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Teachers College Columbia University

Class 2008 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 highly in the educational environment; and secondly, on how well the College and individual programs meet students' expectations.

The May 2008 exit survey includes 64 statements focused on five areas of the educational experience: academic programs, instruction, academic advising, learning environment, and resources. The May 2008 exit survey was administered to students who graduated in October 2007 and February 2008, and to those who applied for graduation in May 2008. Survey participants were asked to rate each statement from "scarcely important (1)" to "very important (4)" on an importance scale, and from "disagree strongly (1)" to "agree strongly (4)" on an agreement scale.

In 2007, 523 students completed the survey (30% response rate); in 2008, we received 373 completed surveys (23% response rate). The 2009 administration of the survey is currently underway.

Student Priorities

Statements which were rated as very important by at least 70% of respondents were identified as student priorities. In 2008, there were 22 such statements. The same statements (plus three more) were on the 2007 student priority list. The list of the 25 statements which were identified as priorities in 2007 or in 2008 is presented in the table below. Most of the student priority statements were related to academic programs, academic advising, and learning environment. No statement from the instruction and resources categories was on the 2008 student priority list.

The majority of respondents (60%-91%) agreed or agreed strongly with the student priority statements, indicating they were satisfied with the quality of their educational experience. More respondents appear to be more satisfied with the quality of their learning environment (80%-91%) than with that of academic programs (74%-87%), and academic advising (60%-79%).

Statement	% Very Important		% Agree or Agree Strongly	
	2007	2008	2007	2008
ACADEMIC PROGRAMS				
A good variety of courses was offered by my program.	72	70	63	74
Courses were offered frequently enough that I was able to complete my degree requirements as planned.	81	73	72	78
Course content was applicable to my anticipated work in the field.	80	78	78	81
Program requirements were relevant to my anticipated work in the field.	73	73	76	80
My internship experience contributed to my academic development.	85	82	87	80
I got to apply what I learned in my courses to real-life situations during my internship.	84	80	80	80
I got to practice a variety of professional skills during my internship.	84	79	80	84
My supervisor guided me during my internship.	75	72	70	76
My internship/field placement site was conducive to my learning and professional development.	86	79	86	87
ACADEMIC ADVISING				
I received accurate information about program and degree	77	70	71	76

Statement	% Very Important		% Agree or Agree Strongly	
	2007	2008	2007	2008
requirements.				
Program and degree requirements were clearly explained to me.	76	74	64	70
I knew what I had to do to meet program and degree requirements.	81	74	78	79
My program provided good academic advisement.	75	72	60	60
My academic advisor was knowledgeable about program requirements.	78	72	74	74
My academic advisor was approachable.	83	75	79	79
My academic advisor helped me to complete my program as planned.	76	(65)	70	69
LEARNING ENVIRONMENT				
My program faculty cared about professional welfare and development of students.	71	71	75	80
My program faculty were scholarly and professionally competent.	83	78	90	91
My program was an intellectually stimulating place.	82	77	84	84
My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.	80	73	91	86
My program faculty treated students with respect.	81	79	89	91
My program faculty treated all students fairly.	79	79	85	85
My program faculty were fair and unbiased in assessing/grading student work.	74	78	86	90
INSTRUCTION				
My program faculty gave me helpful feedback on assignments.	73	(66)	72	80
RESOURCES				
Adequate financial aid was available to students in my program.	83	(64)	35	39

Performance Gaps: Strengths and Challenges

We adapted Noel-Levitz's 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 or programs do not meet student expectations; a smaller performance gap indicates that the College or programs do a relatively good job of meeting expectations. The table in Appendix C summarizes the results of the performance gap analysis.

Strengths

Statements rated as very important by 70% or more of respondents were considered to have “high importance”. Statements, which had a performance gap of 0.2 or smaller, were considered to have a “small performance gap”. High importance statements with small performance gaps were identified as areas of *strengths*. Our 2008 respondents rated the following statements as strengths:

- My program faculty were scholarly and professionally competent.
- My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.
- My program faculty treated students with respect.
- My program faculty were fair and unbiased in assessing/grading student work.

The College and programs met or were close to meeting student expectations in the following areas of medium importance (statements rated as very important by 60%-69% of respondents) and small performance gap (0.2 or smaller):

- Course content provided me with a solid theoretical background.
- My program faculty were open to discuss different scholarly points of view.
- Students of diverse backgrounds and different experiences were encouraged to participate in class.
- Class activities/assignments encouraged reflection and critical thinking.
- My program helped me to develop the ability to accept people with different values and beliefs.

Challenges

Areas of key challenges are those which were rated as very important by more than 70% of respondents, and had a performance gap of 0.5 or larger. Based on this definition, and on the ratings of our 2008 respondents, the following are identified as areas of key challenges:

- A good variety of courses was offered by my program.
- 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 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 faculty cared about professional welfare and development of students.

