

November 15, 2009



2009 Exit Survey Executive Summary

The Teachers College Exit Survey was designed in 2006 to solicit graduating students' feedback, first, on what they value most highly in the educational environment, and, second, on how well the College or individual programs meet students' expectations. The current version of the survey includes 64 statements about five areas of the educational experience—academic programs, instruction, academic advising, learning environment, and resources. Survey participants were asked to rate each statement on the importance scale from scarcely important (1) to very important (4) and on the agreement scale from disagree strongly (1) to agree strongly (4). In 2009, 530 students completed the survey (29% response rate).

Students' Priorities 2009

The statements that were rated as very important by at least 70% of respondents were identified as students' priorities. In 2009, there were 25 such statements. The list of the 25 statements is shown in the table on the right. Most of the priority statements were related to academic programs, academic advising, and learning environment. There were two additional statements on the 2009 list which were not on the 2008 list— usefulness of faculty feedback and adequacy of financial aid.

The percentages of respondents who agreed or agreed strongly with the priority statements indicate that the majority (57%-89%) were satisfied with the quality of their educational experience. Generally, respondents appeared to be more satisfied with the quality of their learning environment (71%-88%) and of their academic programs (74%-89%) than with the quality of academic advising and student support services. Only 41% agreed that adequate financial aid was available for students in their program.

Statement	% Very Important	% Agree
My internship experience contributed to my academic development.	85	89
My internship ... site was conducive to my learning and professional development.	83	86
I got to apply what I learned ... to real-life situations during my internship.	83	81
I got to practice a variety of professional skills during my internship.	82	85
Course content was applicable to my anticipated work in the field.	77	75
Courses were offered frequently enough ... to complete my degree requirements ...	76	77
Program requirements were relevant to my anticipated work in the field.	73	74
My supervisor guided me during my internship.	70	74
My supervisor regularly evaluated my performance during internship.	70	74
My academic advisor was approachable.	77	76
I knew what I had to do to meet program and degree requirements.	76	71
My academic advisor was knowledgeable about program requirements.	76	73
I received accurate information about program and degree requirements.	75	67
My program provided good academic advisement.	74	57
My academic advisor helped me to complete my program as planned.	74	67
Program and degree requirements were clearly explained to me.	71	62
My program faculty were scholarly and professionally competent.	82	87
My program was an intellectually stimulating place.	82	82
My program faculty treated students with respect.	81	88
My program faculty treated all students fairly.	79	83
My program was free of discrimination with regard to gender, race, creed ...	76	88
My program faculty were fair and unbiased in assessing/ grading student work.	75	88
My program faculty cared about professional welfare and development of students	72	71
My program faculty gave me helpful feedback on assignments.	71	73
Adequate financial aid was available for students in my program.	80	41

Performance Gaps: Strengths and Challenges

We followed a Noel-Levitz's (2006) approach to identify the areas of strengths and challenges. Students' ratings of each of the 64 statements were averaged to produce an importance score and an agreement score. A performance gap was calculated by subtracting the agreement score from the importance score. A larger performance gap indicates that the College and programs did not meet students' expectations; a smaller gap indicates that the College or programs did a relatively better job of meeting expectations.

Strengths

Strengths were defined as the statements that were rated as very important by at least 70% of respondents and had a performance gap of 0.2 or smaller.

The following statements were identified as strengths by our respondents in 2009:

- My internship contributed to my academic development.
- My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.

The College and programs met or were close to meeting students' expectations in the following areas as well (medium importance and small performance gap):

- Students of diverse backgrounds and different experiences were encouraged to participate in class.
- Class activities/assignments encouraged reflection and critical thinking.

