Master's Exit Survey

Class of 2015

Office of Accreditation and Assessment
Teachers College Columbia University

Contents

EXECUTIVE SUMMARY **5**

Top Ten Strengths and Areas for Improvement 5

Strengths *5*

Areas for Improvement *6*

Overall Satisfaction 8

INTRODUCTION **11**

Characteristics of Respondents *11*

Survey Instrument *11*

Overview of Report *12*

ACADEMIC PROGRAMS AND COURSES **13**

Chart *13*

Comments *13*

INSTRUCTION **17**

Chart *17*

Comments *17*

ACADEMIC ADVISING **21**

Chart *21*

Comments *21*

LEARNING ENVIRONMENT **24**

Chart *24*

Comments *24*

Diversity 26

Chart *26*

Comments Related to Diversity *26*

RESOURCES **27**

Chart *27*
Comments *27*

STUDENT SUPPORT SERVICES **29**

Chart *29*
Comments *29*

OVERALL SATISFACTION **31**

Chart *31*
Comments *31*

APPENDIX A: MEANS AND FREQUENCIES TABLES, 2010-2015 ..... **33**

ACADEMIC PROGRAM AND COURSES 33
INSTRUCTION 35
ACADEMIC ADVISING 37
LEARNING ENVIRONMENT 38
RESOURCES 40
STUDENT SUPPORT SERVICES 41
OVERALL SATISFACTION 42

APPENDIX B: CHARACTERISTICS OF RESPONDENTS, 2010 – 2015 ..... **44**

APPENDIX C: RESPONSE RATES BY DEPARTMENT AND PROGRAM, 2012 - 2015 ..... **46**

APPENDIX D: SURVEY INSTRUMENT **49**

EXECUTIVE SUMMARY

The Teachers College Master's Exit Survey seeks to solicit exiting master's candidates' views of and feedback on their educational experience, as well as to what extent do individual programs and the College meet student expectations, in the following domains: academic programs and courses, instruction, academic advising, learning environment, resources, student support services, and overall satisfaction.

The survey was administered in May 2015 through Qualtrics, an online survey program, to master's graduates of October 2014 and February 2015, and to master's candidates who had applied for graduation in May 2015. A total of 1987 master's graduates and graduating candidates were surveyed.

Three follow-ups were sent out to non-respondents. The exit survey was closed on 20th August 2015. Four hundred and thirty-nine respondents completed the survey, resulting in a 22% response rate. The response rates for 2012, 2013, and 2014 were 23%, 28%, and 21%, respectively.

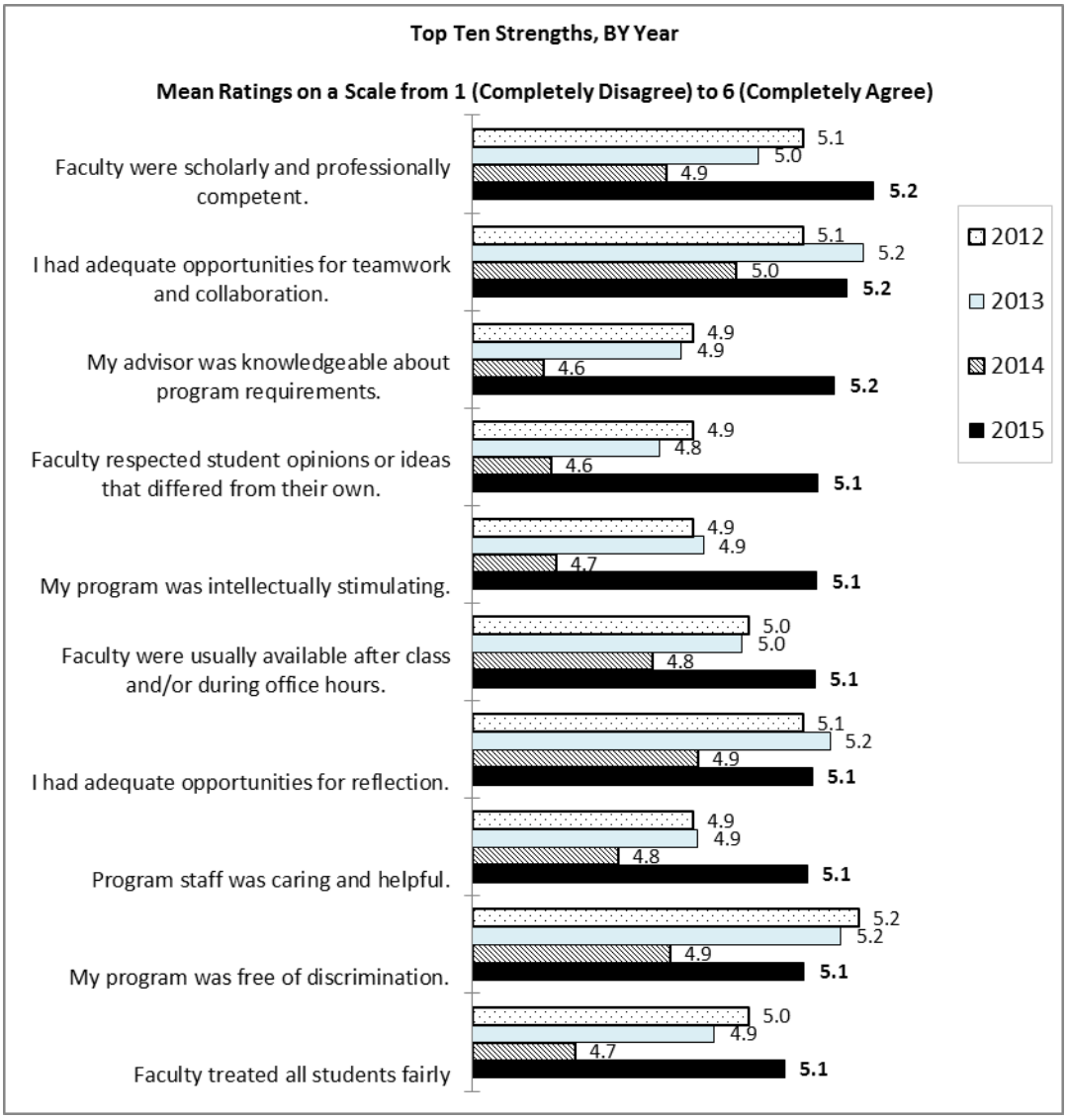
Top Ten Strengths and Areas for Improvement

Strengths

The top ten areas of strength, which had mean ratings from 5.1 to 5.2 on a scale of 1 (Completely Disagree) to 6 (Completely Agree) are:

- Faculty treated all students fairly
- My program was free of discrimination.
- Program staff was caring and helpful.
- I had adequate opportunities for reflection.
- Faculty were usually available after class and/or during office hours.
- My program was intellectually stimulating.
- Faculty respected student opinions or ideas that differed from their own.
- My advisor was knowledgeable about program requirements.
- I had adequate opportunities for teamwork and collaboration.
- Faculty were scholarly and professionally competent.

The following chart shows the college top ten strengths and their mean ratings, according to the Master's Class of 2015. Ratings are based on a six-point scale from "Completely Disagree (1)" to "Completely Agree (6)". The strengths are displayed in descending order, according to 2015's results. Data for 2012, 2013, and 2014 are provided for comparison purposes.



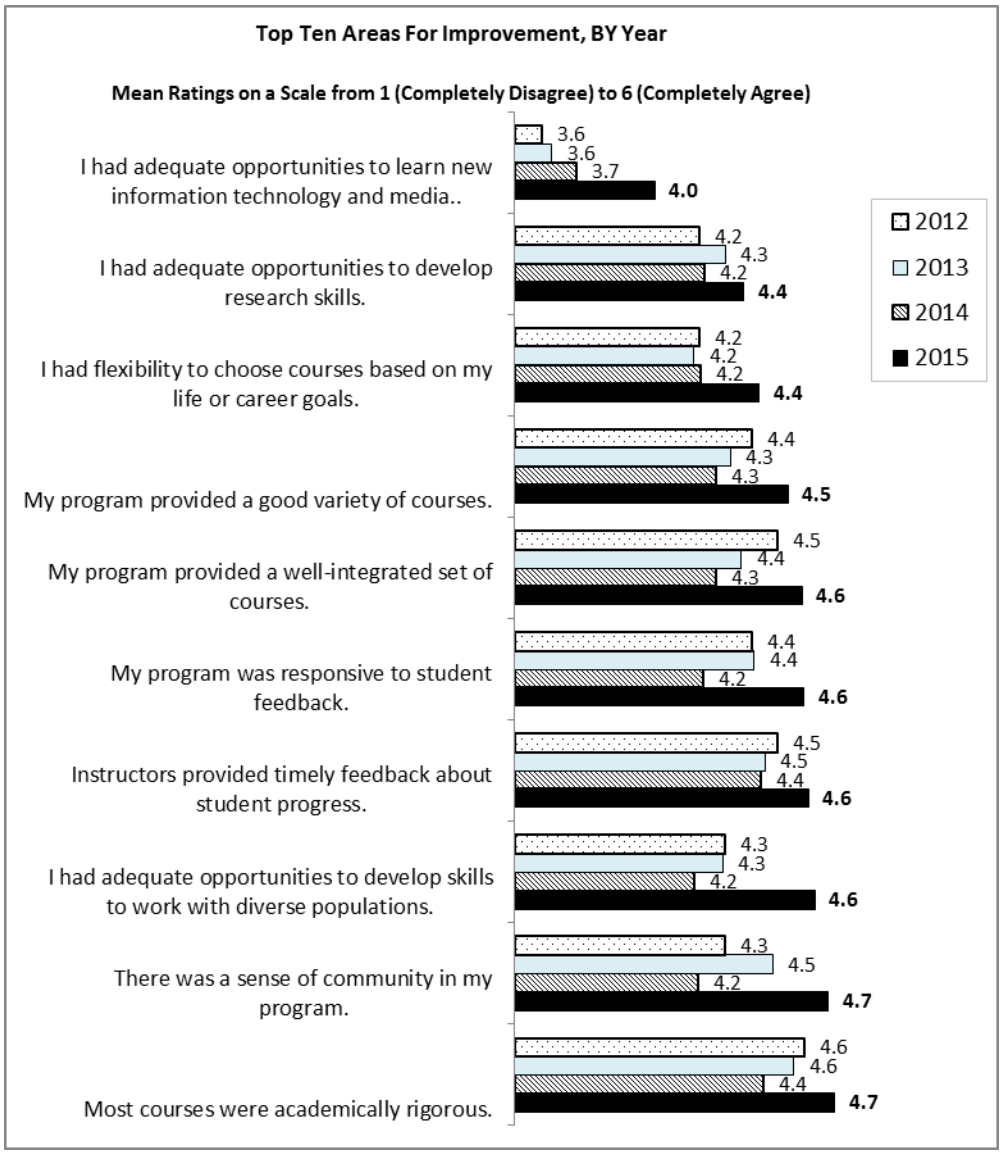
Areas for Improvement

The top ten areas for improvement, which had mean ratings from 4.0 to 4.7 on a scale of 1 (Completely Disagree) to 6 (Completely Agree) are:

- Most courses were academically rigorous.
- There was a sense of community in my program.
- I had adequate opportunities to develop skills to work with diverse populations.
- Instructors provided timely feedback about student progress.

- My program was responsive to student feedback.
- My program provided a well-integrated set of courses.
- My program provided a good variety of courses.
- I had flexibility to choose courses based on my life or career goals.
- I had adequate opportunities to develop research skills.
- I had adequate opportunities to learn new information technology and media.

The following chart shows the college top ten areas for improvement and their mean ratings, according to the Master's Class of 2015. Ratings are based on a six-point scale from "Completely Disagree (1)" to "Completely Agree (6)". The areas for improvement are displayed with the area most in need of improvement at the top, according to the Master's Class of 2015. Data for 2012, 2013, and 2014 are provided for comparison purposes.

