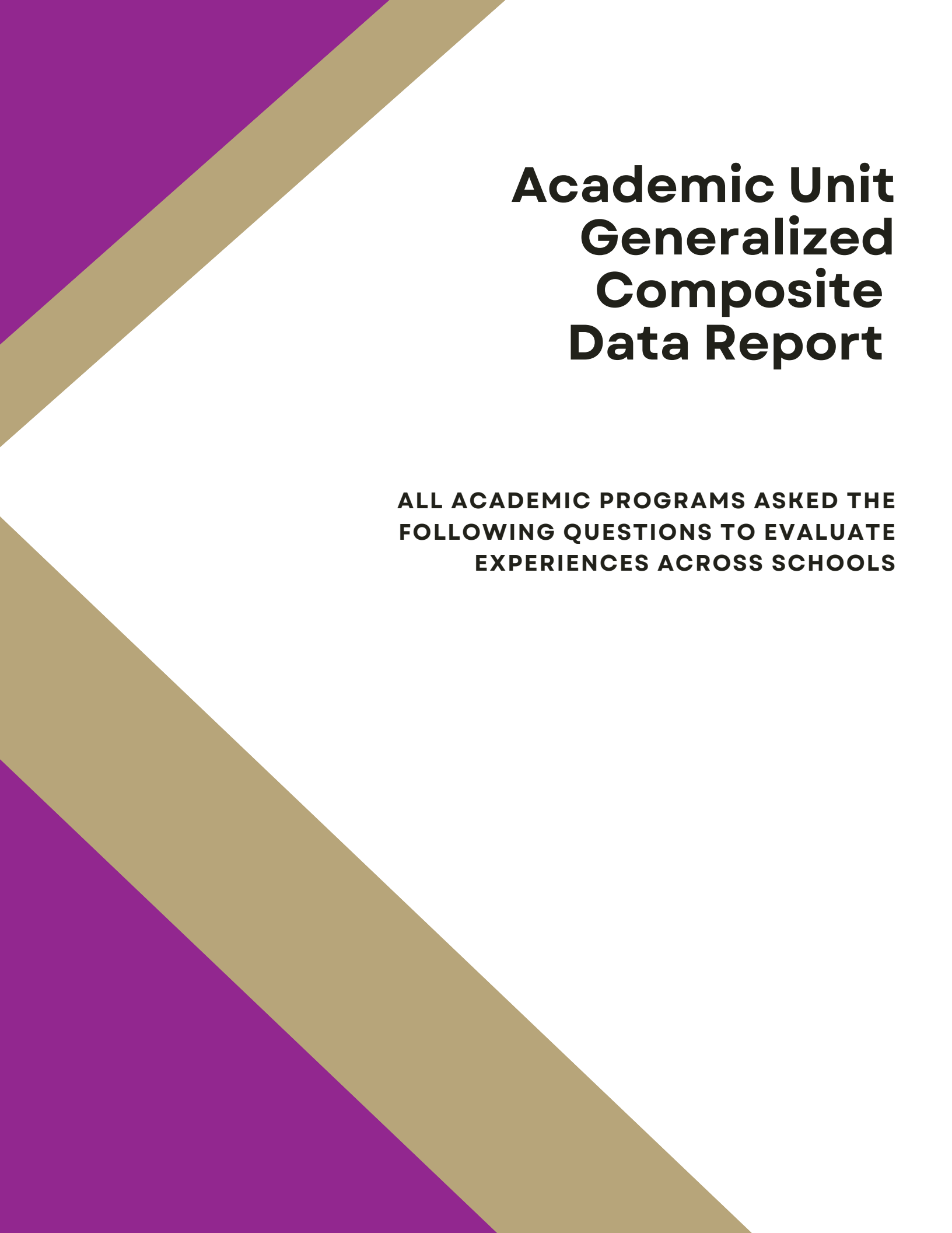# 2024-2025

Classroom & Academic Experience Survey Data Report & Recommendations

Prepared for

2024-2025 ASUWT Senators

Report Creation & Data Analysis by

Holly Wetzel
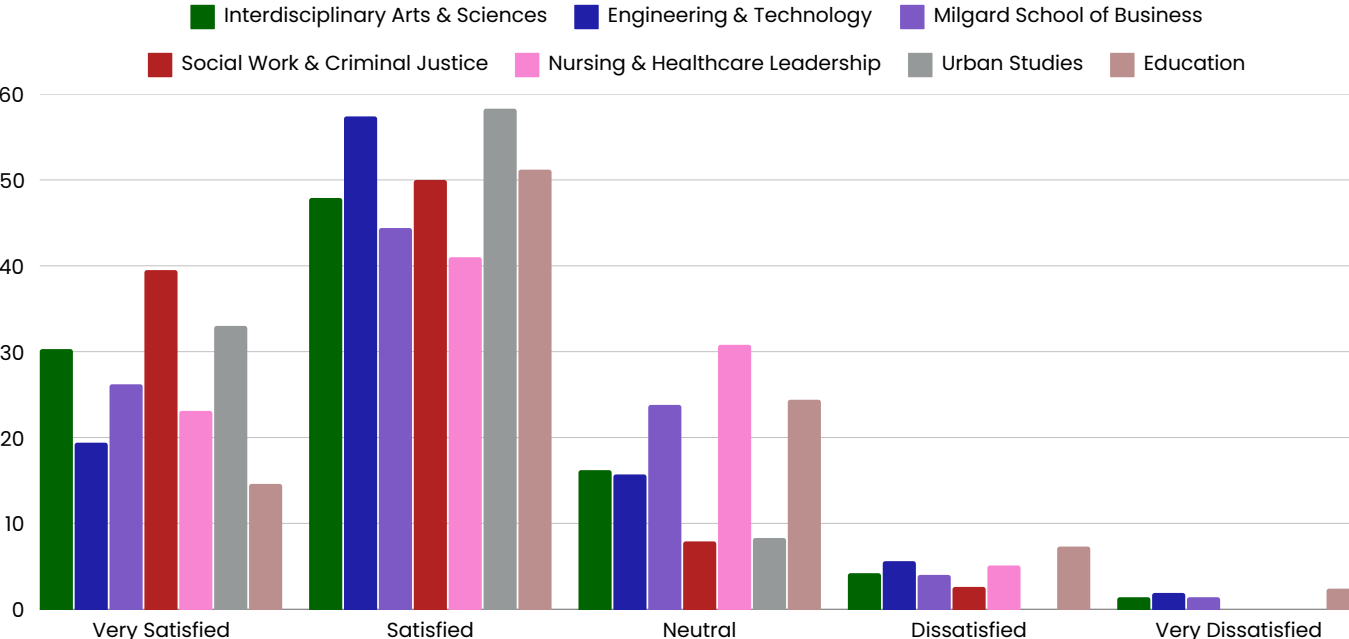*ASUWT President ('23-'25)*
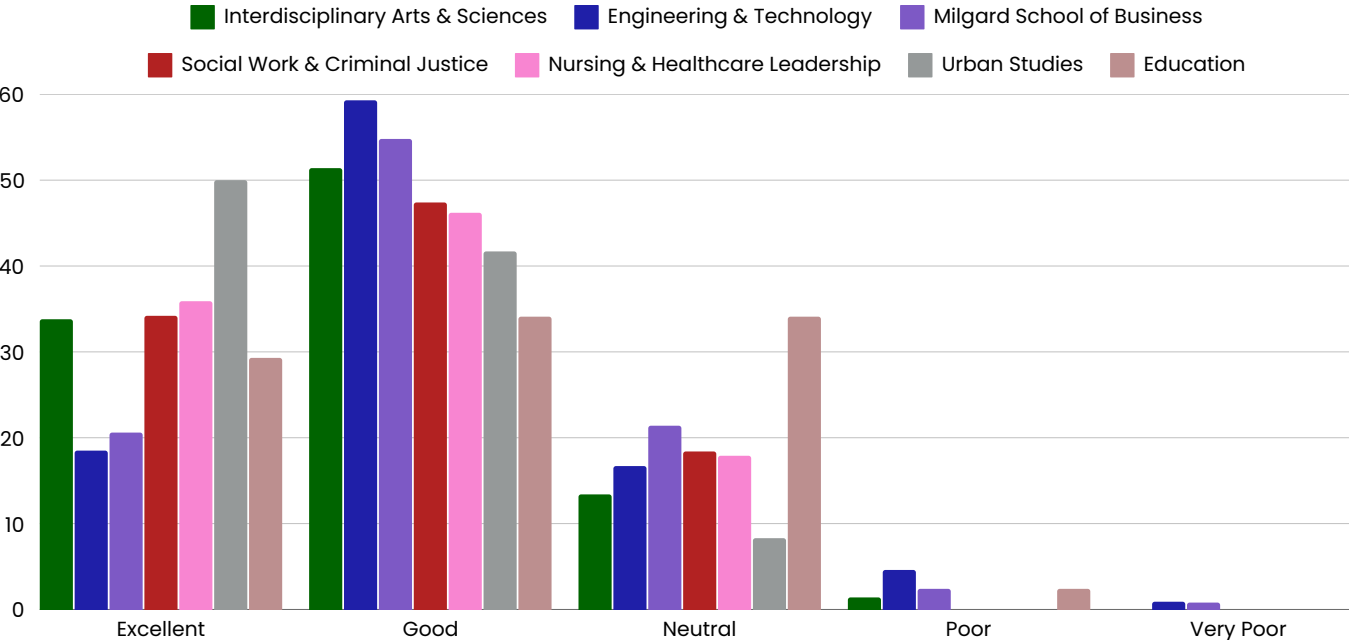
Academic Unit Generalized Composite Data Report

ALL ACADEMIC PROGRAMS ASKED THE FOLLOWING QUESTIONS TO EVALUATE EXPERIENCES ACROSS SCHOOLS

ACADEMIC UNIT GENERALIZED COMPOSITE SURVEY DATA

Q1: How satisfied are you with your overall experience in your academic program? (% of population selected)
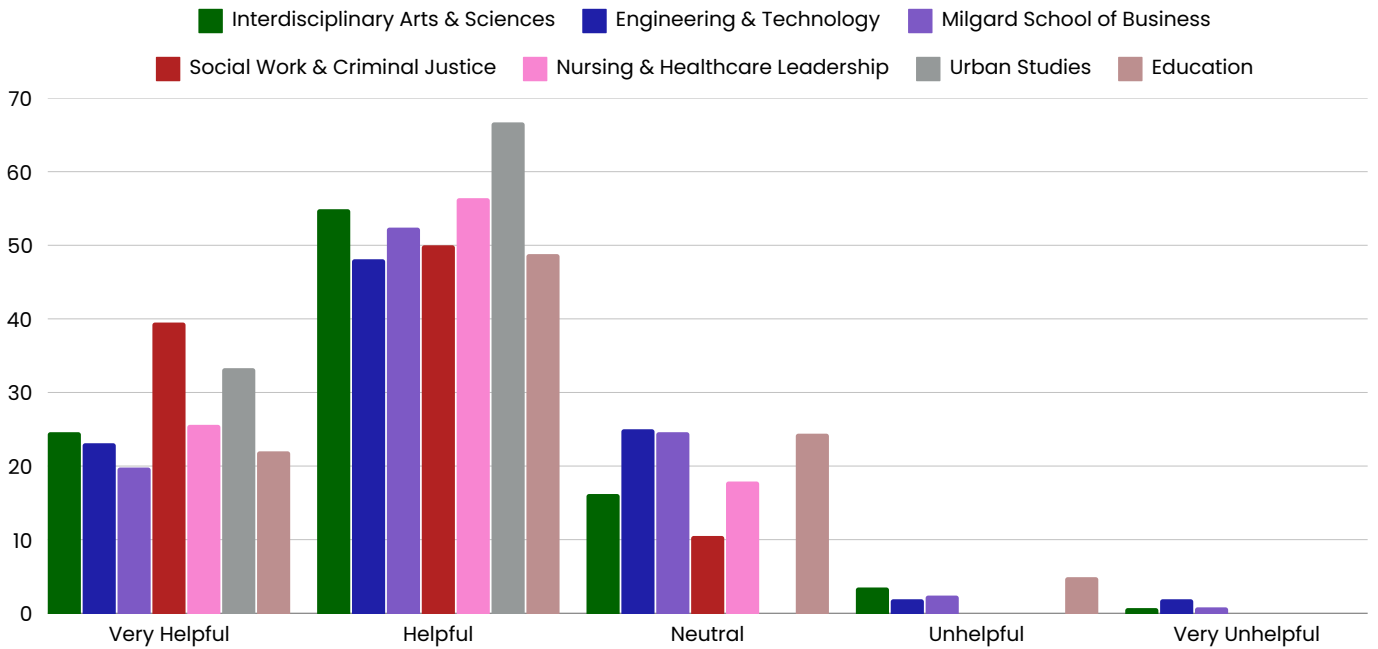

Legend: Interdisciplinary Arts & Sciences, Engineering & Technology, Milgard School of Business, Social Work & Criminal Justice, Nursing & Healthcare Leadership, Urban Studies, Education

Categories: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied

Q2: How would you rate the quality of instruction in your courses? (% of population selected)

Legend: Interdisciplinary Arts & Sciences, Engineering & Technology, Milgard School of Business, Social Work & Criminal Justice, Nursing & Healthcare Leadership, Urban Studies, Education

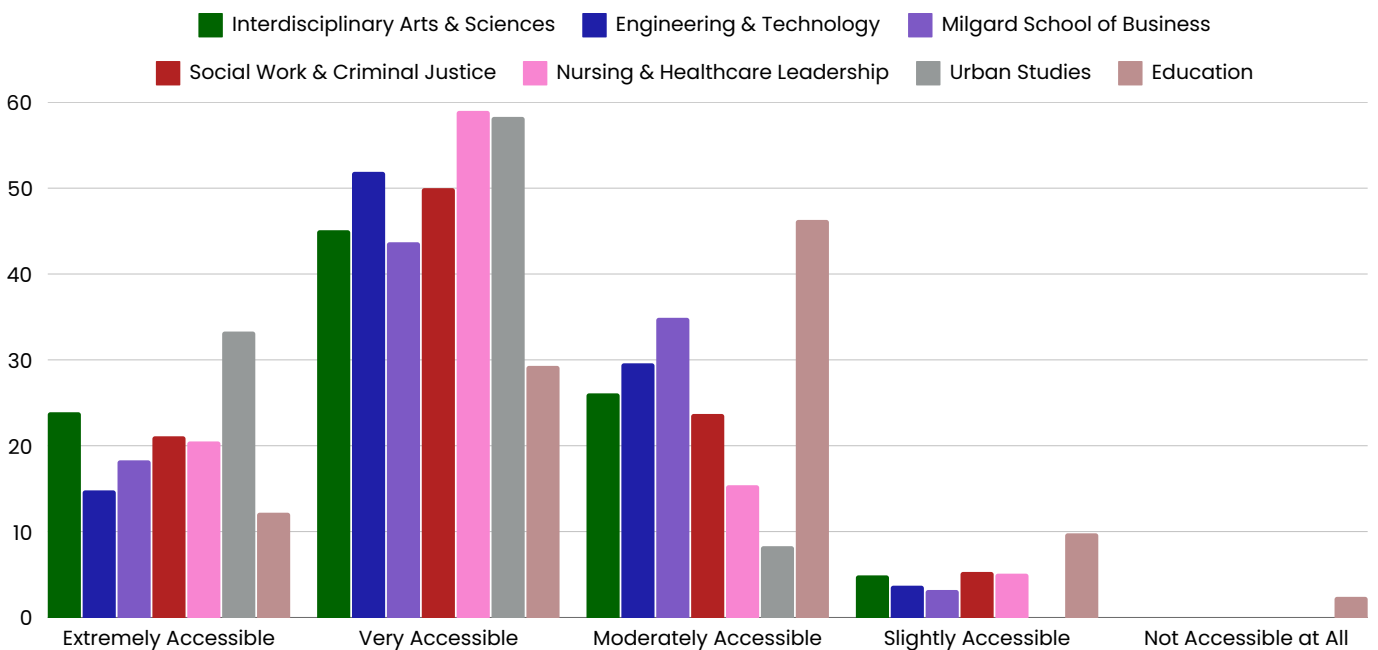Categories: Excellent, Good, Neutral, Poor, Very Poor

ACADEMIC UNIT GENERALIZED COMPOSITE SURVEY DATA

Q3: How would you rate the classroom environment of your program in terms of fostering your learning? (% of population selected)
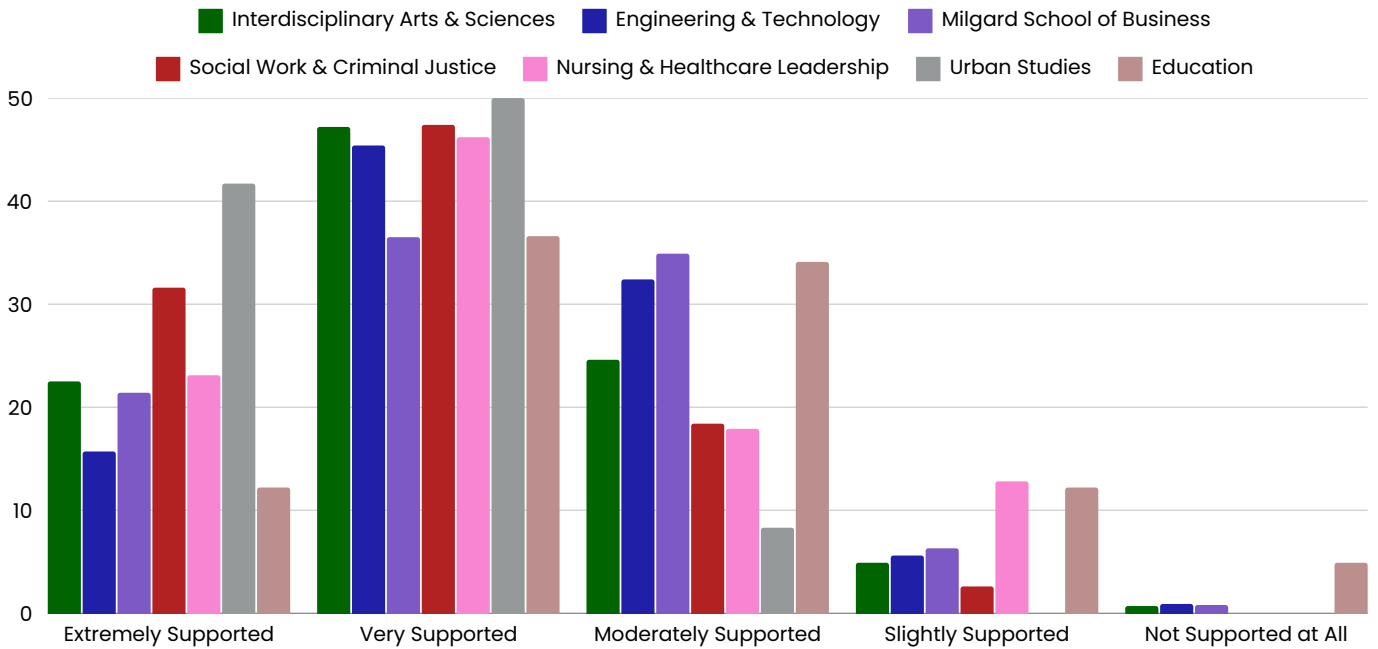
Legend:
- Interdisciplinary Arts & Sciences
- Engineering & Technology
- Milgard School of Business
- Social Work & Criminal Justice
- Nursing & Healthcare Leadership
- Urban Studies
- Education

Q4: How accessible are faculty members outside of class for academic support? (% of population selected)

