



The Graduate and Professional Student Senate

Program Review of the College of Education

Spring 2016: Catalyst Survey Results Summary

Submitted to the University of Washington Graduate School: February 3rd, 2016

The Graduate and Professional Student Senate (GPSS) conducts surveys of academic departments that coincide with the Graduate School's Program Review process. GPSS surveys are a vital component of the final Graduate School Program Report. The data collected and presented by the GPSS serve as one source of graduate and/or professional student feedback in the Graduate School's Program Review process.

GPSS uses an electronically administered Catalyst survey requesting feedback from the graduate and/or professional students within the academic unit being reviewed.

To best interpret the impact of this report, please refer to the survey questions attached. For more information about the GPSS Program Review process or for questions regarding this report, please contact gpsspart@uw.edu.

College of Education Graduate Program Review

Overview

Since a statistically significant number of graduate students did not respond to the survey the results in this report do not represent generalized information on the student experience. This program has 796 graduate students and during the week that the survey was available 70 responded which is roughly 9% of the graduate students in the program. Therefore we recommend that this report be used as another source of anecdotal information and a prompt for further discussions with students. Our student's response group encompassed students from many different degree programs within the college of education.

Executive Summary of Findings

The Graduate and Professional Student Senate (GPSS) sponsored and administered a Catalyst survey to the graduate students in the University of Washington's College of Education on January 14, 2016. The purpose of this survey was to ensure that the opinions of graduate students are included in the review process.

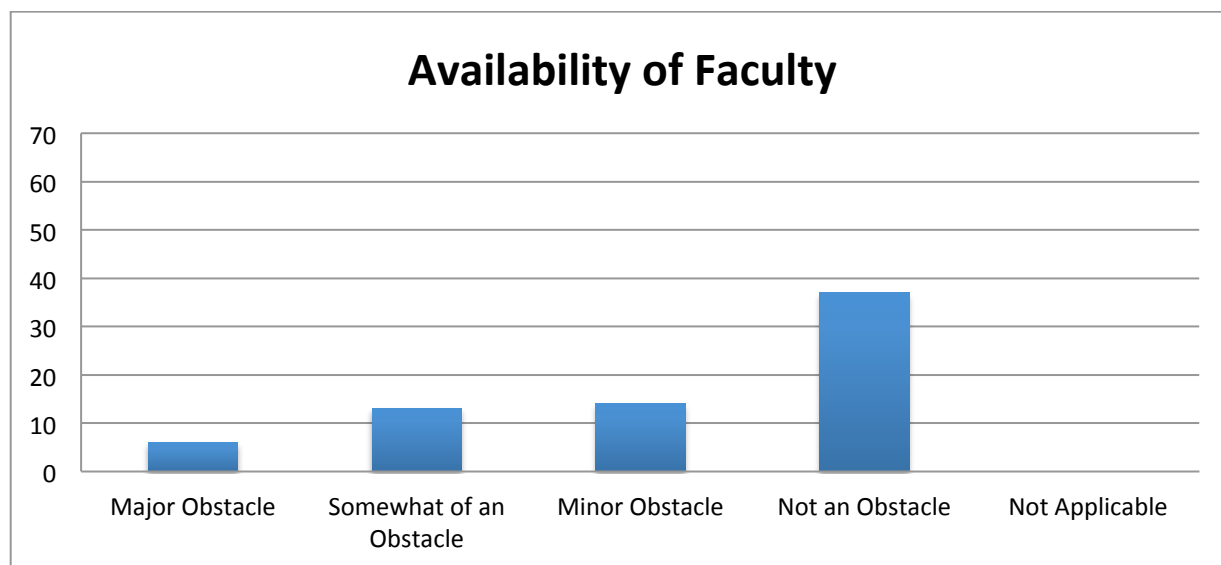
Data Results

Following this review, in Appendix A you will find a complete list of the survey questions, responses, and response statistics for your reference. The survey attempted to be comprehensive by asking a wide range of questions. Responses to "Do you have any additional comments you would like GPSS to know and/or include in the report?" are also listed.

Data Findings

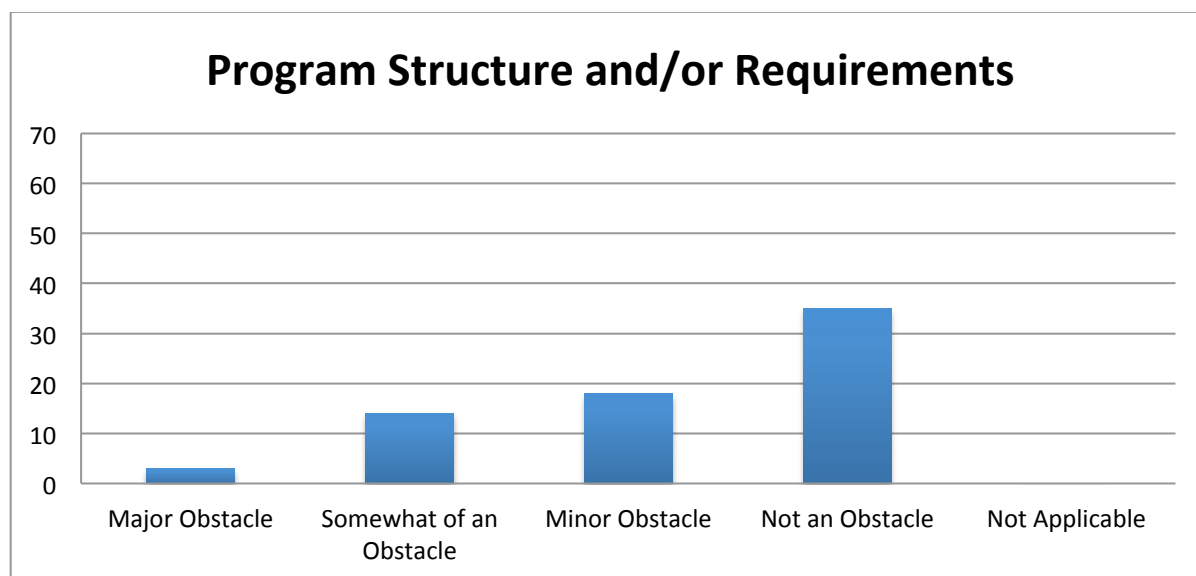
I. Obstacle Areas

When looking at obstacle areas, it seems as though respondents were split in their opinion that the College of Education helps students address challenges. In terms of the availability of faculty and staff, 6 students stated it was a major obstacle, 13 students stated it was somewhat of an obstacle, 14 students stated it was a minor obstacle, 37 students stated it was not an obstacle.



II. Program Structure and/or Requirements

In terms of the program structure, 3 students stated it was a major obstacle, 14 students stated it was somewhat of an obstacle, 18 students stated it was a minor obstacle and 37 students stated it was not an obstacle. To see the full break down of obstacles including work/financial commitments, research facilities/space/technology and family obligations; please see the raw data attached.

