



TheChicagoSchool
of Professional Psychology

The Chicago School of Professional Psychology
Student Experience Survey, 2018

Field Interviewing: 03/12/18 to 04/05/18

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Introduction

The Chicago School of Professional Psychology (TCSPP) is committed to providing an exceptional education for careers in psychology and related behavioral and health sciences. To continue on this path, TCSPP tasked the Office of Institutional Research (OIR) with a web-based assessment of students' experience(s) with TCSPP. The purpose of this assessment is to examine the nature of student engagement with respect to learning and teaching so as to improve TCSPP.

The goal of OIR's 2018 assessment of TCSPP is to identify areas that influence student growth and development, inform future improvements to TCSPP's programs and services offered to students, and examine how these areas may vary across campuses and demographics.

Methodology

To accomplish this, OIR surveyed the entire active student population within TCSPP using a web-based questionnaire that contained 78 survey items. Survey items were in form of multiple choice questions, Likert response scales, and open-ended questions.

Using a Spring Custom Term Registration Analysis Report¹ for all TCSPP campuses/Spring 2018 terms from CampusVue, OIR identified 4,512 unique students with an active status² enrolled at one of the four major geographical TCSPP campuses³. The 2018 assessment includes responses from 1,871 respondents (1,872 weighted respondents).

In order to increase response rates, OIR first contacted individuals using an introductory email on 03/12/18 that included an individualized link to the questionnaire. Individuals that had not responded to the survey received a reminder email three days later (03/15/18) that contained an individualized link to the questionnaire. A second reminder email was sent four dates later (03/19/18) and an additional third, fourth, fifth, and sixth reminder email on 03/22/18, 03/27/18, 04/04/18 and 04/07/18. The total number of possible contacts attempted by OIR was seven, each containing an individualized link to the questionnaire.

Additionally, all individuals who participated in the survey were entered into a drawing to win one of six gift cards.⁴ TCSPP also provided an extensive marketing campaign that included announcements on the ePortal, and advertisements on the myChicagoSchool page, flyers posted throughout campus bulletin boards and student lounges, advertisements on campus flat screens, some faculty announcing the survey in class, and phone messages recorded by President Nealon while students were placed on hold by TCSPP staff.

¹ The Custom Term Registration Analysis Report was created on 03/05/2018.

² Active statuses included in the sample consist of Academic & FA Probation, Academic & FA Warning, Active, Pending Graduate, Pending Probation, Re-entry, SAL-active, and Transfer To Other Program.

³ Respondents from the Grayslake and XULA campus were merged with survey respondents from the Chicago campus while survey respondents from Los Angeles, Westwood, and Irvine were merged into the Southern California campus.

⁴ One participant received a \$150 gift card and 5 participants a \$50 gift card.

The overall response rate for the survey is 41.5 percent (See Table 1) and a margin of error of ± 2.3 percent.⁵ The Washington, D.C. campus displays the highest response rate (52.4 percent) followed by the Chicago campus (47.2 percent), the Online campus (39.0 percent), and the Southern California campus (34.5 percent).

Table 1: Response rates by Geographic Campus

	Complete Responses	Partial Responses	Total Responses	Response Rate 2	Cooperation Rate 2
Chicago	556	44	600	47.2%	95.1%
Online	658	47	705	39.0%	95.4%
Southern California	327	33	360	34.5%	92.3%
Washington, D.C.	194	12	206	52.4%	96.7%
Total	1,735	136	1,871	41.5%	94.8%

Data Source: TCSPP Student Experience Survey, 2018

Analysis

The survey instrument included 78 survey items assessing attitudes concerning student experience with TCSPP. The majority of survey items were evaluated using a five-point Likert scale where respondents report their level of satisfaction or agreement with the provided survey items.

In order to better examine how respondents assess TCSPP based on geographic campus, OIR conducted a series of analyses of variance (ANOVAs)⁶ at the 95.0 percent confidence level. To better ensure statistical reliability, OIR did not run any statistical analyses when the number of respondents in a campus is 20 or less (e.g., an ANOVA would not be conducted on a survey item that consists of 35 Washington, D.C. respondents and 20 Southern California respondents). Further analysis was conducted on survey items that report a significant difference to determine where significant differences exist between campuses using a Tukey post hoc test. For example, an ANOVA might reveal that campuses evaluate a survey items differently. However, without a post hoc test determining which campus(es) are different from one another is not possible.

Each subsequent section provides a detailed analysis of survey items with significant results at the 95.0 percent confidence level while descriptive statistics are provided for all non-significant survey items.⁷ Specifically, the remainder of this report is divided into five overarching sections that contain subsections related to the survey: Overall Satisfaction, Faculty Interaction & Student-Focused Learning, Community, Scholarship, Diversity, Professional Behavior/Practice & Career Preparation, and School Resources.

⁵ Response rate was calculated according to AAPOR guidelines. The margin of error was calculated using the following formula: $E = \frac{Z_{\alpha/2}}{(2*\sqrt{n})}$, where $Z_{\alpha/2} = 1.96$ and n is the number of respondents within the analysis, 1,871.

⁶ An ANOVA is a set of statistical models used to analyze the variable among and between groups to determine if the means of several groups are equal.

⁷ For brevity, open-ended survey items and survey items assessing affiliation with professional organizations are not reported in this executive summary.

Demographics

The corresponding table (Table 2) compares three groups: The 2018 unduplicated student population of TCSP⁸, the unweighted assessment sample, and the weighted sample that used in this executive summary. The unweighted assessment sample varies from the TCSP student population (i.e., 2018 Census) are noteworthy.

First, respondents from the Chicago and Washington, D.C. campuses are overrepresented (Chicago: 32.1% compared to 27.4%; Washington, D.C.: 11.0% compared to 8.4%) while respondents from the Online and Southern California campuses are underrepresented (Online: 37.7% percent compared to 41.4%; Southern California: 19.2% compared to 22.5%). In terms of gender, females participated in the survey more often than males (Female: 83.1% percent compared to 80.5%; Male: 16.8% compared to 19.5% percent). Ideally, an assessment sample is representative of the population or within the survey’s margin of error, ± 2.3 percent. Thus, researchers at OIR made the decision to apply post-stratification weights⁹ to the survey data based on three criteria: a survey respondent’s campus, gender, and race/ ethnicity.

Table 2: Representativeness of Assessment Sample

	Spring 2018 Census	2018 Unweighted Assessment Sample	2018 Weighted Assessment Sample
	(4,665)	(1,871)	(1,872)
Campus			
Chicago	27.4%	32.1%	27.0%
Online	41.7%	37.7%	41.9%
Southern California	22.5%	19.2%	22.6%
Washington, D.C.	8.4%	11.0%	8.6%
Gender			
Male	19.5%	16.8%	19.6%
Female	80.5%	83.1%	80.4%
Not Specified	0.0%	0.1%	0.0%
Race/ Ethnicity			
Latino(a)/Hispanic	16.5%	16.1%	16.8%
Black or African American	23.7%	21.7%	23.2%
White	41.3%	42.2%	41.2%
Other	18.5%	20.0%	18.9%

Data Source: TCSP Student Experience Survey, 2018 and TCS Spring 2018 Semester Official Census Report

The resulting weighted assessment sample is extremely representative of the TCSP population. The biggest discrepancy between the TCSP population and the weighted assessment sample is among Black or African American respondents (a difference of 0.5%). However, this is well within the survey’s margin of error.

⁸ Descriptive statistics for the 2018 student population can be found in the TCS Affiliate 2018 Census which provides an unduplicated count of all actively registered students from all 2018 terms.

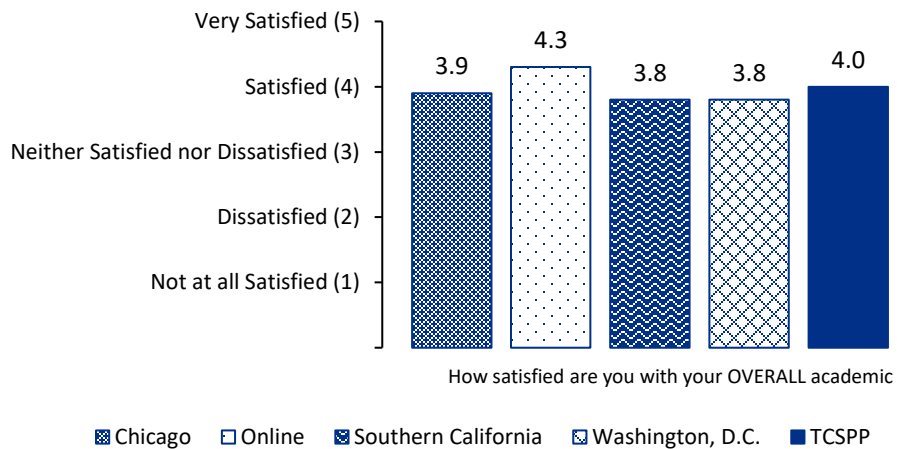
⁹ Post-stratification weighting is one technique used to ensure that the sample more accurately reflects the characteristics of the population. This is done by adjusting the magnitude of a survey respondent’s responses based on characteristics of the population and sample. Please note that post-stratification weights do not change the actual answers to the survey items.

TCSPP Level Analysis

Overall Satisfaction with TCSPP

How satisfied are you with your OVERALL academic experience at TCSPP? Overall, respondents report satisfaction with their overall academic experience at TCSPP (See Figure 1; TCSPP: $\bar{X} = 4.0$). Respondents from the Online campus report a significantly higher level of satisfaction with their overall academic experience at TCSPP than Chicago, Southern California, and Washington, D.C. respondents ($F(3, 1,630) = 30.3$; Online: $\bar{X} = 4.3$; Chicago: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 3.8$). No other significant differences exist.

Figure 1: Satisfaction with Overall Educational Experience



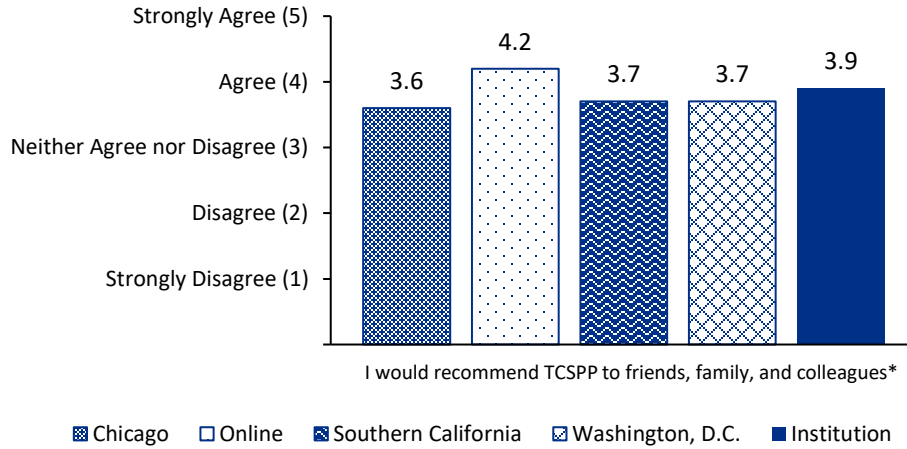
Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I would recommend TCSPP to friends, family, and colleagues. Respondents, on average, report agreement with the statement, *I would recommend TCSPP to friends, family, and colleagues* (See Figure 2; TCSPP: $\bar{X} = 3.9$). With the exception of the Online campus, the average campus response ranges from *Neither Agree nor Disagree* to *Agree* (Chicago: $\bar{X} = 3.6$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.7$). The Online campus reports a significantly higher level of agreement with this statement than all other campuses ($F(3, 1,866) = 32.6$) with an average response ranging from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.2$).

I made the right choice by enrolling at TCSPP. Respondents report agreement with the statement, *I made the right choice by enrolling at TCSPP* (See Figure 3; TCSPP: $\bar{X} = 4.0$). With the exception of the Online campus, the average campus response ranges from *Neither Agree nor Disagree* to *Agree* (Chicago: $\bar{X} = 3.8$; Southern California: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 3.8$). The Online campus reports a significantly higher level of agreement with this statement than all other campuses ($F(3, 1,865) = 27.0$) with an average response ranging from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.2$).

Figure 2: Recommend TCSP to Friends, Family, & Colleagues



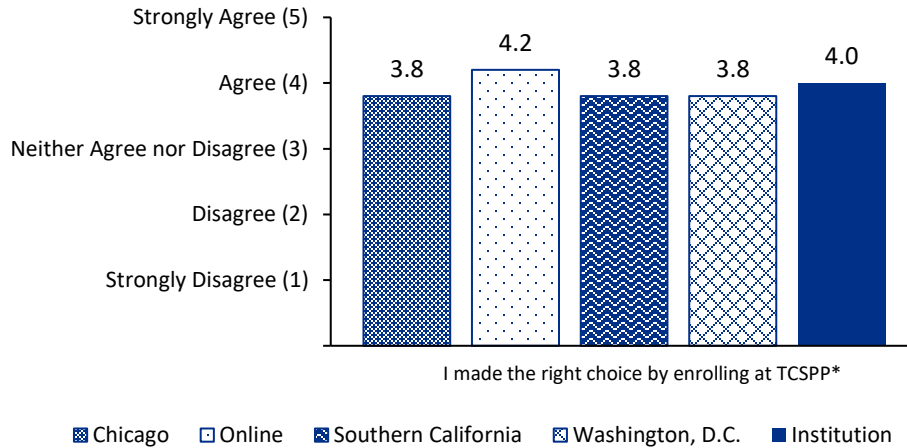
I would recommend TCSP to friends, family, and colleagues*

Chicago Online Southern California Washington, D.C. Institution

Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

Figure 3: Made the Right Choice



I made the right choice by enrolling at TCSP*

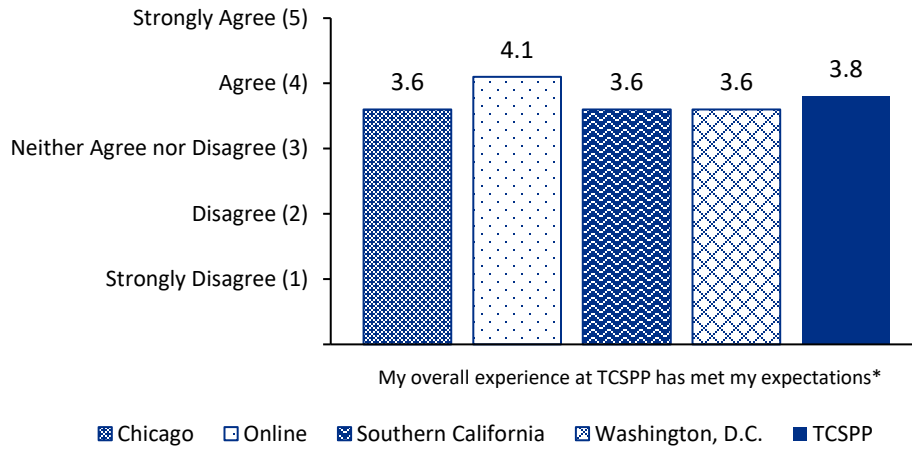
Chicago Online Southern California Washington, D.C. Institution

Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

My overall experience at TCSP has met my expectations. Respondents, on average, report agreement with the statement, *My overall experience at TCSP has met my expectations* (See Figure 4; TCSP: $\bar{X} = 3.8$). With the exception of the Online campus, the average campus response ranges from *Neither Agree nor Disagree* to *Agree* (Chicago: $\bar{X} = 3.6$; Southern California: $\bar{X} = 3.6$; Washington, D.C.: $\bar{X} = 3.6$). The Online campus reports a significantly higher level of agreement with this statement compared to the other campuses ($F(3, 1,865) = 36.8$) with an average response ranging from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.1$).

Figure 4: Overall Experience Met Expectations

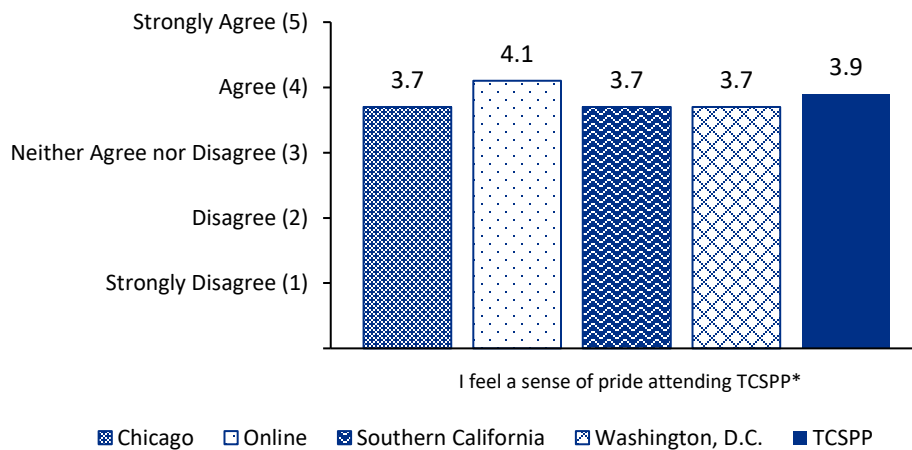


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I feel a sense of pride attending TCSPP. Respondents, on average, report agreement with the statement, *I feel a sense of pride attending TCSPP* (See Figure 5; TCSPP: \bar{X} = 3.9). With the exception of the Online campus, the average campus response ranges from *Neither Agree nor Disagree* to *Agree* (Chicago: \bar{X} = 3.7; Southern California: \bar{X} = 3.7; Washington, D.C.: \bar{X} = 3.7). The Online campus reports a significantly higher level of agreement with this statement than all other campuses ($F(3, 1,865) = 32.1$) with an average response ranging from *Agree* to *Strongly Agree* (Online: \bar{X} = 4.1).

Figure 5: Feel a Sense of Pride Attending TCSPP



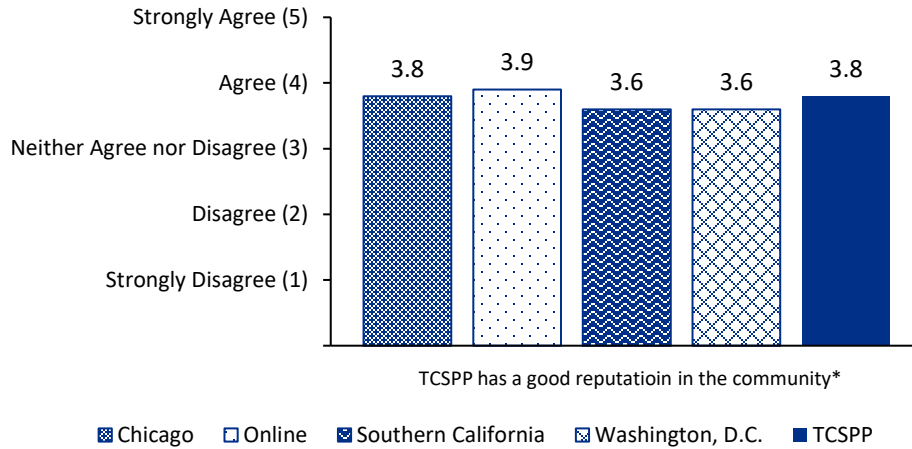
Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

TCSPP has a good reputation within the community. Respondents, on average, report agreement with the statement, *TCSPP has a good reputation within the community* (See Figure 6; TCSPP: \bar{X} = 3.8). At all levels of interest, the average response ranges from *Agree* to *Strongly Agree* with the Online campus reporting a

significantly higher level of agreement than the Chicago, Southern California, and Washington, D.C. campuses ($F(3, 1,866) = 10.3$; Chicago: $\bar{X} = 3.8$; Online: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.6$; Washington, D.C.: $\bar{X} = 3.6$).

