

Alumni Survey Report 2004

Methods

- As part of an effort to obtain longitudinal data on Skidmore students, the Class of 1999 was surveyed in their senior year (spring 1999) and again five years later as alums (spring 2004). Advancement provided the names and addresses of contactable alumni/ae in the Class. Of 459 reachable alumni, 137 completed the survey for a response rate of 30%. This figure is generally within the range of alumni response rates (20% to 30%) found at other institutions. The total number of graduates in the Class of 1999 was 504 students, thus the response group represents 27% of the total class.
- Graduates were contacted four times:
 - Pre-notification email
 - First mailing (questionnaire with web option)
 - Postcard reminder
 - Follow-up mailing (questionnaire with web option)
- Students were asked to provide voluntary self-identifying information so that Alumni Survey responses could be matched to Senior Survey responses and student information system data. The response rate to the 1999 Senior Survey was very high (90%). 106 cases matched at all three data points – information system, senior survey, and alumni survey. This figure demonstrates only one of the inherent difficulties in longitudinally tracking students. The number of matching cases might well have been lower if not for the robust Senior Survey response. In this report, the 106 matching cases are used only in the College Experience section to identify attitudinal shifts since senior year. Figures in all other sections include the total response group (N=137).
- Respondents to the Alumni Survey were more likely to be female and slightly more likely to be white. No differences in SAT scores were observed between respondents and non-respondents, though respondents did have slightly higher cumulative GPAs (3.23 v. 3.07). The data were weighted to control for differences in sex and race/ethnicity with resulting figures equal to the population (63% female & 12% nonwhite). This weighting, however, did not remove an apparent response bias in satisfaction levels. Graduates completing the alumni questionnaire reported greater satisfaction with Skidmore as seniors than non-respondents (see Table I). Normally, weighting could be used to control for such a difference, but the small numbers would have resulted in very large weights and the inability to compute weights where no respondents fit a specific cell (e.g., male and nonwhite and very low satisfaction). The same issue is relevant to the decision not to weigh by GPA. Caution should be used in interpreting the results as respondents demonstrated greater satisfaction with their Skidmore experience in general and also had higher GPAs. The results were not analyzed by sex or race/ethnicity given the response rate.
- The response group can be described further by noting participation in select activities:
 - Working on campus for pay (64%)
 - Student leadership/clubs and organizations (56%)
 - Fine arts/performance groups (48%)
 - Internship or other career work experience (38%)
 - Volunteer/community service work (33%)
 - Intercollegiate athletics (30%)
 - Honors related programs/activities (28%)
 - Intramural athletics (25%)
 - Religious activities (9%)

Overall Satisfaction

- There appears to be little growth in overall satisfaction five years after graduating; the high level of satisfaction reported during the senior year for this group ($\approx 90\%$) probably results in little room for growth.
- Three-quarters of alums reported Skidmore prepared them well for additional education; slightly fewer (66%) reported Skidmore prepared them well for current work (see Table I).
- Only 62% of alumni/ae reported they had a sense that Skidmore was developing a relationship with them that would extend beyond graduation. This figure is troubling given that survey respondents appear to be a more satisfied lot. The instrument did not explore the reasons for such sentiment.

Table I: Comparison of Overall Satisfaction (Percentage Reporting Agreement/Strong Agreement).

	Senior Survey 1999		Alumni Survey 2004
	All Respondents (N=439)	Alumni Respondents also completed Senior Survey (N=106)	All Respondents (N=137)
I would recommend Skidmore to a high school senior	79%	87%	94%
Thinking back over my semesters at Skidmore, my recollections are mostly positive	80%	89%	91%
Knowing what I know now, I would still enroll at Skidmore if I could do it all over again	68%	76%	77%
I am proud to be a Skidmore student/graduate	75%	85%	89%
Overall, Skidmore has prepared me well for additional formal education	----	----	75%
Overall, Skidmore has prepared me well for the work I am doing now	----	----	66%
Looking back on my years at Skidmore, I was given a sense of developing a relationship with the College that would continue beyond graduation	----	----	62%

