Georgia College & State University

College of Arts & Sciences

John H. Lounsbury School of Education

Graduate Students’ Satisfaction Surveys

Fall 2004 Summary Report

Data Analysis by
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Department of Foundations & Secondary Education

Date of Report: January 5, 2005
Summary of Major Findings in Fall 2004

- 96% of the 155 graduate students responding to the Fall 2004 survey were satisfied with the overall graduate experience in the JHL-SOE. (36% were very satisfied.)
- This fall we had the about one third fewer respondents than usual.
- Most of the respondents have had six or more classes at GC&SU and have been teaching seven years or less.
- The highest satisfaction was expressed with instructor professionalism, instructor expertise, curriculum and library resources. Lowest area of satisfaction was course timing, see page 7.
- Satisfaction with curriculum/program of study was very high, nearly all majors were at or near 95% satisfied or very satisfied.
- The preferred location for educational leadership and Kinesiology Department majors is Milledgeville, the rest prefer Macon.
- There were many suggestions from students about how to improve these Programs, which are included in the departmental breakdowns.
- Demographics: The respondents were Interrelated Special Education (37), Secondary Education (23), Educational Administration (24), Kinesiology (9), Middle Grades (12), and Early Childhood (33). All other majors had 10 or fewer respondents.
- Professional growth in content knowledge and application of the major theories in (their) field correlated highest with overall satisfaction with the graduate experience. This is consistent with the goals for advanced practitioners.
- See page 15 for locations of breakdowns for individual departments.
How would you rate your professional advancement in your:

1. Overall professional knowledge through your course work to date?
   - Excellent
   - Good
   - O.K.
   - Poor

2. Updating specific knowledge and skills in educational technology?
   - Excellent
   - Good
   - O.K.
   - Poor

3. Knowledge & application of the major theories in your field?
   - Excellent
   - Good
   - O.K.
   - Poor

4. Ability to read and understand research articles in your field?
   - Excellent
   - Good
   - O.K.
   - Poor

5. Knowledge about & use of newly available educational materials and media?
   - Excellent
   - Good
   - O.K.
   - Poor

6. Acceptance & application of culturally diverse practices in your classroom and community?
   - Excellent
   - Good
   - O.K.
   - Poor

7. Knowledge & application of best practices in school safety systems and procedures?
   - Excellent
   - Good
   - O.K.
   - Poor

8. Knowledge of variety of teaching methods to accommodate diverse learners?
   - Excellent
   - Good
   - O.K.
   - Poor

Have the instructors in your graduate classes directly encouraged you to:

9. Join or participate in professional organizations and conferences?
   - Often
   - Occasionally
   - Never

10. Mentor new teachers or college students in education?
    - Often
    - Occasionally
    - Never

11. Educate parents in how to advocate for educational improvements for their child?
    - Often
    - Occasionally
    - Never

12. Systematically experiment or conduct research in your classroom/school?
    - Often
    - Occasionally
    - Never

13. Consider making presentations in your areas of expertise at your school or conferences?
    - Often
    - Occasionally
    - Never

14. Submit your papers or results of your work for local or professional publications?
    - Often
    - Occasionally
    - Never

15. Take a leadership or advocacy role in your community?
    - Often
    - Occasionally
    - Never

16. Make a commitment to be a lifelong learner?
    - Often
    - Occasionally
    - Never

Satisfaction: How would you rate your satisfaction with:

17. The required courses in your program of study (the curriculum)?
    - VS
    - S
    - U
    - VU

18. The expertise within their field (including recent theoretical advances) of GC&SU instructors?
    - VS
    - S
    - U
    - VU

19. The enthusiasm, dedication and professional commitment of GC&SU instructors?
    - VS
    - S
    - U
    - VU

20. The choices of textbooks required for your courses?
    - VS
    - S
    - U
    - VU

21. The personal advisement you got about your courses and program of study?
    - VS
    - S
    - U
    - VU

22. The ease of registration for courses each semester?
    - VS
    - S
    - U
    - VU

23. The timing (fall, spring, summer) of the courses you needed to take?
    - VS
    - S
    - U
    - VU

24. The locations of the courses you needed to take?
    - VS
    - S
    - U
    - VU

25. The GALILEO internet services and the library?
    - VS
    - S
    - U
    - VU

26. The timeliness of the processing of your financial aid requests, if applicable?
    - VS
    - S
    - U
    - VU

27. Your overall graduate experience at GC&SU?
    - VS
    - S
    - U
    - VU

At what level and in which field is your Program of Study?  (Please circle) M.Ed.  Ed. S.  M.A.T.
(Please also circle your major below)

Early Childhood
Middle Grades
Educational Technology

Special Education (M.R.)
Special Education (I.R.R.)
Special Education (L.D.)

