SUPPLEMENTARY APPENDIX – Not for Publication
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Table S1: Field of Study Classifications

Our Three-Category Classification	Our Sixteen-Category Classification	Method	
STEM or doctoral-track medicine			
	Engineering, Physical Science and Math-related Fields		
		CIP coded	Computer/Information Sciences/Support tech (2-digit CIP 11)[a]
		CIP coded	Engineering Technologies/Technicians (2-digit CIP 15)[b]
		CIP coded	Engineering (2-digit CIP 14)
		CIP coded	Mathematics and Statistics (2-digit CIP 27)
		CIP coded	Mechanic and Repair Technologies/Technicians (2-digit CIP 47)
		CIP coded	Precision Production (2-digit CIP 48)
		CIP coded	Physical Sciences (2-digit CIP 40)
		CIP coded	Science Technologies/Technicians (2-digit CIP 41)
		CIP coded	Systems Science and Theory (4-digit CIP 30.06)
		CIP coded	Biopsychology (4-digit CIP 30.10)
		CIP coded	Mathematics and Computer Science (4-digit CIP 30.08)
		CIP coded	Accounting and Computer Science (4-digit CIP 30.16)
		CIP coded	Natural Sciences (4-digit CIP 30.18)
		CIP coded	Neuroscience (4-digit CIP 30.24)
	Biological and Biomedical Sciences, Life Science & Agriculture		
		CIP coded	Agriculture and Related Sciences (2-digit CIP 01)[c]
		CIP coded	Natural Resources and Conservation (2-digit CIP 03)
		CIP coded	Biological and Biomedical Sciences (2-digit CIP 26)
		CIP coded and verbatim	Pharmacy (4-digit CIP 51.20) with verbatim indicating biological sciences/pharmacology

Pre-med, pre-vet, or pre-dental		
	CIP coded	Dentistry (4-digit CIP 51.04)
	CIP coded	Health/Medical Preparatory Programs (4-digit CIP 51.11)
	CIP coded	Medicine (4-digit CIP 51.12)
	CIP coded	Optometry (4-digit CIP 51.17)
	CIP coded	Veterinary Medicine (DVM) (4-digit CIP 51.24)
	Verbatim	Any non-STEM, non-Biological, non-premed CIP code AND verbatim response for 1st or 2nd major indicating pre-med, pre-vet, pre-dental
Clinical or health sciences (not doctoral-track)		
Nursing		
	CIP coded	Nursing (4-digit CIP 51.16)
Pharmacy		
	CIP coded	Pharmacy, Pharmaceutical Sciences, and Administration (4-digit CIP 51.20)
Nutrition and dietetics		
	CIP coded	Dietetics and Clinical Nutrition Services (4-digit CIP 51.31)
Health and clinical laboratory sciences		
	CIP coded	Clinical Laboratory Science/Medical Technology/Technologist (6-digit CIP 51.1005)
Rehabilitation and therapeutic professions		
	CIP coded	Rehabilitation and Therapeutic Professions (4-digit CIP 51.23)
Health, physical education, and physical fitness		
	CIP coded	Health and Physical Education/Fitness (4-digit CIP 31.05)
Other clinical and health sciences		
	CIP coded	Health Services/Allied Health/Health Sciences, General (4-digit CIP 51.00)
	CIP coded	Alternative and Complementary Medicine and Medical Systems (4-digit CIP 51.33)
	CIP coded	Audiology/Audiologist and Hearing Sciences (4-digit CIP 51.0202)
	CIP coded	Clinical/Medical Laboratory Science and Allied Professions (4-digit CIP 51.10)
	CIP coded	Dental Support Services and Allied Professions (4-digit CIP 51.06)

