

# Evaluation of the **Jim Joseph Foundation Education Initiative**

## Year 1 Report

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Submitted to the Jim Joseph Foundation

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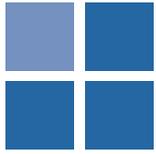
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# EXECUTIVE SUMMARY

The Education Initiative, launched in 2010 by the Jim Joseph Foundation, invited three leading Jewish higher education institutions, Hebrew Union College-Jewish Institute of Religion (HUC-JIR), Jewish Theological Seminary (JTS), and Yeshiva University (YU), to develop a multiyear plan to attract and train the next generation of Jewish educators and education leaders. The three institutions developed new certificate and graduate degree programs targeting the entire spectrum of Jewish education, from early childhood education to management skills in education environments. By the end of the Initiative in 2015–16, as many as 1,000 educators should receive degrees or credentials in Jewish education or complete leadership programs with the support of the Jim Joseph Foundation.

This report is the first in a series of five annual reports that describe the progress made towards accomplishing the goals of the Jim Joseph Foundation Education Initiative. The empirical analysis conducted for the Year 1 report is based on responses to the online student and alumni surveys; interviews with presidents, deans, and project coordinators of the Education Initiative; and administrative records.

## **GOAL 1. Increase the number of highly qualified individuals enrolled in preservice and inservice Jewish education programs.**

Analysis of data on recruitment to newly developed programs indicated that all grantees leveraged existing relationships with schools, camps, organizations, and alumni. While these recruitment strategies proved to be cost effective and necessary to attract candidates with relevant knowledge and experience, they did not reach additional talented individuals unaffiliated with congregations or networks. It has not yet been determined what types of outreach strategies are effective in expanding current marketing and recruitment efforts.

Critical factors that affected prospective students' enrollment decisions included financial aid, prestige of the university, reputation of the faculty, specific aspects of the curriculum, and the social climate of the institution. All grantees have expanded their outreach efforts, which spanned digital and print informational materials and presentations at campuses and professional meetings. Consequently, they reached individuals who otherwise would not consider preservice or inservice learning opportunities.

Equipped with the capacity to offer financial assistance, grantees were able to attract talented prospective students who otherwise would not have applied. With a larger pool to choose from, grantees aimed to identify top-quality candidates who not only had the academic qualifications for admission, but also the skills and experience to ensure program completion and the successful application of skills to transform Jewish education in their workplace. Candidates were expected to understand the time commitment needed to meet the rigorous program requirements.

## **GOAL 2. Make programs available that prepare educators and education leaders to teach, inspire, and enrich education experiences in a variety of settings.**

Across institutions and programs, the top goals for matriculating students were to improve pedagogical knowledge, learn about curriculum development, and improve Jewish education in their community. Many students in Education Initiative programs were satisfied with the extent to which the curriculum was relevant to their goals, the knowledge of their instructors, and their relationship with the faculty. However, experienced educators and current leaders were less likely to report high satisfaction with the extent to which the curriculum met their learning needs.

Overall, students reported a positive impact on their practice at their workplaces, on their knowledge of Jewish education, and on their attitudes towards working in Jewish education. Students and alumni reported they applied their knowledge and skills to curriculum planning, aligning instructional practices in the classroom with students' needs, revisiting school or organizational practices, leadership and management work, and creating a positive learning environment at the school.

## **GOAL 3. Identify areas of programmatic and inter-institutional collaboration that can improve program quality and make improvements sustainable.**

The grantees identified a common interest in developing their technology capacity and proposed the eLearning Fellowship Program as a collaborative project. The program will allow selected faculty members, eLearning staff, and administrators from HUC-JIR, JTS, and YU to dedicate a percentage of their time to study distance learning, as well as the wider field of e-learning and educational technology.

As part of the Education Initiative, the YU president, the HUC-JIR president, and the JTS chancellor have met annually. While all leaders set clear limits to ensure that the collaboration not be interpreted as ideological or religious agreement, they expressed the belief that these meetings and the possibilities of collaboration are of potential historical significance. All leaders believe that even more important is the fact that the faculties of the three institutions regularly meet and engage in ongoing conversations. Other types of collaboration have already taken place. The Jewish Early Childhood Education Leadership Institute (JECLEI), jointly developed and led by HUC-JIR and JTS, launched in 2012. Also, as YU, JTS, and HUC-JIR have developed new programs in the field of experiential Jewish education, they initiated communications among program directors.

## **GOAL 4. Develop institutional capacity and infrastructure that will enable future educator programs.**

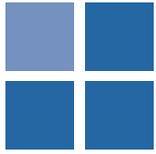
The Education Initiative has expanded the operation of the schools of education at HUC-JIR, JTS, and YU, including adding new programs, hiring new staff, providing more scholarships, developing new recruitment initiatives, and offering greater support for placement and new

teacher induction and induction of individuals in new educational leadership roles. Interviews with grantees revealed that they have considered fundraising, new business development, and reducing program operating costs as ways to sustain these developments after the end of the grant period. Both YU and HUC-JIR began securing funds that will help support their education programs. JTS has contracted with outside consultants to develop a strategic plan for the Davidson School that can improve communications with potential funders and serve as a basis for a business plan.

Using technology for online instruction as a new business development strategy can provide education to individuals who otherwise would not enroll in educator programs. However, customized online instruction is not necessarily less expensive than on-campus instruction. Grantees maintained small student-to-instructor ratios in their distance learning programs to ensure individualized attention to students. Survey data suggested that some features typically associated with increased operating costs were important to students, including live dialogue with other students, instruction tailored to their level of professional experience and knowledge, and ongoing assistance to explain program requirements, navigation of the platform, and the nature of the course assignments.

Long-term financial sustainability also benefits from reducing program costs. Grantees are continually exploring ways to staff programs in cost-effective ways and reduce scholarship amounts. Although only a small portion of revenues can realistically be obtained from student tuition, survey data suggested that about one-third of the students across programs and institutions were willing to pay most of the current tuition and another one-third were willing to pay some of the tuition.

The Education Initiative has an important long-term fifth goal—to increase the number of educators and education leaders placed, retained, and promoted in a variety of educational settings. Because the Initiative is still in its early stages, progress toward this goal is not included in the Year 1 report. Future reports of the evaluation of the Education Initiative will present a wider variety of data (e.g., employer and faculty surveys, interviews with students and alumni) and a deeper examination of trends in pipeline data (e.g., number of applicants, matriculating and graduating students, job placements).



# YEAR 1 REPORT:

## Introduction

### GOALS OF THE JIM JOSEPH FOUNDATION EDUCATION INITIATIVE

One of the priority areas of the Jim Joseph Foundation is increasing the number of high-quality Jewish educators who can provide effective and compelling learning experiences in a variety of Jewish education settings. This goal can be achieved by attracting talented young people interested in becoming professional Jewish educators, training experienced and effective educators to become mentors and role models, and equipping Jewish educators to provide first-rate instruction and become leaders in their workplace.

One of the strategic priority areas of the Jim Joseph Foundation is increasing the number of high-quality Jewish educators who can provide effective and compelling learning experiences in a variety of Jewish education settings. The Education Initiative was established based on the premise that high-quality certificate and degree programs, financial assistance, and opportunities for job placement will encourage individuals to consider careers in Jewish education or receive additional training for deepening their current work in Jewish education. By attracting talented young people interested in becoming professional Jewish educators, training experienced and effective educators to become mentors and role models, and equipping Jewish educators to provide first-rate instruction in their workplaces or serve as visionary educational leaders, other priority areas of the Jim Joseph Foundation will be addressed, namely expanding effective Jewish learning and building a strong field of Jewish education.

Under the Education Initiative, three leading higher education institutions, Hebrew Union College-Jewish Institute of Religion (HUC-JIR), Jewish Theological Seminary (JTS), and Yeshiva University (YU), developed a multiyear plan to attract and train the next generation of Jewish educators and education leaders. The three institutions developed new certificate and graduate degree programs targeting the entire spectrum of Jewish education, from early childhood education to management skills in education environments. By the end of the Initiative in 2015–16, more than 1,000 educators should receive degrees or credentials in Jewish education with the support of the Jim Joseph Foundation. Of these, it is projected that more than 200 graduates will complete full-time graduate degree programs and will fill open positions in the Jewish education workforce.

### ORGANIZATION OF THIS REPORT

This report is the first in a series of five annual reports that describe the progress made towards accomplishing the goals of the Jim Joseph Foundation Education Initiative. This Year 1 report is organized by the four measurable goals of the Education Initiative:

**Goal 1.** To increase the number of highly qualified individuals (including experienced Jewish education professionals, new professionals, and career changers) who enroll in preservice and inservice Jewish education programs.

**Goal 2.** To make programs available that prepare educators and education leaders to teach, inspire, and enrich education experiences in a variety of settings.

**Goal 3.** To identify areas of programmatic and inter-institutional collaboration that can improve program quality and make improvements sustainable.

**Goal 4.** To develop institutional capacity and infrastructure that will support future educator programs.

The Education Initiative has an important long-term fifth goal; however, because the Initiative is still in its early stages, progress toward this goal is not included in the Year 1 data analysis report.

**Goal 5.** To increase the number of educators and education leaders placed, retained, and promoted in a variety of settings.

## SERVING ALL ASPECTS OF JEWISH EDUCATION

Jewish education is important and has lifelong effects. Participation in Jewish education programs (e.g., day school/yeshiva, supplemental programs that meet at least once a week, and other regular modes of learning) as well as a variety of experiential Jewish educational experiences (e.g., Jewish summer camps, Jewish youth groups, and travel to Israel) are closely associated with a strong Jewish identity, such as in-marriage, in-group friendships, synagogue membership, emotional attachment to Israel, and the expressed importance of being Jewish (Cohen & Kotler-Berkowitz, 2004; Sheskin & Dashefsky, 2011). Jewish education builds lifetime Jewish connections that are likely to be passed on to the next generation. For example, parents who have received Jewish education are more likely to enroll their children in formal, informal, and early childhood Jewish education programs than parents who have not attended Jewish education programs (Kotler-Berkowitz, 2005).

Researchers estimate that the Jewish population of the United States is between 6.0 and 6.4 million people, of which more than one million are school-age (Sheskin & Dashefsky, 2011). In 2000–01, 79 percent of Jewish children ages 6–17 received some kind of formal Jewish education during their lives (Kotler-Berkowitz, 2005). The past decade has shown an increase in almost all forms of Jewish education, including early childhood education, day schools, supplementary schools, trips to Israel, and Jewish studies classes in universities (Schick, 2009; Cohen, 2006a; Cohen, 2006b; Foundation for Jewish Camp, 2011). For example, census-based estimates suggest that the total number of children enrolled in Jewish supplementary schools throughout the United States increased by more than 35 percent, from around 170,000 in 2003–04 to approximately 230,000 students in 2006–07 (Wertheimer, 2008). There are likely more than 800 Jewish day schools in the United States, enrolling 220,000–240,000 students (Schick, 2009). With the exception of Solomon Schechter schools, enrollment in day schools generally increased during the past decade (Schick, 2009). Researchers estimate that these day schools are staffed by approximately 22,000 educators, and that an additional 28,000 educators are employed by congregational schools (Goodman, Schap, & Ackerman, 2002).<sup>1</sup> Additionally, about 10,000 counselors work every year with approximately 70,000 children and adolescents in 120–150 overnight Jewish summer camps (Cohen, 2006a; Foundation for Jewish Camp, 2011).

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<sup>1</sup> The figures provided here are an estimate based on the available literature. More recent data of number of educators across settings are needed.

## PREPARING EDUCATORS TO EXCEL IN THEIR WORK

The Jim Joseph Foundation believes that to ensure that Jewish education fulfills its important mission, Jewish education programs must be of the highest quality and build on the most recent knowledge of best practices in education. Quality education programs are expected to be enriching, engaging, and integrated into a positive and caring school climate in which all students are nurtured and teachers work collaboratively to learn, reflect on current practice, and plan for instruction. Schools and programs also must strive to meet the multiple goals of Jewish education that go beyond knowledge acquisition by seeking to engage students and their families and promote a Jewish sense of belonging (Cohen, 2008; Weissman & Weinberg, 2011).

Teacher quality also is an important component of high-quality education programs associated with positive academic and nonacademic student outcomes (Nye, Konstantopoulos, & Hedges, 2004; Rivkin, Hanushek, & Kain, 2005; Rowan, Correnti, & Miller, 2002). To be effective, today's teachers require an array of skills, including deep content knowledge, pedagogical skills, knowledge about various forms of assessment, capacity to use assessment data to inform instruction, and skills for working with a diverse set of students and collaborating effectively (Goe, Bell, & Little, 2008).

Today's Jewish day schools require new kinds of Heads of Schools and program directors who fill a variety of roles as instructional, community, and visionary leaders (Hale & Moorman, 2003). Investment in leadership can both promote the quality of existing education programs and create a workforce within schools that is both well prepared and highly motivated to envision and implement new types of educational programming (Jumpstart, The Natan Fund, & The Samuel Bronfman Foundation, 2011).

## RESEARCH ON STAFFING IN JEWISH EDUCATION

Staffing has been a challenge in many Jewish schools and programs; approximately, one-half of the administrators in Jewish day schools and supplementary schools find it difficult to attract qualified staff members (Ben-Avie & Kress, 2006). A large-scale study conducted by the Jewish Education Service of North America (JESNA, 2008) showed that the greatest shortage is for highly qualified Judaic studies and Hebrew language educators. The most desirable profile for a Jewish educator is to have degrees in both education and Judaic studies as these constitute the two main fields on which Jewish education is based.

According to the Council for Initiatives in Jewish Education (Goodman & Schaap, 2008), only about 19 percent of teachers in Jewish schools have credentials in both areas. An additional 35 percent have training in education, 12 percent in Judaic studies, and 34 percent in neither. As a result, many schools hire educators who are not fully qualified for their positions (JESNA, 2008). Research also found a shortage in qualified counselors, unit heads, and specialists for summer camps that stems from difficulties in hiring for these relatively low-paying jobs and high staff turnover (Sales & Saxe, 2004, pp. 119–138).