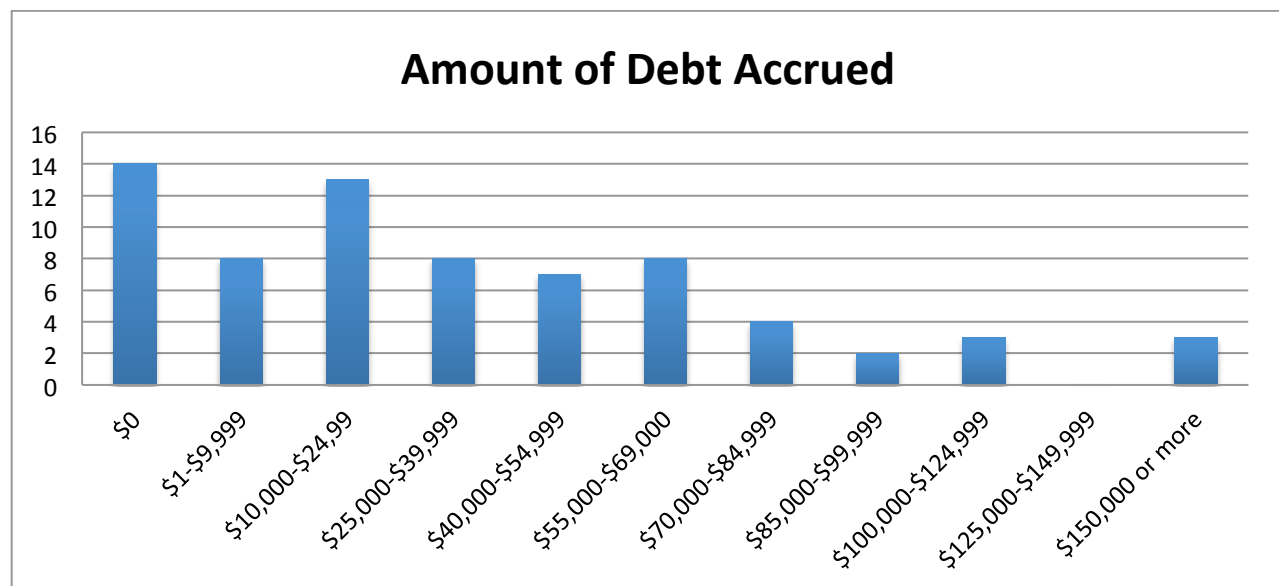
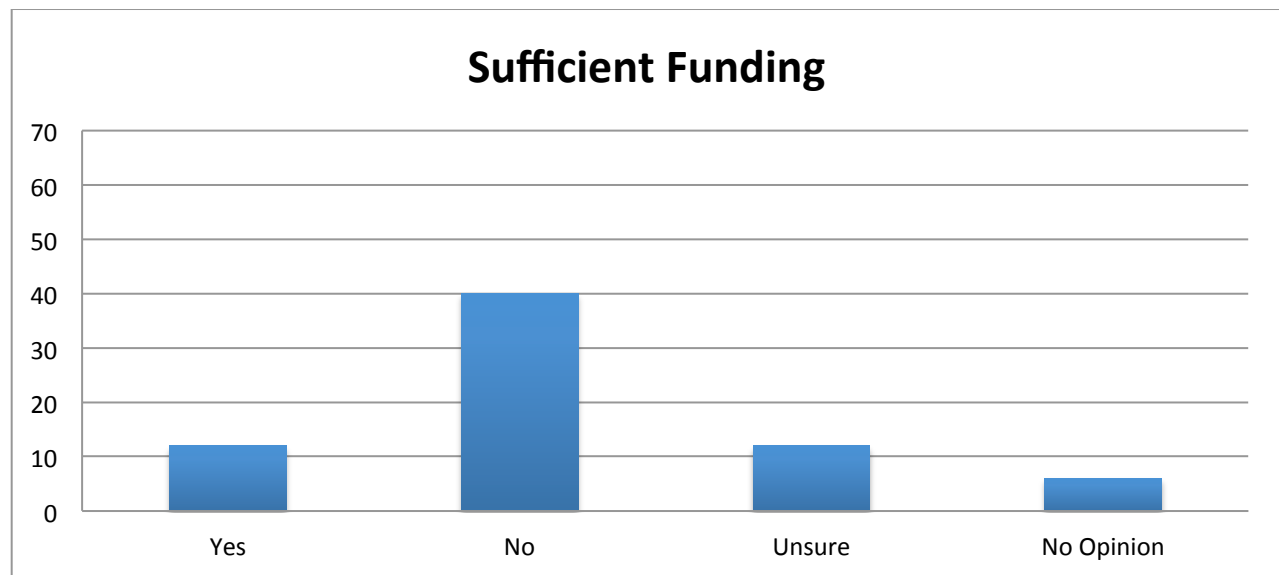


III. Departmental Feedback

When asked if respondents received feedback from the program/department advisors, 34 students responded yes, and 36 students responded no. Conversely, when those that answered no were asked if they would like feedback from their program/department advisors, 27 students stated they would want some degree of feedback, and 9 students stated they would not like feedback.

IV. Departmental Funding

When asked if respondents felt their program provided enough funding for their students, 12 students stated yes, 40 students stated no, 12 students stated that they were unsure and 6 students stated they had no opinion. Fund appears to be major issues for students particularly for international students and those in fee-based programs. 80% of respondents noted that they would graduate with student loan debt. The majority of those respondents (18.57%) will graduate with debt of \$10,000-24,999. The lack of TA/RA positions and the work restrictions for international students was also a common theme.



Free Response Questions

Q: Are there any additional comments regarding *funding issues* that you would like GPSS to know and/or include in the report?

1. I didn't receive full benefits for financial aid and I never figured out why. It was disappointing because they said I should be able to contribute \$5k, but that's about a quarter of my yearly income... I find that hard to take; they are supposed to be helping me pay for school with their loan program.
2. Funding feels like a luck of the draw if your advisor happens to have a grant. There are not really TA positions because we do not have many undergraduate classes and there isn't any department funding for students. It is stressful to feel like you need to scramble every quarter and deters from academic responsibilities.
3. Being in a fee based program is very financially crippling because many sources of funding do not apply to students that are in fee based programs. Despite the overall much greater financial cost of attendance for fee based students, we do not receive many opportunities for scholarships, TA positions, or other funding opportunities outside of need based loans as students in tuition based programs do. This is the biggest drawback to my program.
4. It is difficult especially for international students to find funding at CoE. I saw several international students left UW COE after they finished their MA; they wanted to continue their Doctoral program here, but they decided to leave CoE because of the difficulty in finding funding. It would be great if we can have more funding to support the excellent international students at CoE.
5. Any additional opportunities to provide funding for students would be great, and is much needed.
6. For Q7, I answered no, but really it's about equitable as much as sufficient funding for graduate students. There are folks that earned and have great funding support and then there are others who are just left to figure things out themselves. It's almost as if not addressing it makes it a "non-issue." By not talking about it directly, I believe this is the biggest disservice to student.
7. Although I feel lucky that I have received RA opportunities through my advisor to fund my time in the program. However, these are not equitably distributed through the College, and many of my colleagues have to "hustle" to figure out funding every quarter. Additionally, beyond funding, the opportunity to teach/TA through our department would be helpful to many of us and our future careers (I know this is something the Learning Sciences program is working on).
8. Funding opportunities should be more abundant and better organized.
9. Many of the funding opportunities in the College of Education requires a minimum of three years of public school teaching experiences in the United States, which is not entirely unreasonable. However, it is virtually impossible for most of the international students, which are growing fast, in the college to have or even accumulate that during their time here because of employment restrictions and consequently disqualify if not intentionally exclude them from getting funded.
10. I think some funding sources might still be a mystery for all. I found out people thought I had received GO-MAP funding, but I never did. I owe a lot in student loans and not sure why people just assume that I was funded all along.
11. As fee-based students, we are mostly NOT allowed to apply for TA or RA assistantships.
12. It would be nice to model other grad departments that accept doctoral students in conjunction with funding, not leaving it up to the student to scavenge. Also, posting positions far, far sooner is only fair.
13. The funding question is a tricky one, and not easily remedied. The funding opportunities listserv helps a lot but there could still be more institutional support for students around funding (i.e. a staff person who advises students on funding questions?)

14. This may not be related to GPSS but it's frustrating that none of my loans apply to summer quarter even though I'm enrolled during summer quarter.
15. Just generally, more funding options.... it feels exclusively tied to advisors, and it would be nice to have additional options.
16. I started the PhD just as the employee tuition exemption was taken away and that was a HUGE blow to me (I work FT at UW). It would serve students better if instead of removing this benefit completely, each class had a restricted # of spots for tuition exempt students, and/or each program had a restricted # of spots for tuition exempt students. It makes more sense to limit/restrict it rather than eliminate it. Public employees don't get high salaries, this benefit is meant to compensate for that.
17. RA and TA are very scarce in the College. Ideally, I would have wanted to work in a job that I can foster my research skills, but my current embeds a number of administrative tasks. This clearly has an impact of my research productivity.
18. More funding opportunities for international students will be appreciated
19. I think it would be great if GOMAP had more funding to help more students of color
20. Why can't PhD students teach at the CoE?
21. I am on a scholarship through Childcare Aware. It has been a challenge getting my couturiers sent in because CA wants proof of registration before a couture can be sent out, but registration wants payment before the registration can be sent out. Both Fall and Winter quarters were complicated.
22. At the start of my PhD, I was able to find funding with another department. I did not receive any support with funding from the college of education until 3 years into my PhD. I found it very difficult, despite being qualified for positions, to earn TA/RA positions.
23. Thank you for having the Zesbaugh Scholarship. I am extremely grateful for it.
24. The College of Ed has some sort of scholarship program, but it's not clear who the funding goes to, or what the decisions are based on.
25. More funding supports for international students would be great.
26. I had to find my own funding, and as a PhD student, I feel this is one significant weakness of the program. Of my six years, only two and a half years were funded through the College of Ed. Other years were funded by positions I sought, applied for, and secured myself from around campus. Funding campus wide is also problematic due to low pay rates, but this is improving.
27. It is very very hard for international students to find funding with the college.
28. I was fortunate in that when I started the program there was tuition exemption for UW employees.
29. There is essentially no funding. Hustling is a full time job. Many brilliant students (especially students from marginalized populations) drop out due to lack of funding. This is quite ironic considering many students are researching the retention and attrition of marginalized student populations.
30. While funded, the work required in most positions tends to be much more than the job states.
31. Please allocate more funding for new graduate students in the Curriculum and Instruction program. It's disturbing that new students from other programs in our college could get funding when they enroll, whereas new students coming into the C&I program usually have no funding support.
32. If it helps with question 9 - funding from GI Bill - not sure where that fits in above questions.

33. Financial need is repeatedly brought up across cohorts in this program. Unfortunately, there's a heightened sense of: is every course providing a quality, necessary training? And is the content, instruction, learning environment providing "enough bang for the buck".

34. School psych's funding structure really needs to be reconsidered. I am a fortunate student who has benefitted from some funding, and I struggle every quarter to figure out how to pay my tuition. I feel deeply for my peers who are left to try to manage the PCE self-sustaining tuition. This is an issue of social justice: how many promising low-income students can afford this? Look at the ranks of the program and you'll have your answer.

