

**May 1, 2012**

**Teachers College Columbia University**

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# **Exit Survey: Doctoral Graduates 2010 and 2011**

**AUTHORED BY: OFFICE OF ACCREDITATION AND ASSESSMENT**

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## EXECUTIVE SUMMARY

The Teachers College Exit Survey is designed to solicit graduating students' feedback on what they value most in their educational experience and how well the College and individual programs meet their expectations. In 2011, we received 79 completed surveys out of the 253 sent to all doctoral graduates (31% response rate). In 2010, we received 124 completed surveys out of the 263 sent to all doctoral graduates (47% response rate).

The survey questionnaire includes 65 statements about academic programs and courses, instruction, academic advising, learning environment, resources, student support services, and statements measuring overall satisfaction. Survey participants are asked to rate each statement from *not important* (1) to *very important* (6) on an importance scale, and from *strongly disagree* (1) to *strongly agree* (6) on an agreement scale. Eight open-ended questions provide respondents an opportunity to comment or elaborate on each of the subdomains and on their educational experience at Teachers College in general.

### Student Priorities

All but five statements were rated as important by the majority of respondents with the mean ratings of above 5.0 on a six-point scale. The five statements that were rated lowest in importance referred to having adequate opportunities to develop skills in writing proposals for funding (mean 4.9), in project management (mean 4.9), in supervision or evaluation (mean 4.8), in working in collaborative groups (mean 4.7), and in information technology and media (mean 4.7). The statements rated highest in importance (mean ratings above 5.5 in 2011) are shown in the table below.

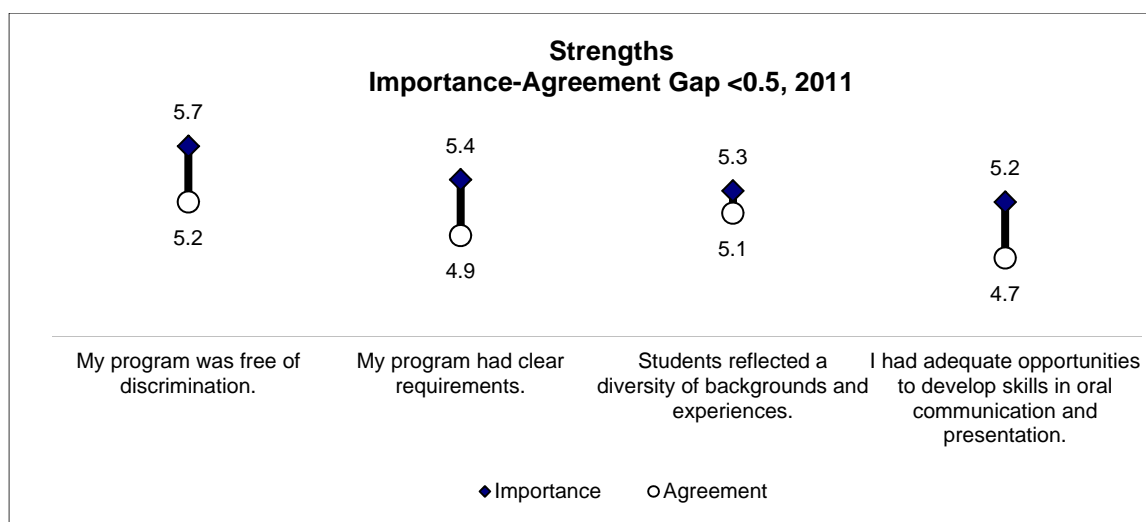
Statements	% Very Important (6)		Mean	
	2010	2011	2010	2011
My dissertation advisor gave me constructive feedback on my work.	90	93	5.9	5.9
My dissertation advisor was available for consultation when needed.	86	91	5.8	5.9
My dissertation advisor encouraged or supported my research idea(s).	84	88	5.8	5.9
My dissertation advisor returned my work promptly.	84	88	5.8	5.9
Faculty were scholarly and professionally competent.	81	88	5.8	5.9
My program supported me in the dissertation process.	86	87	5.8	5.9
My program was an intellectually stimulating place.	79	83	5.7	5.8
My academic program was excellent.	79	82	5.7	5.8
Adequate financial aid was available for most doctoral students.	79	82	5.7	5.8
My program was free of discrimination.	76	80	5.7	5.7
My dissertation advisor was knowledgeable about formal degree requirements.	79	78	5.7	5.7
Faculty treated all students fairly.	70	78	5.6	5.7
Quality of instruction in most classes was excellent.	79	76	5.7	5.6
I had adequate training/opportunities to develop skills in conducting independent research/ scholarship.	69	76	5.6	5.7
My program provided accurate information about program requirements.	78	76	5.7	5.7
Faculty cared about students as individuals.	69	74	5.6	5.6
The program/TC had adequate resources for research or scholarship.	72	73	5.6	5.7
My dissertation advisor kept me informed about my academic progress.	67	72	5.5	5.6
My program provided an effective learning environment for its students.	69	72	5.6	5.7
Gottesman Libraries resources and services were adequate.	71	70	5.6	5.6
Fellow students demonstrated high academic abilities.	49	68	5.3	5.5

Statements	% Very Important (6)		Mean	
	2010	2011	2010	2011
I had adequate training/opportunities to develop skills in preparing articles for publication.	59	67	5.4	5.5
Faculty respected student opinions or ideas that differed from their own.	67	67	5.6	5.6
Program staff was caring and helpful.	61	66	5.4	5.5
My program provided a good variety of courses.	59	65	5.5	5.5
My program was responsive to student feedback.	58	65	5.4	5.5
Faculty were usually available after class and/or during office hours.	65	62	5.5	5.5
Communication between faculty and students in my program was good.	64	62	5.6	5.5
I was able to register for courses I needed with few conflicts.	60	61	5.4	5.5
My program provided a solid theoretical foundation in my discipline.	65	61	5.5	5.5
Course content was relevant to my life or career goals	62	61	5.5	5.5
Most courses were academically rigorous.	56	59	5.4	5.5

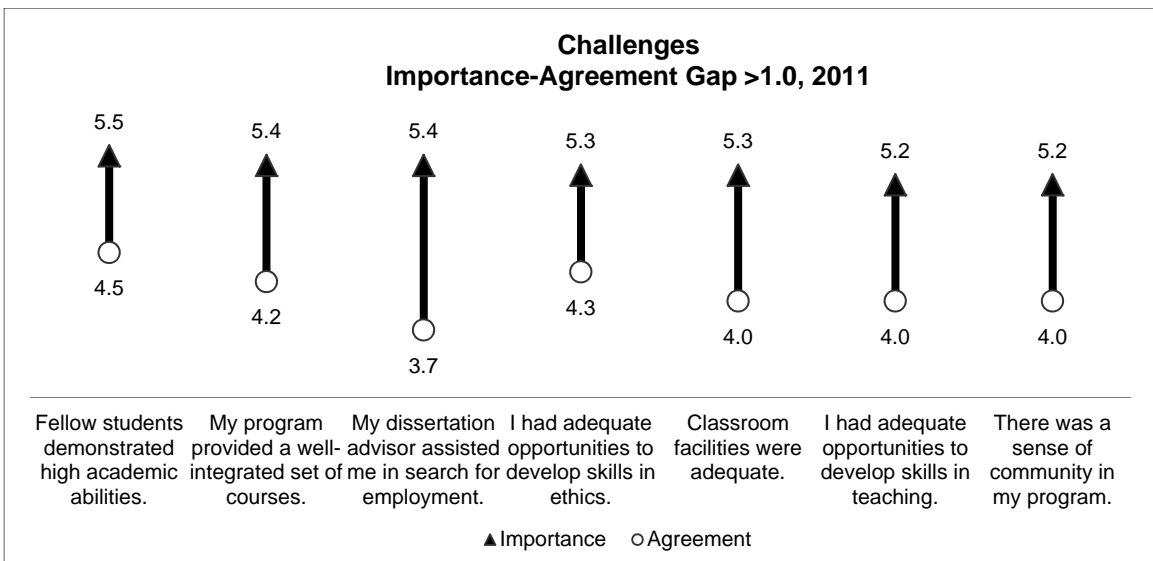
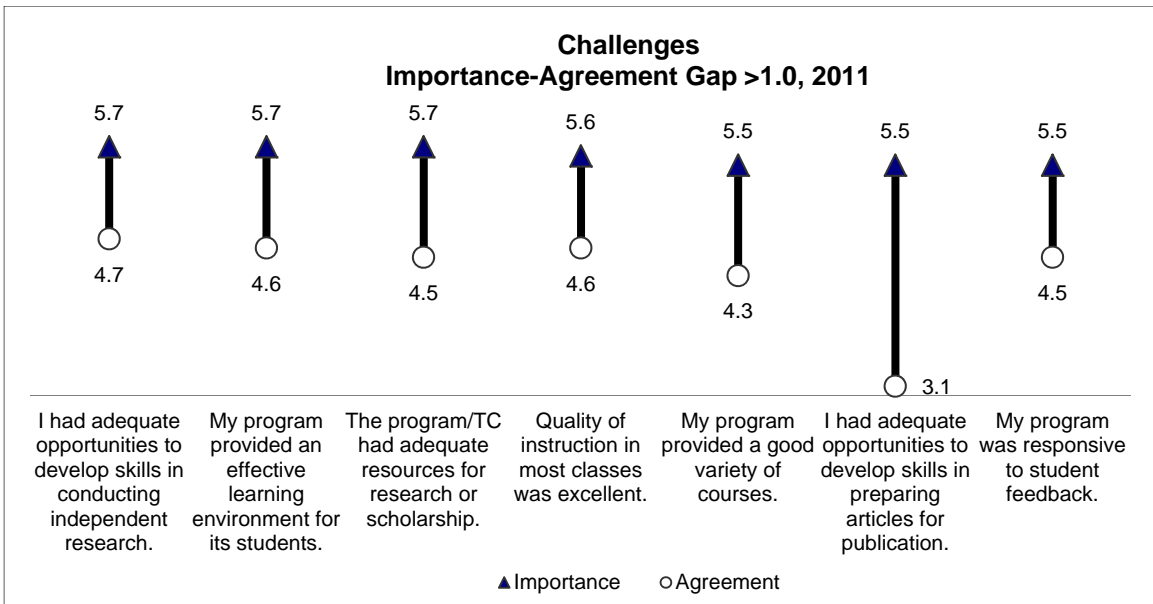
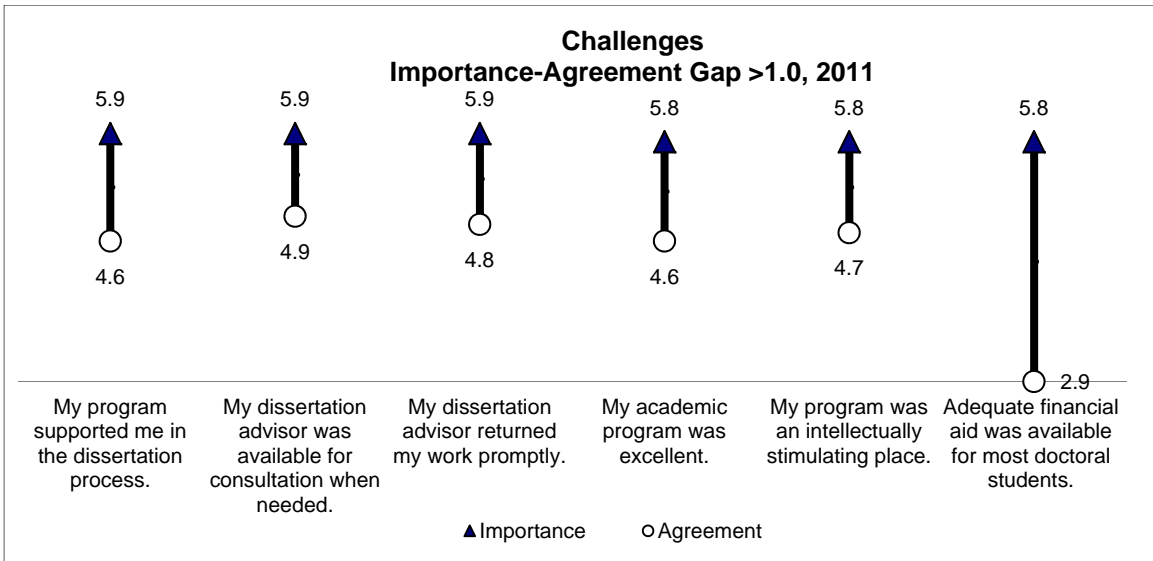
### Strengths and Challenges

A performance gap was calculated by subtracting the agreement mean from the importance mean. The smaller the performance gap, the closer the College or programs were in meeting students' expectations. Challenges were defined as statements with the *importance* means of 5.0 and above, and with the performance gaps of 1.0 or larger; strengths were defined as statements with the *importance* means of 5.0 and above, and with the performance gaps of 0.5 or smaller. The tables below show the strengths and challenges as identified for the 2011 respondents; the 2010 data are provided for comparison. The strengths and challenges identified in the 2011 data are presented graphically after the tables.

