Doctoral Exit Survey

Class of 2015

Office of Accreditation and Assessment
Teachers College Columbia University

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EXECUTIVE SUMMARY

The Teachers College Doctoral Exit Survey seeks to solicit exiting doctoral candidates' views of and feedback on their educational experience, as well as to what extent do individual programs and the College meet student expectations, in the following areas: academic programs and courses, instruction/training, dissertation advisement, learning environment, resources, student support services, and overall satisfaction.

The survey was administered in May 2015 through Qualtrics, an online survey program, to doctoral graduates of October 2014 and February 2015, and to doctoral candidates who had applied for graduation in May 2015. A total of 263 doctoral graduates and graduating candidates were surveyed.

Three follow-ups were sent out to non-respondents. The exit survey was closed on 20th August 2015. Sixty respondents completed the survey, resulting in a 22% response rate. The response rates for 2012, 2013, and 2014 were 24%, 44%, and 31%, respectively.

Top Ten Strengths and Areas for Improvement

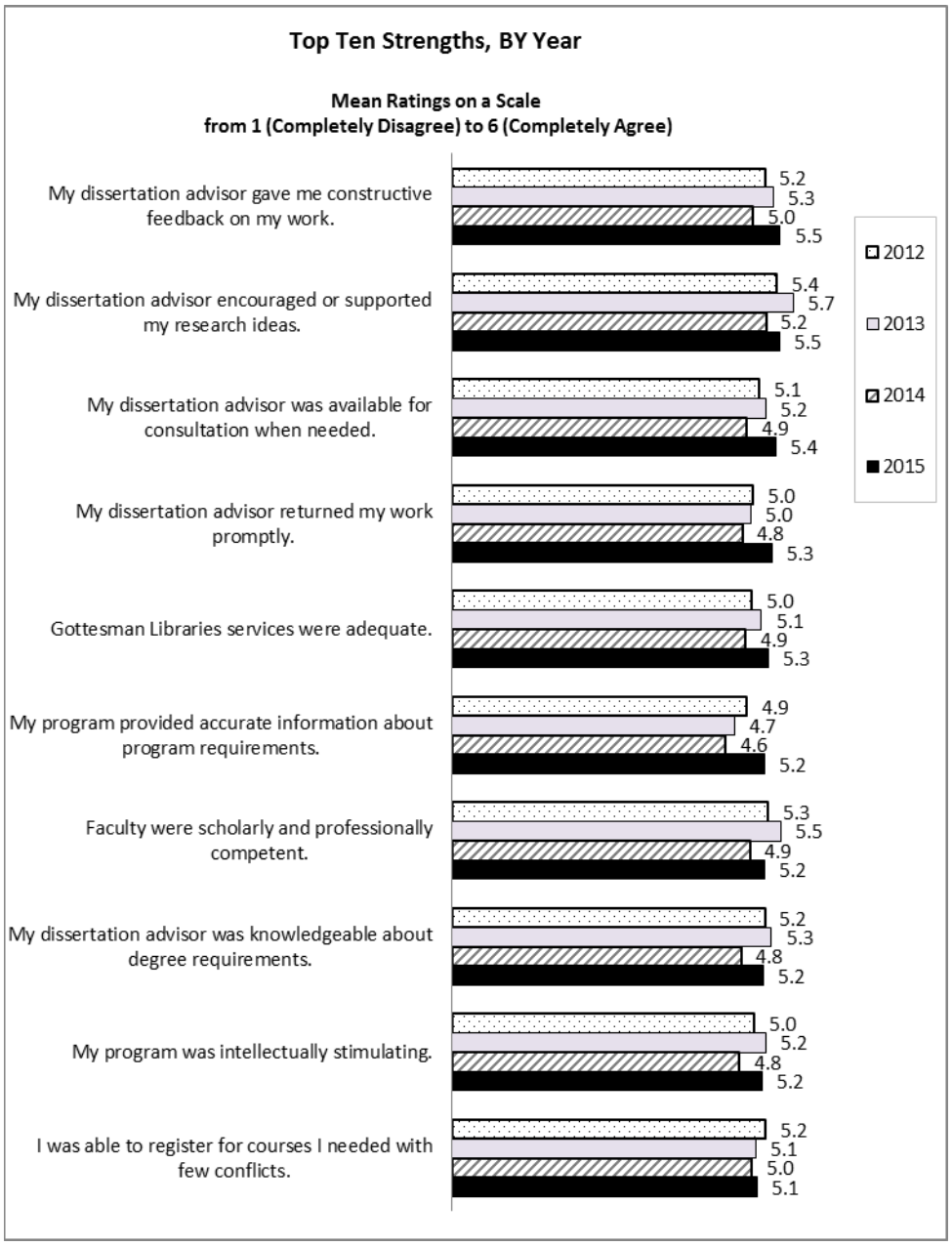
Strengths

The top ten areas of strength, which had mean ratings from 5.1 to 5.5 on a scale of 1 (Completely Disagree) to 6 (Completely Agree) are:

- My dissertation advisor gave me constructive feedback on my work.
- My dissertation advisor encouraged or supported my research ideas.
- My dissertation advisor was available for consultation when needed.
- My dissertation advisor returned my work promptly.
- Gottesman Libraries services were adequate.
- My program provided accurate information about program requirements.
- Faculty were scholarly and professionally competent.
- My dissertation advisor was knowledgeable about degree requirements.
- My program was intellectually stimulating.
- I was able to register for courses I needed with few conflicts.

The following chart shows the college top ten strengths and their mean ratings, according to the Doctoral Class of 2015. Ratings are based on a six-point scale from "Completely Disagree (1)" to "Completely Agree (6)".

The strengths are displayed in descending order, according to 2015's results. Data for 2012, 2013, and 2014 are provided for comparison purposes.



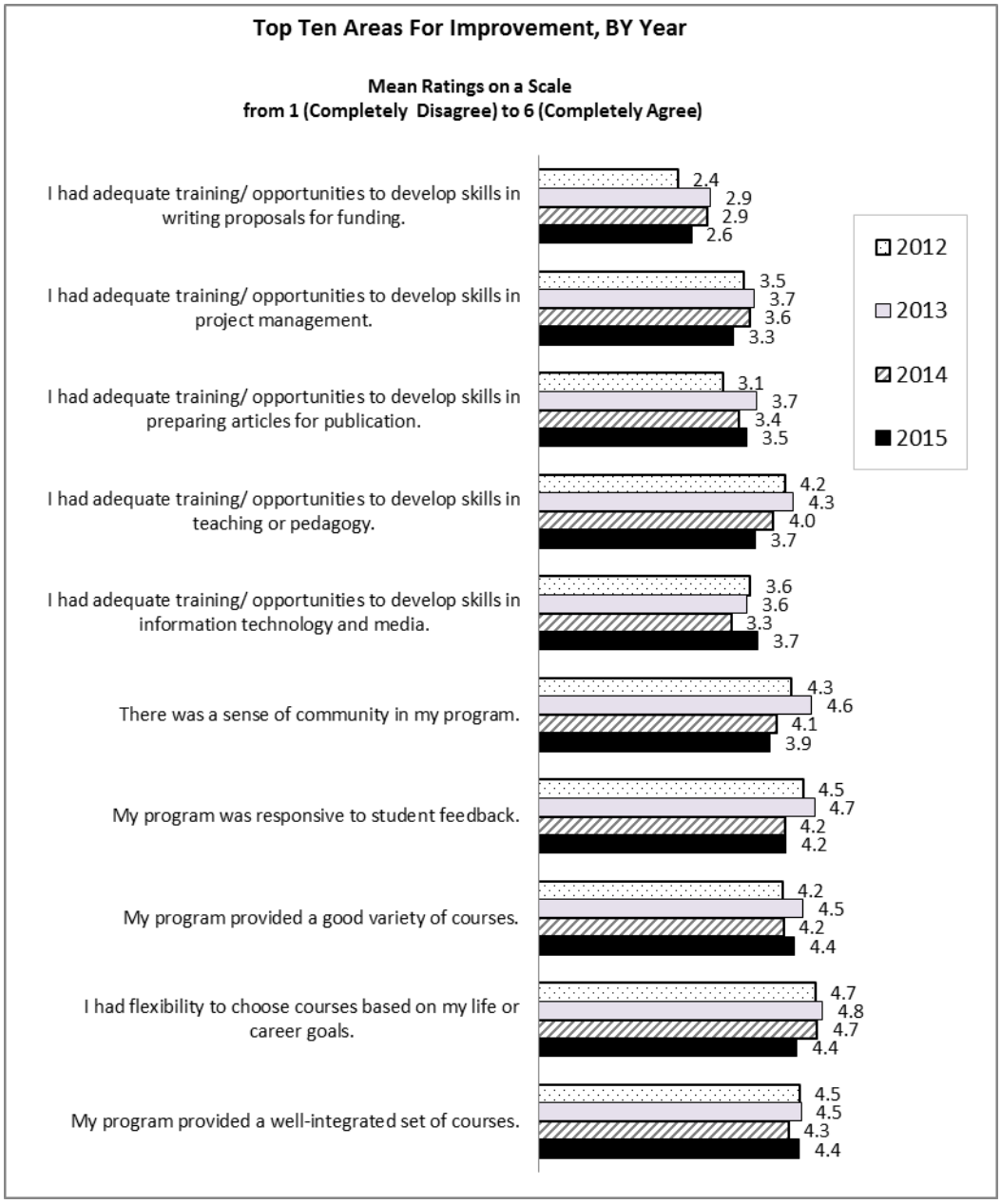
Areas for Improvement

The top ten areas for improvement, which had mean ratings from 2.6 to 4.4 on a scale of 1 (Completely Disagree) to 6 (Completely Agree) are:

- I had adequate training/ opportunities to develop skills in writing proposals for funding.
- I had adequate training/ opportunities to develop skills in project management.
- I had adequate training/ opportunities to develop skills in preparing articles for publication.

- I had adequate training/ opportunities to develop skills in teaching or pedagogy.
- I had adequate training/ opportunities to develop skills in information technology and media.
- There was a sense of community in my program.
- My program was responsive to student feedback.
- My program provided a good variety of courses.
- I had flexibility to choose courses based on my life or career goals.
- My program provided a well-integrated set of courses.

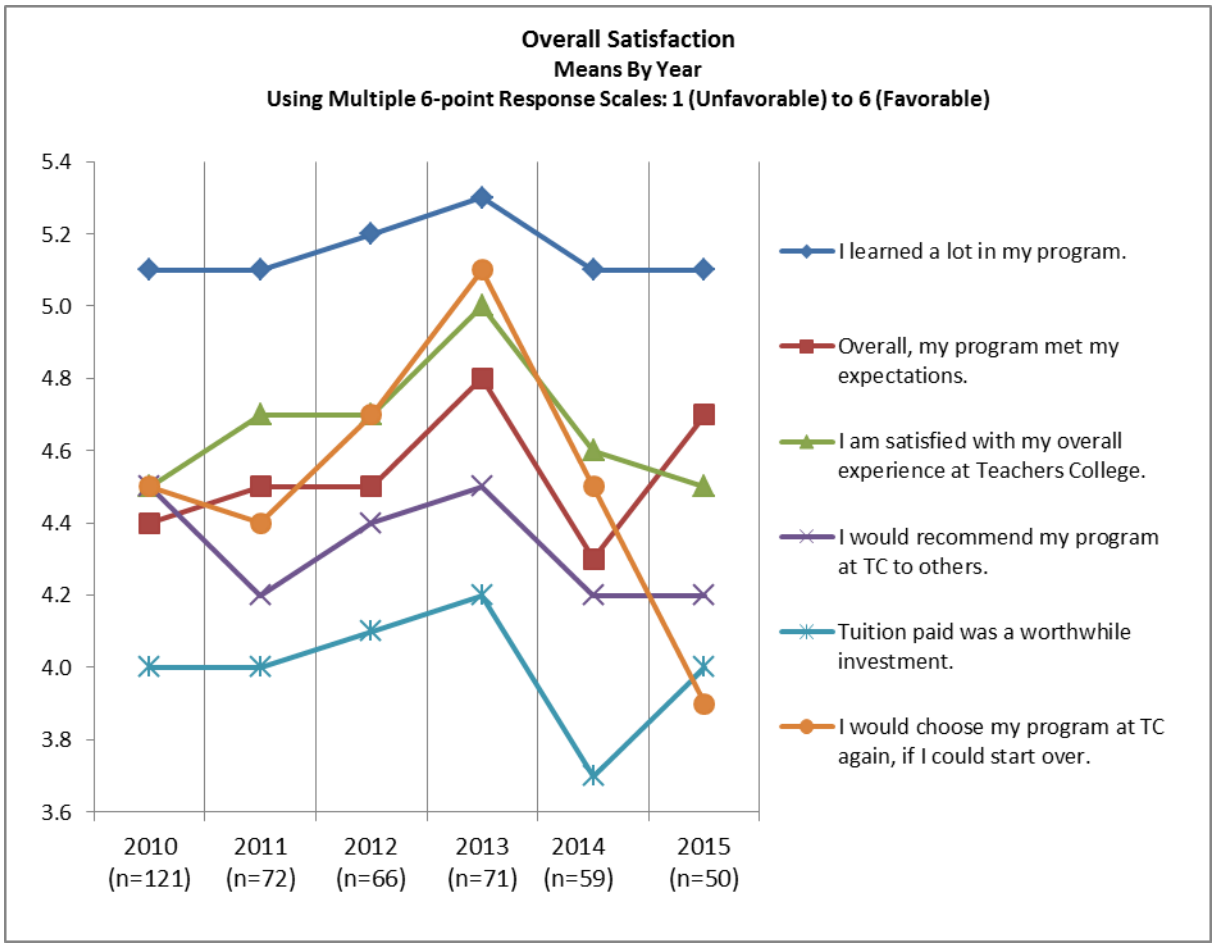
The following chart shows the college top ten areas for improvement and their mean ratings, according to the Doctoral Class of 2015. Ratings are based on a six-point scale from "Completely Disagree (1)" to "Completely Agree (6)". The areas for improvement are displayed with the area most in need of improvement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