Teacher retention is also a problem. About 26 percent of day school teachers and 35 percent of supplementary school teachers have been in their jobs for two years or less (JESNA, 2008). Although these numbers may include newly created positions, other data suggest that these

percentages primarily reflect teacher turnover. The same survey (JESNA, 2008) also found that about one-third of day school and supplementary school teachers did not agree with the statement “I would describe myself as having a career in Jewish education.” More than half of the new teachers in Jewish day schools have relatively little teaching experience in other formal education settings (JESNA, 2008), therefore increasing the need for inservice professional development.

In a report to the Jim Joseph Foundation that summarized lessons learned from Brandeis University’s mapping project, which focused on the world of Jewish education from preschool through college, Sales (2007) concluded that:

There are staffing shortages and difficulties finding competent educators and administrators in day schools, congregational schools, summer camps, and other sectors of the field. Many of those working in congregational schools and informal education are part-time or temporary workers. They may not see this work as a career, they do not necessarily identify as professionals, and they certainly do not have the opportunities and perquisites of full professionals. (p. 3)

## OVERVIEW OF THE EDUCATION INITIATIVE

The Jim Joseph Foundation Education Initiative is a \$45 million grant program designed to increase the number, quality, and type of programs and support available to students who enter and graduate from three premier Jewish education institutions. The Initiative is premised on the Foundation’s belief that “an investment in high quality, graduate level pre-service and professional development certificate and degree programs will attract talented educators to the field of Jewish education” (RFP, p. 1).

The Foundation’s Initiative supports activities at Hebrew Union College-Jewish Institute of Religion (HUC-JIR), the Jewish Theological Seminary (JTS), and Yeshiva University (YU). The Foundation has awarded \$15 million to each of these institutions to expand educator preparation programs and to build capacity to place and support currently practicing and newly trained educators. Approximately \$3.5 million of each grant is designated to support and, in some cases, expand scholarships for existing degree programs. The institutions will serve both preservice and current educators who seek additional training. The grantees are expected to collaborate on shared priorities and program areas and to develop a plan to sustain the most successful newly developed programs after the funding ends in 2016. Each grantee submitted revised grant proposals that were approved by the Foundation in early 2010.

The Education Initiative aims to provide a wide array of graduate-level and certificate programs, each designed to meet the needs of a targeted audience of professionals, including day school teachers, camp directors, heads of Jewish day schools, and education program directors. To make programs affordable and feasible, the Education Initiative funds scholarships and offers a variety of programs tailored for the different needs of prospective students (e.g., accelerated track, online courses, blended onsite/online courses). About one-quarter of the students in programs supported by the Initiative are in full-time residential programs. Approximately one-third of the programs sponsored by the Initiative are part-time, allowing teachers and education program directors to continue their careers. Finally, the Initiative is supporting a wide range of certificate programs targeting both early career and experienced professionals. These certificate programs currently enroll about 40 percent of individuals supported by the Initiative.

## THE MAIN COMPONENTS OF THE EDUCATION INITIATIVE

The Education Initiative aims to increase the number and quality of Jewish education professionals through multiple strategies. Exhibit 1 on page 9 shows a logic model of the overall structure of the Education Initiative. As shown in this figure, there are five main types of efforts conducted by each grantee, which are divided into two main categories.

The first category, **Program Development**, includes three types of efforts as follows:

1. **Recruitment and Financial Assistance.** All of the grantees proposed increasing the number of qualified students applying for and enrolling in their new and existing programs. Meeting these targets required additional recruitment and marketing strategies, including design of web-based and print materials, development of a messaging strategy, and leveraging dissemination opportunities (e.g., national conferences) to raise awareness of the programs available. The grantees increased the number and dollar amount of scholarships available to attract talented applicants.
2. **Educator Programs.** The grantees developed, piloted, and implemented degree and certificate programs for new and veteran educators and individuals aspiring to educational leadership roles. Some of these programs were established in partnerships with schools and organizations, and were piloted in alignment with the educational context of these organizations. Program development involved hiring new faculty members to develop and direct the new programs; consulting with experts, advisory committees, and partnering organizations; and piloting new modules and technologies. Development of new programs and enhancement of existing ones involved strengthening other parts of each institution's infrastructure, including the online application and student information systems.
3. **Placement and Induction.** Both job placement and support for newly placed program graduates are important components of the Initiative. Placement refers to assistance provided by the institution in matching recent program graduates to employers. Placement support took different forms, from individual consultation to job preparation courses to an online job search platform. Induction includes several types of activities (e.g., mentoring, coaching, professional development, and networking) to help new graduates succeed as educators and, in doing so, encourage them to develop careers in Jewish education. In some cases, induction programs helped new teachers adapt to their positions and assisted schools in creating a welcoming environment for new hires.

As the blue arrows in the logic model signify, these three types of efforts together build a pipeline that begins with outreach activities to identify and recruit talented candidates, continues with the retention of committed students, and ends with placement and support to alumni in their workplaces, including continued opportunities to further their professional growth.

The second category of activities in the logic model is **Infrastructure Building**. There are two aspects to these efforts as follows:

4. **Collaboration.** The three institutions identified a common area for collaboration, namely the use of technology for course development and instruction. Additionally, the faculties of the three institutions have begun communicating about experiential Jewish education. Also, HUC-JIR and JTS jointly developed a leadership institute for early childhood education.
5. **Sustainability.** The three institutions began working on strategic plans, long-term fundraising campaigns, and upgraded data systems to enable better decision making for program sustainability and capacity building.

Exhibit 1. Logic Model of the Jim Joseph Foundation Education Initiative

Inputs Where did it start?	Activities What was done?	Outputs How many achieving/keeping? How well?	Outcomes What changed as a result of the activities?		
			Short-Term	Intermediate	Long-Term
Program Development	Recruitment and Financial Assistance	Increasing <b>number</b> of inquiries, applications, and participants in recruitment activities  Low <b>dropout</b> (application to enrollment)  Students/referral sources <b>report</b> activities were of high quality	Increased <b>interest</b> of high-quality candidates  Increased <b>knowledge and use</b> of effective strategies	Larger <b>pool</b> of high-quality prospective students	<b>Candidates</b>  Sustained increased streams of <b>high-quality candidates</b>
	Educator Programs	Increasing <b>numbers</b> in programs  Low <b>dropout</b> (enrollment to graduation)  Alumni <b>report</b> usefulness, use, and transferability of induction  Employers <b>report</b> satisfaction	Increased student <b>retention, progression, and completion</b>  Increased <b>knowledge and use</b> of effective strategies	Increased student retention, progression, and <b>completion</b>  Increased employer interest	<b>Graduates</b>  Sustained, increased networks of newly trained and <b>well-prepared Jewish educators</b>
	Placement and Induction	Increasing <b>number</b> of induction participants and graduates placed, continuing, or advancing  Low <b>departure</b> (from program and pipeline)  Alumni <b>report</b> usefulness  Employers <b>report</b> satisfaction	<b>Placed, retained, or advanced</b> in professional settings  Increased <b>knowledge and use</b> of effective strategies	Increased number placed, retained, or advanced in <b>education settings</b>  Increased employer interest	<b>Educators</b>  Sustained, increased networks of graduates <b>placed, retained, or advanced in education settings</b>
Infrastructure Building	Collaboration	Staffed to capacity to operate the initiatives effectively  Engaged potential inter- and intra-institutional partners	Established partnerships and collaborations, including piloted at least one inter-institutional collaboration	Maintained, refined, and expanded more successful collaborations	Institutionalized best practices in collaboration
	Sustainability	Identified practices to sustain the most successful programs	Made steps to sustain the most successful of the programs (e.g., designated giving campaigns)	Reached 50% sustainability for the most successful programs	Reached 100% sustainability for the most successful programs

Exhibit 2 below lists the programs developed and supported through the increased number of scholarships using Jim Joseph Foundation Education Initiative funds. As this table shows, the allocation of financial assistance for existing programs in order to attract eligible candidates began with the start of the Initiative. One new program was launched in 2009–10, seven new programs were launched in the 2010–11 academic year, and nine programs were launched in 2011–12. Three programs will be launched in 2012–13.

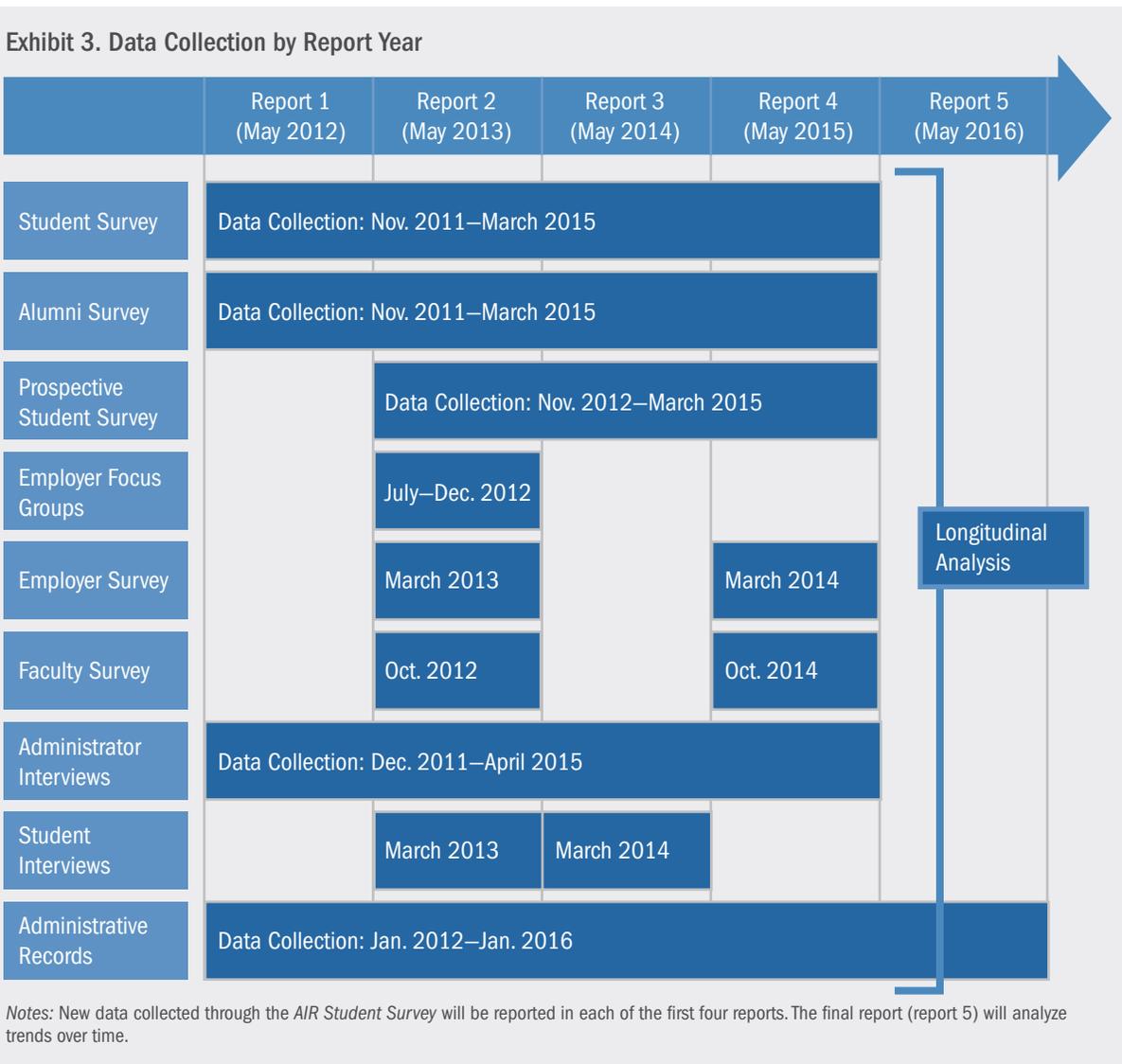
<b>Exhibit 2. Programs Developed and Scholarships Awarded with Jim Joseph Foundation Education Initiative Funds</b>	
<b>Institute</b>	<b>Programs and Scholarships</b>
<b>Start Year: 2009–10</b>	
HUC-JIR	Scholarships to residential master’s students and internship stipends
JTS-Davidson	Executive Doctoral Program
JTS-Davidson	Reinstated Visions and Voices (a 10-day Israel seminar)
JTS-Davidson	Increased number of fellowships for students in Davidson School’s doctoral and master’s programs
YU-Azieli	Financial assistance to Azieli graduate students
YU-CJF	Experiential learning missions
YU-Stern	Increased number of scholarships to attract students to master’s degree in Biblical and Talmudic Interpretation
YU-Stern	Graduate-level courses for senior students (BA/MA program)
<b>Start Year: 2010–11</b>	
HUC-JIR	Executive Master of Arts (EMA)
HUC-JIR	A joint rabbinical-education program in Cincinnati and a cantorial-education program in New York
YU-IUP	Certificate in Differentiated Instruction (DI)
YU-IUP	Certificate in Educational Technology (ET)
<b>Start Year: 2011–12</b>	
HUC-JIR	Certificate in Jewish Education Specializing in Adolescents and Emerging Adults (CAEA)
HUC-JIR and JTS-Davidson	Jewish Early Childhood Education Leadership Institute (JECALI)
JTS-Davidson	Israel semester program (Keshet Hadash) for master’s students
JTS-Davidson	Master of Arts in Jewish Education with a focus in Jewish Experiential Education
JTS-Davidson	Jewish Experiential Leadership Institute (JELI)
YU-Azieli	Accelerated Master’s Program
YU-Azieli	School Partnership Master’s Program
YU-CJF	Innovators Circle
YU-CJF	Certificate in Experiential Jewish Education (EJE)
YU-IUP	New Teacher Induction Program
<b>Start Year: 2012–13</b>	
HUC-JIR	Induction and Retention Initiative
YU-Azieli	Azieli Online Master’s Program
YU-IUP	Certificate in Online/Blended Instruction

Notes: CJF = Center for the Jewish Future; Stern = Stern College for Women; Azieli = Azieli Graduate School of Jewish Education and Administration; IUP = The Institute for University-School Partnership; Davidson = The William Davidson Graduate School of Jewish Education; HUC-JIR = Hebrew Union College-Jewish Institute of Religion; YU = Yeshiva University; JTS = Jewish Theological Seminary.