Strengths	Gap 2010	Gap 2011	Importance Mean	Agreement Mean
My program was free of discrimination.	0.5	0.5	5.7	5.2
My program had clear requirements.	0.6	0.5	5.4	4.9
Students reflected a diversity of backgrounds and experiences.	0.1	0.2	5.3	5.1
I had adequate training/opportunities to develop skills in oral communication and presentation.	0.7	0.5	5.2	4.7

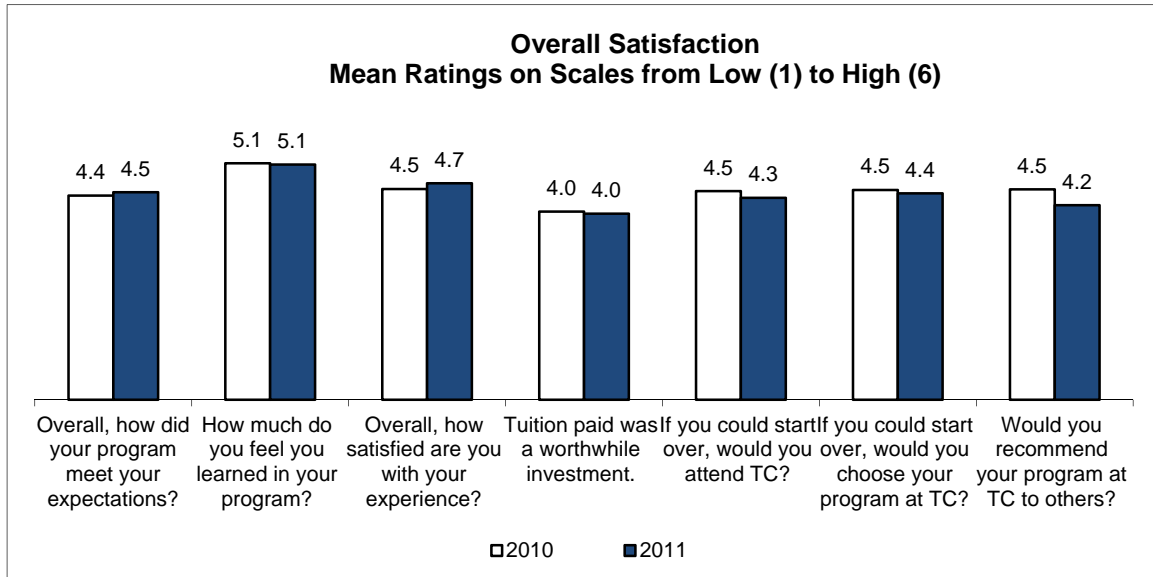


<b>Challenges</b>	<b>Gap 2010</b>	<b>Gap 2011</b>	<b>Importance Mean</b>	<b>Agreement Mean</b>
My program supported me in the dissertation process.	1.1	1.3	5.9	4.6
My dissertation advisor was available for consultation when needed.	0.8	1.0	5.9	4.9
My dissertation advisor returned my work promptly.	0.8	1.1	5.9	4.8
My academic program was excellent.	0.9	1.2	5.8	4.6
My program was an intellectually stimulating place.	0.7	1.1	5.8	4.7
Adequate financial aid was available for most doctoral students.	2.7	2.9	5.8	2.9
I had adequate training/opportunities to develop skills in conducting independent research/ scholarship.	0.8	1.0	5.7	4.7
My program provided an effective learning environment for its students.	0.9	1.1	5.7	4.6
The program/TC had adequate resources for research or scholarship.	1.0	1.2	5.7	4.5
Quality of instruction in most classes was excellent.	1.0	1.0	5.6	4.6
My program provided a good variety of courses.	1.0	1.2	5.5	4.3
I had adequate training/opportunities to develop skills in preparing articles for publication.	2.1	2.4	5.5	3.1
My program was responsive to student feedback.	1.0	1.0	5.5	4.5
Fellow students demonstrated high academic abilities.	0.3	1.0	5.5	4.5
My program provided a well-integrated set of courses.	0.9	1.2	5.4	4.2
My dissertation advisor assisted me in search for employment.	1.1	1.7	5.4	3.7
I had adequate training/opportunities to develop skills in research/ professional ethics.	0.8	1.0	5.3	4.3
Classroom facilities were adequate.	0.7	1.3	5.3	4.0
I had adequate training/opportunities to develop skills in teaching/ pedagogy.	0.9	1.2	5.2	4.0
There was a sense of community in my program.	0.9	1.2	5.2	4.0



### Overall Satisfaction

Over three quarters (80%-83%) of respondents were generally satisfied (mean ratings of 4 and above) with their experiences at TC and felt their programs met their expectations. About two-thirds (66%-71%) stated that they would attend TC and their program if they could start over and would recommend their program to others. A majority of respondents (90%) felt they learned a lot while in the program. About two-thirds (65%) believed that tuition paid was a worthwhile investment. Mean values of questions measuring satisfaction were between 4.0 and 5.1 on a six-point scale.



## INTRODUCTION

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

Several changes have been made to the Exit Survey instrument since the May 2009 administration. Separate survey instruments were created for master's and doctoral graduates. Both instruments are organized by subdomains in which structured-response items are followed by an open-ended item. The majority of changes are found in the Instruction and Advising subdomains to reflect different needs of master's and doctoral students. Another change is the use of six-point response scales instead of four-point scales to increase the variability of responses.

The May 2010 and 2011 Exit Surveys (Appendix D) include 65 statements about academic programs and courses, instruction, academic advising, learning environment, resources, student support services, and statements measuring overall satisfaction. The survey was administered to students who either graduated or applied for graduation in the academic years of 2009-2010 and 2010-2011. Survey participants were asked to rate each statement from *not important* (1) to *very important* (6) on an importance scale, and from *strongly disagree* (1) to *strongly agree* (6) on an agreement scale. Eight open-ended questions provided respondents an opportunity to comment or elaborate on their perceptions of program strengths and weaknesses and on their educational experience at Teachers College in general.

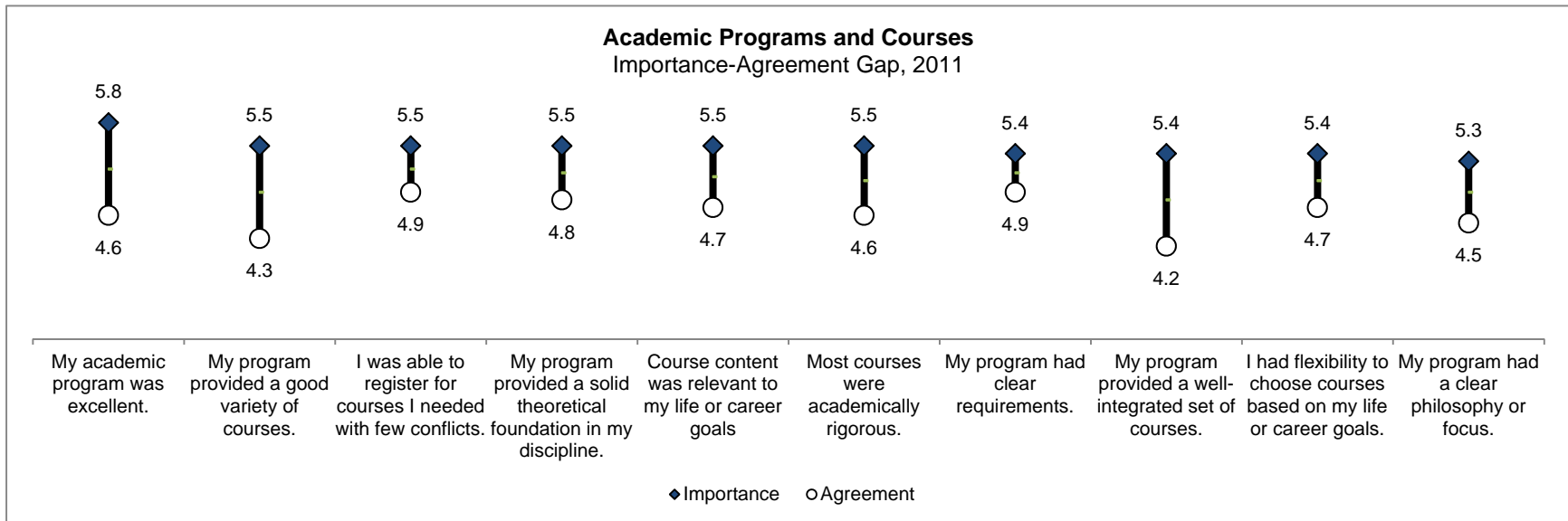
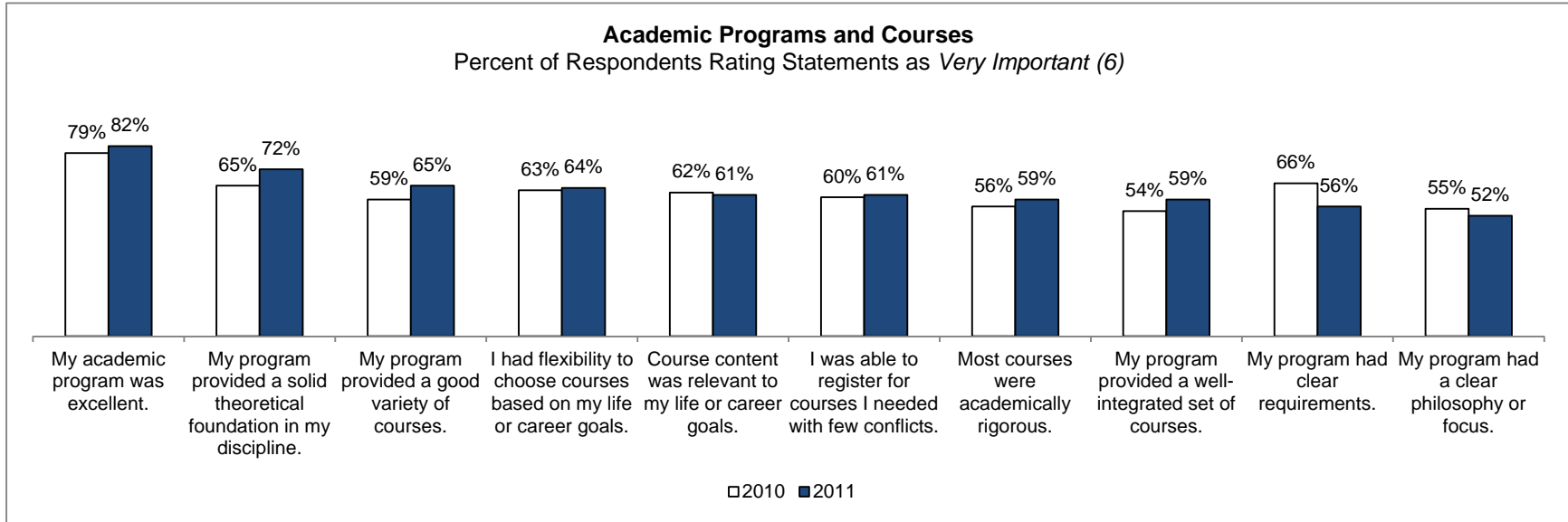
In 2011, survey questionnaires were sent to 1934 master's and 253 doctoral graduates. Completed surveys were received from 415 master's graduates and 79 doctoral graduates, giving response rates of 22% and 31%, respectively. In 2010, surveys were administered to 1712 master's and 263 doctoral graduates. Completed surveys were received from 499 master's graduates and 124 doctoral graduates, giving response rates of 29% and 47%, respectively. The response rates for individual programs and departments are shown in Appendix C. The respondents' characteristics are shown in Appendix B.

The sections of the report that follow are organized around the six subdomains (academic programs and courses, instruction/training, dissertation advisement, learning environment, resources, and student support services) and statements measuring overall satisfaction. Each subdomain section includes two charts. The bar chart shows percent of respondents which rated each statement as very important (rating 6) in 2011. The bars go from the statements with the highest number of very important ratings to the lowest. The high-low chart shows the performance gap calculated by subtracting the agreement mean from the importance mean. The importance-agreement gap is an indicator of how close the College or programs were in meeting student expectations. The smaller the gap, the closer the College or programs were in meeting students' expectations. The complete set of data is provided in Appendix A.

A sample of comments, suggestions, and criticisms related to each of the subdomains complete each subdomain section. These comments are provided as illustration or clarification of the quantitative data presented in the charts. The complete set of comments by program is available upon program request.



