

ACSP Survey of Masters Students in Planning FINAL REPORT

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Executive Summary

Background

- ♦ This survey investigated issues of how masters students decide to pursue a planning degree, how they decide which school to attend, how satisfied they are in their decisions, and the relationships between these questions.
- ♦ The survey was distributed primarily via e-mail to over 2000 masters students in planning at 45 U.S. campuses. There were 351 valid responses, representing about 15% of the students receiving the survey.

Findings

- ♦ A majority of students (57%) had taken an undergraduate course in planning. Just under 30% had undertaken an internship or professional work experience in planning prior to entering their masters program.
- ♦ University catalogs were the most used source of information for identifying potential graduate schools (61%), followed by professors (39%), people working in the field (30%), and students (26%).
- ♦ About 15% of the students used the *ACSP Guide to Graduate Education in Planning*. Most students found the Guide through the APA Bookstore, campus libraries, or the internet. Students found the list and descriptions of programs the most useful piece of information in the Guide, followed by program accreditation and information about faculty.
- ♦ Over 40% of the students only applied to one campus for admission. In choosing a campus, these students were more concerned with the location (nearest home) and family and work considerations, compared to students applying to multiple schools.
- ♦ About two-thirds of students applying to more than one school limited their applications to planning programs. Public Policy/Administration and Environmental Policy/Studies were the most popular competing programs.
- ♦ Nearly half (46%) of the students applied to and were accepted by more than one campus.
- ♦ About half of the students visited their current campus to help them decide whether to attend. Students who visited their current school were more satisfied with their department and decision to attend that school.
- ♦ The reputation of university and the planning department were overall the most important factors in the students' decision to attend their current school. These factors were important to all students, though more important to students applying to more than one school. PAB accreditation, cost considerations and/or availability of funding, and program focus were also very important. Cost and accreditation were equally important to students, regardless of the number of schools to which they were applying.

- ♦ Over half (56%) of the students are very satisfied and 34% are somewhat satisfied with their decision to attend their current school. An overwhelming share (92%) were very or somewhat satisfied with their decision to pursue a masters degree in planning.
- ♦ Students were most satisfied with the availability of internships and learning opportunities outside the classroom, diversity of students, availability of faculty outside the classroom, and quality of students. Students were least satisfied with the diversity of faculty and the number and breadth of courses being offered within their department.
- ♦ Students with less than one year between their previous degree and the start of their masters program were less satisfied with their decision to obtain a masters degree than students who waited one or more years.
- ♦ Over half of the students were considering a career in local government immediately after graduation. Private consulting, non-profit agencies, regional government, and state and federal (U.S.) government were also popular career options.
- ♦ Women were more likely to wait more than one year after finishing their most recent degree to start on their masters program.
- ♦ Women were less likely to first learn about planning from a professor or graduate course, but more likely to learn about planning from Planning magazine or other APA publications and other sources.
- ♦ In terms of choosing which university to attend, there were some significant differences between men and women. Women were more concerned about the reputation of the university, PAB accreditation, family or relational considerations, and the political orientation of the department.
- ♦ With respect to satisfaction with their current program, men and women only differed in their opinions regarding diversity; women were less satisfied with faculty and student diversity.

Background

History and Purpose of the Survey

During Spring 1997, the student representatives to the Executive Committee (ExCo) of ACSP conducted a survey of planning students. They received 326 responses, which were summarized at the Spring 1998 Executive Committee meeting. The survey was investigative in nature, relying largely on open-ended questions. The plan was to develop a more comprehensive and focused survey that continued to pursue the issues of how students decide to pursue a planning degree, how they decide which school to attend, how satisfied they are in their decisions, and the relationships between these questions. A second survey was drafted targeting masters students and reviewed by the ExCo at the Fall 1998 meeting. The survey was pre-tested on masters students at U.C. Berkeley and revised.

Methodology

An e-mail was sent to each school in the U.S. offering a masters degree in planning, using the ACSP mailing list. Each school was asked to help distribute the survey by either: (1) providing a list of e-mail addresses; (2) providing a list serve address to which masters students belong; or (3) forwarding the survey to students via e-mail or paper. Forty-five of 77 schools responded positively. Of these, 21 (47%) provided a list of e-mail addresses, 13 (29%) provided an address for a list serve, 9 (20%) agreed to forward the survey to students, and 2 (4%) agreed to distribute the survey on paper to students.

Surveys were all sent during the month of April 1999 and 351 valid responses were received. Each survey included a code indicating the student's school. The purpose of this code was not to tabulate results by school, but to judge the representativeness of the survey results. Table 1 lists the 45 schools participating, along with the distribution method and number of responses from each school. The table also includes an estimate of the number of masters students in the program, based upon the 10th edition of the ACSP Guide to Graduate Education in Planning. A second column indicates the number of surveys distributed, which was estimated using the ACSP data when a list of e-mail addresses was not provided. From this, an overall response rate of 15% was calculated.

Given the survey distribution method, one concern is whether the survey results represent planning schools in general and whether any particular schools might influence the results. Figure 1 shows the distribution of schools participating in the survey compared to the distribution of schools in the U.S. based upon the size of the program. The distributions are very similar. The distribution of students and respondents by school size is not quite as close (Figure 2). However, it is unlikely that any one school's respondents influenced the survey results significantly. The actual number of survey respondents was compared to the expected number of survey responses (based upon the share of surveys distributed to each school) for the 40 schools with at least one respondent.¹ In the most extreme case, a school had 5.3 more respondents than

¹ No responses were received from five schools. In four of these cases the survey was to be forwarded to students by the department. In the other case, the survey was sent to a list serve address. It is conceivable that the surveys were did not reach the students at these schools.

expected. This represents 1.5% of the total responses, respectively. The difference between the expected and actual number of respondents was less than one-percent of the total survey responses for 22 of the 45 schools. Ten schools were over-represented by 1.0% to 1.5%, or 3.4 to 5.3 surveys.

Results

Who are they?

Basic demographic information was collected (Tables 2 through 7). Over half (54.4%) of the responding students were women and 42.2% were men. The largest share of students were aged 26-30 years (44.7%), with 29.9% of the students aged 21-25. The vast majority of respondents (84.0%) were U.S. citizens. The respondents were evenly split between first year students (42.5%) and second year students (44.4%), with 10.0% in their third or fourth year. Thirty-five percent of the students were going to graduate prior to or during June 1999, with an additional 13.1% graduating in the second half of 1999 and 35.0% graduating in the first half of 2000.

Over three-quarters of the students were from five areas of concentration (Table 2): Land Use (20.8%), Environmental Planning (19.4%), Community Development (16.0%), Transportation (10.8%), and Urban Design (10.5%).

Where did they come from?

The most popular undergraduate majors were Political Science and Public Policy (and related majors, 13.1%), Geography (11.1%), Architecture (and related majors, 10.0%), and Environmental Studies (8.8%). The full range of majors is represented, including physical and biological sciences, liberal arts, and engineering (Table 8). A small percentage (3.4%) of the students had an undergraduate degree in Planning and 6.6% had a degree in Urban Studies or Urban Affairs. A majority (57.3%) of the students took a course in the field of planning as an undergraduate (Table 9). Only a few students (9.7%) already had a masters degree.

A large share of the students (28.8%) started their masters program less than a year after finishing their previous degree. However, the largest share of students (32.2%) waited 3-5 years before starting their masters program in planning. Most students did not have internship or professional work experience in planning prior to starting on their masters; 27.9% reported having an internship in planning and 29.3% had professional work experience in planning (Tables 12 and 13).

Students were asked how they first learned about the field of planning (Table 14). The largest share (35.3%) listed an undergraduate class, 25.6% listed professional work experience², and 24.8% listed a professor. Newspapers and books (10.8% and 16.5%, respectively) were also popular sources of initial information on planning.

² Note that students may have been exposed to planning through non-planning professional work experience, e.g. as a newspaper reporter, architect, secretary, or any number of professions.

How did they get here?

Students were asked what sources of information they used to identify possible graduate schools (Table 15). University catalogs were by far the most popular source (61.3%), while 39.3% got information from professors, 29.6% from people working in the field, and 26.5% from students.

