

Student Experience Goals Appendix

Goal 1 - CBE Student Recruitment

How did our Undergrad alumni rate the quality of their advising?

Pre-major advising 2.2 compared to departmental advising 3.2

Pre-major advising 2.3 compared to departmental advising 3.0 prev year

Have you encountered any significant obstacles in your degree progress?

- Lack of information, clarity from adviser about required classes. Department advising has been inconsistent and unnecessarily confusing. Claudine is a saint but she needs help. My advisor is kind and fun to talk to, with helpful insight into the field of planning, but generally uninformed on any of the policies and programmatic guidelines. Besides the requirements, I was pretty much on my own in developing a course plan that would help me reach my academic goals. I feel that my advisory team has not always had a clear understanding of what the format and expectations are for major degree milestones (e.g., general exam), which creates quite a bit of uncertainty and stress around the process.(4)
- the views of some instructors that students coming in from other departments or fields of study aren't legitimate
- Obstacles due to being an international student (Visa issues).
- Just in general getting familiar with the american school system.

What could be better?

- Students are expected to do many steps alone and as an international student I would have liked some kind of orientation for the period after applying and before starting school additional to the one offered by my program. There is a widespread use of abbreviations and acronyms that makes it difficult to understand, even within this survey!!
- I advocate for students from Morgan State University BS program to consider UW because I believe the school has a tremendous offering. I encourage CBE to sponsor an annual visitation to Morgan to encourage/fund their advanced degrees at UW.
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CBE Student Survey Statistics

The following tables include the data from the survey that we found important in terms of understanding how our students experience their time in CBE. Original survey data available at [CBE Student survey stats](#) & [CBE Student survey written comments per Q](#)

Teaching & Learning

The following survey questions were similar enough to questions asked as part of the most recent SERU surveys for [CBE](#) and [UW](#) that we included the data from those responses as well.

I am satisfied with the overall quality of instruction in your courses

Total responses (N): 68 Did not respond: 1

Numeric value	Answer	Frequency	Percentage
1	Strongly disagree	4	5.88%
2	Disagree	12	17.65%
3	Neither agree nor disagree	9	13.24%
4	Agree	32	47.06%
5	Strongly agree	11	16.18%

Mean 3.50 Median 4.00 Mode 4 Standard deviation 1.14

Quality of Instruction - SERU total CBE responses 39

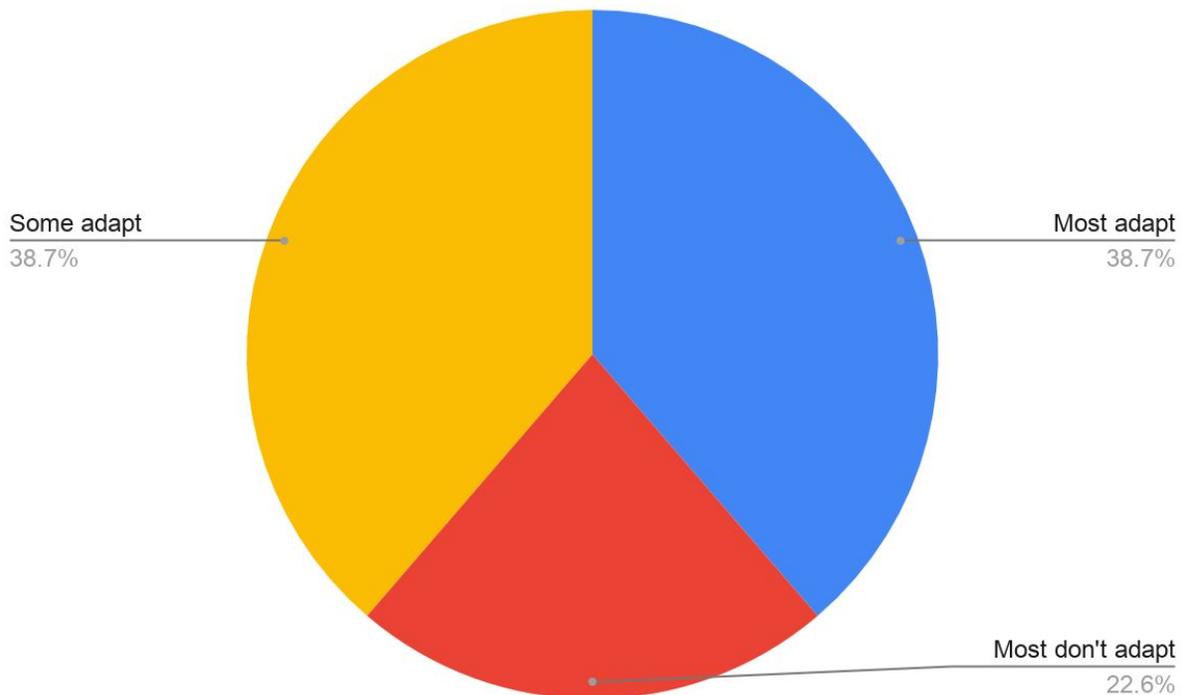
	UW Faculty	CBE Faculty	UW TAs	CBE TAs
Very Dissatisfied	1%	0% (0)	2%	3% (1)
Dissatisfied	2%	5% (2)	4%	0% (0)
Somewhat Dis	6%	3% (1)	10%	15% (6)
Somewhat Satis	26%	38% (15)	30%	28% (11)
Satisfied	46%	44% (17)	40%	36% (14)

Very Satisfied	18%	10% (4)	16%	18% (7)
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Even though the 2 surveys use slightly different scales it appears as if the most recent CBE student survey shows a higher degree of dissatisfaction with the quality of instruction in their classes. This data should be compared to SERU surveys from previous years once they are posted by the UW Office of Educational Assessment to try and identify if this is a recent change or a larger trend.

We can also incorporate the following data mined from the survey question asking,

Does it feel like your instructors do a good job adapting their teaching methods to accommodate some of these different learning styles?



One recurring request by students was for their instructors to make better use of Canvas, Panopto, Zoom or other similar digital resources in order to facilitate different learning styles and to improve accessibility.

