

Submission Number: EB-22-00647

Appendices A & B (combined file)

Appendix A

Example Survey Instrument

Please answer the following questions to support our study of how Mizzou students select their fields of study. This survey is anonymous and voluntary.

Please tell us about your choice of major:

1. What is your current intended major?

(Only list *undecided* if you truly have no idea about what field you plan to study. We are interested in your intent at this point in time, recognizing that it may be uncertain and could change in the future.)

Intended Major: _____

2. If you had to choose a different major, what major would you choose?

Second-Choice Major: _____

3. Rank the following factors in order, from most to least important, in terms of how much they influenced your choice of major: [NOTE: Options re-ordered at random across surveys]

- A. Expected salary after graduation
- B. Stability of expected career after graduation
- C. Fulfillment from expected work after graduation
- D. Inherent interest in the field of study
- E. Perceived likelihood of success in coursework

Rank Ordering (letter of most important first; letter of least important last):

4. Rank the following individuals in order, from most to least important, in terms of influencing your intended major (outside of yourself): [NOTE: Options re-ordered at random across surveys]

- A. Parent(s) and/or other family
- B. Friend(s)
- C. Teacher(s)
- D. High school guidance counselor(s)

Rank Ordering (letter of most important first; letter of least important last):

5. Indicate how strongly you agree with this statement: Individuals other than myself were influential in my choice of major. (circle one)

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. Indicate how strongly you agree with this statement: I am confident that my current major will be my final major. (circle one)

Strongly Agree Agree Neutral Disagree Strongly Disagree

Now please tell us about yourself:

7. Race/Ethnicity (circle all that apply)

Asian Black Hispanic Native American
Pacific Islander White Other Prefer not to Answer

8. Gender Identity (circle one)

Female Male Other (specify): _____
Prefer not to Answer

9. Did you attend high school in Missouri? (circle one)

Yes No

10. How would you describe the environment you lived in for the majority of your life? (circle one)

Urban Suburban Rural

11. When did you take your first on-campus class at Mizzou? (circle one)

2017 2016 2015 2014 2013 or before

12. What is the highest level of education that either of your parents completed? (circle one)

Less than HS High School Some College Associate's Degree
Bachelor's Degree Graduate Degree

Appendix B
Supplementary Figures & Tables

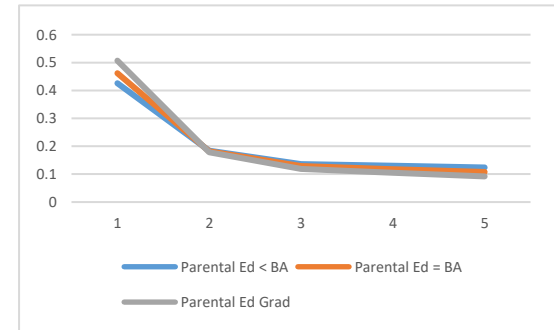
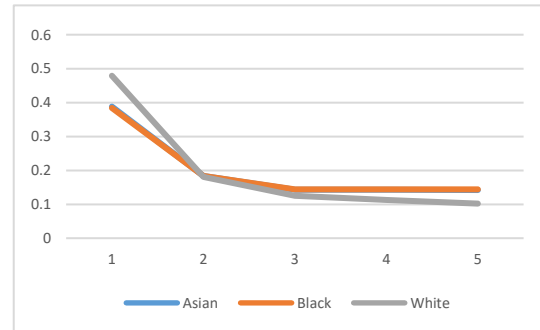
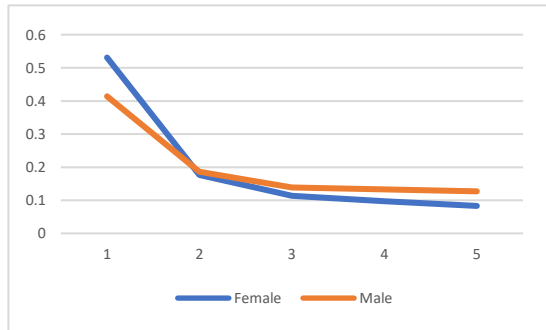
Appendix Figure B.1. Differences in Factor Rankings by Gender, Race/Ethnicity, and Parental Education. Output is Analogous to the Top Row of Figure 2, but Estimates are from Ordered Logistic Regressions. Marginal Effects are Reported that Give the Conditional Likelihood that Each Factor is Ranked from 1-5 (Possible Rankings are Displayed on the Horizontal Axis of Each Graph) for Each Group.

