

Decisions Regarding Coeducation
at Two Pairs of Same-Sex Institutions

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Michael J. Donlin

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Dr. Darwin D. Hendel, Advisor

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ABSTRACT

This dissertation looks at the long-term effects of decisions made in the 1970s concerning coeducation at two sets of Catholic institutions of higher education located in Minnesota. The two urban institutions, the University of St. Catherine and the University of St. Thomas, and the two rural institutions, the College of St. Benedict and St. John's University, are examined from a standpoint of enrollment, tuition charges, and how the institutions were perceived by *U.S. News & World Report's* "America's Best Colleges". There are numerous subdivisions of each of these major areas to help shed light on the long-term direction and success of each institution. To also help illuminate these effects, two private, non-Catholic institutions, Hamline University and Gustavus Adolphus College are used as comparisons. At the beginning of this research, there was the belief that the University of St Catherine had been adversely affected by the University of St. Thomas' decision to admit women, and that this fact was the most significant change to occur. After tabulating the result, it is clear that all four Catholic institutions and the two comparison institutions are all successful and moving forward in the twenty-first century.

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CHAPTER ONE

Introduction

An analysis of the effects of institutional decisions relative to their status as men's only or women's only colleges and universities is as timely in 2013 as when the institutions studied in this dissertation made their decisions in the 1970s. In the last several years, articles have appeared in *The Chronicle of Higher Education* and *Inside Higher Education* describing the decision-making process of institutions about their status as single-sex institutions.

In 2011, Peace College of Raleigh, North Carolina, announced that it would admit men ("Peace, a Women's College", 2011) while Meredith College, another all-female institution also located in Raleigh, North Carolina, announced its commitment to women's education (Allen, n.d.). In May of 2012, Georgina Court University, a Catholic institution located in Lakewood, New Jersey stated that it would begin admitting males in the fall of 2012. On the other side of the ledger, Deep Springs College, a unique two-year institution located in the high desert of California announced that it would admit women for the first time ("Deep Springs Moves Ahead", 2012).

One situation that appears in many ways to parallel the one that existed in Minnesota in the 1970s is that of Wilson College. It is a private Presbyterian-related, liberal arts women's college located in Chambersburg, Pennsylvania ("Wilson College", 2012). Its financial situation made it imperative that the college explore all means of increasing its revenue stream. Dr. Barbara K. Mistiek, president of Wilson College, and the Board of Trustees appointed a commission to address the current crisis. At the top of

the list of remedies to be considered is coeducation. Such a change would dramatically affect the culture and traditions of the institution. The college's stakeholders, including alumnae, are aware of the difficult decisions that lie ahead. The situation facing Wilson College today is the same one addressed by various Catholic liberal arts, single-sex institutions in Minnesota in the 1970s. Only the backdrop is different. Four decades ago, the landscape of higher education in the United States was much different, and retrospectively it raises questions.

One overall piece in this major cultural upheaval was what happened to single-sex, Catholic, higher education institutions during those turbulent years of the '60s and in the succeeding decades. All educational institutions were affected, but the scope, size, direction, and structural changes in Catholic higher education were quite dramatic. Each institution needed the leadership to navigate through the many challenges it would face in the succeeding decades. Those leaders, of course, used all the resources available to them. An important tool in leading an institution through difficult times is an understanding of the institution's history and culture. Certainly, knowledge and understanding of the history of Catholicism in the United States, and in particular Catholic higher education, is critical to making good institutional decisions. Also central is being able to understand how changing social values would impact the nature and direction of Catholic institutions of higher education.

In each of the following four sections, relevant background is presented. In the first section, a brief history of Catholic, higher education in the United States is presented. The second section is an overview of women's colleges in the United States.

The third section is an overview of key aspects of the women's movement. The final section is an overview of pertinent federal legislation.

Catholic Higher Education in the United States

What caused all these changes? To the casual observer it was just the sixties. Indeed, there were many external forces in play at that time. All values and beliefs were open to question. Perhaps at its core was the unanswerable question, "If American society is so good, how can it tolerate racism and inequality in the society?" From this question many others flowed. Serious challenges needed to be addressed, including gender inequality and sexual orientation, the use of military power, the explosion in illegal drug use, and the loss of faith and trust in government officials and religious institutions (Gallin, 2000, p. 33).

In the case of American Catholics, the loosening of unquestioning obedience to the parish priest, the nuns, and the church hierarchy in general posed a concern to every Catholic institution, which certainly included higher educational institutions. Another view concerned the idea that "creeping government" was also a major issue at this time. Henry M. Brock, S. J., who would become president of Boston College, believed that with government money to institutions, government control, to some degree, was part of the bargain (Leahy, 1991, p. 41).

The institutional struggles of the church during this time included many other internal issues besides all of the aforementioned external issues. The Second Vatican Council (1962-1965) had an enormous impact on the American church and how Catholics viewed themselves, their relationship to other faiths, and how they perceived their institutions of higher education. So too did differing ideas about governance.

Should the sponsoring order have exclusive control of governance, or should others, including the laity, have a voice in the various institutions, or even wield some degree of appointed power? Also, conflicting personalities and visions of the leaders of these different institutions could conceivably have posed a problem.

As in most eras in which profound changes occur, there were many crosscurrents affecting the various institutions, and it is important to try to isolate the significance of each of these factors. However, before there are any attempts to dissect any of these issues, it is important to give a brief summary of the history of Catholic education in America.

For most of the history of the United States, Catholics were considered a separate group (Burns, 1937, p. 4). Given this mindset, it is reasonable that Catholics developed their own institutions, in many cases paralleling public ones. In the 1840s, Bishop John Hughes of New York stated that the city's public school hiring and textbook policies favored Protestantism. The public schools were declared to be "godless" (Burns, 1937, p. 50).

The mid-nineteenth century was also the beginning of a mass migration to the United States, and the majority of these new arrivals were Catholic, especially Catholics from Ireland. This pattern of immigration, which continually drove up the percentage of Catholics in America, did not abate until the First World War. During the span of the nineteenth century, the Catholic percentage of the population grew from 1.1 percent to 15 percent (Burns, 1937, p. 99).

Arguably, the most significant institution the church developed in America was its school system, which included elementary, secondary and higher education institutions.

Some of the early success of Catholic education is difficult to deny. In 1900, according to the U.S. census, Catholics were already overrepresented in four professional categories: government officials, journalists, actors, and lawyers (Burns, 1937, p. 259).

The church's involvement in higher education in America predated the massive influx of Catholics during the last half of the nineteenth century. The first Catholic institution of higher education was Georgetown, founded in 1789 (Burns, 1937, p. 99). At that time, there were only 35,000 Catholics in America (Burns, 1937, p. 259-262). Numerous other Catholic colleges were founded prior to the Civil War, among them St. Louis University (1823), Fordham University (1841), the University of Notre Dame (1842), Villanova University (1843), and St. Johns University of Minnesota (1857) (Leahy, 1991, p. 70). Generally, these institutions were founded by various orders, and were not directly under the control of the diocese in which they were located. In total, 54 additional Catholic colleges were founded between 1850-1866 (Leahy, 1991, p. 71).

One of the mitigating factors in the development of these institutions of higher learning was the depth and scope of anti-Catholicism in the United States. An example of this kind of thinking was Benjamin Franklin's comments about the founding of the Academy in Philadelphia. He said, "The purpose of the school is to furnish the country suffering at present very much for want of good schoolmasters and obliged frequently to employ in the schools various imported servants or concealed papists, who by their bad example and instruction often deprave the morals or corrupt the principles of the children under their care" (Leahy, 1991, p. 76).

Whether the notion of a "people apart" was correct or not, the Catholic Church certainly operated in a fashion that encouraged the development of its own institutions.

Hand-in-hand with this strategy was the critical need for personnel to work in church-sponsored organizations. In particular, there was a need for nurses for church-sponsored hospitals, for teachers in its schools, and priests to administer its parishes.

As noted earlier, numerous men's colleges were founded in the years immediately prior to the Civil War. The development of women's colleges in the decades surrounding the onset of the twentieth century became an essential element in filling two of the critical needs listed above. For example, by 1921, 70 percent of the graduates of the College of St. Catherine, a women's college located in St. Paul, Minnesota, went into teaching (Leahy, 1991, p. 71), a trend that continued for many years. By 1940, 52 percent of students at Catholic colleges and universities were women (Leahy, 1991, p. 76), a trend that would increase to 59 percent in 1988 (Gallin, 2000, p. 168). This growth in enrollment of women in Catholic colleges and universities and in women's colleges was impressive. In 1950, there were 116 Catholic women's institutions of higher learning, whereas there were virtually none in 1900. The number of such colleges eventually reached 170 in 1968 (Morey, 2006, p. 247).

As is so often the case, even as success appears to be emerging, the seeds of destruction or radical change were taking root. The period of the 1960s onward would prove to be of enormous importance and challenge to America and to the church. A good number of people saw it coming. Researchers, writers, administrators, and observers were becoming very concerned about the future of Catholic higher education in the 1950s, and by the 1960s were decrying the directions in which these schools were headed. Neil McCluskey, the Reverend Andrew Greeley, and the Reverend Theodore Hesburgh all saw alarming trends that needed to be addressed (Leahy, 1991, p. 136).

Some of these issues included the following: the place of academic freedom in Catholic higher education, the decline in professed religious persons in the classroom and in administration, the challenges brought on by Vatican II and its call to engage people of other faiths, the enhanced status of individual rights (particularly as they applied to race and gender), federal legislative mandates, the changing make-up, nature, and goals of boards of trustees, and the inability to continue funding non-profitable schools (Morey, 2006, p. 247). The Catholic Church in America was about to enter the modern world.

This new modern world brought profound changes to Catholicism in the United States. Dr. David Carlin, professor of sociology at the College of Rhode Island, has written about the sudden and dramatic decline of the Catholic Church during the last third of the twentieth century, noting that the seeds of these changes go back to at least World War II. He argued that three major forces came together to create what Carlin calls, “The Perfect Storm” (Carlin, 2007, p. 139-141).

The first of these forces was the Second Vatican Council, which was held between 1962-1965. Instead of being seen as a corporate re-adjustment to address a changing economic climate, the Council was viewed as a radical shift from its immutable foundation. It shook the people’s faith. Moving from having Mass in Latin to the vernacular raised the question, “Didn’t the Protestants make this change hundreds of years ago?” It caused a faithful Catholic to pause and think.

Perhaps another dictate from the Council proved to have a much more profound effect on faithful Catholics. The Council stated that there was a “priesthood of all believers”, which brought a lessening in dignity towards priests and nuns. Why commit to the religious life when it was no longer intrinsically superior?

However, Carlin and others, including Fr. Andrew Greeley, have stated that the single most devastating blow to church adherence was Pope Paul VI's encyclical, "Humanae Vitae", which was issued in 1968 and condemned the use of contraceptives. To many, the "spirit" of Vatican II had been extinguished. Complicating this situation was the breakdown of authority caused by "Humanae Vitae". No longer were American Catholics willing to simply follow the orders of the church hierarchy.

The second major force helping to form this "perfect storm" was the collapse of the American Catholic ghetto. When the Irish immigrants first came to the United States in large numbers, they came together to form their own neighborhoods. Five Points in New York City, Bridgeport in Chicago, and Southie in Boston are good examples. Poor immigrants were not wanted in Protestant neighborhoods, and the new arrivals could also take comfort in being among their own kind. These neighborhoods, or Catholic ghettos, centered around the parish church and school. These schools usually included grades one through eight. A major objective of these schools was to "Americanize" the waves of European immigrants who came to the United States, so that they were ready for the workforce. This goal and these values were endorsed by working-class parents who sent their children to Catholic schools.

It is interesting that these Catholic schools instilled working-class values into the students. Melvin Kohn, professor of sociology at Johns Hopkins University, has written a great deal about class and socialization, including studies on working-class and middle-class values. The core difference was that working-class values included material rewards and punishments, communication as command where the child figures out what the parents want, and an emphasis is placed on obedience. By contrast, middle-class

values focused on symbolic rewards and punishments, communication as interaction, where the parents figure out what the child wants, and an emphasis on self-discovery, self-discipline, and autonomy (Kohn, 1969, p. xlii). The legendary “drill sergeant” methods employed by the teaching nuns over the decades became much easier to understand.

American Catholics understood the idea of group solidarity and the need to be protective of one’s own tribe, a stance easily translated into the goal of being an up-standing patriotic American. Those values and world view fit extremely well with the needs of the United States during World War II, a conflict that threw together people of all persuasions. For many who had feared Catholics at some level, it became very difficult to hold those convictions when one knew Catholic soldiers all around them who did not live up to any preconceived stereotype. Following World War II, Catholics became almost super-patriots, because of the church’s intractable opposition to Communism.

Following World War II, the collapse of the Catholic ghetto became a physical event. The growth of suburbs broke down the old Catholic neighborhoods that had been a foundation of the church for many preceding decades. It should be noted that Catholics did not necessarily coalesce around a parish church when they moved to the suburbs. Owning a home located in a certain area with other Catholics was no longer a priority. Perhaps the proof of the “Americanization” of Catholics was the election of John F. Kennedy as President in 1960.

The third force that radically altered the Catholic Church during this time was the cultural revolution of the 1960s and early 1970s. This movement’s effect on the United

States and the American Catholic Church cannot be understated. Consequently, an attempt at summarizing the impact of that time period is beyond the scope of this paper.

However, a number of researchers have noted that the movement can be summed up as a “generalized rebellion against authority”. Great systems of authority lost their prestige and influence. The authority of government, police, schools, parents, and churches all went into a sudden and sharp decline. Conventional morality was rejected, particularly concerning sexual morality. The new mantra was “does your own thing”. According to Carlin (2007), what developed was a personal liberty principle that stated that anything was permissible as long as it did not hurt others in a direct or tangible way. This line of reasoning was supported by the Tolerance Principle, which allowed for, or tolerated, any action as long as it was not hurtful to others (Carlin, 2007, p. 139).

One can argue that the focus of this cultural revolution revolved around sexual mores and practices. Cohabitation, extramarital sex, easy divorce, abortion, and pornography were now to be tolerated. All of these notions of morality are antithetical to traditional Christian morality (Carlin, 2007, p. 139). Single-sex Catholic colleges and universities were immersed in this “perfect storm“, and how they navigated the storm is significant in that each institution had to make its own decisions about how to steer through those turbulent times and into the twenty-first century.

The modern world that the church was entering would bring about profound change. One singular phenomenon was the significant structural changes in single-sex colleges. The vast majority either closed or became coeducational institutions. Today, it is not an easy task to tabulate the number of single-sex colleges in the United States. There are numerous four-year seminary schools, and some single-sex institutions do have

a limited number of students of the opposite sex. UnivSource, a comprehensive information service, lists only five all-male institutions. One of them, Deep Springs College, is in the process of becoming coeducational. The other institutions listed are Hampden-Sydney College, Morehouse College, Wabash College, and St. John's University of Minnesota (Men's Colleges in the United States of America, 2012). UnivSource also lists 48 all-female institutions, including the College of St. Benedict and the University of St. Catherine, both located in Minnesota (Women's Colleges in the United States of America, 2012). The effects on Catholic, single-sex education were also felt by other single-sex institutions. Women's institutions, in general, were profoundly affected during the 1960s.

Women's Colleges in the United States

The fact that so few single-sex institutions exist today would have seemed inconceivable half a century ago. The United States Office of Education estimated that there were 250 women's colleges in 1960, whereas today there are only eight exclusively female institutions. (Harwarth, Maline, & DeBra, 1997, p. 25). Perhaps even more astonishing is the fact that within a four-month period in 1968, 64 women's colleges became coeducational or closed their doors (Harwarth et al., 1997, p. 25).

How did such an enormous change happen in such a few years, particularly to women's colleges? A brief history of women's colleges in the United States is in order. In the nineteenth century, people had a different view of the roles of men and women than is true today. Florence Howe discussed those prevailing attitudes in the *Myths of Coeducation* (1984). A key to understanding was the myth that Eve came from Adam's rib. Following this line of thinking was the belief that man was the representation of

social order. This narrative established the creative power of men and the position of women as a social extension of man's wisdom (Howe, 1984, p. 275).

This myth was very much alive at the time of the women's movement in the years prior to the Civil War. One of the movement's leaders, Elizabeth Cady Stanton, advocated a vocational goal for women's education, which was teaching. Being a teacher would give a woman a means of providing for herself, which became possible by the development of the normal school. Normal schools were a response to the critical need for teachers that developed in the second half of the nineteenth century. Horace Mann and Henry Barnard's efforts were important in having normal schools take on the job of teacher training. In the twentieth century, much of this function was incorporated into state teachers' colleges (Brubacher & Rudy, 2002, p. 208).

Still, the place of women in society and education's role diverged. One direction was coeducation. In 1833, Oberlin was the first college to admit women. Numerous institutions, public and private, began to admit women. However, Howe (1984) made the sensible assertion that these institutions taught females, but retained their male-centered curriculum. In the nineteenth century, women understood that equality in higher education meant ignoring gender (Howe, 1984, p. 278). Prior to the Civil War, only five colleges admitted women: Antioch, Oberlin, Hillsdale, the University of Iowa, and the University of Deseret (later renamed the University of Utah) (Harwarth et al., 1997, p. 3). The second direction for the education of women was found in the development of single-sex women's colleges.

The forerunner to women's colleges was private girls' academies or seminaries that grew in popularity from the 1820s onward. The education these young women

received was better than before, but it was not as rigorous as the schooling the boys received (Harwarth et al., 1997, p. 4). There were numerous voices decrying this situation, but perhaps the most significant critic was Catherine E. Beecher, sister of Evangelist, Henry Ward Beecher, and Harriet Beecher Stowe, the author of *Uncle Tom's Cabin*.

Another powerful voice was Mary Lyon, the founder of Mount Holyoke, who noted that several social trends contributed to the rise in demand for women's education. First, there was the realization that the Republic needed an educated citizenry. Second, there was the recognition that men and women had separate spheres of influence, and that a woman's place was in the home. Finally, the women's rights movement had become powerful in the years leading up to the Civil War (Harwarth et al., 1997, p. 5). Social historian, J. Antler (1982), in *Culture, Service, and Work: Changing Ideals in Higher Education for Women* noted four trends that gained momentum in the latter half of the nineteenth century. They were, first and foremost, the fact that the common school demanded many more teachers, and it was assumed that women made better teachers than men. Second, there was a large increase in literature for women. Third, there was an increase in leisure time for women, because of the numerous labor-saving devices that came into use at this time, including the cook stove and the sewing machine. Finally, there were increased job opportunities brought on by the Civil War (Antler, 1982, p. 17).

The growth of women's colleges continued throughout the nineteenth century. There is much literature about the "Seven Sisters" and other private institutions, but this growth also included Catholic women's colleges. The first four-year Catholic college for women to grant a degree was the College of Notre Dame of Maryland in 1899. Four

more colleges were founded by 1905, including the College of St. Catherine in St. Paul. The College of St. Teresa in Winona, Minnesota was established in 1907. The third Catholic women's college in Minnesota, the College of St. Benedict, was founded in 1913. The growth of women's colleges in the coming decades was substantial: fourteen in the ten years prior to 1915, 37 more colleges between 1915 and 1925, and another 19 colleges from 1925 to 1930. By 1955, there were 114 Catholic colleges for women (Schier & Russert, 2002, p. 121).

Three reasons account for the growth of Catholic women's colleges that were unique to the Catholic Church and American Catholics. First, most of the women who attended these Catholic institutions were from working-class backgrounds, and having a college education promoted both their careers and their social status (Harwarth et al., 1997, p. 121). Secondly, historian George C. Stewart, Jr. wrote that many bishops acquiesced to women's colleges in order to keep them from attending secular colleges with all their perceived evils (Stewart, 1994, p. 381). Finally, there was an enormous need for teachers and nurses to fill the ranks of important church institutions, such as hospitals and parish schools. This last issue also existed at the higher education level, where there was a need to fill faculty ranks with women holding degrees (Oates, 1987, p. 183). All these social forces that were in play in the nineteenth and first half of the twentieth century were not the same ones that would transform the United States and higher education in the years following World War II. The significance of the women's movement cannot be underestimated. Although World War II opened doors for women in industry and higher education, the doors were opened only a crack. It has been argued that the philosophical foundation of the women's movement can be traced to the

American publication of Simone de Beauvoir's *The Second Sex* in 1952. Eleven years later in 1963, Betty Friedan's *The Feminine Mystique* connected with many women who were not all that enthralled with domesticity (Harwarth et al., 1997, p. 19).

The Women's Movement in the United States

In 1941, as war raged in Europe, Aurelia Henry Reinhardt questioned the place of women in higher education. In *Women in the American University*, she perceived the university as a bulwark of democracy. She questioned if that were the case, why were the universities not utilizing and incorporating the talents women had to offer (Reinhardt, 1945, p. 111). It would seem that higher education did not take advantage of the talents of women. Margaret Rossiter, for example, has chronicled the struggles of women in science from 1941 until 1972 (Rossiter, 1995, p. 106-110).

Particularly after World War II, evidence exists that women were not hired out of fear that they might later get married and presumably quit to raise a family. Also, larger numbers of older women were pensioned, which was touted as a means to upgrade the school's prestige by hiring men with doctorates. This pattern of male preference also was reflected in the personnel practices at women's colleges.

Discrimination against women in higher education did not end with employment practices. Quotas clearly existed in graduate school admission policies, a practice that became very pronounced after World War II. An example is what occurred at Radcliffe/Harvard. In 1945-1946, Radcliffe graduates were allotted 400 seats, but by the following school year the quota was reduced to 300. At the same time, male graduate enrollment at Harvard soared from 1,088 in 1946 to 1,960 in 1947. The quota for women was finally raised back to 400 in 1957, even though the number of applicants had

increased dramatically. By that time, the female enrollment during these past years fluctuated between 21 percent to 25 percent of the total enrollment (Rossiter, 1995, p. 109). Quotas were far from the only roadblock facing women. Once they entered higher education, women were immersed in a system where “great men talked of other great men” (Rich, 1979, p. 306).

A number of female scholars characterize their undergraduate days as having to adopt a masculine perspective of the world, and that they had to “read with a double consciousness – both as women and as the masculine they have been taught to be” (Heilbrun, 1988, p. 309). Being the only woman in a classroom and being asked for a female perspective on the issue under discussion is just another example of curriculum that was geared strictly to the male of the species. During the 1950s, there was no language to communicate the yearnings and the frustrations of women in higher education, either as a student or as a professional.

The Civil Rights Movement gave voice to the frustrations that so many women were feeling. It is interesting to consider the fervor that is found in the scholarly pieces of the 1960s and 1970s, and continuing into the 1990s. Adrienne Rich, in “Taking Women Students Seriously” (1979), stated that higher education is white and male, racist and sexist, and that this bias is expressed in both subtle and blatant ways. She went on to note how sexist grammar burns into the brains of little girls. Finally, she stated that women are exposed to a “rape of the mind”, which are acts of domination, as despicable as the molestation of a daughter by the father (Rich, 1979, p. 307).

Such concerns were the foundation for issues being discussed inside the walls of higher education institutions. These discussions certainly reached the administrative

heights of the presidents' offices. As these ideas began to be incorporated into the curriculum, some male administrators raised voices of concern. A. Bartlett Giamatti, president of Yale commented that "students of literature are increasingly talking only to ourselves and no one else is paying any attention" (Heilbrun, 1988, p. 309). These struggles were really between administrators and teachers, both of whom passionately believed in education.

There have been surveys and research done on the impact of the women's liberation movement and its impact on higher education. It should be noted that other movements, including the drive for civil rights, anti-Vietnam rallies, and somewhat later, the gay movement, also helped people call into question American values (DuBois, 1985, p. 279).

The criticism of American institutions as it concerned women, and in particular, American universities, initially focused on two issues. The first involved the struggle for equal opportunity by demanding an end to discriminatory practices. Secondly, people challenged the fact that women were being neglected or overlooked in terms of being research subjects. DuBois (1985, p. 279) noted that these two facts were the reason that women's studies programs were started in many institutions. Feminist scholarship became a source of tension because it was viewed through different lens by different people. On the one hand, it was perceived as the study of women, whereas others saw it as an analytical perspective on the oppression of women. Many in the academy saw this second view as very political in nature, and consequently, suspect (DuBois, 1985, p. 280).

Politically motivated or not, there was ample evidence to demonstrate the second-class status of women in higher education. The motivation behind Princeton going coeducational is a good example of how women were perceived in the decision-making process. In 1966 and 1967, a number of outstanding students declined admission to Princeton. It was discerned that their decisions were based on three reasons: lack of women students, social atmosphere, and the club system. The university's inability to attract the very best male students became the most important argument for enrolling women in the institution. The report also stated that there was little evidence to support the fact that women would seriously distract men's attention from the classroom and library. It was obvious that the issue was present-and-future male students, not any sense of denying equal opportunity because of one's sex (Simmons, 1977, p. 118-119).

The other side of the higher educational divide revolving around the women's liberation movement stressed the significance of single-sex women's colleges. Alice Emerson, the president of Wheaton College from 1975-1991, has spoken about the critical place women's institutions hold in helping develop strong, independent women. Among other things, Emerson noted that women's colleges were founded on the belief that what women do matters. These colleges historically have had a more gender-balanced faculty, and their teachers believed that it was important for women to be educated. In keeping with these facts, Emerson noted that it was logical that women's institutions would be the pioneers in integrating the study of women into the curriculum (Emerson, 1984, p. 113).

Another perspective that aligned with Emerson was expressed by Jill Ker Conway. Writing in 1978, she noted that even though men and women may be sitting in

the classroom they are not necessarily having the same educational experience. Ker Conway pointed out the large percentage of women leaders who graduated from single-sex colleges. She also described how these single-sex institutions invest more resources into personal and career counseling. Also, the need for social groups of women is understood much better at women's colleges. Conway believed that women's institutions will be needed for the foreseeable future (Conway, 1978, p. 114-116).

The 1970s saw another phenomenon, which was the return to college of women who had previously dropped out of college. The University of Michigan had created the Center for Continuing Education of Women. They found that two out of three women returned to college after dropping out for a period of time. The profile of the women availing themselves of the Center's services is very interesting: she was 37 years old, married to a professional or student husband with 2 or 3 children, and 85 percent of these women wanted to prepare for employment (Campbell, 1973, p. 116-117). These returning students certainly did not represent the traditional student. This trend represented the belief that no one delivery system or method of instruction is the answer for American education for the last third of the twentieth century and beyond.

Federal Legislation Affecting Colleges and Universities

Another piece in the puzzle involved federal legislation. Just as the Civil Rights and Voting Rights Acts put the legal system behind the Civil Rights Movement, the 1972 Civil Rights Act and its accompanying Women's Educational Equity Act (Title IX) gave teeth to the drive to provide equal opportunity for all (Conway, 1978, p. 114).

Many have observed that the Abolitionist Movement had a significant impact on the early Women's Movement, just as the Civil Rights Movement of the 1950s and 1960s

affected the modern Women's Movement. Like the Civil Rights Movement, the Women's Movement sought legal redress as a means of achieving some of its ends.

A good example of this is Title VII of the Civil Rights Act of 1964, which was the equal employment section of that legislation (Chafe, 1974, p. 97). There also was an enormous expansion of legislation dealing with education in the years and decades following World War II. The G. I. Bill dramatically opened the door to higher education for millions of veterans, including women and their children. The baby-boomers were a huge demographic group that exerted enormous pressure on higher education beginning in the 1960s. The Higher Education Act of 1965 (HEA) authorized student loans, and later amendments broadened the scope of those potential beneficiaries. Still these acts generally did not necessarily affect women as a group (Harthwarth et. al., 1997, p. 23). Title IX, enacted in 1972, was different. It prohibited sex discrimination in higher education in vocational, professional, undergraduate, and graduate institutions. The portion of Title IX that caused the most resistance and negative reaction over the years was that portion of the legislation that dealt with athletics.

Federal legislation during the 1950s and 1960s had a significant impact on private higher education also. Prior to World War II, private institutions enrolled half of the students going to four-year colleges. By 1993, 74 percent of the students were in public institutions (U. S. Department of Education, 1997, p. 65-66). This same government report also noted that in 1961, approximately 38 percent of all college students were women. Statistics from the National Center for Educational Statistics showed that there has been a steady increase in the number and percentage of women attending higher

education. In 1970, women made up 41 percent of all college students and by 1980 women became a slight majority (Djurovich, 2006, p. 65-66).

In Minnesota, the percentage of women was slightly higher. In 2005, enrollment in the four-year state universities in Minnesota was 58.4 percent female (MNSCU, 2005, p. 36-42). All of the above mentioned forces affecting institutions of higher education throughout the United States can be seen in Minnesota. By the 1960s, Minnesota had three pairs of single-sex colleges: the College St. Teresa and St. Mary's College (now St. Mary's University of Minnesota), located in Winona; the College of St. Catherine and the College of St. Thomas (now the University of St. Catherine and the University of St. Thomas), located in St. Paul; and the College of St. Benedict and St. John's University, located near St. Cloud. All of the aforementioned forces likely had very different effects on each of the Minnesota single-sex institutions.

Why were there such significant differences in the way events unfolded in the three sets of single-sex institutions in Minnesota? The literature review focuses on some possible explanations.

Although a systematic analysis of public records and archived documents for the pairs of institutions would have some explanatory power, interviews with key players could have enriched the analysis of written records. Such an analysis was not possible for the current investigation. Hence, the primary focus of this research concerns the effects of decisions regarding coeducation from data of readily available indicators of institutional characteristics (e.g., number of women and men students) in the two pairs of institutions in Minnesota.

CHAPTER TWO

Review of Literature

This chapter examines the literature related to the fundamental issues raised in examining the history of Catholic Higher Education, and the external and internal forces that led to the demise of women's colleges in the United States.

The first section of the chapter reviews literature related to Catholic higher education, from its conception to that period when most single-sex colleges faced major decisions about how to address their future. This literature underscores the nature of the tension between church authority and the various colleges' needs to be part of an ever-evolving democratic society. The focus of this historical perspective will address issues that came to the forefront after 1960, and are considered crucial to decisions made at various colleges that have shaped their culture and direction since that time, especially decisions related to becoming coeducational institutions. This section concludes with a brief discussion of gender and leadership as one framework for understanding why certain institutions made different decisions relative to their status as a single-sex institution.

The second section of the review involves a brief description of the specific events and cultures of the University of St. Catherine, the University of St. Thomas, the College of St. Benedict, and St. John's University as the necessary historical context for the research described in this dissertation.

Historical Perspective on Catholic Higher Education

This section is divided into four chronological parts. The framework for the chronological divisions was developed by Andrew Greeley in his 1969 book, *From Backwater to Mainstream*. Of particular note is the fact that he perceived these different eras at a time when Catholic higher education was at a crossroads in the late 1960s. Focusing on the issues deemed critical at that point in time helps set the stage for the events that occurred in two pairs of Catholic institutions in Minnesota, the University of St. Catherine and the University of St. Thomas, and the College of Saint Benedict and St. John's University during that time period.

Prior to the Twentieth Century. Making a very long story short, Catholic education during the nineteenth century was an exercise in the development of a “shadow government” in the United States. Burns and Kohlbrennar (1937), in their summation of Catholic education up to that time, gave evidence supporting two major themes. The first theme was that discrimination against Catholics was widespread and second, that the story of Catholic education up to that point had been one of growth. The authors also indicated that the development of Catholic higher education was a response to the church's need for necessary human resources in its institutions. Of critical need were priests, teaching and nursing religious, as well as laity willing to work for the church.

This perception was endorsed by other researchers, including William P. Leahy in *Adapting to America: Catholics, Jesuits, and Higher Education in the Twentieth Century* (1991), as well as University of Chicago sociologist, Andrew Greeley. However, other researchers countered that perception. Indeed, Catholic colleges did serve as a means for Catholicism to perpetuate its own institutions, but there were other goals that manifested

themselves. James H. Smylie, writing in *Church Related Higher Education* (1978), noted that the real impetus for Catholic colleges and, in particular, women's colleges, was the perceived need to have institutions available for young Catholic women to insure that these women would not enroll in Protestant schools. As evidence, Smiley stated that there was over-building and under-support for many Catholic institutions. He believed that this fact supported the hypothesis that the church was more concerned about young Catholics' souls than the church's worldly expansion in the United States (Smylie, 1978, p. 167).

In a response to Smiley's view, John F. Murphy, executive director of the Association of Catholic Colleges and Universities, argued that the development of educational institutions was spawned from a defensive posture. Murphy, however, carried his argument further. He noted that the church wanted to develop colleges and universities in the historic tradition of medieval universities and monasteries (Murphy, 1978, p. 183). St. John's University in Minnesota would certainly fit into this mold. Murphy endorsed Smylie's (1978) and Leahy's (1991) argument that these colleges and universities filled another need of late nineteenth century American Catholics, who tended to be new arrivals to the United States and were overwhelmingly working class. These people availed themselves of Catholic institutions of higher education as a means of allowing their children to move up the social ladder.

Into the Twentieth Century. Greeley (1969), however, viewed Catholic higher education in the twentieth century not so much from the outside, but from the inside of its own ivory-covered halls. Prior to World War II, there was a significant drive to the standardization of curriculum. Greeley viewed the drive to standardization as an attempt by Catholic institutions to enter the mainstream of American education. Leahy (1991) and others, including Tracy Schier and Cynthia Russet, editors of *Catholic Women's Colleges in America* (2002), simply saw the move toward standardization as giving graduates an equal opportunity for employment.

Hand-in-hand with the standardization of curriculum was the gradual adoption of the credit system. This, according to all the above cited authors, was prompted by the need to meet the requirements of the various accrediting agencies. Most institutions adopted the credit system early in the 20th century, but some institutions, such as Saint John's University in Minnesota, did not adopt this system until after World War II (Greeley, 1969, p. 57).

Another major change that developed prior to World War II was the transition of some Catholic colleges from colleges to universities. The argument was made that the creation or absorption of schools of law, journalism, music, commerce, and medicine were done to help better serve the urban populations in which these institutions were located. Some of the writers, and Greeley (1969) in particular, took exception to that view, and argued that the move was made strictly to increase revenue.

Finally, money became a critical issue for all institutions during the Great Depression, and Catholic higher education was no different. World War II was also a hardship, given the fact that so many potential students were in uniform. Many

institutions stayed open only because of officer training programs. Both St. John's University and the University of St. Thomas in Minnesota secured V-12 programs in the summer of 1943 for their institutions. The V-12 program was instituted by the U.S. Navy and Army to give potential officers a two-year college education prior to commencing Officer Candidate School. Both Minnesota institutions were helped by this program. In the case of St. Thomas, there had been a long and friendly relation with the military dating back to 1890. In that year, students were trained to deal with "troublesome Indians in Minnesota" (Conners, 1986, p. 80). The establishment of on-going military training began in 1905 (St. Thomas Kaydet, 1920, p. 144). The V-12 programs in both institutions were discontinued in the fall of 1945, but institutional leaders hoped that some of the returning soldiers would avail themselves of the G.I. Bill. The War Department estimated at that time that at least 8 percent of the eligible 16 million Americans would seek a college education (Conners, 1986, p. 320).

Post World War II. Following World War II, there was a huge influx of students and revenue created by the G.I. Bill. This meant that most institutions had too many students, and not enough faculty members to teach them. One potential means of dealing with this problem was to develop cooperative ventures with other institutions, yet cooperation between and among institutions was minimal. Greeley (1969) saw enormous problems for Catholic single-sex colleges working together or merging because of what had not happened some two decades previously. He believed, that prior to World War II, Catholic institutions of higher education had developed into separate fiefdoms that were primarily interested in protecting their own institutions (Greeley, 1969, p. 63). The stories of the two pairs of institutions located in St. Paul and in central Minnesota are

somewhat different. Among other things, all four institutions continue to operate and thrive today.

Without doubt, all researchers of this period pointed to the significant increase in the number of lay persons taking responsible positions within Catholic higher education. The Second Vatican Council called for more lay involvement in Catholic universities, a trend that soon became evident in institutions of higher education. The University of St. Thomas, which had always had some lay representation on its Board of Trustees, moved swiftly to enlarge the voice of the laity in its governance. By the early 1970s, the University of St. Thomas Board of Trustees included 38 lay members, and five priests, three of whom were *ex-officio* (Murphy, 2001, p. 78). This laicization of the academy was accompanied by a growth in the professionalism of the faculties, since most of the new lay hires had advanced degrees. Scholars are also consistent in their assertion that this movement towards increased laicization brought about a self-perception that higher education had failed to develop what was called a Catholic intellectualism.

The 1960s and Afterward. Societal and legislative changes had a cumulative effect on single-sex colleges. In particular, federal legislation changed the landscape. The Higher Education Act of 1965 authorized federal financing to enable colleges and universities to attack social and community problems. The federal government's involvement in higher education became more pronounced with the passage of the Higher Education Act of 1972. It put into effect a sweeping "Affirmative Action" program, which was designed to assure equal treatment to women and minority groups (Brubacher & Rudy, 2002, p. 236). It was during this period that many women's colleges closed their doors or went coeducational in the late 1960s and continuing into the 1980s.

The 1960s also saw a dramatic trend towards secularization. Alice Gallin, in *Negotiating Identity: Catholic Higher Education Since 1960* (Gallin, 2000), and others, including Greeley (1969), Leahy (1991) and Melanie Morey (2006) suggested three reasons for this movement.

- 1) “The laicization of Boards of Trustees was very much in keeping with Vatican II, and the layman’s (women’s) role in the church.
- 2) Being more laicized in terms of board membership, as well as faculty, put colleges in a better position to acquire federal funds.
- 3) The establishment of these independent Boards of Trustees allowed for two things.
 - i. Administrators were allowed much greater freedom of movement
 - ii. The various orders that owned these colleges were able to divest themselves of huge financial burdens” (Morey, 2006, p. 41).

There was a perception that liberal Catholics who had hailed this laicization process were in many cases disappointed. Many of the lay trustees and administrators tended to be very conservative. Many college presidents were no longer answerable to the superiors of the orders, who in many cases were quite liberal. Furthermore, since these new laicized boards of trustees were self-perpetuating, in many cases this meant that the college president could appoint people to his/her liking. The upshot of all this meant that many institutions became less democratic and open than previously (Greeley, 1969, p.70).

Besides the changing make-up of the boards of trustees, two other major trends have been addressed by researchers. The first of these was the critical financial situation most Catholic institutions were facing by the late 1960s and early 1970s. The main cause

of this financial crisis was the dramatic increase in faculty salaries (Gallin, 2000, p. 32), coupled with the increasing percentage of lay hires.

A final critical piece to the puzzle of Catholic Higher Education involved what has been called the Americanization of Catholics in the United States. In many ways, Catholics were seeing themselves as more connected with American culture than their Catholic heritage. According to Morey in *Catholic Higher Education: A Culture in Conflict*, the 1960s was the tipping point for Catholic higher education. Prior to that time, problems and issues tended to be more Catholic than American. Since that time, the problems seemed to be more American than Catholic (Morey, 2006, p. 41). If being American was more important than being Catholic, it is fair to consider the situation of other non-Catholic, single-sex, private institutions of higher education.

The situation for many of these institutions was really an enrollment issue. There is a widely held belief in private education that there are only four issues concerning the viability of their organizations: enrollment, tuition, salaries, and institutional advancement.

Enrollment declines are a signal of an institutional crisis that must be addressed. A paper by Jonathan Gueverna (2001), entitled *Women's Colleges in Massachusetts: Responses to Enrollment Declines*, describes what he refers to as the enrollment problem. Gueverna states there were four prominent factors in the enrollment declines at women's colleges in the Bay State.

First, there was a significant decline in the number of high school graduates. This also occurred in Minnesota, and it raised a red flag for the University of St. Thomas concerning its future enrollments. More significantly, though, Gueverna (2001) stated

that while applications for all colleges were up 49% in the years from 1977-1989, women's colleges saw only a 21% increase. Women's college enrollment actually dropped by 5% in the crucial years 1981-86. A number of women's colleges saw a significant drop, and many of those that remained open went coeducational, or developed some affiliation with a men's college. Gueverna (2001) goes on to report that some prestigious women-only schools were slipping in terms of their SAT scores. A third consideration was the fact that Massachusetts expanded its state college system. This was mirrored in Minnesota with its state universities. For many, the public university offered a less expensive route to a degree. Finally, Gueverna noticed that most students were opting for institutions with enrollment in excess of 10,000 students. Perhaps this made the University of St. Thomas more attractive. With the above background, it is appropriate to focus on the four single-sex colleges in Minnesota.

Single-Sex Colleges in Minnesota

The historical events and trends of Catholic Higher education in the United States serves as the broad context for considering three sets of single-sex colleges in Minnesota: the College of St. Teresa and St. Mary's University in Winona, the University of St. Catherine and the University of St. Thomas in St. Paul, and the College of St. Benedict and St. John's University, located in the central part of the state. The proposed research emerging from this review will not include the Winona institutions. However, their legacy and place in the history of Minnesota education need to be discussed, if only briefly.

The College of St. Teresa was a Catholic women's institution founded in 1907 after previously having been a seminary for women. It was operated by the Sisters of St.

Francis of Rochester, Minnesota. The institution thrived for years, reaching a peak enrollment of over 1,300 students in the early 1970s (Dingfelder, 2005). Its most important program was nursing, and its connection with St. Mary's Hospital and the Mayo Clinic in Rochester was of the utmost significance. The College of St. Teresa was joined by a men's college in 1912: Bishop Patrick R. Heffron founded St. Mary's College to provide a classical education for young men. By the 1960s, the two institutions were engaged in a number of collaborative efforts. They shared some faculty, library resources, and theatrical productions.

It was during this period of the 1960s that Vatican II occurred. The direct fallout to the College of St. Teresa was that many women left the order of St. Francis, which forced the institution to hire lay professors at dramatically increased salaries (Dingfelder, 2005, p. 4). The real blow at that time was that St. Mary's College decided to become coeducational in the fall of 1969. According to Anthony Piscitiello, executive vice-president of St. Mary's University, declining enrollment was the only reason St. Mary's became coeducational (A. Piscitiello, personal communication, April 2006).

The decision by St. Mary's College to go its own way was difficult, but the final blow to the College of St. Teresa occurred in 1977 when it lost its nursing accreditation. The nursing program regained its accreditation eighteen months later, but by then it was too late. The school continued for another decade, and an attempt to merge with St. Mary's College was found to be unacceptable by St. Mary's College administration. The College of St. Teresa closed its doors for good following commencement exercises in the spring of 1989 (Dingfelder, 2005, p. 6). St. Mary's University of Minnesota continues to thrive in Winona, and has satellite campuses located in Rochester and Minneapolis.

The journey of each college was quite different. The size, location, and religious connectedness all played a part in their on-going development. Conversely, all these companion institutions, the University of St. Thomas – the University of St. Catherine, the College of St. Benedict - St. John's University, respectively, are also dramatically different today than they were a few decades ago.

St. John University has remained a single-sex institution and has closely aligned itself with the College of St. Benedict. On the other hand, on October 18, 1976 the University of St. Thomas decided to go its own way and become coeducational beginning in the fall of 1977 (Connors, 1986, p. 425).

Terrence J. Murphy, President of the University of St. Thomas, also noted that some women's colleges wanted to remain as they were, because some women prefer and actually perform better in a single-sex environment (Murphy, 2001, p. 102). This was not the thinking of many people involved in the women's movement in the 1960s and 1970s. Recently, however, a number of professional women educators have come full circle to that line of reasoning. Judith Shapiro, retiring president of Barnard, Jane D. McAuliffe, the president of Bryn Mawr, Elizabeth Kriss of Agnes Scott College, and Mary Meehan of Alverno College all speak of being converts to the benefits of single-sex education for women (Jaschik, 2008). It is interesting to note that the administrators at the University of St. Catherine and the College of St. Benedict always felt that women's single-sex education had unique features worth preserving.

The University of St. Thomas Board of Trustees, as well as Murphy, were very concerned about the impact of their institution going coeducational would have on its sister institution, the University of St. Catherine. According to Murphy, the fear of a

negative impact on St. Catherine's was ungrounded. The decision had little or no effect on the University of St. Catherine. He noted "another evidence of male chauvinism" (Murphy, 2001, p.101). Murphy believed that the Sisters of St. Joseph, who owned the University of St. Catherine, and the administration of the college, were more than capable of taking care of themselves.

The decision-making process to go coeducational and in reality, to go separate ways, was a fairly long journey. It was a journey seen differently by different people. The University of St. Catherine and the University of St. Thomas had worked formally and informally for decades. In 1966, Sister Alberta Huber, the President of the University of St. Catherine, and Father Terrance Murphy approached the Hill Family Foundation to provide funding for the institutions to enable ways for the two colleges to cooperate more fully. What emerged was the Barrett Report that had a number of suggestions for increased and more efficient cooperation (Ryan & Wolkerstorfer, 1992, p. 93-94). Some of the recommendations were embraced, but others were rejected by one faculty or the other (Ryan & Wolkerstorfer, 1992, p. 94-97). The colleges agreed to allow a student to graduate from their institution, even though the student had taken the major degree program at the other institution. It became possible for the University of St. Catherine students to earn degrees in journalism, geology, physics and business administration, majors available at the University of St. Thomas, but not at the University of St. Catherine. The University of St. Thomas students were now able to major in art, library science, elementary education, and occupational therapy, which were previously unavailable to them.

Conversely, a number of recommendations were not acceptable, and the tone of the ideas expressed in the Barrett Report caused considerable discomfort among the University of St. Catherine's and the University of St. Thomas' administrators and faculty members. Three recommendations that were rejected are noted below:

- "I would like to see the St. Catherine's and the St. Thomas eliminate the general education requirements for graduation and the (major) requirements to see them identify the interests and abilities of every individual student whom he enters and then tailor a program to meet his needs.
- I recommend that the many duties of department chairmen be divided among a number of men in each department, and that the chair memberships be rotated biannually among these men.
- I also recommend that chairmanship of key committees be rotated among faculty members. I recommend two or three appointments made each year be at the rank of associate or full professor...joint appointments. Salaries for appointments must be high enough, regardless of existing scales, to assure top quality people, even at the cost of creating inequities" (Ryan & Wolkerstorfer, 1992, p. 94).

It is worth noting that only the male pronoun is used in the above listed recommendations.

Still, cooperation continued to grow significantly between the two institutions. During the 1975-1976 school year, 2,602 women took classes at the University of St. Thomas, while 1,769 men took classes at the University of St. Catherine's (Ryan & Wolkerstorfer, 1992, p. 103). With an undergraduate population of 2,150, statistics

indicated that 82 percent of the University of St. Thomas student body took classes at the University of St. Catherine that year.

However, it was precisely at this point in time that the University of St. Thomas began to explore going coeducational. A joint committee, consisting of four University of St. Thomas faculty members and one University of St. Catherine faculty member, was formed in late 1975 (Ryan & Wolkerstorfer, 1992, p. 102). The committee concluded that the University of St. Thomas would increase its revenue by \$150,000 in its first year of coeducation and would eventually reach five times that amount on an annual basis. It recommended that the University of St. Thomas pursue coeducation in cooperation with the University of St. Catherine, whether or not the University of St. Catherine became coeducational (Ryan & Wolkerstorfer, 1992, p. 102).

In November 1975, the faculty of the University of St. Catherine sent a resolution to the University of St. Thomas Board of Trustees recommending they reconsider the idea of going coeducational. A second committee, consisting of three outside administrators from other Catholic institutions, urged a merger of the two schools or in lieu of that, it recommended that the University of St. Thomas unilaterally go coeducational (Ryan & Wolkerstorfer, 1992, p. 102). In a survey taken at that time, the University of St. Catherine alumnae voted two to one to remain a college for women only (Ryan & Wolkerstorfer, 1992, p. 103). The two institutions saw their missions differently. The University of St. Thomas became coeducational, and the University of St. Catherine remained a women's college.

The story of St. John's University and the College of St. Benedict, located in Stearns County of Minnesota, is quite different from the history of the University of St.

Catherine and the University of St. Thomas. Initially, it would appear that the single biggest difference was the fact that both were both Benedictine institutions.

Each organization has its own unique history, and this, of course, includes the College of St. Benedict, and St. John's University. From their inception, these institutions were focused differently than their younger Twin City counterparts. Coming from Bavaria, the Benedictines had seen themselves as being part of the majority and mainstream. Their aim was to minister to the German immigrants of the area, and among other things to protect the inhabitants' Germaneness (Atkins, 2006, p. 3). (This is very different from the focus of Archbishop John Ireland of St. Paul. His ancestors had experienced nothing but oppression, and Ireland was committed to the rapid "Americanization" of all Catholics in the United States.) At St. John's University, the building of a monastery "behind the pine tree curtain" began in 1856, and the university was founded the following year. Following the Civil War, in 1866, the monastic community became autonomous. In 1870 the first college catalogue was published, and two years later a business program was introduced (Thimmesh, 2006, pp. 10-11).

The one-year commercial course included a class in telegraphy. Since St. John's University now had two tracks, one classical, and one commercial, the state legislature designated the institution as a university in 1883. Until 1919, this university continued to accept boys as young as nine years old if they had completed their elementary education (Farry, 2006, p. 32).

At the fiftieth anniversary of St. John's University in 1907, the university had 303 students enrolled, 32 of whom were in the seminary. The first decade of the twentieth

century also saw significant physical improvements. A library and gymnasium were added in 1901, an infirmary in 1907, and a science building in 1910 (Farry, 2006, p. 32).

Although they were sister institutions, there was little education connection between St. John's University and the College of St. Benedict when it open in 1913. The connectedness of the two institutions will have another light shone on it when the history of the College of St. Benedict is published in its centenary year of 2013.

Like so many colleges, World War II deprived these institutions of students, but it also afforded St. John's University an opportunity to house a V-12 program associated with the 87th airborne division (Haeg, 2006, p. 51).

Following the war, large numbers of veterans enrolled at St. John's University. Its enrollment saw enormous gains. In 1945 there were 434 students, 739 in 1946, and 935 in 1947 (Haeg, 2006, p. 52). It continued to grow at an average rate of 50 students a year through the entire decade of the fifties (Farry, 2006, p. 34-35).

This rapid growth brought with it a change in the composition and focus of the university. St. John's University was no longer a small, insular, monastic college; it had transformed itself into a strong liberal arts college.

This had not been the dreams and vision of Abbot Alcuin Deutsch, the president from 1921-1950. He, however, was overwhelmed by the faces of change and the demands of all the young men who had a different vision of what they expected from a college education (Farry, 2006, p. 34-35).

It was during these years that the campus also saw dramatic changes. By 1950, St. John's Abbey was the largest Benedictine abbey in the world with 306 monks. It was felt that a physical statement was needed, and that this statement needed to break with the

traditions of century's old monasticism. Consequently, it was decided to construct an abbey chapel that spoke to functionalism and modern materials (Young, 2006, p. 117-120).

Marcel Breuer, formerly of the Bauhaus, was chosen in 1953 to build the church. The cornerstone was laid in 1958 and it was consecrated in 1961. The abbey church remains a focal point of the campus (Young, 2006, p. 117-126). The abbey chapel was also a concrete testament to the liturgical movement that has had its intellectual American home at the abbey and university. The liturgical movement was and is an attempt to bring two major reforms to the Catholic Church. First, it wanted a more distinctive place for the ministry of the Word at mass. Second, it encouraged full and active participation by the laity in the church. First and foremost was the saying of Mass in the vernacular (Franklin, 2006, p. 72).

The spearhead of this movement was Fulton Virgil Michel who became the intellectual and organizational center of the movement. Beginning 1926, the Liturgical Press, and its journal *Arate Fratres* made their first appearance. In time, the journal was renamed *Worship*. Michel's ministry lasted only twelve years. He died in 1938, but his work was instrumental in the Catholic Church's self-examination, Vatican II (Franklin, 2006, p. 74-78).

Collaboration Between the College of St. Benedict and St. John's University

It is interesting that the two Benedictine communities, that today work in such close unison, had very little to do with each other for many decades. This, perhaps, did not include the students at each institution.

The first coordinated effort by the two communities involved work with the Ojibwas at White Earth Reservation in 1878. Ten years later, this partnership was extended to the Red Lake Reservation where the sisters conducted classes for the children.

In the 1880s, the two communities again cooperated in establishing boarding schools, funded by the government, to teach Indian boys and girls useful trades (Preple, 2006, p. 112-113).

However, for the most part the two institutions kept their distance. In 1913, the sisters opened the College of St. Benedict for women. The two communities did not engage in extensive conversation. Both viewed the education of women and men to be separate enterprises (Farry, 2006, p. 34).

In the 1960s, there were substantial changes. In 1961, the College of St. Benedict spun off and separately incorporated the college from the community. This was done to facilitate the process of obtaining a government loan for building a new residence hall (Renner, 2001). In 1963, 55 seniors from both campuses registered to take courses from the other institution, a trend that grew in the ensuing years.

It was during this era that the College of St. Benedict and St. John's University understood and thoroughly revised the curriculum at the two institutions. General requirements were eliminated except for freshman English and a course in theology. A new combined calendar was adopted, Saturday morning classes were ended, and January was set aside for concentrated study of one topic (Farry, 2006, p. 38).

The most significant long-term decisions made during the 1970s related to academic cooperation between the two institutions. In 1968, a team of consultants,

headed by Dr. Louis Mayhew, recommended the merger of the College of St. Benedict and St. John's University. Three years later this recommendation was set aside, and a strategy of pragmatic and incremental co-institutionalization was adopted (Farry, 2006, p. 39).

During the next thirty years, the two colleges made a series of incremental, but critical moves to strengthen integration. Some of these moves included a joint registrar's office, a single catalog, one director of libraries, and admissions gradually came under a single head (Farry, 2006, p. 39).

Since 1988, the two institutions have enjoyed the fruits of a common core curriculum, and the two boards of trustees are interrelated (Renner, 2001). They meet together on all matters that affect both schools, and then meet separately to discuss issues specific to their respective institutions (Renner, 2001).

The stories of the College of St. Benedict's and St. John's University are dramatically different from the University of St. Catherine's and the University of St. Thomas, and these institutions did move in different directions.

Contrasting the University of St. Catherine and the University of St. Thomas

Contrasts are very much a part of the relationship between the University of St. Catherine and the University of St. Thomas. Using books that chronicle the histories of these institutions, it becomes clear that the University of St. Catherine and the University of St. Thomas viewed themselves and their triumphs very differently. One dimension for comparison is based on Carol Gilligan's ideas about how decisions are made. According to Gilligan, men tend to make moral judgments in terms of responsibilities, whereas women tend to make their judgments based on rights (Lyons, 1983, p. 125-145).

A very clear example of this occurred during World War II. The Sisters of Saint Joseph, the sponsoring order of the University of St. Catherine, were appalled by the United States government's decision to intern Japanese-Americans during that conflict. As a response, the nuns offered a college education to any Japanese American woman in the internment camps (Ryan, 1992, p. 41).

Personal examples are noted throughout Ryan and Wolkerstorfer's work on the first 85 years of the University of Saint Catherine's existence. Following the war, the authors related how the nuns sent lard and other necessities to graduates of the University of St. Catherine, who were living in war-torn Germany. No such stories exist in the history of the University of St. Thomas. The issue of connectedness and personal relationships is clear in the history of the University of St. Catherine.

Joseph B. Connors' history of the diocesan institution, the University of St. Thomas, *Journey Toward Fulfillment* (1986), focuses on strategies, decision-making, and the growth of the college, now the University of Saint Thomas. This men's only institution has a long history of trying to develop priests and laymen who exhibit "muscular Christianity" (Connors, 1986, p. 147). Archbishop Ireland strongly favored this approach and it is a major reason that the institution has had a long history of involvement with the Reserve Officers Training Corps (Connors, 1986, p. 125-6). When Connors discusses the Second World War in relation to St. Thomas, he refers to the V-12 program, and proudly states that 5,000 Tommies served during World War II, including one Congressional Medal of Honor winner (Connor, 1986, p. 307). Where Connors speaks of responsibilities, Ryan and Wolkerstorfer speak in terms of rights of people.

Obviously, the histories of the University of St. Catherine and the University of St. Thomas include much more than the period from 1941-1945. However, the responses to the national issues emerging at that time clearly indicate that very different cultures existed in the two institutions. At the same time, 1943, the University of Saint Catherine was dedicating a statue to Our Lady of Peace (Ryan, 1992, p. 45), while the University of Saint Thomas was developing an officer candidate program (Connors, 1986, p. 309).

