September 1, 2012

Teachers College Columbia University

Exit Survey 2012: Master's Graduates

AUTHORED BY: OFFICE OF ACCREDITATION AND ASSESSMENT

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The Teachers College Exit Survey is designed to solicit graduating students' feedback on what they value most in their educational experience and how well the College and individual programs meet their expectations. In 2012, we received 450 completed surveys out of the 1915 sent to all master's graduates (23% response rate). The response rates for 2011 and 2010 were 22% and 29%, respectively.

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

Student Priorities

All but five statements were rated as important by the majority of respondents with the mean ratings of above 5.0 on a six-point scale. Consistent with the previous two years, the five statements that were rated lowest in importance referred to regular assessment of students' academic performance; opportunities to develop research skills; opportunities for teamwork and collaboration; opportunities to learn new media and technology; and instructors' use of technology and media in class. The statements rated highest in importance (mean ratings above 5.5 in 2012) are shown in the table below.
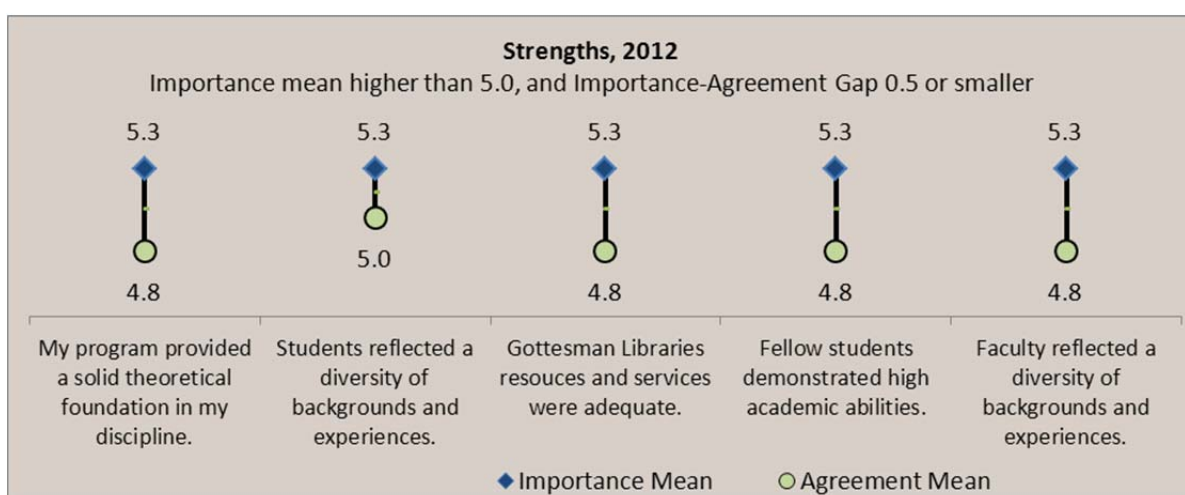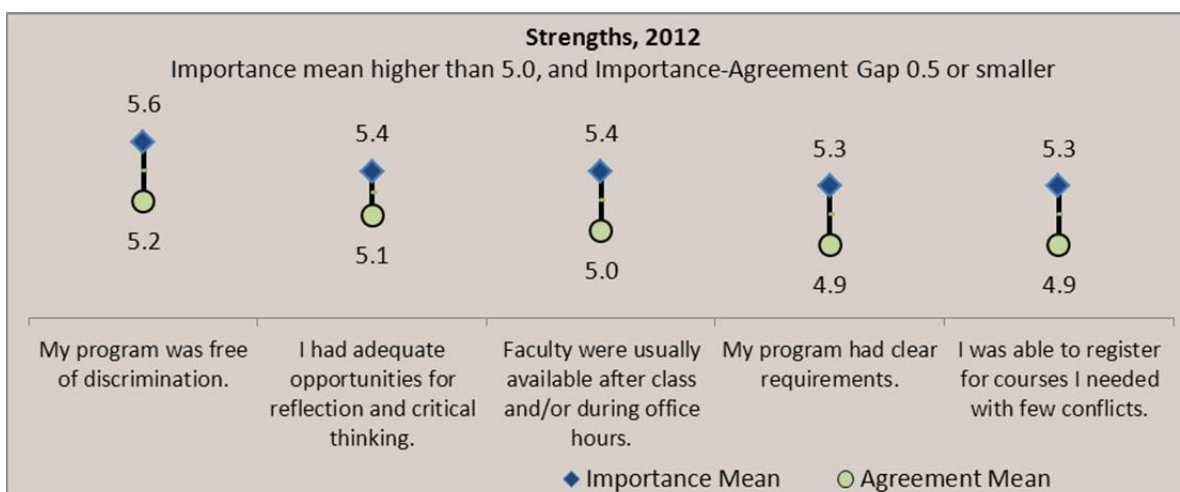
Statements	% Very Important (6)			Importance Mean		
	2010	2011	2012	2010	2011	2012
My academic program was excellent.	83	82	85	5.8	5.8	5.8
Quality of instruction in most classes was excellent.	81	82	83	5.8	5.8	5.8
My program was an intellectually stimulating place.	73	79	77	5.7	5.7	5.7
Faculty were scholarly and professionally competent.	77	77	77	5.7	5.7	5.7
Adequate financial aid was available for most students.	76	72	76	5.6	5.6	5.6
Instructors used effective teaching strategies.	65	70	75	5.5	5.6	5.7
My program was free of discrimination.	75	76	75	5.6	5.7	5.6
Course content was relevant to my life or career goals	67	73	72	5.6	5.6	5.6
Faculty treated all students fairly.	65	68	70	5.6	5.5	5.6
My advisor was available when needed.	63	65	69	5.5	5.5	5.6
My program provided an effective learning environment for its students.	62	41	68	5.5	5.5	5.6
My program provided good academic advising.	66	65	67	5.5	5.5	5.5
My advisor was knowledgeable about program requirements.	66	69	67	5.5	5.6	5.5
I knew who to contact for questions about programs and services.	59	61	66	5.4	5.4	5.5
Faculty cared about students as individuals.	58	60	66	5.4	5.4	5.5
My program provided accurate information about program requirements.	64	63	65	5.5	5.5	5.5
Faculty respected student opinions or ideas that differed from their own.	58	61	64	5.4	5.5	5.5

Statements	% Very Important (6)			Importance Mean		
	2010	2011	2012	2010	2011	2012
My program was responsive to student feedback.	56	57	64	5.4	5.4	5.5
Communication between faculty and students in my program was good.	62	62	63	5.5	5.5	5.5
The College/ program had adequate resources to support learning.	63	64	63	5.5	5.5	5.5
Program staff was caring and helpful.	56	56	61	5.4	5.3	5.5

Strengths and Challenges

A performance gap was calculated by subtracting the agreement mean from the importance mean. The smaller the performance gap, the closer the College or programs were in meeting students' expectations. Challenges were defined as statements with the importance means of 5.0 and above, and with the performance gaps of 1.0 or larger; strengths were defined as statements with the importance means of 5.0 and above, and with the performance gaps of 0.5 or smaller. The tables below show the strengths and challenges as identified for the 2012 respondents; the 2010 and 2011 data are provided for comparison. The strengths and challenges identified in the 2012 data are presented graphically after the tables.

Strengths	Gap 2010	Gap 2011	Gap 2012	Importance Mean 2012	Agreement Mean 2012
My program was free of discrimination.	0.5	0.6	0.4	5.6	5.2
I had adequate opportunities for reflection and critical thinking.	0.3	0.3	0.3	5.4	5.1
Faculty were usually available after class and/or during office hours.	0.5	0.6	0.4	5.4	5.0
My program had clear requirements.	0.4	0.4	0.4	5.3	4.9
I was able to register for courses I needed with few conflicts.	0.6	0.6	0.4	5.3	4.9
My program provided a solid theoretical foundation in my discipline.	0.4	0.4	0.5	5.3	4.8
Students reflected a diversity of backgrounds and experiences.	0.3	0.4	0.3	5.3	5.0
Gottesman Libraries resources and services were adequate.	0.6	0.6	0.5	5.3	4.8
Fellow students demonstrated high academic abilities.	0.5	0.5	0.5	5.3	4.8
Faculty reflected a diversity of backgrounds and experiences.	0.7	0.7	0.5	5.3	4.8

Strengths, 2012
Importance mean higher than 5.0, and Importance-Agreement Gap 0.5 or smaller

My program was free of discrimination.	I had adequate opportunities for reflection and critical thinking.	Faculty were usually available after class and/or during office hours.	My program had clear requirements.	I was able to register for courses I needed with few conflicts.
Importance 5.6 / Agreement 5.2	Importance 5.4 / Agreement 5.1	Importance 5.4 / Agreement 5.0	Importance 5.3 / Agreement 4.9	Importance 5.3 / Agreement 4.9

◆ Importance Mean ○ Agreement Mean

Strengths, 2012
Importance mean higher than 5.0, and Importance-Agreement Gap 0.5 or smaller

My program provided a solid theoretical foundation in my discipline.	Students reflected a diversity of backgrounds and experiences.	Gottesman Libraries resouces and services were adequate.	Fellow students demonstrated high academic abilities.	Faculty reflected a diversity of backgrounds and experiences.
Importance 5.3 / Agreement 4.8	Importance 5.3 / Agreement 5.0	Importance 5.3 / Agreement 4.8	Importance 5.3 / Agreement 4.8	Importance 5.3 / Agreement 4.8

◆ Importance Mean ○ Agreement Mean

Challenges	Gap 2010	Gap 2011	Gap 2012	Importance Mean 2012	Agreement Mean 2012
My academic program was excellent	1.3	1.3	1.3	5.8	4.5
Quality of instruction in most classes was excellent.	1.2	1.3	1.1	5.8	4.7
Instructors used effective teaching strategies.	1.1	1.2	1.1	5.7	4.6
My advisor was available when needed.	1.1	1.0	1.0	5.6	4.6
Adequate financial aid was available for most students.	2.1	2.2	2.1	5.6	3.5
My program provided good academic advising.	1.7	1.5	1.5	5.5	4.0
My program was responsive to student feedback.	1.1	1.1	1.1	5.5	4.4
My program provided a good variety of courses.	1.2	1.2	1.0	5.4	4.4
The frequency of interactions with my advisor was adequate.	1.3	1.1	1.1	5.4	4.3
My advisor supported me in pursuing my life or career goals.	1.4	1.2	1.2	5.4	4.2
There was a sense of community in my program.	0.9	0.9	1.1	5.4	4.3
I had flexibility to choose courses based on my life or career goals.	1.1	1.2	1.1	5.3	4.2
Classroom facilities were adequate.	1.1	1.2	1.1	5.2	4.1

Challenges	Gap 2010	Gap 2011	Gap 2012	Importance Mean 2012	Agreement Mean 2012
My program/ advisor kept me informed about my academic progress.	1.4	1.2	1.2	5.1	3.9

Challenges, 2012
Importance mean higher than 5.0, and Importance-Agreement Gap 1.0 or larger