Secondary, Major
Other

30 How many courses (not hours) have you completed in your graduate program including this semester’s? _______
31 How many years of teaching experience do you have including this one? _________________
32 At which site would you prefer to take most of your course work? _________________________

Please use the back of this form to tell us:  How would you improve the graduate experience if you were in charge?
Part 1 - Student Satisfaction with Graduate Programs & Operations

96% are Satisfied with Overall Graduate Experience at GC&SU

Fall 2003

![Bar chart showing satisfaction levels for Fall 2003]

Fall 2004

![Bar chart showing satisfaction levels for Fall 2004]

Satisfaction by Major in Fall 2004

<table>
<thead>
<tr>
<th>Major</th>
<th>Not Satisfactory</th>
<th>Satisfactory</th>
<th>Very Satisfactory</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Early Childhood</td>
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<td>Middle Grades</td>
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<td>Ed. Administration</td>
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<td>9</td>
<td>14</td>
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<td>Sp.Ed/IRR</td>
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<td>25</td>
<td>11</td>
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<td>Sp.Ed/LD</td>
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<td><strong>7</strong></td>
<td><strong>89</strong></td>
<td><strong>53</strong></td>
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</table>

Total: 146
Percent Satisfied or Very Satisfied by Major for Fall 2004

Number of Survey Participants is Still Declining for M Ed Students

However Satisfaction is About the Same
Ratings of Overall Satisfaction by Major over Three Years

Ratings of Overall Satisfaction by Special Education Majors over Three Years

(BD and LD Programs are Phasing Out)
Graduate Students are Most Satisfied with the Professionalism and Expertise of their Instructors

**Percent Satisfied or Very Satisfied Fall Semester 2004**

Ease of Registration has improved significantly since last year ($p = .007$). Advisement has improved also since last year but this is not statistically significant and may be just sampling variation. Everything else is about the same.

**Percent Satisfied or Very Satisfied Fall Semester 2003**

Course Timing and Advisement continue to be areas where improvement may be needed.
Macon is the Preferred Location for Most Students

<table>
<thead>
<tr>
<th>Major</th>
<th>Macon</th>
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<th>Warner</th>
<th>Robins</th>
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In-depth Look at Areas of Dissatisfaction with Course Timing by Major

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<td>4</td>
<td>27</td>
<td>78</td>
<td>38</td>
<td>147</td>
</tr>
</tbody>
</table>

Early Childhood Major Graduate Students are least satisfied with course timing (scheduling).
The Programs with the Most Respondents Were Early Childhood, Special Education (IRR), and Educational Administration.

The 23 M.A.T. Degree Respondents Have a Variety of Majors
Demographics of Students Responding

The Majority of the Respondents have Taken Six or More Graduate Classes from GC&SU

The Majority of the Respondents Have Been Teaching for Less than Seven Years
Part 2 Student Outcomes:
Ratings of Professional Advancement During Graduate Studies

In Percent Positive Fall 2004

In Percent Positive Fall 2003
## Outcome Ratings in Percents

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>OK</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td>6%</td>
<td>56%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Technology Skills</td>
<td>3%</td>
<td>17%</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Major Theories</td>
<td>1%</td>
<td>9%</td>
<td>55%</td>
<td>35%</td>
</tr>
<tr>
<td>Read Research</td>
<td>1%</td>
<td>8%</td>
<td>53%</td>
<td>38%</td>
</tr>
<tr>
<td>Materials &amp; Media</td>
<td>16%</td>
<td>49%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Cultural Practices</td>
<td>5%</td>
<td>52%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>School Safety</td>
<td>4%</td>
<td>21%</td>
<td>49%</td>
<td>26%</td>
</tr>
<tr>
<td>Diverse Methods</td>
<td>1%</td>
<td>14%</td>
<td>42%</td>
<td>43%</td>
</tr>
</tbody>
</table>
Part 3 Conceptual Framework Goals
Have the professors in your graduate classes directly encouraged you to...?

