Career Outcomes:
A Study of Liberal Arts Graduates

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Leading educators have spoken on the advantages of a liberal arts education (Cheney, 1986; DiBiaggio, 1985). The main argument in support of liberal arts has been the increasing value of these graduates, who can think critically and act wisely, to business and government. In Recruiting Trends, a survey of major American corporations, Shingleton and Scheetz (1986) have asked employers to estimate the value of training and attributes for liberal arts who work in their organizations. Most employers responded enthusiastically. This enthusiasm is tempered somewhat by the recognition that these questions were directed toward middle and upper management personnel. For the majority of liberal arts graduates, the challenge is getting a job, any job, after graduation; much less worry about middle management positions. As Rochelle Jones comments, "We have a liberal arts degree which qualifies us for almost everything in general and nothing in particular and when the local insurance company has an opening, we seize it. We are pressured, we drift...." (1980). The central concern becomes the identification of ways to assist liberal arts graduates in achieving the career success that others envision for them.

Follow-up reports often conducted by universities highlight the varied outcomes of their liberal arts graduates. There is usually much satisfaction expressed because of the success of these graduates. Rightly so, these are the successful graduates; other graduates, still not on a career path or permanently derailed, have failed to respond. Missing from these outcome reports has been the career dynamics, relating how these liberal arts moved into and along their career path.

Little research, especially recent (Sharp and Weidman, 1987), has focused specifically on the career outcomes of liberal arts majors and underemployment among these graduates. A major problem for liberal arts research is the difficulty of linking this type of educational attainment to specific job outcomes (Carnegie Foundation, 1977). Richards (1984a, 1984b) and Sharp and Weidman (1987) have examined the early outcomes of liberal arts majors. Their findings clearly indicate that it may take several years before these graduates begin a career path. Students from science and social science disciplines appear to be involved in a career sooner than humanities majors. A sizeable number of graduates (46%) reported being underemployed, and over time, learned to accommodate their predicament by changing their own expectations (Richards, 1984a). A recognized shortcoming of both studies was the relatively short time span covered by these studies; thus, the

data may not accurately reflect occupational achievement.

The purpose of this career outcomes study is to examine over a longer time span the career history of liberal arts graduates. Because humanities majors have a more difficult time getting "on track," this analysis specifically addresses the career outcomes of humanities majors (English, history, studio arts, music, and philosophy) and provides comparison with social sciences, engineering, and business majors. Career mobility (occupational experience) is expected to be related to job satisfaction, career success, and overall life satisfaction. By studying the career outcomes of a larger sample of liberal arts graduates over time, we expect to provide information about the range of careers that these majors attain as their careers evolve.

Data Base

The data for the study come from the Career Development Study which was conducted by the Collegiate Employment Research Institute. Between November, 1986 and February, 1987, a stratified random sample of college graduates from a major midwestern university were surveyed on the development of their careers since receiving their baccalaureate degrees. The sample was stratified according to year of graduation -- ten years were used and ranged from one to thirty five-years since graduation -- and college awarding the degree. Approximately 7,900 responses were received, a 25% response rate, with 7,863 responses usable for analytical purposes.

In general, the response rate improved as the number of years since graduation increased. For classes from the years 35, 30, and 25 since graduation, the response rate exceeded 30%. For those classes 10 to 20 years after graduation, a 25% response rate was obtained. For the most recent graduation classes, the response rate fell to 18%.

Even after repeated follow-up attempts (post card reminders and telephone calls), the number of respondents, particularly from the more recent classes, did not improve substantially. Several reasons were found for the lower than expected response rates among recent classes. For one, a larger number of surveys were returned by the postal service for incorrect addresses. Recent graduates had not yet settled down; so the permanent addresses available to the university proved inaccurate. In addition, many students were still in school pursuing graduate degrees, especially from classes within five years of graduation. Finally, extremely poor economic conditions in Michigan between 1980 and 1984 caused limited job opportunities to be available for new college graduates. For this reason, some graduates were only employed in "junk jobs" during these years and have yet to embark on a career. Graduates in this situation felt reluctant to tell us, on paper, what they were doing. They were concerned that university officials and students

would learn of their "demeaning" situation; as a result, they chose not to respond.

Methodology

The first step involved the identification of those respondents who had earned a baccalaureate degree with a major in the fields of arts and letters, social sciences, business, and engineering. Respondents were included from the following areas of arts and letters: English, history, art, music, philosophy, religion, and humanities; in the fields of social sciences: criminal justice, social work, political science, psychology, sociology, urban planning, including geography, and multi-disciplinary programs; from business: finance, marketing, general business, hotel and restaurant management, and accounting; and majors in engineering: electrical, chemical, civil, mechanical, and computer science. The number of respondents in this group of four fields totaled 3,834.

Table 1 shows the distribution of the study sample by year of graduation and sex for baccalaureate recipients in the four colleges. While the academic majors for all respondents were known, the analytical procedures of the study used the broader college groups in order to maintain a sufficiently large number of cases for more powerful statistical treatment.

For comparison purposes, three colleges besides arts and letters were utilized in this study. Social science majors were included because these majors enroll in humanities courses. Also, humanities courses form a major component of some social science curricula. Business and engineering majors were studied because they take fewer humanities and social science courses, and these individuals may take potentially different career paths.

The major analytical thrust of this study employed multivariate analyses to show the relationships among variables that aide in explaining the available measures of career attainment: type of job obtained, satisfaction with the job, and career potential. A common measure of career attainment is income. In pretests, respondents were more willing to report family income rather than personal income. Family incomes used in this study have not been standardized to reflect the working composition of the household; thus, this measure has not been included in this analysis. Because of time constraints, each occupation has not been assigned a Duncan Socioeconomic Index prestige score.

Additional aspects of career attainment (career goals, supervisory responsibility, and work activities for example) are also considered. These factors may be important in the career development of liberal arts majors (arts and letters and social science graduates) who are perceived to be less materialistic in job expectations than business and engineering majors (Astin, 1978

and 1986). Attention has been give to career attainment differences by gender, as research has shown men and women may follow different processes (Miller, et. al., 1979; Spaeth, 1977).

Several survey items had multiple parts. Factor analysis of these items was employed to develop latent composite variables.

Data Limitations

Missing data appear to be randomly scattered throughout the data base. Every effort has been made to maximize the number of valid cases available for analysis. There may be some variation, however, in the number of cases from table to table.

The samples used in the data analyses may not be necessarily representative of all college graduates who earned baccalaureate degrees from these colleges. The sample is 98% White while the actual representation of Whites should be about 94 to 95%. Thus, there is a low representation by minorities. Other available population characteristics, such as grade point average, seem to indicate that the sample accurately mirrors the graduating population of this institution for the period covered in this study. This data set is very inclusive for the years covered; plus, the data set contains detailed information on career development that is otherwise not available, justifying the use of the data in this study.

Descriptive Findings

The career development data used in this study describe the employment history of a college population that has been in the labor market from one to thirty-five years since obtaining their undergraduate degrees. For each job obtained by these graduates, information on the type of job, employer, years in the job, major work activity, job location, and career prospects were obtained. Several socioeconomic characteristics were also obtained to be used to control for certain types of effects. As noted in Table 1, 36% of the sample is composed of women.

Roughly 75% of all arts and letters respondents had completed at least some graduate study beyond the baccalaureate (Table 2). A higher percentage of graduates from arts and letters and social sciences earned Ph.D's and LLB's than graduates from business and engineering. In fact, approximately 45% of the business and engineering graduates did not pursue any additional coursework after receiving their baccalaureate degrees.

The proportion of female respondents who had completed at least some graduate study ranged from 48% in engineering to 72% in arts and letters (Table 3). Teachers, the most common occupation reported by arts and letter's female graduates, are expected to

take additional courses to become certified, often leading to the completion of a Master's degree. Thus, the high involvement in post-graduate study was not unexpected. The majority of women with education beyond a bachelor's degree obtained master's or professional master's (MBA, MAT, MSW) degrees. A very small percentage of women had earned Ph.D's in arts and letters, social sciences, and engineering while over 6% from social sciences had received LLB's. More men pursued post-baccalaureate educational opportunities than women, particularly in engineering and business. While women generally ended their educational pursuits at the Master's level, a higher proportion of men obtained Ph.D's and professional degrees. These patterns come as no surprise as they are consistent with national university enrollment figures.

Students who pursued engineering tended to matriculate to campus from smaller towns (Table 2). Business graduates, on the other hand, came from larger cities; approximately 12% from municipalities with more than a million people. Arts and letters and social sciences graduates were likely to have been raised in medium size towns (from 10,000 to 100,000 people).

The distribution of respondents across grade point average groups was consistent with data from the past 10 years for the campus as a whole. Students in engineering and arts and letters had higher grade point averages. Admittance to the engineering school is based on GPA. By the time students in engineering are ready to graduate those with lower grades have usually left the program. Even with admissions requirements that limits admittance to students with higher grades, business majors tended to have lower grades among these groups.

The vast majority of graduates were married; nearly 75% in business and engineering. Arts and letters and social sciences graduates reported slightly higher percentages of being separated or divorced. Those individuals seeking alternative personal life-style arrangements were likely to be from liberal arts.

Family income varied across colleges. Arts and letters graduates had a higher percentage under $30,000, approximately 30%. (In comparison, only 6% of the engineering majors reported family income less than $30,000.) Over 57% of the business graduates reported family incomes above $50,000 with 18% over $100,000. Engineers appeared to have a narrow range of reported incomes. Considering that recent engineering graduates have been receiving starting salaries averaging around $30,000 per year,[1] approximately 40% of the engineers report family income of between $30,000 and $50,000 with another 33% between $50,000 and $75,000. Not considering the contribution of the spouses for the moment,

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[1]Based on data from follow-up reports at Placement Services office.

family income for engineers varied within a narrower range than other majors.

In response to a question on current work status, respondents were allowed to select more than one category, permitting those women and men who both worked and carried out household duties to indicate this situation on the questionnaire. The vase majority of business and engineering graduates were working full-time with only one-third also listing household duties (Tables 2, 4, and 5). Approximately 56% of social science graduates were working full-time. Arts and letters majors -- both men and women -- were less likely to be working full-time. Over the entire time period, more than 70% of the men in each year (exception 1979) indicated they were working full-time; only a small portion mentioned household commitments. A slight majority of recent women graduates were working full-time; but this majority quickly eroded as more women from earlier graduating classes indicated they were mostly involved with household duties (Table 5).

A higher incidence of part-time employment was reported by women than men; particularly for recent graduates and those who have been out more than 25 years. Unemployment was seldom reported, with higher incidence reported for majors from arts and letters. Men appeared more affected by unemployment while women were more likely to be involved in part-time work experiences. While the incidence of part-time work and the frequency of unemployment suggest that arts and letters and social science majors may have more difficulty getting established in a career, women, irrespective of major, appeared to have more problems establishing their careers than men. Some of the graduates with part-time work status, however, may actually be doing so voluntarily (graduate school commitment).