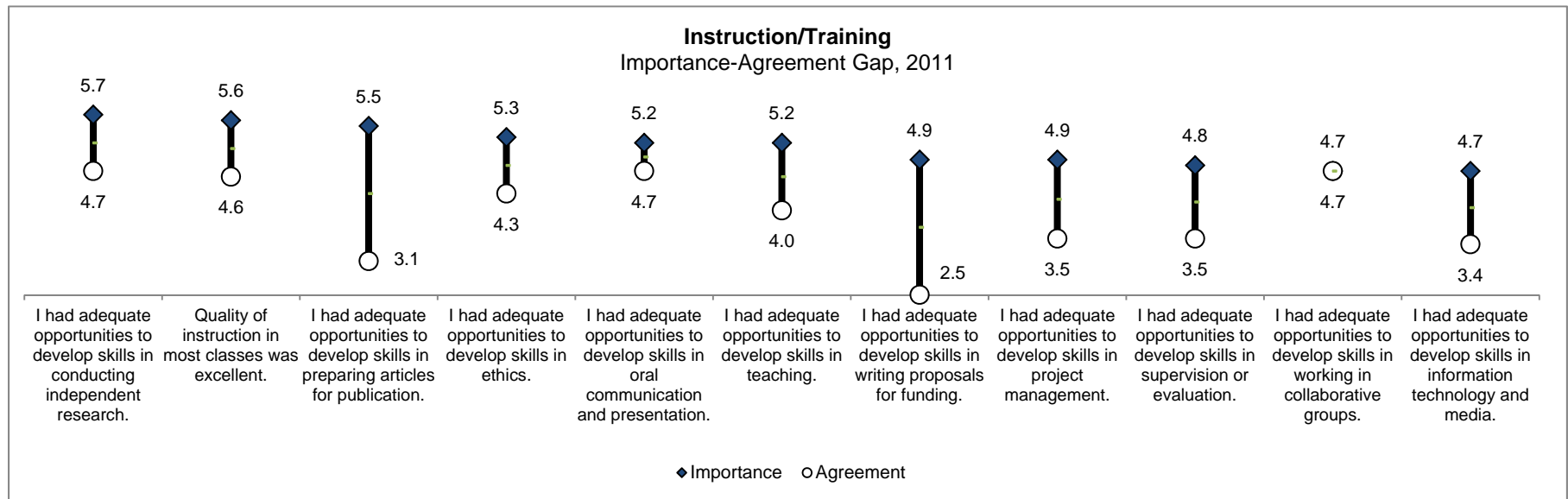
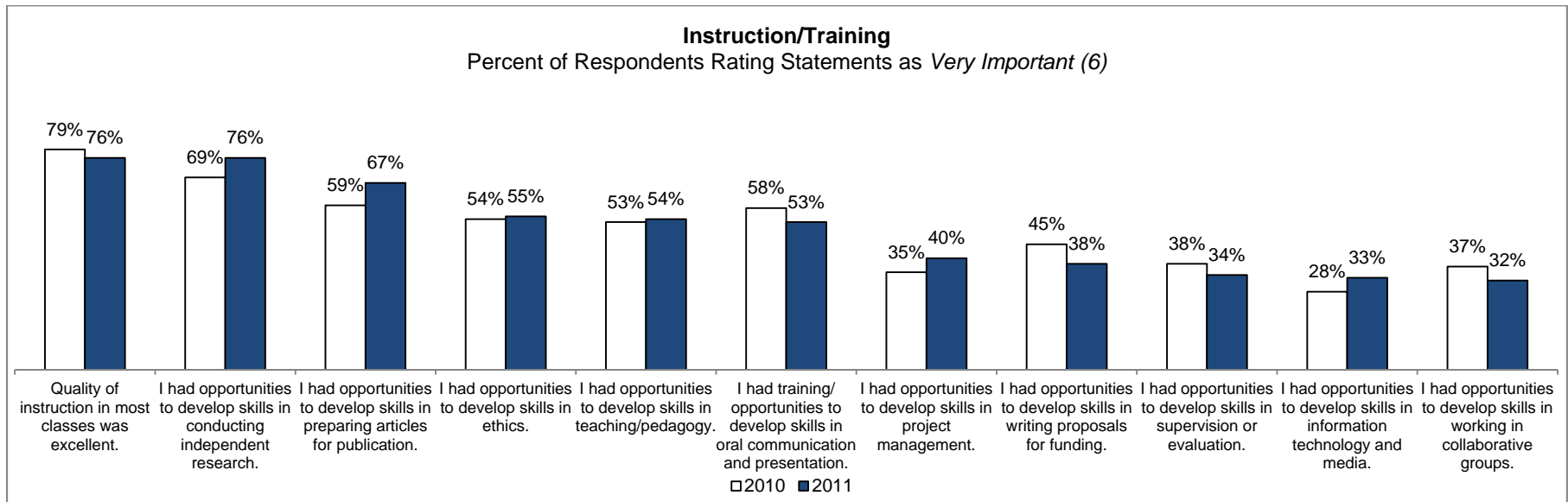
### ACADEMIC PROGRAMS AND COURSES



***Selected Comments, Suggestions and Criticisms about Program Curriculum and Courses***

- \* Together with my advisor, it was possible to select courses that very closely aligned with my professional goals. I appreciated the flexibility within the doctoral program to do so.
- \* I felt the Interdisciplinary program offered me the benefit of working with the advisors, courses, and career goals that were best-suited to my interests and research focus.
- \* My program was an accelerated intensive cohort program; therefore, there was no flexibility in order of courses; that was fine with me. I sought out such a program for the cohort experience.
- \* The program had a defined set of classes, thereby not allowing for flexibility. In this situation, that was not a problem. The progression of classes was great.
- \* Many classes required special permission which caused delays as professors have to be hunted down to get a signature. Should have an electronic procedure.
- \* The program was organized, but faculty turnover really made the program harder to complete, and delayed graduation.
- \* I was completely on my own. Nothing resembling guidance ever occurred. Courses were interesting, but standards not particularly high. The courses I took at Columbia were dramatically more interesting, rigorous, and impactful on my thinking.
- \* The program requirements for my cohort were printed incorrectly and I was misguided, which caused me to be ineligible for a Master's. It was a mistake from my program, not the Teachers College Registrar's office.
- \* I wish they had challenged us more. The curriculum is diluted and at an undergraduate, or lower level.
- \* The director of my program was an impediment to the program's success. Other professors were conflicted by her agenda and unable to fulfill the goals of the program. There was a lot of terrible political stupidity.
- \* In my opinion, my program is very inadequately staffed. There is little variety in the courses, as the full-time faculty are obligated to teach required courses each semester, and there is no space in that schedule for development of new or varied classes.
- \* ...The course I matriculated into was not really available. The program was not equipped to faithfully offer the course. I found that I was going through a doctorate that was mostly made up of previously existing courses that were meant for graduate level and of course, were populated by graduate level students. This was irksome because it meant that the level of discourse in the room was of people raising their attainment from a first degree to a Master's level. Whereas, I had matriculated in order to engage with doctoral students. There was little done in the department to help group the doctoral students into a cohort....
- \* There is no differentiation between M.A., Ed.M., and Ed.D. students in most classes; and I often found myself frustrated by the vast differences in discipline, abilities, work ethic, etc. and not to mention, age and general maturity of the students in many of my classes.
- \* There is a need for courses that focus on publishing work, teaching college-level courses, and grant writing.

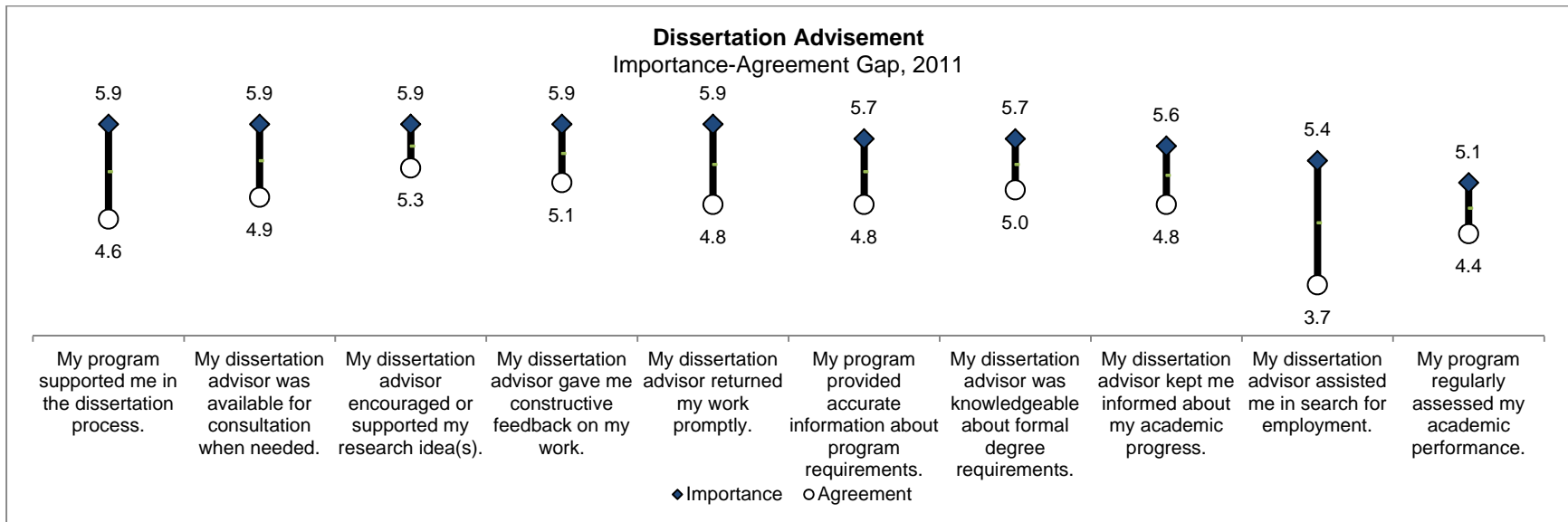
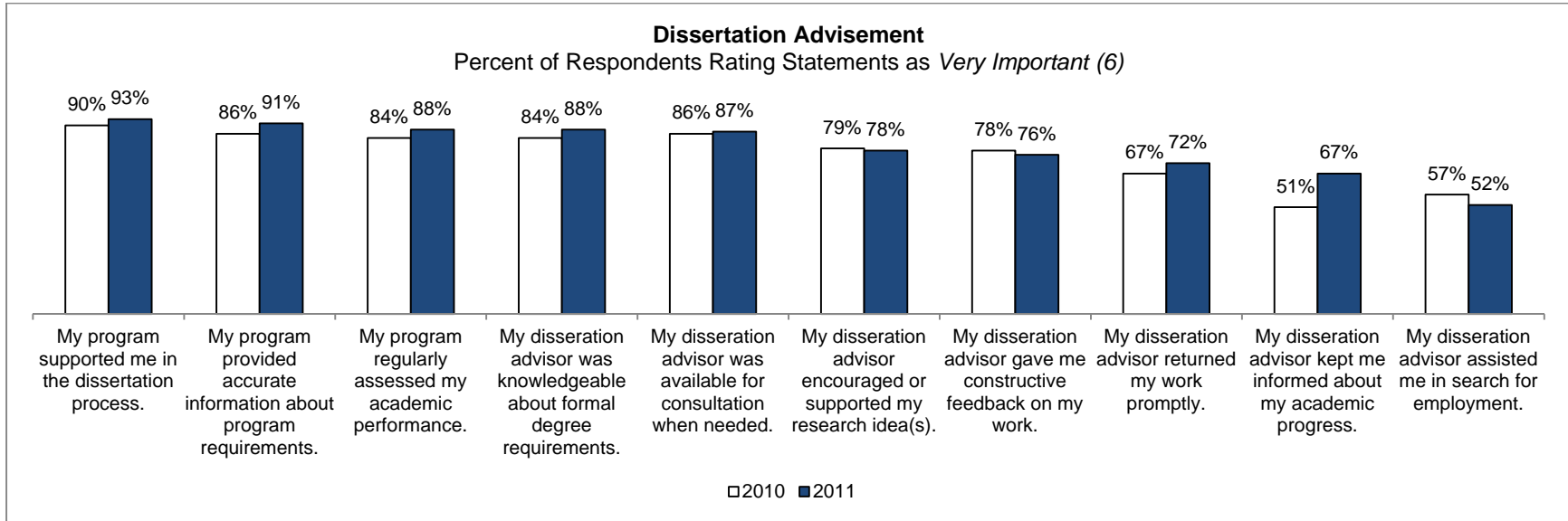
### INSTRUCTION / TRAINING



***Selected Comments, Suggestions and Criticisms about Quality of Instruction***

- \* My degree program allowed for learning research and working with faculty and students.
- \* Recently, the department created and added more classes for training to publish and present articles. It is a good sign.
- \* I feel well-trained to conduct research because of one class I took, but mostly because I got to work on amazing research with my fantastic advisors outside of coursework. The coursework did not help me with this.
- \* Overall the quality of teaching was very poor at Teachers College with few exceptions. I would never recommend this university. Students do not receive close to their money's worth. Professors in general don't have time to talk to students or to help students' personal growth for publishing and independent research. Worse yet, as an international student, who is classified as "other" in the ethnic breakdown, we are not given the option of scholarships or fellowships. Only certain groups are afforded this privilege.
- \* Some faculty need to be taught how to promote discussion and not talk and talk at the front of the room.
- \* I never had any courses on technology and media; I had to learn it on my own, out of necessity.
- \* Need to hire more faculty that didn't grow up at TC. Need to leverage information technology and media for distance learning.
- \* It will be more helpful if the program could provide more support in fund writing and publication preparation. It seems that the program needs to provide more training and help for graduates who are looking for faculty jobs.
- \* More support needs to be given on writing proposals, dissertations, papers for publication, and literature reviews.
- \* I saw no evidence that my instructors were exposed to faculty development on pedagogy. No discussion-based learning. No PBL.
- \* No formal class on writing grant proposals and how to publish work. This is a gap in the program that should be filled.
- \* Instruction was generally poor, and little interest was taken in the students.
- \* I would have liked more time devoted to collaborative research with faculty on their research projects and activities.
- \* It is not possible for a graduate to perform as a school supervisor. The opportunity to receive a basic training linked to the program is not available.
- \* There are, simply, very limited opportunities for teaching available at Teachers College. ... In addition, the demands on faculty time (heavy advising loads) make collaborative research experiences with graduate students a relative rarity at Teachers College. More support for RA positions would help to address these issues; but faculty time-lines are also an issue.