## PURPOSE OF THE EVALUATION

The Jim Joseph Foundation asked American Institutes for Research (AIR) to evaluate the extent to which the five goals of the Education Initiative (see pages 4–5 ) have been reached. Essential aspects of the AIR evaluation involve tracking and assessing the Jewish educator pipeline assisted by the grants; collecting information about student experience and the impact of the Education Initiative on that experience; documenting the knowledge, resources, and collaboration that have developed from the Initiative; and monitoring the progress of the grantees in creating the conditions to sustain these programs as support of the Initiative winds down.

The purpose of the Year 1 report is to provide an overview of the two-year program development phase of the Education Initiative. Future reports will report on a wider variety of data (e.g., employer and faculty surveys, interviews with students and alumni) and a deeper examination of pipeline data (e.g., number of applicants, matriculating and graduating students, job placements) over the course of the Education Initiative. Exhibit 3 presents the data collection activities that AIR will conduct for each of the five evaluation reports.



This Year 1 report uses data obtained through interviews conducted from December 2011 through March 2012 with the presidents, deans, and project coordinators in the three institutes as well as administrative data received from grantees and an online student survey administered in November 2011. The Year 1 report addresses the following four questions, which are aligned with the goals of the Education Initiative:

1. **Recruitment:** What marketing and recruitment activities did grantees undertake or expand? What were the outcomes?
2. **Student Experience:** How do students perceive the impact of the programs on their personal and professional growth?
3. **Collaboration:** How has inter-institutional collaboration evolved since the start of the Education Initiative?
4. **Sustainability:** What initial steps have grantees taken to ensure the sustainability of these programs?

## DATA ANALYSIS IN YEAR 1 OF THE EVALUATION

This report uses data collected through online surveys, administrator interviews, and pipeline data from administrative records.

### Online Surveys

Most of the empirical analysis conducted for this report is based on responses to the online Current Student Survey. The student survey (Appendix A) included more than 60 questions about factors affecting application and enrollment, program impact on personal growth and preparedness for professional roles, program strengths and weaknesses, and respondents' professional and demographic characteristics. E-mail invitations were sent to all currently enrolled students in 17 programs across the three institutions. Of the 281 students who were contacted, 213 students took the survey, representing a high overall response rate (76 percent).<sup>2</sup> The response rate varied by institution, with response rates of 86 percent, 81 percent, and 66 percent for HUC-JIR, YU, and JTS, respectively.

The Alumni Survey (Appendix B) was also developed for the purpose of this evaluation and included more than 60 questions about what alumni expected from their program of study, their experience in the program, the impact of the program on their professional development, and information on current job and salary, plus demographic characteristics. The number of alumni who have completed programs supported by the Education Initiative, and contacted for survey completion, is small at this time—50 alumni in all. Thirty-four alumni completed the survey, representing a response rate of 68 percent.

For the analysis of the YU Differentiated Instruction (DI) and Educational Technology (ET) certificate programs, we combined responses to identical questions in the Alumni and Current

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<sup>2</sup> According to the current standards of the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), an acceptable level of attrition (or nonresponse in the case of surveys as the measurement mode) is at the 0–50 percent interval (nonresponse rate is calculated as a 100 percent response rate). A nonresponse rate that is higher than 50 percent and lower than 60 percent is associated with a low level of potential bias. A nonresponse rate that is higher than 60 percent is associated with a high level of potential bias. Because the nonresponse rate in this study is 24 percent, it reflects a nonsignificant potential bias.

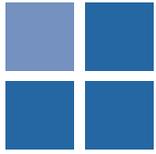
Student Surveys. ET and DI students who have taken the Alumni Survey completed their program two months prior to the survey. ET and DI students who took the Current Student Survey were only a few weeks into the program. Of 112 certificate students contacted, 85 students took the survey, representing a high response rate of 76 percent.

### **Administrator Interviews**

Interviews with presidents, deans, and project coordinators of Education Initiative-funded programs were conducted from December 2011 through March 2012. These structured one-hour interviews focused on the changes that have taken place within each institution since the Initiative began, the grantees' vision for successful student recruitment, steps to ensure sustainability, the accomplishments and challenges associated with inter-institutional collaboration, the level of support received from the Jim Joseph Foundation, and plans for the following year of the Initiative.

### **Administrative Records**

Administrative records were collected for students who received financial assistance through the Education Initiative. Information collected included 42 variables (Appendix C), such as gender, preprogram state of residence, enrollment status, reasons for leaving the program (if applicable), program start date, expected and actual graduation dates, preprogram and current employment, practicum placement information (if applicable), and employment after graduation.

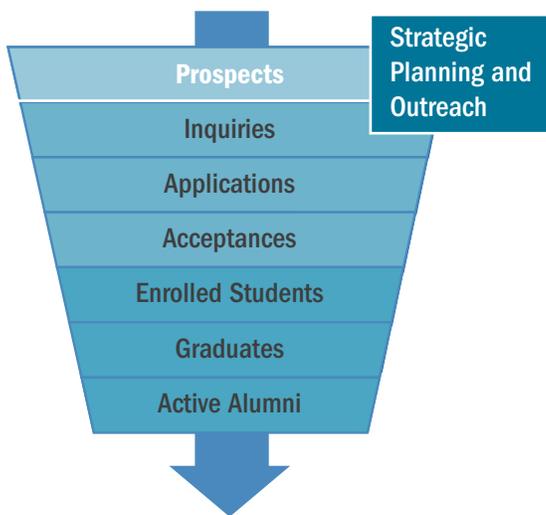


## GOAL 1. Increase the Number of Highly Qualified Individuals Enrolled in Preservice and Inservice Jewish Education Programs

This section presents an overview of the recruitment strategies and outcomes for programs supported by the Education Initiative. We use the concept of a recruitment funnel, with three tiers of communication between an institution and a prospective student as follows:

1. *Strategic Planning and Outreach:* Program directors identify the market. Recruitment directors conduct outreach efforts to disseminate program information.
2. *Admissions Support:* Program directors and admissions staff answer inquiries and, in some cases, invite students to preapplication interviews, tours, or other introductory activities to determine the extent to which the program is a good fit for the student.
3. *Support After Entry and Graduation:* Enrolled students receive support to address obstacles to continued enrollment, career-preparation assistance, and postgraduation programming such as new teacher induction and alumni connections.

### STRATEGIC PLANNING AND OUTREACH



#### FINDING 1: Strategic planning and outreach of all grantees leveraged existing relationships with schools, camps, organizations, and alumni.

The most effective strategies were those that built on established grantees' connections and networks (e.g., YU connections with modern Orthodox Jewish day schools, JTS networking in Ramah camps, HUC-JIR associations in congregations) to announce the new programs and scholarships.

For most programs, an effective strategy was a “tap on the shoulder” by a rabbi, program director, school head, colleague, or friend of a prospective student. According to survey results, 43 percent of the survey sample learned about the program/scholarship this way.

Current students also play an important role in recruitment. Nearly one-third (29 percent) of the survey respondents reported that a student currently enrolled in the same institution influenced their decision to apply. Additionally, the majority of the survey respondents (67 percent) already recommended their program to others. On average, each of these students provided information about the program to four people.

#### FINDING 2: Master's students decided to enroll in their institutions based on financial aid, prestige of the university, reputation of the faculty, specific aspects of the curriculum, and social climate of the institution.

All master's students and most certificate program students (76 percent) reported that the availability of financial assistance was an influential factor in their decision to apply to a certain

institution. Most of the master's students regarded the prestige of the university and reputation of the faculty as important factors (89 percent each). These factors were not as important to certificate program students (51 percent and 43 percent, respectively).

As expected, specific aspects of the curriculum (e.g., opportunity to study Jewish texts) were more important to master's students (89 percent) than to certificate program students (53 percent). Location was also more important to master's students (83 percent) than to certificate program students (60 percent). Finally, knowing that the program provides a supportive environment encouraged most master's students (78 percent) to apply compared to 60 percent of certificate program students.

The importance of financial aid was reinforced by another survey item that asked respondents if they would have enrolled without financial assistance. More than one-half (56 percent) of current students would not have enrolled in the program if financial assistance was not available. About one-third (30 percent) answered that they would have enrolled anyway, and 16 percent indicated that they would have enrolled at a later time. Qualitative data suggested that many of the students were not able or willing to take out loans or spend their family budget on graduate-level programs.

### **FINDING 3: Outreach efforts reached individuals who otherwise would not consider preservice or inservice learning opportunities.**

Not all of the prospective students who applied and enrolled in the programs sponsored by the Initiative were actively seeking graduate programs or professional development programs at the time they were recruited. Outreach efforts at conferences and college campuses helped prospective students consider the career opportunities that a graduate degree or a certificate could offer them. Only one-third (34 percent) of the students and alumni surveyed reported that they would have sought other learning opportunities had they not been accepted into the program.

These respondents included all of the students currently enrolled in the HUC-JIR Executive Master of Arts (EMA) program, most of the students currently enrolled in the YU Experiential Jewish Education certificate program, many of the students currently enrolled in the HUC-JIR Master of Arts in Jewish Education program and Master of Arts in Religious Education program, and many of the alumni who recently completed the YU Certificate in Educational Technology program. None of these students were from JTS.

Only a small number of the survey respondents (37 students) actually applied to other schools as well as their current program. Other students reported that if they had not been accepted to the program, they would have stayed at their current workplace (35 percent), looked for a new job (18 percent), or sought a career change (5 percent). Across the three grantees, most (81 percent) of the students who applied to other schools were accepted to those schools as well (including Brandeis University, the Graduate Theological Union, Hebrew College, American Jewish University, the Hebrew University in Jerusalem, New York University-Steinhardt School of Education, Rutgers University, George Washington University, and the University of Maryland). About one-half (57 percent) were offered financial assistance by the other schools that accepted them.<sup>3</sup>

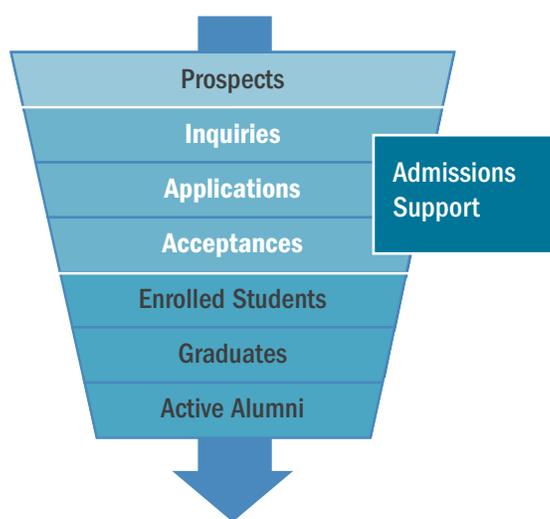
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<sup>3</sup> These data should be interpreted with caution due to the small sample size.

**FINDING 4: Since 2009, the number of inquiries to the institutions has increased. However, the ratio of inquiries relative to program seats ranged from 3:1 to 5:1.**

All grantees reported a substantial number of inquiries (defined as students who had contacted the institution through any source, such as phone, e-mail, or website). JTS reported an increase in the number of inquiries about their master’s program, from 124 in 2009 to 197 in 2012, with a larger number of inquiries directed toward the new Experiential Learning Initiative (ELI) track compared to the other master’s tracks. YU reported addressing around 200 inquiries about their new programs in 2010–11. HUC-JIR reported that, for the EMA program alone, they addressed 79 inquiries for 2011–12 admissions and 94 inquiries for 2012–13 admissions. Relative to the programs’ enrollment goals, the number of inquiries may be considered low, with three to five inquiries for each available seat.<sup>4</sup>

## ADMISSIONS SUPPORT



**FINDING 5: A rigorous review process identified top-quality candidates who not only had the academic qualifications for admission, but also the skills and experience to ensure program completion and the successful application of skills in the workplace.**

All grantees maintained a review process that gave careful consideration to all of the credentials presented by the student as they assessed the range of abilities and level of preparedness needed for successful completion of the degree program. Holistic review ensures that no single factor leads to either accepting the student or excluding the student from admission. This practice is aligned with the Educational

Testing Service (ETS) in its *Guide to the Use of Scores* (ETS, 2011), which recommends that the use of standardized tests alone (e.g., the GRE [Graduate Record Examination]) does not and cannot measure all of the skills associated with academic and professional competence.

Interviews with grantees revealed that the level of readiness of prospective students was an important factor in the admissions process. Specifically, grantees believed in the need for rigorous admission standards to identify candidates who were most likely to successfully complete program requirements. Strong candidates benefitted from maturity and life experiences that informed their studies and practice.

Grantees used a variety of strategies for rigorous screening of the candidates. Examples of these strategies include HUC-JIR’s requirement for a preapplication interview, expanded application forms (YU’s new Teacher Induction program), and a 45-second autobiographical video (YU’s Certificate in Experiential Jewish Education program). The HUC-JIR EMA program included a mandatory 7-week online course in the application process. Project directors analyzed applicants’ reasons for leaving this 7-week course to inform future screening of applicants to the EMA program.

