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2013-2014 Annual Report

The Annual Report, compiled by Drury University Career Planning & Development, is intended to summarize the services and activities of the office in addition to providing the Drury community with an overview of general job market trends. Due to the relatively small number of respondents in some discipline areas, discretion should be used when considering the data.

Mission

Educate students and alumni of Drury University on career development issues and assist them in achieving productive and fulfilling careers through appropriate campus and community outreach and programming. Represent and connect the Drury community to the world of work and larger communities.

Staff

Jill Wiggins, MBA, SPHR, Director
Emily Buckmaster, Assistant Director-Internal Relations
Ashley Mueller, MA, Assistant Director-Employer Relations

Goals

I. To strengthen the academic experience through integration of career development into the curriculum.
II. Develop relationships with the Springfield and larger communities to enhance Drury’s image and student opportunities.
III. Increase diversity of educational experiences through programming including alumni networking, internships, and job shadowing opportunities.
IV. Integrate liberal arts and professional preparation through individual and group counseling, internships, and programming.
V. Provide infrastructure to meet the needs of all constituents through development of long-term strategic plan and budget requests.

Learning Objectives

Students who utilize Career Planning & Development services will recognize the following outcomes:

I. Recognition of career management as a lifelong process of growth and development.
II. An ability to research the connection between college majors, experiential opportunities and the world of work.
III. Development of skills and strategies for effective job search including resume and cover letter writing, interviewing, market exploration, follow-up, and negotiation.
Career Counseling

From June 1, 2013 to May 31, 2014, Career Planning & Development scheduled 658 appointments.

Career Planning & Development usage is estimated to be 2251 contacts (not including e-mail) during the same time period with a breakdown as follows:

- Day School Students—67.79% (1526)
- College of Graduate and Continuing Studies Students—3.2% (72)
- Faculty/Staff—12.31% (277)
- Alumni—4.13% (93)
- Community Members—1.55% (35)
- Employers—10.44% (235)
- Prospective Students—.58% (13)

Experiential Education

Experiential Education is a term that commonly refers to “hands-on experience” and can be used to refer to volunteering, service learning, job shadowing, co-ops, internships, and externships. The most common form of experiential education involves the use of internships. Internships support the Drury University mission in many ways, most notably through the integration of classroom knowledge and practical experience. In addition, internships are an integral part of the job search process, aiding students in the development of career goals and career marketing tools.

Including Summer 2013, Fall 2013 and Spring 2014, Career Planning & Development received internship registration information from 206 students. This is a 10% increase from the previous year.

Below are several highlights and summaries of note for Drury’s Internship Program from the past year:

- **Drury University Students Exceed Employers’ Expectations**
  According to survey results from internship site supervisors, employers rate Drury University students very highly, with students exceeding expectations the majority of the time. (See results on page 5.) Students exceeded employer expectations 59.8% of the time and met expectations 34.8% of the time. In addition, 91.8% of internship sites indicated they would hire their intern for full-time work, if an appropriate position was available, 88.2% would be willing to host future interns and 50.8% would be willing to participate in an internship/job fair to recruit other Drury students.

- **Interns Report Great Benefits From Internship Experiences**
  In review of survey results from interns this past year, it is clear the internship experience is an integral part of the Drury University educational experience. More than 96.5% of the interns responding to the survey stated their internship was successful in meeting their objectives. Reasons for pursuing an internship experience included 94.2% wanted to gain experience and 80.1% needed to build their resume. (See results on page 6.)