Challenges

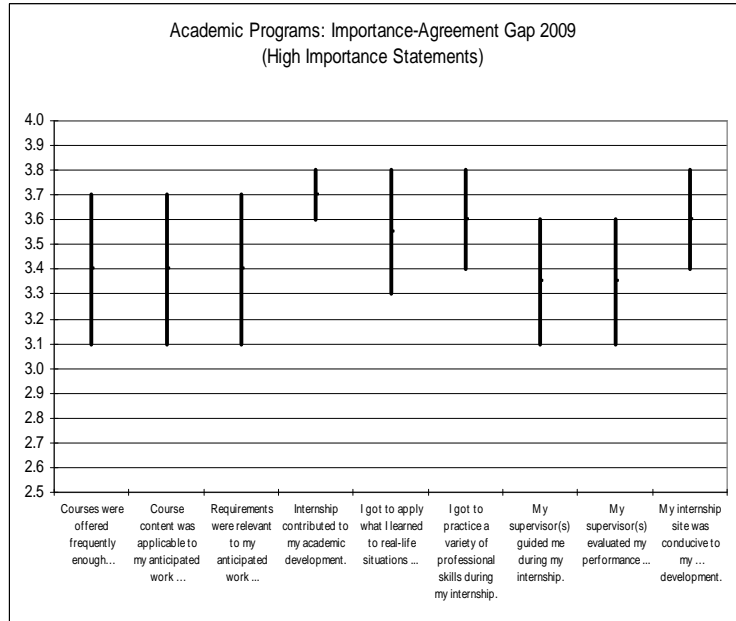
Challenges were defined as the statements that were rated as very important by at least 70% of respondents and had a performance gap of 0.5 or larger.

The following statements were identified as challenges by our respondents in 2009:

- Courses were offered frequently enough that I was able to complete my degree requirements as planned.
- Course content was applicable to my anticipated work in the field.
- Program requirements were relevant to my anticipated work in the field.
- I got to apply what I learned in my courses to real-life situations during my internship.
- My supervisor guided me during my internship.
- My supervisor regularly evaluated my performance during internship.
- My program provided good academic advisement.
- I received accurate information about program and degree requirements.
- Program and degree requirements were clearly explained to me.
- I knew what I had to do to meet program and degree requirements.
- My academic advisor was approachable.
- My academic advisor was knowledgeable about program requirements.
- My academic advisor helped me to complete my program as planned.
- My program was an intellectually stimulating place.
- My program faculty treated all students fairly.
- My program faculty cared about professional welfare and development of students.
- My program faculty gave me helpful feedback on assignments.
- Adequate financial aid was available for students in my program.

Academic Programs

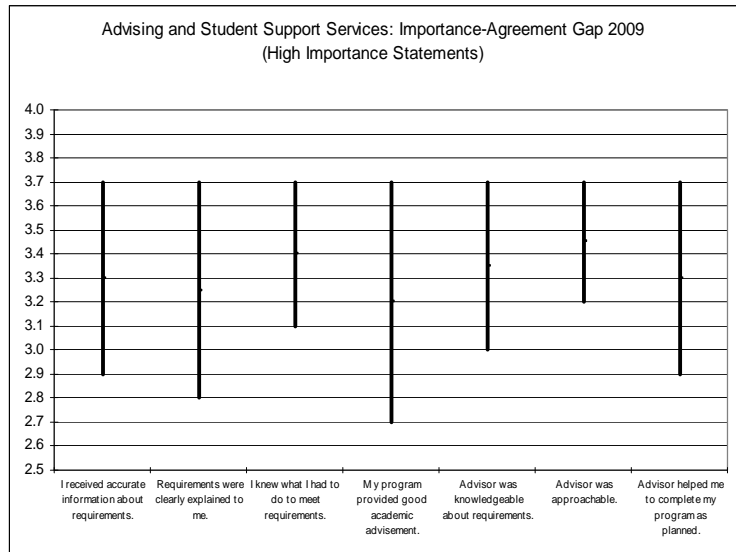
Nine of the 18 statements related to the area of academic programs were on the 2009 priority list. The statement about internship contribution to student academic development had a small gap of 0.2, indicating that students' expectations were close to being met. The six statements about frequency of courses, relevance of course content and program requirements, and quality of supervision during internship had gaps of 0.5 or larger, indicating that programs did not meet students' expectations. The performance gaps are shown graphically on the right: the top of each vertical bar represents the importance scale mean score, and the bottom of each bar represents the agreement scale mean score.



Academic Advising

All statements in the area of academic advising and student support services had performance gaps of 0.5 or larger, making it a challenge area for the College and programs. Seven of the 10 statements were on the students' priority list. The general statement about quality of academic advising had a gap of 1.1, the second largest gap in the survey.