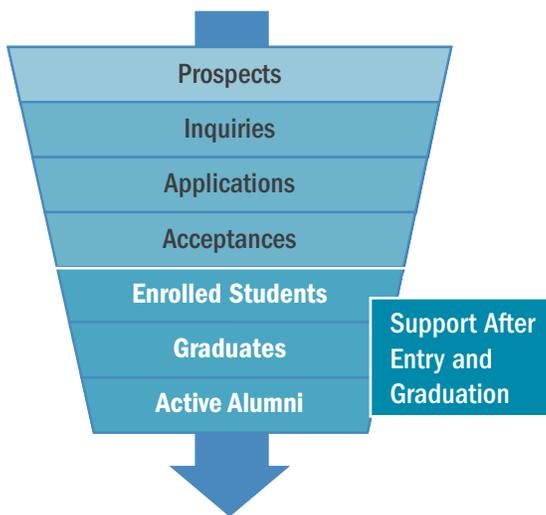
<sup>4</sup> Enrollment goals are based on grantees’ annual report to the Jim Joseph Foundation and budget information.

Interviews with grantees indicated that they seek students with a strong existing background in Jewish studies (which may include but are not limited to Jewish life, literature, law, ritual, and text studies), so that programs can focus on pedagogical and educational management issues. This background, combined with high-quality educator preparation programs, can help graduates become leaders and role models at their schools and organizations.

Strong candidates were expected to understand the time commitment needed to meet the rigorous program requirements. This was a particular challenge in the online certificate programs because most school staff and school leaders did not have prior experience with such programs and often misjudged the commitment needed. This resulted in the attrition of several students immediately after the start of the program.

Employers of part-time students were expected to demonstrate readiness to support their employees. Employers were expected to relieve employees of some responsibilities at their workplace to enable completion of program requirements. For example, HUC-JIR asks institution leaders who employ candidates in the EMA program to sign off on the professional participating in the program indicating their understanding that a significant time away from work is involved. For example, it was important to ensure that an employer would not try to prevent a student from attending an out-of-town seminar or to require students to use their vacation time for such purposes.

## SUPPORT AFTER ENTRY AND GRADUATION



**FINDING 6: Most programs did not have a high number of dropouts. The first cohorts of the Differentiated Instruction and Educational Technology certificate programs were exceptions. However, the number of student dropouts in these programs decreased in the second cohort.**

According to administrative records, most programs sponsored by the Education Initiative did not have significant numbers of student dropouts. The Davidson master's program had five dropouts across all cohorts.

The HUC-JIR Certificate in Adolescence and Emerging Adulthood program had just one. In contrast, nearly half of the first cohort (2010–11) of students in the Differentiated Instruction (nine students) and Educational Technology (eight students) certificate programs dropped out. Most of these students left the program early after they realized that they would not be able to meet the time and study requirements of their programs. The number of student dropouts in the second cohort of these programs was lower but still substantial (six and three students, respectively, for the Differentiated Instruction and Educational Technology certificate programs).

## INCREASING THE NUMBER OF QUALIFIED EDUCATORS: DISCUSSION

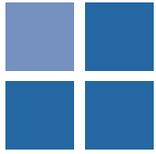
Recruitment for graduate-level programs is a complex task with multiple indicators of success, such as the proportion of entrants who successfully complete the program, job placement rates for graduates, average salaries and promotion rates, and the general satisfaction of students.

The issue of successful recruitment is financially important as well. For example, unsuccessful recruitment can lead to mismatches between entrants and the program, and result in students eventually dropping out. The cost of dropouts to institutions is substantial as it includes wasted scholarship money, lost program operation money, and fewer qualified educators for formal and informal Jewish education programming. Lack of understanding of program requirements was the most frequently cited reason for student dropout, especially for the online certificate programs.

Our finding of student attrition in online certificate programs mirrors challenges experienced by higher education institutions across the nation, showing that dropout rates in online degree and certificate programs are several times higher than dropout rates in on-campus programs (Lee & Choi, 2011; Park & Hee Jun, 2009). An accumulating body of research has reported that learning online can be a daunting task for many adult learners because they must not only handle work, family, and community responsibilities but, in addition, must find time to study and learn online. Some of these students are not ready for the demands of a rigorous course or learning new content through a different mode of learning (Lee & Choi, 2011; Park & Hee Jun, 2009).

The admissions process also has implications for the experience of matriculating students. As discussed in more detail in Goal 2, interactions with peers within the same cohort are a meaningful part of the student experience. Students benefit from interacting with other professionals who bring with them their own experience and knowledge of what works in the Jewish classroom. Therefore, recruiting a cohort of the “best and brightest” can lead directly to high student satisfaction with and learning in the program.

Both program development and recruitment for Education Initiative programs must take into consideration market trends. To address these trends, programs need to build on rapidly evolving technology to meet the financial and family needs of prospective students by offering a variety of alternatives in terms of credentials (e.g., a certificate rather than a master’s degree in experiential Jewish education), modes of delivery (e.g., online learning combined with seminars during school vacations), and schedule (e.g., an accelerated track). With a large menu of options available, recruiters can explain to potential students that it is easier than ever to obtain a master’s degree or certificate in Jewish education.



## **GOAL 2.** Make Programs Available That Prepare Educators and Education Leaders to Teach, Inspire, and Enrich Education Experiences in a Variety of Settings

This section describes how the programs sponsored by the Education Initiative created a positive experience aligned with students' personal and professional goals, and influenced their professional self-esteem as well as their work in education settings.

### **STUDENTS' PROFESSIONAL GOALS**

**FINDING 1:** Across programs, the top goals for students were to improve pedagogical knowledge, learn about curriculum development, and transform Jewish education in their community.

Most often, students came to the program to gain practical knowledge for working in education settings. The top four goals of both current students and alumni included improving their pedagogical knowledge (68 percent), increasing their knowledge of curriculum development (63 percent), transforming Jewish education in their community (58 percent), and gaining professional skills that could be applied across a variety of settings (53 percent). The fifth most highly ranked goal across all students was to broaden their knowledge of Judaism for personal growth (50 percent).

Appropriately, the priority goals varied across programs. For example, the most popular goal of students in the Educational Technology certificate program at YU was to improve their educational technology skills (56 percent), whereas the most popular goal for Davidson Executive Doctoral students was improving their research skills (83 percent).

In other programs, personal goals were more commonly reported; the top goal of HUC-JIR residential master's students was to broaden knowledge of Judaism for personal growth, and the second most common goal of Davidson School Jewish Experiential Education students was to build ties within the Jewish community. Three goals were never ranked as number one: gaining a practical teaching experience in the classroom, improving Hebrew skills, and changing one's career path.

**FINDING 2:** Many students in Education Initiative programs were satisfied with the extent to which the curriculum was relevant to their goals. Experienced educators and current leaders were less likely to report high satisfaction with the curriculum.

One of the student survey's open-ended questions asked students to indicate the top two strengths of their program. One-half (49 percent) of the students commended the rigor, practicality, and relevance of their program. Similarly, one-half of the students (51 percent) reported that the actual course content was the program experience they valued the most.

Current students were also asked to indicate the top two challenges of their program. Overall, there was no agreement among respondents with regard to challenges both within and across programs. One exception was an indication by 17 percent of the sample that the curriculum

was not rigorous enough. These respondents either held leadership roles in their workplaces (for example, as directors of education programs) or expected to work in a leadership role after graduation. Their responses indicate that some courses did not provide enough new information to those who came with substantial educational experience, and were not intellectually stimulating or innovative enough for these leaders. An additional 6 percent of the students indicated that the curriculum was lacking an in-depth focus on subgroups of students such as those in the primary grade levels and students with special needs.

### **FINDING 3: Overall, students were satisfied with the knowledge of their instructors and their relationship with the faculty.**

When students were asked to think specifically about one faculty member who influenced them the most, 79 percent agreed or strongly agreed that this faculty member was accessible and responsive, interested in their well-being, and cared about their academic progress. Additionally, 76 percent of the students agreed or strongly agreed that this faculty member was knowledgeable, and modeled Jewish life and pedagogical skills. When students were asked to think about two key strengths of their program, more than one-third (35 percent) indicated that the program faculty was a major strength. Specifically, students referred to the knowledge, reputation, and individual attention of their instructors.

## **PROGRAM IMPACT**

### **FINDING 4: Across programs, students reported a positive impact on their practice at their workplaces, on their knowledge of Jewish education, and on their attitudes towards working in Jewish education.**

More than 80 percent of current students agreed or strongly agreed that their program affected them professionally in three areas: increasing their knowledge of Jewish education (93 percent), changing their thinking about Jewish education (82 percent), and increasing their interest in getting others involved in Jewish education (79 percent). Similarly, more than 80 percent of students rated their program as effective or very effective in developing the knowledge and skills they needed for their work.

Students have already put their knowledge to work. All surveyed alumni and nearly all current students (92 percent) reported they had applied the knowledge and skills from their program to their jobs. Specifically, they applied their knowledge and skills to curriculum planning (43 percent), aligning instructional practices in the classroom with students' needs (31 percent), revisiting school or organizational practices (15 percent), leadership and management work (13 percent), and creating a positive learning environment at the school (7 percent).

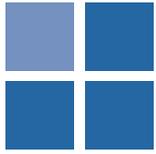
## **PREPARING EDUCATORS: DISCUSSION**

Survey data about students' program experience reveal that investment in educator preparation programs pays. Most students reported that they benefitted both personally and professionally from their program, and some of them were already using the knowledge they acquired from their course of study.

The particular value that survey respondents attached to personal attention by instructors, mentors, advisors, and other influential faculty members is supported by other research about the relationship-focused aspect of effective teacher education programs, which may include mentoring, building a community of practice, and providing a supportive, caring learning environment (Richards, 2010). These elements have been supported in the general literature and also connected to the needs of professionals in Jewish education (Isaacs, O'Brian, & Rosenblatt, 2011).

Research also supports the value that students assigned to interacting with other students. Researchers have found that while connections among students in the same cohort do not have an impact on students' academic success, they do have a positive impact on students' social experiences and their perceptions of their academic achievement in life (Fallahi & Gulley, 2008).

The rigor of programming and positive student experience are directly related to being able to recruit future cohorts of talented students. Institutions need to maintain their reputation in delivering high-quality educators. Moreover, as indicated in Goal 1, recruitment efforts depend in large part on alumni support. Therefore, institutions must continually strive to keep their students satisfied. However, some of the program components that contribute to high student satisfaction are relatively costly to implement (e.g., a personalized learning environment). Goal 3 discusses the challenge of cost-effective operation and long-term sustainability of high-quality programs for Jewish educators.



## **GOAL 3.** Identify Areas of Programmatic and Inter-Institutional Collaboration that Can Improve Program Quality and Make Improvements Sustainable

This section focuses on the inter-institutional collaborative efforts of HUC-JIR, JTS, and YU. This information is based on interviews with grantees and the draft collaboration memo submitted to the Jim Joseph Foundation in January 2012.

### **IDENTIFYING A COMMON GOAL**

HUC-JIR, JTS, and YU proposed an inter-institutional collaboration focused on learning how to use technology for instruction. The grantees identified the following five goals for the collaboration:

1. To enhance the quality of instruction and learning with educational technology in multiple modalities.
2. To improve the design and implementation of online and hybrid/blended teaching and learning for all of our institutions.
3. To capitalize on the power of peer learning, in addition to expert guidance, as an intrinsic part of faculty professional development.
4. To provide a framework of inter-institutional cooperation that potentially leads to other self-directed, collaborative activities.
5. To discover a collegial common ground regarding knowledge sharing and joint learning across denominational lines, opening the door to greater dialogue and an enhanced sense of *k'lal Yisrael* among those engaged in the Jewish education enterprise at the higher education level.

To reach these goals, the grantees proposed, and the Jim Joseph Foundation approved, the eLearning Fellowship Program. The program will allow selected faculty members, eLearning staff, and administrators from HUC-JIR, JTS, and YU to dedicate a percentage of their time to study distance learning, as well as the wider field of e-learning and educational technology. The eLearning Fellowship Program will include a broad range of activities, such as symposia with guest lecturers and experts, minicourses with outside experts, and attendance as a joint institutional team at national conferences and professional meetings about the use of technology.

The grantees anticipate that the technology collaboration can influence a variety of measurable long-term outcomes. These outcomes include a higher number of faculty members who are knowledgeable about the use of instructional technology, greater sharing of knowledge and resources among faculty, increased use of technology in course design and instruction, and higher satisfaction of students who are receiving program support for using technology effectively.

At the time of this report writing, the technology collaboration had not yet begun. As the eLearning Fellowship Program begins and data become available, future evaluation reports will describe the extent to which this initiative is reaching its goals. However, it is important to note

the progress made thus far in terms of identifying common areas for collaboration. The rest of this section is based on interviews with grantees and aims to describe the conceptualization of collaborative relationships.

### **FINDING 1: Collaborative efforts have increased communications among the three grantees.**

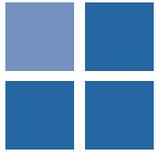
Institutional leaders and faculty have supported collaborative efforts. As part of the Education Initiative, the YU president, HUC-JIR president, and JTS chancellor have met annually. While all leaders set clear limits to ensure that the collaboration should not be interpreted as ideological or religious agreement, they expressed the belief that these meetings and the possibilities of collaboration are of potential historical significance. All leaders believe that even more important is the fact that the faculties of the three institutions regularly meet and engage in ongoing conversations. As a result of these conversations, other types of collaboration have already taken place. The Jewish Early Childhood Education Leadership Institute (JECLEI), jointly developed and led by HUC-JIR and JTS, was launched in 2012. Also, YU, JTS, and HUC-JIR have begun discussions around experiential Jewish education. The grantees differ in the conceptualization and goals of their experiential education programs, yet they see the usefulness of communications among program directors. According to interviews with YU, attending conventions and conferences on experiential education may present opportunities for collaboration, such as supporting the dissemination of information about available experiential education programs. For example, program directors from the three institutions presented side by side in the Jewish day school conference at the session “Linking the Day School Setting and Experiential Jewish Education” and in the Limmud Conference at the session “What Is Experiential Learning in a Jewish Context?”

