This paper attempts to answer the question “When doing word problems, do College Algebra students prefer certain application contexts over others?” Two studies were done in two UW campuses to four sections of College Algebra students involving quadratic and exponential functions respectively. We gave problems in numerous application areas and asked students to select their top three preferences. The areas fell into three categories: Category R (Problems on application areas to which students can readily relate to), Category I (Problems on application areas which contain a certain amount of intrigue or curiosity) and category U (Problems on more formal/distant application areas). We fit mixed-effects logistic regression models for the data from both studies separately taking “preference” as a binary response variable. Results show that students highly significantly preferred questions from I and R categories over questions from the U category. Even within the categories, certain questions were preferred more than the others. These conclusions will help teachers to select problems on application areas which either contain some intrigue or to which students can easily relate to when presenting motivating examples and assigning homework problems. (Received September 23, 2012)