

Graduate Outcomes and Satisfaction Survey

Terms: Spring 2006, Fall 2005, Summer 2005, Spring 2005, Fall 2004, Summer 2004, Spring 2004, Fall 2003, Summer 2003, Spring 2003, Fall 2002, Summer 2002, Spring 2002, Fall 2001, Summer 2001, Spring 2001, Fall 2000

Degree: MSE

Filtered on: Reading

Question	Responses	Average Answer	
Agreement and Importance		1 - Strongly Disagree 5 - Strongly Agree	1 - Not At All Important 5 - Extremely Important
I'm more knowledgeable about the professional literature of my discipline.	63/78	4.349 SD=0.646 Mean of Median=4.379 Min=3.000, Max=5.000	4.3 SD=0.839 Mean of Median=4.545 Min=1.000, Max=5.000
I can identify and formulate perspectives on important issues in my discipline.	63/78	4.333 SD=0.667 Mean of Median=4.375 Min=3.000, Max=5.000	4.4 SD=0.728 Mean of Median=4.600 Min=2.000, Max=5.000
I understand links between theory and the professional practices of my discipline.	63/78	4.175 SD=0.807 Mean of Median=4.226 Min=1.000, Max=5.000	4.2 SD=0.877 Mean of Median=4.286 Min=1.000, Max=5.000
I've improved my ability to synthesize significant amounts of complex information into meaningful wholes.	63/78	3.968 SD=0.835 Mean of Median=4.032 Min=2.000, Max=5.000	4.2 SD=0.839 Mean of Median=4.312 Min=1.000, Max=5.000
I've improved my ability to collect data/information in answering questions and/or solving problems.	63/78	4.19 SD=0.732 Mean of Median=4.217 Min=2.000, Max=5.000	4.4 SD=0.741 Mean of Median=4.545 Min=3.000, Max=5.000
I've improved my ability to analyze and interpret data/information.	63/78	3.968 SD=0.835 Mean of Median=4.018 Min=2.000, Max=5.000	4.2 SD=0.807 Mean of Median=4.250 Min=2.000, Max=5.000
I'm better able to identify solutions to problems that are part of the professional practice of my discipline.	62/78	4.306 SD=0.662 Mean of Median=4.328 Min=3.000, Max=5.000	4.7 SD=0.556 Mean of Median=4.830 Min=3.000, Max=5.000
I've improved my ability to implement solutions to problems that arise in the professional practice of my discipline.	63/78	4.079 SD=0.841 Mean of Median=4.148	4.7 SD=0.558 Mean of Median=4.815

		Min=2.000, Max=5.000	Min=3.000, Max=5.000
I've improved my ability to use technology effectively in the professional practice of my discipline.	63/78	2.984 SD=1.202 Mean of Median=3.025 Min=1.000, Max=5.000	4.0 SD=0.942 Mean of Median=4.062 Min=1.000, Max=5.000
I've a better understanding of the current and potential use of technology in my discipline.	63/78	2.889 SD=1.128 Mean of Median=2.938 Min=1.000, Max=5.000	3.9 SD=0.917 Mean of Median=3.905 Min=2.000, Max=5.000
I've improved my ability to orally express my thoughts and/or positions.	63/78	3.968 SD=0.872 Mean of Median=4.034 Min=1.000, Max=5.000	4.4 SD=0.748 Mean of Median=4.600 Min=2.000, Max=5.000
I've improved my ability to express my thoughts and/or positions in writing.	63/78	4.095 SD=0.771 Mean of Median=4.129 Min=2.000, Max=5.000	4.3 SD=0.735 Mean of Median=4.440 Min=2.000, Max=5.000
Agreement		1 - Strongly Disagree 5 - Strongly Agree	
provided quality instruction.	74/78	3.73 SD=0.827 Mean of Median=3.816 Min=1.000, Max=5.000	
were knowledgeable about the subject matter.	74/78	4.081 SD=0.801 Mean of Median=4.129 Min=2.000, Max=5.000	
returned my work promptly.	74/78	3.77 SD=1.034 Mean of Median=3.893 Min=1.000, Max=5.000	
provided constructive feedback about my work.	74/78	3.689 SD=0.943 Mean of Median=3.794 Min=1.000, Max=5.000	
established an appropriate environment for me to garner knowledge and skills.	74/78	3.892 SD=0.894 Mean of Median=3.948 Min=2.000, Max=5.000	

