TABLE I. Difference in factors between clusters

	Cluster 1 ($N = 31$)		Cluster 2 ($N = 14$)		Test significances	
Factor	Mean	SD	Mean	SD	t-test	Kruskal-Wallis
GRE scores	4.726	0.325	4.566	0.505	n/s	n/s
Prior research	5.228	0.635	4.123	0.708	***	***
Fitting in	4.394	0.659	4.356	0.628	n/s	n/s
Recommendations	5.344	0.465	5.386	0.538	n/s	n/s
Grades	5.581	0.430	6.071	0.584	*	**

* = p < 0.05, ** = p < 0.01, *** = p < 0.001, n/s = not significant

of even the dense centers of the clusters was about the same size as the separation between them.

Further analysis of the results from *Mapper* should involve analyzing the non-numerical responses on the survey using other methods; we performed our clustering based on the numerical responses given to a single question, but that was only one of 30, many of which had open-ended answers. A qualitative analysis of the open-ended responses of the two Clusters could provide further insight as to why such a split in strategy might exist, and if there are certain attributes which characterize schools that belong to each cluster, or those which belong to no clusters at all and are distant from all other schools.

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[15] Note that, interestingly, respondents' importance given to students' overall GPA did not load onto any of the factors.

[16] The scores could be normalized from 0 to 1 without changing which points are closer or further apart. We kept the one-to-seven scaling to ease the interpretability of results, as this is how the questions were asked.

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[18] This number may look like a small fraction, but it represents only the cores of these clusters of data points which are most easily separable; a point which exists halfway between the two cannot be confidently assigned to one or the other due to the overlapping normal distributions. These points would be found further back in the map, where the two chains representing the clusters have joined together.