Q. Are there any additional comments regarding *career counseling and employment assistance* that you would like GPSS to know and/or include in the report?

1. All of the events I have seen that do address these topics happen during business hours, when I am at work! (A job I found, outside of the UW with no guidance, which was hard, working my way, one class at a time through my Masters Degree is also hard) I have experienced no real attempts from UW to help with finding a job. It's been a massive source of disappointment with the university.

2. We don't have enough conversations about our work. It would be great to have an event so we can present our work, like the Undergraduate Research Symposium. All in all, things are happening, but I don't feel it's targeting all students. Just because events are occurring doesn't mean that students can participate. I think speaks to the issue of availability vs. access in what support services are available.

3. Although the department doesn't necessarily offer advice/assistance on job search, etc, topics, I have found the workshops and seminars through the Career Center to be an invaluable resource- don't think the dept. necessarily needs to replicate.

4. There is basically no employment related assistance in the college, except forwarded emails from the career center. However, education profession is quite different from other disciplines, for example, because the College of Education only recently started its undergraduate programs, many graduate students don't have as many teaching experiences or even TA opportunities as colleagues from other departments.

5. I never asked or expected my faculty advisors to look at my resume or cv, or interviewing, I have used the Career Center for that and that was very helpful.

6. The faculty in my program are so busy because we have so many students in our program that they do not have much time to provide career counseling/advice. Not their fault, though. As stated before, this is just the consequence of the fee-based programs system.

7. I would really like international students to get more explicit help here from faculty/the COE. It's really not fair how much they pay to be here and don't get support to help them find any income.

8. Outside of informal conversations, the College of Ed provides little support around networking and job placement. We have speakers come, which is great but these are not formal network opportunities. There are opportunities through the graduate school but not enough focused on education specifically.

9. I would LOVE more opportunities to network with faculty about career advice that is explicit about BOTH academic and non-academic careers.

10. Jenny Campbell is a wonderful advisor. She is very responsive and helpful.

11. As a person of color, it is incredibly discouraging to be entering the teaching field, it is dominated by 90% white women

12. I have not used these services.
13. The only career counseling or employment assistance I have received is that which I sought out myself. There may have been opportunities of which I was unaware, but at present, I can't think of any.
14. All of the career focused supports listed above in question 11 occur from 4-6pm and that time doesn't work for me with child care responsibilities. Can those sessions somehow be recorded and info made available if I cannot attend?
15. I've been utilizing advisor and career center, but would be great to have more COE-focused vocational counseling.
16. Faculty is extremely busy to give such career counseling. I usually talk with my colleagues who are willing to share their time.
17. Because our advisors are strained and overloaded with advisees, it is impossible to give quality guidance in these areas in addition to guiding us through our programs. Survival is the goal for most of us.

Q. Are there any additional comments regarding your *research experience* that you would like GPSS to know and/or include in the report?

1. It would be great if we have a website or space that we can share about professional conference information.
2. More oppt/exposure to work with existing faculty on research would be welcome.
3. I've been lucky to have conference funding, but many of my peers do not. We often pool our resources together to help each other out. Even with that it's tough. It would be great to have a space to know who is going to what conference and how we can prepare together, rather than by ourselves. Sometimes I will run into UW friends at conferences who have to room very far away due to lack of funds. In addition, it would be great to prepare and have practice sessions together.
4. Again, I feel lucky that I have had the opportunity to participate in these practices, but recognize they are not equitably distributed across the college.
5. Faculty should be clear when they hire RA's if they plan on supporting conference trips. They told us we would be but when it was time to get flights, they offered \$300 for a trip where the flight alone was close to \$500. When someone asked if we all could get more; they were told they should have saved for it. Eventually faculty gave additional funds but it was awkward to be in a position where we were embarrassed to ask & admit we we're poor and the person who had the courage was humiliated that way.
6. I haven't any of the aforementioned experiences and it truly scares me to realize that. The faculty truly does not have time to provide support for this, especially for 1st and 2nd year students.
7. It is very isolating. We ought to collaborate more with other grads, professors, diverse communities, and practitioners as we are in the field of education. Also, bringing in more international perspectives, as key ways to look at language diversity and the importance therein would be great.
8. I will be attending a conference this Spring.
9. I'm a first year, so there's been no opportunity for these.
10. I would love to have a better sense of the existing research teams - and how to get involved whether or not it is a funded - it would be nice to just see what other people do, and how to get involved. We all need as much experience as possible with professional researchers, and not all of us have access to advisors who are on active research teams.

11. I checked Yes for Question 28 (Have you presented a paper or a poster at a professional conference?), but my type of professional conference has presentations - not papers or posters. But you didn't allow that as a possibility, so I checked the closest match.
12. I am doing research on racism and disproportionality; my white teachers are not comfortable or supportive.
13. I completed the required coursework for research methods, but my particular two-quarter series for qualitative methods did not provide me with the knowledge and tools that I needed to be able to research on my own. Because I found funding opportunities difficult, I had very few opportunities to learn research from faculty in practice. I feel as though I have taught myself to conduct research, with limited help from my advisor.
14. Would love more experience with grant writing. It seems like people's research experience in the COE is very uneven - some people get a lot by virtue of their field, advisor, PI, and large grants. Others (like me) get very little and/or have to seek it out.
15. I wish there were more opportunities to collaborate with faculty. I also wish there was more of an open-hire process for these opportunities. It is difficult to even learn of opportunities, let alone be able to apply for them and get them.

Q. Are there any additional comments regarding the quality of your *academic program* that you would like GPSS to know and/or include in the report?

1. Taking classes with Masters students (particularly the one year masters programs) as a PhD student often means that the academic rigor of the courses and teacher expectation are lowered. It does not feel like an intellectual community when there isn't a basic level of knowledge/understanding around issues, particularly when talking about racial equity.
2. Add more quantitative requirements that reflect workforce skills. Basic regression, KNN, and calculus should be in everyone's toolkit
3. It would be great for GPSS to examine ways to foster for interdisciplinary collaborations. In addition, it would be great to have spaces to learn about what other students are studying. Many of us struggle with figuring out how to navigate issues we may face during our educational journey, like funding, managing up with advisor, etc.
4. There seems to be a short of core faculty members in my program
5. There was little opportunity to engage in conversations and talks about higher education. I know there were more doctoral students in higher education, yet I do not feel faculty made an effort to connect us.
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8. My program is a fee-based program; thus, they are forced to increase the number of credits (and tuition) that we have to complete in our program in order to subsist. It's a shame that the UW administration doesn't do anything for this program, especially when it is publicly known about the urgent need for school psychologists in the state of Washington.
9. Just a note that group work in some classes and peer feedback is different than promoting real collaboration. Most research collaboration is only post-grad work. Hence, the work in grad school is very isolating.

10. Being a newer program, it's a work in progress, and I really appreciate the leadership's openness to our feedback about our experience. It's clear they really care about the quality of our education and our experience.
11. Existing courses and faculty are excellent - the only thing I would like more of is a more connected sense of community to the whole faculty and student community within "Educational Leadership Policy and Organizations."
12. Let future applicants know A LOT more that this program is very, very intense. It is impossible to have a healthy, balanced life during this program even as a single person by the time you reach winter quarter. Even when I'm exceptionally focused on my health because of health issues in the past, so I've already been prioritizing diet and exercise more than most. It is also hard to have any moderate or conservative values in the program. It can feel very one-sided and heated in discussions.
13. Applicability to an international student who plans to return upon completion of degree is not so great, because of US specific design of program content
14. The program feels very outdated and one-dimensional to me. I was hoping with UW's reputation in this area that the program would be a little more open-minded, multi-dimensional, and inclusive of all different types of special education students. To be honest, my experience has been pretty disappointing
15. The compassion of the faculty in STEP cannot be measured. As a part of the World Language Endorsement, my needs have been met and I have always felt supported. I am blessed to have been a part of this program.
16. I was in the low incidence program and would have appreciated more courses like the high incidence received on curriculum and instruction.
17. Miriam Packard is a fine example of an intentional teacher. Her dedication to building relationships with the cohort set an encouraging tone to the program.
18. There are NO TEACHERS OF COLOR in my program, and hardly any students of color. I feel isolated, have no one to look up to, no role models or mentors, or anybody who understands where I'm coming from or how I feel.
19. I've only been in the program one quarter, but I already feel that I have grown significantly in my profession. The curriculum is engaging and applies directly to my work experience. I can't wait to experience the next quarter. The program is wonderful.
20. The quality of the majority of my courses were excellent. I did feel a challenge at points to put together a course of study that truly met my goals.
21. My core program is great, but trying to make technology part of what I'm interested in is extraordinarily difficult. I don't even know where it exists, but would really like it to be my program. Those of us who are trying to make tech a focus in education are at a collective loss on how to make that happen and have found some major barriers to going outside the College.
22. The scheduling for third quarter with alternating UW class days and student teaching days was extremely difficult, and made myself and many cohort members feel that we weren't getting the most out of each site experience because we were going back and forth and had conflicting pressures. I would have had more energy, focus, motivation, and would have built better relationships with my students if we had consecutive days at our practicum site.
23. It would be good for students to take classes at other universities and the credits can be counted too.
24. I've am grateful for the freedom to work with colleagues and coursework outside the department to tailor my curriculum to my research interests. The COE provided an excellent

balance of methodological training and foundational coursework for me to explore what I wanted to explore the only thing I wish we had is someone who focused on higher education (teaching and learning as opposed to administration).