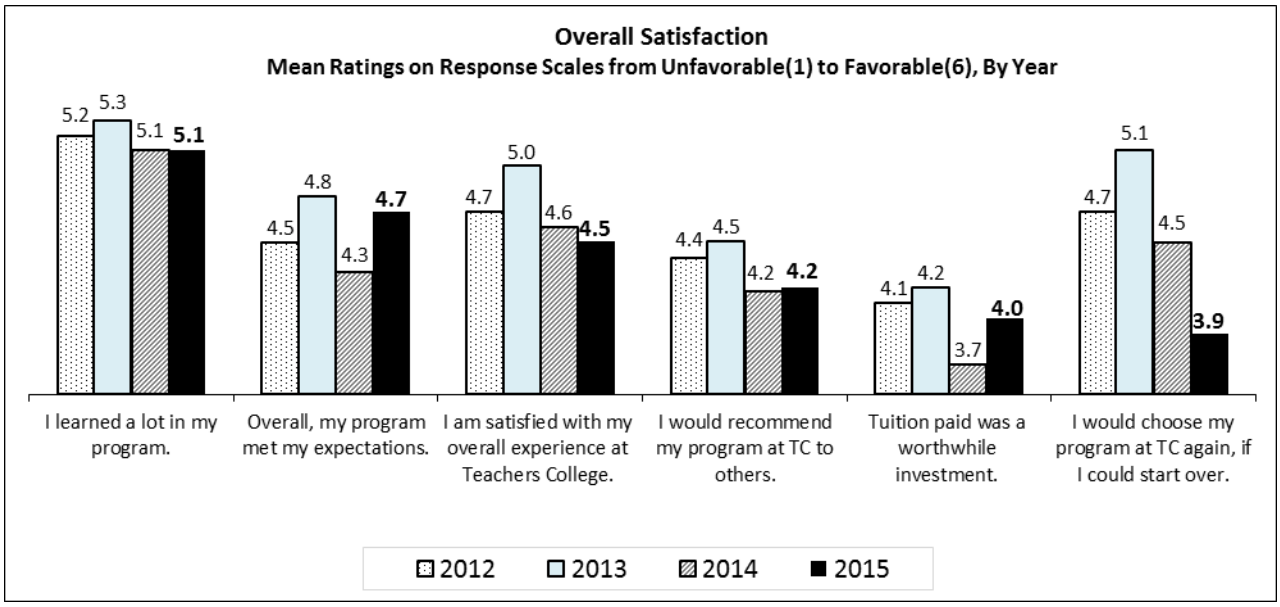


Overall Satisfaction

The *Overall Satisfaction* mean ratings in 2015 ranged between 3.9 and 5.1 on a six-point agreement scale, from "Completely Disagree (1)" to "Completely Agree (6)". A rating of "6" would indicate the most favorable response. Three out of four doctoral graduates felt that, overall, their programs met their expectations. Nine out of ten doctoral graduates felt they learned much in their program, while three out of four were satisfied with their

experiences at TC. Two out of three doctoral graduates agreed that tuition paid was a worthwhile investment. Six out of ten doctoral graduates would choose their program at TC again, and seven out of ten would 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 survey was administered to doctoral graduates of October 2014 and February 2015, and to doctoral candidates who had applied for graduation in May 2015. The questionnaire was sent to 263 doctoral graduates and graduating candidates in May 2015, through the online survey program, Qualtrics. The number of responses received was 60, giving a response rate of 22%. The response rates for 2012, 2013, and 2014 were 24%, 44%, and 31%, respectively. Response rates by department and by program are presented in Appendix C.

Characteristics of Respondents

Respondents were mainly from the departments of Organization and Leadership (22%), Health and Behavior Studies (22%), Arts and Humanities (13%), and Mathematics, Science and Technology (13%). Doctor of Education degree-holders made up 62%, and Doctor of Philosophy degree-holders, 37%. Three-quarters were female, and one-quarter, male. The age-group of 31-35 made up 27%, and graduates above 50 made up 24%. United States citizens made up 83% of respondents, while 17% of respondents were from other nations. Respondents who self-reported as White of European, Middle Eastern, or North African race/ethnicity made up 43%; 17% were from other nations, 12% were African-American, and the race or ethnicity of 15% of respondents were unknown. Respondents' characteristics are presented in Appendix B.

Survey Instrument

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

The 2015 survey instrument underwent a few revisions: The domain of overall satisfaction was reworded as statements, instead of as questions. The response scales used in this survey have descriptors anchoring each scale point, unlike previous versions. One new item was added, 'Most courses were academically rigorous.' In all, the number of structured-response items fell from 65, in the 2014 version, to 53 in the current version. Seven open-ended questions provided respondents an opportunity to comment or elaborate on their perceptions of program strengths, areas for improvements, and on their educational experience at Teachers College in general. A copy of the questionnaire can be found in Appendix D.

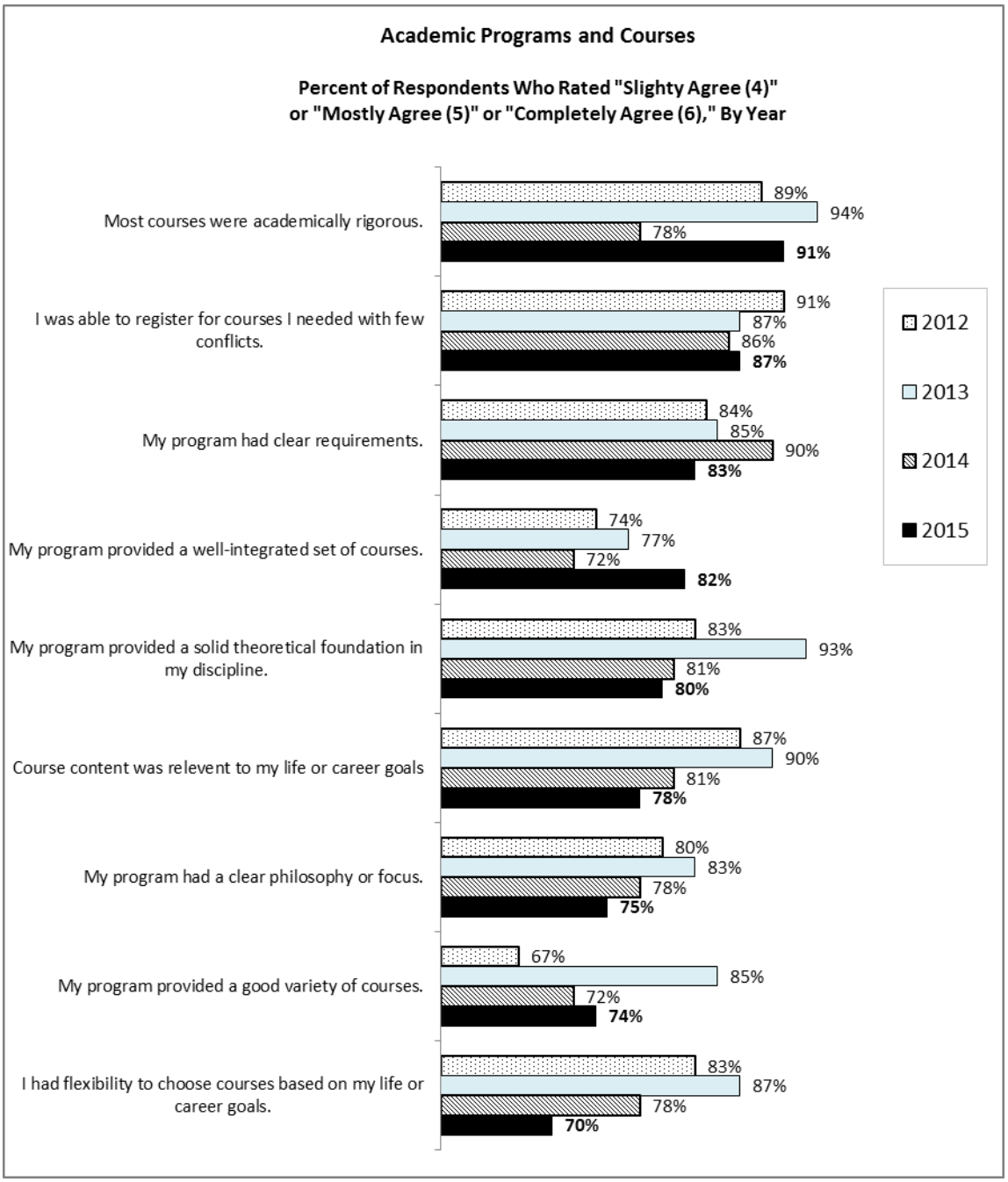
Overview of Report

The report is organized around six domains: academic programs and courses, instruction/training, dissertation advisement, learning environment, resources, and student support services, and statements measuring overall satisfaction. Each domain has a bar chart, displaying the percentage of respondents who rated the statements as 4, 5, or 6 on one of the two scales of "Completely disagree (1), Mostly disagree (2), Slightly disagree (3), Slightly agree (4), Mostly agree (5), Completely agree (6)," or "Completely unhelpful (1), Mostly unhelpful (2), Slightly unhelpful (3), Slightly helpful (4), Mostly helpful (5), Completely helpful (6)." Data from the last three years are provided for comparison purposes. The means and frequencies of all statements can be found in Appendix A.

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

ACADEMIC PROGRAMS AND COURSES

Chart



Comments

Twenty-five graduates from 16 programs and seven departments provided written feedback about program curriculum and courses.

- I believe I would have benefited academically and professionally from a more flexible approach to course requirements, given my age and professional experience and accomplishments. I was required to take courses in subject matter that I had personally taught for over three decades, or in which I had had over 10 years of professional experience. There was no option for placing out of these courses, or substituting other, more research- or dissertation-relevant courses. The program attracts experienced professionals by definition and, I firmly believe, should at least partially individualize the course requirements. Otherwise, both time and money are wasted and opportunities are missed for learning new and more helpful material. In general, however, I learned a great deal and was intellectually stimulated.

- I felt that the faculty has successfully designed a program for practitioners that addressed adult learning needs and experience.

- I felt that the program was well designed.

- I felt that the requirements changed through my tenure at Teachers College . In addition, I found that there was not much flexibility in selection of courses and that requirements dictated selection.

- I found that my program was very fulfilling and the professors were stellar.

- I found that the courses were appropriate. However I think that more public health courses are needed.

- I found that there were not enough courses in the department. I felt as if I desperately need more anthropology and education based courses.

- I think that more extensive quantitative courses are needed.

- I think that the class sizes were too large, not rigorous enough, and relied too heavily on lecture format and/or PowerPoint presentations. It felt more like community college courses rather than graduate school courses. I believe that some faculty members need to improve their pedagogy, as too many adjuncts were used, and students should not be allowed to teach courses.