Legend:
- Interdisciplinary Arts & Sciences
- Engineering & Technology
- Milgard School of Business
- Social Work & Criminal Justice
- Nursing & Healthcare Leadership
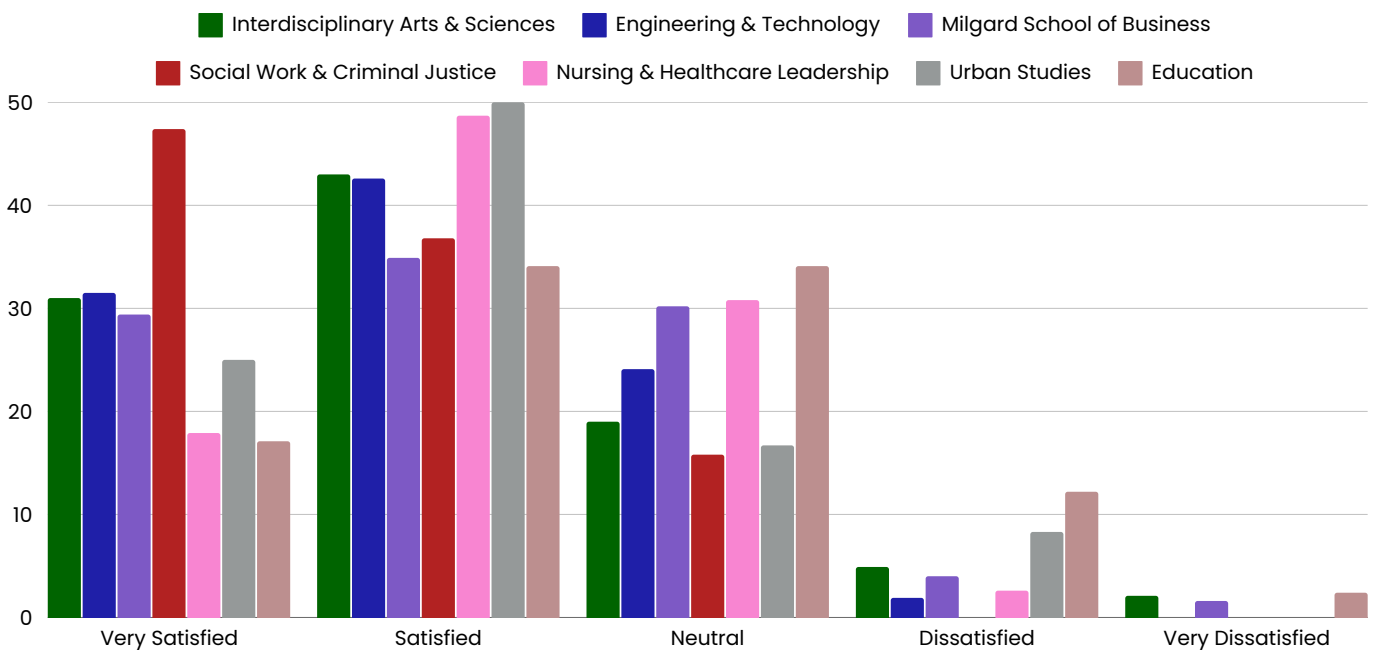- Urban Studies
- Education

6

ACADEMIC UNIT GENERALIZED COMPOSITE SURVEY DATA

Q5: How supported do you feel by your faculty in terms of your growth and development within the program? (% of population selected)
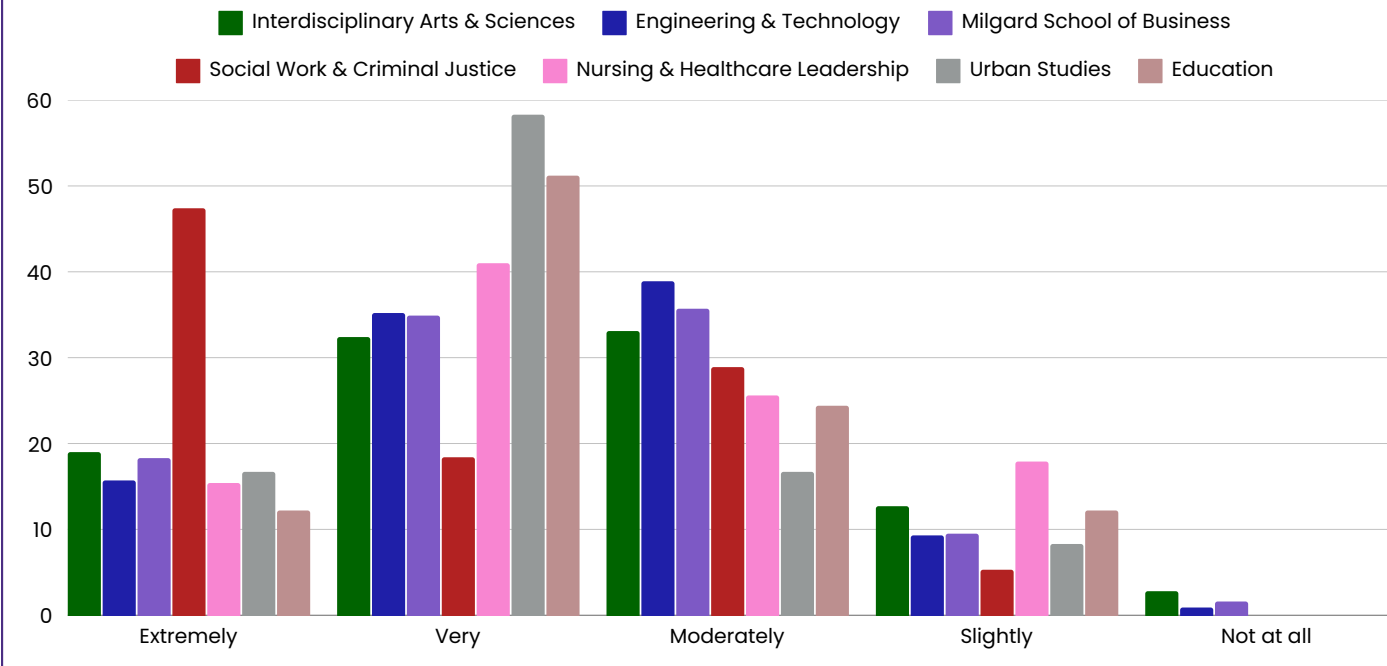

Legend: Interdisciplinary Arts & Sciences, Engineering & Technology, Milgard School of Business, Social Work & Criminal Justice, Nursing & Healthcare Leadership, Urban Studies, Education

Categories: Extremely Supported, Very Supported, Moderately Supported, Slightly Supported, Not Supported at All

Q6: How satisfied are you with the academic advising and support services provided by your program? (% of population selected)

Legend: Interdisciplinary Arts & Sciences, Engineering & Technology, Milgard School of Business, Social Work & Criminal Justice, Nursing & Healthcare Leadership, Urban Studies, Education

Categories: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied

ACADEMIC UNIT GENERALIZED COMPOSITE SURVEY DATA

Q7: To what extent do you feel your program is preparing you for your future career? (% of population selected)

Legend:
- Interdisciplinary Arts & Sciences
- Engineering & Technology
- Milgard School of Business
- Social Work & Criminal Justice
- Nursing & Healthcare Leadership
- Urban Studies
- Education

School of Interdisciplinary Arts and Sciences Data Report

BACHELOR OF ARTS
Arts, Media & Culture
Communication
Economics & Policy Analysis
Environmental Sustainability
Ethnic, Gender, and Labor Studies,
Global Studies Concentration
History
Interdisciplinary Arts & Sciences
Law & Policy
Politics, Philosophy, and Economics
Psychology
Spanish Language and Cultures
Writing Studies

BACHELOR OF SCIENCE
Biomedical Sciences
Environmental Science
Mathematics

**SURVEY DEVELOPED
BY ENMANUEL MUJICA**

INTERDISCIPLINARY ARTS & SCIENCES SURVEY DATA

Would you be interested in having more diverse seminars that target your major?
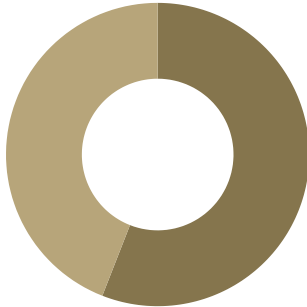
Yes **55.9%**   No **44.1%**

If there were more seminars offered related to your major, would you attend them?
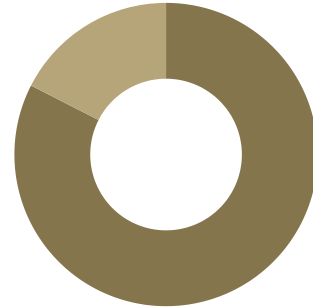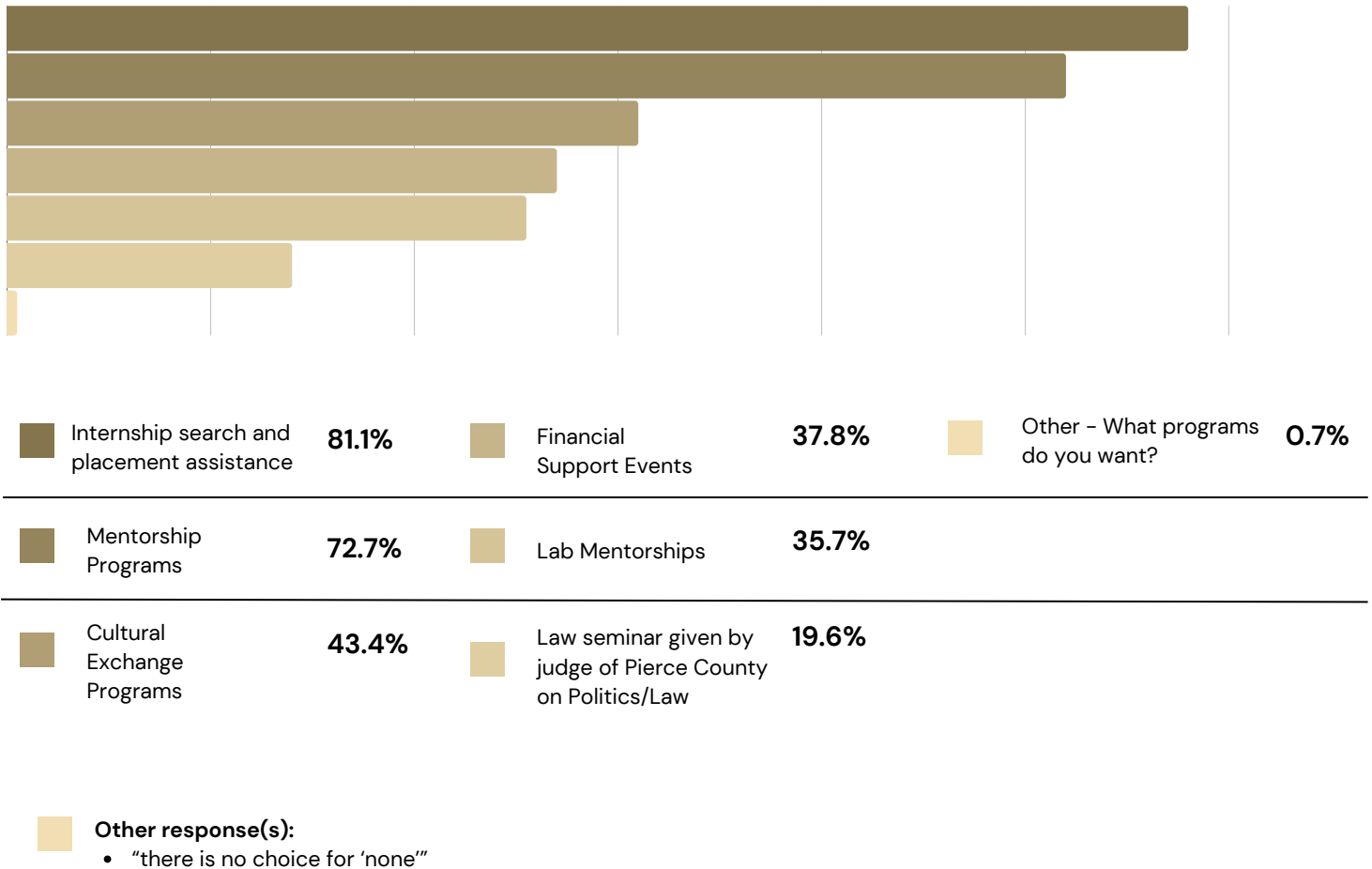

Yes **82.5%**   No **17.5%**

Would you personally like to see additional Institutional Research opportunities and programs for your major? An Institutional Research program involves opportunities for students to do research within their majors at UW Tacoma with potential of collaborations with research organizations abroad.
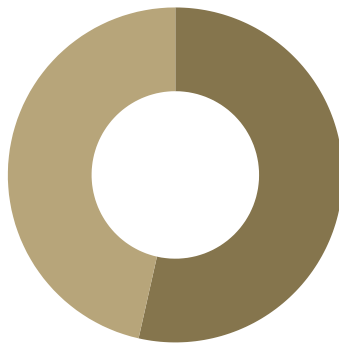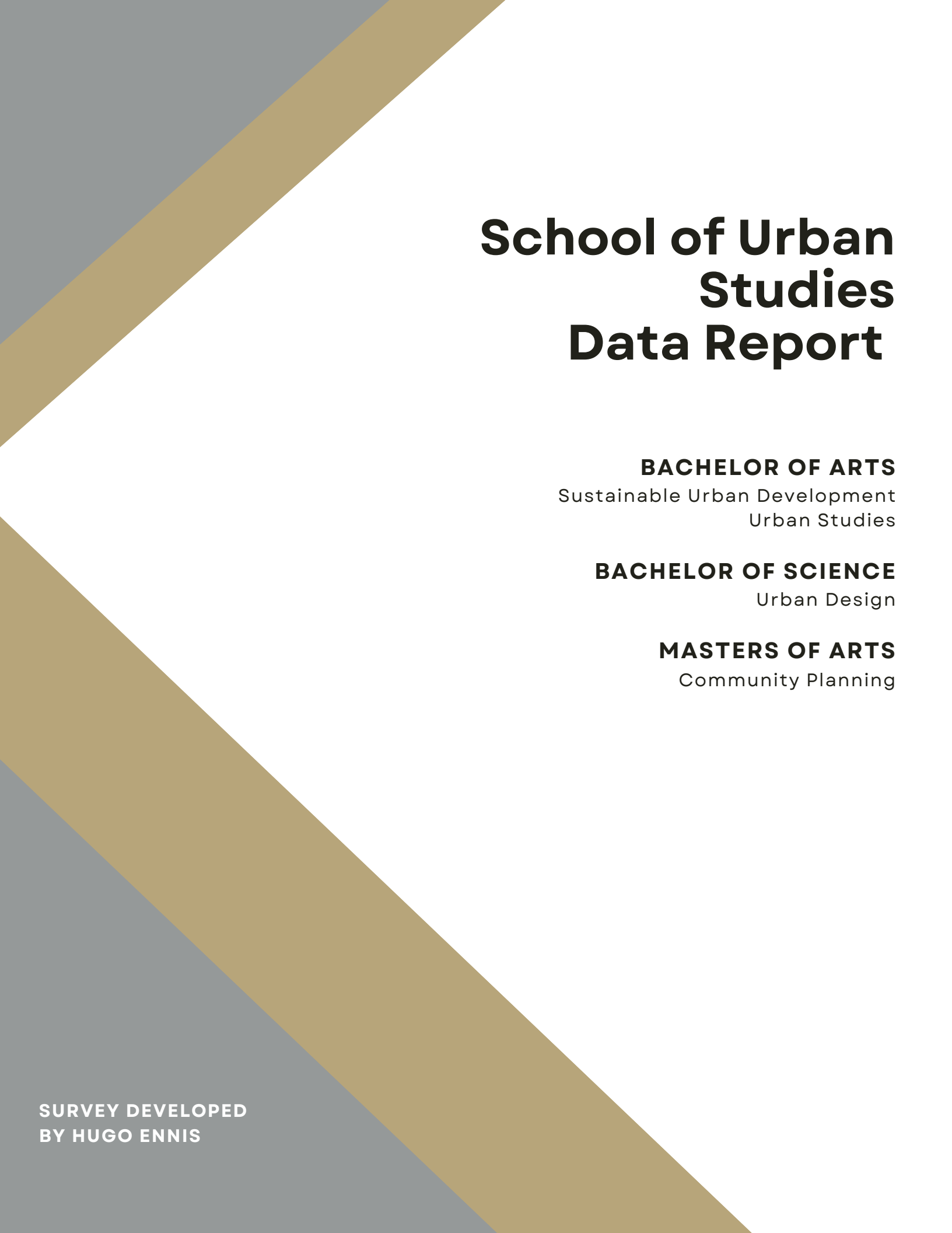

Yes	53.1%
No	46.9%

Would you personally like to see additional Institutional Research opportunities and programs for your major? An Institutional Research program involves opportunities for students to do research within their majors at UW Tacoma with potential of collaborations with research organizations abroad.
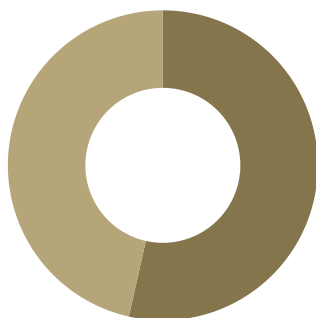
Yes	53.1%
No	46.9%

INTERDISCIPLINARY ARTS & SCIENCES SURVEY DATA

Select all that apply: Which of the following programs would you utilize if it were offered to students in your program?

	Internship search and placement assistance	**81.1%**		Financial Support Events	**37.8%**		Other – What programs do you want?	**0.7%**
	Mentorship Programs	**72.7%**		Lab Mentorships	**35.7%**			
	Cultural Exchange Programs	**43.4%**		Law seminar given by judge of Pierce County on Politics/Law	**19.6%**			

Other response(s):
- "there is no choice for 'none'"

School of Urban Studies Data Report

BACHELOR OF ARTS
Sustainable Urban Development
Urban Studies

BACHELOR OF SCIENCE
Urban Design

MASTERS OF ARTS
Community Planning

SURVEY DEVELOPED
BY HUGO ENNIS

URBAN STUDIES SURVEY DATA

**Q1: Was your major within the school of Urban Studies your first choice?**
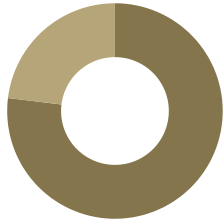
■ Yes		**76.9%**
■ No		**23.1%**

Why wasn't a major in the school of Urban Studies your first choice?

- "I originally wanted to do environmental science, but the math aspect of it scared me away. Sustainable urban development caught my eye as I took tcore urban studies."
- "Felt too specialized, and not interdisciplinary enough."
- "Education was my original plan but i switched programs"

Q2: Are you aware of the Urban Studies club CIVITAS?
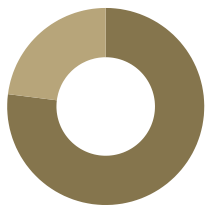
■ Yes		**76.9%**
■ No		**23.1%**

Are you a member of CIVITAS?
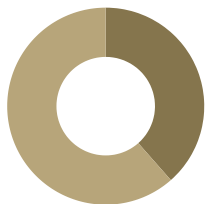
■ Yes		**38.5%**
■ No		**61.5%**

Is there a particular reason why you are not a member of CIVITAS?

