

Does Collegiate Women in Business Organizations Impact Participants' Confidence, Perceived Professional Goals, and Gender Perceptions?

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ABSTRACT:

To encourage women to successfully navigate business school, and increase the number of women leading organizations including the nation's largest accounting firms, several colleges have developed Collegiate Women in Business (CWIB) organizations. These organizations are designed to encourage empowerment, professional development, and collegiality. We conduct a field investigation to explore the impact of CWIB organizations on participants' confidence, perceived professional goals, and gender perceptions. We find that participants who were involved in CWIB were more likely to have higher confidence when delivering oral presentations, working as part of a team, and interacting with future employers than non-CWIB female business students. Further, CWIB participants are more likely to believe they can become corporate level executives. Finally, CWIB students are more likely to disagree with the statement that men are more likely to be promoted. This study provides evidence that CWIB organizations may impact participants' confidence, perceived professional goals, and gender perceptions.

Keywords: business student organizations; gender bias; student success; engagement.

PRELIMINARY -PLEASE DO NOT QUOTE WITHOUT AUTHOR(S) PERMISSION

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Entry-level working women report the lowest levels of confidence, illustrating a strong need for confidence-building at the onset of a woman's career. This underlines how critical it is to empower women to reach the highest ranks by socializing leadership early in life and providing corporate development programs that enable them to do so. (Ali 2020)

INTRODUCTION

Encouraging women to successfully navigate business school is a constant challenge facing the academy today (Lewison 2006; Bielby, Posselt, Jaquette, and Bastedo 2014). Further, while progress has been made, the number of women leading major US corporations today is still well below expectations (AICPA 2019; Ali 2020; Frecka, Mittelstaedt, and Stevens 2021). To address these issues, several business colleges have developed Collegiate Women in Business (CWIB) organizations.¹ This trend addresses calls by the Association to Advance Collegiate Schools of Business (AACSB 2013) and the Pathways Commission on Accounting Higher Education (AAA / AICPA 2012) that encourage practitioners to engage with academics to identify curricular needs and innovation opportunities. Despite the need for successful female business students and leaders, research examining whether CWIB organizations impact participants' confidence, professional goals, and gender perceptions is limited.

We examine how CWIB organizations impact participants' confidence, achievement and development, empowerment, and gender perceptions. We survey both CWIB members and non-CWIB business students at a large Midwestern public research university to gather their

¹ We note that several universities name these organizations 'Women in Business' rather than 'Collegiate Women in Business'.

perceptions of how involvement in their respective organizations impact participants' confidence, perceived professional goals, and gender perceptions.

We find that students involved in CWIB are likely to be more confident when giving oral presentations, working as part of a team, and interacting with future employers than comparable female business students who were not involved in CWIB. Further, CWIB students are more likely to perceive that they could realistically become executives during their careers, obtain a mentor, and return to a full-time job after leaving employment to care for and raise children than non-CWIB female business students. Finally, CWIB students are more likely to disagree with, or be uncertain about the statement, that 'men are more likely to be promoted than women in a business setting' as compared to non-CWIB female business students.

To control for the possibility that CWIB organizations merely attract students who are more likely to be empowered, high achieving and collegial in nature, we compared the confidence levels, perceived professional goals, and gender perceptions between first year CWIB participants and individuals with more than one year involvement in CWIB. We find that returning CWIB students were more likely to have higher confidence in their ability to obtain a new job within their professional field, give oral presentations, work in a team setting, negotiate salaries, and interact with future employers than first year CWIB members. Additionally, returning CWIB members are more likely to cite the CWIB program as a significant contributing factor to their development as professionals, their ability to realistically become executives during their careers, and their ability to obtain an internship. Finally, returning CWIB members are more likely to disagree with the statement that 'men are more likely to be promoted than women in a business setting' than first year CWIB members.

This research is important as it provides initial evidence that CWIB organizations may increase participants' confidence, impact their professional goals, and change their perceived gender perceptions. These results address concerns raised by academics and professionals about how to develop women into business leaders (AAA / AICPA 2012; Ali 2020; Frecka et al. 2021). Further, our work contributes to research targeted at increasing diversity in business colleges by concentrating on how to adopt to meet the needs of increasingly diverse students (Nelson Laird 2005; Zepke and Leach 2005; Bleich 2013). We examine CWIB organizations, one method several leading business colleges are adopting to meet the needs of female students. Finally, our results extend prior research investigating the impact of involvement in student organizations on student engagement and development by examining how involvement in one specific type of student organization (i.e. a CWIB organization) affects student outcomes (Huang and Chang 2004; Lincoln 2007; Keen and Hall 2009; Pittway 2012; Munzo, Miller, and Poole 2016a).

BACKGROUND AND RESEARCH QUESTION DEVELOPMENT

Demand for Females in Business Organizations

Although women have made some progress, the percent of females in business organizations is still low (Robinson-Backmon and Weisenfeld 2002; AICPA 2019; Iseke and Pull 2019; Ali 2020). In addition, Bell (2005) reports that top female executives earn between 8% and 25% less than male executives after controlling for differences in company size and other factors. Recruiting diverse students allows collaboration with others with different backgrounds during their college career, similar to the workplace (Freeman, Theobald, Crowe, and Wenderoth 2017; Goldberg, Kessler, and Govern 2019; Allbring and Elder 2020; Danbold and

Bendersky 2020). Many argue that part of the problem is business colleges are not graduating enough highly qualified female leaders (Ibeh, Carter, Poff, and Hamill 2008; Kelan 2008).

Business colleges have recently implemented several strategies to address the demand for female leaders including mentoring programs, increased recruitment efforts and developing CWIB organizations. CWIB organizations are considered since these organizations provide an important opportunity for future female business leaders to become involved beyond the classroom. Further the number of colleges offering CWIB programs has increased dramatically in recent years.

Involvement in Student Organizations

Prior research suggests that involvement in student organizations provides several benefits to students (Foubert and Urbanski 2006; Klier, Klier, Thiel, and Agarwal 2019). Student involvement may facilitate development of psychosocial skills as described by Chickering and Reisser (1993)'s psychosocial development theory. Chickering and Reisser propose that development proceeds along seven vectors: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, establishing and clarifying purpose, and developing integrity. Foubert and Urbanski (2006) show that involvement in student organizations has a strong association with psychosocial development, particularly on students' establishing and clarifying purpose, educational involvement, career planning, life management, and cultural participation.

Involvement in student organizations may include both physical and psychological components (Astin 1999). Astin's involvement theory asserts that behavioral aspects of

involvement, such as what an individual does and how she or he behaves, are essential. Further, (a) involvement occurs along a continuum, that is different students exhibit different levels of involvement in different activities at different times; (b) involvement has both quantitative aspects, how much time a student spends doing something, and qualitative aspects, how focused the student's time is; (c) the amount of personal development and learning that can occur is directly proportional to the quality and quantity of student involvement; and (d) the effectiveness of educational policies, practices, or programs is directly related to the policy, practice, or program's commitment to increasing student involvement (Astin 1999, 519).

Involvement in student organizations may also increase student retention, engagement and success (Munzo, Miller, and Poole 2016b; Tight 2020). One important component of student engagement is professional engagement, that is joining professional and subject associations, attending professional learning opportunities, workshops and conferences, sharing experiences of placement with other students and learning from each other about varied educational contexts (Pittaway 2012). Once students graduate, these networks may significantly impact their continued engagement in their profession. Further, Pittaway (2012) notes that skills developed through establishing these networks taking advantage of professional learning opportunities, may assist graduates in developing into highly effective leaders.

Lastly, Kahu (2013) identifies four dominant research perspectives on student engagement: the behavioral perspective, which foregrounds student behavior and institutional practice; the psychological perspective, which defines engagement as an individual psycho-

social process; the socio-cultural perspective, which emphasizes the critical role of the socio-political context; and, the holistic perspective, which takes a broader view of engagement (Kahu 2013, 758).

Student Success Measures

There are several ways to define student success (Schafer, Cleaveland, and Schafer 2020). For this research, we define success as changes in participant confidence, perceptions of professional goals, and gender perceptions. We chose these measures since they match the goals of most CWIB organizations. For example, the mission statement for one Collegiate Women in Business club reads as follows:

Collegiate Women in Business is a student organization designed to inspire, empower, and develop women pursuing a career in business. Our goal is to build a sense of achievement and confidence that will carry with members into the future. (mission statement – Collegiate Women in Business at X university)

A search of websites of the top 50 US News and World Report business schools found that 47 of the 50 schools had CWIB clubs. Club size varied significantly from small clubs with less than 50 members to large organizations with over 600 members. Some organizations met multiple times per week while others held only monthly meetings. Organizational activities varied with most offering in-person meetings, training sessions, interview training, social events, and visits with potential employers. We reviewed the websites of these CWIB organizations and found that most organizations are developed with goals to encourage participants' confidence, empower participants with professional goals, and potentially change their gender perceptions.

