



TheChicagoSchool
of Professional Psychology

The Chicago School of Professional Psychology
Student Experience Survey, 2017

Field Interviewing: March 15, 2017 to April 9, 2017

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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 2017 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 a total of 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 2017 terms from CampusVue, OIR identified 4,461 unique students with an active status² enrolled at one of the four major geographical TCSPP campuses³. The 2017 assessment includes responses from 1,628 respondents (1,650 weighted respondents).

In order to increase response rates, OIR first contacted individuals using an introductory email on March 15, 2017 that included an individualized link to the questionnaire. Individuals that had not responded to the survey received a reminder email five days later (March 20, 2017) that contained an individualized link to the questionnaire. A second reminder email was sent three dates later (March 23, 2017) and an additional third, fourth, fifth, sixth, and seventh reminder email on March 27, 2017, March 30, 2017, April 3, 2017, April 6, 2017, and April 8, 2017. The total number of possible contacts attempted by OIR was eight, 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 March 14, 2017.

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

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 36.5 percent (See Table 1) and a margin of error of ± 2.4 percent.⁵ The Washington, D.C. campus displays the highest response rate (43.1 percent) followed by the Chicago campus (42.4 percent), the Online campus (36.2 percent), and the Southern California campus (26.9 percent).

Table 1: Response rates by Geographic Campus

	Complete Responses	Partial Responses	Total Responses	Response Rate
Chicago	546	48	594	42.4%
Online	562	25	587	36.2%
Southern California	268	21	289	26.9%
Washington, D.C.	147	11	158	43.1%
Total	1,523	105	1,628	36.5%

Data Source: TCSPP Student Experience Survey, Spring 2017

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 demographic category is 20 or less (e.g., an ANOVA would not be conducted on a survey item that consists of 35 Female respondents and 20 Male respondents). Further analysis was conducted on survey items that report a significant difference to determine where significant differences exist between conditions 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 survey⁸: 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 in the final sample, 1,628.

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 were not analyzed; therefore, they are not reported in this executive summary.

⁸ Every section contains seven subsections.

Demographics

The corresponding table (Table 2) compares three groups: The Spring 2017 unduplicated student population of TCSPP⁹, the unweighted assessment sample, and the weighted sample that is used in this executive summary. The unweighted assessment sample varies from the TCSPP student population (i.e., Spring 2017 Census) are noteworthy.

First, respondents from the Chicago and Washington, D.C. campuses are overrepresented (Chicago: 36.4% compared to 30.8%; Washington, D.C.: 9.7% compared to 8.1%) while respondents from the Online and Southern California campuses are underrepresented (Online: 36.1% percent compared to 37.4%; Southern California: 17.8% compared to 23.6%). In terms of gender, females participated in the survey more often than males (Female: 82.8% percent compared to 80.2%; Male: 17.0% compared to 19.7% percent). Additionally, Black or African American respondents are underrepresented (Black or African American: 20.8% compared to 26.5%) while White respondents are overrepresented (White: 45.9% compared to 39.7%). Ideally, an assessment sample is representative of the population or within the survey’s margin of error, ± 2.4 percent. Thus, researchers at OIR made the decision to apply post-stratification weights¹⁰ to the survey data based on three criteria: a survey respondent’s campus, gender, and race/ ethnicity.

Table 2: Representativeness of Assessment Sample

	Spring 2017 Census	Spring 2017 Unweighted Assessment Sample	Spring 2017 Weighted Assessment Sample
	(4,559)	(1,628)	(1,650)
Campus			
Chicago	30.8%	36.4%	30.3%
Online	37.4%	36.1%	37.5%
Southern California	23.6%	17.8%	23.7%
Washington, D.C.	8.1%	9.7%	8.5%
Gender			
Male	19.7%	17.0%	19.7%
Female	80.2%	82.8%	80.2%
Unspecified	0.1%	0.2%	0.1%
Race/ Ethnicity			
Latino(a)/ Hispanic	14.4%	14.2%	14.8%
Black or African American	26.5%	20.8%	26.2%
White	39.7%	45.9%	39.6%
Other	19.4%	19.2%	19.4%

Data Source: TCSPP Student Experience Survey, Spring 2017 and TCS Affiliate Spring 2017 Semester Census

⁹ Descriptive statistics for the Spring 2017 student population can be found in the TCS Affiliate Spring 2017 Census which provides an unduplicated count of all actively registered students from all Spring 2017 terms.

¹⁰ 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.

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 Chicago respondents (a difference of 0.5%). However, this is well within the survey's margin of error.

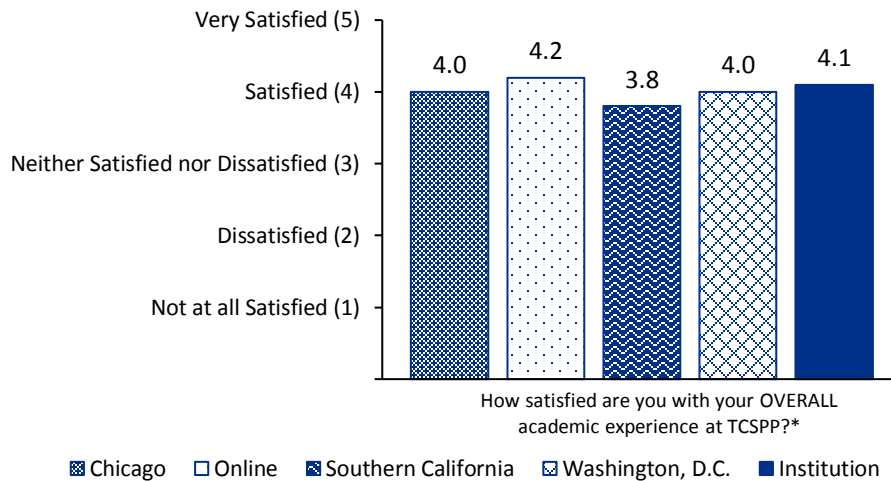
Institutional Level Analysis

Overall Satisfaction with TCSPP

Respondents were asked to evaluate eight survey items included in the Spring 2017 Student Experience Survey that assess general satisfaction with TCSPP. One survey item was measured using a five-point Satisfaction Scale¹¹; seven survey items were measured using a five-point Agreement Scale¹² where larger values indicate higher levels of satisfaction or agreement.

How satisfied are you with your OVERALL academic experience at TCSPP? Overall, respondents are satisfied with their overall academic experience at TCSPP with the Institution reporting an average response that ranges from *Satisfied* to *Very Satisfied* (See Figure 1; Institution: $\bar{X} = 4.1$). Further analysis, reveals that significant differences exist among the four campuses ($F(3, 1,490) = 18.0$). Specifically, a Tukey posthoc finds that respondents from the Online campus report significantly higher levels of satisfaction (Online: $\bar{X} = 4.2$) than respondents from the Chicago, Southern California, and Washington, D.C. campuses (Chicago: $\bar{X} = 4.0$; Southern California: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 4.0$). Online respondents report the highest levels of satisfaction with their overall academic experience; whereas, the remaining campuses report statistically identical levels of satisfaction.

Figure 1: Satisfaction with Overall Academic Experience



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

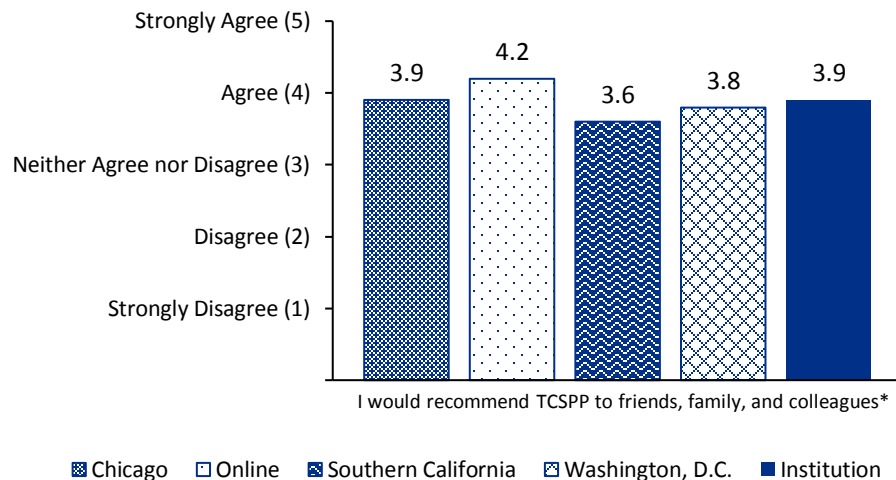
I would recommend TCSPP to friends, family, and colleagues. TCSPP respondents report agreement with the statement, *I would recommend TCSPP to friends, family, and colleagues*. The average response from the Institution, the Chicago campus, the Southern California campus, and Washington, D.C. campus ranges from

¹¹ Not at all Satisfied (1), Dissatisfied (2), Neither Satisfied nor Dissatisfied (3), Satisfied (4), Very Satisfied (5)

¹² Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

Neither Agree nor Disagree to Agree (See Figure 2; Institution: $\bar{X} = 3.9$; Chicago: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.6$; Washington, D.C.: $\bar{X} = 3.8$); the Online campus reports an average response that ranges from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.2$). A one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,640) = 22.8$) with respondents from the Online campus reporting significantly more agreement with the statement than any other campus. Additionally, respondents from the Chicago campus report a significantly higher level of agreement than respondents from the Southern California campus. No other statistical differences exist among the remaining evaluations.

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

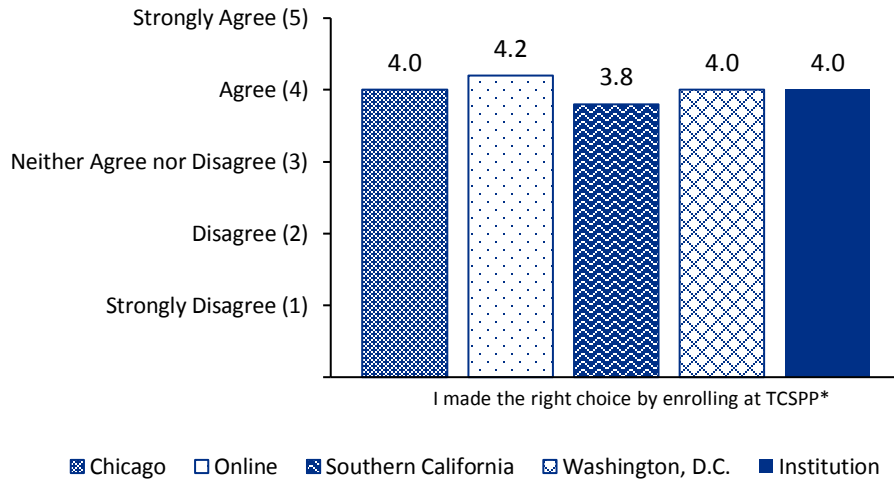


Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, Spring 2017

I made the right choice by enrolling at TCSP. When asked if they made the right choice by enrolling at TCSP, respondents *Agree* (See Figure 3; Institution: $\bar{X} = 4.0$). This evaluation is consistent with evaluations from the Chicago and Washington, D.C. campuses (Chicago: $\bar{X} = 4.0$; Washington, D.C.: $\bar{X} = 4.0$) while the average response at the Online campus ranges from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.2$) and ranges from *Neither Agree nor Disagree to Agree* at the Southern California campus (Southern California: $\bar{X} = 3.8$). Given the inconsistent evaluations across campuses, it is not surprising that significant differences exist at the campus level ($F(3, 1645) = 17.4$). A Tukey posthoc test finds that respondents from the Online campus report significantly higher levels of agreement with this statement than respondents from the Chicago, Southern California, or Washington, D.C. campuses. Additionally, respondents from the Chicago campus report significantly higher levels of agreement than respondents from the Southern California campus.

Figure 3: Made the Right Choice

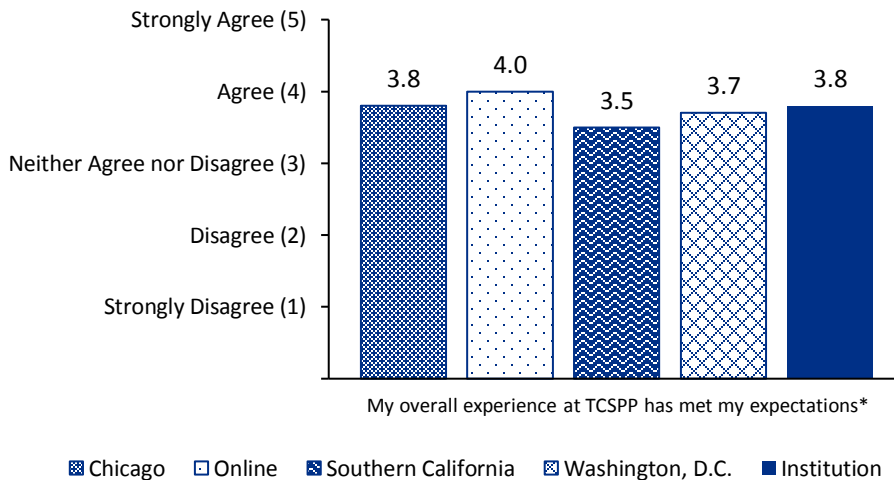


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

My overall experience at TCSPP has met my expectations. Respondents report agreement when asked if their overall experience at TCSPP has met their expectations. The average response at the Institution and among the Chicago campus, the Southern California campus, and the Washington, D.C. campus ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 4; Institution: $\bar{X} = 3.8$; Chicago: $\bar{X} = 3.8$; Southern California: $\bar{X} = 3.5$; Washington, D.C.: $\bar{X} = 3.7$); the average response from the Online campus is *Agree* (Online: $\bar{X} = 4.0$). A one-way ANOVA indicates that significant differences exist at the campus level ($F(3, 1,643) = 22.1$). Specifically, a Tukey posthoc test finds that the Online campus reports significantly higher levels of agreement with this statement than any other campus; no other differences exist.

Figure 4: Overall Experience Met Expectations

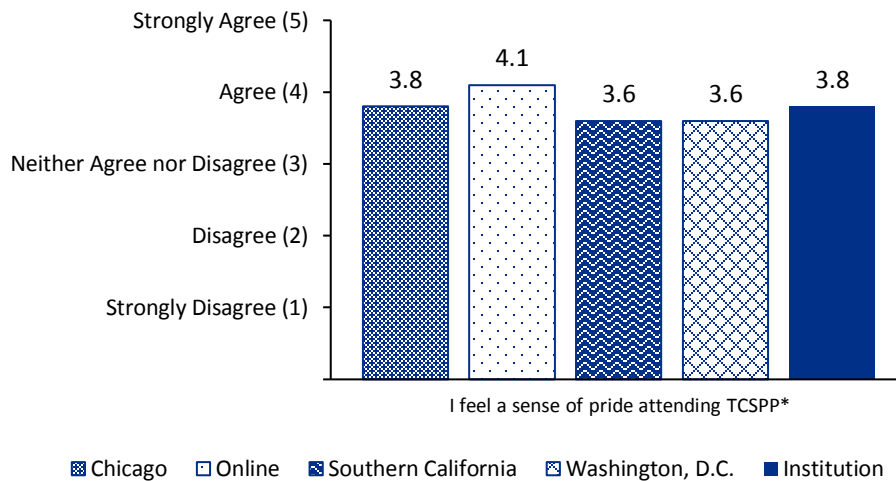


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

I feel a sense of pride attending TCSP. Respondents report agreement with the statement, *I feel a sense of pride attending TCSP*. The average response at the Institution, the Chicago campus, the Southern California campus, and Washington, D.C. campus ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 5; Institution: $\bar{X} = 3.8$; Chicago: $\bar{X} = 3.8$; Southern California: $\bar{X} = 3.6$; Washington, D.C.: $\bar{X} = 3.6$); the Online campus displays an average response that ranges from *Agree* to *Strongly Agree* (Online: $\bar{X} = 4.1$). An one-way ANOVA indicates that significant differences exist among evaluations at the campus level ($F(3, 1,645) = 24.7$). Further analysis reveals that the Online campus reports significantly higher levels of agreement with this statement than any other campus. Additionally, the Chicago campus reports significantly higher levels of agreement than the Southern California campus. No other significant differences are reported.

Figure 5: Feel a Sense of Pride Attending TCSP

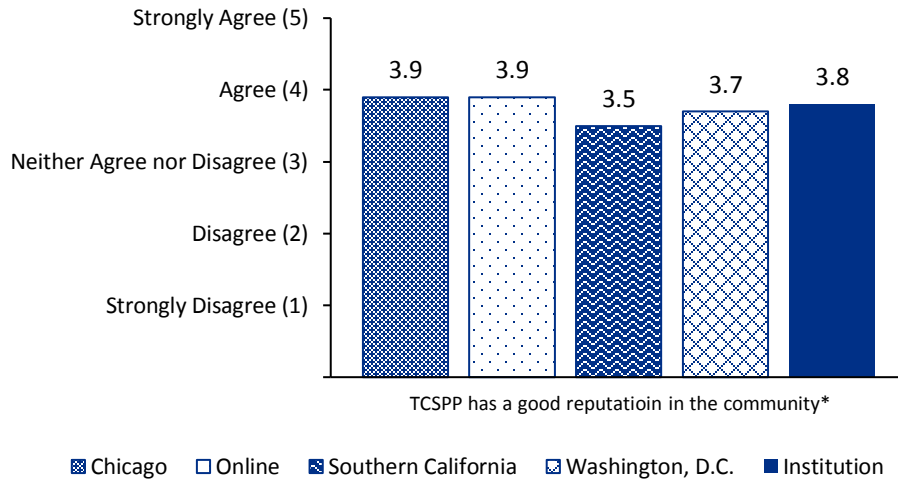


Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, Spring 2017

TCSP has a good reputation within the community. In general, respondents report that TCSP has a somewhat good reputation within the community. Average responses, at all levels of interest, ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 6; Institution: $\bar{X} = 3.8$; Chicago: $\bar{X} = 3.9$; Online: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.5$; Washington, D.C.: 3.7). Again, an one-way ANOVA finds that statistically significant differences exist among campus evaluations ($F(3, 1,640) = 17.1$). Both the Online and Chicago campuses report significantly higher levels of agreement with this statement than the Southern California and Washington, D.C. campuses.

Figure 6: TCSPP Has a Good Reputation in the Community

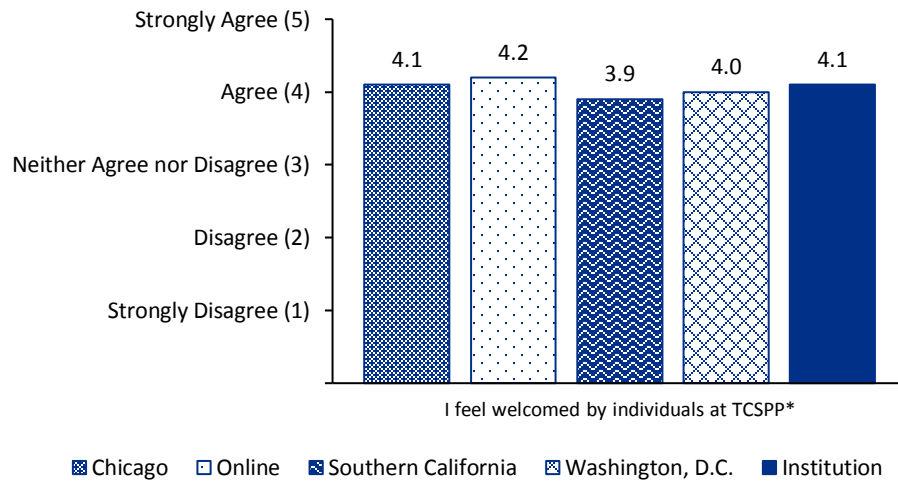


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

I feel welcomed by individuals at TCSPP. Respondents agree that they feel welcomed by individuals at TCSPP. The average response at the Institution, the Chicago campus, and the Online campus ranges from *Agree* to *Strongly Agree* (See Figure 7; Institution: $\bar{X} = 4.1$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$). The average response at the Southern California campus ranges from *Neither Agree nor Disagree* to *Agree* (Southern California: $\bar{X} = 3.9$) and is *Agree* at the Washington, D.C. campus (Washington, D.C.: $\bar{X} = 4.0$). An one-way ANOVA finds that there are statistically significant differences at the campus level ($F(3, 1,643) = 8.5$). For example, the Southern California campus reports a significantly lower level of agreement than the Chicago and Online campuses; no other significant differences exist.

Figure 7: Feel Welcomed

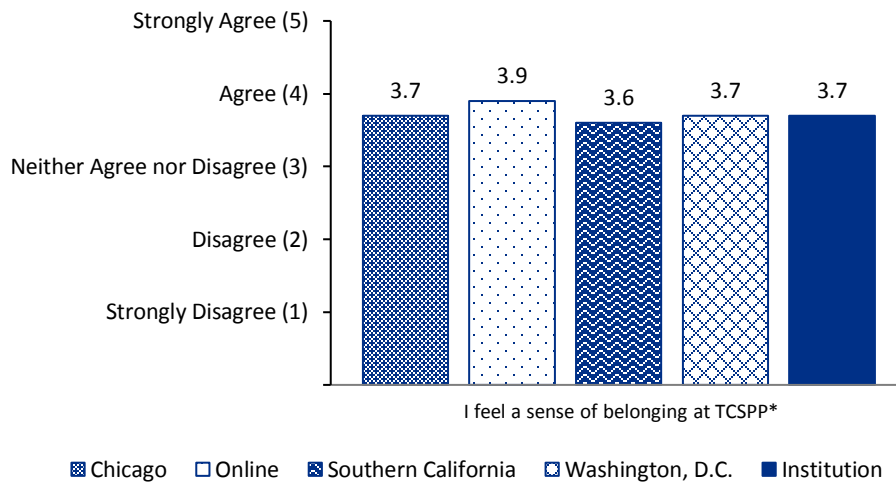


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

I feel a sense of belonging at TCSP. Respondents report a somewhat low level of agreement with the statement, *I feel a sense of belonging at TCSP*. The average response, at all levels of interest, ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 8; Institution: $\bar{X} = 3.7$; Chicago: $\bar{X} = 3.7$; Online: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.6$; Washington, D.C.: $\bar{X} = 3.7$). An one-way ANOVA finds that there statistically significant differences in how campuses evaluate this statement ($F(3, 1,642) = 6.8$); such that, the Online campus reports a significantly higher level of agreement than the Chicago and Southern California campuses. No other significant differences exist.

Figure 8: Feel Sense of Belonging



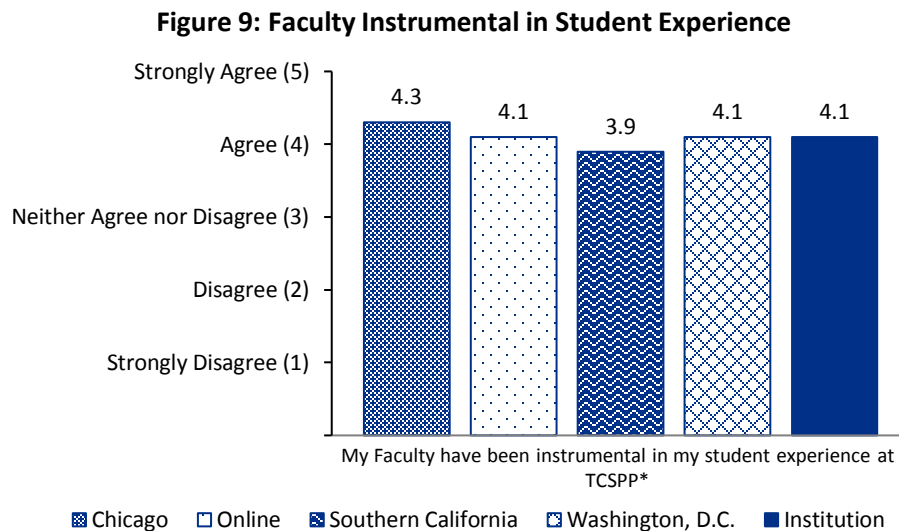
Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, Spring 2017

Faculty Interaction & Student-Focused Learning

Respondents were asked to evaluate four survey items that evaluate the faculty and student relationship. Survey items were evaluated using a 5-point Agreement Scale.¹³

My faculty have been instrumental in my student experience at TCSP. Respondents agree that TCSP faculty have been instrumental in their student experience. The average response at the Institution, the Chicago campus, the Online campus, and the Washington, D.C. campus ranges from *Agree* to *Strongly Agree* (See Figure 9; Institution: $\bar{X} = 4.1$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.1$); the average response among Southern California respondents ranges from *Neither Agree nor Disagree* to *Agree* (Southern California: $\bar{X} = 3.9$). An one-way ANOVA finds that statistically significant differences exist among campus evaluations ($F(3, 1,640) = 7.6$); such that, evaluations from Southern California are significantly lower than evaluations from the Chicago and Online campuses. No other significant differences exist.