- **Internship Sites**
  Interns participated in a wide variety of experience this past year. Locally, students interned at sites such as Habitat for Humanity, Springfield Cardinals, Paul Mueller Company, Hall, Ansley, Rodgers & Sweeney, Springfield Little Theatre at the Landers, Missouri Public Defender and O’Rielly Automotive, Inc.. Nationally, students have interned with Charlotte Motor Speedway, Concord, NC; Disney Worldwide Services, Inc, Lake Buena Vista, FL; FBI, Little Rock, AK; McCormick & Co, Rogers, AR; Ronald McDonald House Charities, St. Louis, MO and Department of Justice, Washington, DC. Internationally, students have interned with Aon Spain, Barcelona, Spain; RB Construction, Santa Catarina, Brazil; Centro de Investigaciones Biotecnologicas del Ecuador CIBE, Guayaquil, Ecuador; FPT Software Ltd., Ha Noi, Vietnam; Tonini Planning Co., Ltd., Osaka, Japan; China Resources Cement Holding Company Limited, Shenzhen, China and Glaspalast Sindelfingen, Sindelfingen, Germany. (See a complete list of internship sites on pages 7-8.)
Site Supervisor Evaluations of Drury Interns
(Summer 2013, Fall 2013, Spring 2014)
N = 195, representing a 94.6% response rate.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Interpersonal/Communication:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Oral Communication</td>
<td>62.6% (122)</td>
<td>35.9% (70)</td>
<td>0.5% (1)</td>
<td>0.0% (1)</td>
</tr>
<tr>
<td>b. Written Communication</td>
<td>46.2% (90)</td>
<td>42.1% (82)</td>
<td>1.0% (2)</td>
<td>5.3% (20)</td>
</tr>
<tr>
<td>c. Teamwork/Cooperation</td>
<td>78.5% (153)</td>
<td>18.9% (37)</td>
<td>1.5% (3)</td>
<td>0.0% (1)</td>
</tr>
<tr>
<td>2) Professionalism:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Regular attendance/ Punctuality</td>
<td>56.9% (111)</td>
<td>40.0% (78)</td>
<td>2.6% (5)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>b. Work habits</td>
<td>65.1% (127)</td>
<td>32.3% (63)</td>
<td>2.0% (4)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>c. Initiative/Self-reliance</td>
<td>66.7% (130)</td>
<td>29.7% (58)</td>
<td>2.6% (5)</td>
<td>0.0% (1)</td>
</tr>
<tr>
<td>d. Willingness to learn</td>
<td>75.9% (148)</td>
<td>21.5% (42)</td>
<td>2.0% (4)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>e. Presents professional image</td>
<td>55.9% (109)</td>
<td>41.0% (80)</td>
<td>2.6% (5)</td>
<td>1.3% (0)</td>
</tr>
<tr>
<td>f. Ethical behavior</td>
<td>69.7% (136)</td>
<td>27.7% (54)</td>
<td>0.0% (0)</td>
<td>1.3% (4)</td>
</tr>
<tr>
<td>3) Academic Behavior:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Academic knowledge/background</td>
<td>52.3% (102)</td>
<td>41.5% (81)</td>
<td>1.5% (3)</td>
<td>0.7% (8)</td>
</tr>
<tr>
<td>b. Ability to apply theory/knowledge</td>
<td>54.4% (106)</td>
<td>38.9% (76)</td>
<td>0.0% (0)</td>
<td>2.6% (12)</td>
</tr>
<tr>
<td>4) Skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Decision making</td>
<td>47.7% (93)</td>
<td>49.2% (96)</td>
<td>1.0% (2)</td>
<td>2.0% (3)</td>
</tr>
<tr>
<td>b. Problem solving</td>
<td>55.9% (109)</td>
<td>42.1% (82)</td>
<td>0.5% (1)</td>
<td>2.6% (2)</td>
</tr>
<tr>
<td>c. Technical/Computer</td>
<td>49.2% (96)</td>
<td>37.9% (74)</td>
<td>0.0% (0)</td>
<td>7.3% (24)</td>
</tr>
<tr>
<td>5) Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Respecting others</td>
<td>76.4% (149)</td>
<td>23.1% (45)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>b. Taking ownership</td>
<td>64.1% (125)</td>
<td>34.9% (68)</td>
<td>0.5% (1)</td>
<td>0.7% (0)</td>
</tr>
<tr>
<td>c. Giving back to community</td>
<td>38.5% (75)</td>
<td>32.8% (64)</td>
<td>0.0% (0)</td>
<td>26.5% (55)</td>
</tr>
<tr>
<td>d. Following through</td>
<td>61.0% (119)</td>
<td>36.4% (71)</td>
<td>1.5% (3)</td>
<td>1.3% (1)</td>
</tr>
<tr>
<td>TOTALS:</td>
<td>59.8% (2100)</td>
<td>34.8% (1221)</td>
<td>1.1% (39)</td>
<td>3.8% (132)</td>
</tr>
</tbody>
</table>

RECOMMENDATION FOR HIRE:
- Yes: 91.8% (179)
- No: 6.2% (12)
- N/A: 0.0% (0)

WILLING TO HOST FUTURE INTERNS:
- Yes: 88.2% (172)
- No: 9.7% (19)
- N/A: 0.0% (0)

WILLING TO PARTICIPATE IN INTERNSHIP/JOB FAIR:
- Yes: 50.8% (99)
- No: 47.2% (92)
- N/A: 0.0% (0)

INTERNS ARE COMPENSATED:
- Yes: 27.7% (54)
- Occasionally: 9.2% (18)
- No: 58.5% (114)
- N/A: 1.0% (2)

Note: Not all percentages will total 100% due to rounding and skipped questions.
Student Intern Evaluations of Internship Experience
(Summer 2013, Fall 2013, Spring 2014) N = 171, representing a 83% response rate.