Abilities

- In the First-Year and Senior Surveys, students are asked to report their growth in the abilities listed in Table II. For the Alumni/ae Survey, the questions were altered and instead asked for the personal importance of the abilities and the extent to which it is felt Skidmore enhanced each.
- Alumni/ae generally reported very high levels of importance for all items. Means for abilities ranged from 3.74 to 4.73 on a Likert scale where 5 represented “extremely important.” The range for enhancement of these abilities attributed to Skidmore varied from 3.10 to 4.23 – where 5 represented “greatly enhanced” ability. Generally, alums perceived most abilities to be “important”(4) or “extremely important”(5) but reported Skidmore’s enhancement of these abilities to be somewhere between neutral (3) and enhanced (4).
- Most important abilities as reported by alumni/ae:
 - Write clearly/effectively
 - Analyze problems/find creative solutions
 - Communicate well orally
 - Respect views/perspectives of others
 - Present ideas with self confidence
- Greatest enhancement attributable to Skidmore:
 - Appreciate/evaluate the arts
 - Write clearly/effectively
 - Develop commitment to lifelong learning
 - Appreciate interrelatedness of disciplines
 - Learn/work independently
- Differences in perceived enhancement of an ability by Skidmore and the importance of the ability were obtained by simply subtracting the means (i.e., Enhancement by Skidmore minus Importance). Areas with the greatest negative difference between enhancement and importance (see Table II) were:
 - Work with people of different racial backgrounds
 - Communicate well orally
 - Resolve conflicts
 - Bridge theory/practice to analyze real world problems
 - Clarify my beliefs/values
- There were negative differences for the majority of abilities (see Table II). Since alumni/ae gave such high importance to these abilities, it would certainly be difficult to meet these expectations. This might be partly caused by the response bias mentioned earlier. Another way of looking at the data is by quadrant. That is, taking the mean of the means for both importance and enhancement and plotting the abilities on such axes (see Chart I & Table III). For example, Skidmore is doing less well meeting student expectations for items in the lower quadrants but not necessarily poorly. Conversely, Skidmore is doing better meeting expectations for items found in the upper quadrants. Keep in mind, for example, that items within the higher importance/greater enhancement quadrant can still have negative differences (E.g., the gap for “analyzing problems and finding creative solutions” is -0.67); however, Skidmore is performing fairly well on this item when comparing it to the mean of all abilities. Also note that items under lower importance/less enhancement should not be ignored as unimportant. For example, “working with people of different racial backgrounds” has the largest difference of any item (-1.16). Particular attention should be given to items in the lower quadrants, especially the higher importance/lower satisfaction quadrant (lower right).
- The lower right quadrant for higher importance but less enhancement than the averages indicates three areas of concern:
 - Communicating well orally
 - Clarifying my beliefs/values
 - Resolving conflicts

Table II: Alumni/ae Ratings of Importance & Enhancement of Abilities by Difference.

Item #		Importance	Enhanced by Skidmore	Difference
8	Work with people of different racial backgrounds	4.26	3.10	-1.16
2	Communicate well orally	4.64	3.77	-0.87
25	Resolve conflicts	4.32	3.50	-0.82
20	Bridge theory/practice to analyze real world problems	4.19	3.45	-0.74
17	Clarify my beliefs/values	4.40	3.67	-0.73
6	Act effectively as citizen within community	4.27	3.58	-0.69
3	Analyze problems/find creative solutions	4.66	3.99	-0.67
12	Understand international affairs	3.99	3.33	-0.66
11	Understand/evaluate my abilities, interests, limitations	4.44	3.80	-0.64
21	Lead group to accomplish objective	4.13	3.52	-0.61
24	Present ideas with self confidence	4.58	4.01	-0.57
5	Respect views/perspectives of others	4.61	4.04	-0.57
7	Write clearly/effectively	4.73	4.16	-0.57
4	Identify/evaluate moral/ethical issues	4.30	3.75	-0.55
10	Use quantitative tools to solve problems	3.74	3.29	-0.45
18	Assess prejudicial attitudes based on race, sex, class, etc.	4.08	3.66	-0.42
22	Collaborate to solve problems	4.27	3.87	-0.40
16	Develop commitment to lifelong learning	4.52	4.12	-0.40
23	Place current problems in historical/cultural perspective	3.91	3.52	-0.39
9	Learn/work independently	4.47	4.09	-0.38
14	Think analytically/logically	4.45	4.08	-0.37
19	Gather/organize information from variety of sources	4.18	3.87	-0.31
15	Appreciate/evaluate the arts	4.33	4.23	-0.10
1	Appreciate interrelatedness of disciplines	4.19	4.10	-0.09
13	Communicate through artistic/creative expression	4.04	4.01	-0.03

N=137.