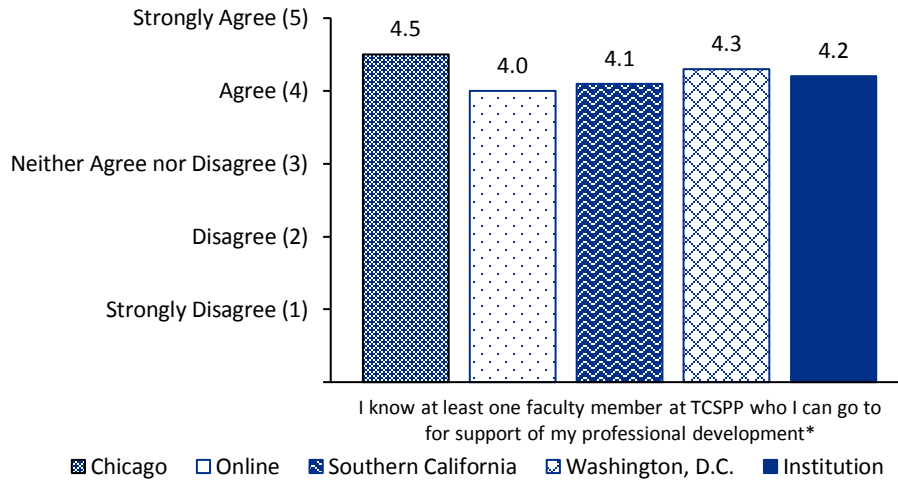
Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, Spring 2017

I know at least one faculty member at TCSP who I can go to for support of my professional development. Respondents agree that there is at least one faculty member at TCSP who they can go to for support of their professional development. The average response at the Institution, the Chicago campus, the Southern California campus, and the Washington, D.C. campus ranges from *Agree* to *Strongly Agree* (See Figure 10; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$); The average response from the Online campus is *Agree* (Online: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,640) = 16.0$). Specifically, the Chicago campus reports a significantly higher level of agreement with this statement than the Online and Southern California campuses.

¹³ Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

Figure 10: Faculty Supports Professional Development

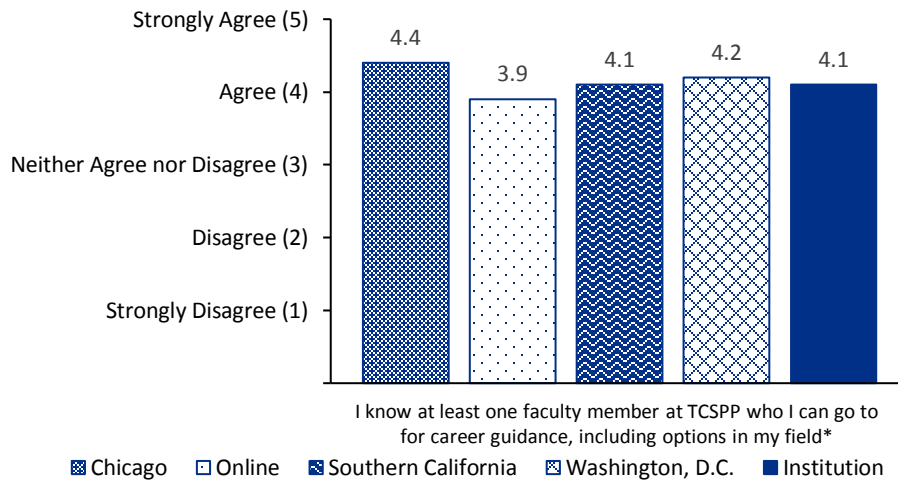


Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, Spring 2017

I know at least one faculty member at TCSP who I can go to for career guidance, including options in my field. Respondents agree with the statement, *I know at least one faculty member at TCSP who I can go to for career guidance, including options in my field.* With the exception of the Online campus, the average responses range from *Agree* to *Strongly Agree* (See Figure 11; Institution: $\bar{X} = 4.1$; Chicago: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$); the average response at the Online campus ranges from *Neither Agree nor Disagree* to *Agree* (Online: $\bar{X} = 3.9$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,637) = 16.7$); such that, the Online campus reports a significantly lower level of agreement than the Chicago and Washington, D.C. campuses. No other significant differences exist.

Figure 11: Faculty Available for Career Guidance

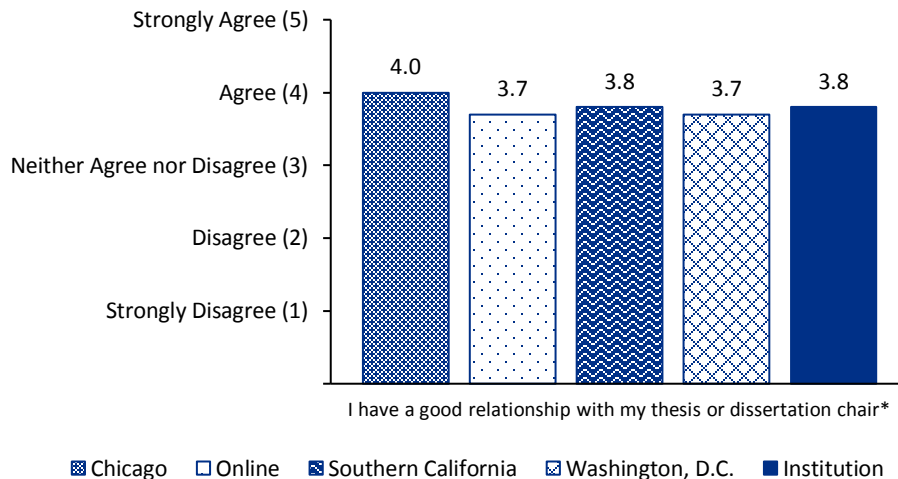


Note: *p-value ≤ 0.05

Data Source: TCSP Student Experience Survey, Spring 2017

I have a good relationship with my thesis or dissertation chair. Respondents agree that they have a good relationship with their thesis or dissertation chair. With the exception of the Chicago campus, the average response ranges from *Neither Agree nor Disagree* to *Agree* at the Institution and among the remaining campuses (See Figure 12; Institution: $\bar{X} = 3.8$; Online: $\bar{X} = 3.7$; Southern California: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 3.7$); the Chicago campus reports an average response of *Agree* (Chicago: $\bar{X} = 4.0$). An one-way ANOVA finds that statistically significant differences exist at the campus level ($F(3, 987) = 2.7$) with a Tukey posthoc test revealing that the Chicago campus displays a significantly higher level of agreement with this statement than the Online campus.

Figure 12: Good Relationship with Thesis/Dissertation Chair



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

Chicago Online Southern California Washington, D.C. Institution

Note: *p-value ≤ 0.05

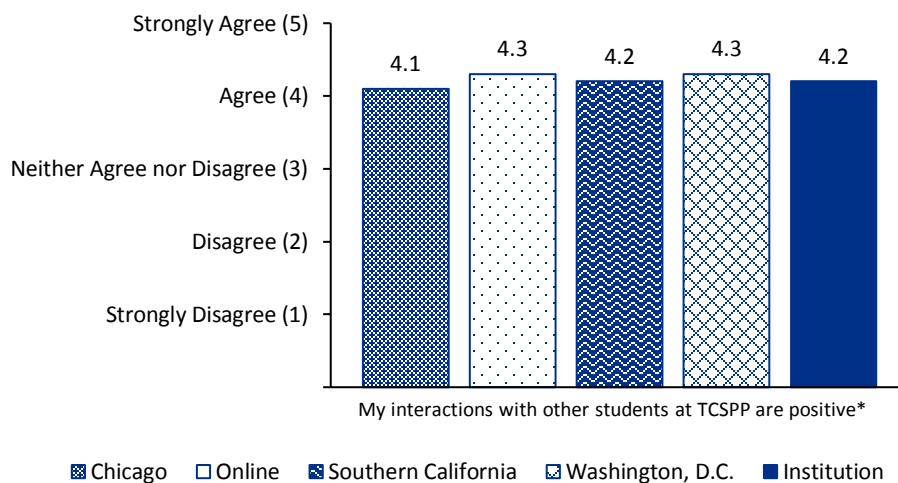
Data Source: TCSPP Student Experience Survey, Spring 2017

Community

Respondents were asked to evaluate four survey items that assess the extent to which TCSPP fosters a community experience among its students. Three survey items were evaluated using a 5-point Agreement Scale.¹⁴ The remaining survey item asked respondents to select which co-curricular experiences they have engaged in while at TCSPP.

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; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.3$). While evaluations are consistent among the four campuses, an one-way ANOVA finds that significant differences do exist ($F(3, 1,618) = 7.2$). 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 13: Positive Interactions with Other Students



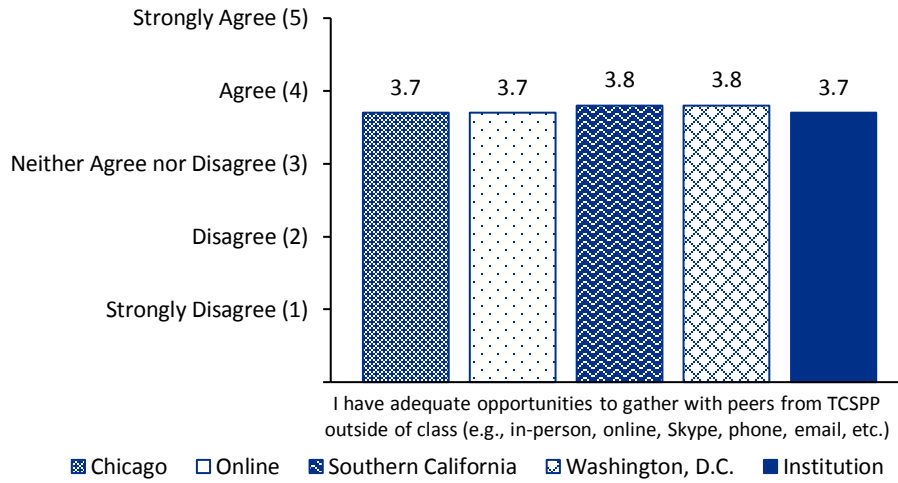
Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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

¹⁴ Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

Figure 14: Adequate Opportunities to Gather with Peers

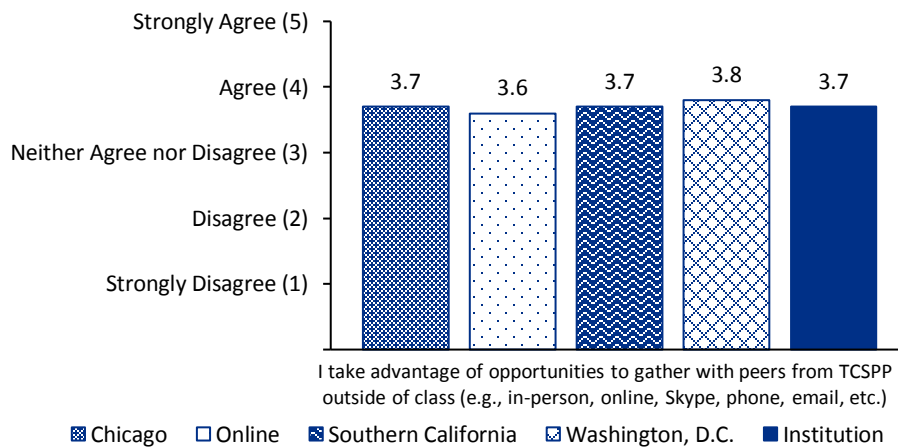


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

I take advantage of opportunities to gather with peers from TCSPP outside of class (e.g., in-person, online, Skype, phone, email, etc.). Respondents somewhat agree with 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.)*. Evaluations are extremely consistent (See Figure 15; $3.6 \leq \bar{X} \leq 3.8$) with all levels of interest reporting an average response that ranges from *Neither Agree nor Disagree* to *Agree* (Institution: $\bar{X} = 3.7$; Chicago: $\bar{X} = 3.7$; Online: $\bar{X} = 3.6$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.8$).

Figure 15: Take Advantage of Opportunities to Gather with Peers



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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. Overall, more than half of all respondents (See Table 3; Institution: 55.5%) report that *Academic resources (e.g. academic assistance, lectures, presentations)* is the most influential co-curricular experience in helping them create a student community and professional network followed by *New Student Programs (e.g. new student orientation)* (Institution: 43.6%), *NCADE (writing & research center)* (Institution: 36.6%), *Training and development resources (e.g. academic assistance, lectures, presentations)* (Institution: 28.4%), *Applied Professional Practice (e.g. lectures and trainings – CEUs)* (Institution: 26.1%), *Career Services (e.g. resume, interviewing, online tools)* (Institution: 24.2%), and *Cultural resources (e.g. academic assistance, lectures, presentations)* (Institution: 21.7%).

Chicago. Among Chicago respondents, the most cited influential co-curricular experience is *Academic resources (e.g. academic assistance, lectures, presentations)* (Chicago: 52.8%) followed by *New Student Programs (e.g. new student orientation)* (Chicago: 43.3%), *Applied Professional Practice (e.g. lectures and trainings – CEUs)* (Chicago: 42.0%), *Career Services (e.g. resume, interviewing, online tools)* (Chicago: 33.7%), *NCADE (writing & research center)* (Chicago: 31.4%), and *Cultural resources (e.g. academic assistance, lectures, presentations)* (Chicago: 29.1%).

Online. Among Online respondents, the most cited influential co-curricular experience is *Academic resources (e.g. academic assistance, lectures, presentations)* (Online: 59.6%) followed by *New Student Programs (e.g. new student orientation)* (Online: 39.8%), *NCADE (writing & research center)* (Online: 38.7%), *Training and development resources (e.g. academic assistance, lectures, presentations)* (Online: 26.3%), *Cultural resources (e.g. academic assistance, lectures, presentations)* (Online: 17.8%), and *Career Services (e.g. resume, interviewing, online tools)* (Online: 14.8%).

Southern California. Among Southern California respondents, the most cited influential co-curricular experience is *Academic resources (e.g. academic assistance, lectures, presentations)* (Southern California: 52.8%) followed by *New Student Programs (e.g. new student orientation)* (Southern California: 46.1%), *NCADE (writing & research center)* (Southern California: 41.0%), *Training and development resources (e.g. academic assistance, lectures, presentations)* (Southern California: 32.2%), *Applied Professional Practice (e.g. lectures and trainings – CEUs)* (Southern California: 24.4%), and *Career Services (e.g. resume, interviewing, online tools)* (Southern California: 23.1%).

Washington, D.C. Among Washington, D.C. respondents, the most cited influential co-curricular experience is *Academic resources (e.g. academic assistance, lectures, presentations)* (Washington, D.C.: 56.9%), *New Student Programs (e.g. new student orientation)* (Washington, D.C.: 52.0%), *NCADE (writing & research center)* (Washington, D.C.: 35.8%), *Training and development resources (e.g. academic assistance, lectures, presentations)* (Washington, D.C.: 34.1%), *Cultural resources (e.g. academic assistance, lectures, presentations)* (Washington, D.C.: 29.3%), and *Career Services (e.g. resume, interviewing, online tools)* (Washington, D.C.: 28.5%).

Table 3: Co-Curricular Experiences at TCSP

	Chicago	Online	Southern California	Washington, D.C.	Institution
	(n = 436)	(n = 468)	(n = 307)	(n = 123)	(n = 1,334)
Academic resources (e.g. academic assistance, lectures, presentations)	52.8%	59.6%	52.8%	56.9%	55.5%
Cultural resources (e.g. academic assistance, lectures, presentations)	29.1%	17.8%	14.0%	29.3%	21.7%
Training and development resources (e.g. academic assistance, lectures, presentations)	26.4%	26.3%	32.2%	34.1%	28.4%
Wellness resources (e.g. academic assistance, lectures, presentations)	5.5%	7.1%	5.9%	9.8%	6.5%
NCADE (writing & research center)	31.4%	38.7%	41.0%	35.8%	36.6%
Career Services (e.g. resume, interviewing, online tools)	33.7%	14.8%	23.1%	28.5%	24.2%
International Education (e.g. international student services, study abroad)	10.3%	7.9%	8.1%	5.7%	8.6%
Health and Wellness (e.g. student solutions, programming)	9.2%	7.3%	5.2%	14.6%	8.1%
Student Leadership (e.g. student organizations)	20.6%	12.8%	6.8%	22.8%	14.9%
Multicultural programs or events (e.g. LGBT Safe Zone training)	19.5%	5.6%	11.4%	22.8%	13.0%
Military & Veteran (e.g. programming)	1.6%	5.6%	4.2%	7.3%	4.1%
New Student Programs (e.g. new student orientation)	43.3%	39.8%	46.1%	52.0%	43.6%
Applied Professional Practice (e.g. lectures and trainings - CEUs)	42.0%	13.5%	24.4%	22.0%	26.1%
Community Partnerships (e.g. community service, service learning, community-based research)	27.8%	6.6%	12.4%	16.3%	15.7%
Other (please specify)¹⁵	4.8%	11.3%	6.8%	7.3%	7.8%

Data Source: TCSP Student Experience Survey, Spring 2017

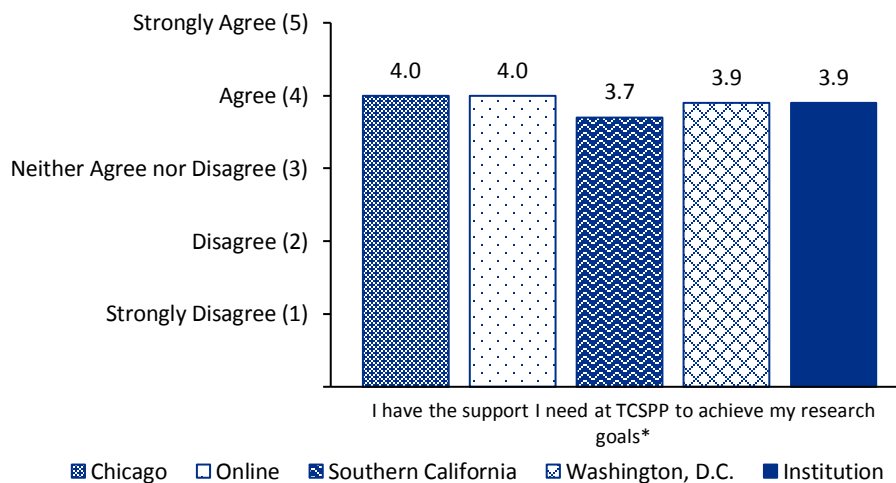
¹⁵ Other (please specify) responses can be found in the Unweighted Topline located at the end of this executive summary.

Scholarship

Respondents were asked to evaluate their experience with scholarship at TCSPP via three survey items. The survey items were evaluated using a 5-point Agreement Scale¹⁶ where larger values indicate higher levels of agreement.

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. The average response at the Institution, the Southern California campus, and the Washington, D.C. campus ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 16; Institution: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.9$) while the Chicago campus and the Online campus reports an average response of *Agree* (Chicago: $\bar{X} = 4.0$; Online: $\bar{X} = 4.0$). An one-way ANOVA finds that statistically significant differences exist at the campus level ($F(3, 1,425) = 8.1$). Specifically, the Southern California campus reports significantly less agreement with this statement than the Chicago and Online campuses – no other significant differences exist.

Figure 16: Has the Support Needed to Achieve Research Goals



Note: *p-value ≤ 0.05

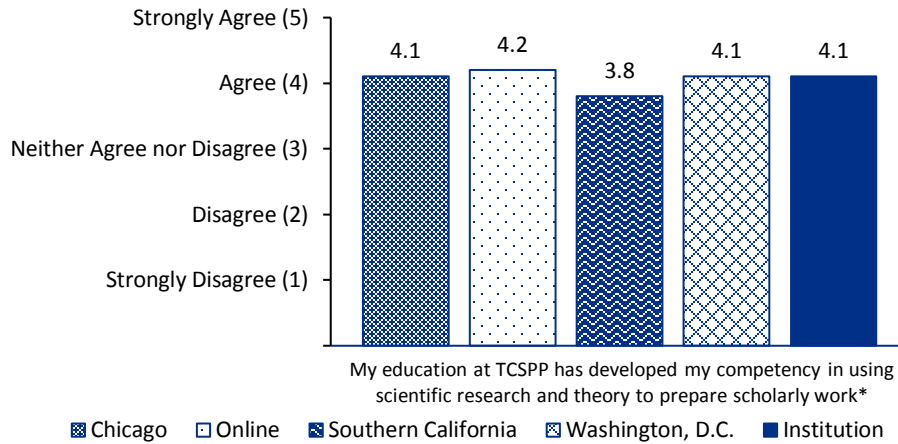
Data Source: TCSPP Student Experience Survey, Spring 2017

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*. With the exception of the Southern California campus, the average response ranges from *Agree* to *Strongly Agree* (See Figure 17; Institution: $\bar{X} = 4.1$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.1$); the Southern California campus reports an average response that ranges from *Neither Agree nor Disagree* to *Agree* (Southern California: $\bar{X} = 3.8$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,461) = 14.6$). Specifically, the Southern

¹⁶ Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

California campus displays a significantly lower 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



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

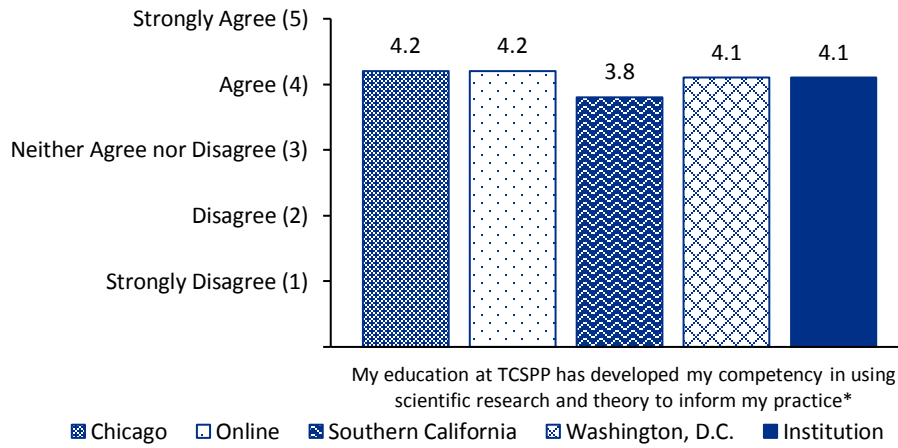
Chicago Online Southern California Washington, D.C. Institution

Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

My education at TCSPP has developed my competency in using scientific research and theory to inform my practice. Respondents agree with the statement, *My education at TCSPP has developed my competency in using scientific research and theory to inform my practice.* With the exception of Southern California, the average response ranges from *Agree* to *Strongly Agree* (See Figure 18; Institution: $\bar{X} = 4.1$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.1$); the average response at the Southern California campus ranges from *Neither Agree nor Disagree* to *Agree* (Southern California: $\bar{X} = 3.8$). An one-way ANOVA finds significant differences exist at the campus level ($F(3, 1,458) = 14.0$). Southern California reports a significantly lower level of agreement than the Chicago and Online 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

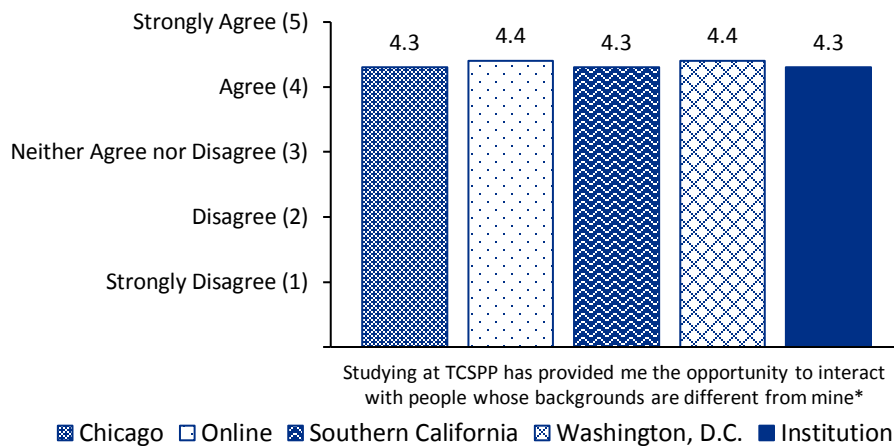
Data Source: TCSPP Student Experience Survey, Spring 2017

Diversity

Respondents were asked to evaluate survey items related to their ability and desire to apply knowledge of diversity issues in their field and one survey item to indicate what areas of diversity their TCSPS education has covered. Twenty-one survey items were evaluated on a 5-point Agreement Scale¹⁷ where larger values indicate higher levels of agreement.

Studying at TCSPS has provided me with the opportunity to interact with people whose backgrounds are different from mine. Respondents agree with the statement, *Studying at TCSPS has provided me with the opportunity to interact with people whose backgrounds are different from mine.* At all levels of interest, the average response ranges from *Agree* to *Strongly Agree* (See Figure 19; Institution: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.4$). While an one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,600) = 3.2$), a Tukey posthoc test does not find any significant differences between campuses.