In Percent of Ratings of "Often" or "Occasionally" for M.Ed. Programs (n = 95)

The M.Ed. programs improved in seven of the eight conceptual framework aspects over the fall of 2003.
Breakdowns by Major for Ed.S. Respondents

Breakdowns by Major for M. Ed. Respondents
Graduate Satisfaction Breakdowns for Individual Programs

Page 16  Educational Leadership M.Ed. (12 respondents in fall 2004 survey)
Page 18  Educational Leadership Ed. S. (12 respondents in fall 2004 survey)
Page 20  Secondary Initial Preparation, M.A.T. (23 respondents in fall 2004 survey)
Page 23  Health Sciences: Department of Kinesiology Graduate Programs (11 respondents in fall 2004)
Page 25  Early Childhood Education Advanced Practitioners, M.Ed. (n = 19) for fall 2004 survey
Page 27  Early Childhood Education Advanced Practitioners, Ed. S. (n = 16) for fall 2004 survey
Page 29  Middle Grades Education Advanced Practitioners, M.Ed. (n = 6) and Ed.S. (n = 6) for 2004
Page 31  Special Education Interrelated (36 respondents in fall 2004 survey)
Educational Leadership M.Ed. Program

Fall 2003 (n = 21) & Fall 2004 (n=12)

How would you rate your professional advancement in your….?

![Graph showing ratings of professional advancement in various areas for Fall 2003 and Fall 2004.]

Have the instructors in your graduate classes directly encouraged you to….?

![Graph showing ratings of instructors' encouragement for Fall 2003 and Fall 2004.]

16
If you were in charge, how would you improve this program?

Courses to be taken should be offered at a variety of times considering people work during the day.

I would rearrange some of the classes such as Curriculum Instruction to be in the fall instead of summer. I would encourage the faculty and staff in the SOE to have better communication among themselves and between departments, so that a student would not receive information from someone that is different from information received from someone else in the SOE (especially in regards to application and registration. I would require that students in a program take the Foundations classes together during the same semester instead of whenever they choose so that the information learned in those classes can be extended into the other classes. Make classes offered more available for people who work.

Offer more timely feedback to the students in my class.

On line registration is not a smooth process. If in charge, students should be able to register all at one time during their cohort meeting.

The educational experience has been great. Admittance and scheduling left something to be desired.
Educational Leadership Ed.S. Program

Fall 2003 (n = 24) & Fall 2004 (n = 12)

How would you rate your professional advancement in your....?

<table>
<thead>
<tr>
<th>Ratings of Good or Excellent</th>
<th>Fall 03</th>
<th>Fall 04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Knowledge</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Technology Skill</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Major Theories</td>
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<td>Materials &amp; Media</td>
<td>100</td>
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<tr>
<td>Cultural Practice</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>School Safety</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Diverse Methods</td>
<td>100</td>
<td>92</td>
</tr>
</tbody>
</table>

Have the instructors in your graduate classes directly encouraged you to....?

<table>
<thead>
<tr>
<th>Percent of Often or Occasionally</th>
<th>Fall 03</th>
<th>Fall 04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join Prof. Orgs.</td>
<td>71</td>
<td>92</td>
</tr>
<tr>
<td>Mentor Others</td>
<td>63</td>
<td>63</td>
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<tr>
<td>Parent Advocacy</td>
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<td>17</td>
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<tr>
<td>Systematic Research</td>
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<td>42</td>
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<td>Make Presentation</td>
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<td>33</td>
</tr>
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<td>Submit to Publish</td>
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<td>100</td>
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<td>Community Leaders</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Lifelong Learner</td>
<td>67</td>
<td>50</td>
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</tbody>
</table>
(Educational Leadership Ed.S. Program continued)

How would you rate your satisfaction with….?

![Bar chart showing satisfaction ratings for different aspects of the program over Fall 2003 and Fall 2004.]