"Important to me" scale = 1 (Not at all important) to 5 (Extremely important).

"Ability enhanced by Skidmore" scale = 1 (Not at all enhanced) to 5 (Greatly enhanced).

Bolded differences are significant based on parametric and nonparametric tests ($p \leq .05$)

**Chart I: Alumni/ae Importance and Enhancement of Abilities Plotted on Axes
(Mean of the Means)**

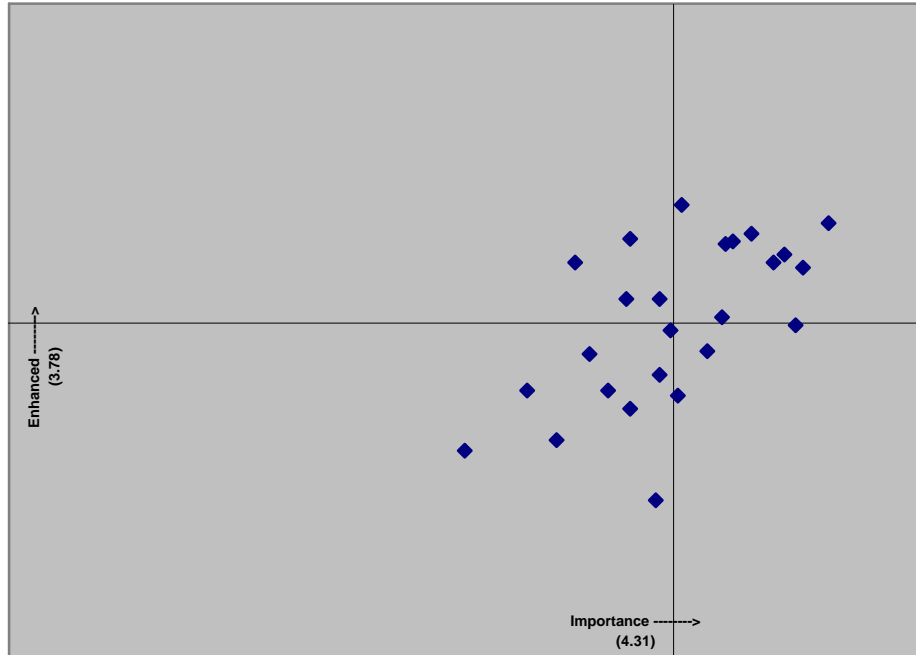


Table III: Alumni Importance and Enhancement of Abilities by Quadrant by Importance.

<i>Lower Importance / Greater Enhancement</i>	<i>Higher Importance / Greater Enhancement</i>
<ul style="list-style-type: none"> -Collaborate to solve problems -Appreciate interrelatedness of disciplines -Gather/organize information from variety of sources -Communicate through artistic/creative expression 	<ul style="list-style-type: none"> -Write clearly/effectively -Analyze problems/find creative solutions -Respect views/perspectives of others -Present ideas with self confidence -Develop commitment to lifelong learning -Learn/work independently -Think analytically/logically -Understand/evaluate my abilities, interests, limitations -Appreciate/evaluate the arts
<i>Lower Importance / Less Enhancement</i>	<i>Higher Importance / Less Enhancement</i>
<ul style="list-style-type: none"> -Identify/evaluate moral/ethical issues -Act effectively as citizen within community -Work with people of different racial backgrounds -Bridge theory/practice to analyze real world problems -Lead group to accomplish objective -Assess prejudicial attitudes based on race, sex, class, etc. -Understand international affairs -Place current problems in historical/cultural perspective -Use quantitative tools to solve problems 	<ul style="list-style-type: none"> -Communicate well orally -Clarify my beliefs/values -Resolve conflicts