Figure 6: TCSPP Has a Good Reputation in the Community

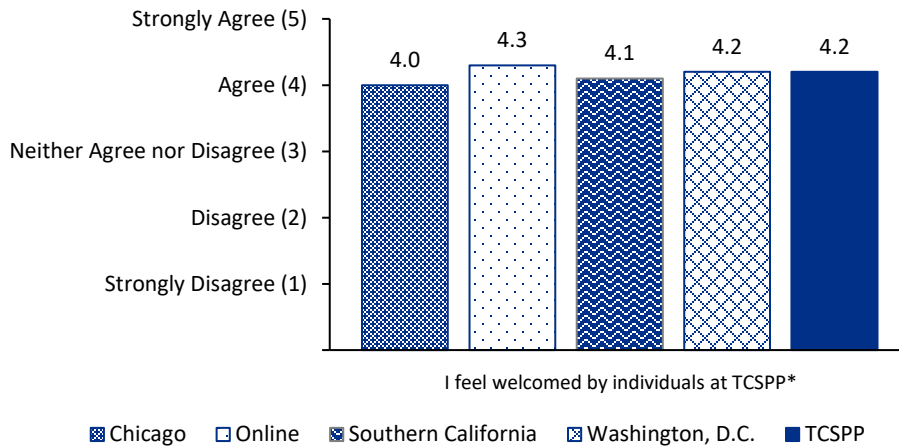


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I feel welcomed by individuals at TCSPP. Respondents, on average, report agreement with the statement, *I feel welcomed by individuals at TCSPP* (See Figure 7; TCSPP: $\bar{X} = 4.2$). With the exception of the Chicago campus, the average campus response ranges from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$). The Chicago campus reports an average response of *Agree* (Chicago: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist at the campus-level ($F(3, 1,866) = 9.6$); specifically, the Online campus reports a significantly higher level of agreement with this statement than the Chicago campus. No other significant differences exist.

Figure 7: Feel Welcomed

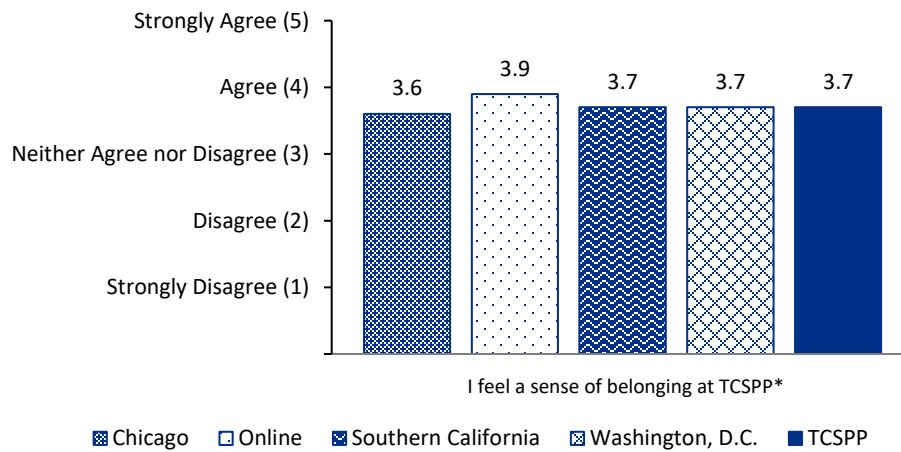


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I feel a sense of belonging at TCSP. Respondents, on average, report agreement with the statement, *I feel a sense of belonging at TCSP* (See Figure 8; TCSP: $\bar{X} = 3.7$). At all levels of interest, the average campus response ranges from *Neither Agree nor Disagree* to *Agree* (Chicago: $\bar{X} = 3.6$; Online: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.7$). A one-way ANOVA finds that significant differences exist at the campus-level ($F(3, 1,865) = 10.9$); specifically, the Online campus reports a significantly higher level of agreement with this statement than the Chicago and Southern California campuses. No other significant differences exist.

Figure 8: Feel Sense of Belonging



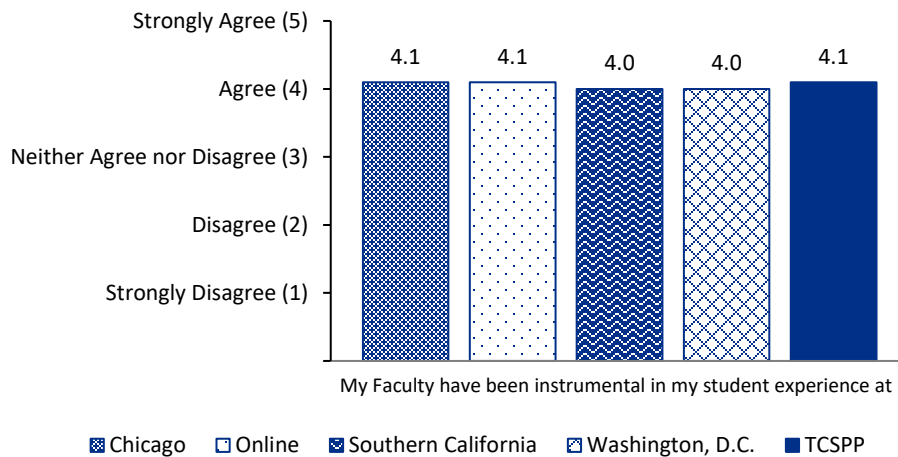
Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

Faculty Interaction & Student-Focused Learning

My faculty have been instrumental in my student experience at TCSPP. Respondents agree with the statement, *My faculty have been instrumental in my student experience at TCSPP* with the average response among respondents at TCSPP, Chicago, and Online ranging from *Agree* to *Strongly Agree* (See Figure 9; TCSPP: $\bar{X} = 4.1$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.1$). The average response among respondents at the Southern California and Washington, D.C. campuses is *Agree* (Southern California: $\bar{X} = 4.0$; Washington, D.C.: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist ($F(3, 1,858) = 3.3$). Specifically, the Online campus reports a significantly higher level of agreement than the Southern California campus.

Figure 9: Faculty Instrumental in Student Experience

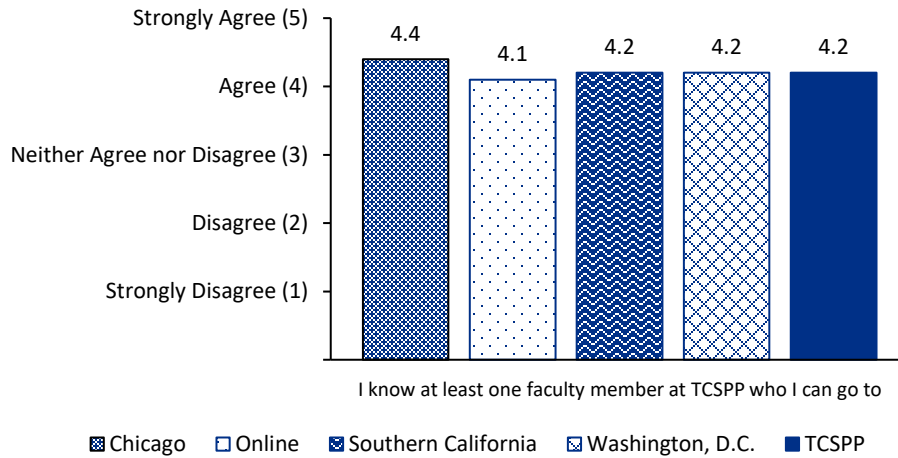


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I know at least one faculty member at TCSPP who I can go to for support of my professional development. Respondents at all levels of interest report agreement with the statement, *I know at least one faculty member at TCSPP who I can go to for support of my professional development*, with an average response ranging from *Agree* to *Strongly Agree* (See Figure 10; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.4$; Online: $\bar{X} = 4.1$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$). Respondents from the Chicago campus report a significantly higher level of agreement with this statement than respondents from the Online campus ($F(3, 1,855) = 9.4$). No other significant differences exist.

Figure 10: Faculty Supports Professional Development

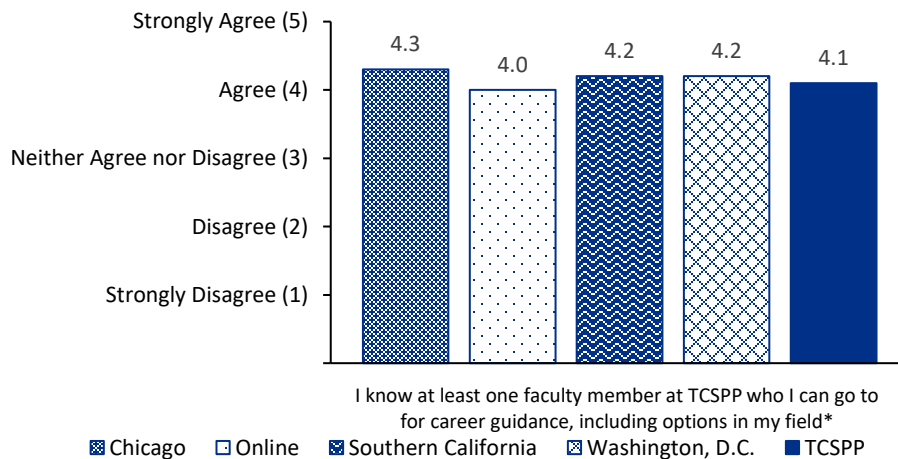


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I know at least one faculty member at TCSPP who I can go to for career guidance, including options in my field. Overall, respondents report agreement with the statement, *I know at least one faculty member at TCSPP who I can go to for career guidance, including options in my field* (See Figure 11; TCSPP: $\bar{X} = 4.1$). With the exception of the Online campus, the average response at the remaining campuses ranges from *Agree* to *Strongly Agree* (Chicago: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$). The Online campus reports an average response of *Agree* (Online: Chicago: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist between campuses ($F(3, 1,856) = 10.6$) with a Tukey post-hoc test finding that the Online campus reports significantly lower levels of agreement with the statement than the Chicago, Online, and Washington, D.C. campuses.

Figure 11: Faculty Available for Career Guidance

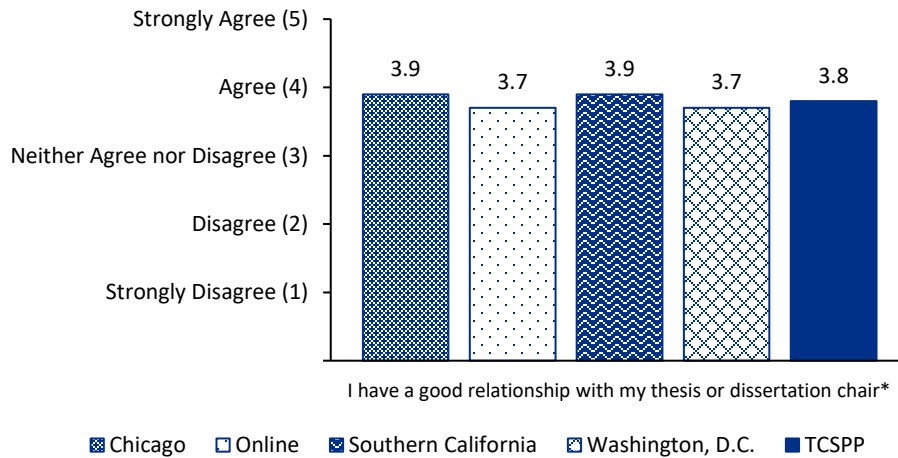


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I have a good relationship with my thesis or dissertation chair. Respondents tend to report some level of agreement with the statement, *I have a good relationship with my thesis or dissertation chair*. At all levels of interest, the average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 12; TCSPP: $\bar{X} = 3.8$; Chicago: $\bar{X} = 3.9$; Online: $\bar{X} = 3.7$; Southern California: $\bar{X} = 3.9$; Washington, D.C.: $\bar{X} = 3.7$). A one-way ANOVA finds that significant differences exist ($F(3, 1,119) = 3.9$) with respondents from the Southern California campus reporting higher levels of agreement than Online respondents do. No other significant differences exist.

Figure 12: Good Relationship with Thesis/Dissertation Chair



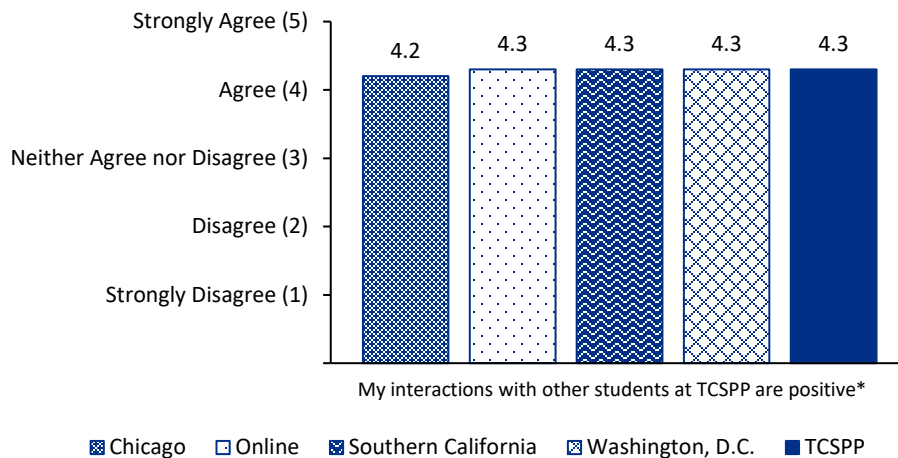
Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Community

My interactions with other students at TCSPP are positive. Respondents agree that their interactions with other students at TCSPP are positive. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 13; TCSPP: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.3$). While evaluations are consistent among the four campuses, a one-way ANOVA finds that significant differences exist ($F(3, 1,813) = 5.5$). The Online campus reports a significantly higher level of agreement with this statement than the Chicago campus. No other significant differences exist.

Figure 13: Positive Interactions with Other Students

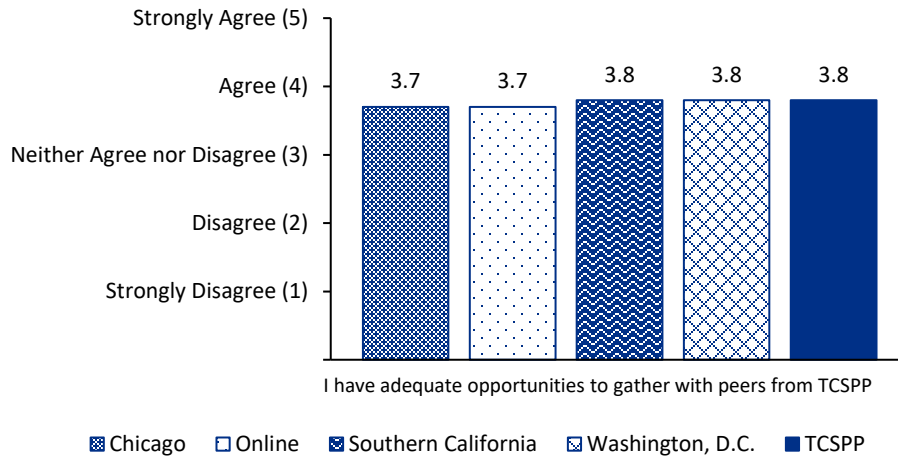


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I have adequate opportunities to gather with peers from TCSPP outside of class (e.g., in-person, online, Skype, phone, email, etc.). At all levels of interest, the average response to the statement, *I have adequate opportunities to gather with peers from TCSPP outside of class (e.g., in-person, online, Skype, phone, email, etc.)*, ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 14; TCSPP: $\bar{X} = 3.8$; Chicago: $\bar{X} = 3.7$; Online: $\bar{X} = 3.7$; Southern California: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 3.8$).

Figure 14: Adequate Opportunities to Gather with Peers

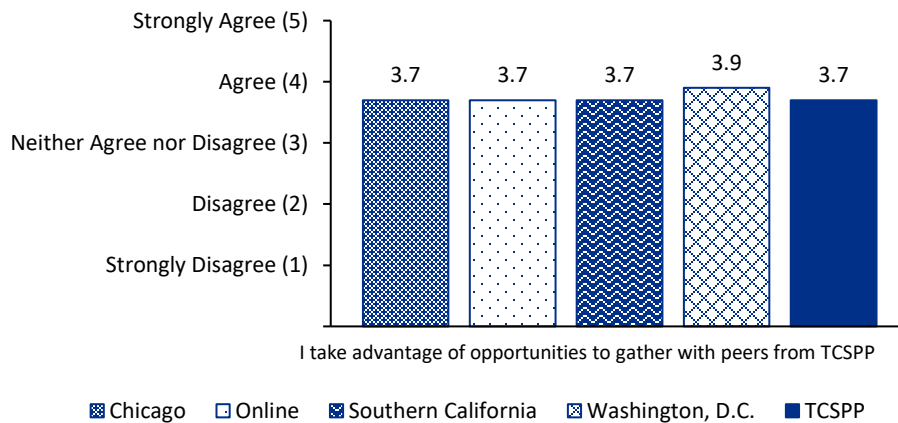


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

I take advantage of opportunities to gather with peers from TCSPP outside of class (e.g., in-person, online, Skype, phone, email, etc.). At all levels of interest, the average response to the statement, *I take advantage of opportunities to gather with peers from TCSPP outside of class (e.g., in-person, online, Skype, phone, email, etc.)*, ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 15; TCSPP: $\bar{X} = 3.7$; Chicago: $\bar{X} = 3.7$; Online: $\bar{X} = 3.7$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.9$).

Figure 15: Take Advantage of Opportunities to Gather with Peers



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Please select the co-curricular experiences you have engaged in at TCSPP that have been most influential in helping you create a student community and professional network. The most cited co-curricular experiences are *Academic resources (e.g. academic assistance, lectures, presentations)* (See Table 3; TCSPP: 60.8%) and *New Student Orientation (e.g. Early Connect, Orientation Day/Online Orientation, Welcome Week)* (TCSPP: 51.2%).