Challenges, 2012
Importance mean higher than 5.0, and Importance-Agreement Gap 1.0 or larger
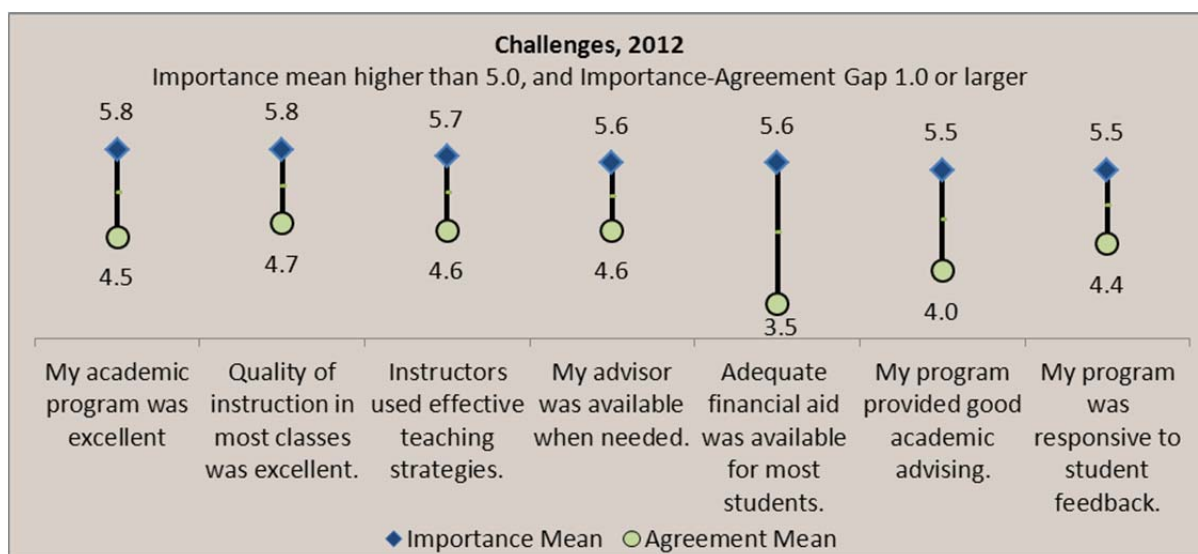
Overall Satisfaction

Similar to the previous years, over three quarters (80%-83%) of respondents were generally satisfied with their experiences at TC and felt their programs met their expectations. About two-thirds (68%-71%) stated that they would attend TC and their program if they could start over and would recommend their program to others. A majority of respondents (84%) felt they learned a lot while in the program. About two-thirds (68%) believed that tuition paid was a worthwhile investment. Mean values of questions measuring satisfaction were between 3.8 and 4.9 on a six-point scale.

Overall Satisfaction
Mean Ratings on Scales from *Low (1)* to *High (6)*

	Overall, how did your program meet your expectations?	How much did you feel you learned in your program?	Overall, how satisfied are you with your experience?	Tuition paid was a worthwhile investment.	If you could start over, would you attend TC?	If you could start over, would you choose your program at TC?	Would you recommend your program at TC to others?
2010	4.3	4.9	4.6	4.0	4.5	4.3	4.4
2011	4.2	4.9	4.5	3.8	4.4	4.5	4.3
2012	4.2	4.9	4.4	3.8	4.3	4.4	4.2

□2010   □2011   ■2012

INTRODUCTION AND OVERVIEW

The Teachers College Exit Survey is designed to solicit graduating students' feedback on what they value most in their educational experience and how well the College and individual programs meet student expectations.
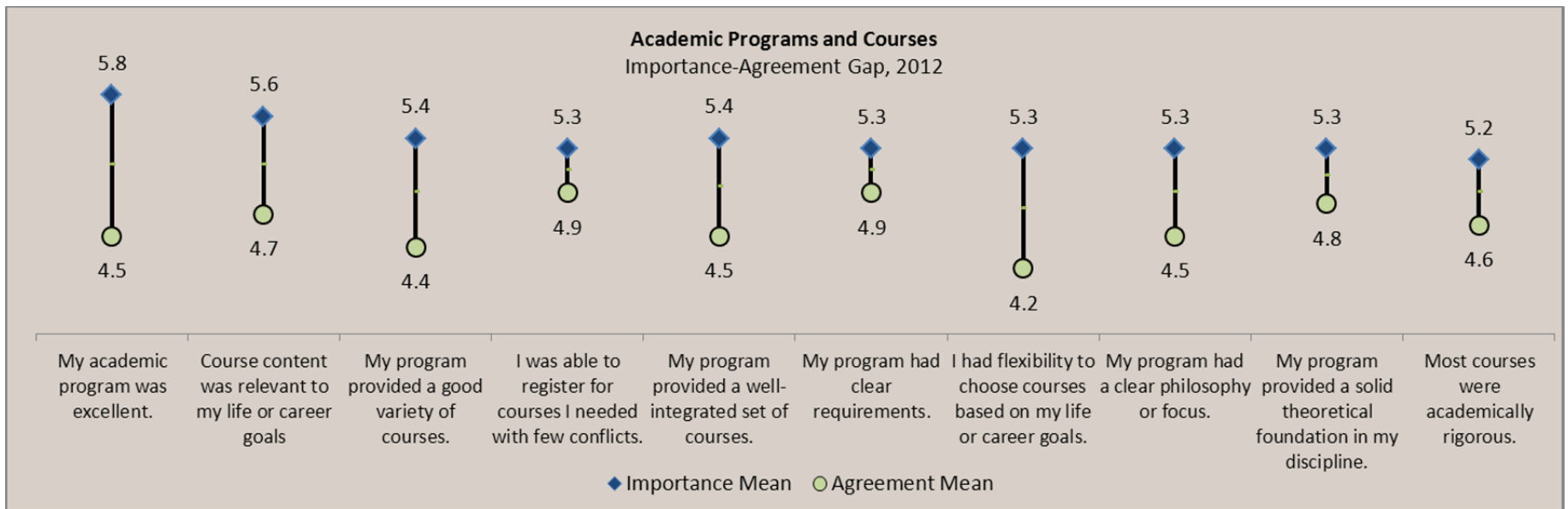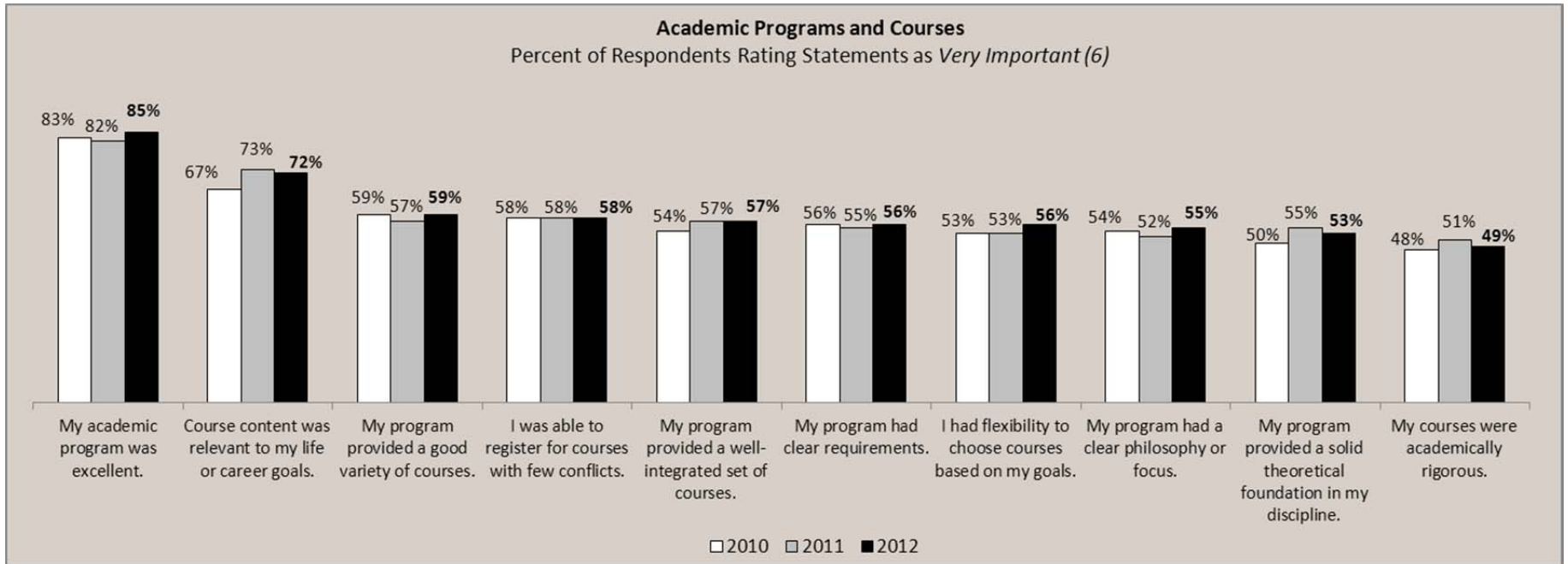
The questionnaire (Appendix D) includes 65 statements about academic programs and courses, instruction, academic advising, learning environment, resources, student support services, and statements measuring overall satisfaction. Survey participants were asked to rate each statement from not important (1) to very important (6) on an importance scale, and from strongly disagree (1) to strongly agree (6) on an agreement scale. Seven open-ended questions provided respondents an opportunity to comment or elaborate on their perceptions of program strengths and weaknesses and on their educational experience at Teachers College in general.

The survey was administered to students who either graduated or applied for graduation in the academic year of 2011-2012. In May 2012, surveys were sent to 1915 master's students. We received 450 completed surveys giving a response rate of 23%. The response rates for 2011 and 2010 were 22% and 29%, respectively. Response rates for departments and programs are presented in Appendix C, and respondents' characteristics in Appendix B.

The sections of the report that follow are organized around the six subdomains (academic programs and courses, instruction/training, academic advisement, learning environment, resources, and student support services) and statements measuring overall satisfaction. Each subdomain section includes two charts. The bar chart shows percent of respondents which rated each statement as very important (rating 6) in 2012. The bars go from the statements with the highest number of very important ratings to the lowest. The high-low chart shows the performance gap calculated by subtracting the agreement mean from the importance mean. The importance-agreement gap is an indicator of how close the College or programs were in meeting student expectations. The smaller the gap, the closer the College or programs were in meeting students' expectations. The complete set of data is provided in Appendix A.

