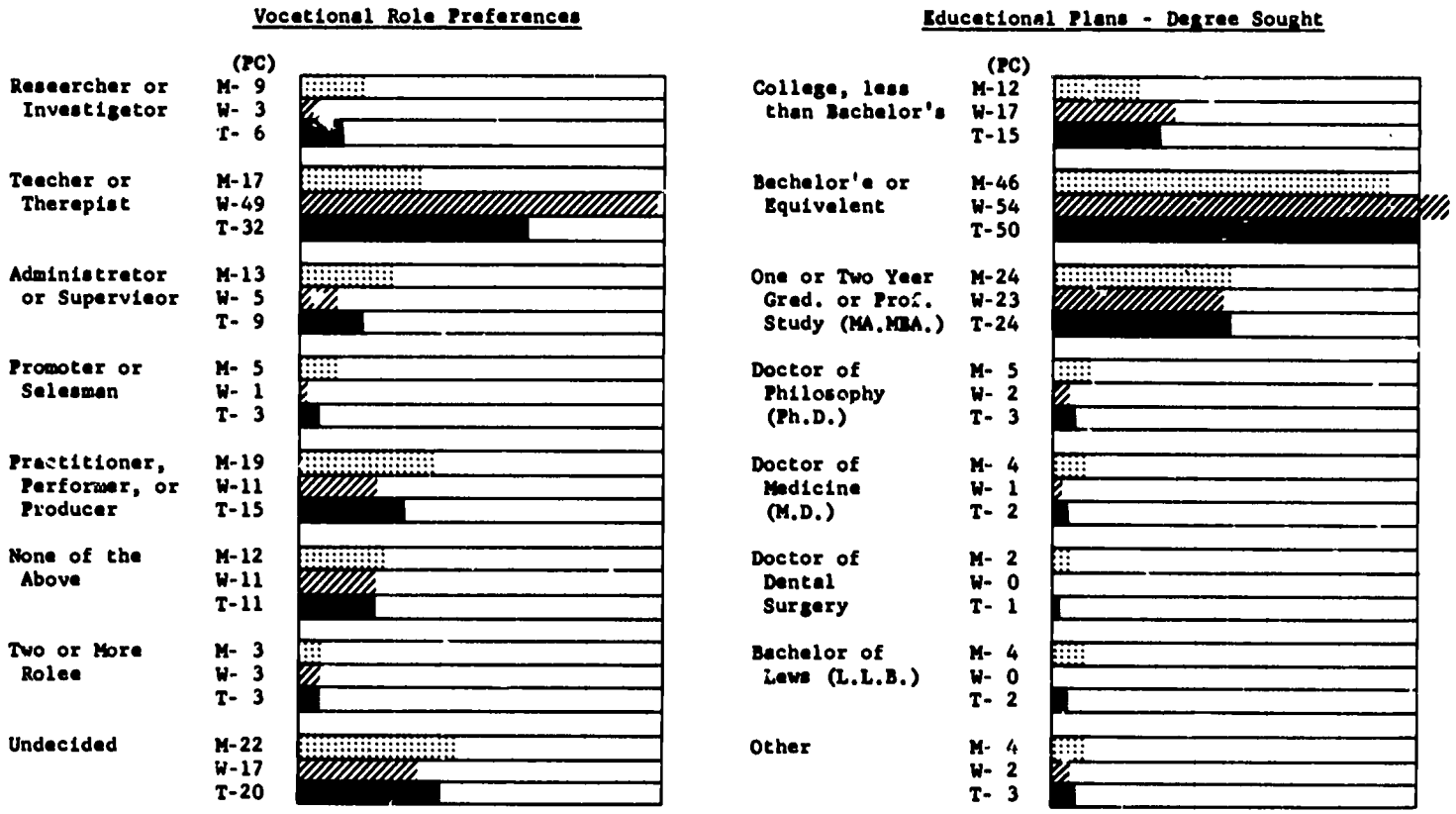
ALL REGIONS. LEVEL III

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	30	15	46
Administrative, Political, and Persuasive	10	14	5
Business and Finance	9	9	9
Scientific	7	10	4
Engineering, Agriculture, and Technology	9	17	0
Medical Fields	8	8	9
Arts and Humanities	10	8	13
Other	1	1	1
Undecided	16	19	13
Vocational Choices			
Social, Religious, and Educational Fields	29	14	44
Administrative, Political, and Persuasive	8	11	4
Business and Finance	7	7	7
Scientific	4	5	2
Engineering, Agriculture, and Technology	7	14	0
Medical Fields	9	8	9
Arts and Humanities	7	6	7
Housewife	1	0	2
Other	7	7	6
Undecided	23	28	18

Number of Colleges 70
Number of Students (Men) 25,971 (Women) 24,209 (Total) 50,180

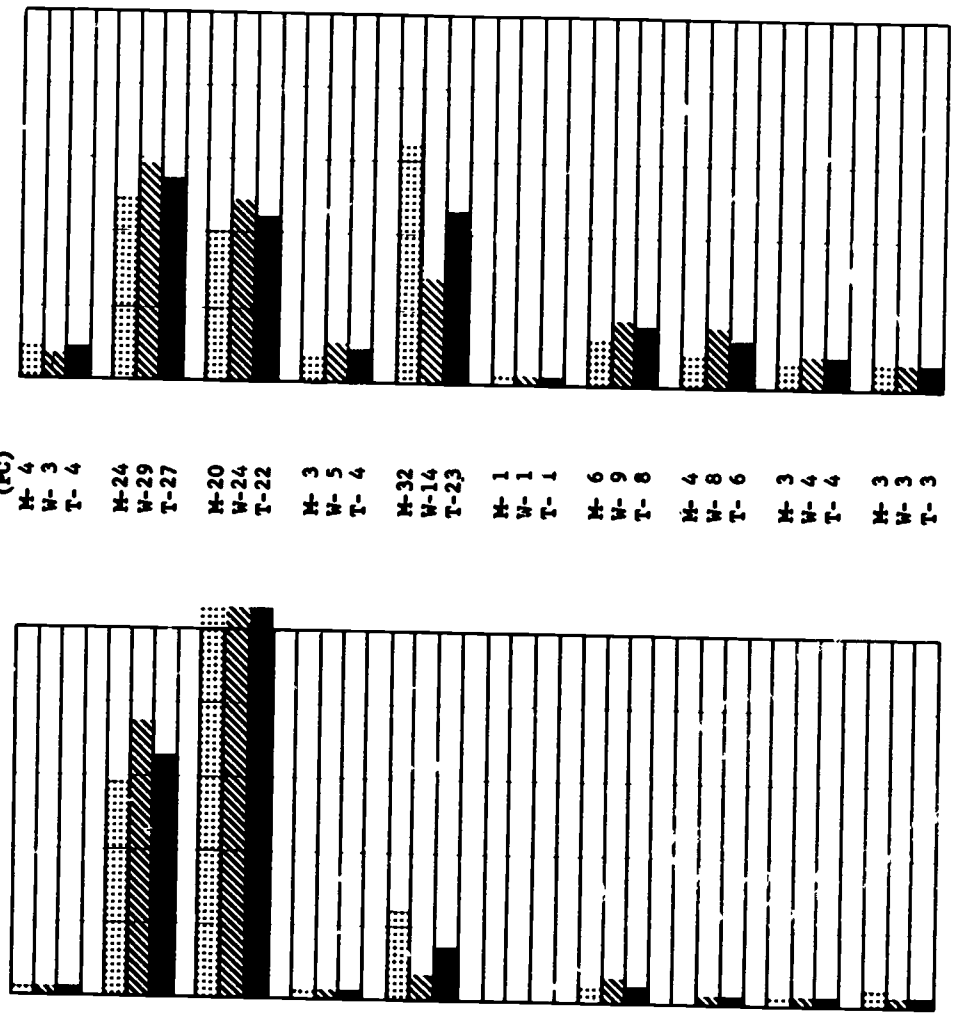
Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 70
Number of Students (Men) 25,131 (Women) 23,363 (Total) 48,494

ALL REGIONS, LEVEL III

Table 5 Two Most Important Goals in Attending College



	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 3 T- 4
To Develop Mind and Intellectual Abilities	M-29 W-37 T-33	M-24 W-29 T-27
To Secure Vocational or Professional Training	M-53 W-53 T-53	M-20 W-24 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 5 T- 4
To Earn A Higher Income	M-12 W- 3 T- 7	M-32 W-14 T-23
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W- 9 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 8 T- 6
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 4
None of These	M- 2 W- 1 T- 1	M- 3 W- 3 T- 3
Number of Colleges	70	
Number of Students	(Men) 25,568	(Women) 24,032 (Total) 49,600

ALL REGIONS, LEVEL III

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	40	35	44
Good Faculty	61	59	63
High Scholastic Standing	60	54	65
PRACTICALITY			
Location	55	52	59
Low Cost	39	39	38
Close to Home	41	40	41
ADVICE OF OTHERS			
Advice of Parents	36	31	41
Advice of High School Teachers	24	24	24
Advice of H.S. or Coll. Couns.	31	30	32
SOCIAL EMPHASIS			
Social Opportunities	38	37	39
Fraternity or Sorority	6	6	7
Good Athletic Program	17	24	9
Size	32	27	37

Number of Colleges 70
Number of Students (Men) 26,967 (Women) 24,745 (Total) 51,712

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	88	87	90
Out of State	12	13	10

Number of Colleges 70
Number of Students (Men) 26,967 (Women) 24,745 (Total) 51,712

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	58	74	62	23	56	49
	1-2	30	19	30	36	22	33
	3 or more	12	7	8	41	22	18
Women	0	71	69	42	15	32	37
	1-2	22	23	43	37	33	40
	3 or more	7	8	15	48	35	23
Total	0	65	72	52	19	44	43
	1-2	26	21	36	36	28	36
	3 or more	9	7	12	45	28	21

Number of Colleges 70

Number of Students (Men) 18,404 (Women) 18,224 (Total) 36,628

Table 9 Percentile Ranks of College Grade Point Averages for Four Subject Fields and Overall

GPA	Eng. PR	Math. PR	Soc.S. PR	N.Sci. PR	Overall PR
4.0	98	95	98	97	99
3.9	96	91	95	94	99
3.8	96	91	95	94	99
3.7	96	91	95	94	98
3.6	96	90	95	94	98
3.5	94	90	94	93	97
3.4	93	89	93	92	96
3.3	93	88	93	91	94
3.2	93	88	92	91	92
3.1	93	88	92	91	90
3.0	83	79	84	83	88
2.9	73	70	77	76	85
2.8	73	70	77	75	82
2.7	73	69	76	75	79
2.6	73	69	75	74	75
2.5	69	67	72	72	70
2.4	65	66	69	69	66
2.3	65	65	68	68	61
2.2	64	65	67	67	56
2.1	64	65	67	67	51
2.0	46	50	51	52	44
1.9	29	36	35	38	39
1.8	29	36	35	37	34
1.7	29	36	34	37	29
1.6	28	35	33	36	25
1.5	25	33	31	33	22
1.4	23	32	28	30	19
1.3	22	32	27	29	16
1.2	22	31	26	29	14
1.1	22	31	26	29	12
1.0	16	23	19	21	9
0.9	10	16	11	13	8
0.8	10	15	11	13	6
0.7	10	15	11	13	5
0.6	10	15	11	13	5
0.5	9	14	10	12	4
0.4	8	13	9	11	3
0.3	8	13	8	11	3
0.2	8	13	8	10	2
0.1	7	12	8	10	2
0.0	4	6	4	5	1
Mean	2.03	1.96	1.94	1.91	2.07
S.D.	0.97	1.17	1.00	1.06	0.80

Percent of Students in Various College GPA Categories

GPA Category	Eng.	Math.	Soc.S.	N.Sci.	Overall
A (3.5-4.0)	6	10	6	7	3
B (2.5-3.4)	27	23	23	22	29
C (1.5-2.4)	43	34	41	39	47
D (0.5-1.4)	15	19	20	20	17
F (0.^ 0.4)	9	14	10	12	4
Number of Colleges	84	68	75	74	87
Number of Students	46,811	19,747	32,338	28,697	53,463

ALL REGIONS, LEVEL III

Table 10 Distribution and Percentile Ranks of Institutional Means of ACT Composite Scores

Mean ACT Comp.	Frequency	P[illegible]	Mean ACT Comp.
26.0	1	99	26.0
25.5	0	99	25.5
25.0	1	99	25.0
24.5	0	98	24.5
24.0	1	98	24.0
23.5	3	97	23.5
23.0	4	91	23.0
22.5	5	83	22.5
22.0	2	82	22.0
21.5	4	78	21.5
21.0	6	74	21.0
20.5	10	63	20.5
20.0	7	55	20.0
19.5	9	44	19.5
19.0	7	33	19.0
18.5	6	28	18.5
18.0	6	22	18.0
17.5	7	12	17.5
17.0	3	6	17.0
16.5	2	5	16.5
16.0	1	3	16.0
15.5	0	2	15.5
15.0	0	2	15.0
14.5	0	2	14.5
14.0	0	2	14.0
13.5	0	2	13.5
13.0	0	2	13.0
12.5	0	2	12.5
12.0	0	2	12.0
11.5	1	2	11.5
11.0	0	1	11.0
10.5	1	1	10.5
10.0			10.0
9.5			9.5
9.0			9.0
8.5			8.5

Mean	19.79	Mean
Number of Colleges	87	Number of Colleges
Number of Students	53,908	Number of Students

ALL REGIONS, LEVEL III

Table 11 Distribution and Percentile Ranks of HSA Institutional Means

Mean HSA	Frequency	PR	Mean HSA
Above			Above
3.2			3.2
3.1	2	99	3.1
3.0	6	97	3.0
2.9	11	87	2.9
2.8	11	72	2.8
2.7	17	57	2.7
2.6	15	39	2.6
2.5	13	21	2.5
2.4	7	9	2.4
2.3	2	5	2.3
2.2	3	2	2.2
2.1	0	1	2.1
2.0			2.0
1.9			1.9
1.8			1.8
Below			Below

Mean	2.65	Mean
Number of Colleges	87	Number of Colleges
Number of Students	53,908	Number of Students

Table 12 Distribution and Percentile Ranks of Institutional Means of College GPA's

Mean College GPA	English F	English PR	Math. F	Math. PR	Soc. S. F	Soc. S. PR	N. Sci. F	N. Sci. PR	Overall F	Overall PR	Mean College GPA
Above											Above
3.4											3.4
3.3											3.3
3.2											3.2
3.1											3.1
3.0											3.0
2.9					1	99					2.9
2.8					0	99					2.8
2.7	1	99			0	99					2.7
2.6	3	98			1	99	1	99	2	99	2.6
2.5	5	90	1	99	1	97	1	97	1	98	2.5
2.4	3	87	6	95	0	96	0	97	5	96	2.4
2.3	6	83	7	86	6	95	5	95	15	84	2.3
2.2	23	67	10	76	4	84	14	86	15	70	2.2
2.1	12	45	9	60	12	74	8	65	21	44	2.1
2.0	15	27	10	45	17	54	9	53	11	22	2.0
1.9	2	19	8	33	16	31	10	43	7	15	1.9
1.8	6	11	2	25	7	19	12	30	4	9	1.8
1.7	1	5	5	19	2	13	4	16	2	5	1.7
1.6	1	8	4	12	4	5	3	14	0	5	1.6
1.5	1	6	4	5	0	5	4	7	1	3	1.5
1.4	2	5	0	3	0	5	1	3	1	2	1.4
1.3	0	4	0	3	2	5	0	3	0	2	1.3
1.2	0	4	0	3	0	3	0	3	2	2	1.2
1.1	1	2	2	3	0	3	1	1	0	1	1.1
1.0	2	2	0	1	2	1	1	1			1.0
0.9	0	1									0.9
0.8											0.8
0.7											0.7
0.6											0.6
Below											Below
Mean	2.05		1.98		1.95		1.93		2.07		
Number of Colleges	84		68		75		74		87		Number of Colleges
Number of Students	46,811		19,747		32,338		28,697		53,463		Number of Students

ALL REGIONS, LEVEL IV

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	
36							36
35							35
34							34
33							33
32			99				32
31			97	99		99	31
30			94	97	99	98	30
29			90	94	97	96	29
28			85	90	94	92	28
27			78	83	90	86	27
26			70	76	84	80	26
25			63	68	77	72	25
24			55	59	69	64	24
23			49	50	61	55	23
22			43	42	52	46	22
21			38	34	44	38	21
20			32	27	36	31	20
19			26	21	28	24	19
18			22	16	22	18	18
17			18	12	16	14	17
16			14	8	12	10	16
15			11	6	8	7	15
14			8	4	5	5	14
13			6	3	4	3	13
12			4	2	2	2	12
11			3	1	1	1	11
10			2				10
9			2				9
8			1				8
7							7
6							6
5							5
4							4
3							3
2							2
1							1
Mean	23.3	21.3	22.4	22.6	21.5	22.1	
S.D.	5.4	5.4	5.5	4.4	4.4	4.5	
Number of Colleges				(Total) 80,826			
Number of Students			36,862				

SS	Eng. Test			Math. Test			Soc. S. Test			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36										36
35				99		99				35
34				97	99	98				34
33				95	98	97				33
32				92	97	94	99	99	99	32
31				89	96	92	96	97	96	31
30				85	95	90	92	94	93	30
29			99	81	93	86	87	89	88	29
28	99	98	97	77	91	83	80	82	81	28
27	97	93	95	70	87	78	73	75	74	27
26	94	88	91	62	83	72	66	69	67	26
25	89	80	85	55	78	65	59	62	60	25
24	83	72	78	48	73	59	51	54	53	24
23	77	63	70	43	69	54	45	48	47	23
22	68	53	62	37	63	48	39	42	40	22
21	60	44	52	31	56	42	32	34	33	21
20	51	35	44	26	51	37	26	29	27	20
19	41	27	35	23	46	33	21	23	22	19
18	32	19	26	18	40	28	17	19	18	18
17	24	14	20	14	32	22	13	15	14	17
16	19	10	15	10	26	17	10	12	11	16
15	14	7	11	7	21	13	8	9	9	15
14	11	5	8	5	16	10	7	7	7	14
13	8	4	6	4	12	7	5	6	5	13
12	6	3	4	3	9	5	4	4	4	12
11	4	2	3	2	6	4	3	3	3	11
10	3	1	2	1	4	3	2	2	2	10
9	2		1		3	2	1	2	1	9
8	1				2	1		1		8
7					1					7
6										6
5										5
4										4
3										3
2										2
1										1
Mean	19.7	21.3	20.4	23.7	20.0	22.1	23.1	22.7	22.9	
S.D.	4.4	4.2	4.4	5.8	6.0	6.2	5.4	5.5	5.4	
Number of Colleges	38			(Men) 43,964			(Women) 36,862			
Number of Students										

ALL REGIONS, LEVEL IV

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	23	18	30	19	97
B	45	33	41	37	62
C	27	34	24	33	14
D	4	13	4	9	1
F	0	1	0	1	1
Not Taken	0	1	2	2	
Mean	2.87	2.55	2.98	2.67	2.77
S.D.	.82	.97	.84	.91	.68

MEN

A	16	18	26	17	98
B	43	32	41	35	67
C	35	34	26	35	18
D	6	13	4	10	1
F	0	1	0	1	1
Not Taken	0	1	2	2	
Mean	2.68	2.52	2.91	2.59	2.67
S.D.	.82	.98	.85	.92	.69

WOMEN

A	32	18	34	21	97
B	48	34	41	39	56
C	18	35	21	31	10
D	2	12	3	7	1
F	0	1	0	0	1
Not Taken	0	1	1	2	
Mean	3.11	2.58	3.07	2.76	2.88
S.D.	.75	.95	.83	.88	.65

Number of Colleges 38

Number of Students (Men) 44,124 (Women) 35,517 (Total) 79,641

ALL REGIONS, LEVEL IV

Table 3 Educational Majors and Vocational Choices

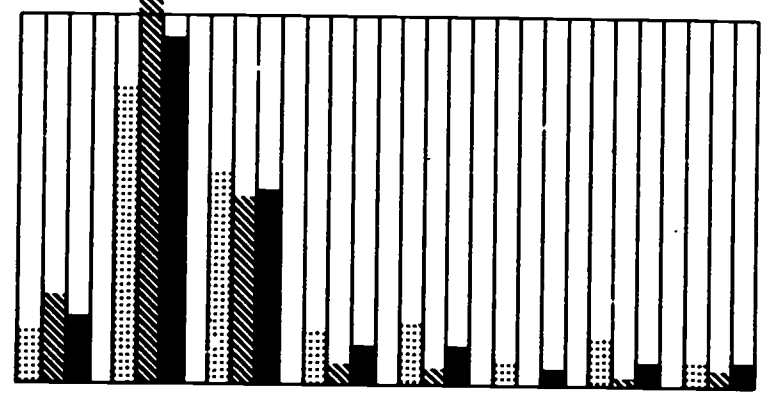
	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	21	7	38
Administrative, Political, and Persuasive	10	14	5
Business and Finance	6	7	5
Scientific	9	11	6
Engineering, Agriculture, and Technology	14	24	0
Medical Fields	14	13	16
Arts and Humanities	11	8	15
Other	1	1	1
Undecided	14	15	13
Vocational Choices			
Social, Religious, and Educational Fields	20	7	37
Administrative, Political, and Persuasive	9	12	5
Business and Finance	5	6	4
Scientific	5	7	3
Engineering, Agriculture, and Technology	11	20	0
Medical Fields	14	12	16
Arts and Humanities	7	6	8
Housewife	1	0	2
Other	7	7	7
Undecided	21	23	18

Number of Colleges 38
Number of Students (Men) 45,263 (Women) 36,473 (Total) 81,736

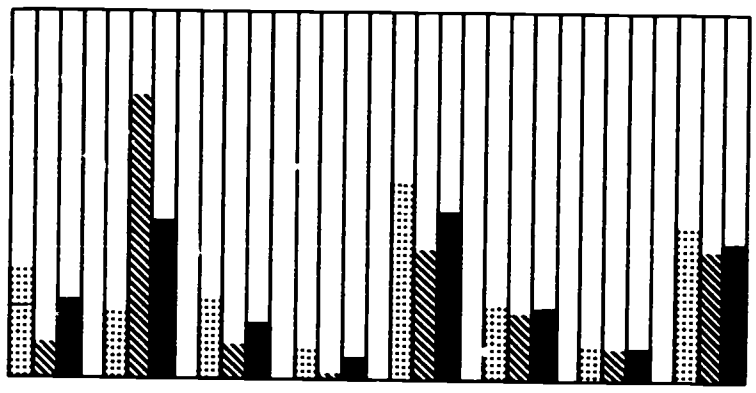
ALL REGIONS, LEVEL IV

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought

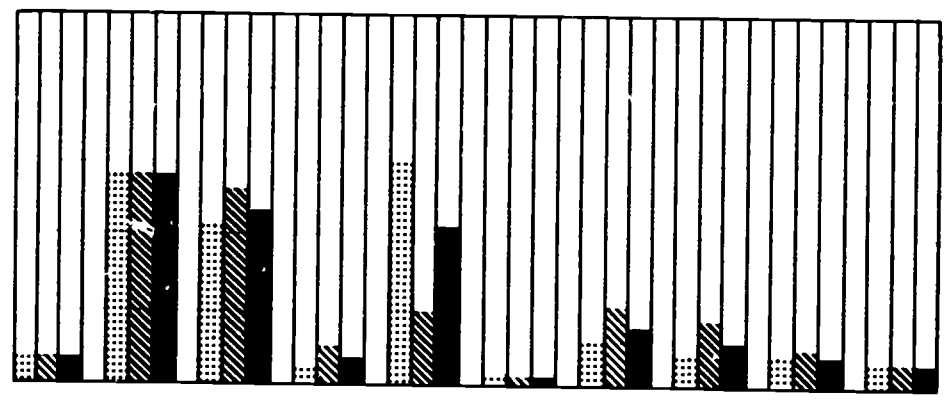


Vocational Role Preference



ALL REGIONS, LEVEL IV

Table 5 Two Most Important Goals in Attending College



	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-42 T-36	M-28 W-28 T-28
To Secure Vocational or Professional Training	M-55 W-49 T-53	M-21 W-26 T-23
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 5 T- 3
To Earn A Higher Income	M- 9 W- 2 T- 6	M-30 W-10 T-21
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- [illegible] W- 3 T- 2	M- 6 W-11 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 9 T- 6
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 5 T- 4
None of These	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
Number of Colleges	38	
Number of Students	(Men) 44,965 (Women) 36,276	(Total) 81,241

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Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	46	42	51
Good Faculty	68	66	70
High Scholastic Standing	68	65	73
PRACTICALITY			
Location	54	51	58
Low Cost	35	35	35
Close to Home	36	36	36
ADVICE OF OTHERS			
Advice of Parents	37	32	42
Advice of High School Teachers	22	23	21
Advice of H.S. or Coll. Couns.	32	33	32
SOCIAL EMPHASIS			
Social Opportunities	40	37	43
Fraternity or Sorority	8	7	9
Good Athletic Program	15	20	8
Size	22	19	27

Number of Colleges 38
Number of Students (Men) 45,964 (Women) 36,862 (Total) 82,826

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	83	84	82
Out of State	17	16	18

Number of Colleges 38
Number of Students (Men) 45,964 (Women) 36,862 (Total) 82,826

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	50	75	57	21	53	50
	1-2	33	19	33	37	23	33
	3 or more	17	6	10	42	24	17
Women	0	66	65	38	14	32	37
	1-2	26	26	45	36	35	41
	3 or more	8	9	17	50	33	22
Total	0	57	70	48	18	44	44
	1-2	30	22	38	37	28	37
	3 or more	13	8	14	45	28	19

Number of Colleges 38

Number of Students (Men) 34,118 (Women) 28,510 (Total) 62,628

Table 9 Percentile Ranks of College Grade Point Averages for Four Subject Fields and Overall

GPA	Eng. PR	Math. PR	Soc.S. PR	N.Sci. PR	Overall PR
4.0	98	96	97	97	99
3.9	96	91	95	94	99
3.8	96	91	95	94	99
3.7	96	91	94	94	98
3.6	96	90	94	93	98
3.5	95	89	93	92	96
3.4	94	88	92	91	95
3.3	94	87	92	90	94
3.2	93	87	91	90	92
3.1	93	86	91	90	89
3.0	84	78	83	82	87
2.9	76	70	76	74	84
2.8	76	70	75	74	81
2.7	75	69	74	73	77
2.6	74	68	72	72	73
2.5	71	66	70	70	69
2.4	68	64	67	67	64
2.3	66	63	66	66	59
2.2	65	62	64	65	54
2.1	64	61	63	65	49
2.0	47	49	48	51	43
1.9	30	37	34	37	38
1.8	30	37	33	36	33
1.7	29	36	31	35	29
1.6	27	35	[illegible]	34	25
1.5	25	33	[illegible]	32	21
1.4	23	31	25	29	17
1.3	23	30	24	28	15
1.2	22	29	23	28	12
1.1	22	29	23	27	10
1.0	16	22	16	20	8
0.9	10	15	9	12	7
0.8	10	15	9	12	6
0.7	10	14	8	12	5
0.6	10	14	8	12	4
0.5	9	13	7	11	3
0.4	8	12	6	10	2
0.3	7	12	6	10	2
0.2	7	12	6	9	2
0.1	6	12	6	9	1
0.0	3	6	3	5	1
Mean	2.00	1.99	2.02	1.96	2.11
S.D.	0.95	1.16	0.97	1.06	0.78

Percent of Students in Various College GPA Categories

GPA Category	Eng.	Math.	Soc.S.	N.Sci.	Overall
A (3.5-4.0)	5	11	7	8	4
B (2.5-3.4)	25	24	24	23	29
C (1.5-2.4)	46	33	43	38	48
D (0.5-1.4)	15	19	19	20	16
F (0.0-0.4)	9	13	7	11	3
Number of Colleges	48	43	43	46	53
Number of Students	51,056	24,289	36,253	36,922	67,490

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Table 10 Distribution and Percentile Ranks of Institutional Means of ACT Composite Scores

Mean ACT Comp.	Frequency	PR	Mean ACT Comp.
26.0			26.0
25.5			25.5
25.0	1	98	25.0
24.5	2	96	24.5
24.0	0	93	24.0
23.5	1	92	23.5
23.0	3	88	23.0
22.5	7	76	22.5
22.0	10	59	22.0
21.5	3	42	21.5
21.0	8	27	21.0
20.5	2	19	20.5
20.0	2	16	20.0
19.5	1	11	19.5
19.0	2	10	19.0
18.5	0	7	18.5
18.0	3	1	18.0
17.5			17.5
17.0			17.0
16.5			16.5
16.0			16.0
15.5			15.5
15.0			15.0
14.5			14.5
14.0			14.0
13.5			13.5
13.0			13.0
12.5			12.5
12.0			12.0
11.5			11.5
11.0			11.0
10.5			10.5
10.0			10.0
9.5			9.5
9.0			9.0
8.5			8.5
Mean	21.73		Mean
Number of Colleges	45		Number of Colleges
Number of Students	67,737		Number of Students

ALL REGIONS, LEVEL IV

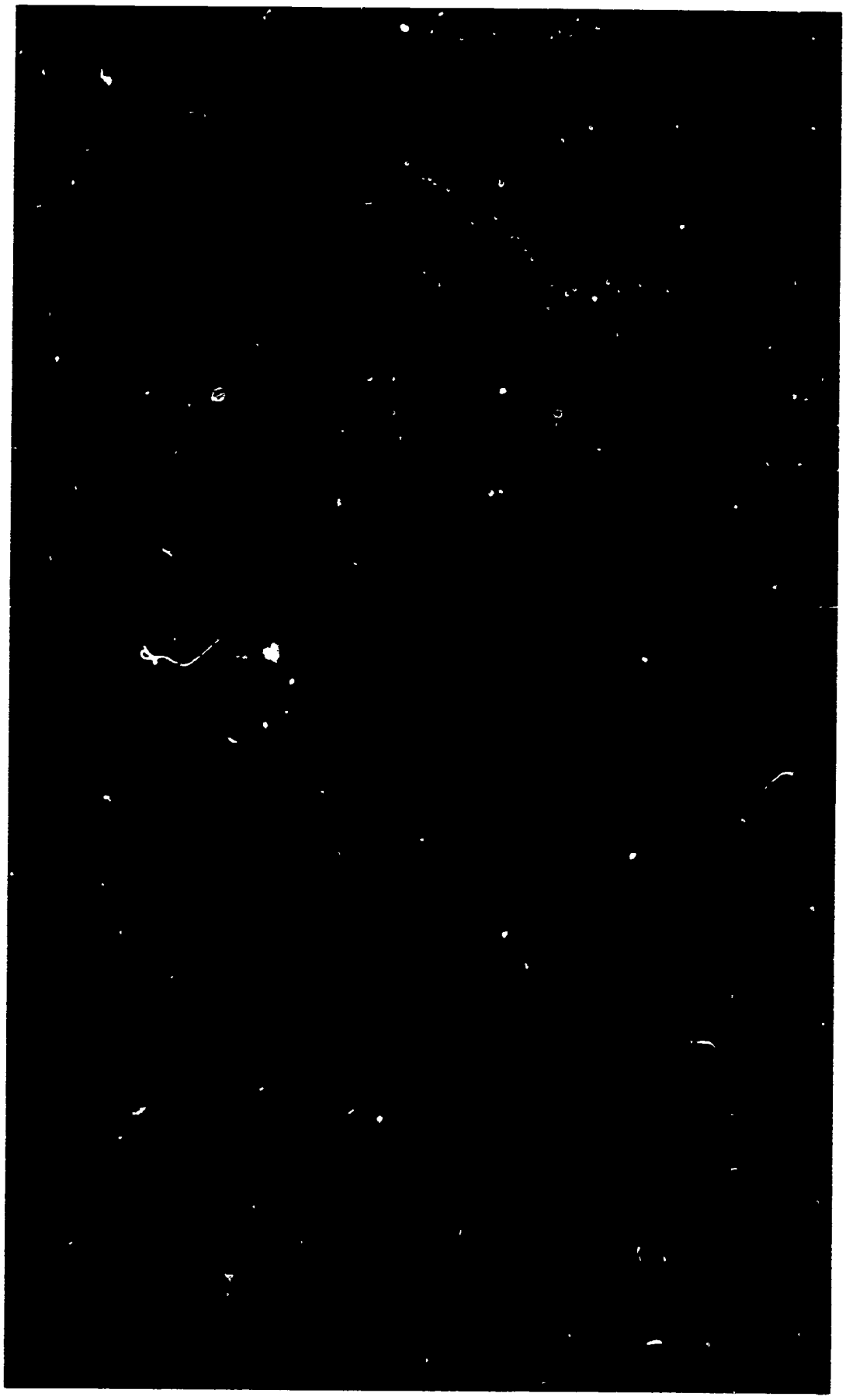
Table 11 Distribution and Percentile Ranks of HSA Institutional Means

Mean HSA	Frequency	PR	Mean HSA
Above			Above
3.2		99	3.2
3.1	1	98	3.1
3.0	6	96	3.0
2.9	5	83	2.9
2.8	11	59	2.8
2.7	13	41	2.7
2.6	5	18	2.6
2.5	2	7	2.5
2.4	2	1	2.4
2.3			2.3
2.2			2.2
2.1			2.1
2.0			2.0
1.9			1.9
1.8			1.8
Below			Below
Mean	2.77		Mean
Number of Colleges	45		Number of Colleges
Number of Students	67,737		Number of Students

ALL REGIONS, LEVEL IV

Table 12 Distribution and Percentile Ranks of Institutional Means of College GPA's

Mean College GPA	English F	English PR	Math. F	Math. PR	Soc. S. F	Soc. S. PR	N. Sci. F	N. Sci. PR	Overall F	Overall PR	Mean College GPA
Above 3.4											Above 3.4
3.3											3.3
3.2											3.2
3.1											3.1
3.0					0	99					3.0
2.9	1	99			1	97					2.9
2.8	0	97			0	97	0	99			2.8
2.7	0	97			0	97	1	97			2.7
2.6	0	97	0	99	1	97	0	97	1	99	2.6
2.5	1	97	1	97	0	94	1	97	0	98	2.5
2.4	0	95	3	91	3	91	0	95	3	96	2.4
2.3	6	89	0	89	3	84	1	95	6	82	2.3
2.2	8	69	7	79	5	71	5	91	10	69	2.2
2.1	4	52	3	67	7	56	3	79	8	46	2.1
2.0	4	41	5	56	4	37	4	70	9	23	2.0
1.9	9	31	7	43	6	29	14	46	7	10	1.9
1.8	2	16	6	19	1	11	3	21	0	2	1.8
1.7	4	7	1	7	2	11	3	12	0	2	1.7
1.6	0	2	0	6	1	6	1	8	0	2	1.6
1.5	0	2	1	3	1	1	1	3	0	2	1.5
1.4	0	2	1	1			1	1	0	2	1.4
1.3	0	2							0	2	1.3
1.2	0	2							1	2	1.2
1.1	0	2							0	1	1.1
1.0	0	2									1.0
0.9	0	2									0.9
0.8	0	2									0.8
0.7	0	2									0.7
0.6	0	2									0.6
Below	1	1									Below
Mean	2.01		1.99		2.03		1.96		2.11		Mean
Number of Colleges	40		35		35		38		45		Number of Colleges
Number of Students	51,056		24,289		36,253		36,922		67,490		Number of Students



Part III
Regional Variations in College Students

Overview

Because generalizations are often made about colleges and universities in various regions of the United States, both educators and the lay public must believe there are consistent and discernible similarities and differences within these regional groupings. A study of student characteristics by college location should help identify whatever differences do exist.

The assignment of states to particular regions is necessarily somewhat arbitrary. We have used six common region designations: West Coast, Rocky Mountain-Great Plains, Southwest, Midwest, Southern, and Northeast. The states assigned to each region are found in Part I.

Sample

Each college and university included in this study was assigned to a region based on its location. The distribution of institutions by region is given below together with the distribution of all colleges listed by the U. S. Office of Education.

Chart 13. Distribution of Colleges by Region

Region	Total Number of Colleges*		Number of Colleges in this Sample	
	Number	% of Total	Number	% of Total
West	254	12	30	8
R. Mt.	145	7	75	19
S. West	149	7	77	19
M. West	521	24	115	29
South	436	20	56	14
N. East	655	30	45	11
All Regions	2160	100	398	100

*As listed in the *Education Directory, 1964-65. Part 3, Higher Education.*

The most notable deviations in the ACT sample distribution are the over-representation of institutions in the Rocky Mountain-Great Plains and Southwestern regions and the under-representation of institutions in the Northeast.

It is also important to know the distribution of the levels of institutions within each of the regions. The comparative figures are given below.

Chart 14. Distribution of Levels of Institutions within Regions

Level	West		R. Mt.		S. West		M. West		South		N. East		Total		National	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
I 2-year	15	50	19	25	26	34	31	27	13	23	14	31	118	30	656	30
II 4-year	3	10	21	28	17	22	34	30	17	30	16	36	108	27	801	37
III 5-year	8	27	11	15	21	27	16	14	11	20	3	7	70	18	464	21
IV – Ph.D-granting	2	7	8	11	8	10	12	10	5	9	3	7	38	10	224	10
All Levels	30	100	75	100	77	100	115	100	56	100	45	100	398	100	2168	100

It is apparent that in the West Coast ACT sample two-year colleges are somewhat over-represented and four-year (Level II) institutions are under-represented. In the Northeast sample, five-year (Level III) and Ph.D.-granting (Level IV) institutions are under-represented. The data for these two regions, therefore, should be interpreted with these deviations in mind.

In addition to providing data for all institutions in a particular region, we prepared tables for the four levels within each region whenever that level contained five or more institutions with a total of 1,000 or more students. To avoid erroneous interpretations based on small samples, tables were not developed for the West Coast, Levels II and IV, and the Northeast, Levels III and IV.

This section summarizes differences among the six regions in academic potentials, goals, and achievements. The data presented here are taken from the extensive tables developed for this study and included in this publication.

Differences in Academic Potentials

Consistent differences in academic potentials among levels were apparent in the data presented in the preceding section. The following charts present comparable data among geographical regions.

Chart 15. Mean ACT Scores* by Geographical Region

Region	Eng.	Math.	Soc. S.	N. Sci.	Comp.
West	18.2	18.7	20.7	20.3	19.6
R. Mt.	18.7	19.8	20.8	20.9	20.2
S. West	17.7	17.7	19.1	19.2	18.6
M. West	19.8	21.4	22.3	21.9	21.5
South	18.4	19.2	19.7	19.7	19.4
N. East	18.3	19.4	20.6	19.9	19.7
All Regions	18.7	19.7	20.8	20.6	20.1

*Results for the four ACT tests are reported in standard scores with a mean of approximately 20 and a standard deviation of about 5 for college-bound students. The Composite score is an average of the four area test scores.

Chart 16. Mean High School Grades* by Geographical Region					
Region	Eng.	Math.	Soc. S.	N. Sci.	HSA
West	2.63	2.25	2.71	2.45	2.51
R. Mt.	2.70	2.41	2.76	2.54	2.60
S. West	2.71	2.39	2.82	2.55	2.60
M. West	2.72	2.38	2.82	2.51	2.62
South	2.71	2.42	2.84	2.55	2.63
N. East	2.58	2.30	2.69	2.38	2.48
All Regions	2.69	2.37	2.79	2.51	2.59

These charts do suggest differences among regions in academic potentials. However, these differences seem due more to the level of the institutions represented in these regional samples than to actual differences in the academic potentials of students from particular parts of the country. For example, the high school grades reported by students in West Coast and Northeast institutions are lower than in other regions. We know, however, that students in Level I (two-year) institutions tend to have lower high school grades than students enrolled in other level institutions. Since Level I institutions are over-represented in the West Coast region they have a disproportionate weight in the average for the region, thus producing lower mean high school grades. Similarly, the under-representation of Level IV institutions, which tend to have higher average grades, has probably contributed heavily to producing a lower mean grade for the Northeast region. It is inappropriate, therefore, to generalize about differences in academic potentials among *all* regions. However, the data do indicate that students in the South score lower, in general, on a standardized achievement measure, and Midwest students score higher.

The most important aspect of the regional academic potential data, however, is the varying relationship between the two measures – ACT scores and High School grades – among the six regions. Students in the South tend to receive higher grades compared to achievement test scores, and Northeast students tend to receive lower grades compared to ACT scores. Among regions, the Northeast ranks third on ACT scores but sixth on High School grades, whereas the South ranks fifth on ACT scores but first on High School grades. This may reflect regional differences both in experience with standardized achievement tests and in strictness or leniency in high school grading practices. Since most col-

*At the time they take the ACT test battery, students are asked to report their last high school grade prior to their senior year in four areas: English, Mathematics, Social Studies, and Natural Sciences. The grades reported as A, B, C, D, or F are converted to a four-point scale. The High School Average is simply the average of the grades reported.

leges and universities base their admissions decisions partly on both high school grade records and achievement test scores, such regional differences should be taken into account.

Differences in Educational Goals

Students may also be described in terms of their educational goals. Do students attending college in different regions of the country differ in the goals they set for their educational experience? Measures of educational major, degree sought, goals in attending college, factors in choosing a college, and in-state/out-of-state status are included in the Student Profile Section, a part of the ACT battery, and the regional distributions which follow.

Enrolled students' choices of educational majors are summarized for the various regions in Chart 17.

Chart 17. Educational Majors of Enrolled Students in Different Geographical Regions

Major Field	West	R. Mt.	S. West	M. West	South	N. East	Total
Social, Rel., Ed.	20	23	25	24	22	28	24
Adm., Pol., Pers.	11	8	11	9	12	11	10
Business	10	9	10	9	9	8	9
Scientific	7	7	6	8	7	9	7
Engr., Ag.	12	13	11	12	13	11	12
Medical	11	11	10	12	11	11	11
Arts	11	10	10	9	8	9	9
Other	3	2	2	2	1	1	2
Undecided	17	18	16	15	17	13	16

Generally, there is very little difference among regions in the distribution of major fields selected by their students. The greatest proportion in each region select social, religious, and educational majors with the next largest group undecided about their major. There are, however, several interesting regional highlights. A higher proportion of students in the Northeast select scientific majors. This is especially noteworthy in light of the distribution by level findings presented earlier. The proportion of science majors tends to be highest in Level IV institutions. Since this level is under-represented in our Northeast sample, we would expect the proportion of science majors to be lower in this sample rather than higher. Also, compared to other regions, the Northeast has a lower proportion of students who are undecided about their college major field, whereas the Rocky Mountain-Great Plains region has a slightly higher proportion of undecided.

Our data suggest that students in the various regions distribute themselves very similarly among the major field groupings. The various

regions should, therefore, probably proportion their academic offerings in very similar ways in order to meet the needs of their respective students.

A regional comparison of highest degrees sought by enrolled students is presented in Chart 18.

Chart 18. Degrees Sought by Enrolled Students in Different Geographical Regions

Highest Degree Sought	West	R. Mt.	S. West	M. West	South	N. East	Total
College, Less than Bachelor's	21	18	17	14	16	13	16
Bachelor's	42	48	49	49	47	48	48
Master's	24	20	21	24	21	26	23
Ph.D., M.D., D.D.S.	7	7	7	9	10	8	8
L.L.B.	2	2	2	2	4	2	2
Other	4	4	4	3	3	3	3

The most surprising finding in the comparison of degree aspirations is the distribution in the Northeast. Despite an over-representation in Level I, proportionally fewer students aspire to less than the bachelor's degree and more aspire to the master's degree than is true in other regions. A comparison of Level I tables for the various regions reveals an especially low proportion of Northeast males aspiring to less than the bachelor's degree. Perhaps this is a partial reflection of relatively less emphasis in this region on terminal junior college education as compared to other regions. In the West Coast sample, the higher proportion of students seeking less than the bachelor's degree probably reflects the over-representation of typical Level I institutions and the emphasis in the region, and especially in California, on junior college education.

Interestingly enough, the greatest regional variation occurs within the "less than bachelor's degree" segment, probably reflecting two factors: the rapid and radical changes occurring at this educational level and the increased emphasis in our society on obtaining some sort of training beyond high school. When these results are viewed along with Chart 4 in the previous section, which highlights the relatively higher proportion of "undecided" students at two-year institutions, the need for increased guidance efforts with this group of students is apparent. This is an important consideration both at the high school level and in two-year institutions.

Educational goals in attending college are summarized in Chart 19, for students enrolled in different geographical regions. These results summarize the most important goal indicated by the student.

Chart 19. Student Goal Indication by Region

Goal	West	R. Mt.	S. West	M. West	South	N. East	Total
Developing Mind	29	31	34	33	36	35	33
Voc'l. Training	55	55	51	54	50	51	53
Higher Income	8	8	9	6	8	7	7
Other	8	6	6	7	6	7	7

The rank order distributions within each region are very similar, with "vocational training" having the *highest proportion in each region* and with "higher income" and "other goals" being selected by small but similar proportions. West Coast and Rocky Mountain-Great Plains students place somewhat less emphasis on "developing the mind" and somewhat more on "vocational training," whereas the Northeast and South follow the reverse pattern. However, the deviations are rather small.

Chart 20 summarizes the students' considerations in choosing a college. Students rated each factor as "a major consideration," "a minor consideration," or "of no importance." This chart summarizes the "major consideration" responses.

Chart 20. Factors Considered in Choosing a College by Enrolled Students in Different Geographical Regions

Factors	West	R. Mt.	S. West	M. West	South	N. East	Total
Intellectual Emphasis							
Intellectual Atmosphere	33	41	39	43	43	42	41
Good Faculty	58	61	61	65	65	65	63
High Scholastic Standing	54	57	58	64	65	65	61
Practicability							
Location	62	53	55	55	54	57	55
Low Cost	48	39	39	42	34	45	41
Close to Home	54	39	44	41	41	46	43
Advice of Others							
Advice of Parents	32	37	37	37	40	38	37
Advice of H.S. Teachers	21	21	23	25	23	25	23
Advice of H.S. Coll. Couns.	30	28	29	37	30	38	33

Social Emphasis							
Social Opportunities	34	39	37	35	39	34	36
Fraternity or Sorority	5	6	7	6	9	6	6
Good Athletic Program	17	16	17	15	18	16	16
Size	24	25	29	26	22	25	26

In general, students in the various regions are distributed quite similarly in their selection of major factors. For all regions, the three factors rated as "major" most frequently were "good faculty," "high scholastic standing," and "location." The ranking among these three varies somewhat among regions, with a greater proportion of West Coast students giving major consideration to location. More students in this region also give major consideration to the factor "close to home" than is true in other regions.

Several other regional highlights are of interest. While students in the South give relatively more consideration to their parents' advice, West Coast students give relatively less. Students in the Midwest and Northeast give relatively more consideration to the advice of high school and college counselors, whereas fewer Rocky Mountain-Great Plains students seem to. Social opportunities are considered more important by students in the South and Rocky Mountain-Great Plains regions, and size is relatively more important to students in the Southwest. In general, students in all regions are most influenced by a combination of intellectual and practical considerations and the advice of parents and educational personnel. Students in the South give relatively more consideration to social factors. Students in the Northeast rate more factors as "major" whereas students in the Rocky Mountain-Great Plains region rate fewer factors as major considerations.

The differences among regions are not great enough to warrant any recommendations of different approaches to the college choice process. The results do, however, provide counselors with a more precise representation of students in particular regions for interpretive purposes.

Type of residence (in-state versus out-of-state) is summarized in Chart 21 for enrolled students in different regions.

Chart 21. Residence Status of Enrolled Students in Colleges in Different Geographical Regions

Residence	West	R. Mt.	S. West	M. West	South	N. East	Total
In-State	93	78	89	87	85	83	86
Out-of-State	7	22	11	13	15	18	14

Although the vast majority of students in all regions attend colleges in their home state, there are some interesting differences. The West Coast regional distribution reflects the typical two-year college pattern of very few out-of-state students. Although two-year college students are over-represented in our West Coast sample, the over-representation is not great enough to account for this pattern. It is apparently, in some part, a regional phenomenon. In addition, the out-of-state residence pattern in the Rocky Mountain-Great Plains region suggests definite regional differences.

When the patterns in Chart 21 are compared with the ratings of college choice considerations, the expected relationships appear. Many West Coast students give major consideration to "location" and "close to home," and the vast majority enroll in colleges in their home state. Students in the Rocky Mountain-Great Plains region give less consideration to these two factors in selecting a college, and a larger proportion are out-of-state students. The remaining regions also fit this pattern, with the exception of the Northeast. This deviation is not inconsistent, however, considering that the states in this region are generally small in area thus allowing a student to attend an institution in another state while still being close to home.

These data suggest that counselors in the various regions can expect differing needs for pre-college information about out-of-state institutions. Similarly, college personnel can estimate the relative effectiveness of efforts to develop either a diverse or a homogeneous student population by comparing their proportions of in-state and out-of-state students with the typical distribution for their particular region.

Differences in Educational Achievements

The non-academic (non-classroom) accomplishments reported for the high school years by students enrolled in various geographical regions are summarized below. Accomplishments in six areas are reported, being grouped into two relative degrees of achievement – one to two accomplishments and three or more accomplishments. The number reporting this degree of accomplishments is shown in percentages.

