



2017 College Student Survey:

A Nationally Representative Survey of Currently Enrolled Students



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Executive Summary

Nearly all college students today enroll because they hope to improve their employability and ability to advance in a career.

While 73% of incoming freshmen between 2000 and 2009 said getting a better job represented a critical factor in their decision to enroll in college, that percentage has increased to an average of 86% since 2010.¹ The question then becomes — once enrolled, how confident are students that they are being prepared to succeed in the workplace? What role does field of study or student age and year in school play in those assessments? Additionally, how do students use and value university resources that are designed to help them explore career and academic options — like academic advisers and the career services office?

In the spring of 2017, Gallup and Strada conducted a nationally representative survey of currently enrolled college students to address these questions. The survey includes responses from 32,585 currently enrolled college students from 43 randomly selected colleges and universities and is representative of four-year, degree-granting U.S. institutions in terms of control² (public vs. private institutions) and enrollment size.

This report demonstrates that university professors, staff members and institutions can provide career-specific support that exhibits a strong relationship with students' confidence in their preparation for life after college. Moreover, students seek a variety of resources from their school's career services office, though some of the most-valued services are often the least used. Many students also find the guidance they receive from academic advisers about choosing courses and majors to be beneficial, but receive less help from advisers relating those academic decisions to potential career options.

Finally, underserved and underrepresented student populations consider all services that their career services office and academic advisers offer to be particularly helpful. Black and Hispanic students, as well as first-generation and nontraditional college students, rate the help they received from their career services office and academic advisers more positively than do their counterparts.

¹ Eagan, K., Stolzenberg, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Rios-Aguilar, C. (2016). The American freshman: Fifty-year trends, 1966-2015. Retrieved from <https://www.heru.ucla.edu/monographs/50YearTrendsMonograph2016.pdf>

² The study excludes private for-profit institutions.

Key findings include:

1

Student confidence in their workforce preparation differs across majors.

Overall, 34% and 36% of current students believe they will graduate with the skills and knowledge they need to be successful in the job market and the workplace, respectively. A majority of students (53%) believe their major will lead to a good job. Students pursuing public service degrees — such as education, social work and criminal justice — report the greatest confidence they will graduate with the skills and knowledge needed for successful workforce outcomes. STEM majors express the most confidence that their chosen field of study will lead to a good job.

2

Nontraditional students feel more prepared than traditional students.

Nontraditional students — defined in this report as those aged 24 and older — are more likely than traditional students to believe they will graduate with the skills and knowledge they need to succeed in the job market and workplace. They are also more confident that their chosen field of study will lead to a good job. Additionally, seven in 10 nontraditional students chose their major prior to enrolling, compared with 60% of traditional students.

3

Students who receive career-specific support feel most prepared for the workforce.

Students who speak often with faculty or staff at their school about their career options; have had at least one university official initiate a conversation with them about their career options; and believe that their school is committed to helping their students find a rewarding career express significantly more confidence in their preparation for the workforce than students who have not experienced the same support.

4

Nearly four in 10 students have never visited their school's career services office or used online career resources, including more than one-third of seniors.

Overall, 39% of current students have never visited their school's career services office or used their online resources. Though juniors and seniors are more likely than first- and second-year students to have used their career services office, still, 35% of seniors say they have never used this resource.

5

Career services resources are particularly helpful for underrepresented and underserved student populations.

While, overall, students find some career services office offerings more helpful than others, black and Hispanic students, as well as first-generation college students and nontraditional students, are more likely than other students to rate the guidance they received from their career services office as very helpful.

6

Students receive helpful advice about courses and programs from academic advisers, but less so about careers and postgraduate options.

Among current college students, 46% say their academic advisers provide very helpful guidance about which courses to take; 39% say academic advisers offer very helpful advice about choosing a major/minor field of study; and about three in 10 students say academic advisers are very helpful in identifying career options (28%) or graduate degree programs (30%).

7

Advising is most helpful to underrepresented and underserved student populations.

Black and Hispanic students, as well as first-generation college students and nontraditional students, rate the help they receive from academic advisers more highly than do their counterparts.





Introduction

A disconnect exists between how employers and higher education leaders view college graduates' preparation for the workforce.

While 96% of chief academic officers of colleges and universities believe that their institutions are very or somewhat effective at preparing students for the workforce, only 11% of business leaders strongly agree.³ One implication of this misalignment is a persistent skills gap in which college graduates lack the abilities that companies need and value.^{4,5}

How, then, can we better prepare future college graduates to succeed in the workforce?

One possible solution is to help students make better-informed decisions about their choice of major by exposing them to a wider range of advice when selecting a field of study. In a study released in September as part of the *Education Consumer Pulse*, Gallup and Strada reported that most U.S. adults received advice about choosing a field of study from their friends and family. However, the much smaller percentage of people who received advice from experts in a field or from their employer and colleagues were most likely to say they would choose the same major if they had to do it over again.

Institutions' career services offices can help facilitate that exposure to different types of advice and information, but previous Gallup research of four-year degree holders shows that only half of graduates nationally visited their school's career services office at least *once*. And, of those who did, they were just as likely to say their experience with career services was not at all helpful as they were to say it was very helpful — 16% each.

Academic advisers represent another possible resource to help students make academic decisions that lead to positive workforce outcomes. Yet, in the Gallup-Strada report exploring where people received advice about their chosen field of study, the helpfulness of advice from college counselors trailed the helpfulness of advice individuals received from other sources.

One perspective that is absent in this discussion is that of currently enrolled college students. How confident are they that their education is equipping them to find and succeed in a career? What role does their chosen field of study play in their beliefs about how they will fare in the workforce? Moreover, what types of career services and academic advising resources do students use and value most?

3 Gallup and Lumina Foundation. (2014). The 2013 Lumina study of the American public's opinion on higher education and U.S. business leaders poll on higher education: What America needs to know about higher education redesign. Retrieved from <https://www.luminafoundation.org/files/resources/2013-gallup-lumina-foundation-report.pdf>

4 Schmid, J. (2012). Skilled trades among hardest jobs to fill. Journal Sentinel. Retrieved from <http://archive.jsonline.com/business/skilled-trades-among-hardest-jobs-to-fill-0s5icuf-155206365.html>

5 Chartered Global Management Account (CGMA). (2012). Talent pipeline draining growth: Connecting human capital to the growth agenda. Retrieved from http://www.globalaccountantweb.com/wp-content/uploads/2012/09/120917-CGMA-Talent-pipeline-report-draft-FINAL_LR.pdf

To assess these questions, Gallup and Strada conducted a nationally representative survey of currently enrolled college students in the U.S. Administered in the spring of 2017, the survey includes responses from 32,585 currently enrolled college students from 43 randomly selected colleges and universities and is representative of four-year, degree-granting U.S. institutions in terms of control (public vs. private institutions) and enrollment size.

The results demonstrate that, though confidence in their readiness for the workforce is not pervasive, there are actionable ways in which colleges and universities can provide career-specific support that has a strong relationship with students' confidence in their preparation for life after college.

Additionally, students seek a variety of resources from their schools' career services office; however, some of the most-valued services are often the least used. Many students find the guidance they receive from academic advisers about choosing courses and majors to be beneficial, but are not receiving as much help from academic advisers as to how those academic choices relate to potential career options.