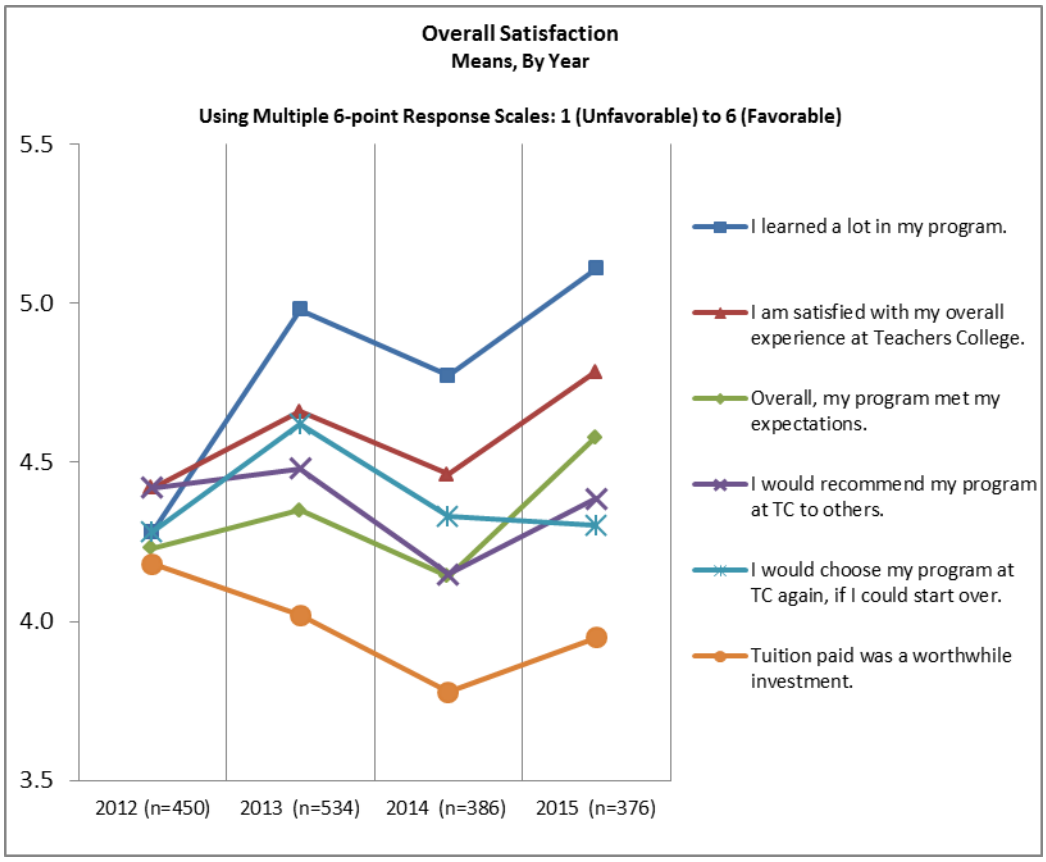


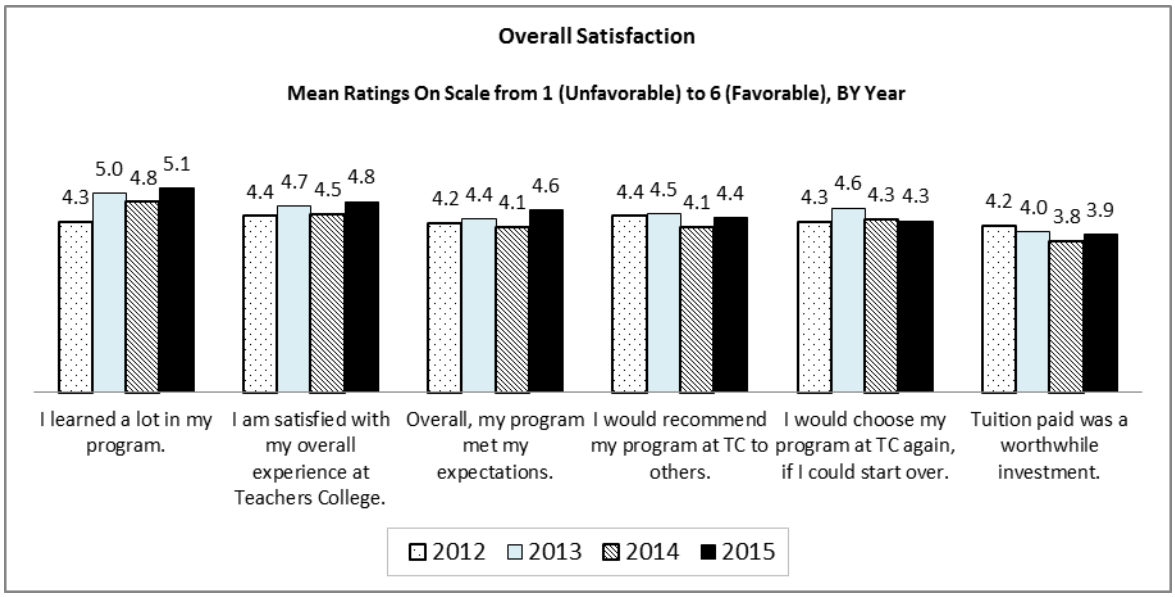
Overall Satisfaction

The *Overall Satisfaction* mean ratings in 2015 ranged between 3.9 and 5.1 on a six-point agreement scale, from "Completely Disagree (1)" to "Completely Agree (6)". A rating of "6" would indicate the most favorable response.

Four out of five master's graduates felt that, overall, their programs met their expectations. Nine out of ten master's graduates felt they learned much in their program, while Four out of five were satisfied with their overall experiences at

TC. Two out of three master's graduates agreed that tuition paid was a worthwhile investment. Seven out of ten master's graduates would choose their program at TC again, and three out of four would recommend their program to others.




Overall Satisfaction
Mean Ratings On Scale from 1 (Unfavorable) to 6 (Favorable), BY Year
4.3 5.0 4.8 5.1
4.4 4.7 4.5 4.8
4.2 4.4 4.1 4.6
4.4 4.5 4.1 4.4
4.3 4.6 4.3 4.3
4.2 4.0 3.8 3.9
I learned a lot in my program.
I am satisfied with my overall experience at Teachers College.
Overall, my program met my expectations.
I would recommend my program at TC to others.
I would choose my program at TC again, if I could start over.
Tuition paid was a worthwhile investment.
2012 2013 2014 2015

INTRODUCTION

The Teachers College Exit Survey seeks to solicit graduating students' feedback on what they value highly in their educational experience and how well the College and individual programs meet student expectations.

The survey was administered to master's graduates of October 2014 and February 2015, and to master's candidates who had applied for graduation in May 2015. The questionnaire was sent to 1987 master's graduates and graduating candidates in May 2015, through the online survey program, Qualtrics. The number of responses received was 439, giving a response rate of 22%. The response rates for 2012, 2013, and 2014 were 23%, 28%, and 21%, respectively. Response rates by department and by program are presented in Appendix C.

Characteristics of Respondents

Respondents were mainly from the departments of Arts and Humanities (23%), Organization and Leadership (19%), Counseling and Clinical Psychology (12%), and Health and Behavior Studies (11%). Master of Arts degree-holders made up 80%, Master of Education degree-holders, 11%, and Master of Science, 9% of respondents, respectively.

Three-quarters were female, and one-quarter, male. The age-group of 26-30 made up 40%, graduates of age 20-25 made up 23%, and age group of 31-35 made up 21% of respondents, respectively. United States citizens made up 83% of respondents, while 17% of respondents were from other nations. Respondents who self-reported as White of European, Middle Eastern, or North African race/ethnicity made up 41%; 17% were from other nations, 8% were Latino or Hispanic American, 7% were Asian/Pacific Islander, and 5% were African-American. The race or ethnicity of 18% of respondents was unknown. Respondents' characteristics are presented in Appendix B.

Survey Instrument

The questionnaire is comprised of 53 structured-response statements about academic programs and courses, instruction, academic advising, learning environment, resources, student support services, and statements measuring overall satisfaction. Survey participants were asked to rate each statement on a six-point agreement scale: Completely disagree (1), Mostly disagree (2), Slightly disagree (3), Slightly agree (4), Mostly agree (5), Completely agree (6). A "no opinion" option was provided for those who might not have an opinion. All domains used the "agreement" scale except for statements related to student support services. For this domain, a six-point helpfulness scale was used: Completely unhelpful (1), Mostly unhelpful (2), Slightly unhelpful (3), Slightly helpful (4), Mostly helpful (5), Completely helpful (6). A "did not use" option was provided for those who did not use the service.

The 2015 survey instrument underwent a few revisions: The domain of overall satisfaction was reworded as statements, instead of as questions. The response scales used in this survey have descriptors anchoring each scale point, unlike previous versions. One new item was added, 'Most courses were academically rigorous.' In all, the number of structured-response items fell from 65, in the 2014 version, to 53 in the current version. Seven open-ended questions

provided respondents an opportunity to comment or elaborate on their perceptions of program strengths, areas for improvements, and on their educational experience at Teachers College in general. A copy of the questionnaire can be found in Appendix D.

Overview of Report

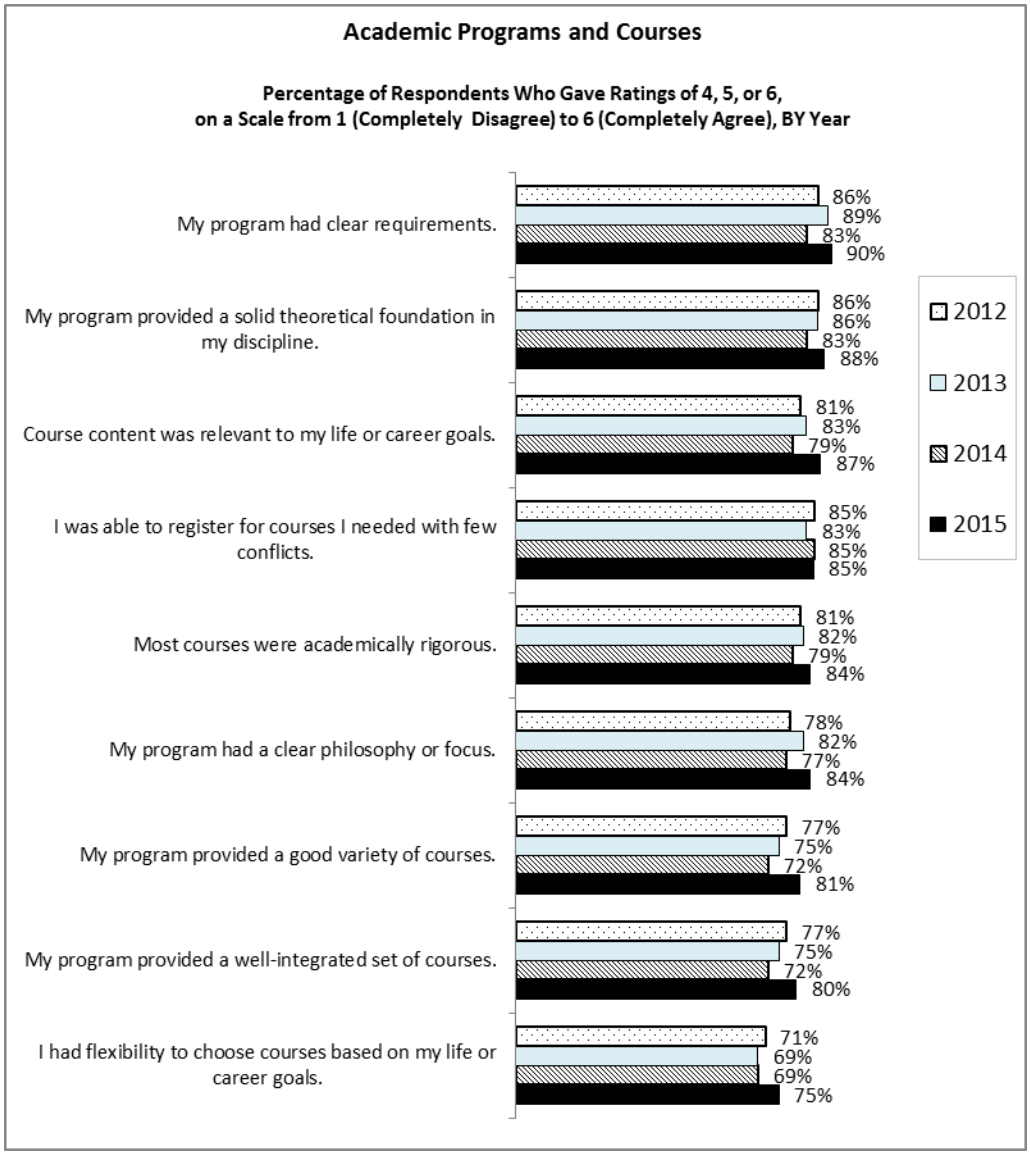
The report is organized around six domains: academic programs and courses; instruction; academic advising; learning environment; resources; student support services; and statements measuring overall satisfaction.

Each domain has a bar chart, displaying the percentage of respondents who rated the statements as 4, 5, or 6 on one of the two scales of "Completely disagree (1), Mostly disagree (2), Slightly disagree (3), Slightly agree (4), Mostly agree (5), Completely agree (6)," or "Completely unhelpful (1), Mostly unhelpful (2), Slightly unhelpful (3), Slightly helpful (4), Mostly helpful (5), Completely helpful (6)." Data from the last three years are provided for comparison purposes. The means and frequencies of all statements can be found in Appendix A.

Anchoring each domain are comments and suggestions selected to represent the main feedback points mentioned by graduates. These comments help to provide clarification or elaboration of the quantitative results.

ACADEMIC PROGRAMS AND COURSES

Chart



Comments

One hundred and forty-six doctoral graduates from 36 programs and 10 departments provided written feedback about academic programs, curriculum and courses.

- I thought my program was excellent. The professors were very dedicated and clearly defined a course of study that adequately prepared me in the field. As I understand now, the program is in the process of changing its requirements though, so I do not know how the new requirements will affect student satisfaction.

- I really enjoyed the content, rigor and organization of my classes at Teachers College. The only issue I had involved some of the requirements for graduation that were not clearly stated in the student manual and caused many of us to seek waivers from our faculty advisors.

- The (program's) curriculum offered a good integration of courses that strengthened my clinical skills as well as ability to educate those with whom I work professionally. Professor X and Professor Y also made it easy to provide feedback to improve our educational experience at Teachers College. In my opinion those two are gems.

- I found that it was a very coherent set of courses. I moved through coursework with my cohort which I found to be very academically rigorous, but directly tied into the work we did in classrooms.

- I felt that the program curriculum was laid out from day one and the quality of teaching was superb. I found that the professors were always well prepared, and the professors were passionate about the subject matter.

- I did my undergraduate coursework at Columbia, and I was disappointed to find that Teachers College was academically less rigorous. While the professors were intelligent, the expectations for our work were rather easy to meet. I found that in comparison to Columbia, the onus was on the student to bring the rigor to their research interests or their assignments. Thus the courses were as rigorous as I chose to make them.

- I found my program to be inspiring, challenging in a good way, and helped me learn and grow as a teacher and an individual. I could not have been happier with my department, the faculty and level of learning.

- I felt that most classes were theoretical garbage. There was no intent on the part of Columbia to integrate conversations about urban schools, urban youth or standardized testing. I think that the school talks a great game but there is nothing behind this faulty façade.

- The program was wonderful overall, however, my cohort was not given proper guidance/feedback during our thesis writing. It was also a frustrating process to have to figure out paper work for the thesis to be approved.

- I found there was no course that really addressed in depth any variety of practical activities for use with students in the classroom. I expected to be exposed to a variety of actual classroom pedagogical tools, but instead I found I only encountered two or three while at Columbia, never in a dedicated or focused fashion. One, perhaps two, books on teaching strategies and activities were assigned and these were helpful, but did not replace actually covering the subject consistently in a class. …

- The biggest problem I found with the ___ master's program was that the program could not decide if it would rather be solely a teacher-preparation program or a rigorous master's program and the result was a poor amalgamation. I felt like there was not enough rigorous academic and theoretical work to be able to confidentially pursue further higher education in the field nor was there enough focus on the practical aspects of teaching ---i.e. multiple ways to write lesson plans. There should be more intentional sequencing of the core courses with department-wide standards for curriculum. Additionally, I think that some re-framing of what should be included in those courses would be beneficial ---i.e. better incorporation of issues of diversity.

- While the course titles were relevant to my area of focus and career goals, I found most of the courses at Teachers College to be disappointing and frighteningly easy for graduate level work.

- I found that the experiential and multicultural courses were by far the most valuable courses in my program. However, I felt that registration was often very frustrating due to overlapping courses and having very full required classes.

- There is a lack of diversity among offered courses - most focus more heavily on race, sexual identity/orientation, and one minority identity (Latino/a). I found that there is a lack of information regarding persons with disabilities, and military personnel and veterans. Many of the courses were repetitive and seemed to be driven in one direction without room for students to incorporate their own style of interacting with others.

- I felt that there was a lot of grade inflation in a lot of my courses, and that it was very easy to get an A. In addition, there was little external motivation to push myself beyond just coasting. Therefore people who really cared about the material and coursework got the same grade as people who coasted.