		CIP coded	Health and Medical Administrative Services (4-digit CIP 51.07
		CIP coded	Allied Health and Medical Assisting Services (4-digit CIP 51.08)
		CIP coded	Mental and Social Health Services and Allied Professions (4-digit CIP 51.15)
		CIP coded	Health Aides/Attendants/Orderlies (4-digit CIP 51.26)
		CIP coded	Health Professions and Related Clinical Sciences, Other (4-digit CIP 51.99)
		CIP coded	Parks, Recreation and Leisure Studies (4-digit CIP 31.01)
Other major			
	Professional Field		
		CIP coded	Architecture and Related Services (2-digit CIP 04)
		CIP coded	Business/Management/Marketing/Related Support Services (2-digit CIP 52)
		CIP coded	Legal Professions and Studies (2-digit CIP 22)
	Social Science or Communication		
		CIP coded	Family and Consumer Sciences/ Human Sciences (2-digit CIP 19)
		CIP coded	Communication/Journalism, and Related Programs (2-digit CIP 09)
		CIP coded	Communication Technologies/Technicians and Support Services (2-digit CIP 10)
		CIP coded	Psychology (2-digit CIP 42)
		CIP coded	Social Sciences (Except Psychology) (2-digit CIP 45)
		CIP coded	Public Administration and Social Services Professions (2-digit CIP 44)
	Humanities & Art		
		CIP coded	Visual and Performing Arts (2-digit CIP 50)
		CIP coded	English Language and Literature/Letters (2-digit CIP 23)
		CIP coded	Foreign Languages/literature/linguistic (2-digit CIP 16)
		CIP coded	Multi/Interdisciplinary Studies (2-digit CIP 30)
		CIP coded	Liberal Arts/Science , General Studies and Humanities (2-digit CIP 24)
		CIP coded	Philosophy, Religious Studies (2-digit CIP 38)
		CIP coded	Theology and Religious Vocations (2-digit CIP 39)
	Education		

Vocational Fields	CIP coded	Education (2-digit CIP 13)
	CIP coded	Construction Trades (2-digit CIP 46)
	CIP coded	Personal and Culinary Services (2-digit CIP 12)
	CIP coded	Security & Protective Services (2-digit CIP 43)
	CIP coded	Transportation & Materials Moving (2-digit CIP 49)

Notes:
[a] A list of 2-digit Classification of Instructional Programs (CIP 2000) codes is available at nces.ed.gov/pubs2002/cip2000/ciplist.asp
[b] The data contractors for the Department of Education used one aggregate category "Engineering/Engineering Technologies/ Technicians" for field number 15 "Engineering" and field number 13 "Engineering Technologies/Technicians."
[c] The data contractors for the Department of Education used one aggregate category "Agriculture/Natural Resources/and Related Services" for field number 01 "Agriculture and Related Sciences" and field number 03 "Natural Resources and Conservation."

Table S2. Sixteen-Category Classification of College Major, by Gender and Enrollment Type

	Male		Female	
	N	%	N	%
All students in postsecondary institutions				
Major				
STEM or doctoral-track medicine				
STEM	690	25.73	160	4.86
Biological, biomedical, natural resources, agriculture, and related sciences	179	6.67	223	6.79
Pre-med, pre-vet, or pre-dental (either CIP-coded or verbatim)	19	0.69	50	1.51
Clinical or health sciences (not doctoral-track)				
Nursing	44	1.65	347	10.57
Pharmacy	18	0.67	26	0.78
Nutrition and dietetics	1	0.02	14	0.43
Health and clinical laboratory sciences	9	0.35	60	1.83
Rehabilitation and therapeutic professions	22	0.81	45	1.37
Health, physical education, and physical fitness	21	0.80	23	0.69
Other clinical and health sciences	34	1.25	156	4.74
Other major				
Pre-professional and professional (business, pre-law, architecture)	606	22.63	547	16.66
Social sciences, communications, and public policy	358	13.37	672	20.45
Arts and humanities	310	11.58	394	12.00
Education	149	5.54	412	12.53
Criminal justice, cosmetology, culinary arts, construction trades, and related fields	221	8.23	157	4.77
"Other"	0	0.01	0	0.00
Total	2680	100.00	3286	100.00
Traditional four-year college students				
Major				
STEM or doctoral-track medicine				
STEM	489	25.96	134	5.69
Biological, biomedical, natural resources, agriculture, and related sciences	149	7.92	198	8.44
Pre-med, pre-vet, or pre-dental (either CIP-coded or verbatim)	8	0.43	30	1.30
Clinical or health sciences (not doctoral-track)				
Nursing	26	1.36	182	7.74
Pharmacy	11	0.60	20	0.85
Nutrition and dietetics	1	0.04	8	0.34
Health and clinical laboratory sciences	6	0.34	13	0.57

