A PROFILE OF **2013** ACT-TESTED
HIGH SCHOOL GRADUATES

College Choice Report

Part 2

Enrollment Patterns

ACT®

ACT is an independent, nonprofit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development. Each year, we serve millions of people in high schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose—helping people achieve education and workplace success.

A copy of this report can be found at
www.act.org/collegechoice/13

ACT®

ACT has measured the academic achievement of 11th- and 12th-grade students since 1959, their career aspirations since 1969, and their academic preparation in high school since 1985. Since 1992, and every three to five years thereafter, ACT has conducted the **ACT National Curriculum Survey**®, in which we survey thousands of high school and college educators to pinpoint the knowledge and skills needed for first-year college coursework.

ACT is the only organization with decades of empirical information showing what happens to high school graduates once they get to college or to work and how they can maximize success—based on their preparation from kindergarten through high school. This unique information is an invaluable resource as ACT works closely with states, school districts, and postsecondary institutions to transform them into better-aligned P–16 education systems.

This *College Choice Report* is part of a report series that focuses on the ACT-tested high school graduating class of 2013. Other reports in this series are *The Condition of College & Career Readiness*, which highlights the academic readiness of high school graduates to enter college or career training, and *The Reality of College Readiness*, which highlights the relationships among readiness, college enrollment, and retention.

College Choice Report—Part 2

Enrollment Patterns

The *College Choice Report* is an annual report series that follows an ACT-tested high school graduating class from high school through their second year of college. It focuses on an alternating set of student characteristics, preferences, and college search behaviors to assist enrollment managers, admissions personnel, and other college administrators with student recruitment, enrollment, and persistence.

This *College Choice Report* series follows the ACT-tested high school graduating class of 2013, focusing on students' selection of a college major or program of study. This is an important topic for enrollment managers and admissions officers to consider, as students' choices of major have a number of implications for postsecondary institutions. For example, colleges can use information about students' choices of planned major in both anticipating the demand for and reallocating the supply of seats within and across individual programs of study at an institution. Colleges can also use information about students' choices of planned major to help them find programs of study that are a good fit with their interests, which in turn may help to increase student persistence rates and decrease the overall time to degree.

Part 1 of this series, *Preferences and Prospects* (released November 2013), covers such topics as students' choice of planned major, certainty of planned major choice, request for assistance with educational and occupational plans, Interest-Major Fit, best-fitting major, and selection of major as the most important factor in choosing a college.

Part 2 of this series, *Enrollment Patterns* (released July 2014), focuses on the college enrollment of these ACT-tested high school graduates and addresses topics such as the consistency of college major choice between ACT® college readiness assessment registration and the first year of college and changes to Interest-Major Fit among students who declared majors outside of their planned major areas.

Part 3 of this series, *Persistence and Transfer* (to be released spring 2015) will focus on student persistence within majors between the first and second year of college, changes in Interest-Major Fit among students who changed majors, and the relationship between Interest-Major Fit and student persistence both within major and within college.

How to Use This Report

This report builds on a foundation of knowledge about the academic readiness of the ACT-tested high school graduating class of 2013 as presented in *The Condition of College & Career Readiness* (**www.act.org/readiness/2013**). An important conclusion of the *Condition* report is that far too many high school graduates are not prepared for success in college and career as defined by their attainment of the ACT College Readiness Benchmarks. We encourage you to read through the *Condition* report to have a better context for interpreting the findings of this report.

More than half (54%) of the graduating class of 2013 took the ACT during high school. Whether you are searching for prospective students locally or in other parts of the country, a better understanding of the preferences and college choice behaviors of ACT-tested students can improve your marketing and recruitment strategies. The information presented in this report and in the accompanying online charts and maps can provide insights to inform discussions on your campus about the desired characteristics and locations of prospective students and your strategies for recruiting them. For colleges that participate in ACT's Educational Opportunity Service (EOS), the information provided in this report can help you to establish or refine your selection criteria to create more efficient student searches. Over time, this report can also serve as a guide to help you gauge the effectiveness of your search, marketing, and recruitment strategies.

Sources

Student information provided in this report—such as students' background characteristics, grade level at time of testing, ACT scores, planned major, and participation in EOS—is collected when students register for and take the ACT. College enrollment is determined by matching the test records of the ACT-tested graduating class of 2013 with enrollment records that colleges provide to the National Student Clearinghouse. Data from the National Student Clearinghouse accounts for 95% of all enrollments in Title IV, degree-granting institutions in the nation.

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Key Findings and Recommendations

Key Finding 1: Although Academic Achievement Is an Important Factor in the Decision to Attend College, There Are Persistent Gaps in College Attendance Rates by Other Nonacademic Factors

As expected, students with higher academic achievement were more likely to enroll in college and to attend a 4-year college than their lower-achieving peers. Yet, even after taking into account differences in college enrollment rates and 4-year college attendance rates by academic achievement, there remained notable gaps in both of these rates by factors such as students' gender, their parents' education level, and their degree aspirations. Specifically, females, students whose parents earned advanced degrees, and students who had higher degree aspirations were more likely to enroll in college and to attend a 4-year college. These gaps are more prominent among those with lower academic achievement, and they tend to diminish (and, in some cases, become nonexistent) as students' achievement level rises.

Key Finding 2: Students with Greater Certainty about Their Choice of Planned Major Are More Likely to Commit to Their Major During the First Year of College

Forty-one percent of students who selected a planned major during ACT registration indicated that they were very sure of their planned major choice; 45% were fairly sure, and 15% were not sure. This self-reported measure of students' commitment to their planned major choice is a good predictor of whether they will commit to their planned major during the first year of college. In particular, we found a 20 percentage-point difference in the share of students who declared a major within their planned major area between students who were very sure and those who were not sure of their planned major choice. This difference is substantial, being similar in magnitude to the difference in the share of students who declared a major within their planned major area between 4-year college students in the ACT Composite score range of 1–15 and those in the range of 33–36.

Key Finding 3: Students Who Selected a Planned Major That Is a Good Fit with Their Measured Interests Are More Likely to Declare a Major That Is Consistent with Their Plans

Thirty-six percent of students who selected a planned major during ACT registration chose a major that is a good fit with their interests, as measured by the ACT Interest Inventory; another 32% had moderate Interest-Major Fit, whereas 32% had poor fit. As with the self-reported measure of students' certainty of their planned major choice, the extent to which students' choice of planned major aligns with their measured interests is a good predictor of whether they will follow through on their plans during college. Specifically, between students who had a good Interest-Major Fit and those with a poor Interest-Major fit with their planned major choice, there is a 10–15 percentage-point difference in the share of students who followed through on their plans and declared a major within their planned major area.

Key Finding 4: Many Students Who Declare a Major *Outside* of Their Planned Major Area Do Not See a Notable Improvement in the Fit Between Their Choice of Major and Their Measured Interests

Fifty-seven percent of 4-year college students and 44% of 2-year college students declared a major *inside* of their planned major area. Compared to these students, those who declared a major *outside* of their planned major area were less likely to have good Interest-Major Fit with the planned major they selected during ACT registration. Declaring a major in an area that was different from the area of their planned major, however, did *not* improve the Interest-Major Fit for many of these students. In particular, 54% of students who had poor Interest-Major Fit with their planned major still had poor Interest-Major Fit with their declared major, and 64% of students who had moderate Interest-Major Fit with their planned major had moderate or poor Interest-Major Fit with their declared major. Students

who had good Interest-Major Fit with their planned major did not fare much better than their peers when choosing a declared major *outside* of their planned major area, as only 41% of these students still had good Interest-Major Fit with their declared major.

Key Finding 5: Students Who Are Undecided about Their College Major Are Less Likely to Declare a Major That Is a Good Fit with Their Interests

Students who were undecided about their planned major when they registered for the ACT represented 15% of all ACT-tested students. Compared to students who selected a planned major, undecided students were just as likely to enroll in college, and they attended 4-year and 2-year colleges at the same rates. However, undecided students were less likely than students who selected a planned major to have declared a major during their first year of college that was a good fit with their measured interests. Moreover, this gap in Interest-Major Fit between undecided students and students who selected a planned major actually increases among students with higher academic achievement.

Recommendations

When recruiting students, colleges should:

- Consider looking at students' intended major while simultaneously considering their Interest-Major Fit score and self-reported certainty of planned major choice in order to better identify students who may have a stronger interest in a particular major and who might be more likely to enroll in a particular major. This information is especially important when trying to recruit more male students to your campus and when trying to increase the enrollment of females within particular STEM fields.

- Use student results from the ACT Interest Inventory to provide prospective students who are undecided about their planned major choice with information about particular programs of study at the college for which they might have good fit.

- Promote institutional strengths in advising and career development to prospective students who are undecided about their major or occupation, are uncertain of their planned major or occupational choice, or indicate that they want assistance with educational and occupational planning. For example, admissions personnel could communicate information about academic advising, special programs for undecided students, internships, career counseling, and other programs and services that can help students make informed decisions about educational majors and careers.

After students enroll, colleges should:

- Use Interest-Major Fit scores as a part of institutional efforts to identify students who could benefit from advising and career planning interventions intended to guide students into better-fitting college majors.

- Use information regarding students' status as undecided, certainty of their planned major choice, or their request for assistance with educational and career planning to help target students for additional academic advising and career counseling services as part of student orientation and first-year programming.

- Consider different advising strategies for high-achieving and low-achieving students, as high-achieving students are less likely to be very sure about their planned major choices but more likely to have good Interest-Major Fit, whereas low-achieving students are more likely to be very sure about their planned major choices but less likely to have good Interest-Major Fit.

In addition to the printed national reports for this series, we are providing interactive charts and maps online that allow you to view and compare information. This interactive format gives you an opportunity to customize and expand your view of the report content to better address your information needs. To view this content, go to **www.act.org/collegechoice/13**.

Enrolling in College

1,799,243 students from the high school graduating class of 2013 took the ACT. Of this group, 69% enrolled in college during fall 2013.

- As ACT Composite score increases, the percentage of students who enrolled in college increases. The one exception is for students in the score range of 33–36, who attended college at lower rates than their peers in the score range of 28–32. This decrease is due, in part, to the absence of some highly selective colleges within National Student Clearinghouse (NSC) data.

- With the exception of students in the score range of 33–36, a larger percentage of females than males enrolled in college.

- The college enrollment rate gap between females and males decreases as ACT Composite score increases.

- Within each level of parent education, the percentage of students who enrolled in college increases with ACT Composite score, with the exception of students in the 33–36 score range whose parents have a graduate degree.