Chicago. Among Chicago respondents, the most cited co-curricular experiences are *New Student Orientation (e.g. Early Connect, Orientation Day/Online Orientation, Welcome Week)* (Chicago: 56.6%) and *Academic resources (e.g. academic assistance, lectures, presentations)* (Chicago: 56.1%).

Online. The most cited co-curricular experiences among Online respondents are *Academic resources (e.g. academic assistance, lectures, presentations)* (Online: 62.1%), *New Student Orientation (e.g. Early Connect, Orientation Day/Online Orientation, Welcome Week)* (Online: 43.6%), and *NCADE (writing & research center)* (Online: 42.9%).

Southern California. The most cited co-curricular experiences among Southern California respondents are *Academic resources (e.g. academic assistance, lectures, presentations)* (Southern California: 61.4%) and *New Student Orientation (e.g. Early Connect, Orientation Day/Online Orientation, Welcome Week)* (Southern California: 54.8%).

Washington, D.C. Among Washington, D.C. respondents, the most cited co-curricular experiences are *Academic resources (e.g. academic assistance, lectures, presentations)* (Washington, D.C.: 68.3%) and *New Student Orientation (e.g. Early Connect, Orientation Day/Online Orientation, Welcome Week)* (Washington, D.C.: 59.7%).

Table 3: Co-Curricular Experiences at TCSP

	Chicago	Online	Southern California	Washington, D.C.	TCSP
	(n = 433)	(n = 623)	(n = 353)	(n = 139)	(n = 1,548)
Academic resources (e.g. academic assistance, lectures, presentations)	56.1%	62.1%	61.4%	68.3%	60.8%
Career Services (e.g. resume, interviewing, online tools)	27.9%	14.3%	15.9%	18.7%	18.9%
Diversity resources and events (e.g. LGBT Safe Zone training, lectures)	22.6%	4.8%	9.7%	12.9%	11.6%
Graduate Research Forum (GRF)	8.3%	14.1%	9.7%	19.6%	12.0%
Health and Wellness (e.g. Student Solutions, programming)	8.1%	4.3%	5.4%	6.5%	5.8%
International Education (e.g. international student services, study abroad)	10.6%	6.4%	9.7%	10.9%	8.7%
Military & Veteran (e.g. programming and resources)	1.6%	5.8%	3.4%	5.0%	4.0%
NCADE (writing & research center)	28.4%	42.9%	39.7%	48.2%	38.6%
New Student Orientation (e.g. Early Connect, Orientation Day/Online Orientation, Welcome Week)	56.6%	43.6%	54.8%	59.7%	51.2%
Office of Placement and Training (e.g. lectures and trainings – CEUs)	10.4%	3.4%	13.1%	5.8%	7.8%
Student Organizations (e.g. CSSA, BSU, TMI)	27.0%	5.0%	12.7%	17.3%	14.0%
Other (please specify)¹⁰	9.0%	9.6%	8.0%	8.0%	8.9%

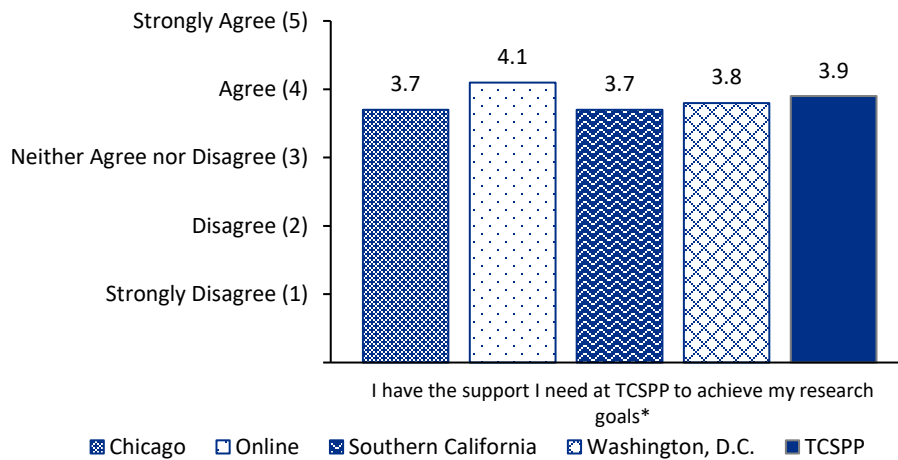
Data Source: TCSP Student Experience Survey, 2018

¹⁰ Other (please specify) responses can be found in the Unweighted Topline located at the end of this executive summary.

Scholarship

I have the support I need at TCSPP to achieve my research goals. Respondents agree that they have support at TCSPP to achieve their research goals. With the exception of the Online campus, the average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 16; TCSPP: $\bar{X} = 3.9$; Chicago: $\bar{X} = 3.7$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.8$) while the Online campus reports an average response that ranges from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.1$). A one-way ANOVA finds that statistically significant differences exist at the campus level ($F(3, 1,548) = 19.8$). Specifically, the Online campus reports a significantly higher level of agreement with this statement than any other campus.

Figure 16: Has the Support Needed to Achieve Research Goals

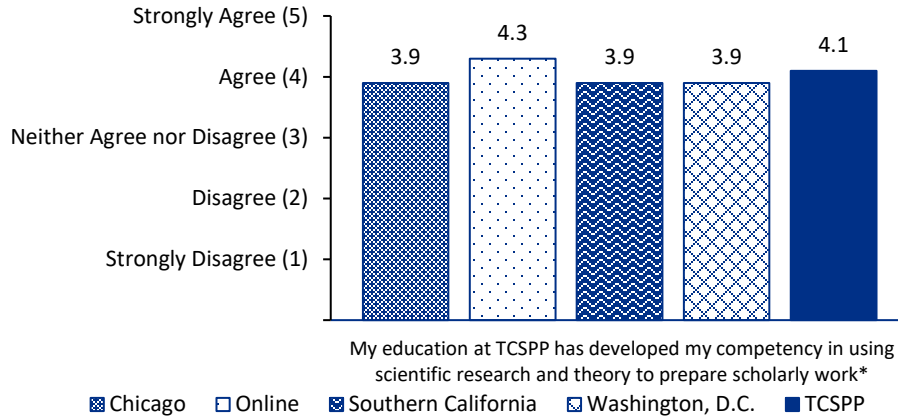


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

My education at TCSPP has developed my competency in using scientific research and theory to prepare scholarly work. Overall, respondents agree with the statement, *My education at TCSPP has developed my competency in using scientific research and theory to prepare scholarly work*. The average response among all respondents and respondents at the Online campus ranges from *Agree* to *Strongly Agree* (See Figure 17; TCSPP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$). The average response among the Chicago, Southern California, and Washington, D.C. respondents ranges from *Neither Agree nor Disagree* to *Agree* (Chicago: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.9$; Washington, D.C.: $\bar{X} = 3.9$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,602) = 27.8$). Specifically, the Online campus displays a significantly higher level of agreement than the remaining campuses; no other significant differences exist.

Figure 17: Competency in Using Scientific Research and Theory to Prepare Scholarly Work has Increased

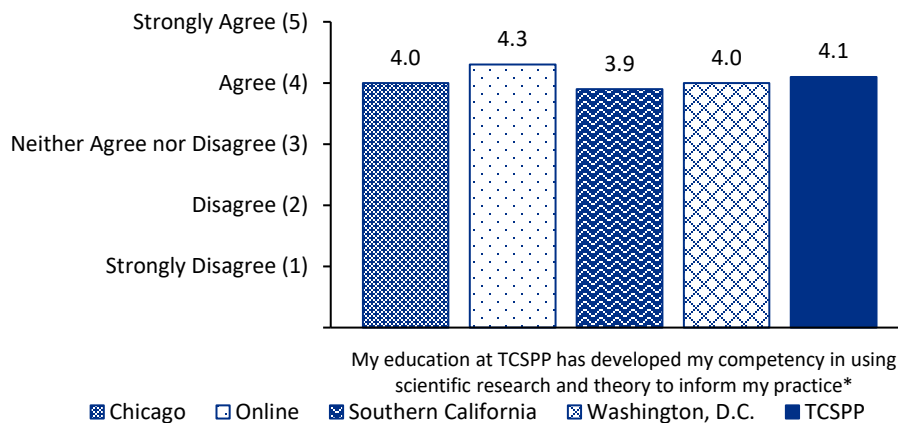


Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

My education at TCSP has developed my competency in using scientific research and theory to inform my practice. Respondents agree with the statement, *My education at TCSP has developed my competency in using scientific research and theory to inform my practice.* The average response among all respondents and Online respondents ranges from *Agree* to *Strongly Agree* (See Figure 18; TCSP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$). The average response among Chicago and Washington D.C. respondents is *Agree* (Chicago: $\bar{X} = 4.0$; Washington, D.C.: $\bar{X} = 4.0$) and ranges from *Neither Agree nor Disagree* to *Agree* among Southern California respondents (Southern California: $\bar{X} = 3.9$). A one-way ANOVA finds significant differences exist at the campus level ($F(3, 1,603) = 18.6$). The Online campus reports a significantly higher level of agreement than the Chicago, Southern California, and Washington, D.C. campuses. No other significant differences exist.

Figure 18: Competency in Using Scientific Research and Theory to Inform Practice has Increased



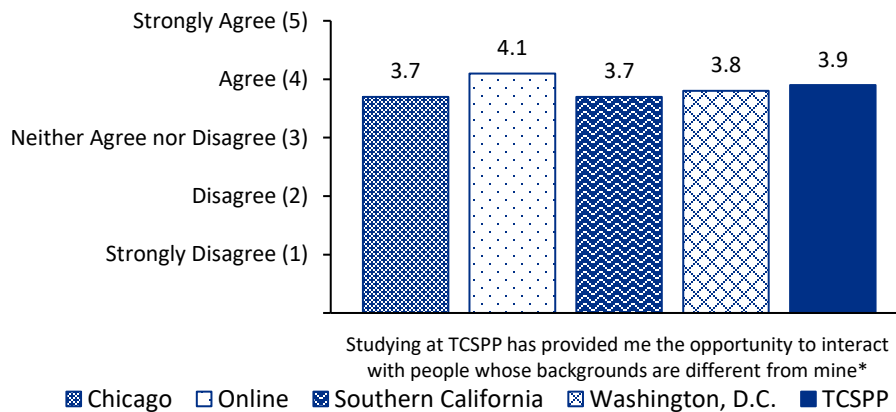
Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

Diversity

Studying at TCSPP has provided me with the opportunity to interact with people whose backgrounds are different from mine. Respondents tend to agree with the statement, *Studying at TCSPP has provided me with the opportunity to interact with people whose backgrounds are different from mine.* With the exception of the Online campus, the average response at the remaining levels of interest ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 19; TCSPP: $\bar{X} = 3.9$; Chicago: $\bar{X} = 3.7$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.8$). The Online campus reports an average response that ranges from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.1$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,558) = 19.8$), a Tukey posthoc test finds that the Online campus reports significantly higher levels of agreement than the other campuses.

Figure 19: Opportunity to Interact with People from Different Backgrounds

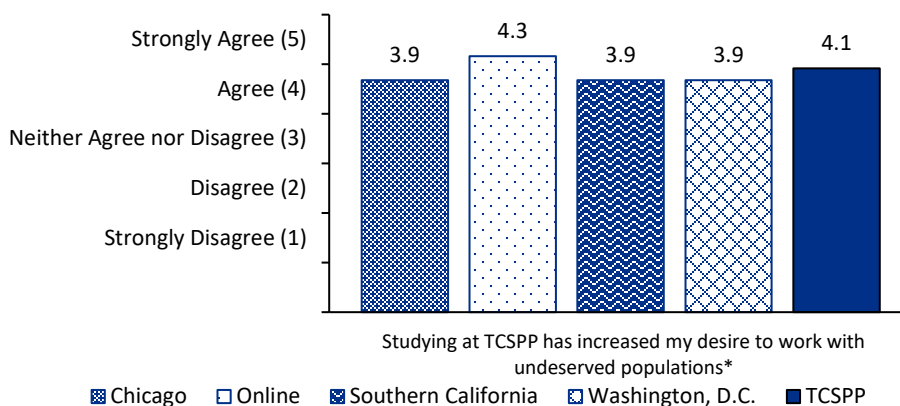


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Studying at TCSP has increased my desire to work with underserved populations. Respondents agree with the statement, *Studying at TCSP has increased my desire to work with underserved populations*. The average response at TCSP and the Online campus ranges from *Agree* to *Strongly Agree* (See Figure 20; TCSP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$). The average response at the Chicago, Southern California, and Washington, D.C. campuses ranges from *Neither Agree nor Disagree* to *Agree* to *Strongly Agree* (Chicago: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.9$; Washington, D.C.: $\bar{X} = 3.9$). A one-way ANOVA finds that significant differences in how campuses evaluate this statement exist ($F(3, 1,602) = 27.8$); such that, the Online campus reports significantly higher levels of agreement with this statement than the other campuses.

Figure 20: Increased Desire to Work with Underserved Populations

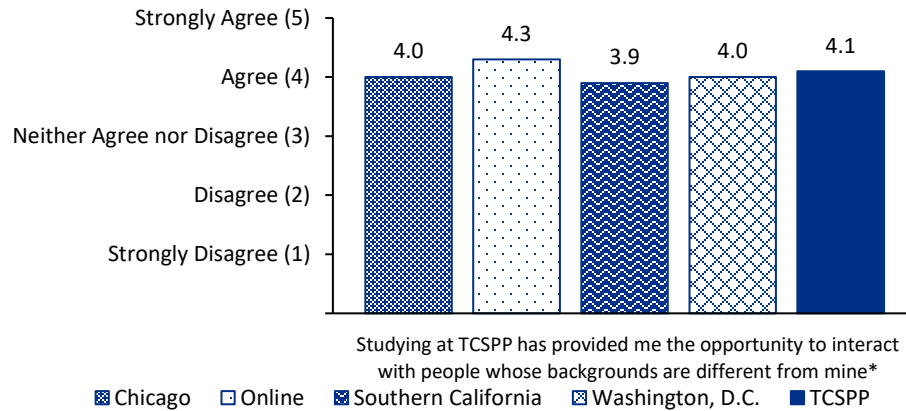


Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

Studying at TCSP has increased my respect for people whose backgrounds are different from mine. Overall, respondents agree with the statement, *Studying at TCSP has increased my respect for people whose backgrounds are different from mine*. The average response among all respondents and Online respondents ranges from *Agree* to *Strongly Agree* (See Figure 21; TCSP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$). The average response among Chicago and Washington, D.C. respondents is *Agree* (Chicago: $\bar{X} = 4.0$; Washington, D.C.: $\bar{X} = 4.0$) and ranges from *Neither Agree nor Disagree* to *Agree* among Southern California respondents (Southern California: $\bar{X} = 3.9$). A one-way ANOVA finds that significant differences exist ($F(3, 1,603) = 18.6$). Specifically, the Online campus reports significantly higher levels of agreement with this statement than other campuses.

Figure 21: Increased Respect for People from Different Backgrounds



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Please indicate the areas of diversity that your education at TCSPP has covered. (Check all that apply). More than half of all respondents report that their education at TCSPP has covered all ten listed areas of diversity (See Table 4; TCSPP: values range from 55.9% to 90.5%)

Chicago. More than half of all Chicago respondents report that their education at TCSPP has covered all ten listed areas of diversity (Chicago: values range from 60.2% to 88.6%).

Online. More than half of all Online respondents report that their education at TCSPP has covered nine of the ten listed areas of diversity (Online: values range from 48.7% to 92.8%).

Southern California. More than half of all Southern California respondents report that their education at TCSPP has covered all ten listed areas of diversity (Southern California: values range from 55.0% to 89.5%).

Washington, D.C. More than half of all Washington, D.C. respondents report that their education at TCSPP has covered all ten listed areas of diversity (Washington, D.C.: values range from 53.7% to 90.4%).

TCSPP has contributed to your ability to apply PRACTICAL knowledge in the following areas of diversity:

Ability differences. Overall, respondents agree that TCSPP has contributed to their ability to apply practical knowledge regarding *Ability differences*. The average response among all respondents and respondents from the Online campus, and Southern California campus ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: \bar{X} = 4.1; Online: \bar{X} = 4.3; Southern California: \bar{X} = 4.1). The average response at the Chicago campus and Washington, D.C. campus is *Agree* (Chicago: \bar{X} = 4.0; Washington, D.C.: \bar{X} = 4.0). A one-way ANOVA finds that significant differences exist between campuses ($F(3, 1,079) = 4.0$) with the Chicago campus reporting a significantly lower level of agreement than the Online campus; no other significant differences exist.

Table 4: Areas of Diversity Covered by TCSPP Education

	Chicago (n = 466)	Online (n = 708)	Southern California (n = 372)	Washington, D.C. (n = 147)	TCSPP (n = 1,692)
Ability differences	60.9%	63.9%	59.9%	64.4%	64.7%
Age differences	72.3%	70.2%	75.0%	68.7%	71.7%
Cultural differences	87.7%	92.8%	89.5%	90.4%	90.5%
Ethnic differences	81.9%	78.1%	76.5%	80.3%	79.0%
Gender differences	87.6%	75.8%	76.1%	79.5%	79.4%
Privilege differences	76.6%	48.7%	55.0%	65.3%	59.2%
Racial differences	88.6%	74.0%	73.7%	83.0%	78.7%
Religious differences	60.2%	54.5%	53.9%	53.7%	55.9%
Sexual orientation differences	80.0%	52.2%	66.4%	69.4%	64.5%
Socioeconomic differences	76.8%	72.4%	74.7%	74.7%	74.3%

Data Source: TCSPP Student Experience Survey, 2018

Age differences. Respondents agree that TCSPP has contributed to their ability to apply practical knowledge regarding *Age differences*. The average response at TCSPP, the Online campus, and the Southern California campus ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.2$) while the average response at the Chicago and Washington, D.C. campuses is *Agree* (Chicago: $\bar{X} = 4.0$; Washington, D.C.: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist between campuses ($F(3, 1,200) = 4.0$) with the Chicago campus reporting a significantly lower level of agreement than the Online campus; no other significant differences exist.

Cultural Differences. Respondents agree that their TCSPP education has contributed to their ability to apply practice knowledge regarding *Cultural differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.2$). Although evaluations of this statement are consistent, a one-way ANOVA finds that significant differences exist ($F(3, 1,508) = 4.0$); specifically, the respondents from the Online campus report significantly higher levels of agreement than respondents from the Chicago campus; No other significant differences exist.

Ethnic differences. Respondents agree that their TCSPP education has contributed to their ability to apply practical knowledge regarding *Ethnic differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,318) = 6.2$) with the Online campus reporting a significantly higher level of agreement than Chicago campus. No other significant differences exist.

Gender differences. Respondents agree with the statement that their TCSPP education has contributed to their ability to apply practical knowledge regarding *Gender differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.1$).