Student Confidence

Confidence is often a common trait of successful business leaders (Gallo 2011; Lipman 2017; Meyer 2019). Prior research and professional insights suggest that females in business may have lower self confidence than males (Iseke and Pull 2019; Meyer 2019). Confidence may vary depending upon activities. For example, prior research suggests that females are less confident in negotiating salary than males (Leibbrandt, and List 2015). Further, increasing student diversity improves student self confidence (Nelson Laird 2005). Business student confidence may also vary depending upon the task involved. We look at five tasks: obtaining a professional job within the participant's field of study, interacting with future employers, giving oral presentations, sharing ideas in group settings, and negotiataing starting salaries. To summarize, our first research question examines whether CWIB student involvement increases confidence as stated in RQ1:

RQ1 – Does CWIB participation increase student confidence?

Professional Goals

Success may also be measured by students' perceptions of their ability to achieve professional goals (Busseri and Rose-Krasnor 2008; AAA / AICPA 2012; Schafer et al. 2020). As noted earlier, student involvement in organizations is often helpful to achieve professional goals (Pittaway 2012; Schafer et al. 2020). Further, the objective of many business student organizations is to develop and empower their members as they work to achieve their professional goals. Student involvement in organizations often influences their perceptions of empowerment (Schafer et al. 2020). In addition, student involvement in business organizations may facilitate their sense of belonging to the organization and/ or school (Sapna and

Wawrzynski 2018; Nolan, Daniel, and Bucklin 2021). Further, student involvement may impact participants' perceptions of the highest realistic career goal they expect to achieve (Blau, Snell, Campbell, Viswanathan, Aarsonson, and Karnik 2014; Blau, Blessley, Kunkle, Schirmer, and Regan 2017). Student involvement may also impact their perception that the organization helped them obtain internships, full time employment, mentors, and professional contacts (Kapitanoff and Pandey 2017).

Work/life balance issues may significantly impact success in business and academic environments (Ufuk and Ozgen 2001; Ahula, Chudoba, Kacmar, McKnight, and George 2007; Armstrong, Riemenschneider, Allen, and Reid 2007; Wolfinger, Mason, and Goulden 2008; Buchheit, Dalton, Harp, and Hollingsworth 2015; Kokot 2015; Agrizzi, Soobaroyen, and Alsalloom 2021; Kokot-Blarney 2021). Vien (2015) note that female Millennials want flexible working arrangements to achieve a better work / life balance. For example, 86 percent of Millennial women are part of dual-earner couples, according to a PwC survey, and 66 percent earn the same or more than their partners do (PwC 2015). Further, research and practitioner articles suggest that accounting firms have addressed the need for more women through work / life balance programs with varying degree of success (Lewison 2006; Ovaska-Few 2019). Thus, student involvement may influence participants' perceptions of how to balance work and other pursuits such as raising children (Schneer and Reitman 2002; Hearn, Jyrkinen, Piekkari, and Oinonen 2008; Phipps and Prieto 2016). To summarize, we investigate whether CWIB involvement impacts participants' perceived professional goals as stated in RQ2.

RQ2 – Does CWIB participation impact students' perceived professional goals?

Gender Perceptions

In the past 20 years, the number of females enrolled in accounting programs has grown significantly and now is often equal to males (AICPA 2019). However, other business disciplines have not experienced similar growth. Further, women may still face obstacles within the university and their chosen profession (Carmona and Ezzamel 2016). For example, Tietz (2007) finds that women and men are represented very differently throughout accounting textbooks often reinforcing gender stereotypes and gender role stratification. In transportation and logistics literature, Hearn and Husu (2011) find that gender equality interventions are important tools in enhancing women's rights and participation. O'Neal, Hopkins, and Bilimoria (2007) find that male-defined constructions of work and career success continue to dominate organizational research and practice. When examining ethical decision making, Bobek, Hagemann, and Radtke (2015) find that professional role, context, and moral intensity are significantly related to males' decision making, but are not significant with respect to females' decisions. Taken together, prior research suggests that males and females may use different decision-making processes (Carmona and Ezzamel 2016).

Given the goal of CWIB is to inspire women in pursuing a career in business, we expect CWIB participation may impact gender perceptions. Specifically, we investigate perceptions regarding whether men may be more promoted than women, men are better suited to be successful in a career of choice, and men are given more preferential treatment in matters of employment in the business world. To summarize, we examine whether CWIB involvement impacts participants' perceived gender perceptions as stated in RQ3.

RQ3 – Does CWIB participation impact students' gender perceptions?

METHODOLOGY

Participants

To isolate the impact of CWIB on its participants, we surveyed both CWIB students and non-CWIB students. CWIB students were surveyed to measure the impact of their participation in CWIB. Further, we compare the CWIB student responses to those of non-CWIB students majoring in business at the same institution to provide initial evidence on whether CWIB influence differs from general business school influence. Participants included 76 CWIB members and 295 non-CWIB business students. As shown in Table 1, both groups included students from beginning undergraduates to graduating seniors. Most CWIB participants joined during their freshman year (n = 40; 55.34 percent) or sophomore year (n = 25, 33.33 percent). While 74.58 percent of the non-CWIB students had been involved in the business college for at least two years, only 35.53 percent of the CWIB students had been involved in CWIB for more than two years. The CWIB members tended to have higher grade point averages. Both groups included students from a variety of business majors with marketing being the most common for non-CWIB students (n = 56, 18.98 percent) and accounting the most common for CWIB participants (n = 23; 30.26 percent). While all CWIB students participating identified as female, the non-CWIB group included 193 (65.42 percent) males and 102 (34.58 percent) females.²

<< Insert Table 1 here >>

² As discussed later, we compare gender perceptions of CWIB students to male non CWIB business students due to the interest in examining differences between males and females regarding gender perceptions.

Instrument Development

To examine the impact of membership in CWIB, we developed a survey by carefully reviewing the CWIB mission and its stated objectives at the authors' school along with relevant academic research. To find relevant research, two authors and one research assistant reviewed current literature using search words including *increase enrollment diversity, gender equality, gender role in negotiation skills, work/life balance, student organization, and objective/goal achievement*. The preliminary survey was reviewed by faculty advisors of the CWIB organization and selected research faculty to ensure it adequately covered the organization's mission and our research objectives.

CWIB Participation and Data Collection

Two authors who served as CWIB chapter advisors distributed the survey to their members in fall 2018 and 2019 at a large public research university³. The advisors advertised the survey at chapter meetings and then emailed the survey link to all members to ensure that only CWIB members completed the survey. The non-CWIB data was gathered in fall 2020 in Business Law and Strategic Management courses at the same university to reduce internal validity selection bias concerns.⁴ Similar to the recruitment of CWIB students, non-CWIB students learned about the survey during class and then could access the survey link via their online class management system. All participants completed the survey online using Qualtrics.

³ Human subject approval was obtained from the authors' university.

⁴ The term 'CWIB' was replaced with 'College of Business' for non-CWIB students.

Confidence Measures

To operationalize participant confidence, we measured confidence in obtaining a job within his/her field of study (*CONFID_OBTAIN_JOB*), giving an oral presentation (*CONFID_ORAL_PRESENT*), sharing an idea in a group setting (*CONFID_GROUP_SETTING*), negotiating a starting salary upon being offered professional employment (*CONFID_NEGOTIATE_SALARY*), and interacting with a future employer at an event such as a career fair (*CONFID_ORAL_INTERACT*).⁵ Participants were asked to indicate their degree of confidence on a scale where 1 = not very confident to 10 = extremely confident.

Professional Goals Measures

We measure professional goals by asking participants to provide their perceptions regarding whether participating in CWIB influenced their professional development, sense of empowerment, sense of belonging, highest level of employment, ability to succeed, and expectations regarding balancing professional work with child raising.

For professional development, participants rated the degree of influence that CWIB had on their development as professionals (*DEVELOPMENT*) on a scale where 1 = no influence to 10 = major influence. Sense of empowerment was operationalized by asking participants to indicate whether or not they agreed to the statement 'The CWIB program empowered me' (*EMPOWERMENT*). Similarly, participants indicated whether or not they agreed to the statement 'The CWIB program helped me feel like I belong to the College of Business' to operationalize sense of belonging (*BELONG*).

⁵ Variable names are shown in parentheses.