Figure 19: Opportunity to Interact with People from Different Backgrounds



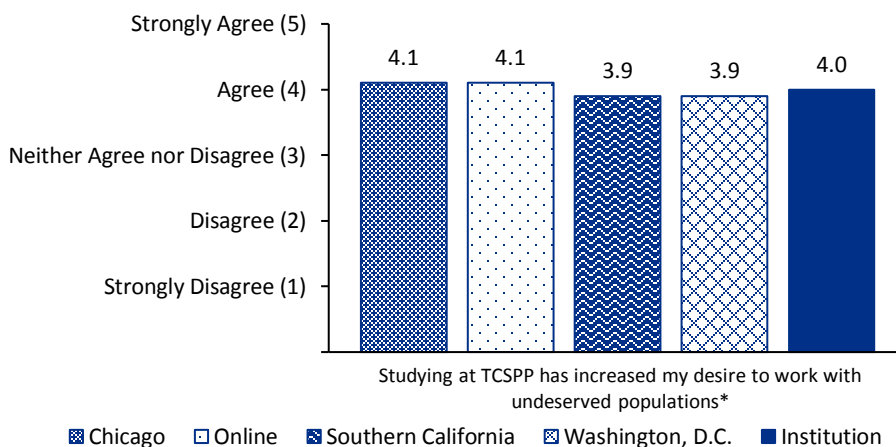
Note: *p-value ≤ 0.05

Data Source: TCSPS Student Experience Survey, Spring 2017

¹⁷ Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), or Strongly Agree (5)
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Studying at TCSPP has increased my desire to work with underserved populations. Respondents agree with the statement, *Studying at TCSPP has increased my desire to work with underserved populations*. The average response at the Institution is *Agree* (See Figure 20; Institution: $\bar{X} = 4.0$). The average response ranges from *Agree* to *Strongly Agree* at the Chicago campus and the Online campus (Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.1$) while it ranges from *Neither Agree nor Disagree* to *Agree* at the Southern California campus and Washington, D.C. campus (Southern California: $\bar{X} = 3.9$; Washington, D.C.: $\bar{X} = 3.9$). An one-way ANOVA finds that significant differences in how campuses evaluate this statement exist ($F(3, 1,600) = 4.2$); such that, the Southern California campus reports significantly lower levels of agreement with this statement than the Chicago and Online campuses.

Figure 20: Increased Desire to Work with Underserved Populations

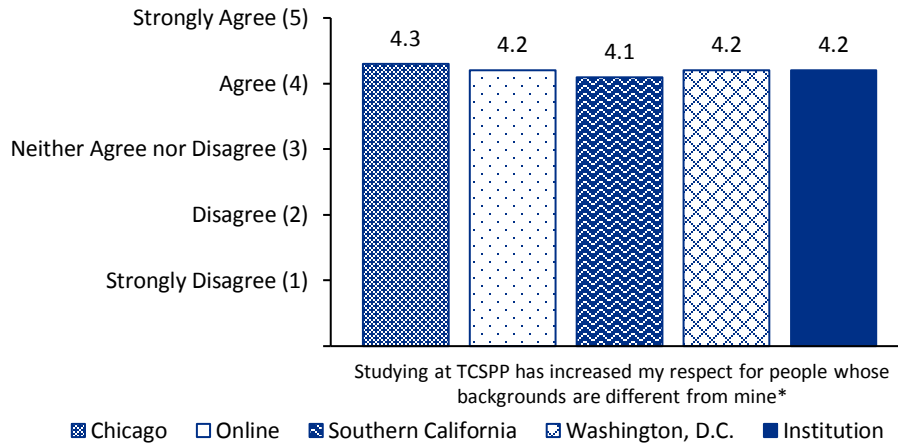


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Studying at TCSPP has increased my respect for people whose backgrounds are different from mine. Overall, respondents agree with the statement, *Studying at TCSPP has increased my respect for people whose backgrounds are different from mine*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 21; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$). Even though evaluations among the four campuses are consistent, an one-way ANOVA finds that significant differences do exist ($F(3, 1,599) = 4.0$). Specifically, the Chicago campus reports a significantly higher level of agreement with this statement than the Southern California campus; no other significant differences exist.

Figure 21: Increased Respect for People from Different Backgrounds



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Please indicate the areas of diversity that your education at TCSPP has covered. (Check all that apply). More than nine-in-ten respondents (See Table 4; Institution: 91.7%) report that their TCSPP education has covered at least one of the nine listed areas of diversity. *Cultural differences* (Institution: 91.7%) is the most cited area of diversity covered by respondents' TCSPP education followed by *Ethnic differences* (Institution: 87.0%), *Racial differences* (Institution: 80.3%), *Gender differences* (Institution: 78.1%), *Age differences* (Institution: 77.0%), *Socioeconomic differences* (Institution: 74.0%), *Sexual orientation differences* (Institution: 66.5%), *Religious differences* (Institution: 64.4%), and *Disability differences* (Institution: 54.6%).

Chicago. Slightly more than 90.0% of Chicago respondents (See Table 4; Chicago: 92.8%) report that their TCSPP education has covered one of the nine listed areas of diversity. *Cultural differences* (Chicago: 92.8%) is the most cited area of diversity covered by Chicago respondents' TCSPP education followed by *Ethnic differences* (Chicago: 90.9%), *Racial differences* (Chicago: 88.5%), *Gender differences* (Chicago: 85.6%), *Sexual orientation differences* (Chicago: 80.1%), *Age differences* (Chicago: 79.8%), *Socioeconomic differences* (Chicago: 79.6%), *Religious differences* (Chicago: 69.2%), and *Disability differences* (Chicago: 65.0%).

Online. Slightly more than nine-in-ten Online respondents (See Table 4; Online: 92.8%) report that their TCSPP education has covered one of the nine listed areas of diversity. *Cultural differences* (Online: 92.8%) is the most cited area of diversity covered by Online respondents' TCSPP education followed by *Ethnic differences* (Online: 84.4%), *Gender differences* (Online: 73.1%), *Racial differences* (Online: 72.6%), *Age differences* (Online: 72.3%), *Socioeconomic differences* (Online: 68.3%), *Religious differences* (Online: 57.9%), *Sexual orientation differences* (Online: 51.7%), and *Disability differences* (Online: 50.1%).

Table 4: Areas of Diversity Covered by TCSPP Education

	Chicago (n = 471)	Online (n = 566)	Southern California (n = 343)	Washington, D.C. (n = 137)	Institution (n = 1,517)
Age differences	79.8%	72.3%	78.4%	83.2%	77.0%
Cultural differences	92.8%	92.8%	88.3%	92.0%	91.7%
Disability differences	65.0%	50.1%	49.0%	51.8%	54.6%
Ethnic differences	90.9%	84.4%	85.4%	88.2%	87.0%
Gender differences	85.6%	73.1%	76.3%	77.4%	78.1%
Racial differences	88.5%	72.6%	80.2%	84.6%	80.3%
Religious differences	69.2%	57.9%	65.6%	71.3%	64.4%
Sexual orientation differences	80.1%	51.7%	69.7%	73.0%	66.5%
Socioeconomic differences	79.6%	68.3%	75.1%	75.2%	74.0%

Data Source: TCSPP Student Experience Survey, Spring 2017

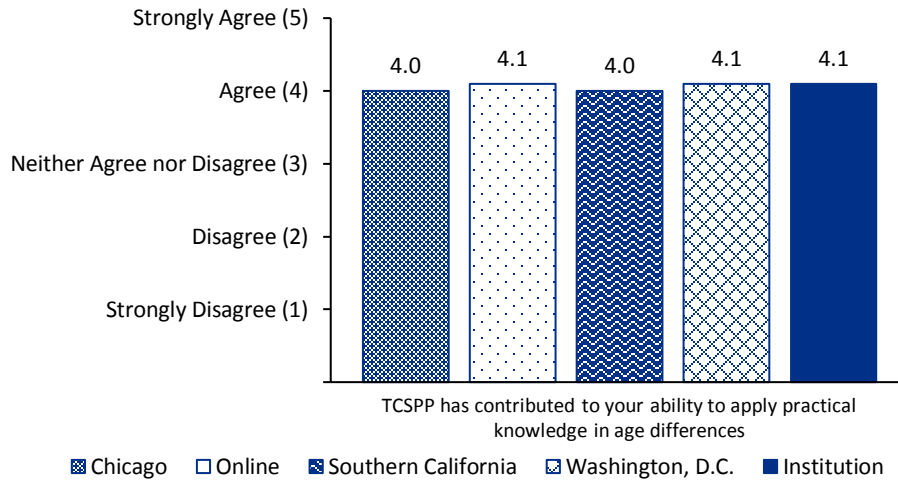
Southern California. More than four-in-five Southern California respondents (See Table 4; Southern California: 88.3%) report that their TCSPP education has covered one of the nine listed areas of diversity. *Cultural differences* (Southern California: 88.3%) is the most cited area of diversity covered by Southern California respondents' TCSPP education followed by *Ethnic differences* (Southern California: 85.4%), *Racial differences* (Southern California: 80.2%), *Age differences* (Southern California: 78.4%), *Gender differences* (Southern California: 76.3%), *Socioeconomic differences* (Southern California: 75.1%), *Sexual orientation differences* (Southern California: 69.7%), *Religious differences* (Southern California: 65.6%), and *Disability differences* (Southern California: 49.0%).

Washington, D.C. Slightly more than nine-in-ten Washington, D.C. respondents (See Table 4; Washington, D.C.: 92.0%) report that their TCSPP education has covered one of the nine listed areas of diversity. *Cultural differences* (Washington, D.C.: 92.0%) is the most cited area of diversity covered by Washington, D.C. respondents' TCSPP education followed by *Ethnic differences* (Washington, D.C.: 88.2%), *Racial differences* (Washington, D.C.: 84.6%), *Age differences* (Washington, D.C.: 83.2%), *Gender differences* (Washington, D.C.: 77.4%), *Socioeconomic differences* (Washington, D.C.: 75.2%), *Sexual orientation differences* (Washington, D.C.: 73.0%), *Religious differences* (Washington, D.C.: 71.3%), and *Disability differences* (Washington, D.C.: 51.8%).

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

Age differences. Respondents agree that TCSPP has contributed to their ability to apply practical knowledge in age differences. The average response at the Institution, the Online campus, and the Washington, D.C. campus ranges from *Agree* to *Strongly Agree* (See Figure 22; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.1$) while the average response at the Chicago and Southern California is *Agree* (Chicago: $\bar{X} = 4.0$; Southern California: $\bar{X} = 4.0$).

Figure 22: Practical Knowledge in Age Differences

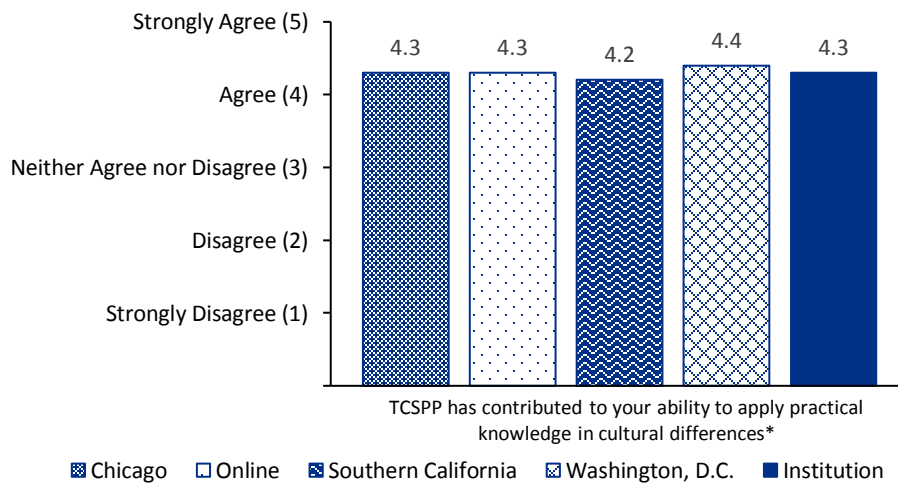


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Cultural Differences. Respondents agree that their TCSPP education has contributed to their ability to apply practice knowledge in cultural differences. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 23; Institution: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.4$). Although evaluations of this statement are consistent, an one-way ANOVA finds that significant differences exist ($F(3, 1,381) = 3.4$); specifically, the respondents from the Washington, D.C. campus report significantly higher levels of agreement than respondents from the Southern California campus. No other significant differences exist.

Figure 23: Practical Knowledge in Cultural Differences

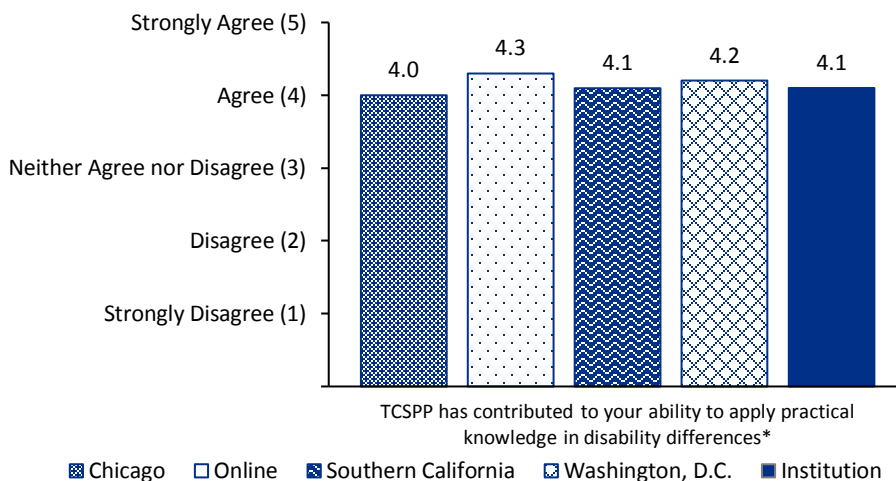


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Disability differences. Respondents agreement with the statement, *TCSPP has contributed to your ability to apply practical knowledge in disability differences.* With the exception of the Chicago campus, the average response ranges from *Agree* to *Strongly Agree* (See Figure 24; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$) while the average response at the Chicago campus is *Agree* (Chicago: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 817) = 5.6$) with the Online campus reporting a significantly higher level of agreement than the Chicago campus. No other significant differences exist.

Figure 24: Practical Knowledge in Disability Differences

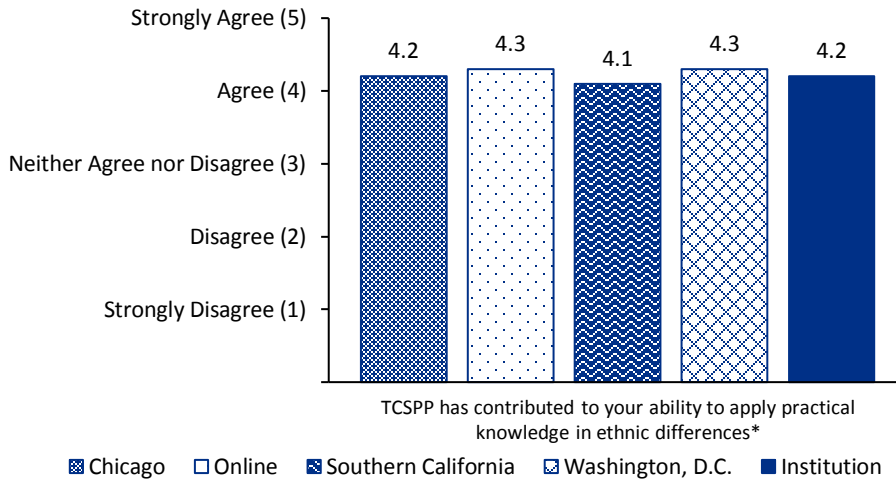


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Ethnic differences. Respondents agree that their TCSPP education has contributed to their ability to apply practical knowledge in ethnic differences. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 25; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,310) = 3.4$) with the Online campus reporting a significantly higher level of agreement than the Southern California campus. No other significant differences exist.

Figure 25: Practical Knowledge in Ethnic Differences

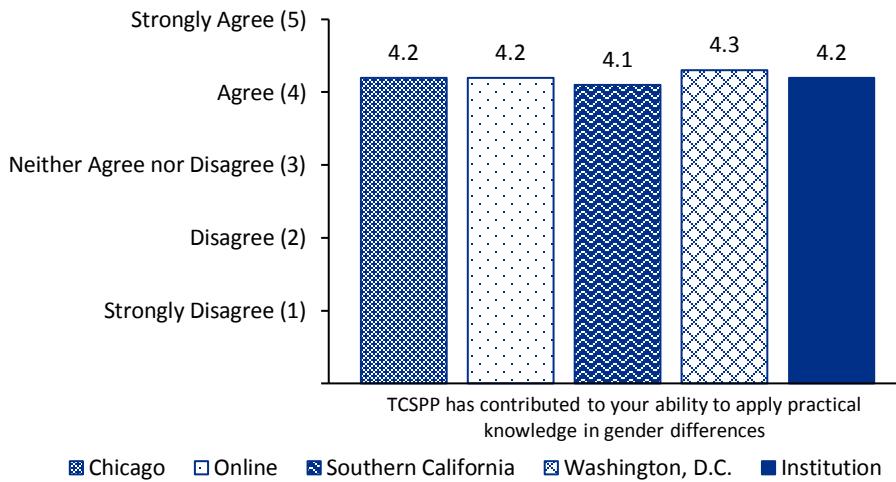


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Gender differences Respondents agree with the statement, *TCSPP has contributed to your ability to apply practical knowledge in gender differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 26; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$).

Figure 26: Practical Knowledge in Gender Differences

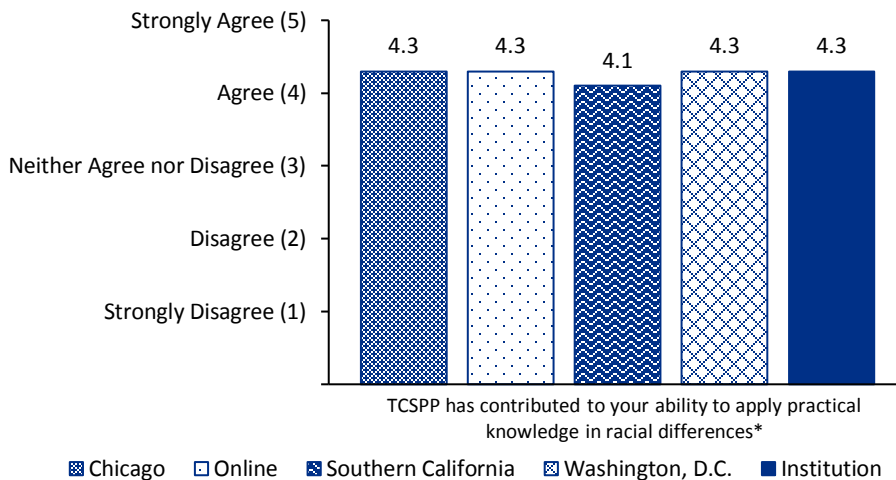


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Racial differences. Respondents agree with the statement, *TCSPP has contributed to your ability to apply practical knowledge in racial differences*. The average response, at all levels of interest, ranges from *Strongly Agree* to *Agree* (See Figure 27: Institution: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,206) = 2.7$); however, a Tukey posthoc tests reveals that no significant differences exist between campuses.

Figure 27: Practical Knowledge in Racial Differences

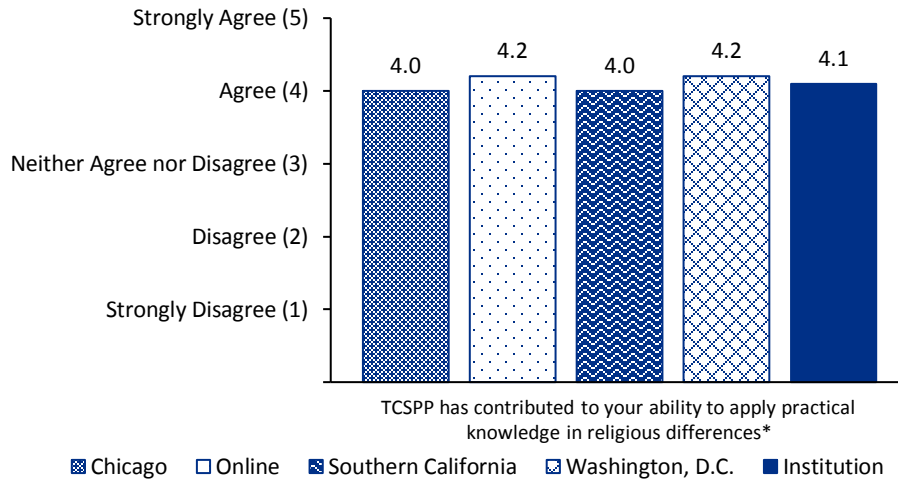


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Religious differences. Respondents agree with the statement, *TCSPP has contributed to your ability to apply practical knowledge in religious differences*. The average response at the Institution, the Online campus, and the Washington, D.C. campus ranges from *Agree* to *Strongly Agree* (See Figure 28: Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$) while the average response at the Chicago and Southern California campuses is *Agree* (Chicago: $\bar{X} = 4.0$; Southern California: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 965) = 3.9$) with the Online campus reporting a significantly higher level of agreement than the Chicago and Southern California campuses; no other significant differences exist.

Figure 28: Practical Knowledge in Religious Differences

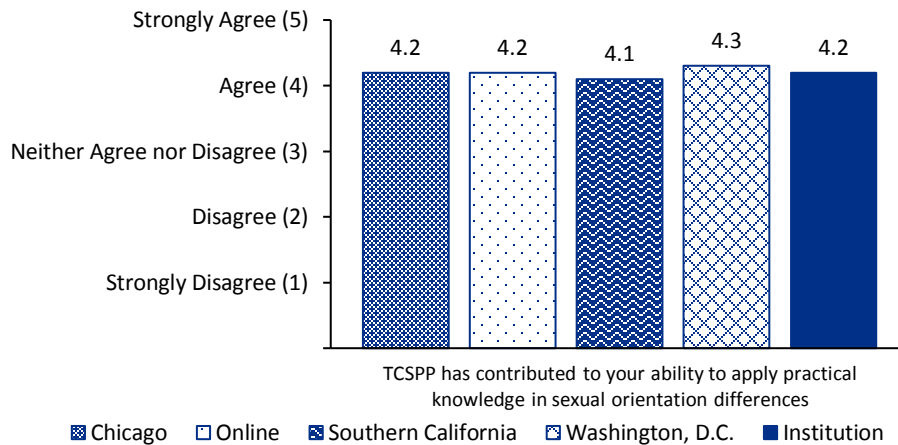


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Sexual orientation differences. Respondents agree with the statement, *TCSPP has contributed to your ability to apply practical knowledge in sexual orientation differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 29; Institution: $\bar{X} = 4.2$; Chicago; $\bar{X} = 4.2$; Online: $\bar{X} = 4.2$; Southern California; $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$).

Figure 29: Practical Knowledge in Sexual Orientation Differences

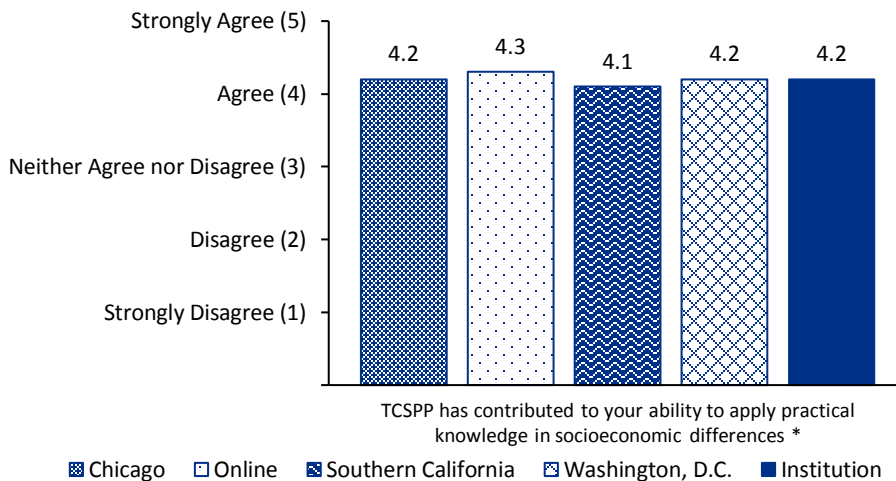


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Socioeconomic differences. Respondents agree that TCSPP has contributed to their ability to apply practical knowledge in socioeconomic differences. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 30; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,109) = 3.4$) with the Online campus reporting a significantly higher level of agreement than the Southern California campus; no other significant differences exist.