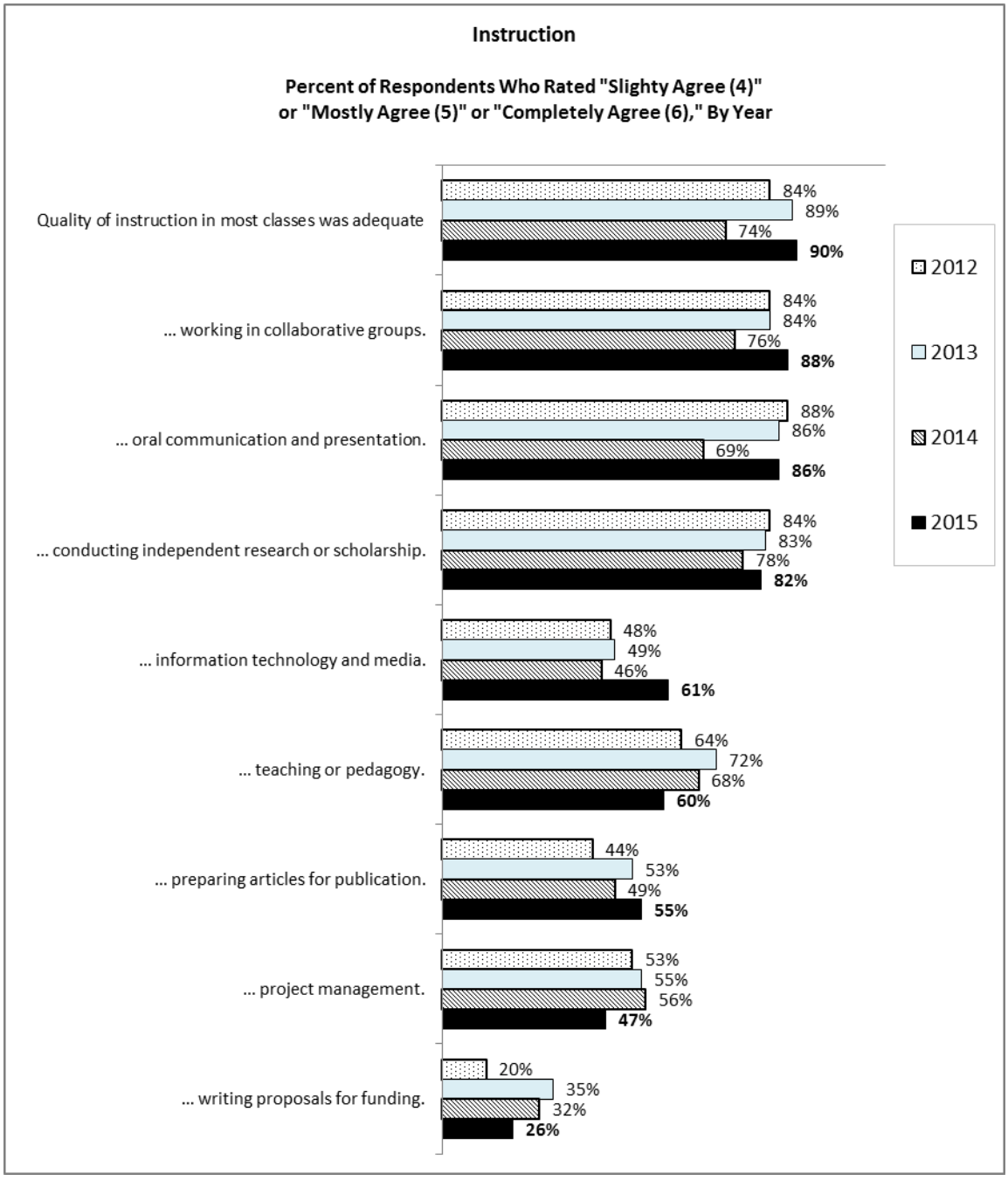
- I think that there should be an overarching model or focus for the program, which should require more coursework related to interpreting research and understanding medicine. I found that none of the required courses appeared to be "cutting edge" ...

- I would like to see more courses about technology use in schools.

- I felt that my program was a great program. However, I wish the (two) programs were more integrated. When I was there I felt more like I was half in one program and half in another, rather than more in the (first) program and specializing in the (second).

INSTRUCTION / TRAINING

Chart



Comments

Nineteen graduates from 12 programs and five departments provided written feedback about quality of instruction.

- I felt that some of the applied intervention courses were extremely blunt, and lacked insight into the nuance of contemporary interventions in real world settings.

- I found that the instructors were top notch regardless of the topic. However I believe that the program is dated. I think that the one person who has anything to do with technology or media have not kept up at all. Thus the class was continually disappointed with him/her. I think that there is great opportunity here to take advantage of connecting theory to application, however, project management, not theories of program management but actual project management. In addition, there should be new models of pedagogy.

- I found the professors to be enthusiastic and highly knowledgeable about their subjects. However, in more than a few courses, I would spend a great deal of time on a research paper or assignment but receive very little, if any, commentary.

- I thought that the instruction and preparation for career were not sufficient. I graduated without any publications, never having written or participated in writing a grant, and never having taught a course. I felt as if I was ill prepared for the job market, and was informed of that by mentors and interviewers outside Teachers College.

- I would have liked to have had learned more about educational technology, as well as obtained some experience in this area. What is cutting edge and how can we use it?

- It would be helpful if we had classes on writing proposals for funding and how to prepare articles for publication.

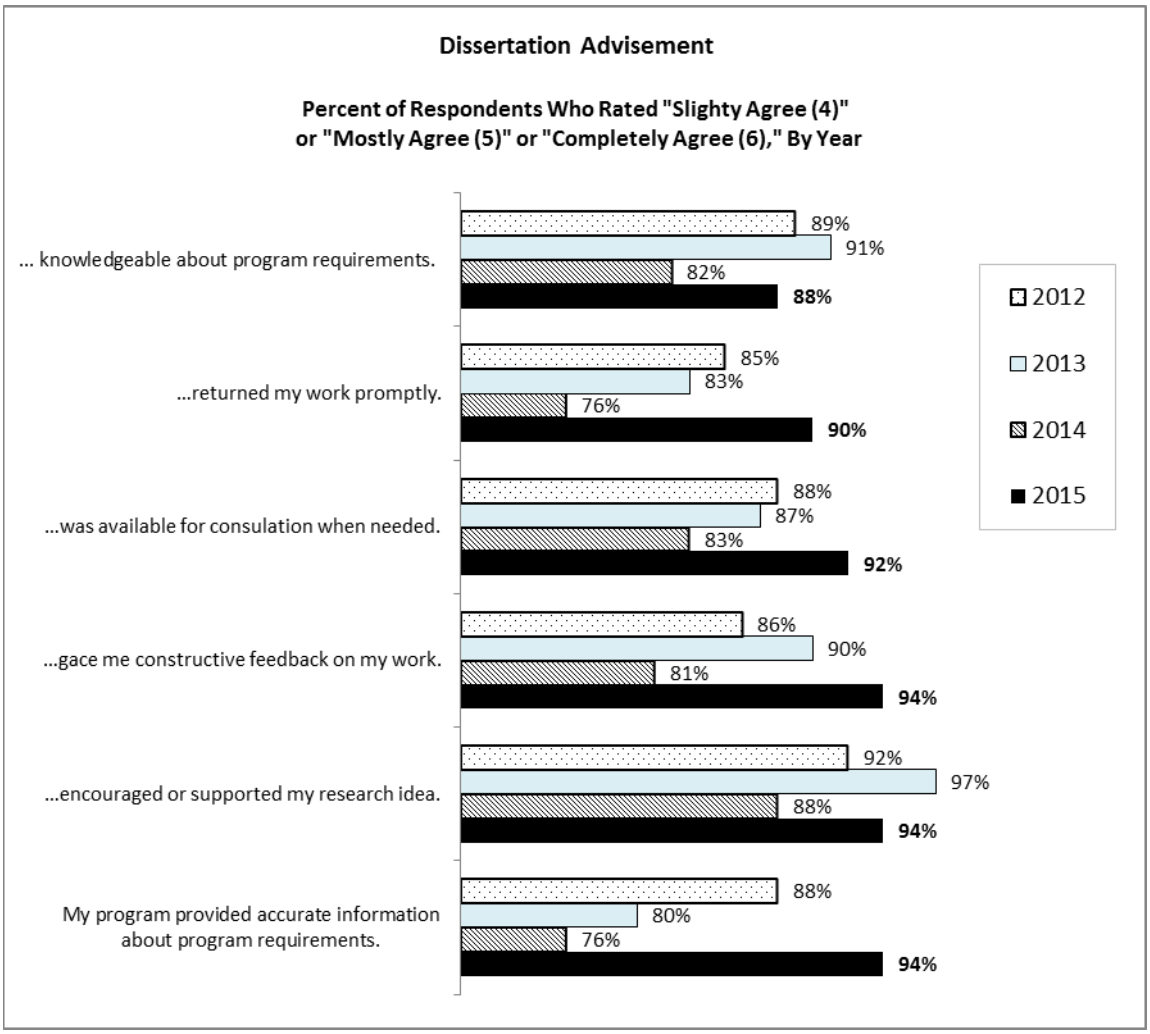
- The quality was great. However, I found that the online courses were not consistent with Teachers College quality.

- Writing for funding was done independently. I submitted proposals for funding to my academic advisor for feedback. I did not get any benefit from the grant writing course I took. In that course, I critiqued work that was in progress for my professor.

- I learnt a great number of skills in technology and media, and had a great opportunity working with others in collaborative group projects. It was nice being exposed to others in different disciplines. That was a great experience for me that I will treasure.

DISSERTATION ADVISEMENT

Chart



Comments

Twenty-four graduates from 14 programs and seven departments provided written feedback about dissertation advisement.

- My advisor was Professor X. She played an integral part in my completing this degree. Her feedback and commitment to my growth as a scholar were valuable beyond measure.

- My advisor was Professor X. She is highly regarded by all of the students for her knowledge and support. Professor Y was also a wealth of knowledge and provided very helpful feedback.

- My advisor X, was an amazing support and serves as an amazing asset to the College.

- My dissertation advisor is to be commended. He/she was pretty much the most solid guide I had throughout the program, and was able to easily recommend actions needed, and a timetable for these actions.

- My dissertation advisor was superb, and supported me in thorough and timely completion.

- Professor X is a one of a kind professor who went far and above her role. She was responsive to student needs as well as a good mentor. I could not have managed to get to this stage in my doctoral process if I did not have her on my team. I owe my life time gratitude to her.

- My advisor Professor X provided absolutely no feedback, and was always out of the country and unavailable.

- I felt that advisement was not appropriate and resulted in much stress, additional school years, and a lot of unnecessary work during the process. I found that advisement was restricted to one person even though there was supposed to be a committee and when needed help was requested.

- I had to switch advisor, thus these comments reflect dissatisfaction with initial advisor.

- My advisor had more students to advise than I think was optimal.

- I was very fortunate that I had very committed advisor who cared about my career and ability. However I heard many other students did not have a similar experience.

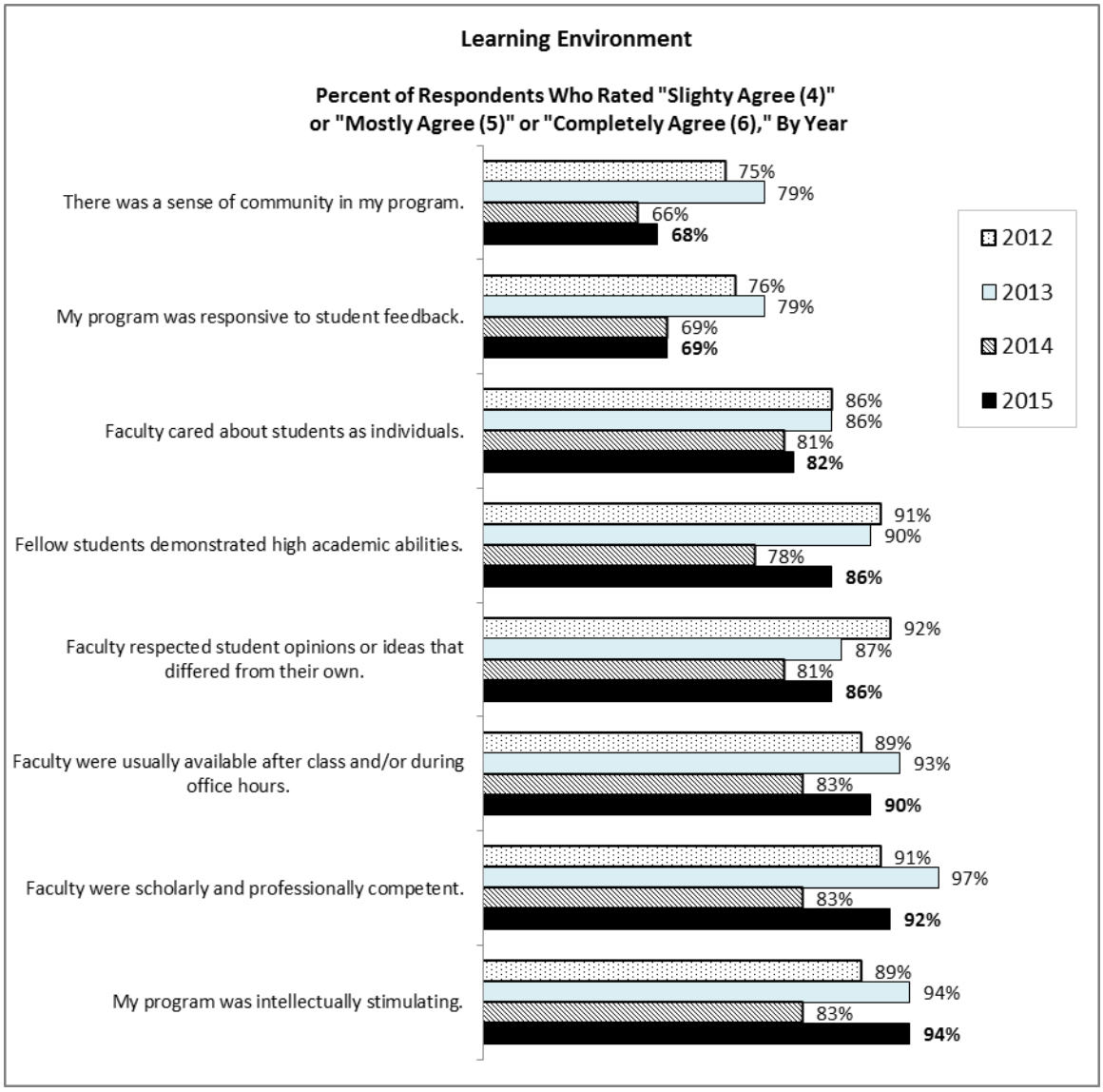
- My advisor gave me personalized attention, was extremely supportive, and really took an interest in my work.