- "They hardly ever meet, and the communication from the group is very poor."
- "No"
- "No reason in particular. My time is fairly limited"
- "Was not aware of the organization."
- "Haven't heard of it"
- "I wasn't aware of it. Also not terribly interested."
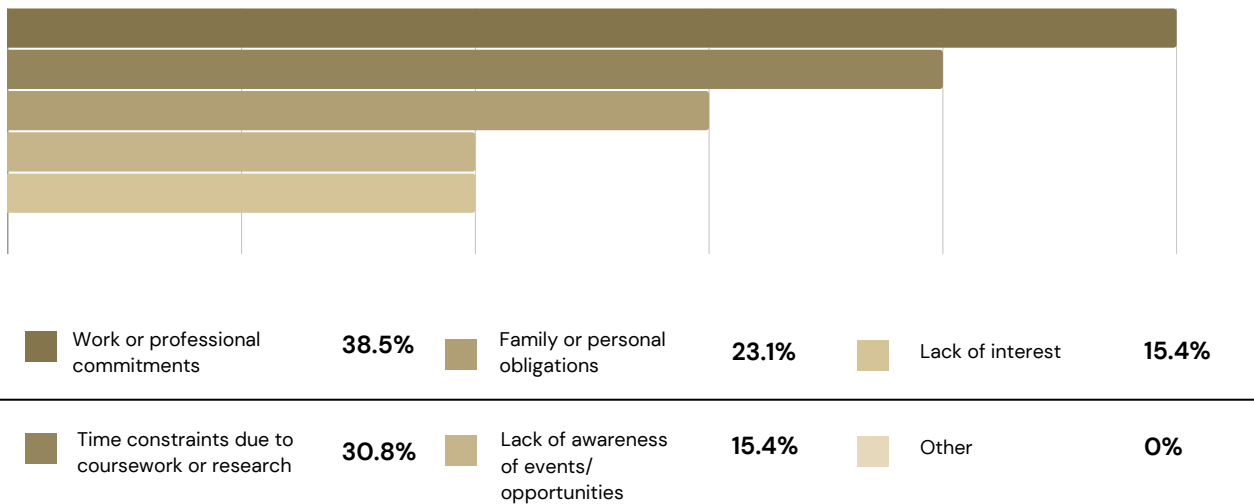- "Couldn't find time to consistently go."
- "N/a"

- "More program knowledge in comp modeling"
- "More real world interaction. Much of the classes, although helpful, are centered around filling class hours and homework quotas in order to maintain their credit count. This makes them obtuse, and subtracts from the learning experience."
- "More hands on experience"
- "Professional development offered outside of class hours tailored more specifically to grad students within the program (niche career options)"
- "More focus on the causes of economic inequality."
- "Teaching assistance/works study opportunities for grad students"
- "N/A"
- "N/A"
- "More software learning in earlier classes to help prepare for later on, and avoid self teaching."
- "More time spent on software skills development.. a lot of the softwares are self taught in my opinion. I think there could be more tutorials found and submitted to the curriculum."
- "More lab time and technical classes"
- "–More course availability for students in the community and development program. –stop dropping courses –predicted courses should not change"
- "Internship"

Q4: Do you often attend Urban Studies events hosted by the school and faculty?
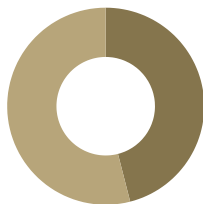
■ Yes		**46.2%**
■ No		**53.8%**

Select all that apply: Do any of the following barriers prevent you from attending events hosted by the Urban Studies school and faculty?

|					
■ Work or professional commitments	**38.5%**	■ Family or personal obligations	**23.1%**	■ Lack of interest	**15.4%**
■ Time constraints due to coursework or research	**30.8%**	■ Lack of awareness of events/ opportunities	**15.4%**	■ Other	**0%**

URBAN STUDIES SURVEY DATA

Q5: Select all that apply: If the School of Urban Studies were to reach out to you, what forms of communication work best for you?
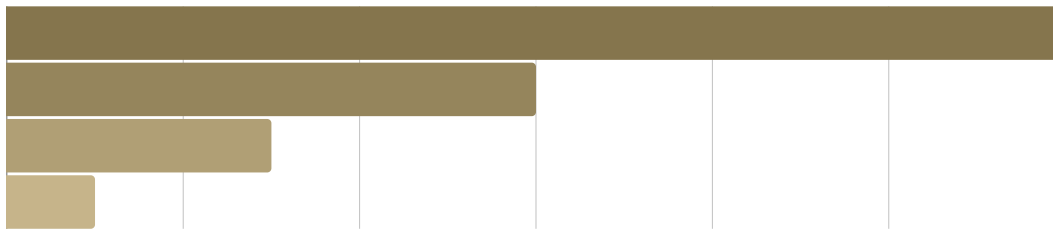
|		
▮ Emails	**92.3%**	
▮ Text Message Notifications	**46.2%**	
▮ Posters	**23.1%**	
▮ Instagram/Social media	**7.7%**	

Q6: Do you find that the faculty led connection events that the school of urban studies hosts (for example Alumni nights/social hours, and urban studies lectures) are useful?
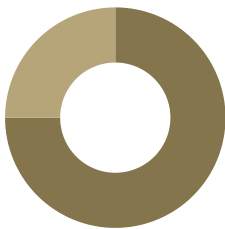
▮ Yes	**75.0%**
▮ No	**25.0%**

URBAN STUDIES SURVEY DATA

Q7: As an Urban Studies student how much time are you spending on campus each week?
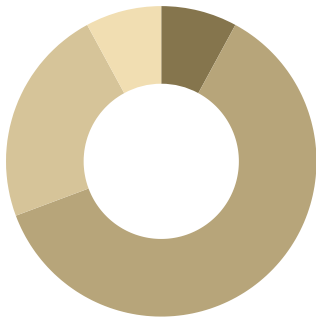
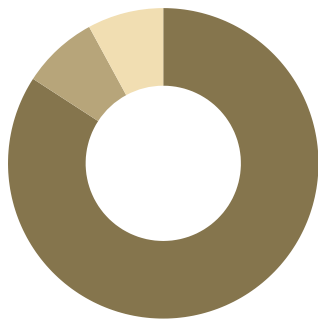|		
■	0-4 hours	**7.7%**
■	5-8 hours	**61.5%**
■	9-12 hours	**23.1%**
■	13-16 hours	**0.0%**
■	17-20 hours	**0.0%**
■	20+ hours	**7.7%**

Q8: <u>Select all that apply:</u> When would you attend events in the school of Urban Studies?
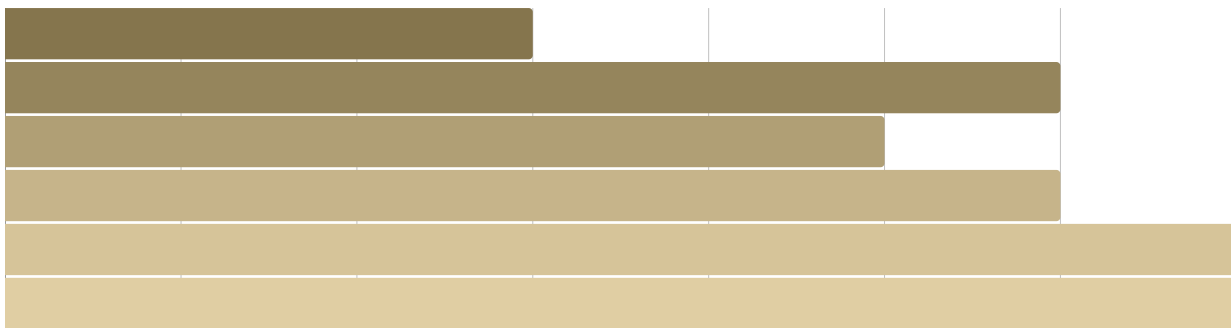
■ 8AM – 10AM	**23.1%**	■ 12PM – 2PM	**38.5%**	■ 4PM – 6PM	**53.8%**
■ 10AM – 12PM	**46.2%**	■ 2PM – 4PM	**46.2%**	■ 6PM – 8PM	**53.8%**

URBAN STUDIES
SURVEY DATA

Yes, I have a computer that does my coursework	**84.6%**	
I don't have a computer that can do my homework, but I use campus resources	**7.7%**	
I don't have access to either	**0.0%**	
Other	**7.7%**	

Do you have any technology needs (access to a computer, software, lab space) that keep you from succeeding in your coursework? Are there ways that you think the School of Urban Studies could help you meet those needs?

- "I have a Mac laptop, but I can't use GIS on it, and I use GIS a lot.. I wish I had a PC laptop but I don't have the money to buy one. I had to buy a PC desktop to be able to use the windows programs."

School of Engineering and Technology Data Report

BACHELORS
Civil Engineering
Computer Engineering
Computer Science & Systems
Electrical Engineering
Information Technology
Mechanical Engineering

MASTERS
Computer Science & Systems
Electrical & Computer Engineering
Information Technology
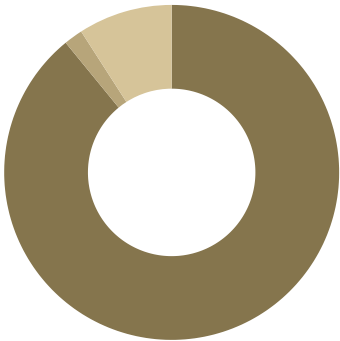Cyber Security & Leadership

PH.D
Computer Science & Systems

**SURVEY DEVELOPED
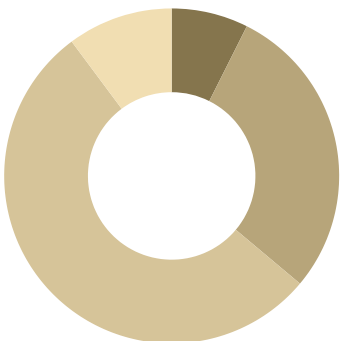BY HOLLY WETZEL**
(SENATE SEAT VACANT AT TIME OF CREATION)

ENGINEERING AND TECHNOLOGY SURVEY DATA

■	Yes	**89.1%**
■	No	**1.82%**
■	Unsure	**9.10%**

■	Always	**7.41%**
■	Frequently	**28.7%**
■	Occasionally	**53.7%**
■	Rarely	**10.2%**

ENGINEERING AND TECHNOLOGY SURVEY DATA

Q3: Select all that apply: Which areas of the current curriculum do you feel need more focus to better prepare you for industry demands?

■ Software development & programming languages	**48.1%**	■ Cybersecurity **38.9%**
■ Machine learning/ Artificial Intelligence	**47.2%**	■ Project management/ leadership skills **37.0%**
■ Engineering design/ prototyping	**45.4%**	■ Interdisciplinary collaboration w/ other fields **36.1%**

■ Communication and presentation skills	**32.4%**
■ Data analytics	**29.6%**
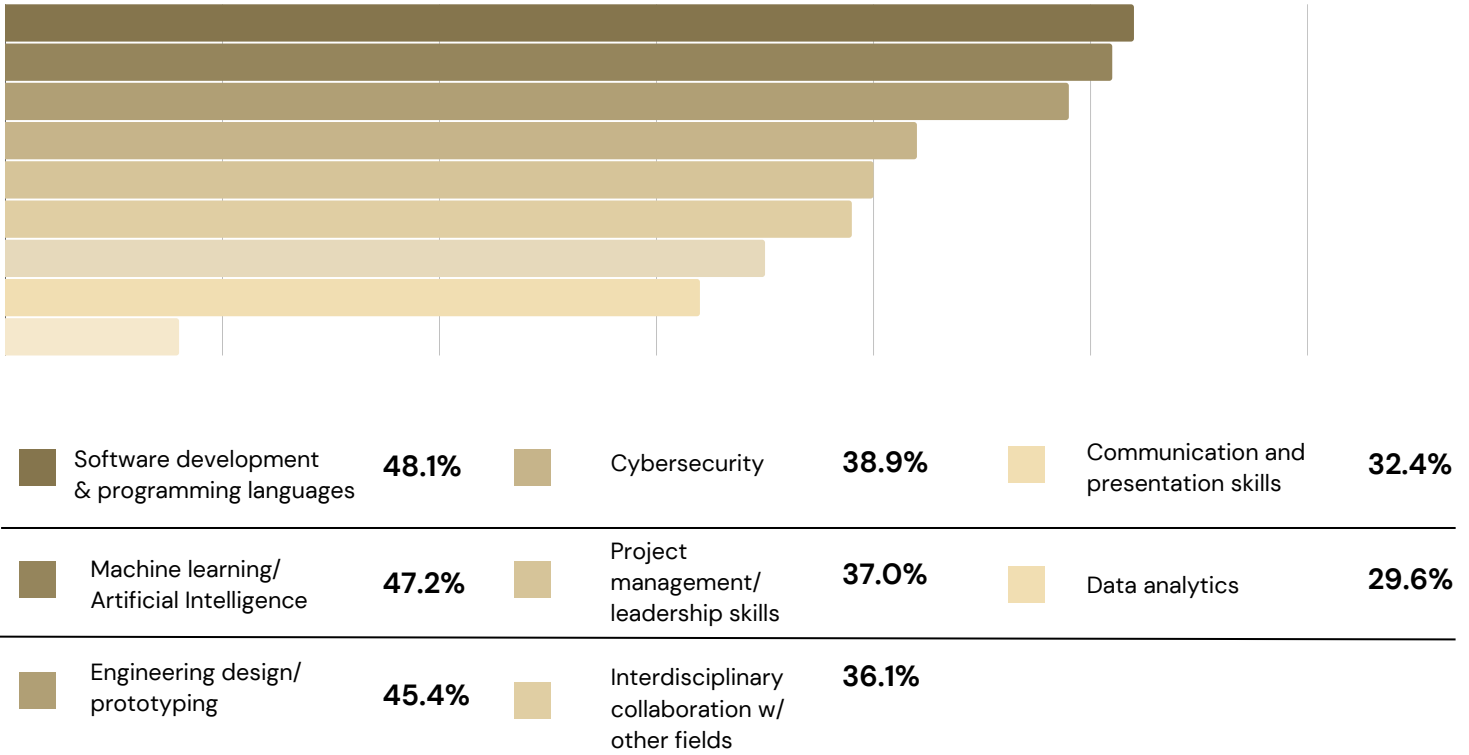
■ Other response(s) – 7.4%
- "Algorithms"
- "To be better prepared for our career. Although I did just start my major so I am still learning."
- "Low-level systems programming. I think understanding more of these concepts would be more beneficial for myself and others in the B.S. CSS program."
- "Graphics, embded system"
- "None"
- "Quantum Computing, Quantum Cryptography"
- "I don't know, I think someone who has finished the program would be better suited to answer this."
- "Research opportunities"
- "Current examples of tech across different industries; exposure to workplace collaboration tech and behaviors; accessible design and considerations; community based hands-on experience (i.e. help a non-profit with IT work? field trips to local tech facilities to see how things work)"

ENGINEERING AND TECHNOLOGY SURVEY DATA

Q4: To what extent do you feel your program provides opportunities for developing non-technical skills (e.g., communication, teamwork, leadership)?
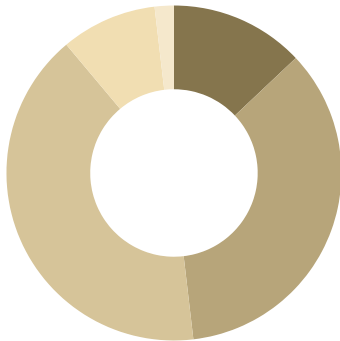
A great amount		**13.0%**
A moderate amount		**35.2%**
Somewhat		**40.7%**
Very little		**9.26%**
Not at all		**1.9%**

Q5: Select all that apply: In which areas do you feel more support or resources are needed to help you succeed in program?

Networking opportunities w/ industry professionals	**63.9%**	Opportunities for peer collaboration	**34.3%**	Access to tutoring	**23.1%**
Career related workshops specific to SET	**61.1%**	Availability of lab/resources	**31.5%**		

Other response(s) – 3.7%
- "More support for hybrid learning and engagement (simultaneous engagement with in-person and remote users); more insight into career options"
- "~"
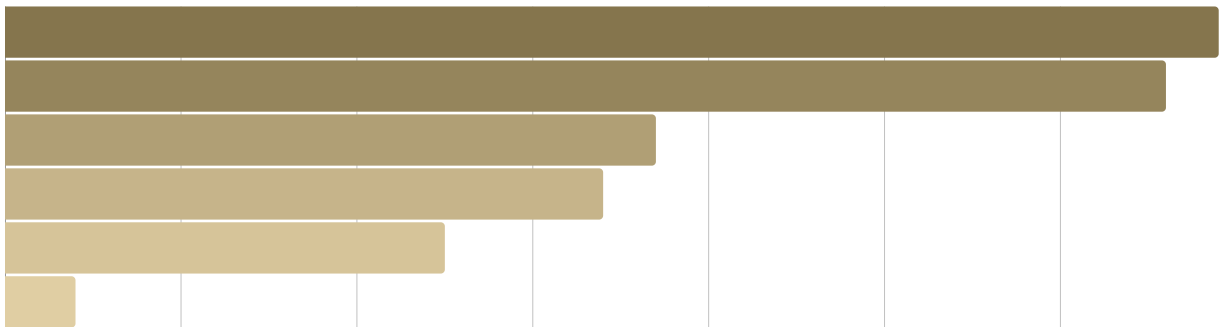- "More sponsors for capstone/senior project."
- "A more diverse selection of classes to choose from"

ENGINEERING AND TECHNOLOGY SURVEY DATA

Q6: <u>Select all that apply:</u> In what areas would you like to see stronger connections between the program and industry partners?

Internship placements	**79.6%**	Mentorship programs w/ industry experts	**69.4%**	Guest lectures/ workshops	**43.5%**
Job shadowing opportunities	**72.2%**	Collaborative research & development projects	**49.1%**	Industry sponsored competitions/ hackathons	**39.8%**

Other response(s) – 2.8%
- "FIELD TRIPS"
- "Senior projects"
- "Make it so that we can take Seattle campus class despite of it's been major strict"

Q7: How accessible are the technical resources (labs, software, equipment) necessary for your success in the Engineering and Technology programs?

