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# Master's Exit Survey

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**Class of 2013**

Full Report

Teachers College Columbia University

October 8, 2013

Authored by: Office of Accreditation and Assessment

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## EXECUTIVE SUMMARY

The Teachers College Master's Exit Survey seeks to solicit exiting master's students' 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 areas: academic programs and courses, instruction, academic advising, learning environment, resources, student support services, and statements measuring overall satisfaction.

The survey was administered through the online survey program, *SurveyMonkey*, to master's graduates of October 2012 and February 2013, and to master's students who had applied for graduation in May 2013. As of the end of July 2013, when the exit survey closed, the number of master's graduates of Class 2013 was 1876, of whom 534 participated in the survey, giving a response rate of 28%. The response rates for 2010, 2011, and 2012 were 29%, 21% and 23%, respectively.

### Student Priorities

All, but 6, statements had importance mean scores of 5.0 and above, which is relatively high on a scale of 1 (not important) to 6 (very important). The top ten statements rated highest in importance in 2013 are shown in the following table.

Top Ten Aspects Highest in Importance to Class 2013	% Very Important (6)				Importance Mean				n 2013
	2010	2011	2012	2013	2010	2011	2012	2013	
Quality of instruction in most classes was excellent.	81	82	83	<b>76</b>	5.8	5.8	5.8	<b>5.7</b>	515
My academic program was excellent.	83	82	85	<b>77</b>	5.8	5.8	5.8	<b>5.7</b>	520
Faculty were scholarly and professionally competent.	77	77	77	<b>75</b>	5.7	5.7	5.7	<b>5.7</b>	506
My program was free of discrimination.	75	76	75	<b>72</b>	5.6	5.7	5.6	<b>5.6</b>	490
My program was an intellectually stimulating place.	73	79	77	<b>71</b>	5.7	5.7	5.7	<b>5.6</b>	504
Course content was relevant to my life or career goals.	67	73	72	<b>67</b>	5.6	5.6	5.6	<b>5.6</b>	515
Instructors used effective teaching strategies.	65	70	75	<b>65</b>	5.5	5.6	5.7	<b>5.6</b>	508
Faculty treated all students fairly.	65	68	70	<b>66</b>	5.6	5.5	5.6	<b>5.5</b>	499
My advisor was knowledgeable about program requirements.	66	69	67	<b>66</b>	5.5	5.6	5.5	<b>5.5</b>	490
My advisor was available when needed.	63	65	69	<b>65</b>	5.5	5.5	5.6	<b>5.5</b>	494

On the other end of the importance spectrum are statements with importance mean scores of less than 5.0. In 2013, there were six such statements; the importance mean scores of which have remained largely consistent over the last three years, as displayed in the following table:

Aspects of Lesser Importance to Class of 2013	% Very Important (6)				Importance Mean				n 2013
	2010	2011	2012	2013	2010	2011	2012	2013	
I had adequate opportunities to learn new media and technology.	33	28	30	<b>27</b>	4.5	4.4	4.5	<b>4.3</b>	502
Instructors used information technology and media in the classroom.	27	28	31	<b>25</b>	4.4	4.3	4.5	<b>4.4</b>	508
I had adequate opportunities for teamwork and collaboration.	34	35	40	<b>38</b>	4.7	4.7	4.8	<b>4.7</b>	512
I had adequate opportunities to develop research skills.	45	43	41	<b>42</b>	4.9	4.8	4.9	<b>4.9</b>	505
My program/advisor kept me informed about my academic progress.	48	45	51	<b>47</b>	5.0	5.0	5.1	<b>4.9</b>	485
My program regularly assessed my academic performance.	43	41	42	<b>41</b>	4.9	4.9	5.0	<b>4.9</b>	504

## Strengths and Challenges

### Performance Gap

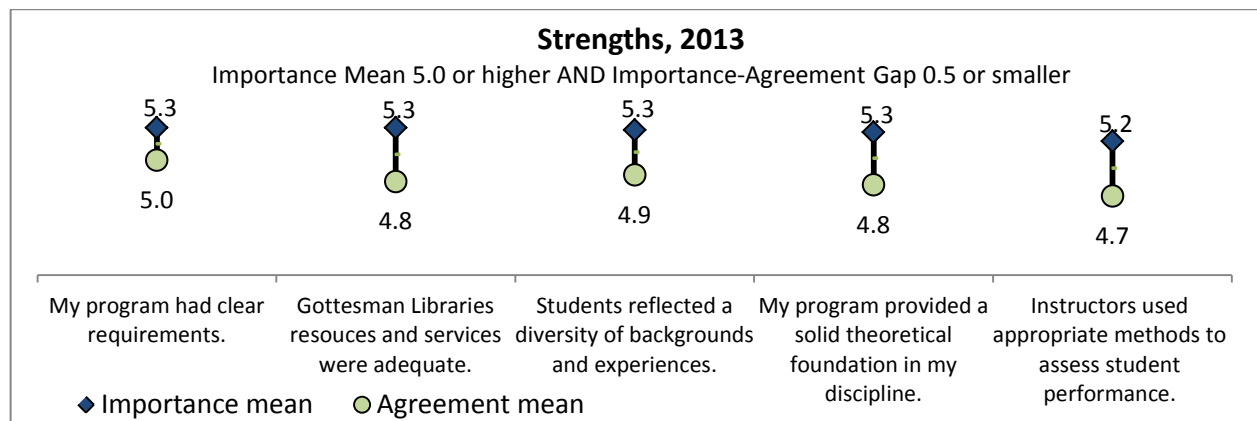
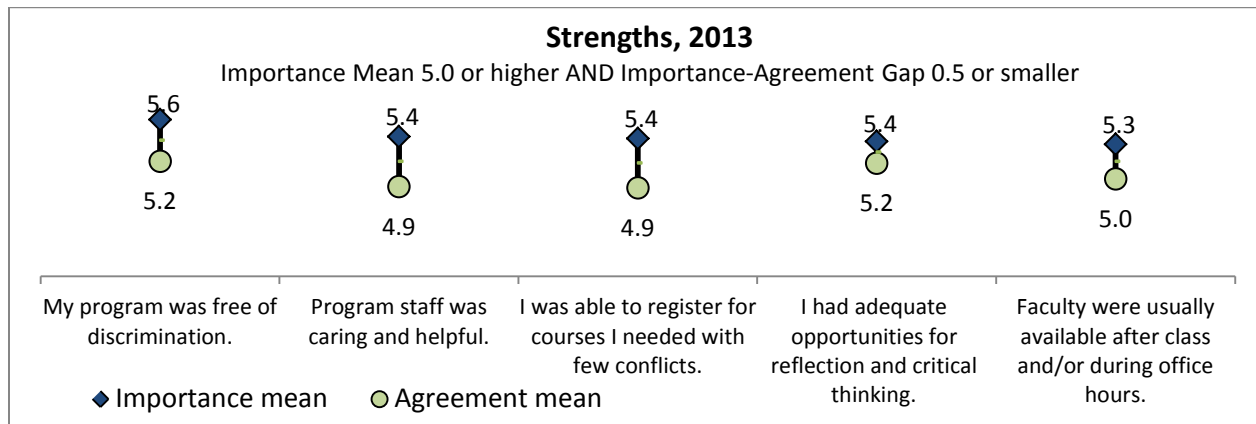
A performance gap was calculated by subtracting the agreement mean from the importance mean. The larger the gap, the further away programs are in meeting student expectations. The smaller the gap, the closer programs are in meeting student expectations. Performance gaps in 2013 ranged from negative 0.50 (“I had adequate opportunities for teamwork and collaboration”) to 1.98 (“Adequate financial aid was available for most students”). A negative gap indicates that its importance to students is not as high as the emphasis programs gave to it.

### Strengths

Strengths were defined as statements with importance means of 5.0 and above, and with performance gaps of 0.5 or smaller. The table below shows 2013’s top ten strengths. Data for 2010, 2011 and 2012 are provided for comparison purposes.

Top Ten Strengths of 2013	2010	2011	2012	2013		
	Gap	Gap	Gap	Gap	Impt Mean	Agree Mean
My program was free of discrimination.	0.5	0.6	0.4	0.4	5.6	5.2
Program staff was caring and helpful.	0.7	0.6	0.6	0.5	5.4	4.9
I was able to register for courses I needed with few conflicts.	0.6	0.6	0.4	0.5	5.4	4.9
I had adequate opportunities for reflection and critical thinking.	0.3	0.3	0.3	0.2	5.4	5.2
Faculty were usually available after class and/or during office hours.	0.5	0.6	0.4	0.4	5.3	5.0
My program had clear requirements.	0.4	0.4	0.4	0.3	5.3	5.0
Gottesman Libraries resources and services were adequate.	0.6	0.6	0.5	0.5	5.3	4.8
Students reflected a diversity of backgrounds and experiences.	0.3	0.4	0.3	0.4	5.3	4.9
My program provided a solid theoretical foundation in my discipline.	0.4	0.4	0.5	0.5	5.3	4.8
Instructors used appropriate methods to assess student performance.	0.6	0.6	0.6	0.5	5.2	4.7

The next two charts show the performance gaps of the *Strengths* statements. Statements are shown in descending order of importance means, from left to right. As these are *Strengths*, the gaps are expected to be relatively small, that is, 0.5 or smaller.

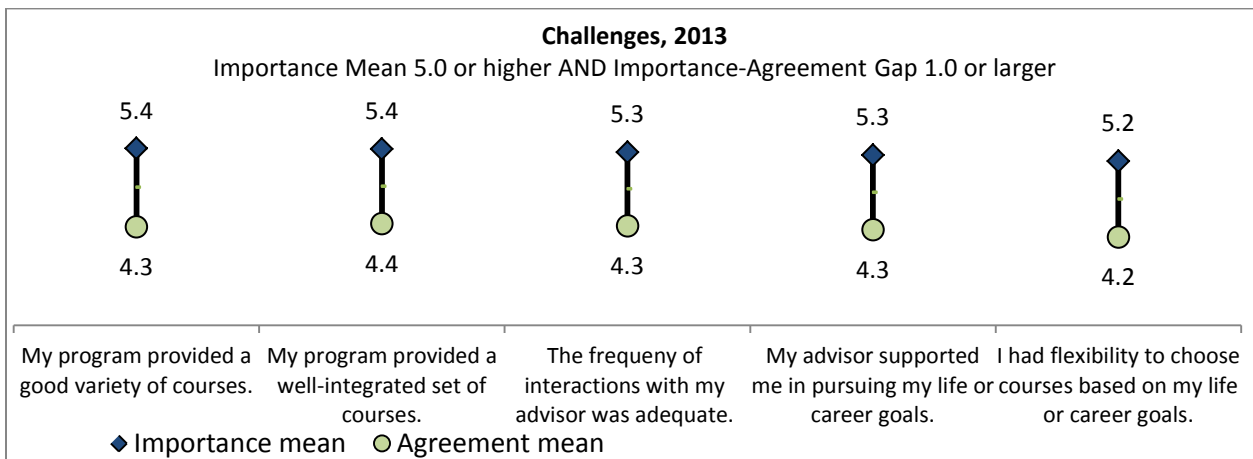
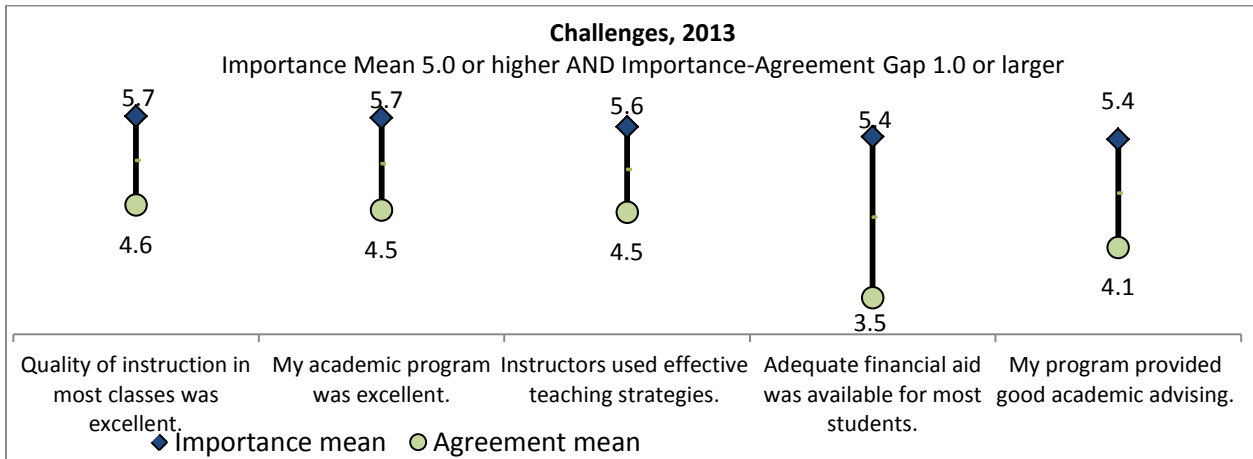


### Challenges

Challenges were defined as statements with importance means of 5.0 and above, and with performance gaps of 1.0 or larger.

Challenges	2010	2011	2012	2013		
	Gap	Gap	Gap	Gap	Impt Mean	Agree Mean
Quality of instruction in most classes was excellent.	1.2	1.3	1.1	1.1	5.7	4.6
My academic program was excellent.	1.3	1.3	1.3	1.1	5.7	4.5
Instructors used effective teaching strategies.	1.1	1.2	1.1	1.1	5.6	4.5
Adequate financial aid was available for most students.	2.1	2.2	2.1	2.0	5.4	3.5
My program provided good academic advising.	1.7	1.5	1.5	1.3	5.4	4.1
My program provided a good variety of courses.	1.2	1.2	1.0	1.1	5.4	4.3
My program provided a well-integrated set of courses.	1.0	1.1	0.9	1.0	5.4	4.4
The frequency of interactions with my advisor was adequate.	1.3	1.1	1.1	1.0	5.3	4.3
My advisor supported me in pursuing my life or career goals.	1.4	1.2	1.2	1.0	5.3	4.3
I had flexibility to choose courses based on my life or career goals.	1.1	1.2	1.1	1.0	5.2	4.2