I am able to get into the courses I want, inside or outside of my program

Total responses (N): 68 Did not respond: 1

Numeric value	Answer	Frequency	Percentage
1	Strongly disagree	4	5.88%
2	Disagree	10	14.71%
3	Neither agree nor disagree	10	14.71%
4	Agree	27	39.71%
5	Strongly agree	17	25.00%

Mean 3.63 Median 4.00 Mode 4 Standard deviation 1.18

Availability of Courses SERU reponses 36

	UW GenEd	CBE GenEd	UW Major	CBE Major
Very Dissatisfied	2%	0% (0)	3%	0% (0)
Dissatisfied	4%	0% (0)	5%	6% (2)
Somewhat Dis	12%	14% (5)	12%	6% (2)
Somewhat Satis	30%	36% (13)	28%	33% (12)
Satisfied	41%	44% (16)	41%	47% (17)
Very Satisfied	11%	6% (2)	11%	8% (3)

Again note what appears to be a significant disparity between Disagree in the CBE survey and Dissatisfied in the SERU survey. Recommend using the UW-IT data that maps out common pathways to graduation for each degree to try and identify roadblocks that might exist.

Post-grad Employment

I am confident in finding a job in my chosen field after graduation

Total responses (N): 68 Did not respond: 1

Numeric value	Answer	Frequency	Percentage
1	Strongly disagree	6	8.82%
2	Disagree	6	8.82%
3	Neither agree nor disagree	15	22.06%
4	Agree	28	41.18%
5	Strongly agree	13	19.12%

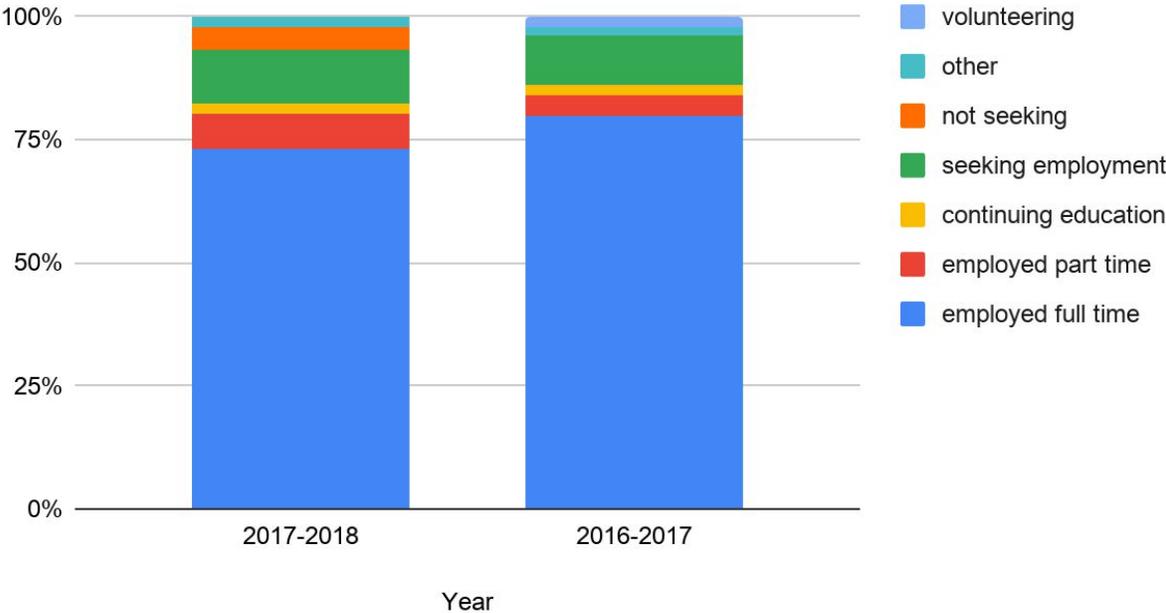
Mean 3.53 Median 4.00 Mode 4 Standard deviation 1.17

Compare this survey data to the following data pulled from the 2 most recent versions of the [Alumni 6-month survey](#) conducted by the UW Office of Educational Assessment on actual employment rates of CBE graduates. The most recent survey should be available during Spring quarter and should be assessed as well. We looked at employment status as well as how long the average job search took for CBE students compared to all UW Seattle students.

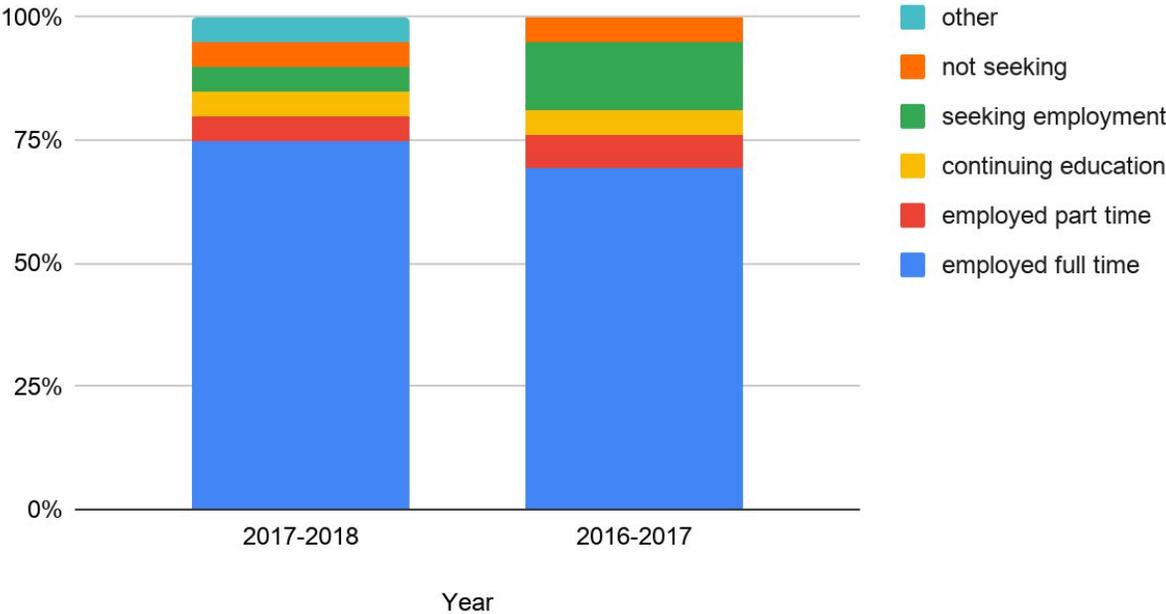
Per the following written response confidence in finding a job after graduation is also a major source of student stress.

- It is truly a function of how the college helps us relate to the current system, ie, we need help finding jobs. We're not stressed because we don't know how to breathe correctly, we're stressed because we are going into debt and don't know if we will get jobs.