- There are differences in college-going rates by parent education level within the lower ranges of the ACT Composite score scale. In particular, enrollment rates increase with an increase in parents' education levels. These enrollment rate gaps by parent education level diminish as ACT Composite score increases.
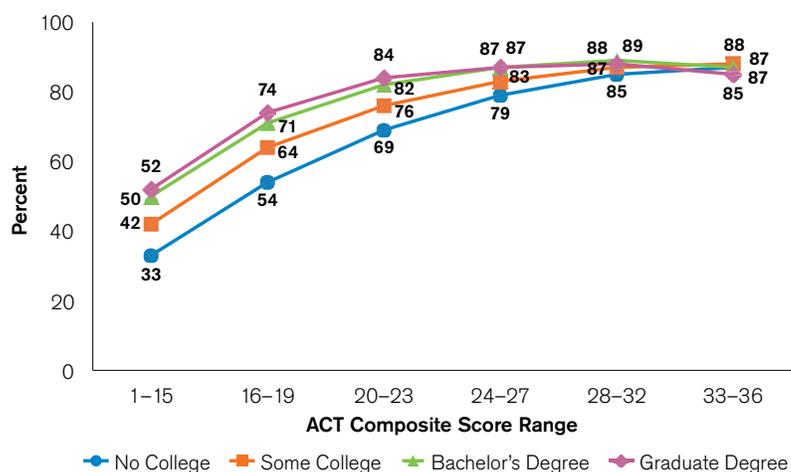
Percent of ACT-Tested Students Who Enrolled in College by ACT Composite Score and Gender
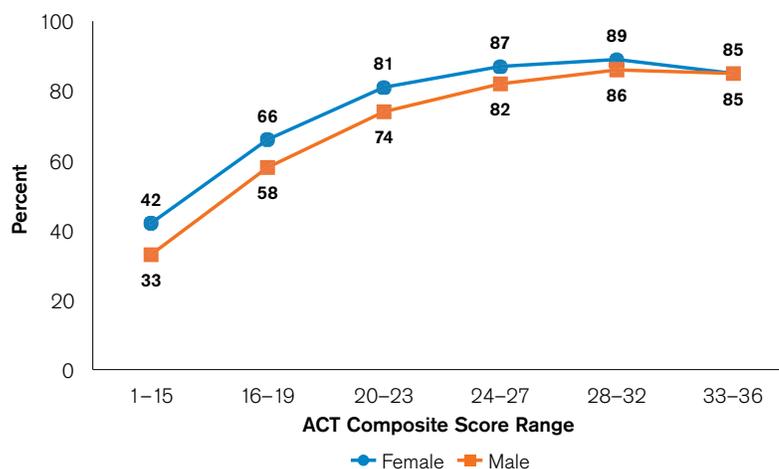
Graph reads: 42% of females with an ACT Composite score in the range of 1–15 enrolled in college during fall 2013.

Note: Based on 99.5% of the ACT-tested high school graduating class of 2013 who reported gender.

Percent of ACT-Tested Students Who Enrolled in College by ACT Composite Score and Parent Education Level
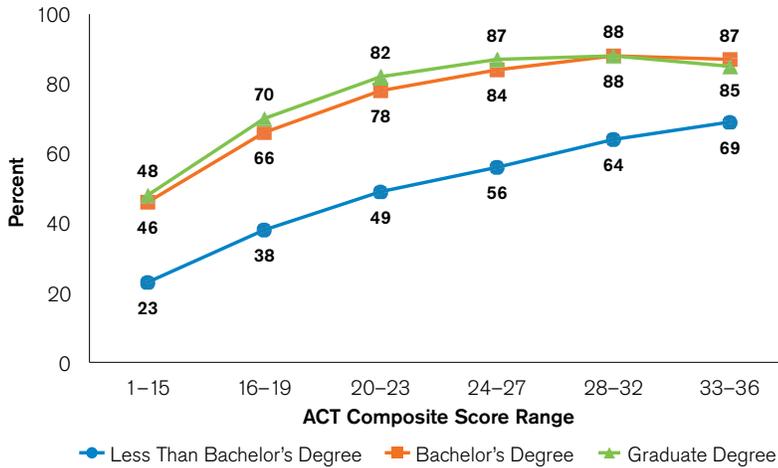

Graph reads: 33% of students with an ACT Composite score in the range of 1–15 whose parents did not attend college enrolled in college during fall 2013.

Note: Based on 82% of the ACT-tested high school graduating class of 2013 who reported parent education level.
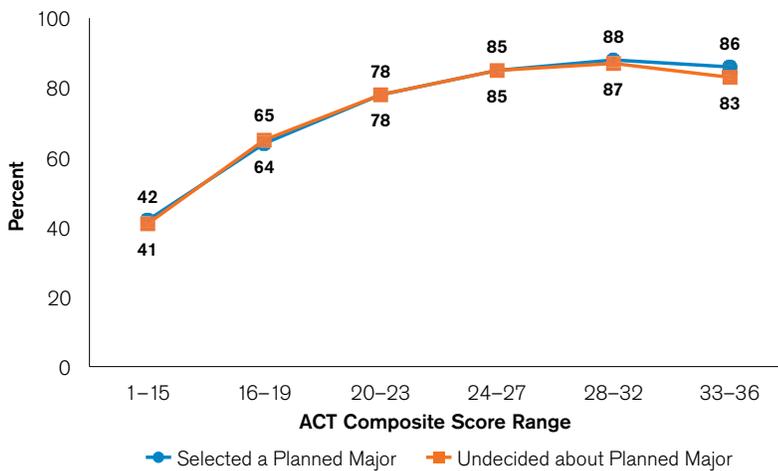
Enrolling in College

Percent of ACT-Tested Students Who Enrolled in College by ACT Composite Score and Degree Plans

Graph reads: 23% of students with an ACT Composite score in the range of 1–15 who planned to earn less than a bachelor's degree enrolled in college during fall 2013.

Note: Based on 87% of the ACT-tested high school graduating class of 2013 who reported degree plans.

- Students who planned to earn less than a bachelor's degree entered college at far lower rates than students who planned to earn either a bachelor's or graduate degree, regardless of ACT Composite score range.

- For students who planned to earn less than a bachelor's degree, the percentage of students who enrolled in college increases in a linear fashion with ACT Composite score. For students with higher degree aspirations, enrollment rates flatten out in the upper ranges of the score scale. The largest enrollment rate gaps among these groups are therefore in the middle ranges of the score scale.

Percent of ACT-Tested Students Who Enrolled in College by ACT Composite Score and Planned Major Status

Graph reads: 41% of students with an ACT Composite score in the range of 1–15 who were undecided about their planned major enrolled in college during fall 2013.

Note: Based on 94% of the ACT-tested high school graduating class of 2013 who either selected a planned major or indicated that they were undecided when they registered for the ACT.

When students register for the ACT, they can select a college major that they plan to enter upon enrolling in college. Among ACT-tested high school graduates, 79% selected a specific major, whereas 15% indicated that they were undecided about their planned major.

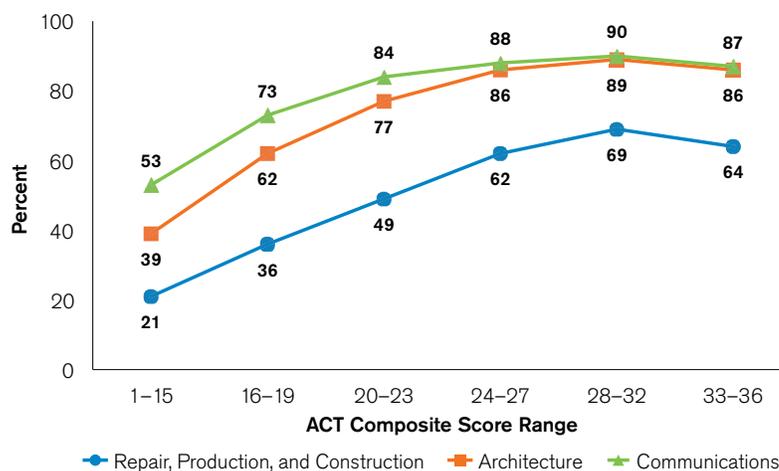- For most of the ACT Composite score range, there is essentially no difference in the college enrollment rates of students who selected a planned major and those who were undecided about their choice of planned major.

- Among both groups of students, the percentage of students who enrolled in college increases with ACT Composite score (again, with the exception of students in the score range of 33–36).

Enrolling in College

At the time of ACT registration, students can select a specific planned major from a list of 294 alternatives. These alternatives can be grouped into 18 planned major areas.

- The chart to the right shows enrollment rates by ACT Composite score for students in a subset of planned major areas. As the chart illustrates, the percentage who enrolled in college differed considerably by their planned major area.

- Students who planned to major in the area of Repair, Production, and Construction had the lowest enrollment rates, whereas students who planned to major in the area of Communications had the highest enrollment rates.

Percent of ACT-Tested Students Who Enrolled in College by ACT Composite Score and a Subset of Planned Major Areas
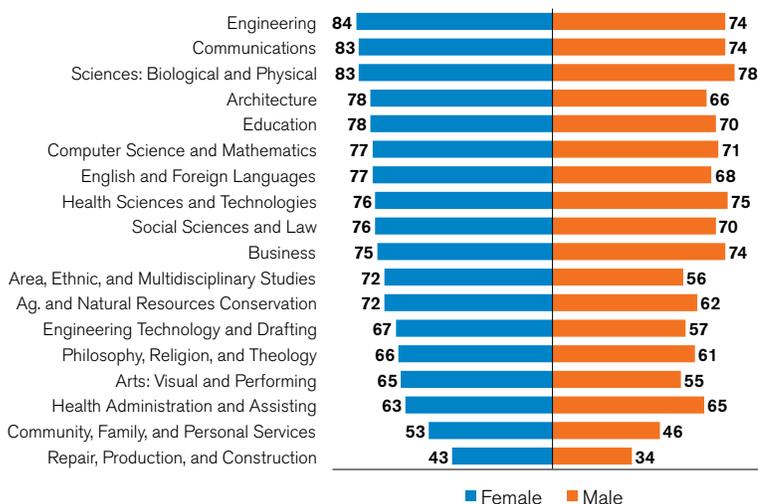

Graph reads: 21% of students with an ACT Composite score in the range of 1–15 who planned to major in the area of Repair, Production, and Construction enrolled in college during fall 2013.

Note: Based on 79% of the ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT.

- For both females and males, there is considerable variation in the college enrollment rates of students by the area of their planned major. The planned major areas of Engineering; Communications; and Sciences: Biological and Physical have some of the highest enrollment rates for both genders, whereas the areas of Community, Family, and Personal Services; and Repair, Production, and Construction have the lowest enrollment rates for both genders.

- In all planned major areas but one (Health Administration and Assisting), females have higher enrollment rates than males. Some of the largest female-male discrepancies in enrollment rates are among students in planned major areas that are STEM-related (e.g., Engineering; Architecture; and Engineering Technology and Drafting).

Percent of ACT-Tested Students Who Enrolled in College by Gender and Planned Major Area


Graph reads: 84% of females and 74% of males who selected a planned major in the area of Engineering enrolled in college during fall 2013.

Note: Based on 79% of the ACT-tested high school graduating class of 2013 who reported gender and selected a planned major when they registered for the ACT.

Level of College Attended

Percent of College Students Who Attended a Four-Year College by ACT Composite Score and Gender
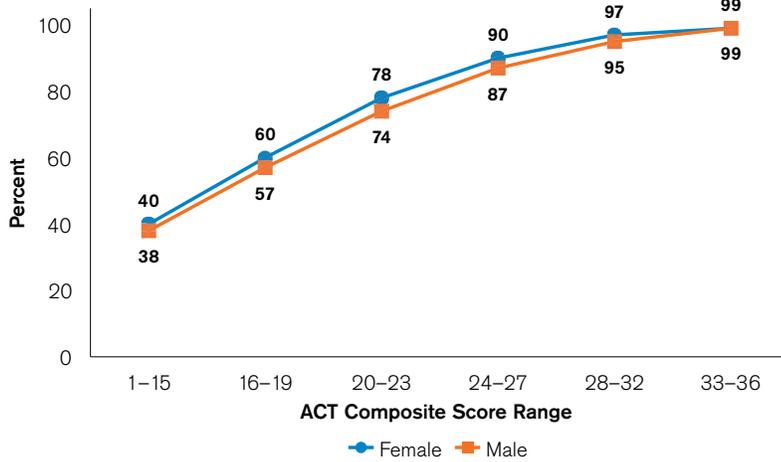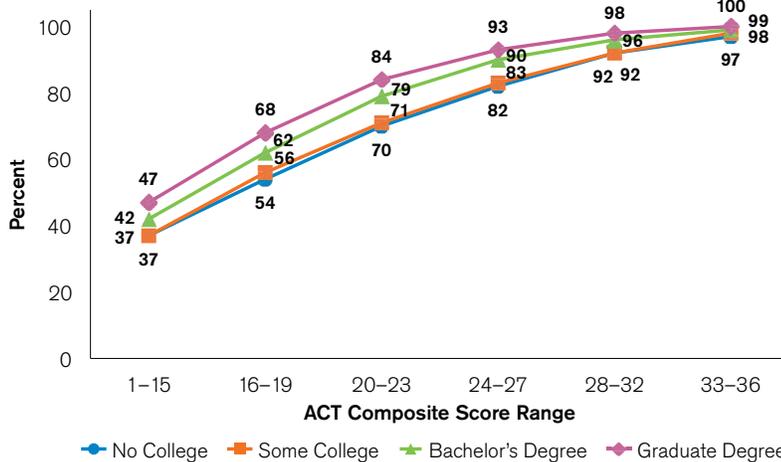

Graph reads: 40% of college-enrolled females with an ACT Composite score in the range of 1–15 attended a 4-year college versus a 2-year college during fall 2013.