Figure 30: Practical Knowledge in Socioeconomic Differences



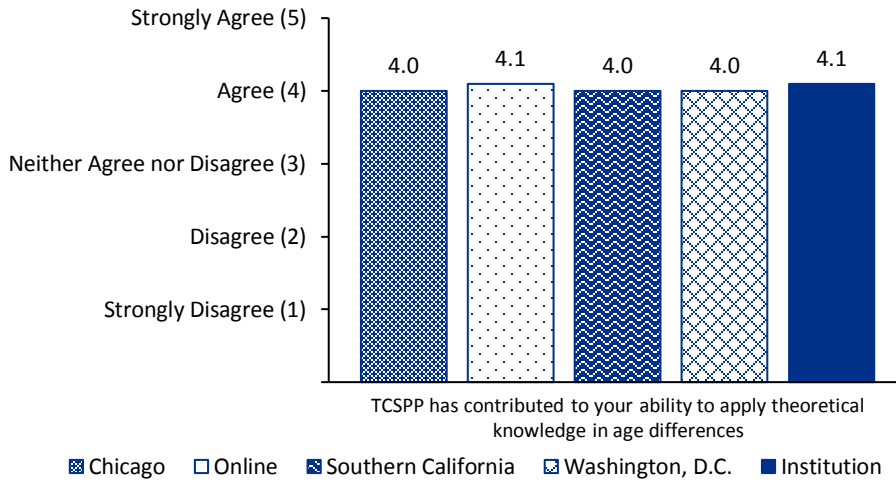
Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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

Age differences. Respondents agree that their TCSPP education has contributed to their ability to apply theoretical knowledge in age differences. The average response at the Institution and the Online campus ranges from *Agree* to *Strongly Agree* (See Figure 31; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.1$) while the average response at the Chicago campus, the Southern California campus, and Washington, D.C. campus is *Agree* (Chicago: $\bar{X} = 4.0$; Southern California: $\bar{X} = 4.0$; Washington, D.C.: $\bar{X} = 4.0$).

Figure 31: Theoretical Knowledge in Age Differences

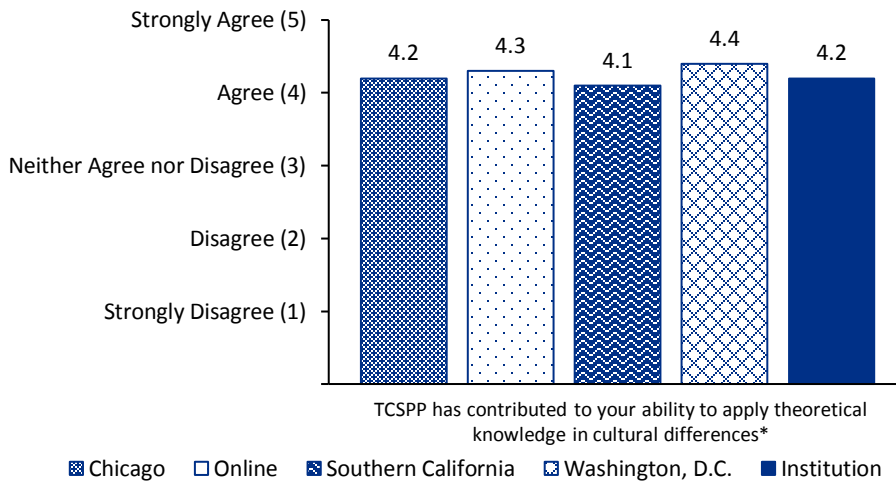


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Cultural differences. Respondents agree with the statement, *TCSPP has contributed to your ability to apply theoretical knowledge in cultural differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 32; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California; $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.4$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,345) = 6.7$). Specifically, the Southern California campus reports a significantly lower level of agreement with this statement than the Chicago, Online, and Washington, D.C. campuses.

Figure 32: Theoretical Knowledge in Cultural Differences

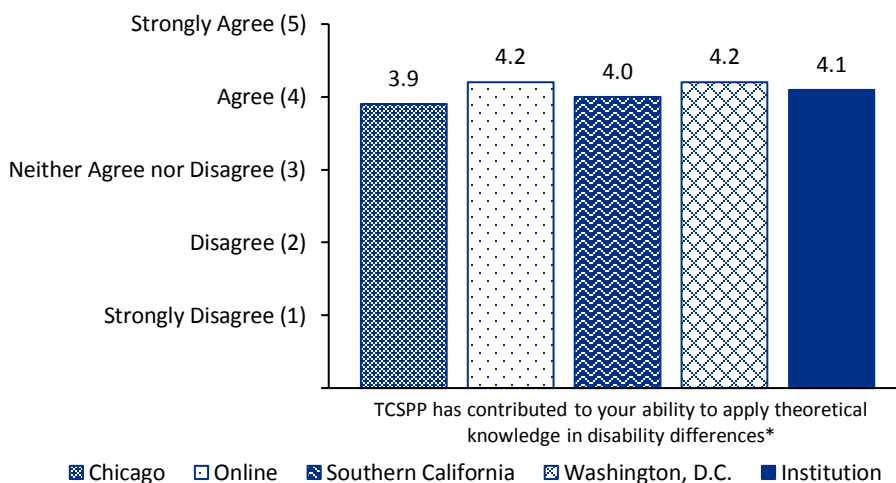


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Disability differences. Respondents agree that TCSPP has contributed to their ability to apply theoretical knowledge in disability differences. The average response at the Institution, Online campus, and Washington, D.C. campus ranges from *Agree* to *Strongly Agree* (See Figure 33; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$); the average response at the Southern California campus is *Agree* (Southern California: $\bar{X} = 4.0$) and ranges from *Neither Agree nor Disagree* to *Agree* at the Chicago campus (Chicago: $\bar{X} = 3.9$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 801) = 7.1$). Specifically, the Online campus reports a significantly higher level of agreement with this statement than the Chicago and Southern California campuses. Additionally, the Washington, D.C. campus reports a significantly higher level of agreement than the Chicago campus. No other significant differences exist.

Figure 33: Theoretical Knowledge in Disability Differences

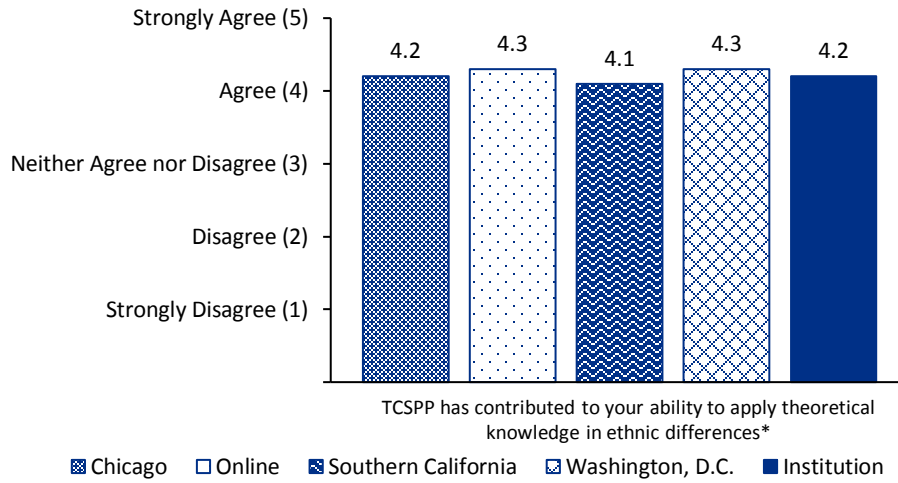


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Ethnic differences. Respondents agree with the statement, *TCSPP has contributed to your ability to apply theoretical knowledge in Ethnic differences*. The average response, at all levels of interest, ranges from *Agree* to *Strongly Agree* (See Figure 34; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,282) = 6.8$) with the Southern California campus reporting significantly lower levels of agreement than the Online and Washington, D.C. campuses.

Figure 34: Theoretical Knowledge in Ethnic Differences

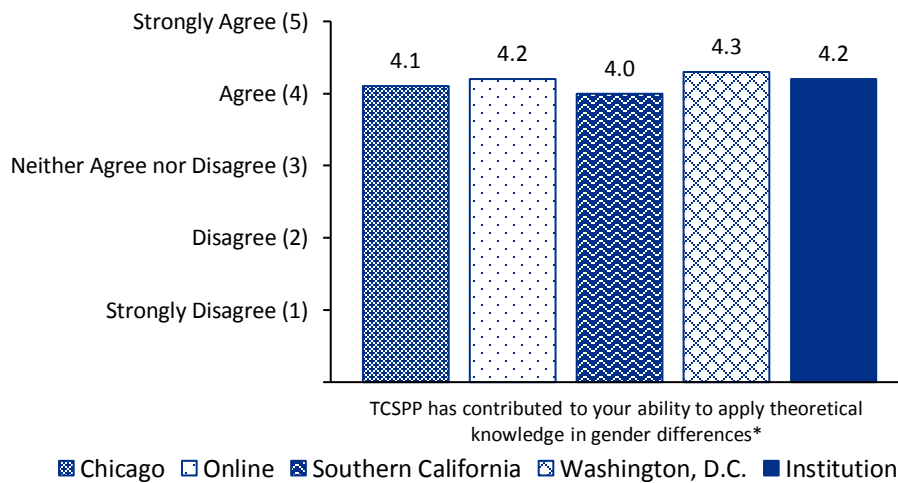


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Gender differences. Respondents agree with the statement, *TCSPP has contributed to your ability to apply theoretical knowledge in gender differences*. With the exception, of the Southern California campus, the average response ranges from *Agree* to *Strongly Agree* (See Figure 35; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.3$) with the Southern California campus reporting an average response of *Agree* (Southern California: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,145) = 5.6$) with the Southern California campus reporting a significantly lower level of agreement than the Online and Washington, D.C. campuses. No other significant differences exist.

Figure 35: Theoretical Knowledge in Gender Differences

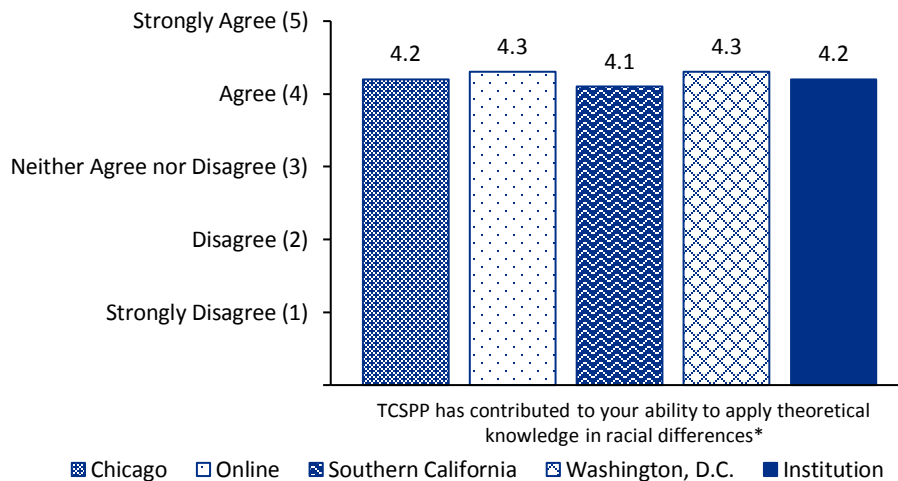


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Racial differences. At all levels of interest, respondents agree with the statement, *TCSPP has contributed to your ability to apply theoretical knowledge in racial differences*, with average responses ranging from *Agree* to *Strongly Agree* (See Figure 36; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.3$). While evaluations appear to be consistent across campuses, an one-way ANOVA finds that significant differences do exist ($F(3, 1,179) = 4.3$). Specifically, the Online campus reports a significantly higher level of agreement than the Southern California campus; no other significant differences exist.

Figure 36: Theoretical Knowledge in Racial Differences

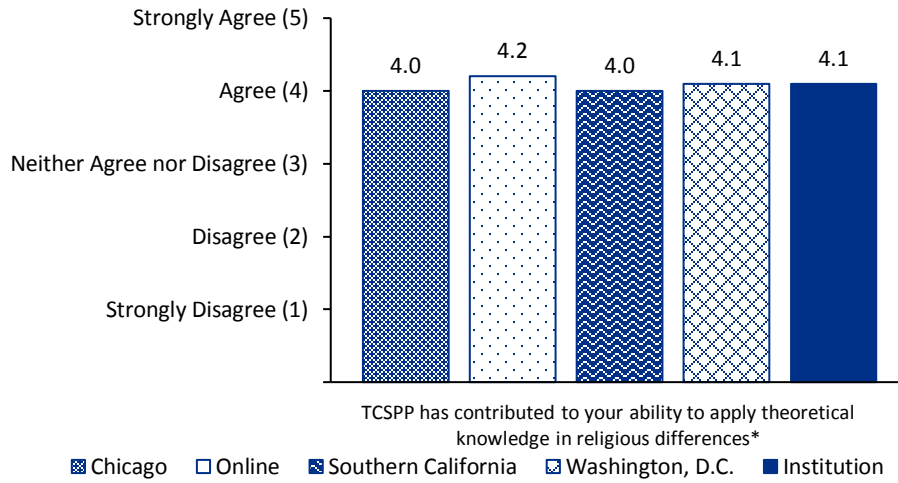


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Religious differences. Respondents agree that their TCSPP education has contributed to their ability to apply theoretical knowledge in religious differences. The average response at the Institution, the Online campus, and the Washington, D.C. campus ranges from *Agree* to *strongly Agree* (See Figure 37; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.1$) and is *Agree* at the Chicago and Southern California campuses (Chicago: $\bar{X} = 4.0$; Southern California: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 949) = 4.9$) with the Online campus reporting a significantly higher level of agreement than the Chicago and Southern California campuses; no other significant differences exist.

Figure 37: Theoretical Knowledge in Religious Differences

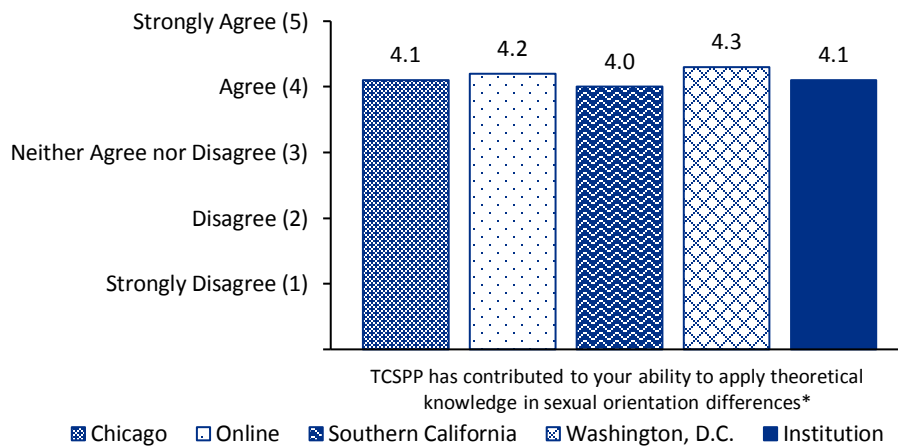


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Sexual orientation differences. Respondents report agreement with the statement, *TCSPP has contributed to your ability to apply theoretical knowledge in sexual orientation differences*. With the exception of the Southern California campus, the average response ranges from *Agree* to *Strongly Agree* (See Figure 38; Institution: $\bar{X} = 4.1$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.3$) with the Southern California campus reporting an average response of *Agree* (Southern California: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 978) = 3.9$) with the Online campus reporting a significantly higher level of agreement with this statement than the Southern California campus; no other significant differences exist.

Figure 38: Theoretical Knowledge in Sexual Orientation Differences

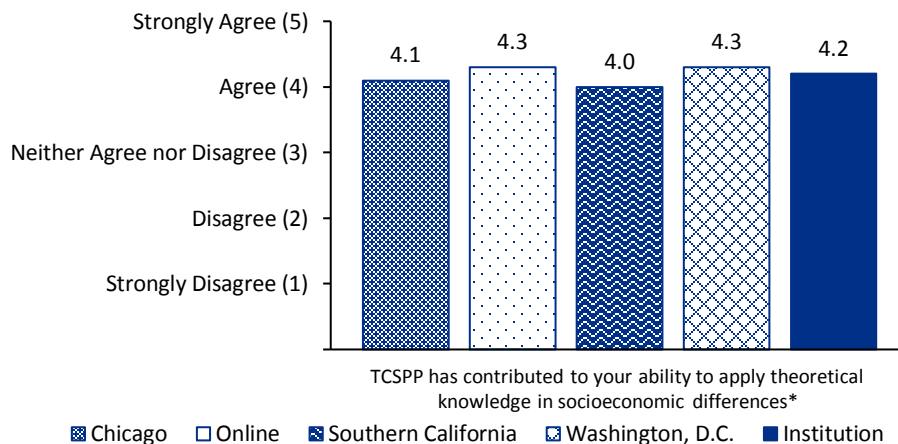


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Socioeconomic differences. Respondents agree with the statement, *TCSPP has contributed to your ability to apply theoretical knowledge in socioeconomic differences*. With the exception of the Southern California campus, the average response ranges from *Agree* to *Strongly Agree* (See Figure 39; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.3$) while Southern California reports an average response of *Agree* (Southern California: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,086) = 7.7$) with a Tukey posthoc revealing that the Southern California campus reports less agreement than the Online and Washington, D.C. campuses.

Figure 39: Theoretical Knowledge in Socioeconomic Differences



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

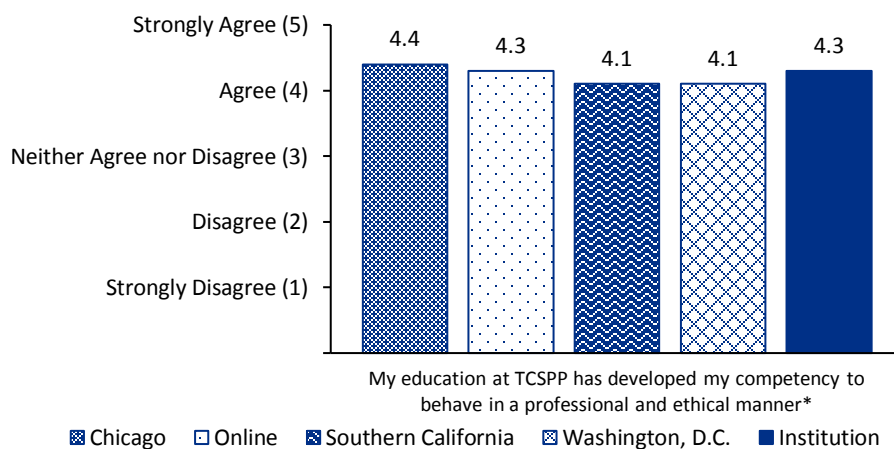
Professional Behavior/ Practice & Career Preparation

Respondents were asked several questions regarding their experiences at TCSPP with professional behavior/practice and career preparation. Seven survey items were measured on a 5-point Agreement Scale¹⁸.

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 40; Institution: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.4$; Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.1$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,567) = 8.0$). Specifically, the Chicago campus and the Online campus report significantly higher levels of agreement than the Southern California campus. Additionally, the Chicago campus reports significantly higher levels of agreement with this statement than the Washington, D.C. campus.

Figure 40: Developed Competency to Behave in a Professional and Ethical Manner



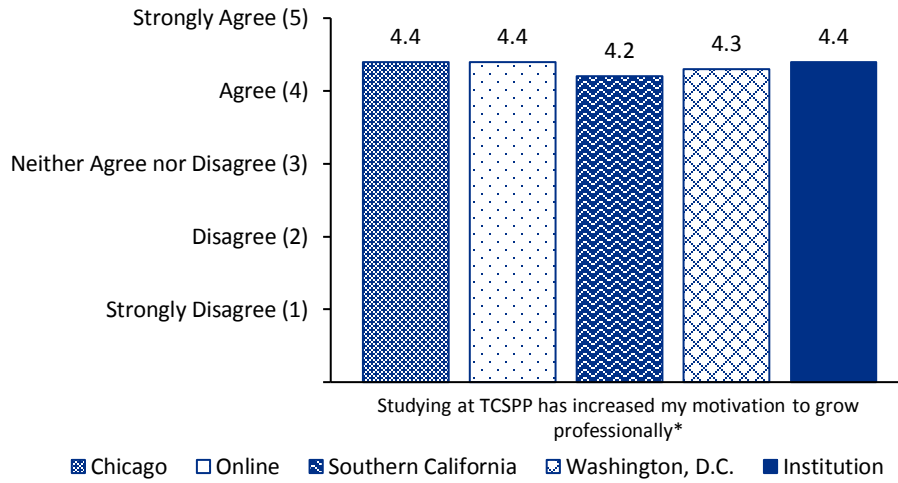
Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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 41; Institution: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.4$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.3$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,562) = 8.8$) with the Southern California campus reporting significantly lower levels of agreement than the Chicago and Online campuses.

¹⁸ Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

Figure 41: Increased Motivation to Grow Professionally

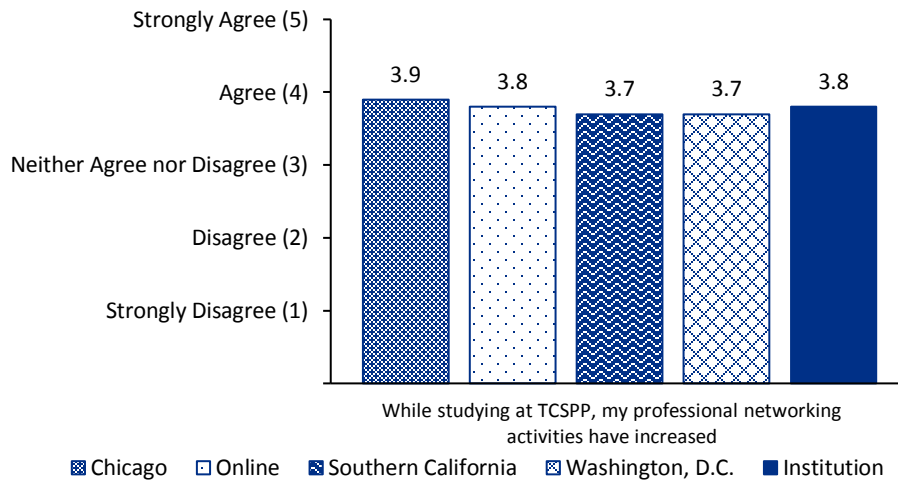


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

While studying at TCSPP, my professional networking activities have increased. Respondents somewhat agree with the statement, *While studying at TCSPP, my professional networking activities have increased*. At all levels of interest, the average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 42; Institution: $\bar{X} = 3.8$; Chicago: $\bar{X} = 3.9$; Online: $\bar{X} = 3.8$; Southern California: $\bar{X} = 3.7$; Washington, D.C.: $\bar{X} = 3.7$).

Figure 42: Increased Professional Networking Activities



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Please indicate if your education and training at TCSPS has involved any of the following areas. (Check all that apply). Overall, more than 80.0% of respondents (See Table 5). report that their education and training at TCSPS has involved critical thinking, interpersonal skills, research skills, or communication skills. The most cited area of is *Critical Thinking (e.g. ability to engage in reflective and independent thinking)* (Institution: 88.6%) followed by *Communication Skills (e.g. clear presentation of ideas in written and verbal forms)* (Institution: 84.1%), *Interpersonal Skills (e.g. interacting and communicating with others)* (Institution: 80.4%), and *Research Skills (e.g. report writing, data analysis)* (Institution: 80.0%).

Chicago. Among Chicago respondents the most cited area is *Critical Thinking (e.g. ability to engage in reflective and independent thinking)* (Chicago: 90.4%) followed by *Communication Skills (e.g. clear presentation of ideas in written and verbal forms)* (Chicago: 88.4%), *Interpersonal Skills (e.g. interacting and communicating with others)* (Chicago: 85.7%), and *Research Skills (e.g. report writing, data analysis)* (Chicago: 79.3%).

Online. The most cited area among Online respondents is *Critical Thinking (e.g. ability to engage in reflective and independent thinking)* (Online: 89.6%) followed by *Research Skills (e.g. report writing, data analysis)* (Online: 86.4%), *Communication Skills (e.g. clear presentation of ideas in written and verbal forms)* (Online: 82.4%), and *Interpersonal Skills (e.g. interacting and communicating with others)* (Online: 77.0%).

Table 5: TCSPS Education and Training Involves the Following Areas

	Chicago (n = 449)	Online (n = 557)	Southern California (n = 336)	Washington, D.C. (n = 131)	Institution (n = 1473)
Critical Thinking (e.g. ability to engage in reflective and independent thinking)	90.4%	89.6%	82.7%	93.1%	88.6%
Interpersonal Skills (e.g. interacting and communicating with others)	85.7%	77.0%	77.7%	84.0%	80.4%
Research Skills (e.g. report writing, data analysis)	79.3%	86.4%	73.2%	73.3%	80.0%
Communication Skills (e.g. clear presentation of ideas in written and verbal forms)	88.4%	82.4%	81.3%	84.0%	84.1%

Data Source: TCSPS Student Experience Survey, Spring 2017

Southern California. Among Southern California respondents, the most cited area is *Critical Thinking (e.g. ability to engage in reflecting and independent thinking)* (Southern California: 82.7%) followed by *Communication Skills (e.g. clear presentation of ideas in written and verbal forms)* (Southern California: 81.3%), *Interpersonal Skills (e.g. interacting and community with others)* (Southern California: 77.7%), and *Research Skills (e.g. report writing, data analysis)* (Southern California: 73.2%).

Washington, D.C. The most cited area among Washington, D.C. respondents is *Critical Thinking (e.g. ability to engage in reflective and independent thinking)* (Washington, D.C.: 93.1%) followed by *Communication Skills (e.g. clear presentation of ideas in written and verbal forms)* and *Interpersonal Skills (e.g. interacting and communicating with others)* (Washington, D.C.: respectively, each receiving 84.0%), and *Research Skills (e.g. report writing, data analysis)* (Washington, D.C.: 73.3%).