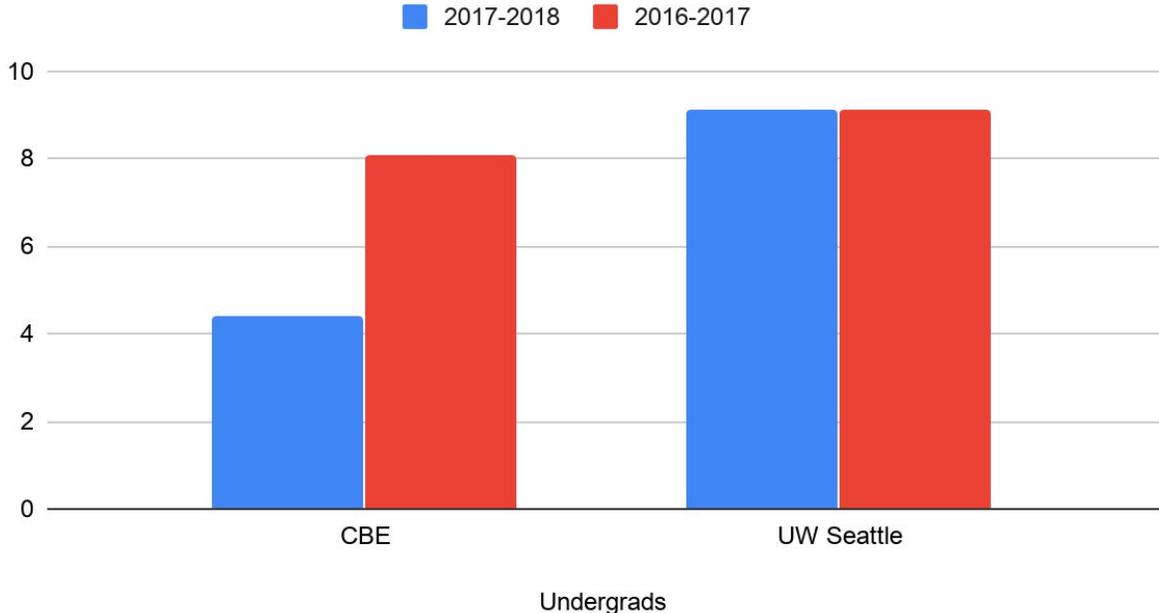
CBE Masters 6 months after graduation



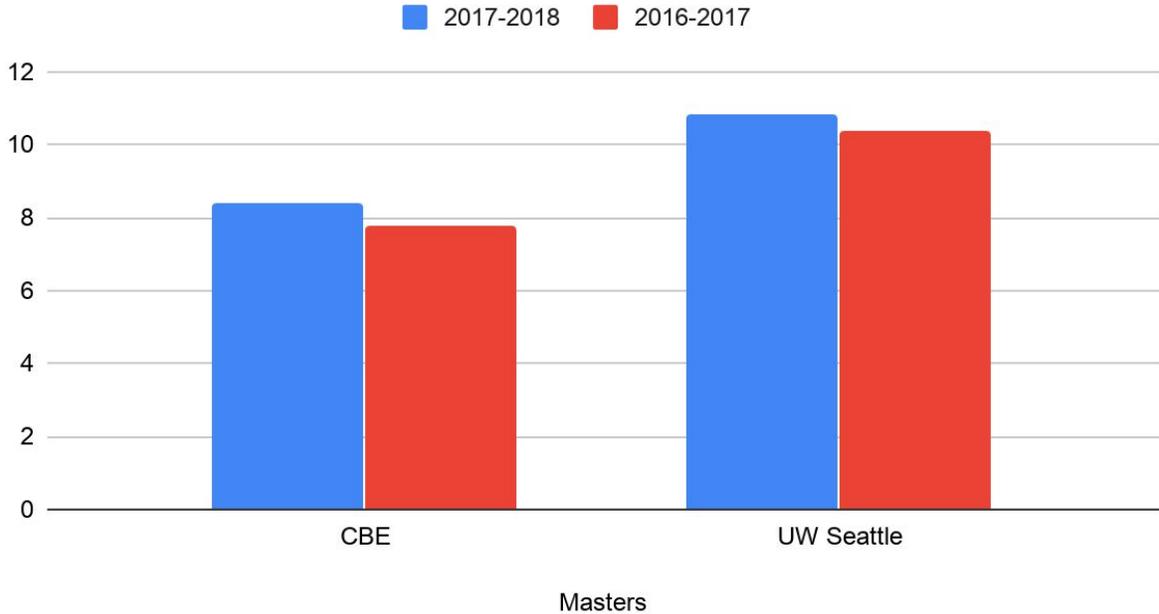
CBE Undergrads 6 months after graduation