Finally, underserved and underrepresented student populations consider all services that career services and academic advisers offer to be particularly helpful. Black and Hispanic students, as well as first-generation and nontraditional college students, rate the help they received from career services and academic advisers more positively than do their counterparts.



Preparation for the Workforce



Overall, only about a third of current college students express confidence that they will graduate with the skills and knowledge they need to be successful in the job market (34%) and in the workplace (36%). However, slightly more than half (53%) believe their major will lead to a good job.

	Strongly disagree	2	3	4	Strongly agree
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.	3%	6%	19%	37%	34%
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.	3%	5%	18%	39%	36%
I am confident my major field of study/studies will lead to a good job.	2%	4%	12%	29%	53%

Preparation for the Workforce

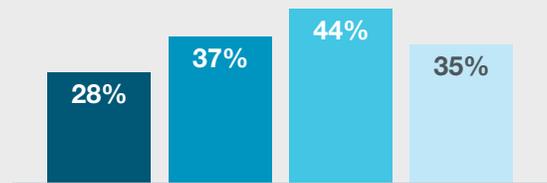
Student confidence in their workforce preparation differs across majors.

Across fields of study, students who are pursuing public service degrees — such as education, social work and criminal justice — report the greatest confidence that the skills and knowledge they are acquiring will lead to successful workforce outcomes. More than four in 10 of these students strongly agree their training is preparing them to excel in the job market (44%) and in the workplace (46%). Slightly more than a third of students majoring in business and STEM fields express that same confidence in their preparation for the workforce, followed by those in liberal arts programs.

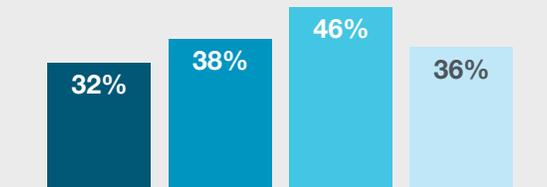
Preparation for the workforce, by major

■ Liberal arts ■ Business ■ Public service ■ STEM

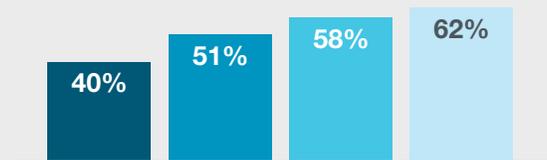
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.



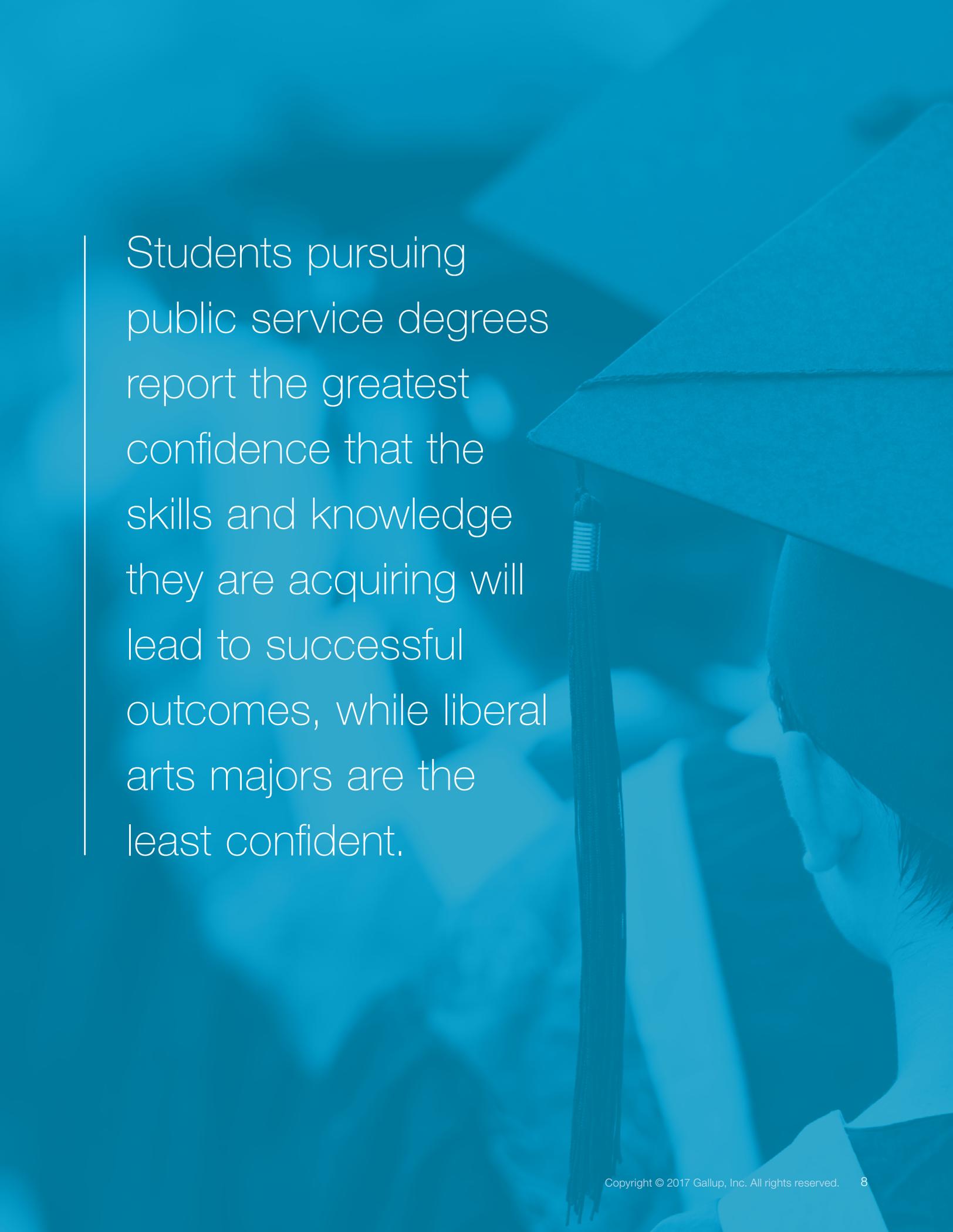
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.



I am confident my major field of study/studies will lead to a good job.



Students pursuing STEM degrees, though, report the most confidence about their job prospects. Slightly more than three-fifths of these students (62%) strongly agree that their major will lead to a good job, compared with four in 10 students studying in liberal arts majors. A majority of business majors (51%) and students in public service programs (58%) also express confidence that their majors will lead to a good job.



Students pursuing public service degrees report the greatest confidence that the skills and knowledge they are acquiring will lead to successful outcomes, while liberal arts majors are the least confident.

Preparation for the Workforce

Students pursuing STEM degrees report the most confidence about their job prospects.



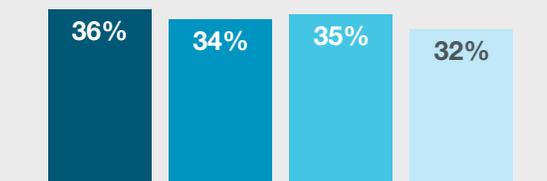
Beliefs about workforce preparation are consistent across classes, though seniors are somewhat less confident about their job prospects.

Interestingly, students who are likely closest to transitioning into the workforce — juniors and seniors — are no more confident than first-year students and sophomores that their education is equipping them for the workforce. About a third of students — regardless of their year in school — strongly agree that they will graduate with the knowledge and skills they need to succeed in the job market and the workplace.