- **Curriculum**: 100 100
- **Instructor Expertise**: 98 98
- **Instr. Professional**: 96 96
- **Textbooks**: 100 96 100 100
- **Advisement**: 100
- **Registration**: 100
- **Course Timing**: 92
- **Library Resources**: 83
- **Financial Aid**: 100 100 100 100

If you were in charge, how would you improve this program?

*I think it is wonderful now!*
*I think the cohort program is an excellent concept.*
*I would not change a thing; our professors are very committed to the field of education. They come to class prepared and ready to teach.*

*Include more consistency throughout all cohorts w\ the implementation of assignments, expectations, etc. (matrix, portfolios, intern hour, etc.)*

*Make sure that bigger assessment pieces are aligned beginning w/ MED-ED spec. (matrix, internships, assignments etc…..)*

*Streamline the admissions process.*

*The online curriculum has been challenging as far as getting acquainted with the needed technological tools. I'm getting better, but maybe more of an overview would have been beneficial.*

*There should be more consistency between the professors who teach the same courses.*

*Coursework expectations were confusing at times*

*This has been the most satisfying and useful educational experience that I have ever been a part of. If there is ever courses to be an Ed.D. cohort at GCSU, count me in*
M.A.T. Program, Fall 2003 (n = 39) & Fall 2004 (n = 23)

How would you rate your professional advancement in your....?

Have the instructors in your graduate classes directly encouraged you to....?
(this is for information only, conceptually it does not apply to initial preparation programs)
How would you rate your satisfaction with....?

<table>
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<th></th>
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<td>91</td>
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How would you improve the graduate experience if you were in charge?

Advisors would contact the students regarding classes and help plan the entire MAT program in one meeting. It would be good if they could have a BCOMM 6222 class in the summer. The teachers need to write more on the board or have slides or handouts. I would like more organized and structured information in the information that is given. I would like a grade by midterm. I want a clearer syllabus that outlines specific due dates for exams and papers.

Decrease amount of busy work
Have more content courses available in Macon; have the same notice and advisement as the Milledgeville cohort; have more notice of important events
Have the advisors take a little more of an active role with the Macon cohort as far as advising what content courses are available and when.
I feel that everything is run smoothly. I would just suggest that more advisement be done in selecting content courses, especially if there is a requirement for taking some undergraduate content courses.
I feel that there should be more English (5000 level) courses offered at the Macon State Campus site. If this is not possible, I suggest having more English courses later in the afternoon. Most of the English courses available at GCSU campus start too early for working teachers to leave school and make it to Milledgeville in time for class. This restricts me terribly. I will not be able to complete my degree in a timely manner if this does not change. It would also help if there were more English courses offered during the summer. I have no trouble finding the education courses I need.
I wish there was a more organized format for getting information about content courses. I feel that since we are MAT students, that part of the program is covered by our mentor leaders, but as far as content courses, we are on our own. I would like more guidance in that area. There seems to be a requirement for a certain amount of papers (or article reviews) in each class. Often, these seem more like busy work, or something to satisfy program requirements than actually having benefit for the students.

I would attempt to better regulate the course loads for all courses to account for more or less time consuming course work.

Instructors do not seem to know what is going on outside of their particular course. No one has provided us with information about Praxis, graduation, etc. without our questioning. Often I have been confused about what is expected of me and when I should be doing it. I have not entered my host teachers' classrooms prepared. I did not know what was expected of me when I first began my field placement.

It should be a lot more organized. Classes should be more productive and less chit chat. I want more information and teaching practices, not class discussions about unnecessary information. The summer courses went by way too fast. There was not enough time to finish all the work.

Make content course work available online or at Macon Campus.

More knowledge about the courses that you are expected to take in the MAT program. The information on the courses should be more readily accessible to students. (Put them on the main GCSU website rather than Dr. Alby's site) Also, I think the one-year cohort and two-year cohort should meet separately. There were many meetings about placement in schools that did not apply to half of the class that were already working in schools. It would have been nice if they could have met separately for these discussions. Lastly, the summer term really seemed a little too short to cover all the material that needed to be covered.

More organization, letting us know due dates ahead of time, also, the research statistics class does NOT need to be in fall semester with 3 other graduate classes and placements. It is MUCH too complicated and involved and needs to be in a semester when there is less of a burden.