In addition, 15.1% of the students indicated that they used the *ACSP Guide to Graduate Education in Planning*. These students were asked additional questions about the Guide (Tables 16, 17, and 18). The APA Planners Bookstore was the most popular source for the Guide (24.1%), followed by campus libraries (22.4%) and the internet (20.7%). Students were asked to rank (1 to 3) what they found most useful about the Guide. The most useful aspects of the Guide included the list of schools with descriptions of the programs (1.3 mean score), information about program accreditation (1.7), the list of faculty and specializations (2.2), and cost/tuition information (2.3). Faculty/student diversity information also ranked as very useful, but only by four respondents. When asked how the Guide could have been more useful, 22.4% of the students asked for more details or specific information on a certain topic, such as the philosophy of the program or information about graduates. In addition, 20.7% asked for a ranking of schools or evaluative comments from students or alumni and 10.3% wanted more up-to-date information.

Students were asked several questions about their graduate school application and decision process. A large portion of the students (42.8%) only applied to the school they were attending (Table 19). For these students, the decision process between schools occurred before the application process. Of those that applied to more than one school, 67.8% limited their applications to planning programs (Table 20). Of the 32.2% that applied to other programs, 21.9% applied public policy or administration programs and 18.8% applied to environmental policy or studies programs (Table 21).

Though only 57.2% of the students applied to more than one school, 81.9% of these were accepted to more than one school (Table 22). Therefore, 46% of all the students needed to choose between two or more schools that accepted them.

Visits to campus are often a factor in a students' decision between schools. Most students (61.9%) visited at least one of the campuses they applied to *prior* to knowing whether they were accepted. Of these, 76.4% talked with students, staff, and/or faculty in the planning department. The students that had only applied to one school were more likely to have visited and talked with people in the department prior to knowing whether they were accepted (Table 24). This indicates that visiting a campus may narrow some students' focus when applying to schools. In addition, several students remarked in open-ended portions of the survey that they were attending their undergraduate institution. These students may have limited their search for schools as well, though the survey did not identify these students. The students that applied to six or more schools in all were the least likely to have visited any of the schools prior to knowing their acceptance.

Almost half of the students (48.2%) visited their current campus to help them decide whether to attend that school (Table 25). An additional 22.0% visited their campus, but not to help in the decision process. Of those that visited to help in their decision, nearly all (87.7%) met with professors, 67.3% met with department staff, and 65.4% met with current students (Table 26). Only 10.5% met with a financial aid officer and 9.9% met with alumni. About half (48.7%) of

the students that applied to more than one campus visited one of the other campuses they applied to to help decide which school to attend (Table 27). Campus visits were "very important" in the decision process for 36.5% of the students and "somewhat important" to 34.3% (Table 28).

Many factors or concerns enter into a students' decision in choosing a school. Students were asked to rate on a scale of 1 (not important at all) to 5 (very important) the importance of a list of 19 specific factors in choosing their current university. The results for all the students appear in Table 29. The reputation of the planning program and the university were the most important factors overall, with both scoring a mean of 4.0. Accreditation from PAB ranked third in importance, tied with cost considerations and/or availability of funding, and a program focus on a particular specialty area.

However, there are some significant differences in the decision process between students applying only to one school and those applying to more than one school. These differences are shown in Table 30. Students who applied to more than one school were more concerned with the reputation of the university and planning school, program focus on a particular area, and the existence of other related departments on campus. On the other hand, for students only applying to one school, location nearest home, the ability to work full- or part-time, family or relational considerations, and the estimated time for degree completion were more important than for students applying to more than one school. This indicates that students only applying to one school are more likely to be limited in choice due to a job and/or family ties.

How do they like where they are?

Students were asked to rank their level of satisfaction with 12 aspects of their program on a scale of 1 (very dissatisfied) to 5 (very satisfied) (Table 31). The range of scores was narrow, with mean scores ranging from a high of 3.8 (the availability of internships and learning opportunities outside the classroom, diversity of students, availability of faculty outside the classroom, and quality of students) to a low of 3.2 (diversity of faculty, number and breadth of courses being offered within your department). For all aspects listed, less than 10% of the students were very dissatisfied, except for the availability of financial aid, where 15.8% were very dissatisfied.

Consistent with the rankings of satisfaction with student and faculty diversity, 47.6% of the students felt that the department's faculty were diverse in terms of ethnicity and gender, while 72.9% thought that the students were diverse (Tables 32, 33).

Success in and satisfaction with a program may be influenced by the students' preparation for the program. Most students felt that their undergraduate degrees prepared them "very well" (53.6%) or "okay" (35.3%) (Table 34). Only 9.1% did not feel well prepared.

In addition to the ranking of individual aspects of their program, students were asked to indicate their overall satisfaction with their decision to attend their current university. Most students (55.8%) were "very satisfied" and 33.9% were "somewhat satisfied" (Table 35). Only 7.7% were somewhat or very dissatisfied.

Satisfaction with a planning program may be influenced by students' feelings about planning itself. Therefore, students were asked how satisfied they were with their decision to obtain a masters degree in planning. Students were more satisfied with that decision than their school

decision (Table 36); 61.3% were very satisfied that they decided to get a masters in planning and only 5.4% were somewhat or very dissatisfied. In addition, 46.3% of the respondents who answered both questions were very satisfied with both their choice in university and to get a masters degree in planning. Nearly 90% (89.3%) of the students were satisfied with both their choice in school and the decision to pursue a planning degree.

Not only are students satisfied with planning as a degree choice, but for 25.4% of them, their opinion of the planning field has changed in a positive direction since starting their masters program (Table 37). Only 4.6% of the students indicated that their opinion of planning had changed in a negative direction since starting their program.

To get a better handle on students' feelings about the planning profession, students were asked to react to 14 different aspects of the planning field (Table 34). They were asked to indicate which aspects attracted them to the profession with a positive sign and which aspects lessened their attraction to the field with a negative sign. Overall, there were few aspects that they felt negative about, though this was largely due to the list provided. Students felt most positively about the following aspects: impact on people's lives, broad range of issues, changing and impacting the future, dealing with several interacting factors/issues, and public interest. Students felt negatively about the salary potential, politics, and the number of job opportunities. This data could be used to promote the planning field to prospective students.

One would expect some differences in student satisfaction with their university and planning between different groups. To help gauge these differences, four indicators of satisfaction were used:

1. **University Score:** The mean satisfaction score for *all* 12 aspects of the student's current university (factors listed in Table 31, weighted evenly). A higher score indicates more satisfaction for the factors listed.
2. **University Satisfaction:** The student's overall satisfaction with their planning program (Table 35, very satisfied = 1, somewhat satisfied = 2, somewhat dissatisfied = 3, very dissatisfied = 4). A lower score indicates better overall satisfaction.
3. **Planning Degree Satisfaction:** The student's overall satisfaction with their decision to get a masters degree in planning (Table 36, very satisfied = 1, somewhat satisfied = 2, somewhat dissatisfied = 3, very dissatisfied = 4). A lower score indicates better overall satisfaction.
4. **Planning Attitude:** The sum of the ratings of the 14 aspects of planning (factors listed in Table 34, 1 = positive, 0 = neutral, -1 = negative). A higher sum indicates more positive feelings about planning.

The only significant difference between men and women on these four indicators was on the planning attitude indicator. Women were generally more positive than men (mean of 8.6 versus 7.8, respectively, significant at the 0.05 level).

How long a student is out of school before starting their masters degree might influence their satisfaction. There were no significant differences when the original six categories (less than one year, one year, two years, 3-5 years, 6-9 years, and 10 or more years) were used. However, when the data was collapsed into two categories -- students who started their current program less than

one year after finishing their last degree and those that waited one or more years, significant differences in satisfaction did show up. Students less than one year out of school were less satisfied with their decision to get a planning degree (mean = 1.57 versus 1.38, $p=0.02$; lower score indicates higher satisfaction). However, students less than one year out of school had a higher average University Score (3.61 versus 3.49, $p=0.10$), indicating that they were more satisfied with their planning department than students with more time out of school. There were no significant differences between these groups of students on the Planning Attitude or University Satisfaction indicators.