College Experience

- Alums were asked to report their importance and satisfaction with key areas related to the college experience in general. These responses were compared to their senior responses (n=106).
- Although alumni/ae generally reported importance ratings similar to or slightly higher than those reported during their senior year, significant increases in importance were found for the following areas:
 - Challenge of coursework
 - Saratoga Springs' cultural resources/environment
 - Interdisciplinary courses/programs
 - Sense of community on campus
 - Variety of leadership opportunities
 - Establishing strong friendship networks
 - College community acceptance of different lifestyles, backgrounds, etc
 - Opportunities for internships, collaborative learning, practica, independent study, etc
- Similarly, satisfaction ratings tended to hold steady from the senior year to five years later. Nevertheless, significantly greater satisfaction was reported for:
 - Sense of community on campus
 - College community acceptance of different lifestyles, backgrounds, etc
 - Saratoga Springs' cultural resources/environment
 - On-campus social life
- Alumni/ae did not give low importance or satisfaction ratings to any college experience areas. In fact, the importance means ranged from 3.34 to 4.87 on a 5-point scale with 5 representing "extremely important." Satisfaction levels tended to be lower than importance levels as noted by the difference between importance and satisfaction (see Table IV). Satisfaction means ranged from 3.00 to 4.27 also on a 5-point scale where 5 represented "extremely satisfied" (N=137). The effect of response bias is unknown.
- The top five most important college experience areas:
 - Quality of faculty teaching
 - Establishing strong friendship networks
 - Faculty ability to balance challenge/support
 - Challenge of coursework
 - Learning a field/discipline in depth
- The top five college experience areas in satisfaction:
 - Quality of faculty teaching
 - Saratoga Springs' cultural resources /environment
 - Intellectually stimulating relations with faculty
 - Challenge of coursework
 - Establishing strong friendship networks
- The top five areas with the greatest negative difference between satisfaction and importance (see Table IV for additional significant differences):
 - Diversity (undefined) of student body
 - Interacting/socializing with people of different racial/ethnic backgrounds
 - Faculty advising
 - Establishing strong friendship networks
 - Sense of community on campus
- To further narrow the areas of greatest concern to alumni, quadrant analysis was again applied to these measures following the same procedures for the abilities section. Areas where alumni/ae reported higher importance than the mean of means but lower satisfaction than mean of means included (see Table V):
 - Sense of community on campus
 - On-campus social life
 - Faculty advising
 - Opportunities for internships, collaborative learning, practica, independent study, etc

Table IV: Alumni/ae Rating of Importance and Satisfaction with College Experience Related Items by Difference.				
Item #		Importance	Satisfaction	Difference
20	Diversity (undefined) of student body	3.90	3.00	-0.90
10	Interacting/socializing with people of different racial/ethnic backgrounds	4.02	3.25	-0.77
14	Faculty advising	4.27	3.58	-0.69
3	Establishing strong friendship networks	4.69	4.05	-0.64
7	Sense of community on campus	4.39	3.76	-0.63
2	Quality of faculty teaching	4.87	4.27	-0.60
23	Supportive/inclusive environment for people of different races/cultural ancestry	4.00	3.46	-0.54
15	On-campus social life	4.31	3.78	-0.53
8	Faculty ability to balance challenge/support	4.53	4.04	-0.49
16	Quality of personal support services	4.11	3.62	-0.49
22	Opportunities for internships, collaborative learning, practica, ind study, etc	4.24	3.78	-0.46
5	Academic/intellectual atmosphere	4.37	3.91	-0.46
25	Learning a field/discipline in depth	4.44	3.99	-0.45
17	Intellectually stimulating relations with peers	4.30	3.89	-0.41
1	Challenge of coursework	4.48	4.10	-0.38
6	Intellectual tone of classroom	4.35	3.97	-0.38
9	College community acceptance of different lifestyles, backgrounds, etc	4.36	4.00	-0.36
21	Intellectually stimulating relations with faculty	4.42	4.15	-0.27
13	Residence hall experience	4.10	3.86	-0.24
12	Interdisciplinary courses/programs	4.21	4.04	-0.17
4	Opportunities in cocurricular activities	4.05	3.91	-0.14
19	Saratoga Springs' cultural resources/environment	4.29	4.18	-0.11
11	Variety of leadership opportunities	3.66	3.55	-0.11
24	Diversity issues included in the college curriculum	3.65	3.56	-0.09
18	Community volunteer work	3.34	3.37	0.03
<p>N=137. Importance scale = 1 (Not at all important) to 5 (Extremely important). Satisfaction scale = 1 (Not at all satisfied) to 5 (Extremely satisfied). Bolded differences are significant based on parametric and nonparametric tests ($p \leq .05$)</p>				