- I felt that all courses were the same level as introductory courses in college. The only purpose of the (Program) is to have "Columbia" on one's resume. I felt that seventy –five percent of professors were below average, were not engaging, did not prepare for each individual class, and clearly used the exact same syllabus and teaching notes from several years prior. I found that the course content was basic, classroom discussion was superficial at best, and the majority of assignments were arbitrary and/or irrelevant. It is bewildering that Masters level course at a Columbia school is so inadequate in its level of education, philosophy, and execution.

- I think that the department should find other ways, perhaps through third-party evaluations, to make sure that the curriculum and course requirements complement the cultures, curriculums and requirements of the student-teacher placements. Otherwise, conflicts will remain inevitable between teacher education programs and public schools, especially in such political and powerful spaces with different yet validating and compelling philosophies of education.

- While we got some theoretical background in various aspects of education, we spent a large majority of our time doing self-reflective exercises, and very little time deeply discussing the important philosophies, texts, models of learning, or real-life classroom management.

- I found that several courses listed on the website and the degree requirements have not been offered in several years. There was little variety of courses offered, to the point that I felt more engaged and challenged in courses from a different discipline …. I hope this is corrected in the future.

- I felt that the classes were not well organize. However I found that the professors were kind and supportive, but did not provide enough information related to the topic/field. I think that the classes need to be more rigorous and provide a better foundation in depth knowledge of the content.

- I loved the ___ Program. It has opened so many doors I never imagined possible, and way beyond what I even hoped to achieve after the fact. I would include an Ed Tech or an Instructional Design minor as one of the options for the program clusters. I created my own cluster because they were so flexible and it was been invaluable.

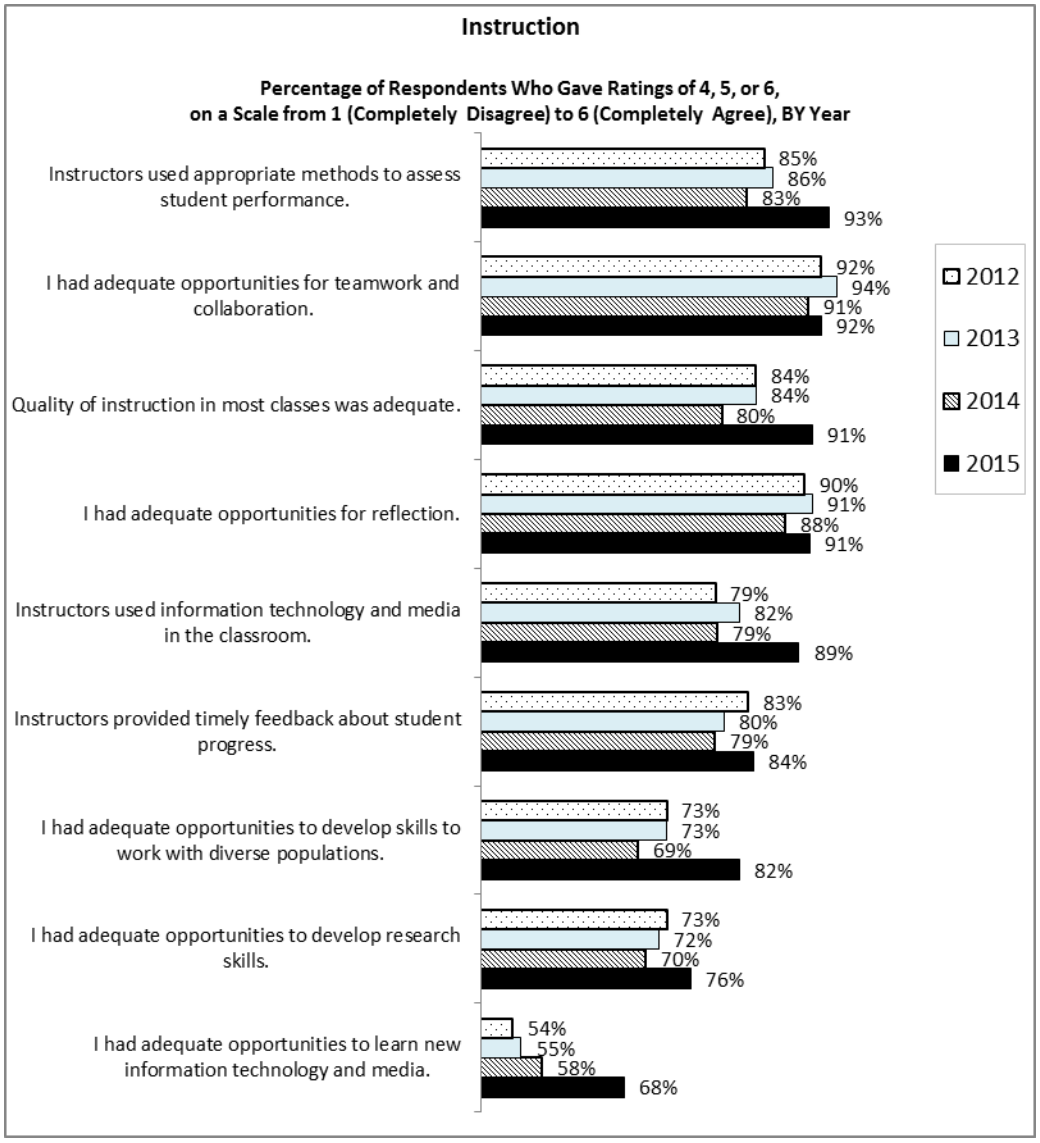
- There were far too many concentrations offered for students that were not supported by the course offerings. I think that it would be beneficial for the program to reduce the number of concentrations and increase the number of courses offered in each to foster greater expertise over a few topics rather than breadth of multiple.

- I felt that the ___ program was fantastic. The combination of core course, in field electives, diversity courses, and option for independent study led to a rich and rigorous educational experience.

- My (program) was focused on teacher certification, and the certification aspect was well-focused. However, the other required courses were very repetitive. I was able to use the same course material for three of my other courses. I think there should be more encouragement of taking different courses after two core teacher certification course requirements.

INSTRUCTION

Chart



Comments

One hundred and three graduates from 33 programs and 12 departments provided written feedback about instruction and quality of instruction.

- I found that the faculty were skilled and caring, and that they had a vision of education that was deeply thought out and clearly expressed, ---this urged us to develop the same. They provided us with a combination of useful skills and theoretical frameworks that helped us shape our research and teaching.

- I found that the instruction in my program was a hit or miss in our program. I found that either instructors were great or were greatly lacking. ..

- They were outstanding faculty and most instructions were very relevant and practical.

- I felt that my program at Teachers College was excellent. I know that I benefited from having instructors that were also actively involved in the field so the materials that I had access to always seemed relevant but more importantly current.

- I felt that my professors were all very kind and mostly supportive of students. A select few were so busy with their own research and work that they could not provide valuable feedback to students and were not accessible for advising or deeper consulting on coursework/career pathways.

- I felt that teamwork and collaboration was over used, almost to a default so that professors had less grading to do and enforcement of teamwork was pretty weak. This problem of teamwork was compounded by the extremely diverse range of student abilities in the classroom and ever increasing population of international students who struggled with writing, critical thinking, and group/discussion based projects.

- I felt that more research opportunities outside of class would have been nice. TA and RA positions were hard to find, and impossible to secure without having gained the personal friendship of the professors. It also concerned me that, while the instructors were making an active---and quite enthusiastic---attempt to employ web and multimedia tools and instruction in their courses. They were often doing so without having adequate knowledge of the technology itself.

- I think that there should be a course or an element of a course that involves student teachers gaining/sharing expertise using media in the classroom. Telling us to use media and showing us how it is done is completely different. It would have been very helpful for there to have been one element of one class that focused on this.

- I wished we had learned to use Smartboards and other types of technology, like keynote and how to edit video/sound clips, etc. While some group work was greatly appreciated, it often felt like a tiresome default. The one good thing about all the group work in was that it has made me not assign my students long-term projects in groups since I saw how frustrating they can be.

- I felt that many of the courses that involved applying skills were heavily graded by the TA and not a lot of feedback was provided by the professor. This made receiving quality feedback more difficult, and any conversation regarding the feedback was generally not appreciated. While courses were offered regarding

diverse populations, developing the skills to work with them was not as prevalent. There was diversity in the small groups used for clinical practice, but no real guidance on the work being done. There was only one professor who truly utilized the available technology in the classroom - he should teach everyone else how to do it in order to push more information to the students.

- I felt that some classes only graded students based on a midterm and a final exam, but others only had multiple choice questions. I believe that this is not the best way to test someone's knowledge at a graduate-level class. We should not have to be memorizing and regurgitating statistics about populations or details that we can Google. I found exams more valuable when they made us think about what we learned, synthesize it, and ones that included different types of testing (ex: multiple choice, essays, short answer) because some students can memorize very easily, while others cannot.

- I felt that there was not enough didactic instruction, as well as a lack of quality technology and media in the classroom. In addition, I did not have any opportunity for developing research skills or working with diverse populations except through experiences I sought out personally. This was a major disappointment for me.

- I thoroughly enjoyed and learned from my program here at Teachers College. That being said, I feel like I have a well-rounded theoretical education but no skills to work with diverse populations. I would be interested in seeing the program put together classes where we can practice and develop our skill set.

- I felt that our professors (delayed in providing) their feedback of written work. However some professors continued to assign work and required students to meet the original assignment deadlines, even though they did not give feedback on any work for the year. This left students to possibly continue doing the same thing incorrectly every time.

- I felt that some professors took too long to respond, or did not respond at all, to questions/concerns that were emailed to them.

- I found that feedback time was a huge issue as it took weeks to get feedback.

- I felt that the feedback was an issue in my program. While some of the professors used excellent methods to evaluate our development, others seemed rather close to the minimum, while others where outright inadequate. In addition, new technologies here were almost completely absent.

- I found that the instruction was second to none---it was absolutely outstanding. However, it would have been nice to receive some more timely feedback.

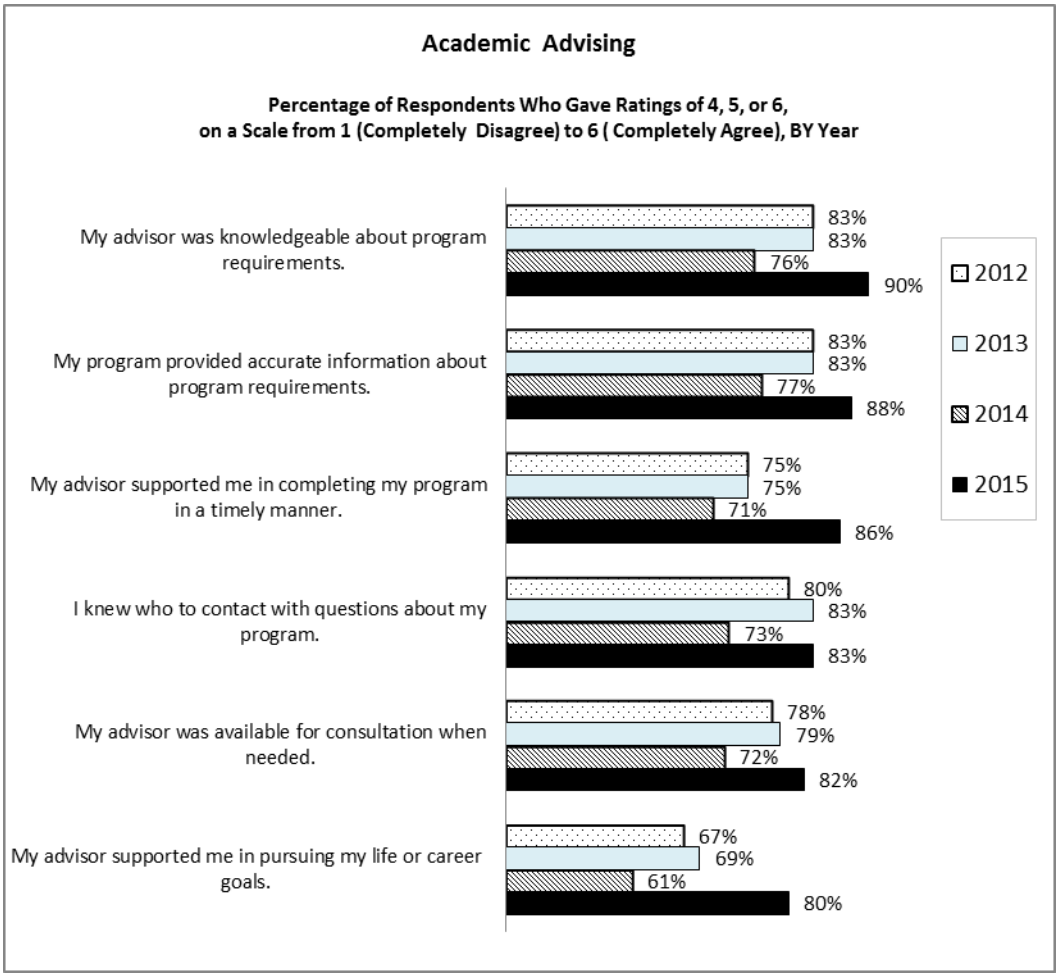
- I felt that the instruction in some classes was more than adequate. In (one program), I was inspired and challenged by all professors. In (another program), however, I felt that a few courses were laughable and a waste of tuition money. Regarding opportunities to develop research skills, I was quite disappointed by this at

Teachers College. Due to the sheer number of students and the restriction of many research positions to doctoral candidates only, I was unable to gain sufficient research experience.

- It is a shame that my student teaching course experience was so negative. The "mostly disagrees" apply to that course which, as the most important in my Masters, colored my view of instruction at Teachers College. I cannot believe a (professor) would operate her/his course so poorly. There was an emphasis on reflection in my student teaching course, but we were often told our reflections were not good enough. That seems like a strange way to encourage the practice. Quality of instruction in most classes was adequate, save my student teaching course.

ACADEMIC ADVISING

Chart



Comments

One hundred and seven graduates from 33 programs and 11 departments provided written feedback about academic advising.

- Advising was fantastic on all levels, from my official advisor to department-wide support. I have absolutely zero complaints here. Life got in the way of my thesis at one point, and I was not planning on pursuing an extension to get the degree. If not for my advisor's support, I would not be filling out this survey today.

- I had a very supportive advisor that was totally committed to my education and the education of my peers. She had the best motivation for working with us and I felt that she was advocate for our interests.

- My advisor took an active interest in the students and helped them to achieve their personal goals. She was responsive to our needs and helped us anticipate logistical issues that may arise.

- Professor X in the ___ program is an exceptional advisor. Not only was she supportive, but she went above and beyond to help me write a master's essay that I am incredibly proud of. Her care, attention to detail, hard questions, and timely feedback were instrumental in my success. I feel so incredibly lucky to have had her as an advisor.