The specific jobs held by these graduates were examined. Where a large number of respondents reported the same occupation, such as teacher, accountant, or engineer, the specific job title was used for grouping graduates. A more general sorting procedure was employed with the remaining occupations. According to the Census classifications for professional, technical, managerial, and administration occupations, a college degree would generally be required for employment. Occupations falling into this group have been labeled "degree". The other group consisted of "non-degree" occupations, such as receptionist, secretary, and food and beverage server: occupations that do not necessarily require a four year degree to carry out assigned work tasks.

Graduates took initial employment in a wide variety of positions with the most common being listed in Table 6. Twelve to fourteen occupations accounted for around 70% of the graduates from arts and letters and social sciences. Teaching was the most common occupation in arts and letters (38%) while counseling and social

work (15%) police (90%) and teaching (8%) were popular in social sciences. Fewer occupations were needed to classify the majority of business and engineering graduates. As expected, business and engineering graduates went into well defined careers that were directly related to their majors. In arts and letters and social sciences, on the other hand, 18% and 11% of the graduates, respectively, were employed in jobs not requiring a college degree.

Depending on the year, as high as 20% of the men entered the armed forces immediately after graduation (Table 7). For both men and women in arts and letters, beginning in the 1970's, there was a high incidence of non-degree related employment (Tables 7 and 9). Women, irrespective of major, reported that their jobs often did not require a college degree (Table 9).

When arts and letters graduates are compared to other graduates, the other groups did better initially in obtaining degree related employment. However, graduates for social science, in particular, and business also appeared to have often had trouble finding career related employment.

When evaluating the career prospects of those first jobs, more than 80% of the men from the classes of 1952, 1957, and 1962 indicated that their positions were appropriate or were possible career paths; those in the armed forces were more likely to designate the position as an interim job (Table 8). Overall, women from this same period also reported a high degree of fit between their career goals and occupation, 75% to 80% (Table 10). Women in social science field, however, were slightly more disillusioned with their career prospects during the 1950's and 1960's.

Men from arts and letters began to report lower agreement between first occupation and career expectations in 1967 with the other fields still providing a good match. Beginning in 1972, men reported less agreement between their initial job and their careers in social science. At the same time, some erosion in the match between occupation and career was also reported by men in business and engineering. Because of economic problems in the early 1980's, the bigger gap between initial jobs and career expectations was anticipated.

Women who entered the work force between 1952 and 1967 believed that their first jobs were highly appropriate career paths. In this period, society expected women to be teachers and office assistants; even the few engineers who were not working in engineering positions did not report any divergence between their occupation and career goals. If any disenchantment existed among women in the late sixties, it rested with women business graduates.

The entire labor market situation began to change in the early 1970's. As women's role in the world of work began to change, so

did their expectations. Women found that their initial jobs did not correspond to their career expectations, particularly in arts and letters, social sciences, and business. Women who entered engineering reported much higher agreement between their job and career prospects.

People do change occupations from three to five times over their lifetime. If a particular job does not meet one's career expectations, the individual is likely to change occupations. The more popular occupations which these graduates are currently employed are listed in Table 11. There has been a noticeable change in the composition of occupations. Arts and letters graduates, for example, are now found in a wide variety of degree related occupations; only a small percentage still remain in non-degree jobs. Women have shifted to homemaker in increasing numbers but this movement accounts for only a small part of the decline in non-degree employment. Social sciences graduates followed a similar pattern.

One noticeable shift is toward management positions -- the natural progression in many people's career. Also an increasing number of graduates have followed career paths into professions, especially the law. More graduates have entered in teaching fields, except in arts and letters. The teaching activities in business and engineering have primarily been at the collegiate level. A final observation for engineers suggest that these graduates have begun to disperse into occupations that are closely associated with the engineering field.

Further breakdowns of occupations for men and women are listed in Tables 12 and 14.[2] A comparison of these breakdowns with those reported in Tables 7 and 9 found that after several years of work, men were working in occupations that better utilized their college degrees. The career prospects for these jobs according to male respondents were rated excellent by all years except 1985. Arts and letters and social science male graduates did not appear to be any less enthused than engineering or business male graduates for their career outlooks. In fact, a significant number of arts and letters graduates had moved into professional and management positions. Lingering pockets of male graduates working in non-degree occupations still existed; but this may now be more a matter of choice.

Despite moving into management and professional positions, women still held a higher number of positions that did not require college degrees. In addition, anywhere from 5% to 10% of the women in a particular class had left the work force to be full-time

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[2]These lists include only people who have changed jobs. If the respondent was still in his/her first job, no observation would be included in these tables.

homemakers. Women who had graduated at least 6 years from the time of the study (those with the highest probability of having families) where more likely to be temporarily out of the work force. Women in business and engineering were not necessarily more willing to remain in the work force with families. Arts and letters graduates, however, reported a higher proportion of women as homemakers.

Women from all disciplines still expressed an unhappiness with their job when evaluating their career prospects (Table 15). Women's selection of appropriate career path was noticeably lower than the corresponding percentage of men. Women in engineering were not as enthusiastic about their career prospects as their male counterparts. The number of management positions women accepted were fewer, proportionally, than men. In addition, women were more likely to accept less desirable positions to accommodate family life. Some women may have lowered their career expectations to match their present job situations; even though they may still aspire to loftier careers. Interestingly, women from business and engineering who graduated seven or more years ago, expressed less satisfaction with their careers. These women may have interrupted their careers for family reasons. These interruptions may have adversely affected their career paths, causing conflict with career expectations. Women graduates from arts and letter and social science fields, who have recently graduated, still remain disenchanted with their current job.

The descriptive data examined so far reveal no dramatic differences in occupational experiences of arts and letters graduates compared to graduates in several other fields. The evidence does suggest that arts and letters and social science graduates have a more difficult time getting onto a career path; this is particularly true for women. Men and women have both faced some serious employment problems over the last five years, indicated by the higher percentage of non-degree occupations.

Graduates from engineering and business have not, however, been spared adjustment problems. Not everyone in these fields were happy with their first job. Women, even after making some occupational adjustments, remain less enthusiastic about their progress toward their career goals. Decisions about family and the conflict between family and work values may have resulted in more women being unhappy about their career prospects.

Occupational Satisfaction, Career Advancement and Personal Goals

Clearly, college major influences attainment of a desired career path. The majority of graduates find a working situation they enjoy; it just takes liberal arts majors, especially women, a little longer. To determine the extent that gender and academic major influence occupational satisfaction and career advancement, comparisons were made on the responses given to questions concerning these issues. Job status (Duncan SEI) indicators have

not been included because time did not permit re-coding the existing job classifications.

While the overall averages for years spent in one's first and current jobs suggest that men stay longer (Table 16), this statistic was the result of the large number of men, relative to women, who graduated 25 to 35 years ago and who remained in their initial positions a long time. Since the 1970's, the year differential between men and women in their first job has gradually disappeared until 1985 when they were practically the same (Table 17). Consistent with observations of the labor force (e.g. Birch, 1987), new work force participants in recent years do not stay in their first positions very long. In 1952, graduates stayed in their first positions more than five years. By 1985, the average stay for those making job changes was less than one year. Over 40% of the men and 59% of the women from the class of 1985 had changed jobs, at least once, within two years of graduation.

There was little difference across majors in the amount of time spent in the first job, slightly over four years (Table 18). A modest difference was detected across majors for years in one's current job ($F = 2.85$, $p \leq .04$) with engineers spending the least amount of time. There was also a significant finding for year of graduation ($F = 120.88$, $p \leq .001$) with older graduates having much longer time in service at one job (Table 17). Beginning with recent graduates through those who graduated within the last 10 years, time in their current and initial positions has been much shorter.

Promotional opportunities were viewed differently by men and women (Table 16) and across academic majors (Table 18). Men were more optimistic about future promotions possibilities than women ($F = 45.52$, $p \leq .001$). Women expressed a stronger opinion that their promotional opportunities were limited. Promotional opportunities were considered limited by arts and letters and social science graduates ($F = 7.79$, $p \leq .001$). Business majors were more enthusiastic.

Both women and men rated themselves moderately successful at the work they currently do. Both men and women tended to believe that their supervisor and coworkers would rate them more successful in the work they do than they actually rated themselves. The dynamics of the workplace and an individual's perception of their work environment have probably influenced the individual's career path.

Comparing perceptions of success across academic majors does not reveal any significantly strong differences. Interestingly, engineers may have lower self-esteem about their job performance when compared to other majors, with the possible exception of social science majors. The success ratings for supervisors and

co-workers were lowest for engineers. Business majors certainly did not lack for modesty, as they rated themselves highly successful.

Where the academic majors strongly differed was on career progress ($F = 3.58$, $p \leq .01$). Arts and letters and social science majors were slightly less optimistic about their career progress at this point than were business and engineering majors.

Also reported in Tables 16 and 18 are the number of jobs held, number of organizations worked for, and number of people supervised by the respondents. There was little difference between men and women across academic majors on number of jobs and number of organizations though arts and letters graduates held slightly more jobs and worked in more organizations. Engineers have worked in fewer organizations than other majors. Engineers may, however, have held different jobs within the same company; while other majors may have held the same job in different companies. Not all these changes were captured in the work history section of the survey.

Large (significant) differences were observed in the number of people supervised. Men ($F = 20.64$, $p \leq .001$) supervised nearly 10 more people on the average than women (Table 16). Differences also occurred across majors with business and social science majors supervising approximately 24 people compared to 21 for arts and letters and only 17 for engineers. Women in engineering only supervised 5 people which was 2 to 3 times lower than women in other fields.

Twenty-six factors often cited as important in the development of one's career were factor analyzed, producing five important areas that influence careers (Table 19). Environment (stable future, congenial co-workers, pleasant working conditions) was rated more important by women ($F = 16.74$, $p \leq .001$) but did not vary noticeable across academic major. Major and gender both affected the ratings for advancement/status (prestige, social status, high salary). Men perceived this as more important than women ($F = 60.54$, $p \leq .001$) as did business majors ($F = 16.83$, $p \leq .001$). Consistent with other observations, arts and letters majors appeared to be less materialistic than other majors.

When it comes to independence (use special abilities, freedom from supervision, variety of work experiences, free to choose what to do), both men and women rated this factor as extremely important and higher than all other factors (women slightly higher than men, $F = 4.99$, $p \leq .03$). Variation occurred among majors with engineers rating this factor lower. Arts and letters majors had a high need for independence in their careers.

Leadership and growth (working as a team, opportunity to

exercise leadership, and contribute to important decisions) received nearly the same rating from men and women, approximately 3.5 (very important). Leadership was viewed as more important by engineering and business majors ($F = 4.98$, $p \leq .002$). The global (professional recognition, benefit society) dimension of the total work environment was slightly more important to women ($F = 4.63$, $p \leq .03$) and arts and letters majors ($F = 21.35$, $p \leq .001$)

Women, in general, and graduates from arts and letters and social sciences view their career paths differently from men and business and engineering, respectively. The key dimensions for women were independence and environment for which they may be willing to trade off salary and advancement; factors that are more important for men. Noticeable academic major differences, comparable to the gender differences, occurred particularly between the liberal arts group (arts and letters and social science majors) and business and engineering majors. These differences are further magnified when a comparison is made of the values different majors held in their life.