1) What was/were your objective(s) in completing an internship? Check as many as apply.
   a. Exploration of particular field/profession  77.8% (133)
   b. I wanted to gain experience  94.2% (161)
   c. I needed to build my resume  80.1% (137)
   d. It is required by my department for graduation  64.3% (110)
   e. Networking with professionals in the field  52.0% (89)
   f. Development of specific skills  51.5% (88)
   g. Other  6.4% (11)

2) Was your internship successful in meeting your objectives?
   a. Yes 96.5% (165)  b. No 1.8% (3)  c. Other 2.0% (4)

3) Why was/wasn’t your internship successful in meeting your objective(s)?
   • I gained a ton of experience and learned so much more than I could have in a classroom.
   • The internship opened my eyes to the types of responsibilities and tasks that will be required of certain careers in my field of study.
   • I learned many things through this internship. I also made many professional connections that I will use later in life.
   • I gained a lot of beneficial knowledge, networked, and built my resume with the experience gained.

4) Would you recommend your internship to other students?
   a. Yes 91.2% (157)  b. No 2.9% (5)  c. N/A 0.0% (0)  d. Other 5.8% (10)

5) Did you receive compensation for your internship?
   a. Yes 35.1% (60)  b. No 65.5% (112)
   If yes, what was the average hourly wage? Responses ranged from $7.35 to $27.09, with an average of $10.33.

6) If any problems arose during your internship, did you alert Career Planning & Development?
   a. Yes 3.5% (6)  b. No 4.1% (7)  c. N/A 90.6% (155)  d. Other 2.3% (4)
   If yes, did you receive needed assistance from Career Planning & Development?
   a. Yes 2.9% (5)  b. No 1.2% (2)  c. N/A 94.2% (161)  d. Other 0.6% (1)
   What suggestions do you have to make Career Planning & Development more supportive/helpful?
   • I think they did a great job during my whole experience.
   • I’ve had nothing but good experiences.
   • None, I love working with you all. The office has been very helpful to me.
   • You guys did a great job of connecting and communicating with us.

7) Did you receive adequate support from your Faculty Sponsor during the internship?
   a. Yes 89.5% (153)  b. No 2.9% (5)  c. N/A 5.8% (10)  d. other 2.3% (4)
   What suggestions do you have to make Faculty Sponsors more supportive/helpful?
   • I thought my faculty sponsor was very supportive of me, and helped me with whatever I needed help with.
   • Nothing. If I needed more help I’d have asked. That’s why you choose a sponsor you are comfortable with.
   • I would have liked if my faculty sponsor checked up on the progress of my internship at least once a month or so. It would have been nice to talk about my experience [and] get professional feedback.

8) How many contacts did you have with your Faculty Sponsor during the internship?
   • Wide variety: from no contacts to weekly meetings and site visits from Faculty Sponsor.

9) Any additional comments?
   • I had a great semester! Internships truly are the best way to take your planned career for a test run.
   • I thought it was very helpful that Drury requires student to make an internship because again you gain knowledge and insights you sometimes do not get in the classroom.
   • I had a great time at my internship and I’m very glad that it is required by Breech. I probably would not have done one if it had not been required because I am slightly timid sometimes. Now that I have done one internship I have already begun looking for others for next summer!
Internship Sites (Summer 2013, Fall 2013, Spring 2014)