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

ACADEMIC PROGRAMS AND COURSES

Academic Programs and Courses
Percent of Respondents Rating Statements as *Very Important (6)*

Statement	2010	2011	2012
My academic program was excellent.	83%	82%	**85%**
Course content was relevant to my life or career goals.	67%	73%	**72%**
My program provided a good variety of courses.	59%	57%	**59%**
I was able to register for courses with few conflicts.	58%	58%	**58%**
My program provided a well-integrated set of courses.	54%	57%	**57%**
My program had clear requirements.	56%	55%	**56%**
I had flexibility to choose courses based on my goals.	53%	53%	**56%**
My program had a clear philosophy or focus.	54%	52%	**55%**
My program provided a solid theoretical foundation in my discipline.	50%	55%	**53%**
My courses were academically rigorous.	48%	51%	**49%**

□ 2010 ▨ 2011 ■ 2012

Academic Programs and Courses
Importance-Agreement Gap, 2012

Statement	Importance Mean	Agreement Mean
My academic program was excellent.	5.8	4.5
Course content was relevant to my life or career goals	5.6	4.7
My program provided a good variety of courses.	5.4	4.4
I was able to register for courses I needed with few conflicts.	5.3	4.9
My program provided a well-integrated set of courses.	5.4	4.5
My program had clear requirements.	5.3	4.9
I had flexibility to choose courses based on my life or career goals.	5.3	4.2
My program had a clear philosophy or focus.	5.3	4.5
My program provided a solid theoretical foundation in my discipline.	5.3	4.8
Most courses were academically rigorous.	5.2	4.6

◆ Importance Mean   ○ Agreement Mean
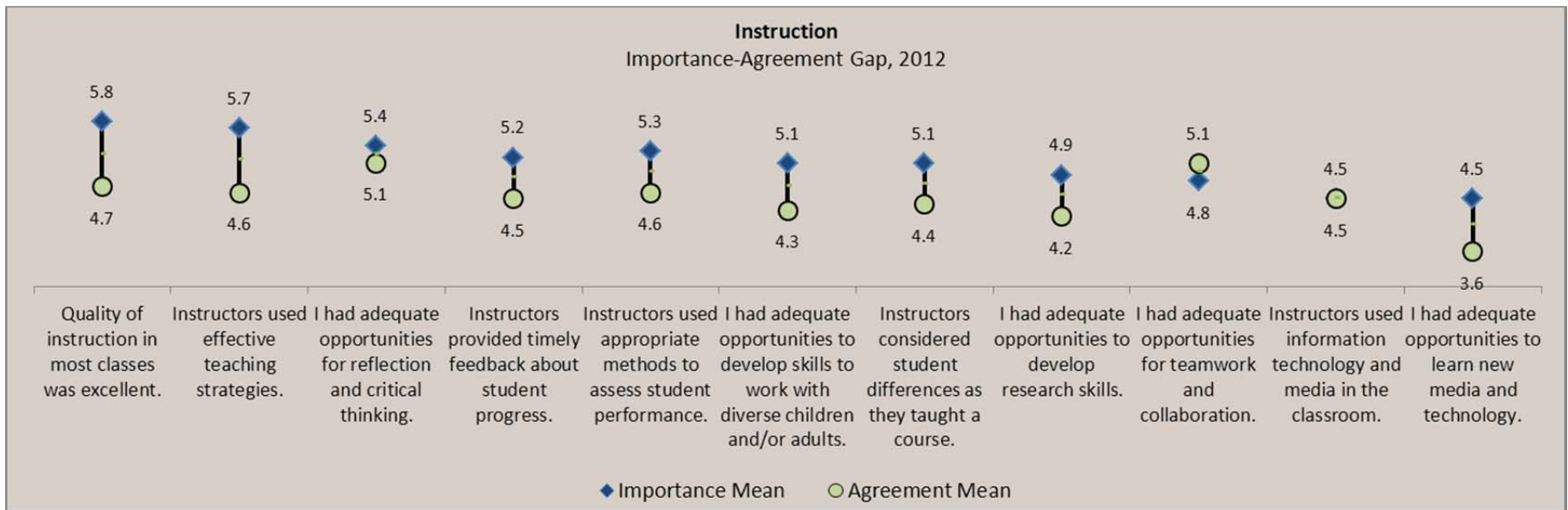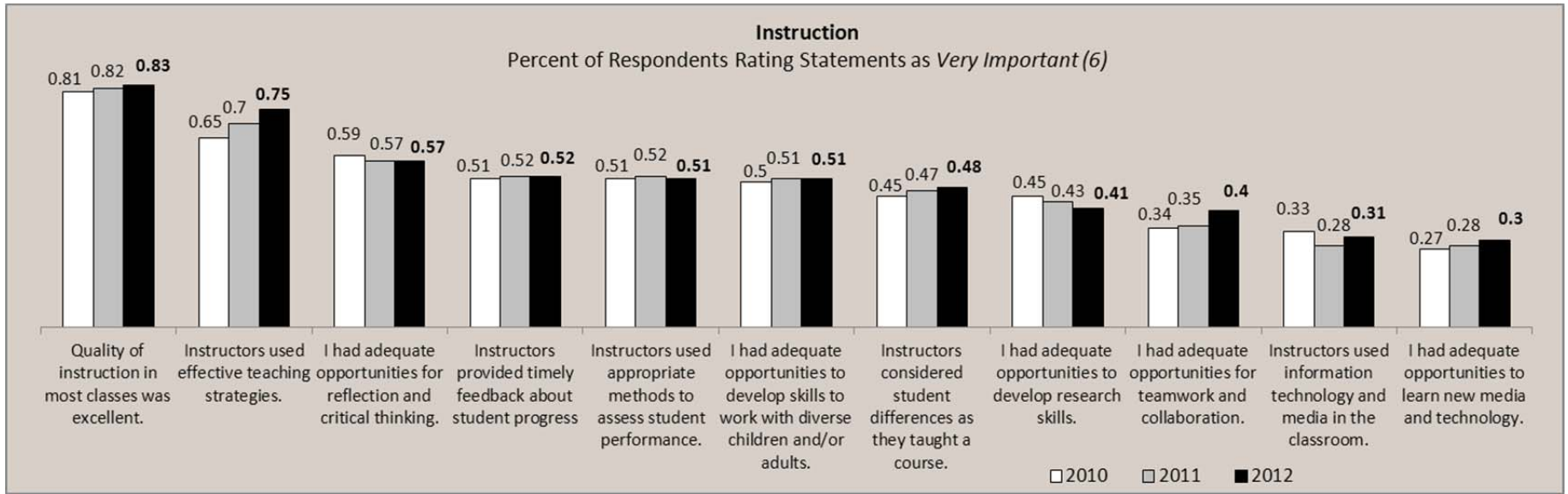
204 students from 50 programs provided written feedback about Program Curriculum and Courses. The following comments are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.

- My program was a great program. We had accessible and knowledgeable instructors, rigorous academics, and opportunities to work with a diverse population. …

- There was a clear vision of the program indexed on social justice and asking questions about equity and access.

- There was an amazing integration of courses; amazing teachers/professors; relevant and updated course content; and a good mixture of methods (e.g., school visits, guest speakers, media, readings, etc.)

- Many of the weekend courses were my favorites; the classes were good, there was a wide variety, and they served the purpose of many different goals.

- My program was excellent and really made me think critically about curricula and teaching, both in theory and in practice.

- The programs themselves are a bait-and-switch because what is on the website is not what you actually get; they make statements that just are not true.

- I felt that many courses repeated the same material and content. I wish there was more communication between professors in the program to best coordinate what topics were being covered in what classes so that new and intriguing material was always presented throughout the coursework.

- The program was weak in terms of teaching pedagogical skills. The class we took to prepare us for our thesis was entirely hands-off and provided individuals with almost no clear instruction on how to conduct research.

- I thought that my classes were great in theory. However I found that the professors did not stay on the topic and that they relied heavily on group work or doctoral students.

- Students were faced with many time-conflicted courses. Additionally, courses were offered at inconvenient times, especially for second year students who had a year-long fieldwork placement.

- I found that most courses were far from rigorous. I was able to almost never complete reading assignments and still obtain an 'A' in the class.

- The academic program could have been more cohesive. It seemed like random professors taught random things. Everything seemed to be thrown together at the last minute. No one was on the same page.

- … It would be useful to have input/guidance on which courses complement one another, content-wise and/or philosophically.

- Some classes were fantastic, and others were not. A few of the requirements were particularly bad. … The other thing that brought down some classes was the range of students--some were very involved, dedicated, contributing intelligently to the class, while others really seemed to not be engaged or care (and honestly, I do not know how they got into Teachers College in the first place).
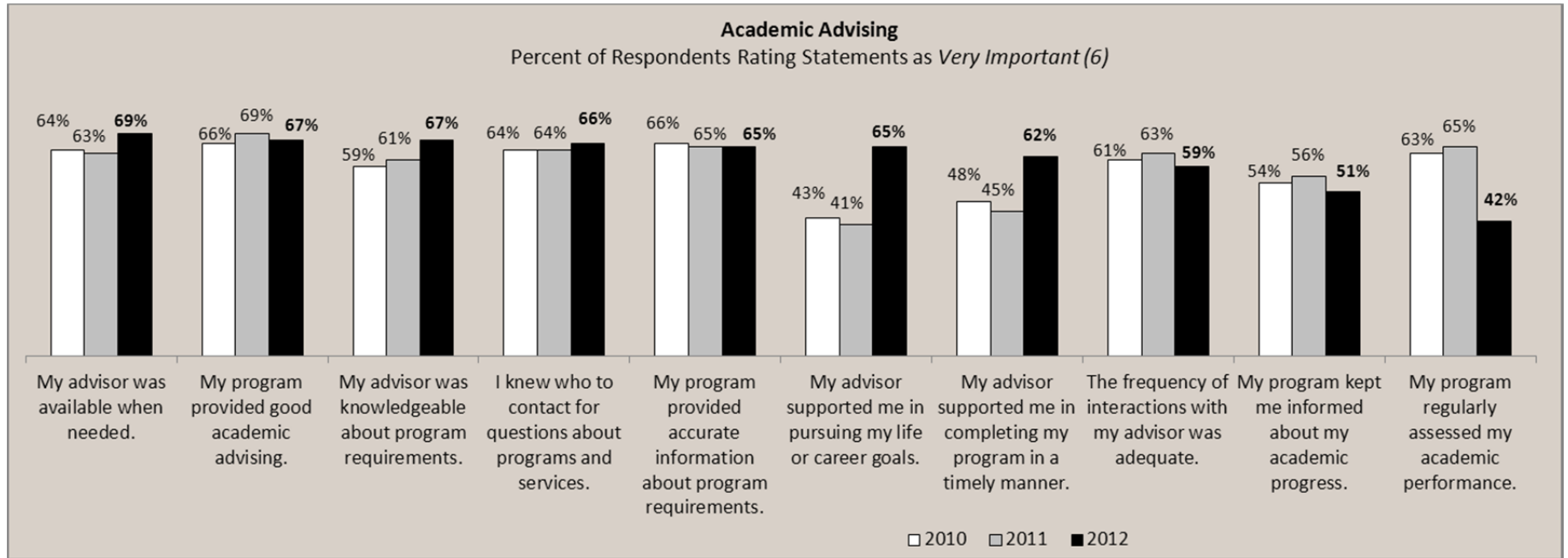
INSTRUCTION

Instruction
Percent of Respondents Rating Statements as *Very Important (6)*

	Quality of instruction in most classes was excellent.	Instructors used effective teaching strategies.	I had adequate opportunities for reflection and critical thinking.	Instructors provided timely feedback about student progress	Instructors used appropriate methods to assess student performance.	I had adequate opportunities to develop skills to work with diverse children and/or adults.	Instructors considered student differences as they taught a course.	I had adequate opportunities to develop research skills.	I had adequate opportunities for teamwork and collaboration.	Instructors used information technology and media in the classroom.	I had adequate opportunities to learn new media and technology.
2010	0.81	0.65	0.59	0.51	0.51	0.5	0.45	0.45	0.34	0.33	0.27
2011	0.82	0.7	0.57	0.52	0.52	0.51	0.47	0.43	0.35	0.28	0.28
2012	**0.83**	**0.75**	**0.57**	**0.52**	**0.51**	**0.51**	**0.48**	**0.41**	**0.4**	**0.31**	**0.3**

Instruction
Importance-Agreement Gap, 2012

	Quality of instruction in most classes was excellent.	Instructors used effective teaching strategies.	I had adequate opportunities for reflection and critical thinking.	Instructors provided timely feedback about student progress.	Instructors used appropriate methods to assess student performance.	I had adequate opportunities to develop skills to work with diverse children and/or adults.	Instructors considered student differences as they taught a course.	I had adequate opportunities to develop research skills.	I had adequate opportunities for teamwork and collaboration.	Instructors used information technology and media in the classroom.	I had adequate opportunities to learn new media and technology.
Importance Mean	5.8	5.7	5.4	5.2	5.3	5.1	5.1	4.9	5.1	4.5	4.5
Agreement Mean	4.7	4.6	5.1	4.5	4.6	4.3	4.4	4.2	4.8	4.5	3.6

162 students from 47 programs provided written feedback about Quality of Instruction. The following comments are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.