25. Not enough courses do fit my research interests. Lack of academic supports.

26. Hire more faculty. Considering our work is with marginalized and underserved populations, understaffing and underfunding our program sends a message that our work is not as valued as other programs that do not specifically serve these populations, and thus reinforces their marginalization. Also, most of our graduate students are students of color and/or LGBTQ and/or first gen students. Again, neglecting our program sends the message that these students are not as valued as other students.

27. I think the program has multiple responsibilities (APA accreditation, NASP accreditation, College requirements). I wonder if there the requirements are minimum units or units that might not be necessary? With a fee-based program, additional units that are not required should not be in a program unless required by the organization (specifically NASP).

28. Faculty needs to be more involved with their students

29. The best part of my degree has and will be the Islandwood option.

Q. Are there any additional comments regarding *diversity issues* that you would like GPSS to know and/or include in the report?

1. Diversity its more than race, we only talked about race

2. I consider myself to be involved, but am very aware of others who are not. I often hear stories from folks not feeling the same sense of community as I do.

3. As a white person from the US, I don't feel equipped to respond on how the department supports international students and people of color- there are positive-seeming efforts on paper and recruitment, but I don't know how these actually translate for folks.

4. Long story short: international students are nothing but the icing on the cake in the discourse of diversity

5. I feel OSDI carries the weight for creating a sense of community. I see clear lines (and hierarchy) b/w community of students, faculty and staff. Faculty who lead programs & research (directors, PI) should be evaluated as individuals and trained as supervisors. I have experienced and supported peers who have also experienced abrasive authoritative ways that faculty direct their email and verbal communications towards us. Often, these faculty research equity issues, yet do not emulate that in-house.

6. Given the international diversity - it's very important to not only focus on US-centric issues.

7. It is important to have conversations about race and equity both within our departments and across the college. The college still has a pretty big diversity problem, particularly in the teacher/leader preparation programs.

8. My advisor is incredible and the support from every faculty member has been outstanding!

9. I think for my answer to a lot of these questions would be "it depends" - so some of the grad level classes are excellent about issues of diversity, some are not. A lot of the undergrad classes (I've been told) are not great with issues of diversity and equity. As a White person, I can not honestly speak to the experiences of students of color and/or international students.

10. Like I said before, it is simply hard to have any moderate or conservative values in the program. Even being very opening to learning new ideas, pushing deeper into current thinking, asking questions... often it has felt like the people who are the most verbal, liberal, and

emotional, carry the power and the direction of class discussions. I haven't necessarily seen an attitude of trying to understand other thinking among peers from that particular perspective.

11. I think my program needs to actively recruit more students of color, and teachers of color. They need to add more cultural competency classes to the required courses, and the teachers need more professional development in this area too

12. I'm sure I've been given information regarding resources, I just don't have a need to refer to them at this time.

13. In general, our college does a much better job with this than other departments that I've had experience with. However, there are still pockets of the college that does not address diversity and equity issues. I believe the new Dean is trying to work on this. There are still many institutional blocks that may come from outside the college. Progress is slow, but I still have faith that a few key faculty members are working hard to make it happen.

Q. Are there any additional comments regarding your *academic program* that you would like GPSS to know and/or include in the report?

1. Over my time in the department things have been getting better. Unfortunately, teaching is not a priority for many of the faculty as they bring in big grants.

2. I have enjoyed my time spent at the University of Washington. The program I am in has excellent professors who are very knowledgeable in their respective fields. However, the biggest drawback to my decision to choose this institution has been the lack of funding for fee-based students, which admittedly is not necessarily the fault of the program. I truly do believe this campus offers a lot, however. I would definitely recommend this to anyone who is interested in the field of school psychology.

3. I would rate my academic experience at UW to be better, but I feel there lacks cohesiveness. I enjoy taking courses in other departments and expanding my scope of knowledge to support my research interests, but I also feel that I've been doing this on my own. I have a lot of peer and faculty support, but it's not very cohesive. I enjoy being self-directed, but it can also be a detriment doing much of this on my own. There have been a few times where I was not motivated to finish.

4. I had different dissertation advisor from the positions I worked with within the department. Much of my feedback relates to different people. I feel that you should also ask about sense of caring and empathy we feel we may or may not receive when working with others in this department.

5. We need a critical race scholar and training for current faculty to learn to facilitate the very difficult conversations about race and equity in their classes.

6. I believe that the C&I department has more of a unified sense of equity goals. Other programs do not share this alignment, and many have deficit approaches to students. That's rather uncomfortable in a college of education.

7. There needs to be more transparency around the process and requirements to complete a Ph.D. I selected UW because of the flexibility in the program, but it also sometimes feels like as students we have to navigate the waters of the program using our own compass, map and resources without much guidance (except from an advisor for those of us who are lucky to have a helpful advisor).

8. I only have 2 quarters of professors to base this judgment on, but the quality of professors across the board seems spotty.

9. You should know my adviser from last year never met me, doesn't know me, and went on sabbatical this year so now I have new adviser. I feel like I'm a year behind on my thesis

10. Everything is great, love the staff.

11. Though some of my responses may seem negative, I have had a generally positive experience at UW. My time toward completion has been complicated by a number of family crises, and faculty and other students have been very supportive. The major weakness of my academic program was research preparation and lack of access to experts in my field. A full professor in the field of 6-12 English/Language Arts would give graduate students more options.

12. Excellent Online ECFS program

13. Lack of funding and research opportunities are the greatest obstacles to most students' success.

Q. When you applied to the University of Washington's College of Education, what other universities did you consider?

Iowa State University

University of Iowa

Vanderbilt

Florida State

UCLA

Berkley

Columbia University

Indiana University

UT Austin

University of Wisconsin

Harvard

University of Michigan

Stanford

Arizona State

University of Oregon

University of Virginia

Seattle Pacific

University of Illinois

North Carolina State

Northwestern

Boston College

University of Puget Sound

UC Davis

Loyola Chicago

Northeastern

NYU

Ohio State

University of Arizona

University of Pennsylvania

UC Santa Barbara

Walden University

Ashford University
University of British Columbia
Concordia
Seattle University
University of Minnesota
George Washington
University of Maryland
College Park
University of San Francisco

Statistics for College of Education Program Review_CoE GPSS Senator Edits

Total submissions: 70

* Calculated using numeric values

Short response Question What is your program of study?				Statistics are not calculated for this question type.	
Total responses (N): 70 Did not respond: 0					

Matrix - one answer per row (button) Question Please rate the following dimensions of academic quality in your program of study:				Response statistics*	
Row 1 Academic rigor of program				Row1 Mean 1.80 Median 2.00 Mode 2 Min/Max 1/5 Standard deviation 0.81	
Total responses (N): 70 Did not respond: 0				Row2 Mean 2.16 Median 2.00 Mode 1, 2 Min/Max 1/5 Standard deviation 1.07	
Numeric value	Answer	Frequency	Percentage	Row3 Mean 1.97 Median 2.00 Mode 2 Min/Max 1/4 Standard deviation 0.88	
1	Excellent	28	40.00%	Row4 Mean 2.17 Median 2.00 Mode 2 Min/Max 1/5 Standard deviation 1.02	
2	Very good	30	42.86%		
3	Good	11	15.71%		
4	Fair	0	0.00%		
5	Poor	1	1.43%		
6	No opinion	0	0.00%		
Row 2 Applicability / Suitability of core curriculum to my field				Row5 Mean 2.21 Median 2.00 Mode 1 Min/Max 1/6 Standard deviation 1.35	
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Excellent	23	32.86%		
2	Very good	23	32.86%		
3	Good	16	22.86%		
4	Fair	6	8.57%		
5	Poor	2	2.86%		
6	No opinion	0	0.00%		
Row 3 Academic standards					
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Excellent	24	34.29%		
2	Very good	28	40.00%		
3	Good	14	20.00%		
4	Fair	4	5.71%		
5	Poor	0	0.00%		
6	No opinion	0	0.00%		
Row 4 Evaluation methods of academic achievement					
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Excellent	21	30.00%		
2	Very good	25	35.71%		

3	Good	16	22.86%
4	Fair	7	10.00%
5	Poor	1	1.43%
6	No opinion	0	0.00%

Row 5

Integration of current developments in my field

Total responses (N): 70		Did not respond: 0	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Excellent	29	41.43%
2	Very good	17	24.29%
3	Good	11	15.71%
4	Fair	7	10.00%
5	Poor	5	7.14%
6	No opinion	1	1.43%