Mean # of weeks searching for a job

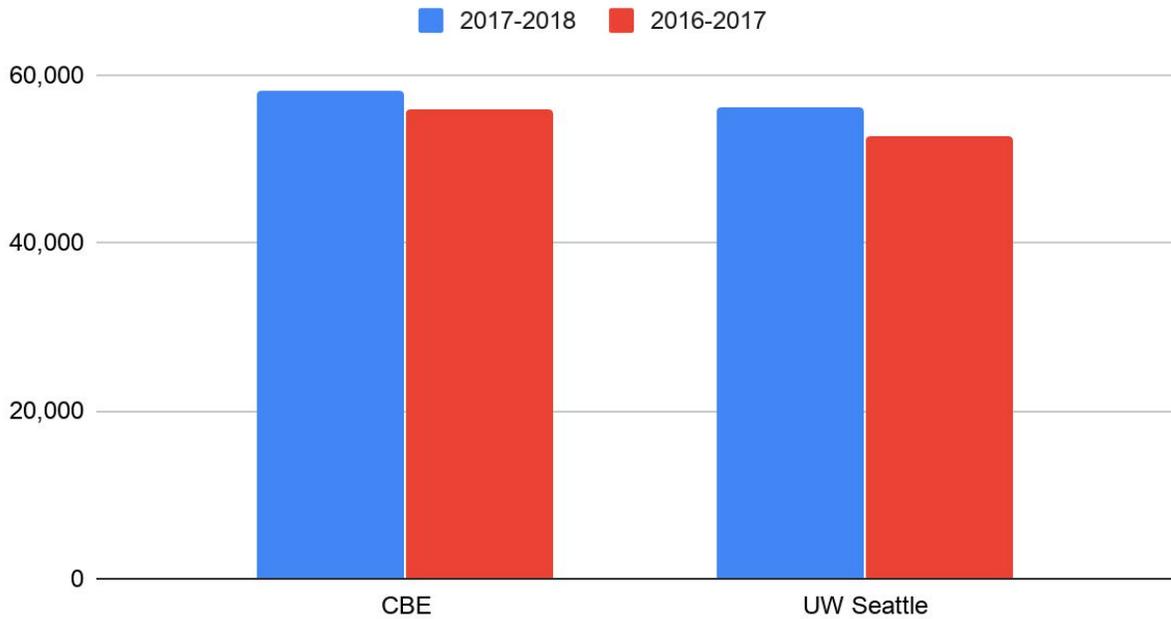


Mean # of weeks searching for a job

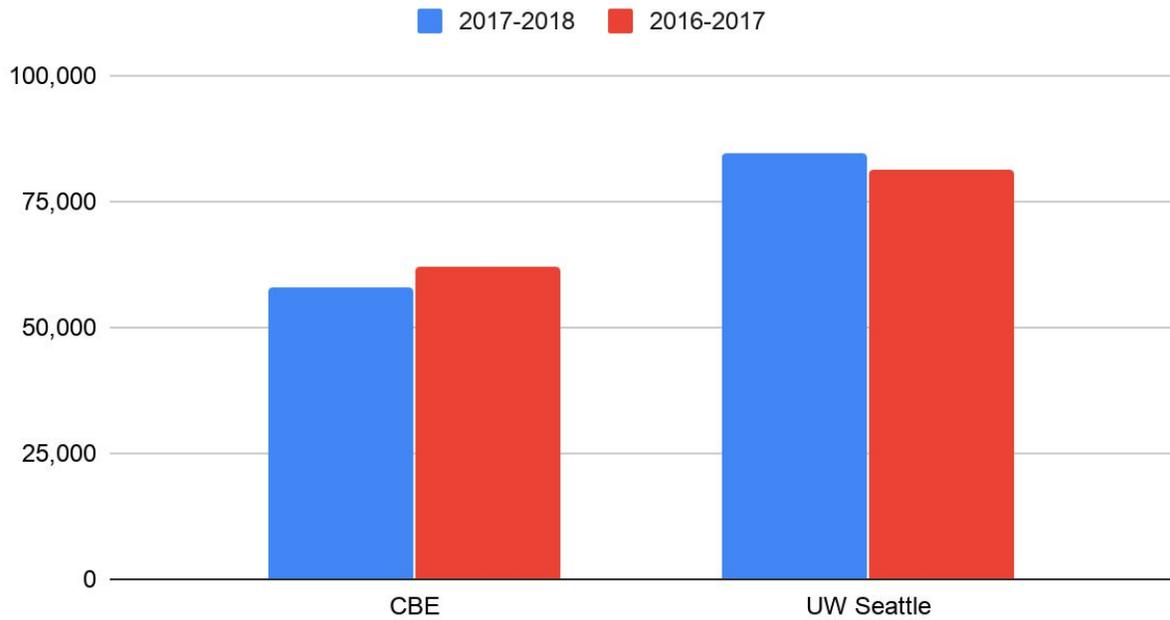


We were also able to pull data on recent CBE alumni salaries

Undergrad Salary Means



Masters Salary Means



Note the negative growth for our Masters students

I feel the College helped me to develop strong contacts in my field before graduation
 Total responses (N): 66 Did not respond: 3

Numeric value	Answer	Frequency	Percentage
1	Strongly disagree	4	6.06%
2	Disagree	11	16.67%
3	Neither agree nor disagree	18	27.27%
4	Agree	23	34.85%
5	Strongly agree	10	15.15%

Mean 3.36 Median 3.50 Mode 4 Standard deviation 1.12

Per UW research UW students who completed at least one internship were 61% more likely to be employed and 65% more likely for that employment to be career related compared to students who did not complete an internship. Those percentages go up for 2 or more internships.

6-month alumni data has CBE students at the following levels:

20% completed 0 internships (+3% from prev year)

30% completed 1 internship (-11% from prev year)

37% completed 0 faculty-mentored research projects (-4% from prev year)

48% completed 0 service-learning projects (-8% from prev year)

Stress

On a scale of 1-10, how stressed or anxious do you feel at different times of the quarter? (1 = least anxious/stress; 10 = most anxious/stressed)

Beginning of the quarter

Total responses (N): 69 Did not respond: 0

Numeric value	Answer	Frequency	Percentage
1	1	9	13.04%
2	2	11	15.94%
3	3	16	23.19%
4	4	5	7.25%
5	5	10	14.49%
6	6	1	1.45%
7	7	7	10.14%
8	8	4	5.80%
9	9	3	4.35%
10	10	3	4.35%

Mean 4.25 Median 3.00 Mode 3 Min/Max 1/10 Standard deviation 2.60

52.17% start low stress (1-3)

23.2% start medium stress (4-6)

24.6% of students start a quarter high stress (7-10)

Middle of the quarter

Numeric value	Answer	Frequency	Percentage
1	1	2	2.90%
2	2	0	0.00%
3	3	4	5.80%
4	4	5	7.25%
5	5	17	24.64%
6	6	9	13.04%
7	7	12	17.39%
8	8	7	10.14%
9	9	6	8.70%
10	10	7	10.14%

Mean 6.33 Median 5.00 Mode 5 Min/Max 1/10 Standard deviation 2.17

9% low stress midway (1-3)

45% mid stress midway (4-6)

46% high stress midway (7-10)

End of the quarter

Numeric value	Answer	Frequency	Percentage
1	1	0	0.00%
2	2	2	2.90%
3	3	2	2.90%
4	4	2	2.90%
5	5	6	8.70%
6	6	5	7.25%
7	7	8	11.59%
8	8	14	20.29%
9	9	11	15.94%
10	10	19	27.54%

Mean 7.75 Median 6.00 Mode 10 Min/Max 2/10 Standard deviation 2.17

6% end quarter low stress (1-3)

19% end quarter medium stress (4-6)

75% end quarter high stress (7-10)

Have any of your CBE courses included practices to help manage stress/anxiety?

Yes	21	31.82%
No	45	68.18%

The written survey asked,

What practices or structures would help you manage stress/anxiety in your course meeting times?