- Not only are [the instructors] extremely knowledgeable about the field, but they deeply care about the students, creating a safe space for learning, and adapting the courses to fit the particular group of students. I could not have asked for better professors.
- Overall, styles were quite different, but quality of instruction remained high. Professors were unfairly given large number of students within a single classroom. I know they did their best. I was surprised, however, at the general emphasis on having students present or facilitate lessons; it simply does not work in class sizes of over 25 students. We all know how much we pay per class; we prefer professors to be teaching or facilitating discussions instead of using class time as a way to assess students' ability to present.
- Several professors included interesting group projects, action projects, media projects, or other innovative reflective pieces. This was meaningful for my learning, creating an aesthetic experience.
- I felt each professor was personally hand-picked for their course content and methods; each one had their own style and strengths, and together, made an amazing team.
- The majority of the instructors … challenged me to think critically and to develop multicultural competency skills.
- The professors were great! This was particularly true of the adjunct faculty members who brought in real-life examples, and cutting edge ideas in practice to the classroom.
- Teaching standards were very inconsistent. Some teachers were enthusiastic about teaching and felt that it was lovely to learn. Others were burned out and out-of-touch with clinical practice. In my opinion, 'publish or perish' does not equal good professors.
- Feedback was slow and inconsistent. Only one professor made an effort to provide prompt feedback.
- Many professors appeared entirely unconcerned about being a good teacher. They came to class unprepared and, sometimes, without necessary materials. Information was not presented in an engaging and thought-provoking way.
- Instructors were great! However, including opposing views, to that of their own, in the syllabus would be more relevant and effective. There was not enough space for critical thinking or discussion. It was more 'learn the theory' and apply it, rather than problematize and reach the truth through authentic dialogue.
- … Sometimes, there was an over-reliance on group work that did not enable me to engage with content to the fullest, or develop knowledge in areas of interest simply because we 'had to find a group,' even if the group we found did not entirely match our interests. While I see its purpose, for those of us who have engaged with others in project development, group work seemed more like a hurdle to learning the content I wanted to learn. The most effective instructors were those who engaged students in reflective practices, whether through discussion or small written assignments, as well as, those who provided flexibility on assessments so that we could mold the content in ways that pertained to our future goals.
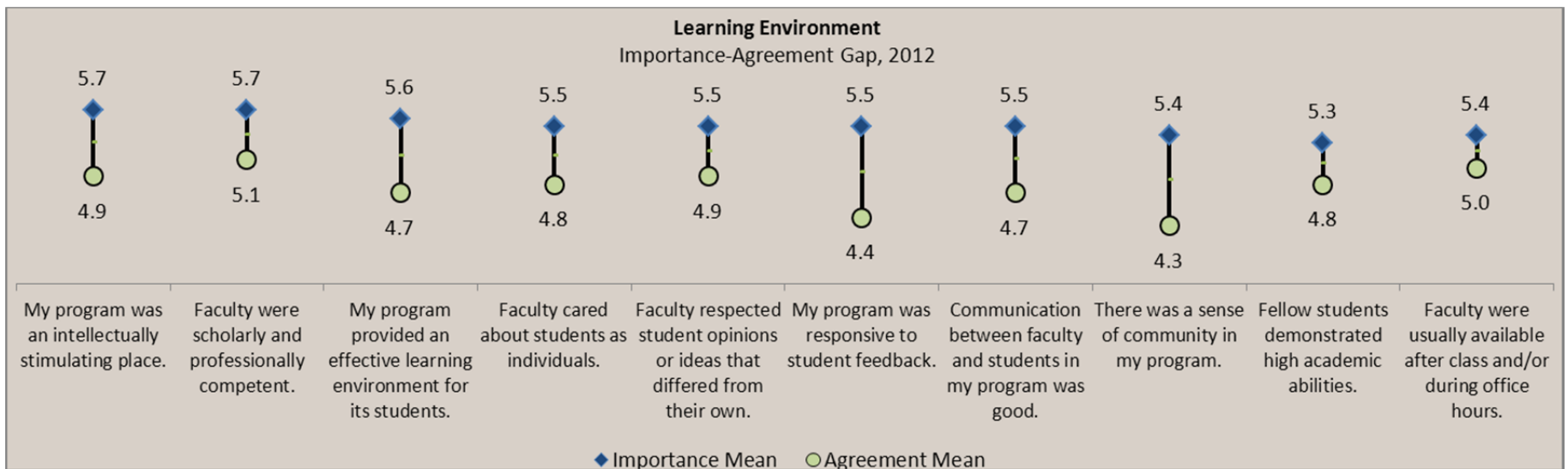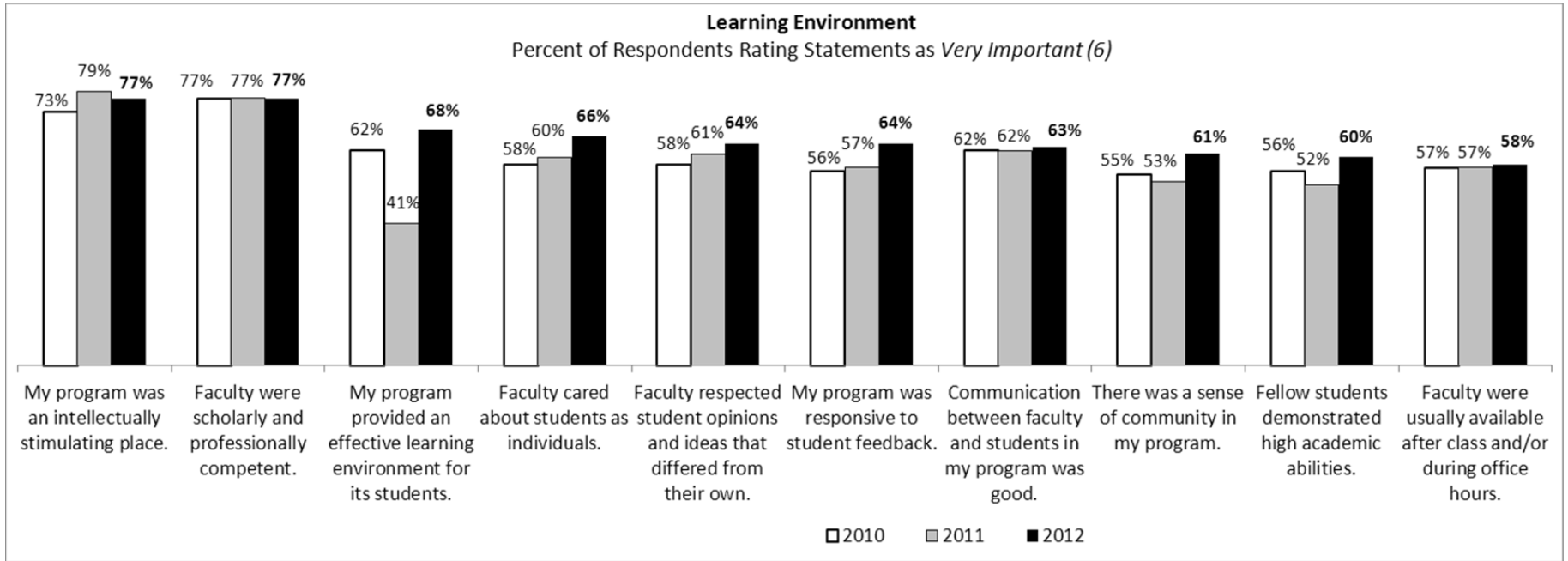
ACADEMIC ADVISING

Academic Advising
Percent of Respondents Rating Statements as *Very Important (6)*

Statement	2010	2011	2012
My advisor was available when needed.	64%	63%	**69%**
My program provided good academic advising.	66%	69%	**67%**
My advisor was knowledgeable about program requirements.	59%	61%	**67%**
I knew who to contact for questions about programs and services.	64%	64%	**66%**
My program provided accurate information about program requirements.	66%	65%	**65%**
My advisor supported me in pursuing my life or career goals.	43%	41%	**65%**
My advisor supported me in completing my program in a timely manner.	48%	45%	**62%**
The frequency of interactions with my advisor was adequate.	61%	63%	**59%**
My program kept me informed about my academic progress.	54%	56%	**51%**
My program regularly assessed my academic performance.	63%	65%	**42%**

□2010 □2011 ■2012

Academic Advising
Importance-Agreement Gap, 2012

Statement	Importance Mean	Agreement Mean
My advisor was available when needed.	5.6	4.6
My program provided good academic advising.	5.5	4.0
My advisor was knowledgeable about program requirements.	5.5	4.9
I knew who to contact for questions about programs and services.	5.5	4.7
My program provided accurate information about program requirements.	5.5	4.7
My advisor supported me in pursuing my life or career goals.	5.4	4.2
My advisor supported me in completing my program in a timely manner.	5.4	4.5
The frequency of interactions with my advisor was adequate.	5.4	4.3
My program/advisor kept me informed about my academic progress.	5.1	3.9
My program regularly assessed my academic performance.	5.0	4.3