were available for consultation.	74/78	3.676 SD=1.067 Mean of Median=3.796 Min=1.000, Max=5.000
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were interested in my professional goals.	74/78	3.541 SD=1.117 Mean of Median=3.714 Min=1.000, Max=5.000
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Faculty Comments		
Response 1 = Aside from a few faculty members, I was overwhelmingly disappointed in their abilities.		
Response 2 = I had one professor who obviously did not want to be there teaching us and I felt like I learned very little. That was sad, because it seemed that she was knowledgeable, but didn't want to take the time or effort to share her knowledge with us.		
Response 3 = I would have liked certain instructors to actually teach the material instead of letting us learn it on our own through group work.		
Response 4 = I have found some professors to be very helpful, and full of information.		
Response 5 = Some of the reading professors did not seem to always be aware of current practices in schools. Some weren't even familiar with reading jargon. My first professor at Whitewater told a student in my class that the difference between "rime" and "rhyme" was that "rime" was the English spelling! Any person who is knowledgeable about early reading/phonemic awareness can tell the difference between these two words!		
Response 6 = I was very impressed with the classes I took with Shane Staff. He was very knowledgeable about the content area he spoke about.		
Response 7 = I felt that most of the instructors I had were very good, while a couple were quite weak.		
Response 8 = I was lucky to have a few great professors during my graduate studies. Shane Staff, Dar Habanek, Dr. Wham, and Dr. Toms-Bronowski were all wonderful and I learned a lot from them. I also experienced a few teachers on the other end of the spectrum. Ruth Koskela knew very little about reading, Anne Stinson put little effort into her classes, and Paul Yvarra's class was the worst class I have ever taken in my life. I learned nothing in that class except what he thinks is wrong with education. The class should be called "Dr. Yvarra's issues and problems with american education" because all he did was talk AT you about that for \$850. It was horrible and thank God it was my last class for my degree.		
Response 9 = Prof. Clinkenbeard was extremely helpful in my research experience.		
Response 10 = Professors were always available to get a hold of by phone or email.		
Response 11 = none		
Response 12 = Overall, the faculty in my program was ok. I thought there was a lot of repetition in my classes.		
Response 13 = Certain instructors did not reply to emails or voicemail messages in a timely manner (or ever in the case of Susan Toms-Bronowski), others overly relied on peer instruction at the neglect of their own teaching (Annie Stinson), some were overly critical and highly inconsistent (the new professor who cotaught the Reading practicum with Susan this past fall)....overall, if I had known what I do know four years ago, I would have chosen a different college for this degree. I have conveyed that message to others considering this program.		
Response 14 = Dr. Shane staff and O'brien were the most helpful in my graduate program!		
Response 15 = It is hard to answer "In general..." because some faculty were exceptional, and others were not.		
Response 16 = I want to express my sincere gratitude to everyone at the Universtiy of Wisconsin-Whitewater.		
Response 17 = Because I did not live on campus, it was difficult to make advising appts. Sometimes I had to go to several different people before getting an answer to specific questions.		
Response 18 = While the majority of the faculty I had in the course of my program were excellent, knowledgeable, and professional, I did have several professors (2-3) who would definitely not receive the high marks indicated above were I ranking them individually.		
Response 19 = I would recommend the school psychology program to anyone interested in this area as long as Dr. Larson is the program director. He is the glue that holds that program together, and he has demonstrated professionalism, as well as,enthusiasm for the success of his students. I will be forever grateful for the contributions he has made to my professional development.		
Response 20 = Overall, the faculty is wholly competent; however I believe they are too restricted by University guidelines.		
Response 21 = These questions are somewhat impossible to answer fairly, because there was a wide range of competency between the professors. Some were great, some were disorganized, uncaring and wasted my time.		

Response 22 = There were a few outstanding professors such as Shane Staff and Susan Toms-Bronowski from whom I learned a lot.

Response 23 = I had only one professor that was effective in my opinion and that was Prof. Shane Staff. I was extremely disappointed in how teachers in education used poorly created assessment methods in their instruction. I also was disappointed in the length of time it took them to return papers with objective feedback. Another area of concern was how the students taught the class and not the teacher. There was very little modeling or excitement going on from the instructors.

Response 24 = Only a few good ones

Response 25 = I felt that my instructors provided little in the way of professional development. They mostly assigned topics of research and left it to class members to do the teaching. I felt cheated by this process. Classes were very often shortened which disturbed me greatly since I was paying dearly for class hours by supposedly competent instructors.

Response 26 = Shane Staff and Annie Stinson are amazing. 80% of useful/new material came from their classes.

Response 27 = Some of the faculty members are too narrow in their description of solution to reading problems. They are unaware of some "global" reading problems that do exist outside of the U.S. Integration is non-existent in too many of the classes too.

Response 28 = Some professors never misplace work or do not return it to you for months. One professor in particular does not return work even if you ask her several times

Agreement		1 - Strongly Disagree 5 - Strongly Agree
my advisor spent the time necessary to discuss my academic program.	74/78	2.865 SD=1.519 Mean of Median=2.938 Min=1.000, Max=5.000
my advisor was knowledgeable about formal degree requirements.	74/78	3.432 SD=1.396 Mean of Median=3.571 Min=1.000, Max=5.000
the courses I needed were available.	74/78	4.203 SD=0.771 Mean of Median=4.278 Min=3.000, Max=5.000
the program/department was helpful when I encountered problems.	74/78	3.743 SD=1.14 Mean of Median=3.900 Min=1.000, Max=5.000

Program Comments

Response 1 = I felt that some coursework could have been combined. Some courses felt like repetition.

Response 2 = I couldn't even tell you my advisor's name. Early on in my program I called her to see if she could meet with me. She was rude and abrupt and told me that she could not meet with me because it was exam time. She did not offer any other solutions or times that we could meet. From then on, I planned out my own schedule or asked other professors for assistance. That is why I really don't know about question #22, but the computer won't let me not answer it.

Response 3 = I did not see the advisor I was assigned, but regarding other staff I talked to.....

The summer courses were not always available because they were offered at the same time.

Response 4 = My advisor worked very closely with me to make sure I was going to have all the requirements needed at the correct times.