### **FINDING 2: The technology collaboration is taking place at a time when all three grantees are exploring online instruction and, at the same time, struggling with the issue of ensuring the quality of online instruction.**

The fact that all three grantees have incorporated online learning into at least one of their new programs indicates awareness of the benefits of this mode of learning. However, there is still skepticism about whether online learning is appropriate for all courses and for all students. Interviews indicated that some faculty members have concerns about the extent to which online instruction can train professionals to the same level as traditional face-to-face instruction. Differences among the grantees regarding technology also present challenges to their collaborative efforts as each institution is entering the collaboration with different levels of technology familiarity, use, and needs.

## **IDENTIFYING AREAS FOR COLLABORATION: SUMMARY**

The Education Initiative encouraged grantees to increase cross-communication and interaction and to identify common goals for collaboration. Generally, representatives from all grantees indicated that collaboration with other higher education institutions (both other grantees and others) is a valuable and enriching experience. Enhanced integration of technologies into the classroom for improved pedagogy and networking emerged as a joint goal for collaboration, which can promote understanding of best practices in Jewish education. Grantees’ plans for the eLearning Fellowship Program demonstrated commitment to furthering their collaboration.



## **GOAL 4. Develop Institutional Capacity and Infrastructure That Will Enable Future Educator Programs**

The Education Initiative enables new programs, new staff, more scholarships, new recruitment initiatives, and greater supports for placement, new teacher induction, and induction for individuals in new educational leadership roles. Analysis of interviews with grantees revealed three main strategies that can potentially contribute to sustainability of the activities funded by the Education Initiative: fundraising, new business development, and reducing program operating costs. These three strategies are described below.

### **FUNDRAISING**

#### **FINDING 1: Identifying donors who are interested in educator programs and forming partnerships with communities and other institutions of higher education are potential sources of revenue to sustain and scale up programs.**

Based on interviews with grantees, the Education Initiative has been a presidential priority at all three institutions, and the presidents have expressed their high level of support to the continuation of the programs if they are able to cover their operating costs. All three grantees assume that only a small portion of the revenues can realistically be obtained from student tuition. Most students will likely take up teaching positions with relatively low salaries; therefore, assistance in the form of student loans would not promote recruitment of talented candidates. Additionally, budget cuts have reduced the ability of day schools and congregational schools to support the professional development of their staff. Annual giving and endowment funds are therefore crucial to successfully sustain and scale up programs.

YU manages multiple parallel fundraising efforts to sustain programs housed in the Azrieli Graduate School of Jewish Education and Administration, Center for the Jewish Future (CJF), and Institute for University-School Partnership. In 2012, David J. Azrieli, in honor of his 90th birthday, awarded a \$10 million donation (\$1 million per year over the next 10 years) from his foundation to the Azrieli Graduate School of Jewish Education and Administration. According to YU, a significant proportion of this \$1 million per year will replace the Jim Joseph Foundation funds to provide scholarships for new and existing Jewish education graduate students. Additionally, in 2011, YU hired a fundraiser who will primarily focus on raising funds for scholarships to support the training of new teachers. This focus on scholarship funding is part of the university's \$1 billion dollar capital campaign.

According to YU, the Center for the Jewish Future also attracts significant funds that are not restricted to any particular program, but that sustain the entire enterprise, including those programs for which seed money is no longer available. During the 2011–12 academic year, the CJF raised more than \$1 million in donations. According to YU, the CJF will focus on sustaining the Experiential Jewish Education certificate program to replace the funds provided by the Jim Joseph Foundation.

In 2011, the Institute for University-School Partnership hired a fundraiser with experience in the foundation and federation worlds to be responsible for the Institute's fundraising efforts. As of May 2012, she has been successful in raising more than \$500,000 for a multitude of Institute programs. These contributions were from individual donors, federations, and foundations such as AVI CHAI, Kohelet, and Circle of Service. The Institute believes that the Jim Joseph Foundation funds signaled to the broader philanthropic community that its programs, which are gaining increased attention from Jewish day schools, are worthy of communal support.

HUC-JIR has engaged in intensive fundraising work. As of May 2012, HUC-JIR has raised \$72.9 million for its comprehensive campaign, which has a goal of \$138 million. Funds raised to date include \$32.2 million in new gifts and pledges that are designated for its endowment. The campaign will support the operating costs of education programs, both nationally and at the Los Angeles and New York campuses. In addition, HUC-JIR is exploring the possibility of creating endowed chairs for outstanding faculty, such as Michael Zeldin. The next step in campaign planning, which will take place during the summer of 2012, is to more finely assess specific school and campus endowment targets.

Towards the end of 2011, the JTS William Davidson Graduate School of Jewish Education received a grant from the AVI CHAI Foundation for the purpose of strategic and business planning that will enable it to strengthen its mission implementation and long-term financial position. Experts from Eduventures and ALC Consulting were contracted to develop the strategic plan, which will articulate the mission statement of the Davidson School and develop a coherent plan for maximizing efficiencies in resource allocation across programs and projects. The Jim Joseph Foundation Education Initiative provided support for personnel costs of Davidson School staff involved in the strategic planning. This strategic plan is anticipated to serve as a tool for gaining the interest and trust of potential funders.

## **NEW BUSINESS DEVELOPMENT**

**FINDING 2: Using technology for online instruction can provide education to individuals who otherwise would not enroll in educator programs. However, online instruction is not necessarily less expensive than traditional instruction.**

All grantees have explored technology options and developed at least one online or blended (online learning supplemented by in-person seminars) course as part of the Education Initiative. The technology of online learning allows for recruiting from a larger pool of geographically remote students who are otherwise unable to take classes at the institutions' campuses. Interviews with grantees indicated that there is great hope for market demand for the online programs. However, all grantees are struggling with the question of the comparability of online learning to traditional instruction. A common question was whether the same quality classroom discussions can also take place in an online course.

Online programs help educators obtain education while keeping their job. A potential alternative to online courses is bringing instruction into the workplace. For example, as part of the Education Initiative, the YU School Partnership Master's Program offered classes over five semesters to educators who wished to pursue a master's degree in Jewish education while continuing in their teaching careers. These educators teach at yeshiva day schools in the Five Towns and other areas of New York's Long Island. A different school hosts the weekly classes each semester. The investment was considerable as teachers needed to be observed in their classrooms and coached. Currently, there are no plans to offer the same program to future cohorts. As this program is discontinued, YU is working to launch a new online master's program.

Online instruction has its own set of challenges. Survey data suggested that three of the most common program challenges for online courses were (a) lack of live dialogue among students, (b) teaching to students' different levels of professional experience and knowledge, and (c) lack of technical assistance to explain program requirements, navigation of the platform, and understanding of the assignment.

Interviews indicated that all grantees reached the conclusion that distance learning students need a customized curriculum, personal attention from the instructor, and individualized academic support. Consequently, instructors dedicated considerable time to monitoring what students created and used in their classrooms, and responding to student postings. To ensure adequate support to all students, all online courses developed by the grantees limited the ratio of students per instructor to 20:1 and sometimes 10:1.

The unique nature of Jewish education programs prevents grantees from purchasing existing online courses from external service providers, placing additional burden on grantees in terms of program development and piloting. When calculating operating costs, additional personnel, such as programmers or database managers, need to be accounted for as ongoing operational costs, not developmental costs, as typically programs need ongoing technical support and upgrading to new technology to ensure high student satisfaction. These obstacles do not mean that online learning is an ineffective strategy cost-wise, only that this high-promise strategy should be carefully considered in any long-term plan to better understand where cost savings may be.

### **FINDING 3: Popular professors are assets that can support sustainability. Part-time adjunct staff can help reduce staffing expenses while accommodating shifts in market demands.**

As indicated in Goal 1, the reputation of course instructors is one of the factors that influences student enrollment. Similarly, building on the strong reputation of deans and key staff, grantees discussed creative ideas to consider in the future, such as providing a series of online Sunday lectures taught by a popular professor or expanding its menu of services to schools. Interviews with JTS staff indicate that the option of fee for service for continuing professional development of alumni may be a potential revenue source. Interviews with HUC-JIR staff indicate that partnering with other academic institutions could be a promising source of revenue. For example, every year, more than 600 undergraduates of the University of Southern California enroll in a Jewish studies course taught by HUC-JIR faculty in the nearby HUC-JIR Louchheim School of Judaic Studies—a partnership generating considerable revenue to HUC-JIR.

## REDUCING OPERATING COSTS

### **FINDING 4: All three grantees have begun exploring the possibility of raising tuition and/or reducing financial assistance.**

Revisiting tuition rates and financial assistance might result in more revenue to make programs more sustainable. Directors of Education Initiative programs are continually appraising the tuition and financial assistance within their programs. For some programs, tuition may go up next year and financial assistance may be somewhat reduced.

However, changes to tuition and financial assistance could adversely affect enrollment rates. As described in Goal 1, many students would not have enrolled in their program without financial assistance. Generally, students thought that the current tuition was not affordable. On average, JTS master's students were willing to pay up to \$9,000 a year, which is about 38 percent of the current tuition price. HUC-JIR master's students were willing to pay up to \$13,000, which is 62 percent of current tuition.<sup>5</sup> Similar trends were observed for certificate programs. YU students enrolled in Differentiated Instruction and Educational Technology certificate programs were willing to pay up to \$900 and \$800, respectively (36 percent and 32 percent of the total program tuition). YU students enrolled in the Experiential Jewish Education certificate program were willing to pay up to \$1,700 (49 percent of the total program tuition).<sup>6</sup>

Students indicated that these were the maximum amounts that they could pay without taking out loans, cutting back, or creating a hardship for their families. Some of the students just recently completed their undergraduate program, rabbinical/cantorial training, or graduate program, and already had loans that they needed to pay back. Additionally, nearly one-quarter of the survey respondents (24 percent) thought that the current tuition was too high based on their knowledge of tuition in other graduate schools, both Jewish and non-Jewish.

Yet, some students were willing to enroll with less financial assistance. Survey data suggested that nearly one-third of the students (30 percent of master's students and 24 percent of certificate program students) were willing to pay at least 80 percent of the current annual tuition of their program. Another one-third of students (23 percent of master's students and 39 percent of certificate program students) were willing to pay some amount of the current annual tuition. Finally, a third group of students (47 percent of master's students and 37 percent of certificate program students) thought that they would not be able to afford any amount, or that they would be able to afford a very small amount (i.e., less than one-fifth of the annual tuition value).<sup>7</sup>

During the first years of the Education Initiative, both HUC-JIR and JTS provided full tuition waivers to master's students. Looking forward, both institutes are beginning to evaluate the feasibility of revising their financial assistance policies. For example, JTS is exploring reducing their financial assistance from 100 percent to 75 percent, with the possibility of awarding larger scholarships to outstanding candidates. The grantees feel that they need to be very careful in their consideration of financial assistance as highly talented students may apply to other higher education programs that offer financial assistance or charge lower tuition.

<sup>5</sup> Due to small sample size ( $n < 10$ ), no data on YU accelerated master's and School Partnership master's students can be reported at this time.

<sup>6</sup> The upper range of affordable tuition was identified using pricing analysis based on the Van Westendorp Pricing Model (Van Westendorp, 1976).

<sup>7</sup> Some of the students in the third group did not have an estimate of their financial capacity at this point.

## **FINDING 5. Grantees have started examining creative solutions to reduce personnel costs.**

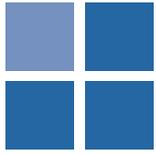
If market demands grow as anticipated, grantees will need to ensure that they do not overburden their staff and contain the costs of additional staffing needed for increased on-campus and online teaching, and for mentoring students. In anticipation of increased market demand for more sections of their inservice certification programs, YU is preparing to hire alumni who have taken the same courses in the past and have the experience of implementing the course content within their schools to be course leaders and facilitators. As part of the development of its strategic plan, JTS is exploring the use of adjunct, part-time professors and trained mentors to support multiple projects and programs. HUC-JIR has created new programs as part of the Education Initiative that build on collaboration across HUC-JIR campuses, in terms of administration, faculty, and technology resources.

## **DEVELOPING CAPACITY: SUMMARY**

This section described three strategies already considered or used by grantees: fundraising, new business development, and reducing program operating costs. To date, these strategies have not been explicitly articulated in a written plan and connected to current assumptions such as expected market demand.

Researchers recommend the use of data collection to inform plans for sustaining higher education programs (Capaldi & Abbey, 2011). Data can highlight factors that affect cost and revenue for each type of program. For example, institutions may collect data about the revenues and expenses per full-time student in order to evaluate the efficiency of current sustainability strategies.

Finally, while this section focused on strategies for sustaining programs, institutions should also consider the costs of marketing and recruitment, and alumni support, placement, and induction services. A sustainability plan should address issues that affect the costs of activities such as recruiting out-of-state students and creating an infrastructure for job search support and placement.



# YEAR 1 REPORT: SUMMARY AND DISCUSSION

The mission of the Education Initiative is to increase both the number and quality of Jewish educators prepared to provide compelling experiences of Jewish learning and living to children, teens, and young adults. In its first years, the Education Initiative employed extensive strategic planning to improve the number and quality of applicants. The expanded outreach efforts and available financial assistance recruited a diverse group of students, many of whom had not been planning to attend an educator preparation program. In addition to the expanded outreach and recruitment, the design of new programs (e.g., experiential Jewish education) and making available programs and courses in online format also helped attract prospective students who otherwise may have not considered obtaining a degree or certificate in Jewish education. The extended recruitment efforts reached out to both current and future educators and education leaders.

## RECRUITING FOR DIVERSITY

In their recruitment efforts, the three grantees built extensively on their relationships with schools, organizations, and associations. In Yeshiva University, engaging undergraduate students in reflections about a master's degree in Jewish education was a core recruitment strategy. For example, Yeshiva University offered experiential learning missions for undergraduate students to expose them to the potential impact they can have on Jewish life, education, and community. According to the program directors, the experiential missions were successful in attracting students who originally were not interested in a career in Jewish education—about one-third of the students who participate in the missions applied for a graduate degree in Jewish education.