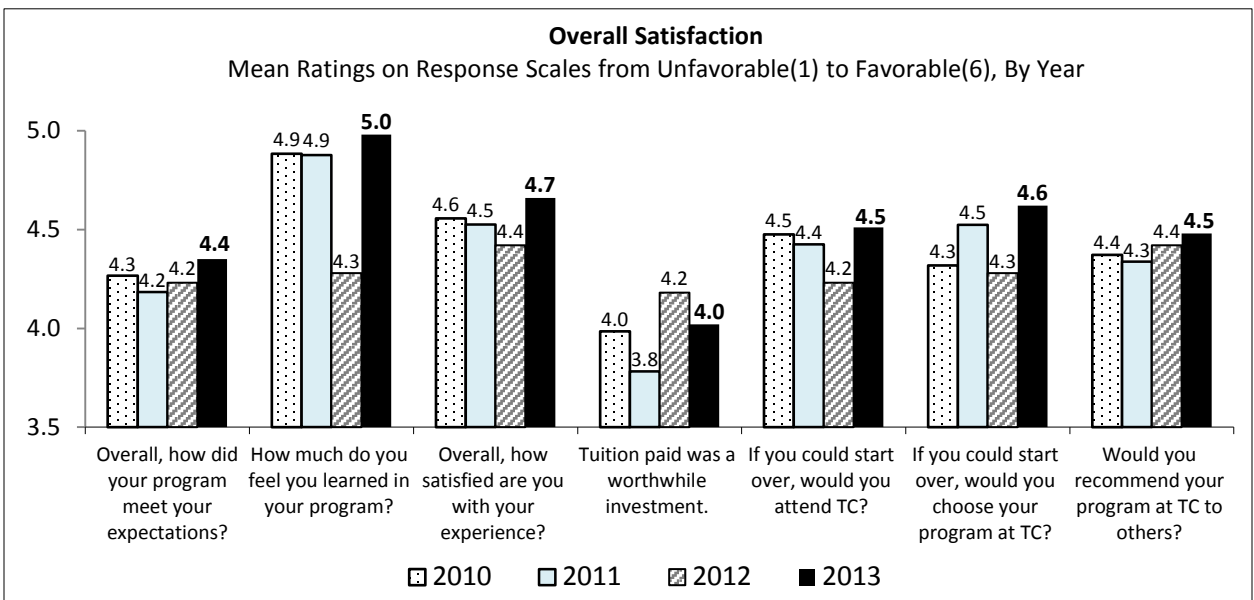
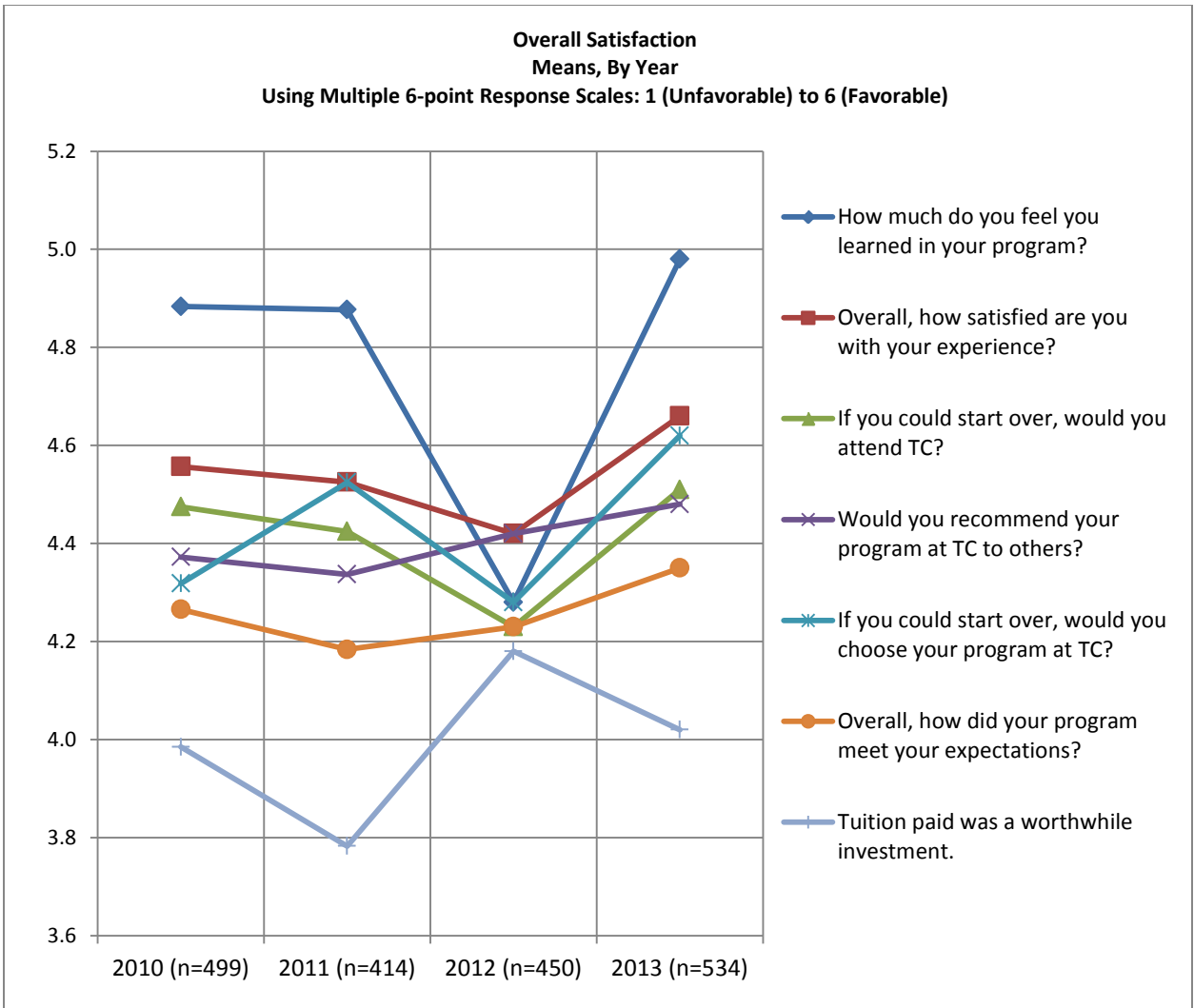
The next two charts show the performance gaps of the *Challenges* statements. Statements are shown in descending order of importance means, from left to right. As these are *Challenges*, the gaps are expected to be relatively large, that is, 1.0 or larger.



## Overall Satisfaction

Class 2013 master's graduates seemed more satisfied, overall, than master's graduates of the last three years. *Overall Satisfaction* 2013 mean ratings ranged between 4.0 and 5.0 on a six-point scale, 6.0 being most favorable. Except for, "Tuition paid was a worthwhile investment" (which had higher satisfaction in 2012), the other six *Overall Satisfaction* statements had higher ratings in 2013 than in 2012, 2011 and 2010.

Three out of four master's graduates felt programs met their expectations. Almost nine out of 10 graduates felt they learned much in their program, and were satisfied with their experiences at TC. Two out of three graduates reported that tuition paid was a worthwhile investment. Three out of four master's graduates would attend TC again, choose their program again, and recommend their program to others.





## 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 questionnaire (Appendix D) is comprised of 65 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 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. A "don't know/not applicable" option was provided for those who might not want to take a position. 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.

The survey was administered to graduates of October 2012 and February 2013, and to students who had applied for graduation in May 2013. The questionnaire was sent to 1945 master's graduates and graduating students in May 2013, through the online survey program, SurveyMonkey. Those with US mailing addresses were also sent a hard copy of the questionnaire, a cover letter, and a stamped and self-addressed envelope to our office. Despite a second attempt, using students' alternate email addresses, 45 electronic surveys were undeliverable. Twenty-four students responded they would not graduate in May 2013. The number of eligible surveyees was thus 1876; 534 responses were received, giving a response rate of 28%. Response rates for 2010, 2011, and 2012 were 29%, 22% and 23%, respectively.

Response rates for departments and programs are presented in Appendix C, and respondents' characteristics are presented in Appendix B.

### Overview of Report

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

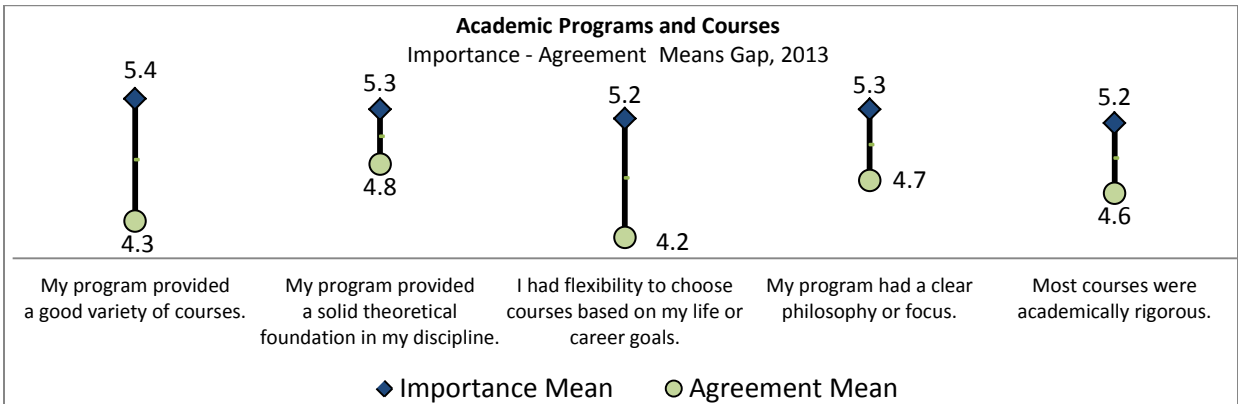
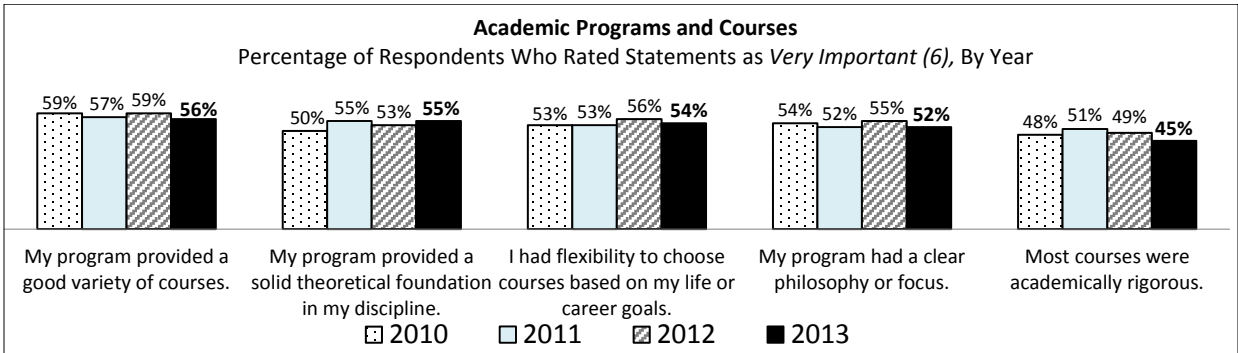
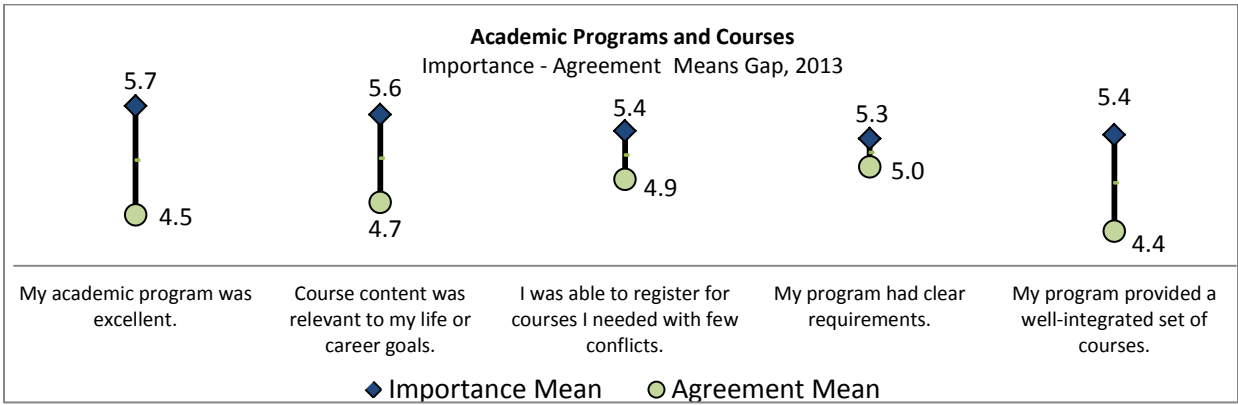
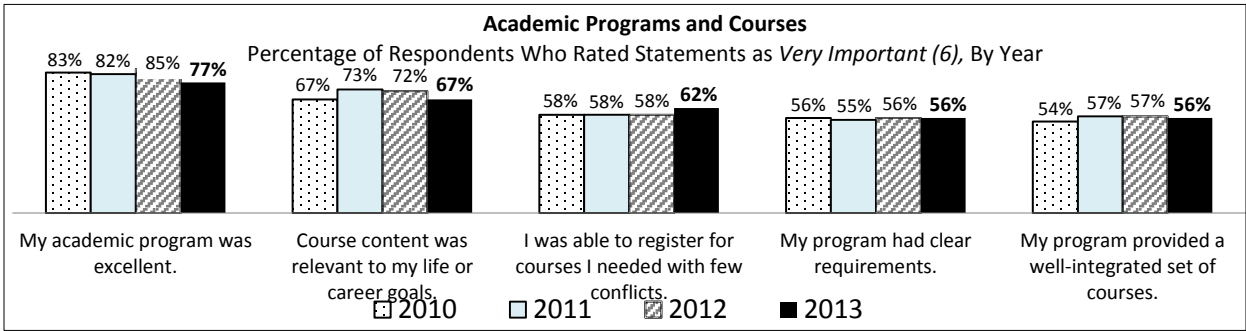
Each category has a bar chart and a gap chart. The bar chart shows percent of graduates who rated the statements as "very important" (rating 6). Statements are shown in descending order of "very important" ratings, read left to right, based on 2013 results.

The gap 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 programs were in meeting student expectations. The smaller the gap, the closer the programs were in meeting student expectations. The means and frequencies of all statements can be found in Appendix A.

Anchoring each category are comments selected for their representativeness of issues and viewpoints expressed by graduates and graduating students. Comments providing actionable feedback, context and suggestions for improvements are also selected.

**ACADEMIC PROGRAMS AND COURSES**

**Charts**



## Comments

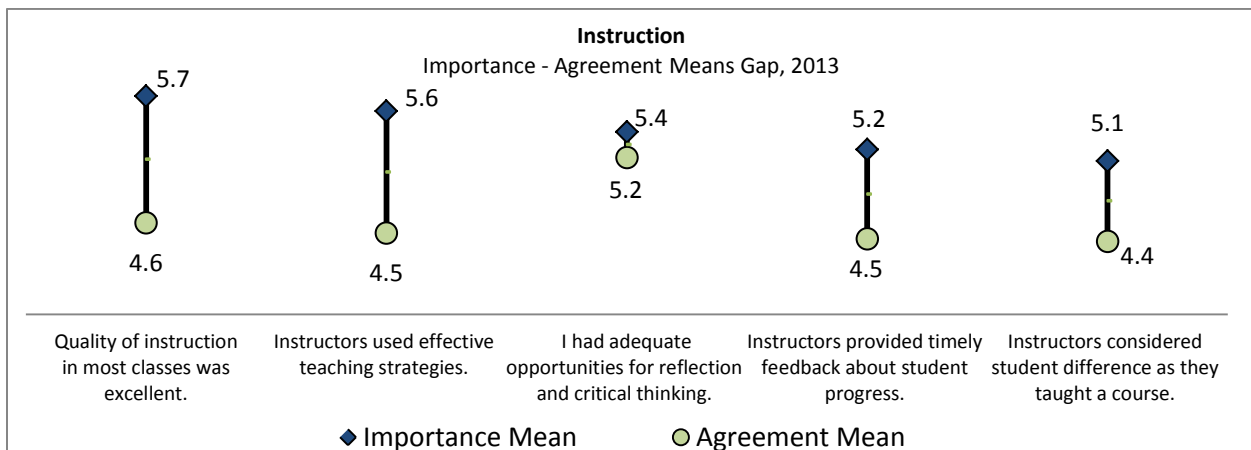
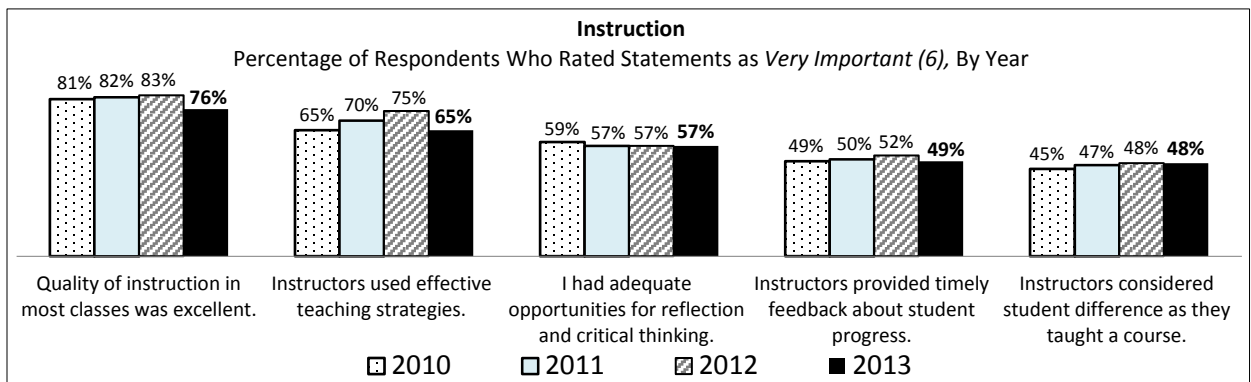
Two hundred and sixteen graduates from 42 programs and 11 departments provided written feedback about program curriculum and courses.