Chart 22. Non-Academic Accomplishment of Enrolled Students at Colleges and Universities in Different Geographical Locations

Area of Accomplishment	West	R. Mt.	S. West	M. West	South	N. East	Total
One or two accomplishments							
Science	22	25	25	28	30	31	27
Art	22	21	20	22	19	23	21
Writing	31	36	33	37	37	36	35
Leadership	35	36	36	38	36	38	37
Music	26	30	25	29	24	29	28

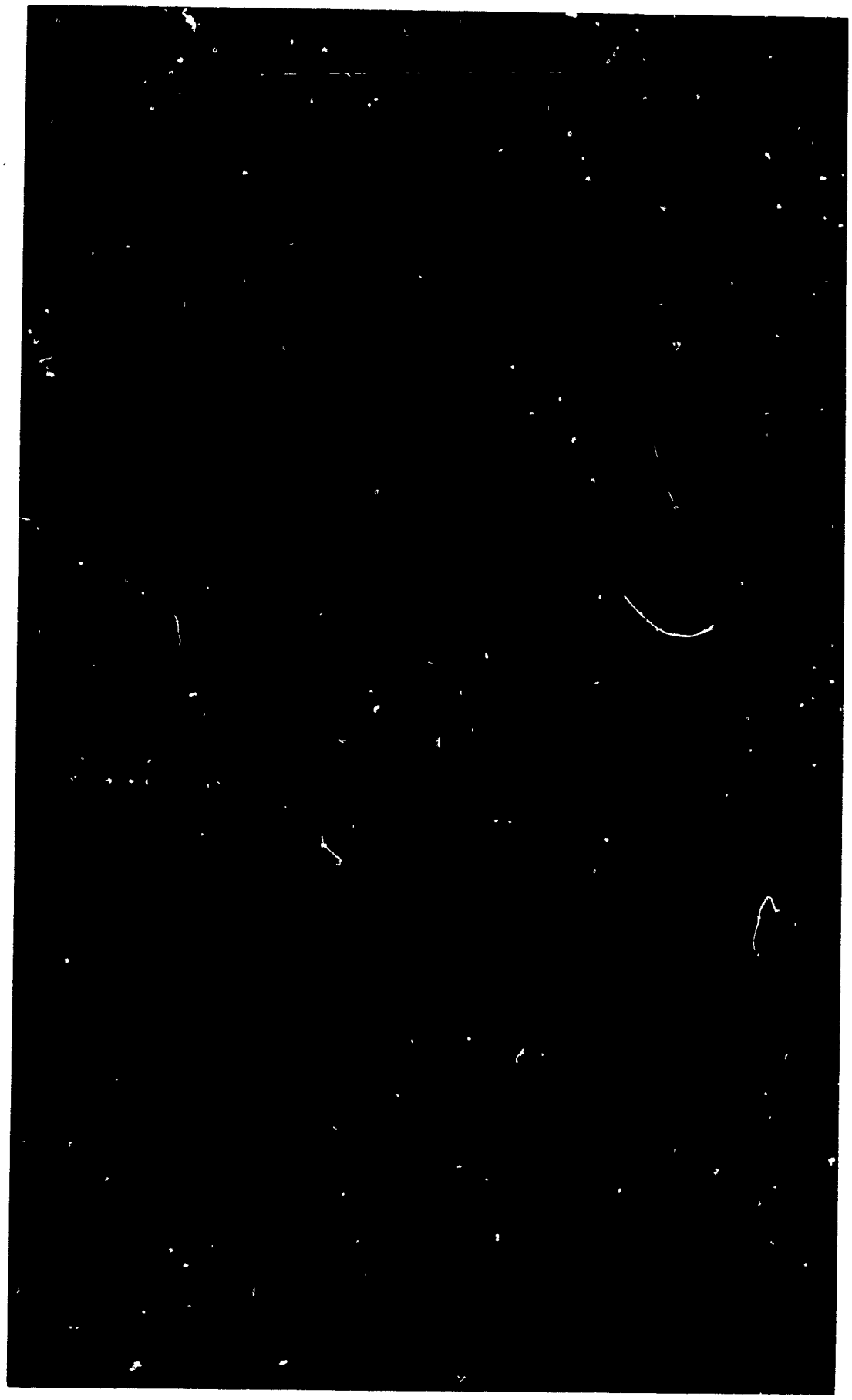
Dramatic Arts	30	38	33	36	36	37	35
Three or more accomplishments							
Science	8	9	10	11	14	11	11
Art	8	8	8	7	7	8	8
Writing	10	13	11	12	11	11	12
Leadership	35	43	42	41	45	40	41
Music	22	30	27	27	26	21	26
Dramatic Arts	15	23	20	18	20	16	19

In general, regardless of the geographical region, students report the most accomplishments in leadership and the least in art. Scientific accomplishments are also relatively rare. As was true for the four types of institutions, there is little regional difference in art accomplishments. The largest regional differences occur at the higher degree of leadership accomplishment – an average of 35 percent in the West Coast region and 45 percent in the South – and at the lower level of science achievement – an average of 22 percent in the West Coast region and 31 percent in the Northeast. There also is considerable regional difference in dramatic arts accomplishment with students enrolled in Rocky Mountain-Great Plains colleges having the greatest proportion with both "one to two" and "three or more" achievements.

Although the regional differences in non-academic accomplishment are not large they take on added meaning when they are compared to the regional distribution of choice of major field. For example, the higher average number of leadership accomplishments for students in the South is consistent with the higher proportion in the region who select Administrative, Political, and Persuasive majors. Similarly, the relatively higher proportion of science majors for Northeast students is consistent with higher average number of accomplishments reported in science.

Summary

We have presented a very compressed descriptive picture of the typical or "average" student enrolled at colleges and universities in six geographical regions. The various charts suggest that regional differences among institutions are much less apparent than are differences among four types of institutions across all regions. However, because some differences do appear and because the differences for related characteristics have fair consistency, we can reasonably assume that a more precise description is possible when the four types of institutions are further differentiated by geographical region. Thus, the tables in this report describing students by level (type of institution) within each region should provide more accurate information for comparative purposes.



Part IV

College Student Profiles by Region and Type of College

This section not only outlines the use of the following tables in order to understand the different groups of college students, but also serves to introduce the region by level tables. Because this publication is designed for several different groups with varying amounts of experience in data interpretation, we will outline in detail the relative ease with which the numerous tables can be used. The most efficient way to approach a large amount of unfamiliar data is to select a specific question and trace this example through the various tables. Various examples are given below. If the reader will turn to the appropriate tables as they are cited and confirm the numbers recorded in the example, he will begin to feel comfortable with the data and will then be able to use the tables to answer his own questions.

Step One. After reading Part I to get an overview of the type of information presented in the tables, decide whether you are interested primarily in a particular type of information (*e.g.*, science achievement, graduate work aspirations, major field choices) or information about a particular group of institutions (*e.g.*, junior colleges, Midwestern colleges and universities, four-year colleges in the South).

Step Two. Using the table of contents, select the tables which present the information you want. For example, science achievement information is reported in Tables 1, 2, and 8 of each group of tables (ACT Natural Science scores, high school natural science grades, and non-academic science achievements). Information about four-year colleges in the South is found in Tables 1-8 in the group of tables entitled: Norms for the ACT Assessment, Southern Region, Level II.

Step Three. Turn to the appropriate tables and select the information you want. It's helpful to prepare a simple chart and record the selected figures. Below is an example of non-academic achievement in art among male junior college students.

High School Art Achievement by Geographic Region for Enrolled Men in Junior Colleges

	West	R. Mt.	S. West	M. West	South	N. East	Total
No Ach.	72	72	76	76	80	70	74
1-2 Ach.	19	19	17	18	14	22	18
3 or more Ach.	9	9	7	6	6	8	8

These figures were taken from Table 8 for Level I institutions in each region and for Level I, all regions.

Step Four. Decide whether other information related to that already selected would provide a clearer picture. For example, to extend the illustration in Step Three, you might record the same information for junior college women, or for four-year college men. The proportions of junior college men choosing majors or vocations in the arts and humanities might also be recorded.

Step Five. Examine the data you have recorded for highlights and general patterns.

As you become familiar with the tables, you will find additional ways of combining pieces of information to develop fuller pictures. Below is an example of how these tables were used to construct a "profile" for John Jones, a student interested in attending a Midwest junior college.

Profile for John Jones

The percents and percentile ranks are taken from the various tables for Midwest Region, Level I.

Characteristic	Student Information	%ile Rank	(or) % like him
ACT Scores			
English	20	75	
Mathematics	27	89	
Social Studies	24	76	
Nat. Science	23	65	
Comp.	24	84	
H. S. Grades			
English	B		24
Mathematics	A		5
Soc. Studies	B		30
Nat. Science	B		21
Average	B	91	
Major	Business		15
Vocation	Business		9
Role	Performer		17
Degree Sought	BS		47
Goals (first)	Voc'l		55
(second)	Higher Income		37
Most impt. consid.	Low Cost		54
Non-Academic Ach.			
Science	0		63
Art	0		76
Writing	1		24
Leadership	3		27
Music	0		57
Drama	0		59

WEST COAST REGION, ALL LEVELS

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36										36
35										35
34										34
33				99		99				33
32				98	99	98				32
31				96	98	97				31
30				92	97	94	99	99	99	30
29				88	94	91	97	98	97	29
28				82	91	86	94	97	95	28
27				76	86	80	89	94	91	27
26				69	80	74	84	89	86	26
25				63	75	68	77	84	80	25
24				57	69	63	71	78	74	24
23				52	64	57	63	70	66	23
22				47	58	52	56	62	58	22
21				41	51	46	48	53	51	21
20				36	44	39	41	45	43	20
19				31	39	35	34	37	35	19
18				27	33	30	28	30	29	18
17				22	27	24	23	23	23	17
16				18	22	20	18	18	18	16
15				15	18	16	14	13	14	15
14				12	14	13	10	10	10	14
13				9	11	10	8	7	7	13
12				7	8	8	5	5	5	12
11				5	6	5	4	3	3	11
10				4	4	4	2	2	2	10
9				2	3	2	1	1	1	9
8				1	1	1				8
7										7
6										6
5										5
4										4
3										3
2										2
1										1
Mean	20.7	20.7	20.7	21.0	19.6	20.3	19.9	19.3	19.6	
S.D.	6.2	6.0	6.1	6.1	5.7	6.0	5.0	4.6	4.9	
Number of Colleges	97 (Total)		20,040							

SS	Eng. Test			Math. Test			SS
	Men	Women	Total	Men	Women	Total	
36							36
35							35
34							34
33				99		99	33
32				98		98	32
31				97		97	31
30				96		96	30
29				94	99	96	29
28				92	98	95	28
27				90	97	93	27
26	99		99	86	96	91	26
25	98	99	98	82	94	87	25
24	96	98	97	77	91	83	24
23	93	97	94	71	88	79	23
22	88	84	89	66	85	75	22
21	83	77	83	61	81	70	21
20	77	69	77	55	76	65	20
19	70	60	70	51	72	61	19
18	62	51	61	46	68	56	18
17	52	42	53	40	62	50	17
16	43	33	43	33	54	43	16
15	36	24	35	27	46	35	15
14	30	19	28	21	37	28	14
13	24	15	23	15	28	21	13
12	20	12	19	11	22	16	12
11	16	9	15	8	17	12	11
10	13	7	12	6	13	9	10
9	10	5	10	5	10	7	9
8	7	4	7	4	8	6	8
7	5	3	5	2	5	4	7
6	3	2	4	2	4	3	6
5	2	1	2	1	3	2	5
4	1		1		2	1	4
3					1		3
2							2
1							1
Mean	17.2	19.5	18.2	20.1	17.0	18.7	
S.D.	5.0	4.5	4.9	6.1	5.6	6.1	
Number of Colleges	30						
Number of Students	(Men)	10,943	(Women)	9,097	(Total)	20,040	

WEST COAST REGION, ALL LEVELS

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	15	9	18	12	99
B	41	27	40	33	77
C	36	43	34	40	22
D	7	17	7	11	1
F	0	2	0	1	1
Not Taken	1	2	1	4	
Mean	2.63	2.25	2.71	2.45	2.51
S.D.	.83	.92	.85	.87	.64

MEN

A	9	9	15	10	99
B	35	26	38	31	82
C	44	43	37	42	27
D	10	18	8	12	1
F	1	3	0	1	1
Not Taken	1	2	1	4	
Mean	2.41	2.21	2.61	2.38	2.40
S.D.	.81	.93	.85	.87	.63

WOMEN

A	22	10	22	14	99
B	48	28	43	35	72
C	27	43	29	38	16
D	3	15	5	9	1
F	0	1	0	1	1
Not Taken	1	2	1	4	
Mean	2.90	2.31	2.82	2.54	2.64
S.D.	.78	.90	.84	.87	.62

Number of Colleges 30

Number of Students (Men) 10,566 (Women) 8,845 (Total) 19,411

WEST COAST REGION, ALL LEVELS

Table 3 Educational Majors and Vocational Choices

Educational Majors

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	20	10	32
Administrative, Political, and Persuasive	11	15	5
Business and Finance	10	7	14
Scientific	7	9	4
Engineering, Agriculture, and Technology	12	22	1
Medical Fields	11	7	15
Arts and Humanities	11	9	13
Other	3	3	3
Undecided	17	18	15

Vocational Choices

Social, Religious, and Educational Fields	20	10	32
Administrative, Political, and Persuasive	8	12	4
Business and Finance	8	6	11
Scientific	3	5	1
Engineering, Agriculture, and Technology	10	17	0
Medical Fields	11	7	14
Arts and Humanities	7	1	6
Housewife	1	0	3
Other	10	10	9
Undecided	23	26	19

Number of Colleges 30
Number of Students (Men) 10,621 (Women) 8,908 (Total) 19,529

Table 4 Vocational Role Preferences and Educational Plans

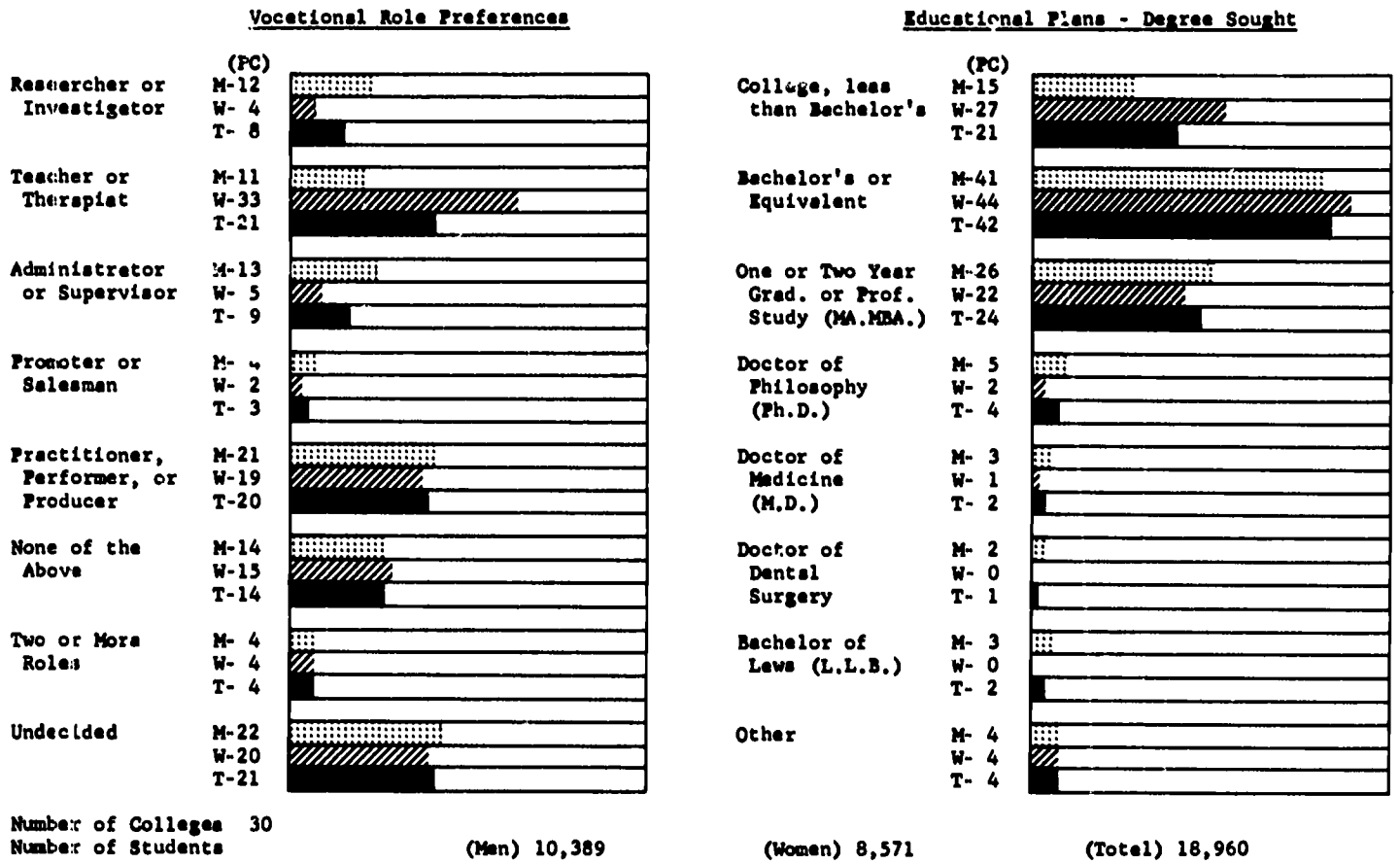
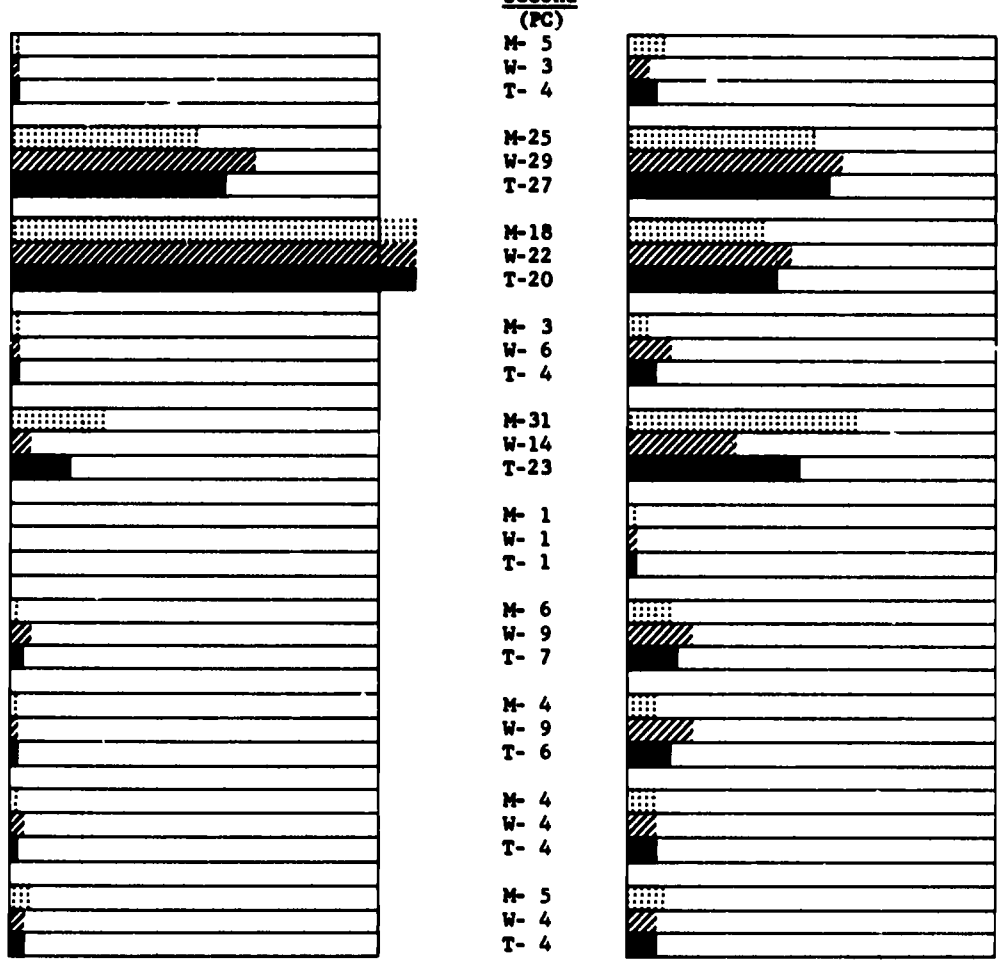


Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 5 W- 3 T- 4
To Develop Mind and Intellectual Abilities	M-25 W-33 T-29	M-25 W-29 T-27
To Secure Vocational or Professional Training	M-55 W-55 T-55	M-18 W-22 T-20
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 6 T- 4
To Earn A Higher Income	M-13 W- 3 T- 8	M-31 W-14 T-23
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 6 W- 9 T- 7
To Develop My Personality	M- 1 W- 1 T- 1	M- 4 W- 9 T- 6
To Develop A Satisfying Philosophy	M- 1 W- 2 T- 1	M- 4 W- 4 T- 4
None of These	M- 3 W- 2 T 2	M- 5 W- 4 T- 4



Number of Colleges 30
Number of Students (Men) 10,554 (Women) 8,874 (Total) 19,428

WEST COAST REGION, ALL LEVELS

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	33	29	37
Good Faculty	58	56	60
High Scholastic Standing	54	50	59
PRACTICALITY			
Location	62	59	65
Low Cost	48	50	46
Close to Home	54	52	56
ADVICE OF OTHERS			
Advice of Parents	32	27	39
Advice of High School Teachers	21	21	21
Advice of H.S. or Coll. Couns.	30	30	30
SOCIAL EMPHASIS			
Social Opportunities	34	34	35
Fraternity or Sorority	5	5	5
Good Athletic Program	17	24	9
Size	24	22	26

Number of Colleges 30
Number of Students (Men) 10,943 (Women) 9,097 (Total) 20,040

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	93	92	94
Out of State	7	8	7

Number of Colleges 30
Number of Students (Men) 10,943 (Women) 9,097 (Total) 20,040

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	63	72	67	34	59	61
	1-2	26	19	25	33	22	26
	3 or more	11	9	8	33	19	13
Women	0	77	67	49	25	44	49
	1-2	18	24	37	37	32	34
	3 or more	5	9	14	38	24	17
Total	0	70	70	59	30	52	55
	1-2	22	22	31	35	26	30
	3 or more	8	8	10	35	22	15

Number of Colleges 1,130

Number of Students (Men) 8,085 (Women) 6,964 (Total) 15,049

WEST COAST REGION, LEVEL I

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33																33
32				99												32
31				98		99										31
30				98		98										30
29				97		98										29
28				96	99	97										28
27		99		94	98	96										27
26	99	98	99	92	98	94										26
25	98	95	97	89	97	92										25
24	96	91	94	86	95	90										24
23	93	85	90	81	93	86										23
22	89	79	85	77	92	83										22
21	85	73	80	72	89	79										21
20	79	64	72	66	85	74										20
19	71	54	64	62	82	71										19
18	62	44	54	56	78	66										18
17	53	34	45	50	73	60										17
16	45	27	37	42	66	52										16
15	38	22	31	34	58	44										15
14	32	17	26	27	48	35										14
13	27	13	21	20	38	27										13
12	22	10	17	15	31	22										12
11	18	8	14	11	24	16										11
10	14	6	11	8	18	12										10
9	10	4	8	6	14	10										9
8	7	3	6	5	11	8										8
7	5	2	4	3	8	5										7
6	3	1	2	2	6	4										6
5	2		1	2	5	3										5
4	1			1	3	2										4
3					2	1										3
2					1											2
1																1
Mean	16.0	18.2	16.9	18.6	15.4	17.2	19.3	19.1	19.2	19.7	18.1	19.0	18.5	17.8	18.2	
S.D.	5.0	4.6	5.0	5.8	5.4	5.9	6.3	6.2	6.3	6.4	5.8	6.1	5.0	4.6	4.8	
Number of Colleges			15													
Number of Students			(Men) 7,267		(Women) 5,297											(Total) 12,564

WEST COAST REGION, LEVEL I

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	10	7	12	8	99
B	35	23	37	29	85
C	45	46	41	44	29
D	10	19	9	14	1
F	1	3	0	1	1
Not Taken	1	2	1	4	
Mean	2.43	2.12	2.52	2.30	2.35
S.D.	.82	.90	.83	.85	.61

MEN

A	5	6	10	6	99
B	29	22	35	28	89
C	51	46	44	46	35
D	14	20	10	15	2
F	1	3	1	1	1
Not Taken	1	2	1	4	
Mean	2.23	2.07	2.44	2.24	2.25
S.D.	.78	.89	.82	.84	.59

WOMEN

A	16	8	15	10	99
B	44	25	39	31	80
C	36	45	37	43	22
D	4	18	7	12	1
F	0	2	0	1	1
Not Taken	1	2	1	3	
Mean	2.71	2.20	2.63	2.39	2.49
S.D.	.78	.90	.84	.86	.61

Number of Colleges 15

Number of Students (Men) 6,992 (Women) 5,132 (Total) 12,124

WEST COAST REGION, LEVEL I

Table 3 Educational Majors and Vocational Choices

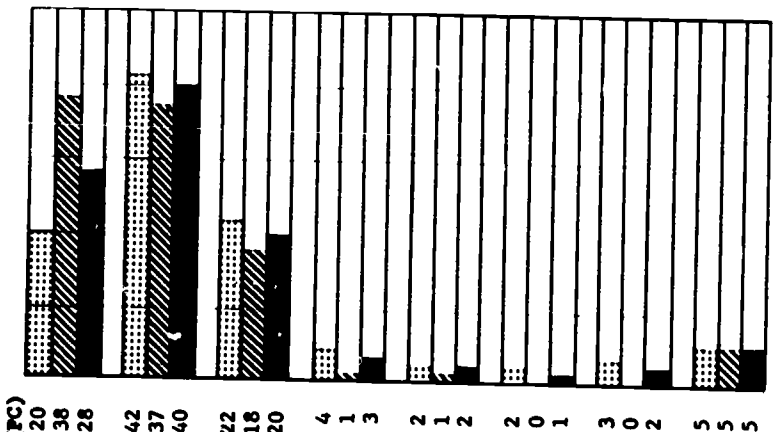
	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	17	10	27
Administrative, Political, and Persuasive	11	15	5
Business and Finance	13	8	20
Scientific	5	7	2
Engineering, Agriculture, and Technology	13	23	1
Medical Fields	10	6	15
Arts and Humanities	10	9	11
Other	4	4	4
Undecided	18	19	15
Vocational Choices			
Social, Religious, and Educational Fields	16	9	26
Administrative, Political and Persuasive	8	12	4
Business and Finance	10	6	15
Scientific	3	4	1
Engineering, Agriculture, and Technology	10	17	0
Medical Fields	9	5	14
Arts and Humanities	7	8	6
Housewife	2	0	3
Other	12	12	12
Undecided	24	27	19

Number of Colleges 15
Number of Students (Men) 7,064 (Women) 5,175 (Total) 12,239

WEST COAST REGION, LEVEL 1

Table 4 Vocational Role Preferences and Educational Plans

Vocational Role Preferences

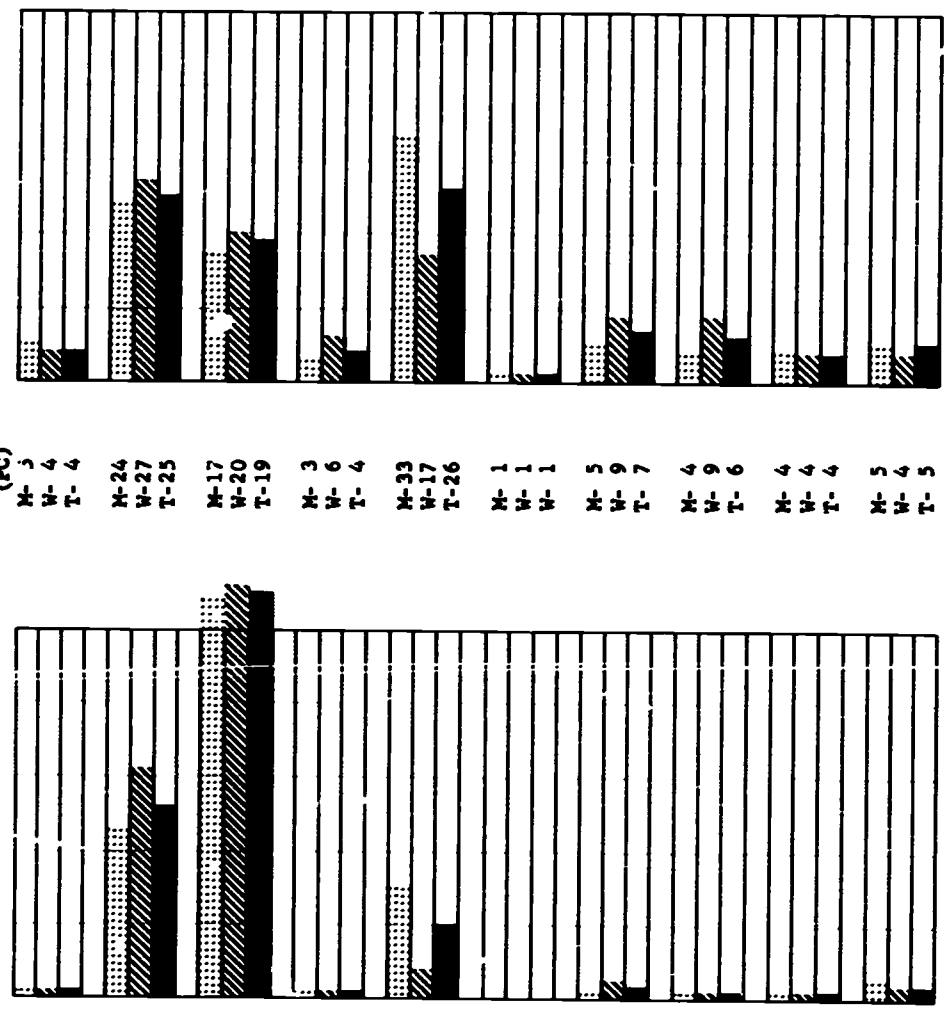


Educational Plans - Degree Sought

WEST COAST REGION, LEVEL I

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 3 W- 4 T- 4
To Develop Mind and Intellectual Abilities	M-23 W-31 T-26	M-24 W-27 T-25
To Secure Vocational or Professional Training	M-54 W-56 T-55	M-17 W-20 T-19
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 6 T- 4
To Earn A Higher Income	M-15 W- 4 T-10	M-33 W-17 T-26
To Develop Moral Standards	M- 0 W- 0 W- 0	M- 1 W- 1 W- 1
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 5 W- 9 T- 7
To Develope My Personality	M- 1 W- 1 T- 1	M- 4 W- 9 T- 6
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 4 T- 4
None of These	M- 3 W- 2 T- 2	M- 5 W- 4 T- 5
Number of Colleges	15	
Number of Students	(Men) 7,033	(Women) 5,156 (Total) 12,189



WEST COAST REGION, LEVEL I

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	29	25	33
Good Faculty	55	53	59
High Scholastic Standing	51	47	55
PRACTICALITY			
Location	60	58	64
Low Cost	53	54	52
Close to Home	56	53	59
ADVICE OF OTHERS			
Advice of Parents	32	26	39
Advice of High School Teachers	20	20	20
Advice of H.S. or Coll. Couns.	29	30	29
SOCIAL EMPHASIS			
Social Opportunities	34	33	34
Fraternity or Sorority	5	5	5
Good Athletic Program	19	25	10
Size	22	21	24

Number of Colleges 15
Number of Students (Men) 7,267 (Women) 5,297 (Total) 12,564

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	93	93	94
Out of State	7	7	6

Number of Colleges 15
Number of Students (Men) 7,267 (Women) 5,297 (Total) 12,564

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Arts (Percent)
Men	0	67	72	71	40	61	64
	1-2	23	19	21	32	21	25
	3 or more	10	9	8	28	18	11
Women	0	80	68	55	31	47	51
	1-2	16	24	34	36	30	33
	3 or more	4	8	11	33	23	16
Total	0	73	70	64	36	55	58
	1-2	20	21	27	34	25	28
	3 or more	7	9	9	30	20	14

Number of Colleges 15

Number of Students (Men) 5,336 (Women) 4,039 (Total) 9,375

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34				99		99										34
33				97		98				99						33
32				95	99	97	99	99	99	98		99				32
31				93	98	96	97	98	98	96	99	98				31
30				90	98	94	94	96	95	93	98	96	99		99	30
29		99	99	86	96	92	89	91	90	88	96	92	97	99	98	29
28	99	97	98	82	95	89	82	84	83	82	92	87	94	97	96	28
27	98	95	97	76	93	85	74	78	76	74	86	80	89	94	92	27
26	96	92	94	68	89	80	66	70	68	64	79	72	81	89	86	26
25	93	85	89	60	85	73	56	60	58	55	71	64	71	83	78	25
24	87	75	81	52	80	67	48	52	50	47	63	56	61	74	68	24
23	79	65	71	46	75	61	42	46	44	40	55	48	51	64	58	23
22	72	53	62	39	69	55	35	38	37	34	48	42	41	53	47	22
21	62	42	51	33	63	49	28	30	29	29	41	36	32	42	37	21
20	52	32	41	28	57	43	23	24	23	24	34	30	24	32	28	20
19	43	23	32	24	51	39	18	18	18	19	28	24	18	23	21	19
18	33	16	24	20	44	33	14	13	14	16	23	20	14	16	15	18
17	25	11	17	16	35	26	11	10	11		18	15	10	11	11	17
16	18	7	12	12	26	20	9	8	8		14	12	7	7	7	16
15	13	5	9	8	19	14	7	6	6	7	10	9	5	4	5	15
14	10	3	6	6	13	10	5	5	5	5	7	6	4	3	3	14
13	7	2	4	4	9	7	4	3	4	4	5	4	2	2	2	13
12	5	2	3	3	6	5	3	2	3	3	3	3	1	1	1	12
11	4	1	2	2	5	3	2	2	2	2	2	2				11
10	2		1	1	4	3	1	1	1	1	1	1				10
9	1				2	2										9
8					1	1										8
7																7
6																6
5																5
4																4
3																3
2																2
1																1
Mean	19.8	21.4	20.5	23.1	19.4	21.1	23.4	23.1	23.3	23.5	21.8	22.5	22.5	21.6	22.0	
S.D.	4.1	3.7	4.0	5.5	5.2	5.7	5.0	4.8	4.9	5.1	4.8	5.0	4.0	3.6	3.8	

Number of Colleges 8

Number of Students (Men) 2,257 (Women) 2,641 (Total) 4,898

WEST COAST REGION, LEVEL III

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	27	14	31	18	98
B	51	34	46	38	62
C	20	38	19	33	8
D	2	11	2	6	1
F	0	1	0	0	1
Not Taken	1	2	2	4	
Mean	3.04	2.51	3.06	2.71	2.83
S.D.	.74	.90	.78	.86	.57

MEN

A	18	14	28	17	99
B	51	35	45	36	67
C	28	37	22	36	10
D	3	12	3	7	1
F	0	1	0	1	1
Not Taken	1	2	2	4	
Mean	2.83	2.49	2.99	2.65	2.74
S.D.	.75	.92	.81	.87	.58

WOMEN

A	35	14	33	20	98
B	52	34	47	39	58
C	12	39	17	31	5
D	1	10	2	6	1
F	0	1	0	0	1
Not Taken	1	2	2	5	
Mean	3.21	2.52	3.13	2.75	2.91
S.D.	.68	.88	.75	.86	.55

Number of Colleges 8

Number of Students (Men) 2,185 (Women) 2,575 (Total) 4,760

WEST COAST REGION, LEVEL III

Table 3 Educational Majors and Vocational Choices

Educational Majors

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	25	10	38
Administrative, Political, and Persuasive	10	15	5
Business and Finance	5	6	5
Scientific	9	13	5
Engineering, Agriculture, and Technology	8	17	0
Medical Fields	14	12	16
Arts and Humanities	13	9	16
Other	1	1	1
Undecided	16	18	15

Vocational Choices

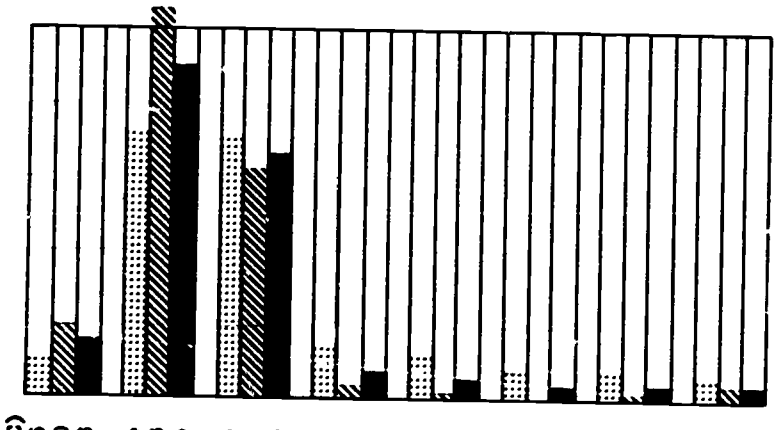
Social, Religious, and Educational Fields	27	12	40
Administrative, Political, and Persuasive	7	12	3
Business and Finance	5	6	4
Scientific	4	6	2
Engineering, Agriculture, and Technology	6	14	0
Medical Fields	14	12	16
Arts and Humanities	7	7	8
Housewife	1	0	1
Other	5	5	6
Undecided	22	25	19

Number of Colleges 8
Number of Students (Men) 2,196 (Women) 2,593 (Total) 4,789

WEST COAST REGION, LEVEL III

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preferences

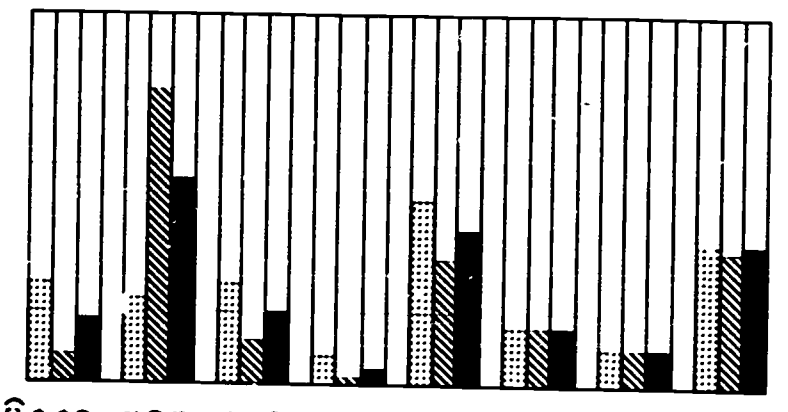


Table 5 Two Most Important Goals in Attending College

	First (PC)		Second (PC)	
To Learn How To Enjoy Life	M- 1		M- 4	
	W- 1		W- 3	
	T- 1		T- 4	
To Develop Mind and Intellectual Abilities	M-29		M-28	
	W-36		W-31	
	T-33		T-30	
To Secure Vocational or Professional Training	M-55		M-20	
	W-54		W-25	
	T-55		T-23	
To Make A Desirable Marriage	M- 1		M- 2	
	W- 1		W- 5	
	T- 1		T- 4	
To Earn A Higher Income	M- 8		M-27	
	W- 1		W- 9	
	T- 5		T-17	
To Develop Moral Standards	M- 0		M- 1	
	W- 0		W- 0	
	T- 0		T- 1	
To Become A Cultured Person	M- 1		M- 6	
	W- 3		W-10	
	T- 2		T- 8	
To Develop My Personality	M- 0		M- 4	
	W- 1		W- 8	
	T- 1		T- 6	
To Develop A Satisfying Philosophy	M- 2		M- 5	
	W- 2		W- 5	
	T- 2		T- 5	
None of These	M- 2		M- 3	
	W- 1		W- 3	
	T- 2		T- 3	
Number of Colleges	8			
Number of Students		(Men) 2,178		(Women) 2,587
				(Total) 4,765

WEST COAST REGION, LEVEL III

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	40	38	43
Good Faculty	63	62	63
High Scholastic Standing	62	57	66
PRACTICALITY			
Location	65	62	67
Low Cost	40	43	37
Close to Home	49	48	50
ADVICE OF OTHERS			
Advice of Parents	33	28	38
Advice of High School Teachers	23	24	23
Advice of H.S. or Coll. Couns.	31	31	32
SOCIAL EMPHASIS			
Social Opportunities	36	35	37
Fraternity or Sorority	5	5	
Good Athletic Program	13	21	
Size	27	25	

Number of Colleges 8
Number of Students (Men) 2,257 (Women) 2,641 (Total) 4,898

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	95	93	96
Out of State	6	7	4

Number of Colleges 8
Number of Students (Men) 2,257 (Women) 2,641 (Total) 4,898

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements						
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	56	72	57	25	55	55
	1-2	32	20	33	35	24	29
	3 or more	12	8	10	40	21	16
Women	0	73	67	40	16	41	47
	1-2	21	25	43	37	33	34
	3 or more	6	8	17	47	26	19
Total	0	65	69	48	20	48	51
	1-2	26	23	38	36	29	32
	3 or more	9	8	14	44	23	17

Number of Colleges 18

Number of Students (Men) 1,735 (Women) 2,068 (Total) 3,803

MOUNTAIN-PLAINS REGION, ALL LEVELS

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35															
34						99									
33						98									
32						97				99		99			
31				99		96	99	99	99	98	99	98	99	99	99
30				98	99	94	98	98	98	96	98	96	98	98	98
29		99		97	98	92	96	96	96	93	96	93	96	96	96
28		98	99	95	97	90	93	93	93	88	93	88	93	93	93
27	99	96	97	92	96	87	88	88	88	84	88	83	88	88	88
26	97	92	95	89	95	83	84	83	83	79	83	78	83	83	83
25	95	87	91	86	92	77	79	78	78	73	78	72	79	78	79
24	91	80	86	82	89	72	73	72	73	67	72	66	73	72	72
23	87	72	81	79	86	66	67	66	66	62	66	60	66	66	66
22	81	64	74	74	82	61	62	60	60	56	60	54	61	61	61
21	75	55	66	69	79	55	56	54	54	49	54	46	55	54	55
20	67	46	58	64	74	50	49	46	46	43	46	40	47	46	47
19	59	37	49	60	69	45	43	40	40	36	40	34	41	40	41
18	49	28	40	53	63	40	36	34	34	31	34	28	35	34	35
17	40	21	32	46	58	34	31	28	28	26	28	23	30	28	30
16	33	16	26	39	48	28	26	23	23	22	23	19	25	23	25
15	27	12	21	31	43	22	22	19	19	18	19	15	21	19	21
14	22	9	16	24	36	17	18	15	15	15	15	12	17	15	17
13	17	7	13	19	29	13	13	10	10	12	10	10	14	12	14
12	14	5	10	14	23	9	10	8	8	9	8	8	11	10	11
11	11	4	8	10	18	7	8	6	7	7	6	6	9	8	9
10	8	3	6	7	13	5	6	4	5	5	4	4	7	6	7
9	6	2	4	4	10	3	4	3	4	3	3	3	5	4	5
8	4	1	3	3	7	2	3	2	3	2	2	2	4	3	4
7	3		2	2	5	1	2	2	2	2	2	2	3	2	3
6	2		1	1	3		2	1	2	1	1	1	2	2	2
5	1				2		1		1			1	1	1	1
4					1										
3															
2															
1															
Mean	17.6	20.2	18.7	21.0	18.1	19.8	20.7	21.1	20.8	21.5	20.3	20.9	20.3	20.0	20.2
S.D.	4.9	4.4	4.9	6.3	6.0	6.3	6.2	5.8	6.0	6.0	5.6	5.9	5.0	4.6	4.9
Number of Colleges			75												
Number of Students						(Men) 19,491			(Women) 14,746			(Total) 34,237			

MOUNTAIN-PLAINS REGION, ALL LEVELS

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	19	14	22	15	98
B	39	30	38	33	70
C	34	38	32	37	22
D	7	15	7	10	1
F	0	1	0	1	1
Not Taken	1	2	1	4	
Mean	2.70	2.41	2.76	2.54	2.60
S.D.	.87	.96	.88	.90	.71

MEN

A	11	12	17	12	98
B	34	27	36	31	77
C	43	39	37	41	28
D	11	18	8	13	1
F	0	2	0	1	1
Not Taken	1	2	2	4	
Mean	2.44	2.31	2.63	2.41	2.45
S.D.	.84	.97	.87	.89	.70

WOMEN

A	30	16	28	19	97
B	46	33	40	37	61
C	22	36	26	33	13
D	3	12	4	7	1
F	0	1	0	0	1
Not Taken	0	2	1	4	
Mean	3.02	2.53	2.93	2.70	2.80
S.D.	.79	.93	.86	.88	.68

Number of Colleges 75

Number of Students (Men) 18,582 (Women) 14,335 (Total) 32,917

MOUNTAIN-PLAINS REGION, ALL LEVELS

Table 3 Educational Majors and Vocational Choices

Educational Majors

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	23	12	38
Administrative, Political, and Persuasive	8	11	4
Business and Finance	9	8	11
Scientific	7	9	3
Engineering, Agriculture, and Technology	13	23	0
Medical Fields	11	8	15
Arts and Humanities	10	7	13
Other	2	2	2
Undecided	18	20	15

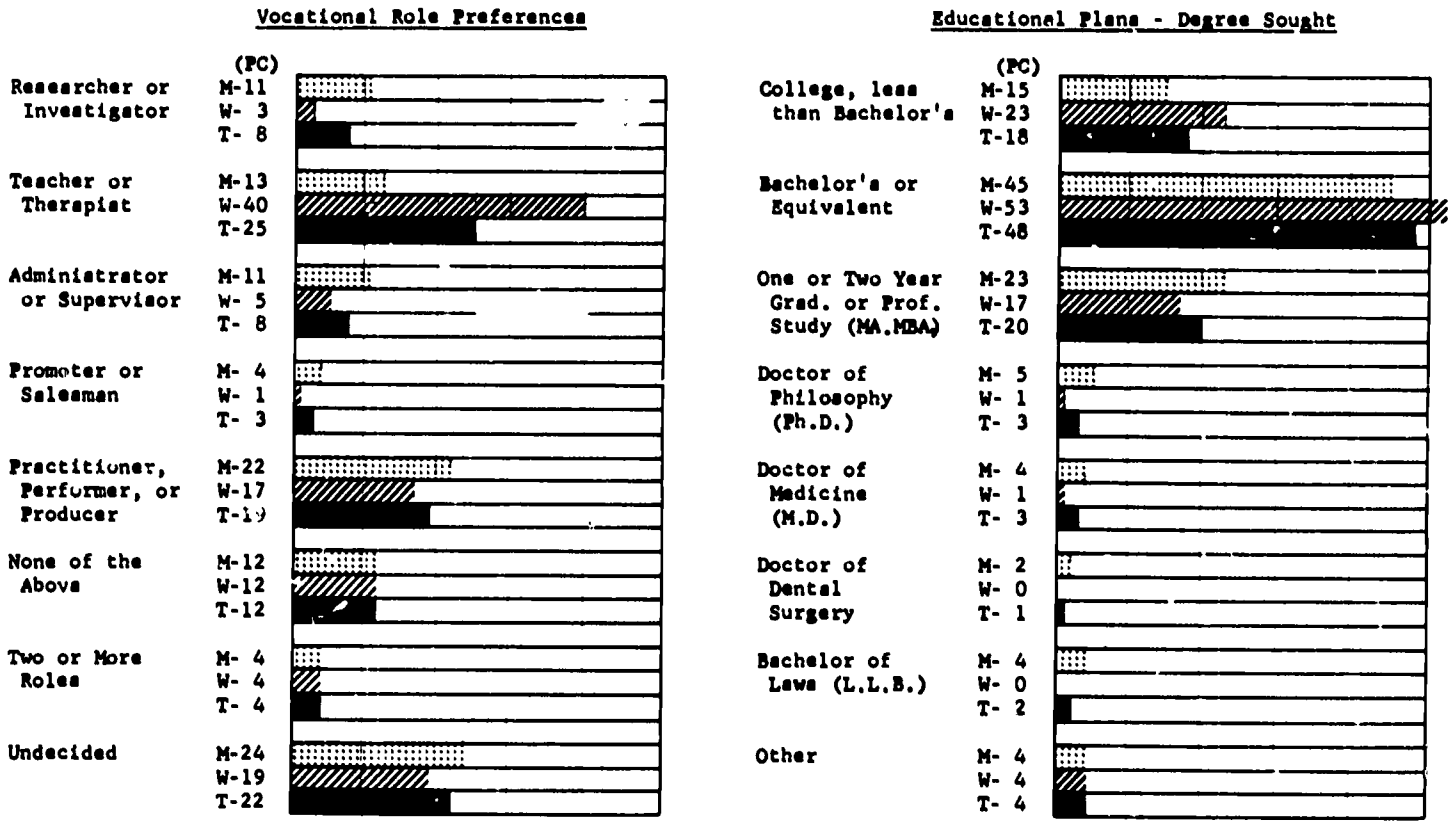
Vocational Choices

Social, Religious, and Educational Fields	22	11	37
Administrative, Political, and Persuasive	7	9	3
Business and Finance	7	6	8
Scientific	3	5	2
Engineering, Agriculture, and Technology	11	19	0
Medical Fields	11	8	15
Arts and Humanities	7	6	7
Housewife	1	0	2
Other	8	8	7
Undecided	24	28	19

