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Teachers College Columbia University

Class 2009 Exit Survey

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EXECUTIVE SUMMARY

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

The May 2009 Exit Survey includes 64 statements focused on five areas of the educational experience: academic programs, instruction, academic advising and student support services, learning environment, and resources. The survey was administered to students who graduated in October 2008 and February 2009, and to those who applied for graduation in May 2009. Survey participants were asked to rate each statement from 1 for "scarcely important" to 4 for "very important" on an importance scale; and from 1 for "disagree strongly" to 4 for "agree strongly" on an agreement scale. Three open-ended questions provided respondents an opportunity to comment on program strengths and weaknesses or on their educational experience at Teachers College in general. This report includes data from administration years 2007, 2008 and 2009. The quantitative data is corroborated with the open-ended comments.

In 2009, 530 students completed the survey (29% response rate); in 2008, we received 373 and, in 2007, 523 completed surveys (23% and 30% response rates, respectively). The response rates for individual programs and departments are shown in Appendix F.

Student Priorities

Statements which were rated as very important by at least 70% of 2009 respondents were identified as students' priorities. Based on this definition, 39% (25 of 64) of the survey statements were on the 2009 students' priority list. Most of these statements (23 of 25) were related to academic programs, academic advising and student support services, and learning environment. All but one statement¹ of the 2008 priorities are on the 2009 list as well.

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 experiences. 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 (57%-76%). Only 41% agreed that adequate financial aid was available.

Statements	% Very Important			% Agree and Agree Strongly		
	2007	2008	2009	2007	2008	2009
N	523	373	530	523	373	530
Academic Programs						
59) My internship experience contributed to my academic development.	85	82	85	87	80	89
64) My internship/field placement site was conducive to my learning and professional development.	86	79	83	86	87	86
60) I got to apply what I learned in my courses to real-life situations during my internship.	84	80	83	80	80	81
61) I got to practice a variety of professional skills during my internship.	84	80	82	80	84	85

¹ A variety of courses was offered by my program was rated as very important by 69% of respondents in 2009.

Statements	% Very Important			% Agree and Agree Strongly		
	2007	2008	2009	2007	2008	2009
5) Course content was applicable to my anticipated work in the field.	80	78	77	78	81	75
2) Courses were offered frequently enough that I was able to complete my degree requirements as planned.	81	73	76	72	78	77
34) Program requirements were relevant to my anticipated work in the field.	73	73	73	76	80	74
62) My supervisor(s) guided me during my internship.	75	72	73	70	76	74
63) My supervisor(s) regularly evaluated my performance during internship.	68	66	70	66	74	74
Academic Advising and Student Support Services						
44) My academic advisor was approachable.	83	75	77	79	79	76
41) I knew what I had to do to meet program and degree requirements.	81	74	76	78	79	71
43) My academic advisor was knowledgeable about program requirements.	78	72	76	74	74	73
39) I received accurate information about program and degree requirements.	77	70	75	71	76	67
42) My program provided good academic advisement.	75	72	74	60	60	57
45) My academic advisor helped me to complete my program as planned.	76	65	74	70	69	67
40) Program and degree requirements were clearly explained to me.	76	74	71	64	70	62
Learning Environment						
17) My program faculty were scholarly and professionally competent.	83	78	82	90	91	87
25) My program was an intellectually stimulating place.	82	77	82	84	84	82
22) My program faculty treated students with respect.	81	79	81	89	91	88
23) My program faculty treated all students fairly.	79	79	79	85	85	83

Statements	% Very Important			% Agree and Agree Strongly		
	2007	2008	2009	2007	2008	2009
48) My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.	80	73	76	91	86	88
16) My program faculty were fair and unbiased in assessing/grading student work.	74	78	75	86	90	88
21) My program faculty cared about professional welfare and development of students.	71	71	72	75	80	71
Instruction						
13) My program faculty gave me helpful feedback on assignments.	73	66	71	72	80	73
Resources						
56) Adequate financial aid was available for students in my program.	83	64	80	35	39	41

Performance Gaps: Strengths and Challenges

We followed a Noel-Levitz's (2006) approach to identify the areas of strengths and challenges. Student 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 do not meet students' expectations; a smaller gap indicates that the College or programs do a relatively better job of meeting expectations. The table in Appendix C summarizes the results of the performance gap analysis.

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. In 2009, the following statements were identified as strengths:

- My internship experience 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 student 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. In 2009, the following statements were identified as challenges:

- 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(s) guided me during my internship.
- My supervisor(s) 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.

Summary

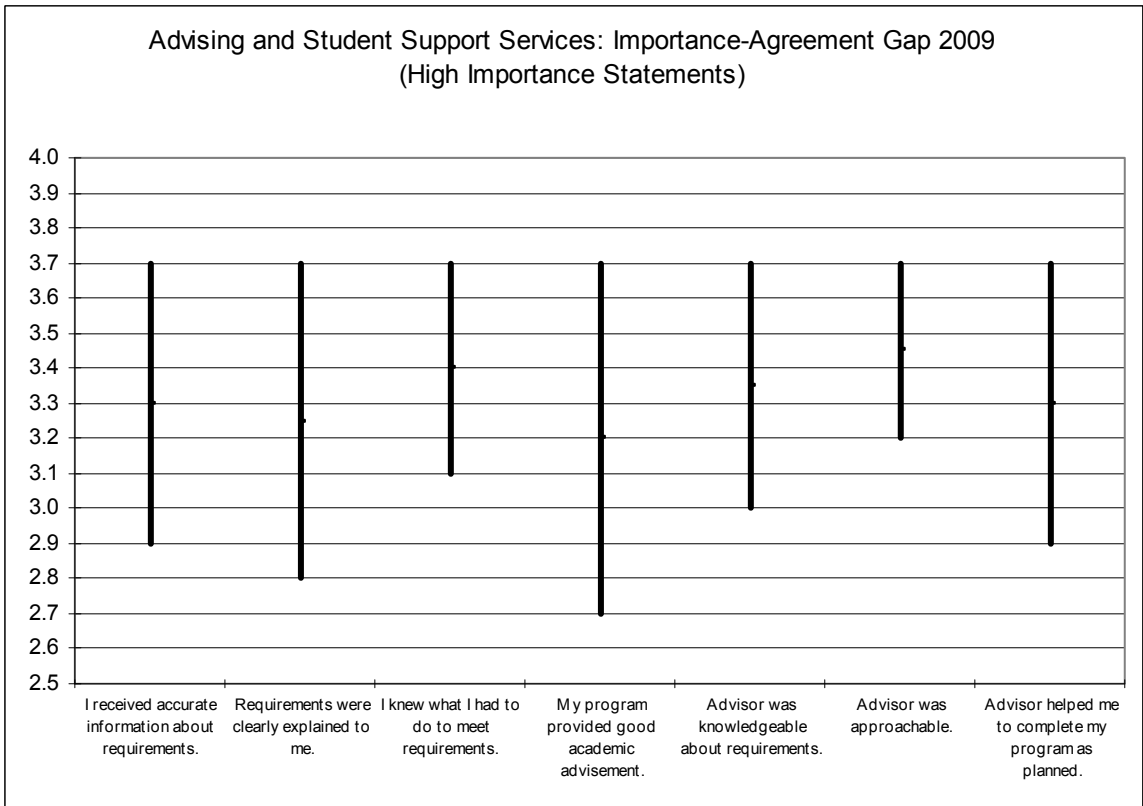
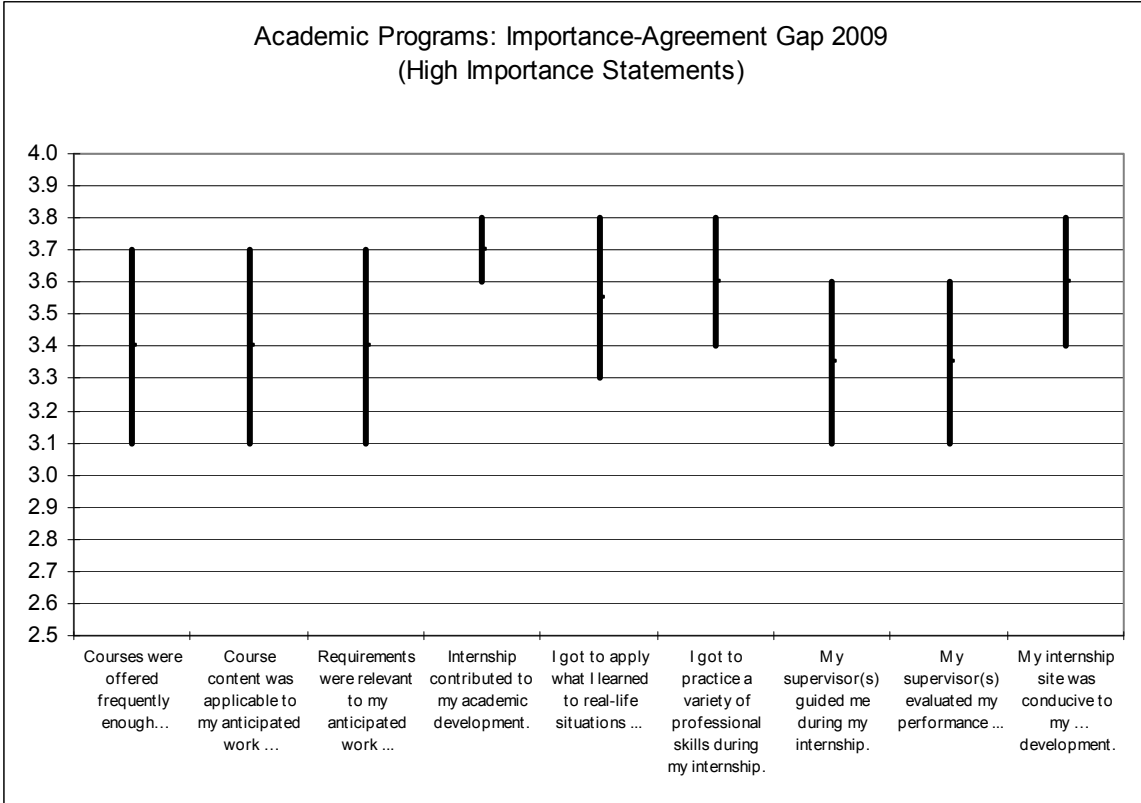
Academic Programs

Nine of the 18 statements related to the area of academic programs were on the 2009 students' priority list (i.e., rated very important by 70% or more respondents). Of these, 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. Statements about quality of internship placements and opportunities to practice professional skills during internship showed larger gaps of 0.4. The remaining six high importance statements showed gaps of 0.5 or larger indicating that programs did not meet student expectations. The performance gaps are shown graphically below: the top of each vertical bar represents the importance scale mean score, and the bottom of each bar represents the agreement scale mean score.

Although not on the priority list, respondents' expectations about the quality of theoretical preparation were close to being met. Variety of courses and flexibility to pursue one's academic interests with performance gaps of 0.5 or larger need improvement to meet students' expectations, as does program design as defined by a set of well-integrated and non-repetitive courses.

Academic Advising and Student Support Services

All statements in the area of academic advising and student support services had performance gaps of 0.5 or larger, making the whole area a challenge area for the College and programs. Seven of the 10 statements were on the students' priority list. The general statement about the quality of academic advising had the largest gap of 1.1 followed by the three statements with gaps of 0.9 (*Program and degree requirements were clearly explained to me; Student support services and staff were helpful; and My program monitored my progress towards my degree.*). Although the two latter statements were not on the priority list, the large gaps indicate that respondents' expectations about the quality of student support services and monitoring of student progress were far from being met. These are some of the largest gaps in the questionnaire. The performance gaps for the high importance statements are shown graphically below: the top of each vertical bar represents the importance scale mean score; the bottom of each bar represents the agreement scale mean score.

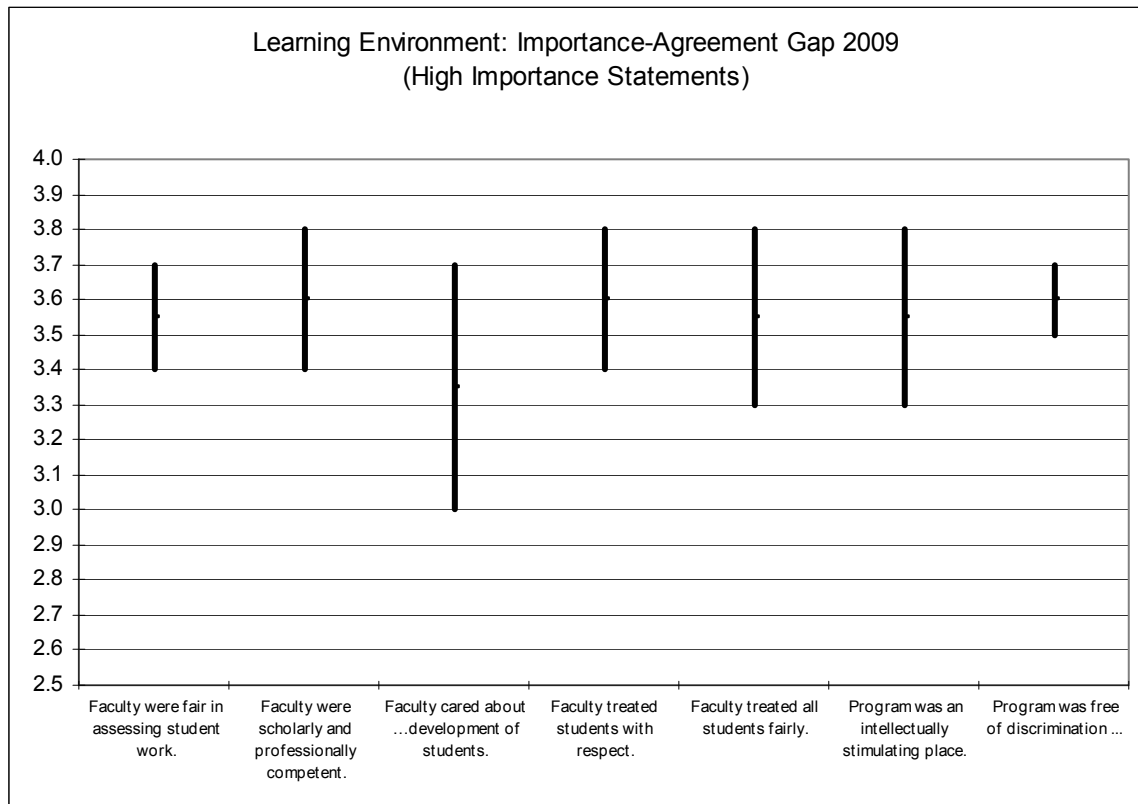


Learning Environment

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 with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status*—could be considered a strength with a performance gap of 0.2. Three statements with large gaps (0.5 or larger) indicate that these are the areas where improvements may be necessary to meet students' expectations (*My program was an intellectually stimulating place*, *My program faculty treated all students fairly*, and *My program faculty cared about professional welfare and development of students*).

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).

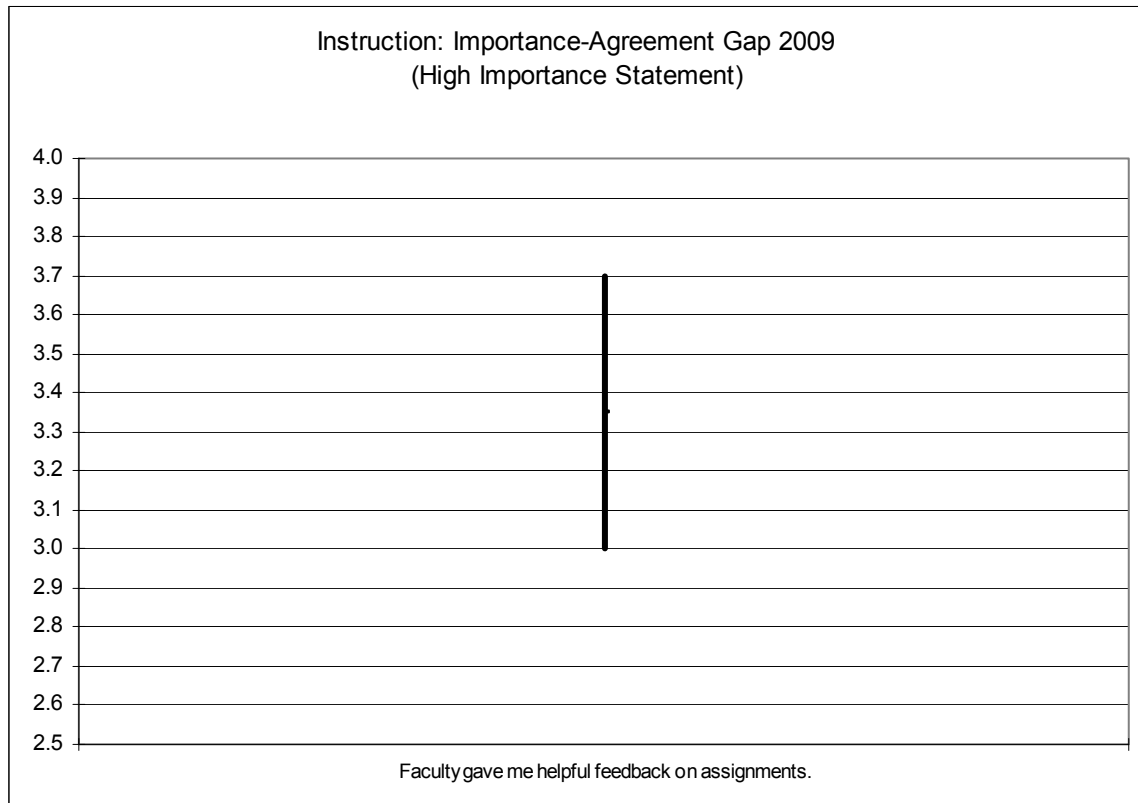
Finally, all statements related to diversity and non-discrimination (diversity of faculty and students, non-discrimination, and encouragement of diverse student participation) had performance gaps of 0.1 to 0.4. However, these results ought to be considered with caution given the small proportion of 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 difference 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

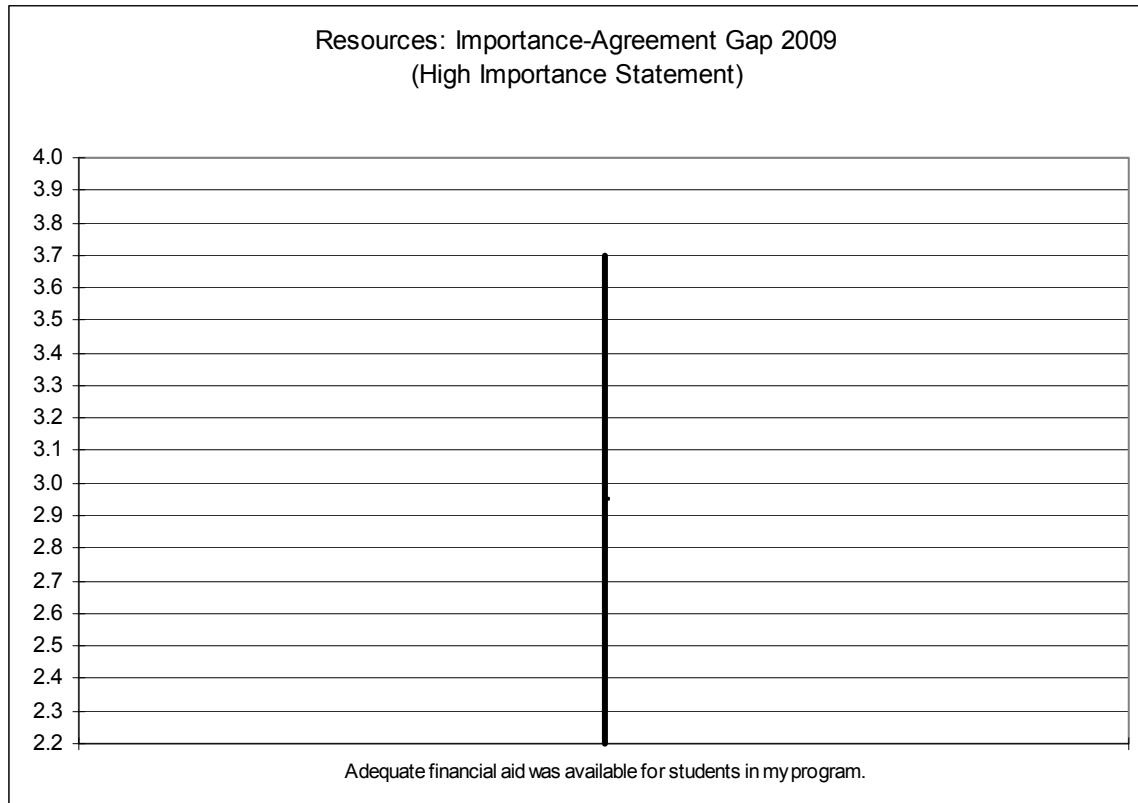
Consistent with the findings from the 2007 and 2008 surveys, the area of instruction appeared to be of lower importance for respondents than the areas of academic program, academic advising, or learning environment. Only one of the 18 statements related to the area of instruction was on the 2009 priority list (i.e., rated very important by 70% or more respondents). The performance gap of 0.7 indicated that the College/program performance in this area fell somewhat short of students' expectations. The performance gap is shown graphically below: the top of the vertical bar represents the importance scale mean score, the bottom of the bar represents the agreement scale mean score.

The gap analysis of other statements showed that there is still some 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.



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 questionnaire, suggests that this area need some close attention of the programs and the College. 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. The performance gap for the high importance statement is shown graphically below: the top of the vertical bar represents the importance scale mean score, the bottom of the bar represents the agreement scale mean score.



Other Findings

Preparing for a Career

Both quantitative data from the Likert-type questions and the qualitative data from the open-ended responses corroborated on the importance of career preparation or career enhancement. In 2007, 2008, and 2009, over 73% of respondents rated the practical value of program curriculum and requirements as very important. But while more about three-fourths of respondents agreed that their program curriculum and requirements were relevant and applicable to their anticipated work in the field, performance gaps of 0.5-0.7 indicate that more work needs to be done to meet students' expectations in this area.

Over 80% of the respondents felt that their internship was very important for their academic and professional development. All six internship-related statements were on the students' priority list in 2009. Over 50% of respondents in 2009 were from programs that required internships. A number of respondents from the programs that did not require internships felt that it would have been beneficial if their programs had encouraged students to do an internship, or if the course of study had included some clinical experiences.

Responses to the open-ended questions suggest that students expected programs and advisors to provide more support and guidance in preparing for a specific career or in securing a job. Some respondents had specific suggestions for the Office of Career Services. A few respondents commented on the need to provide opportunities for students "to network in the field, in preparation for future employment."

Master's vs. Doctoral Students

Master's degree graduates constituted majority of our respondents (from 88% in 2009 to 92% in 2008). Open-ended comments showed that a considerable number of respondents felt that master's students were not treated as well as doctoral students, and that "MA students were buying the degree and sponsoring PhD students."

Many master's respondents felt that they did not receive adequate guidance from their advisors, "because there were so many students in my MA program" and because the faculty was "not eager to

advise and guide MA students.” The “limited interaction between faculty and master’s students” and lack of faculty concern “about our progress and development in the field” were common concerns among a number of respondents.

Technology

Survey results across the three years unequivocally demonstrate that information technology as part of the educational experience is not high on the students’ priority list. Faculty’s use of technology in instruction was the lowest in importance in the entire questionnaire—24%-29% of respondents rated it as very important. Having opportunities to learn to use technology relevant in a professional context, and to use relevant technologies during the internship, were rated as very important by 37%-44% and 47%-52% of respondents, respectively. About half (44%-52%) felt it was very important to have adequate technological resources. The small number of technology-related comments to the open-ended questions confirms its overall low importance.

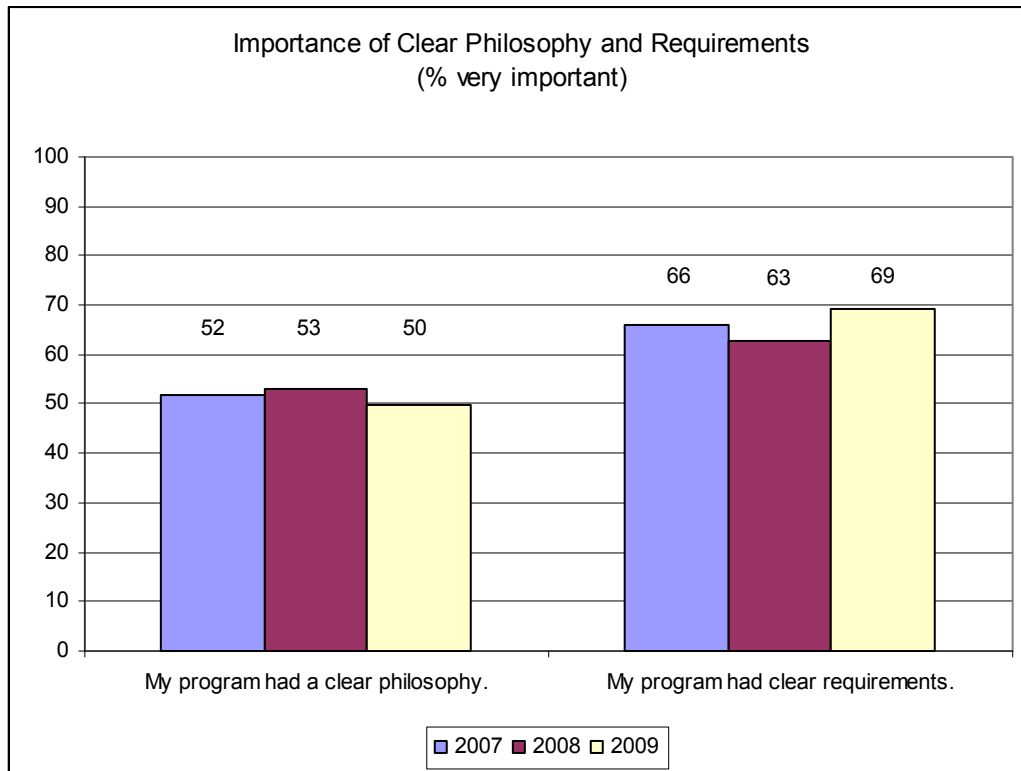
A majority of respondents (54%-75%) agreed or agreed strongly that faculty used technology in their teaching and that students had opportunities to learn and practice technology in the professional context. Over 70% of respondents agreed that technological resources were adequate. The relatively low importance and relatively high agreement ratings resulted in moderate performance gaps (0.3-0.4) for the three technology statements (opportunities to learn, opportunities to apply, and technological resources) and a zero gap for faculty’s use of technology.

ACADEMIC PROGRAMS

An academic program is more than a collection of related courses. It is a cohesive arrangement of credit courses and experiences designed to accomplish predetermined objectives leading to the award of a degree or certificate. An academic program has (i) a philosophy, goals, and objectives; (ii) a well-integrated set of courses; and in the case of an applied or professional program, (iii) field or clinical experiences, which are carefully designed to give students opportunities to apply acquired knowledge and skills to practice.

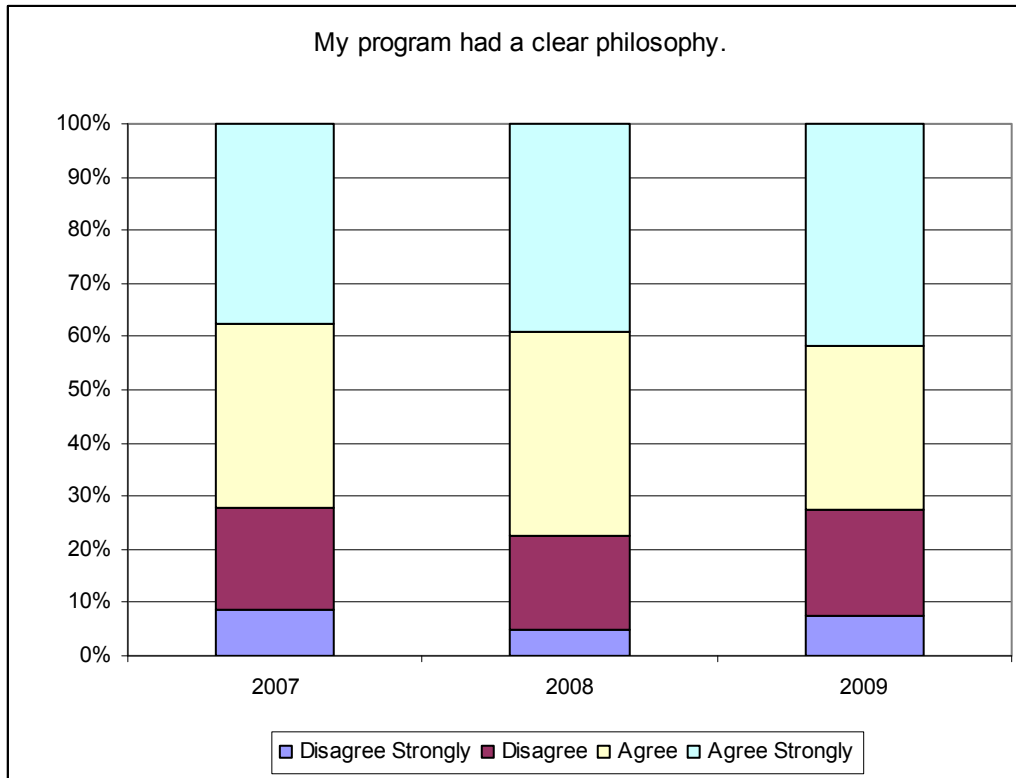
Program Philosophy and Requirements

A clear program philosophy and clear program requirements were very important for 50% and 69% of respondents, respectively. Consistently across the three years, clear program requirements were very important to more respondents than a clear program philosophy.



Program Philosophy or Focus

Almost three-quarters (73%) of respondents in 2009 and in 2007 agreed or agreed strongly that their programs had a clear philosophy; more respondents agreed with this statement in 2008 (77%).



In their responses to the open-ended questions, respondents were more likely to see program philosophy among strengths than among weaknesses (61 vs. 21).²

There was a clear common philosophy in all the classes that I took. (2009)

Tradition that is immediately tangible (Dewey). (2009)

The mission of our program is incredible and unique. (2009)

Our department had very strong philosophy. (2009)

Clear philosophy centered on self-awareness. (2009)

My program's philosophy and mission is outstanding and forward thinking. (2009)

Focus on emotional intelligence and the development of our leadership capacity. (2008)

The philosophy of TC, the "thinking outside the box" idea, the emphasis on metacognition and being a reflective practitioner. (2008)

I also appreciated the progressive view toward education. (2007)

Focus on multiculturalism, diversity and/or social justice was the strongest theme in the respondents' comments about program philosophy or focus.

The department's focus on multicultural issues is like none other. The program was instrumental in my development as a culturally competent member of society. Without that experience, I likely would be the same person. (2009)

What sometimes felt like an overemphasis on multiculturalism proved to be extremely educational and useful in my professional and personal development. (2009)

Emphasis on multiculturalism and knowledge of bilingual/bicultural children and adults. (2009)

The focus on social justice and multicultural competence. (2009)

² Coding Note: Responses to the open-ended questions which referred to program philosophy, focus, or emphasis were coded under *Philosophy or Focus*. Discrepancies between stated commitments and actual practice were coded *Consistency or Hypocrisy* in 2007 and 2008 but were folded under *Philosophy and Focus* in 2009.

Strong emphasis on multicultural issues. A critical mass of faculty and students who placed a great deal of importance on these issues. (2008)

Its strong emphasis on multiculturalism was invaluable to my professional growth. (2008)

With regards to weaknesses, several respondents noted an ideological bias or a lack of focus in their programs or TC in general. Some reported of discrepancies between stated commitments and actual practice.

The program lacks a coherent perspective in the field and the faculty do NOT take clear positions. (2009)

Totally narrow in guiding philosophy and limited in scope. (2009)

The program was extremely biased both politically and pedagogically. (2009)

Program had an overall sense of a "political-ness " or conservative-ness. (2009)

Multiculturalism was narrowly defined to mean African American/Asian/Latina excluding LGBT, Muslims etc. (2009)

Stated focus on urban education at TC; seemed pretty much all talk. If we were really going to "do" urban education, wouldn't we really be doing some dramatic things to prepare educators for that, rather than just studying urban education? (2009)

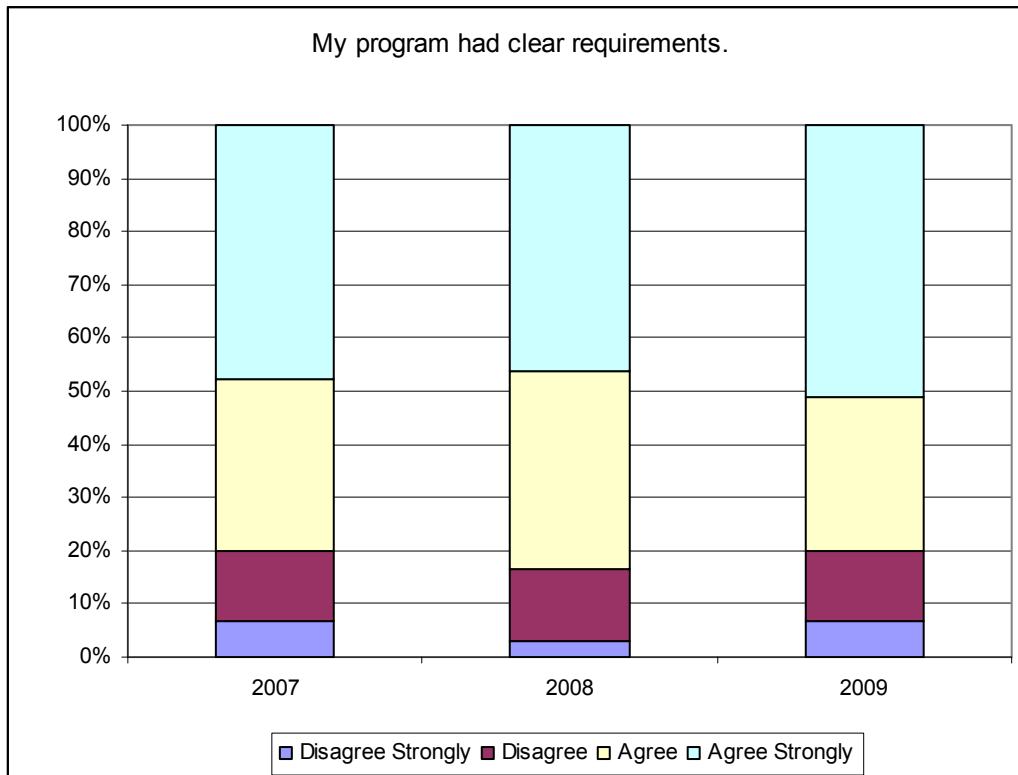
There is only one philosophy of education shared by all faculties leading to a lack of perspectives and ways of education. (2008)

Not genuinely multicultural—only interested in certain concentration of classes (race) at the expense of others (disability, sexuality, religion, suicidation, trauma, loss). (2008)

TC says it's focused on "urban education," but seems to be targeted at upper and middle class students. (2007)

Program Requirements

Program goals or objectives, particularly the ones related to learning outcomes, are often reflected in program requirements. Over 80% of respondents agreed or agreed strongly that their programs had clear requirements, as did the respondents in 2007 and 2008.



Few respondents, particularly in 2009, saw program organization and clarity of requirements as program strengths as evidenced in the comments to the open-ended questions.³

The program closely follows New York State guidelines for license requirements. (2009)

Organized requirements. (2009)

The course requirements are stated clearly. (2009)

Program is very organized. (2008)

Requirements are very cohesive. (2008)

Very structured; pretty clear expectations procedures for PhD candidates regarding internship application timing. (2008)

The program is very well developed and well structured, in large part because the program director was quite attuned to both state requirements and the needs of the students. (2008)

Some respondents felt that their programs were poorly organized and that program requirements were confusing. (For further discussion on how programs inform students about academic requirements, please see the Academic Advising section of this report).

Terribly organized; no one (staff, students, faculty) knows what is required for the program or what is going on. (2009)

While the flexibility of study is excellent, the degree itself is a bit amorphous in that it does not specifically prepare students for a next step. There is a general lack of knowledge through the department about the purpose of this degree and the best ways to go about completing it. (2009)

The program was flexible partly because it was not entirely well defined. The three strands that comprised my program were not clearly distinctive from one another, causing some confusion as to what strand was best to pursue. I know that just as I was finishing up, the program was moving toward putting in place more structure that probably also will help with this definition issue. (2009)

Disorganized, both logistically and in terms of program content. We are simply not trained well enough by the program, because it is not organized in a way that will help us in our work. (2009)

The entire program is unorganized and no one knows what needs to be done or by when. (2008)

The organization and clarity of the degree logistics/requirements/certification were VERY vague and confusing. (2008)

Lack of clear requirements, as the program was discontinued and reformulated as I was still in it; some of the coursework and assignments were repetitive. (2008)

It was very challenging trying to figure out what classes one needs to take to graduate. (2007)

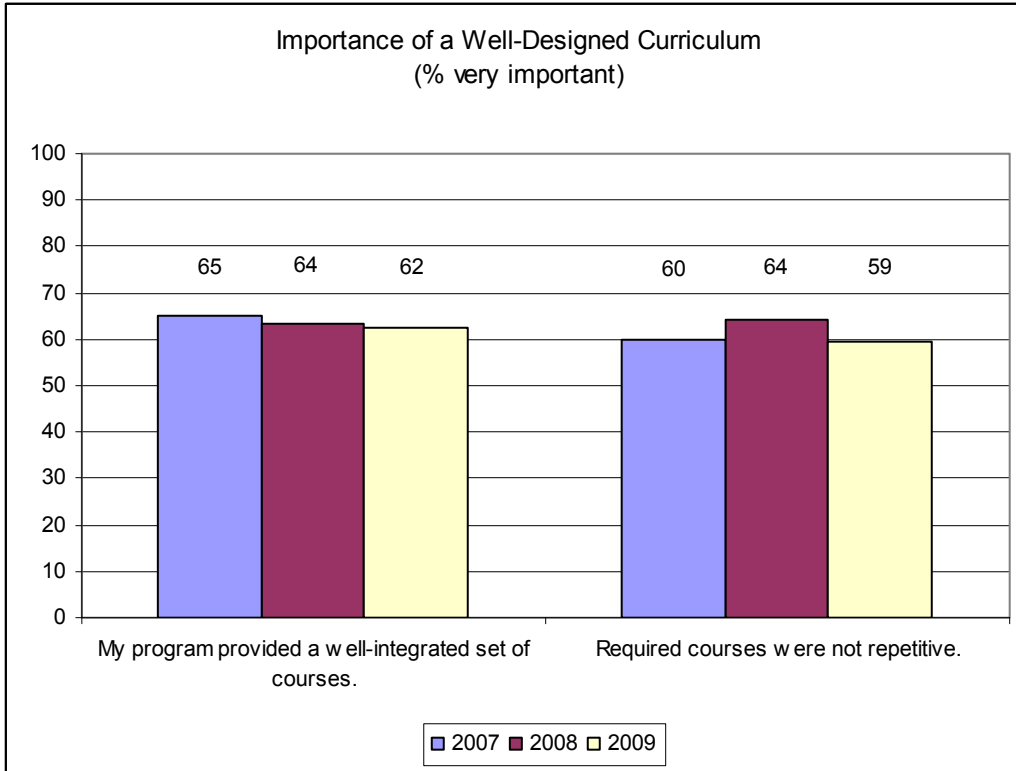
I think that the department in general and specifically my program was poorly run. (2007)

Curriculum and Courses

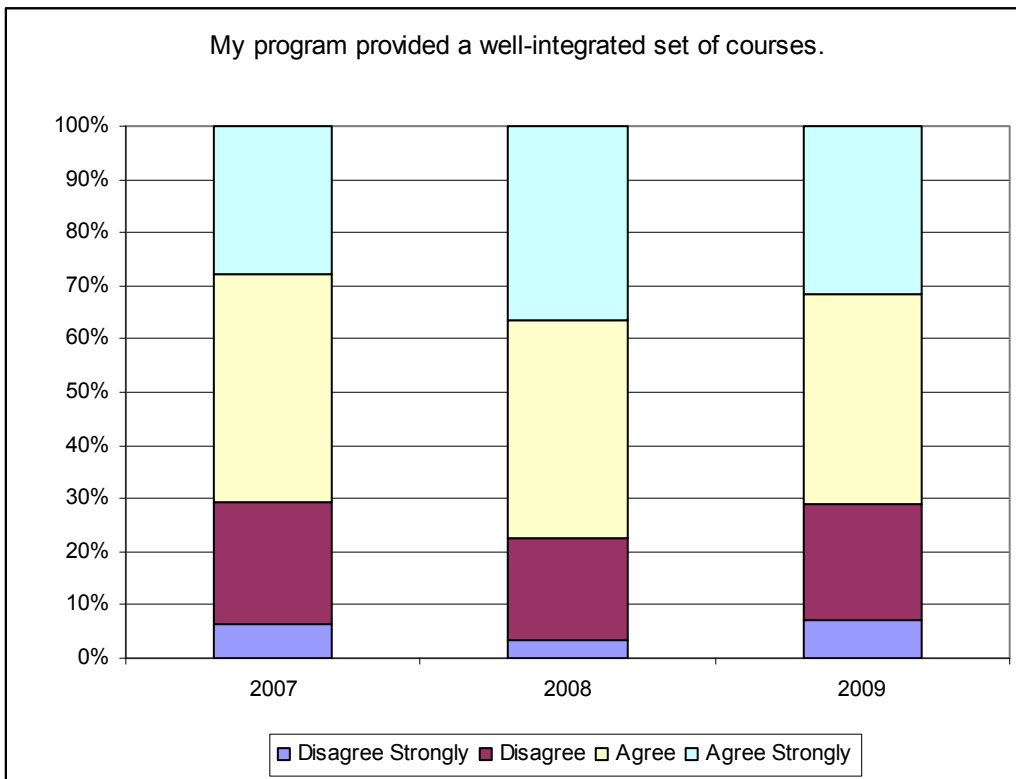
Curriculum Design

In a well-designed academic program, curriculum content is internally consistent and coherent and strikes a balance between breadth and depth. Each course connects to other courses or the next level of knowledge in a systematic and meaningful manner. Two statements in the questionnaire relate to curriculum design. Curriculum as a well-integrated and non-repetitive set of courses was very important for 62% and 59% of respondents, respectively.

³ Coding note: Responses to the open-ended questions which referred to the overall program structure, such as cohort design, sequence of courses, and relevance of requirements were coded as *Design and Requirements*.



More than two-thirds (71%) of respondents in 2007 and 2009 agreed or agreed strongly that their programs provided a well-integrated set of courses. In 2008, this number was 78%.



Few respondents mentioned curriculum coherence either as a program strength or a weakness in their open-ended responses.⁴

All or most of the classes in my program were interrelated which allowed me to make useful connection as to synthesize material. (2009)

All of the smaller pieces fit together to form one clear picture of the field I was getting my masters in. (2008)

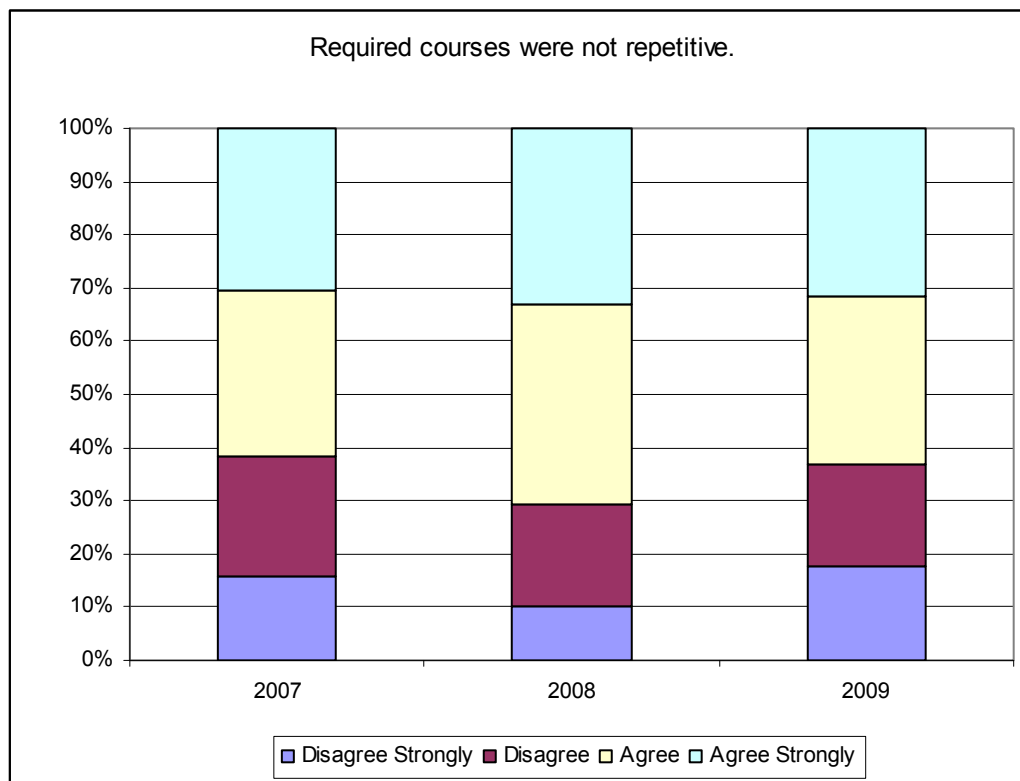
Both programs I completed at TC are known for having improved after I left them. ... When I was in both, each had no particular scope, sequence, actual requirements. My credentials and training from TC were excellent, despite an extremely unfocused and disjointed experience while enrolled. (2009)

Very little sense of coherence among courses offered. No curriculum for the concentration—without sense of real meaning. (2008)

Lack of cohesion—Would have liked it to be more integrated with a great emphasis on cutting edge real world opportunities. (2008)

The breadth courses that we have to take are sometimes so disconnected from the program that they feel like a waste of money. (2008)

Almost two-thirds (63%) of respondents in 2007 and 2009 agreed or agreed strongly that required courses were not repetitive. In 2008, this number was 70%. On the other hand, about a third of respondents felt that there was a lot of repetition and redundancy in their programs or courses.



A number of respondents (34 in 2009) felt that the redundant or repetitive nature of courses was the main weakness of the program.

Some courses were repetitive—using the same text book and materials. I can't believe we had to pay \$3000+ to re-learn the material and had no option of taking something else! (2009)

⁴ Coding note: Responses to the open-ended questions which referred to coherence of program curriculum were coded as *Design and Requirements*. Responses that referred to repetitive or redundant courses or course content/materials/assignments were coded as *Repetitive Courses*.

Many of the classes were repetitive. We could have tested out of them without sitting through the lecture. (2009)

Some courses were simply redundant and filled with information that most of us in the program will never use. (2009)

Core courses are repetitive—we are assigned the same articles in several classes. There doesn't seem to be good coordination amongst faculty. (2009)

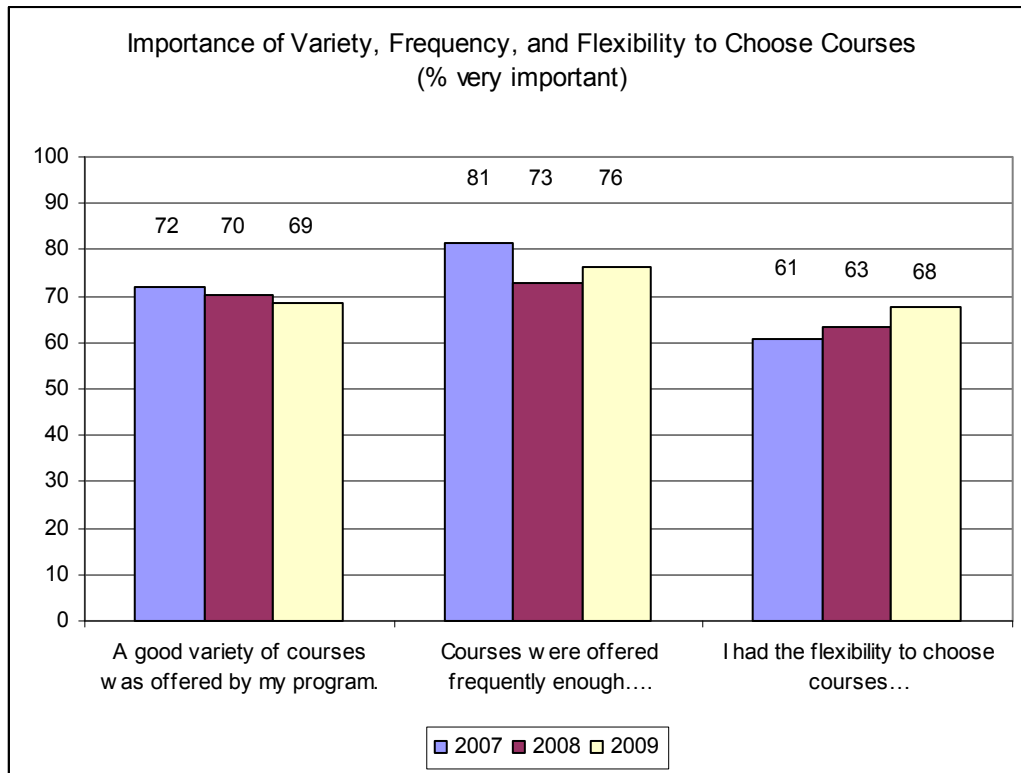
I felt there was a lot of redundancy in the coursework. (2008)

After my first two core courses, things got extremely repetitive. (2008)

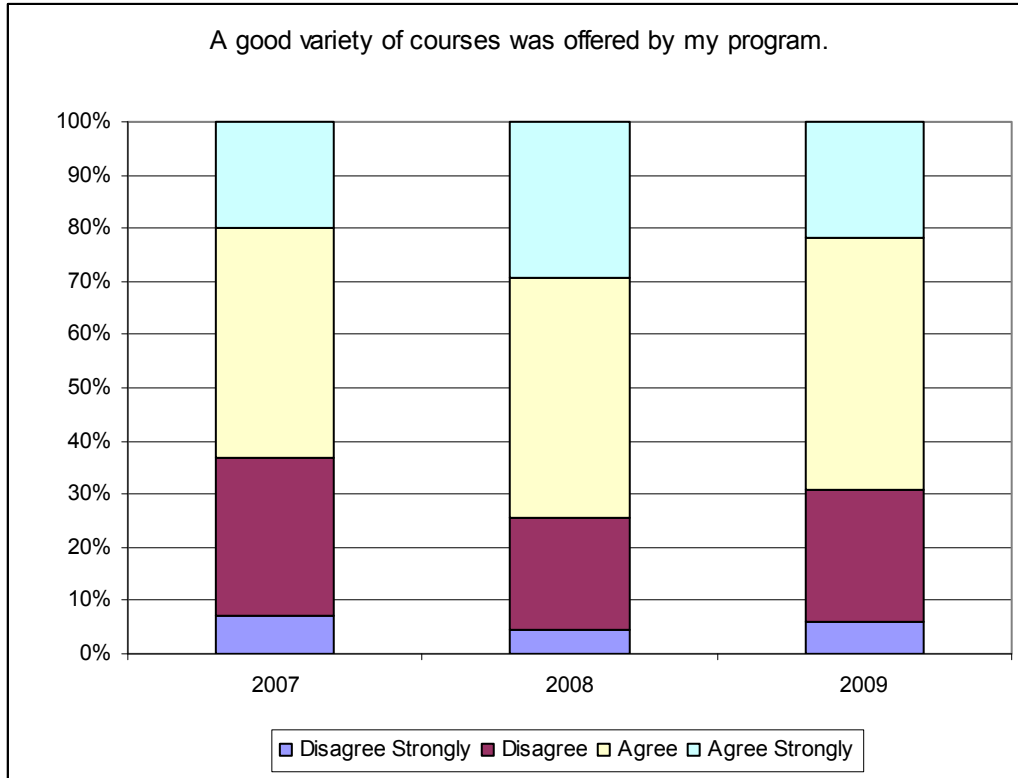
Some required courses were repetitive and thus not an effective use of my time and money. (2008)

Course Variety, Frequency and Flexibility to Choose

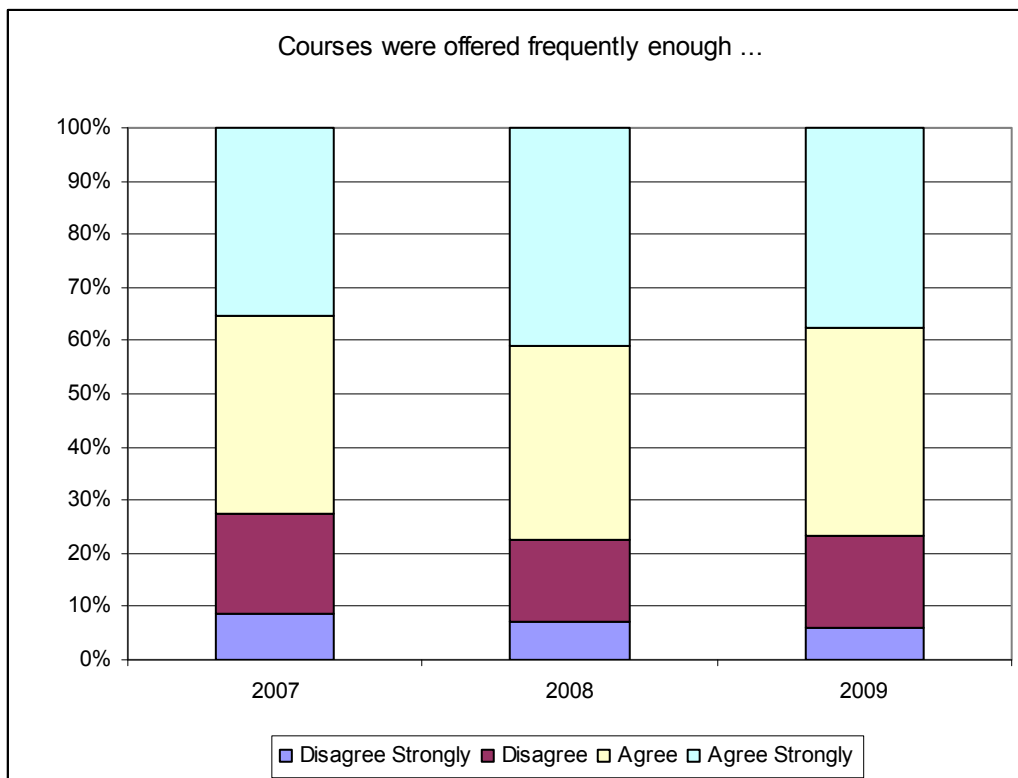
In 2009, variety of courses and flexibility to choose courses based on one's academic interests were very important for over two-thirds (69% and 68%) of respondents. Over three-quarters (76%) of respondents rated frequency with which required courses were offered as very important.



Over two-thirds (69%) of respondents agreed or agreed strongly that their programs offered a good variety of courses, compared to 74% in 2008 and 63% in 2007.



Over three-quarters (77% and 78%) of respondents in 2008 and 2009 agreed or agreed strongly that courses were offered frequently enough to complete degree requirements as planned; and so did 72% in 2007.



In the open-ended comments, respondents were more likely to present variety and availability of courses as program weaknesses than as program strengths (20 vs. 48).⁵ For some, variety of required courses and electives made it possible to receive a comprehensive and well-rounded education.

The variety of courses that resulted in a well rounded theoretical background for my future as a principal. (2009)

There is a good variety of courses available to take as electives. (2009)

There was a range of interesting classes offered, without repetition. (2009)

There was a well-rounded selection of course offerings (2008)

There were a wide variety of courses required that helped to make me more rounded as a teacher. (2008)

However, more respondents felt that course offerings were limited or not interesting, and that course schedules did not always allow students, particularly part-time students, to complete their programs in a timely manner.