Rehabilitation and therapeutic professions	9	0.45	28	1.19
Health, physical education, and physical fitness	21	1.13	18	0.77
Other clinical and health sciences	27	1.43	84	3.60
Other major				
Pre-professional and professional (business, pre-law, architecture)	428	22.70	374	15.95
Social sciences, communications, and public policy	310	16.43	605	25.79
Arts and humanities	207	10.97	299	12.76
Education	90	4.76	297	12.66
Criminal justice, cosmetology, culinary arts, construction trades, and related fields	103	5.45	55	2.36
"Other"	0	0.02	0	0.00
Total	1884	100.00	2347	100.00

Students enrolled in two-year colleges

Major				
STEM or doctoral-track medicine				
STEM	200	25.30	31	3.29
Biological, biomedical, natural resources, agriculture, and related sciences	35	4.38	34	3.65
Pre-med, pre-vet, or pre-dental (either CIP-coded or verbatim)	9	1.16	18	1.91
Clinical or health sciences (not doctoral-track)				
Nursing	17	2.18	151	15.97
Pharmacy	6	0.80	6	0.65
Nutrition and dietetics	0	0.00	6	0.61
Health and clinical laboratory sciences	3	0.37	40	4.26
Rehabilitation and therapeutic professions	11	1.45	16	1.72
Health, physical education, and physical fitness	2	0.20	5	0.54
Other clinical and health sciences	7	0.92	65	6.93
Other major				
Pre-professional and professional (business, pre-law, architecture)	178	22.50	170	18.02
Social sciences, communications, and public policy	62	7.77	97	10.24
Arts and humanities	100	12.69	99	10.55
Education	55	6.97	116	12.28
Criminal justice, cosmetology, culinary arts, construction trades, and related fields	105	13.31	89	9.39
"Other"	178	22.50	170	18.02
Total	792	100.00	943	100.00

Source: Educational Longitudinal Survey, 2002-2006
Notes: $N = 5966$ for panel a, 4231 for panel b, and 1735 for panel c. Data are weighted.

Table S3. Declared college major and undeclared major status by gender in 2006

	Male		Female	
	N	Percent	N	Percent
All students in postsecondary institutions				
Weighted only for panel representativeness				
Major				
STEM or doctoral-track medicine	857	24.12	453	10.40
Clinical or health sciences (not doctoral-track)	143	4.03	675	15.51
Other major	1,572	44.21	2,239	51.42
No major declared	983	27.64	987	22.67
Total	3,555	100.00	4,354	100.00
Unweighted raw data				
Major				
STEM or doctoral-track medicine	840	23.62	498	11.44
Clinical or health sciences (not doctoral-track)	166	4.67	692	15.90
Other major	1,579	44.39	2,194	50.41
No major declared	972	27.33	968	22.24
Total	3,557	100.00	4,352	100.00
Traditional four-year college students				
Weighted only for panel representativeness				
Major				
STEM or doctoral-track medicine	640	27.65	379	12.85
Clinical or health sciences (not doctoral-track)	98	4.25	361	12.23
Other major	1,107	47.85	1,689	57.31
No Major declared	468	20.25	519	17.61
Total	2,313	100.00	2,947	100.00
Unweighted raw data				
Major				
STEM or doctoral-track medicine	616	26.25	392	13.46
Clinical or health sciences (not doctoral-track)	110	4.69	390	13.39
Other major	1,120	47.72	1,605	55.10
No Major declared	501	21.35	526	18.06
Total	2,347	100.00	2,913	100.00

Source: Education Longitudinal Study, 2002-06

Notes: $N = 7{,}909$ for panel a, and $N = 5{,}260$ for panel b. The weighted results in this table use a more basic weight than for the corresponding Table 1 in the main article. The weight utilized for Table 1 generalizes the results to the 5,966 and 4,231 respondents who declare majors to the 7,909 and 5,260 respondents who are enrolled in postsecondary institutions (by weighting the data by the estimated inverse probability of having declared a major). Such supplemental weighting is not used in this table because those who have no declared a major are included, and accordingly the applied weight for this table only adjusts for participation in the panel sample.