Response 5 = I wish more classes from the humanistic requirement were offered during the summer. I never once met with my advisor. her hours are only during the "regular" school day when I am of course teaching. this schedule is not

conductive to graduate students with jobs.
Response 6 = I never met with my advisor.
Response 7 = none
Response 8 = I was forced to retake a class as a graduate student that I had already taken as an undergraduate, with the same professor no less. The content was essentially the same.
Response 9 = One of my classes was canceled with no alternative. Because of this my schedule was pushed back and my comprehensive exams had to be taken at the same time as my last class.
Response 10 = some classes are only offered during the summer which causes problems for students who are working
Response 11 = Toms-Bronowski, Stinson, Heyning are great. Secretary for C&I extremely helpful!
Response 12 = I'm not sure who my advisor was. I always spoke with Dr. Toms-Bronowski. She was ALWAYS helpful. I think that the department was extremely flexible and willing to work with students. They understand that most people work full time and have families.
Response 13 = I am so happy right now.
Response 14 = Evening course times were an issue for me at the beginning of my grad. classes. They were starting to early for me to get to on time. I then switched to Carroll for a couple of years. I then heard Whitewater had changed its starting times and I transferred back. I was very pleased!!
Response 15 = While my advisor was not knowledgeable about my program and could not provide pertinent information, the head of the program was very helpful and took time to meet with me on numerous occasions and answer correspondence in order to answer my questions. Also, those in charge of my program and my professors were very flexible in allowing me take courses independent study and out of sequence in order to allow me to finish my degree and fit my schedule.
Response 16 = My assigned advisor was NOT helpful in the least. She was even borderline hostile when I would occasionally email her with questions. Fortunately another professor in the department stepped up and helped me when I needed it.
Response 17 = My advisor was generally nowhere to be found.
Response 18 = Too many times, my advisor wasn't sure what requirements I needed to fulfill to get my master's degree such taking the Praxis or what part of the professional portfolio I needed to be doing.
Response 19 = Most of the information I needed I got from fellow students. My advisor was vague and I felt as if I muddled through the program requirements. I also was thoroughly disappointed in having to have my degree bank on passing a 6 hour test on memorization techniques, the comps, to prove that the 4.0 status I received over the past four years was accurate or not. What an educational joke! What is educationally appropriate about this testing method? It goes against all that was taught about assessment!
Response 20 = Online registration was sometimes difficult especially in finding the courses I needed. When I would phone directly I was given good service by office staff.
Response 21 = I am frustrated, angry and beyond words at the lack of professionalism from my advisor. She emailed me once after I emailed her a question during my first semester. She responded that she was "Too busy to meet with every student and if I had any further questions contact the department chair." This is outrageous!!! It is the ONLY, I repeat ONLY contact she gave me. I will not return as a student to UWW again in the future. My "advisor" or lack there of was Patricia Shaw.
Response 22 = My advisor was the best. Also the Program Assistant was super. The program has some very excellent courses. Technology in Education should be a required course for the program as well as looking at Education in the Americas instead of U.S only.

Quality		1 - Not Applicable 2 - Poor 3 - Fair 4 - Good 5 - Excellent
		4.26 SD=0.722 Mean of Median=4.276 Min=1.000, Max=5.000
The Office of Graduate Studies	73/78	

		3.27 SD=1.398 Mean of Median=3.719
Financial Services & Student Accounts	74/78	

		Min=1.000, Max=5.000
Financial Aid	74/78	1.635 SD=1.29 Mean of Median=1.138 Min=1.000, Max=5.000
Parking	74/78	2.716 SD=1.097 Mean of Median=2.750 Min=1.000, Max=5.000
Bookstore	74/78	3.716 SD=0.763 Mean of Median=3.826 Min=2.000, Max=5.000
International Programs	74/78	1.243 SD=0.882 Mean of Median=1.044 Min=1.000, Max=5.000
Technical Support	74/78	2.351 SD=1.437 Mean of Median=1.833 Min=1.000, Max=5.000

University Comments		
Response 1 = Signing up for coursework on the WINS system was lousy. I think that the phone option should have been used in conjunction with this.		
Response 2 = The university as a whole is the most mismanaged and unorganized place I have ever known. Besides the few classes I learned from and enjoyed, I have tremendous dislike for this school.		
Response 3 = Most of the services were good, sometimes I needed to be transferred to lots of different people and retell the situation in order to get an answer.		
Response 4 = should do something about parking-the only available spots were very far away and I didn't like walking in the dark to my car.		
Response 5 = I have had a problem with every bill except one! It takes a long time to get these straightened out. I even took a day off of work to get one of my bills corrected!		
Response 6 = In several of my classes, the bookstore either didn't have the books available that we needed at the beginning of the term, or they had ordered in the wrong edition.		
Response 7 = The parking situation at and around Winther is a nightmare. There is no reason to have so many unused faculty spots when students can find a place to park.		
Response 8 = Parking was difficult and I didn't want to pay for only coming once a week.		
Response 9 = none		
Response 10 = IRB Review people. (Matt) Not helpful.		
Response 11 = How about textbook rental for grad students?		
Response 12 = Great facilities.		
Response 13 = I did my undergraduate course work at Whitewater as well. I really enjoy the college.		
Response 14 = Having also lived on campus, I wanted to note that I was very dissatisfied with the office of residence life since they lost my housing application and were very unwilling and not helpful when answering questions.		

Response 15 = I value my undergrad degree from UW-Whitewater.
Response 16 = No major concerns
Response 17 = Parking availability for evening class was poor. And the bookstore hours are not very accomodating for off campus commuters.
Response 18 = Bookstore needs to be open at later times for those people who have a one hour commute to class and work all day.
Response 19 = Over the course of 7 years I felt more and more like I was a source of income to the university rather than a student who deserved a quality education. Parking lot signage was confusing for someone unfamiliar with the campus.
I was pleased with the collaborative nature of the library media program. Maybe you could do something similar in the graduate reading program.
Response 20 = None
Response 21 = The University has to do more ground work before it launches itself further into the International Market for students. This is AMERICA and the expectations are far from what we had expected.Many of the things we learnt(acceptable in my country)were from trial and error and it can make one look incompetent at times. Health care for International Students MUST be revised immediately, as well as the oreintation program.
Response 22 = reference librarians are great!