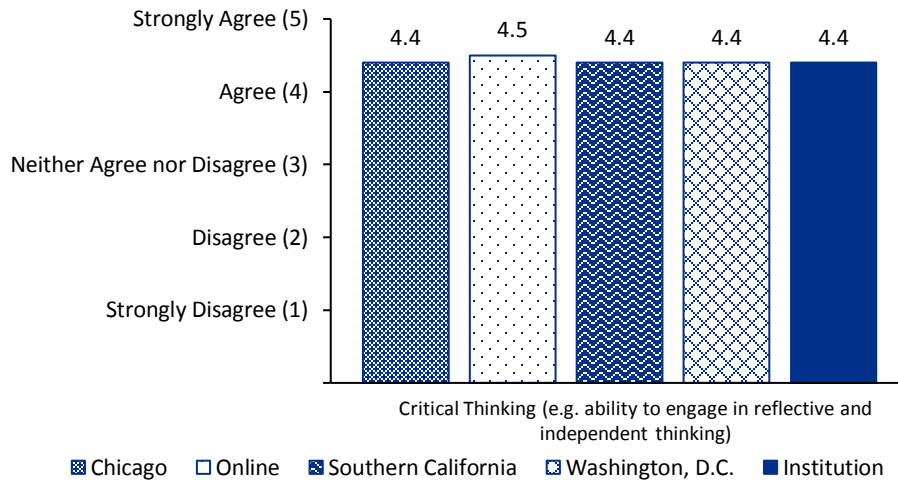
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My education and training have prepared me in the following areas:

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 43; Institution: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.4$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.4$; Washington, D.C.: $\bar{X} = 4.4$).

Figure 43: Critical Thinking

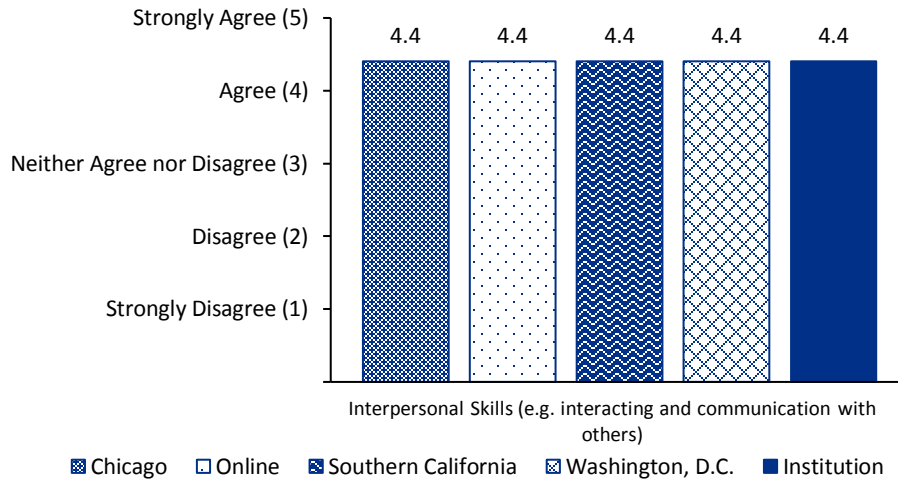


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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 44; Institution: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.4$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.4$; Washington, D.C.: $\bar{X} = 4.4$).

Figure 44: Interpersonal Skills

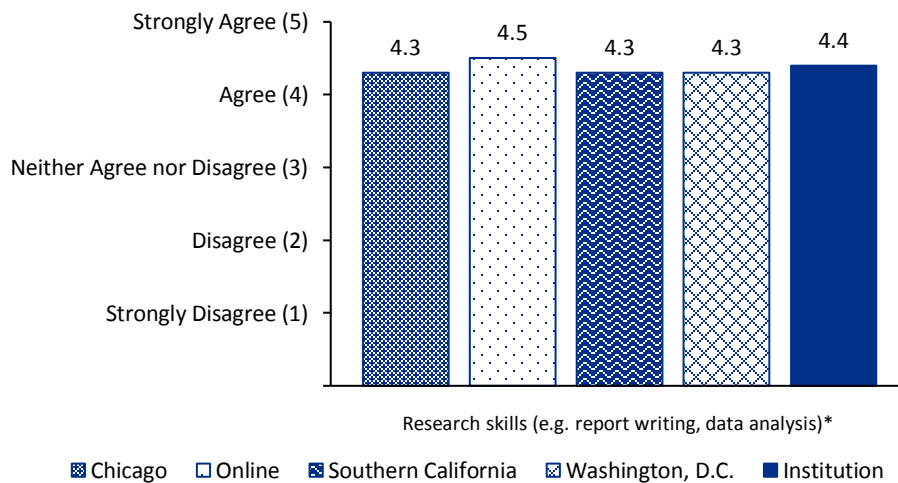


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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 45; Institution: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.3$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,171) = 10.6$). Specifically, 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 45: Research Skills

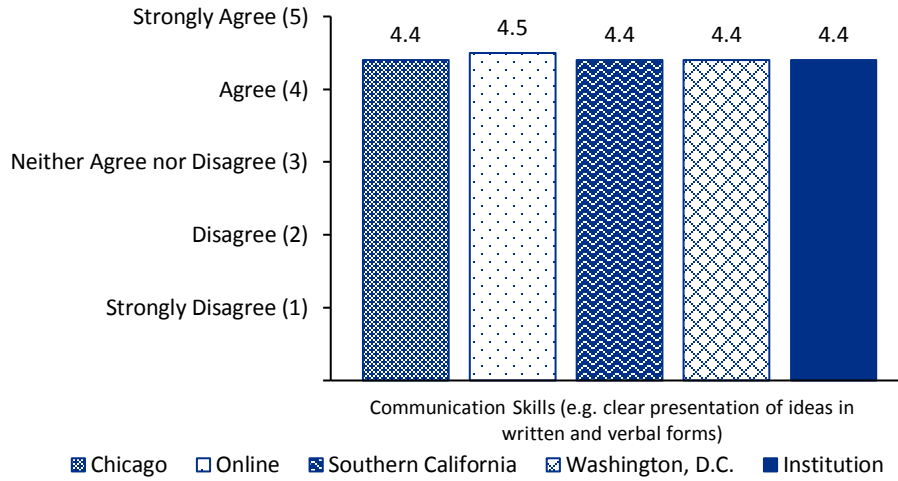


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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 46; Institution: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.4$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.4$; Washington, D.C.: $\bar{X} = 4.4$).

Figure 46: Communication Skills



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

School Resources

Respondents were asked if they have used 12 TCSP resources, in the past year, and their satisfaction with those TCSP resources. Resources were evaluated on a 5-point Satisfaction Scale.¹⁹ Using the same scale, respondents were asked to evaluate their satisfaction with the number/frequency of co-curricular activities and the options for involvement with student groups/organizations. Finally, respondents were asked to identify how they would like to receive information regarding co-curricular events at TCSP, what type of programs are of interest to them, and what prevents them from participating in co-curricular events at TCSP.

Please indicate if you have used any of the following resources in the past twelve months. (Check all that apply). Overall, the most used resource among respondents at TCSP is *Library Resources* (See Table 6; Institution: 75.4%) followed by *Financial Aid* (73.9%), *Student Accounts (e.g. Payment Plans, Special Tuition Rates)* (Institution: 61.1%), *Information Technology (e.g. Canvas, myChicagoSchool)* (Institution: 58.2%), *NCADE (writing & research center)* (Institution: 36.5%), *Applied Professional Practice (APP)* (Institution: 29.2%), *Practical Training (e.g. Internships, Practicums, Service Learning)* (Institution: 28.3%), *Career Services* (Institution: 16.7%), *Community Partnerships (e.g. community service, service learning, community-based research)* (Institution: 11.9%), *Study Abroad* (Institution: 7.7%), *Health and Wellness (e.g. Student Solutions, Programming)* (Institution: 5.7%), and *Accessibility Accommodations (disability)* (Institution: 4.6%).

Chicago. The most used TCSP resource among Chicago respondents is *Library Resources* (Chicago: 75.8%), *Financial Aid* (Chicago: 68.2%), *Applied Professional Practice (APP)* (Chicago: 66.4%), *Student Accounts (e.g. Payment Plans, Special Tuition Rates)* (Chicago: 63.9%), *Information Technology (e.g. Canvas, myChicagoSchool)* (Chicago: 57.2%), *NCADE (writing & research center)* (Chicago: 33.6%), *Career Services* (Chicago: 24.7%), *Community Partnerships (e.g. community service, service learning, community-based research)* (Chicago: 20.4%), *Study Abroad* (Chicago: 8.5%), *Health and Wellness (e.g. Student Solutions, Programming)* (Chicago: 6.2%), and *Accessibility Accommodations (disability)* (Chicago: 4.9%).

Online. The most used TCSP resource among Online respondents is *Library Resources* (Online: 77.4%), *Financial Aid* (Online: 74.1%), *Student Accounts (e.g. Payment Plans, Special Tuition Rates)* (Online: 62.1%), *Information Technology (e.g. Canvas, myChicagoSchool)* (Online: 60.0%), *NCADE (writing & research center)* (Online: 36.5%), *Career Services* (Online: 13.2%), *Applied Professional Practice (APP)* (Online: 10.7%), *Practical training (e.g. Internships, Practicums, Service Learning)* (Online: 9.7%), *Community Partnerships (e.g. community service, service learning, community-based research)* (Online: 7.4%), *Study Abroad* (Online: 6.5%), *Health and Wellness (e.g. Student Solutions, Programming)* (Online: 4.9%), *Accessibility Accommodations (disability)* (Online: 4.9%).

Southern California. The most used TCSP resource among Southern California respondents is *Financial Aid* (Southern California: 79.8%) followed by *Library Resources* (Southern California: 72.1%), *Information Technology (e.g. Canvas, myChicagoSchool)* (Southern California: 54.0%), *Student Accounts (e.g. Payment Plans, Special Tuition Rates)* (Southern California: 52.8%), *NCADE (writing & research center)* (Southern California: 40.4%), *Practical Training (e.g. Internships, Practicums, Service Learning)* (Southern California: 32.3%), *Career Services* (Southern California: 14.2%), *Study Abroad* (Southern California: 8.0%), *Community Partnerships (e.g. community*

¹⁹ Not at all Satisfied (1), Dissatisfied (2), Neither Satisfied nor Dissatisfied (3), Satisfied (4), Very Satisfied (5)
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service, service learning, community-based research) (Southern California: 7.7%), *Applied Professional Practice (APP)* (Southern California: 7.4%), *Health and Wellness (e.g. Student Solutions, Programming)* (Southern California: 6.0%), *Accessibility Accommodations (disability)* (Southern California: 5.3%).

Washington, D.C. The most used TCSPP resource among Washington, D.C. respondents is *Financial Aid* (Washington, D.C.: 77.7%), *Library Resources* (Washington, D.C.: 73.8%), *Student Accounts (e.g. Payment Plans, Special Tuition Rates)* (Washington, D.C.: 68.2%), *Information Technology (e.g. Canvas, myChicagoSchool)* (Washington, D.C.: 65.1%), *NCADE (writing & research center)* (Washington, D.C.: 36.4%), *Applied Professional Practice (APP)* (Washington, D.C.: 35.4%), *Practical Training (e.g. Internships, Practicums, Service Learning)* (Washington, D.C.: 33.3%), *Community Partnerships (e.g. community service, service learning, community-based research)* (Washington, D.C.: 12.3%), *Career Services* (Washington, D.C.: 10.0%), *Study Abroad* (Washington, D.C.: 9.2%), *Health and Wellness (e.g. Student Solutions, Programming)* (Washington, D.C.: 6.2%), *Accessibility Accommodations (disability)* (Washington, D.C.: 0.8%).

Table 6: Percent Who Use TCSPP Resources

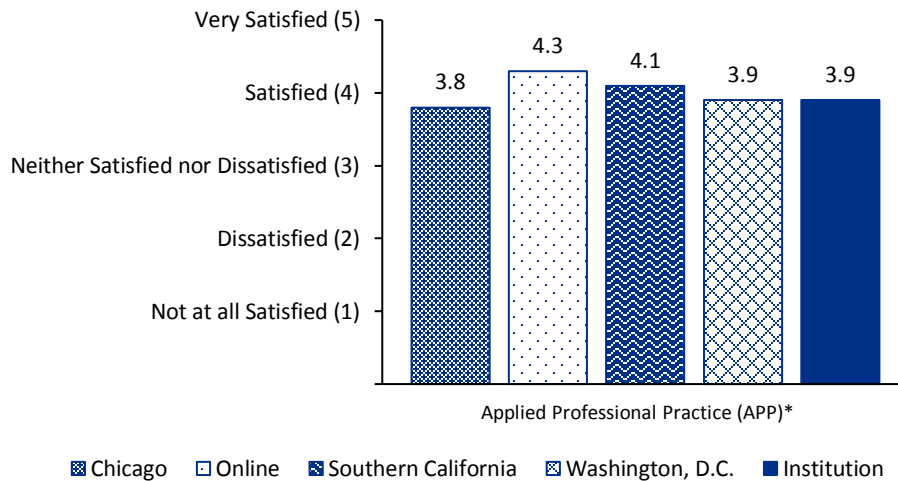
	Chicago (n = 450)	Online (n = 554)	Southern California (n = 337)	Washington, D.C. (n = 130)	Institution (n = 1,471)
Applied Professional Practice (APP)	66.4%	10.7%	7.4%	35.4%	29.2%
Career Services	24.7%	13.2%	14.2%	10.0%	16.7%
Practical Training (e.g. Internships, Practicums, Service Learning)	46.8%	9.7%	32.3%	33.3%	28.3%
Financial Aid	68.2%	74.1%	79.8%	77.7%	73.9%
Health and Wellness (e.g. Student Solutions, Programming)	6.2%	4.9%	6.0%	6.2%	5.7%
Information Technology (e.g. Canvas, myChicagoSchool)	57.2%	60.0%	54.0%	65.1%	58.2%
Library Resources	75.8%	77.4%	72.1%	73.8%	75.4%
NCADE (writing & research center)	33.6%	36.5%	40.4%	36.4%	36.5%
Community Partnerships (e.g. community service, service learning, community-based research)	20.4%	7.4%	7.7%	12.3%	11.9%
Student Accounts (e.g. Payment Plans, Special Tuition Rates)	63.9%	62.1%	52.8%	68.2%	61.1%
Study Abroad	8.5%	6.5%	8.0%	9.2%	7.7%
Accessibility Accommodations (disability)	4.9%	4.9%	5.3%	0.8%	4.6%

Data Source: TCSPP Student Experience Survey, Spring 2017

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

Applied Professional Practice (APP). Respondents are overall satisfied with *Applied Professional Practice (APP)*. The average response at the Institution, the Chicago campus, and the Washington, D.C. campus ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 47; Institution: $\bar{X} = 3.9$; Chicago: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 3.9$). The average response at the Online and Southern California campuses ranges from *Satisfied* to *Very Satisfied* (Online: $\bar{X} = 4.3$; Southern California: $\bar{X} = 4.1$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 423) = 3.2$) with the Online campus reporting a significantly higher level of satisfaction than the Chicago campus; no other significant differences exist.

Figure 47: Applied Professional Practice (APP)

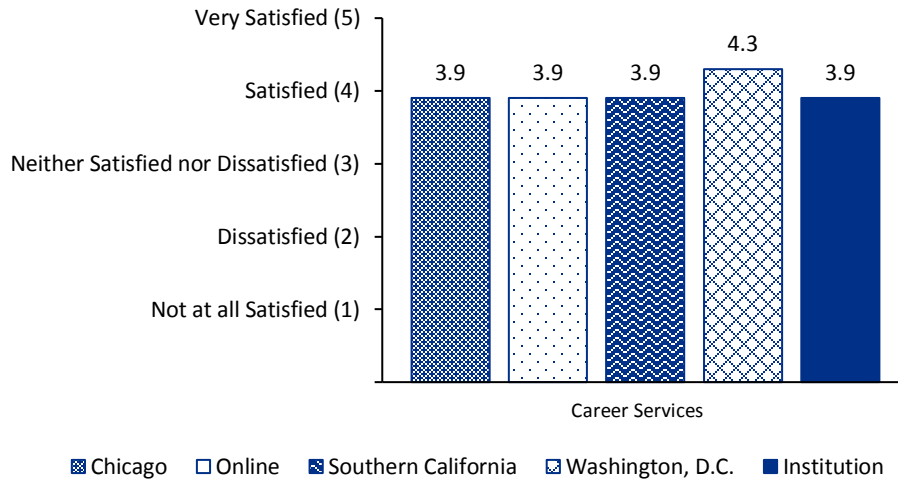


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Career Services. Respondents report satisfaction with *Career Services*. With the exception of the Washington, D.C. campus, the average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 48; Institution: $\bar{X} = 3.9$; Chicago: $\bar{X} = 3.9$; Online: $\bar{X} = 3.9$; Southern California: $\bar{X} = 3.9$) with the Washington, D.C. campus reporting an average response that ranges from *Satisfied* to *Very Satisfied* (Washington, D.C.: $\bar{X} = 4.3$).

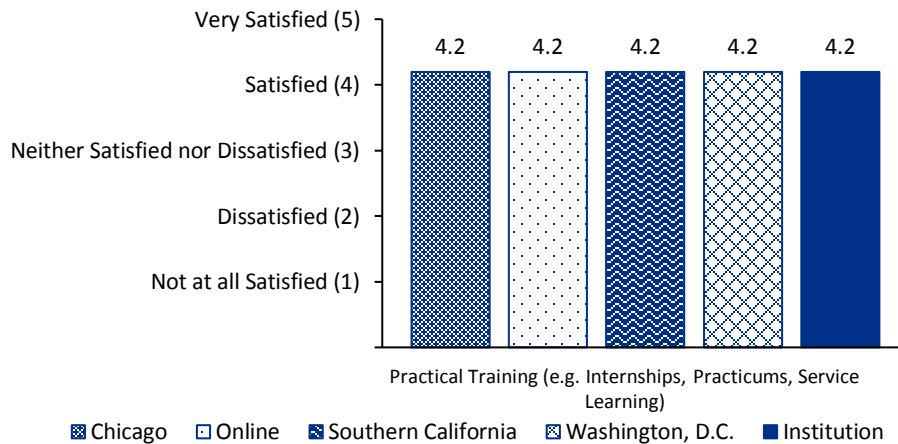
Figure 48: Career Services



Note: Due to a low number of responses, a statistical test was not conducted.
 Data Source: TCSPP Student Experience Survey, Spring 2017

Practical Training (e.g., Internships, Practicums, Service Learning). Respondents are satisfied with *Practical Training (e.g. Internships, Practicums, Service Learning)* at TCSPP. The average response, at all levels of interest, ranges from *Satisfied* to *Very Satisfied* (See Figure 49; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.2$; Washington, D.C.: $\bar{X} = 4.2$).

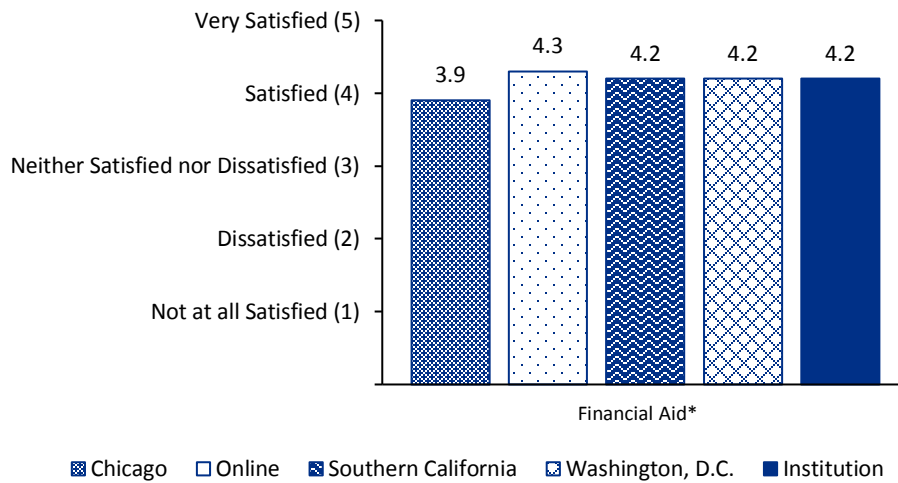
Figure 49: Practical Training (e.g. Internships, Practicums, Service Learning)



Note: *p-value ≤ 0.05
 Data Source: TCSPP Student Experience Survey, Spring 2017

Financial Aid. Respondents report satisfaction with *Financial Aid* at TCSPP. With the exception of the Chicago campus, the average response ranges from *Satisfied* to *Very Satisfied* (See Figure 50; Institution: $\bar{X} = 4.2$; 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: $\bar{X} = 3.9$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,077) = 10.6$) 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.

Figure 50: Financial Aid

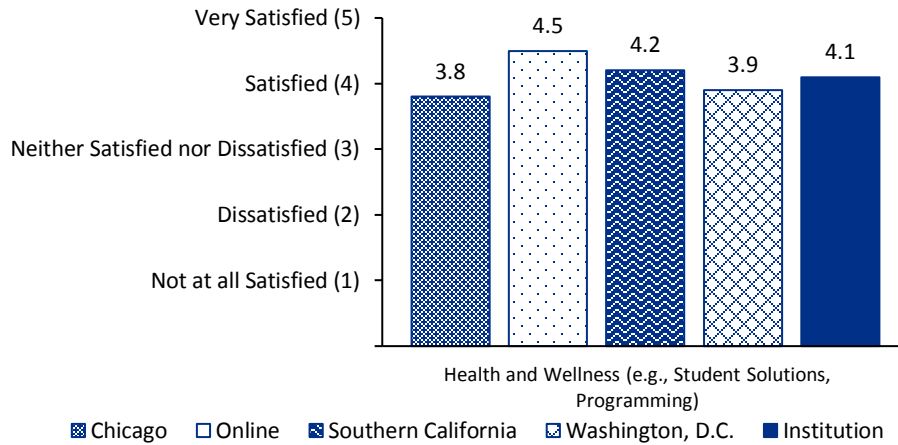


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Health and Wellness (e.g. Student Solutions, Programming). Respondents report satisfaction with *Health and Wellness (e.g. Student Solutions, Programming)* at TCSPP. The average response at the Institution, the Online campus, and the Southern California campus ranges from *Satisfied* to *Very Satisfied* (See Figure 51; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.2$). The Chicago campus and the Washington, D.C. campus reports an average response that ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (Chicago: $\bar{X} = 3.8$; Washington, D.C.: $\bar{X} = 3.9$).

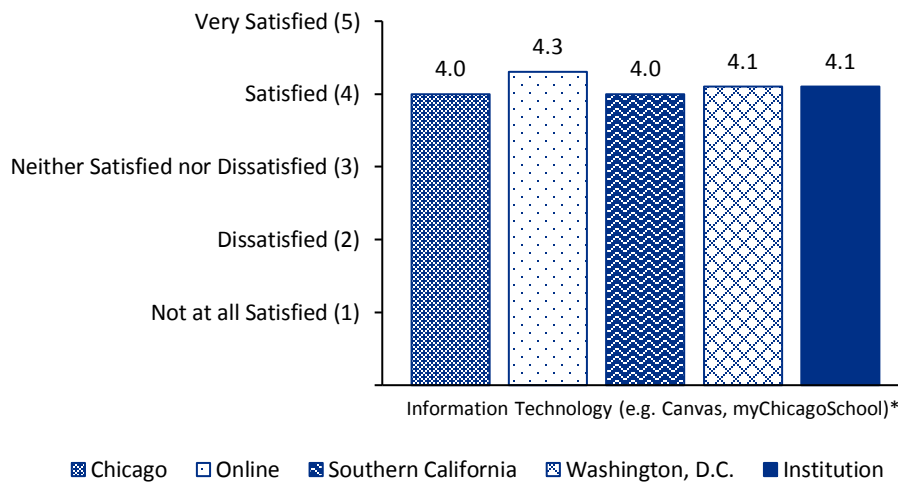
Figure 51: Health and Wellness (e.g. Student Solutions, Programming)



Note: Due to a low number of responses, a statistical test was not conducted.
 Data Source: TCSPP Student Experience Survey, Spring 2017

Information Technology. Respondents report satisfaction with *Information Technology* (e.g. Canvas, myChicagoSchool) at TCSPP. The average response at the Institution, the Online campus, and the Washington, D.C. campus ranges from *Satisfied* to *Very Satisfied* (See Figure 52; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.1$). The average response at the Chicago campus and the Southern California campus is *Satisfied* (Chicago: $\bar{X} = 4.0$; Southern California: $\bar{X} = 4.0$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 850) = 10.5$). Specifically, the Online campus reports significantly higher levels of satisfaction with *Information Technology* (e.g. Canvas, myChicagoSchool) than the Chicago and Southern California campuses; no other significant differences exist.