Table S4. Goals for work and family by gender in 2004 for traditional four-year college students in 2006

	Male	Female
Importance of marrying right person/having happy family (percent)		
Not important	2.60	2.70
Somewhat important	15.03	12.34
Very important	82.09	84.60
Missing	0.28	0.37
Total	100.00	100.00
Importance of having children (percent)		
Not important	11.52	12.11
Somewhat important	41.45	30.62
Very important	46.76	56.62
Missing	0.27	0.66
Total	100.00	100.00
Importance of being successful in line of work (percent)		
Not important	0.58	0.08
Somewhat important	5.99	5.34
Very important	93.27	94.31
Missing	0.16	0.27
Total	100.00	100.00
Importance of having lots of money (percent)		
Not important	9.88	12.25
Somewhat important	52.92	64.40
Very important	36.77	23.08
Missing	0.43	0.28
Total	100.00	100.00
Composite measure of family-work values (mean)	-0.049	0.215

Source: Educational Longitudinal Survey 2002-2006
Notes: N = 4231. Data are weighted (see main text). The standard deviation for the family-work values composite measure is 1.169 for men and 1.201 for women. The composite measure was created based on Xie and Shauman construction of Family-Work values composite measure (2003, p281, note #14). The first two variables were added to a scale of importance of family (2-6 scale), and the latter two were added to a scale of importance of work (2-6 scale). The composite measure is the result of the importance of family scale-importance of work scale.

Table S5. High school math and science coursework and academic performance by gender for traditional four-year college students in 2006

	Male	Female
Math coursework pipeline level (percent)		
Below middle academic ii	4.81	3.24
Middle academic ii	15.72	18.17
Advanced i	17.87	20.96
Advanced ii – Pre-calculus	25.79	29.61
Advanced iii – Calculus	29.94	22.74
Missing Transcripts	5.86	5.28
Total	100.00	100.00
Science coursework pipeline level (percent)		
Low-level science	11.16	9.77
Chemistry 1 or physics 1	28.06	35.34
Chemistry 1 and physics 1	26.70	24.00
Chemistry 2 or physics 2 (and/or other advanced)	9.65	13.71
Chemistry 2 and physics 2 (and/or other advanced)	18.57	11.90
Missing transcripts	5.86	5.28
Total	100.00	100.00
Academic performance (mean)		
2002 math test score	53.59	50.18
2002 reading test score	35.33	35.54
2004 math test score	60.34	56.28
2004 cumulative grade point average	3.15	3.38

Source: Educational Longitudinal Survey, 2002-2006
Notes: $N = 4231$. Data are weighted. The coursework pipeline measures are based on the NCES transcript coding scheme proposed by Burkam and Lee (2003). For men, the standard deviations for the performance variables are 12.47, 8.34, 12.79, and .69. For women, the standard deviations for the performance variables are 11.41, 7.72, 11.73, and .60.

Table S6. STEM pipeline for all students enrolled in four-year colleges in 2006 and for all students in the ELS 2002-2006 panel sample

	Traditional four-year college students	Full ELS Panel Sample, 2002-2006
Math coursework pipeline level (percent)		
Below middle academic ii	3.94	29.39
Middle academic ii	17.08	21.94
Advanced i	19.58	15.03
Advanced ii (pre-calculus)	27.91	15.06
Advanced iii (calculus)	25.95	11.19
Missing Transcripts	5.54	7.40
Total	100	100
Science coursework pipeline level (percent)		
Low-level science	10.39	35.28
Chemistry 1 or physics 1	32.1	28.65
Chemistry 1 and physics 1	25.2	13.94
Chemistry 2 or physics 2 (and/or other advanced)	11.9	8.02
Chemistry 2 and physics 2 (and/or other advanced)	14.87	6.71
Missing transcripts	5.54	7.4
Total	100	100.00
N	4,231	12,591

Source: Educational Longitudinal Survey, 2002-2006
Notes: Data are weighted.

Table S7. Occupational plans by gender in 2004 for all students in the panel sample, including those who are not college-bound and those who attend postsecondary institutions but do not select a major

	Male		Female	
Occupational plans	N	Percent	N	Percent
STEM only	822	13.14	233	3.68
Medicine (doctoral level)	239	3.82	431	6.80
Biological, health, or clinical sciences (master's level and lower)	260	4.15	1135	17.91
Medicine (doctoral level) and another occupation of any type	24	0.39	61.60	0.97
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	2613	41.79	2542	40.10
Other mixture without doctoral-level medicine	74	1.19	80	1.26
Don't know	1973	31.55	1698	26.79
Missing	248	3.97	157	2.48
Total	6253	100.00	6338	100.00

Source: Educational Longitudinal Survey, 2002-2006
Notes: Data are weighted.