	Very accessible	**27.8%**
	Somewhat accessible	**40.0%**
	Neutral	**28.7%**
	Somewhat inaccessible	**2.8%**
	Not accessible at all	**0.9%**
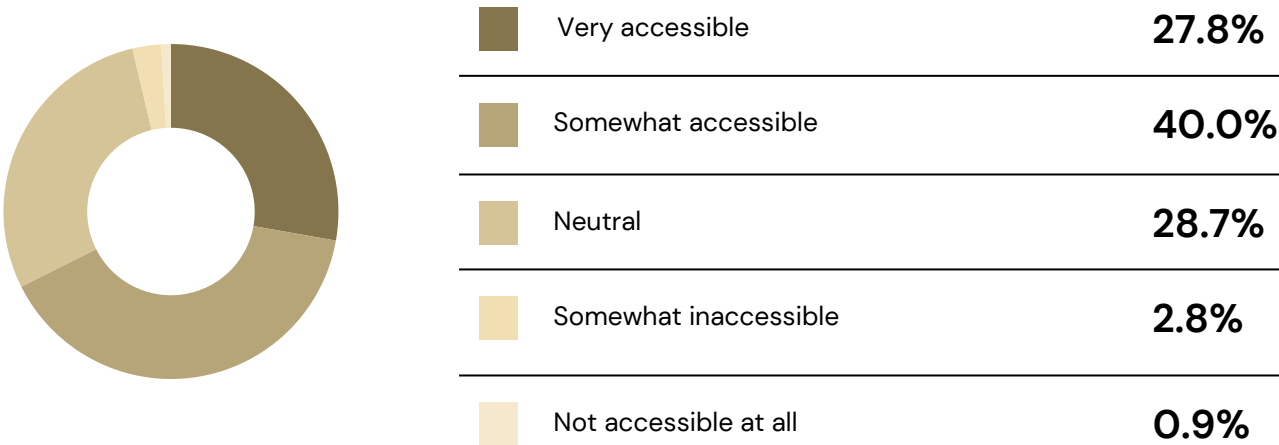
ENGINEERING AND TECHNOLOGY SURVEY DATA

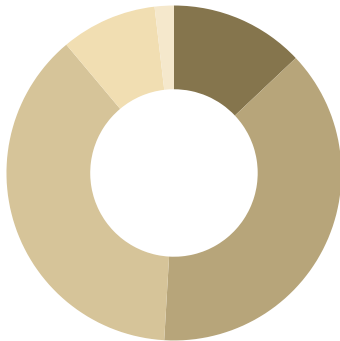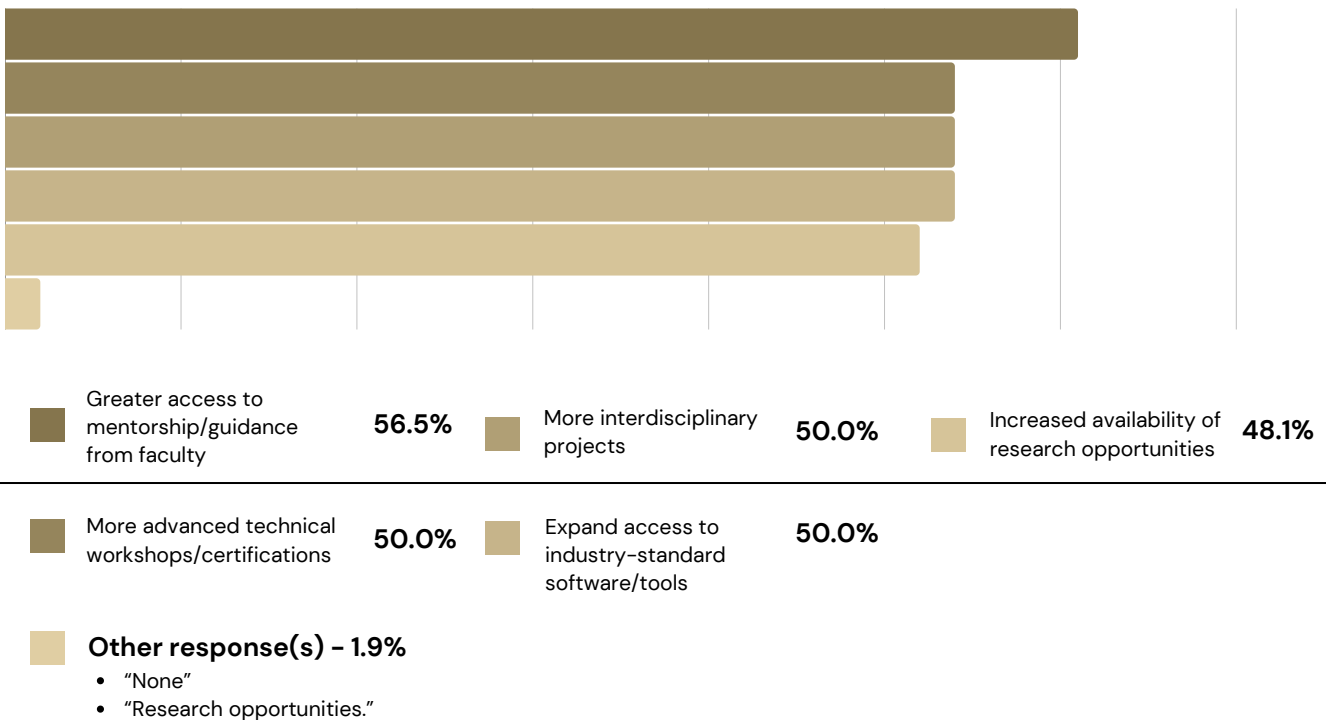**Q8: How satisfied are you with the opportunities to work on projects that align with your specific career interests?**

Very satisfied	**13.0%**
Satisfied	**38.0%**
Neutral	**38.0%**
Dissatisfied	**9.26%**
Very dissatisfied	**1.9%**

Q9: <u>Select all that apply:</u> What additional resources or opportunities would support your learning experience?

Greater access to mentorship/guidance from faculty	**56.5%**	More interdisciplinary projects	**50.0%**
More advanced technical workshops/certifications	**50.0%**	Expand access to industry-standard software/tools	**50.0%**

Increased availability of research opportunities **48.1%**

Other response(s) – 1.9%
- "None"
- "Research opportunities."

Milgard
School of Business
Data Report

BACHELORS

Business Administration - General
Business Administration - Accounting
Business Administration - Finance
Business Administration - Management
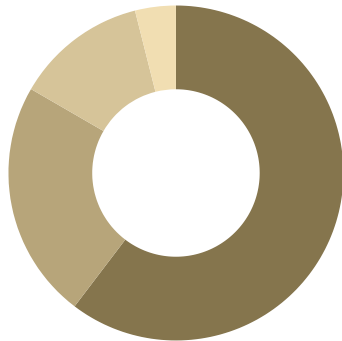Business Administration - Marketing

MASTERS

Business Administration (MBA)
Accounting (MSAcc)
Business Analytics (MSBA)

**SURVEY DEVELOPED
BY KEVIN NGYUEN**

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q1: How would you describe the balance between theoretical knowledge and practical application in your coursework?

■	A good balance of both	**60.3%**
■	Too much theoretical knowledge; not enough practical application	**23.0%**
■	Neutral	**12.7%**
■	Too much practical application; not enough theoretical knowledge	**4.0%**

Q2: How satisfied are you with the resources available to support professional development within your program (e.g., career services, networking events, mentoring opportunities)?
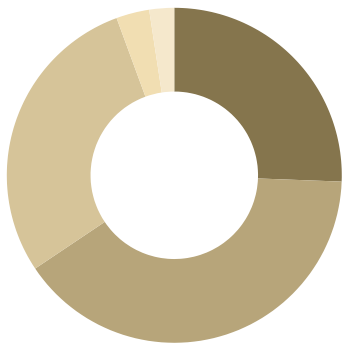
■	Very satisfied	**25.6%**
■	Satisfied	**40%**
■	Neutral	**28.8%**
■	Dissatisfied	**3.2%**
■	Very dissatisfied	**2.4%**

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q3: How satisfied are you with the current class offerings at Milgard?
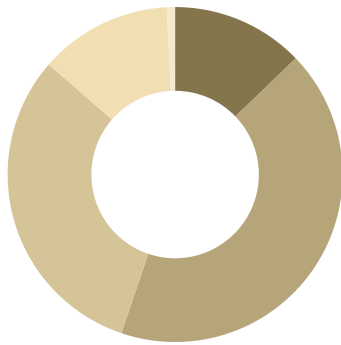
■	Very satisfied	**12.8%**
■	Satisfied	**42.4%**
■	Neutral	**31.2%**
■	Dissatisfied	**12.8%**
■	Very dissatisfied	**0.8%**

Select all that apply: What type of course offerings would improve your satisfaction? (Dissatisfied + Very Dissatisfied)
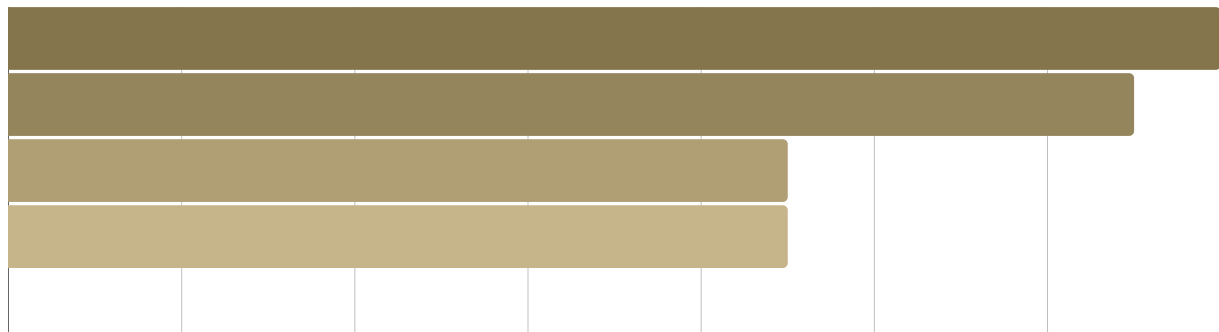
■	More specialized courses	**82.4%**	■	More electives	**52.9%**
■	More practical courses (e.g; workshops)	**76.5%**	■	None	**0%**
■	More online options	**52.9%**			

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q4: Select all that apply: In what ways could the program better support your preparation for internships and job placements?
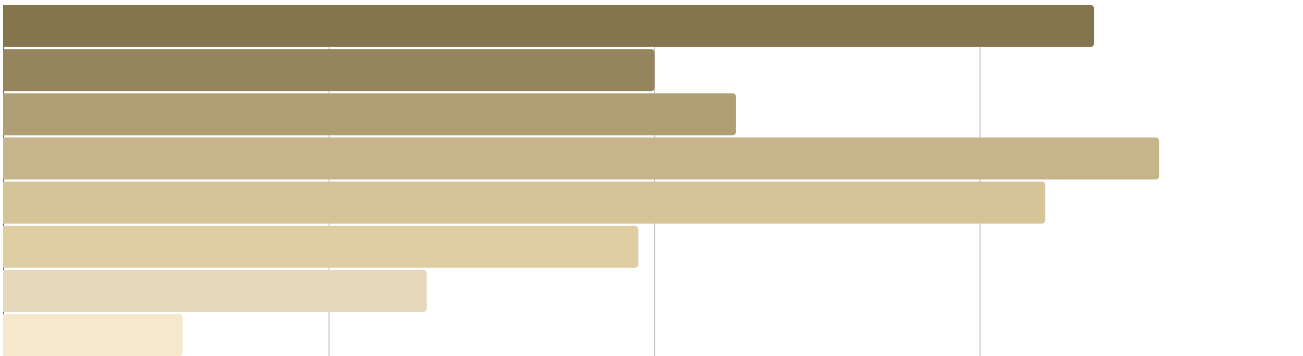
■	More connections with local businesses	**52.8%**	■	More internship fairs & job placements	**55.9%**	■	More industry-focused case competitions	**20.5%**
■	More workshops focused on resume building and interview skills	**31.5%**	■	More individualized career coaching	**50.4%**	■	None	**8.7%**
■	More alumni engagement and networking events	**35.4%**	■	More guest speakers from various industries	**30.7%**			

Q5: How well does the program foster a sense of community and collaboration among students?
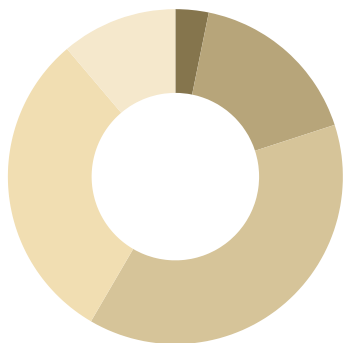
■	Not well at all	**3.2%**
■	Slightly well	**16.8%**
■	Moderately well	**38.4%**
■	Very well	**30.4%**
■	Extremely well	**11.2%**

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q6: How often do you participate in business school events?
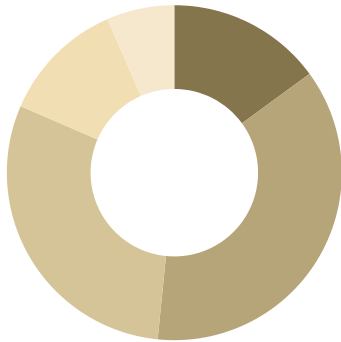
Frequently	**16.0%**
Occasionally	**39.2%**
Rarely	**32%**
Never	**12.8%**

Select all that apply: What prevents you from participating more often? (Rarely + Never)
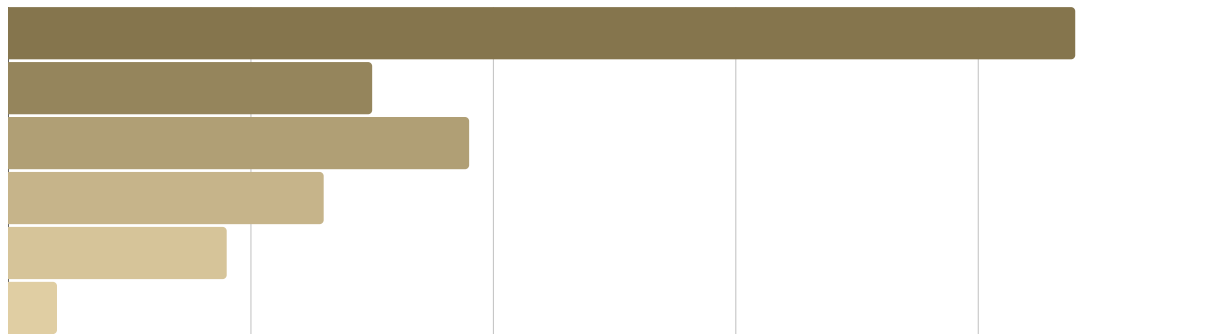
Scheduling conflicts	**78.6%**		Parking issues	**23.2%**
Lack of interest in topics	**26.8%**		Financial constraints	**16.1%**
Don't hear of events until they're over/insufficient promotion of events	**33.9%**		None	**3.6%**

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q7: How frequently do you utilize the Accounting Hub's resources?
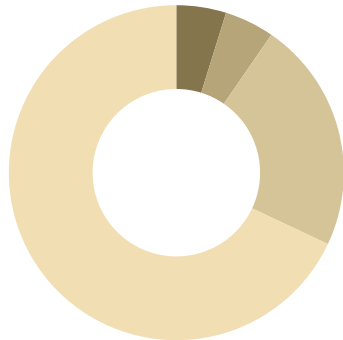
Monthly	**4.8%**
Weekly	**4.8%**
Once or twice a quarter	**22.4%**
Never	**68.0%**

How effective was the Accounting Hub in supporting your academic development? (Monthly + Weekly + Once or twice a quarter)
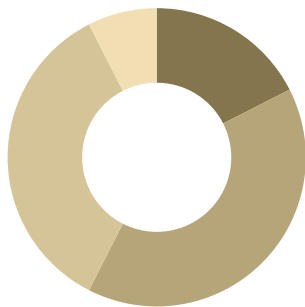
Very effective	**17.5%**
Effective	**40.0%**
Neutral	**35.0%**
Ineffective	**7.5%**
Very Ineffective	**0.0%**

OPTIONAL: Please write any changes you would like to see made to the Accounting Hub (Monthly + Weekly + Once or twice a quarter)

- "More presence. It's like a ghost town in there."
- "More events and chances to meet accounting professionals"
- "I don't really know how helpful they can be to my learning, do making that more clear would be nice."
- "N/A"
- "I think the Accounting Hub is doing a great job. I would go there more often, but my schedule doesn't let me."
- "They need more space."

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q8: How frequently do you utilize the Center for Business Analytics' resources?

■	Monthly	**1.6%**
■	Weekly	**2.4%**
■	Once or twice a quarter	**12.0%**
■	Never	**84.0%**

How effective was the Center for Business Analytics in supporting your academic development? (Monthly + Weekly + Once or twice a quarter)
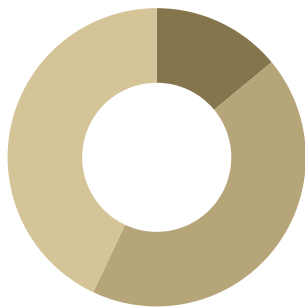
■	Very effective	**14.3%**
■	Effective	**42.9%**
■	Neutral	**42.9%**
■	Ineffective	**0.0%**
■	Very Ineffective	**0.0%**

OPTIONAL: Please write any changes you would like to see made to the Center for Business Analytics (Monthly + Weekly + Once or twice a quarter)

- "Just bring clear what they have to offer and what i could learn."

MILGARD SCHOOL OF BUSINESS SURVEY DATA

■	Monthly	**3.2%**
■	Weekly	**1.6%**
■	Once or twice a quarter	**7.2%**
■	Never	**88.0%**

How effective was the Analytics Innovations Hub in supporting your academic development? (Monthly + Weekly + Once or twice a quarter)
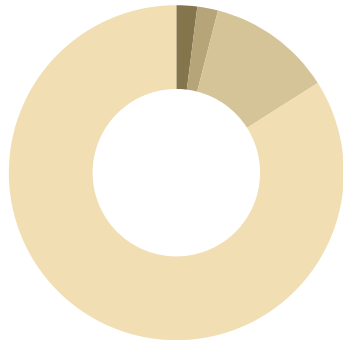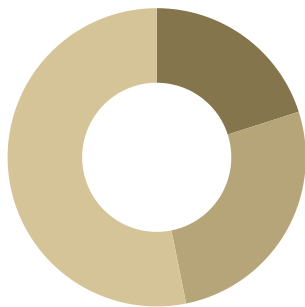
■	Very effective	**20.0%**
■	Effective	**26.7%**
■	Neutral	**53.3%**
■	Ineffective	**0.0%**
■	Very Ineffective	**0.0%**

OPTIONAL: Please write any changes you would like to see made to the Analytics Innovations Hub (Monthly + Weekly + Once or twice a quarter)

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q10: How frequently do you utilize the Center for Financial Wellness' resources?
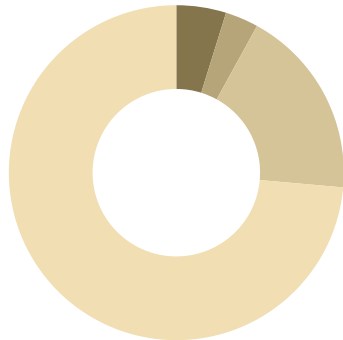
Monthly	**4.8%**
Weekly	**3.2%**
Once or twice a quarter	**18.4%**
Never	**73.6%**

How effective was the Center for Financial Wellness in supporting your academic development? (Monthly + Weekly + Once or twice a quarter)
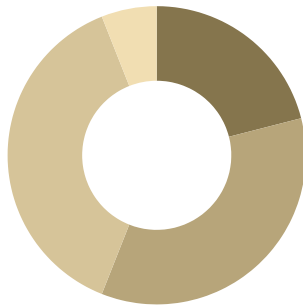
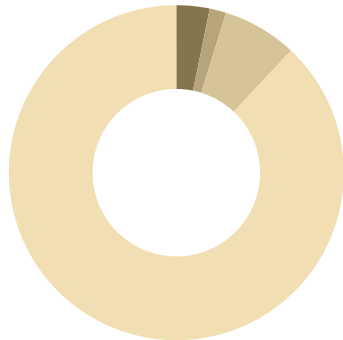|	
Very effective	**20.6%**
Effective	**35.3%**
Neutral	**38.2%**
Ineffective	**5.9%**
Very Ineffective	**0%**

OPTIONAL: Please write any changes you would like to see made to the Center for Financial Wellness (Monthly + Weekly + Once or twice a quarter)

- "N/A"
- "More Bloomberg tutoring"
- "Offer the Personal Finance class more often and make it more flexible (not just once a year, once a week on Wednesday afternoons)"
- "I am not aware of the hub and centers resources and would like to learn more"

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q11: How frequently do you utilize the Center for Leadership and Social Responsibility's resources?
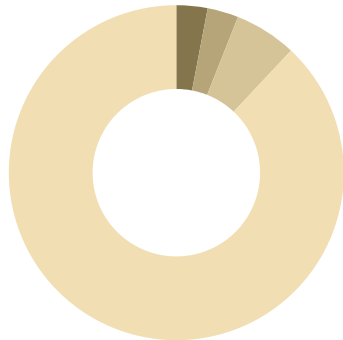
■ Monthly	**3.2%**
■ Weekly	**3.2%**
■ Once or twice a quarter	**5.6%**
■ Never	**88.0%**

How effective was the Center for Leadership and Social Responsibility in supporting your academic development? (Monthly + Weekly + Once or twice a quarter)
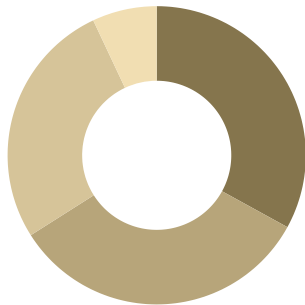
■ Very effective	**33.3%**
■ Effective	**33.3%**
■ Neutral	**26.7%**
■ Ineffective	**6.7%**
■ Very Ineffective	**0.0%**

OPTIONAL: Please write any changes you would like to see made to the Center for Leadership and Social Responsibility (Monthly + Weekly + Once or twice a quarter)

- "N/A"

MILGARD SCHOOL OF BUSINESS SURVEY DATA

Q12: How frequently do you utilize the Entrepreneurship Center's resources?
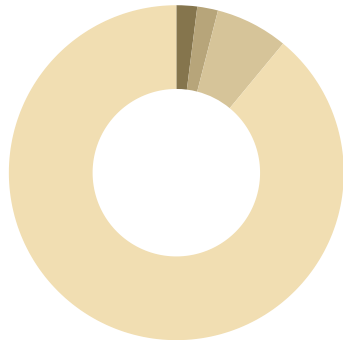
■	Monthly	**2.4%**
■	Weekly	**1.6%**
■	Once or twice a quarter	**7.2%**
■	Never	**88.8%**

How effective was the Entrepreneurship Center in supporting your academic development? (Monthly + Weekly + Once or twice a quarter)
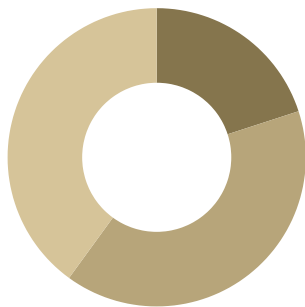
■	Very effective	**20.0%**
■	Effective	**40.0%**
■	Neutral	**40.0%**
■	Ineffective	**0.0%**
■	Very Ineffective	**0.0%**

OPTIONAL: Please write any changes you would like to see made to the Entrepreneurship Center (Monthly + Weekly + Once or twice a quarter)

- "It was very hard to find event from each center because the information was buried deep in the website. That would be great if Millard had better even announcing or website to summarize all events."