Scheduling of required courses was difficult. Also, out of department classes were often full, forcing me to take less relevant courses. (2009)

Provide more classes in the program to take. In my last semester, there was one class offered in the department, which is not acceptable. (2009)

The times that classes were offered and class scheduling was poor. Every semester there seemed to be a problem with classes and the times they were offered. Required courses were only offered once a year. Also, two required courses that were offered only once a year were scheduled for the same time making it impossible to make a decent schedule and complete requirements in a timely fashion. (2009)

Limited course offerings each semester made it hard to schedule classes around work commitments and graduate in a timely manner. (2009)

While there were a broad range of courses offered in my program, many of them were not being offered in the evening. I did not feel that TC was particularly part-time student friendly. Working full-time during the day limited my access to certain classes which I would have liked to have taken. (2009)

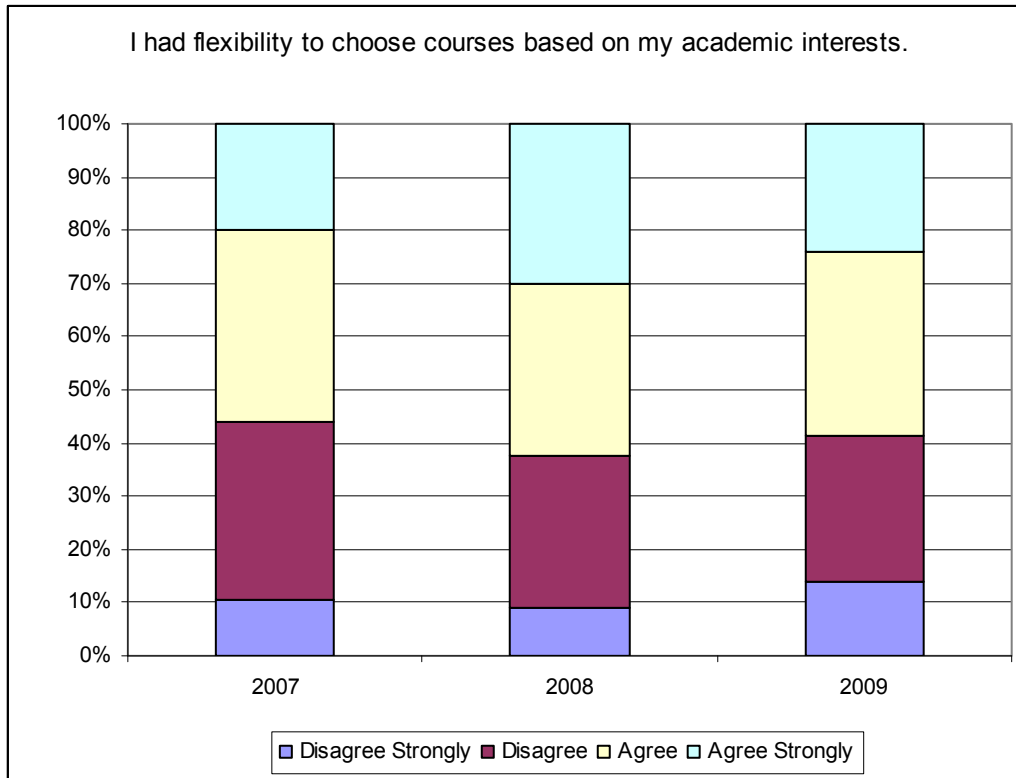
Most required courses are offered early in the day. I'm not a traditional student and work full-time. Selection of courses was very very very limited to me. I would say 50% in my courses were in other programs. What a hell! There should have been some discussion before program begins! (2008)

I think one weakness was the times some classes were offered. For those, who teach, some classes were always unavailable because of the time. Also, the frequency of some classes was very little. So I found I had to plan my entire year and a half in order to take some classes I needed. (2008)

I wish that some of the courses were offered more frequently so that I didn't have to extend my time at TC past the 5 semesters that my program of study requires. Or even the ability to go off sequence in my program. (2007)

In 2009, 59% of respondents agreed or agreed strongly they had the flexibility to choose courses based on their academic interests. In 2007 and 2008, these numbers were 56% and 62%, respectively.

⁵ Coding note: Text responses which referred to the variety of courses and convenience of time when these courses were offered were coded as *Variety and Availability of Courses*.



Many comments about program strengths suggested that the flexibility to choose courses based on one's academic interests was a positive and valued characteristic of a program (34 vs. 22).⁶

The flexibility in degree requirements and the broad array of courses offered meant that I could basically design my own program based on my interests. (2009)

Students can take a variety of paths within the program, choosing to focus on one specific area, or gaining a more general knowledge base. (2009)

It was flexible enough to allow for interdisciplinary studies, and there was enough overlap with other programs at TC to allow me to pursue such studies. (2009)

Lots of choices as to how requirements could be fulfilled. The flexibility in class schedules allows individuals to mold and sculpt their own specialization. (2008)

Didn't like courses in my department but curriculum allowed me the flexibility to take classes in other departments and at the business school. (2008)

Flexibility in allowing master students to take classes in other departments to ensure students take full advantage of school offerings. (2007)

Some respondents, particularly in programs with licensing or certification requirements, felt that lack of flexibility to choose courses based on their interests limited their options and impeded their education.

Rigidity of program requirements; no electives permitted. This was a problem when one of the required courses wasn't offered and the alternatives were not directly relevant to our program focus or career goals to be K-9 teacher. (2009)

The lack of flexibility in coursework to complete the degree. Several courses were repetitive or seemed like they could be accomplished in week-long seminars (rather than a semester-long course) and there was very little room to take electives. (2009)

No room for more classes AND no room for electives on important topics because of so many requirements. I understand that they are mostly because of our licensing requirements but the

⁶ Coding note: Responses to the open-ended questions that referred to programs' flexibility in allowing students to choose courses of interest were coded *Flexibility to Pursue Academic Interests*.

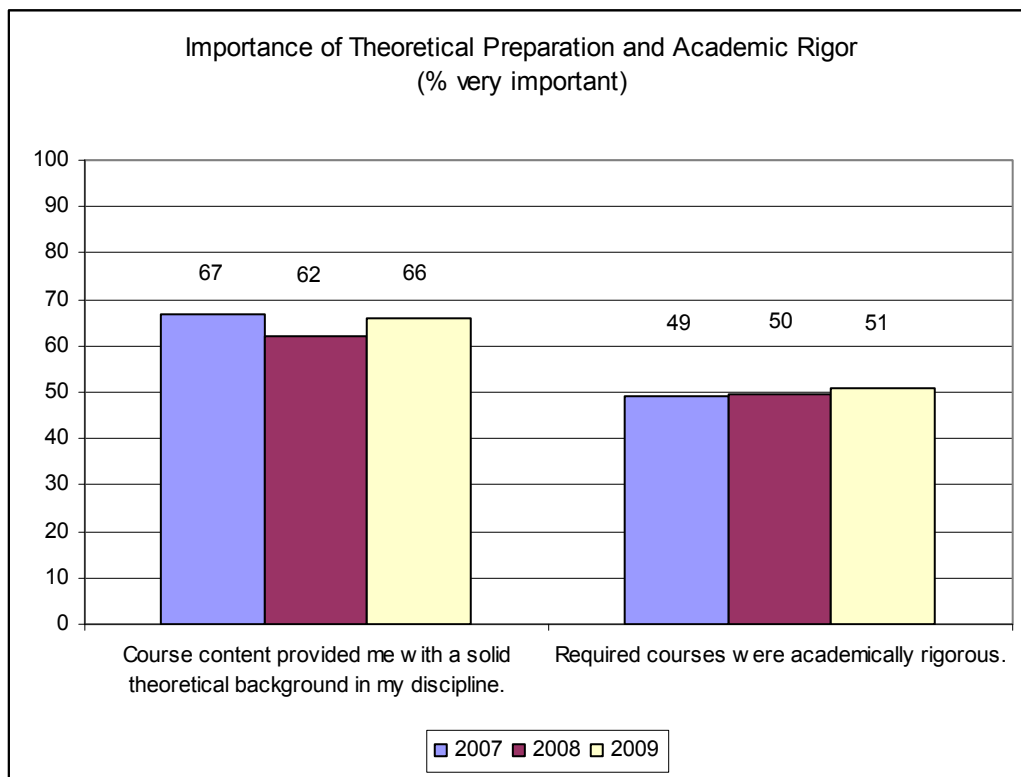
multicultural classes overlap so that they seem like the exact same classes complete with the exact same PowerPoint by certain teachers. (2009)

Departmental electives were few and sporadically offered and lacked variety, and there was too little time in the course of study for electives in general. (2009)

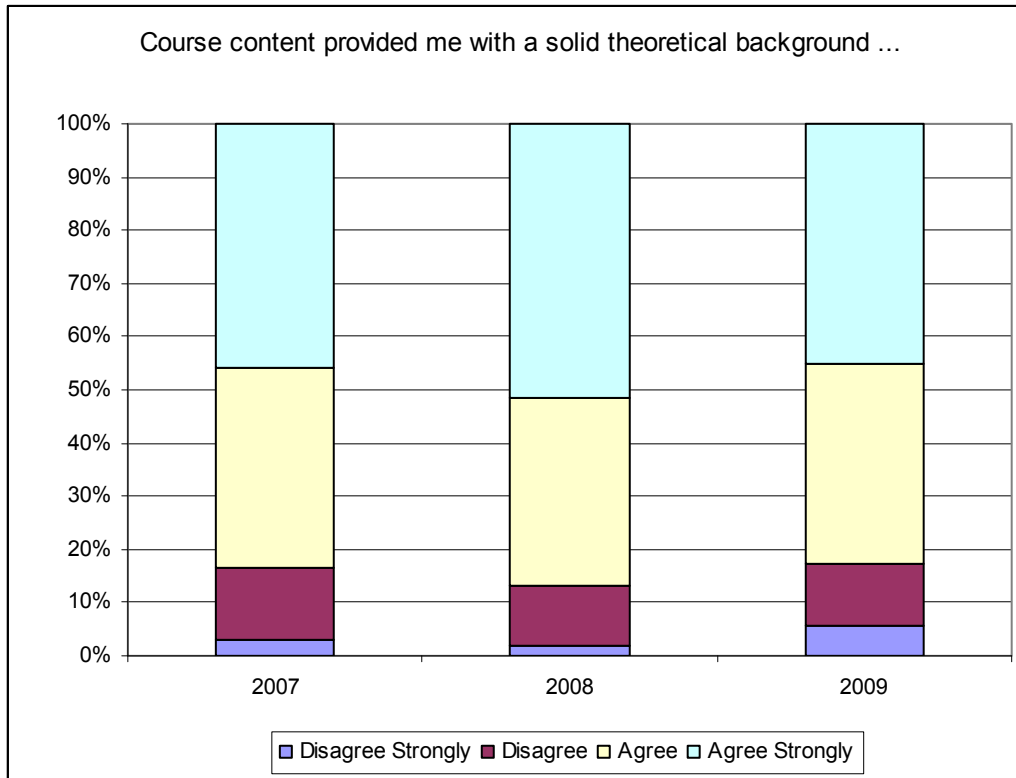
Academic Value of Required Courses

Required (or core) courses are intended to provide in-depth study in a discipline, a professional field of study, or an occupation. They are the basic foundation courses of an academic area without which students would have difficulty continuing to learn or which provide an overview of the field. Academic value of required courses in this report refers to the depth and breadth of curriculum or course content and the academic quality (rigor) of courses.

A solid theoretical background was rated as very important by two-thirds (66%) of respondents. About half (51%) of respondents rated academic rigor of the required courses as very important. Both results are consistent with the results of the 2008 and 2007 surveys.



Majority of respondents in all three years (83%-87%) agreed or agreed strongly that course content provided them with a solid theoretical background in the discipline.



A large proportion of respondents made comments about academic value of their programs in response to the open-ended questions about strengths or weaknesses (68 vs. 51).⁷ Many respondents felt that they received a solid theoretical background in their respective fields of study and believed it to be among program strengths.

Course content laid the philosophical foundation to support current and new constructs in the classroom. (2009)

Subject matter overall is extremely interesting and for the most part while it was sometimes repetitive; I felt that the important themes were well established. (2009)

A comprehensive theoretical approach to the field. (2009)

My program offered a very firm foundation in educational history and theory. (2009)

Good foundation in theory, good if you want to go into consulting. (2008)

My program is very strong theoretically. (2008)

I felt I got a very strong philosophical basis for my educational practices. (2008)

Comments about weaknesses referred to specific curriculum gaps or deficits as well as to outdated and superficial course content.

Some important topics in the field were not covered. (2009)

I would have liked to have more courses in specific issues: domestic violence, substance abuse, etc. problems. (2009)

The professors are antiquated. They are unaware of the challenges that exist in teaching in a modern classroom as well as unaware of the technological advances that have been made and how to implement them in the classroom. We did not discuss theory at all. (2009)

Also there needs to be a better effort in integrating diversity issues or topics into course materials. I don't mean have one week on diversity and then move on, I mean acknowledge relevant

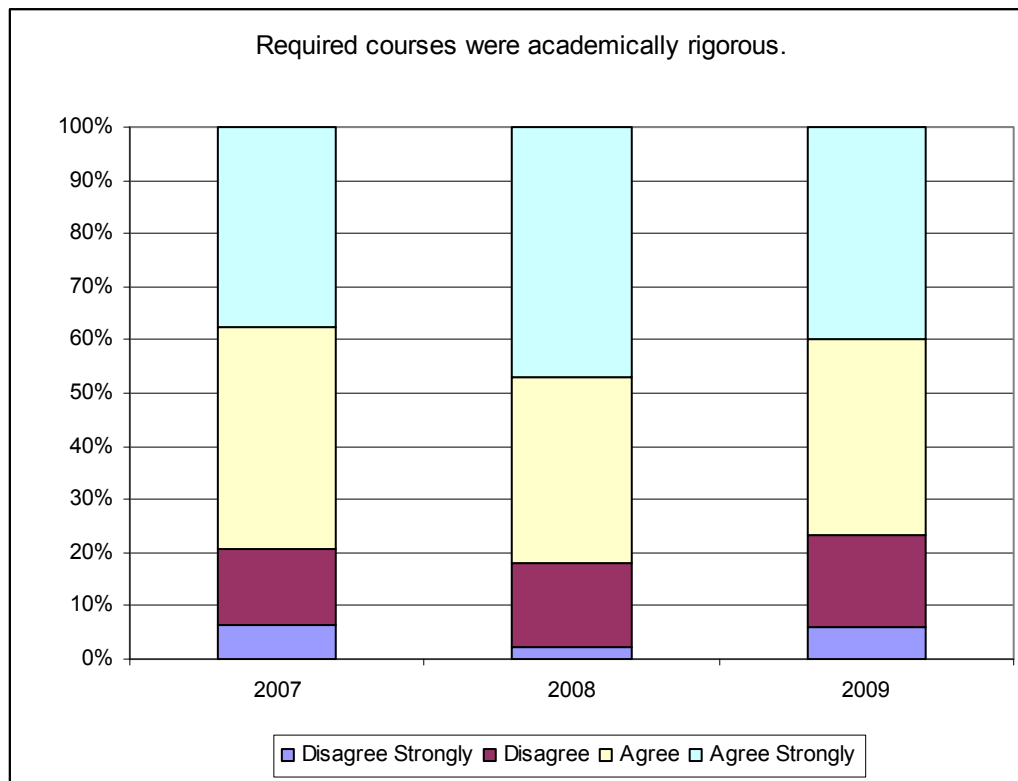
⁷ Coding note: Responses to the open-ended questions which referred to curriculum or course content as providing sufficient, appropriate, and up-to-date information were categorized as *Academic Value*.

cultural, linguistic, sexual, technological, related diversity issues with the materials presented (ex. culture and leadership, technology and culture in organizations). (2009)

Many courses covered the same material as undergrad coursework, which actually covered the material much more in depth. (2009)

Did not ground students in educational theory. Should have one mandatory or optional overview of educational theory. (2009)

Three-quarters (77%) of respondents in 2009 agreed or agreed strongly that required courses were academically rigorous, compared to 82% in 2008 and 80% in 2007.



Academic rigor was equally likely to be seen as strength and as weakness in the open-ended comments (24 vs. 27 in 2009).⁸

I thought the intellectual rigor and level of scholarship was outstanding. (2009)

Academically rigorous; more challenging and in-depth than comparable programs at other universities. (2009)

The academic rigor was high and the caliber of faculty was top-notch. I am currently taking professional development courses with another NY graduate program, and it pales in comparison to Teachers College. (2009)

It is so rigorous that it prepares you pretty well for the first year of teaching. At the end of it you feel like you've been through a war. (2009)

The coursework was very challenging, which made good grades seem like a real achievement. (2008)

Some respondents noted inconsistency in the quality and rigor between classes around the College or within the same program.

There should be stricter observation and control over the professors' rigor. Some classes were embarrassingly and frustratingly not worth the tuition. At the same time, I had professors who

⁸ Coding Note: Responses to the open-ended questions that referred to academic standards, rigor, and/or expectations were coded *Academic Standards*.

really inspired me and passed on fantastic knowledge, thought, and skills. It was inconsistent and that should be fixed. (2009)

Some classes (and professors) very fluffy, did not feel at all academically rigorous and I did not feel like I learned anything, or that the classes were worth the considerable expense. (2009)

Not academically rigorous—students expect (and usually get) all As. (2009)

Professors cop out of teaching by having students to do group presentations (I once had a class where, out of 16 classes, 10 were spent on student presentations!) and the result is that students become lazy and start expecting good grades for just showing up (which is the case). (2009)

The level of the study is a mere repetition of some undergraduate classes—even worse, since it's not even thoughtfully designed. (2008)

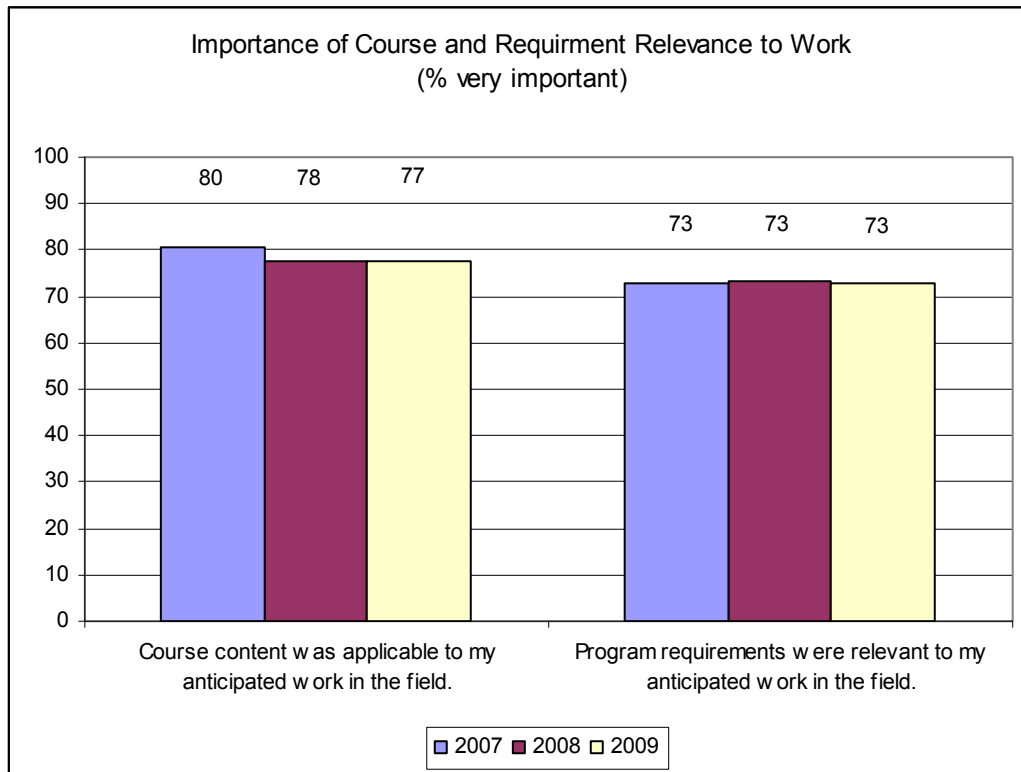
Most of the classes were very unchallenging and we spent a time doing things that were either unnecessary or unnecessarily drawn out with respect to time. (2008)

The program did not seem to fit together. Some professors did not seem to care if you completed homework well or at all, while others were very strict about how well papers were written. The expected level of commitment to a course from the professors and students was inconsistent to say the least. (2008)

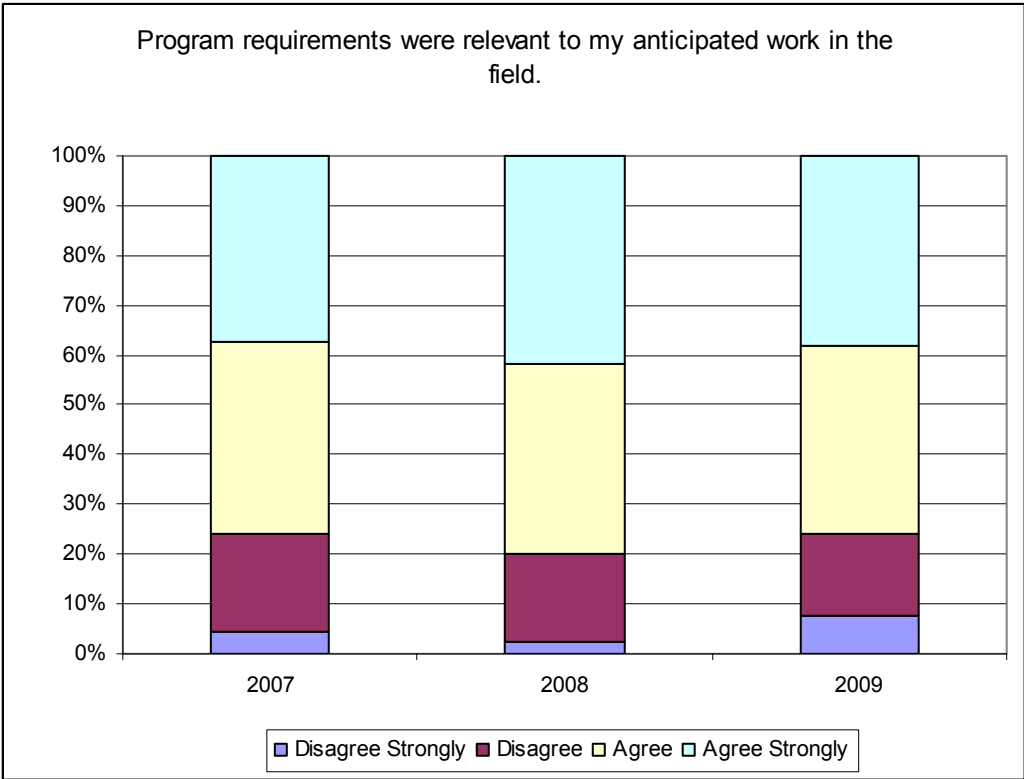
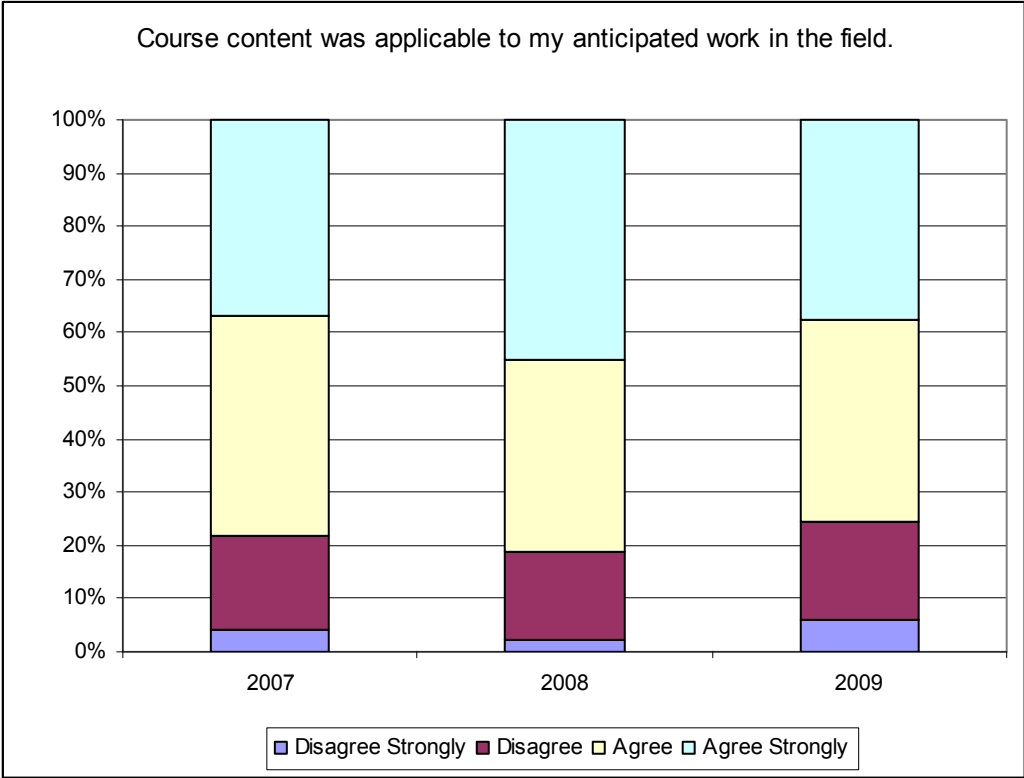
It was not as I expected. It was much easier and I did not have to put much work into my grades. (2007)

Practical Value of Course Content and Requirements

The two statements about practical value of program curriculum and requirements were rated very high on the importance scale—between 73% and 77% of respondents rated these statements as very important. The 2008 and 2007 surveys yielded very similar results.



Three-quarters (76%) of respondents in 2009 agreed or agreed strongly that course content and program requirements were applicable and relevant to their anticipated work in the field—a lower percentage than in 2008 (81%) and 2007 (78%).



About a quarter of respondents commented on program relevance to the world of work (42 vs. 77).⁹ Of these, many were satisfied with their program curriculum or course content.

The second strength is the fact that many classes encouraged students to talk about real life examples and the professors used real life experiences so that we could apply our learning directly. (2009)

Courses have been directly applicable to my field of work. (2009)

The program is a solid one that scaffolds in intensity and experience. I have put to use everything I have learned in my teaching practice. I can tell you that it works! My fellow educators and administrators have taken cues from this. (2009)

Very practical, classes accommodate both theory and practice which makes each class very useful and valuable. (2009)

My program allowed me to take what I was learning in my coursework and apply it to my student teaching experiences. (2009)

Excellent balance of practical experience with specific application along with examination of educational theory and organizational change. (2008)

The classes were well-balanced—there was theory, background, and practical application. (2008)

Some courses were applicable to teaching (whether they were practical or theoretical courses) while others seemed to prepare us more for academic (i.e., a research course not designed to help us collect and analyze data to then improve our teaching.) (2008)

In regard to program weaknesses, respondents referred to lack of relevance or application of program content to real-life situations or to imbalance or disconnect between theoretical and practical aspects of the program.

The ability of the "professors" to bridge the gap between theory and practice. It would have been monumentally more useful to me, if I was able to walk away from every class with concrete materials and ideas to bring to my classroom. I wasn't intending on paying \$1000/credit to have a misguided and open discussion with 15 other students every class. (2009)

There are times the theory taught in class overpowers practical ways of applying what we learn into the teaching class. (2009)

Professors should do less lecture and more teaching by doing. In general, the program should have less focus on the theory of pedagogy and more focus on the practice of pedagogy. More emphasis on literacy in social studies with lessons using specific strategies. (2009)

Staff often acknowledged that graduates said there was too much theory and too little practice, but I saw not enough incorporation of the two. I think theory is more important, but I also needed more preparation for what I was getting into in my first two years. (2009)

I think the theory was well and good, but realistically, the more practical work, the better. It is great for researchers, but if you really want to put out teachers for urban school settings, try to integrate more practical work. Students will appreciate TC much more! Trust me! (2009)

I was not always sure what I was supposed to be getting out of a class or how it was relevant to my skills as a future teacher. Particularly, ..., was a joke. I felt it was a waste of my time; this type of class will not give you practical tools for dealing with diversity; only dealing with it will do this. (2008)

We also did not learn the concrete skills necessary to the field (...) like logic frameworks, program evaluation, etc. If those classes were available the advising was weak in terms of pointing us there. (2008)

No relevance to NYC inner city public school teaching, no applicable method and not one class or lecture on CLASSROOM MANAGEMENT which is at the heart of a healthy learning environment especially in the inner city however one of my seminar leaders taught in the inner city school and shared her experience but there was not one course with that specific focus, why not? (2008)

⁹ Coding note: Responses to the open-ended questions which referred to the relevance or applicability of course or curriculum content to future work and the balance between theory and practice were coded *Practical Value*.

Internal and external consultants need to be able to compile data in spreadsheets and write professional slide decks. I should not have had to rely on learning this on the job and paying for classes outside of TC. But that's what I had to do. ... Maybe an advanced course where you learn stats analysis should be encouraged if not required. (2008)

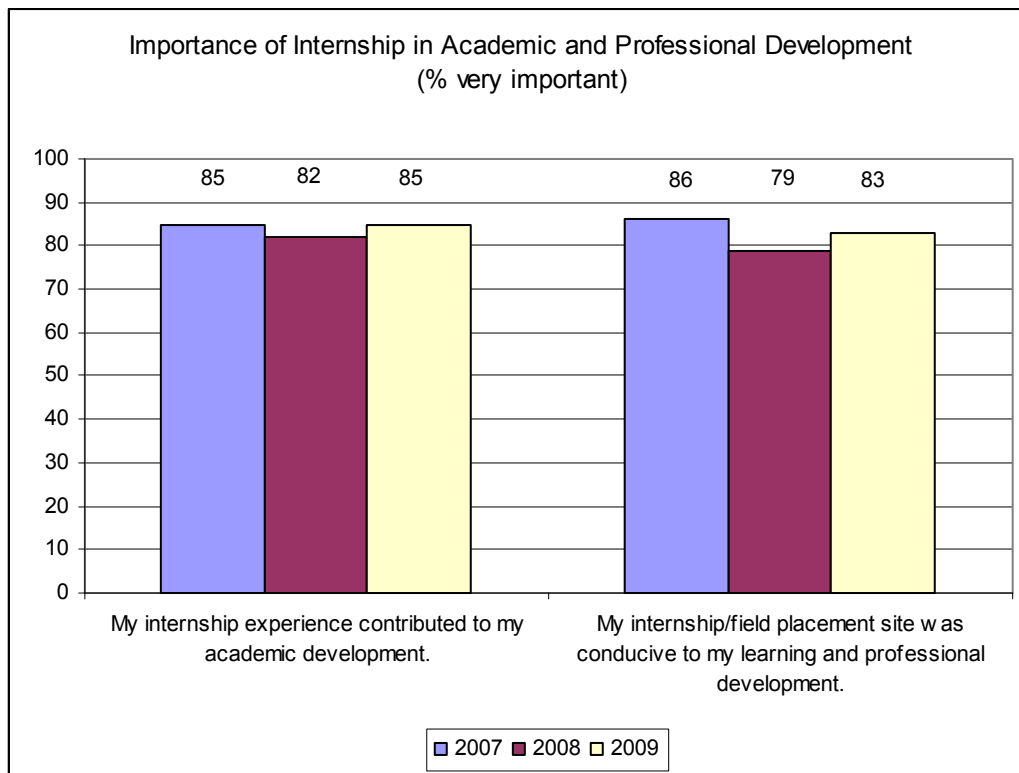
One weakness that I see in my program is that students do not have access to courses or experiences beyond textbooks that help develop skills that are really needed in the future. I expected my program to go beyond courses of a BA in Psychology but instead the program focused on theory instead of incorporating practice. (2008)

Clinical Experiences

Clinical experiences (which may include fieldwork, practica, internship, or student teaching) are an integral part of professional preparation programs. They provide students opportunities to apply acquired knowledge and skills to practice. In 2009, 279 (53%) respondents indicated that their programs required internship; in 2008, this number was 94 (25%) and in 2007—148 (28%). More respondents, 287 (54%) in 2009, 142 (38%) in 2008, and 245 (47%) in 2007, completed the internship-related part of the survey suggesting that many students chose to participate in internships even though their programs did not require it.

Role of Internship in Academic and Professional Development

Role of internship and internship placement in learning and professional development were rated as very important by the majority of respondents (85% and 83%). These results are very consistent with those of the 2008 and 2007 surveys.



Respondents highly valued clinical experiences as was evident in several responses to the open-ended questions.¹⁰

Practicum provided valuable real-life experience. (2009)

¹⁰ Coding note: Responses to the open-ended questions which referred to any aspect of internship, student teaching, or practica were coded *Internship* (51 strengths vs. 35 weaknesses).

The student teaching experience was extremely valuable. (2009)

Teaching practica are very important and are a huge asset to the program. (2009)

Fieldwork experience is valuable. (2008)

The most worthwhile part was student teaching. (2007)

On the other hand, some respondents felt that they and their program would have benefited from requiring an internship experience. The following comments were made in response to the question about program weaknesses.

No required exposure to clinical/research settings which would be beneficial to many of the MA clinical students. (2009)

Students were not provided many resources to gain work-related experiences such as fieldwork placements built into the degree requirements. (2009)

However, I think there should be more to the program than lectures such as TC providing volunteer or fieldwork placements within the community as part of program requirements. (2009)

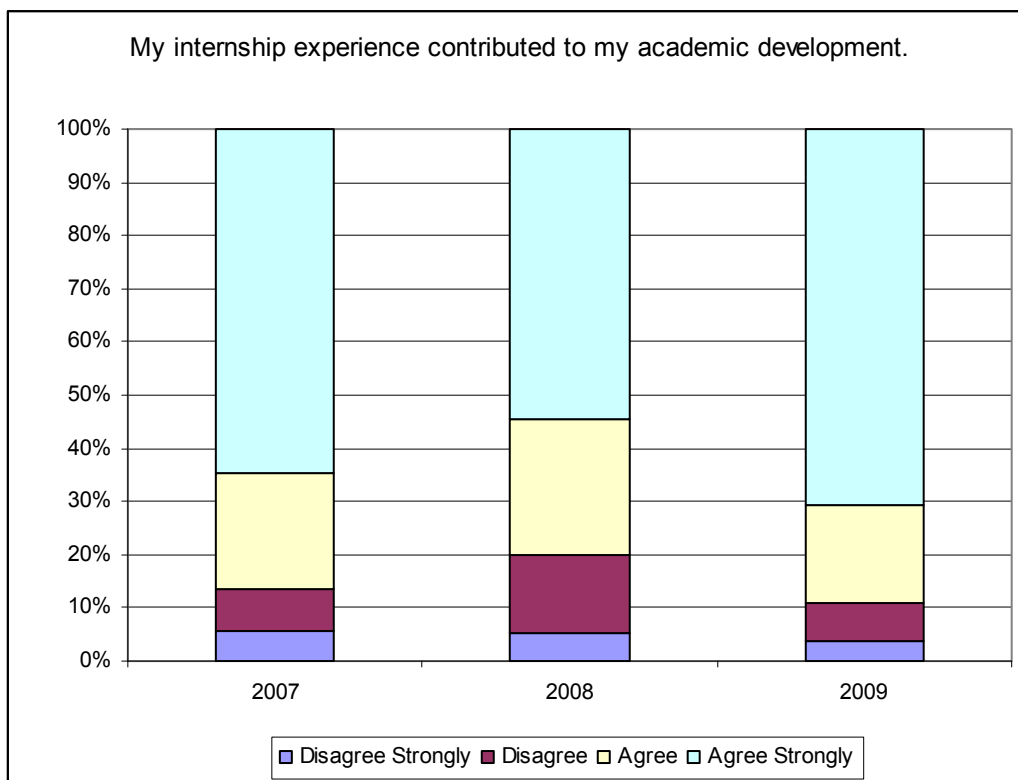
I was hoping with a name like TC I could complete a very robust internship, but my program was not able to provide me with anything. I ended up doing my fieldwork at my current place of employment. (2009)

There is no opportunity to intern in a position relevant to the field I studied. It would have helped in giving me a chance to learn more and reinforce skills needed to work in my field. (2009)

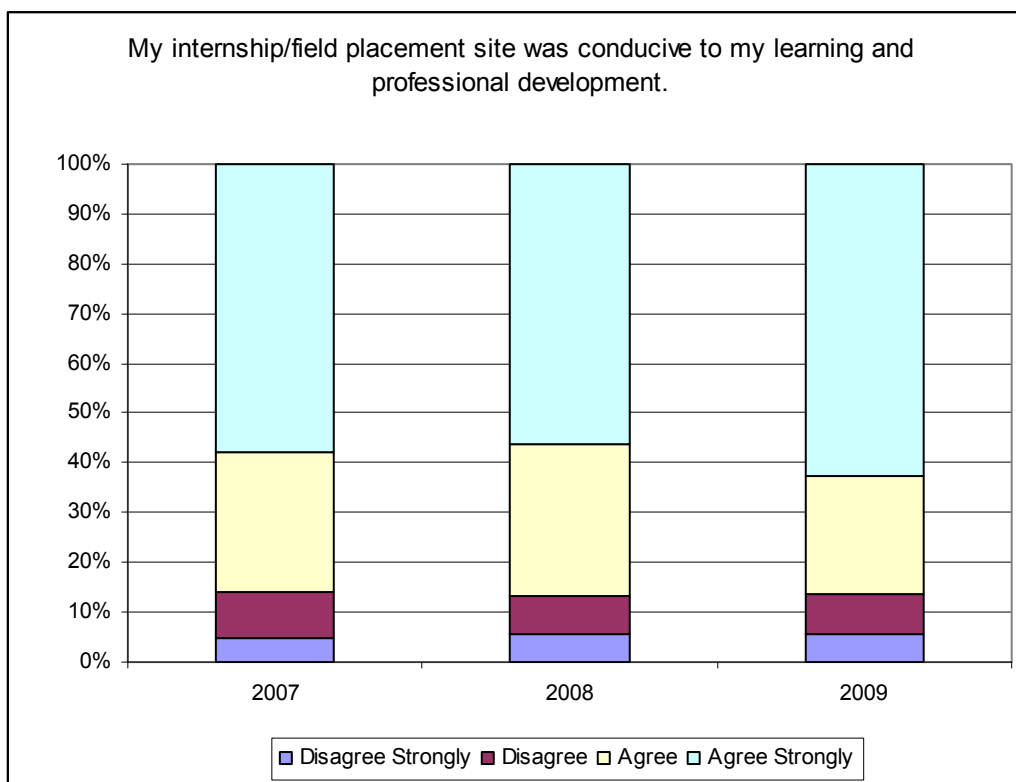
My program was very strong in theory while no internship or practical experience opportunities were offered. I graduated and all I know is theory! I'm an international student and this was my first time as a student in the US, it was very difficult for me to get a job or volunteer in my area of interest to compensate for this weakness in my program. (2009)

Need more help for career development. ... Internship/apprenticeship should be included in the program requirement. (2007)

Almost 9 in 10 (89%) of respondents agreed or strongly agreed that internship contributed to their academic development—an increase of 8% over 2008 (81%).



Over 85% of respondents in all three years agreed or agreed strongly that their internship/placement sites were conducive to their learning and professional development.



In their open-ended comments, respondents attributed a big part of their professional competence and preparedness for jobs to their internship experiences.

The two semesters of student teaching were very enjoyable and prepared me for a career in the classroom. (2009)

The practicum component—student teaching—is very thorough and by the end of the program I felt prepared to enter my field. (2009)

In my program the internships were the best! I had diverse experience from the internships I learned exactly what I wanted to do in my career. (2009)

I did think the rigorous student teaching placements were excellent. I think the practical work was very important to my growth as an educator.

Internship site characteristics were critical for a successful internship. Some respondents found their sites appropriately diverse and conducive to their learning and professional development. Others felt that their sites were not adequate.

One specific strength was the general education setting placement I had. Since I went to work at a DOE school, it was very helpful. (2009)

Two semesters of student teaching allows for a great learning experience in different environments. (2009)

It gives an opportunity to have experience in NYC public school environment. (2009)

What I learned by doing a practicum in the CEP was in no way relevant to teaching adolescents in public school. (2009)

Not enough student teaching placements in high need schools. (2009)

Fieldwork and practicum were in private settings—not true to real life experience in public schools. We did not even learn about IEP meetings, different necessary assessments (ED, MR, LD). (2008)

Lack of assistance in identifying appropriate internship placements was a concern for some respondents.

Need to help students find a school that is able to meet the program's requirements, and which is realistic to the work force, for example doing observations that conduct/teach reading & writing program ... (2009)

Small amount of knowledge shared with students regarding potential practicum sites which would allow for more informed decisions. (2009)

Student teaching placements were to be made by the student, with little help from faculty. (2009)

I'm not sure if this is the responsibility of my program or other school authorities, but I think the lack of school connections with public schools through which students can complete projects is frustrating and disappointing. I remember being very frustrated during my first year when I received various assignments that required me to go into schools and work with students when I did not have the connections to do so (why would I?). I think that \$1,085 per credit should be able to pay for some sort of connection to schools that facilitates the completion of such assignments and contributes to overall student learning. (2009)

Several respondents commented on the need for a better integration of clinical experiences into program curriculum.

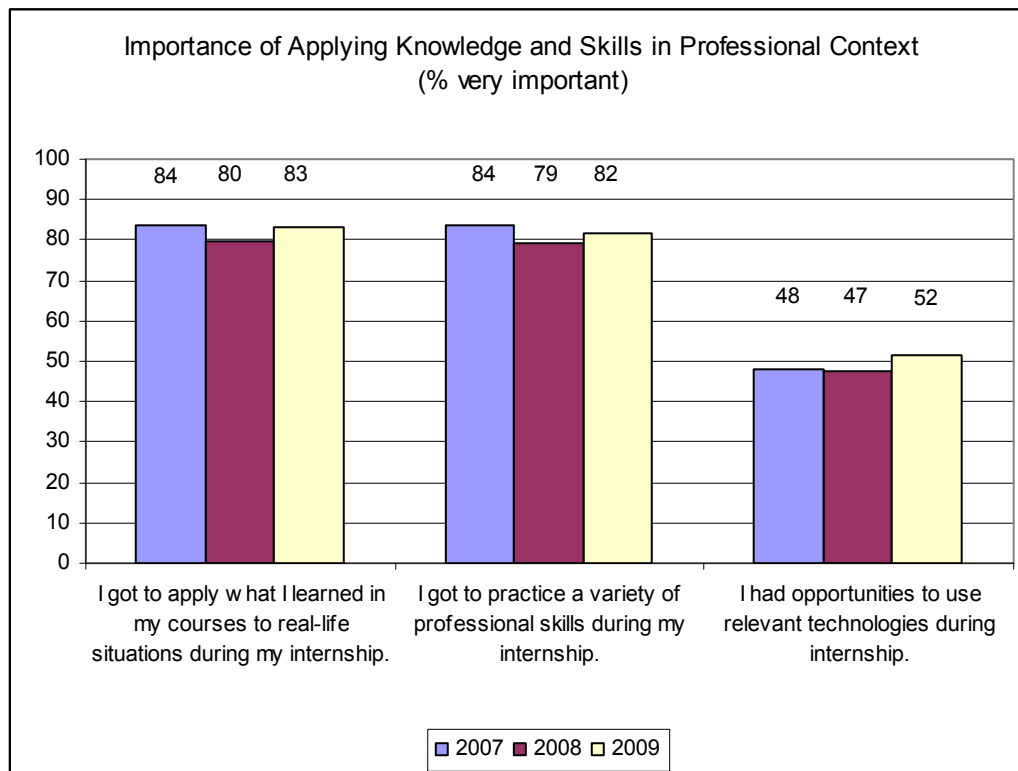
Coordinate the classes so that we can use the stuff that we learned in class in our student teaching placement. (2009)

The student teaching should have been more emphasized and integrated into the program. (2008)

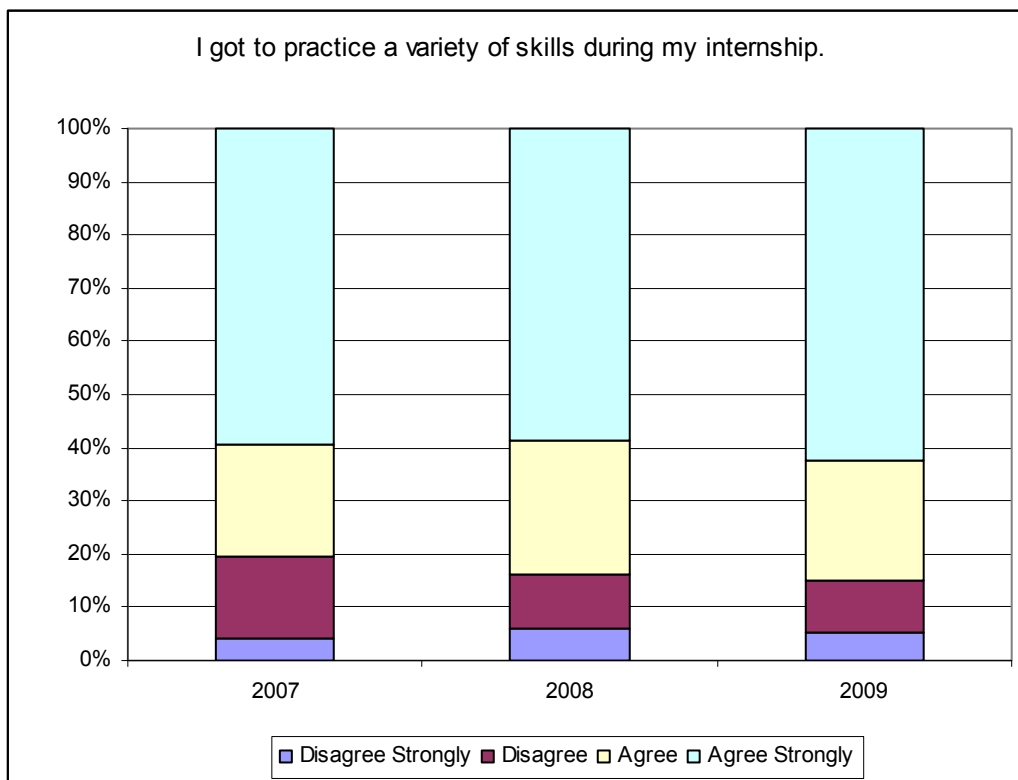
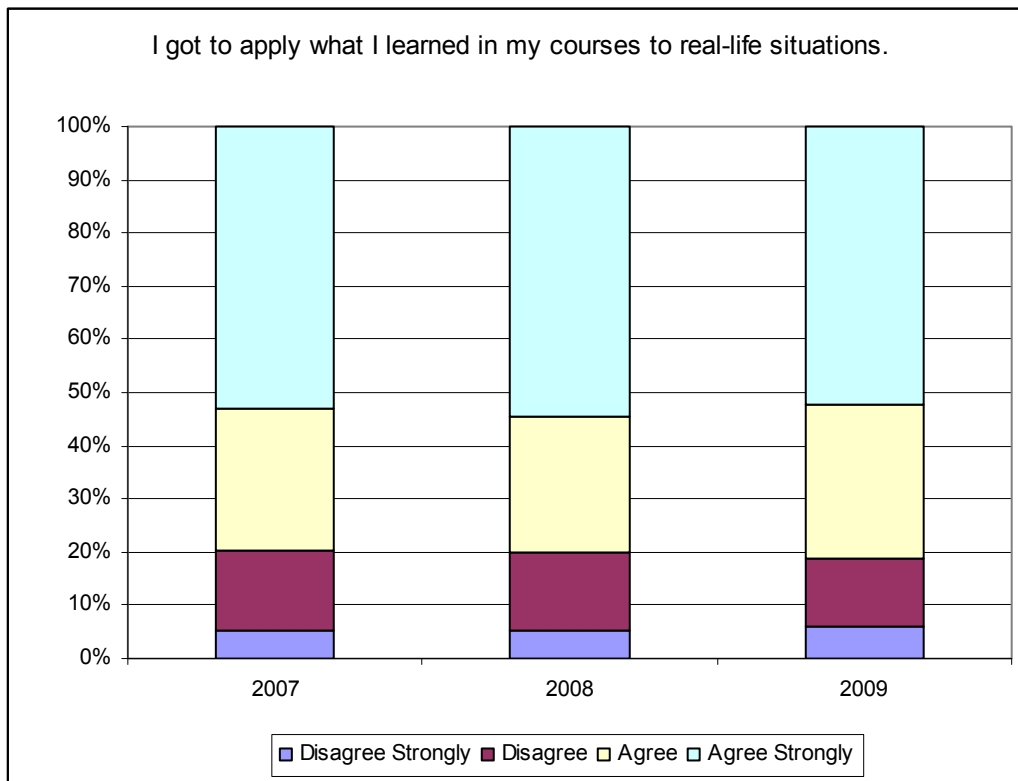
Internship and internship class could be better connected to the curriculum. (2008)

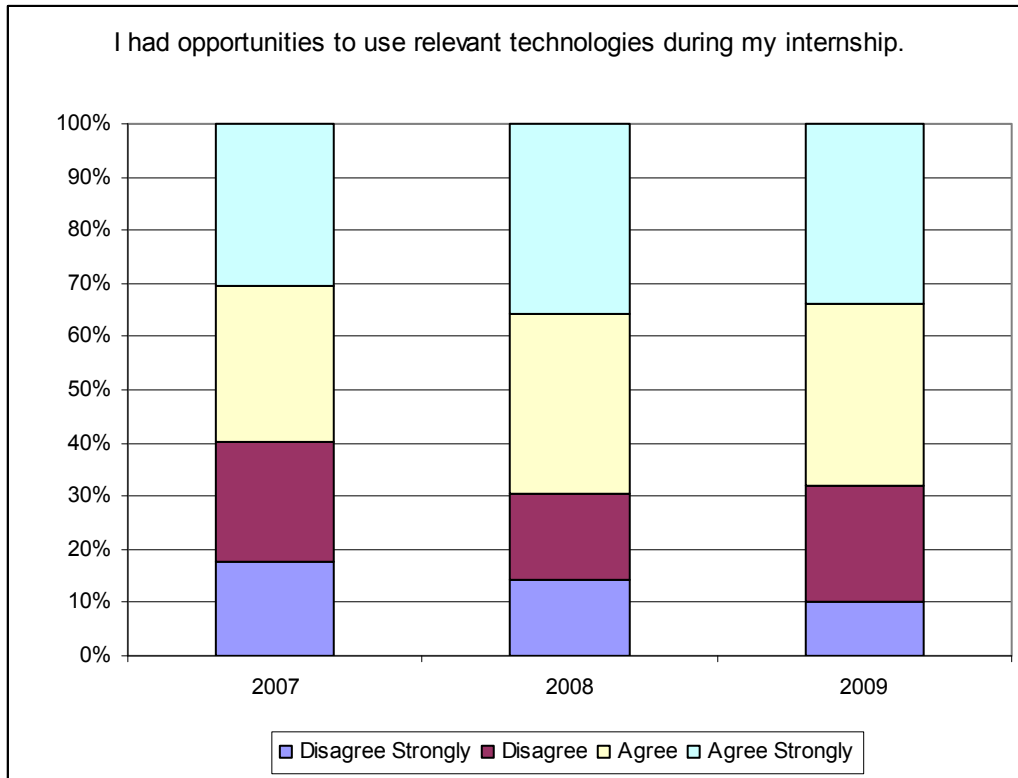
Opportunities to Apply Knowledge and Skills

Eighty three percent of respondents felt it was very important to have opportunities to apply what they learned in their courses to real-life situations and to practice a variety of professional skills during the internship. These results did not deviate very much from those in 2008 and 2007 (79%-84%). The opportunity to use technology during internship was very important to slightly over a half (52%) of respondents, and even to fewer respondents in 2008 and 2007 (47% and 48%).



Over 80% of respondents in all three years agreed or agreed strongly that they got to apply what they learned in courses to real-life situations and to practice a variety of professional skills during internship. Over two-thirds (68%) of respondents in 2009 agreed or agreed strongly that they had opportunities to apply relevant technologies during internship, compared to 70% in 2008 and 60% in 2007.





Responses to the open-ended questions suggest that respondents were mostly satisfied with learning opportunities during their clinical experiences.

The fieldwork experience solidifies and enhances the skills learned in the classroom. (2009)

My program allowed me to take what I was learning in my coursework and apply it to my student teaching experiences. (2009)

There were a lot of opportunities in which to apply theory to practice, especially in the student teaching semesters. (2009)

The student teaching placements allowed me to be a teacher and try out things in the front of the class. (2008)

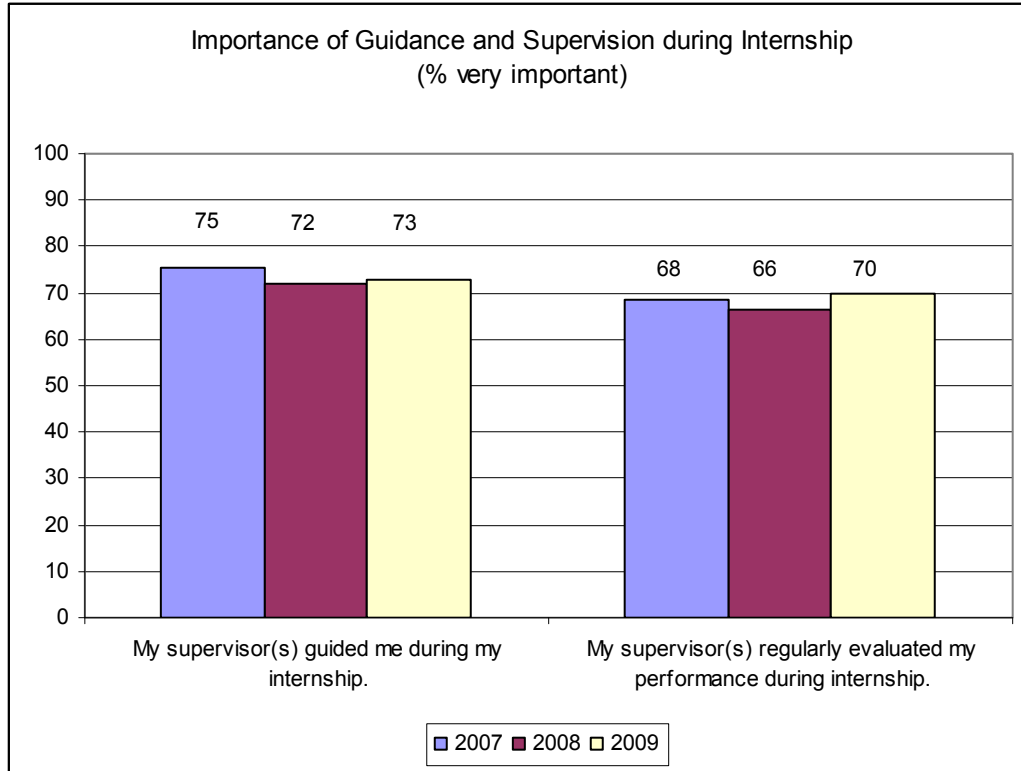
The program did provide a variety of new technology that I could apply in the field during my Internship. (2008)

The internship was serious! I was able to spend solid time watching, learning, and doing principalship. There are several things I have experienced that many of my aspiring admin friends have not! (2007)

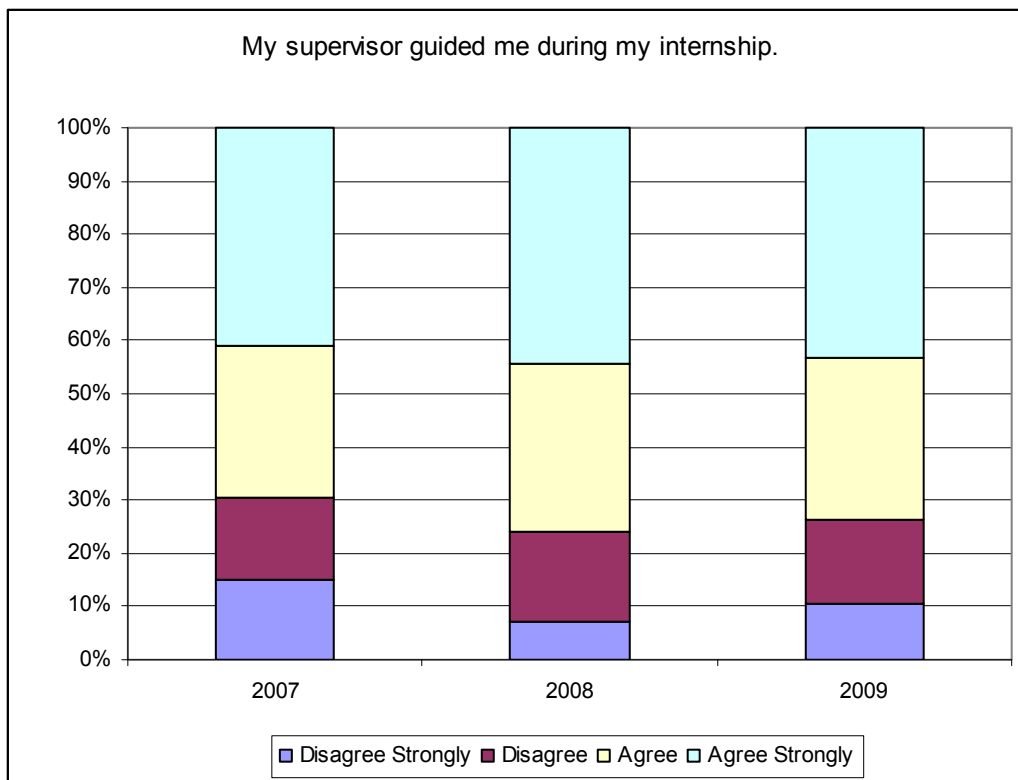
The practicum allowed for creativity on the students part as well as professional skills development. (2007)

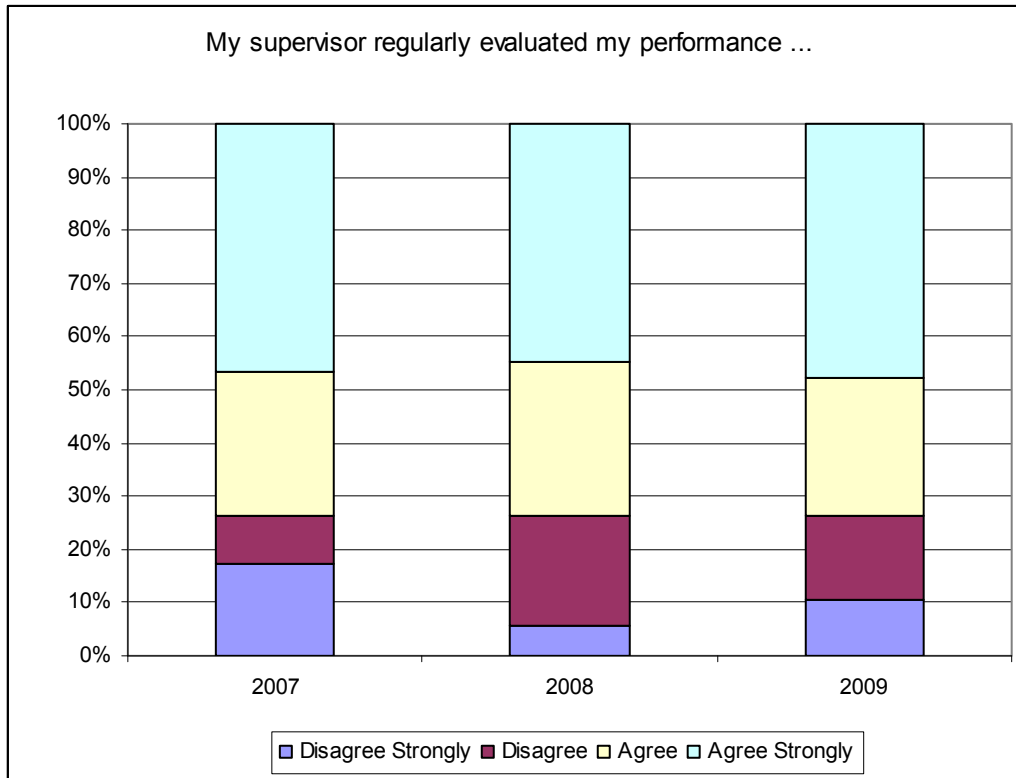
Guidance and Supervision

Guidance and supervision during internship were very important for 73% of respondents; and regular performance evaluation for over 70% of respondents.