Further, participants were asked to identify the highest level of employment they believed to be realistic for themselves during their careers with choices being staff, manager, or executive (*HIGHEST_EMPLOY_LEVEL*). Participants were asked to identify how they believed the CWIB program helped them succeed in obtaining internships, obtaining full time employment, obtaining a mentor, and increasing their network of professional contacts (*SUCCEED*). Lastly, participants indicated how they expected to balance their professional life with child raising by leaving full time job and not returning, leaving full time job and returning, working part time, or not leaving work (*WORK_CHILD_RAISING_BALANCE*).

Gender Attitude Measures

To operationalize gender attitudes, participants indicated whether they agreed, did not agree, or were not sure with the following statements: 'Men may be more promoted than women' which we label *MEN_PROMOTED*, 'Men are better suited to be successful in a career of choice' labeled *MEN_SUCCESSFUL*, and 'Men are given more preferential treatment in matters of employment in the business world' shown in responses as *MEN_PREFERENTIAL_TREATMENT*. For analysis purpose, we coded 'Agree' responses as 1, 'Not Sure' responses as 1.5 and 'Disagree' responses as 2.

RESULTS

Testing Research Questions

To examine whether CWIB participation impacts confidence, perceived professional goals, and gender perceptions, we performed two types of tests. First, we compared the CWIB participants' responses to those of female business students from the same university who were not members of CWIB. Given all CWIB participants surveyed were female, we compare the female rather than male non-CWIB respondents to the CWIB respondents to control for

gender differences.⁶ As discussed earlier, demographics for these two groups are shown in Table 1. Descriptive statistics and results are shown in Table 2.

<< Insert Table 2 here >>

Second, we compared participants with one year or less experience with CWIB to those with returning CWIB students. As shown in Table 1, 30 respondents (39.49 percent) had been involved in CWIB for one year or less and 46 respondents (60.51 percent) had more than one year experience with CWIB. Demographics for these two groups are shown in Table 3 and descriptive statistics and results in Table 4. The returning CWIB students had slightly higher GPAs and were more likely to be accounting majors. Marketing was the most common major for the first year CWIB students.

<< Insert Tables 3 and 4 here >>

Comparing CWIB vs Female Non-CWIB Participants

RQ1 - Confidence

RQ1 examines whether CWIB membership increases student confidence. As shown in Panel A of Table 2, working as part of a team had the highest average confidence for all participants with CWIB respondents averaging a confidence ranking of 7.79 and non-CWIB respondents averaging a confidence ranking of 7.62 on a scale where 1 = not very confident to 10 = very confident. CWIB participants assigned an average confidence ranking of 7.49 and non-CWIB participants' average confidence ranking was 7.41 for obtaining a new job within your professional field. Further, CWIB participants' average confidence ranking for interacting with future employers was 7.18 while non-CWIB participants average confidence ranking was 6.88.

⁶ As noted earlier, we compare CWIB gender perceptions to both female and male non-CWIB business students as a supplemental analysis.

Average confidence ranking assigned giving an oral presentation was 6.52 for CWIB participants and 6.50 for non-CWIB participants. Finally, participants assigned the lowest confidence rankings to negotiating a starting salary with CWIB participants average confidence ranking at 4.90 and non-CWIB participants at 5.71.

Statistical tests find that CWIB participants had higher confidence in their ability to give an oral presentation, work as part of a team, and interact with future employers than non-CWIB female business students. Interestingly, non-CWIB male business students had higher confidence in their ability to negotiate starting salary than did either CWIB members or non-CWIB female business students.

RQ2 – Professional Goals

RQ 2 explores whether CWIB participation impacts student professional goals. Results for perceived professional goals are shown in Panel B of Table 2. CWIB participants ranked the influence of their program on their development as a professional (mean = 4.72) as lower than non-CWIB female business students (mean = 5.14). In contrast, a higher percent of CWIB participants than non-CWIB female participants included that their program empowered them and helped them develop a greater sense of belonging. Further, 38.15 percent of CWIB participants indicated the highest realistic employment level was executive vs 27.45 percent of non-CWIB female business students. CWIB participants were more likely to obtain a mentor and leave a full time job and return while raising children than non-CWIB female business students.

RQ3 – Perceived Gender Perceptions

RQ3 examines whether CWIB membership impacts perceived gender perceptions. Results, shown in Panel C of Table 2 suggests that CWIB involvement impacts level of

agreement with *MEN_PROMOTED*. Specifically, 28.95 percent of CWIB participants indicated they agreed that men are more likely to be promoted than women in a business setting while 65.69 percent of female non-CWIB participants agreed with this statement. Further, 64.47 percent of CWIB participants indicated that men were given more preferential treatment (*MEN_PREFERENTIAL_TREATMENT*) while 59.80 percent of female non-CWIB participants agreed with this statement. Finally, no significant differences in level of agreement was noted for the statement that men are better suited for success in careers with 88.16 percent of CWIB participants disagreeing while 84.31 percent of female non-CWIB participants disagreed.

Comparing Responses of First Year and Returning CWIB Participants

RQ1 - Confidence

Our first research question (RQ1) explores whether CWIB participation increases student confidence. As shown in Panel A of Table 4, returning CWIB students had statistically higher confidence levels for all five confidence questions. The largest difference was confidence in obtaining a job (first year CWIB mean = 6.73 vs. returning CWIB mean = 7.98) and interacting with a future employer (first year CWIB mean = 6.43 vs. returning CWIB mean = 7.65).

RQ2 – Professional Goals

The second research question (RQ2) examines whether CWIB participation impacts students' professional goals. Results for perceived professional goals are shown in Panel B of Table 4. Differences between the two groups for *DEVELOPMENT*, *EMPOWERMENT*, and *BELONG* were not significant. However, 45.65 percent of returning CWIB participants believed they have the ability to become executives compared to 26.67 percent of first year CWIB respondents. Further, returning CWIB participants were more likely to believe they were capable of obtaining an internship, and increase their network of professional contacts.

RQ3 – Gender Perceptions

Our third research question (RQ3) explores whether CWIB participation impacts students' gender perceptions. Within our CWIB participants, few differences in gender perceptions were noted between the first year CWIB members and returning CWIB members as shown in Panel C of Table 4. Agreement with *MEN_PROMOTED* decreased from 66.67 percent of first year CWIB participants to 60.86 percent of returning CWIB respondents. Interestingly, agreement with the *MEN_SUCCESSFUL* and *MEN_PREFERENTIAL_TREATMENT* statements increased slightly with experience in CWIB.

Additional Analyses

Comparing CWIB Students to Non-CWIB Male Students

While our main results compare CWIB students to non-CWIB female students to control for gender, we also collected measures of confidence, perceived professional goals, and gender perceptions from non-CWIB male students to compare female students to male students as reported in Table 2. For confidence scores reported in Panel A, the only significant difference between CWIB and non-CWIB male students involves *CONFID_NEGOTIATE_SALARY*. Non-CWIB male students are statistically more confident in their abilities to negotiate starting salaries than are CWIB students. For perceived professional goals reported in Panel B, a higher percent of CWIB students indicate that their organization empowered them (*EMPOWERMENT*) and helped them feel like they belonged (*BELONG*). Non-CWIB male students were more likely to indicate their highest level of employment was executive (*HIGHEST_EMPLOY_LEVEL*), their experience in the College of Business was more likely to help them increase their network of professional contacts (*SUCCEED*), and they were more likely not to leave work when child

raising (*WORK_RAISE_CHILD_BALANCE*). Finally, as shown in Panel C, non-CWIB male students were more likely to disagree with the statement ‘men are given more preferential treatment than women are in matters of employment in the business world’ (*MEN_PREFERENTIAL_TREATMENT*).

Impact of Studying Business for Non-CWIB Students

One may argue that studying business in general should influence student confidence, perceived professional goals, and gender perceptions. To obtain preliminary evidence on whether CWIB’s influence differs from that of a general business school, we compared confidence, perceived professional goals, and gender perceptions between short term non-CWIB business students and long-term non-CWIB business students as shown in Tables 5 and 6. As shown in Table 5, similar to the CWIB participants, long-term non-CWIB participants had higher gpas than short-term non-CWIB participants.

<< Insert Table 5 here >>

Panel A of Table 6 displays the confidence levels for the short term vs long term non-CWIB members. While a longer involvement increases confidence levels for the five scenarios examined, the percentage of increase is lower than that for the CWIB members. Interestingly, the short-term non-CWIB participants indicated that the business program had impacted their development more than the long-term non-CWIB respondents.

<< Insert Table 6 here >>

Regression Analyses

To examine how CWIB membership, major, years in program, and gpa impact confidence, perceived professional goals, and gender perceptions, we ran regressions for each

measure of student success with CWIB membership, major, years in program, and gpa as independent variables.