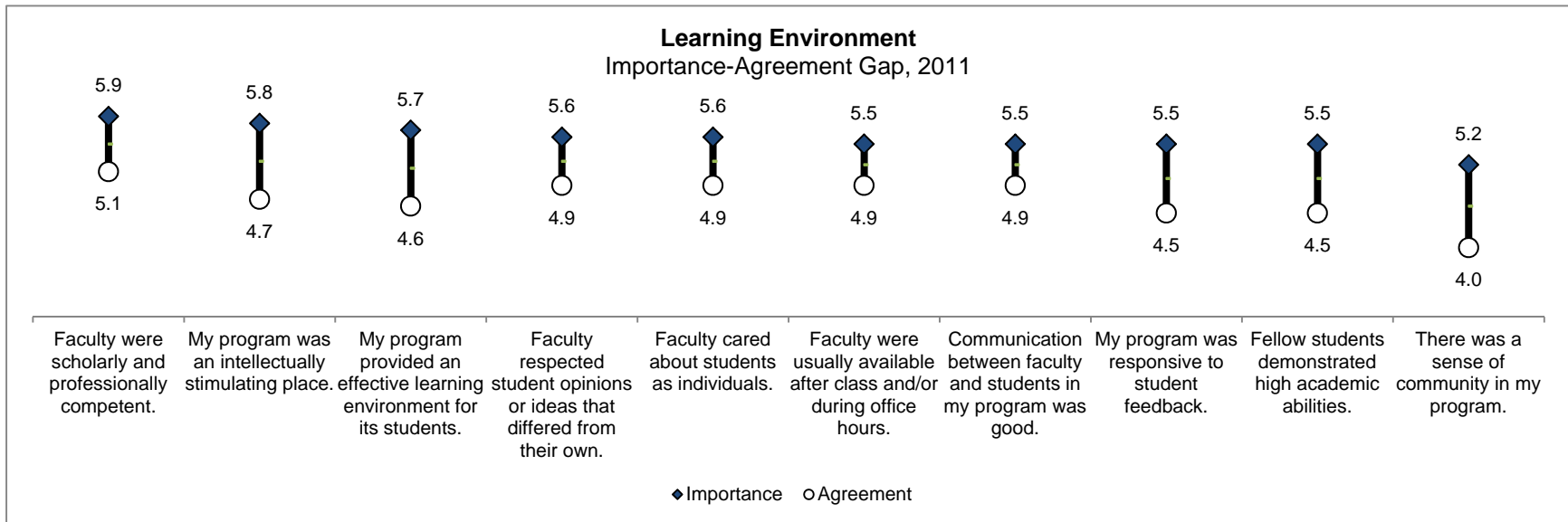
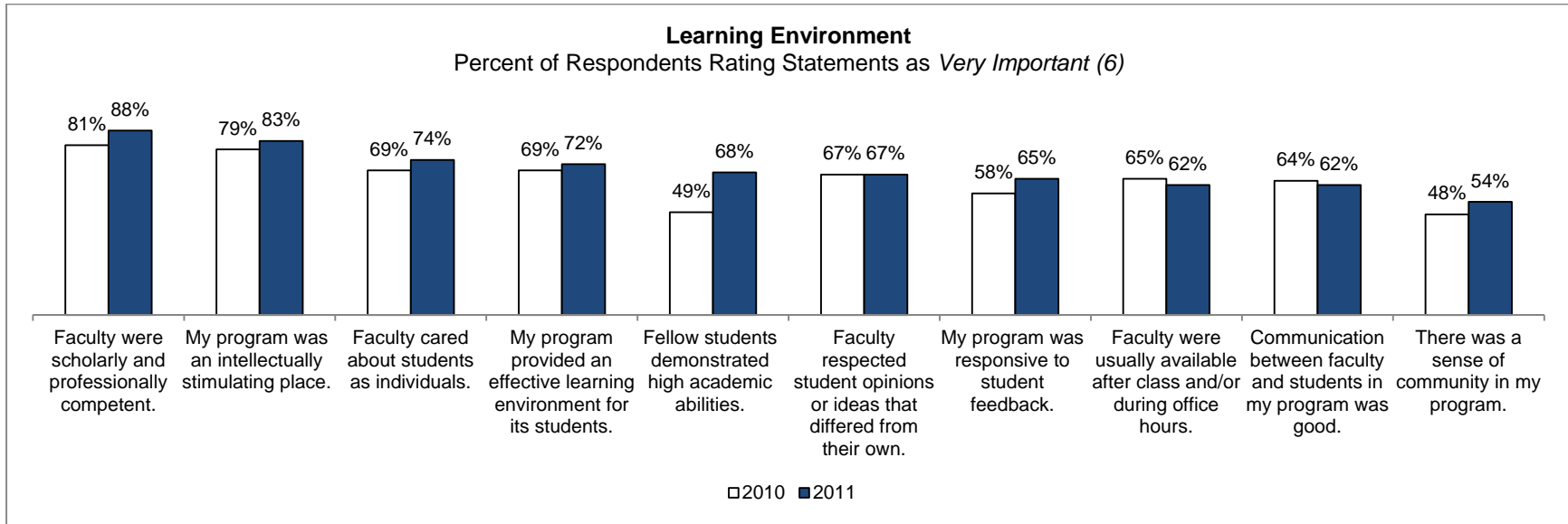
### DISSERTATION ADVISEMENT



***Selected Comments, Suggestions and Criticisms about Dissertation Advisement***

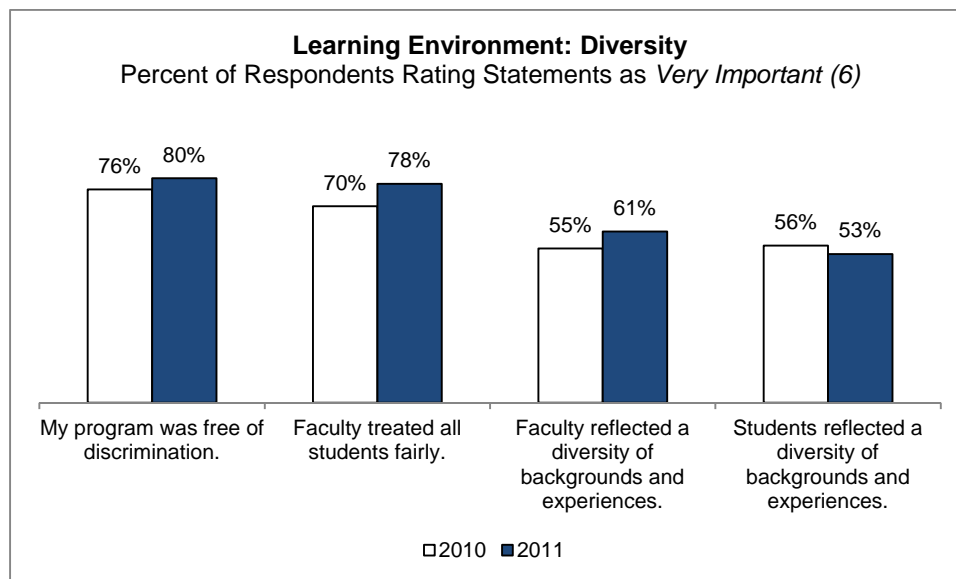
- \* My dissertation advisor had extremely high standards, which helped me produce my best work.
- \* (My advisor) did a wonderful job! I could not ask for better feedback on my work. She was always prompt in returning my work, and she pushed me to create a better dissertation.
- \* All my years as a doctoral student, faculty used the excuse of working with students on their dissertation proposals, and dissertation defenses to explain why they had so little time. When I was working in these final phases, I was extremely disappointed in the number of available minutes in each of the few meetings we had. It was not the high-level intellectual exchange I thought I was paying for.
- \* Are those (dissertation advisement items on the survey) really the expectations for a dissertation sponsor? Why are you asking me now instead of while I was working on my dissertation? The closest I got to the things above (areas delineated in the survey on dissertation advisement) were harassing emails from the Office of Doctoral Studies.
- \* My first advisor left the program. My second advisor was a complete misery to work with. My final dissertation advisor was excellent; however, to NO surprise, he is not a full-time faculty of the program.
- \* Professors need trainings on how to constructively respond to students' work, how to be advisors, time management, organization, and how to give proper feedback.
- \* There needs to be a better way of assigning students advisors. Some students do not have advisors until years into the program.
- \* Most advisement I received was in my final semester before my defense. I did not get my money's worth the prior two semesters with five/ten-minute meetings during my advisor's office hours.
- \* I felt like Teachers College added road blocks rather than diminished them during the difficult dissertation phase. I felt extremely unsupported and even pushed by the school. The offices in general are also very unfriendly and unhelpful. I felt powerless and like a peon. My advisor was helpful in getting through the bureaucracy, but did not return anything to me, until after I had already defended. He was nice and encouraging, but I would have liked more feedback earlier in the process. I guess he assumed I could do it all on my own; and I did, despite all of the roadblocks. ...
- \* Once you complete the coursework and doctoral certification exam, you are on your own and basically alone to learn about how to deal with the requirements, pitfalls and steps to complete your dissertations. This is a great disappointment! It basically became a test of endurance.
- \* ... Getting to the dissertation stage, you have already invested so much money, when suddenly you find no support from your advisor, you risk not finishing your dissertation, not finishing your degree, and you lose the money you invested because you have not completed the doctoral program. So, you pay expensive tuition to enroll in dissertation advisement; years pass, and it is taking longer than what you thought only because your advisor is not responsive. You put in a lot of effort, but when you receive no advisement, you feel lost. Some people say that professors want you to do the dissertation totally alone so that you can prove you are a doctor; but that does not make sense. There should be advisement on this process. Professors should read, respond, and talk to students. Even professors, get advisement from peers. Why then do they deny the advisement to doctoral students in their dissertation process?

### LEARNING ENVIRONMENT

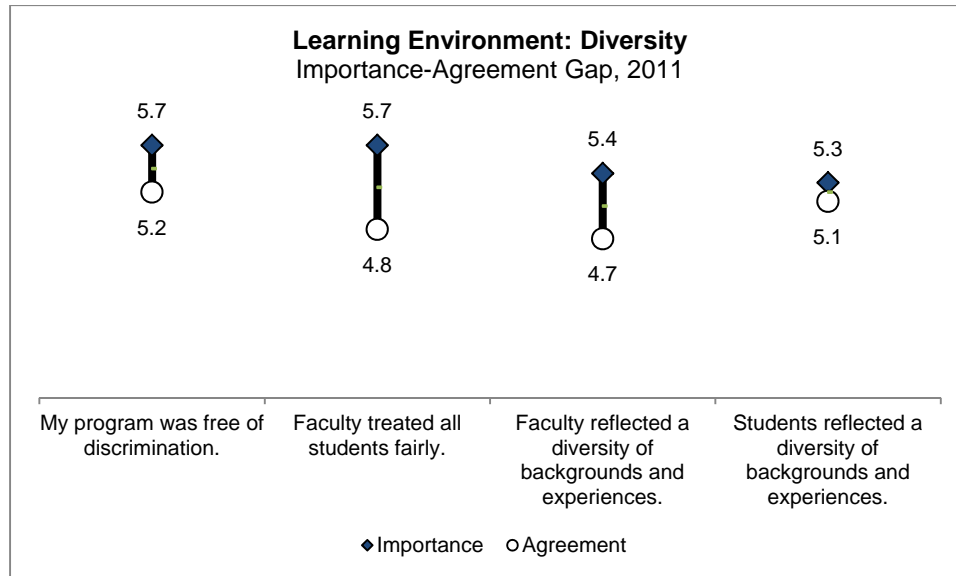


### ***Selected Comments, Suggestions and Criticisms about Learning Environment***

- \* I was challenged in this program and that was exactly what I was looking for.
- \* The cohort environment was superb and a wonderful learning environment.
- \* My cohort experience was a plus. The program held dissertation advisement classes as a group and kept a sense of community going during dissertation time--a pretty isolating time.
- \* I was a part of a cohort program. Our class was amazing with all different backgrounds, experiences, students, etc., yet the group worked well together in and out of the classroom environment. I could not have asked for a better experience.
- \* At the doctoral level, some students were not "there" and it brought down the level of scholarship in meetings, etc.
- \* Some faculty respected me and some didn't.
- \* It is hard to develop a sense of community when students are also busy professionals.