Satisfaction		1 - Not At All Satisfied 10 - Extremely Satisfied
How would you rate your overall satisfaction with your graduate degree from UW-Whitewater?	61/78	7.328 SD=1.922 Mean of Median=7.464 Min=3.000, Max=10.000

What do you consider to be two or three strengths of the graduate programs at UW-Whitewater?
Response 1 = The availability of classes.
Response 1 = Knowledge of most professors.
Response 2 = professor Staff-He knows his information, presents it clearly, and challenges you to learn.
Response 3 = I had a few professors that were excellent. They really stayed current and understood things from a classroom perspective. It was evident from their teaching style that they cared about children and helping us to become great teachers.
Response 3 = In the classes that I have had I have come away with some great resources, both textbooks and supplemental materials.
Response 4 = I enjoyed most of the professors and the atmosphere they created.
Response 4 = The classes covered a lot of critical content pertinent to reading.
Response 5 = affordable tuition
Response 5 = workable evening class schedules
Response 6 = The flexibility in meeting requirements.
Response 7 = availability of night courses
Response 7 = friendly faculty
Response 7 = flexibility of program
Response 8 = small classes
Response 8 = location
Response 8 = price
Response 9 = convenience of location
Response 9 = cost
Response 10 = Professional contacts with others
Response 10 = Discussions with others in classes
Response 11 = I do believe that I have received a quality education from UW-Whitewater. I have friends who have received their degrees from other universities, and I feel they aren't as well prepared.
Response 11 = My advisor did a wonderful job keeping me informed of what was expected of me at all times.
Response 11 = I like the times of classes, since I teach fulltime, I can still attend school.
Response 12 = All information sent out is well organized and prompt.
Response 12 = When encountering problems, I was easily directed to the proper person(s).
Response 13 = Classes were scheduled at the appropriate times which helped me with my work schedule.
Response 13 = Friendly instructors for the graduate program I was in (Reading).

Response 14 = A graduate degree from Whitewater seems to be more valuable (means more) than a degree from places like Aurora, Viterbo, National Lewis, etc.
Response 14 = I was able to complete the program in a timely fashion. There was only one class that I had trouble scheduling.
Response 15 = The diagnosis and treatment classes are extremely helpful.
Response 15 = You can basically get the classes you need when you need them.
Response 15 = There are some great professors.
Response 16 = Class availability for Graduate/working students.
Response 16 = In GENERAL, a cohesive philosophy among professors.
Response 16 = Reasonable cost.
Response 17 = Resources.
Response 17 = Experienced staff.
Response 18 = I enjoyed classes taught by Shane Staff and Susan T-B, P. Clinkenbeard.
Response 18 = It was well tailored to receive the 316 and 317 license with the M.S. Ed.
Response 19 = availability of classes
Response 19 = helpful instructors
Response 20 = I think the program provides an extensive amount of information.
Response 20 = It gave me an opportunity to grow in my professional development.
Response 20 = UW-Whitewater helped me improve my teaching strategies to better help a wider range of students in reading.
Response 21 = close to my home
Response 21 = cost effective
Response 21 = availability of classes
Response 22 = Location of the university (close to home and work)
Response 22 = Opportunities to work with other professionals and share experiences
Response 23 = The availability of evening and summer classes.
Response 23 = The ability of instructors to get to know the students on an individual basis.
Response 24 = Relevant to the educational issues
Response 24 = Professor availability
Response 25 = That you have a reading masters programs
Response 25 = That I came out with the knowledge of how to do a case study (the problem is not all the formats are consistent through the professors)
Response 26 = good
Response 26 = good
Response 26 = good
Response 27 = Small class sizes
Response 27 = Flexibility in some of the class choices
Response 28 = Most professors.
Response 28 = Helpful Secretaries.
Response 29 = small faculty
Response 29 = wide selection of programs
Response 29 = flexibility of faculty
Response 30 = The faculty.
Response 30 = The facility.
Response 30 = The student and town's culture.
Response 31 = An attempt to schedule classes for students who are working or have families.
Response 31 = professors who are knowledgeable in their fields
Response 32 = One strength is that several classes are offered in the summer. This is important for teachers who have more time to take classes in the summer.
Response 32 = Another strength is the small class sizes.
Response 33 = Worked into my schedule, I enjoyed the classes over the internet.
Response 33 = Staff was well prepared and offered lots of ideas, theories and perspectives
Response 33 = Classes were offered in a sequence I was able to follow
Response 34 = I can only comment on my graduate program, not any others. One strength of mine was providing me with numerous opportunities to work with students in my field, thereby providing me with hands-on experience.
Response 34 = The knowledgeable staff and professors who treated me as a professional while giving me valuable theoretical and practical knowledge to use in my future career.
Response 34 = Being able to work on group projects. I learned a lot from collaborating with my fellow classmates.
Response 35 = School Psychology Program Director