Note: Based on 99.8% of the college-enrolled ACT-tested high school graduating class of 2013 who reported gender.

Among the 1.2 million ACT-tested high school graduates who enrolled in college, 75% attended a 4-year college, whereas 25% attended a 2-year college.

- Among both females and males, the percentage of college students who attended a 4-year college increases with ACT Composite score.

- With the exception of students in the score range of 33–36, a larger percentage of females than males attended 4-year colleges.

- The 4-year college attendance rate gap between females and males is at its widest toward the middle of the ACT Composite score scale.

Percent of College Students Who Attended a Four-Year College by ACT Composite Score and Parent Education Level

Graph reads: 37% of college-enrolled students with an ACT Composite score in the range of 1–15 whose parents did not attend college attended a 4-year college versus a 2-year college during fall 2013.

Note: Based on 84% of the college-enrolled ACT-tested high school graduating class of 2013 who reported parent education level.

- Within each level of parent education, the percentage of college students who attended a 4-year college increases with ACT Composite score.

- There are essentially no differences in the 4-year college attendance rates among students whose parents earned no college education and those whose parents earned some college education.

- There are differences in the 4-year college attendance rates among these two student groups and students whose parents earned more advance degrees. These 4-year college attendance rate gaps by parent education level diminish as ACT Composite score increases.

Level of College Attended

- College students who planned to earn less than a bachelor's degree attended 4-year colleges at far lower rates than students who planned to earn either a bachelor's or graduate degree, regardless of ACT Composite score range.

- The largest 4-year college attendance rate gaps by students' degree aspirations are toward the middle ranges of the ACT Composite scale.

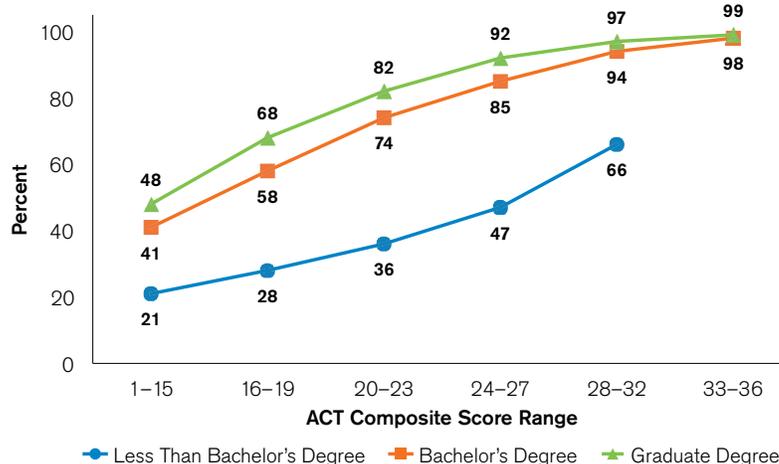**Percent of College Students Who Attended a Four-Year College by ACT Composite Score and Degree Plans**

Graph reads: 21% of college-enrolled students with an ACT Composite score in the range of 1–15 who planned to earn less than a bachelor's degree attended a 4-year college versus a 2-year college during fall 2013.

Note: Based on 90% of the college-enrolled ACT-tested high school graduating class of 2013 who reported degree plans. Percentage not provided when sample size is less than 50.

- Across the ACT Composite score scale, there is little to no difference in the percentage of college students attending a 4-year college between those who selected a planned major and those who were undecided about their choice of planned major.

Percent of College Students Who Attended a Four-Year College by ACT Composite Score and Planned Major Status

Graph reads: 43% of college-enrolled students with an ACT Composite score in the range of 1–15 who were undecided about their planned major attended a 4-year college versus a 2-year college during fall 2013.

Note: Based on 97% of the college-enrolled ACT-tested high school graduating class of 2013 who either selected a planned major or indicated they were undecided when they registered for the ACT.

Level of College Attended

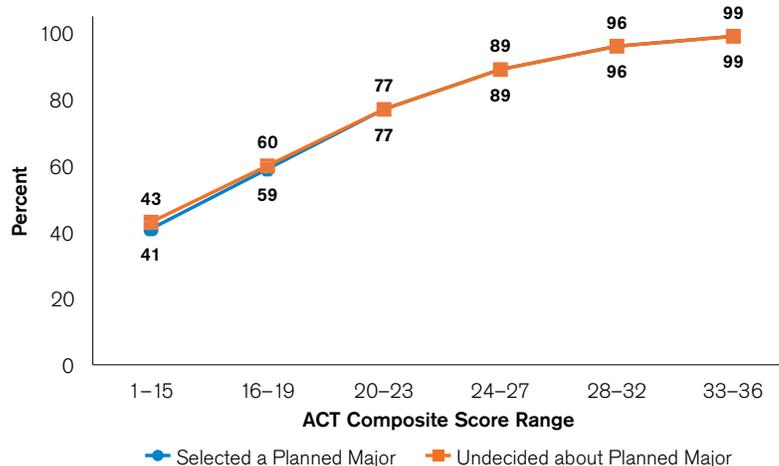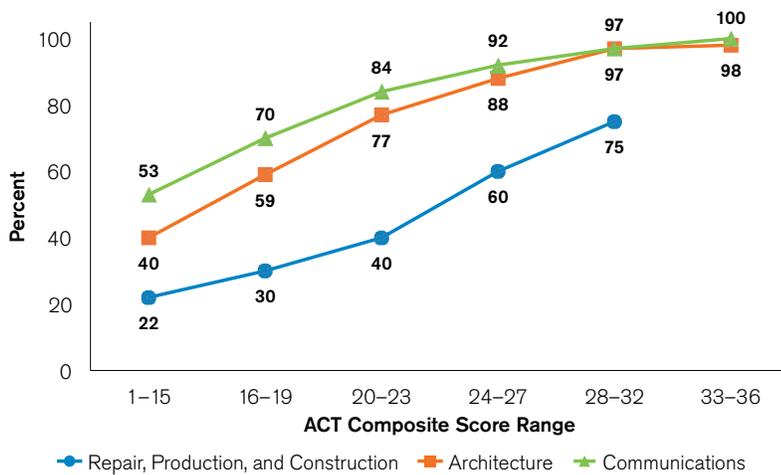## Percent of College Students Who Attended a Four-Year College by ACT Composite Score and a Subset of Planned Major Areas

Graph reads: 22% of college-enrolled students with an ACT Composite score in the range of 1–15 who planned to major in the area of Repair, Production, and Construction attended a 4-year college versus a 2-year college during fall 2013.

Note: Based on 82% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT. Percentage not provided when sample size is less than 50.

- The chart to the left shows 4-year college attendance rates by ACT Composite score for college students in a subset of planned major areas. As the chart illustrates, the percentage who attended a 4-year college differed considerably by their planned major area.

- Students who planned to major in the area of Repair, Production, and Construction had the lowest 4-year college attendance rates, whereas students who planned to major in the area of Communications had the highest 4-year college attendance rates.

Percent of College Students Who Attended a Four-Year College by Gender and Planned Major Area
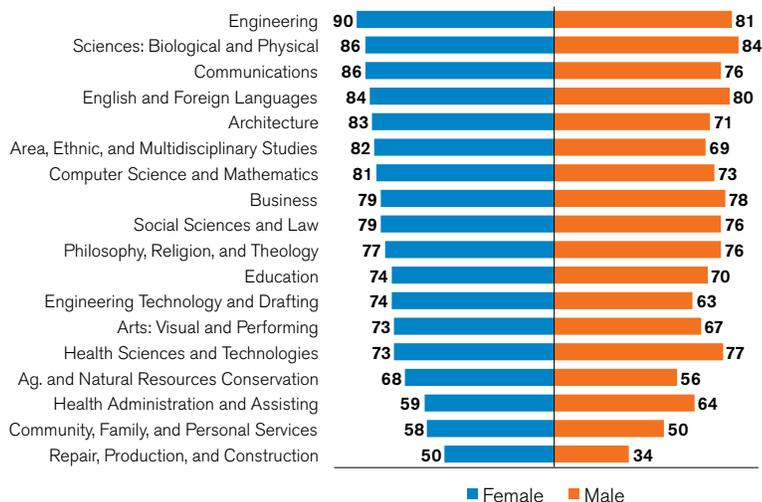
Graph reads: 90% of college-enrolled females and 81% of college-enrolled males who selected a planned major in the area of Engineering attended a 4-year college versus a 2-year college during fall 2013.

Note: Based on 82% of the college-enrolled ACT-tested high school graduating class of 2013 who reported gender and selected a planned major when they registered for the ACT.

- The percentages of students who attended a 4-year college versus a 2-year college differ by both planned major area and gender.

- As with college enrollment rates, the planned major areas of Engineering; and Sciences: Biological and Physical have the highest 4-year college attendance rates for both genders, whereas the areas of Community, Family, and Personal Services; and Repair, Production, and Construction have the lowest 4-year college attendance rates for both genders.

- With two exceptions (i.e., Health Sciences and Technologies; and Health Administration and Assisting), the 4-year college attendance rates of females are higher than those for males.

Consistency of College Major

When students register for the ACT, they can select a college major that they plan to enter upon enrolling in college. Throughout this report series, we will refer to this selection as students' "planned major." Among ACT-tested graduates, 79% selected a specific planned major, whereas 15% indicated that they were undecided; 6% did not provide a planned major (i.e., Missing).

During the first year of college, many students declare a major (or program of study) that they will follow in order to attain a college degree or certificate. For this report, "declared major" is based on the 6-digit Classification of Instructional Programs (CIP) code that accompanies the ACT-tested students' enrollment record that colleges submit to the National Student Clearinghouse (NSC). Colleges have the option to report both a first and second major field of study for the student as a 6-digit Classification of Instructional Programs (CIP) code and/ or as a write-in response. This report is based on
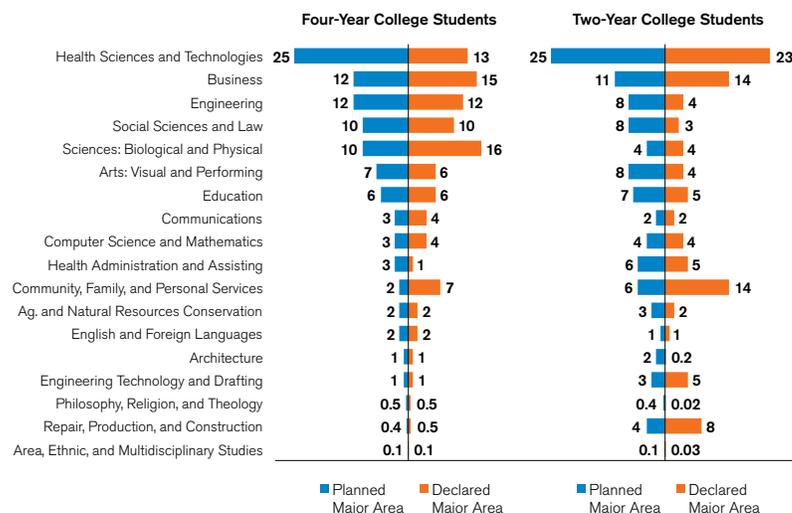
information reported for the students' first major field of study.