About three-quarters (74%-76%) of respondents in 2008 and 2009 agreed or agreed strongly that their supervisors guided and regularly assessed their performance during internship; these results were slightly higher than those in 2007 (67-69%).





Very few open-ended comments referred to supervision or assessment during internship. These comments were equally likely to be among strengths and among weaknesses.

My student teaching supervisors were excellent and allowed me to transfer skills, learned at TC, to students at student teaching placement, and provided me with great support. (2009)

The strong relationship between what I did in the classroom and what I learned during my course work as well as the many opportunities to receive feedback through direct observation by my professors during my internship. (2007)

The lack of consistent feedback as to our progress as students. Specifically with the internship, we should have received individualized feedback, to counter the extensive work that went into the internship and reports. (2009)

Student teaching is not monitored by TC. TC is also indifferent and not supportive of students during student teaching who have issues. TC also does not have a strong relationship with many of the cooperating teachers—requirements on both ends are not made clear. Also TC does not heed complaints made by students about cooperating teachers. (2009)

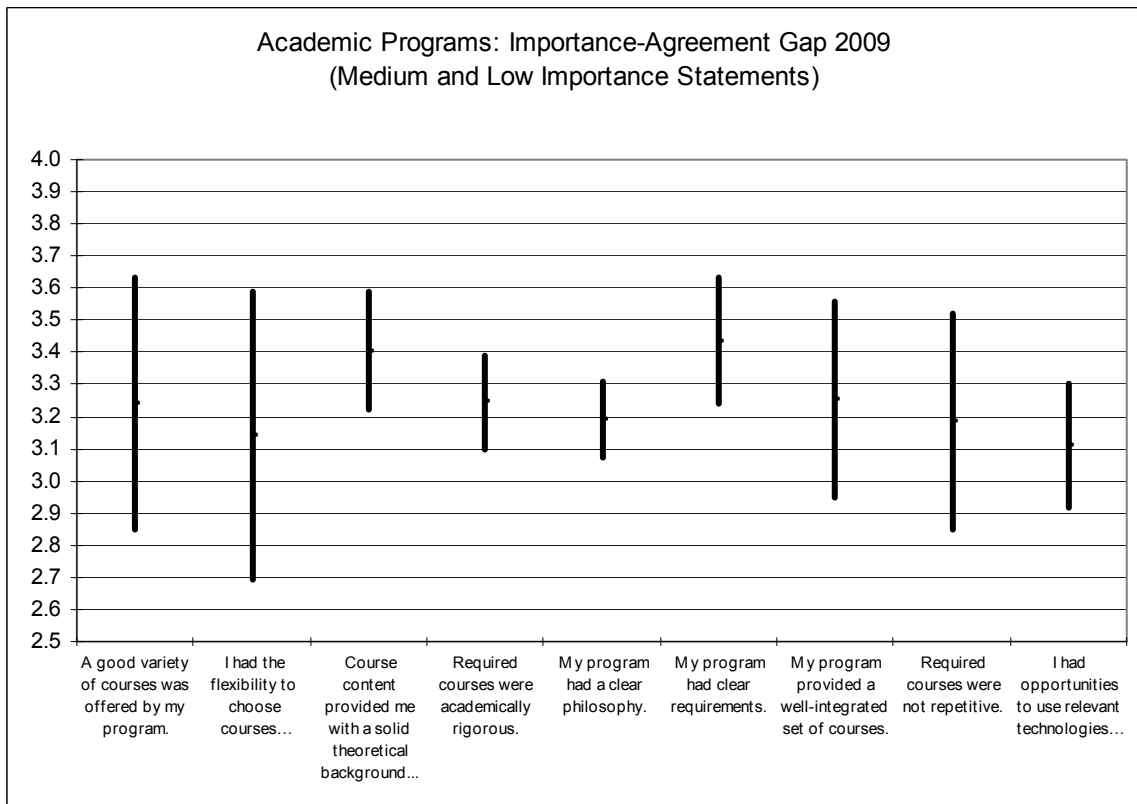
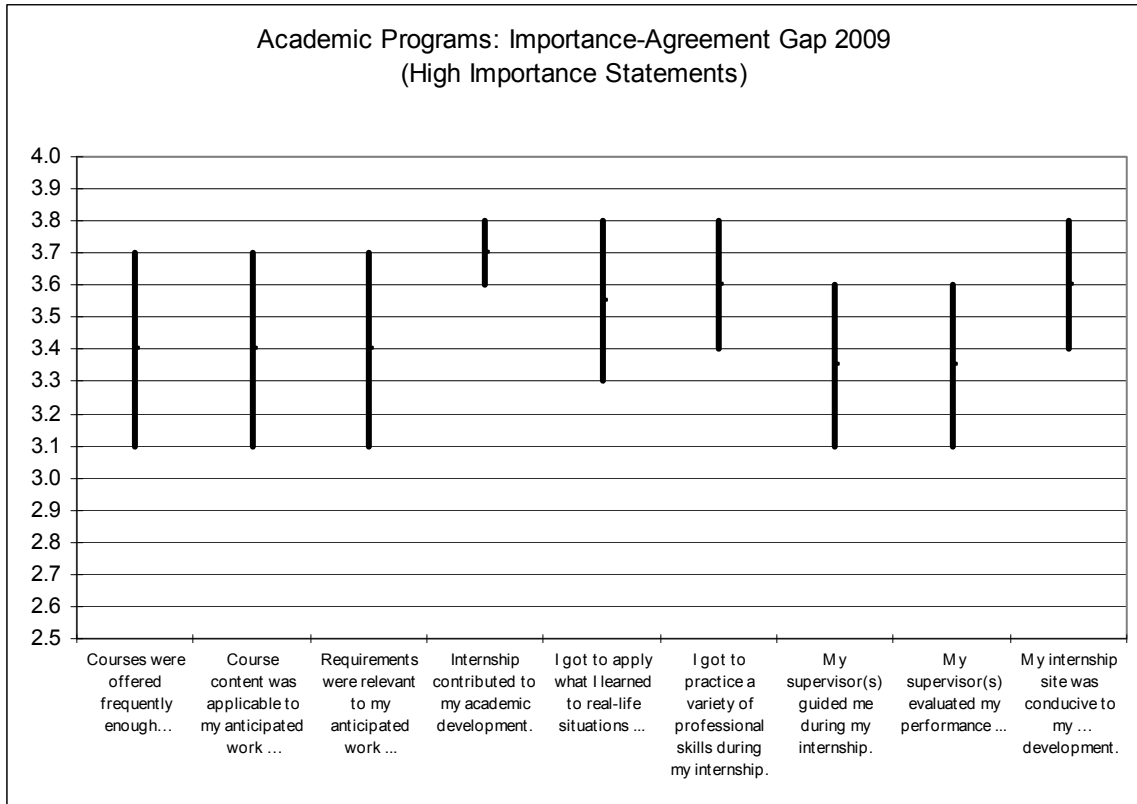
Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups. High importance statements are those which 70% or more of respondents rated as very important. Medium importance statements are those which 60-69% of respondents rated as very important. Low importance statements are those which less than 60% of respondents rated as very important.

Nine of the 18 statements related to academic programs were in the high importance group; five were of medium importance and four of low importance as rated by respondents (Appendix B). One statement that was rated as very important in 2008, was only of medium importance for 2009 respondents (*A good variety of courses was offered by my program*); and two items which were of medium importance in 2008, were rated as very important in 2009 (*My supervisor guided me during my internship* and *My supervisor regularly assessed my performance during internship*.) One statement that was rated as of medium importance in 2008, became of low importance in 2009 (*Required courses were not repetitive*.)

We then compared the importance of each statement with respondents' evaluations of their experience while in the program. The differences between the mean scores on importance and

agreement scales (performance gaps) were calculated for each statement; these are presented graphically below. The top of each vertical bar represents the importance scale mean score; the bottom of each bar represents the agreement scale mean score.



Large Performance Gaps

Large performance gaps defined as 0.5 or larger indicate areas in which programs are not meeting students' expectations.

High importance:

- I got to apply what I learned in my courses to real-life situations during my internship.
- Course content was applicable to my anticipated work in the field.
- Courses were offered frequently enough that I was able to complete my degree requirements as planned.
- Program requirements were relevant to my anticipated work in the field.
- My supervisor guided me during my internship.
- My supervisor(s) regularly evaluated my performance during internship.

Medium importance:

- A good variety of courses was offered by my program.
- I had the flexibility to choose courses based on my academic interests.
- My program provided a well-integrated set of courses.

Low importance area:

- Required courses were not repetitive.

Small Performance Gaps

Small performance gaps defined as 0.2 or smaller suggest that programs are close to meeting students' expectations in these areas.

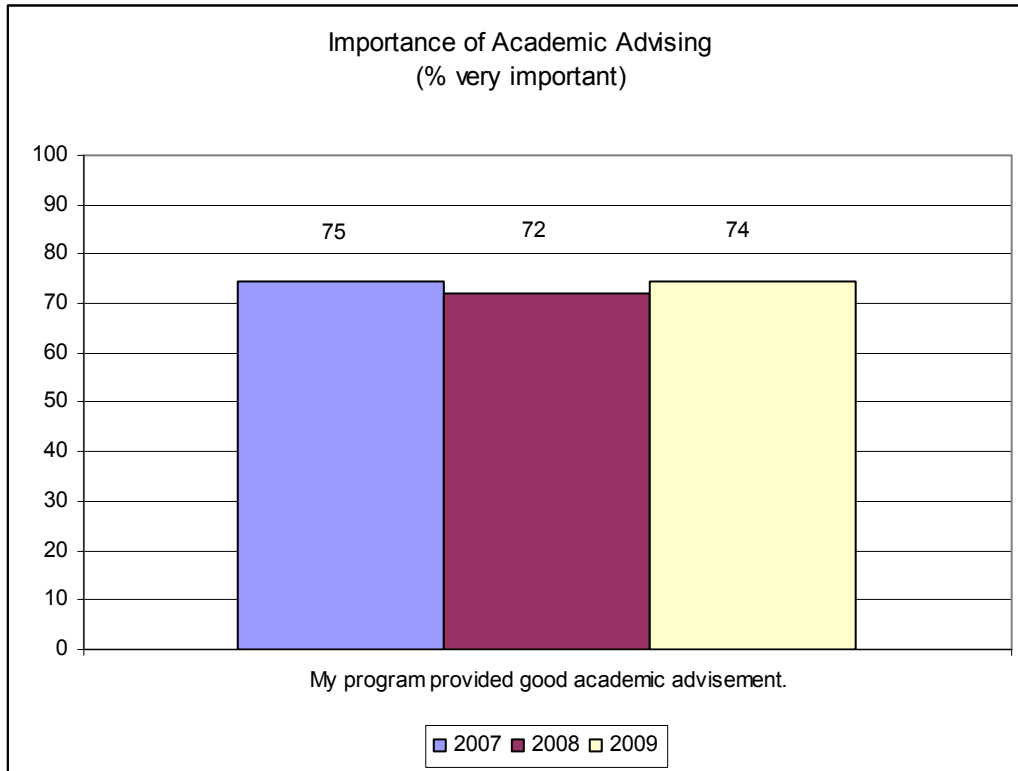
High importance:

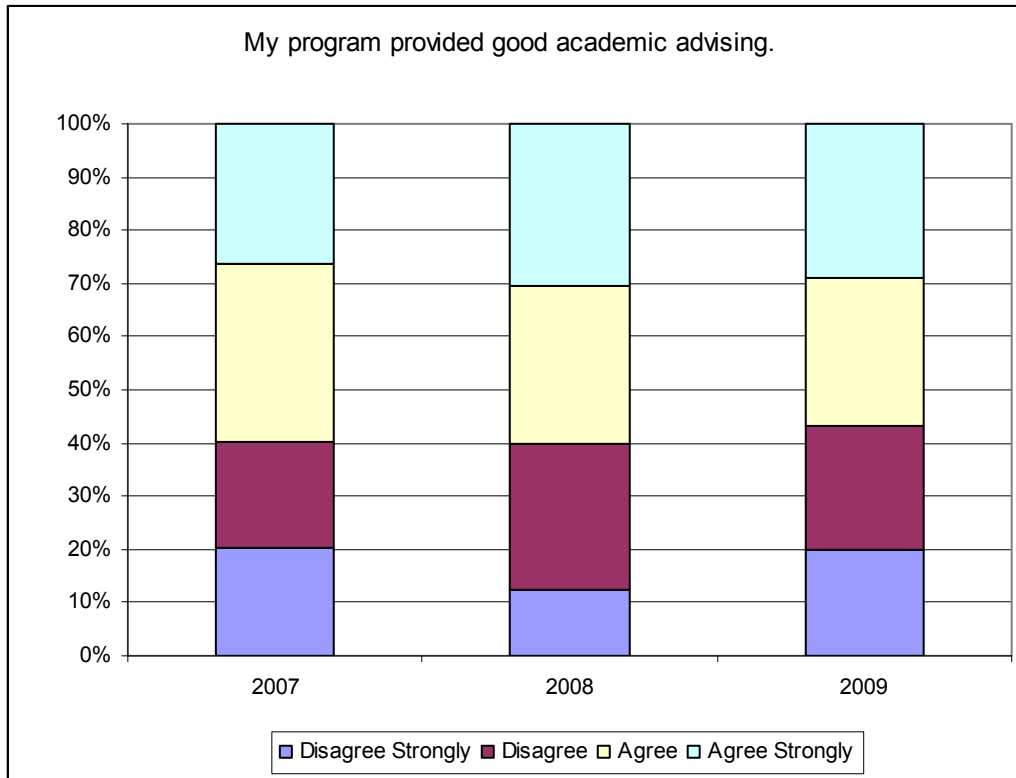
- My internship experience contributed to my academic development.

ACADEMIC ADVISING AND STUDENT SUPPORT SERVICES

Academic Advising

Good academic advising was rated as very important by 74% of respondents in 2009, very close to 72% in 2008, and 75% in 2007. Only 57% agreed or agreed strongly that their programs provided good academic advising, as did 60% and 61% in 2007 and 2008.





Over 20% of respondents commented on academic advising in the open-ended questions; most of these comments identified advising as a major weakness (109 vs. 16 strengths).¹¹ As space was a constraint on paper surveys, respondents were not able to go into details. Thus, many simply noted “lack of advising” or “poor advisement.” Some respondents reported not being assigned an advisor or having difficulties finding an advisor which led to feelings of frustration and being left on one’s own.

The first weakness is academic advisement. I'd like to clarify that the advisor I chose and made an effort to see is excellent. She is knowledgeable and helpful even to this day. It would have been nice to receive an advisor from the start to guide me. I may have even decided to do a concentration. Other students, who are not proactive, may end up feeling lost. (2009)

You are not assigned an advisor when you are accepted into the program it makes sense it difficult to know who to ask questions when you don't know anyone specific. (2009)

Academic advising was very poor. I felt barely supported, especially when my advisor asked me if I was her advisee. Perhaps a professor rather than a PhD student would be more knowledgeable. (2009)

The program advisement was nearly non-existent. I had to choose classes on my own, and then struggled what I had chosen the "wrong" classes. I had to deal with a lot of bureaucracy and many people (who did not communicate with each other) in order to finally receive my degree. It was very frustrating and took a good deal of time. There was little support with the final project (thesis) in my program. I had to initiate all contact and lost my adviser during the process (to a sabbatical) without any plan for completing the process. (2009)

I felt that academic advisement and timely feedback within classes was poor within my program. We meet with all 4 professors twice a year for 5 minutes. This is not enough time to plan and discuss potential courses. Also, they did not encourage us to take courses outside of the department but rather said that we should (i.e. must) take courses with them. (2009)

¹¹ Coding note: Responses to the open-ended questions which referred to the availability and quality of academic advising as provided by faculty, program, or the College in general, were coded *Advising and Guidance*.

A lack of assigned advisors for incoming students was an issue for some students, particularly the international students who were not used to speaking up and pushing for their own needs. These students often fell through the cracks in some ways, not getting the guidance they needed early on. (2009)

There was absolutely no assistance for a person like me who work full time and struggled to complete the program, in terms of guidance/advisement. (2008)

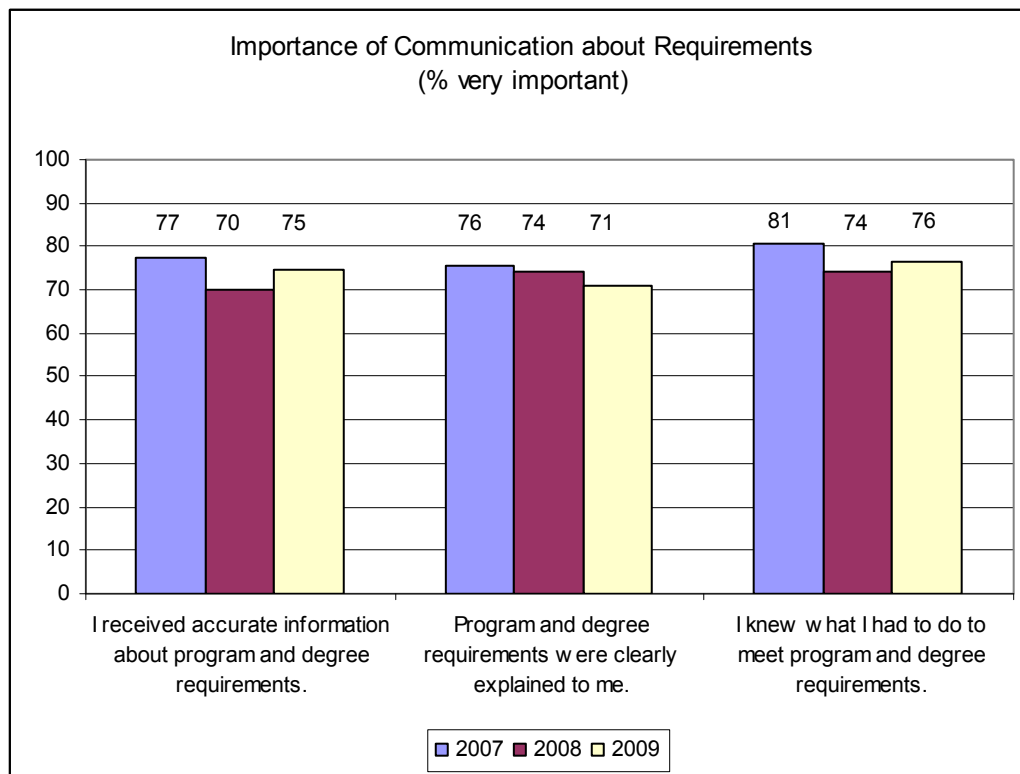
Students are often left to figure out particular program requirements, especially graduation requirements and certification. Students had to rely on each other in this area for guidance. (2008)

Advising was really, really poor and scattered. Advisors are stretched way too thin, communication is poor between them, and it's embarrassingly obvious. No one seems to be able to make a decision, or to know what certain requirements are, and you are sent on a wild goose chase from one place to the next. TC is too expensive and our time is too precious for this. Please, please get it together! (2007)

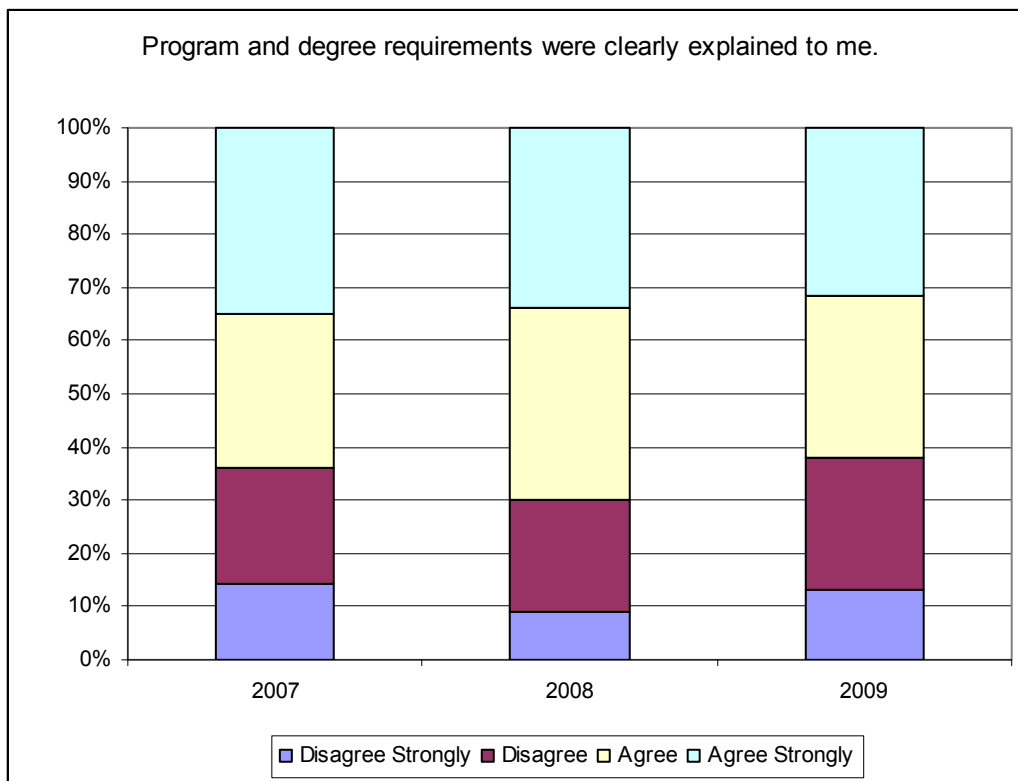
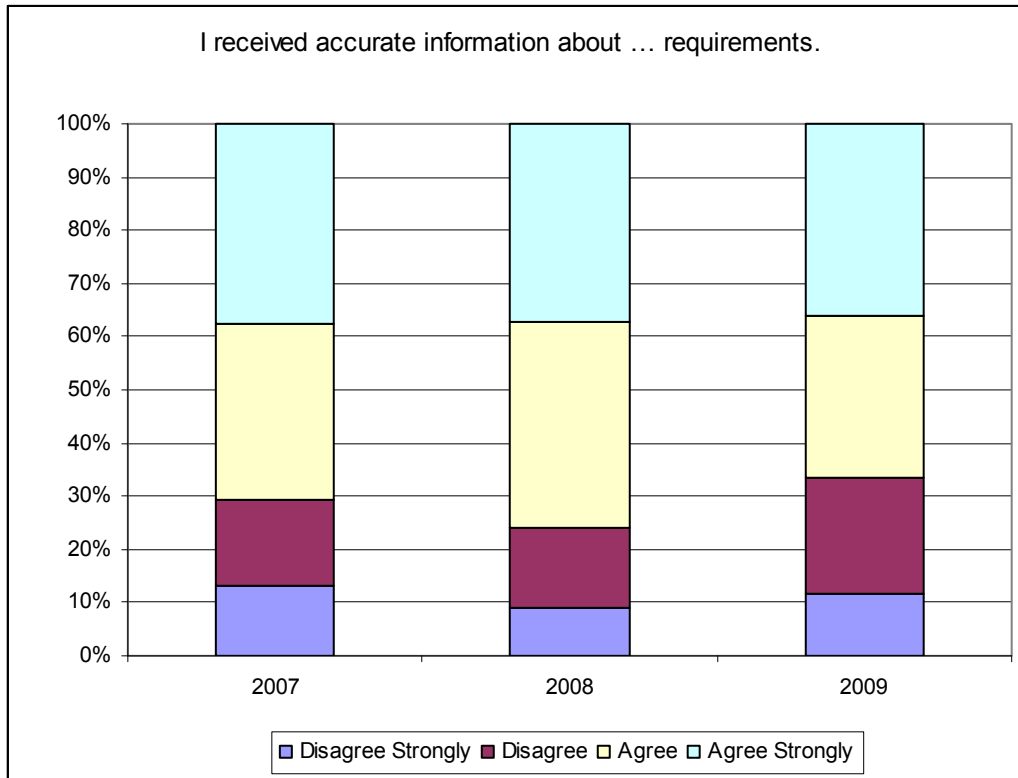
Please, please, please assign advisors from day one, with the option of changing advisors later on as the student gets to know the faculty better. I had so many questions I was forced to figure out on my own. (2007)

Communication about Program Requirements

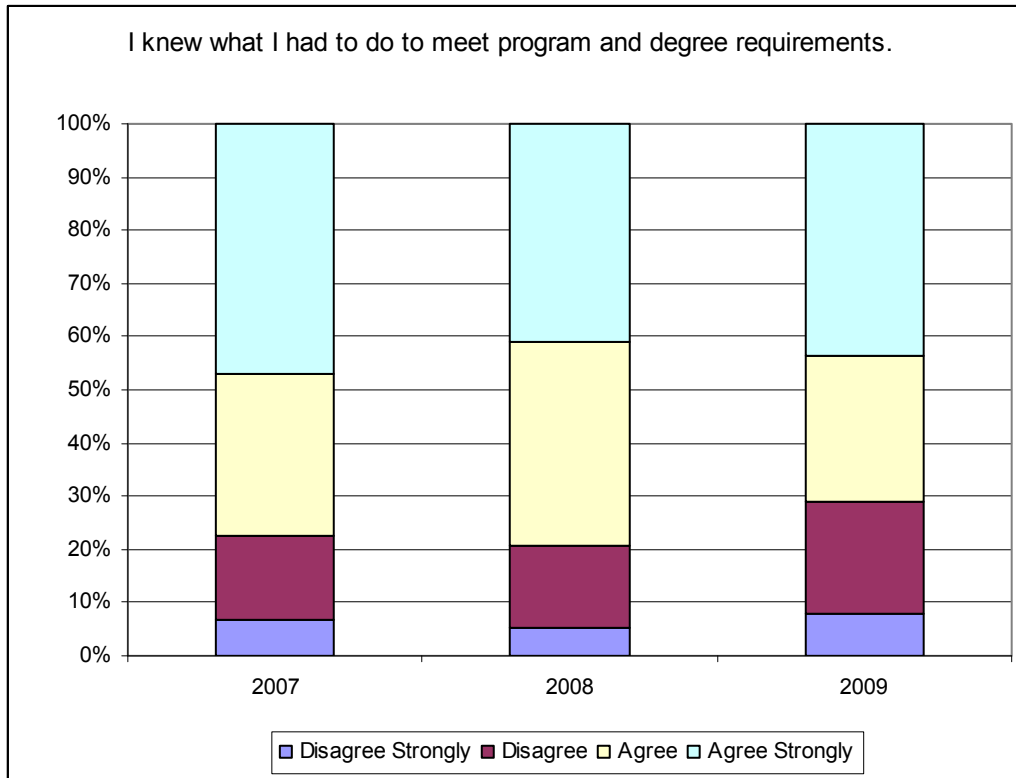
All three statements related to the communication of information about program requirements were rated as very important by over 70% of respondents, which is consistent with the results of the 2008 and 2007 surveys.



About two-thirds (63% and 67%) of respondents in 2009 agreed or agreed strongly that they received clear and accurate information about program and degree requirements. These percentages are lower than the ones in 2008 (70% and 76%) and in 2007 (64% and 71%). That means that a third of respondents did not receive clear and accurate information from their programs or advisors.



Seventy one percent of respondents in 2009 reported knowing what they had to do to meet program and degree requirements—compared to 79% in 2008 and 78% in 2007.



Open-ended responses about the quality of information that was provided to students suggest that programs and advisors need to do a better job of explaining program and degree requirements.

Not enough/not good dissemination of info. We were not made aware of a program coming up/requirement/deadline approaching. Need more broadcasting of that info. (2009)

In moving forward to complete the requirement of the program not enough clear instructions were given. Super clear instructions should be provided through the program and constant revisiting of this information. (2009)

There is no clear guide to the requirements of the program and as a student I was constantly caught off guard and surprised by requirements that I did not know I had to meet because I was never told of them. (2009)

Not enough information was provided to students regarding degree requirements and testing projects for degree completion. (2008)

Graduation expectations and requirements were not clearly deliberated. They did not support us in the area. We had to do all of it alone. (2008)

I would have liked somebody to clearly explain what the requirements for my degree were and helped me plan a timeline to follow. (2007)

When information provided to respondents was confusing and misleading, it was either because program requirements were not written clearly (see discussion in the Program Requirements section above), or because programs or advisors did not clearly explain these requirements to students, or both.

Also, my academic advisor was very unsure of what the requirements actually were, and was very slow in investigating the requirements, and gave conflicting information to different students. (2009)

The academic advisement was also poor. The information that different advisors gave students was not consistent. ... (2009)

My advisement was very poor. My advisor did not know the requirements of my program and did not express interest in me, my studies, or my career goals. (2009)

Professors give incorrect and inadequate information about program requirements. (2008)

Faculty team are not always clear on requirements, not on same page, often did not address student concerns in a timely manner. (2008)

I got mixed messages on elective requirements, which cost me considerable money as I had to add an additional 2 credits at the end of my program. (2007)

Respondents felt that the specific information that was lacking included: specialization requirements, required courses outside of the program or department, electives, and credit transfer policies.

Lacked clear expectations for degree requirements OUTSIDE of class—e.g. research hours, licensure exam, internship placement, etc. Everyone follows the same requirements every year yet we were rarely told "this semester/year you will complete this and this, and here is how you go about doing it." Very little support for the above mentioned—internship procurement, licensure exam. (2009)

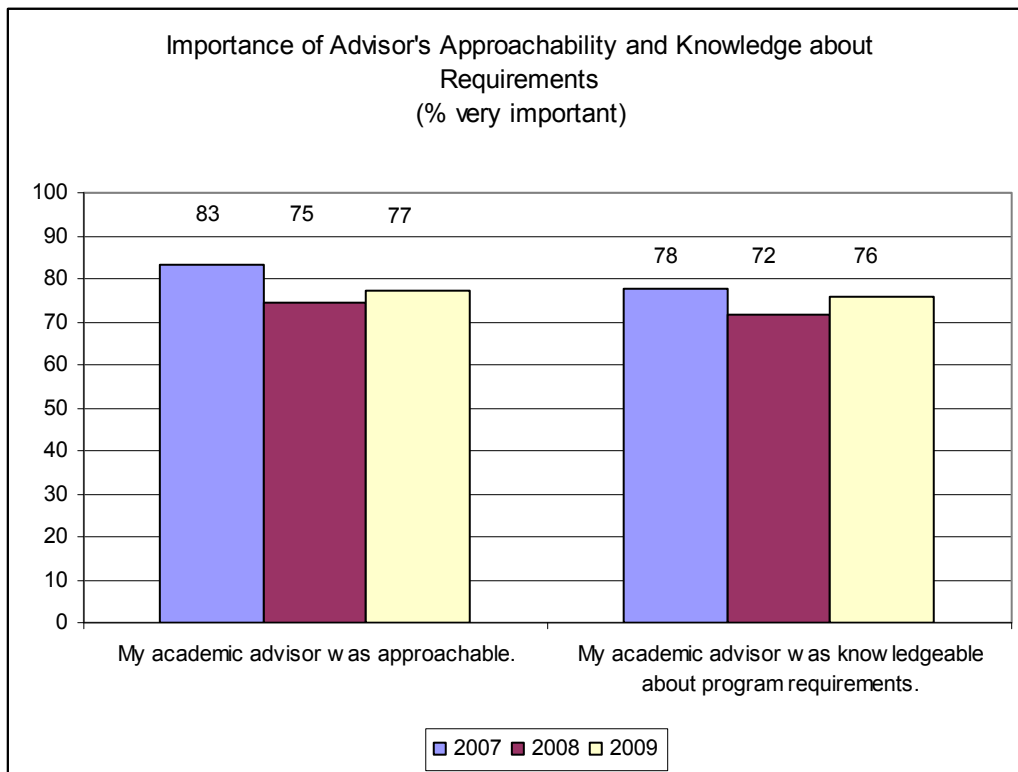
No advisement what so ever on how to best use electives. Instead, students haphazardly take electives that have no relation to one another which ruins cohesiveness of the program. Really need more structured advisement so students can plan their 6 elective/breadth spots better. (2009)

TC also needs to make it CLEAR that students who take summer classes (after their student teaching year) will not receive their diplomas until October. Many students come to TC over Bank Street and other schools because they can accelerate their program. This acceleration is essentially worthless when you have no diploma to present to potential employers. In addition, summer grades can take forever to post which also causes a major delay in receiving NY certification which in turn makes getting a job very difficult. A proper timeline should be presented to students. (2009)

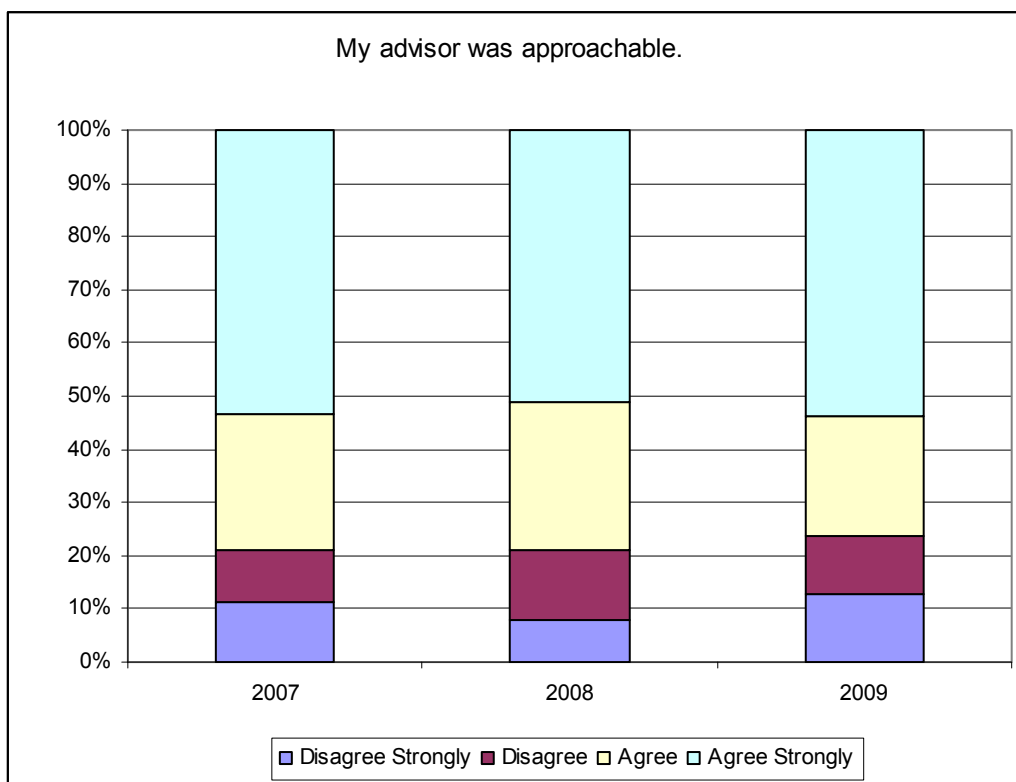
Difficult to get good advising, often unclear about schedules, absolute requirements (particularly when transferring in classes and piecing together a program). (2007)

Advisor's Approachability and Knowledge about Requirements

Over three quarters (76%-77%) of respondents rated advisor's approachability and knowledge about requirements as very important.



About three-quarters (77%) of respondents agreed or agreed strongly that their advisors were approachable compared to 79% in 2008 and in 2007.



Some respondents did not find their advisors accessible, supportive, or involved with students.

Academic advisement is horrible. Most professors didn't even know they were assigned students to advise. "Advisors" were not approachable or exuded the least interest in us personally or academically. (2009)

Poor advising. My adviser left after my first semester. My second adviser was unavailable and has yet to read my integrative project 3 months after submitting it. (2009)

It was difficult to discuss problems with certain faculty. Students frequently feel alone without appropriate guidance. (2008)

Advisors should be more helpful, available, and involved. (2008)

My overall experience at TC was good; however, I would have liked to see more involvement from my academic advisor in that specific role. I had very little guidance throughout my masters program and would have liked to have had his professional guidance in my classes and internship. (2008)

One fundamental thing that is lacking is TC students really need wise people—as advisors, as professors, etc.—who are experts in their field, can have an opinion and impart honest, sage advice, and this rarely happens. I don't want someone to hold my hand and help me with every single decision. I just want someone who is available, who cares and knows me, and is knowledgeable when I need it. (2007)

Sometimes advisors' busy schedules made it difficult for respondents to schedule appointments and to receive guidance. Advisors' busy schedules often relate to a high advisor/advisee ratio as noted by several masters' students.

Having too many masters' students in our program, our faculty members are unable to provide quality advisement and sufficient time for each of the students. (2009)

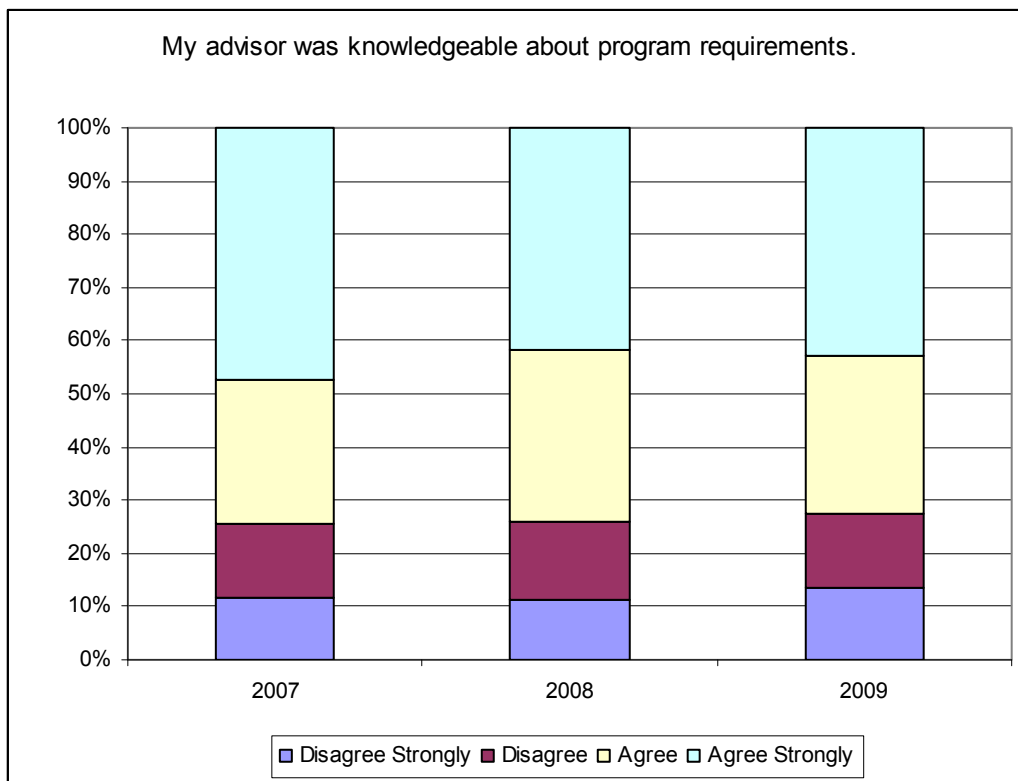
My advisor although brilliant had no time for her students. Furthermore both advisors misspoke when telling me I had met the requirements for graduation. TC needs to take some of tuition money and invest it into its students. (2009)

Because there were so many students in my MA program (over 100) we got very little contact with the faculty. There was little opportunity to do research with them, and virtually no advisement. (2008)

My academic advisor was difficult to contact/see for an appointment. Thus, it took quite some time to determine my exact requirements for degree fulfillment since I had transferred credits from another institution. (2007)

The proportion of MA students is too high comparing to that of EdM and EdD. The faculty is not eager to advise or guide MA students. (2007)

Students depend on advisors' knowledge of program and degree requirements to meet deadlines and complete their programs on time. It is important that advisors be well informed and accurate about these requirements. Seventy three percent of respondents agreed or agreed strongly that their advisors were knowledgeable about program requirements—similar to 75% in 2008 and 74% in 2007.



The number of open-ended responses about advisors' lack of knowledge about program requirements suggests it might have been a major program weakness.

My advisement was very poor. My advisor did not know the requirements of my program and did not express interest in me, my studies, or my career goals. (2009)

Also, my academic advisor was very unsure of what the requirements actually were, and was very slow in investigating the requirements, and gave conflicting information to different students. (2009)

I had done two semesters before I found out I was supposed to have an academic advisor. When I asked, one was assigned to me. She was not helpful and did not reach out to me. When I sought her out for advice, she did not always give me the most sound advice. (I found out things from other students that caused me to go to offices and investigate my questions, etc.) (2009)

The advisor for my first two years was not well informed and didn't even know who I was when I e-mailed. It became frustrating to try and keep track of my progress when she couldn't help. I often ended up going to the department head. The last summer the advisor changed and was much better. (2008)

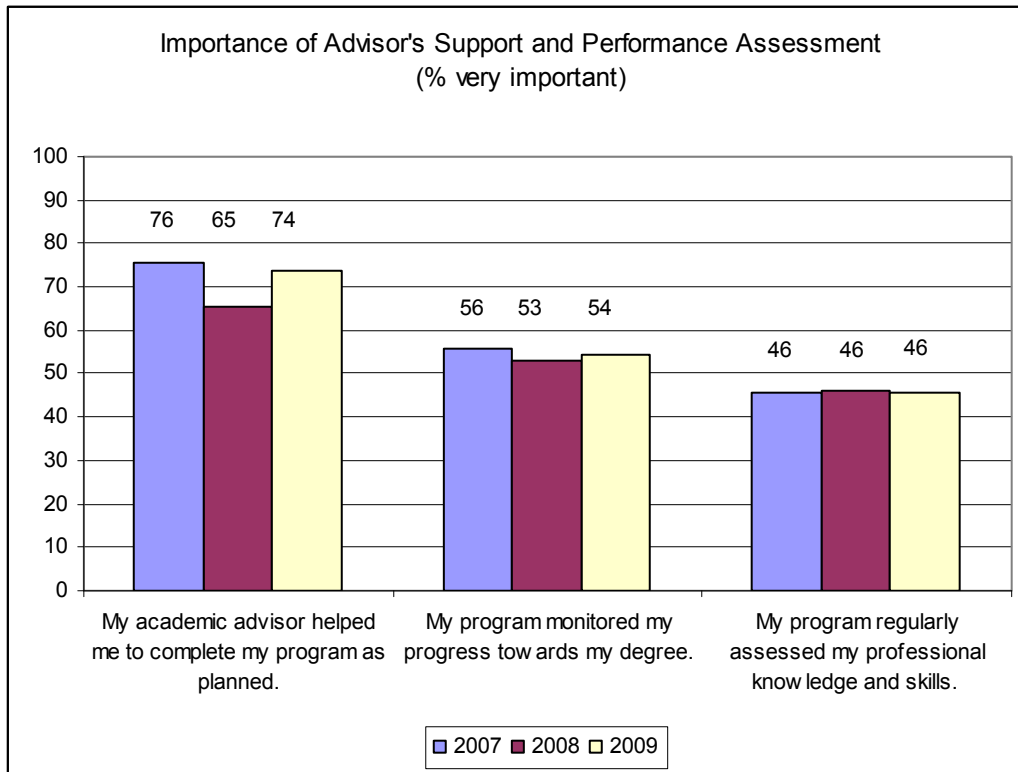
Had an advisor but she was not reachable, and then she left TC and I was assigned a new advisor who had no idea of the program and its requirements. (2008)

My advisor did not have the knowledge of my program and did not work to make sure I was on track. (2007)

Had a horrible time w/my original academic adviser, who had very little information on what requirements were and was not very keen to follow up on any questions or dilemmas I had, had a much better time once I changed advisers, but just wish only those professors who are genuinely interested in advising students were allowed to do so. (2007)

Progress Evaluation and Assistance in Completing the Program

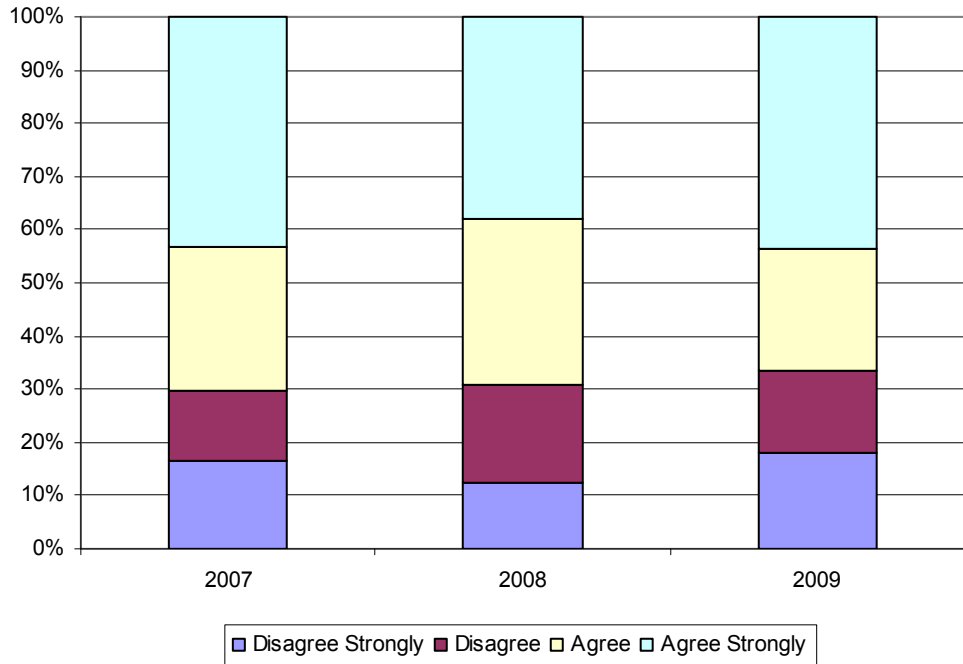
Three statements referred to support and guidance that students received from their advisors or programs. Three-quarters (74%) of respondents rated advisor's help in completing the program of study as planned as very important. A little over half (54%) rated monitoring of student progress as very important; and less than a half (46%) of respondents rated regular assessment of student knowledge and skills by program as very important. These results are consistent across the three years.



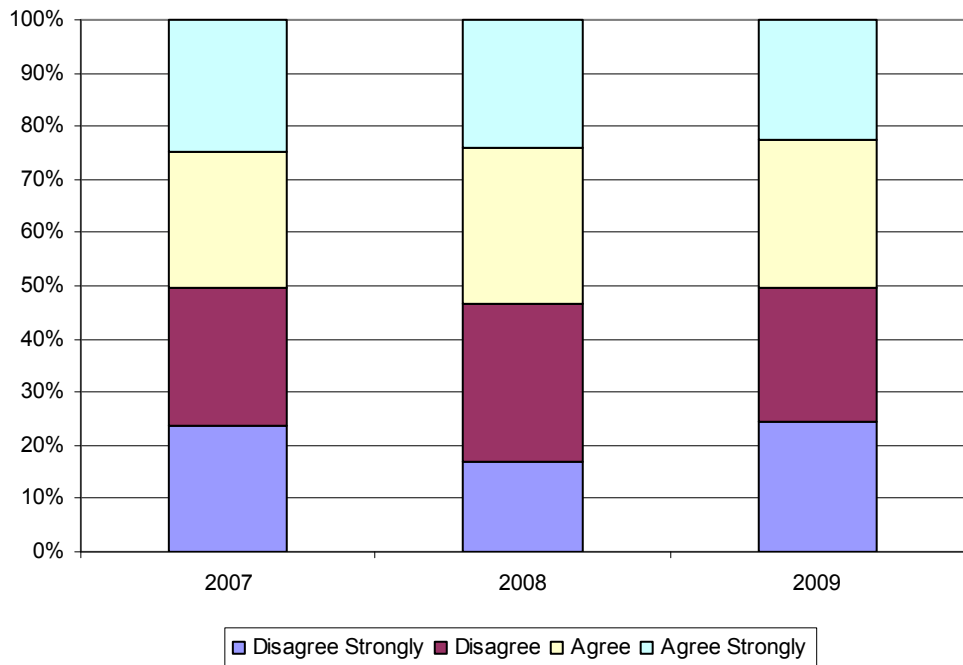
About two-thirds (67%) of respondents agreed or agreed strongly that their advisors helped them to complete their program of study as planned—similar to the results of the 2008 and 2007 surveys (69% and 70%, respectively).

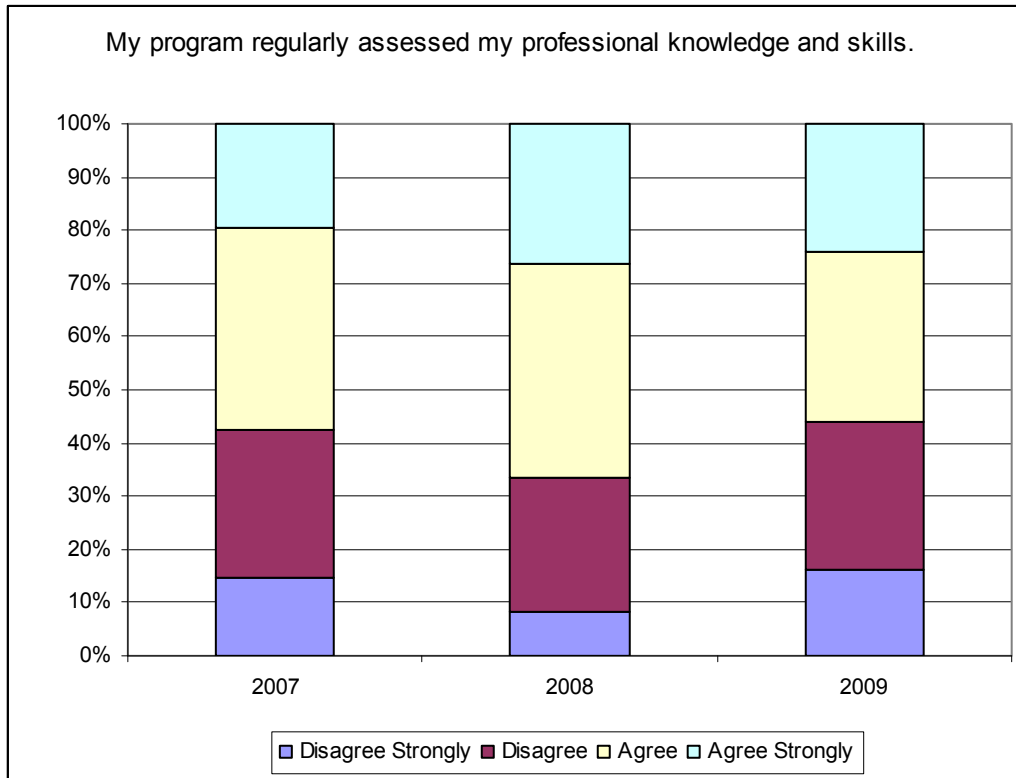
About half of respondents (51%-53%) across the three years agreed or agreed strongly that their programs monitored their progress towards degree completion; and slightly more respondents (56%) of respondents in 2008 and 2009 agreed or agreed strongly that their knowledge and skills were regularly assessed by their programs (this was a 10% drop from 66% in 2008).

My advisor helped me to complete my program as planned.



My program monitored my progress towards my degree.





Although most of the open-ended comments about advising were negative, some students were able to make strong and productive relationships with their advisors. Respondents' quotes below emphasize again and again how a good advisor can make a huge difference in students' experiences and opportunities to succeed.

My advisor was so involved in my entire graduate experience. (2009)

Advisors went above and beyond the call of duty. (2009)

Dr. D. is a wonderful adviser, mentor and leader. He really helped me to accomplish my goals and methodically and appropriately get through the program. (2009)

Dr. H. was a capable, caring teacher and program advisor, as well as a great research mentor—love her! (2009)

My advisor was on top of everything and was instrumental to my success here. (2009)

Prof. H. is one of the most wonderful teachers in my life. He is a good teacher as well as a good advisor. He knows each student's potential and encourages him/her to stretch out his/her ability as possible as can. (2009)

The biggest strength of my program was my advisor, Prof. M. I do not think I would have continued in the program had it not been for her encouragement, intelligence, approachability, care and investment in me and my fellow peace education classmates. I felt she treated us professionally and in the classroom she modeled the kind of teaching/learning that we were studying which was hugely effective. (2009)

The relationship with my advisor was the highest note for me at TC. She made all the difference. (2009)

Dissertation Advisement

About 10% of our respondents were doctoral students (13% in 2009, 8% in 2008 and 10% in 2007). The questionnaire did not have statements specific to dissertation advisement. However, a few comments (8 in 2009) were about dissertation advisement. Respondents felt more focus and more oversight of the dissertation process were needed during and after coursework was completed.

Not enough structure/support once coursework is finished to get through qualifying papers and dissertation. (2009)

In a doctoral program, there is very little support for finishing the dissertation. A person is really alone in the wilderness after coursework is complete. (2009)

The dissertation and graduation requirement process is very disorganized. I was running in place from 5 years trying to write my dissertation. I am convinced my sponsor never read it. Also, once I decided to lower my expectations and just write anything, I finished my dissertation. It is not something I am proud of. I am no longer in teaching, but I have an EdD. (2009)

Dissertation feedback and participation by advisor. At point of dissertation my advisor only gave me significant relevant advisement when I pretty much figured it out on my own already. Otherwise I lingered with my own ruminating thoughts and pilot data. (2008)

Career Guidance

The survey questionnaire did not have statements about career guidance. Quite a few respondents commented on career guidance, or lack thereof, in their responses to the open-ended questions (coded *Career Guidance*). Respondents expected their programs or the College to provide support and guidance in preparing for a career or securing a job. See the related comments about the Career Services in the next section.