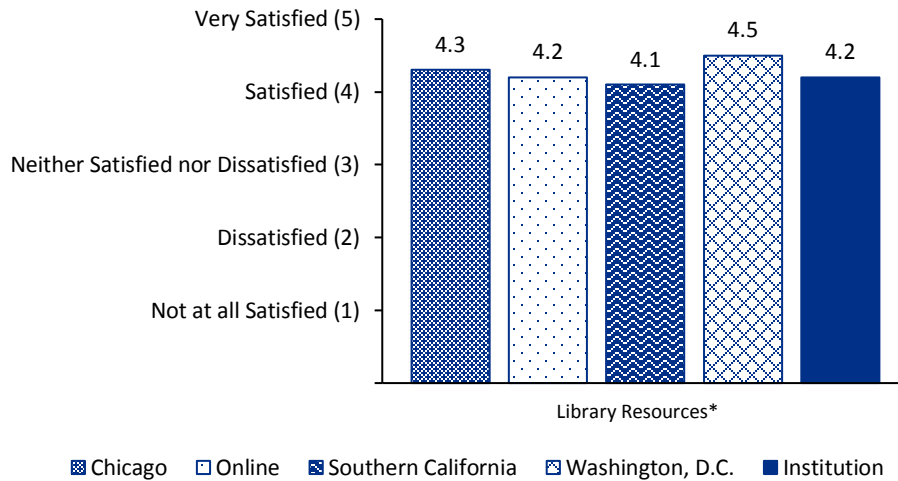
Figure 52: Information Technology



Note: *p-value ≤ 0.05
 Data Source: TCSPP Student Experience Survey, Spring 2017

Library Resources. Respondents report satisfaction with *Library Resources* at TCSPP. At all levels of interest, the average response ranges from *Satisfied* to *Very Satisfied* (See Figure 53; Institution: $\bar{X} = 4.2$; Chicago: $\bar{X} = 4.3$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.5$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 1,101) = 4.5$), such that, a Tukey posthoc test finds that the Washington, D.C. campus attributes more satisfaction to *Library Resources* than the Southern California campus. No other significant differences exist.

Figure 53: Library Resources

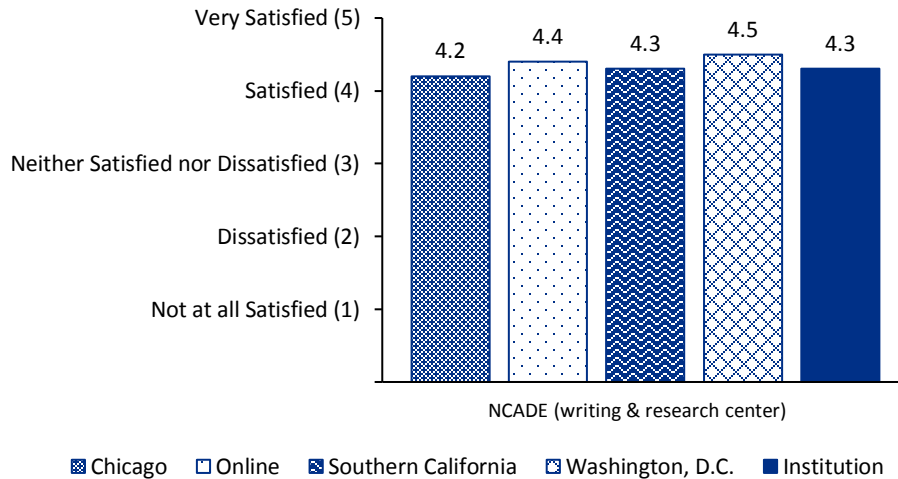


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

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 Figure 54; Institution: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.5$).

Figure 54: NCADE (writing & research center)

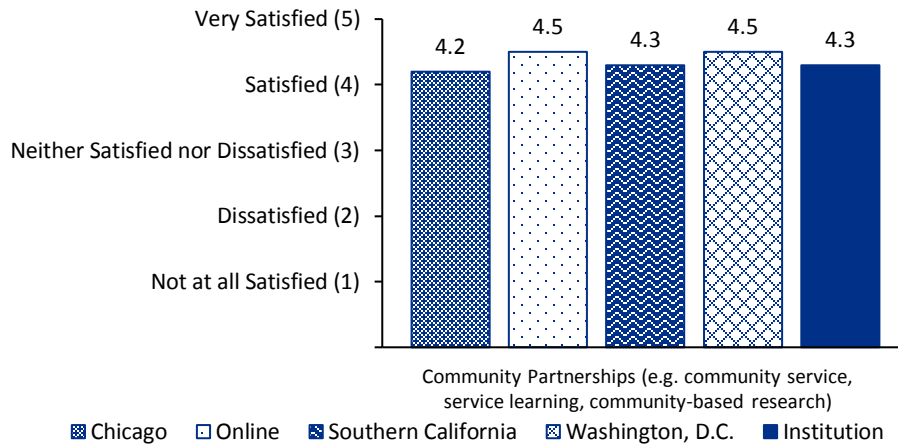


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Community Partnerships (e.g. community service, service learning, community-based research). Respondents are satisfied with *Community Partnerships (e.g. community service, service learning, community-based research)* at TCSPP with all levels of interest reporting an average response that ranges from *Satisfied* to *Very Satisfied* (See Figure 55; Institution: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.2$; Online: $\bar{X} = 4.5$; Southern California: $\bar{X} = 4.3$; Washington, D.C.: $\bar{X} = 4.5$).

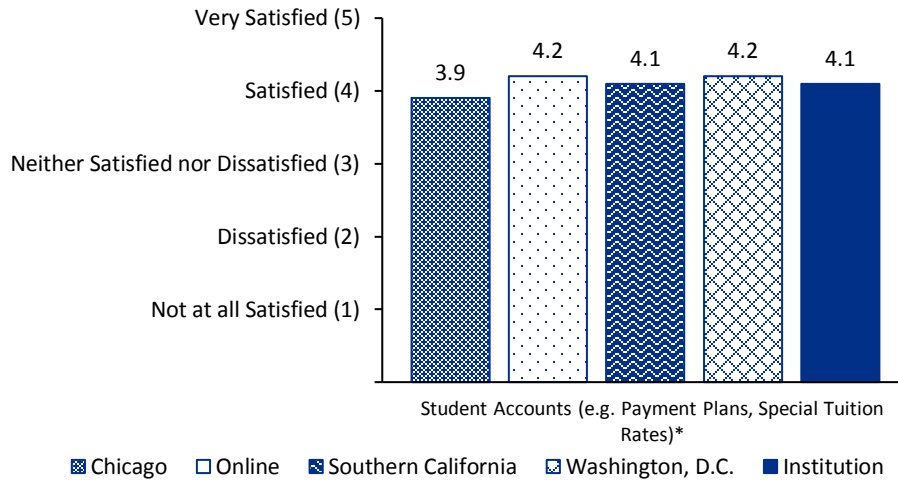
Figure 55: Community Partnerships (e.g. community service, service learning, community-based research)



Note: Due to a low number of responses, a statistical test was not conducted.
 Data Source: TCSPP Student Experience Survey, Spring 2017

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 Figure 56; Institution: $\bar{X} = 4.1$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.1$; Washington, D.C.: $\bar{X} = 4.2$); the Chicago campus reports an average response that ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (Chicago: $\bar{X} = 3.9$). An one-way ANOVA finds that significant differences exist at the campus level ($F(3, 892) = 5.5$). Specifically, the Chicago campus reports a significantly lower level of satisfaction than the Online and the Southern California campuses; no other differences exist.

Figure 56: Student Accounts

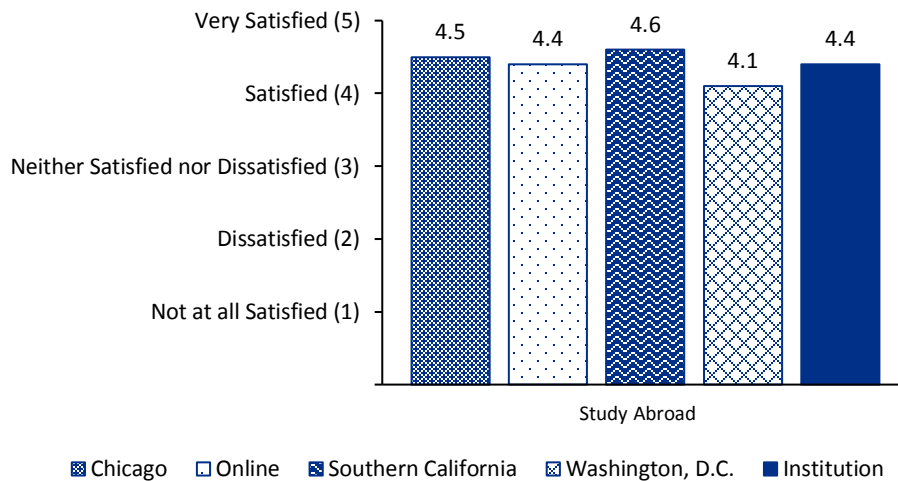


Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

Study Abroad. Respondents report satisfaction with *Study Abroad* at TCSPP. At all levels of interest, the average response ranges from *Satisfied* to *Very Satisfied* (See Figure 57; Institution: $\bar{X} = 4.4$; Chicago: $\bar{X} = 4.5$; Online: $\bar{X} = 4.4$; Southern California: $\bar{X} = 4.6$; Washington, D.C.: $\bar{X} = 4.1$).

Figure 57: Study Abroad



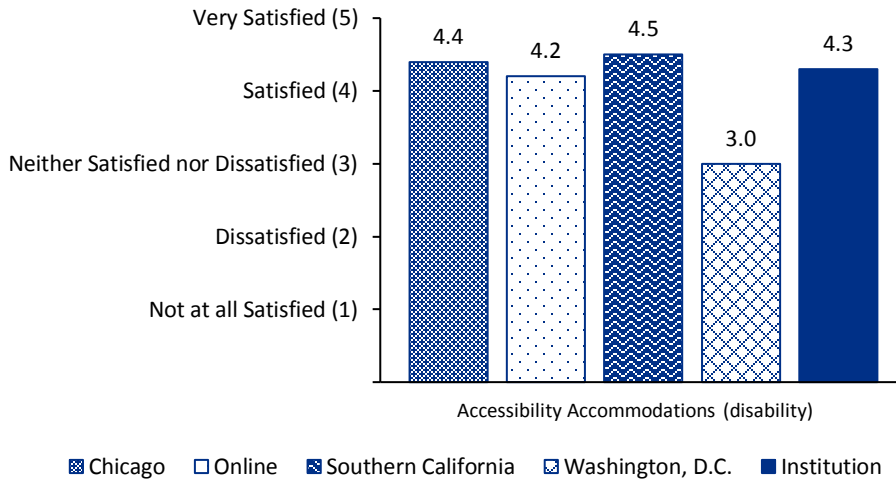
Note: Due to a low number of responses, a statistical test was not conducted.

Data Source: TCSPP Student Experience Survey, Spring 2017

Accessibility Accommodations (disability). Overall, respondents report satisfaction with *Accessibility Accommodations (disability)* at TCSPP. With the exception of the Washington, D.C. campus, the average response ranges from *Satisfied* to *Very Satisfied* (See Figure 58; Institution: $\bar{X} = 4.3$; Chicago: $\bar{X} = 4.4$; Online: $\bar{X} = 4.2$; Southern California: $\bar{X} = 4.5$). The average response at the Washington, D.C. campus is *Neither Satisfied nor Dissatisfied* (Washington, D.C.: $\bar{X} = 3.0$).

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Figure 58: Accessibility Accommodations (disability)

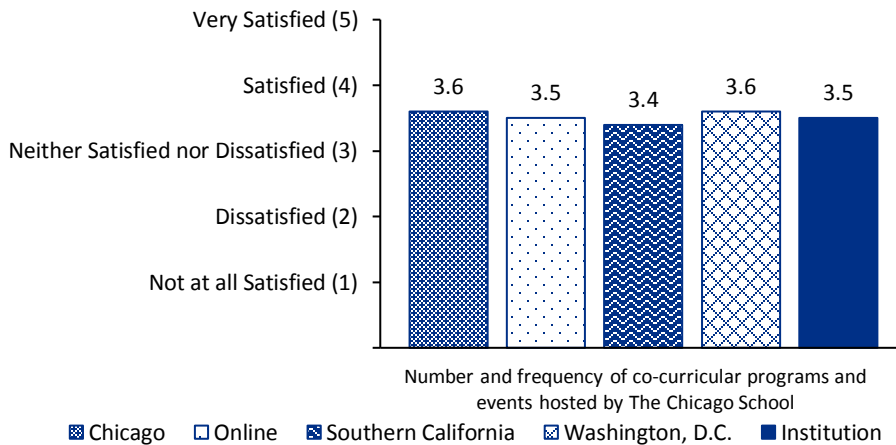


Note: Due to a low number of responses, a statistical test was not conducted.
 Data Source: TCSPP Student Experience Survey, Spring 2017

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 59; Institution: $\bar{X} = 3.5$; Chicago: $\bar{X} = 3.6$; Online: $\bar{X} = 3.5$; Southern California: $\bar{X} = 3.4$; Washington, D.C.: $\bar{X} = 3.6$).

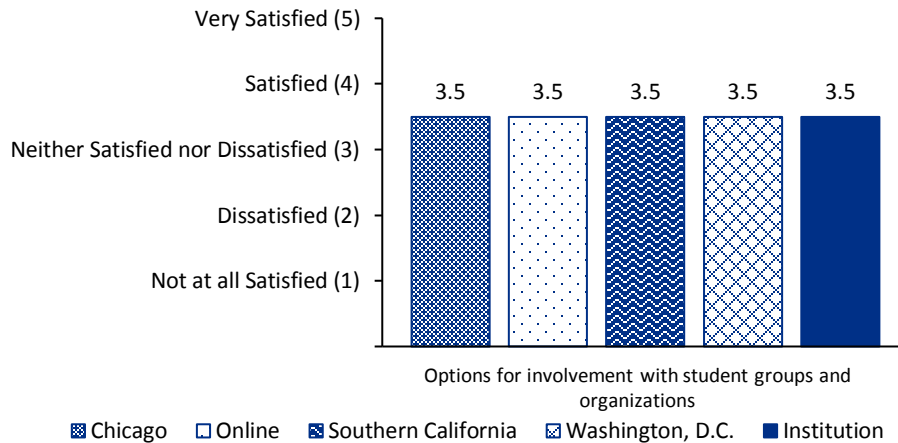
Figure 59: Number and Frequency of Co-Curricular Programs and Events



Note: *p-value ≤ 0.05
 Data Source: TCSPP Student Experience Survey, Spring 2017

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 60; Institution: $\bar{X} = 3.5$; Chicago: $\bar{X} = 3.5$; Online: $\bar{X} = 3.5$; Southern California: $\bar{X} = 3.5$; Washington, D.C.: $\bar{X} = 3.5$).

Figure 60: Options for involvement with student groups and organizations



Note: *p-value ≤ 0.05

Data Source: TCSPP Student Experience Survey, Spring 2017

How do you prefer to receive information about student life and events? (Check all that apply). The most cited method to receive information about student life and events at TCSPP is *Emails about specific events* (See Table 7; Institution: 83.9%) followed by *Canvas announcements* (Institution: 36.9%), *Classroom announcements* (Institution: 31.6%), *Weekly email digests* (Institution: 31.4%), *Flyers or flat screen announcements* (Institution: 22.4%), *Social media* (Institution: 21.4%), *Word of mouth* (Institution: 18.3%), and *Other (please specify)* (Institution: 1.6%).

Chicago. Among Chicago respondents the most cited method to receive information about student life and events at TCSPP is *Emails about specific events* (Chicago: 76.8%) followed by *Classroom announcements* (Chicago: 39.9%), *Weekly email digests* (Chicago: 38.7%), *Flyers or flat screen announcements* (Chicago: 37.6%), *Word of mouth* (Chicago: 31.3%), *Canvas announcements* (Chicago: 26.4%), *Social media* (Chicago: 26.2%), and *Other (please specify)* (Chicago: 0.7%).

Online. The most cited method to receive information about student life and events at TCSPP among Online respondents is *Emails about specific events* (Online: 86.9%) followed by *Canvas announcements* (Online: 47.4%), *Weekly email digests* (Online: 25.9%), *Classroom announcements* (Online: 21.0%), *Social media* (Online: 17.8%), *Flyers or flat screen announcements* (Online: 6.1%), *Word of mouth* (Online: 6.1%), and *Other (please specify)* (Online: 2.0%).

Southern California. Among Southern California respondents the most cited method to receive information about student life and events at TCSPP is *Emails about specific events* (Southern California: 87.9%) followed by *Classroom announcements* (Southern California: 36.4%), *Canvas Announcements* (Southern California: 35.2%), *Weekly email digests* (Southern California: 23.6%), *Flyers or flat screen announcements* (Southern California: 22.1%), *Social media* (Southern California: 20.6%), *Word of mouth* (Southern California: 17.9%), and *Other (please specify)* (Southern California: 2.7%).

Washington, D.C. The most cited method to receive information about student life and events at TCSPP among Washington, D.C. respondents is *Emails about specific events* (Washington, D.C.: 85.4%) followed by *Weekly email digests* (Washington, D.C.: 49.6%), *Flyers or flat screen announcements* (Washington, D.C.: 40.5%), *Classroom announcements* (Washington, D.C.: 36.6%), *Canvas announcements* (Washington, D.C.: 32.8%), *Word of mouth* (Washington, D.C.: 26.9%), *Social media* (Washington, D.C.: 22.9%), and *Other (please specify)* (Washington, D.C.: 0.8%).

Table 7: Preferred Method to Receive Information About Student Life and Events

	Chicago (n = 444)	Online (n = 557)	Southern California (n = 330)	Washington, D.C. (n = 131)	Institution (n = 1,462)
Emails about specific events	76.8%	86.9%	87.9%	85.4%	83.9%
Weekly email digests	38.7%	25.9%	23.6%	49.6%	31.4%
Flyers or flat screen announcements	37.6%	6.1%	22.1%	40.5%	22.4%
Classroom announcements	39.9%	21.0%	36.4%	36.6%	31.6%
Canvas announcements	26.4%	47.4%	35.2%	32.8%	36.9%
Social media	26.2%	17.8%	20.6%	22.9%	21.4%
Word of mouth	31.3%	6.1%	17.9%	26.9%	18.3%
Other (please specify)	0.7%	2.0%	2.7%	0.8%	1.6%

Data Source: TCSPP Student Experience Survey, Spring 2017

Which types of programs interest you the most? (Check all that apply). Overall, the type of program with the most interest is *Presentations/workshops from experts in my field* (See Table 8; Institution: 75.4%) followed by *Discussions about current events in my field* (Institution: 63.7%), *Presentations/workshops from TCSPP faculty and staff* (Institution: 51.3%), *Diversity programs* (Institution: 45.3%), *Social activities* (Institution: 42.5%), *Community service opportunities* (Institution: 41.8%), *Opportunities to meet students outside of my academic department* (Institution: 35.0%), and *Discussions about current events* (Institution: 34.7%), *Wellness programs* (Institution: 33.4%), and *Other (please specify)* (Institution: 2.8%).

Chicago. Among Chicago respondents the type of program with the most interest is *Presentations/workshops from experts in my field* (Chicago: 78.7%) followed by *Discussions about current events in my field* (Chicago: 62.8%), *Presentations/workshops form TCSPP faculty and staff* (Chicago: 54.8%), *Social activities* (Chicago: 50.7%), *Diversity programs* (Chicago: 48.9%), *Community service opportunities* (Chicago: 40.1%), *Opportunities to meet students outside of my academic department* (Chicago: 39.0%), *Wellness programs* (Chicago: 38.4%), *Discussions about current events* (Chicago: 38.1%), and *Other (please specify)* (Chicago: 2.0%).

Online. Among Online respondents the type of program with the most interest is *Presentations/workshops from experts in my field* (Online: 70.1%) followed by *Discussions about current events in my field* (Online: 65.7%), *Presentations/workshops from TCSPP faculty and staff* (Online: 49.0%), *Diversity programs* (Online: 43.2%), *Community service opportunities* (Online: 41.6%), *Social activities* (Online: 34.4%), *Discussions about current events* (Online: 32.9%), *Wellness programs* (Online: 31.2%), *Opportunities to meet students outside of my academic department* (Online: 31.0%), and *Other (please specify)* (Online: 4.1%).

Table 8: Percent Interested in Programs

	Chicago (n = 444)	Online (n = 536)	Southern California (n = 332)	Washington, D.C. (n = 128)	Institution (n = 1,440)
Opportunities to meet students outside of my academic department	39.0%	31.0%	34.9%	38.3%	35.0%
Presentations/workshops from experts in my field	78.7%	70.1%	78.3%	78.9%	75.4%
Presentations/workshops from TCSPP faculty and staff	54.8%	49.0%	51.4%	48.4%	51.3%
Discussions about current events in my field	62.8%	65.7%	59.9%	68.0%	63.7%
Discussions about current events	38.1%	32.9%	31.0%	39.8%	34.7%
Community service opportunities	40.1%	41.6%	42.6%	46.1%	41.8%
Social activities	50.7%	34.4%	41.3%	51.6%	42.5%
Wellness programs	38.4%	31.2%	30.4%	32.8%	33.4%
Diversity programs	48.9%	43.2%	41.7%	50.8%	45.3%
Other (please specify)	2.0%	4.1%	2.4%	0.8%	2.8%

Data Source: TCSPP Student Experience Survey, Spring 2017

Southern California. Among Southern California respondents the type of program with the most interest is *Presentations/workshops from experts in my field* (Southern California: 78.3%) followed by *Discussions about current events in my field* (Southern California: 59.9%), *Presentations/workshops from TCSPP faculty and staff* (Southern California: 51.4%), *Community service opportunities* (Southern California: 42.6%), *Diversity programs* (Southern California: 41.7%), *Social activities* (Southern California: 41.3%), *Opportunities to meet students outside of my academic department* (Southern California: 34.9%), *Discussion about current events* (Southern California: 31.0%), *Wellness programs* (Southern California: 30.4%), and *Other (please specify)* (Southern California: 2.4%).

Washington, D.C. Among Washington, D.C. respondents the type of program with the most interest is *Presentations/workshops from experts in my field* (Washington, D.C.: 78.9%) followed by *Discussions about current events in my field* (Washington, D.C.: 68.0%), *Social activities* (Washington, D.C.: 51.6%), *Diversity programs* (Washington, D.C.: 50.8%), *Presentations/workshops from TCSPP faculty and staff* (Washington, D.C.: 48.4%), *Community service opportunities* (Washington, D.C.: 46.1%), *Discussions about current events*

(Washington, D.C.: 39.8%), *Opportunities to meet students outside of my academic department* (Washington, D.C.: 38.3%), *Wellness programs* (Washington, D.C.: 32.8%), and *Other (please specify)* (Washington, D.C.: 0.8%).

What issues prohibit you from engaging in co-curricular activities? (Check all that apply). The most commonly cited issue for not engaging in co-curricular activities is *Offered at an inconvenient time* (See Table 9; Institution: 61.5%) followed by *I do not have time to attend* (Institution: 59.1%), *Not offered online* (Institution: 34.0%); *Not recorded later for viewing* (Institution: 32.3%), *I did not hear about the activity* (Institution: 27.5%), *The activity will not benefit me professionally* (Institution: 10.8%), *I don't want to attend by myself* (Institution: 8.7%), *Other (please specify)* (Institution: 7.3%), and *I don't understand the purpose of co-curricular activities* (Institution: 1.4%).

Chicago. The most commonly cited issue for not engaging in co-curricular activities among Chicago respondents is *Offered at an inconvenient time* (Chicago: 73.8%) followed by *I don't have time to attend* (Chicago: 70.1%), *Not recorded later for viewing* (Chicago: 33.9%), *I did not hear about the activity* (Chicago: 28.9%), *Not offered online* (Chicago: 21.8%), *I don't want to attend by myself* (Chicago: 14.4%), *The activity will not benefit me professionally* (Chicago: 10.8%), *Other (please specify)* (Chicago: 7.4%), and *I don't understand the purpose of co-curricular activities* (Chicago: 1.3%).

Table 9: Issues Prohibiting Co-Curricular Activities

	Chicago (n = 446)	Online (n = 553)	Southern California (n = 330)	Washington, D.C. (n = 128)	Institution (n = 1,457)
Offered at an inconvenient time	73.8%	46.3%	66.4%	71.9%	61.5%
Not offered online	21.8%	58.6%	15.8%	17.3%	34.0%
Not recorded later for viewing	33.9%	35.1%	27.1%	27.6%	32.3%
I don't want to attend by myself	14.4%	4.5%	8.8%	6.3%	8.7%
I don't understand the purpose of co-curricular activities	1.3%	2.7%	0.0%	0.0%	1.4%
The activity will not benefit me professionally	10.8%	9.8%	12.1%	11.8%	10.8%
I do not have time to attend	70.1%	50.4%	60.8%	54.3%	59.1%
I did not hear about the activity	28.9%	24.8%	27.9%	33.1%	27.5%
Other (please specify)	7.4%	5.6%	9.4%	8.7%	7.3%

Data Source: TCSPP Student Experience Survey, Spring 2017

Online. Among Online respondents, the most often cited issue for not engaging in co-curricular activities is *Not offered online* (Online: 58.6%) followed by *I do not have time to attend* (Online: 50.4%), *Offered at an inconvenient time* (Online: 46.3%), *Not recorded later for viewing* (Online: 35.1%), *I did not hear about the activity* (Online: 24.8%), *The activity will not benefit me professionally* (Online: 9.8%), *Other (please specify)*

(Online: 5.6%), *I don't want to attend by myself* (Online: 4.5%), and *I don't understand the purpose of co-curricular events* (Online: 2.7%).