The quality of information a student gets before deciding what school to attend might influence their satisfaction with their university. Table 39 shows the mean University Satisfaction and mean University Score for students indicating that they used the five most popular sources of information (from Table 15). Students who got information from other students were more satisfied than all students on both indicators. In addition, students that got advice from people working in the field had a lower (more satisfied) University Satisfaction mean, though there was no difference in their University Score (the mean score on 12 program aspects). Students that got advice from professors had a higher (better) University Score, though no difference in the University Satisfaction.

Students who visited their current school before attending were also more satisfied with their school (Table 40). Students who only applied to one school were not significantly more or less satisfied with their school than students who applied to more than one school. On the other hand, students that only applied to one school had a higher mean Planning Attitude score (indicating more positive attitudes towards the planning profession) and were more satisfied with their decision to go to planning school. While these differences were not very statistically significant ($p<0.12$), it may indicate that students who limited their choice to one school are more focused or sure of their decision to pursue planning. However, the source of this is unclear. The students that only applied to one school were *not* significantly more likely to have undertaken an internship or professional work in planning or to have taken an undergraduate course in planning. The students who only applied to one school were slightly more likely to have been out of school for one or more years (74.5% versus 68.3% for students applying to more than on school, Pearson chi-square, $p<0.13$).

How long a student has been in their program may also influence satisfaction. Assuming that the students started in the fall of 1998 or earlier, all respondents were in their program for at least six months, since the survey was administered in April 1999. First year students rated the 12 aspects of their department (University Score) on average higher than the students in year two or beyond (Table 41). In addition, they were more positive about the planning profession. However, the differences in the students' overall satisfaction with their campus and decision to pursue a planning degree between the two groups were not statistically significant.

There were no significant differences in any of the four satisfaction indicators between students who had and had not undertaken a internship or prior professional work experience in planning.

Students were asked several open-ended questions on the survey, including the following:

Is there anything you wish you had known more about before entering your current masters program?

Many undergraduate students don't know about planning. What are the one or two things that you think would excite them the most to learn about planning?

What one thing do you wish someone would have told you about the PROFESSION of planning that might have affected your decision to go to planning school?

The answers to these questions appear in Appendix A, a separate document. With respect to the middle question, students overwhelmingly pointed to the diversity of issues involved in planning and the ability to make changes and impact people's lives.

Where are they going?

Students were asked which career options they were likely to pursue within the first year of completing their degree and later in life (Table 42). Local government was the most popular option within the first year of graduation (51.9%), followed by private consulting (43.9%), non-profit agencies (38.2%), regional government (34.5%), and state or federal (U.S.) government (30.8%). Only 9.4% of the students were considering a Ph.D. within a year of graduation, though 25.4% would consider it later in life.

Students that indicated that they would pursue a career in local government within the first year of graduation were more satisfied with their decision to attend planning school (mean Planning Satisfaction = 1.32 versus 1.44 for all respondents). On the other hand, students that indicated that they would pursue careers at international agencies, other private sector work, or something not listed on the survey were less satisfied with their decision to attend planning schools. These differences were significantly different from the overall sample at the 0.10 level or better. There were no significant differences in satisfaction for the other career options.

A large share of the students indicated that they were "very likely" to pursue AICP certification at some point after graduation (41.6%) and another 31.1% were "somewhat likely" (Table 43).

Gender Differences

Tables 44 through 54 present results from some of the questions, separating the results for males and females. Women were more likely to wait more than one year after finishing their most recent degree to start on their masters program (Table 44). Women were less likely to first learn about planning from a professor or graduate course, but more likely to learn about planning from *Planning* magazine or other APA publications and other sources (Table 46). There were no statistically significant differences in the sources of information used by men and women to identify possible graduate schools (Table 46). Men were more likely to apply only to the school they were attending, while women were more likely to apply to 2-7 additional schools (Table 47).

In terms of choosing which university to attend, there were some significant differences between men and women (Table 48). Women were more concerned about the reputation of the university, PAB accreditation, family or relational considerations, and the political orientation of the

department. With respect to satisfaction with their current program, men and women only differed in their opinions regarding diversity; women were less satisfied with faculty and student diversity.

There were no significant differences between men and women regarding whether their opinion of planning changed since they entered the masters program (Table 50). Both men and women were equally satisfied with their decision to attend their current university (Table 51) and their decision to obtain a masters degree in planning (Table 52). Women were more likely to consider working for the government (local, regional, state or federal), a non-profit agency, and international agencies within the first year of graduation (Table 53). There were no significant differences in interest in pursuing AICP certification between men and women.