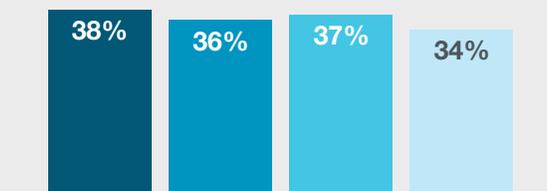
Workforce preparation, by class

■ First-year ■ Sophomore ■ Junior ■ Senior

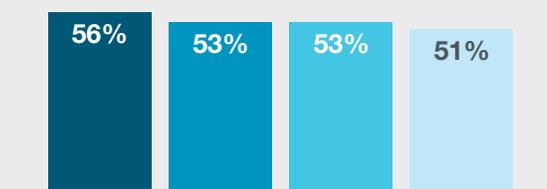
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.



I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.



I am confident my major field of study/studies will lead to a good job.



Preparation for the Workforce

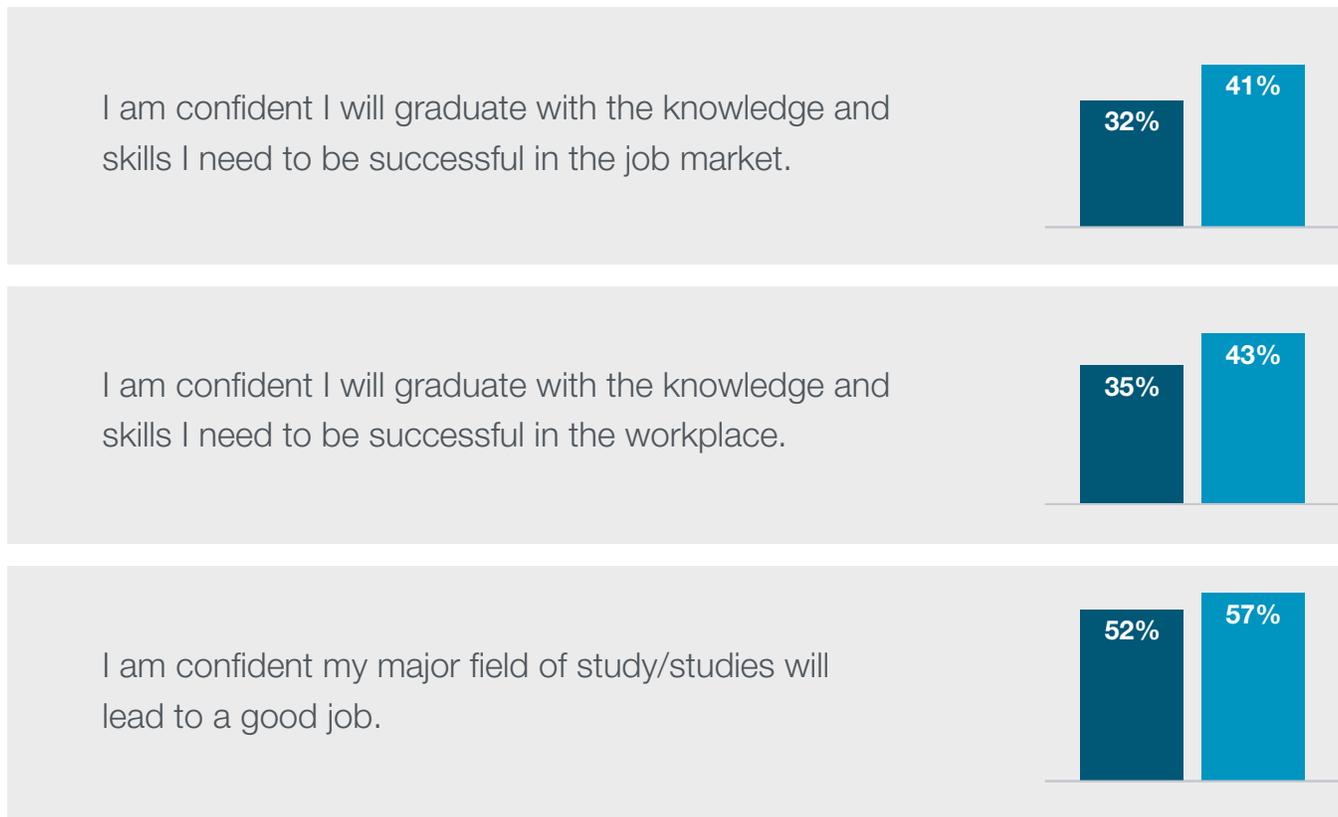
In fact, seniors — students who are likely furthest along in their major programs — are slightly less likely than students earlier in their collegiate careers to believe their major will yield a quality job. While 56% of first-year students strongly agree that their major will lead to a good job, 51% of seniors say the same.

Nontraditional students feel more prepared than traditional students.

The number of nontraditional students, defined in this report as students aged 24 or older, enrolled in U.S. colleges and universities has increased in recent years. These students are often pursuing a college degree to change careers or obtain a promotion in their current career.⁶ And, in fact, nontraditional students express greater confidence than traditional students that their degree will yield positive outcomes for their career. Just more than four in 10 current students aged 24 or older strongly agree that they will have the knowledge and skills required to succeed in the job market (41%) and workplace (43%).

Workforce preparation, by student age

■ Students younger than 24 ■ Students aged 24 or older



6 National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs/web/97578e.asp>

Preparation for the Workforce

Moreover, these nontraditional students also express greater confidence about the job prospects that their chosen field of study will afford them. Nearly three-fifths of students aged 24 or older (57%) strongly agree their major will yield a good job, compared with a slight majority of college students younger than 24 (52%) who say the same.

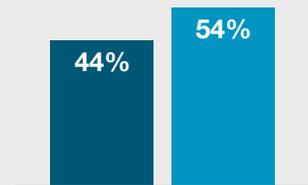
This greater confidence among older students could, in part, be attributable to having clearer goals upon enrollment in a college program. Seven in 10 nontraditional students decided their chosen field of study prior to enrolling, compared with 60% of traditional students.

Many of these older students may be enrolling in a specific program required for advancement in their current career, and thus feel more confident about its applicability after graduation. In fact, nontraditional students are also less likely than traditional students to have second thoughts about the institution they are attending and the major they are pursuing. A majority of current students aged 24 or older would still attend the same school (54%) and select the same major (60%), compared with 44% and 53%, respectively, of students younger than 24 who say the same.

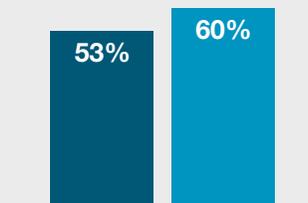
“Second thoughts,” by student age

■ Students younger than 24 ■ Students aged 24 or older

If I had to do it all over again, I would still enroll at my school.



If I had to do it all over again, I would select the same major.



Preparation for the Workforce

Students who receive career-specific support feel the most prepared for the workforce.

Current college students who have received career-specific support from their university express substantially greater confidence in their future workforce prospects. Just under half of current students (46%) speak often or very often with faculty or staff at their school about their career options. And those who do report greater confidence, compared with students who rarely or never discuss careers with faculty and staff, that they will graduate with the skills and knowledge they need to succeed in the job market (42% vs. 27%) and the workplace (45% vs. 29%). They are also 13 percentage points more likely to believe their major will lead to a good job.