Women and Men

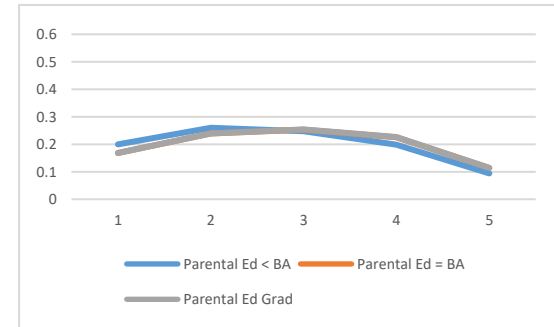
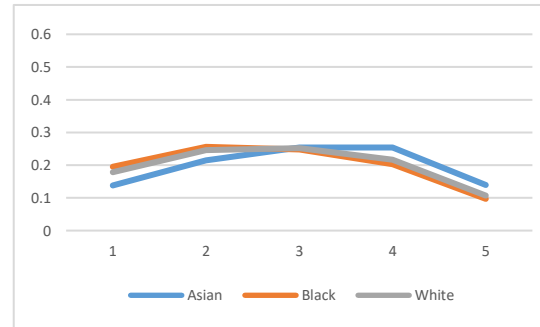
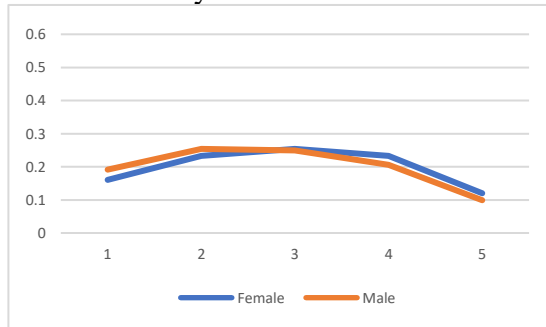
Black, Asian, and White students

Students with Low, Mid, and High Parental Education

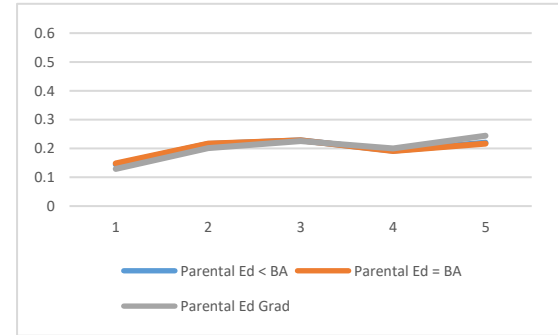
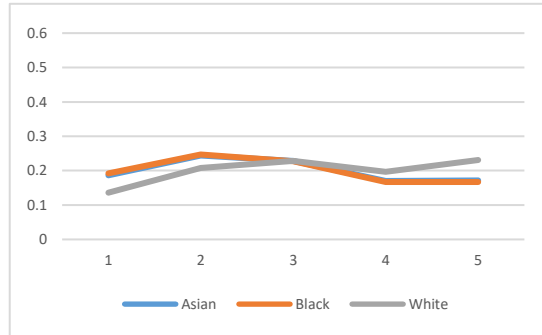
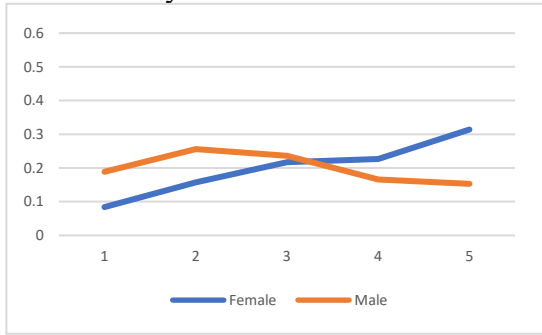
Field Interest:



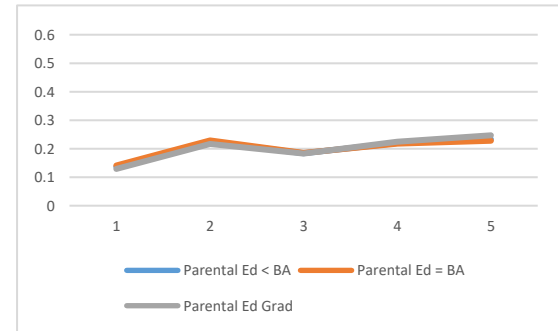
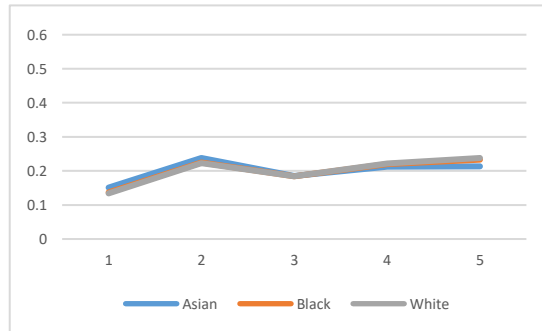
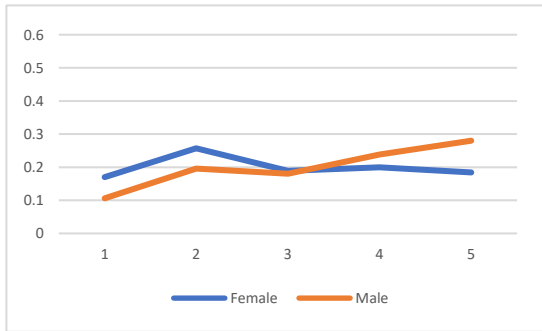
Career Stability:



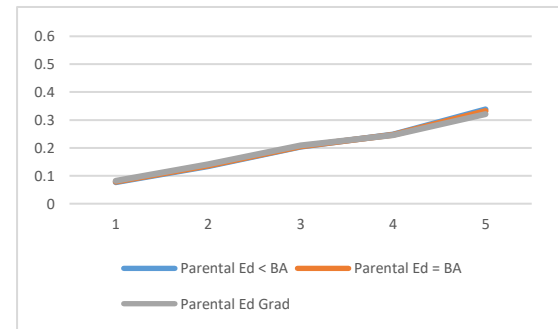
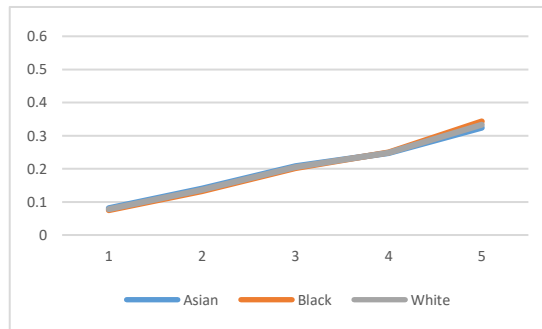
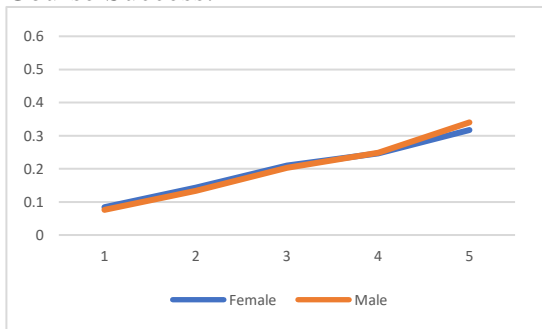
Career Salary:



Career Fulfillment:



Course Success:



Notes: the horizontal axis shows the possible factor rankings (1-5) and the vertical axis the likelihood of each ranking.

Brief explanation of the similarity of results between the linear regression and ordered logistic regression output

The strong similarity between the results from the linear and ordered-logit regressions may not be readily apparent to some readers, but there are no substantive differences. We highlight the similarity with two examples. First, consider the strong gender difference in the importance of field interest. In Figure 2 in the main text, our linear models indicate women rank field interest 0.36 spots higher than men (i.e., closer to 1.0), on average. Figure B.1 (top left graph) shows how this average-ranking difference maps to the distribution of all ranking values. That is, the ordered-logit estimates indicate women are 11.5 percentage points more likely than men to rank field interest first, 1.0 percentage points less likely to rank field interest second, 2.5 percentage points less likely to rank field interest third, 3.6 percentage points less likely to rank field interest fourth, and 4.4 percentage points less likely to rank field interest fifth.