23rd Special Tactics Squadroo Physical Therapy: Hulbert Field
40Digits
Accenture Duck Creek
All NJ Fitness Health Club
Alton R-4 Elementary School
American Cancer Society
American Diabetes Association
American Family Insurance
Aon Spain
Askinosie Chocolate, LLC
Associated Electric Cooperative, Inc
AT&T
ATI Physical Therapy
Bill’s Place
BKD, LLP
Boost Physical Therapy
Botanical Gardens/Center
Boys & Girls Club of Springfield
Burrell Behavioral Health
C.A.R.E.
Career Athletes
Carr Physical Therapy
Castaway Animal Rescue Effort (CARE)
Center for Dispute Resolution
Centro de Investigaciones Bioteenologicas del Ecuador
Charlotte Motor Speedway
Chesterfield Family Center- Greene County Parks Department
China Resources Cement Holding Company Limited
City of Springfield
City Utilities
Clayton, York & Hopp CPAs
Clear Channel
Clearwater Marine Aquarium
CNH Reman
Community Foundations of the Ozarks
Cox Health Fitness Centers
Cox Health Systems
Cox Health/ Ferrell- Duncan Clinic
Cox South Hospital
Cox Health Center Steeplechase
CSI
Dale Peer Home Design, Inc
David J. Ferman LLC
Department of Justice, Office of International Affairs
Dickerson Park Zoo
Disney Worldwide Services, Inc
Divine Veterinary Clinic
Division of Probation and Parole- Pulaski County
Dr. Strain’s Practiced & Offices
Drury Athletics
Drury University, Baseball
Drury University, Design Studio
Drury University, Men’s Basketball
Drury University, Athletics/KOZL Broadcast
Drury University, Campus Security
Drury University, Design Studio
Drury University, EAP
Drury University, English Department
Drury University, ESL Program
Drury University, Theatre Department
Drury University, Writing Center
Edjy Skateboards
EIERA
El MensaJero de Missouri
Ella Weiss
Express
Family Medical Care Center North Cox
FBI
Federal Public Defender Office: Western District of MO
Financial Executives International
FPT Software Ltd.
From the Heart Therapy Services
Gingko Tree Review
Glaspalast Sindelfingen
GLO Center
Green County Extension
Greene County Juvenile Detention Center
Habitat for Humanity
Hall, Ansley, Rodgers & Sweeney
Happy Feet
Harmony House
Hazelwood Parks and Rec/White Birch Bay
Hickory Hills Country Club
Isabel’s House
James River Basin Partnership
JC Penney
John Deere Water
Johnson Physical Therapy
Jones & Musgrave
Jordan Creek Nursing and Rehab Center
Kaneen Advertising & Public Relations, Inc.
Keck & Austin LLC
Kickapoo American Legion Baseball
King’s Way UMC
KOLR10/OzarksFirst
KSMU-Ozarks Public Radio
Lawrence Photo & Video
LemonDrop
LTS Restaurant Consulting
Mallinckrodt
Marler’s Photography and Art Studio
Marshfield Prosecutor’s Office
McCarty Companies
McCormick & Co
Mercy Hospital
Mercy ROI
Merrill Lynch
Michael P. Glouse, D.D.S., P.C.
Missouri Public Defender
Missouri State Auditor’s Office
Missouri State Highway Patrol
Missouri State University Physical Therapy Clinic
MO Board of Probation and Parole
Network 211
Nova Center of the Ozarks, INC
Office of Missouri State Auditor
ONEOK
O’Reilly Automotive, Inc.
O’Reilly Family Event Center
Orthopedic Surgeon’s Inc.
OTC Writing Center
Ozark Family Clinic
Ozarks Technical Community College
Paul Mueller Company
Peace at Home Family Shelter
Peak Performance Physical Therapy
Penney, Murray & Associates
Philmont Scout Ranch
Pit Bull Powersports
Planned Parenthood
Power and Light District
Project Bliss
ProVote
Rare Breed Youth Services
RB Construction
Ridewell Corporation
Ridge Runners Guide Service
Rock Island County Public Defender’s Office
Ronald McDonald House Charities of St. Louis
Sanford & Associates, CPA
Sparta Health Clinic
Springfield Air Quality Control
Springfield Aquatics
Springfield Cardinals
Springfield History Museum on the Square
Springfield Little Theatre at the Landers
Springfield Metropolitan Bar Association
Springfield Police Department
Springfield Public Schools
Springfield Regional Opera
Springfield Urban Agriculture Coalition
Springfield-Greene County Health Department
Springfield-Greene County Office of Emergency Management
Springfield-Greene County Park Board
SRO Lyric Theatre
Studio 2100
TAG Media
TCSI-Transland
The Arc of the Ozarks
The Victor L. Phillips Company
The Woodrow Wilson International Center for Scholars
Thomas Heart Benton House
Tonini Planning Co., Ltd.
Traders Printing Company
Tuxen and Associates, Inc.
U.S Attorney’s Office Western District of MO
U.S. Marshal Service
UCA
United States Forest Service
Urgency Room
Valley Water Mill Equestrian Center
Vision Rehabilitation Center of the Ozarks
Visual Latina
Watershed Committee
Whiteaker and Wilson PC
Wilson and Mee CPA’s
Employer Relations

- **Recruiting Opportunities**—Drury students had many opportunities to participate in recruitment activities this past year. The complete list of employers and organizations visiting campus for recruiting activities include:
  
<table>
<thead>
<tr>
<th>BKD</th>
<th>Elliott, Robinson &amp; Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Reserve Bank of Kansas City</td>
<td>KPM</td>
</tr>
<tr>
<td>PwC</td>
<td></td>
</tr>
</tbody>
</table>

A number of organizations promoted opportunities through campus information booths as well.

- **Job Posting**—There were 331 new employers that registered on the database, OptimalResume, making the total number of employers 1170. These employers either have current positions available, or have in the past. More than 1,430 positions were posted online. Within OptimalResume, a new “Local, Part-time Jobs Database” was created to help students find part-time job opportunities within walking or driving distance to campus. The list includes approximately 120 employers who indicated they typically hire college students.