Among ACT-tested high school graduates who were identified as being enrolled in college by the NSC, only 61% had some major information (i.e., a CIP code or write-in response) reported by the college. Of this subset of students, 64% had major information that was usable for the purposes of this report. This means that this section and the other sections that follow in this report are based on (at most) 39% of all ACT-tested high school graduates who attended college. Although this is a relatively small sample of the entire ACT-tested college population, it does appear to be fairly representative of that population along a number of key student characteristics. Technical documentation that describes the preparation of NSC college major data and the representativeness of the sample is provided on page 20 of this report.

The blue bars in the charts to the right show the distribution of 4-year and 2-year college students by the area of their planned major (selected when they registered for the ACT). The orange bars show the redistribution of these same students by the area of their declared major (selected during their first year of college).

- At both 4-year and 2-year colleges, more students declared a major in areas such as Business; and Community, Family, and Personal Services than would be expected given their distribution across planned major areas.

Distribution of Four-Year and Two-Year College Students by Planned Major Area and by Declared Major Area

	Four-Year College Students		Two-Year College Students	
	Planned	Declared	Planned	Declared
Health Sciences and Technologies	25	13	25	23
Business	12	15	11	14
Engineering	12	12	8	4
Social Sciences and Law	10	10	8	3
Sciences: Biological and Physical	10	16	4	4
Arts: Visual and Performing	7	6	8	4
Education	6	6	7	5
Communications	3	4	2	2
Computer Science and Mathematics	3	4	4	4
Health Administration and Assisting	3	1	6	5
Community, Family, and Personal Services	2	7	6	14
Ag. and Natural Resources Conservation	2	2	3	2
English and Foreign Languages	2	2	1	1
Architecture	1	1	2	0.2
Engineering Technology and Drafting	1	1	3	5
Philosophy, Religion, and Theology	0.5	0.5	0.4	0.02
Repair, Production, and Construction	0.4	0.5	4	8
Area, Ethnic, and Multidisciplinary Studies	0.1	0.1	0.1	0.03

■ Planned Major Area ■ Declared Major Area ■ Planned Major Area ■ Declared Major Area

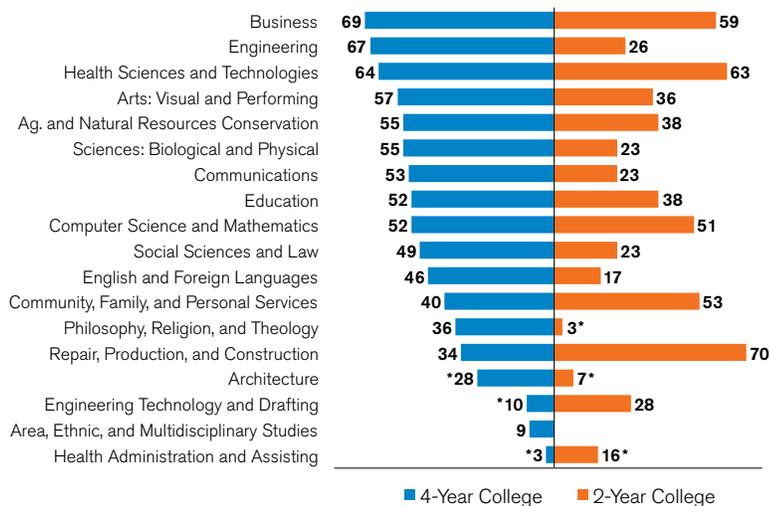Graph reads: 12% of 4-year college students and 11% of 2-year college students planned to major in the area of Business; however, 15% of 4-year college students and 14% of 2-year college students declared a major in the area of Business.

Note: Based on 33% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT and for whom a college major was provided.

Consistency of College Major

Percent of College Students Who Declared a Major in Their Planned Major Area by Level of College Attended and Planned Major Area

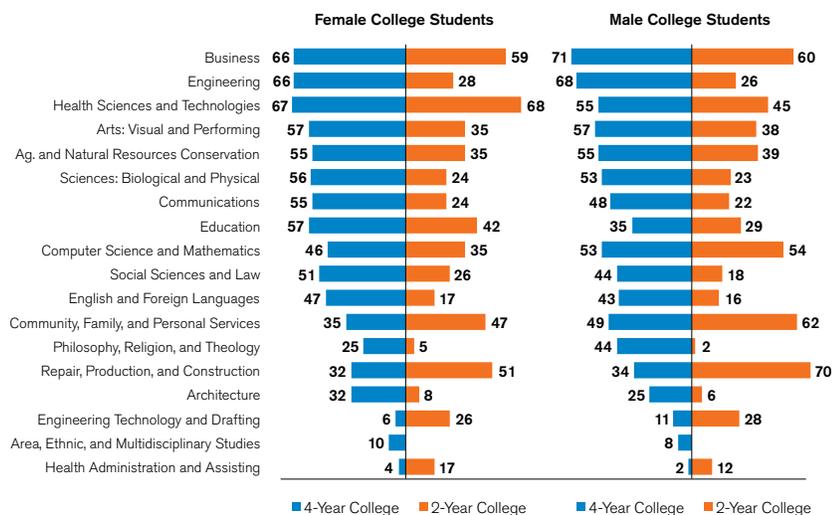| Major Area	4-Year College	2-Year College
Business	69	59
Engineering	67	26
Health Sciences and Technologies	64	63
Arts: Visual and Performing	57	36
Ag. and Natural Resources Conservation	55	38
Sciences: Biological and Physical	55	23
Communications	53	23
Education	52	38
Computer Science and Mathematics	52	51
Social Sciences and Law	49	23
English and Foreign Languages	46	17
Community, Family, and Personal Services	40	53
Philosophy, Religion, and Theology	36	3*
Repair, Production, and Construction	34	70
Architecture	*28	7*
Engineering Technology and Drafting	*10	28
Area, Ethnic, and Multidisciplinary Studies	9	
Health Administration and Assisting	*3	16*

■ 4-Year College ■ 2-Year College

Graph reads: 69% of 4-year college students and 59% of 2-year college students who selected a planned major in the area of Business declared a major in the area of Business during fall 2013.

Note: Based on 33% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT and for whom a college major was provided. Percentage not provided when sample size is less than 50.

Fifty-seven percent of students attending 4-year colleges and 44% of students attending 2-year colleges declared a major during their first year of college that falls within the same area as their planned major.

- Several major areas (marked with an asterisk) in which college students were least likely to declare a major within their planned major area have relatively fewer colleges offering undergraduate degrees or certificates in these areas (see appendix for college offerings by major area).

- With a few exceptions, students attending 2-year colleges were less likely than those attending 4-year colleges to declare a major during their first year of college that falls within the same area as their planned major.

Percent of Female and Male College Students Who Declared a Major in Their Planned Major Area by Level of College Attended and Planned Major Area

Major Area	Female 4-Year	Female 2-Year	Male 4-Year	Male 2-Year
Business	66	59	71	60
Engineering	66	28	68	26
Health Sciences and Technologies	67	68	55	45
Arts: Visual and Performing	57	35	57	38
Ag. and Natural Resources Conservation	55	35	55	39
Sciences: Biological and Physical	56	24	53	23
Communications	55	24	48	22
Education	57	42	35	29
Computer Science and Mathematics	46	35	53	54
Social Sciences and Law	51	26	44	18
English and Foreign Languages	47	17	43	16
Community, Family, and Personal Services	35	47	49	62
Philosophy, Religion, and Theology	25	5	44	2
Repair, Production, and Construction	32	51	34	70
Architecture	32	8	25	6
Engineering Technology and Drafting	6	26	11	28
Area, Ethnic, and Multidisciplinary Studies	10		8	
Health Administration and Assisting	4	17	2	12

Female College Students ■ 4-Year College ■ 2-Year College **Male College Students** ■ 4-Year College ■ 2-Year College

Graph reads: 66% of 4-year college females and 71% of 4-year college males who selected a planned major in the area of Business declared a major in the area of Business during fall 2013.

Note: Based on 33% of the college-enrolled ACT-tested high school graduating class of 2013 who reported gender and selected a planned major when they registered for the ACT and for whom a college major was provided. Percentage not provided when sample size is less than 50.

The charts to the left show the percentage of female and male students who declared a major in their planned major area.

- In the areas of Health Sciences and Technologies; and Education, females at both 4-year and 2-year colleges are far more likely than males to declare a major in the same area as their planned major area.

- In the areas of Computer Science and Mathematics; and Community, Family, and Personal Services, males at both 2-year and 4-year colleges are more likely than females to declare a major in the same area as their planned major area.

ACT®

Consistency of College Major

- Regardless of the level of the college attended, the percentage of college students who declared a major in their planned major area increases with ACT Composite score.

- At every range of the ACT Composite score scale, a larger percentage of 4-year college students than 2-year college students declared a major in their planned major area. This gap widens as ACT Composite score increases.

Percent of College Students Who Declared a Major in Their Planned Major Area by Level of College Attended and ACT Composite Score
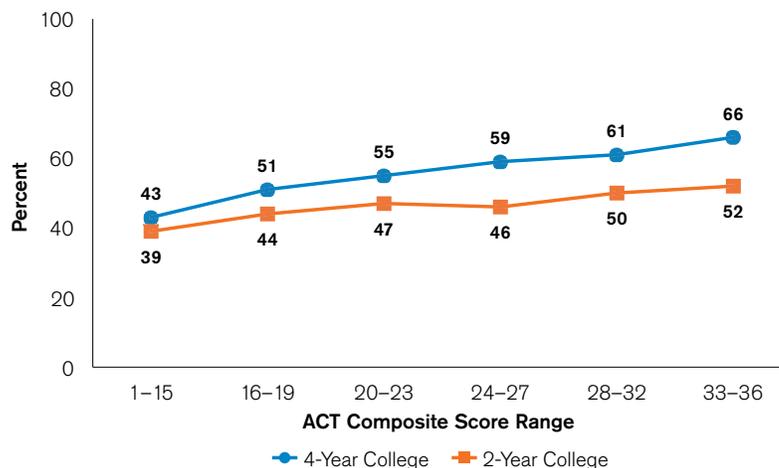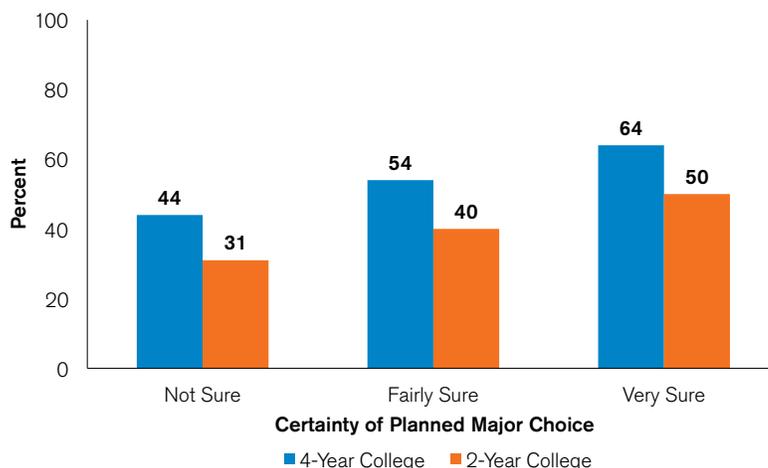

Graph reads: 43% of 4-year college students in the ACT Composite score range of 1–15 declared a major during fall 2013 that was in the same area as the planned major they selected when they registered for the ACT.