Connors' lens on the University of St. Thomas is mirrored by Terrance Murphy's 2001 book, *A Catholic University*. In many ways, *A Catholic University* is a memoir of Murphy's presidency at the University of Saint Thomas. What strikes a researcher is how Murphy recounts many decisions he made during his tenure. Murphy's decisions were based on what could be considered rational judgment. The emotive and connectedness of the decision-making detailed in Ryan and Wolkerstorfer's *More than a Dream* (1992) is starkly different when compared with Connors and Murphy's retelling of the University of St. Thomas' story.

Framework for Examining Pairs of Colleges

Many frameworks could be used to understand the institutional dynamics, especially the perspectives and behaviors of institutional leaders concerning the decision to remain a single-sex institution or to become coeducational. One framework for this comparison is *Women's Ways of Knowing* (1986) by Mary Field Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule. Of course, it does not represent outcomes, only the reasoning behind the decisions that were taken by the various institutions. This work was published in 1986, but the views expressed in it provide a reflection of the ideas that were prevalent in the prior decades. The ideas

expressed in *Women's Ways of Knowing* are based on the groundbreaking work of Carol Gilligan and William Perry (Belenky, 1986, xi). The authors, along with other feminist scholars, believed that conceptions of knowledge and truth have been shaped throughout history by the male-dominated majority culture. The authors further stated that this notion is imbedded in the very structure of secondary and higher education as it developed in the United States. This led to the development of women's institutions that were the "equivalent" of men's. In summation, women were portrayed as thinking in a creative, intuitive, and personalized manner (Belenky, et al., 1986, xii).

In 1983, Gilligan and her colleague, Nona Lyons, extended their work on gender related differences in moral perspectives to the point they call "identity development". The core of their argument is that women are very concerned about rights, and believe that moral choices need to be made in the light of context. Men generally rely on abstract laws and universal principles (Lyons, 1983, 125-145). In separate, but related work, Nancy Chodorow and Jean Baker Miller argued that both men and women define themselves in terms of connection, but that men frame this connection in terms of responsibilities, whereas women are more connected in terms of rights (Lyons, 1983, p. 140).

A strong corollary to the work of Gilligan and others is the epistemological development work of William Perry. Perry noted four different positions that students take in their moral development. Perry's positions included the following:

- "Basic dualism: good/bad, right/wrong, etc.
- Multiplicity: authority figures may not have all the answers. One goes beyond depending and trusts in external authorities.

- Relativism subordinate: where an analytical and evaluative approach is used in the quest for knowledge.
- Relativism: a person completely comprehends that all truth is relative, and that all knowledge is constructed, not given” (Belenky, 1986, p. 10).

Perry’s theories are very intriguing, particularly when one considers two major factors of Catholicism. Catholics are taught that there are two types of truth, perceived and revealed. Perceived truth refers to mankind’s ability to understand. An example is the discovery that the earth revolves around the sun. Revealed truth is God’s revelation to mankind that the church says is beyond one’s ability to reason (Catechism of the Catholic Church, 1994, p. 23-24). Also, the Catholic Church has been hierarchical and authoritative if nothing else. These views and values make the context of the time frame under consideration very interesting.

It is interesting to consider the ultimate decisions made at all four Catholic institutions in Minnesota. They can be related to Belenky’ s bi-modal coding system of categories, which are related to how men and women differ in terms of connections to others. The real question, of course, is not why these institutions made the decisions they ultimately made, but rather what the results were of those decisions.

Many possible questions revolve around the fact that these two sets of companion institutions took very different paths at a crucial time in their histories. No doubt, many cross currents were present in each institution, and there were unique aspects to each college. However, in the final analysis, the question of interest is, “Which schools have prospered the most because of the decisions made by their various Boards of Trustees during times of significant social change?” The focus of the research is the effects on

various institutional indicators of the different decisions made by the two pairs of same-sex institutions.

Flourishing in their own unique way is fine, but what exactly happened, and what were the results of these decisions? Hindsight gives one 20/20 vision, and it is easy to be very selective in using only certain data to support a particular point of view. For this reason, any attempt to appraise the success of decisions made decades ago must be as all-encompassing and inclusive as feasible.

CHAPTER THREE

Methodology

This research investigates certain characteristics of four Catholic, private, liberal arts colleges located in Minnesota. The research design also includes two other non-Catholic, private, liberal arts colleges also located in Minnesota as a basis for comparison. The question to be addressed is: What were the long-term results of decisions taken in the 1970s concerning the issue of coeducation at the two pairs of Catholic institutions?

For comparative purposes, statistics provide a method for organizing, summarizing, and analyzing data. Objective numbers provide factual data. Quantitative data comprises the majority of information collected for this dissertation. When available, data with continuity over time were used. Various categories were used to help understand the dynamics in play as the different institutions moved forward after decisions were taken concerning coeducation status.

Some local opinion, particularly those involved in Catholic secondary education, has held that coeducation has been a great benefit to the University of St. Thomas, and a severe blow to the long term vitality of the University of St. Catherine. In the same vein, the cooperative efforts of the College of St. Benedict and St. John's University in essence made these institutions separate in administration and single-sex only in a very limited way relative to institutional identity.

This research examines the relationship between the long-term health of the four institutions given the various decisions made at each college. Enrollment figures, with

particular attention to the gender of students, tuition levels, and the perception of these colleges by peers in higher education, as reflected in various rankings compiled by *U.S. News & World Report*, including alumni giving over the intervening years, will be the basis of this analysis. The dimensions chosen for this study relate to commonly accepted areas of standards of higher education reporting.

The question of why these three dimensions were chosen for analysis needs to be addressed. First, projected enrollment declines in the 1970s were a critical factor in decisions made at a time when the women's movement was gaining enormous strength. For this reason, inclusion of male and female enrollment numbers are used.

Second, tuition is always a major factor in an institution's ability to attract students. By addressing this issue, it is hoped to discover if there are any significant differences that would cause new questions to be raised about the long-term direction of each college.

Third, the quality of education at one institution compared to another institution is very difficult to measure. However, professionals in the field have a much broader view; some might say an insider's viewpoint is critical in the context of their perspective on a larger set of peer institutions. For this reason, their value judgments on the institutions under consideration are important. The percentage of alumni giving to an institution is perceived as an indication of the institution's quality and reputation by its graduates. It attempts to answer the question, "Do graduates feel connected, and do they see the institution moving in a positive direction?"

Data Analysis

The data presented in this research are primarily of a descriptive nature. Each institution's data over the period of time was examined with the goal of describing meaningful differences between the two pairs of institutions as well as the two comparison institutions. No tests of statistical significance were conducted.

Timeline for Analysis of Institutional Data

In a previous section, historical information was presented relative to the time period during which the two pairs of institutions were considering the question of coeducational status. The earliest year for data noted was 1969, one year following a survey that addressed the issue of coeducation. The analysis of institutional data begins with the 1970 data reporting year and continues through 2011, the last year for which data are available for the four dimensions used in the analysis. Although ideally data would be available for each of the 40 years, for a variety of reasons data are missing for certain years or groups of years. In the description of each of the dimensions, the years for which data were used in the analysis are indicated.

Dimension 1: Student Enrollment and Enrollment by Gender

It can be argued that the surest and simplest sign of an institution's vitality can be measured by its student enrollment. This idea springs from two commonly held beliefs. First, more students mean that more funds are being generated from tuition. This revenue stream can enhance the institution and can certainly help a college budget's bottom line. This is particularly true if one's fixed costs remain relatively unchanged. Second, if people are "knocking down your door to get in" that institution must be doing something right.

A critical caveat also must be included in using student enrollment data. The number of graduating high school seniors, in other words, the size of the potential matriculating incoming freshman classes, varies from year to year. This was particularly true in the years when the “baby boomers” (those born between 1946 to 1964) entered college between 1964 and 1982. In order to better understand the enrollment fluctuations at all these institutions, it must be placed in the context of the total number of available, potential students. For this reason, the number of graduating high school seniors in the United States is included in this research. In order to get a handle on the enrollment of incoming freshmen, statistics on the number of high school graduates obtained from the National Center for Educational Statistics are used. However, it is important to note that for decades the institutions under discussion relied on what is termed “traditional students” as the vast majority of their respective student bodies. Traditional students are normally considered those ages 18 to 22. In the case of these four institutions in 1970, the number of “traditional students” was examined in terms of gender. A snapshot of the enrollment situation as it existed when these private Catholic institutions made their decisions concerning coeducation and long-term viability and growth can be encapsulated in the thinking and decision-making that occurred at the pairs of institutions at that time.

Variables. This study uses primarily fall headcount figures in terms of enrollments at the various institutions. This was done because it is the one statistic that has remained unchanged for the long time frame of the research. It was also used because each of these institutions has enhanced its programs over the years. It did not seem appropriate to focus on graduate school enrollments, although they are included, since the only common base was the four-year undergraduate figures. It is also

significant that at the time major decisions about coeducation were made, these institutions were overwhelmingly liberal arts, undergraduate colleges.

Source of Data. Data used in this research came from the Minnesota Office of Higher Education (MOHE). In previous decades the agency was known as the Minnesota Higher Education Coordinating Board. It was abolished in 1995 after serving the citizens of Minnesota for thirty years (Minnesota Higher Education Services Office, 2004). Currently, MOHE is a cabinet-level state agency providing students with financial aid information to help them gain access to postsecondary education. The agency serves as the state's clearinghouse for data, research, and analysis on postsecondary enrollment, financial aid, finance, and trends. The agency's breadth includes state universities, community and technical colleges, the University of Minnesota, private career schools, private career online schools, private graduate and professional schools, as well as statistics of concern to this research, private colleges and universities located within the state. The Minnesota Office of Higher Education categorizes this last group in the following manner. Private colleges and universities are predominately not-for-profit four-year liberal arts and/or religious institutions. In addition to providing undergraduate education, some private colleges offer professional education and graduate degree programs in certain fields (Minnesota Office of Higher Education, Basic Data Services, 2008, p. vii).

Analysis of Data. By using the data discussed above, the enrollment patterns, and in particular enrollment patterns by gender, elicited new information and understanding of the four institutions that are the focus of this research.

The analysis was descriptive in nature, including percentage changes across specified time periods. There were no tests of statistical significance conducted. Discussion of the numbers, trends, and long-term growth of enrollment and enrollment by gender allow one to develop conclusions about each institution's progress since the issue of coeducation became the critical issue concerning long-term vitality and success.

Dimension 2: Tuition Levels

Tuition levels at all the colleges in this investigation are included. The figures included all years from 1970 – 2011. The tuition levels are presented in their dollar amounts. Each institution's tuition charges are listed for comparison purposes. Percentage changes over time were calculated. It should be noted that one year, 1984-85, figures were presented in a different manner. It only listed the amount of state aid to each institution. For this reason, those figures, although included in the data, were not used for the purpose of this research.

Variables. The variable for this dimension concerns the annual tuition and mandatory fees for full-time enrollment charged to students. Room-and-board costs, as well as any other extra charges, such as laboratory fees, were not included in this research. This seems appropriate because opportunities for living on campus vary from campus to campus, as well as a function of metropolitan versus non-metropolitan settings.

Source of Data. The data used in the tuition levels dimension of the research came from the Minnesota Office of Higher Education as stated earlier. This state agency is the clearinghouse for information concerning institutions of higher education in Minnesota.

Analysis of Data. Tuition levels are a significant factor in determining any institution's health. Tuition is a major source of income or revenue. Any organization needs to be perceived as value for the customer's dollar. Those products that do not meet that standard, for whatever reason, will fail. None of the institutions in this study have failed. Yet, have some been more successful than others? The question in this dimension of the research is straight forward. Have comparative tuition differences reflected any significant positive or negative impacts on the four institutions as reflected in the decades since decisions were taken concerning coeducation?

Dimension 3: Overall Institutional Rankings

U.S. News & World Report has had an annual "Best Colleges" issue since 1987. The first appeared in 1983, but there was none in 1984. Over the successive years, this developed into a separate, stand-alone issue titled "America's Best Colleges". These reports are included in this research. There are problems with the information as it relates to the two pairs of colleges. These problems include the fact that not all the institutions are listed every year. In some cases, one or more colleges are not listed for numerous years. The categories used by *U.S. News & World Report* have changed over the years, including focusing on one component, such as "affordability" or listing institutions by region, instead of nationally, or moving an institution from college to university status, or re-classifying whole types. An example of this would be from Liberal Arts Colleges to Baccalaureate Degree Institutions. Having considered all the above issues, the inclusion of *U.S. News & World Report's* "American's Best Colleges" rankings is important. Although the information is not complete, this annual report is an excellent means of

capturing how well each of these institutions is perceived in the world of higher education.

Variables. *U.S. News & World Report* takes great pains to give the readers a picture as accurate as possible of the landscape of higher education. The magazine's methodology for categorizing institutions is straight forward. Schools are categorized by their mission, derived from the basic Carnegie classifications. To be included as a "national university" the institution must offer a full range of undergraduate degrees, as well as master's and doctoral programs. The category "universities-masters" offers a wide range of undergraduate degrees and some master's degrees, but few, if any doctoral programs. Liberal arts colleges focus almost exclusively on undergraduate education. Also, these institutions must award at least 50 percent of their degrees in the arts and sciences. Baccalaureate colleges focus on undergraduate education, but grant fewer than 50 percent of its degrees in the liberal arts. In many cases the above listed categories are further sub-divided by region: North, South, Midwest, and West. Some schools are unranked and listed separately if they do not use SAT or ACT scores as part of their admission process. Other criteria for being unranked included not receiving enough responses from other academics on the peer assessment survey, having a total enrollment of less than 200 students, and finally, *U.S. News & World Report* did not rank a few specialized schools in the arts, business, or engineering.

Sources of Data. Numerous sources are used. In the 2010 edition of "American's Best Colleges", 1,477 institutions were surveyed and the magazine had a 91.2 percent response. Responses were divided into seven categories for National Universities and Liberal Arts Colleges, and six categories for Universities-Masters and

Baccalaureate Colleges. In the latter group, *U.S. News & World Report* dropped the “Graduation Rate” performance category.

The single most important area of measurement is peer assessment, which accounts for 25 percent. It is given the greatest weight because of the importance of those in a position to judge a school’s undergraduate excellence. Those surveyed included presidents, provosts, and deans of admission.

Retention accounts for 20 percent of the final evaluation in National Universities and Liberal Arts Colleges. It accounts for fully 25 percent in the Universities-Masters and Baccalaureate Colleges. This measure has two components. The six-year graduation rate accounts for 80 percent of this category’s score. The freshman retention rate accounts for 20 percent.

Faculty resources is allotted 20 percent. The reasoning for this delineation is that satisfied students are those who are connected to their professors, and consequently, it is presumed, will learn more.

An institution’s academic atmosphere is determined in part by the abilities of the students. The admission test scores, either SAT or ACT, are factored into the Student Selectivity category. This grouping accounts for 15 percent of the overall score.

Financial resources account for 10 percent of the total evaluation. *U.S. News & World Report* measures this category by using the average spending per student.

Alumni giving rate is 5 percent of the final equation. The percentage of living graduates who donate is used. The institution with the highest percentage is a 100. Other schools’ weighted scores are calculated as a proportion of the top score.

At this point, a minimal discussion of development funds and its importance to long-term institutional viability is in order. Besides bringing in monies to colleges, fundraising and other institutional advancement office efforts are perceived as an indication of the level of support for an institution by its stakeholders. Support for higher education institutions, in addition to tuition, is the life blood of the entire higher education industry.

The organization, Institutional Advancement in Higher Education, has chronicled the long history of philanthropic support for educational institutions in the United States. Henry Dunster, the first president of Harvard College, counted generating resources among his duties. The first solicitation occurred in 1641. This is generally considered the beginning of fundraising in this country. In 1823 Brown University established the first annual fund. It is interesting to note that the first public university to establish an alumni association was not until 1897 at the University of Michigan. Within the private sector, fundraising efforts preceded those in public institutions by about a quarter century on average, as denominational support began to recede as the twentieth century progressed (Institutional Advancement in Higher Education-Historical Background, 2010).

Areas of institutional support are usually divided into a number of components. They are public relations, publications, alumni relations, and development. This fourth area, development is generally the largest in terms of personnel. In smaller institutions this office is usually centralized, while in large universities, development offices are generally decentralized to the college and institute level.

Within development offices, there are a number of distinct areas of operation. The annual fund area is responsible for generating funds for the institution on an on-going basis. Usually this is sub-divided into alumni/ae, friends, parents, grandparents, etc. This area closely coordinates with the major gifts division. The major gifts area is responsible for cultivating and developing major donors for the institution. The third area is concerned with capital campaigns. Capital campaigns, at one time, were held at various times when it was perceived that the institution needed more classrooms, dormitories, sports facilities, or other building projects. Today, capital campaigns are on-going. They have expanded to include endowment funds. Generally, they do not involve scholarship or salaries. On occasion, some institutions have earmarked some capital funds for the endowment of chairs.

For the purposes of this dimension, alumni giving rate will be analyzed. *U.S. News & World Report* uses alumni giving rates because it believes that the percentage of living alumni with bachelor's degrees who gave to their school during the past two consecutive years was an indirect measure of student satisfaction.

The graduation rate performance category is allotted 5 percent of the total score in the National Universities-Liberal Arts Colleges. The assumption is that if a higher percentage of students graduate than predicted, the institution has added value to the student's experience. (America's Best Colleges 2010, p. 84-86)

Analysis of Data. In "How We Calculate the Rankings" by Robert J. Moore and Samuel Flanigan, (2010), the authors presented the criteria for their rankings and how they calculate or weigh each measure that goes into each institution's final score and ranking. The ranking system employed by *U.S. News & World Report* rests on two

pillars. It relies on quantitative measures that professional educators believe to be indicative of academic quality; and it is also based on the magazine editor's view of what matters in education. To begin with, the institutions are divided into four categories:

1. National Universities – To assess more than 1,500 of the country's four-year colleges and universities, *U.S. News* first assigns each to a group of its peers, based on the categories of higher education institutions developed in 2010 by the Carnegie Foundation for the Advancement of Teaching. The National Universities category consists of the 280 institutions (172 public, 101 private, and 7 for-profit) that offer a wide range of undergraduate majors as well as master's and doctoral degrees; some emphasize research. Data on up to 16 indicators of academic quality are gathered from each institution and tabulated. Schools are ranked in categories by their total weighted score; those receiving the same rank are tied and listed in alphabetical order (Morse & Flanagan, 2012, p. 117).
2. Liberal Arts Colleges – The country's 252 liberal arts colleges emphasize undergraduate education and award at least half their degrees in the arts and sciences, which include such disciplines as English, the biological sciences, physics, chemistry, history, political science, foreign languages, and the visual and performing arts, but exclude professional disciplines such as business, education, and nursing (Morse & Flanagan, 2012, p. 125).
3. Universities-Masters – These institutions offer a broad range of undergraduate degrees with some masters and perhaps a few with doctoral programs.

4. Regional Universities – this category represents what generally had previously been listed as Universities-Masters. These two categories closely parallel each other. It should be noted that *U.S. News & World Report* divides the nation into four sections: North, South, Midwest, and West. All the institutions under discussion are listed in the Midwest section. Like the national universities, the institutions that appear here provide a full range of undergraduate majors and master’s programs; the difference is that they offer few, if any, doctoral programs (Morse & Flanagan, 2012, p. 132).

5. Baccalaureate Colleges – These colleges focus on undergraduate education, but grant fewer than fifty percent of their degrees in liberal arts disciplines.

Some schools are not included in the *U.S. News & World Report* rankings. If SAT/ACT scores are not used in the admissions process, the institution is not ranked. Also, some schools are not listed because of limited responses from other educators on the peer assessment survey.

Given all the factors, a weighed system is used to give each institution a numerical score that in turn gives a rank, or places the institution in a specific group. The weights assigned to each type of indicator are as follows:

1. National Universities and Liberal Arts Colleges
 - a. Peer Assessment 25%
 - b. Graduation and Retention Rates 20%
 - c. Faculty Resources 20%
 - d. Student Selectivity 15%
 - e. Financial Resources 10%

- f. Alumni Giving 5%
- g. Graduation Rate Performance 5%

2. Universities – Masters and Baccalaureate Colleges

- a. Peer Assessment 25%
- b. Graduation and Retention Rates 25%
- c. Faculty Resources 20%
- d. Student Selectivity 15%
- e. Financial Resources 10%
- f. Alumni Giving 5%

The weights listed above were the ones used to determine the rankings of the six institutions in the present study. However, since its inception somewhat different weights have been used.

It is also important to understand the various acronyms or contractions used to designate certain categories. It should be noted that these labels have changed over the years as a means of identifying and categorizing as a better means of accurately portraying the institutions under consideration. The labels that perhaps need clarification are as follows:

- Q2, Q3, Q4 – From 1990 to 1993, institutions were placed in various quartiles according to their category. Ranks were provided for only institutions in Q1.
- T2, T3, T4 – From 1994 to present, institutions were placed in various tiers according to this category. Ranks were provided for only institutions in the first tier.

- Numerical Rank – This indicated that the institution was considered among the best in that category since none of these colleges qualified for a quartile or tier designation.
- Acceptance Rate – This indicates the percentage of students who apply that are accepted.
- Student Selectivity ACT/SAT – These refer to the normal range of scores of the entering freshman class as described by their scores on the American College Testing or Scholastic Aptitude Test.
- Academic Reputation – This stands for academic reputation rank. From 1990 until 1996 the institutions were listed numerically by category. Beginning in 1997, *U.S. News & World Report* used a 4.0 scale. This was modified to a 5.0 scale the following year.
- Alumni Giving – Alumni giving represents only the percentage of alumni/ae who contribute to the various institutions. There is no distinction made as to the amount being given.

The single biggest problem in analyzing data from *U.S. News & World Report* is the fact that continuous yearly reporting of “America’s Best Colleges” did not begin until 1987. This date is about a decade after the two pairs of institution that are the focus of this research made their respective decisions about coeducation.

However, the information available is valuable. It gives the researcher a longitudinal snapshot of the progress of each institution in the past quarter century. The analysis of this data will follow the same pattern established in earlier dimensions. The data will be descriptive, and no tests of statistical significance were undertaken.

CHAPTER FOUR

Results

This chapter is an analysis of the findings for various indicators of each institution's health over the past four decades. This chapter is divided into three parts.

The initial section investigates the enrollment histories of the four Catholic liberal arts institutions, as well as a comparison group consisting of two non-Catholic institutions in the state of Minnesota that share characteristics with the Catholic colleges and universities which are the focus of this investigation.

The second section analyzes a selected revenue stream for the institutions. In particular, tuition rates were used for this analysis.

The third section of this study examines how these institutions have been perceived by peers who are familiar with the institutions under investigation. For the purposes of this research, the published findings of *U.S. News & World Report* were used.

The following results give the reader an accurate statistical portrait of these institutions in the years immediately prior to, during, and the decades following decisions that were made concerning coeducation by the four institutions.

Enrollment – History

This section contains information concerning enrollment at the four Catholic liberal arts colleges under investigation. The schools are the College of St. Benedict, St. John's University, the University of St. Catherine, and the University of St. Thomas.

Also included are the two comparison group institutions, Gustavus Adolphus College and Hamline University.

This section uses only statistical information obtained from the Minnesota Office of Higher Education. The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help students gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research, and analysis on postsecondary enrollment, financial aid, finance, and trends (Djurovich, 2008).

Obtaining enrollment information about the institutions under investigation was not as straight forward as expected, although the staff members at the Minnesota Office of Higher Education were extremely helpful. Obtaining consistent information that could be tracked over forty years was challenging for the following reasons.

First, classifications and associated definitions and terminology have changed over the years. The category "headcount" is probably the most accurate assessment of the number of students in any institution. Headcount is a category that includes all students who are enrolled on the tenth day of the fall term, or the institution's official fall reporting date. Institutions without distinct academic terms, such as private career schools, are asked to provide enrollments using the three-month period, July 15 through October 15 as a proxy for tenth-day data. The data that appear in the Basic Data Series and other reports of the Minnesota Office of Higher Education are derived from actual unit record data received from postsecondary institutions containing 36 data elements on each individual student (Djurovich, 2009, vi-vii). Over time, the mission and focus of the institutions changed and consequently, the headcount enrollment figures reflect that

fact. Those changes complicated the process of interpreting the results of the analysis of changes in enrollments. Some examples of these fluctuations include a significant enrollment increase at the College of St., Benedict in the 1977-78 school year when the institution decided to include students who were previously counted in an extension category. The University of St. Thomas had a significant increase in the 1987-88 school year, because the St. Paul School of Divinity, the undergraduate arm of the St. Paul Seminary, was incorporated into the University of St. Thomas. In the following year, 1988-89, the University of St. Catherine incorporated its Minneapolis campus, located at St. Mary's Hospital, into its enrollment figures. Two institutions did not report any enrollment figures for two years. In 1995-96, Hamline University did not report any figures or for whatever reason, they were not included in the data accessible at the Minnesota Office of Higher Education. The same situation occurred the following year, 1996-97, when the University of St. Catherine's enrollment data were missing.

Besides overall headcount enrollment data, this research also included enrollment by gender, enrollment of entering freshmen, enrollment of full-time as well as part-time students, and enrollment of students in graduate programs for each of the institutions. Since this research focuses on the long-term effects of decisions taken concerning coeducation, these data were critical to an understanding of decisions relative to coeducation. As noted in an earlier section, the single most significant decision concerning coeducation was taken at the University of St. Thomas. That decision was based on the fact that projected enrollments indicated that incoming freshman classes were becoming smaller. For this reason, entering freshman enrollment by year were also included in tables that show the number of entering freshmen at the Minnesota

institutions, as well as the total number of high school graduates in the United States at five-year intervals. Tables also include percentage changes over time. Full-time/part-time enrollment is presented to give the reader a more nuanced view of the institutions under discussion. Enrollment of graduate students is also included because there has been a significant expansion of graduate programs at many institutions.

All the information concerning enrollment in its various forms is presented in two standard ways. The analysis presents enrollment figures over the course of forty years, and it breaks these enrollments into five-year segments. For each five-year period a figure is provided that indicates the headcount enrollment for each institution in a given year. By using five-year increments, trends in enrollment would be more likely to emerge. The five-year segments also correspond to times when enrollments had changing trends, and also when economic conditions, such as the years of significant inflation, dramatically altered tuition rates. The issue of tuition and its effect on the institutions under consideration is addressed in a subsequent section of this chapter.

For each five-year period, a table is provided that presents percentage change in headcount enrollment, by institution, over each five-year interval. Each table provides two types of information. The first type is actual headcount enrollments. The second type is the percentage change from year to year, but also the percentage change for each institution over each five-year period.

It should be noted that the enrollment numbers on the various figures change on the vertical scale. This is due to the fact that the enrollment increases at the University of St. Thomas far outstripped the other institutions, and to keep the same vertical scale would not give the reader a reasonable visualization of the enrollment situation over the

years under consideration. Also included are the percentages of headcount enrollment compared to the mean headcount enrollment of all six institutions. In the initial years under consideration, all six institutions were considerably more equal in their headcount enrollments, and closer to the mean. In time, the numeric gap between the University of St. Thomas and its fellow institutions became much more pronounced.

Headcount Enrollments

The first set of enrollment statistics indicates enrollments in each of the eight enrollment periods, 1970-71 through 1974-75 to 2005-06 through 2010-11.

Total Headcount Enrollments 1970-71 through 1974-75. As the figures in Figure 1 indicate, in 1970-71 the University of St. Thomas was the largest institution by headcount enrollment, with more than five hundred students than Gustavus Adolphus College, the second largest institution. The growth in enrollments at the College of St. Benedict is notable. During the 1970-71 school year, the College of St. Benedict had less than half the enrollment of its brother institution, St. John's University. Within five years, the College of St. Benedict had increased its enrollment by 78 percent, and its percentages of students compared to St. John's University went from 47 percent to 71 percent.

The annual percentages of change in headcount enrollments for the six schools, presented in Table 1 indicate large percentage change differences for the six schools. Headcount enrollment changes were larger for the four Catholic institutions than for the two comparison institutions.

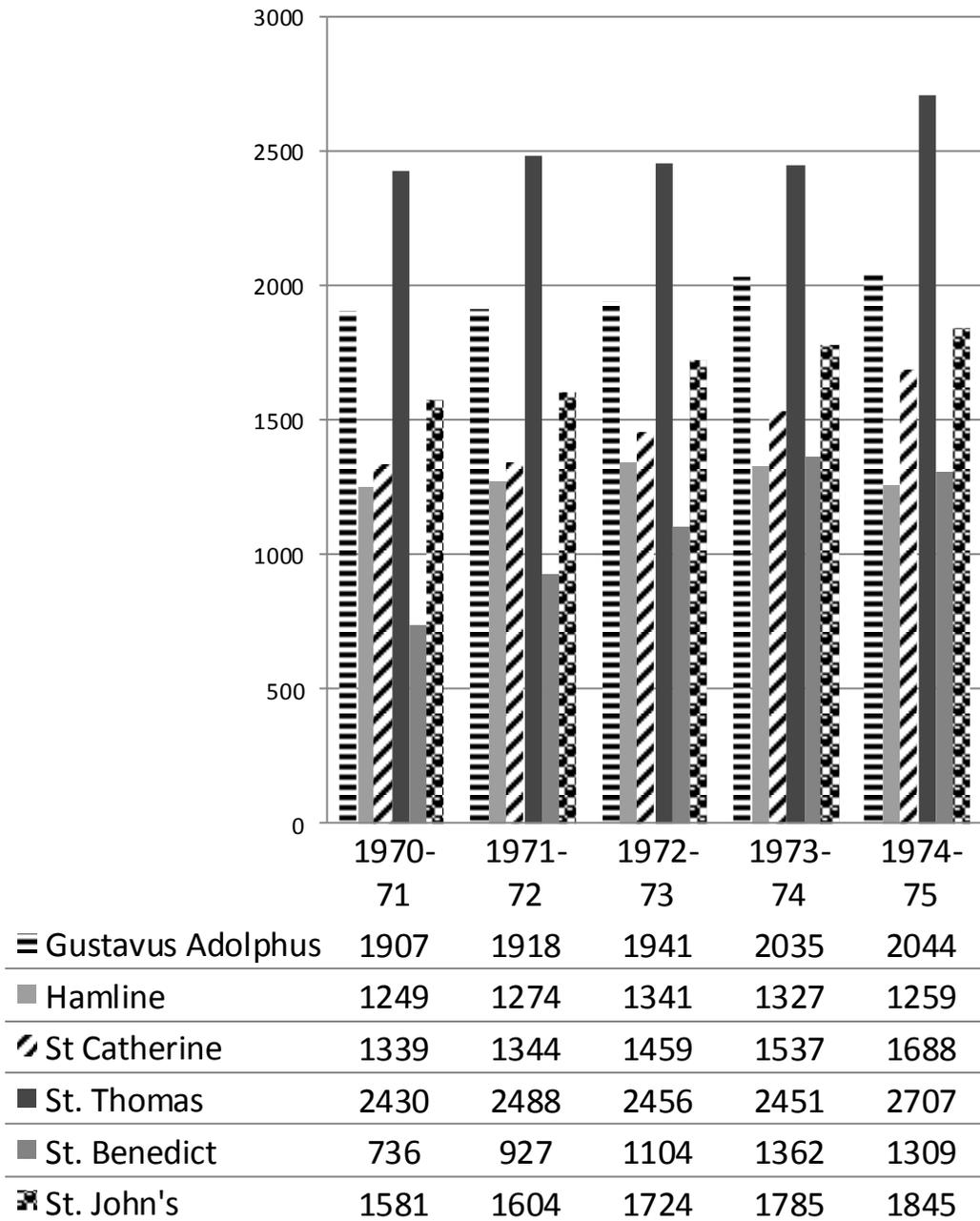


Figure 1. Total headcount for the selected schools from 1970-71 through 1974-75.

Table 1

Annual Percentage of Change in Headcount for Selected Schools from 1970-71 through 1975-76

	% Change 1970-71 to 1971-72	% Change 1971-72 to 1972-73	% Change 1972-73 to 1973-74	% Change 1973-74 to 1974-75	% Change 1974-75 to 1975-76
Gustavus Adolphus	0.6	1.2	4.8	0.4	2.6
Hamline	2.0	5.3	-1.0	-5.1	-5.0
St. Catherine	0.4	8.6	5.3	9.8	8.6
St. Thomas	2.4	-1.3	-0.2	10.4	18.4
St. Benedict	26.0	19.1	23.4	-3.9	4.2
St. John's	1.5	7.5	3.5	3.4	-1.4

Total Headcount Enrollments 1975-76 through 1979-80. The results in Figure 2 indicate the University of St. Thomas had a significant headcount enrollment increase in the 1975-76 school year compared to the previous year 1974-75 (3,206 versus 2,707), which represented more than an 18 percent increase in one year. It is from this school year onward that the University of St. Thomas began to pull away from the other institutions in total headcount enrollments. Also notable is the continued rapid rise in headcount enrollment at the College of St. Benedict; it first surpassed St. John's University during the 1977-78 school year. As noted previously, it was in this year that the College of St. Benedict included 420 students formerly counted in the extension

category in its headcount summary, so the enrollment growth in that year is a matter of which students were counted rather than an effect of its decision relative to coeducation. Since that time, these two rural Catholic institutions have maintained very similar enrollments, as subsequent enrollment statistics demonstrate. The significant increase in the enrollment at Hamline University for the 1976-77 school year, as shown in Figure 2, is a result of the Midwestern School of Law being absorbed into Hamline University that school year.

The results in Table 2 indicate that the University of St. Catherine and the University of St. Thomas experienced enrollment growth in each of the five-year periods.

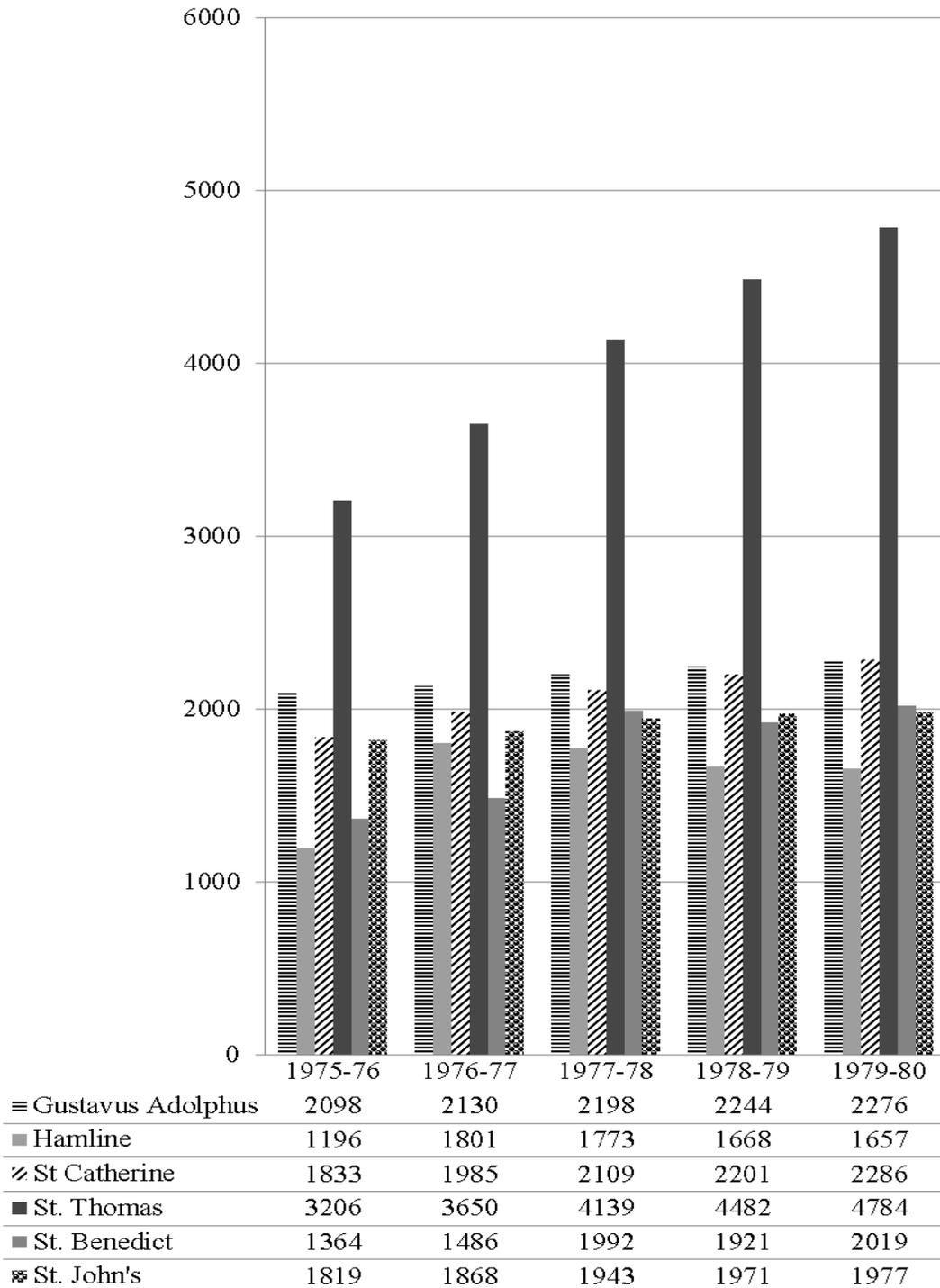


Figure 2. Total headcount for the selected schools from 1975-76 through 1979-80.

Table 2

Annual Percentage of Change in Headcount for Selected Schools from 1975-76 through 1980-81

	% Change 1975-76 to 1976-77	% Change 1976-77 to 1977-78	% Change 1977-78 to 1978-88	% Change 1978-79 to 1079-80	% Change 1979-80 to 1980-81
Gustavus Adolphus	1.5	3.2	2.1	1.4	1.7
Hamline	50.6	-1.6	-5.9	-0.7	8.8
St. Catherine	8.3	6.2	4.4	3.9	4.4
St. Thomas	13.8	13.4	8.3	6.7	10.4
St. Benedict	8.9	34.1	-3.6	5.1	7.8
St. John's	2.7	4.0	1.4	0.3	4.4

Total Headcount Enrollments 1980-81 through 1984-85. The University of St. Thomas continued its significant rise in enrollment during the period from 1980-81 through 1984-85 as the statistics in Figure 3 indicate. The year 1981-82 signaled the first coeducational graduation class at the University of St. Thomas. By this time, over 40 percent of the students were female. It should be noted that the University of St. Thomas had admitted women previously to its graduate programs. The University of St. Catherine, the institution most closely associated with the University of St. Thomas, was not adversely affected in enrollment by its companion institution's decision to embark on undergraduate coeducation. During this five-year period the University of St. Catherine's suffered virtually no decline in students.

As the statistics in Table 3 indicate, the University of St. Catherine had a significant increase of 34.7 percent from the 1984-85 to the 1985-86 school year. The reason for this increase is that the University of St. Catherine included its Minneapolis campus enrollment numbers beginning with the 1985-86 school year.

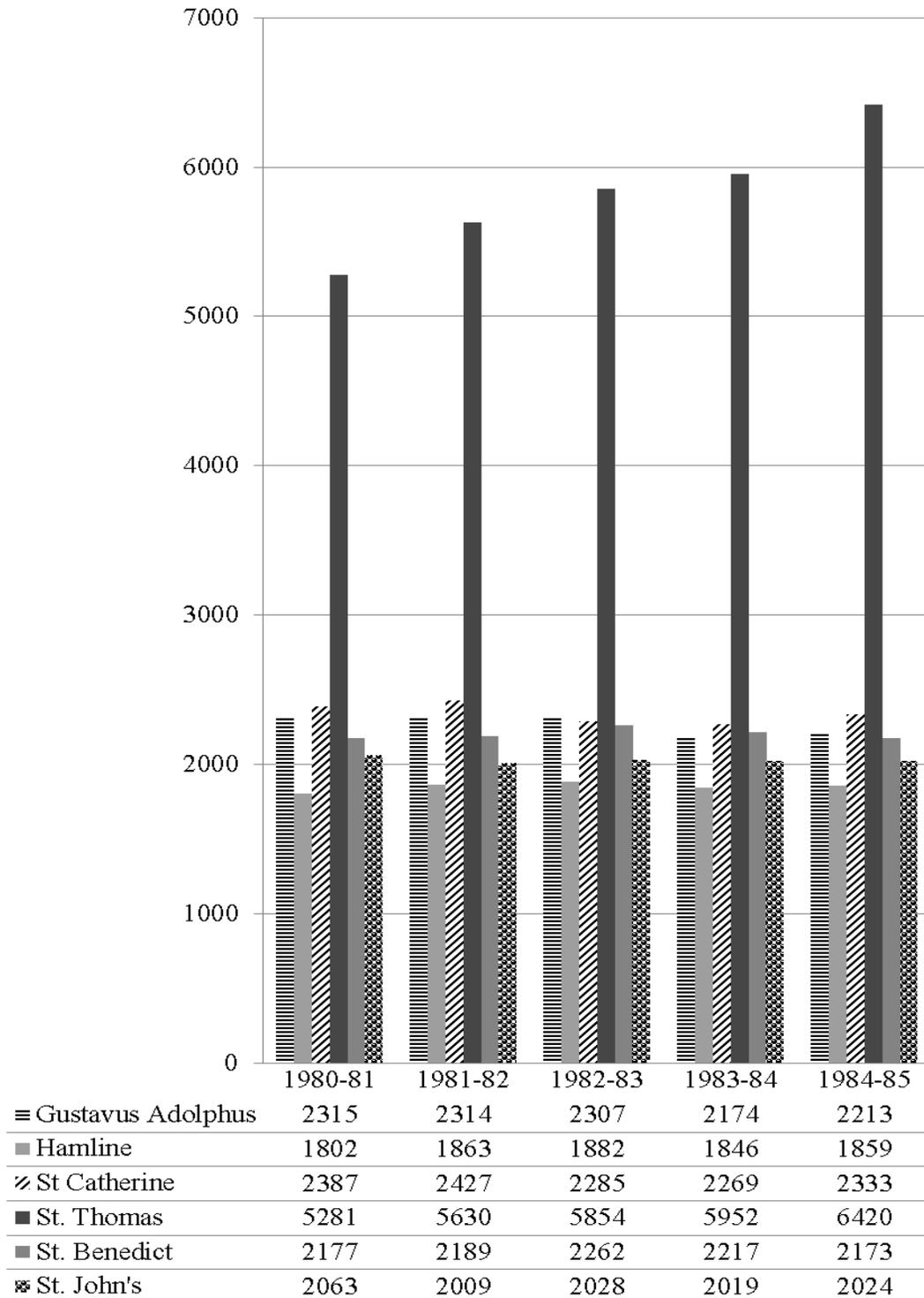


Figure 3. Total headcount for the selected schools from 1980-81 through 1984-85.

Table 3

Annual Percentage of Change in Headcount for Selected Schools from 80-81 through 1985-86

	% Change 1980-81 to 1981-82	% Change 1981-82 to 1982-83	% Change 1982-83 to 1983-84	% Change 1983-84 to 1984-85	% Change 1984-85 to 1985-86
Gustavus	0	-0.3	-5.8	1.8	0
Adolphus					
Hamline	3.4	1	-1.9	0.7	-0.3
St. Catherine	1.7	-5.9	-0.7	2.8	34.7
St Thomas	6.6	4	1.7	7.9	5.5
St. Benedict	0.6	3.3	0.2	-2	-6
St. John's	-2.6	0.9	-0.4	0.2	-4.4

Total Headcount Enrollments 1985-86 through 1989-90. The University of St. Thomas continued its enrollment gains as indicated in Figure 4 for the 1985-86 through 1989-90 period. On the other side of the enrollment story is Gustavus Adolphus College. Slowly over the 20 years from 1970 to 1990, this institution's enrollment, which had previously been second only to the University of St. Thomas, had come back to be on an equal footing with the four other institutions. It should be noted that during the 1987-88 school year, the University of St. Thomas absorbed the St. Paul School of Divinity.

The information in Table 4 suggests the enrollments from 1985-86 through 1989-90 period were rather stable. Enrollments fluctuate from a 10.6 percent drop in one year

to a 10.7 percent increase in one year. However, for the five-year period, most enrollment numbers indicate only minor changes in the percentage changes in headcount enrollments at each of the institutions.

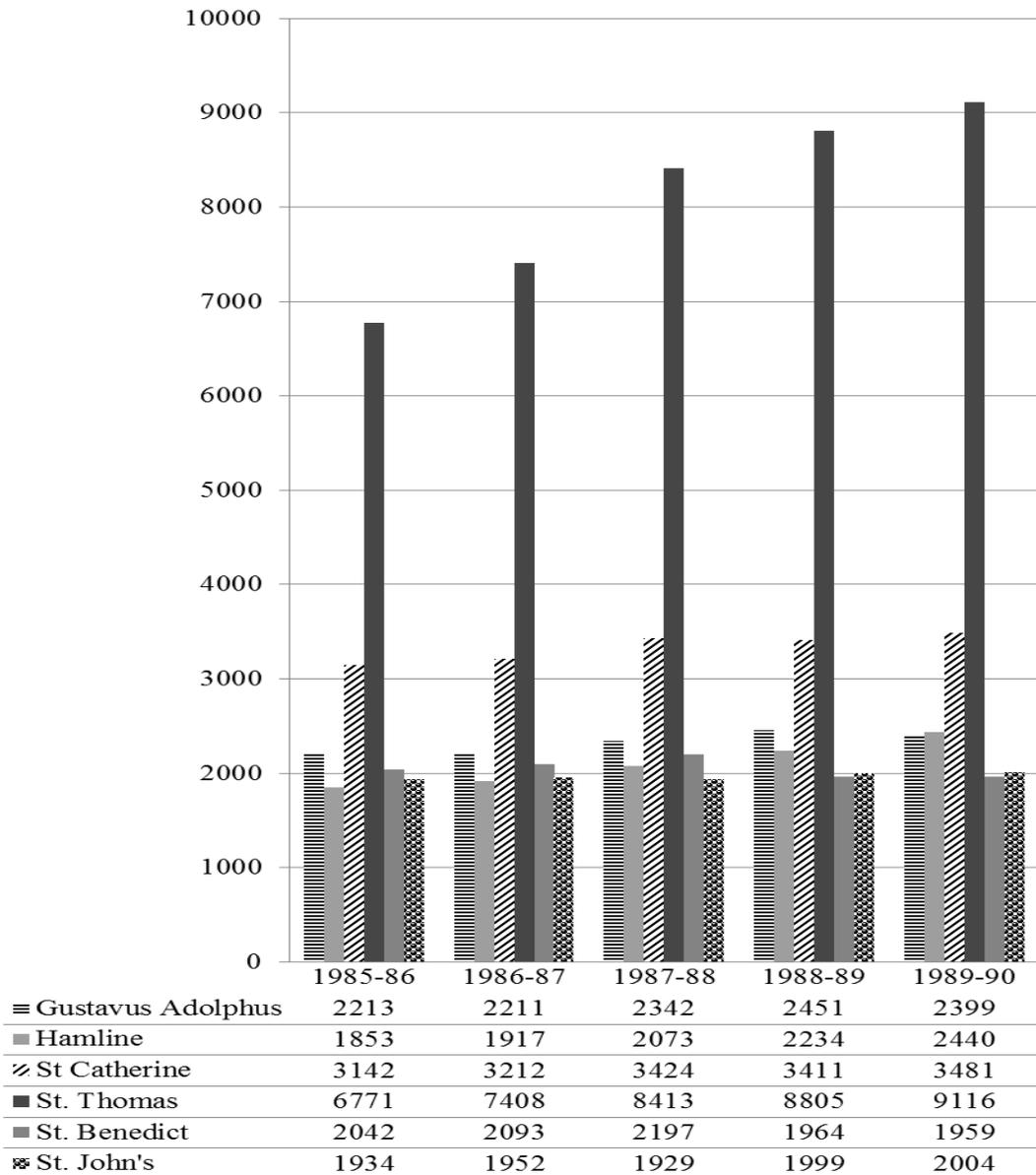


Figure 4. Total headcount for the selected schools from 1985-86 through 1989-90.

Table 4

Annual Percentage of Change in Headcount for Selected Schools from 1985-86 through 1990-91

	% Change 1985-86 to 1986-87	% Change 1986-87 to 1987-88	% Change 1987-88 to 1988-89	% Change 1988-89 to 1989-90	% Change 1989-90 to 1990-91
Gustavus Adolphus	-0.1	5.9	4.7	-2.1	-0.4
Hamline	3.5	8.1	7.8	9.2	2.8
St. Catherine	2.2	6.6	-0.4	2.1	-1.1
St. Thomas	9.4	10.7	4.7	3.5	7.6
St. Benedict	2.5	5	-10.6	-0.3	-2.2
St. John's	0.9	-1.2	3.6	0.3	1.5

Total Headcount Enrollments 1990-91 through 1994-95. As the information in Figure 5 indicates, during the period from 1990-91 through 1994-95, Gustavus Adolphus College continued to have very stable enrollment, while the enrollments at the two other rural schools dropped. The headcount enrollments at the three urban schools grew during this five-year period. The University of St. Thomas topped 10,000 students in the 1991-92 school year, and has remained above that number since that time.

Hamline University, the oldest private institution of higher education in this study, made significant gains during the latter part of this period. As shown in Table 5, Hamline had a 16 percent increase for the 1994-95 school year.

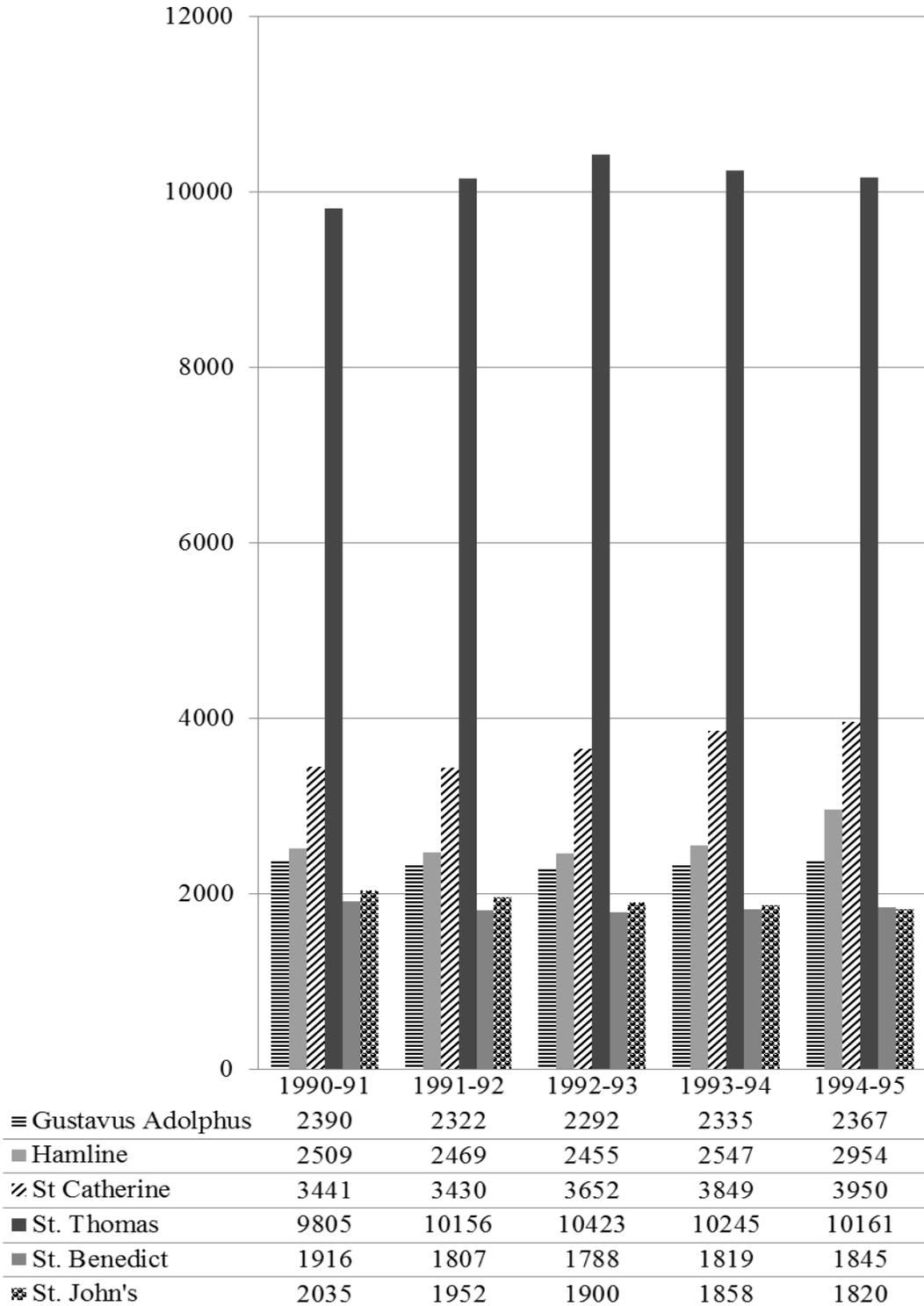


Figure 5. Total headcount for the selected schools from 1990-91 through 1994-95.

Table 5

Annual Percentage of Change in Headcount for Selected Schools from 1990-91 through 1995-96

	% Change 1990-91 to 1991-92	% Change 1991-92 to 1992-93	% Change 1992-93 to 1993-94	% Change 1993-94 to 1994-95	% Change 1994-95 to 1995-96
Gustavus Adolphus	-2.8	-1.3	1.9	1.4	1.7
Hamline	-1.6	-0.6	3.7	16	NA
St. Catherine	-0.3	6.5	5.4	2.6	-0.7
St. Thomas	3.6	2.6	-1.7	-0.8	2.6
St. Benedict	-5.7	-1.1	1.7	1.4	2.8
St. John's	-4.1	-2.7	-2.2	-2	-0.2

Total Headcount Enrollments 1995-96 through 1999-2000. In examining enrollments for the period 1995-96 through 1999-2000, as presented in Figure 6, note that no headcount data exists for Hamline University for the 1995-96 school year, and for the University of St. Catherine for the following year, 1996-97. Hamline University showed a total decline of 168 students for the four years that enrollment figures exist during this period. Gustavus Adolphus College gained 144 students during this five-year period. During this same period, the University of St. Catherine gained 538 students, which was a larger increase than its companion institution, the University of St. Thomas, which gained 508 students. The College of St. Benedict and its companion institution, St.

John's University had modest gains during this five-year period. From a raw headcount standpoint, the College of St. Benedict increased by 103 students, whereas St. John's University increased by 48 students. Normally, all these institutions have experienced enrollment gains from year to year. However, St. John's University had a total enrollment decline of 20 students in the 1996-97 school year. It achieved enrollment gains in the following years, but remained the smallest of the six institutions in this investigation.

Table 6 indicates a significant enrollment gain at Hamline University of 34.1 percent from the 1999-2000 to 2000-01 school year. This is the beginning of enrollment fluctuations which will be discussed for the next five-year period.