- While the program itself was amazing, getting out of it was very difficult for some of my colleagues. I found that there was little communication after our 3rd year. When you say "my advisor," I do not actually know if you are talking about Professor X and Professor Y who were both very helpful and responsive, or Professor Z who was hard to pin down. Many of my colleagues had very harrowing experiences with the graduation process. While my own process was fairly smooth, I do feel the need to speak for my classmates who struggled mightily to finish and graduate.

- I did not even know who my advisor was for most of my time at Teachers College. It changed nearly every semester and the person in question was not available for in-person meetings. I believe my program needs a lot of work on pre and during program advisement.

- My advisor inappropriately encouraged me to take courses prepping for the doctoral track when I was not a doctoral student - electives, additional stats classes. I should have instead been pushed to focus on completing the masters project and all masters requirement. I have (twenty-one credits more than what is required for my degree program.)

- My advisor was outstanding, and our program coordinator was extremely helpful and responsive. However from what I hear from other students, mine may have been the outlier.

- There was no real contact with the advisor unless initiated by the student. Even then, it was usually to address what was happening at the time, and no follow-up meetings were ever scheduled. The advisor did not offer support or communication regarding life or career goals, there were no regular meetings to discuss program progress or even which courses should be taken at what time, etc. I think that there should be dedicated, non-teaching advisors available for students.

- While the advisors clearly perform to the best of their abilities, almost every other program has actual professors as advisors. I felt that the student advising system has major drawbacks, particularly since doctoral students are still working on making their career paths and as such have limited insight about how to move forward in the field. Additionally, as students themselves, there is only so much time they can devote to helping students. It is clear that other programs who have faculty advisors for their students have a major advantage over this program.

- I found that it was very challenging to determine which courses fulfill which requirements. Often I would need to meet with three to four different professors, advisor being the first, to find out what requirement a particular course met.

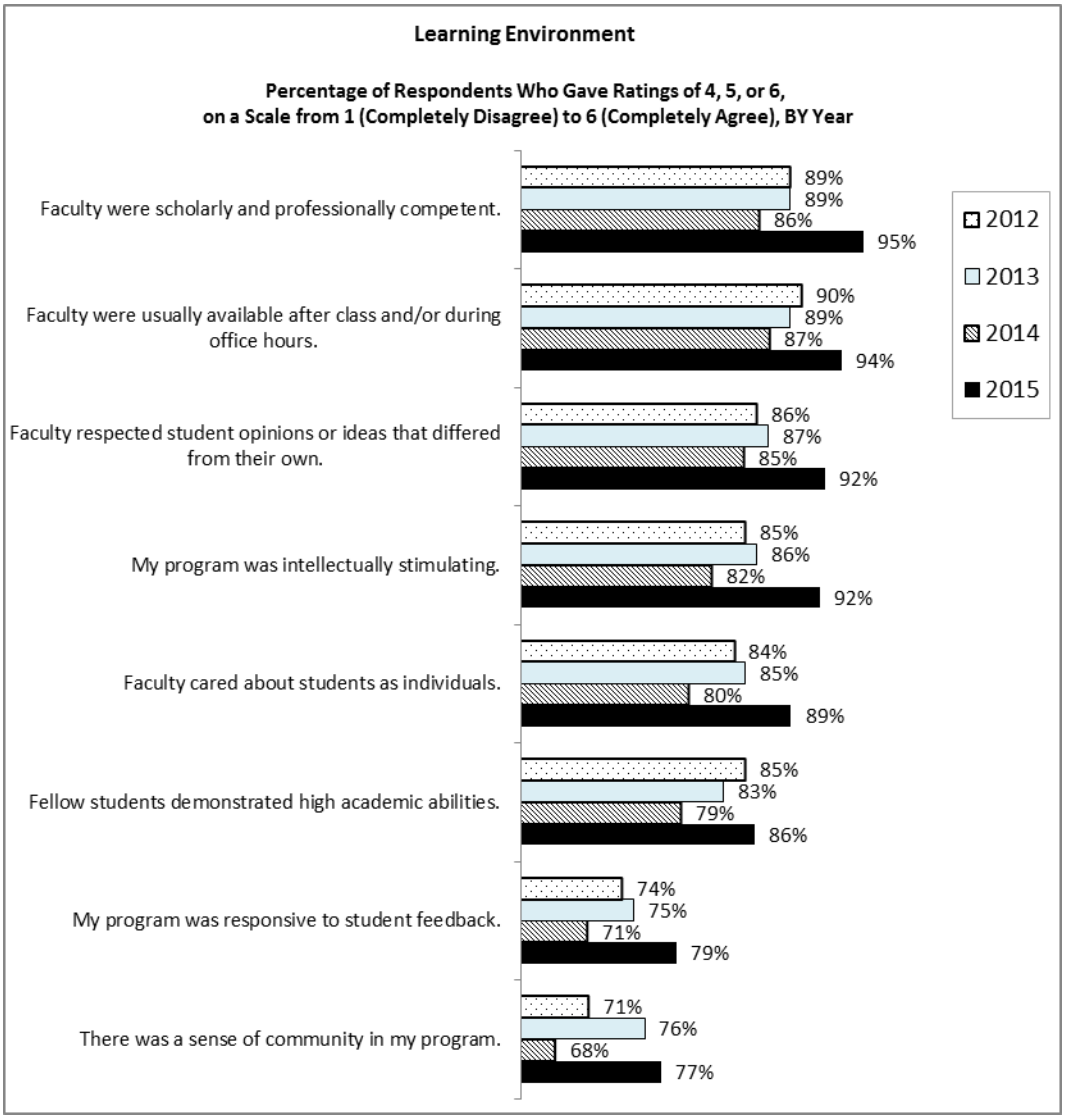
- I found that she was very difficult to track down, and I felt alone and confused through much of my experience.

- My advisor was not always informative on what needed to be done and by when. I feel that there should be stricter standards and guidelines for advisement meetings---otherwise, no information is disseminated.

- There are way too many students to only have two advisors, and I am so confused how this has been allowed to happen. Other programs have two advisors for twenty students, but we have over one hundred. This meant that despite the best intentions only a few students create strong relationships, and the program itself has a anonymous feel…

LEARNING ENVIRONMENT

Chart



Comments

Eighty-eight graduates from 33 programs and 11 departments provided written feedback about learning environment.

- I felt that it was overall an excellent learning environment in class, however, the faculty were difficult to pin down outside of class. Mandatory appointment sign-up for office hours made casual contact extremely difficult,

and yet casual contact seemed to be the thing that got people into Teacher Assistant and Research Assistant positions.

- The cohort model of the INSTEP program was incredible. Through the three year process, we got to know each other and our professors personally and professionally. The professors and cohort model are definitely the two most significant factors of the INSTEP experience.

- I felt that my faculty and colleagues created a psychologically safe space for studying.

- The learning environment in my program was something that the students sought to make for ourselves. We succeeded in a strong community that supported one another.

- When students asked the faculty questions, ninety percent of the responses were reflected back to the class. I do not care what the class thinks, I just want the answer.

- A cookie cutter mold of (professionals in my field) was being groomed. I felt that there was no diversity in the classes in terms of opinions and thoughts, and the students with different opinions were penalized in the subjective grading.

- As a student in the online program, I would have really benefitted from increased opportunities to develop a sense of community and network in my program and with students in other programs.

- I felt that students lacked life experience and seemed very young. Furthermore some were clearly not academically capable of the program.

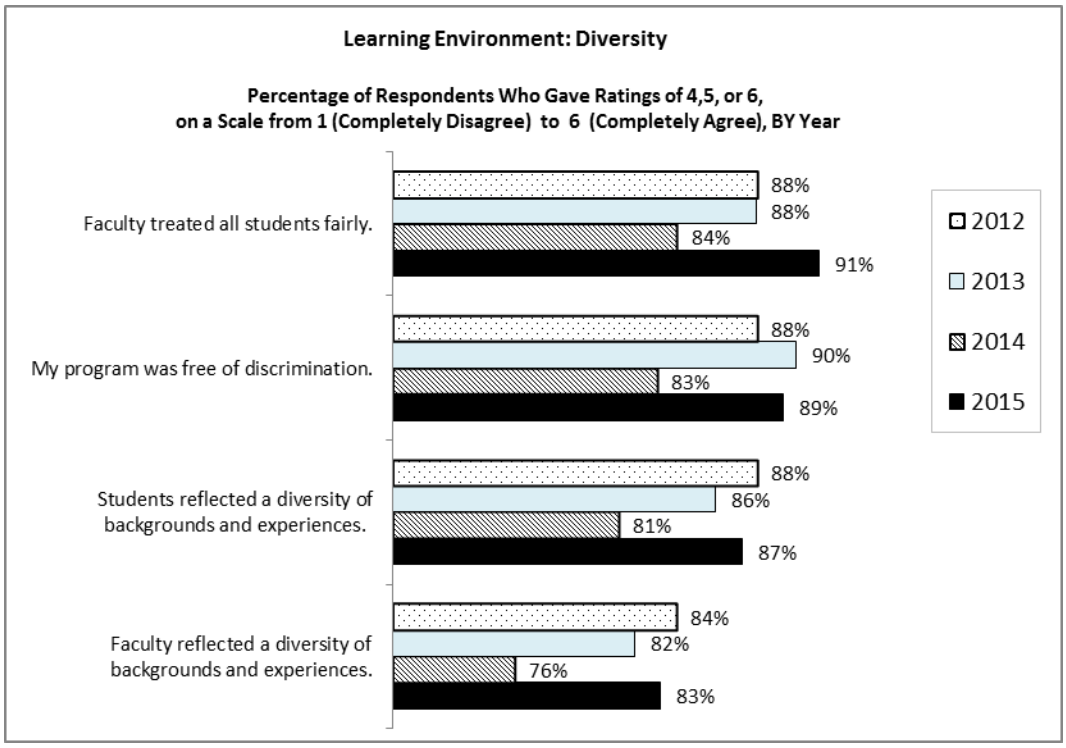
- I felt that the faculty were wonderful, and that some students were not as competent or mature as I had hoped.

- I think there is a big range of ability in this program, and this really comes across in group work. The social atmosphere is very cliquey, not that there is much you can do about that, but it seemed like all the best internship and job opportunities were shared within small exclusive groups. I think that a lack of internship opportunities made these boundaries seem harder than they should be.

- The majority of the time, I learned from my fellow students and the assigned readings significantly more than from my professors, excluding a handful of amazing professors.

Diversity

Chart

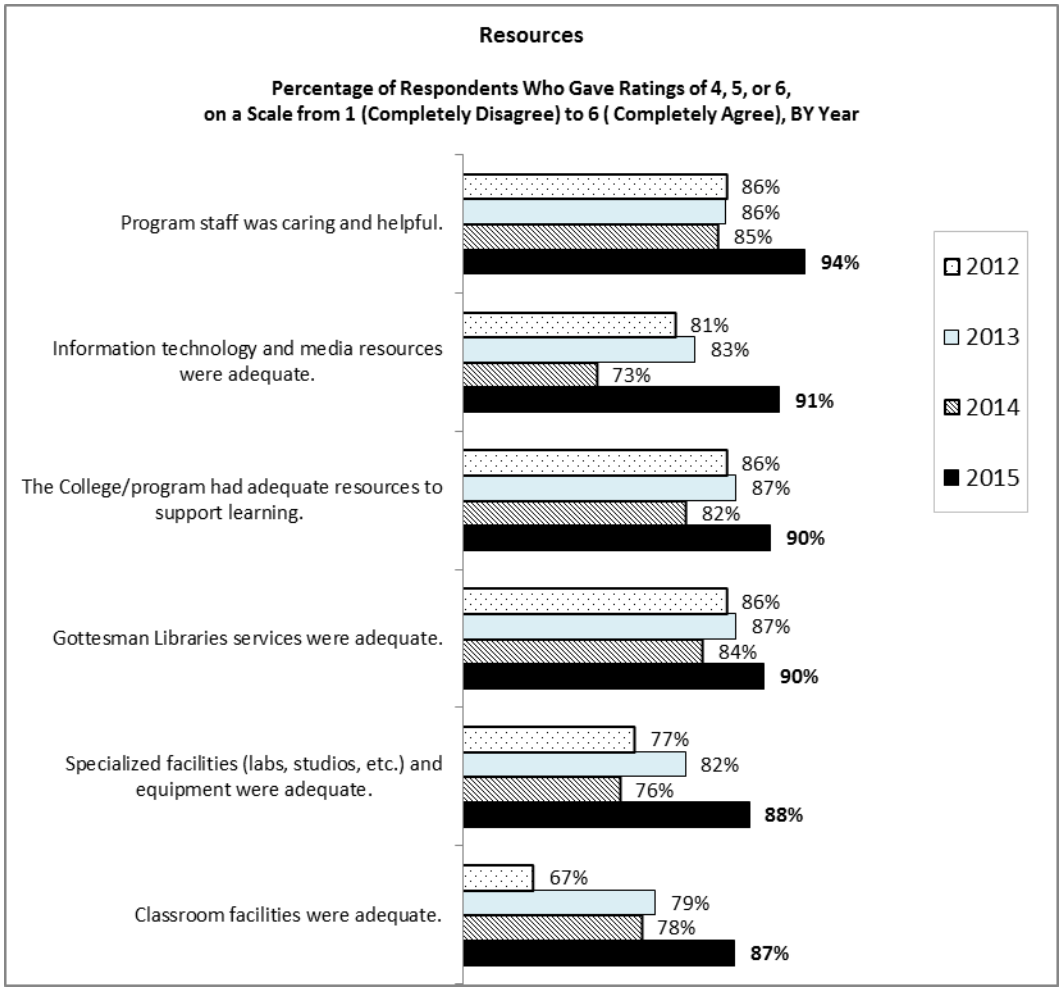


Comments Related to Diversity

- The learning environment was outstanding, and there was plenty of diversity.
- As a student of color I felt like an island, in the sense that there seemed to be an archetype for the Teachers College student and I was not it.
- I felt that diversity was lacking greatly, especially males and international students.
- I felt that there was a lack of minorities in both race and gender.
- I feel that at times favoritism was shown to students who had the time to volunteer for various events or committees.

RESOURCES

Chart



Comments

Seventy-two graduates from 27 programs and 10 departments provided written feedback about resources.

- As a history student, required to use archival research, it is embarrassing, disheartening and sad what has been done to the Teacher's College archives. So many archival materials I wanted to use at Teachers College were either not available, impossible to locate, or not accessible due to huge delays in digitalization. For me this was very disappointing as my original plan was to research Teachers Colleges' participation in a federal program. Instead I chose to research a different college of education which has archives that were intact and accessible. To me, considering the historical impact of Teachers College, it is nothing short of devastating that I was not able to access their archives.