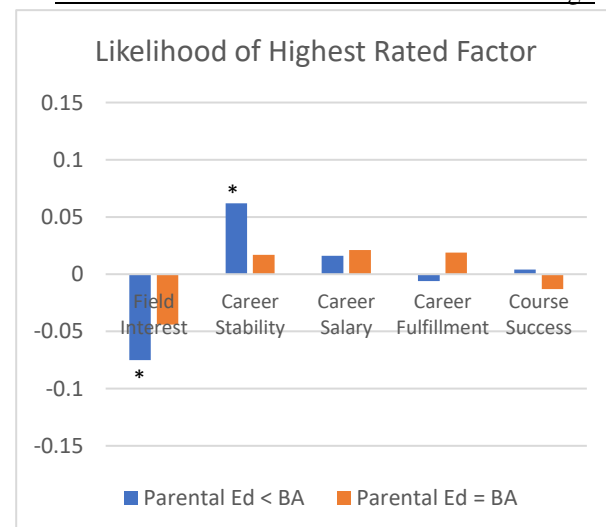
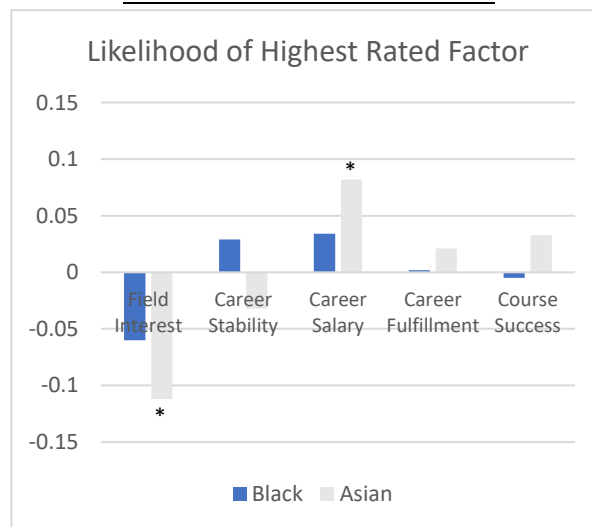
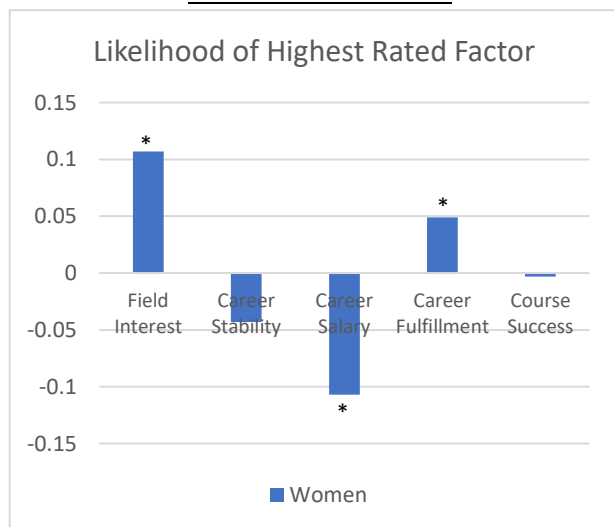
Second, consider the null average difference between Black and White students in the average rank of course success in Figure 2. Figure B.1 (bottom middle graph) shows that the average rank similarity reflects similar predicted likelihoods of each ranking value between Black and White students.

Appendix Figure B.2. Differences in Factor Rankings by Gender, Race/Ethnicity, and Parental Education. Output is Analogous to the Bottom Row of Figure 2, but Estimates are Marginal Effects from Binary Logistic Regressions.

Women Relative to Men

Black and Asian Relative to White

Low and Mid-Parental Education Relative to High



Appendix Table B.1. Data Exclusions and Final Analytic Sample.

Total Listed Enrollment in Surveyed Classes from Registrar	3202
Total Attendance in Surveyed Classes as Measured by the Research Team	2792
Surveys Collected	2655
Sample after Dropping Students Who:	
Indicated taking the survey in a previous class	(-270)
Actively chose not to participate	(-21) 2364
Did not provide basic demographics and socioeconomic status	(-82) 2282
Did not answer the factor ranking question	(-5) 2277
Did not provide an intended major	(-37) 2240
Final Analytic Sample	2240

Notes: Students who did not want to participate were asked to write an “N” on the front of the survey and return it. We code these students as actively choosing to opt out (there were 21 such instances in the sample). Passive non-participation is reflected in the gap between rows 2 and 3 of the table (i.e., some students simply did not submit a survey), although in some cases this was due to, say, a student showing up a few minutes late to class such that she was counted by our research team but did not actually get a survey. Students who had taken the survey in another class were instructed to write “OC” on the front of the survey and return it (there were 270 such instances in the sample). These are students who were already surveyed, and as such they are ignored in calculating the response rate—i.e., the response rate among students in attendance is calculated as $(2655-270)/(2792-270)$. The number of lost observations reported for each reason in the table is dependent on the order in which the reasons are listed; e.g., some students who did not provide basic demographic information also did not answer the ranking question and/or did not list the intended major.

Appendix Table B.2. Major Groups.

<u>Accounting, Bus, Econ</u>	<u>Engineering/ Computer Science</u>	<u>Journalism</u>	<u>Health Professions</u>	<u>Non- Engineering/Non- Comp-Sci STEM</u>	<u>Social Science</u>	<u>Other Majors</u>	<u>Education & Family Stud.</u>	<u>Arts & Humanities</u>
Accounting	Mechanical Engineering	Journalism (various)	Health Science	Biology	Political Science	Athletic Training	Early Childhood Education	Art
Business	Civil Engineering		Clinical and Diag. Sciences	Chemistry	Sociology	Agriculture	Educational Studies	Music
International Business	Chemical Engineering		Nursing	Physics	Psychology	Digital Storytelling	Agricultural Education	Anthropology
Economics	Biological Engineering		Occupational Therapy	Animal Sciences	Communications	Geography	Elementary Education	English
Finance	Computer Engineering		Physical Therapy	Biochemistry	Public Health	Hospitality Management	Middle School Education	History
Marketing	Computer Science		Respiratory Therapy	Environmental Sciences	Pre-Law	Interdisciplinary	Secondary Education	Art History
Management	Electrical Engineering			Food Science and Nutrition		International Studies	Human Development & Family Studies	Classics
Agribusiness Management	Industrial Engineering			Geological Sciences		Parks, Recreation and Sport	Special Education	Film Studies
Agricultural Economics	Information Technology			Mathematics		Personal Financial Planning		Non-English Language
	Aerospace Engineering			Natural Resources Science & Management		Social Work		Linguistics
	General Engineering			Nutritional Sciences		Textile and Apparel Management		Philosophy
				Plant Sciences		Architectural Studies		Religious Studies
				Statistics				Romance Languages
				Pre-Medical/Dentistry				Theater
								Graphic Design

Notes: This table provides details on how individual majors were aggregated into the nine groups used in some of the analysis in the main text.