RQ1 - Confidence

Results using generalized least square regression for confidence measures, shown in Table 7, indicate that years in program is positively related to *CONFID_OBTAIN_JOB* ($p = 0.0027$) and CWIB membership is marginally positively related to *CONFID_INTERACT* ($p = 0.0704$).

<< Insert Table 7 here >>

RQ2 – Professional Goals

Generalized least squares regression results for perceived professional goals, shown in Table 8, suggest that major is marginally related to *DEVELOPMENT* ($p = 0.0883$). Further, logistic regression results indicate that CWIB membership is positively related to the dictomous variables *EMPOWERMENT* ($p = 0.0014$) and *BELONG* ($p = 0.0082$). Major is related to *EMPOWERMENT* ($p = 0.0369$) and *BELONG* ($p = 0.0161$). Generalized least squares regression results indicate that CWIB membership ($p = 0.0034$) and major ($p = 0.0138$) are also related to *HIGHEST_EMPLOY_LEVEL*. Finally, generalized least squares regression results suggest that gpa ($p = 0.0410$) is positively related to *WORK_RAISE_CHILD_BALANCE*.

<< Insert Table 8 here >>

RQ3 – Gender Perceptions

Generalized least squares regression results for gender perceptions, shown in Table 9, indicate that major ($p = 0.0307$) is related to *MEN_SUCCESSUL*.

<< Insert Table 9 here >>

DISCUSSION AND CONCLUSION

Examining how to support and empower female business students is an important topic today as the demand for a more diverse workforce continues to grow (Kinzie, Thomas, Palmer, Umbach, and Kuh 2007; Simeone 2019; Ali 2020). Further, accreditation bodies and academic professionals encourage universities to develop resources for women to become successful business students and leaders (AACSB 2003; AAA / AICPA 2012). In addition, Bell (2005) reports that women top executives earn between 8% and 25% less than male executives after controlling for differences in company size and other factors. Finally, while almost 50 percent of new accounting graduates are females, the percent of female accounting firm partners is relatively low (Anderson-Gough, Grey, and Robson 2005; Dambrin and Lambert 2012; AICPA 2019). To address these issues, many business colleges have recently established organizations to support collegiate women in business. Developing new student organization can be challenging (Smith, Swain, and Tayler 2017). Whether these organizations are achieving their mission is an unanswered question. We address this issue by conducting a field investigation at one public Midwestern research university. Specifically, we ask both CWIB and non-CWIB business students to reflect on how their organizational involvement impacted their confidence, professional goals, and gender perceptions.

We find that participants who were involved in CWIB are more likely to have greater confidence in giving oral presentations, working as part of a team, and in interacting with future employers than non-CWIB female business students. Regarding perceived professional goals, participants in CWIB are more likely to (a) believe that it was realistic for them to become executives during their careers, (b) obtain a mentor, and (c) leave a full time job and return

later when raising children than female business students who were not involved in CWIB. Further, participants involved in CWIB are more likely to disagree with, or be uncertain about, the statement that ‘men are more likely to be promoted than women in a business setting’ than are female business students not involved in CWIB.

Within CWIB participants, those involved in CWIB for at least one year are more likely than those with less involvement in CWIB to have higher confidence in obtaining a new job within their professional field, giving oral presentations, working as a team, negotiating salaries, and interacting with future employers. These returning CWIB participants are also more likely to rank higher the impact of the program on their development as professionals, believe they could realistically become executives during their careers, and obtain an internship. Finally, the returning CWIB participants are more likely to disagree with the statement ‘men are more likely to be promoted than women in a business setting’.

Our results provide initial evidence that investment in a college-wide women in business program may be an effective way to ‘inspire, empower, and develop’ women to pursue a career in business. However, as with all research, several limitations exist. For example, measuring program output is difficult (Calderon 2014; Allberg and Elder 2020). While we used confidence, perceived professional goals, and gender perceptions as outcomes, we encourage researchers to examine other measures of program output. Further, the causality of the relationships between program inputs, processes, and outputs are nebulous (Calderon 2014; Allberg and Elder 2020). More research is needed to examine these important relationships.

In addition, we report the results from only one large public Midwestern research university. Additional research needs to be conducted to determine if these results are

generalizable to smaller universities, private universities, and/or international universities.

Similar to many studies involving student organizations (i.e. Schafer et al. 2000), there may be an omitted variable bias as students with certain characteristics may be more likely to join organizations such as CWIB. Research could examine these additional characteristics. Additional research should also be conducted to determine the impact of varying programming between university chapters affects participant confidence, perceived professional goals, and gender perceptions. Finally, comparing the impact of professional accounting organizations such as Beta Alpha Psi or the National Association of Black Accounting Students to CWIB organizations may be interesting.

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TABLE 1
Demographics

Number of Subjects	<u>CWIB</u>		<u>Non-CWIB</u>	
	76		295	
Classification	<u>Frequencies</u>	<u>Percent</u>	<u>Frequencies</u>	<u>Percent</u>
Freshman	9	11.84%	2	0.68%
Sophomore	25	32.89%	73	24.74%
Junior	22	28.95%	161	54.58%
4 th Year Senior	20	26.32%	50	16.95%
5 th Year Senior	0	0.00%	9	3.05%
Year joined CWIB / Business School				
Freshman	40	55.34%	105	35.59%
Sophomore	25	33.33%	121	41.02%
Junior	10	13.33%	61	20.68%
Senior	0	0.00%	8	2.71%
Years in CWIB / Business School				
One	30	39.47%	2	0.68%
Two	19	25.00%	73	24.74%
Three	19	25.00%	161	54.58%
Four or more	8	10.53%	59	20.00%
GPA				
Below 2.50	2	2.63%	14	4.75%
2.51-2.79	2	2.63%	26	8.81%
2.80-3.19	5	6.58%	80	27.12%
3.20-3.59	22	28.95%	73	24.74%
3.60-4.00	45	59.21%	102	34.58%
Major				
Accounting	23	30.26%	33	11.19%
Finance	14	18.42%	39	13.22%
Marketing	16	21.05%	56	18.98%
Supply Chain	8	10.52%	38	12.88%
Entrepreneurship	1	1.32%	8	2.71%
Management	7	9.21%	24	8.14%
MIS	1	1.32%	35	11.86%
Other	3	3.95%	50	16.95%
Undecided	3	3.95%	12	4.07%
Gender				
Female	76	100.00%	102	34.58%
Male	0	0.00%	193	65.42%

TABLE 2
Descriptive Statistics and Results

Panel A: Confidence Scores

<u>Confidence Scores^a</u>	CWIB Means (Std Dev.) N=76	Non-CWIB Means (Std Dev.) N=295	Non-CWIB Male Means (Std Dev.) N=193	Non-CWIB Female Means (Std Dev.) N=102
Obtain new job within your professional field <i>CONFID_OBTAIN_JOB</i>	7.49 (1.18)	7.41 (1.73)	7.40 (1.83)	7.44 (1.51)
Give oral presentation <i>CONFID_ORAL_PRESENT</i>	6.52 (1.86)	6.50 (2.11)	6.63 (2.09)	6.25 (2.12)
Work as part of a team <i>CONFID_GROUP_SETTING</i>	7.79 (1.58)	7.62 (1.66)	7.76 (1.61)	7.35 (1.72)
Negotiate starting salary for new professional employment opportunity <i>CONFID_NEGOTIATE_SALARY</i>	4.90 (1.86)	5.71 (2.08)	6.01 (2.02)	5.14 (2.07)
Interact with a future employer at an event such as a career fair <i>CONFID_INTERACT</i>	7.18 (1.96)	6.88 (2.05)	6.98 (1.96)	6.67 (2.09)

^a Participants ranked their confidence on a ten point scale where 1 = not very confident to 10 = very confident.