Note: Based on 33% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT and for whom a college major was provided.

- The percentage of students who declared a major in their planned major area increases with their level of certainty about their planned major choice, regardless of the level of college attended.

- Within each level of certainty of planned major choice, a larger percentage of 4-year college students than 2-year college students declared a major in their planned major area.

Percent of College Students Who Declared a Major in Their Planned Major Area by Level of College Attended and Certainty of Planned Major Choice

Graph reads: 64% of 4-year college students who were very sure of their choice of planned major declared a major during fall 2013 that was in the same area as the planned major they selected when they registered for the ACT.

Note: Based on 33% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT, indicated their level of certainty of their choice of major, and for whom a college major was provided.

Consistency of College Major

Percent of College Students Who Declared a Major in Their Planned Major Area by Level of College Attended and Interest-Major Fit for Planned Major
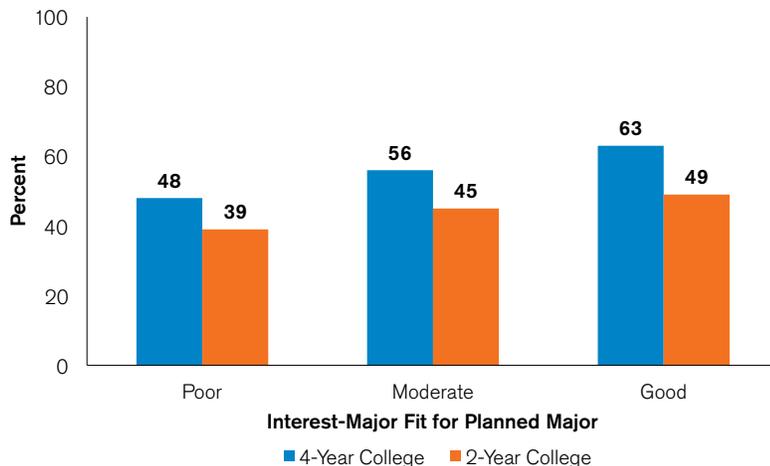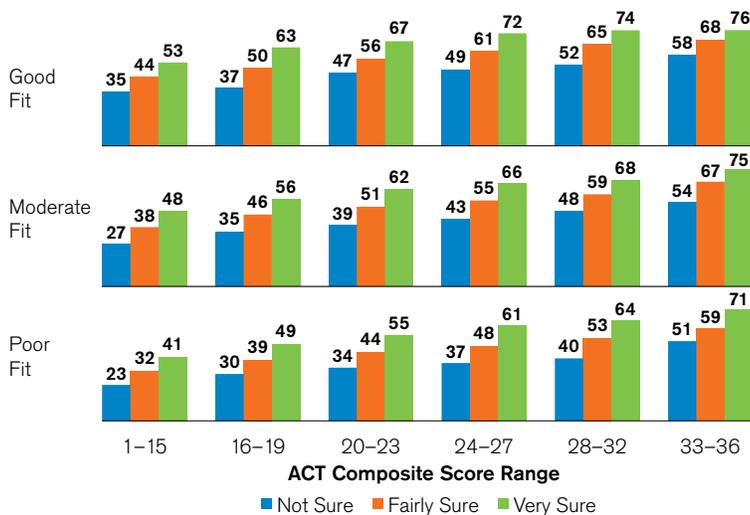

Graph reads: 63% of 4-year college students who had good interest-major fit with their planned major declared a major during fall 2013 that was in the same area as the planned major they selected when they registered for the ACT.

Note: Based on 28% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT, completed the ACT Interest Inventory, and for whom a college major was provided.

- Among both 2-year and 4-year college students, the percentage of students who declared a major in their planned major area increases with the level of fit between their planned major choice and their measured interests.

- 2-year college students were less likely than 4-year college students to declare a major in their planned major area. This gap increases as Interest-Major Fit improves.

Percent of College Students Who Declared a Major in Their Planned Major Area, by ACT Composite Score, Interest-Major Fit, and Certainty of Planned Major Choice

Graph reads: 53% of students in the ACT Composite score range of 1–15 who had good Interest-Major Fit with their planned major and who were very sure of their planned major choice declared a major during fall 2013 that was in the same area as the planned major they selected when they registered for the ACT.

Note: Based on 28% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT, indicated their level of certainty of their choice of major, completed the ACT Interest Inventory, and for whom a college major was provided.

When examined separately, students with higher ACT Composite scores, better Interest-Major Fit, and greater certainty about their planned choice of major are more likely than their peers to declare a major in their planned major area. In the chart to the left, we see the benefit of knowing all three:

- Among students in the lowest ACT Composite score range (1–15) who selected a planned major that had a poor fit with their measured interests and who were not sure of their planned major choice, about 1 out of 4 (23%) declared a major in their planned major area.

- Among students in the highest ACT Composite score range (33–36) who selected a planned major that had a good fit with their measured interests and who were very sure of their planned major choice, about 3 out of 4 (76%) declared a major in their planned major area.

Consistency of College Major

- Among 4-year college students, the percentage of students who declared a major in their planned major area increases with their degree plans.

- Among 2-year college students, those who planned to earn less than a bachelor's degree were more likely to declare a major in their planned major area than students who planned to earn more advanced degrees.

Percent of College Students Who Declared a Major in Their Planned Major Area by Level of College Attended and Degree Plans
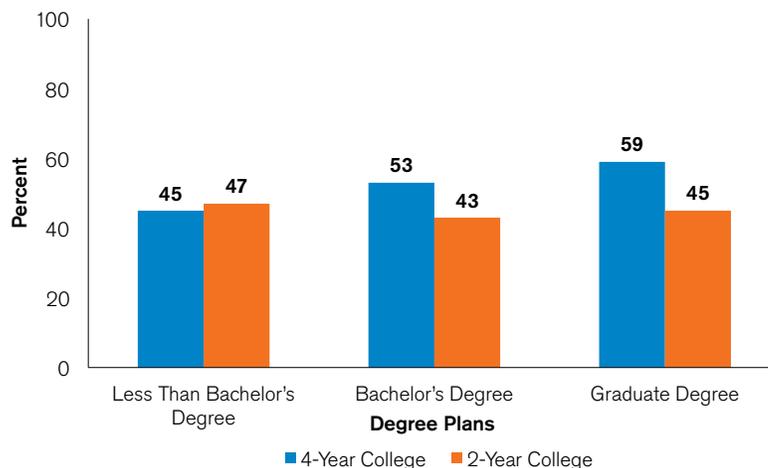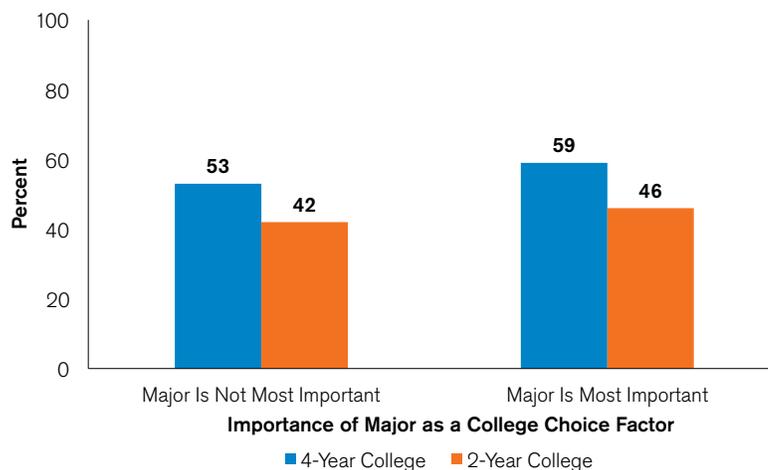

Graph reads: 45% of 4-year college students who planned to earn less than a bachelor's degree declared a major during fall 2013 that was in the same area as the planned major they selected when they registered for the ACT.

Note: Based on 31% of the college-enrolled ACT-tested high school graduating class of 2013 who reported their degree plans, selected a planned major when they registered for the ACT, and for whom a college major was provided.

- College students who indicated on the ACT registration form that the availability of their college major is the most important factor in choosing a college were more likely than other students to declare a major in their planned major area.

- The gap between 2-year and 4-year college students in the rate at which students declared a major in their planned major area is slightly larger among students who indicated that the availability of their college major is the most important factor in choosing a college.

Percent of College Students Who Declared a Major in Their Planned Major Area by Level of College Attended and Importance of Major as a College Choice Factor

Graph reads: 59% of 4-year college students who indicated the availability of college major as the most important factor in choosing a college declared a major during fall 2013 that was in the same area as the planned major they selected when they registered for the ACT.

Note: Based on 29% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT, ranked in order of importance at least 1 of the 7 college choice factors listed on the ACT registration form, and for whom a college major was provided.

Interest-Major Fit

College majors have different academic cultures. Selecting a college major that is rewarding—that provides opportunities to do preferred activities and express one's values—is an example of interest-major fit. While many students gravitate toward majors that fit their interests, many do not. This has important implications. Evidence is accumulating that the fit between students' interests and their college major is important in understanding and predicting student outcomes. Research at ACT and elsewhere suggests that if students' measured interests are similar to the interests of people in their chosen college majors, they will be more likely to:

- remain in their major
- persist in college
- complete a college degree in a timely manner

Interest-Major Fit clearly benefits both students and the colleges they attend: students engaged in good-fit majors are more likely to stay in college, stay in their major, and finish sooner.

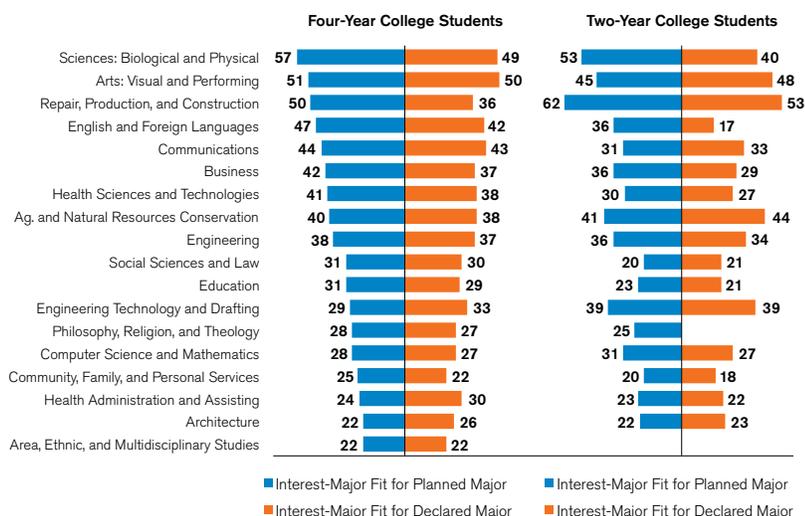ACT's Interest-Major Fit score is derived from two data

elements that are collected during ACT registration: (1) the student's ACT Interest Inventory scores and (2) the student's intended major from a list of 294 college majors.

The Interest-Major Fit score used here measures the strength of the relationship between the student's profile of ACT Interest Inventory scores and the profile of interests of students in a given major. Interest profiles for majors are based on a national sample of undergraduate students with a declared major and a GPA of at least 2.0. Major was determined in the third year for students in four-year colleges and in the second year for students in two-year colleges.

The Interest-Major Fit score ranges from 0–99, with values of 80 and higher indicating good fit, values between 60 and 79 indicating moderate fit, and values less than 60 indicating poor fit.