◆ Importance Mean   ○ Agreement Mean

196 students from 50 programs provided written feedback about Academic Advising. The following comments are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.
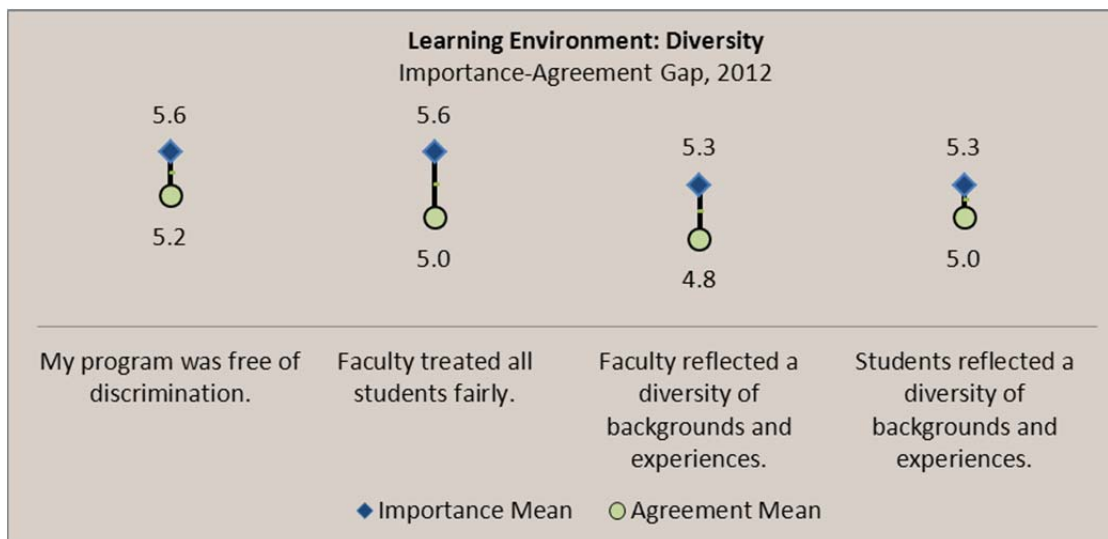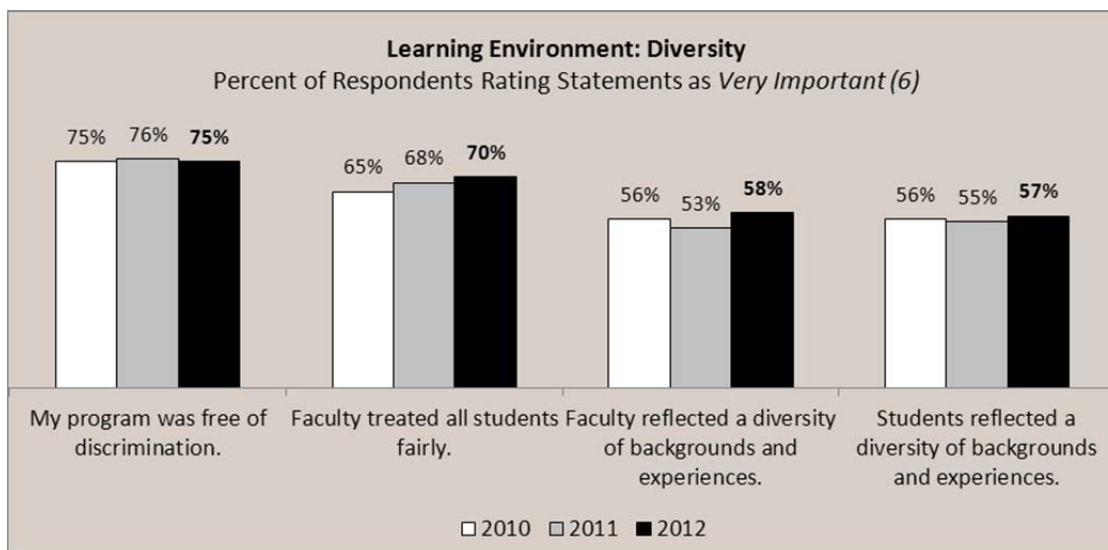
- My advisor was always available and she worked her butt off to make sure we were all doing okay. She went above and beyond to take care of us and to keep us on track. She often answered questions and did favors that were not her responsibility, but she did it because she knew nobody else would. She was the best.
- My advisor was flexible and allowed me to cater the program to my needs. She also advised me on career paths and provided me with contacts.
- Despite my multiple attempts to engage in communication—e-mails, office hours, phone calls, enrolling in his class, and participating actively—my advisor still did not know my name or appear to be in the least bit invested in my education. He told all of his advisees on the first day that the Master's students are only there to pay Teachers College's bills.
- As a part-time student, I often felt as if I was an after-thought. I am not even sure that I was assigned an official advisor. Instead, registration each semester would involve lengthy e-mail chains with professors, department chairs, and program assistants, none of whom seemed to know much about my program or which courses would work to satisfy my requirements.
- You really need a handbook because it was hard to know what was offered in which program. One professor gave us a list, but students had to ask for it.
- I did not know who my advisor was. I was told that my whole program had the same advisor, which I thought was strange. I received little 'advising' throughout the program.
- If the advisees are not proactive about reaching out to advisors, there would absolutely be no interaction between advisors and advisees. Thus, it is easy for students to feel uncared for. As graduate students, no hand-holding is expected but, there is no programmatic, faculty outreach to students, apart from a few professors who do.
- My advisor did not agree with my career goals or help me to pursue them. She made me change my project topic so that I would fit the traditional academic ideologies. She did not work with me to understand where I was coming from and how it was related to (my program area). Instead, she said that this topic was not related to my coursework and did not allow me to do it. She was not willing to listen to how it was related.
- The advisors are willing, but they seem a bit overburdened. My advisor helped me in every way I asked him to, although he did not take an active interest in knowing my goals/future plans.
- Teachers College overworks its faculty. My advisor is/has been wonderful, but over the course of one year, I was only able to get an appointment with her three times. … Overall, I got the impression that each faculty member simply has far too many advisees and other obligations.
- We picked our first semester classes the day before classes started, which was confusing, and stressful as we had just learned what the requirements were. Perhaps academic advising for first semester students could have started over the summer.

LEARNING ENVIRONMENT

Learning Environment
Percent of Respondents Rating Statements as *Very Important (6)*

Learning Environment
Importance-Agreement Gap, 2012

131 students from 44 programs provided written feedback about Learning Environment and Diversity. The following comments are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.

- The learning environment of my program aligns with the theoretical underpinning of supportive and effective learning spaces. Furthermore, like instruction, my program's learning environment serves as a powerful model of how to cultivate effective, thoughtful, and stimulating learning experiences in our own classrooms.
- I have great respect for the student body at Teachers College and those in my programs. I learned a lot from them and our interactions during and outside of class time. … one of the qualities I enjoyed most about my time at TC/Columbia was the fertile environment of students and professors whose varied backgrounds and panoply of strengths fueled stimulating discourse and high levels of achievement all around.
- It was great to have people from so many different backgrounds. Some classes were more intellectually stimulating than others. Although I do wish there was more of a 'community,' I understand it is hard to create when you also have flexibility in the program, such as the number of classes students have to take per semester, and allowing students to work full-time, etcetera—all the things I appreciated about the program.
- Only one professor was very open to my point of view. The other faculty was very politically correct regarding my viewpoints; but it was clear that they were not willing to engage in a dialogue with me about it, or facilitate dialogue around it with the class. I think this is very detrimental… because if Teachers College graduates plan to work around the world where people hold conservative views, and they never had an authentic conversation about such opposing views with anyone, this will be a problem. TC is fostering cultural incompetence in their future graduates, cultural intolerance, and an inability to be confronted with people who have opposing views. …
- The lack of a diverse student body made dialogue very difficult, since most people agreed and came from similar positions. Being (different from my colleagues), I felt excluded, mocked, and rejected. People did not take me seriously and assumed I am stupid for being (and thinking differently).
- The program did not facilitate speaking to your colleagues regarding the theories and ideas learned in class. The ideas were never problematized or questioned. Their idea of teamwork was 'present the readings using PowerPoint,' which I found to be an insult to my intelligence.
- Attending my Program was like attending an online college or a community college. There was zero sense of community among students, outside of commiserating over classes. The professors I had did not seem to care one way or another for the individual needs of their students. I do not blame them however, seeing that their class sizes were inexcusably large. I did not have a single class with less than 30-40 people.
- As far as fairness goes, it felt like the less scholarly students were running the class because professors spent more time explaining basics to them than teaching to the rest of the class. I was embarrassed for the lack of quality academic abilities in my classes. I do not have a clue how half of these students got into this program. My impression, and that of my peers, was that Teachers College needs more money and thus, was just letting anyone in.

Learning Environment: Diversity
Percent of Respondents Rating Statements as *Very Important (6)*

My program was free of discrimination.	Faculty treated all students fairly.	Faculty reflected a diversity of backgrounds and experiences.	Students reflected a diversity of backgrounds and experiences.
75% 76% **75%**	65% 68% **70%**	56% 53% **58%**	56% 55% **57%**

□ 2010 □ 2011 ■ 2012

Learning Environment: Diversity
Importance-Agreement Gap, 2012

My program was free of discrimination.	Faculty treated all students fairly.	Faculty reflected a diversity of backgrounds and experiences.	Students reflected a diversity of backgrounds and experiences.
5.6 / 5.2	5.6 / 5.0	5.3 / 4.8	5.3 / 5.0

◆ Importance Mean   ○ Agreement Mean

The following comments about diversity are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.

- Professors treated everybody equally, which created a comfortable environment for learning.
- One of the best parts of the program was the other students. I found them to be a very smart and diverse group of people.
- I think the faculty treated us fairly. The learning environment was good, but there were definitely some slackers in our program who were still getting A's.
- In general, I felt welcomed and accepted by the faculty and other students. I did notice that a professor did commit micro-aggressions toward international students, discriminating against students of color. I would like to see a more diverse faculty.
- I think that more full-time faculty members are needed in the program, specifically faculty of color.

- I found that the male faculty was unconsciously biased toward male students. I also felt that there was subjective grading.
- I noticed that the majority of students are in their 20s. I believe an increased number of older students in their 40s and 50s would add tremendous enrichment to the student body.
- I would like to see my department hire a more diverse faculty. It is conspicuously a white-male (above the age of 60) dominated department. This needs to change, please!
- Our focus was very much on White-Black debates. As a person who does not identify with either of these two races, I did not think we actually celebrated the diversity in the classroom. In fact, I often felt excluded in the conversation and did not understand how to participate.
- I was very disappointed in the lack of diversity. As an international student, I joined the program with the understanding that it was internationally diverse. The students were 90% American. I found some of the ones from the Midwestern states to be racist.
- I felt that the faculty did not seem to give a hoot about any Master's-level graduate students; they were only concerned with the well-being of the doctoral students.
- I think for a university that boasts diversity, the gap between espoused theory and theory-in-action was a bit large, as I and fellow students got the opposite message--diversity is okay in some instances. Too many courses were offered on days that some students could not attend due to religious observance, like on every Friday night and Saturdays... I do think that not accommodating religious diversity in course scheduling will alienate potential desirable candidates and not help build the reputation of Teachers College as 'embracing' diversity.