Number of Colleges 75

Number of Students (Men) 19,007 (Women) 14,486 (Total) 33,493

Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 75
Number of Students (Men) 18,431 (Women) 13,911 (Total) 32,342

MOUNTAIN-PLAINS REGION; ALL LEVELS

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 3 T- 4
To Develop Mind and Intellectual Abilities	M-27 W-36 T-31	M-25 W-28 T-26
To Secure Vocational or Professional Training	M-55 W-54 T-55	M-20 W-22 T-21
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 7 T- 5
To Earn A Higher Income	M-12 W- 2 T- 8	M-33 W-13 T-24
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W-10 T- 7
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W-10 T- 7
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
None of These	M- 1 W- 1 T- 1	M- 3 W- 2 T- 3
Number of Colleges	75	
Number of Students	(Man) 18,745	(Woman) 14,392 (Total) 33,137

MOUNTAIN-PLAINS REGION, ALL LEVELS

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	41	36	47
Good Faculty	61	58	65
High Scholastic Standing	57	53	63
PRACTICALITY			
Location	53	51	56
Low Cost	39	40	38
Close to Home	39	39	39
ADVICE OF OTHERS			
Advice of Parents	37	31	44
Advice of High School Teachers	21	22	20
Advice of H.S. or Coll. Couns.	28	28	28
SOCIAL EMPHASIS			
Social Opportunities	39	37	43
Fraternity or Sorority	6	6	6
Good Athletic Program	16	23	8
Size	25	23	28

Number of Colleges 75
Number of Students (Men) 19,491 (Women) 14,746 (Total) 34,237

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	78	79	77
Out of State	22	21	24

Number of Colleges 75
Number of Students (Men) 19,491 (Women) 14,746 (Total) 34,237

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	59	73	61	24	50	46
	1-2	29	19	30	36	26	35
	3 or more	12	8	9	40	24	19
Women	0	74	69	40	17	27	31
	1-2	20	23	44	36	34	41
	3 or more	6	8	16	47	39	28
Total	0	66	71	51	21	40	39
	1-2	25	21	36	36	30	38
	3 or more	9	8	13	43	30	23

Number of Colleges 75

Number of Students (Men) 13,945 (Women) 11,038 (Total) 24,983

MOUNTAIN-PLAINS REGION, LEVEL I

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33																33
32																32
31				99			99		99	99		99				31
30				98			98		98	98		98				30
29				97			97		97	96		96	99		99	29
28				96			96		96	95		95	98	99	99	28
27				95	99	99	95	99	95	93	99	94	97	98	97	27
26			99	93	98	95	93	98	95	90	96	92	95	97	95	26
25			98	90	96	92	90	96	92	87	94	90	92	94	93	25
24			96	87	94	90	87	94	90	83	92	86	88	90	89	24
23			94	83	92	86	83	92	86	79	90	83	84	85	84	23
22			91	79	90	83	79	90	83	74	87	79	77	79	78	22
21			87	74	87	79	74	87	79	68	83	74	71	72	72	21
20			81	68	83	74	68	83	74	63	78	69	64	65	65	20
19			75	63	78	69	63	78	69	58	75	65	57	58	57	19
18			67	58	75	65	58	75	65	51	70	58	50	49	50	18
17			57	51	70	58	51	70	58	44	63	51	42	41	42	17
16			50	44	63	51	44	63	51	36	56	44	35	34	35	16
15			43	36	56	44	36	56	44	28	46	35	29	27	28	15
14			36	28	46	35	28	46	35	21	37	27	23	21	22	14
13			30	21	37	27	21	37	27	17	30	22	18	15	17	13
12			25	17	30	22	17	30	22	13	23	17	13	11	12	12
11			20	13	23	17	13	23	17	10	18	13	9	8	9	11
10			16	10	18	13	10	18	13	8	14	10	6	5	6	10
9			12	8	14	10	8	14	10	6	11	8	4	3	4	9
8			9	6	11	8	6	11	8	4	7	5	2	2	2	8
7			6	4	7	5	4	7	5	3	5	4	1	1	1	7
6			4	3	5	4	3	5	4	2	4	3				6
5			2	2	4	3	2	4	3	1	3	2				5
4			1	1	2	2	1	3	2		2	1				4
3					1	1		2	1		1					3
2								1								2
1																1
Mean	15.5	18.3	16.6	18.3	19.7	17.3	18.2	18.8	18.4	19.3	18.4	18.9	17.9	17.9	17.9	
S.D.	5.1	4.6	5.1	5.9	5.5	5.9	6.4	6.2	6.3	6.3	5.8	6.1	5.0	4.7	4.9	
Number of Colleges	19															
Number of Students					(Men) 4,595			(Women) 2,884				(Total) 7,479				

MOUNTAIN-PLAINS REGION, LEVEL I

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	14	11	16	11	99
B	33	25	33	28	79
C	41	41	39	41	31
D	11	19	11	14	2
F	0	2	0	1	1
Not Taken	1	2	2	6	
Mean	2.49	2.24	2.53	2.36	2.40
S.D.	.89	.96	.90	.91	.72

MEN

A	7	9	12	8	99
B	27	22	30	25	85
C	49	41	43	44	39
D	16	22	13	16	2
F	1	3	1	1	1
Not Taken	1	2	2	6	
Mean	2.24	2.13	2.40	2.23	2.25
S.D.	.83	.96	.88	.88	.68

WOMEN

A	25	13	22	16	98
B	42	30	36	33	68
C	28	39	33	35	19
D	4	14	7	10	1
F	0	1	0	0	1
Not Taken	1	2	2	6	
Mean	2.88	2.41	2.74	2.58	2.65
S.D.	.84	.93	.89	.91	.70

Number of Colleges 19

Number of Students (Men) 4,438 (Women) 2,808 (Total) 7,246

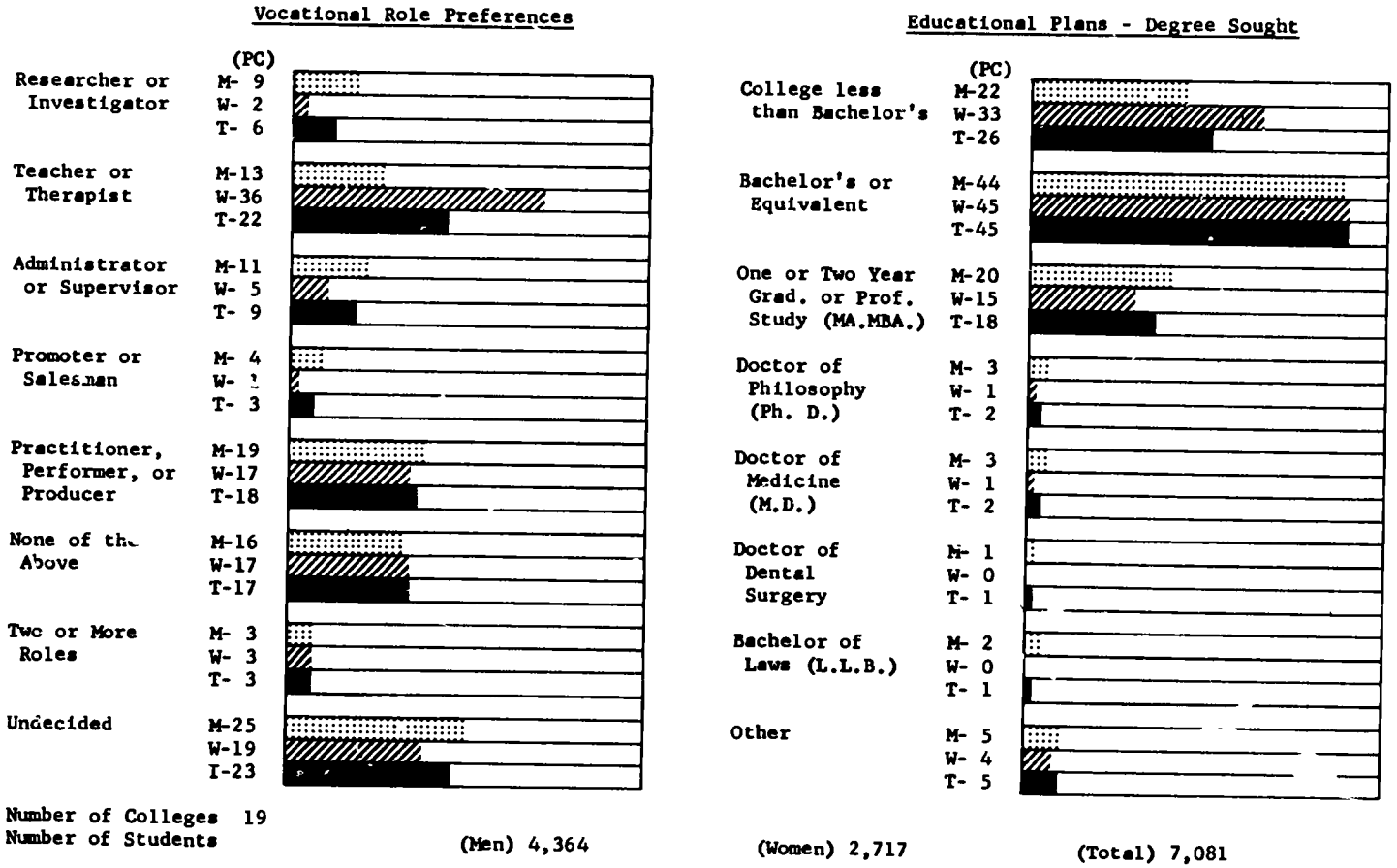
MOUNTAIN-PLAINS REGION, LEVEL I

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	WOMEN (Percent)	MEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	23	37	14
Administrative, Political, and Persuasive	7	3	10
Business and Finance	11	16	7
Scientific	5	2	6
Engineering, Agriculture, and Technology	15	0	23
Medical Fields	8	13	5
Arts and Humanities	9	9	8
Other	4	4	4
Undecided	19	15	22
Vocational Choices			
Social, Religious, and Educational Fields	20	33	11
Administrative, Political, and Persuasive	6	3	8
Business and Finance	9	14	5
Scientific	2	1	3
Engineering, Agriculture, and Technology	11	0	18
Medical Fields	8	13	5
Arts and Humanities	7	6	7
Housewife	1	3	0
Other	11	9	11
Undecided	26	18	31

Number of Colleges 19
Number of Students (Men) 4,493 (Women) 2,839 (Total) 7,332

Table 4 Vocational Role Preferences and Educational Plans



MOUNTAIN-PLAINS REGION, LEVEL I

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 4 T- 3
To Develop Mind and Intellectual Ab ..ies	M-26 W-31 T-28	M-22 W-28 T-24
To Secure Vocational or Professional Training	M-54 W-57 T-55	M-19 W-20 T-19
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 7 T- 5
To Earn A Higher Income	M-14 W- 4 T-10	M-36 W-18 T-29
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 2 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 5 W- 8 T- 6
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 9 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
None of These	M- 2 W- 1 T- 2	M- 4 W- 3 T- 4
Number of Colleges 19 Number of Students	(Men) 4,463	(Women) 2,839 (Total) 7,302

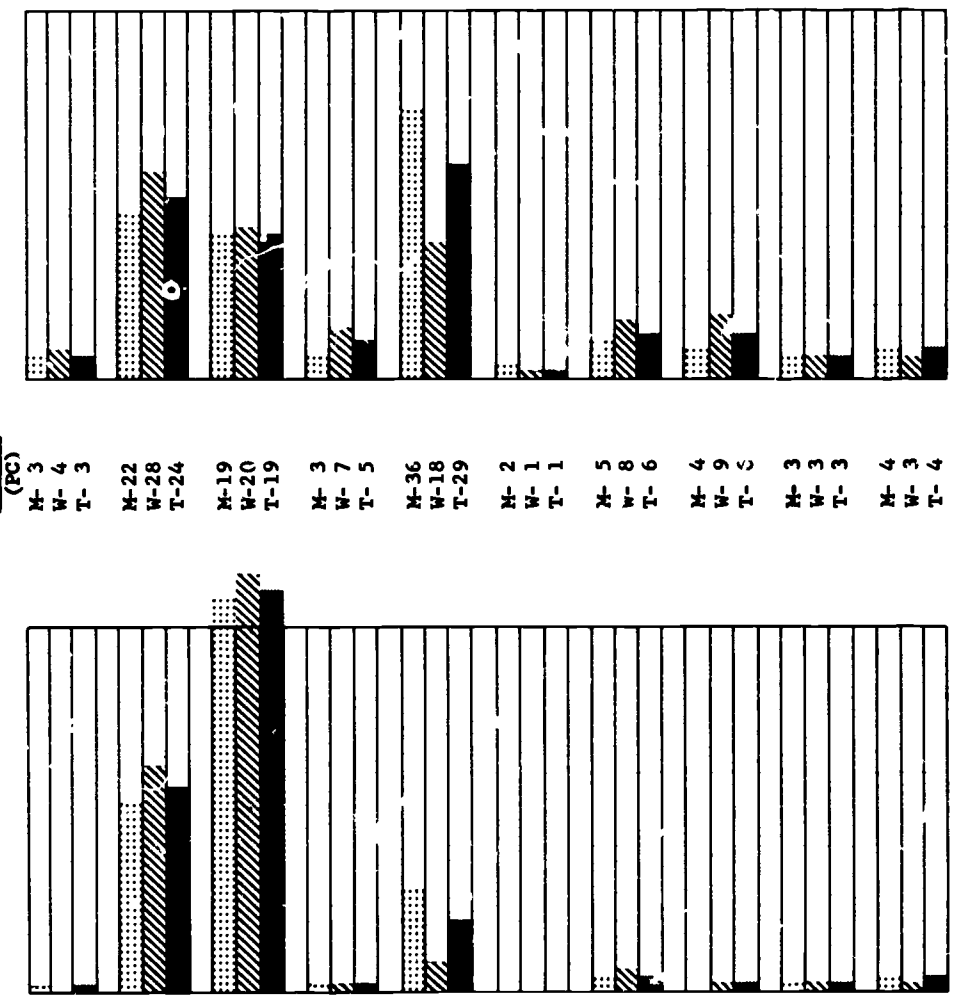


Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	32	28	39
Good Faculty	55	52	60
High Scholastic Standing	49	44	56
PRACTICALITY			
Location	57	53	63
Low Cost	47	48	47
Close to Home	53	50	56
ADVICE OF OTHERS			
Advice of Parents	39	33	48
Advice of High School Teachers	22	22	22
Advice of H.S. or Coll. Couns.	30	31	29
SOCIAL EMPHASIS			
Social Opportunities	34	33	36
Fraternity or Sorority	6	6	6
Good Athletic Program	20	27	10
Size	26	24	28

Number of Colleges 19
Number of Students (Men) 4,595 (Women) 2,884 (Total) 7,479

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	88	87	90
Out of State	12	13	10

Number of Colleges 19
Number of Students (Men) 4,595 (Women) 2,884 (Total) 7,479

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	65	72	67	31	55	54
	1-2	25	19	26	37	24	30
	3 or more	10	9	7	32	21	16
Women	0	78	71	48	24	36	39
	1-2	17	21	39	39	35	39
	3 or more	5	8	13	37	29	22
Total	0	70	72	59	28	48	48
	1-2	22	20	31	38	28	34
	3 or more	8	8	10	34	24	18
Number of Colleges		19					
Number of Students		(Men)	3,117	(Women)	2,068	(Total)	5,185

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35															
34															
33															
32															
31															
30															
29															
28															
27															
26															
25															
24															
23															
22															
21															
20															
19															
18															
17															
16															
15															
14															
13															
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															
Mean	17.7	20.5	19.1	20.4	18.6	19.5	20.5	21.3	20.9	21.0	20.2	20.6	20.0	20.3	20.2
S.D.	4.6	4.1	4.6	5.9	6.0	6.0	5.7	5.5	5.6	5.7	5.4	5.5	4.6	4.4	4.5
Number of Colleges			21												
Number of Students							(Men) 1,952		(Women) 1,922			(Total) 3,874			

MOUNTAIN-PLAINS REGION, LEVEL II

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	18	13	20	13	98
B	38	28	38	32	73
C	36	39	34	41	24
D	8	17	7	12	1
F	0	1	0	0	1
Not Taken	0	2	1	2	
Mean	2.66	2.36	2.71	2.45	2.54
S.D.	.86	.95	.88	.88	.71

MEN

A	8	10	14	8	93
B	30	24	35	27	83
C	48	43	41	47	34
D	13	21	10	15	1
F	0	2	0	1	1
Not Taken	0	2	1	3	
Mean	2.33	2.19	2.52	2.26	2.33
S.D.	.81	.93	.86	.84	.67

WOMEN

A	27	17	27	18	97
B	46	33	40	36	62
C	23	35	27	35	14
D	3	13	5	9	1
F	0	1	0	0	1
Not Taken	C	2	1	2	
Mean	2.98	2.53	2.90	2.64	2.76
S.D.	.79	.94	.86	.88	.68

Number of Colleges 21

Number of Students (Men) 1,924 (Women) 1,904 (Total) 3,828

MOUNTAIN-PLAINS REGION, LEVEL II

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	29	19	38
Administrative, Political, and Persuasive	8	12	4
Business and Finance	9	10	9
Scientific	6	8	3
Engineering, Agriculture, and Technology	7	13	0
Medical Fields	12	6	17
Arts and Humanities	10	7	12
Other	2	2	2
Undecided	19	23	16
Vocational Choices			
Social, Religious, and Educational Fields	29	18	39
Administrative, Political, and Persuasive	6	9	3
Business and Finance	6	7	6
Scientific	3	4	1
Engineering, Agriculture, and Technology	6	12	0
Medical Fields	12	6	17
Arts and Humanities	7	6	8
Housewife	1	0	2
Other	6	7	5
Undecided	25	31	19

Number of Colleges 21
Number of Students (Men) 1,878 (Women) 1,879 (Total) 3,757

Table 4 Vocational Role Preferences and Educational Plans

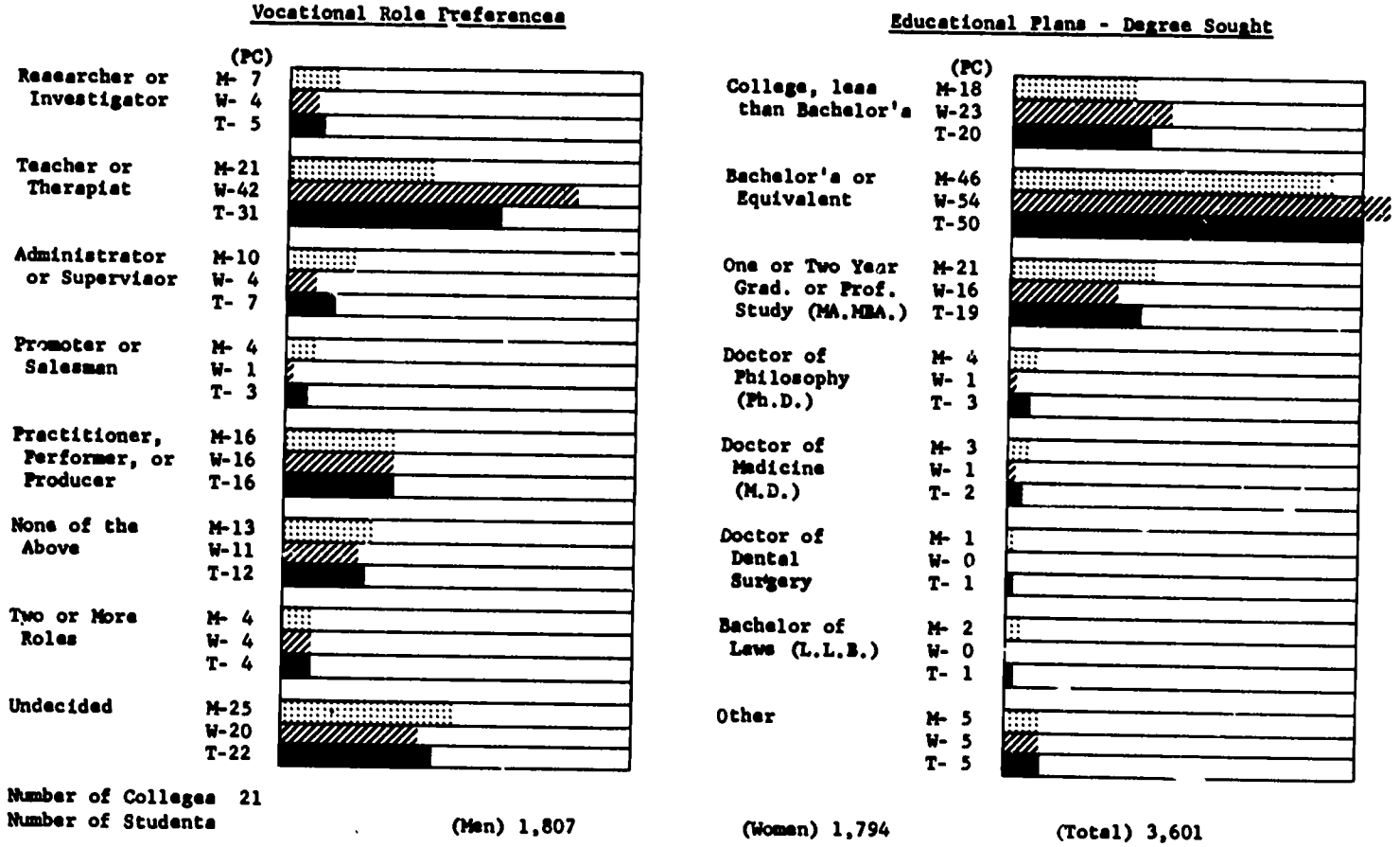
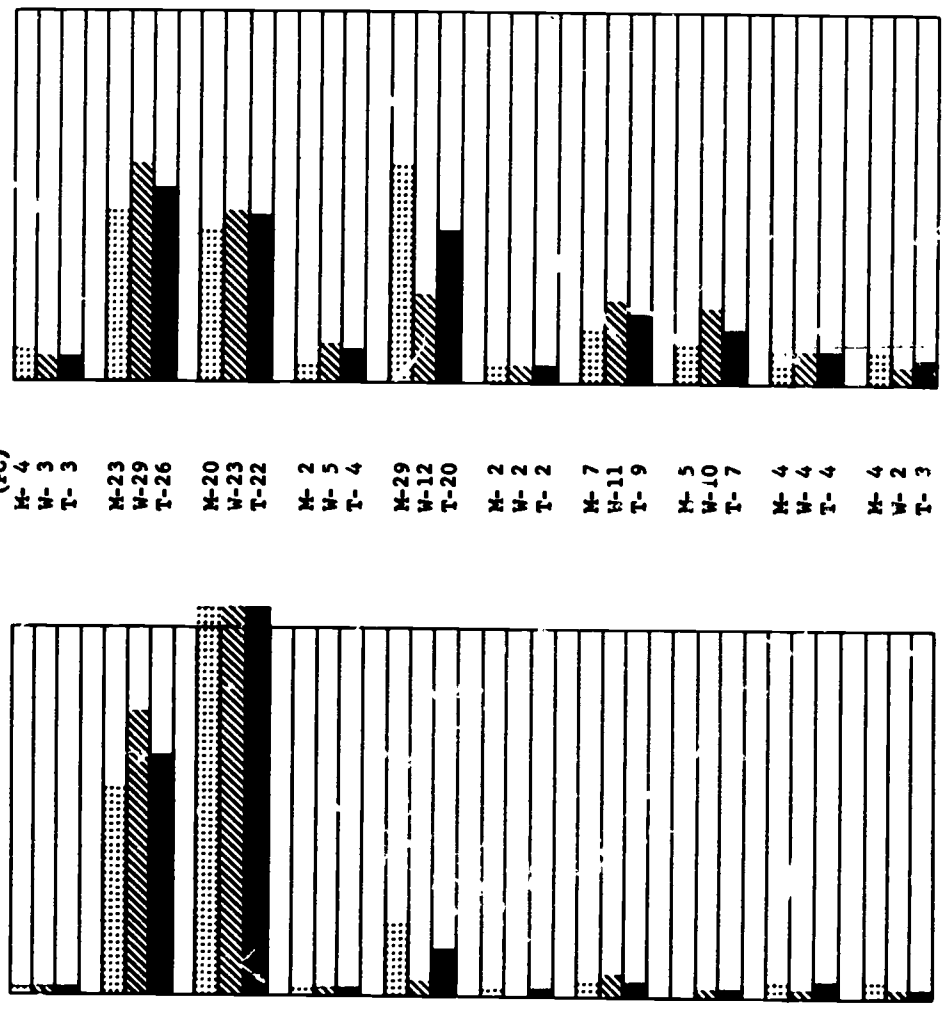


Table 5 Two Most Important Goals in Attending College



	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-28 W-38 T-33	M-23 W-29 T-26
To Secure Vocational or Professional Training	M-53 W-53 T-53	M-20 W-23 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 5 T- 4
To Earn A Higher Income	M-10 W- 2 T- 6	M-29 W-12 T-20
To Develop Moral Standards	M- 1 W- 0 T- 1	M- 2 W- 2 T- 2
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 7 W-11 T- 9
To Develop My Personality	M- 0 W- 1 T- 1	M- 5 W-10 T- 7
To Develop A Satisfying Philosophy	M- 2 W- 1 T- 2	M- 4 W- 4 T- 4
None of These	M- 2 W- 1 T- 1	M- 4 W- 2 T- 3
Number of Colleges	21	
Number of Students	(Men) 1,848	(Women) 1,847 (Total) 3,695

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	42	34	50
Good Faculty	62	57	67
High Scholastic Standing	56	48	64
PRACTICALITY			
Location	48	46	50
Low Cost	36	37	36
Close to Home	36	35	36
ADVICE OF OTHERS			
Advice of Parents	40	33	47
Advice of High School Teachers	22	23	21
Advice of H. S. or Coll. Couns.	28	28	28
SOCIAL EMPHASIS			
Social Opportunities	37	37	38
Fraternity or Sorority	4	4	3
Good Athletic Program	17	27	7
Size	34	31	37

Number of Colleges 21
Number of Students (Men) 1,952 (Women) 1,922 (Total) 3,874

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	71	70	73
Out of State	29	30	27

Number of Colleges 21
Number of Students (Men) 1,952 (Women) 1,922 (Total) 3,874

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	61	76	58	19	48	38
	1-2	27	17	34	35	25	41
	3 or more	12	7	8	46	27	21
Women	0	73	72	37	15	20	28
	1-2	21	21	47	38	34	44
	3 or more	6	7	16	47	46	28
Total	0	67	74	47	17	34	33
	1-2	24	19	40	36	30	43
	3 or more	9	7	13	47	36	24

Number of Colleges 21

Number of Students (Men) 1,381 (Women) 1,416 (Total) 2,797

MOUNTAIN-PLAINS REGION, LEVEL III

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35															
34				99		99									
33				97		98									
32				95	99	97	99			99		99			
31				94	97	95	98			98		98			
30				92	96	93	96			96		96	99		99
29		99	99	89	95	91	93			93		92	98		98
28	99	98	98	86	93	89	89			89		87	96		96
27	98	95	97	82	91	85	84			84		82	92	99	95
26	97	91	95	77	88	81	80			80		78	87	98	92
25	95	86	91	71	84	76	74			74		72	82	96	87
24	91	79	86	65	80	71	69			69		66	75	92	82
23	87	71	80	60	77	67	63			63		60	68	87	78
22	81	63	74	55	72	62	57			57		53	61	82	72
21	74	54	66	49	67	56	50			50		46	54	78	66
20	67	45	58	44	63	52	44			44		40	46	72	60
19	58	35	49	40	58	47	38			38		34	39	66	53
18	49	27	40	35	52	42	32			32		29	32	60	46
17	40	19	32	28	45	35	27			27		24	26	53	40
16	33	15	26	23	38	29	22			22		20	21	46	34
15	27	11	21	18	31	23	18			18		17	16	40	29
14	22	8	16	13	24	17	15			15		13	11	34	24
13	17	6	12	10	19	13	12			12		11	8	29	20
12	13	4	10	7	14	10	9			9		8	6	24	17
11	10	3	8	5	10	7	7			7		6	4	20	13
10	8	2	6	4	8	5	5			5		4	3	17	11
9	6	2	4	3	5	4	4			4		3	2	13	8
8	4	1	3	2	4	2	3			3		2	1	11	7
7	3		2	1	3	2	2			2		1		8	5
6	2		1		2	1	1			1				6	4
5	1				2									5	3
4					1									4	2
3														3	1
2														2	
1														1	
Mean	17.7	20.3	18.7	21.1	18.3	20.0	20.6	21.0	20.8	21.2	20.0	20.7	20.3	20.0	20.2
S.D.	4.9	4.4	4.9	6.3	6.2	6.4	6.0	5.9	6.0	6.0	5.6	5.9	5.0	4.7	4.9
Number of Colleges			11												
Number of Students							(Men) 3,986			(Women) 2,651			(Total) 6,637		

MOUNTAIN-PLAINS REGION, LEVEL III

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	th (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	17	12	20	13	98
B	38	30	37	34	73
C	36	38	35	39	24
D	9	16	7	12	1
F	0	2	0	0	1
Not Taken	0	2	1	3	
Mean	2.63	2.35	2.71	2.48	2.54
S.D.	.87	.95	.88	.88	.71

MEN

A	10	11	16	10	99
B	33	27	35	30	79
C	44	40	39	42	30
D	12	19	9	14	1
F	0	2	0	0	1
Not Taken	1	2	2	3	
Mean	2.39	2.26	2.59	2.36	2.40
S.D.	.84	.96	.87	.87	.70

WOMEN

A	27	14	27	17	97
B	46	34	40	39	63
C	23	37	28	34	14
D	3	13	5	8	1
F	0	1	0	0	1
Not Taken	0	1	1	2	
Mean	2.98	2.49	2.89	2.67	2.76
S.D.	.79	.92	.86	.86	.67

Number of Colleges 11

Number of Students (Men) 3,840 (Women) 2,596 (Total) 6,436

MOUNTAIN-PLAINS REGION, LEVEL III

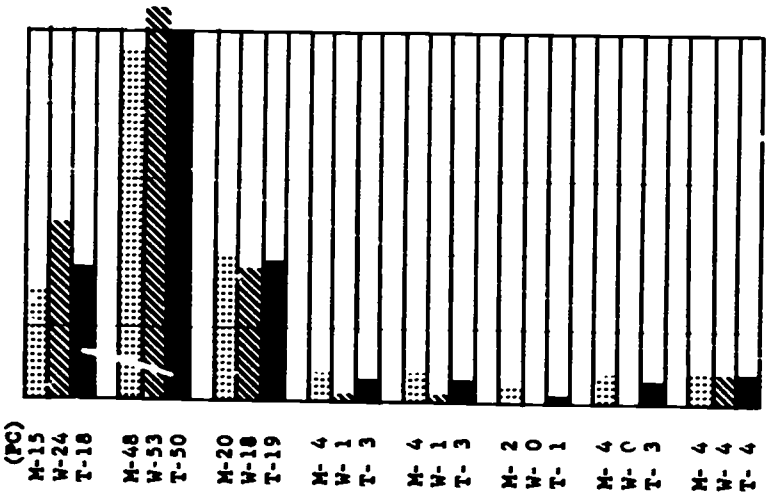
Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	23	12	39
Administrative, Political, and Persuasive	9	13	4
Business and Finance	11	10	13
Scientific	7	9	4
Engineering, Agriculture, and Technology	13	21	0
Medical Fields	9	7	11
Arts and Humanities	9	6	13
Other	1	2	1
Undecided	18	21	15
Vocational Choices			
Social, Religious, and Educational Fields	22	11	38
Administrative, Political, and Persuasive	8	10	4
Business and Finance	8	6	10
Scientific	4	5	2
Engineering, Agriculture, and Technology	11	18	0
Medical Fields	9	8	11
Arts and Humanities	6	5	8
Housewife	1	0	2
Other	7	8	6
Undecided	26	30	20

Number of Colleges 11
Number of Students (Men) 3,913 (Women) 2,616 (Total) 6,529

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preferences

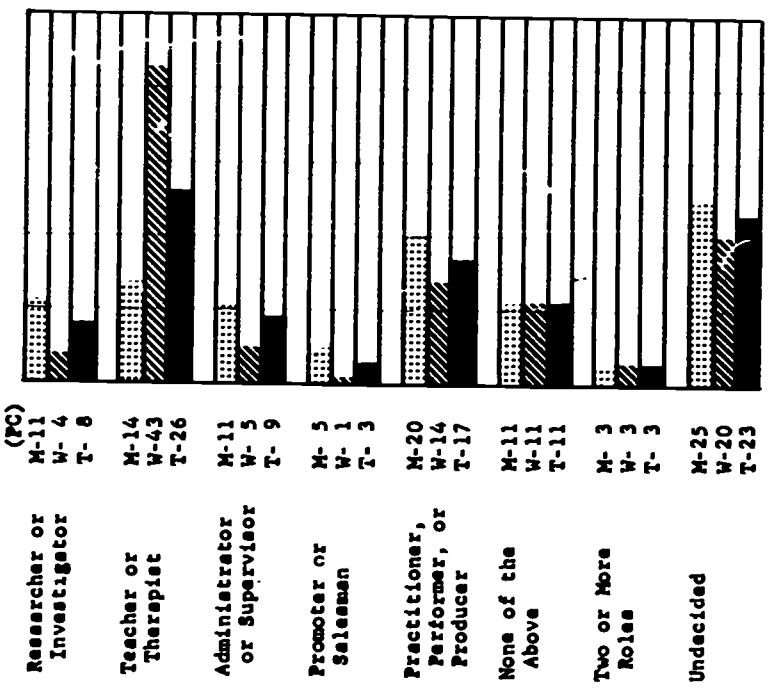


Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-27 W-35 T-30	M-22 W-30 T-26
To Secure Vocational or Professional Training	M-54 W-54 T-54	M-19 W-22 T-20
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 4 T- 3
To Earn A Higher Income	M-13 W- 3 T- 9	M-35 W-15 T-27
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 6 W-10 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 5 W- 9 T- 7
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
None of These	M- 1 W- 1 T- 1	M- 3 W- 2 T- 3
Number of Colleges 11 Number of Students	(Men) 3,801	(Women) 2,579 (Total) 6,380

MOUNTAIN-PLAINS REGION, LEVEL III

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	38	34	44
Good Faculty	61	59	64
High Scholastic Standing	59	55	65
PRACTICALITY			
Location	56	53	60
Low Cost	41	41	40
Close to Home	44	44	44
ADVICE OF OTHERS			
Advice of Parents	35	29	44
Advice of High School Teachers	24	24	22
Advice of H.S. or Coll. Couns.	29	29	30
SOCIAL EMPHASIS			
Social Opportunities	34	32	37
Fraternity or Sorority	6	6	7
Good Athletic Program	15	21	7
Size	26	23	31

Number of Colleges 11
Number of Students (Men) 3,986 (Women) 2,651 (Total) 6,637

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	87	88	85
Out of State	13	12	15

Number of Colleges 11
Number of Students (Men) 3,986 (Women) 2,651 (Total) 6,637

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	61	74	59	23	54	47
	1-2	29	18	31	35	25	35
	3 or more	10	8	10	42	21	18
Women	0	76	70	38	15	27	31
	1-2	19	22	46	35	34	39
	3 or more	5	8	16	50	39	30
Total	0	67	72	50	20	43	40
	1-2	25	20	37	35	28	37
	3 or more	8	8	13	45	29	23

Number of Colleges 11

Number of Students (Men) 2,895 (Women) 2,058 (Total) 4,953

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35				99		99									
34				98		98									
33				96	99	97				99		99			
32				93	98	95	99	99	99	98	99	97	99	99	99
31				91	97	94	97	97	97	96	98	97	98	98	98
30		99		88	96	91	94	95	94	93	95	94	95	97	96
29		98	99	84	95	89	90	91	90	90	92	91	92	95	93
28	99	97	98	81	93	86	83	85	84	86	89	87	87	92	89
27	98	94	96	75	90	82	77	78	78	81	85	82	82	87	84
26	96	90	93	68	86	76	71	73	72	75	80	77	76	82	79
25	93	83	88	60	82	70	63	66	64	68	73	70	69	76	72
24	88	75	82	54	78	64	56	59	57	60	65	62	61	68	64
23	82	66	75	48	74	60	50	53	51	53	57	55	54	60	57
22	75	57	67	42	68	54	44	46	45	47	50	48	47	53	50
21	66	47	58	36	62	48	36	38	37	40	43	41	41	46	43
20	57	38	49	31	58	43	30	32	31	34	37	35	35	40	37
19	47	29	39	27	53	38	25	26	25	28	31	29	29	33	31
18	38	21	30	22	46	33	20	20	20	23	26	24	24	28	25
17	29	15	23	16	39	26	16	16	16	18	21	19	19	23	20
16	22	11	17	12	32	21	13	12	13	14	17	15	15	18	16
15	17	8	13	9	25	16	10	10	10	11	13	12	12	14	13
14	13	5	9	5	18	11	8	8	8	8	10	9	9	11	10
13	9	4	7	4	14	9	6	6	6	6	7	6	6	8	7
12	7	3	5	3	10	6	5	4	5	4	5	4	4	5	5
11	5	2	4	2	7	4	4	3	3	3	3	3	3	3	3
10	3	1	2	1	5	3	2	2	2	2	2	2	2	2	2
9	2		2		4	2	2	1	2	1	1	1	1	1	1
8	1		1		2	1	1		1						
7					1										
6															
5															
4															
3															
2															
1															
Mean	19.0	21.0	19.9	23.0	19.2	21.3	22.5	22.3	22.4	23.2	21.4	22.4	22.0	21.1	21.6
S.D.	4.4	4.1	4.4	5.8	5.9	6.2	5.5	5.4	5.4	5.4	5.3	5.4	4.4	4.3	4.4
Number of Colleges	8														
Number of Students				(Men) 8,065						(Women) 6,391			(Total) 14,456		

MOUNTAIN-PLAINS REGION, LEVEL IV

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	23	17	27	19	97
B	43	33	41	37	63
C	29	36	27	33	15
D	4	12	4	8	1
F	0	1	0	0	1
Not Taken	1	2	1	3	
Mean	2.85	2.54	2.92	2.68	2.75
S.D.	.83	.94	.84	.89	.68

MEN

A	15	16	23	15	98
B	40	31	41	35	70
C	38	36	30	36	19
D	6	14	5	10	1
F	0	1	0	1	1
Not Taken	1	2	2	3	
Mean	2.63	2.48	2.83	2.58	2.63
S.D.	.81	.96	.84	.89	.69

WOMEN

A	34	18	32	22	96
B	46	35	41	38	55
C	18	35	23	30	10
D	2	10	3	6	1
F	0	1	0	0	1
Not Taken	1	2	1	4	
Mean	3.12	2.61	3.03	2.80	2.89
S.D.	.76	.91	.83	.87	.65

Number of Colleges 8

Number of Students (Men) 7,510 (Women) 6,137 (Total) 13,647

MOUNTAIN-PLAINS REGION, LEVEL IV

Table 3 Educational Majors and Vocational Choices

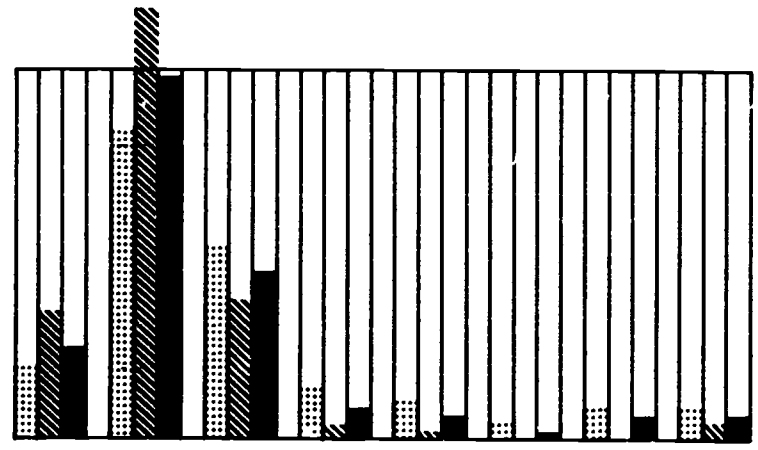
	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	22	8	40
Administrative, Political, and Persuasive	8	11	4
Business and Finance	7	6	8
Scientific	8	11	4
Engineering, Agriculture, and Technology	14	26	0
Medical Fields	12	11	13
Arts and Humanities	11	8	15
Other	1	1	1
Undecided	17	18	15
Vocational Choices			
Social, Religious, and Educational Fields	22	9	39
Administrative, Political, and Persuasive	7	10	3
Business and Finance	6	5	6
Scientific	4	6	2
Engineering, Agriculture, and Technology	12	22	0
Medical Fields	12	11	13
Arts and Humanities	7	7	8
Housewife	1	0	2
Other	7	7	7
Undecided	22	25	19

Number of Colleges 8
Number of Students (Men) 7,855 (Women) 6,263 (Total) 14,118

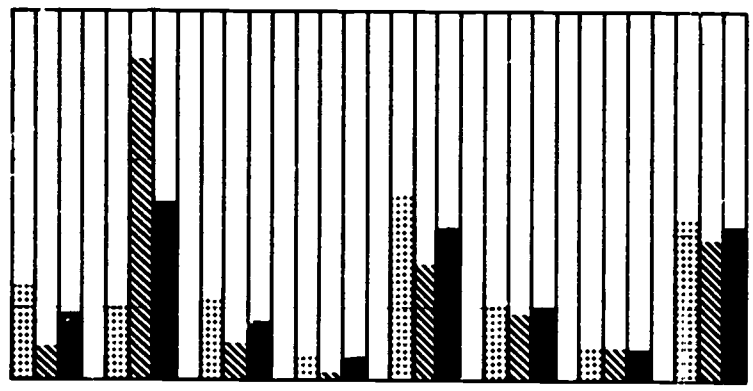
MOUNTAIN-PLAINS REGION, LEVEL IV

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought

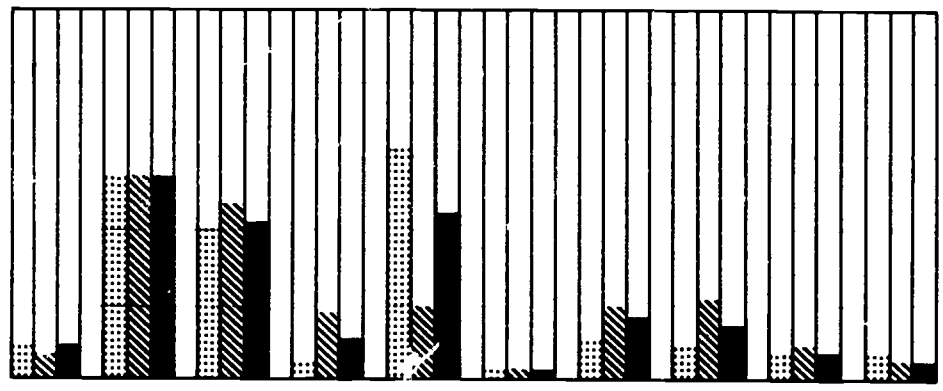


Vocational Role Preferences



MOUNTAIN-PLAINS REGION, LEVEL IV

Table 5 Two Most Important Goals in Attending College



	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 3 T- 4
To Develop Mind and Intellectual Abilities	M-28 W-39 T-33	M-27 W-27 T-27
To Secure Vocational or Professional Training	M-57 W-51 T-54	M-20 W-23 T-21
To Make A Desirable Marriage	M- 1 W- 2 T- 1	M- 2 W- 9 T- 5
To Earn A Higher Income	M-10 W- 1 T- 6	M-31 W-10 T-22
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 5 W-10 T- 8
To Develop My Personality	M- 0 W- 2 T- 1	M- 4 W-11 T- 7
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
None of These	M- 1 W- 1 T- 1	M- 3 W- 2 T- 2
Number of Colleges	8	
Number of Students	(Men) 7,802	(Women) 6,248 (Total) 14,050

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	46	41	51
Good Faculty	63	61	67
High Scholastic Standing	62	58	67
PRACTICALITY			
Location	51	49	54
Low Cost	34	34	33
Close to Home	31	32	30
ADVICE OF OTHERS			
Advice of Parents	35	31	41
Advice of High School Teachers	19	19	18
Advice of H.S. or Coll. Couns.	26	27	26
SOCIAL EMPHASIS			
Social Opportunities	45	41	50
Fraternity or Sorority	7	6	7
Good Athletic Program	15	21	7
Size	21	19	23

Number of Colleges 8
Number of Students (Men) 8,065 (Women) 6,391 (Total) 14,456

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	69	72	67
Out of State	31	29	33

Number of Colleges 8
Number of Students (Men) 8,065 (Women) 6,391 (Total) 14,456

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievemen :s	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	55	73	59	21	46	43
	1-2	31	20	32	35	27	37
	3 or more	14	7	9	44	27	20
Women	0	73	67	38	16	25	29
	1-2	21	24	45	34	34	42
	3 or more	6	9	17	50	41	29
Total	0	63	70	50	18	36	37
	1-2	27	22	38	35	30	39
	3 or more	10	8	12	47	34	24

Number of Colleges 8

Number of Students (Men) 5,970 (Women) 4,865 (Total) 10,835

SOUTHWEST REGION, ALL LEVELS

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			M. Sci. Test			Composite			Math. Test			Soc. S. Test			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33																33
32										99						32
31						99				98		99				31
30						97				97	99	98				30
29						96			99	96	98	97				29
28						93			98	95	98	96				28
27						89			96	93	97	95				27
26						85			93	90	96	93				26
25						80			89	87	94	90				25
24						74			84	83	91	87				24
23						69			79	79	89	83				23
22						64			74	75	86	80				22
21						59			67	70	83	76				21
20						53			59	64	78	71				20
19						47			52	59	74	66				19
18						42			52	54	70	61				18
17						37			44	48	64	55				17
16						32			37	40	56	48				16
15						27			30	33	49	40				15
14						22			24	26	41	33				14
13						17			19	20	33	26				13
12						14			15	16	27	21				12
11						11			11	12	21	16				11
10						8			8	9	16	12				10
9						6			6	7	13	10				9
8						4			4	6	10	8				8
7						3			3	4	7	5				7
6						2			2	3	4	3				6
5						2			1	2	3	2				5
4						1				1	2	1				4
3											1					3
2																2
1																1
Mean	19.7	18.7	19.2				18.6	18.5	18.6	18.8	16.5	17.7	18.9	19.4	19.1	
S.D.	6.4	5.9	6.2				5.3	5.0	5.2	6.2	5.9	6.2	6.6	6.5	6.6	
Number of Colleges			77													
Number of Students									(Total) 45,930			(Men) 24,563			(Women) 21,367	

SOUTHWEST REGION, ALL LEVELS

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	20	15	25	16	98
B	39	28	39	34	69
C	33	38	29	36	21
D	7	16	6	10	1
F	C	2	0	1	1
Not Taken	1	2	1	3	
Mean	2.71	2.39	2.82	2.55	2.62
S.D.	.88	.98	.89	.92	.72

MEN

A	10	12	18	11	99
B	34	26	38	31	78
C	43	40	35	41	28
D	11	18	8	13	1
F	1	3	0	1	1
Not Taken	1	2	2	3	
Mean	2.43	2.28	2.66	2.39	2.44
S.D.	.85	.98	.88	.90	.70

WOMEN

A	31	17	32	22	96
B	44	31	39	37	59
C	22	36	24	31	13
D	3	13	4	7	1
F	0	1	0	1	1
Not Taken	0	2	1	2	
Mean	3.03	2.51	2.99	2.74	2.82
S.D.	.81	.97	.87	.90	.69

Number of Colleges 77

Number of Students (Men) 23,355 (Women) 20,844 (Total) 44,199

SOUTHWEST REGION, ALL LEVELS

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	25	12	39
Administrative, Political and Persuasive	11	15	7
Business and Finance	10	9	11
Scientific	6	8	4
Engineering, Agriculture, and Technology	11	20	0
Medical Fields	10	8	12
Arts and Humanities	10	8	13
Other	2	2	2
Undecided	16	19	13
Vocational Choices			
Social, Religious, and Educational Fields	22	10	36
Administrative, Political, and Persuasive	8	11	5
Business and Finance	8	7	10
Scientific	3	5	2
Engineering, Agriculture, and Technology	9	16	0
Medical Fields	10	8	12
Arts and Humanities	7	6	8
Housewife	1	0	3
Other	8	9	7
Undecided	24	28	19