**Chart II: Alumni/ae Importance and Satisfaction with College Experience Plotted on Axes
(Mean of the Means)**

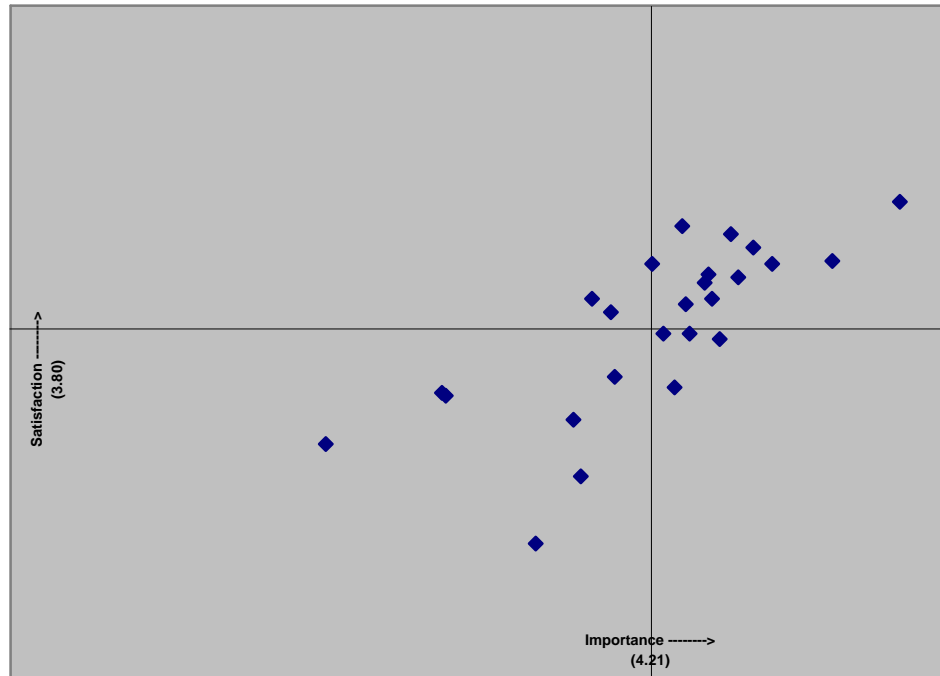


Table V: Alumni/ae Importance and Satisfaction by Quadrant by Importance.

<i>Lower Importance / Higher Satisfaction</i>	<i>Higher Importance / Higher Satisfaction</i>
<ul style="list-style-type: none"> -Interdisciplinary courses/programs -Residence hall experience -Opportunities in cocurricular activities 	<ul style="list-style-type: none"> -Quality of faculty teaching -Establishing strong friendship networks -Faculty ability to balance challenge/support -Challenge of coursework -Learning a field/discipline in depth -Intellectually stimulating relations with faculty -Academic/intellectual atmosphere -College community acceptance of different lifestyles, backgrounds, etc -Intellectual tone of classroom -Intellectually stimulating relations with peers -Saratoga Springs' cultural resources/environment
<i>Lower Importance / Lower Satisfaction</i>	<i>Higher Importance / Lower Satisfaction</i>
<ul style="list-style-type: none"> -Quality of personal support services -Interacting/socializing with people of different racial/ethnic backgrounds -Supportive/inclusive environment for people of different - races/cultural ancestry -Diversity (undefined) of student body -Variety of leadership opportunities -Diversity issues included in the college curriculum -Community volunteer work 	<ul style="list-style-type: none"> -Sense of community on campus -On-campus social life -Faculty advising -Opportunities for internships, collaborative learning, practica, ind study, etc

Post-Graduate Activities

- Three-quarters of alumni/ae reported full-time employment. One-third of the group was attending graduate school either part-time or full time (see Table VI).
- Of those employed, 38% said their current work position was directly related and 40% reported it was only somewhat related to their Skidmore degree. 22% said work was not at all related to it. These figures are similar to those obtained from the Class of 1993 five years after graduation on the national Collegiate Results Instrument (CRI) – 41% directly related, 38% indirectly related, and 17% not related at all.
- 53% of graduates either obtained or are in progress of obtaining a graduate degree five years after graduation. This proportion also compares favorably to the CRI findings regarding graduate schooling from the Class of 1993 five years after graduation (55%).
- Refer to the appendices for complete lists of occupational fields, position titles, and areas of graduate study for Alumni Survey respondents.

Table VI: Current Employment & Student Status – Alumni Five Years after Graduation.