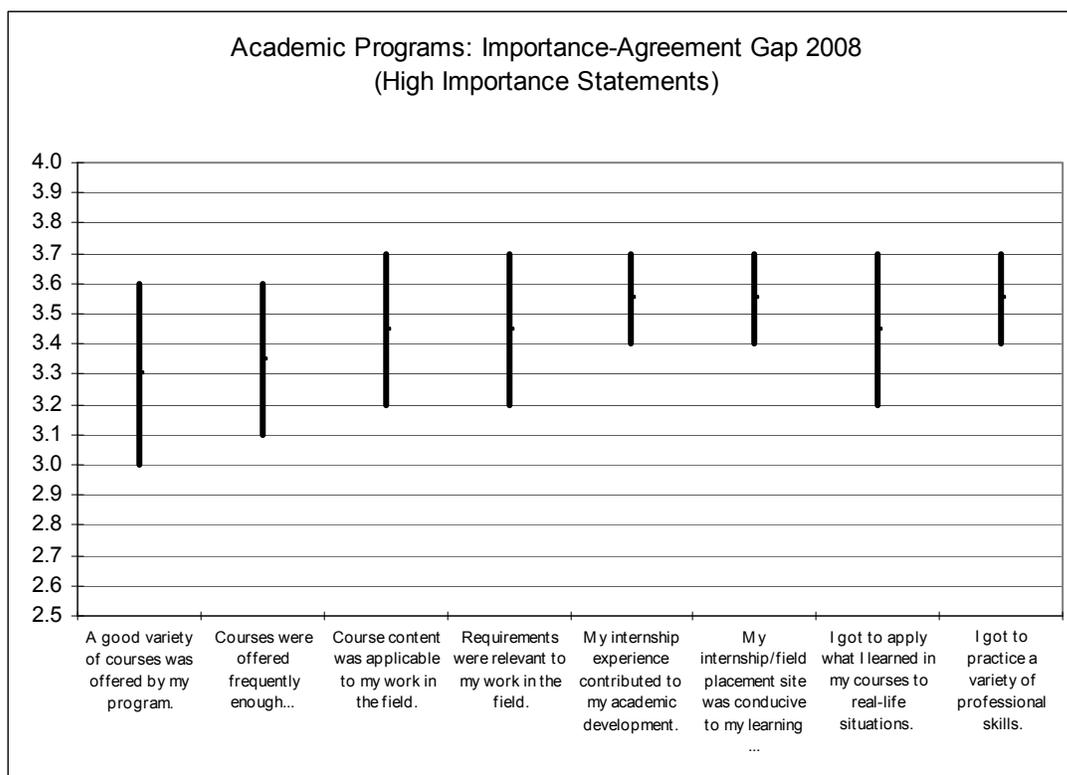
Summary

Academic Programs

Eight of the 18 statements related to the area of academic programs were on the 2008 student priority list. The statements about variety and frequency of courses offered by programs and applicability/relevance of course content or program requirements to the world of work showed large performance gaps, indicating that the College and programs did not meet respondents' expectations. On the other hand, three high importance statements related to internship experiences had performance gaps of 0.3, indicating that the College and programs did a better job in providing clinical experiences as part of the academic programs. The gaps are shown graphically on the right: the top of each vertical bar represents the importance scale mean score, the bottom of each bar represents the agreement scale mean score.

Although not on the priority list, respondents' expectations regarding the quality of theoretical preparation, clarity of program philosophy, and the academic rigor of required courses were close to being met. On the other hand, program design as defined by a set of well-integrated and non-repetitive courses needs further attention to meet students' expectations.

The vertical bars in the chart indicate the importance-agreement gap of each statement. The top of each bar indicates the importance score, while the bottom of each bar indicates the agreement score. The longer the vertical bar, the larger the performance gap, the greater the need for TC programs to make changes and improvements in these areas. Another feature to pay attention to is how high the top of the bars are on the scale. The higher the top of the bar, the more important the area is to the respondents. For example, "Course content was applicable to my work in the field" with a value of 3.7 at the top of its bar, is more important, on average, than "Courses were offered frequently enough" which has a value of 3.6 at the top of its bar.

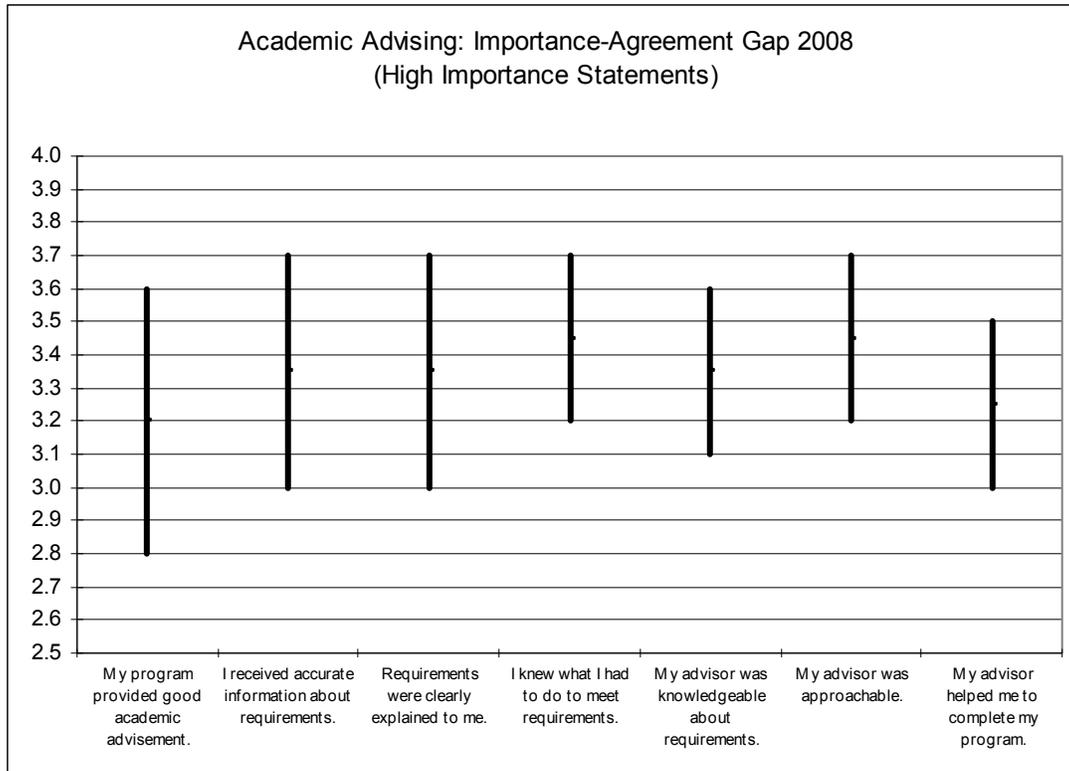


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Academic Advising

Nine of the 10 statements in the area of academic advising had performance gaps of 0.5 or larger, making the whole area of academic advising a challenge area for the College and programs. Seven of the 10 statements were on the student priority list. The general statement about quality of academic advising and two statements about accuracy and clarity of information provided to students had performance gaps of 0.7-0.8, some of the largest gaps in the questionnaire.

Although not on the priority list, respondents’ expectations about quality of student support services were far from being met, with a performance gap of 0.6. Finally, the College and programs need to better monitor students’ progress toward degrees to meet respondents’ expectations.