TABLE 2
Descriptive Statistics and Results (continued)

Panel B: Perceived Professional Goals

<u>Perceived Professional Goals</u>	<u>CWIB</u>		<u>Non-CWIB</u>		<u>Non-CWIB Male</u>		<u>Non-CWIB Female</u>	
	<u>Frequency or Means (Std Dev.)</u> N=76	<u>CWIB Percent</u>	<u>Frequency or Means (Std Dev.)</u> N=295	<u>Non-CWIB Percent</u>	<u>Frequency or Means (Std Dev.)</u> N=193	<u>Non-CWIB Male Percent</u>	<u>Frequency or Means (Std Dev.)</u> N=102	<u>Non-CWIB Female Percent</u>
Impact CWIB ^b program had on your development as a professional. <i>DEVELOPMENT^{ca}</i>	4.72 (2.52)		4.98 (2.25)		4.89 (2.16)		5.14 (2.41)	
Indicate your agreement with the following statements								
The CWIB ^b program empowered me. <i>EMPOWERMENT</i>	Yes =74 No =2	97.37% 2.63%	Yes =190 No =105	64.41% 35.59%	Yes =118 No =75	61.14% 38.86%	Yes =74 No =30	70.59% 29.41%
The CWIB ^b program helped me feel like I belong in the College of Business. <i>BELONG</i>	Yes =75 No =2	98.68% 1.32%	Yes =240 No =55	81.36% 18.64%	Yes =165 No =28	85.49% 14.51%	Yes =75 No =27	73.53% 26.47%
The participant's highest level of employment according to what they believe to be realistic for themselves during their careers. <i>HIGHEST_EMPLOY_LEVEL</i>								
Staff	1	1.1%	27	9.15%	17	8.81%	10	9.80%
Manager	46	60.53%	147	49.83%	83	43.01%	64	62.75%
Executive	29	38.15%	121	41.02%	93	48.18%	28	27.45%

^b For non-CWIB columns, replace CWIB with the College of Business.

^c Participants ranked the impact of CWIB (Business College) program on their development as professionals using a scale where 1 = no influence and 10 = major influence.

TABLE 2
Descriptive Statistics and Results (continued)

Panel B: Perceived Professional Goals (continued)

<u>Perceived Professional Goals</u>	<u>CWIB Frequency or Means (Std Dev.)</u>	<u>CWIB Percent</u>	<u>Non-CWIB Frequency or Means (Std Dev.)</u>	<u>Non- CWIB Percent</u>	<u>Non-CWIB Male Frequency or Means (Std Dev.)</u>	<u>Non- CWIB Male Percent</u>	<u>Non-CWIB Female Frequency or Means (Std Dev.)</u>	<u>Non-CWIB Female Percent</u>
The participant's identified professional goals they believe CWIB ^b helped them succeed in. <i>SUCCEED</i> ^d								
Obtain internship	8	10.53%	66	24.35%	43	24.16%	23	24.73%
Obtain full time employment	2	2.63%	27	9.96%	21	11.79%	6	6.45%
Obtain a mentor	44	57.89%	32	11.81%	15	8.43%	17	18.28%
Increase network of professional contacts	22	28.95%	146	53.88%	99	55.62%	47	50.54%
The participant's intentions regarding how to balance their professional life with child raising. <i>WORK_RAISE_CHILD_BALANCE</i>								
Leave full time job and not return	1	1.31%	9	3.05%	6	3.11%	3	2.94%
Leave full time job and return	34	44.74%	72	24.41%	37	19.17%	35	34.31%
Work part time	2	2.63%	15	5.08%	9	4.66%	6	5.88%
Will not leave work	39	51.32%	199	67.46%	141	73.06%	58	56.86%

^bFor non-CWIB columns, replace Collegiate Women in Business with the College of Business.

^dApproximately 8% of the data was not considered due to participants selecting multiple options. Only single choice answers were considered.

TABLE 2
Descriptive Statistics and Results (continued)

Panel C: Gender Perceptions

Gender Perceptions ^e	<u>CWIB</u>		<u>Non-CWIB</u>		<u>Non-CWIB Male</u>		<u>Non-CWIB Female</u>	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Men are more likely to be promoted than women in a business setting. <i>MEN_PROMOTED</i>	Yes =22 No =28 Not Sure =26	28.95% 36.84% 34.21%	Yes =122 No =110 Not Sure =63	41.36% 37.29% 21.36%	Yes =55 No =87 Not Sure =51	28.50% 45.08% 26.42%	Yes =67 No =23 Not Sure =12	65.69% 22.55% 11.76%
Men are better suited to be successful in career of choice as opposed to women. <i>MEN_SUCCESSFUL</i>	Yes =6 No =67 Not Sure =3	7.89% 88.16% 3.95%	Yes =22 No =241 Not Sure =32	7.46% 81.69% 10.85%	Yes =11 No =155 Not Sure =27	5.70% 80.31% 13.99%	Yes =11 No =86 Not Sure =5	10.78% 84.31% 4.90%
Men are given more preferential treatment than women are in matters of employment in the business world. <i>MEN_PREFERENTIAL_TREATMENT</i>	Yes =49 No =13 Not Sure =14	64.47% 17.11% 18.42%	Yes =125 No =109 Not Sure =61	42.37% 36.95% 20.68%	Yes =64 No =87 Not Sure =42	33.16% 45.08% 21.76%	Yes =61 No =22 Not Sure =19	59.80% 21.57% 18.63%

^e Participants were asked to indicate their agreement with each statement.

TABLE 3
CWIB Experience Demographics

Number of Subjects	<u>CWIB First Year</u>		<u>Returning CWIB^a</u>	
		30		46
Classification	<u>Frequencies</u>	<u>Percent</u>	<u>Frequencies</u>	<u>Percent</u>
Freshman	9	30.00%	0	0.00%
Sophomore	12	40.00%	13	28.26%
Junior	8	36.67%	14	30.43%
4 th Year Senior	1	3.33%	19	41.31%
GPA				
Below 2.50	1	3.33%	1	2.17%
2.51-2.79	1	3.33%	1	2.17%
2.80-3.19	2	6.67%	3	6.52%
3.20-3.59	10	33.33%	12	26.09%
3.60-4.00	16	53.33%	29	63.05%
Major				
Accounting	4	13.33%	19	41.31%
Finance	6	20.00%	8	17.39%
Marketing	10	33.33%	6	13.04%
Supply Chain	2	6.67%	6	13.04%
Entrepreneurship	1	3.33%	0	0.00%
Management	4	13.33%	3	6.52%
MIS	1	3.33%	0	0.00%
Other	1	3.33%	2	4.35%
Undecided	1	3.33%	2	4.35%
Gender				

^a Respondents had more than one year involvement with CWIB.

TABLE 4
CWIB Experience Descriptive Statistics and Results

Panel A: Confidence Scores

<u>Confidence Score^a</u>	CWIB First Year (Std Dev.) N=30	Returning CWIB^b (Std Dev.) N=46
Obtain new job within your professional field <i>CONFID_OBTAIN_JOB</i>	6.73 (1.86)	7.98 (1.62)
Give oral presentation <i>CONFID_ORAL_PRESENT</i>	6.07 (1.84)	6.83 (1.82)
Work as part of a team <i>CONFID_GROUP_SETTING</i>	7.40 (1.82)	8.11 (1.29)
Negotiate starting salary for new professional employment opportunity <i>CONFID_NEGOTIATE_SALARY</i>	4.37 (1.96)	5.20 (1.71)
Interact with a future employer at an event such as a career fair <i>CONFID_INTERACT</i>	6.43 (2.06)	7.65 (1.75)

^a Participants ranked their confidence on a ten point scale where 1 = not very confident to 10 = very confident.

^b Respondents had more than one year involvement with CWIB.

TABLE 4
CWIB Experience Descriptive Statistics and Results (continued)

Panel B: Perceived Professional Goals

<u>Perceived Professional Goal</u>	<u>CWIB First Year (Std Dev.)</u> N=30	<u>CWIB First Year Percent</u>	<u>Returning CWIB (Std Dev.)</u> N=46	<u>Returning CWIB Percent</u>
Impact CWIB program had on your development as a professional. <i>DEVELOPMENT^c</i>	4.96 (1.89)		4.56 (2.85)	
Indicate your agreement with the following statements				
The Collegiate Women in Business program empowered me. <i>EMPOWERMENT</i>	Yes =28 No =2	93.33% 6.67%	Yes =46 No =0	100.00% 0.00%
The Collegiate Women in Business program helped me feel like I belong in the College of Business. <i>BELONG</i>	Yes =29 No =1	96.67% 3.33%	Yes =46 No =0	100.00% 0.00%
The participant's highest level of employment according to what they believe to be realistic for themselves during their careers. <i>HIGHEST_EMPLOY_LEVEL</i>				
Staff	1	3.33%	0	0.00%
Manager	21	70.00%	25	54.35%
Executive	8	26.67%	21	45.65%
The participant's identified professional goals they believe CWIB ^b helped them succeed in. <i>SUCCEED</i>				
Obtain an internship	0	0.00%	8	17.33%
Obtain full-time employment	0	0.00%	2	4.35%
Obtain a mentor	23	76.67%	21	45.65%
Increase network of professional contacts	7	23.33%	15	32.61%

^c Participants ranked the impact of CWIB program on their development as professionals on a ten point scale where 1 = no influence to 10 = major influence.