RESOURCES

Resources
Percent of Respondents Rating Statements as *Very Important (6)*

	2010	2011	2012
Adequate financial aid was available for most students.	76%	72%	76%
The College/program had adequate resources to support learning.	63%	64%	63%
Program staff was caring and helpful.	56%	56%	61%
Gottesman Libraries resources and services were adequate.	58%	58%	55%
Specialized facilities and equipment were adequate.	48%	47%	49%
Classroom facilities were adequate.	45%	44%	46%
Information technology and media resources were adequate.	45%	43%	46%

☐2010   ☐2011   ■2012

Resources
Importance-Agreement Gap, 2012

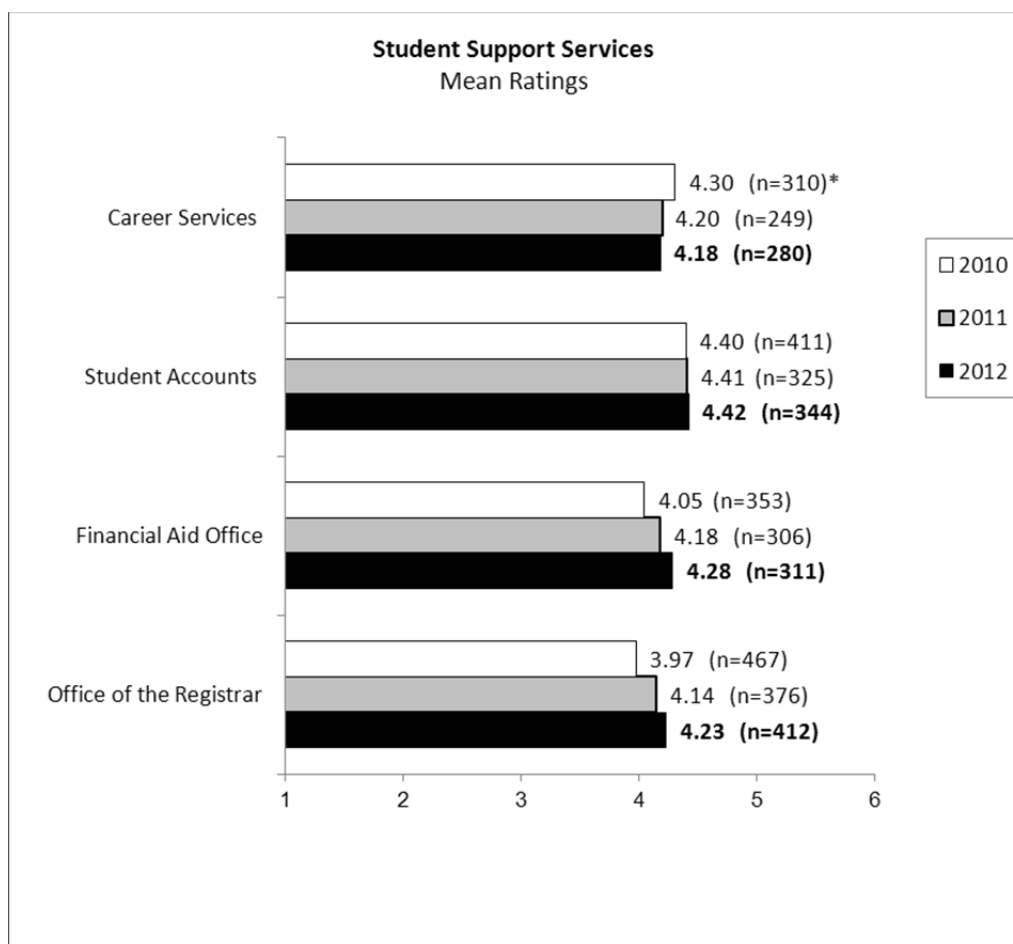|	Importance Mean	Agreement Mean
Adequate financial aid was available for most students.	5.6	3.5
The College/ program had adequate resources to support learning.	5.5	4.7
Program staff was caring and helpful.	5.5	4.9
Gottesman Libraries resouces and services were adequate.	5.3	4.8
Specialized facilities (labs, studios, etc.) and equipment were adequate.	5.2	4.4
Classroom facilities were adequate.	5.2	4.1
Information technology and media resources were adequate.	5.1	4.5

◆Importance Mean   ○Agreement Mean

154 students from 46 programs provided written feedback about Resources. The following comments are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.

- Columbia Library resources have been phenomenal. The different libraries, access to online and offline resources, and BorrowDIRECT have been GREAT!
- Private study rooms in the library and the recent addition of free printing service were excellent. Having separate floors designated for quiet/discussion works very well.
- I was very impressed with the personalized attention and information I got from a librarian who worked during the day. The evening library staff (i.e., non-librarians) were not at all helpful in answering my search questions.
- I wish the Gottesman Library provided New York State (NYS) Teaching Certification Examination books for those seeking teaching certification and Praxis books for those seeking NYS licensure in Speech and Language Pathology.
- The website is difficult to navigate. The Teachers College website and myTC are generally 10 years behind the times. … There were only a handful of working water fountains. That is ridiculous.
- Online navigation of the libraries was not intuitive, and the sites that were connected through the library were often very difficult to access (e.g., asking for credentials to be entered many times).
- I went to the other colleges, the Butler Library, and the Social Work Library to study, as well as for my printing needs. I never wanted to use the computer/printing services at TC because of the limited access to printing at TC, and the early closing time at the computer lab. TC really needs to do something to make printing more accessible for students.
- There are numerous academic and cultural events at Teachers College; these are very important, especially the conferences, seminars, and colloquiums.
- I found that TC has very little funding available for Ph.D. students, thus I am looking elsewhere for better opportunities at other schools.
- Personally, I felt that information about financial aid was hard to come by; and I did not know what my options were, or how I could best find and apply for various forms of aid.
- The loan debt counseling was useful.
- Many times, there were not enough desks in a classroom for all of the students, so people had to sit in chairs without desks, or even on the floor. Not only do I find this disgusting, but it seriously impacts the students' ability to learn.
- A well-equipped classroom that functioned without any technological errors was truly the exception during my years at Teachers College. Wi-Fi in general often took 20 minutes or more to connect anywhere in the building.
- I think many of the classrooms in Teachers College could benefit from more electrical outlets, as more and more students are bringing laptops to class.
- It would be nice if the classrooms were opened even when they are not in use, such as on weekends. It would also be nice if the classrooms were accessible to study groups.

- Computing Services should update their workshop schedules more often and make it easier for students to take advantage of (these workshops). I had such difficulty trying to register for a workshop in document analysis!
- Moodle had a lot of issues and professors did not like using it, so we did not take full advantage of technology collaboration opportunities. Little use was made of online tools.

STUDENT SUPPORT SERVICES

Student Support Services
Mean Ratings

Career Services	4.30 (n=310)*
	4.20 (n=249)
	4.18 (n=280)
Student Accounts	4.40 (n=411)
	4.41 (n=325)
	4.42 (n=344)
Financial Aid Office	4.05 (n=353)
	4.18 (n=306)
	4.28 (n=311)
Office of the Registrar	3.97 (n=467)
	4.14 (n=376)
	4.23 (n=412)

□ 2010
▣ 2011
■ 2012

Student Support Services (Other Offices)
Mean Ratings

Office of Teacher Education and School-Based Support Services: 4.60 (n=16) [2010]; 4.57 (n=7) [2011]; **4.56 (n=16)** [2012]

Office of Student Activities and Programs: 5.44 (n=9) [2010]; 4.40 (n=5) [2011]; **5.57 (n=7)** [2012]

Office of International Services: 5.36 (n=11) [2010]; 5.66 (n=6) [2011]; **4.37 (n=8)** [2012]

Computing and Information Services: 4.33 (n=3) [2010]; 5.00 (n=1) [2011]; **4.00 (n=4)** [2012]

Office of Residential Services: 2.66 (n=3) [2010]; 3.55 (n=9) [2011]; **2.80 (n=5)** [2012]

Office of Card Services: **2.80 (n=5)** [2012]

1=Not helpful   6=Very helpful

*n = number of graduates who rated the office

102 from 42 programs provided written feedback about Student Support Services. The following comments are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.

- Student Support Services were wonderful. They always did whatever they could to help students. The Office of Student Activities & Programs was especially helpful in ensuring student organization success. The Office of Access and Services for Individuals with Disabilities was extremely accommodating.
- Career Services was always a treat to work with, and I was able to network with many alumni through them!
- I would have expected the Career Services office to be more helpful and have more resources. While their resume and interview advice was helpful, their advice for seeking out schools, even in the New York City Department of Education, was to simply walk
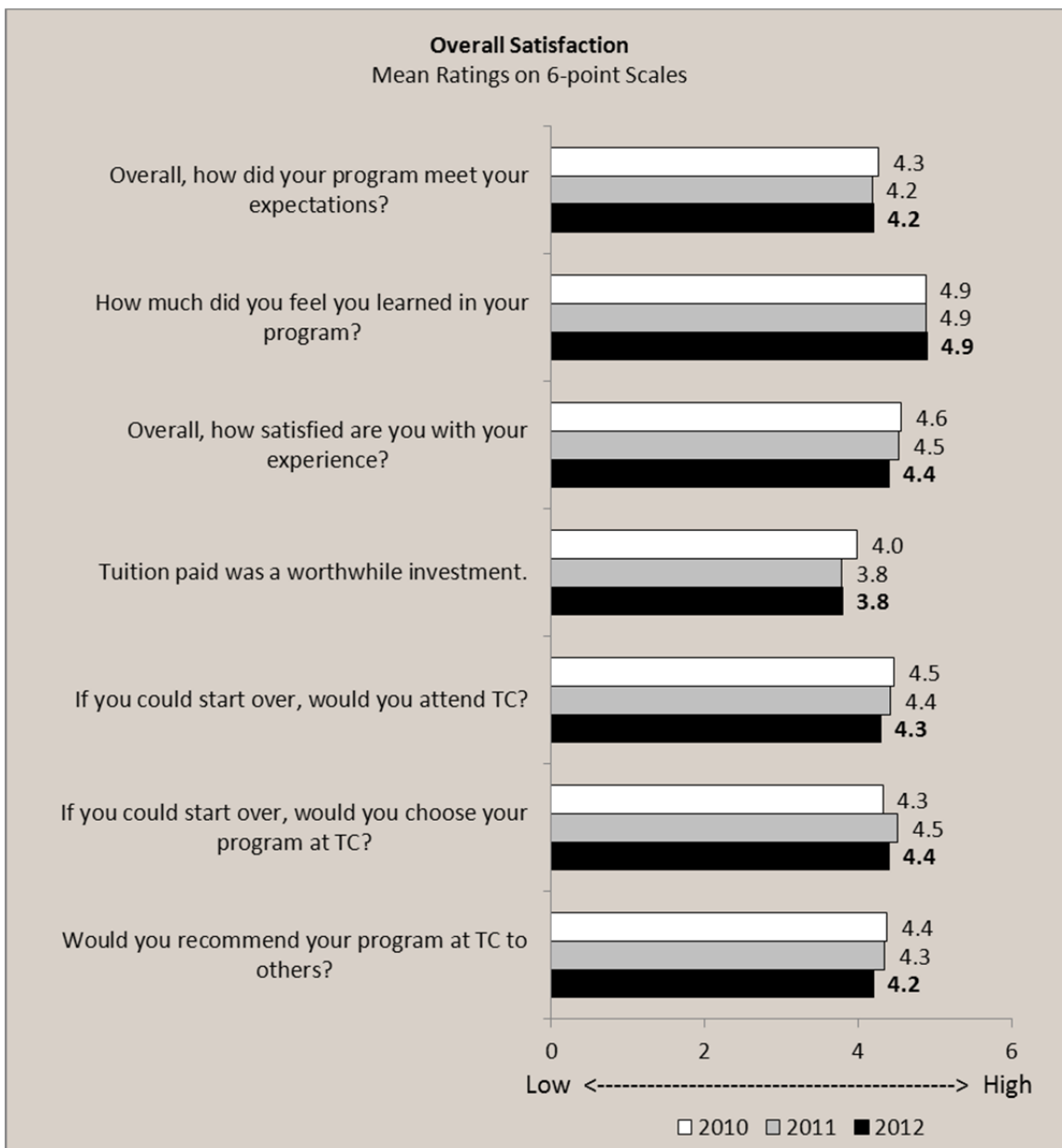
into schools and ask for interviews. This was not very helpful, and overly time consuming. I found that I had to seek outside help and connections to find a job.

- Careers Services are incredibly friendly and welcoming, but I did not feel that they were able to provide me much useful advice. This may be simply as a result of the state of the job market; but beyond resume and cover letter writing, not much was gained.