Figures and Tables

Figure 1: Distribution of Schools by Size

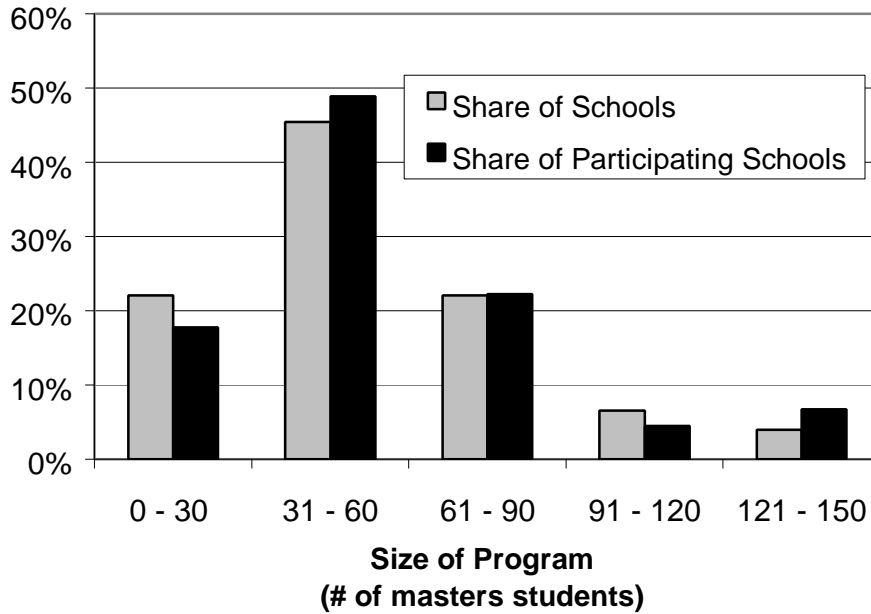


Figure 2: Distribution of Students and Respondents by School Size

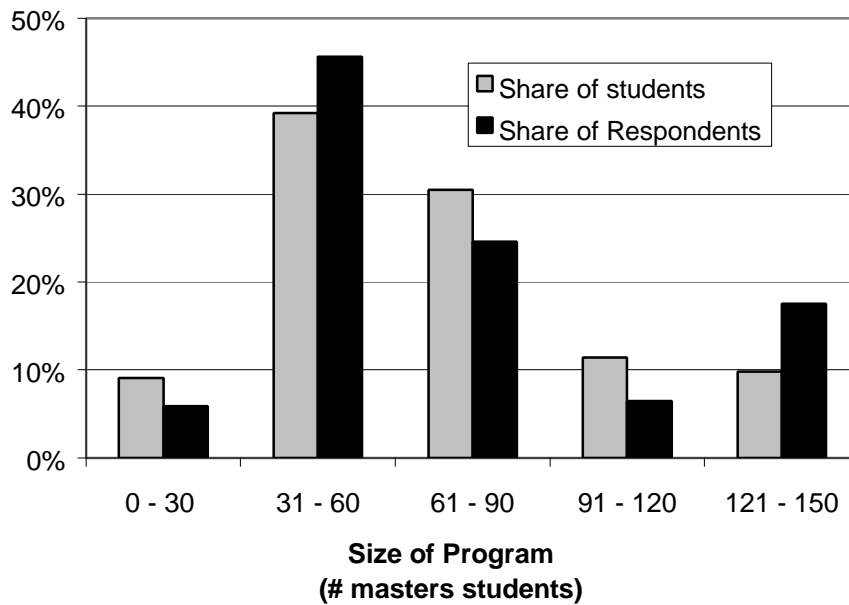


Table 1: Survey Responses, by School

School	# of students³	# surveys sent⁴	# responses	Response rate⁵	Distribution method
Ball State	20	15	2	13%	List of addresses
Cal Poly San Luis Obispo	36	20	4	20%	List of addresses
Eastern Washington Univ.	29	16	5	31%	List of addresses
Florida Atlantic Univ.	63	38	11	29%	Faxed to department
Florida State	92	92	11	12%	List serve
Georgia Tech.	81	87	19	22%	List of addresses
Indiana Univ. - Penn.	27	5	1	20%	List of addresses
Iowa State	52	24	1	4%	List of addresses
Kansas State	30	17	4	24%	List of addresses
Michigan State	33	33	5	15%	List of addresses
MIT	122	122	19	16%	List serve
Princeton	8	12	1	8%	List of addresses
SUNY Buffalo	52	52	8	15%	List serve
Texas A&M	32	22	5	23%	List of addresses
UC Berkeley	132	132	15	11%	List serve
UC Irvine	22	30	1	3%	List of addresses
UCLA	155	122	26	21%	List of addresses
Univ. of Colorado - Denver	81	81	6	7%	List serve
Univ. of Hawaii - Manoa	68	68	12	18%	List serve
Univ. of Illinois - Urbana-Champaign	53	53	12	23%	Forwarded
Univ. of New Mexico	77	77	8	10%	List serve
Univ. of Rhode Island	34	34	4	12%	List serve
Univ. of Texas - Arlington	47	23	4	17%	List of addresses
Univ. of Wisconsin - Madison	53	38	12	32%	List of addresses
Univ. of Wisconsin - Milwaukee	46	46	10	22%	List serve
University of Akron	28	33	6	18%	List of addresses
University of Arizona	44	44	5	11%	List serve
University of Florida	69	45	10	22%	List of addresses
University of Illinois - Chicago	56	56	15	27%	Forwarded
University of Iowa	47	47	2	4%	Forwarded
University of Kansas	56	26	10	38%	List of addresses
University of Maryland	46	49	14	29%	List of addresses
University of Michigan	72	72	18	25%	List serve
University of Minnesota	34	38	11	29%	List of addresses
University of Oregon	59	59	11	19%	Forwarded
University of Pennsylvania	91	91	11	12%	Forwarded
University of Toledo	43	35	4	11%	List of addresses

³ From 10th Edition, ACSP Guide to Graduate Education in Planning

⁴ Estimated for schools where surveys were sent to a list serve or forwarded by the department, using the ACSP Guide number for total number of masters students. These estimates are noted in *italics*.

⁵ Response rate based upon number of surveys sent.

Table 1 - continued

School	# of students	# surveys sent	# responses	Response rate	Distribution method
University of Virginia	43	43	12	28%	List serve
Virginia Tech.	43	43	7	16%	List of addresses
Identifier deleted			9		
Subtotals	2176	1940	351	18%	
<i>Schools with No Responses – Students may not have received survey</i>					
Morgan State	26	26	0	0%	Faxed to department
NYU	56	56	0	0%	Forward
Portland State	65	65	0	0%	List serve
Indiana Univ.	70	70	0	0%	Forwarded
University of Massachusetts	66	66	0	0%	Forwarded
University of Washington	55	55	0	0%	Forwarded
Totals	2514	2278	351	15%	

**Table 2
Gender**

	Percent of Resp.	Number of Resp.
Male	42.2%	148
Female	54.4	191
Did not answer	3.4	12
N=351		

**Table 3
Age**

	Percent of Resp.	Number of Resp.
21 - 25	29.9%	105
26 - 30	44.7	157
31 - 35	12.5	44
36 - 40	4.3	15
41 - 50	4.8	17
51 and above	0.9	3
Did not answer	2.8	10
N=351		

**Table 4
U.S. Citizen**

	Percent of Resp.	Number of Resp.
Yes	84.0%	295
No	12.3	43
Did not answer	3.7	13
N=351		

Table 5
How far along are you in your current degree program?

	Percent of Resp.	Number of Resp.
First year	42.5%	149
Second year	44.4	156
Third year	7.4	26
Fourth year	2.6	9
Did not answer	3.1	9

N=351

Table 6
When do you expect to graduate?

	Percent of Resp.	Number of Resp.
Prior to or during June 1999	35.0%	123
July - December 1999	13.1	46
January - July 2000	35.0	123
July - December 2000	9.1	32
January - July 2001	3.4	12
July 2001 or beyond	1.7	5
Did not answer	2.8	10

N=351

Table 7
Within your current degree program, what is your primary area of concentration?

	Percent of Resp.	Number of Resp.
Land Use (including GIS, Real Estate, Simulation & Gaming, Growth Management)	20.8%	73
Environmental Planning (including Coastal Management, Urban Horticultural Planning, and Sustainability)	19.4	68
Community Development (including Social Policy)	16.0	56
Transportation	10.8	38
Urban Design (including Built Environment and Physical Planning)	10.5	37
Regional Development/Planning	7.1	25
Housing	6.3	22
International Development/Planning	5.7	20
Economic Development	5.7	20
Other	5.1	18
None	2.2	8

N=351

Total exceeds 351; 9.7% of respondents listed more than one concentration.

Table 8
What was your undergraduate major?

	Percent of Resp.	Number of Resp.
Public Policy, Public Administration, Political Science, Public Affairs, Law	13.1%	46
Geography	11.1	39
Architecture, Interior Design, Environmental Design, and Architectural History	10.0	35
Environmental Studies	8.8	31
Sociology and Psychology	7.4	26
Economics and Business	6.8	24
Other Social Sciences	6.6	23
Urban Studies and Urban Affairs	6.6	23
English, Communications and Journalism	4.6	16
History	4.6	16
International Studies	4.6	16
Physical Sciences	4.6	16
Engineering	3.4	12
Planning	3.4	12
Biological and Environmental Sciences	2.6	9
Art and Art History	2.3	8
Other	2.3	8
Languages	1.7	6
Landscape Architecture, Urban Forestry, and Horticulture	1.7	6

N=351

Total exceeds 351; 6.0% of respondents listed more than one major.

Table 9
As an undergraduate, did you take any courses in the field of planning?

	Percent of Resp.	Number of Resp.
Yes	57.3%	201
No	42.2	148

N=349

Table 10
Do you already have a masters degree in another subject area?

	Percent of Resp.	Number of Resp.
No	90.3%	317
Yes	9.7	34

N=351

Table 11**How long after finishing your most recent bachelors or graduate degree did you start your current masters program?**

	Percent of Resp.	Number of Resp.
Less than one year	28.8%	101
One year	8.0	28
Two years	14.0	49
3 - 5 years	32.2	113
6 - 9 years	10.0	35
10 or more years	7.1	25

N=351

Table 12**Prior to entering your current degree program, did you undertake an internship in the planning field?**

	Percent of Resp.	Number of Resp.
Yes	27.9%	98
No	71.5	251
Did not answer	0.6	2

N=351

Table 13**Prior to entering your current degree program, did you have any professional work experience (not including internships) in the planning field?**

	Percent of Resp.	Number of Resp.
Yes	29.3%	103
No	69.8	245
Did not answer	0.9	3

N=351

Table 14**How did you first learn of the field of planning? (Please check up to three)**

	Percent of Resp.	Number of Resp.
Undergraduate class	35.3%	124
Professional work experience	25.6	90
Professor	24.8	87
Books	16.5	58
Other	11.1	39
Newspapers	10.8	38
Internship	8.8	31
Other: Family & Friends	8.3	29
Career counseling	6.3	22
Graduate class	4.8	17
Planning magazine or other APA publications	3.7	13
Other: Internet	3.1	11
Other: Searching for Grad School	3.1	11

N=351

Table 15

What sources of information did you use to identify possible graduate schools to which you could apply?
(Check all that apply)

	Percent of Resp.	Number of Resp.
University catalogs	61.3%	215
Advice/info from professors	39.3	138
Advice/info from people working in the field	29.6	104
Advice/info from students	26.5	93
ACSP Guide to Graduate Education in Planning	15.1	53
Other: Internet	10.5	37
Other guidebooks	9.7	34
Other: Limited search by location (e.g. in state)	6.3	22
Other	6.0	21

N=351

Table 16

If you did use the Guide, where did you find it?