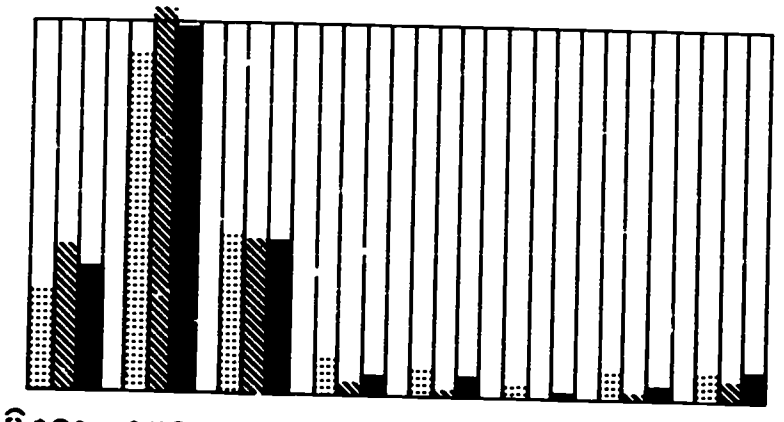
Number of Colleges 77

Number of Students (Men) 23,630 (Women) 20,688 (Total) 44,318

SOUTHWEST REGION, ALL LEVELS

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preferences

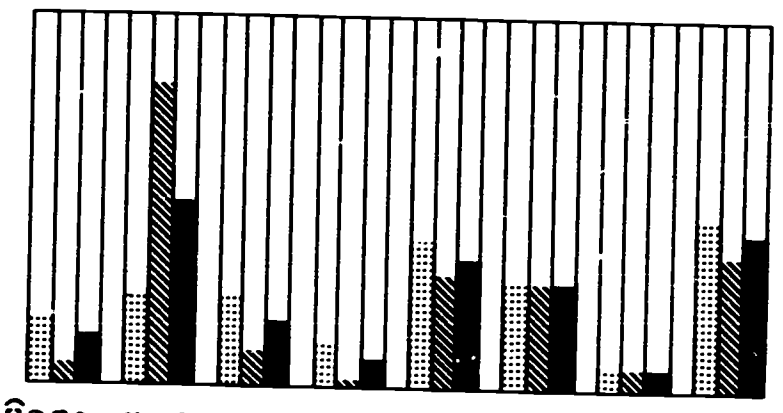
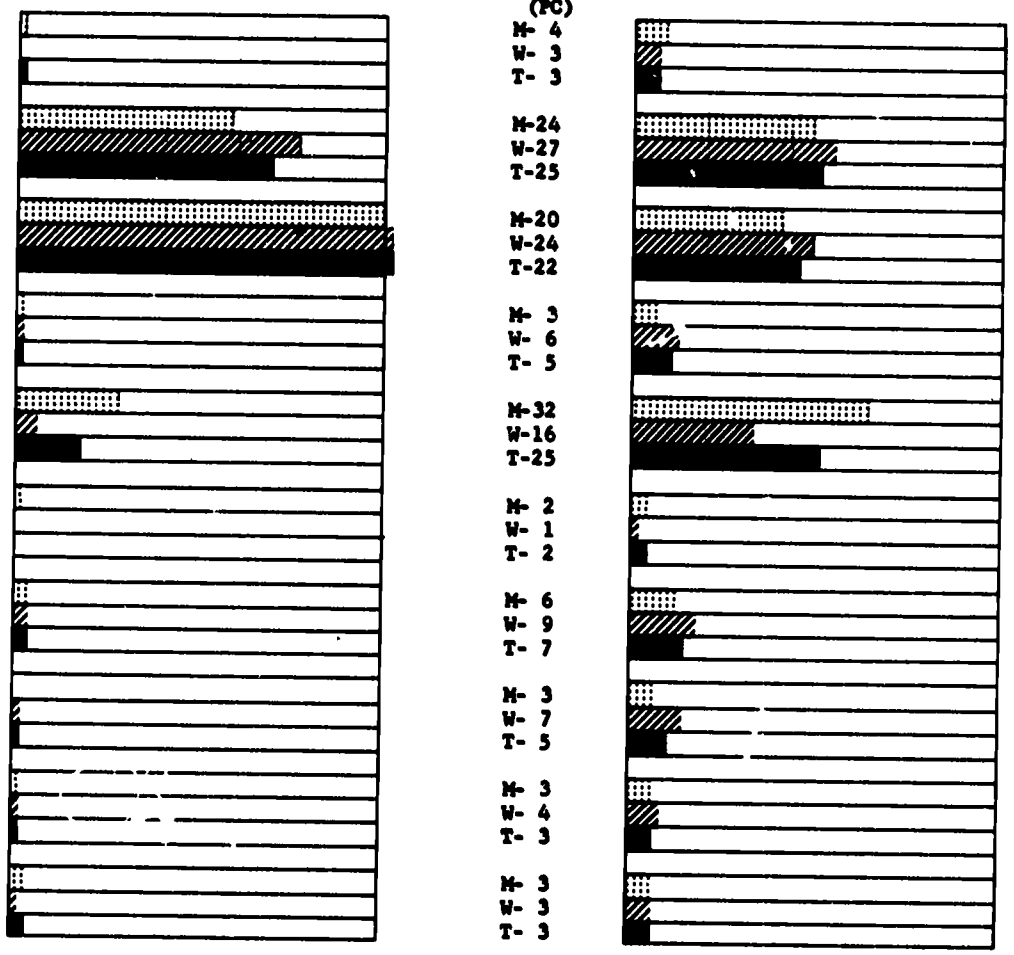


Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 4 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-29 W-38 T-34	M-24 W-27 T-25
To Secure Vocational or Professional Training	M-50 W-51 T-51	M-20 W-24 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 6 T- 5
To Earn A Higher Income	M-14 W- 3 T- 9	M-32 W-16 T-25
To Develop Moral Standards	M- 1 W- 0 T- 0	M- 2 W- 1 T- 2
To Become A Cultured Person	M- 2 W- 2 T- 2	M- 6 W- 9 T- 7
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
None of These	M- 2 W- 1 T- 2	M- 3 W- 3 T- 3
Number of Colleges	77	
Number of Students	(Men) 23,430	(Women) 20,719 (Total) 44,149



SOUTHWEST REGION, ALL LEVELS

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Amosphere	39	34	45
Good Faculty	61	59	63
High Scholastic Standing	58	53	64
PRACTICALITY			
Location	55	52	58
Low Cost	39	40	38
Close to Home	44	43	44
ADVICE OF OTHERS			
Advice of Parents	37	32	43
Advice of High School Teachers	23	23	22
Advice of H.S. or Coll. Couns.	29	28	29
SOCIAL EMPHASIS			
Social Opportunities	37	36	38
Fraternity or Sorority	7	6	7
Good Athletic Program	17	23	9
Size	29	25	32

Number of Colleges 77
Number of Students (Men) 24,563 (Women) 21,367 (Total) 45,930

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	89	88	91
Out of State	11	12	9

Number of Colleges 77
Number of Students (Men) 24,563 (Women) 21,367 (Total) 45,930

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of N.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	59	74	65	26	59	53
	1-2	28	18	27	36	20	30
	3 or more	13	8	8	38	21	17
Women	0	72	71	47	18	37	41
	1-2	22	21	40	36	31	37
	3 or more	6	8	13	46	32	22
Total	0	65	72	56	22	48	47
	1-2	25	20	33	36	25	33
	3 or more	10	8	11	42	27	20
Number of Colleges		77					
Number of Students		(Men)	15,784	(Women)	14,970	(Total)	30,754

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
36	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	36
35																35
34																34
33																33
32																32
31				99												31
30				98						99						30
29				97			99	99	99	98						29
28				96	99	99	97	97	97	97	99	99	99	99	99	28
27				95	98	98	95	95	95	95	97	95	98	98	98	27
26				92	97	96	93	92	92	92	95	92	97	96	96	26
25				89	95	91	90	89	89	89	92	89	95	94	94	25
24				86	92	89	86	85	86	85	90	85	92	91	91	24
23				82	87	86	83	81	82	80	86	80	87	86	86	23
22				78	82	81	79	77	78	76	81	76	82	81	81	22
21				72	76	75	74	72	73	71	75	71	76	75	75	21
20				68	70	68	68	66	67	66	68	66	70	69	69	20
19				63	62	62	62	60	61	60	62	60	62	62	62	19
18				56	54	54	56	54	55	54	54	54	54	54	54	18
17				48	47	47	50	47	49	49	47	49	47	47	47	17
16				41	40	40	45	42	44	44	40	44	40	40	40	16
15				33	32	33	40	36	38	38	33	38	33	33	33	15
14				25	25	27	35	31	34	34	27	34	26	26	26	14
13				20	20	21	30	27	29	29	21	29	20	20	20	13
12				15	15	16	26	23	25	25	16	25	15	15	15	12
11				11	11	11	22	19	21	21	11	21	11	11	11	11
10				9	10	10	18	15	17	17	10	17	10	10	10	10
9				7	8	9	14	12	13	13	8	13	8	8	8	9
8				5	7	7	11	9	10	10	7	10	7	7	7	8
7				3	5	5	8	7	8	8	5	8	5	5	5	7
6				2	3	3	6	5	6	6	3	6	4	4	4	6
5				1	2	2	5	4	5	5	2	5	3	3	3	5
4					1	1	3	2	3	3	1	3	2	2	2	4
3							2	1	2	2		2	1	1	1	3
2							1		1	1		1				2
1																1
Mean	15.4	18.1	16.4	17.6	15.2	16.6	17.5	18.0	17.7	18.5	17.6	18.2	17.4	17.4	17.4	
S.D.	5.0	4.9	5.2	5.7	5.5	5.8	6.5	6.3	6.5	6.2	5.7	6.1	5.0	4.8	4.9	
Number of Colleges	26															
Number of Students				(Men) 7,602			(Men) 4,888						(Total) 12,490			

SOUTHWEST REGION, LEVEL I

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	13	10	18	11	99
B	35	26	37	32	78
C	40	41	35	40	29
D	11	19	9	13	1
F	1	3	0	1	1
Not Taken	1	2	2	4	
Mean	2.45	2.23	2.64	2.39	2.44
S.D.	.88	.96	.89	.90	.70

MEN

A	6	8	13	7	99
B	29	24	36	29	85
C	47	42	39	43	35
D	15	21	10	15	2
F	1	3	0	2	1
Not Taken	1	2	2	4	
Mean	2.25	2.14	2.52	2.25	2.29
S.D.	.82	.95	.87	.87	.67

WOMEN

A	23	14	25	17	98
B	44	29	39	36	67
C	28	39	28	34	19
D	4	16	7	10	1
F	0	2	0	1	1
Not Taken	0	2	1	3	
Mean	2.86	2.38	2.82	2.60	2.67
S.D.	.83	.96	.90	.91	.70

Number of Colleges 26

Number of Students (Men) 7,343 (Women) 4,726 (Total) 12,069

SOUTHWEST REGION, LEVEL I

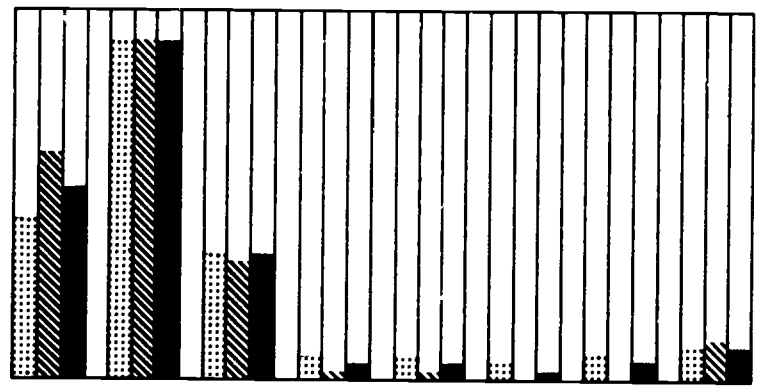
Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	20	11	35
Administrative, Political, and Persuasive	12	14	8
Business and Finance	12	9	17
Scientific	5	6	3
Engineering, Agriculture, and Technology	14	23	0
Medical Fields	9	7	12
Arts and Humanities	8	7	9
Other	2	2	2
Undecided	19	21	14
Vocational Choices			
Social, Religious, and Educational Fields	17	8	30
Administrative, Political, and Persuasive	8	10	6
Business and Finance	10	7	14
Scientific	3	3	1
Engineering, Agriculture, and Technology	11	17	0
Medical Fields	9	7	12
Arts and Humanities	6	6	7
Housewife	2	0	4
Other	9	10	8
Undecided	26	31	19

Number of Colleges 26
Number of Students (Men) 7,114 (Women) 4,763 (Total) 11,877

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preferences

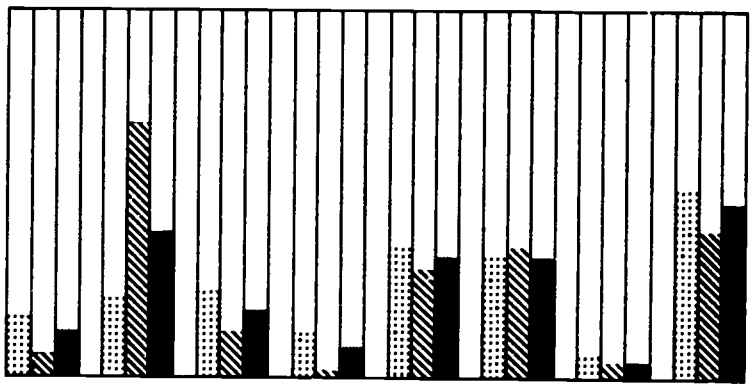
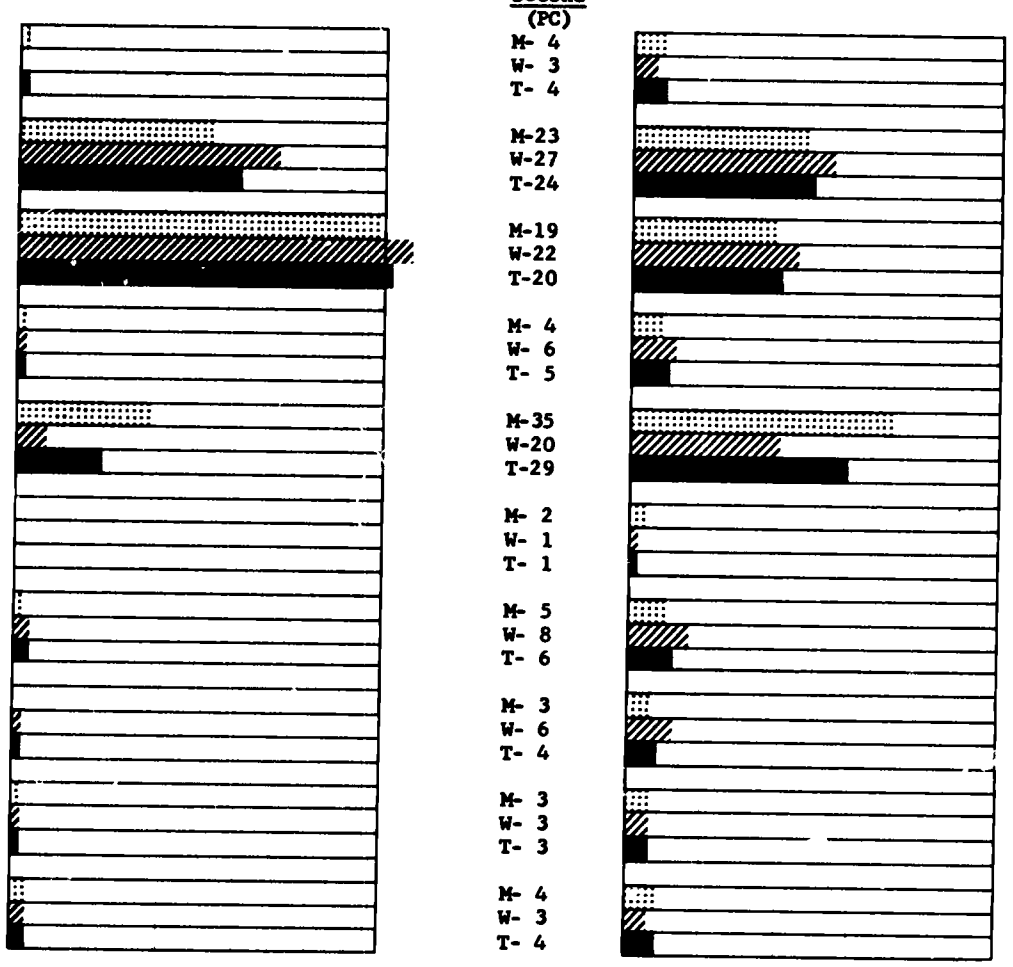


Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 4 W- 3 T- 4
To Develop Mind and Intellectual Abilities	M-26 W-35 T-30	M-23 W-27 T-24
To Secure Vocational or Professional Training	M-49 W-54 T-51	M-19 W-22 T-20
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 4 W- 6 T- 5
To Earn A Higher Income	M-18 W- 4 T-12	M-35 W-20 T-29
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 2 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 2 T- 2	M- 5 W- 8 T- 6
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 6 T- 4
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
None of These	M- 2 W- 2 T- 2	M- 4 W- 3 T- 4
Number of Colleges	26	
Number of Students	(Men) 7,285	(Women) 4,742 (Total) 12,027



SOUTHWEST REGION, LEVEL I

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	34	30	40
Good Faculty	57	55	60
High Scholastic Standing	54	50	59
PRACTICALITY			
Location	59	55	64
Low Cost	50	50	51
Close to Home	56	54	59
ADVICE OF OTHERS			
Advice of Parents	40	35	48
Advice of High School Teachers	25	25	26
Advice of H.S. or Coll. Couns.	31	31	33
SOCIAL EMPHASIS			
Social Opportunities	32	33	31
Fraternity or Sorority	6	6	5
Good Athletic Program	19	25	10
Size	25	23	29

Number of Colleges 26
Number of Students (Men) 7,602 (Women) 4,888 (Total) 12,490

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	96	95	97
Out of State	4	5	3

Number of Colleges 26
Number of Students (Men) 7,602 (Women) 4,888 (Total) 12,490

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	63	76	71	32	63	57
	1-2	26	17	23	37	19	28
	3 or more	11	7	6	31	18	15
Women	0	77	72	53	23	43	45
	1-2	18	20	37	36	29	36
	3 or more	5	8	10	41	28	19
Total	0	69	74	64	28	55	52
	1-2	23	18	28	37	23	32
	3 or more	8	8	8	35	22	16

Number of Colleges 26

Number of Students (Men) 4,748 (Women) 3,333 (Total) 8,081

SOUTHWEST REGION, LEVEL II

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
36	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	36
35																35
34																34
33																33
32																32
31				99			99			99						31
30				98	99	98	98	99	98	98	99	98				30
29		99		97	98	98	97	98	98	97	98	98	99	99	99	29
28		98	99	96	98	97	96	98	97	96	98	97	98	98	98	28
27		97	98	95	97	96	95	97	96	95	97	96	97	97	97	27
26	99	95	97	93	96	94	93	96	94	93	96	94	94	95	95	26
25	98	91	94	91	94	92	91	94	92	91	94	92	92	92	92	25
24	96	87	92	88	93	90	88	91	90	88	91	90	88	88	88	24
23	93	82	88	84	91	87	84	89	87	84	89	87	84	84	84	23
22	90	76	83	81	89	85	81	86	85	81	86	85	81	84	82	22
21	86	70	78	77	86	81	77	82	81	77	82	81	79	79	79	21
20	81	62	72	71	82	77	71	79	77	74	79	77	74	74	74	20
19	74	55	65	68	79	73	68	75	73	69	75	73	69	68	68	19
18	67	47	57	63	75	69	63	70	69	62	70	69	62	61	62	18
17	58	39	49	56	70	63	56	63	63	55	63	63	54	54	54	17
16	50	33	42	48	63	55	48	57	55	47	57	55	47	48	47	16
15	43	27	36	41	57	49	41	50	49	40	50	49	40	41	41	15
14	37	23	30	34	50	42	34	42	42	33	42	42	33	35	34	14
13	32	19	26	27	42	35	27	35	34	27	35	34	27	29	28	13
12	27	16	22	22	35	28	22	28	28	21	29	28	21	23	22	12
11	23	13	18	17	29	23	17	23	23	16	23	23	16	19	17	11
10	18	11	14	13	23	18	13	19	18	12	19	18	12	15	13	10
9	13	8	11	11	19	15	11	15	15	9	15	12	9	12	10	9
8	10	7	8	9	15	12	9	11	12	7	11	8	7	9	8	8
7	7	5	6	6	11	8	6	9	8	5	9	8	5	6	6	7
6	5	4	5	4	7	6	4	6	6	3	6	6	3	4	4	6
5	4	2	3	3	5	4	3	4	4	2	4	4	2	2	2	5
4	2	1	2	2	3	3	2	3	3	1	3	3	1	1	1	4
3	1		1	1	2	2	1	2	2		2	2				3
2					1	1		1	1		1	1				2
1																1
Mean	15.4	17.8	16.5	18.2	17.4	17.8	17.5	15.3	16.5	17.8	17.7	17.8	17.4	17.2	17.3	Mean
S.D.	5.3	5.6	5.6	6.6	6.3	6.5	6.2	6.2	6.3	6.7	7.1	6.9	5.4	5.5	5.5	S.D.
Number of Colleges			17													
Number of Students							(Man) 2,256				(Women) 2,043			(Total) 4,299		

SOUTHWEST REGION, LEVEL II

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	17	13	20	14	98
B	36	28	38	31	73
C	38	39	33	38	24
D	8	15	7	11	1
F	0	2	0	1	1
Not Taken	2	3	2	5	
Mean	2.63	2.36	2.70	2.49	2.55
S.D.	.87	.96	.88	.92	.72

MEN

A	7	10	12	9	99
B	30	26	36	27	83
C	49	42	39	43	32
D	11	17	9	14	2
F	1	3	1	2	1
Not Taken	2	3	3	5	
Mean	2.32	2.23	2.51	2.28	2.34
S.D.	.79	.95	.85	.89	.66

WOMEN

A	28	17	28	20	96
B	43	31	39	35	62
C	25	37	26	33	15
D	4	12	5	7	1
F	0	1	0	0	1
Not Taken	1	3	2	5	
Mean	2.95	2.51	2.92	2.71	2.78
S.D.	.83	.96	.87	.89	.70

Number of Colleges 17

Number of Students (Men) 2,183 (Women) 1,988 (Total) 4,171

SOUTHWEST REGION, LEVEL II

Table 3 Educational Majors and Vocational Choices

Educational Majors

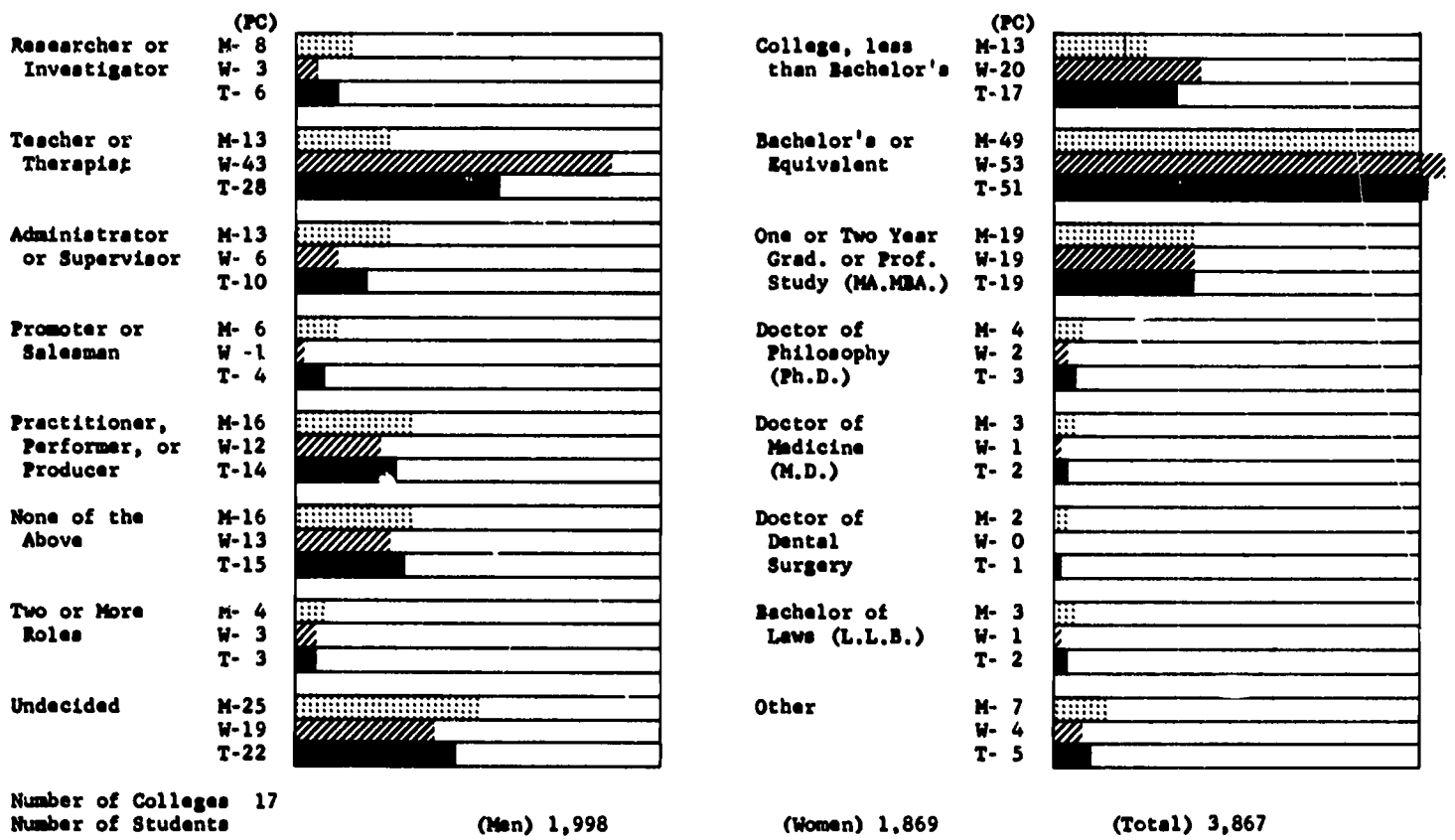
	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	30	18	43
Administrative, Political, and Persuasive	10	14	6
Business and Finance	10	10	11
Scientific	5	7	3
Engineering, Agriculture, and Technology	9	18	0
Medical Fields	7	5	10
Arts and Humanities	9	6	12
Other	2	2	1
Undecided	17	20	14

Vocational Choices

Social, Religious, and Educational Fields	26	14	38
Administrative, Political, and Persuasive	8	11	4
Business and Finance	8	6	9
Scientific	3	4	2
Engineering, Agriculture, and Technology	7	14	0
Medical Fields	8	5	10
Arts and Humanities	6	5	8
Housewife	1	0	2
Other	8	9	7
Undecided	26	31	20

Number of Colleges 17
Number of Students (Men) 2,074 (Women) 1,943 (Total) 4,017

Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 17
Number of Students (Men) 1,998 (Women) 1,869 (Total) 3,867

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-34 W-39 T-37	M-23 W-27 T-25
To Secure Vocational or Professional Training	M-44 W-50 T-47	M-22 W-24 T-23
To Make A Desirable Marriage	M- 1 W- 2 T- 2	M- 6 W- 7 T- 5
To Earn A Higher Income	M-13 W- 3 T- 8	M-29 W-16 T-22
To Develop Moral Standards	M- 1 W- 0 T- 1	M- 3 W- 2 T- 3
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W- 9 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 8 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 2 T- 3
None of These	M- 3 W- 1 T- 2	M- 4 W- 2 T- 3
Number of Colleges 17		
Number of Students	(Men) 2,049	(Women) 1,933 (Total) 3,982

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	43	38	49
Good Faculty	62	58	66
High Scholastic Standing	55	48	62
PRACTICALITY			
Location	46	42	49
Low Cost.	36	36	35
Close to Home	38	35	41
ADVICE OF OTHERS			
Advice of Parents	39	33	45
Advice of High School Teachers	22	23	22
Advice of H.S. or Coll. Couns.	29	29	29
SOCIAL EMPHASIS			
Social Opportunities	35	33	37
Fraternity or Sorority	6	6	7
Good Athletic Program	16	21	11
Size	27	24	29

Number of Colleges 17
Number of Students (Men) 2,256 (Women) 2,043 (Total) 4,299

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	75	68	83
Out of State	25	32	17

Number of Colleges 17
Number of Students (Men) 2,256 (Women) 2,043 (Total) 4,299

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	60	71	65	27	55	52
	1-2	27	20	26	34	24	30
	3 or more	13	9	9	39	21	18
Women	0	70	75	49	21	33	36
	1-2	21	19	39	35	30	40
	3 or more	9	6	12	44	37	24
Total	0	65	73	57	24	44	44
	1-2	24	19	32	35	27	34
	3 or more	11	8	11	41	29	22

Number of Colleges 17

Number of Students (Men) 1,322 (Women) 1,258 (Total) 2,580

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
36	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	36
35																35
34																34
33																33
32																32
31				99			99	99	99	99						31
30				98	99	98	98	98	98	97	99	98	99		99	30
29				97	98	98	97	97	97	96	98	97	98	99	98	29
28		99	99	96	98	97	96	96	96	94	96	95	97	98	97	28
27	99	98	98	93	96	95	93	95	94	91	93	92	95	97	96	27
26	98	95	97	90	95	93	89	93	91	87	90	89	93	95	94	26
25	97	91	94	87	93	90	84	90	87	84	87	86	91	93	92	25
24	95	85	90	83	90	86	78	85	82	81	85	83	89	91	90	24
23	92	79	85	79	88	83	73	80	76	76	82	79	87	89	88	23
22	87	72	80	73	84	79	68	75	71	71	78	75	82	86	84	22
21	82	64	73	68	80	73	63	70	66	66	73	70	78	82	80	21
20	75	55	65	62	75	69	58	65	62	62	69	66	74	78	76	20
19	67	46	57	57	71	64	52	59	55	57	64	61	69	74	72	19
18	58	37	48	50	65	57	46	52	49	51	58	55	64	69	67	18
17	49	29	39	42	57	49	41	46	43	46	52	49	59	64	62	17
16	41	24	33	34	50	42	36	40	38	41	46	43	53	59	56	16
15	35	19	27	28	42	34	31	35	33	36	40	38	47	53	50	15
14	29	15	22	21	34	27	26	30	28	31	35	33	41	47	44	14
13	24	12	18	17	28	22	21	24	22	25	30	28	36	41	39	13
12	19	10	15	13	22	17	17	19	18	20	25	22	30	35	33	12
11	16	8	12	10	17	13	14	16	15	16	20	18	25	30	27	11
10	12	6	9	8	13	11	11	12	12	12	15	13	20	25	23	10
9	9	5	7	6	11	8	8	9	8	9	11	10	15	20	18	9
8	7	4	5	5	8	6	6	6	6	7	8	7	11	15	13	8
7	5	3	4	3	5	4	4	4	4	5	6	5	8	11	9	7
6	4	2	3	3	4	3	2	3	3	3	4	4	6	8	7	6
5	3	1	2	2	3	2	2	2	2	2	3	2	4	6	5	5
4	2		1	1	2	1	1	1	1	1	2	1	3	4	3	4
3	1				1						1		2	3	2	3
2													1	2	1	2
1														1		1
Mean	16.4	18.9	17.7	18.3	16.2	17.3	19.3	18.4	18.9	18.2	18.3	18.2				
S.D.	5.1	5.0	5.2	5.9	5.8	5.9	6.3	5.9	6.1	5.2	5.0	5.1				
Number of Colleges	21															
Number of Students				(Men) 8,643			(Women) 8,230			(Total) 16,873						

SOUTHWEST REGION, LEVEL III

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (Pct)
A	22	16	26	17	97
B	40	29	39	35	67
C	31	38	28	35	19
D	6	15	5	9	1
F	0	2	0	1	1
Not Taken	1	2	1	3	
Mean	2.78	2.42	2.86	2.61	2.67
S.D.	.87	.98	.88	.91	.72

MEN

A	11	13	18	12	98
B	37	27	39	33	77
C	41	40	34	40	26
D	10	17	7	12	1
F	1	2	0	1	1
Not Taken	1	2	1	3	
Mean	2.49	2.31	2.70	2.43	2.48
S.D.	.84	.98	.86	.89	.69

WOMEN

A	33	19	34	23	96
B	43	31	39	38	57
C	21	35	23	30	12
D	2	13	4	7	1
F	0	1	0	1	1
Not Taken	0	2	1	2	
Mean	3.07	2.54	3.03	2.78	2.86
S.D.	.80	.98	.86	.90	.69

Number of Colleges 21

Number of Students (Men) 8,068 (Women) 7,887 (Total) 15,955

SOUTHWEST REGION, LEVEL III

Table 3 Educational Majors and Vocational Choices

Educational Majors

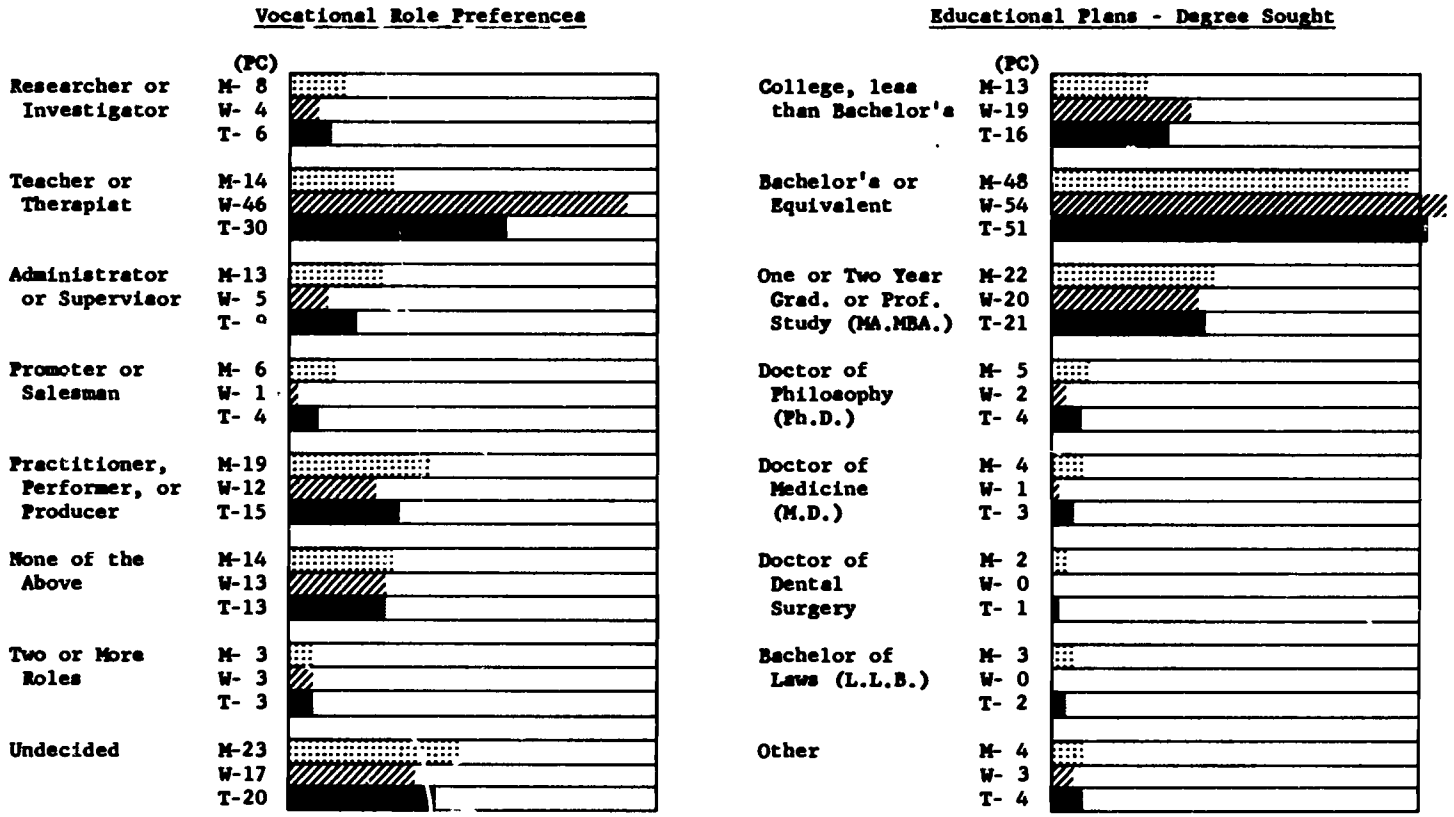
	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	28	14	42
Administrative, Political, and Persuasive	10	14	7
Business and Finance	10	9	11
Scientific	6	8	4
Engineering, Agriculture, and Technology	9	17	0
Medical Fields	9	9	9
Arts and Humanities	11	8	13
Other	1	1	1
Undecided	16	19	13

Vocational Choices

Social, Religious, and Educational Fields	25	12	39
Administrative, Political, and Persuasive	8	10	5
Business and Finance	9	7	10
Scientific	3	5	2
Engineering, Agriculture, and Technology	7	14	0
Medical Fields	9	9	9
Arts and Humanities	7	7	7
Housewife	1	0	2
Other	7	8	7
Undecided	24	29	19

Number of Colleges 21
Number of Students (Men) 8,289 (Women) 8,001 (Total) 16,290

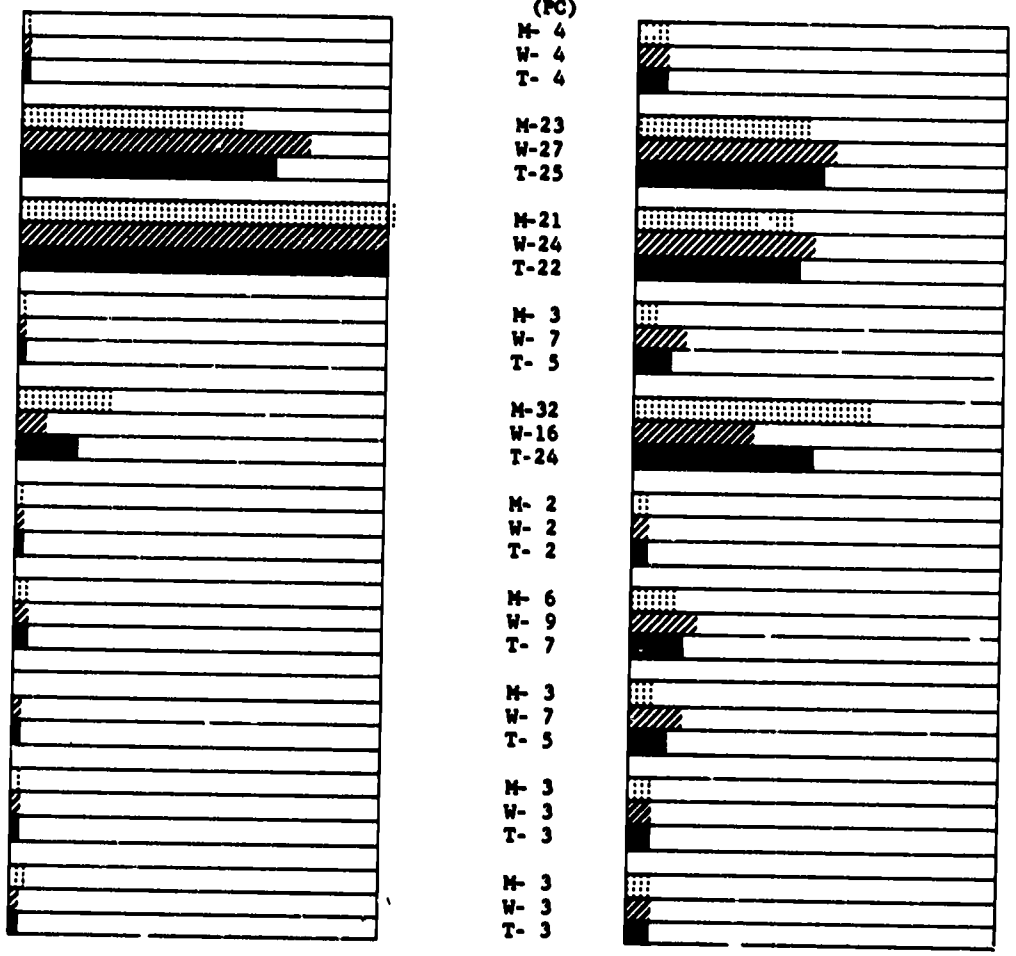
Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 21
Number of Students (Men) 8,087 (Women) 7,683 (Total) 15,770

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 4 T- 4
To Develop Mind and Intellectual Abilities	M-30 W-39 T-34	M-23 W-27 T-25
To Secure Vocational or Professional Training	M-51 W-50 T-50	M-21 W-24 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 7 T- 5
To Earn A Higher Income	M-13 W- 4 T- 8	M-32 W-16 T-24
To Develop Moral Standards	M- 1 W- 1 T- 1	M- 2 W- 2 T- 2
To Become A Cultured Person	M- 2 W- 2 T- 2	M- 6 W- 9 T- 7
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
None of These	M- 2 W- 1 T- 1	M- 3 W- 3 T- 3
Number of Colleges	21	
Number of Students	(Men) 8,229	(Women) 7,965 (Total) 16,194



SOUTHWEST REGION, LEVEL III

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	40	35	45
Good Faculty	61	59	64
High Scholastic Standing	58	52	63
PRACTICALITY			
Location	54	51	58
Low Cost	36	36	36
Close to Home	39	39	40
ADVICE OF OTHERS			
Advice of Parents	36	31	42
Advice of High School Teachers	22	22	22
Advice of H.S. or Coll. Couns.	27	26	28
SOCIAL EMPHASIS			
Social Opportunities	40	39	42
Fraternity or Sorority	7	7	8
Good Athletic Program	17	24	10
Size	35	30	39

Number of Colleges 21
Number of Students (Men) 8,643 (Women) 8,230 (Total) 16,873

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	91	90	93
Out of State	9	10	7

Number of Colleges 21
Number of Students (Men) 8,643 (Women) 8,230 (Total) 16,873

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	58	74	64	23	58	50
	1-2	29	18	28	36	20	30
	3 or more	13	8	8	41	22	20
Women	0	72	71	46	16	34	39
	1-2	22	21	41	36	31	38
	3 or more	6	8	13	48	35	23
Total	0	65	72	55	19	46	44
	1-2	25	20	35	36	26	34
	3 or more	10	8	10	45	28	22
Number of Colleges		21					
Number of Students		(Men)	5,453	(Women)	5,730	(Total)	11,183

SOUTHWEST REGION, LEVEL IV

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36										36
35										35
34										34
33										33
32										32
31										31
30										30
29										29
28										28
27										27
26										26
25										25
24										24
23										23
22										22
21										21
20										20
19										19
18										18
17										17
16										16
15										15
14										14
13										13
12										12
11										11
10										10
9										9
8										8
7										7
6										6
5										5
4										4
3										3
2										2
1										1
Mean	22.4	20.5	21.4	21.4			21.4	20.4	20.9	
S.D.	5.9	5.5	5.8				4.8	4.5	4.7	
Number of Colleges										(Total) 11,843
Number of Students										(Total) 6,068

SS	Eng. Test			Math. Test			Soc. S. Test			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36										36
35				99						35
34				98						34
33				97		99				33
32				95	99	97	99	99	99	32
31				92	98	95	97	98	97	31
30				90	97	94	93	95	94	30
29		99	99	87	96	92	88	92	90	29
28	99	97	98	84	95	89	83	86	85	28
27	98	95	96	79	93	86	77	80	79	27
26	95	91	93	73	90	82	71	75	73	26
25	92	85	88	66	86	77	65	68	66	25
24	87	77	82	61	83	72	58	61	59	24
23	82	68	75	56	79	68	52	56	54	23
22	75	60	67	50	75	63	46	50	48	22
21	67	50	59	44	69	57	39	42	41	21
20	59	42	50	39	64	52	34	36	35	20
19	50	33	41	35	59	47	28	30	29	19
18	40	25	32	29	52	41	23	25	24	18
17	32	18	25	23	44	34	19	21	20	17
16	25	13	19	18	36	27	15	17	16	16
15	21	10	15	13	29	21	13	14	13	15
14	16	7	12	9	23	16	10	11	11	14
13	12	5	9	7	18	13	8	9	9	13
12	9	4	7	5	13	9	7	7	7	12
11	7	3	5	4	9	7	5	5	5	11
10	5	2	4	3	7	5	4	4	4	10
9	3	1	2	2	5	4	3	3	3	9
8	2		2	1	3	2	2	2	2	8
7	2		1		2	2	1	1	1	7
6	1				2	1				6
5					1					5
4										4
3										3
2										2
1										1
Mean	18.7	20.6	19.7	21.9	18.2	20.0	22.1	21.6	21.8	
S.D.	4.7	4.4	4.7	6.1	5.8	6.3	5.9	5.8	5.9	
Number of Colleges	8									(Men) 5,775
Number of Students										(Women) 6,0

SOUTHWEST REGION, LEVEL IV

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	26	18	32	20	97
B	41	31	40	36	62
C	27	35	24	33	15
D	5	13	4	9	1
F	0	1	0	1	1
Not Taken	0	1	1	2	
Mean	2.89	2.51	3.00	2.68	2.77
S.D.	.86	.99	.85	.92	.70

MEN

A	17	17	27	17	97
B	39	29	40	33	69
C	36	36	27	37	20
D	8	15	5	10	1
F	0	2	0	1	1
Not Taken	0	1	1	2	
Mean	2.64	2.45	2.88	2.56	2.63
S.D.	.86	1.01	.87	.92	.71

WOMEN

A	36	19	36	24	96
B	44	32	40	38	55
C	19	35	20	29	10
D	2	12	3	7	1
F	0	1	0	1	1
Not Taken	0	1	0	2	
Mean	3.13	2.57	3.10	2.79	2.90
S.D.	.78	.97	.82	.90	.67

Number of Colleges 8

Number of Students (Men) 5,542 (Women) 5,955 (Total) 11,497

SOUTHWEST REGION, LEVEL IV

Table 3 Educational Majors and Vocational Choices

Educational Majors

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	23	8	37
Administrative, Political, and Persuasive	12	17	7
Business and Finance	8	8	7
Scientific	7	10	5
Engineering, Agriculture, and Technology	10	21	1
Medical Fields	13	10	16
Arts and Humanities	12	9	15
Other	2	2	2
Undecided	13	15	12

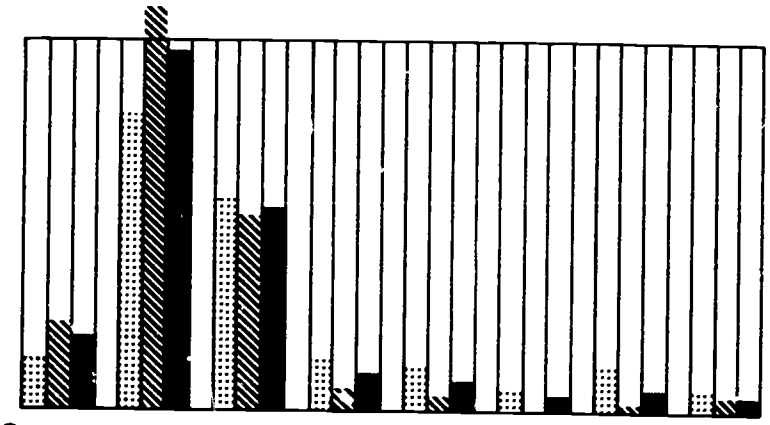
Vocational Choices

Social, Religious, and Educational Fields	22	7	36
Administrative, Political, and Persuasive	10	15	5
Business and Finance	7	7	6
Scientific	4	6	2
Engineering, Agriculture, and Technology	8	17	0
Medical Fields	13	10	16
Arts and Humanities	8	8	9
Housewife	1	0	2
Other	7	7	7
Undecided	20	23	17

Number of Colleges 8
Number of Students (Men) 5,647 (Women) 6,005 (Total) 11,652

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preferences

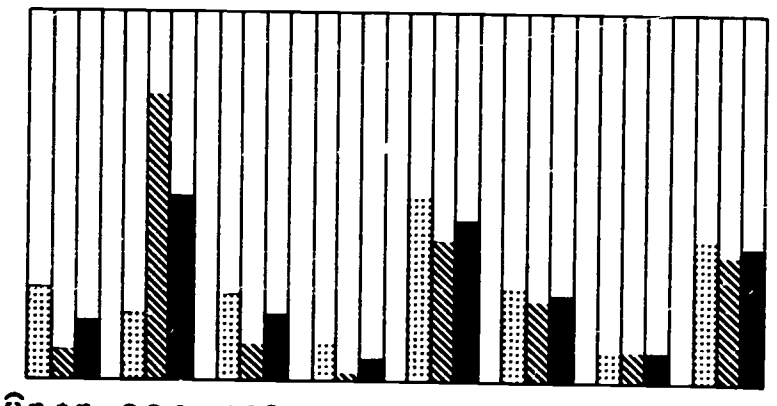


Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-40 T-36	M-27 W-29 T-28
To Secure Vocational or Professional Training	M-54 W-51 T-52	M-22 W-25 T-24
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 6 T- 4
To Earn A Higher Income	M-11 W- 2 T- 6	M-30 W-12 T-21
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 5 W-10 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 8 T- 6
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 4 T- 4
None of These	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
Number of Colleges 8 Number of Students	(Men) 5,594	(Women) 5,956 (Total) 11,550