An Interest-Major Fit score can be calculated for only 281 of the 294 planned major alternatives. Planned majors for which an Interest-Major Fit score cannot be calculated are indicated by an asterisk on page 22.

Percent of Four-Year and Two-Year College Students Who Had Good Interest-Major Fit by Planned Major Area and by Declared Major Area

	Four-Year College Students		Two-Year College Students	
	Planned	Declared	Planned	Declared
Sciences: Biological and Physical	57	49	53	40
Arts: Visual and Performing	51	50	45	48
Repair, Production, and Construction	50	36	62	53
English and Foreign Languages	47	42	36	17
Communications	44	43	31	33
Business	42	37	36	29
Health Sciences and Technologies	41	38	30	27
Ag. and Natural Resources Conservation	40	38	41	44
Engineering	38	37	36	34
Social Sciences and Law	31	30	20	21
Education	31	29	23	21
Engineering Technology and Drafting	29	33	39	39
Philosophy, Religion, and Theology	28	27	25	
Computer Science and Mathematics	28	27	31	27
Community, Family, and Personal Services	25	22	20	18
Health Administration and Assisting	24	30	23	22
Architecture	22	26	22	23
Area, Ethnic, and Multidisciplinary Studies	22	22		

■ Interest-Major Fit for Planned Major   ■ Interest-Major Fit for Planned Major
■ Interest-Major Fit for Declared Major   ■ Interest-Major Fit for Declared Major
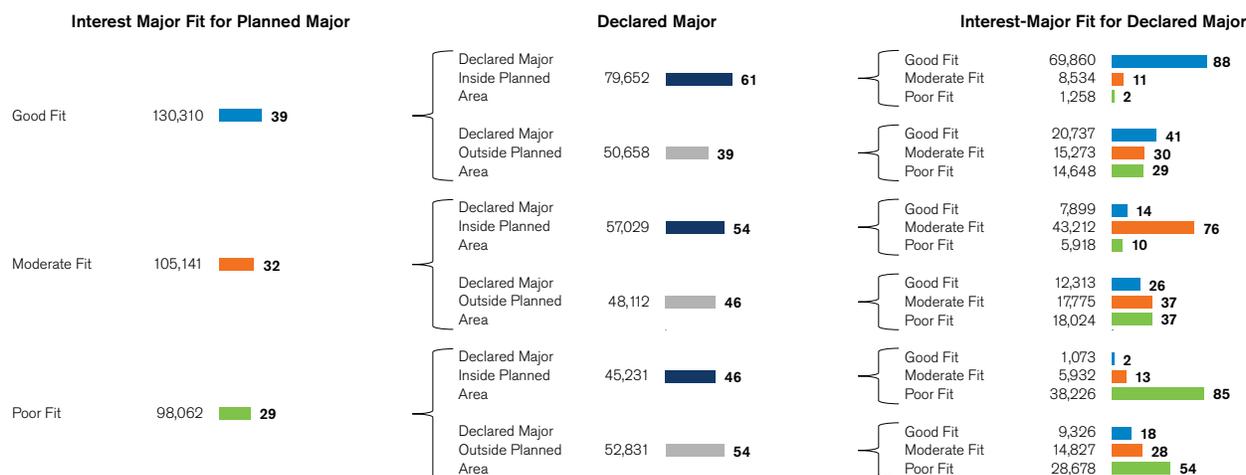
Graph reads: 42% of 4-year college students and 36% of 2-year college student who planned to major in the area of Business and a good interest-major fit with their planned major. However, only 37% of 4-year college students and 29% of 2-year college students who declared a major in the area of Business had good interest-major fit with their declared major.

Note: Based on 27% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT, completed the ACT Interest Inventory, and for whom a college major was provided. Percentage not provided when sample size is less than 50.

- With the exception of a few major areas (e.g., Health Administration and Assisting at 4-year colleges and Communications at 2-year colleges), a smaller share of college students had a good Interest-Major Fit within each declared major area than within the respective planned major area.

- With the exception of students who declared a major in the areas of Repair, Production, and Construction; Agriculture and Natural Resource Conservation; and Engineering Technologies and Drafting, a larger share of 4-year college students than 2-year college students had a good Interest-Major Fit for their declared major.

Interest-Major Fit

Change in Interest-Major Fit From Planned to Declared Major

Interest Major Fit for Planned Major			Declared Major			Interest-Major Fit for Declared Major		

Interest Major Fit for Planned Major:
- Good Fit — 130,310 — 39
- Moderate Fit — 105,141 — 32
- Poor Fit — 98,062 — 29

Declared Major:
- Declared Major Inside Planned Area — 79,652 — 61
- Declared Major Outside Planned Area — 50,658 — 39
- Declared Major Inside Planned Area — 57,029 — 54
- Declared Major Outside Planned Area — 48,112 — 46
- Declared Major Inside Planned Area — 45,231 — 46
- Declared Major Outside Planned Area — 52,831 — 54

Interest-Major Fit for Declared Major:
- Good Fit — 69,860 — 88 / Moderate Fit — 8,534 — 11 / Poor Fit — 1,258 — 2
- Good Fit — 20,737 — 41 / Moderate Fit — 15,273 — 30 / Poor Fit — 14,648 — 29
- Good Fit — 7,899 — 14 / Moderate Fit — 43,212 — 76 / Poor Fit — 5,918 — 10
- Good Fit — 12,313 — 26 / Moderate Fit — 17,775 — 37 / Poor Fit — 18,024 — 37
- Good Fit — 1,073 — 2 / Moderate Fit — 5,932 — 13 / Poor Fit — 38,226 — 85
- Good Fit — 9,326 — 18 / Moderate Fit — 14,827 — 28 / Poor Fit — 28,678 — 54

Graph reads: 61% of college students who had good Interest-Major Fit with their planned major declared a major during college that was in the same area as the planned major they selected when they registered for the ACT.

Note: Based on 27% of the college-enrolled ACT-tested high school graduating class of 2013 who selected a planned major when they registered for the ACT, completed the ACT Interest Inventory, and for whom a college major was provided. The percentages may not sum to 100% due to rounding error.

The above diagram shows the distribution of college students by the Interest-Major Fit category for their planned major, the share of these students who declared a major either inside or outside of their planned major area, and the Interest-Major Fit category for their declared major.
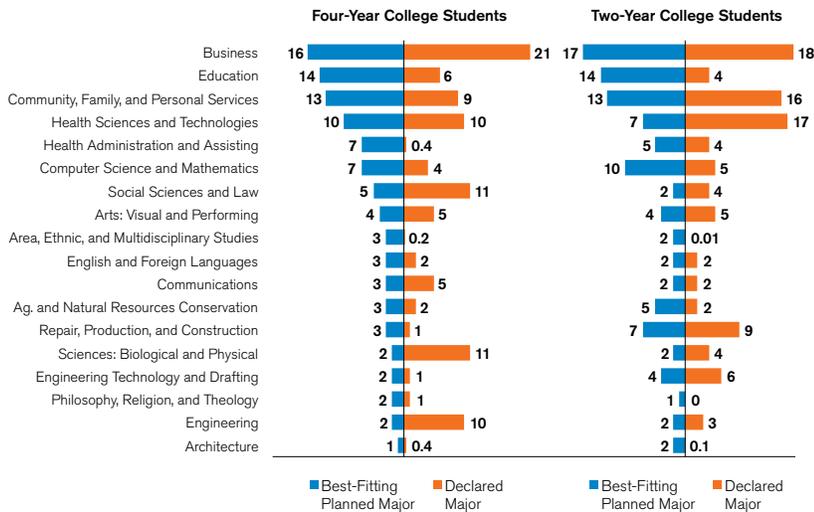
- Among college students who selected a planned major during ACT registration, 39% chose a major that had good fit with their measured interests as collected by the ACT Interest Inventory, 32% selected a major that had moderate fit with their interests, and 29% picked a major that had poor fit with their interests.

- 39% of students who had good Interest-Major Fit for their planned major declared a major that was outside of the general area of their planned major. Three out of 5 (59%) of these students declared a major that was a worse fit with their interests than their planned major.

- 46% of students who had moderate Interest-Major Fit for their planned major declared a major that was

outside of their planned major area. Only 1 out of 4 (26%) of these students saw an improvement in the fit between their declared major and their measured interests; more than one-third (37%) of these students declared a major that was a worse fit.

- More than half (54%) of all students who had poor Interest-Major Fit for their planned major declared a major that was outside of their planned major area. Forty-six percent of these students declared a major that had an improved fit with their interests, whereas 54% had no change in their Interest-Major Fit.

- The overall change in Interest-Major Fit (not shown in the graph) from the students' planned major to their declared major resulted in 36% declaring a major during the first year of college that had good fit with their measured interests, 32% having moderate Interest-Major Fit for their declared major, and 32% declaring a major that had poor fit with their interests. This represents an overall decrease in Interest-Major Fit from planned major to declared major.

Undecided Students

Distribution of Four-Year and Two-Year College Students Who Were Undecided at Time of ACT Registration by Major Area of Best-Fitting Planned Major and by Major Area of Declared Major

Four-Year College Students | **Two-Year College Students**

Major Area	Four-Year Best-Fitting	Four-Year Declared	Two-Year Best-Fitting	Two-Year Declared
Business	16	21	17	18
Education	14	6	14	4
Community, Family, and Personal Services	13	9	13	16
Health Sciences and Technologies	10	10	7	17
Health Administration and Assisting	7	0.4	5	4
Computer Science and Mathematics	7	4	10	5
Social Sciences and Law	5	11	2	4
Arts: Visual and Performing	4	5	4	5
Area, Ethnic, and Multidisciplinary Studies	3	0.2	2	0.01
English and Foreign Languages	3	2	2	2
Communications	3	5	2	2
Ag. and Natural Resources Conservation	3	2	5	2
Repair, Production, and Construction	3	1	7	9
Sciences: Biological and Physical	2	11	2	4
Engineering Technology and Drafting	2	1	4	6
Philosophy, Religion, and Theology	2	1	1	0
Engineering	2	10	2	3
Architecture	1	0.4	2	0.1

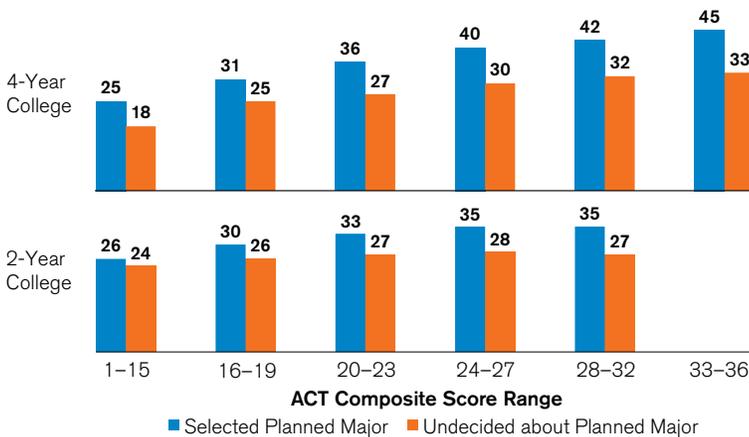Best-Fitting Planned Major | Declared Major | Best-Fitting Planned Major | Declared Major

Graph reads: Of college students who were undecided about their planned major when they registered for the ACT, 14% of 4-year and 2-year students had an interest profile that is the best fit with a major in the area of Education. However, only 6% of 4-year students and 4% of 2-year students declared a major in this area.

Note: Based on 4% of the college-enrolled ACT-tested high school graduating class of 2013 who indicated they were undecided about their planned major when they registered for the ACT, completed the ACT Interest Inventory, and for whom a college major was provided.