TABLE 4
CWIB Experience Descriptive Statistics and Results (*continued*)

Panel B: Perceived Professional Goals (*continued*)

<u>Perceived Professional Goal</u>	<u>CWIB First Year (Std Dev.)</u>	<u>CWIB First Year Percent</u>	<u>Returning CWIB (Std Dev.)</u>	<u>Returning CWIB Percent</u>
The participant's intentions regarding how to balance their professional life with child raising. <i>WORK_CHILD_RAISE_BALANCE</i>				
Leave full time job and not return	1	3.33%	20	43.48%
Leave full time job and return	14	46.67%	24	52.17%
Work part time	0	0.00%	0	0.00%
Will not leave work	15	50.00%	2	4.35%

TABLE 4
CWIB Experience Descriptive Statistics and Results (*continued*)

Panel C: Gender Perceptions

Gender Perceptions^d

1

Men are more likely to be promoted than women in a business setting.

MEN_PROMOTED

<u>First Year CWIB</u>		<u>Returning CWIB</u>	
<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Yes =20	66.67%	Yes =28	60.86%
No =3	10.00%	No =9	19.57%
Not Sure =7	23.33%	Not Sure =9	19.57%
Yes =1	3.33%	Yes =5	10.87%
No =28	93.33%	No =39	84.78%
Not Sure =1	3.33%	Not Sure =2	4.35%
Yes =18	60.00%	Yes =31	67.39%
No =4	13.33%	No =9	19.57%
Not Sure =8	26.67%	Not Sure =6	13.04%

Men are better suited to be successful in career of choice as opposed to women.

MEN_SUCCESSFUL

Men are given more preferential treatment than women are in matters of employment in the business world. *MEN_PREFERENTIAL_TREATMENT*

^d Participants were asked to indicate their agreement with the following statements.

TABLE 5
Non-CWIB Experience Demographics

Number of Subjects	Non-CWIB Short Term <u>(1-2 Years)</u>		Non-CWIB Long Term <u>(3-5 Years)</u>	
	215		80	
Classification	<u>Frequencies</u>	<u>Percent</u>	<u>Frequencies</u>	<u>Percent</u>
Freshman	2	0.93%	0	0.00%
Sophomore	73	33.95%	0	0.00%
Junior	117	54.42%	44	55.00%
4 th Year Senior	21	9.77%	29	36.25%
5 th Year Senior	2	0.93%	7	8.75%
GPA				
Below 2.50	12	5.58%	2	2.50%
2.51-2.79	21	9.77%	5	6.25%
2.80-3.19	56	26.05%	24	30.00%
3.20-3.59	52	24.18%	21	36.25%
3.60-4.00	74	34.42%	28	35.00%
Major				
Accounting	26	12.09%	7	8.75%
Finance	30	13.95%	9	11.25%
Marketing	38	17.68%	18	22.50%
Supply Chain	24	11.16%	14	17.50%
Entrepreneurship	8	3.72%	0	0.00%
Management	21	9.77%	3	3.75%
MIS	23	10.70%	12	15.00%
Other	33	15.35%	17	21.25%
Undecided	12	5.58%	0	0.00%
Gender				
Male	137	63.72%	56	70.00%
Female	78	36.28%	24	30.00%

TABLE 6
Non-CWIB Experience Descriptive Statistics and Results

Panel A: Confidence Scores

<u>Confidence Scores^a</u>	Non-CWIB Short Term (1-2 Years) (Std Dev.) N=215	Non-CWIB Long Term (3-5 Years) (Std Dev.) N=80
Obtain new job within your professional field <i>CONFID_OBTAIN_JOB</i>	7.35 (1.73)	7.58 (1.69)
Give oral presentation <i>CONFID_ORAL_PRESENT</i>	6.42 (2.18)	6.70 (1.89)
Work as part of a team <i>CONFID_GROUP_SETTING</i>	7.46 (1.69)	8.04 (1.50)
Negotiate starting salary for new professional employment opportunity <i>CONFID_NEGOTIATE_SALARY</i>	5.62 (2.09)	5.94 (2.04)
Interact with a future employer at an event such as a career fair <i>CONFID_INTERACT</i>	6.80 (2.12)	7.06 (1.84)

^a Participants ranked their confidence on a ten point scale where 1 = not very confident to 10 = very confident.

TABLE 6
Non-CWIB Experience Descriptive Statistics and Results (continued)

Panel B: Perceived Professional Goals

<u>Perceived Professional Goals</u>	Non-CWIB Short Term (1-2 Years) Frequency or Means (Std Dev.) N=215	Non-CWIB Short Term (1-2 Years) Percent	Non-CWIB Long Term (3-5 Years) Frequency or Means (Std Dev.) N=80	Non-CWIB Long Term (3-5 Years) Percent
Impact business program had on your development as a professional. <i>DEVELOPMENT^b</i>	5.12 (2.30)		4.61 (2.04)	
Indicate your agreement with the following statements				
The business program empowered me. <i>EMPOWERMENT</i>	Yes =135 No =80	62.79% 37.21%	Yes =55 No =25	80.00% 20.00%
The program helped me feel like I belong in the College of Business. <i>BELONG</i>	Yes =176 No =39	81.86% 18.14%	Yes =64 No =16	85.49% 14.51%
The participant's highest level of employment according to what they believe to be realistic for themselves during their careers. <i>HIGHEST_EMPLOY_LEVEL</i>				
Staff	21	9.77%	6	7.50%
Manager	109	50.70%	38	47.50%
Executive	85	39.53%	36	45.00%
The participant's identified professional goals they believe CWIB ^b helped them succeed in. <i>SUCCEED*</i>				
Obtaining an internship	47	23.62%	19	26.39%
Obtaining full-time employment	25	12.56%	2	2.78%
Obtaining a mentor	22	11.06%	10	13.89%
Increasing network of professional contacts	105	52.76%	41	56.94%

^b Participants ranked the impact of College of Business program on their development as professionals using a scale where 1 = no influence to 10 = major influence.

TABLE 6
Non-CWIB Experience Descriptive Statistics and Results (*continued*)

Panel B: Perceived Professional Goals (*continued*)

<u>Perceived Professional Goals</u>	Non-CWIB Short Term (1-2 Years) Frequency or Means (Std Dev.)	Non-CWIB Short Term (1-2 Years) Percent	Non-CWIB Long Term (3-5 Years) Frequency or Means (Std Dev.)	Non-CWIB Long Term (3-5 Years) Percent
The participant's intentions regarding how to balance their professional life with child raising. <i>WORK_RAISE_CHILD_BALANCE</i>				
Leave full time job and not return	9	4.19%	0	0.00%
Leave full time job and return	60	27.91%	12	15.00%
Work part time	10	4.56%	5	6.25%
Will not leave work	136	63.25%	63	78.75%

TABLE 6
Non-CWIB Experience Descriptive Statistics and Results (*continued*)

Panel C: Gender Perceptions

<u>Gender Perceptions^c</u>	Non-CWIB Short Term (1-2 Years)		Non-CWIB Long Term (3-5 Years)	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Men are more likely to be promoted than women in a business setting. <i>MEN_PROMOTED</i>	Yes =97	45.12%	Yes =25	31.25%
	No =78	36.28%	No =32	40.00%
	Not Sure =40	18.60%	Not Sure =23	28.75%
Men are better suited to be successful in career of choice as opposed to women. <i>MEN_SUCCESSFUL</i>	Yes =19	8.84%	Yes =3	3.75%
	No =178	82.79%	No =63	78.75%
	Not Sure =18	8.37%	Not Sure =14	17.50%
Men are given more preferential treatment than women are in matters of employment in the business world. <i>MEN_PREFERENTIAL_TREATMENT</i>	Yes =95	44.19%	Yes =30	37.50%
	No =82	38.14%	No =27	33.75%
	Not Sure =38	17.67%	Not Sure =23	28.75%

^c Participants were asked to indicate their agreement with the following statements.