Table 5: Ability to apply PRACTICAL knowledge in the following areas of diversity

	Chicago	Online	Southern California	Washington, D.C.	TCSPP	F-Value
Ability differences	4.0 (0.8)	4.3 (0.7)	4.1 (0.8)	4.0 (0.9)	4.1 (0.8)	F(3, 1,079) = 6.9*
Age differences	4.0 (0.7)	4.2 (0.8)	4.2 (0.7)	4.0 (0.9)	4.1 (0.8)	F(3, 1,200) = 4.0*
Cultural differences	4.2 (0.7)	4.3 (0.7)	4.3 (0.8)	4.2 (0.8)	4.2 (0.7)	F(3, 1,508)= 4.0*
Ethnic differences	4.1 (0.7)	4.3 (0.7)	4.2 (0.8)	4.2 (0.8)	4.2 (0.7)	F(3, 1,318) = 6.2*
Gender differences	4.1 (0.7)	4.2 (0.7)	4.1 (0.8)	4.1 (0.8)	4.2 (0.8)	F(3, 1,320) = 2.2
Privilege differences	4.1 (0.8)	4.2 (0.8)	4.1 (0.9)	4.2 (0.7)	4.2 (0.8)	F(3, 985) = 0.2
Racial differences	4.2 (0.8)	4.3 (0.7)	4.2 (0.8)	4.1 (0.7)	4.2 (0.8)	F(3, 1,306) = 2.5
Religious differences	3.9 (0.8)	4.2 (0.7)	4.1 (0.8)	3.9 (0.9)	4.1 (0.8)	F(3, 931) = 8.2*
Sexual orientation differences	4.1 (0.7)	4.3 (0.7)	4.2 (0.8)	4.1 (0.8)	4.2 (0.7)	F(3, 1,071) = 3.5*
Socioeconomic differences	4.1 (0.7)	4.3 (0.7)	4.2 (0.8)	4.2 (0.7)	4.2 (0.7)	F(3, 1,240) = 3.3*

Note: *p-value ≤ 0.05; this table reports the mean response with standard deviation in parenthesis
Data Source: TCSPP Student Experience Survey, 2018

Privilege differences. Respondents agree with the statement that their TCSPP education has contributed to their ability to apply practical knowledge regarding *Privilege differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: \bar{X} = 4.2; Chicago: \bar{X} = 4.1; Online: \bar{X} = 4.2; Southern California: \bar{X} = 4.1; Washington, D.C.: \bar{X} = 4.2).

Racial differences. Respondents agree that TCSPP has contributed to their ability to apply practical knowledge regarding *Racial differences*. At all levels of interest, the average response ranges from *Strongly Agree* to *Agree* (See Table 5; TCSPP: \bar{X} = 4.2; Chicago: \bar{X} = 4.2; Online: \bar{X} = 4.3; Southern California: \bar{X} = 4.2; Washington, D.C.: \bar{X} = 4.1).

Religious differences. Respondents agree that TCSPP has contributed to their ability to apply practical knowledge regarding *Religious differences*. The average response among all respondents and respondents at the Online and Southern California campuses ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: \bar{X} = 4.1; Online: \bar{X} = 4.2; Southern California: \bar{X} = 4.1) while the average response among Chicago and Washington, D.C. respondents ranges from *Neither Agree nor Disagree* to *Agree* (Chicago: \bar{X} = 3.9; Washington, D.C.: \bar{X} = 3.9). A one-way ANOVA finds that significant differences exist between campuses (F(3, 931) = 8.2) with the Online campus reporting significantly higher levels of agreement than the Chicago and Washington, D.C. campuses; no other significant differences exist.

Sexual orientation differences. Respondents agree that TCSPP has contributed to their ability to apply practical knowledge regarding *Sexual orientation differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Table 5; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.1$). A one-way ANOVA finds that significant differences exist between campuses ($F(3, 1,071) = 3.5$) with the Online campus reporting significantly higher levels of agreement than the Chicago campus. No other significant differences exist.

Socioeconomic differences. Respondents agree that TCSPP has contributed to their ability to apply practical knowledge regarding *Socioeconomic differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (Table 5; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,240) = 3.3$) with the Online campus reporting a significantly higher level of agreement than the Chicago campus; no other significant differences exist.

TCSPP has contributed to your ability to apply THEORETICAL knowledge in the following areas of diversity:

Ability differences. Respondents agree that TCSPP has contributed to their ability to apply theoretical knowledge regarding *Ability differences*. With the exception of the Chicago campus, the average response at the remaining levels of interest range from *Agree* to *Strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.1$). The average response at the Chicago campus is *Agree* (Chicago: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,059) = 4.6$); specifically, respondents from the Online campus report significantly higher levels of agreement than Chicago respondents.

Age differences. Respondents agree that their TCSPP education has contributed to their ability to apply theoretical knowledge in *Age differences*. With the exception of the Chicago campus, the average response at ranges from *Agree* to *Strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.1$) while the average response at the Chicago campus is *Agree* (Chicago: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist between campuses ($F(3, 1,174) = 6.3$) with the Online campus reporting significantly higher levels of agreement than the Chicago and Southern California campuses. No other significant differences exist.

Cultural differences. Respondents agree that TCSPP has contributed to their ability to apply theoretical knowledge regarding *Cultural differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,481) = 12.3$). Specifically, the Online campus reports a significantly higher level of agreement than the Chicago and Southern California campuses.

Ethnic differences. Respondents agree that TCSPP has contributed to their ability to apply theoretical knowledge regarding *Ethnic differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,295) = 9.5$) with the Online campus reporting a significantly higher level of agreement than Chicago and Southern California campuses.

Gender differences. Respondents agree that TCSPP has contributed to their ability to apply theoretical knowledge regarding *Gender differences*. At all levels of interest, the average response ranges from *Agree* to *Strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,298) = 5.3$) with the Chicago and Southern California campuses reporting a significantly lower level of agreement than the Online campus.

Table 6: Ability to apply THEORETICAL knowledge in the following areas of diversity

	Chicago	Online	Southern California	Washington, D.C.	TCSPP	F-Value
Ability differences	4.0 (0.9)	4.2 (0.7)	4.1 (0.9)	4.1 (0.8)	4.1 (0.8)	$F(3, 1,059) = 4.6^*$
Age differences	4.0 (0.7)	4.2 (0.7)	4.1 (0.8)	4.1 (0.9)	4.1 (0.8)	$F(3, 1,174) = 6.3^*$
Cultural differences	4.1 (0.8)	4.3 (0.7)	4.1 (0.8)	4.3 (0.7)	4.2 (0.7)	$F(3, 1,481) = 12.3^*$
Ethnic differences	4.1 (0.8)	4.3 (0.7)	4.1 (0.8)	4.3 (0.7)	4.2 (0.8)	$F(3, 1,295) = 9.2^*$
Gender differences	4.1 (0.8)	4.2 (0.7)	4.1 (0.8)	4.2 (0.7)	4.2 (0.8)	$F(3, 1,298) = 5.3^*$
Privilege differences	4.0 (0.8)	4.2 (0.7)	4.0 (0.8)	4.2 (0.7)	4.1 (0.8)	$F(3, 974) = 4.4^*$
Racial differences	4.1 (0.8)	4.3 (0.7)	4.1 (0.8)	4.2 (0.7)	4.2 (0.8)	$F(3, 1,294) = 5.9^*$
Religious differences	3.9 (0.9)	4.2 (0.7)	4.0 (0.8)	4.1 (0.8)	4.1 (0.8)	$F(3, 918) = 10.7^*$
Sexual orientation differences	4.0 (0.8)	4.3 (0.7)	4.1 (0.9)	4.2 (0.7)	4.1 (0.8)	$F(3, 1,060) = 8.6^*$
Socioeconomic differences	4.0 (0.8)	4.3 (0.7)	4.1 (0.8)	4.2 (0.7)	4.2 (0.8)	$F(3, 1,212) = 5.9^*$

Note: *p-value ≤ 0.05 ; this table reports the mean response with standard deviation in parenthesis
Data Source: TCSPP Student Experience Survey, 2018

Privilege differences. Respondents agree that TCSPP has contributed to their ability to apply theoretical knowledge regarding *Privilege differences*. The average response among all respondents and respondents from the Online and Washington, D.C. campuses ranges from *Agree* to *Strongly Agree* (See Table 6; TCSPP $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$). The average response at the Chicago and Southern California campuses is *Agree* (Chicago: $\bar{X} = 4.0$; Southern California: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist ($F(3, 974) = 4.4$) with the Online campus reporting significantly higher levels of agreement than the Chicago and Southern California campuses.

Racial differences. Respondents agree that TCSPP has contributed to their ability to apply theoretical knowledge regarding *Racial differences*. At all levels of interest, the average response ranges from *Agree* to *Strongly Agree* (Table 6; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} =$

4.2). While evaluations appear to be consistent across campuses, a one-way ANOVA finds that significant differences do exist ($F(3, 1,294) = 5.9$). Specifically, the Online campus reports a significantly higher level of agreement than the Chicago campus and the Southern California campus; no other significant differences exist.

Religious differences. Respondents agree that their TCSPP education has contributed to their ability to apply theoretical knowledge regarding *Religious differences*. The average response at TCSPP, the Online campus, and the Washington, D.C. campus ranges from *Agree* to *strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.1$). The average response at the Southern California campus is *Agree* and ranges from *Neither Agree nor Disagree* to *Agree* at the Chicago campus (Chicago: $\bar{X} = 3.9$; Southern California: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 918) = 10.7$) with the Online campus reporting a significantly higher level of agreement than the Chicago and Southern California campuses; no other significant differences exist.

Sexual orientation differences. Respondents agree that TCSPP contributes to their ability to apply theoretical knowledge regarding *Sexual orientation differences*. With the exception of the Chicago campus, the average response ranges from *Agree* to *Strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$) with the Chicago campus reporting an average response of *Agree* (Chicago: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,060) = 8.6$) with the Online campus reporting a significantly higher level of agreement with this statement than the Chicago and Southern California campuses; no other significant differences exist.

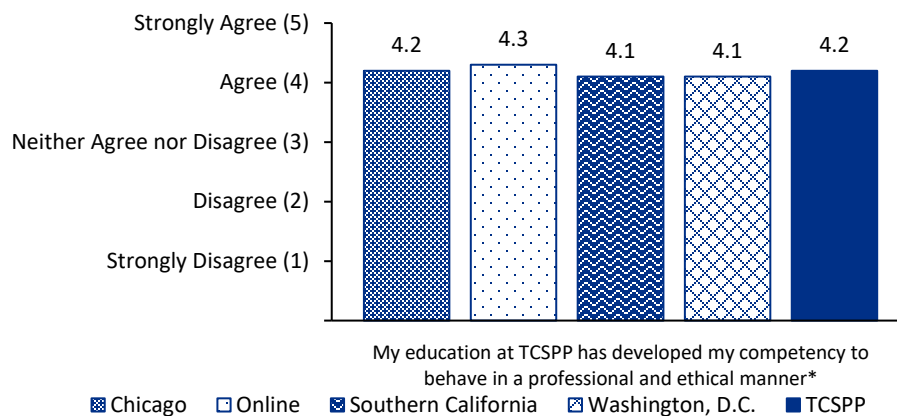
Socioeconomic differences. Respondents agree that TCSPP contributes to their ability to apply theoretical knowledge regarding *Socioeconomic differences*. With the exception of the Chicago campus, the average response ranges from *Agree* to *Strongly Agree* (See Table 6; TCSPP: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$) while the Chicago campus reports an average response of *Agree* (Chicago: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,212) = 5.9$) with a Tukey posthoc revealing that the Chicago campus reports less agreement than the Online campus.

Professional Behavior/Practice & Career Preparation

My education at TCSPP has developed my competency to behave in a professional and ethical manner.

Respondents agree with the statement, *My education at TCSPP has developed my competency to behave in a professional and ethical manner*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 22; TCSPP: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.1$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,750) = 2.8$). However, a Tukey post-hoc test finds that no differences exist between campuses.

Figure 22: Developed Competency to Behave in a Professional and Ethical Manner



My education at TCSPP has developed my competency to behave in a professional and ethical manner*

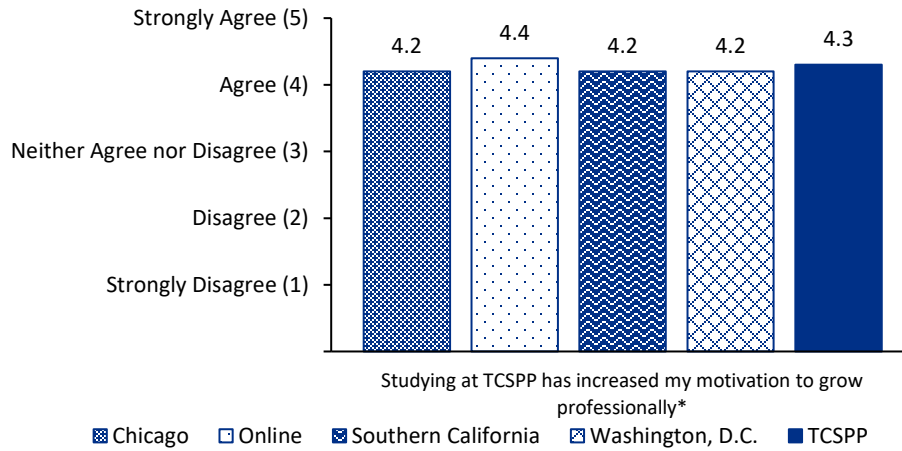
Chicago Online Southern California Washington, D.C. TCSPP

Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Studying at TCSPP has increased my motivation to grow professionally. Respondents agree that studying at TCSPP has increased their motivation to grow professionally. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 23; TCSPP: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,748) = 5.0$) with the Chicago and Southern California campuses reporting significantly lower levels of agreement than the Online campus.

Figure 23: Increased Motivation to Grow Professionally

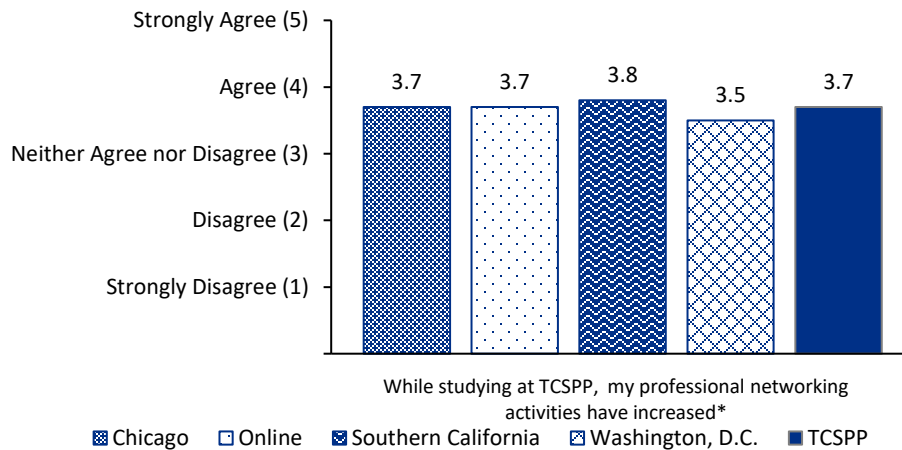


Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

While studying at TCSP, my professional networking activities have increased. Respondents somewhat agree with the statement, *While studying at TCSP, my professional networking activities have increased.* At all levels of interest, the average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 24; TCSP: $\bar{X} = 3.7$; Chicago: $\bar{X} = 3.7$; Online: $\bar{X} = 3.7$; Southern California: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 3.5$). A one-way ANOVA finds that significant differences exist ($F(3, 1,752) = 2.8$) with the Southern California campus reporting a significantly higher level of agreement than the Washington, D.C. campus; no other significant differences exist.

Figure 24: Increased Professional Networking Activities



Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, 2018

Please indicate if your education and training at TCSPP has involved any of the following areas. (Check all that apply). At all levels of interest, respondents report that their education and training at TCSPP has most often involved *Critical Thinking* (e.g. ability to engage in reflective and independent thinking) (See Table 7; TCSPP: 89.9%; Chicago: 90.2%; Online: 92.4%; Southern California: 85.4%; Washington, D.C. 88.3%)

Table 7: TCSPP Education and Training Involves the Following Areas

	Chicago (n = 449)	Online (n = 696)	Southern California (n = 362)	Washington, D.C. (n = 146)	TCSPP (n = 1,652)
Critical Thinking (e.g. ability to engage in reflective and independent thinking)	90.2%	92.4%	85.4%	88.3%	89.9%
Interpersonal Skills (e.g. interacting and communicating with others)	82.0%	80.3%	77.8%	82.8%	80.4%
Research Skills (e.g. report writing, data analysis)	74.2%	83.3%	69.9%	75.9%	77.2%
Communication Skills (e.g. clear presentation of ideas in written and verbal forms)	83.1%	83.0%	76.2%	84.2%	81.7%

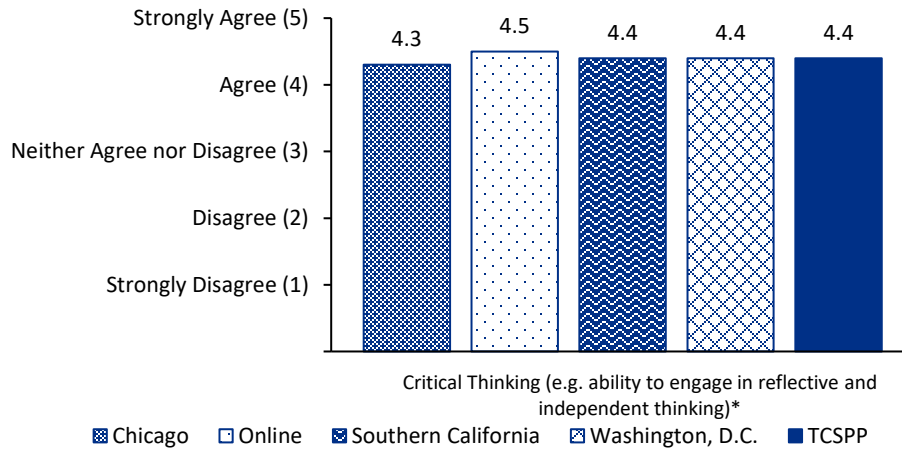
Data Source: TCSPP Student Experience Survey, 2018

My education and training have prepared me in the following areas:

Critical Thinking (e.g. ability to engage in reflective and independent thinking). Respondents agree that their TCSPP education and training have prepared their ability to think critically. At all levels of interest, the average response ranges from *Agree* to *Strongly Agree* (See Figure 25; TCSPP: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.4$; Washington, D.C.: $\bar{X} = 4.4$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,468) = 5.5$); specifically, the Online campus reports a significantly higher level of agreement than the Chicago campus.