The grantees have realized the limitations of a mass marketing approach and the cost-effectiveness of building on existing relationships with schools, camps, and associations. Recruiting within existing networks also helped strengthen relationships with communities, schools, and associations, and deepen the impact on the quality of their educational services. This approach, also referred to as “target marketing,” is considered by experts to have substantial potential for success within the higher education market (Lewison & Hawes, 2007). Some experts also suggest that target marketing can be further tailored to include messages and supports that show prospective students that the institution is aware of economic realities and other factors that may inhibit enrollment in graduate school, and that the institution is willing to work with them to overcome these obstacles (Kranzow & Hyland, 2011).

At the same time, recruitment conducted within a well-defined and familiar universe did not reach additional talented individuals unaffiliated with congregations or networks. It may have had limited reach to smaller, geographically remote communities. It is still unknown what types of outreach strategies are effective in expanding current marketing and recruitment efforts.

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<sup>8</sup> Students also reported challenges associated with their program experience; however, these challenges were specific to program and institution.

## STUDENT EXPERIENCE

Across the board, students reported positive experiences with their programs, both professionally and personally. In alignment with the philosophy of the grantees, students saw individualized attention as contributing to their academic progress and self-growth as educators.<sup>8</sup> Research has shown that students who receive personalized attention and support from their faculty, and have a positive overall perception of their schooling are likely to do well in their studies (Delaney, Johnson, Johnson, & Treslan, 2010; Kim & Sax, 2007). They are also likely to complete the program on time and demonstrate high productivity, such as making presentations at conferences, contributing to publications, and taking initiatives in instructional development (Wright & Schram, 2011). Students who feel supported by their faculty and mentors have higher completion rates and a shorter-than-average time to degree (Fedynich & Bain, 2011). As satisfied students become active alumni, they can help build the reputation of their program by extending the program's connections with professional networks to which they belong, which can help attract more students.

## CAPACITY BUILDING

The section above suggests that to maintain high-quality programming, institutions should continue to invest in extended personnel time to maintain a personalized learning environment. However, more staff time translates to greater operating costs both in traditional and online learning models. Blended models that integrate asynchronous learning and on-site seminars have the additional costs of organizing small-group high-quality sessions or in-person seminars and handling related logistics such as bringing students from across the nation to a seminar.

Identifying ways to reduce personnel costs may be an inevitable component of financial sustainability of online courses. For example, directors of online programs should examine the pedagogical principles that need to be employed in their programs and assess the extent to which they can shift some of the time spent by instructional personnel to technology-based tools and media (e.g., recorded or videotaped minilessons).

Alternatively, institutions may explore hiring part-time adjunct staff when there are enough applicants to enable adding program sections. This flexible staffing arrangement is in line with observed trends in the past two decades showing that a large number of higher education institutions across the nation have hired part-time, adjunct instructors as a way to reduce expenses. Adjunct instructors are especially effective in fields that are more directly tied to a specific profession, such as education. Research has shown that in hiring adjunct instructors, deep teaching experience can be an indicator of their effectiveness in promoting student academic engagement (Bettinger & Long, 2010).

However, adjuncts may increase demands on administrators by requiring them to spend additional time monitoring teaching and finding replacements due to turnover. In addition, adjuncts may require initial and ongoing training and support from the program director. The potential advantages and disadvantages of alternative staffing configurations need to be discussed as part of staffing planning.

It is useful to analyze the potential impact of increases in tuition on students' enrollment and persistence. While some students may not be able to afford any tuition, other students may be able to invest in their education for the prospects of advancing in their career. Research

shows that tuition discounts can increase enrollment (Lassila, 2010) while increases in tuition can lead to graduate students dropping out (St. John & Andrieu, 1995; Hossler, Gross, & Ziskin, 2006). However, the effects of tuition discounts may vary by student characteristics such as socioeconomic status (Mundel, 2008). Many institutions across the nation employ a differentiated tuition model. For example, the commonly used merit-based financial aid, which takes into account students' academic proficiency, professional experience, or other special talents, can attract talented students and meet their demonstrated financial need (Hughes, Cardelle, Cheslock, & Heller, 2010).

## COLLABORATION

The grantees' work thus far has already contributed to advancing their collaborative efforts. The grantees have articulated a joint interest in improving their capacity to deliver high-quality online graduate-level courses, certificate, and professional development programs. Online education has gained considerable popularity in higher education (Parsad, & Lewis, 2008). According to the Chronicle of Higher Education (2011), the percentage of public universities using learning management systems (LMS) increased from 18 percent in 2000 to 61 percent in 2010. To maintain competitiveness in the higher education market and to be able to reach diverse subpopulations of prospective students, all three grantees see knowledge of instructional technology as an important asset and the value of this collaboration in building such capacity.

The idea of collaboration among institutions of higher education to promote their development objectives is not new. For example, a consortium of the Big Ten Universities (Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, and Wisconsin) plus the University of Chicago, known as the Committee on Institutional Cooperation (CIC), was established based on the premise that "no university can expect to achieve greatness while standing alone" (McFadden, 2009, first paragraph). The CIC model of open, productive collaboration helped member universities jointly explore and learn about complex issues in higher education, such as leadership development, library development, licensing, and technology. Peers from member institutes meet regularly and share knowledge about a range of cross-cutting topics. The process was not challenge-free as member universities competed with one another for students, instructors, and funding. In addition, although their interests converged, they did not always share the same priorities, timelines, or strategic vision. Because of these challenges, the success of the CIC model was attributed to commitments to the partnership at the very highest levels of university administration and faculties' willingness to be patient and tolerate instances of failure (McFadden, 2009).

Another example of inter-institutional collaboration in higher education is the Great Plains Interactive Distance Education Alliance for the Human Sciences (Great Plains IDEA; Moxley & Maes, 2003), a consortium of 10 human sciences colleges located in 10 states that collaborate specifically to capitalize on the talents of faculty teams to offer distance education master's degrees and postbaccalaureate certificates. Members of the alliance listened to and learned from each other, and built on joint conferences to educate participants on the increasing

significance of distance education and to share ideas and strategies. Members of the alliance often had differences of opinion; therefore, debate, reconsideration, and edits to documents were seen as a necessary part of the collaboration. One of the lessons learned as a result of the collaboration is the importance of the following guiding principles:

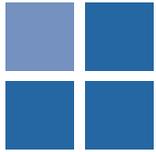
- Behave as equals
- Share leadership
- Respect and accommodate institutional differences (Moxley & Maes, 2003, p. 6)

A third example is the Learning Anytime Anywhere Partnerships program (LAAP; Lewis, 2006) supported by the Fund for Improvement in Postsecondary Education. The need for this inter-institutional collaboration stemmed from the increasing difficulty of universities and colleges to meet the education and training needs of a geographically diverse student population with job and family obligations, and the parallel demands of employers to improve the accessibility, relevance, and quality of education programs. Lessons learned from the project indicated communication challenges for a number of reasons as follows:

- Project participants' first obligations were to their home organizations.
- All too often, some of the roles that project participants played were an add-on to their normal responsibilities rather than a compensated or release time commitment.
- Partnership project staff generally had to depend on designated representatives to communicate messages to important players within each partner organization. (Lewis, 2006, p. 64)

The project participants learned that it was critical to have a communications plan jointly drafted, refined, and periodically revisited by the partners. The project coordinator should be responsible for ensuring that a plan exists from the outset, implementing the plan, and ensuring that the partners are satisfied with the quality, frequency, and modes of communication. Although LAAP partners faced collaboration challenges, successful projects achieved their goals under strong leadership and a commitment to leverage institutional knowledge and the fast growth of technology to provide greater access to high-quality education.

In summary, effective collaboration depends on an environment that facilitates the free exchange of ideas and opens doors of communication. Research on collaboration among higher education institutions confirms that interactions that enable the generation of ideas and reflection on experiences are conducive to collaboration. This is especially true when there is a mutual understanding and an appreciation of what each institution brings to the collaboration (Connolly, Jones, & Jones, 2007).

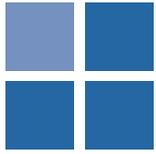


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# APPENDIX A.

## CURRENT STUDENT SURVEY

### Jewish Theological Seminary: Masters of Arts Program

#### Survey for Current Students

As a current student at the Jewish Theological Seminary (JTS) we are interested in your opinion. Please take this brief survey and help support investments in high quality, graduate level programs that attract talented educators to the field of Jewish education and further the careers of veteran educators. The American Institutes for Research (AIR), a nonprofit organization, is conducting the survey on behalf of the Jim Joseph Foundation. The survey takes approximately 30 minutes to complete. If you get interrupted, you may exit and return later to finish.

The survey is voluntary. You can decide not to participate or discontinue your participation at any time. You do not have to answer any questions you do not want to, but we encourage you to answer as many as you can. The survey is confidential. No one outside the AIR research team will ever be able to link your response to you. There are no consequences of any sort for participating or not participating. We anticipate using quotes from the open-ended items, but quotes will be reported anonymously.

If you have any questions about the survey, you may contact Yael Kidron at [YKidron@air.org](mailto:YKidron@air.org). If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board (which is responsible for the protection of project participants) at [IRB@air.org](mailto:IRB@air.org), toll free at 1-800-634-0797, or c/o IRB, 1000 Thomas Jefferson Street, NW, Washington, DC, 20007.

**Note: If you want to be included in a lottery for an iPad 2, please complete the survey in full. Your chances of winning are about one in one hundred.**

Please click on the button below to begin the survey.

**Note: All questions in this survey pertain to the Masters Program.**

# Jewish Theological Seminary: Masters of Arts Program

## 1. What were your goals when applying to the Jewish Theological Seminary? Please check all answers that apply.

- Broaden my knowledge of Judaism for my personal growth
- Build ties within the Jewish community
- Change my career path
- Gain a practical teaching experience in the classroom
- Improve my knowledge of curriculum development
- Improve my pedagogical knowledge
- Improve my management skills (e.g., budgeting, marketing, supervision)
- Improve my research skills
- Learn how to apply professional skills across educational settings
- Prepare for a profession aligned with my passion
- Strengthen my Hebrew skills
- Transform Jewish education in my community
- Other

## 2. If you selected "other" please describe your goals here:

## Jewish Theological Seminary: Masters of Arts Program

**3. We are interested in the people who influenced your decision to apply to this program. To what extent did each of these people positively influence your decision?**

	Great influence	Moderate influence	Little influence	No influence	N/A
Students currently attending the same program	<input type="radio"/>				
Alumni of the Jewish Theological Seminary	<input type="radio"/>				
Faculty at the Jewish Theological Seminary	<input type="radio"/>				
Recruiters of the Jewish Theological Seminary	<input type="radio"/>				
Other leaders or administrators of the Jewish Theological Seminary	<input type="radio"/>				
Family	<input type="radio"/>				
Friends or colleagues	<input type="radio"/>				
Congregational or communal leaders (e.g., rabbi, cantor)	<input type="radio"/>				
Educators at my home shul/synagogue/temple	<input type="radio"/>				
Faculty from another institution	<input type="radio"/>				
Staff at Hillel	<input type="radio"/>				
Other person	<input type="radio"/>				

If you selected "Other person" please specify in the text box below.

**4. If any of the people you selected as a "great influence" on your decision to apply were representative of an organization, please give us the name(s) of the organization(s):**

## Jewish Theological Seminary: Masters of Arts Program

**\*5. Thinking back to when you made the decision to apply, was there any particular action by the Jewish Theological Seminary that made the difference between your applying and not applying?**

Yes

No

**6. Please describe what action by the Jewish Theological Seminary has made the difference between your applying and not applying.**

**\*7. Was there any particular action by someone you knew (e.g., a rabbi, colleague, relative, or friend) that made the difference between your applying and not applying?**

Yes

No

**8. Please describe what action by someone you knew (e.g., a rabbi, colleague, relative, or friend) has made the difference between your applying and not applying.**

## Jewish Theological Seminary: Masters of Arts Program

### 9. To what extent did each of the following factors positively influence your decision to apply to the Jewish Theological Seminary?

	To a great extent	To a moderate extent	To a limited extent	Not at all	Factor not considered
Events for prospective applicants	<input type="radio"/>				
Nature and variety of courses offered	<input type="radio"/>				
Reputation of the faculty members	<input type="radio"/>				
Knowing that the program provides a supportive learning environment	<input type="radio"/>				
Length of time for program completion	<input type="radio"/>				
Location	<input type="radio"/>				
Potential for financial aid, tuition reduction, or waived tuition	<input type="radio"/>				
Prestige of the university	<input type="radio"/>				
Mission of the university	<input type="radio"/>				
Opportunity to study in Israel	<input type="radio"/>				
Opportunity to study in a program that requires knowledge of Hebrew	<input type="radio"/>				
Specific aspects of the curriculum (e.g., opportunity to study Jewish texts)	<input type="radio"/>				
Other factor	<input type="radio"/>				

If you selected "Other factor" please specify in the text box below.

### \* 10. When you applied to the Jewish Theological Seminary, did you apply to any other schools as well?

- Yes
- No

## Jewish Theological Seminary: Masters of Arts Program

### 11. Please list the schools to which you applied (up to 5).

Name of school:

### \*12. Were you accepted to any of those schools?

- Yes
- No

If yes, which ones?

### \*13. Were you offered financial assistance from other schools you applied to?

- Yes
- No

If yes, which ones?

## Jewish Theological Seminary: Masters of Arts Program

### 14. What would you have done if you had not enrolled in the Jewish Theological Seminary? Please check all answers that apply.

- I would have enrolled in another program.
- I would have sought other learning opportunities.
- I would have tried to get a new job
- I would have continued working at the same workplace.
- I would have considered a career change.
- Other

If you selected "other" please describe here what you would have done if not enrolled at the Jewish Theological Seminary.