MILGARD SCHOOL OF BUSINESS SURVEY DATA
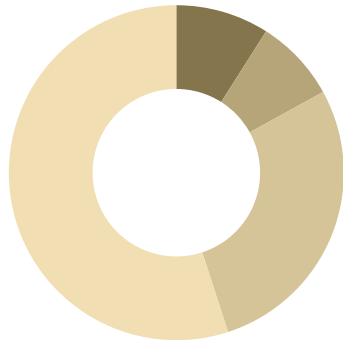
Monthly	**8.8%**
Weekly	**8.0%**
Once or twice a quarter	**28.0%**
Never	**55.2%**

How effective was the Milgard Success Center in supporting your academic development? (Monthly + Weekly + Once or twice a quarter)
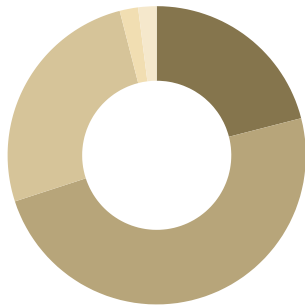
Very effective	**21.1%**
Effective	**49.1%**
Neutral	**26.3%**
Ineffective	**1.8%**
Very Ineffective	**1.8%**

OPTIONAL: Please write any changes you would like to see made to the Milgard Success Center (Monthly + Weekly + Once or twice a quarter)

- "Can you change the meeting time ?"
- "I wish there were more workshops for resume, cover letters, and interview practices."
- "N/a"
- "More student positions and events/communication"
- "Like some of the questions before, I go depending on my availability"

School of Social Work & Criminal Justice Data Report

BACHELORS
Social Welfare
Criminal Justice

MASTERS
Social Work

SURVEY DEVELOPED
BY JUANE RANDALL

CRIMINAL JUSTICE AND SOCIAL WORK SURVEY DATA

Q1: What is your interest in event collaboration between UWT's School of Social Work and Criminal Justice and UW Seattle's Department of Law, Societies & Justice and School of Social Work?
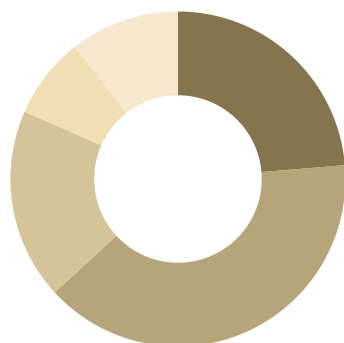
	Very interested	**23.4%**
	Moderately interested	**39.5%**
	Neutral	**18.4%**
	Slightly interested	**7.89%**
	Not at all interested	**10.5%**

Q2: Would you participate in film screenings related to Social Work and Criminal Justice?
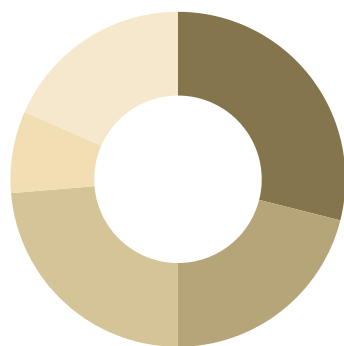
	Very interested	**28.9%**
	Moderately interested	**21.1%**
	Neutral	**23.7%**
	Slightly interested	**7.89%**
	Not at all interested	**18.4%**

CRIMINAL JUSTICE AND SOCIAL WORK SURVEY DATA
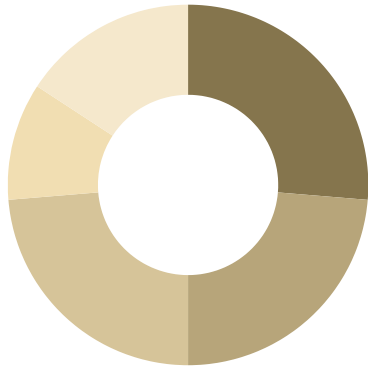
Very interested		**26.3%**
Moderately interested		**23.7%**
Neutral		**23.7%**
Slightly interested		**10.5%**
Not at all interested		**15.8%**
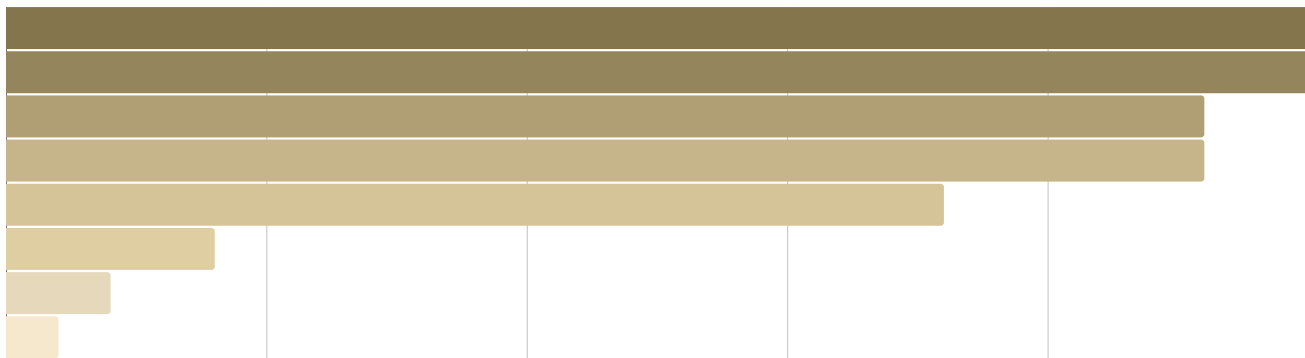
Social events	**65.8%**	Workshops	**60.5%**	None	**5.3%**
Networking events w/ career professionals	**65.8%**	Seminars	**47.4%**		
Internships	**60.5%**	Student government	**10.5%**		

Other response(s) – 2.6%
- "N/A"

CRIMINAL JUSTICE AND SOCIAL WORK SURVEY DATA

Asked another student to help you understand course material
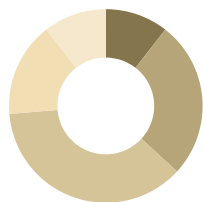
■ Very often	**10.5%**	■ Rarely	**15.8%**
■ Often	**26.3%**	■ Never	**10.5%**
■ Sometimes	**36.8%**		

Explained course material to one or more students
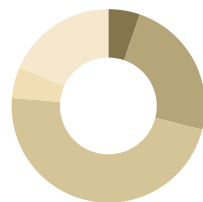
■ Very often	**5.26%**	■ Rarely	**5.26%**
■ Often	**23.7%**	■ Never	**18.4%**
■ Sometimes	**47.4%**		

Asked faculty for help
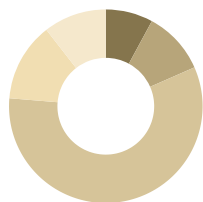
■ Very often	**7.9%**	■ Rarely	**13.2%**
■ Often	**10.5%**	■ Never	**10.5%**
■ Sometimes	**57.9%**		

Used tutoring services
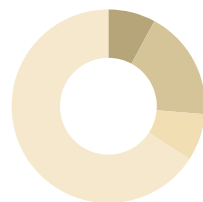
■ Very often	**0%**	■ Rarely	**7.9%**
■ Often	**7.9%**	■ Never	**65.8%**
■ Sometimes	**18.4%**		

Talked about career plans with a faculty member
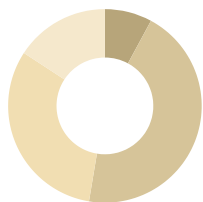
■ Very often	**0%**	■ Rarely	**31.6%**
■ Often	**7.9%**	■ Never	**15.8%**
■ Sometimes	**44.7%**		

Worked w/faculty on activities other than coursework (committees, student groups, etc.)
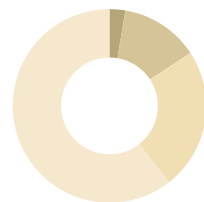
■ Very often	**0%**	■ Rarely	**23.7%**
■ Often	**2.6%**	■ Never	**60.5%**
■ Sometimes	**13.2%**		

CRIMINAL JUSTICE AND SOCIAL WORK SURVEY DATA

Q5: _During the past school year at UWT, how often have you done the following?:_ **Discussed course topics, ideas, or concepts with a faculty member outside of class.**
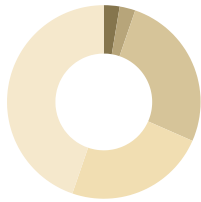
■ Very often	**2.6%**	■ Rarely	**23.7%**
■ Often	**2.6%**	■ Never	**44.7%**
■ Sometimes	**26.3%**		

Q5: _During the past school year at UWT, how often have you done the following?:_ **Discussed your academic performance with a faculty member**
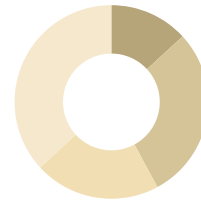
■ Very often	**0%**	■ Rarely	**21.1%**
■ Often	**13.2%**	■ Never	**36.8%**
■ Sometimes	**28.9%**		

Q4: <u>Select all that apply:</u> **What are the main barriers preventing you from participating more in school activities?**
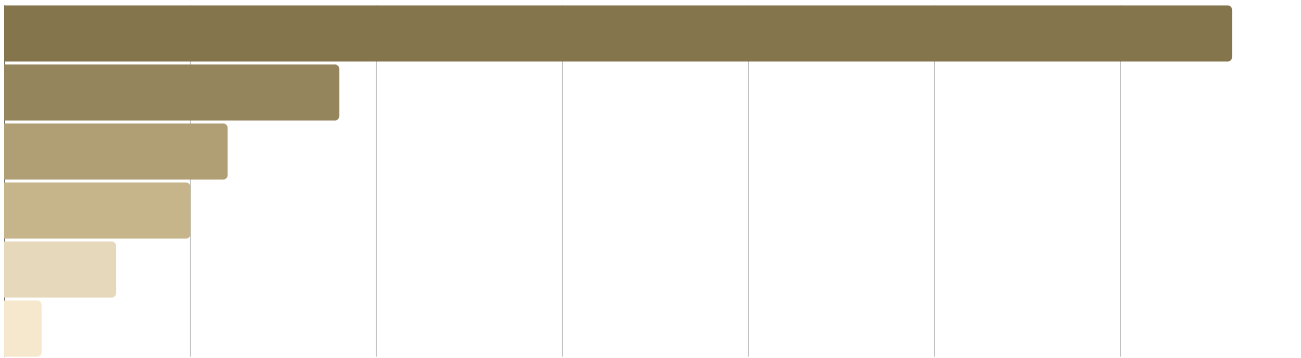
■ Time/Scheduling conflict	**86.8%**	■ Health limitations	**15.8%**
■ Transportation issues	**23.7%**	■ Disinterest	**13.2%**

■ **Other response(s) – 7.9%**
- "Financial obstacles block me from attending school activities."
- "I want to do it, however sometimes I get a little lazy in wanting to go or worry about going alone."
- "I live 40 minutes away, so I don't like driving to campus more often than I have to."

CRIMINAL JUSTICE AND SOCIAL WORK SURVEY DATA

Q4: <u>Select all that apply:</u> How do you prefer to receive information about upcoming school activities?

	Email	**97.4%**		Social Media	**39.5%**
	Text	**42.1%**		Bulletin Boards	**15.8%**

Q4: <u>Select all that apply:</u> What would make you feel more connected to the School of Social Work and Criminal Justice?
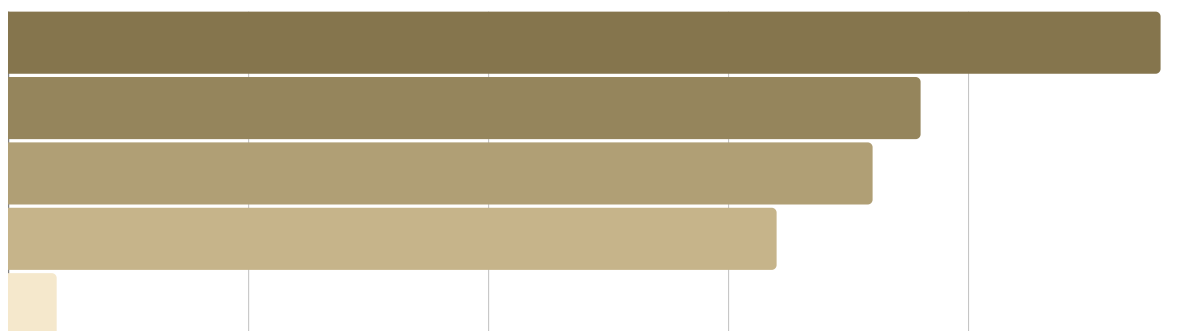
	Networking events	**63.2%**		Collaborative Projects	**47.4%**
	Student organizations	**50.0%**		Student-led initiatives	**42.1%**

Other response(s) – 2.6%
- "events like symposiums or films that were focused on social work or led by SW faculty"

CRIMINAL JUSTICE AND SOCIAL WORK SURVEY DATA

9AM – 12PM	**26.3%**	3PM – 6PM	**55.3%**
12PM – 3PM	**21.1%**	6PM – 9PM	**57.9%**

Mentorship Program	**78.9%**	Career Advising for CJ/SW Students	**55.3%**	Alumni Networking Events	**44.7%**
Licensure & Certification Workshops	**78.9%**	Research opportunities	**47.4%**		

Other response(s) – 0%

6
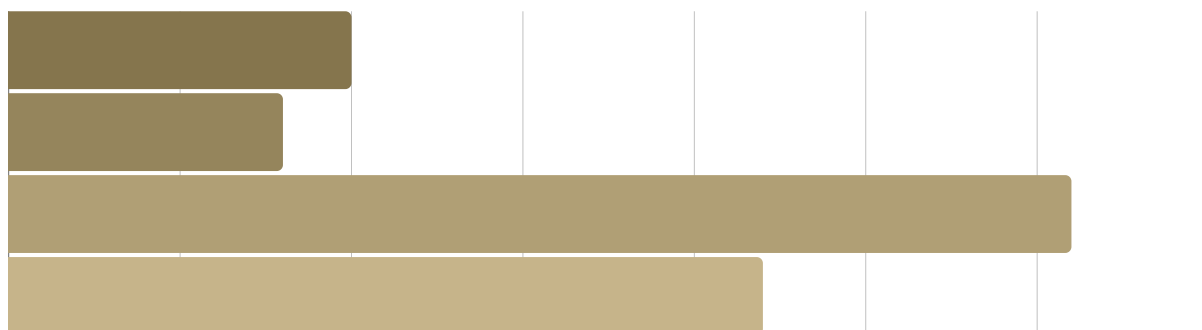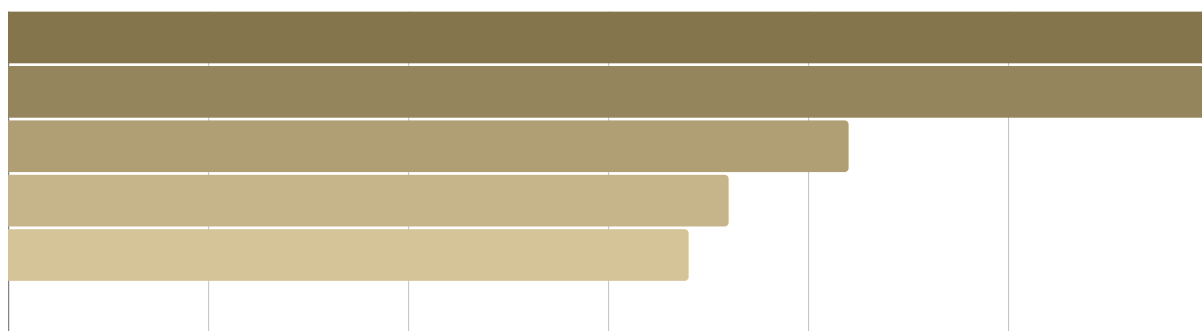
CRIMINAL JUSTICE AND SOCIAL WORK SURVEY DATA

Q3: What career field do you hope to eventually have after you've completed your education?