Interpersonal Skills. Respondents agree that their TCSPP education and training has prepared their *Interpersonal Skills* (e.g. interacting and communication with others). The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 26; TCSPP: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.4$; Washington, D.C.: $\bar{X} = 4.2$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,314) = 4.8$); specifically, the Online campus reports a significantly higher level of agreement than the Chicago and Washington, D.C. campuses.

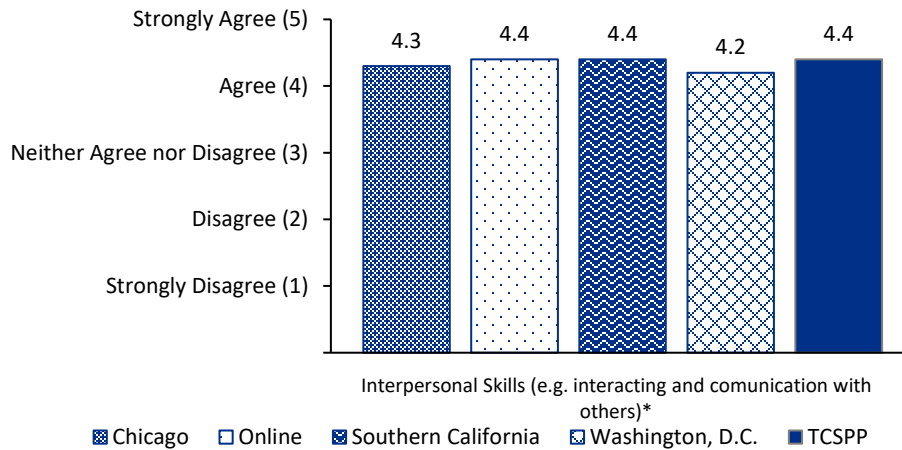
Figure 25: Critical Thinking



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Figure 26: Interpersonal Skills

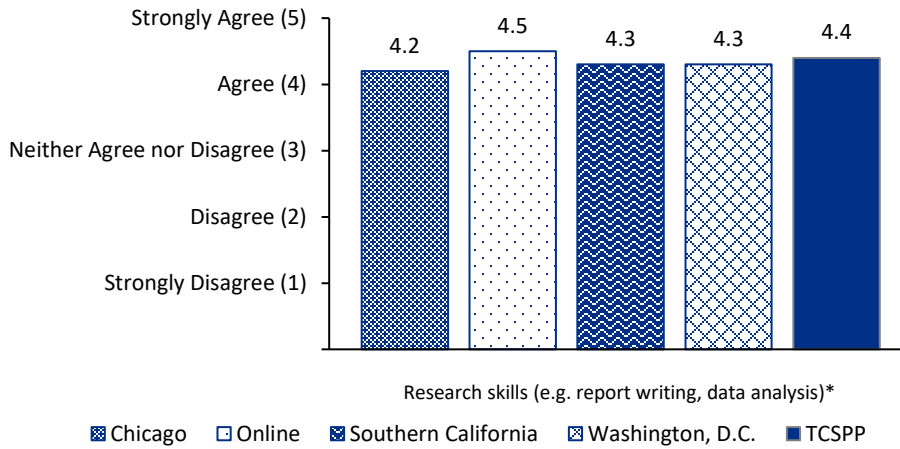


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Research Skills. Respondents agree that their education and training at TCSPP has contributed to their *Research Skills* (e.g. report writing, data analysis). The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 27; TCSPP: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.3$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,262) = 18.4$). The Chicago campus reports a significantly lower level of agreement than the Online and Southern California campuses. Additionally, the Online campus reports a significantly higher level of agreement than the Southern California campus.

Figure 27: Research Skills

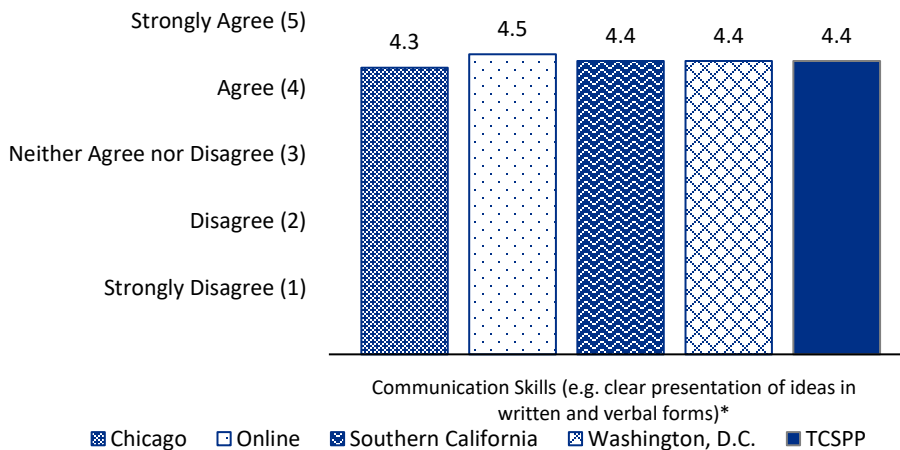


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Communication Skills. Respondents agree that their education and training at TCSPP has contributed to their *Communication Skills* (e.g. clear presentation of ideas in written and verbal forms). The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 28; TCSPP: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.4$; Washington, D.C.: $\bar{X} = 4.4$). A one-way ANOVA finds that significant differences exist between campuses ($F(3, 1,334) = 6.6$). Specifically, the Chicago campus reports a significantly lower level of agreement than the Online and Southern California campuses.

Figure 28: Communication Skills



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

School Resources

Please indicate if you have used any of the following resources in the past twelve months. (Check all that apply). Overall, the most cited resource used in the past twelve months by respondents is *Financial Aid* (See Table 8; TCSP: 76.1%).

Chicago. The most cited resource used in the past twelve months by Chicago respondents is *Library resources* (Chicago: 74.0%).

Online. The most cited resource used among Online respondents is *Library Resources* (Online: 78.4%).

Table 8: Percent Who Use TCSP Resources

	Chicago (n = 447)	Online (n = 707)	Southern California (n = 364)	Washington, D.C. (n = 145)	TCSP (n = 1,663)
Accessibility Accommodations	6.7%	7.9%	6.0%	2.8%	6.7%
Career Services	19.1%	10.2%	14.3%	8.2%	13.3%
Financial Aid	70.2%	78.1%	76.9%	82.8%	76.1%
Health and Wellness (e.g. Student Solutions, Programming)	5.8%	4.2%	3.6%	5.5%	4.6%
Information Technology (e.g. Canvas, myChicagoSchool)	70.9%	73.0%	65.9%	73.8%	71.0%
Library Resources	74.0%	78.4%	68.7%	75.3%	74.8%
NCADE (writing & research center)	32.4%	43.7%	43.7%	49.3%	41.2%
Office of Placement and Training	14.5%	2.4%	12.6%	3.4%	8.0%
Student Accounts (e.g. Payment Plans, Special Tuition Rates)	57.6%	58.1%	57.3%	58.6%	57.9%
Study Abroad	9.9%	8.3%	9.6%	8.2%	9.0%

Data Source: TCSP Student Experience Survey, 2018

Southern California. The most cited resource used among respondents from the Southern California campus is *Financial Aid* (Southern California: 76.9%).

Washington, D.C. The most cited resource used among Washington, D.C. respondents over the past twelve months is *Financial Aid* (Washington, D.C.: 82.8%).

Please indicate your level of satisfaction with the following resources over the past 12 months:

Accessibility Accommodations. Overall, respondents report satisfaction with *Accessibility Accommodations* at TCSP. At all levels of interest, the average response ranges from *Satisfied* to *Very Satisfied* (See Table 8; TCSP: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.6$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$).

Career Services. Respondents report satisfaction with *Career Services*. The average response at TCSP and the Online and Southern California campus ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Table 8; TCSP: $\bar{X} = 3.9$; Online: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.8$). The average response at the Chicago and Washington, D.C. campus is *Satisfied* (Chicago: $\bar{X} = 4.0$; Washington, D.C.: $\bar{X} = 4.0$).

Financial Aid. Respondents report satisfaction with *Financial Aid* at TCSP. With the exception of the Chicago campus, the average response ranges from *Satisfied* to *Very Satisfied* (See Table 8; TCSP: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$) while the Chicago campus reports an average response that ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (Chicago: $\bar{X} = 3.9$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,254) = 14.2$) with a Tukey posthoc test finding that the Chicago campus reports a significantly lower level of satisfaction than the Online, Southern California, and Washington, D.C. campuses. No other significant differences exist.

Health and Wellness (e.g. Student Solutions, Programming). Respondents report satisfaction with *Health and Wellness (e.g. Student Solutions, Programming)* at TCSP. With the exception of the Chicago campus, the average response ranges from *Satisfied* to *Very Satisfied* (See Table 8; TCSP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.1$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.4$). The Chicago campus reports an average response that ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (Chicago: $\bar{X} = 3.8$).

Information Technology. Respondents report satisfaction with *Information Technology (e.g. Canvas, myChicagoSchool)*. With the exception of the Chicago campus, the average response ranges from *Satisfied* to *Very Satisfied* (See Table 8; TCSP: $\bar{X} = 4.3$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.3$). The average response at the Chicago campus is *Satisfied* (Chicago: $\bar{X} = 4.0$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,169) = 18.9$). Specifically, the Chicago campus reports significantly lower levels of satisfaction with *Information Technology (e.g. Canvas, myChicagoSchool)* than the Online, Southern California, and Washington, D.C. campuses; Additionally, the Online campus reports significantly higher levels of satisfaction than the Southern California campus.

Library Resources. Respondents report satisfaction with *Library Resources* at TCSP. At all levels of interest, the average response ranges from *Satisfied* to *Very Satisfied* (See Table 8; TCSP: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.6$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,232) = 7.7$), such that, a Tukey posthoc test finds that the Washington, D.C. campus attributes more satisfaction to *Library Resources* than the Southern California campus; the Chicago campus reports a significantly lower level of satisfaction than the Online and Washington, D.C. campuses.

Table 9: Satisfaction with School Resources

	Chicago	Online	Southern California	Washington, D.C.	TCSPP	F-Value
Accessibility Accommodations	4.6 (0.6)	4.3 (0.9)	4.1 (1.3)	4.3 (0.9)	4.3 (0.9)	NA
Career Services	4.0 (0.9)	3.9 (1.2)	3.8 (1.0)	4.0 (1.0)	3.9 (1.1)	NA
Financial Aid	3.9 (0.9)	4.3 (0.8)	4.2 (0.8)	4.2 (0.9)	4.2 (0.9)	F(3, 1,254) = 14.2*
Health and Wellness (e.g. Student Solutions, Programming)	3.8 (0.8)	4.1 (1.0)	4.2 (0.8)	4.4 (0.7)	4.1 (0.9)	NA
Information Technology (e.g. Canvas, myChicagoSchool)	4.0 (0.8)	4.4 (0.7)	4.3 (0.7)	4.3 (0.7)	4.3 (0.7)	F(3, 1,169) = 18.9*
Library Resources	4.2 (0.7)	4.4 (0.7)	4.3 (0.8)	4.6 (0.7)	4.3 (0.7)	F(3, 1,232) = 7.7*
NCADE (writing & research center)	4.1 (0.9)	4.4 (0.7)	4.3 (0.7)	4.4 (0.7)	4.3 (0.8)	F(3, 676) = 3.9*
Office of Placement and Training	3.7 (1.1)	4.3 (0.7)	3.9 (1.1)	3.3 (1.8)	3.8 (1.1)	NA
Student Accounts (e.g. Payment Plans, Special Tuition Rates)	3.8 (1.0)	4.3 (0.8)	4.1 (0.9)	4.3 (0.8)	4.1 (0.9)	F(3, 955) = 15.1*
Study Abroad	4.0 (1.0)	4.4 (1.0)	4.2 (1.0)	4.4 (0.9)	4.2 (1.0)	NA

Note: *p-value ≤ 0.05; this table reports the mean response with standard deviation in parenthesis; due to low responses in some campuses one-way ANOVAs were not run for survey items that display a NA in the F-Value column

Data Source: TCSPP Student Experience Survey, 2018

NCADE (writing & research center). Respondents report satisfaction with *NCADE (writing & research center)* with the average response, at all levels of interest, ranging from *Satisfied* to *Very Satisfied* (See Table 8; TCSPP: \bar{X} = 4.3; Chicago: \bar{X} = 4.1; Online: \bar{X} = 4.4; Southern California: \bar{X} = 4.3; Washington, D.C.: \bar{X} = 4.4). A one-way ANOVA finds that significant differences exist (F(3, 676) = 3.9). Specifically, the Chicago campus reports a significantly lower level of satisfaction than the Online and Washington, D.C. campuses.

Office of Placement and Training. Respondents report some satisfaction with the *Office of Placement and Training*. With the exception of the Online campus, the average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Table 8; TCSPP: \bar{X} = 3.8; Chicago: \bar{X} = 3.7; Southern California: \bar{X} = 3.9; Washington, D.C.: \bar{X} = 3.3). The average response at the Online campus ranges from *Satisfied* to *Very Satisfied* (Online: \bar{X} = 4.3).

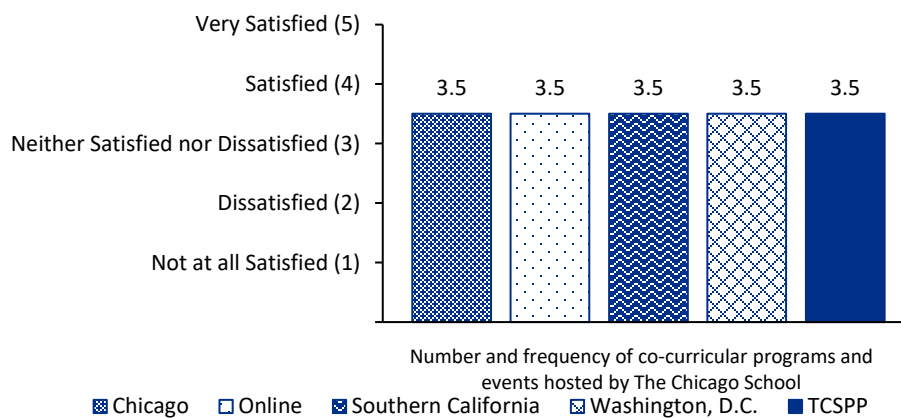
Student Accounts (e.g. Payment Plans, Special Tuition Rates). Respondents report satisfaction with *Student Accounts (e.g. Payment Plans, Special Tuition Rates)* at TCSPP. With the exception of the Chicago campus, the average response ranges from *Satisfied* to *Very Satisfied* (See Table 8; TCSPP: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$); the Chicago campus reports an average response that ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (Chicago: $\bar{X} = 3.8$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 955) = 15.1$). Specifically, the Chicago campus reports a significantly lower level of satisfaction than the Online, Southern California, and Washington, D.C. campuses.

Study Abroad. Respondents report satisfaction with *Study Abroad* at TCSPP. With the exception of the Chicago campus, the average response ranges from *Satisfied* to *Very Satisfied* (See Table 8; TCSPP: $\bar{X} = 4.2$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.4$). The average response at the Chicago campus is *Satisfied* (Chicago: $\bar{X} = 4.0$).

Please indicate your level of satisfaction with the following over the past 12 months.

Number and frequency of co-curricular programs and events hosted by The Chicago School. Respondents report a low level of satisfaction regarding the number and frequency of co-curricular programs and events hosted by TCSPP. The average response, at all levels of interest, ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 29; TCSPP: $\bar{X} = 3.5$; Chicago: $\bar{X} = 3.5$; Online: $\bar{X} = 3.5$; Southern California: $\bar{X} = 3.5$; Washington, D.C.: $\bar{X} = 3.5$).

Figure 29: Number and Frequency of Co-Curricular Programs and Events

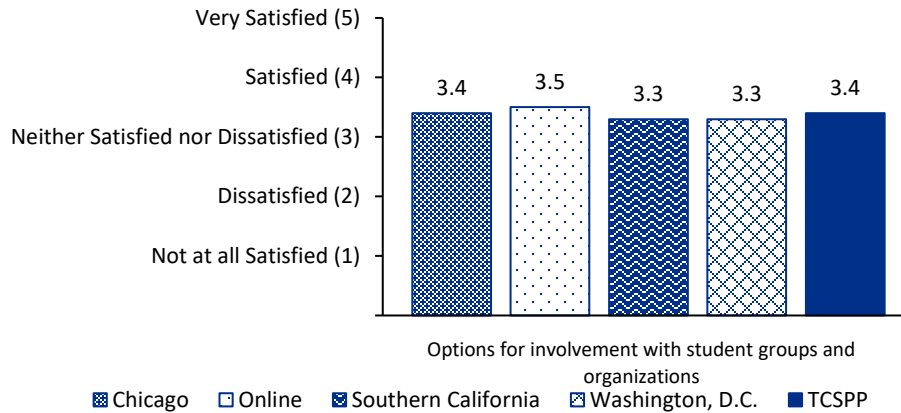


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

Options for involvement with student groups and organizations. Respondents report a low level of satisfaction with the statement, *Options for involvement with student groups and organizations*. The average response, at all levels of interest, ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 30; TCSPP: $\bar{X} = 3.4$; Chicago: $\bar{X} = 3.4$; Online: $\bar{X} = 3.5$; Southern California: $\bar{X} = 3.3$; Washington, D.C.: $\bar{X} = 3.3$).

Figure 30: Options for involvement with student groups and organizations



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, 2018

How do you prefer to receive information about student life and events? (Check all that apply). At all levels of interest, the most preferred method to receive information about student life and events is *Email about specific events* (See Table 10; TCSPP: 82.7%; Chicago: 79.7%; Online: 81.8%; Southern California: 86.3%; Washington, D.C.: 87.6%).

Table 10: Preferred Method to Receive Information About Student Life and Events

	Chicago (n = 448)	Online (n = 694)	Southern California (n = 364)	Washington, D.C. (n = 146)	TCSPP (n = 1,651)
Emails about specific events	79.7%	81.8%	86.3%	87.6%	82.7%
Weekly email digests	31.0%	28.8%	20.3%	33.8%	28.0%
Flyers or flat screen announcements	34.2%	7.3%	27.7%	37.9%	21.8%
Classroom announcements	36.2%	25.8%	38.5%	42.5%	32.9%
Canvas announcements	27.3%	53.0%	39.8%	45.5%	42.4%
Social media	21.7%	20.3%	18.4%	22.8%	20.5%
Word of mouth	32.0%	5.6%	19.2%	20.7%	17.1%
Other (please specify)	1.6%	2.6%	1.6%	0.7%	1.9%

Data Source: TCSPP Student Experience Survey, 2018

Which types of programs interest you the most? (Check all that apply). At all levels of interest, the most cited programs of interest are *Presentations/workshops from experts in my field* (See Table 11; TCSPP: 75.0%; Chicago: 74.7%; Online: 72.3%; Southern California: 79.0%; Washington, D.C.: 79.5%).