Table B.3. Balancing Tests Across the Four Versions of the Survey.

	F-statistic	P-value
Female	0.99	0.40
Asian	0.30	0.82
Black	1.22	0.30
Hispanic	0.52	0.67
Other Race	0.98	0.40
Parental Education < BA	1.31	0.27
Parental Education = BA	1.48	0.22

Notes: Each F-statistic is from a regression of the indicated student characteristic on the survey version indicators, where one indicator is omitted. The F-statistic is for a test of the joint significance of the survey version indicators. Null results are consistent with the survey versions being uncorrelated with student characteristics, which is the expectation given that the survey versions were handed out to students at random.

Appendix Table B.4. Linear Regression Output Underlying Figure 2.

	Rank Value Models (top row of Figure 2)					Highest Ranked Factor Models (bottom row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.363 (0.058)**	0.153 (0.053)**	0.696 (0.055)**	-0.419 (0.058)**	-0.060 (0.054)	0.105 (0.021)**	-0.044 (0.016)**	-0.108 (0.014)**	0.050 (0.015)**	-0.003 (0.012)
Asian	0.275 (0.128)*	0.226 (0.120)*	-0.276 (0.122)**	-0.095 (0.122)	-0.047 (0.120)	-0.108 (0.042)**	-0.034 (0.033)	0.088 (0.037)*	0.021 (0.032)	0.034 (0.028)
Black	0.343 (0.118)**	-0.067 (0.102)	-0.304 (0.100)**	-0.012 (0.105)	0.030 (0.101)	-0.059 (0.038)	0.028 (0.032)	0.033 (0.028)	0.003 (0.028)	-0.005 (0.020)
Hispanic	-0.130 (0.159)	0.134 (0.140)	0.402 (0.152)**	0.045 (0.154)	-0.385 (0.147)**	0.076 (0.055)	-0.045 (0.040)	-0.057 (0.032)	-0.044 (0.032)	0.070 (0.040)
Other Race	0.040 (0.184)	-0.035 (0.135)	0.129 (0.181)	-0.093 (0.174)	-0.043 (0.173)	0.012 (0.063)	-0.068 (0.040)	0.036 (0.049)	0.012 (0.045)	0.008 (0.036)
Parental Ed < BA	0.267 (0.077)**	-0.161 (0.068)*	-0.095 (0.070)	-0.058 (0.074)	0.049 (0.071)	-0.074 (0.027)**	0.061 (0.021)**	0.015 (0.018)	-0.006 (0.018)	0.004 (0.015)
Parental Ed = BA	0.145 (0.067)*	-0.010 (0.062)	-0.114 (0.064)	-0.081 (0.068)	0.043 (0.063)	-0.043 (0.025)	0.016 (0.018)	0.021 (0.017)	0.019 (0.017)	-0.013 (0.013)
Survey Version 1	-0.326 (0.081)**	0.127 (0.074)	0.177 (0.077)*	0.277 (0.082)**	-0.241 (0.075)**	0.144 (0.029)**	-0.061 (0.023)**	-0.036 (0.019)	-0.058 (0.021)*	0.012 (0.016)
Survey Version 2	-0.129 (0.083)	0.266 (0.075)**	-0.300 (0.078)**	0.203 (0.082)**	-0.038 (0.075)	0.059 (0.029)*	-0.067 (0.023)**	0.050 (0.022)*	-0.046 (0.021)*	0.003 (0.015)
Survey Version 3	-0.011 (0.085)	0.043 (0.075)	0.073 (0.079)	0.147 (0.081)	-0.219 (0.079)**	0.034 (0.029)	-0.016 (0.024)	-0.011 (.020)	-0.045 (0.021)*	0.037 (0.017)*
R-Squared	0.038	0.015	0.092	0.029	0.011	0.031	0.015	0.039	0.011	0.007
N	2240	2240	2240	2240	2240	2240	2240	2240	2240	2240

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, students with a parent who has a graduate degree, and students who received survey version four.