Life goal weightings are found in Table 20. When allocating points across these goals, respondents were able to assign their own weights to certain aspects of their life. Women clearly were more family oriented than men and also gave less weight to financial success. Men certainly did not shirk family responsibilities but clearly their top priority was work. Academic major weightings followed a similar pattern with the liberal arts majors having a different distribution of goal preferences. Because of the number of gender and academic major measurements, significant results are given at the bottom of Table 20. These goal dimensions may provide insight into the career formation of different graduates. Unfortunately, we are not in a position to explore these relationships further at this time.

Implications

This preliminary examination of the Career Development database does not permit us to make broad generalizations. Additional analysis of occupations based on Duncan SEI and career steps (jobs taken between first job and current job) are currently underway. These analyses will shed light on the journey individuals have made to reach a career track and better pinpoint the length of time taken to "arrive" at an acceptable career position. Nevertheless, this study did provide some helpful insights and clarified some ambiguous areas left from other studies. For example, the assumption that engineers are always satisfied with the career is misfounded. With these defined pieces, we can begin to construct a clearer picture of what is occurring during those early years a college graduate is making the transition into the world of work.

As Sharp and Weidman (1987) have found, liberal arts majors,

especially those in social sciences, have a difficult time getting into "quality" employment situations immediately after graduation. This may partially be a result of a realignment in the labor market, beginning in the early 1970's, where the growth in professional jobs did not keep pace with the growth in the number of young adults obtaining bachelors degrees. Another dimension finds that students are less prepared to deal with the world of work.

Resident advisors, counseling staff and placement advisors continue to comment that students arrive at college with the expectations that a college degree automatically entitles them a rewarding professional experience; if nothing else, guarantees economic life-style. Unfortunately, students have little sense of the career planning/exploration process. By the time they are ready to graduate, they have still not focused on their career or job plans. Too often repeated is the story of the student who wanders aimlessly into the placement office several weeks before graduation (or worse, after) wanting to know what jobs are available.

The realignment of the labor market and student lack of career focus may have the most significant impact on liberal arts majors -- majors that do not have clear cut job outcomes as a component of their academic programs. Caught up in all this are women who seem to have a more difficult time than men in getting into a satisfying career. Not only do they tend to major in disciplines subject to poorly defined outcomes, women's expectations of their role in work and their career paths are dramatically changing. The labor market has not adjusted quickly enough to accommodate so many women demanding professional positions.

Everything is not a "piece of cake" for men, even in the "exalted" majors of business and engineering. Certainly the availability of professional jobs contributed to the lower ratings among men from recent graduating classes on their career prospects. Ongoing work at the Institute on the early socialization of graduates in the work force suggests that men may have more problems than women in adjusting to work -- hence they leave a position sooner. Also, the restructuring of many corporations who have cut out many middle management managers has caused men, who have higher expectations of quickly becoming managers, to reevaluate their career plans.

The optimistic observation from this study is that graduates over a period of time do obtain solid, responsible positions in the world of work -- both men and women. This finding should allay some of the fear expressed by Sharp and Weidman who were concerned that humanities graduates might not gain a foothold in work compatible with their educational experiences. Of course, this sample has a high probability of capturing only those respondents

who have been "successful" in their careers. Those graduates having difficulty when establishing their careers would be less likely to respond. Whether graduates having problems comprise a large portion of the non-respondent pool, especially after being out seven or more years, is not known. Through several longitudinal studies, the Institute is attempting to track liberal arts graduates through their early careers, to determine how they adjust. We may find what Sharp and Weidman expect -- a number of unhappy graduates who have not been able to find rewarding career positions and as a result, have modified their expectations to correspond to their working environment.

How can students better prepare themselves for the world of work, minimizing the possible negative aspects presently occurring during the early states of one's career. Clearly, students need to take more responsibility for their career-planning earlier in their college careers. Freshman and sophomores need to cultivate their careers by gaining work experience, sharpening technical and especially, communication skills, and increasing the self-awareness of their interests.

Students are not always going to start this process on their own initiative. Faculty, advisors, and other student support staff at our colleges and universities need to nurture their students along. More attention needs to be given to experimentation with and information dissemination on the world of work. Simply relying on the labor market to bounce back, e.g., more teaching positions in elementary and secondary schools, may be myopic. While slightly more students may pursue teaching professions, exposure to a wide range of new occupations when the teaching market disappeared has caused many students to rethink the type of jobs they pursue.

This study confirms much of what we intuitively believe about career development; in addition, the study has added a time dimension to earlier studies. We have examined career outcomes beyond the initial job taken after graduation. Further work needs to be conducted on whether the career paths of different majors vary, as do the career paths of men and women within the same major. Men and women appear to differ with more women less satisfied with their career progress. Now the task is to determine what factors are affecting these differences.

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Table 1

Distribution of Sample Population Across Graduation Year and Gender.

College	TOTAL N	YEAR 1952	1957	1962	1967	1972	1977	1979	1981	1983	1985	SEX Male	Female
Arts & Letters	851	52 6.1%	53 6.2%	80 9.4%	110 12.9%	140 16.5%	148 17.4%	108 12.7%	60 7.1%	48 5.6%	51 6.0%	240 36.0%	418 64.0%
Social Sciences	963	69 7.2%	79 8.2%	112 11.6%	111 11.5%	136 14.1%	127 13.2%	89 9.2%	96 10.0%	74 7.7%	68 7.1%	476 57.0%	359 43.0%
Business	1110	114 10.3%	141 12.7%	142 12.8%	128 11.5%	114 10.3%	127 11.4%	89 8.0%	105 9.5%	75 6.8%	73 6.6%	904 70.0%	379 30.0%
Engineering	910	73 8.0%	99 10.9%	61 6.7%	67 7.4%	80 8.8%	129 14.2%	103 11.3%	103 11.3%	101 11.1%	91 10.0%	795 83.0%	167 17.0%
TOTAL	3834	308 8.0%	371 9.7%	395 10.3%	416 10.8%	470 12.2%	531 13.9%	389 10.1%	364 9.5%	298 7.8%	283 7.4%	2455 64.0%	1382 36.0%

% Represent proportion of row total.

Table 2

Characteristics of Sample Population According to College (Percent).

Additional Education	Arts/ Letters	Social Sciences	Business	Engineering
None	26.1 %	32.3 %	47.6 %	44.1 %
Master's (MA,MS)	17.8	11.0	6.6	15.8
Professional (MBA,MAT,MSW)	13.1	14.8	14.6	10.5
PhD or Equivalent	5.4	4.8	1.4	3.5
MD,DDS,DVM	0.7	0.4	0.5	0.5
LLB/JD	5.2	11.3	5.0	1.8
Additional Proffessional Coursework Only	28.9	22.8	21.9	22.6
Other	2.9	2.6	2.3	1.3
Size of Hometown				
<1,000	4.2 %	5.1 %	5.3 %	7.1 %
1,000 - 2,500	6.3	7.2	4.7	7.9
2,500 - 5,000	6.0	7.4	7.0	6.7
5,000 - 10,000	8.4	9.0	7.4	11.1
10,000 - 50,000	29.4	25.9	26.1	24.2
50,000 - 100,000	15.2	16.2	15.6	15.2
100,000 - 500,000	17.8	17.0	18.8	17.6
500,000 - 1,000,000	3.0	3.1	3.0	2.8
>1,000,000	9.6	9.1	12.2	7.5
Grade Point Average				
<2.5	9.0 %	12.1 %	18.1 %	9.8 %
2.51 - 3.00	27.9	37.1	44.0	36.6
3.01 - 3.50	37.7	34.7	27.9	38.6
>3.51	25.4	16.0	9.9	15.0
Marital Status				
Single	21.4 %	20.8 %	17.9 %	21.2 %
Married	69.9	67.9	75.9	74.4
Widowed	0.2	0.7	0.5	0.1
Separated	7.4	7.3	4.3	2.4
Cohabitating	4.1	3.3	1.5	1.9
Employment Status				
Full-Time Employment	42.7 %	54.8 %	68.2 %	72.0 %
Part-Time Employment	3.4	3.6	1.6	0.6
Unemployment	1.9	1.6	0.6	1.7
Homemaker	52.0	40.0	29.5	25.8
Family Income				
<5,000	0.8 %	0.8 %	0.3 %	0.2 %
5,000 - 9,999	2.1	1.6	0.1	0.2
10,000 - 14,999	4.4	2.5	0.5	0.3
15,000 - 19,999	6.4	4.3	2.6	1.1
20,000 - 24,999	9.1	7.0	4.4	1.5
25,000 - 29,999	7.3	6.1	5.5	2.6
30,000 - 34,999	10.6	8.5	6.1	10.3
35,000 - 39,999	6.4	8.3	5.9	9.8
40,000 - 49,999	14.7	14.4	13.7	22.1
50,000 - 74,999	23.2	27.9	28.0	32.5
75,000 - 99,999	7.5	8.5	15.4	12.4
>100,000	7.5	10.1	17.6	7.3

Table 3

Educational Attainment of College Graduates from Sample Population by Gender (Percent).

Males	Arts and Letters	Social Sciences	Business	Engineering
None	23.1 %	29.5 %	45.5 %	42.1 %
Master's (MA,MS)	14.6	12.0	7.0	16.9
Professional (MBA,MAT,MSW)	13.2	12.2	15.4	10.8
PhD or Equivalent	10.3	5.8	1.7	3.6
MD,DDS,DVM	1.5	0.4	0.5	0.6
LLB/JD	10.6	14.7	5.5	1.8
Additional Proffessional Coursework Only	24.9	23.0	21.9	22.7
Other	1.8	2.3	2.4	1.5
Females				
None	27.9 %	36.3 %	55.3 %	55.5 %
Master's (MA,MS)	19.5	9.6	5.1	9.3
Professional (MBA,MAT,MSW)	13.1	18.4	12.0	9.3
PhD or Equivalent	2.7	3.4	0.5	2.8
MD,DDS,DVM	0.2	0.3	0.5	0.0
LLB/JD	2.1	6.5	3.2	1.9
Additional Proffessional Coursework Only	31.0	22.4	21.7	21.3
Other	3.5	3.1	1.8	0.0

Table 4

Employment Status of Sample Population at Time of Survey By Gender (Percent).

Women: Employment Status	Arts and Letters	Social Sciences	Business	Engineering
Full-Time Employment	32.8 %	37.1 %	42.3 %	41.2 %
Part-Time Employment	4.3	4.3	4.2	0.7
Unemployed	1.7	1.2	0.0	2.9
Homemaker	61.2	57.4	53.5	55.1
Men: Employment Status				
Full-Time Employment	60.8 %	69.0 %	86.7 %	77.7 %
Part-Time Employment	1.7	3.1	1.0	0.1
Unemployed	2.4	1.9	1.0	1.9
Homemaker	35.1	26.0	25.0	20.3

Table 5:

Employment Status of Sample Population According to Year of Graduation (Percent).