Response 35 = One-on-one support
Response 36 = Classes are easy.
Response 36 = Classes are usually small.
Response 37 = The staff was very knowledgable in their areas and truely loved what they were teaching.
Response 38 = Excellent professors.
Response 39 = Faculty, K crep accredited.
Response 40 = The counseling faculty are knowledgable, dedicated and generally really love to share that theoretical and practical knowledge. Many of the staff still actively counsel and can share the practical experiences and model from their experiences. The classes are small enough to allow for sharing among students and contact with the faculty.
Response 41 = Classes are offered in the evening for working professionals. Program is laid out so ou know what courses are required from day on (in Reading program.)
Response 42 = Flexibility of night and internet classes. The cost (much less than executive MBA programs.)
Response 43 = Good reputation for my major outside, reasonable tuition, availability of Graduate Assistantship
Response 44 = Many professors are open minded and welcome divergent viewpoints.
Response 44 = For the most part the graduate program I was enrolled in was accomodating to my needs.
Response 44 = Professors in the department appropriately align degree requirements with DPI mandates.
Response 45 = Location
Response 45 = Some fine professors.
Response 45 = Good library.
Response 46 = Knowledgable professors
Response 46 = It was easy to get into classes, not overfull etc.
Response 47 = Night classes
Response 47 = A few excellent professors
Response 48 = There are some high quality staff.
Response 48 = It is valued more highly than other degree options available in education.
Response 48 = Portfolios are an important step in the right direction.
Response 49 = Classes were applicable to job
Response 49 = Some professors are very helpful in the program
Response 50 = Relatively small class sizes
Response 50 = Location to my home
Response 51 = small class sizes
Response 51 = location from my home
Response 52 = small class sizes
Response 52 = location to my home
Response 53 = The assistance from students who staffed the offices,
Response 53 = and the people in the Graduate Studies department.
Response 53 = Update your webpages on a regular basis. So much of the information is outdated.
Response 54 = The scope of the curriculum was thorough.
Response 54 = The staff was very knowledgeable about their subject matter.
Response 54 = The staff was usually considerate of the fact that we were all practicing teachers with heavy responsibilities beyond their class.
Response 55 = small class sizes
Response 55 = availability of classes
Response 56 = Course Availability
Response 56 = Overall, the professors are personable and willing to help if needed.
Response 56 = The best part of the MSE program was working with the students verses being in the classroom.
Response 57 = catering to the professional working student
Response 57 = graduate courses offered directly relate to the field and are applicable in the real world working situations
Response 58 = The courses are very good.
Response 58 = The instructors are very knowledgeable.
Response 58 = The offices and LIBRARY STAFF are EXCELLENT!
Response 59 = Faculty
Response 59 = Reputation
Response 59 = Offering Reading as a masters
Response 60 = The classes are small so students can work closely with their professors.
Response 60 = Classes were very informative and engaging.
Response 61 = instructors have real world knowledge
Response 61 = flexiblity of staff when unique circumstances arrive

What are two or three changes you recommend to improve graduate education at UW-Whitewater?
Response 1 = sign-up by phone
Response 1 = combining some repetitious coursework.
Response 2 = student friendly i.e. considerate workers, accessible parking, more personal attention etc.
Response 2 = knowledgeable staff with enthusiasm for thier area!
Response 2 = organization and helpfulness-especially with the horrible on-line accessiblity and registration.
Response 3 = In my particular area of reading, I feel that although my degree is for being a reading specialist, most of my preparation was more like for a reading teacher. I don't feel prepared to implement a building wide program or staff development. I would have liked more instruction/practice in working with regular classrrom teachers in a consultation role.
Response 3 = There could be more communication between the various professors in a department. Sometimes they assume that you learned something in a specific class and you didn't or they cross covered too much.
Response 4 = The summer courses seemed to all be offered the same 3 weeks so it was hard to take 6 or 9 credits in the summer if a person wanted to.
Response 4 = A couple professors were very knowledgeable but presented the information in a very dry lecture format.
Response 5 = content area reading offered at some time other than during the summer
Response 6 = Offer courses during both fall and spring semesters so it isn't so difficult to get some of the required courses. Courses should never be offered in just the summer, as the Content Area Reading course is.
Response 6 = Update Winther. It needs a more inviting atmosphere, including windows.
Response 7 = offer more than one section of required courses during evening hours
Response 7 = graduate students should not have to take time off from their jobs to meet with faculty members (office hours should be held at night for graduate students)
Response 8 = instructors should actually teach material instead of making the students learn material on their own or in groups-or assume that people already know the material
Response 8 = more classes offered at a variety of times-and offered more than just once a year.
Response 9 = easier to reach faculty
Response 9 = consistency in asnwers to questions; you ask five different people and get 5 different answers
Response 10 = Too much repetition between classes
Response 10 = Some professors did not teach what they were supposed to teach in the classes
Response 11 = Consistency of professors and materials taught for a class. I have had friends take the same class with a different professor and have a totally different caseload of work/assignments.
Response 12 = Be sure to find professors who are current in their field. Perhaps require some observations of various classrooms/businesses as part of their "recertification".
Response 13 = A structured time for scheduling help.
Response 14 = I think you need to have more instructors who are willing to teach and enlighten students rather than have them read the text, present the chapters to the class, and figure out projects on their own. I expect the instructor to be an expert in the field and impart some of their wisdom on the students.
Response 15 = I did not have the opportunity to evaluate some of my professors. Because the classes are so expensive, I would appreciate the opportunity to give some feedback about them.
Response 15 = you should be able to take a semester off without having to formally withdraw from the university.
Response 15 = Get rid of DR. Yvarra, or, at least, do not require any students to have to take him more than once. He's easy, which is of course nice, but his class was a tremendous waste of time and money.
Response 16 = More qualified professors.
Response 16 = More advisors.
Response 17 = More online courses or courses off campus.
Response 17 = More classes offered during the summer.
Response 18 = I never spoke to my advisor, even though I tried contacting her several times. I talked to students to make sure that I steered myself through the program. Have the advisor make a contact with their students.
Response 18 = Research Related to the Teaching of Reading- I received very little instruction in this course. It was hard to wade through with so little guidance
Response 19 = none
Response 19 = none
Response 20 = I would like to see the professors provide more information, feedback, and constructive criticism and in a more timely fashion.
Response 20 = There appears to be a lot of repetition in terms of content in several classes. I'm always hoping to learn a ton of new ideas in each class, and that didn't happen very frequently.
Response 20 = I would like to see a more real-life approach to students proving their knowledge in reading. I don't think a six-hour comprehensive exam is the best approach. I would have preferred a portfolio of my collections created at the university.