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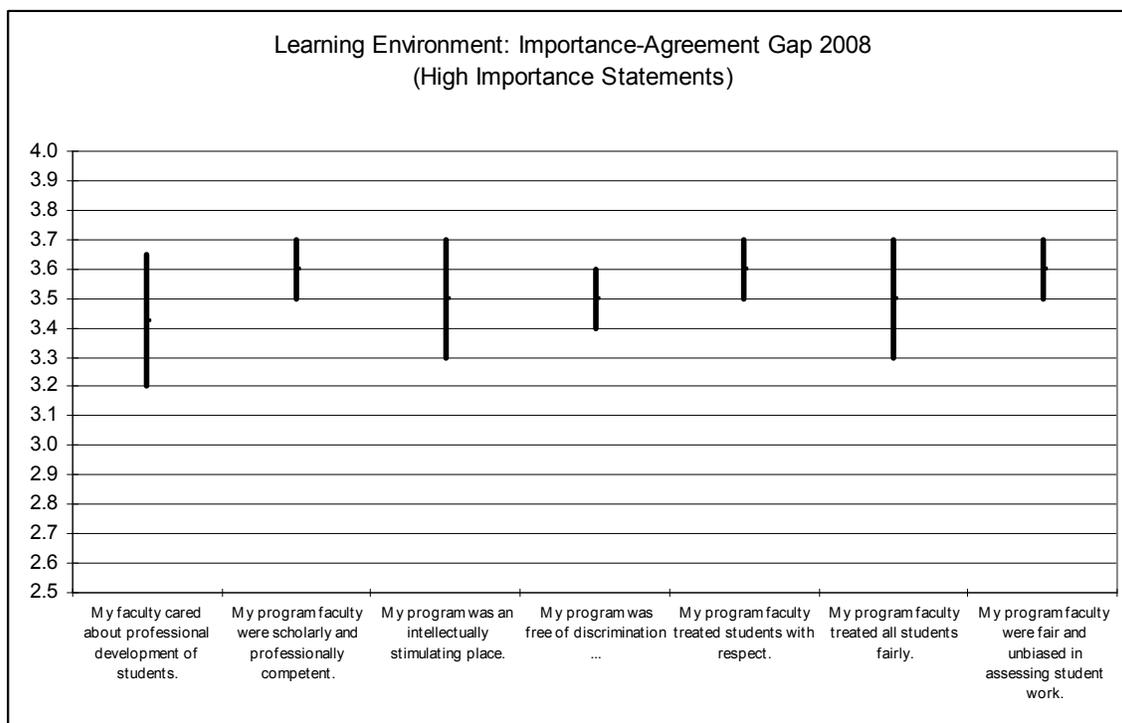
Learning Environment

Seven of the 18 statements related to the area of Learning Environment were among students’ priorities. Only one of these statements—“My program faculty cared about professional welfare and development of students”—was a challenge, as indicated by a 0.5 performance gap. Four statements with small (0.2) performance gaps represent TC and program strengths.

While not on the priority list, respondents’ expectations regarding quality of fellow students, student support for each other, and collaboration between students and faculty were close to being met. The four statements in the area of Learning Environment with performance gaps of 0.5 or larger (three are not on the priority list) related to faculty and program concern about students’ needs and receptivity to students’ input.

Finally, all statements related to diversity and non-discrimination (including diversity of faculty and students, non-discriminatory and fair treatment of all students, and encouragement of open discussion) had small performance gaps, indicating that respondents’ expectations were close to being met. All statements about diversity and discrimination ought to be considered with caution given the proportion of minority respondents. In 2008, 8% of respondents were African American, 9.1% Latino/a or Hispanic

American, 1.4% American Indian or Alaskan Native, 14.4% Asian, and 62.4% White. An analysis of variance showed a significant difference between White and non-White respondents in their composite diversity scores for both 2007 and 2008—White respondents tended to evaluate diversity more positively than did non-White respondents.



Instruction

The area of instruction appeared to not be of high importance to respondents. None of the instruction-related statements was rated very important by at least 70% of respondents; none had a performance gap of 0.5 or larger either.

Respondents’ expectations regarding appropriateness of class activities, assignments, encouragement of reflection, and critical thinking were close to being met (0.1-0.2 performance gaps); expectations regarding the variety of assessment methods, faculty use of technology, and opportunities to practice research skills were met; and expectations regarding encouragement of teamwork and collaboration were exceeded (performance gap of negative 0.2).

Last but not least, the following areas fell moderately short (0.3-0.4 performance gaps) of student expectations: faculty teaching styles, timeliness and helpfulness of feedback provided, and preparation to work with diverse children and/or adults.

Resources

No statement related to resources was rated very important by at least 70% of respondents in 2008. Financial aid fell almost 20% in importance ratings from 2007 (83%) to 2008 (64%). It would be interesting to see what the data from the 2009 survey administration, which is currently underway, may show about the importance of financial aid to students. Nonetheless, the statement about the availability of financial aid had the largest performance gap of the entire questionnaire—1.2 in 2008 (and 1.7 in 2007).

Library resources and services were rated as very important by 62% of respondents. The College has done a good job in meeting respondents’ expectations in this area (performance gap of 0.2). Although not considered a priority, respondents’ expectations of the adequacy of classroom facilities were far from being met (performance gap of 0.7). However, respondents felt the College and programs were better equipped with specialized facilities (e.g., laboratories and studios) and equipment, and technological resources (0.3-0.4 performance gap).

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. Both in 2007 and in 2008, over 73% of respondents rated the practical value of program curriculum and requirements as very important. But while more than three-fourths of the respondents agreed that their program curriculum and requirements were relevant and applicable to their anticipated work in the field, a performance gap of 0.5 may indicate that the programs need to emphasize more on this particular area.

Over 80% of the respondents felt that their internship was very important for their academic and professional development. Five out of six internship-related statements were on the student priority list. Only about a quarter of the respondents were from programs that required internship but many from the other programs chose to do internship. A number of respondents felt that it would have beneficial if their programs had encouraged students to do an internship, or if the course of study had included some internship experiences.

Through text comments, respondents said they 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

About 92% of our respondents were master’s degree graduates. Note that master’s graduates made up 94% of the 2008 graduating class. Text data 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.

Results of the analysis of variance revealed a significant difference between the perception of master’s and doctoral respondents in the areas of course offerings and program organization - doctoral students tended to evaluate program organization and course offerings more positively than did their master’s counterparts.

Technology

Survey results unequivocally demonstrate that information technology as part of the educational experience is not high on the student priority list. Faculty’s use of technology in instruction was the lowest in importance in the entire questionnaire—only 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 44% and 47% of the respondents, respectively. A little more than half felt it was very important to have adequate technological resources. The small number of technology-related comments to the open-ended questions reflect its overall low importance.