Offer more content classes at night in Milledgeville.

Offer more graduate elective courses! There are very few for us in Outdoor Ed, especially in Milledgeville. I would also offer some sort of intro to the school. There are some grad students that come in not knowing a thing about the school/campus and the overall structure in the Macon cohort is sloppy. This may be due to a lack of cohesiveness between the teacher/student relationships. The program could have been better organized: The MAT work sample was not explained sufficiently.
How would you rate your professional advancement in your….?

Have the instructors in your graduate classes directly encouraged you to….?

The Department of Kinesiology in the School of Health Sciences has a different Conceptual Framework so the above chart may refer to only the Advanced Practitioner in the School of Education.
How would you rate your satisfaction with....?

[Bar chart data not transcribed]

What would you change about this program if you were in charge?

Offer more graduate elective courses! There are very few for us in Outdoor Ed, especially in Milledgeville. I would also offer some sort of intro to the school. There are some grad students that come in not knowing a thing about the school/campus and

I would allow outdoor education graduate students to have more flexibility in the choice of classes.

I would have this survey sent out a little earlier in the year, for all new teachers. This survey does not reflect my feelings for the majority of my courses. My 5202 class is one of the worst experiences I have ever endured. The teaching was absolutely

More variety and offerings for elective coursework.

So far I like my graduate experience. The classes aren't too hard, but the instructors make up for that in the amount of work we receive. It is a lot at times, but that is to be expected in graduate school.
Early Childhood Education, M.Ed. Program

Fall 2003 (n = 9) & Fall 2004 (n = 19)

How would you rate your professional advancement in your….?

Have the instructors in your graduate classes directly encouraged you to….?
How would you rate your satisfaction with....?

What would you change about the graduate experience if you were in charge?

I have been disappointed in my advisement by my advisor. It seems almost impossible to get a hold of this person even by email. Also, we pay way to much to take a class in Milledgeville, we do not use the medical facility or the other related fees

I would have more one on one assistance from the advisor to the student. I would also try to offer classes more than just once a year.

I would not give as much busy work. All of the work that is given is not necessary. Some professors just give busy work.

I would offer Ed.S. in special education areas other than interrelated. It limits people who already have B.S. degrees in this field.

In taking courses at GCSU-Milledgeville, we are required to pay $300.00 extra for use of fields, medical care, etc. These services are not necessary for grad students and should be waived.

It is very frustrating to have 2 classes you need offered at the same time. You can only take one then have to wait a whole year before that class is offered again. It would be nice to have classes offered more often.

Offer more EDEC classes.
Offer more online courses
Practicum should be offered at the Macon campus every semester- at least every spring.

Graduate students who are taking classes through the Macon campus and get stuck having to take one or two on Milledgeville campus should NOT have to pay all of those fees
Early Childhood Education, Ed.S Program

Fall 2003 (n = 5) & Fall 2004 (n = 16)

How would you rate your professional advancement in your….?

Have the instructors in your graduate classes directly encouraged you to….?
(Early Childhood Education, Ed.S. Program Continued)

How would you rate your satisfaction with....?

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Comments

I did not like the online reading endorsement. We got very little feedback and were under a lot of stress the whole summer. The reading endorsement should have more professor input.

I would have a special education degree available at the Ed. S. level. I would have been much more satisfied with special education classes than with some of the required courses.

I would have the instructors realize that most of the graduate students in Education are teaching currently and don't have an unlimited amount of time for busy work projects. Most of the classes were very beneficial, but obviously some instructors need to rethink their requirements. Performance based learning is the goal not perfection. Dr. Smoot is one of those teachers who wants to make sure we learn the material and can use it in our teaching. She has been very helpful to give guidance and suggestions in any areas needed.

I would not charge Macon students the Milledgeville fees. We are not in town to use the facilities. Most of us also work during the day so if we wanted to use the facilities they would be closed by the time that we arrived.

I would offer more online classes. I would also limit the amount of work on teachers. We are already overworked without having to do Georgia College's busy work which doesn't amount to anything.

Not charge us $300 plus for coming to campus. We cannot use the services we pay for because we arrive after 5:00.