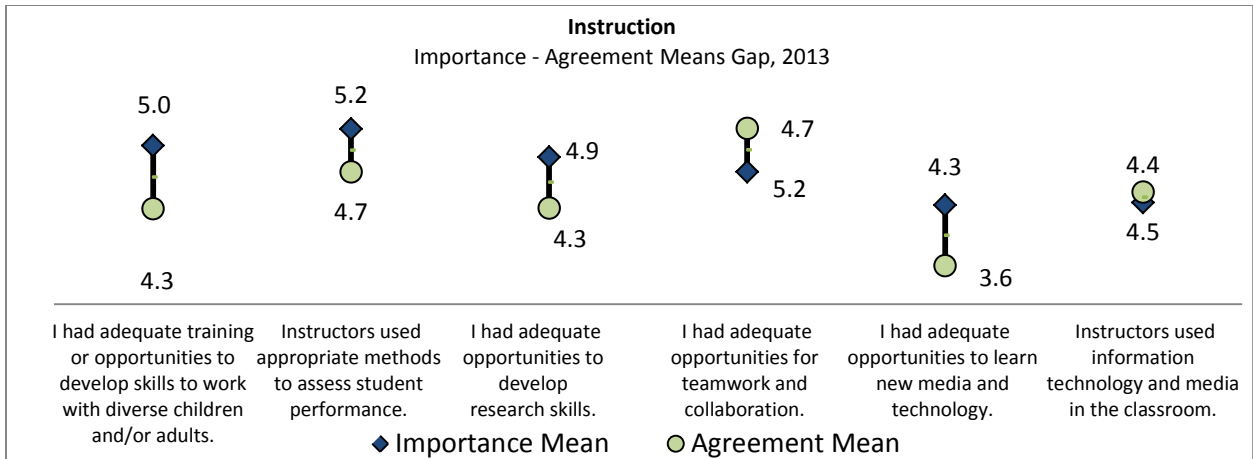
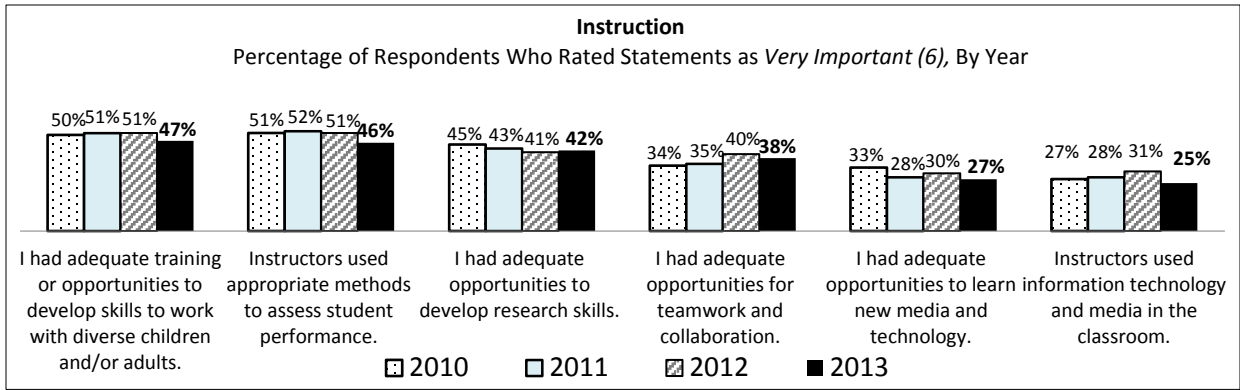
- I loved this program so much because it allowed me to be flexible and to tailor the content to fit my needs. I knew exactly what line of work I wanted to get into and the program helped me gain experience and knowledge.
- The \_\_\_ program has been an intense, thought-provoking, frustrating, community building experience that I am glad I was able to be a part of. I am moving on to my next job with tons of new knowledge and skills that will certainly help me ...
- For a graduate program, I expected a more rigorous environment. I feel strongly that my work was never fully evaluated by my professors or even read. I rarely received feedback; and although we received grades, I feel as if it was without actual assessment.
- I wish our program provided more education about teaching in the urban classroom and how to provide solutions to situations that may arise more practically in the field.
- I preferred the in-person courses versus the on-line courses because I valued the face to face interaction with professors and students.
- My program provided a variety of courses, but I found many of them to be lacking in depth. Some of them were too general and did not take into consideration the students' diverse backgrounds, languages, and career pursuits. In addition, a lot of the courses lacked flexibility and diversity options.
- I found the courses to be very repetitive in substance. I also thought that it was too heavy on theory, and that the teaching methods and content was lacking.
- I found that very few of these courses were focused on classroom practices, teacher preparation or other elements that might prepare students for the job market.
- My program was a bit too flexible. As I am searching for jobs, I am not sure how I can utilize what I learned into practically applying it in the job market. It is hard to find skills that I gained from my program that could be transferred to the job market.
- I think that my program curriculum had too much reflection and not enough academic rigor.
- I found that many assignments over the course of the program were too similar and became redundant.
- I often felt there was a disconnect between assignments and learning objectives. I think the courses need to be reevaluated to make sure that the assignments and lectures are based off of achieving the learning objectives.
- I found that courses relevant to my concentration were not regularly available. The courses which I needed were outside of my department and even then, they were not available to non-major students.
- The courses which I took were diverse and engaging. I appreciated my professors being available and pushing me beyond my comfort zone in assignments and presentations. ...
- I think that more structure is needed. There should be clear expectations of outcomes and requirements. Also, I think that the courses and requirements should reflect the description of the program.
- It would have been great to see some degree of interconnectedness among the courses in the program because each course seemed disjointed from the others.

- I was disappointed with the academic quality and rigor of my program. I felt that the program was structured with a lot of flexibility, which in theory could allow for a focus, but primarily did not allow for any depth. There was no broad theoretical foundation, nor cumulative knowledge/skill-building in the program. There was not a clear sense of leveled courses in which one could progress, or build on previous semesters.
- My program curriculum was a lot of busy work with very little practical application. I found that the program was very theoretical and research paper-based, rather than practice-based.
- I would like to comment on the excellence of the clinical faculty in my program who were all alumni of my program. Their experience with my program as well as experience in the field we were all planning to enter upon completing my program really helped us all finish strong.

### INSTRUCTION

#### Charts





**Comments**

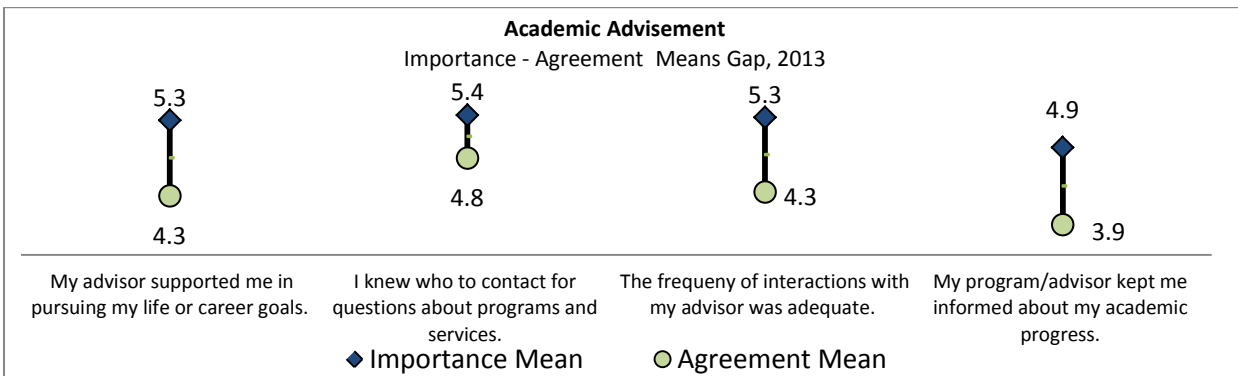
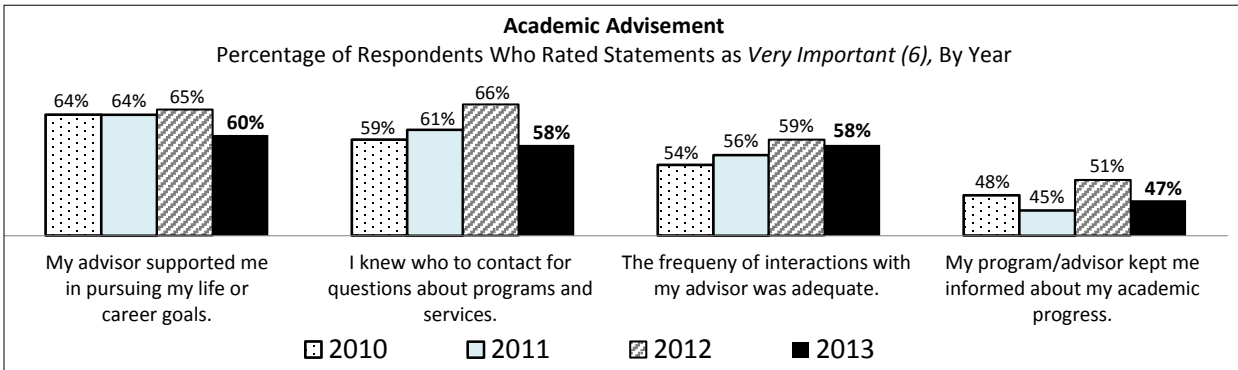
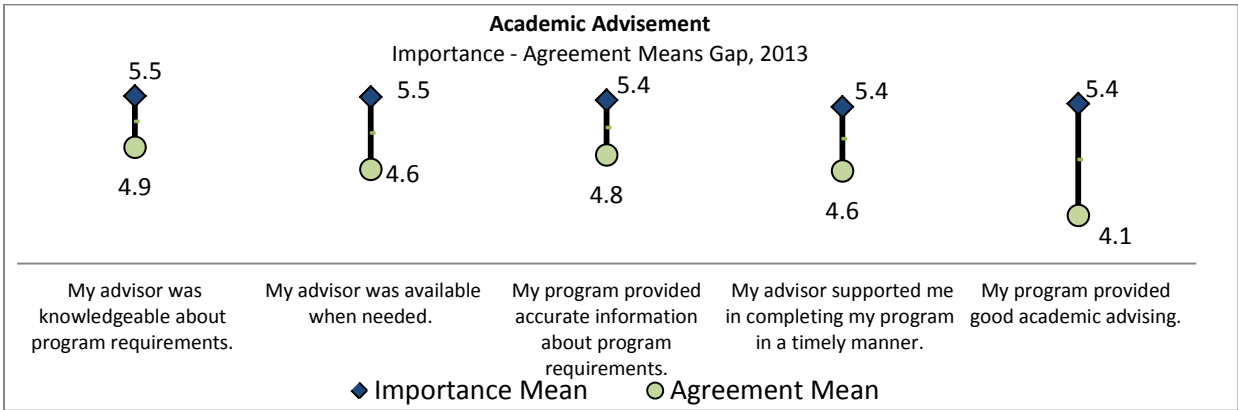
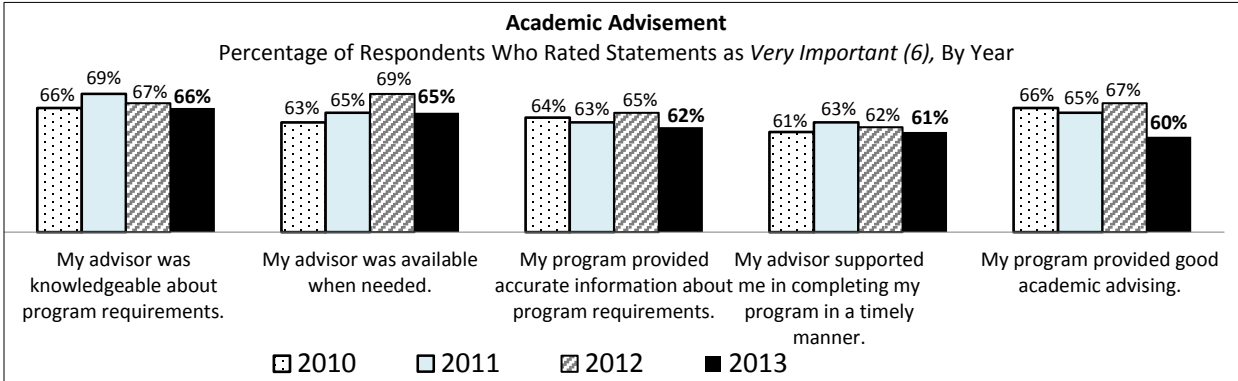
One hundred and seventy-eight graduates from 40 programs and 11 departments provided written feedback about quality of instruction.

- Quality of instruction was excellent across the board in the department. I was struck from my very first course by the emphasis on reflection, critical thinking, the use of writing rather than exams as an evaluative tool, and the overall use of reflection and writing to come to one's own personal learning and professional development.
- My professor was an amazing teacher who listened, affirmed, and encouraged authentic talking about difficult issues such as race. Overall, I truly felt that a wide array of topics were discussed and learned about that my undergraduate institution did not discuss (e.g., gender issues, Lesbian-Gay-Bisexual-Transgender-Queer, school reform, perceptions of teachers, student homelessness, and low socio-economic status).
- Many classes were heavily focused on personal reflection, ... however, they did not focus on critical thinking or on integrating personal reflection with academics.
- The majority of my courses was taught by doctoral students and not established professors.
- I thought that there was too much group work required both in class and for assignments, which was unfortunate because not everyone learns best in a group setting.

- The quality of the instruction was ... very strong, and the professors model the type of instruction they are teaching us to provide to children--engaging, flexible, driven by students' needs, and dynamic.
- I often found myself sitting and listening to lectures about how education needs to be more skills-based. I did not feel I was offered enough opportunity to practice my \_\_\_ education skills; I was just told what skills I need to be able to perform and how to perform them. When determining program competencies, activities should be incorporated into the class structure and assignments to assess those skills, and not merely rely on assessment of the knowledge of the skills.
- I found that there were lots of lectures with little participation or feedback from students. There was very little demonstration or modeling of actual good teaching practices.
- I found most of the professors encouraged us to think beyond the classroom and to think about the practical application of the theories discussed in class by giving us assignments that allowed us to use our knowledge in "real world" settings.
- Some instructors used dated material from books and PDF.
- I think that providing prompt and detailed feedback was the program's greatest weakness.
- There were a few courses which we had to take as a requirement for the program in which we never received any feedback for our work. We were left wondering how we actually performed in the class and how our final grade was calculated.
- I think that instructors need to talk across the program. Many of my assignments were duplicates, and the amount of group work given was quite honestly ridiculous for a graduate-level program.
- Instruction was excellent. Every course led into the next, and the instructors made a point to reference our prior experiences together as we progressed through the program. We grounded all our work in critical self-reflection and collaborative experiences that gave us context and automatically differentiated our experience.
- The grading rubric differed between instructor and graduate assistants. This was problematic when similar answers were graded differently by each of those. Graduate assistants must get practice grading, but if their take on a paper is drastically different than the professor's for the same content, then we have a problem.