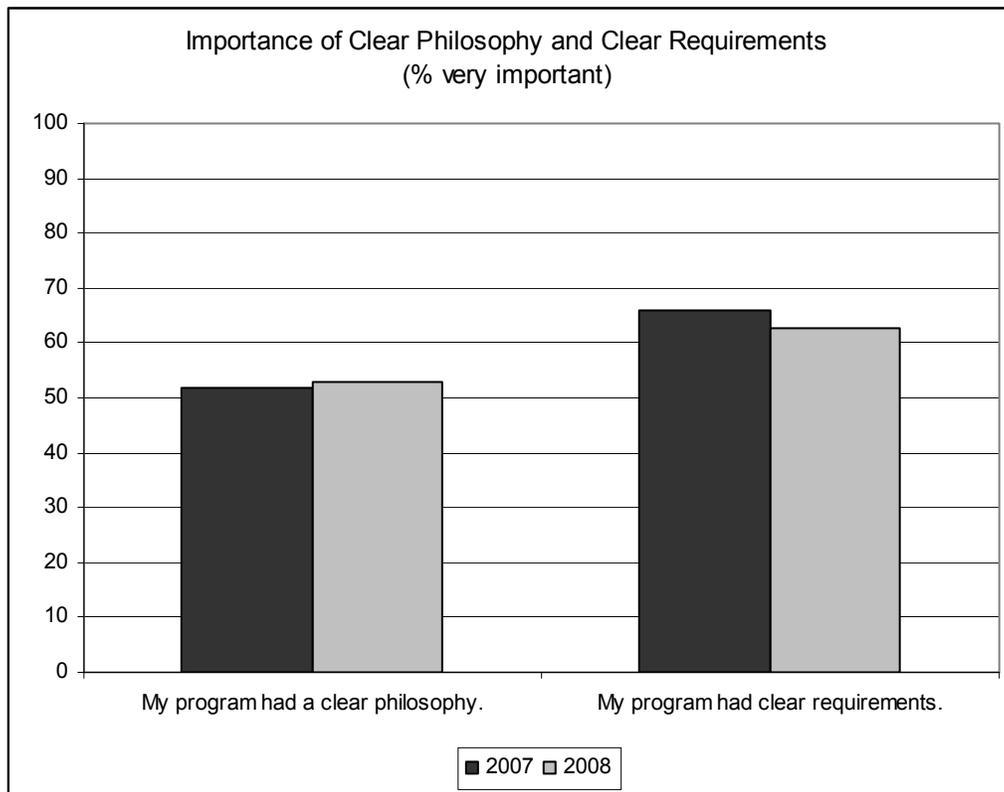
A majority of the respondents (66%-79%) agreed or agreed strongly with all four technology-related statements. The relatively low importance and relatively high agreement ratings resulted in moderate performance gaps (0.3-0.4) for the three technology statements (opportunities to learn, opportunities 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.

Philosophy and Requirements

Having a clear program philosophy, and clear program requirements were very important for slightly over 50%, and 65% of respondents, respectively.



Program Philosophy or Focus

In 2007, 72% of respondents agreed or agreed strongly that their programs had a clear philosophy; in 2008, it was 77%. Respondents were also asked, through open-ended questions, to identify their programs' main strengths and weaknesses. The following quotes are respondents' examples of program philosophy or focus strengths:

I appreciate the view point that the program approaches from. I also think that the open systems philosophy cuts across all the classes and strengthens the view point. (2008)

Emphasis on all aspects of psychology—research, practice, and teaching. Emphasis on multicultural studies—one of the few in the country. (2008)

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

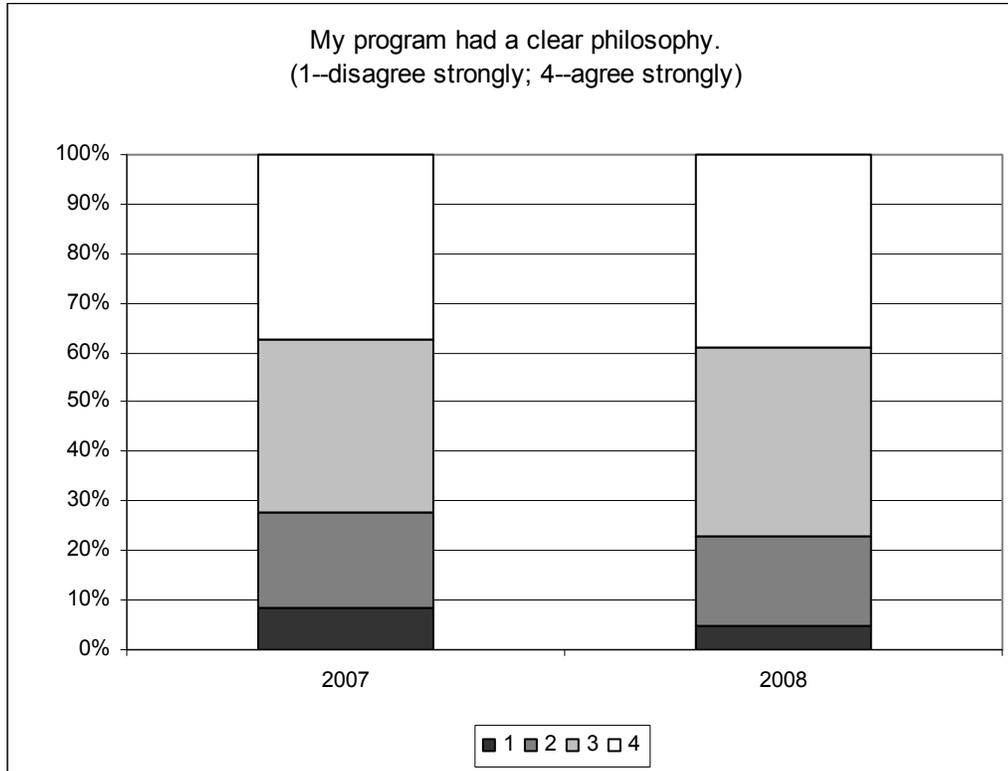
Interdisciplinary connection of international education through the lens of politics, sociology, philosophy, research, equity, law, etc. (2008)

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

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)



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

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

Professors teach us to be culturally competent, but they are not. (2008)