- My advisor knew how to give me the space to learn and develop confidence.

- My advisor was critical to my success.

LEARNING ENVIRONMENT

Chart



Comments

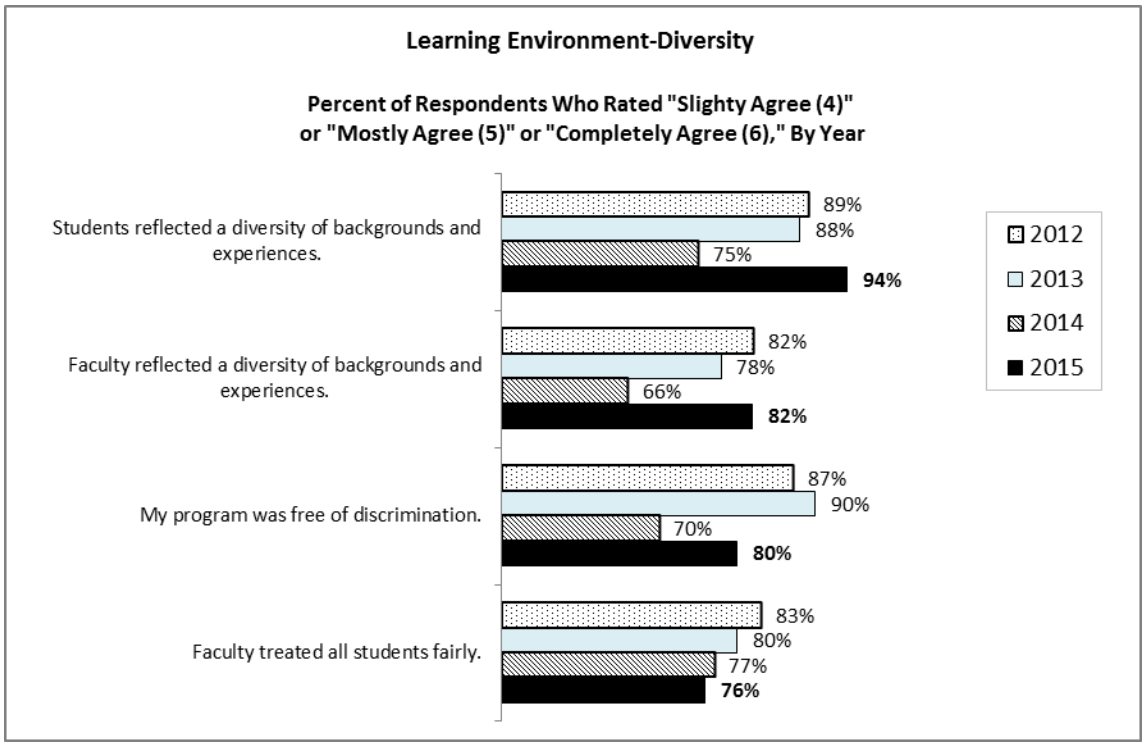
Twenty-two graduates from 14 programs and seven departments provided written feedback about learning environment and diversity.

- I felt that faculty genuinely cared about students as individuals, and this in my opinion was key.
- I found the faculty to be top notch and they knew their subject matter incredibly well. …
- For the most part, the learning environment was positive and intellectually stimulating. The students were friendly and the faculty was supportive. However, I was personally in a minority and felt somewhat invisible. I did not fit in with the rest of the students in the program because of my age (considerably older) and professional accomplishments.

- I felt that most professors were responsive to the needs of students.
- I found that most students who were accepted into my program were relatively dull and uninterested in the exploration of topics. I felt that they cared almost entirely about what grade they would receive for an assignment, and thus took fewer intellectual risks. This made most classes boring, as I was one of the few students who spoke out or challenged a professor.
- I think that the competency of students could be higher.
- The environment was highly conducive to learning.
- The learning environment was challenging and as a student who was not on the main grant for the department, I often felt alone in my research and a bit isolated.
- I felt that the students in my program for the most part wanted to stick together and form a community. This was particularly difficult as each person had a different area of research. My closest friend was not knowledgeable about the area I was pursuing, and I was not knowledgeable about what she was pursuing. We helped each other as best we could.

Diversity

Chart



Comments related to diversity

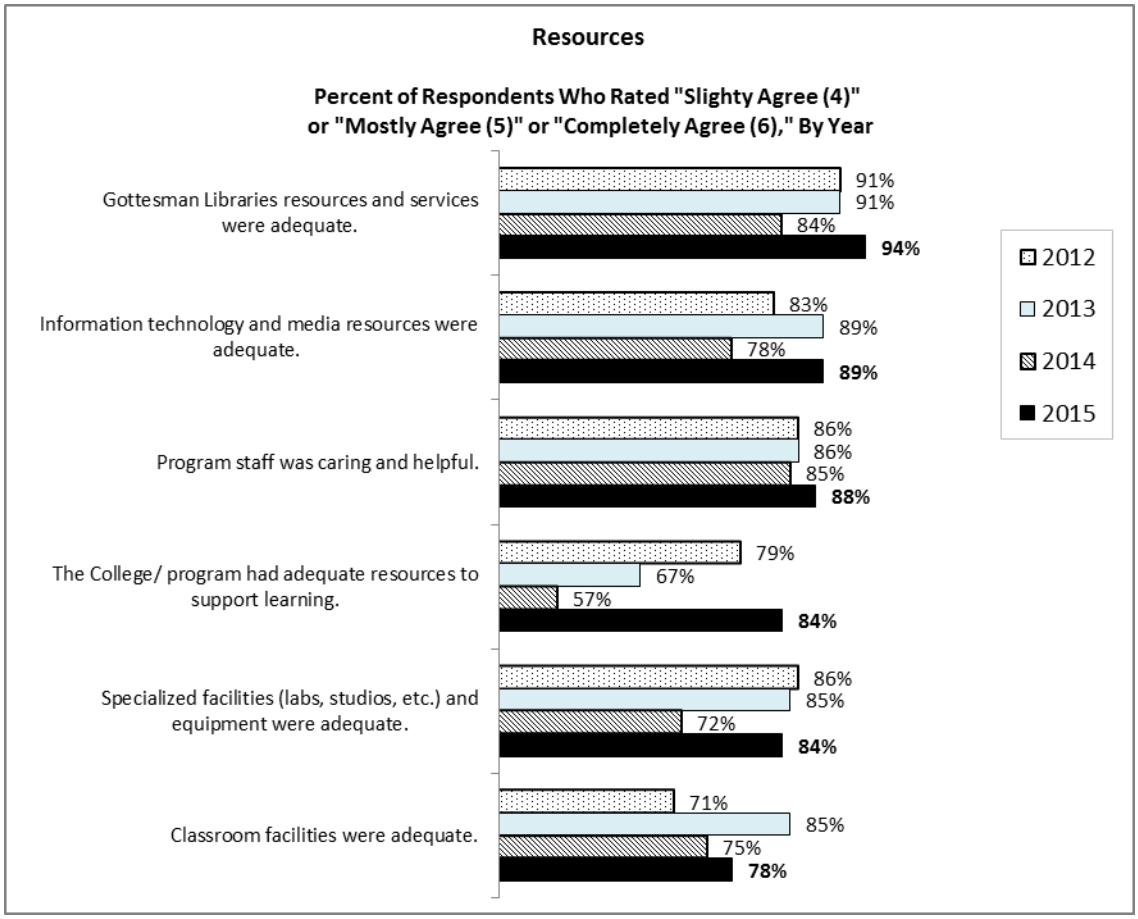
- It was a very hard working and diverse group --- smart people all around.

- I felt that my program was very conscious of the importance of respecting all its participants. Talking to people in other programs, they were interested and surprised to hear how my program values experience as well as balanced theory and practice.

- … I felt that (the faculty) were respectful of students and viewed students as colleagues. In addition, I found them to be well published, very fair, very responsive, and available.

RESOURCES

Chart



Comments

Fourteen graduates from 10 programs and six departments provided written feedback about college or program resources.

- I felt that for the most part support services are available. However, you must be persistent for some things. Regarding tutoring there is a price to be paid. Yes there are Teachers Assistants available, however when fifteen persons out of a class of thirty require tutoring, you are forced to dig into your pocket when you are already paying a steep price to go to this school. It does not get any easier when you get closer to dissertation defense either.

- I believe that this is an area for improvement. Not only should additional technological resources be available, but professors should actually integrate such technology. I found myself using Columbia's library and search engine more often than Teachers College.

- … In addition, the classrooms appeared to be unpainted, and the desks and furniture were between thirty and fifty years old.

- I found that the classrooms are a mess. The chairs are soiled and broken and there are not enough desks for students. In addition, they are unable to regulate proper temperature in classrooms especially during warm / hot weather.

- I found the library staff to be amazing, however, the physical classroom space was disappointing. I think that Teachers College spends more resources on administrators and administrative space than on faculty and teaching space.

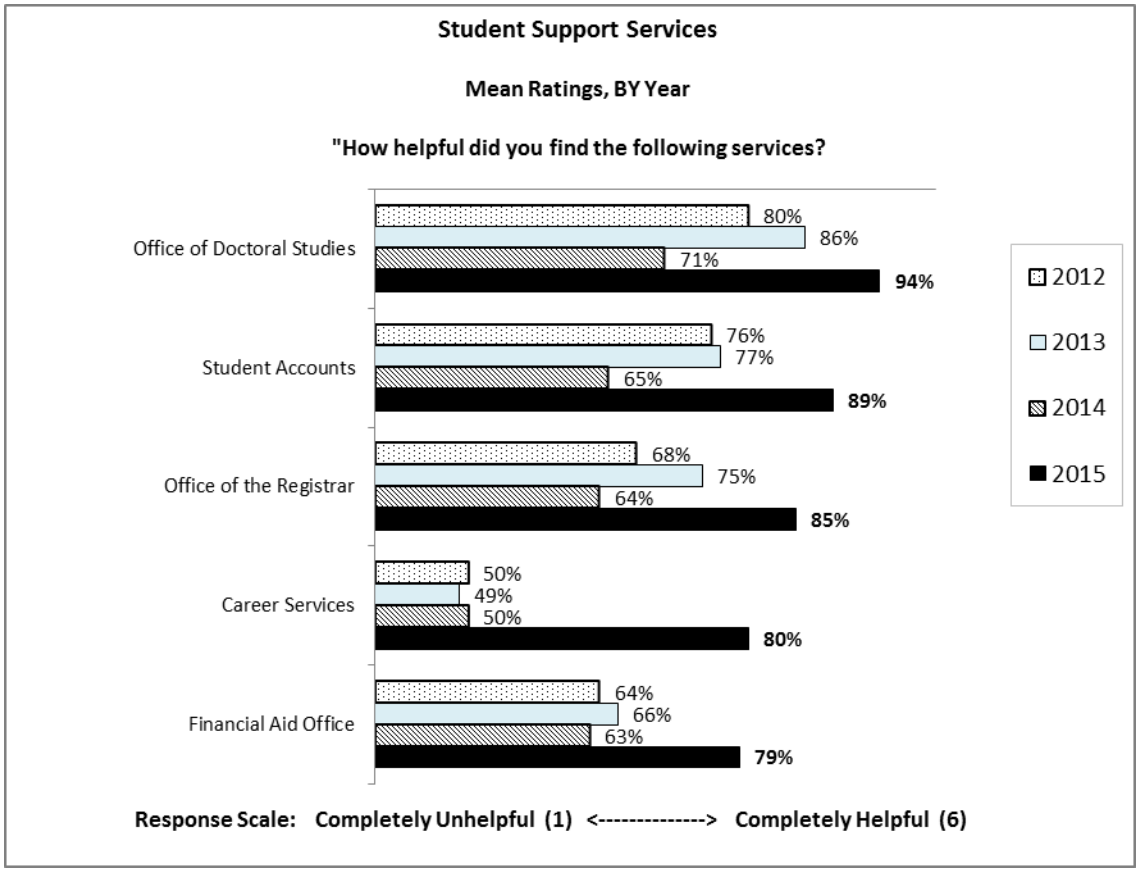
- I think that more work stations space are needed to support students' work as well as breakout rooms.