- I found that we should have ongoing free access to the library resources much like the alumni of many other universities.

- Our summer program did not allow library access throughout the school year even though we were expected to work on our thesis. Our professors tried to gain us access and support us in any way needed. However the library services said since we were only summer students they could not help us.

- The printers were always either broken or crowded, and I found this to be very frustrating.

- I found that the library website could be tricky.

- I felt that the Gottesman library does not have enough resources. However I found that the ability to request materials was very helpful.

- I felt that the Gottesman library coupled with the Columbia library had nearly every resource.

- I would appreciate more spaces for collaboration on projects, as there were very few group rooms and it was hard to book space.

- I found that there was not enough printing and it was too difficult to print. I think that Teachers College should consider having students tap their ID's to pull up their pending prints.

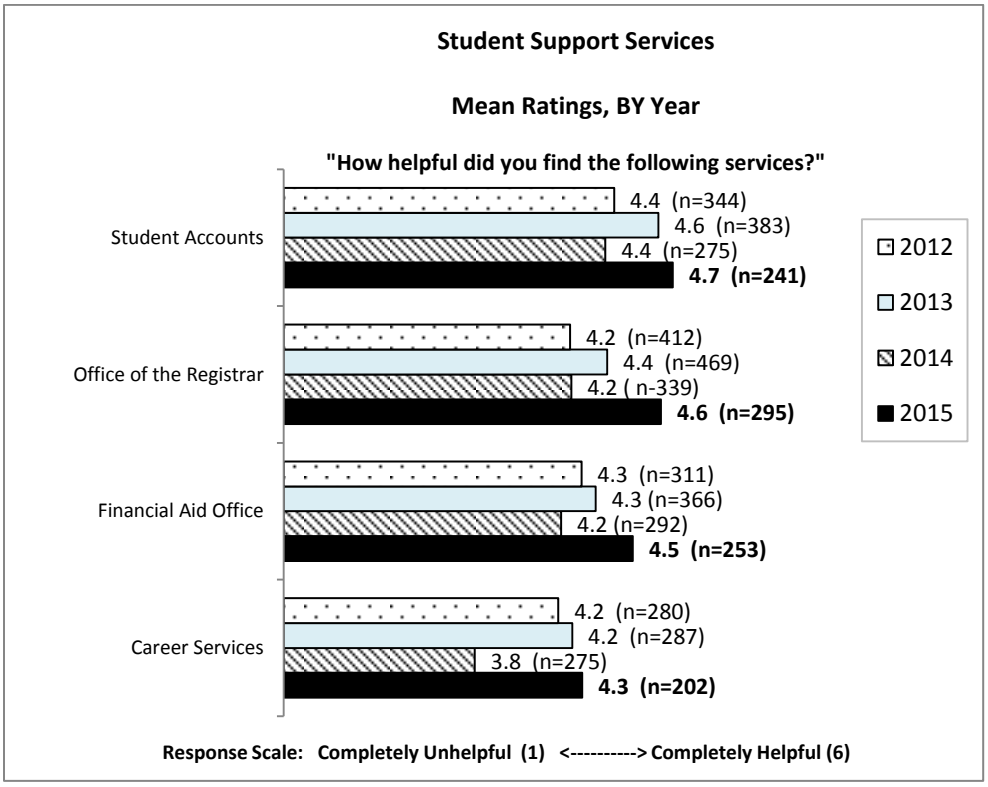
- I found that the library does not have any easily accessible Dr. Seuss books or other popular kids titles. In addition I think that they should also think about leveling kids books for reading levels.

- I found that at Teachers College there was a constant struggle about the classroom being set up appropriately, and forever waiting on maintenance to come sort things out .It was somewhat of a mess--- be it enough desks, removing catered food that was leftover in our classroom space from the previous meetings, or adjusting the projector/computers for the professor.

- The Gottesman Library was frequently crowded and it was very hard to find space to work during busy hours. Also, I think there could be more computer equipment available to students, such as loaner laptops.

STUDENT SUPPORT SERVICES

Chart



Comments

Sixty-one graduates from 28 programs and nine departments provided written feedback about student support services.

- I think that Student Development and Activities is phenomenal. I felt that they did a lot to support student groups and provide social experiences for students on campus and connect to the wider Harlem community.
- The Office of the Registrar was very helpful when it came to processing COEs and other forms.
- I have got nothing but great things to say about the support services. I especially appreciated the graduation committee who purchased my breakfast randomly one day before graduation.
- I found that the resume critique was super-helpful. Does everyone know about this service?
- I found that the Office of Career Services was awesome, and very helpful. I love their resources about how to write resumes and cover letters.

- I found that Career Services was not so useful. They did not give quality resume reviews, and I got better feedback from fellow classmates.

- I found the dealings with the Registrar to be stressful. The offices I tried to contact did not answer my call or my voicemails and you did not get a confirmation or notification that a requested transcript has been sent or any acknowledgement of a request.

- I felt that the Financial Aid process was by far the most excruciating process I have ever experienced. I experienced inadequate communication and a constant sense of "sink or swim". I felt that the Financial Aid Office never communicated with you if you were missing documentation.

- I believe there needs to be more cooperation between the Office of Teacher Education (OTE) and the academic departments. Advisors in each program should be made to understand the requirements which the Office of Teacher Education (OTE) and the NYC Department of Education have set for their students.

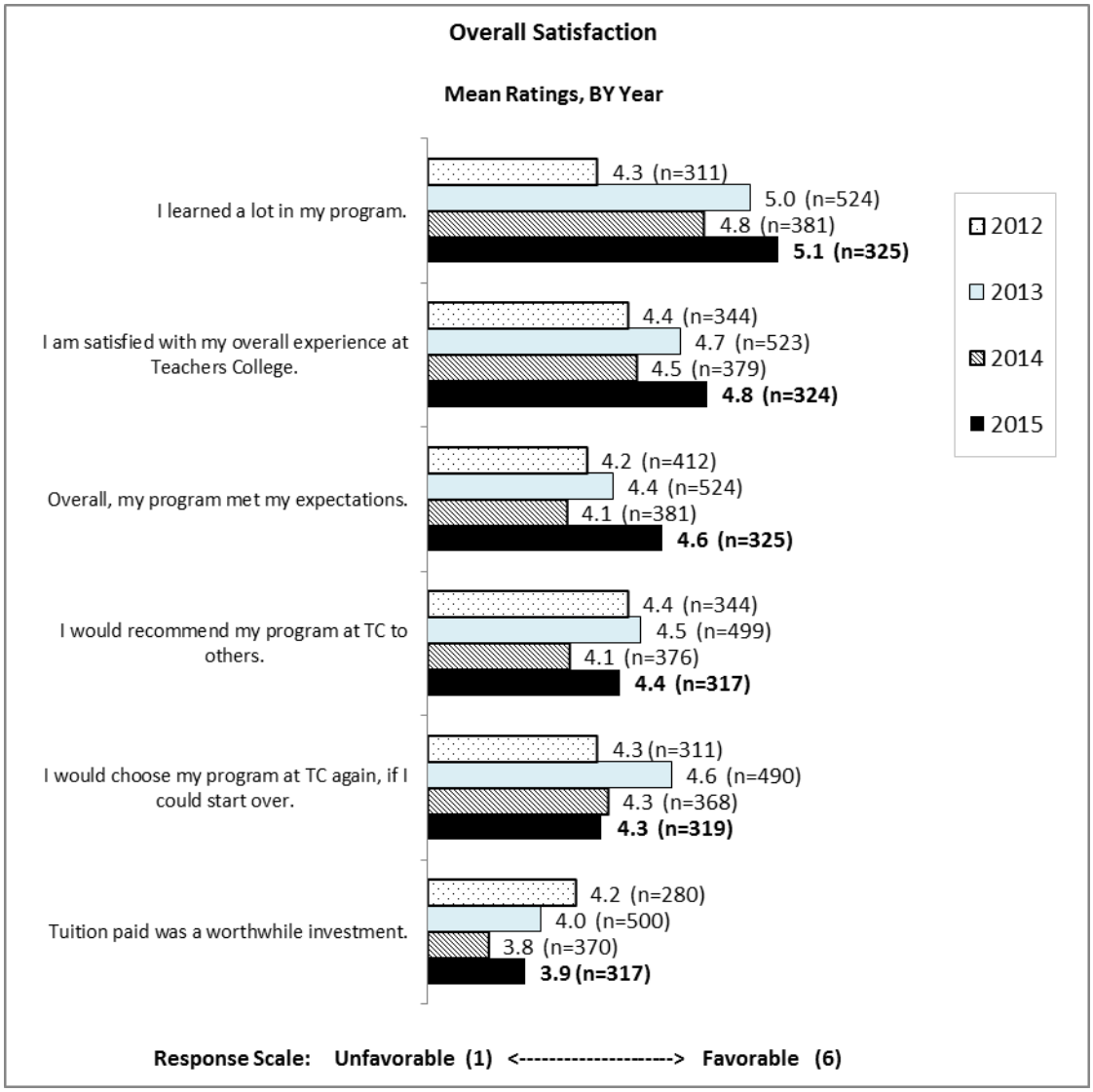
- Career Services seemed mostly able to place teachers. However I think that (non-teaching) programs do not seem to get any emphasis.

- I think that the Office of the Registrar desperately needs to organize themselves, and Career Services needs to do more than simply point you to the already-known TCCS link every time you have a question. Their resume editing, however, I found very helpful.

- It was consistently difficult to register for classes due to the out-of-date online registration platform.

OVERALL SATISFACTION

Chart



Comments

Eighty-six graduates from 30 programs and 11 departments provided written feedback about their general student experience at Teachers College.

- I loved my experience, but it was only worth it because I had the TR@TC scholarship. There is no way I would have paid full price for teaching degrees I believe that a teacher cannot pay that debt.

- I think that the program is improving. Perhaps if I had to start over in 2013, I would not have necessarily chosen Teachers College, but to start now, in 2015, I would choose Teachers College.

- Unfortunately, I am not satisfied with my education at Teachers College. I wish I could personally overhaul my program and put together a new course list for future cohorts. I wish I could have the money I spent on more than half of my classes back. I wish I could have actually received the support I needed from the Office of ___. I wish I could have received more information in the beginning of my program about what my degree would allow me to do, instead of during the last semester of my program.

- As I am becoming more interested in clinical aspects of the program, I hope that a Master's of Science option as a degree would be offered to students in the future. I am thankful for being in this program and it has changed my life in a wonderful way.

- I expected more help with finding a fieldwork placement and career-related help within my program, not only in career services. I also expected that I would have closer, more helpful supervision from my fieldwork professor, although I received good supervision at my placement and in my practicum class.

- I think that Teachers College is a great place to find your passion within your chosen field of study.

- I think that the cost of the program is actually obscene, especially considering we are not license eligible at the end of it.

- I felt that financial aid is a stumbling block for those that cannot afford Columbia. I feel that diversity needs to be a key focus in recruitment, financial aid, and social/emotional support.

- At the start of my program, I lacked the process literacy to navigate the most affordable path toward a degree. I would have appreciated more opportunities to learn about tuition supplements such as working on campus and financial aid.

- I could not in good faith recommend this program to others.

- I think my program had way too many people in it. I had a class with sixty plus people which is inappropriate at the graduate level for the tuition I was paying.

- Teachers College has the strong reputation of Columbia behind it, however there is a lot of room for improvement if it wants to continue its success.

- This educational experience was the best decision I have made in my life. When I am looking at other programs in the future, Teachers College will be my first choice because of the caring and friendly learning environment that I experienced.

APPENDIX A: MEANS AND FREQUENCIES TABLES, 2010-2015

Academic Program and Courses

ACADEMIC PROGRAMS AND COURSES	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
1) My program had a clear philosophy or focus.	2010							3	6	12	19	24	36	79	4.7	496
	2011							3	6	14	19	30	29	78	4.5	406
	2012							4	8	11	19	26	33	78	4.5	447
	2013							4	5	10	18	31	33	82	4.7	536
	2014	13	21	53	81	113	101	3	5	14	21	30	26	77	4.5	382
	2015	13	20	27	47	143	126	3	5	7	13	38	34	84	4.8	376
2) My program had clear requirements.	2010							1	4	8	20	27	40	87	4.9	493
	2011							2	3	6	21	29	39	89	4.9	407
	2012							3	3	8	14	30	42	86	4.9	446
	2013							1	3	7	14	30	45	89	5.0	536
	2014	11	18	34	68	124	126	3	5	9	18	33	33	83	4.7	381
	2015	14	6	19	40	141	156	4	2	5	11	38	41	90	5.0	376
3) My program provided a well-integrated set of courses.	2010							3	8	13	28	26	22	76	4.3	493
	2011							5	6	13	27	28	21	76	4.3	403
	2012							3	4	16	24	28	25	77	4.5	449
	2013							2	8	15	25	27	23	75	4.4	533
	2014	17	27	64	87	102	84	4	7	17	23	27	22	72	4.3	381
	2015	12	23	40	62	129	107	3	6	11	17	35	29	80	4.6	373
4) My program provided a good variety of courses.	2010							4	8	18	25	24	21	70	4.2	493
	2011							4	7	19	28	22	19	69	4.2	402
	2012							3	6	14	25	29	23	77	4.4	445
	2013							2	8	15	27	26	22	75	4.3	531
	2014	17	33	59	78	114	82	4	9	15	20	30	21	72	4.3	383
	2015	14	22	34	90	105	108	4	6	9	24	28	29	81	4.5	373

ACADEMIC PROGRAMS AND COURSES (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
5) I was able to register for courses I needed with few conflicts.	2010							4	5	10	14	25	42	81	4.8	481
	2011							4	5	8	16	26	41	83	4.8	402
	2012							4	6	6	15	25	45	85	4.9	437
	2013							3	5	9	11	25	47	83	4.9	515
	2014	14	16	25	62	115	147	4	4	7	16	30	39	85	4.8	379
	2015	14	15	26	34	106	174	4	4	7	9	29	47	85	5.0	369
6) I had flexibility to choose courses based on my life or career goals.	2010							7	10	15	21	25	21	67	4.1	475
	2011							7	8	18	27	21	19	67	4.0	395
	2012							7	9	13	23	23	25	71	4.2	435
	2013							7	10	14	20	23	26	69	4.2	507
	2014	30	29	56	72	91	95	8	8	15	19	24	25	69	4.2	373
	2015	18	26	45	65	102	101	5	7	13	18	29	28	75	4.4	357
7) My program provided a solid theoretical foundation in my discipline.	2010							2	5	9	18	30	37	85	4.8	490
	2011							4	2	10	18	29	37	84	4.8	404
	2012							2	5	7	18	33	35	86	4.8	444
	2013							2	5	8	20	30	36	86	4.8	535
	2014	8	20	36	78	124	117	2	5	9	20	32	31	83	4.7	383
	2015	9	13	24	60	131	136	2	3	6	16	35	36	88	4.9	373
8) Course content was relevant to my life or career goals.	2010							2	4	10	20	29	35	84	4.8	491
	2011							3	4	12	18	31	32	81	4.6	404
	2012							3	5	12	17	31	33	81	4.7	443
	2013							2	6	10	20	31	32	83	4.7	533
	2014	16	21	43	75	121	107	4	5	11	20	32	28	79	4.5	383
	2015	4	14	30	64	126	137	1	4	8	17	34	37	87	4.9	375
9) Most courses were academically rigorous.	2010							4	5	9	19	32	31	82	4.6	490
	2011							5	7	12	20	27	30	77	4.5	404
	2012							3	6	10	18	30	33	81	4.6	445
	2013							3	7	9	20	35	27	82	4.6	533
	2014	21	26	35	77	127	96	5	7	9	20	33	25	79	4.4	382
	2015	12	21	25	68	125	123	3	6	7	18	33	33	84	4.7	374