Students who were undecided about their planned major made up 15% of all ACT-tested high school graduates.

- The blue bars in the chart to the left provide the distribution of these college students into the 18 major areas by assigning them to the major that offers the best fit given their measured interests. The orange bars provide the actual distribution of these college students into the 18 major areas based on their declared major.

- A smaller share of college students declared majors in areas such as Education than would have been expected based on assigning students to the major that offers the best fit with their measured interests.

Percent of College Students with Good Interest-Major Fit for Declared Major by ACT Composite Score, Level of College Attended, and Planned Major Status

4-Year College

ACT Composite Score Range	Selected Planned Major	Undecided about Planned Major
1–15	25	18
16–19	31	25
20–23	36	27
24–27	40	30
28–32	42	32
33–36	45	33

2-Year College

ACT Composite Score Range	Selected Planned Major	Undecided about Planned Major
1–15	26	24
16–19	30	26
20–23	33	27
24–27	35	28
28–32	35	27

■ Selected Planned Major ■ Undecided about Planned Major

Graph reads: 18% of 4-year college students and 24% of 2-year college students with an ACT Composite score in the range of 1–15 who were undecided about their planned major declared a major that is a good fit with their interests.

Note: Based on 31% of the college-enrolled ACT-tested high school graduating class of 2013 who either selected a planned major or indicated they were undecided when they registered for the ACT, completed the ACT Interest Inventory, and for whom a college major was provided. Percentage not provided when sample size is less than 50.

- At both 4-year and 2-year colleges, students who were undecided about their planned major area were less likely than those who selected a planned major to have good Interest-Major Fit with their declared major.

- Among 4-year college students who were undecided about their planned major, the Interest-Major Fit for their declared major increases with their ACT Composite score. This same pattern is not evident among 2-year college students who were undecided about their planned major.

Technical Notes

For this report, "declared major" is based on the 6-digit CIP code that accompanies the ACT-tested students' enrollment record that colleges submit to the National Student Clearinghouse (NSC). Colleges can report both first and second major for the student as a 6-digit CIP code and/or as a write-in response within a text field. This report is based on information reported for the students' first major. We used a crosswalk between valid 6-digit CIP codes and ACT college codes to categorize students' declared majors into the same 18 broad areas that we used for Part 1 of this report. The following documentation highlights the steps we took to prepare the NSC declared major data for this report.

- If the CIP code and write-in response for the first major were missing, we replaced these values with those reported for the second major, when available.

- Where necessary, we updated CIP 2000 codes with CIP 2010 codes using a crosswalk provided by the National Center for Education Statistics (NCES).

- We checked all reported 6-digit CIP codes in the NSC data file using a list of valid CIP 2010 codes provided by NCES. We found that 39% of ACT-tested enrollment records had no major information (i.e., neither a valid CIP code nor a write-in response). Of the 61% of records that had some type of major information, 48% had a valid CIP code and 13% had either a missing or invalid CIP code but had a write-in response to which a valid CIP code could potentially be assigned.

- We used a crosswalk based on information from enrollment records that had both a valid CIP code and a write-in response to assign a 6-digit CIP code for enrollment records that possessed only a write-in response. In cases in which more than one valid CIP code accompanied a unique write-in response, we selected the CIP code that was most frequently paired with that write-in response. Using this process, we were able to assign a valid 6-digit CIP code to 65% of the enrollment records in which a CIP code was previously missing or invalid. This increased the share of ACT-tested enrollment records that possessed a valid CIP code from 48% to 56%. Recall that only 61% of enrollment records had any major information; therefore, 92% of cases with any major information had or were assigned a valid CIP code.

- We compared the representativeness of the students with a valid CIP code against the entire ACT-tested enrolled population and found no substantial differences in the distribution of students by ACT Composite score, gender, parents' education level, degree aspirations, or college type (e.g., 2-year, 4-year public, and 4-year private) attended (see table).

- The following decisions decreased the share of ACT-tested enrollment records from 56% with a valid CIP code to 39% with a valid *and usable* CIP code:

  - We examined the range of CIP codes and types of write-in responses used by colleges, and we realized that colleges have different practices with regard to the assignment of CIP codes to undecided or undeclared students. In particular, we were not able to distinguish between an assignment of undeclared or undecided that was based on students' intent versus one that was based on an institutional practice, such as assigning a student to "university college" or "general studies" until the student met the necessary criteria to enter a particular program of study. Given these complexities, we elected to remove from our analyses any student who was undecided or undeclared during their first year of college, including those assigned to the 2-digit CIP code "24. Liberal Arts and Sciences, General Studies and Humanities." As a result, we also removed from our analyses those students who selected a planned major of "170 Liberal Arts & General Studies" when they registered for the ACT.

  - We elected to remove students with the 2-digit CIP code "30. Multi/Interdisciplinary Studies" from our analyses given our inability to determine the various programs of study that could fall within this area. As a result, we also removed from our analyses those students who selected a planned major of "190 Multi/Interdisciplinary Studies" when they registered for the ACT.

  - We elected to remove students with the following valid 2-digit CIP codes from our analyses, as these courses of study did not fall within the scope of this report: "32. Basic Skills and Developmental/Remedial Education," "33. Citizenship Activities," "34. Health-Related Knowledge and Skills," "35. Interpersonal and Social Skills," "36. Leisure and Recreational Activities," "37. Personal Awareness and Self-Improvement," "53. High School/Secondary Diplomas and Certificates," and "60. Residency Programs."

- We compared the representativeness of students with valid and usable CIP codes against all students with valid CIP codes and found some differences between the two groups. In particular, students with valid and usable CIP codes were more likely to have higher ACT Composite scores and higher degree aspirations, and they were more likely to attend a 4-year public college instead of a 2-year college (see table).

- When determining whether students declared a major that was consistent with their planned major area, we found 17 planned majors (e.g., Osteopathic Medicine) for which few undergraduate degree programs were offered by colleges. For these planned majors, we used the data on the majors that these students most often declared during the first year of college along with our judgment of the typical paths to graduate or professional study in these areas to determine which of the declared majors would be consistent with their planned major area. A list of the 17 planned majors and the three-digit codes for college majors that we considered to be consistent with their major plans is provided:

  - 480 Counseling & Student Services: 454, 480, 500, 510, 512, 513, 899
  - 490 Educational Administration: 490, 500, 510, 513, 516, 517
  - 511 Curriculum & Instruction: 413, 510, 511, 513
  - 515 Postsecondary Education: 510, 515, 520, 524, 526, 533, 590, 895
  - 630 Chiropractic (Pre-Chiropractic): 421, 422, 630, 670, 860
  - 650 Dentistry (Pre-Dentistry): 640, 650, 670, 860, 861, 873
  - 690 Medicine (Pre-Medicine): 690, 860, 861, 873, 899
  - 720 Optometry (Pre-Optometry): 670, 720, 860, 861, 873
  - 730 Osteopathic Medicine: 421, 690, 730, 860, 861
  - 740 Pharmacy (Pre-Pharmacy): 740, 860, 861, 873
  - 750 Physician Assisting: 421, 670, 710, 750, 860
  - 763 Mental Health Counseling: 454, 767, 899
  - 765 Physical Therapy (Pre-Phys Therapy): 421, 422, 531, 624, 670, 671, 765, 860
  - 766 Psychiatric/Mental Health Technician: 454, 766, 767, 860, 899
  - 770 Veterinary Medicine (Pre-Vet): 117, 625, 770, 860, 867
  - 882 Law (Pre-Law): 442, 444, 882, 884, 895, 897, 899
  - 898 Psychology, Clinical & Counseling: 450, 454, 761, 763, 898, 899

A list of ACT's college majors and respective codes can be found in the Student Information Booklet (www.act.org/aap/infosys/recordinfo.html).
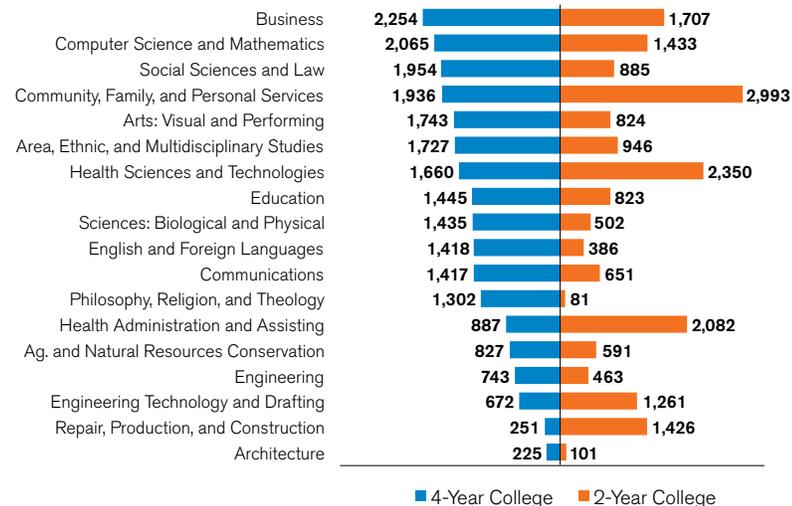
Comparison of Key Characteristics Across Data Samples Used in Determining Declared Major

		Percent of All Enrolled Students	Percent of Students with a Valid CIP	Percent of Students with a Valid and Usable CIP
ACT Composite Score	1–15	10	9	7
	16–19	23	22	19
	20–23	29	29	29
	24–27	23	23	26
	28–32	14	14	16
	33–36	2	2	2
Gender	Female	56	56	55
	Male	44	44	45
Parents' Education Level	No College	14	14	13
	Some College	24	24	23
	Bachelor's Degree	25	25	26
	Graduate Degree	21	21	22
Degree Plans	Less Than Bachelor's Degree	3	3	3
	Bachelor's Degree	45	44	43
	Graduate Degree	42	43	45
College Type Attended	2-Year	25	25	15
	4-Year Public	53	54	63
	4-Year Private	22	21	22
N		1,244,641	700,949	485,087

Note: Percentages in the table may not sum to 100% due to rounding or due to missing responses.

Appendix

Number of Colleges Awarding Undergraduate Degrees or Certificates by College Level and Major Area

Major Area	4-Year College	2-Year College
Business	2,254	1,707
Computer Science and Mathematics	2,065	1,433
Social Sciences and Law	1,954	885
Community, Family, and Personal Services	1,936	2,993
Arts: Visual and Performing	1,743	824
Area, Ethnic, and Multidisciplinary Studies	1,727	946
Health Sciences and Technologies	1,660	2,350
Education	1,445	823
Sciences: Biological and Physical	1,435	502
English and Foreign Languages	1,418	386
Communications	1,417	651
Philosophy, Religion, and Theology	1,302	81
Health Administration and Assisting	887	2,082
Ag. and Natural Resources Conservation	827	591
Engineering	743	463
Engineering Technology and Drafting	672	1,261
Repair, Production, and Construction	251	1,426
Architecture	225	101

Graph reads: 225 4-year colleges and 101 2-year colleges have offered an undergraduate degree or certificate in the area of Architecture.

Note: Data come from the 2010, 2011, and 2012 completion data files of the Integrated Postsecondary Education Data System (IPEDS). To be counted within a major area, a college must have awarded at least one undergraduate degree or certificate in that area over the past three academic years.

There is considerable variation across the 18 major areas in the number of 4-year and 2-year colleges that have recently offered an undergraduate degree or certificate in that area.

- Students who plan to pursue a degree or certificate in areas such as Business; Computer Science and Mathematics; Community, Family, and Personal Services; and Health Sciences and Technologies have a large number of 4-year or 2-year college options, whereas students who plan to pursue a degree or certificate in the areas of Engineering or Architecture have far fewer college options.