- There need to be more space to study. I spent a lot of time looking for a chair in the library.

- These services were really great but at $1500 a credit, I would have preferred to pay less to have less.

STUDENT SUPPORT SERVICES

Chart



Comments

Twenty-one graduates from 14 programs and eight departments provided written feedback about student support services.

- I felt that the guidelines for the dissertation could have been more user friendly. I would recommend a revision of these guidelines for 2016, as it was difficult to follow and very frustrating. In addition, please provide more real examples to make the process easier.

- I felt that the staff answered e-mails quickly. However there was too much paperwork for the Office of Doctoral Studies.

- I found that all offices and student support services were helpful and very responsive to my needs.

- I found that the Office of Doctoral Studies was responsive and professional. The staff was very helpful and cared about my concerns, especially X. In addition, they answered my questions clear and prompt.

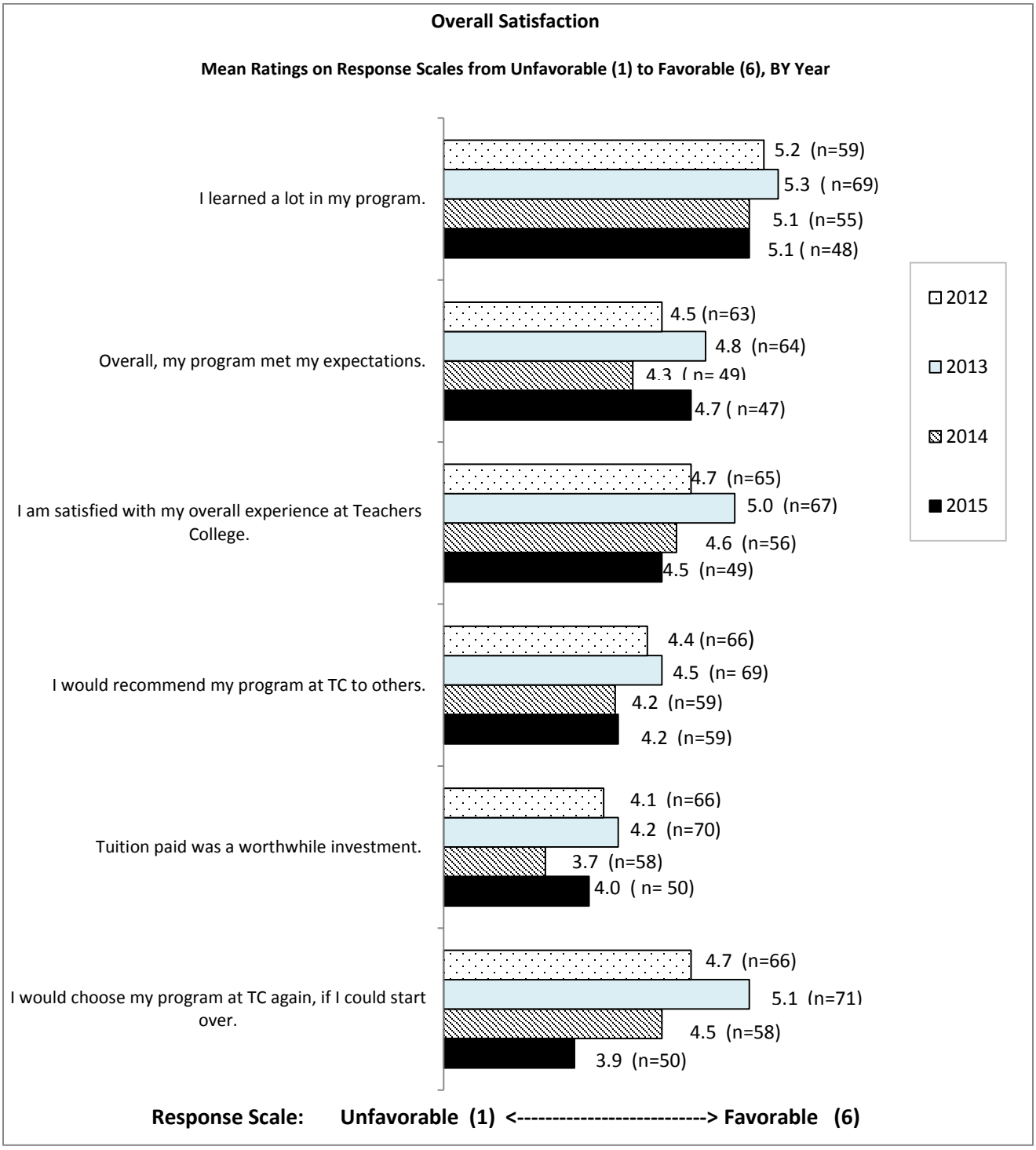
- I found there was a high degree of professionalism and follow-through from the Office of Doctoral Studies--- A+ in that department.
- I think that the Office of Doctoral Studies was absurd with all the signatures and paperwork that needs to be done in order to get anything done and moving forward. I felt that working with them was more difficult sometimes than writing my dissertation. This included filing the paperwork for my certification, which was delayed by eight months …. I just think that was unfair and I had to pay for an extra semester waiting for the process to be completed.

- I think that the Office of Doctoral Studies was the best by far. They helped me by patiently giving me information and setting out a clear pathway to graduation. I cannot say enough great things about them and the Registrar.

- I think that X is a star. I also found Y to be a very kind, helpful and caring person. I was very thankful for both of them.

OVERALL SATISFACTION

Chart



Comments

Twenty graduates from 12 programs and six departments provided written feedback about their general student experience at Teachers College.

- Although I learned a great deal throughout my doctoral program, and received an exceptional amount of multicultural training, the atmosphere, and personal costs (money, time, self-esteem) it came at were not worth it. I found that many of the professors were disrespectful and had unrealistic expectations of us working 80-90 hours a week, mostly doing research for them. I felt degraded at times by being forced to wash my professor's dishes in the middle of meetings, being yelled at and disrespected in front of my peers.

- Apart from Professors X, Y, and Z, I would never recommend this program to anyone. I would not have enrolled in this program had I known what I know now. This program is not accredited and therefore disqualifies me from certain federal fellowship opportunities that only accept students from accredited programs. I think that the Program Coordinator for the ___ department has really destroyed the integrity of the program, and is graduating doctoral students that are not prepared and have no business being in the program.

- Based on conversations with students and faculty, I now believe my experience, though positive, was unique for many reasons. Other students in my department reported not feeling supported, informed, or connected within our department and Teachers College as an institution. For this reason, coupled with the cost, I would hesitate to recommend my program to others.

- Compared to many other doctoral students in my field I am slightly under trained. This is because I moved through my program very fast compared to others due to my relative lack of funding, and the expense of New York City. I also wish my faculty had more connections to real world settings that I could have learned to consult with.

- I believe that Teachers College has the potential to be a solid institution, as there are professors who do work hard to provide interesting, thought provoking experiences. However, it appears that student selection is based almost solely on GPA, as students cared about nothing except their grades. Thus, classes became little more than mutual-admiration society events where teachers and students often agreed --- I was not one of those. While the name of Teachers College will certainly be of help in my future career, the education I received did not in any way reflect the tuition spent.

- I love Teachers College programs, however I think for a doctoral investment all doctorates should be a PhD, instead of an EdD. There is no difference in the requirements, and the world seems to recognize the PhD more than the EdD. This should be a serious consideration.

- I think that the qualifications of the department leader should be appropriate for the department.

- I think there should be more tutorials or workshops on how to use Microsoft Word prior to dissertation and to master items such as table of contents. The Writing Center staff should be proficient in those items as well. In addition, Teachers College should offer courses such as Probability and Statistics, and Regression Analysis in the evening for masters and doctoral students whose job requirements would not allow them to take the courses during the day.

APPENDIX A: MEANS & FREQUENCIES TABLES, 2010-2015

Academic Programs and Courses

ACADEMIC PROGRAMS AND COURSES	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
1) My program had a clear philosophy or focus.	2010							4	3	13	15	29	36	80	4.7	123
	2011							3	5	17	16	32	27	75	4.5	77
	2012							2	10	8	22	21	37	80	4.6	67
	2013							3	4	10	24	23	36	83	4.7	70
	2014							5	9	9	21	28	29	78	4.4	58
	2015	3	5	6	4	21	16	5	9	11	7	38	29	75	4.5	55
2) My program had clear requirements.	2010							2	5	10	13	27	44	83	4.9	124
	2011							3	1	7	21	30	38	89	4.9	76
	2012							2	8	6	13	28	43	84	4.9	67
	2013							3	3	10	17	25	42	85	4.9	71
	2014							3	3	3	19	31	40	90	4.9	58
	2015	5	1	3	5	20	20	9	2	6	9	37	37	83	4.7	54
3) My program provided a well-integrated set of courses.	2010							5	5	11	32	24	23	79	4.4	124
	2011							5	8	14	25	33	14	72	4.2	76
	2012							3	5	18	18	30	26	74	4.5	66
	2013							3	3	17	19	39	20	77	4.5	70
	2014							9	3	16	22	26	24	72	4.3	58
	2015	3	4	3	14	18	13	5	7	5	25	33	24	82	4.4	55
4) My program provided a good variety of courses.	2010							3	5	12	23	33	24	80	4.5	123
	2011							1	7	17	32	20	23	75	4.3	75
	2012							2	10	22	22	26	19	67	4.2	65
	2013							4	4	7	28	34	23	85	4.5	71
	2014							10	7	10	21	31	21	72	4.2	58
	2015	0	7	7	9	22	9	0	13	13	17	41	17	74	4.4	54

ACADEMIC PROGRAMS AND COURSES (con t'd)	Year	Frequency Count						Percentage								
		1_Completely Disag	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
5) I was able to register for courses I needed with few conflicts.	2010							1	3	4	12	26	54	92	5.2	122
	2011							1	5	8	12	30	43	85	4.9	76
	2012							2	2	6	15	17	59	91	5.2	66
	2013							3	3	7	11	25	51	87	5.1	71
	2014							2	5	7	10	31	45	86	5.0	58
	2015	2	3	2	4	15	29	4	5	4	7	27	53	87	5.1	55
6) I had flexibility to choose courses based on my life or career goals.	2010							6	6	8	16	28	38	81	4.7	120
	2011							7	1	5	19	34	34	87	4.7	74
	2012							6	3	8	17	30	36	83	4.7	66
	2013							3	6	4	24	20	44	87	4.8	71
	2014							3	2	17	17	16	45	78	4.7	58
	2015	3	7	6	4	18	16	6	13	11	7	33	30	70	4.4	54
7) My program provided a solid theoretical foundation in my discipline.	2010							3	3	9	20	21	45	85	4.9	122
	2011							3	5	7	14	42	29	85	4.8	76
	2012							2	2	14	20	28	35	83	4.8	65
	2013							1	4	1	23	21	49	93	5.1	71
	2014							7	5	7	21	19	41	81	4.6	58
	2015	7	2	2	7	13	24	13	4	4	13	24	44	80	4.6	55
8) Course content was relevant to my life or career goals.	2010							1	5	5	20	37	33	89	4.9	123
	2011							3	5	4	24	38	26	88	4.7	76
	2012							0	6	8	17	32	38	87	4.9	65
	2013							3	3	4	24	25	41	90	4.9	71
	2014							5	5	8	25	25	31	81	4.5	59
	2015	1	5	6	7	18	18	2	9	11	13	33	33	78	4.6	55
9) Most courses were academically rigorous.	**2015**	2	3	0	7	22	21	4	5	0	13	40	38	91	4.9	55