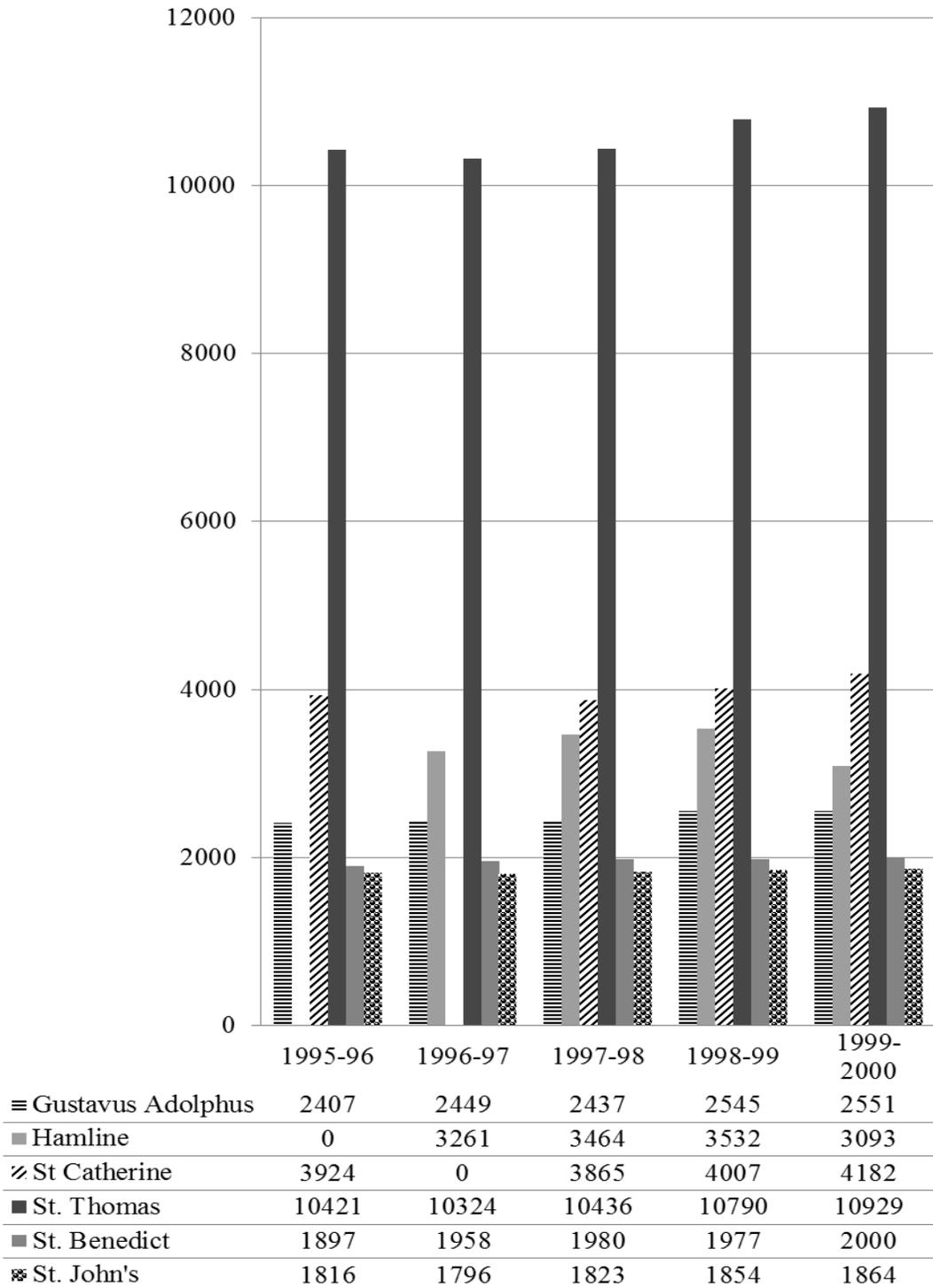


Figure 6. Total headcount for the selected schools from 1995-96 through 1999-2000.

Table 6

Annual Percentage of Change in Headcount for Selected Schools from 1995-96 through 2000-2001

	% Change 1995-96 to 1996-97	% Change 1996-97 to 1997-98	% Change 1997-98 to 1998-99	% Change 1998-99 to 1999-2000	% Change 1999-2000 to 2000-01
Gustavus Adolphus	1.7	-0.05	4.4	0.2	1.0
Hamline	NA	6.2	2.0	-12.4	34.1
St. Catherine	NA	NA	3.7	4.4	2.1
St. Thomas	-0.9	1.1	3.4	1.3	3.3
St. Benedict	3.2	1.1	-0.2	1.2	1.2
St. John's	-1.1	1.5	1.7	0.5	8.5

Total Headcount Enrollments 2000-01 through 2004-05. Three of the institutions, Gustavus Adolphus College, the College of St. Benedict, and St. John's University, all experienced enrollment stability during the period from 2000-01 through 2004-05, as is suggested in Figure 7. The University of St. Thomas, which had experienced exceptional growth for many years, saw a decline of 1,000 students from its high point of 11,473 in 2001-02, to 10,473 just three years later. The two other urban institutions saw significant gains in enrollment. The University of St. Catherine saw its headcount increase 536 students, well over 10 percent for this five-year period. Hamline University went from 4,147 to 5,090, an increase of 943 students over this five-year period.

Table 7 indicates significant fluctuations in the percentage changes at Hamline University during this five year period. Whereas the other institutions enrollment figures appear to follow an on-going pattern, this is not the case with Hamline University's headcount enrollment for this five-year period.

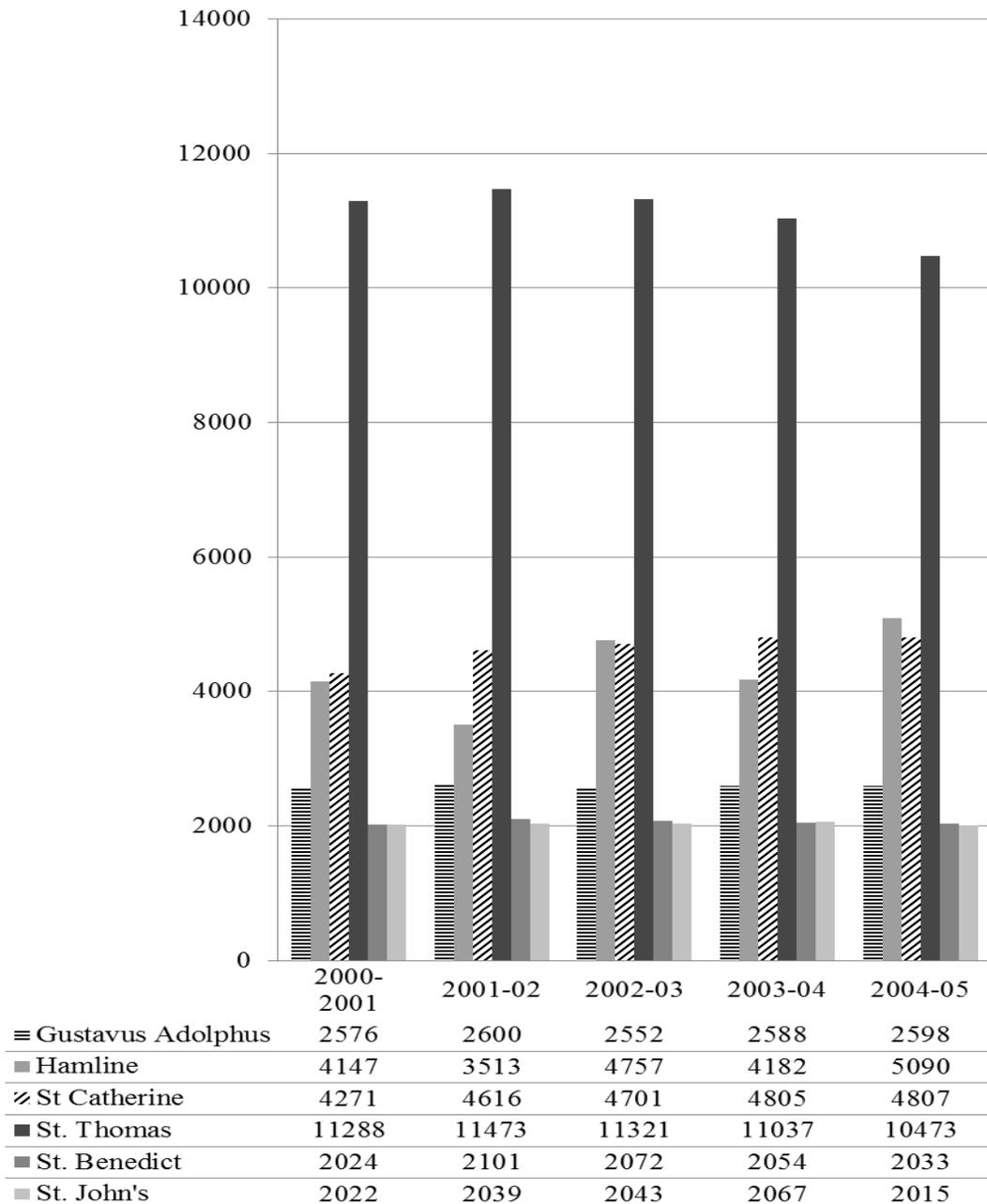


Figure 7. Total headcount for the selected schools from 2000-01 through 2004-05.

Table 7

Percentage of Change in Headcount for Selected Schools from 2000-01 through 2005-06

	% Change 2000-01 to 2001-02	% Change 2001-02 to 2002-03	% Change 2002-03 to 2003-04	% Change 2003-04 to 2004-05	% Change 2004-05 to 2005-06
Gustavus Adolphus	0.9	-1.8	1.4	0.4	0.6
Hamline	-15.3	35.4	-12.1	21.7	-6.3
St. Catherine	8.1	1.8	2.2	0	2.0
St. Thomas	1.6	-1.3	-2.5	-5.1	1.6
St. Benedict	1.0	-1.4	-0.9	-1	0.5
St. John's	0.8	0.2	1.2	-2.5	-1.0

Total Headcount Enrollments 2005-06 through 2010-11. The enrollment stability of the new century continued during this six-year period from 2005-06 through 2010-11 as enrollment statistics in Figure 8 suggest. Five of the six institutions saw modest enrollment gains; Gustavus Adolphus College experienced a slight decline of 177 students during this period. It should also be noted that the urban institutions continued to surpass themselves in terms of headcount enrollments from their rural counterparts. Of the six institutions, the three located in rural areas continued to have enrollments slightly above or slightly below 50 percent of the mean of the group under consideration. The University of St. Thomas remained more than 200 percent above the mean. The University of St. Catherine continued its enrollment growth, and since 2000 has become the second largest by enrollment of the group under discussion. It should be noted,

however, that the University of St. Catherine and Hamline University of St. Paul, Minnesota have had very similar enrollments in the past decade.

Table 8 suggests continued stability for five of the six institutions under discussion. Hamline University's percentage changes fluctuate more than the other institutions. However, these fluctuations are modest compared to those in the previous five-year period.

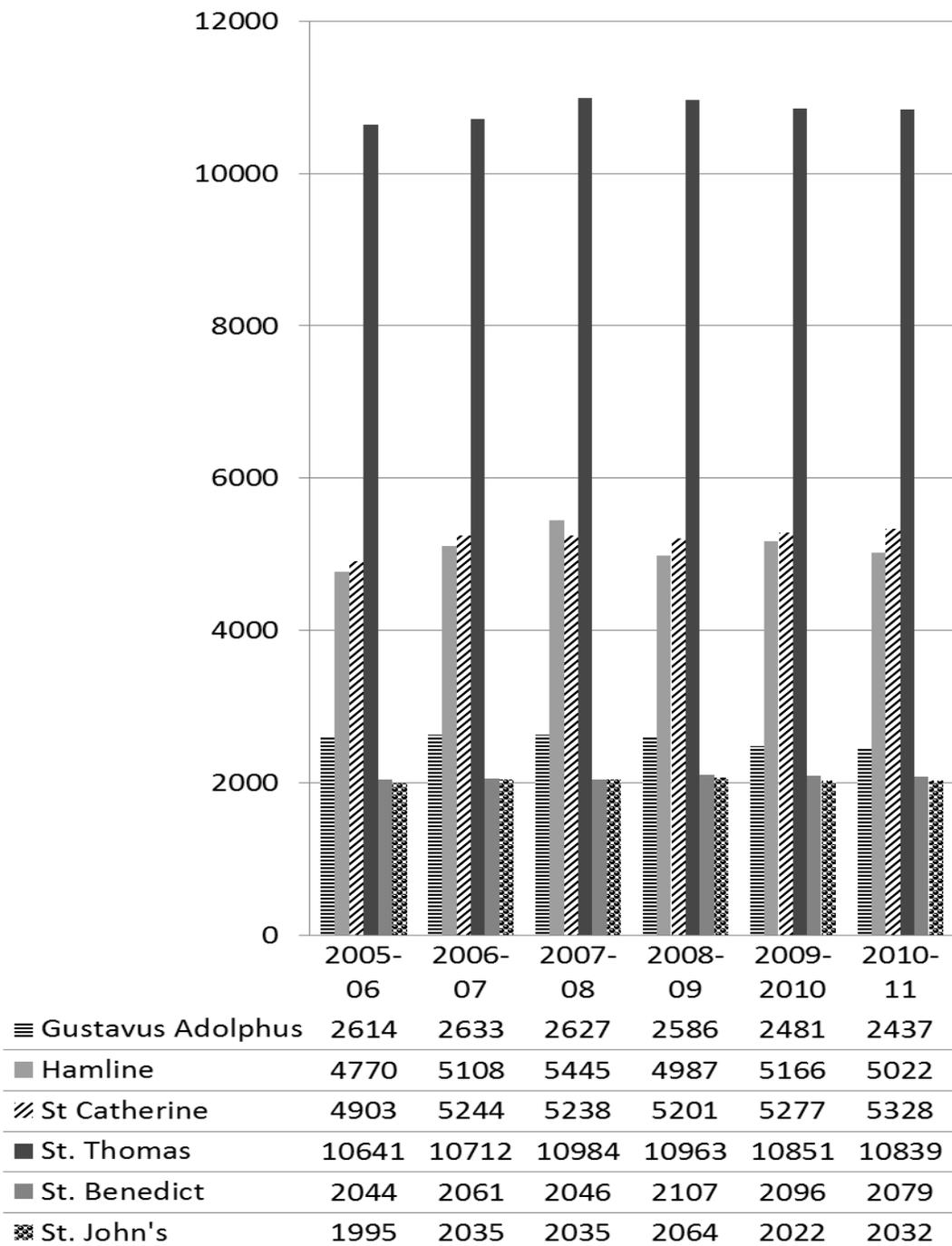


Figure 8. Total headcount for the selected schools from 2005-06 through 2010-11.

Table 8

Percentage of Change in Headcount for Selected Schools from 2005-06 through 2010-11

	% Change 2005-06 to 2006-07	% Change 2006-07 to 2007-08	% Change 2007-08 to 2008-09	% Change 2008-09 to 2009-10	% Change 2009-10 to 2010-11
Gustavus Adolphus	0.7	-0.2	-1.6	-4.1	-1.8
Hamline	7.1	6.6	-8.4	3.6	-2.8
St. Catherine	7.0	-0.1	-0.7	1.5	1.0
St. Thomas	0.7	2.5	-0.2	-1.0	-0.1
St. Benedict	0.8	-0.7	3.0	-0.5	-0.8
St. John's	2.0	0.0	1.4	-2.0	0.5

Summary: Total Headcount Enrollment. The relative number of students enrolled at the four Catholic institutions and the two comparison institutions during the eight periods from 1970-71 through 2010-11 in headcount enrollment show interesting similarities and differences among the six institutions. The presentation of enrollment statistics for each of the eight periods served to give a detailed picture of changes within each of the periods. As such, the detailed information does not yield a clear picture about enrollment changes over the 40-year period.

To generate a comprehensive picture, information in Figures 1 through 8, used to generate statistics presented in Tables 1 through 8, were used to create a summary of enrollment changes. Table 9 contains the percentage changes across the eight periods for each of the six institutions, and Table 10 presents percentage changes in each institution from 1970-71 through 2010-11. Briefly, here is what those percentage changes suggest.

As noted in Table 9, the College of St. Benedict saw significant enrollment increases during the first two five-year periods. This enabled the College of St. Benedict to match the enrollment of their male companion institution, St. John's University. The other rural institution, Gustavus Adolphus College, showed steady enrollment gains over the forty year period. The University of St. Thomas saw significant enrollment increases in the three five-year periods beginning in 1975-76 through 1989-90. It is from this period that St. Thomas significantly separated itself from the other institutions in terms of enrollment. The University of St. Catherine saw enrollment gains, with the exception of the five-year period from 1980-81 through 1984-85. Hamline University's five-year enrollment figures fluctuated from one five-year period to the next, which make comparisons with other institutions somewhat difficult.

Table 10 presents headcount enrollments at the six institutions during the first and last years of the 40 years under discussion. Clearly, the urban institutions have had a very significant increase in enrollment, with the University of St. Thomas the greatest at 346 percent. Hamline University's enrollment is also up over 300 percent. However, the University of St. Catherine, which has remained single-sex at the undergraduate level, has experienced an enrollment growth of almost 300 percent in the last 40 years. Concerning the rural institutions, St. John's University and Gustavus Adolphus College have almost identical enrollment percentage increases over the 40 year span. The College of St. Benedict, which saw significant enrollment increases early in the years under discussion, has increased its enrollment by 182.5 percent over the 40 years from 1970-71 through 2010-11.

Table 9

*Percentage Changes in Headcount Enrollments in Five-Year Periods (Six-Year Period**2005-05 through 2010-11)*

	% Change 1970-71 through 1974-75	% Change 1975-76 through 1979-80	% Change 1980-81 through 1984-85	% Change 1985-86 through 1989-90
Gustavus Adolphus	7.2	8.5	-4.4	8.4
Hamline	0.8	38.5	3.2	31.0
St. Catherine	26.1	24.7	-2.3	10.8
St. Thomas	11.1	49.2	21.6	34.6
St. Benedict	77.9	48.0	-0.2	-4.1
St. John's	16.7	8.7	-1.9	3.6
	% Change 1990-91 through 1994-95	% change 1995-96 through 1999-00	% Change 2000-01 through 2004-05	% Change 2005-06 through 2010-11
Gustavus Adolphus	-1.0	6.0	0.9	-6.8
Hamline	17.7	NA	22.7	5.3
St. Catherine	14.8	6.6	12.5	8.7
St. Thomas	3.6	4.9	-7.2	1.9
St. Benedict	-3.7	5.4	0.4	1.7
St. John's	-10.6	2.6	-0.3	1.9

Table 10.

Percentage Change in Headcount Enrollment for the Selected Schools from 1970-71 through 2010-11

	Headcount 1970-71	Headcount 2010-11	Percentage Change
Gustavus Adolphus	1907	2437	27.8
Hamline	1249	5022	302.1
St. Catherine	1339	5328	297.9
St. Thomas	2430	10839	346.0
St. Benedict	736	2079	182.5
St. John's	1581	2032	28.5

Enrollment By Gender

The second set of headcount enrollment statistics focuses on enrollments by gender. Given the nature of this research, gender-specific enrollments at the four Catholic liberal arts institutions are critically important, as compared to enrollments by gender at the two comparison group non-Catholic institutions. As noted earlier, the two Catholic urban liberal arts universities are the University of St. Catherine and the University of St. Thomas, so Hamline University serves as a comparable institution, since all three are located in St. Paul, Minnesota. The rural Catholic institutions are the College of St. Benedict and St. John's University, both of which are located in Stearns County. Gustavus Adolphus College, which is affiliated with the Evangelical Lutheran Church in America, serves as a comparable institution and is located in St. Peter,

Minnesota in Nicollet County. This section uses statistical data obtained from the Office of Higher Education for the State of Minnesota.

Obtaining enrollment statistics by gender had fewer problems than those presented for total headcount (i.e. headcount is a category that lists all students who are enrolled on the tenth day of the fall term, or the institution's official fall reporting date. Institutions without distinct academic terms, such as private career schools, are asked to provide enrollments using the three-month period, July 15 through October 15 as a proxy for tenth day data). As the statistics indicate, as far back as 1970, the single-sex institutions had opposite gender students, albeit relatively few, included in their student bodies. Included in the statistics shown is a percentage breakout of male/female students at the four institutions under analysis as well as the two comparison group institutions. One limitation of this set of statistics is that enrollments by gender refer to all students in degree programs of all levels at the institutions.

The following is a summary of enrollment by gender, broken down into seven five-year increments and one six-year increment.

Male/Female Enrollments 1970-71 through 1974-75. Figure 9 contains enrollment statistics, by gender, for the period from 1970-71 through 1974-75. In the first year of this analysis, only the College of St. Benedict was exclusively single-sex, and by the following year, at least one male student was included in that student body. However, these numbers are extremely low, and one would be very hard pressed to say that three of the four Catholic institutions were not single-sex schools. This is not to say that cooperation between the two sets of institutions was non-existent. St. John's University and the College of St. Benedict had begun allowing students to take courses at

the other institution in 1963, with over 531 students taking advantage of the opportunity by 1968 (Renner, 2001). The University of St. Catherine and the University of St. Thomas began a similar program in 1965, and by 1969 over 1900 students at the two institutions were involved (Connors, 1986, pp. 421-422). In 1970, the Committee on Academic and Student Affairs of the University of St. Thomas' Board of Trustees examined the question of coeducation at the undergraduate level (Connors, 1986, p. 424). The University of St. Thomas had a slightly different picture, because it had a graduate program. By the 1969-70 school year, this men's institution included 160 female students and this number would grow to 367 students by 1973-74. These students had matriculated in the University of St. Thomas' graduate program.

Arguably, the most significant data presented in Figure 9 is that during the 1969-70 school year, the two comparison group institutions had a considerably larger number of females than males. Their combined female population represented 54 percent of the total student population at those two institutions, which contrasts sharply with the four Catholic institutions, for which collectively the total female percentage accounted for only 37 percent of the enrollments.

As the five-year period continues, definite trends are observable. Within the four Catholic institutions, the percentage of female students increased every year. By 1974, that percentage stood at 45 percent across the set of four institutions. It should be noted that this change is largely the result of the number of female students at the University of St. Thomas. In 1970, St. Thomas enrolled 160 females, while in 1974, St. Thomas enrolled 367 females. This occurred prior to the University of St. Thomas' decision to go coeducational. Conversely, the comparison group's male/female ratios remained

relatively unchanged, although the male population increased by two percent. The changes were not as dramatic as with the Catholic institutions, but it is interesting that the changes in the comparison group were the opposite of the four Catholic institutions.

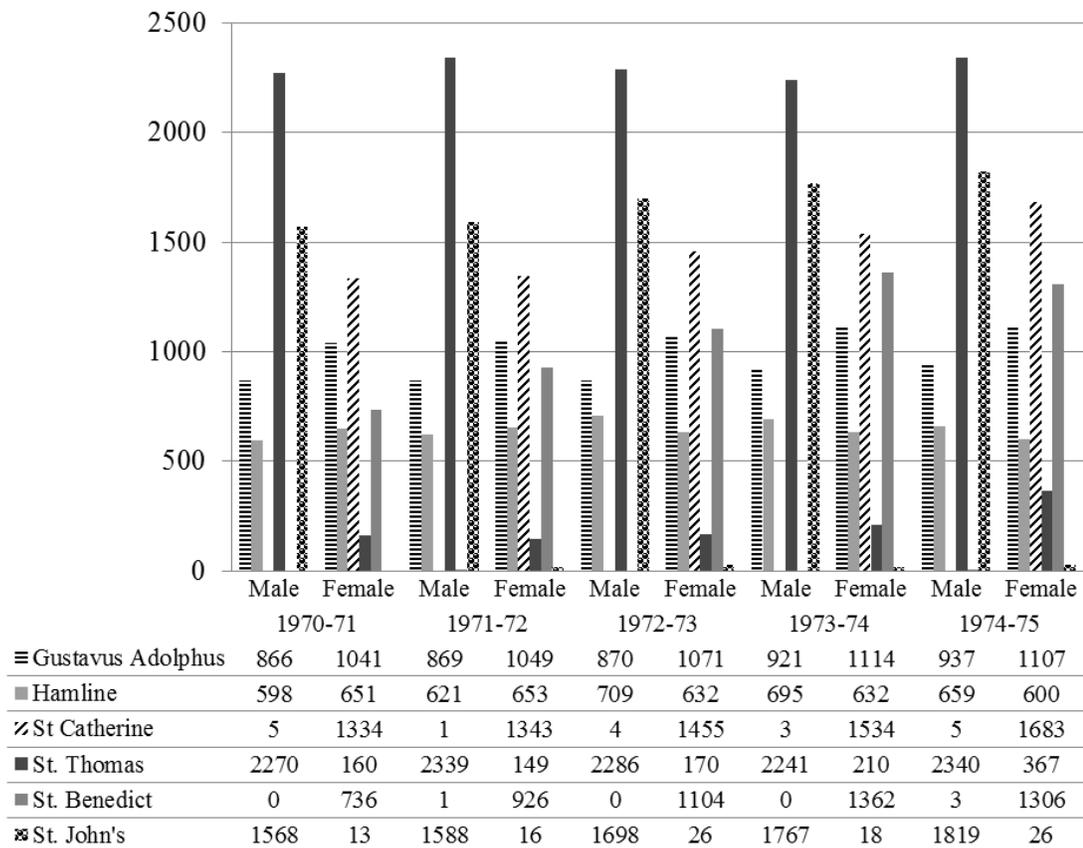


Figure 9. Male/female headcounts for the selected schools for the period from 1970-71 through 1974-75.

Male/Female Enrollments 1975-76 through 1979-80. It was during this period that the University of St. Thomas went coeducational. The Board of Trustees of that institution voted in October of 1976 to begin admitting women in their undergraduate program beginning in the fall of 1977. Significant increases in female enrollment at the institution are immediately recognizable in figure 10. In 1977, the percentage increase in female students was 62 percent higher than the previous year, and in 1978, the percentage increased by another 37 percent. Within three years, the University of St. Thomas had enlarged its female student population by more than 1,000 students.

Conversely, one might assume that during this period the University of St. Catherine would be negatively affected but this did not happen. The institution enjoyed enrollment growth during this period, although it did suffer a drop of 60 students the first year the University of St. Thomas went coeducational. By 1979, the University of St. Catherine had almost 300 more students than it did in 1976, which represented a 15 percent increase.

Perhaps not unrelated to the University of St. Thomas going coeducational is the fact that female enrollment surpassed male enrollment in the set of four Catholic institutions in 1978, 5,511 versus 5,064, respectively.

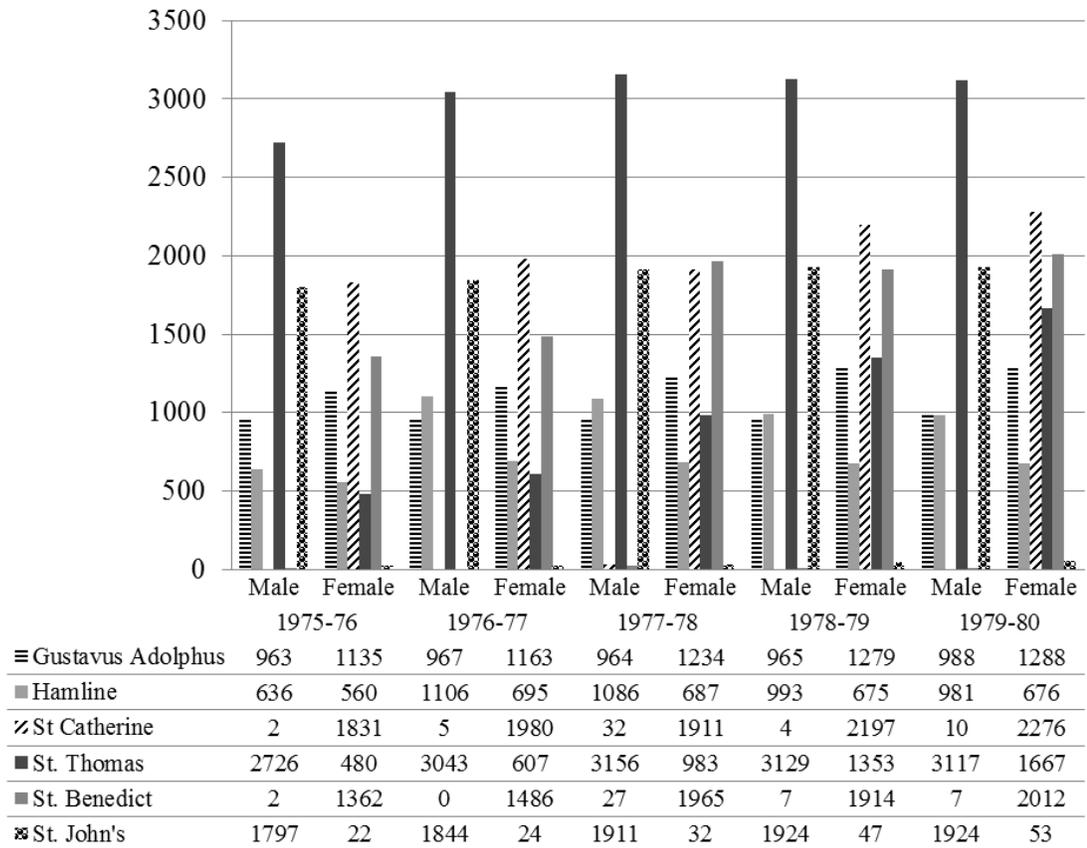


Figure 10. Male/female headcounts for the selected schools for the period from 1975-76 through 1979-80.

Male/Female Enrollments 1980-81 through 1984-85. From a gender perspective, enrollments in this five-year period, as shown in Figure 11, show remarkable stability in its male/female enrollments. Perhaps most interesting is the fact that the three Catholic institutions, that remained single-sex during this period, each had enrolled some opposite-sex students. Of the three, the University of St. Catherine had the lowest number of men, from a low of 11 to a high of 24, and St. John's University had the lowest number of women, from a low of 36 to a high of 69, over the five-year period. These other-sex enrollments in a purportedly single-sex institution were, most likely, outside of the undergraduate programs in the institutions. It is significant to note that in 1982, the University of St. Thomas enrolled more women than the University of St. Catherine. Of the comparison group institutions, Gustavus Adolphus College remained female dominant with its percentage of the total enrollment remaining in the 56-57 percentage range. Hamline University, on the other hand, dropped from being 58 percent male dominant in 1980 to 53 percent by 1984.

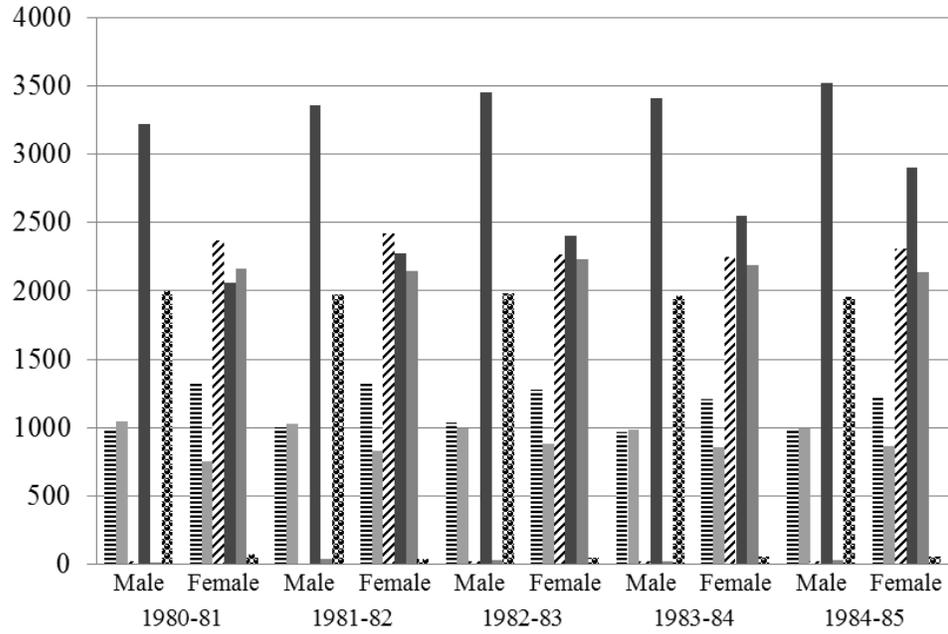


Figure 11. Male/female headcounts for the selected schools for the period from 1980-81 through 1984-85.

Male/Female Enrollments 1985-86 through 1989-90. The growth of female enrollment at the University of St. Thomas during this period is striking. The University of St. Thomas enrollment increased by 1,198 females from 3,121 in 1985-86 to 4,319 in 1989-90 as shown in Figure 12. This represents a 38 percent growth in this category. In fact, the women attending the University of St. Thomas accounted for 42 percent of all women attending the four Catholic institutions in this study over the entire time period from 1985-86 through 1989-90. St. John's University and the College of St. Benedict remained very stable in their enrollment during the period from 1985-86 to 1989-90. By the end of this period, only two male students remained enrolled at the Catholic female institution located in St. Joseph, Minnesota. The University of St. Catherine continued to have steady enrollment, but by 1989 its female enrollment was only 60 percent of the female enrollment at the University of St. Thomas. Of the comparison group institutions, Gustavus Adolphus College grew in total enrollment and its gender ratio remained relatively unchanged with the male population hovering between 43 percent and 44 percent. Conversely, Hamline University, which had a male majority, became female dominant in 1986-87 when it registered 49 more women than men, 983 versus 934 respectively. This gender gap continued to grow at Hamline University; in 1985-86, 49 percent of enrollees were women, but by 1989-90, that percentage had grown to 55 percent.

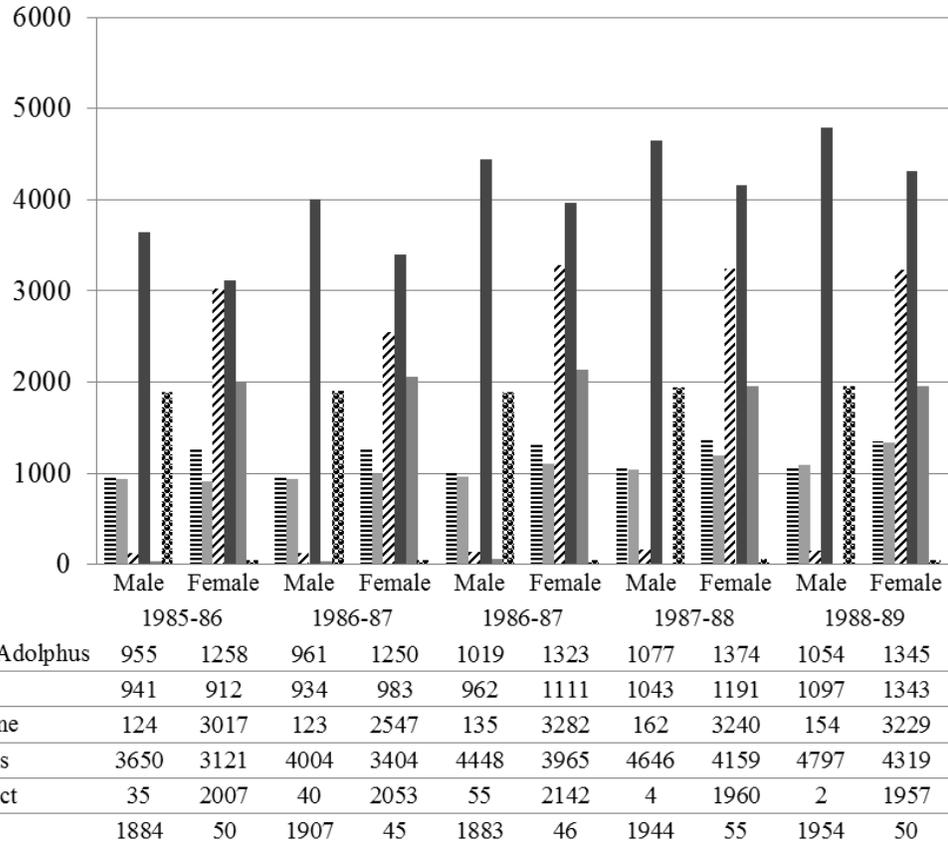


Figure 12. Male/female headcounts for the selected schools for the period from 1985-86 through 1989-90.

Male/Female Enrollments 1990-91 through 1994-95. It is during these years that the University of St. Thomas first enrolled in 1994 more women than men, 5,148 versus 5,013 respectively, as is shown in Figure 13. In the early years of the decade, the male/female ratio was relatively close. For example, in 1992, the University of St. Thomas had 25 more men in a student population of over 10,400. During this same period, the University of St. Catherine enrolled overwhelmingly women; the total male enrollment at that institution fluctuated between 44 and 59 students during these years. By 1994, the percentage of male students was just over two percent. The College of St. Benedict and St. John's University remained single-sex institutions as they had been. However, males accounted for less than one half of one percent of the total student population at the College of St. Benedict. Meanwhile, St. John's University's female population was just under five percent by 1994. Among the comparison group institutions, Gustavus Adolphus College maintained both its total student population, as well as its male/female ratio, which remained around 55 percent female. During this time period, Hamline University witnessed a continued growth in the number of women enrolled at the institution. By 1994, 60 percent of Hamline University students were women, which is quite remarkable considering that only nine years earlier the institution had a male majority.

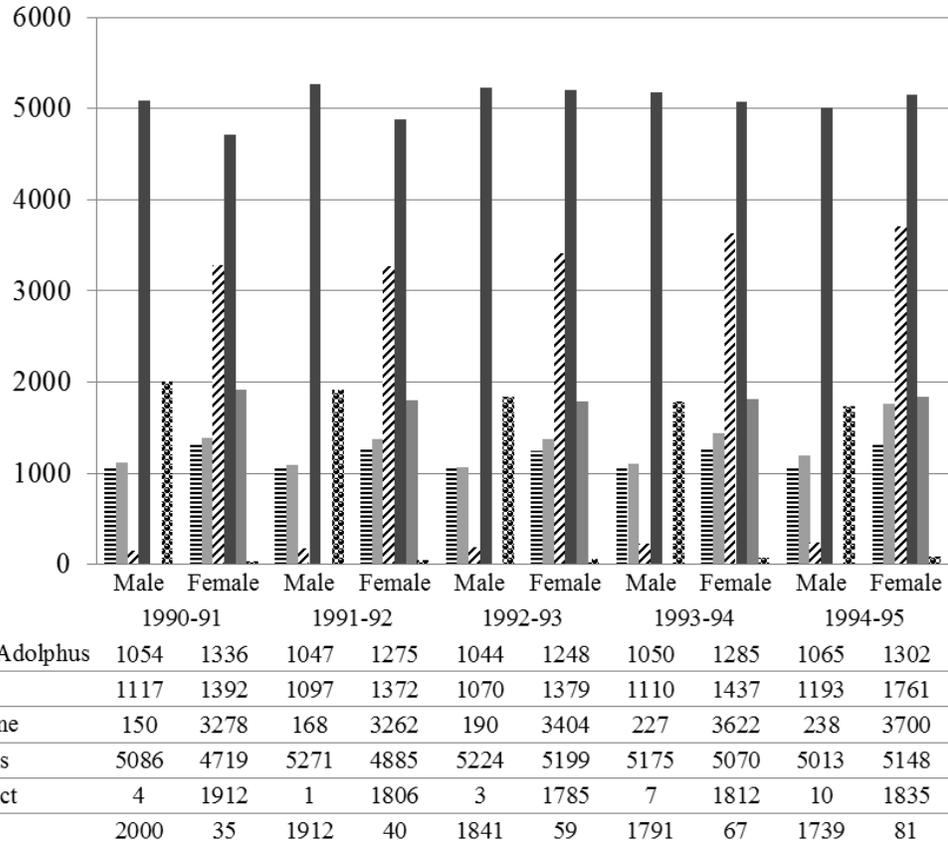


Figure 13. Male/female headcounts for the selected schools for the period from 1990-91 through 1994-95.

Male/Female Enrollments 1995-96 through 1999-2000. Enrollment numbers from this five-year period are incomplete for the following reasons. First, Hamline University's numbers from 1995 were not reported. The University of St. Catherine's enrollment numbers were not available for the following year, 1996. Even though male/female enrollment figures are not complete, patterns can still be discerned in the result shown in Figure 14. The University of St. Thomas continued to have strong enrollment gains, led by the number of women enrolling in the institution. By 1999, women outnumbered men by 575 students, which represented a six percent difference (i.e., 53 percent female and 47 percent male). The College of St. Benedict and St. John's University continued on their steady course with enrollments at both institutions remaining relatively static. The College of St. Benedict had very few male students during this period, and St. John's University continued to have a number of female students, with the percentage of women hovering around 4.5 percent. Of the two comparison group institutions, Hamline University's figures are the most interesting during this five-year period. As noted previously, Hamline University submitted no enrollment data for 1995, but the most significant numbers are the ones from 1999. In the last year of the century, Hamline University's female/male ratio was approximately 2:1. Gustavus Adolphus College's total population grew during these years, but its percentage of female students remained at about 55 percent.

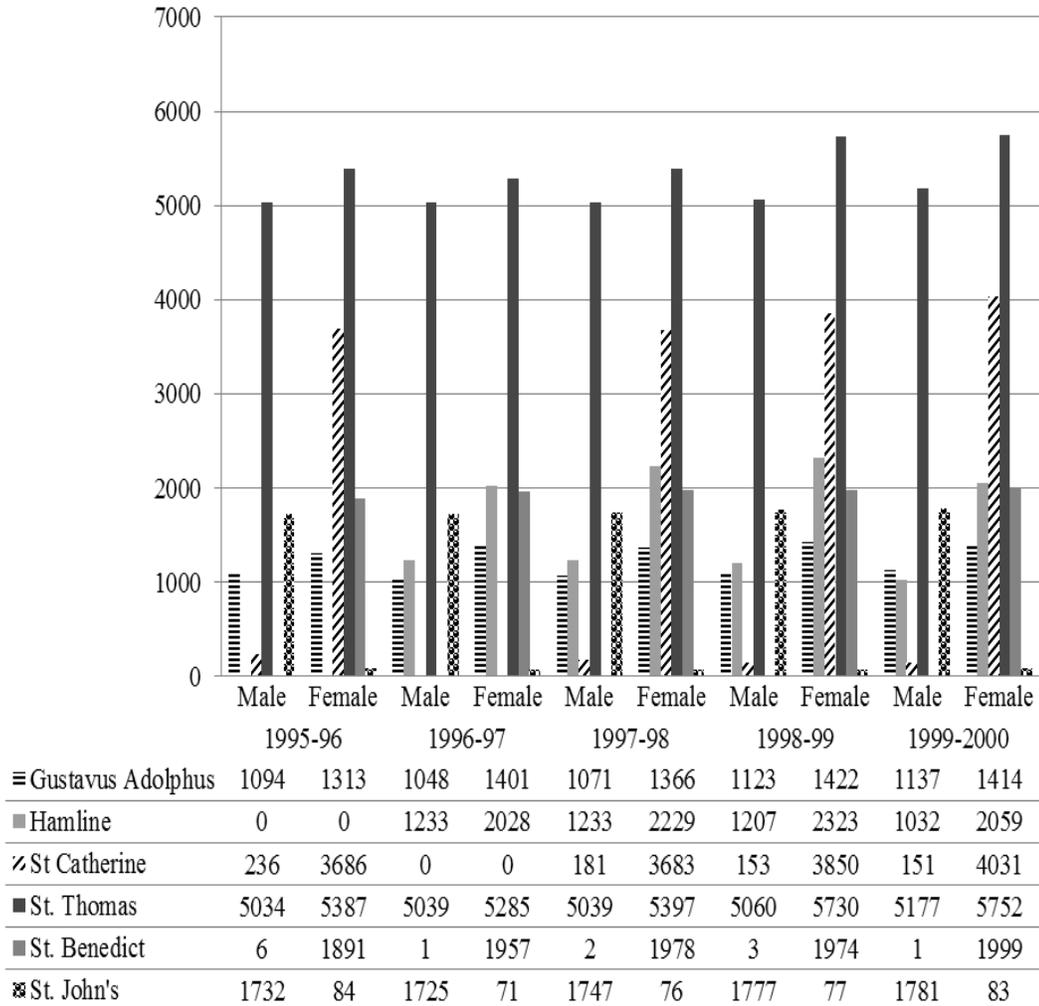


Figure 14. Male/female headcounts for the selected schools for the period from 1995-96 through 1999-2000.

Male/Female Enrollments 2000-01 through 2004-05. Without question, the most significant caveat regarding results for this five-year period is the fact that Hamline University's enrollment-by-gender figures do not match their total headcount enrollment figures for four of the five years during this five-year period. The numbers were close, but none of the years were exact. This is not the case for the other institutions. This fact makes precise comparisons impossible, although a number of trends continue to show in the enrollments noted in Figure 15. Arguably the most significant is the fact that, with the exception of St. John's University, all these institutions enrolled more female than male students. Just as headcount enrollments showed stability into the new century, so too did the male/female proportion of each institution.

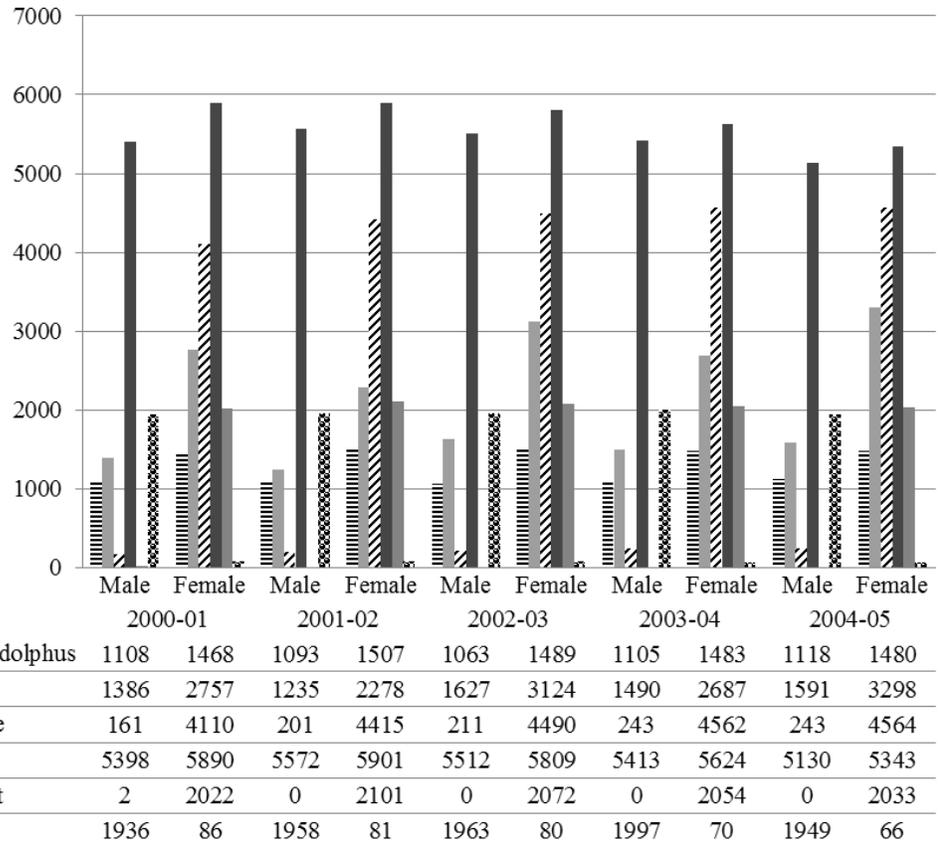


Figure 15. Male/female headcounts for the selected schools for the period from 2000-01 through 2004-05.

Male/Female Enrollments 2005-06 through 2010-11. Continued stability

remained the most significant feature of this six-year period, as shown, by male/female enrollments in Figure 16. In 2009-10 academic year, the University of St. Thomas enrolled 113 more men than women. The following year, the University of St. Thomas enrolled four more women than men. By comparison, Hamline University remained the most female dominated of the coeducational institutions, with an enrollment of 3,035 women and 1,947 men in 2010-11.

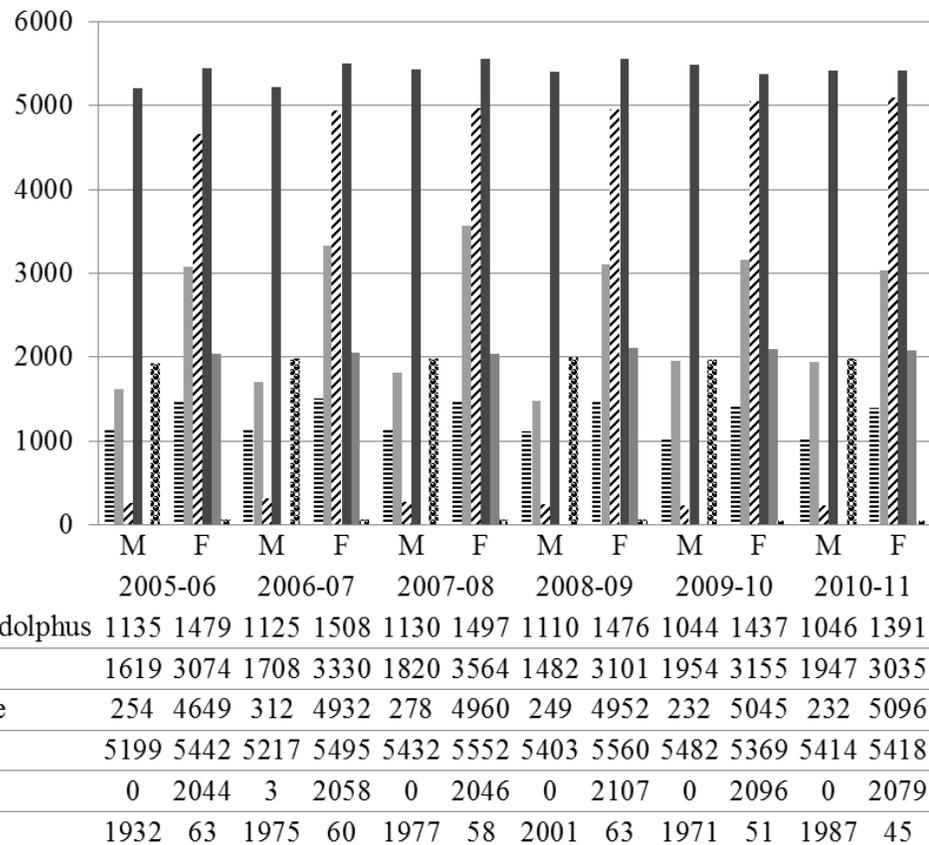


Figure 16. Male/female headcounts for the selected schools for the period from 2005-06 through 2010-11.

Summary: Enrollment by Gender. The relative number of female and male students enrolled at the four Catholic institutions and the two comparison institutions during the eight periods from 1970-71 through 2010-11 show interesting similarities and differences among the six institutions. Tables 11, 12, and 13 summarize the more detailed results provided previously in Figures 9 through 16.

The results in Table 11 indicate the percentage change in male/female enrollments for the six schools for each of the five-year periods from 1970-71 through 2004-05 and the last six-year period, from 2005-06 through 2010-11. Results in Table 12 indicate the percentage change in male/female enrollments over the entire 40-year period from 1970-71 through 2010-11. Results in Table 13 indicate the percentage of male/female enrollees in each of the five-year periods from 1970-71 through 2004-05 and the last six-year period, from 2005-06 through 2010-11. Highlights for each institution are noted as follows.

The University of St. Catherine, the institution presumably the most negatively impacted by decisions concerning coeducation has remained a strong, overwhelmingly female institution. As shown in Table 13, the University of St. Catherine had a 99.6 percent female enrollment in the period from 1970-71 through 1974-75 and for the period from 2005-06 through 2010-11, the female enrollment was at 95 percent. The results in Table 12 indicate that the University of St. Catherine had an increase of 282 percent in female enrollment, growing from 1,224 female students in 1970-71 to over 5,000 female students in 2010-11.

The University of St. Thomas has seen enormous enrollment growth over the past forty years. Female students at the University of St. Thomas grew from 160 in 1970-71

to 5,418 in 2010-11. As indicated in Table 12, the change in female students at the University of St. Thomas from 1970-71 through 2010-11 is a 3,286.3 percent increase. The ratio of female students at the University of St. Thomas has grown from 8.3 percent in the five-year period from 1970-71 through 1974-75 to 50.5 percent for the period from 2005-06 through 2010-11 as shown in Table 13.

The College of St. Benedict has remained an all-women's college. As shown in Table 13, the College of St. Benedict was 99.9 percent female in the period from 1970-71 through 1974-75, and 100 percent female in the period from 2005-06 through 2010-11. Its female enrollment has just about tripled in the last forty years, growing from 736 females in 1970-71 to 2079 females in 2010-11, a change of 182 percent as indicated in Table 12.

St. John's University has a very limited number of female students. As shown in Table 13, Saint John's University was 98.9 percent male in the period from 1970-71 through 1974-75, and 97.2 percent male in the period from 2005-06 through 2010-11. St. John's has seen its male student enrollment increase from 1,568 males in 1970-71 to 1,987 males in 2010-11, a change of only 26.7 percent as shown in Table 12.

Gustavus Adolphus College has seen enrollment growth, but the proportion of male/female students has remained relatively constant. Gustavus Adolphus College had a male enrollment of 45.3 percent in the period from 1970-71 through 1974-75, and a 42.8 percent male enrollment in the period from 2005-06 through 2010-11.

Long-term trends in enrollment by gender at Hamline University were considerably different from Gustavus Adolphus College. As indicated in Table 13, in the period from 1970-71 through 1974-75, men accounted for 50.8 percent of the student

population at Hamline University, but by the period from 2005-06 through 2010-11, the male enrollment was only 35.3 percent.

Table 11

*Percentage Change in Male/Female Enrollment for the Selected Schools in Five Year**Increments (Six-Year Period 2005-06 through 2010-11)*

	% Change 1970-71 through 1974-75		% Change 1975-76 through 1979-80		% Change 1980-81 through 1984-85		% Change 1985-86 through 1989-90	
	Male	Female	Male	Female	Male	Female	Male	Female
Gustavus Adolphus	8.2	6.3	2.6	13.5	-1.3	-6.7	10.4	6.9
Hamline	10.2	-7.8	54.2	20.7	-5.0	14.4	16.6	47.3
St. Catherine	0.0	26.2	400.0	24.3	35.3	-2.5	24.2	7.0
St. Thomas	3.1	129.4	14.3	247.3	9.1	41.1	31.4	38.4
St. Benedict	---	77.4	250.0	47.7	218.2	-1.3	-94.3	-2.5
St. John's	16.0	100.0	7.1	140.9	-1.9	-14.5	3.7	0.0
	% Change 1990-91 through 1994-95		% Change 1995-96 through 1999-00		% Change 2000-01 through 2004-05		% Change 2005-06 through 2010-11	
	Male	Female	Male	Female	Male	Female	Male	Female
Gustavus Adolphus	1.0	-2.5	3.9	7.7	0.9	0.8	-7.8	-5.9
Hamline	6.8	26.5	NA	NA	14.8	19.6	20.3	-1.3
St. Catherine	58.7	12.9	-36.0	9.4	50.9	11.0	-8.7	9.6
St. Thomas	-1.4	9.1	2.8	6.8	-5.0	-9.3	4.1	-0.4
St. Benedict	150.0	-4.0	-83.3	5.7	-100.0	0.5	0.0	1.7
St. John's	-13.1	131.4	2.8	-1.2	0.7	-23.3	2.8	-28.6

Table 12

Percentage Change in Male/Female Enrollment for the Selected Schools from 1970-71 through 2010-11

% Change in Male/Female Headcount 1970-71 through 2010-11		
	Male	Female
Gustavus Adolphus	20.8	33.6
Hamline	225.6	366.2
St. Catherine	4,540.0	282.0
St. Thomas	138.5	3,286.3
St. Benedict	0.0	182.5
St. John's	26.7	246.2

Table 13

Percentages of Male/Female Enrollment for the Selected Schools in Five-year Periods from 1970-74 to 2000-01 through 2004-05 (Six-year Period from 2005-06 through 2010-11)

	1970-71 through 1974-75		1975-76 through 1979-80		1980-81 through 1984-85		1985-86 through 1989-90	
	M	F	M	F	M	F	M	F
Gustavus Adolphus	45.3	54.7	44.3	55.7	43.9	56.1	44.0	56.4
Hamline	50.8	49.2	58.9	41.1	54.6	45.4	47.5	52.5
St. Catherine	0.4	99.6	0.5	99.5	0.8	99.2	4.4	95.6
St. Thomas	91.7	8.3	75.9	24.1	58.3	41.7	53.2	46.8
St. Benedict	0.1	99.9	0.4	99.6	1.3	98.7	1.3	98.7
St. John's	98.9	1.1	98.2	1.8	97.2	2.8	97.5	2.5
	1990-91 through 1994-95		1995-96 through 1999-2000		2000-01 through 2004-05		2005-06 through 2010-11	
	M	F	M	F	M	F	M	F
Gustavus Adolphus	44.9	55.1	44.2	55.8	42.5	57.5	42.8	57.2
Hamline	43.3	56.7	48.2	51.8	34.2	65.8	35.3	64.7
St. Catherine	5.3	94.7	4.5	95.5	4.6	95.4	5.0	95.0
St. Thomas	50.7	49.3	47.9	52.1	48.6	51.4	49.5	50.5
St. Benedict	0.3	99.7	0.1	99.9	0.0	100.0	0.0	100.0
St. John's	97.0	3.0	95.7	4.3	96.2	3.8	97.2	2.8

Enrollment – Entering Freshmen

Enrollment figures for entering freshmen constitute a significant piece of information concerning the effects of decisions that were taken by the four Catholic institutions under discussion in this research. Of particular interest are the entering freshman enrollments for the University of St. Catherine and the University of St. Thomas in the five-year period immediately before and the two five-year periods immediately following the University of St. Thomas' decision to admit women. The University of St. Catherine's entering freshman enrollment includes those students who were enrolled at their Minneapolis campus. This campus was located at the former St. Mary's Hospital. Finally, as previously noted, complete enrollment figures for some of the institutions over the course of time under consideration were not available.