Table S8. Coefficients for both versions of Model 3 in Table 5

	All Students		Students at 4-year college	
	STEM or doctoral-track medicine	Clinical or health sciences (not doctoral-track)	STEM or doctoral-track medicine	Clinical or health sciences (not doctoral-track)
Female	-0.92	0.72	-0.86	0.32
	(0.10)	(0.13)	(0.12)	(0.17)
Family-work goals	-0.04	-0.02	-0.02	-0.06
	(0.04)	(0.05)	(0.05)	(0.06)
HS performance:				
10th grade math score	-0.00	0.00	-0.01	0.01
	(0.01)	(0.01)	(0.01)	(0.01)
10th grade reading score	-0.03	-0.02	-0.03	-0.04
	(0.01)	(0.01)	(0.01)	(0.01)
12th grade GPA	0.07	-0.01	0.24	0.18
	(0.10)	(0.12)	(0.12)	(0.17)
12th grade math score	0.01	-0.02	0.02	-0.02
	(0.01)	(0.01)	(0.01)	(0.01)
HS math coursework (middle academic ii=0)				
Below middle academic ii	0.03	0.25	-0.07	-0.22
	(0.22)	(0.22)	(0.42)	(0.37)
Advanced i	0.18	-0.04	0.29	-0.28
	(0.19)	(0.19)	(0.26)	(0.27)
Advanced ii (pre-calculus)	-0.04	0.01	0.02	0.04
	(0.17)	(0.18)	(0.24)	(0.26)
Advanced iii (calculus)	0.73	0.04	0.86	0.04
	(0.19)	(0.23)	(0.26)	(0.30)
Missing Transcripts	-0.31	0.21	-0.27	-0.31
	(0.34)	(0.29)	(0.41)	(0.39)
HS science coursework (low-level science=0)				
Chemistry 1 or physics 1	-0.32	0.14	-0.47	-0.02
	(0.18)	(0.18)	(0.30)	(0.27)
Chemistry 1 and physics 1	-0.12	0.13	-0.19	0.00
	(0.20)	(0.21)	(0.31)	(0.30)
Chemistry 2 or physics 2 (and/or other advanced)	0.22	0.44	0.03	0.21
	(0.22)	(0.22)	(0.34)	(0.33)
Chemistry 2 and physics 2 (and/or other advanced)	0.39	-0.29	0.39	-0.34
	(0.24)	(0.27)	(0.33)	(0.36)

Table S8 Continued

Occupational plans (STEM only=0)				
Medicine (doctoral level)	0.28	1.82	0.17	1.65
	(0.19)	(0.36)	(0.22)	(0.44)
Biological, health, or clinical sciences (master's level and lower)	-0.83	2.76	-0.73	3.18
	(0.21)	(0.34)	(0.26)	(0.42)
Medicine (doctoral level) and another occupation of any type	-0.95	2.43	-1.16	2.37
	(0.59)	(0.51)	(0.78)	(0.68)
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	-2.43	-0.90	-2.92	-0.97
	(0.149)	(0.33)	(0.18)	(0.42)
Other mixture without doctoral-level medicine	-0.97	0.93	-0.96*	1.22
	(0.37)	(0.62)	(0.42)	(0.77)
Don't know	-1.77	0.28	-1.85	0.45
	(0.15)	(0.33)	(0.17)	(0.40)
Missing occupational plans	-1.39	-0.04	-0.92	-0.35
	(0.300)	(0.49)	(0.35)	(0.78)
Family background and demographic characteristics	Yes	Yes	Yes	Yes
Constant	1.02	0.65	0.17	0.72
N	5,966	5,966	4,231	4,231
Model chi-square	2238	2238	1579	1579
df	76	76	76	76

Source: Educational Longitudinal Survey, 2002-2006
Notes: *N* = 4231. Data are weighted. Robust standard errors in parentheses

Table S9. Occupational plans in 2004 by declared college major in 2006, separately for male and female traditional four-year college students