Instruction

INSTRUCTION	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
11) Instructors used information technology and media in the classroom.	2010							2	6	18	25	25	25	75	4.4	489
	2011							2	7	14	25	32	20	77	4.4	402
	2012							2	5	13	26	28	25	79	4.5	443
	2013							1	6	11	29	31	22	82	4.5	526
	2014	10	21	48	91	127	83	3	6	13	24	33	22	79	4.5	380
	2015	4	14	19	58	162	88	1	4	6	17	47	26	89	4.8	345
12) Instructors used appropriate methods to assess student performance.	2010							1	2	11	25	33	28	86	4.7	483
	2011							2	2	9	22	40	25	87	4.7	400
	2012							4	3	8	21	38	26	85	4.6	440
	2013							1	3	9	19	43	24	86	4.7	527
	2014	8	14	43	83	152	79	2	4	11	22	40	21	83	4.6	379
	2015	2	10	12	59	179	80	1	3	4	17	52	23	93	4.9	342
13) Instructors provided timely feedback about student progress.	2010							2	7	14	23	31	23	77	4.4	490
	2011							2	6	13	27	30	21	78	4.4	401
	2012							4	4	10	30	31	22	83	4.5	442
	2013							3	6	12	25	34	21	80	4.5	526
	2014	8	28	44	96	119	85	2	7	12	25	31	22	79	4.4	380
	2015	8	16	32	66	144	78	2	5	9	19	42	23	84	4.6	344
14) I had adequate opportunities to develop research skills.	2010							7	9	13	20	26	25	71	4.2	480
	2011							6	9	17	19	27	23	69	4.2	395
	2012							6	10	12	24	26	23	73	4.2	434
	2013							6	8	14	21	24	27	72	4.3	523
	2014	25	30	55	76	101	86	7	8	15	20	27	23	70	4.2	373
	2015	13	34	36	73	107	82	4	10	10	21	31	24	76	4.4	345

INSTRUCTION (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
15) I had adequate opportunities for teamwork and collaboration.	2010							2	3	5	14	30	46	90	5.1	486
	2011							1	1	6	14	30	47	91	5.1	400
	2012							1	2	5	16	30	46	92	5.1	440
	2013							1	2	5	12	32	50	94	5.2	529
	2014	1	12	23	65	135	143	0	3	6	17	36	38	91	5.0	379
	2015	0	8	19	43	105	167	0	2	6	13	31	49	92	5.2	342
16) I had adequate opportunities to learn new information technology and media.	2010							10	16	18	26	17	14	57	3.7	480
	2011							9	17	21	24	19	11	54	3.6	398
	2012							12	15	19	22	20	12	54	3.6	427
	2013							8	15	22	26	16	13	55	3.6	518
	2014	41	51	65	74	87	52	11	14	18	20	24	14	58	3.7	370
	2015	22	43	44	81	87	60	7	13	13	24	26	18	68	4.0	337
17) I had adequate opportunities to develop skills to work with diverse populations.	2010							7	8	14	21	22	28	71	4.3	468
	2011							7	8	11	24	26	24	74	4.3	374
	2012							7	8	13	18	27	28	73	4.3	423
	2013							6	7	14	21	26	26	73	4.3	497
	2014	26	38	47	71	95	86	7	10	13	20	26	24	69	4.2	363
	2015	10	24	28	66	104	111	3	7	8	19	30	32	82	4.6	343
18) I had adequate opportunities for reflection.	2010							2	3	6	15	26	48	89	5.0	487
	2011							1	3	7	14	27	48	89	5.1	400
	2012							2	3	6	15	29	46	90	5.1	439
	2013							1	2	6	12	30	49	91	5.2	528
	2014	6	10	31	58	137	139	2	3	8	15	36	36	88	4.9	381
	2015	1	14	17	41	106	161	0	4	5	12	31	47	91	5.1	340
19) Quality of instruction in most classes was adequate.	2010							2	5	11	25	28	28	81	4.6	492
	2011							3	6	10	23	33	26	82	4.5	403
	2012							3	3	11	22	34	28	84	4.7	446
	2013							2	4	11	25	34	25	84	4.6	535
	2014	8	26	43	90	128	86	2	7	11	24	34	23	80	4.5	381
	2015	5	9	17	54	134	125	1	3	5	16	39	36	91	5.0	344

Academic Advising

ACADEMIC ADVISING	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
21) My advisor was knowledgeable about program requirements.	2010							5	6	8	13	24	45	82	4.8	460
	2011							7	4	8	10	21	50	81	4.8	388
	2012							5	6	6	12	23	48	83	4.9	429
	2013							7	5	6	10	21	52	83	4.9	506
	2014	21	23	46	44	87	151	6	6	12	12	23	41	76	4.6	372
	2015	11	12	9	28	81	176	3	4	3	9	26	56	90	5.2	317
22) My advisor was available for consultation when needed.	2010							10	8	11	15	22	35	72	4.3	467
	2011							9	6	9	14	20	42	76	4.6	393
	2012							8	8	7	13	22	43	78	4.6	433
	2013							7	7	8	14	24	41	79	4.6	511
	2014	29	27	49	53	83	135	8	7	13	14	22	36	72	4.4	376
	2015	13	23	21	35	79	145	4	7	7	11	25	46	82	4.8	316
23) My advisor supported me in completing my program in a timely manner.	2010							12	9	9	14	17	40	71	4.3	456
	2011							12	6	7	14	16	44	74	4.5	387
	2012							10	7	8	15	18	42	75	4.5	419
	2013							8	7	9	11	19	45	75	4.6	498
	2014	40	23	44	51	74	132	11	6	12	14	20	36	71	4	364
	2015	19	11	13	33	76	162	6	4	4	11	24	52	86	5.0	314
24) My advisor supported me in pursuing my life or career goals.	2010							16	11	8	13	17	35	65	4.1	453
	2011							14	9	9	15	17	37	69	4.2	380
	2012							14	9	10	12	17	38	67	4.2	411
	2013							12	10	10	13	18	38	69	4.3	492
	2014	53	33	57	43	80	98	15	9	16	12	22	27	61	4.0	364
	2015	19	25	18	39	66	143	6	8	6	13	21	46	80	4.7	310
25) I knew who to contact with questions about my program.	2010							7	6	11	17	26	33	76	4.5	479
	2011							7	8	8	16	23	38	77	4.5	401
	2012							6	7	8	15	24	41	80	4.7	441
	2013							4	6	8	16	23	44	83	4.8	529
	2014	23	32	49	51	92	133	6	8	13	13	24	35	73	4.5	380
	2015	18	18	20	32	87	154	5	5	6	10	26	47	83	4.9	329
26) My program provided accurate information about program requirements.	2010							4	7	13	16	26	34	76	4.6	479
	2011							4	5	11	19	24	36	79	4.6	398
	2012							5	7	7	17	27	39	83	4.7	442
	2013							4	5	8	17	23	43	83	4.8	527
	2014	19	24	46	64	103	125	5	6	12	17	27	33	77	4.5	381
	2015	8	10	22	38	98	152	2	3	7	12	30	46	88	5.0	328

Learning Environment

LEARNING ENVIRONMENT	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
28) My program was intellectually stimulating.	2010							3	4	7	16	26	44	86	4.9	480
	2011							4	4	8	16	28	41	85	4.8	400
	2012							3	3	9	15	25	45	85	4.9	441
	2013							2	5	8	15	26	45	86	4.9	525
	2014	15	17	36	75	109	126	4	4	10	20	29	33	82	4.7	378
	2015	3	10	15	41	110	155	1	3	4	12	33	46	92	5.1	334
29) Faculty were scholarly and professionally competent.	2010							1	3	5	16	30	45	91	5.1	479
	2011							2	4	6	13	34	41	88	5.0	395
	2012							1	3	7	11	30	48	89	5.1	441
	2013							1	3	7	14	31	44	89	5.0	526
	2014	14	6	32	61	121	143	4	2	8	16	32	38	86	4.9	377
	2015	2	2	11	35	135	147	1	1	3	11	41	44	95	5.2	332
30) Faculty were usually available after class and/or during office hours.	2010							3	3	7	19	29	39	87	4.8	469
	2011							3	2	10	19	34	32	85	4.8	389
	2012							2	3	6	16	31	43	90	5.0	424
	2013							1	3	6	14	36	39	89	5.0	507
	2014	8	8	32	76	118	131	2	2	9	20	32	35	87	4.8	373
	2015	2	7	12	44	125	137	1	2	4	13	38	42	94	5.1	327
31) Faculty respected student opinions or ideas that differed from their own.	2010							3	4	11	18	30	33	81	4.7	476
	2011							3	5	8	16	36	32	84	4.7	394
	2012							3	3	8	17	29	40	86	4.9	440
	2013							4	3	6	18	30	39	87	4.8	523
	2014	16	15	26	88	118	114	4	4	7	23	31	30	85	4.6	377
	2015	5	4	17	28	139	136	2	1	5	9	42	41	92	5.1	329
32) Faculty cared about students as individuals.	2010							4	6	10	18	30	32	80	4.6	476
	2011							5	5	12	17	28	34	79	4.6	394
	2012							4	3	10	16	26	42	84	4.8	439
	2013							3	4	10	19	28	38	85	4.8	522
	2014	17	17	41	66	121	113	5	5	11	18	32	30	80	4.6	375
	2015	4	15	17	34	119	140	1	5	5	10	36	43	89	5.0	329
33) Faculty treated all students fairly.	2010							3	4	8	16	32	38	86	4.8	477
	2011							4	5	7	15	34	36	85	4.8	389
	2012							2	4	6	17	28	43	88	5.0	430
	2013							3	3	5	16	30	42	88	4.9	516
	2014	20	10	29	69	121	121	5	3	8	19	33	33	84	4.7	370
	2015	4	5	20	48	110	141	1	2	6	15	34	43	91	5.1	328

LEARNING ENVIRONMENT (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
34) My program was responsive to student feedback.	2010							8	8	13	18	27	27	72	4.3	440
	2011							6	8	13	19	30	23	72	4.3	356
	2012							8	8	11	20	22	32	74	4.4	397
	2013							5	7	12	20	26	29	75	4.4	484
	2014	28	24	51	73	96	82	8	7	14	21	27	23	71	4.2	354
	2015	12	25	28	49	88	105	4	8	9	16	29	34	79	4.6	307
35) There was a sense of community in my program.	2010							8	8	11	16	23	34	73	4.4	475
	2011							8	8	10	21	22	32	75	4.4	395
	2012							11	6	11	15	22	34	71	4.3	437
	2013							6	7	10	19	23	34	76	4.5	519
	2014	37	28	53	65	82	105	10	8	14	18	22	28	68	4.2	370
	2015	13	26	35	39	77	138	4	8	11	12	23	42	77	4.7	328
36) Fellow students demonstrated high academic abilities.	2010							4	3	7	18	31	36	85	4.8	477
	2011							2	5	7	21	34	31	86	4.7	395
	2012							3	4	9	18	29	38	85	4.8	440
	2013							3	4	10	22	27	34	83	4.7	517
	2014	18	20	40	68	114	116	5	5	11	18	30	31	79	4.6	376
	2015	4	12	31	33	114	136	1	4	9	10	35	41	86	5.0	330
37) Faculty reflected a diversity of backgrounds and experiences.	2010							4	6	9	19	27	35	81	4.6	474
	2011							4	5	9	25	29	28	82	4.6	390
	2012							4	5	7	21	23	40	84	4.8	436
	2013							4	5	9	20	28	34	82	4.7	523
	2014	25	21	44	60	111	114	7	6	12	16	30	30	76	4.5	375
	2015	10	18	27	59	98	117	3	5	8	18	30	36	83	4.7	329
38) Students reflected a diversity of backgrounds and experiences.	2010							1	3	6	14	30	45	89	5.0	476
	2011							1	5	6	17	32	38	87	4.9	397
	2012							3	3	8	15	26	47	88	5.0	442
	2013							2	4	8	17	26	43	86	4.9	524
	2014	15	19	37	49	110	147	4	5	10	13	29	39	81	4.8	377
	2015	7	16	19	50	98	142	2	5	6	15	30	43	87	4.9	332
39) My program was free of discrimination.	2010							2	3	4	9	25	56	90	5.2	448
	2011							3	2	4	13	27	50	90	5.1	368
	2012							2	3	6	9	24	55	88	5.2	421
	2013							3	4	4	10	25	55	90	5.2	502
	2014	18	16	29	43	98	168	5	4	8	12	26	45	83	4.9	372
	2015	8	6	20	32	99	155	3	2	6	10	31	48	89	5.1	320