Entering Freshman Enrollment 1970-71 through 1974-75. Gustavus Adolphus College had the highest number of entering freshmen in each of these years included in Figure 17. Hamline University had significant declines in the enrollment of entering freshmen over this period, as did the University of St. Thomas. The St. Paul based Catholic men's college had a 13.1 percent decline during this five-year period, from 512 freshmen in 1970-71 to 445 freshmen in 1974-75, while its sister institution, the University of St. Catherine, had a 41.3 percent increase, from 334 freshmen in 1970-71 to 472 freshmen in 1974-75. The College of St. Benedict and St. John's University both experienced growth, but the College of St. Benedict's enrollment increases were much larger, as the results in Figure 17 indicate.

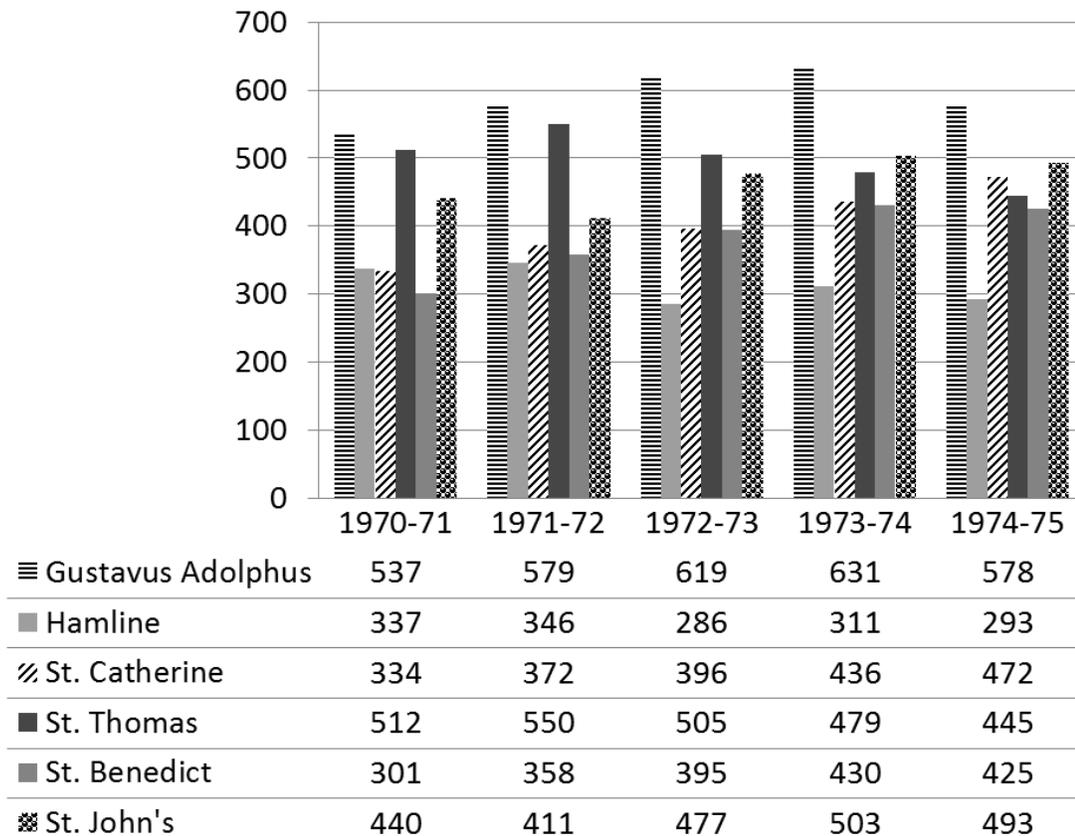


Figure 17. New entering freshmen for selected schools for the period from 1970-71 through 1974-75.

Entering Freshman Enrollment 1975-76 through 1979-80. The University of St. Thomas began on a strong freshman enrollment trend in 1975-76 and registered more freshmen than any of the other institutions for four of the five years during this five-year period; in 1976-77 Gustavus Adolphus College enrolled 15 more freshmen than the University of St. Thomas, 619 versus 604 respectively. These strong freshmen enrollments at the University of St. Thomas occurred at a time when its administration had predicted enrollment declines (Connors, 1986, p. 425). The institution saw substantial growth, and by 1979 its entering freshman enrollment was 61.8 percent higher than it had been just five-years before, 720 freshman students in 1979-80 as indicated in

Figure 18 versus 445 freshman students in 1974-75 as indicated in Figure 17. As noted earlier in this chapter, the admittance of female students was crucial to this growth. However, the upward trend in freshman enrollment began prior to the admittance of women to the University of St. Thomas. Conversely, the University of St. Catherine generally saw enrollment growth until 1979, which was two years after the University of St. Thomas first began admitting women. Perhaps there existed a delayed reaction to the fact that the University of St. Thomas was now a coeducational institution.

The other all-female institution, the College of St. Benedict, saw steady growth in its incoming student population. St. John's University numbers grew and then moved downward in 1979, which meant that the College of St. Benedict registered more freshmen than their all-male counterpart for the first time.

Gustavus Adolphus College continued on a path of steady growth, but by 1975 had lost the lead in freshman enrollment to the University of St. Thomas for the first time. Hamline University became the smallest of these six institutions, and enrolled fewer than 300 freshmen for three of the five years during this time period.

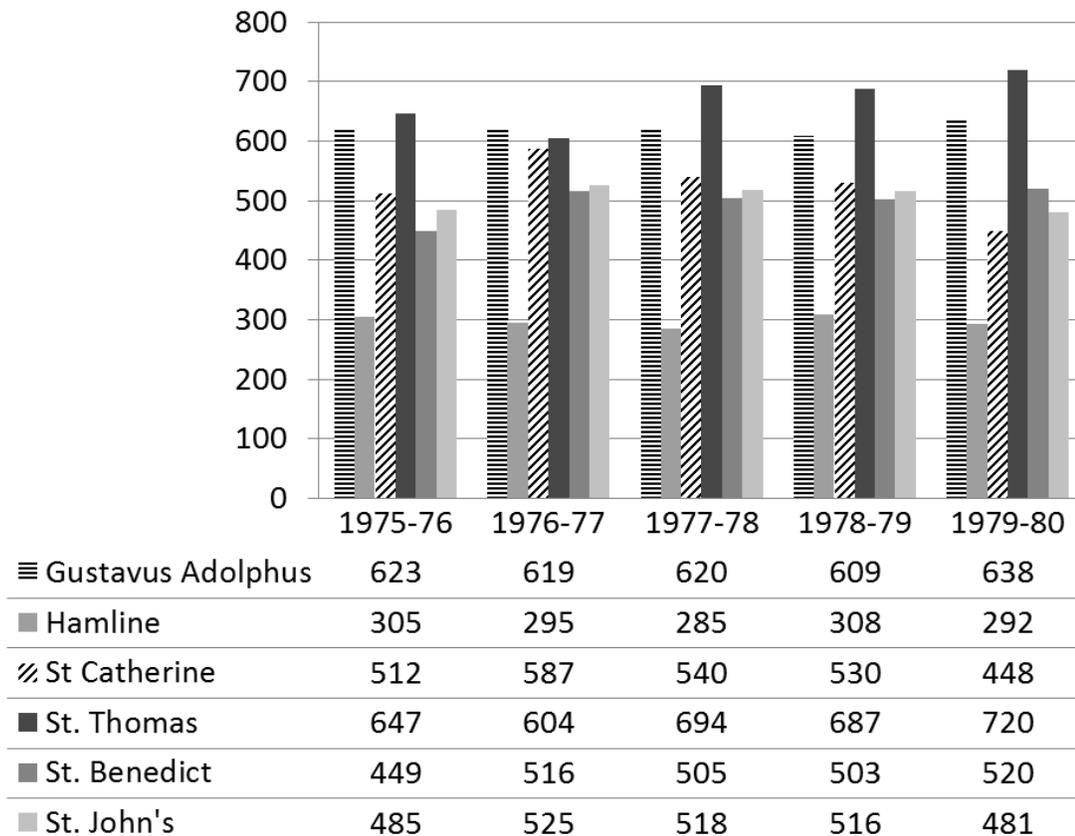


Figure 18. New entering freshmen for selected schools for the period from 1975-76 through 1979-80.

Entering Freshman Enrollment 1980-81 through 1984-85. The five-year period from 1980-81 through 1984-85 is definitely a tale of two institutions as freshman enrollment numbers in Figure 19 indicate. The University of St. Catherine and the University of St. Thomas had different enrollment trends. Over the course of the five-year period, the University of St. Catherine had a 23.2 percent decrease in its freshman enrollment. During this time, the University of St. Catherine instituted its two year nursing program at its Minneapolis campus. Conversely, the University of St. Thomas experienced significant freshman enrollment growth. Starting from a base of 755 entering freshman students in 1980, the institution was able to increase enrollment by

more than 100 students during this five-year period, which represented a 15 percent increase. The University of St. Thomas was the only institution to increase its freshman enrollment. The other institutions remained on stable paths, with one exception. Hamline University had a much larger freshman class in 1983, matriculating just under fifty percent more than the previous or next year. A one-year change this large is suspect, but there were no procedures in place to validate enrollment numbers submitted to the state agency.

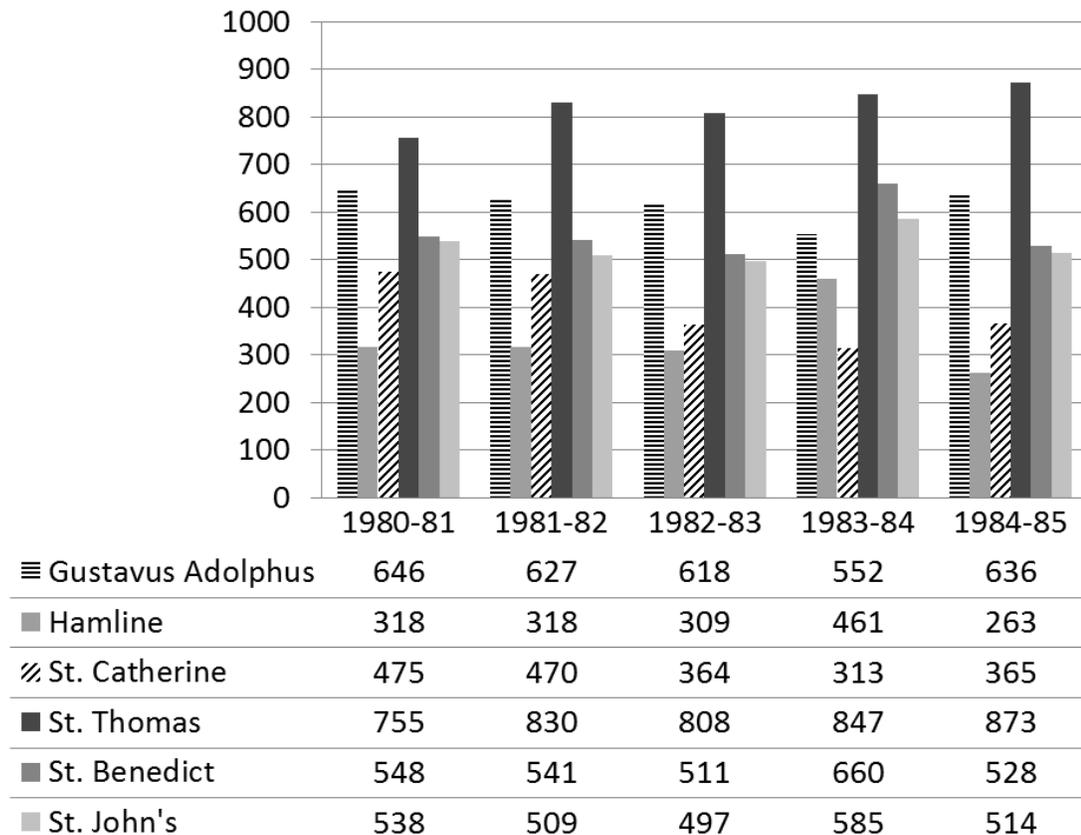


Figure 19. New entering freshmen for the selected schools for the period from 1980-81 through 1984-85.

Entering Freshman Enrollment 1985-86 through 1989-90. This five-year period posed some challenges for the analysis. A 21 percent increase in freshman students is shown for the University of St. Catherine for the 1985-86 school year over the freshman enrollment for 1984-85 school year shown in Figure 19, 442 freshmen versus 365 freshmen respectively. It was during the fall of 1985 that the University of St. Catherine began to include enrollment numbers for both its St. Paul and Minneapolis campuses. 1989-90 saw the start of fewer and fewer matriculating freshman students at the University of St. Catherine. The University of St. Thomas continued to grow, while

the other four institutions experienced considerable stability in enrollment of new freshmen during the period from 1985-86 through 1989-90, as the results in Figure 20 suggest.

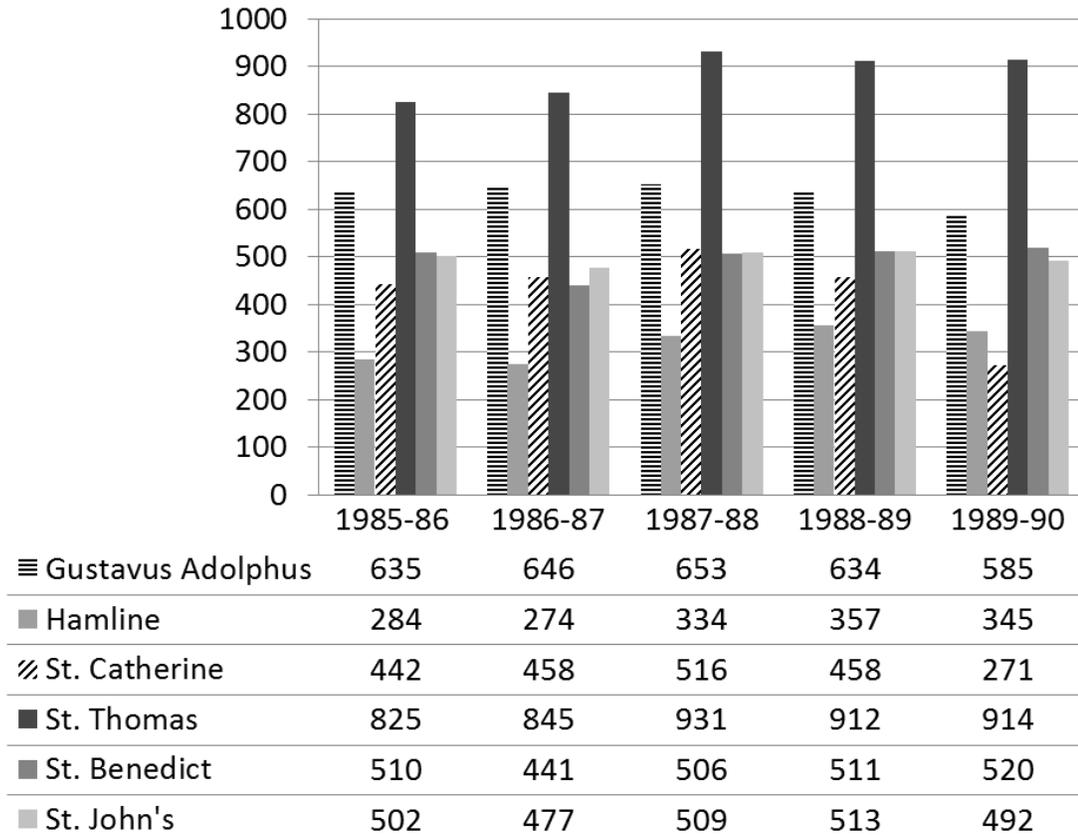


Figure 20. New entering freshmen for selected schools for the period from 1985-86 through 1989-90.

Entering Freshman Enrollment 1990-91 through 1994-95. The University of St. Catherine’s freshman enrollment had declined more than forty percent over a ten-year period going from 475 entering freshmen in 1980-81 to 271 entering freshmen in 1990-91. However, the institution showed overall growth in total headcount for the same time period, as indicated previously in Figure 4. As shown in Figure 21, the two historically Catholic male institutions had declines in freshman enrollments; St. John’s University’s

entering freshman class declined by 45 students and the University of St. Thomas saw a decline of 39 students during the five-year period from 1990-91 to 1994-95. The College of St. Benedict posted strong freshman enrollment gains, as did the two comparison institutions.

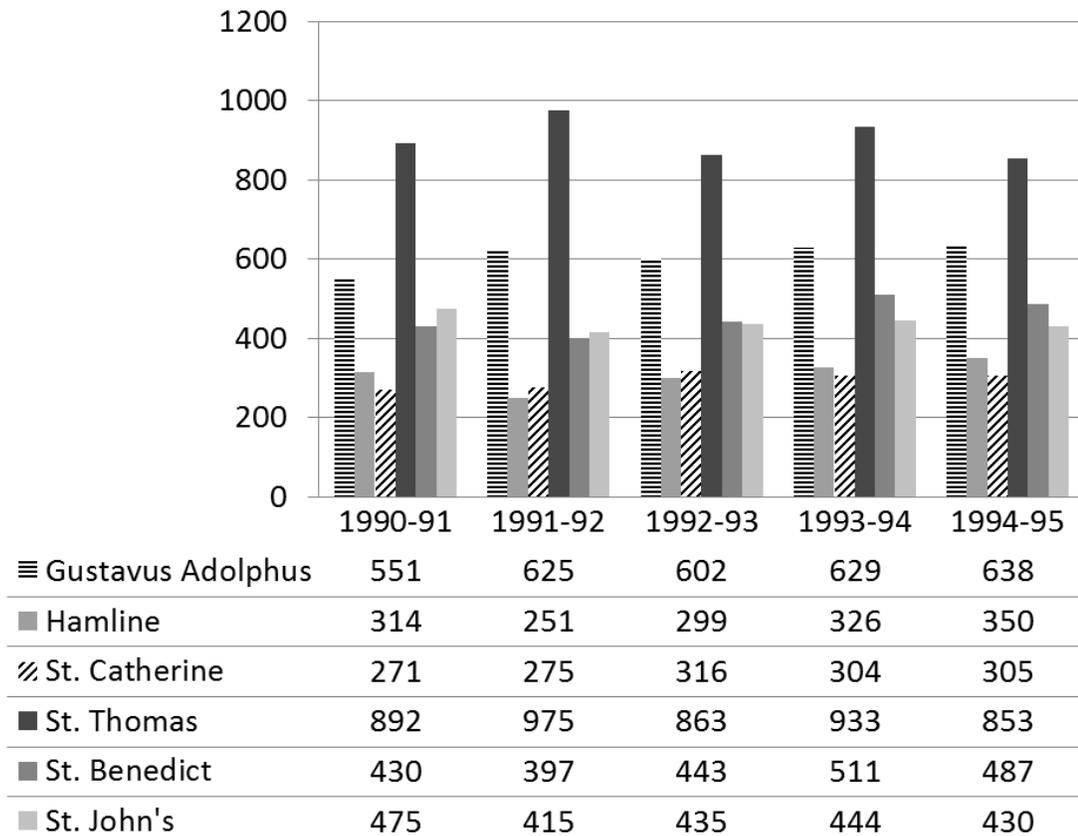


Figure 21. New entering freshmen for the selected schools for the period from 1990-91 through 1994-95.

Entering Freshman Enrollment 1995-96 through 1999-2000. The single biggest ambiguity about the entering freshman enrollments from 1995-96 through 1999-2000 as shown in Figure 22 are the figures supplied and not supplied by the University of St. Catherine. No enrollment figures were reported in 1996-97 by the University of St. Catherine, but figures that were reported for 1995-96 and 1997-98 appear somewhat

puzzling. The University of St. Catherine reported just over 300 entering freshmen for the three years prior, 1992-93 through 1994-95, as shown in Figure 21, but in 1995-96, as shown in Figure 22, they reported 658 entering freshmen and in 1997-98 they reported 620 entering freshmen. In 1998-99, the number of entering freshmen at the University of St. Catherine dropped to 325 students, but no explanation was given for these large increases and decreases. Hamline University also had a gap in its enrollment numbers, with no reporting of new freshman enrollments in 1995-96. The year 1996-97 marked the first time the University of St. Thomas enrolled more than 1,000 new freshmen, and that number has not gone below 1,000 in subsequent years.

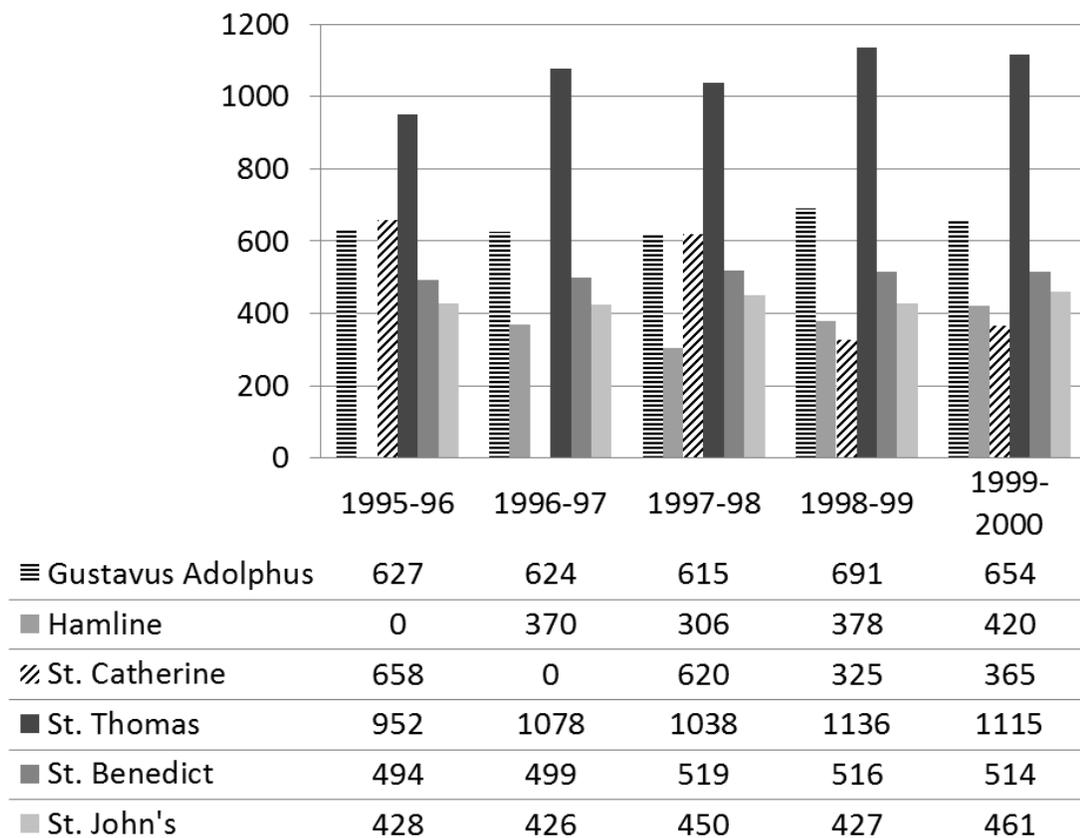


Figure 22. New entering freshmen for the selected schools for the period from 1995-96 through 1999-2000.

Entering Freshman Enrollment 2000-01 through 2004-05. The new millennium has been very positive for new freshman enrollments at the University of St. Catherine, as the freshman enrollment numbers in Figure 23 indicate. The University of St. Catherine had steady and increasing freshman enrollments for the first five years of the new century. The University of St. Thomas enrolled more than 1,100 freshmen per year for the first five years of the century. The other institutions, the two rural Catholic ones, as well as the two representing the comparison group, showed slight increases and decreases in annual freshman enrollment figures for the five-year period from 2000-01 through 2004-05.

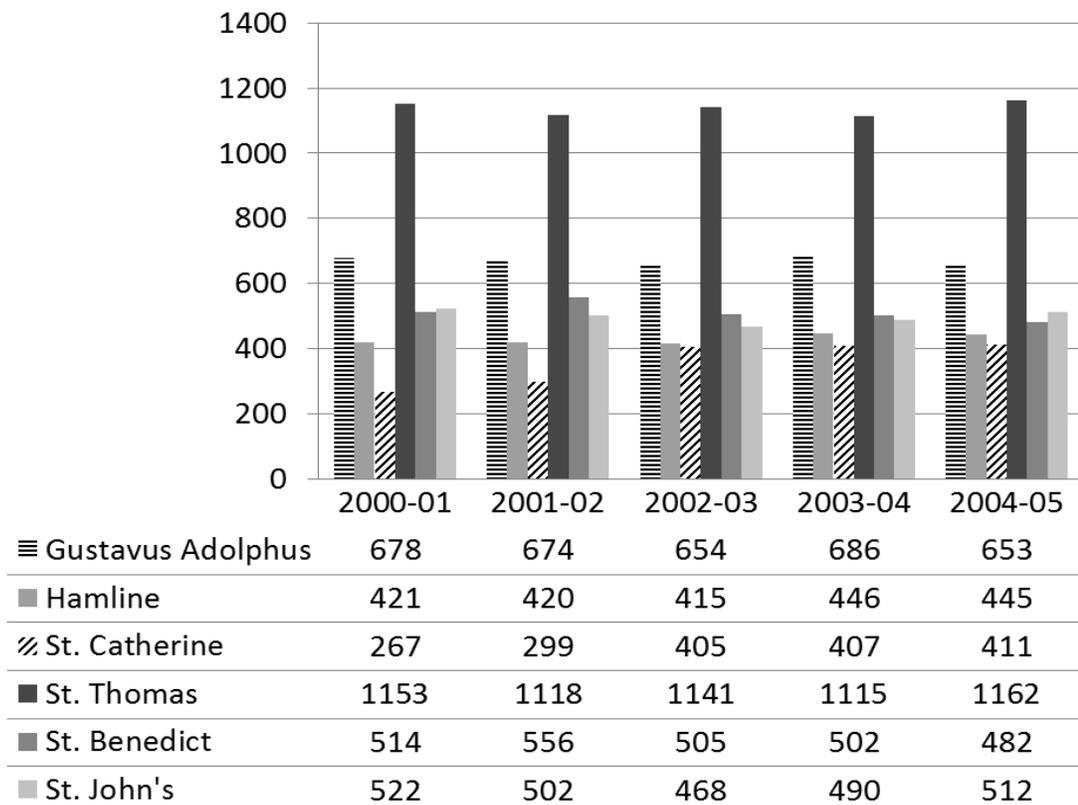


Figure 23. New entering freshmen for the selected schools for the period from 2000-01 through 2004-05.

Entering Freshman Enrollment 2005-06 through 2010-11. Perhaps the most significant finding for the 2005-06 through the 2010-11 time period is that the incoming freshman enrollments at all six institutions are following a familiar pattern, as enrollment numbers in Figure 24 indicate. Regardless of religious affiliation or its mission as a single-sex, coeducation, or cooperative environment, the trend indicates enrollment growth for two of the three institutions located in an urban setting. Conversely, two of the three institutions situated in rural locales continued to have static or slightly declining enrollments. The only rural institution to show a slight increase in freshman enrollments was St. John's University.

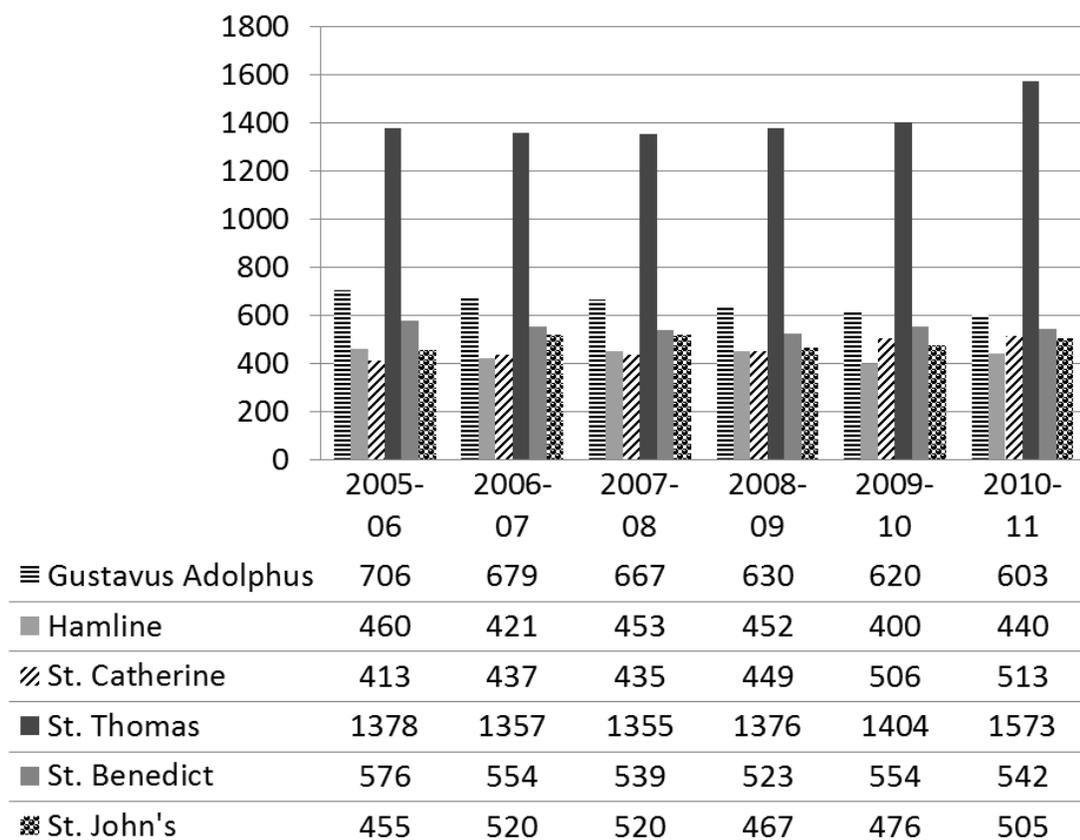


Figure 24. New entering freshmen for the selected schools for the period from 2005-06 through 2010-11.

State and National Context for Interpreting Changes in Enrollments of New

Freshmen. Interpreting the meaning of changes in the enrollment of new freshmen required knowing something about the trends in the numbers of high school graduates over the time period covered in this research. Although specific percentages of new freshman enrollees who had graduated from high school the previous spring for the six institutions were not available, the percentages of new freshmen who had graduated the previous spring were likely to be at least 95 percent. Although the majority of students enrolling as new freshmen in the six institutions were Minnesota residents, all six institutions enrolled students from other states. To relate Minnesota high school graduates to the larger context, national statistics were also obtained.

Table 14 contains national statistics to help interpret changes in enrollments of new freshmen in the six institutions in Minnesota. High School student enrollment figures were obtained from the National Center for Educational Statistics (NCES). The national enrollment figures were available for the five-year increments until 2006. Consequently, the figures presented in Table 14 are also in five-year increments. The 1990-1995 period is excluded because of incomplete data from Hamline University. As the results in Table 14 indicate, since the turn of the century, the six Minnesota institutions' entering freshman enrollment percentage gains outpaced the increase in the percentages of students available on a national level.

Table 14

Percentage Change in Freshman Enrollment Compared to the Percentage Change in High School Enrollment in the United States

Year	Total number of entering freshmen in six MN Institutions	Percentage change in freshman enrollees over specific time frame (six Minnesota Institutions)	Total number of students in U.S. high schools (grades 9-12) (in thousands)	Percentage change of students in U.S. high schools over specific time frame
1970	2,461	--	14,647	--
1980	3,280	+33.00	14,570	-.00
1985	3,198	-2.60	16,583	+12.00
1990	2,933	-9.00	15,853	-4.41
2000	3,555	+21.20	14,781	-7.26
2005	3,988	+12.20	16,250	+9.99
2010	4,181	+4.84	16,039	-1.35

Summary: Entering Freshmen. The relative number of freshman students enrolled at the four Catholic institutions and the two comparison institutions during the eight periods from 1970-71 through 2010-11 show interesting similarities and differences among the six institutions. The history of entering freshmen for the three urban institutions indicates considerable volatility at two of the institutions. The University of St. Catherine experienced significant drops in freshman enrollments by the early 1980s, dropping into the low 300s. In the past decade, St. Catherine has enrolled over 400 freshman students each year and over 500 freshman students in the last two years of this study. The University of St. Thomas has had almost uninterrupted enrollment growth over the last four decades. In 1997, they enrolled over 1,000 freshmen for the first time. Hamlin University's entering freshman enrollment mirrors the volatility of the University of St. Catherine.

The three rural institutions have tended to have steady freshman enrollments over the course of forty years. The College of St. Benedict had significant enrollment gains in entering freshmen in the early 1970s, which allowed their enrollment to roughly match that of St. John's University. Since that time, both of the Catholic, rural institutions have experienced slow, but steady growth in freshman enrollments. This pattern of entering freshmen is matched by their rural comparison institution, Gustavus Adolphus College.

Given the unsteadiness of freshman enrollments for some institutions, it becomes interesting to consider that these institutions needed to find other tuition revenue streams to maintain stability and ensure their futures.

Table 15 provides a summary of the percentage change in freshman enrollments for the six institutions in the seven five-year increments from 1970-71 through 2004-05 and one six-year increment for the period 2005-06 through 2010-11.

Table 15

Percentage Change in Entering Freshman Enrollment for Selected Schools in Five-Year Increments (Six-Year Period 2005-06 through 2009-10)

	% Change 1970-71 through 1974-75	% Change 1975-76 through 1979-80	% Change 1980-81 through 1984-85	% Change 1985-86 through 1989-90
Gustavus Adolphus	7.6	2.4	-1.5	-7.9
Hamline	-13.1	-4.3	-17.3	21.5
St. Catherine	41.3	-12.5	-23.2	-38.7
St. Thomas	-13.1	11.3	15.6	10.8
St. Benedict	41.2	15.8	-3.6	2.0
St. John's	12.0	-0.8	-4.5	-2.0
	% Change 1990-91 through 1994-95	% change 1995-96 through 1999-00	% Change 2000-01 through 2004-05	% Change 2005-06 through 2010-11
Gustavus Adolphus	15.8	4.3	-3.7	-14.6
Hamline	11.5	NA	5.7	-4.3
St. Catherine	12.5	-44.5	53.9	24.2
St. Thomas	-4.4	17.1	0.8	14.2
St. Benedict	13.3	4.0	-6.2	-5.9
St. John's	-9.5	7.7	-1.9	11.0

Enrollments – Full-Time/Part-Time

Since the period of time covered in this study, 1970-71 through 2010-11, was one in which changes occurred relative to the increase in part-time enrollments in colleges and universities in the United States, an examination of full-time/part-time enrollment figures at the six institutions is warranted. Full-time and part-time enrollment figures address the question of the effects of decisions made at the six institutions from a different perspective. As each institution evolved over a third of a century, this dimension of enrollment is helpful in illuminating how each institution addressed the critical need to increase enrollment. As the enrollments in the next series of figures indicate, a new type of college student emerged. Over a period of time these institutions became more “customer friendly”, in an attempt to make a college education accessible for as wide a variety of students as it felt it could accommodate. In particular, the institutions located in St. Paul, Minnesota increased their part-time student population, while those located in rural areas remained heavily populated with “traditional college students” who enrolled as full-time students. Religious affiliation was not a common denominator in this set of results, nor is the institution’s focus regarding gender.

Before exploration of the full-time/part-time enrollment figures, a cautionary comment must be made. The enrollment numbers from Hamline University from 1998-2008 may not be valid, since distinctions between full-time and part-time students were not clear. Perhaps the person providing these figures was not given precise parameters for what constituted a full-time or part-time student.

Full-Time/Part-Time Enrollments 1970-71 through 1974-75. In the beginning years of the time period covered by this research, each institution was clearly focused on “traditional students”, a label generally applied to 18-22 year old students. Of the six institutions, only the University of St. Thomas has had a long history of serving non-traditional students. This is particularly true concerning somewhat older students who attended college on the G. I. Bill in the late 1960s and early 1970s. The University of St. Thomas is also slightly different from the others, in that it had over 400 part-time students in 1970, while the other institutions in the study had fewer than 100 each. In fact, the total number of part-time students at the five institutions was 202 in 1970. It also should be noted that the University of St. Thomas had established a graduate school of education in 1950 (Connors, 1986, p. 332). Table 16 indicates the number of full-time and part-time students at each of the six institutions for each of the five years, and Table 17 shows the percentages of full-time and part-time students for each of the five years.

Table 16

Full-Time/Part-Time Headcount for Six Institutions 1970-71 through 1974-75

	1970	1970	1971	1971	1972	1972	1973	1973	1974	1974
	-71	-71	-72	-72	-73	-73	-74	-74	-75	-75
	FT	PT								
Gustavus Adolphus	1883	24	1888	30	1906	35	1991	44	2005	39
Hamline	1230	19	1247	27	1313	28	1286	41	1194	65
St. Catherine	1242	97	1308	36	1419	40	1491	46	1628	60
St. Thomas	1959	471	1992	496	1883	573	1849	602	1927	780
St. Benedict	714	22	895	32	1078	26	1268	94	1280	29
St. John's	1541	40	1569	35	1666	58	1686	99	1753	92

Table 17

Full-Time/Part-Time Percentages for Six Institutions 1970-71 through 1974-75

	1970	1970	1971	1971	1972	1972	1973	1973	1974	1974
	-71	-71	-72	-72	-73	-73	-74	-74	-75	-75
	FT	PT								
Gustavus Adolphus	98.7	1.3	98.4	1.6	98.2	1.8	97.8	2.2	98.1	1.9
Hamline	98.5	1.5	97.9	2.1	97.9	2.1	96.9	3.1	94.8	5.2
St. Catherine	92.8	7.2	97.3	2.7	97.3	2.7	97.0	3.0	96.4	3.6
St. Thomas	80.6	19.4	80.1	19.9	76.7	23.3	75.4	24.6	71.2	28.8
St. Benedict	97	3	96.5	3.5	97.6	2.4	93.1	6.9	97.8	2.2
St. John's	97.5	2.5	97.8	2.2	96.6	3.4	94.5	5.5	95.0	5.0

Full-Time/Part-Time Enrollments 1975-76 through 1979-80. As the results in Tables 18 and 19 indicate, during the five-year period from 1975-76 through 1979-80, the numbers and percentages of part-time students tended to grow. The situation at the University of St. Thomas, however, was significantly different. The institution had added a graduate school of business in 1974 (Connors, 1986, p. 432), and its inception had an immediate and positive impact on enrollment. In 1974, the University of St. Thomas had 780 part-time students, and by 1979 that total had reached 1,927.

Table 18

Full-Time/Part-Time Headcount for Six Institutions 1975-76 through 1979-80

	1975	1975	1976	1976	1977	1977	1978	1978	1979	1979
	-76	-76	-77	-77	-78	-78	-79	-79	-80	-80
	FT	PT								
Gustavus Adolphus	2051	47	2083	47	2131	67	2194	50	2222	54
Hamline	1142	54	1721	80	1694	79	1584	84	1595	62
St. Catherine	1729	104	1889	96	2008	101	1970	231	1897	389
St. Thomas	2104	1102	2263	1387	2460	1679	2676	1806	2857	1927
St. Benedict	1348	16	1464	22	1569	423	1599	322	1617	402
St. John's	1761	58	1810	58	1876	67	1875	96	1859	118

Table 19

Full-Time/Part-Time Percentage for Six Institutions 1975-76 through 1979-80

	1975	1975	1976	1976	1977	1977	1978	1978	1979	1979
	-76	-76	-77	-77	-78	-78	-79	-79	-80	-80
	FT	PT								
Gustavus Adolphus	97.8	2.2	97.8	2.2	97.0	3.0	97.8	2.2	97.6	2.4
Hamline	95.5	4.5	96.6	4.4	95.5	4.5	95.0	5.0	96.3	3.7
St. Catherine	94.3	5.7	95.2	4.8	95.2	7.1	89.5	10.5	83.0	17
St. Thomas	65.6	34.4	62.0	38.0	59.4	40.6	59.7	40.3	59.7	40.3
St. Benedict	98.8	1.2	98.5	1.5	78.8	21.2	83.2	16.8	80.1	19.9
St. John's	96.8	3.2	96.9	3.1	96.6	3.4	95.1	4.9	94.0	6

Full-Time/Part-Time Enrollments 1980-81 through 1984-85. During this five-year period, all the institutions in this study increased their part-time enrollment, as numbers and percentages in Tables 20 and 21 indicate. The University of St. Catherine saw nearly a nine-fold increase in part-time enrollment in a ten-year period commencing in 1975. Similarly, Hamline University increased its part-time enrollment with an increase of slightly less than five times over the ten-year period from 1975-76 through 1984-85. The College of St. Benedict was an anomaly as a rural institution during this time period, given its rather substantial percentage of part-time students. The other two rural institutions had very small numbers of part-time students. On the other hand, 40 percent of the University of St. Thomas' enrollment was part-time by 1984.

Table 20

Full-Time/Part-Time Headcount for Six Institutions 1980-81 through 1984-85

	1980- 81 FT	1980- 81 PT	1981- 82 FT	1981- 82 PT	1982- 83 FT	1982- 83 PT	1983- 84 FT	1983- 84 PT	1984- 85 FT	1984- 85 PT
Gustavus Adolphus	2259	56	2266	48	2252	55	2113	61	2166	47
Hamline	1689	113	1740	123	1744	138	1649	197	1607	252
St. Catherine	1824	563	1784	643	1635	650	1513	756	1427	906
St. Thomas	3112	2169	3321	2309	3466	2388	3557	2395	3848	2572
St. Benedict	1715	462	1773	416	1718	544	1737	480	1783	390
St. John's	1911	152	1922	87	1887	141	1883	136	1901	123

Table 21

Full-Time/Part-Time Percentages for Six Institutions 1980-81 through 1984-85

	1980- 81 FT	1980- 81 PT	1981- 82 FT	1981- 82 PT	1982- 83 FT	1982- 83 PT	1983- 84 FT	1983- 84 PT	1984- 85 FT	1984- 85 PT
Gustavus Adolphus	97.6	2.4	97.9	2.1	97.6	2.4	97.2	2.8	97.9	2.1
Hamline	93.7	6.3	93.4	6.6	92.7	7.3	89.3	10.7	86.4	13.6
St. Catherine	76.4	23.6	73.5	26.5	71.6	28.4	66.7	33.3	61.2	38.8
St. Thomas	58.9	41.1	59	41	59.2	40.8	59.8	40.2	59.9	40.1
St. Benedict	78.8	21.2	81	19	76	24	78.3	21.7	82.1	17.9
St. John's	92.6	7.4	95.7	4.3	93	7	93.3	6.7	93.9	6.1

Full-Time/Part-Time Enrollments 1985-86 through 1989-90. In 1987, the University of St. Thomas registered more part-time students than full-time students, as the results in Table 22 indicate. Patterns of enrollment at all of the institutions in this study suggest where the future lay for all of these colleges and universities. Part-time enrollments continued to grow at the urban institutions, while they remained relatively low at their rural counterparts, as results in Tables 22 and 23 suggest. The College of St. Benedict was slightly different, since part-time enrollment continued to grow at that college through 1987. In that year, 399 part-time students were registered at the institution, but in succeeding years, that number decreased dramatically. It would appear that the College of St. Benedict decided to focus its mission on full-time students. The University of St. Catherine reached a milestone by having more than 1,000 part-time students in 1985, and by the last year in the time period, 1989-90, it enrolled 1,416 part-time students.

Table 22

Full-Time/Part-Time Headcount for Six Institutions 1985-86 through 1989-90

	1985	1985	1986	1986	1987	1987	1988	1988	1989	1989
	-86	-86	-87	-87	-88	-88	-89	-89	-90	-90
	FT	PT								
Gustavus Adolphus	2159	54	2151	60	2286	56	2389	62	2349	50
Hamline	1609	244	1641	276	1921	352	1853	381	2009	431
St. Catherine	1943	1199	1945	1267	2036	1388	1886	1525	1967	1416
St. Thomas	3804	2967	4021	3387	4202	4211	4315	4490	4460	4656
St. Benedict	1741	301	1756	337	1798	399	1852	112	1859	100
St. John's	1860	74	1870	82	1863	66	1930	69	1919	85

Table 23

Full-Time/Part-Time Percentages for Six Institutions 1985-86 through 1989-90

	1985	1985	1986	1986	1987	1987	1988	1988	1989	1989
	-86	-86	-87	-87	-88	-88	-89	-89	-90	-90
	FT	PT								
Gustavus Adolphus	97.6	2.4	97.3	2.7	9.7	2.4	97.5	2.5	97.9	2.1
Hamline	86.8	13.2	85.6	14.4	83	17	82.9	17.1	82.3	17.7
St. Catherine	61.8	38.2	60.6	39.4	59.5	40.5	55.3	44.7	58.1	41.9
St. Thomas	56.2	43.8	54.3	45.7	49.9	50.1	49.6	50.4	48.9	51.1
St. Benedict	85.3	14.7	83.9	16.1	81.8	18.2	94.3	5.7	94.9	5.1
St. John's	96.2	3.8	95.8	4.2	96.6	3.4	86.5	3.5	95.8	4.2

Full-Time/Part-Time Enrollments 1990-91 through 1994-95. The pattern established in previous time periods continued in this next time period as the University of St. Catherine, the University of St. Thomas, and Hamline University continued to draw a sizeable number of part-time students, as results in Table 24 indicate. As shown in Table 25, by 1994-95, the University of St. Catherine had more than 40 percent of its students attending on a part-time basis and Hamline University had more than 30 percent of its students registered as part-time students. By the end of this five-year period, the University of St. Thomas had well over 50 percent of its students attending the institution as part-time students. The College of St. Benedict, which only a few years before had almost 400 part-time students, had dropped to 89 part-time students by 1994. Gustavus Adolphus and St. John's University remained institutions with primarily full-time students, 96.9 percent and 93.4 percent respectively.

Table 24

Full-Time/Part-Time Headcount for Six Institutions 1990-91 through 1994-95

	1990	1990	1991	1991	1992	1992	1993	1993	1994	1994
	-91	-91	-92	-92	-93	-93	-94	-94	-95	-95
	FT	PT								
Gustavus Adolphus	2333	57	2266	56	2238	54	2297	38	2293	74
Hamline	2041	468	2042	427	2013	442	2043	504	2032	922
St. Catherine	1943	1498	1841	1589	1852	1800	2218	1631	2263	1687
St. Thomas	4547	5258	4668	5488	4567	5506	4532	5713	4408	5753
St. Benedict	1804	112	1706	101	1698	90	1715	104	1756	89
St. John's	1953	82	1878	74	1816	84	1760	98	1700	120

Table 25

Full-Time/Part-Time Percentages for Six Institutions 1990-91 through 1994-95

	1990	1990	1991	1991	1992	1992	1993	1993	1994	1994
	-91	-91	-92	-92	-93	-93	-94	-94	-95	-95
	FT	PT								
Gustavus Adolphus	97.6	2.4	97.6	2.4	97.6	2.4	98.4	1.6	96.9	3.1
Hamline	81.3	18.7	82.7	17.3	82	18	80.2	19.8	68.8	31.2
St. Catherine	56.5	43.5	53.7	46.3	50.7	49.3	57.6	42.4	57.3	42.7
St. Thomas	46.4	53.6	46	54	45.3	54.7	44.2	55.8	43.4	56.6
St. Benedict	94.2	5.8	94.4	5.6	95	5	94.3	5.7	95.2	4.8
St. John's	96.0	4.0	96.2	3.8	95.6	4.4	94.7	5.3	93.4	6.6

Full-Time/Part-Time Enrollments 1995-96 through 1999-2000. Across this time period, results in Table 26 indicate stability in the full-time/part-time enrollments for five of the six institutions under discussion, a conclusion that also emerges from an examination of the percentages of full-time and part-time students summarized in Table 27. The figures presented by Hamline University cause concern as to their validity. There is considerable fluctuation in the reported numbers. Both Hamline University and the University of St. Catherine have incomplete figures for certain years in this five-year period.

Table 26

Full-Time/Part-Time Headcount for Six Institutions 1995-96 through 1999-2000

	1995 -96 FT	1995 -96 PT	1996 -97 FT	1996 -97 PT	1997 -98 FT	1997 -98 PT	1998 -99 FT	1998 -99 PT	1999- 2000 FT	1999- 2000 PT
Gustavus Adolphus	2365	42	2392	57	2383	54	2490	55	2498	53
Hamline	NA	NA	2134	1127	2080	1384	2971	561	3052	41
St. Catherine	2268	1656	NA	NA	2292	1573	2357	1650	2454	1728
St. Thomas	4410	6011	4676	5573	4802	5634	5036	5754	5216	5713
St. Benedict	1817	80	1883	75	1911	69	1828	49	1952	48
St. John's	1693	123	1702	94	1723	100	1746	108	1763	101

Table 27

Full-Time/Part-Time Percentages for Six Institutions 1995-96 through 1999-2000

	1995 -96 FT	1995 -96 PT	1996 -97 FT	1996 -97 PT	1997 -98 FT	1997 -98 PT	1998 -99 FT	1998 -99 PT	1999- 2000 FT	1999- 2000 PT
Gustavus Adolphus	98.3	1.7	97.7	2.3	97.8	2.2	97.8	2.2	97.9	2.1
Hamline	NA	NA	65.4	34.6	60	40	84.1	15.9	98.7	1.3
St. Catherine	57.8	42.2	NA	NA	59.3	40.7	58.8	41.2	58.7	41.3
St. Thomas	42.3	57.7	45.6	54.4	46	54	46.7	53.3	47.7	52.3
St. Benedict	95.8	4.2	96.2	3.8	96.5	3.5	97.4	2.6	97.6	2.4
St. John's	93.2	6.8	94.8	5.2	94.5	5.5	94.2	5.8	94.6	5.4

Full-Time/Part-Time Enrollments 2000-01 through 2004-05. An examination of the percentages of full-time and part-time students, contained in Table 29, show a continued gradual decline in the percentage of part-time students at the University of St. Thomas. In 2002-03, the percentage of part-time students dropped below 50 percent. Since 2002-03, the institution has maintained a majority of its students being registered as full-times students.

Similar to the problem incurred in the last time period, the information from Hamline University does not appear to be accurate. Part-time students at Hamline University fluctuated from 46 in 2001-02 to 1,060 in 2002-03 and then decreased to 196 in 2003-04 as reported in Figure 28.

Table 28

Full-Time/Part-Time Headcount for Six Institutions 2000-01 through 2004-05

	2000 -01 FT	2000 -01 PT	2001- 02 FT	2001 -02 PT	2002 -03 FT	2002 -03 PT	2003- 04 FT	2003 -04 PT	2004 -05 FT	2004- 05 PT
Gustavus Adolphus	2539	37	2574	26	2523	29	2542	46	2552	46
Hamline	3325	822	3467	46	3697	1060	3986	196	4646	444
St. Catherine	2738	1533	2890	1726	3025	1676	3056	1749	3019	1788
St. Thomas	5389	5899	5542	5931	5703	5618	5626	5411	5796	4677
St. Benedict	1967	57	2030	71	2010	62	1998	56	1973	60
St. John's	1907	115	1928	111	1938	105	1950	117	1912	103

Table 29

Full-Time/Part-Time Percentages for Six Institutions 2000-01 through 2004-05

	2000 -01 FT	2000 -01 PT	2001- 02 FT	2001 -02 PT	2002 -03 FT	2002 -03 PT	2003- 04 FT	2003 -04 PT	2004 -05 FT	2004- 05 PT
Gustavus Adolphus	98.6	1.4	99	1	98.9	1.1	98.2	1.8	98.2	1.8
Hamline	80.2	19.8	98.7	1.3	77.7	22.3	95.3	4.7	91.3	8.7
St. Catherine	64.1	35.9	62.6	37.4	64.3	35.7	63.6	36.4	62.8	37.2
St. Thomas	47.7	52.3	48.3	51.7	50.4	49.6	51	49	55.3	44.7
St. Benedict	97.2	2.8	96.6	3.4	97	3	97.3	2.7	97.0	3.0
St. John's	94.3	5.7	94.6	5.4	94.9	5.1	94.3	5.7	94.9	5.1

Full-Time/Part-Time Enrollments 2005-06 through 2010-11. Perhaps the most significant fact concerning this period is that the two Catholic urban institutions, the University of St. Catherine, and the University of St. Thomas, both had virtually the same ratio of full-time to part-time students at approximately 3:2, as results in Table 30 and Table 31 suggest. The three rural institutions, Gustavus Adolphus College, the College of St. Benedict, and St. John's University, continued to have a lower percentage of part-time students. Each of these rural colleges/universities had at least 94 percent registered as full-time students for the five-year period from 2005-06 through 2010-11. Hamline University's part-time enrollment numbers and percentages increased dramatically the last three years of this six-year period as indicated in Tables 30 and 31.

Table 30

Full-Time/Part-Time Headcount for Six Institutions 2005-06 through 2010-11

	2005-06	2005-06	2006-07	2006-07	2007-08	2007-08
	FT	PT	FT	PT	FT	PT
Gustavus Adolphus	2578	36	2582	51	2581	46
Hamline	4590	180	4839	269	5046	399
St. Catherine	3067	1836	3215	2029	3206	2032
St. Thomas	6180	4461	6417	4295	6763	4221
St. Benedict	1993	51	2032	29	2003	43
St. John's	1881	114	1926	109	1933	102
	2008-09	2008-09	2009-10	2009-10	2010-11	2010-11
	FT	PT	FT	PT	FT	PT
Gustavus Adolphus	2536	50	2446	35	2386	51
Hamline	3957	1030	3273	1893	3331	1691
St. Catherine	3184	2017	3406	1871	3558	1770
St. Thomas	6994	3969	7020	3831	7231	3608
St. Benedict	2073	34	2052	44	2036	43
St. John's	1948	116	1917	105	1938	94

Table 31

Full-Time/Part-Time Percentages for Six Institutions 2005-06 through 2010-11

	2005-06	2005-06	2006-07	2006-07	2007-08	2007-08
	FT	PT	FT	PT	FT	PT
Gustavus Adolphus	98.6	1.4	98.1	1.9	98.2	1.8
Hamline	96.2	3.8	94.7	5.3	92.7	7.3
St. Catherine	62.6	37.4	61.3	38.7	61.2	38.8
St. Thomas	58.1	41.9	59.9	40.1	61.6	38.4
St. Benedict	97.5	2.5	98.6	1.4	97.9	2.1
St. John's	94.3	5.7	94.6	5.4	95.0	5.0
	2008-09	2008-09	2009-10	2009-10	2010-11	2010-11
	FT	PT	FT	PT	FT	PT
Gustavus Adolphus	98.1	1.9	98.6	1.4	97.9	2.1
Hamline	79.3	20.7	63.4	36.6	66.3	33.7
St. Catherine	61.2	38.8	64.5	35.5	66.8	33.2
St. Thomas	63.8	36.2	64.7	35.3	66.7	33.3
St. Benedict	98.4	1.6	97.9	2.1	97.9	2.1
St. John's	94.4	5.6	94.8	5.2	95.4	4.6

Summary: Full-Time/Part-Time Enrollment. The relative numbers of full-time and part-time students enrolled at the four Catholic institutions and the two comparison institutions during the eight periods from 1970-71 through 2010-11 show interesting similarities and differences among the six institutions. Tables 32 and 33 are a summary of the more detailed results provided previously in Tables 16 through 31.

The full-time/part-time enrollment figures indicate a clear division of the institutional visions concerning full-time and part-time students. This division corresponds to locale, i.e. urban and rural locations for the institutions under discussion.