Other	Psychology	Medicine; health related
Civil Service/government	Education	Unsure
		Researcher
		Military	Law
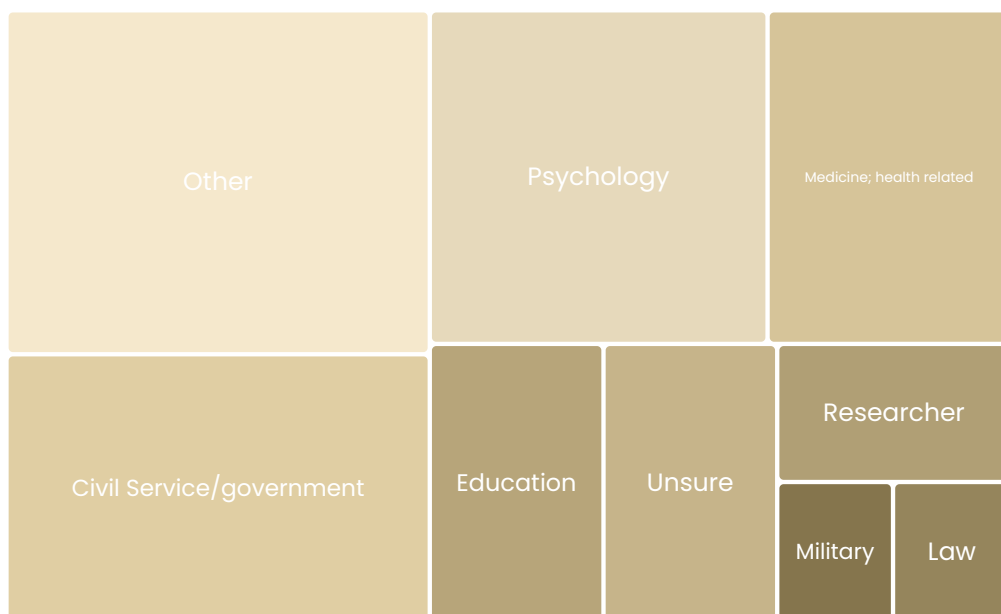
Military	2.6%	Education	7.9%	Civil Service/government	18.4%
Law	2.6%	Unsure	7.9%	Psychology	18.4%
Researcher	5.3%	Medicine; health related	13.2%		

Other response(s) – 23.7%
- "Child Protective Services"
- "Social work/nonprofit"
- "Social Work"
- "social worker for children, youth, and families"
- "Child welfare"
- "Social work"
- "Social work"
- "Forensics"
- "Social work"
- "non-profit leadership"

School of Nursing & Healthcare Leadership Data Report

BACHELORS
Nursing
Healthcare Leadership

MASTERS
Nursing

SURVEY DEVELOPED
BY AMBER CHA

NURSING & HEALTHCARE LEADERSHIP SURVEY DATA

Q1-A: Why did you choose Bachelor of Science in Nursing?

- Quality
- I have my associates in nursing .
- Just completed an ADN
- Just something to study/learn while I still try to figure out what I want.
- Mandated
- Required for work contract for a BSN completion.
- MultiCare Health System contact requirement
- I have my RN license and my work required BSN within 3 years of hired
- I want to peruse my career in leadership
- Required by my organization and future vertical growth
- Hopefully advancing career in the future
- To further my degree
- Need bsn
- To pursue a certified registered nurse of anesthetic career
- I have heard wonderful things about the program. I did my first quarter of the Early enrollment BSN.
- To further my career
- Because I need to do NP.
- One step closer to DNP
- To advance my career and hopefully find a path I can potentially explore.
- I chose to pursue a BSN because I wanted to finish earning a bachelors degree that I started in 1998 right out of high school, and I am a nurse, so the BSN was the logical step.
- Required contractually through employer
- Wanting to continue my education
- My job requires it

Q1-B: Why did you choose Master in Nursing?

- Because I am a nurse and the jobs I want require a masters degree
- I've been an RN for 20 years
- To advance my nursing career

NURSING & HEALTHCARE LEADERSHIP SURVEY DATA

Q1-C: Why did you choose Bachelor of Arts in Healthcare Leadership**?**

- I want to improve healthcare policies and its leadership on a state level
- To gain insights in the health field and enhance my career in health administration.
- To find a middle ground between corporate and nursing careers
- I felt it aligned most with the path I wanted to take.
- To gain knowledge and experience in the health care world in order to facilitate growth and a stronger helping hand to our workers and patients to receiving the care that they deserve and the working care that our providers deserve as well.
- Wanting to go into leadership and have a background in healthcare.
- Learning on how to employ what I know and learn new skills.
- To have more knowledge in healthcare leadership and able to navigate the way up in healthcare management
- I actually applied after it getting into nursing school.
- I felt it would provide me with the most versatile skill set for the administration side of healthcare.
- I want to work in healthcare and pursue emergency medicine as a PA or paramedic after I get my bachelors
- I am wanting to deepens my knowledge in the healthcare field and be able to climb the ladder of corporate healthcare.
- I hope to open my own practice one day within healthcare

Q2: What type of student are you?
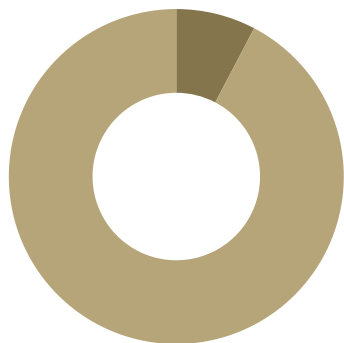
Part-Time	**7.7%**
Full-Time	**92.3%**

NURSING & HEALTHCARE LEADERSHIP SURVEY DATA

Q3: Select all that apply: What were your main expectations when entering into your program?
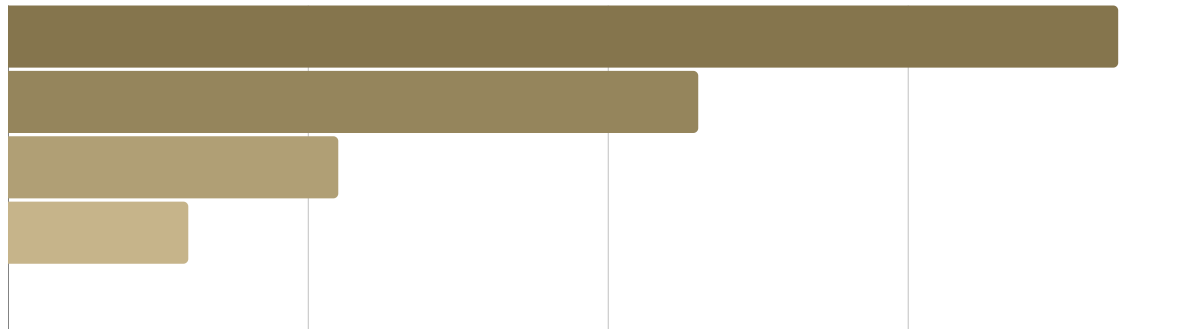
	To expand knowledge within healthcare	**76.9%**		To prepare further academic study	**59.0%**
	To gain practical skills for my career	**71.8%**		To network with professionals/peers	**51.3%**

Other response(s) – 2.6%
- "To learn how to be a more rounded nurse"

NURSING & HEALTHCARE LEADERSHIP SURVEY DATA

Q4: How well do you feel your program has met your expectations so far?
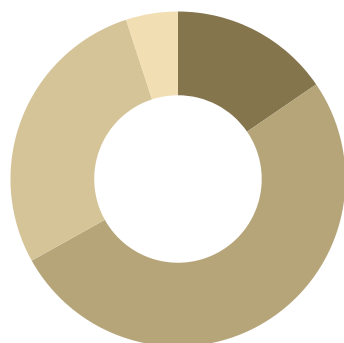
Exceed Expectations	**15.4%**
Met Expectations	**51.3%**
Somewhat Met Expectations	**28.2%**
Did not meet expectations	**5.1%**

Q4-A: Please elaborate on how your program has exceeded expectations.

- Staff does well at being helpful and available to students, and guiding students through course content.
- Well I never knew the laws and the slippery slope that of what healthcare can go into in this country. Including how corrupt our healthcare system is and how we need to change that for our workers and patients.
- Great
- The professors curriculum expands beyond the standard practice of nursing. The classes shine a bigger light on what to expect in healthcare overall.
- Clases were flexible, accessible and the content was engaging and insightful.
- It's been great

NURSING & HEALTHCARE LEADERSHIP SURVEY DATA

Q4-B: Please elaborate on how your program has met expectations.

- Quality
- It is everything that I have expected
- I liked the instructors and small class sizes.
- More analysis and writing. Less memorization and testing.
- Everyone involved has been helpful.
- I have been able to understand more materials presented in class or coursework in whole
- Human Resources class was very helpful. I learned a lot about where healthcare is moving and what is lacking
- Leadership and communication
- Compatible with work (shift) schedule & manageable class time
- By doing group projects and class activities
- More knowledge
- Busy work
- It's taught me a wealth of information about Human Resources, legal, operations and so much more I feel like the world is open and there are so many opportunities.
- ?
- I've met and connected with some peers, and the courses feel relevant to my future career.
- The courses have all been relevant to my future goals as an RN
- So far everything is going well.
- Recruitment fair was amazing.
- I am enjoying learning about health disparities, something that I had not studied before. I expected to have a lot of writing assignments, and I have.
- I am gaining more knowledge and connecting with other nurse peers
- A lot of academic papers reviews, but not much else

NURSING & HEALTHCARE LEADERSHIP SURVEY DATA

Q4-C: Please elaborate on how your program has somewhat met expectations.

- I don't know what expectations to have yet as the quarter has just started
- A lot of leadership and hands on experience, not enough career guidance or preparation outside of leadership skills
- I was able to learn essential courses, but I feel like I didn't get much opportunities to build network or gain experiences besides the fieldwork.
- Learning a lot about leadership styles
- Unnecessary use of classroom time.
- Not sure
- Not all assignments or group work is conducive to development. Often time these are just done to be done. I don't find a lot of it applicable to my nursing profession.
- A lot of busy work to focus and navigate through
- I feel that there are a few things I am wanting to learn but this is only my first quarter.
- I was expecting the program to be more nurse centered, but it is not
- I hope to have more exposure to Medical school prep opportunities

Q4-D: Please elaborate on how your program has did not meet expectations.

- I'm not taking anything nursing related at the moment
- The classes required feel point less and repetitive. My grade seems to be more based on work completed rather than what I've actually learned. This program seems like a waste of time. I truly recommend to others to not attend UWT.

NURSING & HEALTHCARE LEADERSHIP SURVEY DATA

Q5: How relevant do you find the course material to your career goals?
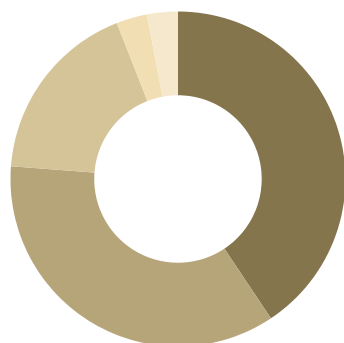
■	Highly relevant	**41.0%**
■	Somewhat relevant	**35.9%**
■	Neutral	**17.9%**
■	Somewhat irrelevant	**2.6%**
■	Not relevant at all	**2.6%**

Q6: Select all that apply: What resources do you feel you need to succeed in your program?
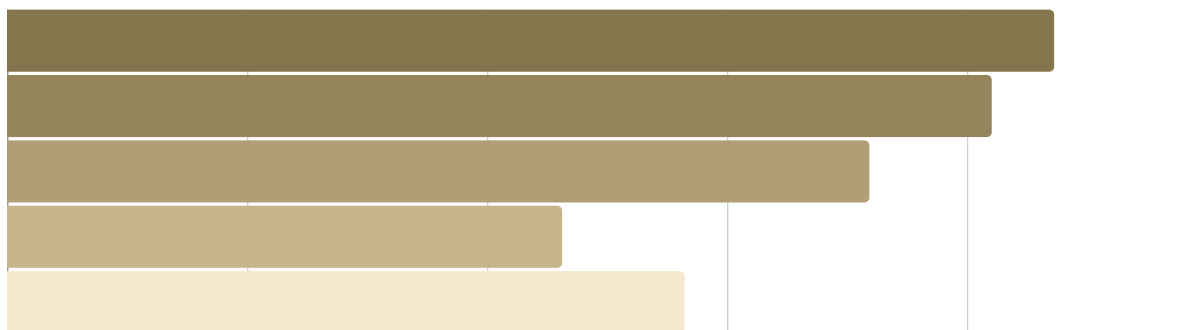
■ Networking events	**43.6%**		■ Career counseling	**35.9%**
■ Internship opportunities	**41.0%**		■ Mental Health Services	**23.1%**
■ **None – 28.2%**				

School of Education Data Report

BACHELORS
Education

MASTERS
Elementary Education (MEd)
Secondary Education (MEd)
Educational Administration (Certificate/MEd)
Muckleshoot Cohorts for Tribal Nations (MEd/EdD)

DOCTORATE
Education (EdD)

OTHER
Educational Specialist in
School Psychology (EdS)

**SURVEY DEVELOPED
BY NOEMI DUNCAN**

EDUCATION SURVEY DATA

Q1: How satisfied are you with the current advertising for events with the School of Education?
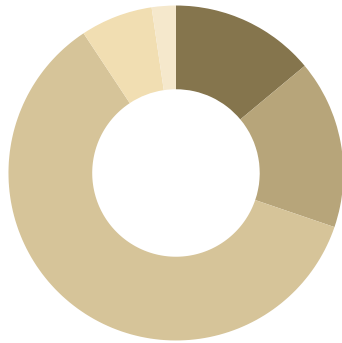
Very satisfied	**14.0%**
Somewhat Satisfied	**16.3%**
Indifferent	**60.5%**
Somewhat Dissatisfied	**7.0%**
Extremely Dissatisfied	**2.3%**

Q1-A: Why do you feel very satisfied with the current advertising of events in the School of Education?

- "The emails, informing of various activities."
- "They done a good job of advertising so far."
- "It is advertised well in different forms"
- "Always informed."
- "Communication if events are sent out in a timely manner."
- "they are helpful and get us everything we need to know"

Q1-B: Why do you feel somewhat satisfied with the current advertising of events in the School of Education?

- "I feel that I don't hear about a lot of event that happen with our school and our social media wasn't updated before."
- "Na"
- "I like getting notifications but sometimes there's too many."
- "I feel that most of the ads aren't very out there. Something that I'd miss if no one mentions it."
- "Beacause learn more about knowledge."
- "N/A"
- "I feel like they do a good job in advertising, but maybe more can be done than just the advisor advertising events. "

EDUCATION SURVEY DATA

Q1-C: Why do you feel indifferent with the current advertising of events in the School of Education?

- "Idk what they are"
- "I'm not sure what events there are."
- "I don't notice them and don't attend. "
- "I don't see it much"
- "I didn't know there were events but I probably don't have time to attend them even if well advertised."
- "How do I respond to this? It is unimportant to me."
- "Most events not directly related to my program/courses are not relevant to me at this time. Any sort of advertising goes over my head and I do not particularly care."
- "I saw the flyers."
- "Na"
- "Not a concern i have."
- "Just not sure of what is being advertised."
- "I don't notice much advertising regarding the school."
- "I typically can't attend on campus events due to work and family schedules conflicting."
- "Because there aren't really any events besides program orientations and classes"
- "I think most happen when I'm teaching/working."
- "I haven't been admitted yet and have only taken one class there."
- "Events are shared via canvas, which is where I receive nearly all information regarding my program"
- "I never really see many events other than the club B.E.T.T.E.R which just started this quarter"
- "There's not a lot of events that I'm aware of as I think there are few events in general."
- "I am always getting emails letting me know what events are happening."
- "I don't get lots of email about the major holding any events."
- "I don't hear about them, but I also wouldn't attend"
- "I am unsure of the advertising of events."
- "I haven't been able to find out about events until too late."
- "I do not live in the state of Washington, so I do not have access to attend events."
- "I feel like the school can do a better job at advertising events."

EDUCATION
SURVEY DATA

Q1-D: Why do you feel somewhat dissatisfied **with the current advertising of events in the School of Education?**

- "Lack of graduate programming."
- "My placement got rigged"
- "I haven't heard of any events they do"

Q1-E: Why do you feel extremely dissatisfied **with the current advertising of events in the School of Education?**

- "There is just too"
- "The advising was not what was the experience. No disclosure that there is an establish partnership with Kent Lab Academy and placement discrimination of student teaching of Kitsap County teacher candidates. Wish I go a second bachelors at Olympic College in Bremerton over this program, Cheaper, staff is more professional, and understanding of low income students with placement."

EDUCATION SURVEY DATA

Q2: Select all platforms you would use MOST to check for events or announcements by the School of Education
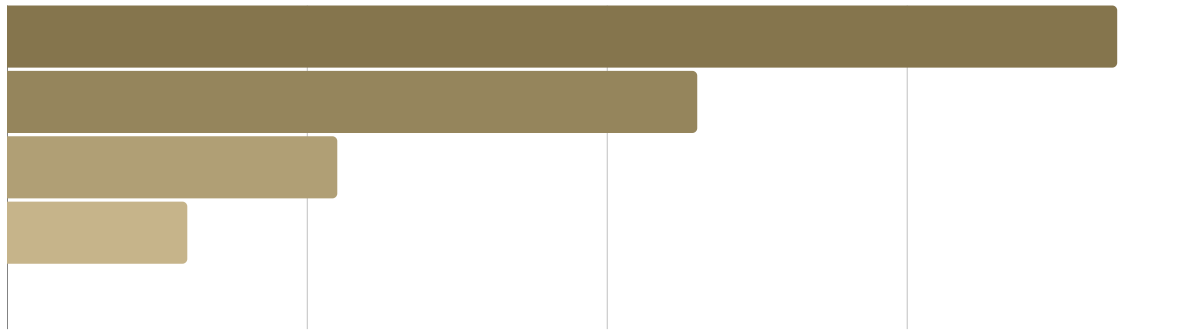
UW Email	**90.2%**		Instagram	**26.8%**
Canvas	**56.1%**		The School of Education's Website	**14.6%**

Other response(s) – 0%

Q3: How often do you hear about events being held for School of Education students?
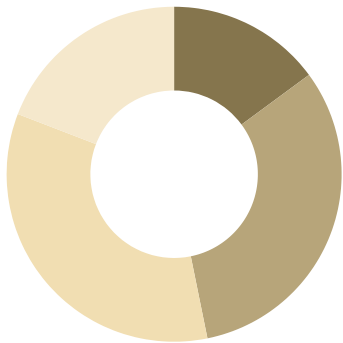
Always	**7.0%**
Sometimes	**34.9%**
Rarely	**37.2%**
Never	**20.9%**

EDUCATION SURVEY DATA

Q4: Select all that apply: If there were more events held for School of Education students, which would you most likely attend?

■ Educational leadership	**48.8%**	■ Mock interview preparation	**36.6%**	■ Communication workshop	**26.8%**
■ Classroom Management	**46.3%**	■ How to be a leader and run a classroom	**36.6%**	■ Using education outside of the classroom	**26.8%**
■ How to build your career in education & where to look	**41.5%**	■ Organizational skills	**34.1%**	■ How to support DEI in the classroom	**22.0%**
■ Student teaching preparation	**39.0%**	■ Education & administration pathways	**29.3%**		

■ **Other response(s) – 2.4%**
- "STEM workshops for clock hours"

EDUCATION SURVEY DATA
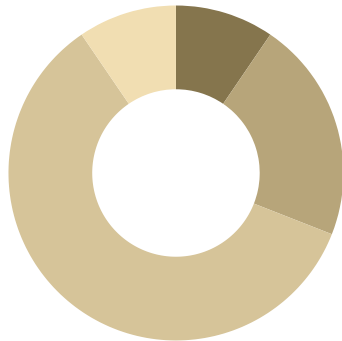
■	Very satisfied	**9.5%**
■	Somewhat Satisfied	**21.4%**
■	Indifferent	**59.5%**
■	Somewhat Dissatisfied	**9.5%**
■	Extremely Dissatisfied	**0%**

Q5-A: Why do you feel very satisfied with the career resources within the School of Education?

- "ok"
- "There are a ton of resources"
- "Lots of resources shared in this program."
- "I feel like the staff is willing to help and provide resources should you seek them."

Q5-B: Why do you feel somewhat satisfied with the career resources within the School of Education?

- "I don't hear about them at all nor do advisors push them. This is the time we should be hearing about them but aren't."
- "Na"
- "It's there if I need it. A lot of changes within the staff of the program."
- "I feel as if some resources aren't sent out"
- "Unsure but I know there are job fairs and online communication"
- "N/A"
- "N/A"
- "Offers good resources."
- "Haven't been able to interact with it."

EDUCATION SURVEY DATA

Q5-C: Why do you feel indifferent with the career resources within the School of Education?