Career placement/counseling does not exist. (2009)

However, my program specifically, lacked the career advising component. Lots of students come out without a clue of how and where to apply our knowledge and skills. I would really like to know that there's an option besides being told "most of our graduates end up pursuing their doctoral degrees." (2009)

As an international student, I would have liked to see more support for career advising, especially regarding employment after graduation. A stronger alumni support program, or mentor-mentee program. (2009)

They did not help us navigate through the process of teacher certification. Especially if we did not plan to work in New York City. (2008)

ABSOLUTELY ZERO assistance and resources in the post-graduation job search. (2007)

My advisor had relationships with hundreds of school principals yet refused to help me when it was time to look for a job! (2007)

No coordinated advisement system—I didn't even know September was time to apply for jobs for the following year until I was here for 3 years! (2007)

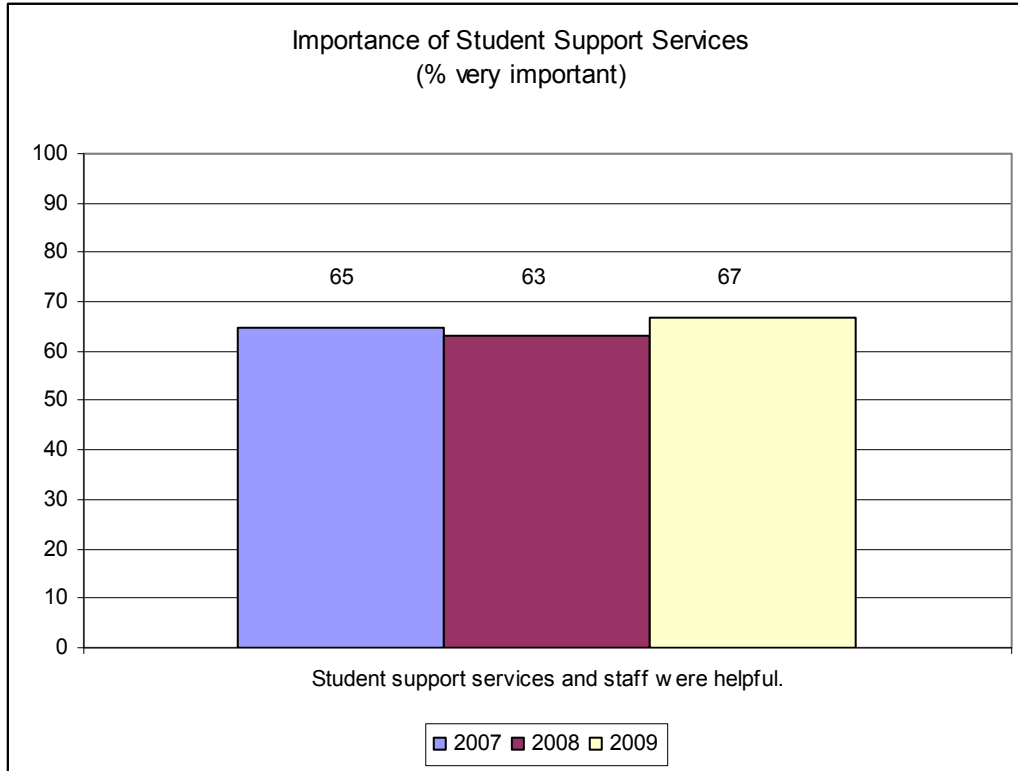
Professors need to help students more in their transition into professional world. This is a widely known responsibility of graduate school professors that is largely ignored at TC, in my experience. (2007)

I loved my learning experience at TC but I am disappointed that no one cares to direct you when you are leaving the school. TC has an incredible reputation, but I think the next time around, I would rather save my money, and go to a school that can help prepare me to find a job. (2007)

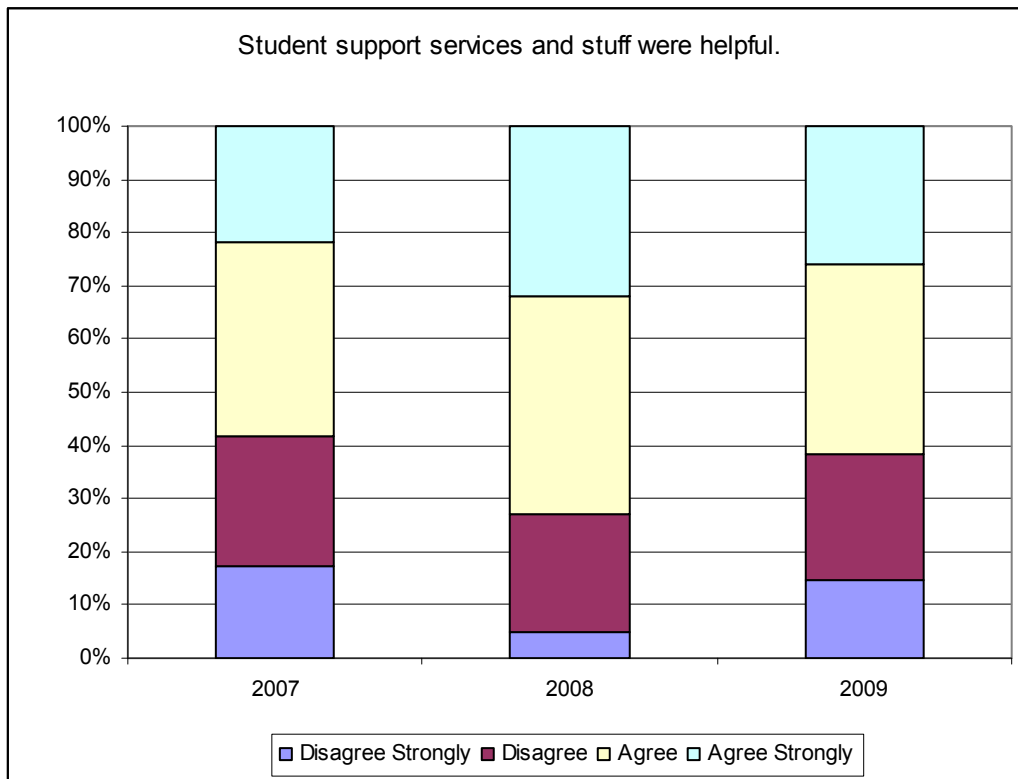
Also, there is little to no career guidance from faculty with whom I have worked, which made hard to position myself to go on the academic job market. (2007)

Student Support Services

Only one general statement referred to student support services. Statements about specific support services (e.g., Financial Aid, Registrar, Student Accounts, Career Services, Office of Doctoral Studies) will be added to a revised 2010 version of the exit survey. Two-thirds (67%) of respondents in 2009 rated student support services and staff as very important, compared to 63% in 2008 and 65% in 2007.



Less than two-thirds (62%) of 2009 respondents agreed or agreed strongly that student support services and staff were helpful compared to 73% in 2008 and 58% in 2007.



The 15 open-ended responses about student support services were negative indicating that improvement may be needed.¹²

Also, there is a lack of organization as well that makes knowing who to ask which questions, and what support was available to me confusing and difficult. I was often simply passed along from our person who couldn't/wouldn't help to the next. It made for a very frustrating year. (2009)

I have found many of the other offices such as OTE, the Registrar, and Financial Aid very difficult to work with. They communicate poorly, are unreliable with student info, and show little empathy for the situation of individual students. Financial Aid is by far the worst offender. (2009)

Moreover, many of the administrative staff, especially in the Registrar's office, lack a customer service focus. The most common answers I heard to any question at TC were "I don't know" or "come back later." I also found that every person you ask a question to at TC gives you a different answer, so students need to check, double check, and triple check information they are getting so that we can complete our degree as planned. This makes for an unpleasant experience as well. (2009)

The student support offices on campus have below par customer service. I have often received no help from staff members and have resorted to asking friends about solutions to my issues. I have had several problems with financial aid, the registrar's office and student accounts. I was not informed that I needed to submit additional forms even after I inquired about such things as well as having been scolded by staff members even after it was clear that the mistakes were theirs. As a graduate student that pays A LOT of money to attend TC, I expected better customer service and information from these offices. (2009)

Administratively the school is a nightmare, anything to do with administrative services, i.e., registrar's office, students accounts, libraries are very disorganized and operate like a state agency (in a bad way). I always had to follow up to ensure grades were turned in, grades were recorded. It seems that the different departments do not communicate with each other in a meaningful way. (2008)

Student services (financial aid, student accounts, registrar's office) are absolutely deplorable. There is no way that a top notch school should have this level of ridiculous lack of coordination and absurd procedures that waste student's money, time, and mental energy. The online registration and student account system needs to be trashed and overhauled. Every semester was infuriating, and I know I'm not in the least bit alone in believing this. What is more frustrating is that it seems that the different student services departments have no clue how the students feel about the level of incompetence. They do not offer student support; they just create ludicrous challenges for students. (2007)

Several respondents made comments about the Office of Career Services confirming the importance of career guidance and career assistance for students.

Career Services is also not equipped to respond to the needs of the students in the International Educational Development track. (2009)

Need a MUCH better career services for the org psych program. (2009)

Career services provided far too few opportunities for students. Furthermore, they have little real understanding of what we do and therefore cannot help us. (2009)

The Career Service Office deserves a much more prominent place on campus. (2009)

Lack of more career fair/events opportunity to help students access and connect with future career opportunity. The available opportunities have to be sought after and don't seem to be super accessible or publicized. (2008)

Overall a great experience. I would like career services to have had more opportunities for the applied physiology and nutrition students. Most of the jobs offered were for teaching. (2007)

While my experience has been very enjoyable and educational, I do think more could be done to help counseling students prepare for work world. Career services does very little for counseling students and more support and resources for the job search would be beneficial. (2007)

¹² Coding note: Responses to the open-ended questions that referred to the availability and quality of student services provided by TC were coded *Administrative Offices*.

Loved studying the school in every possible way. Hated the lack of assistance in finding the job. Hated the miniscule job opportunities for the graduates from the program in the mental health field. (2007)

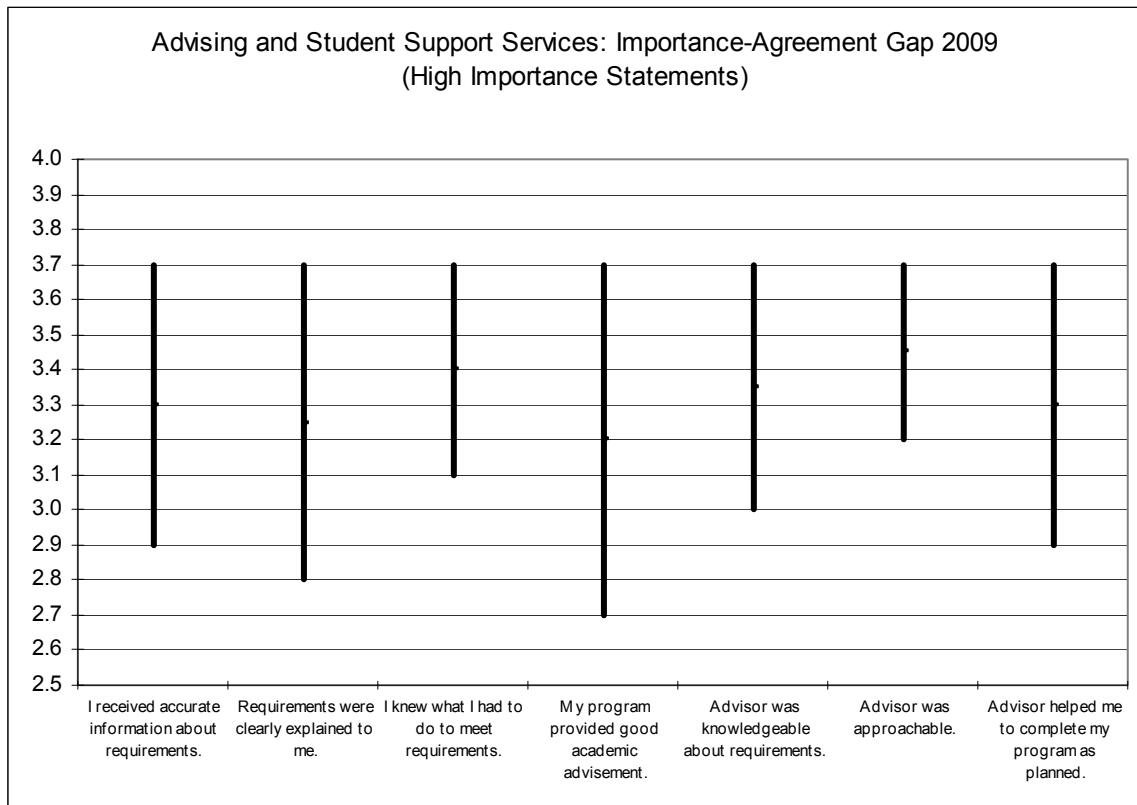
Career Services need to better target the ITS department. (2007)

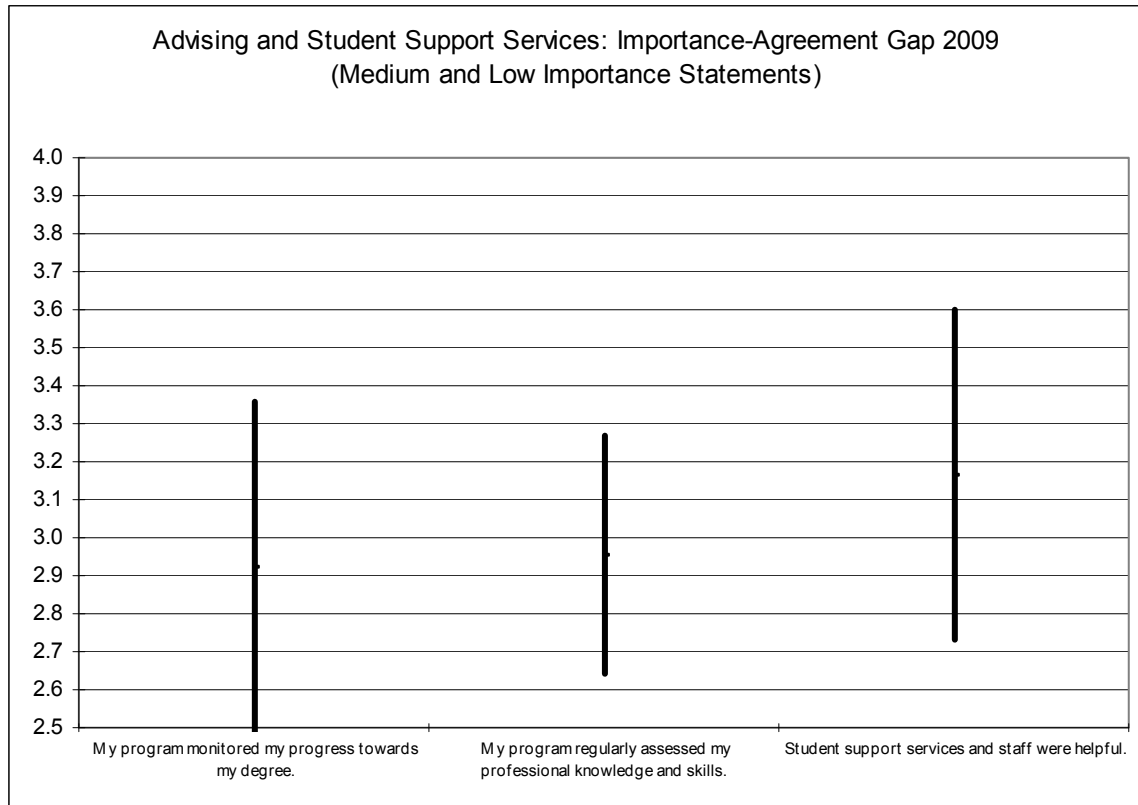
Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups. High importance statements are those which 70% or more of respondents rated as very important. Medium importance statements are those which 60-69% of respondents rated as very important. Low importance statements are those which less than 60% of respondents rated as very important.

In 2009, consistent with the results of the 2008 survey, seven out of 10 statements related to academic advising and student support services were in the high importance group; 1 was in the medium and 2 in the low importance ones (Appendix B).

We then compared the importance of each statement with respondents' evaluations of their experience while in the program. The differences between the mean scores on importance and agreement scales (performance gaps) were calculated for each statement; these are presented graphically below. The top of each vertical bar represents the importance scale mean score; the bottom of each bar represents the agreement scale mean score. The longer the bar, the wider is the performance gap.





Large Performance Gaps

Large performance gaps defined as 0.5 or larger indicate areas in which programs are not meeting students' expectations.

High importance:

- My academic advisor was approachable.
- I knew what I had to do to meet program and degree requirements.
- My academic advisor was knowledgeable about program requirements.
- I received accurate information about program and degree requirements.
- My program provided good academic advisement.
- My academic advisor helped me to complete my program as planned.
- Program and degree requirements were clearly explained to me.

Medium importance:

- Student support services and staff were helpful (e.g., Registrar's Office, Financial Aid Office, Student Accounts Office, Office of Doctoral Studies).

Low importance:

- My program monitored my progress towards my degree.
- My program regularly assessed my professional knowledge and skills.

Small Performance Gaps

These were no statements with small performance gaps (defined as 0.2 or smaller) related to academic advising and student support services.

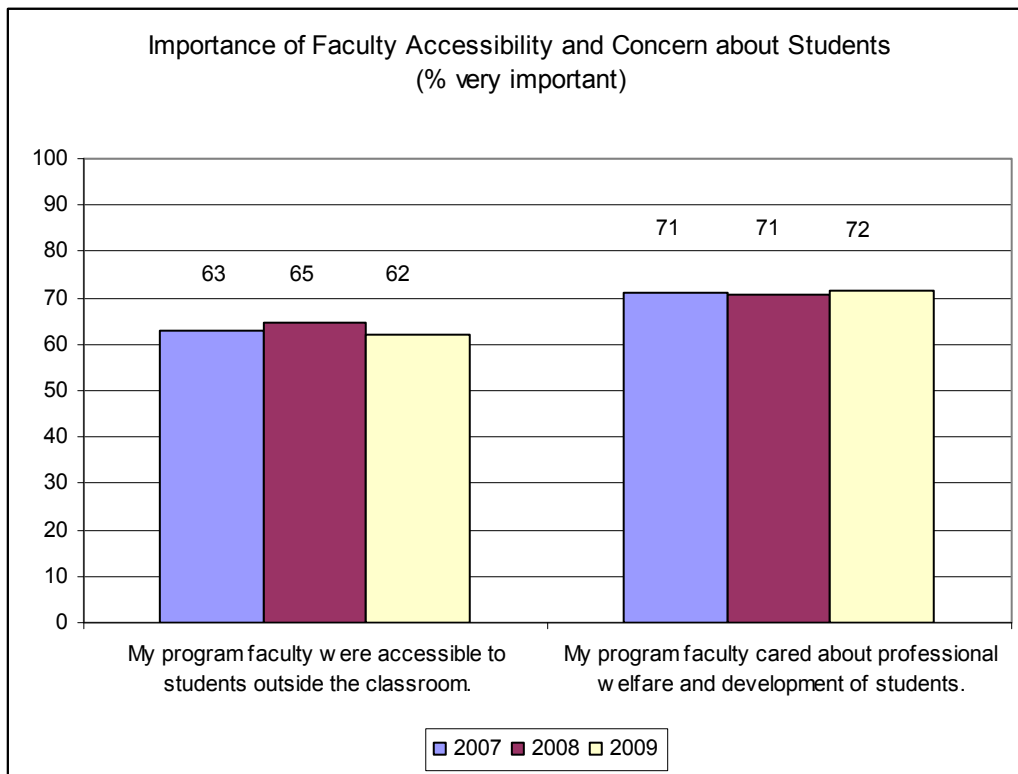
LEARNING ENVIRONMENT

“A learning environment is all of the physical surroundings, psychological or emotional conditions, and social or cultural influences affecting the growth and development of an adult engaged in an educational enterprise” (Hiemstra, 1991, p.9).¹³ The definition of learning environment used in designing this questionnaire and reporting findings includes characteristics of its members (academic, professional, and diversity), nature of relationships and communication between the members, intellectual and social climate, and fairness and non-discrimination.

Faculty Student Relationships

Faculty Accessibility and Concern about Students

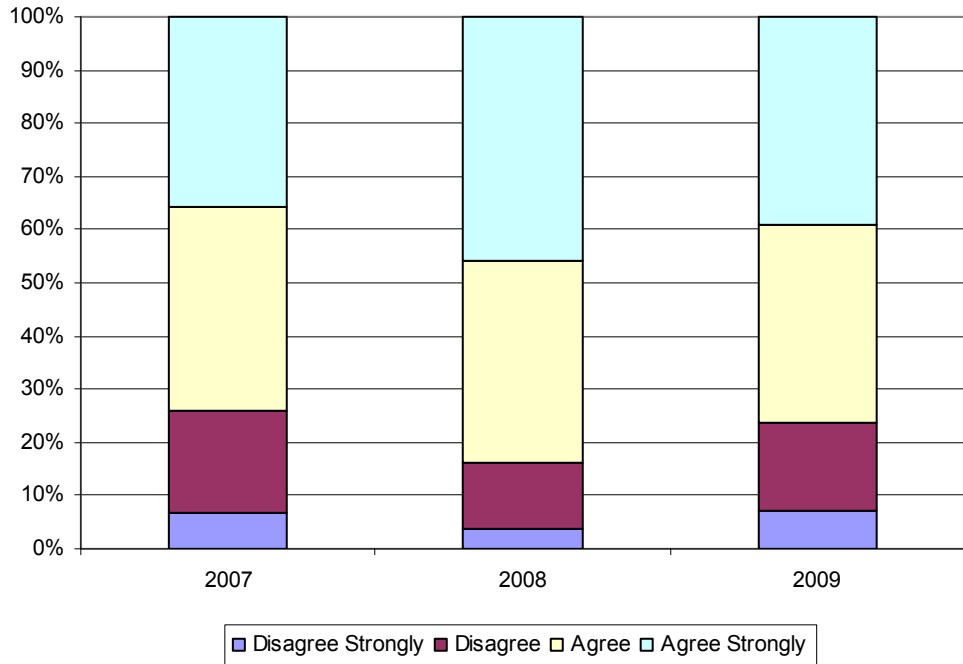
Two statements referred to the quality of faculty-student relationships: faculty accessibility to students outside the classroom and faculty concern about student welfare and development. A little less than two-thirds (62%) of respondents rated faculty accessibility to students outside the classroom as very important—similar to 65% and 63% in 2008 and 2007. However, more respondents from all three years (71%-72%) felt it was very important that faculty cared about professional welfare and development of students.



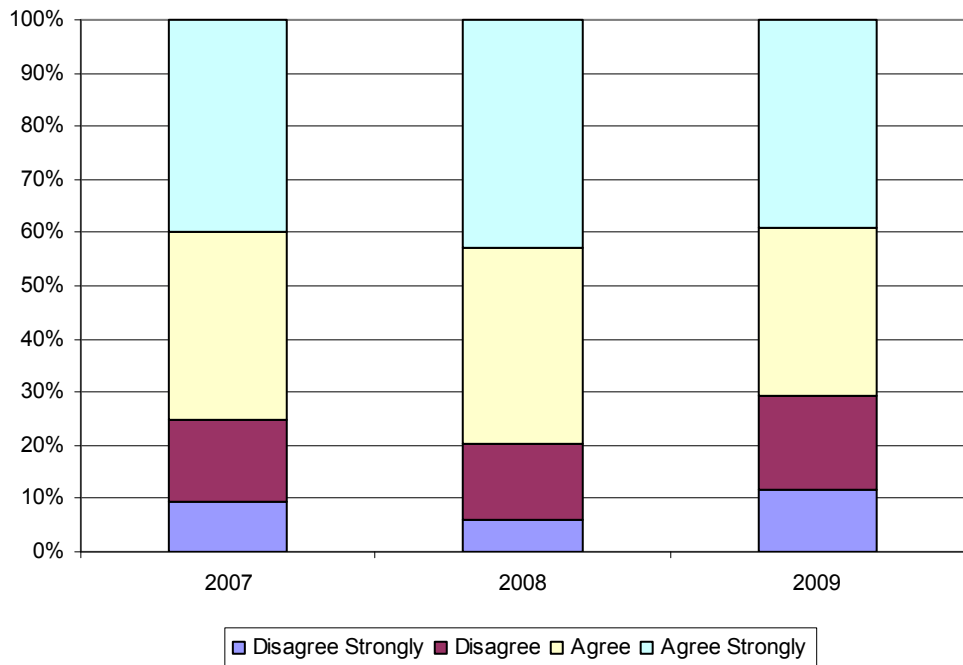
Between 74% and 84% of respondents agreed or agreed strongly that faculty were accessible to students outside the classroom (78% in 2009). Fewer respondents (71%) agreed or agreed strongly that faculty cared about professional welfare and development of students compared to 80% in 2008 and 75% in 2007.

¹³ Hiemstra, R. (1991). Aspects of Effective Learning Environments. In Hiemstra R. (Ed.), *Creating Environments for Effective Adult Learning* (pp. 5-12). *New Directions for Adult and Continuing Education*, 50 (Summer 1991). San Francisco, CA: Jossey-Bass, Inc.

My faculty were accessible to students outside the classroom.



My faculty cared about welfare and development of students.



Over 20% of respondents made comments about faculty's dispositions towards and relationships with students.¹⁴ Respondents were equally likely to cite faculty accessibility and concern about students among strengths and among weaknesses (58 vs. 55). Many described program faculty as warm, caring, accessible, understanding, supportive, and approachable, and "very involved/concerned with students not only on an academic level, but on a personal level as well."

Excellent and knowledgeable professors and supervisors always willing to assist students in any way—approachable and caring. (2009)

The first strength is faculty accessibility. I always felt comfortable going to professors and they always made time to meet with me. (2009)

The faculty were, for the most part, extremely knowledgeable and professional, as well as warm, personable, and clearly cared about students. (2009)

Most of the instructors I had were excellent. They were knowledgeable about their field, had a lot of relevant experience, and passionate about their work. They cared about their students and worked very hard for us. They sacrificed a lot of time for us and exerted much effort to support our learning. (2009)

Faculty has excellent characteristic to treat students, such as, generosity, deep understanding, and tries so hard to help the students out and it works well. (2009)

Core faculty were knowledgeable, approachable, and largely invested in student growth and progress. (2008)

I found that my professors were interested in me as a person and took great strides in helping me reach my educational and personal goals. (2007)

Other respondents described program faculty as unapproachable and condescending, intimidating, and not very responsive to students.

A number of faculty were overworked, didn't have time to meet with students, were unavailable EVEN during office hours, and frequently did not respond to email. A few faculty were nasty, obnoxious, arrogant. (2009)

My faculty was mostly unavailable, cold, and non-supportive. (2009)

However, I found TC not entirely student-friendly, particularly for the extraordinarily high costs of attending. I felt faculty should have been more involved and caring about the comprehensive student experience. (2009)

The faculty were, for the most part, indifferent to students as individuals, their careers, etc. (2009)

From the minute I started the program, I felt we were constantly being told that the professors were "very, very busy," i.e. "don't bother them too much." I'm not someone who needs a lot of hand-holding from my professors, but I found this very off-putting. I heard that comment so many times that I didn't even attempt to establish much of a relationship with my professors outside the classroom. (2009)

The professors did not seem at all interested in students' efforts—to me, they were less of teachers and more of researchers, with their own agenda. (2008)

Faculty members are not interested in helping students nor do they have the best interests of students in mind. (2008)

I loved TC, but felt that the faculty and staff did not care much about students (with the exception of a few individuals). (2007)

The faculty is often seen as unapproachable and condescending about questions students may have outside of the classroom. (2007)

Some professors seemed more interested in their own personal development and what they know, instead of teaching and mentoring students. (2007)

¹⁴ Coding note: Responses to the open-ended questions which described faculty members' dispositions towards or relationships with students were coded *Faculty Dispositions towards Students*.

Just as a number of respondents felt that master's students did not receive adequate academic advising, some respondents felt that master's students did not have enough quality time and interaction with program faculty.

Professors showed almost no time for masters' students because they were "too busy with doctoral students" (a direct quote from a professor in the program). (2009)

In my experience, faculty were more concerned with their doctoral students than with the masters students. (2009)

Faculty, with one exception, were not interested or could not spend academic time with students. I don't know what their priorities are, but they are not masters' students. (2009)

Because there were so many students in my MA program, we got very little contact with the faculty. There was little opportunity to do research with them, and virtually no advisement. (2008)

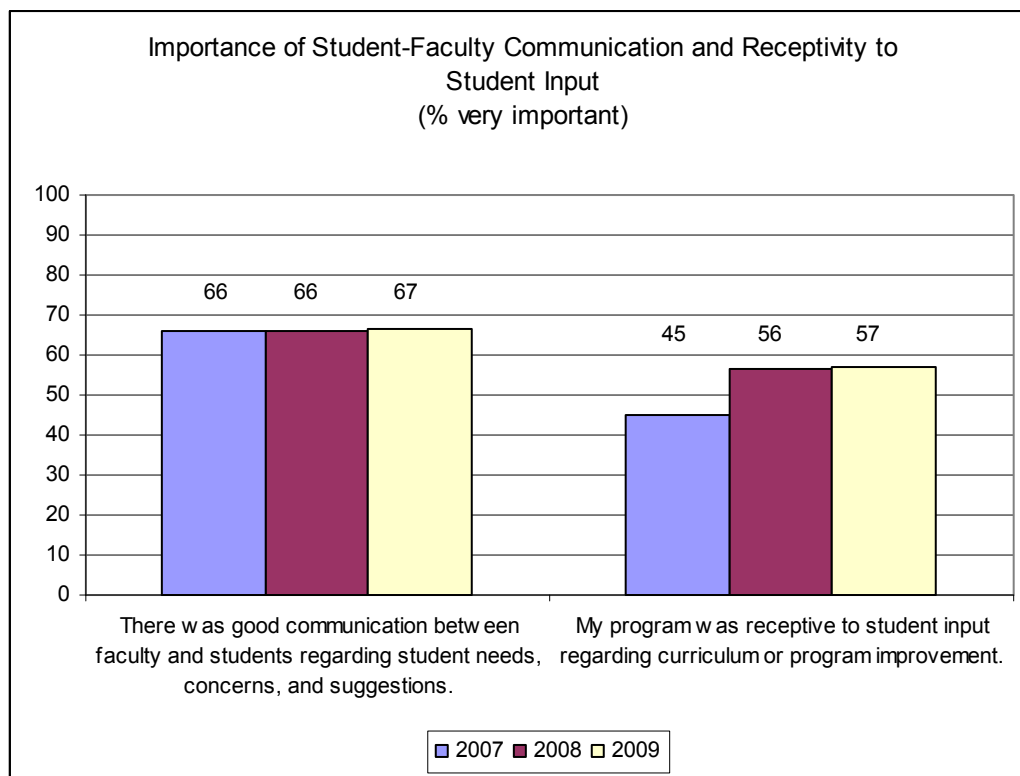
Majority of professors are not committed to or engaged with the master program students. (2008)

Another weakness is the extremely limited interaction between faculty and masters students. Masters students have virtually no opportunities to network with department faculty and receive professional advice or assistance outside of the classroom or a few advisement meetings which are heavily focused on academic criteria for graduation. As students who will be entering the field, we required opportunities to discuss our careers with more faculty than just our advisors and to mix with them in semi-formal settings. This important networking exercise is important for the growth of students who aim to be professionals in the field. (2008)

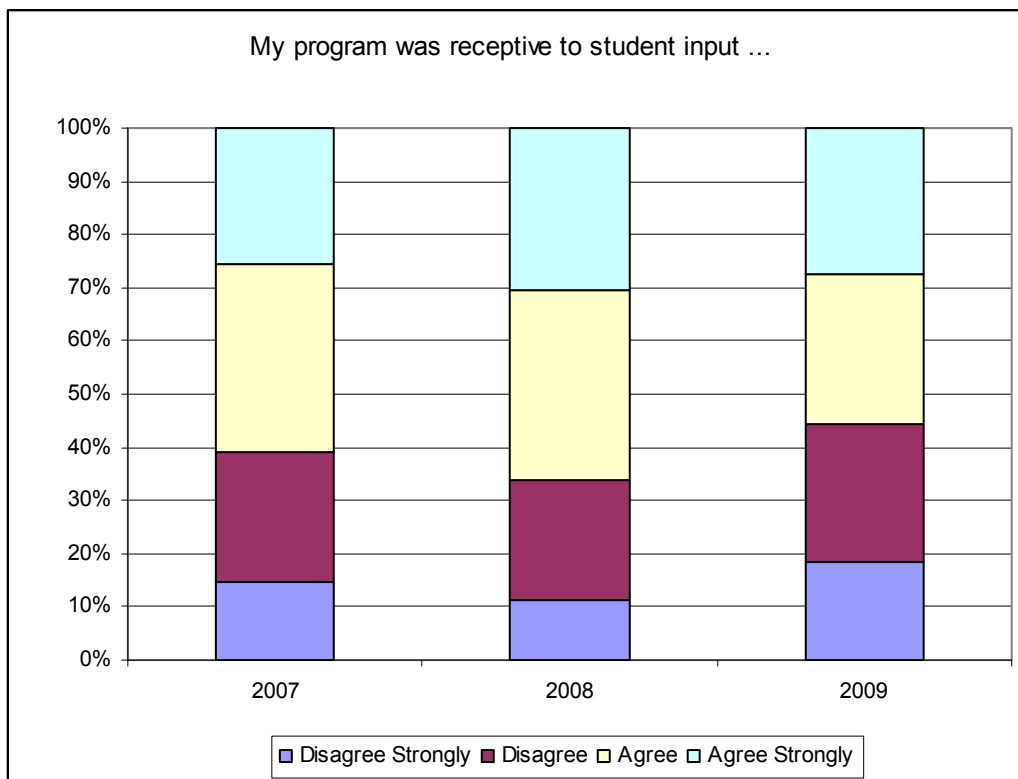
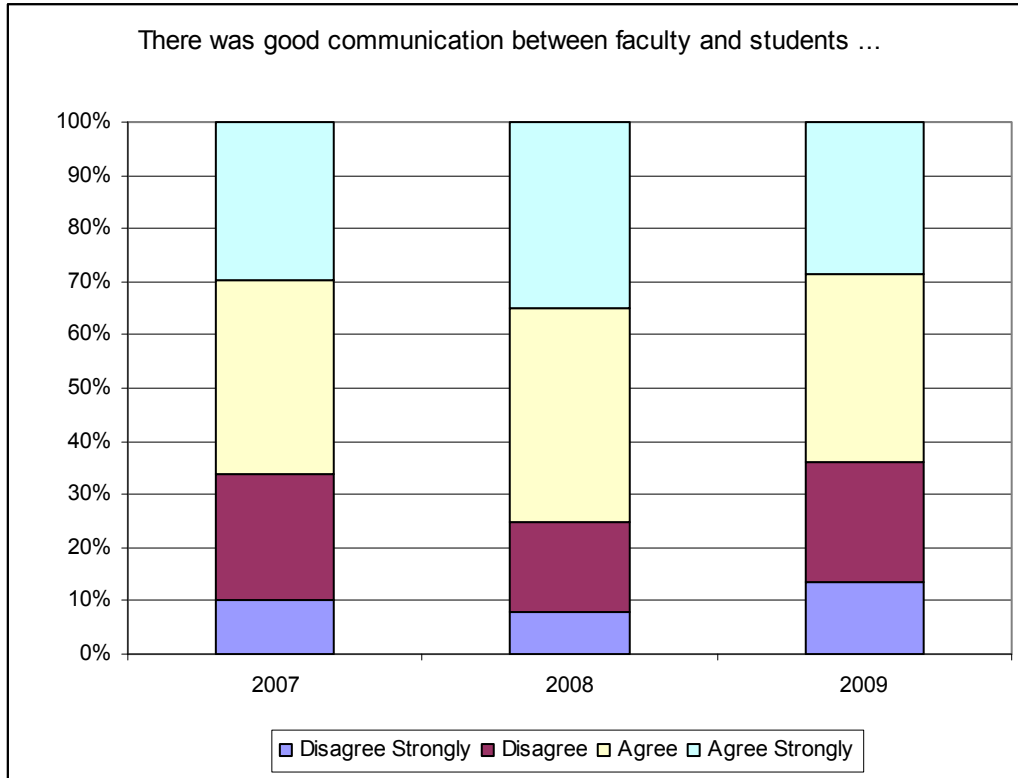
The faculty was not very approachable; they did not seem to care that much about our progress and development in the field. This notion was not true of every faculty member; however, it did reflect the overall sentiment of many of the master's students who graduated with me. (2007)

Faculty-Student Communication and Program Receptivity to Student Input

Consistently, from 2007 to 2009, two-thirds (66%-67%) of respondents rated good faculty-student communication regarding student needs, concerns and suggestions as very important. A lower percentage (45%-57%) of respondents rated program receptivity to student input as very important.



In 2009, two-thirds (65%) of respondents agreed or agreed strongly that communication between faculty and students was good—the lowest percentage in three years (75% in 2008 and 67% in 2007). Even fewer respondents (55%) respondents agreed or agreed strongly that programs were receptive to student input regarding program curriculum and program improvement—compared to 67% in 2008 and 62% in 2007.



Few respondents (10 in 2009) made comments related to program receptivity or responsiveness to student feedback which is consistent with the relatively low importance of this aspect of educational experience.¹⁵ Only 1 in 10 comments in 2009 was positive; the rest pointed to a need for improvement.

Professors were very responsive to students' feedback. (2008)

Rather than merely allowing students the space to give suggestions, our faculty actually take action to try and incorporate those suggestions. (2008)

Most professors asked for feedback and took it in a constructive way in order to improve the learning environment. (2007)

Student perspectives are not valued or considered. (2009)

Faculty does not respond to student's requests/needs. (2009)

Some professors are staid with the material, unwilling/uninterested in learning from students, or to update their materials and lectures. (2009)

Unwillingness to find new professors to replace those with bad reviews. (2009)

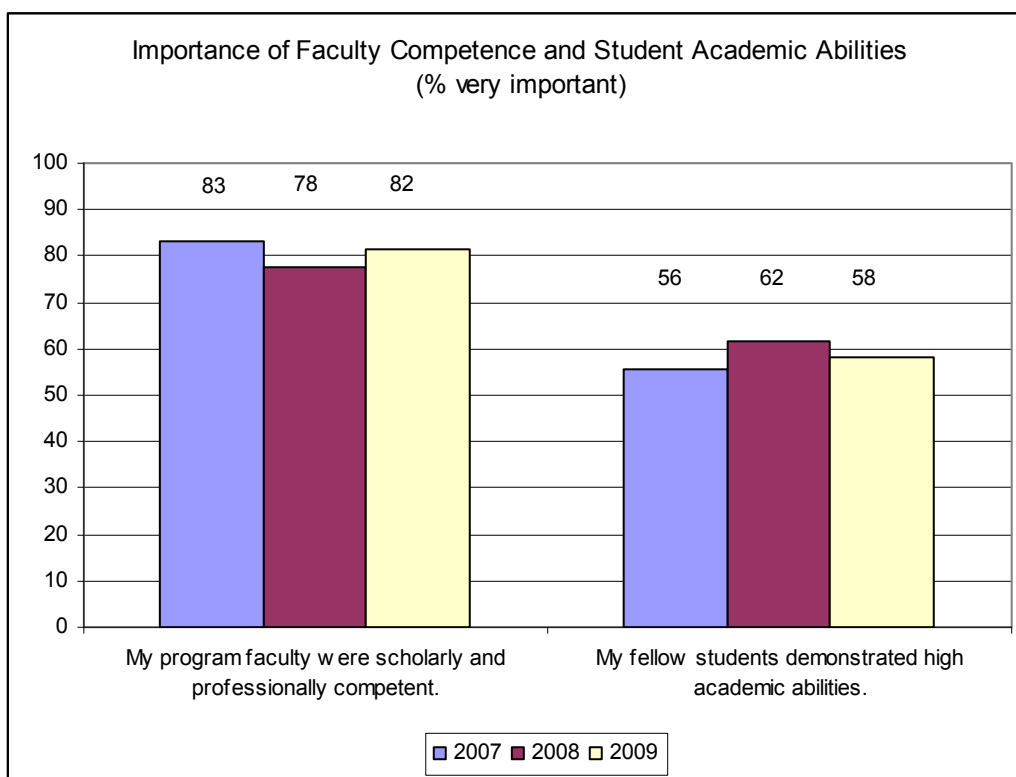
This is also the first time TC asked for my feedback. (2009)

Program leaders do not request student input to make program improvements. (2007)

Learning Environment

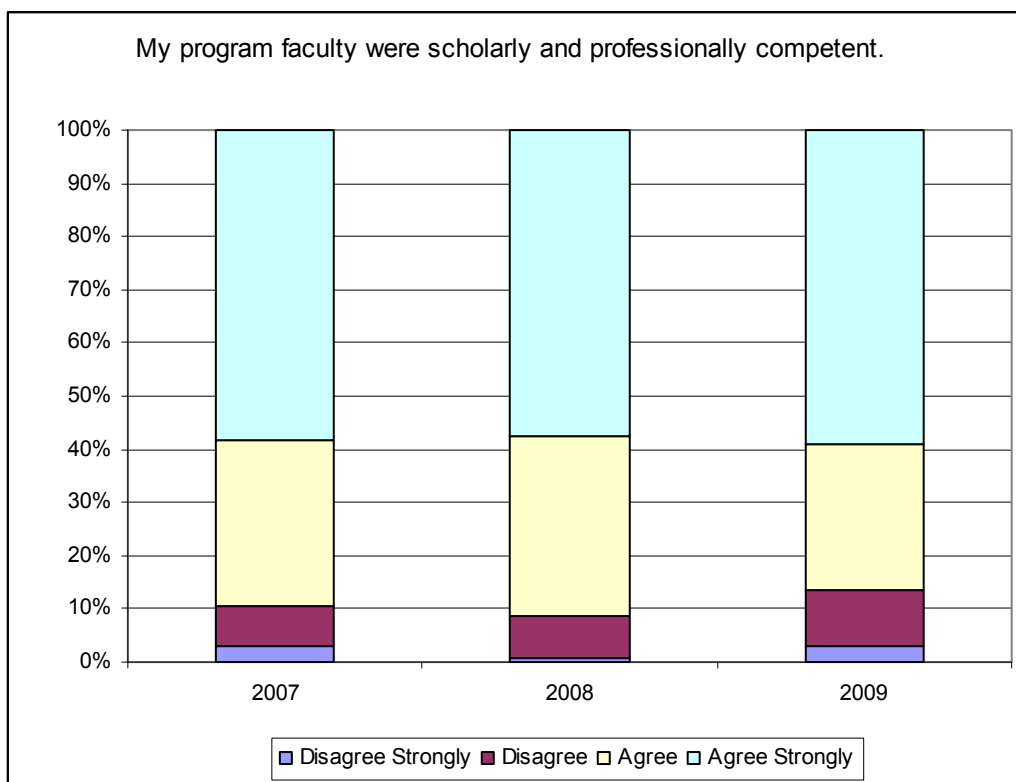
Quality of Faculty and Students

The quality of social and intellectual climate is to a large extent a reflection of the quality of its members. High quality of faculty and students can contribute significantly to the learning experience. Scholarly and professional competence of faculty was very important for 82% of respondents. High academic abilities of fellow students were much less important—only 58% rated this statement as very important. The 2008 and 2007 surveys yielded similar results.



¹⁵ Coding note: Responses to the open-ended questions which referred to faculty or program willingness to listen to and consider student ideas and opinions were coded *Receptivity to Student Input*.

Overwhelming majority (87%-92%) of respondents across the three years agreed or agreed strongly that faculty were scholarly and professionally competent.



Faculty are central to student experience which is evident in the number of comments related to faculty expertise and experience provided by respondents in response to the open-ended questions.¹⁶ Such comments were more likely to be about strengths than about weaknesses (71 vs. 8 for faculty expertise and 15 vs. 11 for practical experiences).

Professors have rich experiences in the field in terms of both practice and research. (2009)

Some professors are some of the most well-known and influential in their fields. (2009)

The varied areas of expertise among the faculty, the strong commitment to bring experts in the field to the students through the colloquium program. (2009)

Most of my professors were very good. Although I think there were definitely some professors who stood out more than others, I really felt confident working with men and women who were both very intelligent and experienced in the field. (2009)

Many of the faculty were incredible! They were intelligent, free thinking and innovative in their teaching. (2009)

Faculty are serious about research and are eminently qualified in their subject-matter. (2008)

There was a mix of professors from the field and those who had extensive research backgrounds. (2008)

The professors and faculty in my program were superior in their field. They had intriguing presentations and were able to relay knowledge effectively and efficiently. (2008)

I had an excellent experience at TC. I enjoyed learning from the professors and found them truly knowledgeable in their field which in turn benefited my learning experience. (2007)

¹⁶ Coding note: Responses to the open-ended questions which referred to faculty members' knowledge, expertise, or scholarship were coded *Faculty Expertise*; responses that referred to faculty members' practical experience in the field were coded *Faculty Practical Experiences*.

The strength of the program was the academic standing of my professors. I found that they were knowledgeable not only about their area of expertise but also the depth and scope of education. (2007)

Very few comments about faculty expertise were cited as a program weakness. Most were about lack of faculty with certain areas of expertise or about under-qualified adjuncts and doctoral students teaching required courses.

There are no faculty whose specialty is advanced quantitative methods of research especially in labor economics. (2009)

Lack of language-related faculty: I did a language-related study but my department does not have enough/sufficient number of faculty in the area. (2009)

We have African education as concentration, but we didn't have any Africanist this year. TC should have had Africanist to keep this concentration. This was terrible situation. (2009)

[Program] professors were at times lacking in experience and knowledge. (2009)

Not all faculty members were as knowledgeable as X and Y. One was extremely disappointing and I managed to stay clear of others who had reputations for not being strong. (2008)

Because it is a summer program, I believe they must have difficulty hiring faculty. Some of the faculty were inexcusably awful—disorganized, incompetent, never returned papers. (2007)

Some of the faculty were not knowledgeable enough in the content of the class they were teaching. (2007)

Several respondents commented on faculty's lack of recent practical experience in the field.

In my program, there were very few professors who were currently or had recently been teaching in a public school classroom. (2009)

Professors seem to be extremely focused on publishing and research. But at the same time disconnected from the realities of the classrooms outside. (2009)

We are taught by professors with their Ph.D.'s and our academic advisers are doctoral students. I wish we had faculty members that were master's level clinicians or more resources for the field we are going into. (2009)

Some faculty have had no real-world work experience—purely research—and therefore, their perspectives are somewhat out of touch. (2009)

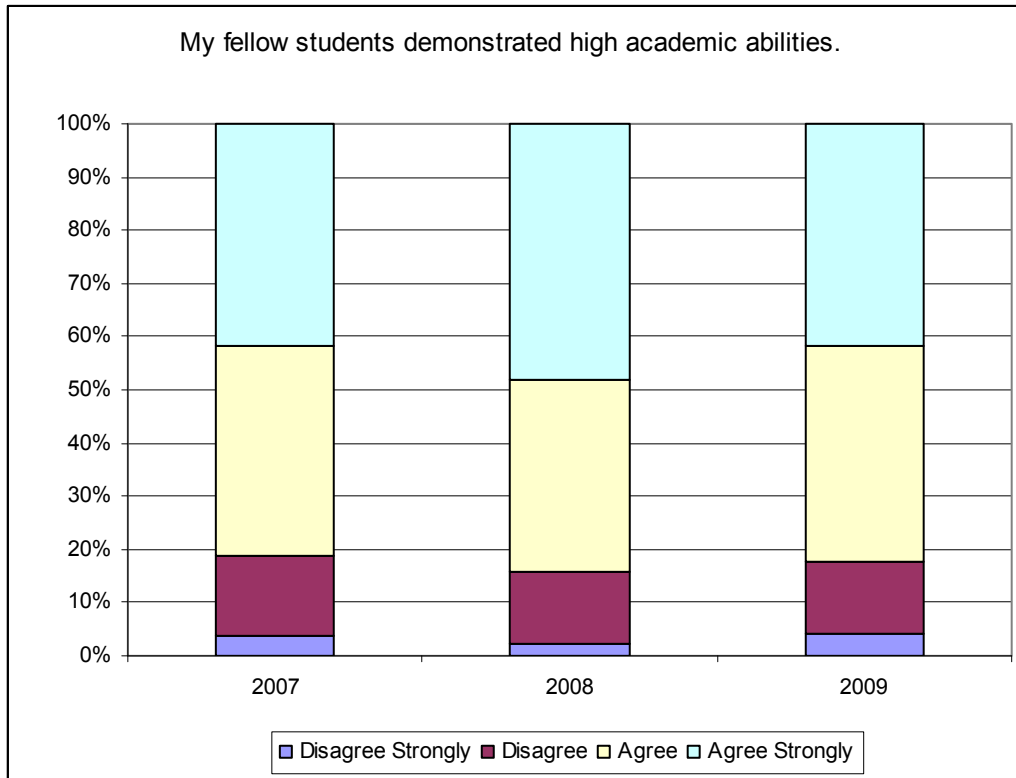
Professors at TC are out of touch with the realities of NYC public schools (actual academic level of students, classroom management issues, no technology in classroom). (2008)

Very few of the professors have actually taught in public schools in NYC. (2008)

Some professors had no teaching experience, or experience in public schools. They could not help me become a better teacher at my school. (2007)

Professors are very nice and approachable, but lack real practical experience, sometimes too narrowly focused and sadly have no teaching skills (too academic, lack classroom teaching techniques). (2007)

Over 80% of respondents (81%-84%) of respondents across the three years agreed or agreed strongly that fellow students demonstrated high academic abilities.



Respondents were more likely to see their peers' qualities and abilities among program strengths than among weaknesses (54 vs. 16).¹⁷

The other main strength is the student body. It was a privilege to work with so many smart, interested, and like-minded peers. (2009)

Some members of the student body were great, interesting, really added to my learning especially when in group work. (2009)

Without a doubt, the strength of my program was the group of students assembled. We were diverse, able and eager to push the limits of our instructors, of the College to provide access and opportunity and of ourselves. (2009)

The quality of the students in the program was excellent and is a real benefit to me, even after the program ended. (2009)

Another strength was the other students in my program, who I felt all had so much to bring to the program through past experiences, education, and jobs. My peers were motivated, supportive, inspiring and brilliant. I was much more excited about them than I was about most of my professors. (2009)

Selecting a highly qualified group of students. My classmates have been one of the most positive and supportive outcomes of the program. (2008)

I feel I learned more from my peers at TC than from my classes. (2008)

The quality of the EdM and EdD students in my program is also outstanding and contributed to a stimulating intellectual atmosphere. (2007)

The cohort of classmates contributed significantly to my learning by challenging me thinking continually, even outside of classes. (2007)

On the other hand, some respondents felt their program admission was not selective enough and their programs admitted many unqualified students.

¹⁷ Coding note: Responses to the open-ended questions which referred to academic, professional, or personal qualities of students were coded *Student Qualities*.

Academic level/ rigor of the student body was very wide, and I felt that in many cases the other students were not adding to my learning at all, made the program feel like a cash cow that was there primarily to help fund other programs/ PhD programs. (2009)

I was disappointed in the quality of some of my fellow students. They didn't participate in group work or contribute anything useful to class. The Admissions leaders should perhaps rethink admitting students directly from undergraduate programs. (2009)

The disparity in readiness for high-level graduate study. While the majority of the students were capable, too many students were simply over their heads; too young, too inexperienced, too singly-experienced (i.e. elementary teacher since college graduation 4 yrs ago), or too poorly read (i.e. haven't read anything in the field or only well-read in particular interest). (2009)

Caliber of students in ... program run the gamut as far as academic/professional achievement. As in sports, an individual team member can't be his/her best unless he/she has teammates that are the best. I know TC needs to keep tuition dollar coming in, but admission standards for ... should be raised, especially in the case of recent undergrads. Those without demonstrated intellectual curiosity/ability and professional experience may dilute the experience of others. I am not a fan of arrogance but this is the Ivy League. (2008)

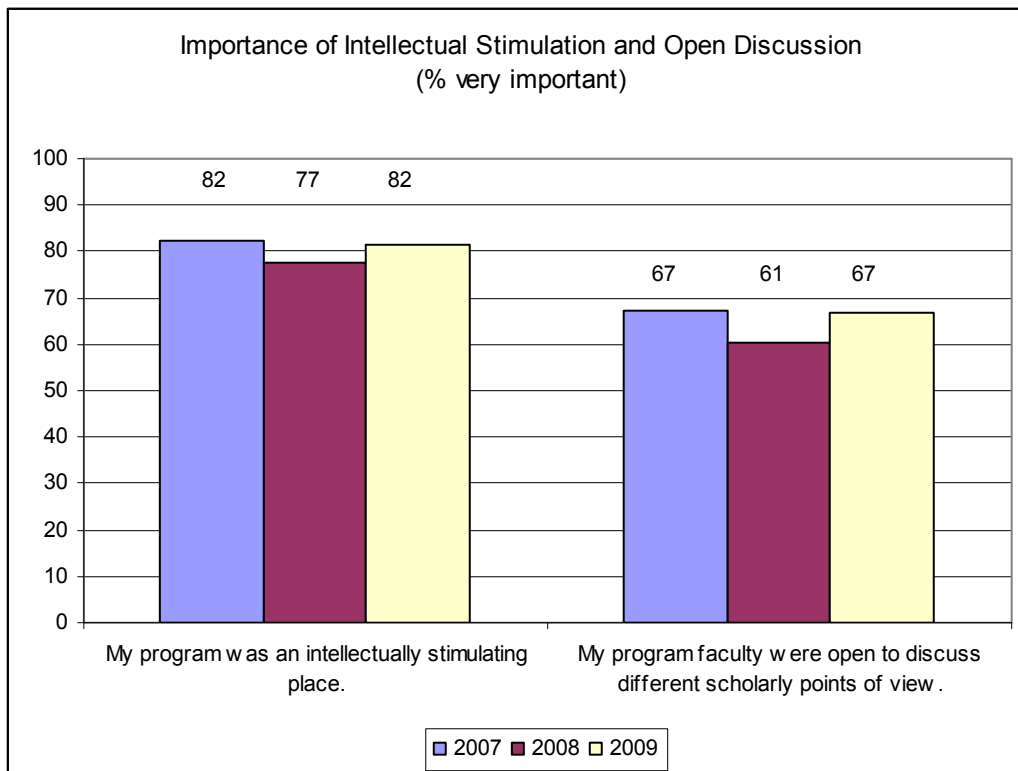
Many of the other students in my program, I felt, were very unprepared to be there and I felt this brought down the environment of learning far below where I would have expected it to be at Teachers College. (2008)

Excellent faculty but abysmal intellectual quality of student body. I don't understand how so many low-caliber students were accepted into an Ivy League program. I'd recommend more rigorous admission standards. (2007)

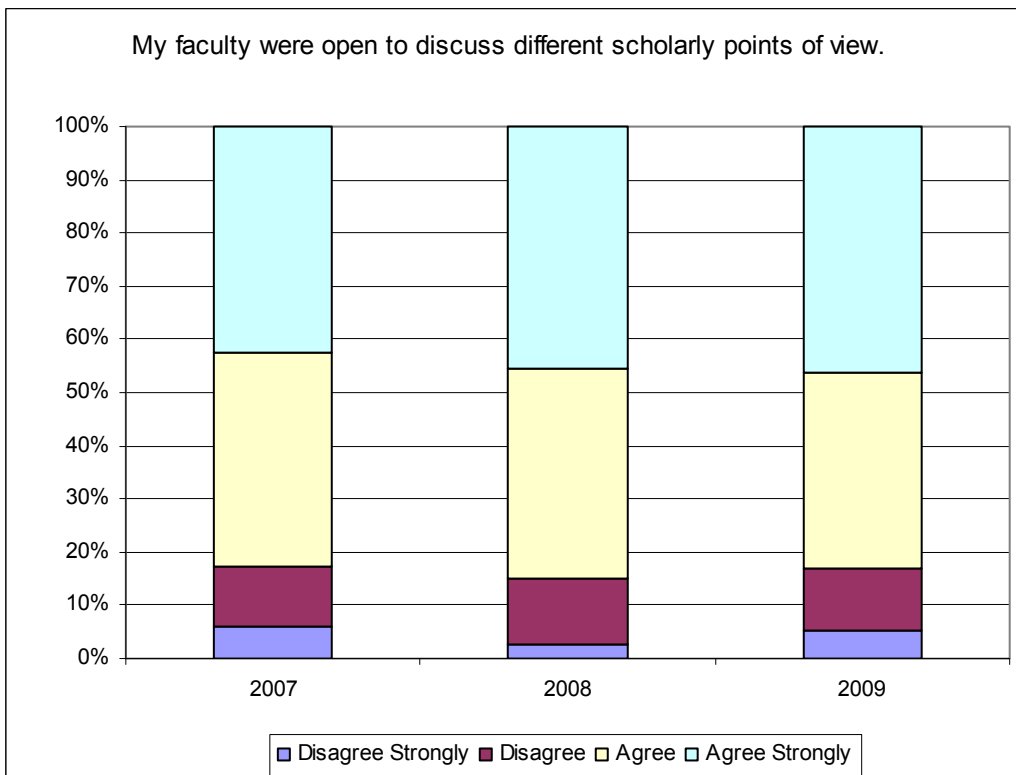
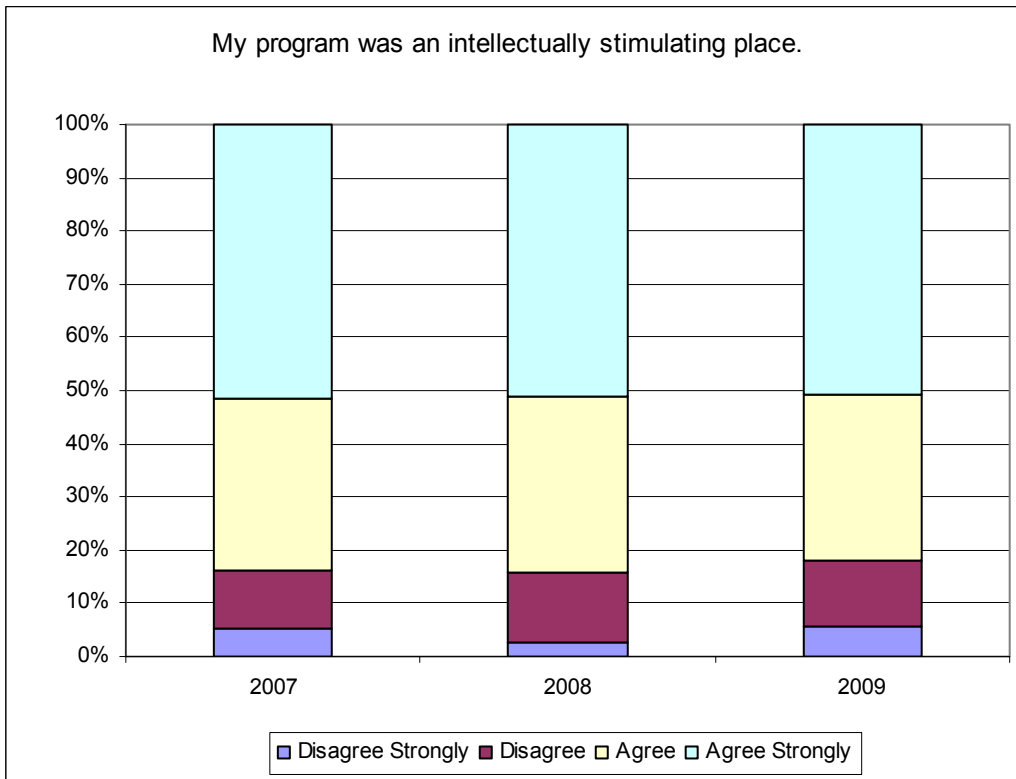
I found it astounding that many students had been accepted who did not seem very bright or "with it." Can't TC do interviews with students to make sure standards are high? (2007)

Intellectual Climate

Program intellectual climate was rated as very important by 82% of respondents. Two-thirds (67%) of respondents rated faculty openness to discuss different scholarly points of view as very important.