Response 21 = recruit professors that are more professional, responsible, and knowledgeable...the professor who recently retired who co-authored several reading textbooks (from Illinois originally) is a prime example.
Response 21 = Find a better chair for the Reading program. Susan Toms-Bronowski simply doesn't possess the leadership qualities (not to mention the academic demands preferred) of a person in this position.
Response 22 = A lot of repetition among courses.
Response 22 = Consistent expectations among faculty.
Response 23 = Make it easier to contact people in the administrative offices. These offices are often closed before working students can call.
Response 23 = More parking or better lighting for sidewalks that lead to parking at farther distances.
Response 24 = Better organized classes. Many times I felt we sat around and complained about the day instead of learning anything about the subject matter. I felt this often. I was frustrated at having to drive and meet...and then left feeling like the meeting/class was a waste of time. Very frustrating.
Response 24 = MORE time efficiency.
Response 25 = More hands on experience in using it within my classroom.
Response 25 = Practice what you teach....Reading and taking a test from the book does not work for all!
Response 25 = Understand...that we have full time jobs and are going to school...that does not mean that work load should be lighter, but I should not be taken down a grade because I have conferences and am in charge of an activity for school.
Response 26 = good
Response 26 = good
Response 26 = good
Response 27 = more consistency of expectations between professors in the masters program
Response 27 = ability to rent textbooks, just as undergrads can
Response 28 = I would like to see if anyone bothers to actually look at the surveys that are filled out at the end of each course.
Response 28 = If the surveys are taken into account, why aren't some professors improving their instructional delivery systems? Some should be out of the business, because they seem very unhappy or uncommitted to what they do.
Response 29 = textbook rental
Response 29 = more summer classes
Response 29 = summer classes that meet full time for a week
Response 30 = Keep up the great work!
Response 30 = Keep up the great work!
Response 30 = Keep up the great work!
Response 31 = Graduate students need more academic guidance.
Response 31 = More classes offered each semester
Response 32 = I recommend that there be more and better communication between the professors within the reading program. They need to know who is teaching what and in which courses. In one course I was in the instructor said formal assessment would be covered in a different class. I had already taken that course and formal assessment was not covered in that course. I pointed that out to the professors and they said they would make changes. I missed a crucial piece of the program because they were not communicating.
Response 32 = New professors in a program need to be better informed about the courses in the program. I had a new professor for one of my last classes who demanded things be done in a certain way, which did not allow me to use my own professional judgements. Her communication to the class was very poor.
Response 33 = Remember to start evening classes at a time when commuters are able to arrive on time
Response 33 = More internet classes
Response 34 = More financial aid opportunities for graduate students
Response 34 = Make sure all faculty are qualified to teach classes they are put in charge of.
Response 34 = Provide more of an orientation to the university for graduate students choosing to attend full-time.
Response 35 = Less outside group work
Response 35 = More flexibility with courses offered
Response 36 = Making sure that the textbooks needed for a course are at the book store. There were at least two instances where I was not able to get a book that I needed for a course because others, not in the course, had purchased books leaving none for those registered.
Response 36 = Better access to advisors. Many do not return telephone or e-mail messages.
Response 37 = More instruction in technology would be helpful.
Response 38 = Discontinue online MBA, Discontinue 2 credit offerings.
Response 39 = Needed courses are not offered at times when they fall in our ed. Plan that the advisor works up with us.
Response 40 = Perhaps it was my ignorance but I would have liked more info on the process after graduation and the possibilities. Not all of us were driven to head one certain direction. I wish I were. Would have liked some different options in completing some courses. Living 50 minutes away summer courses just didn't work, but wondered about some time of