Career support and workforce preparation, by frequency of consulting faculty

	Very often/Often speak with faculty and staff members about potential career options	Rarely/Never speak with faculty and staff members about potential career options
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.	42%	27%
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.	45%	29%
I am confident my major field of study/studies will lead to a good job.	60%	47%

Preparation for the Workforce

Moreover, students who report that at least one professor, faculty or staff member has initiated a conversation with them about their career options — 63% of currently enrolled students — are also more assured of workforce success. These students express greater confidence that they will graduate with the skills they need to excel in the job market (39% vs. 25%) and the workplace (41% vs. 28%), in addition to being 11 points more likely to believe their major will yield a good job.

Career support and workforce preparation, by faculty-directed career conversations

	Yes: At least one professor, faculty or staff member has initiated a conversation with you about your career options	No: At least one professor, faculty or staff member has initiated a conversation with you about your career options
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.	39%	25%
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.	41%	28%
I am confident my major field of study/studies will lead to a good job.	57%	46%

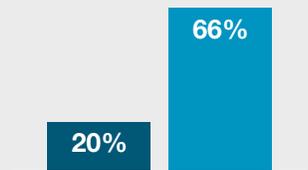
More broadly, students who believe that their school's faculty and staff are committed to helping students find a rewarding career express the greatest confidence in their own career prospects. Seven in 10 students who express this belief say they will graduate with the knowledge and skills they need to succeed in the workplace; nearly as many say the same about their preparation for the job market (66%). And almost three-fourths of students who hold this belief (74%) are confident that their chosen field of study will lead to a good job.

Preparation for the Workforce

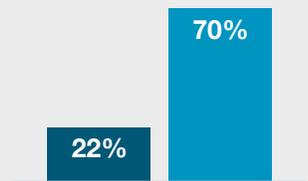
Career support and workforce preparation, by faculty commitment to help students find careers

- Do not strongly agree faculty and staff are committed to helping students find a rewarding career
- Strongly agree faculty and staff are committed to helping students find a rewarding career

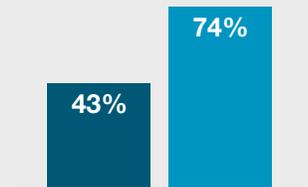
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.



I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.



I am confident my major field of study/studies will lead to a good job.



Career Services — Use and Helpfulness



Nearly four in 10 students have never visited their school's career services office or used online career resources, including more than one-third of seniors.

A previous Gallup study found that only half of graduates nationally visited their school's career services office during their time as an undergraduate, and very few found those experiences helpful.⁷ Among current college students, 39% say they have never visited their school's career services office.

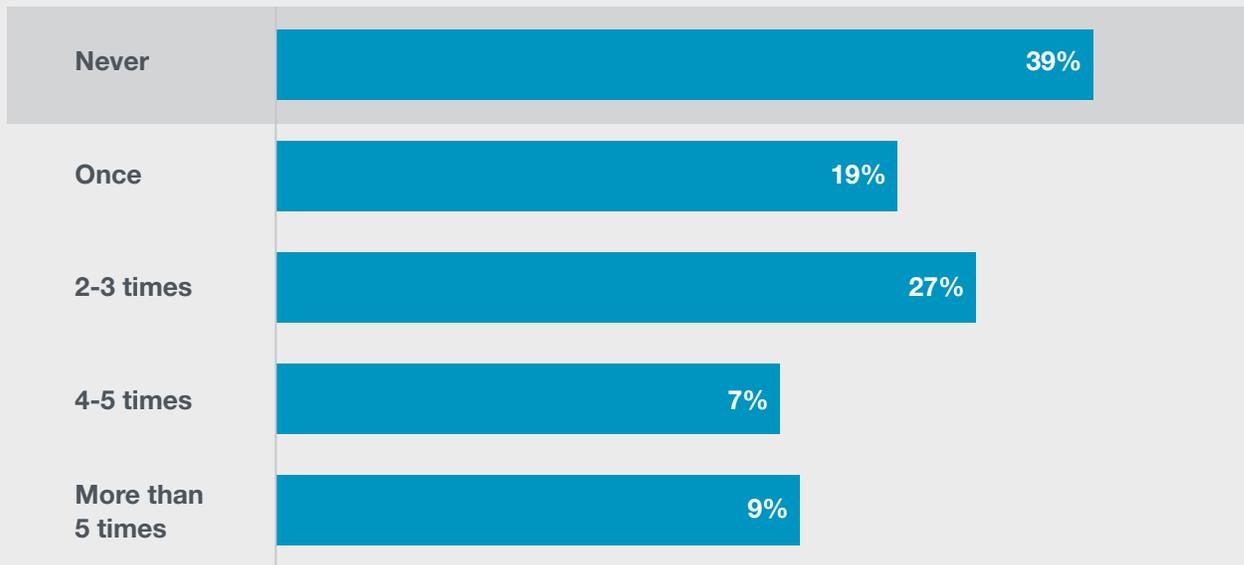
Among current college students, **39%** say they have never visited their school's career services office.

⁷ Auter, Z. & Marken, S. (2016). One in six U.S. grads say career services was very helpful. Gallup. Retrieved from <http://www.gallup.com/poll/199307/one-six-grads-say-career-services-helpful.aspx>

Career Services — Use and Helpfulness

Number of times visited career services or used school's online career resources

Throughout your time at school, about how often have you visited the career services office or used online career resources provided by the college/university?



Though students who are more advanced in their college tenure have interacted more frequently with their career services office compared with first-year students, many have yet to visit their school's career services office or use their online career resources. While 45% of first-year students have not used their school's career resources, more than a third of juniors (39%) and seniors (35%) report the same.

Most students use career services office for resume help and general advice, but other less-used services are considered helpful.

College students seek guidance from their school's career services office for a variety of reasons. Most often, students are in search of help crafting their resume (60%) or general advice about potential career options (57%). Though less frequently, students also use career services for help locating a job on or off campus (38%) or to take a skills assessment (25%). Only rarely do students consult their school's career services office for help finding a job after graduation (18%) or for finding potential graduate programs (13%) and applying to them (12%).

Career Services — Use and Helpfulness

Use and helpfulness of career services

■ % Used service ■ % Service very helpful



Career Services — Use and Helpfulness

Among those who have used their school's career services office, students find the help they received honing their resume to be most helpful (48%). Otherwise, students find the *least* commonly used resources to be the *most* helpful. About two-fifths of students say the guidance they received from career services in identifying and applying to graduate programs was very helpful, even though only about one in 10 students used the career services office for those purposes.

The career services office is particularly helpful for underrepresented and underserved student populations.

While, overall, students find some career services office offerings more helpful than others, black and Hispanic students, as well as first-generation college students and nontraditional students, are more likely to rate the guidance they received as very helpful.

Black and Hispanic students, as well as first-generation college students and nontraditional students, are more likely to rate the guidance they received as very helpful.