Southern California. The most cited issue for not engaging in co-curricular activities among Southern California respondents is *Offered at an inconvenient time* (Southern California: 66.4%), *I do not have time to attend* (Southern California: 60.8%), *I did not hear about the activity* (Southern California: 27.9%), *Not recorded later for viewing* (Southern California: 27.1%), *Not offered online* (Southern California: 15.8%), *The activity will not benefit me professionally* (Southern California: 12.1%), *Other (please specify)* (Southern California: 9.4%), *I don't want to attend by myself* (Southern California: 8.8%), and *I do not understand the purpose of co-curricular activities* (Southern California: 0.0%).

Washington, D.C. Among Washington, D.C. respondents, the most cited issue for not engaging in co-curricular activities is *Offered at an inconvenient time* (Washington, D.C.: 71.9%) followed by *I do not have time to attend* (Washington D.C.: 54.3%), *I did not hear about the activity* (Washington, D.C.: 33.1%), *Not recorded later for viewing* (Washington, D.C.: 27.6%), *Not offered online* (Washington, D.C.: 17.3%), *The activity will not benefit me professionally* (Washington, D.C.: 11.8%), *Other (please specify)* (Washington, D.C.: 8.7%), *I don't want to attend by myself* (Washington, D.C.: 6.3%), and *I do not understand the purpose of co-curricular activities* (Washington, D.C.: 0.0%).

**Unweighted Topline
Student Experience Survey²⁰
Spring 2017
(n = 1,628)**

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 = 1,476)
Not at all Satisfied	0.8
Dissatisfied	6.2
Neither Satisfied nor Dissatisfied	8.5
Satisfied	54.7
Very Satisfied	29.7

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 TCSPP to friends, family, and colleagues.

	Valid Percent
	(n = 1,623)
Strongly Disagree	3.5
Disagree	6.2
Neither Agree nor Disagree	16.5
Agree	42.0
Strongly Agree	31.8

I made the right choice by enrolling at TCSPP.

	Valid Percent
	(n = 1,627)
Strongly Disagree	2.2
Disagree	4.8
Neither Agree nor Disagree	15.7
Agree	40.7
Strongly Agree	36.7

²⁰ Note: The Student Experience Survey was administered from March 15, 2017 to April 9, 2017. The results of this topline are based on 1628 responses yielding a 36.5% response rate (Chicago: 42.4%; Online: 36.2%; Southern California: 26.9%; Washington, D.C.: 43.1%). Due to rounding, each column may not sum to 100.0%. Tables report valid percentages; valid n's are in parenthesis; open-ended questions are reported verbatim and include all typos.

My overall experience at TCSPP has met my expectations.

	Valid Percent
	(n = 1,626)
Strongly Disagree	2.7
Disagree	11.9
Neither Agree nor Disagree	12.9
Agree	47.3
Strongly Agree	25.2

I feel a sense of pride attending TCSPP.

	Valid Percent
	(n = 1,627)
Strongly Disagree	2.3
Disagree	7.1
Neither Agree nor Disagree	23.4
Agree	37.9
Strongly Agree	29.3

TCSPP has a good reputation within the community.

	Valid Percent
	(n = 1,623)
Strongly Disagree	1.5
Disagree	6.0
Neither Agree nor Disagree	25.9
Agree	41.8
Strongly Agree	24.8

I feel welcomed by individuals at TCSPP.

	Valid Percent
	(n = 1,626)
Strongly Disagree	1.7
Disagree	4.2
Neither Agree nor Disagree	13.3
Agree	45.1
Strongly Agree	35.7

I feel a sense of belonging at TCSPP.

	Valid Percent
	(n = 1,624)
Strongly Disagree	3.2
Disagree	8.9
Neither Agree nor Disagree	24.2
Agree	37.9
Strongly Agree	25.8

Think 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 = 1,622)
Strongly Disagree	2.2
Disagree	4.7
Neither Agree nor Disagree	12.1
Agree	39.3
Strongly Agree	41.6

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

	Valid Percent
	(n = 1,622)
Strongly Disagree	2.6
Disagree	5.9
Neither Agree nor Disagree	7.9
Agree	34.0
Strongly Agree	49.6

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 = 1,619)
Strongly Disagree	3.1
Disagree	6.7
Neither Agree nor Disagree	9.7
Agree	33.6
Strongly Agree	46.9

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

	Valid Percent
	(n = 957)
Strongly Disagree	4.0
Disagree	6.5
Neither Agree nor Disagree	28.2
Agree	25.3
Strongly Agree	36.1

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

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 = 1,601)
Strongly Disagree	0.6
Disagree	1.7
Neither Agree nor Disagree	8.4
Agree	53.8
Strongly Agree	35.5

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 = 1,603)
Strongly Disagree	3.8
Disagree	10.7
Neither Agree nor Disagree	20.5
Agree	41.3
Strongly Agree	23.6

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 = 1,601)
Strongly Disagree	3.1
Disagree	11.1
Neither Agree nor Disagree	21.5
Agree	41.6
Strongly Agree	22.7

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. (Check all that apply).

	Valid Percent (n = 1,325)
Academic resources (e.g. academic assistance, lectures, presentations)	55.3
Cultural resources (e.g. academic assistance, lectures, presentations)	22.0
Training and development resources (e.g. academic assistance, lectures, presentations)	28.0
Wellness resources (e.g. academic assistance, lectures, presentations)	6.6
NCADE (writing & research center)	35.5
Career Services (e.g. resume, interviewing, online tools)	25.0
International Education (e.g. international student services, study abroad)	8.8
Health and Wellness (e.g. student solutions, programming)	8.5
Student Leadership (e.g. student organizations)	15.8
Multicultural programs or events (e.g. LBG7 Safe Zone training)	13.6
Military & Veteran (e.g. programming)	3.7
New Student Programs (e.g. new student orientation)	43.8
Applied Professional practice (e.g. lectures and trainings – CEUs)	28.0
Community Partnerships (e.g. community service, service learning, community-based research)	17.1
Other (please specify)	7.4

Other (please specify) responses include: 2nd week of class , was inrolled just befor 1st day of class (1); Access disability services (1); As a full time employee I do not have the time to engage in these opportunities. (1); Assessment activities (1); BDS Modules set up by the Certification Board. (1); Being a part of a research lab (1); Career services helped with my resume for one of my classes, but that was my only interaction. (1); Center for Latino Mental Health Department (1); Class (1); class peers and instructors (1); CLMH (1); CMDS (1); CMDS fellowship (1); Cohort Meetings (1); Community partnerships helped build connections outside of TCSPP not within the school (1); Concise (1); Conference (1); Connecting with my cohort outside of class. However, choices above are not indicative of the opnlne experience. There should be a greater selection of choices, allowing the online students to have an adequete voice. (1); connection with several cohort classmates outside of school (1); Contact peers for employment resources (1); Create cohort social media groups (1); Facebook (1); Facebook and text groups (1); Field Experience (1); Field Experiences (1); Go2 meetings for practicum and classes and meeting with classmates on social media, texting, and phonecalls. Study groups and group projects helped. (1); Grant and other outside opportunities professors have provided to me (1); I am a leader. I took the opportunity within my classes to connect with others. (1); I am president of Chi Sigma Iota (1); I am such a busy professional that I have limited time to invest in these activities, but want to. I would really like to do a learning abroad seminar, as well. (1); I call a peer on the phone for moral support. She feels as I do that this is isolating and the professors are out of touch. We are glad to have each other, but we are struggling to make connections. We have both studies on line extensively in the past. It is not the venue; it is this program. (1); I have made personal efforts to privately contact peers. This has played a major role in my community experience while at CSoPP. (1); I like the Webinars/Seminars a lot. I really wish I lived in a location so I could attend these events! (1); I want the chance to do more LGBT training at the Los Angeles site! (1); I will admit that I haven't fully taken advantage of the resources available (1); I'M NEW STUDENT, AND I DIDNT HAVE TIME TO PAETICIPATE SOME PROGRAMS. I TRY TO BE MORE ACTIVE IN THE NEXT SEMESTER. (1); informal groups created through social media (1); International Psychology (1); Just being in class (1); Lunch and Learns (1); Meeting with Librarian (1); My 513 class reserved a conference room to go over the WISC and WIAT. Professor also attended. It was a great experience. (1); My on campus job at counseling center west LA. I enjoy that most. (1); N/A (3); none (1); None (1); none i live 70 miles away making this a challenge. (1); None of the above (1); None yet (1); None yet. (1); none- tried to engage with IO task force and online students were not really taken into consideration- no presentations advertised in TCS email address i/o students either (1); None. (1); none...100% online (1); Observing a Dissertation Defense (1); Organizing for the ILA competition. (1); Orlando Shooting support group (1); PF2 and Bouchet Society (1); Played boardgames (1); Practica (1); Practicum (1); Practicum fair (1); Practicum with other students (1); Preparing Future Professional Faculty (1); Presenting at WonderCon with Dr. O'Connor (1); Research (1); residency (1); Residency (4); SHRM and OD Network (1); Student Advisor One on One (1); Student affairs (1); Student Affairs Office (1); Student ambassador (1); Student Ambassador (1); Student ambassador, helping to bring a prestigious honor society to the online (and all of TCSPP) to the college for the students and faculty benefits (1); Student Mentor (1); Teaching Assistant Program (1); The Minority Initiative (1); There is not an honors society, which surprised and disappointed me. (1); Town Halls, WSCUS Site visit (1); Training for Online Teaching (1); Useful programs to chose from (1); work study (1); Work study (1); Work study program (1)

The School'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 = 1,401)
Strongly Disagree	2.9
Disagree	7.4
Neither Agree nor Disagree	17.2
Agree	39.8
Strongly Agree	32.8

*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 = 1,442)
Strongly Disagree	1.7
Disagree	4.6
Neither Agree nor Disagree	12.4
Agree	45.5
Strongly Agree	35.8

*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 = 1,437)
Strongly Disagree	2.0
Disagree	3.8
Neither Agree nor Disagree	12.9
Agree	45.0
Strongly Agree	36.3

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

A learning goal at The Chicago School of Professional Psychology is for graduates to be able to apply practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work. Think about the knowledge you have gained from your educational experience, and respond 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?

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

	Valid Percent
	(n = 1,583)
Strongly Disagree	1.3
Disagree	2.3
Neither Agree nor Disagree	7.3
Agree	40.6
Strongly Agree	48.5

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

	Valid Percent
	(n = 1,583)
Strongly Disagree	1.6
Disagree	4.2
Neither Agree nor Disagree	21.4
Agree	36.1
Strongly Agree	36.6

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

	Valid Percent
	(n = 1,582)
Strongly Disagree	1.0
Disagree	1.8
Neither Agree nor Disagree	14.4
Agree	37.1
Strongly Agree	45.7

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

	Valid Percent
	(n = 1,503)
Age differences	77.6
Cultural differences	92.1
Disability differences	55.8
Ethnic differences	87.4
Gender differences	78.5
Racial differences	81.1
Religious differences	64.9
Sexual orientation differences	67.2
Socioeconomic differences	74.4

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

Age differences

	Valid Percent
	(n = 1,160)
Strongly Disagree	1.0
Disagree	3.1
Neither Agree nor Disagree	14.1
Agree	54.0
Strongly Agree	27.8

Cultural differences

	Valid Percent
	(n = 1,380)
Strongly Disagree	0.9
Disagree	0.9
Neither Agree nor Disagree	7.2
Agree	48.7
Strongly Agree	42.2

Disability differences

	Valid Percent
	(n = 831)
Strongly Disagree	0.6
Disagree	4.6
Neither Agree nor Disagree	11.3
Agree	51.1
Strongly Agree	32.4

Ethnic differences

	Valid Percent
	(n = 1,308)
Strongly Disagree	1.0
Disagree	1.1
Neither Agree nor Disagree	9.1
Agree	50.5
Strongly Agree	38.2

Gender differences

	Valid Percent
	(n = 1,173)
Strongly Disagree	1.1
Disagree	1.6
Neither Agree nor Disagree	11.2
Agree	51.8
Strongly Agree	34.3

Racial differences

	Valid Percent
	(n = 1,211)
Strongly Disagree	1.3
Disagree	1.3
Neither Agree nor Disagree	8.6
Agree	47.9
Strongly Agree	40.9

Religious differences

	Valid Percent
	(n = 969)
Strongly Disagree	1.3
Disagree	2.7
Neither Agree nor Disagree	13.9
Agree	51.4
Strongly Agree	30.7

Sexual orientation differences

	Valid Percent
	(n = 1,004)
Strongly Disagree	1.1
Disagree	1.8
Neither Agree nor Disagree	10.8
Agree	51.2
Strongly Agree	35.2

Socioeconomic differences

	Valid Percent
	(n = 1,110)
Strongly Disagree	1.0
Disagree	2.0
Neither Agree nor Disagree	9.7
Agree	51.6
Strongly Agree	35.7

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 below. Do you Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, or Strongly Agree?

Age differences

	Valid Percent
	(n = 1,136)
Strongly Disagree	0.8
Disagree	3.4
Neither Agree nor Disagree	16.5
Agree	49.0
Strongly Agree	30.2

Cultural differences

	Valid Percent
	(n = 1,346)
Strongly Disagree	0.3
Disagree	1.7
Neither Agree nor Disagree	10.7
Agree	48.4
Strongly Agree	38.9

Disability differences

	Valid Percent
	(n = 817)
Strongly Disagree	0.9
Disagree	4.4
Neither Agree nor Disagree	15.1
Agree	48.6
Strongly Agree	31.1

Ethnic differences

	Valid Percent
	(n = 1,281)
Strongly Disagree	0.6
Disagree	1.8
Neither Agree nor Disagree	11.2
Agree	50.6
Strongly Agree	35.8

Gender differences

	Valid Percent
	(n = 1,148)
Strongly Disagree	0.8
Disagree	2.1
Neither Agree nor Disagree	12.8
Agree	49.4
Strongly Agree	34.9

Racial differences

	Valid Percent
	(n = 1,187)
Strongly Disagree	0.6
Disagree	1.9
Neither Agree nor Disagree	11.8
Agree	48.3
Strongly Agree	37.5

Religious differences

	Valid Percent
	(n = 954)
Strongly Disagree	0.8
Disagree	3.6
Neither Agree nor Disagree	15.3
Agree	49.0
Strongly Agree	31.3

Sexual orientation differences

	Valid Percent
	(n = 986)
Strongly Disagree	0.5
Disagree	2.9
Neither Agree nor Disagree	13.7
Agree	48.8
Strongly Agree	34.1

Socioeconomic differences

	Valid Percent
	(n = 1,090)
Strongly Disagree	0.6
Disagree	2.2
Neither Agree nor Disagree	12.8
Agree	48.6
Strongly Agree	35.7

The School’s continuing focus on student learning provides career preparation. The Chicago School of Professional Psychology aims for graduates to engage in professional behavior and practice.

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 = 1,551)
Strongly Disagree	1.0
Disagree	1.5
Neither Agree nor Disagree	10.9
Agree	42.9
Strongly Agree	43.7

Studying at TCSPP has increased my motivation to grow professionally.

	Valid Percent
	(n = 1,547)
Strongly Disagree	0.8
Disagree	2.0
Neither Agree nor Disagree	8.3
Agree	36.4
Strongly Agree	52.4

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

	Valid Percent
	(n = 1,550)
Strongly Disagree	2.7
Disagree	9.9
Neither Agree nor Disagree	22.1
Agree	35.0
Strongly Agree	30.2

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

	Valid Percent
	(n = 1,460)
Critical Thinking (e.g. ability to engage in reflective and independent thinking)	89.2
Interpersonal Skills (e.g. interacting and communicating with others)	81.2
Research Skills (e.g. report writing, data analysis)	80.3
Communication Skills (e.g. clear presentation of ideas in written and verbal forms)	84.7

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 = 1,298)
Strongly Disagree	0.2
Disagree	0.5
Neither Agree nor Disagree	3.4
Agree	48.6
Strongly Agree	47.4

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

	Valid Percent
	(n = 1,183)
Strongly Disagree	0.2
Disagree	0.3
Neither Agree nor Disagree	4.3
Agree	50.8
Strongly Agree	44.5

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

	Valid Percent
	(n = 1,169)
Strongly Disagree	0.3
Disagree	1.2
Neither Agree nor Disagree	5.2
Agree	47.8
Strongly Agree	45.4

Communication Skills (e.g. clear presentation of ideas in written and verbal forms)

	Valid Percent
	(n = 1,233)
Strongly Disagree	0.3
Disagree	0.2
Neither Agree nor Disagree	3.6
Agree	48.0
Strongly Agree	47.8

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 = 80)
Academy of Management	7.5
International Leadership Association	18.8
Organization Development Network	13.8
Other (please specify)	31.3
I am not involved with any professional organizations.	50.0

Other (please specify) responses include: AMA & DMAI (1); APA (2); APA, NAADAC (1); Association for Behavior Analysis International, Association of Professional Behavior Analysts, Association for Leadership in Behavior Analysis, NH ABA, Maine ABA, VT ABA, Mass ABA, Berkshire Association for Behavior Analysis and Therapy, NH Autism Society (1); ATD (1); ATD, ICF, SHRM, SIOP (1); CALTCM, CCGG, CALA (1); CAMFT (1); European Association of Work Psychology (1); Indiana leadership Association (1); International Coach Federation (1); NASPA, ACPA (1); National Association of Blacks in Criminal Justice (1); NDIA (1); Not at this time (1); PMI (1); SHRM (1); SHRM, PHIRA (1); SIOP & ICHRIE (1); Toastmasters (1); Women in Management (1)

Responses from Marriage and Family Therapy:

	Valid Percent
	(n = 62)
American Association for Marriage and Family Therapy (AAMFT)	21.0
American Association for Marriage and Family Therapy – State or Regional Chapter	16.1
California Association of Marriage and Family Therapists (CAMFT)	82.3
National Association of Social Workers (NASW)	3.2
National Association of Social Workers –State or Regional Chapter	0.0
Other (please specify)	9.7
I am not involved with any professional organizations.	16.1

Other (please specify) responses include: APA (1); Association of Black Psychology ABPsi (1); CAADE Alcohol and other Drugs (1); Los Angeles Collaborative Family Law Association; Imago Relationships International (1); United states Association of Body Psychotherapy (1)

Responses from Counseling:

	Valid Percent
	(n = 234)
American Counseling Association (ACA)	56.8
American Counseling Association – State or Regional Chapter	15.4
District of Columbia Counseling Association (DCCA)	0.9
National Association of Social Workers (NASW)	1.3
National Association of Social Workers – State or Regional Chapter	0.4
Other (please specify)	20.1
I am not involved with any professional organizations.	34.2

Other (please specify) responses include: ABAI (1); Academic Greek Honor Society (1); ACC (1); AGBLTIC (1); AGPA, IGPS, CSI-DBS, Psi -Chi (1); ALGBTIC (1); ALGBTIC and Chi Sigma Iota (1); American Psychological Association (2); American Psychology Association (APA) (1); American School Counseling Association (1); Apa (1); APA (3); ASCA, ACES, and CSJ (1); Association for Addiction Professionals (NAADAC) (1); Association for the Treatment of Sexual Abusers (1); CCM (1); Chi Sigma Iota (1); Chi Sima Iota (1); CSI (2); DCPA (2); Delta Sigma Iota (1); Illinois Counseling Association (1); Illinois Psychological Association (1); Institute of Muslim Mental Health (1); International Association of Addictions and Offenders Counselors (1); IPA, APA, WPATH (1); Latino mental health department (1); Maryland Counseling Association (1); NAADAC (1); NAADAC The Associatino for Addiction Professionals (1); National Alliance on Mental Illness (1); National Association of Professional Women (1); National Latino Psychological Association (1); NCCA, AADA, ACES (1); NCTRC (2); Play Therapy (1); Social Justice (1); Texas Art Therapist-local chapter (1); WISE (1)

Responses from Clinical Psychology:

	Valid Percent
	(n = 282)
American Psychological Association (APA)	66.3
California Association for Licensed Professional Clinical Counselors	0.0
California Psychology Association (CPA)	6.0
California Psychological Association of Graduate Students (CPAGS)	3.2
Chicago Association for Psychoanalytic Psychology (CAAP)	0.7
District of Columbia Psychological Association (DCPA)	5.3
Illinois Psychological Association (IPA)	13.1
Los Angeles County Psychology Association	7.8
Maryland Psychological Association (MPA)	0.0
Midwestern Psychological Association (MPA)	3.9
Orange County Psychology Association	1.1
Other (please specify)	25.5
I am not involved with any professional organizations.	21.6

Other (please specify) responses include: AAPA (1); AASP, Sports Neuropsychology Society (1); AB PSI Graduate Student (1); ACBS; ABCT; SEPA (1); ANST (1); APA division 39 & CAMFT & Armenian Mental Health Association (1); APA Division 53 (1); APA Practice Organization (1); APAGS (1); AP-LS (1); Asian American Psychological Association (1); Association for Applied Sport Psychology (1); Association for Behavioral and Contextual Sciences; Canadian Psychological Association (1); Association for Contextual Behavior Science; IATP (1); Association for Play Therapy (1); Association of Black Psychologist (2); Association of Contextual Behavioral Science (1); BBS (1); CAMFT (8); Camft Lesbian and gay psychological association, (1); CAMFT, APA, AWP (1); Catholic Psychotherapy Association (1); CCP fellowship, Institute for psychoanalysis, APA Divisions (1); Chicago Center for Psychoanalysis (4); CICO, ADTA, ICTC (1); Colorado Psychological Assn (1); Division 12 (1); Division 32 (1); Division 39 (1); Division 39 and Division 41 (1); iadep (1); International Association of Chiefs of Police. Society for Police and Criminal Psychology. (1); International Expressive Art Therapies Association (1); Louisiana Psychological Association (6); Michigan Psychological Association (1); MPAGS (1); NAN, AACN (1); NASP, MFT (1); NASW, NASW-California, USC Alumni (1); National Latino Psychological Association (NLPA) (1); Nefesh International (1); NLPA (1); Pennsylvania Psychological Association (2); Playtherapy (1); Psi Chi International Honor Society in Psychology (1); Society for Child and Adolescent Psychology (Division 53) (1); SVPA, Psychoanalytic Society of Sac (1); The American Psychology & Law Association (1); The Association for Applied Psychophysiology and Biofeedback, International Society for Neurofeedback and Research (1); Wisconsin Psychoanalytic Society (1)

Responses from International Psychology:

	Valid Percent
	(n = 86)
American Psychological Association (APA)	47.7
American Psychological Association Division 52 – International Psychology	33.7
Other (please specify)	34.9
I am not involved with any professional organizations.	33.7

Other (please specify) responses include: AAMFT (1); Aamft (1); ABAI (1); ACA (2); ACA and ASCA (1); ACA, NASW (1); American Cleft Palate-Craniofacial Association; International Society of Quality of Life Research (1); American Counseling Association (1); American Polygraph association (1); American Psychiatric Association (1); APA Division 27 - Community Psychology (1); APA Divison for women (1); Association for Psychological Science (1); association of Black psychologist (1); Biblical Counselors (1); DCPA (1); HR, Training, Diversity organizations (1); IAMFC, DCPA (1); International Society for the Prevention of Child Abuse and Neglect./ International Association of Cross Cultural Psychology (1); International Society for Traumatic Stress Studies (1); NBCC (1); SPSSI (1); World Bank Group (1)

Responses from Public Health:

	Valid Percent
	(n = 7)
American Public Health Association (APHA)	14.3
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)	42.9
I am not involved with any professional organizations.	57.1

Other (please specify) responses include: American Cancer Society and Bill Gates Millennium Scholarship (1); AMSA (1); APLA (1);

Responses from Applied Behavior Analysis:

	Valid Percent
	(n = 211)
Association for Behavior Analysis International (ABAI)	45.5
Association for Professional Behavior Analysts	11.8
Behavior Analyst Certification Board (BACB)	45.0
California Association for Behavior Analysis (CalABA)	12.3
Illinois Association for Behavior Analysis (ILABA)	2.8
Maryland Association for Behavior Analysis (MABA)	1.9
Standard Celebration Society	3.8
Virginia Association for Behavior Analysis	2.8
Other (please specify)	19.9
I am not involved with any professional organizations.	28.9

Other (please specify) responses include: ACBS (1); Alabama ABA, Florida ABA (1); Alabama Association for Behavior Analysis (1); Alabama Association for Behavior Analysis (ALABA) (1); APA Div. 25 (1); APA, ABCT, APS (1); APA, ACA (1); Association for Contextual Behavior Science (1); BABAT (2); cannot afford (1); CTABA, NJABA, AutismNJ (1); FABAA (2); Florida Association for Behavior Analysis (1); GABA (1); GABA, APA (many divisions), NIFDI, ABCT, etc. (1); Georgia Association for Applied Behavior Analysis (1); Hawaii Association for Behavior Analysis (1); Heartland Association for Behavior Analysis; Nebraska Association for Behavior Analysis (1); IRB for ABA of Illinois (1); LABA (1); LBAB (1); My state ABA Association (1); NCABA (1); Nysaba (1); NYSABA (1); OBM Network (1); OHABA (1); ONTABA (1); PBS (1); PennABA (1); South Carolina Association for Behavior Analysis (SCABA) (1); Standard Celebration Society (not celebration) (1); Tennessee Association for Behavior Analysis (TABAA) (1); TXABA (1); TxABA (1); VB SIG (1)