	Percent of Resp.	Number of Resp.
APA Planners Bookstore	24.1%	14
Campus library	22.4	13
World wide web	20.7	12
Professor	12.1	7
Career/grad school advising office	10.3	6
Other	8.6	5
Did not answer/remember	3.4	2
Another student	1.7	1

N=58

Total exceeds 56 due to multiple answers.

Table 17

What did you find more useful about the Guide? (Please mark your top three choices with a 1, 2, and 3)
Low Mean Score represents high importance.

	Mean Score	Number of Resp.
List of schools with descriptions of programs	1.3	46
Program accreditation	1.7	15
Faculty/student diversity information	2.1	4
List of faculty and specializations	2.2	26
Cost/tuition information	2.3	18
Financial aid information	2.5	4
Number of faculty	2.6	5
Number of students applying, admitted, and entering	2.7	13
Contact information	2.7	5
Entering students' average GPA	2.8	8
Other	3.0	2
Number of students, full-time and part-time	3.1	8

N=58

Table 18
How would the Guide have been more useful?

	Percent of Resp.	Number of Resp.
More details, specific information	22.4%	13
Rankings and/or comments from students and graduates	20.7	12
More up-to-date	10.3	6
Other	5.1	3

N=58, multiple responses allowed

- ♦ detail about potential areas being addressed or future plans for the program.
- ♦ have each school do a one paragraph emphasis or philosophy of their program
- ♦ having a good list of questions to ask people in the programs, educators, and professionals
- ♦ If it would've classified the program's (not just the faculty's) specialty, like sustainability or intl devt. And if the program is oriented towards the practical or theoretical.
- ♦ if there had been some kind of editorial comments or student responses or some kind of rating system. How could I tell which programs were best for my needs.
- ♦ Include a rating/ranking of the universities
- ♦ Include info about the institution's research interests. Ranking that showed what particular specialties that institution was strong in, etc. Info about the % of students that had internships, GRAs, or other planning related work while in school.
- ♦ include more schools
- ♦ include student comments about their programs
- ♦ Inclusion of more specific info on criteria used to grant dept'l financial aid such as assistantships and fellowships.
- ♦ Info on specializations and general planning jobs/field graduates of each school go into
- ♦ Information in credit units required, amount of grant funding and typical sources, list of various research centers associated with the school, and description of resources available (library, computers)
- ♦ interactive website in which students/alums can comment on the program
- ♦ It might be helpful to have a broad ratings scale for all schools regarding the quality of their programs
- ♦ more detailed explanation of what separates an MA from an MUP or MCRP, more info about accreditation and AICP test
- ♦ more in depth detail about program composition and courses offered
- ♦ More program/faculty interest description
- ♦ Needs more up-to-date info on thesis reqts, often listed as required when not really. Need more info on job placement of grads. Need better summary description of supportive/affiliated university centers. Real assessment of percent students fully/partially funded. Funding mechanism details are important as well.
- ♦ outdated
- ♦ Penalize non-PAB accredited schools by giving them shorter listings. Introduce a ranking system: by region, be specialization, by alumni feedback, etc.
- ♦ Publicize on the APA webpage
- ♦ Rank the schools - maybe only the top ten
- ♦ ranking of programs - hard to figure out from the descriptions alone which schools were the tops in specific planning concentrations
- ♦ ranking of schools, info on reputation and areas of expertise
- ♦ Rankings!
- ♦ some info out of date
- ♦ Update it every year. The one in 1996 was rather outdated.
- ♦ update more often
- ♦ update on a yearly basis
- ♦ very useful as an objective tool; however, the guides to finding schools are best when they include subjective info from students
- ♦ what type of student does it turn out, i.e. professors, practitioners, researchers, etc.

Table 19

When you applied for and were accepted to your current masters program, how many other schools did you apply to at the same time?

	Percent of Resp.	Number of Resp.
None	42.8%	149
One	11.8	41
2 - 4	33.0	115
5 - 7	10.1	35
8 or more	1.4	5
One or more (did not specify)	0.9	3

N=348

Table 20

If you applied to other graduate schools, were they all in the field of planning?

	Percent of Resp.	Number of Resp.
Yes	67.8%	135
No	32.2	64

N=199

Table 21

If no, please name the other fields

	Percent of Resp.	Number of Resp.
Public Policy or Administration	21.9%	14
Other	21.9	14
Environmental Policy or Studies	18.8	12
Did not specify	14.1	9
Architecture, Landscape Architecture, Urban Design	10.9	7
Geography	9.4	6
Law	3.1	2

N=64

Table 22

If you applied to other graduate schools, were you accepted at more than one university?

	Percent of Resp.	Number of Resp.
Yes	81.9%	163
No	16.1	32
Did not answer	2.0	4

N=199

Table 23**Prior to knowing if you were accepted to any of the schools you applied to, did you visit any of the campuses?**

	Percent of Resp.	Number of Resp.
Yes, but did not talk to students, staff, or faculty in the planning department	14.6%	49
Yes, including talking with students, staff, and/or faculty in the planning department	47.3	159
No	38.1	128

N=336

Table 24**Prior to knowing if you were accepted to any of the schools you applied to, did you visit any of the campuses?
(By number of schools applied to)**

	Total number of schools applied to				
	One	Two	3-5	6-8	All
Yes, but did not talk to students, staff, or faculty in the planning department	9.5%	26.8%	14.8%	20.0%	14.6%
Yes, including talking with students, staff, and/or faculty in the planning department	53.3	46.3	46.1	31.4	47.3
No	37.2	26.8	39.1	48.6	38.1

N=336

Table 25**Did you visit your current campus to help decide whether to attend?**

	Percent of Resp.	Number of Resp.
Yes, I visited to help decide whether to attend this school	48.2%	162
Yes, I visited but not to help in my decision	22.0	74
No, did not visit at all	29.8	100

N=336

Table 26**While visiting this campus to help in your decision, with whom did you meet?**

	Percent of Resp.	Number of Resp.
Professors	87.7%	142
Department staff	67.3	109
Current student(s)	65.4	106
Financial aid officer	10.5	17
Alumni	9.9	16
Other	2.0	4.3

N=162

Table 27

Did you visit any of the other campuses at which you had applied to help decide whether to attend?

	Percent of Resp.	Number of Resp.
Yes	48.7%	97
No	44.7	89
Did not answer	6.5	13

N=199

Table 28

How important were your visits to the campus(es) in your decision of which campus to attend?

	Percent of Resp.	Number of Resp.
Very important	36.5%	80
Somewhat important	34.3	75
Not very important	16.4	36
Not important at all	12.8	28

N=219

Table 29

Listed below are some concerns that may enter into a person's choice of universities or degree programs. On a scale of 1 (not important at all) to 5 (very important), please indicate how important these factors were in choosing your current university.