Resources

RESOURCES	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
41) The College/program had adequate resources to support learning.	2010							2	4	10	21	31	33	85	4.7	480
	2011							4	4	9	21	30	32	83	4.7	383
	2012							2	4	8	25	28	33	86	4.7	420
	2013							1	3	9	19	33	35	87	4.8	500
	2014	9	15	42	78	122	102	2	4	11	21	33	28	82	4.6	368
	2015	8	6	17	48	130	113	2	2	5	15	40	35	90	4.9	322
42) Program staff was caring and helpful.	2010							2	5	11	19	28	36	83	4.7	476
	2011							2	4	11	20	28	35	83	4.7	392
	2012							2	3	9	17	28	41	86	4.9	424
	2013							3	4	7	13	34	39	86	4.9	515
	2014	10	12	32	75	107	129	3	3	9	21	29	35	85	4.8	365
	2015	6	6	8	45	120	138	2	2	2	14	37	43	94	5.1	323
43) Gottesman Libraries services were adequate.	2010							1	3	8	20	33	34	87	4.8	463
	2011							2	5	8	18	32	35	85	4.8	381
	2012							2	4	8	21	29	36	86	4.8	414
	2013							1	5	7	18	33	36	87	4.8	497
	2014	16	12	31	78	114	111	4	3	9	22	31	31	84	4.6	362
	2015	5	10	17	43	123	115	2	3	5	14	39	37	90	5.0	313
44) Classroom facilities were adequate.	2010							7	9	16	21	27	20	68	4.1	481
	2011							10	9	16	23	25	18	66	4.0	397
	2012							5	11	17	25	23	19	67	4.1	433
	2013							4	5	12	26	30	23	79	4.4	516
	2014	11	27	43	85	106	91	3	7	12	23	29	25	78	4.4	363
	2015	5	14	23	50	128	101	2	4	7	16	40	31	87	4.8	321
45) Specialized facilities (labs, studios, etc.) and equipment were adequate.	2010							3	7	12	24	31	24	79	4.4	380
	2011							4	10	12	24	29	21	74	4.3	298
	2012							3	8	13	23	28	26	77	4.4	336
	2013							3	5	11	25	28	29	82	4.6	357
	2014	13	14	46	59	86	80	4	5	15	20	29	27	76	4.4	298
	2015	4	7	17	35	100	77	2	3	7	15	42	32	88	4.9	240
46) Information technology and media resources were adequate.	2010							3	5	10	23	36	24	83	4.6	459
	2011							2	8	13	25	29	23	77	4.4	368
	2012							2	7	10	25	34	22	81	4.5	398
	2013							2	4	11	28	29	26	83	4.6	479
	2014	18	17	59	66	106	86	5	5	17	19	30	24	73	4.4	352
	2015	11	3	13	59	124	99	4	1	4	19	40	32	91	4.9	309

Student Support Services

OFFICES (Student Support Services)	Year	Frequency Count						Percentage								
		1_Completely Unhelpful	2_Mostly Unhelpful	3_Slightly Unhelpful	4_Slightly Helpful	5_Mostly Helpful	6_Completely Helpful	1_Completely Unhelpful	2_Mostly Unhelpful	3_Slightly Unhelpful	4_Slightly Helpful	5_Mostly Helpful	6_Completely Helpful	4+5+6	Agree Mean	n
48) Office of the Registrar	2010	46	50	70	105	96	100	10	11	15	22	21	21	64	4.0	467
	2011	26	36	47	90	103	74	7	10	12	24	27	20	71	4.1	376
	2012	33	28	50	110	99	101	8	7	12	25	24	25	73	4.2	412
	2013	22	32	53	113	132	117	5	7	11	24	28	25	77	4.4	469
	2014	19	20	56	74	107	63	6	6	17	22	32	19	72	4.2	339
	2015	6	14	30	58	115	72	2	5	10	20	39	24	83	4.6	295
49) Financial Aid Office	2010	37	29	58	70	74	85	10	8	16	20	21	24	65	4.0	353
	2011	20	29	46	61	82	68	7	9	15	20	27	22	69	4.2	306
	2012	28	25	26	72	74	86	9	8	8	23	24	28	75	4.3	311
	2013	23	24	47	81	92	99	6	7	13	22	25	27	74	4.3	366
	2014	23	21	45	60	74	69	8	7	15	21	25	24	70	4.2	292
	2015	13	10	19	51	101	59	5	4	8	20	40	23	83	4.6	253
50) Student Accounts	2010	17	16	59	109	112	98	4	4	14	27	27	24	78	4.4	411
	2011	8	19	53	66	109	70	2	6	16	20	34	22	76	4.4	325
	2012	14	16	42	97	88	87	4	5	12	28	26	25	79	4.4	344
	2013	6	15	45	92	123	102	2	4	12	24	32	27	83	4.6	383
	2014	10	11	52	54	87	61	4	4	19	20	32	22	73	4.4	275
	2015	5	11	18	53	91	63	2	5	7	22	38	26	86	4.7	241
51) Career Services	2010	21	23	43	67	67	89	7	7	14	22	22	29	72	4.3	310
	2011	25	14	31	57	61	61	10	6	12	23	24	24	71	4.2	249
	2012	22	25	40	59	62	72	8	9	14	21	22	26	69	4.2	280
	2013	17	30	36	57	77	70	6	11	13	20	27	24	71	4.2	287
	2014	23	36	50	43	65	40	9	14	19	17	25	16	58	3.8	257
	2015	14	17	21	41	64	45	7	8	10	20	32	22	74	4.3	202
52) Other offices	~~2010~~															
	~~2011~~															
	~~2012~~															
	2014	3	6	2	1	11	18	7	15	5	2	27	44	73	4.6	41
	2015	7	4	5	4	4	30	13	7	9	7	7	56	70	4.6	54

Overall Satisfaction

OVERALL SATISFACTION	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
54) Overall, my program met my expectations.	2010	25	39	60	117	141	100	5	8	12	24	29	21	74	4.3	482
	2011	27	36	52	89	119	80	7	9	13	22	30	20	72	4.2	403
	2012	29	40	55	91	140	84	7	9	13	21	32	19	72	4.2	412
	2013	24	35	55	122	195	93	5	7	11	23	37	18	78	4.4	524
	2014	24	33	53	82	133	56	6	9	14	22	35	15	71	4.1	381
	2015	20	26	20	42	114	103	6	8	6	13	35	32	80	4.6	325
55) I learned a lot in my program.	2010	12	14	38	95	107	206	3	3	8	20	23	44	86	4.9	472
	2011	10	16	28	67	115	162	3	4	7	17	29	41	87	4.9	398
	2012	7	22	41	77	101	192	2	5	9	18	23	44	84	4.3	311
	2013	7	16	36	91	145	229	1	3	7	17	28	44	89	5.0	524
	2014	14	13	42	64	92	156	4	3	11	17	24	41	82	4.8	381
	2015	4	9	23	39	87	163	1	3	7	12	27	50	89	5.1	325
56) I am satisfied with my overall experience at Teachers College.	2010	17	28	51	98	141	141	4	6	11	21	30	30	80	4.6	476
	2011	18	22	44	80	117	117	5	6	11	20	29	29	78	4.5	398
	2012	23	32	48	88	120	127	5	7	11	20	27	29	77	4.4	344
	2013	19	22	33	123	173	153	4	4	6	24	33	29	86	4.7	523
	2014	13	23	49	77	125	92	3	6	13	20	33	24	78	4.5	379
	2015	18	16	17	43	103	127	6	5	5	13	32	39	84	4.8	324
57) Tuition paid was a worthwhile investment.	2010	40	52	70	109	101	93	9	11	15	23	22	20	65	4.0	465
	2011	42	55	55	87	78	65	11	14	14	23	20	17	60	3.8	382
	2012	41	59	62	104	91	62	10	14	15	25	22	15	61	4.2	280
	2013	44	51	67	117	129	92	9	10	13	23	26	18	67	4.0	500
	2014	39	52	54	94	69	62	11	14	15	25	19	17	61	3.8	370
	2015	36	30	45	69	77	60	11	9	14	22	24	19	65	3.9	317

OVERALL SATISFACTION (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	4+5+6	Agree Mean	n
58) I would choose my program at TC again, if I could start over.	2010	41	49	50	78	65	176	9	11	11	17	14	38	69	4.3	459
	2011	34	25	42	51	76	161	9	6	11	13	20	41	74	4.5	389
	2012	43	40	41	58	81	158	10	10	10	14	19	38	71	4.3	311
	2013	38	33	42	60	106	211	8	7	9	12	22	43	77	4.6	490
	2014	36	36	51	36	66	143	10	10	14	10	18	39	67	4.3	368
	2015	32	27	32	55	68	105	10	8	10	17	21	33	71	4.3	319
59) I would recommend my program at TC to others.	2010	33	42	55	85	84	163	7	9	12	18	18	35	72	4.4	462
	2011	33	42	48	53	69	147	8	11	12	14	18	38	70	4.3	392
	2012	48	40	48	72	76	143	11	9	11	17	18	34	68	4.4	344
	2013	35	41	48	83	111	181	7	8	10	17	22	36	75	4.5	499
	2014	35	48	46	53	85	109	9	13	12	14	23	29	66	4.1	376
	2015	36	19	24	57	70	111	11	6	8	18	22	35	75	4.4	317

APPENDIX B: CHARACTERISTICS OF RESPONDENTS, 2010 – 2015

Master's: Characteristics of Respondents	Number of Respondents						Percentage of Respondents					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Departments												
Arts & Humanities	94	89	88	117	77	101	19%	22%	20%	22%	20%	23%
Biobehavioral Sciences	26	21	24	33	19	21	5%	5%	5%	6%	5%	5%
Counseling & Clinical Psychology	63	27	57	59	68	54	13%	7%	13%	11%	18%	12%
Curriculum & Teaching	45	50	36	58	25	39	9%	12%	8%	11%	6%	9%
Education Policy & Social Analysis	0	0	0	22	23	18	0%	0%	0%	4%	6%	4%
Health & Behavior Studies	39	40	43	43	41	49	8%	10%	10%	8%	11%	11%
Human Development	28	28	24	20	21	14	6%	7%	5%	4%	5%	3%
International & Transcultural Studies	51	33	41	25	26	31	10%	8%	9%	5%	7%	7%
Mathematics, Science & Technology	48	31	29	37	26	26	10%	8%	7%	7%	7%	6%
Organization & Leadership	105	94	106	120	59	84	21%	23%	24%	23%	15%	19%
Interdisciplinary	0	0	0	0	0	2	0%	0%	0%	0%	0%	<1%
Other Areas of Interest	0	0	0	0	1	0	0%	0%	0%	0%	<1%	0%
Unknown Department	0	1	2	0	0	0	0%	<1%	<1%	0%	0%	0%
Total number of respondents	**499**	**414**	**450**	**534**	**386**	439	**100%**	**100%**	**100%**	**100%**	**100%**	100%
Degree												
Master of Arts	392	318	362	436	309	352	79%	77%	80%	82%	80%	80%
Master of Science	28	23	28	38	32	39	6%	6%	6%	7%	8%	9%
Master of Education	79	68	60	59	45	48	16%	16%	13%	11%	12%	11%
Master of Philosophy	0	5	0	1	0	0	0%	1%	0%	<1%	0%	0%
Total number of respondents	**499**	**414**	**450**	**534**	**386**	439	**100%**	**100%**	**100%**	**100%**	**100%**	100%
Gender												
Female	408	331	369	415	308	340	82%	80%	82%	78%	80%	77%
Male	91	83	80	119	78	99	18%	20%	18%	22%	20%	23%
Unknown Gender	0	0	1	0	0	0	0	0	<1%	0	0%	0%
Total number of respondents	**499**	**414**	**450**	**534**	**386**	439	**100%**	**100%**	**100%**	**100%**	**100%**	100%
Age												
20-25	70	107	107	130	111	100	14%	26%	24%	24%	29%	23%
26-30	227	162	209	210	154	174	46%	39%	46%	39%	40%	40%
31-35	100	73	58	101	60	94	20%	18%	13%	19%	16%	21%
36 and above	93	69	76	92	61	70	19%	17%	17%	17%	16%	16%
Unknown Age	9	3	0	1	0	1	<1%	<1%	0%	<1%	0%	<1%
Total number of respondents	**499**	**414**	**450**	**534**	**386**	439	**100%**	**100%**	**100%**	**100%**	**100%**	100%
Citizenship												
U.S. citizen	430	358	391	462	309	365	87%	86%	87%	87%	80%	83%
US territory	0	0	0	0	1	0	0%	0%	0%	0%	<1%	0%
Citizens of Other Nations	63	56	59	72	69	74	13%	14%	13%	14%	18%	17%
Unknown citizenship	0	0	0	0	7	0	0%	0%	0%	0%	2%	0%
Total number of respondents	**493**	**414**	**450**	**534**	**386**	439	**100%**	**100%**	**100%**	**100%**	**100%**	100%

Master's: Characteristics of Respondents (cont'd)	Number of Respondents						Percentage of Respondents					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Race/Ethnicity												
African American/Black	43	32	28	24	17	23	9%	8%	8%	5%	4%	5%
American Indian, Alaskan Native, or Native Hawaiian	1	0	1	1	0	1	<1%	0%	<1%	<1%	0%	0%
Asian/Pacific Islander	50	56	48	46	40	32	10%	14%	14%	9%	10%	7%
White (of European, Middle Eastern, or North African origins)	264	197	228	246	188	181	53%	48%	65%	46%	49%	41%
Latino or Hispanic American	28	31	31	37	33	36	6%	8%	9%	7%	9%	8%
Two or more races	12	13	12	17	6	13	2%	3%	3%	3%	2%	3%
Foreign	35	33	0	73	52	74	7%	8%	0%	14%	13%	17%
Unknown Race/Ethnicity	63	51	1	179	50	79	13%	13%	<1%	34%	13%	18%
Total number of respondents	**497**	**413**	**349**	**534**	**386**	439	**100%**	**100%**	**100%**	**100%**	**100%**	100%
Graduation Date												
Oct2013				110	56	87				21%	15%	20%
Feb2014				109	56	66				20%	15%	15%
May2014				315	274	286				59%	71%	65%
Total number of respondents				**534**	**386**	439				**100%**	**100%**	100%

APPENDIX C: RESPONSE RATES BY DEPARTMENT AND PROGRAM, 2012 - 2015

Note: The number of respondents by department may not equal the sum of the number of respondents of its affiliated programs because some respondents indicated their department but not their program of study.