				Min/Max	1/5	
3	Agree	9	12.86%	Standard deviation	1.01	
4	Disagree	7	10.00%	Row3		
5	Strongly disagree	1	1.43%		Mean	2.40
6	No opinion	4	5.71%		Median	2.00
					Mode	1
Row 2				Min/Max	1/6	
Program of study supports my research or professional goals				Standard deviation	1.39	
Total responses (N): 70 Did not respond: 0				Row4		
Numeric value	Answer	Frequency	Percentage	Mean	2.54	
	1 Strongly agree	19	27.14%	Median	2.00	
	2 Agree	35	50.00%	Mode	2	
	3 Neutral	9	12.86%	Min/Max	1/6	
	4 Disagree	4	5.71%	Standard deviation	1.45	
	5 Strongly disagree	3	4.29%	Row5		
	6 No opinion	0	0.00%		Mean	2.70
					Median	3.00
					Mode	1, 2
Row 3				Min/Max	1/6	
Program of study encourages collaboration and/or teamwork				Standard deviation	1.40	
Total responses (N): 70 Did not respond: 0				Row6		
Numeric value	Answer	Frequency	Percentage	Mean	1.86	
	1 Strongly agree	25	35.71%	Median	2.00	
	2 Agree	17	24.29%	Mode	1	
	3 Neutral	9	12.86%	Min/Max	1/5	
	4 Disagree	15	21.43%	Standard deviation	0.92	
	5 Strongly disagree	2	2.86%			
	6 No opinion	2	2.86%			
Row 4						
Program of study provides opportunities to take coursework outside my own department						
Total responses (N): 70 Did not respond: 0						
Numeric value	Answer	Frequency	Percentage			
	1 Strongly agree	20	28.57%			
	2 Agree	22	31.43%			
	3 Neutral	9	12.86%			
	4 Disagree	11	15.71%			
	5 Strongly disagree	5	7.14%			
	6 No opinion	3	4.29%			
Row 5						
Program of study provides opportunities to engage in interdisciplinary work						
Total responses (N): 70 Did not respond: 0						
Numeric value	Answer	Frequency	Percentage			
	1 Strongly agree	17	24.29%			
	2 Agree	17	24.29%			
	3 Neutral	16	22.86%			
	4 Disagree	13	18.57%			
	5 Strongly disagree	4	5.71%			
	6 No opinion	3	4.29%			
Row 6						
The amount of coursework required seems appropriate to the degree						

Total responses (N): 70		Did not respond: 0	
Numeric value	Answer	Frequency	Percentage
1	Strongly agree	29	41.43%
2	Agree	27	38.57%
3	Neutral	10	14.29%
4	Disagree	3	4.29%
5	Strongly disagree	1	1.43%
6	No opinion	0	0.00%

Long response Question	
Are there any additional comments regarding the quality of your academic program of study that you would like GPSS to know and/or include in the report?	
Total responses (N): 27 Did not respond: 43	

Statistics are not calculated for this question type.

Multiple choice - one answer (menu)			
Question			
Are the criteria for financial support in your department clear and available?			
Total responses (N): 70 Did not respond: 0			
Numeric value	Answer	Frequency	Percentage
1	Yes	29	41.43%
2	No	24	34.29%
3	Unsure	15	21.43%
4	No Opinion	2	2.86%

Response statistics*	
Mean	1.86
Median	2.00
Mode	1
Min/Max	1/4
Standard deviation	0.86

Multiple choice - one answer (menu)			
Question			
Do you feel your department provides sufficient funding for graduate students?			
Total responses (N): 70 Did not respond: 0			
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Yes	12	17.14%
2	No	40	57.14%
3	Unsure	12	17.14%
4	No Opinion	6	8.57%

Response statistics*	
Mean	2.17
Median	2.00
Mode	2
Min/Max	1/4
Standard deviation	0.82

Multiple choice - one answer (menu)			
Question			
Estimate the amount of loans you will have accumulated at the University of Washington by the time you graduate, not including any loans for previous degrees:			
Total responses (N): 70 Did not respond: 0			
Numeric value	Answer	Frequency	Percentage
1	\$0	14	20.00%
2	\$1-\$9,999	8	11.43%
3	\$10,000-\$24,999	13	18.57%
4	\$25,00-\$39,999	8	11.43%
5	\$40,000-\$54,999	7	10.00%
6	\$55,000-\$69,999	8	11.43%
7	\$70,000-\$84,999	4	5.71%
8		2	2.86%

Response statistics*	
Mean	4.11
Median	3.00
Mode	1
Min/Max	1/11
Standard deviation	2.69

	\$85,000-\$99,999		
9	\$100,000-\$124,999	3	4.29%
10	\$125,000-\$149,999	0	0.00%
11	\$150,000 or more	3	4.29%

Matrix - one answer per row (button) Question				Response statistics*	
Using the following scale, please approximate the number of quarters that you have received each type of support:				Row1	
Row 1				Mean	4.39
Teaching Assistantship (TA)				Median	5.00
Total responses (N): 70 Did not respond: 0				Mode	5
Numeric value Answer Frequency Percentage				Min/Max	1/5
1	More than 9 quarters	4	5.71%	Standard deviation	1.13
2	7-9 quarters	2	2.86%	Row2	
3	4-6 quarters	6	8.57%	Mean	4.24
4	1-3 quarters	9	12.86%	Median	5.00
5	None	49	70.00%	Mode	5
Row 2				Min/Max	1/5
Research Assistantship (RA)				Standard deviation	1.16
Total responses (N): 70 Did not respond: 0				Row3	
Numeric value Answer Frequency Percentage				Mean	4.64
1	More than 9 quarters	3	4.29%	Median	5.00
2	7-9 quarters	4	5.71%	Mode	5
3	4-6 quarters	10	14.29%	Min/Max	1/5
4	1-3 quarters	9	12.86%	Standard deviation	0.96
5	None	44	62.86%	Row4	
Row 3				Mean	4.70
Non-service fellowship (GSA)				Median	5.00
Total responses (N): 70 Did not respond: 0				Mode	5
Numeric value Answer Frequency Percentage				Min/Max	1/5
1	More than 9 quarters	2	2.86%	Standard deviation	0.91
2	7-9 quarters	4	5.71%	Row5	
3	4-6 quarters	0	0.00%	Mean	4.70
4	1-3 quarters	5	7.14%	Median	5.00
5	None	59	84.29%	Mode	5
Row 4				Min/Max	1/5
Traineeship or grant (ie CREST, Ford, NSF Fellowships, etc.)				Standard deviation	0.75
Total responses (N): 70 Did not respond: 0				Row6	
Numeric value Answer Frequency Percentage				Mean	3.90
1	More than 9 quarters	2	2.86%	Median	5.00
2	7-9 quarters	2	2.86%	Mode	5
3	4-6 quarters	3	4.29%	Min/Max	1/5
4	1-3 quarters	1	1.43%	Standard deviation	1.46
5	None	62	88.57%	Row7	
Row 5				Mean	3.54
College of Education Scholarship				Median	4.00
Total responses (N): 70 Did not respond: 0				Mode	5
Numeric value Answer Frequency Percentage				Min/Max	1/5
1	More than 9 quarters	2	2.86%	Standard deviation	1.53
2	7-9 quarters	2	2.86%	Row8	
3	4-6 quarters	3	4.29%	Mean	4.84
4	1-3 quarters	1	1.43%	Median	5.00
5	None	62	88.57%	Mode	5
Row 5				Min/Max	1/5
College of Education Scholarship				Standard	
Total responses (N): 70 Did not respond: 0					
Numeric value Answer Frequency Percentage					

<i>value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>deviation</i>	0.69
1	More than 9 quarters	1	1.43%	Row9	
2	7-9 quarters	2	2.86%		
3	4-6 quarters	0	0.00%		Mean 4.33
4	1-3 quarters	11	15.71%		Median 5.00
5	None	56	80.00%		Mode 5
Row 6				Min/Max	1/5
Need-based financial aid/loans				Standard deviation	1.21

Total responses (N): 70		Did not respond: 0	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	More than 9 quarters	10	14.29%
2	7-9 quarters	3	4.29%
3	4-6 quarters	8	11.43%
4	1-3 quarters	12	17.14%
5	None	37	52.86%

Row 7			
Personal funding			
Total responses (N): 70		Did not respond: 0	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	More than 9 quarters	14	20.00%
2	7-9 quarters	3	4.29%
3	4-6 quarters	11	15.71%
4	1-3 quarters	15	21.43%
5	None	27	38.57%

Row 8			
Funding from international programs			
Total responses (N): 70		Did not respond: 0	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	More than 9 quarters	2	2.86%
2	7-9 quarters	0	0.00%
3	4-6 quarters	0	0.00%
4	1-3 quarters	3	4.29%
5	None	65	92.86%

Row 9			
Other funding			
Total responses (N): 70		Did not respond: 0	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	More than 9 quarters	6	8.57%
2	7-9 quarters	1	1.43%
3	4-6 quarters	4	5.71%
4	1-3 quarters	12	17.14%
5	None	47	67.14%

Long response Question	Statistics are not calculated for this question type.
Are there any additional comments regarding funding issues that you would like GPSS to know and/or include in the report?	
Total responses (N): 35 Did not respond: 35	