The University of St. Catherine saw significant growth in the number and percentage of part-time students as indicated in Table 33. In 1970, the institution had 7.2 percent part-time students, but by 2010 this figure had grown to over one third of the student population.

The University of St. Thomas had a part-time enrollment of 20% in 1970. This figure continued to grow until 1987 when the proportion of part-time students surpassed 50 percent. However, since 2002, the institution has maintained a majority of full-time students.

Hamline University, the urban comparison institution, has seen an uneven history concerning part-time students. This may be due to how the institution recorded or considered some students to be part-time. In 1970, Hamline University had only 1.5 percent part-time students, but like the University of St. Catherine, by 2010 this figure had grown to over 33 percent.

All three of the rural institutions, the College of St. Benedict, St. John's University, and Gustavus Adolphus College have had few part-time students over the

course of the past forty years. The percentage rarely exceeded five percent. However, the College of St. Benedict was an anomaly for a ten-year period from 1977 to 1987 when the part-time enrollment percentage fluctuated between 14.7 and 24 percent.

Table 32

*Percentage Change in Full-Time/Part-Time Enrollments for Six Institutions in Five-Year**Increments (Six-Year Increment 2005-06 through 2010-11)*

	% Change		% Change		% Change		% Change	
	1970-71		1975-76		1980-81		1985-86	
	through		through		through		through	
	1974-75		1979-80		1984-85		1989-90	
	FT	PT	FT	PT	FT	PT	FT	PT
Gustavus Adolphus	6.5	62.5	6.5	62.5	-4.1	-16.1	8.8	-7.4
Hamline	-2.9	242.1	-2.9	242.1	-4.9	123.0	24.9	76.6
St. Catherine	31.1	-38.1	31.1	-38.1	-21.8	60.9	1.2	18.1
St. Thomas	-1.6	65.6	-1.6	65.6	23.7	18.6	17.2	56.9
St. Benedict	79.3	31.8	79.3	31.8	4.0	-15.6	6.8	-66.8
St. John's	13.8	130.0	13.8	130.0	-0.5	-19.1	3.2	14.9
	% Change		% Change		% Change		% Change	
	1990-91		1995-96		2000-01		2005-06	
	through		through		through		through	
	1994-95		1999-00		2004-05		2010-11	
	FT	PT	FT	PT	FT	PT	FT	PT
Gustavus Adolphus	-1.7	29.8	5.6	26.2	0.5	24.3	-7.4	41.7
Hamline	-0.4	97.0	NA	NA	39.7	-46.0	-27.4	839.4
St. Catherine	16.5	12.6	8.2	4.3	10.3	16.6	16.0	-3.6
St. Thomas	-3.1	9.4	18.3	-5.0	7.6	-20.7	17.0	-19.1
St. Benedict	-2.7	-20.5	7.4	-40.0	0.3	5.3	2.2	-15.7
St. John's	-13.0	46.3	4.1	-17.9	0.3	-10.4	3.0	-17.5

Table 33

Percentage Change in Full-Time/Part-Time Enrollments for Six Institutions for the Time Period from 1970-71 through 2010-11

	Full-Time/ Part-Time Enrollments 1970-71		Full-Time/ Part-Time Enrollments 2010-11		Percentage Change from 1970-71 to 2010-11	
	FT	PT	FT	PT	FT	PT
Gustavus Adolphus	1883	24	2386	51	26.7	112.5
Hamline	1230	19	3331	1691	170.8	8800.0
St. Catherine	1242	97	3558	1770	186.5	1724.7
St. Thomas	1959	471	7231	3608	269.1	666.0
St. Benedict	714	22	2036	43	185.2	95.5
St. John's	1541	40	1938	94	25.8	135.0

Enrollment – Graduate Students

Initially, this research did not propose to examine graduate student enrollment separately, but it became clear that this segment of institutional enrollment needed to be included. By observing the enrollment trends in the six institutions over the years, it became clear that some of the institutions modified their mission as an undergraduate institution to accommodate the increasing demand for graduate education, and that some of the changes in total headcount enrollments were attributable to changes in the institution other than decisions about coeducational status.

The graduate enrollment figures in this study came from the Minnesota Office of Higher Education, although the reporting methods concerning graduate education have changed over the years. Consequently, it was impossible to analyze the enrollment figures in exactly the same manner over the period of 40 years. The four enrollment categories are as follows:

1. GRAD – includes first professional, graduate, and unclassified graduates;
2. REGULAR – refers to students enrolled for undergraduate credit through what the institution has established as its regular instructional administration;
3. EXTENSION – instructional credit courses or programs managed by an extension division or similar unit, which is separate from the regular instructional administration within an institution. Extension students are not included in the total headcount data until 1990-91, when extension numbers begin to be reported in the total headcount for the University of St. Thomas. It appears as if there may have been some confusion on the part of institutions regarding the meaning of the

extension category. For example, the enrollment numbers in the extension category varied widely for the College of St. Benedict;

4. UNCLASSIFIED - Students enrolled for undergraduate or graduate credit whose status as a graduate or undergraduate student has not been specified (Djurovich, 2011). This category was dropped after 1983.

As the following series of tables show, the three urban universities all expanded their enrollments of graduate students, whereas the three rural institutions continued to focus on undergraduate education.

Graduate Student Enrollments 1973-74 through 1974-75. Since 1973 was the first year that figures on graduate education were collected, results in Table 34 include only two years of data for the time period from 1973-74 through 1974-75. In the earliest year that figures are available, only the University of St. Thomas had a sizeable number of 532 graduate students. In 1973, 21 percent of its student population was at the graduate level. The only other institution with a graduate population of almost 100 students was St. John's University, with a graduate enrollment of just over five percent.

Table 34

Graduate Student Enrollments 1973-74 through 1974-75

1973-74					
	Regular	Graduate	Extension	Unclassified	Total
Gustavus Adolphus	1,972	0	0	63	2,035
Hamline	1,299	0	0	28	1,327
St. Catherine	1,472	0	0	65	1,537
St. Thomas	1,810	523	0	118	2,451
St. Benedict	1,325	0	63	37	1,425
St. John's	1,599	99	0	87	1,785
1974-75					
	Regular	Graduate	Extension	Unclassified	Total
Gustavus Adolphus	1,982	0	0	62	2,044
Hamline	1,205	0	0	54	1,259
St. Catherine	1,617	0	0	71	1,688
St. Thomas	1,813	510	0	384	2,707
St. Benedict	1,292	0	251	17	1,560
St. John's	1,660	95	43	90	1,888

Graduate Student Enrollments 1975-76 through 1979-80. The most notable change in enrollment of graduate students during this period was due to the opening of Hamline's Law School in 1976. The number of students in Hamline's Law School dropped for a few years, but quickly stabilized, and then saw steady growth as the results in Table 35 indicate. The University of St. Thomas saw strong growth in enrollments in its graduate programs during this period. In 1975, the University of St. Thomas' graduate student population accounted for over one-third of its total headcount enrollment. St. John's University saw steady, but slow growth, particularly after the opening of the School of Theology in 1978, which also served as the major seminary for the Diocese of St. Cloud (Thimmes, 2006, p. 40). As Table 35 signifies, St. John's University's graduate enrollment increased from 106 graduate students in 1975-76 to 139 graduate students in 1979-80.

Table 35

Graduate Student Enrollments 1975-76 through 1979-80

	Regular	Graduate	Extension	Unclassified	Total
1975-76					
Gustavus Adolphus	2,030	0	0	68	2,098
Hamline	1,158	0	0	38	1,196
St. Catherine	1,727	0	0	106	1,833
St. Thomas	2,099	813	0	294	3,206
St. Benedict	1,350	0	233	14	1,597
St. John's	1,664	106	18	49	1,837
1976-77					
Gustavus Adolphus	2070	0	0	60	2130
Hamline	1158	608	15	35	1816
St. Catherine	1890	0	0	95	1985
St. Thomas	2273	1258	0	119	3650
St. Benedict	1459	0	384	27	1870
St. John's	1725	96	26	47	1894
1977-78					
Gustavus Adolphus	2122	0	0	76	2198
Hamline	1161	568	0	44	1773
St. Catherine	2028	0	0	81	2109
St. Thomas	2543	1453	0	143	4139
St. Benedict	1572	0	0	420	1992
St. John's	1760	115	0	68	1943
1978-79					
Gustavus Adolphus	2189	0	0	55	2244
Hamline	1166	479	0	23	1668
St. Catherine	1979	0	0	222	2201
St. Thomas	2784	1520	0	178	4482
St. Benedict	1610	0	0	311	1921
St. John's	1770	134	0	67	1971
1979-80					
Gustavus Adolphus	2207	0	0	69	2276
Hamline	1166	466	0	25	1657
St. Catherine	1859	0	0	427	2286
St. Thomas	3024	1601	0	159	4784
St. Benedict	1626	0	0	393	2019
St. John's	1746	139	0	92	1977

Graduate Student Enrollments 1980-81 through 1984-85. The results in Table 36 indicate that the five-year time period from 1980-81 through 1984-85 saw stability and growth in graduate enrollments for those institutions that had established graduate programs previously. The University of St. Catherine, however, started to enroll graduate students in 1984 (Ryan & Wolkerstorfer, 1992, p. 125), and enrolled 77 graduate students in that year. Graduate enrollments at the University of St. Thomas reached more than one-third of the institution's total headcount in 1982, and continued to grow each subsequent year in this time period.

Table 36

Graduate Student Enrollments 1980-81 through 1984-85

	Regular	Graduate	Extension	Unclassified	Total
1980-81					
Gustavus Adolphus	2243	0	0	72	2315
Hamline	1226	540	0	36	1802
St. Catherine	1827	0	0	560	2387
St. Thomas	3248	1580	0	453	5281
St. Benedict	1723	0	0	454	2177
St. John's	1788	151	0	124	2063
1981-82					
Gustavus Adolphus	2260	0	0	54	2314
Hamline	1256	565	0	42	1863
St. Catherine	2212	0	0	215	2427
St. Thomas	3461	1633	0	536	5630
St. Benedict	1763	0	0	426	2189
St. John's	1796	139	0	74	2009
1982-83					
Gustavus Adolphus	2232	0	0	75	2307
Hamline	1243	607	0	32	1882
St. Catherine	2099	0	0	186	2285
St. Thomas	3695	1938	0	221	5854
St. Benedict	1711	0	0	551	2262
St. John's	1770	144	0	114	2028
1983-84					
Gustavus Adolphus	2095	0	0	79	2174
Hamline	1222	603	0	21	1846
St. Catherine	1995	0	0	274	2269
St. Thomas	3881	1931	0	140	5952
St. Benedict	1726	0	0	491	2217
St. John's	1791	135	0	93	2019
1984-85					
Gustavus Adolphus	2143	70	0	0	2213
Hamline	1160	699	0	0	1859
St. Catherine	2256	77	0	0	2333
St. Thomas	4272	2148	0	0	6420
St. Benedict	2173	0	0	0	2173
St. John's	1891	133	0	0	2024

Graduate Student Enrollments 1985-86 through 1989-90. Hamline University and the University of St. Thomas continued to see strong growth in enrollments in their graduate programs as the results in Table 37 indicate. During this five-year period from 1985-86 through 1989-90, the graduate enrollment at St. John's University declined to under one hundred students. The other two institutions located in rural Minnesota, the College of St. Benedict and Gustavus Adolphus College, did not have any graduate students.

Table 37

Graduate Student Enrollments 1985-86 through 1989-90

	Regular	Graduate	Extension	Unclassified	Total
1985-86					
Gustavus Adolphus	2213	0	0	0	2213
Hamline	1168	685	0	0	1853
St. Catherine	2333	148	0	0	2481
St. Thomas	4329	2442	0	0	6771
St. Benedict	2042	0	0	0	2042
St. John's	1834	100	0	0	1934
1986-87					
Gustavus Adolphus	2211	0	0	0	2211
Hamline	1214	703	0	0	1917
St. Catherine	2355	168	0	0	2523
St. Thomas	4591	2817	0	0	7408
St. Benedict	2093	0	0	0	2093
St. John's	1839	113	0	0	1952
1987-88					
Gustavus Adolphus	2342	0	0	0	2342
Hamline	1314	759	0	0	2073
St. Catherine	2531	169	0	0	2700
St. Thomas	4867	3334	0	0	8201
St. Benedict	2197	0	0	0	2197
St. John's	1832	97	0	0	1929
1988-89					
Gustavus Adolphus	2451	0	0	0	2451
Hamline	1430	804	0	0	2234
St. Catherine	3213	189	0	0	3402
St. Thomas	4998	3695	0	0	8693
St. Benedict	1964	0	0	0	1964
St. John's	1916	83	0	0	1999
1989-90					
Gustavus Adolphus	2399	0	0	0	2399
Hamline	1507	933	0	0	2440
St. Catherine	3221	162	0	0	3383
St. Thomas	5129	3867	0	0	8996
St. Benedict	1959	0	0	0	1959
St. John's	1940	64	0	0	2004

Graduate Student Enrollments 1990-91 through 1994-95. By 1990-91, Hamline University enrolled over 1,000 graduate students. The year 1990-91 was also the first year that the University of St. Thomas used the extension category to describe its enrolled students as noted in Table 38. Although there is missing graduate student enrollment data from Hamline University for the 1991-92 school year and from the University of St. Thomas for the 1994-95 school year, the overall trends in graduate student enrollments showed few notable changes for this five-year period from the previous five-year period.

Table 38

Graduate Student Enrollment 1990-91 through 1994-95

	Regular	Graduate	Extension	Unclassified	Total
1990-91					
Gustavus Adolphus	2390	0	0	0	2390
Hamline	1507	1002	0	0	2509
St. Catherine	3267	174	0	0	3441
St. Thomas	5207	4333	265	0	9805
St. Benedict	1916	0	0	0	1916
St. John's	1971	64	0	0	2035
1991-92					
Gustavus Adolphus	2322	0	0	0	2322
Hamline	-	-	-	-	-
St. Catherine	3246	184	0	0	3430
St. Thomas	5279	4717	160	0	10156
St. Benedict	1806	1	0	0	1807
St. John's	1870	82	0	0	1952
1992-93					
Gustavus Adolphus	2292	0	0	0	2292
Hamline	1427	1028	0	0	2455
St. Catherine	3445	207	0	0	3652
St. Thomas	5188	4885	350	0	10423
St. Benedict	1788	0	0	0	1788
St. John's	1810	90	0	0	1900
1993-94					
Gustavus Adolphus	2335	0	0	0	2335
Hamline	1463	1084	0	0	2547
St. Catherine	3508	341	0	0	3849
St. Thomas	5088	4950	207	0	10245
St. Benedict	1819	0	0	0	1819
St. John's	1762	96	0	0	1858
1994-95					
Gustavus Adolphus	2367	0	0	0	2367
Hamline	1601	1353	0	0	2954
St. Catherine	3538	412	0	0	3950
St. Thomas	-	-	-	-	-
St. Benedict	1845	0	0	0	1845
St. John's	1686	134	0	0	1820

Graduate Student Enrollments 1995-96 through 1999-2000. Hamline

University, the University of St. Catherine, and the University of St. Thomas all have missing data at one time or another during this period, as is noted in Table 39. After not having data available for either 1994-95 or 1995-96, the University of St. Thomas submitted data in 1996-97 that showed it had more graduate students than undergraduate students (5,183 versus 5,066 respectively), as was also true for Hamline University in that same year (1,636 versus 1,625 respectively). However, in 1997-98, graduate enrollment at the Hamline University dipped slightly below that of its undergraduate total. St. John's University graduate school numbers remained small compared to the urban institutions, but they also showed stability with only slight increases in enrollments of graduate students.

Table 39

Graduate Student Enrollments 1995-96 through 1999-2000

	Regular	Graduate	Extension	Unclassified	Total
1995-96					
Gustavus Adolphus	2407	0	0	0	2407
Hamline	-	-	-	-	-
St. Catherine	3413	511	0	0	3924
St. Thomas	-	-	-	-	-
St. Benedict	1897	0	0	0	1897
St. John's	1692	124	0	0	1816
1996-97					
Gustavus Adolphus	2449	0	0	0	2449
Hamline	1625	1636	0	0	3261
St. Catherine	-	-	-	-	-
St. Thomas	5066	5183	75	0	10324
St. Benedict	1958	0	0	0	1958
St. John's	1687	109	0	0	1796
1997-98					
Gustavus Adolphus	2437	0	0	0	2437
Hamline	1752	1712	0	0	3464
St. Catherine	3370	495	0	0	3865
St. Thomas	5127	5230	79	0	10436
St. Benedict	1980	0	0	0	1980
St. John's	1696	127	0	0	1823
1998-99					
Gustavus Adolphus	2545	0	0	0	2545
Hamline	1785	1747	0	0	3532
St. Catherine	3423	584	0	0	4007
St. Thomas	5304	5324	162	0	10790
St. Benedict	1977	0	0	0	1977
St. John's	1738	116	0	0	1854
1999-2000					
Gustavus Adolphus	2551	0	0	0	2551
Hamline	1820	1273	0	0	3093
St. Catherine	3474	708	0	0	4182
St. Thomas	5399	5427	103	0	10929
St. Benedict	2000	0	0	0	2000
St. John's	1736	128	0	0	1864

Graduate Student Enrollments 2000-01 through 2004-05. As can be noted in Table 40, the figures for enrollment of graduate students at Hamline University fluctuated greatly, which raises questions concerning the accuracy of their graduate enrollments during this period. During this time span, the University of St. Thomas' graduate enrollment figures peaked at 6,057 in 2001-02. Following that year, the graduate enrollment numbers at that institution began to drop, and by 2004-05, the undergraduate enrollment at the University of St. Thomas had once again surpassed its graduate enrollment. Conversely, the University of St. Catherine's graduate program continued to enroll more students than it had enrolled in the previous time period and in 2001-02, the University of St. Catherine enrolled over 1,000 graduate students for the first time.

Table 40

Graduate Student Enrollments 2000-01 through 2004-05

	Regular	Graduate	Extension	Unclassified	Total
2000-01					
Gustavus Adolphus	2567	0	0	0	2567
Hamline	1827	2320	0	0	4147
St. Catherine	3555	716	0	0	4271
St. Thomas	5469	5625	194	0	11288
St. Benedict	2024	0	0	0	2024
St. John's	1882	140	0	0	2022
2001-02					
Gustavus Adolphus	2600	0	0	0	2600
Hamline	1858	1655	0	0	3513
St. Catherine	3597	1019	0	0	4616
St. Thomas	5416	6057	0	0	11473
St. Benedict	2101	0	0	0	2101
St. John's	1888	151	0	0	2039
2002-03					
Gustavus Adolphus	2552	0	0	0	2552
Hamline	1901	2856	0	0	4757
St. Catherine	3569	1132	0	0	4701
St. Thomas	5429	5892	0	0	11321
St. Benedict	2072	0	0	0	2072
St. John's	1897	146	0	0	2043
2003-04					
Gustavus Adolphus	2588	0	0	0	2588
Hamline	2029	2153	0	0	4182
St. Catherine	3681	1124	0	0	4805
St. Thomas	5236	5801	0	0	11037
St. Benedict	2054	0	0	0	2054
St. John's	1940	127	0	0	2067
2004-05					
Gustavus Adolphus	2598	0	0	0	2598
Hamline	2077	3013	0	0	5090
St. Catherine	3582	1225	0	0	4807
St. Thomas	5261	5212	0	0	10473
St. Benedict	2033	0	0	0	2033
St. John's	1895	120	0	0	2015

Graduate Student Enrollments 2005-06 through 2010-11. As the results in Table 41 indicate, enrollments of graduate students continued to grow at four of the six institutions under discussion. In 2010-11, graduate student enrollments at Hamline University accounted for approximately 60 percent of its total student enrollment. The University of St. Catherine's graduate enrollment accounted for 28 percent. The University of St. Thomas' graduate student enrollment stood at 42 percent in 2010-11. St. John's University's graduate program accounted for five percent of its total enrollment. Gustavus Adolphus College and the College of St. Benedict remained undergraduate institutions only.

Table 41

Graduate Student Enrollments 2005-06 through 2010-11

	Regular	Grad	Extension	Unclassified	Total
2005-06					
Gustavus Adolphus	2614	0	0	0	2614
Hamline	2035	2735	0	0	4770
St. Catherine	3605	1298	0	0	4903
St. Thomas	5584	5057	0	0	10641
St. Benedict	2044	0	0	0	2044
St. John's	1875	120	0	0	1995
2006-07					
Gustavus Adolphus	2633	0	0	0	2633
Hamline	1993	3115	0	0	5108
St. Catherine	3831	1413	0	0	5244
St. Thomas	5807	4905	0	0	10712
St. Benedict	2061	0	0	0	2061
St. John's	1915	120	0	0	2035
2007-08					
Gustavus Adolphus	2627	0	0	0	2627
Hamline	2080	3365	0	0	5445
St. Catherine	3814	1424	0	0	5238
St. Thomas	6076	4908	0	0	10984
St. Benedict	2046	0	0	0	2046
St. John's	1917	118	0	0	2035
2008-09					
Gustavus Adolphus	2586	0	0	0	2586
Hamline	2075	2912	0	0	4987
St. Catherine	3730	1471	0	0	5201
St. Thomas	6164	4799	0	0	10963
St. Benedict	2107	0	0	0	2107
St. John's	1937	127	0	0	2064

(Table 41 continues)

(Table 41 continued)

	Regular	Grad	Extension	Unclassified	Total
2009-10					
Gustavus Adolphus	2481	0	0	0	2481
Hamline	1921	3245	0	0	5166
St. Catherine	3830	1447	0	0	5277
St. Thomas	6146	4705	0	0	10851
St. Benedict	2096	0	0	0	2096
St. John's	1916	106	0	0	2022
2010-11					
Gustavus Adolphus	2437	0	0	0	2437
Hamline	1990	3032	0	0	5022
St. Catherine	3839	1489	0	0	5328
St. Thomas	6274	4565	0	0	10839
St. Benedict	2079	0	0	0	2079
St. John's	1931	101	0	0	2032

Summary: Graduate Students. The relative number of graduate students enrolled at the four Catholic institutions and the two comparison institutions during the eight periods from 1970-71 through 2010-11 show interesting similarities and differences among the six institutions. Tables 42 and 43 present a summary of the more detailed results provided previously in Tables 34 through 41.

The growth of graduate programs at the three urban institutions is a very distinctive feature that separates these institutions with the rural counterparts. The three urban institutions have developed significant graduate programs. Graduate enrollment figures indicate that the three graduate enrollment figures indicate that the three urban institutions have altered their missions to include programs aimed at students who already obtained a baccalaureate degree. Conversely, the three rural institutions have remained

on their mission of educating young people with a focus on obtaining an undergraduate degree.

The University of St. Catherine began their graduate program during the 1984-85 school year with 77 students. There was modest growth until the 1993-94 school year when the institution experienced an enrollment growth in excess of 50 percent. As indicated in Table 42, the largest growth in graduate students occurred in the five-year period from 1990-91 through 1994-95 at the University of St. Catherine with a 136.8 percent change. By the 2001-02 school year, over 1,000 students were registered in graduate programs at the University of St. Catherine. Since that time, their programs have approached 1,500 students and now account for 28 percent of their total student population.

The University of St. Thomas was the only institution in this study that had a strong graduate program in the 1970s. As indicated in Table 43, they started with 523 graduate students in 1970-71 and that number grew to 4,565 graduate students in 2010-11. Currently available records indicate that 1996-97 was the first school year that over 50 percent of the student population was enrolled in graduate programs. This situation remained until the 2004-05 school year when the University of St. Thomas registered more undergraduate students than graduate students. At present, the institution continues to enroll more undergraduate students, although its number of graduate students far exceeds any other institution in this study.

Over the course of 40 years, Hamline University has moved aggressively into graduate programming. Beginning with the opening of its law school, Hamline has had a presence in graduate education in the State of Minnesota. The institution enrolled more

than 1,000 students for the first time in 1990-91. Some of the enrollment figures show considerable fluctuations, but by the 2010-11 school year, as shown in Table 43, Hamline University had more than 3,000 graduate students. This accounted for 60 percent of the institution's total student population.

The College of St. Benedict has never had a graduate program. However, during the 1991-92 school year, one student was listed as a graduate student, perhaps erroneously.

St. John's University has maintained a relatively small graduate program for over forty years with their School of Theology. As shown in Table 43, St. John's University had 99 graduate students in 1970-71, and 101 graduate students in 2010-11.

Gustavus Adolphus College, the rural comparison institution, like the College of St. Benedict, does not have a graduate program. However, during the 1984-85 school year, the institution noted that it had 70 graduate students. Perhaps these students were listed in the wrong category.

Table 42

Percentage Change in Graduate Students for Six Schools in Five-Year Increments (Six-Year Increment 2005-06 through 2010-11)

	% Change 1970-71 through 1974-75	% Change 1975-76 through 1979-80	% Change 1980-81 through 1984-85	% Change 1985-86 through 1989-90
Gustavus Adolphus	NA	0.0	NA	NA
Hamline	NA	NA	29.4	29.4
St. Catherine	NA	0.0	NA	NA
St. Thomas	NA	96.9	35.9	35.9
St. Benedict	NA	0.0	0.0	0.0
St. John's	NA	31.1	-11.9	-11.9
	% Change 1990-91 through 1994-95	% Change 1995-96 through 1999-00	% Change 2000-01 through 2004-05	% Change 2005-06 through 2010-11
Gustavus Adolphus	0.0	0.0	0.0	0.0
Hamline	35.0	NA	29.9	10.9
St. Catherine	136.8	38.6	71.1	14.7
St. Thomas	NA	NA	-7.3	-9.7
St. Benedict	0.0	0.0	0.0	0.0
St. John's	109.4	3.2	-14.3	-15.8

Table 43

Change in Graduate Enrollment for Six Schools from the Time Period from 1973-74 through 2010-11

	Graduate Enrollment 1973-74	Graduate Enrollment 2010-11
Gustavus Adolphus	0	0
Hamline	0	3032
St. Catherine	0	1489
St. Thomas	523	4565
St. Benedict	0	0
St. John's	99	101

Enrollment – Rural/Urban Percentage Growth Comparisons

The sixth and final lens through which headcount enrollments were analyzed was to divide the institutions into urban or rural settings. The rural set included Gustavus Adolphus College, the College of St. Benedict, and St. John's University, whereas the urban set included Hamline University, the University of St. Catherine, and the University of St. Thomas. As was done for the other sets of results, comparisons in enrollment changes for rural and urban institutions are presented in five-year increments. Total headcount enrollment is used for these comparisons.

In this set of analyses, each of the two comparison institutions was used to compare enrollment changes in the two sets of Catholic institutions. Gustavus Adolphus College was the comparison institution for the rural institutions, and Hamline University

was the comparison institution for the urban institutions. For illustrative purposes, the enrollment percentages in the following figures was set at 100 percent for the two comparison institutions as a way to demonstrate how enrollments differed at each of the two Catholic institutions within the rural and urban settings.

Rural/Urban Percentage Growth Comparisons 1970-71 through 1974-75. In the set of rural institutions, the College of St. Benedict made significant percentage gains in comparison to the other two rural institutions, as is noted in Figure 25. As the results in Figure 26 indicate, the University of St. Thomas' enrollment percentage dropped for a two-year period compared to Hamline University, but moved upward in 1974-75, which was during the years that the issue of coeducation was debated.

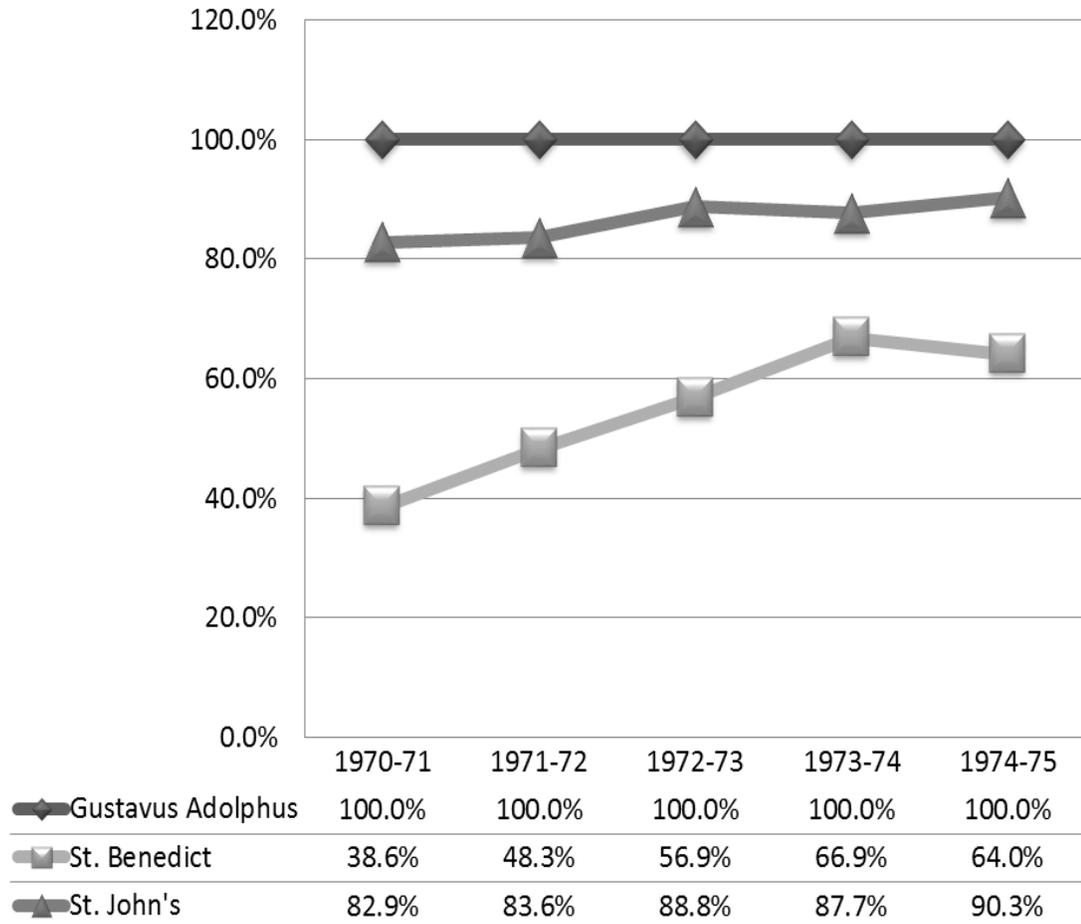


Figure 25. Enrollment comparison of St. Benedict's and St. John's to Gustavus Adolphus for the period 1970-71 through 1974-75.

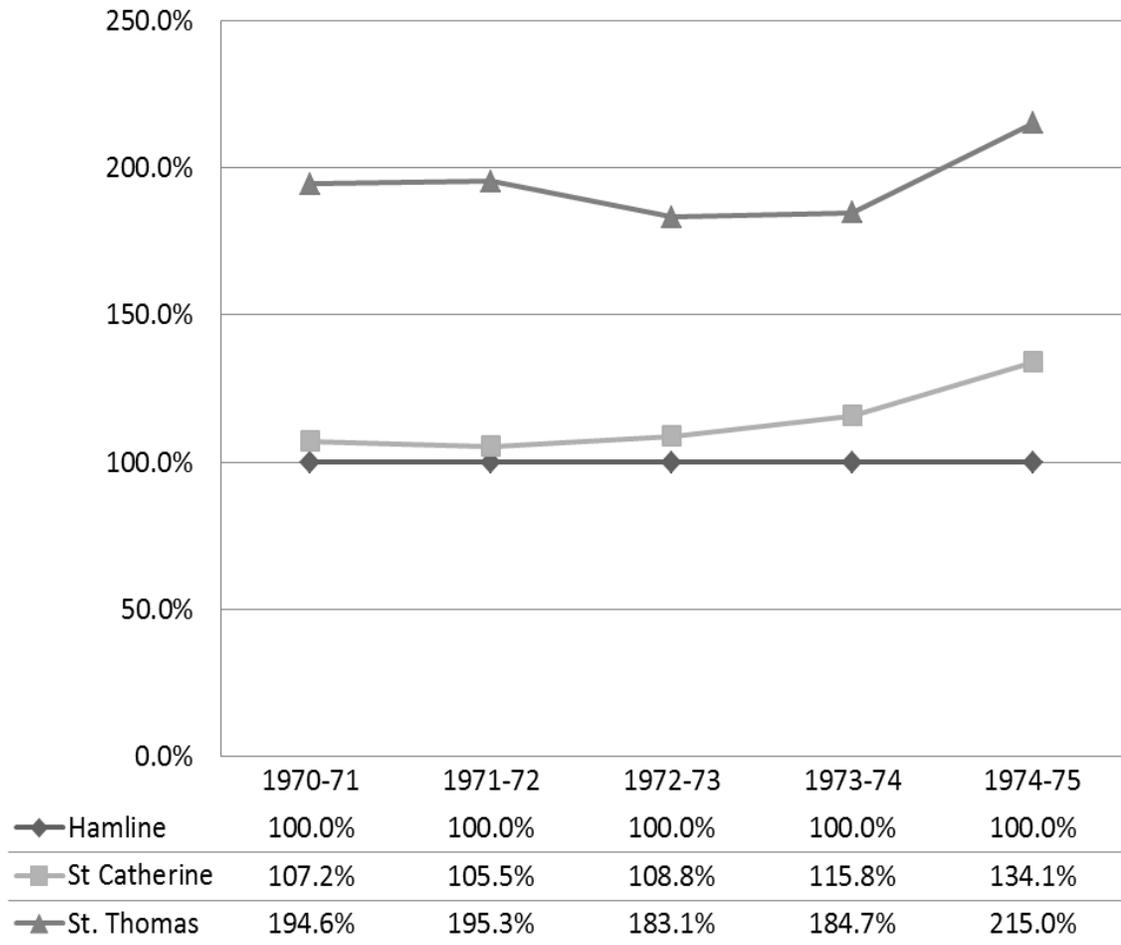


Figure 26. Enrollment comparison of St. Catherine's and St. Thomas to Hamline University for the period 1970-71 through 1974-77.

Rural/Urban Percentage Growth Comparisons 1975-76 through 1979-80. By the 1977-78 school year, enrollment at the College of St. Benedict slightly surpassed enrollment at St. John's University. Significantly, it was in this same year that the two Catholic institutions set into a pattern of each institution having a student population of approximately 80% or more of Gustavus Adolphus College, as the results in Figure 27 indicate. The pattern of the University of St. Thomas' enrollment continued to move upward, in keeping with its decision to go coeducational, as the results in Figure 28 indicate.

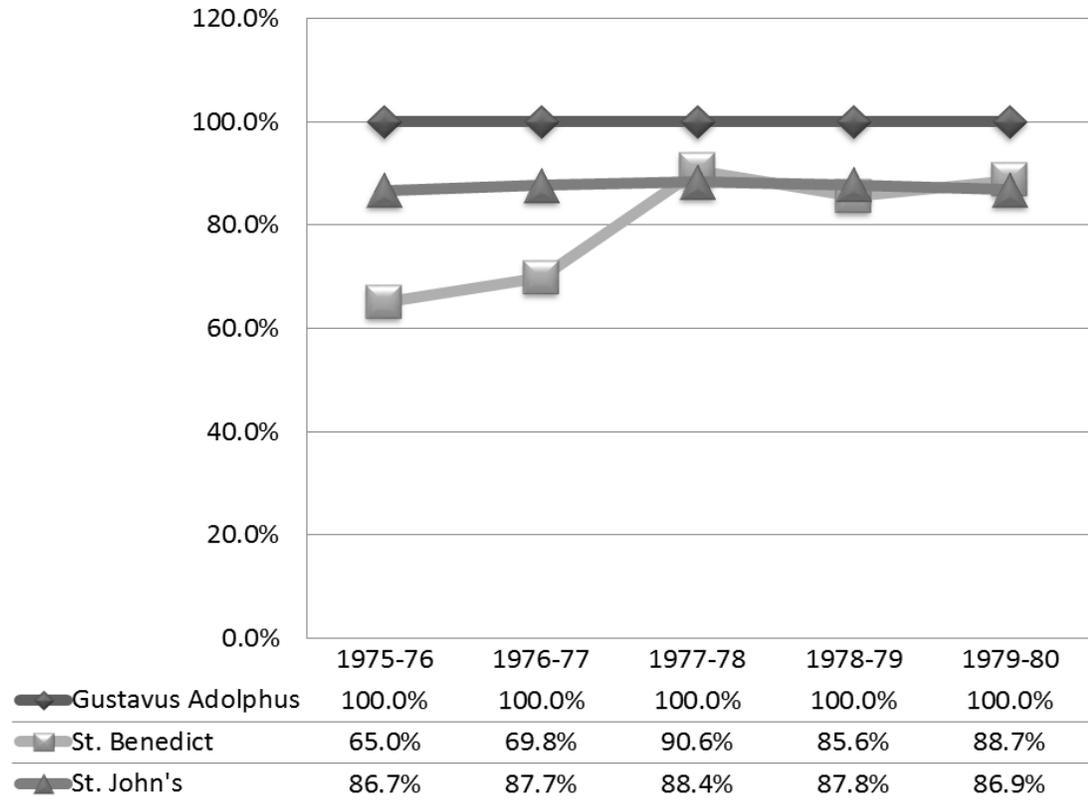


Figure 27. Enrollment Comparison of St. Benedict's and St. John's to Gustavus Adolphus for the Period 1975-76 through 1979-80.

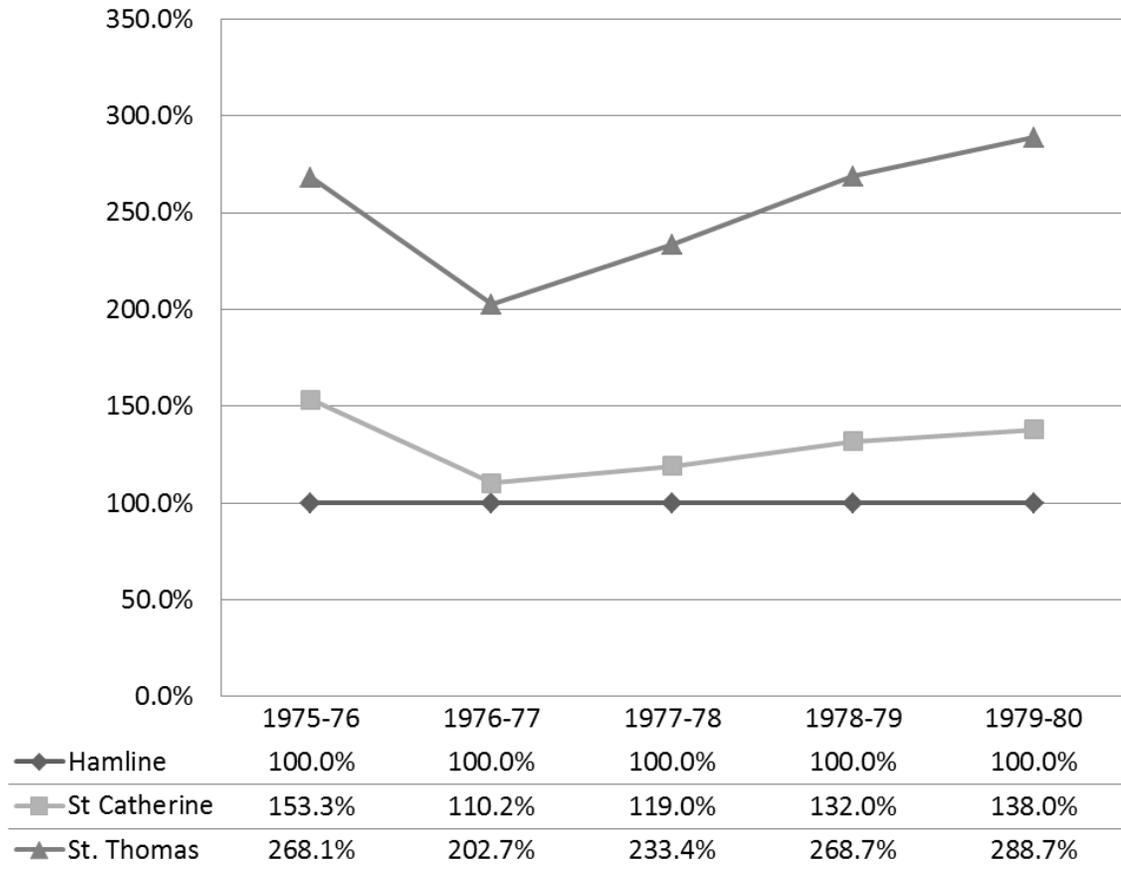


Figure 28. Enrollment Comparison of St. Catherine's and St. Thomas to Hamline University for the Period 1975-76 through 1979-80.

Rural/Urban Percentage Growth Comparisons 1980-81 through 1984-85.

Both the College of St. Benedict and St. John's University made gains compared to the comparison group institution during this period, as results in Figure 29 suggest. During the 1983-84 school year, the College of St. Benedict actually topped Gustavus Adolphus College in enrollment by 2 percent, 2,217 students versus 2,213 respectively. Figure 30 shows St. Thomas continued to gain enrollment in comparison to Hamline University and the University of St. Catherine for this five-year period.

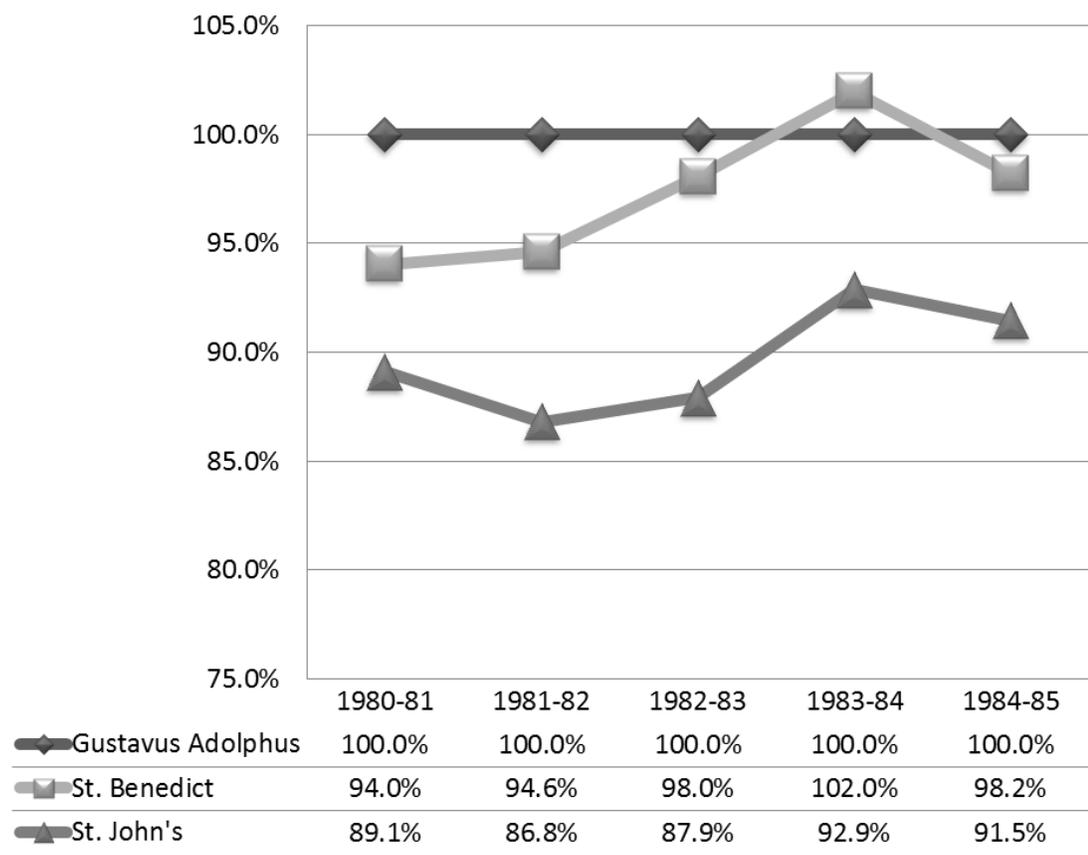


Figure 29. Enrollment Comparison of St. Benedict's and St. John's to Gustavus Adolphus for the Period 1980-81 through 1984-85.

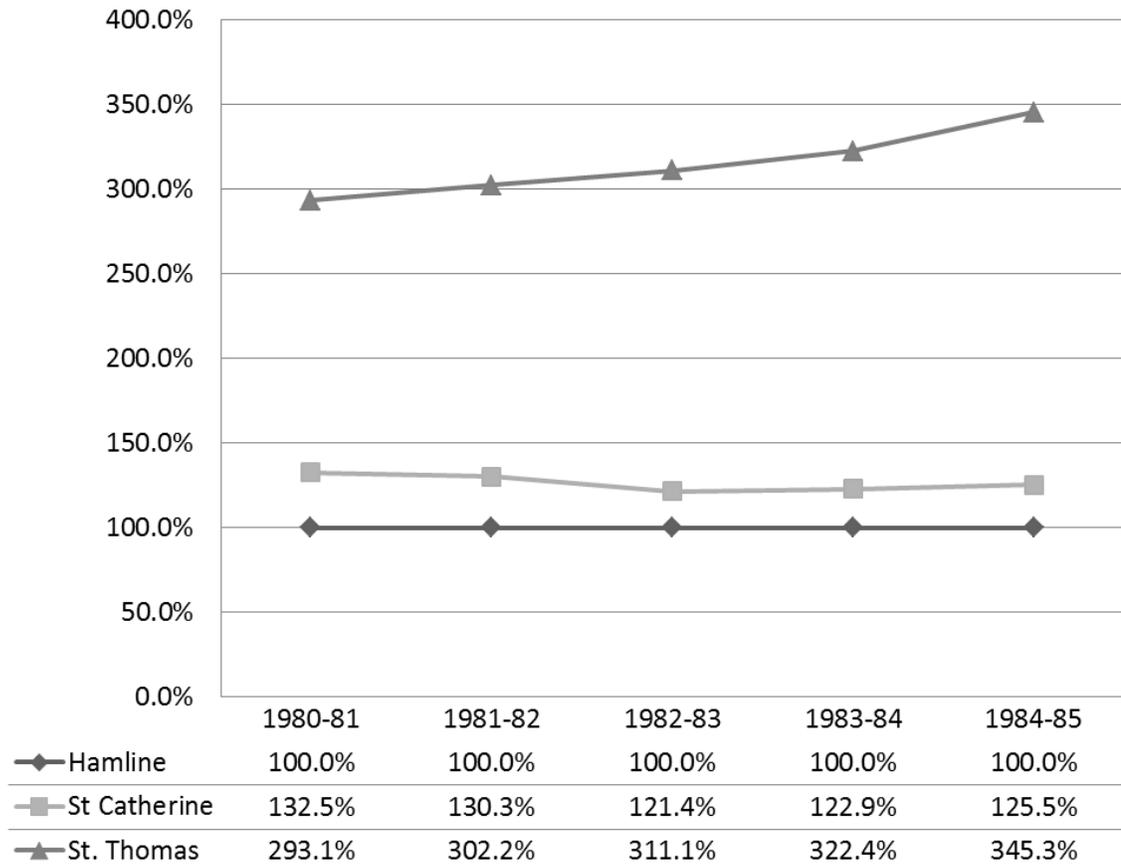


Figure 30. Enrollment Comparison of St. Catherine’s and St. Thomas to Hamline University for the Period 1980-81 through 1984-85.

Rural/Urban Percentage Growth Comparisons 1985-86 through 1989-90.

During this five-year period that the College of St. Benedict and St. John’s University each fell into a pattern of having an enrollment of about 80 percent compared to the enrollment of Gustavus Adolphus College as results in Figure 31 suggest. That pattern remains virtually unchanged to this day as indicated by the last set of results in this section on enrollment figures during the final time period 2005-06 through 2010. As Figure 32 indicates, the University of St. Thomas enrolled more than four times as many

students as its comparison institution, Hamline University, in the 1987-88 school year. It was in the 1987-88 school year that the University of St. Thomas began to include headcount enrollments from the St. Paul School of Divinity into their total headcount enrollment.

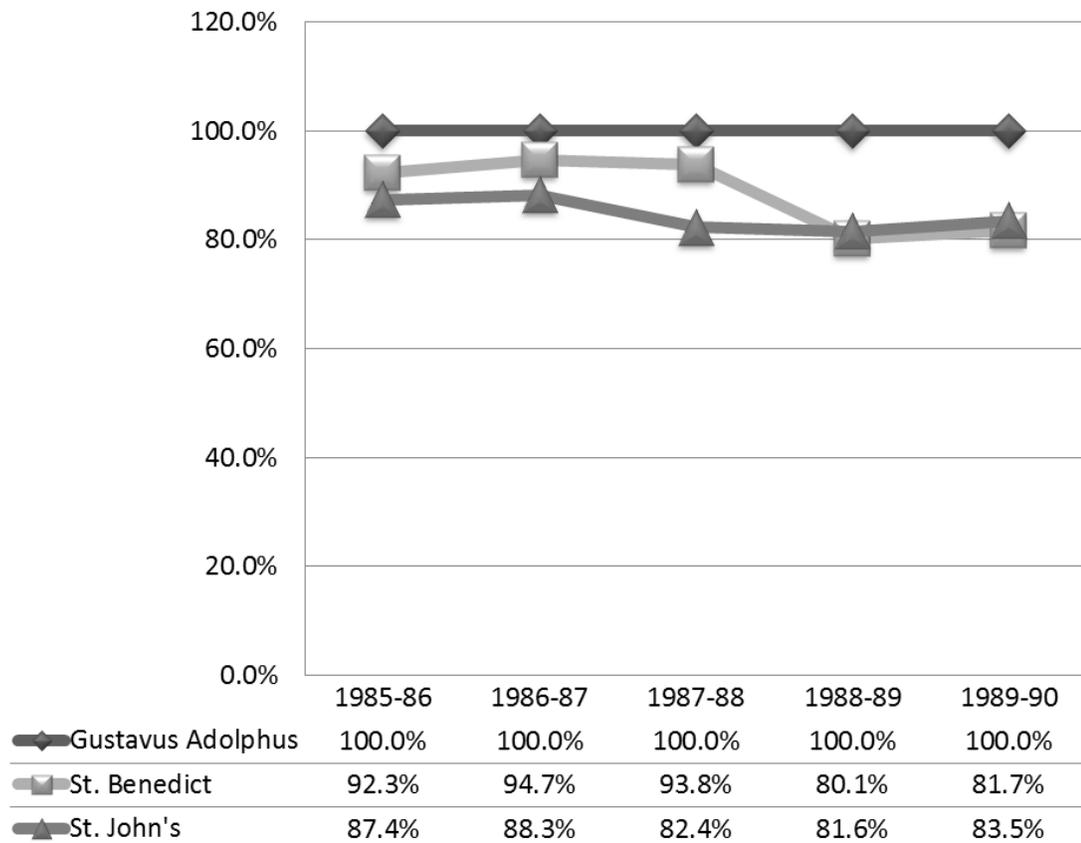


Figure 31. Enrollment Comparison of St. Benedict's and St. John's to Gustavus Adolphus for the Period 1985-86 through 1989-90.

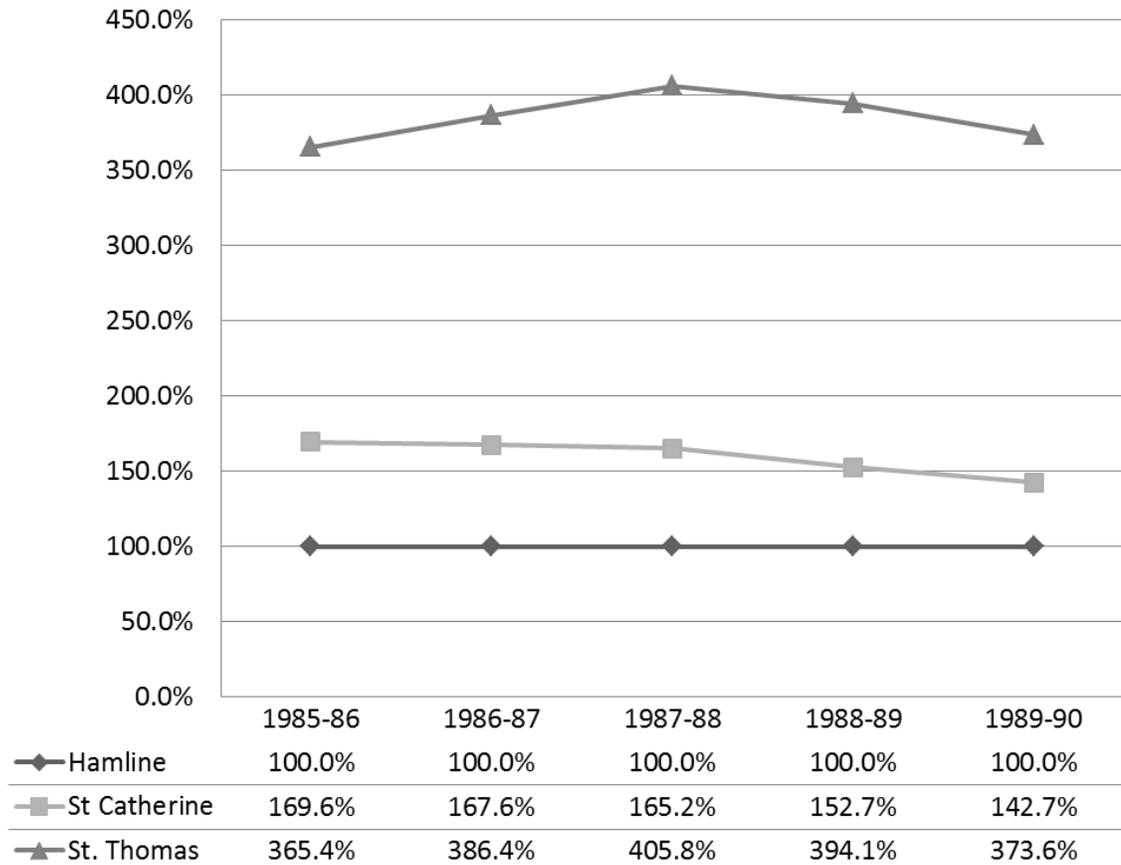


Figure 32. Enrollment Comparison of St. Catherine’s and St. Thomas to Hamline University for the Period 1985-86 through 1989-90.

Rural/Urban Percentage Growth Comparisons 1990-91 through 1994-95. It was during this five-year period that the two rural, Catholic institutions fell into a pattern of having an enrollment of approximately 80 percent of their comparison institution, Gustavus Adolphus College as results in Figure 33 show. In the 1991-92 school year, the enrollment at the University of St. Thomas was more than four times that of Hamline University as indicated in Figure 34. In 1994-95, that percentage begins a slow decline to about 200 percent of Hamline University by 2004-05.