Instruction and Training

INSTRUCTION	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
11--18) I had adequate training/ opportunities to develop skills in:																
11) ... oral communication and presentation.	2010							2	6	8	20	25	39	84	4.8	123
	2011							3	4	10	26	23	34	83	4.7	73
	2012							0	6	6	16	39	33	88	4.9	64
	2013							1	3	10	16	26	44	86	4.9	70
	2014							2	12	17	24	21	24	69	4.2	58
	2015	2	5	0	9	16	19	4	10	0	18	31	37	86	4.7	51
12) ... writing proposals for funding.	2010							34	21	21	14	4	5	23	2.5	112
	2011							30	25	23	12	7	3	22	2.5	69
	2012							40	17	23	9	6	5	20	2.4	65
	2013							27	19	19	14	11	10	35	2.9	63
	2014							27	16	25	16	7	9	32	2.9	56
	2015	12	15	7	7	1	4	26	33	15	15	2	9	26	2.6	46
13) ... preparing articles for publication.	2010							20	17	17	22	11	14	46	3.3	121
	2011							20	18	27	12	12	11	35	3.1	74
	2012							22	14	20	25	14	6	44	3.1	65
	2013							13	19	16	14	14	24	53	3.7	70
	2014							19	16	16	14	23	12	49	3.4	57
	2015	7	10	6	11	10	7	14	20	12	22	20	14	55	3.5	51
14) ... conducting independent research or scholarship.	2010							4	5	9	15	22	46	82	4.8	123
	2011							7	4	11	14	23	42	79	4.7	74
	2012							0	3	12	9	29	46	84	5.0	62
	2013							4	3	10	14	26	42	83	4.8	69
	2014							5	10	7	17	31	31	78	4.5	59
	2015	4	1	4	9	13	20	8	2	8	18	25	39	82	4.7	51

INSTRUCTION (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disag	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
11--18) I had adequate training/ opportunities to develop skills in:																
15) ... working in collaborative groups.	2010							1	7	11	20	24	37	81	4.7	123
	2011							4	3	11	25	21	37	83	4.7	73
	2012							0	3	14	19	34	31	84	4.8	65
	2013							3	3	10	13	30	41	84	4.9	70
	2014							3	10	10	19	31	26	76	4.4	58
	2015	2	2	2	6	20	18	4	4	4	12	40	36	88	4.9	50
16) ... information technology and media.	2010							10	15	25	25	13	12	50	3.5	118
	2011							12	14	25	22	18	8	48	3.4	72
	2012							8	15	29	19	15	15	48	3.6	62
	2013							12	17	22	20	11	18	49	3.6	65
	2014							18	18	19	21	14	11	46	3.3	57
	2015	7	7	5	10	13	7	14	14	10	20	27	14	61	3.7	49
17) ... teaching or pedagogy.	2010							8	12	14	22	18	28	67	4.1	120
	2011							12	11	14	19	19	25	63	4.0	73
	2012							10	6	21	13	21	30	64	4.2	63
	2013							7	4	16	18	25	28	72	4.3	67
	2014							16	11	5	19	25	25	68	4.0	57
	2015	9	7	4	8	14	8	18	14	8	16	28	16	60	3.7	50
18) ... project management.	2010							14	18	16	23	14	15	52	3.5	118
	2011							16	13	24	17	16	14	47	3.5	70
	2012							8	18	21	29	18	7	53	3.5	62
	2013							13	12	19	19	21	15	55	3.7	67
	2014							20	11	13	17	22	17	56	3.6	54
	2015	11	6	8	7	9	6	23	13	17	15	19	13	47	3.3	47
19) Quality of instruction in most classes was adequate	2010							3	3	8	24	33	30	87	4.7	120
	2011							3	1	15	19	36	25	80	4.6	67
	2012							0	6	10	19	33	32	84	4.8	63
	2013							0	0	11	20	25	44	89	5.0	71
	2014							8	8	11	28	23	23	74	4.2	53
	2015	1	2	2	10	19	17	2	4	4	20	37	33	90	4.9	51

Dissertation Advisement

DISSERTATION ADVISING	Year	Frequency Count						Percentage								
		1_Completely	2_Mostly Disag	3_Slightly Disag	4_Slightly Agree	5_Mostly Agree	6_Completely	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
21-25) My dissertation advisor:																
21) … was knowledgeable about degree requirements.	2010							3	3	3	13	21	56	90	5.1	118
	2011							5	3	8	8	23	52	83	5.0	73
	2012							3	6	2	11	15	63	89	5.2	65
	2013							3	3	3	6	23	63	91	5.3	70
	2014							5	9	4	9	30	44	82	4.8	57
	2015	2	3	1	3	11	31	4	6	2	6	22	61	88	5.2	51
22) … was available for consultation when needed.	2010							6	3	6	11	15	59	85	5.0	118
	2011							5	3	8	11	21	52	84	4.9	73
	2012							3	8	2	11	21	56	88	5.1	66
	2013							6	3	4	8	10	69	87	5.2	71
	2014							7	7	3	16	7	60	83	4.9	58
	2015	1	1	2	3	10	33	2	2	4	6	20	66	92	5.4	50
23) … encouraged or supported my research ideas.	2010							4	1	1	8	16	70	94	5.4	118
	2011							3	3	4	10	12	68	90	5.3	73
	2012							3	3	2	6	14	73	92	5.4	66
	2013							1	0	1	3	16	79	97	5.7	70
	2014							3	7	2	7	14	67	88	5.2	58
	2015	1	1	1	3	10	35	2	2	2	6	20	69	94	5.5	51
24) … gave me constructive feedback on my work.	2010							3	3	3	12	14	65	91	5.3	118
	2011							7	4	3	5	16	64	85	5.1	73
	2012							3	5	6	11	11	65	86	5.2	66
	2013							3	3	4	7	14	69	90	5.3	71
	2014							5	7	7	7	12	62	81	5.0	58
	2015	1	1	1	2	11	34	2	2	2	4	22	68	94	5.5	50
25) … returned my work promptly.	2010							7	5	5	9	15	59	83	5.0	118
	2011							7	6	8	11	12	56	79	4.8	72
	2012							6	2	8	11	21	53	85	5.0	66
	2013							4	6	7	11	14	57	83	5.0	70
	2014							9	3	12	5	14	57	76	4.8	58
	2015	1	2	2	5	5	35	2	4	4	10	10	70	90	5.3	50
26) My program provided accurate information about program requirements.	2010							7	2	14	13	28	37	77	4.6	119
	2011							4	4	11	14	25	42	81	4.8	73
	2012							5	5	3	18	20	50	88	4.9	66
	2013							4	7	8	14	28	38	80	4.7	71
	2014							3	10	10	10	34	31	76	4.6	58
	2015	1	1	1	7	14	26	2	2	2	14	28	52	94	5.2	50

Learning Environment

LEARNING ENVIRONMENT	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
28) My program was intellectually stimulating.	2010							0	3	7	19	30	42	91	5.0	117
	2011							3	6	11	22	18	40	80	4.7	72
	2012							2	5	5	12	35	42	89	5.0	66
	2013							1	1	3	20	18	56	94	5.2	71
	2014							9	3	5	14	22	47	83	4.8	58
	2015	0	1	2	7	19	22	0	2	4	14	37	43	94	5.2	51
29) Faculty were scholarly and professionally competent.	2010							0	2	7	12	33	46	92	5.2	117
	2011							0	3	7	16	30	44	90	5.1	73
	2012							0	5	5	8	26	57	91	5.3	65
	2013							0	3	0	8	25	63	97	5.5	71
	2014							3	3	10	10	24	49	83	4.9	59
	2015	1	1	2	4	17	25	2	2	4	8	34	50	92	5.2	50
30) Faculty were usually available after class and/or during office hours.	2010							2	0	9	13	28	49	90	5.1	118
	2011							3	0	11	19	25	42	86	4.9	73
	2012							2	3	6	15	30	44	89	5.0	66
	2013							1	1	4	14	25	54	93	5.2	71
	2014							5	7	5	17	25	41	83	4.7	59
	2015	1	0	4	4	23	19	2	0	8	8	45	37	90	5.1	51
31) Faculty respected student opinions or ideas that differed from their own.	2010							0	9	7	16	24	44	84	4.9	119
	2011							1	3	8	15	32	40	87	4.9	72
	2012							2	5	2	14	31	48	92	5.1	65
	2013							4	1	7	8	30	49	87	5.1	71
	2014							5	2	12	9	28	45	81	4.9	58
	2015	1	2	4	8	15	21	2	4	8	16	29	41	86	4.9	51
32) Faculty cared about students as individuals.	2010							3	7	8	10	29	45	83	4.9	119
	2011							1	3	12	15	22	46	83	4.9	72
	2012							2	6	6	15	22	49	86	5.0	65
	2013							1	3	10	20	17	49	86	5.0	71
	2014							3	3	12	16	22	43	81	4.8	58
	2015	4	1	4	6	14	22	8	2	8	12	27	43	82	4.8	51

LEARNING ENVIRONMENT (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disag	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
33) Faculty treated all students fairly.	2010							6	6	10	23	26	30	78	4.5	102
	2011							5	8	16	13	22	37	72	4.5	63
	2012							3	8	13	19	25	32	76	4.5	63
	2013							9	5	8	14	17	48	79	4.7	66
	2014							8	10	13	23	17	29	69	4.2	52
	2015	4	3	5	6	13	20	8	6	10	12	25	39	76	4.6	51
34) My program was responsive to student feedback.	2010							6	6	10	23	26	30	78	4.5	102
	2011							5	8	16	13	22	37	72	4.5	63
	2012							3	8	13	19	25	32	76	4.5	63
	2013							9	5	8	14	17	48	79	4.7	66
	2014							8	10	13	23	17	29	69	4.2	52
	2015	4	8	3	8	11	15	8	16	6	16	22	31	69	4.2	49
35) There was a sense of community in my program.	2010							7	11	14	20	19	29	68	4.2	118
	2011							8	13	15	20	17	27	64	4.0	71
	2012							8	6	11	23	25	27	75	4.3	64
	2013							7	7	7	17	17	45	79	4.6	71
	2014							14	7	13	18	21	27	66	4.1	56
	2015	8	6	2	11	11	12	16	12	4	22	22	24	68	3.9	50
36) Fellow students demonstrated high academic abilities.	2010							1	3	4	19	33	40	92	5.0	115
	2011							3	10	10	17	29	31	77	4.5	70
	2012							2	3	5	26	32	32	91	4.8	65
	2013							1	1	7	20	26	43	90	5.0	69
	2014							10	3	9	16	31	31	78	4.5	58
	2015	1	1	5	7	13	23	2	2	10	14	26	46	86	5.0	50
37) Faculty reflected a diversity of backgrounds and experiences.	2010							2	7	14	13	27	38	78	4.7	118
	2011							1	1	13	25	25	34	84	4.7	71
	2012							5	5	9	25	23	34	82	4.6	65
	2013							3	6	13	13	28	38	78	4.7	69
	2014							8	7	19	20	20	25	66	4.1	59
	2015	2	2	5	8	15	18	4	4	10	16	30	36	82	4.7	50

LEARNING ENVIRONMENT (cont'd)	Year	Frequency Count						Percentage								
		1_Completely	2_Mostly Disag	3_Slightly Disag	4_Slightly Agree	5_Mostly Agree	6_Completely	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
38) Students reflected a diversity of backgrounds and experiences.	2010							1	3	9	9	31	48	88	5.1	114
	2011							0	3	5	14	33	45	92	5.1	73
	2012							3	2	6	22	31	36	89	4.8	64
	2013							1	3	7	9	25	55	88	5.2	69
	2014							2	2	21	16	25	35	75	4.6	57
	2015	1	1	1	7	20	19	2	2	2	14	41	39	94	5.1	49
39) My program was free of discrimination.	2010							3	3	10	5	17	63	85	5.2	110
	2011							3	2	8	6	24	58	88	5.2	66
	2012							3	5	5	10	20	57	87	5.1	61
	2013							1	1	7	10	24	55	90	5.2	67
	2014							7	2	20	11	20	39	70	4.5	54
	2015	6	0	4	5	10	25	12	0	8	10	20	50	80	4.8	50

Resources

RESOURCES	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
41) The college/program had adequate resources to support learning.	2010							5	6	9	22	20	38	80	4.6	120
	2011							3	7	16	17	20	36	73	4.5	69
	2012							8	6	8	31	19	29	79	4.3	65
	2013							9	13	11	13	19	36	67	4.3	70
	2014							24	9	10	14	17	26	57	3.7	58
	2015	1	3	4	6	20	15	2	6	8	12	41	31	84	4.8	49
42) Program staff was caring and helpful.	2010							1	1	7	19	20	53	91	5.1	122
	2011							3	10	6	23	25	34	82	4.6	71
	2012							3	5	6	15	26	45	86	4.9	65
	2013							1	3	10	10	21	55	86	5.1	71
	2014							2	5	8	19	20	46	85	4.9	59
	2015	3	1	2	5	18	19	6	2	4	10	38	40	88	4.9	48