TABLE 7
Results of Confidence Regressions for CWIB and Female Non-CWIB Members

Panel A: CONFID_OBTAIN_JOB

N=178		Degrees of Freedom	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	0.01	0.01	0.00	0.9623
Major		8	8.34	1.04	0.38	0.9295
Years in program		1	25.32	25.32	9.26	0.0027**
Gpa		1	0.24	0.24	0.09	0.7695
R ²	0.07					
Model F	1.07					
Model Pr > F	0.3910					

Panel B: CONFID_ORAL_PRESENT

N=178		Degrees of Freedom	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	10.19	10.19	0.83	0.3626
Major		8	31.56	3.95	0.95	0.4733
Years in program		1	1.48	1.48	0.36	0.5502
Gpa		1	1.91	1.91	0.46	0.4973
R ²	0.06					
Model F	0.91					
Model Pr > F	0.5328					

Panel C: CONFID_GROUP_SETTING

N=178		Degrees of Freedom	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	5.83	5.83	2.09	0.1498
Major		8	17.84	2.23	0.80	0.6033
Years in program		1	3.26	3.26	1.17	0.2813
Gpa		1	1.41	1.41	0.51	0.4783
R ²	0.07					
Model F	1.15					
Model Pr > F	0.3253					

TABLE 7

Results of Confidence Regressions for CWIB and Female Non-CWIB Members (continued)

Panel D: CONFID_NEGOTIATE_SALARY

N=178		Degrees of Freedom	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	1.74	1.74	0.44	0.5102
Major		8	24.85	3.11	0.78	0.6224
Years in program		1	4.10	4.10	1.03	0.3124
Gpa		1	8.62	8.62	2.16	0.1436
R ²	0.06					
Model F	0.95					
Model Pr > F	0.4986					

Panel E: CONFID_INTERACT

N=178		Degrees of Freedom	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	12.85	12.85	3.32	0.0704**
Major		8	28.34	3.54	0.91	0.5061
Years in program		1	9.15	9.15	2.36	0.1263
Gpa		1	2.86	2.86	0.74	0.3912
R ²	0.08					
Model F	1.25					
Model Pr > F	0.2561					

TABLE 8

Results of Perceived Professional Goals Regressions^a for CWIB and Female Non-CWIB Members

Panel A: DEVELOPMENT

<u>N=178</u>	<u>Degrees of Freedom</u>	<u>Type III Sum of Squares</u>	<u>Mean Square</u>	<u>F Value</u>	<u>Pr > F</u>
CWIB membership	1	0.31	0.31	0.05	0.8185
Major	8	83.29	10.41	1.76	0.0883*
Years in program	1	5.97	5.97	1.01	0.3166
Gpa	1	1.19	1.19	0.20	0.6541
R ²	0.09				
Model F	1.53				
Model Pr > F	0.1236				

Panel B: EMPOWERMENT Logistic Regression

<u>N=178</u>	<u>Type 3 Analysis of Effects</u>		<u>Pr > ChiSq</u>
	<u>Degrees of Freedom</u>	<u>Wald Chi-Square</u>	
CWIB membership	1	10.08	0.0015**
Major	8	16.41	0.0369*
Years in program	1	1.51	0.2191
Gpa	1	0.16	0.6898

Panel C: BELONG Logistic Regression

<u>N=178</u>	<u>Type 3 Analysis of Effects</u>		<u>Pr > ChiSq</u>
	<u>Degrees of Freedom</u>	<u>Wald Chi-Square</u>	
CWIB membership	1	6.99	0.0082**
Major	8	18.78	0.0161*
Years in program	1	1.13	0.2875
Gpa	1	0.3355	0.5624

^a Generalized least squares regressions were run for each variable except the dictomous variables. For the dictomous variables (i.e. *EMPOWERMENT* and *BELONG*), logistic regressions were used.

TABLE 8
Results of Perceived Professional Goals Regressions for CWIB and Female Non-CWIB Members
(continued)

Panel D: *HIGHEST_EMPLOY_LEVEL*

<u>N=178</u>		Degrees of <u>Freedom</u>	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	2.58	2.58	8.84	0.0034**
Major		8	5.83	0.73	2.50	0.0138*
Years in program		1	0.05	0.05	0.16	0.6908
Gpa		1	0.18	0.18	0.61	0.4346
R ²	0.14					
Model F	2.40					
Model Pr > F	0.0085					

Panel E: *SUCCEED*

<u>N=169</u>		Degrees of <u>Freedom</u>	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	1.26	1.26	1.05	0.3060
Major		8	12.37	1.55	1.29	0.2506
Years in program		1	1.06	1.06	0.88	0.3484
Gpa		1	0.13	0.13	0.11	0.7382
R ²	0.07					
Model F	1.01					
Model Pr > F	0.4386					

Panel F: *WORK_RAISE_CHILD_BALANCE*

<u>N=178</u>		Degrees of <u>Freedom</u>	Type III Sum of Squares	Mean Square	F Value	Pr > F
CWIB membership		1	0.36	0.36	0.62	0.4326
Major		8	1.87	0.23	0.40	0.9170
Years in program		1	0.00	0.00	0.00	0.9465
Gpa		1	2.45	2.45	4.24	0.0410*
R ²	0.04					
Model F	0.61					
Model Pr > F	0.8169					

TABLE 9
Results of Gender Perceptions Regressions for CWIB and Female Non-CWIB Members

Panel A: MEN_PROMOTED

<u>N=178</u>		<u>Degrees</u> <u>of</u> <u>Freedom</u>	<u>Type III Sum</u> <u>of Squares</u>	<u>Mean</u> <u>Square</u>	<u>F Value</u>	<u>Pr > F</u>
CWIB membership		1	0.09	0.09	0.55	0.4575
Major		8	0.77	0.10	0.58	0.7954
Years in program		1	0.11	0.11	0.68	0.4100
Gpa		1	0.06	0.06	0.39	0.5341
R ²	0.03					
Model F	0.54					
Model Pr > F	0.8728					

Panel B: MEN_SUCCESSFUL

<u>N=178</u>		<u>Degrees</u> <u>of</u> <u>Freedom</u>	<u>Type III Sum</u> <u>of Squares</u>	<u>Mean</u> <u>Square</u>	<u>F Value</u>	<u>Pr > F</u>
CWIB membership		1	0.01	0.01	0.16	0.6865
Major		8	1.57	0.20	2.19	0.0307*
Years in program		1	0.06	0.06	0.68	0.4095
Gpa		1	0.00	0.00	0.01	0.9262
R ²	0.10					
Model F	1.67					
Model Pr > F	0.0835					

Panel C: MEN_PREFERENTIAL_TREATMENT

<u>N=178</u>		<u>Degrees</u> <u>of</u> <u>Freedom</u>	<u>Type III Sum</u> <u>of Squares</u>	<u>Mean</u> <u>Square</u>	<u>F Value</u>	<u>Pr > F</u>
CWIB membership		1	0.35	0.35	2.18	0.1416
Major		8	1.52	0.19	1.19	0.3096
Years in Pprogram		1	0.01	0.01	0.07	0.7952
Gpa		1	0.06	0.06	0.37	0.5431
R ²	0.06					
Model F	0.97					
Model Pr > F	0.4720					

**Does Collegiate Women in Business Organizations Change Participant Confidence, Perceived Professional Goals, and Gender Perceptions?
Experimental Instruments**

Collegiate Women in Business (CWIB) Survey – page 1 to 15

Non- Collegiate Women in Business (CWIB) Survey – page 16 to 31

CWIB Survey

Students are routinely presented with a variety of opportunities that are intended to enhance their professional development. We are conducting this study to analyze the impact of the Collegiate Women in Business (CWIB) student organization.

Some facts about the study:

- The study is provided via an online survey and should take approximately 20 minutes to complete.
- Your participation is completely voluntary. Your alternative to participation is to not complete the survey.
- There are no known risks to this study.
- Your participation and responses will contribute to our understanding of the professional skills being developed and refined by your participation in the CWIB student organization.
- All of the information participants provide will be kept strictly confidential and reported in summary form only. In the presentation of this study, No individual will be identified, nor will participants' names be attached to any data. Federal government regulatory agencies, auditing departments of [REDACTED] and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis.

For further information about the study [REDACTED]

[REDACTED] If you have any questions regarding your rights as a research participant, please contact the [REDACTED]

[REDACTED]

Rank your confidence in obtaining a job within your field of study? (For example: a job as an accountant if you are an accounting major.) 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rank your confidence in interacting with a future employer at an event such as career fair?
1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rank your confidence when giving an oral presentation? (For example: giving a classroom or work presentation.) 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rank your confidence in sharing an idea in a group setting? (For example: providing a proposed solution to a problem in a classroom or work presentation.) 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

What is the highest level of employment you believe to be realistic for yourself during your career?

Staff (no one reports to you)
Manager (you manage others who do the same type of work as you)
Executive (CEO for example)

Rank your confidence in negotiating a starting salary upon being offered professional employment? 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Do you agree with the following statement? "The Collegiate Women in Business program helped me feel like I belong in the College of Business."

Yes

No

Rank your confidence when giving an oral presentation. (For example: giving a classroom or work presentation). 10 means you are not very confident. 1 means you are extremely confident.