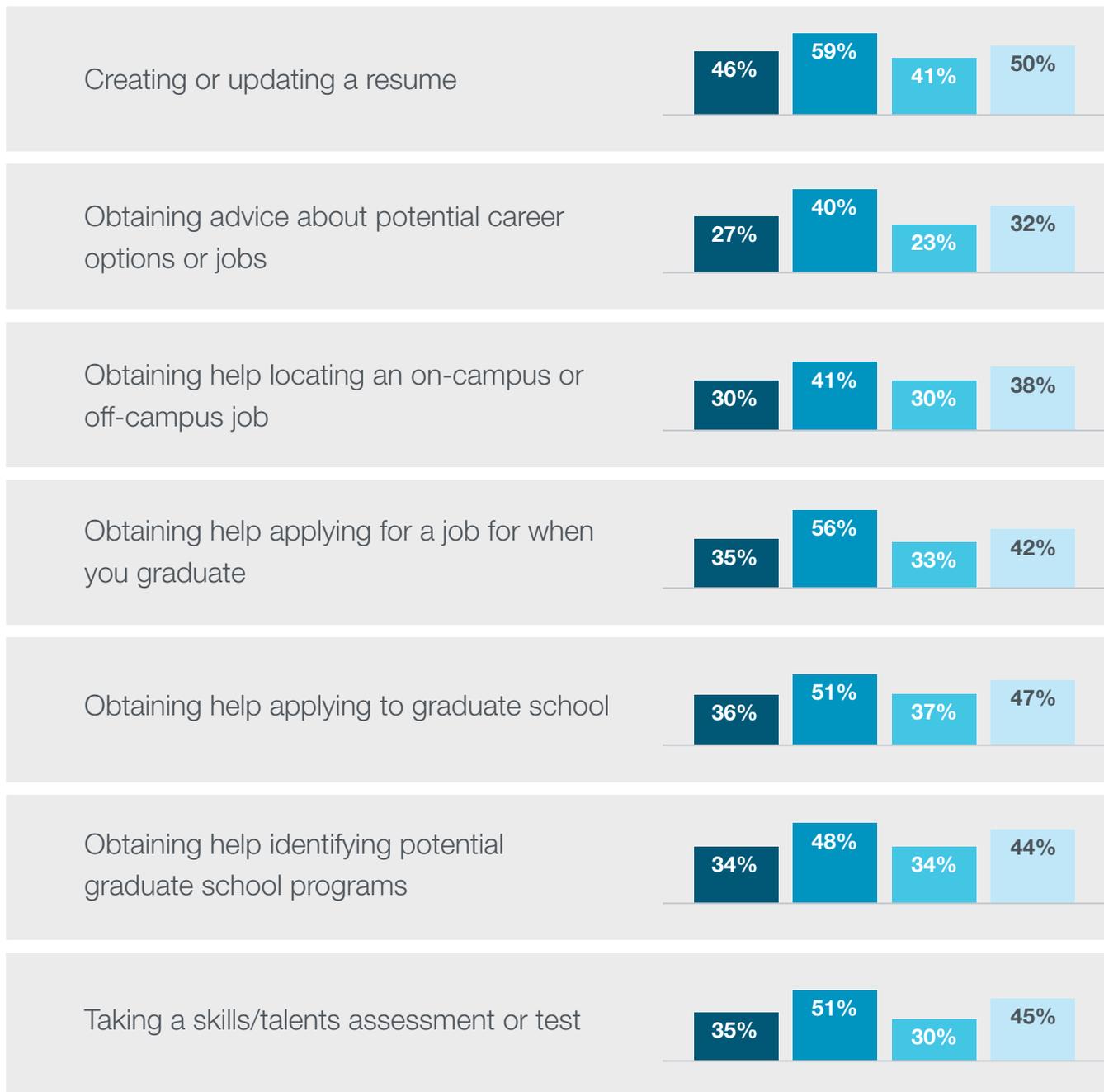


Career Services — Use and Helpfulness

In fact, for each of the career services office offerings, black and Hispanic students rate the guidance they received more positively than do white and Asian students. On average, black students rate the help they received from career services 13 points higher than white students — including a 21-point difference for aid in applying for a job for after graduation. Hispanic students rate the helpfulness of the assistance they received eight points higher than do white students, on average.

Helpfulness of career services, by race

■ White ■ Black ■ Asian ■ Hispanic

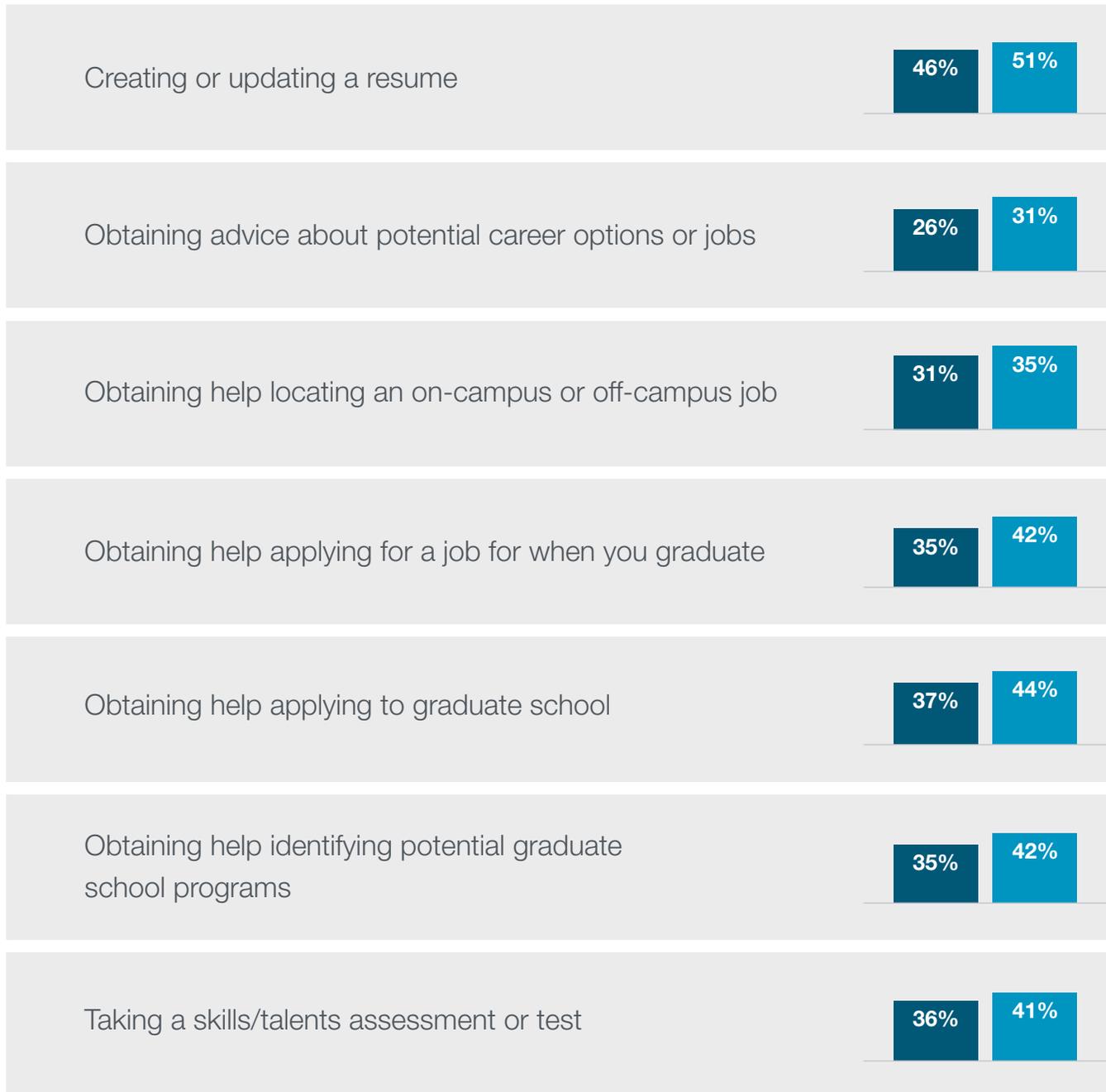


Career Services — Use and Helpfulness

A similar pattern emerges for first-generation college students. For each career services office resource, first-generation students are more likely than other students to rate the guidance they received as very helpful. The difference is greatest for those who sought help obtaining a job after graduation and for those wanting guidance identifying and applying to graduate programs. For all services, first-generation students are five to seven points more likely than their counterparts to say the aid they received was very helpful.