These were some of the more common or unique responses received,

- well structured, well spaced out set of deliverables presented to students at the start of the quarter, so students are well prepared. Setting expectations for exams and group or solo project content; Clear expectations of assignments/projects from instructors Faculty respecting the course meeting times (they sometimes go over the last 10 minutes). Also leaving time within class to resolve questions about upcoming assignments.(16)
- Taking walks/exercise/Stretching or Taking breaks during class (10)
- A debrief and breakdown of all that needs to be done in one's personal schedule; instructors expressing concern for the whole student, and openness to hearing about what students are holding; Checking in/class surveys on mood or any difficulty understanding material (7)
- reasonable workload expectations Not have studio take over all time. Less focus on studio. Possible allow for quarters without studio. Fewer outside of class time obligations (5)
- group "therapy:" short breathing exercises carried out at regular intervals throughout studio; mindfulness practice (2)
- I have been actively wanting to take advantage of the Health and Well-Being resources, but frequently have schedule conflicts. It would be helpful if we were clearly and frequently reminded about the health services available to us at UW, where to find them, and how it all works (I still don't really know this...but could always use it) (2)
- Clearer or more consistent use of canvas by instructors might be helpful. Some would benefit from some kind of tutorial- it can really throw a class off and create confusion. ability to miss a class or two and still be caught up with material (2)
- Providing access to a safe, quiet, comfortable place, preferably with natural lighting and plants or images of the natural world. Having a space like this where we can retreat and recharge during the long hours spent on campus would be hugely beneficial.
- Creating an environment that is inclusive of all peoples.
- Less evening classes (tougher with bus schedules)
- How about ensure professors are proficient in English. The amount of grammatical and spelling mistakes coupled with confusing lectures, quizzes and finals is appalling.
- Fewer group projects
- not needed
- I think it'd be really beneficial to provide at least some materials for studios. Not everyone has a disposable income and it's a real socioeconomic barrier to have to pay hundreds on materials.

Health & Well-Being

Are you familiar with the UW's Health and Well-Being resources and the Husky Experience Toolkit?

Total responses (N): 67 Did not respond: 2

Yes	36	53.73%
No	31	46.27%

Have you used any of the UW's Health and Well-Being resources or the Husky Experience Toolkit?

Yes	14	20.59%
No	54	79.41%

Have you taken any CBE course that included human health and well-being as a consideration or part of the course material?

Yes	30	44.78%
No	37	55.22%

What is the best way to connect you with health and wellbeing support? Select all that apply.

Answer	Frequency	Percentage
Through your adviser	30	45.45%
Links on the Intranet	17	25.76%
Emails	44	66.67%
Through your studio or seminar instructors	27	40.91%
Other:	4	6.06%

Have you encountered any significant obstacles in your degree progress?

- No significant obstacles (11)
- Money/funding. (6) Additional scholarships would help; more TA opportunities
- Lack of information, clarity from adviser about required classes. Department advising has been inconsistent and unnecessarily confusing. Claudine is a saint but she needs help. My advisor is kind and fun to talk to, with helpful insight into the field of planning, but generally uninformed on any of the policies and programmatic guidelines. Besides the requirements, I was pretty much on my own in developing a course plan that would help me reach my academic goals. I feel that my advisory team has not always had a clear understanding of what the format and expectations are for major degree milestones (e.g., general exam), which creates quite a bit of uncertainty and stress around the process. (4)
- The quarter system is stressful and too rushed to get a solid and impactful learning experience. Sometimes I just learned something new and then I was expected to determine the final paper or provide thoughtful insights in several weeks. spend too much time completing inconsequential assignments (2)
- PhD students do not have an office to study (in).
- Yes
- The culture of endless nights
- the views of some instructors that students coming in from other departments or fields of study aren't legitimate
- students and instructors bringing viruses into the school and spreading them to an already overworked and overstressed population of students.
- The work load is unmanageable. I need an alternative route. The curriculum is too rigid and there is no breath for personal growth. It is a mold to force out a specific skill set without taking in to consideration the individual needs or wants.
- Obstacles due to being an international student (Visa issues).
- I have had a significant amount of anxiety around critiques with my professors.
- A lot of pointing to talk to different people who then point to different people.
- On two occasions, I tried to enroll in a course at the Foster Business school. Foster would not accept me even though there were open seats.
- Not a lot of evening classes offered outside the CM program for electives.
- microaggressions from teachers
- no reply for (from) teachers when asking how I can improve,
- nonconstructive degrading comments during critiques
- disregard for mental health
- In recent years I struggled with some health and personal issues, specifically surrounding addiction and the loss of some loved ones, and this was detrimental to my progress in my degree.

- There is a lack of meaningful support for students in research tracks. Feedback is rarely timely and students often have to wait several weeks or months to get a minimal feedback on their papers, theses, or dissertations. During the academic year 'busy schedule' is the excuse and during Summer no contractual obligation or no university duty is gonna be the excuse.
- I think that the need to graduate on time often obscures the need to make sure that things are functioning smoothly for students.
- The most significant obstacle is learning in a vacuum. While it is possible to connect with other students and with professors (and all of my professors have been very responsive), it still feels like I'm learning/working alone. I am doing a full career transition (at 41 y/o), and the lack of my current work connecting to my (hopefully) future employment is an obstacle.
- The biggest hiccup was integrating the New Zealand curriculum into the normal progression of the program. While annoying that it put several classes and prerequisites off track, NZ was awesome and I think the department has prepared students better this year.
- Classes filling up has required me to drop plans for getting an additional certificate for my degree as I am no longer able to get the required classes for the certificate.
- Also, a predominance of night classes and morning classes has been physically draining. The later the class got out the harder it was to get home as a 30-minute bus commute could, and frequently did, turn into a 2-hour bus commute due to less frequent transit at night.
- Just in general getting familiar with the American school system.
- Obstacles so far have been time management, with very unpredictable requirements and deadlines from our clients, ensuring course work is completed in a timely manner is difficult.
- would say that studios and other aspects of the landscape program are incredibly trying based solely on the investment of time and energy that they require - particularly in the first year and a half or two of the program - but I also acknowledge that to a certain degree this level of work is standard and necessary in the field.
- Work/school balance, burnout
- issues with group member and instructor follow through.
- There have been a few classes that weren't taught well.
- The number of courses offered by the department are exactly equal to those required for fulfillment of the degree (33 credits) . So all the courses offered become compulsory for us to take, even though they are electives. When told to the department they said they will offer 2 more courses in fall2020 but nothing is official.
- Many of the usual PhD obstacles - funding, committee issues, research design.

Has the College or your department been helpful in navigating you through those obstacles?