WOMEN	1952	1957	1962	1967	1972	1977	1979	1981	1983	1985
Full Time	22.8%	23.5%	28.2%	26.9%	33.9%	32.7%	35.2%	47.5%	47.5%	51.0%
Part-Time	7.0	5.9	3.9	3.9	3.6	2.7	2.8	2.5	3.6	7.4
Unemployed	--	--	1.9	--	0.6	2.7	1.7	1.3	1.4	1.3
Homemaker	70.2	70.6	66.0	69.2	61.9	61.9	60.4	48.8	47.5	40.3

MEN	1952	1957	1962	1967	1972	1977	1979	1981	1983	1985
Full Time	71.0%	78.6%	72.5%	73.9%	71.5%	73.2%	68.5%	75.8%	76.0%	70.2%
Part-Time	2.6	1.0	0.7	1.0	0.7	--	1.0	0.5	2.7	7.3
Unemployed	2.2	1.0	1.4	0.7	2.0	0.7	3.0	--	1.3	4.0
Homemaker	24.2	19.3	25.4	24.5	25.8	26.1	27.6	23.7	20.0	18.6

Table 6

First Jobs Commonly Taken by Graduates Arranged by College (Percent).

Arts/Letters		Social Sciences		Business		Engineering	
Teacher	37.8 %	Social Worker/Counselor/Therapist	15.0 %	Accountant	23.3 %	Mechanical	23.9 %
Secretary	6.9	Police/Security	9.7	Management	12.5	Engineering (other)	15.0
Social Worker/Counselor/Therapist	4.8	Teacher	8.0	Sales	12.3	Electrical	14.2
Receptionist	3.6	Armed Forces	6.1	Armed Forces	7.4	Civil	11.0
Sales	3.5	Sales	4.5	Supervisor	5.7	Chemical	8.2
Retail Sales Clerk	3.1	Lawyer	4.0	Teacher	4.5	Computer Scientist	8.2
Food/Bev. Service	2.2	Management	3.7	Secretary	3.1	Armed Forces	2.4
Armed Forces	2.2	Secretary	3.4	Bookkeeper	2.7		
Artist/Musician	2.0	Food/Bev. Service	2.9				
Designer/Graphic	1.9	Receptionist	2.6				
Writer	1.9	Supervisor	2.6				
Cashier/Teller	1.8	Urban Planner	2.5				
Lawyer	1.7	Personnel Admin.	2.5				
		Retail Sales Clerk	2.2				
TOTAL*	73.2 %		69.7 %		71.5 %		82.9 %

*The jobs listed in the column account for this percentage of the total number reporting jobs in each college.

Table 7

First Jobs Taken by Men, Arranged by College and Year (Number and Percent).

	Arts\Letters				Social Sciences			
1952	Professional	1	5.0	%	1952	Professional	2	3.8 %
	Teacher	7	35.0			Degree	14	26.9
	Degree	6	30.0			Management	8	15.4
	Armed Forces	4	20.0			Armed Forces	17	32.7
	Management	1	5.0			Police/Security	5	9.6
	Non-Degree	1	5.0			Non-Degree	4	7.6
1957	Degree	10	38.5	%	1957	Professional	2	3.8 %
	Teacher	13	50.0			Degree	27	50.9
	Non-Degree	2	11.5			Management	4	7.6
						Armed Forces	6	11.3
1962	Professional	4	14.8	%		Police/Security	8	15.1
	Teacher	13	48.2			Non-Degree	1	1.9
	Degree	7	25.9					
	Management	1	3.7		1962	Professional	6	7.7 %
						Degree	26	33.3
1967	Degree	15	20.3	%		Management	8	10.3
	Teacher	25	43.9			Teacher	9	11.5
	Armed Forces	8	14.0			Armed Forces	15	19.2
	Management	4	7.0			Police/Security	9	11.5
	Non-Degree	4	7.0			Non-Degree	4	5.1
1972	Professional	1	2.4	%	1967	Professional	1	1.3 %
	Teacher	8	19.1			Degree	19	25.3
	Degree	19	45.2			Management	4	5.3
	Management	2	4.8			Social/Counselor	12	16.0
	Non-Degree	11	26.2			Teacher	11	14.7
						Armed Forces	8	10.7
1977	Professional	3	5.9	%		Police/Security	13	17.3
	Teacher	15	29.4			Non-Degree	6	8.0
	Degree	14	27.5					
	Management	2	3.9		1972	Professional	6	7.0 %
	Non-Degree	11	21.6			Degree	35	40.7
						Management	5	5.8
1979	Professional	1	3.9	%		Social/Counselor	10	11.6
	Teacher	6	23.0			Police/Security	8	9.3
	Degree	9	34.6			Non-Degree	21	24.4
	Management	3	11.5					
	Non-Degree	5	19.2		1977	Professional	2	3.2 %
						Social/Counselor	5	8.1
1981	Degree	4	28.6	%		Management	1	1.6
	Teacher	6	42.9			Police/Security	10	16.1
	Management	2	14.3			Degree	23	37.1
	Non-Degree	2	14.3			Non-Degree	21	33.9
1983	Professional	2	15.4	%	1979	Professional	1	2.6 %
	Degree	4	30.8			Degree	14	36.8
	Non-Degree	5	38.5			Management	3	7.9
						Social/Rec.	4	10.5
1985	Teacher	3	20.0	%		Police/Security	5	13.1
	Degree	3	20.0			Non-Degree	10	26.3
	Management	7	6.7					
	Non-Degree	1	46.7		1981	Professional	4	10.0 %
						Degree	15	37.5
						Police/Security	5	12.5
						Non-Degree	13	32.5
					1983	Professional	2	7.7 %
						Degree	10	38.5
						Police/Security	6	23.1
						Management	2	7.7
						Non-Degree	4	15.4
					1985	Degree	6	30.0 %
						Police/Security	6	30.0
						Professor	1	5.0
						Management	2	10.0
						Non-Degree	4	20.0

Degree refers to occupations that would generally require a bachelor's degree to obtain, according to the Bureau of the Census.

Non-degree refers to occupations that would generally not require a bachelor's degree to obtain, according to the Bureau of the Census.

Table 7 (con't)

First Jobs Taken by Men, Arranged by College and Year (Number and Percent).

	Business			Engineering			
1952	Professional	1	0.9 %	1952	Engineer	55	77.5 %
	Accountant	16	15.1		Management	2	0.2
	Sales	9	8.5		Armed Forces	7	9.9
	Management	20	18.9		Degree	5	7.0
	Armed Forces	25	23.6		Non-Degree	1	1.4
	Degree	24	22.6				
	Non-Degree	40	3.8	1957	Engineer	80	83.3 %
					Management	4	4.2
1957	Professional	1	0.8 %		Armed Forces	3	3.1
	Accountant	22	17.6		Degree	7	7.3
	Sales	18	14.4		Non-Degree	1	1.0
	Management	25	20.0				
	Armed Forces	2	9.6	1962	Professional	1	1.7 %
	Teacher	7	5.6		Engineer	43	71.7
	Degree	28	22.4		Management	4	6.7
	Non-Degree	7	5.6		Armed Forces	5	8.3
					Degree	4	6.7
1962	Professional	4	3.3 %				
	Accounting	22	17.9	1967	Professional	1	1.5 %
	Sales	10	8.1		Engineer	51	77.3
	Management	16	25.0		Management	3	4.5
	Armed Forces	19	15.5		Armed Forces	2	3.0
	Degree	47	38.2		Degree	8	12.1
	Non-Degree	3	2.4		Non-Degree	1	1.5
1967	Professional	3	2.6 %	1972	Professional	1	1.3 %
	Accountant	28	24.6		Engineer	52	68.4
	Sales	15	13.2		Armed Forces	3	4.0
	Management	12	10.5		Computer Science	7	9.2
	Armed Forces	19	16.7		Degree	6	7.9
	Teacher	9	7.9		Non-Degree	7	9.2
	Degree	17	14.9				
	Non-Degree	7	6.1	1977	Professional	2	1.8 %
					Engineer	80	70.2
1972	Professional	4	4.3 %		Computer Science	9	7.9
	Accountant	23	24.5		Management	4	3.5
	Sales	15	16.0		Degree	8	7.0
	Management	14	14.9		Non-Degree	10	8.8
	Degree	22	23.4				
	Non-Degree	13	13.8	1979	Engineer	61	72.6 %
					Computer Science	14	16.7
1977	Professional	1	1.3 %		Management	2	2.4
	Accountant	20	25.6		Degree	5	5.9
	Sales	18	23.1		Non-Degree	2	2.4
	Management	8	10.3				
	Degree	16	20.5	1981	Engineer	64	84.2 %
	Non-Degree	10	12.8		Computer Science	8	10.5
					Degree	3	3.9
1979	Professional	3	5.7 %		Non-Degree	1	1.3
	Accountant	25	47.2				
	Sales	8	15.1	1983	Engineer	44	62.0 %
	Management	7	13.2		Computer Science	7	9.9
	Degree	6	11.3		Management	2	2.8
	Non-Degree	2	3.8		Degree	8	11.3
					Mon-Degree	9	12.7
1981	Professional	1	1.5 %				
	Accountant	20	30.3	1985	Engineer	35	67.3 %
	Sales	13	19.7		Computer Science	6	11.5
	Management	8	12.1		Management	2	3.8
	Degree	17	25.8		Degree	5	9.6
	Non-Degree	3	4.5		Non-Degree	1	1.9
1983	Accountant	11	27.5 %				
	Sales	10	25.0				
	Management	4	10.0				
	Degree	12	30.0				
	Non-Degree	2	5.0				
1985	Professional	1	2.5 %				
	Accountant	8	20.0				
	Management	7	17.5				
	Degree	4	35.0				
	Non-Degree	8	20.0				

Table 8

Career Prospects for Men While in First Job (Number and Percent).