Helpfulness of career services, by parental education

■ Not first-generation student ■ First-generation student

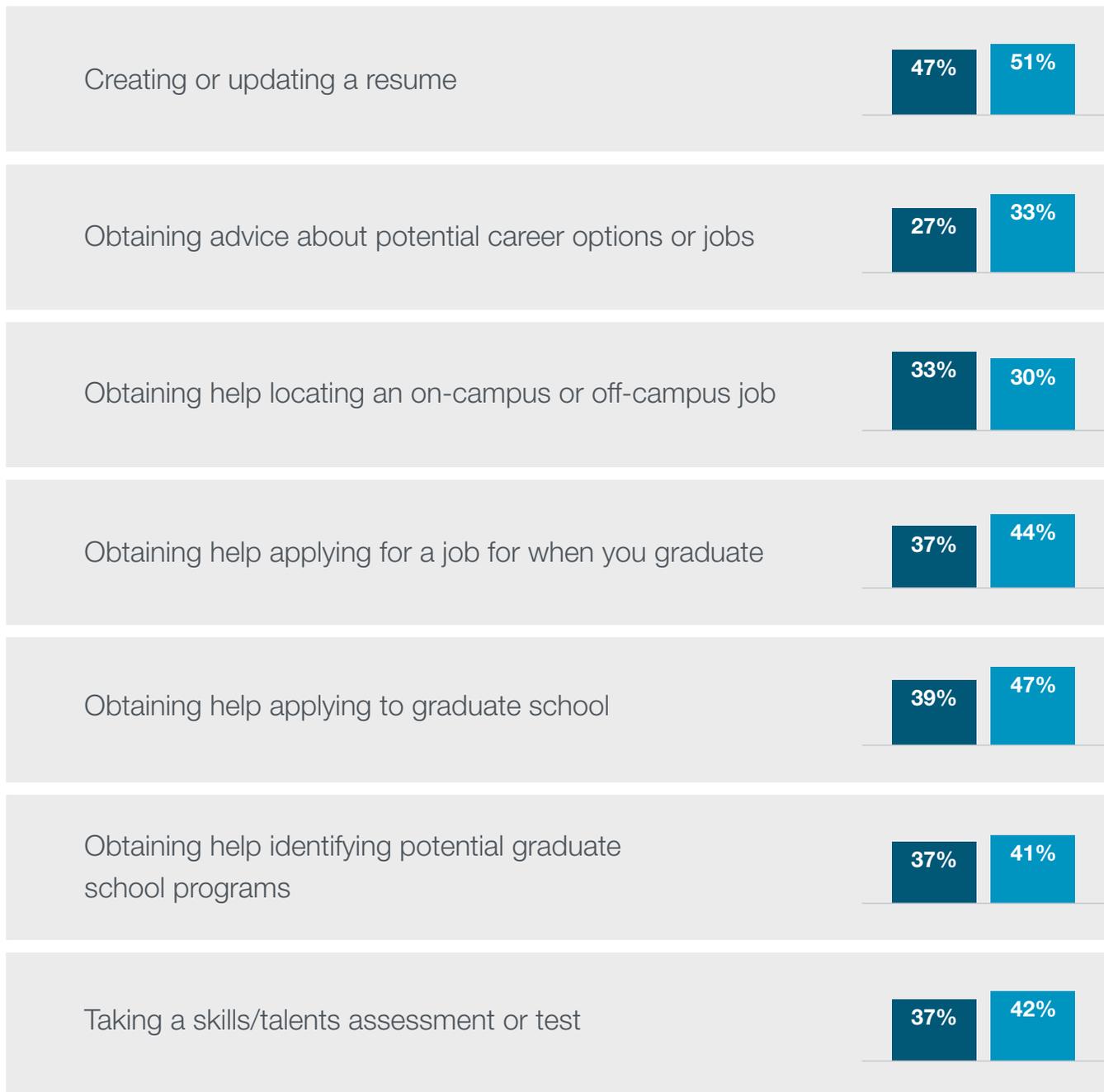


Career Services — Use and Helpfulness

For nontraditional students, the career services office is particularly helpful when applying for jobs after graduation and for graduate school programs. Students aged 24 or older are seven to eight points more likely than students under the age of 24 to find the guidance they received in these areas very helpful. And, except for help finding student jobs (on or off campus), nontraditional students rate the help they received from career services higher than do their traditionally aged peers.