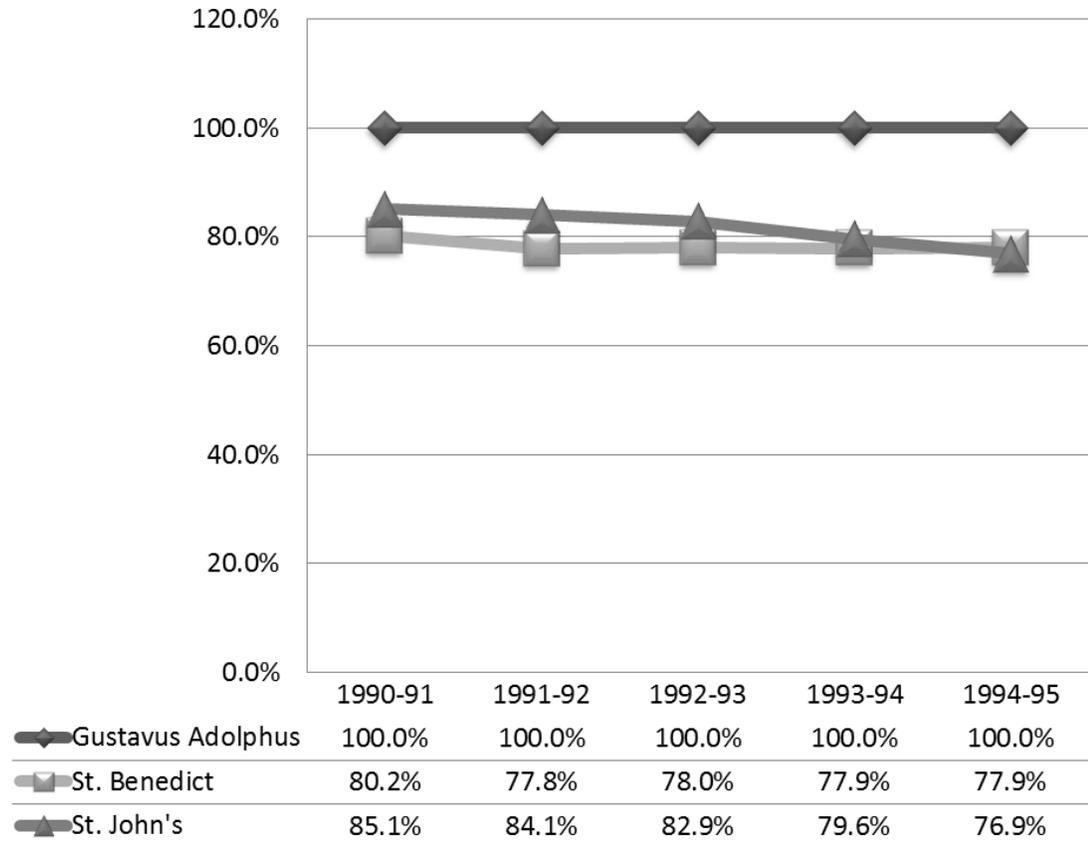


Figure 33. Enrollment Comparison of St. Benedict’s and St. John’s to Gustavus Adolphus for the Period 1990-91 through 1994-95.

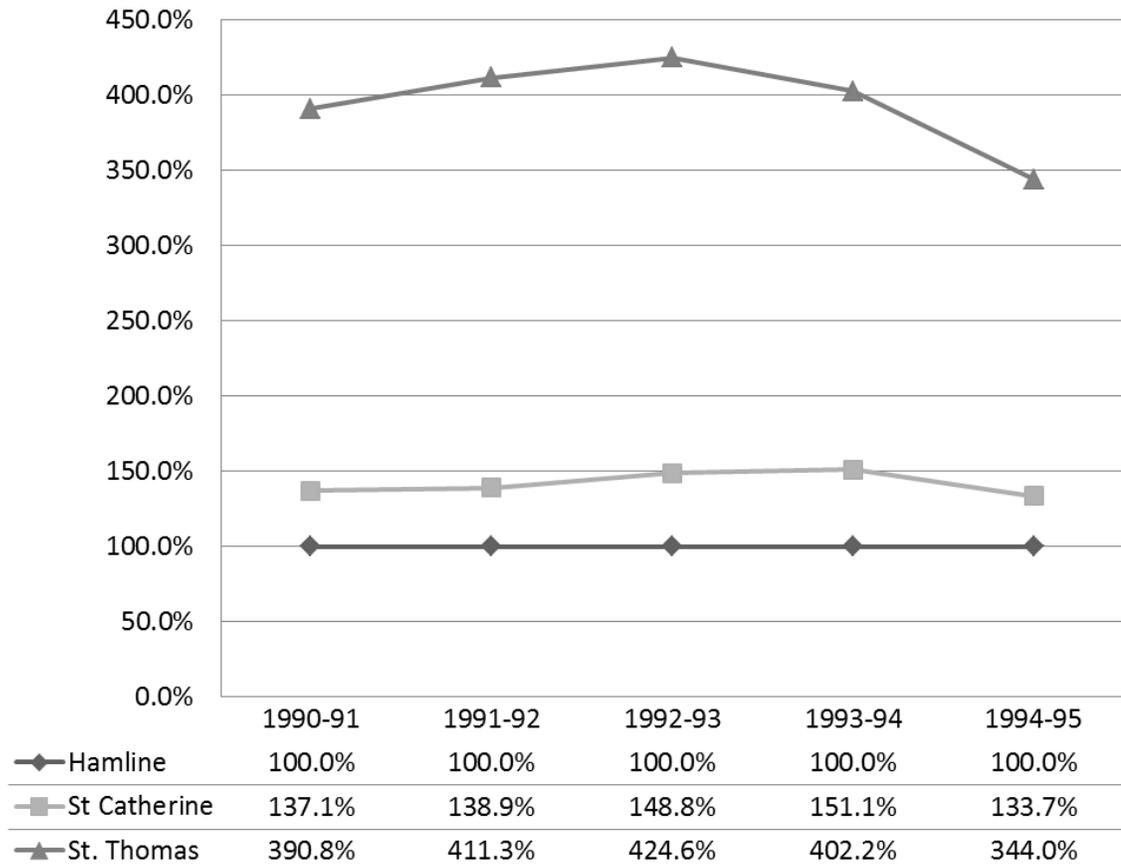


Figure 34. Enrollment Comparison of St. Catherine’s and St. Thomas to Hamline University for the Period 1990-91 through 1994-95.

Rural/Urban Percentage Growth Comparisons 1995-96 through 1999-2000.

Figure 35 is remarkable in its consistency of rural enrollment patterns. Although there is missing data for the University of St. Catherine for 1995-96 and 1996-97 and for the University of St. Thomas for the 1995-96 school year, the two Catholic institutions saw enrollment growth compared to their comparison institution, Gustavus Adolph College for this five-year period as shown in Figure 36.

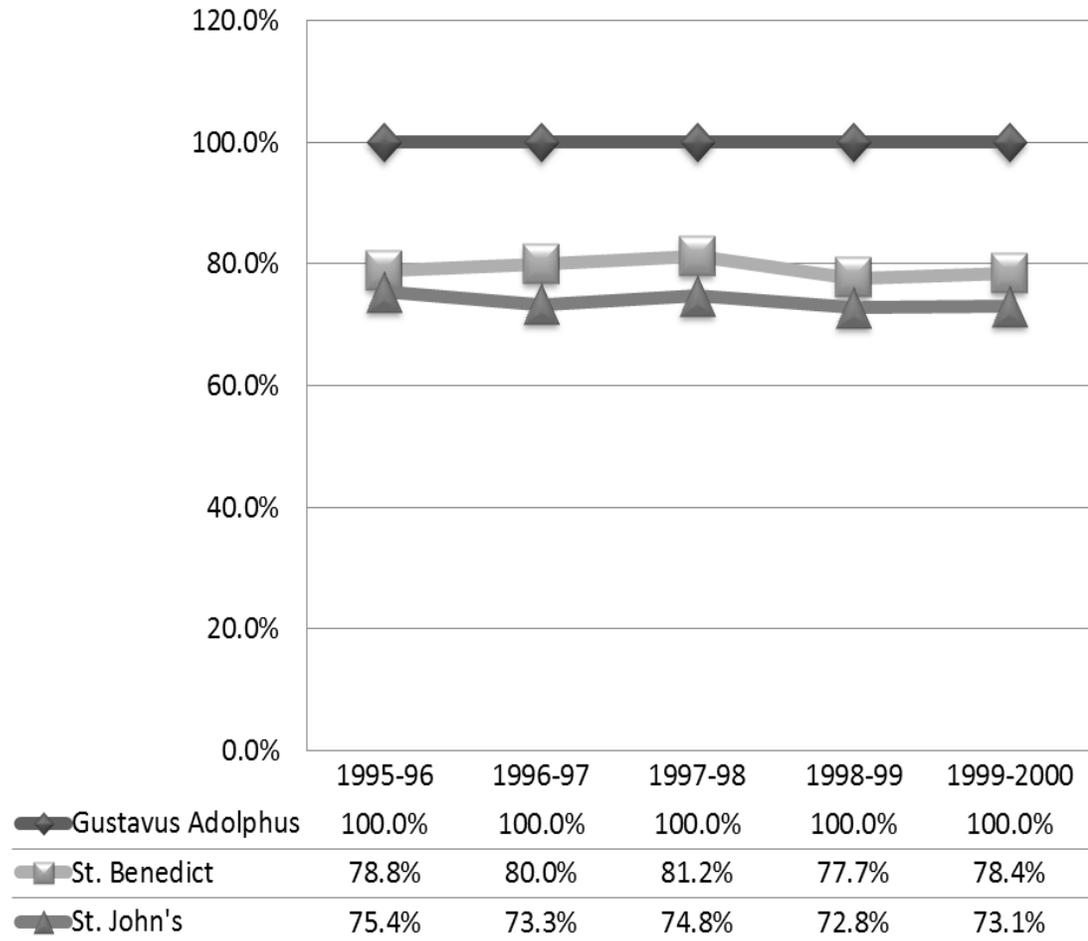


Figure 35. Enrollment Comparison of St. Benedict's and St. John's to Gustavus Adolphus for the Period 1995-96 through 1999-2000.

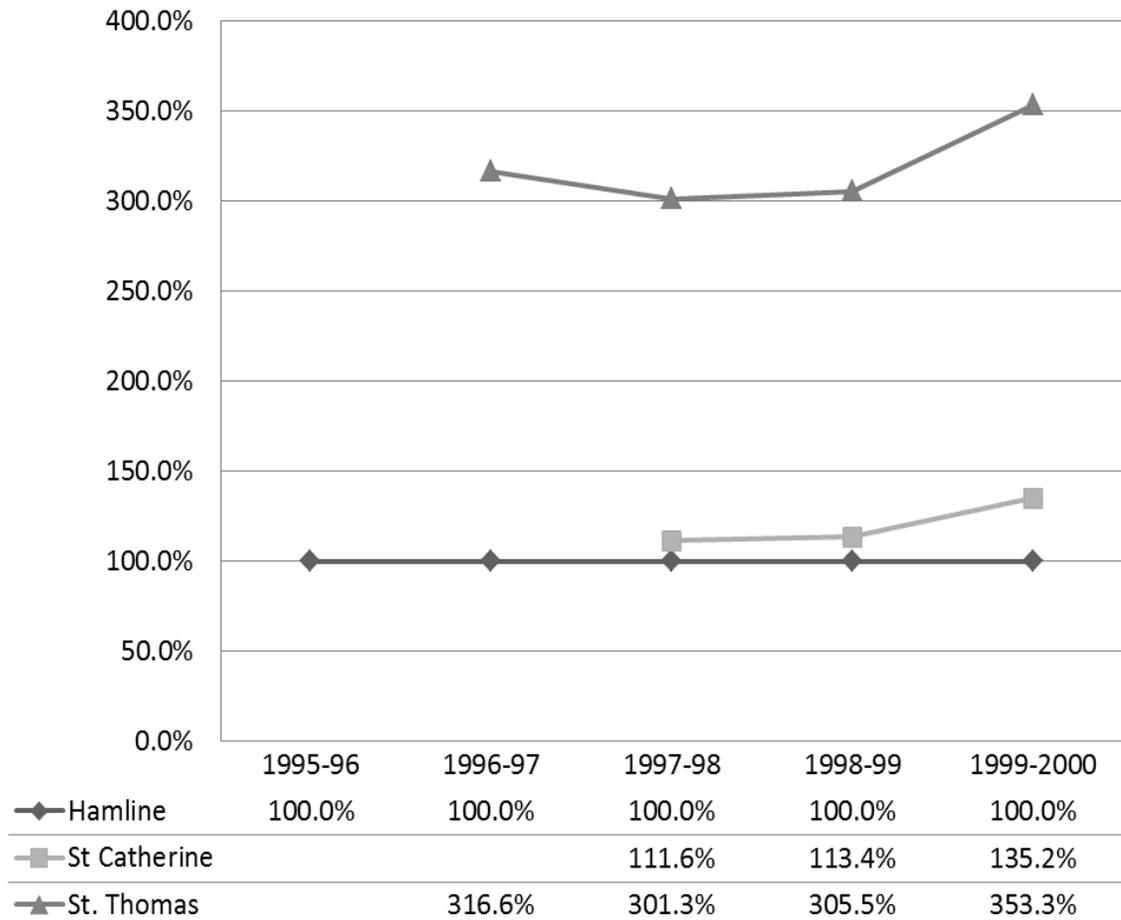


Figure 36. Enrollment Comparison of St. Catherine’s and St. Thomas to Hamline University for the Period 1995-96 through 1999-2000.

Rural/Urban Percentage Growth Comparisons 2000-01 through 2004-05. As

the results in Figure 37 indicate, the enrollment patterns previously established by the three rural institutions remained unchanged. Figure 38 shows that enrollments at the University of St. Catherine continued to remain quite close to Hamline University, surpassing it significantly in 2001-02, which was the year that Hamline University showed a significant decline in their total headcount enrollment.

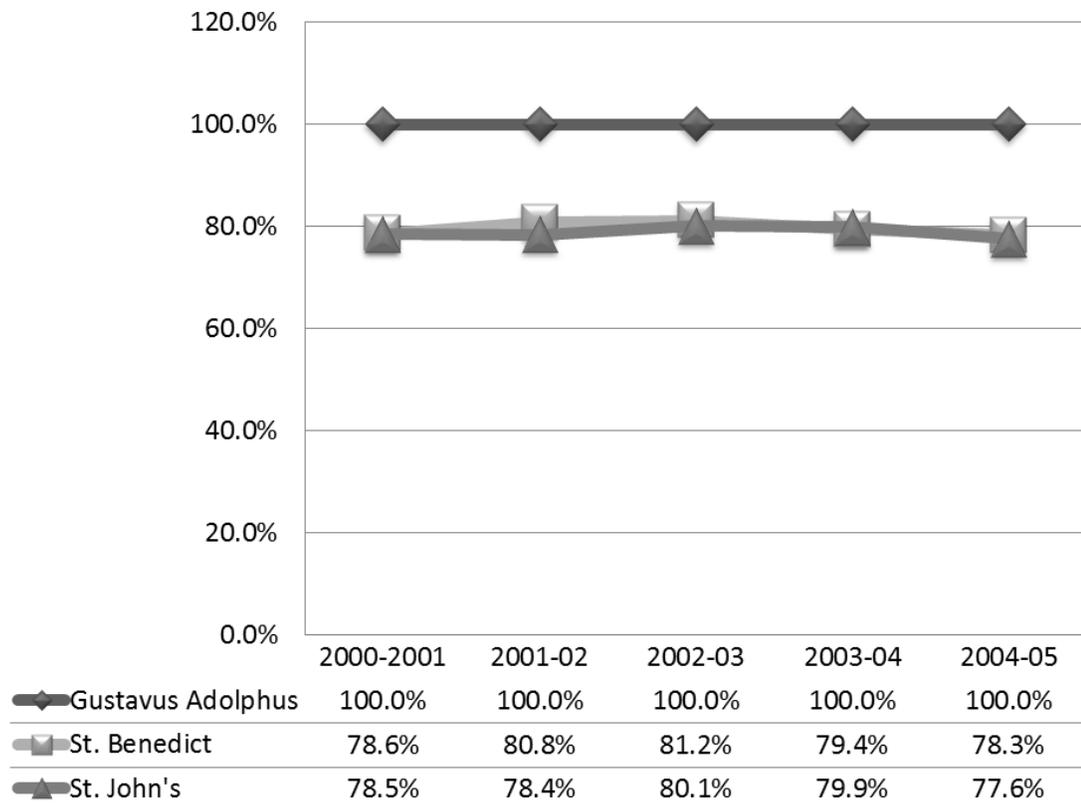


Figure 37. Enrollment Comparison of St. Benedict’s and St. John’s to Gustavus Adolphus for the Period 2000-01 through 2004-05.

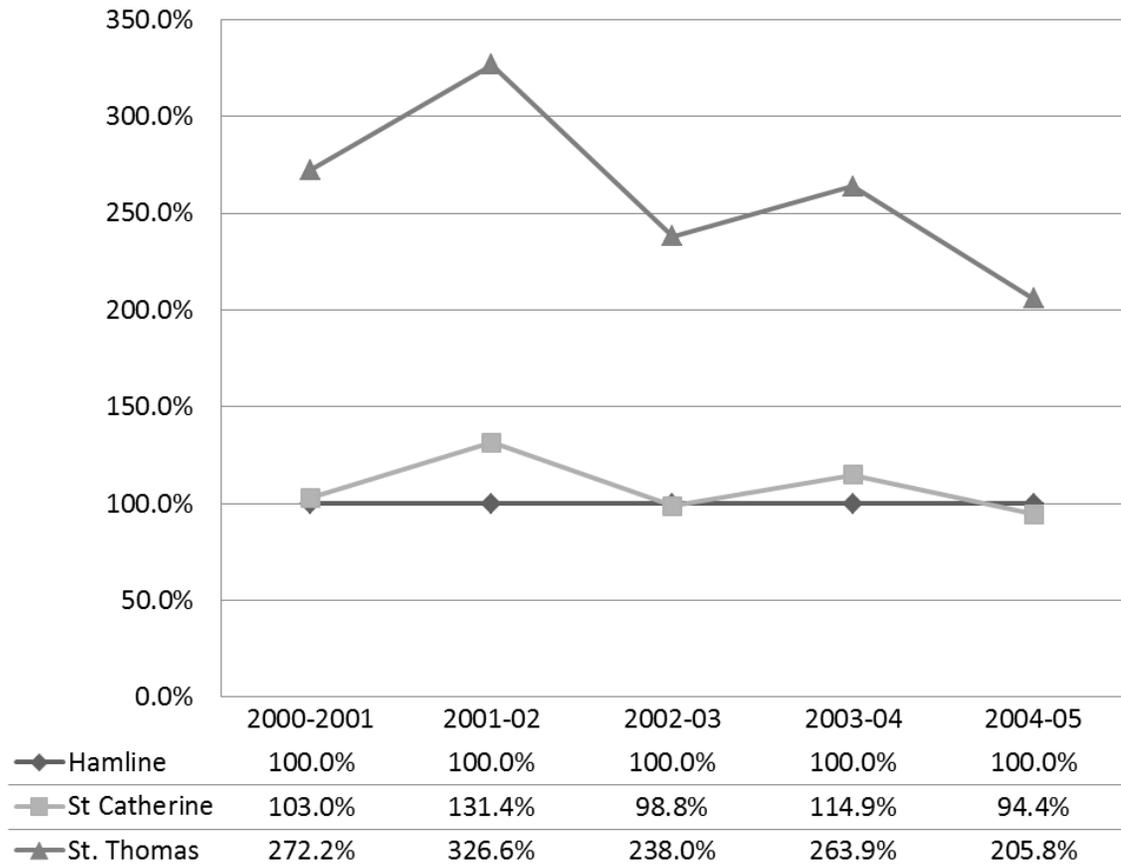


Figure 38. Enrollment Comparison of St. Catherine’s and St. Thomas to Hamline University for the Period 2000-01 through 2004-05.

Rural/Urban Percentage Growth Comparisons 2005-06 through 2010-11.

This six-year period reflects substantial stability in the case of the four institutions under discussion as well as the two comparison schools, as results in Figures 39 and 40 indicate. The enrollment patterns of the rural institutions, the College of St. Benedict and the University of St. John’s, remained stable compared to Gustavus Adolphus College. The combined enrollments of Hamline University and the University of St. Catherine virtually equal the headcount of the University of St. Thomas during this period.

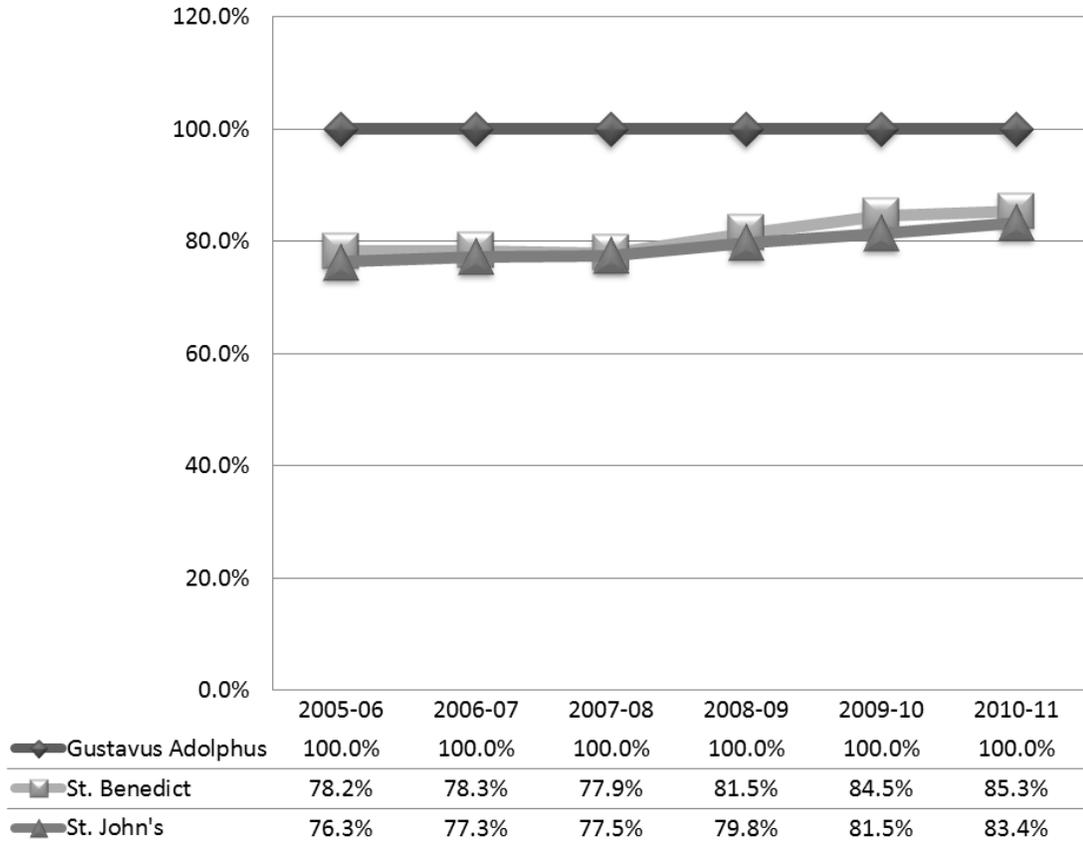


Figure 39. Enrollment Comparison of St. Benedict’s and St. John’s to Gustavus Adolphus for the Period 2005-06 through 2010-11.

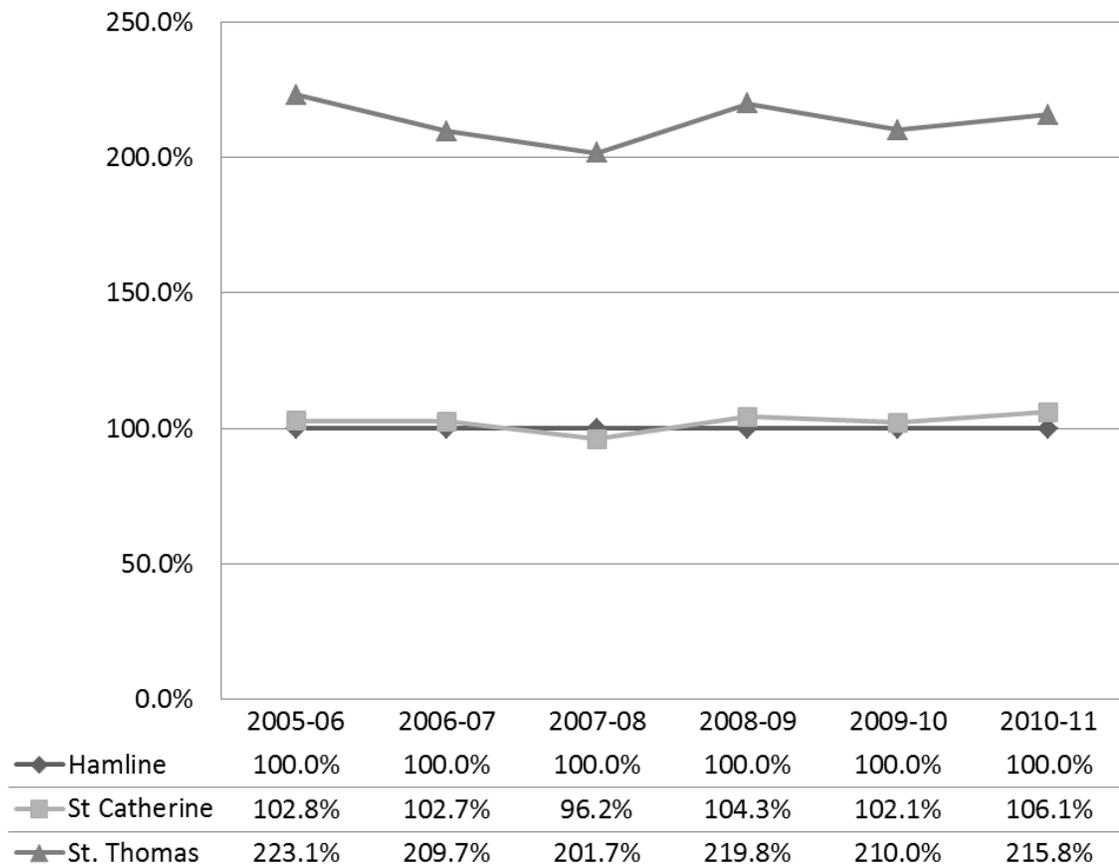


Figure 40. Enrollment Comparison of St. Catherine’s and St. Thomas to Hamline University for the Period 2005-06 through 2010-11.

Summary: Rural/Urban Percentage Growth Comparisons. The relative number of students enrolled at the two rural Catholic institutions and one rural comparison institution, as well as the two urban Catholic institutions and one urban comparison institution during the eight periods from 1970-71 through 2005-11 indicated remarkable stability and similarities over the decades.

Table 44 compares the percentage of students in the six institutions located in urban or rural locales respectively. Although there were fluctuations in the early years of this study, by the mid-1980s, an enrollment pattern developed for the rural institutions that has remained unchanged. In general, the College of St. Benedict and St. John’s

University have had virtually the same student population and that figure has been about 80 percent of the student population at Gustavus Adolphus College.

In 1970-71, Hamline University and the University of St. Catherine had very similar enrollments and those figures were approximately 50 percent of the University of St. Thomas. As of 2010-11, the same holds true; Hamline University and the University of St. Catherine had very similar enrollments and those figures were approximately 50 percent of the enrollments at the University of St. Thomas.

Table 44

Rural/Urban Headcount Percentages

Year	Rural Percentage	Urban Percentage	Year	Rural Percentage	Urban Percentage
1970-71	45.7	54.3	1991-92	27.5	72.5
1971-72	46.6	53.4	1992-93	26.6	73.4
1972-73	47.6	52.4	1993-94	26.5	73.5
1973-74	49.4	50.6	1994-95	26.1	73.9
1974-75	47.9	52.1	1995-96	NA	NA
1975-76	45.9	54.1	1996-97	NA	NA
1976-77	42.2	57.6	1997-98	26.0	74.0
1977-78	43.3	56.7	1998-99	25.8	74.2
1978-79	42.4	57.6	1999-2000	26.1	73.9
1979-80	41.8	58.2	2000-01	25.2	74.8
1980-81	40.9	59.1	2001-02	25.6	74.4
1981-82	39.6	60.4	2002-03	24.3	75.7
1982-83	39.7	60.3	2003-04	25.1	74.9
1983-84	38.9	61.1	2004-05	24.6	75.4
1984-85	37.7	62.3	2005-06	24.7	75.3
1985-86	34.5	65.5	2006-07	24.2	75.8
1986-87	33.3	66.7	2007-08	23.6	76.4
1987-88	31.7	68.3	2008-09	24.2	75.8
1988-89	30.7	69.3	2009-10	23.7	76.3
1989-90	29.7	70.3	2010-11	23.6	76.4
1990-91	28.7	71.3			

Tuition Rates

The second set of results examines tuition rates for the period of time covered in this study. The results consider changes in tuition rates from three contrasting perspectives. The analysis is a compilation of the tuition charges at each of the four Catholic institutions of higher education that form the focus of this investigation, but it also includes the two comparison institutions, Hamline University and Gustavus Adolphus College. The tuition rates in this analysis were collected from the Minnesota Office of Higher Education, a cabinet level agency for the State of Minnesota.

As is the case in other areas of this study, the statistical categories for describing tuition changed over time, and in some cases, tuition rates were not reported. Resident tuition and mandatory fees for undergraduate education was determined to be the best estimate of the cost of education for one year. Mandatory fees were included to give more accurate cost estimate. Schools tended to have different fee structures, so the final, total cost for a year's education seemed to represent the best cost estimate. For simplicity, the word tuition in the following pages means the sum of tuition and fees.

The second analysis considers the rising cost of a four-year college education by showing the percentage rate increases at the various institutions compared with changes to the consumer price index. It is a well-known fact that the cost of a college education has risen much faster than the rate of inflation for certain periods during the past 40 years. The inflation rates are included to provide an additional statistic for interpreting cost changes at the four Catholic institutions and the two comparison institutions.

The third analysis compares cost changes at the four Catholic liberal arts institutions of higher education to the two comparison institutions of higher education. The comparison group's tuition is considered to be 100% for each year. The tuition rates at the Catholic institutions are then compared to the comparison group as a percentage.

As noted previously, the University of St. Catherine and the University of St. Thomas were compared with their comparison group institution, Hamline University. In the same vein, the College of St. Benedict and St. John's University were compared with Gustavus Adolphus College.

Tuition Levels

The annual tuition rates at the four Catholic liberal arts colleges and the two comparison private liberal arts colleges are presented in five-year periods. As noted previously, cost data are missing for certain years for particular institutions. Also, the Minnesota Office of Higher Education used a different reporting method from 1983 through 1985, since no state funds would be allocated to a private institution once a tuition cap of \$3,598 was reached. A longer discussion of this situation is included in the five-year period covering years 1980-81 through 1984-85.

Tuition Rates for 1970-71 through 1974-75. Figure 41 contains cost rates for the first five-year period. For the first year of this time period, the College of St. Benedict was lowest at \$1,475, while Hamline University was highest at \$2,010. For the last year of this time period, the University of St. Catherine was lowest at \$1,910, while Gustavus Adolphus College remained the highest at \$2,735.

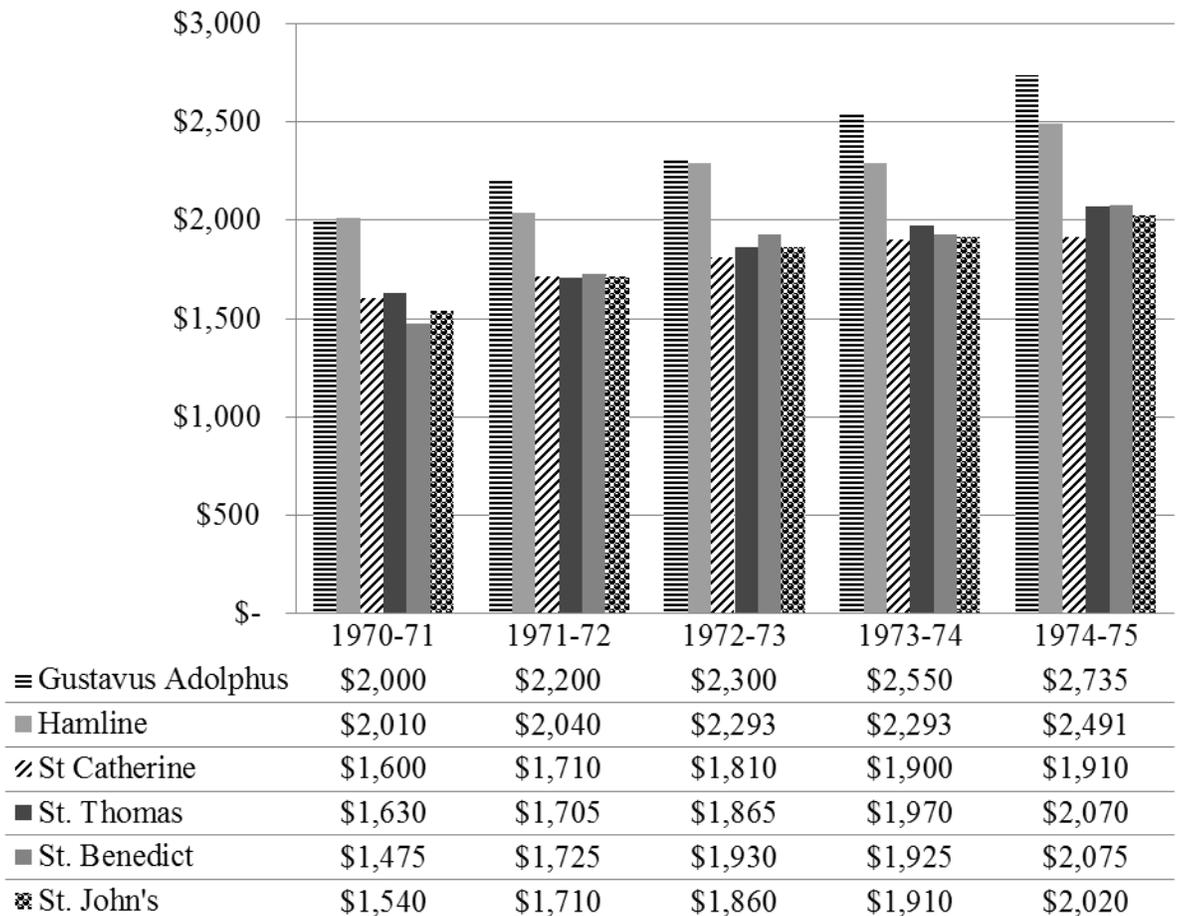


Figure 41. Tuition Rates for Selected Schools for the Period 1970-71 through 1974-75.

Tuition Rates for 1975-76 through 1979-80. For this five-year period, data is missing from the Minnesota Office of Higher Education for the 1977-78 school year, as indicated in Figure 42. The University of St. Catherine had the lowest tuition at \$2,170 and Gustavus Adolphus had the highest tuition at \$2,885 for the first year of this five-year period. For the last year in this time period, the University of St. Thomas was the lowest at \$2,800, while Gustavus Adolphus College remained the highest at \$3,800.

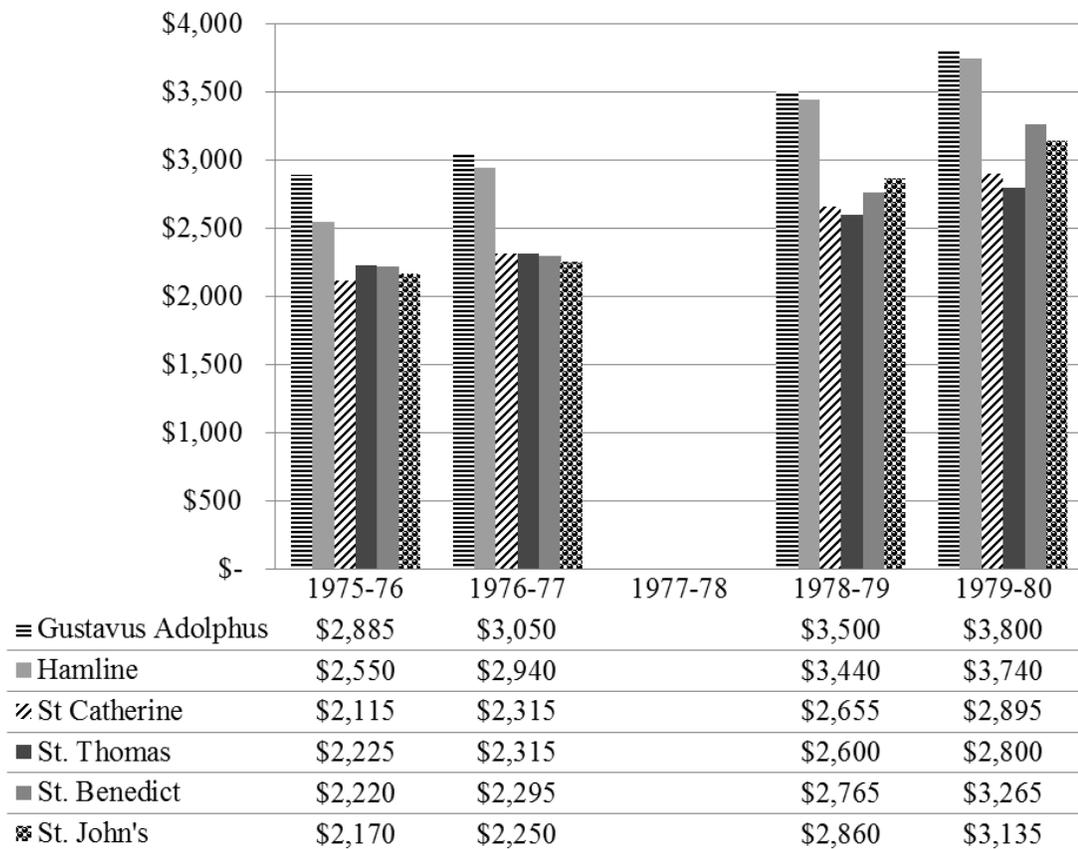


Figure 42. Tuition Rates for Select Schools for the Period 1975-76 through 1979-80.

Tuition Rates for 1980-81 through 1984-85. The five-year period saw consistent increases in tuition for all six of the institutions in this study as shown in Figure 43. By the 1981-82 school year, Hamline University's tuition of \$4,870 had surpassed that of Gustavus Adolphus College at \$4,750. The University of St. Thomas remained the least expensive for the first three years of this time period. This five-year period posed a number of problems for this research. Reporting changed for the 1983-84 school year and the Minnesota Office of Higher Education only listed the amount of allowable state funding of \$3,598 for each of the six institutions. That figure does not reflect the actual tuition charged to students for that year. No data were available for the 1984-85 school year.

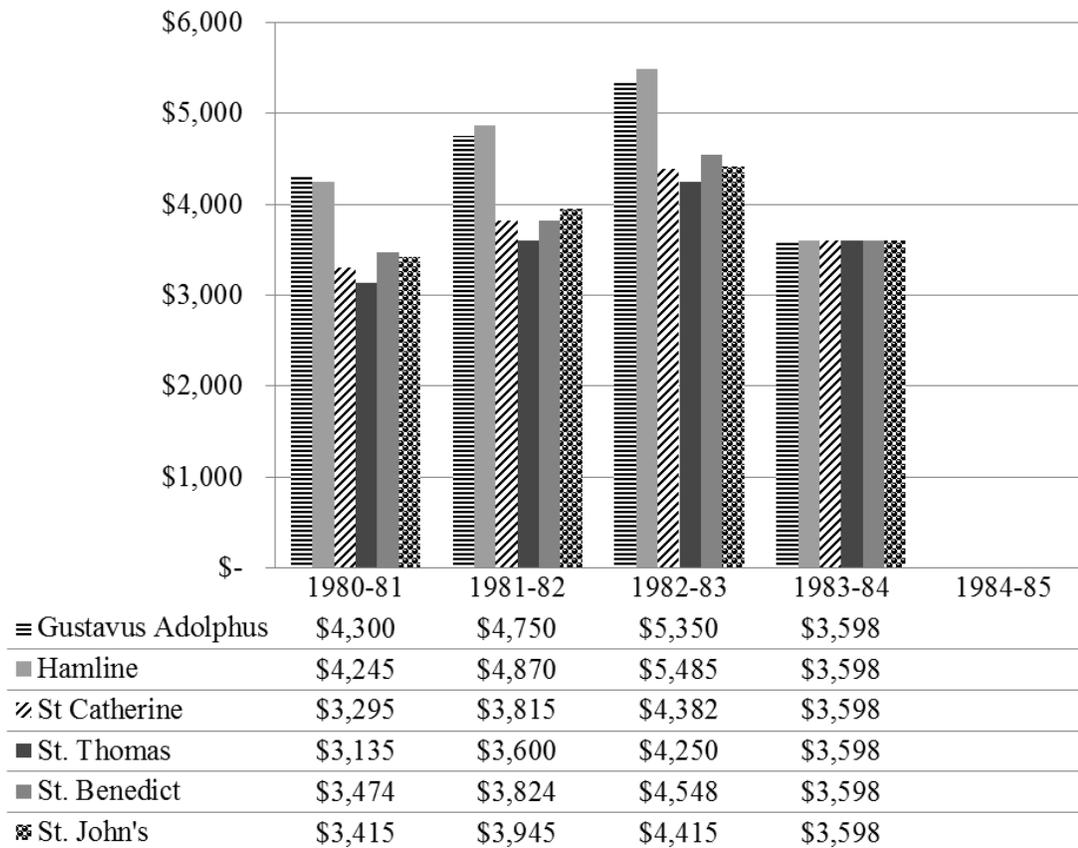


Figure 43. Tuition Rates for Select Schools for the Period 1980-81 through 1984-85.

Tuition Rates for 1985-86 through 1989-90. Figure 44 contains tuition for each of the six institutions for the period 1985-86 through 1989-90. Reporting was again changed for the 1986-87 school year. Initially it appeared that tuition levels increased by more than 60 percent. Further investigation proved enlightening. The State of Minnesota began charting the state grant award parameters in that year, and included “living and miscellaneous expenses (LME)”. In order to discern the actual (uncapped) tuition and fees, the LME figure had to be subtracted from the total tuition and fees column. For example, under the tuition and fees column, Gustavus Adolphus College was reported as \$10,810 for the 1985-86 school year. LME of \$2,960 has to be subtracted from that figure to arrive at the actual tuition and fees of \$7,850 for the 1986-87 school year. All the figures from 1986-87 forward were calculated in this manner.

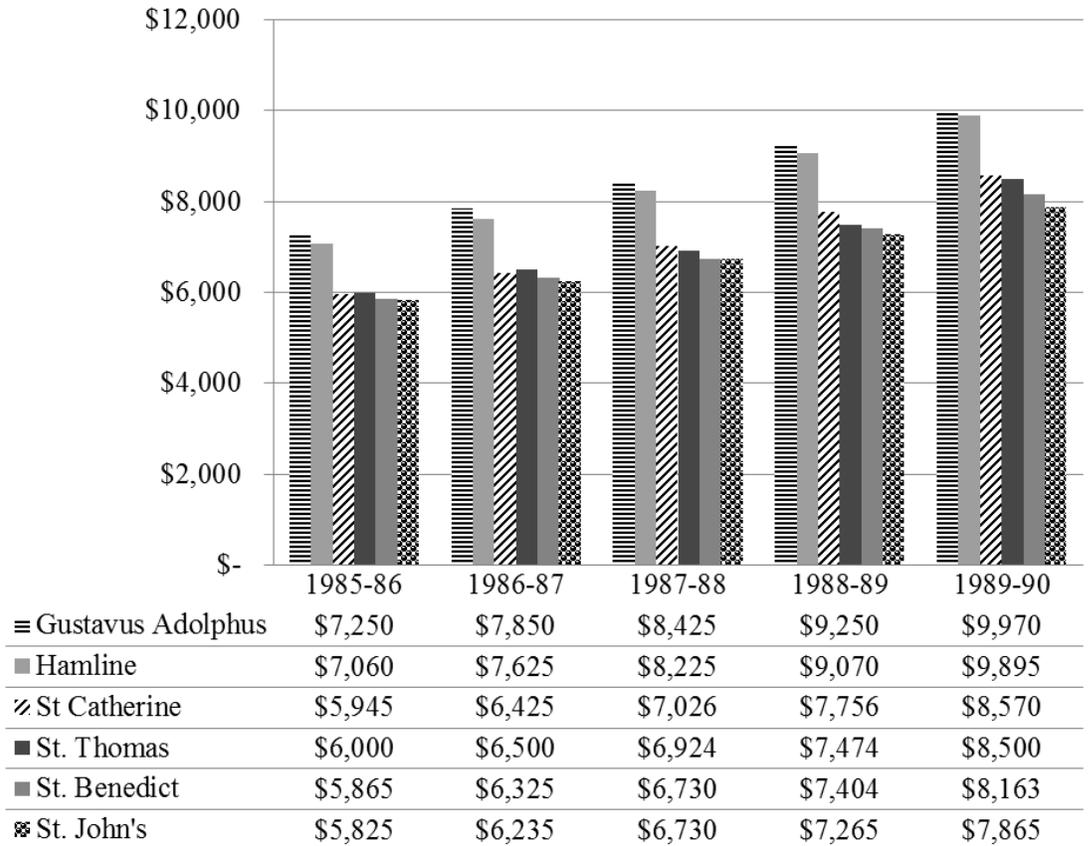


Figure 44. Tuition Rates for Select Schools for the Period 1985-86 through 1989-90.

Tuition Rates for 1990-91 through 1994-95. Figure 45 indicates no dramatic changes during this five-year period given the fact that tuition levels at all six institutions continued to rise. However, it was during the 1992-93 school year that the College of St. Benedict and St. John's University first equalized their tuition. For the 1990-91 school year, St. John's University had the lowest tuition at \$9,030 and Gustavus Adolphus College had the highest tuition at \$11,000. By 1994-95, the University of St. Catherine had the lowest tuition at \$11,680 and Gustavus Adolphus College still had the highest tuition at \$13,617.

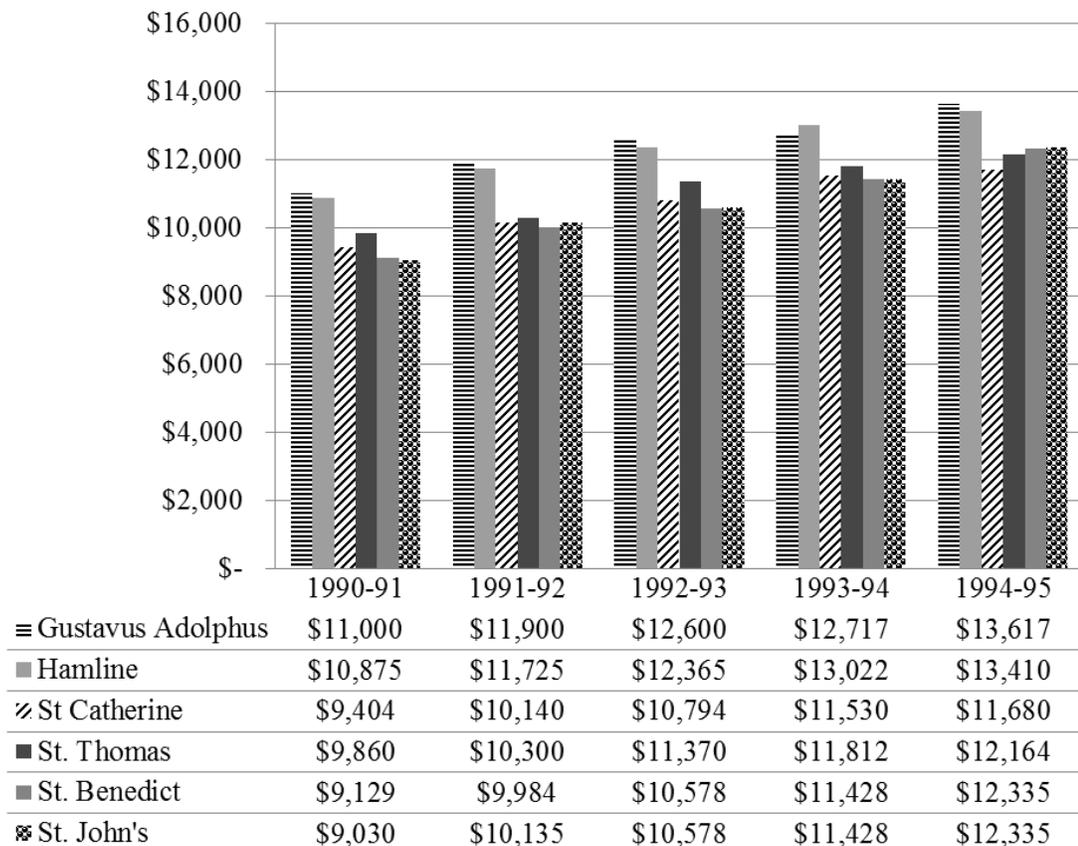


Figure 45. Tuition Rates for Select Schools for the Period 1990-91 through 1994-95.

Tuition Rates for 1995-96 through 1999-2000. Figure 46 contains tuition rates for each of the five years during the period from 1995-96 through 1999-2000. During the 1996-97 school year, the University of St. Thomas' tuition surpassed that of Hamline University, \$14,400 versus \$14,344. This represents the first time that one of the Catholic liberal arts institutions' tuition was higher than tuition at one of the comparison schools.

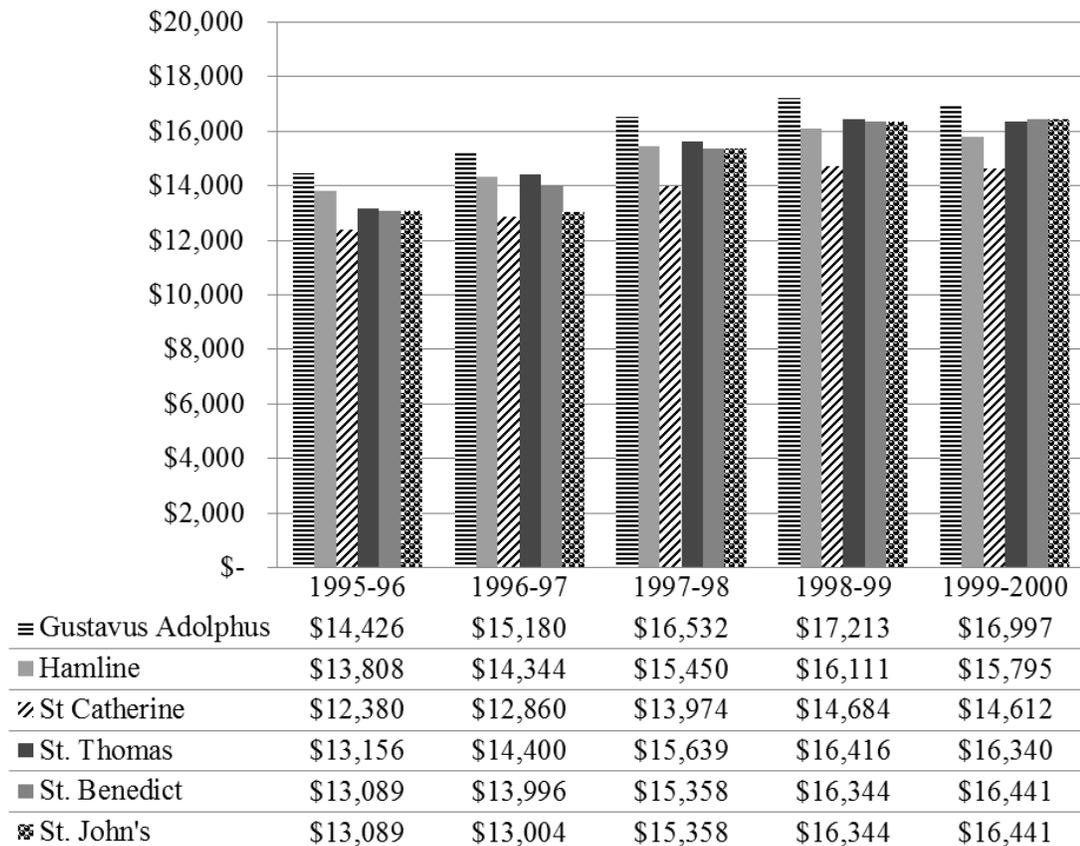


Figure 46. Tuition Rates for Select Schools for the Period 1995-96 through 1999-2000.

Tuition Rates for 2000-01 through 2004-05. Tuition trends for all six institutions continued upward for the five-year period from 2000-01 through 2004-05 as indicated in Figure 47. For the first year of this five-year period, 2000-01, the University of St. Catherine had the lowest tuition rate at \$15,422 while Gustavus Adolphus had the highest tuition rate at \$17,722. For the last year of this five-year period, 2004-05, the University of St. Catherine's tuition rate remained the lowest at \$19,750 while Gustavus Adolphus College's tuition rate remained the highest at \$22,720.

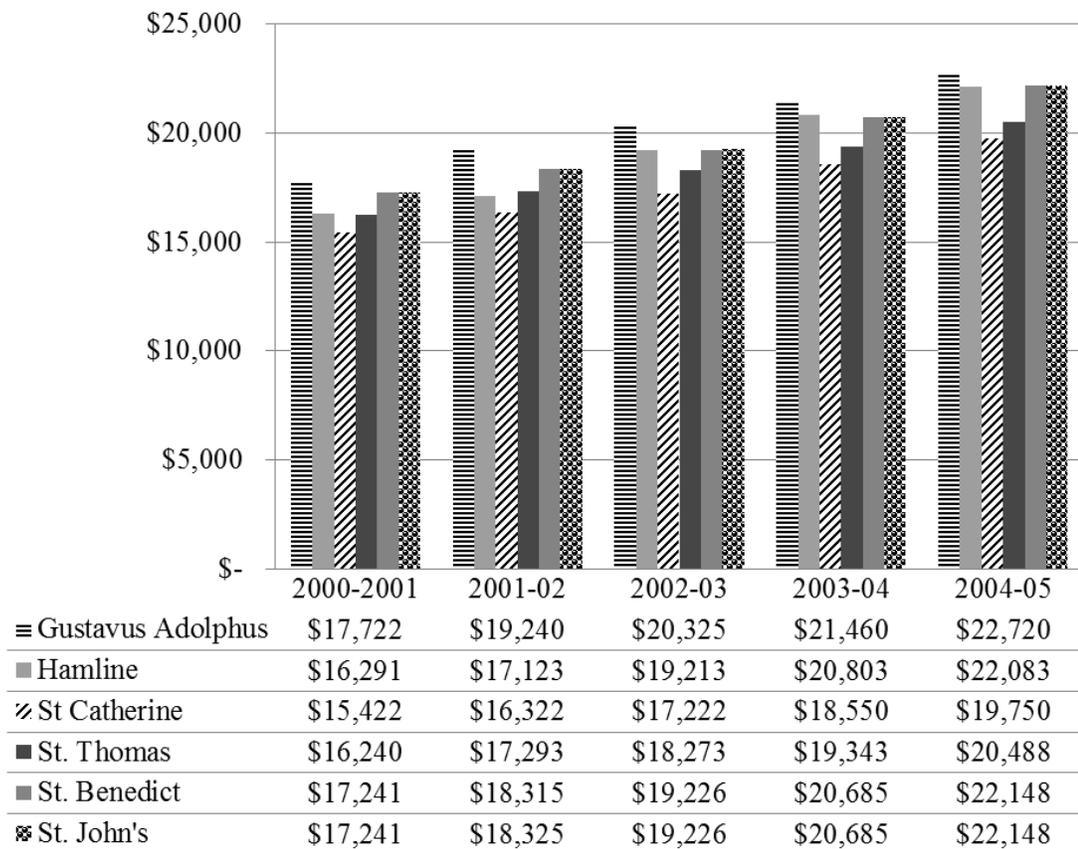


Figure 47. Tuition Rates for Select Schools for the Period 2000-01 through 2004-05.

Tuition Rates for 2005-06 through 2010-11. The tuition trends for all six institutions continued upward for the six-year period from 2005-06 through 2010-11 as indicated in Figure 48. Rates remained very similar for this six-year period, although Gustavus Adolphus College's tuition rate was slightly higher and the University of St. Catherine's tuition rate was slightly lower than the tuition rates at the other institutions for all six years.