	2012			2013			2014			2015		
PROGRAMS BY DEPARTMENT	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
Arts & Humanities	439	88	20%	449	118	26%	381	77	20%	391	101	26%
Applied Linguistics	19	6	32%	48	14	29%	32	7	22%	42	13	31%
Art and Art Education	34	10	29%	36	11	31%	32	5	16%	32	6	19%
Arts Administration	25	8	32%	27	5	19%	23	8	35%	25	9	36%
Bilingual/Bicultural	24	7	29%	22	6	27%	30	4	13%	19	7	37%
History and Education	3	1	33%	3	0	0%	2	1	50%	4	1	25%
Music and Music Education	50	7	14%	49	14	27%	51	12	24%	51	8	16%
Philosophy and Education	8	2	25%	14	1	7%	11	1	9%	19	7	37%
Teaching of English	102	19	19%	114	32	28%	81	10	12%	90	27	30%
Teaching of Social Studies	68	10	15%	67	19	28%	61	13	21%	53	12	23%
TESOL	69	17	25%	39	8	21%	46	12	26%	47	9	19%
TESOL-Japan	37	1	3%	30	8	27%	12	4	33%	9	2	22%
Biobehavioral Sciences	96	24	25%	126	33	26%	93	19	20%	119	21	18%
Applied Physiology	11	3	27%	0	0	0%	8	2	25%	20	5	25%
Curriculum and Teaching in Physical Education	0	0	0%	1	0	0%	0	0	0%	3	0	0%
Motor Learning and Control	3	1	33%	7	1	0%	6	0	0%	5	0	0%
Movement Science and Education				17	7	35%	0	0	0%	0	0	0%
Neuroscience and Education	13	5	38%	26	11	42%	23	5	22%	34	9	26%
Physical Education	6	2	33%	7	2	25%	2	2	100%	6	2	33%
Speech and Language Pathology	63	13	21%	68	12	18%	54	10	19%	51	5	10%
Counseling & Clinical Psychology	225	57	25%	219	59	27%	237	66	28%	261	54	21%
Clinical Psychology	7	0	0%	10	0	0%	7	1	14%	7	0	0%
Counseling Psychology	2	0	0%	4	0	0%	0	0	0%	0	0	0%
Psychological Counseling	97	29	30%	96	31	32%	98	27	28%	99	17	17%
Psychology in Education	119	28	24%	109	28	26%	132	38	29%	155	37	24%
Curriculum & Teaching	191	35	18%	237	58	24%	177	24	14%	221	39	18%
Curriculum and Teaching	7	2	29%	14	2	25%	11	1	9%	19	6	32%
Curriculum and Teaching: Elementary Education	28	5	18%	30	8	0%	20	2	10%	19	4	21%
Curriculum and Teaching: Secondary Education	12	1	8%	7	3	0%	4	2	50%	5	1	20%
Early Childhood Education	16	6	38%	17	3	23%	7	0	0%	12	2	17%
Early Childhood Education-Special Education	25	4	16%	31	8	0%	31	6	19%	40	7	18%
Elementary Inclusive Education	61	10	16%	62	14	23%	43	5	12%	53	8	15%
Gifted Education	4	2	50%	4	2	50%	4	1	25%	9	2	22%
Leadership & Education Change-Singapore										1	0	0%
Literacy Specialist	38	5	13%	62	17	27%	48	6	13%	56	8	14%
Secondary Inclusive Education				10	1	11%	9	1	11%	7	1	14%

	2012			2013			2014			2015		
PROGRAMS BY DEPARTMENT (cont'd)	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
Education Policy & Social Analysis				91	27	32%	92	23	25%	120	18	15%
Economics and Education				29	9	31%	24	6	25%	46	6	13%
Education Policy							17	5	29%	29	5	17%
Leadership, Policy and Politics				22	5	0%	1	0	0%	2	0	0%
Politics and Education				11	7	64%	14	4	29%	11	1	9%
Sociology and Education				29	6	21%	36	8	22%	32	6	19%
Health & Behavior Studies	174	43	25%	179	43	24%	183	40	22%	177	49	28%
Applied Developmental Learning Psychology-School Psychology							28	6	21%	0	0	0%
Applied Behavior Analysis	16	1	6%	23	3	13%	15	1	7%	22	4	18%
Applied Physiology and Nutrition	11	3	27%	0	0	0%	0	0	0%	1	0	0%
Behavioral Nutrition	0	0	0%	2	0	0%						
Blindness & Visual Impairment	1	1	100%	3	2	67%	0	0	0%			
Community Health Education							2	1	50%	6	3	50%
Community Nutrition Education	1	0	0%	0	0	0%	2	0	0%			
Deaf Hearing Impairment: Early Childhood							1	0	0%	0	0	0%
Deaf Hearing Impairment: Elementary Education							3	1	33%	0	0	0%
Deaf and Hard of Hearing	11	6	55%	14	1	7%	6	1	17%	9	2	22%
Diabetes Educ & Management							4	4	100%	7	3	43%
Guidance & Rehabilitation	1	1	100%	0	0	0%	0	0	0%	2	1	50%
Health Education	16	5	31%	14	4	29%	9	5	56%	11	1	9%
Instructional Practice-Special Education	0	0	0%	0	0	0%	3	0	0%	0	0	0%
Intellectual Disability/Autism-Adolescence							6	1	17%	10	3	30%
Intellectual Disability/Autism-Childhood				3	2		5	1	20%	0	0	0%
Intellectual Disability/Autism-Earlly Childhood				3	2		4	1	25%	0	0	0%
Intellectual Disability/ Autism	20	4	20%	20	2	23%	19	1	5%	16	2	13%
Nutrition & Exercise Physiology				14	2	14%	18	2	11%	13	4	31%
Nutrition and Public Health	14	0	0%	6	2	0%	8	1	13%	14	4	29%
Nutrition Education	16	3	19%	20	9	28%	13	2	15%	20	10	50%
Physical Disabilities	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Reading Specialist	29	9	31%	26	5	19%	24	9	38%	19	2	11%
Educational Psychology: Schooling	23	7	30%	16	7	35%	2	1	50%	20	8	40%
Severe or Multiple Disabilities - Annotation	8	1	13%	5	1	0%	6	1	17%	6	1	17%
Teaching ASL as a Foreign Language	7	2	29%	3	1	33%	5	1	20%	1	1	100%
Human Development	105	24	23%	63	21	32%	61	21	34%	77	14	18%
Applied Statistics	7	2	29%	5	2	0%	13	3	23%	17	1	6%
Cognitive Studies in Education	17	3	18%	15	5	33%	7	4	57%	23	6	26%
Educational Psychology: Cognitive , Behavioral, Developmental Analysis	2	0	0%	0	0	0%	1	0	0%	2	1	50%
Developmental Psychology	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Measurement and Evaluation	0	0	0%	3	1	100%	0	0	0%	0	0	0%
Psychology-Developmental	47	13	28%	40	13	0%	40	14	35%	35	6	17%
Sociology and Education	32	6	19%									

PROGRAMS BY DEPARTMENT (cont'd)	2012			2013			2014			2015		
	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
International & Transcultural Studies	140	41	29%	80	26	31%	111	26	23%	99	31	31%
Anthropology and Education	11	2	18%	7	2	22%	14	3	21%	11	3	27%
Comparative & International Education	15	4	27%	6	2	32%	10	3	30%	8	4	50%
Economics and Education	18	4	22%									
International Educational Development	95	31	33%	65	21	0%	87	20	23%	80	24	30%
Mathematics, Science & Technology	157	28	18%	130	37	28%	148	24	16%	124	26	21%
Biology 7-12				12	5	42%	17	2	12%	5	0	0%
Chemistry 7-12				10	2	20%	4	0	0%	4	0	0%
Communication	6	1	17%	7	1	14%	0	0	0%	0	0	0%
Communication and Education							13	0	0%	19	2	11%
Computing in Education-Distance Learning				16	4	25%	11	4	36%	9	4	44%
Computing in Education	28	7	25%	10	3	35%	9	3	33%	2	0	0%
Earth Science 7-12				1	1	100%	0	0	0%	1	1	100%
Instructional Technology and Media	29	5	17%	18	10	0%	23	2	9%	25	2	8%
Mathematics Education	52	7	13%	37	6	14%	48	6	13%	38	7	18%
Physics 7-12				4	1	25%	1	0	0%	4	4	100%
Science Education	26	5	20%	2	0	0%	0	0	0%	0	0	0%
Science Education Teacher Cert				0	0	0%	0	0	0%	0	0	0%
Science and Dental Education	4	2	50%	3	1	0%	3	0	0%	2	0	0%
Supervision/Teacher of Science Education	5	1	19%	6	2	0%	8	3	38%	6	4	67%
Teacher Education in Science	2	0	0%	1	0	0%	7	2	29%	6	1	17%
Technology Specialist	5	0	0%	3	1	33%	4	2	50%	3	1	33%
Organization & Leadership	345	95	28%	365	115	31%	318	58	18%	394	84	21%
Adult Learning and Leadership	14	7	50%	8	5	63%	8	0	0%	13	1	8%
Education Leadership Studies	10	2	20%	12	2	32%	4	0	0%	10	0	0%
Higher & Postsecondary Education	62	20	32%	53	24	45%	42	13	31%	39	11	28%
Leadership, Policy and Politics*	17	5	29%									
Nurse Executive	24	10	41%	12	8	67%	0	0	0%	12	4	33%
Private School Leadership	26	9	35%	80	30	0%	22	7	32%	66	16	24%
Psychology-Organizational	108	35	32%	112	26	0%	100	27	27%	106	22	21%
Psychology-Organizational Exec				17	6	35%	26	7	27%	25	9	36%
Public School and District Leadership	83	7	8%	70	14	20%	116	4	3%	123	21	17%
Social-Organizational Psychology	1	0	0%	2	0	0%	0	0	0%	0	0	0%
Other Areas Of Interest	0	0	0%	5	0	0%	5	1	20%	4	2	50%
Interdisciplinary Studies in Education	0	0	0%	2	0	0%	5	1	20%	4	2	50%
TOTAL	**1872**	**435**	**23%**	**1941**	**534**	**28%**	**1772**	**372**	**21%**	**1987**	**439**	**22%**

APPENDIX D: SURVEY INSTRUMENT

EXIT SURVEY TEACHERS COLLEGE							
MASTER'S GRADUATES AND GRADUATING CANDIDATES OF 2014-2015							
Academic Programs and Courses	No opinion	**Agreement Scale**					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
1) My program had a clear philosophy or focus.	no opinion	1	2	3	4	5	6
2) My program had clear requirements.	no opinion	1	2	3	4	5	6
3) My program provided a well-integrated set of courses.	no opinion	1	2	3	4	5	6
4) My program provided a good variety of courses.	no opinion	1	2	3	4	5	6
5) I was able to register for courses I needed with few conflicts.	no opinion	1	2	3	4	5	6
6) I had flexibility to choose courses based on my life or career goals.	no opinion	1	2	3	4	5	6
7) My program provided a solid theoretical foundation in my discipline.	no opinion	1	2	3	4	5	6
8) Course content was relevant to my life or career goals.	no opinion	1	2	3	4	5	6
9) Most courses were academically rigorous.	no opinion	1	2	3	4	5	6
10) Comments about your program curriculum or courses.							
Instruction	No opinion	**Agreement Scale**					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
11) Instructors used information technology and media in the classroom.	no opinion	1	2	3	4	5	6
12) Instructors used appropriate methods to assess student performance.	no opinion	1	2	3	4	5	6
13) Instructors provided timely feedback about student progress.	no opinion	1	2	3	4	5	6
14) I had adequate opportunities to develop research skills.	no opinion	1	2	3	4	5	6
15) I had adequate opportunities for teamwork and collaboration.	no opinion	1	2	3	4	5	6
16) I had adequate opportunities to learn new information technology and media.	no opinion	1	2	3	4	5	6
17) I had adequate opportunities to develop skills to work with diverse populations.	no opinion	1	2	3	4	5	6
18) I had adequate opportunities for reflection.	no opinion	1	2	3	4	5	6
19) Quality of instruction in most classes was adequate.	no opinion	1	2	3	4	5	6
20) Comments about instruction in your program.							
Academic Advising	No opinion	**Agreement Scale**					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
21) My advisor was knowledgeable about program requirements.	no opinion	1	2	3	4	5	6
22) My advisor was available for consultation when needed.	no opinion	1	2	3	4	5	6
23) My advisor supported me in completing my program in a timely manner.	no opinion	1	2	3	4	5	6
24) My advisor supported me in pursuing my life or career goals.	no opinion	1	2	3	4	5	6
25) I knew who to contact with questions about my program.	no opinion	1	2	3	4	5	6
26) My program provided accurate information about program requirements.	no opinion	1	2	3	4	5	6
27) Comments about advisement in your program.							

Learning Environment	No opinion	Agreement Scale					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
28) My program was intellectually stimulating.	no opinion	1	2	3	4	5	6
29) Faculty were scholarly and professionally competent.	no opinion	1	2	3	4	5	6
30) Faculty were usually available after class and/or during office hours.	no opinion	1	2	3	4	5	6
31) Faculty respected student opinions or ideas that differed from their own.	no opinion	1	2	3	4	5	6
32) Faculty cared about students as individuals.	no opinion	1	2	3	4	5	6
33) Faculty treated all students fairly.	no opinion	1	2	3	4	5	6
34) My program was responsive to student feedback.	no opinion	1	2	3	4	5	6
35) There was a sense of community in my program.	no opinion	1	2	3	4	5	6
36) Fellow students demonstrated high academic abilities.	no opinion	1	2	3	4	5	6
37) Faculty reflected a diversity of backgrounds and experiences.	no opinion	1	2	3	4	5	6
38) Students reflected a diversity of backgrounds and experiences.	no opinion	1	2	3	4	5	6
39) My program was free of discrimination.	no opinion	1	2	3	4	5	6
40) Comments about the learning environment in your program.							

Resources	No opinion	Agreement Scale					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
41) The College/program had adequate resources to support learning.	no opinion	1	2	3	4	5	6
42) Program staff was caring and helpful.	no opinion	1	2	3	4	5	6
43) Gottesman Libraries services were adequate.	no opinion	1	2	3	4	5	6
44) Classroom facilities were adequate.	no opinion	1	2	3	4	5	6
45) Specialized facilities (labs, studios, etc.) and equipment were adequate.	no opinion	1	2	3	4	5	6
46) Information technology and media resources were adequate.	no opinion	1	2	3	4	5	6
47) Comments about college and/or program resources.							

Student Support Services	Did Not Use	Helpfulness Scale					
As a student, how helpful did you find the following student support services?		1_Completely Unhelpful	2_Mostly Unhelpful	3_Slightly Unhelpful	4_Slightly Helpful	5_Mostly Helpful	6_Completely Helpful
48) Office of the Registrar	Did Not Use	1	2	3	4	5	6
49) Financial Aid Office	Did Not Use	1	2	3	4	5	6
50) Student Accounts	Did Not Use	1	2	3	4	5	6
51) Career Services	Did Not Use	1	2	3	4	5	6
52) Other office (Please specify):	Did Not Use	1	2	3	4	5	6
53) Comments you may have about other offices, or student support services in general.							

Overall Satisfaction	Don't Know	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
54) Overall, my program met my expectations.	Don't know	1	2	3	4	5	6
55) I learned a lot in my program.	Don't know	1	2	3	4	5	6
56) I am satisfied with my overall experience at Teachers College.	Don't know	1	2	3	4	5	6
57) Tuition paid was a worthwhile investment.	Don't know	1	2	3	4	5	6
58) I would choose my program at TC again, if I could start over.	Don't know	1	2	3	4	5	6
59) I would recommend my program at TC to others.	Don't know	1	2	3	4	5	6
60) Other comments not mentioned anywhere above that you would like to add. Feedback on this questionnaire is also welcome.							