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.5a. Replication of Main Models Using Students with Low or Neutral Confidence about Continuing in their Majors (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.347 (0.110)**	0.127 (0.102)	0.736 (0.101)**	-0.507 (0.109)**	0.001 (0.106)
Asian	0.417 (0.211)	0.329 (0.199)	-0.282 (0.196)	-0.276 (0.220)	-0.054 (0.235)
Black	0.120 (0.208)	-0.131 (0.193)	-0.144 (0.179)	-0.027 (0.205)	0.191 (0.188)
Hispanic	-0.472 (0.313)	0.464 (0.272)	0.517 (0.380)	0.210 (0.328)	-0.422 (0.309)
Other Race	-0.127 (0.396)	-0.524 (0.169)**	0.088 (0.335)	0.320 (0.343)	0.250 (0.360)
Parental Ed < BA	0.480 (0.142)**	-0.329 (0.129)*	-0.324 (0.125)**	0.029 (0.139)	0.077 (0.140)
Parental Ed = BA	0.083 (0.127)	0.004 (0.117)	-0.048 (0.118)	-0.258 (0.129)*	0.170 (0.122)
R-Squared	0.068	0.043	0.116	0.051	0.018
N	665	665	665	665	665

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, and students with a parent who has a graduate degree. Students with low or neutral confidence about continuing in their majors indicated they strongly disagree, disagree, or are neutral about the following statement on the survey: "I am confident that my current major will be my final major."

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.5b Replication of Main Models Using Students with High Confidence about Continuing in their Majors (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.387 (0.068)**	0.163 (0.062)**	0.688 (0.066)**	-0.380 (0.069)**	-0.080 (0.063)
Asian	0.167 (0.156)	0.174 (0.151)	-0.240 (0.154)	-0.029 (0.148)	-0.015 (0.134)
Black	0.424 (0.145)**	-0.031 (0.120)	-0.401 (0.121)**	0.008 (0.124)	-0.015 (0.122)
Hispanic	0.028 (0.186)	0.009 (0.163)	0.329 (0.180)	0.005 (0.172)	-0.387 (0.166)*
Other Race	0.147 (0.206)	0.108 (0.163)	0.102 (0.214)	-0.220 (0.200)	-0.147 (0.198)
Parental Ed < BA	0.164 (0.089)	-0.084 (0.081)	0.003 (0.085)	-0.088 (0.087)	0.036 (0.081)
Parental Ed = BA	0.173 (0.079)*	-0.010 (0.073)	-0.154 (0.077)*	-0.007 (0.080)	-0.004 (0.074)
R-Squared	0.037	0.010	0.091	0.026	0.012
N	1571	1571	1571	1571	1571

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, and students with a parent who has a graduate degree. Students with high confidence about continuing in their majors indicated they strongly agree or agree with the following statement on the survey: "I am confident that my current major will be my final major."

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.6. Replication of Main Models (Figure 2, top row; or Appendix Table B.4) Using Re-weighted Data to Match the Distribution of Majors at MU (Based on Administrative Data).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.354 (0.062)**	0.118 (0.056)*	0.651 (0.059)**	-0.357 (0.063)**	-0.058 (0.059)
Asian	0.303 (0.138)*	0.228 (0.126)	-0.362 (0.129)**	0.024 (0.141)	-0.107 (0.136)
Black	0.450 (0.123)**	-0.130 (0.106)	-0.420 (0.116)**	0.020 (0.117)	0.064 (0.112)
Hispanic	-0.069 (0.180)	0.198 (0.152)	0.331 (0.160)*	0.005 (0.173)	-0.430 (0.151)**
Other Race	-0.039 (0.183)	-0.039 (0.151)	0.159 (0.190)	-0.097 (0.194)	0.010 (0.182)
Parental Ed < BA	0.316 (0.082)**	-0.202 (0.073)**	-0.105 (0.076)	-0.064 (0.082)	0.078 (0.077)
Parental Ed = BA	0.141 (0.069)*	-0.013 (0.066)	-0.132 (0.069)	-0.064 (0.074)	0.057 (0.067)
Survey Version 1	-0.298 (0.085)**	0.127 (0.078)	0.160 (0.082)	0.261 (0.091)**	-0.235 (0.081)
Survey Version 2	-0.163 (0.087)	0.286 (0.081)**	-0.315 (0.084)**	0.211 (0.090)*	-0.018 (0.082)
Survey Version 3	-0.053 (0.091)	0.053 (0.080)	0.120 (0.084)	0.143 (0.089)	-0.216 (0.084)
N	2240	2240	2240	2240	2240

Notes: Each column shows results from an independently estimated weighted regression. The weights are at the large-group major level and equal to the ratio of the MU-sample major share divided by the survey-sample major share. For example, for accounting/business/economics majors the weight is 0.23/0.32 (per Table 2). Robust standard errors are in parenthesis. The omitted groups are men, White students, students with a parent who has a graduate degree, and students who received survey version four. R-squared values are suppressed because the meaning of this statistic changes with the weighting.