ACADEMIC ADVISING

Charts



## Comments

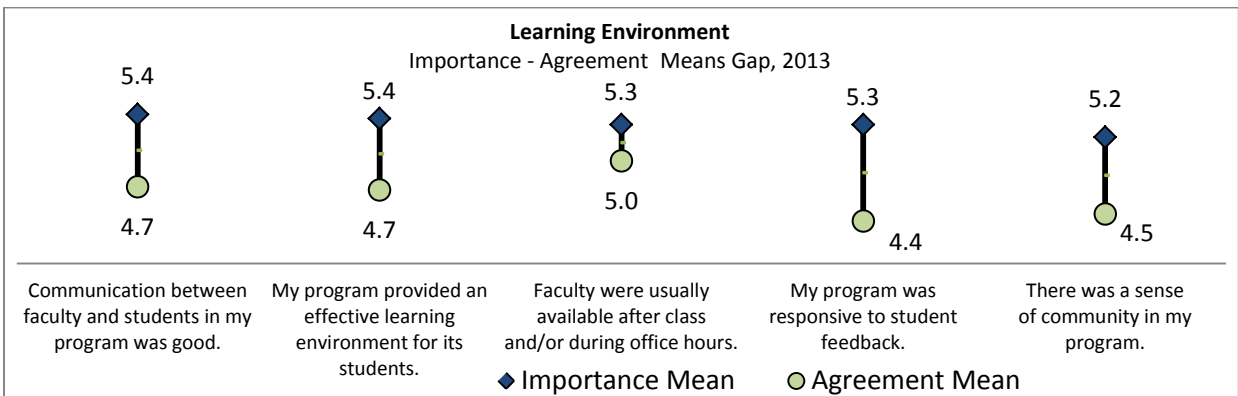
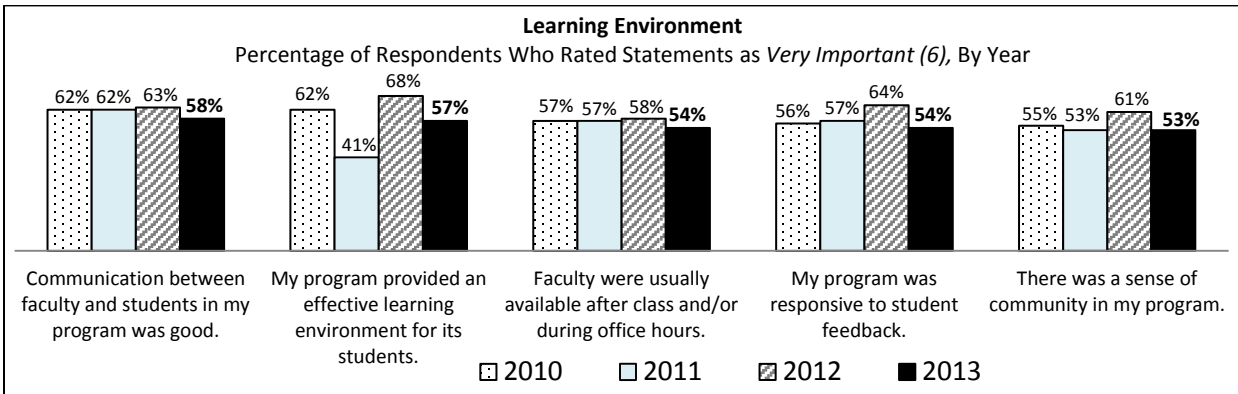
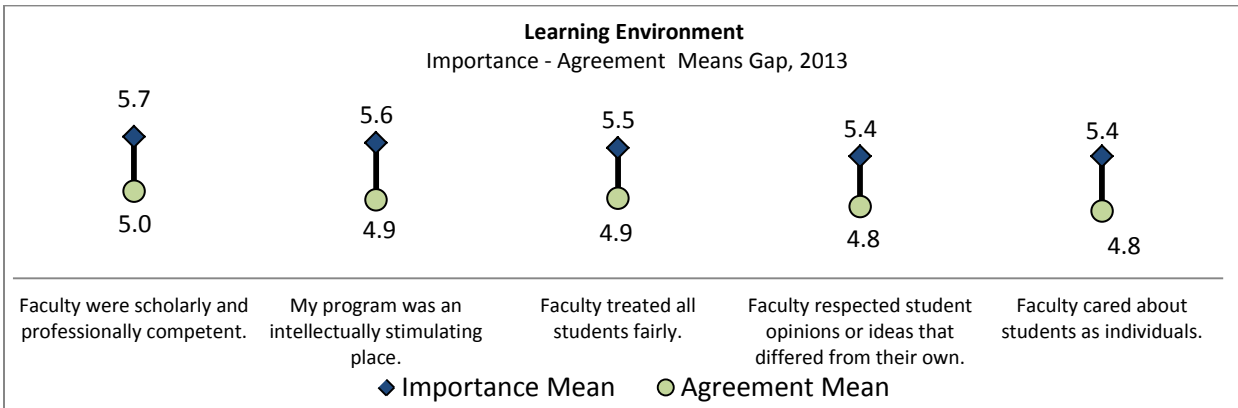
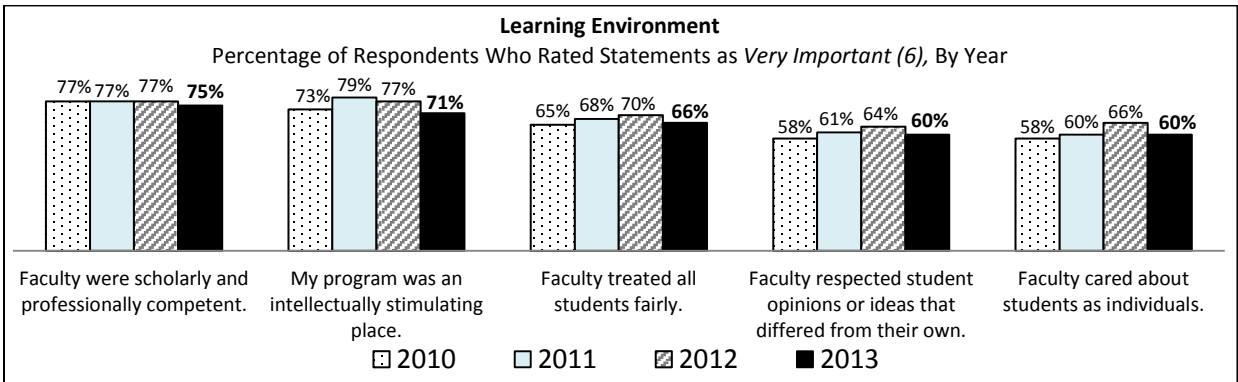
Two hundred and twenty-three graduates from 40 programs and 11 departments provided written feedback about academic advising.

- My advisor was excellent. He was not especially involved with the technical requirements of the program, but in the structure of the department. He provided very insightful input and helped me make what I believe was the best decision at the time. His clear investment into students' work and careers were effective and well-done.
- Given the diversity of the students and their needs in (my) program, academic advising should be more flexible and specific to meet the needs of students. I felt as if all of the students were not reached by the program because the information was not always clear, and this caused confusion.
- My advisor was highly effective in helping me complete my program requirements. To begin, she took on my "case" even though she had never been my professor and did not know me. She met with me, responded to my questions, gave me valuable insight and helped me complete my thesis.
- My advisor was one of the highlights of this program. He was very helpful and willingly provided answers to my wide variety of questions, issues, and concerns.
- My program used a collaborative advising model so, rather than having a single advisor, I had a team of advisors who all provided me with guidance throughout my program. I felt as if I had a whole team of people supporting me and I could safely and comfortably go to a variety of people about different questions or concerns. I knew that they would honestly and completely answer my questions or help me figure out whom to seek out to answer my questions.
- I appreciated the flexibility of advising which was found in my program. I found that all the major professors and instructors served as advisors in some way, and I had easy and timely access to them whenever I needed or wanted support. All my advisors were extremely knowledgeable and helpful and supported my goals as well as challenging me to pursue new aims.
- My advisor went out of her way to assist me on numerous occasions and still keeps in touch post-graduation.
- My advisor was beyond helpful in both academic advising and in leading me in the path towards my future career goals. He has made my experience at Teachers College much more enjoyable both in the classroom and as a true mentor.
- My advisor has made the program feel like a meaningful place for all the students who work with him.
- He was an incredibly responsive adviser who really took the time to get to know each individual student.
- My advisor was the most important person in the duration of my studies. He was always available, replying to my questions and emails, providing instructions and showing me the advantages and disadvantages of my choices.
- I would not have made it through my program without my advisor. She is the heart of my program and very passionate about her students. She seems to be the only one who truly cared about her students' well-being and success, inside and outside of the program, and beyond graduation.
- I am extremely grateful to the advisement in my program. My advisor always made ample time to sit down with me, talk through my goals, and help match me with courses that would best suit my interests. She also helped me sort through my future goals and think through the work experiences I was encountering throughout my time at Columbia. Overall, it was a wonderful experience.



## LEARNING ENVIRONMENT

### Charts



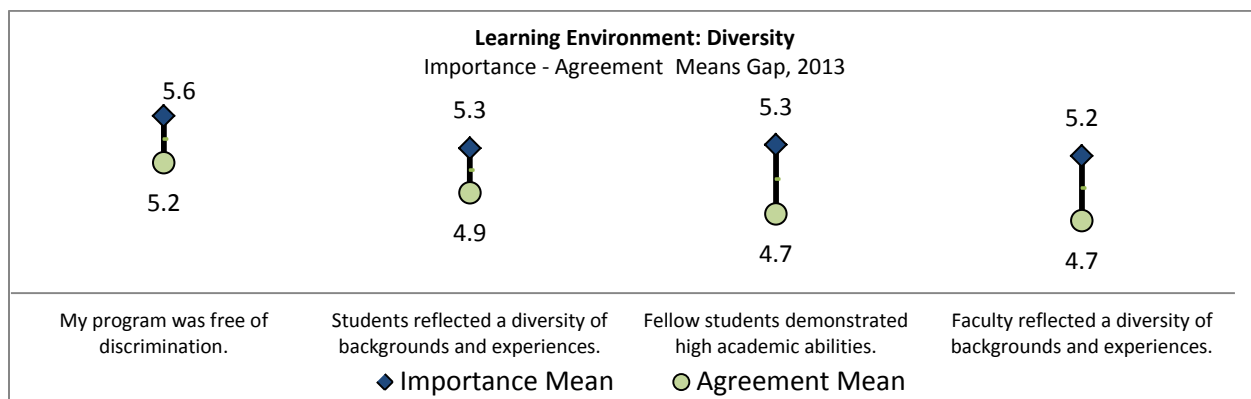
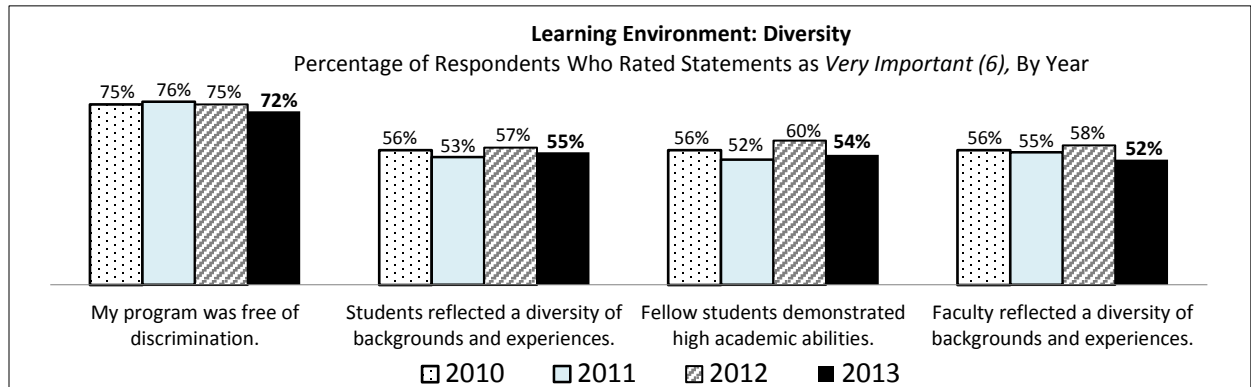
## Comments

One hundred and forty-four graduates from 40 programs and 11 departments provided written feedback about learning environment and diversity.

- I found that not all faculty members respected student opinions or ideas which were different from their own. In some classes, the atmosphere can be quite oppressive.
- I found the learning environment to be challenging, resourceful, stimulating, and passionate. In addition it also encouraged creative, critical and independent thinking, inspired and facilitated collaborative/ group learning. I also found it to be a safe, secure and healthy working and interactive environment.
- The permanent faculty was very competent in their knowledge and experience in their field. However some instructors in the program had questionable abilities and / or skills in teaching their courses.
- I found the teachers to be encouraging, and I never felt like a face without a name. The faculty knew me and cared about me and my goals.
- In all courses I felt as if the learning environment was safe. I felt respected, free to try something new and risk failure. I thought that everyone's ideas in a class discussion were equally important.
- It was challenging yet comfortable. I enjoyed the idea of cohorts for my program, and I felt intellectually satisfied.
- The learning environment was supportive, yet the class sizes were too large many times and hindered the learning experience.
- I think that online courses should be developed in a way that still encourages and requires participation from the whole class so that discussions and assignments are more interesting and challenging.
- I enjoyed the community feel of my program; PhD students, masters student and faculty regularly collaborated thus the discussions in class were always engaging.
- There seemed to be a divide between part-time and full-time students. In certain situations the full-time student experience seemed to be more valued.
- It was a positive learning environment and created a sense of community. We actively addressed any unfair treatment anyone felt. The program took constant feedback and constantly improved - both during the courses we were taking, and for future program cohorts.
- I think the best part of my experience at Teachers College was my interactions with fellow students. I thought that they were truly incredible and challenged my thinking on a daily basis.

## Diversity

### Charts

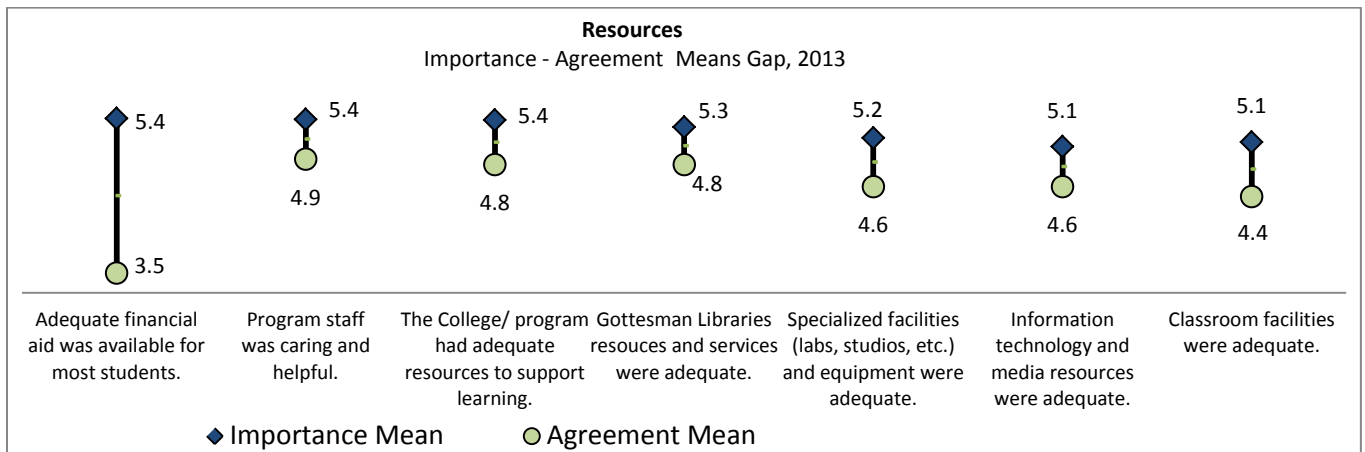
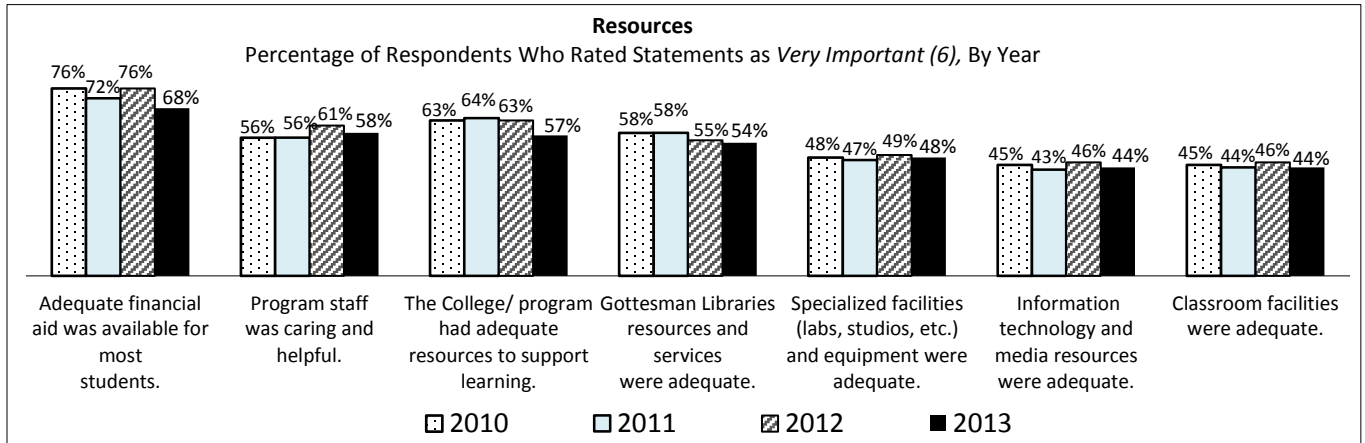


### Comments related to diversity

- I enjoyed the opportunity to interact with faculty and students from a wide variety of backgrounds and with a wide variety of goals.
- Most students were white, privileged and freshly out of college. I think that the program could do more to recruit talented students from a broader demographic.
- I was disappointed in the fact that ... none of the classes addressed or even mentioned American Indian education.
- Professors seemed to be pretty similar intellectually, politically and in terms of their ethnic and economic backgrounds.
- I enjoyed meeting individuals from a wide array of cultural backgrounds. The learning environment in most classes gave me the opportunity to work with these students and to learn from them as well.
- I felt as if the environment provided a multicultural world which gave us the opportunity to be in contact with other opinions exactly as it will happen in the real world.
- I wish men of color had been better represented, and that the fact that there were none in my program had been addressed. There are many ways that voice could have been represented, either through guest speakers in the field, or through texts, or articles. It was a missed opportunity.