		Appropriate		Possible		Interim		Temporary		Family	
1952	Arts and Letters	13	6.0%	1	5.0%	4	20.0%	2	10.0%	--	--
	Social Sciences	29	55.8	11	21.2	11	21.2	1	1.9	--	--
	Business	66	62.9	10	9.5	22	21.0	5	4.8	2	1.9%
	Engineering	57	81.4	8	11.4	5	7.1	--	--	--	--
	Total	165	66.8	30	12.2	42	17.0	8	3.2	2	0.8
1957	Arts and Letters	20	76.9%	3	11.5%	--	--	2	7.7%	1	3.9%
	Social Sciences	35	66.0	14	26.4	4	7.6 %	--	--	--	--
	Business	89	70.6	24	19.1	11	8.7	2	1.6	--	--
	Engineering	82	85.4	13	13.5	1	1.0	--	--	--	--
	Total	226	75.1	54	17.9	16	5.3	4	1.3	1	0.3
1962	Arts and Letters	24	88.9%	2	7.4%	1	3.7 %	--	--	--	--
	Social Sciences	50	66.7	11	14.1	11	14.1	4	5.1 %	--	--
	Business	95	77.2	19	15.5	8	6.5	1	0.8	--	--
	Engineering	50	83.3	8	13.3	1	1.7	1	1.7	--	--
	Total	221	76.7	40	13.9	21	7.3	6	2.1	--	--
1967	Arts and Letters	32	57.1%	7	12.5%	10	17.9%	7	12.5 %	--	--
	Social Sciences	51	68.0	10	13.3	11	14.7	3	4.0	--	--
	Business	69	60.5	3	20.2	18	15.8	4	3.5	--	--
	Engineering	58	89.2	5	7.7	1	1.5	1	1.5	--	--
	Total	210	67.7	45	14.5	40	12.9	15	4.8	--	--
1972	Arts and Letters	18	43.9%	10	24.4%	6	14.6%	7	17.1 %	--	--
	Social Sciences	43	51.2	14	16.7	15	17.9	12	14.3	--	--
	Business	60	63.8	13	13.8	12	12.8	9	9.8	--	--
	Engineering	51	68.0	4	18.7	8	10.7	2	2.7	--	--
	Total	172	58.5	1	17.4	41	14.0	30	10.2	--	--
1977	Arts and Letters	22	44.0%	14	28.0%	8	16.0%	6	12.0 %	--	--
	Social Sciences	29	50.0	6	10.3	10	17.2	13	22.4	--	--
	Business	51	64.6	14	17.7	11	13.9	2	2.5	1	1.3%
	Engineering	85	77.3	6	14.6	7	6.4	2	1.8	--	--
	Total	187	63.0	50	16.8	36	12.1	23	7.7	1	0.3
1979	Arts and Letters	9	37.5%	5	20.8%	6	25.0%	4	16.7 %	--	--
	Social Sciences	17	47.2	6	16.7	8	22.2	5	13.9	--	--
	Business	39	76.5	8	15.7	4	7.8	--	-	--	--
	Engineering	62	74.7	16	19.3	5	6.0	--	-	--	--
	Total	127	65.5	35	18.0	23	11.9	9	4.6	--	--
1981	Arts and Letters	6	42.9%	3	21.4%	3	24.4%	2	14.3 %	--	--
	Social Sciences	21	52.5	5	12.5	9	22.5	5	12.5	--	--
	Business	43	64.2	12	17.9	8	11.9	4	6.0	--	--
	Engineering	51	68.0	19	25.3	5	6.7	--	--	--	--
	Total	121	61.7	39	19.9	25	12.8	11	5.6	--	--
1983	Arts and Letters	7	50.0%	1	7.1%	4	28.6%	2	14.3 %	--	--
	Social Sciences	13	50.0	7	26.9	2	7.7	4	15.4	--	--
	Business	22	55.0	11	27.5	7	17.5	--	--	--	--
	Engineering	45	62.0	12	16.9	10	14.1	5	7.0	--	--
	Total	86	57.0	31	20.5	23	15.2	11	7.3	--	--
1985	Arts and Letters	7	46.7%	2	13.3%	3	20.0 %	3	20.0 %	--	--
	Social Sciences	9	45.0	3	15.0	4	20.0	4	20.0	--	--
	Business	19	47.5	10	25.0	7	17.5	4	10.0	--	--
	Engineering	35	68.6	13	25.5	2	3.9	1	2.0	--	--
	Total	70	55.6	28	22.2	16	12.7	12	9.5	--	--

Table 9

First Jobs Taken by Women, Arranged by College and Year (Number and Percent).

Arts/Letters			
1952	Degree	2	6.3 %
	Teacher	22	68.8
	Non-Degree	6	18.8
1957	Degree	5	19.2 %
	Teacher	16	61.5
	Non-Degree	4	15.4
1962	Degree	7	13.5 %
	Teacher	33	63.5
	Management	1	1.9
	Non-Degree	11	21.2
1967	Degree	6	11.5 %
	Teacher	38	73.1
	Non-Degree	8	15.4
1972	Degree	18	18.9 %
	Teacher	39	40.6
	Professional	1	1.0
	Management	1	1
	Non-Degree	34	35.4
1977	Degree	37	38.1 %
	Teacher	28	28.9
	Management	1	1
	Non-Degree	25	25.8
1979	Degree	19	25.0 %
	Teacher	21	27.6
	Social/Conselor	10	13.2
	Management	1	1.3
	Non-Degree	22	28.9
1981	Degree	9	19.6 %
	Teacher	10	21.7
	Non-Degree	20	43.4
1983	Degree	11	33.3 %
	Teacher	4	12.1
	Management	1	3.0
	Non-Degree	17	51.5
1985	Degree	14	41.2 %
	Teacher	6	17.7
	Management	3	8.8
	Non-Degree	9	26.3

Social Sciences			
1952	Degree	1	3.1 %
	Teacher	4	23.5
	Social/Counselor	9	52.9
	Non-Degree	3	9.3
1957	Degree	5	19.2 %
	Teacher	4	15.4
	Social/Counselor	10	38.5
	Non-Degree	6	23.1
1962	Degree	9	27.3 %
	Teacher	7	21.2
	Social/Counselor	9	27.3
	Non-Degree	9	27.3
1967	Degree	7	19.4 %
	Teacher	8	22.2
	Social/Counselor	12	33.3
	Professional	1	2.8
	Management	1	2.8
	Non-Degree	4	11.1
1972	Degree	19	38.8 %
	Professional	1	2.0
	Social/Counselor	7	14.3
	Non-Degree	9	38.8
1977	Degree	17	26.2 %
	Professional	6	9.2
	Police/Security	5	7.7
	Management	3	4.6
	Social/Counselor	11	16.9
	Non-Degree	20	30.8
1979	Degree	16	38.0 %
	Social/Counselor	9	18.0
	Professional	1	2.0
	Management	1	2.0
	Non-Degree	21	42.0
1981	Degree	11	20.0 %
	Management	6	10.9
	Professional	2	3.6
	Social/Counselor	11	20.0
	Non-Degree	21	38.2
1983	Degree	12	25.5 %
	Management	1	2.1
	Professional	3	6.3
	Social/Counselor	12	25.5
	Non-Degree	16	34.0
1985	Degree	12	27.9 %
	Management	2	4.7
	Professional	2	4.7
	Social/Counselor	10	23.3
	Non-Degree	12	27.9

Table 9 (cont)

First Jobs Taken by Women, Arranged by College and Year (Number and Percent).

Engineering			
1952	Engineer	1	50.0 %
	Non-Degree	1	50.0
1957	Teacher	2	100.0 %
1962	Non-Degree	1	100.0 %
1967	Degree	1	100.0 %
1972	Engineer	2	50.0 %
	Degree	1	25.0
	Computer Science	1	25.0
1977	Engineer	10	66.7 %
	Degree	2	13.3
	Computer Science	2	13.3
	Management	1	6.7
1979	Engineer	15	78.9 %
	Degree	1	5.3
	Computer Science	3	15.8
1981	Engineer	16	61.5 %
	Degree	4	15.4
	Computer Science	5	19.2
	Non-Degree	1	3.9
1983	Engineer	16	55.2 %
	Degree	5	17.2
	Management	2	6.3
	Computer Science	4	13.8
	Non-Degree	1	3.4
1985	Engineer	21	56.8 %
	Degree	5	13.5
	Computer Science	6	16.2
	Non-Degree	4	10.8

Business			
1952	Accountant	1	12.5 %
	Degree	2	23.0
	Non-Degree	5	62.5
1957	Accountant	3	20.0 %
	Teacher	4	26.7
	Degree	3	20.0
	Non-Degree	5	33.3
1962	Accountant	2	11.8 %
	Management	1	5.9
	Teacher	9	52.9
	Degree	3	17.6
	Non-Degree	1	11.8
1967	Accountant	1	7.1 %
	Degree	5	35.7
	Non-Degree	7	50.0
1972	Accountant	3	15.0 %
	Management	1	5.0
	Teacher	6	30.0
	Degree	4	20.0
	Non-Degree	6	30.0
1977	Accountant	15	31.3 %
	Management	7	14.6
	Degree	19	39.6
	Non-Degree	5	10.4
1979	Professional	1	2.8 %
	Accountant	12	33.3
	Sales	5	13.9
	Management	3	8.3
	Degree	9	25.0
	Non-Degree	6	16.7
1981	Management	5	13.2 %
	Accountant	9	23.7
	Degree	13	34.2
	Non-Degree	9	23.7
1983	Professional	1	3.1 %
	Accountant	13	40.6
	Management	1	3.1
	Degree	7	22.9
	Non-Degree	6	18.8
1985	Accountant	2	6.7 %
	Sales	5	16.7
	Management	4	13.3
	Degree	11	36.7
	Non-Degree	6	20.0

Table 10
Career Prospects for Women While in First Job (Number and Percent).

	Appropriate		Possible		Interim		Temporary		Family	
1952 Arts and Letters	22	71.0 %	4	12.9 %	3	9.7 %	2	6.5 %	-	-
Social Sciences	10	62.5	2	12.5	2	12.5	2	12.5	-	-
Business	5	62.5	2	25.0	1	12.5	-	-	-	-
Engineering	2	100.0	-	-	-	-	-	-	-	-
Total	39	68.4	8	14.0	6	10.5	4	7.0		-
1957 Arts and Letters	15	57.7 %	6	23.1 %	4	15.4 %	-	-	1	3.9 %
Social Sciences	14	53.9	4	15.4	5	19.2	1	3.9 %	2	7.7
Business	9	60.0	3	20.0	1	6.7	-	-	2	13.3
Engineering	2	100.0	-	-	-	-	-	-	-	-
Total	40	58.0	13	18.8	10	14.5	1	1.5	5	7.3
1962 Arts and Letters	34	65.4 %	8	15.4 %	7	13.5 %	-	-	3	5.8 %
Social Sciences	17	51.5	6	18.2	5	15.2	3	9.1 %	2	6.1
Business	16	94.1	1	5.9	-	-	-	-	-	-
Engineering	-	-	-	-	-	-	1	100.0	-	-
Total	67	65.1	15	14.6	12	11.7	4	3.9	5	4.9
1967 Arts and Letters	36	67.9 %	5	9.4 %	7	13.2 %	3	5.7 %	2	3.8 %
Social Sciences	24	67.7	4	11.1	5	13.9	2	5.6	1	2.8
Business	6	42.9	3	21.4	4	28.6	1	7.1	-	-
Engineering	1	100.0		-	-	-	-	-	-	-
Total	67	64.4	12	11.5	16	15.4	5	5.8	3	2.9
1972 Arts and Letters	39	40.2 %	16	16.5 %	24	24.7 %	17	17.5 %	1	1.0 %
Social Sciences	17	34.0	9	18.0	16	32.0	7	14.0	1	2.0
Business	15	75.0	1	5.0	3	15.0	1	5.0	-	-
Engineering	3	75.0	1	25.0	-	-	-	-	-	-
Total	74	43.3	7	15.8	43	25.2	25	14.6	2	1.2
1977 Arts and Letters	37	38.5 %	25	26.0 %	25	26.0 %	8	8.3 %	1	1.0 %
Social Sciences	31	49.2	8	12.7	18	28.6	6	9.5	-	-
Business	32	71.1	--	12.7	16	22.5	4	5.6	2	2.8
Engineering	14	93.3	1	6.7	-	-	-	-	-	-
Total	114	52.0	36	16.4	52	23.7	15	6.9	2	0.9
1979 Arts and Letters	30	40.5 %	17	23.0 %	13	17.6 %	13	17.6 %	1	1.4 %
Social Sciences	16	32.0	17	34.0	10	20.0	7	14.0	-	-
Business	22	61.1	5	13.9	6	16.7	3	8.3	-	-
Engineering	17	89.5	1	5.3	1	5.3	-		-	-
Total	85	47.5	40	22.3	30	16.8	23	12.9	1	0.6
1981 Arts and Letters	18	40.0 %	8	17.8 %	11	24.4 %	7	15.6 %	1	2.2 %
Social Sciences	18	32.7	6	29.1	12	21.8	9	16.4	-	-
Business	16	43.2	10	27.0	10	27.0	1	2.7	-	-
Engineering	17	68.0	4	16.0	4	16.0	-	-	-	-
Total	69	42.6	38	23.5	37	23.8	17	10.5	1	0.6
1983 Arts and Letters	8	24.2 %	7	21.2 %	11	33.3 %	7	21.2 %	-	-
Social Sciences	17	36.2	11	23.4	13	27.7	6	12.8	-	-
Business	16	53.3	6	20.0	5	16.7	3	10.0	-	-
Engineering	19	65.5	6	20.7	2	6.9	2	6.9	-	-
Total	60	43.2	30	21.6	31	22.3	18	12.9	-	-
1985 Arts and Letters	9	29.0 %	8	25.8 %	9	29.0 %	4	12.9 %	1	3.2 %
Social Sciences	17	43.6	8	20.5	9	23.1	5	12.9	-	-
Business	10	35.7	12	42.9	3	10.7	3	10.7	-	-
Engineering	25	65.8	10	26.3	3	7.9	-	-	-	-
Total	61	44.9	38	27.9	24	17.7	12	8.8	1	0.7

Table 11

Jobs Currently Held by Graduates, Arranged by College (Percent).