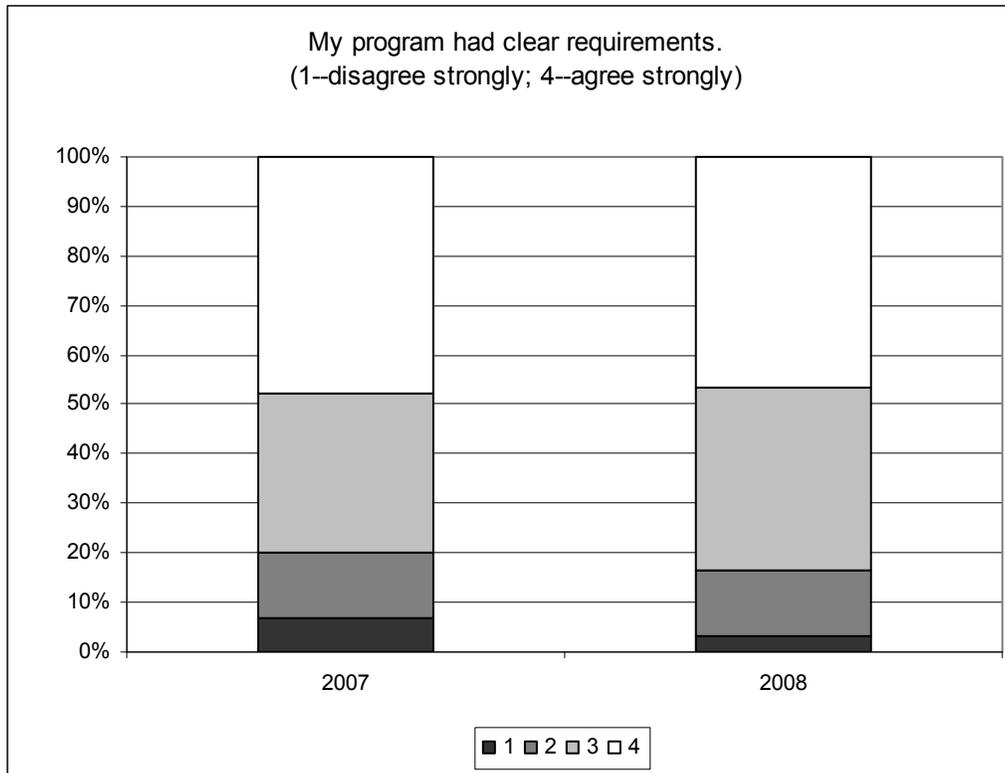
Not genuinely multicultural—only interested in certain concentration of classes (race) at the expense of others (disability, sexuality, religion, suicidation, trauma, loss). (2008)

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

(Nvivo codebook: Discrepancies between stated commitments and actual practice were coded *Consistency or Hypocrisy*; Comments referring to program philosophy, focus, or emphasis were categorized under *Philosophy or Focus*.)

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.



Responses to the open-ended questions that referred to the overall program structure, including cohort design; and/or sequence of courses and relevance of requirements were coded as *Design and Requirements*. Few respondents saw program organization and clarity of requirements or expectations as program strengths.

Program is very organized. (2008)

Requirements are very cohesive. (2008)

The program is easy to navigate. (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 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).

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)

Requirements need to be a LOT more clear ... and accurate. (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)

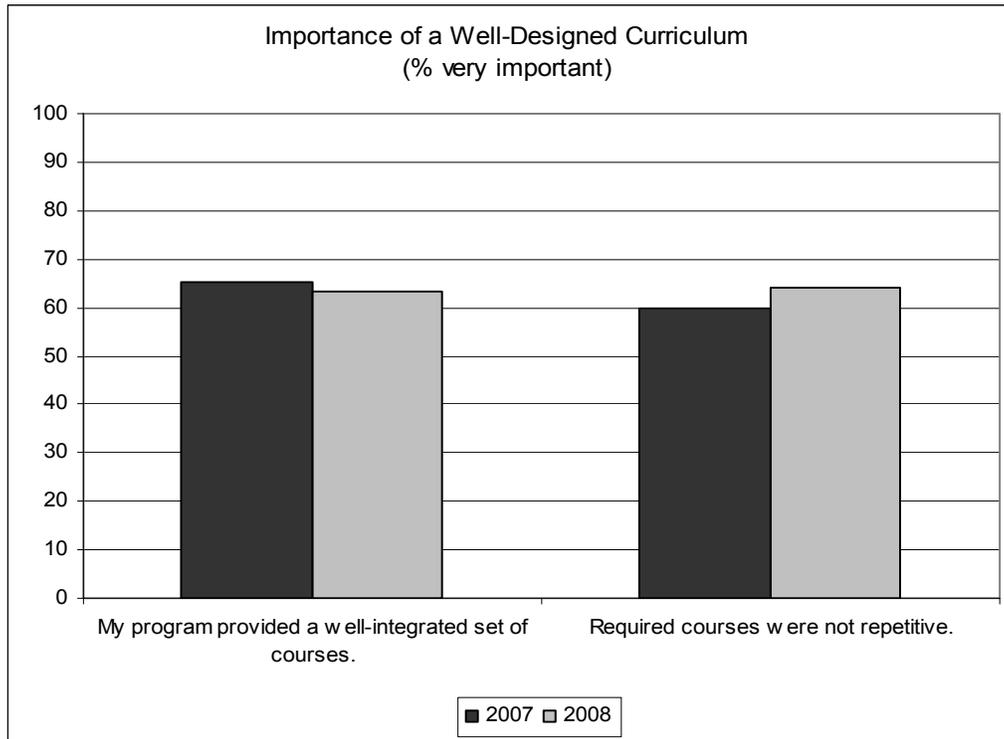
It was very challenging trying to figure out what classes one needs to take to graduate. (2007)

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

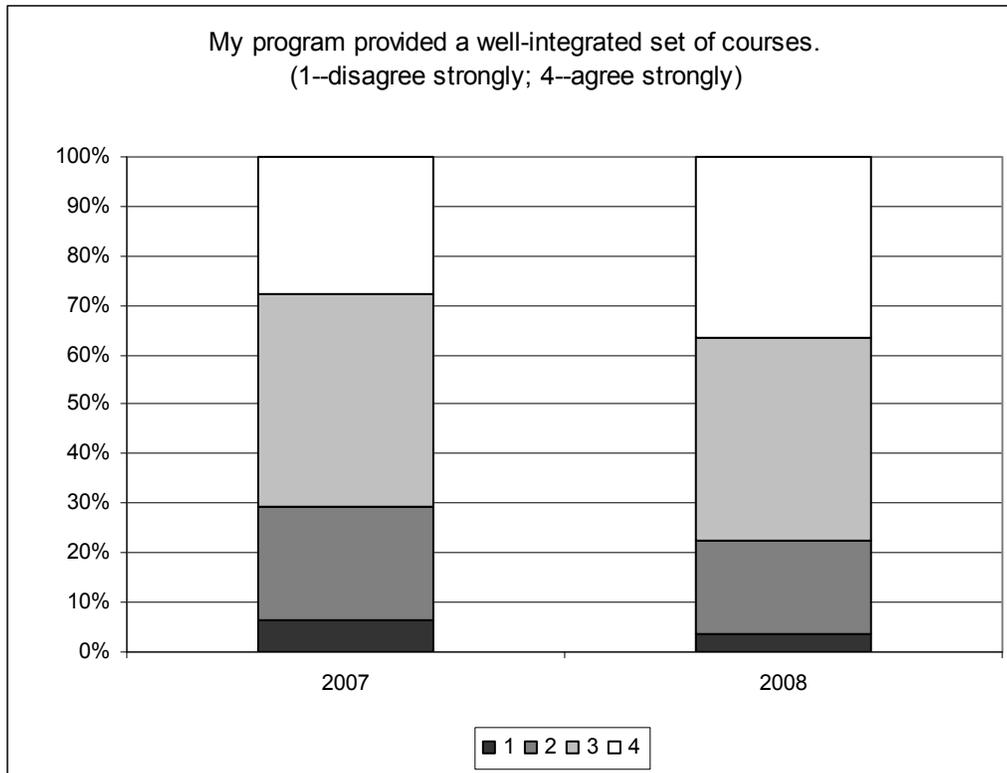
Curriculum/Courses

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 60% and 65% of respondents in 2007 and in 2008, respectively.