	College Major in 2006		
	STEM or doctoral-track medicine	STEM or doctoral-track medicine	STEM or doctoral-track medicine
Male students			
Occupational plans in 2004 (percentage by row)			
STEM only	70.79	1.93	27.28
Medicine (doctoral level)	72.22	3.74	24.04
Biological, health, or clinical sciences (master's level and lower)	19.11	45.99	34.91
Medicine (doctoral level) and another occupation of any type	20.67	33.19	46.14
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	12.29	2.13	85.58
Other mixture without doctoral-level medicine	41.64	7.39	50.97
Don't know	30.20	5.85	63.94
Missing	45.64	0.00	54.36
Total	34.32	5.35	60.33
Female students			
Occupational plans in 2004 (percentage by row)			
STEM only	56.66	2.56	40.78
Medicine (doctoral level)	52.57	17.21	30.22
Biological, health, or clinical sciences (master's level and lower)	17.20	56.28	26.52
Medicine (doctoral level) and another occupation of any type	20.62	35.43	43.96
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	4.35	3.18	92.48
Other mixture without doctoral-level medicine	26.5	20.61	52.89
Don't know	10.93	11.31	77.76
Missing	29.56	8.79	61.65
Total	15.31	15.18	69.51

Source: Educational Longitudinal Survey, 2002-2006
Notes: $N = 4231$. Data are weighted.

Table S10. Relative predictive power in reducing gender gaps in college major selection for variables measuring work-family goals, high school coursework and performance, and occupational plans (for comparison with Table 6) based on logit models that allow the associations with occupational plans to vary by gender

	Percentage Changes in Gender Gaps in College Major Selection			
	STEM or doctoral-track medicine		Clinical or health sciences (not doctoral-track)	
	Minimum (Subtracted from the Full Model)	Maximum (Added to the Baseline Model)	Minimum (Subtracted from the Full Model)	Maximum (Added to the Baseline Model)
All students in postsecondary institutions				
Work-family goals	0.3%	1.6%	-0.3%	-0.2%
Coursework and performance	3.8%	9.2%	3.4%	4.4%
Occupational plans	22.2%	28.7%	42.2%	43.7%
Traditional four-year college students				
Work-family goals	0.1%	1.1%	-1.0%	-1.1%
Coursework and performance	4.3%	13.0%	6.9%	10.3%
Occupational plans	26.5%	36.4%	49.9%	54.1%

Table S11. Relative predictive power in reducing gender gaps in college major selection for variables measuring work-family goals, high school coursework and performance, and occupational plans allowing goals, high school course work and occupational plans (for comparison with Table 6 and S9) based on logit models that allow the associations with all three sets of variables to vary by gender

	Percentage Changes in Gender Gaps in College Major Selection			
	STEM or doctoral-track medicine		Clinical or health sciences (not doctoral-track)	
	Minimum (Subtracted from the Full Model)	Maximum (Added to the Baseline Model)	Minimum (Subtracted from the Full Model)	Maximum (Added to the Baseline Model)
All students in postsecondary institutions				
Work-family goals	0.2%	1.5%	-0.5%	-0.4%
Coursework and performance	4.2%	9.8%	4.2%	4.9%
Occupational plans	21.9%	28.7%	42.6%	43.7%
Traditional four-year college students				
Work-family goals	0.1%	0.7%	-0.3%	1.1%
Coursework and performance	5.3%	14.1%	8.1%	10.2%
Occupational plans	26.6%	36.4%	52.5%	54.1%

Table S12. Declared college major by gender in 2006

	Male		Female	
	N	Percent	N	Percent
All students in postsecondary institutions				
Major				
STEM	690	25.73	160	4.86
Biological science or doctoral-track medicine	197	7.36	273	8.30
Clinical or health sciences (not doctoral-track)	149	5.55	671	20.42
Other major	1644	61.35	2182	66.41
Total	2680	100.00	3286	100.00
Traditional four-year college students (immediate entry in 2004 into a four-year college and continuous enrollment through 2006)				
Major				
STEM fields	489	25.96	134	5.69
Biological science or doctoral-track medicine	157	8.36	228	9.74
Clinical or health sciences (not doctoral-track)	101	5.35	353	15.06
Other major	1137	60.33	1631	69.51
Total	1884	100.00	2347	100.00

Table S13. Relative predictive power in reducing gender gaps in college major selection for variables measuring work-family goals, high school coursework and performance, and occupational plans