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.7. Replication of Main Models Using Students in their First Year at MU Only (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.359 (0.072)**	0.173 (0.064)**	0.738 (0.067)**	-0.466 (0.071)**	-0.067 (0.066)
Asian	0.209 (0.165)	0.325 (0.156)*	-0.167 (0.159)	-0.221 (0.154)	0.002 (0.160)
Black	0.407 (0.155)**	-0.194 (0.136)	-0.384 (0.123)**	-0.059 (0.127)	0.225 (0.125)
Hispanic	-0.075 (0.206)	0.078 (0.169)	0.313 (0.195)	0.072 (0.194)	-0.390 (0.203)
Other Race	0.189 (0.240)	0.021 (0.180)	0.190 (0.230)	-0.222 (0.216)	-0.178 (0.222)
Parental Ed < BA	0.273 (0.095)**	-0.169 (0.083)*	-0.010 (0.086)	-0.066 (0.089)	-0.026 (0.086)
Parental Ed = BA	0.144 (0.083)	0.063 (0.075)	-0.037 (0.079)	-0.118 (0.084)	-0.061 (0.078)
Survey Version 1	-0.393 (0.099)*	0.124 (0.090)	0.095 (0.094)	0.381 (0.102)**	-0.191 (0.092)*
Survey Version 2	-0.040 (0.104)	0.191 (0.090)*	-0.359 (0.095)**	0.217 (0.102)*	-0.011 (0.092)
Survey Version 3	0.000 (0.103)	0.026 (0.091)	0.061 (0.095)	0.142 (0.101)	-0.215 (0.095)*
R-Squared	0.042	0.019	0.099	0.039	0.013
N	1499	1499	1499	1499	1499

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, students with a parent who has a graduate degree, and students who received survey version four.

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.8. Replication of Main Models Using Students Who Report Belonging to Just One Racial/Ethnic Category (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.345 (0.060)**	0.141 (0.055)*	0.661 (0.057)**	-0.392 (0.060)**	-0.054 (0.056)
Asian	0.256 (0.139)	0.262 (0.131)*	-0.306 (0.134)**	-0.132 (0.136)	0.100 (0.135)
Black	0.387 (0.136)**	-0.122 (0.113)	-0.372 (0.111)**	0.033 (0.119)	0.063 (0.109)
Hispanic	-0.284 (0.186)	0.124 (0.168)	0.394 (0.186)*	0.119 (0.206)	-0.364 (0.178)*
Other Race	0.597 (0.312)	0.023 (0.230)	-0.523 (0.322)	0.083 (0.285)	-0.180 (0.284)
Parental Ed < BA	0.295 (0.080)**	-0.176 (0.070)*	-0.112 (0.073)	-0.051 (0.077)	0.057 (0.073)
Parental Ed = BA	0.141 (0.069)*	-0.033 (0.064)	-0.132 (0.066)*	-0.052 (0.070)	0.067 (0.065)
Survey Version 1	-0.318 (0.083)**	0.105 (0.077)	0.188 (0.080)**	0.297 (0.085)**	-0.258 (0.078)**
Survey Version 2	-0.136 (0.085)	0.280 (0.078)	-0.298 (0.081)**	0.190 (0.085)*	-0.035 (0.078)
Survey Version 3	-0.011 (0.089)	0.042 (0.077)	0.077 (0.081)	0.134 (0.084)	-0.219 (0.081)**
R-Squared	0.040	0.016	0.091	0.026	0.011
N	2106	2106	2106	2106	2106

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, students with a parent who has a graduate degree, and students who received survey version four.

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.9a. Replication of Main Models, Survey Version 1 Only (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.476 (0.111)**	0.317 (0.104)**	0.790 (0.108)**	-0.430 (0.117)**	-0.170 (0.105)
Asian	0.530 (0.285)	0.361 (0.252)	-0.327 (0.251)	-0.360 (0.250)	-0.008 (0.230)
Black	0.372 (0.220)	0.043 (0.020)	-0.222 (0.178)	-0.390 (0.220)	0.194 (0.175)
Hispanic	-0.314 (0.259)	0.242 (0.299)	0.552 (0.236)*	0.257 (0.249)	-0.734 (0.264)**
Other Race	-0.100 (0.032)	0.139 (0.304)	-0.328 (0.337)	-0.024 (0.293)	0.315 (0.307)
Parental Ed < BA	0.310 (0.156)*	-0.241 (0.144)	-0.258 (0.143)	-0.063 (0.159)	0.221 (0.140)
Parental Ed = BA	0.108 (0.124)	-0.018 (0.119)	-0.144 (0.124)	-0.109 (0.133)	0.130 (0.124)
R-Squared	0.056	0.026	0.108	0.038	0.025
N	557	557	557	557	557

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, and students with a parent who has a graduate degree. The factors on survey version 1 were listed to students in the following order: (A) Field Interest, (B) Course Success, (C) Career Stability, (D) Career Fulfillment, and (E) Career Salary.