## RESOURCES

### Charts



### Comments

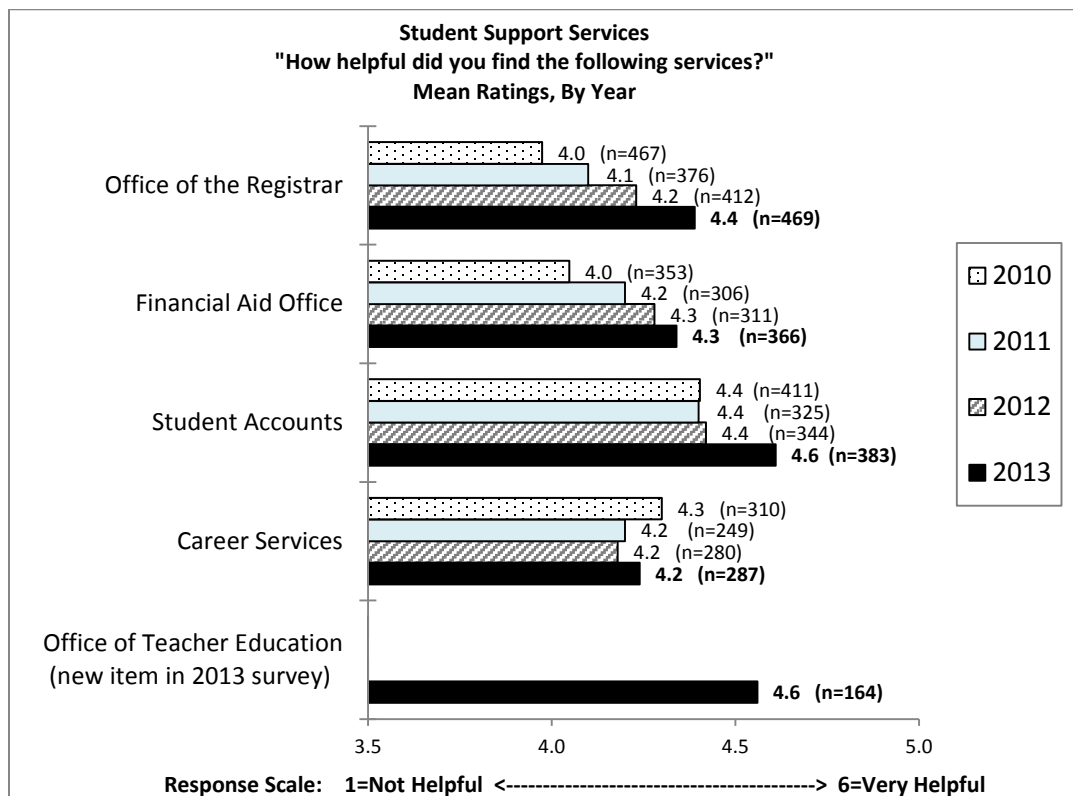
One hundred and forty graduates from 37 programs and 10 departments provided written feedback about resources.

- Technology failed in classrooms consistently, taking away valuable class time and preventing us from learning from the video examples the professors had prepared.
- Some classrooms have windows that don't open, are without air-conditioning, adequate lighting, or even a clock.
- I think it would be best to get rid of the desks altogether and have all students sit at tables. The size of the rooms combined with the tiny desks just makes the environment terribly cramped and uncomfortable.
- Thomson 422: This is a room with two outlets for 30 students' computers or mobile devices, a loud heater and louder air condition unit.
- More rooms with functioning air conditioners in the summer are needed.
- The new printing package provided in Spring 2012 was useful compared to prior expensive printing costs. The web application could be vastly improved in terms of being more user-friendly.

- The media technology in the \_\_\_ was old and outdated and most of the cameras and microphones did not work. Also, I found the playback was choppy and inconsistent and the computers were slow.
- If I had received adequate funding I would be staying to pursue my graduate studies here. It doesn't help that funding processes and procedures in the program are opaque and unnecessarily mysterious. It is not clear how funding is awarded or how one can go about self-funding with jobs or assistantships.
- While I am grateful that I was offered a scholarship and fellowship to help me, I believe that teacher preparation programs should be significantly more affordable or better subsidized.
- Gottesman Library staff was very helpful, but the website is confusing and seems to lack adequate online resources. I always used the Columbia Library's online collection and database.
- My only complaint is that I felt the library was lacking in their selection of children's books. I often had to go to other libraries, often New York City public libraries, to meet those needs.
- The online library catalogs are a nightmare. I found it extremely difficult to search for journal articles because there were stacks and they were confusing to navigate, although I only had to get books for one class.
- There should be a food-and-drink free zone created because everyone is constantly eating everywhere.

## STUDENT SUPPORT SERVICES

### Charts



## Comments

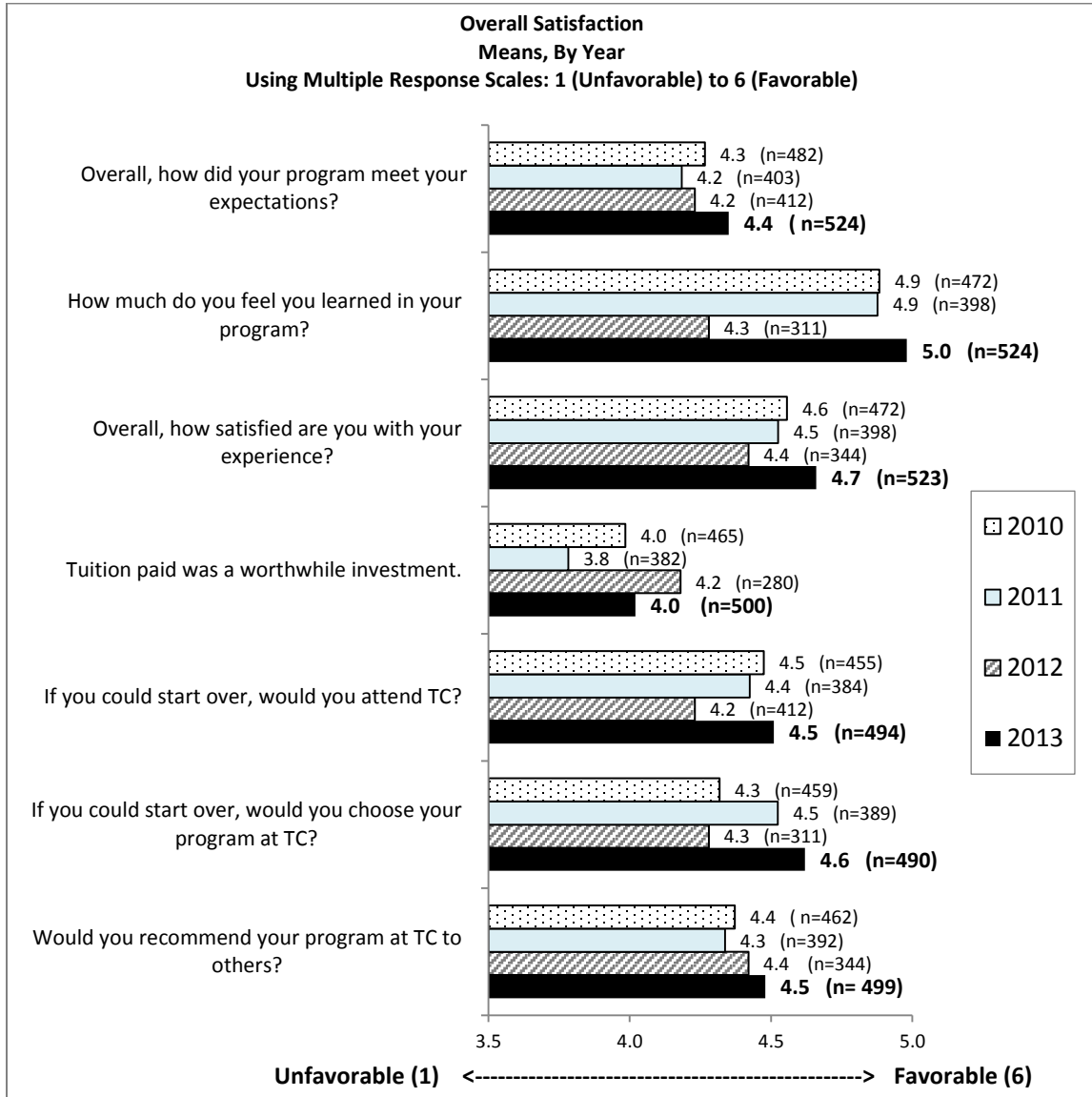
Ninety-seven graduates from 35 programs and 10 departments provided written feedback about student support services.

- It was an errant registration when I was unable to register online due to not accepting Google's terms of service for their Teachers College Google mail. They refused to accept that it was a mistake on their end and kept saying that it was my fault. A lot of bureaucracy, paperwork, time, and effort for something so trivial.
- The Learning Disabilities Services were so thoughtful and discreet, and they did a great job helping me feel comfortable with my accommodations.
- The individuals I encountered are very helpful. However for students who work full time, more early-evening hours would be really appreciated. It was often very hard to make it to any support service offices by their closing time.
- Career Service Center was the most helpful support service of all, but it would've been even better if its drop-in hours are more flexible.
- Career services were able to provide great feedback on my resume.
- I found that trying to get credit for a previous Master's degree seemed to get stuck in the Admissions Office because this resolution took about two months.
- Career Services was a great asset in preparing students with adequate information and guidance in searching for job opportunities.
- Career Services offices should take into consideration the makeup of diverse student groups. This office should provide accessible information to students with all backgrounds and programs.
- I wish the Career Services Center had more resources for students not going into teaching.
- The Office of Financial Aid was particularly helpful. I had many questions and they were answered thoroughly.
- There should be an information session at the beginning of each year, and more resources for students, like guidelines for how much to take out each semester, when refund checks come, and information about pay back.
- I think that the Office of Financial Aid could have done a better job of flagging student loan deadlines.
- As an international student, I strongly appreciate the Office of the Registrar as well as the Office of Teacher Education. The staff was really helpful and understanding of any difficulties.
- I found that the Office of Registrar was helpful; however, I found some of the staff to be quite unprofessional.
- I was usually able to get what I needed, however I found that many of the office staff, particularly in the Office of the Registrar were very unfriendly.
- The Registrar's Office was always very busy, but the people who work there were always helpful, knowledgeable and kind.
- Some of Office of Teacher Education staff were helpful while others were short and did not seem willing to help. Multiple times, I have also received different answers to the same question from people working there.
- The staff of the Office of Teacher Education needs to work on clarity and communication.

### OVERALL SATISFACTION

To provide “logically and semantically consistent” (Chatterji, 2003) wording of response choice options to the *overall satisfaction* statements, five different response scales were used. All response scales had six options, moving progressively from 1 (low/unfavorable) to 6 (high/favorable).

#### Charts



## Comments

One hundred and twenty-nine graduates from 37 programs and 11 departments provided written feedback about their general student experience at Teachers College.

- Overall I found the program to be excellent and afforded a great learning experience. It would have been beneficial to students to extend practicum from one semester to two.
- I think that Teachers College should have invested more in optimizing academic programs, supporting new programs, recruiting more highly qualified instructors with diverse backgrounds and attracting more students with different needs.
- I think that support should also include professional and respectful service. It felt as if something was lacking in certain departments.
- I would like to see more career support and research opportunities.
- My only advice would be to build more community at the summer programs.
- I think that there should be more paths for continued learning. I was disappointed that more online options were not offered.



## APPENDIX A: MEANS AND FREQUENCIES TABLES

### Academic Program and Courses

Academic Programs and Courses	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1 (Strongly disagree) ..... 6 (Strongly agree)						Agree Mean	n	1 (Not important) ..... 6 (Very important)						Impt Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
1) My academic program was excellent.	2010	4	6	10	22	31	28	4.5	494	0	0	0	4	13	83	5.8	413	1.3
	2011	3	8	11	18	31	28	4.5	408	0	0	1	3	14	82	5.8	352	1.3
	2012	4	6	10	24	33	23	4.5	450	0	0	1	1	13	85	5.8	396	1.3
	2013	3	5	12	24	32	25	4.5	537	0	1	2	4	17	77	5.7	520	1.1
2) My program had a clear philosophy or focus.	2010	3	6	12	19	24	36	4.7	496	0	1	5	13	27	54	5.3	412	0.6
	2011	3	6	14	19	30	29	4.5	406	0	1	6	14	28	52	5.3	350	0.8
	2012	4	8	11	19	26	33	4.5	447	0	1	3	13	27	55	5.3	395	0.8
	2013	4	5	10	18	31	33	4.7	536	1	1	4	11	32	52	5.3	516	0.6
3) My program had clear requirements.	2010	1	4	8	20	27	40	4.9	493	1	1	6	12	24	56	5.3	409	0.4
	2011	2	3	6	21	29	39	4.9	407	0	0	3	15	26	55	5.3	351	0.4
	2012	3	3	8	14	30	42	4.9	446	1	1	6	12	25	56	5.3	391	0.4
	2013	1	3	7	14	30	45	5.0	536	1	1	4	11	28	56	5.3	518	0.3
4) My program provided a well-integrated set of courses.	2010	3	8	13	28	26	22	4.3	493	0	0	2	13	31	54	5.3	407	1.0
	2011	5	6	13	27	28	21	4.3	403	0	0	2	12	29	57	5.4	348	1.1
	2012	3	4	16	24	28	25	4.5	449	0	1	2	10	30	57	5.4	393	0.9
	2013	2	8	15	25	27	23	4.4	533	0	1	4	10	30	56	5.4	515	1.0
5) My program provided a good variety of courses.	2010	4	8	18	25	24	21	4.2	493	0	0	2	10	28	59	5.4	408	1.2
	2011	4	7	19	28	22	19	4.2	402	0	1	1	13	28	57	5.4	349	1.2
	2012	3	6	14	25	29	23	4.4	445	0	1	3	7	29	59	5.4	392	1.0
	2013	2	8	15	27	26	22	4.3	531	1	1	3	9	31	56	5.4	514	1.1
6) I was able to register for courses I needed with few conflicts.	2010	4	5	10	14	25	42	4.8	481	0	1	2	12	26	58	5.4	401	0.6
	2011	4	5	8	16	26	41	4.8	402	0	1	2	11	29	58	5.4	345	0.6
	2012	4	6	6	15	25	45	4.9	437	1	1	4	11	26	58	5.3	386	0.4
	2013	3	5	9	11	25	47	4.9	515	1	1	3	8	25	62	5.4	503	0.5
7) I had flexibility to choose courses based on my life or career goals.	2010	7	10	15	21	25	21	4.1	475	1	2	3	14	27	53	5.2	394	1.1
	2011	7	8	18	27	21	19	4.0	395	1	0	4	17	25	53	5.2	339	1.2
	2012	7	9	13	23	23	25	4.2	435	2	2	3	9	29	56	5.3	382	1.1
	2013	7	10	14	20	23	26	4.2	507	3	2	3	12	26	54	5.2	493	1.0