In 2007, about 71% of respondents agreed or agreed strongly that their programs provided a well-integrated set of courses. In 2008, it was 77%.



Few respondents mentioned curriculum coherence either as a program strength or a weakness in their text responses. (Coded *Design and Requirements* in Nvivo)

Well-integrated set of courses (2008)

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

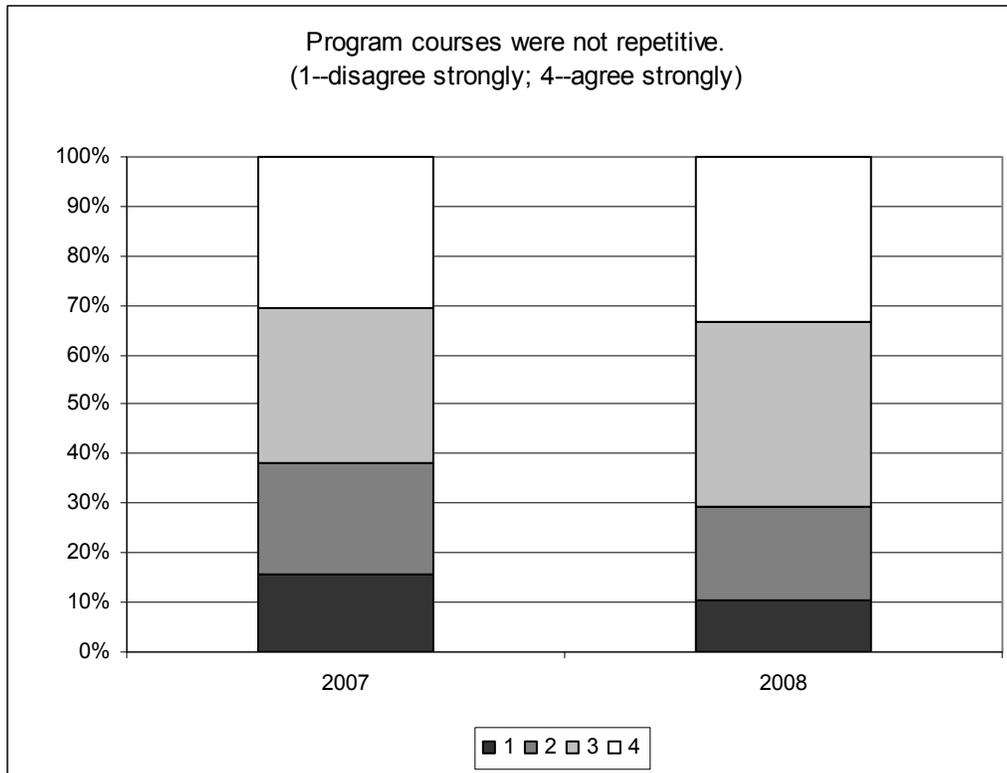
Very little sense of coherence among courses offered. No curriculum for the concentration—without sense of real meaning. (2008)

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

A couple of required courses seemed to be a waste of time and not well thought out. (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)

In 2007, 38% of respondents agreed or agreed strongly that courses in their programs were repetitive; in 2008, this was 29%.



A number of respondents felt that the redundant or repetitive nature of courses was the main weakness of their programs.

Many classes were repetitive. (2008)

Redundant/unnecessary core classes. (2008)

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

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

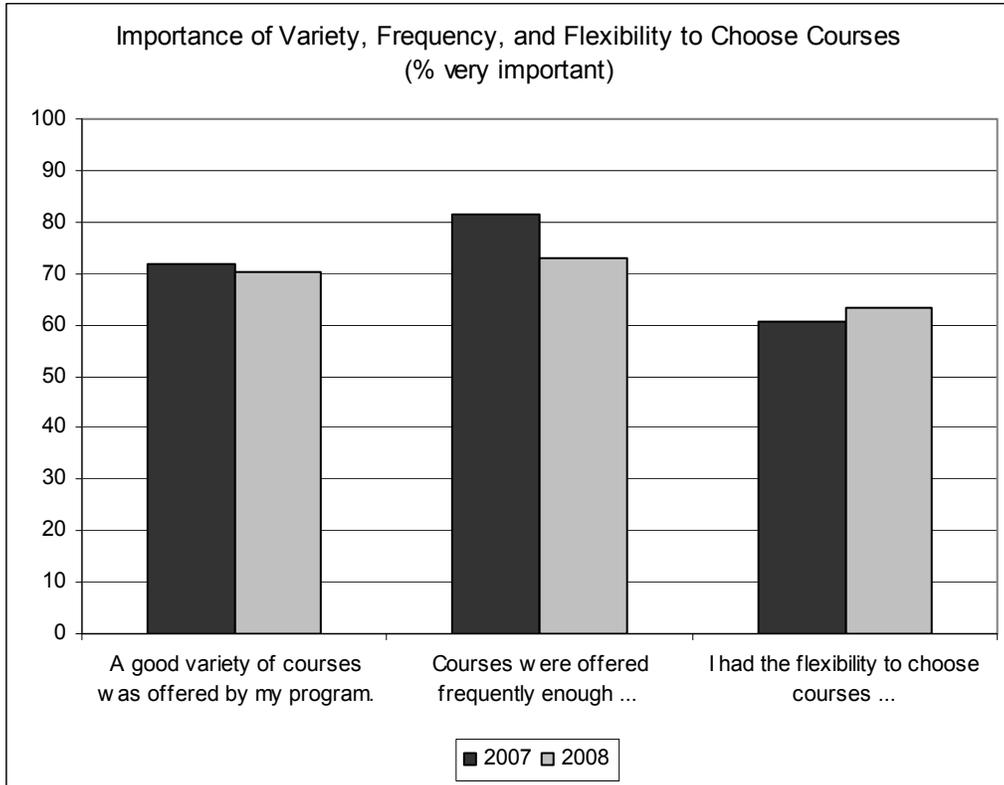
Too many readings on the same idea—readings became redundant/repetitive in nature. (2008)