- **Career Expo/Education Career Day 2014**—The Career Services Consortium of Southwest Missouri, which consists of Drury University, College of the Ozarks, Evangel University, Missouri State University and Southwest Baptist University, held the annual Career Expo in February. Approximately 150 employers registered for the Career Expo with approximately and nearly 900 students/alumni attended the event. Career Planning & Development sponsored a free shuttle to transport 32 students from Drury Lane to the front door of the Career Expo venue. The annual Education Career Day was held in April with 64 employers registered and approximately 200 attendees.

Technology

- **Social Media**—Career Planning & Development continued to use social media to increase awareness of events, services and more. The office’s Pinterest account has gained popularity in its first year and Facebook and Twitter continue to be utilized. The Career Planning & Development Facebook page continues to hold steady as the fifth most “liked” page of all Drury University Facebook pages.

- **OptimalResume Online Management System**—Career Planning & Development offers a free online system to students and alumni. The system includes job and internship postings, online mock interviews, interactive cover letter and resume building tools and examples, ResumeGPS, personal websites and online portfolio management.

- **SurveyMonkey**—Career Planning & Development utilizes SurveyMonkey, an online survey software tool, to design, send and collect internship evaluation and survey results, post-baccalaureate information, as well as the Experience Survey.

- **Poll Everywhere**—Career Planning & Development continues to utilize interactive technology in classroom and group presentations. Poll Everywhere allows the staff to engage the audience in live, interactive polls, as well as gather assessment information.

- **SkillsOne**—Career Planning & Development continued a partnership with the Admission Office to offer web-based administration of the Myers-Briggs Type Indicator and the Strong Interest Inventory for prospective students. By doing this, Career Planning & Development worked with prospective students by administering the assessments via e-mail and then conducting a one-on-one appointment with prospective students as part of their Campus Experience. Career Planning & Development utilizes SkillsOne to administer career assessments to other clients.

- **Interfolio**—Career Planning & Development encourages the use of Interfolio, an online data management system that allows students and alumni to build an online portfolio. Students and alumni can utilize Interfolio’s services to send credentials to various employers and/or graduate schools.
Career Planning & Development Involvement

- **Presentations**—Career Planning & Development led nearly 50 presentations on a wide variety of topics including Career Planning & Development services, networking, job search and interviewing, values as related to career choices, digital dirt, etiquette, resume writing and internships. Presentations were also made to Resident Assistants and individuals applying to serve as Resident Assistants, and three Myers-Briggs Type Indicator workshops.

- **Cooperative Programming**—Career Planning & Development collaborated with many other offices and organizations to provide innovative programming for students and alumni, including: Freshman First Day and new student orientation; Community Outreach & Leadership Development events including: Soak Up Springfield; Breech Week; Admission events including: Discover Drury Days, Counselor Dinner, Presidential Scholarship Day, Trustee Scholarship Day, Bright Night, High School Counselor Breakfast, St. Louis Admitted Student Day, and Springfield Admitted Student Night; and the class of 2014 Senior Retreat. Career Planning & Development continued a weekly career-related advice column called “Career Conundrums” in the university’s student newspaper, *The Mirror*. The column was published 24 times during the academic year. Career Planning & Development partnered with the Human Resources office to sponsor events during National Student Employment Week as well as offer two fall training sessions as part of Student Staff Basic Training. National Student Employment Week included guest speakers serving as experts in the following topics: building a workplace wardrobe, handling finances/budgeting/identity theft, and eating for energy throughout the work and school day.

- **Professional Involvement/Development**—Career Planning & Development staff belong to many local, state and national organizations, including: Midwest Association of Colleges and Employers (MwACE), National Association of Colleges and Employers (NACE), Society for Human Resource Management (SHRM), Missouri State Council of SHRM, Springfield Area Human Resources Association, The Network, Career Services Consortium of Southwest Missouri and Leadership Springfield Alumni Association. Local workshops that were attended include Ruby Payne’s Framework for Understanding Poverty and CoxHealth Get Connected Breakfasts. Staff members participated in more than five webinars from LinkedIn, NACE and others. One staff member attended the Gateway Career Services Association (GCSA) conference. State conferences that were attended include the 2013 SHRM Missouri State Conference, “HR is…” One staff member also participated in True North professional development events sponsored by the law firm Husch Blackwell.

- **Community Outreach**—Career Planning & Development staff worked with the community in a variety of capacities, including presentations to: Leadership Springfield Academy, Drury University Summer Scholars, Disney Elementary School (PTA and Junior Achievement), Mann Elementary (PTA), and OTC Dental Hygiene students. Work with the Springfield Area Chamber of Commerce included participating in the Chamber Membership Drive. One staff member participated in an Every Child Promise subcommittee.

- **Career Programming**—Events included: Career Planning & Development Open House (more than 200 students, faculty and staff attended), Career Expo 2014, Education Career Day 2014, and the Internship Appreciation Luncheon.