## Instruction

Academic Programs and Courses (cont'd)	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1 (Strongly disagree) ..... 6 (Strongly agree)						Agree Mean	n	1 (Not important) ..... 6 (Very important)						Impt Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
8) My program provided a solid theoretical foundation in my discipline.	2010	2	5	9	18	30	37	4.8	490	0	1	6	15	27	50	5.2	411	0.4
	2011	4	2	10	18	29	37	4.8	404	0	1	6	15	22	55	5.2	349	0.4
	2012	2	5	7	18	33	35	4.8	444	0	1	6	10	30	53	5.3	393	0.5
	2013	2	5	8	20	30	36	4.8	535	0	1	5	13	26	55	5.3	518	0.5
9) Course content was relevant to my life or career goals	2010	2	4	10	20	29	35	4.8	491	0	0	2	5	25	67	5.6	406	0.8
	2011	3	4	12	18	31	32	4.6	404	0	0	2	7	18	73	5.6	350	1.0
	2012	3	5	12	17	31	33	4.7	443	0	1	2	4	22	72	5.6	393	0.9
	2013	2	6	10	20	31	32	4.7	533	0	0	1	5	26	67	5.6	515	0.9
10) Most courses were academically rigorous	2010	4	5	9	19	32	31	4.6	490	1	1	4	16	30	48	5.2	407	0.6
	2011	5	7	12	20	27	30	4.5	404	0	1	5	14	29	51	5.2	351	0.7
	2012	3	6	10	18	30	33	4.6	445	1	0	4	14	32	49	5.2	390	0.6
	2013	3	7	9	20	35	27	4.6	533	1	1	3	16	35	45	5.2	516	0.6
<b>Instruction</b>																		
12) Quality of instruction in most classes was excellent.	2010	2	5	11	25	28	28	4.6	492	0	0	0	3	16	81	5.8	405	1.2
	2011	3	6	10	23	33	26	4.5	403	0	0	0	4	13	82	5.8	344	1.3
	2012	3	3	11	22	34	28	4.7	446	0	0	1	3	13	83	5.8	383	1.1
	2013	2	4	11	25	34	25	4.6	535	0	0	1	4	18	76	5.7	515	1.1
Q13) Instructors used effective teaching strategies.	2010	1	6	14	31	28	20	4.4	489	0	0	0	10	25	65	5.5	404	1.1
	2011	3	6	12	25	33	21	4.4	403	0	0	1	6	22	70	5.6	342	1.2
	2012	2	4	11	25	34	24	4.6	445	0	0	1	3	21	75	5.7	381	1.1
	2013	3	5	10	26	36	21	4.5	528	1	1	1	5	28	65	5.6	508	1.1
Q14) Instructors considered student difference as they taught a course.	2010	2	7	16	26	25	23	4.3	484	1	3	8	15	29	45	5.0	396	0.7
	2011	5	6	17	24	27	20	4.2	389	0	2	9	17	24	47	5.1	340	0.8
	2012	3	7	16	25	23	26	4.4	435	1	0	7	19	25	48	5.1	372	0.7
	2013	3	6	14	25	30	23	4.4	515	2	2	5	14	30	48	5.1	494	0.7
Q15) Instructors used information technology and media in the classroom.	2010	2	6	18	25	25	25	4.4	489	4	6	17	19	27	27	4.4	403	0.0
	2011	2	7	14	25	32	20	4.4	402	4	6	16	27	19	28	4.3	343	0.0
	2012	2	5	13	26	28	25	4.5	443	4	3	16	25	21	31	4.5	380	0.0
	2013	1	6	11	29	31	22	4.5	526	4	8	11	27	25	25	4.4	508	-0.1

Instruction (cont'd)	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1 (Strongly dsagree) ..... 6 (Strongly agree)						Agree Mean	n	1 (Not important) ..... 6 (Very important)						Impt Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
Q16) Instructors provided timely feedback about student progress.	2010	2	7	14	23	31	23	4.4	490	0	1	3	16	30	49	5.2	404	0.8
	2011	2	6	13	27	30	21	4.4	401	0	1	4	15	31	50	5.3	343	0.8
	2012	4	4	10	30	31	22	4.5	442	1	1	4	15	28	52	5.2	379	0.8
	2013	3	6	12	25	34	21	4.5	526	0	1	4	15	30	49	5.2	510	0.8
Q17) Instructors used appropriate methods to assess student performance.	2010	1	2	11	25	33	28	4.7	483	0	0	3	13	32	51	5.3	401	0.6
	2011	2	2	9	22	40	25	4.7	400	0	1	3	16	29	52	5.3	341	0.6
	2012	4	3	8	21	38	26	4.6	440	1	1	2	15	30	51	5.3	379	0.6
	2013	1	3	9	19	43	24	4.7	527	0	1	5	12	37	46	5.2	509	0.5
Q18) I had adequate opportunities to develop research skills.	2010	7	9	13	20	26	25	4.2	480	2	4	6	18	23	45	4.9	396	0.7
	2011	6	9	17	19	27	23	4.2	395	4	3	8	18	24	43	4.8	337	0.7
	2012	6	10	12	24	26	23	4.2	434	2	3	10	17	27	41	4.9	375	0.7
	2013	6	8	14	21	24	27	4.3	523	2	5	6	17	28	42	4.9	505	0.6
Q19) I had adequate opportunities for reflection and critical thinking.	2010	2	3	6	15	26	48	5.0	487	0	1	4	12	24	59	5.3	401	0.3
	2011	1	3	7	14	27	48	5.1	400	0	1	3	11	28	57	5.4	343	0.3
	2012	2	3	6	15	29	46	5.1	439	0	1	2	12	28	57	5.4	380	0.3
	2013	1	2	6	12	30	49	5.2	528	0	1	3	10	29	57	5.4	510	0.2
Q20) I had adequate opportunities for teamwork and collaboration.	2010	2	3	5	14	30	46	5.1	486	2	5	12	21	26	34	4.7	403	-0.4
	2011	1	1	6	14	30	47	5.1	400	3	5	11	21	25	35	4.7	341	-0.5
	2012	1	2	5	16	30	46	5.1	440	4	4	9	20	24	40	4.8	381	-0.3
	2013	1	2	5	12	32	50	5.2	529	4	5	9	19	26	38	4.7	512	-0.5
Q21) I had adequate opportunities to learn new media and technology.	2010	10	16	18	26	17	14	3.7	480	4	5	15	21	22	33	4.5	397	0.9
	2011	9	17	21	24	19	11	3.6	398	3	7	14	26	22	28	4.4	338	0.8
	2012	12	15	19	22	20	12	3.6	427	6	5	11	23	25	30	4.5	372	0.9
	2013	8	15	22	26	16	13	3.6	518	6	7	13	23	25	27	4.3	502	0.7
Q22) I had adequate training or opportunities to develop skills to work with diverse children and/or adults.	2010	7	8	14	21	22	28	4.3	468	3	2	7	13	26	50	5.1	384	0.8
	2011	7	8	11	24	26	24	4.3	374	3	4	6	12	24	51	5.0	322	0.8
	2012	7	8	13	18	27	28	4.3	423	1	4	5	10	28	51	5.1	368	0.8
	2013	6	7	14	21	26	26	4.3	497	2	3	8	13	28	47	5.0	485	0.7

## Academic Advising

Academic Advising	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1 (Strongly dsagree) ..... 6 (Strongly agree)						Agree Mean	n	1 (Not important) ..... 6 (Very important)						Impt Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
Q24) My program provided good academic advising.	2010	15	13	14	17	21	21	3.8	475	1	1	3	9	21	66	5.5	387	1.7
	2011	13	10	13	18	21	24	4.0	396	0	0	2	9	23	65	5.5	337	1.5
	2012	12	10	14	20	20	25	4.0	434	0	1	4	7	20	67	5.5	377	1.5
	2013	10	8	15	22	21	24	4.1	510	1	1	3	8	27	60	5.4	490	1.3
25) My program provided accurate information about program requirements.	2010	4	7	13	16	26	34	4.6	479	0	0	2	8	25	64	5.5	384	1.0
	2011	4	5	11	19	24	36	4.6	398	0	0	3	8	26	63	5.5	335	0.9
	2012	5	7	7	17	27	39	4.7	442	0	1	2	8	24	65	5.5	375	0.8
	2013	4	5	8	17	23	43	4.8	527	1	0	3	9	26	62	5.4	508	0.7
26) My program regularly assessed my academic performance.	2010	10	10	14	18	24	24	4.1	465	2	1	8	20	26	43	4.9	377	0.9
	2011	10	7	13	23	27	21	4.1	382	2	2	9	20	28	41	4.9	323	0.8
	2012	8	7	9	22	27	26	4.3	429	2	2	7	17	30	42	5.0	441	0.7
	2013	5	6	11	23	27	28	4.5	516	2	2	9	19	28	41	4.9	497	0.5
Q27) I knew who to contact for questions about programs and services.	2010	7	6	11	17	26	33	4.5	479	1	1	4	9	26	59	5.4	391	0.9
	2011	7	8	8	16	23	38	4.5	401	1	1	5	9	23	61	5.4	341	0.8
	2012	6	7	8	15	24	41	4.7	441	0	0	3	11	20	66	5.5	377	0.8
	2013	4	6	8	16	23	44	4.8	529	0	1	4	10	27	58	5.4	510	0.6
Q28) My advisor was available when needed.	2010	10	8	11	15	22	35	4.3	467	0	1	2	9	25	63	5.5	383	1.1
	2011	9	6	9	14	20	42	4.6	393	0	0	1	9	24	65	5.5	337	1.0
	2012	8	8	7	13	22	43	4.6	433	0	1	2	8	21	69	5.6	372	1.0
	2013	7	7	8	14	24	41	4.6	511	1	1	2	8	24	65	5.5	494	0.9
Q29) The frequency of interactions with my advisor was adequate.	2010	15	11	9	17	17	30	4.0	469	1	0	2	16	27	54	5.3	380	1.3
	2011	13	5	12	17	18	34	4.2	391	1	1	3	12	28	56	5.3	334	1.1
	2012	12	8	10	15	23	32	4.3	428	0	1	4	12	24	59	5.4	367	1.1
	2013	11	8	10	16	22	34	4.3	507	1	1	4	12	25	58	5.3	489	1.0
Q30) My advisor was knowledgeable about program requirements.	2010	5	6	8	13	24	45	4.8	460	1	0	2	9	23	66	5.5	380	0.7
	2011	7	4	8	10	21	50	4.8	388	0	1	1	8	21	69	5.6	338	0.7
	2012	5	6	6	12	23	48	4.9	429	1	0	2	6	24	67	5.5	368	0.7
	2013	7	5	6	10	21	52	4.9	506	1	1	2	7	24	66	5.5	490	0.6

## Learning Environment

Academic Advising (cont'd)	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1 (Strongly dsagree) ..... 6 (Strongly agree)						Agree Mean	n	1 (Not important) ..... 6 (Very important)						Impt Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
Q31) My program/advisor kept me informed about my academic progress.	2010	20	14	11	17	16	22	3.6	455	2	3	6	16	25	48	5.0	374	1.4
	2011	18	10	10	19	19	23	3.8	382	1	2	8	17	27	45	5.0	332	1.2
	2012	16	12	11	17	19	26	3.9	423	3	2	7	15	22	51	5.1	366	1.2
	2013	14	12	14	17	17	26	3.9	496	3	3	10	14	23	47	4.9	485	1.0
Q32) My advisor supported me in completing my program in a timely manner.	2010	12	9	9	14	17	40	4.3	456	1	0	2	12	23	61	5.4	374	1.1
	2011	12	6	7	14	16	44	4.5	387	0	1	3	13	19	63	5.4	335	0.9
	2012	10	7	8	15	18	42	4.5	419	1	2	4	11	22	62	5.4	362	0.8
	2013	8	7	9	11	19	45	4.6	498	1	1	4	9	24	61	5.4	487	0.8
Q33) My advisor supported me in pursuing my life or career goals.	2010	16	11	8	13	17	35	4.1	453	1	1	2	9	24	64	5.5	371	1.4
	2011	14	9	9	15	17	37	4.2	380	0	2	4	10	20	64	5.4	331	1.2
	2012	14	9	10	12	17	38	4.2	411	1	2	5	7	21	65	5.4	358	1.2
	2013	12	10	10	13	18	38	4.3	492	2	3	4	11	21	60	5.3	481	1.0
<b>Learning Environment</b>																		
35) My program provided an effective learning environment for its students.	2010	2	3	10	24	30	31	4.7	480	0	0	1	10	27	62	5.5	390	0.8
	2011	0	0	2	7	22	70	4.7	333	4	4	8	16	28	41	5.6	400	1.0
	2012	3	4	8	19	35	32	4.7	442	0	0	1	8	23	68	5.6	374	0.8
	2013	1	4	9	21	38	27	4.7	523	0	0	3	9	30	57	5.4	502	0.7
36) My program was an intellectually stimulating place.	2010	3	4	7	16	26	44	4.9	480	0	0	0	6	21	73	5.7	390	0.8
	2011	4	4	8	16	28	41	4.8	400	0	0	1	3	17	79	5.7	334	0.9
	2012	3	3	9	15	25	45	4.9	441	0	0	1	5	17	77	5.7	374	0.8
	2013	2	5	8	15	26	45	4.9	525	0	0	2	5	21	71	5.6	504	0.7
37) Faculty were scholarly and professionally competent.	2010	1	3	5	16	30	45	5.1	479	0	0	0	4	19	77	5.7	390	0.7
	2011	2	4	6	13	34	41	5.0	395	0	0	1	3	19	77	5.7	331	0.8
	2012	1	3	7	11	30	48	5.1	441	0	0	1	3	19	77	5.7	375	0.6
	2013	1	3	7	14	31	44	5.0	526	0	0	1	5	19	75	5.7	506	0.6
38) Faculty were usually available after class and/or during office hours.	2010	3	3	7	19	29	39	4.8	469	1	1	4	11	26	57	5.3	385	0.5
	2011	3	2	10	19	34	32	4.8	389	0	1	2	13	28	57	5.4	329	0.6
	2012	2	3	6	16	31	43	5.0	424	0	1	3	13	25	58	5.4	364	0.4
	2013	1	3	6	14	36	39	5.0	507	0	0	4	12	30	54	5.3	490	0.4