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

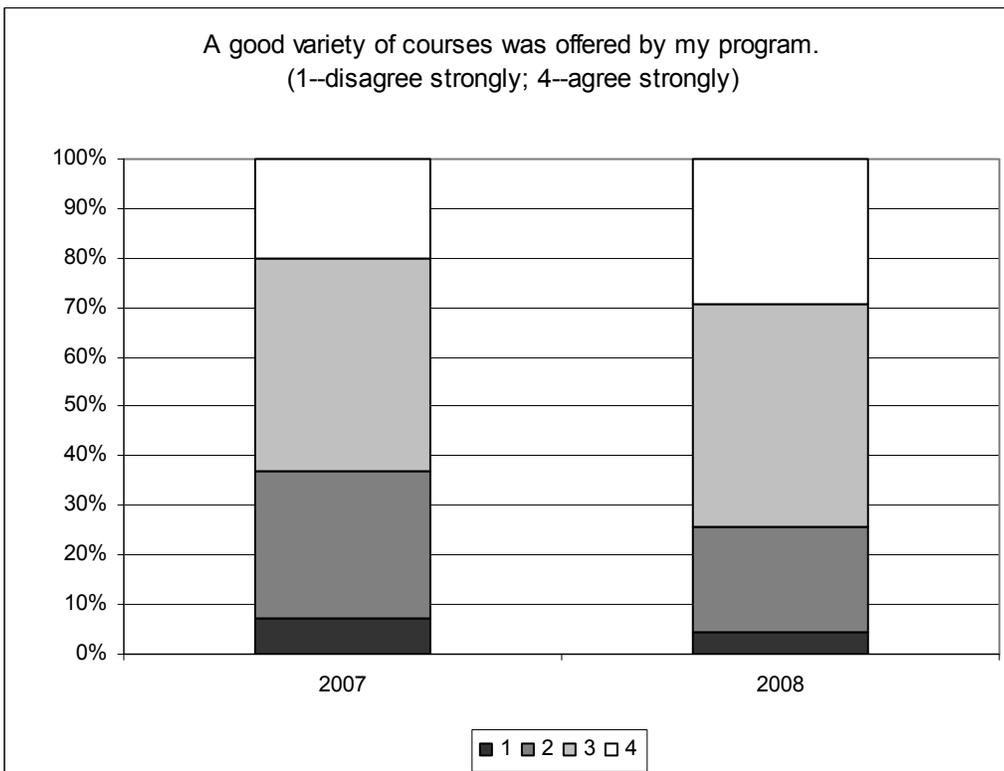
Many classes seemed repetitive. Similar assignments, similar objectives, which were often unclear. (2008)

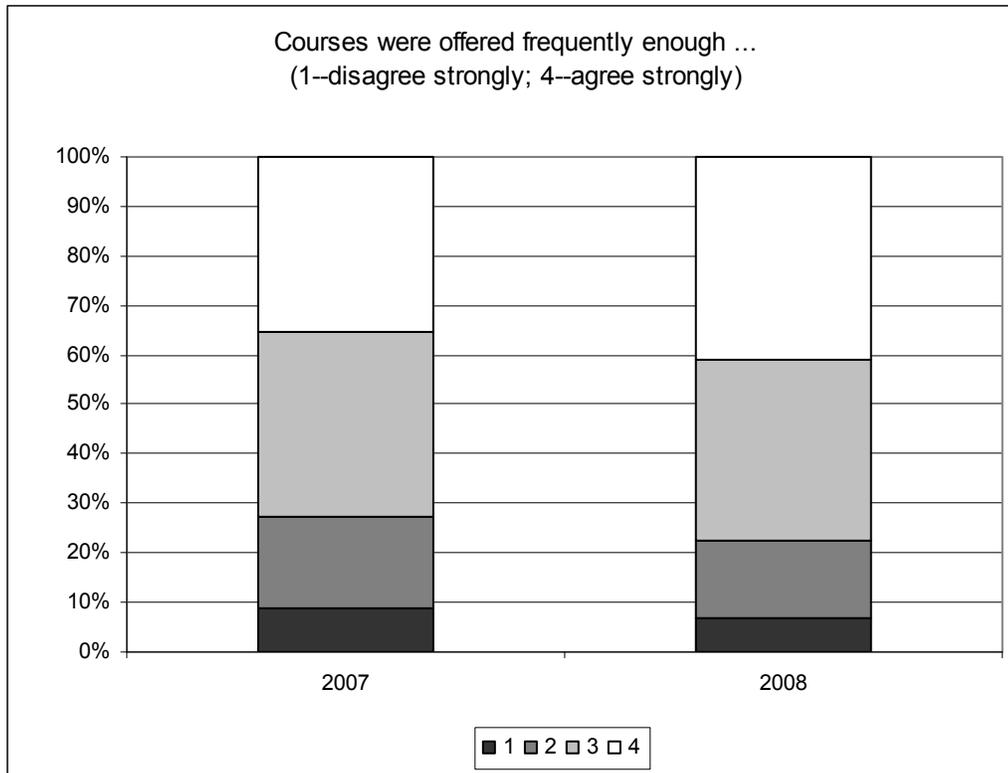
Course Variety, Frequency and Flexibility to Choose

Variety of courses and frequency with which courses were offered were very important for over 70% of respondents in both 2007 and 2008. Flexibility to choose courses based on academic interests was rated very important by a smaller percentage of respondents, 61% in 2007, and 63% in 2008.



In 2007, 63% of respondents agreed or agreed strongly that a good variety of courses was offered by their programs; in 2008 this number was 74%. Between 73% and 78% of respondents agreed that the courses were offered frequently enough so that they were able to complete degree requirements as planned.





Responses to the open-ended questions that referred to the variety of courses and convenience of time when these courses were offered were coded *Variety and Availability of Courses*. Between 15% and 20% of respondents saw course variety and availability either as program strengths or program weaknesses.

The second strength is the variety of courses available for study. (2008)

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

There seemed to be a wide variety of course electives. (2008)

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

Courses available after business hours and on weekends! (2008)

A number of respondents felt that the 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.

The program was very small and did not have many course offerings. (2008)

The program does not offer enough classes to choose from each academic term. (2008)

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)

Lastly, the scheduling of classes each semester is done so haphazardly, without any indication of what will be offered, and what will not. It would be helpful to know that each Spring such-and-

such class is offered so that I can plan my 4 semesters properly and spend money only on the most relevant material. (2008)

Planning out my degree. Since it's such a short program, the list of classes offered need to be made available much sooner than a few days before the start of registration. The fact that so many of us weren't told to start taking classes in the Summer so we could graduate in May was extremely frustrating. Finishing up over the summer to graduate in October makes everything, including certification much more difficult. (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)

Respondents were disappointed that courses listed in the TC Catalog were not offered. Some required courses had misleading titles because on taking those courses, respondents found that the course content did not reflect the titles.