- **Drury Committee/Community Involvement**—Staff participation included: President’s Council on Inclusion, Strategic Enrollment Planning (Program Development subcommittee and full committee), Campus Budget Committee, Staff Advisory Council, Drury to Drury, Student Employee Professional Development Committee, Student Experience and Campus Culture Committee (part of Drury Connect initiative). Career Planning & Development staff members participated in the Drury booth at the Springfield Business & Technology Expo in October. Staff hosted a dinner and dessert as part of Orientation activities in the fall. Staff also participated in volunteer service activities with Ozarks Food Harvest, Ronald McDonald House and the Salvation Army.

- **Media Relations**—Career Planning & Development staff were interviewed by a variety of local media personnel including Ashley Reynolds and Shayla Patrick of KY3 News, Shannon Bowers of KSMU, and the university’s student newspaper, *The Mirror*.

- **CORE 103 Instruction**—Full-time staff members served as instructors for three freshman CORE 103 courses. Each course met once per week with a roster of 12-18.
## Assessment of Services

- **Individualized Appointments**—Clients were asked to complete a Career Planning & Development Experience Survey after their appointment. 50 surveys were completed between June 1, 2013 and May 31, 2014. A summary of the results is below:

<table>
<thead>
<tr>
<th>Please rate the advising services you received today:</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded my expectations</td>
<td>76%</td>
</tr>
<tr>
<td>Met my expectations</td>
<td>22%</td>
</tr>
<tr>
<td>Did not meet my expectations</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was your reason for visiting Career Planning &amp; Development today? (Select all that apply)</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume/CV/Cover Letter Assistance</td>
<td>48%</td>
</tr>
<tr>
<td>Career Assessments</td>
<td>24%</td>
</tr>
<tr>
<td>Mock Interview</td>
<td>18%</td>
</tr>
<tr>
<td>Internship Search</td>
<td>16%</td>
</tr>
<tr>
<td>Course Requirement</td>
<td>12%</td>
</tr>
<tr>
<td>Full-time Job Search</td>
<td>12%</td>
</tr>
<tr>
<td>Graduate School Assistance</td>
<td>6%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2%</td>
</tr>
<tr>
<td>Part-time Job Search</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many times (including today) have you visited Career Planning &amp; Development?</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was my first visit</td>
<td>46.94%</td>
</tr>
<tr>
<td>2-3</td>
<td>44.9%</td>
</tr>
<tr>
<td>4-5</td>
<td>6.12%</td>
</tr>
<tr>
<td>6 or more</td>
<td>2.04%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you think your time in Career Planning &amp; Development has better prepared you for the future (i.e. internship search, job search, graduate school)?</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87.76%</td>
</tr>
<tr>
<td>No</td>
<td>6.12%</td>
</tr>
<tr>
<td>N/A (Not Applicable)</td>
<td>6.12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your current status?</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Student</td>
<td>0.00%</td>
</tr>
<tr>
<td>Freshman</td>
<td>20.41%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>18.37%</td>
</tr>
<tr>
<td>Junior</td>
<td>10.20%</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>42.86%</td>
</tr>
<tr>
<td>Super Senior</td>
<td>2.04%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>2.04%</td>
</tr>
</tbody>
</table>
Post-Baccalaureate Statistics for the Day School classes of:
December 2012 ● May 2013 ● August 2013

Statistics are divided into professional and non-professional categories in order to provide more accurate information about the nature of the work graduates are finding. However, when the statistic is listed as professional, it does not necessarily indicate the graduate is working in the career of his or her choice. It does, however, indicate the position requires a degree as reported by the graduate.

You may eliminate non-respondents from the following statistics. Doing so reduces the N from 303 to 254. The resulting percentages are based upon an 83.8% *knowledge rate.

<table>
<thead>
<tr>
<th>(N=254)</th>
<th>Total</th>
<th>Professional</th>
<th>Non-Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working exclusively</td>
<td>61.4%  (156)</td>
<td>48.0%  (122)</td>
<td>13.4%  (34)</td>
</tr>
<tr>
<td>Graduate school exclusively</td>
<td>20.5%  (52)</td>
<td>1.2%   (3)</td>
<td>0.8%   (2)</td>
</tr>
<tr>
<td>Working &amp; graduate school</td>
<td>2.0%   (5)</td>
<td>0.0%   (0)</td>
<td>2.8%  (7)</td>
</tr>
<tr>
<td>Gap Year</td>
<td>13.4%  (34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not looking exclusively</td>
<td>0.0%   (0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking exclusively</td>
<td>2.8%   (7)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Knowledge rate was previously referred to as response rate.
Historical Summary