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	42	37	47
Good Faculty	63	62	65
High Scholastic Standing	64	59	69
PRACTICALITY			
Location	56	54	5
Low Cost	32	33	
Close to Home	39	41	
ADVICE OF OTHERS			
Advice of Parents	35	30	40
Advice of High School Teachers	21	2	20
Advice of H.S. or Coll. Couns.	28	28	27
SOCIAL EMPHASIS			
Social Opportunities	3	36	
Fraternity or Sorority	7	6	
Good Athletic Program	13	19	6
Size	24	20	28

Number of Colleges 8
Number of Students (Men) 5,775 (Women) 6,068 (Total) 11,843

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	86	85	86
Out of State	14	15	14

Number of Colleges 8
Number of Students (Men) 5,775 (Women) 6,068 (Total) 11,843

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	54	73	60	24	56	54
	1-2	31	19	31	37	21	30
	3 or more	15	8	9	39	23	16
Women	0	68	68	42	17	36	43
	1-2	24	23	43	37	31	37
	3 or more	8	9	15	46	33	20
Total	0	62	70	51	20	46	48
	1-2	27	21	37	37	26	34
	3 or more	11	9	12	43	28	18

Number of Colleges 8

Number of Students (Men) 4,049 (Women) 4,560 (Total) 8,609

MIDWEST REGION, ALL LEVELS

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	
36							36
35							35
34							34
33							33
32			99				32
31			97	99		99	31
30		99	95	98	99	98	30
29		97	91	96	97	96	29
28		95	87	92	95	93	28
27		91	80	87	91	88	27
26		86	74	81	85	83	26
25		80	66	73	79	76	25
24		73	59	65	71	68	24
23		66	53	57	63	60	23
22		60	47	49	55	52	22
21		54	42	41	47	43	21
20		48	35	33	39	36	20
19		41	29	27	31	29	19
18		34	24	21	24	23	18
17		29	20	16	19	17	17
16		24	17	12	14	13	16
15		19	13	9	10	9	15
14		15	9	6	7	7	14
13		11	7	4	5	5	13
12		8	5	3	3	3	12
11		6	4	2	2	2	11
10		4	3	1	1	1	10
9		3	2				9
8		2	2				8
7		1	1				7
6							6
5							5
4							4
3							3
2							2
1							1
Mean	22.6	21.1	21.9	21.8	21.1	21.5	
S.D.	5.6	5.5	5.6	4.7	4.6	4.6	

SS	Eng. Test			Math. Test			Soc. S. Test		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
36									
35				99		99			
34				98		98			
33				96	99	97			
32				93	98	95	99	99	99
31				91	96	93	97	97	97
30		99		88	95	91	94	94	94
29		98	99	84	93	88	90	90	90
28	99	97	98	80	91	85	84	84	84
27	97	94	96	74	87	80	77	77	77
26	95	89	92	67	83	74	71	71	71
25	91	82	87	61	79	68	64	64	64
24	86	74	81	54	74	63	57	57	57
23	81	66	74	49	70	58	51	51	51
22	73	56	66	44	64	52	45	44	45
21	66	47	57	38	58	47	37	37	37
20	57	38	49	33	54	42	31	31	31
19	48	29	40	29	49	38	26	26	26
18	39	22	32	24	43	32	21	21	21
17	30	16	24	19	36	26	17	17	17
16	24	12	19	15	30	21	13	13	13
15	19	9	15	11	24	17	11	11	11
14	15	7	11	8	19	13	8	9	9
13	11	5	9	6	14	10	7	7	7
12	9	4	7	4	11	7	5	5	5
11	6	3	5	3	8	5	4	4	4
10	4	2	3	2	6	4	3	3	3
9	3	1	2	2	4	3	2	2	2
8	2		2	1	3	2	1	2	2
7	1		1		2	1		1	1
6					1				
5									
4									
3									
2									
1									
Mean	18.9	21.0	19.8	22.7	19.6	21.4	22.3	22.3	22.3
S.D.	4.7	4.4	4.7	6.2	6.3	6.4	5.6	5.6	5.6
Number of Colleges	115								
Number of Students	(Men) 44,316 (Women) 33,067 (Total) 77,383								

MIDWEST REGION, ALL LEVELS

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	18	13	23	14	98
B	42	30	40	34	71
C	33	38	30	38	21
D	7	16	6	11	1
F	0	1	0	1	1
Not Taken	0	2	2	3	
Mean	2.72	2.38	2.82	2.51	2.60
S.D.	.84	.96	.87	.89	.69

MEN

A	11	13	20	12	99
B	37	28	38	31	76
C	41	39	33	41	26
D	10	18	7	13	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.50	2.32	2.72	2.41	2.49
S.D.	.82	.97	.87	.90	.69

WOMEN

A	27	14	28	16	98
B	49	32	42	38	63
C	22	37	25	35	13
D	2	14	4	8	1
F	0	1	0	0	1
Not Taken	0	2	1	2	
Mean	3.00	2.46	2.94	2.63	2.76
S.D.	.77	.93	.84	.87	.66

Number of Colleges 115

Number of Students (Men) 43,170 (Women) 32,319 (Total) 75,489

MIDWEST REGION, ALL LEVELS

Table 3 Educational Majors and Vocational Choices

Educational Majors

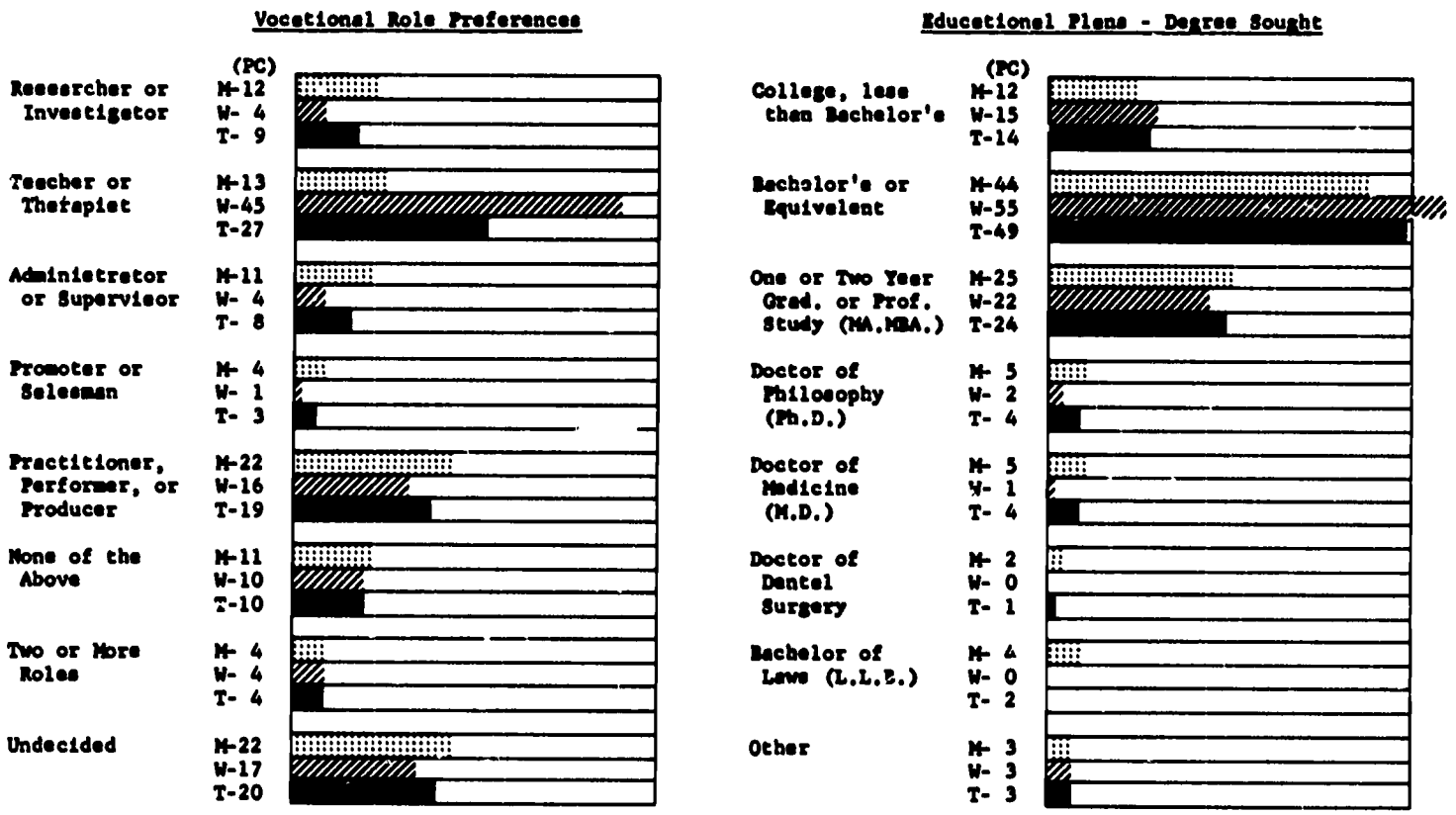
	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	24	12	41
Administrative, Political and Persuasive	9	13	4
Business and Finance	9	10	7
Scientific	8	10	5
Engineering, Agriculture, and Technology	12	21	0
Medical Fields	12	9	16
Arts and Humanities	9	7	12
Other	2	2	1
Undecided	15	17	13

Vocational Choices

Social, Religious, and Educational Fields	24	11	41
Administrative, Political, and Persuasive	8	11	3
Business and Finance	6	7	5
Scientific	4	6	2
Engineering, Agriculture, and Technology	10	17	0
Medical Fields	12	9	16
Arts and Humanities	7	6	7
Housewife	1	0	2
Other	7	7	6
Undecided	22	25	17

Number of Colleges 115
Number of Students (Men) 42,858 (Women) 32,346 (Total) 75,204

Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 115
Number of Students (Men) 41,309 (Women) 31,257 (Total) 72,566

MIDWEST REGION, ALL LEVELS

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 2 T- 3
To Develop Mind and Intellectual Abilities	M-29 W-38 T-33	M-26 W-30 T-28
To Secure Vocational or Professional Training	M-55 W-53 T-54	M-20 W-25 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 4 T- 3
To Earn A Higher Income	M-10 W- 2 T- 6	M-32 W-12 T-23
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 6 W-10 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 9 T- 7
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 5 T- 4
None of These	M- 2 W- 2 T- 2	M- 3 W- 3 T- 3
Number of Colleges	115	
Number of Students	(Man) 41,921	(Women) 31,936 (Total) 73,857

MIDWEST REGION, ALL LEVELS

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	43	39	49
Good Faculty	65	63	68
High Scholastic Standing	64	60	69
PRACTICALITY			
Location	55	53	58
Low Cost	42	43	42
Close to Home	41	42	41
ADVICE OF OTHERS			
Advice of Parents	37	33	43
Advice of High School Teachers	25	26	25
Advice of H.S. or Coll. Couns.	37	38	37
SOCIAL EMPHASIS			
Social Opportunities	35	33	37
Fraternity or Sorority	6	5	6
Good Athletic Program	15	20	8
Size	26	23	31

Number of Colleges 115
Number of Students (Men) 44,316 (Women) 33,067 (Total) 77,383

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	87	87	87
Out of State	13	13	13

Number of Colleges 115
Number of Students (Men) 44,316 (Women) 33,067 (Total) 77,383

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	55	76	61	24	54	53
	1-2	31	18	31	38	23	33
	3 or more	14	6	8	38	23	14
Women	0	69	66	40	17	30	37
	1-2	23	26	44	38	35	41
	3 or more	8	8	16	45	35	22
Total	0	61	71	51	21	46	46
	1-2	28	22	37	38	29	36
	3 or more	11	7	12	41	27	18

Number of Colleges 115

Number of Students (Men) 32,058 (Women) 25,079 (Total) 57,137

MIDWEST REGION, LEVEL I

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35															
34															
33				99		99									
32				98	99	98									
31				97	98	97	99	99	99	99	98	99	99	99	99
30				96	97	96	98	97	98	98	97	98	98	98	98
29				94	97	95	96	95	96	96	95	96	96	96	96
28				92	96	93	93	92	93	93	92	93	93	93	93
27		99	99	89	94	90	90	88	89	89	88	89	89	90	89
26	99	95	97	84	92	87	86	84	85	84	84	84	84	85	84
25	97	90	95	80	89	83	81	79	80	79	79	79	79	80	79
24	95	85	91	75	86	79	76	73	75	73	73	73	73	75	73
23	91	78	87	70	83	75	71	67	70	68	67	68	68	70	68
22	87	71	81	64	79	69	65	60	63	62	60	62	62	63	62
21	82	62	75	59	75	64	57	53	56	57	53	57	57	56	57
20	75	54	67	54	71	60	51	47	49	51	47	51	51	49	51
19	67	44	59	49	66	55	44	40	43	46	40	46	46	43	46
18	58	36	50	42	60	49	38	34	37	41	34	41	41	37	41
17	49	28	41	35	53	41	32	29	31	33	29	33	33	31	33
16	41	22	34	28	45	34	27	24	26	26	24	26	26	26	26
15	34	17	28	21	37	27	22	20	21	19	20	19	19	21	19
14	28	14	22	16	30	21	18	16	17	14	15	14	14	17	14
13	22	10	18	12	24	16	15	13	14	10	11	10	10	14	10
12	18	8	14	9	19	12	12	11	11	7	9	7	7	11	7
11	13	6	11	6	14	9	9	9	9	4	5	5	5	9	5
10	9	5	8	5	11	7	7	6	6	3	4	3	3	6	3
9	7	3	5	3	8	5	5	5	5	1	3	2	2	5	2
8	5	2	4	2	6	4	3	4	3		2	1	1	3	1
7	3	2	3	1	4	2	2	2	2		1			2	
6	2	1	2		3	2	1	2	1					1	
5	1		1		2	1		1							
4					1										
3															
2															
1															
Mean	16.7	19.2	17.6	19.7	17.1	18.8	19.5	20.0	19.7	19.7	19.0	19.7	19.1	19.0	19.1
S.D.	4.8	4.8	4.9	5.9	6.1	6.1	5.8	5.9	5.9	5.8	5.7	5.8	4.6	4.7	4.7
Number of Colleges			31												
Number of Students			(Men)	8,358	(Women)	4,675	(Total)	13,033							

MIDWEST REGION, LEVEL I

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	8	6	11	6	99
B	31	22	33	25	87
C	48	44	43	47	37
D	13	23	11	17	1
F	0	2	0	1	1
Not Taken	1	3	2	4	
Mean	2.33	2.06	2.45	2.19	2.26
S.D.	.80	.89	.84	.83	.62

MEN

A	3	5	8	4	99
B	24	19	30	21	91
C	55	44	47	50	44
D	17	26	13	19	2
F	1	3	0	2	1
Not Taken	1	3	2	5	
Mean	2.12	1.97	2.34	2.07	2.13
S.D.	.74	.89	.82	.81	.59

WOMEN

A	16	8	16	9	99
B	45	27	39	33	79
C	35	43	36	43	23
D	4	19	7	12	1
F	0	1	0	0	1
Not Taken	0	2	1	3	
Mean	2.72	2.21	2.65	2.39	2.49
S.D.	.77	.89	.84	.84	.62

Number of Colleges 31

Number of Students (Men) 8,145 (Women) 4,583 (Total) 12,728

MIDWEST REGION. LEVEL I

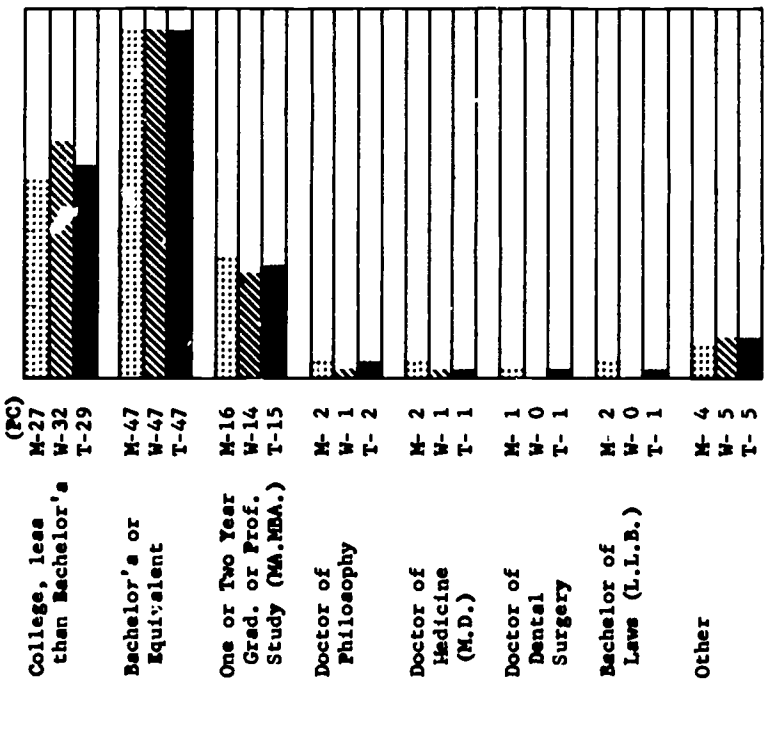
Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	20	11	36
Administrative, Political, and Persuasive	9	13	3
Business and Finance	15	15	16
Scientific	5	6	3
Engineering, Agriculture, and Technology	13	20	0
Medical Fields	9	5	16
Arts and Humanities	7	6	9
Other	3	3	2
Undecided	19	21	15
Vocational Choices			
Social, Religious, and Educational Fields	19	10	35
Administrative, Political, and Persuasive	7	10	3
Business and Finance	10	9	11
Scientific	3	3	1
Engineering, Agriculture, and Technology	11	17	0
Medical Fields	[illegible]	5	16
Arts and Humanities	6	6	6
Housewife	1	0	2
Other	9	10	8
Undecided	26	30	19

Number of Colleges 31
Number of Students (Men) 7,732 (Women) 4,361 (Total) 12,093

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preferences

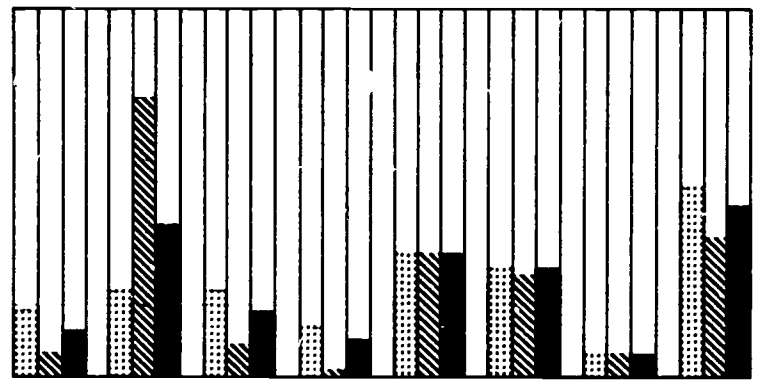


Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 2 T- 2
To Develop Mind and Intellectual Abilities	M-24 W-31 T-27	M-23 W-31 T-26
To Secure Vocational or Professional Training	M-55 W-59 T-56	M-18 W-20 T-19
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
To Earn A Higher Income	M-14 W- 2 T-10	M-37 W-17 T-30
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W- 9 T- 7
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W- 8 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 5 T- 4
None of These	M- 2 W- 1 T- 2	M- 3 W- 3 T- 3
Number of Colleges	31	
Number of Students	(Men) 7,423	(Women) 4,271 (Total) 11,694

MIDWEST REGION, LEVEL I

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	34	30	41
Good Faculty	58	55	62
High Scholastic Standing	53	49	60
PRACTICALITY			
Location	61	60	63
Low Cost	54	54	54
Close to Home	55	55	55
ADVICE OF OTHERS			
Advice of Parents	40	36	48
Advice of High School Teacher	27	27	26
Advice of H.S. or Coll. Couns.	40	40	40
SOCIAL EMPHASIS			
Social Opportunities	29	29	29
Fraternity or Sorority	4	4	4
Good Athletic Program	15	20	8
Size	22	20	25

Number of Colleges 31
Number of Students (Men) 8,358 (Women) 4,675 (Total) 13,033

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	95	95	94
Out of State	5	5	6

Number of Colleges 31
Number of Students (Men) 8,358 (Women) 4,675 (Total) 13,033

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	63	76	70	33	57	59
	1-2	27	18	24	40	22	29
	3 or more	10	6	6	27	21	12
Women	0	75	68	49	26	35	44
	1-2	19	25	41	42	35	37
	3 or more	6	7	10	32	30	19
Total	0	68	73	62	30	49	53
	1-2	24	20	30	40	27	32
	3 or more	8	7	8	30	24	15

Number of Colleges 31

Number of Students (Men) 5,577 (Women) 3,223 (Total) 8,800

MIDWEST REGION, LEVEL II

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			N. Sci. Test			Composite			Math. Test			Soc. S. Test		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35															
34										99		99			
33										98	99	98			
32										96	98	97	99	99	99
31										94	97	95	98	97	98
30										92	96	94	96	95	96
29		99	99							89	95	92	93	92	92
28	99	97	98							86	93	89	88	87	87
27	98	95	97	99	97	98	99	99	99	81	90	85	83	80	82
26	96	90	94	98	95	97	98	98	98	75	86	80	77	75	76
25	93	84	90	95	92	94	95	96	95	69	82	74	71	68	70
24	90	77	84	92	87	90	92	92	92	63	77	69	64	61	62
23	85	68	78	87	82	85	87	87	87	58	74	64	58	54	56
22	79	59	71	81	76	79	81	82	81	51	69	59	50	47	49
21	72	50	62	74	68	72	74	76	75	44	64	52	42	39	41
20	63	41	54	66	60	64	66	68	67	39	59	47	36	32	34
19	54	32	44	57	51	55	57	60	58	34	54	43	29	27	28
18	43	23	35	48	42	45	48	51	49	26	47	36	24	21	23
17	33	16	26	39	34	37	39	42	40	22	39	29	19	17	18
16	26	12	20	31	26	29	31	34	32	16	32	23	15	13	14
15	20	9	15	24	19	22	24	26	25	12	25	17	12	10	11
14	16	6	12	17	15	17	17	19	18	8	19	13	9	8	9
13	12	4	9	12	11	12	12	15	13	6	15	10	7	6	7
12	9	3	7	9	8	9	9	11	10	4	11	7	6	5	5
11	7	2	5	6	5	6	6	8	7	3	7	5	4	3	4
10	5	1	3	4	3	4	4	5	5	2	6	3	3	2	3
9	3		2	3	2	3	3	4	3	1	4	2		1	2
8	2		1	2	1	2	2	3	2		3	2	2		1
7	1			1		1	1	2	1		2	1	1		
6								1			1				
5															
4															
3															
2															
1															
Mean	18.4	20.8	19.4	21.9	20.8	21.5	21.0	20.8	21.0	21.8	19.1	20.6	21.6	22.1	21.8
S.D.	4.5	4.2	4.6	5.5	5.3	5.4	4.4	4.3	4.3	5.7	6.0	6.0	5.5	5.4	5.4
Number of Colleges			34												
Number of Students			(Men)	5,412		(Women)	3,898		(Total)	9,310					

MIDWEST REGION, LEVEL II

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	17	12	21	13	98
B	40	28	40	32	74
C	36	39	32	40	23
D	7	19	6	12	1
F	0	2	0	1	1
Not Taken	0	1	1	3	
Mean	2.67	2.30	2.76	2.45	2.54
S.D.	.84	.95	.85	.89	.68

MEN

A	9	9	17	10	99
B	35	25	38	28	81
C	45	41	37	44	30
D	10	22	6	14	1
F	0	2	0	1	1
Not Taken	0	1	2	3	
Mean	2.43	2.18	2.66	2.32	2.40
S.D.	.81	.94	.84	.88	.65

WOMEN

A	27	15	26	17	98
B	48	31	42	38	64
C	22	37	27	34	14
D	2	14	5	9	1
F	0	1	0	1	1
Not Taken	0	2	1	2	
Mean	3.00	2.47	2.90	2.63	2.75
S.D.	.77	.94	.84	.88	.66

Number of Colleges 34

Number of Students (Men) 5,294 (Women) 3,828 (Total) 9,122

MIDWEST REGION, LEVEL II

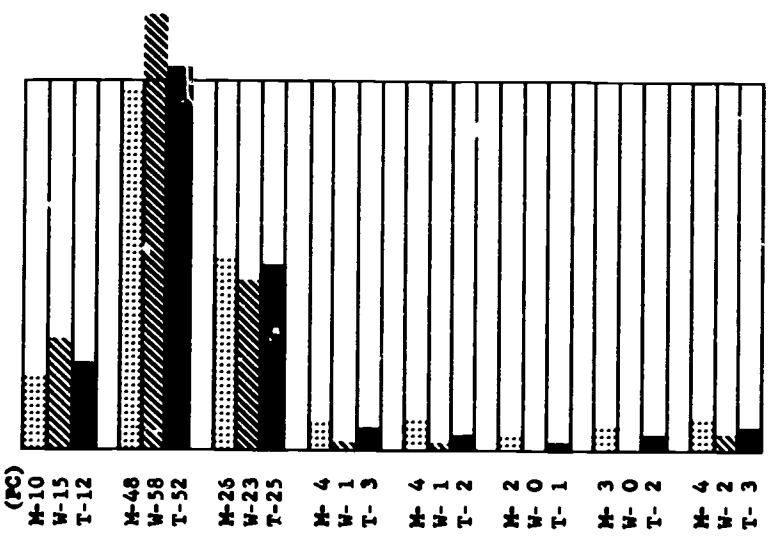
Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	31	17	49
Administrative, Political, and Persuasive	9	13	3
Business and Finance	8	9	7
Scientific	3	10	6
Engineering, Agriculture, and Technology	12	20	0
Medical Fields	8	7	9
Arts and Humanities	9	6	13
Other	1	1	1
Undecided	16	18	14
Vocational Choices			
Social, Religious, and Educational Fields	31	17	50
Administrative, Political, and Persuasive	6	9	2
Business and Finance	6	6	4
Scientific	4	6	2
Engineering, Agriculture, and Technology	10	17	0
Medical Fields	8	7	10
Arts and Humanities	6	4	8
Housewife	1	0	2
Other	6	7	6
Undecided	23	27	17

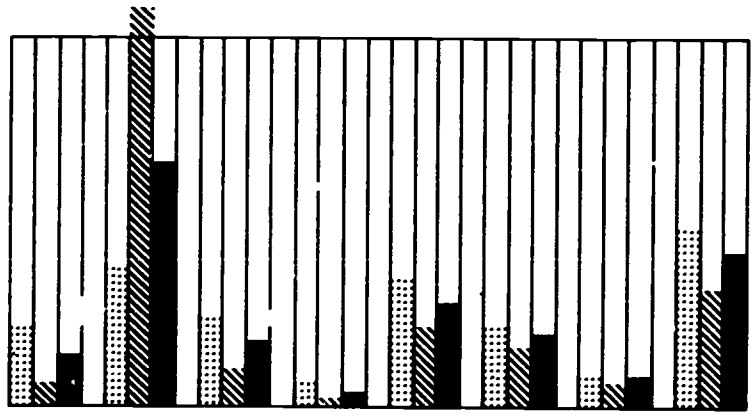
Number of Colleges 34
Number of Students (Men) 5,326 (Women) 3,839 (Total) 9,165

Table 4 Vocational Role Preference and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preference



MIDWEST REGION, LEVEL II

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 2 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-40 T-35	M-26 W-29 T-27
To Secure Vocational or Professional Training	M-54 W-50 T-52	M-21 W-26 T-23
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 4 T- 3
To Earn A Higher Income	M- 8 W- 2 T- 6	M-30 W-11 T-22
To Develop Moral Standards	M- 1 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 7 W-10 T- 8
To Develop My Personality	M- 1 W- 1 T- 1	M- 5 W-11 T- 7
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 5 T- 4
None of These	M- 2 W- 2 T- 2	M- 3 W- 3 T- 3
Number of Colleges 34 Number of Students	(Men) 5,222	(Women) 3,788 (Total) 9,010

MIDWEST REGION, LEVEL II

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	46	40	53
Good Faculty	65	62	69
High Scholastic Standing	61	57	68
PRACTICALITY			
Location	46	43	50
Low Cost	37	36	37
Close to Home	33	31	36
ADVICE OF OTHERS			
Advice of Parents	[illegible]	35	45
Advice of High School Teachers	[illegible]	27	26
Advice of H.S. or Coll. Couns.	38	40	36
SOCIAL EMPHASIS			
Social Opportunities	36	34	39
Fraternity or Sorority	4	4	3
Good Athletic Program	17	24	7
Size	35	33	37

Number of Colleges 34
Number of Students (Men) 5,412 (Women) 3,898 (Total) 9,310

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	66	62	70
Out of State	35	38	30

Number of Colleges 34
Number of Students (Men) 5,412 (Women) 3,898 (Total) 9,310

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	60	77	60	22	54	50
	1-2	30	18	32	38	23	34
	3 or more	10	5	8	40	23	16
Women	0	70	67	41	17	28	35
	1-2	23	25	44	39	33	41
	3 or more	7	8	15	44	39	24
Total	0	64	73	52	20	42	44
	1-2	27	21	37	39	27	37
	3 or more	9	6	11	41	31	19

Number of Colleges 34

Number of Students (Men) 3,924 (Women) 2,924 (Total) 6,848

MIDWEST REGION, LEVEL III

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
36															
35															
34				99											
33				98						99					
32				97	99	98	99			98	99	99	99		99
31				95	98	96	98	99	98	96	98	97	98	99	98
30				93	97	95	96	97	96	94	97	96	96	98	96
29		99		90	95	93	93	93	93	92	94	93	93	97	93
28		98	99	86	94	90	88	88	88	90	90	90	88	88	88
27	99	96	97	81	91	86	83	82	82	87	84	85	83	82	82
26	97	92	94	75	87	81	76	76	76	81	77	78	76	76	76
25	94	86	90	69	83	76	69	69	69	73	70	71	69	69	69
24	91	79	85	62	79	70	61	62	62	65	63	63	61	62	62
23	86	70	78	56	75	65	55	56	56	58	56	56	55	56	56
22	79	61	70	50	69	59	49	48	49	51	50	50	49	48	49
21	72	50	61	43	63	53	41	40	40	44	44	44	41	40	40
20	64	40	52	38	58	47	34	33	33	39	37	37	34	33	33
19	53	30	42	33	53	43	27	27	27	32	30	30	27	27	27
18	42	22	33	27	46	36	21	21	21	25	25	25	21	21	21
17	32	16	24	21	38	29	17	17	17	20	20	20	17	17	17
16	25	11	18	16	31	23	13	13	13	16	16	16	15	13	13
15	19	8	14	11	24	18	10	10	10	12	12	12	11	10	10
14	14	6	10	8	18	13	8	8	8	9	9	9	7	8	8
13	11	4	7	5	14	9	6	6	6	7	6	6	5	6	6
12	8	3	5	4	10	7	5	4	4	5	4	4	4	4	4
11	6	2	4	2	7	5	3	3	3	4	3	3	3	3	3
10	4	1	3	2	5	3	2	2	2	3	2	2	2	2	2
9	2		2	1	3	2	2	1	1	2	1	1	1	1	1
8	2		1		2	1	1			1					
7	1				1										
6															
5															
4															
3															
2															
1															
Mean	18.5	20.8	19.6	21.9	19.0	20.5	21.9	22.0	21.9	22.2	20.9	21.6	21.2	20.8	21.0
S.D.	4.3	4.0	4.3	5.6	5.7	5.8	5.2	5.2	5.2	5.2	5.1	5.2	4.1	4.0	4.1
Number of Colleges			16												
Number of Students			(Men) 6,585		(Women) 6,163				(Total) 12,748						

MIDWEST REGION, LEVEL III

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	Sci. (Percent)	HSA (PR)
A	16	10	20	11	99
B	46	29	43	34	74
C	33	42	31	42	19
D	5	16	5	10	1
F	0	1	0	0	1
Not Taken	1	2	1	3	
Mean	2.72	2.33	2.79	2.46	2.58
S.D.	.79	.90	.82	.83	.64

MEN

A	8	9	16	8	99
B	38	26	41	30	82
C	45	44	36	47	26
D	9	18	6	12	1
F	0	1	0	1	1
Not Taken	1	2	2	3	
Mean	2.45	2.24	2.67	2.33	2.42
S.D.	.76	.90	.81	.81	.61

WOMEN

A	24	12	25	14	98
B	53	32	44	38	66
C	21	40	26	38	12
D	2	14	3	7	1
F	0	0	0	0	1
Not Taken	0	2	1	3	
Mean	3.00	2.43	2.92	2.60	2.74
S.D.	.71	.89	.80	.84	.62

Number of Colleges 16

Number of Students (Men) 6,301 (Women) 6,013 (Total) 12,314

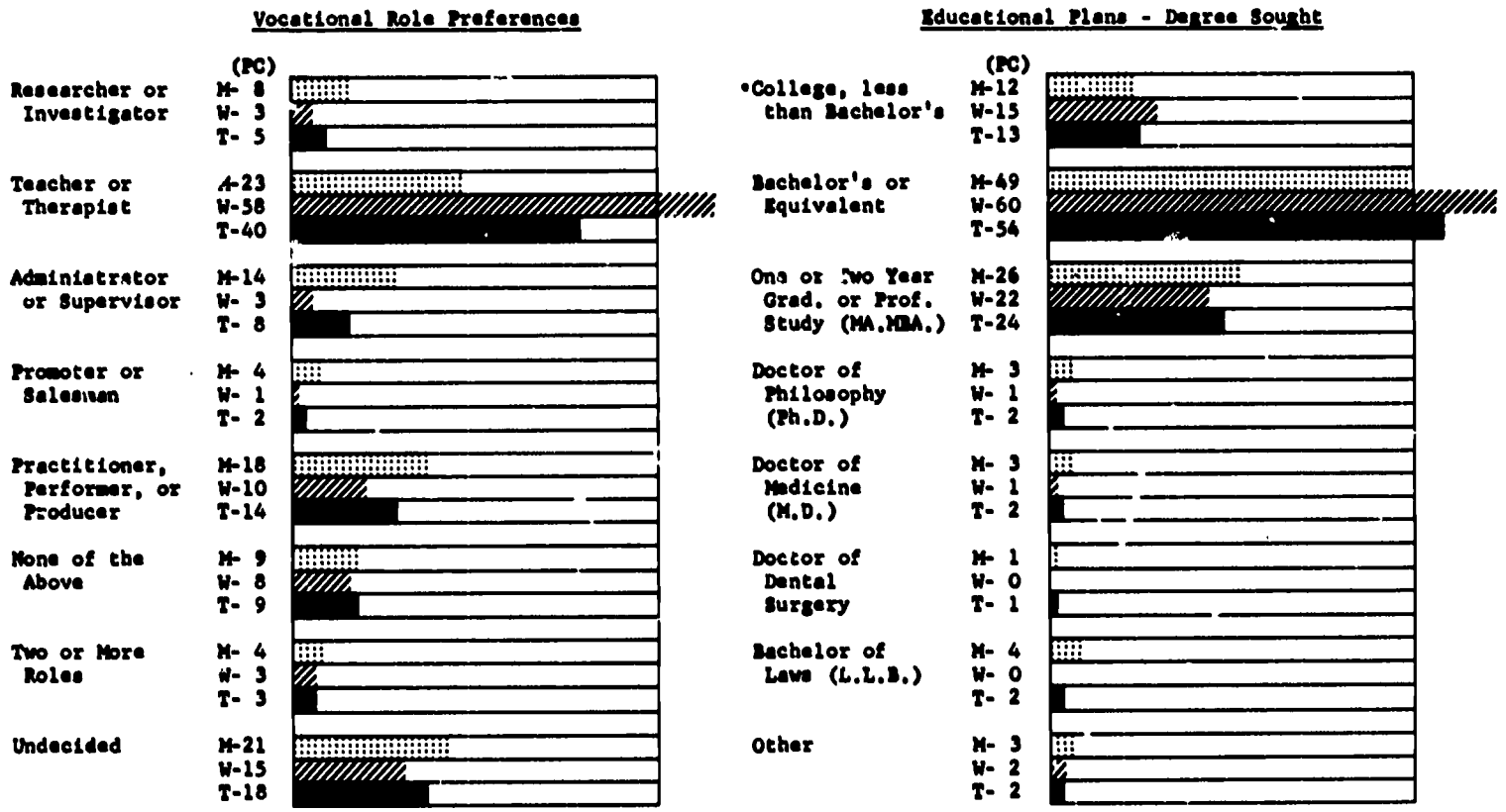
MIDWEST REGION, LEVEL III

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	36	18	54
Administrative, Political, and Persuasive	9	14	4
Business and Finance	9	10	7
Scientific	7	10	3
Engineering, Agriculture, and Technology	8	16	0
Medical Fields	7	6	8
Arts and Humanities	10	7	12
Other	1	1	1
Undecided	14	17	11
Vocational Choices			
Social, Religious, and Educational Fields	36	19	54
Administrative, Political, and Persuasive	7	11	3
Business and Finance	6	8	5
Scientific	3	5	2
Engineering, Agriculture, and Technology	7	14	0
Medical Fields	7	6	9
Arts and Humanities	6	6	7
Housewife	1	0	1
Other	6	7	6
Undecided	20	25	15

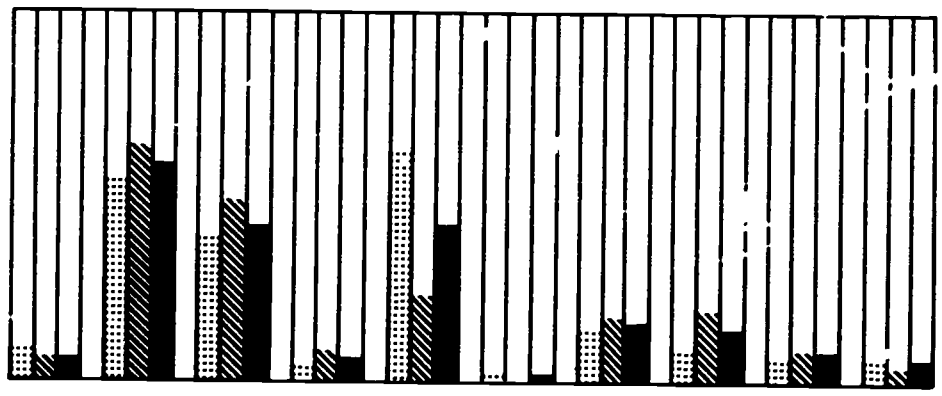
Number of Colleges 16
Number of Students (Men) 12,251 (Women) 6,025 (Total) 18,276

Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges: 16
Number of Students (Men) 5,986 (Women) 5,849 (Total) 11,835

Table 5 Two Most Important Goals in Attending College



	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 4 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-27 W-35 T-31	M-27 W-32 T-29
To Secure Vocational or Professional Training	M-58 W-56 T-57	M-19 W-24 T-21
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 4 T- 3
To Earn A Higher Income	M- 9 W- 1 T- 5	M-31 W-12 T-21
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 0 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 7 W- 9 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W-10 T- 7
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 4
None of These	M- 2 W- 1 T- 1	M- 3 W- 2 T- 3
Number of Colleges 16 Number of Students	(Men) 6,087	(Women) 5,952 (Total) 12,039

MIDWEST REGION, LEVEL III

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	38	35	42
Good Faculty	60	58	62
High Scholastic Standing	58	52	64
PRACTICALITY			
Location	52	49	56
Low Cost	38	39	37
Close to Home	34	35	33
ADVICE OF OTHERS			
Advice of Parents	33	29	37
Advice of High School Teachers	26	27	25
Advice of H.S. or Coll. Couns.	36	36	36
SOCIAL EMPHASIS			
Social Opportunities	37	36	38
Fraternity or Sorority	5	5	6
Good Athletic Program	16	24	8
Size	39	32	46

Number of Colleges 16
Number of Students (Men) 6,585 (Women) 6,163 (Total) 12,748

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	83	80	86
Out of State	17	20	14

Number of Colleges 16
Number of Students (Men) 6,585 (Women) 6,163 (Total) 12,748

Table 8 Distributions of Non-Academic Achievements

	Number of H.S. Achievements	Areas of Non-Academic Achievements: Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	60	75	62	22	53	48
	1-2	30	20	30	37	24	35
	3 or more	10	5	8	41	23	17
Women	0	73	68	41	16	27	34
	1-2	21	25	45	38	35	43
	3 or more	6	7	14	46	38	23
Total	0	66	71	51	19	40	41
	1-2	25	22	38	37	29	39
	3 or more	9	7	11	44	31	20

Number of Colleges 16

Number of Students (Men) 4,811 (Women) 4,884 (Total) 9,695

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34				99		99										34
33				96	99	97										33
32				93	98	95	99									32
31				89	96	92	98	99	99							31
30				85	94	89	95	95	95							30
29				80	92	85	90	91	91							29
28				75	90	81	84	86	85							28
27				69	87	77	75	77	76							27
26				61	82	70	67	69	67							26
25				53	77	63	59	62	60							25
24				45	71	56	52	54	53							24
23				39	64	50	44	46	45							23
22				34	60	45	38	40	39							22
21				28	53	39	32	34	33							21
20				23	47	33	25	27	25							20
19				19	42	29	20	22	20							19
18				16	37	25	15	17	16							18
17				13	31	21	12	13	12							17
16				9	24	16	9	10	10							16
15				7	19	12	7	8	7							15
14				5	15	9	5	6	6							14
13				4	12	7	4	5	4							13
12				3	9	5	3	4	3							12
11				2	6	4	2	3	2							11
10				1	4	3	2	2	2							10
9					3	2	1	1	1							9
8					2	1										8
7					2											7
6					1											6
5																5
4																4
3																3
2																2
1																1
Mean	20.4	22.1	21.1	25.0	21.3	23.4	24.1	23.8	24.0	24.2	22.2	23.3	23.5	22.5	23.1	
S.D.	4.3	4.0	4.2	5.6	6.1	6.1	5.0	5.1	5.1	5.1	5.1	5.2	4.2	4.2	4.2	
Number of Colleges			12													
Number of Students			(Men) 19,103		(Women) 14,447			(Total) 33,550								

MIDWEST REGION, LEVEL IV

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	24	19	31	20	97
B	46	34	41	37	61
C	26	34	22	33	13
D	4	12	4	8	1
F	0	1	0	1	1
Not Taken	0	1	1	2	
Mean	2.90	2.58	3.01	2.68	2.79
S.D.	.81	.96	.84	.90	.67

MEN

A	17	19	29	19	98
B	44	33	41	36	65
C	33	33	25	24	16
D	6	13	4	10	1
F	0	1	0	1	1
Not Taken	0	1	2	2	
Mean	2.73	2.56	2.95	2.63	2.72
S.D.	.81	.98	.85	.92	.68

WOMEN

A	33	18	35	21	97
B	49	35	42	40	56
C	16	34	19	31	9
D	2	11	3	7	1
F	0	1	0	0	1
Not Taken	0	1	1	2	
Mean	3.14	2.60	3.09	2.75	2.90
S.D.	.73	.93	.81	.87	.64

Number of Colleges 12

Number of Students (Men) 18,793 (Women) 14,231 (Total) 33,024

MIDWEST REGION, LEVEL IV

Table 3 Educational Majors and Vocational Choices

Educational Majors

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Social, Religious, and Educational Fields	21	8	38
Administrative, Political, and Persuasive	9	13	4
Business and Finance	6	8	4
Scientific	10	12	6
Engineering, Agriculture, and Technology	13	23	0
Medical Fields	15	13	18
Arts and Humanities	11	8	14
Other	1	1	1
Undecided	14	15	13

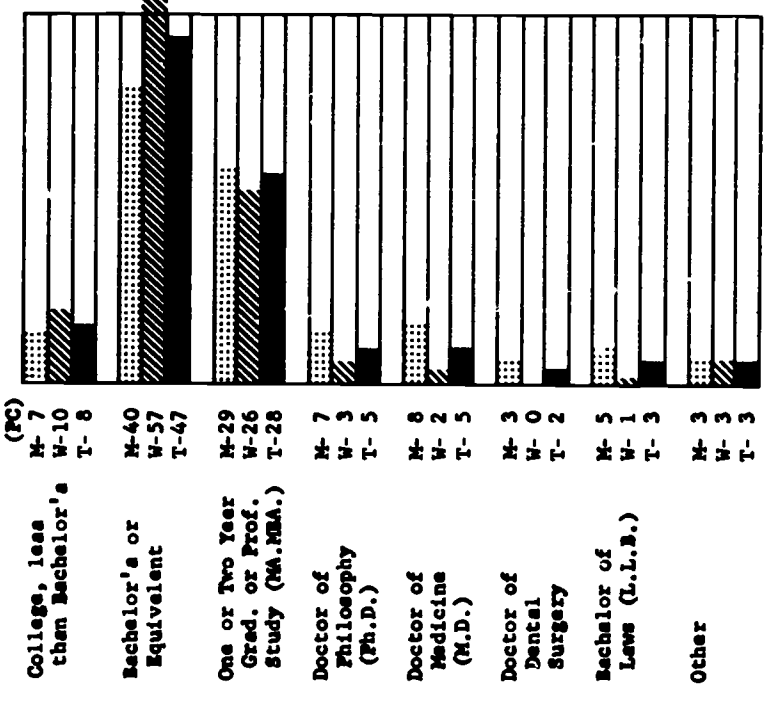
Vocational Choices

Social, Religious, and Educational Fields	21	8	38
Administrative, Political, and Persuasive	8	11	4
Business and Finance	5	6	3
Scientific	5	7	3
Engineering, Agriculture, and Technology	11	19	0
Medical Fields	15	12	18
Arts and Humanities	7	7	8
Housewife	1	0	1
Other	7	7	7
Undecided	21	23	18

Number of Colleges 12
Number of Students (Men) 18,880 (Women) 14,327 (Total) 33,207

Table 4 Vocational Role Preferences and Educational Plans

Educational Plans - Degree Sought



Vocational Role Preference

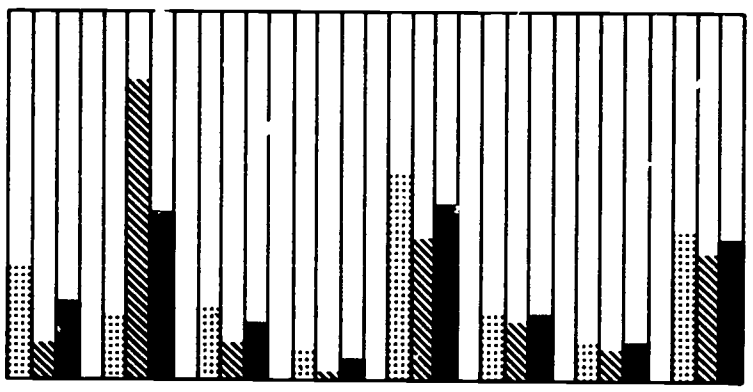


Table 5 Two Most Important Goals in Attending College

	First (FC)	Second (FC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-30 W-41 T-35	M-28 W-29 T-28
To Secure Vocational or Professional Training	M-56 W-50 T-53	M-20 W-26 T-23
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 1 W- 4 T- 2
To Earn A Higher Income	M- 9 W- 1 T- 5	M-31 W-10 T-22
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 6 W-10 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 4 W-10 T- 7
To Develop A Satisfying Philosophy	M- 1 W- 2 T- 1	M- 4 W- 5 T- 4
None of These	M- 1 W- 1 T- 1	M- 2 W- 3 T- 3
Number of Colleges	12	
Number of Students	(Men) 18,704 (Women) 14,211	(Total) 32,915

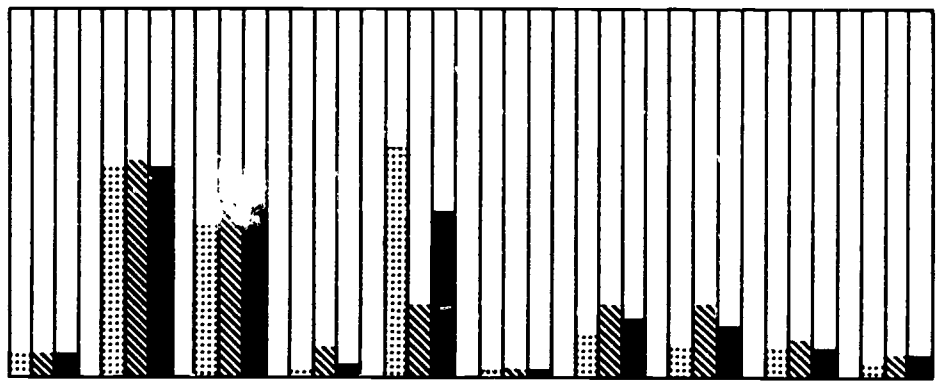


Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	48	44	54
Good Faculty	70	69	73
High Scholastic Standing	72	68	76
PRACTICALITY			
Location	54	51	58
Low Cost	39	39	39
Close to Home	37	37	37
ADVICE OF OTHERS			
Advice of Parents	37	33	42
Advice of High School Teachers	24	25	23
Advice of H.S. or Coll. Couns.	37	38	36
SOCIAL EMPHASIS			
Social Opportunities	37	34	42
Fraternity or Sorority	7	6	8
Good Athletic Program	14	18	8
Size	23	19	28