Arts and Letters		Social Sciences		Business		Engineering	
Teachers	28.0 %	Management	18.3 %	Management	34.4 %	Management	25.0 %
Management	12.9	Counselor - Social W.	12.9	Accounting	17.8	Mechanical	17.0
Counselor - Social W.	5.9	Lawyer	9.8	Sales	8.4	Engineering - Other	13.5
Lawyer	4.2	Teacher	8.8	Teacher	5.3	Electrical	9.1
Writer / Editor	3.0	Police	6.7	Budget / Mgt. Sys.	4.0	Civil	8.0
Sales	3.0	Personal Admin.	4.6	Lawyer	4.0	Computer Science	7.0
Religious	1.9	Sales	2.7	Systems Analyst	1.4	Chemical	4.9
Artist/Musician	3.1	Planner	1.9	Personal Admin.	1.9	Teacher	1.2
Librarian	1.9	Architecture	1.2	Cashier	1.6	Systems Analyst	2.1
Personal Admin.	1.3	Homemaker	4.6	Homemaker	2.9	Lawyer	1.4
Public Relations	1.2	Social Scientist	1.3			Sales	1.9
Designer/Graphic	3.0	Labor Relations	1.4			Homemaker	1.5
Homemaker	7.7						
Secretary	1.7						
Total*	78.8 %		74.2 %		81.7 %		89.2 %

*The jobs listed in the column account for this percentage of the total number reporting jobs in each college.

Table 12

Current Jobs Held by Men According to College (Number and Percent).

	Arts and Letters			Social Sciences			
1952	Professional	1	5.3 %	1952	Professional	10	22.7 %
	Teacher	5	26.3		Teacher	7	15.9
	Management	7	36.8		Management	10	22.7
	Degree	6	31.6		Degree	17	38.6
1957	Teacher	9	34.6 %	1957	Professional	6	11.8 %
	Management	5	19.2		Management	21	41.2
	Degree	11	42.3		Counselor\Social W.	11	21.6
1962	Professional	4	14.8 %		Degree	10	19.6
	Teacher	10	37.0		Non-Degree	1	2.0
	Management	7	25.9	1962	Professional	8	10.5 %
	Degree	5	18.5		Teacher	13	17.1
	Non-Degree	1	3.7		Police/Security	2	2.6
1967	Professional	5	8.8 %		Management	32	42.1
	Teacher	20	35.1		Degree	14	18.4
	Management	16	28.1		Non-Degree	1	1.3
	Degree	15	26.3	1967	Professional	8	10.7 %
1972	Professional	3	7.3 %		Counselor/Social W.	10	13.3
	Teacher	7	17.1		Teacher	10	13.3
	Management	6	14.6		Management	18	24.0
	Degree	16	46.3		Degree	18	24.0
	Non-Degree	4	9.8		Non-Degree	2	2.7
1977	Professional	6	11.8 %	1972	Professional	11	13.1 %
	Teacher	12	23.5		Teacher	7	8.3
	Management	11	21.6		Management	18	21.4
	Degree	15	29.4		Police/Security	8	9.5
	Non-Degree	3	5.9		Degree	30	35.7
1979	Professional	5	19.2 %		Non-Degree	6	7.1
	Teacher	4	15.4	1977	Professional	10	16.1 %
	Management	3	11.5		Management	11	17.7
	Degree	10	38.5		Police/Security	12	19.4
	Non-Degree	4	15.4		Degree	24	38.7
1981	Professional	1	7.1 %		Non-Degree	4	6.5
	Teacher	4	28.6	1979	Professional	6	15.8 %
	Degree	4	28.6		Management	6	15.8
	Management	3	21.3		Police/Security	5	13.1
	Non-Degree	2	14.2		Degree	17	44.7
1983	Professional	2	14.3 %		Homemaker	3	7.9
	Teacher	3	21.4		Non-Degree	1	2.6
	Degree	4	28.6	1981	Professional	3	7.3 %
	Non-Degree	2	14.3		Management	9	22.0
	Homemaker	1	7.1		Police/Security	8	19.5
1985	Management	1	7.1 %		Degree	13	31.7
	Degree	10	71.4		Non-Degree	3	7.3
	Non-Degree	2	14.3	1983	Professional	5	19.2 %
					Management	4	15.4
					Police/Security	4	15.4
					Degree	11	42.3
				1985	Police/Security	6	31.8 %
					Degree	6	31.8
					Professional	1	5.3
					Management	2	10.6
					Non-Degree	3	15.8

Table 12 (con't)

Current Jobs Held by Men According to College (Number and Percent).

	Business			Engineering			
1952	Professional	4	4.0 %	1952	Professional	1	1.6 %
	Accountant	5	5.0		Engineering	32	50.0
	Teacher	5	5.0		Management	25	39.1
	Management	55	54.5		Degree	2	3.2
	Sales	9	8.9		Homemaker	1	1.6
	Degree	18	17.8				
	Homemaker	1	1.0	1957	Computer Science	2	2.1 %
					Professional	1	1.1
1957	Professional	4	3.2 %		Engineering	31	33.0
	Accountant	14	11.3		Management	48	51.1
	Teacher	8	6.5		Degree	9	9.6
	Management	62	50.0		Non-Degree	1	1.1
	Sales	9	7.3				
	Budget\Mgt. S	7	5.7	1962	Engineering	20	33.9 %
	Degree	15	12.1		Professional	4	6.7
	Non-Degree	3	2.4		Management	30	50.8
					Degree	5	8.5
1962	Professional	6	5.0 %				
	Accountant	14	11.7	1967	Engineering	25	38.5 %
	Teacher	9	7.5		Management	32	49.2
	Budget\Mgt. S	4	3.3		Degree	4	6.2
	Management	60	50.0		Non-Degree	2	3.0
	Sales	6	5.0		Homemaker	1	1.5
	Degree	17	14.2				
	Non-Degree	4	3.3	1972	Computer Science	4	5.4 %
					Engineering	30	40.5
1967	Professional	10	8.8 %		Professional	2	2.7
	Accountant	16	14.0		Management	29	39.2
	Teacher	10	8.8		Degree	8	8.6
	Management	44	38.6		Non-Degree	1	1.1
	Sales	10	8.8				
	Degree	14	12.3	1977	Computer Science	5	4.4 %
	Non-Degree	7	6.1		Engineering	66	58.4
					Professional	3	2.7
1972	Professional	5	5.4 %		Management	24	21.2
	Accountant	18	19.4		Degree	11	9.7
	Teacher	5	5.4		Non-Degree	4	3.5
	Management	32	34.4		Homemaker	1	1.0
	Budget\Mgt. S	7	7.5				
	Sales	8	8.6	1979	Computer Science	12	14.5 %
	Degree	12	12.9		Engineering	57	68.7
	Non-Degree	3	3.2		Management	13	15.7
					Degree	10	12.1
1977	Professional	4	5.1 %		Non-Degree	1	1.2
	Accountant	15	19.2				
	Budget\Mgt. S	3	3.9	1981	Computer Science	6	7.8 %
	Management	25	32.1		Engineering	57	55.8
	Sales	14	18.0		Management	3	3.9
	Degree	14	18.0		Teacher	4	28.6
	Non-Degree	2	2.6		Non-Degree	3	3.9
1979	Professional	5	9.6 %	1983	Computer Science	7	9.7 %
	Accountant	18	34.6		Engineering	52	72.2
	Management	12	23.1		Management	6	8.3
	Sales	5	9.6		Degree	6	8.3
	Degree	10	19.2				
	Non-Degree	1	1.9	1985	Professional	1	2.0 %
					Computer Science	6	70.6
1981	Professional	2	3.0 %		Engineering	36	2.0
	Accountant	18	26.9		Management	1	11.8
	Sales	10	14.9		Degree	6	11.8
	Management	13	19.4				
	Degree	19	29.7				
	Non-Degree	3	3.0				
1983	Accountant	12	30.0 %				
	Management	9	22.5				
	Degree	10	25.0				
1985	Professional	1	5.3 %				
	Management	9	23.1				
	Degree	13	33.3				
	Accountant	8	20.5				
	Non-Degree	6	15.4				

Table 13

Career Prospects for Men in Their Current Position (Number and Percent).