	Mean Score	1 (not impt at all)	2	3	4	5 (very impt)	Num. of resp.
Reputation of planning program	4.0	5.1%	2.9%	17.1%	37.8%	37.1%	315
Reputation of university	4.0	4.1	3.8	16.9	33.8	41.4	314
Accreditation from PAB	3.8	11.9	6.3	14.9	25.7	41.3	303
Cost considerations and/or availability of funding	3.8	9.5	7.9	14.2	28.8	39.6	316
Program focus on a particular specialty area	3.8	4.9	9.7	16.6	35.0	33.8	308
Existence of other related departments at university	3.1	19.2	15.1	26.5	19.2	19.9	291
Ability to work part time while in school	3.1	25.2	9.9	16.7	24.8	23.4	282
Location of university nearest home	3.0	30.8	9.1	14.6	15.6	29.9	308
Advice of friend or colleague	2.7	26.5	18.8	21.3	22.0	11.5	287
Family or relational considerations	2.7	37.2	12.5	12.8	17.6	19.9	296
Estimated time for degree completion	2.7	26.4	20.1	21.1	21.9	10.4	288
Size of planning program (large)	2.6	28.6	15.9	29.0	17.7	8.8	283
Chance to study or work with specific faculty members	2.5	32.9	18.2	22.9	17.8	8.2	292
Size of planning program (small)	2.4	37.5	14.1	27.4	13.0	7.9	277
Size of university (large)	2.3	38.2	18.4	22.6	15.5	5.3	283
Class time scheduling	2.0	50.2	18.4	15.5	9.2	6.7	283
Political orientation of department	2.0	53.8	11.5	17.2	12.2	5.4	279
Ability to work full time while in school	2.0	57.2	14.0	10.5	7.0	11.2	285
Size of university (small)	1.8	55.8	18.0	16.9	4.9	4.5	267
Other: Location (write-in response)	4.6	0.0	0.0	5.9	29.4	64.7	17
Other	4.7	0.0	0.0	0.0	28.6	71.4	28

Table 30

Listed below are some concerns that may enter into a person's choice of universities or degree programs. On a scale of 1 (not important at all) to 5 (very important), please indicate how important these factors were in choosing your current university.

Mean scores, by number of schools applied to.

	Number of Schools Applied to	
	One	More than one
<i>Factors more important to students applying to more than one school*</i>		
Reputation of university	3.79	4.22
Reputation of planning program	3.72	4.17
Program focus on a particular specialty area	3.68	3.94
Existence of other related departments at university**	2.91	3.15
Size of planning program (large)	2.36	2.81
Size of planning program (small)	2.21	2.54
Size of university (large)	2.02	2.51
Political orientation of department	1.76	2.24
<i>Factors more important to students applying to only one school*</i>		
Location of university nearest home	3.74	2.49
Ability to work part time while in school**	3.26	3.00
Family or relational considerations	3.02	2.48
Estimated time for degree completion	3.00	2.47
Ability to work full time while in school	2.44	1.68
Class time scheduling	2.37	1.80
<i>Factors of equal importance</i>		
Cost considerations and/or availability of funding	3.84	3.80
Accreditation from PAB	3.77	3.79
Advice of friend or colleague	2.62	2.82
Chance to study or work with specific faculty members	2.43	2.56
Size of university (small)	1.75	1.92

* Differences are significant at the p=0.05 level, except where noted with **, p=0.10.

Table 31

On a scale of 1 (very dissatisfied) to 5 (very satisfied), please indicate your level of satisfaction with the following aspects of your current program.

	Mean Score	1 (very dissatisfied)	2	3	4	5 (very satisfied)	Num. of resp.
Availability of internships and learning opportunities outside the classroom	3.8	5.3%	9.5%	21.6%	29.3%	34.3%	338
Diversity of students	3.8	2.9	12.0	23.1	29.8	32.2	342
Availability of faculty outside the classroom	3.8	3.0	7.7	22.8	36.7	29.9	338
Quality of students	3.8	2.6	11.7	21.6	34.2	29.8	342
Availability of courses of interest outside your department	3.7	4.4	7.7	26.8	33.3	27.7	339
Quality of classroom instruction	3.6	4.1	8.8	26.6	44.7	15.8	342
Computing resources	3.5	7.6	13.5	25.6	29.7	23.5	340
Availability of financial aid	3.4	15.8	10.3	22.1	21.8	30.0	330
Number of faculty	3.3	5.9	17.4	35.0	24.7	17.1	340
Exposure to professional planners	3.3	7.0	18.4	28.7	29.2	16.7	342
Diversity of faculty	3.2	7.0	18.4	31.6	28.7	14.3	342
Number and breadth of courses being offered within your department	3.2	8.2	21.2	29.7	27.9	12.9	340

Table 32

Do you consider your department's faculty to be diverse in terms of ethnicity and gender?

	Percent of Resp.	Number of Resp.
Yes	47.6%	167
No	49.9	175
Did not answer	2.6	9

N=351

Table 33

Do you consider your department's students to be diverse in terms of ethnicity and gender?

	Percent of Resp.	Number of Resp.
Yes	72.9%	256
No	24.2	85
Did not answer	2.8	10

N=351

Table 34**How well do you feel your undergraduate degree prepared you for your current masters program?**

	Percent of Resp.	Number of Resp.
Very well	53.6%	188
Okay	35.3	124
Not very well	9.1	32
Did not answer	2.0	7

N=351

Table 35**Since you entered your current masters program, has your opinion of the field of planning changed?**

	Percent of Resp.	Number of Resp.
Yes, in a positive direction	25.4%	89
Yes, in a negative direction	4.6	16
Yes, in both positive and negative directions	58.1	204
No	8.8	31
Did not answer	3.1	11

N=351

Table 36**Overall, how satisfied are you with your decision to attend your current university?**

	Percent of Resp.	Number of Resp.
Very satisfied	55.8%	196
Somewhat satisfied	33.9	119
Somewhat dissatisfied	6.3	22
Very dissatisfied	1.4	5
Did not answer	2.6	9

N=351

Table 37**Overall, how satisfied are you with your decision to obtain a masters degree in the field of planning?**

	Percent of Resp.	Number of Resp.
Very satisfied	61.3%	215
Somewhat satisfied	30.5	107
Somewhat dissatisfied	4.3	15
Very dissatisfied	1.1	4
Did not answer	2.8	10

N=351

Table 38

Listed below are several aspects of the field of planning. Please place a positive sign by those aspects that currently attract you to the field of planning. Place a negative sign by those aspects that lessen your attraction to the field. Leave blank the aspects for which you feel neutral.

	Positive	Blank	Negative
Impact on people's lives	93.8%	4.7%	1.5%
Broad range of issues	92.9	5.6	1.5
Changing and impacting the future	89.9	7.1	3.0
Dealing with several interacting factors/issues	85.8	11.9	2.4
Public interest	85.2	10.1	4.7
Looking at the "big picture"	83.1	13.1	3.9
Interaction with people	81.6	11.3	7.1
Current, topical	79.2	17.5	3.3
Complicated issues	78.0	14.5	7.4
Diversity of job opportunities	72.1	15.4	12.5
Network of professional peers	51.3	34.1	14.5
Number of job opportunities	48.4	26.1	25.5
Politics	43.0	16.3	40.7
Salary potential	20.2	30.0	49.9

N=337

Table 39

Sources of information used to identify possible graduate schools by
 (1) Overall University Satisfaction. Lower score indicates *higher* satisfaction
 (2) University Score. Higher score indicates higher satisfaction

	University Satisfaction	Number of Resp.	University Score	Number of Resp.
Advice/info from students	1.41*	91	3.67*	90
Advice/info from people working in the field	1.42*	104	3.57	103
University catalogs	1.53	213	3.52	213
Advice/info from professors	1.55	136	3.60*	137
ACSP Guide to Graduate Education in Planning	1.55	53	3.57	53
All Students	1.52	342	3.53	342

* significantly different from All Students mean at $p < 0.10$.

Table 40

Visited Campus and Satisfaction Indicators

	Direction of Indicator	Visited campus	Did not visit campus
University Score*	higher = more satisfied	3.58	3.42
University Satisfaction *	lower = more satisfied	1.47	1.64

* significantly different at $p < 0.05$.

Table 41
Year in Program and Satisfaction Indicators

	Direction of Indicator	First Year	Second Year and beyond
University Score*	higher = more satisfied	3.58	2.47
University Satisfaction	lower = more satisfied	1.56	1.48
Planning Satisfaction	lower = more satisfied	1.37	1.48
Planning Attitude*	higher = more positive	8.63	7.99

* significantly different at $p < 0.10$.