Number of Colleges 12
Number of Students (Men) 19,103 (Women) 14,447 (Total) 33,550

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	89	91	88
Out of State	11	9	12

Number of Colleges 12
Number of Students (Men) 19,103 (Women) 14,447 (Total) 33,550

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements						
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	48	76	56	21	53	52
	1-2	34	18	34	38	24	33
	3 or more	18	6	10	41	23	15
Women	0	65	64	36	14	30	37
	1-2	26	27	45	37	36	42
	3 or more	9	9	19	49	34	21
Total	0	56	70	47	18	43	45
	1-2	30	22	39	27	29	37
	3 or more	14	8	14	45	28	18

Number of Colleges 12

Number of Students (Men) 14,380 (Women) 11,330 (Total) 25,710

SOUTHERN REGION, ALL LEVELS

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	N. Sci. Test			Composite			SS
36	Men	Women	Total	Men	Women	Total	36
35							35
34							34
33							33
32			99				32
31	99		97	99		99	31
30	98		95	98	99	98	30
29	96	99	92	96	98	97	29
28	93	97	88	93	96	94	28
27	89	96	83	89	93	91	27
26	84	92	77	84	89	86	26
25	78	88	71	78	84	80	25
24	73	84	66	72	78	74	24
23	66	78	61	65	71	68	23
22	61	73	55	57	64	60	22
21	55	68	50	50	57	53	21
20	50	63	44	42	49	45	20
19	44	57	38	35	41	38	19
18	38	50	34	28	34	31	18
17	34	44	29	22	27	24	17
16	29	39	25	17	22	19	16
15	25	34	20	13	17	15	15
14	20	28	16	10	14	12	14
13	16	23	12	8	11	9	13
12	12	18	10	6	8	7	12
11	10	15	8	4	6	5	11
10	8	12	6	3	5	4	10
9	5	9	4	2	3	2	9
8	4	6	3	1	2	2	8
7	3	5	2		1	1	7
6	2	3	1				6
5	1	2					5
4		1					4
3							3
2							2
1							1
Mean	20.6	18.7	19.7	19.8	18.8	19.4	
S.D.	6.1	6.0	6.2	5.1	5.2	5.2	
Number of Colleges (Total) 32,449							
Number of Students (Men) 13,793 (Women) 18,656							

SS	Eng. Test			Math. Test			Soc. S. Test		
36	Men	Women	Total	Men	Women	Total	Men	Women	Total
35									
34									
33				99					
32				98		99			
31				97	99	98			
30				96	98	97	99	99	99
29		99		94	98	96	97	97	97
28	99	98	99	92	97	94	95	95	95
27	98	97	98	90	96	92	91	92	91
26	97	93	95	86	94	89	86	88	87
25	95	89	92	81	91	85	82	84	83
24	91	82	87	75	88	81	77	79	78
23	86	76	82	70	84	76	71	73	72
22	81	68	75	65	81	72	67	68	67
21	74	60	68	59	76	66	61	63	62
20	66	51	60	52	71	60	53	56	54
19	57	42	51	47	67	55	48	50	49
18	48	34	42	42	62	51	41	44	42
17	39	27	34	36	56	45	35	38	36
16	32	21	27	29	49	38	30	33	32
15	26	18	23	24	42	31	26	28	27
14	21	14	18	18	35	25	22	24	23
13	17	12	15	14	28	20	18	21	19
12	13	9	12	11	23	16	15	18	16
11	11	8	9	8	18	12	12	15	14
10	8	6	7	6	14	10	10	12	11
9	6	5	5	5	11	7	8	10	8
8	4	4	4	3	9	6	6	8	7
7	3	3	3	2	6	4	5	6	5
6	2	2	2	2	5	3	3	5	4
5	1	1	1	1	4	2	3	3	3
4					2	2	2	2	2
3					2	1	1	2	2
2					1			1	1
1									
Mean	17.7	19.3	18.4	20.4	17.4	19.2	19.9	19.4	19.7
S.D.	5.0	5.2	5.1	6.1	6.2	6.3	6.3	6.5	6.4
Number of Colleges 56 (Men) 18,656 (Women) 13									
Number of Students									

SOUTHERN REGION, ALL LEVELS

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	19	16	24	16	97
B	40	30	37	34	68
C	32	35	27	34	21
D	8	16	6	11	1
F	0	2	0	1	1
Not Taken	1	2	6	3	
Mean	2.71	2.42	2.84	2.55	2.63
S.D.	.87	1.00	.89	.94	.73

MEN

A	12	14	20	13	98
B	36	28	37	32	75
C	40	37	31	38	27
D	11	17	7	14	1
F	0	2	0	2	1
Not Taken	1	1	5	3	
Mean	2.48	2.35	2.72	2.41	2.49
S.D.	.86	1.00	.89	.94	.72

WOMEN

A	29	18	30	21	96
B	45	32	37	38	59
C	22	34	22	30	13
D	3	13	4	7	1
F	0	1	0	1	1
Not Taken	1	2	6	3	
Mean	3.01	2.53	2.99	2.74	2.82
S.D.	.80	.98	.87	.90	.69

Number of Colleges 56

Number of Students (Men) 18,290 (Women) 13,565 (Total) 31,855

SOUTHERN REGION, ALL LEVELS

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	22	10	39
Administrative, Political, and Persuasive	12	16	6
Business and Finance	9	9	9
Scientific	7	8	6
Engineering, Agriculture, and Technology	13	22	0
Medical Fields	11	11	12
Arts and Humanities	8	6	12
Other	1	1	1
Undecided	17	18	15
Vocational Choices			
Social, Religious, and Educational Fields	19	8	34
Administrative, Political, and Persuasive	9	13	5
Business and Finance	7	7	8
Scientific	4	5	3
Engineering, Agriculture, and Technology	11	19	0
Medical Fields	11	10	12
Arts and Humanities	6	5	8
Housewife	1	0	2
Other	6	6	7
Undecided	25	28	22

Number of Colleges 56
Number of Students (Men) 1,834 (Women) 13,603 (Total) 31,949

Table 4 Vocational Role Preferences and Educational Plans

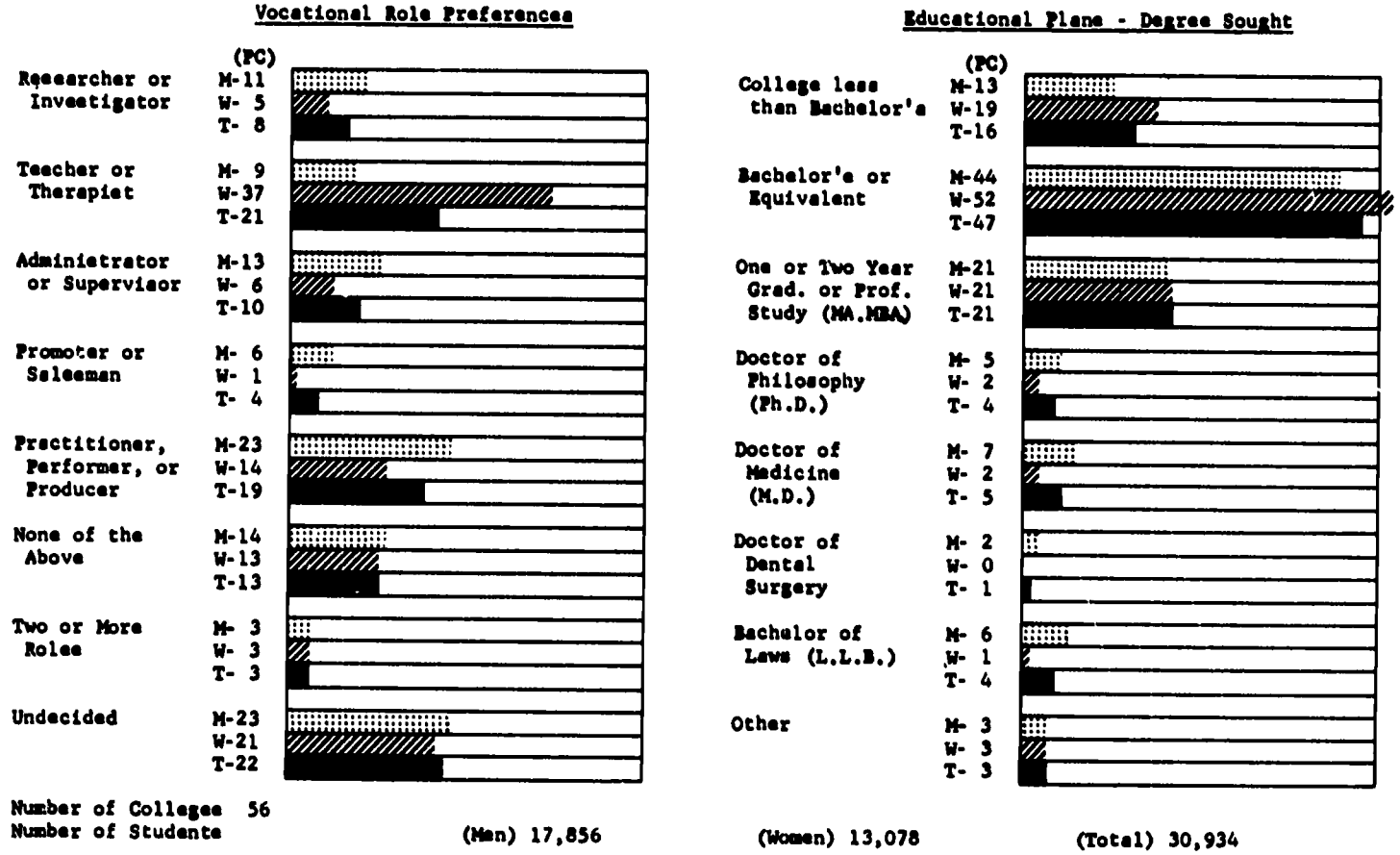


Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-42 T-36	M-26 W-26 T-26
To Secure Vocational or Professional Training	M-52 W-48 T-50	M-20 W-26 T-23
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 6 T- 4
To Earn A Higher Income	M-12 W- 3 T- 8	M-32 W-14 T-24
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 2 W- 1 T- 2
To Become A Cultured Person	M- 1 W- 3 T- 2	M- 6 W-11 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
None of These	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
Number of Colleges	56	
Number of Students	(Men)-18,203	(Women) 13,544 (Total) 31,747

SOUTHERN REGION, ALL LEVELS

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	43	40	48
Good Faculty	65	63	66
High Scholastic Standing	65	62	70
PRACTICALITY			
Location	54	51	59
Low Cost	34	34	34
Close to Home	41	40	42
ADVICE OF OTHERS			
Advice of Parents	40	35	46
Advice of High School Teachers	23	23	23
Advice of H.S. or Coll. Couns.	30	30	30
SOCIAL EMPHASIS			
Social Opportunities	39	37	41
Fraternity or Sorority	9	8	11
Good Athletic Program	18	24	11
Size	22	19	26

Number of Colleges 56
Number of Students (Men) 18,656 (Women) 13,793 (Total) 32,449

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	85	85	85
Out of State	15	15	15

Number of Colleges 56
Number of Students (Men) 18,656 (Women) 13,793 (Total) 32,449

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	50	77	61	22	61	50
	1-2	32	17	30	36	19	33
	3 or more	18	6	9	42	20	17
Women	0	63	71	41	14	37	37
	1-2	28	22	45	37	32	41
	3 or more	9	7	14	49	31	22
Total	0	56	74	52	19	50	44
	1-2	30	19	37	36	24	36
	3 or more	14	7	11	45	26	20

Number of Colleges 56

Number of Students (Men) 12,493 (Women) 9,577 (Total) 22,070

SOUTHERN REGION, LEVEL I

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	
36							36
35							35
34							34
33							33
32							32
31							31
30							30
29			99				29
28			97				28
27	99	99	95	99	99	99	27
26	97	97	92	98	98	98	26
25	94	95	89	96	97	97	25
24	90	93	85	93	95	94	24
23	86	89	81	90	91	90	23
22	82	85	77	84	88	86	22
21	78	82	74	79	83	81	21
20	74	79	69	74	78	76	20
19	70	75	63	67	73	69	19
18	64	69	57	60	66	62	18
17	58	64	52	52	60	55	17
16	53	58	46	45	53	48	16
15	47	53	41	37	45	40	15
14	42	48	34	30	37	33	14
13	36	41	29	24	30	26	13
12	30	35	24	19	25	21	12
11	25	29	19	14	19	16	11
10	20	23	14	10	14	11	10
9	16	18	10	7	10	8	9
8	12	13	7	4	8	6	8
7	9	9	5	3	5	4	7
6	6	6	3	1	4	2	6
5	4	4	2		2	1	5
4	2	2	1		1		4
3	1	1					3
2							2
1							1
Mean	17.5	15.8	16.9	16.6	15.7	16.3	
S.D.	6.1	5.9	6.1	4.9	5.1	5.0	
Number of Colleges 1,069					(Total) 2,674		

SS	Eng. Test			Math. Test			Soc. S. Test			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36										36
35										35
34										34
33										33
32										32
31										31
30				99						30
29				98			99	99	99	29
28				98	99	99	97	98	97	28
27		99		96	98	97	96	96	96	27
26		98	99	93	97	95	94	94	94	26
25	99	96	98	91	96	93	92	91	91	25
24	98	93	96	88	95	91	88	88	88	24
23	96	88	93	85	93	88	85	86	85	23
22	93	83	89	80	90	84	81	83	82	22
21	89	78	84	74	87	80	76	78	77	21
20	84	71	79	69	85	75	71	73	71	20
19	77	62	71	65	82	71	65	67	66	19
18	69	54	63	58	77	66	59	62	60	18
17	60	46	54	50	70	58	53	57	55	17
16	52	40	47	43	63	51	46	52	48	16
15	45	34	41	35	56	43	41	47	43	15
14	38	29	34	27	48	36	36	40	38	14
13	32	24	29	22	42	30	31	35	33	13
12	26	20	24	17	34	24	27	30	28	12
11	21	17	20	13	27	19	23	26	24	11
10	17	14	16	10	22	15	19	21	19	10
9	12	11	12	7	18	12	15	17	15	9
8	9	9	9	5	14	9	12	13	13	8
7	7	8	7	4	10	6	9	10	9	7
6	5	6	5	3	9	5	7	8	7	6
5	3	4	4	2	6	4	5	6	5	5
4	2	3	2	2	5	3	3	4	3	4
3	1	1	1	1	3	2	2	2	2	3
2					2	1	1	1	1	2
1					1					1
Mean	15.1	16.6	15.7	17.2	14.2	16.0	16.2	15.7	16.0	
S.D.	5.0	5.7	5.3	5.7	5.8	5.9	6.4	6.5	6.5	
Number of Colleges 13										
Number of Students					(Men) 1,605				(Women) 1,6	

SOUTHERN REGION, LEVEL I

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	13	11	16	12	98
B	33	27	35	30	78
C	41	39	35	39	31
D	13	19	10	13	2
F	1	2	1	1	1
Not Taken	1	2	3	5	
Mean	2.43	2.25	2.59	2.41	2.42
S.D.	.89	.97	.91	.91	.73

MEN

A	7	9	12	9	99
B	26	25	33	29	84
C	47	41	39	41	37
D	18	20	12	16	2
F	1	3	1	1	1
Not Taken	0	2	3	5	
Mean	2.20	2.18	2.46	2.29	2.28
S.D.	.85	.96	.90	.90	.70

WOMEN

A	21	13	23	17	98
B	42	29	38	33	68
C	31	36	29	35	21
D	6	18	7	9	1
F	0	1	0	1	1
Not Taken	1	3	3	6	
Mean	2.79	2.35	2.78	2.59	2.63
S.D.	.85	.97	.89	.91	.72

Number of Colleges 13

Number of Students (Men) 1,576 (Women) 1,041 (Total) 2,617

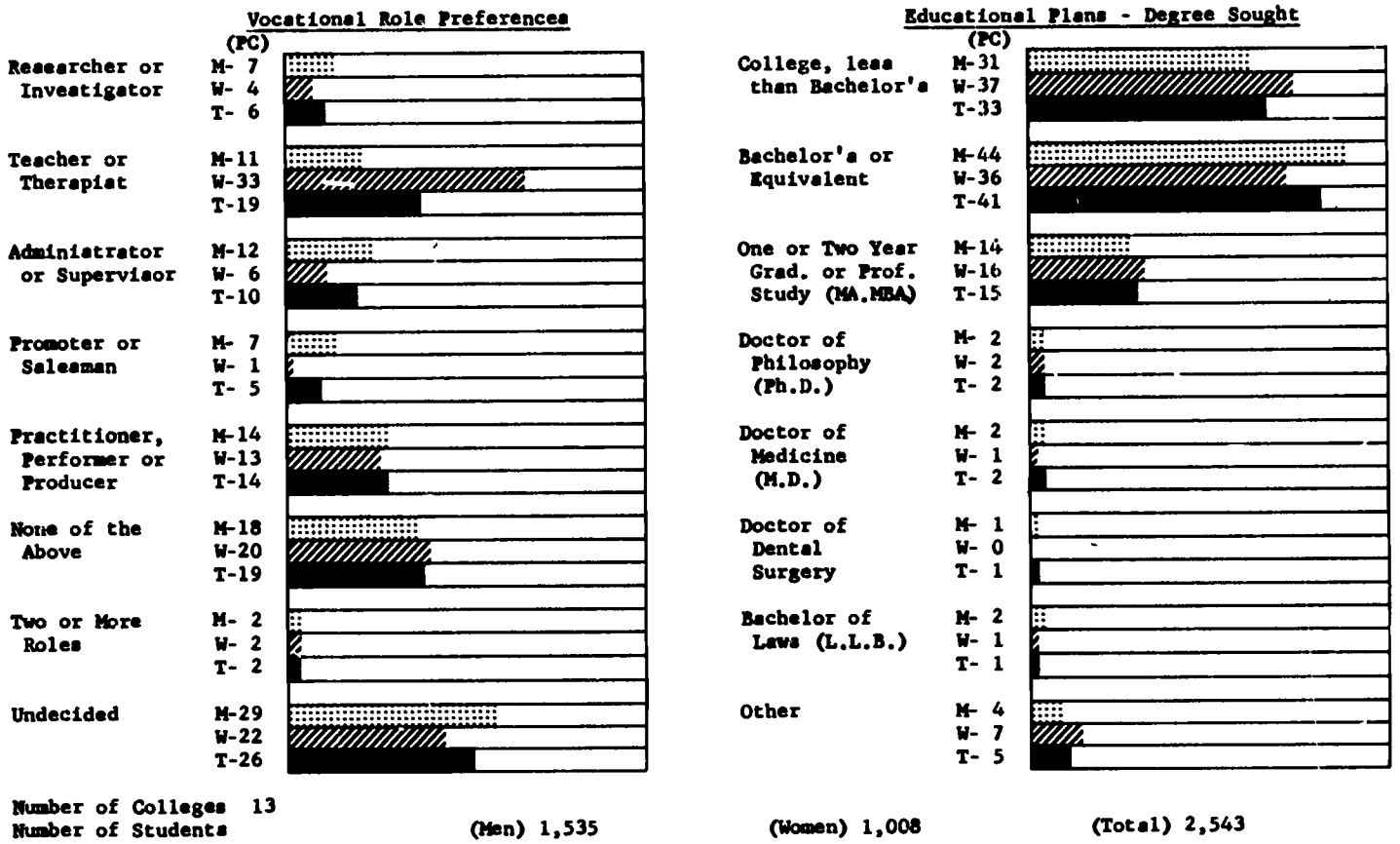
SOUTHERN REGION, LEVEL I

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	22	13	35
Administrative, Political, and Persuasive	8	10	4
Business and Finance	14	11	20
Scientific	5	5	4
Engineering, Agriculture, and Technology	13	22	0
Medical Fields	8	6	13
Arts and Humanities	6	5	7
Other	2	3	2
Undecided	22	26	16
Vocational Choices			
Social, Religious, and Educational Fields	17	9	28
Administrative, Political, and Persuasive	7	9	4
Business and Finance	10	7	16
Scientific	3	3	2
Engineering, Agriculture, and Technology	11	19	0
Medical Fields	8	5	12
Arts and Humanities	5	4	6
Housewife	1	0	2
Other	7	7	7
Undecided	32	37	24

Number of Colleges 13
Number of Students (Men) 1,589 (Women) 1,055 (Total) 2,644

Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 13
Number of Students (Men) 1,535 (Women) 1,008 (Total) 2,543

SOUTHERN REGION, LEVEL I

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 5 W- 3 T- 4
To Develop Mind and Intellectual Abilities	M-28 W-35 T-31	M-25 W-26 T-26
To Secure Vocational or Professional Training	M-47 W-53 T-49	M-20 W-21 T-20
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 4 T- 4
To Earn A Higher Income	M-19 W- 4 T-13	M-33 W-22 T-28
To Develop Moral Standards	M- 1 W- 1 T- 1	M- 2 W- 3 T- 3
To Become A Cultured Person	M- 2 W- 2 T- 2	M- 5 W- 9 T- 7
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 2 W- 3 T- 2
None of These	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
Number of Colleges	13	
Number of Students	(Men) 1,570	(Women) 1,053 (Total) 2,623

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	38	34	44
Good Faculty	59	58	60
High Scholastic Standing	54	52	58
PRACTICALITY			
Location	55	51	60
Low Cost	47	46	49
Close to Home	53	51	57
ADVICE OF OTHERS			
Advice of Parents	45	40	52
Advice of High School Teachers	25	25	24
Advice of H.S. or Coll. Couns.	32	31	33
SOCIAL EMPHASIS			
Social Opportunities	35	36	34
Fraternity or Sorority	6	7	6
Good Athletic Program	22	28	12
Size	23	21	27

Number of Colleges 13
Number of Students (Men) 1,605 (Women) 1,069 (Total) 2,674

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	92	90	93
Out of State	9	10	7

Number of Colleges 13
Number of Students (Men) 1,605 (Women) 1,069 (Total) 2,674

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	57	80	68	27	66	46
	1-2	31	14	26	39	15	35
	3 or more	12	6	6	34	19	19
Women	0	71	78	49	41	40	34
	1-2	22	15	40	39	30	45
	3 or more	7	7	11	60	30	21
Total	0	63	79	60	24	55	41
	1-2	27	15	32	39	21	39
	3 or more	10	6	8	37	24	20
Number of Colleges		13					
Number of Students		(Men)	957	(Women)	664	(Total)	1,621

SOUTHERN REGION, LEVEL II

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Soc. Sc. Test			N. Sci. Test			Composite			Eng. Test			Math. Test			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33																33
32				99		99										32
31				98	99	98							99		99	31
30				97	98	98							98		98	30
29				94	96	96	99		99				97	99	97	29
28				91	94	93	97	99	98	99		99	96	98	96	28
27				86	91	90	95	97	96	98	99	98	95	97	95	27
26				82	86	86	92	95	93	97	98	97	93	96	93	26
25				76	81	81	87	92	89	94	97	95	90	94	90	25
24				71	76	75	82	87	85	90	94	92	86	91	86	24
23				65	71	70	77	82	79	85	90	87	81	88	81	23
22				60	66	64	70	76	72	79	85	82	78	86	78	22
21				54	59	59	63	68	65	72	79	77	73	82	73	21
20				48	54	53	55	60	58	65	72	70	67	77	67	20
19				42	48	46	47	53	50	58	65	63	62	73	62	19
18				37	42	41	40	45	42	50	58	56	58	70	58	18
17				32	37	36	32	37	34	42	50	49	52	63	52	17
16				27	32	31	25	30	27	34	42	41	44	56	44	16
15				22	27	26	19	25	21	27	34	34	37	49	37	15
14				18	22	21	15	20	17	21	27	28	31	41	31	14
13				15	18	17	11	16	14	17	21	22	24	34	24	13
12				12	15	14	9	13	11	14	17	17	20	28	20	12
11				9	12	11	7	10	8	11	14	12	15	22	15	11
10				6	9	8	5	8	6	8	11	9	12	17	12	10
9				4	7	6	4	5	5	6	8	7	9	14	9	9
8				3	5	4	2	3	3	4	6	5	6	11	7	8
7				2	4	3	1	2	2	3	4	4	4	8	5	7
6				1	2	2		1	1	2	3	3	3	6	4	6
5					1	1				1	2	2	2	4	3	5
4											1	1	1	2	2	4
3														1	1	3
2																2
1																1
Mean	19.4	18.9	19.2		20.0	18.2	19.2		19.2	17.3	18.8	18.0	19.4	16.4	18.1	
S.D.	6.3	6.5	6.4		6.1	6.1	6.2		6.2	5.1	5.4	5.3	6.0	6.1	6.2	
			(Total) 4,613		(Women) 2,042					Number of Colleges 17				(Men) 2,571		
										Number of Students						

SOUTHERN REGION, LEVEL II

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	18	13	22	14	98
B	39	30	36	34	71
C	34	36	30	35	22
D	8	17	6	12	1
F	0	2	0	1	1
Not Taken	1	2	6	4	
Mean	2.68	2.36	2.80	2.51	2.59
S.D.	.86	.98	.87	.92	.71

MEN

A	10	11	18	11	99
B	35	27	35	30	79
C	42	38	35	39	30
D	12	20	7	15	1
F	0	2	0	1	1
Not Taken	1	2	5	4	
Mean	2.43	2.24	2.67	2.35	2.42
S.D.	.84	.98	.87	.92	.69

WOMEN

A	29	15	27	19	97
B	43	34	38	39	61
C	25	35	23	30	13
D	2	13	4	8	1
F	0	1	0	1	1
Not Taken	1	3	8	4	
Mean	3.00	2.50	2.97	2.70	2.79
S.D.	.79	.95	.85	.90	.67

Number of Colleges 17

Number of Students (Men) 2,508 (Women) 2,000 (Total) 4,508

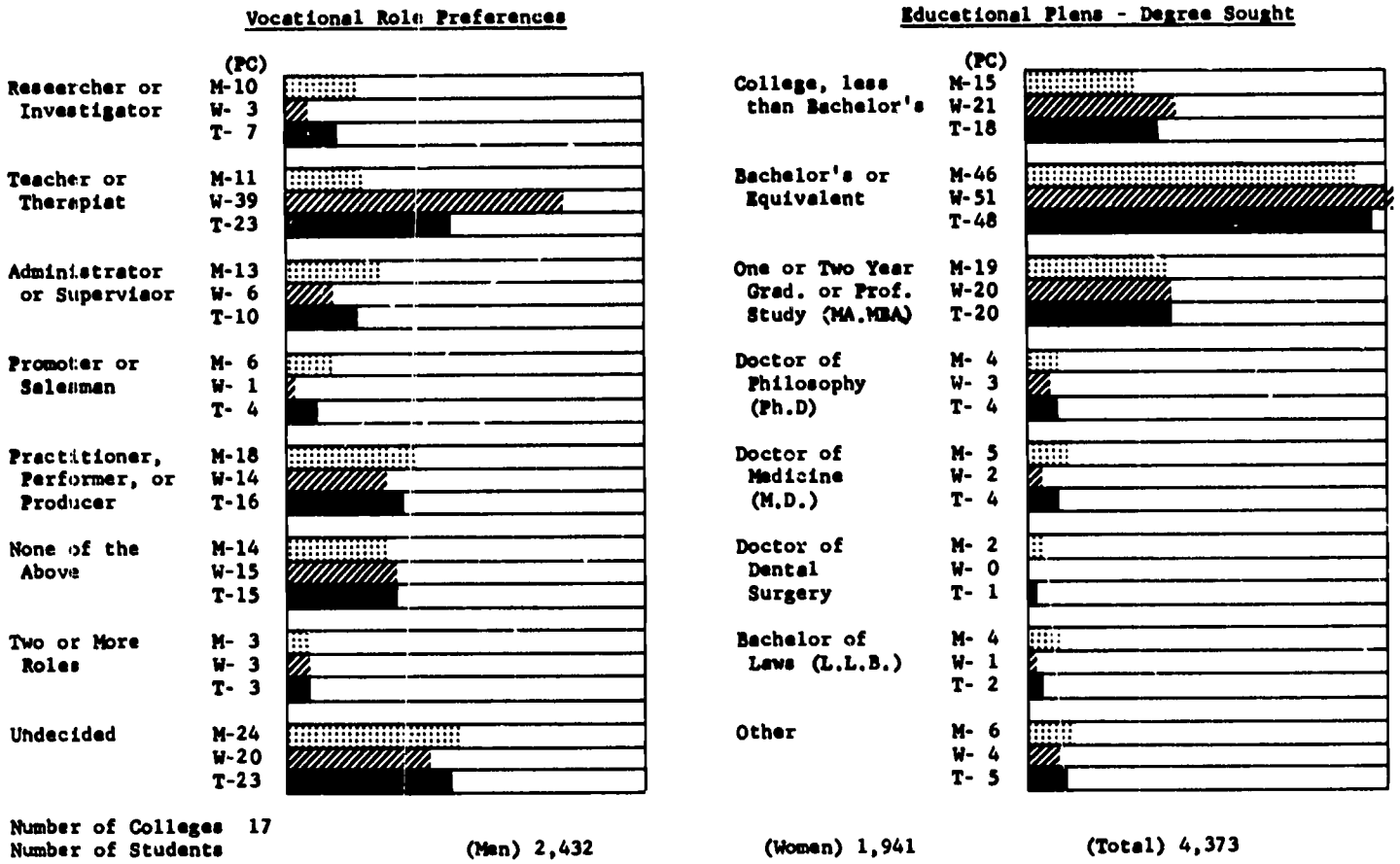
SOUTHERN REGION, LEVEL II

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, Educational Fields	25	15	39
Administrative, Political, and Persuasive	11	15	6
Business and Finance	11	11	11
Scientific	6	8	4
Engineering, Agriculture, and Technology	9	15	0
Medical Fields	10	9	11
Arts and Humanities	9	6	12
Other	1	1	1
Undecided	18	20	16
Vocational Choices			
Social, Religious, and Educational Fields	23	13	35
Administrative, Political, and Persuasive	9	11	5
Business and Finance	9	8	10
Scientific	4	5	2
Engineering, Agriculture, and Technology	8	13	0
Medical Fields	10	9	11
Arts and Humanities	6	5	8
Housewife	1	0	2
Other	6	6	6
Undecided	26	30	22

Number of Colleges 17
Number of Students (Men) 2,522 (Women) 2,009 (Total) 4,531

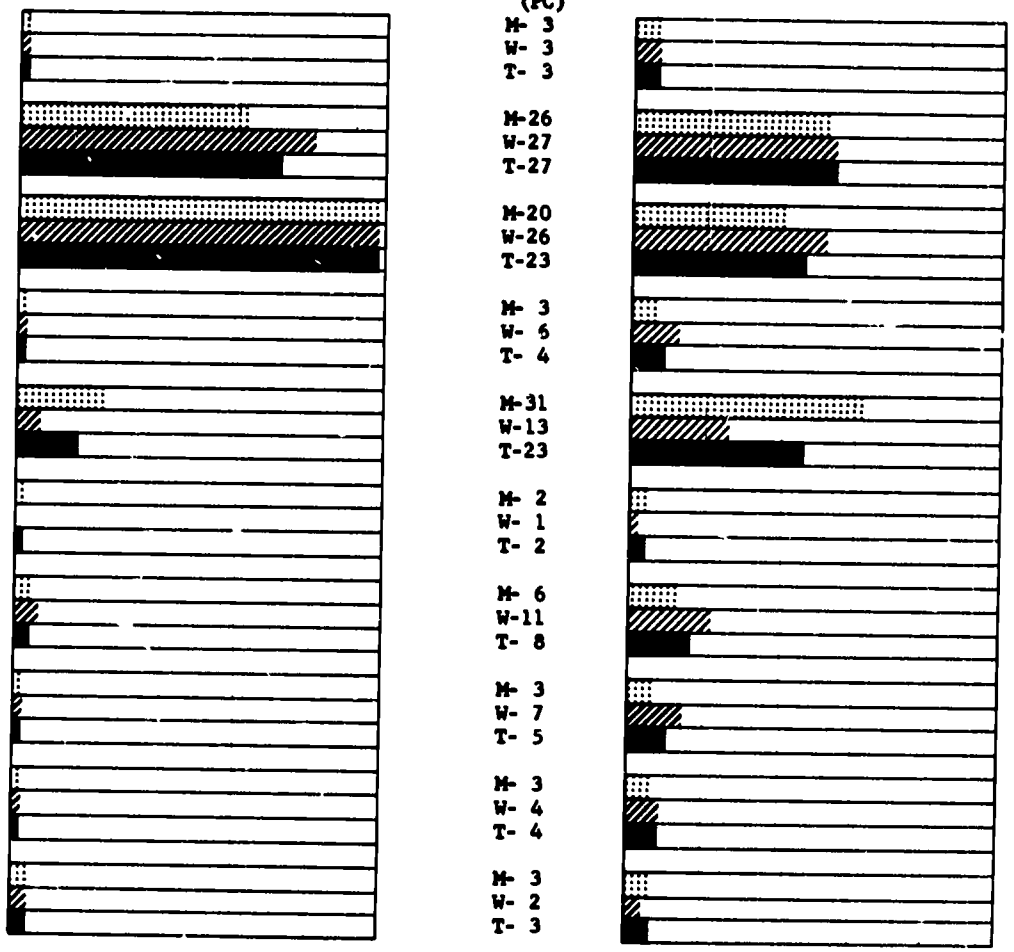
Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 17
Number of Students (Men) 2,432 (Women) 1,941 (Total) 4,373

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-40 T-35	M-26 W-27 T-27
To Secure Vocational or Professional Training	M-49 W-49 T-49	M-20 W-26 T-23
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 6 T- 4
To Earn A Higher Income	M-12 W- 3 T- 8	M-31 W-13 T-23
To Develop Moral Standards	M- 1 W- 0 T- 1	M- 2 W- 1 T- 2
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W-11 T- 8
To Develop My Personality	M- 1 W- 1 T- 1	M- 3 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 4
None of These	M- 2 W- 2 T- 2	M- 3 W- 2 T- 3
Number of Colleges	17	
Number of Students	(Men) 2,493	(Women) 1,997 (Total) 4,490



SOUTHERN REGION, LEVEL II

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	45	41	49
Good Faculty	65	65	66
High Scholastic Standing	64	61	68
PRACTICALITY			
Location	56	55	57
Low Cost	34	35	31
Close to Home	46	48	43
ADVICE OF OTHERS			
Advice of Parents	41	37	45
Advice of High School Teachers	23	23	23
Advice of H.S. or Coll. Couns.	31	31	30
SOCIAL EMPHASIS			
Social Opportunities	37	35	41
Fraternity or Sorority	5	5	6
Good Athletic Program	15	20	9
Size	25	20	30

Number of Colleges 17
Number of Students (Men) 2,571 (Women) 2,042 (Total) 4,613

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	82	82	81
Out of State	18	18	19

Number of Colleges 17
Number of Students (Men) 2,571 (Women) 2,042 (Total) 4,613

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	53	77	62	25	60	50
	1-2	31	17	30	37	20	33
	3 or more	16	6	8	38	20	17
Women	0	65	75	42	17	32	37
	1-2	26	18	44	39	34	43
	3 or more	9	7	14	44	34	20
Total	0	58	76	53	21	47	44
	1-2	29	18	36	38	26	38
	3 or more	13	6	11	41	27	18

Number of Colleges 17

Number of Students (Men) 1,706 (Women) 1,420 (Total) 3,126

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34																34
33																33
32																32
31				99		99		99		99						31
30				98	99	98	99	98	99	98		99				30
29				97	98	98	97	97	97	97	99	98				29
28		99		96	98	97	95	95	95	95	98	96	99	99	99	28
27		98	99	94	96	95	93	93	93	91	96	93	98	98	98	27
26	99	96	97	91	95	93	90	90	90	87	93	90	96	96	96	26
25	97	93	95	88	93	90	87	87	87	83	90	86	93	94	93	25
24	95	89	92	84	91	87	82	83	83	78	86	81	90	91	90	24
23	93	83	89	81	89	85	78	79	79	72	82	77	85	87	86	23
22	89	77	84	76	85	80	73	74	74	67	78	72	80	82	81	22
21	85	71	78	70	81	75	67	69	68	63	74	68	73	77	75	21
20	78	64	72	65	78	71	61	64	62	57	68	62	66	70	68	20
19	70	55	63	60	74	66	55	58	56	50	61	55	59	63	61	19
18	62	46	55	52	69	60	49	51	50	46	56	50	51	56	53	18
17	53	38	46	44	62	52	43	45	44	40	51	45	43	48	45	17
16	46	32	39	36	55	45	37	40	38	35	45	40	35	41	38	16
15	39	27	34	29	48	38	32	36	34	30	39	34	28	35	31	15
14	33	23	28	23	41	31	27	32	29	24	32	28	22	29	25	14
13	27	20	23	18	35	26	23	28	26	20	27	23	18	24	21	13
12	22	16	19	14	29	21	20	25	22	16	23	19	14	19	17	12
11	18	13	16	11	23	16	16	21	18	13	19	16	11	16	13	11
10	14	11	13	8	18	13	12	17	14	10	15	12	8	12	10	10
9	11	8	10	7	14	10	10	14	12	7	11	9	6	9	7	9
8	9	7	8	5	10	7	8	12	10	5	8	7	4	6	5	8
7	6	5	6	4	8	5	6	9	7	3	6	5	3	4	3	7
6	5	4	4	3	6	4	5	7	6	2	4	3	1	2	2	6
5	3	2	3	2	4	3	3	5	4	2	2	2		1	1	5
4	2	2	2	1	3	2	2	3	2	1	1	1				4
3	1	1	1		2	2	1	2	1							3
2					1	1		1								2
1																1
Mean	15.9	17.7	16.7	17.9	15.5	16.8	17.8	17.2	17.5	18.6	16.9	17.8	17.7	16.9	17.3	
S.D.	5.2	5.6	5.5	5.8	6.1	6.1	6.4	6.8	6.6	6.2	6.1	6.2	5.1	5.4	5.2	

Number of Colleges 11

Number of Students (Men) 4,555 (Women) 3,856 (Total) 8,411

SOUTHERN REGION, LEVEL III

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	17	13	20	15	98
B	38	28	37	33	72
C	36	38	30	35	24
D	9	17	7	12	1
F	0	2	0	1	1
Not Taken	1	2	7	4	
Mean	2.63	2.33	2.75	2.50	2.55
S.D.	.88	.98	.88	.94	.72

MEN

A	8	10	14	9	99
B	32	26	37	30	82
C	46	40	35	40	32
D	13	20	8	16	1
F	1	3	1	2	1
Not Taken	1	2	6	4	
Mean	2.34	2.20	2.59	2.30	2.36
S.D.	.83	.97	.86	.91	.67

WOMEN

A	28	16	28	21	96
B	45	32	36	37	61
C	24	34	23	30	15
D	4	14	5	8	1
F	0	1	0	1	1
Not Taken	0	3	8	4	
Mean	2.97	2.48	2.95	2.73	2.78
S.D.	.81	.97	.87	.92	.70

Number of Colleges 11

Number of Students (Men) 4,446 (Women) 3,788 (Total) 8,234

SOUTHERN REGION, LEVEL III

Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	29	15	46
Administrative, Political,	12	16	6
Business and Finance	10	10	11
Scientific	7	8	5
Engineering, Agriculture, and Technology	9	16	0
Medical Fields	8	8	7
Arts and Humanities	8	7	9
Other	1	1	1
Undecided	17	20	14
Vocational Choices			
Social, Religious, and Educational Fields	24	11	40
Administrative, Political, and Persuasive	9	12	5
Business and Finance	8	7	9
Scientific	4	5	3
Engineering, Agriculture, and Technology	7	13	0
Medical Fields	7	8	7
Arts and Humanities	6	6	7
Housewife	1	0	2
Other	6	7	6
Undecided	27	31	22

Number of Colleges 11
Number of Students (Men) 4,413 (Women) 3,778 (Total) 8,191

Table 4 Vocational Role Preferences and Educational Plans

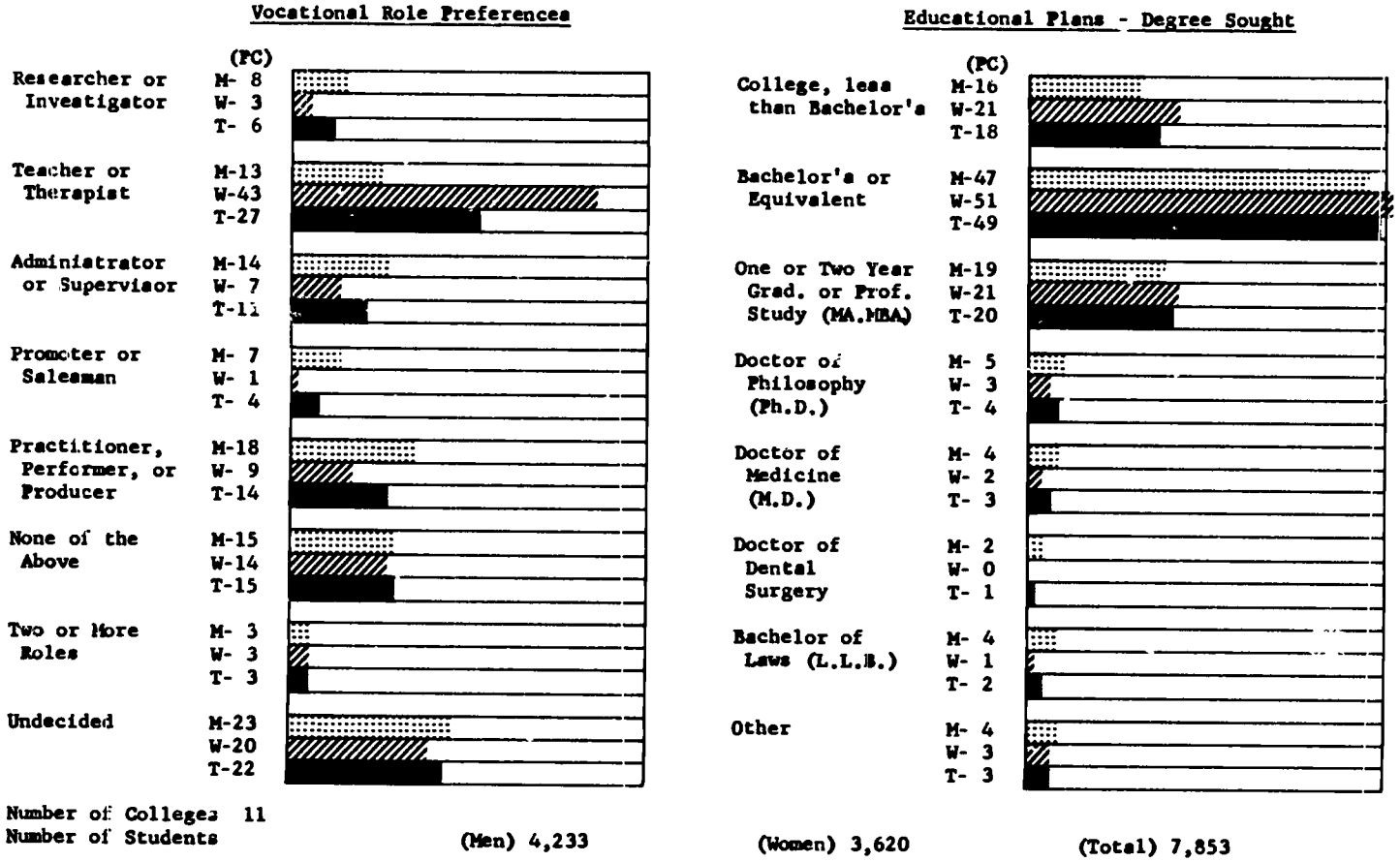
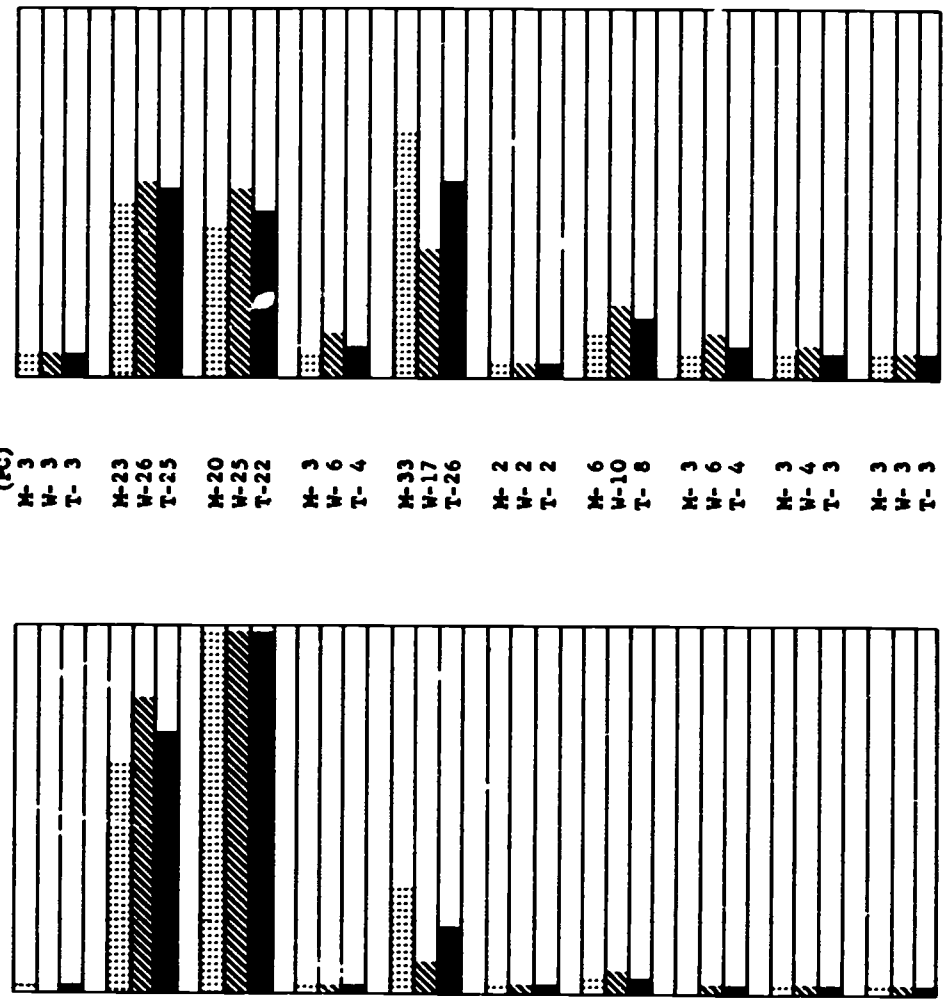


Table 5 Two Most Important Goals in Attending College



	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-40 T-35	M-23 W-26 T-25
To Secure Vocational or Professional Training	M-49 W-49 T-49	M-20 W-25 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 6 T- 4
To Earn A Higher Income	M-14 W- 4 T- 9	M-33 W-17 T-26
To Develop Moral Standards	M- 1 W- 1 T- 1	M- 2 W- 2 T- 2
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W-10 T- 8
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 6 T- 4
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
None of These	M- 1 W- 1 T- 1	M- 3 W- 3 T- 3
Number of Colleges	11	
Number of Students	(Man) 4,339	(Woman) 3,753 (Total) 8,092

SOUTHERN REGION, LEVEL III

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	43	38	48
Good Faculty	62	61	64
High Scholastic Standing	62	57	66
PRACTICALITY			
Location	54	51	58
Low Cost	37	37	37
Close to Home	43	42	45
ADVICE OF OTHERS			
Advice of Parents	40	36	46
Advice of High School Teachers	27	27	27
Advice of H.S. or Coll. Couns.	33	32	35
SOCIAL EMPHASIS			
Social Opportunities	38	38	39
Fraternity or Sorority	9	8	9
Good Athletic Program	21	28	13
Size	22	19	26

Number of Colleges 11
Number of Students (Men) 4,555 (Women) 3,856 (Total) 8,411

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	85	84	87
Out of State	15	17	13

Number of Colleges 11
Number of Students (Men) 4,555 (Women) 3,856 (Total) 8,411

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	52	76	63	20	62	48
	1-2	32	17	29	36	18	34
	3 or more	16	7	8	44	20	18
Women	0	61	73	42	13	36	34
	1-2	29	21	44	37	32	42
	3 or more	10	6	14	50	32	24
Total	0	56	75	53	17	50	42
	1-2	31	19	36	37	25	38
	3 or more	13	6	11	46	25	20