The percentages presented are based on the total number of December, May and August day school graduates.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Professional</th>
<th>Non-Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working</td>
<td>51.5%</td>
<td>40.3%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>17.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working &amp; Grad School</td>
<td>1.7%</td>
<td>1.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Gap Year</td>
<td>11.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Looking</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking</td>
<td>2.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>16.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working</td>
<td>53.7%</td>
<td>43.1%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>16.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working &amp; Grad School</td>
<td>2.8%</td>
<td>1.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Gap Year</td>
<td>1.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Looking</td>
<td>0.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking</td>
<td>0.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>24.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Working</td>
<td>47.4%</td>
<td>39.7%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>22.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working &amp; Grad School</td>
<td>5.1%</td>
<td>2.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Not Looking</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking</td>
<td>0.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>24.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-2010:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working</td>
<td>42.9%</td>
<td>35.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>25.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working &amp; Grad School</td>
<td>6.8%</td>
<td>3.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Not Looking</td>
<td>0.3%</td>
<td></td>
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</tr>
<tr>
<td>Looking</td>
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</tr>
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<td>No Data</td>
<td>21.8%</td>
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</tr>
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<td>2008-2009:</td>
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<tr>
<td>Working</td>
<td>45.2%</td>
<td>34.4%</td>
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<tr>
<td>Graduate School</td>
<td>25.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working &amp; Grad School</td>
<td>5.2%</td>
<td>1.8%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Not Looking</td>
<td>1.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking</td>
<td>1.8%</td>
<td></td>
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</tr>
<tr>
<td>No Data</td>
<td>20.6%</td>
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</tr>
<tr>
<td>2007-2008:</td>
<td></td>
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</tr>
<tr>
<td>Working</td>
<td>38.5%</td>
<td>32.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>17.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working &amp; Grad School</td>
<td>2.8%</td>
<td>0.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Not Looking</td>
<td>0.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking</td>
<td>1.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>39.4%</td>
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</tr>
<tr>
<td>2006-2007:</td>
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<td></td>
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<tr>
<td>Working</td>
<td>38.5%</td>
<td>34.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>20.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working &amp; Grad School</td>
<td>3.0%</td>
<td>0.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Not Looking</td>
<td>0.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking</td>
<td>1.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>35.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Not all percentages will total 100% due to rounding.
Employers

Adometry
Al Hokair Group
Ameriprise Financial
Ann Taylor
Arc of the Ozarks
Arcop Architect
Art Inspired
Atos
Baker Tilly Virchow Krause
Bart Berneking Design Build
Bass Pro Shops
Bates & Associates Architects
Big Momma’s
Bizlibrary
BKD, LLP
Black & Veatch
BNP Paribas
Butler, Rosenbury & Partners
Buxton Kubik Dodd Creative
Cape & Co.
Casey Architecture
Cassidy Turley
Cerner
Cheestnut Labs
Christian Associates
City of Aurora
Community Linc
Corizon
Cox Health
Cox Hospital
Dairy Farmers of America
Donnelly College
Dragon Gate Investments Partners
Drury University
Springfield CARES
Edward Jones
Eldon School District
Elliott Robinson
Empire Bank
Fair Grove School District
Family Video
FedEx
Feld Entertainment
French Ministry of Education
Frito Lay
Gaido’s Seafood Restaurant
Gordman’s
Great Southern Bank
Greene County Health Department
Greene County Sheriff’s Office
Hammer’s Autoworks
Hardy, Wrestler and Associates
Iconic Images Photography
J. Price Architecture
J.P. Morgan Chase
Jack Ball Architects
Jacobs
Springfield Public Schools
Kelly Educational Staffing
Killian Digital
KPF
KYTV
Lakamo
Lakeland Behavioral Health
Lemondrop
Lewis, Rice & Fingersh, L.C.
Lidia’s
Little Dog Productions
Lululemon Athletica
Macy’s
Makati Skipjacks Swimming Club
Mama Jean’s Market
Marion C. Early RV Schools
Mary Kay
Jefferson County Public Schools (CO)
Mercy
Missouri Department of Corrections
National Enzyme Company
Ness Design Group
Nestle Waters North America
NewGround
Nixa Public Schools
NORTH
Northrup Grumman Corporation
Nurturing Nursery
Northwest Arkansas Rape Crisis Center
Obelisk Home
OfficeTeam
Olive Garden
On Media
OWH
Ozark Riverview Manor
Ozarks Technical Community College
Pathways Health
Pella Corporation
Point Dance Studio
PricewaterhouseCoopers (PwC)
Primary Care Network
Qdoba
Rawlings
RDQ, Inc.
Risk Placement Services
Rocket Lawyer
SAAAP Architects
Sam A. Winn & Associates, Architects, P.C.
Sapp Design Associates Architects
Schaub & Srote Architects
School District of Hillsborough County
Sizewise
TasePhoto
Smith Flooring
Speech Language Learning System
Springfield Catholic High School
Springfield Public Schools (IL)
TAG Magazine
Teach for America
Team 6 Architecture
TechAmerica
The Ashley Agency - Farmers Insurance
The Creek Sports Bar and Grill
Tower Loan Company
Treonor Architects
Trimble & Associates
TriZetto