correspondence for some classes?
Response 41 = Not requiring a written comprehensive exam - same objectives can be met by answering questions orally or over a span of time - comps are VERY stressful. Having professors communicate more so that courses do not overlap so much.
Response 42 = Improving internet courses; more real time-based; better class discussions. Internet classes are too easy; not enough applied work. Career Development for graduate (campus visits, recruiters).
Response 43 = Provide more choices of classes. Provide options for online classes and traditional. Continuous evaluation of faculty member. Fix DSS program in MBA.
Response 44 = Many of the core reading specialist preparation courses covered the same content over and over and over, while at the same time neglected many important components essential to teaching reading. Response 44 = A reading specialist MUST be knowledgeable in the tasks required for screening, diagnosing, and providing effective interventions for dyslexic students. The training and information we have received in this area in this program is ZERO. It is essential that professors become knowledgeable in the most common type of correctable reading deficiency there is: DYSLEXIA, and train reading teachers accordingly.
Response 44 = Finally, there is still too much emphasis on the whole language approach to teaching reading. Study after study has shown that students (especially those who struggle) do not benefit from a whole language approach. This University needs to take a good hard look at the research and re-adjust their content and instruction accordingly.
Response 45 = Work to eliminate the redundancy in the reading program classes. Response 45 = Make the advisors accessible.
Response 45 = Work to eliminate the redundancy in the reading program classes. Oh, sorry, I'm repeating myself.
Response 46 = Some professors are knowledgeable but not very good teachers! I m a teacher so I have some knowledge of this. Response 46 = Some prof's were not able to give practical instruction due to the fact that they are so far removed from the classroom. Response 46 = My advisor was very unreliable and hard to track down. Did not return phone calls, emails etc.
Response 47 = Make sure that courses do not teach the same objectives. Response 47 = Make objectives realistic for students working in their degree field.
Response 48 = Inservice your staff on educationally sound assessment practices. Response 48 = More instructional time on the strategies and remediation practices needed in the field of the reading specialist, including technology programs available. Response 48 = Find an alternate way of assessing student progress than the comps. How about a collective test question at the end of each unit of instruction?
Response 49 = Have longer hours at the Bookstore for graduates (this really is a problem when you are trying to buy required books) Response 49 = Make sure graduates know the requirements for graduation before the end of the class (this is also a problem with changes in licensure).
Response 50 = more applicable to real-life employment Response 50 = advisors that get back to you within a reasonable amount of time
Response 51 = Advisors that are readily available and competent Response 51 = Instruction based in reality not theory Response 51 = Professors who teach within the classrooms they profess to know about
Response 52 = professors who teach at the level they profess to know Response 52 = advisors who are competent
Response 53 = Hire more professors in the reading department who are qualified to teach by virtue of their knowledge of current best practices, and commitment to develop lesson plans for their sessions rather than assigning students to do the teaching. Response 53 = Refund money for the number of hours when the classes did not meet. I resent being told I can have the night to study instead of coming to class. I can study on my own time for free. Response 53 = Offer more classes online. Most the instruction and discussion could have been delivered in that manner.
Response 54 = Advisors need to be more accessible and return E-mails and phone calls. Response 54 = Have a Masters Degree(only)Graduation at the end of summer. Waiting until Dec. is anticlimactic and the timing is difficult due to school(and other university) schedules and the holidays.
Response 55 = more web based courses--fits the demand of our job as teachers--getting to campus and teaching during the year is tough Response 55 = reconsider comps exam for reading--having do 4 phases of portfolios shows the exact same thing as the comps--probably even better since you can display work done with REAL KIDS
Response 56 = Graduate Students still need advise and advising. Giving a student the kind of advisor I had is not acceptable and very unprofessional on her part. Response 56 = Expense of classes and required books.

Response 56 = I did not learn as much as I anticipated I would. about 50%-60% of the content in the MSE-Reading program was review from my undergraduate program. Very discouraging.
Response 57 = broaden the choices for electives
Response 57 = if portfolios are going to remain in the requirements, dispense the information sooner to the students
Response 58 = More integration
Response 58 = More weekend classes opportunity.
Response 58 = A technology course for the Reading Program
Response 59 = Courses availability
Response 59 = Program streamlined
Response 60 = The portfolio requirements for the Reading program need to be clearer. The information we receive regarding portfolios seems to change every semester. There is no consistency.
Response 60 = Students need to be better prepared for the comprehensive exam. Provide a study guide!
Response 61 = more technology instruction
Response 61 = day classes

Yes/No		Yes / No
Would you recommend the graduate program you completed at UW-Whitewater to friends and acquaintances?	59/78	Yes = 44 / No = 15

Why or why not?
Response 1 = I do feel that compared to the other Masters programs elsewhere(internet, other "Quick" masters programs offered. UWW provided a comprehensive program.
Response 2 = The overall lack of competence of the department and the university.
Response 3 = But only if they lived close by, otherwise I would recommend that they look into the program closer to them. I drove an hour and I wish I would have looked into a closer program, because I don't necessarily feel that I received a superior education than others might receive.
Response 4 = Some professors were really wonderful - very knowledgeable and willing to go the extra mile and help with questions or concerns. E-mailing frequently and available for calls at home.
Response 5 = very workable schedule, evening classes and affordable
Response 6 = Location, variety of programs available.
Response 7 = Overall, my experience was positive.
Response 8 = price, location, and for the most part the instructors are nice and helpful
Response 9 = I didn't generally care for the instructors
Response 10 = I learned new things to use in my job that I did not get in undergrad work
Response 11 = I feel I have received a quality education.
Response 12 = I learned alot. For the most part, the classes I took were relevant and interesting, and the professors were intelligent and challenging. I am coming away with a strong network of people (faculty and students) with whom to work with in the reading profession.
Response 13 = Close to home, good education
Response 14 = I feel more educated about my field and believe I am a better teacher because of this program.
Response 15 = But, I would advise them strongly about which professors to take and which to avoid.
Response 16 = I am satisfied with it.
Response 17 = Enjoyed the content, learned a great deal and was able to use it in my classroom.
Response 18 = I would recommend the Reading program
Response 19 = It was thorough.
Response 20 = I would recommend the program to my friends who live in the Whitewater area. However, I truly believe there are much better programs available in the state of Wisconsin.
Response 21 = See above comments.
Response 22 = Location
Response 23 = Because much of what was presented was valuable with few classes that were the unnecessary extras.
Response 24 = Frustrated with not feeling like I accomplished much. I felt like I wasted my valuable time.
Response 25 = I would like this to be more of a 50/50 answer. I did walk away with more knowledge on reading then I had to begin with, which is a good thing. However, I was expecting to walk away with a lot more then what I felt I received. I felt