- a course conflict with my other major and my program was very flexible to work with me.
- When navigating a personal issue, I was made to feel by the department that the quality of my education and my happiness was secondary to department goals.
- No
- To some degree, yes, both departments have been. (3)
- Department advisor has been very helpful for me (4)
- The department was helpful to an extent, but I wish that experience did not require me to run from pillar to post to get some basic documents/information that one would expect a program in such a prestigious university to have (ex. an identity to the program with brochures, details of the program; and not just having it on a website. I am all for sustainability; but I do not think USCIS will want to go look at a website for details!)
- CBE has not served me in any way.
- The CM department chair has offered little to no support programs for conditional admit students starting the major or even past that into the program.
- I shared this (anxiety surrounding crits) with a couple of my professors and had one private conversation with one of those professors. After that it was not mentioned again. In hindsight I could have used more help in navigating this. I believe that if I had been forthright with my adviser I would have gotten the support I needed. To the few people that I shared this with I would have appreciated a continued inquiry into how my anxiety was going.
- (Department chair) has been the best resource for keeping classes open and helping everyone get the required credits.
- I feel that the program director as well as my individual professors have been very responsive to feedback and adjust their courses to best meet student needs.
- The college wasn't of any help to me in these struggles, and stressors I experienced in school compacted those I was experiencing in my personal life. The college offered no resources or accommodations to help me, and I was ostracized by fellow students and instructors due to the stigmas surrounding my personal struggles.
- Both college and department have been very helpful in many aspects.
- most faculty have been open and explicit in encouraging everyone to meet with them if they have an issue with the at hand.
- The college has been helpful for me as a PhD student but it could be better.
- The availability of office hours is helpful.
- As mentioned above, instructors have always been accepting of any personal issues/obstacles I have encountered along the way, namely depression or anxiety, or other health issues. (Landscape)

- In general, the college/department/program has not been helpful in navigating these.
- I have been satisfied with the help and guidance I have received.
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Is there anything that could have been more helpful?

- Yes
- Providing access to recorded lectures and the potential for Skype based crits are incredibly helpful.
- I believe that if I had been forthright with my adviser I would have gotten the support I needed. To the few people that I shared this with I would have appreciated a continued inquiry into how my anxiety was going.
- Would be nice if the first person could answer the question, or just one degree of pointing
- From my perspective, the relationship between the MSRE program and Foster is broken and needs mending. I wanted to take Foster classes because I feel the quantitative aspects of the MSRE program need to be much stronger for success in marketplace.
- Would like to be able to build a more comprehensive knowledge with classes from other programs (via night classes)
- This program needs to become pliable.
- I think teachers could benefit from diversity training because I don't think it's okay to tell students "It must've hurt to use chopsticks" after someone complains about their hand hurting from cutting cardboard.
- I also think it'd be helpful to reiterate ways to give constructive criticism. I've been told one of my drawings was "disgusting" which didn't give me any way to improve and I know multiple people who feel strongly about this too.
- I would also reiterate that it's important to reply to students and make them feel heard when they stick their necks out to tell their professors that they would love to meet and discuss ways to improve.
- think there are still limited TA positions, listing more opportunities on the website can be more helpful.
- Be intentional and explicit on publishing funding for not only a trip to Rome, but social programs like childcare FUNDING (the childcare programs are better than the market, but a lot of us use independent care facilities that are more tied to our local neighborhoods and not corporate owned) and health insurance programs.
- More organized emails and announcements would be really appreciated. Each registration round we get 5+ emails about different add codes and drops and errors and omissions, some from Claudine, some from Brian.
- the graduate program needs a person dedicated to the advisor position, not a part-time professor. It would be wonderful if there were graduate program (thesis) drop-in hours

each week so Claudine doesn't need to deal with thesis program questions. It feels like Rob can't keep up with the needs of the students.

- Students are expected to do many steps alone and as an international student I would have liked some kind of orientation for the period after applying and before starting school additional to the one offered by my program. There is a widespread use of abbreviations and acronyms that makes it difficult to understand, even within this survey!!
- I wish there were more courses that utilize the woodshop and fabrication studios
- I wish there was a plant id class in the landscape department.
- Taking the digital design class in the autumn quarter would have been more helpful than the intro to GIS.
- Could use more faculty members for more class options.
- I also wish it was easier to take classes and work across departments. They feel very silo'd now.
- Some aspects covered in ARCH320 and 321 are a little involved and I think that some outside resources may be helpful. While there are plenty of students willing to give the answers, its not as easy to find student interested in collaboration or study groups
- The program requirements have been stringent but somewhat loose. Allowing students a more flexible tailoring of their curriculum could be a potentially better direction. I have taken initiative and been guided by counselors to tailor a varied and personalized set of courses, where flexible, and I think it has resulted in a much richer learning experience than if I had only followed the proscribed requirements.
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What aspects of career development would you like to see offered?

- Internship placement Greater coordination with potential employers (8)
- Interpersonal communication skills (6)
- How to make a portfolio; work on portfolio development throughout the program, like maybe as a part of each studio class (5)
- The new mentor program in Architecture is a great opportunity I only wish had been available sooner (3)
- More of an understanding on the ways that my discipline is practiced. I would like to see more insight in what the field is actually like and what they do in the day to day. (3)
- More lectures from working professionals panels of to ask people about their career path, I love to learn how others ended up where they are now. (2)
- More emphasis on opportunities/contacts outside of WA State and outside of traditional city government fields; mix it up a little more, and introduce a few alternatives to firms or government jobs- perhaps activist, nonprofit, indigenous, rural, etc.. employers. (2)
- What can you do with a PhD? More teaching and funded research opportunities for PhD students (2)
- a career fair aimed at urban planners; to meet local and regional planning and research organizations (2)
- A tutorial on professional certification/licensure would be beneficial. (2)
- Effective survey-writing skills
- I would also like to see a reconsideration of when professional skills are incorporated into the programs, as many of these steps could be integrated into studios sooner. Courses on running a firm (design or design/build), integrating studios with other departments (imagine architecture students actually pairing with the landscape students and engineers in a more cohesive process).
- It would be nice to see more examples of student work from various classes so that it is more clear what you can do in each one (for example, seeing projects from LARCH or ARCH so that you can tell what actually goes on in the class).
- Active Research seminars
- Minority/diversity programs for motivation, acknowledging impostor syndrome, etc.
- stronger class on teaching development
- How to convince a client/developer to use sustainable materials/processes
- More Design/Build or the physical application of design work
- A better understanding of practical and technical work so we can enter the job market confidently, ie looking at typical details, reading and drawing clean plan sets. Basic skills, nothing special. CM students take classes in reading elec, HVAC, and Arch drawings. Why don't architects?? This should be required...
- Significantly better, more relevant curriculum to support the environmental planning specialization
- How to find and make design contracts

- More opportunities to work with staff on research projects
- more practical knowledge, building codes
- Interview and resume skills
- More cross discipline courses offered.