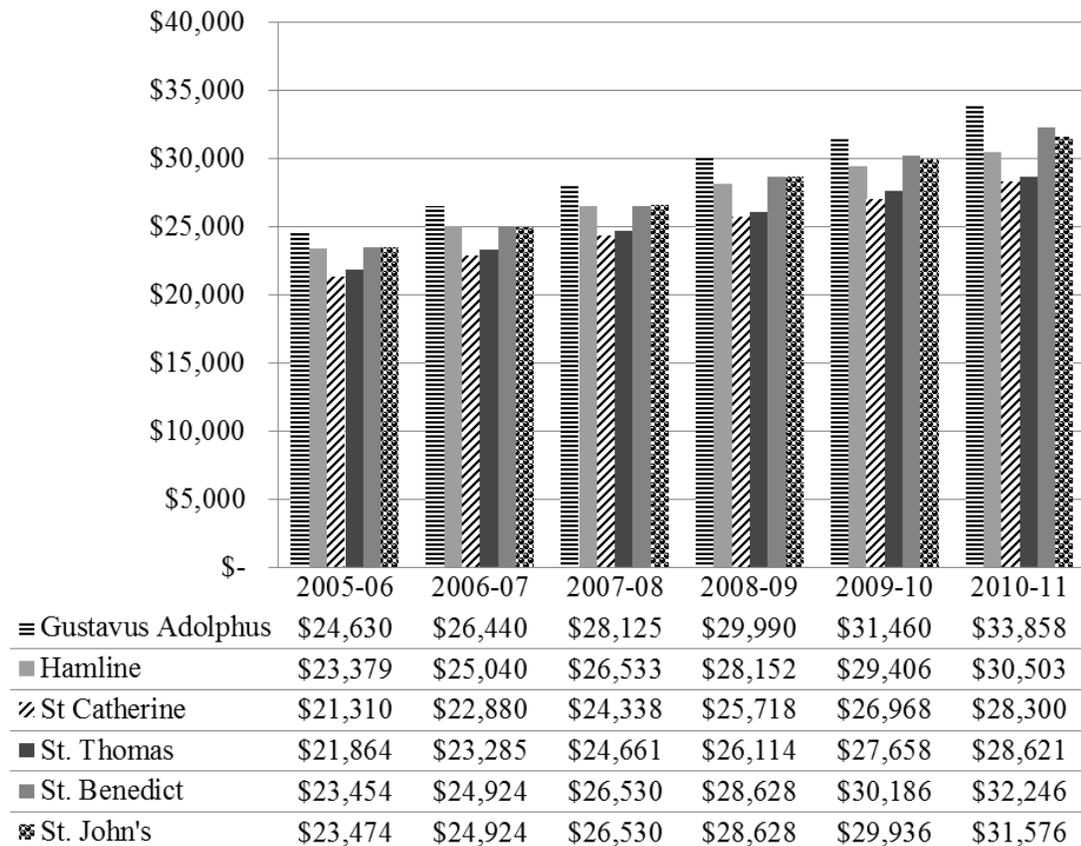


Figure 48. Tuition Rates for Select Schools for the Period 2005-06 through 2010-11.

Summary: Tuition Rates. After forty years, the four Catholic liberal arts institutions' mean tuition stood at \$31,925 or 95 percent of that of the two comparison institutions, whose mean tuition stood at \$33,736. In 1970-71, the mean tuition rate for the four Catholic liberal arts institutions was \$1,243 or 77 percent of the two comparison institutions, whose mean tuition was \$1,620.

The relative tuition rates at the four Catholic institutions and the two comparison institutions during the eight periods from 1970-71 through 2010-11 show both interesting similarities and differences among the six institutions. Table 45 is a summary of the more detailed results provided previously in Figures 41 through 48. The growth in tuition rates for the six institutions is shown in five-year increments, and finally the growth in tuition rates is shown for the six institutions over the entire 40-year period from 1970-71 through 2010-11. Of the six institutions, tuition rates at the College of St. Benedict rose the most at over 2,000 percent from 1970-71 through 2010-11, while tuition rates at Hamline University increased the least at 1,417.16 percent during this same period.

Table 45

Percent Change in Tuition Rates for Selected Schools in Five-Year Increments from 1970-71 through 2010-1, and for Entire 40-Year Period from 1970-71 through 2010-11

	% Change 1970-71 through 1974-75	% Change 1975-76 through 1979-80	% Change 1980-81 through 1984-85	% Change 1985-86 through 1989-90	% Change 1990-91 through 1994-95
Gustavus Adolphus	36.8	31.7	NA	37.5	23.8
Hamline	23.9	46.7	NA	40.2	23.3
St. Catherine	19.4	36.9	NA	44.2	24.2
St. Thomas	27.0	25.8	NA	41.7	23.4
St. Benedict	40.7	47.1	NA	39.2	35.1
St. John's	31.2	44.5	NA	35.0	36.6
	% Change 1995-96 through 1999-2000	% Change 2000-01 through 2004-05	% Change 2005-06 through 2010-11	% Change 1970-71 through 2010-11	
Gustavus Adolphus	17.8	28.2	37.5	1,592.9	
Hamline	14.4	35.6	30.5	1,417.6	
St. Catherine	18.0	28.1	32.8	1,668.8	
St. Thomas	24.2	26.2	30.9	1,655.9	
St. Benedict	25.6	28.5	37.5	2,086.2	
St. John's	25.6	28.5	34.5	1,950.4	

Rise in Tuition Rates and Comparisons with Inflation Rates

The second analysis of tuition rates began with a calculation of the percentage rise in tuition at each institution for each year available. The statistics are presented both on a yearly basis and on a five-year basis, and are compared with the national inflation rates as supplied by the Bureau of Labor Statistics. The yearly inflation rates use calendar years for their calculations and schools use fiscal years. For comparison purposes, it was decided to use the earlier calendar year of each school year, because decisions taken concerning tuition rates were decided prior to the start of the school year. An example would be using the 1990 Consumer Price Index inflation rate compared to the tuition rate for the 1990-91 school year.

The Consumer Price Index (CPI) is a measure that examines the weighted average of prices of a basket of consumer goods and services, such as transportation, food and medical care. The CPI is calculated by taking price changes for each item in the predetermined basket of goods and averaging them; the goods are weighted according to their importance. Changes in CPI are used to assess price changes associated with the cost of living (Bureau of Labor Statistics, 2009).

Table 46 shows the tuition at the six institutions of higher education during the 1970-71 school year, and next to that figure is what the tuition would be in 2010-11 using the Consumer Price Index Inflation Calculator that is available online at http://www.bls.gov/data/inflation_calculator.htm/ from the Bureau of Labor Statistics. The tuition rates compared with changes in the CPI rate of inflation do not show the enormous rise in tuition over the last four decades.

Table 46

Comparison of 1970-71 Tuition at Select Schools to 2010-11 Buying Power Using the CPI Inflation Calculator

Institution	Tuition in 1970-71	Has the same buying power in 2010-11 as:	Actual Tuition in 2010-11
Gustavus Adolphus College	\$2,000	\$11,240	\$33,858
Hamline University	\$2,010	\$11,296	\$30,503
University of St. Catherine	\$1,600	\$8,992	\$28,300
University of St. Thomas	\$1,630	\$9,160	\$28,621
College of St. Benedict	\$1,475	\$8,289	\$32,246
St. John's University	\$1,540	\$8,655	\$31,576

One Year Change Rates for Tuition 1970-71 through 2010-11. The percentage figures presented in Table 47 show the annual percentage rate of growth for the six institutions of higher education. Although, it is widely understood that higher education tuition rates have far outpaced inflation, the Consumer Price Index (CPI) for the years under discussion are included.

Table 47

Annual Tuition Rate of Growth for the Period 1970-71 through 2010-11

% Change	Inflation Rate	GA	Hamline	USC	UST	CSB	SJU
1970-71 to 1971-72	5.2	10.0	1.5	6.9	4.6	16.9	11.0
1971-72 to 1972-73	3.6	4.5	12.4	5.8	9.4	11.9	8.8
1972-73 to 1973-74	4.0	10.9	0	5.0	5.6	-0.3	2.7
1973-74 to 1974-75	8.9	7.2	8.6	0.5	5.1	7.8	5.8
1974-75 to 1975-76	11.1	5.5	2.4	10.8	7.5	7.0	7.4
1975-76 to 1976-77	7.1	5.7	15.3	9.5	4.0	3.4	3.7
1976-77 to 1977-78	5.8	NA	NA	NA	NA	NA	NA
1977-78 to 1978-79	6.7	NA	NA	NA	NA	NA	NA
1978-79 to 1979-80	9.4	8.6	8.7	9.0	7.7	18.1	9.6
1979-80 to 1980-81	13.3	13.2	13.5	13.8	12.0	6.4	8.9
1980-81 to 1981-82	11.6	10.5	14.7	15.8	14.8	10.1	15.5
1981-82 to 1982-83	8.7	12.6	12.6	14.9	18.1	18.9	11.9
1982-83 to 1983-84	4.3	-32.7	-34.4	-17.9	-15.3	-20.9	-18.5
1983-84 to 1984-85	3.7	NA	NA	NA	NA	NA	NA
1984-85 to 1985-86	3.9	NA	NA	NA	NA	NA	NA
1985-86 to 1986-87	2.9	8.2	8.0	8.1	8.3	7.8	7.0
1986-87 to 1987-88	2.2	7.3	7.9	9.3	6.5	6.4	7.9
1987-88 to 1988-89	4.1	9.8	10.3	10.4	7.9	10.1	7.9

(Table 47 continues)

(Table 47 continued)

% Change	Inflation Rate	GA	Hamline	USC	UST	CSB	SJU
1988-89 to 1989-90	4.6	7.8	9.1	10.5	13.7	10.2	8.3
1989-90 to 1990-91	4.8	10.3	9.9	9.7	16.0	11.8	14.8
1990-91 to 1991-92	5.5	8.2	7.8	7.8	4.5	9.4	12.2
1991-92 to 1992-93	3.2	5.9	5.5	6.4	10.4	5.9	4.4
1992-93 to 1993-94	3.1	0.9	5.3	6.8	3.9	8.0	8.0
1993-94 to 1994-95	2.6	7.1	3.0	1.3	3.0	7.9	7.9
1994-95 to 1995-96	2.9	5.9	3.0	6.0	8.2	6.1	6.1
1995-96 to 1996-97	2.7	5.2	3.9	3.9	9.5	6.9	-0.6
1996-97 to 1997-98	2.9	8.9	7.7	8.7	8.6	9.7	18.1
1997-98 to 1998-99	1.8	4.1	4.2	5.1	5.0	6.4	6.4
1998-99 to 1999-00	1.7	-1.2	-2.0	-0.5	-0.5	0.6	0.6
1999-00 to 2000-01	2.9	4.3	3.1	5.5	-0.6	4.9	4.9
2000-01 to 2001-02	3.4	8.6	5.1	5.8	6.5	6.2	6.3
2001-02 to 2002-03	1.8	5.6	12.2	5.5	5.7	5.0	4.9
2002-03 to 2003-04	2.2	5.6	8.3	7.7	5.9	7.6	7.6
2003-04 to 2004-05	2.2	5.9	6.1	6.5	5.9	7.1	7.1
2004-05 to 2005-06	3.0	8.4	5.9	7.9	6.7	5.9	5.9
2005-06 to 2006-07	3.8	7.3	7.1	7.4	6.5	6.3	6.2
2006-07 to 2007-08	2.6	6.4	6.0	6.4	5.9	6.4	6.4

(Table 47 continues)

(Table 47 continued)

% Change	Inflation Rate	GA	Hamline	USC	UST	CSB	SJU
2007-08 to 2008-09	3.7	6.6	6.1	5.7	5.9	7.9	7.9
2008-09 to 2009-10	1.4	4.9	4.4	4.9	5.9	5.4	4.6
2009-10 to 2010-11	1.0	7.6	3.7	4.9	3.5	6.8	5.5

Note: GA=Gustavus Adolphus, USC=University of St. Catherine, UST=University of St.

Thomas, CSB=College of St. Benedict, SJU=St. John's University

Tuition Percentage Comparisons for Rural/Urban Schools

Consistent with the analysis of enrollment figures, the last analysis in the second set of results compares the percentage tuition changes of the two sets of Catholic institutions (i.e., urban and rural) with its comparison institution. Tuition rates at the University of St. Catherine and the University of St. Thomas are compared with the tuition rates at their urban counterpart, Hamline University. A second set of analysis compares the tuition rates at the College of St. Benedict and St. John's University with the tuition rates at their rural counterpart, Gustavus Adolphus College. In both of the sets of comparative data, the comparison group institutions' tuition is set at 100 percent. There are two different sets of graphs to visually tell the story of the comparative tuitions changes during each of the eight five-year time periods.

Rural/Urban Tuition Percentage Comparisons 1970-71 through 1974-75.

Figure 49 indicates that the rural institutions, the College of St. Benedict and St. John's University made some percentage gains in tuition rates compared to their rural comparison institution, Gustavus Adolphus College, for the first three years of this five-year period. Figure 50 indicates that the urban institutions, the University of St. Catherine and the University of St. Thomas, had relatively little change in their percentage of tuition compared to Hamline University during this five-year period.

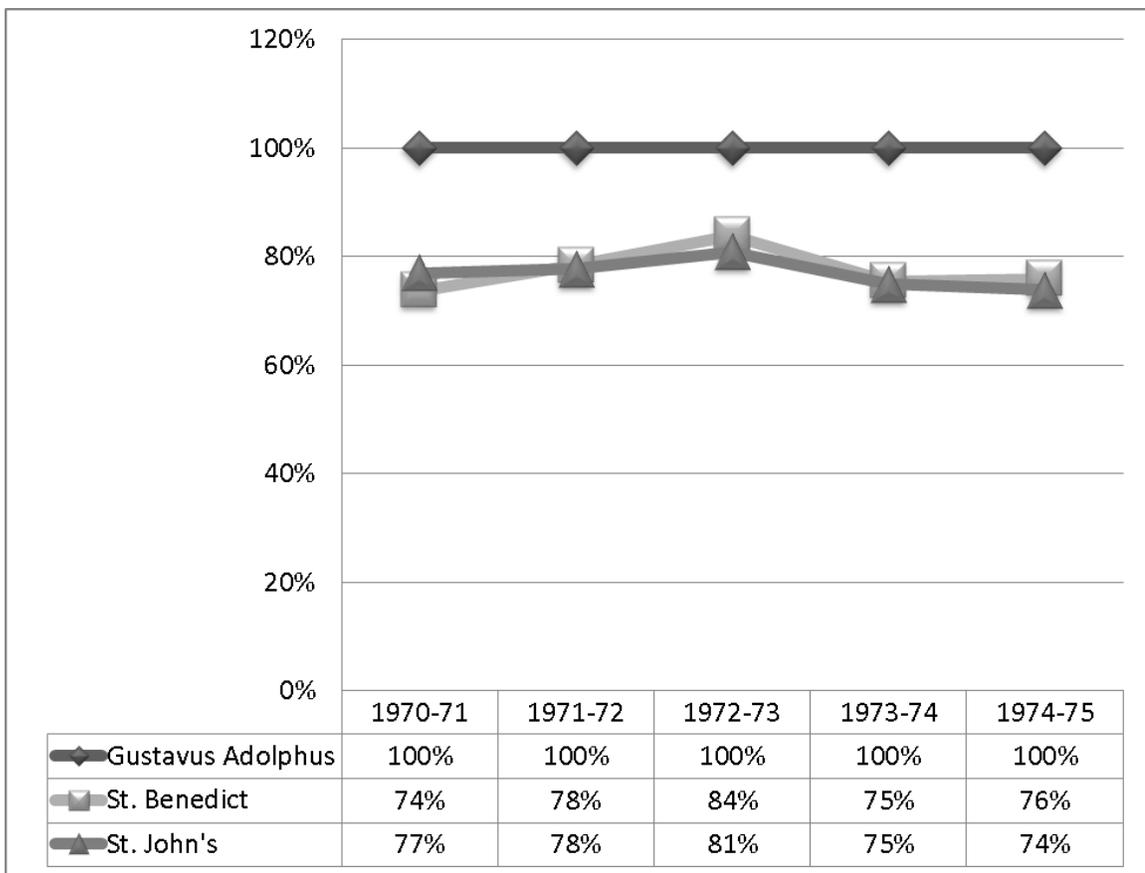


Figure 49. Tuition Percentage Comparison for Rural Schools 1970-71 through 1974-75.

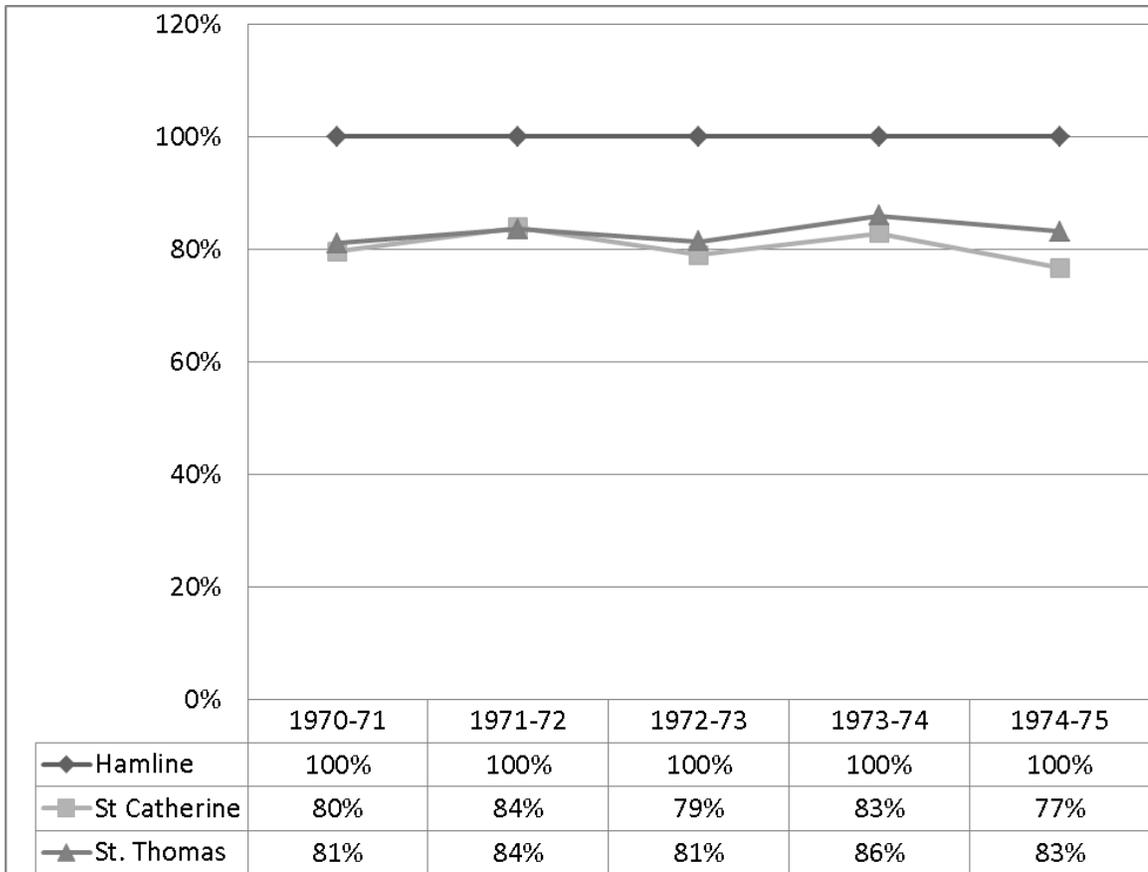


Figure 50. Tuition Percentage Comparison for Urban Schools 1970-71 through 1974-75.

Rural/Urban Tuition Percentage Comparisons 1975-76 through 1979-80.

Figure 51 indicates consistency among the three rural institutions in terms of the percentage difference in tuition for the first two years of this five-year period, 1975-76 and 1976-77. As noted earlier, no tuition information was available for the 1977-78 school year but the College of St. Benedict and St. John’s University made gains in the percentage of their tuition compared to Gustavus Adolphus College for the last two years of this five-year period, 1978-79 and 1979-80. Figure 52 shows the tuition for both the University of St. Catherine and the University of St. Thomas at 79 percent of their comparison institution, Hamline University, for the 1976-77 school year.

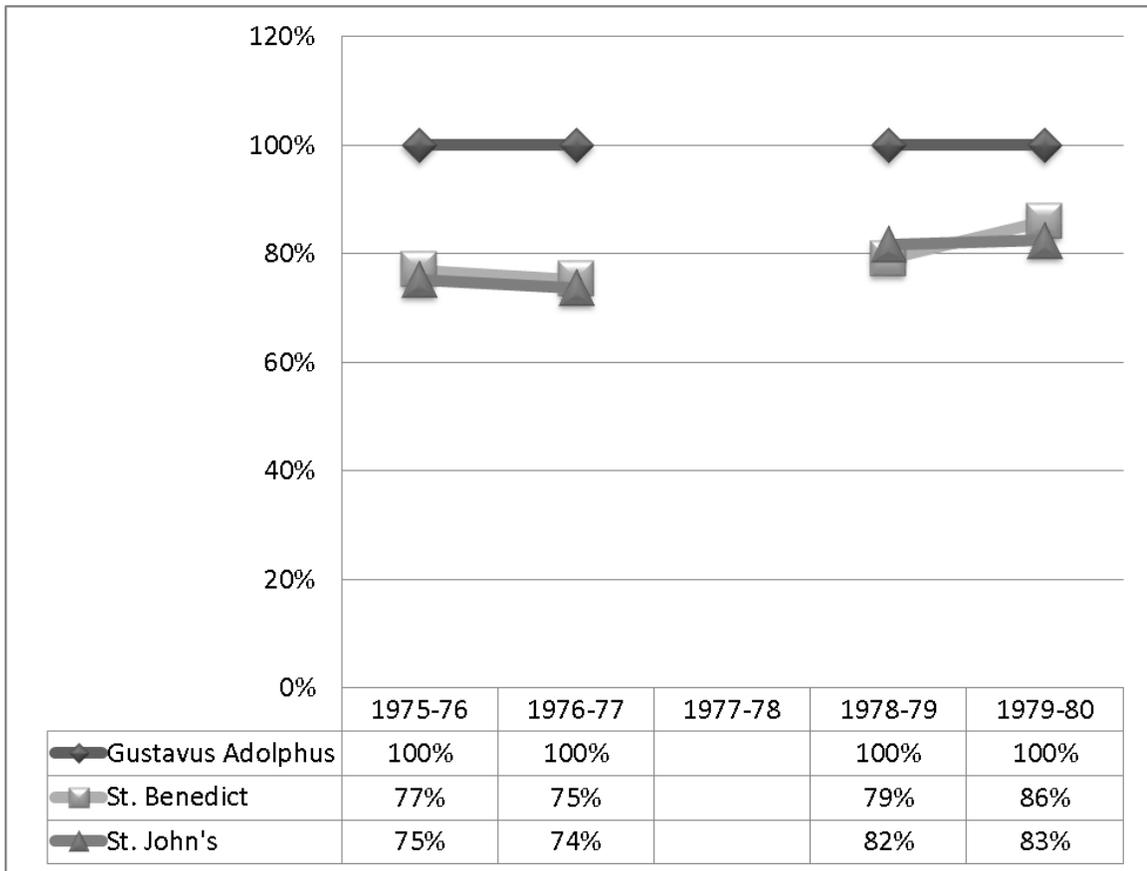


Figure 51. Tuition Percentage Comparison for Rural Schools 1975-76 through 1979-80.

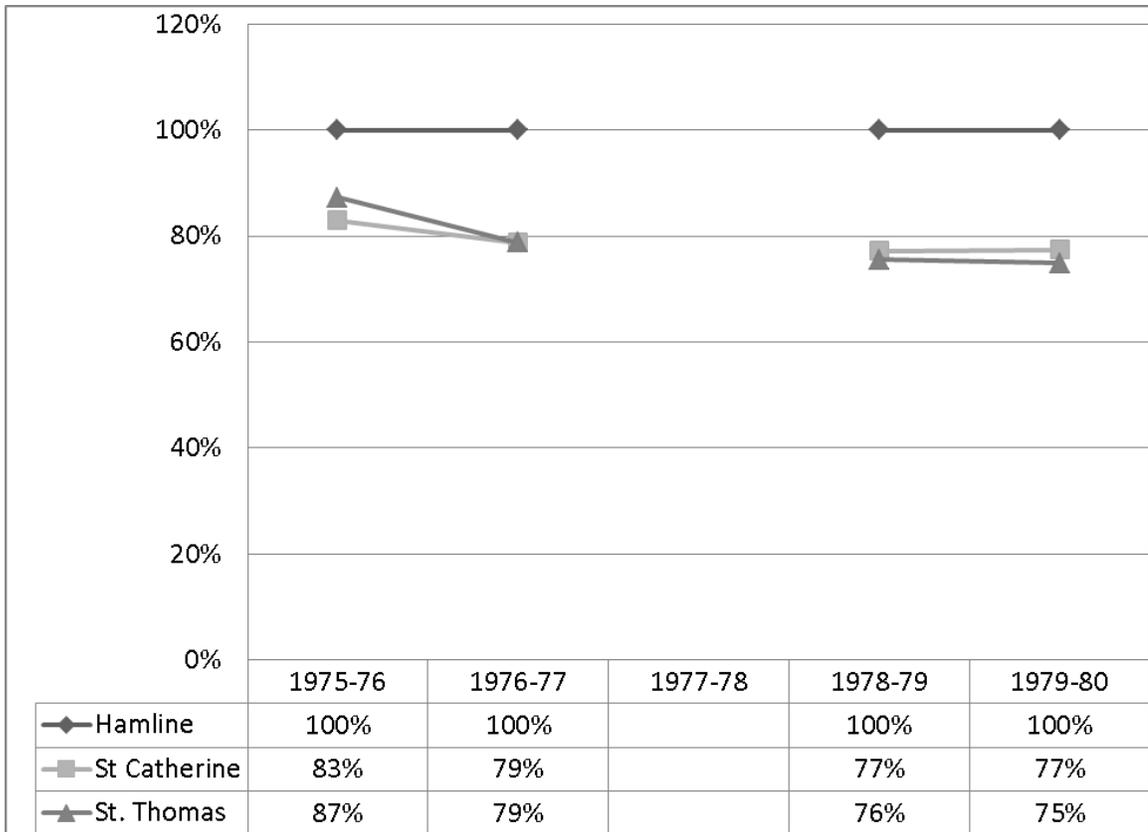


Figure 52. Tuition Percentage Comparison for Urban Schools 1975-76 through 1979-80.

Rural/Urban Tuition Percentage Comparisons 1980-81 through 1984-85. As indicated in Figure 53, the percentage tuition rate at the College of St. Benedict and St. John's University was approximately 80 percent of that at Gustavus Adolphus College for the 1980-81 through the 1982-83 school years. Figure 54 indicates that the University of St. Catherine and the University of St. Thomas had tuition percentage rates between 74 and 80 percent of their urban comparison institution, Hamline University, for these same years. It was during the 1983-84 school year that the Minnesota Office of Higher Education only listed the amount of allowable state funding, \$3,598 for each institution, and therefore, Figures 53 and 54 indicate 100 percent for all the institutions for that year. No tuition data was available for the 1984-85 school year.

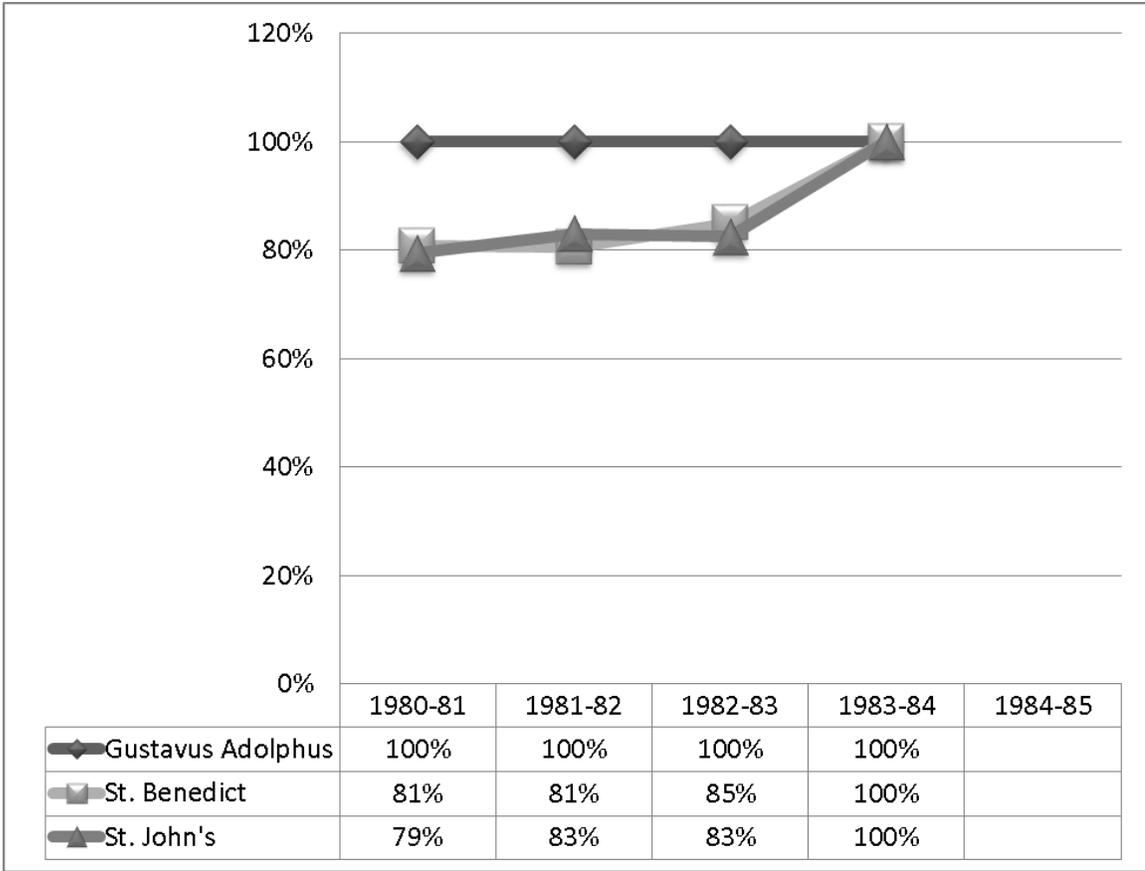


Figure 53. Tuition Percentage Comparison for Rural Schools 1980-81 through 1984-85.

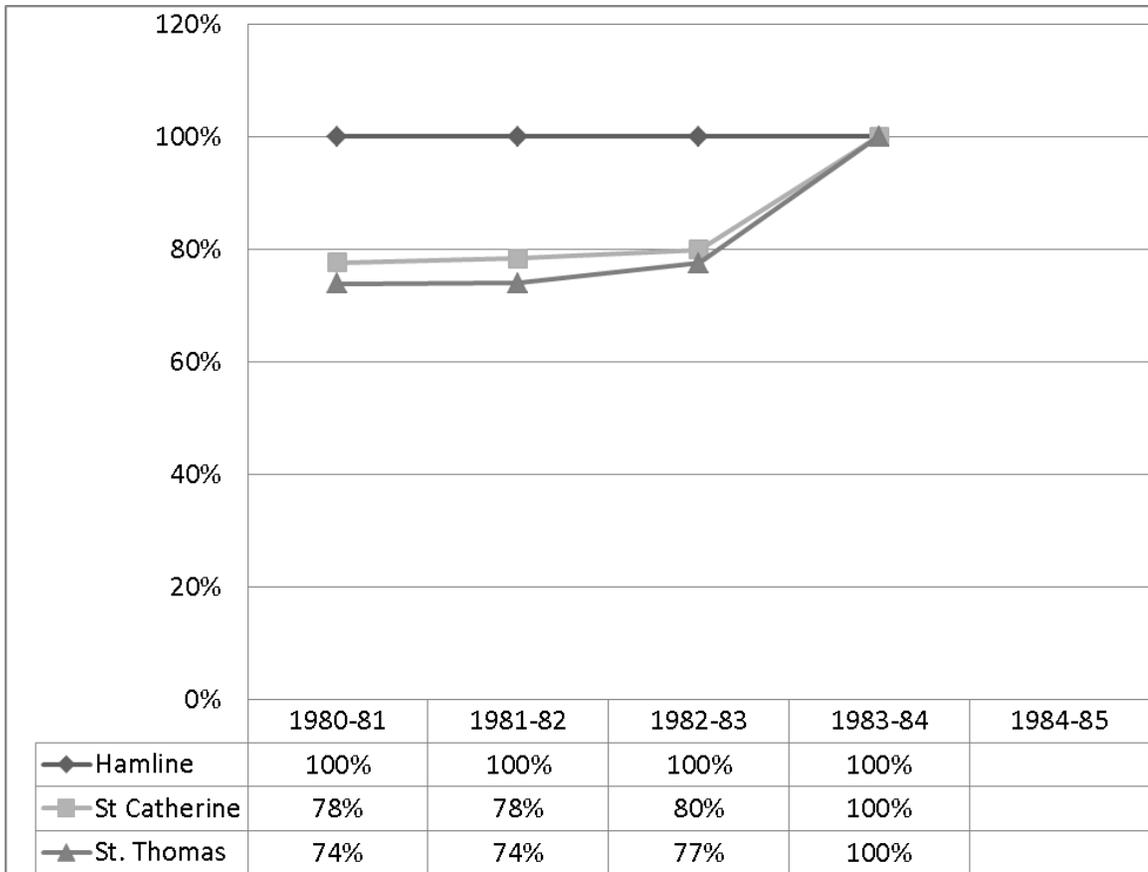


Figure 54. Tuition Percentage Comparison for Urban Schools 1980-81 through 1984-85.

Rural/Urban Tuition Percentage Comparisons 1985-86 through 1989-90.

Figure 55 indicates the two Catholic rural institutions continued to charge tuitions that were approximately 80 percent of their rural comparison institution, Gustavus Adolphus College. Figure 56 indicates that the two Catholic urban institutions increased their tuition to approximately 85 percent compared with their urban comparison institution, Hamline University, during this five-year period.

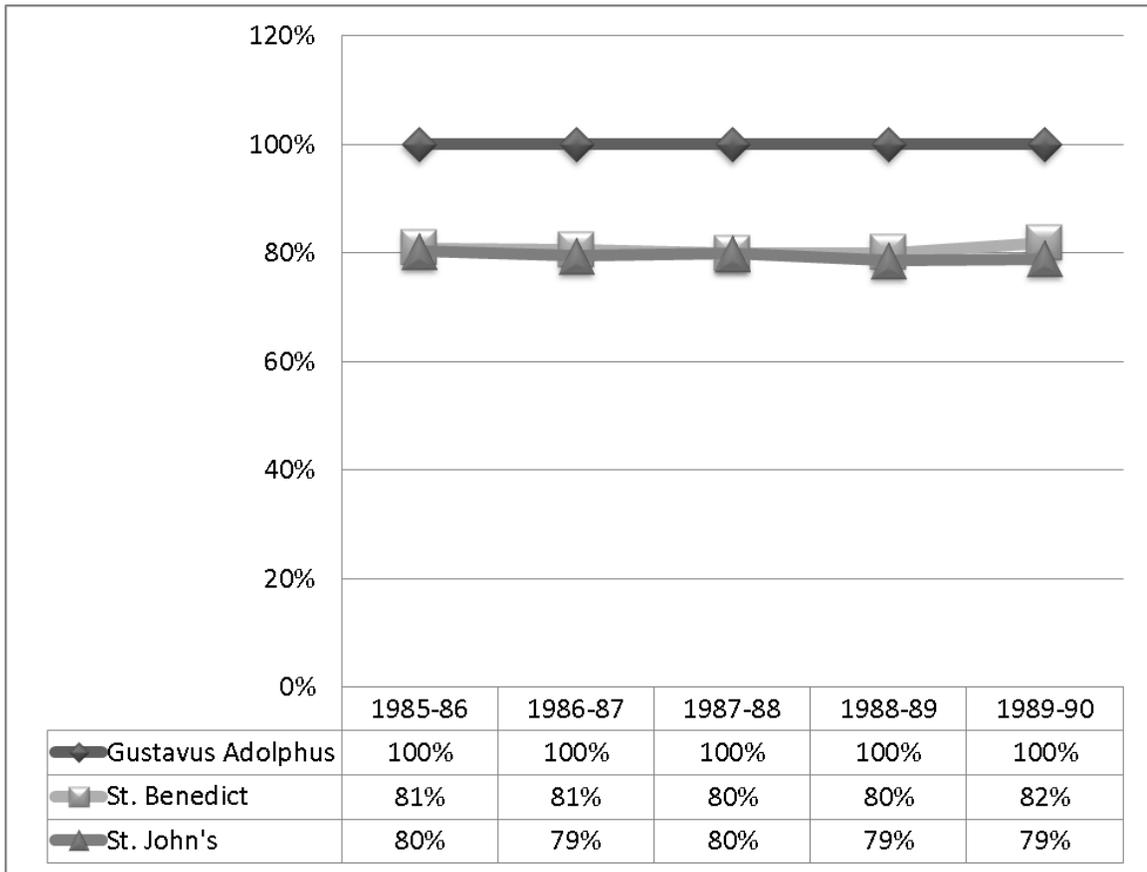


Figure 55. Tuition Percentage Comparison for Rural Schools 1985-86 through 1989-90.

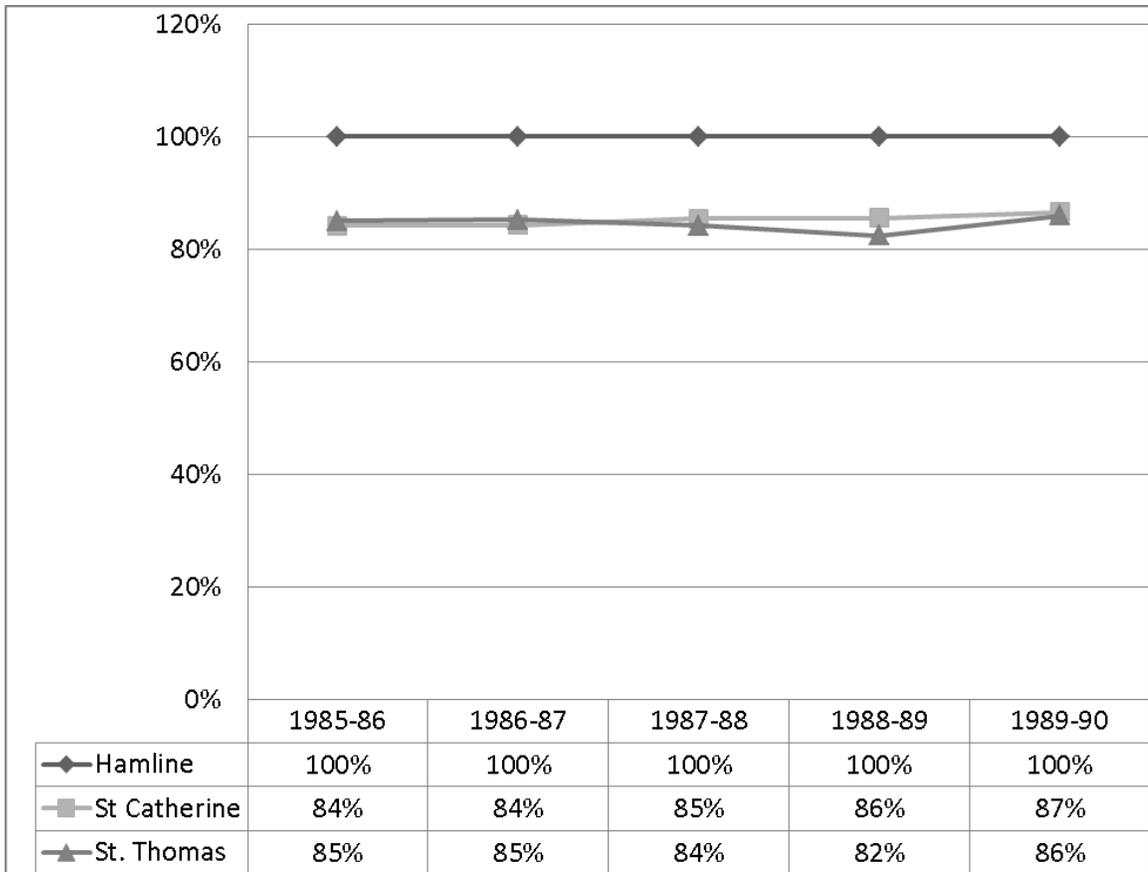


Figure 56. Tuition Percentage Comparison for Urban Schools 1985-86 through 1989-90.

Rural/Urban Tuition Percentage Comparisons 1990-91 through 1994-95.

Figure 57 indicates that the two Catholic rural institutions began a slow tuition percentage rise compared to their comparison institution, Gustavus Adolphus College during this five-year period. Tuition at the College of St. Benedict and St. John's University climbed to 90 percent of the tuition charged by Gustavus Adolphus College for the 1993-94 school year. Figure 58 indicates that it was during this five-year period that the University of St. Thomas' tuition reached 90 percent of the tuition at its comparison institution, Hamline University, while the tuition at the University of St. Catherine's remained between 86 and 89 percent compared to Hamline University's tuition.

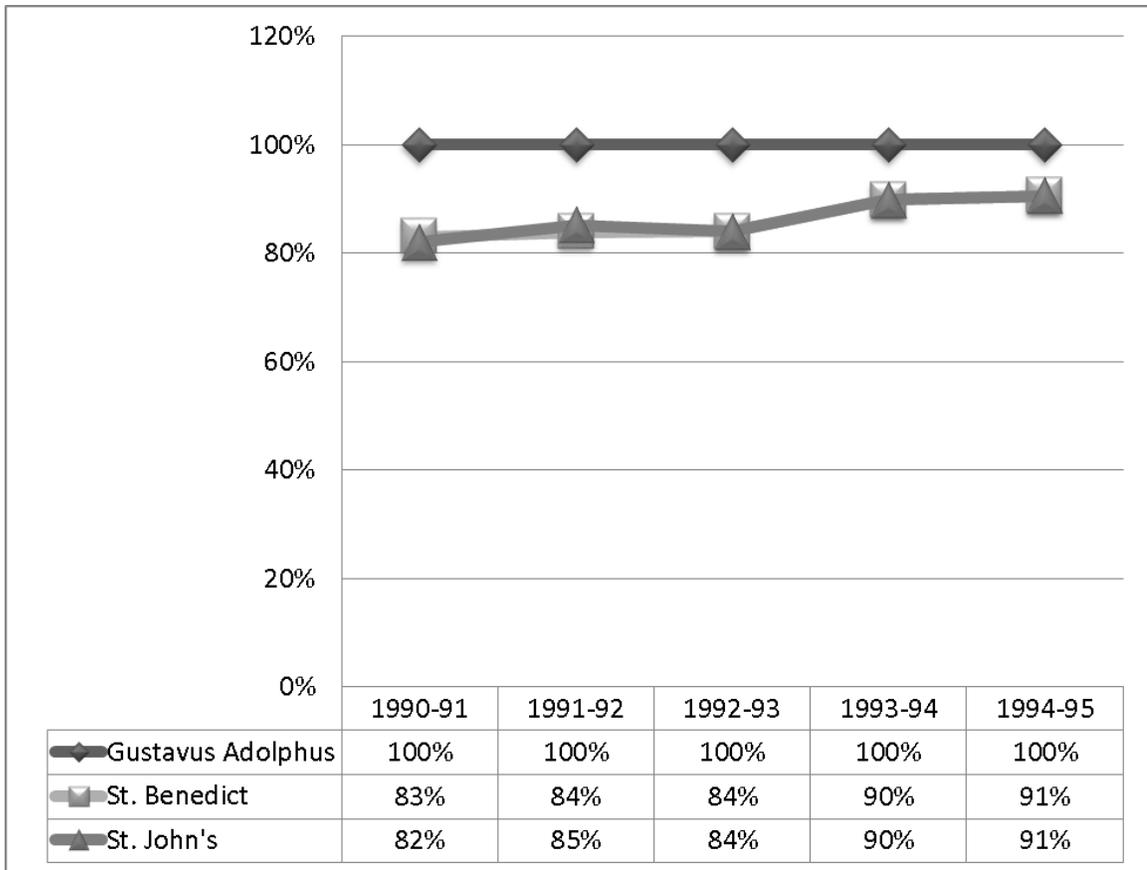


Figure 57. Tuition Percentage Comparison for Rural Schools 1990-91 through 1994-95.

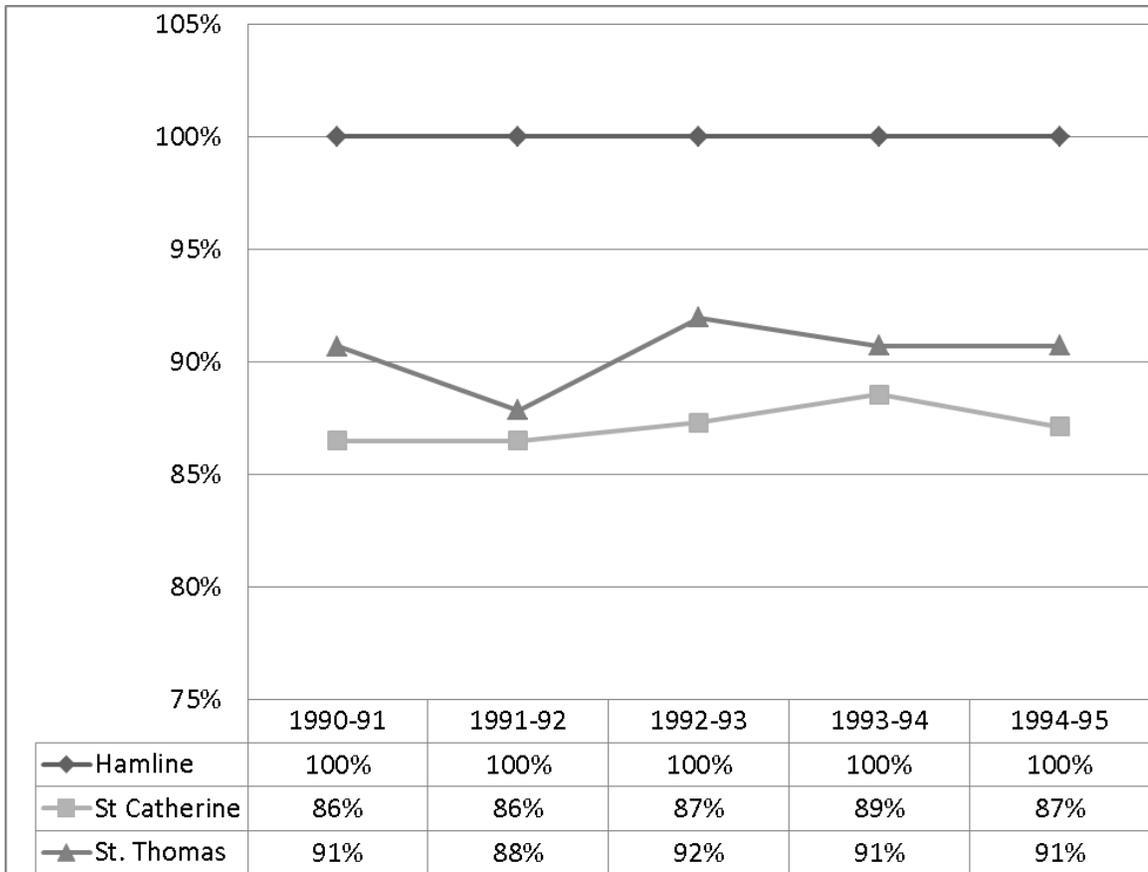


Figure 58. Tuition Percentage Comparison for Urban Schools 1990-91 through 1994-95.

Rural/Urban Tuition Percentage Comparisons 1995-96 through 1999-2000.

As indicated in Figure 59, tuition at the College of St. Benedict and St. John's University climbed from 91 percent of the tuition at Gustavus Adolphus College for the 1995-96 school year to 97 percent of the tuition at Gustavus Adolphus College for the 1999-2000 school year. During the 1996-97 school year, the two rural Catholic institutions did not charge the exact same tuition as they did for the other four years. Figure 60 indicates that the University of St. Catherine moved its tuition within 10 percent of that charged by Hamline University for the 1995-96 school year. It was during the 1996-97 school year that the University of St. Thomas' tuition surpassed the tuition charged by Hamline University.

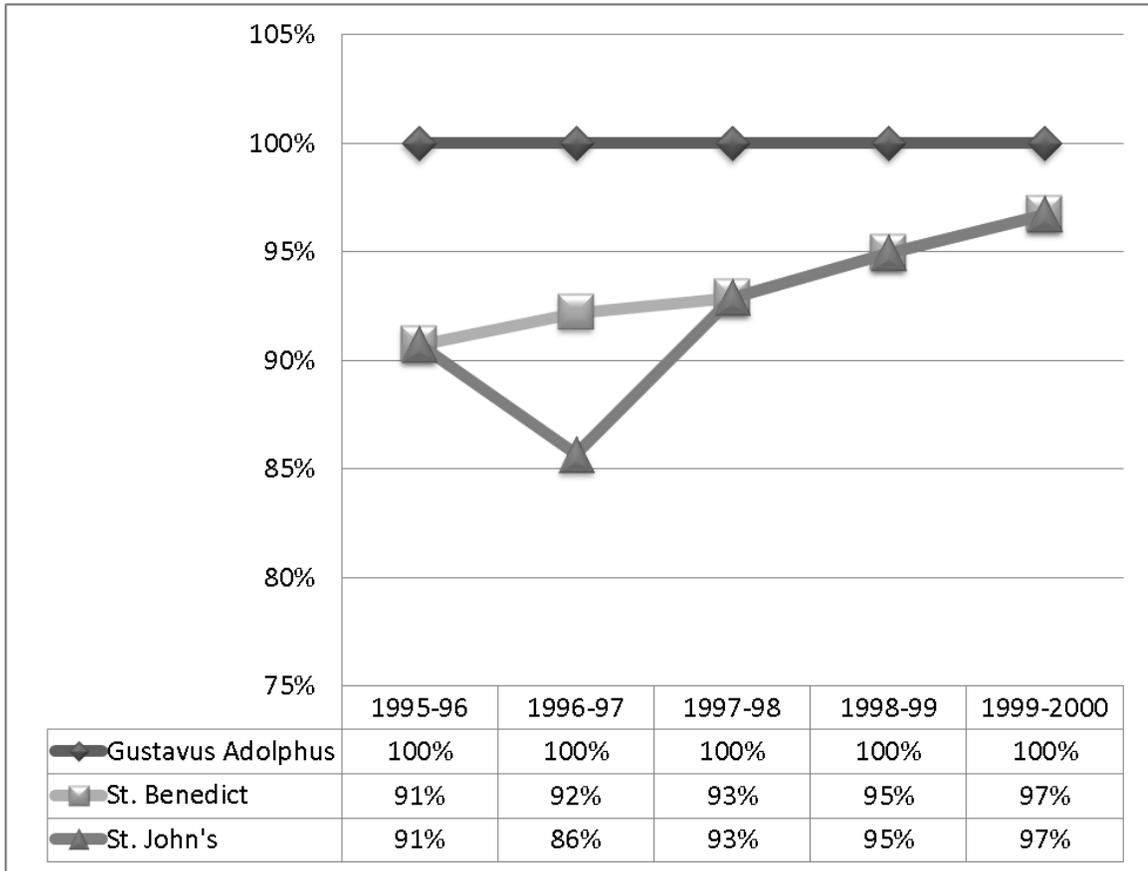


Figure 59. Tuition Percentage Comparison for Rural Schools 1995-96 through 1999-2000.

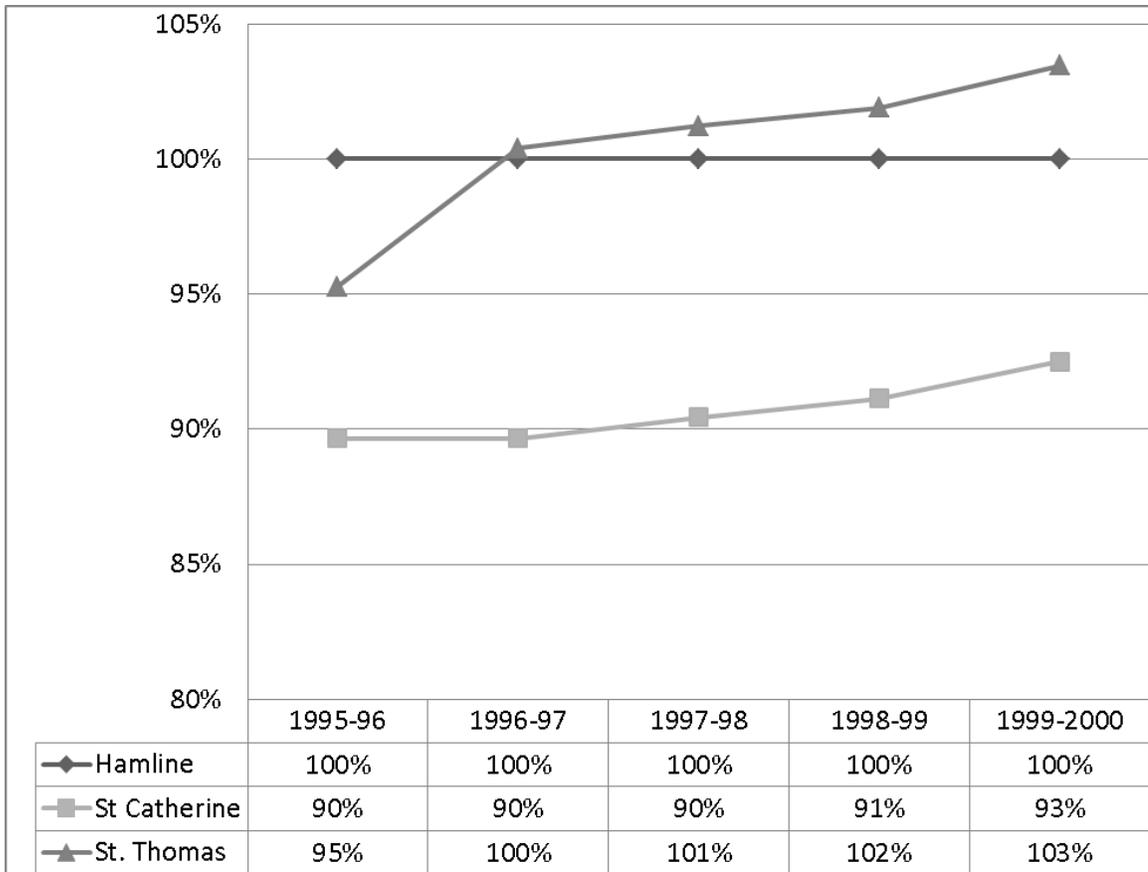


Figure 60. Tuition Percentage Comparison for Urban Schools 1995-96 through 1999-2000.

Rural/Urban Tuition Percentage Comparisons 2000-01 through 2004-05.

Figure 61 indicates that the two Catholic rural institutions charged 97 percent of Gustavus Adolphus' tuition in the 2000-01 school year, dropped to 95 percent for the next two years and were again charging 97 percent of the tuition at Gustavus Adolphus College for the 2004-05 school year. Figure 62 indicates that the University of St. Thomas's tuition remained higher than the tuition charged by Hamline University for the first two years of this five-year period, but then dropped below Hamline University's tuition for the last three years of this five-year period. After steady tuition increases, the University of St. Catherine's tuition dropped to 89 percent of Hamline University's tuition for the 2003-04 school year.

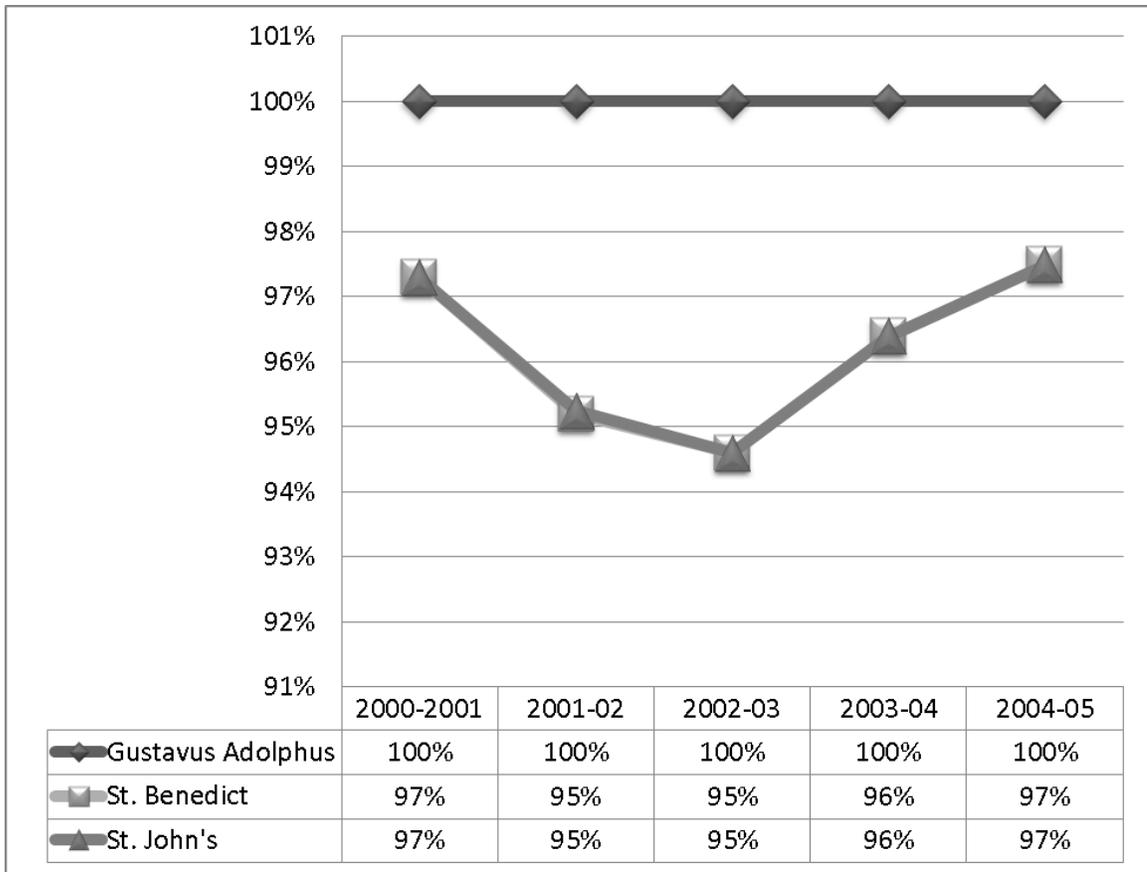


Figure 61. Tuition Percentage Comparison for Rural Schools 2000-01 through 2004-05.