like most of my time was just reading books and theories and not putting them to use. Many ideas and theories were fun and interesting to read but I needed to be taught how to relate them to what I do.
Response 26 = good
Response 27 = It was a good program that prepared me for the position I have
Response 28 = Good professors keep the program interesting, like the ones mentioned before. If it weren't for them it would have been a very difficult time.
Response 29 = reasons stated above
Response 30 = It has been a wonderful experience.
Response 31 = Most of the classes that I attended were well worth the investment in money and time.
Response 32 = I would probably not recommend the program to others at this time. The Reading program instructors really need to coordinate the program a little better.
Response 33 = Close to campus, good teachers, not as big as Milwaukee.
Response 34 = The program provided a good combination of coursework and hands-on practicum experience. The faculty were extremely knowledgeable while still caring about individual's goals and progress in courses. Collaborating with classmates also provided many valuable learning experiences.
Response 35 = See above comment regarding faculty
Response 36 = Because it's easy to get through.
Response 37 = I am satisfied with the training I received and it worked with my schedule well.
Response 38 = Excellent, caring professors.
Response 39 = Absolutely! The faculty and their commitment to the program and the students.
Response 40 = Some courses are very beneficial, courses are offered in the evening, campus is close and convenient.
Response 41 = If they are looking for a flexible, general program with night and internet classes at a reasonable cost.
Response 42 = Yes for allowing IPOM. No for DSS.
Response 43 = Too much overlap on content, the same thing was revisited over and over. Not enough training in identifying specific reading disorders.
Response 44 = I would think there are more responsive programs out there. I don't know that for a fact, but just a gut feeling.
Response 45 = There seemed to be a lot of busy work and not enough practical application and meat. I don't feel a whole heck of a lot smarter for the time and money I spent there.
Response 46 = A lot of work when other programs can give you a master's degree with less requirements.
Response 47 = I don't feel that I have the knowledge needed to begin a school wide program as a reading specialist as I don't even know what computer programs are being used successfully in the field. I don't know much about many of the programs being used such as reading recovery, etc.
Response 48 = The reading program was beneficial and applicable to my teaching.
Response 49 = I had a few good professors, but that does not outweigh the difficulties I encountered in simply trying to get information. The education dept. does not practice what they preach.
Response 50 = I felt that I encountered a hurdle at every point in this program.
Response 51 = I felt the university made the process too difficult, a hurdle at every point.
Response 52 = The quality of education and loss of personnel in the reading department is abominable. Luckily I was able to take a few courses from staff at UW-Oshkosh to supplement my education.
Response 53 = It is a good thorough program. I feel like I earned the degree, it wasn't filled with busy-work.
Response 54 = I was very satisfied.
Response 55 = Frustrated with the advising and lack of challenging material.
Response 56 = straight forward degree plan, no surprises
Response 57 = It is an overall very good program. The instructors are great and it is not too crowded.
Response 58 = Although more labor intensive, the graduate program at Whitewater surpasses other master programs in quality of course work.
Response 59 = I feel I am much better prepared to return to teaching. Much of what I have learned at UW-Whitewater can be applied to my actual classroom teaching.
Response 60 = tuition is somewhat more affordable than other schools

Any other thoughts or comments?
Response 1 = I am glad I am finally done with my program!!!!
Response 2 = comps exam required for reading masters should be re-evaluated; it goes against all that is taught at Whitewater regarding authentic assessment

Response 3 = They could work on making the registration on the WINS program a little more user friendly.
Response 4 = Graduation was horrible. It was much better in the gym when there was two ceremonies. It was way too long, hot, crowded, and your family could barely see you and share in your accomplishment. It was a disgrace to see so many people leaving, but I was so disappointed that I joined them. I was so happy with my undergrad ceremony and hope the university goes back to that system. Surround the students with the audience so they can be seen and do not have so many students graduate at once. It really takes away from the experience.
Response 5 = none
Response 6 = good
Response 7 = Thank YOU!!!!
Response 8 = None at this time.
Response 9 = I also liked being able to use the WINS system to register for courses and check grades. It was very convenient and easy to use--except for some minor glitches.
Response 10 = No
Response 11 = It's been a long haul for me - but I've met wonderful people and never felt that my age, background, or experiences made any difference. Each person brought his/her own gifts and all were enhanced.
Response 12 = Hate the online MBA (it does not really teach as much as traditional) Could not really absorb as much.
Response 13 = The diagnostic reading classes only teach how to accurately test a student. There is very little guidance on what to do with the results once testing is completed. How helpful is that? As a student I was left to 'guess' at appropriate intervention strategies. It was very frustrating.
Response 14 = No.
Response 15 = Please get information about portfolios and the requirements needed to meet DPI licensure.
Response 16 = I am not in the field of needing to create extensive research papers. What is missing, are applications and programs being used to remediate students making me knowledgeable to be an effective reading specialist
Response 17 = I thank God this is over!
Response 18 = Replace staff when individuals retire rather than expecting the remaining staff to cover extra classes. Make it a point to inform advisers of what they need to tell students when they ask about procedures, or provide students with better access to that information. Very little is explained in the handbook. Maybe you need a handbook specifically for grad students who are also commuters.
Response 19 = No.
Response 20 = NO
Response 21 = My stay here has been very good. A little shaky at first but it turned out fine. I must say that Chris Kutz, Anne Stinson and the Library staff made my stay here very very worthwhile. I am proud to be a graduate of this noble institution and will continue to be a supporter.
Response 22 = UW-Whitewater provided me with a high-quality graduate education.
Response 23 = do we see the results of this survey?