Trumann School District
TurnToTech
United States Marine Corps
United States Peace Corps
United States Army
Vode Lighting LLC
Walmart
Walnut Grove R-V School District
Wheaton R-2 School District
White House Black Market
World Wide Express
YouTube

Graduate and Professional School Acceptance
Alliant International
Appalachian Center for Craft- TN Tech University
AT Still University College of Osteopathic Medicine
Cox College of Nursing
Denver School of Nursing
DePaul University
Des Moines University
Drury University
Georgetown University
Georgia Southern University
Lake Erie College of Medicine
Missouri State University
Missouri University of Science and Technology
St. Louis University School of Medicine
Universidad Autonoma de Guadalajara School of Medicine
University of Arkansas
University of Colorado at Boulder

University of Kansas
University of Miami
University of Minnesota
University of Mississippi
University of Missouri - Columbia
University of Missouri - Columbia College of Veterinary Medicine
University of Missouri - Columbia School of Law
University of Missouri - Columbia School of Medicine
University of Missouri - Kansas City
University of Missouri - Kansas City School of Pharmacy
University of Oklahoma Health Sciences Center
University of Tennessee - Knoxville
University of Washington at Seattle
Washburn University School of Law
Washington University St. Louis
## Post-Baccalaureate Statistics—By Discipline

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Total (N)</th>
<th>Graduate School</th>
<th>Working Professional</th>
<th>Working Non-Professional</th>
<th>Gap Year</th>
<th>Not Looking</th>
<th>Looking</th>
<th>No Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>22</td>
<td>9.1% (2)</td>
<td>22.7% (5)</td>
<td>31.8% (7)</td>
<td>18.2% (4)</td>
<td>4.5% (1)</td>
<td>13.6%</td>
<td></td>
</tr>
<tr>
<td>Design Art</td>
<td>15</td>
<td>6.7% (1)</td>
<td>26.7% (4)</td>
<td>40.0% (6)</td>
<td>6.7% (1)</td>
<td>6.7% (1)</td>
<td>13.3%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>10</td>
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<td>10.0% (1)</td>
<td>30.0% (3)</td>
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<tr>
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<td>31</td>
<td>83.9% (26)</td>
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<td>14.3% (1)</td>
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<tr>
<td>Behavioral Sciences</td>
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<td>17.9% (5)</td>
<td>39.3% (11)</td>
<td>7.1% (2)</td>
<td>17.9% (5)</td>
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<td>17.9%</td>
</tr>
<tr>
<td>Criminology</td>
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<td>12.5% (1)</td>
<td>50.0% (4)</td>
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<td>37.5%</td>
</tr>
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<td>20.0% (5)</td>
<td>36.0% (9)</td>
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<td>20.0% (5)</td>
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<tr>
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<td>40.0% (2)</td>
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<td>13.2%</td>
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<td>70.0% (7)</td>
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<td>7.1% (1)</td>
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<td>14.3%</td>
</tr>
<tr>
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<td>54.2% (13)</td>
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<tr>
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<td>12.5%</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Advertising &amp; Public Relations</td>
<td>13</td>
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<td>30.8% (4)</td>
<td>100.0% (1)</td>
<td></td>
<td></td>
<td></td>
<td>15.4%</td>
</tr>
<tr>
<td>Multimedia Production &amp; Journalism</td>
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<tr>
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<td>45.5% (10)</td>
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<td>9.1% (2)</td>
<td>9.1% (2)</td>
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<td>31.8%</td>
</tr>
<tr>
<td>Elementary Education</td>
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<td>41.2% (7)</td>
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<td>5.9% (1)</td>
<td>11.8% (2)</td>
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<td>35.3%</td>
</tr>
<tr>
<td>Secondary Education</td>
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<td></td>
<td></td>
<td>20.0%</td>
</tr>
<tr>
<td>English</td>
<td>22</td>
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<td>27.3% (6)</td>
<td>18.2% (4)</td>
<td>18.2% (4)</td>
<td>4.5% (1)</td>
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<td>18.2%</td>
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<tr>
<td>English</td>
<td>18</td>
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<td>16.7% (3)</td>
<td>22.2% (4)</td>
<td>5.6% (1)</td>
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<td>16.7%</td>
</tr>
<tr>
<td>Writing</td>
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<td>11.8% (2)</td>
<td>5.9% (1)</td>
<td></td>
<td>17.6%</td>
</tr>
<tr>
<td>Exercise/Sport Science</td>
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<td>37.5% (3)</td>
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NOTE: Percentages will not always total 100% due to multiple majors and responses.