Helpfulness of career services, by student age

■ Students younger than 24 ■ Students aged 24 or older



Student Advising — Use and Helpfulness

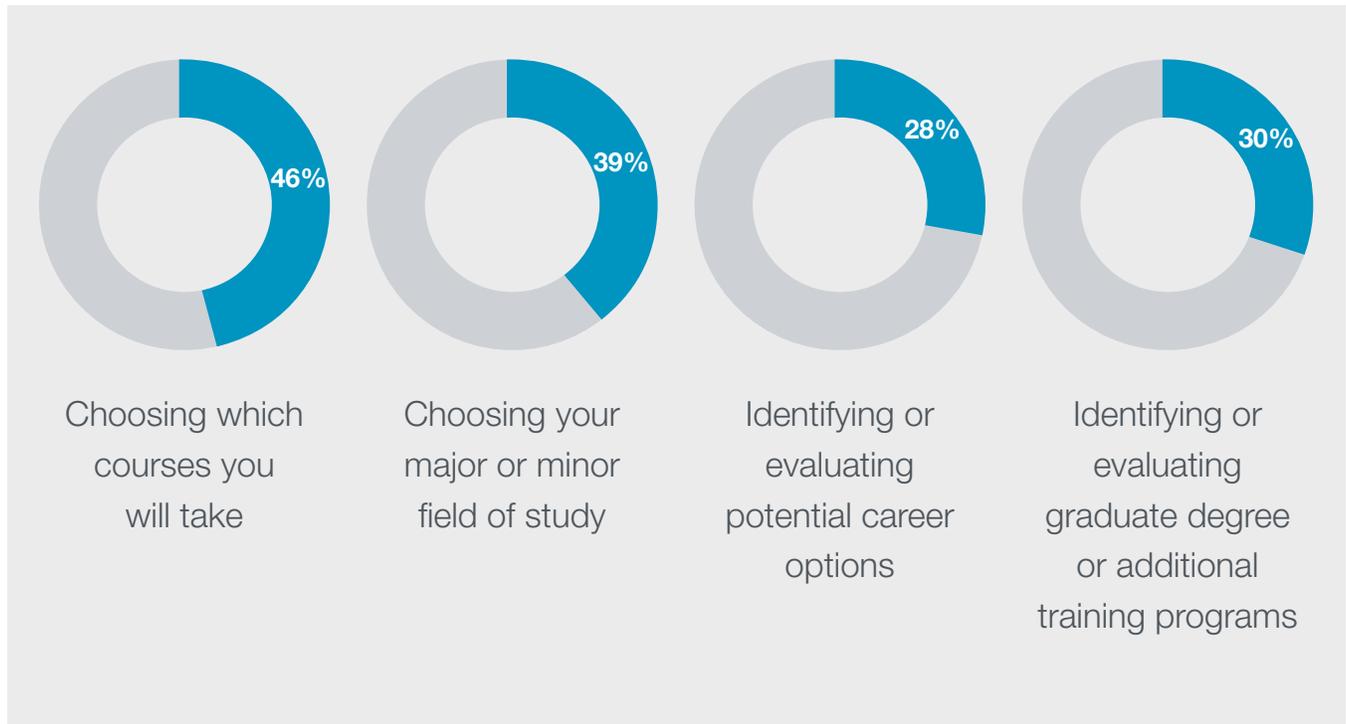


Students receive helpful advice about courses and programs from academic advisers, but less so about careers and postgraduate options.

Just under half of current college students (46%) say their academic advisers provide very helpful guidance about which courses to take. Additionally, about four in 10 say academic advisers offer helpful advice about choosing a major/minor field of study. However, fewer current college students report that their academic advisers are very helpful in identifying career (28%) or graduate degree (30%) options.

How helpful has/have your academic adviser(s) been to you in each of the following areas?

■ % Very helpful (among those who have met with an academic adviser)





While **46%** say their academic advisers provide very helpful guidance about which courses to take, only **28%** report academic advisers are very helpful in identifying career options.

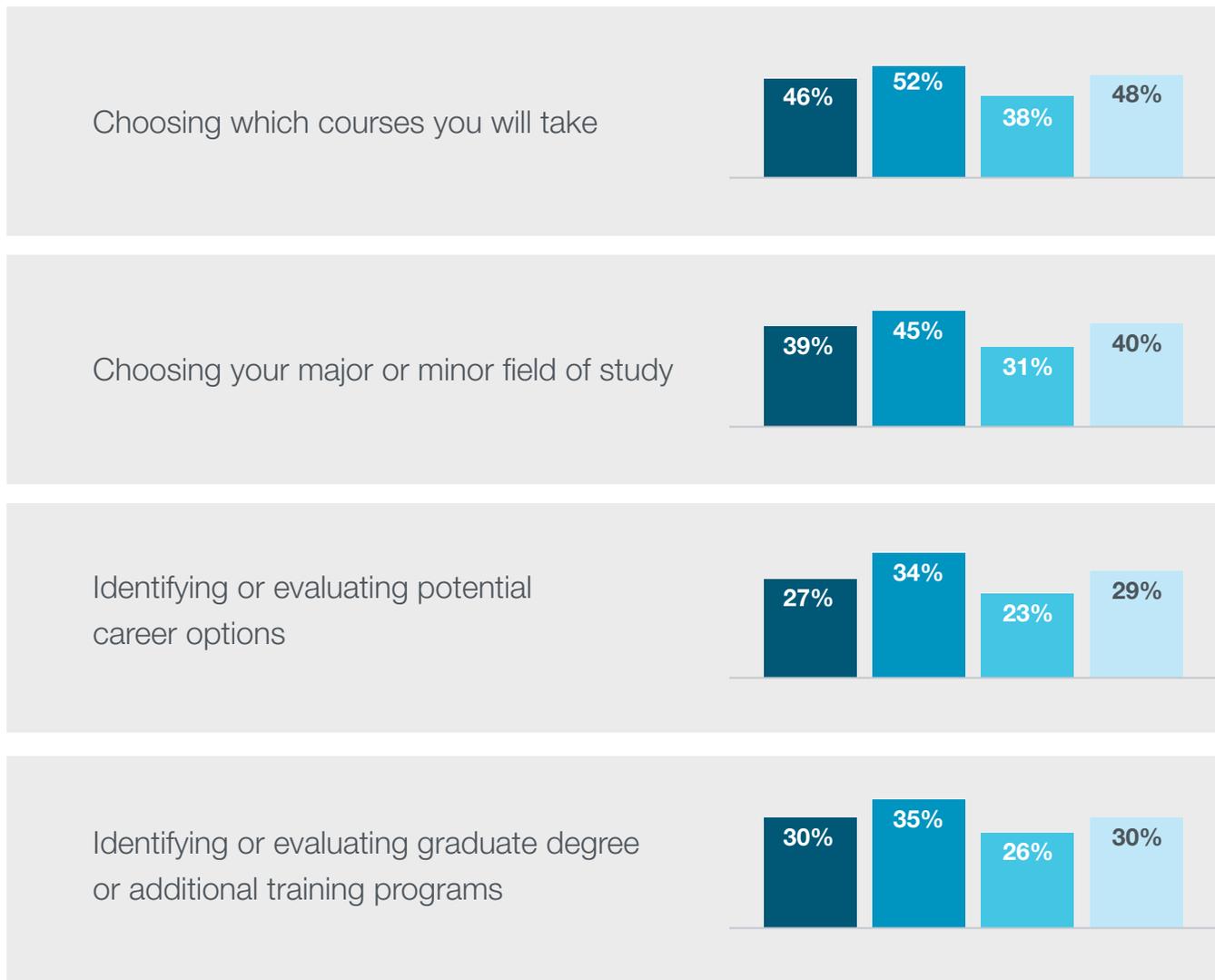
Student Advising — Use and Helpfulness

Advising is most helpful to underrepresented and underserved student populations.

As with their evaluations of career services, black and Hispanic students, as well as first-generation college students and nontraditional students, rate the help they receive from academic advisers more highly than do their counterparts.

Academic advisers very helpful, by race

■ White ■ Black ■ Asian ■ Hispanic



For each area of guidance that academic advisers provide, black students find the aid they received most helpful, while Asian students find the advice they received least helpful. About half of black students — and only slightly fewer Hispanic students —