Responses from Forensic Psychology:

	Valid Percent
	(n = 135)
California Association for Licensed Professional Clinical Counselors	2.2
Forensic Mental Health Association of California (FMHAC)	3.0
International Association for Correctional and Forensic Psychology (IACFP)	3.0
Other (please specify)	38.5
I am not involved with any professional organizations.	58.5

Other (please specify) responses include: ABPSI (1); ABPsi, LACPA, APA (1); AGPA (1); American Counseling Association (1); American Psychological Association (2); American Psychological Association (APA) (1); American Psychology & Law Society (1); American Psychology and Law Society (1); American Psychology Law Society (1); American psychology-law society (1); American Psychology-Law Society (Division 41) (1); APA (8); APA, American psychological law society, atsza, American correctional association (1); APA, APAGS (1); APA, APLS (1); APA, APLS, CCOSO (1); APA, DCPA (1); APA, LACPA, APLS (1); APLS (5); AP-LS (1); APLS division 41 (1); App (1); APS (1); CAADE (1); DCAPA (1); DCMHA (1); Guardian ad litem (1); I was never informed about these organizations. (1); International Law-Psychology Society (1); LACPA, APA (1); LAPCA, APA, CCOSO (1); National Association of Black Psychologist (1); other (1); Psi Chi (1); PsiChi (1); TMI (1); Western Psychological Association; American Psychology Law Society (1)

Responses from School Psychology:

	Valid Percent
	(n = 66)
California Association of School Psychologist (CASP)	0.0
District of Columbia Association of School Psychologist (DCASP)	0.0
Illinois School Psychologist Association (ISPA)	59.1
National Association of School Psychologist (NASP)	57.6
Other (please specify)	10.6
I am not involved with any professional organizations.	24.2

Other (please specify) responses include: APA (1); AERA, TC Record (1); American Psychological Associaton (1); Fasp (1); International School Psychologist Association (1); Phi Kappa Phi (1)

Responses from Business Psychology:

	Valid Percent
	(n = 187)
Chicago Society for Human Resource Management (Chicago SHRM)	5.9
Human Resources Association of the National Capital Area (HRA-NCA)	0.0
Professionals In Human Resources Association (PIHRA)	0.5
Society for Human Resources Managements (SHRM)	15.0
Society for Industrial and Organizational Psychology (SIOP)	37.4
Society of Consulting Psychology (SCP)	8.0
Other (please specify)	22.4
I am not involved with any professional organizations.	32.6

Other (please specify) responses include: ABPSI (1); Academy of Management and APA (1); ACHE, AACN, PNAI, etc. (1); American Psychological Ass. (1); American Psychological Association (1); American Psychological Association (APA) (1); APA (3); APA, APPIC (1); APA, APS, CIOP (1); CFP Board (1); Chicago Industrial Organizational Psychologists (CIOP) (1); ChiOP (1); Community Partnership (1); Concise (1); cpa (1); DCPA (2); Georgia Communication Assoc (GCA); National Communication Assoc (NCA) (1); I desire to be, but there are no real resources for how a newer, online, student can get involved or join online clubs. I tried to but it almost seems like there is only one club, that I am unsure of how to join. (1); IHCC (1); International Positive Psychology Association (1); LinkedIn Groups related to I/O (1); NASW National Association of Social Workers (1); National Business Aviation Association, Federal Aviation Administration Safety Training Team (1); OD Network, Academy of Mgmt, Asso. for Training & Development (1); ODNET (1); Organization Development Network of Chicago (1); Organizational Development (1); Personnel Testing Council of Metropolitan Washington (1); Psi Chi (1); SJDM, AP-LS (1); Strategic Management Society (1)

Responses from Somatic Psychology:

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

Other (please specify) responses are not available

Responses from Students-at-Large

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

Other (please specify) responses are not available

Responses from Undergraduates

	Valid Percent (n = 96)
American Psychological Association (APA)	10.0
Other (please specify)	9.0
I am not involved with any professional organizations.	79.0

Other (please specify) responses include: bcba (1); Behavior Analyst Certification Board (1); Crisis Text Line (1); Eastern Psychological Association (1); Kaiser permanente Hospital (1); Northeastern Illinois University (1); Ontario College of Teachers; Elementary Teachers Federation of Ontario (1); SHRM (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.²¹

Responses from Organizational Leadership:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
Academy of Management	100.0 (n = 5)	50.0 (n = 4)	50.0 (n = 4)	66.7 (n = 3)
International Leadership Association	100.0 (n = 14)	0.0 (n = 9)	11.1 (n = 9)	54.5 (n = 11)
Organization Development Network	80.0 (n = 10)	12.5 (n = 8)	11.1 (n = 9)	57.1 (n = 7)

Responses from Marriage and Family Therapy

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Association for Marriage and Family Therapy (AAMFT)	83.3 (n = 12)	14.3 (n = 7)	14.3 (n = 7)	57.1 (n = 7)
American Association for Marriage and Family Therapy – State or Regional Chapter	100.0 (n = 9)	14.3 (n = 7)	14.3 (n = 7)	57.1 (n = 7)
California Association of Marriage and Family Therapists (CAMFT)	92.0 (n = 50)	0.0 (n = 39)	2.6 (n = 39)	20.5 (n = 39)
National Association of Social Workers (NASW)	100.0 (n = 2)	0.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)
National Association of Social Workers – State or Regional Chapter	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)

²¹ 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 Counseling:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Counseling Association (ACA)	96.9 (n = 131)	5.6 (n = 90)	6.7 (n = 89)	31.9 (n = 94)
American Counseling Association – State or Regional Chapter	94.3 (n = 35)	4.8 (n = 21)	19.0 (n = 21)	43.5 (n = 23)
District of Columbia Counseling Association (DCCA)	50.0 (n = 2)	0.0 (n = 2)	0.0 (n = 1)	0.0 (n = NA)
National Association of Social Workers (NASW)	33.3 (n = 3)	0.0 (n = 1)	0.0 (n = 1)	0.0 (n = NA)
National Association of Social Workers – State or Regional Chapter	0.0 (n = 1)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)

Responses from Clinical Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Psychological Association (APA)	92.3 (n = 183)	1.5 (n = 132)	8.8 (n = 137)	28.8 (n = 139)
California Association for Licensed Professional Clinical Counselors	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
California Psychology Association (CPA)	94.1 (n = 17)	0.0 (n = 10)	0.0 (n = 10)	40.0 (n = 10)
California Psychological Association of Graduate Students (CPAGS)	100.0 (n = 9)	20.0 (n = 5)	20.0 (n = 5)	40.0 (n = 5)
Chicago Association for Psychoanalytic Psychology (CAAP)	50.0 (n = 2)	0.0 (n = 1)	0.0 (n = 1)	100.0 (n = 1)
District of Columbia Psychological Association (DCPA)	100.0 (n = 15)	20.0 (n = 10)	0.0 (n = 10)	20.0 (n = 10)
Illinois Psychological Association (IPA)	91.7 (n = 36)	0.0 (n = 29)	17.2 (n = 29)	12.9 (n = 31)
Los Angeles County Psychology Association	95.5 (n = 22)	23.1 (n = 13)	0.0 (n = 13)	46.2 (n = 13)
Maryland Psychological Association (MPA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
Midwestern Psychological Association (MPA)	90.9 (n = 11)	0.0 (n = 8)	66.7 (n = 9)	37.5 (n = 8)
Orange County Psychology Association	66.7 (n = 3)	0.0 (n = 2)	0.0 (n = 2)	0.0 (n = 2)

Responses from International Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Psychological Association (APA)	97.6 (n = 41)	14.3 (n = 28)	16.0 (n = 25)	65.5 (n = 29)
American Psychological Association Division 52 – International Psychology	100.0 (n = 29)	14.3 (n = 14)	14.3 (n = 14)	56.3 (n = 16)

Responses from Public Health:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
American Public Health Association (APHA)	100.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)
Illinois Public Health Association (IPHA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
Metropolitan Washing Public Health Association (MWPHA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
Southern California Public Health Association (SCPHA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)

Responses from Applied Behavior Analysis:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
Association for Behavior Analysis International (ABAI)	91.4 (n = 93)	5.3 (n = 57)	23.7 (n = 59)	45.2 (n = 62)
Association for Professional Behavior Analysts	91.7 (n = 24)	0.0 (n = 11)	18.2 (n = 11)	27.3 (n = 11)
Behavior Analyst Certification Board (BACB)	85.6 (n = 90)	1.7 (n = 59)	3.3 (n = 60)	18.0 (n = 61)
California Association for Behavior Analysis (CaABA)	96.2 (n = 26)	10.5 (n = 19)	16.7 (n = 18)	36.8 (n = 19)
Illinois Association for Behavior Analysis (ILABA)	100.0 (n = 6)	0.0 (n = 3)	33.3 (n = 3)	66.7 (n = 3)
Maryland Association for Behavior Analysis (MABA)	50.0 (n = 4)	0.0 (n = 2)	0.0 (n = 2)	0.0 (n = 2)
Standard Celebration Society	100.0 (n = 8)	0.0 (n = 3)	33.3 (n = 3)	100.0 (n = 3)
Virginia Association for Behavior Analysis (VABA)	66.7 (n = 6)	0.0 (n = 5)	20.0 (n = 5)	40.0 (n = 5)

Responses from Forensic Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
California Association for Licensed Professional Clinical Counselors	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
Forensic Mental Health Association of California (FMHAC)	75.0 (n = 4)	0.0 (n = 3)	0.0 (n = 3)	66.7 (n = 3)
International Association for Correctional and Forensic Psychology (IACFP)	100.0 (n = 4)	0.0 (n = 3)	0.0 (n = 3)	66.7 (n = 3)

Responses from School Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
California Association of School Psychologist (CASP)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
District of Columbia Association of School Psychologist (DCASP)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
Illinois School Psychologist Association (ISPA)	100.0 (n = 39)	0.0 (n = 25)	18.5 (n = 27)	28.0 (n = 25)
National Association of School Psychologist (NASP)	94.6 (n = 37)	4.2 (n = 24)	11.5 (n = 26)	32.0 (n = 25)

Responses from Business Psychology:

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
Chicago Society for Human Resource Management (Chicago SHRM)	81.8 (n = 11)	16.7 (n = 6)	0.0 (n = 5)	0.0 (n = 5)
Human Resources Association of the National Capital Area (HRA-NCA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)	0.0 (n = NA)
Professional In Human Resources Association (PIHRA)	100.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)	0.0 (n = 1)
Society for Human Resources Managements (SHRM)	85.2 (n = 27)	0.0 (n = 15)	12.5 (n = 16)	12.5 (n = 16)
Society for Industrial and Organizational Psychology (SIOP)	88.6 (n = 70)	0.0 (n = 45)	0.0 (n = 44)	22.7 (n = 44)
Society of Consulting Psychology (SCP)	100.0 (n = 15)	0.0 (n = 10)	0.0 (n = 10)	10.0 (n = 10)

Responses from Somatic Psychology:

	Valid Percent			
	Member	Leadership Role	Presenter	Future Presenter
	(n = NA)	(n = NA)	(n = NA)	(n = NA)
American Psychological Association (APA)	0.0	0.0	0.0	0.0

Responses from Students-at-Large

	Valid Percent			
	Member	Leadership Role	Presenter	Future Presenter
	(n = NA)	(n = NA)	(n = NA)	(n = NA)
American Psychological Association (APA)	0.0	0.0	0.0	0.0

Responses from Undergraduates

	Valid Percent (n)			
	Member	Leadership Role	Presenter	Future Presenter
	55.6	0.0	0.0	16.7
American Psychological Association (APA)	(n = 9)	(n = 6)	(n = 6)	(n = 6)

As part of our continued growth, The School 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 = 1,457)
Applied Professional Practice (APP)	33.3
Career Services	17.1
Practical Training (e.g. Internships, Practicums, Service Learning)	29.7
Financial Aid	73.2
Health and Wellness (e.g. Student Solutions, Programming)	5.6
Information Technology (e.g. Canvas, myChicagoSchool)	58.7
Library Resources	75.6
NCADE (writing & research center)	35.3
Community Partnerships (e.g. community service, service learning, community-based research)	61.8
Student Accounts (e.g. Payment Plans, Special Tuition Rates)	7.5
Study Abroad	4.6
Accessibility Accommodations (disability)	12.4

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?

Applied Professional Practice (APP)

	Valid Percent
	(n = 482)
Not at all Satisfied	1.7
Dissatisfied	10.0
Neither Satisfied nor Dissatisfied	14.5
Satisfied	45.2
Very Satisfied	28.6

Career Services

	Valid Percent
	(n = 248)
Not at all Satisfied	2.0
Dissatisfied	7.7
Neither Satisfied nor Dissatisfied	13.7
Satisfied	49.6
Very Satisfied	27.0

Practical Training (e.g. Internships, Practicums, Service Learning)

	Valid Percent
	(n = 432)
Not at all Satisfied	1.2
Dissatisfied	4.9
Neither Satisfied nor Dissatisfied	8.3
Satisfied	41.2
Very Satisfied	44.4

Financial Aid

	Valid Percent
	(n = 1,063)
Not at all Satisfied	1.1
Dissatisfied	4.9
Neither Satisfied nor Dissatisfied	10.3
Satisfied	47.9
Very Satisfied	35.7

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

	Valid Percent
	(n = 82)
Not at all Satisfied	0.0
Dissatisfied	7.3
Neither Satisfied nor Dissatisfied	13.4
Satisfied	41.5
Very Satisfied	37.8

Information Technology (e.g. Canvas, myChicagoSchool)

	Valid Percent
	(n = 853)
Not at all Satisfied	0.8
Dissatisfied	4.6
Neither Satisfied nor Dissatisfied	8.3
Satisfied	52.6
Very Satisfied	33.6

Library Resources

	Valid Percent
	(n = 1,099)
Not at all Satisfied	0.9
Dissatisfied	3.7
Neither Satisfied nor Dissatisfied	6.6
Satisfied	48.1
Very Satisfied	40.6

NCADE (writing & research center)

	Valid Percent
	(n = 511)
Not at all Satisfied	0.4
Dissatisfied	3.5
Neither Satisfied nor Dissatisfied	7.4
Satisfied	42.3
Very Satisfied	46.4

Community Partnerships (e.g. community service, service learning, community-based learning)

	Valid Percent
	(n = 180)
Not at all Satisfied	0.0
Dissatisfied	2.8
Neither Satisfied nor Dissatisfied	5.6
Satisfied	48.3
Very Satisfied	43.3

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

	Valid Percent
	(n = 899)
Not at all Satisfied	1.3
Dissatisfied	4.8
Neither Satisfied nor Dissatisfied	12.8
Satisfied	48.1
Very Satisfied	33.0

Study Abroad

	Valid Percent
	(n = 108)
Not at all Satisfied	2.8
Dissatisfied	3.7
Neither Satisfied nor Dissatisfied	3.7
Satisfied	31.5
Very Satisfied	58.3

Accessibility Accommodations (disability)

	Valid Percent
	(n = 67)
Not at all Satisfied	3.0
Dissatisfied	4.5
Neither Satisfied nor Dissatisfied	4.5
Satisfied	37.3
Very Satisfied	50.7

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 = 1,517)
Not at all Satisfied	1.6
Dissatisfied	5.5
Neither Satisfied nor Dissatisfied	45.9
Satisfied	33.8
Very Satisfied	13.2

Options for involvement with student groups and organizations

	Valid Percent
	(n = 1,518)
Not at all Satisfied	1.8
Dissatisfied	7.6
Neither Satisfied nor Dissatisfied	41.8
Satisfied	35.0
Very Satisfied	13.8

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

	Valid Percent
	(n = 1,488)
Emails about specific events	83.1
Weekly email digests	32.3
Flyers or flat screen announcements	23.4
Classroom announcements	31.7
Canvas announcements	35.8
Social media	21.5
Word of mouth	18.9
Other (please specify)	1.6

Other (please specify) responses include: 1 weekly email. (1); A calendar of weekly events on the homepage of website would be helpful (1); another forum that does not interfere with the important information i get regarding classes and financial aid (1); Bulletin boards on campus (1); event scheduling to favor working students (1); I am an online student so not all of the events are available for me. (1); I am not interested (1); I can never attend most of the events as they are scheduled during the day and primarily on weekdays. (1); I don't want any information about student life and events. I chose an online program because I wanted to learn about behavior analysis, prepare myself for the BCBA exam, and be left alone (1); I wish it was common practice to mark any emails related to tuition, registration, and financial aid as "important." That way it makes it easier to differentiate between the many emails we get on a daily basis. (1); I'm not sure, but I will say that all the emails are overwhelming at times and lack information about why they might actually be of interest to me. (1); No (1); NONE. The curriculum is mericiless. (1); Peer recommendations & Faculty interests (1); Place them on the Calendar for the school (1); post on school website: front page (1); Professors (1); STOP WITH THE MASSIVE EMAILS, ALL IT DOES IS CLUTTER MY INBOX AND MAKE ME MISS IMPORTANT EMAILS (1); text messages (1); Text Messages (1)

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

	Valid Percent
	(n = 1,427)
Opportunities to meet students outside of my academic department	34.6
Presentations/ workshops from experts in my field	76.0
Presentations/ workshops from TCSPP faculty and staff	51.9
Discussions about current events in my field	64.1
Discussions about current events	34.9
Community service opportunities	41.3
Social activities	42.7
Wellness programs	34.0
Diversity programs	44.4
Other (please specify)	2.7

Other (please specify) responses include: A way to bring activities to online students (1); activist and action oriented social justice talks are soooo helpful. It is so hard to find the time to attend these in the community and it makes me feel so proud when my school is hosting them. I go to support this school event in the hopes that my attendance will encourage the school to continue putting in the time and focus into these events. (1); Advocacy opportunities and trainings (1); advocating/activist movements (1); Career Building opportunities, review of certification and licensing processes (1); career development (1); Career Opportunities (1); Certain Opportunities for experience with our "skills" must be made more apparent. Questions about practical application to faculty sometimes feel like their met with answers that are dismissive. (1); Counseling services on campus (1); Cultural programs (1); Discussions related to teaching or counseling psychology (1); Events with children with disabilities (1); guest speakers and trainings/certifications (1); I am an online student, so these are not really offered except for email alerts. I wish more communications were offered to students that are only online for these services. (1); I would like the school to be more inclusive and thoughtful in regards to students with challenging work hours and I would like to see more events presented in the evening during the week or on weekends. (1); interactions with others in my field (1); Internship and Job Opportunities and networking events (1); internship with related organization to IP work and creating work (paper, Powerpoint) that can be used by those organizations and communities in real world rather than not using any of our writings and individual and team works. this will help us find job before graduation and have confidence to work and interact in the real working environment. (1); Just my academics. (1); Leadership and/or Class oriented workshops (1); Leaving the school so nothing applies (1); live discussion with instructors (1); more residencies (1); More resources for people online in different cities (1); none at this time (1); Opportunities for hands on application. Opportunities are limited for online students. (1); Opportunities to meet professionals in my field (1); Presentation from international experts (1); Social events with other schools (this is starting to happen) (1); Student Organizations (1); Support from the school during the dissertation process. (1); TCSPP organization of events such as rally/marches affirming commitment to diversity (1); Travel abroad (1); various webinar's on other courses both within my program of study and not in my program of study. A mini-course or 5-10 minute information session about a class that isn't just a selling point for the class but is also teaching the viewer something the student will learn if they take the course. Essentially, it works out as a "teaser" video that the viewer learns from and because it was such a great lesson, they are (1); virtual meetings from experts; any event that connects me to "The Academy". For instance, Lonnie Morris invited us to learn about ILA. Then I attended a conference in ATL and met him. Why isn't CSPP active within SIOP or Psi Chi?? (1); webinars or live feeds from workshops/presentations identified above. (1)

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

	Valid Percent
	(n = 1,443)
Offered at an inconvenient time	62.0
Not offered online	34.4
Not recorded for later viewing	32.8
I don't want to attend by myself	9.1
I don't understand the purpose of co-curricular activities	1.5
The activity will not benefits me professionally	10.8
I do not have time to attend	60.2
I did not hear about the activity	27.9
Other (please specify)	7.1

Other (please specify) responses include: Active duty in the US Navy (1); Activity value v. travelling distance to participate (1); also distance I have to travel (1); Anxiety (1); Blended working student- a lot are during the day (1); Broadcast times need to be after regular business hours via the web. (1); Commute (1); commuting (1); Commuting into the city (1); daily schedule (1); Disability (1); Distance from campus (1); distance too great (1); Do not live in the area of where they are held. (1); Do not live near TCSP (1); due to my two part-time jobs I currently have (1); During recorded ones cannot ask questions as they arise (1); Events are almost always during the work day (1); extremely difficult to attend workshops, presentations, discussions held at school due to my practicum schedule and class schedule. (1); Family responsibilities. (1); family, work commitments (1); Fear any part of this community (1); Find out with little notice (1); Full description including benefits offered are not usually provided (1); I am a commuter(metra) (1); I am a long-distance student, commuting in only for classes (1); I am an online student (1); I am both busy and simply not interested. (1); I am often working when things are going on. Or on my way home from work. (1); I could not sign up to have a meeting reminder on my outlook. (1); I do not live in the city (1); I don't live in Chicago (1); I live 4 hours away, and only come to LA on weekends. activities tend to occur during the week. (1); I live far out in the suburbs and it usually takes me 2 hours to travel to the city. (1); I live in a northwest suburb of Chicago, which is roughly 60 minutes away from the city by train. Based on my geographic location, it has been difficult to engage in extracurricular activities due to the distance/travel time. (1); I live in NJ (1); I live outside of the Chicagoland area and it is not feasible to attend. (1); I live overseas. (1); I live too far away to participate on-ground (1); I no longer live in Chicago (1); I stay too far from campus to attend, unless go to meeting (1); ; I try to attend ALL online events or webinar's that are applicable or of interest. The biggest issue I seem to have is not being aware of the occurrence of the event, if there are any, or it not being offered online / as a recording if during a normal wor-day schedule. (1)I try to attend when I can. (1); I work full time, am a full time student, and am currently at my clinical internship site (1); I would prefer to be in person, but I am enrolled in the online program. (1); I'm on campus only on the weekend once per month (1); Internship in another state (1); Lack of Finances (1); Lack of interest (1); Lack of interest the school has for my matriculation. (1); Lack of professional Knowledge among participants (1); Live 2 hours from school (1); location (1); Location of events are in Los Angeles and parking is prohibitive (1); Location. No one lives near the LA campus (1); Many of the most beneficial nad interesting programs have taken place in Irvine, which is not a reasonable commute for a full-time student who works full time. (1); Meeting other students face to face would be great, it's just very difficult living no where near a campus. (1); Most of the events are when I am at work. It would be nice if they were recorded for later viewing or streamed online. (1); Not all of the events are kid-friendly which prohibits me from attending most of them. (1); not close from me (e.g. majority events of CAMFT attend far away from that I need to drive at least 4 hours without traffic) (1); Not geared to my interests (1); Not interested in many of the programs (1); Offered at inconvenient time PST (1); Often cancelled at the last minute (1); On internship (1); On line program (1); online student (1); Only located out of state (1); Physical distance from school/events (1); please record event for full time employed professionals to view later (1); Program were not of interest (1); Purely being busy trying to balance family, work, school, dissertation, and finding five minutes to breathe! (1); Raising a family, full time job, and other responsibilities. (1); schedule (1); Schedule (1); Soem event announcements are sent out 24-hours in advance. (1); Sometimes I forget to schedule them at the beginning of the week. (1); Students in the online program living in areas where a TCSP campus is located are not invited to participate in activities that occur on campus. Please fix this. (1); The activities and outcomes of them are not presented well. I feel emotionally insecure at times about my investment and feel someone should explicitly communicated. There needs to be more mentorship. (1); the activities need to be truly enriching our experiences and skills as IPs in order to be worth the time we put in considering our very busy lives as students and parents. (1); The co-curricular activities mostly relate to social and racial inequality and injustice. I would attend activities that mirror my program. (1); The distance to travel when so am not on campus (1); The only activites offered are for student that are in the BSU. (1); The overall student climate is dissuading towards these type of events (1); They usually do not account for religious considerations (1); Time conflicts (1); Time Differences are very difficult. I would attend more, but they are either offered in the middle of my work day or extremely early in the morning. (1); Time zone is in Japan-afternoon meetings don't work (1); Times of activities could be during the day when students are expected to be at internships/practicums/class etc. (1); Too much on my plate. I have a demanding full time job and I am also getting my MBA. (1); Traveling to the city on days off can be inconvenient (1); Usually offered in evening when students have class / or at afternoon times when I have to work (1); With the amount of mass emails sent out, its hard to filter through to which events pertain to me. It would be helpful if students could pick topics they are interested in and nly these emails are sent out. (1); work (2); work schedule (1); Working full time (1)