External Survey responses

- Why not inquire about mental wellbeing (while at CBE/UW) from former students? Isn't mental wellbeing critical to providing - and students accessing - the best education and opportunities? Career pathways analysis is essential, but so is understanding how students cope - or not - with the mental demands of being a graduate student at CBE/UW.
- Don't overload the program with so many accessory objectives that the students are not prepared to be strong designers, architects, landscape architects. If the graduates of the program are not prepared to succeed as thinkers and producers in the industry, how can they successfully create built environment changing work?
- Some of the best learning I got was from a psychologist who lectured on the impacts of environments on human functioning. Add some of that to your programs.
- There seems to progress but CBE needs to ensure that into the future their permanent faculty is representative of their diversity goals.
- The goals should be for professional placement and community engagement between students and professionals.
- Collaboration/interface/recognition with/by engineering schools within UW educational environment needs to be strengthened.
- All students should be encouraged to 'look beyond' their own educational 'module' in order to develop and apply their professional careers
- CBE should encourage and actively support more collaboration and engagement with professional organizations (AIA, APA, etc)
- May urban planning education at uofw was heavy on theory and light work place skills. Its value was more influential later in my career as my professional responsibilities increased.
- as the principal at a small firm in Brooklyn, NY, I like to think I'm a good resource for students and graduates - in searching for jobs, etc. I'd hope to be better utilized. I tried creating a job listing thru the UW "Handshake" site - while other schools (Columbia, Pratt, Cooper Union, Berkeley etc) allowed me to post a job, the functionally challenged admin at UW would not allow my posting to be seen by UW students -- truly absurd and not helpful for UW graduates looking for jobs
- I would challenge the CBE to bring in different perspectives that foster more curiosity and dialog about approaching issues in different ways (diversity of thought from different professions, political beliefs, cultures, and backgrounds).
- Stronger and more coordinated communication with alums
- Public forums with program speakers of interest, to better involve alumni like us...
- allow opportunity to add comments to this survey on an ongoing basis if doable.
- My biggest complaint was that I graduated from the program with a mountain of debt from a program that was too long. I was not self sufficient as an architect because the program did not support my licensure, nor did it work to help me find internships in the dark times of 2010-14. And not once has someone from the dept followed up to see if I'm employed, or to do salary surveys or anything else that would help our careers.

Altogether, it was a good, albeit inefficient education, but it was a terrible financial decision. I would like the CBE to acknowledge that their degree costs too much for the wages available to architects, acknowledge their complicity in perpetuating this, and tailor the degree and the focus of the department to benefit these realities for the students.

- I advocate for students from Morgan State University BS program to consider UW because I believe the school has a tremendous offering. I encourage CBE to sponsor an annual visitation to Morgan to encourage/fund their advanced degrees at UW.

What skills would have made you a more talented recruit?

- Variety of software specific electives; tutoring? (32)
- Involvement with Professional community; expand Pro Council with different tiers; alumni connections; national conferences; mentorships (17)
- Real life/world on-site studio/class settings (16)
- Internship placement (16)
- Portfolio/graphic design workshops design and review; portfolio website (15)
- Strong communication skills - from hiring side (15)
- Strong technical writing/ communication writing skills - from hiring side (12)
- Practical skills & knowledge needed to work in the field; job shadowing (11)
- More Pro-practice courses; writing for Pro-practice (11)
- More interdisciplinary curriculum (10)
- Equity, Diversity, Inclusion (10)
- Psychology of leading others, leadership/management training work (8)
- Oral presentation classes/workshops/seminars; Public speaking (6)
- Business management (6)
- Assistance in job search; other opportunities uses for degree; Career center (6)
- More connections with other departments that offer specialized methods, analysis training and skill-building opportunities - closer ties to Foster, Engy, Business (5)
- Interview strategies for different orgs; Mock interviews (5)
- Marketing & Sales skills (5)
- Project management knowledge & skills (5)
- Study examples of projects in the region; community engagement & outreach projects (5)
- Construction experience/knowledge; More design build (4)
- Research opportunities for undergrads; research with professional firms (3)
- How to write for an audience beyond and outside of academia (3)
- Assistance passing the PE exam; licensure (3)
- Climate resilience; climate change & risk (3)
- Code research experience, how are codes influenced and written (3)
- Freehand sketching while developing ideas w/clients & colleagues (3)

- Broader CBE presence - national name (3)
- More diversity in program and Pro Council (3)
- Informatics minor or DB management cert
- TA opportunities for undergrads
- Follow up after graduation on job search & placement
- Understanding of diversity of professional models & markets
- International experiences
- Emphasis on design for human experience
- Better understanding of international & global aspects
- More resources for PhD students - funding, teaching, mentorships
- Dialectical Behavior Therapy skills to strengthen interpersonal relationships & communication
- Instruction on environmental regulations
- Need to know how to print
- Co-op program model leading engineering schools use

6-month Alumni data of import
Undergrads
Advanced Learning 3.0 or lower:
Writing Effectively 3.0
Quantitative reasoning 2.9
Taking on leadership roles 3.0
Understanding who you are 3.0
Understand & Practice Civic engagement 2.9

Gap between Learning & Importance 0.5 or higher:

Masters

Advanced Learning 3.0 or lower
Writing Effectively 2.8
Identifying & Using best methods 2.8
Generate original/creative ideas 3.0
Put research ideas into practice 2.7
Understanding ethics 2.9
Using quantitative methods 2.8
Special instruments 2.8
Working interdisciplinary 2.6
Understand & value diversity 3.0
Self-reflection/assessment 2.9