RESOURCES (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
43) Gottesman Libraries services were adequate.	2010							0	3	6	18	26	48	92	5.1	122
	2011							0	6	6	16	29	44	89	5.0	70
	2012							2	3	5	16	36	39	91	5.0	64
	2013							0	4	4	14	27	50	91	5.1	70
	2014							3	5	7	16	22	47	84	4.9	58
	2015	0	2	1	3	19	24	0	4	2	6	39	49	94	5.3	49
44) Classroom facilities were adequate.	2010							2	8	11	27	27	25	79	4.4	123
	2011							0	19	14	28	22	17	67	4.0	69
	2012							6	12	11	23	23	25	71	4.2	65
	2013							3	4	8	21	32	31	85	4.7	71
	2014							5	5	15	31	15	29	75	4.3	59
	2015	3	4	4	6	15	17	6	8	8	12	31	35	78	4.6	49
45) Specialized facilities (labs, studios, etc.) and equipment were adequate.	2010							2	2	11	30	25	31	85	4.7	101
	2011							2	3	10	34	29	21	84	4.5	58
	2012							2	9	4	39	23	23	86	4.4	56
	2013							0	6	9	11	42	32	85	4.8	53
	2014							4	13	11	23	19	30	72	4.3	47
	2015	1	3	3	6	17	15	2	7	7	13	38	33	84	4.8	45
46) Information technology and media resources were adequate.	2010							1	4	9	25	24	37	86	4.8	115
	2011							1	9	12	25	25	29	79	4.5	69
	2012							2	5	10	22	35	27	83	4.6	60
	2013							3	5	3	20	34	35	89	4.8	65
	2014							4	4	15	22	29	27	78	4.5	55
	2015	1	2	2	8	17	17	2	4	4	17	36	36	89	4.9	47

Student Support Services

OFFICES (Student Support Services)	Year	Frequency Count						Percentage								
		1_Completely Unhelpful	2_Mostly Unhelpful	3_Slightly Unhelpful	4_Slightly Helpful	5_Mostly Helpful	6_Completely Helpful	1_Completely Unhelpful	2_Mostly Unhelpful	3_Slightly Unhelpful	4_Slightly Helpful	5_Mostly Helpful	6_Completely Helpful	(4+5+6) percent	Mean	n
Q48-Q51 : As a student, how helpful did you find the following student support services?																
48) Office of the Registrar	2010							3	10	15	21	20	32	73	4.4	121
	2011							4	10	11	29	26	20	75	4.2	70
	2012							6	5	22	23	25	20	68	4.2	65
	2013							3	9	13	26	25	25	75	4.3	69
	2014	5	9	7	12	16	10	8	15	12	20	27	17	64	3.9	59
	2015	0	3	4	9	20	11	0	6	9	19	43	23	85	4.7	47
49) Financial Aid Office	2010							7	7	16	22	20	29	71	4.3	92
	2011							11	11	9	23	21	26	70	4.1	57
	2012							15	7	15	26	24	15	64	3.8	55
	2013							14	5	15	20	17	29	66	4.1	59
	2014	8	6	4	10	11	9	17	13	8	21	23	19	63	3.8	48
	2015	0	3	5	5	14	12	0	8	13	13	36	31	79	4.7	39
50) Student Accounts	2010							4	4	21	19	21	31	71	4.4	114
	2011							3	7	16	21	27	25	73	4.4	67
	2012							3	7	115	31	29	16	76	4.2	62
	2013							5	5	13	26	30	21	77	4.3	61
	2014	7	5	7	11	12	13	13	9	13	20	22	24	65	4.0	55
	2015	0	2	3	10	20	10	0	4	7	22	44	22	89	4.7	45
51) Career Services	2010							12	13	15	22	22	17	60	3.8	60
	2011							10	21	24	21	10	14	45	3.4	29
	2012							17	23	10	13	17	20	50	3.5	30
	2013							18	18	15	18	21	10	49	3.4	39
	2014	10	2	3	7	6	2	33	7	10	23	20	7	50	3.1	30
	2015	2	3	1	9	10	5	7	10	3	30	33	17	80	4.2	30
52) Office of Doctoral Studies	2010							1	6	7	13	16	57	86	5.1	122
	2011							7	3	8	14	54	5	73	4.9	72
	2012							5	6	9	17	23	41	80	4.7	66
	2013							3	6	6	19	23	44	86	4.9	70
	2014	2	3	12	6	11	25	3	5	20	10	19	42	71	4.6	59
	2015	0	2	1	5	17	24	0	4	2	10	35	49	94	5.2	49

Overall Satisfaction

OVERALL SATISFACTION	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
54) Overall, my program met my expectations.	2010							5	4	13	24	34	20	78	4.4	119
	2011							4	4	11	25	33	22	80	4.5	72
	2012							3	9	8	21	33	26	80	4.5	66
	2013							4	0	7	20	34	34	89	4.8	70
	2014	4	3	5	14	22	10	7	5	9	24	38	17	79	4.3	58
	2015	0	6	9	19	43	23	4	4	16	8	34	34	76	4.7	50
55) I learned a lot in my program.	2010							2	1	7	19	20	51	90	5.1	121
	2011							3	3	4	12	32	46	90	5.1	72
	2012							2	2	5	9	32	52	92	5.2	66
	2013							1	3	3	8	27	58	93	5.3	71
	2014	2	1	4	7	14	30	3	2	7	12	24	52	88	5.1	58
	2015	0	8	13	13	36	31	0	4	8	12	26	50	88	5.1	50
56) I am satisfied with my overall experience at Teachers College.	2010							3	9	10	17	29	31	77	4.5	119
	2011							4	3	10	19	35	29	83	4.7	72
	2012							3	5	9	17	33	33	83	4.7	66
	2013							3	3	3	19	32	41	91	5.0	69
	2014	4	2	4	11	21	17	7	3	7	19	36	29	83	4.6	59
	2015	0	4	7	22	44	22	8	10	8	6	33	35	73	4.5	49
57) Tuition paid was a worthwhile investment.	2010							8	8	21	23	19	22	64	4.0	117
	2011							9	10	16	23	22	20	65	4.0	69
	2012							5	11	16	22	25	21	68	4.1	63
	2013							5	14	9	25	25	22	72	4.2	64
	2014	10	3	6	12	8	10	20	6	12	24	16	20	61	3.7	49
	2015	7	10	3	30	33	17	11	6	19	19	23	21	64	4.0	47

OVERALL SATISFACTION (cont'd)	Year	Frequency Count						Percentage								
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree	(4+5+6) percent	Mean	n
58) I would choose my program at TC again, if I could start over.	2011							10	6	13	12	20	39	71	4.4	69
	2012							5	9	5	19	22	41	81	4.7	59
	2013							3	6	0	17	19	55	91	5.1	69
	2014	4	7	5	5	8	26	7	13	9	9	15	47	71	4.5	55
	2015	0	4	2	10	35	49	23	8	8	6	21	33	60	3.9	48
59) I would recommend my program at TC to others.	2011							13	8	13	13	21	32	66	4.2	71
	2012							9	6	12	19	17	37	72	4.4	65
	2013							6	9	9	16	21	39	76	4.5	67
	2014	6	5	6	13	8	18	11	9	11	23	14	32	70	4.18	56
	2015	9	3	2	5	16	14	18	6	4	10	33	29	71	4.2	49

APPENDIX B

Characteristics of Respondents, 2012 – 2015

CHARACTERISTICS OF DOCTORAL RESPONDENTS	Number of Respondents				Percent of Respondents			
	2012	2013	2014	**2015**	2012	2013	2014	**2015**
Departments								
Arts & Humanities	13	17	6	**8**	19%	24%	10%	**13%**
Biobehavioral Sciences	1	3	1	**2**	2%	4%	2%	**3%**
Counseling & Clinical Psychology	1	3	5	**6**	2%	4%	9%	**10%**
Curriculum & Teaching	5	3	5	**5**	8%	4%	9%	**8%**
Education Policy & Social Analysis	0	5	3	**2**	0%	7%	5%	**3%**
Health & Behavior Studies	7	10	2	**13**	10%	14%	3%	**22%**
Human Development	5	2	5	**1**	8%	3%	9%	**2%**
Interdisciplinary Studies	0	0	0	**0**	0%	0%	0%	**0%**
International & Transcultural Studies	8	7	6	**2**	12%	10%	10%	**3%**
Mathematics, Science & Technology	13	8	10	**8**	18%	11%	17%	**13%**
Organization & Leadership	15	12	12	**13**	22%	17%	21%	**22%**
Other Areas of Interest	0	1	3	**0**	0%	1%	5%	**0%**
Unknown department	0	0	0	**0**	0%	0%	0%	**0%**
Total number of respondents	**67**	**71**	**58**	**60**	**100%**	**100%**	**100%**	**100%**
Degree								
Ed.D.	39	41	28	**37**	58%	58%	48%	**62%**
Ed.D.C.T.	2	5	1	**1**	3%	7%	2%	**2%**
Ph.D.	26	24	29	**22**	39%	34%	50%	**37%**
Unknown degree	0	0	0	**0**	0%	0%	0%	**0%**
Total number of respondents	**67**	**71**	**58**	**60**	**100%**	**100%**	**100%**	**100%**
Gender								
Female	54	48	38	**44**	81%	68%	66%	**73%**
Male	13	23	20	**16**	19%	32%	34%	**27%**
Unknown gender	0	0	0	**0**	0%	0%	0%	**0%**
Total number of respondents	**67**	**71**	**58**	**60**	**100%**	**100%**	**100%**	**100%**
Age								
26-30	1	5	8	**9**	2%	7%	14%	**15%**
31-35	23	23	16	**16**	35%	33%	28%	**27%**
36-40	17	14	12	**11**	26%	20%	21%	**19%**
41-45	11	8	7	**7**	17%	11%	12%	**12%**
46-50	13	20	2	**2**	20%	29%	3%	**3%**
above 50	0	1	13	**14**	0%	1%	22%	**24%**
Unknown Age	0	0	0	**1**	0%	0%	0%	**<1%**
Total number of respondents	**67**	**71**	**58**	**60**	**100%**	**100%**	**100%**	**100%**

CHARACTERISTICS OF DOCTORAL RESPONDENTS (cont'd)	Number of Respondents				Percent of Respondents			
	2012	2013	2014	**2015**	2012	2013	2014	**2015**
Citizenship								
U.S. citizen	54	49	43	**50**	81%	69%	74%	**83%**
Citizens of Other Nations	13	22	12	**10**	19%	31%	21%	**17%**
US territory	0	0	1	**0**	0%	0%	2%	**0%**
Unknown citizenship	0	0	2	**0**	0%	0%	3%	**0%**
Total number of respondents	**67**	**71**	**58**	**60**	**100%**	**100%**	**100%**	**100%**
Residence								
Foreigner	13	22	11	**9**	19%	31%	19%	**15%**
New York Resident	27	31	25	**27**	40%	44%	43%	**46%**
Non-New York Resident	27	18	20	**23**	40%	25%	35%	**39%**
Unknown residence	0	0	2	**1**	0%	0%	3%	**<1%**
Total number of respondents	**67**	**71**	**58**	**60**	**100%**	**100%**	**100%**	**100%**
Race/Ethnicity								
African American	18	4	4	**7**	18%	56%	7%	**12%**
Asian/ Pacific Islander	7	9	6	**5**	10%	13%	10%	**8%**
White (of European, Middle Eastern, or North African)	34	35	34	**26**	51%	49%	59%	**43%**
Latino or Hispanic American	6	10	4	**3**	9%	14%	7%	**5%**
Foreign	0	9	5	**10**	0%	13%	9%	**17%**
Two or more races	0	0	1	**0**	0%	0%	2%	**0%**
Unknown race/ethnicity	8	0	4	**9**	12%	0%	7%	**15%**
Total number of respondents	**67**	**71**	**58**	**60**	**100%**	**100%**	100%	**100%**
Grad Date								
Oct2013			6	**8**			10%	**13%**
Feb2014			8	**5**			14%	**8%**
May2014			44	**47**			76%	**78%**
Total number of respondents			**58**	**60**			**100%**	**100%**