		Appropriate		Possible		Interim		Temporary		Family	
1952	Arts and Letters	17	89.5 %	1	5.3 %	1	5.3 %	--	--	--	--
	Social Sciences	37	90.2	4	9.8	--	--	--	--	--	--
	Business	84	89.4	4	4.3	4	4.3	--	--	2	2.1 %
	Engineering	52	86.7	3	5.0	2	3.3	1	1.7 %	2	3.3
	Total	190	88.8	12	5.6	7	3.3	1	0.5	4	1.9
1957	Arts and Letters	20	100.0 %	--	--	--	--	--	--	--	--
	Social Sciences	40	87.0	4	8.7 %	1	2.2 %	1	2.2 %	--	--
	Business	99	91.7	5	4.6	2	1.9	1	0.9	1	0.9 %
	Engineering	75	88.2	4	4.7	5	5.9	--	--	1	1.2
	Total	234	90.4	13	5.0	8	3.1	2	0.8	2	0.8
1962	Arts and Letters	18	85.7 %	2	9.5 %	1	4.8 %	--	--	--	--
	Social Sciences	65	95.6	1	1.5	2	2.9	--	--	--	--
	Business	104	92.0	6	5.3	3	2.7	--	--	--	--
	Engineering	52	89.7	5	8.6	1	1.7	--	--	--	--
	Total	239	91.9	14	5.4	7	2.7	--	--	--	--
1967	Arts and Letters	46	97.9 %	1	2.1 %	--	--	--	--	--	--
	Social Sciences	54	81.8	5	7.6	6	9.1 %	--	--	1	1.5 %
	Business	90	87.4	7	6.8	5	4.9	1	1.0 %	--	--
	Engineering	53	89.8	4	6.8	1	1.7	--	--	1	1.7
	Total	243	88.4	17	6.2	12	4.4	1	0.4	2	0.7
1972	Arts and Letters	24	75.0 %	5	15.6 %	2	6.3 %	1	3.1 %	--	--
	Social Sciences	56	76.7	10	13.7	7	9.6	--	--	--	--
	Business	70	85.4	11	13.4	1	1.2	--	--	--	--
	Engineering	55	80.9	10	14.7	3	4.4	--	--	--	--
	Total	205	80.4	36	14.1	13	5.1	1	0.4	--	--
1977	Arts and Letters	32	72.7 %	5	11.4 %	4	9.1 %	3	6.8 %	--	--
	Social Sciences	43	75.4	10	17.5	3	5.3	1	1.8	--	--
	Business	59	81.9	10	13.9	3	4.2	--	--	--	--
	Engineering	83	85.6	9	9.3	4	4.1	--	--	1	1.0 %
	Total	217	80.4	34	12.6	14	5.2	4	1.5	1	0.4
1979	Arts and Letters	19	82.6 %	1	4.4 %	2	8.7 %	1	4.4 %	--	--
	Social Sciences	29	80.6	3	8.3	3	8.3	1	--	--	--
	Business	38	86.4	2	4.6	4	9.1	--	2.8	--	--
	Engineering	52	88.1	3	5.1	4	6.8	--	--	--	--
	Total	138	85.2	9	5.6	13	8.0	2	1.2	--	--
1981	Arts and Letters	8	61.5 %	4	30.8 %	--	--	1	7.7 %	--	--
	Social Sciences	23	74.2	4	12.9	3	9.7 %	1	3.2	--	--
	Business	45	80.4	8	14.2	3	5.4	--	--	--	--
	Engineering	41	70.7	15	25.9	2	3.5	--	--	--	--
	Total	117	74.1	31	19.6	8	5.1	2	1.3	--	--
1983	Arts and Letters	8	72.7 %	--	--	1	9.1 %	2	18.2 %	--	--
	Social Sciences	15	83.3	2	2.2 %	1	1.0	--	--	--	--
	Business	22	81.5	4	14.8	1	3.7	--	--	--	--
	Engineering	34	79.1	8	18.6	1	2.3	--	--	--	--
	Total	73	79.8	14	14.1	4	4.0	2	2.0	--	--
1985	Arts and Letters	3	37.5 %	3	37.5 %	1	12.5 %	1	12.5 %	--	--
	Social Sciences	6	66.7	2	22.2	1	11.1	--	--	--	--
	Business	9	60.0	4	26.7	1	6.7	1	6.7	--	--
	Engineering	14	70.0	4	20.0	2	10.0	--	--	--	--
	Total	32	61.5	13	25.0	5	9.6	2	3.9	--	--

Table 14

Current Jobs Held by Women According to College (Number and Percent).

	ARTS AND LETTERS		
1952	Teacher	15	50.0 %
	Degree	5	16.7
	Management	1	3.3
	Non-Degree	2	6.7
	Homemaker	7	23.3
1957	Teacher	9	34.6 %
	Management	6	23.1
	Degree	5	19.2
	Non-Degree	1	3.9
	Homemaker	5	19.2
1962	Teacher	23	44.2 %
	Management	3	5.8
	Degree	11	22.2
	Professional	1	1.9
	Non-Degree	6	11.5
	Homemaker	3	5.8
1967	Teacher	25	48.1 %
	Management	4	7.6
	Degree	13	25.0
	Non-Degree	1	1.9
	Homemaker	7	13.5
1972	Teacher	34	35.4 %
	Management	12	12.5
	Degree	24	25.0
	Professional	4	4.2
	Non-Degree	4	4.2
	Homemaker	13	13.5
1977	Teacher	15	15.6 %
	Professional	2	2.1
	Management	9	9.4
	Degree	46	47.9
	Non-Degree	7	7.3
	Homemaker	10	10.4
1979	Teacher	17	22.4 %
	Professional	3	4.0
	Management	6	7.9
	Degree	37	46.8
	Non-Degree	2	2.6
	Homemaker	11	14.5
1981	Teacher	7	16.3 %
	Professional	3	7.0
	Management	1	2.3
	Degree	19	44.2
	Non-Degree	5	11.6
	Homemaker	5	11.6
1983	Teacher	5	15.6 %
	Professional	1	3.1
	Degree	15	46.9
	Management	4	12.5
	Non-Degree	5	15.6
	Homemaker	1	3.1
1985	Teacher	5	15.2 %
	Management	3	9.1
	Degree	18	54.5
	Non-Degree	5	15.2

	SOCIAL SCIENCES		
1952	Teacher	5	29.4 %
	Social/Counselor	5	29.4
	Management	1	5.9
	Degree	1	5.9
	Non-Degree	1	5.9
	Homemaker	4	23.5
1957	Teacher	3	12.0 %
	Social/Counselor	9	36.0
	Management	1	4.0
	Degree	4	16.0
	Homemaker	8	32.0
1962	Teacher	7	21.2 %
	Social/Counselor	4	12.1
	Professional	1	3.0
	Management	5	15.2
	Degree	8	24.2
	Non-Degree	3	9.1
	Homemaker	5	15.2
1967	Teacher	3	8.6 %
	Social/Counselor	10	28.6
	Professional	2	5.7
	Degree	8	22.9
	Management	1	2.9
	Non-Degree	3	8.6
	Homemaker	4	11.4
1972	Teacher	7	14.0 %
	Social/Counselor	9	18.0
	Management	5	10.0
	Professional	3	6.0
	Degree	11	22.0
	Non-Degree	2	4.0
	Homemaker	8	16.0
1977	Management	5	7.9 %
	Professional	9	13.3
	Social/Counselor	18	28.6
	Degree	25	39.7
	Non-Degree	3	4.8
	Homemaker	2	3.2
1979	Social/Counselor	4	5.3 %
	Professional	4	8.3
	Degree	22	45.8
	Management	2	4.2
	Non-Degree	7	14.6
	Homemaker	8	16.7
1981	Professional	7	13.0 %
	Management	11	20.4
	Degree	18	33.3
	Social/Counselor	10	18.5
	Non-Degree	4	7.4
	Homemaker	1	1.9
1983	Social/Counselor	13	27.7 %
	Professional	3	6.4
	Management	2	4.3
	Degree	20	42.6
	Police	3	6.4
	Non-Degree	2	4.3
1985	Social/Counselor	7	16.3 %
	Professional	1	2.3
	Management	5	11.7
	Degree	19	44.3
	Non-Degree	7	16.3
	Homemaker	1	2.3

Table 14 (cont)

Current Jobs Held by Women According to Colleges (Number and Percent).

	BUSINESS		
1952	Degree	3	37.5 %
	Non-Degree	1	12.5
	Homemaker	4	50.0
1957	Accountant	3	21.4 %
	Management	1	7.1
	Degree	6	42.6
	Non-Degree	3	21.4
1962	Accountant	3	17.7 %
	Teacher	4	23.5
	Professional	1	5.9
	Degree	4	23.5
	Management	2	11.8
	Non-Degree	1	5.9
	Homemaker	2	11.8
1967	Accountant	1	7.1 %
	Management	5	35.7
	Degree	5	35.7
	Non-Degree	1	7.1
	Homemaker	2	14.3
1972	Teacher	5	25.0 %
	Management	5	25.0
	Degree	6	30.0
	Homemaker	4	20.0
1977	Accountant	9	18.8 %
	Professional	2	4.2
	Management	14	29.2
	Degree	10	20.8
	Non-Degree	2	4.2
	Homemaker	9	18.8
1979	Accountant	11	31.4 %
	Professional	4	11.4
	Management	4	11.4
	Degree	10	28.6
	Non-Degree	1	2.9
	Homemaker	5	14.3
1981	Professional	1	2.6 %
	Accountant	11	29.0
	Management	9	23.7
	Degree	11	29.0
	Non-Degree	2	5.3
	Homemaker	3	7.9
1983	Accountant	11	34.4 %
	Professional	1	3.1
	Management	5	15.6
	Degree	10	31.3
	Non-Degree	2	6.3
	Homemaker	1	3.1
1985	Accountant	4	12.9 %
	Management	7	22.6
	Degree	17	54.9
	Non-Degree	2	6.5

	ENGINEERING		
1952	Engineer	1	50.0 %
	Teacher	1	50.0
1957	Teacher	1	50.0 %
	Other	1	50.0
1962	Teacher	1	100.0 %
1967	Management	1	100.0 %
1972	Engineer	1	25.0 %
	Degree	2	50.0
	Homemaker	1	25.0
1977	Computer Science	2	13.3 %
	Engineer	5	33.3
	Professional	1	6.7
	Management	1	6.7
	Degree	2	13.3
	Homemaker	4	26.7
1979	Computer Science	3	15.8 %
	Engineer	10	52.6
	Degree	3	15.8
	Management	1	5.3
	Non-Degree	1	5.3
	Homemaker	1	5.3
1981	Computer Science	5	20.8 %
	Engineer	11	45.8
	Degree	4	16.7
	Non-Degree	1	4.2
	Homemaker	3	12.5
1983	Computer Science	2	6.9 %
	Engineer	20	69.0
	Professional	1	3.5
	Management	2	6.9
	Degree	2	6.9
	Non-Degree	1	3.5
	Homemaker	1	3.5
1985	Computer Science	6	15.4 %
	Engineer	21	53.8
	Professional	1	2.6
	Management	1	2.6
	Degree	5	12.8
	Non-Degree	4	10.3

Table 15

Career Prospects for Women in Their Current Position (Number and Percent).