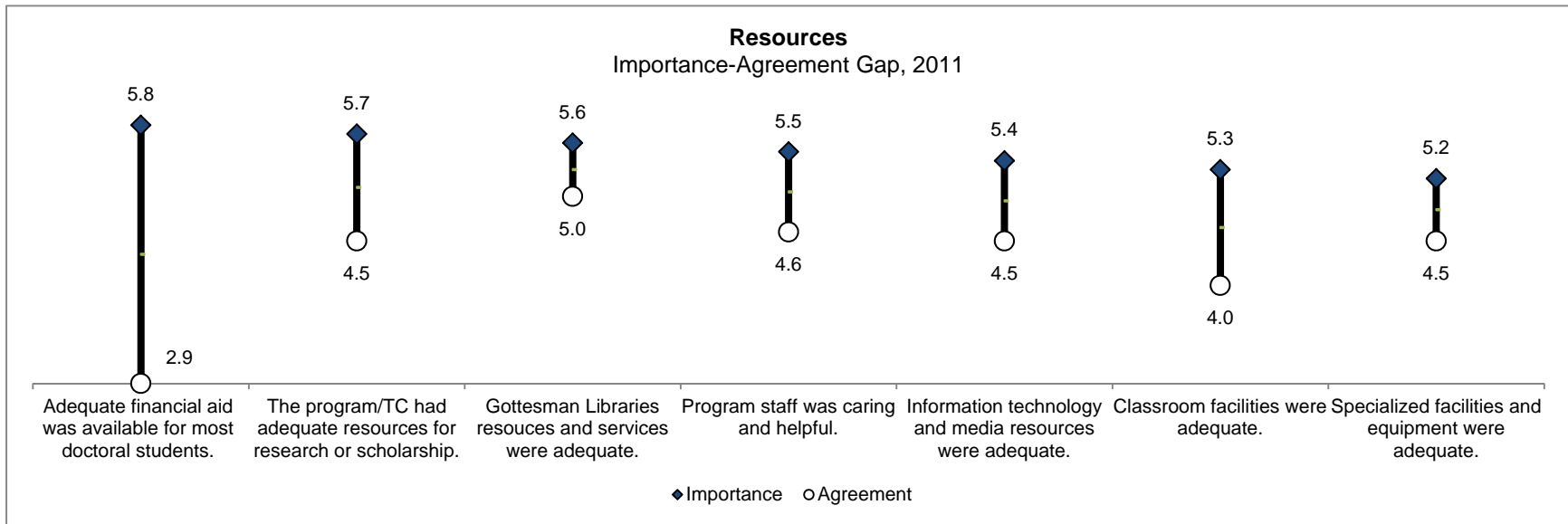
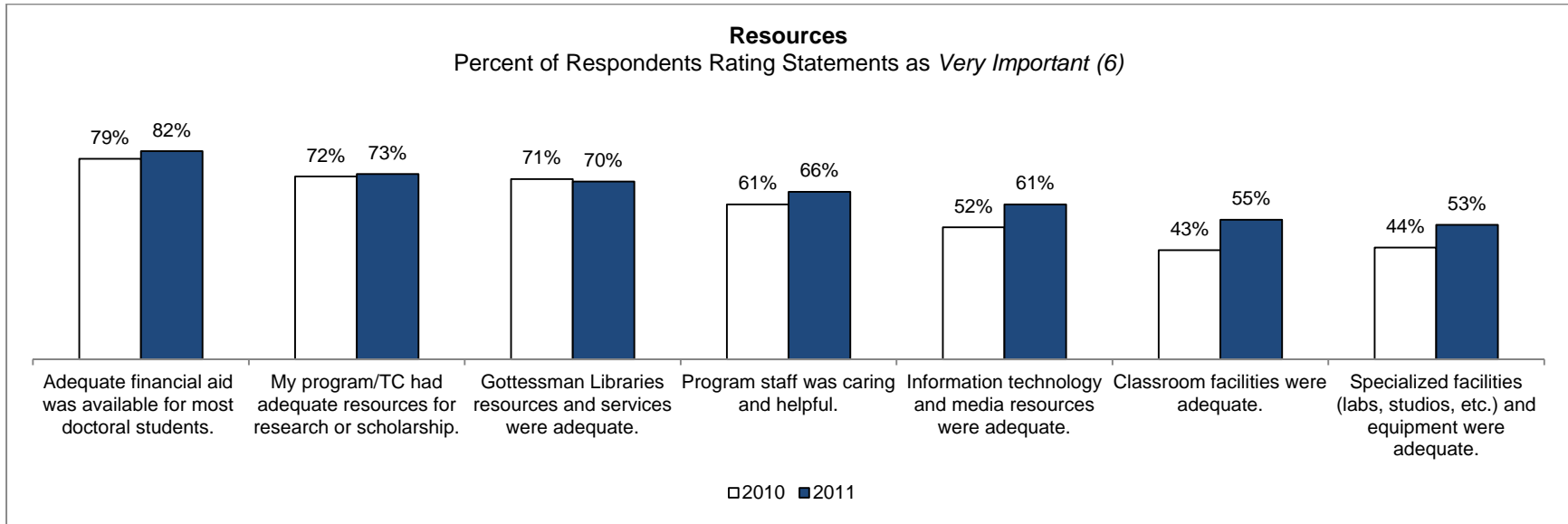




### ***Selected Comments, Suggestions and Criticisms about Diversity***

- \* One instructor routinely ignored the women in the class. He called on men far more often than women, even though women had their hands up just as frequently. He also engaged in dialogue far more often with men than women. Very annoying and discouraging.
- \* I believe I saw some discrimination of Asian students who needed assistance with language and writing. If an international (usually Asian) student who was not N's advisee, or who N did not personally appreciate or have interest in their research topics, N would often pass over this person quickly in dissertation seminar, or would approach the person about not being suited for the program. However, if there was an international student whose research N was personally invested in, N would spend adequate time assisting and giving feedback to that student. I also felt that N did not respect opinions of students that were different than N's; nor did N respect faculty whose opinion was different, and made sure that students knew how N felt about other faculty.
- \* These questions are poorly constructed. However, Teachers College overall is NOT an intellectually stimulating place. Diversity, different backgrounds, and experiences mean different things in different contexts. However, TC/Columbia is the most racist/discriminatory academic institution that I have attended/worked at.
- \* There is a real problem at Teachers College with recognizing and embracing diversity. The 'old white men with beards' mentality pervades the institution. Much of the ideas that are being floated about are old, stale, and stagnant. TC is not a progressive institution, and sorely needs to take the lead on a number of real problems facing students in K-12 education.

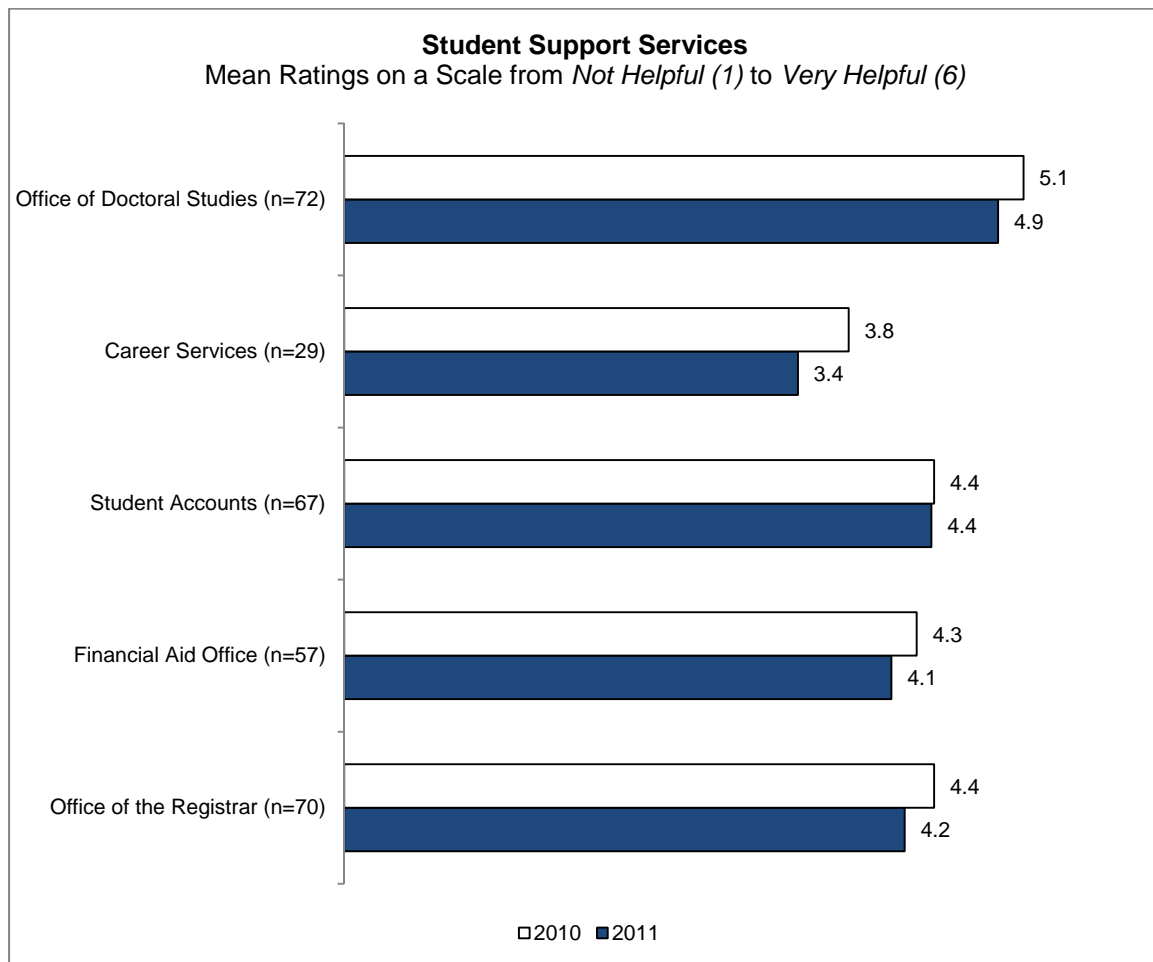
### RESOURCES



***Selected Comments, Suggestions and Criticisms about Resources***

- \* Financial aid was crucial and very helpful. Thank you! Library was not used much; I used the library at work, mostly. Some classrooms need upgrading badly!
- \* There were some journals in hard copy not available at the library; however, the online resources are more than adequate.
- \* The continuous enrollment fee is a killer. There is already enough pressure to finish on time once certified. Having to pay almost \$4000 to be finalizing the dissertation is awful.
- \* The media lab was not always available or consistently open. I think there should be more opportunity to have advice and services related to media editing and creation.
- \* I was in the library on January 2, 1995 when all but one of the research librarians had just been fired to save money. It became clear what Teachers College's priorities really were. Unless you want to borrow a lot of money, there is no financial aid at the college. Why pretend that there is? There are very many caring people at TC; however, there are many who could not care less. They make a lot of mistakes that make the experience of being there chaotic.
- \* Not only does TC not support its doctoral students financially and fail to actively support them in finding external funding, but it obligates them to label themselves Ed.M. students until the last possible moment, so they are ineligible for most external doctoral funding. It's like the institution wants to make double and triple sure that you either pay out of pocket or wind up with an awful debt. It's disgusting when coupled with the low quality facilities. These are institutional policies and advisement issues which would cost the college almost nothing to change and make a tremendous difference.
- \* ... I have taken out significant loans to pay for my education; and while I think this is a worthwhile investment, it is a bit daunting having to start out a career thinking about how to pay back large loans. Perhaps, arrangements could be made with Columbia College, Barnard, etc. to have certain positions (teaching assistant, adjunct, etc.) set aside for Teachers College students that provide a stipend; doctoral students could use the teaching experience and the financial support. I also feel that the doctoral students could be utilized as a resource in helping students in the program--perhaps holding Master's seminars for the Integrative Experience (like the doctoral seminars), receiving tuition points in exchange for this.
- \* The amount of financial aid I received was much better than most students. However, the average amount of financial aid for doctoral students was simply unacceptable. If the college cannot provide better funding for the doctoral students, the size of the program should be reduced to the number of students it can support.
- \* It was very hard for me to apply for scholarship on campus, and there was no clear rule or clear process in my department for the scholarship application. Having the financial assistance from the school could have helped me reserve all the time and energy on completing my study. I know many other schools in Columbia University that provides even full scholarship to their doctoral students, and I think that's the better way to go.
- \* Horace Mann 435 absolutely should be outfitted with a projector and HIGH QUALITY SOUND SYSTEM! It is one of the MAIN classrooms for the music department, and the condition of the room and lack of technology is appalling, given its use by the faculty.