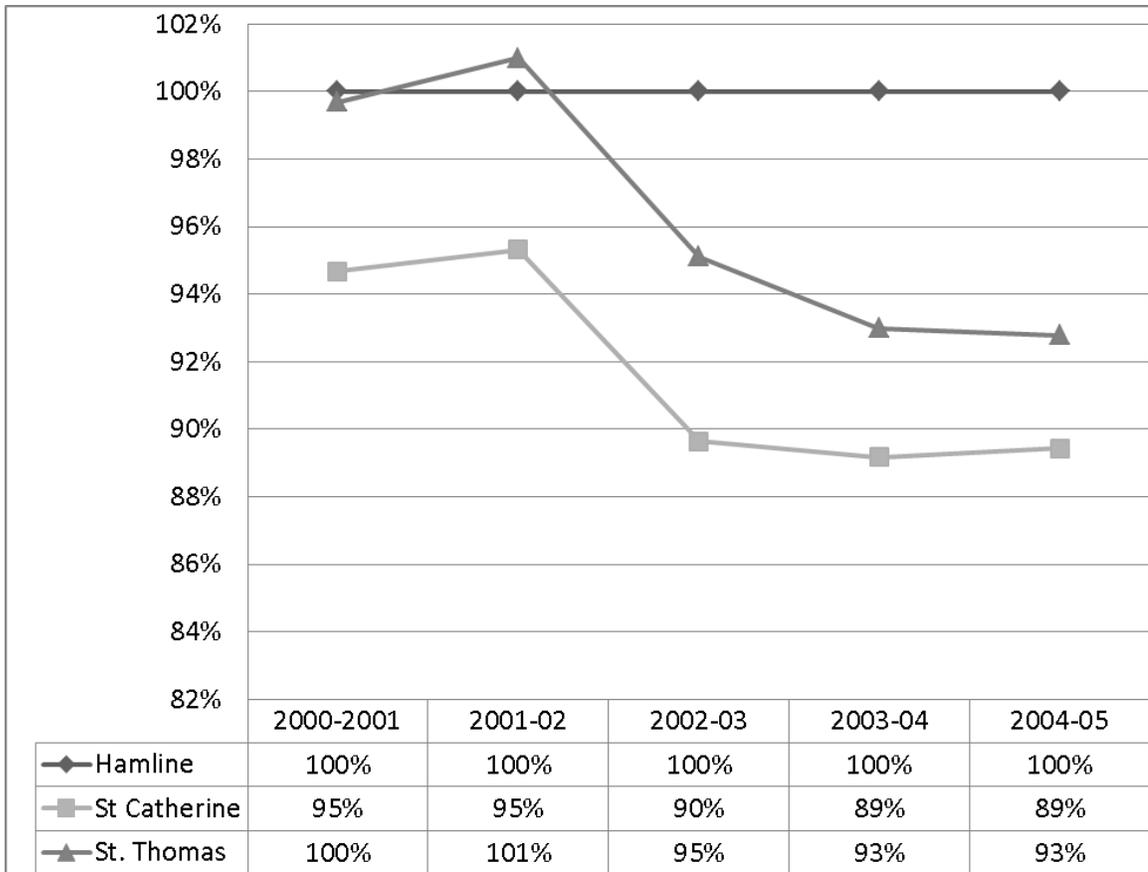


Figure 62. Tuition Percentage Comparison for Urban Schools 2000-01 through 2004-05.

Rural/Urban Tuition Percentage Comparisons 2005-06 through 2010-11.

Figure 63 indicates that the College of St. Benedict and St. John's University began charging different tuition amounts in the 2009-10 school year. Their tuition remained close to 95 percent of that charged at Gustavus Adolphus College. Figure 64 indicates that the University of St. Thomas' tuition was approximately 95 percent of the tuition charged by Hamline University. The University of St. Catherine's tuition remained consistently one to three percentage points lower than tuition at the University of St. Thomas during this six-year period.

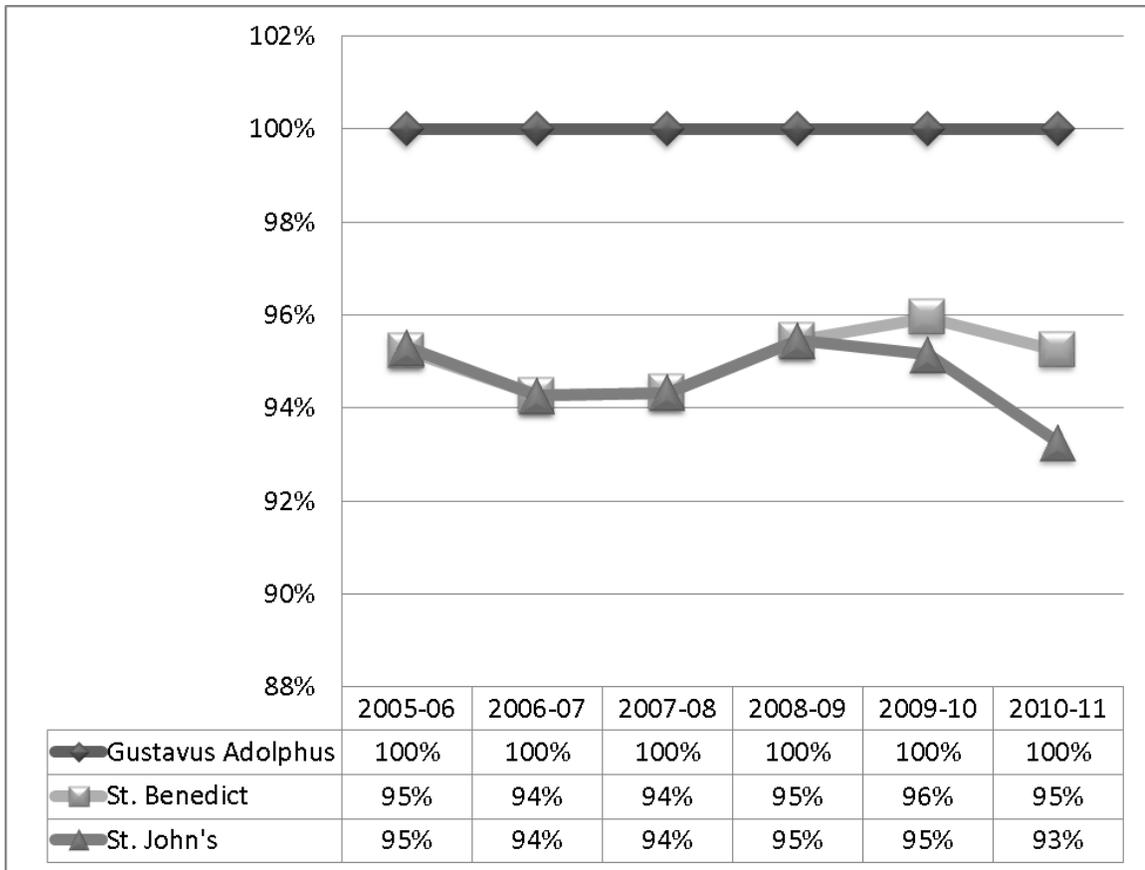


Figure 63. Tuition Percentage Comparison for Rural Schools 2005-06 through 2010-11.

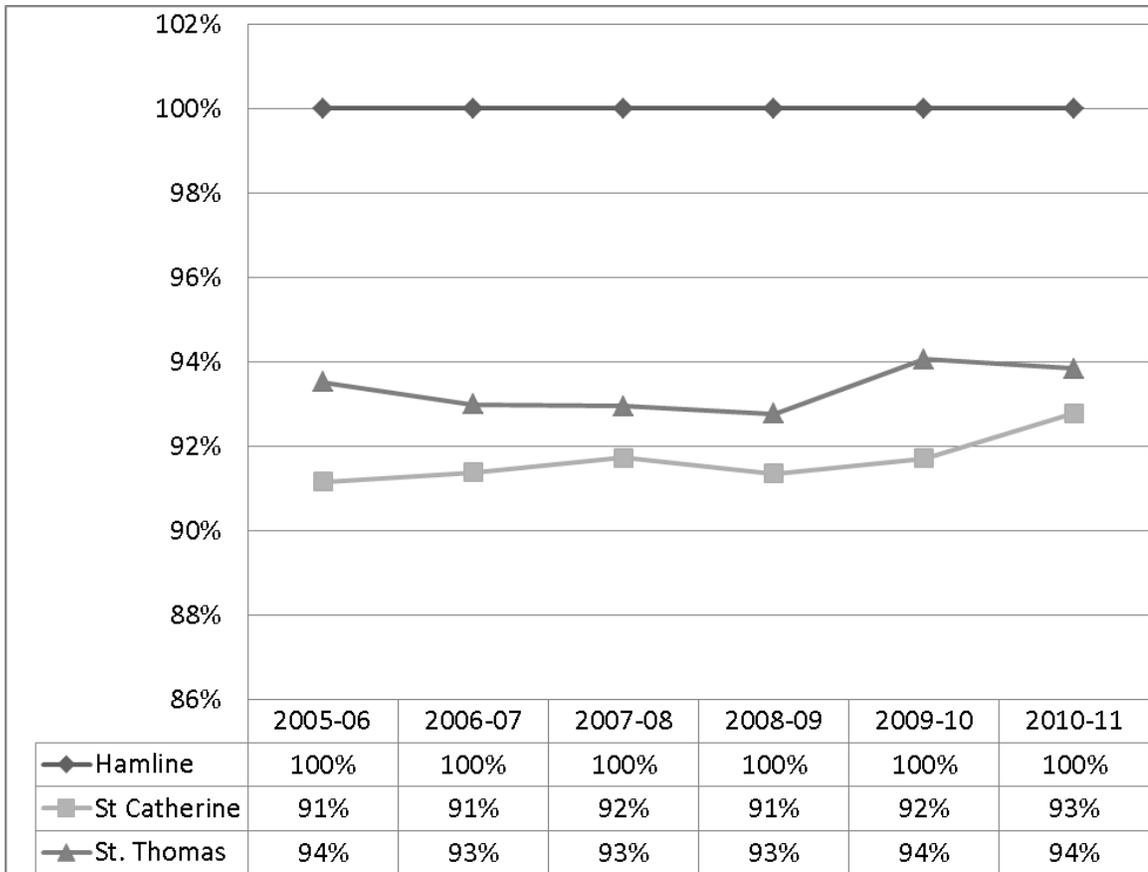


Figure 64. Tuition Percentage Comparison for Urban Schools 2005-06 through 2010-11.

U.S. News & World Report Appraisals

Over the past third of a century, *U.S. News & World Report* has published magazine issues, which rank in various categories the publisher's perception of the best colleges and universities in the United States. The first of these rankings occurred in November, 1983. The subject was not broached again until October, 1987. Since that time, the magazine has presented annual reports. Like many rankings, they tend to be somewhat subjective in nature, especially if one of the indicators used in producing the rankings includes a measure of institutional reputation. However, *U.S. News & World Report* goes to great length to be as impartial as possible.

Over the years the college ranking's segment of the magazine has been expanded into a separate publication. A bit of history is needed to make the following dates understandable as the basis for understanding the results that are presented. In 1983, *U.S. News & World Report* published several articles on the state of higher education in the United States. The first of these pieces was entitled "State Colleges Turn Tough on Admissions". It appeared in the January 28, 1983 edition. It should be noted that *America at Risk* had just come out the year before, and interest in education at all levels was keen. During 1983, *U.S. News & World Report* published 11 other articles dealing with education, and culminated with the November 18, 1983 edition that had a cover story entitled, "Rating the Colleges".

At that time it would appear the magazine did not imagine the interest and impact their college ratings could and would have on the public. There were no special articles or ratings during 1984 or 1985. In the August 25, 1987 edition of *U.S. News & World*

Report the cover story was entitled, “Here’s to Harvard”, and a follow-up article in the September 15, 1987 edition was entitled “College Sports’ Real Scandal”.

It was not until 1987 that *U.S. News & World Report* began to dedicate an issue each year to ranking colleges. Over the years there have been many changes. The rankings are now published separately in the magazine, “America’s Best Colleges”. In some years, the issue was devoted to a specific issue, such as affordability.

Several aspects of the college rankings make comparisons among the institutions under consideration difficult, so this set of results should be interpreted cautiously. First, in many of the year’s rankings only one, or in one case, none of the four Catholic liberal arts schools located in Minnesota were included in the rankings. Second, over the years, the categories used by the magazine have changed, causing colleges to be moved from one institutional category to another. Third, the criteria used for ranking the institutions have changed. For example, Alumni Giving was not used as a criterion for rating the colleges until 1993. Fourth, institutions have on their own accord changed their focus and direction; some of these colleges have moved aggressively into the development of master’s programs and beyond. Fifth, of special interest to many in higher education is the category entitled Academic Reputation. It only appears in certain years, but is included in the data. In the early years of *U. S. New & World Report’s* rankings, the categories used today were not firmly established, nor were they explained in any significant way. For that reason, a number of institutions not connected with this study are included to give the reader a better sense of what the numerical ratings mean. For all the above mentioned reasons the following results present the raw data on the institutions on a year-by-year basis, with relatively little interpretation.

U.S. News & World Report College Rankings 1983-2012

Although the national universities and liberal arts colleges listed in Table 48 are not part of this research, they are included to give the reader a sense of the scope of the article. These particular institutions are listed given their location in the Midwest.

Table 48

Rating the Colleges 1984

National University	National Liberal Arts College	Regional Liberal Arts College (West)	Comprehensive University (West)
6 Chicago	4 Carleton	1 St. Olaf	3 St. John's
7 Michigan			
8 Illinois			
13 Wisconsin			

Note. From 1984 Rating the Colleges. (1983, November 28). *U.S. News & World Report*.

The prose of the article mentioned Gustavus Adolphus College in the category of Comprehensive Universities (Western Leaders). In the category, Smaller Comprehensive Universities, St. John's University (Rated Best in the West), and the College of St. Catherine (Liberal Arts for Women) are both noted.

Table 49 presents the results of the second attempt by the magazine to give their readers a perception of various institutions of higher education. There is a four year gap in the presentation of the results of their research. There is a presumption that the editors of *U.S. News & World Report* did not perceive that the interest in higher education would be on-going.

Table 49

Rating the Colleges 1988

Smaller Comprehensive Colleges (National)	
Berea (KY) (highest rating)	50.4 rating
Gustavus Adolphus College	29.9 rating
College of St. Catherine	19.7 rating
Midwestern & Western Comprehensive Institutions	
College of St. Thomas	20.9

Note. From 1988 America's Best Colleges. (1987, October 26). *U.S. News & World Report*.

From 1989 America's Best Colleges. (1988, October 10). *U.S. News & World Report*, none of the six institutions were listed.

From 1990 America's Best Colleges. (1989, October 16). *U.S. News & World Report*, none of the six institutions were listed; however, the University of St. Thomas was an "Up and Comer" (p. 81).

Table 50 contains the pertinent data for the first year in which data were presented for some of the six institutions that are part of this study, Gustavus Adolphus College, Hamline University, and St. John's University. The 1991 rankings did not include the University of St. Catherine, the University of St. Thomas, or the College of St. Benedict. However, the magazine, with this issue, was developing various categories to shed more light on the individual institutions.

Table 50

Rating the Colleges 1991

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation
Gustavus Adolphus	Nat'l Liberal Arts College	Q3	83%	NA/1110		
Hamline	Nat'l Liberal Arts College	Q4	83%	NA/1100		
St. John's	Nat'l Liberal Arts College	Q3	86%	NA/1010		

Note. From 1991 America's Best Colleges (1990, October 15). *U.S. News & World Report*.

Table 51 shows the rankings for 1992. It is quite similar to the previous year in that only three of the institutions in this study are mentioned. St. John's University's acceptance rate moved from 86 percent to 89 percent.

Table 51

Rating the Colleges 1992

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation
Gustavus Adolphus	Nat'l Liberal Arts College	Q3	83%	970-1240/1105		
Hamline	Nat'l Liberal Arts College	Q4	84%	NA/1070		
St. John's	Nat'l Liberal Arts College	Q3	89%	900-1170/1035		

Note. From 1992 America's Best Colleges (1991, September 30). *U.S. News & World Report*.

Table 52 indicates the inclusion of Academic Reputation Numerical Rank among its categories. The University of St. Thomas, which was listed for the first time, received an “8” in this new category. This signified that its academic reputation stood in eighth place among those listed in Regional University-Midwest. It should also be noted that Gustavus Adolphus College had moved up to the second quartile, while St. John’s University moved down to the fourth quartile.

Table 52

Rating the Colleges 1993

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation Numerical Rank
Gustavus Adolphus	Nat’l Liberal Arts College	Q2	84%	970-1240/1105		61
Hamline	Nat’l Liberal Arts College	Q3	83%	NA/1110		94
St. John’s	Nat’l Liberal Arts College	Q4	93%	900-1160/1030		94
St. Thomas	Regional University Midwest	15				8

Note: From 1993 America’s Best Colleges (1992, September 28). *U.S. News & World Report*.

Table 53 shows the 1994 rankings and indicates no discernible changes over the previous rankings. St. John's University at this time had an acceptance rate of over 90 percent.

Table 53

Rating the Colleges 1994

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation Numerical Rank
Gustavus Adolphus	Nat'l Liberal Arts College	Q2	84%	970-1240/1105		61
Hamline	Nat'l Liberal Arts College	Q3	83%	NA/1110		94
St. John's	Nat'l Liberal Arts College	Q4	93%	900-1160/1030		94
St. Thomas	Regional University Midwest	15				8

Note: From 1994 America's Best Colleges (1993, October 4) and 1994 Best College Values (1993, October 11) *U.S. News & World Report*.

Table 54 shows rankings for 1995 and indicates a change in nomenclature. The term “quartile” is discontinued in favor of the term “tier”. Since 1995, institutions have been listed in one of four tiers. This year also marks the entrance of the College of St. Benedict into the rankings. Also, alumni giving rates are first used. St. John’s University moved up to Tier 3.

Table 54

Rating the Colleges 1995

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation Numerical Rank
Gustavus Adolphus	Nat’l Liberal Arts College	T2	81%	970-1250/1110	58%	68
Hamline	Nat’l Liberal Arts College	T3	82%	980-1230/1105	33%	109
St. Benedict’s	Nat’l Liberal Arts College	T4	92%	850-1160/1005	26%	129
St. John’s	Nat’l Liberal Arts College	T3	86%	910-1140/1025	38%	87
St. Thomas	Regional University Midwest	15				62

Note. From 1995 America’s Best Colleges (1994, September 26). *U.S. News & World Report*.

The rankings for 1996 are shown in Table 55. Neither the University of St. Catherine, nor the previously ranked University of St. Thomas was ranked. Patterns of the four listed institutions remained relatively the same, except all four institutions listed lower acceptance rates.

Table 55

Rating the Colleges 1996

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation Numerical Rank
Gustavus Adolphus	Nat'l Liberal Arts College	T2	79%	22-28	58%	63
Hamline	Nat'l Liberal Arts College	T3	82%	22-28	38%	109
St. Benedict's	Nat'l Liberal Arts College	T4	89%	21-26	24%	123
St. John's	Nat'l Liberal Arts College	T3	83%	21-26	38%	90

Note. From 1996 America's Best Colleges (1995, September 18). *U.S. News & World Report*.

Table 56 indicates that the University of St. Thomas is once again listed. It also indicates a rank, not a percentage, of alumni giving for the University of St. Thomas. It should be noted that the College of St. Benedict had moved up to Tier 3.

Table 56

Rating the Colleges 1997

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation Numerical Rank
Gustavus Adolphus	Nat'l Liberal Arts College	T2	82%	23-28	55%	63
Hamline	Nat'l Liberal Arts College	T3	84%	25	37%	91
St. Benedict's	Nat'l Liberal Arts College	T3	91%	21-26	30%	121
St. John's	Nat'l Liberal Arts College	T3	87%	21-26	40%	91
St. Thomas	Regional Midwest University	14			Rank of 70	11

Note. From 1997 America's Best Colleges (1996, September 16). *U.S. News & World Report*.

Table 57 shows the 1998 rankings and indicates a change in Academic Reputation category. Previously institutions were listed numerically by category, but in 1997, institutions were ranked on a 4.0 scale.

Table 57

Rating the Colleges 1998

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (4.0 scale)
Gustavus Adolphus	Nat'l Liberal Arts College	T2	83%	1090-1330	53%	2.4
Hamline	Nat'l Liberal Arts College	T3	84%	22-28	36%	1.9
St. Benedict's	Nat'l Liberal Arts College	T3	92%	21-28	28%	1.7
St. John's	Nat'l Liberal Arts College	T3	87%	22-27	35%	2.1
St. Thomas	Regional Midwest University	9			69	3.1

Note. From 1998 America's Best Colleges (1997, September 1). *U.S. News & World Report*.

In 1999, *U.S. News & World Report* recalibrated its Academic Reputation section by moving to a 5.0 scale, from the 4.0 scale used in the previous year, as indicated in Table 58. Table 58 also shows the University of St. Thomas' alumni giving rank of 57 translated to a 15 percent giving rate. In the succeeding years only percentage giving is listed.

Table 58

Rating the Colleges 1999

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
Gustavus Adolphus	Nat'l Liberal Arts College	T2	83%	23-28	51%	3.1
Hamline	Nat'l Liberal Arts College	T3	83%	22-27	15%	2.6
St. Benedict's	Nat'l Liberal Arts College	T3	92%	22-27	24%	2.5
St. John's	Nat'l Liberal Arts College	T3	87%	22-27	27%	3.2
St. Thomas	Regional Midwest University	9	89%	22-27	Rank 57-15%	3.6

Note. . From 1999 America's Best Colleges (1998, August 31). *U.S. News & World Report*.

All six of the institutions that are part of this research appeared in the 2000 rankings as indicated in Table 59. The University of St. Catherine is ranked 18 in the University Masters – Midwest category.

Table 59

Rating the Colleges 2000

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation Rank (5.0 Scale)
St. Catherine	University Masters Midwest	18	87%	20-26	27%	3.3
Gustavus Adolphus	Nat'l Liberal Arts College	T2	82%	23-28	47%	3.1
Hamline	Nat'l Liberal Arts College	T3	85%	21-27	36%	2.6
St. Benedict's	Nat'l Liberal Arts College	T3	91%	22-26	27%	2.5
St. John's	Nat'l Liberal Arts College	T3	86%	22-27	26%	3.2
St. Thomas	Regional Midwest University	9	87%	22-27	17%	3.8

Note. From 2000 America's Best Colleges (1999, August 31). *U.S. News & World Report*.

Table 60 indicates remarkable stability among all six institutions as they are perceived in the 2001 rankings. It is interesting to note that the University of St. Thomas' alumni giving rate was the lowest of all six institutions at 18 percent.

Table 60

Rating the Colleges 2001

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	18	87%	19-26	22%	3.2
Gustavus Adolphus	Nat'l Liberal Arts	T2	79%	23-29	44%	3.0
Hamline	Nat'l Liberal Arts	T3	83%	21-27	24%	2.5
St. Benedict's	Nat'l Liberal Arts	T3	88%	22-26	31%	2.5
St. John's	Nat'l Liberal Arts	T3	85%	23-27	29%	2.8
St. Thomas	Regional Midwest University	9	85%	22-27	18%	3.7

Note. From 2001 America's Best Colleges (2000, September 11). *U.S. News & World Report*.

Table 61 indicates that the University of St. Thomas was moved to the National University-Doctoral category, while Hamline University moved from National Liberal Arts Colleges to University Masters–Midwest. The College of St. Benedict and St. John’s University both moved from Tier 3 to Tier 2.

Table 61

Rating the Colleges 2002

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	20	85%	21-27	22%	3.3
Gustavus Adolphus	Nat’l Liberal Arts College	T2	76%	23-29	42%	3.1
Hamline	University Masters Midwest	9	81%	20-25	21%	3.6
St. Benedict’s	Nat’l Liberal Arts College	T2	80%	22-27	33%	2.6
St. John’s	Nat’l Liberal Arts College	T2	85%	23-28	35%	2.9
St. Thomas	Nat’l University - Doctoral	T2	82%	22-27	18%	2.5

Note. From 2002 America’s Best Colleges (2001, September 17). *U.S. News & World Report*.

Table 62 for 2003 indicates only those institutions listed in the University Masters

– Midwest.

Table 62

Rating the Colleges 2003

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	20	82%	19-26	24%	3.2
Hamline	University Masters Midwest	9	79%	21-28	22%	3.6

Note. From 2003 America's Best Colleges (2002, September 23). *U.S. News & World Report*.

All the institutions, with the exception of the University of St. Thomas, are listed in the 2004 rankings as indicated in Table 63. Over the course of the listings, Gustavus Adolphus College has consistently ranked higher than the two rural Catholic institutions.

Table 63

Rating the Colleges 2004

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine's	University Masters Midwest	18	78%	20-25	26%	3.3
Gustavus Adolphus	Liberal Arts College	70	77%	23-28	36%	3.1
Hamline	University Masters Midwest	9	79%	21-27	23%	3.6
St. Benedict's	Liberal Arts College	97	85%	22-28	32%	2.6
St. John's	Liberal Arts College	81	87%	23-28	40%	2.9

Note. From 2004 America's Best Colleges (2003, September 1). *U.S. News & World Report*.

Table 64 indicates no information for either the University of St. Catherine or the University of St. Thomas in the 2005 rankings. St. John's University's rank, for the first time, equaled that of Gustavus Adolphus College. The College of St. Benedict was ranked lower at 101.

Table 64

Rating the Colleges 2005

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
Gustavus Adolphus	Liberal Arts College	77	77%	23-28	36%	3.1
Hamline	University Masters Midwest	8	Only top ten ranked, no other information			
St. Benedict's	Liberal Arts College	101	90%	22-27	32%	2.6
St. John's	Liberal Arts College	77	89%	23-28	41%	3.0

Note. From 2005 America's Best Colleges (2004, August 30). *U.S. News & World Report*.

Again, no information is listed for the University of St. Catherine or the University of St. Thomas in the 2006 rankings as indicated in Table 65. For the first time, St. John's University ranked higher than Gustavus Adolphus College. The College of St. Benedict moved up in ranking to 88 from the previous year's ranking of 101.

Table 65

Rating the Colleges 2006

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	17	78%	21-27	24%	3.2
Gustavus Adolphus	Liberal Arts College	73	77%	23-28	36%	3.0
Hamline	University Masters Midwest	9	78%	21-27	23%	3.6
St. Benedict's	Liberal Arts College	88	85%	23-27	32%	2.6
St. John's	Liberal Arts College	69	86%	23-28	40%	3.0
St. Thomas	Nat'l University Tier 3	T-3	81%	22-27	14%	2.4

Note. From 2006 America's Best Colleges (2005, August 29). *U.S. News & World Report*.

All six institutions are listed for 2007 as indicated in Table 66. The University of St. Thomas appears in the National University category.

Table 66

Rating the Colleges 2007

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	17	79%	21-27	22%	3.2
Gustavus Adolphus	Liberal Arts College	79	76%	23-28	34%	3.0
Hamline	University Masters Midwest	9	78%	21-27	21%	3.5
St. Benedict's	Liberal Arts College	95	85%	23-27	31%	2.7
St. John's	Liberal Arts College	69	86%	23-28	41%	3.0
St. Thomas	Nat'l University	T3	80%	22-27	16%	2.5

Note. From 2007 America's Best Colleges (2006, August 29). *U.S. News & World Report*.

Table 67 indicates remarkable stability in the rankings when compared with the previous year, with the exception that the University of St. Catherine moved from 17 to 14 in the University Masters Midwest category.

Table 67

Rating the Colleges 2008

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	14	78%	22-27	22%	3.1
Gustavus Adolphus	Liberal Arts College	79	79%	23-28	31%	3.1
Hamline	University Masters Midwest	9	78%	21-27	20%	3.5
St. Benedict's	Liberal Arts College	95	86%	23-27	32%	2.7
St. John's	Liberal Arts College	69	87%	23-28	41%	3.1
St. Thomas	National University	T-3	91%	22-27	16%	2.5

Note. From 2008 America's Best Colleges (2007, August 27). *U.S. News & World Report*.

Rankings continue to show stability in 2009 as indicated in Table 68. Of special note is the high level of alumni giving for the College of St. Benedict and St. John's University.

Table 68

Rating the Colleges 2009

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	14	77%	22-26	23%	3.2
Gustavus Adolphus	Liberal Arts College	88	71%	24-29	31%	3.1
Hamline	University Masters Midwest	9	78%	21-27	19%	3.5
St. Benedict's	Liberal Arts College	84	75%	23-28	34%	2.9
St. John's	Liberal Arts College	71	74%	23-28	35%	3.1
St. Thomas	Nat'l University Tier 3	T-3	74%	23-27	15%	2.4

Note. From 2009 America's Best Colleges (2008, August 26). *U.S. News & World Report*.

Information for all six institutions is complete in the 2010 listing as indicated in Table 69. Gustavus Adolphus College has the highest range for ACT scores and the lowest acceptance rate. It should also be noted the acceptance rate all six institutions has dropped for the course of years where information is available.

Table 69

Rating the Colleges 2010

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (5.0 Scale)
St. Catherine	University Masters Midwest	14	77%	22-26	21	3.0
Gustavus Adolphus	Liberal Arts College	80	71%	24-29	31%	3.2
Hamline	University Masters Midwest	9	78%	21-27	18	3.3
St. Benedict's	Liberal Arts College	80	75%	23-28	33%	3.0
St. John's	Liberal Arts College	68	74%	23-28	34%	3.2
St. Thomas	National University Tier 3	T-3	74%	23-27	15%	2.4

Note. From 2010 America's Best Colleges (2009, August 20). *U.S. News & World Report*.

Table 70 shows the listing for 2011. The category of Academic Reputation was changed from a 5.0 scale to one that ranked the institutions on a 100 point scale with 100 being the highest.

Table 70

Rating the Colleges 2011

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (100 the highest)
St. Catherine	Best University Masters Midwest	17	77%	22-26	21%	62
Gustavus Adolphus	Liberal Arts College	80	75%	24-29	31%	67
Hamline	Best University Masters Midwest	9	80%	20-28	18%	74
St. Benedict's	Liberal Arts College	80	75%	23-28	33%	65
St. John's	Liberal Arts College	68	74%	23-28	34%	69
St. Thomas	Best National University	3 rd Tier	81%	23-27	15%	57

Note. From 2011 Best Colleges (2010, August 15). *U.S. News & World Report*.

Table 71 indicates that the University of St. Thomas moved from the third tier of National Universities to the first tier in 2012. St. John's University had the highest percentage of alumni giving at 33 percent.

Table 71

Rating the Colleges 2012

College	Category	Rank	Acceptance Rate	ACT/SAT	Alumni Giving	Academic Reputation (100 the highest)
St. Catherine	Best Regional University	17	67%	21-26	18%	65
Gustavus Adolphus	Liberal Arts College	79	74%	24-29	29%	66
Hamline	Best Regional University	9	75%	21-27	18%	71
St. Benedict's	Liberal Arts College	81	85%	23-28	29%	62
St. John's	Liberal Arts College	62	84%	23-29	33%	67
St. Thomas	National University 1 st Tier	124	87%	23-28	16%	57

Note. From 2012 Best Colleges (2011, September 13). *U.S. News & World Report*.

CHAPTER FIVE

Conclusion and Implications

The original research idea was to examine the reasons certain decisions were made in the 1970s concerning the issue of coeducation at four Catholic, single-sex liberal arts institutions located in Minnesota. The four institutions made different decisions regarding coeducation. Had the women's movement, financial pressures, or perhaps other issues affected how the decisions were made? For a variety of reasons, it was not feasible to pursue that original line of inquiry. However, information existed that could provide a reasonable picture of the long-term results of those decisions taken over 40 years ago.

To those who lived through the "60s", which included much of the 1970s, it may have appeared that the decisions concerning coeducation would have earth-shaking consequences. Looking back on the different directions taken by the institutions under discussion, results of this study indicate that all four of the Catholic, liberal arts institutions have managed quite well in view of differing decisions regarding coeducation.

Summary of Results

The use of enrollment figures, short historical backgrounds, and rankings from *U.S. News & World Report* help illuminate the direction and successes these institutions have enjoyed over the past one-third of a century. The data included, however, are only a few indicators of the health and vitality of the institutions under discussion. As data were uncovered and revealed it became clearer that this research touches on only a very small

part of the story of these institutions of higher learning. Without question, the lack of complete information from “America’s Best Colleges” made it impossible to present a continuous stream of data and information about perceptions of institutional reputation.

At this point, a short summation of results concerning enrollment, tuition, and perceptions by *U.S. News & World Report* is in order.

Summation of Enrollment Trends

In the headcount-enrollment section, the most significant change over the course of forty years has been the dramatic growth of enrollment at the University of St. Thomas. In 1970-71, that institution’s headcount was 22 percent higher than Gustavus Adolphus College, the second largest institution; by 2010-11, the difference in enrollment between these institutions was 78 percent. In that same year, 2010-11, the University of St. Catherine had become the second largest institution in the study. However, its total headcount enrollment was slightly less than half of that of the University of St. Thomas. These aforementioned changes also signal the fact that strong enrollment gains occurred more in the urban institutions. It is very clear that besides the University of St. Thomas, both the University of St. Catherine and Hamline University have pulled away enrollment-wise from their rural counterparts.

Student distribution by gender is significant in this research, in that the question being addressed deals with the effects of various decisions concerning coeducation that were taken over three decades ago. In 1970-71, the combined mean percentage of female students at the two comparison group institutions was 53.6 percent. The percentage of female students at the four Catholic institutions was 36.9 percent. By 2010 these figures are quite different. Indeed, the comparison group’s female population

percentage had grown to 59.7 percent. This is a sizable increase, but it is dwarfed in comparison to the turnaround in the Catholic institutions. By 2010-11, the percentage of female students had grown to 62.3 percent. There are a number of reasons for this change. First of all, the University of St. Thomas' student body is virtually 50 percent female. Actually, it is just slightly more than half. Also, the College of St. Benedict experienced significant growth over the past three decades. Whereas in 1970-71, the female Catholic college has less than half the student population of its male counterpart, by 2010-11, its enrollment surpassed that of St. John's University by 90 students.

Another means of considering enrollment is to consider the number of entering freshmen at each institution. It is significant to note the struggles that occurred at the University of St. Catherine in the period from 1976 to 1985, which coincided with the time frame of the University of St. Thomas going coeducational. Also, the entering freshmen at the urban institutions enjoyed positive enrollment numbers, whereas the institutions in the rural areas have seen slight decreases. The trend toward a division among the institutions under discussion is the fact that the institutions in the rural areas had, over the course of time, very limited part-time enrollment. On the other hand, the urban institutions continued to have a significant number of part-time students, although the percentage of those students at the University of St. Thomas has decreased significantly in recent years. It is quite striking that the three urban institutions all had full-time to part-time student ratios of 2:1 in 2010. Graduate enrollment figures confirm the analysis from the other enrollment categories.

Finally, using the non-Catholic institutions as a comparison group, a number of interesting facts emerge. The headcount enrollment at the comparison group school is

always measured as 100 percent. Gustavus Adolphus College is used as the comparison for the rural schools. Over the years, the Catholic institutions, the College of St. Benedict and St. John's University, have generally slipped as a percentage of the enrollment at Gustavus Adolphus College. However, in the past two years, each institution has once again brought their enrollment up in the 80th percentile of Gustavus Adolphus College. The percentages attached to the urban institutions have remained rather consistent recently. Hamline University's enrollment gains have allowed it to have an enrollment figure very similar to the University of St. Catherine, and to be somewhat less than half that of the University of St. Thomas.

Examination of various enrollment figures brings forth a number of conclusions regarding the four institutions under primary consideration. Listed below is a summary of these conclusions based on enrollment data.

- The presumed mission at the four Catholic liberal arts institutions has changed over the past forty years.
 - The College of St. Benedict and St. John's University, both dedicated to single-sex education, have developed a coordinated strategy that allows for having a virtual coeducational learning environment for students at both institutions, yet maintaining separate institutional identities. The College of St. Benedict and St. John's University have remained committed to undergraduate education. St. John's University has a School of Theology that has approximately 100 students.

- The University of St. Thomas has become a coeducational institution and has seen enormous enrollment growth. It has also refocused its mission, emphasizing much expanded graduate and professional schools.
 - The University of St. Catherine has remained committed to women's education, but only at the undergraduate level. The university has recently developed a graduate school that is a significant part of the institution.
 - Over the years, Hamline University has directed some of its energies towards its graduate and professional programs.
 - Only Gustavus Adolphus College has remained on the same course it was following forty years ago.
- All four institutions that are the focus of this study are still enrolling substantial numbers of students, which is also true for the two comparison group institutions.
 - Since the turn of the century there has been considerable stability in terms of enrollment at the four institutions under consideration, as well as the two comparison group institutions.
 - The significant growth in enrollment at the University of St. Thomas can be attributed largely to its decision to become coeducational.
 - The College of St. Benedict and St. John's University have equalized their enrollments as of 1977-78.
 - In terms of headcount enrollment, the development of graduate and/or professional schools has been especially beneficial to those institutions located in an urban setting.

- Since 1990, the enrollment percentage of entering freshmen at the four Catholic and two comparison institutions has outpaced the percentage of potentially eligible high school students on a national basis.
- The University of St. Catherine and the University of St. Thomas have seen the largest percentage growth in enrollment over the years covered by this study.
- In comparing undergraduate enrollments from 1973 through 2010, the following growth has occurred at each institution:
 - Gustavus Adolphus College had a 24 percent growth in enrollment from 1,972 students in 1973-74 to 2,437 students in 2010-11.
 - Hamline University had a 53 percent growth in enrollment from 1,299 students in 1973-74 to 1,990 students in 2010-11.
 - University of St. Catherine had a 160 percent growth in enrollment from 1,472 students in 1973-74 to 3,839 students in 2010-11.
 - College of St. Benedict had a 57 percent growth in enrollment from 1,325 students in 1973-74 to 2,079 students in 2010-11.
 - University of St. Thomas had a 345 percent growth in enrollment from 1,810 students in 1973-74 to 6,274 students in 2010-11.
 - St. John's University had a 21 percent growth in enrollment from 1,599 students in 1973-74 to 1,931 students in 2010-11.

Summation of Tuition Trends

Below are listed a number of comments that summarize the trends that have developed over the decades concerning tuition rates at the institutions under discussion.

- Tuition at all four Catholic liberal arts institutions has risen dramatically over the course of forty years, a pattern which was also evident at the two comparison institutions
- The rise in tuition rates at all these institutions has far outpaced inflation
- The Catholic institutions' tuition rates have risen faster than the rates at the comparison schools
- At the beginning of the study the urban Catholic institutions' tuition was close to 79% of their comparison institution, Hamline University
- By 2011, the urban Catholic institutions tuition rate was approximately 93% of Hamline University
- At the beginning of the study the rural Catholic institutions' tuition was close to 74% of their comparison institution, Gustavus Adolphus College
- By 2011, the rural Catholic institutions' tuition rate was approximately 95% of Gustavus Adolphus College

Summation of *U.S. News & World Report's America's Best Colleges*

U.S. News & World Report for years was one of the three major news magazines in the United States. In 1983, the magazine printed a number of articles about education, including the first rankings of colleges. Since 1987, the magazine has published its ranking every year. Today, a publication called "American's Best Colleges" is published annually. Even though categories for ranking the institutions have changed over the years, and given the fact that there are many disagreements about the ratings, there are three comments that can be stated about the institutions under discussion.

- Over the course of 40 years, Gustavus Adolphus College was perceived as having a slightly stronger academic reputation than the four institutions under consideration.
- In recent years, St. John's University has ranked the highest of the liberal arts colleges. In the past three years, St. John's University was ranked second among all national Catholic liberal arts colleges.
- A significant increase in prestige has been achieved by the University of St. Thomas. Since 2011, it has been listed among the first tier of national universities, and is considered by *U.S. News & World Report* rankings as the eighth best Catholic university in the nation.

Current Institutional Decisions about Coeducation

The issue of coeducation remains very much alive today, four decades after the four Catholic institutions in Minnesota made their decisions. As recently as the fall semester of 2012, the admission of members of the opposite sex remained an open question among some of the single-sex institutions that remain in the United States.

Recent events at two institutions located in Raleigh, North Carolina, indicate that the question of coeducation remains very much alive. In July 2011, Peace College, an all-women's Presbyterian institution, founded prior to the Civil War in 1857, announced that it would admit men beginning in the fall of 2012. It would continue its commitment to students by offering selected single-sex courses in targeted disciplines. In its announcement, Peace College noted that budget cuts and layoffs that had occurred previously had been criticized by many alumnae ("Peace, a Women's College", 2011).

In a response to the news from Peace College, Meredith College, another women's institution also located in Raleigh, North Carolina, reaffirmed its commitment to remain a single-sex institution. Citing a study by the Women's College Coalition, Meredith College noted four reasons why women are more successful in their professional lives after attending an all-women's institution. The four reasons were: women's colleges do a better job of preparing women to be effective leaders and communicators; alumnae of women's colleges develop stronger critical thinking, presentation, and writing skills; alumnae benefited from small classes, personal interaction with faculty, and were more likely to graduate in four years or less; and finally, they were better prepared for their first jobs as well as career advancement, which included completion of graduate degrees. It should be noted that Meredith College's enrollment exceeds 2,100 students, has annually raised more than \$1,000,000 from its alumnae, and has an endowment of more than \$81,000,000 (Allen, n.d.).

Current decisions regarding coeducation are not limited to the institutions in the "Old South". Two other U. S. institutions, one on each side of the continent, have also made decisions regarding coeducation. Deep Springs College, an all-male institution located in the High Desert of California, and Georgian Court University of Lakewood, New Jersey, an all-female institution, have both recently decided to become coeducational institutions.

Deep Springs College will begin to admit women in the fall of 2013. As of the beginning of the 2012 fall semester, Deep Springs College had an enrollment of 26 students. The announcement by the college indicated the decision to enroll women was taken to increase enrollment of highly intelligent students. President David Neidorf

noted that the biggest consideration concerning coeducation involved accepting students on a gender-blind basis or having roughly an equal number of men and women. Deep Springs College decided in favor of the second option. Some alumni who disagreed with this decision have sued the college to block coeducation. Neidorf, however, expressed optimism that coeducation at the institution will begin in 2013, even though there are long-term financial concerns and considerations (“Deep Springs moves ahead”, 2012).

Georgian Court University’s decision to become a coeducational institution, at least in its announcement, did not refer to any financial strains. President Rosemary E. Jeffries, RSM, noted that the university would be more able to fulfill its mission of offering a high quality faith-based education to people in the New Jersey area. Jeffries stated, “Going coed will help raise GCU’s regional profile and attract a broader range of perspective students.” (“Georgian Court University”, 2012). One might conclude that increased enrollment would also mean increased tuition dollars. Too often one simply assumes that the answer to every question is “follow the money”. Yet, other issues must be considered.

Many women’s institutions have become coeducational, begun graduate programs, or expanded existing ones. Obviously, these revenue streams are of enormous benefit to these institutions. Still, there seems to be a need to stay true to their mission. Susan E. Lennon, president of the Women’s College Coalition, says many of the organization’s member institutions are offering very comprehensive programming, and they are looking at who the face of higher education is now. She adds that she tires of explaining that the point of women’s colleges is not to exclude men, but to focus on the educational success of women (Biemiller, 2011).

This multifaceted approach has paid off well for numerous institutions of higher education. Some women's colleges have found that mixes of traditional and non-traditional programs have allowed them to increase their revenue streams, while retaining their single-sex undergraduate offerings (Biemiller, 2011). Trinity Washington University, located in the District of Columbia, is a good example of this strategy. At one point its full-time undergraduate enrollment had dipped to 280. The institution had 550 weekend-college and graduate students.

Patricia A. McGuire, Trinity Washington University's president, clearly saw that its present mode of operation would not allow the institution to fulfill its mission of educating Catholic women. She told the Board of Trustees that if they wanted 1,000 full-time, undergraduate, mostly Catholic students, then the university must go coeducational (Biemiller, 2011). Trinity Washington University changed its strategy. Instead of trying to attract well-off, white, Catholic girls, they would focus on serving the city's largely underserved black and Hispanic communities. This vision has paid off well with an enrollment in excess of 2,600 students in 2011 (Biemiller, 2011).

Another example of developing a new strategy at a women's institution is that of Wilson College, located in Chambersburg, Pennsylvania. They have developed a program for single women with children. The students and their offspring live in one of the college's dormitories, which includes a day-care center (Biemiller, 2011).

Numerous women's institutions have found the niche that allows them to increase their revenues, expand their outreach to students who would not have fit the school's student profile in the past, and yet continue to serve their original mission of educating women.

The College of St. Benedict and St. John's University have made a concerted effort to expand their reach, not necessarily as a vehicle to enhance enrollment. Their I-LEAD program had a goal of developing intercultural leaders and that targeted socio-economically underrepresented students. Initially, one female and one male from Bell High School in Los Angeles, California matriculated at the two Minnesota institutions. Three years later, 47 students had come to the institutions (Powers, 2008).

One would argue that many of the remaining women's colleges have successfully steered a course through the turbulent waters of the 1960s and 1970s and beyond by refocusing their marketing strategies, while remaining true to their missions. Each of the Catholic liberal arts institutions examined in this study would certainly qualify for that distinction.

Discussions concerning enrollment by gender are not limited to women's institutions. According to the Minnesota Office of Higher Education, 60 percent of students at all levels of higher education in the State were female in fall 2011. Today, all-male institutions see the dwindling number of men matriculating to college as a crisis. Recruiting young men at St. John's University is a matter of survival. Gar Kellom, former executive director of the Center for Men's Leadership and Service, has been pleased at how many faculty members have stepped forward to help address this enrollment problem (Heggen, 2012).

Indeed, the waters of contemporary times are not without rough waters. It is never smooth sailing. Today, a significant challenge exists for Catholic institutions of higher education. The question is, "How do Catholic colleges stay true to their mission

of access in the face of market realities?” This is a concern shared with other institutions affiliated with particular religious denominations.

Access was the topic of a symposium of Catholic college leaders held in Chicago, Illinois in 2009. The symposium brought together enrollment, marketing, and mission officers from various Catholic institutions. David H. Kalsbeek, vice president for Enrollment Management and Marketing at DePaul University, noted that the only area of tension among administrators on campus was between the mission and marketing areas. Kalsbeek said, “Mission without market is empty, market without mission is blind” (Supiano, 2009). In other words, mission statements are hollow rhetoric if not grounded in a college’s realities, while market concerns devoid of mission are rudderless. DePaul University’s mission statement indicates the kind of students it wants to educate: first generation, low-income, minority, and Chicago residents. As of 2008, 53% of DePaul’s students met one of those criteria, but only 4% met all (Supiano, 2009).

Public institutions of higher education have had an historical commitment to educational attainment for all. Catholic colleges have not been seen as major players in the area of access (Supiano, 2009). Historically, Catholic colleges and universities were primarily concerned about access for the Catholic population in their vicinities. In 1932, in the depths of the depression, St. John’s University charged only \$50 per semester in tuition (Thimmesh, 2006, p. 7). Clearly, over the years access has become a significant issue in Catholic higher education. It is interesting to note that the two Catholic urban institutions have dramatically increased their enrollments. Much of this growth has come by way of their graduate programs. The University of St. Catherine and the University of St. Thomas, as well as Hamline University, have increased access to those seeking

baccalaureate degrees. Increasing access by means of low or very affordable tuition has not been part of the equation for those two institutions. Conversely, the College of St. Benedict, St. John's University, and Gustavus Adolphus College have remained focused on undergraduate education. The total headcount enrollment disparity that has grown over the years is indicative of the access to graduate programs that the urban institutions have provided.

Staying true to one's mission is important, but it would appear that every institution wants to move up in prestige in the ranking of colleges. Some higher education administrators rush out to buy the latest edition of *U.S. News & World Report's* "America's Best Colleges", and many high school students, particularly international ones, consider that magazine their bible. St. John's University of New York is a good example of this situation. The institution has moved from being a mostly commuter college to a residential one. Beth M. Evans, vice president for enrollment stated, "St. John's wants to move up in the rankings, but not at the expense of lower-income, lower-achieving students" (Supiano, 2009). In the 2010 edition of *U.S. News & World Report's* America's Best Colleges, St. John's University of New York was ranked alphabetically in Tier 3.

All the above-stated arguments can be distilled down to how Catholic institutions assess their level of Catholicity. Some would argue that it is measured by the number of Catholics whose needs are being met by the institution, while others would argue that social justice, a core component of Catholic teaching, is expressed by who is in the classroom or through what is being taught (Supiano, 2009). Mission, though, should also include putting an institution's Catholic identity in the forefront. Michael Galligan-

Stierle, president of the Association of Catholic Colleges and Universities, states that surveys indicate this generation of students expected to grow spiritually during college (Supiano, 2011).

Some Catholic institutions of higher education appear to be re-asserting traditional Catholic teachings. A good example of this is Catholic University of America's elimination of co-ed dormitories, which suggests a clear direction for the institution (Murphy, 2011). An observer might conclude that some Catholic institutions of higher education are re-positioning themselves in order to fill a perceived societal need.

Such aforementioned changes may be fine and good, but is the spirit of Catholicism and a Christian mind-set apparent in the classroom? Marquette University, a Jesuit institution located in Milwaukee, Wisconsin, inaugurated a semester-long program for new faculty members. These young faculty members were generally educated at secular institutions and were unfamiliar with Catholic education. Among other topics, the course explores academic freedom, Christian education, Ignatian pedagogy, and Pope John Paul II's encyclical, "Faith and Reason" (Redden, 2008, October 9).

Catholic identity at Catholic institutions of higher education remains an on-going work in progress. It would appear that issues of Catholic identity are front and center among concerns of Catholic institutions of higher education. However, the issue of coeducation should not be dismissed entirely. Indeed, in the second decade of the twenty-first century, those institutions that remain single-sex to some degree face the same struggles as institutions did in the 1970s at what might be called the height of the women's movement.

Limitations of the Study

The limitations to this research became apparent in the process of assembling enrollment figures across the 40-year time period. Perhaps at the forefront of these limitations is the span of the time this study attempted to survey, resulting in incomplete information for some institutions for certain years in the 40-year time period.

For the most part, information provided by the Minnesota Office of higher Education was complete and very detailed. However, two institutions, the University of St. Catherine and Hamline University, on different occasions did not submit figures to the Minnesota Office of Higher Education. Yet, given the number of years of this study, trends and patterns were clearly discernible. One further complication did surface, and that was the fact that reporting categories changed over the years. The most difficult issue in using these figures revolved around the University of St. Catherine and the enrollment figures for its Minneapolis campus. In the end, the enrollment figures from the two campuses were combined as it seemed that doing so would give the reader the best picture available of the overall enrollment at that institution.

Beyond analyzing enrollment and tuition data, provided by the Minnesota Office of Higher Education, other limitations were encountered. During the years contained in this research, two of the institutions changed their names. The College of St. Catherine became the University of St. Catherine, and the College of St. Thomas became the University of St. Thomas. The name changes reflected new missions at both institutions, which affected overall enrollments.

A portion of this research involved the perception/reputation of the various institutions in the study as contained in *U.S. News & World Report's* "American's Best

Colleges”. There were numerous limitations concerning the use of the magazine’s ratings. First, the inaugural issue containing a specific ranking of colleges does not begin until 1983, thirteen years after the first year examined in the study. It also represented a time after the decisions regarding coeducation were taken by the various institutions. Also, for two more years after the initial issue, *U.S. News & World Report* did not publish any major articles related to the ranking of American colleges. Since 1987, the magazine has presented annual reports, or still later, published separate magazines dealing with the ranking of colleges.

Over the years, categories of institutions used in the rankings have changed, and consequently, the category of each institution has changed over time. In some cases, the change in category membership was the result of an institutional change in mission. Perhaps from a research perspective, the most frustrating aspect was the fact that not every institution was listed every year.

As interesting and informative as “American’s Best Colleges” listings are, information that would have been extremely helpful to this research was not included in these publications.

The percent of alumni giving in recent years was presented as an indicator of how graduates view their alma mater, but those data did not present a complete picture. In particular, neither annual fundraising nor capital campaign fund raising results were available. Having these figures, combined with enrollment, tuition, and faculty/staff numbers would have given a much more complete picture of the situation and financial issues facing each institution over the years. Although such data are available as part of the Integrated Postsecondary Education Data System of the National Center for

Education Statistics, obtaining data for the 40-year time period was not realistic; access to the archives and yearly financial records were not available from the institutions under consideration in this study.

Written records, to some extent, do exist. Three of the four institutions have written histories of their organizations. The University of St. Thomas has the most thorough and complete accounting of its story. The University of St. Catherine and St. John's University both have commemorative books highlighting their histories of 75 and 150 years, respectively. The College of St. Benedict will celebrate its one hundredth anniversary in 2013 and will publish a history of the college at that time; however, at this time, no encapsulated history of the institution exists. When reading these histories, one is always aware that the entire story may not be present on the pages of their books. Still, the publications that are available have been extremely helpful.

Given all these limitations, however, a reasonable picture of the four institutions under discussion emerged.

Prospects for Future Study

Many unanswered questions arose during the completion of this research. Why the institutions under discussion made the decisions that they did would be informative and very helpful in developing a much more complete picture of how the institutions have changed in the last 40 years. To move forward with that type of study would require access to the Board minutes at the various institutions.

In keeping with the above question, to get a complete picture would require obtaining budgets, including all development funds (both annual and capital fund drives). These issues concern the question of how these four institutions came to three different

decisions. The University of St. Thomas became coeducational, the University of St. Catherine remained single-sex at the undergraduate level, and the College of St. Benedict and St. John's University became co-ordinate institutions. The question of why remains unanswered.

Conclusion

After 40-plus years, coeducation remains a current issue. Financial considerations are always critical, but there also remains the tension of how best to educate the student, whether male or female. The arguments and concerns raised four decades ago remain relevant today.

Although the issue of coeducation remains a defining and crucial decision for numerous institutions today, that is not the case for the four Catholic, liberal arts institutions examined in this study. All four institutions are doing quite well. Enrollments have grown and the present and near future appear to be excellent for all four schools.

Forty years ago the immediate issue of coeducation was on the front burner. Today, the issue of Catholicity is the question that boards, administrators, and stakeholders must grapple with in Catholic institutions. On the one hand, if an institution is Catholic does it not need to promote Catholic doctrine? Does doing so put roadblocks on the path for the search of discerned truth, and infringe on academic freedom? On the other side of the discussion is the belief that Catholic higher education, and more generally private higher education, has an obligation to be a counter force and a challenger to public higher education. To many, higher education in the United States is the best in the world, specifically because this nation has two competing systems.

As in all of life, there are struggles in higher education, and these struggles engage educators to help build better and more complete institutions that in turn help society. So it was 40 years ago, and so it is today.

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