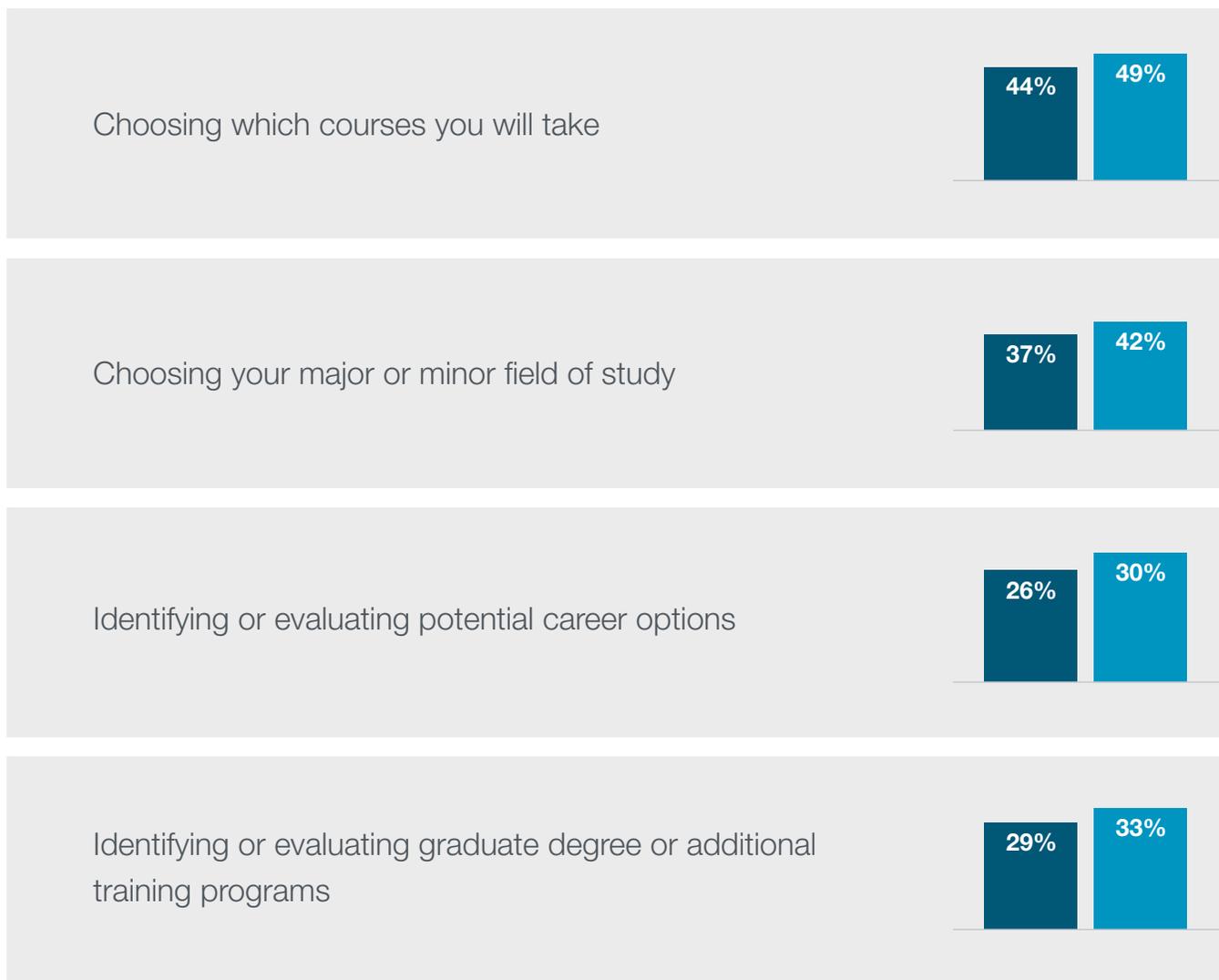
Student Advising — Use and Helpfulness

rate the guidance they received from academic advisers about choosing courses and a field of study as very helpful, but about a third say they received helpful advice about career and postgraduate programs.

Likewise, first-generation college students and nontraditional students also find the guidance they received from academic advisers to be particularly helpful. Across each form of advising, these students are more likely than their counterparts to rate the advising they received as very helpful.

Advising helpfulness, by parental education

■ Not first-generation student ■ First-generation student



Student Advising — Use and Helpfulness

Advising very helpful, by student age

■ Students younger than 24 ■ Students aged 24 or older



Implications



The findings of this report offer actionable and achievable ways that universities can improve students' confidence in their readiness for the workforce. Encouraging faculty and staff to initiate conversations with students about potential career options may expose students to ideas and career options they had not previously considered, while perhaps also helping faculty to understand how they can make more direct links between students' coursework and their future careers.

Likewise, universities can push students to seek out conversations with faculty members about career options. In doing so, universities open a dialogue between faculty and students about the relationship between academic studies and future careers — one that stands to benefit all parties.

This research can also help educators understand that an emphasis on quality career services and academic advising, while inherently beneficial to all students, can be particularly useful in serving underrepresented and underserved student populations. Black and Hispanic students, as well as first-generation and nontraditional students, are more likely than their peers to benefit from the guidance that these services provide.

Higher education policymakers and researchers have long sought the most effective ways to increase access to higher education for these underserved and underrepresented student populations. However, it is just as critically important that these students receive the guidance they need to progress and complete their degree poised to succeed after graduation. Schools' career services departments and academic advising programs appear to be particularly important conduits for this type of support, and institutions prioritizing their effectiveness will be better positioned to serve the students who most need that support.

Methodology



Results for this Gallup College Student Survey are based on web surveys conducted March 21-May 8, 2017, as part of the Gallup-Strada study of currently enrolled college students. Gallup randomly selected colleges and universities to participate in the study from the Integrated Postsecondary Education Data System (IPEDS). Colleges and universities were eligible for selection if they were degree-granting institutions awarding four-year degrees and if they were private not-for-profit and public colleges and universities. Forty-three universities participated in the study and provided Gallup email addresses for a random sample of all students enrolled either part or full time at their institution. Gallup sent an email invitation and a series of reminders to students to encourage participation.

The data are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match institution characteristics by enrollment size, census region and institution control. Institution weighting targets are based on the most recent IPEDS database.

For results based on the total sample of 32,585 currently enrolled college students, the margin of sampling error is ± 0.8 percentage points at the 95% confidence level. All reported margins of sampling error include computed design effects for weighting.

Major Classifications



Business	Liberal Arts	Public Service	STEM
Accounting	Art	Criminal Justice	Aerospace
Architecture/Urban Planning	Anthropology	Elementary Education	Agriculture/Natural Resources
Business Administration	Classical and Modern Languages and Literature	Library Science	Animal Biology (Zoology)
Economics	English (Language and Literature)	Music/Art Education	Astronomy and Astrophysics
Entrepreneurship	Ethnic/Cultural Studies	Physical Education/Recreation	Atmospheric Sciences
Finance	Geography	Public Policy	Biochemistry/Biophysics
Healthcare Administration/Studies	History	Secondary Education	Biological/Agricultural Engineering
Hospitality/Tourism	Media/Film Studies	Security and Protective Services	Biology (General)

Major Classifications

Business	Liberal Arts	Public Service	STEM
Human Resources Management	Music	Social Work	Biomedical Engineering
International Business	Philosophy	Special Education	Building Trades
Journalism/Communication	Political Science	Theology/Religion	Chemical Engineering
Management	Psychology	Early Childhood Education	Chemistry
Marketing	Sociology		Civil Engineering
Real Estate	Theatre/Drama		Clinical Laboratory Science
	Women's/Gender Studies		Computer Engineering
	Other		Computer Science
			Computer/Management Information Systems
			Data Processing or Computer Programming
			Drafting or Design
			Earth and Planetary Sciences
			Ecology and Evolutionary Biology

Major Classifications

Business	Liberal Arts	Public Service	STEM
			Electrical Engineering
			Electronics
			Engineering Science/Engineering Physics
			Environmental Science
			Environmental/ Environmental Health Engineering
			Health Technology
			Industrial/ Manufacturing Engineering
			Kinesiology
			Marine Biology
			Marine Sciences
			Materials Engineering
			Mathematics/ Statistics
			Mechanical Engineering

Major Classifications

Business	Liberal Arts	Public Service	STEM
			Mechanics
			Microbiology
			Military Sciences/ Technology/ Operations
			Molecular, Cellular, and Developmental Biology
			Neurobiology/ Neuroscience
			Nursing
			Pharmacy
			Physics
			Plant Biology (Botany)
			Robotics Engineering
			Therapy (Occupational, Physical, Speech)

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