### 15. Would you have enrolled if you had not received funding, such as financial aid, tuition reduction, or waived tuition?

- Yes
- Yes, but at a later time (e.g., after few years)
- No

### 16. If no financial assistance was available this year, what annual tuition amount would you consider as reasonable and affordable for you? (Please enter a dollar amount below)

### 17. Please explain how you identified this amount.

## Jewish Theological Seminary: Masters of Arts Program

**18. What annual tuition amount would be almost too high, but still within an affordable range? (Please enter a dollar amount below)**

**19. Please explain how you identified this amount.**

**20. What annual tuition amount would be too high, and pass into an unaffordable range? (Please enter a dollar amount below)**

**21. Please explain how you identified this amount.**

**22. What annual tuition amount would be a bargain—a great buy for the money? (Please enter a dollar amount below)**

**23. Please explain how you identified this amount.**

## Jewish Theological Seminary: Masters of Arts Program

**24. What annual tuition amount would be too low, given the value? (Please enter a dollar amount below)**

**25. Please explain how you identified this amount.**

**26. Please rate your agreement with the following statements.**

**So far, the Masters Program has...**

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
Increased my knowledge of Jewish education.	<input type="radio"/>				
Increased my knowledge of Judaism.	<input type="radio"/>				
Increased my interest in lifelong Jewish learning.	<input type="radio"/>				
Increased my sense of Jewish community membership.	<input type="radio"/>				
Changed the way I think about Jewish education.	<input type="radio"/>				
Changed my vision of myself.	<input type="radio"/>				
Helped me grow spiritually.	<input type="radio"/>				
Helped me grow as a leader.	<input type="radio"/>				
Increased my interest in getting others to learn more about Judaism	<input type="radio"/>				
Increased my interest in getting others involved in Jewish education	<input type="radio"/>				

**27. How effective is this program so far at developing the skills or tools you will need?**

- Very effective
- Effective
- Somewhat effective
- Not effective

## Jewish Theological Seminary: Masters of Arts Program

**\*28. Have you used any of the knowledge from the program so far?**

- Yes
- No
- No opportunity
- Not applicable

**29. Please describe one or two of the most significant ways in which you used what you have learned at the Masters Program.**

**30. Please describe one or two obstacles that have kept you from using your learning to date.**

**\*31. Have you recommended the Masters Program to anyone?**

- Yes
- No

## Jewish Theological Seminary: Masters of Arts Program

**\*32. If asked, would you recommend the Masters Program?**

- Yes  
 No

**\*33. Why wouldn't you recommend the program?**

**\*34. About how many people did you recommend the program to?**

Please select a number

Number of People

**\*35. Were any of these recommendations potentially to large groups of people, for example, through social media or community or professional organizations?**

- Yes  
 No

**36. Please name the organization, association, or social media website.**

## Jewish Theological Seminary: Masters of Arts Program

**\*37. Do you have someone named by the Masters Program as your mentor (a trusted person, inside or outside the school, who provides you with intellectual, professional, and personal support)?**

Yes

No

**38. Please briefly summarize the impact of the mentoring so far.**

**\*39. Do you have someone named by the Masters Program as your academic advisor (a faculty member who oversees your progress and provides information regarding campus resources as needed)?**

Yes

No

**40. Please briefly summarize the impact of the advisor so far.**

## Jewish Theological Seminary: Masters of Arts Program

**41. Think about the faculty member at the program or within the school who has influenced your development the most so far. Indicate your level of agreement to the following statements about that faculty member.**

**The faculty member...**

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/Not sure
Is accessible.	<input type="radio"/>				
Is responsive and answers my questions.	<input type="radio"/>				
Demonstrates deep knowledge about the relevant subjects.	<input type="radio"/>				
Models Jewish life.	<input type="radio"/>				
Models great pedagogy.	<input type="radio"/>				
Is interested in my well-being as a person and as a student.	<input type="radio"/>				
Provides insight, guidance and support relevant to my practice in the field.	<input type="radio"/>				
Cares about my academic progress.	<input type="radio"/>				
Helps me explore my career goals.	<input type="radio"/>				

**42. Please provide the faculty member's name and briefly summarize the impact of this faculty member so far.**

**43. Based on your program experience so far, what are the two greatest strengths of the Masters Program?**

## Jewish Theological Seminary: Masters of Arts Program

**44. Based on your program experience so far, what are the two greatest challenges or weaknesses of the Masters Program?**

**45. What are other ways that the Jewish Theological Seminary could promote Jewish educational growth that it is not currently doing?**

**46. Which of the program experiences so far do you value the most and why?**

**\*47. Since you began, have you ever considered leaving the Masters Program?**

Yes

No

## Jewish Theological Seminary: Masters of Arts Program

**48. Please describe what factors (events or actions by yourself or others) led you to consider leaving the Masters Program.**

**49. What factors (events or actions by yourself or others) led you to stay in the Masters Program so far?**

**\*50. Where do you expect to work after completing the Masters Program? Please check all options that apply.**

- Communal organization providing services to a Jewish community
- Congregational school
- Hillel
- Jewish day camp
- Jewish day school
- Jewish overnight camp
- National Jewish organization
- Synagogue
- I don't know
- Other

If you selected "Other" please specify in the text box below.

**51. Do you already work there?**

- Yes
- No

**\*52. In what role do you expect to work? Please check all options that apply.**

- Camp director or assistant director
- Cantor
- Community planning, communications, outreach
- Counselor
- Day school head or principal
- Day school Judaic Studies coordinator
- Day school teacher
- Director of educational program
- Early childhood education teacher
- Fundraising, finance, or other administration
- Informal or experiential educator
- Other teaching position
- Other leadership
- Rabbi
- Student activities coordinator
- Other

If you selected "Other" please specify in the text box below.

**53. Do you already serve in this role?**

- Yes
- No

## Jewish Theological Seminary: Masters of Arts Program

**54. The Jewish Theological Seminary's objective is to actively recruit outstanding students from diverse regions and backgrounds and to remove barriers to enrollment and retention. In your opinion, what might the Jewish Theological Seminary do to reach this objective?**

**55. Please indicate your age range.**

Age Range

**56. What is your gender?**

Gender

**57. In what state did you reside at the time of your application to the Jewish Theological Seminary?**

State

**58. If you indicated "Outside the United States", please indicate country name below.**

## Jewish Theological Seminary: Masters of Arts Program

### 59. What were your GRE scores, if available:

Verbal	<input type="text"/>
Quantitative	<input type="text"/>
Analytical	<input type="text"/>

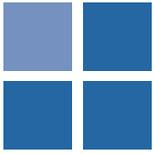
### 60. If you didn't remember or report your GRE scores, may we request them from the school and your application?

- Yes
- No

### 61. Please include your email address below if you would like to be included in our drawing for an iPad2 (odds are about 1 in 100).

## Thank You!

Thank you for completing this important survey.



# APPENDIX B. ALUMNI SURVEY

## Hebrew Union College Alumni Survey

### Alumni Survey

As an alumnus or alumna of the Master's program at Hebrew Union College we are interested in your opinion. Please take this brief survey and help support investments in high quality, graduate level programs that attract talented educators to the field of Jewish education and further the careers of veteran educators. The American Institutes for Research (AIR), a nonprofit organization, is conducting the survey on behalf of the Jim Joseph Foundation. The survey takes approximately 45 minutes to complete. If you get interrupted, you may exit and return later to finish.

The survey is voluntary. You can decide not to participate or discontinue your participation at any time. You do not have to answer any questions you do not want to, but we encourage you to answer as many as you can. The survey is confidential. No one outside the AIR research team will ever be able to link your response to you. There are no consequences of any sort for participating or not participating. We anticipate using quotes from the open-ended items, but quotes will be reported anonymously.

If you have any questions about the survey, you may contact Yael Kidron at [YKidron@air.org](mailto:YKidron@air.org). If you have concerns or questions about your rights as a participant, contact AIR's Institutional Review Board (which is responsible for the protection of project participants) at [IRB@air.org](mailto:IRB@air.org), toll free at 1-800-634-0797, or c/o IRB, 1000 Thomas Jefferson Street, NW, Washington, DC, 20007.

**Note: If you want to be included in a lottery for an \*\*\* iPad 2 \*\*\*, please complete the survey in full. Your chances of winning are about one in one hundred.**

Please click on the button below to begin the survey.

# Hebrew Union College Alumni Survey

**1. All of the questions in this survey apply to the Master's program at Hebrew Union College.**

**What were your goals when applying to the Master's program at Hebrew Union College?  
Please check all answers that apply.**

- Broaden my knowledge of Judaism for my personal growth
- Build ties within the Jewish community
- Change my career path
- Gain a practical teaching experience in the classroom
- Improve my knowledge of curriculum development
- Improve my pedagogical knowledge
- Improve my management skills (e.g., budgeting, marketing, supervision)
- Improve my research skills
- Learn how to apply professional skills across educational settings
- Prepare for a profession aligned with my passion
- Strengthen my Hebrew skills
- Transform Jewish education in my community
- Other

**2. If you selected "other" please describe your goals here:**

**3. Which of the goals you selected was most important?**

# Hebrew Union College Alumni Survey

## \*4. Did the Masters program at Hebrew Union College meet your expectations?

- Exceeded expectations
- Met expectations
- Did not meet expectations

## 5. In what ways did the program exceed your expectations?

## 6. In what ways did the program not meet your expectations?

## Hebrew Union College Alumni Survey

### 7. To what extent did each of these people positively influence your decision to enroll in the Masters program?

	To a great extent	To a moderate extent	To a limited extent	Not at all	N/A
Students currently attending Hebrew Union College	<input type="radio"/>				
Alumni of Hebrew Union College	<input type="radio"/>				
Faculty at Hebrew Union College	<input type="radio"/>				
Recruiters of Hebrew Union College	<input type="radio"/>				
Other leaders or administrators of Hebrew Union College	<input type="radio"/>				
Family	<input type="radio"/>				
Friends or colleagues	<input type="radio"/>				
Congregational or communal leaders (e.g., rabbi, cantor)	<input type="radio"/>				
Educators at my home synagogue	<input type="radio"/>				
Faculty from another institution	<input type="radio"/>				
Staff at Hillel	<input type="radio"/>				
Other person	<input type="radio"/>				

If you selected "Other person" please specify in the text box below.

## Hebrew Union College Alumni Survey

### 8. To what extent did each of the following factors positively influence your decision to enroll in the Masters program?

	To a great extent	To a moderate extent	To a limited extent	Not at all	Factor not considered or N/A
Events for prospective applicants	<input type="radio"/>				
Nature and variety of courses offered	<input type="radio"/>				
Reputation of the faculty members	<input type="radio"/>				
The Jewish community connected to Hebrew Union College	<input type="radio"/>				
Length of time for program completion	<input type="radio"/>				
Location	<input type="radio"/>				
Potential for funding, including financial aid, tuition reduction, or waived tuition	<input type="radio"/>				
Prestige of the school	<input type="radio"/>				
Mission of the school	<input type="radio"/>				
Opportunity to study in Israel	<input type="radio"/>				
Opportunity to study in a program that requires knowledge of Hebrew	<input type="radio"/>				
Specific aspects of the curriculum (e.g., opportunity to study Jewish texts)	<input type="radio"/>				
Other factor	<input type="radio"/>				

If you selected "Other factor" please specify in the text box below.

### \*9. Were you offered financial assistance by Hebrew Union College or any other source at any time during the Masters program?

- Yes
- No

### 10. Would you have enrolled if you had not received funding, such as financial aid, tuition reduction, or waived tuition?

- Yes
- Yes, but at a later time (e.g., after few years)
- No

## Hebrew Union College Alumni Survey

**11. If no financial assistance was available, what annual tuition amount would you consider as reasonable and affordable for you? (Please enter a dollar amount below)**

**12. Please explain how you identified this amount.**

**13. What annual tuition amount would be almost too high, but still within an affordable range? (Please enter a dollar amount below)**

**14. Please explain how you identified this amount.**

**15. What annual tuition amount would be too high and pass into an unaffordable range?**

**16. Please explain how you identified this amount.**

## Hebrew Union College Alumni Survey

**17. What annual tuition amount would be a bargain—a great buy for the money? (Please enter a dollar amount below)**

**18. Please explain how you identified this amount.**

**19. What annual tuition amount would be too low given the value? (Please enter a dollar amount below)**

**20. Please explain how you identified this amount.**

**21. What would you have done if you had not enrolled in Hebrew Union College? Please check all answers that apply.**

- I would have enrolled in another program.
- I would have sought other learning opportunities.
- I would have tried to get a new job
- I would have continued working at the same workplace.
- I would have considered a career change.
- Other

## Hebrew Union College Alumni Survey

**22. If you selected “other” please describe here what you would have done if not enrolled at Hebrew Union College.**

**\*23. Were you employed when applying to the Masters program?**

- Yes, full-time
- Yes, part-time
- No

**24. Did you work for a Jewish organization?**

- Yes, solely or primarily (Please specify number of year)
- Yes, occasionally (Please specify number of years)
- No

If you selected "yes" please specify number of years in the text box below.

**25. What was your job title? If you had more than one workplace, specify all job titles.**

## Hebrew Union College Alumni Survey

**\* 26. Are you currently...? Check all that apply.**

- Employed full-time (one employer)
- Employed full-time (multiple employers)
- Employed part-time
- Self-employed
- Not employed
- Other

If you selected "Other" please specify in the text box below.