## STUDENT SUPPORT SERVICES

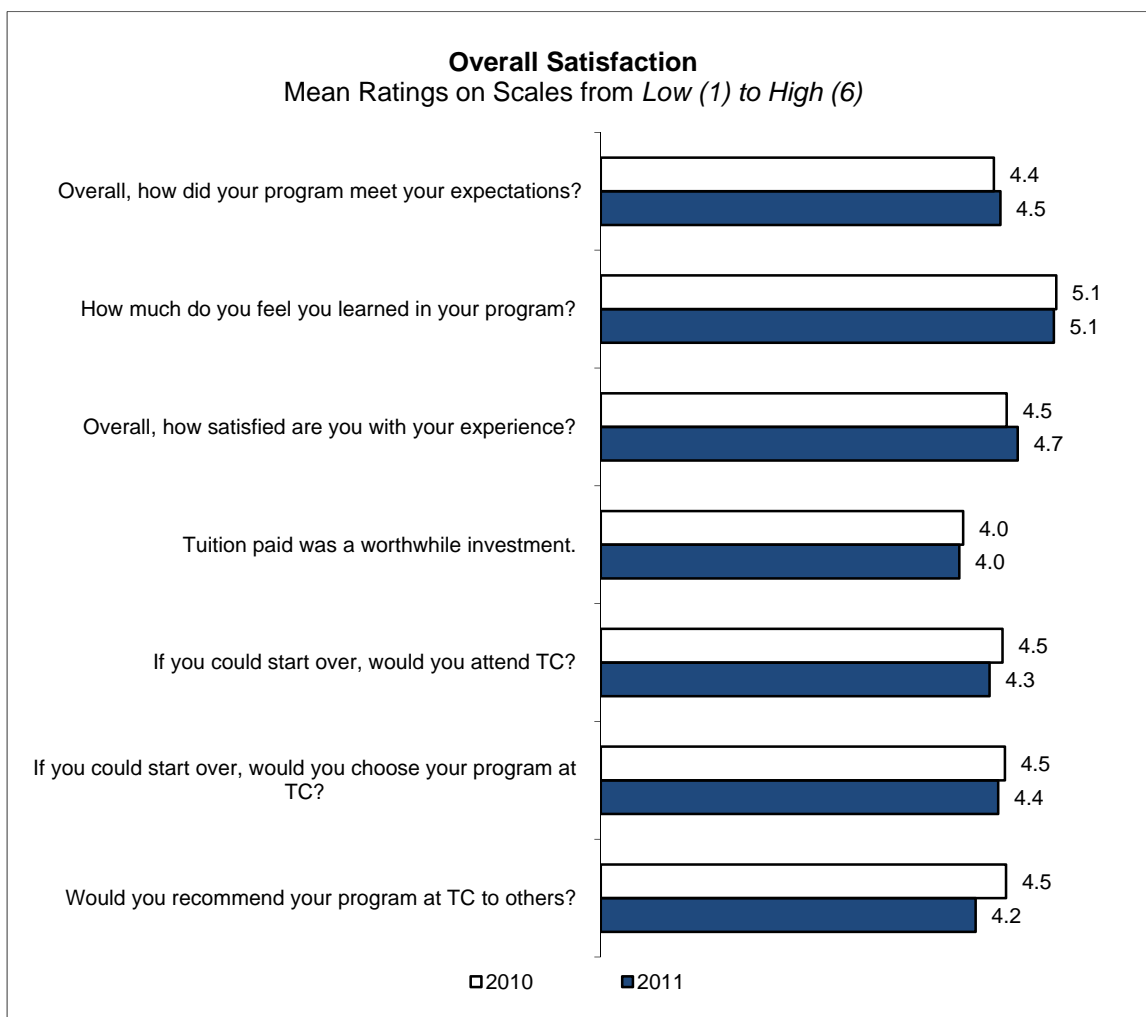


### ***Selected Comments, Suggestions and Criticisms about Student Support Services***

- \* I found myself lost--at many levels--in negotiating the byzantine bureaucracy at TC. No one except yourself is keeping track of your progress, and it is very easy to feel as if you are 'up against the system' at TC. ... I did generally have VERY POOR interactions with the major student services offices (the Office of the Registrar, the Office of Financial Aid, and ODS). Small things (changing your address, filing a COE, even just dropping off a dissertation) are often very complex. All these simple tasks are made more complex from a distance, when you cannot 'stop by' the office. The hardest thing to describe is the way in which many of the front-line office staff react to student questions. I feel I was treated rudely in many cases. A phone call to ask a simple question (e.g., which form to use) is treated as if you are asking something out of the ordinary, rather than simply for information.
- \* I was, at times, very concerned about the basic competency of student services at TC. A case in point: after learning the incredibly high fees (close to \$3500) to defend the dissertation, I had to take out an additional loan in my last semester. I almost immediately filed paperwork for this (completed the promissory note, etc.). Two months later, after following up several times with Financial Aid, and trying to explain the delay to the Office of Student Accounts, I did get the loan processed, but was still charged \$329 in late fees from TC. The delay was an error by Financial Aid in processing my promissory note, not by any error on my part. But not one person was held accountable for this mistake or for

- my file in the Office of Financial Aid. The Office of Student Accounts was not kept up to date of this situation, so I had to keep telling (staff at Student Accounts) that the loan was still in process.
- \* I have major concerns with how I was steered towards loans at TC, and, worse yet, to loans at one of the then-preferred lenders at TC (Citibank). Direct Loans should have been more clearly presented to students; and I would have benefited from more careful counseling about the levels of debt I was taking on to finance my education.
  - \* It has been nice to see that the Office of Doctoral Studies has become friendlier over the last four and a half years, although some staff are not very friendly or consistently helpful. Doctoral students spend a huge amount of time working with this office, and an awareness of this, along with a helpful eye, would be fantastic!
  - \* N in the Office of Doctoral Studies is an amazing resource. He seems to be the only person at Teachers College who knows what is going on! Had it not been for him, I never would have made it.
  - \* There are wonderful people at TC; however, the lower-level employees are careless. There seems to be no repercussions for repeatedly getting something wrong. The administrative staff at the Office of Doctoral Studies are a case in point; they lost documents, they were slow to respond to queries, and unpleasant to approach. I also feel that they could be vindictive when one complained. In general, there is a poor service mentality at the college.
  - \* Honestly, the administration made my life miserable in every possible way, from paying for tuition, filing forms for ODS, ridiculous IRB requirements (when not even working with human subjects--I think that a full professor, who is my dissertation sponsor, is qualified to make that call) and so on. Teachers College (TC) is run like a business, squeezing what it can out of students. The staff thinks that the students exist for their benefit. Faculty do what they can, but I would never give a cent to TC because of the way it is run (not that I have any money).
  - \* The Registrar's Office has the worst employees at Teachers College. They do not treat students with respect. They are mean and make you feel unwelcome. They make processes very difficult.
  - \* I needed help at Student Accounts several times. They were great!
  - \* Student Accounts was ridiculous. You've paid \$90,000 to the institution and you have to speak to some woman through bullet proof glass like she's a token booth clerk. During my last semester, I had to go see the director multiple times and ended up haggling over \$40; I had tried to put a credit in my account so I wouldn't have to make multiple trips to campus, and they wouldn't let me. Then they said I had missed the payment plan deadline even though add/drop wasn't over, and I wasn't registered for any classes. I was only taking dissertation advisement and hadn't registered yet.
  - \* While I was ultimately still quite displeased with the quality of the Financial Aid Office, it did seem to improve significantly during the time that I attended TC.
  - \* There was poor communication between offices, and poor dissemination of information to students. For example, I received an email from Financial Aid, less than 24 hrs before the deadline, informing me of the requirement to complete a Financial Aid Exit Survey, or a hold would be placed.
  - \* Most staff at TC are very disgruntled workers who are not happy in their jobs. As a result, they are rude, aggressive and often very unwilling to answer questions and assist students. In particular, the secretaries and admin staff. It is only the higher level staff who are more civil. Also, TC staff are in dire need of cultural sensitivity training in dealing with students who are classified as "other" with accents.

## OVERALL SATISFACTION



### ***Selected Comments, Suggestions and Criticisms about Overall Satisfaction***

- \* A 'peak' experience in my life--completing my doctorate, was a life-changing experience; the opportunity to do so at Teachers College was wonderful.
- \* I can say that all of my coursework at Teachers College in my doctoral program was far superior to (other university) in every way. I feel that I have an edge over the many students who go to (other university) now that I have my degree from TC. I learned a great deal, and was pushed to the limit.
- \* There is an assembly line mentality pervading Teachers College--the students come in, drop BIG BUCKS, and are ushered through in a cursory way. There is a lack of investment in students and their learning.
- \* My experience at Teachers College was a worthwhile financial and educational investment. While I was attending and even up to yesterday, I have recommended TC to others. My knowledge base has increased theoretically and in terms of research. I have also been blessed with wonderful life-long colleagues.
- \* There are good and bad professors everywhere, and my program offered great advantages. However, it was very clear that the standards "across the street" and at SIPA were much higher. I just learned much more in those courses. There are some easy fixes: paint the walls, actively support students and groom them for grant proposals

(mostly through faculty involvement), and sign them on as Ed.D. from the beginning or at least post-MA so they are not excluded from eligibility. These would go a long way.

- \* Lack of financial support for Ph.D. students destroys many things. Individual students find less time to study; learning communities within Teachers College do not grow; it lowers professors' expectations on students' achievements, thus lowering the quality of research, which ultimately affects the Teachers College reputation. It is often said that Teachers College is the largest graduate college in the United States, but you don't want to be the largest producer of low-quality researchers.
- \* While I made some good friends and enjoyed most of the faculty I worked with, overall, I was disappointed at the lack of real-world connection. I am still debating whether the substantial investment I made in receiving a Ph.D. was worth it; at this point, I would have to say the jury is still out.
- \* Apart from the \_\_\_\_ program, I could not recommend TC. The college is not a pleasant place. I am bewildered by its strong national standing. There are few on-campus opportunities for students. I have some huge holes in my resume. After my first year, I received no financial assistance. I did not know from one month to the next how I would pay my rent. I will respond by never giving money to the college. I would have loved to have maintained my relationship with my Alma mater either by adjunct teaching, setting up a grant program for teachers and running them through the college, or giving lectures about current work. My only connection will be with the ... program; otherwise, I do not even want to go into the building.
- \* I am glad that I received my doctorate from Columbia University but I feel that Teachers College did an extremely poor job in providing me with the services, professors and advisor to help me succeed. My advisor for my dissertation was the biggest disappointment in my academic career. His lack of effort, caring and knowledge of requirements led to much stress and frustration. The amount of money spent on this degree far outweighs the services rendered. I am extremely disappointed and am happy to have this chapter behind me.
- \* I love and respect Teachers College; it is outstanding in every way. I am proud to be a graduate!
- \* I think the program has changed a great deal since I started, and I don't think I had a clear enough idea of what I was getting into when I started. I think the vision for the doctoral program has been strengthened and is articulated more clearly to beginning doctoral students than when I began.
- \* My final year was very frustrating due to my interactions with some members of my dissertation committee. I do not yet see that this expensive degree will pay off for me professionally or financially. ... I often wonder if I needed to enroll in a doctoral program at all, and if I were starting over right now, I am inclined to say that I wouldn't pursue this type of program anywhere.
- \* The educational experience was very good, however, the funding was so terrible that I would have reconsidered going to a lesser quality institution if they funded me better and if I had to do it again.
- \* There are times when being a student at Teachers College has been a source of pride, and other times when I felt a great heaviness and regret. Much of this regret is pertinent specifically to situations related to my dissertation advisement, and the follow-up with the department that, for me personally, seemed cosmetic at best. The students who attend Teachers College are incredibly bright, motivated, and creative, and deserve much financial and emotional support from the outset, and it is hoped that it can be sustained throughout their experiences at Teachers College.