Number of Colleges 11

Number of Students (Men) 2,610 (Women) 2,334 (Total) 4,944

SOUTHERN REGION, LEVEL IV

Table 1 Percentile Ranks of Act Test Standard Scores

SS	N. Sci. Test			Composite			SS
36	Men	Women	Total	Men	Women	Total	36
35							35
34							34
33			99				33
32			98				32
31		99	95	99		99	31
30		97	92	98	99	97	30
29	99	95	87	96	98	94	29
28	98	93	81	93	95	90	28
27	97	88	74	88	92	84	27
26	93	82	67	81	88	77	26
25	89	76	60	74	81	69	25
24	84	69	53	65	74	61	24
23	77	63	48	57	66	52	23
22	69	57	43	48	58	44	22
21	61	51	36	40	49	35	21
20	54	44	30	31	40	27	20
19	47	37	25	24	32	21	19
18	42	31	21	18	24	15	18
17	37	26	17	13	17	10	17
16	31	21	14	9	12	7	16
15	25	16	10	6	8	4	15
14	21	11	7	4	5	3	14
13	17	7	5	3	3	2	13
12	14	5	3	2	2	1	12
11	10	3	2	1	1		11
10	7	2	1				10
9	5	1					9
8	4						8
7	3						7
6	2						6
5	1						5
4							4
3							3
2							2
1							1
Mean	22.6	20.7	21.8	22.0	21.0	21.6	
S.D.	5.5	5.4	5.5	4.3	4.3	4.3	
Number of Colleges 5,327				(Total) 12,863			
Number of Students							

SS	Eng. Test			Math. Test			Soc. S. Test			R
36	Men	Women	Total	Men	Women	Total	Men	Women	Total	
35										
34				99		99				
33				97	99	98				
32				95	98	96	99	99	99	
31				93	97	95	97	98	97	
30				90	96	93	95	95	95	
29		99	99	87	94	90	91	92	91	
28	99	97	96	83	93	87	85	86	86	
27	97	95	96	77	89	82	79	80	79	
26	95	90	93	70	85	76	73	75	74	
25	91	83	88	62	81	70	66	68	67	
24	86	74	81	55	76	63	58	61	59	
23	79	65	73	49	71	58	53	55	54	
22	71	55	64	41	65	51	46	48	47	
21	62	46	55	34	58	44	38	40	39	
20	53	36	46	29	52	38	32	34	33	
19	43	27	36	25	47	34	26	28	27	
18	33	20	27	20	40	28	20	22	21	
17	24	14	20	14	32	22	17	18	17	
16	18	10	15	10	26	17	13	14	13	
15	14	7	11	7	19	12	10	11	11	
14	10	5	8	5	14	9	8	9	8	
13	7	3	5	4	10	6	6	7	7	
12	5	2	4	3	7	4	5	5	5	
11	3	2	3	2	5	3	4	4	4	
10	2	1	2	1	3	2	3	3	3	
9	1		1		2	1	2	2	2	
8					1		1	1	1	
7										
6										
5										
4										
3										
2										
1										
Mean	19.6	21.2	20.2	23.0	19.9	21.7	22.2	21.9	22.1	2
S.D.	4.2	4.0	4.2	5.4	5.6	5.7	5.5	5.5	5.5	
Number of Colleges 5				(Men) 7,536			(Women) 5,32			
Number of Stud ta										

SOUTHERN REGION, LEVEL IV

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	24	20	31	20	96
B	43	31	38	36	62
C	28	33	23	32	16
D	5	13	5	9	1
F	0	2	0	1	1
Not Taken	0	1	4	2	
Mean	2.86	2.55	2.98	2.65	2.76
S.D.	.85	1.01	.88	.94	.72

MEN

A	17	19	27	17	97
B	40	31	39	34	67
C	35	33	25	35	20
D	7	14	5	12	1
F	0	2	0	2	1
Not Taken	0	1	4	2	
Mean	2.67	2.51	2.90	2.54	2.66
S.D.	.86	1.02	.88	.96	.73

WOMEN

A	33	21	36	24	96
B	47	32	38	39	55
C	18	32	19	28	10
D	2	12	4	6	1
F	0	1	0	1	1
Not Taken	0	1	3	2	
Mean	3.11	2.60	3.10	2.81	2.90
S.D.	.76	.99	.86	.90	.68

Number of Colleges 5

Number of Students (Men) 7,433 (Women) 5,286 (Total) 12,719

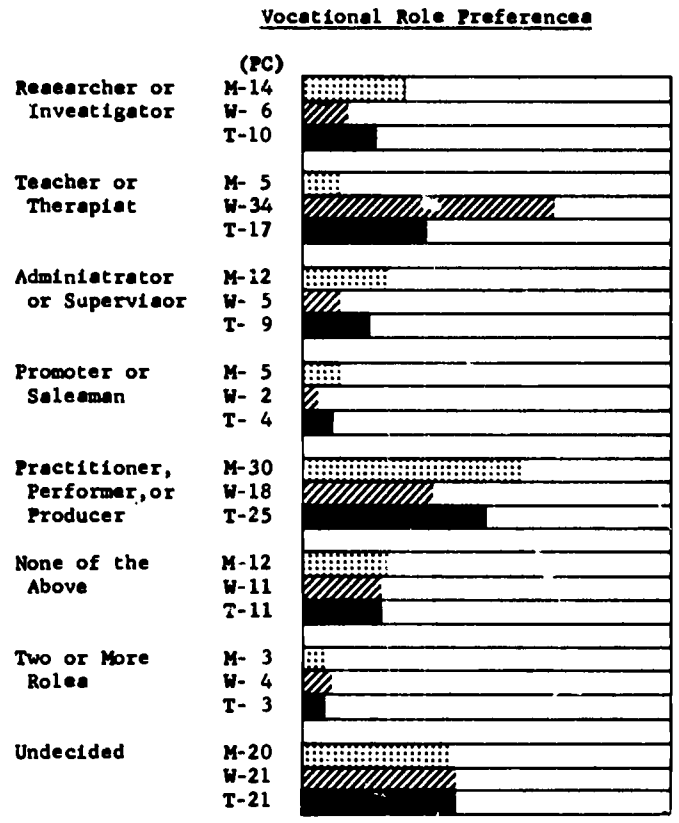
SOUTHERN REGION, LEVEL IV

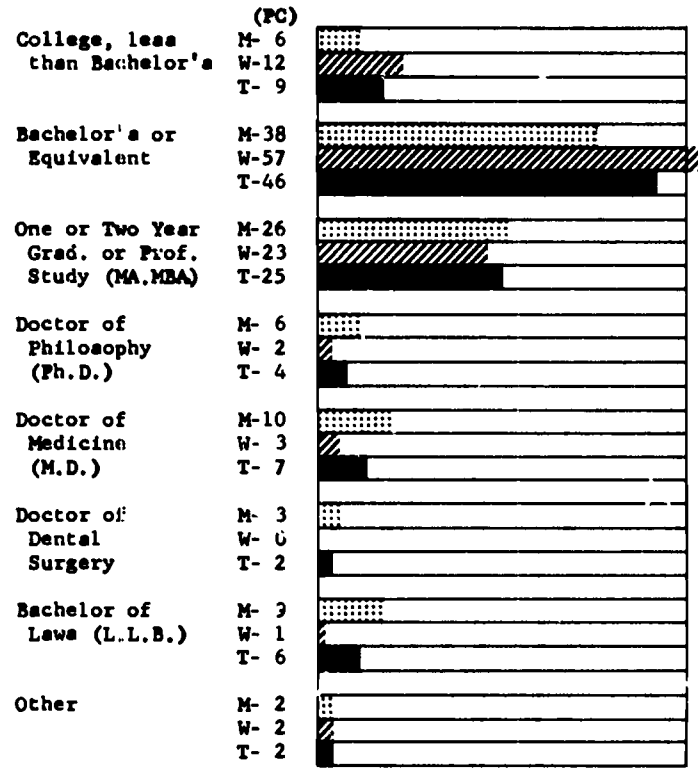
Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	18	5	36
Administrative, Political, and Persuasive	13	18	6
Business and Finance	6	7	5
Scientific	8	9	7
Engineering, Agriculture, and Technology	15	24	1
Medical Fields	14	15	14
Arts and Humanities	10	6	15
Other	1	1	1
Undecided	15	15	15
Vocational Choices			
Social, Religious, and Educational Fields	16	5	33
Administrative, Political, and Persuasive	11	16	5
Business and Finance	5	6	4
Scientific	5	6	3
Engineering, Agriculture, and Technology	12	20	0
Medical Fields	14	14	14
Arts and Humanities	7	6	9
Housewife	1	0	3
Other	6	6	7
Undecided	22	23	21

Number of Colleges 5
Number of Students (Men) 7,466 (Women) 5,281 (Total) 12,747

Table 4 Vocational Role Preferences and Educational Plans





Number of Colleges 5
Number of Students (Men) 7,344 (Women) 5,089 (Total) 12,433

SOUTHERN REGION, LEVEL IV

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 0	M- 3 W- 4 T- 3
To Develop Mind and Intellectual Abilities	M-32 W-47 T-38	M-28 W-26 T-27
To Secure Vocational or Professional Training	M-55 W-44 T-50	M-21 W-27 T-24
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 6 T- 4
To Earn A Higher Income	M- 9 W- 1 T- 6	M-30 W-10 T-22
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 1 W- 4 T- 2	M- 6 W-12 T- 9
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 8 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 5 T- 4
None of These	M- 1 W- 1 T- 1	M- 3 W- 2 T- 2
Number of Colleges 5 Number of Students	(Men) 7,453	(Women) 5,269 (Total) 12,722

SOUTHERN REGION, LEVEL IV

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	44	42	48
Good Faculty	69	68	70
High Scholastic Standing	70	67	74
PRACTICALITY			
Location	53	50	58
Low Cost	25	26	24
Close to Home	33	32	33
ADVICE OF OTHERS			
Advice of Parents	38	33	44
Advice of High School Teachers	21	21	20
Advice of H.S. or Coll. Couns.	29	29	27
SOCIAL EMPHASIS			
Social Opportunities	44	41	48
Fraternity or Sorority	13	11	
Good Athletic Program	19	23	
Size	22	19	

Number of Colleges 5
Number of Students (Men) 7,536 (Women) 5,327 (Total) 12,863

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	82	83	80
Out of State	18	17	20

Number of Colleges 5
Number of Students (Men) 7,536 (Women) 5,327 (Total) 12,863

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements						
		Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0		47	76	57	18	59	50
	1-2		34	17	33	35	20	32
	3 or more		19	7	10	47	21	18
Women	0		61	66	36	12	35	37
	1-2		29	25	47	34	32	40
	3 or more		10	9	17	54	33	23
Total	0		53	72	48	15	49	45
	1-2		32	21	39	35	25	35
	3 or more		15	7	13	50	26	20
Number of Colleges			5					
Number of Students			(Men)	5,521	(Women)	4,075	(Total)	9,596

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
36																36
35																35
34				99												34
33				98		99										33
32				97	99	98	99			99						32
31				96	98	97	98	99	99	98		99				31
30				94	98	96	97	97	97	96	99	97	99			30
29		99		92	97	94	94	94	94	94	97	95	98	99	99	29
28		98	99	90	95	92	90	90	90	91	95	93	97	98	97	28
27	99	97	98	86	93	89	86	85	85	85	92	88	94	95	95	27
26	98	94	96	82	91	86	81	80	81	80	88	83	90	92	91	26
25	96	90	93	76	87	81	76	74	75	74	82	78	86	88	87	25
24	93	84	89	71	83	76	70	68	69	67	77	71	80	82	81	24
23	89	77	84	65	80	72	64	62	63	62	72	66	73	76	74	23
22	83	69	77	59	75	66	57	56	57	57	67	61	65	69	67	22
21	78	61	70	53	70	60	49	49	49	52	62	56	58	61	59	21
20	70	52	62	47	65	55	43	43	43	45	55	49	50	54	51	20
19	62	43	53	42	60	50	37	37	37	38	47	42	42	46	43	19
18	52	33	44	36	53	43	31	31	31	33	42	37	34	38	36	18
17	42	25	35	28	46	36	26	26	26	29	37	32	27	31	29	17
16	35	20	28	22	39	30	21	22	21	24	31	27	21	24	22	16
15	29	16	23	17	32	23	17	18	17	19	25	22	15	18	17	15
14	23	12	18	12	25	18	13	14	14	15	20	17	11	14	12	14
13	18	10	14	9	20	14	11	11	11	12	16	14	8	10	8	13
12	14	7	11	6	15	10	8	9	9	9	13	11	5	7	6	12
11	11	6	8	5	11	8	6	7	7	7	9	8	3	5	4	11
10	8	4	6	4	9	6	5	5	5	4	6	5	2	3	2	10
9	5	3	4	3	7	4	4	4	4	3	5	4	1	2	1	9
8	3	2	3	2	5	3	3	3	3	2	3	2		1		8
7	2	1	2	1	3	2	2	2	2	1	2	1				7
6	1		1		3	2	1	1	1		1					6
5					2	1										5
4					1											4
3																3
2																2
1																1
Mean	17.4	19.5	18.3	20.5	17.9	19.4	20.6	20.6	20.6	20.5	19.1	19.9	19.9	19.4	19.7	
S.D.	4.7	4.6	4.8	5.9	6.0	6.0	5.8	6.0	5.9	5.9	5.8	5.9	4.7	4.7	4.7	

Number of Colleges 45

Number of Students (Men) 15,913 (Women) 12,193 (Total) 28,106

NORTHEAST REGION, ALL LEVELS

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	12	11	18	11	99
B	41	29	40	32	77
C	38	39	34	41	25
D	8	17	7	13	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.58	2.30	2.69	2.38	2.48
S.D.	.81	.96	.86	.90	.66

MEN

A	7	10	15	9	99
B	35	27	38	29	82
C	46	40	37	42	29
D	11	18	8	14	1
F	0	3	0	2	1
Not Taken	1	2	2	4	
Mean	2.38	2.25	2.61	2.31	2.39
S.D.	.79	.96	.85	.90	.66

WOMEN

A	18	12	21	12	98
B	49	30	42	34	72
C	29	38	30	39	18
D	3	16	6	11	1
F	0	1	0	1	1
Not Taken	1	2	1	3	
Mean	2.83	2.35	2.79	2.48	2.61
S.D.	.75	.94	.85	.89	.65

Number of Colleges 45

Number of Students (Men) 12,308 (Women) 9,379 (Total) 21,617

NORTHEAST REGION, ALL LEVELS

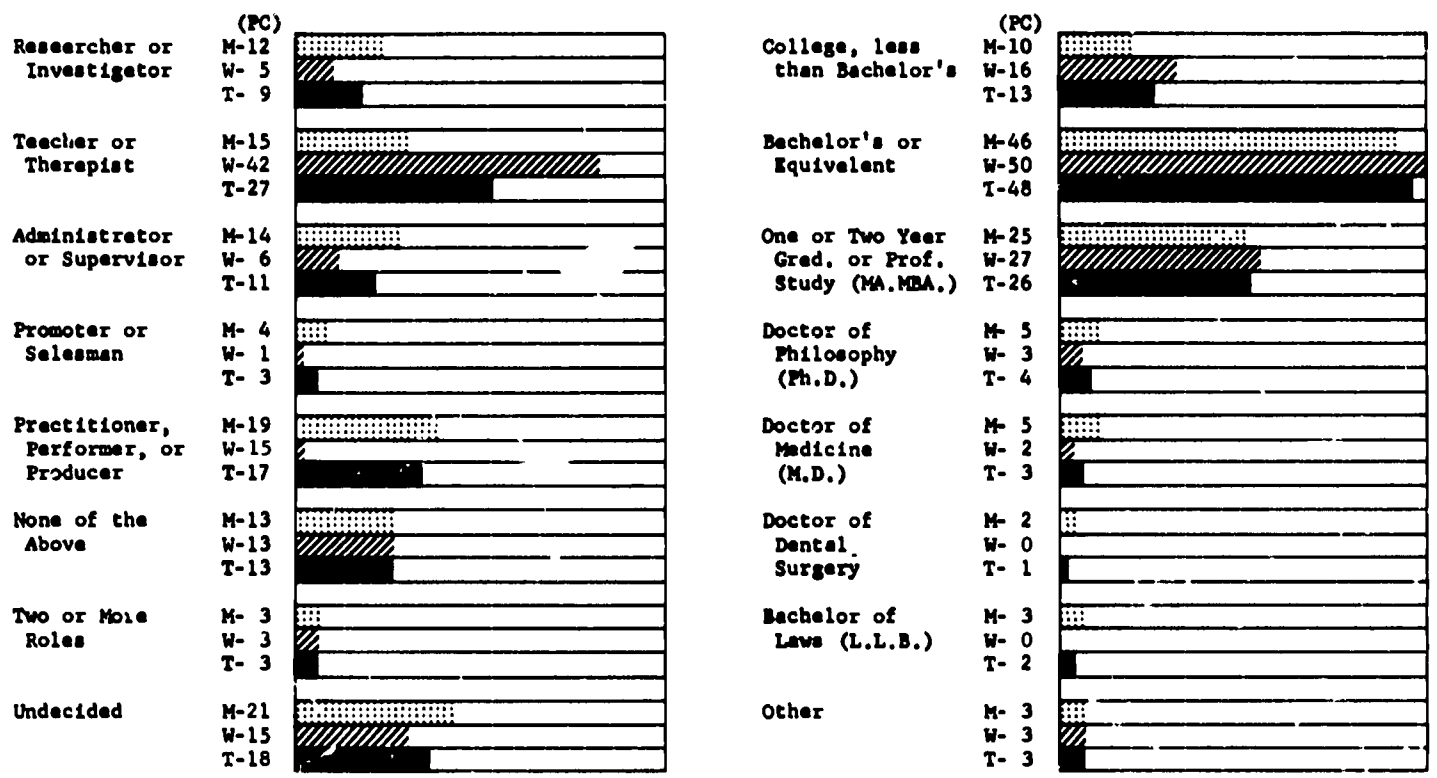
Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	28	15	44
Administrative, Political, and Persuasive	11	16	5
Business and Finance	8	8	8
Scientific	9	11	6
Engineering, Agriculture, and Technology	11	19	0
Medical Fields	11	8	14
Arts and Humanities	9	6	11
Other	1	1	1
Undecided	13	15	10
Vocational Choices			
Social, Religious, and Educational Fields	25	13	41
Administrative, Political, and Persuasive	9	12	5
Business and Finance	7	7	6
Scientific	5	6	3
Engineering, Agriculture, and Technology	9	16	0
Medical Fields	11	8	14
Arts and Humanities	6	5	7
Housewife	1	0	2
Other	8	8	7
Undecided	21	25	15

Number of Colleges 45
Number of Students (Men) 15,592 (Women) 11,988 (Total) 27,580

5

Table 4 Vocational Role Preferences and Educational Plans



Number of Colleges 45
Number of Students (Men) 15,208 (Women) 11,662 (Total) 26,870

NORTHEAST REGION, ALL LEVELS

Table 5 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-31 W-39 T-35	M-26 W-30 T-27
To Secure Vocational or Professional Training	M-51 W-51 T-51	M-20 W-25 T-22
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 2 W- 4 T- 3
To Earn A Higher Income	M-11 W- 2 T- 7	M-31 W-13 T-23
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W-10 T- 8
To Develop My Personality	M- 1 W- 1 T- 1	M- 4 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 M- 1	M- 4 W- 4 T- 4
None of These	M- 2 W- 2 T- 2	M- 4 W- 3 T- 4
Number of Colleges	45	
Number of Students	(Men) 15,435	(Women) 11,926 (Total) 27,361

NORTHEAST REGION, ALL LEVELS

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	42	37	48
Good Faculty	65	62	68
High Scholastic Standing	65	60	72
PRACTICALITY			
Location	57	54	61
Low Cost	45	46	45
Close to Home	46	46	46
ADVICE OF OTHERS			
Advice of Parents	38	33	44
Advice of High School Teachers	25	26	24
Advice of H.S. or Coll. Couns.	38	38	37
SOCIAL EMPHASIS			
Social Opportunities	34	33	35
Fraternity or Sorority	6	6	6
Good Athletic Program	16	22	9
Size	25	22	28

Number of Colleges 45
Number of Students (Men) 15,913 (Women) 12,193 (Total) 28,106

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	83	83	82
Out of State	18	17	18

Number of Colleges 45
Number of Students (Men) 15,913 (Women) 12,193 (Total) 28,106

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements						
		Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men		0	53	74	63	26	59	54
		1-2	33	20	29	38	23	32
		3 or more	14	6	8	36	18	14
Women		0	64	64	41	17	39	38
		1-2	28	27	43	39	37	42
		3 or more	8	9	16	44	24	20
Total		0	58	69	54	22	50	47
		1-2	31	23	36	38	29	37
		3 or more	11	8	11	40	21	16
Number of Colleges			45					
Number of Students			(Men)	11,959	(Women)	9,535	(Total)	21,494

NORTHEAST REGION, LEVEL I

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test Men	Eng. Test Women	Eng. Test Total	Math. Test Men	Math. Test Women	Math. Test Total	Soc. S. Test Men	Soc. S. Test Women	Soc. S. Test Total	N. Sci. Test Men	N. Sci. Test Women	N. Sci. Test Total	Composite Men	Composite Women	Composite Total	SS
36																36
35																35
34																34
33																33
32				99												32
31				98		99	99	99	99	99		99				31
30				97	99	98	98	98	98	97		98				30
29				96	98	97	96	97	96	95	99	97	99			29
28		99		94	98	96	93	94	93	93	97	94	98	99	99	28
27		98	99	92	97	94	90	90	90	88	95	91	97	98	98	27
26	99	97	98	88	96	91	86	86	86	82	92	86	95	97	95	26
25	98	94	96	83	94	87	80	81	80	76	88	81	91	94	92	25
24	96	91	94	77	91	82	74	75	74	70	84	75	86	91	88	24
23	93	86	90	72	88	78	69	70	69	64	79	70	80	86	82	23
22	89	79	85	66	85	73	62	63	62	59	75	65	72	80	75	22
21	84	71	79	59	80	67	53	56	54	54	70	60	64	73	67	21
20	77	62	71	53	76	62	46	50	48	47	62	53	55	65	59	20
19	69	51	62	47	72	56	39	43	40	40	55	46	46	55	49	19
18	60	39	52	40	65	49	32	36	33	35	49	40	37	46	40	18
17	50	29	42	31	56	41	26	29	27	30	42	34	29	37	32	17
16	41	22	34	25	48	33	21	24	22	25	35	29	22	28	24	16
15	34	17	28	18	39	26	17	19	18	20	28	23	16	20	18	15
14	26	13	21	13	31	20	13	15	14	15	22	17	11	14	12	14
13	20	10	16	10	25	15	11	12	11	11	17	13	7	9	8	13
12	15	7	12	7	18	11	8	9	9	9	13	10	5	6	5	12
11	11	5	9	5	13	8	6	7	7	6	9	7	3	4	3	11
10	8	3	6	4	10	6	4	5	5	4	6	5	2	2	2	10
9	5	2	4	3	8	5	3	4	4	3	4	3	1	1	1	9
8	3	1	3	2	5	3	3	3	3	2	2	2				8
7	2		2	1	4	2	2	2	2	1	2	1				7
6	1		1		3	2	1	1	1		1					6
5					2	1										5
4					1											4
3																3
2																2
1																1
Mean	16.7	18.7	17.5	19.7	16.5	18.5	20.2	19.8	20.0	20.2	18.3	19.5	19.3	18.4	19.0	
S.D.	4.5	4.2	4.5	5.4	5.3	5.6	5.5	5.6	5.5	5.7	5.3	5.6	4.3	4.1	4.2	

Number of Colleges 14

Number of Students (Men) 4,310 (Women) 2,572 (Total) 6,882

NORTHEAST REGION, LEVEL I

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	5	5	8	4	99
B	31	21	30	22	91
C	48	41	44	45	44
D	14	26	14	21	2
F	0	4	1	3	1
Not Taken	2	4	4	6	
Mean	2.26	1.97	2.31	2.04	2.13
S.D.	.78	.92	.84	.87	.61

MEN

A	3	4	6	4	99
B	22	19	29	20	93
C	52	41	46	45	49
D	20	27	15	22	3
F	1	5	1	3	1
Not Taken	3	4	4	6	
Mean	2.08	1.90	2.26	1.98	2.05
S.D.	.75	.92	.81	.86	.59

WOMEN

A	9	6	10	6	99
B	44	24	33	25	86
C	40	40	40	43	36
D	6	23	14	19	1
F	0	2	0	2	1
Not Taken	2	5	2	5	
Mean	2.56	2.09	2.40	2.14	2.28
S.D.	.73	.92	.87	.87	.63

Number of Colleges 14

Number of Students (Men) 3,686 (Women) 2,183 (Total) 5,869

NORTHEAST REGION, LEVEL I

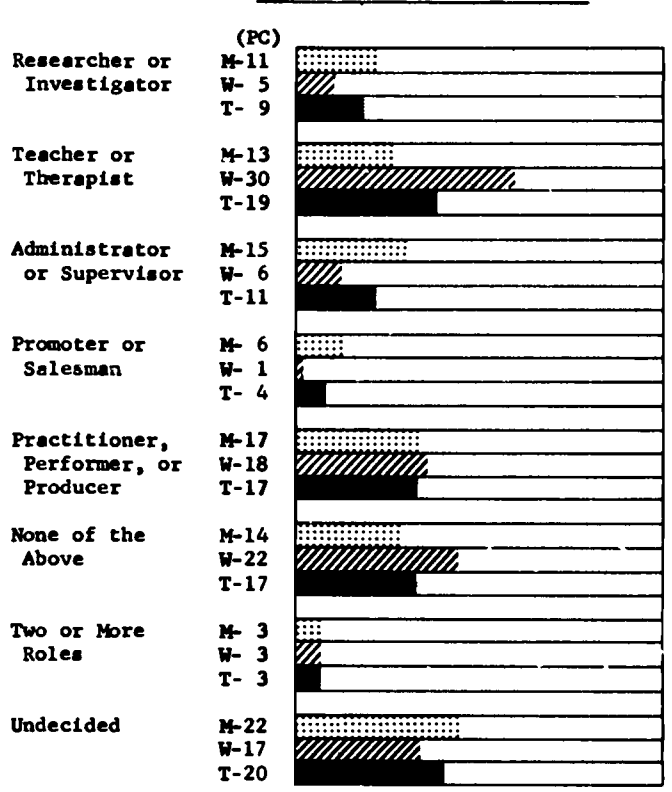
Table 3 Educational Majors and Vocational Choices

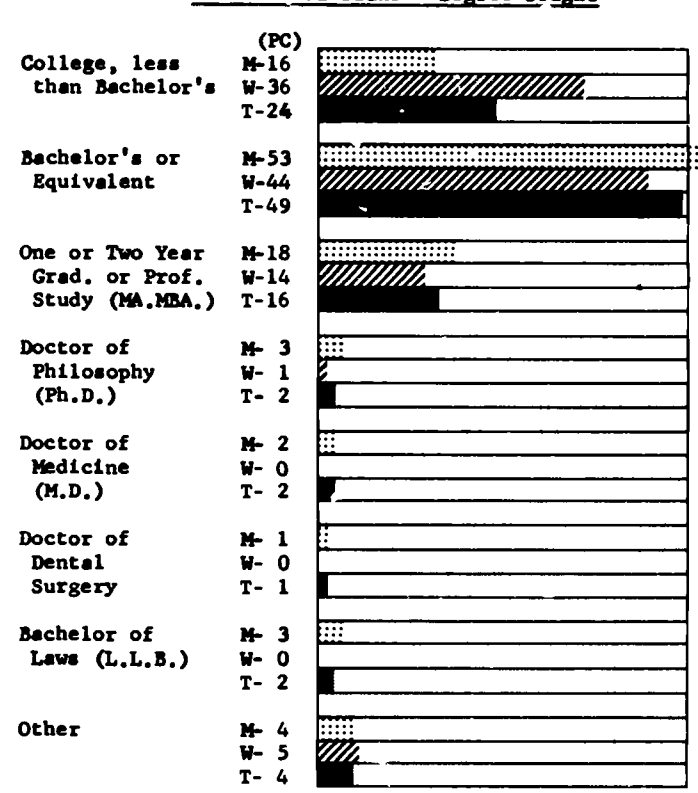
	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	21	14	33
Administrative, Political, and Persuasive	14	18	6
Business and Finance	15	11	21
Scientific	6	8	3
Engineering, Agriculture, and Technology	12	18	0
Medical Fields	9	5	15
Arts and Humanities	8	7	8
Other	3	2	3
Undecided	15	17	11
Vocational Choices			
Social, Religious, and Educational Fields	18	11	30
Administrative, Political, and Persuasive	10	13	6
Business and Finance	10	7	14
Scientific	3	4	2
Engineering, Agriculture, and Technology	9	14	0
Medical Fields	9	5	14
Arts and Humanities	7	7	6
Housewife	1	0	2
Other	11	11	10
Undecided	23	27	16

Number of Colleges 14

Number of Students (Men) 4,146 (Women) 2,509 (Total) 6,655

Table 4 Vocational Role Preferences and Educational Plans





Number of Colleges 14
Number of Students (Men) 3,957 (Women) 2,384 (Total) 6,341

NORTHEAST REGION, LEVEL I

Table 3 Two Most Important Goals in Attending College

	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 4 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-29 W-37 T-32	M-25 W-28 T-26
To Secure Vocational or Professional Training	M-51 W-53 T-52	M-20 W-22 T-21
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 4 T- 3
To Earn A Higher Income	M-12 W- 3 T- 9	M-32 W-16 T-26
To Develop Moral Standards	M- 0 W- 0 T- 0	M- 1 W- 1 T- 1
To Become A Cultured Person	M- 2 W- 2 T- 2	M- 5 W-10 T- 7
To Develop My Personality	M- 0 W- 1 T- 1	M- 3 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 4 W- 4 T- 4
None of These	M- 2 W- 2 T- 2	M- 4 W- 5 T- 4
Number of Colleges	14	
Number of Students	(Men) 4,032	(Women) 2,459 (Total) 6,491

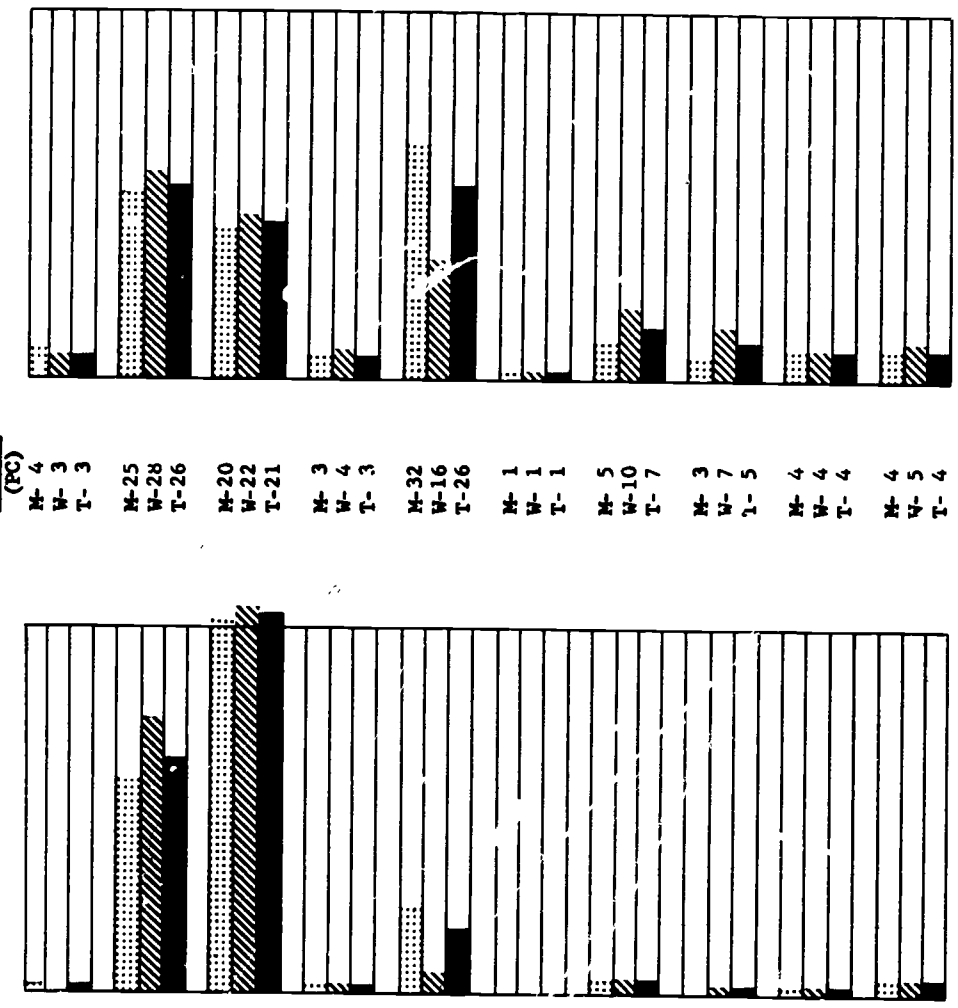


Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	36	32	43
Good Faculty	62	58	67
High Scholastic Standing	60	55	68
PRACTICALITY			
Location	61	59	65
Low Cost	44	45	42
Close to Home	53	53	53
ADVICE OF OTHERS			
Advice of Parents	36	32	42
Advice of High School Teachers	26	27	25
Advice of H.S. or Coll. Couns.	43	42	44
SOCIAL EMPHASIS			
Social Opportunities	30	29	31
Fraternity or Sorority	4	5	4
Good Athletic Program	16	21	9
Size	26	24	29

Number of Colleges 14
Number of Students (Men) 4,310 (Women) 2,572 (Total) 6,882

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	91	93	87
Out of State	9	7	13

Number of Colleges 14
Number of Students (Men) 4,310 (Women) 2,572 (Total) 6,882

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	56	70	67	32	60	60
	1-2	32	22	27	39	22	29
	3 or more	12	8	6	29	18	11
Women	0	69	62	47	24	44	45
	1-2	24	28	42	43	35	39
	3 or more	7	10	11	33	21	16
Total	0	61	67	59	29	54	54
	1-2	29	25	33	40	27	33
	3 or more	10	8	8	31	19	13

Number of Colleges 14

Number of Students (Men) 2,977 (Women) 1,897 (Total) 4,874

Table 1 Percentile Ranks of ACT Test Standard Scores

SS	Eng. Test			Math. Test			Soc. S. Test			N. Sci. Test			Composite			SS
36	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	36
35																35
34																34
33																33
32																32
31																31
30				99												30
29				98						99						29
28				98						98						28
27		99		97	99		99	99		96	99		99	99		27
26		98	99	95	98		98	97		93	98		98	98		26
25	99	96	98	93	97		95	95		89	96		96	96		25
24	98	93	96	90	96		93	92		85	94		93	94		24
23	96	89	93	86	94		90	89		80	90		89	90		23
22	93	83	89	82	91		86	85		75	85		84	85		22
21	89	77	84	78	88		81	80		70	80		79	80		21
20	85	70	78	72	85		77	75		63	74		73	74		20
19	79	62	71	66	81		71	70		58	67		65	67		19
18	71	53	63	60	77		63	63		52	60		57	53		18
17	61	44	54	55	73		57	58		47	55		49	45		17
16	51	35	44	48	67		50	52		41	47		41	37		16
15	43	29	37	40	60		43	46		35	38		33	30		15
14	36	24	30	32	52		37	40		29	30		26	23		14
13	28	19	24	25	44		30	34		24	23		19	17		13
12	22	15	19	19	36		25	29		19	17		14	12		12
11	18	12	15	14	30		21	24		15	12		10	8		11
10	14	9	12	10	24		17	19		11	8		7	5		10
9	10	7	9	7	16		13	16		8	6		5	3		9
8	7	5	6	4	11		9	13		6	4		3	2		8
7	5	4	4	3	8		6	9		4	3		2	1		7
6	3	3	3	2	6		4	6		3	2		1			6
5	2	2	2	1	4		3	4		2	1					5
4	1	1	1		3		2	3		1						4
3					2		1	2								3
2					1			1								2
1																1
Mean	16.4	18.2	17.2	18.7	15.9	17.5	18.7	18.5	18.6	19.2	17.6	18.5	18.4	17.7	18.1	
S.D.	4.7	5.0	4.9	5.6	5.7	5.8	5.8	6.1	5.9	5.8	5.8	5.9	4.5	4.8	4.6	
Number of Colleges	16															
Number of Students				(Men) 4,079									(Men) 3,181			
								(Women) 3,							(Total) 7,260	

NORTHEAST REGION, LEVEL II

Table 2 Distributions of High School Grades

TOTAL

	English (Percent)	Math (Percent)	Soc. S. (Percent)	N. Sci. (Percent)	HSA (PR)
A	14	11	19	12	99
B	40	28	40	32	76
C	38	40	33	41	23
D	8	18	6	12	1
F	0	2	0	1	1
Not Taken	1	2	2	3	
Mean	2.60	2.29	2.73	2.42	2.51
S.D.	.83	.95	.85	.89	.66

MEN

A	8	10	15	10	99
B	34	25	38	29	82
C	46	42	37	44	29
D	11	19	7	14	1
F	0	2	C	1	1
Not Taken	1	2	2	3	
Mean	2.38	2.23	2.62	2.33	2.39
S.D.	.80	.95	.84	.89	.64

WOMEN

A	22	12	24	14	98
B	46	31	42	35	69
C	28	37	28	37	17
D	3	16	5	10	1
F	0	1	0	1	1
Not Taken	1	2	2	3	
Mean	2.87	2.38	2.86	2.53	2.66
S.D.	.79	.95	.84	.88	.65

Number of Colleges 16

Number of Students (Men) 3,698 (Women) 3,028 (Total) 6,726

NORTHEAST REGION, LEVEL II

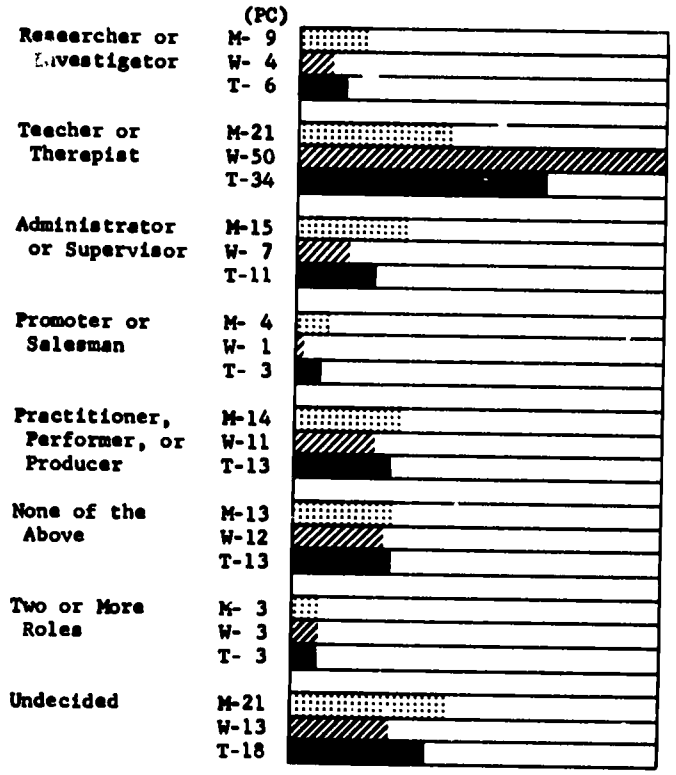
Table 3 Educational Majors and Vocational Choices

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Educational Majors			
Social, Religious, and Educational Fields	37	23	54
Administrative, Political, and Persuasive	9	14	4
Business and Finance	8	8	8
Scientific	7	9	4
Engineering, Agriculture, and Technology	9	16	0
Medical Fields	8	6	11
Arts and Humanities	7	6	8
Other	1	1	1
Undecided	14	18	9
Vocational Choices			
Social, Religious, and Educational Fields	31	18	48
Administrative, Political, and Persuasive	7	9	3
Business and Finance	7	7	6
Scientific	4	5	2
Engineering, Agriculture, and Technology	7	13	0
Medical Fields	8	6	11
Arts and Humanities	5	5	6
Housewife	1	0	1
Other	7	9	6
Undecided	23	29	15

Number of Colleges 16
Number of Students (Men) 3,971 (Women) 3,071 (Total) 7,042

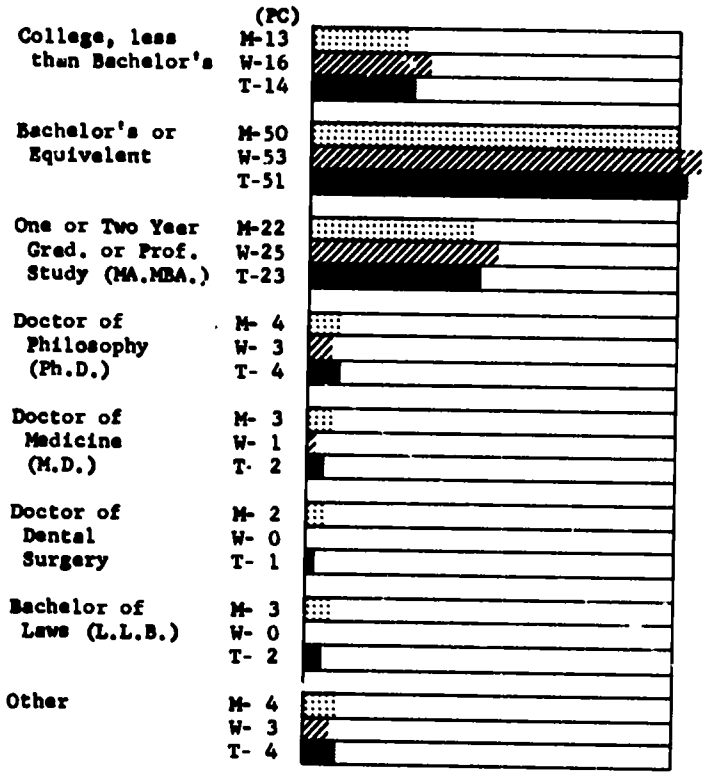
Table 4 Vocational Role Preferences and Educational Plans

Vocational Role Preferences



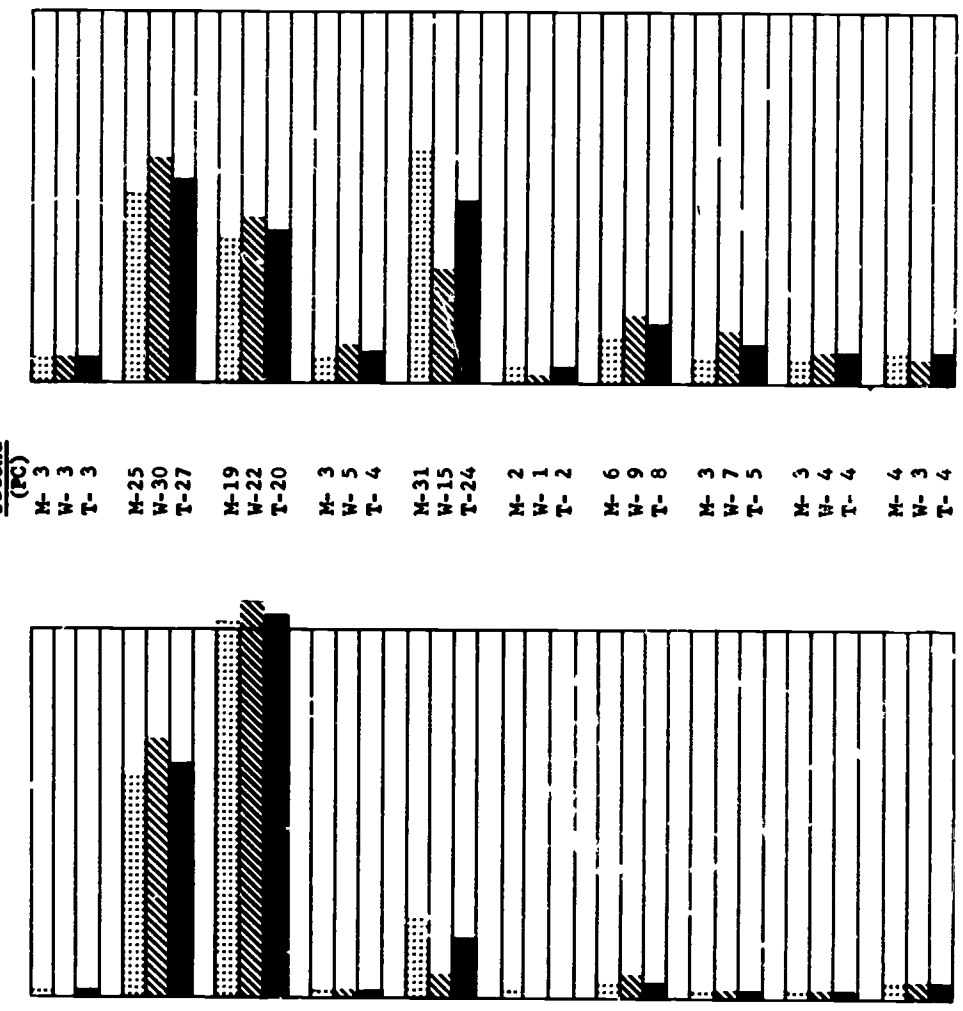
Number of Colleges 16
Number of Students (Men) 3,870

Educational Plans - Degree Sought



(Women) 2,997 (Total) 6,867

Table 5 Two Most Important Goals in Attending College



	First (PC)	Second (PC)
To Learn How To Enjoy Life	M- 1 W- 0 T- 1	M- 3 W- 3 T- 3
To Develop Mind and Intellectual Abilities	M-30 W-35 T-32	M-25 W-30 T-27
To Secure Vocational or Professional Training	M-51 W-54 T-52	M-19 W-22 T-20
To Make A Desirable Marriage	M- 1 W- 1 T- 1	M- 3 W- 5 T- 4
To Earn A Higher Income	M-11 W- 3 T- 8	M-31 W-15 T-24
To Develop Moral Standards	M- 1 W- 0 T- 0	M- 2 W- 1 T- 2
To Become A Cultured Person	M- 2 W- 3 T- 2	M- 6 W- 9 T- 8
To Develop My Personality	M- 1 W- 1 T- 1	M- 3 W- 7 T- 5
To Develop A Satisfying Philosophy	M- 1 W- 1 T- 1	M- 3 W- 4 T- 4
None of These	M- 2 W- 2 T- 2	M- 4 W- 3 T- 4
Number of Colleges 16 Number of Students	(Men) 3,932	(Women) 3,064 (Total) 6,996

Table 6 Factors Considered in Choosing a College

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
INTELLECTUAL EMPHASIS			
Intellectual Atmosphere	45	40	51
Good Faculty	67	64	70
High Scholastic Standing	64	60	69
PRACTICALITY			
Location	52	49	57
Low Cost	41	42	40
Close to Home	44	43	45
ADVICE OF OTHERS			
Advice of Parents	41	37	46
Advice of High Schoo. Teachers	28	29	28
Advice of H.S. or Coll. Couns.	38	38	38
SOCIAL EMPHASIS			
Social Opportunities	37	36	38
Fraternity or Sorority	7	7	7
Good Athletic Program	21	28	12
Size	28	26	31

Number of Colleges 16
Number of Students (Men) 4,079 (Women) 3,181 (Total) 7,260

Table 7 Type of Residence

	TOTAL (Percent)	MEN (Percent)	WOMEN (Percent)
Resident (In State)	70	69	71
Out of State	30	31	29

Number of Colleges 16
Number of Students (Men) 4,079 (Women) 3,181 (Total) 7,260

Table 8 Distributions of Non-Academic Achievements

		Areas of Non-Academic Achievements					
	Number of H.S. Achievements	Science (Percent)	Art (Percent)	Writing (Percent)	Leadership (Percent)	Music (Percent)	Dramatic Art (Percent)
Men	0	55	74	64	23	58	46
	1-2	32	19	29	37	23	36
	3 or more	13	7	7	40	19	18
Women	0	65	70	42	15	36	33
	1-2	27	23	45	37	36	43
	3 or more	8	7	13	48	28	24
Total	0	59	72	54	20	49	40
	1-2	30	21	36	37	29	39
	3 or more	11	7	10	43	22	21

Number of Colleges 16

Number of Students (Men) 2,769 (Women) 2,189 (Total) 4,958

Part V

Implications of Diversity in Higher Education

This study reaffirms and clarifies the generally held contention that diversity characterizes American higher education. The results suggest that not only can a student find a college where he will closely resemble the average student, but he also can find students like himself at almost any type of institution in any geographical region. Thus, detailed normative information like that presented here can help broaden as well as narrow college choice exploration.

*Implications for High School Educators.** The information presented in this publication can assist high school educators in several ways. As they work with individual students to choose a college, profiles can be developed to describe typical students at various types of institutions. The characteristics of particular students can also be compared to enrolled students at specific kinds of institutions, thus increasing the information available to the student to assist him in making appropriate decisions. Secondly, by increasing the general knowledge of school personnel about the current characteristics of American college students, pre-college educational programs can be re-examined more realistically.