Majority (83%-84%) of respondents across the three years agreed or agreed strongly that their program was an intellectually stimulating place. The same proportion (83%) of respondents in 2009 agreed or agreed strongly that program faculty were open to discuss different scholarly points of view—fewer than in 2008 (86%) and in 2007 (90%).



In their open-ended comments, several respondents described an environment in their programs as intellectually stimulating and creative.

Social environment is encouraging for academic discussions and general interactions. (2009)

[Program] provides an intellectually stimulating environment. (2009)

Deep interest and commitment to learning, supporting our as well as professors' own willingness to learn. (2009)

I am thankful for the opportunity to study at TC and to experience the academic stimulation and sense of community which my program fostered. (2009)

Creative and generally open-minded. Great academic environment. (2009)

TC was an overall stimulating environment in regards to academia and people. (2009)

Not many respondents made comments about faculty openness or willingness to discuss different points of view.¹⁸ The comments were more likely to be about weaknesses than about strengths (7 vs. 14).

Faculty relatively open-minded about new approaches, theories and concepts. (2009)

An atmosphere where I felt free to share thoughts and experiences. Very open and accepting. (2009)

We were introduced to many new ideas and often looked at both sides (or all sides) of the questions. (2008)

Instructors welcomed different perspectives and opinions. (2007)

The faculty encouraged discussing and developing diverse ideas and provided support and opportunities when needed. (2007)

The faculty was very supportive of students' opinions, perspectives, and experiences and saw class discussion as a means of learning. (2007)

Several respondents commented on the lack of a true intellectual discussion in the program and in the courses, and about faculty discouragement of alternative viewpoints.

Very adept at attempting to inculcate students into a specific set of propaganda. If you disagree with it however, you are pretty much ignored. (2009)

Some of the professors in the N. department are fantastic, but others did not seem so interested in connecting with us, but more interested in pontificating about themselves and to get a good grade, one had to submit work that agreed with their points of view. (2009)

Some teachers are very closed minded and not approachable at all. They are set in their beliefs and are stuck in their own little world. (2009)

TC professors need to be more open to hearing different opinions from students instead of pushing their own agendas and forcing students to agree. (2009)

The political biases of all of the professors were obvious and caused many students to feel like they could not ask questions or express their views. There were assumptions made that all of the students were on the far left politically. Any indication that you were only moderate, for example, earned you a bad reputation within the department. (2009)

Many of my teachers were not open to ideas different than their own, and did not teach in the open, diverse manner that they preached. (2008)

The program is narrow minded ... other points of view from the professors are not encouraged or even tolerated. The program's doctrinaire philosophy prevents Teachers College from being a highly intellectual community. (2007)

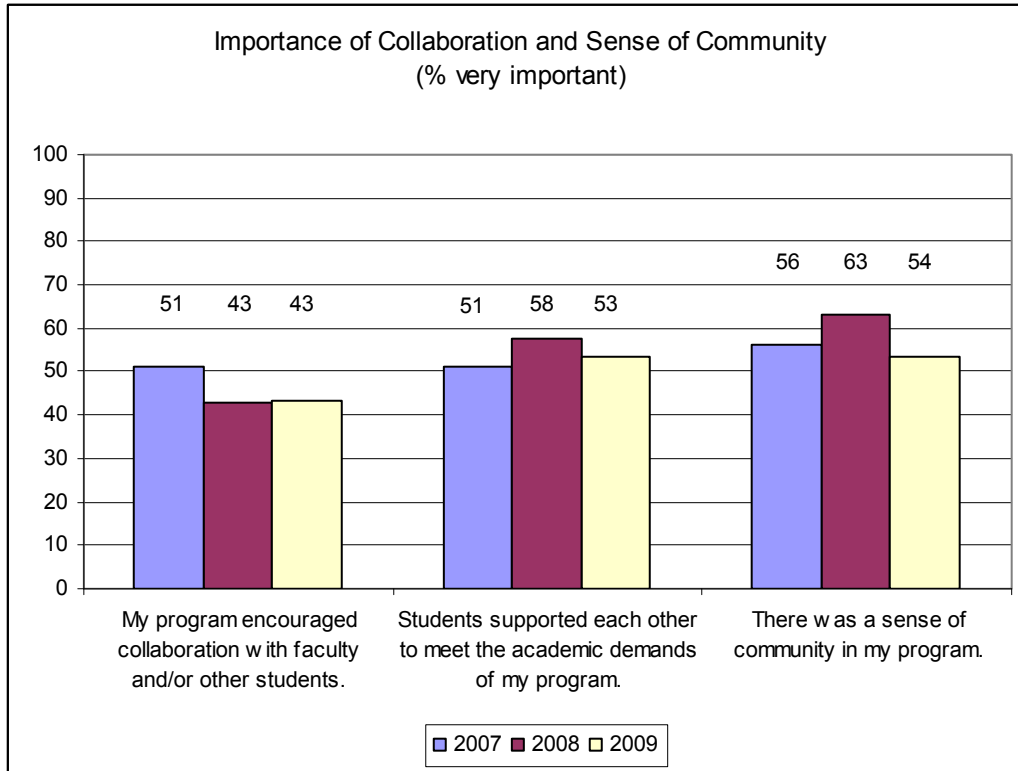
I felt like only liberal view points were welcome in class. TC is supposed to be open to many ways of thinking, but students with alternative views did not feel comfortable expressing them. (2007)

Many classes were simply poorly taught ... or with openly extreme one-sided political commitments. If any students attempted to question these political commitments, they were quickly attacked and given lower grades. (2007)

¹⁸ Coding note: Responses to the open-ended questions which referred to faculty willingness to present and discuss alternative viewpoints and encourage students to engage in such discussions were coded *Open Discussion*.

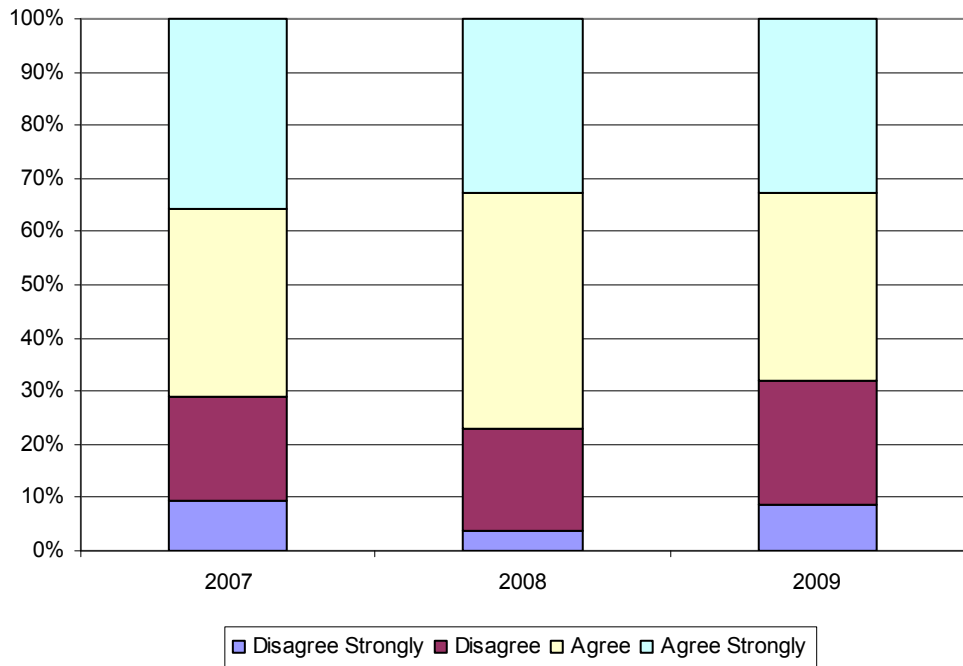
Sense of Community

Three statements were tied to the social climate or to a sense of community, either within the program or in the college at large. These statements ranked relatively low on the respondents' priority list. Less than half (43%) of respondents rated program encouragement of collaboration between faculty and students as very important. A little over half (53% and 54%) of respondents rated student support of each other and a sense of community in the program as very important.

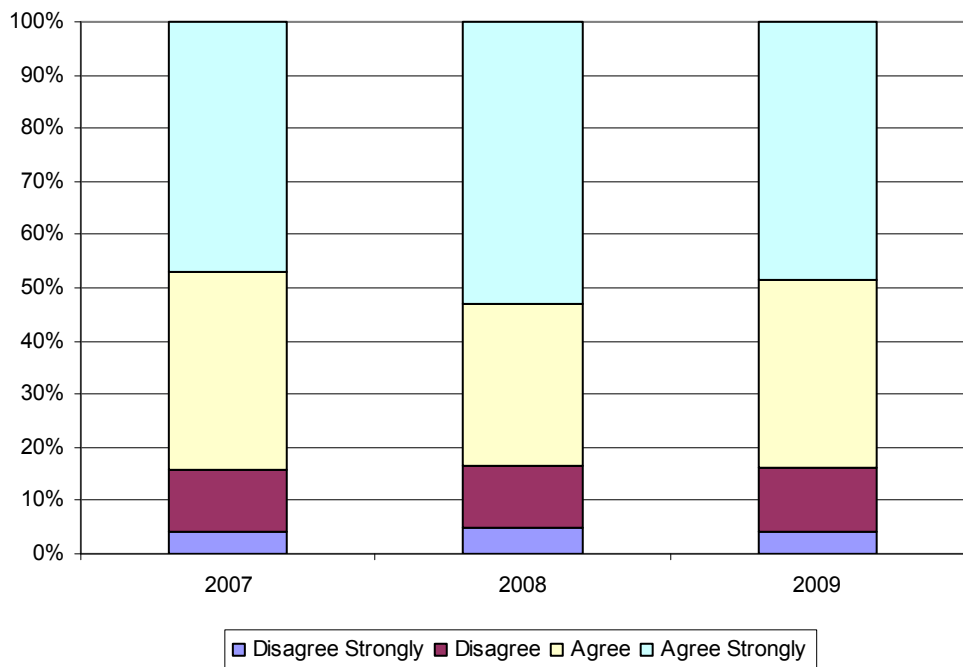


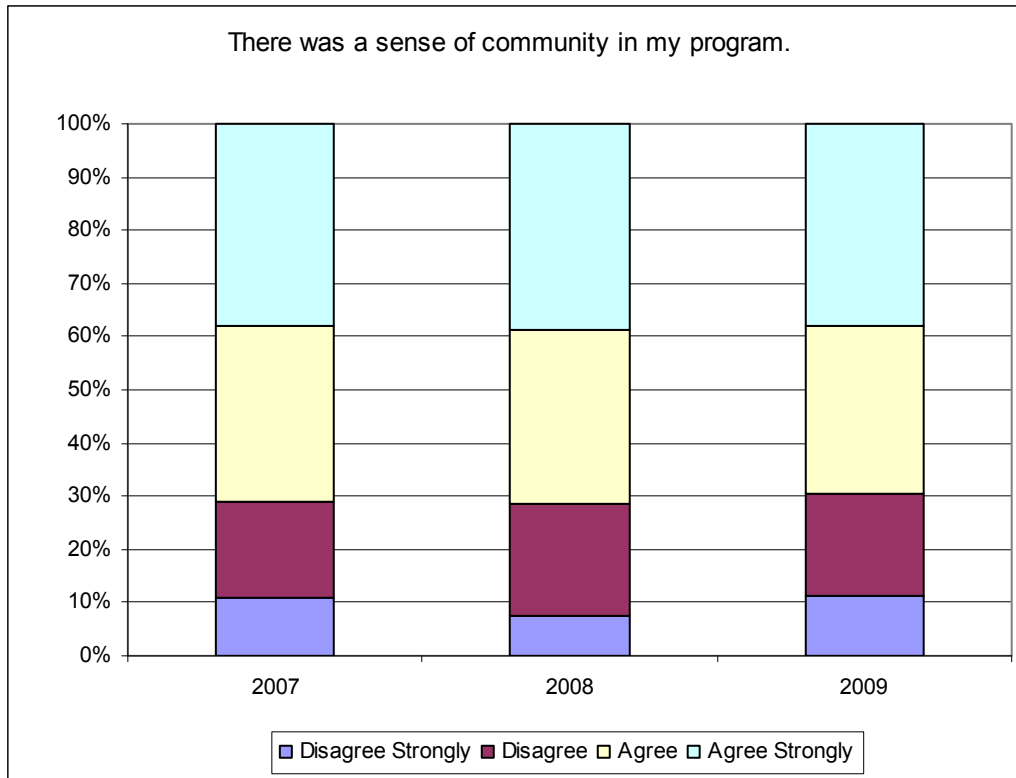
About 70% of respondents in 2009 and 2007 agreed or agreed strongly that programs encouraged collaboration with faculty and/or other students; in 2008 this number was 77%. More than 80% of respondents across the three years agreed or agreed strongly that students supported each other to meet academic demands of the program. Over 70% of respondents agreed or agreed strongly that there was a sense of community in their programs.

My program encouraged collaboration with faculty/other students ...



Students supported each other to meet the academic demands ...





As evident in the open-ended comments, many respondents felt they were a part of their program or TC community (37 vs. 46).¹⁹

Great sense of student support in our program; we developed a real community among us and stuck by each other the whole way through. (2009)

There was definitely a sense of camaraderie and collaboration. I wouldn't have made it through my program without the help of my fellow classmates. (2009)

Strength of my program was the community of students that developed. This enriched my learning experience. (2009)

Students in the program are very willing to help one another out. There is no competition amongst students, which helped make the academic environment more friendly. (2008)

The [program] community at TC is so strong—within the students as well as with our faculty. (2008)

The absence of a sense of community was felt most acutely by students who were part-time, commuting, and enrolled in large-size programs.

There is very little feeling of community among students in my program and little support from faculty. Graduate school can feel very lonely as a result. (2009)

A lot of times I felt like the college was just out to make money. I did not feel a sense of community like I did at my last graduate school, though I think this is in part due to my lack of time at TC, since I was always busy with my full time teaching job! (2009)

There is no community. No one is connected, and by the time someone connects with students, we're on our way out and already disappointed. (2009)

Hard to have sense of community since it's such a commuter school and everyone works and lives far away. (2009)

¹⁹ Coding note: Responses to the open-ended questions that described relationships among students or between students and faculty as those that built camaraderie, collegiality, collaboration, or cooperation were coded *Sense of Community*.

As a student who was there for three summers, I never felt that TC made an effort to include me into the TC community—instead, I felt like an outsider for those summers. (2009)

The lack of community—I felt like students were being “shuffled in and out” without the school really taking the time to invest in them and their experiences. (2008)

I just feel like a lost number. There is no sense of community, no connection with faculty or other students, despite my attempts to try. This is unfortunate. I know others share my thoughts on this, whether they bother to fill this survey or not. (2007)

Some respondents felt that their programs or TC at large did not do enough to encourage collaboration and to build a community.

Lack of cohort—very little opportunities to meet other students outside your classes for the semester. The department has a ridiculously low budget making social activities nearly impossible (\$50 for 30 people). I recommend for an increase in student fees to cover happy hours or alternative social events to foster a collaborative environment with faculty and students. (2009)

I wish that there was more community building. While there was a lot of attention paid to having mixers and things, it seemed like everyone was too busy to attend these. After student teaching all day and then going to class all night, people didn't want to stick around. Maybe if there were more clubs offered at TC that weren't simply job related and that actually met consistently it would be better. (2009)

Creating cohorts similar to business school, perhaps with groups that are more similar or complementary (in terms of experience, etc.) might be a helpful way to both increase the academic rigor and conversation among students, and increase the sense of community. (2009)

It would have been nice to have had more social events to further build community within the program. (2008)

There is no sense of community. I think this is due to the scheduling of classes and TC's size in general. I've been taking education courses at NYU this semester and am shocked by how well the students know each other and support each other. I've also noticed that NYU has much better social events and they are better-organized. TC need to be more integrated into the Columbia community instead of just using its name. (2007)

Opportunities for Networking

There was no statement in the questionnaire that related to opportunities for networking although a few respondents made comments about such opportunities (7 vs. 4).²⁰

Attracts intelligent, interesting students from all over the world, with vastly different experiences, interests, and goals for the program. This diversity is a tremendous asset to the program and provides the opportunity for amazing networking. (2009)

The particular program of study at TC was diverse and provided an opportunity to network within the program. (2009)

The social networks I was 'plugged into' (via both my peers and professors) were by far the greatest benefit to my program. (2008)

I believe my experience at TC has helped me grow on a personal and professional level. It has also provided me with access to networks of people and organizations which will be helpful in the future. (2007)

I would like more net-working/career opportunities for students who do not plan to become teachers. (2009)

Need to find a way to connect part-time students in on online community of practice so we can network better WHILE we're in the program. (2009)

It was very isolating. TC lacked the spirit and social networking opportunities that other schools at Columbia had like the Business School and even at SIPA. (2007)

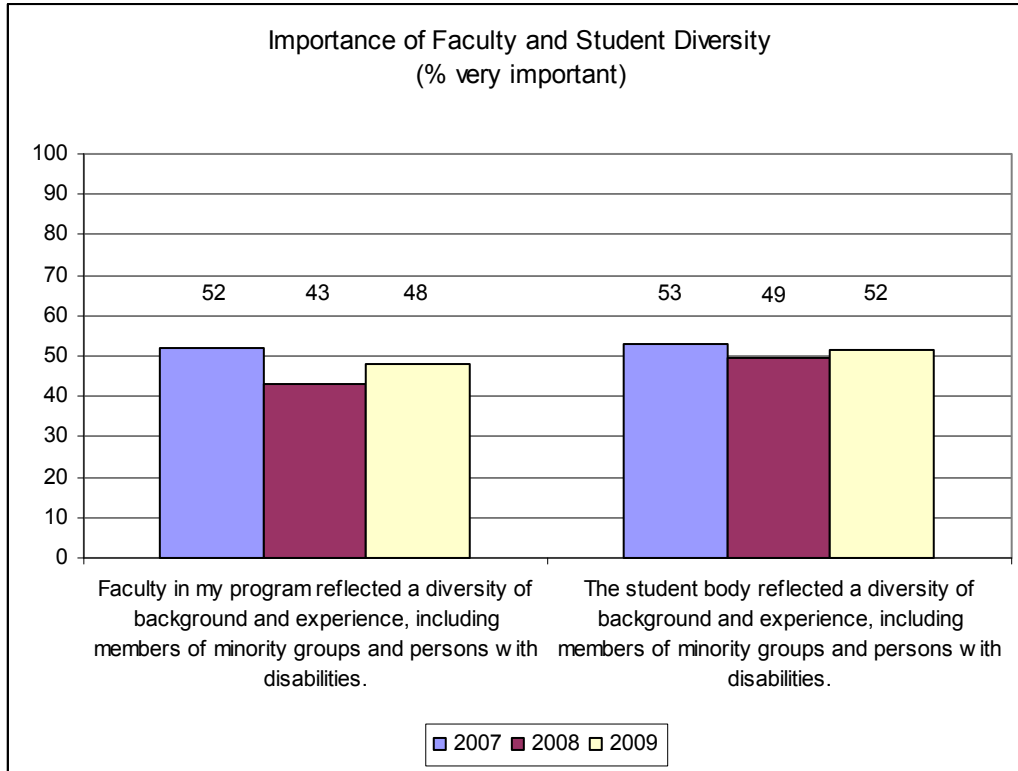
[The program] does not provide adequate opportunity for students to network in the field, in preparation for future employment or resource. (2007)

²⁰ Coding note: Responses to the open-ended questions were coded *Networking Opportunities*.

Diversity

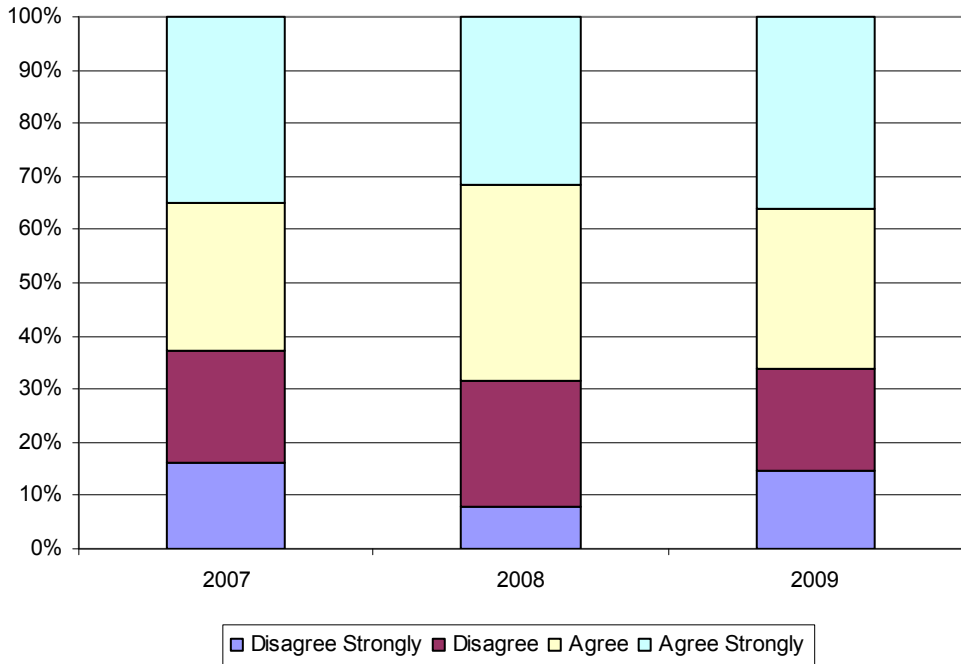
Diversity of Faculty and Students

Less than half (48%) of respondents rated diversity of faculty background and experience as very important. About half (52%) of respondents rated diversity of student background and experience as very important.

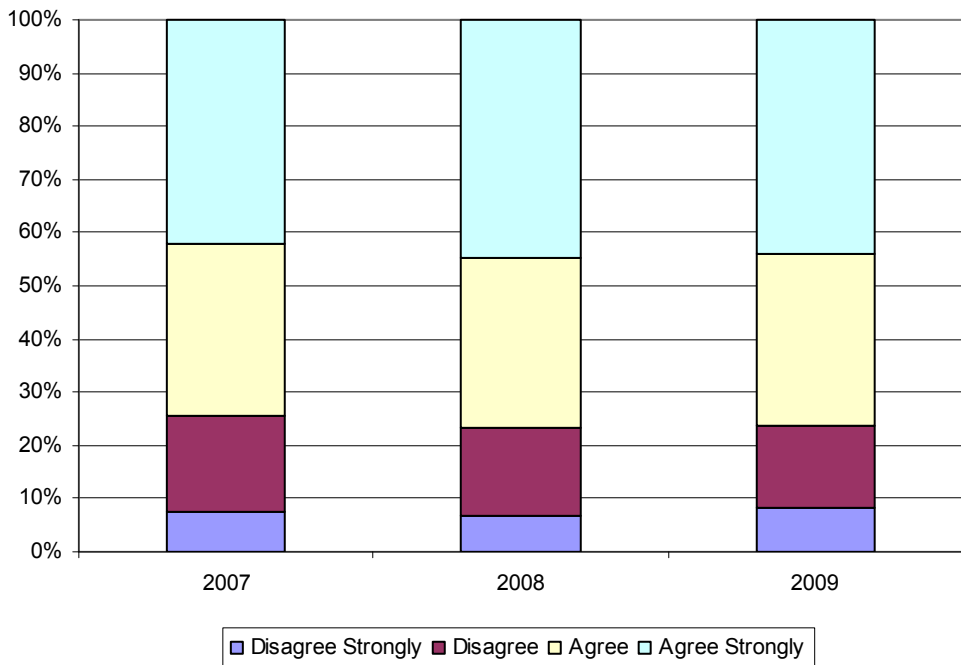


Between 63% and 68% of respondents in 2007-2009 agreed or agreed strongly that faculty reflected a diversity of backgrounds and experiences. Between 74% and 77% agreed or agreed strongly that the student body reflected a diversity of backgrounds and experiences.

Faculty reflected a diversity of backgrounds and experience ...



Students reflected a diversity of backgrounds and experience ...



Many of the comments about faculty and student diversity were categorized under strengths (12 vs. 9 for faculty diversity; 32 vs. 6 for student diversity).²¹

The diversity of people and experience from both the teachers and students in one setting was extremely helpful in shaping my ideals for a balanced and informative curriculum. (2009)

I greatly appreciated the faculty's knowledge and diversity. (2009)

I liked the variety of students in my program who spanned many backgrounds, levels of teaching experience and perspectives. (2009)

TC has a strong community spirit. I also appreciated its international focus and diverse student body (although my program is not that diverse). (2009)

Professors and students contributed significantly to the learning experience. Their diversity, knowledge and experience were a great asset. (2008)

The student body was diverse and academically engaged. (2008)

Diversity of student careers involved in the classes—from teachers to principals, to higher ed administrators, to NGO/NPO officers. (2008)

The students—variety of backgrounds, educational levels, and experience can offer a rich experience. (2007)

Diverse classmates—would have liked to see more Black students in the program though. (2007)

But there were a number of respondents who found diversity of faculty or students lacking in their programs.

There needs to be more men of color in faculty and administrator positions. (2009)

TC really needs to work on increasing its diversity--both of the student body and the faculty. (2009)

TC in general seemed to be populated by almost an entirely white faculty as well as a student population of mostly white and Asian. (2009)

Few Hispanic and African American students in program. (2009)

Student body could be more diversified, more emphasis should be placed in meeting/increasing minority student (Black) representation. (2008)

There is not adequate student funding available to attract an ECONOMICALLY diverse student body. (2008)

There was (and still is) no one of African American descent in my program. This is perspective noticeably absent in my field of study. (2007)

I would like to see a better balance between the number of male and female professors in my department. (2007)

They need to hire someone who is not of Caucasian descent. All of our professors are white and do not reflect the students they teach. (2007)

Another weakness is that African American students are not actively present. These are only a few in comparison with Asian students. (2007)

In my program, there needs to be more diversity and people with experience. I felt isolated at time being an older, more experienced student. (2007)

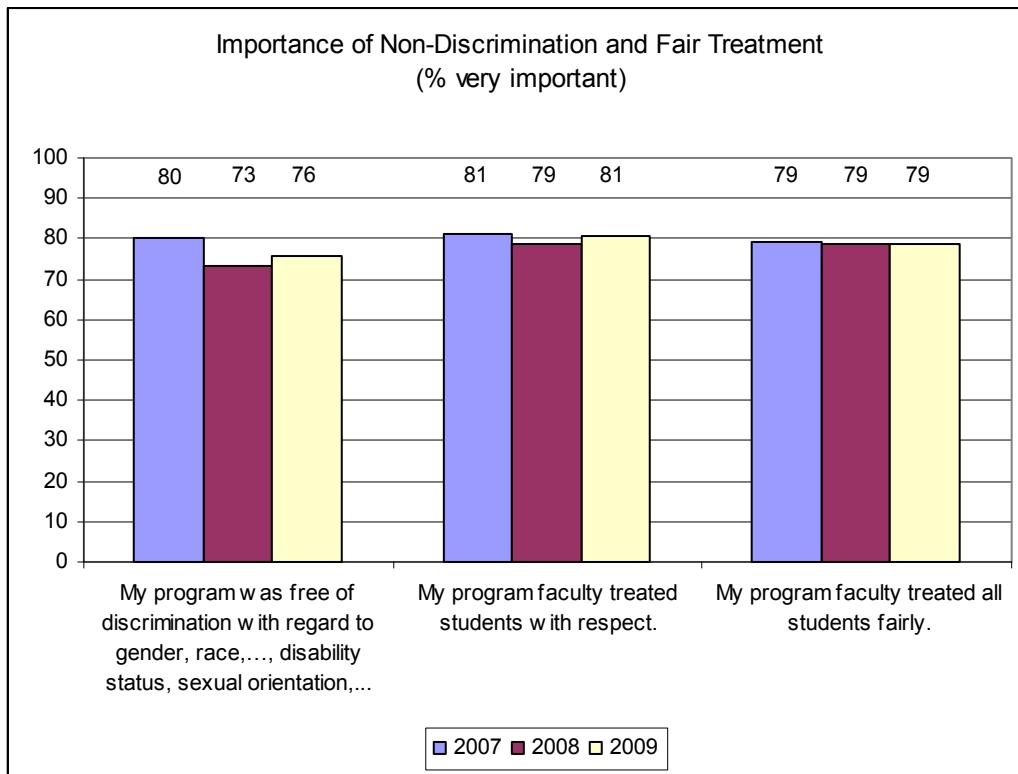
More scholarships would create a more interesting and actually diverse student body. I have never been around so many over privileged under experienced and not thoughtful white women in my life. This seriously hurts the profession. Yet, the professors respond to this by acting defensively and alienating these women. (2007)

Non-Discrimination

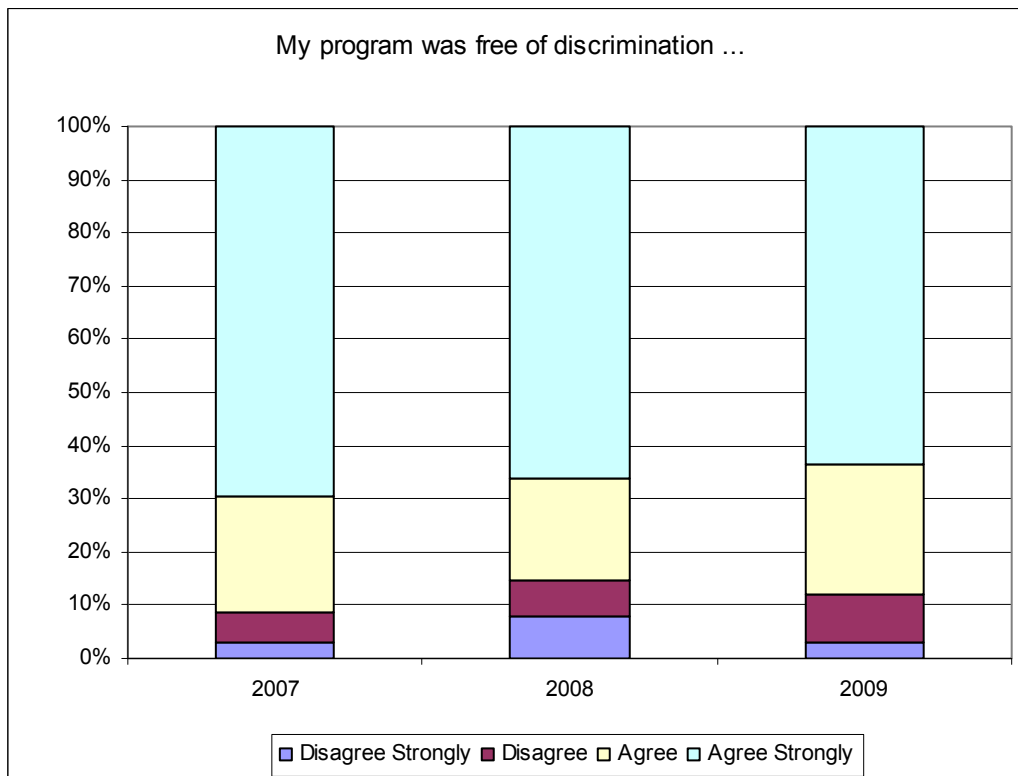
Three-quarters (76%) of respondents felt it was very important that their programs be free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation,

²¹ Coding note: Text responses about the diverse backgrounds and experiences of faculty and staff were coded *Diversity of Faculty and Staff*. Responses about the diverse backgrounds and experiences of students were coded *Diversity of Students*.

and marital status as very important. About 80% across the three years felt it was very important for faculty to treat students fairly and with respect.



Over 85% of respondents agreed or agreed strongly that their program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.



Very few comments (11 in 2009) were made about discrimination or bias in the program (2 vs. 9).²² Only one respondent noted that there was “sensitivity towards different cultures and backgrounds” and another noted lack of bias in the online program. Others commented about discrimination based on race, gender, age, sexual orientation, and religion.

Racial discrimination is a problem for students of color. (2009)

Students and faculty have absolutely no sense of community and respect for black students. (2009)

Women and people over 55 were ignored 1st year. (2009)

Older students are ignored or are invisible. (2009)

Somewhat hostile to men. (2009)

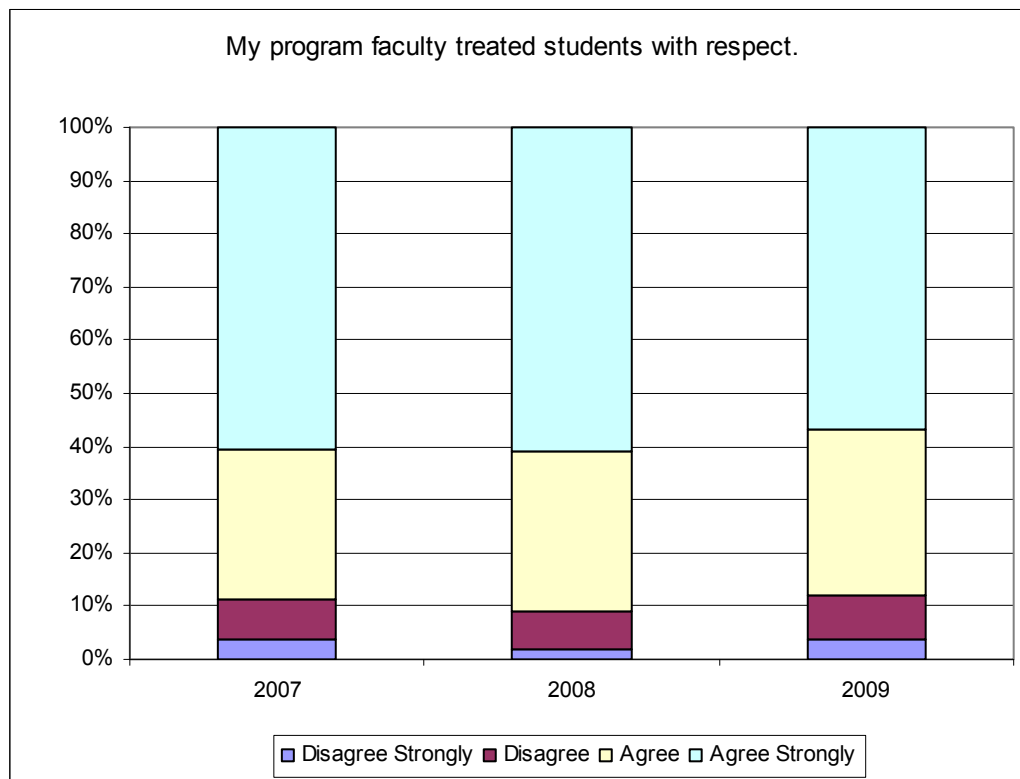
Homophobic atmosphere (2008)

Student experience could have been better. But as an African American student, there has been some racism on my part from other students. (2007)

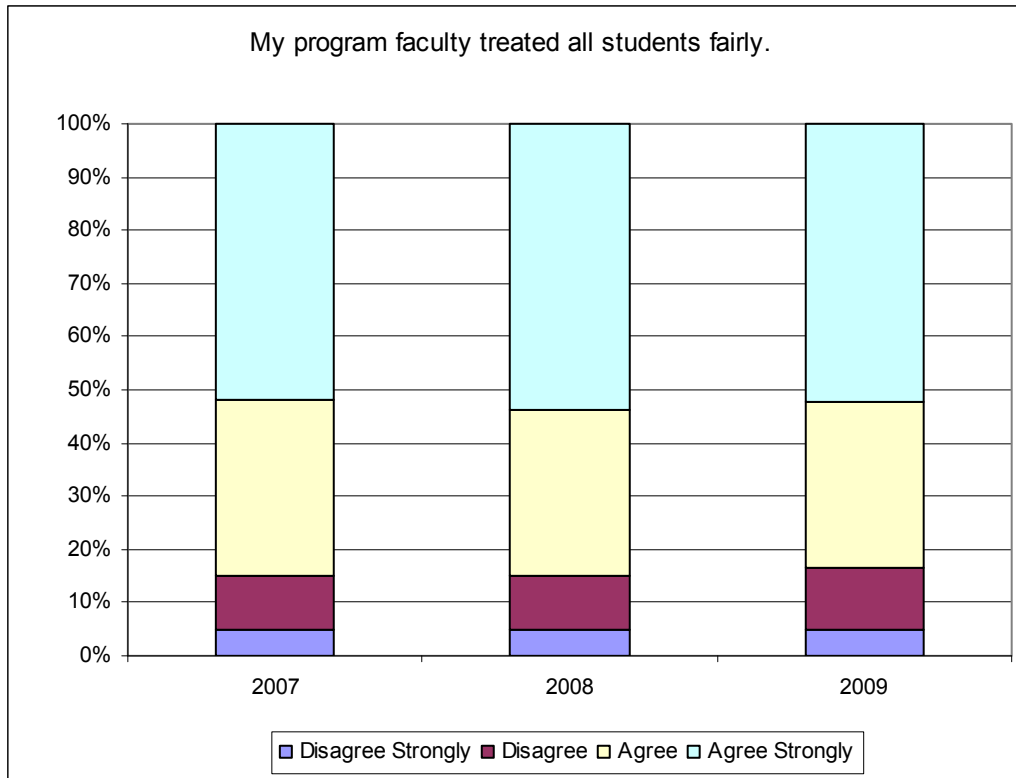
The minority students are rarely mentored at TC and that says something about its mission and policy. (2007)

I felt marginalized as a conservative Christian. Ideas I held dear were routinely bashed by more liberal students and teachers without a qualm. I felt I had to hide my faith to avoid ridicule. (2007)

About 9 in 10 respondents agreed or agreed strongly that their program faculty treated students with respect. Over 80% agreed or agreed strongly that program faculty treated all students fairly.



²² Coding note: Responses to the open-ended questions which referred to racism, sexism, or other types of discrimination were coded *Discrimination and Bias*.



Responses to open-ended questions suggest some respondents felt master's students were not treated as well as doctoral students, and that, institutionally, there was more support given and more attention paid to teacher preparation programs than to others.²³

However, as a master's student, I often felt like a "second class citizen" in that the faculty cared and catered to the doctoral students before us. (2009)

Huge discrepancy between the relationships with professors among masters vs. doctoral candidates. (2009)

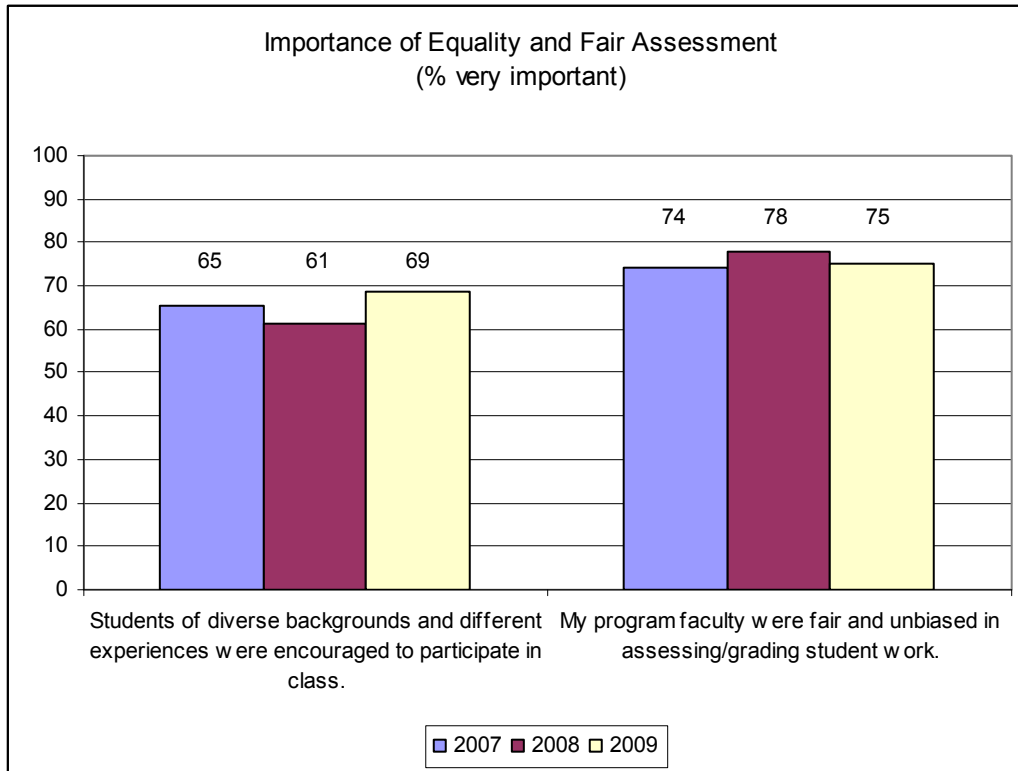
I felt like a second class citizen at TC—the doctoral students in the N. department were the only students who had real relationships with faculty, and many masters' students I knew felt like they (myself included) were only there to fund doctoral student tuition and research. (2009)

However you must realize that even though we know we are there to help "fund" the PhD program, the Masters program is not just your cash cow. We bring something to the table. We are here because of our love of learning and our ambition and some of my experiences like having to chase down some of the faculty, being turned away from classes, and being made to pay over \$3,000 each for a conference I didn't choose to go to—it's incredibly insulting. There is a reason many of the people in my program that I spoke with will not be reapplying. Please respect us. (2009)

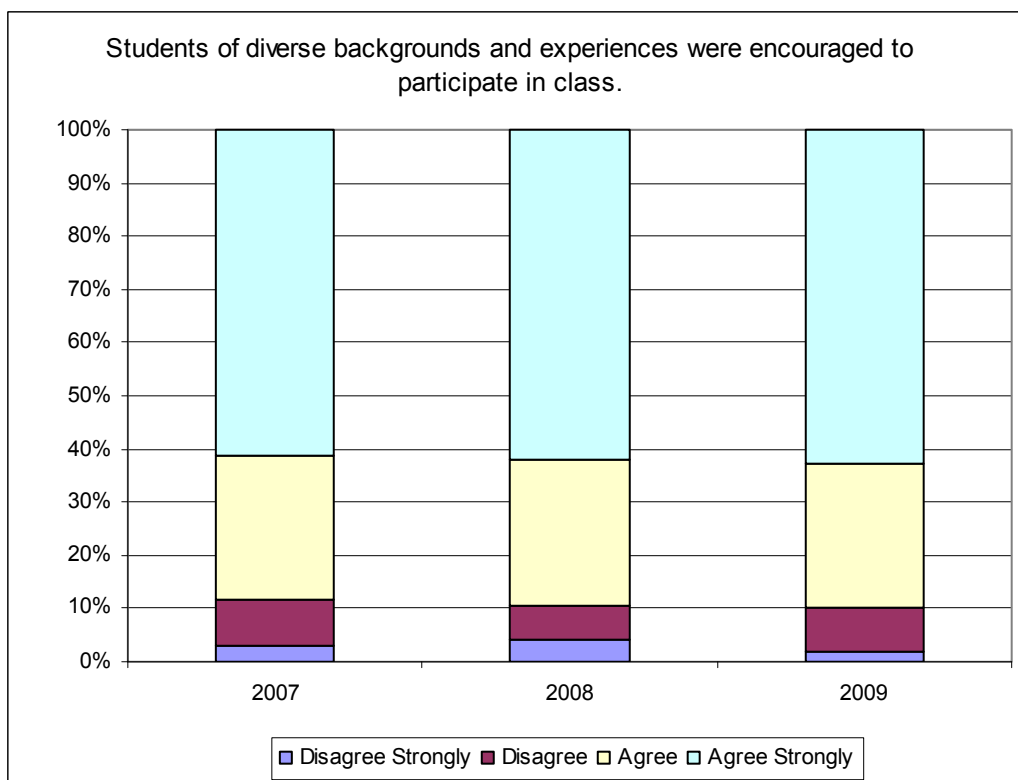
TC was very geared towards teachers and pretty much forgot about all other programs. I probably only received a handful of emails regarding opportunities in my department all year. A better effort needs to be made to support other programs at TC. (2007)

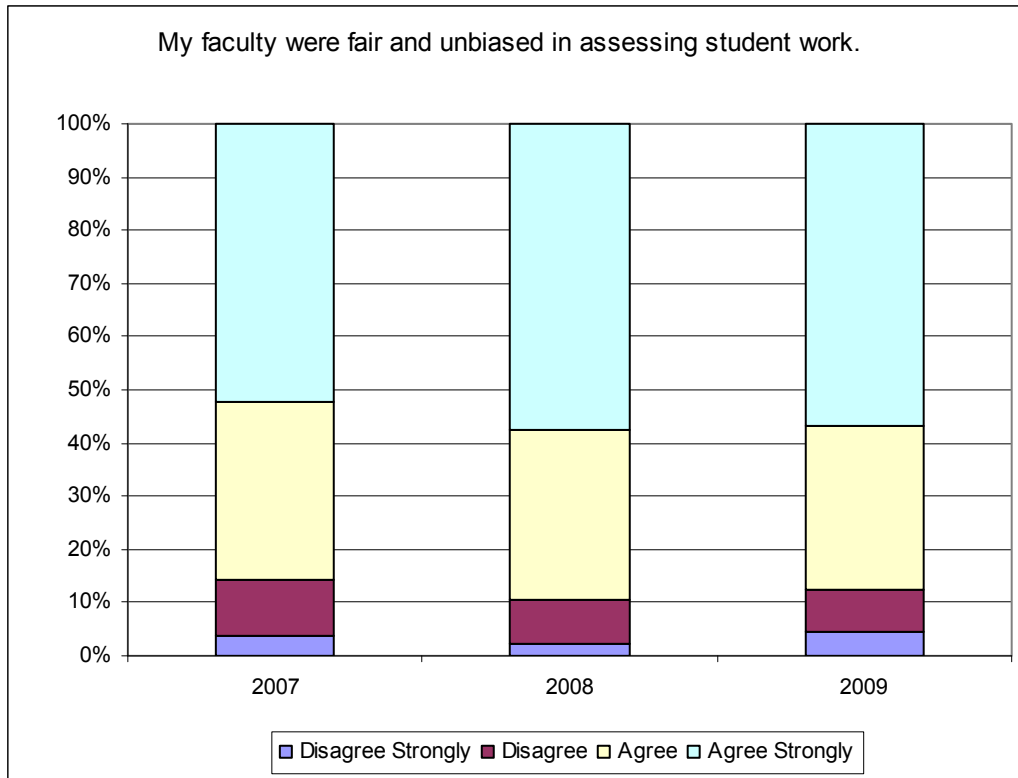
Sixty nine percent of respondents felt it was very important that students of diverse backgrounds and different experiences were encouraged to participate in class. Three-quarters (75%) of respondents felt that fair and unbiased assessment of student work was very important.

²³ Coding note: Responses to the open-ended questions which referred to unequal treatment of certain groups of students (masters vs. doctoral, teacher education vs. non teacher education, etc.) were coded *Unequal Treatment*.



About 90% of respondents across the three years agreed or agreed strongly that students of diverse backgrounds and different experiences were encouraged to participate in class. Slightly lower percentage (86-90%) agreed that faculty were fair and unbiased in assessing/grading student work.



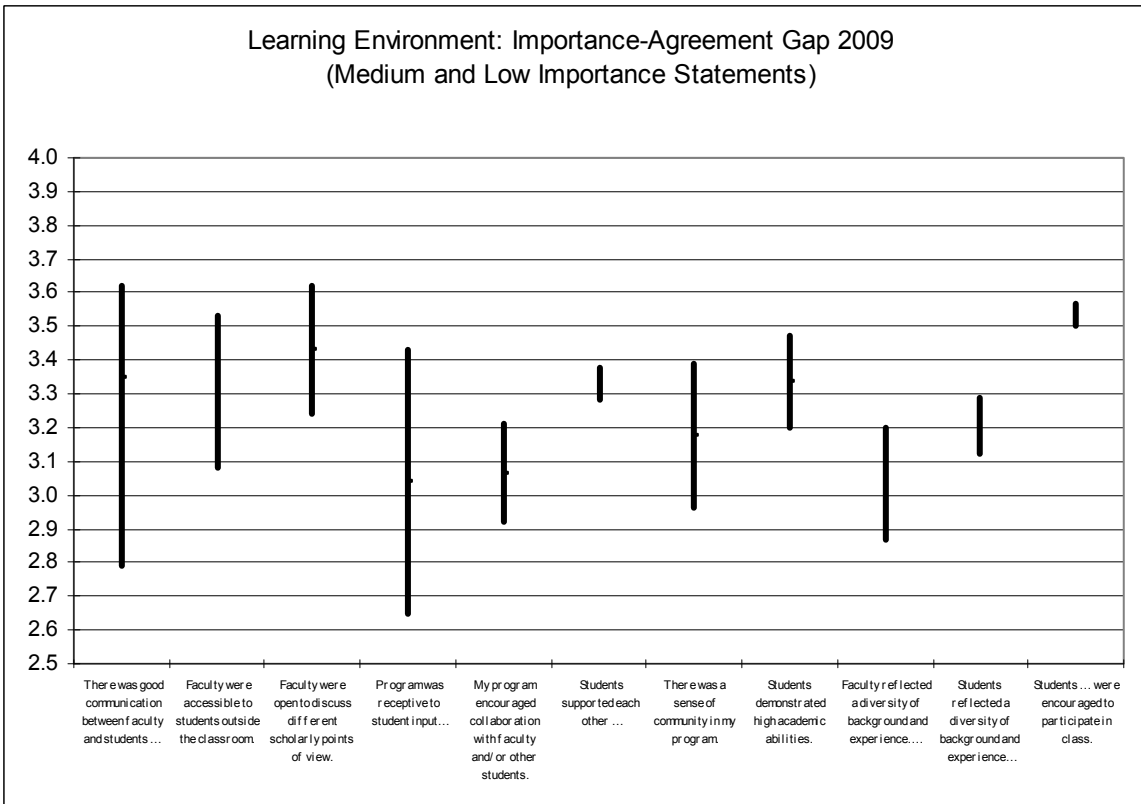
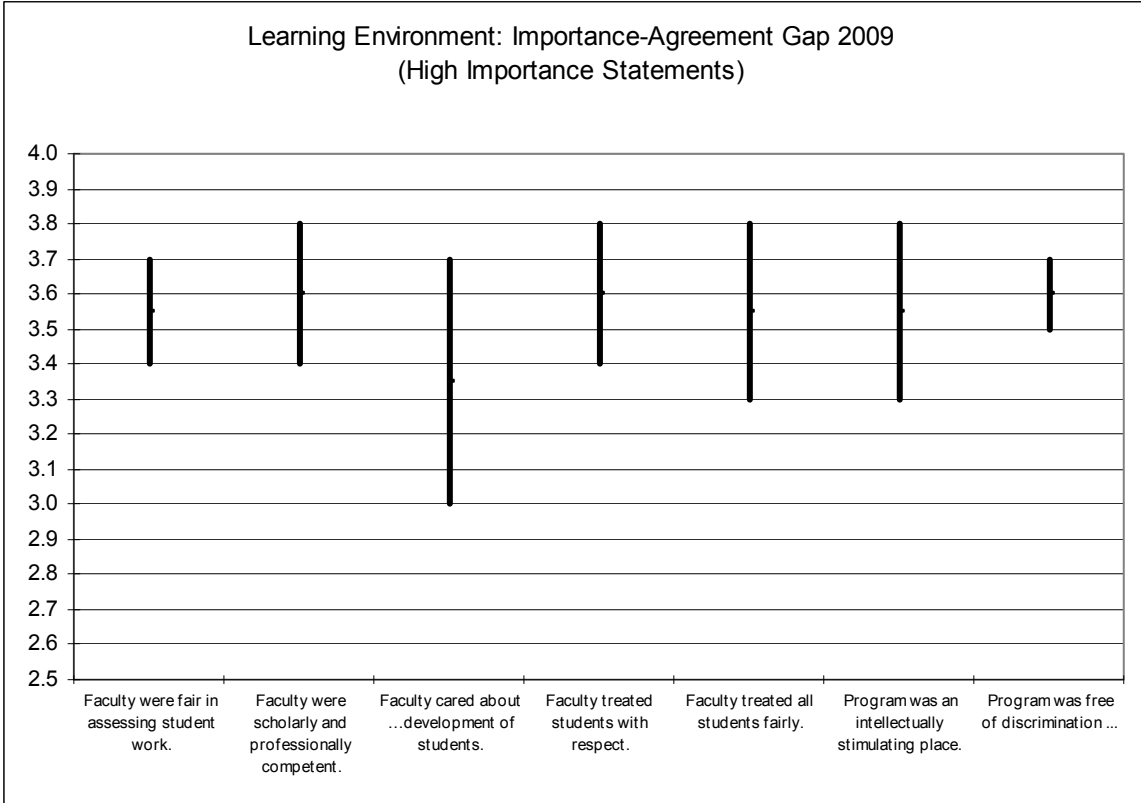


Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups. High importance statements are those which 70% or more of respondents rated as very important. Medium importance statements are those which 60-69% of respondents rated as very important. Low importance statements are those which less than 60% of respondents rated as very important.

Seven of the 18 statements related to learning environment were in the high importance group, four were of medium importance and seven of low importance as rated by respondents (Appendix B). One statement—*There was a sense of community in my program*—which was in the medium importance group in 2008, was “downgraded” into the low importance group.

We then compared the importance of each statement with respondents’ evaluations of their experience while in the program. The differences between the mean scores on importance and agreement scales (performance gaps) were calculated for each statement; these are presented graphically below. The top of each vertical bar represents the importance scale mean score; the bottom of each bar represents the agreement scale mean score. The longer the bar, the wider is the performance gap.



Large Performance Gaps

Large performance gaps defined as 0.5 or larger indicate areas in which programs are not meeting students' expectations.

High importance:

- 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.

Medium importance:

- There was good communication between faculty and students regarding students' needs, concerns, and suggestions.
- My program faculty were accessible to students outside the classroom.

Low importance:

- My program was receptive to student input regarding curriculum or program improvement.

Small Performance Gaps

Small performance gaps defined as 0.2 or smaller suggest that programs are close to meeting students' expectations in these areas.

High importance area:

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

Medium importance:

- Students of diverse backgrounds and different experiences were encouraged to participate in class.

Low importance:

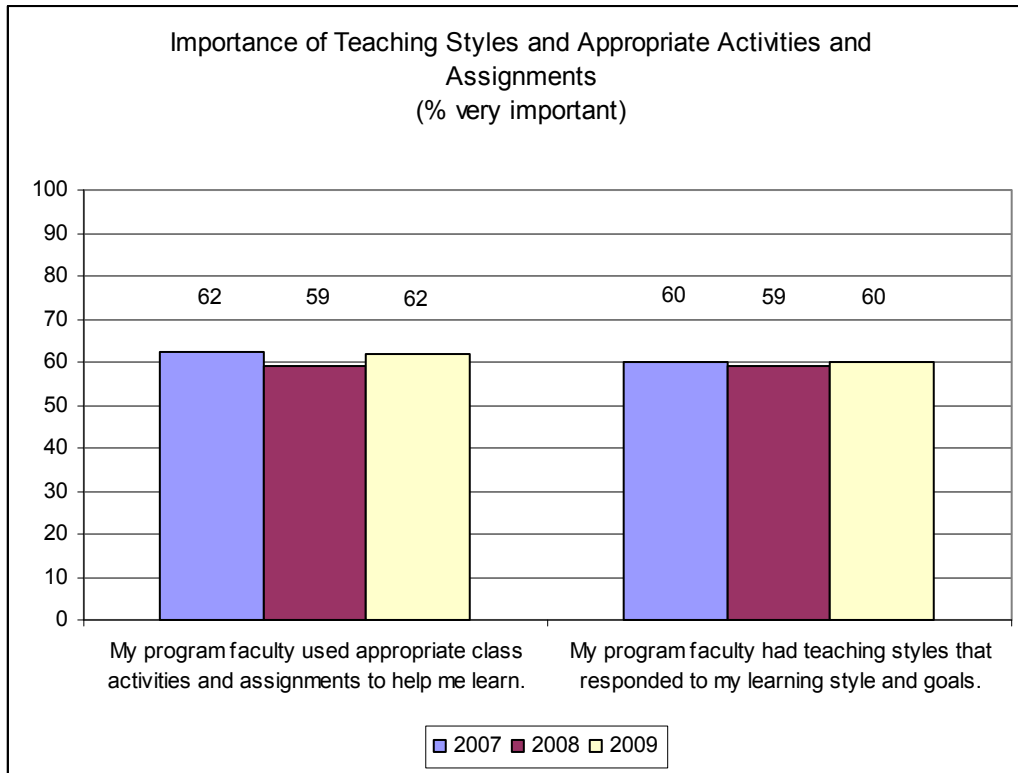
- Students supported each other to meet the academic demands of my program.
- The student body reflected a diversity of background and experience, including members of minority groups and persons with disabilities.