**APPENDIX A: MEANS AND FREQUENCIES TABLES**



### Academic Programs and Courses

Statement	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1=Strongly Disagree...6=Strongly Agree								1=Not Important...6=Very Important								
		1	2	3	4	5	6	Mean	n	1	2	3	4	5	6	Mean	n	
1) My academic program was excellent.	2010	1	7	7	17	32	38	4.9	124	0	1	0	3	17	79	5.7	109	0.9
	2011	4	5	10	22	29	30	4.6	77	0	0	0	4	14	82	5.8	71	1.2
2) My program had a clear philosophy or focus.	2010	4	3	13	15	29	36	4.7	123	1	3	3	7	32	55	5.3	108	0.6
	2011	3	5	17	16	32	27	4.5	77	0	1	3	10	34	52	5.3	71	0.8
3) My program had clear requirements.	2010	2	5	10	13	27	44	4.9	124	1	0	4	9	20	66	5.5	108	0.6
	2011	3	1	7	21	30	38	4.9	76	0	1	1	8	32	56	5.4	71	0.5
4) My program provided a well-integrated set of courses.	2010	5	5	11	32	24	23	4.4	124	1	0	5	11	30	54	5.3	108	0.9
	2011	5	8	14	25	33	14	4.2	76	0	1	3	8	28	59	5.4	71	1.2
5) My program provided a good variety of courses.	2010	3	5	12	23	33	24	4.5	123	0	0	1	7	34	59	5.5	106	1.0
	2011	1	7	17	32	20	23	4.3	75	0	0	1	7	27	65	5.5	71	1.2
6) I was able to register for courses I needed with few conflicts.	2010	1	3	4	12	26	54	5.2	122	0	2	3	5	31	60	5.4	107	0.2
	2011	1	5	8	12	30	43	4.9	76	0	0	1	11	27	61	5.5	71	0.6
7) I had flexibility to choose courses based on my life or career goals.	2010	6	6	8	16	28	38	4.7	120	2	2	5	6	23	63	5.3	105	0.7
	2011	7	1	5	19	34	34	4.7	74	1	0	3	9	22	64	5.4	67	0.7
8) My program provided a solid theoretical foundation in my discipline.	2010	3	3	9	20	21	45	4.9	122	0	0	5	9	22	65	5.5	107	0.6
	2011	3	5	7	14	42	29	4.8	76	0	0	0	7	32	61	5.5	71	0.8
9) Course content was relevant to my life or career goals	2010	1	5	5	20	37	33	4.9	123	0	1	1	6	31	62	5.5	108	0.7
	2011	3	5	4	24	38	26	4.7	76	0	0	0	7	32	61	5.5	71	0.8
10) Most courses were academically rigorous.	2010	2	2	11	13	34	38	4.9	123	0	1	2	10	32	56	5.4	108	0.5
	2011	7	3	9	21	27	33	4.6	75	0	0	1	7	32	59	5.5	71	0.9

## Instruction

Statement	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1=Strongly Disagree...6=Strongly Agree								1=Not Important...6=Very Important								
		1	2	3	4	5	6	Mean	n	1	2	3	4	5	6	Mean	n	
12) Quality of instruction in most classes was excellent.	2010	3	3	8	24	33	30	4.7	120	0	1	0	4	17	79	5.7	103	1.0
	2011	3	1	15	19	36	25	4.6	67	0	0	2	10	12	76	5.6	59	1.0
13) I had adequate training/opportunities to develop skills in oral communication and presentation.	2010	2	6	8	20	25	39	4.8	123	0	1	0	13	28	58	5.4	107	0.7
	2011	3	4	10	26	23	34	4.7	73	0	1	3	18	25	53	5.2	68	0.5
14) I had adequate training/opportunities to develop skills in writing proposals for funding.	2010	34	21	21	14	4	5	2.5	112	4	3	10	16	21	45	4.8	98	2.3
	2011	30	25	23	12	7	3	2.5	69	2	3	5	19	33	38	4.9	63	2.4
15) I had adequate training/opportunities to develop skills in preparing articles for publication.	2010	20	17	17	22	11	14	3.3	121	1	0	6	8	27	59	5.4	104	2.1
	2011	20	18	27	12	12	11	3.1	74	0	0	3	8	23	67	5.5	66	2.4
16) I had adequate training/opportunities to develop skills in working in collaborative groups.	2010	1	7	11	20	24	37	4.7	123	3	9	6	19	27	37	4.7	106	0.0
	2011	4	3	11	25	21	37	4.7	73	3	4	7	22	31	32	4.7	68	0.0
17) I had adequate training/opportunities to develop skills in conducting independent research/ scholarship.	2010	4	5	9	15	22	46	4.8	123	0	1	0	7	22	69	5.6	108	0.8
	2011	7	4	11	14	23	42	4.7	74	0	0	1	6	16	76	5.7	68	1.0
18) I had adequate training/opportunities to develop skills in project management.	2010	14	18	16	23	14	15	3.5	118	5	7	14	20	19	35	4.5	103	1.0
	2011	16	13	24	17	16	14	3.5	70	0	3	5	27	25	40	4.9	63	1.4
19) I had adequate training/opportunities to develop skills in research/ professional ethics.	2010	5	7	18	17	23	30	4.4	123	1	1	8	14	22	54	5.2	107	0.8
	2011	4	5	22	15	27	26	4.3	73	0	0	3	15	26	55	5.3	65	1.0
20) I had adequate training/opportunities to develop skills in teaching/ pedagogy.	2010	8	12	14	22	18	28	4.1	120	3	2	7	17	18	53	5.0	104	0.9
	2011	12	11	14	19	19	25	4	73	1	3	3	16	22	54	5.2	68	1.2
21) I had adequate training/opportunities to develop skills in supervision or evaluation.	2010	10	16	17	25	17	14	3.6	116	8	4	10	15	26	38	4.6	102	1.0
	2011	11	14	23	24	14	13	3.5	70	2	0	9	28	28	34	4.8	65	1.3
22) I had adequate training/opportunities to develop skills in information technology and media.	2010	10	15	25	25	13	12	3.5	118	5	7	15	25	20	28	4.3	103	0.8
	2011	12	14	25	22	18	8	3.4	72	5	3	9	23	27	33	4.7	66	1.3

## Dissertation Advisement

Statement	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1=Strongly Disagree...6=Strongly Agree								1=Not Important...6=Very Important								
		1	2	3	4	5	6	Mean	n	1	2	3	4	5	6	Mean	n	
24) My program supported me in the dissertation process.	2010	4	5	14	14	21	42	4.7	118	0	0	0	2	12	86	5.8	100	1.1
	2011	10	5	11	7	23	44	4.6	73	0	0	0	1	12	87	5.9	69	1.3
25) My program provided accurate information about program requirements.	2010	7	2	14	13	28	37	4.6	119	0	0	0	6	16	78	5.7	100	1.1
	2011	4	4	11	14	25	42	4.8	73	0	1	0	3	19	76	5.7	68	0.9
26) My program regularly assessed my academic performance.	2010	7	9	19	15	20	31	4.3	116	1	2	5	12	23	57	5.2	99	1.0
	2011	7	8	8	23	18	35	4.4	71	1	3	3	16	24	52	5.1	67	0.7
27) My dissertation advisor was knowledgeable about formal degree requirements.	2010	3	3	3	13	21	56	5.1	118	0	2	1	2	16	79	5.7	100	0.6
	2011	5	3	8	8	23	52	5	73	0	0	0	7	14	78	5.7	69	0.7
28) My dissertation advisor was available for consultation when needed.	2010	6	3	6	11	15	59	5.0	118	0	0	1	2	11	86	5.8	100	0.8
	2011	5	3	8	11	21	52	4.9	73	0	0	0	1	7	91	5.9	69	1
29) My dissertation advisor encouraged or supported my research idea(s).	2010	4	1	1	8	16	70	5.4	118	0	0	0	1	15	84	5.8	100	0.4
	2011	3	3	4	10	12	68	5.3	73	0	0	0	0	12	88	5.9	69	0.6
30) My dissertation advisor gave me constructive feedback on my work.	2010	3	3	3	12	14	65	5.3	118	0	0	0	0	10	90	5.9	102	0.6
	2011	7	4	3	5	16	64	5.1	73	0	0	0	0	7	93	5.9	68	0.8
31) My dissertation advisor returned my work promptly.	2010	7	5	5	9	15	59	5.0	118	0	0	0	3	13	84	5.8	100	0.8
	2011	7	6	8	11	12	56	4.8	72	0	0	1	0	10	88	5.9	69	1.1
32) My dissertation advisor kept me informed about my academic progress.	2010	6	8	5	21	15	46	4.7	117	0	1	4	11	17	67	5.5	101	0.8
	2011	7	3	8	10	24	48	4.8	71	0	1	1	3	22	72	5.6	68	0.8
33) My dissertation advisor assisted me in search for employment.	2010	22	11	11	18	12	26	3.6	90	8	6	7	13	15	51	4.7	86	1.1
	2011	19	15	15	12	8	31	3.7	59	3	2	2	9	17	67	5.4	58	1.7

## Learning Environment

Statement	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1=Strongly Disagree...6=Strongly Agree						Mean	n	1=Not Important...6=Very Important						Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
35) My program provided an effective learning environment for its students.	2010	0	7	11	19	31	32	4.7	116	0	0	2	6	22	69	5.6	98	0.9
	2011	1	5	10	26	27	30	4.6	73	0	0	0	3	25	72	5.7	69	1.1
36) My program was an intellectually stimulating place.	2010	0	3	7	19	30	42	5.0	117	0	0	2	2	17	79	5.7	99	0.7
	2011	3	6	11	22	18	40	4.7	72	0	0	1	4	12	83	5.8	69	1.1
37) Faculty were scholarly and professionally competent.	2010	0	2	7	12	33	46	5.2	117	0	0	0	0	19	81	5.8	100	0.7
	2011	0	3	7	16	30	44	5.1	73	0	0	0	3	9	88	5.9	69	0.8
38) Faculty were usually available after class and/or during office hours.	2010	2	0	9	13	28	49	5.1	118	0	0	2	7	26	65	5.5	100	0.4
	2011	3	0	11	19	25	42	4.9	73	0	1	1	3	32	62	5.5	69	0.6
39) Communication between faculty and students in my program was good.	2010	3	6	13	13	29	36	4.7	119	0	0	2	5	29	64	5.6	100	0.9
	2011	4	3	14	14	30	36	4.7	73	0	0	3	3	32	62	5.5	68	0.8
40) Faculty respected student opinions or ideas that differed from their own.	2010	0	9	7	16	24	44	4.9	119	0	0	1	5	27	67	5.6	101	0.7
	2011	1	3	8	15	32	40	4.9	72	0	0	1	3	29	67	5.6	69	0.7
41) Faculty cared about students as individuals.	2010	3	7	8	10	29	45	4.9	119	0	0	3	7	21	69	5.6	101	0.7
	2011	1	3	12	15	22	46	4.9	72	0	1	1	3	21	74	5.6	68	0.7
42) Faculty treated all students fairly.	2010	3	7	5	16	23	46	4.9	117	0	0	1	4	25	70	5.6	101	0.8
	2011	3	6	9	15	26	41	4.8	68	0	0	2	2	18	78	5.7	65	0.9
43) My program was responsive to student feedback.	2010	6	6	10	23	26	30	4.5	102	0	0	3	9	30	58	5.4	91	1.0
	2011	5	8	16	13	22	37	4.5	63	0	0	5	5	26	65	5.5	62	1.0
44) There was a sense of community in my program.	2010	7	11	14	20	19	29	4.2	118	2	3	3	10	34	48	5.1	98	0.9
	2011	8	13	15	20	17	27	4	71	0	1	6	15	24	54	5.2	68	1.2
45) Fellow students demonstrated high academic abilities.	2010	1	3	4	19	33	40	5.0	115	0	2	1	12	36	49	5.3	98	0.3
	2011	3	10	10	17	29	31	4.5	70	0	1	0	9	22	68	5.5	68	1.0
46) Faculty reflected a diversity of backgrounds and experiences.	2010	2	7	14	13	27	38	4.7	118	2	1	3	9	30	55	5.3	99	0.6
	2011	1	1	13	25	25	34	4.7	71	0	1	0	12	25	61	5.4	67	0.7
47) Students reflected a diversity of backgrounds and experiences.	2010	1	3	9	9	31	48	5.1	114	3	2	3	8	28	56	5.2	98	0.1
	2011	0	3	5	14	33	45	5.1	73	0	3	0	13	31	53	5.3	68	0.2
48) My program was free of discrimination.	2010	3	3	10	5	17	63	5.2	110	0	0	0	3	21	76	5.7	97	0.5
	2011	3	2	8	6	24	58	5.2	66	0	2	0	3	15	80	5.7	65	0.5

## Resources

Statement	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1=Strongly Disagree...6=Strongly Agree								1=Not Important...6=Very Important								
		1	2	3	4	5	6	Mean	n	1	2	3	4	5	6	Mean	n	
50) The program/TC had adequate resources for research or scholarship.	2010	5	6	9	22	20	38	4.6	120	0	0	3	5	20	72	5.6	104	1.0
	2011	3	7	16	17	20	36	4.5	69	0	0	0	3	24	73	5.7	66	1.2
51) Program staff was caring and helpful.	2010	1	1	7	19	20	53	5.1	122	1	1	0	11	26	61	5.4	106	0.3
	2011	3	10	6	23	25	34	4.6	71	0	1	0	12	21	66	5.5	67	0.9
52) Gottesman Libraries resources and services were adequate.	2010	0	3	6	18	26	48	5.1	122	1	0	0	7	22	71	5.6	105	0.5
	2011	0	6	6	16	29	44	5.0	70	0	2	0	8	21	70	5.6	66	0.6
53) Classroom facilities were adequate.	2010	2	8	11	27	27	25	4.4	123	1	0	4	19	33	43	5.1	105	0.7
	2011	0	19	14	28	22	17	4.0	69	0	0	8	12	25	55	5.3	64	1.3
54) Specialized facilities (labs, studios, etc.) and equipment were adequate.	2010	2	2	11	30	25	31	4.7	101	1	2	4	20	29	44	5.0	84	0.4
	2011	2	3	10	34	29	21	4.5	58	0	0	9	16	22	53	5.2	58	0.7
55) Information technology and media resources were adequate.	2010	1	4	9	25	24	37	4.8	115	1	1	1	19	26	52	5.2	96	0.5
	2011	1	9	12	25	25	29	4.5	69	0	2	3	12	23	61	5.4	66	0.9
56) Adequate financial aid was available for most doctoral students.	2010	37	10	15	10	13	14	2.9	99	0	0	4	6	12	79	5.7	85	2.7
	2011	38	10	16	12	7	17	2.9	58	0	0	0	4	14	82	5.8	57	2.9