Table 11: Percent Interested in Programs

	Chicago (n = 447)	Online (n = 680)	Southern California (n = 352)	Washington, D.C. (n = 146)	TCSPP (n = 1,624)
Opportunities to meet students outside of my academic department	38.1%	32.2%	37.9%	38.6%	35.6%
Presentations/workshops from experts in my field	74.7%	72.3%	79.0%	79.5%	75.0%
Presentations/workshops from TCSPP faculty and staff	49.8%	52.1%	59.5%	52.7%	53.1%
Discussions about current events in my field	63.1%	65.0%	62.8%	71.0%	64.5%
Discussions about current events	36.7%	29.4%	30.8%	38.6%	32.5%
Community service opportunities	40.1%	38.8%	42.2%	46.2%	40.6%
Social activities	49.4%	33.7%	40.7%	52.4%	41.2%
Wellness programs	39.6%	29.3%	30.2%	37.9%	33.1%
Diversity programs	48.5%	43.4%	42.0%	54.1%	45.5%
Other (please specify)	1.6%	2.9%	2.3%	2.8%	2.4%

Data Source: TCSPP Student Experience Survey, 2018

What issues prohibit you from engaging in co-curricular activities? (Check all that apply). With the exception of the Online campus, the most cited issue prohibiting students from engaging in co-curricular activities is *Offered at an inconvenient time* (See Table 12; TCSPP: 60.3%; Chicago: 71.4%; Southern California; 69.0%; Washington, D.C.: 71.5%). The most cited issue prohibiting Online students from engaging in co-curricular activities is *Not offered online* (Online: 61.5%).

Table 12: Issues Prohibiting Co-Curricular Activities

	Chicago	Online	Southern California	Washington, D.C.	TCSP
	(n = 444)	(n = 689)	(n = 358)	(n = 144)	(n = 1,635)
Offered at an inconvenient time	71.4%	46.3%	69.0%	71.5%	60.3%
Not offered online	21.8%	61.5%	23.7%	21.7%	39.0%
Not recorded later for viewing	30.9%	30.0%	30.2%	33.6%	30.6%
I don't want to attend by myself	12.9%	6.0%	11.7%	14.7%	9.9%
I don't understand the purpose of co-curricular activities	1.1%	1.6%	2.2%	0.7%	1.5%
The activity will not benefit me professionally	10.8%	11.8%	10.9%	18.9%	11.9%
I do not have time to attend	69.8%	48.6%	58.7%	52.4%	56.9%
I did not hear about the activity	23.0%	15.7%	20.1%	31.6%	20.1%
Other (please specify)	6.8%	5.1%	8.4%	7.0%	6.4%

Data Source: TCSP Student Experience Survey, 2018

**Unweighted Abbreviated Topline
Student Experience Survey¹¹
2018
(n = 1,871)**

Section 1. Overall Satisfaction

The Chicago School of Professional Psychology values your opinion of the institution. Please think about your time here as a student when responding to the following statements.

How satisfied are you with your OVERALL academic experience at The Chicago School of Professional Psychology?

	Valid Percent
	(n = 1,636)
Not at all Satisfied	1.2
Dissatisfied	7.9
Neither Satisfied nor Dissatisfied	9.5
Satisfied	52.4
Very Satisfied	28.9

Please indicate your level of agreement with the following statements. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

I would recommend TCSP to friends, family, and colleagues.

	Valid Percent
	(n = 1,869)
Strongly Disagree	4.2
Disagree	8.5
Neither Agree nor Disagree	15.8
Agree	39.8
Strongly Agree	31.6

¹¹ Note: to rounding, each column may not sum to 100.0%. Tables report valid percentages; valid n's are in parenthesis; other (please specify) questions are reported verbatim and include all typos.

I made the right choice by enrolling at TCSPP.

	Valid Percent
	(n = 1,869)
Strongly Disagree	2.9
Disagree	5.8
Neither Agree nor Disagree	16.9
Agree	39.0
Strongly Agree	35.4

My overall experience at TCSPP has met my expectations.

	Valid Percent
	(n = 1,868)
Strongly Disagree	3.8
Disagree	11.2
Neither Agree nor Disagree	15.2
Agree	44.7
Strongly Agree	25.1

I feel a sense of pride attending TCSPP.

	Valid Percent
	(n = 1,868)
Strongly Disagree	2.8
Disagree	7.6
Neither Agree nor Disagree	22.4
Agree	37.8
Strongly Agree	29.4

TCSPP has a good reputation within the community.

	Valid Percent
	(n = 1,869)
Strongly Disagree	2.0
Disagree	5.6
Neither Agree nor Disagree	27.4
Agree	40.7
Strongly Agree	24.3

I feel welcomed by individuals at TCSPP.

	Valid Percent
	(n = 1,869)
Strongly Disagree	1.6
Disagree	3.6
Neither Agree nor Disagree	13.3
Agree	42.7
Strongly Agree	38.8

I feel a sense of belonging at TCSPP.

	Valid Percent
	(n = 1,869)
Strongly Disagree	3.7
Disagree	9.2
Neither Agree nor Disagree	23.2
Agree	38.5
Strongly Agree	25.4

Section 2: Faculty Interaction & Student-Focused Learning

To contribute to an effective and quality education experience, Chicago School faculty members systematically monitor student learning to inform future planning and to generate creative, responsive initiatives to improve academic programs. Your feedback will help TCSPP continue to improve its student-focused learning.

Thinking about your experiences in The Chicago School of Professional Psychology's student-focused learning environment; please indicate your level of agreement with the following statements. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

My faculty have been instrumental in my student experience at TCSPP.

	Valid Percent
	(n = 1,861)
Strongly Disagree	2.5
Disagree	6.3
Neither Agree nor Disagree	12.0
Agree	40.0
Strongly Agree	39.1

I know at least one faculty member at TCSPP who I can go to for support of my professional development.

	Valid Percent
	(n = 1,859)
Strongly Disagree	2.0
Disagree	6.3
Neither Agree nor Disagree	7.5
Agree	35.1
Strongly Agree	49.0

I know at least one faculty member at TCSPP who I can go to for career guidance, including options in my field.

	Valid Percent
	(n = 1,859)
Strongly Disagree	2.6
Disagree	7.9
Neither Agree nor Disagree	9.9
Agree	33.2
Strongly Agree	46.5

I have a good relationship with my thesis or dissertation chair.

	Valid Percent
	(n = 1,101)
Strongly Disagree	4.4
Disagree	6.5
Neither Agree nor Disagree	29.7
Agree	24.0
Strongly Agree	35.4

*Note: Respondents were instructed to select N/A if they do not have a thesis or dissertation scale.

Section 3. Community

The Chicago School of Professional Psychology values community. Please think about your experiences with your peers inside and outside of the classroom when responding to the following statements.

Please indicate your level of agreement with the following statements. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

My interactions with other students at TCSP are positive.

	Valid Percent
	(n = 1,815)
Strongly Disagree	0.9
Disagree	1.9
Neither Agree nor Disagree	7.8
Agree	49.1
Strongly Agree	40.3

I have adequate opportunities to gather with peers from TCSP outside of class (e.g., in-person, online, Skype, phone, email, etc.).

	Valid Percent
	(n = 1,812)
Strongly Disagree	4.0
Disagree	10.0
Neither Agree nor Disagree	18.3
Agree	42.7
Strongly Agree	25.0

I take advantage of opportunities to gather with peers from TCSP outside of class (e.g., in-person, online, Skype, phone, email, etc.).

	Valid Percent
	(n = 1,815)
Strongly Disagree	4.0
Disagree	11.3
Neither Agree nor Disagree	19.8
Agree	39.9
Strongly Agree	25.0

Please select the co-curricular experiences you have engaged in at TCSP that have been most influential in helping you create a student community and professional network. (Check all that apply).

	Valid Percent
	(n = 1,551)
Academic resources (e.g. academic assistance, lectures, presentations)	60.9
Career Services (e.g. resume, interviewing, online tools)	19.7
Diversity resources and events (e.g. LGBT Safe Zone training, lectures)	12.6
Graduate Research Forum (GRF)	12.1
Health and Wellness (e.g. Student Solutions, programming)	5.9
International Education (e.g. international student services, study abroad)	9.2
Military & Veteran (e.g. programming and resources)	3.7
NCADE (writing & research center)	38.0
New Student Orientation (e.g. Early Connect, Orientation Day/Online Orientation, Welcome Weeks)	52.4
Office of Placement and Training (e.g. lectures and trainings – CEUs)	7.8
Student Organizations (e.g. CSSA, BSU, TMI)	15.0
Other (please specify)	8.9

Other (please specify) responses include: 1) I have tried to connect with the International Department, but no one got back to me. 2) Outside of TCSP, we have a vibrant WhatsApp, LinkedIn, and Facebook community. (1)ABA Cafe tools and resources (1)aboard (1)Access department (1)Accommodations (1)Accommodations (1)Admission (1)Ambassadors Club and Student Teaching Ambassador (1)APP (1); As a blended student, I do not participate in these activities. I spend time with my cohort during our class weekends and sometimes outside of class. (1); Assigned partner work within courses have helped to foster peer relationships within the program (1); Avril Cunningham (1); Blended program (1); Bouchet Honors (1); Business Program Resource Cafe (1); CAN Lab (1); Center for Latino Mental Health (1); Center for Latino/a Mental Health (1); Cetys (1); Class discussions and group supervision (1); Classes (2); CLMH and CMDS (1); Cohort made a chat group (1); Community Partners (1); Community Partnerships (1); ConCISE (2); ConCise Consulting projects (1); Conferences pertaining to ur field (1); DCT search committee (1); Direct recommendation and direction from faculty (1); Dr. Warner has been amazing as a practicum advisor as has Sarah Livermore. I am grateful to Dr. Kennedy and Dr. Sherman for writing me letters of recommendation, as I am to all those named here. I have excellent friendships with Winfred Nakitare and Chrsty Lynch, and this has really been helpful. Dora Shamoill, another student, has been wonderfully helpful to me on an academic basis. I am also grateful to Dr. Yerke for helping me out when I did not understand what was required of me in one class during my first semester. He, along with Dr. Warner and Dr. Kennedy, made accommodations for me in this area and they did so without causing me shame, and for this, I am profoundly grateful. (1); Due to being enrolled in blended format this seldomly took place. (1); Fellowship through NRCI (1); Field Experience and Residency (1); General push among my cohort for student camaraderie (1); Get togethers (1); Grad Assistant Communication (1); group projects (1); Group projects (2); group.me with my cohort; going out for meals or drinks with my cohort (1); Hip Hop Heals (1); I do not participate in any of these. (1); I don't live in Chicago so I don't have many opportunities (1); I have not been compelled but I am aware of the various supports in place. (1); I live vary far from the school and only attend on the weekends (1); I meet with my director and advisor regularly to discuss goals and possible misunderstandings (1); I work at the front desk (1); I/O workshop (1); IC-Race Lab (1); In class (1); In Class (1); n class interactions with other students. (1); In Person Residencies (1); In-class Discussions. (1); informal gatherings with cohort (1); Internship Meeting (1); Just spending time with classmates (1); LABA (1); librarian, financial aide (1); Library (1); LIBRARY (1); Library Assistance (1); Library conference (1); Lunch and Learns (1); Mostly, what brings us together as students is that we basically have to figure things out on our own without guidance from the school. (1); My own and my classmates' push to meet each other outside of school. (1); N/a (2); N/A (1); Na (1); NCADE (1); Networking events (1); non school related gatherings (1); Non-school affiliated FB page (1); none (4); None (4); None of the above (1); None of these offerings have been impactful in my engagement at TCSP. My connection to other students has been built entirely from my own initiative. (1); None used. Online student. (1); Nothing has provided me with this (1); On-Campus Residencies (1); Online group project and discussions (1); Other than NCADE and career services, are these even available to online students? (1); Our online- discussion boards (1); outside study groups (1); part-time employment at TCSP (1); Personal interaction with students (1); PFPF (1); Phone (1); practicum assistance (1); Practicum site (1); Research Clerkship (1); Research groups led by faculty (1); Residencies (1); residency (2); Residency (3); Residency and live classes (1); Roommates from same school (1); SJLA (1); Social Apps (1); social events (1); Social events (1); social gatherings (1); Social gatherings for department and in class panels (1); Social Media (1); Spanish Hour (1); student employment (1); Student member on one of TCSP's Strategic Planning Committees (1); Study Abroad Program (1); Study Groups (1); Technical support for issues of assignment submissions (1); The Center for Latino/a Mental Health (1); The Minority Initiative club (1); There was 1 ABA dept. Bar meetup (1); through canvas and school email (1); Verbal behavior reading group (1); Webinars (1); Webinars, workshops, WhatsApp (1); work study (1); Working with professors and other students as a teaching assistant/faculty assistant (1)

Section 4. Scholarship

TCSPP's continuing focus on student learning provides academic preparation for your professional goals. TCSPP strives to prepare students to be academic scholars and to use scientific research and theory to inform student practices an applied research.

Please indicate your level of agreement for the following statements. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

I have the support I need at TCSPP to achieve my research goals.

	Valid Percent
	(n = 1,550)
Strongly Disagree	3.4
Disagree	7.5
Neither Agree nor Disagree	19.2
Agree	40.3
Strongly Agree	29.6

*Note: Respondents were instructed to select N/A if the statement does not apply to their program.

My education at TCSPP has developed my competency in using scientific research and theory to prepare scholarly work.

	Valid Percent
	(n = 1,601)
Strongly Disagree	2.3
Disagree	4.2
Neither Agree nor Disagree	14.1
Agree	45.2
Strongly Agree	34.2

*Note: Respondents were instructed to select N/A if the statement does not apply to their program.

My education at TCSPP has developed my competency in using scientific research and theory to inform my practice.

	Valid Percent
	(n = 1,600)
Strongly Disagree	2.1
Disagree	3.9
Neither Agree nor Disagree	13.8
Agree	46.3
Strongly Agree	34.0

*Note: Respondents were instructed to select N/A if the statement does not apply to their program.

Section 5. Diversity

A learning goal at The Chicago School of Professional Psychology is for graduates to be able to apply practical knowledge about the diversity and complexity of human identity in professional work.

Please indicate your level of agreement with the following statements. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

Studying at TCSPP has provided me the opportunity to interact with people whose backgrounds are different from mine.

	Valid Percent
	(n = 1,785)
Strongly Disagree	1.1
Disagree	2.5
Neither Agree nor Disagree	8.2
Agree	41.6
Strongly Agree	46.6

Studying at TCSPP has increased my desire to work with underserved populations.

	Valid Percent
	(n = 1,786)
Strongly Disagree	2.2
Disagree	5.5
Neither Agree nor Disagree	22.6
Agree	33.9
Strongly Agree	35.7

Studying at TCSPP has increased my respect for people whose backgrounds are different from mine.

	Valid Percent
	(n = 1,783)
Strongly Disagree	1.3
Disagree	2.1
Neither Agree nor Disagree	15.4
Agree	37.6
Strongly Agree	43.5

Please indicate the areas of diversity and identity that your education at TCSP has covered. (Check all that apply)

	Valid Percent
	(n = 1,694)
Ability	65.3
Age	71.5
Cultural	90.4
Ethnic	79.3
Gender	79.9
Privilege	60.9
Racial	79.8
Religious	56.3
Sexual orientation	65.9
Socioeconomic	74.7

Please indicate your level of agreement concerning the degree to which your education at TCSP has contributed to your ability to apply PRACTICAL knowledge in the areas of diversity and identity below. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

Ability

	Valid Percent
	(n = 1,095)
Strongly Disagree	0.9
Disagree	2.5
Neither Agree nor Disagree	11.5
Agree	53.8
Strongly Agree	31.3

Age

	Valid Percent
	(n = 1,203)
Strongly Disagree	0.7
Disagree	2.1
Neither Agree nor Disagree	12.4
Agree	55.0
Strongly Agree	29.8

Cultural

	Valid Percent
	(n = 1,516)
Strongly Disagree	0.7
Disagree	1.1
Neither Agree nor Disagree	8.1
Agree	51.2
Strongly Agree	38.9

Ethnic

	Valid Percent
	(n = 1,332)
Strongly Disagree	0.5
Disagree	1.9
Neither Agree nor Disagree	9.8
Agree	50.2
Strongly Agree	37.6

Gender

	Valid Percent
	(n = 1,336)
Strongly Disagree	0.6
Disagree	2.3
Neither Agree nor Disagree	10.7
Agree	53.0
Strongly Agree	33.4

Privilege

	Valid Percent
	(n = 1,020)
Strongly Disagree	0.8
Disagree	2.5
Neither Agree nor Disagree	12.5
Agree	48.7
Strongly Agree	35.5

Racial

	Valid Percent
	(n = 1,332)
Strongly Disagree	0.7
Disagree	2.3
Neither Agree nor Disagree	8.5
Agree	51.3
Strongly Agree	37.2

Religious

	Valid Percent
	(n = 945)
Strongly Disagree	0.6
Disagree	3.9
Neither Agree nor Disagree	14.6
Agree	53.4
Strongly Agree	27.4

Sexual orientation

	Valid Percent
	(n = 1,102)
Strongly Disagree	0.7
Disagree	1.6
Neither Agree nor Disagree	11.3
Agree	53.4
Strongly Agree	32.9

Socioeconomic

	Valid Percent
	(n = 1,254)
Strongly Disagree	0.6
Disagree	1.6
Neither Agree nor Disagree	11.3
Agree	51.7
Strongly Agree	34.8

Please indicate your level of agreement concerning the degree to which your education at TCSP has contributed to your ability to apply THEORETICAL knowledge in the areas of diversity and identity below. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

Ability

	Valid Percent
	(n = 1,075)
Strongly Disagree	0.8
Disagree	3.1
Neither Agree nor Disagree	13.0
Agree	51.6
Strongly Agree	31.4

Age

	Valid Percent
	(n = 1,178)
Strongly Disagree	0.6
Disagree	2.9
Neither Agree nor Disagree	12.5
Agree	53.3
Strongly Agree	30.7

Cultural

	Valid Percent
	(n = 1,488)
Strongly Disagree	0.4
Disagree	1.8
Neither Agree nor Disagree	10.8
Agree	51.7
Strongly Agree	35.3

Ethnic

	Valid Percent
	(n = 1,308)
Strongly Disagree	0.6
Disagree	2.0
Neither Agree nor Disagree	10.9
Agree	51.1
Strongly Agree	35.3

Gender

	Valid Percent
	(n = 1,314)
Strongly Disagree	0.5
Disagree	2.6
Neither Agree nor Disagree	12.3
Agree	51.1
Strongly Agree	33.4

Privilege

	Valid Percent
	(n = 1,008)
Strongly Disagree	0.6
Disagree	3.4
Neither Agree nor Disagree	13.0
Agree	50.7
Strongly Agree	32.3

Racial

	Valid Percent
	(n = 1,319)
Strongly Disagree	0.5
Disagree	2.4
Neither Agree nor Disagree	10.5
Agree	50.4
Strongly Agree	36.1

Religious

	Valid Percent
	(n = 932)
Strongly Disagree	0.4
Disagree	3.6
Neither Agree nor Disagree	15.6
Agree	49.9
Strongly Agree	30.5

Sexual orientation

	Valid Percent
	(n = 1,090)
Strongly Disagree	0.6
Disagree	3.3
Neither Agree nor Disagree	11.7
Agree	52.6
Strongly Agree	31.7

Socioeconomic

	Valid Percent
	(n = 1,226)
Strongly Disagree	0.3
Disagree	2.4
Neither Agree nor Disagree	12.3
Agree	51.7
Strongly Agree	33.2

Section 6. Professional Behavior/Practice & Career Preparation

TCSPP's continuing focus on student learning provides career preparation.