Learning Environment (cont'd)	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1 (Strongly disagree) ..... 6 (Strongly agree)						Agree Mean	n	1 (Not important) ..... 6 (Very important)						Impt Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
39) Communication between faculty and students in my program was good.	2010	6	5	10	18	28	33	4.6	479	0	0	2	8	27	62	5.5	391	0.9
	2011	5	4	11	18	31	31	4.6	396	0	1	2	9	26	62	5.5	333	0.9
	2012	4	4	11	20	26	36	4.7	436	0	1	1	12	24	63	5.5	371	0.8
	2013	3	5	7	19	32	35	4.7	521	1	0	2	8	31	58	5.4	500	0.7
40) Faculty respected student opinions or ideas that differed from their own.	2010	3	4	11	18	30	33	4.7	476	0	0	2	10	29	58	5.4	391	0.7
	2011	3	5	8	16	36	32	4.7	394	0	0	2	8	29	61	5.5	330	0.8
	2012	3	3	8	17	29	40	4.9	440	0	1	2	9	25	64	5.5	373	0.6
	2013	4	3	6	18	30	39	4.8	523	1	1	1	8	29	60	5.4	504	0.6
41) Faculty cared about students as individuals.	2010	4	6	10	18	30	32	4.6	476	1	1	2	12	27	58	5.4	393	0.8
	2011	5	5	12	17	28	34	4.6	394	0	1	3	9	27	60	5.4	330	0.8
	2012	4	3	10	16	26	42	4.8	439	0	1	2	8	23	66	5.5	372	0.7
	2013	3	4	10	19	28	38	4.8	522	0	1	2	9	27	60	5.4	504	0.6
42) Faculty treated all students fairly.	2010	3	4	8	16	32	38	4.8	477	0	0	1	8	26	65	5.6	393	0.7
	2011	4	5	7	15	34	36	4.8	389	0	0	2	8	22	68	5.5	330	0.8
	2012	2	4	6	17	28	43	5.0	430	0	1	2	8	20	70	5.6	372	0.6
	2013	3	3	5	16	30	42	4.9	516	1	0	1	8	24	66	5.5	499	0.6
43) My program was responsive to student feedback.	2010	8	8	13	18	27	27	4.3	440	0	1	1	14	28	56	5.4	376	1.1
	2011	6	8	13	19	30	23	4.3	356	0	0	2	11	29	57	5.4	315	1.1
	2012	8	8	11	20	22	32	4.4	397	0	1	3	9	24	64	5.5	353	1.1
	2013	5	7	12	20	26	29	4.4	484	0	1	2	10	32	54	5.3	484	0.9
44) There was a sense of community in my program.	2010	8	8	11	16	23	34	4.4	475	1	1	4	10	29	55	5.3	390	0.9
	2011	8	8	10	21	22	32	4.4	395	1	2	4	11	29	53	5.2	333	0.9
	2012	11	6	11	15	22	34	4.3	437	1	1	4	11	22	61	5.4	373	1.1
	2013	6	7	10	19	23	34	4.5	519	1	2	5	12	27	53	5.2	498	0.7
45) Fellow students demonstrated high academic abilities.	2010	4	3	7	18	31	36	4.8	477	2	1	2	10	30	56	5.3	393	0.5
	2011	2	5	7	21	34	31	4.7	395	1	1	4	12	30	52	5.3	330	0.5
	2012	3	4	9	18	29	38	4.8	440	1	2	3	11	24	60	5.3	372	0.6
	2013	3	4	10	22	27	34	4.7	517	0	1	3	11	31	54	5.3	496	0.6
46) Faculty reflected a diversity of backgrounds and experiences.	2010	4	6	9	19	27	35	4.6	474	1	1	2	12	28	56	5.3	390	0.7
	2011	4	5	9	25	29	28	4.6	390	0	1	6	12	25	55	5.3	329	0.7
	2012	4	5	7	21	23	40	4.8	436	1	2	4	10	26	58	5.3	370	0.6
	2013	4	5	9	20	28	34	4.7	523	1	2	4	13	29	52	5.2	502	0.6
47) Students reflected a diversity of backgrounds and experiences.	2010	1	3	6	14	30	45	5.0	476	1	2	3	12	27	56	5.3	392	0.3
	2011	1	5	6	17	32	38	4.9	397	1	1	5	15	26	53	5.2	331	0.4
	2012	3	3	8	15	26	47	5.0	442	1	2	4	12	25	57	5.3	375	0.3
	2013	2	4	8	17	26	43	4.9	524	1	1	4	11	28	55	5.3	505	0.4

## Resources

Learning Environment (cont'd)	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		1 (Strongly dsagree) ..... 6 (Strongly agree)						Agree Mean	n	1 (Not important) ..... 6 (Very important)						Impt Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
48) My program was free of discrimination.	2010	2	3	4	9	25	56	5.2	448	1	0	1	5	18	75	5.6	385	0.5
	2011	3	2	4	13	27	50	5.1	368	0	0	2	5	17	76	5.7	321	0.6
	2012	2	3	6	9	24	55	5.2	421	0	1	2	6	17	75	5.6	365	0.4
	2013	3	4	4	10	25	55	5.2	502	0	0	3	5	19	72	5.6	490	0.4
<b>Resources</b>																		
50) The College/ program had adequate resources to support learning.	2010	2	4	10	21	31	33	4.7	480	0	0	3	10	24	63	5.5	391	0.7
	2011	4	4	9	21	30	32	4.7	383	0	0	3	8	24	64	5.5	318	0.8
	2012	2	4	8	25	28	33	4.7	420	0	0	2	9	26	63	5.5	354	0.8
	2013	1	3	9	19	33	35	4.8	500	0	0	3	8	32	57	5.4	478	0.6
51) Program staff was caring and helpful.	2010	2	5	11	19	28	36	4.7	476	0	0	3	9	32	56	5.4	392	0.7
	2011	2	4	11	20	28	35	4.7	392	0	1	3	11	29	56	5.3	321	0.6
	2012	2	3	9	17	28	41	4.9	424	0	1	2	9	27	61	5.5	352	0.6
	2013	3	4	7	13	34	39	4.9	515	0	1	3	8	30	58	5.4	488	0.5
52) Gottesman Libraries resouces and services were adequate.	2010	1	3	8	20	33	34	4.8	463	1	0	2	11	29	58	5.4	383	0.6
	2011	2	5	8	18	32	35	4.8	381	1	1	4	10	26	58	5.3	313	0.6
	2012	2	4	8	21	29	36	4.8	414	1	0	4	14	27	55	5.3	348	0.5
	2013	1	5	7	18	33	36	4.8	497	0	1	2	12	30	54	5.3	474	0.5
53) Classroom facilities were adequate.	2010	7	9	16	21	27	20	4.1	481	1	1	3	17	33	45	5.2	392	1.1
	2011	10	9	16	23	25	18	4.0	397	0	1	4	15	36	44	5.2	324	1.2
	2012	5	11	17	25	23	19	4.1	433	1	1	4	16	32	46	5.2	359	1.1
	2013	4	5	12	26	30	23	4.4	516	0	2	5	15	34	44	5.1	493	0.7
54) Specialized facilities (labs, studios, etc.) and equipment were adequate.	2010	3	7	12	24	31	24	4.4	380	0	1	4	13	34	48	5.2	322	0.8
	2011	4	10	12	24	29	21	4.3	298	1	1	5	16	30	47	5.1	260	0.9
	2012	3	8	13	23	28	26	4.4	336	1	1	4	16	29	49	5.2	291	0.7
	2013	3	5	11	25	28	29	4.6	357	1	2	3	15	33	48	5.2	354	0.6
55) Information technology and media resources were adequate.	2010	3	5	10	23	36	24	4.6	459	1	1	4	16	34	45	5.2	380	0.6
	2011	2	8	13	25	29	23	4.4	368	1	1	5	19	32	43	5.1	308	0.7
	2012	2	7	10	25	34	22	4.5	398	1	1	3	18	31	46	5.1	342	0.7
	2013	2	4	11	28	29	26	4.6	479	1	2	5	18	31	44	5.1	459	0.5
Q56) Adequate financial aid was available for most students.	2010	25	12	12	13	19	20	3.5	377	2	0	1	5	16	76	5.6	330	2.1
	2011	24	13	13	16	15	18	3.4	323	0	1	2	8	17	72	5.6	281	2.2
	2012	21	13	13	18	14	20	3.5	327	2	0	2	6	14	76	5.6	287	2.1
	2013	24	13	11	17	15	20	3.5	408	3	2	2	7	20	68	5.4	406	2.0

### Student Support Services

Student Support Services	Year	Frequency (Percentage)						Mean	n
		1 ( Not Helpful ) <-----> 6 ( Very Helpful )							
		1	2	3	4	5	6		
58a) Office of the Registrar	2010	10	11	15	22	21	21	4.0	467
	2011	7	10	12	24	27	20	4.1	376
	2012	8	7	12	25	24	25	4.2	412
	2013	5	7	11	24	28	25	4.4	469
58b) Financial Aid Office	2010	10	8	16	20	21	24	4.0	353
	2011	7	9	15	20	27	22	4.2	306
	2012	9	8	8	23	24	28	4.3	311
	2013	6	7	13	22	25	27	4.3	366
58c) Student Accounts	2010	4	4	14	27	27	24	4.4	411
	2011	2	6	16	20	34	22	4.4	325
	2012	4	5	12	28	26	25	4.4	344
	2013	2	4	12	24	32	27	4.6	383
58d) Career Services	2010	7	7	14	22	22	29	4.3	310
	2011	10	6	12	23	24	24	4.2	249
	2012	8	9	14	21	22	26	4.2	280
	2013	6	11	13	20	27	24	4.2	287
Q58e) Office of Teacher Education(OTESS).	2010	na	na	na	na	na	na	na	na
	2011	na	na	na	na	na	na	na	na
	2012	na	na	na	na	na	na	na	na
	2013	4	6	13	18	24	34	4.6	164



## Overall Satisfaction

Overall Satisfaction	Year	Frequency (in percentage)						Mean	n
		1	2	3	4	5	6		
		1 (Much worse than I expected) <-----> 6 (Much better than I expected)							
60) Overall, how did your program meet your expectations?	2010	5	8	12	24	29	21	4.3	482
	2011	7	9	13	22	30	20	4.2	403
	2012	7	9	13	21	32	19	4.2	412
	2013	5	7	11	23	37	18	4.4	524
		1 (Not much) <-----> 6 (A lot)							
61) How much do you feel you learned in your program?	2010	3	3	8	20	23	44	4.9	472
	2011	3	4	7	17	29	41	4.9	398
	2012	2	5	9	18	23	44	4.3	311
	2013	1	3	7	17	28	44	5.0	524
		1 (Very dissatisfied) <-----> 6 (Very satisfied)							
62) Overall, how satisfied are you with your experience?	2010	4	6	11	21	30	30	4.6	476
	2011	5	6	11	20	29	29	4.5	398
	2012	5	7	11	20	27	29	4.4	344
	2013	4	4	6	24	33	29	4.7	523
		1 (Strongly disagree) <-----> 6 (Strongly agree)							
63) Tuition paid was a worthwhile investment.	2010	9	11	15	23	22	20	4.0	465
	2011	11	14	14	23	20	17	3.8	382
	2012	10	14	15	25	22	15	4.2	280
	2013	9	10	13	23	26	18	4.0	500
		1 (Definitely not) <-----> 6 (Definitely yes)							
64) If you could start over, would you attend TC?	2010	6	8	13	17	16	40	4.5	455
	2011	7	10	11	15	20	38	4.4	384
	2012	9	10	12	15	19	36	4.2	412
	2013	8	7	9	15	25	36	4.5	494
65) If you could start over, would you choose your program at TC?	2010	9	11	11	17	14	38	4.3	459
	2011	9	6	11	13	20	41	4.5	389
	2012	10	10	10	14	19	38	4.3	311
	2013	8	7	9	12	22	43	4.6	490
66) Would you recommend your program at TC to others?	2010	7	9	12	18	18	35	4.4	462
	2011	8	11	12	14	18	38	4.3	392
	2012	11	9	11	17	18	34	4.4	344
	2013	7	8	10	17	22	36	4.5	499

## APPENDIX B

## Characteristics of Respondents, 2010 - 2013

CHARACTERISTICS OF RESPONDENTS	Number of Respondents				Percent of Respondents			
	2010	2011	2012	2013	2010	2011	2012	2013
<b>Departments</b>								
Arts & Humanities	94	89	88	117	19%	22%	20%	22%
Biobehavioral Sciences	26	21	24	33	5%	5%	5%	6%
Counseling & Clinical Psychology	63	27	57	59	13%	7%	13%	11%
Curriculum & Teaching	45	50	36	58	9%	12%	8%	11%
Education Policy & Social Analysis	na	na	na	22	na	na	na	4%
Health & Behavior Studies	39	40	43	43	8%	10%	10%	8%
Human Development	28	28	24	20	6%	7%	5%	4%
International & Transcultural Studies	51	33	41	25	10%	8%	9%	5%
Mathematics, Science & Technology	48	31	29	37	10%	8%	7%	7%
Organization & Leadership	105	94	106	120	21%	23%	24%	23%
Number of respondents with unknown department	0	1	2	0	0%	0%	0%	0%
Total number of respondents	499	414	450	534	na	na	na	100
<b>Degree</b>								
Master of Arts	392	318	362	436	79%	77%	80%	82%
Master of Science	28	23	28	38	6%	6%	6%	7%
Master of Education	79	68	60	59	16%	16%	13%	11%
Master of Philosophy	0	5	0	1	0%	1%	0%	0.2%
Number of respondents with unknown degree	na	na	na	na	na	na	na	na
Total number of respondents	499	414	450	534	100%	100%	100%	100%
<b>Gender</b>								
Female	408	331	369	415	82%	80%	82%	78%
Male	91	83	80	119	18%	20%	18%	22%
Number of respondents with unknown gender	na	na	1	na	na	na	na	na
Total number of respondents	499	414	450	534	100%	100%	100%	100%

CHARACTERISTICS OF RESPONDENTS (cont'd)	Number of Respondents				Percent of Respondents			
	2010	2011	2012	2013	2010	2011	2012	2013
<b>Age</b>								
20-25	70	107	107	130	14%	26%	24%	24%
26-30	227	162	209	210	46%	39%	46%	39%
31-35	100	73	58	101	20%	18%	13%	19%
36 and above	93	69	76	92	19%	17%	17%	17%
Number of respondents with unknown age	9	3	0	1	na	na	na	0.02%
Total number of respondents	499	414	450	534	100%	100%	100%	100%
<b>Citizenship</b>								
U.S. citizen	430	358	391	462	87%	86%	87%	87%
Non-U.S. citizen	63	56	59	72	13%	14%	13%	14%
Number of respondents with unknown citizenship	0%	0	0%	0%	0%	0%	0%	0%
Total number of respondents	493	414	450	534	100%	100%	100%	100%
<b>Race/Ethnicity</b>								
African American/ Black	43	32	28	24	9%	8%	8%	5%
American Indian or Alaskan Native	1	0	0	1	0%	0%	0%	0%
Asian	2	7	25	na	0%	2%	7%	na
Asian/ Pacific Islander	48	49	23	46	10%	12%	7%	9%
White (of European, Middle Eastern, or North African origins)	264	197	228	246	53%	48%	65%	46%
Latino or Hispanic American	28	31	31	37	6%	8%	9%	7%
Other	4	2	1	1	1%	1%	0%	0%
Foreign	35	33	0	73	7%	8%	0%	14%
Native Hawaiian or Pacific Islander	0	0	1	0	0%	0%	0%	0%
None	25	14	0	0	5%	3%	0%	0%
Not indicated	34	35	0	89	7%	9%	0%	17%
Two or more races	12	13	12	17	2%	3%	3%	3%
Number of respondents with known race/ethnicity	497	413	349	445	100%	100%	100%	83%
Number of respondents with unknown race/ethnicity	na	na	na	89	na	na	na	17%
Total number of respondents	497	413	349	534	na	na	na	100%
<b>Graduation Date</b>								
October 2012	na	na	na	110	na	na	na	21%
February 2013	na	na	na	109	na	na	na	20%
May 2013	na	na	na	315	na	na	na	59%
Number of respondents with unknown graduation date	na	na	na	na	na	na	na	na
Total number of respondents	na	na	na	534	na	na	na	100%

## APPENDIX C

## Response Rates by Department and Program, 2010 - 2013

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.