- With some exceptions (e.g., Health Administration and Assisting; and Repair, Production, and Construction), a larger number of 4-year colleges than 2-year colleges offer a degree or certificate in particular major area.

List of College Majors and Occupational Choices

Undecided*

AGRICULTURE & NATURAL RESOURCES CONSERVATION
Agriculture, General
Agribusiness Operations
Agricultural Business & Management
Agricultural Economics
Agricultural Mechanization
Agricultural Production
Agronomy & Crop Science
Animal Sciences
Food Sciences & Technology
Horticulture Operations & Management
Horticulture Science
Natural Resources Conservation, General
Environmental Science
Forestry
Natural Resources Management
Wildlife & Wildlands Management

ARCHITECTURE
Architecture, General
Architectural Environmental Design
City/Urban/Regional Planning
Interior Architecture
Landscape Architecture

AREA, ETHNIC, & MULTIDISCIPLINARY STUDIES
Area Studies, General (e.g., African, Middle Eastern)
Asian Area Studies
European Area Studies
Latin American Area Studies
North American Area Studies
Ethnic & Minority Studies, General
African American Studies
American Indian/Native American Studies
Latino/Chicano Studies
Women's Studies
Liberal Arts & General Studies*
Library Science
Multi/Interdisciplinary Studies*

ARTS: VISUAL & PERFORMING
Art, General
Art History, Criticism & Conservation
Fine/Studio Arts
Cinema/Film
Cinematography/Film/Video Production
Dance
Design & Visual Communications, General
Fashion/Apparel Design
Graphic Design
Industrial Design
Interior Design
Music, General
Music, Performance
Music, Theory & Composition
Photography
Theatre Arts/Drama

BUSINESS
Accounting
Accounting Technician
Business Administration & Management, General
Hotel/Motel Management
Human Resources Development/Training
Human Resources Management
International Business Management
Labor/Industrial Relations
Logistics & Materials Management
Marketing Management & Research
Office Supervision & Management
Operations Management & Supervision
Organizational Behavior
Purchasing/Procurement/Contracts Management
Restaurant/Food Services Management
Small Business Management/Operations
Travel/Tourism Management
Business/Management Quantitative Methods, General
Actuarial Science*
Business/Managerial Economics
Finance, General
Banking & Financial Support Services
Financial Planning & Services

Insurance & Risk Management
Investments & Securities
Management Information Systems
Real Estate
Sales, Merchandising, & Marketing, General
Fashion Merchandising
Tourism & Travel Marketing
Secretarial Studies & Office Administration

COMMUNICATIONS
Communications, General
Advertising
Digital Communications/Media
Journalism, Broadcast
Journalism, Print
Mass Communications
Public Relations & Organizational Communication
Radio & Television Broadcasting
Communications Technology, General
Graphic & Printing Equipment Operation*
Multimedia/Animation/Special Effects
Radio & Television Broadcasting Technology*

COMMUNITY, FAMILY, & PERSONAL SERVICES
Family & Consumer Sciences, General
Adult Development & Aging/Gerontology
Child Care Services Management
Child Development
Consumer & Family Economics
Food & Nutrition
Textile & Apparel
Parks, Recreation, & Leisure, General
Exercise Science/Physiology/Kinesiology
Health & Physical Education/Fitness
Parks/Rec/Leisure Facilities Management
Sport & Fitness Administration/Management
Personal Services, General*
Cosmetology/Hairstyling*
Culinary Arts/Chef Training
Funeral Services & Mortuary Science
Protective Services, General
Corrections
Criminal Justice
Fire Protection & Safety Technology
Law Enforcement
Military Technologies*
Public Administration & Services, General
Community Organization & Advocacy
Public Administration
Public Affairs & Public Policy Analysis
Social Work

COMPUTER SCIENCE & MATHEMATICS
Computer & Information Sciences, General
Computer Networking/Telecommunications
Computer Science & Programming
Computer Software & Media Applications
Computer System Administration
Data Management Technology
Information Science
Webpage Design
Mathematics, General
Applied Mathematics
Statistics

EDUCATION
Counseling & Student Services
Educational Administration
Special Education
Teacher Education, General
Curriculum & Instruction
Early Childhood Education
Elementary Education
Junior High/Middle School Education
Postsecondary Education
Secondary Education
Teacher Assisting/Aide Education
Teacher Education, Subject-Specific*
Agricultural Education
Art Education
Business Education
Career & Technical Education

English-as-a-Second-Language Education
English/Language Arts Education
Foreign Languages Education
Health Education
Mathematics Education
Music Education
Physical Education & Coaching
Science Education
Social Studies/Sciences Education

ENGINEERING
Engineering (Pre-Engineering), General
Aerospace/Aeronautical Engineering
Agricultural/Bioengineering
Architectural Engineering
Biomedical Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Construction Engineering/Management
Electrical, Electronics & Communications Engineering
Environmental Health Engineering
Industrial Engineering
Mechanical Engineering
Nuclear Engineering

ENGINEERING TECHNOLOGY & DRAFTING
Drafting/CAD Technology, General
Architectural Drafting/CAD Technology
Mechanical Drafting/CAD Technology
Engineering Technology, General
Aeronautical/Aerospace Engineering Technologies
Architectural Engineering Technology
Automotive Engineering Technology
Civil Engineering Technology
Computer Engineering Technology
Construction/Building Technology
Electrical, Electronics Engineering Technologies
Electromechanical/Biomedical Engineering Technologies
Environmental Control Technologies
Industrial Production Technologies
Mechanical Engineering Technology
Quality Control & Safety Technologies
Surveying Technology

ENGLISH & FOREIGN LANGUAGES
English Language & Literature, General
American/English Literature
Creative Writing
Public Speaking
Foreign Languages/Literatures, General
Asian Languages & Literatures
Classical/Ancient Languages & Literatures
Comparative Literature
French Language & Literature
German Language & Literature
Linguistics
Middle Eastern Languages & Literatures
Spanish Language & Literature

HEALTH ADMINISTRATION & ASSISTING
Health Services Administration, General
Hospital/Facilities Administration
Medical Office/Secretarial
Medical Records
Medical/Clinical Assisting, General
Dental Assisting
Medical Assisting
Occupational Therapy Assisting
Physical Therapy Assisting
Veterinarian Assisting/Technology

HEALTH SCIENCES & TECHNOLOGIES
Chiropractic (Pre-Chiropractic)
Dental Hygiene
Dentistry (Pre-Dentistry)
Emergency Medical Technology
Health-Related Professions & Services, General*
Athletic Training
Communication Disorder Services (e.g., Speech Pathology)

Public Health
Health/Medical Technology, General
Medical Laboratory Technology
Medical Radiologic Technology
Nuclear Medicine Technology
Respiratory Therapy Technology
Surgical Technology
Medicine (Pre-Medicine)
Nursing, Practical/Vocational (LPN)
Nursing, Registered (BS/RN)
Optometry (Pre-Optometry)
Osteopathic Medicine
Pharmacy (Pre-Pharmacy)
Physician Assisting
Therapy & Rehabilitation, General
Alcohol/Drug Abuse Counseling
Massage Therapy
Mental Health Counseling
Occupational Therapy
Physical Therapy (Pre-Physical Therapy)
Psychiatric/Mental Health Technician
Rehabilitation Therapy
Vocational Rehabilitation Counseling
Veterinary Medicine (Pre-Veterinarian)

PHILOSOPHY, RELIGION, & THEOLOGY
Philosophy
Religion
Theology, General
Bible/Biblical Studies
Divinity/Ministry
Religious Education

REPAIR, PRODUCTION, & CONSTRUCTION
Aviation & Airway Science, General
Aircraft Piloting & Navigation
Aviation Management & Operations
Construction Trades (e.g., carpentry, plumbing, electrical)
Mechanics & Repairers, General
Aircraft Mechanics/Technology
Autobody Repair/Technology
Automotive Mechanics/Technology
Avionics Technology
Diesel Mechanics/Technology
Electrical/Electronics Equip Installation & Repair
Heating/Air Cond/Refrig Install/Repair
Precision Production Trades, General
Machine Tool Technology
Welding Technology
Transportation & Materials Moving (e.g., air, ground, & marine)

SCIENCES: BIOLOGICAL & PHYSICAL
Biology, General
Biochemistry & Biophysics
Cell/Cellular Biology
Ecology
Genetics
Marine/Aquatic Biology
Microbiology & Immunology
Zoology
Physical Sciences, General
Astronomy
Atmospheric Sciences & Meteorology
Chemistry
Geological & Earth Sciences
Physics

SOCIAL SCIENCES & LAW
Legal Studies, General*
Court Reporting*
Law (Pre-Law)
Legal Administrative Assisting/Secretarial*
Paralegal/Legal Assistant
Social Sciences, General
Anthropology
Criminology
Economics
Geography
History
International Relations & Affairs
Political Science & Government
Psychology, Clinical & Counseling
Psychology, General
Sociology
Urban Studies/Urban Affairs

* Interest-Major Fit score cannot be calculated.

ACT Research

As a nonprofit educational research organization, ACT is committed to producing research that focuses on key issues in education and workforce development. Our goal is to serve as a data resource. We strive to provide policymakers with the information they need to inform education and workforce development policy and to give educators the tools they need to lead more students toward college and career success. What follows are some of ACT's recent and most groundbreaking research studies.
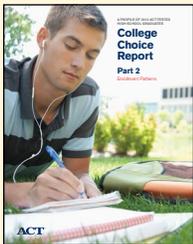
College Choice Report 2012

Part 1: Preferences and Prospects
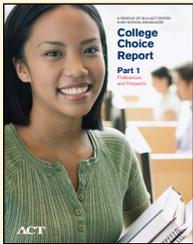
Contains the self-reported college preferences and EOS participation rates of the ACT-tested high school graduating class of 2012.

Part 2: Enrollment Patterns

Examines college enrollment trends of the ACT-tested high school graduating class of 2012, focusing on student mobility, how college choices match preferences, and student enrollment rates.
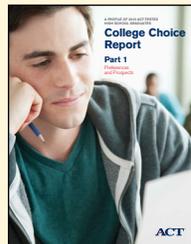
Part 3: Persistence and Transfer
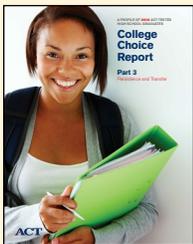
Reports on student persistence within postsecondary education and examines the relationships between students' reported college preferences and their transfer patterns.
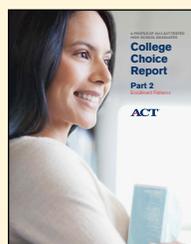
College Choice Report 2013

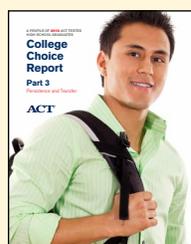### Part 1: Preferences and Prospects

Focuses on students' choice and certainty of planned major, Interest-Major Fit, best-fitting major, and selection of major.

Part 2: Enrollment Patterns

Focuses on the college enrollment, consistency of college major choice, persistence within majors, and changes in Interest-Major Fit.

Part 3: Persistence and Transfer (Spring 2015)

Focuses on student persistence within majors between the first and second year of college, changes in Interest-Major Fit among students who changed majors, and the relationship between Interest-Major Fit and student persistence.

The Condition of College & Career Readiness

Highlights the college and career readiness of the ACT-tested high school class of 2013. This report is updated annually.

www.act.org/newsroom/data/2013/

The Reality of College Readiness

Identifies the enrollment and migration status of ACT-tested high school graduates, including data for two- and four-year colleges and percentages of students meeting ACT College Readiness Benchmarks.

www.act.org/readinessreality/13/

ACT

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A copy of this report can be found at
www.act.org/collegechoice/13

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