Matrix - one answer per row (button)				<i>Response statistics*</i>	
<i>Question</i>				<i>Row1</i>	
Please evaluate the quality of advice and/or assistance you have received from your advisor or other department faculty about the following topics:				<i>Mean</i>	3.60
				<i>Median</i>	3.00
				<i>Mode</i>	6
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	1.88
<i>Row 1</i>				<i>Row2</i>	
Employment opportunities inside academia				<i>Mean</i>	3.80
				<i>Median</i>	4.00
				<i>Mode</i>	6
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	1.77
Total responses (N): 70 Did not respond: 0				<i>Row3</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	4.17
1	Excellent	15	21.43%	<i>Median</i>	5.00
2	Very good	7	10.00%	<i>Mode</i>	5
3	Good	14	20.00%	<i>Min/Max</i>	1/6
4	Fair	5	7.14%	<i>Standard deviation</i>	1.59
5	Poor	13	18.57%	<i>Row4</i>	
6	no opinion	16	22.86%	<i>Mean</i>	4.34
<i>Row 2</i>				<i>Median</i>	4.50
Employment opportunities outside academia				<i>Mode</i>	6
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	1.44
Total responses (N): 70 Did not respond: 0				<i>Row5</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	4.37
1	Excellent	9	12.86%	<i>Median</i>	5.00
2	Very good	12	17.14%	<i>Mode</i>	6
3	Good	9	12.86%	<i>Min/Max</i>	1/6
4	Fair	11	15.71%	<i>Standard deviation</i>	1.55
5	Poor	12	17.14%	<i>Row6</i>	
6	no opinion	17	24.29%	<i>Mean</i>	4.30
<i>Row 3</i>				<i>Median</i>	5.00
How to search for a job				<i>Mode</i>	6
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	1.62
Total responses (N): 70 Did not respond: 0				<i>Row6</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	4.30
1	Excellent	5	7.14%	<i>Median</i>	5.00
2	Very good	9	12.86%	<i>Mode</i>	6
3	Good	8	11.43%	<i>Min/Max</i>	1/6
4	Fair	12	17.14%	<i>Standard deviation</i>	1.62
5	Poor	19	27.14%	<i>Row6</i>	
6	no opinion	17	24.29%	<i>Mean</i>	4.30
<i>Row 4</i>				<i>Median</i>	5.00
How to prepare a resume or curriculum vitae				<i>Mode</i>	6
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	1.62
Total responses (N): 70 Did not respond: 0				<i>Row6</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	4.30
1	Excellent	4	5.71%	<i>Median</i>	5.00
2	Very good	3	4.29%	<i>Mode</i>	6
3	Good	12	17.14%	<i>Min/Max</i>	1/6
4	Fair	16	22.86%	<i>Standard deviation</i>	1.62
5	Poor	16	22.86%	<i>Row6</i>	
6	no opinion	19	27.14%	<i>Mean</i>	4.30
<i>Row 5</i>				<i>Median</i>	5.00
How to prepare for an interview				<i>Mode</i>	6
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	1.62
Total responses (N): 70 Did not respond: 0				<i>Row6</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	4.30
1	Excellent	6	8.57%	<i>Median</i>	5.00
2	Very good	4	5.71%	<i>Mode</i>	6

3	Good	7	10.00%
4	Fair	14	20.00%
5	Poor	19	27.14%
6	no opinion	20	28.57%

Row 6

Teaching in higher education

Total responses (N): 70		Did not respond: 0	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Excellent	6	8.57%
2	Very good	7	10.00%
3	Good	6	8.57%
4	Fair	12	17.14%
5	Poor	19	27.14%
6	no opinion	20	28.57%

<p>Long response Question</p> <p>Are there any additional comments regarding career counseling and employment assistance that you would like GPSS to know and/or include in the report?</p>	<p>Statistics are not calculated for this question type.</p>
<p>Total responses (N): 17 Did not respond: 53</p>	

Multiple choice - one answer (menu)	<i>Response statistics*</i>	
<i>Question</i>	<i>Mean</i>	2.04
How satisfied are you with the quality of advising?	<i>Median</i>	2.00
Total responses (N): 70	Did not respond: 0	

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mode</i>	<i>1</i>
1	Very Satisfied	33	47.14%	<i>Min/Max</i>	1/6
2	Satisfied	17	24.29%	<i>Standard deviation</i>	1.29
3	Somewhat satisfied	10	14.29%		
4	Dissatisfied	5	7.14%		
5	Very dissatisfied	4	5.71%		
6	No opinion	1	1.43%		

<i>Multiple choice - one answer (menu)</i> <i>Question</i>				<i>Response statistics*</i>	
How satisfied are you with the amount of communication you have with your advisor?				<i>Mean</i>	2.26
				<i>Median</i>	2.00
				<i>Mode</i>	1
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	1.50
Total responses (N): 70 Did not respond: 0					
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>		
1	Very Satisfied	31	44.29%		
2	Satisfied	15	21.43%		
3	Somewhat satisfied	10	14.29%		
4	Dissatisfied	7	10.00%		
5	Very dissatisfied	3	4.29%		
6	No opinion	4	5.71%		

<i>Matrix - one answer per row (button)</i> <i>Question</i>				<i>Response statistics*</i>	
Have you received adequate advice from your advisor on the following?				<i>Row1</i>	
				<i>Mean</i>	1.21
				<i>Median</i>	1.00
				<i>Mode</i>	1
				<i>Min/Max</i>	1/4
				<i>Standard deviation</i>	0.61
Total responses (N): 70 Did not respond: 0				<i>Row2</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	2.11
1	Yes	60	85.71%	<i>Median</i>	2.00
2	No	7	10.00%	<i>Mode</i>	1
3	No opinion	1	1.43%	<i>Min/Max</i>	1/4
4	Not applicable	2	2.86%	<i>Standard deviation</i>	1.29
<i>Row 1</i> Academic requirements				<i>Row3</i>	
				<i>Mean</i>	1.81
				<i>Median</i>	1.00
				<i>Mode</i>	1
				<i>Min/Max</i>	1/4
				<i>Standard deviation</i>	1.07
Total responses (N): 70 Did not respond: 0				<i>Row4</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	1.60
1	Yes	34	48.57%	<i>Median</i>	1.00
2	No	14	20.00%	<i>Mode</i>	1
3	No opinion	2	2.86%	<i>Min/Max</i>	1/4
4	Not applicable	20	28.57%	<i>Standard deviation</i>	0.86
<i>Row 3</i> Professional development				<i>Row5</i>	
				<i>Mean</i>	1.90
				<i>Median</i>	2.00
				<i>Mode</i>	1
				<i>Min/Max</i>	1/4
				<i>Standard deviation</i>	0.97
Total responses (N): 70 Did not respond: 0				<i>Row6</i>	
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>		
1	Yes	37	52.86%		
2	No	19	27.14%		
3	No opinion	4	5.71%		
4	Not applicable	10	14.29%		
<i>Row 4</i>					

Future career goals and trajectory				Mean	1.83
				Median	2.00
				Mode	1
				Min/Max	1/4
				Standard deviation	0.95
Total responses (N): 70 Did not respond: 0 Numeric value Answer Frequency Percentage 1 Yes 42 60.00% 2 No 17 24.29% 3 No opinion 8 11.43% 4 Not applicable 3 4.29%				Row7	
Row 5				Mean	2.11
Professional and academic opportunities within the department				Median	2.00
				Mode	2
				Min/Max	1/4
				Standard deviation	0.97
Total responses (N): 70 Did not respond: 0 Numeric value Answer Frequency Percentage 1 Yes 29 41.43% 2 No 26 37.14% 3 No opinion 8 11.43% 4 Not applicable 7 10.00%				Row8	
Row 6				Mean	1.77
Professional and academic opportunities outside of the department				Median	1.00
				Mode	1
				Min/Max	1/4
				Standard deviation	1.13
Total responses (N): 70 Did not respond: 0 Numeric value Answer Frequency Percentage 1 Yes 32 45.71% 2 No 24 34.29% 3 No opinion 8 11.43% 4 Not applicable 6 8.57%					
Row 7					
How to get involved in campus wide and department affairs					
Total responses (N): 70 Did not respond: 0 Numeric value Answer Frequency Percentage 1 Yes 20 28.57% 2 No 31 44.29% 3 No opinion 10 14.29% 4 Not applicable 9 12.86%					
Row 8					
Research, capstone, thesis, or dissertation work					
Total responses (N): 70 Did not respond: 0 Numeric value Answer Frequency Percentage 1 Yes 43 61.43% 2 No 11 15.71% 3 No opinion 5 7.14% 4 Not applicable 11 15.71%					

Multiple choice - one answer (menu)				Response statistics*	
Question				Mean	2.83
How responsive is your department's administration to student concerns/suggestions?				Median	3.00
				Mode	1, 3
				Min/Max	1/6
Total responses (N): 70 Did not respond: 0 Numeric value Answer Frequency Percentage 1 Excellent 18 25.71%				Standard deviation	1.59

2	Very good	14	20.00%
3	Good	18	25.71%
4	Fair	10	14.29%
5	Poor	2	2.86%
6	No opinion	8	11.43%

Multiple choice - one answer (menu)				Response statistics*	
Question					
Does your department have an official standing diversity committee with student, faculty, and staff representation?				Mean	2.06
				Median	3.00
				Mode	3
				Min/Max	1/3
				Standard deviation	0.99
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Yes	32	45.71%		
2	No	2	2.86%		
3	Don't know	36	51.43%		