**27. Please indicate your current job title and start date. If you have more than one workplace, specify all job titles.**

**28. Please specify reasons for selecting your current job(s).**

# Hebrew Union College Alumni Survey

## 29. Which best describes your current role(s)? Please check all that apply.

- Camp counselor
- Camp director or assistant director
- Cantor
- Community planning, communications, outreach
- Day school head or principal
- Day school Judaic Studies coordinator
- Day school teacher
- Director of educational program
- Early childhood education teacher
- Fundraising, finance, or other administration
- Informal or experiential educator
- Other teaching position (please specify your role)
- Other leadership
- Rabbi
- Student activities coordinator
- Other

24. If you selected "other" please indicate role in the text box below.

## Hebrew Union College Alumni Survey

### 30. Which best describe the main organization(s) you work for? Please check all that apply

- Communal organization providing services to a Jewish community
- Congregational school
- Hillel
- Jewish day camp
- Jewish day school
- Jewish overnight camp
- National Jewish organization
- Synagogue
- Other

If you selected "Other" please specify in the text box below

### 31. To what degree did each of the following information channels help you get your current job?

	To a large extent	To a moderate extent	To a limited extent	Not at all	Did not use this channel or N/A
Responded to job advertisements in a newspaper, in a magazine or on the Web	<input type="radio"/>				
Sent out resumes or contacted employers	<input type="radio"/>				
Networked with friends or relatives	<input type="radio"/>				
Used school assistance such as the placement office, school job fairs, or spoke with faculty or staff	<input type="radio"/>				
Used assistance from a professional association or movement-based placement process	<input type="radio"/>				
Received a personal invitation from the employer or a recruiter	<input type="radio"/>				
Used employment websites	<input type="radio"/>				
Found my job in another way	<input type="radio"/>				

### 32. Do you consider your current job to be part of a career you are pursuing?

- Yes
- No

## Hebrew Union College Alumni Survey

**\*33. Have you used any of the knowledge acquired at the Masters program in your current work?**

- Yes  
 No

**34. Please describe one or two of the most significant ways in which you used the knowledge, skills, or dispositions.**

**35. Please describe one or two obstacles that have kept you from using your learning to date.**

**36. What are your estimated annual before-tax earnings (salary only, not including benefits and bonuses) at this job per year?**

**37. What are your estimated total annual before-tax earnings including benefits (including estimates of all compensation) at this job per year?**

## Hebrew Union College Alumni Survey

**38. In the year before you entered the Master's program, what were your annual before-tax earnings (not including benefits and bonuses)?**

**39. Compared to the year before you entered Hebrew Union College, have your benefits (e.g., insurance plans, retirement plans)...**

- Substantially improved
- Stayed about the same
- Substantially reduced

**\*40. Are you currently enrolled in an academic institution?**

- Yes, full-time
- Yes, part-time
- No

**41. Please name the school and program.**

## Hebrew Union College Alumni Survey

**42. Please describe the ways in which Hebrew Union College prepared you (or not) for your current course of study.**

**43. Please rate your agreement with the following statements.**

**The Masters program...**

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
Effectively prepared me for my current work or work I would like to be doing	<input type="radio"/>				
Increased my professional confidence	<input type="radio"/>				
Increased the quality of my work overall	<input type="radio"/>				
Helped me advance in my career	<input type="radio"/>				
Helped me grow a sense of myself as a Jew	<input type="radio"/>				
Increased my interest in lifelong Jewish learning for myself	<input type="radio"/>				
Increased my sense of Jewish community membership	<input type="radio"/>				
Changed the way I think about Jewish education	<input type="radio"/>				
Changed my vision of myself	<input type="radio"/>				
Helped me grow spiritually	<input type="radio"/>				
Helped me grow as a Jewish educational leader	<input type="radio"/>				
Empowered me to become an effective change leader	<input type="radio"/>				
Deepened my appreciation of progressive understanding/interpretation of Judaism	<input type="radio"/>				

**44. To what extent do you have an existential vision (life at its best) of Jewish life?**

- To a great extent
- To a moderate extent
- To a limited extent
- Not at all

## Hebrew Union College Alumni Survey

**45. To what extent do you have an educational vision (how to work towards a vision of Jewish life)?**

- To a great extent
- To a moderate extent
- To a limited extent
- Not at all

**\*46. Have you studied in Israel as part of the M.A. in Jewish Education program?**

- Yes
- No

**47. How did your Israel experience inform who you are as a practicing professional?**

**\*48. Have you recommended the Master program to anyone?**

- Yes
- No

**\*49. If asked, would you recommend the Masters program at Hebrew Union College?**

- Yes
- No

## Hebrew Union College Alumni Survey

**50. To whom did you recommend the Masters program? Please check all answers that apply.**

- Relative
- Friend of the family
- Former student(s)
- Some who worked for me
- Friend from undergraduate school
- Friend/colleague from current employment
- Friend/colleague from former employment
- Friend/colleague from synagogue or Jewish organization to which I belong
- Lifelong friend from camp or day schools
- Social network (e.g., though an online community forum, Twitter, Facebook)
- Through online portal of professional association to which I belong
- During conference or event of professional association to which I belong

**\*51. Did you have someone named as your mentor (a trusted person, inside or outside the school, who provides you with intellectual, professional, and personal support)?**

- Yes
- No

**52. Please briefly summarize the impact of the mentoring.**

## Hebrew Union College Alumni Survey

**\* 53. Did you have someone named as your academic advisor (a faculty member who oversees your progress and provides information regarding campus resources as needed)?**

Yes

No

**54. Please briefly summarize the impact of the advisor.**

**55. Think about the faculty member at Hebrew Union College who most influenced your development. Indicate your level of agreement to the following statements about that faculty member.**

**The faculty member...**

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/Not sure
Was accessible.	<input type="radio"/>				
Was responsive and answered my questions.	<input type="radio"/>				
Demonstrated deep knowledge about the relevant subjects.	<input type="radio"/>				
Modeled Jewish life.	<input type="radio"/>				
Modeled great pedagogy.	<input type="radio"/>				
Was interested in my well-being as a person.	<input type="radio"/>				
Provided useful feedback on my performance.	<input type="radio"/>				
Cared about my academic progress.	<input type="radio"/>				
Helped me explore my career goals.	<input type="radio"/>				
Helped me launch my career.	<input type="radio"/>				

## Hebrew Union College Alumni Survey

**56. If you feel comfortable doing so, please name that faculty member here:**

**\*57. How often do you keep in touch with any of the faculty from Hebrew Union College?**

- Often  
 Sometimes  
 Rarely  
 Never

**58. To what extent do you use these means to communicate with faculty members?**

	To a great extent	To a moderate extent	To a limited extent	Not at all
Face-to-face at the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face at conferences and events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through online platforms (e.g., Facebook, online community of practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify	<input type="text"/>			

**\*59. What were the two greatest strengths of the Masters program at Hebrew Union College?**

**\*60. What were the two greatest challenges or weaknesses of the Masters program at Hebrew Union College?**

## Hebrew Union College Alumni Survey

**61. What else could Hebrew Union College do that it is not currently doing to prepare educators to teach in today's Jewish educational settings?**

**62. How would you summarize the impact of the Masters program on your personal and professional growth including your knowledge, perspectives, and sense of identity as a Jewish educator?**

**63. How would you summarize the impact of the Masters program on your career?**

**64. What opportunities for alumni not currently available would you like to see in the future?**

## Hebrew Union College Alumni Survey

**\*65. If you could do it over again, would you attend Hebrew Union College?**

- Yes  
 No

**66. Please explain in greater detail.**

**67. Overall, how satisfied are you with the services and benefits available to alumni?**

- A lot  
 Somewhat  
 A little bit  
 Not at all

**68. What do you think about Hebrew Union College's placement assistance and how can it be improved?**

## Hebrew Union College Alumni Survey

**69. Do you connect with other alumni through \_\_\_\_\_? Please check all that apply.**

- Facebook
- LinkedIn
- YouTube
- Twitter
- Listservs of professional associations
- Other

If you selected "Other" please specify in the text box below.

**70. Hebrew Union College's objective is to actively recruit outstanding students from diverse regions and backgrounds and to remove barriers to enrollment and retention. In your opinion, what might Hebrew Union College do to reach this objective?**

**71. What other suggestions for improvements to the Masters program have not yet been mentioned?**

## Hebrew Union College Alumni Survey

**72. If you would like to be included in the iPad2 drawing, please provide one or more email addresses below. (Winning odds are about 1 in 100).**

**73. Do you anticipate having the same email address in three years?**

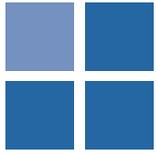
Yes

No

If "no," what would be an address you will likely still be using?

### Thank You!

Thank you for completing this important survey.



# APPENDIX C.

## ADMINISTRATIVE RECORDS

Variable	Definition
1. Current academic year	The current academic year for this data request. The current year is 2011-12.
2. First name	First name as it appears in registrar records.
3. Middle name	Middle name as it appears in registrar records.
4. Last name	Last name as it appears in registrar records.
5. Suffix	Generational title (e.g., Jr.)
6. Email address	Email address as it appears in the school directory or registrar records.
7. Enrollment status	Indicates if the student currently attends the school (e.g., currently enrolled, dropped out, graduated, on leave)
8. Dropout reason	Reason for leaving the school.
9. Program name	Full formal program name as it will appear on the student transcript.
10. Distant learning student in current academic year (yes / no)	Indicate “Yes” if the student participates this year solely through distant learning.
11. Part time student in current academic year (yes / no)	Indicate “Yes” if the student is enrolled part time (e.g., part-time Master’s program).
12. Program start date	First day of the program. For example, if the program takes 3 years to complete, and the student started last year, indicate last year’s start date. Format: Month/Day/Year.
13. Expected graduation date	Based on the program length, the expected on-time graduation date. Format: Month/Day/Year
14. Actual graduation date	The date of program completion in actual. Format: Month/Day/Year
15. Gender	Indicate student sex: Male or Female
16. Residence state prior to program enrollment	Based on the address indicated in the student application, please indicate state name. If the application indicates a country outside the U.S., please indicate country name.
17. GRE verbal score	Graduate Record Examinations (GRE), verbal skills. Indicate the official score used as part of the admissions process. If this score was not of interest for the purposes of admissions process, indicate “not applicable.”
18. GRE quantitative score	Graduate Record Examinations (GRE), quantitative skills. Indicate the official score used as part of the admissions process. If this score was not of interest for the purposes of admissions process, indicate “not applicable.”
19. GRE analytical writing score	Graduate Record Examinations (GRE), analytical writing skills. Indicate the official score used as part of the admissions process. If this score was not of interest for the purposes of admissions process, indicate “not applicable.”
20. Pre-program educational attainment (degree)	Highest degree obtained (e.g., MA, BA)

Variable	Definition
21. Pre-program educational attainment (institute)	Name of academic institute where the degree indicated in variable #20 was obtained.
22. Pre-program educational attainment (major)	The name of the program referred to in variable #20 (e.g., Jewish Studies).
23. Pre-Program educational attainment (graduation year)	Graduation year referred to in variable #20.
24. Pre-program employment: <sup>1</sup> (organization name)	Most recent job prior to current employment. If no current employment, simply indicate most recent job. This variable only includes full name of the workplace or employer (e.g., organization name, school name, synagogue name, JCC location, etc.). If self-employed, indicate “self-employed.”
25. Pre-program employment: (title)	Most recent job prior to current employment. This variable pertains to the position or title of the employee in the workplace indicated in variable #24.
26. Pre-program employment: (start year)	Most recent job prior to current employment. This variable pertains to the year the employment began in the workplace stated in variable #24 and with the title stated in variable #25.
27. Pre-program employment: second most recent job prior to current employment (organization name)	The job held prior to the employment indicated in variables #24 through #26. This variable only includes full name of the workplace or employer (e.g., organization name, school name, synagogue name, JCC location, etc.). If self-employed, indicate “self-employed.”
28. Pre-program employment: second most recent job prior to current employment (title)	The job held prior to the employment indicated in variables #24 through #26. This variable pertains to the position or title of the employee in the workplace indicated in variable #27.
29. Pre-program employment: second most recent job prior to current employment (start year)	The job held prior to the employment indicated in variables #24 through #26. This variable pertains to the year the employment began in the workplace stated in variable #26 and with the title stated in variable #27.
30. Current employment (organization name; indicate “none” if not currently employed)	For part-time students only, current employment (name of employer or organization).
31. Current employment (title)	For part-time students only, current employment (job title).
32. Current employment (start year)	For part-time students only, current employment (start year of current employment).
33. Practicum placement	School or organization name of practicum placement in the current academic year. If no practicum this year, indicate “not applicable.”
34. Practicum placement (type of practicum)	Brief description of the nature of the practicum.

<sup>1</sup> If the student held multiple jobs at the same time, indicate the primary workplace.

Variable	Definition
35. Practicum placement (duration and intensity)	Duration (e.g., 10 months) and intensity (e.g., twice a week) of the practicum.
36. Tuition value of current academic year	The full tuition and fees that the student would have paid for the current academic year if no financial assistance was available.
37. Scholarship/tuition waiver amount received for current academic year	The total dollar amount of scholarship received for the current academic year. If the full tuition was waived, indicate “full tuition waiver.”
38. End of year grade point average (GPA) for current academic year	A cumulative GPA for the current academic year.
39. Post-graduation placement process for student	Brief description of activities conducted since December of the previous academic year as part of the placement process. For example, interviews conducted for job opportunities. (Indicate “NA” if no placement process).
40. Post-graduation induction process for student (indicate “NA” if no induction process)	Brief description of induction activities conducted since December of the previous academic year. (Indicate “NA” if no induction process).
41. Current post-graduation employment (employer name) <sup>2</sup>	<ul style="list-style-type: none"> <li>■ Alumni current employment place (organization, synagogue, school, etc.). Indicate “unemployed” if no current employment.</li> <li>■ Indicate “student” and program name if currently in school.</li> <li>■ If employed but employer name unknown, indicate “Employed, NR.”</li> <li>■ If student and school name unknown, indicate “Student, NR.”</li> </ul>
42. Current post-graduation employment (title)	Alumni current employment position or job title.

<sup>2</sup> If the alumni currently holds multiple jobs, add lines to indicate all current jobs.



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