**APPENDIX B: CHARACTERISTICS OF RESPONDENTS**

	n		percent	
	2010	2011	2010	2011
<b>Department</b>				
Arts & Humanities	16	15	13%	20%
Biobehavioral Sciences	2	1	2%	1%
Counseling & Clinical Psychology	6	1	5%	1%
Curriculum & Teaching	11	4	9%	5%
Health & Behavior Studies	22	15	18%	20%
Human Development	6	5	5%	7%
Interdisciplinary Studies	1	-	1%	-
International & Transcultural Studies	14	11	11%	15%
Mathematics, Science & Technology	18	8	15%	11%
Organization & Leadership	28	16	23%	21%
Number of respondents with known department	124	76	100%	100%
Number of respondents with unknown department	0	3		
Total number of respondents	124	79		
<b>Degree</b>				
Ed.D.	79	54	64%	68%
Ed.D.C.T.	6	6	5%	8%
Ph.D.	39	19	32%	24%
Total number of respondents	124	79	100%	100%
Missing	0	0		
Total	124	79		
<b>Gender</b>				
Female	90	61	73%	77%
Male	34	18	27%	23%
Total number of respondents	124	79	100%	
Missing	0	0		
Total	124	79		
<b>Age</b>				
26-30	8	5	7%	6%
31-35	29	20	23%	25%
36-40	21	16	17%	20%
41-45	23	13	19%	17%
46 or above	43	25	35%	32%
Total number of respondents	124	79	100%	100%
Missing	0	0		
Total	124	79		
<b>Citizenship</b>				
U.S. citizen	103	71	83%	90%
Non-U.S. citizen	21	8	17%	10%
Total number of respondents	124	79	100%	100%

	n		percent	
	2010	2011	2010	2011
Missing	0	0		
Total	124	79		
<b>Race/Ethnicity</b>				
African American	16	5	13%	6%
Asian/ Pacific Islander	17	6	14%	8%
White (of European, Middle Easter, or North African origins)	64	49	52%	62%
Latino or Hispanic American	8	6	7%	8%
Other	3	2	2%	3%
Foreign	9	5	7%	6%
Two or more races		1		1%
Total number of respondents	117	74		
Missing	7	5		
Total	124	79		

### APPENDIX C: RESPONSE RATE BY DEPARTMENT AND PROGRAM

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.

Departments and Programs	2010			2011		
	n Graduate s	n Respond ents	Respon se Rate	n Graduate s	n Respond ents	Respon se Rate
<b>ARTS AND HUMANITIES</b>	40	16	40%	50	15	30%
Applied Linguistics	2	2	100%	5	1	20%
Art and Art Education	7	3	43%	17	7	41%
History and Education	23	0	0%	1	0	0%
Music and Music Education	15	4	27%	14	4	29%
Philosophy and Education	4	2	50%	2	0	0%
Religion and Education	-	-	-	1	1	100%
Teaching of English	8	4	50%	8	2	25%
Teaching of Social Studies	1	1	100%	2	0	0%
TESOL	3	0	0%	-	-	-
<b>BIOBEHAVIORAL STUDIES</b>	5	2	40%	5	1	20%
Applied Physiology	1	0	0%	-	-	-
Curriculum and Teaching in Physical Education	1	0	0%	1	0	0%
Kinesiology	1	0	0%	1	0	0%
Motor Learning	1	0	0%	3	0	0%
Speech and Language Pathology	1	1	100%	-	-	-
<b>COUNSELING AND CLINICAL PSYCHOLOGY</b>	24	6	25%	26	1	4%
Clinical Psychology	13	1	8%	15	1	7%
Counseling Psychology	11	5	45%	11	0	0%
<b>CURRICULUM AND TEACHING</b>	24	11	46%	15	4	27%
Curriculum and Teaching	19	7	37%	11	3	27%
Early Childhood Education	5	4	80%	2	0	0%
Gifted Education				1	1	100%
<b>HEALTH AND BEHAVIOR STUDIES</b>	49	22	45%	38	15	39%
Administration/ Supervision of Special Education Programs	1	0	0%	2	0	0%
Applied Behavior Analysis	5	3	60%	4	1	25%
Behavioral Nutrition	1	0	0%	1	0	0%
Blindness & Visual Impairment	1	0	0%	-	-	-
Cross-Categorical Studies	4	2	50%	-	-	-
Health Education	23	10	43%	9	4	44%
Intellectual Disabilities/ Autism	6	1	17%	5	2	40%
Learning dis/Abilities: Teaching Students with dis/Abilities	-	-	-	1	0	0%
Nursing Education	3	1	33%	4	3	75%
Nutrition Education	1	1	100%	-	-	-



Departments and Programs	2010			2011		
	n Graduate s	n Respond ents	Respons e Rate	n Graduate s	n Respond ents	Respons e Rate
Nutrition and Public Health	-	-	-	1	1	100%
Physical Disabilities	-	-	-	1	1	100%
Reading Specialist	-	-	-	1	0	0%
Research in Special Education	-	-	-	1	1	100%
School Psychology	4	3	75%	10	1	10%
<b>HUMAN DEVELOPMENT</b>	<b>11</b>	<b>6</b>	<b>55%</b>	<b>15</b>	<b>5</b>	<b>33%</b>
Cognitive Studies in Education	10	5	50%	6	2	33%
Developmental Psychology				2	1	50%
Measurement and Evaluation	1	0	0%	5	2	40%
Sociology and Education				2	0	0%
<b>INTERDISCIPLINARY STUDIES</b>	<b>3</b>	<b>1</b>	<b>33%</b>	<b>-</b>	<b>-</b>	<b>-</b>
Interdisciplinary Studies Education	3	1	33%	4	3	75%
<b>INTERNATIONAL AND TRANSCULTURAL</b>	<b>21</b>	<b>14</b>	<b>67%</b>	<b>29</b>	<b>11</b>	<b>38%</b>
Anthropology and Education	1	0	0%	1	0	0%
Applied Anthropology (with GSAS)	5	0	0%	5	1	20%
Comparative and International Education	6	4	67%	2	1	50%
Economics and Education	5	4	80%	8	3	38%
International Educational Development	9	6	67%	13	6	46%
<b>MATHEMATICS, SCIENCE AND TECHNOLOGY</b>	<b>35</b>	<b>18</b>	<b>51%</b>	<b>31</b>	<b>8</b>	<b>26%</b>
Communication	2	1	50%	2	1	50%
Instructional Technology and Media	10	3	30%	9	3	33%
Mathematics Education	16	10	63%	17	2	12%
Science Education	7	4	57%	3	2	66%
<b>ORGANIZATION AND LEADERSHIP</b>	<b>51</b>	<b>28</b>	<b>55%</b>	<b>39</b>	<b>16</b>	<b>41%</b>
Adult Education Guided Intensive Study (AEGIS)	15	8	53%	6	3	50%
Adult Learning and Leadership	7	4	57%	6	1	17%
Education Leadership Studies	7	1	14%	2	1	50%
Higher & Postsecondary Education	6	3	50%	5	3	60%
Nurse Executive	2	2	100%	3	3	100%
Politics and Education	1	1	100%	4	2	50%
Public School District Leadership				1	1	100%
Social-Organizational Psychology	4	3	75%	6	2	33%
Urban Education Leaders Program	9	0	0%	7	0	0%

**APPENDIX D: EXIT SURVEY QUESTIONNAIRE**

**TEACHERS COLLEGE EXIT SURVEY  
DOCTORAL STUDENTS  
2010-2011**

Dear Participant: Please carefully read each statement on the left and, using the two scales on the right, indicate, first, the extent to which you agree or disagree with each of the following statements in light of your student experiences at Teachers College, and, second, how important each of these statements is in your educational experience.

<b>Academic Program and Courses ESDS0001</b>		Strongly Disagree						Strongly Agree						Not important						Very important		Don't know or NA					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2
1	My academic program was excellent.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
2	My program had a clear philosophy or focus.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
3	My program had clear requirements.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
4	My program provided a well-integrated set of courses.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
5	My program provided a good variety of courses.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
6	I was able to register for courses I needed with few conflicts.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
7	I had flexibility to choose courses based on my life or career goals.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
8	My program provided a solid theoretical foundation in my discipline.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
9	Course content was relevant to my life or career goals.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
10	Most courses were academically rigorous.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA

11) Additional comments about your program curriculum or courses (please use the extra sheet in the back if necessary):

<b>Instruction / Training</b>		Strongly Disagree						Strongly Agree						Not important						Very important		Don't know or NA					
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2
12	Quality of instruction in most classes was excellent.	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
	<b>I had adequate training / opportunities to develop skills in ...</b>																										
13	oral communication and presentation	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
14	writing proposals for funding	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
15	preparing articles for publication	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
16	working in collaborative groups	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
17	conducting independent research/scholarship	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
18	project management	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
19	research/professional ethics	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
20	teaching/pedagogy	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
21	supervision or evaluation	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA
22	information technology and media	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	DK	NA

23) Additional comments about instruction or training opportunities (please use the extra sheet in the back if necessary):

**Survey ID: «Survey\_ID»**

<b>Dissertation Advisement</b>		Strongly Disagree					Strongly Agree	Not important					Very important	Don't know or NA
24	My program supported me in the dissertation process.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
25	My program provided accurate information about program requirements.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
26	My program regularly assessed my academic performance.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
<b>My dissertation advisor ...</b>														
27	was knowledgeable about formal degree requirements	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
28	was available for consultation when needed	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
29	encouraged or supported my research idea(s)	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
30	gave me constructive feedback on my work	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
31	returned my work promptly	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
32	kept me informed about my academic progress	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
33	assisted me in search for employment	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

**34) Additional comments about dissertation advisement in your program (please use the extra sheet in the back if necessary):**

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<b>Learning Environment</b>		Strongly Disagree					Strongly Agree	Not important					Very important	Don't know or NA
35	My program provided an effective learning environment for its students.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
36	My program was an intellectually stimulating place.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
37	Faculty were scholarly and professionally competent.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
38	Faculty were usually available after class and/or during office hours.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
39	Communication between faculty and students in my program was good.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
40	Faculty respected student opinions or ideas that differed from their own.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
41	Faculty cared about students as individuals.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
42	Faculty treated all students fairly.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
43	My program was responsive to student feedback.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
44	There was a sense of community in my program.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
45	Fellow students demonstrated high academic abilities.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
46	Faculty reflected a diversity of backgrounds and experiences.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
47	Students reflected a diversity of backgrounds and experiences.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
48	My program was free of discrimination.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

**49) Additional comments about the learning environment in your program (please use the extra sheet in the back if necessary):**

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**Survey ID: «Survey\_ID»**

	<b>Resources</b>	Strongly Disagree					Strongly Agree	Not important					Very important	Don't know or NA
50	My program/TC had adequate resources for research or scholarship.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
51	Program staff was caring and helpful.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
52	Gottesman Libraries resources and services were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
53	Classroom facilities were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
54	Specialized facilities (labs, studios, etc.) and equipment were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
55	Information technology and media resources were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
56	Adequate financial aid was available for most doctoral students.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

**57) Additional comments about TC or program resources (please use the extra sheet in the back if necessary):**

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	<b>In your experience as a student, how helpful were the following student support services?</b>	Not Helpful					Very Helpful	Did Not Use
58	Office of the Registrar	1	2	3	4	5	6	D
59	Financial Aid Office	1	2	3	4	5	6	D
60	Student Accounts	1	2	3	4	5	6	D
61	Career Services	1	2	3	4	5	6	D
62	Office of Doctoral Studies	1	2	3	4	5	6	D
63	Other (please specify):	1	2	3	4	5	6	D

**64) Additional comments about student support services (please use the extra sheet in the back if necessary):**

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65	Overall, how did your program meet your expectations?	Much worse than I expected	1	2	3	4	5	6	Much better than I expected	DK
66	How much do you feel you learned in your program?	Not much	1	2	3	4	5	6	A lot	DK
67	Overall, how satisfied are you with your experience?	Very dissatisfied	1	2	3	4	5	6	Very satisfied	DK
68	Tuition paid was a worthwhile investment.	Strongly disagree	1	2	3	4	5	6	Strongly agree	DK
69	If you could start over, would you attend TC?	Definitely not	1	2	3	4	5	6	Definitely yes	DK
70	If you could start over, would you choose your program at TC?	Definitely not	1	2	3	4	5	6	Definitely yes	DK
71	Would you recommend your program at TC to others?	Definitely not	1	2	3	4	5	6	Definitely yes	DK

**72) Additional comments about your student experience at TC (please use the extra sheet in the back if necessary):**

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**73) Comment or suggestions about this questionnaire (please use the extra sheet in the back if necessary):**

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**THANK YOU FOR YOUR PARTICIPATION AND FEEDBACK!**