Table 42
Of the following career options, which are you likely to pursue within the first year of completing your current degree? (check as many as apply)

Of the career options that you DID NOT check [above], mark those that you might pursue later in life. (check as many as apply)

	Within First Year of Graduation	Later in Life
Local government (city, county)	51.9%	16.5%
Private consulting	43.9	36.2
Non-profit agency	38.2	17.4
Regional government (e.g. MPO)	34.5	21.7
State or federal (U.S.) government	30.8	28.2
Other Private sector work	16.0	21.9
Public, private or non-profit work outside the U.S.	15.1	20.5
International agency	13.7	26.8
Ph.D. degree	9.4	25.4
Other	4.8	7.4

N=351

Table 43
How likely are you to pursue AICP (American Institute of Certified Planners) certification at some point after graduation?

	Percent of Resp.	Number of Resp.
Very likely	41.6%	146
Somewhat likely	31.1	109
Somewhat unlikely	12.8	45
Very unlikely	12.5	44
Did not answer	2.0	7

N=351

Results by Sex (Male/Female)

Table 44

How long after finishing you most recent bachelors or graduate degree did you start your current masters program?

	Percent of Males	Percent of Females
Less than one year	33.8%	25.7%
One year	10.1	5.8
Two years	11.5	16.2
3 - 5 years	26.4	36.1
6 - 9 years	11.5	8.9
10 or more years	6.8	7.3

N=148 males, 191 females

Pearson Chi-Square value 8.39, significant at 0.14, 5 d.f.

Table 45

How did you first learn of the field of planning? (Please check up to three)

	Percent of Males	Percent of Females
Undergraduate class	37.2%	34.6%
Professional work experience	24.3	25.7
Professor	29.7	21.5
Books	19.6	15.2
Other	21.6	29.8
Newspapers	13.5	9.4
Internship	9.5	8.4
Career counseling	8.1	5.2
Graduate class	8.1	2.6
Planning magazine or other APA publications	1.4	5.8

N=148 males, 191 females

Boldface: difference is significant at 0.10 prob.

Table 46

What sources of information did you use to identify possible graduate schools to which you could apply? (Check all that apply)

	Percent of Males	Percent of Females
University catalogs	58.8%	64.9%
Advice/info from professors	42.6	37.7
Advice/info from people working in the field	29.7	31.4
Advice/info from students	29.1	23.6
ACSP Guide to Graduate Education in Planning	15.5	15.7
Other guidebooks	10.1	9.9
Other	24.3	22.5

N=148 males, 191 females

Table 47

When you applied for and were accepted to your current masters program, how many other schools did you apply to at the same time?

	Percent of Males	Percent of Females
None	47.3%	38.4%
One	14.9	10.0
2 - 4	28.4	36.8
5 - 7	5.4	13.7
8 or more	2.7	0.5
One or more (did not specify)	1.4	0.5

N=148 males, 190 females

Pearson Chi-Square value 13.94, significant at 0.016, 5 d.f.

Table 48

Listed below are some concerns that may enter into a person's choice of universities or degree programs. On a scale of 1 (not important at all) to 5 (very important), please indicate how important these factors were in choosing your current university.

	Mean Score – Males	Mean Score – Females
Differences between males and females significant at ≤ 0.10		
Reputation of university	3.86	4.18
Political orientation of department	1.91	2.18
Accreditation from PAB	3.62	3.88
Family or relational considerations	2.51	2.82
Differences between males and females not significant		
Class time scheduling	2.16	1.97
Reputation of planning program	3.92	4.03
Size of planning program (large)	2.57	2.70
Advice of friend or colleague	2.67	2.79
Cost considerations and/or availability of funding	3.74	3.85
Size of planning program (small)	2.35	2.46
Ability to work part time while in school	3.19	3.07
Ability to work full time while in school	2.07	1.97
Other	4.78	4.67
Size of university (large)	2.38	2.30
Existence of other related departments at university	3.01	3.09
Other: Location (write-in response)	4.56	4.71
Program focus on a particular specialty area	3.81	3.87
Estimated time for degree completion	2.67	2.74
Size of university (small)	1.87	1.83
Location of university nearest home	3.08	3.05
Chance to study or work with specific faculty members	2.52	2.51

N=148 males, 190 females

Table 49

On a scale of 1 (very dissatisfied) to 5 (very satisfied), please indicate your level of satisfaction with the following aspects of your current program.

	Mean Score – Males	Mean Score – Females
Differences between males and females significant at ≤ 0.10		
Diversity of faculty	3.53	3.02
Diversity of students	3.92	3.62
Differences between males and females not significant		
Number and breadth of courses being offered within your department	3.25	3.09
Computing resources	3.55	3.39
Availability of financial aid	3.48	3.32
Quality of classroom instruction	3.54	3.61
Availability of internships and learning opportunities outside the classroom	3.82	3.73
Availability of courses of interest outside your department	3.68	3.73
Number of faculty	3.32	3.28
Quality of students	3.77	3.80
Availability of faculty outside the classroom	3.81	3.83
Exposure to professional planners	3.30	3.31

N=148 males, 190 females

Table 50

Since you entered your current masters program, has your opinion of the field of planning changed?

	Percent of Males	Percent of Females
Yes, in a positive direction	25.2%	27.0%
Yes, in a negative direction	4.8	4.3
Yes, in both positive and negative directions	62.6	58.4
No	7.5	10.3

N=147 males, 185 females

Pearson Chi-square not significant.

Table 51

Overall, how satisfied are you with your decision to attend your current university?

	Percent of Males	Percent of Females
Very satisfied	55.1%	57.8%
Somewhat satisfied	39.5	32.1
Somewhat dissatisfied	4.1	8.6
Very dissatisfied	1.4	1.6

N=147 males, 187 females

Pearson Chi-square not significant.

Table 52**Overall, how satisfied are you with your decision to obtain a masters degree in the field of planning?**

	Percent of Males	Percent of Females
Very satisfied	60.7%	64.9%
Somewhat satisfied	33.1	29.8
Somewhat dissatisfied	5.5	3.7
Very dissatisfied	0.7	1.6

N=145 males, 188 females

Pearson Chi-square not significant.

Table 53**Of the following career options, which are you likely to pursue within the first year of completing your current degree? (check as many as apply)**

	Percent of Males	Percent of Females
Local government (city, county)	41.5%	58.5%
Private consulting	47.7	52.3
Non-profit agency	30.8	69.2
Regional government (e.g. MPO)	39.3	60.7
State or federal (U.S.) government	41.1	58.9
Other Private sector work	36.4	63.6
Public, private or non-profit work outside the U.S.	53.8	46.2
International agency	39.6	60.4
Ph.D. degree	45.2	54.8
Other	62.5	37.5

N=148 males, 191 females

Table 54**How likely are you to pursue AICP (American Institute of Certified Planners) certification at some point after graduation?**

	Percent of Males	Percent of Females
Very likely	41.1%	43.4%
Somewhat likely	31.5	32.3
Somewhat unlikely	14.4	11.3
Very unlikely	13.0	12.9

N=146 males, 186 females

Pearson Chi-square not significant.

Survey

Part A: Your education and future goals.

1. What is the degree program in which you are currently enrolled? (e.g. MCP, MCRP, etc.)
2. Within your current degree program, what is your primary area of concentration? (please check one)
 - Community development
 - Environmental planning
 - Housing
 - International development/planning
 - Land Use
 - Regional planning/development
 - Transportation
 - Urban design
 - Other: _____
3. What was your undergraduate major?
 - Architecture
 - Economics
 - Environmental Studies
 - Geography
 - International Studies
 - Political Science
 - Urban Studies
 - Other: _____
4. As an undergraduate, did you take any courses in the field of planning?
 - Yes
 - No
5. Of the following career options, which are you likely to pursue within the first year of completing your current degree? (Check as many as apply.)
 - Local government (city, county)
 - Regional government (e.g. metropolitan planning organization)
 - State or federal (U.S.) government
 - International agency
 - Private consulting
 - Other private sector work
 - Non-profit agency
 - Public, private, or non-profit work outside the United States
 - Ph.D. degree
 - other: _____ (please describe)

6. Of the career options that you DID NOT check in question 5, mark those that you might pursue later in life. (Please check no more than three.)
- Local government (city, county)
 - Regional government (e.g. metropolitan planning organization)
 - State or federal (U.S.) government
 - International agency
 - Private consulting
 - Other private sector work
 - Non-profit agency
 - Public, private, or non-profit work outside the United States
 - Ph.D. degree
 - other: _____ (please describe)
7. How likely are you to pursue AICP (American Institute of Certified Planners) certification at some point after graduation?
- Very likely
 - Somewhat likely
 - Somewhat unlikely
 - Very unlikely

Part B: How you came to your current degree program.