		Appropriate		Posible		Interim		Temporary		Family	
1952	Arts and Letters	14	56.0 %	3	12.0 %	2	8.0 %	1	4.0 %	5	20.0 %
	Social Sciences	11	68.8	1	6.3	1	6.3	--	--	3	18.8
	Business	3	42.9	--	--	1	14.3	1	14.3	2	28.6
	Enginerring	2	100.0	--	--	--	--	--	--	--	--
	Total	30	60.0	4	8.0	4	8.0	2	4.0	10	20.0
1957	Arts and Letters	16	61.5 %	3	11.5 %	1	3.9 %	1	3.9 %	5	19.2 %
	Social Sciences	13	56.5	4	17.4	--	--	--	--	6	26.1
	Business	9	64.3	2	14.3	3	21.4	--	--	--	--
	Engineering	1	100.0	--	--	--	--	--	--	--	--
	Total	39	60.9	9	14.1	4	6.3	1	1.6	11	17.2
1962	Arts and Letters	32	69.6 %	8	17.4 %	4	8.7 %	1	2.2 %	1	2.2 %
	Social Sciences	23	69.7	3	9.1	1	3.0	3	9.1	3	9.1
	Business	12	70.6	2	11.8	2	11.8			1	5.9
	Enginerring	1	100.0	--	--	--	--	--	--	--	--
	Total	68	70.1	13	13.4	7	7.2	4	4.1	5	5.2
1967	Arts and Letters	36	76.6 %	3	6.4 %	3	6.4 %	--	-- %	5	10.6 %
	Social Sciences	24	70.6	3	8.8	3	8.8	--	--	4	11.8
	Business	11	78.6	1	7.1	1	7.1	--	--	1	7.1
	Enginerring	--	--	1	100.0	--	--	--	--	--	--
	Total	71	74.0	8	8.3	7	7.3	--	--	10	10.4
1972	Arts and Letters	63	70.8 %	12	13.5 %	3	3.4 %	2	2.3 %	9	10.1 %
	Social Sciences	35	71.4	6	12.2	4	8.2	--	--	4	8.2
	Business	14	73.7	1	5.3	1	5.3	--	--	3	15.8
	Enginerring	--	--	3	75.0	--	--	--	--	1	25.0
	Total	112	69.6	22	13.7	8	5.0	2	1.2	17	10.6
1977	Arts and Letters	64	71.1 %	6	6.7 %	8	8.9 %	2	2.2 %	10	11.1 %
	Social Sciences	43	78.2	5	9.1	3	5.5	2	3.6	2	3.6
	Business	30	69.8	4	9.3	--	--	2	4.7	7	16.3
	Enginerring	8	66.7	2	16.7	--	--	--	--	2	16.7
	Total	145	72.5	17	8.5	11	5.5	6	3.0	21	10.5
1979	Arts and Letters	34	61.8 %	13	23.6 %	5	3.7 %	--	-- %	3	5.5 %
	Social Sciences	19	48.7	11	28.2	3	7.7	1	2.6	5	12.8
	Business	22	78.6	4	14.3	--	--	--	--	2	7.1
	Enginerring	11	78.6	1	7.1	--	--	1	7.1	1	7.1
	Total	86	63.2	29	21.3	8	5.9	2	1.5	11	8.1
1981	Arts and Letters	20	54.1 %	6	16.2 %	3	8.1 %	2	5.4 %	6	16.2 %
	Social Sciences	32	64.0	10	20.0	1	2.0	5	10.0	2	4.0
	Business	22	73.3	7	23.3	--	--	--	--	1	3.3
	Enginerring	9	64.3	2	14.3	1	7.1	--	--	2	14.3
	Total	83	63.4	25	19.1	5	3.8	7	5.3	11	8.4
1983	Arts and Letters	14	53.9 %	6	23.1 %	3	11.5 %	2	7.7 %	1	3.9 %
	Social Sciences	29	72.5	4	10.0	6	15.0	1	2.5	--	--
	Business	17	81.0	2	9.5	2	9.5	--	--	--	--
	Enginerring	12	70.6	4	23.5	--	--	--	--	1	5.9
	Total	72	69.2	16	15.4	11	10.6	2	2.9	2	1.9
1985	Arts and Letters	11	52.4 %	4	19.1 %	5	23.8 %	1	4.8 %	--	--
	Social Sciences	16	57.1	2	7.1	7	25.0	2	7.1	1	3.6 %
	Business	8	44.4	7	38.9	2	11.1	1	5.6	--	--
	Enginerring	13	76.5	3	17.7	--	--	1	5.9	--	--
	Total	48	57.1	16	19.1	14	16.7	5	6.0	1	1.2

Table 16

Longevity, Success Perceptions And Supervisory Role As Affects Carreer Advancement, Means and Standard Deviation

	N	All Mean	N	Male Mean	N	Female Mean
Years - Current Position	3156	5.83	2007	6.48	1146	4.68
		(5.58)		(7.03)		(6.12)
Years - 1st Position	2956	6.77	1916	6.57	1037	4.84
		(6.81)		(7.07)		(6.13)
Promotion Opportunities	3259	2.98	2280	3.11	1113	2.71
		(1.28)		(1.27)		(1.27)
Success - Self Perseption	3305	3.86	2303	3.89	1139	3.79
		(0.83)		(0.81)		(0.86)
Success - by Supervisior	3193	4.09	2228	4.08	1102	4.13
		(0.63)		(0.62)		(0.63)
Success - by Coworkers	3271	4.12	2292	4.12	1116	4.13
		(0.62)		(0.61)		(0.62)
Career Progress	3271	3.71	2290	3.77	1118	3.60
		(0.91)		(0.89)		(0.94)
Number of People Supervised	3260	21.86	2303	24.05	1131	15.96
				(30.28)		(24.69)
Number of Jobs Held	3604	3.49	2455	3.58	1378	3.51
				(2.18)		(2.06)
Number of Organizations Worked For	3368	3.62	2368	3.54	1192	3.80
				(4.34)		(4.93)

( ) Standard Deviation

Table 17

Years In a Position Across Years of the Study

Male	1952		1957		1962		1967		1972		1977		1979		1981		1983		1985	
	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Years - First	248	5.97 (8.32)	300	7.94 (9.47)	287	6.23 (6.80)	310	5.27 (5.74)	297	4.29 (4.40)	304	3.53 (3.57)	201	3.45 (2.83)	198	3.00 (2.98)	154	2.38 (2.86)	127	1.61 (1.58)
Years - Current	213	13.79 (10.03)	259	10.29 (8.26)	260	8.96 (7.05)	276	7.13 (5.63)	256	4.79 (3.91)	270	3.31 (2.94)	162	2.71 (3.14)	157	2.07 (2.01)	97	1.52 (1.84)	52	0.83 (0.94)
Female																				
Years - First	58	5.81 (8.64)	68	3.66 (5.70)	101	5.15 (6.64)	104	3.71 (5.05)	170	3.41 (3.89)	225	2.56 (2.90)	182	2.97 (3.32)	164	2.37 (2.06)	141	1.65 (1.34)	146	1.48 (2.60)
Years - Current	52	12.83 (10.38)	63	10.13 (9.55)	96	8.16 (7.49)	96	8.15 (6.95)	161	5.49 (4.36)	204	3.24 (4.08)	149	2.79 (2.28)	135	2.27 (4.13)	102	1.38 (1.53)	86	1.00 (2.06)

( ) Standard Deviation

Table 18

Longivity, Success Perceptions and Supervisory Role by College

	Arts and Letters		Social Sciences		Business		Engineering	
	N	Mean	N	Mean	N	Mean	N	Mean
Number of Years First Job	595	4.08 (5.96)	779	4.15 (5.74)	1221	4.22 (5.72)	929	4.15 (4.97)
Number of Years Current Job	509	5.66 (6.61)	682	6.68 (7.72)	1041	6.31 (7.05)	723	4.99 (6.02)
Promotion Opportunities	705	2.83 (1.31)	838	2.77 (1.33)	1010	3.20 (1.28)	844	3.04 (1.15)
Success by Supervisior	691	4.14 (0.65)	826	4.10 (0.64)	982	4.10 (0.59)	835	4.03 (0.62)
Success - Self Perception	721	3.80 (0.86)	853	3.82 (0.87)	1023	3.91 (0.81)	849	3.87 (0.77)
Success by Coworkers	705	4.17 (0.62)	848	4.11 (0.65)	1014	4.14 (0.59)	845	4.07 (0.60)
Career Progress	707	3.66 (0.95)	844	3.65 (0.97)	1013	3.80 (0.88)	848	3.72 (0.84)
Number of People Supervised	710	21.47 (28.51)	849	22.61 (29.78)	1081	24.81 (30.44)	861	17.07 (25.41)
Number of Organizations Worked For	753	4.41 (5.44)	887	3.77 (4.99)	1049	3.62 (4.56)	875	2.81 (2.72)
Number of Jobs Held	853	3.78 (2.27)	964	3.67 (2.12)	1110	3.61 (2.14)	910	3.15 (1.99)

( ) Standard Deviation

Table 19

Importance of Selected Factors on the Development of an Individual's Careers by College and Gender

	ALL		MEN		WOMEN		ARTS/LETTERS		SOCIAL SCIENCES		BUSINESS		ENGINEERING	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Environment	3333	3.55 (0.71)	2235	3.50 (0.70)	1094	3.66 (0.72)	690	3.58 (0.73)	827	3.54 (0.76)	989	3.56 (0.71)	827	3.54 (0.64)
Advancement / Status	3389	3.15 (0.93)	2275	3.22 (0.89)	1110	3.01 (0.99)	706	2.91 (1.04)	838	3.09 (0.94)	1006	3.36 (0.89)	839	3.17 (0.81)
Independence	3381	3.65 (0.72)	2264	3.62 (0.71)	1113	3.72 (0.74)	702	3.77 (0.76)	843	3.63 (0.74)	1000	3.67 (0.70)	836	3.54 (0.67)
Leadership	3362	3.48 (0.73)	2257	3.47 (0.72)	1101	3.50 (0.76)	691	3.42 (0.78)	836	3.42 (0.75)	1001	3.54 (0.72)	834	3.52 (0.67)
Global	3389	3.22 (1.02)	2273	3.16 (1.02)	1112	3.35 (1.00)	702	3.41 (1.05)	840	3.41 (1.01)	1008	3.10 (0.98)	839	3.03 (0.97)

( ) Standard Deviation

Table 20

Mean Importance Ratings for Selected Personal Goals (More Important Goals -- Hgher values).

	All Respondents			Arts / Letters			Social Sciences			Business			Engineering		
Goals	All	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women
A. Financialy Well-off	20.65	22.65	17.09	17.54	20.64	15.80	19.36	21.53	15.80	22.84	24.60	18.44	21.35	21.68	18.63
B. Community Leadership	3.37	3.54	3.06	3.51	4.11	2.60	3.88	4.05	2.60	3.70	3.96	2.95	2.54	2.55	2.54
C. Own Business-Success	7.46	8.23	6.07	6.17	7.71	5.28	6.10	6.85	5.28	9.04	9.66	7.62	77.28	7.44	6.66
D. Family Time	25.90	25.13	27.27	26.74	25.41	27.31	26.51	25.86	27.31	25.75	24.60	28.41	25.82	25.67	25.50
E. Leisure Activities	13.52	13.27	14.02	13.61	12.66	14.15	13.29	12.40	14.15	12.81	12.74	13.03	14.58	14.22	15.83
F. Professional Recognition	9.03	8.58	9.84	10.11	9.80	10.20	9.68	9.43	10.20	7.57	7.06	8.69	9.37	9.14	9.93
G. Religious Commitment	6.14	6.07	6.26	6.90	6.72	7.09	5.65	5.86	7.09	6.02	5.73	6.76	6.59	6.63	6.51
H. Public Service Involvement	5.79	4.89	7.43	7.48	6.44	8.14	7.34	6.17	8.14	4.73	4.20	5.77	4.80	4.46	6.28
I. Family Health	7.83	7.43	8.57	8.17	6.78	8.66	8.16	7.64	8.66	7.56	7.11	8.41	8.03	7.88	8.25

Analysis of variance results with a signigicance of $p < .01$

Gender: Financially Well-Off, Community Leadership, Successful Own Business, Family Time, Leasure Activities, Professional Recognition, Public Service Involvement and Family Health.

Major: Financially Well-Off, Community Leadership, Successful Own Business, Leasure Activities, Professional Recognition, and Public Service Involvement.