Additionally, although not on the priority list, respondents' expectations about quality of student support services were far from being met with a performance gap of 0.9.

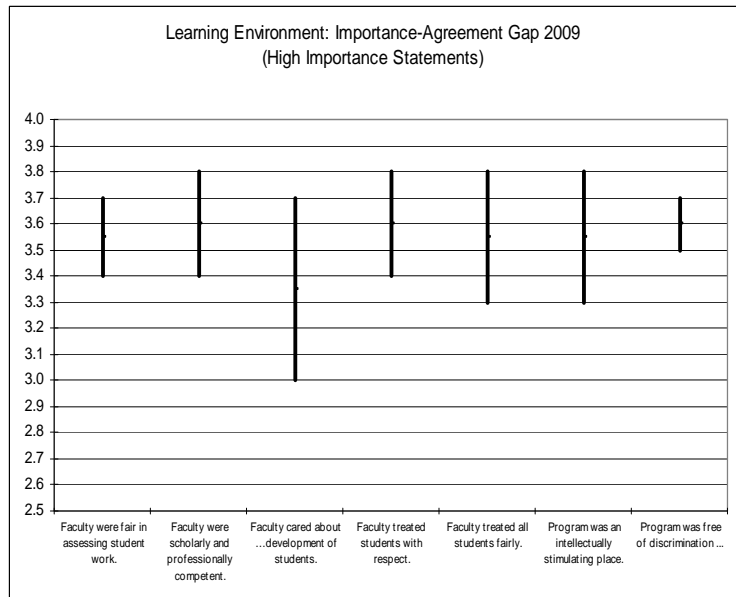


Learning Environment

Seven of the 18 statements related to the area of learning environment were among students' priorities. One of these—*My program was free of discrimination*—could be considered a strength with a performance gap of 0.2. Three statements with gaps of 0.5 or larger indicate that these are the areas where improvements may be necessary to meet students' expectations.

While not on the priority list, respondents' expectations regarding student support of each other, student diversity, and encouragement of diverse student participation in class were close to being met (gaps of 0.2 or smaller). On the other hand, expectations regarding faculty accessibility, faculty-student communication, and program receptivity to student input were far from being met (gaps of 0.5 or larger).

All statements related to diversity and non-discrimination (diversity of faculty and students, non-discrimination, and encouragement of diverse student participation in class) had performance gaps of 0.1 to 0.4. However, these results ought to



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Learning Environment (continued)

be considered with caution given the small proportion of minority respondents. In 2009, 6.2% of respondents were African American, 7.6% Latino/a or Hispanic American, 1.4% American Indian or Alaskan Native, 13.4% Asian, and 61.2% White. An analysis of variance showed a significant differ-

ence between White and non-White respondents in their composite diversity scores—White respondents tended to evaluate diversity more positively than did non-White respondents.

Instruction

Consistent with the findings from the 2007 and 2008 surveys, the area of instruction appeared to be of lower importance for respondents than the areas of academic program, academic advising, or learning environment. Only one of the 18 statements related to the area of instruction—*My faculty gave me helpful feedback on assignments*—was on the 2009 priority list. The performance gap of 0.7 indicated that the College and program performance in this area fell short of students' expectations.

The gap analysis of other statements showed that there is still work to be done to meet respondents' expectations about faculty teaching styles and appropriateness of class activities and assignments (0.5-0.6 performance gaps). On the other hand, respondents' expectations about diversity of assessment methods, opportunities for critical thinking and reflection, and opportunities for development of research skills were close to being met (0.1-0.2 performance gaps). Finally, program emphasis on teamwork and collaboration and the use of technology in instruction exceeded respondents' expectations with performance gaps of negative 0.1-0.3.

If you would like to learn more about the Exit Survey or about the Office of Accreditation and Assessment, please contact us by mail, phone, or e-mail.

We appreciate any comments or suggestions!

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Resources

Availability of adequate financial aid was of high importance to respondents. The performance gap of 1.6, the largest performance gap in the entire survey, suggests that this area need some close attention of the College and programs.

Although not on the students' priority list, library resources and services were very important for 66% of respondents (medium importance) and they fell slightly short of respondents' expectations with the performance gap of 0.4.