	Percentage Changes in Gender Gaps in College Major Selection					
	STEM		Biological science or doctoral-track medicine		Clinical or health sciences (not doctoral-track)	
	Minimum (Subtracted from the Full Model)	Maximum (Added to the Baseline Model)	Minimum (Subtracted from the Full Model)	Maximum (Added to the Baseline Model)	Minimum (Subtracted from the Full Model)	Maximum (Added to the Baseline Model)
All students in postsecondary institutions						
Work-family goals	0.5%	1.9%	4.3%	4.5%	-0.2%	-0.3%
Coursework and performance	7.0%	12.0%	62.4%	60.7%	3.6%	4.5%
Occupational plans	22.4%	28.1%	94.5%	88.3%	40.1%	41.5%
Traditional four-year college students						
Work-family goals	0.3%	1.0%	3.5%	-1.4%	-0.9%	-1.1%
Coursework and performance	8.0%	16.5%	61.0%	56.2%	6.8%	10.4%
Occupational plans	27.4%	36.5%	84.9%	75.2%	48.2%	52.6%

Source: Educational Longitudinal Survey, 2002-2006
Notes: $N = 5{,}966$ for panel a, and $N = 4{,}231$ for panel b. The percentage calculations for relative predictive power for the three groups of variables are placed in gray when predicting "biological science or doctoral-track medicine" because these percentage calculations should not be compared to others in the table. In the baseline, there is no gender gap for this group relative to the gender differences in "other major," as can be seen in Table S12. Thus, these percentage calculations, while formally correct, are ratios of very small differences, yielding results where the minima are greater than the maxima because very small relative net gender gaps move across zero across different models. Overall, this table shows that the predictive power of occupational plans remains largely the same even when STEM is measured more narrowly.

Table S14. Occupational plans in 2004 by declared college major in 2006, separately for all male and female students in postsecondary institutions

	College Major in 2006			
	STEM	Biological science or doctoral-track medicine	Clinical or health sciences (not doctoral-track)	Other major
Male students				
Occupational plans in 2004 (percentage by row)				
STEM only	60.92	6.46	2.58	30.04
Medicine (doctoral level)	13.50	50.39	9.19	26.92
Biological, health, or clinical sciences (master's level and lower)	8.47	10.27	42.63	38.63
Medicine (doctoral level) and another occupation of any type	6.04	11.42	48.95	33.59
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	15.56	2.93	2.03	79.48
Other mixture without doctoral-level medicine	23.88	8.94	8.22	58.95
Don't know	23.24	4.90	5.16	66.69
Missing	32.51	3.25	1.91	62.33
Total	25.73	7.36	5.55	61.35
Female students				
Occupational plans in 2004 (percentage by row)				
STEM only	41.14	12.76	3.64	42.46
Medicine (doctoral level)	9.62	36.81	26.65	26.92
Biological, health, or clinical sciences (master's level and lower)	1.70	10.81	62.23	25.26
Medicine (doctoral level) and another occupation of any type	11.36	6.92	46.39	35.33
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	1.93	2.38	5.80	89.89
Other mixture without doctoral-level medicine	15.10	14.36	19.74	50.80
Don't know	3.52	6.42	15.94	74.11
Missing	7.04	7.83	20.45	64.68
Total	4.86	8.30	20.42	66.41

Table S15. Occupational plans in 2004 by declared college major in 2006, separately for male and female students in 4-year colleges institutions

	College Major in 2006			
	STEM	Biological science or doctoral-track medicine	Clinical or health sciences (not doctoral-track)	Other major
Male students				
Occupational plans in 2004 (percentage by row)				
STEM only	63.01	7.78	1.93	27.28
Medicine (doctoral level)	17.40	54.82	3.74	24.04
Biological, health, or clinical sciences (master's level and lower)	4.57	14.53	45.99	34.91
Medicine (doctoral level) and another occupation of any type	15.17	5.49	33.19	46.14
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	10.30	1.99	2.13	85.58
Other mixture without doctoral-level medicine	28.46	13.18	7.39	50.97
Don't know	24.50	5.70	5.85	63.94
Missing	44.59	1.06	0.00	54.36
Total	25.96	8.36	5.35	60.33
Female students				
Occupational plans in 2004 (percentage by row)				
STEM only	40.00	16.66	2.56	40.78
Medicine (doctoral level)	12.22	40.35	17.21	30.22
Biological, health, or clinical sciences (master's level and lower)	2.03	15.17	56.28	26.52
Medicine (doctoral level) and another occupation of any type	9.51	11.1	35.43	43.96
Non-STEM, non-Medicine, and non-biological/health/clinical sciences	2.1	2.25	3.18	92.48
Other mixture without doctoral-level medicine	21.24	5.26	20.61	52.89
Don't know	3.97	6.96	11.31	77.76
Missing	18.36	11.21	8.79	61.65
Total	5.69	9.74	15.06	69.51