Matrix - one answer per row (button)				Response statistics*	
Question					
Please select one answer for each of the following questions:				Row1	
				Mean	1.83
				Median	1.00
				Mode	1
				Min/Max	1/5
				Standard deviation	1.10
Row 1				Row2	
How open your faculty members are to incorporating discussions of diversity in their classes?				Mean	2.21
				Median	2.00
				Mode	1
				Min/Max	1/5
				Standard deviation	1.38
Row 2				Row3	
How committed your program of study is to attracting diverse students				Mean	2.83
				Median	2.00
				Mode	1, 5
				Min/Max	1/5
				Standard deviation	1.61
Row 3				Row4	
Your department's level of support of the needs of students of color				Mean	3.31
				Median	4.00
				Mode	5
				Min/Max	1/5
				Standard deviation	1.70
Row 4					
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	High	20	28.57%		
2	Above Average	16	22.86%		
3	Below Average	10	14.29%		
4	Low	4	5.71%		
5	No opinion	20	28.57%		

Your department's level of support of the needs of international students

Total responses (N): 70 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	High	18	25.71%
2	Above Average	8	11.43%
3	Below Average	8	11.43%
4	Low	6	8.57%
5	No opinion	30	42.86%

Multiple choice - one answer (button)
Question

The sense of community in my department has generally been:

Total responses (N): 70 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Excellent	19	27.14%
2	Very good	18	25.71%
3	Good	19	27.14%
4	Fair	12	17.14%
5	Poor	1	1.43%
6	No opinion	1	1.43%

*Response statistics**

<i>Mean</i>	2.44
<i>Median</i>	2.00
<i>Mode</i>	1, 3
<i>Min/Max</i>	1/6
<i>Standard deviation</i>	1.19

Multiple choice - one answer (button)
Question

How satisfied are you the the culture and climate of your department? (i.e. feeling of security, ability to address ethical issues or the sense that the faculty are advocates for students?)

Total responses (N): 70 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Very Satisfied	21	30.00%
2	Satisfied	25	35.71%
3	Somewhat satisfied	17	24.29%
4	Dissatisfied	4	5.71%
5	Very dissatisfied	2	2.86%
6	No opinion	1	1.43%

*Response statistics**

<i>Mean</i>	2.20
<i>Median</i>	2.00
<i>Mode</i>	2
<i>Min/Max</i>	1/6
<i>Standard deviation</i>	1.11

Multiple choice - one answer (button)
Question

How satisfied are you with your department's ability to deal with academic conflict? (ie Student/Student, Student/Faculty, Student/Staff)

Total responses (N): 70 Did not respond: 0

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Very Satisfied	9	12.86%
2	Satisfied	17	24.29%
3	Somewhat satisfied	8	11.43%
4	Dissatisfied	5	7.14%
5	Very dissatisfied	2	2.86%
6	No opinion	29	41.43%

*Response statistics**

<i>Mean</i>	3.87
<i>Median</i>	4.00
<i>Mode</i>	6
<i>Min/Max</i>	1/6
<i>Standard deviation</i>	1.99

Multiple choice - one answer (button)

Response

Question				statistics*	
How important to you is communication with students and faculty from other areas of study and programs in the College of Education?				Mean	1.91
				Median	2.00
				Mode	1
				Min/Max	1/4
				Standard deviation	1.03
Total responses (N): 70		Did not respond: 0			
Numeric value	Answer	Frequency	Percentage		
1	Very important	33	47.14%		
2	Important	17	24.29%		
3	Somewhat important	13	18.57%		
4	Not important	7	10.00%		

Long response Question		Statistics are not calculated for this question type.	
Are there any additional comments regarding diversity and equity issues that you would like GPSS to know and/or include in the report?			
Total responses (N): 13		Did not respond: 57	

Matrix - one answer per row (button) Question				Response statistics*	
Please respond to the following questions regarding your research experience while in your program of study:				Row1	
				Mean	3.70
				Median	3.00
				Mode	7
				Min/Max	1/7
				Standard deviation	2.28
Row 1				Row2	
The level of training you have received before beginning your own research or scholarly work:				Mean	3.54
				Median	3.00
				Mode	1
				Min/Max	1/7
				Standard deviation	2.26
				Row3	
				Mean	4.26
				Median	5.00
				Mode	5, 7
				Min/Max	1/7
				Standard deviation	2.16
Row 2					
The quality of faculty guidance you have received formulating a research topic					
Total responses (N): 70		Did not respond: 0			
Numeric value	Answer	Frequency	Percentage		
1	Excellent	18	25.71%		
2	Very good	11	15.71%		
3	Good	10	14.29%		
4	Fair	10	14.29%		
5	Poor	4	5.71%		
6	No opinion	1	1.43%		
7	Not Applicable	16	22.86%		
Row 3					
The availability and quality of opportunities for research in collaboration with one or more faculty members in your program					
Total responses (N): 70		Did not respond: 0			
Numeric value	Answer	Frequency	Percentage		
1	Excellent	11	15.71%		

2	Very good	8	11.43%
3	Good	9	12.86%
4	Fair	4	5.71%
5	Poor	18	25.71%
6	No opinion	2	2.86%
7	Not Applicable	18	25.71%

Multiple choice - one answer (button) Question				Response statistics*	
Have you assisted in writing a grant proposal or written one yourself?				Mean	1.81
				Median	2.00
				Mode	2
				Min/Max	1/2
				Standard deviation	0.39
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Yes	13	18.57%		
2	No	57	81.43%		

Multiple choice - one answer (button) Question				Response statistics*	
Have you attended a professional conference?				Mean	1.37
				Median	1.00
				Mode	1
				Min/Max	1/2
				Standard deviation	0.49
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Yes	44	62.86%		
2	No	26	37.14%		

Multiple choice - one answer (button) Question				Response statistics*	
Have you presented a paper or a poster at a professional conference?				Mean	1.53
				Median	2.00
				Mode	2
				Min/Max	1/2
				Standard deviation	0.50
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Yes	33	47.14%		
2	No	37	52.86%		

Long response <i>Question</i>	Statistics are not calculated for this question type.
Are there any additional comments regarding your research experience that you would like GPSS to know and/or include in the report?	
Total responses (N): 15 Did not respond: 55	

Multiple choice - one answer (button) Question				Response statistics*	
Please evaluate the level of assistance you have received from support or technical staff in your program (ie Office of Student Services, Tech Center, Academic Support Staff, etc.)				Mean	2.57
				Median	2.00
				Mode	1
				Min/Max	1/6
				Standard deviation	1.82
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Excellent	28	40.00%		
2	Very good	15	21.43%		
3	Good	11	15.71%		

4	Fair	3	4.29%
5	Poor	1	1.43%
6	No opinion	12	17.14%

Multiple choice - one answer (button)				Response statistics*	
Question				Mean	1.51
Do you receive end of the year feedback from your advisor or faculty from your program of study?				Median	2.00
				Mode	2
				Min/Max	1/2
				Standard deviation	0.50
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Yes	34	48.57%		
2	No	36	51.43%		

Multiple choice - one answer (button)				Response statistics*	
Question				Mean	1.50
If you receive end of year feedback from your advisor or faculty from your program of study, how satisfied are you with the feedback?				Median	1.00
				Mode	1
				Min/Max	1/3
				Standard deviation	0.62
Total responses (N): 34 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Very Satisfied	19	55.88%		
2	Satisfied	13	38.24%		
3	Somewhat satisfied	2	5.88%		
4	Dissatisfied	0	0.00%		
5	Very dissatisfied	0	0.00%		

Multiple choice - one answer (button)				Response statistics*	
Question				Mean	1.25
If you do NOT receive end of the year feedback from your advisor or faculty from your program of study, would you like some feedback?				Median	1.00
				Mode	1
				Min/Max	1/2
				Standard deviation	0.44
Total responses (N): 36 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Yes	27	75.00%		
2	No	9	25.00%		

Matrix - one answer per row (button)				Response statistics*	
Question					
Rate the extent to which these factors are an obstacle to your academic progress:					
Row 1				Row1	
Department space and facilities				Mean	3.46
				Median	4.00
				Mode	4
				Min/Max	1/5
				Standard deviation	0.97
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Major obstacle	4	5.71%		
2	Somewhat of an obstacle	8	11.43%		
3	Minor obstacle	14	20.00%		
4	Not an obstacle	40	57.14%		
5	Not applicable	4	5.71%		
Row 2				Row2	
				Mean	3.67
				Median	4.00
				Mode	4
				Min/Max	1/5
				Standard deviation	0.97
Row 3				Row3	
				Mean	1.99