INSTRUCTION

Quality of Instruction

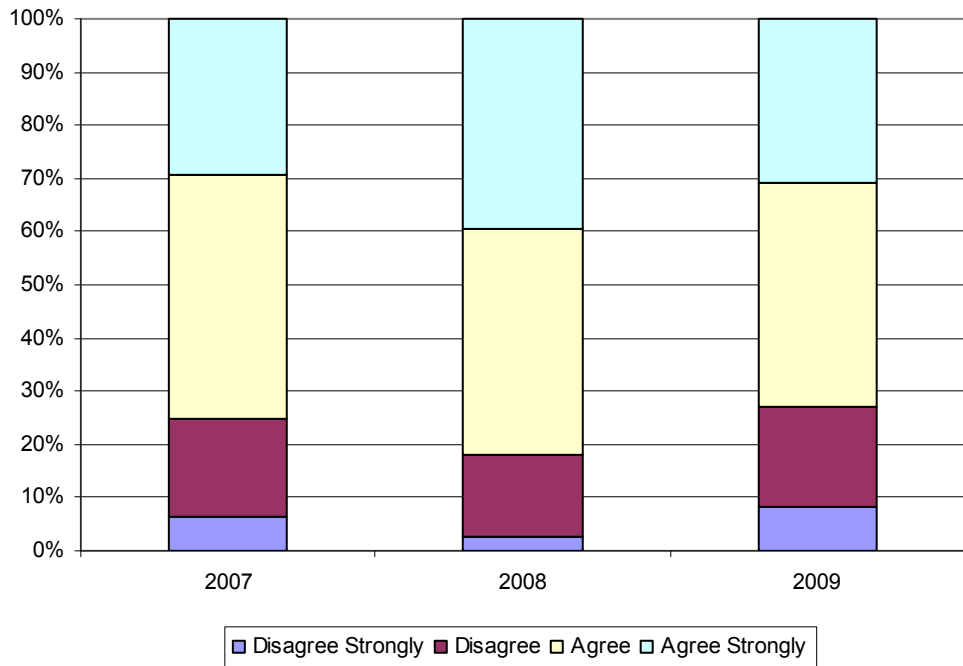
Teaching Styles and Class Activities and Assignments

Faculty teaching styles and class activities and assignments were rated as very important by about 60% of respondents.

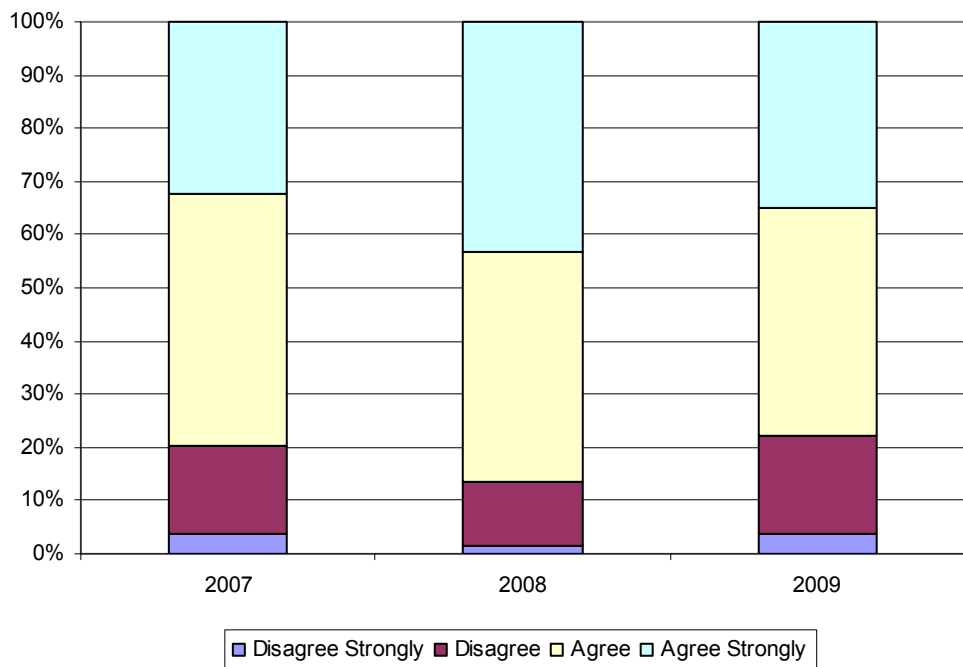


About three-quarters of respondents in 2009 and 2007 agreed or agreed strongly that faculty teaching styles responded to their learning styles and goals; compared to 82% in 2008. About 80% respondents in 2009 and 2007 agreed or agreed strongly that faculty used appropriate class activities and assignments to help them learn; compared to 86% in 2008.

My faculty had teaching styles that responded to my learning style ...



My faculty used appropriate activities and assignments ...



Open-ended comments about faculty teaching skills were more likely to be about weaknesses than about strengths (10 vs. 29).²⁴ Some of the positive comments suggest that program faculty were good teachers.

Nearly all of my program courses were taught by graduate students who were excellent as teachers as well as extremely knowledgeable in their fields. (2009)

Teaching by the professors: they are sagacious, influential, and aware of the current climate of education to make learning relevant. (2009)

Many of the faculty were incredible! They were intelligent, free thinking and innovative in their teaching. (2009)

The professors and faculty in my program were superior in their field. They had intriguing presentations and were able to relay knowledge effectively and efficiently. I feel that because we had such great teachers it inspired us to go beyond the requirement. (2008)

Most of the faculty were incredibly intelligent and most lessons were structured in a way that was conducive to various learning styles. (2008)

Most faculty were incredibly knowledgeable and stimulating. Class discussions were fascinating and really deepened my understandings of course content. Project-based learning experiences were useful in my class. (2007)

More respondents made comments that their faculty did not teach effectively, were disorganized, did not have a repertoire of instructional approaches and methods, and were more preoccupied with their research than with teaching.

I signed up for several ... courses only to find when I showed up that they were canceled. When it was not canceled, instructor's presentation skills were weak; flow of class was disorganized; and instructor was unprepared. (2009)

I wish the professors had incorporated teaching and learning strategies that I can model in my own classroom instead of lectures. (2009)

It was shocking that at a college known for pioneering some of the best practices in curriculum development and teaching most of our courses were hours and hours of straight PowerPoint lecture with no interaction between the instructor and the class or among students. Why isn't TC training all its professors in the best practices in pedagogy? You have the knowledge in house and the resources. (2009)

Also some of the faculty are (while holding a great deal of fascinating knowledge) not very good teachers, including being disorganized, unclear reading assignments, hard to reach outside of class, not good at leading class discussions, and not very supporting of individual situations. (This being the majority of the faculty, but by no means all of the faculty). (2008)

I was extremely unimpressed with the education I received at Teachers College. My professors were unorganized, uninvolved in the class, assigned work that was elementary or "busy work." I had more than one class where the teacher divided up the textbook, the students were assigned to read, summarize, and present discussion questions for their chapter and present it to the class with a handout ... the teacher at no time was involved in the lessons or added anything in the class discussion. I came here to learn about teaching because the institution has a great reputation, but I learned nonsense from my classmates ... if all of us are here to learn, we need someone more knowledgeable than ourselves. I would not recommend Teachers College to anyone interested in ..., or any other department. (2007)

The faculty lacked organizational skills and did not model good lesson preparation. While teaching styles were different from one professor to the next, each professor stuck to that teaching style and did not try to teach the material through a variety of modalities. One professor constantly had us work in groups and did absolutely no lecturing, modeling, or demonstrating. Another professor always asked us to talk about the readings in small groups and then present our reflections to the class. A different professor constantly had us discussing the reading. This

²⁴ Coding note: Text responses about faculty as teachers, or about quality of teaching in general, including pedagogical methods and styles, were coded *Faculty Teaching Skills*.

leads me to my second point: faculty did not do enough modeling or demonstrating in the classroom. (2007)

A number of comments referred to specific activities or assignments used by faculty or by programs to demonstrate and assess student learning.

The action research project was a wonderful experience: helped me see many ways to learn and continue to grow a teacher. Writing units of study for our classrooms was helpful—focus on social action was great! (2009)

The action research project was well worth the effort to carefully examine a challenge at my school and see how to improve that aspect of teaching. (2009)

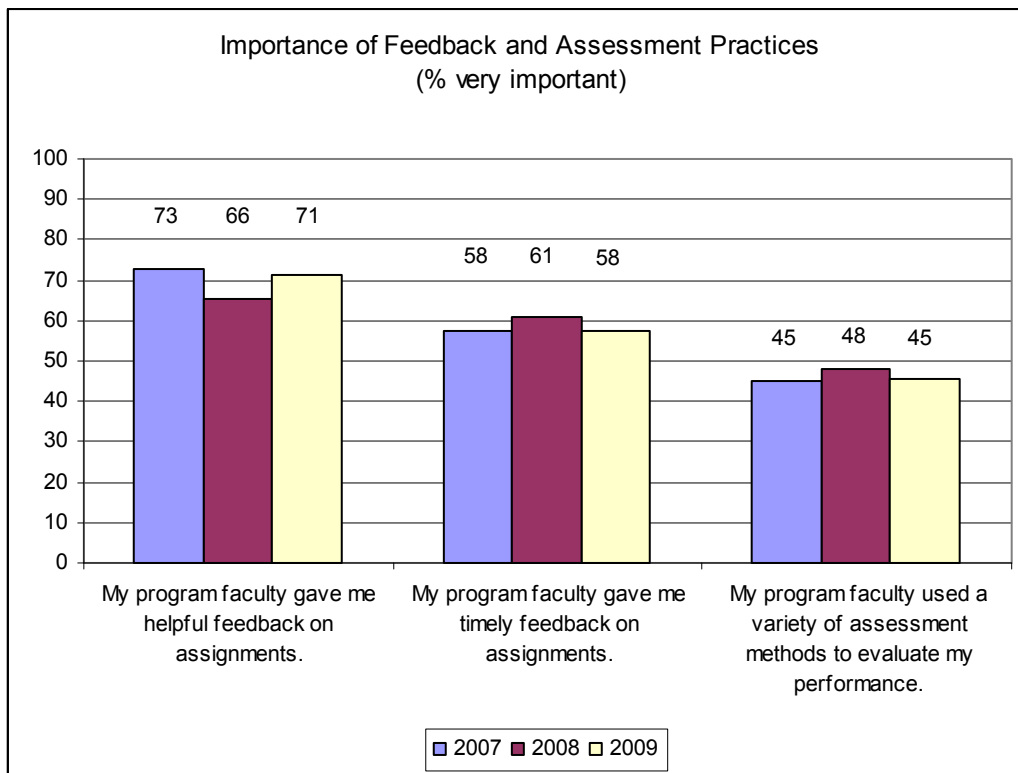
One weakness is that the culminating portfolio for the program in my opinion could have been more meaningful for students if it was a professional portfolio instead of a last minute assignment. (2009)

The usage of an MA essay is a really pointless activity. How will the MA essay contribute to my actual teaching? How will it actually help me to find a job? I think that it is another example of a busy work assignment at Teachers College. Why not have students do something more meaningful and helpful like a portfolio? If the school cannot create such a requirement, I think that it should just do away with the MA essay. Students are busy enough—they do not need a 25 page literature review in addition to their other responsibilities. (2009)

"Special project" for the MA is nothing more than a 20-page term paper which shows almost no ability to perform at a Master's Level. (2009)

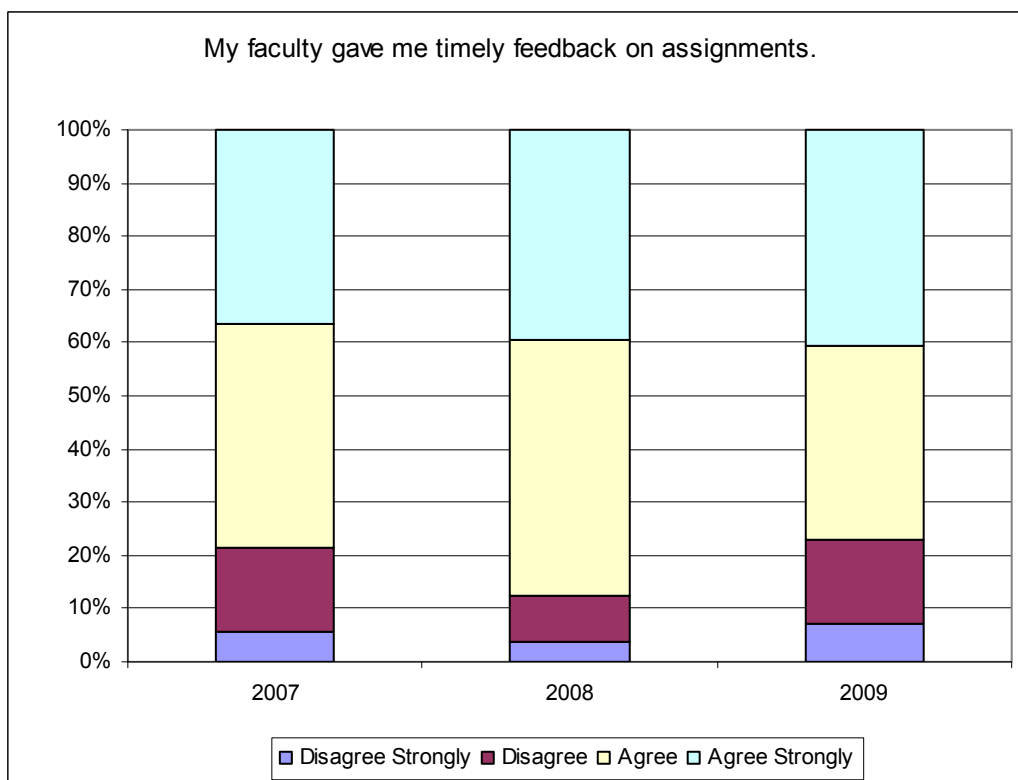
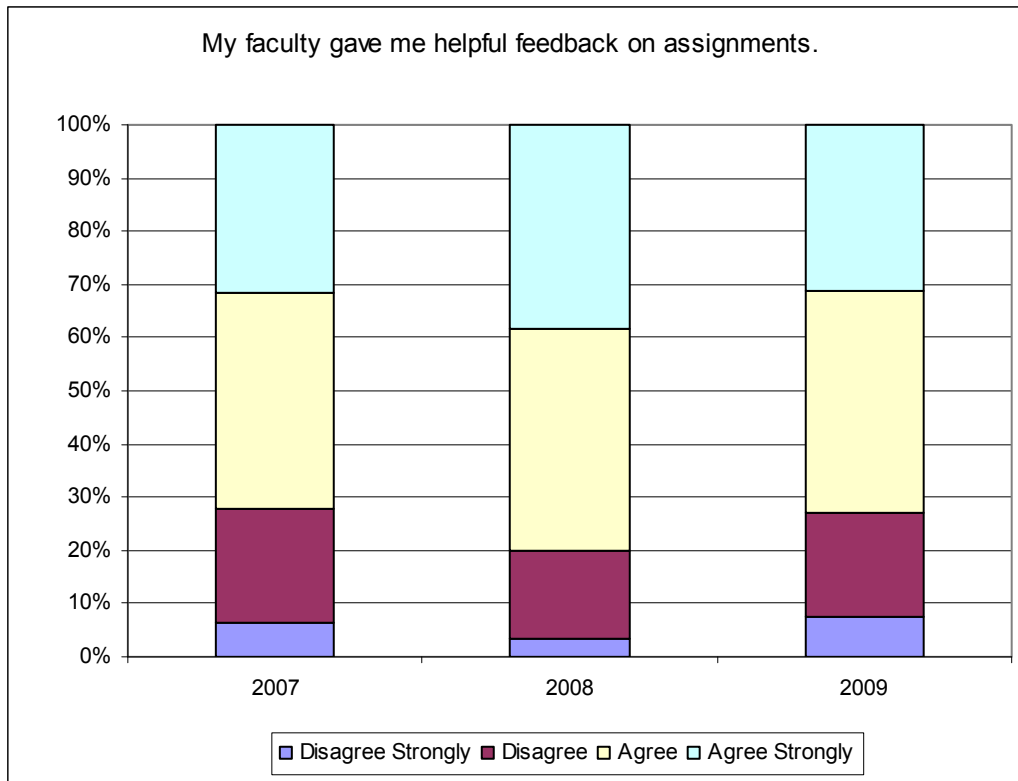
Assessment Practices

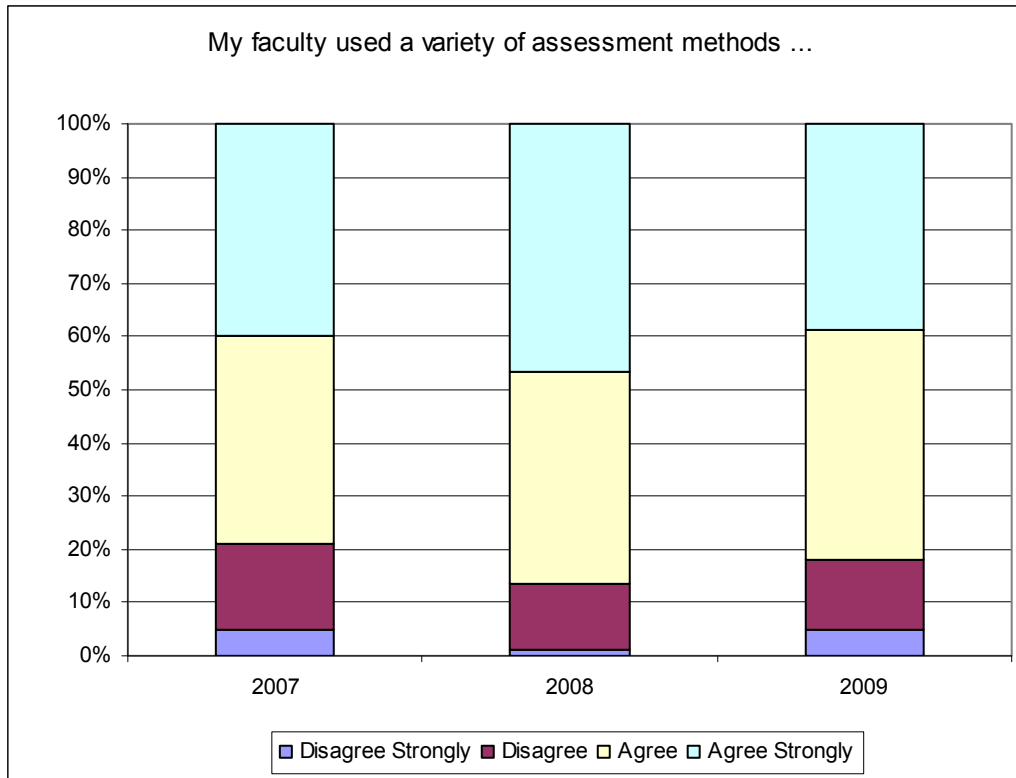
Three statements were linked to assessment practices. Consistently across the three years, the most important of assessment-related statements (71%-73%) was the statement about helpful feedback on assignments. A lower percentage (58-61%) of respondents rated timeliness of feedback as very important. Less than half (45-48%) of respondents of 2009, 2008, and 2007 rated a variety of assessment methods used to evaluate student performance as very important.



In 2007 and 2009, 73% of respondents agreed or agreed strongly that faculty gave them helpful feedback on assignments; compared to 80% in 2008. A larger proportion of respondents agreed or

agreed strongly that the feedback was timely—77% in 2009, 88% in 2008, and 78% in 2007. About 80% of respondents in 2007 and 2009 agreed that faculty used a variety of assessment methods to evaluate student performance; compared to 87% in 2008.





As evident in the open-ended responses, several respondents felt that feedback and assessments were among their programs' strengths (4 vs. 18).²⁵

Multiple types of learning styles and assessment. (2009)

Frequent and quick feedback on assignments or emails. (2009)

The faculty were the most approachable and most thorough with feedback. (2008)

Evaluation through paper work rather than exams. (2008)

I appreciated the emphasis on papers and other means of evaluation vs. use of exams. This was practical and useful. (2007)

However, most comments about feedback and assessments fell under program weaknesses. Respondents wrote that faculty provided late or no feedback, and that assessment methods lacked variety or validity.

No variety in assessments: few exams, all papers. (2009)

I would like to receive final exam/paper back with teacher comments, don't like that it disappears into a black hole. (2009)

Feedback on projects was also nonexistent, I never received any feedback at all on my Master's Project. (2009)

In terms of feedback, I felt that the majority of my professors did not spend enough time or energy reflecting on my work, nor did they return it in a timely manner. (2009)

For most courses, feedback was not given until the final grade; there were no grades on papers, etc. which made it difficult for us to gauge our development. (2009)

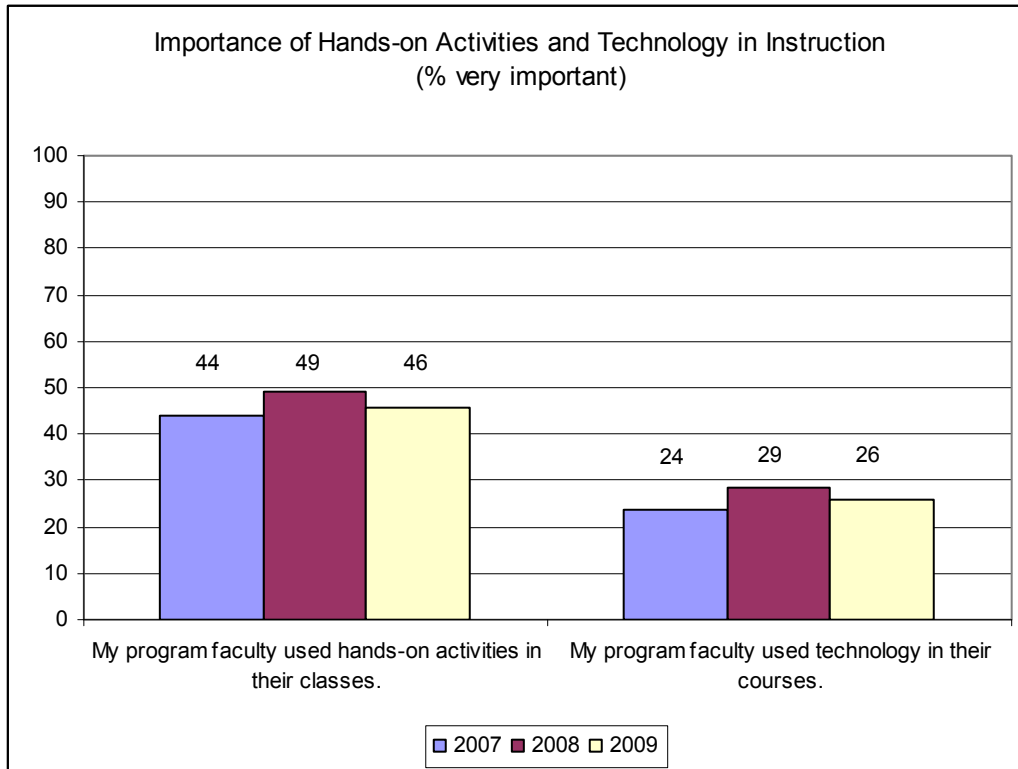
Some professors would not make time to see students outside of class or would forget appointments set with students outside of class and gave very untimely feedback for work completed outside of class (i.e., my Special Project). (2008)

²⁵ Coding note: Responses to the open-ended questions which referred to quality and timeliness of feedback and quality of assessment practices were coded *Assessment Practices*.

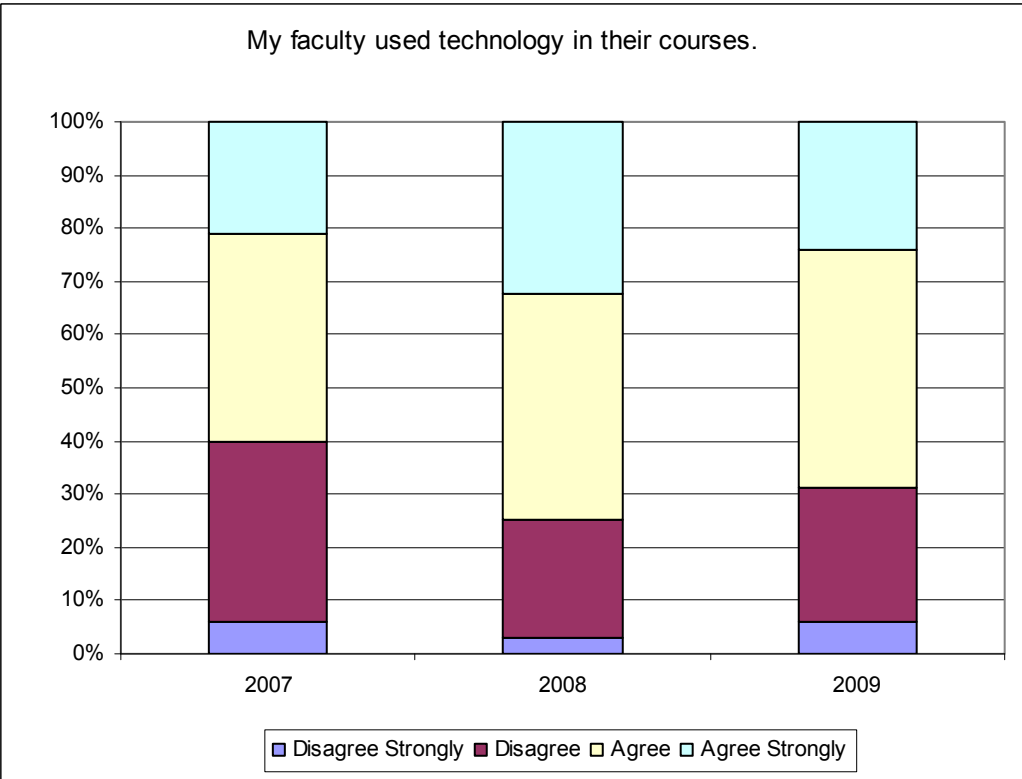
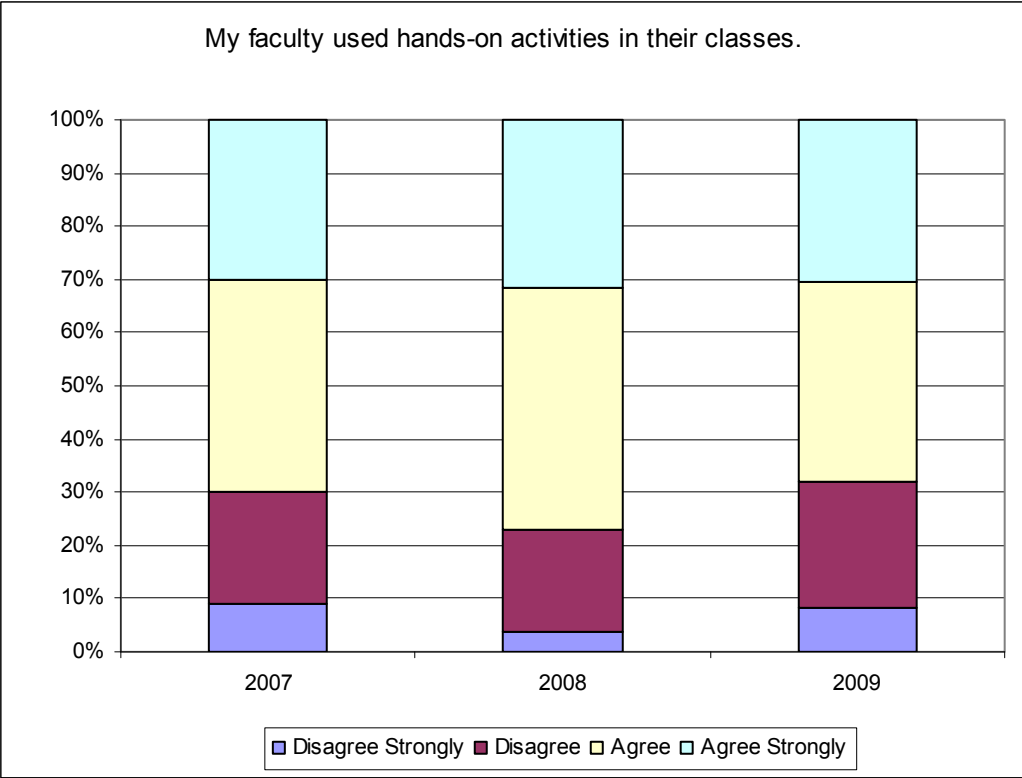
Diversity of assessment. Sometimes it felt like I was writing the same paper over and over. (2007)
When classes were large, feedback was minimal—teachers either resorted to lecture, which didn't allow for synthesis on the part of the student, or to unsupervised group work, which was great, but we did not get timely feedback to push our "learned edge." (2007)

Hands-on Activities and Technology in Instruction

Faculty use of hands-on activities/assignments and technology in instruction were very low on respondents' priority list. Fewer than 50% of respondents rated hands-on activities as very important. And only 26% of respondents saw faculty use of technology as very important; this statement was rated the lowest in importance in the entire questionnaire.



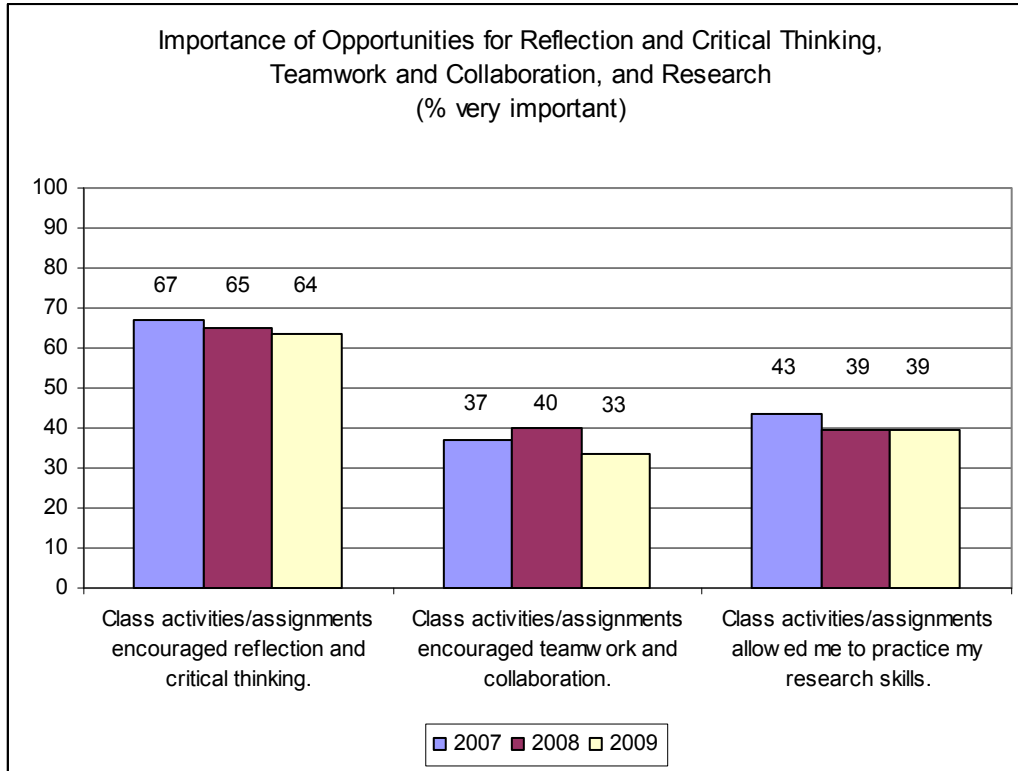
In 2007 and 2009, about 70% of respondents agreed or agreed strongly that faculty used hands-on activities in their classes; compared to 78% in 2008. About 70% of respondents in 2009 agreed that faculty used technology in their courses; compared to 75% in 2008 and 60% in 2007.



Learning Opportunities and Outcomes

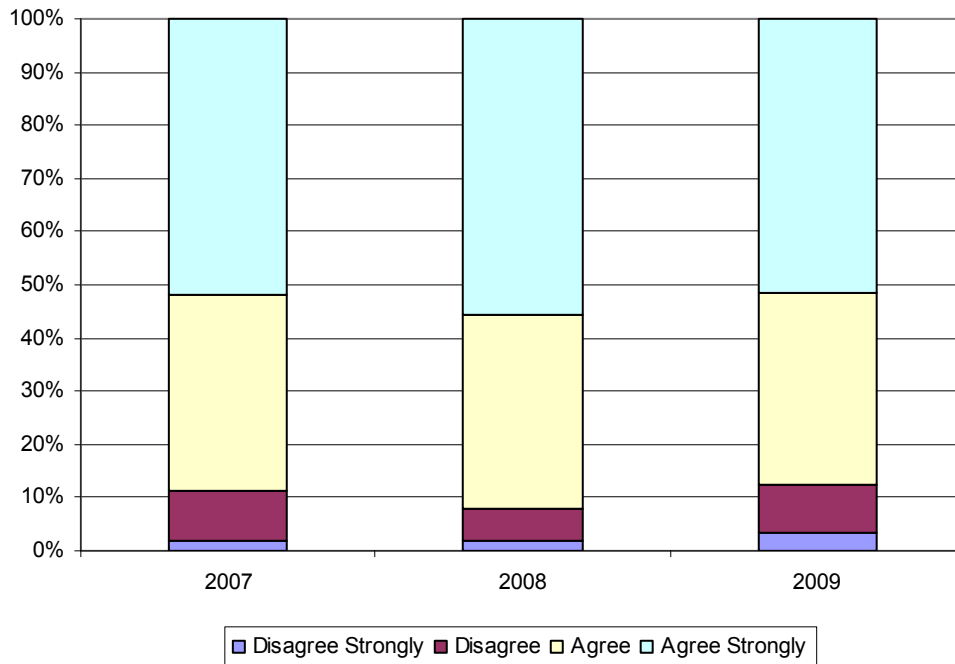
Critical Thinking and Reflection, Teamwork and Collaboration, and Research

Opportunities for reflection and critical thinking were very important for 64% of respondents. Opportunities for teamwork and collaboration and opportunities to do research were very important for fewer than 40% of respondents.

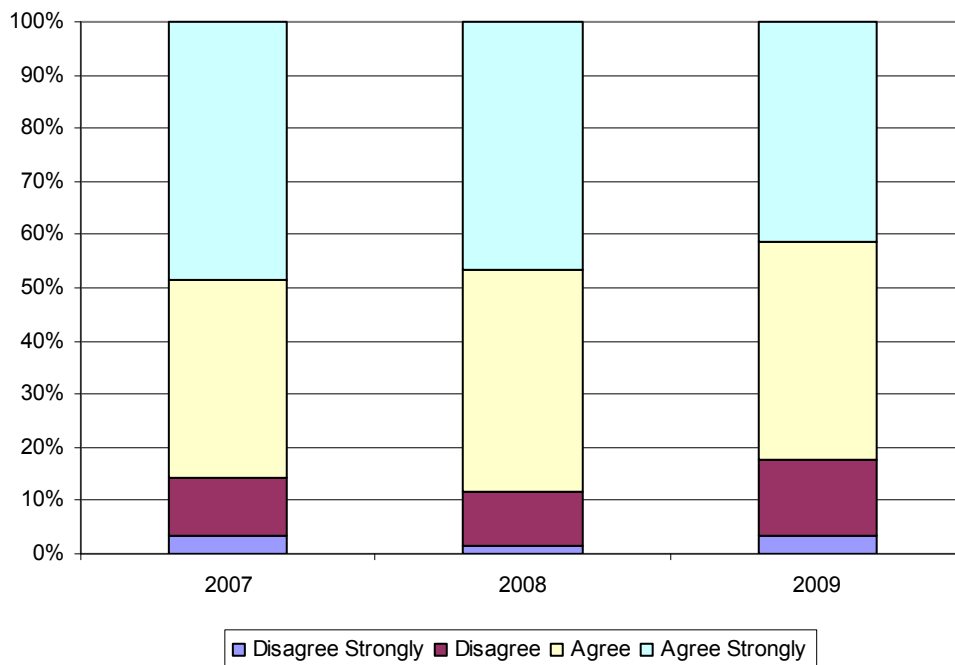


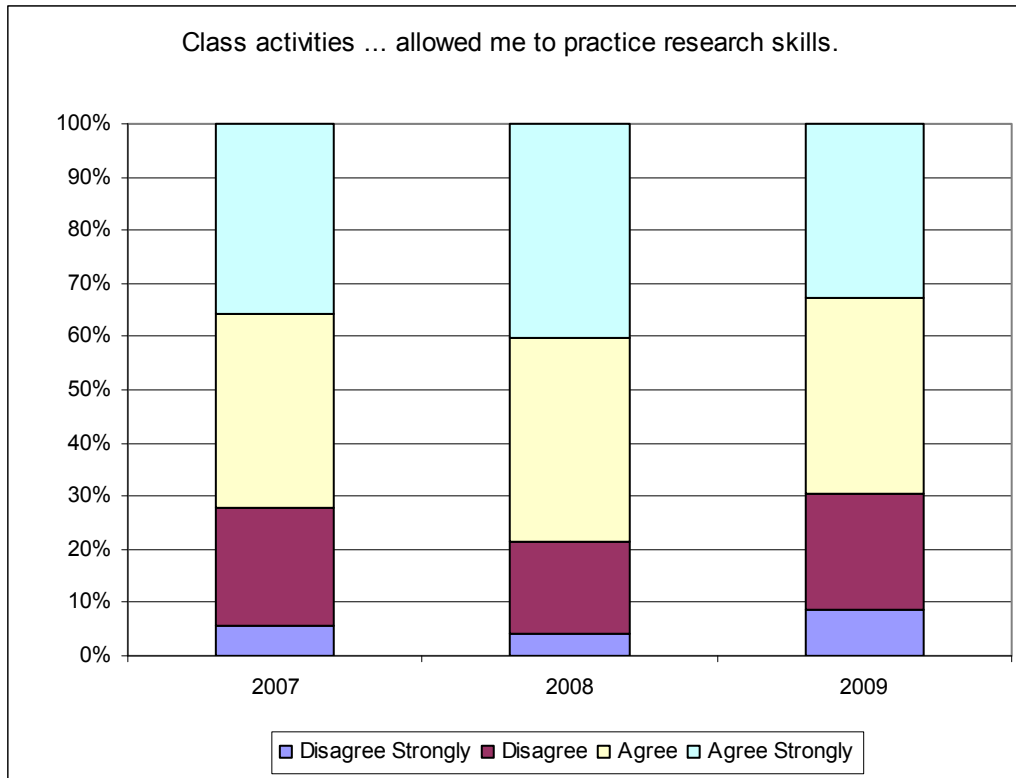
About 9 in ten respondents (88%-92%) across the three years agreed or agreed strongly that class activities and assignments encouraged reflection and critical thinking. Over 80% (81%-88%) agreed that class activities and assignments encouraged teamwork and collaboration. Slightly fewer (70%-78%) agreed that class activities and assignments allowed them to practice research skills.

Class activities ... encouraged critical reflection/critical thinking.



Class activities ... encouraged teamwork and collaboration.





Although not numerous, almost all of comments related to critical thinking and reflection were positive (13 vs. 2). The comments about opportunities for teamwork and for development of research skills were also more likely to be about strengths (10 vs. 8 for teamwork and 12 vs. 7 for research skills).²⁶

My program made me explore my own biases and prejudices, and use them effectively to improve my counseling skills. (2009)

The program definitely pushed me to become a more reflective practitioner in the classroom. (2009)

The courses were engaging and allowed for critical analysis of theory and practice. (2009)

It helps students to reflect on their values and beliefs. It challenges those beliefs, better preparing us to be more conscious individuals in society and when we work with diverse populations of people. (2009)

The assignments were conducive to collaboration with classmates. (2009)

I found many of the course activities aligned well with helping students to self-identify as researchers. (2009)

The research that several professors were doing, and their willingness to involve students and encourage students to participate and share their ideas in an effort to support evidence based therapeutic practices. (2009)

Opportunity to participate in independent research project with a PhD student and to write up experience for Master's project. (2008)

There was ample opportunity to write literature reviews and collaborate with fellow students on projects. (2007)

The importance of research was emphasized. Research skills were reviewed/taught. (2007)

²⁶ Coding note: Responses to the open-ended questions which referred to faculty or program encouragement of, and creation of opportunities for student's critical thinking and reflection were coded *Critical Thinking and Reflection*. Responses to the open-ended questions which referred to opportunities provided to students to practice research skills or to engage in research projects were coded *Research Skills*; responses that referred to team work and collaborative projects were coded *Teamwork and Collaboration*.

On the other hand, some respondents felt that they did not have adequate opportunities to acquire and practice research skills or that they was over-reliance on reflective processes and teamwork at the expense of other activities or assignments.

Really did not train me adequately as a researcher. (2009)

Biggest issue is lack of opportunities to get involved in research projects. (2009)

Faculty does not know how to teach to adult learners who have professional backgrounds. Group projects were unclear and failed to make us work collaboratively. (2007)

The over reliance on reflection paper and group projects. You can only reflect on an issue so many times, and group projects are very time-consuming and should be scaled back. (2009)

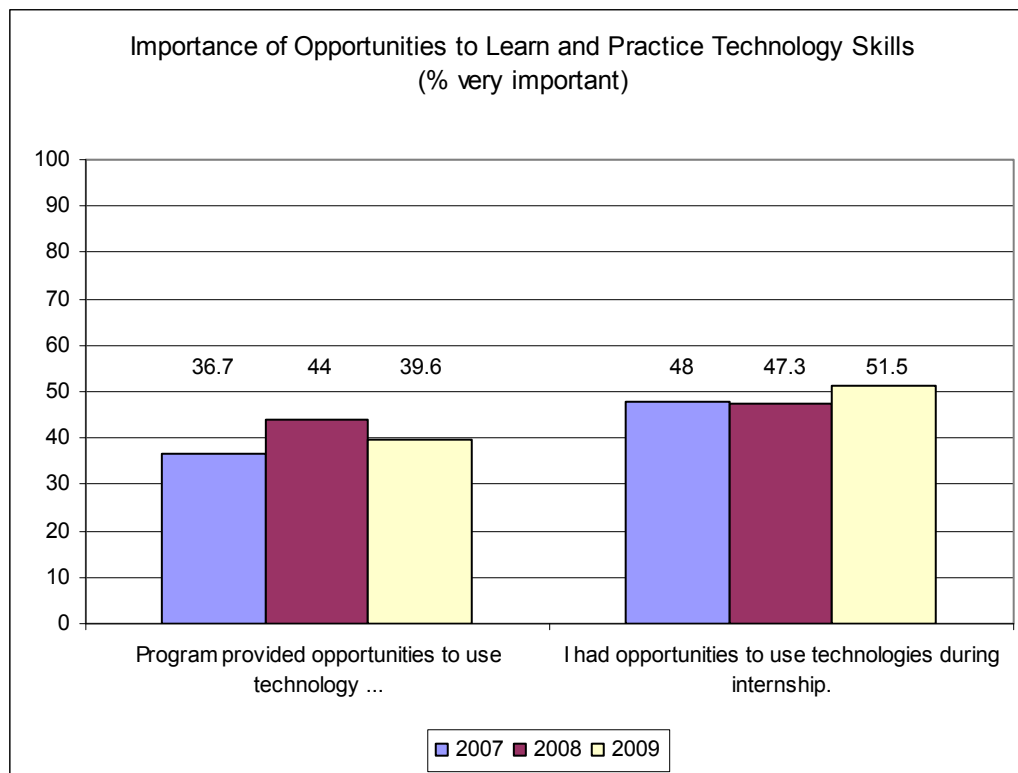
Classes are way too 'touchy-feely'! At the end of the day, students need to know what will be expected of them in the field (teach us how to write reports! teach us how to do budgets! teach us the basic structures of the international aid world!); instead, we spend endless amounts of hours sitting around talking about how we FELT about things and how our past experiences related to this—it was painful. (2009)

There were too many group projects that counted for major portions of my grade. Perhaps they could count for less, or there could be fewer of them. (2009)

Too much group project work across required and other department courses, not a meaningful representation of "real life" in the professional world, very difficult to coordinate, and project results often are a least common denominator, often not interesting when completed, and too much effort goes into coordinating logistics. (2009)

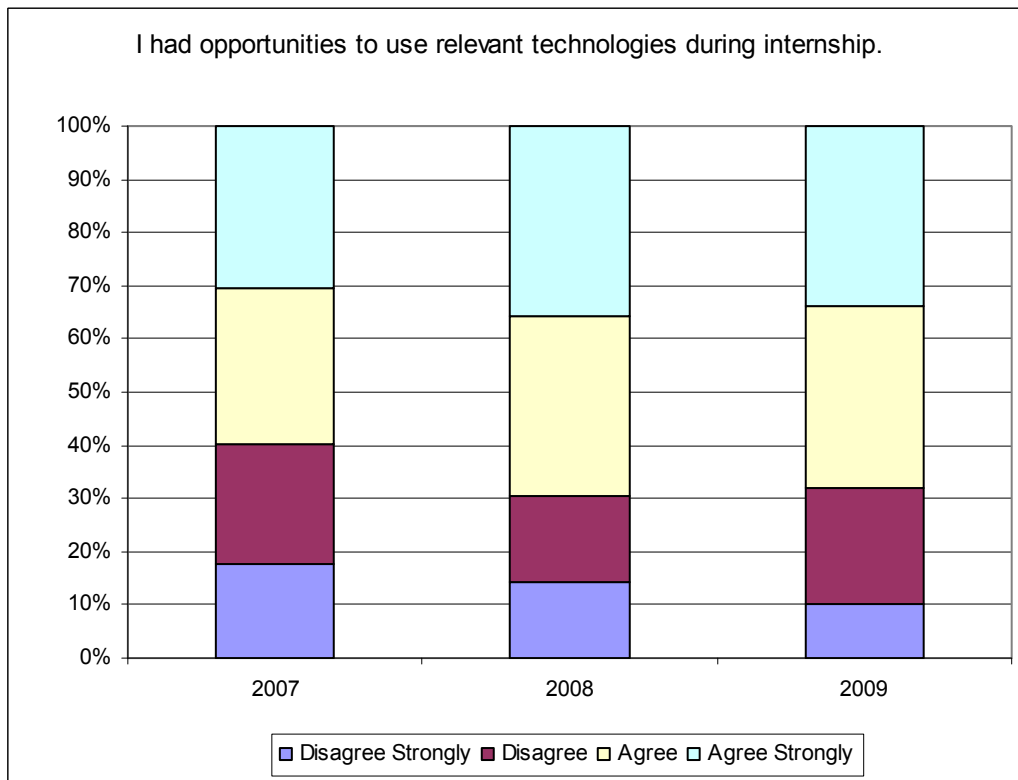
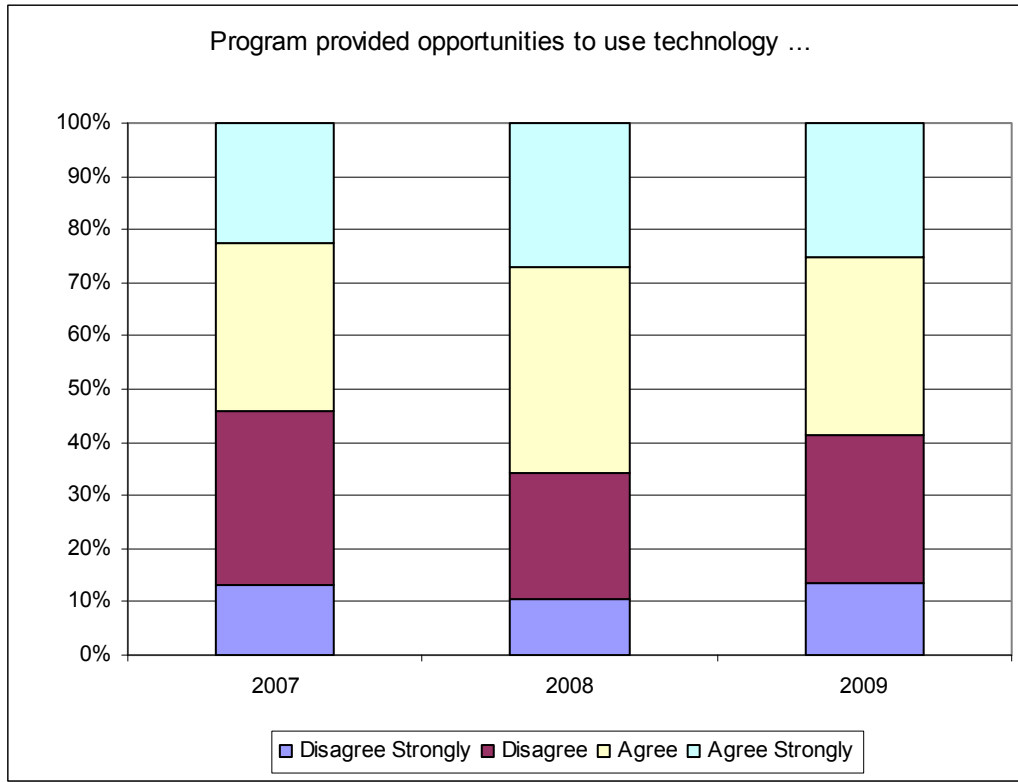
Opportunities to Learn and Practice Technology Skills

Opportunities to use technology that could be applied in the professional context were important for fewer than 40% of respondents over the three years. About half of respondents saw opportunities to use relevant technologies during the internship as very important.



In 2009, 59% of respondents agreed or agreed strongly that their programs provided them opportunities to use technology that could be applied in the professional context, compared to 54% in

2007 and 66% in 2008. Over two-thirds (68%) of respondents agreed that they had opportunities to use relevant technologies during the internship, compared to 60% in 2007 and 70% in 2008.

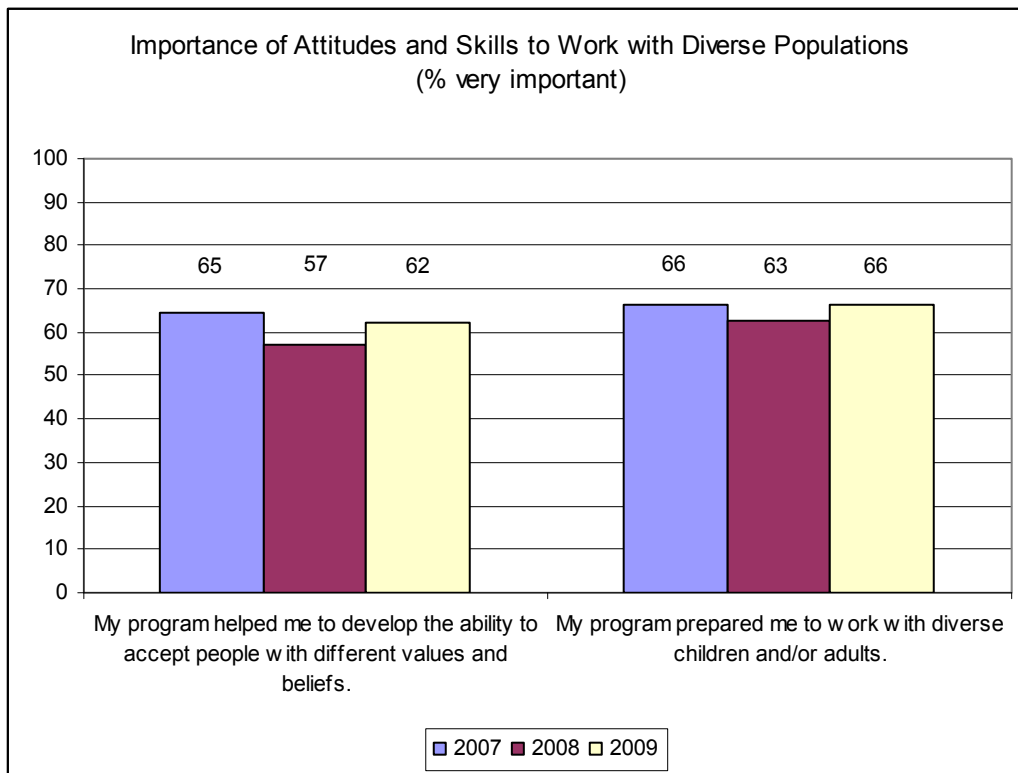


A total of 9 respondents in 2009 commented on the opportunities to learn technology skills (2 vs. 7).²⁷

- [Program] introduces you to several different areas of technology within education. (2009)*
- I would have liked a course on using technology with elementary students. (2009)*
- Not very strong in technology that can be used in special education classrooms/students. (2009)*
- No course on integration of technology is offered in the program. (2009)*
- I would have enjoyed more technology ... experience within the context of the program. (2009)*
- Also, we rarely used technology. It would be helpful to have access to smart boards in the classrooms at TC considering we need to know how to use them in our classrooms. (2009)*
- Also, [program needs to] require students to take a class that trains them on how to implement technology in the classroom. (2009).*
- We don't own a smart board so there is no place to learn how to use one. (2009)*

Attitude and Skills to Work with Diverse Populations

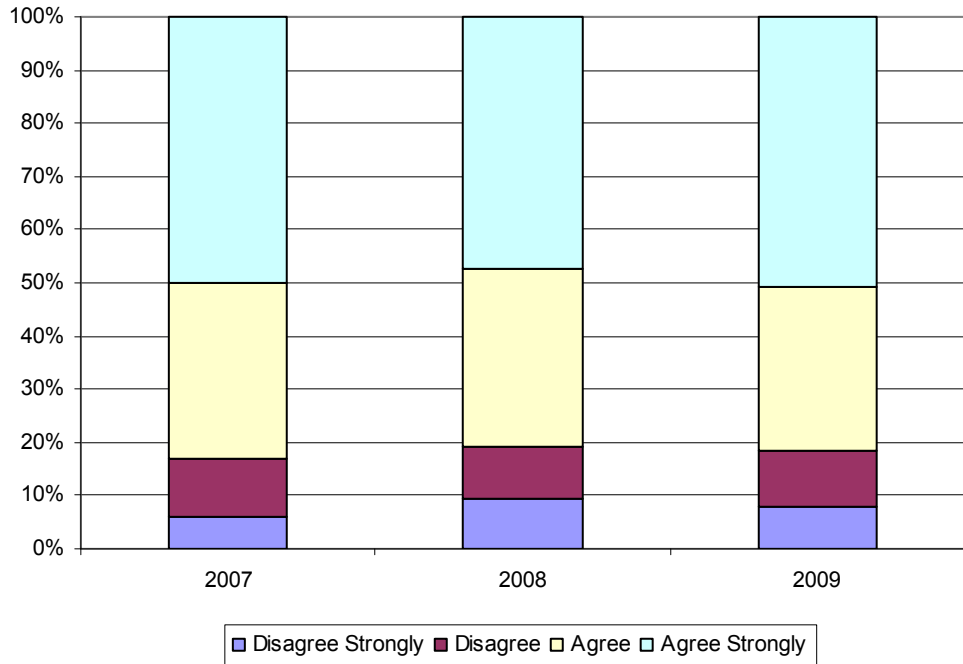
Over 60% of respondents rated the development of abilities to accept people with different values and beliefs and to work with diverse populations as very important.



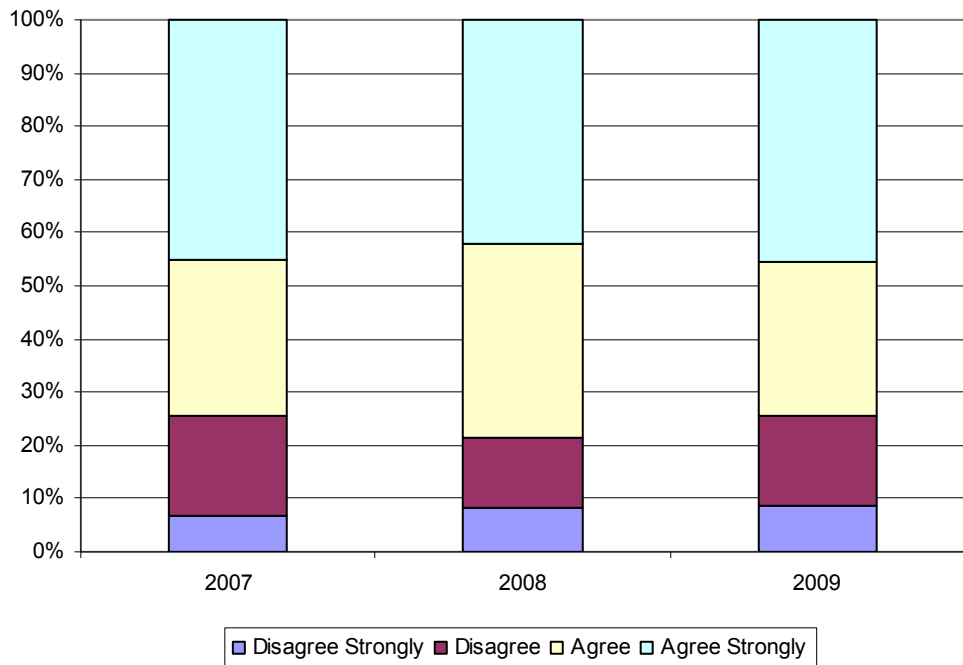
Over 80% of respondents across the three years agreed or agreed strongly that their program helped them to develop the ability to accept people with different values and beliefs. About three quarters (74%-79%) of respondents agreed or agreed strongly that their program prepared them to work with diverse children and/or adults.