Please indicate your level of agreement with the following statements. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

My education at TCSPP has developed my competency to behave in a professional ethical manner.

	Valid Percent
	(n = 1,752)
Strongly Disagree	1.7
Disagree	2.9
Neither Agree nor Disagree	12.7
Agree	40.6
Strongly Agree	42.1

Studying at TCSP has increased my motivation to grow professionally.

	Valid Percent
	(n = 1,750)
Strongly Disagree	1.8
Disagree	3.0
Neither Agree nor Disagree	8.9
Agree	38.4
Strongly Agree	47.9

While studying at TCSP, my professional networking activities have increased.

	Valid Percent
	(n = 1,754)
Strongly Disagree	3.9
Disagree	12.3
Neither Agree nor Disagree	22.9
Agree	36.4
Strongly Agree	24.6

Please indicate if your education and training at TCSP has involved any of the following areas. (Check all that apply)

	Valid Percent
	(n = 1,653)
Critical Thinking (e.g. ability to engage in reflective and independent thinking)	89.9
Interpersonal Skills (e.g. interacting and communicating with others)	80.8
Research Skills (e.g. report writing, data analysis)	77.0
Communication Skills (e.g. clear presentation of ideas)	82.1

Please indicate your level of agreement concerning the degree to which your education and training has prepared you in the following areas. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

Critical Thinking (e.g. ability to engage in reflective and independent thinking)

	Valid Percent
	(n = 1,475)
Strongly Disagree	0.9
Disagree	0.3
Neither Agree nor Disagree	3.0
Agree	49.7
Strongly Agree	46.1

Interpersonal Skills (e.g. interacting and communication with others)

	Valid Percent
	(n = 1,325)
Strongly Disagree	0.8
Disagree	0.8
Neither Agree nor Disagree	4.9
Agree	48.8
Strongly Agree	44.8

Research Skills (e.g. report writing, data analysis)

	Valid Percent
	(n = 1,263)
Strongly Disagree	0.8
Disagree	1.0
Neither Agree nor Disagree	5.1
Agree	49.3
Strongly Agree	43.8

Communication Skills (e.g. clear presentation of ideas)

	Valid Percent
	(n = 1,346)
Strongly Disagree	0.7
Disagree	0.5
Neither Agree nor Disagree	5.0
Agree	48.7
Strongly Agree	45.1

Please indicate which, if any, of the professional organization you are currently involved with. (Check all that apply)

Responses from Organizational Leadership:

	Valid Percent
	(n = 96)
Academy of Management	10.4
International Leadership Association	12.5
Organization Development Network	12.5
Other (please specify)	30.2
I am not involved with any professional organizations.	52.1

Other (please specify) responses include: AASP, The Honor Foundation, (1); ALE (1); American college of Healthcare Executives (1); American Psychological Association (1); APA & SIOP (1); Applied Behavior Analysis International (1); Association for Talent Development (1); California Association of Behavior Analysis (1); California Marriage and Family Therapist Association (1); Destination International, MS Tourism Association, Alpha Phi Alpha Fraternity, Inc. (1); Greenleaf Servant Leadership Center (1); Hire Heroes USA as a career coach (1); HRMAC, SHRM, HRA, SIOP, (1); Indiana Leadership Association, leader Development Association of NMA (1); INFORMS (1); National Association of Black Social Workers (1); None currently (1); Psi Chi (1); SHRM (1); SHRM, NCSA (1); SIOP (2); SIOP, APA (1); SIOP, ATD, ICF, APA (1); SIOPP (1); The Recording Academy (1); Too many to name (1)

Responses from Marriage and Family Therapy:

	Valid Percent
	(n = 81)
American Association for Marriage and Family Therapy (AAMFT)	17.3
American Association for Marriage and Family Therapy – State or Regional Chapter	1.2
California Association of Marriage and Family Therapists (CAMFT)	92.6
National Association of Social Workers (NASW)	0.0
National Association of Social Workers –State or Regional Chapter	1.2
Other (please specify)	4.9
I am not involved with any professional organizations.	3.7

Other (please specify) responses include: AAPA (1); Association of Black Psychology and Association of Black Sexologist and Clinicians (1); The Association of Black Psychologists (1); US Association of Body Psychotherapy

Responses from Counseling:

	Valid Percent
	(n = 238)
American Counseling Association (ACA)	60.9
American Counseling Association – State or Regional Chapter	8.4
District of Columbia Counseling Association (DCCA)	0.4
National Association of Social Workers (NASW)	0.4
National Association of Social Workers – State or Regional Chapter	0.4
Other (please specify)	19.7
I am not involved with any professional organizations.	31.5

Other (please specify) responses include: ACA (1); ACES (1); AERA (1); ALGBTIC (1); American Dance Therapy Association (1); American Psychological Association (1); American School Counselor Association (1); apa (1); APA (9); APA, AAS (1); APA, ICA (1); Association for Play Therapy (1); Association for the Treatment of Sexual Abusers (1); Association of Counselor Educators and Supervisors (1); Association of Creative Counseling (1); Attention Deficit Disorder Assoc., ADDA (1); Austin Group Psychotherapy (1); Chi Sigma Iota (2); Creativity in Counseling and Play Therapy Association (1); CSI (1); ICA, APA (1); LPCA (1); MCA-MD Counseling Association (1); Midwest Professional Association (1); NAADAC (addiction professionals) (1); NASP, APA (1); National Alliance on Mental Illness (1); National Latino/a Psychological Association (1); NCACES (1); Play Therapy Association (1); Professional association for my current career (1); PSI CHI (1); The Association for Play Therapy (1); The Association for Play Therapy (1)

Responses from Clinical Psychology:

	Valid Percent
	(n = 276)
American Psychological Association (APA)	60.1
California Psychology Association (CPA)	5.1
California Psychological Association of Graduate Students (CPAGS)	3.6
Chicago Association for Psychoanalytic Psychology (CAAP)	0.7
Crescent City Area Psychological Society (CCAPS)	2.2
District of Columbia Psychological Association (DCPA)	3.6
Illinois Psychological Association (IPA)	9.1
Los Angeles County Psychology Association	5.8
Louisiana Psychological Association (LPA)	2.9
Maryland Psychological Association (MPA)	1.1
Midwestern Psychological Association (MPA)	4.3
Orange County Psychology Association	1.1
Southeasteastern Psychological Association (SEPA)	1.1
Other (please specify)	21.4
I am not involved with any professional organizations.	27.2

Other (please specify) responses include: ABCT (1); ACA (1); Academy for Eating Disorders (1); American Academy of Clinical Neuropsychology (1); American Association of Suicidology (1); American Group Psychotherapy Association (1); American Society of Clinical Hypnosis (1); APA Chapters (1); APA divisions- not overall APA (1); APLS (2); Asian American Psychological Association (1); Association for Applied Sport Psychology (1); Association of Black Psychologists (1); Association of Psychological Science (1); BBS, APPIC (1); CA Association of Marriage & Family Therapist (1); CAMF, CAADE (1); CAMFT (3); CAMFT, AAMFT (1); CAMFT, LA CAMFT, APSA, WPATH, (1); Canadian Psychological Association (1); Chicago centers for psychoanalysis (1); Counseling (1); Division 19 of APA (1); Eastern Psychological Association (1); Forensics mental health association (1); Illinois Childhood Trauma Coalition, CICO (1); Illinois Psychological Association of Graduate Students (IPAGS) (1); INS (1); International Society for Neurofeedback and Research (ISNR) (1); Louisiana Play Therapy Association, Association of Black Psychologists (1); NAMI (1); NAMI, MARATSA (1); NASP (1); National Latino Psychological Association (NLPA) (1); National Register of Health Psychologist; British Psychological Association (1); NEFESH (1); NLPA (1); NY State Psychological Association (1); Ohio Psychological Association (1); Psi CHI and NASW (1); PsiChi (1); SfHP (1); Society for Personality Assessment, (1); Society of Personality and Social Psychology (1); Southwestern psychological association (1); SPA (1); The Association of Black Psychologists (2); The Jungian Institute and The New Center. (1)

Responses from International Psychology:

	Valid Percent
	(n = 96)
American Psychological Association (APA)	49.0
American Psychological Association Division 52 – International Psychology	41.7
Other (please specify)	32.3
I am not involved with any professional organizations.	35.4

Other (please specify) responses include: AACC (1); AAMFT (1); ACA (2); American School Counselor Association and American Counseling Association (1); APA multicultural psych (1); Association of Psychological Science (1); DC Psychological Association (1); DCPA (1); DCPA, SIOP, APA Div 22.1, NAFSA, APT (1); I need to renew my APA and APA decision 52 membership. I am involved with APA women's association and also with the Middle Eastern Psychology Association which I am leading, organizing, and presenting a multidisciplinary panel for "A movement for global mental and physical health" . (1); IMCHA (1); International Association of Cross Cultural Psyc (1); Local domestic violence agency (1); NASW (3); National Career Development Assoc (1); National Latino/a Psychological Association (1); Numerous nonprofits, NGOs dedicated to underserved populations (1); TCSPP DAB (1); The American Professional Society on the Abuse of Children (1)

Responses from Public Health:

	Valid Percent
	(n = 6)
American Public Health Association (APHA)	0.0
Illinois Public Health Association (IPHA)	0.0
Metropolitan Washington Public Health Association (MWPHA)	0.0
Southern California Public Health Association (SCPHA)	0.0
Other (please specify)	0.0
I am not involved with any professional organizations.	100.0

Other (please specify) responses not provided

Responses from Applied Behavior Analysis:

	Valid Percent
	(n = 290)
Association for Behavior Analysis International (ABAI)	48.6
Association for Professional Behavior Analysts	13.1
Behavior Analyst Certification Board (BACB)	52.1
California Association for Behavior Analysis (CalABA)	16.2
Illinois Association for Behavior Analysis (ILABA)	6.6
Maryland Association for Behavior Analysis (MABA)	3.4
Standard Celebration Society	4.1
Virginia Association for Behavior Analysis	4.8
Other (please specify)	19.7
I am not involved with any professional organizations.	24.5

Other (please specify) responses include: Alaba, faba (1); American Music Therapy Association (1); Association of Professional Behavior Analysis (APBA) (1); Association of Zoos and Aquariums, Animal Behavior Society (1); AzABA (1); AzABA, ACBS (1); BABAT (2); BC-ABA (1); District ABA (1); FABA (2); FABA, GOABA (1); FLABA and its the Standard Celebration Society Not Standard Celebration Society through my classmates and I belong to that too (1); Florida Association for Behavior Analysis (2); Florida Association for Behavior Analysts (1); GABA (2); Georgia Association of Behavior Analysis (1); Hawaii Association for Behavior Analysis (HABA) (1); ICA, APA (1); KYABA (1); LABA (2); LaBAA (1); Louisiana Behavior Analysis Association (1); MiABA (1); Mid-America Association for Behavior Analysis (1); Midwestern Association of Applied Behavior Analysis and Florida Association of Behavior Analysis (1); Missouri ABA (1); Missouri Behavior Analyst Advisory Board (1); NASP (1); NBCC (1); NCABA (1); NJABA (2); Nysaba (1); NYSABA (3); OBM Network (2); Organizational Behavior Management (1); SCABA (1); South Dakota Association for Behavior Analysis, Ohio Association for Behavior Analysis (1); Tennessee Counseling Association (1); The MABA option is incorrect, the acronym stands for: Mid-American Association for Behavior Analysis (1); TxABA (1); TXABA (1); WisABA (1); Wisconsin chapter in ABA (1)

Responses from Forensic Psychology:

	Valid Percent
	(n = 157)
California Association for Licensed Professional Clinical Counselors	2.5
Forensic Mental Health Association of California (FMHAC)	5.1
International Association for Correctional and Forensic Psychology (IACFP)	1.3
Other (please specify)	27.4
I am not involved with any professional organizations.	68.2

Other (please specify) responses include: ACA (1); ACA and APP (1); ACA Student Member (1); American Bar Association (1); American Counseling Association (1); American psychological association (1); American Psychological Association (APA), American Psychology and Law Society (APLS), Illinois Psychological Association (IPA), Association of Psychological Science (APS), (1); American Psychological Association, student affiliate (1); American Psychology Association & California Psychology Association (1); American Psychology Law Society (2); American Psychology-Law Society (2); AP-LS (4); AP-LS (American Psychology-Law Society (1); APA (4); APA, AP-LS (1); APA, APA-LS, NOFSW (1); APA, CPA, LACPA, BDN, ABPsi (1); APA, IPA (1); APA, LACPA (1); APLS div 41 (1); APLS, APS (1); California Coalition of Sexual Offending, American Psychological Law Society, American Psychiatric Association (1); CASOMB, APAGS (1); CCAPP (1); LACPA (1); LACPA, OCPA, APA (1); Los Angeles County Psychological Association (1); Maryland Counseling Association (1); Mental Health America (1); National Rehabilitation Association (1); PsyChi (1); Sacramento Valley Psychological Association Forensic Division (1)

Responses from School Psychology:

	Valid Percent
	(n = 77)
California Association of School Psychologist (CASP)	0.0
District of Columbia Association of School Psychologist (DCASP)	0.0
Illinois School Psychologist Association (ISPA)	44.2
National Association of School Psychologist (NASP)	64.9
Other (please specify)	14.3
I am not involved with any professional organizations.	20.8

Other (please specify) responses include: Aamft (1); AECT and Online Learning Consortium (1); American Psychology Association (1); APA (2); Association for the Assessment of Learning in Higher Education, American Psychological Association (1); BACB (1); FASP, OCASP (1); International Honor Society of Educators (1); International School Psychology Association (1); Phi Kappa Phi (1)

Responses from Business Psychology:

	Valid Percent
	(n = 226)
Chicago Society for Human Resource Management (Chicago SHRM)	3.5
Human Resources Association of the National Capital Area (HRA-NCA)	0.0
Professionals In Human Resources Association (PIHRA)	1.8
Society for Human Resources Managements (SHRM)	15.5
Society for Industrial and Organizational Psychology (SIOP)	47.3
Society of Consulting Psychology (SCP)	6.6
Other (please specify)	18.6
I am not involved with any professional organizations.	40.3

Other (please specify) responses include: ABA (1); Academy of Management (3); American College of Healthcare Executives (1); American Psychological Association. and, American Psychological Association (1); American Psychological Organization (APA) (1); APA (4); APA , AOM, and ACMP (1); APA and AHA (1); APA Division 13 (1); APA, ACA, American Psychology-Law Association (1); Association for Talent Management www.td.com (1); Atd (1); ATD (1); ATD and APA (1); Aviation Psychology professional groups. (1); Chicago Industrial and Organizational Psychologists (CIOP) (1); Ciop (1); CIOP (4); HRMAC (2); Human Capital Institute (1); I am involved in multiple organizations. (1); IHMA, ODN, NAMA, YA, CHEF, ACHE (1); International Association of Chiefs of Police, Police Executive Research Forum (1); NASW (1); National Career Development Association (NCDA) (1); OD Network, Women in Management, HRMAC, HCI (1); ODN (1); ODNET (1); Personnel Testing Council of Metropolitan Washington (PTCMW) (1); Society of Manufacturing Engineers (1); The Beryl Institute (1)

Responses from Somatic Psychology:

	Valid Percent
	(n = NA)
American Psychological Association (APA)	--
Other (please specify)	--
I am not involved with any professional organizations.	--

Other (please specify) responses are not available

Responses from Psychology

	Valid Percent
	(n = 100)
American Psychological Association (APA)	19.0
Other (please specify)	14.0
I am not involved with any professional organizations.	74.0

Other (please specify) responses include: ACA (1); American Counseling Association (ACA) (1); Autism Spectrum Therapies (1); BACB (1); Center for Social Dynamics (1); Eastern Psychological Association (1); MSCA, ASCA (1); NAADAC (1); NAFME (1); Ohio Association for Behavior Analysts (1); PMI- Project Management Institute (1); Prairie Crossing Charter School, Grayslake, IL; Islamic Foundation North, Libertyville, IL (1); Smithsonian, Lapham's Quarterly, National Geographic, Foreign Affairs, (1); Texas Association of Child Life Professionals (1)

Responses from Students-at-Large

	Valid Percent
	(n = 1)
American Psychological Association (APA)	0.0
Other (please specify)	100.0
I am not involved with any professional organizations.	0.0

Other (please specify) responses include: Ohio Psychological Association, Global Member Care Network (1)

For each professional organization, please indicate if you are a member, have a leadership role, have been a presenter, or plan to be a presenter in the future.¹²

Responses from Organizational Leadership:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
Academy of Management	50.0 (n = 10)	12.5 (n = 8)	37.5 (n = 8)	85.7 (n = 7)
International Leadership Association	83.3 (n = 12)	0.0 (n = 7)	42.9 (n = 7)	66.7 (n = 6)
Organization Development Network	81.8 (n = 11)	37.5 (n = 8)	42.9 (n = 7)	100.0 (n = 6)

¹² This section reports the valid percent of responses who responded Yes to a statement where n is the number of respondents who responded (e.g., 50.0% of 4 respondents report that they have a Leadership Role within the Academy of Management).