Research facilities/space/technology				Median	2.00
Total responses (N): 70 Did not respond: 0				Mode	1
				Min/Max	1/5
				Standard deviation	1.06
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	Row4	
1	Major obstacle	4	5.71%	Mean	2.91
2	Somewhat of an obstacle	5	7.14%	Median	3.00
3	Minor obstacle	9	12.86%	Mode	4
4	Not an obstacle	44	62.86%	Min/Max	1/5
5	Not applicable	8	11.43%	Standard deviation	1.19
Row 3				Row5	
Work/financial commitments				Mean	3.17
Total responses (N): 70 Did not respond: 0				Median	4.00
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	Mode	4
1	Major obstacle	28	40.00%	Min/Max	1/4
2	Somewhat of an obstacle	25	35.71%	Standard deviation	1.02
3	Minor obstacle	8	11.43%	Row6	
4	Not an obstacle	8	11.43%	Mean	3.21
5	Not applicable	1	1.43%	Median	3.50
Row 4				Mode	4
Family obligations				Min/Max	1/4
Total responses (N): 70 Did not respond: 0				Standard deviation	0.92
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	Row7	
1	Major obstacle	11	15.71%	Mean	4.24
2	Somewhat of an obstacle	15	21.43%	Median	4.50
3	Minor obstacle	17	24.29%	Mode	5
4	Not an obstacle	23	32.86%	Min/Max	1/5
5	Not applicable	4	5.71%	Standard deviation	1.00
Row 5				Row8	
Availability of faculty				Mean	3.79
Total responses (N): 70 Did not respond: 0				Median	4.00
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	Mode	4
1	Major obstacle	6	8.57%	Min/Max	1/5
2	Somewhat of an obstacle	13	18.57%	Standard deviation	1.20
3	Minor obstacle	14	20.00%	Row9	
4	Not an obstacle	37	52.86%	Mean	3.37
5	Not applicable	0	0.00%	Median	4.00
Row 6				Mode	4
Program structure and/or requirements				Min/Max	1/5
Total responses (N): 70 Did not respond: 0				Standard deviation	1.04
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	Row10	
1	Major obstacle	3	4.29%	Mean	4.50
2	Somewhat of an obstacle	14	20.00%	Median	5.00
3	Minor obstacle	18	25.71%	Mode	5
4	Not an obstacle	35	50.00%	Min/Max	1/5
5	Not applicable	0	0.00%	Standard deviation	0.90
Row 7					
Culminating Masters project or thesis					

Total responses (N): 70 Did not respond: 0			
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Major obstacle	2	2.86%
2	Somewhat of an obstacle	4	5.71%
3	Minor obstacle	4	5.71%
4	Not an obstacle	25	35.71%
5	Not applicable	35	50.00%

Row 8			
Dissertation topic/research			
Total responses (N): 70 Did not respond: 0			
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Major obstacle	6	8.57%
2	Somewhat of an obstacle	5	7.14%
3	Minor obstacle	8	11.43%
4	Not an obstacle	30	42.86%
5	Not applicable	21	30.00%

Row 9			
Course Scheduling			
Total responses (N): 70 Did not respond: 0			
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Major obstacle	2	2.86%
2	Somewhat of an obstacle	16	22.86%
3	Minor obstacle	13	18.57%
4	Not an obstacle	32	45.71%
5	Not applicable	7	10.00%

Row 10			
Immigration laws or regulations/visa concerns			
Total responses (N): 70 Did not respond: 0			
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>
1	Major obstacle	2	2.86%
2	Somewhat of an obstacle	2	2.86%
3	Minor obstacle	1	1.43%
4	Not an obstacle	19	27.14%
5	Not applicable	46	65.71%

Multiple choice - one answer (button)				<i>Response statistics*</i>	
<i>Question</i>				<i>Mean</i>	1.31
How likely are you to complete your degree requirements and objectives?				<i>Median</i>	1.00
				<i>Mode</i>	1
				<i>Min/Max</i>	1/6
				<i>Standard deviation</i>	0.88
Total responses (N): 70 Did not respond: 0					
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>		
1	Very likely	59	84.29%		
2	Somewhat likely	5	7.14%		
3	Likely	3	4.29%		
4	Somewhat unlikely	2	2.86%		
5	Very unlikely	0	0.00%		
6	No opinion	1	1.43%		

Multiple choice - one answer (button) Question				Response statistics*	
Please estimate the total number of years it will take for you to complete your degree:				Mean	2.81
				Median	3.00
				Mode	1
				Min/Max	1/6
				Standard deviation	1.66
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	1-2	26	37.14%		
2	3	6	8.57%		
3	4	8	11.43%		
4	5	19	27.14%		
5	6	7	10.00%		
6	7+	4	5.71%		

Multiple choice - one answer (button) Question				Response statistics*	
Do you feel the department is pushing you to graduate in a timely manor?				Mean	1.21
				Median	1.00
				Mode	1
				Min/Max	1/2
				Standard deviation	0.41
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Yes	55	78.57%		
2	No	15	21.43%		

Multiple choice - one answer (button) Question				Response statistics*	
Would you recommend your program to prospective students in your field?				Mean	1.99
				Median	2.00
				Mode	1
				Min/Max	1/5
				Standard deviation	1.11
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Definitely	32	45.71%		
2	Probabaly	17	24.29%		
3	Maybe	12	17.14%		
4	Probably not	8	11.43%		
5	Definitely not	1	1.43%		
6	No opinion	0	0.00%		

Long response Question		Statistics are not calculated for this question type.	
When you applied to the University of Washington's College of Education ,what other universities did you consider?			
Total responses (N): 50 Did not respond: 20			

Multiple choice - one answer (button) Question				Response statistics*	
Please rate the quality of your academic experience at the University of Washington:				Mean	2.03
				Median	2.00
				Mode	1
				Min/Max	1/5
				Standard deviation	1.04
Total responses (N): 70 Did not respond: 0					
Numeric value	Answer	Frequency	Percentage		
1	Excellent	28	40.00%		
2	Very good	19	27.14%		
3	Good	17	24.29%		
4	Fair	5	7.14%		

5	Poor	1	1.43%
6	No opinion	0	0.00%

Long response Question	Statistics are not calculated for this question type.
Are there any additional comments regarding your academic programs that you would like GPSS to know and/or include in the report?	
Total responses (N): 13 Did not respond: 57	

Multiple choice - one answer (button) Question				Response statistics*	
What is your current student status?				Mean	3.70
Total responses (N): 70 Did not respond: 0				Median	4.00
Numeric value	Answer	Frequency	Percentage	Mode	4
1	MIT Student (ELTEP, STEP, UACT, Seattle Residency, etc)	7	10.00%	Min/Max	1/7
2	M.Ed. Student	15	21.43%	Standard deviation	1.69
3	Ed.S. Student	4	5.71%		
4	Doctoral Student (Ed.D./Ph.D.)	24	34.29%		
5	Doctoral Candidate (Ed.D./Ph.D)	13	18.57%		
6	Non-Matriculated Student	0	0.00%		
7	Other (Please Specify):	7	10.00%		

Multiple choice - one answer (button) Question				Response statistics*	
How many years have you been enrolled in the College of Education?				Mean	2.10
Total responses (N): 70 Did not respond: 0				Median	2.00
Numeric value	Answer	Frequency	Percentage	Mode	3
1	1st year	26	37.14%	Min/Max	1/3
2	2nd year	11	15.71%	Standard deviation	0.92
3	3rd+ year	33	47.14%		

Multiple choice - one answer (button) Question				Response statistics*	
What is your current official enrollment status?				Mean	1.19
Total responses (N): 70 Did not respond: 0				Median	1.00
Numeric value	Answer	Frequency	Percentage	Mode	1
1	Full-time	60	85.71%	Min/Max	1/3
2	Part-time	7	10.00%	Standard deviation	0.49
3	On leave	3	4.29%		

Multiple choice - one answer (button) Question				Response statistics*	
What is your residency status?				Mean	1.47
Total responses (N): 70 Did not respond: 0				Median	1.00
				Mode	1

<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Min/Max</i>	<i>1/3</i>
1	In-State	46	65.71%	<i>Standard deviation</i>	0.72
2	Out-of-State	15	21.43%		
3	International Student	9	12.86%		

<i>Multiple choice - one answer (button)</i> <i>Question</i>				<i>Response statistics*</i>	
Are you a 1st generation college/graduate student?				<i>Mean</i>	1.60
				<i>Median</i>	2.00
				<i>Mode</i>	2
				<i>Min/Max</i>	1/2
				<i>Standard deviation</i>	0.49
Total responses (N): 70 Did not respond: 0					
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>		
1	Yes	28	40.00%		
2	No	42	60.00%		

Short response Question	Statistics are not calculated for this question type.	
How do you gender identify?		
Total responses (N): 70 Did not respond: 0		

<i>Multiple choice - one answer (button)</i> <i>Question</i>				<i>Response statistics*</i>	
Do you identify as LGBTQ?				<i>Mean</i>	1.87
				<i>Median</i>	2.00
				<i>Mode</i>	2
				<i>Min/Max</i>	1/2
				<i>Standard deviation</i>	0.34
Total responses (N): 70 Did not respond: 0					
<i>Numeric value</i>	<i>Answer</i>	<i>Frequency</i>	<i>Percentage</i>		
1	Yes	9	12.86%		
2	No	61	87.14%		

Short response Question	Statistics are not calculated for this question type.
What is your race(s) and/or ethnicity(ies)?	
Total responses (N): 70	Did not respond: 0