²⁷ Coding note: Open-ended responses that referred to opportunities to learn and practice technology skills were coded *Technology Skills*.

My program helped me to develop the ability to accept people with different values and beliefs.



My program prepared me to work with diverse children and/or adults.



Only 7 respondents made comments about the preparation or ability to accept people with different values and beliefs or to work with diverse children and/or adults (6 vs 1).²⁸

Helping me to develop the ability to accept people with different values and beliefs was one of the best things about the program. (2009)

The program's ability to expand the worldview and acceptance of diversities of students, peers, professors and people in general for each student. (2009)

I learned to accept diversity amongst students. (2009)

It helps students to reflect on their values and beliefs. It challenges those beliefs, better preparing us to be more conscious individuals in society and when we work with diverse populations of people. (2009)

Not enough preparation for working with diverse student populations, esp. students with disabilities. (2009)

Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups. High importance statements are those which 70% or more of respondents rated as very important. Medium importance statements are those which 60-69% of respondents rated as very important. Low importance statements are those which less than 60% of respondents rated as very important.

Only one of the 12 statements related to instruction was in the high importance group, five were of medium importance and six of low importance as rated by respondents (Appendix B). In 2008, none of the statements was rated as very important by 70% of respondents. One statement of medium importance in 2008 was rated as very important by only 58% of respondents in 2009 (*My program faculty gave me timely feedback on assignments.*)

We then compared the importance of each statement with respondents' evaluations of their experience while in the program. The differences between the mean scores on importance and agreement scales (performance gaps) were calculated for each statement; these are presented graphically below. The top of each vertical bar represents the importance scale mean score; the bottom of each bar represents the agreement scale mean score. The longer the bar, the wider is the performance gap.

Large Performance Gaps

Large performance gaps defined as 0.5 or larger indicate areas in which programs are not meeting students' expectations.

High importance:

- My program faculty gave me helpful feedback on assignments.

Medium importance:

- My program faculty used appropriate class activities and assignments to help me learn.
- My program faculty had teaching styles that responded to my learning styles and needs.

Small Performance Gaps

Small performance gaps defined as 0.2 or smaller indicate areas in which programs meet or are close to meeting students' expectations. Two statements in the low importance group had a negative performance gap indicating that programs have exceeded students' expectations. Alternatively, it may mean that these areas were not as important to graduating students as they might have been to faculty, or perhaps faculty could place less emphasis on these areas.

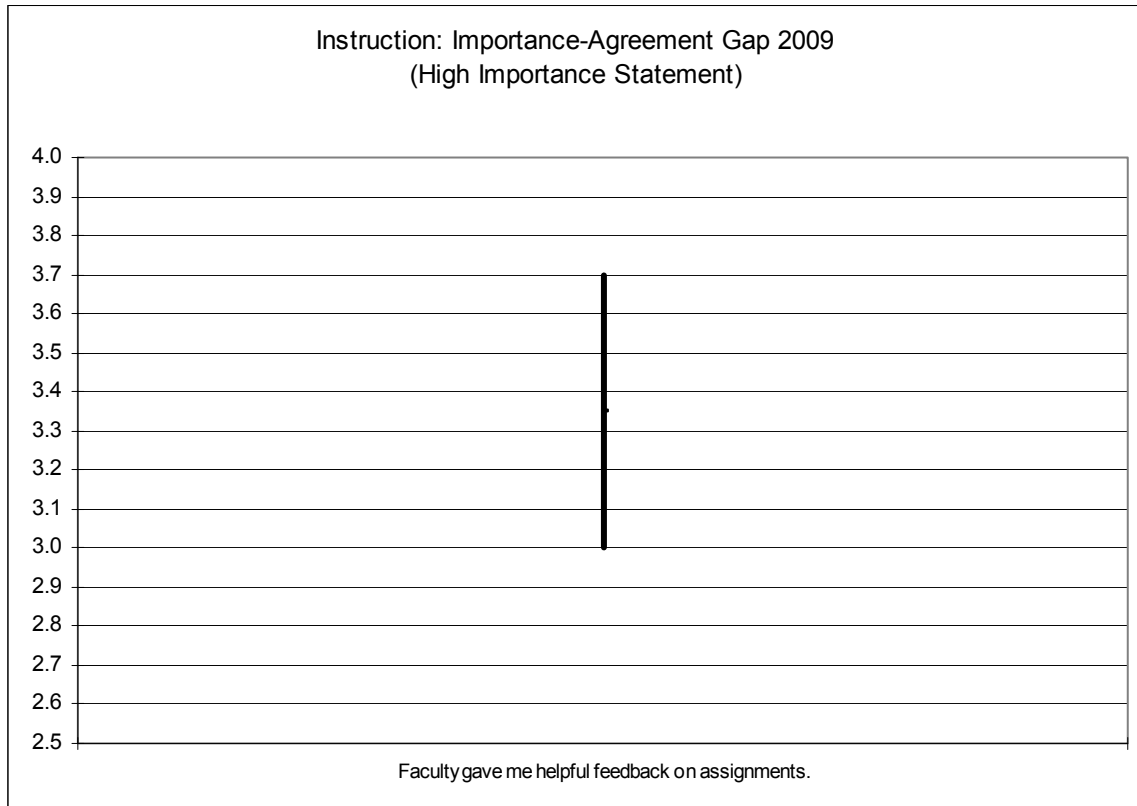
Medium importance:

- Class activities/assignments encouraged reflection and critical thinking.

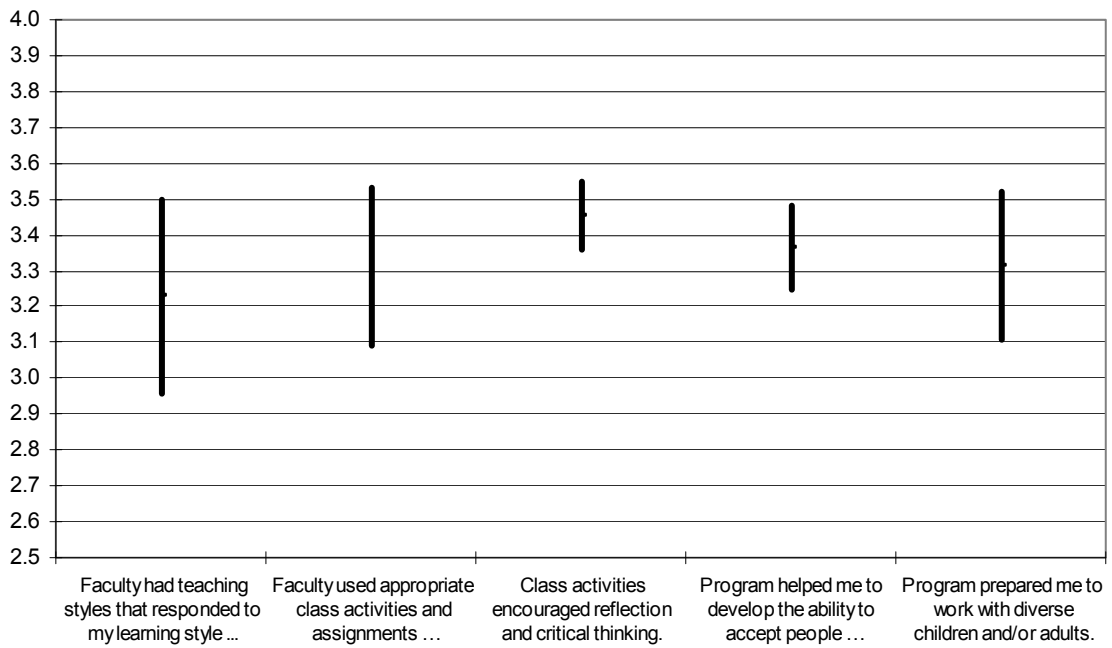
²⁸ Coding note: Open-ended comments which referred to opportunities to learn and practice diversity-related knowledge and skills were rated *Diversity Skills*.

Low importance:

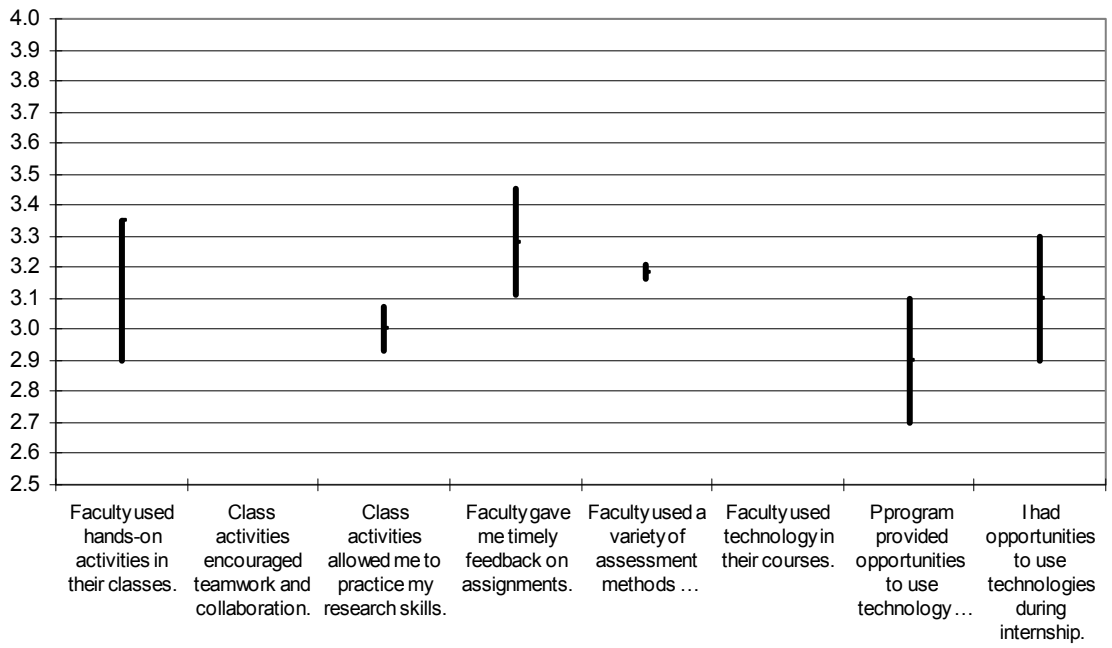
- My program faculty used a variety of assessment methods (e.g., exams, papers, projects) to evaluate my performance.
- Class activities/assignments allowed me to practice my research skills.
- Class activities/assignments encouraged teamwork and collaboration. (negative gap)
- My program faculty used technology in their courses. (negative gap)



Instruction: Importance-Agreement Gap 2009
(Medium Importance Statements)



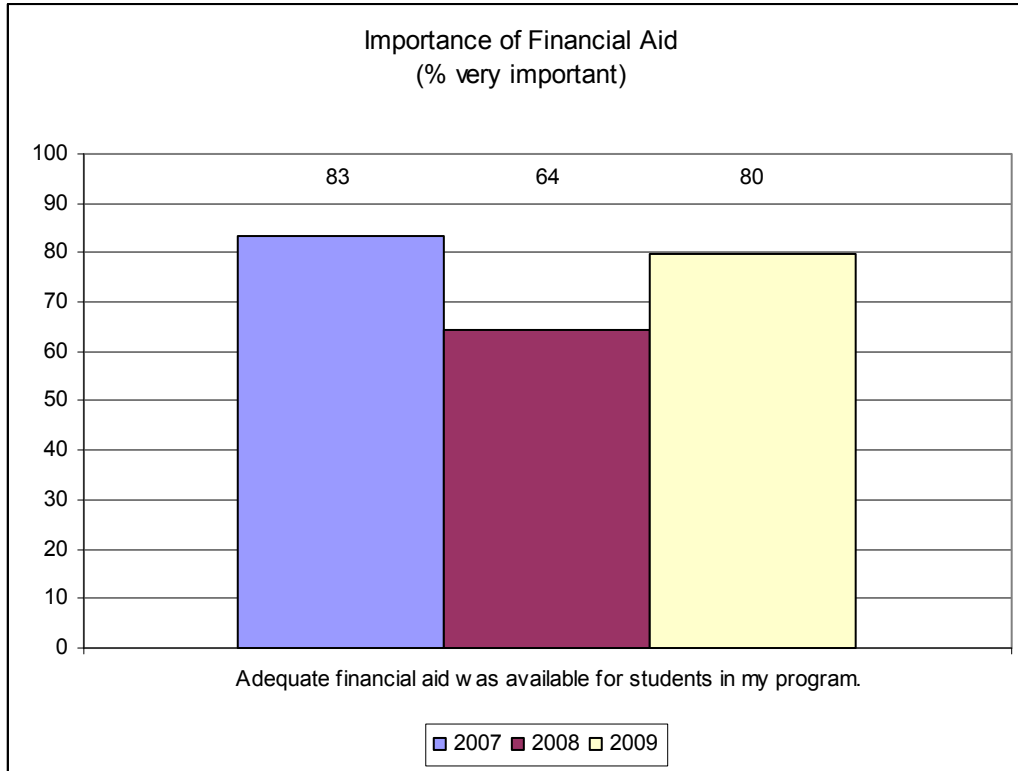
Instruction: Importance-Agreement Gap 2009
(Low Importance Statements)

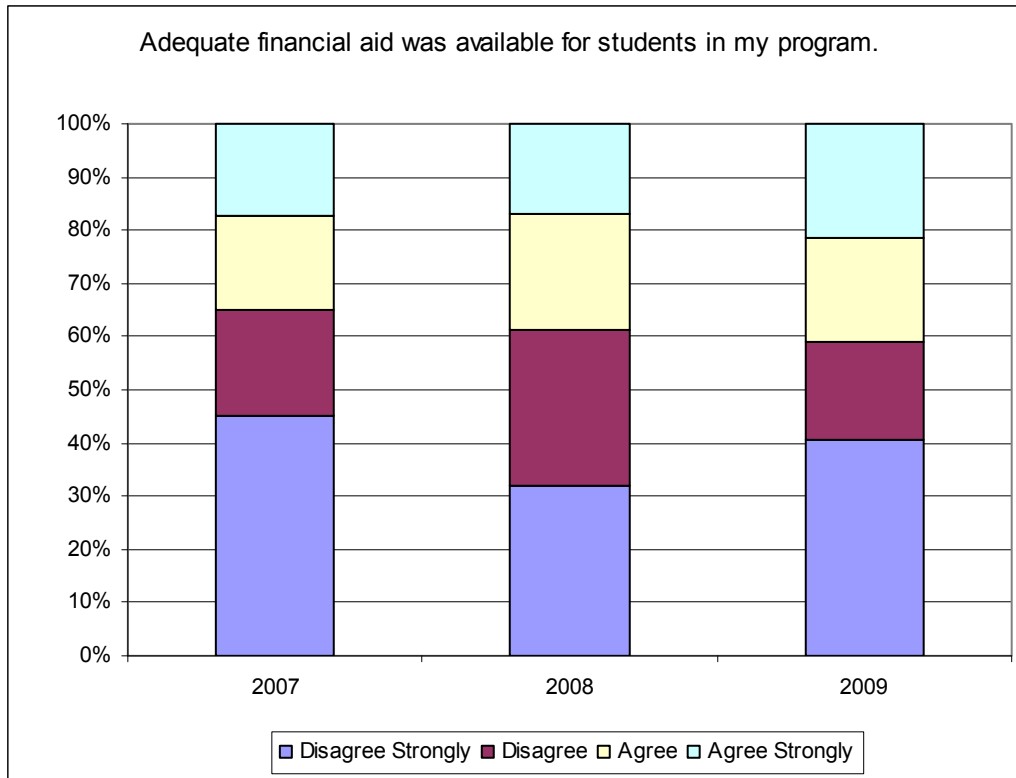


RESOURCES

Financial Aid

In 2007 and 2009 adequate financial aid was very important for over 80% of respondents, compared to 64% in 2008. About 40% of respondents in 2008 and 2009 agreed or agreed strongly that adequate financial aid was available to students in their programs, as did 35% in 2007.





Open-ended comments about financial aid (51 in 2009) were overwhelmingly about weaknesses (no strength comments in 2009).²⁹

I have not received one penny of financial assistance from TC. Application process of the department is not done fairly on a needs-based basis. (2009)

There is no merit scholarship. It is too expensive for a field where we cannot hope to make it back unlike medicine, law, business. (2009)

Need better financial aid other than student loans! This is the graduate school of education, not engineering or medicine. Cost of tuition does not equal the potential income and thus, only certain SES students can attend or one must enter the other fields to pay back the student loans. (2009)

The lack of funding opportunities. Not just scholarships, but research or TA options, too. Faculty should be encouraged to employ more students as research assistants, and partnerships with undergrad institutions should be created to provided TA options for students. Or TC should develop and undergrad ed major with CU/Barnard through which more TA options would obtain, and the additional revenue from undergrads would help the institution as well. (2009)

There is not adequate student funding available to attract an ECONOMICALLY diverse student body. (2008)

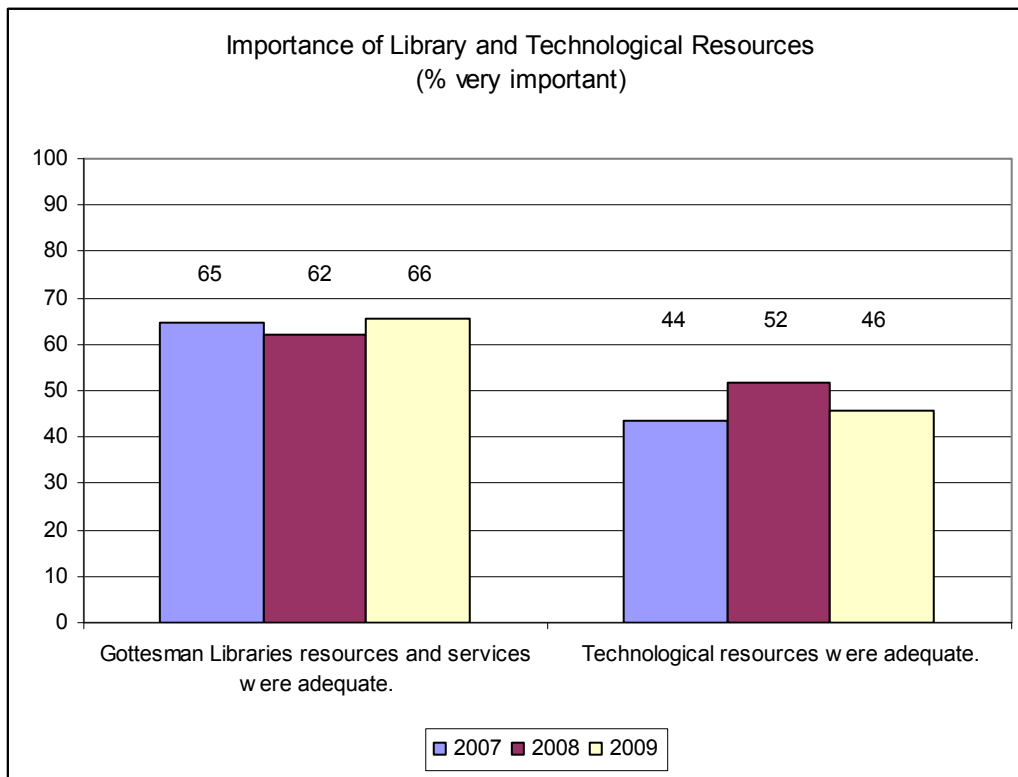
One big weakness of doctoral program at TC is the lack of a consistent policy of financial aid. I found that an obstacle, especially because so many other schools offer financial aid for doctoral students. Many students could not pursue a doctoral program as full time candidates because of that. (2007)

I am still terribly burdened by the fact that there is such limited funding. I am now 29, and over \$100,000 in debt—purely due to this LONG program. It is unbelievable that the No. 1 Education institution in the entire country has nothing to offer the students. (2007)

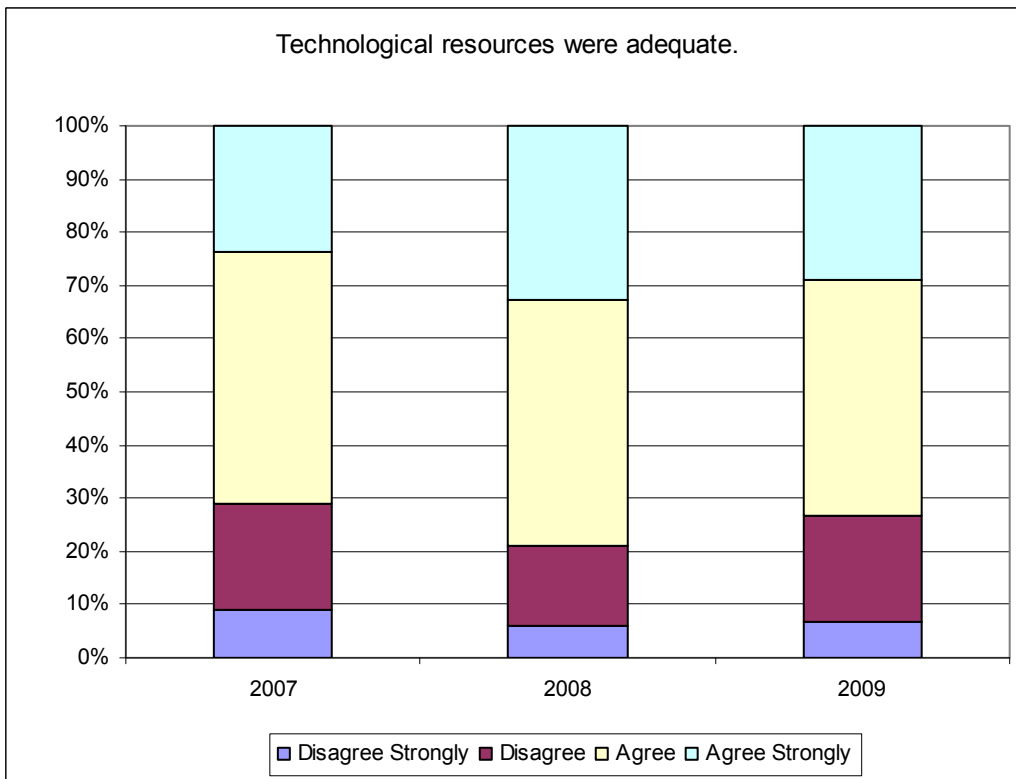
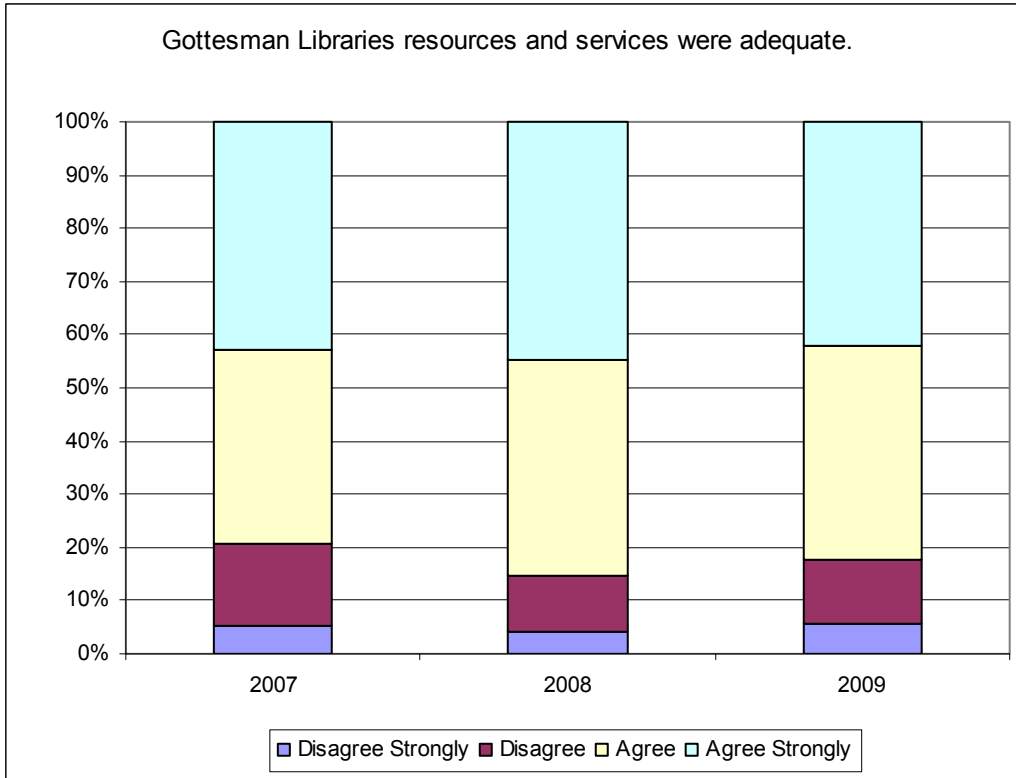
²⁹ Coding note: Responses to the open-ended questions which referred to the availability of financial aid to students and the cost of studies at TC were coded *Financial Aid*.

Library and Technological Resources

Adequate library resources and services were very important for two-thirds (66%) of respondents. Adequate technological resources were very important for less than half (46%) of respondents.



Between 79% and 86% of respondents across the three years agreed or agreed strongly that Gottesman Libraries resources and services were adequate; 73%-70% agreed that technological resources were adequate.



Responses to the open-ended questions which referred to library resources and services indicated that recent library renovations received positive evaluations from respondents.

The library is great though. (2008)

Library is great. (2007)

The renovations of the library are a huge improvement. Thank you for finally addressing the need. (2007)

Resources (books/interlibrary loan systems/e-journals) Columbia University provides students with enormous resources for research and their services are very efficient. (2009)

A few critical comments referred to a need for better integration with the Columbia University libraries, extended work hours, better copying and printing facilities, and more meeting spaces.

The services, especially the printing services of ACS and Gottesman Libraries should be connected. Even better, the Columbia University library's printing services and those of TC's should be the same system, e.g., we can't free-print at TC while we can in Columbia Campus. (2009)

Anytime I searched for a children's book, it was in storage and never seemed to be available. Also, my program was at TC, but I constantly needed to use the Health library because several journals that I needed were not available, which was an inconvenience. Perhaps the resources at the TC library can be improved. (2009)

Library relies too much on technology in that most of the assistance can ONLY be done online (such ILL requests, paying fines, etc) and need to have policies similar to Butler for ILL, etc. (2009)

The library is great but more study rooms would be helpful as there are so many groups working collaboratively. (2007)

Is TC really diverse? ZK library doesn't even have Asian languages installed. I usually went to New Res computer lounge (I don't even live there) or Butler library to use Asian languages. Additionally, I couldn't usually get the book I wanted from ZK library—by the way, by ZK library I mean the main hall library—most of the resources I got from Butler library. And you don't have to turn the A/C on until December in the library. (2007)

I would have liked more children's books and curriculum books to be available and think the cataloguing system of those books should be revamped (see Bank Street's library for a good example!) (2007)

Several respondents made comments about a lack of technological resources available to students (often in connection with poor condition of classrooms).

Not enough computers with high quality programs available at TC. I had to go to SIPA to find programs/support. (2009)

One of the only items that need to be improved in the classroom access to technology. Various times tech equipment was not set up properly or even at all and this became frustrating for faculty and students. (2009)

Equip the classrooms with smart boards. (2009)

The lack of online services especially through the registrar's office was frustrating. (2009)

I think a major weakness at TC in general is the complete and utter lack of technology—so much so that I think I would be confused to have to use a form of technology. I mostly think it's necessary with respect to course evaluations. This information needs to be accessible to future students. (2009)

Technology was not easily accessible. Printing from the computers in the library is a nightmare and an archaic system. (2009)

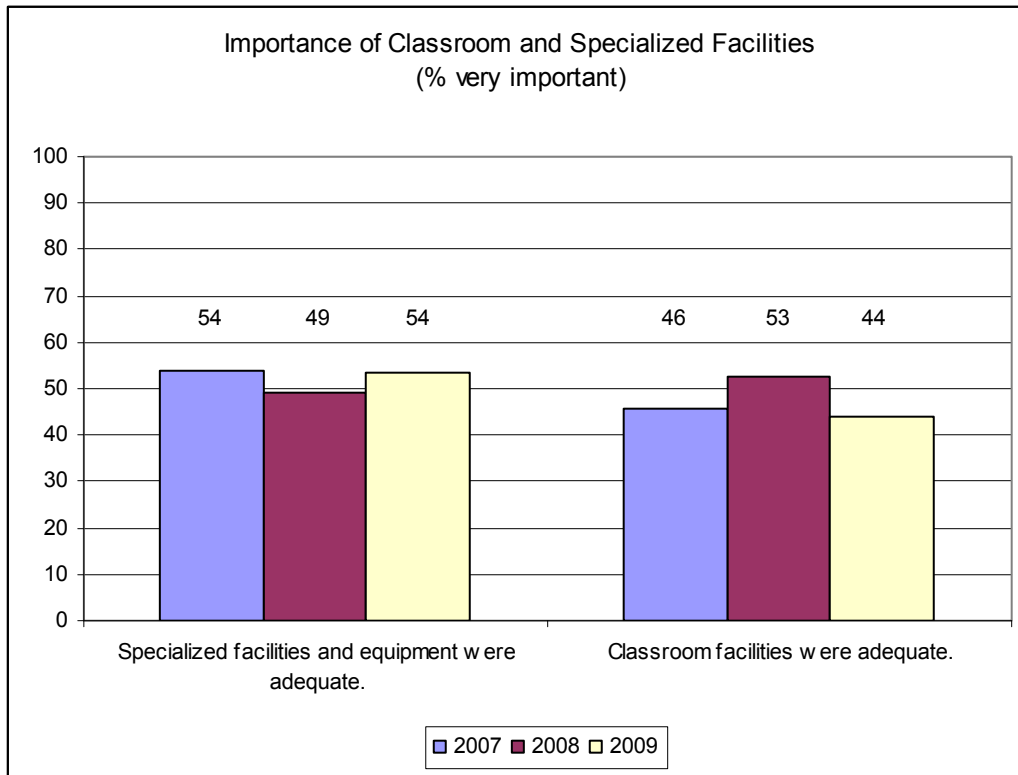
Facilities and technology were not always up to par. (2008)

My experience at TC could have been better if there had been better technology in every class (i.e., availability of PowerPoint) and some of the rooms had been in better condition, specifically the second floor of Macy. (2007)

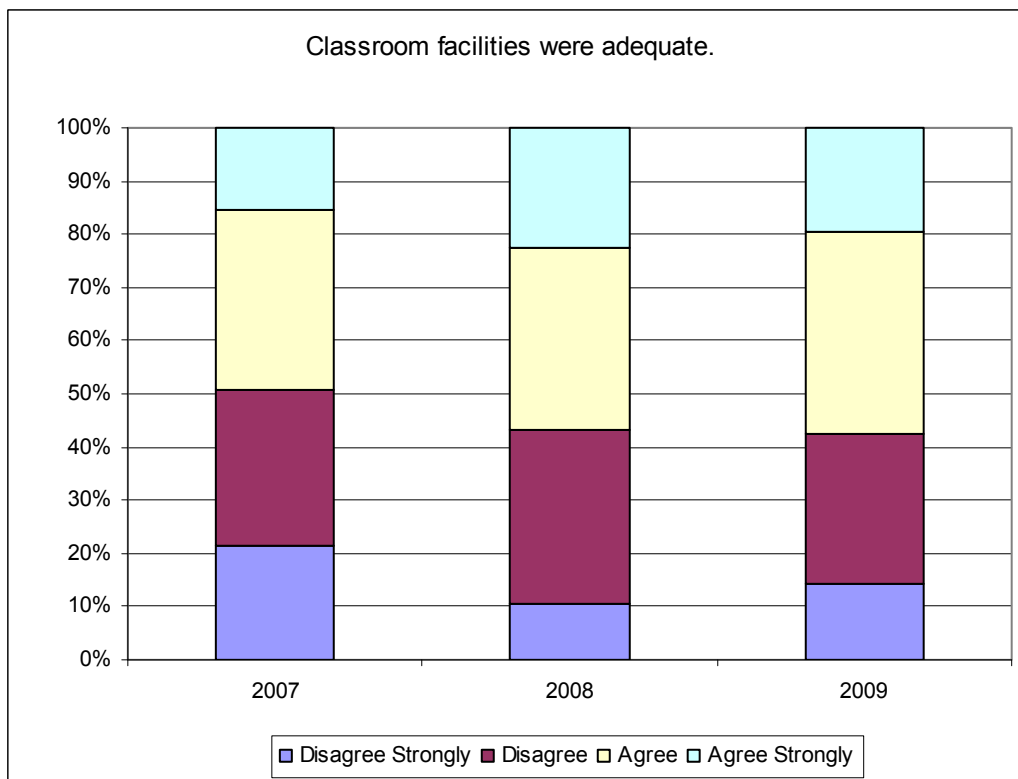
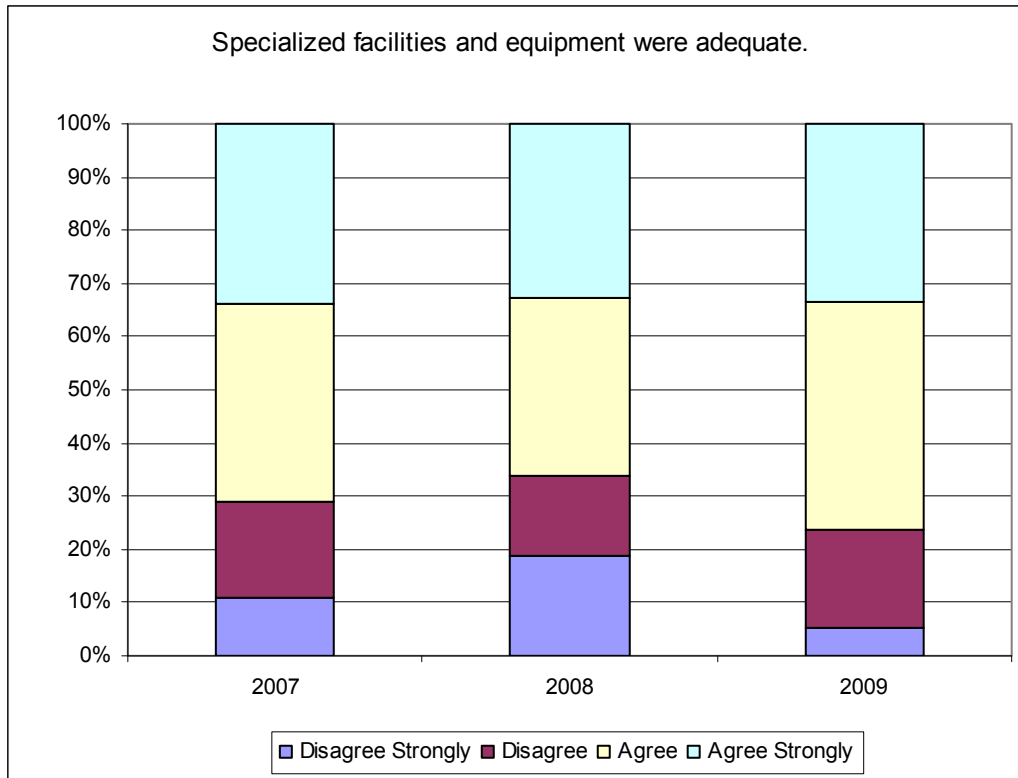
Some classrooms were unbearable (i.e., bad acoustics, no technology, dusty/garbage on floor, uncomfortable seats, etc.)—This is not beneficial for students' concentration /learning levels. (2007)

Classrooms and Specialized Facilities

Only about half (44%-54%) of respondents rated classroom and specialized facilities as very important.



In 2009, 77% of respondents agreed or agreed strongly that specialized facilities and equipment (e.g., laboratories or studios; equipment needed for teaching and/or creative work) were adequate, a higher proportion than 67% in 2008 and 71% in 2007. Fewer respondents (49%-58%) across the three years agreed that classroom facilities were adequate.



Most comments coded *Facilities and Space* were identified as weaknesses.

At times, I was very frustrated—I work in a program as well and know it is hard to schedule classes in adequate rooms. I spent much of my time at TC looking to my work study program for

help. Being in classrooms with construction noises, or sitting under windows that were unbearably hot, or so cold that I had to wear a winter coat. (2009)

Inadequate equipment. There isn't enough equipment, and what we do have is outdated. (2009)

Some of the classrooms are in need of updating. Taking longer summer intensive courses in rooms without air conditioning can be challenging. (2009)

The printing procedures could be better. The hygiene of the bathrooms could be better as well as of some of the chairs in classrooms (they need replacement or new upholstery). (2009)

I would say that the classrooms we used, especially in Grace Dodge, could be improved: the AC would come and go; the desks and tables were in need of repair/poor condition. I do know that there is a master plan for Grace Dodge so I look forward to seeing the building in a few years once the renovations are complete. (2009)

Classrooms should be renovated and should have good acoustics so that students can hear their peers and their instructors! Classrooms should be air-conditioned in summer and heated in winter, so that it is easier to concentrate. Classrooms should have comfortable chairs and tables that can be easily moved for collaborative discussions/ projects in class. Classrooms should have adequate (or excellent) technological appliances/facilities. (2008)

The classroom facilities are HORRIBLE!!! They are not ergonomic and do not reflect accommodations conducive for dynamic learning. Get new chairs, tables, fix the heat/cooling system. The school should look like Columbia Business School, not an 1860s schoolhouse. (2007)

The labs that we had access to were worse than most of the labs in public schools we worked with. It was hard to figure out where our tuition dollars went since they clearly didn't go to facilities. (2007)

Class Size and Instructional Personnel

Although there was no statement in the questionnaire about class size or faculty-student ratio, quite a few text responses made reference to this topic. Related comments about advisor-advisee ratio, faculty-student communication, and treatment of masters vs. doctoral students were discussed in the sections above.

Several respondents considered small class size one of their program strengths (7 in 2009):

The class size was small and conducive for learning and group discussions. (2009)

The classes were an appropriate size and professors were accessible. (2009)

I liked that the classes weren't huge. Too many students made it more difficult to learn. (2008)

Small classes encouraged discussions. (2008)

Relatively small program so you get to meet professors and other students. (2008)

However, more respondents (19 in 2009) felt that classes were too large to allow meaningful discussion/collaboration and quality instruction.

Classes can be too big. My smallest class had 20 people in it, the rest had between 35-50 people. (2009)

Classes were large and the faculty seems unreachable at times because of this. (2009)

Program appears to be a cash cow for TC, required and other classes are WAY TOO LARGE for meaningful graduate level interaction with faculty. (2009)

Classes WAY too large for a private university charging so much money. (2009)

Also the classes were often much too large to allow any discussion or meaningful contribution from students. (2008)

You need to focus on advisement and establishing connections between faculty and students—one way is to not have every class have 50+ students. (2007)

My class size was by far too large. I felt as though we were "herded" through so the school could profit as much as they could. The classrooms were way too crowded. (2007)

Oversubscribed classes—the program accepts too many students and do not have enough qualified and experienced faculty to handle the students. Classes go up to more than 40 in size,

and this is impossible to promote effective class discussion. Students literally have to fight to get into classes with experienced professors. (2007)

Related to class size and faculty student ratio is the theme of instructional personnel, i.e., instructors teaching required or core courses in the program. A number of open-ended comments (17 in 2009) suggested that programs do not employ enough full-time or tenured faculty members and that courses are taught by part-time adjuncts and doctoral students.

Mostly taught by TA's because professors on sabbatical or left program. Would have preferred most classes taught by professors since I was paying for that caliber of instruction. (2009)

Out of the 2 years studying at TC, I had classes only with 2 real faculty members. (2009)

Too many classes are taught by under-prepared doctoral students. (2009)

Two of my classes were taught by PhD students who were horrible teachers. Being that I only had 12 credits required, it was a let down. (2009)

One more thing I almost forget—most of my classes were taught by adjunct or instructors (grad students themselves!!!) What is that about? (2009)

Many full time faculty were not teaching course and the part-time/visiting faculty were not of the same caliber. (2009)

Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups. High importance statements are those which 70% or more of respondents rated as very important. Medium importance statements are those which 60-69% of respondents rated as very important. Low importance statements are those which less than 60% of respondents rated as very important.

One of the five statements—*Adequate financial aid was available to students in my program*--related to resources was in the high importance group (up from the medium importance group in 2008). One statement was in the medium importance group, and three were of low importance (Appendix B).

We then compared the importance of each statement with respondents' evaluations of their experience while in the program. The differences between the mean scores on importance and agreement scales (performance gaps) were calculated for each statement; these are presented graphically below. The top of each vertical bar represents the importance scale mean score; the bottom of each bar represents the agreement scale mean score. The longer the bar, the wider is the performance gap.

Large Performance Gaps

Large performance gaps defined as 0.5 or larger indicate areas in which programs are not meeting students' expectations.

High importance:

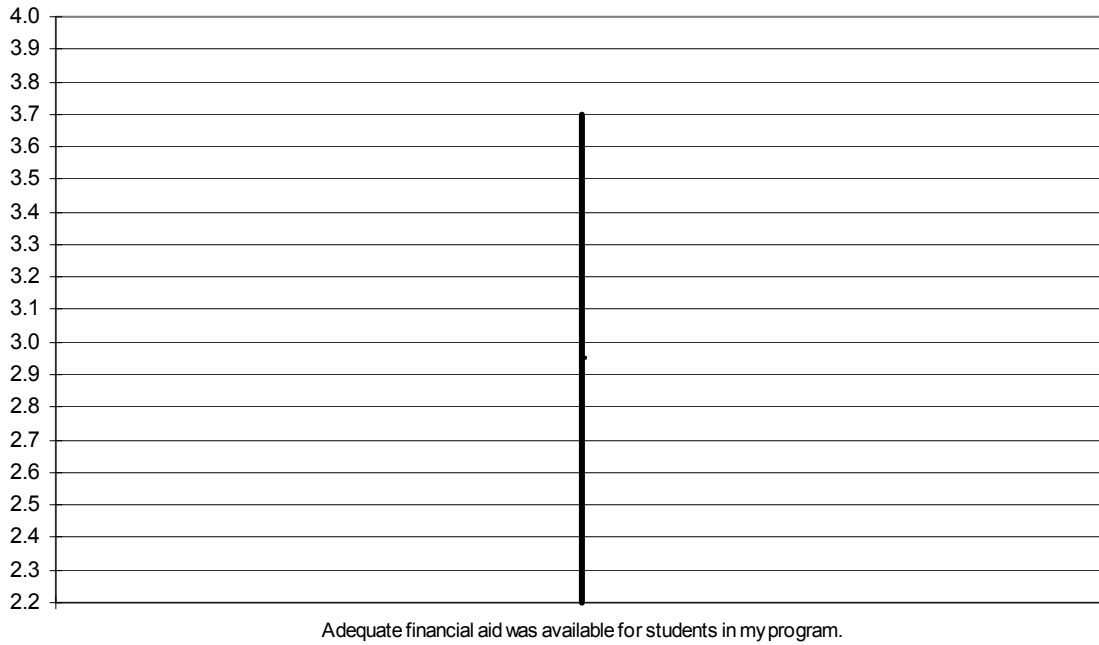
- Adequate financial aid was available for students in my program.

Low importance:

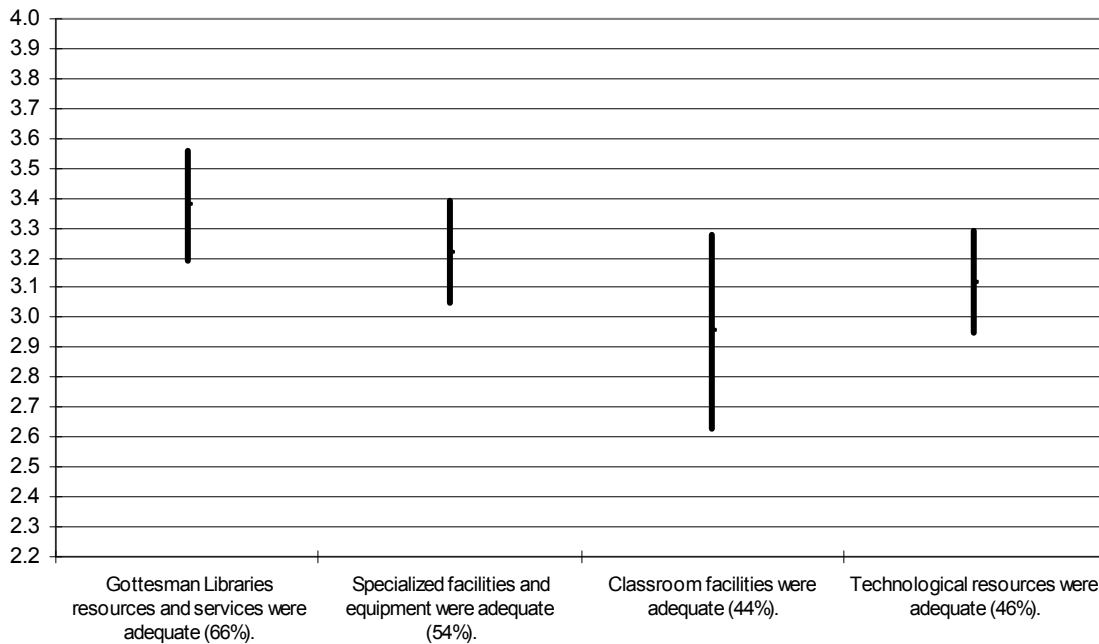
- Classroom facilities were adequate.

There were no statements with the performance gaps of 0.2 or smaller in the resource area.

Resources: Importance-Agreement Gap 2009
(High Importance Statement)



Resources: Importance-Agreement Gap 2009
(Medium and Low Importance Statements)



APPENDIX A: MEANS AND FREQUENCIES

Academic Programs

Importance Scale

Statement	2007						2008						2009					
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N
		1	2	3	4			1	2	3	4			1	2	3	4	
32) My program had a clear philosophy.	3.6	3.0	9.8	35.3	51.8	498	3.3	2.7	14.3	30.0	53.0	300	3.3	7.5	19.9	30.8	41.8	509
33) My program had clear requirements.	3.6	1.2	5.0	27.8	66.1	504	3.6	1.9	3.8	31.7	62.6	265	3.6	6.9	13.2	29.0	51.0	508
35) My program provided a well-integrated set of courses.	3.6	1.4	3.8	29.7	65.1	502	3.6	1.9	3.8	30.8	63.5	266	3.6	7.3	21.8	39.5	31.4	509
36) Required courses were not repetitive.	3.5	1.2	4.4	34.7	59.8	502	3.5	2.9	4.7	28.3	64.1	276	3.5	17.8	18.8	31.8	31.4	508
1) A good variety of courses was offered by my program.	3.6	2.0	4.0	22.1	71.9	502	3.6	2.0	7.1	20.6	70.4	253	3.6	6.2	24.7	47.3	21.8	514
2) Courses were offered frequently enough that I was able to complete my degree requirements as planned.	3.8	1.4	2.4	14.6	81.3	493	3.6	2.8	3.5	20.9	72.8	254	3.7	5.9	17.4	39.1	37.7	503
3) I had the flexibility to choose courses based on my academic interests.	3.5	2.5	6.2	30.7	60.7	486	3.5	3.0	4.1	29.6	63.3	270	3.6	13.8	27.7	34.5	24.0	496
4) Course content provided me with a solid theoretical background in my discipline.	3.6	1.4	5.7	26	66.9	507	3.5	3.1	7.7	27.2	62.1	261	3.6	5.5	11.9	37.5	45.1	516
6) Required courses were academically rigorous.	3.4	1.8	9.3	39.6	49.3	505	3.4	1.1	9.5	39.8	49.6	284	3.4	6.1	17.3	36.7	39.9	515
5) Course content was applicable to my anticipated work in the field.	3.8	0.4	2.2	17	80.4	506	3.7	0.8	2.0	19.4	77.7	247	3.7	6.0	18.6	37.8	37.6	513
34) Program requirements were relevant to my anticipated work in the field.	3.7	0.6	3.6	22.8	72.9	499	3.7	2.4	2.4	22	73.2	254	3.7	7.6	16.3	37.9	38.1	508
59) My internship experience contributed to my academic development.	3.8	1.7	2.8	10.5	85.0	236	3.7	2.9	2.9	12.3	81.9	138	3.8	3.8	7.2	18.3	70.7	286
64) My internship/field placement site was conducive to my learning and professional	3.8	1.8	3.2	8.8	86.3	239	3.7	2.9	2.9	15.7	78.6	140	3.8	5.5	8.3	23.4	62.8	283

Statement	2007						2008						2009					
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N
		1	2	3	4			1	2	3	4			1	2	3	4	
development.																		
60) I got to apply what I learned in my courses to real-life situations during my internship.	3.8	1.0	2.8	12.5	83.6	236	3.7	2.2	3.6	14.5	79.7	138	3.8	6.2	12.7	28.8	52.4	287
61) I got to practice a variety of professional skills during my internship.	3.8	1.1	3.2	12.3	83.5	238	3.7	2.8	0.7	17	79.4	141	3.8	5.1	9.9	22.6	62.3	285
65) I had opportunities to use relevant technologies during internship.	3.2	6.6	14.8	30.5	48	267	3.2	9.1	10.3	33.3	47.3	165	3.3	10.1	22.0	34.0	34.0	268
62) My supervisor(s) guided me during my internship.	3.7	2.5	3.9	18.4	75.3	240	3.6	3.4	4.7	20.1	71.8	149	3.6	10.7	15.5	30.6	43.3	286
63) My supervisor(s) regularly evaluated my performance during internship.	3.5	3.5	6.4	21.6	68.4	241	3.5	3.2	7.1	23.4	66.2	154	3.6	10.7	15.8	25.8	47.8	284

Agreement Scale

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
32) My program had a clear philosophy.	3	8.6	19.2	34.7	37.5	501	3.1	4.8	17.9	38.1	39.1	312	3.1	7.5	19.9	30.8	41.8	517
33) My program had clear requirements.	3.2	6.7	13.2	32.4	47.7	509	3.3	3.1	13.4	37.1	46.4	291	3.2	6.9	13.2	29.0	51.0	524
35) My program provided a well-integrated set of courses.	2.9	6.5	23	42.6	27.9	509	3.1	3.5	19.1	40.8	36.6	314	3.0	7.3	21.8	39.5	31.4	522
36) Required courses were not repetitive.	2.8	15.6	22.7	31.2	30.4	506	2.9	10.3	19.1	37.3	33.2	319	2.9	17.8	18.8	31.8	31.4	522
1) A good variety of courses was offered by my program.	2.8	7.2	29.7	43	20.1	502	3.0	4.5	21.1	45.2	29.2	336	2.9	6.2	24.7	47.3	21.8	518
2) Courses were offered frequently enough that I was able to complete my degree requirements as planned.	3.0	8.8	18.7	37.3	35.2	491	3.1	7.0	15.6	36.5	41.0	315	3.1	5.9	17.4	39.1	37.7	512
3) I had the flexibility to choose courses based on my academic interests.	2.7	10.6	33.4	36.1	19.8	479	2.8	9.0	28.4	32.3	30.2	334	2.7	13.8	27.7	34.5	24.0	501

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
4) Course content provided me with a solid theoretical background in my discipline.	3.3	3.1	13.4	37.7	45.7	514	3.4	2.0	11.2	35.2	51.6	304	3.2	5.5	11.9	37.5	45.1	523
6) Required courses were academically rigorous.	3.1	6.3	14.5	41.8	37.5	512	3.3	2.2	15.9	34.7	47.1	314	3.1	6.1	17.3	36.7	39.9	521
5) Course content was applicable to my anticipated work in the field.	3.1	4.1	17.8	41.2	36.9	510	3.2	2.2	16.7	35.8	45.3	318	3.1	6.0	18.6	37.8	37.6	516
34) Program requirements were relevant to my anticipated work in the field.	3.1	4.4	19.6	38.5	37.5	504	3.2	2.5	17.6	38.2	41.7	319	3.1	7.6	16.3	37.9	38.1	514
59) My internship experience contributed to my academic development.	3.5	5.5	7.9	22.1	64.5	233	3.4	5.3	14.5	25.6	54.7	163	3.6	3.8	7.2	18.3	70.7	290
64) My internship/field placement site was conducive to my learning and professional development.	3.4	4.9	9.2	27.9	58.0	240	3.4	5.5	7.9	30.5	56.1	164	3.4	5.5	8.3	23.4	62.8	290
60) I got to apply what I learned in my courses to real-life situations during my internship.	3.3	5.2	14.9	26.7	53.1	235	3.2	5.3	14.5	25.6	54.7	172	3.3	6.2	12.7	28.8	52.4	292
61) I got to practice a variety of professional skills during my internship.	3.4	4.2	15.4	21.0	59.4	237	3.4	5.9	10.1	25.4	58.6	169	3.4	5.1	9.9	22.6	62.3	292
65) I had opportunities to use relevant technologies during internship.	2.7	17.6	22.7	29.0	30.6	268	2.9	14.4	16.1	33.9	35.6	174	2.9	10.1	22.0	34.0	34.0	268
62) My supervisor(s) guided me during my internship.	3.0	15.2	15.2	28.4	41.1	241	3.1	7.3	16.9	31.5	44.4	178	3.1	10.7	15.5	30.6	43.3	291
63) My supervisor(s) regularly evaluated my performance during internship.	3.0	15.7	7.9	24.6	41.8	243	3.1	5.5	21.0	28.7	44.8	193	3.1	10.7	15.8	25.8	47.8	291

Academic Advising and Student Support Services

Importance Scale

Statement	2007				2008				2009			
	Mean	Scarcely Important	Very Important	N	Mean	Scarcely Important	Very Important	N	Mean	Scarcely Important	Very Important	N

		1	2	3	4			1	2	3	4			1	2	3	4	
42) My program provided good academic advisement.	3.7	1.4	3.2	20.8	74.6	496	3.6	3.2	4.0	20.6	72.2	248	3.7	1.0	2.9	21.8	74.3	509
39) I received accurate information about program and degree requirements.	3.7	0.8	1.6	20.4	77.2	504	3.7	1.2	2.8	26.0	69.9	246	3.7	0.8	3.4	21.1	74.8	507
40) Program and degree requirements were clearly explained to me.	3.7	1.6	2.0	20.9	75.5	503	3.7	1.5	3.4	20.6	74.4	262	3.7	1.4	3.7	23.9	71.0	510
41) I knew what I had to do to meet program and degree requirements.	3.8	0.6	1.8	16.9	80.8	504	3.7	1.6	2.4	21.9	74.1	251	3.7	0.8	2.3	20.5	76.3	511
43) My academic advisor was knowledgeable about program requirements.	3.7	1.2	2.4	18.5	77.9	493	3.6	4.4	2.8	21.1	71.7	251	3.7	1.0	2.2	21.0	75.8	504
44) My academic advisor was approachable.	3.8	1.2	2.4	13.2	83.2	494	3.7	3.3	2.9	19.2	74.5	239	3.7	0.6	1.8	20.6	77.0	505
45) My academic advisor helped me to complete my program as planned.	3.7	1.8	4.3	18.4	75.5	494	3.5	5.3	5.7	23.7	65.3	245	3.7	1.4	3.8	21.0	73.7	499
37) My program monitored my progress towards my degree.	3.4	2.8	10.3	31.1	55.8	495	3.4	2.8	9.5	34.9	52.8	284	3.4	3.6	11.5	30.6	54.3	503
38) My program regularly assessed my professional knowledge and skills.	3.3	2.4	13.1	39.0	45.5	497	3.2	4.9	12.9	35.9	46.3	287	3.3	3.2	12.5	38.8	45.5	503
55) Student support services and staff were helpful.	3.6	1.6	4.0	29.7	64.7	498	3.6	1.9	3.0	32.0	63.2	269	3.6	2.2	2.6	28.3	67.0	509

Agreement Scale

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
42) My program provided good academic advisement.	2.7	20.2	20.0	33.5	26.3	496	2.8	12.4	27.3	29.8	30.5	315	2.7	20.1	23.0	27.8	29.1	522
39) I received accurate information about program and degree requirements.	3.0	13.3	16.1	33.1	37.5	504	3.0	9.1	14.8	38.7	37.4	297	2.9	11.5	21.8	30.5	36.2	522
40) Program and degree requirements were clearly explained to me.	2.9	14.4	21.7	29.2	35	503	3.0	9.2	20.7	36.2	33.9	304	2.8	13.0	24.8	30.7	31.5	524
41) I knew what I had to do to meet program and degree requirements.	3.2	6.9	15.5	30.8	46.9	504	3.2	5.2	15.6	38.1	41.2	289	3.1	7.8	21.1	27.6	43.4	525