Responses from Marriage and Family Therapy

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Association for Marriage and Family Therapy (AAMFT)	85.7 (n = 14)	0.0 (n = 8)	0.0 (n = 8)	12.5 (n = 8)
American Association for Marriage and Family Therapy – State or Regional Chapter	100.0 (n = 1)	-- (n = NA)	-- (n = NA)	-- (n = NA)
California Association of Marriage and Family Therapists (CAMFT)	95.9 (n = 73)	3.5 (n = 57)	1.8 (n = 56)	16.4 (n = 55)
National Association of Social Workers (NASW)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)
National Association of Social Workers – State or Regional Chapter	-- (n = NA)	-- (n = NA)	-- (n = NA)	100.0 (n = 1)

Responses from Counseling:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Counseling Association (ACA)	97.9 (n = 144)	1.8 (n = 110)	4.6 (n = 109)	26.6 (n = 109)
American Counseling Association – State or Regional Chapter	90.0 (n = 20)	0.0 (n = 16)	6.3 (n = 16)	26.7 (n = 15)
District of Columbia Counseling Association (DCCA)	100.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)	100.0 (n = 1)
National Association of Social Workers (NASW)	100.0 (n = 1)	-- (n = NA)	-- (n = NA)	-- (n = NA)
National Association of Social Workers – State or Regional Chapter	100.0 (n = 1)	100.0 (n = 1)	100.0 (n = 1)	100.0 (n = 1)

Responses from Clinical Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Psychological Association (APA)	92.1 (n = 164)	2.7 (n = 111)	8.1 (n = 111)	23.7 (n = 114)
California Psychology Association (CPA)	85.7 (n = 14)	0.0 (n = 12)	0.0 (n = 12)	36.4 (n = 11)
California Psychological Association of Graduate Students (CPAGS)	100.0 (n = 9)	0.0 (n = 6)	0.0 (n = 6)	42.9 (n = 7)
Chicago Association for Psychoanalytic Psychology (CAAP)	0.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)
Crescent City Area Psychological Society (CCAPS)	83.3 (n = 6)	0.0 (n = 4)	0.0 (n = 4)	25.0 (n = 4)
District of Columbia Psychological Association (DCPA)	88.9 (n = 9)	33.3 (n = 6)	16.7 (n = 6)	37.5 (n = 8)
Illinois Psychological Association (IPA)	87.5 (n = 24)	6.3 (n = 16)	12.5 (n = 16)	6.3 (n = 16)
Los Angeles County Psychology Association	93.8 (n = 16)	0.0 (n = 12)	0.0 (n = 12)	33.3 (n = 12)
Louisiana Psychological Association (LPA)	87.5 (n = 8)	0.0 (n = 6)	16.7 (n = 6)	33.3 (n = 6)
Maryland Psychological Association (MPA)	100.0 (n = 3)	0.0 (n = 2)	0.0 (n = 2)	50.0 (n = 2)
Midwestern Psychological Association (MPA)	100.0 (n = 11)	0.0 (n = 10)	54.5 (n = 11)	36.4 (n = 11)
Orange County Psychology Association	100.0 (n = 3)	0.0 (n = 2)	0.0 (n = 2)	0.0 (n = 2)
Southeastern Psychological Association (SEPA)	100.0 (n = 3)	0.0 (n = 2)	50.0 (n = 2)	50.0 (n = 2)

Responses from International Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Psychological Association (APA)	93.5 (n = 46)	6.5 (n = 31)	12.9 (n = 31)	48.3 (n = 29)
American Psychological Association Division 52 – International Psychology	92.5 (n = 40)	8.0 (n = 25)	16.0 (n = 25)	58.3 (n = 24)

Responses from Public Health:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Public Health Association (APHA)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)
Illinois Public Health Association (IPHA)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)
Metropolitan Washing Public Health Association (MWPHA)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)
Southern California Public Health Association (SCPHA)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)

Responses from Applied Behavior Analysis:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
Association for Behavior Analysis International (ABAI)	91.8 (n = 134)	2.4 (n = 82)	21.3 (n = 89)	54.9 (n = 91)
Association for Professional Behavior Analysts	94.6 (n = 37)	5.3 (n = 19)	14.3 (n = 21)	45.0 (n = 20)
Behavior Analyst Certification Board (BACB)	90.9 (n = 143)	1.2 (n = 86)	2.3 (n = 88)	18.7 (n = 91)
California Association for Behavior Analysis (CalABA)	90.9 (n = 44)	0.0 (n = 31)	6.1 (n = 33)	34.3 (n = 35)
Illinois Association for Behavior Analysis (ILABA)	94.7 (n = 19)	0.0 (n = 13)	0.0 (n = 13)	50.0 (n = 14)
Maryland Association for Behavior Analysis (MABA)	100.0 (n = 10)	0.0 (n = 4)	25.0 (n = 4)	33.3 (n = 3)
Standard Celebration Society	81.8 (n = 11)	0.0 (n = 3)	33.3 (n = 3)	80.0 (n = 5)
Virginia Association for Behavior Analysis (VABA)	92.9 (n = 14)	0.0 (n = 3)	33.3 (n = 3)	0.0 (n = 2)

Responses from Forensic Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
California Association for Licensed Professional Clinical Counselors	100.0 (n = 4)	0.0 (n = 4)	0.0 (n = 4)	75.0 (n = 4)
Forensic Mental Health Association of California (FMHAC)	100.0 (n = 8)	0.0 (n = 8)	12.5 (n = 8)	50.0 (n = 8)
International Association for Correctional and Forensic Psychology (IACFP)	100.0 (n = 2)	0.0 (n = 2)	0.0 (n = 2)	50.0 (n = 2)

Responses from School Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
California Association of School Psychologist (CASP)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)
District of Columbia Association of School Psychologist (DCASP)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)
Illinois School Psychologist Association (ISPA)	93.9 (n = 33)	3.6 (n = 28)	21.4 (n = 28)	14.8 (n = 27)
National Association of School Psychologist (NASP)	98.0 (n = 50)	2.6 (n = 38)	7.7 (n = 39)	21.1 (n = 38)

Responses from Business Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
Chicago Society for Human Resource Management (Chicago SHRM)	100.0 (n = 8)	0.0 (n = 3)	0.0 (n = 3)	25.0 (n = 4)
Human Resources Association of the National Capital Area (HRA-NCA)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)
Professional In Human Resources Association (PIHRA)	100.0 (n = 3)	0.0 (n = 1)	50.0 (n = 2)	0.0 (n = 1)
Society for Human Resources Managements (SHRM)	94.1 (n = 34)	5.3 (n = 19)	10.0 (n = 20)	21.1 (n = 19)
Society for Industrial and Organizational Psychology (SIOP)	95.3 (n = 106)	3.0 (n = 67)	7.4 (n = 68)	25.0 (n = 68)
Society of Consulting Psychology (SCP)	100.0 (n = 14)	15.4 (n = 13)	15.4 (n = 13)	38.5 (n = 13)

Responses from Somatic Psychology:

	Valid Percent			
	Member	Leadership Role	Presenter	Future Presenter
American Psychological Association (APA)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)

Responses from Students-at-Large

	Valid Percent			
	Member	Leadership Role	Presenter	Future Presenter
American Psychological Association (APA)	-- (n = NA)	-- (n = NA)	-- (n = NA)	-- (n = NA)

Responses from Psychology

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Psychological Association (APA)	78.9 (n = 19)	0.0 (n = 16)	5.9 (n = 17)	18.8 (n = 16)

Section 7. School Resources

As part of its continued growth, TCSPP collects information on the quality and value of services provided. Your feedback will be used to help improve school resources.

Please indicate if you have used any of the following resources in the past twelve months. (Check all that apply)

	Valid Percent (n = 1,664)
Accessibility Accommodations	6.6
Career Services	13.6
Financial Aid	75.7
Health and Wellness (e.g. Student Solutions, programming)	4.8
Information Technology (e.g. Canvas, myChicagoSchool)	71.2
Library Resources	74.9
NCADE (writing & research center)	40.6
Office of Placement and Training	8.3
Student Accounts (e.g., Payment Plans, Special Tuition Rates)	58.2
Study Abroad	9.0

Please indicate your level of satisfaction with the following resources over the past twelve months. Are you Not at all Satisfied, Dissatisfied, Neither Satisfied nor Dissatisfied, Satisfied, or Very Satisfied?

Accessibility Accommodations

	Valid Percent
	(n = 108)
Not at all Satisfied	3.7
Dissatisfied	0.0
Neither Satisfied nor Dissatisfied	5.6
Satisfied	38.0
Very Satisfied	52.8

Career Services

	Valid Percent
	(n = 225)
Not at all Satisfied	4.4
Dissatisfied	5.8
Neither Satisfied nor Dissatisfied	14.7
Satisfied	44.9
Very Satisfied	30.2

Financial Aid

	Valid Percent
	(n = 1,251)
Not at all Satisfied	1.0
Dissatisfied	4.6
Neither Satisfied nor Dissatisfied	11.1
Satisfied	44.1
Very Satisfied	39.2

Health and Wellness (e.g. Student Solutions, programming)

	Valid Percent
	(n = 80)
Not at all Satisfied	0.0
Dissatisfied	6.3
Neither Satisfied nor Dissatisfied	13.8
Satisfied	47.5
Very Satisfied	32.5

Information Technology (e.g. Canvas, myChicagoSchool)

	Valid Percent
	(n = 1,179)
Not at all Satisfied	0.3
Dissatisfied	3.0
Neither Satisfied nor Dissatisfied	7.5
Satisfied	49.9
Very Satisfied	39.4

Library Resources

	Valid Percent
	(n = 1,238)
Not at all Satisfied	0.3
Dissatisfied	2.7
Neither Satisfied nor Dissatisfied	6.1
Satisfied	44.4
Very Satisfied	46.4

NCADE (writing & research center)

	Valid Percent
	(n = 672)
Not at all Satisfied	0.6
Dissatisfied	2.8
Neither Satisfied nor Dissatisfied	8.8
Satisfied	44.0
Very Satisfied	43.8

Office of Placement and Training

	Valid Percent
	(n = 137)
Not at all Satisfied	3.6
Dissatisfied	12.4
Neither Satisfied nor Dissatisfied	13.9
Satisfied	40.1
Very Satisfied	29.9

Student Accounts (e.g. Payment Plans, Discounts)

	Valid Percent
	(n = 965)
Not at all Satisfied	1.2
Dissatisfied	5.2
Neither Satisfied nor Dissatisfied	11.9
Satisfied	46.1
Very Satisfied	35.5

Study Abroad

	Valid Percent
	(n = 149)
Not at all Satisfied	1.3
Dissatisfied	4.7
Neither Satisfied nor Dissatisfied	14.1
Satisfied	30.2
Very Satisfied	49.7

Please indicate your level of satisfaction with the following over the past 12 months. Are you Not at all Satisfied, Dissatisfied, Neither Satisfied nor Dissatisfied, Satisfied, or Very Satisfied?

Number and frequency of co-curricular programs and events hosted by The Chicago School

	Valid Percent
	(n = 1,719)
Not at all Satisfied	2.1
Dissatisfied	6.5
Neither Satisfied nor Dissatisfied	46.9
Satisfied	31.4
Very Satisfied	13.1

Options for involvement with student groups and organizations

	Valid Percent
	(n = 1,720)
Not at all Satisfied	2.7
Dissatisfied	10.7
Neither Satisfied nor Dissatisfied	43.7
Satisfied	30.0
Very Satisfied	13.0

How do you prefer to receive information about student life and events? (Check all that apply)

	Valid Percent
	(n = 1,654)
Emails about specific events	82.6
Weekly email digests	28.3
Flyers or flat screen announcements	23.2
Classroom announcements	33.4
Canvas announcements	41.3
Social media	20.8
Word of mouth	18.1
Other (please specify)	1.8

Other (please specify) responses include: I would like to receive more than one or two announcement of events because I feel that we missed out on some event because we miss out on that one email especially if it sent to close to the date of the event. (1); chat groups-Example, Twitter, Whatsapp (1); give us a planner with all the events listed per day for each year (1); I am not particularly interested. (1); I will check anything the school suggests (1); It usually takes a variety of methods for me to notice an event. (1); mobile text message (1); Monthly email digests (1); n/a (1); Need for a social media platform to develop a professional network. Sorely lacking. . (1); None (1); Not daily emails! (1); online (1); Practicum at TCSPP counseling center at Irvine (1); Prefer not to receive any. Unable to attend (1); SMS Text (1); Stop sending so many separate emails. (1); Student Advisors, Phone (1); Text (3); text message (1); Text messages (1); Texts (1); The emails we get about events can be confusing as the fliers and information load together (1); We need to be informed of conferences that happen , which faculty join, which students join or present. In this term we are very disconnected. Being able to advertise well can create excitement and opportunity for more students to join in conferences and reate network.. (1); You send way to many emails (1)

Which types of programs interest you the most? (Check all that apply)

	Valid Percent
	(n = 1,627)
Opportunities to meet students outside of my academic department	35.8
Presentations/workshops from experts in my field	75.6
Presentations/workshops from TCSP faculty and staff	52.8
Discussions about current events in my field	64.9
Discussions about current events	33.0
Community service opportunities	40.8
Social activities	42.3
Wellness programs	34.2
Diversity programs	45.9
Other (please specify)	2.3

Other (please specify) responses include: Discussion about current events related to my field. (1); any research or lab involvement (1); artwork, zumba, movie nights, wine, food, spanish language, culture (1); Asian-American professional organizations (1); Career and Professional development events. (1); career opportunities (1); Career options and guidance (1); Career placement activities and workshops (1); Career services (1); creativity (1); Employment Opportunities (1); Extra credit opportunity courses that are free, short and specific only to specific areas of experience. (1); How to join different organizations in my field (consulting) (1); I want to get involved in a homeless outreach training opportunity in LA in June. I need TCS to be the organization through which I can sign up (1); I would like TCSP to have a Toast Masters group (google Toast Masters for more information.) (1); Interactions outside of class with others in my program (1); internships (1); Issues related specifically to the south/Louisiana (1); jobs in the field of IP (1); More opportunities for online students. (1); more programs for online students located outside of Chicago (specifically Washington, D.C. area) (1); NA (1); None (1); Online presentations (1); Online student (1); opportunities to go to CALABA conferences for school purposes (1); Opportunities to present and publish (1); opportunities to publish (1); Real life issues such as finances, career changes, balancing family, school and work. Growing tired of gender, and race issues. Some of us struggle to survive. (1); Specific treatment techniques (1); Student Medical insurance (1); Volunteer opportunities (1); volunteer programs (1); We need a group within wellness program that provides knowledge on dealing with autoimmunity and chronic illness. There are many wonderful students dealing with illness and have no support to access resources that work to reverse their condition. I would be happy to organize something at TCSP in support of faculty and students dealing with illness. I have followed many practitioners and researchers that reverse health conditions and have used the approach to reverse my own autoimmunity and put an end to my 2 kids asthma. I am an advocate in support of global health. (1); workshops that offer licenses and regarding relationships (1); Workshops to become better consultants (proposal writing, creating polished presentations/deck, learning the concepts used in the field, etc.) (1); Workshops/Tutoring for test and licenses (1)

What issues prohibit you from engaging in co-curricular activities (Check all that apply)

	Valid Percent
	(n = 1,637)
Offered at an inconvenient time	61.6
Not offered online	37.5
Not recorded for later viewing	31.0
I don't want to attend by myself	10.4
I don't understand the purpose of co-curricular activities	1.4
The activity will not benefits me professionally	12.1
I do not have time to attend	57.8
I was not informed about the activity	20.8
Other (please specify)	6.4

Other (please specify) responses include: A focus on minority groups and little offering for caucasian individuals (1); Always offered during classes scheduled!!!! I could never attend the programs that I wanted to throughout my entire time at TCS (1); Anxiety and a general sense of isolation (1); As a full time working professional, I have hard time managing my time between work, school and family. (1); Attendance can be difficult if not in my area. (1); Being uninteresting (1); best time-weekend after classes (1); Busy schedule, Mother of 3, full time job (1); childcare issues (1); Co-curricular activities are typically scheduled at other campuses (1); Commuting 1.5+ hours to campus for events. (1); Currently on internship in another state (1); distance (1); Distance and time (1); distance from activity or event is too far (1); distance of commuting from home (1); Distance: many events in SoCal are offered in LA. I live in SD. (1); Don't live near campus (1); evening events that are conducive to out of state students who work full time jobs during the day. (1); Events are not in GA (1); Familial Obligations (1); Family obligations (1); Hard to be involved at a distance campus, I often seek out opportunities and then are unable to attend (even via web) due to my school and practicum schedule. (1); Hard to get into the city often due to living situation. (1); I am a single parent so it is really hard for me to attend events outside of actual class time (1); i am an online student (1); I am an online student living in Europe. The time difference makes attending webinars difficult. Though I can watch recordings, I cannot participate. Living abroad makes it nearly impossible for me to attend events in person. (1); I am currently out of state and would love more GoToMeetings (1); I am doing my program online (1); I am in Florida, and before that I was unable to attend due to work obligations (1); I am not local to DC campus. (1); I commute from out of state. (1); I commute to class from out of state (1); I do not feel prohibited (1); I don't currently live in the area (1); I don't live close enough to campus to attend. I fly in for classes. (1); I don't live close to campus and often hear about events too late. (1); I don't live in Chicago (1); I engage in co-curricular activities. (1); I have a full time job, a two year old and going to school part time (1); I have a husband and 3 adolescent children. I choose to give my extra time to my family. (1); I have not looked into any co-curricular activities (1); I live abroad (1); I live an hour away (1); I live away from the campus (1); I live far away (1); I live in NYC (1); I live out of state. (1); i live too far away (1); I live too far away to attend them (1); I still viewed the recorded version. (1); I work full time so a lot of the events I want to go to I can't. But they are at least events I would go to (1); I'm an online student... (1); It would be nice to have on-campus events held on weekends. (1); Lack of base-line information in regards to these events. (1); Late notice of the event (1); Live far away from campus (Wisconsin) (1); Living outside of the US at the moment (1); location is out of the area (1); long commute (1); Many offerings are only beneficial to CST whereas I'm in PST (1); Most are offered through the day when I am working. (1); most events happen at the other campus (1); Mostly for Master's students (1); N/A (1); Need to offer in areas where students live - regional gatherings for those in other areas of the country, not just online but physical meetings in other regions (1); Need to pay attention more (1); No interest in associating with my classmates (1); No issues (1); No relevance (1); Not a resident of the city in which I attend classes (1); not enough notice (1); Not enough notice sometimes (1); Not in my area! (1); Not near me (1); Notices are often received too late as they are sent out last minute. (1); now advertisement for events, activities, or groups (1); Offered mainly at the LA campus. (1); On days that I have class or at practicum (1); online student (1); Online student (1); Outside of area (1); pregnant and mother of a 1 year old/very busy (1); Some online students live in Chicago and we are not invited to on ground events (1); Status as an online student with no access to a physical campus (1); Student group and opportunities are VERY POORLY ORGANIZED (1); the school offers so many wonder presentations and workshops but I cannot attend because of my own schedule. I hoe to attend them more often when my schedule changes. I appreciate that the school offers them. (1); There are currently to many things that are required of me in order to graduate. so there really isn't enough time with all of the task at hand. (1); there aren't any for IO students (1); They always have them during work hours. They also don't record for later listening. I would love to participate but can't because of work. (1); They are always in LA which is too far (1); Too far (1); Too much school work (1); transportation is a barrier for me (1); very little notice given about upcoming events (less than a week). Need to plan ahead. (1); With the number of classes required, practicum, and dissertation..there is not enough time for much else (1); work (1); Work full-time and attend school full-time (1); Work load (1); Work Schedule (1); Working (1); Working and commuting 14 hours a day in addition to classwork and family responsibilities occupies all available time. (1); Would prefer physical attendance as opposed to virtual (1)