*Implications for College and University Educators.*** Since its inception, the American College Testing Program has been committed to an extensive program of research services to participating colleges and universities. An important aspect of these services is the development of normative data that provides a sound basis for interpreting results for individual institutions. The information collected in this publication provides the most extensive normative information on the ACT battery to date. Using the various tables, colleges and universities can compare their freshmen on many different characteristics with freshmen at institutions similar to theirs. Comparative graphs and charts can be developed to illustrate visually for faculty and administrators the educational characteristics of their students.

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*For more detailed discussion of the use of normative data in high school guidance, see the *Interpretive Guide for the ACT High School Profile.*

**For more detailed discussion of the implications of ACT Research Services findings for college and university personnel, see the *Interpretive Guide for ACT Research Services.*

The great diversity highlighted by this publication emphasizes the importance of selective comparisons. For example, junior colleges in general attract students who are different from those attracted by Ph.D.-granting institutions. Thus, it is more meaningful for a junior college to compare its students with other junior college student bodies rather than with some other type of institution.

The results also suggest that when an institution changes its academic offerings (*e.g.*, when a four-year institution adds a graduate program), the characteristics of the entering classes can be expected to change. That is, the higher level of offerings (*e.g.*, a master's degree program) does not solely affect the students for whom it is offered (*e.g.*, graduate students). Apparently the type of students entering as freshmen is also influenced.

The obvious diversity among students and among institutions makes it clear that no single standard can be applied to all institutions. Institutions of higher education must serve a broad range of student needs, and students bring to their educational experience a wide range of potentials, objectives, and needs. To evaluate institutional success, criteria must be appropriate to a particular student body.

The diversity further highlights the need for carefully reasoned transfer policies. Academic potentials of students vary with the institutional levels of the colleges at which they have been enrolled. Generally, Level I college students are lowest in academic potential; Level IV, highest. However, the diversity among institutions is so great, even within a certain level or region, that information about the particular institution is necessary for the best appraisal of a transfer student's record. And because there are students of exceptional promise attending all institutions, the individual student's record should be reviewed with care.

Implications for Students of Higher Education. The study of higher education has frequently been hampered by the lack of representative empirical data. Earlier studies of student characteristics have generally been limited to small samples of institutions – frequently to only one student body or even a small segment of one institution's students. Generalizations based on such small samples are at best hazardous. Often they have been misleading.

Although the data presented here are descriptive in nature, they can provide new and more reliable insights into the nature of the college and university population. They can also be useful in developing significant questions for future research. The range of data included should suggest research questions which go well beyond the over-studied area of predicting college grades from high school grades and achievement test scores. Such problems as the effects of particular institutions on various

student goals and aspirations or the relative effectiveness of different instructional approaches on various types of students can be examined.

The tables included here re-emphasize the importance of adequate sampling in research. Generalizations cannot reasonably be made on the basis of inappropriate samples. For example, results obtained from a sample of freshmen at Ph.D.-granting institutions cannot be indiscriminately applied to freshmen at all levels of institutions, and possibly data obtained from a representative sample of all American institutions of higher education would be useless in educational planning for freshmen at a certain institution.

This publication has attempted to describe students enrolled in ACT colleges and universities. Distributions are provided separately for men, women, and the total group for academic potentials, educational goals, and achievements. These distributions are norms provided for reference groups of colleges and universities defined by institutional level and geographic region. These groups are believed by most educators to be helpful in describing and evaluating institutional and student characteristics. The specific institutions with their institutional level designations, are listed in Part VI of this publication; the reader can ascertain the adequacy of the various institutional samples on which the tables are based.

For many educators who routinely work with ACT data, the most important reference group is their student body, and the most meaningful norms are local norms. Local norms are more relevant for many purposes than level or regional norms. In recognition of the importance of local norms, the American College Testing Program provides research services to high schools, colleges, and universities which include the preparation of local norms as well as other data. Colleges and high schools which use ACT data and do not have local norms are urged to investigate ACT's program of research services.

Related ACT Publications

Other publications that aid in interpreting ACT materials are:

ACT Technical Report

(Contains basic information about the rationale of ACT's student assessment devices and their reliability and validity, scales, and norms.)

Interpretive Guide for ACT Research Services

(Provides assistance in understanding and using the results of ACT's Research Services to colleges.)

Interpretive Guide for the ACT High School Profile

(Assists guidance personnel in understanding and using results of ACT's Research Service to high schools.)

Using ACT in Secondary School Guidance

(Describes the ACT score report to high schools, and contains suggestions for using this information in pre-college guidance.)

Using ACT on the Campus

(Provides assistance in understanding and using ACT data in colleges for admissions, scholarship selection, course sectioning, and personnel services.)

Complimentary copies are available from:

ACT Publications
Post Office Box 168
Iowa City, Iowa 52240

Part VI

Colleges and Universities Included in This Study

Colleges Included in Region by Level Tables

Colleges Included in Institutional Means and College GPA Tables

Part VI, Colleges and Universities Included in this Study

Colleges Included in Region by Level Tables

CODE	NAME OF COLLEGE	STATE	LEVEL
0007	Mobile Infirm.Sch.N.	Ala.	V
0010	Athens College	Ala.	II
0014	Florence State Coll.	Ala.	III
0020	Jacksonville St. Coll.	Ala.	III
0022	Judson College	Ala.	II
0026	Marion Institute	Ala.	I
0027	NW Alabama Jr. Coll.	Ala.	I
0036	Snead College	Ala.	I
0040	Southern Union Coll.	Ala.	V
0042	Spring Hill College	Ala.	III
0048	Troy State College	Ala.	III
0052	Univ. of Alabama	Ala.	IV
0059	Univ. of South Ala.	Ala.	II
0062	Alaska Meth. Univ.	Alas.	II
0064	Univ. of Alaska	Alas.	IV
0086	Arizona St. Coll.	Ariz.	III
0088	Arizona St. Univ.	Ariz.	IV
0090	Eastern Ariz. Jr. Coll.	Ariz.	I
0092	Grand Canyon College	Ariz.	VI
0094	Phoenix College	Ariz.	I
0096	Univ. of Arizona	Ariz.	IV
0099	Ariz. Western Coll.	Ariz.	I
0126	Henderson St.T.Coll.	Ark.	III
0132	Little Rock Univ.	Ark.	II
0142	Southern State Coll.	Ark.	II
0154	Cal.St.Coll.,Hayward	Cal.	II
0202	Cal. State Poly. Coll.	Cal.	V
0203	Cal.St., Palos Verdes	Cal.	V
0206	Cerritos College	Cal.	I
0208	Chaffey College	Cal.	I
0212	Chico St. College	Cal.	III
0226	Coalinga College	Cal.	I
0244	College of San Mateo	Cal.	I
0263	Foothill College	Cal.	I
0264	Fresno City College	Cal.	I
0280	Hartnell College	Cal.	I
0294	La Sierra College	Cal.	III
0302	Cal.St.Coll.Long Beach	Cal.	III
0352	Oceanside-Carlsbad Coll.	Cal.	I
0355	Cal.St.Coll.,Fullerton	Cal.	III
0362	Pacific Union College	Cal.	III
0382	Sacramento St. Coll.	Cal.	III
0422	Santa Rosa Jr. Coll.	Cal.	I
0429	Sierra College	Cal.	I
0482	Yuba College	Cal.	I
0502	Colo. State College	Colo.	IV
0518	Mesa College	Colo.	I
0519	Metropolitan St. Coll.	Colo.	V
0522	Otero Jr. College	Colo.	I
0524	So. Colo. St. Coll.	Colo.	I
0525	Rangely College	Colo.	V
0526	Regis College	Colo.	II
0527	St. Thomas Seminary	Colo.	II
0528	Trinidad St. Jr. Coll.	Colo.	I
0616	Willimantic St. Coll.	Conn.	III
0674	Howard University	D.C.	IV
0708	Walter Reed Inst. N.	D.C.	V
0914	Boise College	Idaho	I
0916	College of Idaho	Idaho	III
0918	Idaho St. Univ.	Idaho	III
0922	North Idaho Jr. Coll.	Idaho	I
0924	Northwest Nazarene Coll.	Idaho	
0926	Ric's College	Idaho	I
0946	Augustana College	Ill.	II
0959	Bloom Twp. Comm. Coll.	Ill.	I
0961	Canton Comm. College	Ill.	I
0970	Amundsen Jr. College	Ill.	V
0975	Loop Junior College	Ill.	V
0992	Chicago Teach.Coll.,S	Ill.	II
1000	College of St. Francis	Ill.	II
1004	Concordia Teach. Coll.	Ill.	III
1016	Eastern Ill. Univ.	Ill.	III
1022	Eureka College	Ill.	II
1029	Freeport Comm. Coll.	Ill.	I
1032	Greenville College	Ill.	II
1034	Illinois College	Ill.	II
1076	McKendree College	Ill.	II
1082	Black Hawk College	Ill.	I
1090	Morton Junior Coll.	Ill.	I
1091	Mt. Vernon Comm. Coll.	Ill.	I
1098	North Park College	Ill.	II
1111	Big Ten(Intercol.)Conf.	Ill.	V
1112	Olivet Nazarene Coll.	Ill.	II
1120	Quincy College	Ill.	II
1123	Rock Valley College	Ill.	V
1124	Roosevelt University	Ill.	III
1133	Saint Dominic College	Ill.	V
1143	So.Ill.U.Edwardsville	Ill.	V
1144	So.Ill.U., Carbondale	Ill.	IV
1145	So.Ill.U.,Edwardsville	Ill.	V
1146	Springfield Jr. Coll.	Ill.	I
1147	So.Ill.U.,Edwardsville	Ill.	V
1148	Thornton Jr. College	Ill.	I
1154	Univ. of Illinois	Ill.	IV
1155	U of I, Chi.Cir.Campus	Ill.	IV
1164	Silver Cross Sch. N.	Ill.	V
1198	Grace Theo.Sem.&Coll.	Ind.	IV
1274	Boone Junior College	Iowa	I

CODE	NAME OF COLLEGE	STATE	LEVEL
1278	Buena Vista College	Iowa	II
1280	Burlington Comm. Coll.	Iowa	I
1284	Central College	Iowa	II
1301	Dordt College	Iowa	I
1302	Drake University	Iowa	III
1310	Estherville Jr. Coll.	Iowa	I
1312	Fort Dodge Jr. Coll.	Iowa	I
1314	Graceland College	Iowa	II
1316	Grand View College	Iowa	I
1324	Iowa Wesleyan College	Iowa	II
1332	Marshalltown Comm.Coll.	Iowa	I
1336	Mason City Jr. Coll.	Iowa	I
1342	Mt. St. Clare Jr. Coll.	Iowa	I
1344	Muscatine Comm. Coll.	Iowa	I
1351	Palmer Junior College	Iowa	V
1352	St. Ambrose College	Iowa	II
1356	University of Iowa	Iowa	IV
1362	Waldorf College	Iowa	I
1363	Mercy Sch.N.,Council Bl.	Iowa	V
1368	Webster Cy. Jr. Coll.	Iowa	I
1372	Wm. Penn College	Iowa	II
1388	Bethany College	Kans.	II
1390	Bethel College	Kans.	II
1394	Central College	Kans.	I
1402	Dodge City College	Kans.	I
1406	Butler Co. Jr. Coll.	Kans.	I
1408	Fort Hays State Coll.	Kans.	III
1410	Fort Scott Jr. Coll.	Kans.	I
1412	Friends University	Kans.	II
1418	Highland Jr. Coll.	Kans.	I
1422	Independence Comm. Coll.	Kans.	I
1424	Iola Junior College	Kans.	I
1426	Kans.Cy.,K.Comm.Jr.Coll.	Kans.	I
1428	Kansas State Univ.	Kans.	IV
1434	Kans. Wesleyan Univ.	Kans.	II
1442	Miltonvale Wesleyan	Kans.	II
1449	Kans.St.Coll.,Pittsburg	Kans.	III
1452	Sacred Heart College	Kans.	II
1456	St. Johns Luth. Coll.	Kans.	I
1458	Saint Mary College	Kans.	III
1459	St. Francis Sch. N.	Kans.	V
1468	Tabor College	Kans.	II
1472	Wichita St. Univ.	Kans.	IV
1474	Washburn Univ.	Kans.	III
1490	Bellarmine College	Ky.	II
1502	Alice Lloyd College	Ky.	I
1515	Good Samaritan Sch. N.	Ky.	V
1538	Paducah Junior College	Ky.	I
1554	Univ. of Kentucky	Ky.	IV
1566	U of Ky.,Northern Cen.	Ky.	V
1570	Somerset Comm.Coll.U Ky.	Ky.	V
1589	La. St. U., Alexandria	La.	V
1590	Louisiana St. Univ.	La.	IV
1591	L S U in New Orleans	La.	V
1678	Anne Arundel Comm.Coll.	Md.	I
1679	Allegany Comm. Coll.	Md.	I
1682	Baltimore Jr. Coll.	Md.	I
1684	Catonsville Comm. Coll.	Md.	I
1685	Charles Co. Comm. Coll.	Md.	I
1687	Columbia Union Coll.	Md.	II
1688	Coppin St. College	Md.	II
1689	Church H&H Sch. N.	Md.	V
1692	Essex Community Coll.	Md.	I
1700	Harford Jr. College	Md.	I
1712	Bowie State Coll.	Md.	II
1716	Salisbury State Coll.	Md.	III
1719	Merch Hosp. Sch. Nurs.	Md.	V
1720	Montgomery Jr. College	Md.	I
1722	Morgan State College	Md.	II
1726	Mt. St. Marys College	Md.	II
1731	Prince Georges Comm.	Md.	I
1746	Univ. of Maryland	Md.	IV
1784	Atlantic Union Coll.	Mass.	II
1787	Becker Junior Coll.	Mass.	I
1889	St.Vincent Hosp.Sch.N.	Mass.	V
1972	Central Mich. Univ.	Mich.	III
1976	Lake Mich Sch. Nurs.	Mich.	I
2014	Jackson Comm. College	Mich.	I
2030	Mich. Tech. Univ.	Mich.	III
2066	Western Mich. Univ.	Mich.	III
2071	Bay De Noc Comm. Coll.	Mich.	I
2082	Austin Junior Coll.	Minn.	I
2084	Bemidji State Coll.	Minn.	III
2086	Bethany Luth. College	Minn.	II
2090	Brainerd Jr. College	Minn.	I
2096	College of St.Catherine	Minn.	II
2118	Itasca Jr. College	Minn.	I
2126	Mankato State College	Minn.	III
2131	Miller Hosp.Vo.Sch.P.N.	Minn.	V
2134	Moorhead State Coll.	Minn.	III
2142	Rochester Junior Coll.	Minn.	I
2148	St. Marys College	Minn.	III
2149	St. Marys Jr. Coll.	Minn.	V
2155	Univ. Minn. at Morris	Minn.	V
2157	Univ. Minn. at Duluth	Minn.	V
2161	Willmar Comm. College	Minn.	I
2162	Winona State College	Minn.	III
2166	Meth. Kahler Sch. N.	Minn.	V
2176	Alcorn A & M College	Miss.	II
2195	Gilfoy Sch. of Nurs.	Miss.	V
2204	Jackson State College	Miss.	III
2208	Mary Holmes Jr. Coll.	Miss.	I
2214	Mississippi College	Miss.	III
2223	Utica Junior College	Miss.	I
2228	Northwest Miss.Jr.Coll.	Miss.	I
2232	Pearl River Jr. Coll.	Miss.	I

CODE	NAME OF COLLEGE	STATE	LEVEL
2244	Miss. Delta Jr. Coll.	Miss.	I
2250	Univ. of Mississippi	Miss.	IV
2254	William Carey College	Miss.	II
2256	Wood Junior College	Miss.	I
2272	Central Mo. St. Coll.	Mo.	III
2280	Immac. Conception Sem.	Mo.	III
2296	Evangel College	Mo.	II
2336	NE Mo.St. Teach. Coll.	Mo.	III
2338	NW Mo. St. College	Mo.	II
2342	Rockhurst College	Mo.	II
2352	St. Louis Univ.	Mo.	IV
2376	Tarkio College	Mo.	II
2411	Columbus Sch. Nurs.	Mont.	V
2414	Dawson Co. Jr. Coll.	Mont.	I
2418	Mont.Coll.M.S.&Tech.	Mont.	III
2422	Univ. of Montana	Mont.	IV
2424	Northern Mont. Coll.	Mont.	II
2426	Rocky Mtn. College	Mont.	II
2427	St. Patrick Sch. N.	Mont.	V
2428	Western Mont. Coll.	Mont.	III
2436	Bishop Clarkson Sch.N.	Nebr.	V
2440	College of Saint Mary	Nebr.	II
2444	Creighton Univ.	Nebr.	III
2446	Dana College	Nebr.	II
2450	Duchesne College	Nebr.	II
2451	Inman. Hosp.Sch.Nurs.	Nebr.	V
2462	Midland College	Nebr.	II
2465	Nebr.Meth.Hosp.Sch.N.	Nebr.	V
2466	Chadron State College	Nebr.	III
2470	Peru State College	Nebr.	II
2494	Univ. of Nevada	Nev.	IV
2636	East. N.Mex. Univ.	N.M.	III
2638	New Mexico St. Univ.	N.M.	IV
2640	New Mexico Highlands U.	N.M.	IV
2644	N.M. Military Insti.	N.M.	I
2648	St. Michael's College	N.M.	II
2774	Jamestown Comm. Coll.	N.Y.	I
3197	Bismarck Hosp. Sch. N.	N.D.	V
3201	Mary College	N.D.	II
3202	N. D. State Univ.	N.D.	IV
3204	N.D.St. Sch. Forestry	N.D.	I
3208	N.D. St. Teach. Coll.	N.D.	II
3214	Minot State College	N.D.	I
3223	Sr. of St. Jos. Sch. N.	N.D.	V
3236	Baldwin Wallace Coll.	Ohio	II
3238	Bluffton College	Ohio	II
3246	Central St. College	Ohio	I
3263	Cuyahoga Comm. Coll.	Ohio	I
3268	Dyke College	Ohio	II
3272	Findlay College	Ohio	II
3284	Kent State Univ.	Ohio	IV
3287	Lorain Co. Comm. Coll.	Ohio	V
3297	Mt.Sinai Hosp.Cleveland	Ohio	V

CODE	NAME OF COLLEGE	STATE	LEVEL
3312	Ohio State Univ.	Ohio	IV
3325	Riverside-White Cr.S.N.	Ohio	V
3338	Univ. of Akron	Ohio	IV
3340	Univ. of Cincinnati	Ohio	IV
3360	Wilberforce Univ.	Ohio	II
3370	Youngstown Hosp. Sch.N.	Ohio	V
3378	Altus Junior College	Okla.	I
3390	Central State Coll.	Okla.	III
3392	Connors St.Agric.Coll.	Okla.	I
3394	East Central State	Okla.	III
3400	Langston University	Okla.	II
3402	Murray St.Agric.Coll.	Okla.	I
3406	NE Okla. A&M College	Okla.	I
3410	N. Okla. Jr. Coll.	Okla.	I
3412	Northwestern St. Coll.	Okla.	III
3414	Oklahoma Baptist Univ.	Okla.	II
3415	Okla. Christian Coll.	Okla.	II
3418	Okla. Coll. for Women	Okla.	II
3426	Panhandle A&M College	Okla.	II
3432	St. Gregorys College	Okla.	V
3435	St. Johns Sch. of N.	Okla.	V
3438	Southeastern St. Coll.	Okla.	III
3440	Southwestern St. Coll.	Okla.	III
3497	Treasure Valley Comm.	Ore.	I
3529	Bucks Co. Comm. Coll.	Pa.	V
3543	Comm. Coll. of Phil.	Pa.	V
3589	Harrisburg Area Comm.	Pa.	V
3658	Phil. Coll. of Bible	Pa.	II
3704	Indiana State College	Pa.	III
3762	York Junior College	Pa.	I
3811	Rhode Island Jr. Coll.	R.I.	V
3814	Roger Williams Jr.Coll.	R.I.	I
3904	Black Hills St. Coll.	S.D.	III
3906	Dak. Wesleyan Univ.	S.D.	II
3910	Gen. Beadle St. Coll.	S.D.	II
3916	Northern St. College	S.D.	III
3918	Presentation Jr. Coll.	S.D.	I
3919	St. Johns Sch. of N.	S.D.	V
3920	Sioux Falls College	S.D.	II
3921	Aberdeen Pres.Sch.N.	S.D.	V
3922	S.D. Sch.Mines & Tech.	S.D.	III
3924	S.D. State University	S.D.	IV
3928	Univ. of South Dakota	S.D.	IV
3944	Austin Peay St. Coll.	Tenn.	III
3946	Belmont College	Tenn.	II
3948	Bethel College	Tenn.	II
3950	Carson-Newman College	Tenn.	II
3966	Hiwassee College	Tenn.	I
3982	Lincoln Memorial Univ.	Tenn.	II
3986	Martin College	Tenn.	I
3988	Maryville College	Tenn.	II
3994	Middle Tenn. St. Univ.	Tenn.	III
4006	So. Missionary College	Tenn.	II

CODE	NAME OF COLLEGE	STATE	LEVEL
4010	Tenn. A&I State Univ.	Tenn.	III
4012	Tenn. Tech. Univ.	Tenn.	V
4014	Tenn. Wesleyan Coll.	Tenn.	II
4018	Tusculum College	Tenn.	II
4020	Union University	Tenn.	II
4022	Univ. of Chattanooga	Tenn.	III
4026	Univ. of Tennessee	Tenn.	IV
4038	Bryan College	Tenn.	V
4050	Abilene Christian Coll.	Tex.	III
4056	Amarillo College	Tex.	I
4062	Baylor University	Tex.	IV
4068	Blinn College	Tex.	I
4074	Cisco Junior College	Tex.	I
4076	Clarendon Jr. College	Tex.	I
4082	Del Mar College	Tex.	I
4088	East Texas State Coll.	Tex.	IV
4091	Ft. Worth Christian	Tex.	V
4092	Frank Phillips College	Tex.	I
4096	Hardin-Simmons Univ.	Tex.	III
4099	Hill Junior College	Tex.	I
4102	Howard Payne College	Tex.	III
4104	Huston-Tillotson Coll.	Tex.	V
4106	Incarnate Word College	Tex.	III
4116	Laredo Junior Coll.	Tex.	I
4120	LeTourneau College	Tex.	II
4128	Mary Hardin-Baylor	Tex.	II
4130	McMurry College	Tex.	III
4132	Midwestern Univ.	Tex.	III
4136	N. Texas State Univ.	Tex.	IV
4142	Pan American Coll.	Tex.	II
4144	Panola College	Tex.	I
4150	Ranger Junior Coll.	Tex.	I
4157	St. Marys Sch. of N.	Tex.	V
4162	Sam Houston St. Coll.	Tex.	III
4164	Angelo State College	Tex.	I
4166	San Antonio College	Tex.	I
4168	Schreiner Institute	Tex.	I
4169	South Plains College	Tex.	I
4170	South Texas Jr. Coll.	Tex.	II
4176	SW Texas Jr. Coll.	Tex.	I
4178	SW Texas State Coll.	Tex.	III
4182	SW Assemblies of God	Tex.	II
4188	Stephen F. Austin St.	Tex.	III
4190	Sul Ross State Coll.	Tex.	III
4202	Prairie View A&M Coll.	Tex.	III
4210	Texas College	Tex.	II
4216	Texas Southern Univ.	Tex.	III
4222	Texas Wesleyan Coll.	Tex.	III
4224	Texas Womans Univ.	Tex.	IV
4232	Univ. Corpus Christi	Tex.	II
4234	University of Dallas	Tex.	II
4246	Wayland Baptist Coll.	Tex.	II
4248	Weatherford College	Tex.	I
4249	Westminster College	Tex.	V
4250	West Texas St. Univ.	Tex.	III
4252	Wharton Co. Jr. Coll.	Tex.	I
4266	Brigham Young Univ.	Utah	IV
4268	Coll. of Eastern Utah	Utah	V
4271	Coll. of Southern Utah	Utah	V
4272	Dixie Jr. College	Utah	I
4273	Snow College	Utah	V
4282	Weber State College	Utah	I
4516	Concord College	W.Va.	II
4520	Fairmont State Coll.	W.Va.	II
4522	Glenville St. College	W.Va.	II
4529	Potomac State College	W.Va.	I
4530	Salem College	W.Va.	II
4532	Shepherd College	W.Va.	II
4534	West Liberty St. Coll.	W.Va.	II
4536	W. Va. Inst. of Tech.	W.Va.	II
4538	W. Va. State College	W.Va.	II
4540	West Virginia Univ.	W.Va.	IV
4542	W.Va.U.,Parkersburg Br.	W.Va.	V
4544	W.Va. Wesleyan Coll.	W.Va.	II
4586	Holy Family College	Wis.	II
4592	Lakeland College	Wis.	II
4609	Madison Gen. Hosp.	Wis.	V
4612	Milton College	Wis.	II
4614	Milwaukee Inst. Tech.	Wis.	I
4624	Northland College	Wis.	II
4652	Stout State College	Wis.	III
4656	Univ. Wis. at Madison	Wis.	IV
4658	Univ.Wis. at Milwaukee	Wis.	V
4662	Viterbo College	Wis.	II
4676	Wis.St.Univ.Platteville	Wis.	II
4680	Wis.St.Univ.Stevens Pt.	Wis.	II
4687	Univ. of Wisc. Center	Wis.	IV
5004	Northwest Comm. Coll.	Wyo.	I

Colleges Included in Institutional Means and College GPA Tables

CODE	NAME OF COLLEGE	STATE	LEVEL
0004	Alabama College	Ala.	III
0011	Auburn University	Ala.	IV
0012	Birmingham-So. Coll.	Ala.	III
0014	Florence State Coll.	Ala.	III
0015	Birmingham Hosp.Sch.N.	Ala.	V
0016	Howard College	Ala.	II
0020	Jacksonville St. Coll.	Ala.	III
0022	Judson College	Ala.	II
0024	Livingston St. Coll.	Ala.	III
0029	Mobile College	Ala.	V
0048	Troy State College	Ala.	III
0052	Univ. of Alabama	Ala.	IV
0054	Walker College	Ala.	I
0059	Univ. of South Ala.	Ala.	II
0062	Alaska Meth. Univ.	Alas.	II
0064	Univ. of Alaska	Alas.	IV
0086	Arizona St. Coll.	Ariz.	III
0088	Arizona St. Univ.	Ariz.	IV
0090	Eastern Ariz. Jr. Coll.	Ariz.	I
0092	Grand Canyon College	Ariz.	II
0096	Univ. of Arizora	Ariz.	IV
0099	Ariz. Western Coll.	Ariz.	I
0124	Harding College	Ark.	III
0126	Henderson St.T.Coll.	Ark.	III
0132	Little Rock Univ.	Ark.	II
0142	Southern St. Coll.	Ark.	II
0154	Cal.St.Coll.,Hayward	Cal.	II
0183	Cal. Lutheran College	Cal.	II
0202	Ca. State Poly. Coll.	Cal.	V
0212	Chico St. College	Cal.	III
0226	Coalinga College	Cal.	I
0263	Foothill College	Cal.	I
0302	Cal.St.Coll.Long Beach	Cal.	III
0320	Cal. St., Los Angeles	Cal.	III
0355	Cal.St.Coll.,Fullerton	Cal.	III
0382	Sacramento St. Coll.	Cal.	III
0408	San Jose City Coll.	Cal.	I
0410	San Jose State Coll.	Cal.	III
0429	Sierra College	Cal.	I
0430	Simpson Bible College	Cal.	II
0482	Yuba College	Cal.	I
0502	Colo. State College	Colo.	IV
0504	Colo. State Univ.	Colo.	IV
0510	Fort Lewis College	Colo.	II
0514	Lamar Jr. College	Colo.	I
0518	Mesa College	Colo.	I
0520	Northeastern Jr. Coll.	Colo.	I
0522	Otero Jr. College	Colo.	I
0524	So. Colo. St. Coll.	Colo.	I
0526	Regis College	Colo.	II
0528	Trinidad St. Jr. Coll.	Colo.	I
0532	Univ. of Colorado	Colo.	IV
0576	New Haven College	Conn.	II
0593	So. Conn. St. Coll.	Conn.	III
0616	Willimantic St. Coll.	Conn.	III
0914	Boise College	Idaho	I
0916	College of Idaho	Idaho	III
0918	Idaho St. Univ.	Idaho	III
0924	Northwest Nazarene Coll.	Idaho	II
0926	Ricks College	Idaho	I
0954	Belleville Jr. Coll.	Ill.	I
0959	Bloom Twp.Comm.Coll.	Ill.	I
0972	Crane Jr. College	Ill.	V
0975	Loop Jr. College	Ill.	V
0978	Wilson Jr. College	Ill.	V
0993	Chicago Teach.Coll.,N.	Ill.	II
1016	Eastern Ill. Univ.	Ill.	III
1022	Eureka College	Ill.	II
1029	Freeport Comm. Coll.	Ill.	I
1032	Greenville College	Ill.	II
1034	Illinois College	Ill.	II
1042	Ill. State Univ.	Ill.	III
1044	Ill. Wesleyan Univ.	Ill.	III
1050	Kendall College	Ill.	I
1058	Lewis College	Ill.	II
1062	Lincoln College	Ill.	I
1066	Lyons Twp. Jr. Coll.	Ill.	I
1090	Morton Jr. College	Ill.	I
1091	Mt. Vernon Comm. Coll.	Ill.	I
1094	Natl. Coll. of Educ.	Ill.	III
1098	North Park College	Ill.	II
1102	Northern Ill. Univ.	Ill.	IV
1112	Olivet Nazarene Coll.	Ill.	II
1114	Parks Coll.,St.L.Univ.	Ill.	IV
1120	Quincy College	Ill.	II
1144	Southern Ill. Univ.	Ill.	IV
1146	Springfield Jr. Coll.	Ill.	I
1148	Thornton Jr. College	Ill.	I
1155	Univ. of Illinois	Ill.	IV
1158	Western Ill. Univ.	Ill.	III
1164	Silver Cross Sch. N.	Ill.	V
1278	Buena Vista College	Iowa	II
1280	Burlington Comm. Coll.	Iowa	I
1284	Central College	Iowa	II
1298	Creston Comm. College	Iowa	I
1301	Dordt College	Iowa	I
1302	Drake University	Iowa	III
1306	Ellsworth Jr. College	Iowa	I

CODE	NAME OF COLLEGE	STATE	LEVEL
1310	Estherville Jr. Coll.	Iowa	I
1314	Graceland College	Iowa	II
1316	Grand View College	Iowa	I
1320	Iowa State Univ.	Iowa	IV
1322	State College of Iowa	Iowa	III
1324	Iowa Wesleyan College	Iowa	II
1330	Luther College	Iowa	II
1332	Marshalltown Comm.Coll.	Iowa	I
1334	Marycrest College	Iowa	II
1336	Mason City Jr. Coll.	Iowa	I
1344	Muscatine Comm. Coll.	Iowa	I
1352	St. Ambrose College	Iowa	II
1356	University of Iowa	Iowa	IV
1360	Upper Iowa Univ.	Iowa	II
1362	Waldorf College	Iowa	I
1364	Wartburg College	Iowa	III
1370	Westmar College	Iowa	II
1372	Wm. Penn College	Iowa	II
1388	Bethany College	Kans.	II
1390	Bethel College	Kans.	II
1394	Central College	Kans.	I
1404	Donnelly College	Kans.	I
1406	Butler Co. Jr. Coll.	Kans.	I
1408	Fort Hays State Coll.	Kans.	III
1420	Hutchinson Jr. Coll.	Kans.	I
1426	Kans.Cy.,K.Comm.Jr.Coll.	Kans.	I
1434	Kans. Wesleyan Univ.	Kans.	II
1438	Marymount College	Kans.	II
1440	McPherson College	Kans.	II
1444	Mt.St.Scholastica Coll.	Kans.	II
1449	Kans.St.Coll.,Pittsburg	Kans.	III
1452	Sacred Heart College	Kans.	II
1459	St.Francis Sch. N.	Kans.	V
1460	St.Mary of the Plains	Kans.	II
1464	Southwestern Coll.	Kans.	II
1466	Sterling College	Kans.	II
1468	Tabor College	Kans.	II
1472	Wichita St. Univ.	Kans.	IV
1474	Washburn Univ.	Kans.	III
1490	Bellarmine College	Ky.	II
1498	Brescia College	Ky.	II
1513	Elizabethtown Comm.	Ky.	V
1541	Prestonburg Comm. Coll.	Ky.	V
1552	Union College	Ky.	III
1554	Univ. of Kentucky	Ky.	IV
1557	Henderson Comm. Coll.	Ky.	V
1560	Villa Madonna Coll.	Ky.	II
1564	Ashland Comm. College	Ky.	V
1678	Anne Arundel Comm.Coll.	Md.	I
1679	Allegany Comm. Coll.	Md.	I
1682	Baltimore Jr. Coll.	Md.	I
1687	Columbia Union Coll.	Md.	II
1688	Coppin St. College	Md.	II
1692	Essex Community Coll.	Md.	I
1700	Hartford Jr. College	Md.	I
1712	Bowie State Coll.	Md.	II
1714	Frostburg State Coll.	Md.	III
1716	Salisbury State Coll.	Md.	III
1718	Towson State College	Md.	III
1719	Mercy Hosp. Sch. Nurs.	Md.	V
1746	Univ. of Maryland	Md.	IV
1784	Atlantic Union Coll.	Mass.	II
1972	Central Mich. Univ.	Mich.	III
1986	Detroit Inst. Tech.	Mich.	II
1992	Andrews University	Mich.	III
2005	Grand Valley St. Coll.	Mich.	II
2019	Lansing Comm. College	Mich.	I
2030	Mich. Tech. Univ.	Mich.	III
2032	Mich. State Univ.	Mich.	IV
2082	Austin Junior Coll.	Minn.	I
2084	Bemidji State Coll.	Minn.	III
2098	Coll. St. Scholastica	Minn.	II
2104	Concordia College	Minn.	II
2106	Concordia College	Minn.	II
2111	Fergus Falls Jr. Coll.	Minn.	I
2116	Hibbing Junior Coll.	Minn.	I
2127	Dr. Martin Luther Coll.	Minn.	V
2134	Moorhead State Coll.	Minn.	III
2142	Rochester Junior Coll.	Minn.	I
2144	St. Cloud State Coll.	Minn.	III
2148	St. Marys College	Minn.	III
2149	St. Marys Jr. Coll.	Minn.	V
2155	Univ. Minn. at Morris	Minn.	V
2156	Univ. Minn. at Mpls.	Minn.	IV
2157	Univ. Minn. at Duluth	Minn.	V
2158	Virginia Junior Coll.	Minn.	I
2161	Willmar Comm. College	Minn.	I
2165	Univ. Minn. at St. Paul	Minn.	V
2176	Alcorn A & M College	Miss.	II
2190	Delta State College	Miss.	II
2192	East Central Jr.Coll.	Miss.	I
2198	Hinds Junior College	Miss.	I
2200	Holmes Jr. College	Miss.	I
2208	Mary Holmes Jr. Coll.	Miss.	I
2212	Millsaps College	Miss.	II
2214	Mississippi College	Miss.	III
2218	Univ. Southern Miss.	Miss.	IV
2220	Mississippi St. Univ.	Miss.	IV
2228	Northwest Miss.Jr.Coll.	Miss.	I
2232	Pearl River Jr. Coll.	Miss.	I
2234	Perkinston Jr. Coll.	Miss.	I
2242	Southwest Miss.Jr.Coll.	Miss.	I
2244	Miss. Delta Jr. Coll.	Miss.	I
2250	Univ. of Mississippi	Miss.	IV
2256	Wood Junior College	Miss.	I
2266	Cardinal Glennon Coll.	Mo.	II
2272	Central Mo. St. Coll.	Mo.	III
2280	Immac. Conception Sem.	Mo.	III
2286	Cottey College	Mo.	I
2292	Drury College	Mo.	III
2342	Rockhurst College	Mo.	II
2352	St. Louis Univ.	Mo.	IV
2410	Coll. of Great Falls	Mont.	II
2416	East.Mont.Coll.Educ.	Mont.	III

CODE	NAME OF COLLEGE	STATE	LEVEL
2418	Mont.Coll.M.S.&Tech.	Mont.	III
2422	Univ. of Montana	Mont.	IV
2424	Northern Mont. Coll.	Mont.	II
2426	Rocky Mtn. College	Mont.	II
2428	Western Mont. Coll.	Mont.	III
2444	Creighton Univ.	Nebr.	III
2446	Dana College	Nebr.	II
2451	Imman.Hosp.Sch.Nurs.	Nebr.	V
2462	Midland College	Nebr.	II
2472	Wayne State Coll.	Nebr.	III
2478	Scottsbluff Jr. Coll.	Nebr.	I
2494	Univ. of Nevada	Nev.	IV
2496	Nev. Southern Univ.	Nev.	V
2510	Keene State College	N.H.	III
2518	Plymouth State Coll.	N.H.	III
2636	East. N.Mex. Univ.	N.M.	III
2638	New Mexico St. Univ.	N.M.	IV
2644	N.M. Military Inst.	N.M.	I
2648	St. Michael's College	N.M.	II
2650	Univ. of New Mexico	N.M.	IV
2774	Jamestown Comm. Coll.	N.Y.	I
3196	Bismarck Jr. Coll.	N.D.	I
3200	Jamestown College	N.D.	II
3202	N. D. State Univ.	N.D.	IV
3210	Dickinson St. Coll.	N.D.	V
3212	Mayville St. Coll.	N.D.	II
3214	Minot State College	N.D.	II
3216	Valley City St. Coll.	N.D.	II
3218	Univ. of North Dakota	N.D.	IV
3236	Baldwin Wallace Coll.	Ohio	II
3238	Bluffton College	Ohio	II
3240	Bowling Green St.Univ.	Ohio	IV
3245	Cedarville College	Ohio	V
3246	Central St. College	Ohio	I
3256	Coll.St.Mary of Springs	Ohio	II
3263	Cuyahoga Comm. Coll.	Ohio	I
3272	Findlay College	Ohio	II
3284	Kent State Univ.	Ohio	IV
3287	Lorain Co. Comm. Coll.	Ohio	V
3294	Miami University	Ohio	III
3302	Notre Dame College	Ohio	II
3310	Ohio Northern Univ.	Ohio	II
3312	Ohio State Univ.	Ohio	IV
3324	Rio Grande College	Ohio	II
3335	Trumbull Mem. Hosp.	Ohio	V
3338	Univ. of Akron	Ohio	IV
3340	Univ. of Cincinnati	Ohio	IV
3346	Urbana College	Ohio	V
3380	Bacone College	Okla.	I
3384	Bethany Nazarene Coll.	Okla.	II
3386	Cameron St.Agric.Coll.	Okla.	I
3390	Central State Coll.	Okla.	III
3392	Connors St.Agric.Coll.	Okla.	I
3394	East Central State	Okla.	III
3396	E. Okla. A & M Coll.	Okla.	I
3400	Langston University	Okla.	II
3402	Murray St.Agric.Coll.	Okla.	I
3408	Northeastern St. Coll.	Okla.	III
3410	N. Okla. Jr. Coll.	Okla.	I
3406	Northeastern Okla.A&M	Okla.	I
3412	Northwestern St. Coll.	Okla.	III
3414	Oklahoma Baptist Univ.	Okla.	II
3415	Okla. Christian Coll.	Okla.	II
3416	Okla. City Univ.	Okla.	II
3418	Okla. Coll.for Women	Okla.	II
3420	Okla. Military Acad.	Okla.	I
3426	Panhandle A&M College	Okla.	II
3428	Phillips University	Okla.	III
3432	St. Gregorys College	Okla.	V
3438	Southeastern St. Coll.	Okla.	III
3497	Treasure Valley Comm.	Ore.	I
3902	Augustana College	S.D.	II
3904	Black Hills St. Coll.	S.D.	III
3906	Dak. Wesleyan Univ.	S.D.	II
3910	Gen. Beadle St. Coll.	S.D.	II
3912	Huron College	S.D.	II
3914	Mount Marty College	S.D.	II
3916	Northern St. College	S.D.	III
3918	Presentation Jr. Coll.	S.D.	I
3920	Sioux Falls College	S.D.	II
3922	S.D. Sch.Mines & Tech.	S.D.	III
3924	S.D. State University	S.D.	IV
3926	Southern St. College	S.D.	II
3928	Univ. of South Dakota	S.D.	IV
3950	Carson-Newman College	Tenn.	II
3956	David Lipscomb Coll.	Tenn.	II
3958	East Tenn. State Univ.	Tenn.	III
3962	Freed-Hardeman Coll.	Tenn.	I
3974	Lambuth College	Tenn.	II
3986	Martin College	Tenn.	I
3994	Middle Tenn. St. Univ.	Tenn.	III
4012	Tenn. Tech. Univ.	Tenn.	V
4014	Tenn. Wesleyan Coll.	Tenn.	II
4020	Union University	Tenn.	II
4022	Univ. of Chattanooga	Tenn.	III
4026	Univ. of Tennessee	Tenn.	IV
4032	Univ. Tenn.,Martin Br.	Tenn.	V
4038	Bryan College	Tenn.	V
4050	Abilene Christian Coll.	Tex.	III
4056	Amarillo College	Tex.	I
4062	Baylor University	Tex.	IV
4068	Blinn College	Tex.	I
4076	Clarendon Jr. College	Tex.	I
4082	Del Mar College	Tex.	I
4086	East Tex. Baptist Coll.	Tex.	II
4088	East Texas State Coll.	Tex.	IV
4092	Frank Phillips College	Tex.	I
4094	Cooke County College	Tex.	I
4096	Hardin-Simmons Univ.	Tex.	III
4098	Henderson Co. Jr. Coll.	Tex.	I

CODE	NAME OF COLLEGE	STATE	LEVEL
4099	Hill Junior College	Tex.	I
4100	Howard Co. Jr. Coll.	Tex.	I
4102	Howard Payne College	Tex.	II
4106	Incarnate Word College	Tex.	III
4110	Jarvis Christian Coll.	Tex.	II
4112	Kilgore College	Tex.	I
4116	Laredo Junior Coll.	Tex.	I
4120	LeTourneau College	Tex.	II
4123	Lubbock Christian Coll.	Tex.	I
4128	Mary Hardin-Baylor	Tex.	II
4130	McMurry College	Tex.	III
4132	Midwestern Univ.	Tex.	III
4134	Navarro Junior Coll.	Tex.	I
4136	N. Texas State Univ.	Tex.	IV
4140	Our Lady of the Lake	Tex.	III
4142	Pan American Coll.	Tex.	II
4144	Panola College	Tex.	I
4150	Ranger Junior Coll.	Tex.	I
4158	St. Marys Univ.	Tex.	III
4162	Sam Houston St. Coll.	Tex.	III
4164	Angelo State College	Tex.	I
4166	San Antonio College	Tex.	I
4169	South Plains College	Tex.	I
4170	South Texas Jr. Coll.	Tex.	II
4176	SW Texas Jr. Coll.	Tex.	I
4178	SW Texas State Coll.	Tex.	III
4188	Stephen F. Austin St.	Tex.	III
4190	Sul Ross State Coll.	Tex.	III
4192	Temple Junior College	Tex.	I
4202	Prairie View A&M Coll.	Tex.	III
4212	Tex.Coll.Arts & Indus.	Tex.	III
4214	Texas Lutheran Coll.	Tex.	II
4216	Texas Southern Univ.	Tex.	III
4222	Texas Wesleyan Coll.	Tex.	III
4224	Texas Womans Univ.	Tex.	IV
4232	Univ. Corpus Christi	Tex.	II
4238	Univ. of St. Thomas	Tex.	II
4246	Wayland Baptist Coll.	Tex.	II
4248	Weatherford College	Tex.	I
4250	West Texas St. Univ.	Tex.	III
4252	Wharton Co. Jr. Coll.	Tex.	I
4266	Brigham Young Univ.	Utah	IV
4268	Coll. of Eastern Utah	Utah	V
4271	Coll. of Southern Utah	Utah	V
4273	Snow University	Utah	V
4276	Utah State University	Utah	IV
4350	Emory & Henry Coll.	Va.	II
4516	Concord College	W.Va.	II
4520	Fairmont State Coll.	W.Va.	II
4526	Marshall University	W.Va.	III
4529	Potomac State College	W.Va.	I
4530	Salem College	W.Va.	II
4534	West Liberty St. Coll.	W.Va.	II
4536	W. Va. Inst. of Tech.	W.Va.	II
4540	West Virginia Univ.	W.Va.	IV
4544	W.Va. Wesleyan Coll.	W.Va.	II
4571	Carthage College	Wis.	II
4592	Lakeland College	Wis.	II
4603	Mil. Luth.Teach.Coll.	Wis.	V
4612	Milton College	Wis.	II
4614	Milwaukee Inst. Tech.	Wis.	I
4616	Mil. Sch. Engineering	Wis.	II
4617	Mil. Hosp. Sch. N.	Wis.	V
4624	Northland College	Wis.	II
4652	Stout State College	Wis.	III
4656	Univ. Wis. at Madison	Wis.	IV
4658	Univ.Wis. at Milwaukee	Wis.	V
4662	Viterbo College	Wis.	II
4670	Wis.St.Univ.,Eau Claire	Wis.	II
4672	Wis.St.Univ.,La Crosse	Wis.	III
4674	Wis.St.Univ., Oshkosh	Wis.	II
4676	Wis.St.Univ.Platteville	Wis.	II
4678	Wis.St.Univ.River Falls	Wis.	II
4680	Wis.St.Univ.Stevens Pt.	Wis.	II
4682	Wis.St.Univ., Superior	Wis.	III
4684	Wis.St.Univ.Whitewater	Wis.	II
4687	Univ.Wis., Fox Valley	Wis.	IV

Part VII

Glossary of Statistical Terms

HSA

The average of the four self-reported high school grades.

F or Freq.

Frequency. The number of students who gave a certain response. The distribution of frequencies in a table is called a frequency distribution (FD).

Frequency distribution (FD)

A tally of the number of cases occurring at each level of a characteristic. Frequency distributions answer the questions, How many students obtained a given ACT score, a given high school grade? and so on. Percentile ranks are usually computed from frequency distributions.

Mean

Average. The arithmetical sum of a set of figures, divided by the number of measures added. Thus the mean score for your students on the ACT English test would be obtained by adding the English standard scores for all your students and dividing by the total number involved.

N, N-Count

Number of students. Typically, this refers to the number of student records on which a particular table is based.

PC, Percent

The percentage of students in a certain interval, who gave a certain response. Percentage is the number of students who gave a certain response divided by the total number of students. Percentages are usually computed from frequency distributions.

Percentile rank (PR)

A number used to describe the standing of an individual relative to a

defined group. The percentile rank of a score is the number out of 100 who rank below that score in the specific reference group. The range of percentile ranks is from 1 to 99; a percentile rank of 1 being at the bottom of the group, of 99 being at the top of the group.

Standard deviation (SD)

A term describing the amount of variability present in a specified group. In ACT research reports, standard deviations are reported for ACT scores, high school grades and other variables. In most situations about two-thirds of the students will make scores or grades in the range from one SD below the mean to one SD above the mean. About 95 percent will be between two SDs below the mean and two SDs above the mean. The greater the spread in scores or grades, the larger the standard deviation.

Standard score (SS)

A score derived from a raw score (number correct) whose purpose is to equate the results on various tests by taking into account their relative difficulty, the number of questions, and the range of individual differences. Thus a standard score of 20 indicates the same relative standing, on a national basis, on any of the ACT tests. ACT standard scores also reflect the reliability of the test in the following way: the probable error of measurement is approximately equal to one standard score point. Thus, if a student makes a standard score of 20, the odds are even that his "true" score is between 19 and 21.

Part VIII

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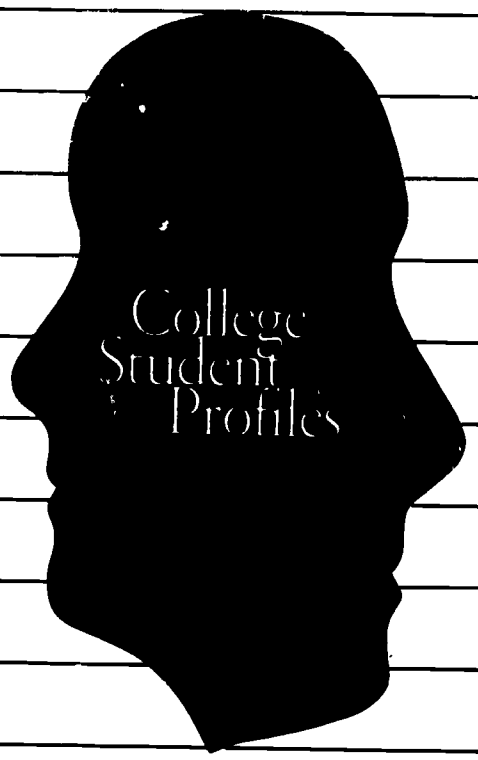

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