Offer the courses needed to complete the degree and at the campus where the student is enrolled. For example, if I wanted to drive to Macon for classes I would have enrolled at Macon State.

Over all organization in the education department could be enhanced. Several of the professors were particularly disorganized. This was true during advisement and during coursework. This is frustrating. I thought the websites Dr. Hinson and Dr. Smoot used in their courses were very helpful. I think there should be some consensus on how much coursework is expected. Some courses were heavily work laden, while others were more reasonably paced.

Try to offer required courses each semester, especially those that are in a sequence (such as the research sequence).
Middle Grades Education, M.Ed. & Ed.S.
Fall 2003 (n = 8) & Fall 2004 (n = 12)

How would you rate your professional advancement in your….?

Have the instructors in your graduate classes directly encouraged you to….?
How would you rate your satisfaction with….?

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What would you change about the graduate experience if you were in charge?

M.Ed.
The required courses for my program of study were good in theory, but not in practice. Of the eleven classes that I have completed, only two or three classes have contained any practical knowledge that I can readily apply in my language arts class. I honestly feel that the majority of my experience has not been to better myself as an educator, but to learn how to jump through flaming hopes-do what need to be done. I was very dissatisfied with the quality of advisement-or me for the lack of-that I received. Coming from the University of Georgia where I knew my advisor and met with her regularly to coming to GCSU and never having met my advisor or even met with her personally disappointed me. My advisor, Dr. Trish Klein, could not and did not inform me of necessary dates, events, etc. I was faced to go above her head to Dr. Charlie Martin to find answer to my questions about scheduling, my program of study, the exit exam, and graduation. I was wasted 80% of the time during my graduate experience. I did not feel that news was adequately shared nor was information relayed in a timely manner. In addition to ... my graduate experience, there are multiple things that I would improve. I would make the content of classes more applicable. Isn't a master's degree designed to make us master teachers? Then why doesn't this degree require classes that are practical and applicable to an every day teaching. These are the kinds of classes I wanted-ones that made me a better teacher-especially for the piece of tuition. Otherwise I felt I was ... merely away and not working for anything-again just jumping through hopes. Please email me if necessary!
kwilson@hcbe.net

Ed.S
Offer a wider variety of courses -- Make sure advisors are keeping students informed about important dates and issues
M.Ed in Interrelated Special Education, Fall 2003 (n = 40) & Fall 2004 (n = 37)

How would you rate your professional advancement in your....?

![Bar chart showing professional advancement in various areas.]

Have the instructors in your graduate classes directly encouraged you to....?

![Bar chart showing instructor encouragement in various areas.]

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How would you rate your satisfaction with....?

How would you improve the graduate experience if you were in charge?

After teaching Special Ed. all day, I would get more out of the program if the classes were on line. We could meet every other Saturday for lectures and test. Driving an hour each way to get to school is very inconvenient and has made me consider other schools for additional study.

Bring back the support staff to the Macon Campus. A real person is so much nicer than e-mail.

Change the order in which classes are offered-Method & Behavior & then reading should come directly after the intro class. Set higher expectations! It's obvious that special Ed. teachers teach these courses!

Encourage professors to. . . be more open-minded to student suggestions; work around scheduling problems, absences, etc.; not take everything personal; realize that our life does not revolve around their class alone; that many of us are also teachers full time.

I would improve the graduate experience by having more on-line classes. In addition, class content could be combined so fewer courses would be needed to earn a degree.

I would improve this program by not requiring the students to complete three internships and attend unmeaning seminar classes. I think it is absurd to have teachers complete three internships. I would require two at the most.

More WebCT-less course work during school year, more financial aid to cover book and fees. Only 2 internships, most of us have been teaching for longer than one year.

Since many of us in the cohort for special Ed have had teaching experience we think three internships is not necessary. This way we can graduate in July + start next fall with certification and masters pay. Some of the courses are unnecessary because they have not been beneficial therefore I would do away with them. I also think three internships are unnecessary, two is plenty.

Sometimes finding out information is nearly impossible. Provisional acceptance students should have an advisor as well.

I would lessen the workload for some classes and have students to concentrate more on chosen assignments that they will actually use in there careers. I would also have provided more time for assistance.