APPENDIX C

Response Rates By Department and Program, 2011 - 2015

PROGRAMS BY DEPARTMENT	2011			2012			2013			2014			2015		
	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate
Arts and Humanities	50	15	30%	42	13	31%	26	17	65%	26	9	35%	39	8	21%
Applied Linguistics	5	1	20%	1	0	0%	0	0	0%	0	0	0%	1	0	0%
Art and Art Education	17	7	41%	8	3	38%	2	2	100%	1	0	0%	8	2	25%
English Education	na	na	na	na	na	na	na	na	na	na	na	na	3	0	0%
History and Education	1	0	0%	5	1	20%	1	0	0%	0	0	0%	1	0	0%
Music and Music Education	14	4	29%	10	4	40%	9	6	67%	10	4	40%	10	2	20%
Philosophy and Education	2	0	0%	9	3	33%	1	1	100%	8	3	38%	6	2	33%
Religion and Education	1	1	100%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Teaching of English	8	2	25%	6	2	33%	6	3	50%	3	1	33%	7	2	29%
Teaching of Social Studies	2	0	0%	3	0	0%	5	4	80%	3	1	33%	3	0	0%
TESOL	0	0	0%	0	0	0%	2	1	50%	1	0	0%	0	0	0%
Biobehavioral Studies	5	1	20%	3	1	33%	5	3	60%	4	2	50%	8	2	25%
Applied Physiology	0	0	0%	0	0	0%	0	0	0%	1	1	100%	2	0	0%
Physical Education	1	1	100%	1	1	100%	1	1	100%	0	0	0%	3	1	33%
Motor Learning	3	0	0%	1	0	0%	0	0	0%	0	0	0%	0	0	0%
Movement Science and Education	0	0	0%	0	0	0%	3	2	67%	0	0	0%	1	1	100%
Speech and Language Pathology	0	0	0%	1	0	0%	1	0	0%	3	1	33%	2	0	0%
Counseling and Clinical Psychology	26	1	4%	34	1	3%	11	3	27%	12	1	8%	26	6	23%
Clinical Psychology	15	1	7%	17	0	0%	6	1	17%	6	0	0%	14	4	29%
Counseling Psychology	11	0	0%	17	1	100%	5	2	40%	6	1	17%	12	2	17%
Curriculum and Teaching	15	4	27%	13	5	38%	5	3	60%	15	5	33%	20	5	25%
Curriculum and Teaching	11	3	27%	10	4	40%	5	3	60%	12	3	25%	19	5	26%
Early Childhood Education	2	0	0%	3	1	33%	0	0	0%	2	2	100%	1	0	0%
Gifted Education	1	1	100%	0	0	0%	0	0	0%	1	0	0%	0	0	0%
Education Policy & Social Analysis	0	0	0%	0	0	0%	13	5	38%	9	5	56%	14	2	14%
Economics and Education	8	3	38%	4	3	75%	10	5	50%	6	3	50%	6	0	0%
Leadership Policy and Politics	na	na	na	na	na	na	na	na	na	3	2	67%	0	0	0%
Education Policy	na	na	na	na	na	na	na	na	na	na	na	na	2	1	50%
Sociology and Education	2	0	0%	3	0	0%	2	0	0%	0	0	0%	3	1	33%
Politics and Education	4	2	50%	5	2	40%	1	1	100%	0	0	0%	3	0	0%

PROGRAMS BY DEPARTMENT (cont'd)	2011			2012			2013			2014			2015		
	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate	# Surveyed	# Responded	Response Rate
Health and Behavior Studies	38	15	39%	36	7	19%	30	10	33%	23	3	13%	46	13	28%
Administration of Spec Ed Programs	2	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Applied Behavior Analysis	4	1	25%	6	1	17%	4	0	0%	5	0	0%	6	0	0%
Behavioral Nutrition	1	0	0%	2	1	50%	0	0	0%	2	0	0%	1	0	0%
Blindness & Visual Impairment	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Cross-Categorical Studies	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Health Education	9	4	44%	15	3	20%	8	6	75%	9	1	11%	20	8	40%
Intellectual Disabilities/ Autism	5	2	40%	2	1	50%	2	0	0%	2	1	50%	3	0	0%
Learning Disabilities	1	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Nursing Education	4	3	75%	2	0	0%	1	1	100%	0	0	0%	3	2	67%
Nutrition Education	0	0	0%	1	1	100%	6	2	33%	1	0	0%	2	2	100%
Nutrition and Public Health	1	1	100%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Physical Disabilities	1	1	100%	1	0	0%	0	0	0%	0	0	0%	0	0	0%
Reading Specialist	1	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Research in Special Education	1	1	100%	0	0	0%	3	0	0%	0	0	0%	0	0	0%
Spec Ed:Cross Categorical Stud	na	na	na	na	na	na	na	na	na	na	na	na	1	0	0%
School Psychology	10	1	10%	7	0	0%	5	1	20%	4	1	25%	10	1	10%
Human Development	15	5	33%	25	5	20%	14	2	14%	12	5	42%	5	1	20%
Cognitive Studies in Education	6	2	33%	13	4	31%	7	1	14%	9	4	44%	2	1	50%
Developmental Psychology	2	1	50%	5	1	20%	0	0	0%	2	1	50%	3	0	0%
Measurement and Evaluation	5	2	40%	4	0	0%	7	1	14%	1	0	0%	0	0	0%
International and Transcultural	29	11	38%	32	8	25%	14	7	50%	22	6	27%	16	2	13%
Anthropology and Education	1	0	0%	1	1	100%	7	3	43%	7	3	43%	3	1	33%
Applied Anthropology (w/ GSAS)	5	1	20%	7	1	14%	0	0	0%	6	0	0%	5	0	0%
Comparative & International Ed	2	1	50%	9	2	22%	7	4	57%	1	1	100%	5	0	0%
International Ed Development	13	6	46%	11	1	9%	0	0	0%	8	2	25%	3	1	33%
Mathematics, Science and Technology	31	8	26%	32	12	38%	20	8	40%	27	8	30%	39	8	21%
Communication	2	1	50%	3	0	0%	9	5	56%	1	0	0%	5	5	100%
Instructional Technology and Media	9	3	33%	10	6	60%	0	0	0%	3	0	0%	6	0	0%
Mathematics Education	17	2	12%	12	4	33%	8	3	38%	16	5	31%	17	2	12%
Science Education	3	2	66%	7	2	29%	3	0	0%	9	3	33%	11	1	9%
Organization and Leadership	39	16	41%	57	15	26%	20	12	60%	28	10	36%	45	13	29%
AEGIS	6	3	50%	9	4	44%	0	0	0%	10	5	50%	11	0	0%
Adult Learning and Leadership	6	1	17%	8	3	38%	3	1	33%	6	3	50%	11	5	46%
Education Leadership Studies	2	1	50%	5	1	20%	4	2	50%	2	1	50%	3	3	100%
Higher & Postsecondary Education	5	3	60%	3	2	67%	4	3	75%	1	0	0%	3	0	0%
Nurse Executive	3	3	100%	10	3	30%	1	1	100%	1	0	0%	3	0	0%
Public School District Leadership	1	1	100%	0	0	0%	6	4	67%	1	0	0%	7	3	43%
Social-Organizational Psychology	6	2	33%	2	0	0%	2	1	50%	2	1	50%	5	2	40%
Urban Education Leaders Program	7	0	0%	15	0	0%	0	0	0%	5	0	0%	2	0	0%
Other Areas of Interest	na	na	na	na	na	na	5	1	20%	6	3	50%	5	0	0%
Interdisciplinary Studies in Education	4	3	75%	1	0	0%	4	1	25%	6	3	50%	5	0	0%
Family and Community Education	0	0	0%	0	0	0%	1	1	100%	0	0	0%	0	0	0%
Unknown Department											1		0	0	0
TOTAL	**248**	**76**	**31%**	**277**	**67**	**24%**	**163**	**71**	**44%**	**186**	58	**31%**	**263**	**60**	**22%**

APPENDIX D: Survey Instrument

EXIT SURVEY TEACHERS COLLEGE							
DOCTORAL GRADUATES AND GRADUATING CANDIDATES OF 2014-2015							
Academic Programs and Courses	No opinion	**Agreement Scale**					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
1) My program had a clear philosophy or focus.	no opinion	1	2	3	4	5	6
2) My program had clear requirements.	no opinion	1	2	3	4	5	6
3) My program provided a well-integrated set of courses.	no opinion	1	2	3	4	5	6
4) My program provided a good variety of courses.	no opinion	1	2	3	4	5	6
5) I was able to register for courses I needed with few conflicts.	no opinion	1	2	3	4	5	6
6) I had flexibility to choose courses based on my life or career goals.	no opinion	1	2	3	4	5	6
7) My program provided a solid theoretical foundation in my discipline.	no opinion	1	2	3	4	5	6
8) Course content was relevant to my life or career goals.	no opinion	1	2	3	4	5	6
9) Most courses were academically rigorous.	no opinion	1	2	3	4	5	6
10) Comments about your program curriculum or courses.							
Instruction / Training	No opinion	**Agreement Scale**					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
11--18) I had adequate training/ opportunities to develop skills in:							
11) … oral communication and presentation.	no opinion	1	2	3	4	5	6
12) … writing proposals for funding.	no opinion	1	2	3	4	5	6
13) … preparing articles for publication.	no opinion	1	2	3	4	5	6
14) … conducting independent research or scholarship.	no opinion	1	2	3	4	5	6
15) … working in collaborative groups.	no opinion	1	2	3	4	5	6
16) … information technology and media.	no opinion	1	2	3	4	5	6
17) … teaching or pedagogy.	no opinion	1	2	3	4	5	6
18) … project management.	no opinion	1	2	3	4	5	6
19) Quality of instruction in most classes was adequate	no opinion	1	2	3	4	5	6
20) Comments about instruction in your program.							
Dissertation Advisement	No opinion	**Agreement Scale**					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
21-25) My dissertation advisor:							
21) … was knowledgeable about degree requirements.	no opinion	1	2	3	4	5	6
22) … was available for consultation when needed.	no opinion	1	2	3	4	5	6
23) … encouraged or supported my research ideas.	no opinion	1	2	3	4	5	6
24) … gave me constructive feedback on my work.	no opinion	1	2	3	4	5	6
25) … returned my work promptly.	no opinion	1	2	3	4	5	6
26) My program provided accurate information about program requirements.	no opinion	1	2	3	4	5	6
27) Comments about advisement in your program.							

Learning Environment	No opinion	Agreement Scale					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
28) My program was intellectually stimulating.	no opinion	1	2	3	4	5	6
29) Faculty were scholarly and professionally competent.	no opinion	1	2	3	4	5	6
30) Faculty were usually available after class and/or during office hours.	no opinion	1	2	3	4	5	6
31) Faculty respected student opinions or ideas that differed from their own.	no opinion	1	2	3	4	5	6
32) Faculty cared about students as individuals.	no opinion	1	2	3	4	5	6
33) Faculty treated all students fairly.	no opinion	1	2	3	4	5	6
34) My program was responsive to student feedback.	no opinion	1	2	3	4	5	6
35) There was a sense of community in my program.	no opinion	1	2	3	4	5	6
36) Fellow students demonstrated high academic abilities.	no opinion	1	2	3	4	5	6
37) Faculty reflected a diversity of backgrounds and experiences.	no opinion	1	2	3	4	5	6
38) Students reflected a diversity of backgrounds and experiences.	no opinion	1	2	3	4	5	6
39) My program was free of discrimination.	no opinion	1	2	3	4	5	6
40) Comments about the learning environment in your program.							
Resources	No opinion	Agreement Scale					
		1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
41) The college/program had adequate resources to support learning.	no opinion	1	2	3	4	5	6
42) Program staff was caring and helpful.	no opinion	1	2	3	4	5	6
43) Gottesman Libraries services were adequate.	no opinion	1	2	3	4	5	6
44) Classroom facilities were adequate.	no opinion	1	2	3	4	5	6
45) Specialized facilities (labs, studios, etc.) and equipment were adequate.	no opinion	1	2	3	4	5	6
46) Information technology and media resources were adequate.	no opinion	1	2	3	4	5	6
47) Comments about college or program resources.							
Student Support Services	Did Not Use	Helpfulness Scale					
As a student, how helpful did you find the following student support services?		1_Completely Unhelpful	2_Mostly Unhelpful	3_Slightly Unhelpful	4_Slightly Helpful	5_Mostly Helpful	6_Completely Helpful
48) Office of the Registrar	Did Not Use	1	2	3	4	5	6
49) Financial Aid Office	Did Not Use	1	2	3	4	5	6
50) Student Accounts	Did Not Use	1	2	3	4	5	6
51) Career Services	Did Not Use	1	2	3	4	5	6
52) Office of Doctoral Studies	Did Not Use	1	2	3	4	5	6
53) Comments you may have about other offices, or student support services in general.							
Overall Satisfaction	Don't Know	1_Completely Disagree	2_Mostly Disagree	3_Slightly Disagree	4_Slightly Agree	5_Mostly Agree	6_Completely Agree
54) Overall, my program met my expectations.	Don't know	1	2	3	4	5	6
55) I learned a lot in my program.	Don't know	1	2	3	4	5	6
56) I am satisfied with my overall experience at Teachers College.	Don't know	1	2	3	4	5	6
57) Tuition paid was a worthwhile investment.	Don't know	1	2	3	4	5	6
58) I would choose my program at TC again, if I could start over.	Don't know	1	2	3	4	5	6
59) I would recommend my program at TC to others.	Don't know	1	2	3	4	5	6
60) Other comments not mentioned anywhere above that you would like to add. Feedback on this questionnaire is also welcome.							