10

9

8

7

6

5

4

3

2

1

>>

On a scale of 0 to 10, how much impact has the CWIB program had on your development as a professional? 0 = no influence and 10 = a major influence

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Please place a check mark by the following if you believe CWIB helped you succeed in

Obtaining an internship
Obtaining full-time employment
Obtaining a mentor
Increasing network of professional contacts

What are your career goals?

How has the Collegiate Women in Business program benefited you?

What specific skills has Collegiate Women in Business program helped you develop?

Of the following, which was the most effective part of the Collegiate Women in Business program?

Meeting successful women in the business world

Networking with faculty and staff from the College of Business

Networking with other students who were part of the program

Other (please specify)

On a scale of 1 to 10, how much impact has the CWIB program had on you development as a profession? 10 = no influence and 1 = a major influence

10

9

8

7

6

5

4

3

2

1

>>

Do you plan on pursuing a mentorship relationship once entering the workforce?

Yes

No

Not sure

Do you plan on starting a program similar to Collegiate Women in Business at your place of future employment?

Yes

No

Not sure

Do you plan on acting as a mentor during your career?

Yes

No

Not sure

Do you agree with the following statement? "The Collegiate Women in Business program empowered me."

Yes

No

How has the Collegiate Women in Business empowered you

Do you agree with the following statement? "The Collegiate Women in Business program inspired me."

Yes

No

What are some of the most important things you learned from the speakers who presented to CWIB?

How has the Collegiate Women in Business Program inspired you?



Do you agree with the following statement? "Men are more likely to be promoted than women in a business setting."

Yes

No

Not sure

Do you agree with the following statement? "Men are better suited to be successful in my career of choice as opposed to women."

Yes

No

Not sure

Do you agree with the following statement? "Men are given more preferential treatment than women are in matters of employment in the business world."

Yes

No

Not sure

Do you agree with the following statement? "CWIB helped me improve my relationships with members of the opposite sex."

Yes

No

Not sure

Do you agree with the following statement? "Men are better suited to be successful in my career of choice as opposed to women."

No

Yes

No sure



What is your major?

Accounting

Finance

Marketing

Supply Chain

Entrepreneurship

Management

MIS

Other (please specify)

Undecided

Are you a graduate student?

Yes

No

Based upon credits, you can best be characterized as a ?

Freshman

Sophomore

Junior

4th year senior

5th year senior

Which of the following best describes your ranking when you joined Collegiate Women in Business?

Freshman

Sophomore

Junior

4th year senior

5th year senior

What is your current GPA?

Below 2.50

2.51 - 2.79

2.80 - 3.19

3.20 - 3.59

3.60 - 4.00

Please place a check mark by any of the following activities that you participated in while a member of Collegiate Women in Business?

YWIB Conference Assistance in any form

Peer Mentoring Program as a mentee

Peer Mentoring Program as a mentor

Corporate Visit

Professional Mentorship Program

CWIB Workshop

CWIB Social Activities

Other sponsored conferences/opportunities such as IWLC or Women of Influence

Women in Leadership Trip

Executive Position

Volunteer Projects

Other (please specify)

Did you participate in Young Women in Business as a high school student?

Yes

No

If you answered "yes" to the previous question, what effect did that have on your choice to major in business? Rank on a scale of 1 to 10. 1 being of little or no effect and 10 being of great effect.

Which of the following statements most accurately describes you?

I do not intend to leave my full-time employment in order to have or to raise children for any period of time

I intend to leave my full-time employment once I start raising children but only for a limited period of time

I intend to leave my full-time employment without ever returning to a job once I start raising children

I intend to work part-time once I start raising children

What suggestions do you have for improving the Collegiate Women in Business program?

What is your student identification number?



Non Collegiate Women in Business (CWIB) Survey

Students are routinely presented with a variety of opportunities that are intended to enhance their professional development. We are conducting this study to analyze the impact of involvement in student groups.

Some facts about the study:

- The study is provided via an online survey and should take approximately 20 minutes to complete.
- Your participation is completely voluntary. Your alternative to participation is to not complete the survey.
- There are no known risks to this study.
- Your participation and responses will contribute to our understanding of the professional skills being developed and refined by your enrollment in the Ivy College of Business.
- All of the information participants provide will be kept strictly confidential and reported in summary form only. In the presentation of this study, No individual will be identified, nor will participants' names be attached to any data. Federal government regulatory agencies, auditing departments of [REDACTED] and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis.

For further information about the study contact [REDACTED] or

[REDACTED] If you have any questions regarding your rights as a research participant, please contact the [REDACTED]

[REDACTED]

[REDACTED]

With which gender do you most closely identify?

Male

Female

Are you a member of the Collegiate Women in Business organization?

Yes

No



Have you taken this survey before?

Yes

No

Not sure



Rank your confidence in obtaining a job within your field of study? (For example: a job as an accountant if you are an accounting major.) 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rank your confidence in interacting with a future employer at an event such as career fair?
1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rank your confidence when giving an oral presentation? (For example: giving a classroom or work presentation.) 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Rank your confidence in sharing an idea in a group setting? (For example: providing a proposed solution to a problem in a classroom or work presentation.) 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

What is the highest level of employment you believe to be realistic for yourself during your career?

Staff (no one reports to you)
Manager (you manage others who do the same type of work as you)
Executive (CEO for example)

Rank your confidence in negotiating a starting salary upon being offered professional employment? 1 means you are not very confident. 10 means you are extremely confident.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Do you agree with the following statement? "I felt like I belonged in the [redacted] College of Business"

Yes

No

Rank your confidence when giving an oral presentation. (For example: giving a classroom or work presentation). 10 means you are not very confident, 1 means you are extremely confident.

10

9

8

7

6

5

4

3

2

1



On a scale of 0 to 10, how much impact has the [redacted] College of Business had on your development as a professional? 0 = no influence and 10 = a major influence

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Please place a check mark by the following if you believe the [redacted] College of Business helped you succeed in

Obtaining an internship
Obtaining full-time employment
Obtaining a mentor
Increasing network of professional contacts

What are your career goals?

How has the [redacted] College of Business program benefited you?

What specific skills has [redacted] College of Business program helped you develop?

Of the following, which was the most effective part of the [redacted] College of Business program?

Meeting successful individuals in the business world

Networking with faculty and staff from the College of Business

Networking with other students who were part of the program

Other (please specify)

On a scale of 1 to 10, how much impact has the [redacted] College of Business had on your development as a professional? 10 = no influence and 1 = a major influence

10

9

8

7

6

5

4

3

2

1

>>

Do you plan on pursuing a mentorship relationship once entering the workforce?

Yes

No

Not sure

Do you plan on acting as a mentor during your career?

Yes

No

Not sure

Do you agree with the following statement? "The [redacted] College of Business empowered me."

Yes

No

How has the [redacted] College of Business empowered you

Do you agree with the following statement? "The [redacted] College of Business inspired me."

Yes

No

What are some of the most important things you learned from the speakers who presented in your classes?

How has the [redacted] College of Business inspired you?



Do you agree with the following statement? "Men are more likely to be promoted than women in a business setting."

Yes

No

Not sure

Do you agree with the following statement? "Men are better suited to be successful in my career of choice as opposed to women."

Yes

No

Not sure

Do you agree with the following statement? "Men are given more preferential treatment than women are in matters of employment in the business world."

Yes

No

Not sure

Do you agree with the following statement? "The [redacted] College of Business helped me improve my relationships with members of the opposite sex."

Yes

No

Not sure

Do you agree with the following statement? "Men are better suited to be successful in my career of choice as opposed to women."

No

Yes

Not sure



What is your major?

Accounting

Finance

Marketing

Supply Chain

Entrepreneurship

Management

MIS

Other (please specify)

Undecided

Are you a graduate student?

Yes

No

Based upon credits, you can best be characterized as a ?

Freshman

Sophomore

Junior

4th year senior

5th year senior

Which of the following best describes your ranking when you enrolled in the [redacted] College of Business for the first time?

Freshman

Sophomore

Junior

4th year senior

5th year senior

What is your current GPA?

Below 2.50

2.51 - 2.79

2.80 - 3.19

3.20 - 3.59

3.60 - 4.00

Did you participate in Young Women in Business as a high school student?

Yes

No

If you answered "yes" to the previous question, what effect did that have on your choice to major in business? Rank on a scale of 1 to 10. 1 being of little or no effect and 10 being of great effect.

Which of the following statements most accurately describes you?

I do not intend to leave my full-time employment in order to have or to raise children for any period of time

I intend to leave my full-time employment once I start raising children but only for a limited period of time

I intend to leave my full-time employment without ever returning to a job once I start raising children

I intend to work part-time once I start raising children

What is your student identification number?