Employed full-time	75%
Employed part-time	10%
Attending graduate/professional school full-time	19%
Attending graduate/professional school part-time	15%
Not employed, but seeking employment	6%
Not employed by choice (volunteer, traveler, etc)	2%

Table VII: Highest Degree Obtained or in Progress – Alumni Five Years after Graduation.

None beyond Skidmore Degree	46%
Second Bachelor's Degree (BA, BS)	1%
Master's Degree (MA, MS, MSW, MBA, MFA, etc)	38%
Doctoral Degree (PhD, EdD, etc)	6%
Professional Degree (MD, DDS, JD, etc)	9%

Narrative Comments

- Alumni/ae were asked to provide one way to improve their overall Skidmore experience and one way to improve their Skidmore major. Both questions were open-ended.
- **Regarding the overall Skidmore experience,** Diversity again is frequently mentioned as an area that can be improved. Students vary on the type of diversity they are seeking but generally refer to race, ethnicity, geography, and socioeconomic status but also religion and age. Alums make a connection between diversity and its possible benefits in the classroom. "Perhaps with a more diverse student body I might have been able to explore a greater range of viewpoints and beliefs during stimulating intellectual conversations with classmates." Another alum placed accountability on the students noting it's the students' fault of "not doing a better job of including minority students in the larger community." "Faculty made a great effort to make a non-diverse crowd aware of diversity; however, at the end of the day, having very little actual dialogue (a.k.a., no conversations with people of different backgrounds) smacked of privileged white liberalism." Several references were made to Skidmore operating in a "bubble" that does not reflect the "real world." "Skidmore is a bubble and the sense of that bubble is only increased by the lack of diversity. This is not just about ethnic diversity. Skidmore needs to be more diverse on ethnic, religious, class and regional levels."
- School spirit or pride was another frequent concern. The desire for a greater sense of community was noted. Several viewed athletics as the way to enhance school spirit or community. "Either more emphasis on athletics or other activities where the general student body can feel positive about the school and all come together for support of one 'they.'" Though some alums lament over the lack of diversity in terms of race, ethnicity, etc., some view the student body as being so diverse that students have little in common with each other. "I found the student body so eclectic and diverse that it was difficult for all students to feel passionate." Somewhat related is the finding that several students said Skidmore was socially challenging due to an "unbalanced male to female ratio," the "diversity of culture and thought," "lack of social activities for those who didn't party" or "geographic and socioeconomic differences." "As a whole Skidmore does not attract a cookie cutter student population. The unique complexion of the student body is one of Skidmore's greatest assets but distinct individuality causes social breakdown. People from so many different backgrounds caused a lack of unity."
- Many alumni/ae noted a desire for enhanced career and graduate school information, options, direction, and counseling while at Skidmore. Suggestions ranged from more networking, more advising within the major on these options, and more internship possibilities. Some alums have a desire to better understand these options from faculty within their major and not only from Career Services. For example, "better career counseling course work especially in upper level courses in the major -- should have more direction to the real world and jobs and life after Skidmore in the student's major field." Related to this concern is the feeling that current events are not included in the curriculum as well as they could be. "I think there should be a required current events class that involves reading the newspaper and holding discussions. In some ways it's nice to live in the Skidmore bubble for four years but when I came out I realized how ignorant I was in terms of current world events and governments." Another student was more concise -- "Open students up to what's going on in the world."
- Academic challenge and peer apathy were areas of concern for some alumni/ae. Respondents did not generally provide suggestions for handling peer apathy, but they did suggest challenge improvements such as more rigorous and consistent grading, retaining only excellent teaching faculty, and more challenging projects. "I felt there were too many students coming to class to get by instead of really contributing to the intellectual atmosphere I craved."
- Some alums have a desire to explore by being able to take courses outside their major, studying abroad, and greater interdisciplinary learning. Several students requested a "scaling down" of requirements. Many of these concerns (E.g., 4 LS courses, foreign language requirement, etc.) have since been addressed with the new curriculum. Suggestions for encouraging study abroad included more options, financial support those unable to afford it, and making it less difficult for students with extensive major requirements.
- **Within the major,** there were two reoccurring themes for improvement: increased focus on the application of knowledge and the major to the world beyond Skidmore and high expectations for academic achievement. Certainly these can vary by major, but these two concerns were quite frequent. Analyses were not conducted by major since the number of respondents was low.
- Several alums reported a concern for balancing theory with practical application in the form of labs, earlier research opportunities, more internship opportunities, conference opportunities, etc. The concern about employment and graduate school options and abilities desired in both is palpable. "I felt I lacked any relatable work experience upon graduation." Another alum suggested offering "networking opportunities to help find a job after college. More contact with alumni. Offer classes that are more practical than theoretical; need to prepare for the real work environment, stress, challenges, opportunities etc." "Most of the major is theory or from a book. I feel that I was unprepared in searching for an area of work. I left Skidmore with great ideas but they were not practical in the real world." "Offer more career planning options. Have former students speak about what they are doing in the real world within their degrees." As mentioned earlier, several alumni/ae suggested more in-depth career counseling by faculty within their major. An alumnus even suggested offering a course by major that dealt with career and life options after graduation.
- The second concern within the major was academic challenge – also an overall concern. Responses were similar to those mentioned earlier with a focus on increasing challenge by expecting more from students and maintaining only excellent teaching faculty.