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
43) My academic advisor was knowledgeable about program requirements.	3.1	11.6	14.1	27.1	47.3	493	3.1	11.3	14.5	32.5	41.7	283	3.0	13.7	13.7	29.9	42.8	505
44) My academic advisor was approachable.	3.2	11.4	9.5	25.8	53.3	494	3.2	8.0	13.1	27.7	51.1	274	3.2	12.7	10.9	22.5	53.9	512
45) My academic advisor helped me to complete my program as planned.	3.0	16.4	13.5	26.8	43.4	494	3.0	12.3	18.5	31.2	38.0	276	2.9	18.2	15.2	23.2	43.5	501
37) My program monitored my progress towards my degree.	2.5	23.5	26.1	25.5	24.9	498	2.6	16.8	29.8	29.2	24.1	315	2.5	24.5	25.2	27.8	22.5	507
38) My program regularly assessed my professional knowledge and skills.	2.6	14.6	28.0	37.8	19.6	500	2.9	8.4	25.1	40.2	26.3	323	2.6	16.0	27.9	32.2	23.9	506
55) Student support services and staff were helpful.	2.6	17.2	24.6	36.3	22.0	501	3.0	5.0	22.1	41.1	31.8	321	2.7	14.5	23.7	35.9	25.9	518

Learning Environment

Importance Scale

Statement	2007						2008						2009					
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N
		1	2	3	4			1	2	3	4			1	2	3	4	
20) My program faculty were accessible to students outside the classroom.	3.6	1.2	5.4	30.6	62.9	504	3.6	1.9	4.9	28.5	64.8	267	3.5	1.2	7.0	29.5	62.2	511
21) My program faculty cared about professional welfare and development of students.	3.7	0.8	3.2	25.0	71.0	504	3.7	1.6	3.2	24.3	70.9	251	3.7	1.0	4.7	22.7	71.6	507
19) There was good communication between faculty and students regarding student needs, concerns, and suggestions.	3.6	0.6	2.8	30.5	66.1	501	3.6	2.0	1.6	30.5	66.0	256	3.6	0.6	4.1	28.4	66.7	511
26) My program was receptive to student input regarding curriculum or program improvement.	3.5	3.4	11.8	39.6	45.2	498	3.5	2.5	6.1	35	56.3	277	3.4	2.4	9.4	31.2	56.9	490
17) My program faculty were	3.8	1.2	1.8	14	83	507	3.7	1.3	1.8	19.3	77.6	244	3.8	1.4	1.2	15.8	81.6	512

Statement	2007						2008						2009						
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	
		1	2	3	4			1	2	3	4			1	2	3	4		
scholarly and professionally competent.																			
30) My fellow students demonstrated high academic abilities.	3.4	2.6	6.8	34.8	55.8	500	3.5	1.9	7.6	28.9	61.6	263	3.5	1.6	7.5	32.9	58.0	510	
25) My program was an intellectually stimulating place.	3.8	0.8	0.6	16.4	82.2	507	3.7	1.7	2.6	18.3	77.4	235	3.8	1.0	1.4	16.1	81.6	515	
24) My program faculty were open to discuss different scholarly points of view.	3.6	1.4	2.0	29.5	67.1	502	3.5	3.1	2.7	33.6	60.5	256	3.6	0.4	4.1	28.6	66.9	511	
27) My program encouraged collaboration with faculty and/or other students.	3.3	2.2	11.0	35.5	51.2	498	3.2	3.5	12.2	42.0	43.0	286	3.2	4.0	13.9	38.9	43.3	504	
28) Students supported each other to meet the academic demands of my program.	3.4	2.2	11.0	35.5	51.2	498	3.5	2.1	6.8	33.6	57.5	280	3.4	2.6	10.5	33.7	53.3	505	
29) There was a sense of community in my program.	3.4	2.8	9.3	31.9	56.0	504	3.5	1.8	5.3	29.8	63.1	282	3.4	3.2	8.7	34.6	53.6	506	
46) Faculty in my program reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	3.3	6	13.7	28.4	51.9	497	3.2	6.8	14.7	35.3	43.2	278	3.2	7.2	13.9	31.1	47.8	502	
47) The student body reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	3.3	4.8	11.8	30.3	53.1	501	3.3	6.3	11.8	32.5	49.4	271	3.3	6.0	10.5	31.9	51.6	504	
48) My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.	3.7	1.8	2.2	15.7	80.3	502	3.6	5.8	3.3	17.7	73.3	243	3.7	2.0	3.5	18.9	75.6	509	
49) Students of diverse backgrounds and different experiences were encouraged to participate in class.	3.5	2.4	5.8	26.5	65.3	498	3.5	4.3	7.0	27.5	61.2	258	3.6	2.6	6.4	22.2	68.8	500	

Statement	2007						2008						2009					
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N
		1	2	3	4			1	2	3	4			1	2	3	4	
22) My program faculty treated students with respect.	3.8	0.8	1.2	17.0	81.0	506	3.7	0.9	2.6	17.9	78.7	235	3.8	0.8	1.8	16.5	80.9	514
23) My program faculty treated all students fairly.	3.8	0.8	2.2	18.0	79.0	505	3.7	2.9	0.8	17.6	78.6	238	3.8	1.0	1.6	18.7	78.8	514
16) My program faculty were fair and unbiased in assessing/grading student work.	3.7	1.0	3.6	21.0	74.4	505	3.7	1.2	2.0	18.9	77.9	244	3.7	1.2	4.1	19.5	75.3	514

Agreement Scale

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
20) My program faculty were accessible to students outside the classroom.	3.0	6.7	19.1	38.3	35.9	507	3.3	3.8	12.5	37.7	46	313	3.1	7.2	16.5	37.1	39.2	515
21) My program faculty cared about professional welfare and development of students.	3.1	9.3	15.6	35.4	39.7	506	3.2	6.2	14.0	37.1	42.7	307	3.0	11.7	17.7	31.6	39.0	513
19) There was good communication between faculty and students regarding student needs, concerns, and suggestions.	2.9	10.1	23.7	36.7	29.6	507	3.0	8.0	17.0	40.1	34.9	324	2.8	13.5	22.5	35.5	28.5	519
26) My program was receptive to student input regarding curriculum or program improvement.	2.7	14.5	24.5	35.5	25.5	470	2.9	11.1	22.8	35.6	30.5	298	2.7	18.3	26.1	28.2	27.4	464
17) My program faculty were scholarly and professionally competent.	3.4	2.9	7.6	31.2	58.3	513	3.5	0.7	8.1	33.5	57.7	244	3.4	3.1	10.3	27.7	59.0	524
30) My fellow students demonstrated high academic abilities.	3.2	3.9	15.0	39.2	41.9	508	3.3	2.3	13.4	36.1	48.2	299	3.2	4.2	13.3	40.8	41.7	520
25) My program was an intellectually stimulating place.	3.3	5.1	11.2	32.1	51.7	511	3.3	2.7	13.1	33.0	51.2	291	3.3	5.6	12.3	31.5	50.7	521
24) My program faculty were open to discuss different	3.2	6.4	12.5	43.8	46.3	503	3.3	2.7	12.2	39.5	45.6	294	3.2	5.4	11.7	36.8	46.1	514

Statement	2007					2008					2009								
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	
		1	2	3	4			1	2	3	4			1	2	3	4		
scholarly points of view.																			
27) My program encouraged collaboration with faculty and/or other students.	3.0	9.4	19.7	35.1	35.9	502	3.1	3.9	19.1	44.3	32.7	309	2.9	8.8	23.0	35.5	32.6	512	
28) Students supported each other to meet the academic demands of my program.	3.3	4.0	11.9	37.2	46.9	505	3.3	4.8	11.9	30.4	52.9	293	3.3	4.1	12.2	35.3	48.4	516	
29) There was a sense of community in my program.	3.0	11.0	17.8	33.1	38	510	3.0	7.4	21.3	32.6	38.7	310	3.0	11.3	19.0	31.5	38.1	520	
46) Faculty in my program reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	2.8	16.3	20.9	27.9	34.9	498	2.9	7.8	23.9	36.9	31.4	309	2.9	14.7	19.1	30.3	36.0	509	
47) The student body reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	3.1	7.7	18.0	32.2	42.1	506	3.2	6.8	16.6	31.9	44.7	295	3.1	8.3	15.4	32.4	43.9	519	
48) My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.	3.6	3.0	5.5	21.9	69.2	494	3.4	8.0	6.5	19.4	66.2	263	3.5	3.0	9.1	24.5	63.4	503	
49) Students of diverse backgrounds and different experiences were encouraged to participate in class.	3.5	3.0	8.7	26.9	61.4	495	3.5	4.3	6.1	27.7	61.9	278	3.5	2.0	8.3	27.0	62.7	504	
22) My program faculty treated students with respect.	3.5	3.7	7.4	28.4	60.5	511	3.5	1.8	7.2	30.2	60.8	278	3.4	3.8	8.2	31.2	56.7	522	
23) My program faculty treated all students fairly.	3.3	5.0	10.0	33.3	51.7	501	3.3	4.7	10.5	31.2	53.6	276	3.3	5.0	11.7	30.9	52.4	515	
16) My program faculty were fair and unbiased in assessing/grading student work.	3.3	3.6	10.5	33.8	52.1	503	3.5	2.2	8.4	32.0	57.5	275	3.4	4.4	8.1	30.9	56.6	518	

Instruction

Importance Scale

Statement	2007						2008						2009					
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N
		1	2	3	4			1	2	3	4			1	2	3	4	
7) My program faculty had teaching styles that responded to my learning style and goals.	3.5	1.2	6.5	32.4	59.9	509	3.5	0.4	6.2	34.3	59.1	274	3.5	2.1	5.5	32.2	60.2	513
8) My program faculty used appropriate class activities and assignments to help me learn.	3.6	0.8	4.5	32.3	62.4	508	3.5	0.4	8.1	32.2	59.3	258	3.5	1.4	5.8	30.9	61.9	514
13) My program faculty gave me helpful feedback on assignments.	3.7	1.0	2.6	23.5	73	507	3.6	1.2	5.1	28.2	65.5	255	3.7	1.0	3.3	24.4	71.3	512
14) My program faculty gave me timely feedback on assignments.	3.5	1.8	6.3	34.4	57.5	506	3.5	2.2	6.5	30.6	60.8	278	3.5	2.7	7.0	32.7	57.5	513
15) My program faculty used a variety of assessment methods (e.g., exams, papers, projects) to evaluate my performance.	3.2	3.2	13.7	38.2	44.9	503	3.3	2.7	11.9	37.5	47.8	293	3.2	4.9	15.0	34.8	45.3	512
9) My program faculty used hands-on activities in their classes.	3.2	4.4	17.2	34.5	43.9	501	3.3	3.6	17.0	30.4	49.0	306	3.2	8.3	13.6	32.6	45.6	509
18) My program faculty used technology in their courses.	2.7	11.8	28.6	36.0	23.6	500	3.0	5.4	21.9	44.1	28.6	315	2.8	12.1	24.3	37.6	26.0	511
10) Class activities/assignments encouraged reflection and critical thinking.	3.6	1.4	4.3	27.2	67.1	507	3.6	0.0	4.8	30.1	65.1	272	3.6	1.9	4.7	29.7	63.7	515
11) Class activities/assignments encouraged teamwork and collaboration.	3.0	8.7	16.2	38.3	36.9	507	3.1	4.7	19.4	35.7	40.1	319	2.9	10.5	23.0	33.3	33.3	514
12) Class activities/assignments allowed me to practice my research skills.	3.1	6	17.7	32.9	43.4	502	3.1	4.0	18.9	37.7	39.4	302	3.1	8.4	15.9	36.3	39.4	510
50) My program helped me to develop the ability to accept people with different	3.5	3.6	7.7	24.1	64.6	478	3.3	7.7	7.3	28.0	57.1	261	3.5	4.0	6.1	27.7	62.3	477

Statement	2007						2008						2009						
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	
		1	2	3	4			1	2	3	4			1	2	3	4		
values and beliefs.																			
51) My program prepared me to work with diverse children and/or adults.	3.5	2.9	6.9	23.9	66.3	481	3.4	6.9	6.9	23.8	62.5	261	3.5	2.9	8.1	22.6	66.4	482	
31) My program provided opportunities to use technology that could be applied in a professional context.	3.1	5.9	17.3	40.1	36.7	491	3.2	6.0	13.7	36.3	44.0	300	3.1	7.8	16.5	36.1	39.6	498	
65) I had opportunities to use relevant technologies during internship.	3.2	6.6	14.8	30.5	48.0	256	3.2	9.1	10.3	33.3	47.3	165	3.3	5.6	10.4	32.5	51.5	268	

Agreement Scale

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
7) My program faculty had teaching styles that responded to my learning style and goals.	3.0	6.5	18.4	46	29.2	511	3.2	2.5	15.6	42.4	39.6	321	3.0	8.1	18.8	42.3	30.8	520
8) My program faculty used appropriate class activities and assignments to help me learn.	3.1	3.9	16.3	47.6	32.2	510	3.3	1.6	11.9	43.4	43.1	311	3.1	3.6	18.4	42.8	35.1	521
13) My program faculty gave me helpful feedback on assignments.	3.0	6.5	21.3	40.7	31.5	511	3.2	3.5	16.3	41.9	38.3	313	3.0	7.5	19.5	41.8	31.2	522
14) My program faculty gave me timely feedback on assignments.	3.1	5.5	16	42.2	36.3	512	3.2	3.9	8.4	48.1	39.7	310	3.1	7.1	15.9	36.4	40.6	522
15) My program faculty used a variety of assessment methods (e.g., exams, papers, projects) to evaluate my performance.	3.1	4.7	16.2	39.3	39.8	512	3.3	1.3	12.1	40.0	46.6	305	3.2	4.8	13.4	42.9	38.9	522
9) My program faculty used hands-on activities in their classes.	2.9	9.0	21.2	39.9	29.9	501	3.1	3.8	19.0	45.6	31.6	316	2.9	8.3	23.5	37.9	30.4	520
18) My program faculty used technology in their	2.8	6.1	33.7	39.2	21.1	508	3.0	3.1	22.0	42.5	32.4	327	2.9	6.2	25.1	44.6	24.1	518

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
courses.																		
10) Class activities/assignments encouraged reflection and critical thinking.	3.4	2.0	9.2	36.9	52	512	3.5	1.7	6.2	36.3	55.8	292	3.4	3.3	9.2	35.9	51.6	523
11) Class activities/assignments encouraged teamwork and collaboration.	3.3	3.3	10.9	37.1	48.6	512	3.3	1.6	10.2	41.4	46.7	304	3.2	3.3	14.5	40.7	41.5	523
12) Class activities/assignments allowed me to practice my research skills.	3.0	5.5	22.4	36.3	35.9	510	3.2	4.2	17.3	38.1	40.4	312	2.9	8.8	21.7	36.7	32.7	520
50) My program helped me to develop the ability to accept people with different values and beliefs.	3.3	6.1	10.9	33.1	49.9	475	3.2	9.3	9.7	33.7	47.3	279	3.3	8.0	10.3	31.0	50.7	477
51) My program prepared me to work with diverse children and/or adults.	3.1	6.8	18.8	29.3	45.2	485	3.1	8.2	13.3	36.5	42.0	293	3.1	8.8	16.8	29.0	45.4	489
31) My program provided opportunities to use technology that could be applied in a professional context.	2.6	13.1	32.7	31.8	22.4	490	2.8	10.7	23.6	38.7	27.0	326	2.7	13.6	27.9	33.4	25.1	509
65) I had opportunities to use relevant technologies during internship.	2.7	17.6	22.7	29.0	30.6	255	2.9	14.4	16.1	33.9	35.6	174	2.9	10.1	22.0	34.0	34.0	268

Resources

Importance Scale

Statement	2007						2008						2009					
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N
		1	2	3	4			1	2	3	4			1	2	3	4	
52) Gottesman Libraries resources and services were adequate.	3.5	2.0	6.3	27.0	64.6	492	3.5	3.3	6.3	28.1	62.2	270	3.6	2.2	5.2	27.0	65.6	497
53) Specialized facilities and equipment were	3.4	2.3	10.1	33.6	54.0	426	3.2	13.6	6.1	31.2	49.1	279	3.4	3.6	7.2	35.5	53.6	414

Statement	2007						2008						2009					
	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N	Mean	Scarcely Important		Very Important		N
		1	2	3	4			1	2	3	4			1	2	3	4	
adequate (e.g. laboratories or studios; equipment needed for teaching and/or creative work in my field).																		
54) Classroom facilities were adequate.	3.3	2.4	10.7	41.4	45.5	505	3.4	3.0	4.4	39.9	52.7	298	3.3	3.5	8.6	44.0	43.8	511
56) Adequate financial aid was available for students in my program.	3.8	2.1	0.9	13.6	83.4	434	3.4	12.2	5.2	18.3	64.3	230	3.7	3.4	2.7	14.0	79.9	443
57) Technological resources were adequate.	3.3	2.5	11.2	42.7	43.7	483	3.4	4.1	7.9	36.1	51.9	291	3.3	3.9	9.2	41.0	45.9	488

Agreement Scale

Statement	2007						2008						2009					
	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N	Mean	Disagree Strongly		Agree Strongly		N
		1	2	3	4			1	2	3	4			1	2	3	4	
52) Gottesman Libraries resources and services were adequate.	3.2	5.3	15.4	36.4	42.8	486	3.3	4.3	10.3	40.7	44.7	300	3.2	5.8	12.0	40.2	42.0	502
53) Specialized facilities and equipment were adequate (e.g. laboratories or studios; equipment needed for teaching and/or creative work in my field).	3.0	10.9	18.1	37.2	33.7	403	2.8	18.9	14.8	33.7	32.7	335	3.1	5.3	18.3	42.9	33.6	399
54) Classroom facilities were adequate.	2.4	21.6	29.1	34	15.3	509	2.7	10.4	32.8	34.3	22.4	335	2.6	14.4	28.0	38.0	19.6	521
56) Adequate financial aid was available for students in my program.	2.1	45.0	20.0	17.8	17.3	416	2.2	31.8	29.5	21.6	17.0	305	2.2	40.6	18.6	19.3	21.5	424
57) Technological resources were adequate.	2.9	9.0	20.0	47.3	23.8	491	3.1	6.1	15.1	46.0	32.8	311	3.0	6.9	19.8	44.3	29.0	490

APPENDIX B: PERFORMANCE GAP ANALYSIS

Based on the percent of *very important* ratings, we divided all statements into three groups. High importance statements are those which 70% or more of respondents rated as very important. Medium importance statements are those which 60-69% of respondents rated as very important. Low importance statements are those which less than 60% of respondents rated as very important.

We then compared the importance of each statement with respondents' evaluations of their experience while in the program. The differences between the mean scores on importance and agreement scales (performance gaps) were calculated for each statement.

The performance gap analysis results for 2007, 2008, and 2009 are presented in the tables below. Statements are presented in a descending order of importance, as rated by 2009 graduates.

Academic Programs

High Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
59) My internship experience contributed to my academic development.	0.3	0.3	0.2	85
60) I got to apply what I learned in my courses to real-life situations during my internship.	0.5	0.5	0.5	83
64) My internship/field placement site was conducive to my learning and professional development.	0.4	0.3	0.4	83
61) I got to practice a variety of professional skills during my internship.	0.4	0.3	0.4	82
5) Course content was applicable to my anticipated work in the field.	0.7	0.5	0.7	77
2) Courses were offered frequently enough that I was able to complete my degree requirements as planned.	0.8	0.5	0.6	76
34) Program requirements were relevant to my anticipated work in the field.	0.6	0.5	0.6	73
62) My supervisor(s) guided me during my internship.	0.5	0.5	0.6	73
63) My supervisor(s) regularly evaluated my performance during internship.	0.4	0.4	0.5	70

Medium Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
33) My program had clear requirements.	0.4	0.3	0.4	69
1) A good variety of courses was offered by my program.	0.8	0.6	0.8	69
3) I had the flexibility to choose courses based on my academic interests.	0.3	0.7	0.9	68
4) Course content provided me with a solid theoretical background in my discipline.	0.3	0.1	0.4	66
35) My program provided a well-integrated set of courses.	0.7	0.5	0.6	62

Low Importance

Statement	Gap			% very important
	2007	2008	2009	

				2009
36) Required courses were not repetitive.	0.8	0.6	0.7	59
65) I had opportunities to use relevant technologies during internship.	0.5	0.3	0.4	52
6) Required courses were academically rigorous.	0.3	0.2	0.3	51
32) My program had a clear philosophy.	0.6	0.2	0.3	50

Academic Advising and Student Support Services

High Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
44) My academic advisor was approachable.	0.6	0.5	0.6	77
41) I knew what I had to do to meet program and degree requirements.	0.6	0.5	0.7	76
43) My academic advisor was knowledgeable about program requirements.	0.6	0.5	0.7	76
39) I received accurate information about program and degree requirements.	0.7	0.7	0.8	75
42) My program provided good academic advisement.	1	0.8	1.1	74
45) My academic advisor helped me to complete my program as planned.	0.7	0.5	0.8	74
40) Program and degree requirements were clearly explained to me.	0.8	0.7	0.9	71

Medium Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
55) Student support services and staff were helpful (e.g., Registrar's Office, Financial Aid Office, Student Accounts Office, Office of Doctoral Studies).	1.0	0.6	0.9	67

Low Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
37) My program monitored my progress towards my degree.	0.9	0.8	0.9	54
38) My program regularly assessed my professional knowledge and skills.	0.7	0.3	0.6	46

Learning Environment

High Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
17) My program faculty were scholarly and professionally competent.	0.4	0.2	0.4	82
25) My program was an intellectually stimulating place.	0.5	0.4	0.5	82
22) My program faculty treated students with respect.	0.3	0.2	0.4	81
23) My program faculty treated all students fairly.	0.5	0.4	0.5	79

48) My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.	0.1	0.2	0.2	76
16) My program faculty were fair and unbiased in assessing/grading student work.	0.4	0.2	0.3	75
21) My program faculty cared about professional welfare and development of students.	0.6	0.5	0.6	72

Medium Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
49) Students of diverse backgrounds and different experiences were encouraged to participate in class.	0	0.0*	0.1	69
24) My program faculty were open to discuss different scholarly points of view.	0.4	0.2	0.4	67
19) There was good communication between faculty and students regarding student needs, concerns, and suggestions.	0.7	0.6	0.9	67
20) My program faculty were accessible to students outside the classroom.	0.6	0.3	0.5	62

Low Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
30) My fellow students demonstrated high academic abilities.	0.2	0.2	0.3	58
26) My program was receptive to student input regarding curriculum or program improvement.	0.8	0.6	0.8	57
29) There was a sense of community in my program.	0.4	0.5	0.4	54
28) Students supported each other to meet the academic demands of my program.	0.1	0.2	0.1	53
47) The student body reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	0.2	0.1*	0.2	52
46) Faculty in my program reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	0.5	0.3	0.4	48
27) My program encouraged collaboration with faculty and/or other students.	0.3	0.1	0.3	43

* not statistically significant

Instruction

High Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
13) My program faculty gave me helpful feedback on assignments.	0.7	0.4	0.7	71

Medium Importance

Statement	Gap	% very
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	2007	2008	2009	important 2009
51) My program prepared me to work with diverse children and/or adults.	0.4	0.3	0.4	66
10) Class activities/assignments encouraged reflection and critical thinking.	0.2	0.1	0.2	64
50) My program helped me to develop the ability to accept people with different values and beliefs.	0.2	0.1	0.3	62
8) My program faculty used appropriate class activities and assignments to help me learn.	0.5	0.2	0.5	62
7) My program faculty had teaching styles that responded to my learning style and goals.	0.5	0.3	0.6	60

Low Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
14) My program faculty gave me timely feedback on assignments.	0.4	0.3	0.4	58
9) My program faculty used hands-on activities in their classes.	0.3	0.2	0.3	46
15) My program faculty used a variety of assessment methods (e.g., exams, papers, projects) to evaluate my performance.	0.1	0.0*	0.1	45
12) Class activities/assignments allowed me to practice my research skills.	0.1	-0.1*	0.2	39
11) Class activities/assignments encouraged teamwork and collaboration.	-0.3	-0.2	-0.3	33
18) My program faculty used technology in their courses.	0.1*	0.0*	-0.1	26
31) My program provided opportunities to use technology that could be applied in the professional context.	0.5	0.4	0.4	40
65) I had opportunities to use relevant technologies during internship.	0.5	0.3	.04	52

*not statistically significant

Resources

High Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
56) Adequate financial aid was available for students in my program.	1.7	1.2	1.6	80

Medium Importance

Statement	Gap			% very important 2009
	2007	2008	2009	
52) Gottesman Libraries resources and services were adequate.	0.3	0.2	0.4	66

Low Importance

Statement	Gap			% very important
	2007	2008	2009	

				2009
53) Specialized facilities and equipment were adequate (e.g. laboratories or studios; equipment needed for teaching and/or creative work in my field).	0.4	0.4	0.4	54
57) Technological resources were adequate.	0.4	0.3	0.4	46
54) Classroom facilities were adequate.	0.9	0.7	0.7	44

APPENDIX C: PERFORMANCE GAP SUMMARY TABLE

Importance	PERFORMANCE GAP (Importance mean score – Agreement mean score)		
	Large gaps (0.5 or greater)	Medium gaps (greater than 0.2 and smaller than 0.5)	Small gaps (0.2 or smaller)
High Importance statements (70% or more)	<p>Academic Programs</p> <ul style="list-style-type: none"> • Courses were offered frequently enough that I was able to complete my degree requirements as planned. • Content was applicable to my work. • Program requirements were relevant to my anticipated work in the field. • I got to apply what I learned in my course during my internship. • Supervisor guided me during internship. • Supervisor regularly evaluated my performance during internship. <p>Academic Advising</p> <ul style="list-style-type: none"> • Program provided good academic advising. • I received accurate information. • Requirements were clearly explained. • I knew what to do to meet requirements. • Advisor was approachable. • Advisor was knowledgeable about requirements. • Advisor helped me to complete the program. <p>Learning Environment</p> <ul style="list-style-type: none"> • Program was intellectually stimulating. • Faculty treated all students fairly. • Faculty cared about professional welfare and development of students. <p>Instruction</p> <ul style="list-style-type: none"> • Faculty gave helpful feedback on assignments. <p>Resources</p> <ul style="list-style-type: none"> • Adequate financial aid was available. 	<p>Academic Programs</p> <ul style="list-style-type: none"> • Placement site was conducive to learning. • I got to practice professional skills during my internship. <p>Learning Environment</p> <ul style="list-style-type: none"> • Faculty were scholarly and professionally competent. • Faculty treated students with respect. • Faculty were fair and unbiased in assessing/grading student work. 	<p>Academic Programs</p> <ul style="list-style-type: none"> • Internship contributed to my development. <p>Learning Environment</p> <ul style="list-style-type: none"> • Program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.
Medium importance statements (60-69%)	<p>Academic Programs</p> <ul style="list-style-type: none"> • Program provided a well-integrated set of courses. • I had the flexibility to choose courses. • A good variety of courses was offered. 	<p>Academic Programs</p> <ul style="list-style-type: none"> • Course content provided me with a solid theoretical background. • Program had clear requirements. 	<p>Learning Environment</p> <ul style="list-style-type: none"> • Students of diverse backgrounds... were encouraged to participate in

	<p>Academic Advising</p> <ul style="list-style-type: none"> • Student support services and staff were helpful. <p>Learning Environment</p> <ul style="list-style-type: none"> • There was good communication between faculty and students ... • Faculty were accessible to students. <p>Instruction</p> <ul style="list-style-type: none"> • Faculty used appropriate activities and assignments. • Faculty teaching styles responded to my learning style and goals. 	<p>Learning Environment</p> <ul style="list-style-type: none"> • Faculty were open to discuss different scholarly points of view. <p>Instruction</p> <ul style="list-style-type: none"> • Program helped me to develop the ability to accept people with different values and beliefs. • Program prepared me to work with diverse children and/or adults. <p>Resources</p> <ul style="list-style-type: none"> • Library resources and services were adequate. 	<p>class.</p> <p>Instruction</p> <ul style="list-style-type: none"> • Class activities encouraged reflection and critical thinking.
<p>Low importance statements (less than 60%)</p>	<p>Academic Programs</p> <ul style="list-style-type: none"> • Courses were not repetitive. <p>Academic Advising</p> <ul style="list-style-type: none"> • Program monitored my progress. • Program regularly assessed my professional knowledge and skills. <p>Learning Environment</p> <ul style="list-style-type: none"> • Program was receptive to student input. <p>Resources</p> <ul style="list-style-type: none"> • Classroom facilities were adequate. 	<p>Academic Programs</p> <ul style="list-style-type: none"> • I had opportunities to use technology during my internship. • Program had a clear philosophy. • Required courses were rigorous. <p>Learning Environment</p> <ul style="list-style-type: none"> • There was a sense of community in my program. • Fellow students demonstrated high academic abilities. • Program encouraged collaboration. • Faculty reflected a diversity of backgrounds and experiences. <p>Instruction</p> <ul style="list-style-type: none"> • Faculty gave timely feedback. • Faculty used hands-on activities. • Program provided opportunities to use technology. • I had opportunities to use technologies during internship. <p>Resources</p> <ul style="list-style-type: none"> • Specialized facilities and equipment were adequate. • Technological resources were adequate. 	<p>Learning Environment</p> <ul style="list-style-type: none"> • Students supported each other. • Students reflected a diversity of backgrounds and experiences. <p>Instruction</p> <ul style="list-style-type: none"> • Faculty used a variety of assessment methods. • Faculty used technology. • Class activities allowed me to practice my research skills. • Class activities encouraged teamwork and collaboration.

APPENDIX D: COUNT OF OPEN-ENDED COMMENTS

Code	Strengths	Weaknesses
Academic Program		
Program Philosophy/Focus	61	21
Design and Requirements	35	52
Repetitive Courses	1	34
Academic Rigor	24	27
Course Variety and Availability	20	48
Flexibility to Choose Courses	34	22
Practical Value	42	77
Internship	51	35
Academic Advising		
Academic Advising	16	109
Career Guidance	0	32
Student Support Services	0	15
Learning Environments		
Faculty Dispositions Towards Students	58	55
Receptivity to Student Input	1	9
Faculty Expertise	71	8
Faculty Experience	15	11
Student Qualities	54	16
Open Discussion	7	14
Sense of Community	37	46
Opportunities for Networking	7	4
Faculty Diversity	12	9
Student Diversity	32	6
Discrimination	2	9
Unequal Treatment	0	18
Instruction		
Faculty Teaching Skills	10	29
Assessment Practices	4	18
Learning Activities/ Assignments	9	17
Critical Thinking and Reflection	13	2
Teamwork	10	8
Research skills	12	7
Diversity skills	6	1
Technology skills	2	7
Resources		
Financial Aid	0	51
Library	1	7
Technological Resources	2	16
Facilities and Space	0	29
Class Size	7	19
Instructional Personnel	1	17

APPENDIX E: CHARACTERISTICS OF RESPONDENTS

Department	N			%		
	2007	2008	2009	2007	2008	2009
Arts & Humanities	87	63	104	17.4%	17.4%	21.6%
Biobehavioral Sciences	14	16	21	2.8%	4.4%	4.4%
Counseling & Clinical Psychology	56	48	58	11.2%	13.3%	12.1%
Curriculum & Teaching	50	33	51	9.8%	9.1%	10.6%
Health & Behavior Studies	61	38	47	12.2%	10.5%	9.8%
Human Development	25	18	21	5.0%	4.9%	4.4%
International & Transcultural Studies	47	37	37	9.4%	10.2%	7.7%
Mathematics, Science & Technology	43	37	55	8.6%	10.2%	11.4%
Organization & Leadership	115	72	87	23.0%	19.9%	18.1%
Interdisciplinary Studies	1	0	0	0.2%	0.0%	0.0%
Number of respondents with known department	499	362	481	100.0%	100.0%	100.0%
Number of respondents with unknown department	24	11	49			
Total number of respondents	523	373	530			
Programs by Department						
Arts & Humanities:						
Applied Linguistics	9	4	3	1.8%	1.1%	0.6%
Art and Art Education	10	9	12	2.0%	2.5%	2.5%
Arts Administration	5	8	12	1.0%	2.3%	2.5%
Dance and Dance Education	0	0	1	0.0%	0.0%	0.2%
History and Education	0	1	0	0.0%	0.3%	0.0%
Music and Music Education	17	13	14	3.5%	3.7%	3.0%
Philosophy and Education	2	0	6	0.4%	0.0%	1.3%
Religion and Education	0	0	0	0.0%	0.0%	0.0%
Teaching of English	18	15	21	3.7%	4.2%	4.4%
Teaching of Social Studies	11	8	18	2.2%	2.3%	3.8%
Teaching of Spanish	0	0	0	0.0%	0.0%	0.0%
TESOL	13	5	14	2.6%	1.4%	3.0%
Biobehavioral Sciences:						
Movement Science and Education	4	2	4	0.8%	0.6%	0.8%
Neuroscience and Education	1	4	3	0.2%	1.1%	0.6%
Physical Education	1	1	1	0.2%	0.3%	0.2%
Speech & Language Pathology	5	9	11	1.0%	2.5%	2.3%
Counseling & Clinical Psychology:						
Clinical Psychology	7	12	8	1.4%	3.4%	1.7%
Counseling Psychology	30	24	38	6.1%	6.8%	8.1%
Psychology in Education	17	12	12	3.5%	3.4%	2.5%
Curriculum & Teaching:						
Curriculum and Teaching	14	4	8	2.9%	1.1%	1.7%
dis/Abilities Studies in Education	2	0	0	0.4%	0.0%	0.0%
Early Childhood Education	7	2	4	1.4%	0.6%	0.8%
Early Childhood/Special Education	2	3	5	0.4%	0.8%	1.1%
Elementary Inclusive Education	18	11	19	3.7%	3.1%	4.0%
Gifted Education	2	0	4	0.4%	0.0%	0.8%

	N			%		
	2007	2008	2009	2007	2008	2009
Learning Disabilities	2	2	0	0.4%	0.6%	0.0%
Literacy Specialist	2	8	10	0.4%	2.3%	2.1%
Health & Behavior Studies:						
Administration/Supervision of Special Education Programs	2	0	4	0.4%	0.0%	0.8%
Applied Behavior Analysis	4	3	1	0.8%	0.8%	0.2%
Blind & Visual Impairment	0	0	1	0.0%	0.0%	0.2%
Cross-Categorical Studies	0	0	0	0.0%	0.0%	0.0%
Deaf & Hard of Hearing	4	0	0	0.8%	0.0%	0.0%
Guidance & Rehabilitation	0	0	0	0.0%	0.0%	0.0%
Health Education	13	5	9	2.6%	1.4%	1.9%
Instructional Practice in Special Education	1	0	0	0.2%	0.0%	0.0%
Intellectual Disability/Autism	2	0	6	0.4%	0.0%	1.3%
Nursing Education Professorial Role	1	0	1	0.2%	0.0%	0.2%
Nutrition	12	11	9	2.4%	3.1%	1.9%
Physical Disabilities	0	0	0	0.0%	0.0%	0.0%
Reading Specialist	10	5	5	2.0%	1.4%	1.1%
Research in Special Education	0	0	0	0.0%	0.0%	0.0%
School Psychology	12	13	6	2.4%	0.3%	1.3%
Teaching ASL as a Foreign Language	3	0	5	0.6%	0.0%	1.1%
Human Development:						
Applied Statistics	0	1	0	0.0%	0.3%	0.0%
Cognitive Studies in Education	6	8	6	1.2%	2.3%	1.3%
Developmental Psychology	9	5	10	1.8%	1.4%	2.1%
Measurement and Evaluation	4	1	2	0.8%	0.3%	0.4%
Sociology and Education	6	2	3	1.2%	0.6%	0.6%
Interdisciplinary Studies						
Interdisciplinary Studies Education	1	0	0	0.2%	0.0%	0.0%
International & Transcultural Studies:						
Anthropology and Education	4	3	5	0.8%	0.8%	1.1%
Applied Anthropology (w/GSAS)	1	0	0	0.2%	0.0%	0.0%
Bilingual/Bicultural Education	12	6	6	2.4%	1.7%	1.3%
Comparative & International Education	4	3	1	0.8%	0.8%	0.2%
Economics and Education	0	3	6	0.0%	0.8%	1.3%
International Educational Development	22	21	19	4.5%	5.9%	4.0%
Mathematics, Science & Technology:						
Communication, Computing, and Technology in Education	13	16	20	0.2%	4.5%	4.2%
Mathematics Education	19	10	24	3.9%	2.8%	5.1%
Science Education	10	10	10	2.0%	2.8%	2.1%
Organization & Leadership:						
Adult & Continuing Education	0	0	0	0.0%	0.0%	0.0%
Adult Education Guided Intensive Study (AEGIS)	3	1	2	0.6%	0.3%	0.4%
Adult Learning & Leadership	2	4	7	0.4%	1.1%	1.5%
Education Leadership	50	22	29	10.2%	6.2%	6.1%
Higher & Postsecondary Education	20	11	9	4.1%	3.1%	1.9%

	N			%		
	2007	2008	2009	2007	2008	2009
Nurse Executive	1	5	4	0.2%	1.4%	0.8%
Politics and Education	1	4	4	0.2%	1.1%	0.8%
Social-Organizational Psychology	39	21	30	7.9%	5.9%	6.4%
Number of Respondents with known program	491	353	472	100.0%	100.0%	100.0%
Number of Respondents with unknown program	32	20	58			
Total number of respondents	523	373	530			
Type of Program						
Teacher education ³⁰	194	142	206	39.5	40.8	38.9
Non-teacher education	297	206	266	60.5	59.2	50.2
Total number of respondents	491	348	472	100%	100%	100%
Missing	32	25	58			
Total	523	373	530			
Degree						
Master of Arts or Science	356	277	340	71.2	77.5	71.8
Master of Education	96	50	75	19.2	14	15.8
Doctor of Education	27	13	34	5.4	3.6	7.2
Doctor of Philosophy	21	17	25	4.2	4.8	5.3
Total number of respondents	500	357	474	100%	100%	100%
Missing	23	16	56			
Total	523	373	530			
Gender						
Female	405	141	368	81.3	76.2	77.6
Male	93	44	106	18.7	23.8	22.4
Total number of respondents	498	185	474	100%	100%	100%
Missing	25	188	56			
Total	523	373	530			
Age						
20-25	125	114	146	25.1	32.1	30.7
26-30	199	122	161	40	34.4	33.8
31-35	93	64	72	18.7	18	15.1
36 and above	81	55	97	16.3	15.5	20.4
Total number of respondents	498	355	476	100%	100%	100%
Missing	25	18	54			
Total	523	373	530			
Citizenship						
U.S. citizen	443	163	424	90	89.6	89.6
not U.S. citizen	49	19	49	10	10.4	10.4
Total number of respondents	492	182	473	100%	100%	100%
Missing	31	191	57			
Total	523	373	530			
Race/Ethnicity						
African American	36	29	30	7.2	8	6.2
American Indian or Alaskan Native	6	5	7	1.2	1.4	1.4

³⁰ All master's and doctoral students from teacher education programs under the NCATE-review umbrella were coded as teacher education. These did not include students in education leadership, school counseling, and school psychology.

	N			%		
	2007	2008	2009	2007	2008	2009
Asian	76	52	65	15.3	14.4	13.4
Native Hawaiian/Pacific Islander	3	3	2	0.6	0.8	0.4
White (of European, Middle Eastern, or North African origins)	303	226	297	61	62.4	61.2
Latino or Hispanic American	37	33	37	7.4	9.1	7.6
Other	11	10	12	2.2	2.8	2.5
Prefer not to respond	41	20	35	8.2	5.5	7.2
Total number of respondents	497	362	485	100%	100%	100%
Missing	26	11	45			
Total	523	373	530			
Sources of Funding						
Employment	493	356	351	94.3	95.4	66.2
Loans	278	210	256	55.3	58.2	48.3
Grants	199	123	141	39.5	34.1	26.6
Scholarships/Fellowships						
Research Assistantships	42	30	38	8.3	8.3	7.2
Teaching Assistantships						
Savings	198	134	181	39.4	37	34.2
Spouse/Partner	68	54	49	13.5	14.9	9.2
Family/Friends	164	127	141	32.5	35.1	26.6
Other	73	63	81	14.5	17.4	15.3

APPENDIX F: RESPONSE RATE BY PROGRAM AND DEPARTMENT

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

Departments and Programs	2007			2008			2009		
	N of Graduates	N of Respondents	Response Rate	N of Graduates	N of Respondents	Response Rate	N of Graduates	N of Respondents	Response Rate
ARTS AND HUMANITIES	375	87	23%	375	63	17%	396	104	26%
Applied Linguistics	16	9	56%	15	4	27%	26	3	12%
Art and Art Education	38	10	26%	36	9	25%	47	12	26%
Arts Administration	20	5	25%	24	8	33%	30	12	40%
Dance and Dance Education	2	0	0%	2	0	0%	0	1	
History and Education	2	0	0%	3	1	33%	1	0	0%
Music and Music Education	82	17	21%	69	13	19%	61	14	23%
Philosophy and Education	10	2	20%	8	0	0%	11	6	55%
Religion and Education	1	0	0%	0	0	0%	0	0	0%
Teaching of English	95	18	19%	96	15	16%	92	21	23%
Teaching of Social Studies	62	11	18%	48	8	17%	63	18	29%
Teaching of Spanish	1	0	0%	0	0	0%	0	0	0%
TESOL	46	13	28%	74	5	7%	65	14	22%
BIOBEHAVIORAL STUDIES	66	14	21%	82	16	26%	89	21	24%
Movement Science and Education	10	4	40%	21	2	10%	18	4	22%
Neuroscience and Education	6	1	17%	11	4	36%	14	3	21%
Physical Education	9	1	11%	4	1	25%	7	1	14%
Speech & Language Pathology	41	5	12%	46	9	20%	50	11	22%
COUNSELING AND CLINICAL PSYCHOLOGY	204	56	27%	211	48	23%	222	58	26%
Clinical Psychology	24	7	29%	19	12	63%	16	8	50%
Counseling Psychology	110	30	27%	101	24	24%	120	38	32%
Psychology in Education	70	17	24%	91	12	13%	86	12	14%
CURRICULUM AND TEACHING	182	50	27%	168	33	20%	177	51	29%
Curriculum and Teaching	49	14	29%	36	4	11%	32	8	25%
dis/Abilities Studies in Education	2	2	100%	0	0	0%	0	0	0%
Early Childhood Education	14	7	50%	16	2	13%	13	4	31%
Early Childhood/Special Education	26	2	8%	10	3	30%	19	5	26%
Elementary Inclusive Education	52	18	35%	65	11	17%	59	19	32%
Gifted Education	8	2	25%	9	0	0%	6	4	66%
Learning Disabilities	14	2	14%	6	2	33%	0	0	0%
Literacy Specialist	17	2	12%	26	8	31%	48	10	21%
HEALTH AND BEHAVIOR STUDIES	217	61	28%	185	38	21%	183	47	26%
Administration/Supervision of Special Education Programs	6	2	33%	0	0	0%	3	4	
Applied Behavior Analysis	23	4	17%	27	3	11%	21	1	5%
Blind & Visual Impairment	1	0	0%	0	0	0%	2	1	50%

Departments and Programs	2007			2008			2009		
	N of Graduates	N of Respondents	Response Rate	N of Graduates	N of Respondents	Response Rate	N of Graduates	N of Respondents	Response Rate
Cross-Categorical Studies	0	0	0%	0	0	0%	1	0	0%
Deaf & Hard of Hearing	19	4	21%	18	0	0%	13	0	0%
Guidance & Rehabilitation	1	0	0%	0	0	0%	1	0	0%
Health Education	32	13	41%	27	5	19%	22	9	41%
Instructional Practice in Special Education	2	1	50%	2	0	0%	2	0	0%
Intellectual Disability/Autism	15	2	13%	12	0	0%	32	6	19%
Nursing Education - Professorial Role	1	1	100%	1	0	0%	0	1	
Nutrition	29	12	41%	30	11	37%	31	9	29%
Physical Disabilities	1	0	0%	0	0	0%	1	0	0%
Reading Specialist	44	10	23%	28	5	18%	20	5	25%
Research in Special Education	1	0	0%	0	0	0%	0	0	0%
School Psychology	35	12	34%	30	13	43%	28	6	21%
Teaching ASL as a Foreign Language	7	3	43%	10	0	0%	6	5	83%
HUMAN DEVELOPMENT	70	25	36%	69	18	26%	79	21	27%
Applied Statistics	3	0	0%	1	1	100%	7	0	0%
Cognitive Studies in Education	11	6	55%	26	8	31%	19	6	32%
Developmental Psychology	28	9	32%	26	5	19%	35	10	29%
Measurement and Evaluation	8	4	50%	4	1	25%	5	2	40%
Sociology and Education	20	6	30%	12	2	17%	13	3	23%
INTERDISCIPLINARY STUDIES	6	1	17%	2	0	0%	5	0	0%
Interdisciplinary Studies Education	6	1	17%	2	0	0%	5	0	0%
INTERNATIONAL AND TRANSCULTURAL	128	47	37%	127	37	29%	134	37	28%
Anthropology and Education	10	4	40%	13	3	23%	12	5	42%
Applied Anthropology (w/GSAS)	3	1	33%	3	0	0%	2	0	0%
Bilingual/Bicultural Education	24	12	50%	24	6	25%	18	6	33%
Comparative & International Education	13	4	31%	9	3	33%	10	1	10%
Economics and Education	8	0	0%	7	3	43%	19	6	32%
International Educational Development	70	22	31%	71	21	30%	73	19	26%
MATHEMATICS, SCIENCE, & TECHNOLOGY	172	43	25%	136	37	27%	155	55	35%
Communication, Computing, and Technology in Education	44	13	30%	60	16	27%	57	20	35%
Mathematics Education	71	19	27%	55	10	18%	57	24	42%
Science Education	37	10	27%	21	10	48%	41	10	24%
ORGANIZATION AND LEADERSHIP	337	115	34%	276	72	26%	369	87	24%
Adult & Continuing Education	2	0	0%	0	0	0%	0	0	0%
Adult Education Guided Intensive Study (AEGIS)	6	3	50%	2	1	50%	5	2	40%
Adult Learning & Leadership	4	2	50%	7	4	57%	14	7	50%
Education Leadership	141	50	35%	101	22	22%	174	29	17%
Higher & Postsecondary Education	53	20	38%	29	11	38%	36	9	25%
Nurse Executive	1	1	100%	35	5	14%	3	4	

Departments and Programs	2007			2008			2009		
	N of Graduates	N of Respondents	Response Rate	N of Graduates	N of Respondents	Response Rate	N of Graduates	N of Respondents	Response Rate
Politics and Education	13	1	8%	11	4	36%	14	4	29%
Social-Organizational Psychology	118	39	33%	91	21	23%	123	30	24%

APPENDIX G: EXIT SURVEY QUESTIONNAIRE

TEACHERS COLLEGE MAY 2009 EXIT SURVEY

On the left **Agreement** scale, tell us the extent to which you agree with the statement in light of your experience as a student at Teachers College. On the right **Importance** scale, tell us how important the aspect was to you.

Agreement scale						Importance to me				
Don't know / NA	Disagree strongly			Agree strongly		Don't know / NA	Scarcely important			Very important
DK NA	1	2	3	4	1) A good variety of courses was offered by my program.	DK NA	1	2	3	4
DK NA	1	2	3	4	2) Courses were offered frequently enough that I was able to complete my degree requirements as planned.	DK NA	1	2	3	4
DK NA	1	2	3	4	3) I had the flexibility to choose courses based on my academic interests.	DK NA	1	2	3	4
DK NA	1	2	3	4	4) Course content provided me with a solid theoretical background in my discipline.	DK NA	1	2	3	4
DK NA	1	2	3	4	5) Course content was applicable to my anticipated work in the field.	DK NA	1	2	3	4
DK NA	1	2	3	4	6) Required courses were academically rigorous.	DK NA	1	2	3	4
DK NA	1	2	3	4	7) My program faculty had teaching styles that responded to my learning style and goals.	DK NA	1	2	3	4
DK NA	1	2	3	4	8) My program faculty used appropriate class activities and assignments to help me learn.	DK NA	1	2	3	4
DK NA	1	2	3	4	9) My program faculty used hands-on activities in their classes.	DK NA	1	2	3	4
DK NA	1	2	3	4	10) Class activities/assignments encouraged reflection and critical thinking.	DK NA	1	2	3	4
DK NA	1	2	3	4	11) Class activities/assignments encouraged teamwork and collaboration.	DK NA	1	2	3	4
DK NA	1	2	3	4	12) Class activities/assignments allowed me to practice my research skills.	DK NA	1	2	3	4
DK NA	1	2	3	4	13) My program faculty gave me helpful feedback on assignments.	DK NA	1	2	3	4
DK NA	1	2	3	4	14) My program faculty gave me timely feedback on assignments.	DK NA	1	2	3	4
DK NA	1	2	3	4	15) My program faculty used a variety of assessment methods (e.g., exams, papers, projects) to evaluate my performance.	DK NA	1	2	3	4
DK NA	1	2	3	4	16) My program faculty were fair and unbiased in assessing/grading student work.	DK NA	1	2	3	4
DK NA	1	2	3	4	17) My program faculty were scholarly and professionally competent.	DK NA	1	2	3	4
DK NA	1	2	3	4	18) My program faculty used technology in their courses.	DK NA	1	2	3	4
DK NA	1	2	3	4	19) There was good communication between faculty and students regarding student needs, concerns, and suggestions.	DK NA	1	2	3	4
DK NA	1	2	3	4	20) My program faculty were accessible to students outside the classroom.	DK NA	1	2	3	4
DK NA	1	2	3	4	21) My program faculty cared about professional welfare and development of students.	DK NA	1	2	3	4
DK NA	1	2	3	4	22) My program faculty treated students with respect.	DK NA	1	2	3	4
DK NA	1	2	3	4	23) My program faculty treated all students fairly.	DK NA	1	2	3	4
DK NA	1	2	3	4	24) My program faculty were open to discuss different scholarly points of view.	DK NA	1	2	3	4

Agreement scale						Importance to me				
DK NA	1	2	3	4	25) My program was an intellectually stimulating place.	DK NA	1	2	3	4
DK NA	1	2	3	4	26) My program was receptive to student input regarding curriculum or program improvement.	DK NA	1	2	3	4
DK NA	1	2	3	4	27) My program encouraged collaboration with faculty and/or other students.	DK NA	1	2	3	4
DK NA	1	2	3	4	28) Students supported each other to meet the academic demands of my program.	DK NA	1	2	3	4
DK NA	1	2	3	4	29) There was a sense of community in my program.	DK NA	1	2	3	4
DK NA	1	2	3	4	30) My fellow students demonstrated high academic abilities.	DK NA	1	2	3	4
DK NA	1	2	3	4	31) My program provided opportunities to use technology that could be applied in a professional context.	DK NA	1	2	3	4
DK NA	1	2	3	4	32) My program had a clear philosophy.	DK NA	1	2	3	4
DK NA	1	2	3	4	33) My program had clear requirements.	DK NA	1	2	3	4
DK NA	1	2	3	4	34) Program requirements were relevant to my anticipated work in the field.	DK NA	1	2	3	4
DK NA	1	2	3	4	35) My program provided a well-integrated set of courses.	DK NA	1	2	3	4
DK NA	1	2	3	4	36) Required courses were not repetitive.	DK NA	1	2	3	4
DK NA	1	2	3	4	37) My program monitored my progress towards my degree.	DK NA	1	2	3	4
DK NA	1	2	3	4	38) My program regularly assessed my professional knowledge and skills.	DK NA	1	2	3	4
DK NA	1	2	3	4	39) I received accurate information about program and degree requirements.	DK NA	1	2	3	4
DK NA	1	2	3	4	40) Program and degree requirements were clearly explained to me.	DK NA	1	2	3	4
DK NA	1	2	3	4	41) I knew what I had to do to meet program and degree requirements.	DK NA	1	2	3	4
DK NA	1	2	3	4	42) My program provided good academic advisement.	DK NA	1	2	3	4
DK NA	1	2	3	4	43) My academic advisor was knowledgeable about program requirements.	DK NA	1	2	3	4
DK NA	1	2	3	4	44) My academic advisor was approachable.	DK NA	1	2	3	4
DK NA	1	2	3	4	45) My academic advisor helped me to complete my program as planned.	DK NA	1	2	3	4
DK NA	1	2	3	4	46) Faculty in my program reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	DK NA	1	2	3	4
DK NA	1	2	3	4	47) The student body reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	DK NA	1	2	3	4
DK NA	1	2	3	4	48) My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.	DK NA	1	2	3	4
DK NA	1	2	3	4	49) Students of diverse backgrounds and different experiences were encouraged to participate in class.	DK NA	1	2	3	4
DK NA	1	2	3	4	50) My program helped me to develop the ability to accept people with different values and beliefs.	DK NA	1	2	3	4
DK NA	1	2	3	4	51) My program prepared me to work with diverse children and/or adults.	DK NA	1	2	3	4
DK NA	1	2	3	4	52) Gottesman Libraries resources and services were adequate.	DK NA	1	2	3	4

Agreement scale						Importance to me				
DK NA	1	2	3	4	53) Specialized facilities and equipment were adequate (e.g. laboratories or studios; equipment needed for teaching and/or creative work in my field).	DK NA	1	2	3	4
DK NA	1	2	3	4	54) Classroom facilities were adequate.	DK NA	1	2	3	4
DK NA	1	2	3	4	55) Student support services and staff were helpful (e.g., Registrar's Office, Financial Aid Office, Student Accounts Office, Office of Doctoral Studies).	DK NA	1	2	3	4
DK NA	1	2	3	4	56) Adequate financial aid was available for students in my program.	DK NA	1	2	3	4
DK NA	1	2	3	4	57) Technological resources were adequate.	DK NA	1	2	3	4

58) Please indicate with a check if your program required you to complete an internship, practicum or student teaching?

YES → Please respond to items 59 through 65.

NO → Skip to question 66.

Agreement scale						Importance to me				
Don't know/ NA	Disagree strongly			Agree strongly		Don't know/ NA	Scarcely important			Very important
DK NA	1	2	3	4	59) My internship experience contributed to my academic development.	DK NA	1	2	3	4
DK NA	1	2	3	4	60) I got to apply what I learned in my courses to real-life situations during my internship.	DK NA	1	2	3	4
DK NA	1	2	3	4	61) I got to practice a variety of professional skills during my internship.	DK NA	1	2	3	4
DK NA	1	2	3	4	62) My supervisor(s) guided me during my internship.	DK NA	1	2	3	4
DK NA	1	2	3	4	63) My supervisor(s) regularly evaluated my performance during internship.	DK NA	1	2	3	4
DK NA	1	2	3	4	64) My internship/field placement site was conducive to my learning and professional development.	DK NA	1	2	3	4
DK NA	1	2	3	4	65) I had opportunities to use relevant technologies during internship.	DK NA	1	2	3	4

For questions 66-69, feel free to use whatever space is available on the form to complete your responses.

66. What do you see as 2 specific *strengths* of your program of study?

67. What do you see as 2 specific *weaknesses* of your program of study?

68. What general comments would you like to make regarding your student experience at TC?

69. What do you think of the survey? Are the aspects mentioned important to you? Is there something you would like us to consider including in the next survey? Are the statements worded clearly? Please share your thoughts with us.

Background Information

70. Which degree did you *most recently* complete?

1). MA 2). MS 3). EdM 4). PhD 5). EdD

71. What was the first semester at TC when you started the program you have *most recently* completed?

1) Fall _____ (year) 2) Spring _____ (year) 3) Summer _____ (year)

72. Which department did you graduate, or are graduating from?

73. Which program did you graduate, or are graduating from?

74. What is your gender? 1) Female 2) Male

75. Are you a US citizen or a Permanent Resident? 1) Yes 2) No

76. Which age group are you in?

- 1) 20-25 years of age
- 2) 26-30 years of age
- 3) 31-35 years of age
- 4) 36 years of age and above

77. What is your racial, ethnic, or cultural background? Please circle all that apply.

- 1. American Indian or Alaskan Native
- 2. African American or Black
- 3. Hispanic or Latino, or persons of Spanish origins
- 4. Asian
- 5. Native Hawaiian/Pacific Islander
- 6. White (of European, Middle Eastern, or North African origins)
- 7. Prefer not to respond
- 8. Other (*please specify*):

78. During the *last 2 years* of your program, which main type of employment did you have? Please circle one.

- 1) Part-time 2) Full-time 3) None

79. During the *last 2 years* of your program, what sources financed your studies? Please circle all that apply.

- 1. Loans
- 2. Grant / Scholarship / Fellowship
- 3. Research/Teaching Assistantship
- 4. Savings
- 5. Spouse/Partner
- 6. Family/Friends
- 7. Other (*please specify*):

~~ THANK YOU FOR YOUR TIME IN FILLING OUT THE QUESTIONNAIRE! ~~