- "Not as applicable for doctoral students"
- "I have not used any of the resources."
- "Some helpful Some did not"
- "I don't know of much"
- "I just do."
- "Im not sure what career resources there are."
- "I do not plan to pursue a career that requires these resources."
- "I am focusing on student teaching and courses, so I am not looking yet into careers/career resources."
- "Didn't check them out yet"
- "Like I mentioned earlier, I feel that our career resources isn't very out there and if something were to come up or be mentioned, I think that I would miss it if it isn't talked about."
- "I'm not sure what career resources that are being referred too?"
- "I haven't really started accessing these resources yet because I am not at the point of looking for a job"
- "I am not currently seeking a different career and so I don't pay attention to any of the career resources, unless it involves professional development."
- "I had to postpone my student teaching for a year due to being a low income student in Kitsap County and I could not afford the alternative placement at Kent Lab Academy. There was little to no alternatives offered in regards. I found all by substitute jobs, paraprofessional, and other jobs from working hard long hours just to afford to be in this program. I would have loved to have attended the Mock Interview the Juila Aguirre yelled at my cohort in Math of January 2024 about, but I wasn't in reflective seminar so I never received an email nor knew about it until being screamed with my cohort about it. Again with other responses, another of many unprofessional moments in my experience in this program with another numerous exclusion incident."
- "Because cronyism exists and career resources are not developed enough to overcome systemic exclusionary practices"
- "N/A"
- "Have not gotten far enough into my program to look at career services"
- "I feel it is difficult to find resources that are actually helpful for me"
- "I don't know much about these resources. I don't actively seek them out and faculty haven't made these resources known to me."
- "I have not looked into it."
- "Not sure what resources there are"
- "Many of the events are held during the work week, so it is hard to attend when I have a full time job during the regular work week."
- "I'm unsure of the career resources within the school of ed."
- "I am out of state, so I do not feel I do not have access to some of the resources available."
- "I would like to see more help or guidance from the school of education"

EDUCATION SURVEY DATA

Q5-D: Why do you feel somewhat dissatisfied **with the career resources within the School of Education?**

- "More options for school psych"
- "I don't really feel like there are any resources"
- "I would like to have more resources to support in looking for a career once I graduate."
- "Not advertised, I don't even know what resources there are"

Q5-E: Why do you feel extremely dissatisfied **with the career resources within the School of Education?**

EDUCATION SURVEY DATA

Q6: Select all that apply: What School of Education resources have you used?

	Academic Advising	**38.6%**		School of Education Career Fair (Spring Qtr)	**4.5%**		None	**52.3%**
	School of Education Linkedin	**0%**		Career Development	**2.3%**			
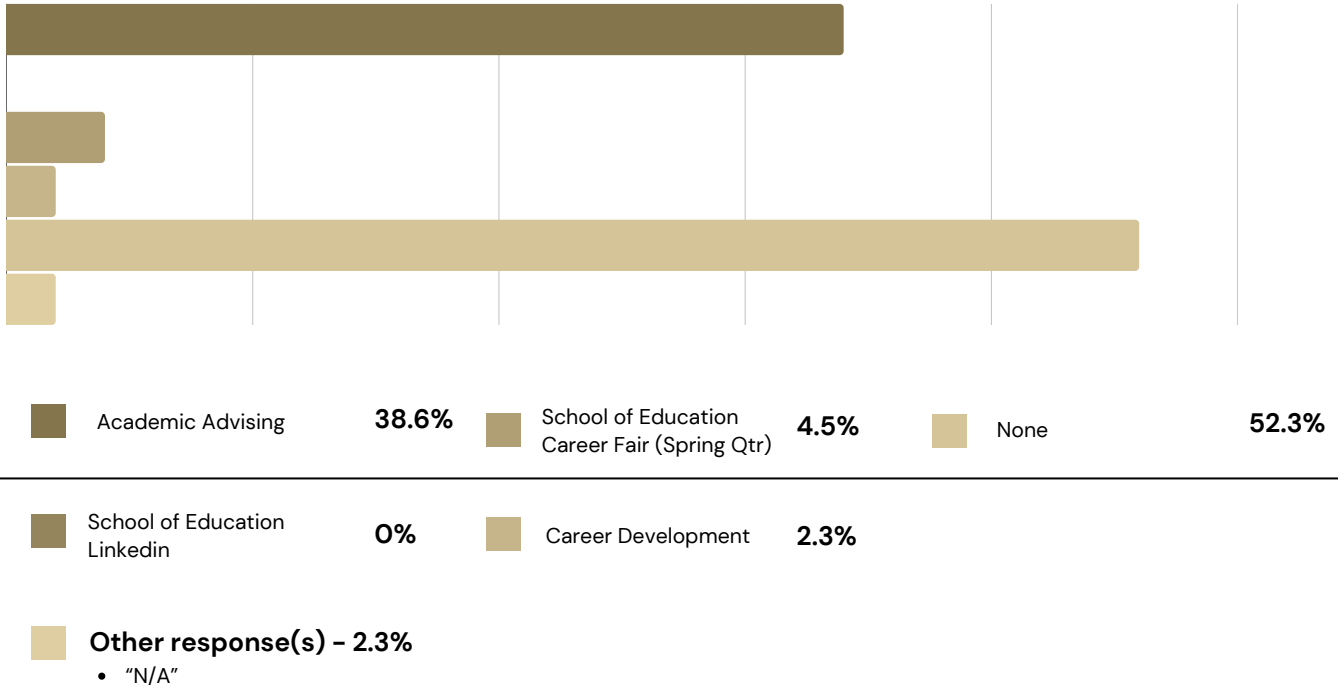
Other response(s) – 2.3%
- "N/A"

Q6-A: Academic Advising**: What was your experience using this resource?**

- "Our program advisor is great!"
- "It was quarterly check ins but since liz left nothing"
- "It was fine, nothing notable. Our advisor left after a year so that period was weird."
- "Ty has actually been helpful and appreciated."
- "Necessary for course codes. Otherwise useless."
- "Very quick, not too informational."
- "Helpful. Lots of information."
- "Advisors have been helpful at answering all of my questions so far"
- "Ashley was helpful."
- "Because Academic advising help with me choice the course."
- "I have had really bad experiences up until Ty. Elizabeth was the old old advisor and when I had a hold on my account I talked to her and scheduled a meeting and she told me she would take it off, and when I asked about classes I had to take and my transfer credits, it was difficult to get a straight answer out of her, then when she left out of the blue she never took my hold off my account, and it took me a month or so to get a hold of Justin to be able to get the hold off my account and when I talked to him he didn't know what to do, and on the phone he said "I think I just need to tell them to take the hold off your account for the next year?" Asking me if that sounded right when I don't know how to do it, if I did I would have done it before. Ty has been extremely helpful and fairly easily communicable I mentioned how my world language still hasn't been fixed and he said he would work on getting that fixed, since I have sent the transcript over to the admissions office multiple times."
- "N/A"
- "It was fair. I had general questions about the program and was able to get them answered."
- "It was good experience. Nothing bad about it but but not anything over the top."
- "Excellent"
- "Bad. My first advisor Elizabeth (I think that's her name) was always giving me contradictory answers to my questions. Very confusing and I don't think she knew what she was talking about half the time. The new advisor Ty is much better."
- "Ashley does a fantastic job."

EDUCATION SURVEY DATA

Q6-B: School of Education Linkedin**: What was your experience using this resource?**

Q6-C: The School of Education Career Fair (Spring quarter)**: What was your experience using this resource?**

- "Waste of my time"
- "Didn't get anything out of it, was forced to attend"
"

Q6-D: Career Development**: What was your experience using this resource?**

- "Great. I work for them so they are a great team who helped build my resume last year and the coach there is good in advising pathways,"

Q6-E: Other**: Please name the resource you used was and what your experience using this resource was like**

- "N/A

EDUCATION SURVEY DATA

Q7: Select all that apply: What resources would you like to see more of in the School of Education?

	Advising workshops on career preparation	**58.5%**		How to create your resume workshop	**39.0%**		Links to most up to date scholarship resources	**68.3%**
	Workshops on how to look for jobs and best websites to use	**36.6%**		How to build your digital profile workshop	**43.9%**			
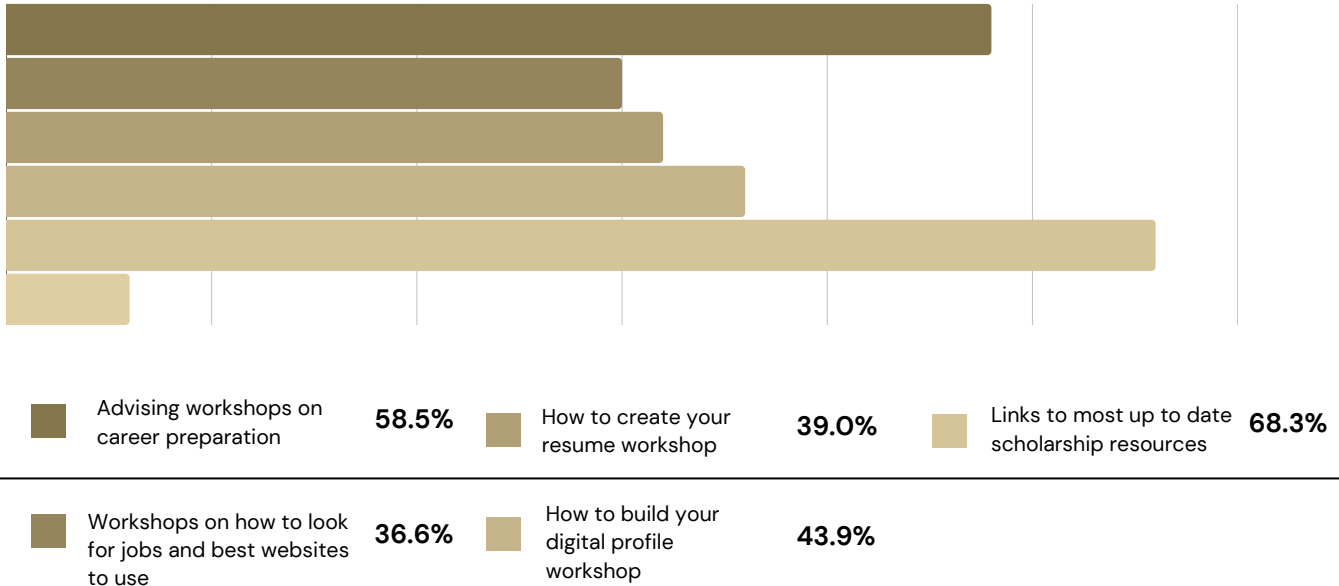
Other response(s) – 7.3%

- "Trainings and convening links for students"
- "Advertisements on how cohort members can chose option A take classes with student teaching or option B classes with substitute teaching and classes. I felt more confident working as a part-time substitute teacher and saving money to actually do student teaching with a long commute. This would break the opportunity gap amongst cohort members. I would have had to drop out of the program if I did not work hard as a substitute to save money for the high gas price commute."
- "How to showcase our work."

EDUCATION SURVEY DATA
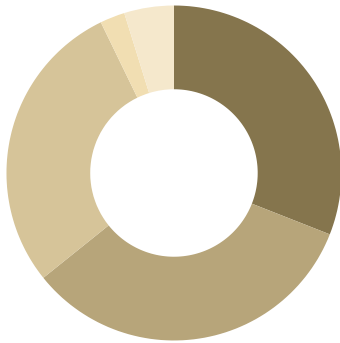
■	Very likely	**31.0%**
■	Likely	**33.3%**
■	Neutral	**28.6%**
■	Unlikely	**2.4%**
■	Very unlikely	**4.8%**

EDUCATION SURVEY DATA

Q8-A: Why are you *very likely* to recommend the School of Education to prospective students?

- "I'm enjoying the school so far and learning a lot."
- "Everyone becomes one large family as a cohort and it's a nice feeling"
- "Because it's the only program I know of focused on equitable and culturally responsive and relevant teaching."
- "I would like more Puyallup representation on the UWT campus."
- "I have had a great experience so far. I find the staff extremely supportive and caring."
- "Yes, education is important and the hope is for more educators."
- "The experience has been very enjoyable."
- "To recommend this program comes easy because of the foundation and the vision of the creators of this incredible opportunity. Obtaining a doctoral degree isn't something little girls from the rez invision, but I am here for them. They deserve to be a SOE student at UWT. "
- "I'm invested."
- "It is a good program where it can help you prepare for everything within education and the careers associated with it."
- "I have enjoyed the small class sizes and supportive staff"
- "I've really enjoyed the program it's very intentional"
- "It's a strong program for pursuing higher ed and preparing for working in schools."

Q8-B: Why are you *likely* to recommend the School of Education to prospective students?

- "I think the school is getting better at understanding workload for the students and that they need to have a work-life balance. So I would recommend it now."
- "No"
- "I think they have a great academic program and it is relatively affordable."
- "Well, I mean, the 21 group were the lab rats. I think they improved. Plus, some professors are excellent at their job."
- "UWT has a great quality of education"
- "I like the program and school, however I would be honest when saying that we are mainly learning about culturally responsive classrooms & give them an idea of what to expect."
- "If someone were to want to become a teacher or an educator, UWT would be my first recommendation due to the school being a commuter school and how easy going the program is going right now"
- "Cant speak for other programs, but the school psych program is very inclusive and supportive."
- "Great support from staff members and good sense of community within cohorts"
- "It's a major I'm passionate about."
- "My program has been good. "
- "I love the faculty and my cohort."
- "I do share my experiences with UW with other educators I work with. I do like the support they offer Indigenous students."
- "Small classes very nice"

EDUCATION SURVEY DATA

- "It has not been a positive experience for me but I know the program is great!"
- "i am not sure."
- "It's only been 3 weeks not confident yet to decide one way or another"
- "It needs more structure. And frontloading the courses was very stressful."
- "It depends on what they're looking for and if they specifically want to do in-person courses on a specific timeline rather than get it done at their own pace."
- "Teaching is a very demanding job, but if you want to join I ain't stopping you"
- "It's pretty intensive and I don't think it's for everybody - only those who are super passionate about transforming education"
- "N/A"
- "This program is kind of a mess and not aimed toward working students. I am trying to work when I can because with this program I do not get paid or any kind of financial help, without taking out loans. I have 6 or 7 classes I am taking this quarter along with doing my student teaching for 20ish hours a week, and I am supposed to spend around 30 hours doing homework for my courses while working, a lot of us have had to drop our hours or quit completely because it is not plausible to be able to work during this. Being assigned 4 different readings a week with 40 pages each along with 4-5 videos to watch all varying in lengths. Not to mention I commute to school, as do a lot of students. There is simply not enough time in the day for all of this to happen, it is super stressful, and I am ending up staying up late to work on the reading and the homework and then getting up early to go into student teaching, not to mention we need textbooks for our college courses that are not exactly affordable and there isn't easy ways to find cheap ones, so when we do get paid from our 20 hour a week job we are having to spend hundreds of dollars on text books. Also the communications between professors in this program is lacking, they are alternating classes but we have assignments due almost every day of the week, along with our mountains of reading. Not to mention we are starting to work on lesson planning in our placement classrooms which is more homework on top of the piles of homework we already have. We are approximately two months into our student teaching placements and they got mad at us for 'breaking' rules we didn't know what they were, for example we are not allowed to wear jeans to our placements according to this program, however my mentor teacher said it was, so when my mentor teacher mentioned that teachers wear jeans normally on Fridays I wore jeans and then was getting in trouble at UWT because it wasn't allowed. However there was no communication to the student teachers about what guidelines there are."
- "N/A"
- "I think the Tacoma campus needs to invest in the school of education."

EDUCATION SURVEY DATA

Q8-D: Why are you unlikely to recommend the School of Education to prospective students?

- "The program overall is disorganized and way too rigorous for some students. I understand that the BA program was recently created and they will make changes as the program continues. However, it feels like there's too much not going well, even for a new program. In-person class hours are long, yet we only meet a few times in the quarter. I'd rather have more class dates and shorter class periods. The demands for courses, coursework, and field experience are difficult for us students who have jobs and families to take care of. It was implicitly suggested that we should quit our jobs in order to make time for field experience. This is not feasible so a lot of us are struggling through late nights and exhausting days of field experience, work, going to classes and coursework. They even made it known that field experience hours are much more than what is required by the state for certification. So it would be great if we could reduce the field experience hours even by a little bit. Some courses feel pointless and not helpful for my career. It was difficult to see why it's needed to take the course other than it's a state requirement for future teachers."

Q8-E: Why are you very unlikely to recommend the School of Education to prospective students?

- "I was in a program in CA before moving here to WA. I learned so much and was so much better prepared in one class there than all my time at UWT all together so far. This program is setting up teachers to fail."
- "There are staff members who are unprofessional overall who just need to go. This program preached inclusion but practices the old school exclusion with race, income, and other aspects with their teacher candidates. Department doesn't speak amongst each other in making proactive changes and ALL members should taked several professional development on anti-bullying, harassment, how to be an anti-racist professor like they preached, and social emotional learning in high stress situations. Race is not the only issue that is within education but socio-economics as well. There were some professors that would only ask and check in with the students who identify as BIPOC, where majority of professor do not know I grew up in Title 1 schools, with a single mother who worked night shifts, raising my younger siblings as a minor, had to work three part-time jobs to earn a bachelors degree, and will be graduating as a first generation graduate student on both sides of my family, and parents don't hold bachelors degree. There are more to students than the color of their skin. Yes, there are racism inequalities but there are other inequalities. Socio-economics, single parents, and first generation, families with disabilities, families with medical issues, students with medical issues, never was mentioned once within the entire two years of this program. It's really telling of the exclusion of the mentality."