1. How long after finishing your most recent bachelors or graduate degree did you start your current masters program?
- Less than one year
 - One year
 - Two years
 - 3 – 5 years
 - 6 – 9 years
 - 10 or more years
2. Do you already have a masters degree in another subject area?
- No
 - Yes (please name: _____)
3. Prior to entering your current degree program, did you undertake an internship in the planning field?
- Yes
 - No
4. Prior to entering your current degree program, did you have any professional work experience (not including internships) in the planning field?
- Yes
 - No
5. How did you first learn of the field of planning? (Please check up to three.)
- professor
 - undergraduate class
 - graduate class
 - career counseling
 - internship
 - professional work experience
 - newspapers
 - books
 - Planning magazine or other APA publications
 - other: _____

6. What sources of information did you use to identify possible graduate schools to which you could apply? (check all that apply)
- university catalogs
 - advice/information from professors
 - advice/information from people working in the field
 - advice/information from students
 - ACSP Guide to Graduate Education in Planning
 - other guidebooks (please list): _____
 - other: _____
7. In making your decision to attend graduate school, did you use the ACSP Guide to Graduate Education in Urban and Regional Planning?
- Yes
 - No (please skip to question 11)
8. If you did use the Guide, where did you find it?
- World wide web
 - campus library
 - career/Graduate school advising office
 - APA Planners Bookstore
 - another student
 - professor
 - other: _____
9. What did you find most useful about the Guide? (Please mark your top three choices with a 1, 2, and 3)
- list of schools with descriptions of programs
 - list of faculty and specializations
 - cost/tuition information
 - financial aid information
 - number of faculty (FTEs)
 - number of students, full-time and part-time
 - number of students applying, admitted, and entering
 - faculty/student diversity information
 - entering students' average GPA
 - program accreditation
 - contact information
 - other: _____
10. How would the Guide have been more useful?
11. When you applied for and were accepted to your current masters program, how many other schools did you apply to at the same time?
- none (skip to question 14)
 - one
 - 2 – 4
 - 5 – 7
 - 8 or more
12. If you applied to other graduate schools, were they all in the field planning?
- Yes
 - No
- If no, please name the other fields:
13. If you applied to other graduate schools, were you accepted at more than one university?
- Yes

— No

14. Prior to knowing if you were accepted to any of the schools you applied to, did you visit any of the campuses?
 Yes, but did not talk with students, staff, or faculty in planning department
 Yes, including talking with students, staff, and/or faculty in planning department
 No
15. Did you visit your current campus to help decide whether to attend?
 Yes, I visited to help decide whether to attend this school
 Yes, I visited but not to help in my decision (please skip to question 17)
 No, did not visit at all (please skip to question 17)
16. While visiting this campus to help in your decision, with whom did you meet? (Check all that apply.)
 professor(s)
 department staff
 current student(s)
 financial aid officer
 alumni
 other: _____
17. Did you visit any of the other campuses at which you had applied to help decide whether to attend?
 Yes
 No
 Does not apply
18. How important were your visits to the campus(es) in your decision of which campus to attend?
 Very important
 Somewhat important
 Not very important
 Not important at all
 Does not apply
19. Listed below are some concerns that may enter into a person's choice of universities or degree programs. On a scale of 1 (not important at all) to 5 (very important), please indicate how important these factors were in choosing your current university. (Place a 1, 2, 3, 4, or 5 next to each response.)
 location of university nearest home
 family or relational considerations
 size of university (large)
 size of university (small)
 reputation of university
 size of planning program (large)
 size of planning program (small)
 reputation of planning program
 accreditation from Planning Accreditation Board
 program focus on a particular specialty area
 chance to study or work with specific faculty member(s)
 existence of other related departments at university
 advice of friend or colleague
 estimated time for degree completion
 class time scheduling
 cost considerations and/or availability of funding
 ability to work part time while in school
 ability to work full time while in school
 political orientation of the department
 other (please describe) _____

Part C: Your planning school experience so far

1. On a scale of 1 (very dissatisfied) to 5 (very satisfied), please indicate your level of satisfaction with the following aspects of your current program. (Place a 1, 2, 3, 4, or 5 next to each response.)
 - Number of faculty
 - Availability of faculty outside of the classroom
 - Availability of financial aid
 - Quality of students
 - Diversity of students
 - Diversity of faculty
 - Availability of internships and learning opportunities outside the classroom
 - Computing resources
 - Quality of classroom instruction
 - Number and breadth of courses being offered within your department
 - Availability of courses of interest outside your department
 - Exposure to professional planners

2. Is there anything not listed in Question 1 (above) for which you are not satisfied with your current university program? If so, please describe:

3. Do you consider your department's faculty to be diverse in terms of ethnicity and gender?
 - Yes
 - No

4. Do you consider your department's students to be diverse in terms of ethnicity and gender?
 - Yes
 - No

5. How well do you feel your undergraduate degree prepared you for your current masters program?
 - Very well
 - Okay
 - Not very well

If "not very well", what area(s) could you have been more prepared in?

6. Since you entered your current masters program, has your opinion of the field of planning changed?
 - Yes, in a positive direction
 - Yes, in a negative direction
 - Yes, in both positive and negative directions
 - No

7. Overall, how satisfied are you with your decision to attend your current university?
 - Very satisfied
 - Somewhat satisfied
 - Somewhat dissatisfied
 - Very dissatisfied

8. Overall, how satisfied are you with your decision to obtain a masters degree in the field of planning?
 - Very satisfied
 - Somewhat satisfied
 - Somewhat dissatisfied
 - Very dissatisfied

9. Listed below are several aspects of the field of planning. Please place a positive sign (+, or the letter P) by those aspects that currently attract you to the field of planning. Place a negative sign (-, or the letter N) by those aspects that lessen your attraction to the field. Leave blank the aspects for which you feel neutral.
- broad range of issues
 - public interest
 - current, topical
 - politics
 - interaction with people
 - complicated issues
 - impact on people's lives
 - number job opportunities
 - changing and impacting the future
 - network of professional peers
 - looking at the "big picture"
 - salary potential
 - dealing with several interacting factors/issues
 - diversity of job opportunities
10. Is there anything you wish you had known more about before entering your current masters program?
11. Many undergraduate students don't know about planning. What are the one or two things that you think would excite them the most to learn about planning?
12. What one thing do you wish someone would have told you about the PROFESSION of planning that might have affected your decision to go to planning school?
13. Do you have any additional comments to make about your planning school experiences thus far?

Part D: Please tell us about yourself. As with all parts of this survey, your answers are strictly confidential.

- | | |
|--|--|
| <p>1. <input type="checkbox"/> Female
<input type="checkbox"/> Male</p> | <p>4. How far along are you in your current degree program?
<input type="checkbox"/> First year
<input type="checkbox"/> Second year
<input type="checkbox"/> Third year
<input type="checkbox"/> Fourth year</p> |
| <p>2. Your current age:
<input type="checkbox"/> Under 21
<input type="checkbox"/> 21 – 25
<input type="checkbox"/> 26 – 30
<input type="checkbox"/> 31 – 35
<input type="checkbox"/> 36 – 40
<input type="checkbox"/> 41 – 50
<input type="checkbox"/> 51 and above</p> | <p>5. When do you expect to graduate?
<input type="checkbox"/> Prior to or during June 1999
<input type="checkbox"/> July – December 1999
<input type="checkbox"/> January – June 2000
<input type="checkbox"/> July – December 2000
<input type="checkbox"/> January– June 2001
<input type="checkbox"/> July 2001 or beyon</p> |
| <p>3. Are you a United States citizen?
<input type="checkbox"/> Yes
<input type="checkbox"/> No</p> | |