- Some events held by Career Services were in the day time, and I would have liked more events to be held in the evenings for people who work in the day to be able to attend.

- The Career Services website REALLY needs an overhaul because it is outdated, difficult to use, has poor use of frames, etcetera. It has mediocre to great content, though!

- Career Services should have jobs and events that are for people who are not teachers or Organizational Psychology majors. There is no reason the majority of employers represented at Teachers College Career Services should be predominantly corporate. For anyone (outside these programs), there are very limited options.

- The Financial Aid Office and Student Accounts, however, are a blessing. I have almost always had very positive and helpful experiences in these offices.

- My biggest difficulty was with the Financial Aid office. I would make sure that all of my paperwork was in so that my loans would be disbursed on time, but there was always an issue. I even went to the office numerous times to make sure I was not missing anything. They said that everything was fine, but my disbursement was extremely late. In one incident, I found out that my loans were not even processed because I was missing something. That was extremely frustrating, especially since I had bills to pay. I was distraught because I felt that I may have to leave the college.

- … Specifically, Financial Aid Office is the WORST. I cannot believe Teachers College does not correct this. I have been here for four years, and every time I go into that office, I leave mad, upset, not helped, and defeated. They need customer service training, and they need to be monitored. The receptionists at the front desk in particular should have good customer service skills, but instead, they are actually often the rudest; it is very disheartening.

- I thought that the Registrar's Office was very well-organized and efficient. However, I found the staff to be rather impatient and indifferent. I always got nervous when I entered there.

- The Office of the Registrar really needs some professional development training. There was a highly unprofessional, condescending, and rude manner in which staff interacted with students. NOBODY wants to have to go to them, and yet we all do. I think I have seen tears in that office.

- More forms from the Office of the Registrar should be available to be completed online. The office hours available are not convenient for someone who takes evening classes.

- Regarding Student Services, inter-office communication is important. I would ask questions (in one office), and be forwarded to numerous offices, and get different information from each office. It was kind of a mess!

- The food, service, and employees in the Grace Dodge Cafeteria were a great support during my stay at Teachers College. Being a commuter, they were indispensable. It was one of the best services that I used at the College.

OVERALL SATISFACTION

Overall Satisfaction
Mean Ratings on 6-point Scales

Overall, how did your program meet your expectations?
4.3
4.2
4.2

How much did you feel you learned in your program?
4.9
4.9
4.9

Overall, how satisfied are you with your experience?
4.6
4.5
4.4

Tuition paid was a worthwhile investment.
4.0
3.8
3.8

If you could start over, would you attend TC?
4.5
4.4
4.3

If you could start over, would you choose your program at TC?
4.3
4.5
4.4

Would you recommend your program at TC to others?
4.4
4.3
4.2

Low <---> High

□ 2010 □ 2011 ■ 2012

179 students from 47 programs provided written feedback about their general student experience at Teachers College. The following comments are selected either for their representativeness of issues and viewpoints expressed by more than a few students, or for providing actionable feedback, context and suggestions for improvements.

- I had high expectations going into my time at Teachers College, and they were fulfilled and even surpassed. I now feel very prepared to go out into the world and teach (my subject matter).
- My experience at Teachers College was excellent. I found that it was a great school. It had wonderful professors who cared and gave everyone a chance to participate. I found that the classrooms were engaging and intellectually stimulating. I am definitely

recommending this school to my friends and family. I hope my children will choose this school.

- On the whole, my experience at Teachers College was very positive. I had the best professors and an intellectually stimulating learning environment. I can speak with confidence on a number of educational issues. On the flip side, I must note the financial burden on students, particularly doctoral students who do not receive full funding to support their studies.

- My experience at Teachers College was intellectually stimulating! I do wish that there were more resources and more scholars of racially and ethnically diverse backgrounds. I have certainly recommended this program to others, and have had a friend come here from my undergraduate institution.

- I came in with very high expectations. I feel like I learned a lot due foremost to my classmates and the excellent range of professors within my program. A few courses in other departments were useful and good. Overall, I give the program very high marks because I think that students who are bright and motivated and intellectually curious can use the opportunity as it currently exists to come away with an excellent experience through their own effort. … However, I do think the program can do some things better, such as offer more financial aid; improve choices in professors; offer more courses that are relevant to (my area of study); and create a stronger relationship with the business school. I would only recommend the program to those who are very motivated as self-starters and who are comfortable seeking out the right opportunities for their interests. There is enough hand-holding—and too much sometimes, but I think the program, internally, generally does the right thing in terms of treating people like adults.

- In my opinion, I felt that Teachers College was a poor financial investment in my education. I had anticipated a top-level program, but I did not receive this. I feel that TC needs to consider the size of its graduate school in order to better adjust the numbers of faculty and resources to accommodate those enrolled; it just keeps expanding the volume of students. I found that the short-term conferences and the workshops were great. I found that the day-to-day course work was crowded. Even the library became very crowded with barely a place to sit, much less adequate resources of books and librarians, etc. When I compare TC to other experiences from other top-level programs, my ratings for TC are very low. …

- The program could have done more to enhance my Teachers College experience. I felt that it did not prepare me for anything beyond the program, in terms of a career or Ph.D. program preparation. Whenever I asked anyone in the program what I could do with my Master's degree, I was told that I could get my Ph.D.

- I do not know if I would attend Teachers College if I were to start over because (a) it was not as academically rigorous as I expected; (b) the name, resources, etcetera did not seem to help me get a job; and (c) there is not a focus on … as I was led to believe.

- I came to Teachers College believing it was the best. Because of this, I was willing to pay the tuition, and deal with poor living accommodations. To have required courses within my major be repetitive instead of being allowed to explore new and exciting topics was very disappointing. I did love TC's emphasis on social justice and multiculturalism. I had

a few wonderful instructors who truly inspired me to be better. However, I leave unconvinced that I received the best post-graduate instruction in my field.

- I remember the feeling of elation that I experienced after exiting my first class at Teachers College with Professor S, one of the best professors I have ever had at any level. Over the two years that followed, that elation turned slowly into apathy, and eventually into anger. Could I have done things at TC differently? Perhaps, but I feel that I was cheated in so many ways that my individual efforts were fruitless and my presence at TC irrelevant.

- There is no doubt that I learned a lot, but I learned the most in only a handful of my classes. I am disappointed mainly because our program at Teachers College is supposed to have the best research program, but you do not see that in the Master's program; perhaps you will when you are in the Ph.D. program. I am also unhappy that there were no recommendations on which courses to take first. I felt that I took a lot of introductory courses at the end of my program, which made everything seem redundant and unnecessary. … Both my advisors (who are probably the two most important professors of my program) were on sabbatical at the same time. I did not get to learn from them and they were missing for a huge portion of my academic career at TC. I came in with high expectations, and I feel like I have left very disappointed.

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						Mean	n	(1) Not Important………..(6) Very Important						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
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
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
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
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

Academic Programs and Courses	Year	Agreement (Percentage) (1) Strongly Disagree………..(6) Strongly Agree						Mean	n	Importance (Percentage) (1) Not Important………..(6) Very Important						Mean	n	Gap Mean
		1	2	3	4	5	6			1	2	3	4	5	6			
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
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
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
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
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

Instruction

Instruction	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		(1) Strongly Disagree…………(6) Strongly Agree						Mean	n	(1) Not Important…………(6) Very Important						Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
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
13) 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
14) Instructors considered student differences 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
15) 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
16) 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	0.7

Instruction	Year	Agreement (Percentage) (1) Strongly Disagree………..(6) Strongly Agree						Mean	n	Importance (Percentage) (1) Not Important………..(6) Very Important						Mean	n	Gap Mean
		1	2	3	4	5	6			1	2	3	4	5	6			
17) 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	0.7
18) 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
19) 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
20) 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
21) 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
22) I had adequate 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

Academic Advising

Academic Advising	Year	Agreement (Percentage) (1) Strongly Disagree………..(6) Strongly Agree						Mean	n	Importance (Percentage) (1) Not Important………...(6) Very Important						Mean	n	Gap Mean
		1	2	3	4	5	6			1	2	3	4	5	6			
24) 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	434	0	1	4	7	20	67	5.5	377	1.5
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
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	441	0.7
27) 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
28) 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

Academic Advising	Year	Agreement (Percentage) (1) Strongly Disagree………..(6) Strongly Agree						Mean	n	Importance (Percentage) (1) Not Important………..(6) Very Important						Mean	n	Gap Mean
		1	2	3	4	5	6			1	2	3	4	5	6			
29) 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
30) 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	0.6
31) 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
32) 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	0.9
33) 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

Learning Environment

Learning Environment	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		(1) Strongly Disagree………...(6) Strongly Agree						Mean	n	(1) Not Important………...(6) Very Important						Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
35) My program provided an effective learning environment for its students.	2010	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	0.9
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
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
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	424	0	1	3	13	25	58	5.4	364	0.4
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
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
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

Learning Environment	Year	Agreement (Percentage)								Importance (Percentage)								Gap Mean
		(1) Strongly Disagree………...(6) Strongly Agree						Mean	n	(1) Not Important…...…...(6) Very Important						Mean	n	
		1	2	3	4	5	6			1	2	3	4	5	6			
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	430	0	1	2	8	20	70	5.6	372	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
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
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	0.5
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	0.5
47) Students reflected a diversity of backgrounds and experiences.	2010	1	3	6	14	30	45	5	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	442	1	2	4	12	25	57	5.3	375	0.3
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

Resources

Resources	Year	Agreement (Percentage) (1) Strongly Disagree………...(6) Strongly Agree								Importance (Percentage) (1) Not Important…..........(6) Very Important								Gap Mean
		1	2	3	4	5	6	Mean	n	1	2	3	4	5	6	Mean	n	
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
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
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
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
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	0.8
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	0.6
56) 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

APPENDIX B: CHARACTERISTICS OF RESPONDENTS

	Number of Respondents			Percent		
	2010	2011	**2012**	2010	2011	**2012**
Departments						
Arts & Humanities	94	89	**88**	19%	22%	**20%**
Biobehavioral Sciences	26	21	**24**	5%	5%	**5%**
Counseling & Clinical Psychology	63	27	**57**	13%	7%	**13%**
Curriculum & Teaching	45	50	**36**	9%	12%	**8%**
Health & Behavior Studies	39	40	**43**	8%	10%	**10%**
Human Development	28	28	**24**	6%	7%	**5%**
International & Transcultural Studies	51	33	**41**	10%	8%	**9%**
Mathematics, Science & Technology	48	31	**29**	10%	8%	**7%**
Organization & Leadership	105	94	**106**	21%	23%	**24%**
Number of respondents with known department	499	413	**448**	100%	100%	**100%**
Number of respondents with unknown department	0	1	**2**	0%	0%	**0%**
Total number of respondents	499	414	**450**			
Degree						
Master of Arts	392	318	**362**	79%	77%	**80%**
Master of Science	28	23	**28**	6%	6%	**6%**
Master of Education	79	68	**60**	16%	16%	**13%**
Master of Philosophy	0	5	**0**	0%	1%	**0%**
Number of respondents with known degree	499	414	**450**	100%	100%	**100%**
Gender						
Female	408	331	**369**	82%	80%	**82%**
Male	91	83	**80**	18%	20%	**18%**
Number of respondents with known gender	499	414	**449**	100%	100%	**100%**
Age						
20-25	70	107	**107**	14%	26%	**24%**
26-30	227	162	**209**	46%	39%	**46%**
31-35	100	73	**58**	20%	18%	**13%**
36 and above	93	69	**76**	19%	17%	**17%**