6

Q9: Select all that apply: What are some ways you think would help people join the School of Education?
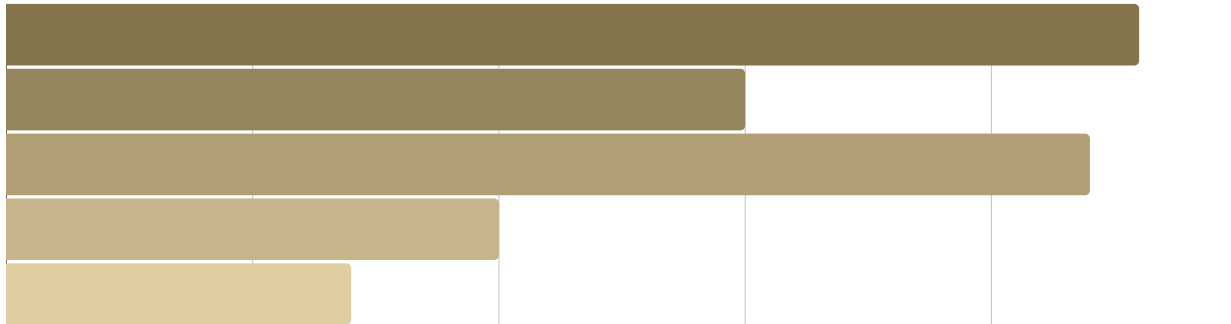
|				
▮ Increased social media presence	**56.1%**		▮ Tabling at pre-major events	**53.7%**
▮ Flyers around the school	**36.6%**		▮ Advertising around the school	**24.4%**

▮ **Other response(s) – 17.1%**
- "The Doctoral program needs to (and deserves to) have a strong reputation as an exemplary model, word of mouth in academia"
- "Tribal events- coastal jams, must connect with host, bball tournaments, basically any event where the public is welcome."
- "Partner with Kitsap County schools. University of Washington Tacoma is the closest public university to the Kitsap Peninsula. The only option is getting a second bachelors at Olympic College Community College or Western Governors University. What an absolute shame to exclude the opportunity for amazing partnerships and hope to see this change after this survey. We need teachers across the Tacoma Narrows Bridge as well. Partnership with UWT and Olympic College Bremerton, Shelton, and Poulsbo in the future? Would be an amazing opportunity, in my opinion!"
- "Testimony of value and opportunities available for students and graduates."
- "Students who have finished the program suggesting it, but before they do that specific changes need to be made."
- "Having a well-organized and student-oriented program. Making changes and finding solutions to concerns I have detailed in other parts of this survey will help people join. A good program will mean graduates of the program will recommend it to others. And I am currently not going to recommend this program and will in fact discourage people from applying here if they tell me they're thinking about it."
- "Advertising at school districts"

EDUCATION SURVEY DATA

Q10: Select all that apply: A resource bookshelf has been made available to students in the School of Education. What resources would you like to see more available on this bookshelf?
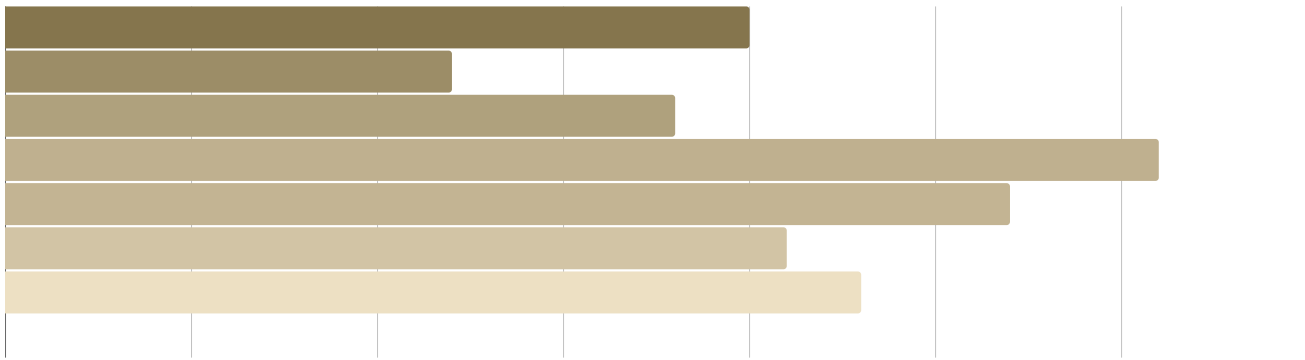
	SoE Events & Announcements	**48.8%**		SoE Textbooks	**75.6%**		School supplies (binders, pens, etc)	**56.1%**
	School wide Events & Announcements	**29.3%**		Teaching books & Materials	**65.9%**			
	Children's Books	**43.9%**		Test preparation materials	**51.2%**			

Other response(s) – 0%

EDUCATION SURVEY DATA

Q11: The School of Education has a club called B.E.T.T.E.R. How likely are you to join?
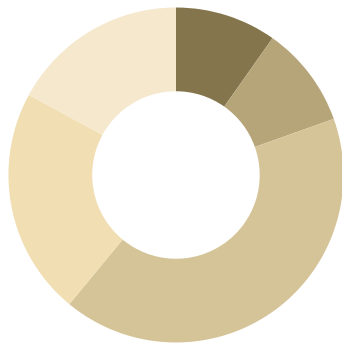
■	Very likely	**9.8%**
■	Likely	**9.8%**
■	Neutral	**41.5%**
■	Unlikely	**22.0%**
■	Very unlikely	**17.1%**

Q11-A: Why are you very likely to join the club?

- "I am an officer of the club."
- "I am already in the club"
- "I just found out about it."
- "My friends convinced me!"

Q11-B: Why are you likely to join the club?

- "I think it would be helpful"
- "Want to join for more community and support but unlikely to have the time"
- "I'm already in the program so might as well"
- "I like the idea of the club, however I do not live close to campus,"
- "First time I heard about this."

EDUCATION
SURVEY DATA

Q11-C: Why are you neutral to join the club?

- "I would like to know more about it."
- "I don't know what the club does"
- "I've never heard of this club before."
- "There is no time or description in this question."
- "I don't know what the club is about."
- "What is it?"
- "I would like to join I just don't really have the spare time"
- "I've never heard of this club."
- "N/A"
- "Have not heard of it"
- "I like the idea of the club however, I do not live close to campus and with everything else I have going on currently I do not have the time."
- "N/A"
- "I would like to know more about the club before I would join."
- "I have not heard of it"
- "I did not know about this club and would need more information before joining."
- "What does BETTER stand for?"
- "I've never heard of it"

Q11-D: Why are you unlikely to join the club?

- "I am a working parent"
- "Between classes and placement, there's not enough time."
- "BUSY"
- "I have no time for myself. Why would I dedicate time to a club?"
- "It might stress me out and overstimulate me"
- "Too busy. In internship, work 40 hours a week."
- "Not aware of it"
- "I believe it's a good club, I just do not have the availability to join. I live an hour away from campus so I won't be able to attend club meetings. I am also very busy with other commitments. I don't want a club to be added on to my life when I'm already having difficulty finding time to care for myself."
- "I don't know anything about it."

EDUCATION SURVEY DATA

Q11-E: Why are you very unlikely **to join the club?**

- "Doctoral student"
- "No time and money"
- "Too busy."
- "I am busy enough."
- "There is not enough time in this program to join extracurricular activities due to homework quanitity, commuting time, and working to save money to afford this program. "
- "Not sure what it is"
- "I am an out of state student and do not have time."

EDUCATION SURVEY DATA

Q12: Select all that apply: What would you like to see from the School of Education club?
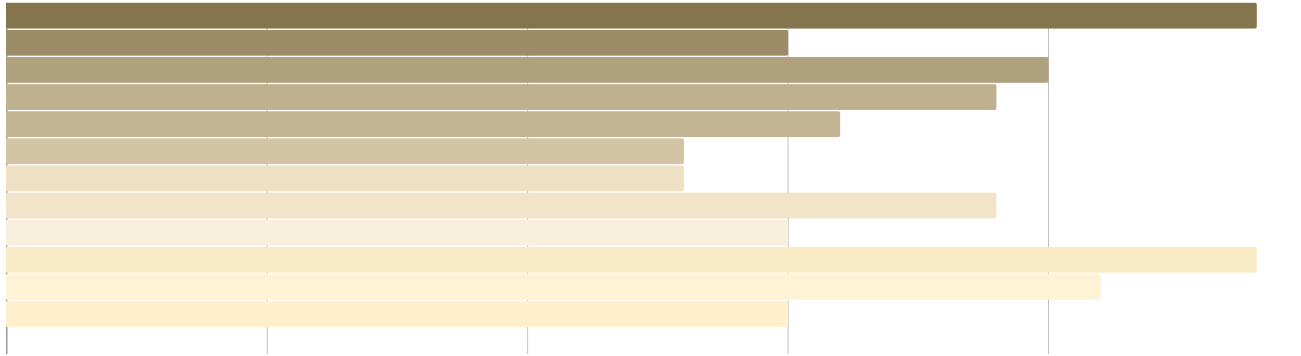
	Resources for new educators	**58.5%**		Equity Discussions	**39.0%**		How to step into teaching and preparation discussions	**36.6%**
	Resources for practicing educators	**36.6%**		How to practice DEI	**31.7%**		Mental health and wellness workshops	**58.5%**
	Connections to school districts	**48.8%**		Discussions on Teaching	**31.7%**		Time management workshops	**51.2%**
	Guest speakers	**46.3%**		Professional Development Workshops	**46.3%**		Sharing research and resources	**36.6%**

Other response(s) – 0%

EDUCATION SURVEY DATA

Q13: OPTIONAL: What has your experience been like here in the School of Education at UW Tacoma?

- "Wish more time prior to student teaching focused on the iep"
- "I like it, but again, there is too much politics happening."
- "Very nice"
- "The only thing I like about this school is my classmates and some of my professors. The parking confusion is evil! Just give everyone a parking permit options that works everywhere on campus. Make a program that actually prepares people for teaching. I am spending so much money and I don't feel it's worth it."
- "Great!"
- "Overall my experience has been challenging, but in a way that is preparing me to be the best teacher I can be. Some professors have been great – super passionate and supportive, I can tell they really care about helping me become a good teacher. Other professors have been disorganized and and their class content does not feel helpful – although that has helped me to see what not to do as a teacher. Sometimes I have trouble engaging with my classmates because it feels like they are not taking things as seriously as I am, so I try to focus on myself rather worry about them."
- "It has been quite the journey for me, from the moment I clicked submit on my application. I currently am in a three year program that due to receiving a zero, from a missing assignment, my course work has been delayed and I've been on academic probation since Spring qrt. I love the content, the assignments and the journey, but it's been more challenging then I anticipated."
- "N/A"
- "Turbulent."
- "Great!"
- "Good."

EDUCATION SURVEY DATA

Q14: OPTIONAL: Do you have any additional comments or suggestions for enhancing the student experience in the School of Education?

- "This survey provided an Ed.S as the doctoral option for programs, UWT offers and Ed.D degree."
- "Less political and more focused on curriculum development."
- "Find a way to have less turn over in your advisory staff. It's really been an issue that my cohort have suffered from."
- "No"
- "Give more information about student teaching commitments and expectations sooner in the program so that we can be more prepared (tell us sooner than Spring what the time commitment is, giving more information at student teaching orientation about do's and don'ts). Host more classes/events that allow students in different years of the program to interact and share their experiences."
- "N/A"
- "I am out of state, if I lived in state I would take advantage of the programs."
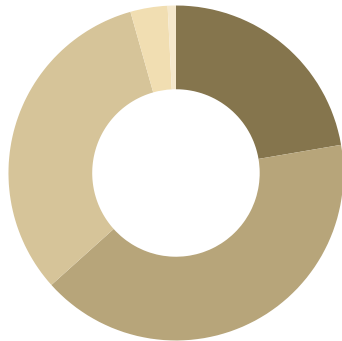
Pre-Major and First Year Students

ALL STUDENTS WHO SELF-IDENTIFY AS BEING PRE-MAJOR OR IN THEIR FIRST YEAR OF ATTENDANCE AT UW TACOMA

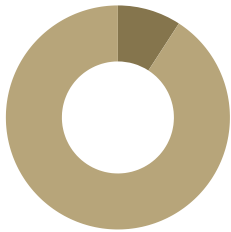**SURVEY DEVELOPED BY HUSNEHA GHAFOORI**

PRE-MAJOR AND FIRST YEAR STUDENT SURVEY DATA

Q1: How satisfied are you with the resources available for pre-major and first year students here at UW Tacoma?
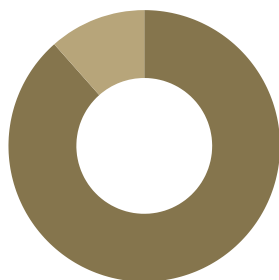
	Very satisfied	**22.3%**
	Satisfied	**41.0%**
	Neutral	**32.3%**
	Dissatisfied	**1.20%**
	Very dissatisfied	**0.8%**

Q2: Have you ever attended a major exploration program at UW Tacoma?

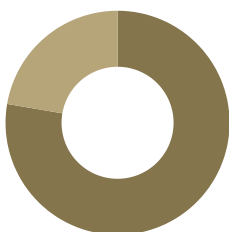|		
	Yes	**9.16%**
	No	**90.8%**

Q2-A: Did you find the major exploration program to be beneficial to you?
Asked to students who selected "yes" on Q2; n = 26

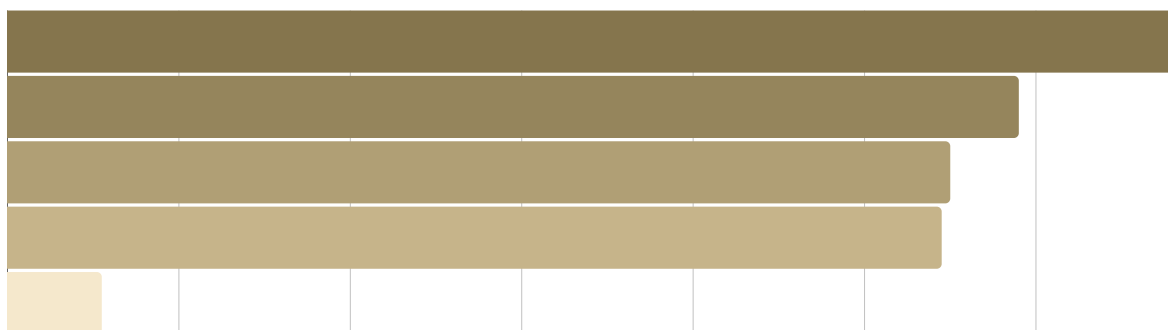|		
	Yes	**88.4%**
	No	**11.5%**

PRE-MAJOR AND FIRST YEAR STUDENT SURVEY DATA

Q3: Do you feel a sense of belonging at UW Tacoma as a pre-major/first year student?

Yes	**77.9%**
No	**23.5%**

Q4: Select all that apply: Which of the following would increase your sense of belonging at UW Tacoma?

Social activities w/ all students	**54.6%**	Networking events	**43.8%**
Quarterly pre-major/first year connect events	**47.0%**	In-person classes	**43.4%**

Other response(s) – 4.4%

- "I like the little pop up events for art or food or plushies"
- "Something for non-traditional students and students with families."
- "To have a lounge that is dedicated to relax, music and vibe. The school offers a lot regarding studying but how about a time where people can hang out and connect? There's club for that reason but what happen if someone does not want to join a club but want to have entertainment with others freely. I helped run a program at a gym for martial arts for sometime and alot of young adults would come to learn but to hangout too because we, humans, have a desire to make friends. The music and chill open matt's we hung around made the place a gathering, a school can offer the same, like the dog house but more open to say. The layout for the dog house is somewhat study focused and video games make it a bit distracting"
- "Spaces and events for older learners- also food allergy and preferences being more available in campus events. We have a lot of diversity here on campus, there are bound to be a lot of vegan, halal, vegetarian, gluten free, 8 Basic Food Allergies (milk, egg, shellfish, etc). Pizza is cheap and easy, but many cannot eat it due to allergy or religious preferences."
- "Professors that care more."
- "Better more engaged professors who do not just throw group projects at students instead of building coursework that allow individuals to stand out."
- "N/A" x5

6

# PRE-MAJOR AND FIRST YEAR STUDENT SURVEY DATA

Q5: Is there a type of profession you would like to have during networking events? If no preference please enter "any profession"

Specific numbers TBD, requires sentiment analysis run due to free-response question, doing all of those at once for all senators.

For purposes of planning, the majority was "any profession" by a significant margin
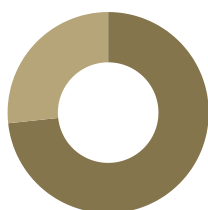
PRE-MAJOR AND FIRST YEAR STUDENT SURVEY DATA

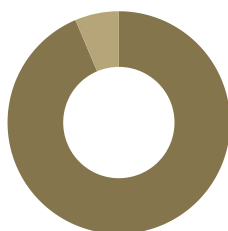## Q6: For a quarterly pre-major/first year connection event, would you like the event to be:
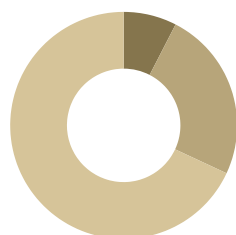
■	Off campus	**7.6%**
■	On Campus	**68.1%**
■	No preference	**24.4%**

Q6: Did you attend freshman/first year orientation?

■	Yes	**73.3%**
■	No	**26.7%**

Q6-A: Did you find orientation useful?
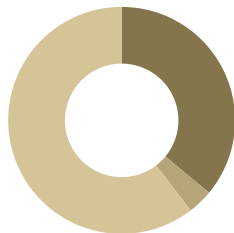*Asked to people who said "Yes" on Q6 (n = 188)*

■	Yes	**93.6%**
■	No	**6.4%**

Q6-B: Would do you wish had been done differently during orientation?
Asked to people who said "No" on Q6-A (n = 12)

- "focused on how to help us. I learned so much after I was already in classes that would have been helpful like how to apply for classes, how to know how myplan and DARS works. What classes I should take first, etc. As well as what apps will be great to have to make my life easier and bookmarks like UW library."
- "More int"
- "Too much information at once"
- "The MBA orientation presented a program very different from the one I seem to be actually in. It would also have been helpful to be given guidance on things like, how to get your husky ID, etc."
- "I attended UWB in 2016."
- "More useful information for the student"
- "Have it online, I drove 45 minutes to be given a pen, and have professors try to scare us with the amount of coursework they were going to throw at us."

- "I feel that it is extremely important that we hear the details about parking situations better because I feel that the information given at orientation wasn't as helpful compared to going in person. I think having in person orientations would be better sooner rather than later that way students know how soon to sign up for classes and so on."
- "The resource fair was extremely limited and the free food was not free…"
- "It felt like it was for people who hadn't done anything to prepare for the start of school. Most of the information was redundant if you did the online orientation beforehand."
- "No"
- "More instructions on where to go, who to talk to."
- "N/A"

PRE-MAJOR AND FIRST YEAR STUDENT SURVEY DATA

Q7: As a First Year student at UW Tacoma, you have access to the Pack Advisors. They are meant to help you get to know other students and participate in activities and access helpful campus resources. Have you found your experience with the Pack Advisors to be useful?

■	Yes	**35.9%**
■	No	**3.6%**
■	I have never interacted with the Pack Advisors as a first year student	**60.2%**

Q7-A: What would you like to see differently about the pack advisors?
*Asked to people who said "No" on Q7 (n = 9)*

- "Nothing, they're fine, my circumstances are just different enough to where they can't really answer my questions"
- "More opportunities to connect and ask questions in smaller groups or individually"
- "More activities after the start of school"
- "N/A"
- "I'm a grad student this doesn't apply to me"
- "Not sure"
- "I'm not sure I'm not very social so that is why I don't interact"
- "More pack chat events and collaboration"
- "I wanted to do the Mario kart event and couldn't sign up m. I messaged the help line and never got a response. It sucks because I was excited for it. :("

Q8: Would you utilize the following resource if it was offered at UW Tacoma?: Central Washington University has financial aid and scholarships guidance: pre-major students receive assistance in navigating financial aid options and applying for scholarships that can support their studies.
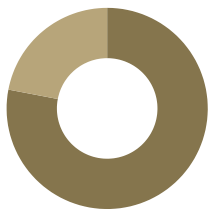
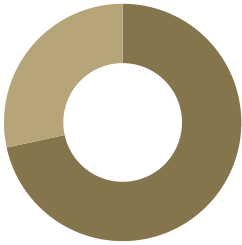|		
■	Yes	**78%**
■	No	**22%**

Q9: Would you utilize the following resource if it was offered at UW Tacoma?: Western Washington University has Career services: guidance is provided to help pre-major students understand career options related to various fields of study and to develop a plan for their academic and professional futures.
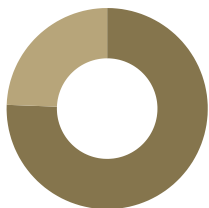
■	Yes	**75.6%**
■	No	**24.3%**

PRE-MAJOR AND FIRST YEAR STUDENT SURVEY DATA

Q10: Would you utilize the following resource if it was offered at UW Tacoma?: University of Washington Bothell has Pathway week: The Pathways to Academic Engagement Week is a series of in-person sessions designed to connect you with your major and with campus co-curricular opportunities. Over the week, you'll have the opportunity to talk with alumni, advisors, professors, career services, industry professionals, and co-curricular programs and services. This week is an opportunity to explore majors, find your passion, and map your path.

Yes	**71.6%**
No	**28.4%**