Advanced Learning to Importance gap of 0.5 or higher

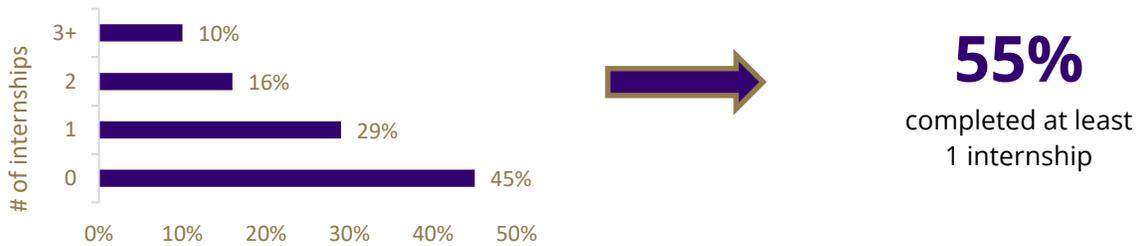
Acquire deep knowledge 0.5 gap (0.3 prev year)
Writing effectively 0.6 gap (same prev year)
Speak about ideas 0.6 gap (0.3 prev year)
Best methods 0.7 gap (0.4 prev year)
Creative ideas 0.7 gap (0.4 prev year)
Research ideas 0.7 gap (0.4 prev year)
Understand ethics 0.7 gap (0.5 prev year)
Quantitative methods 0.6 gap (0.6 prev year)
Special Instruments 0.8 gap (0.5 prev year)
Collab in field 0.6 gap (0.4 prev year)
Collab interdisciplinary 1.2 gap (0.4 prev year)
Value diversity 0.7 gap (0.5 prev year)
Self-reflect/assess 0.6 gap (0.5 prev year)

Help navigating job market 2.0 (-0.5 from prev year)

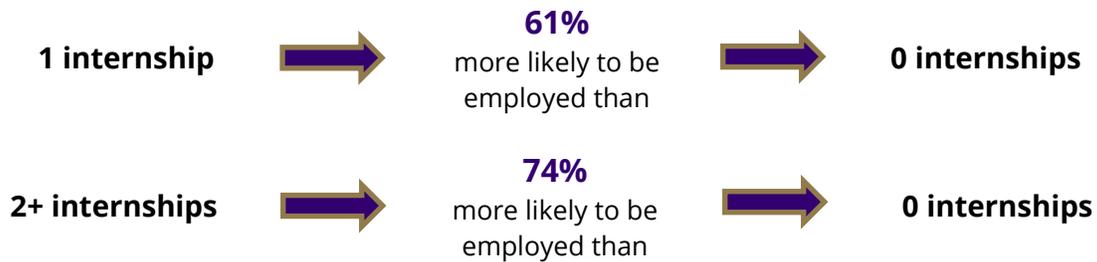
Internship Results from First Destination Survey of 2016-2017 UW Graduates



How many internships (paid or unpaid) did you complete while earning your degree?



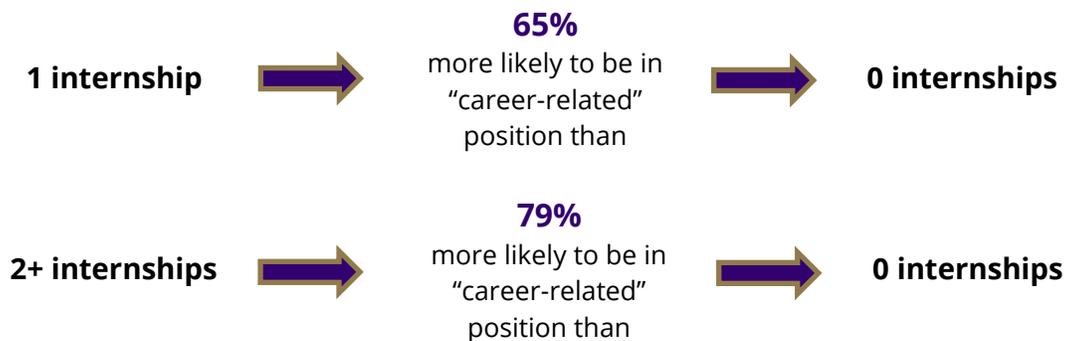
Are you still seeking employment 6 months after graduation?



How important are the skills you gained from your internship(s) to your current position?

average score of **3.4** out of **4** = **moderately to very important**

Is your current position career-related (part of, or a step towards, a career goal or plan)?



Internship Results from First Destination Survey of 2016-2017 UW Graduates

SUBJECTS:

- Sent to 7,485 UW-Seattle alumni who received undergraduate degrees during the 2016-2017 academic year. 2,071 students responded, for a 28% response rate.
- Survey sent 6-7 months after graduation.

VARIABLES:

- Independent 1: **Internship participation** during college: "How many internships (paid or unpaid) did you complete while earning your most recent degree from the UW?" Choices were 0, 1, 2, and 3.
- Independent 2: **Perceived importance of internship**: "How important are the skills and abilities you gained from participating in internships to your current position?" Choices were Very Important (4), Moderately Important (3), Somewhat Important (2), and Not At All Important (1).
- Dependent 1: **Employment status**: "Which of the following best describes your current primary status?" Those "seeking employment" were compared to those who were employed. Alumni on other tracks (graduate school, traveling, etc.) were omitted from the analyses.
- Dependent 2: **Career-relatedness of job**: "Is your current position career-related (part of, or a step towards, a career goal or plan)?" Only employed alumni were included in the analyses.

DATA ANALYSES:

- Overall internship participation levels were analyzed with frequencies.
- Perceived importance of internships was analyzed with a mean.
- Chi-square analysis was employed to investigate whether internship participation was related to the dependent variables (employment status and career-relatedness).
- Logistic regression was employed to investigate whether the specific number of internships completed was related to the dependent variables (employment status and career-relatedness).

RESULTS – INTERNSHIP PARTICIPATION:

- 0 internships = 815, 45%
- 1 internship = 525, 29%
- 2 internships = 279, 16%
- 3+ internships = 187, 10%

RESULTS – PERCEIVED IMPORTANCE:

- Average score of 3.4 indicated that employed alumni considered the skills and abilities they gained from their internships to be moderately to very important to their current positions.

RESULTS – EMPLOYMENT STATUS:

- Internship participation was significantly related to whether an alum was employed (N=1613) or still seeking employment (N=193) 6 months after graduation. $\chi^2(1, N=1806) = 15.72, p=.000$.
- Alumni who completed 1 internship (N=428) during their time at UW were 61% more likely to be employed 6 months after graduation than alumni who did not participate in an internship (N=633).
- Alumni who participated in 2 or more internships (N=383) during their undergraduate studies were 74% more likely to be employed 6 months after degree completion than alumni who did not participate in an internship (N=633).

RESULTS – CAREER-RELATEDNESS OF POSITION:

- Internship participation was significantly related to whether one's position 6 months after degree completion was career-related (N=959) or not career-related (N=183). $\chi^2(1, N=1142) = 31.69, p=.000$.
- Employed alumni who completed 1 internship (N=343) while at UW were 65% more likely than new graduates who did not complete an internship (N=472) to consider their job to be "career-related".
- Employed alumni who participated in 2+ internships (N=327) during their time at UW were 79% more likely than people who did 0 internships (N=472) to consider their position to be "career-related."