Appendix A

Current Primary Occupational Field	
Administration (3)	Education (20)
Animal Care	Environmental Science
Archaeology	Fashion
Archives and Records Management	Health Care (2)
Art (5)	Hospitality (2)
Art Gallery	Human Resources (2)
Art Therapy (2)	Journalism (2)
Business (2)	Law (5)
Advertising (3)	Library Science
Finance (7)	Massage Therapy
Financial Analysis Management	Media
Financial Services	Medical (3)
Marketing (5)	Molecular Biology
Public Relations (2)	Museum
Real Estate (3)	Non Profit
Chemistry	Pharmacy
Commercial Print Management	Philanthropy (2)
Computers	Photography
Construction (2)	Public Health
Consulting	Publishing (2)
Counseling	Recruiting
Customer Services (5)	Sales (3)
Dance	Social Work (4)
Data Entry	Software Engineering
Design Communications	Technical Writing
Development Fundraising	Theater (3)
Economist	Therapy
() indicates frequency of similar response	

Appendix B

Current Position Title	
Actress	Managing Director of Marketing
Adjunct Instructor	Marketing Associate
Administrative Assistant	Marketing Coordinator
Admissions Counselor	Massage Therapist/Professional Dancer
Advisor (2)	Massage Therapist/Yoga Teacher
Analyst (3)	Office Manager Reporter
Archivist	Optometrist
Art Image Cataloguer	Outreach Coordinator
Art Therapist (2)	Owner (3)
Assistant (3)	Paralegal
Assistant Executive (2)	Photographer
Assistant Vice President	Physician Assistant (2)
Associate Editor (2)	Planner for Internet Media
Attorney	President (3)
Career Services Coordinator	Print Media Planner Buyer
Chiropractor	Production Coordinator of Graphic Design
Co-Founder	Program Assistant
Contract Analyst	Program Coordinator
Coordinator	Project Associate
Counselor	Project Editor
Curator	Recruiter
Database Programmer	Research Biologist
Deputy Attorney General	Restaurant Server
Designer	Sales Assistant
Development Associate	Sales Representative
Development Executive	Scientist
Director (3)	Senior Account Executive
Director of Research	Senior Associate
Doctor	Senior Data Entry Specialist
Financial Analyst	Social Scientist
Financial Analyst Manager	Social Worker (3)
Generalist	Specialist
Geologist	Stock Trader
Graduate Assistant	Supervisor
Guidance Counselor	Teacher (14)
Laboratory Director	Teacher/Merchandise Buyer
Lawyer (2)	Technology Development Engineer
Library Assistant	Vice President for Planning
Manager (11)	
() indicates frequency of similar response	

Appendix C

Area of Study - Highest Graduate Degree	
Anthropology	Marketing & Communications
Archives Administration and Records Management	Medicine (5)
Art (3)	Music
Art History	Neuroscience
Art Therapy (2)	Optometry
Business (3)	Psychology (2)
Chemistry (2)	Psychology - Counseling (2)
Communications	Psychology - Therapy (2)
Community Health	Psychology - Clinical
Dance Education	Public Affairs
Education (11)	Social Work (4)
English	Sociology
English Literature	Special Education
Environmental Science	Theater
Finance (2)	Theology, Divinity, or Pastoral Counseling
Fine Arts	Therapy - Marriage & Family
Higher Education	Urban Planning
Law (5)	Urban Planning & Management
Library Science	
() indicates frequency of similar response	