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.9b. Replication of Main Models, Survey Version 2 Only (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.190 (0.119)	0.087 (0.107)	0.688 (0.112)**	-0.341 (0.117)**	-0.247 (0.107)*
Asian	0.086 (0.240)	-0.127 (0.241)	0.177 (0.257)	-0.168 (0.242)	0.029 (0.213)
Black	0.457 (0.246)	-0.274 (0.217)	-0.366 (0.199)	0.151 (0.176)	0.028 (0.186)
Hispanic	0.077 (0.300)	0.127 (0.245)	0.526 (0.297)	-0.047 (0.299)	-0.688 (0.302)*
Other Race	0.247 (0.352)	-0.083 (0.205)	0.326 (0.320)	0.028 (0.359)	-0.521 (0.329)
Parental Ed < BA	0.342 (0.149)*	-0.204 (0.137)	-0.073 (0.144)	-0.014 (0.144)	-0.044 (0.135)
Parental Ed = BA	0.377 (0.136)**	-0.145 (0.125)	-0.262 (0.128)	-0.076 (0.140)	-0.046 (0.126)
R-Squared	0.028	0.010	0.080	0.018	0.027
N	566	566	566	566	566

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, and students with a parent who has a graduate degree. The factors on survey version 2 were listed to students in the following order: (A) Career Salary, (B) Field Interest, (C) Career Fulfillment, (D) Course Success, and (E) Career Stability.

**/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.9c. Replication of Main Models, Survey Version 3 Only (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.327 (0.123)**	0.078 (0.110)	0.629 (0.113)**	-0.429 (0.115)**	0.044 (0.115)
Asian	0.337 (0.250)	0.133 (0.228)	-0.422 (0.236)	0.105 (0.235)	-0.022 (0.237)
Black	0.257 (0.230)	0.092 (0.192)	-0.426 (0.201)*	0.190 (0.192)	-0.134 (0.222)
Hispanic	0.030 (0.400)	0.184 (0.289)	0.396 (0.314)	-0.102 (0.345)	-0.174 (0.334)
Other Race	0.216 (0.514)	-0.432 (0.331)	-0.325 (0.440)	0.120 (0.406)	0.397 (0.399)
Parental Ed < BA	0.200 (0.163)	-0.045 (0.136)	-0.040 (0.140)	0.044 (0.147)	-0.112 (0.153)
Parental Ed = BA	-0.013 (0.143)	0.032 (0.124)	-0.075 (0.132)	-0.038 (0.135)	0.069 (0.130)
R-Squared	0.023	0.006	0.069	0.028	0.006
N	561	561	561	561	561

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, and students with a parent who has a graduate degree. The factors on survey version 3 were listed to students in the following order: (A) Course Success, (B) Career Fulfillment, (C) Career Stability, (D) Career Salary, and (E) Field Interest. **/* indicates statistical significance at the 1-percent/5-percent level.

Appendix Table B.9d. Replication of Main Models, Survey Version 4 Only (Comparable to Figure 2, top row).

	Rank Value Models (Comparable to the Top Row of Figure 2)				
	Field Interest	Career Stability	Career Salary	Career Fulfillment	Course Success
Female	-0.456 (0.118)**	0.129 (0.106)	0.669 (0.111)**	-0.481 (0.118)**	0.139 (0.109)
Asian	0.139 (0.247)	0.530 (0.236)*	-0.521 (0.222)*	0.023 (0.246)	-0.170 (0.268)
Black	0.285 (0.262)	-0.176 (0.194)	-0.155 (0.240)	0.048 (0.268)	-0.002 (0.227)
Hispanic	-0.309 (0.313)	-0.002 (0.289)	0.125 (0.343)	0.121 (0.332)	0.065 (0.215)
Other Race	-0.140 (0.325)	0.063 (0.262)	0.660 (0.238)*	-0.433 (0.322)	-0.152 (0.308)
Parental Ed < BA	0.210 (0.151)	-0.159 (0.133)	-0.039 (0.142)	-0.184 (0.148)	0.173 (0.139)
Parental Ed = BA	0.113 (0.136)	0.080 (0.127)	0.020 (0.132)	-0.252 (0.139)	0.039 (0.127)
R-Squared	0.034	0.019	0.079	0.038	0.008
N	556	556	556	556	556

Notes: Each column shows results from an independently estimated regression. Robust standard errors are in parenthesis. The omitted groups are men, White students, and students with a parent who has a graduate degree. The factors on survey version 3 were listed to students in the following order: (A) Career Fulfillment, (B) Career Stability, (C) Career Salary, (D) Field Interest, and (E) Course Success. **/* indicates statistical significance at the 1-percent/5-percent level.