	Number of Respondents			Percent		
	2010	2011	**2012**	2010	2011	**2012**
Number of respondents with known age	490	411	**450**	100%	100%	**100%**
Citizenship						
U.S. citizen	430	358	**391**	87%	86%	**87%**
Non-U.S. citizen	63	56	**59**	13%	14%	**13%**
Number of respondents with known citizenship	493	414	**450**	100%	100%	**100%**
Race/Ethnicity						
African American/ Black	43	32	**28**	9%	8%	**8%**
American Indian or Alaskan Native	1	0	**0**	0%	0%	**0%**
Asian	2	7	**25**	0%	2%	**7%**
Asian/ Pacific Islander	48	49	**23**	10%	12%	**7%**
White (of European, Middle Easter, or North African origins)	264	197	**228**	53%	48%	**65%**
Latino or Hispanic American	28	31	**31**	6%	8%	**9%**
Other	4	2	**1**	1%	1%	**0%**
Foreign	35	33	**0**	7%	8%	**0%**
Native Hawaiian or Pacific Islander	0	0	**1**	0%	0%	**0%**
None	25	14	**0**	5%	3%	**0%**
Not indicated	34	35	**0**	7%	9%	**0%**
Two or more races	12	13	**12**	2%	3%	**3%**
Number of respondents with known race/ethnicity	497	413	**349**	100%	100%	**100%**

APPENDIX C: RESPONSE RATE BY DEPARTMENT AND PROGRAM

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

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate
Arts & Humanities	346	94	27%	443	89	20%	439	88	20%
Applied Linguistics	12	7	58%	26	8	31%	19	6	32%
Art and Art Education	50	16	32%	37	13	35%	34	10	29%
Arts Administration	30	12	40%	39	10	26%	25	8	32%
Bilingual/Bicultural Education *							24	7	29%
Dance and Dance Education	1	1	100%	0	0	0%	0	0	0%
History and Education	13	0	0%	25	0	0%	3	1	33%
Music and Music Education	57	16	28%	54	7	13%	50	7	14%
Philosophy and Education	6	0	0%	15	0	0%	8	2	25%
Religion and Education	1	0	0%	0	0	0%	0	0	0%
Teaching of English	85	16	19%	150	24	16%	102	19	19%
Teaching of Social Studies	54	11	20%	49	14	29%	68	10	15%
TESOL	38	14	37%	39	5	13%	69	17	25%
TESOL-Japan	13	0	0%	32	6	19%	37	1	3%
Biobehavioral Sciences	88	26	30%	97	21	22%	96	24	25%
Applied Physiology	10	4	40%	13	4	31%	11	3	27%
Curriculum and Teaching in Physical Education	2	1	50%	4	0	0%	0	0	0%
Kinesiology	0	0	0%	1	1	100%	0	0	0%

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate
Motor Learning	7	4	57%	8	3	38%	3	1	33%
Neuroscience and Education	10	4	40%	19	3	16%	13	5	38%
Physical Education	6	3	50%	0	0	0%	6	2	33%
Speech and Language Pathology	53	11	21%	47	8	17%	63	13	21%
Counseling & Clinical Psychology	220	63	29%	240	50	21%	226	57	25%
Clinical Psychology	11	1	9%	13	1	8%	7	0	0%
Counseling Psychology	0	0	0%	3	0	0%	2	0	0%
Psychological Counseling	93	26	28%	107	22	21%	97	29	30%
Psychology in Education	116	36	31%	117	27	23%	119	28	24%
Curriculum & Teaching	179	45	25%	179	27	15%	199	36	18%
Curriculum and Teaching	11	3	27%	4	0	0%	7	2	29%
Curriculum and Teaching Elementary Education	20	4	20%	15	1	6%	28	5	18%
Curriculum and Teaching Secondary Education	9	3	33%	7	1	14%	12	1	8%
Early Childhood Education	11	2	18%	13	2	15%	16	6	38%
Early Childhood Education/ Special Education	21	6	29%	25	7	28%	25	4	16%
Elementary Inclusive Education	54	12	22%	64	6	9%	61	10	16%
Gifted Education	8	4	50%	2	1	50%	4	2	50%
Literacy Specialist	45	11	24%	49	9	18%	38	5	13%

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate
Health & Behavior Studies	145	39	27%	184	40	22%	174	43	25%
Applied Behavior Analysis	17	4	24%	17	2	12%	16	1	6%
Applied Physiology and Nutrition Education	12	6	50%	17	4	24%	11	3	27%
Behavioral Nutrition	0	0	0%	1	0	0%	0	0	0%
Blindness & Visual Impairment	3	0	0%	1	0	0%	1	1	100%
Community Nutrition Education	1	0	0%	0	0	0%	1	0	0%
Deaf & Hard of Hearing	10	1	10%	18	3	17%	11	6	55%
Guidance & Rehabilitation	1	1	100%	1	1	100%	1	1	100%
Health Education	13	7	54%	23	9	39%	16	5	31%
Instructional Practice in Special Education	1	0	0%	0	0	0%	0	0	0%
Intellectual Disabilities/ Autism	14	2	14%	18	3	17%	20	4	20%
Nursing Education	1	1	100%	0	0		0	0	0%
Nutrition Education	10	4	40%	14	3	21%	16	3	19%
Nutrition and Public Health	4	0	0%	7	1	14%	14	0	0%
Physical Disabilities	0	0	0%	1	0	0%	0	0	0%
Reading Specialist	27	5	19%	20	6	30%	29	9	31%
School Psychology-Masters	23	6	26%	29	7	24%	23	7	30%
Severe or Multiple Disabilities	5	2	40%	4	0	0%	8	1	13%
Teaching ASL as a Foreign Language	4	0	0%	8	0	0%	7	2	29%
Human Development	84	28	33%	111	28	25%	103	24	23%

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate
Applied Statistics	1	0	0%	7	0	0%	7	2	29%
Cognitive Studies in Education	17	4	24%	14	5	36%	15	3	20%
Developmental Psychology	0	0	0%	2	0	0%	0	0	0%
Educational Psychology	2	0	0%	4	0	0%	2	0	0%
Measurement and Evaluation	0	0	0%	5	2	40%	0	0	0%
Psychology-Developmental	44	14	32%	52	13	25%	47	13	28%
Sociology and Education	20	10	50%	29	8	28%	32	6	19%
Interdisciplinary Studies	0	0	0%	2	1	50%	0	0	0%
Interdisciplinary Studies in Education	0	0	0%	2	1	50%	0	0	0%
International & Transcultural Studies	130	51	39%	150	33	22%	140	41	29%
Anthropology and Education	15	7	47%	10	1	10%	11	2	18%
Applied Anthropology	0	0	0%	0	0	0%	1	0	0%
Bilingual/Bicultural Education	19	5	26%	25	5	20%			
Comparative & International Education	8	3	38%	9	2	22%	15	4	27%
Economics and Education	9	4	44%	21	5	24%	18	4	22%
International Educational Development	79	32	41%	85	20	24%	95	31	33%
Mathematics, Science & Technology	171	48	28%	141	31	22%	158	29	18%
Communication	14	6	43%	9	2	22%	6	1	17%
Computing in Education	18	6	33%	14	5	36%	28	7	25%

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate
Instructional Technology and Media	30	12	40%	27	4	15%	29	5	17%
Mathematics Education	74	17	23%	64	11	17%	52	7	13%
Science Education	24	6	25%	24	8	33%	26	5	20%
Science and Dental Education	0	0	0%	1	0	0%	4	2	50%
Supervision in Science Education	7	1	14%	0	0	0%	5	1	19%
Teacher Education in Science	3	0	0%	0	0	0%	2	0	0%
Technology Specialist	1	0	0%	0	0	0%	5	0	0%
Organization & Leadership	349	105	30%	387	94	24%	380	106	28%
Adult & Continuing Education	0	0	0%	19	4	21%	0	0	0%
Adult Learning and Leadership	10	2	20%	19	4	21%	14	7	50%
Organization & Leadership	349	105	30%	387	94	24%	380	106	28%
Education Leadership Studies	12	4	33%	23	5	22%	10	2	20%
Leadership, Policy and Politics	8	2	25%	7	0	0%	17	5	29%
Higher & Postsecondary Education	35	13	37%	68	31	46%	62	20	32%
Nurse Executive	29	16	55%	0	0	0%	24	10	41%
Politics and Education	17	8	47%	15	5	33%	11	1	9%
Private School Leadership	35	7	20%	66	13	20%	26	9	35%
Psychology-Organizational	120	33	28%	107	25	23%	108	35	32%
Public School and District Leadership	83	20	24%	79	11	14%	83	7	8%

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate	No. of Graduates	No. of Respondents	Response Rate
Social-Organizational Psychology	0	0	0%	3	0	0%	1	0	0%
TOTAL	1712	499	29%	1934	414	21%	1915	450	23%

EXIT SURVEY TEACHERS COLLEGE
MASTER'S GRADUATES and GRADUATING STUDENTS of 2011-2012

Please **circle or X** your answers**.**

Dear   ___,
Did you graduate from a master's program in October 2011, or February 2012, or will be graduating in May 2012?

(1) YES (please fill out the questionnaire)   (2) NO   (3) I AM IN A DOCTORAL PROGRAM, NOT A MASTER'S.

 If you responded (2) or (3), do not fill out the questionnaire, but please send it back to us in the self-addressed envelope. Thank you.

	Academic Program and Courses	**Agreement** (1) Strongly Disagree … … (6) Strongly Agree						**Importance** How important <u>to you</u> is this aspect? (1) Not Important … ... (6) Very Important						Don't know or NA
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. Extra space on last page.

	Instruction	**Agreement** (1) Strongly Disagree … … (6) Strongly Agree						**Importance** How important <u>to you</u> is this aspect? (1) Not Important … ... (6) Very Important						Don't know or NA
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. Extra space on last page.

	Academic Advising	**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. Extra space on last page.

	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. Extra space on last page.

	Resources	Agreement						Importance How important **to you** is this aspect?						Do n't kn ow 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 students.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

57) Comments about college or program resources. Extra space on last page.

	As a student, how helpful did you find the following student support services?	(1) Not Helpful …… (6) Very Helpful						Did Not Use
58	Office of the Registrar	1	2	3	4	5	6	Did not use
59	Financial Aid Office	1	2	3	4	5	6	Did not use
60	Student Accounts	1	2	3	4	5	6	Did not use
61	Career Services	1	2	3	4	5	6	Did not use
62	Other office (specify): ……………………………………..	1	2	3	4	5	6	Did not use
63	Other office (specify): …………………………………	1	2	3	4	5	6	Did not use

64) Comments about student support services. Extra space on last page.

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

72) Comments about your student experience at TC. Extra space on last page.

73) Is this questionnaire too long? Your comments or suggestions about this questionnaire. Extra space on last page.

PLEASE INDICATE WHICH ITEM(S) YOU ARE COMMENTING ON BY ITS NUMBER.

THANK YOU SO MUCH FOR YOUR FEEDBACK!