PROGRAMS BY DEPARTMENT	2010			2011			2012			2013		
	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
<b>Arts &amp; Humanities</b>	346	94	27%	443	89	20%	439	88	20%	449	117	26%
Applied Linguistics	12	7	58%	26	8	31%	19	6	32%	48	14	29%
Art and Art Education	50	16	32%	37	13	35%	34	10	29%	36	11	31%
Arts Administration	30	12	40%	39	10	26%	25	8	32%	27	5	19%
Bilingual/Bicultural Education	na	na	na	na	na	na	24	7	29%	22	6	27%
Dance and Dance Education	1	1	100%	0	0	0%	0	0	0%	0	0	0%
History and Education	13	0	0%	25	0	0%	3	1	33%	3	0	0%
Music and Music Education	57	16	28%	54	7	13%	50	7	14%	49	13	27%
Philosophy and Education	6	0	0%	15	0	0%	8	2	25%	14	1	7%
Religion and Education	1	0	0%	0	0	0%	0	0	0%	0	0	0%
Teaching of English	85	16	19%	150	24	16%	102	19	19%	114	32	28%
Teaching of Social Studies	54	11	20%	49	14	29%	68	10	15%	67	19	28%
TESOL	38	14	37%	39	5	13%	69	17	25%	39	8	21%
TESOL-Japan	13	0	0%	32	6	19%	37	1	3%	30	8	27%
<b>Biobehavioral Sciences</b>	88	26	30%	97	21	22%	96	24	25%	125	33	26%
Applied Physiology	10	4	40%	13	4	31%	11	3	27%	0	0	0%
Curriculum and Teaching in Physical Education	2	1	50%	4	0	0%	0	0	0%	0	0	0%
Kinesiology	0	0	0%	1	1	100%	0	0	0%	0	0	0%
Motor Learning	7	4	57%	8	3	38%	3	1	33%	0	0	0%
Movement Science and Education	na	na	na	na	na	na	na	na	na	23	8	35%
Neuroscience and Education	10	4	40%	19	3	16%	13	5	38%	26	11	42%
Physical Education	6	3	50%	0	0	0%	6	2	33%	8	2	25%
Speech and Language Pathology	53	11	21%	47	8	17%	63	13	21%	68	12	18%
<b>Counseling &amp; Clinical Psychology</b>	220	63	29%	240	50	21%	226	57	25%	219	59	27%
Clinical Psychology	11	1	9%	13	1	8%	7	0	0%	10	0	0%
Counseling Psychology	0	0	0%	3	0	0%	2	0	0%	0	0	0%
Psychological Counseling	93	26	28%	107	22	21%	97	29	30%	100	31	31%
Psychology in Education	116	36	31%	117	27	23%	119	28	24%	109	28	26%

PROGRAMS BY DEPARTMENT (cont'd)	2010			2011			2012			2013		
	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
<b>Curriculum &amp; Teaching</b>	179	45	25%	179	27	15%	199	36	18%	<b>237</b>	<b>58</b>	<b>24%</b>
Curriculum and Teaching	11	3	27%	4	0	0%	7	2	29%	<b>52</b>	<b>13</b>	<b>25%</b>
Curriculum and Teaching Elementary Education	20	4	20%	15	1	6%	28	5	18%	<b>0</b>	<b>0</b>	<b>0%</b>
Curriculum and Teaching Secondary Education	9	3	33%	7	1	14%	12	1	8%	<b>0</b>	<b>0</b>	<b>0%</b>
Early Childhood Education	11	2	18%	13	2	15%	16	6	38%	<b>48</b>	<b>11</b>	<b>23%</b>
Early Childhood Education/ Special Education	21	6	29%	25	7	28%	25	4	16%	<b>0</b>	<b>0</b>	<b>0%</b>
Elementary Inclusive Education	54	12	22%	64	6	9%	61	10	16%	<b>62</b>	<b>14</b>	<b>23%</b>
Gifted Education	8	4	50%	2	1	50%	4	2	50%	<b>4</b>	<b>2</b>	<b>50%</b>
Literacy Specialist	45	11	24%	49	9	18%	38	5	13%	<b>62</b>	<b>17</b>	<b>27%</b>
Secondary Inclusive Education	na	na	na	na	na	na	na	na	na	<b>9</b>	<b>1</b>	<b>11%</b>
<b>Education Policy &amp; Social Analysis</b>	na	na	na	na	na	na	na	na	na	<b>69</b>	<b>22</b>	<b>32%</b>
Economics and Education	na	na	na	na	na	na	na	na	na	<b>29</b>	<b>9</b>	<b>31%</b>
Leadership, Policy and Politics	8	2	25%	7	0	0%	17	5	29%	<b>0</b>	<b>0</b>	<b>0%</b>
Politics and Education	17	8	47%	15	5	33%	11	1	9%	<b>11</b>	<b>7</b>	<b>64%</b>
Sociology and Education	na	na	na	na	na	na	na	na	na	<b>29</b>	<b>6</b>	<b>21%</b>
<b>Health &amp; Behavior Studies</b>	145	39	27%	184	40	22%	174	43	25%	<b>182</b>	<b>43</b>	<b>24%</b>
Applied Behavior Analysis	17	4	24%	17	2	12%	16	1	6%	<b>23</b>	<b>3</b>	<b>13%</b>
Applied Physiology and Nutrition Education	12	6	50%	17	4	24%	11	3	27%	<b>0</b>	<b>0</b>	<b>0%</b>
Behavioral Nutrition	0	0	0%	1	0	0%	0	0	0%	<b>0</b>	<b>0</b>	<b>0%</b>
Blindness & Visual Impairment	3	0	0%	1	0	0%	1	1	100%	<b>3</b>	<b>2</b>	<b>67%</b>
Community Nutrition Education	1	0	0%	0	0	0%	1	0	0%	<b>0</b>	<b>0</b>	<b>0%</b>
Deaf & Hard of Hearing	10	1	10%	18	3	17%	11	6	55%	<b>14</b>	<b>1</b>	<b>7%</b>
Guidance & Rehabilitation	1	1	100%	1	1	100%	1	1	100%	<b>0</b>	<b>0</b>	<b>0%</b>
Health Education	13	7	54%	23	9	39%	16	5	31%	<b>14</b>	<b>4</b>	<b>29%</b>
Instructional Practice in Special Education	1	0	0%	0	0	0%	0	0	0%	<b>0</b>	<b>0</b>	<b>0%</b>
Intellectual Disabilities/ Autism	14	2	14%	18	3	17%	20	4	20%	<b>31</b>	<b>7</b>	<b>23%</b>
Nursing Education	1	1	100%	0	0	0%	0	0	0%	<b>0</b>	<b>0</b>	<b>0%</b>
Nutrition Education	10	4	40%	14	3	21%	16	3	19%	<b>47</b>	<b>13</b>	<b>28%</b>
Nutrition and Public Health	4	0	0%	7	1	14%	14	0	0%	<b>0</b>	<b>0</b>	<b>0%</b>
Physical Disabilities	0	0	0%	1	0	0%	0	0	0%	<b>0</b>	<b>0</b>	<b>0%</b>
Reading Specialist	27	5	19%	20	6	30%	29	9	31%	<b>26</b>	<b>5</b>	<b>19%</b>
School Psychology	23	6	26%	29	7	24%	23	7	30%	<b>20</b>	<b>7</b>	<b>35%</b>
Severe or Multiple Disabilities	5	2	40%	4	0	0%	8	1	13%	<b>0</b>	<b>0</b>	<b>0%</b>
Teaching ASL as a Foreign Language	4	0	0%	8	0	0%	7	2	29%	<b>3</b>	<b>1</b>	<b>33%</b>

PROGRAMS BY DEPARTMENT (cont'd)	2010			2011			2012			2013		
	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
<b>Human Development</b>	84	28	33%	111	28	25%	103	24	23%	62	20	32%
Applied Statistics	1	0	0%	7	0	0%	7	2	29%	0	0	0%
Cognitive Studies in Education	17	4	24%	14	5	36%	15	3	20%	15	5	33%
Developmental Psychology	0	0	0%	2	0	0%	0	0	0%	39	12	31%
Educational Psychology	2	0	0%	4	0	0%	2	0	0%	0	0	0%
Measurement and Evaluation	0	0	0%	5	2	40%	0	0	0%	8	3	38%
Psychology-Developmental	44	14	32%	52	13	25%	47	13	28%	0	0	0%
Sociology and Education	20	10	50%	29	8	28%	32	6	19%	0	0	0%
<b>Interdisciplinary Studies</b>	0	0	0%	2	1	50%	0	0	0%	0	0	0%
Interdisciplinary Studies in Education	0	0	0%	2	1	50%	0	0	0%	0	0	0%
<b>International &amp; Transcultural Studies</b>	130	51	39%	150	33	22%	140	41	29%	80	25	31%
Anthropology and Education	15	7	47%	10	1	10%	11	2	18%	9	2	22%
Applied Anthropology	0	0	0%	0	0	0%	1	0	0%	0	0	0%
Bilingual/Bicultural Education	19	5	26%	25	5	20%	N/A	N/A	N/A	0	0	0%
Comparative & International Education	8	3	38%	9	2	22%	15	4	27%	71	23	32%
Economics and Education	9	4	44%	21	5	24%	18	4	22%	0	0	0%
International Educational Development	79	32	41%	85	20	24%	95	31	33%	0	0	0%
<b>Mathematics, Science &amp; Technology</b>	171	48	28%	141	31	22%	158	29	18%	129	37	29%
Communication	14	6	43%	9	2	22%	6	1	17%	0	0	0%
Computing in Education	18	6	33%	14	5	36%	28	7	25%	51	18	35%
Instructional Technology and Media	30	12	40%	27	4	15%	29	5	17%	0	0	0%
Mathematics Education	74	17	23%	64	11	17%	52	7	13%	37	5	14%
Science Education	24	6	25%	24	8	33%	26	5	20%	12	3	25%
Science Education Teacher Cert	na	na	na	na	na	na	na	na	na	27	10	37%
Science and Dental Education	0	0	0%	1	0	0%	4	2	50%	0	0	0%
Supervision in Science Education	7	1	14%	0	0	0%	5	1	19%	0	0	0%
Teacher Education in Science	3	0	0%	0	0	0%	2	0	0%	0	0	0%
Technology Specialist	1	0	0%	0	0	0%	5	0	0%	3	1	33%

	2010			2011			2012			2013		
<b>PROGRAMS BY DEPARTMENT (cont'd)</b>	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
<b>Organization &amp; Leadership</b>	349	105	30%	387	94	24%	380	106	28%	<b>389</b>	<b>120</b>	<b>31%</b>
Adult & Continuing Education	0	0	0%	19	4	21%	0	0	0%	<b>0</b>	<b>0</b>	<b>0%</b>
Adult Learning and Leadership	10	2	20%	19	4	21%	14	7	50%	<b>8</b>	<b>5</b>	<b>63%</b>
Education Leadership Studies	12	4	33%	23	5	22%	10	2	20%	<b>115</b>	<b>37</b>	<b>32%</b>
Higher & Postsecondary Education	35	13	37%	68	31	46%	62	20	32%	<b>53</b>	<b>24</b>	<b>45%</b>
Nurse Executive	29	16	55%	0	0	0%	24	10	41%	<b>12</b>	<b>8</b>	<b>67%</b>
Private School Leadership	35	7	20%	66	13	20%	26	9	35%	<b>0</b>	<b>0</b>	<b>0%</b>
Psychology-Organizational	120	33	28%	107	25	23%	108	35	32%	<b>0</b>	<b>0</b>	<b>0%</b>
Public School and District Leadership	83	20	24%	79	11	14%	83	7	8%	<b>70</b>	<b>14</b>	<b>20%</b>
Social-Organizational Psychology	0	0	0%	3	0	0%	1	0	0%	<b>131</b>	<b>32</b>	<b>24%</b>
<b>TOTAL</b>	<b>1712</b>	<b>499</b>	<b>29%</b>	<b>1934</b>	<b>414</b>	<b>21%</b>	<b>1915</b>	<b>450</b>	<b>23%</b>	<b>1876</b>	<b>534</b>	<b>28%</b>

## APPENDIX D

## Survey Instrument

EXIT SURVEY TEACHERS COLLEGE													
MASTER'S GRADUATES AND GRADUATING STUDENTS OF 2012-2013													
Did you graduate from a masters's program in October 2012, or February 2013, or will be graduating in May 2013 ?													
(1) Yes (please fill out the questionnaire)				(2) NO				(3) I AM IN A DOCTORAL PROGRAM, NOT A MASTER'S.					
If you answered (2) or (3), do not fill out the questionnaire, but do send the survey back to us in the self-addressed envelope. Thank you.													
Please circle or X your answers.													
Academic Programs and Courses	Agreement						Importance						Don't know or NA
	(1) Strongly Disagree....(6) Strongly Agree						How important to you is this aspect? (1) Not Important....(6) Very Important						
1) My academic program was excellent.	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	DK NA
3) My program had clear requirements.	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	DK NA
5) My program provided a good variety of courses.	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	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	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	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	DK NA
10) Most courses were academically rigorous	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
11) Comments about your program curriculum or courses.													
Instruction	Agreement						Importance						Don't know or NA
	(1) Strongly Disagree....(6) Strongly Agree						How important to you is this aspect? (1) Not Important....(6) Very Important						
12) Quality of instruction in most classes was excellent.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
13) Instructors used effective teaching strategies.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
14) Instructors considered student differences as they taught a course.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
15) Instructors used information technology and media in the classroom.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
16) Instructors provided timely feedback about student progress.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
17) Instructors used appropriate methods to assess student performance.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
18) I had adequate opportunities to develop research skills.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
19) I had adequate opportunities for reflection and critical thinking.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
20) I had adequate opportunities for teamwork and collaboration.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
21) I had adequate opportunities to learn new media and technology.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
22) I had adequate opportunities to develop skills to work with diverse children and/or adults.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
23) Comments about quality of instruction in your program.													



Academic Advisement	Agreement						Importance How important to you is this aspect?						Don't know or NA
	(1) Strongly Disagree....(6) Strongly Agree						(1) Not Important....(6) Very Important						
24) My program provided good academic advising.	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
27) I knew who to contact for questions about programs and services.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
28) My advisor was available when needed.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
29) The frequency of interactions with my advisor was adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
30) My advisor was knowledgeable about program requirements.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
31) My program/ advisor kept me informed about my academic progress.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
32) My advisor supported me in completing my program in a timely manner.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
33) My advisor supported me in pursuing my life or career goals.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
34) Comments about advisement in your program.													
Learning Environment	Agreement						Importance How important to you is this aspect?						Don't know or NA
	(1) Strongly Disagree....(6) Strongly Agree						(1) Not Important....(6) Very Important						
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) Comments about the learning environment in your program.													

Resources	Agreement						Importance How important to you is this aspect?						Don't know or NA
	(1) Strongly Disagree....(6) Strongly Agree						(1) Not Important....(6) Very Important						
50) The College/program had adequate resources to support learning.	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) Comments about college or program resources.													
<b>As a student, how helpful did you find the following student support services?</b>	(1) Not Helpful....(6) Very Helpful						Did Not Use						
58a) Office of the Registrar	1	2	3	4	5	6	Did not use						
58b) Financial Aid Office	1	2	3	4	5	6	Did not use						
58c) Student Accounts	1	2	3	4	5	6	Did not use						
58d) Career Services	1	2	3	4	5	6	Did not use						
58e) Office of Teacher Education (OTESS)	1	2	3	4	5	6	Did not use						
Q59) What other office would you like to give feedback on. Please specify the office in the text box.													
Q59b) Name of office:.....													
60) Comments about student support services.													
61) Overall, how did your program meet your expectations?	Much worse		1	2	3	4	5	6	Much better				Don't know
62) How much do you feel you learned in your program?	Not much		1	2	3	4	5	6	A lot				Don't know
63) Overall, how satisfied are you with your experience?	Definitely not		1	2	3	4	5	6	Very satisfied				Don't know
64) Tuition paid was a worthwhile investment.	Strongly disagree		1	2	3	4	5	6	Strongly agree				Don't know
65) If you could start over, would you attend TC?	Definitely not		1	2	3	4	5	6	Definitely yes				Don't know
66) If you could start over, would you choose your program at TC?	Definitely not		1	2	3	4	5	6	Definitely yes				Don't know
67) Would you recommend your program at TC to others?	Definitely not		1	2	3	4	5	6	Definitely yes				Don't know
68) Other comments, not mentioned above, that you wish to add.													
Q69) We welcome comments or suggestions about this questionnaire.													

THANK YOU SO MUCH FOR YOUR FEEDBACK!