Lack of diversity of courses offered, with program classes cancelled but still in course book. (2008)

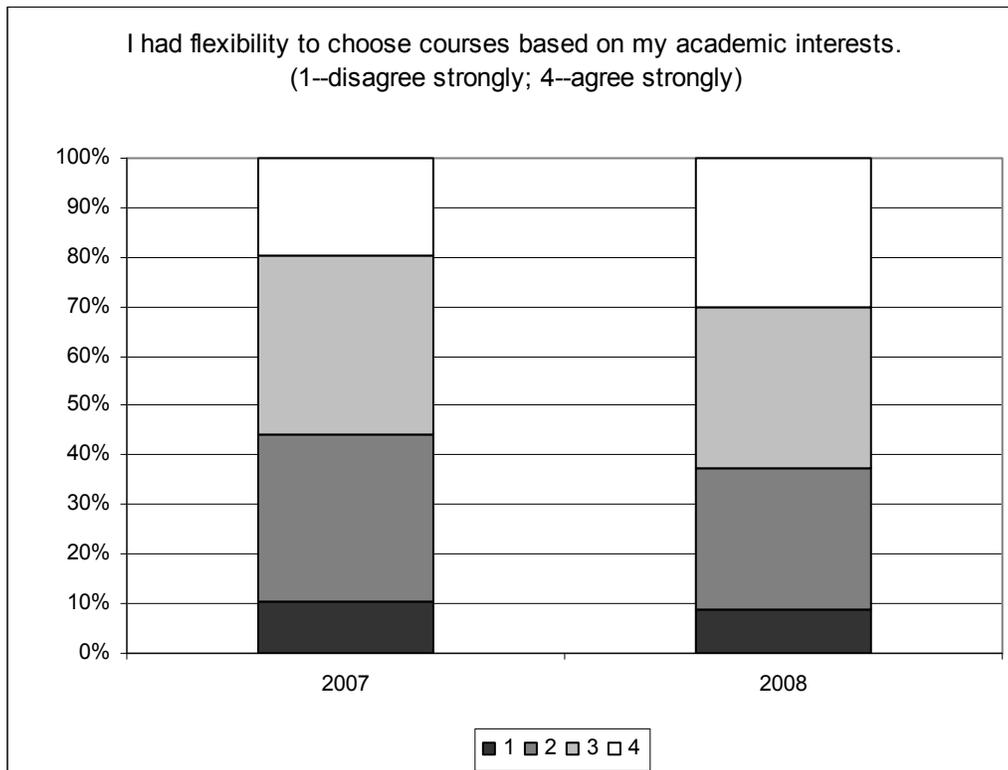
Most of the courses listed in the catalog were not offered through my academic year. (2008)

Courses listed in the catalog but offered neither frequently nor consistently. (2008)

The required course titles are quite different from what is really taught in the courses. I wanted to study what was indicated by the titles. (2007)

False advertising of courses—courses that have not been taught and will not be offered are included in the catalogue. This is very disappointing and an utter disgrace for TC to advertise falsely the courses that they do not offer. (2007)

In 2007, 56% of respondents agreed or agreed strongly they had the flexibility to choose courses based on their academic interests. In 2008, 63% agreed with this statement. This means that more than one-third of respondents felt their programs did not allow such flexibility.



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*. Most of the comments coded as such were about program strengths.

I was able to take courses outside of my program. (2008)

There seemed to be a wide variety of course electives. (2008)

Flexibility in choosing courses suited to our career needs. (2008)

Lots of choices as to how requirements could be fulfilled. (2008)

The flexibility in class schedules allow individuals to mold and sculpt their own specialization. (2008)

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

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)

I enjoyed the freedom to take courses in a number of other programs. (2008)

A relatively large number of respondents did not agree that they had a lot of flexibility to choose the courses they were interested in. But very few mentioned it as a program weakness in the text responses.

Not enough flexibility with courses, especially since a good proportion of the faculty was on sabbatical. (2008)

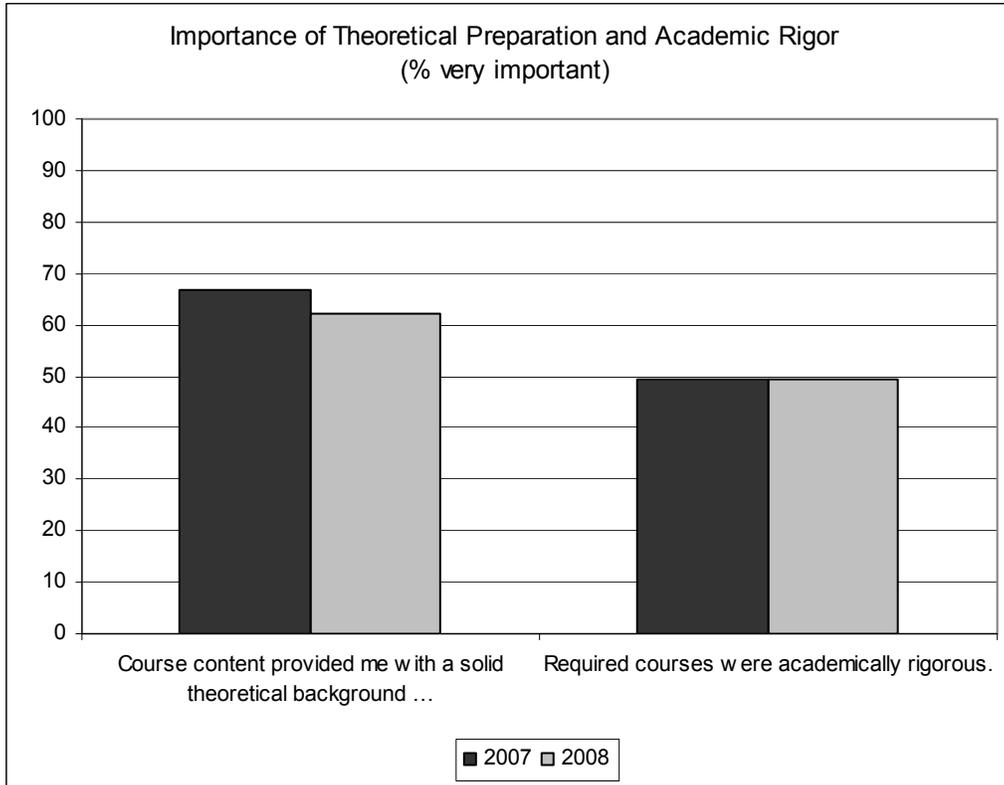
Course requirements didn't allow for enough student choice of coursework. (2008)

Very few elective options available in my track—I only had one elective within my program. (2008)

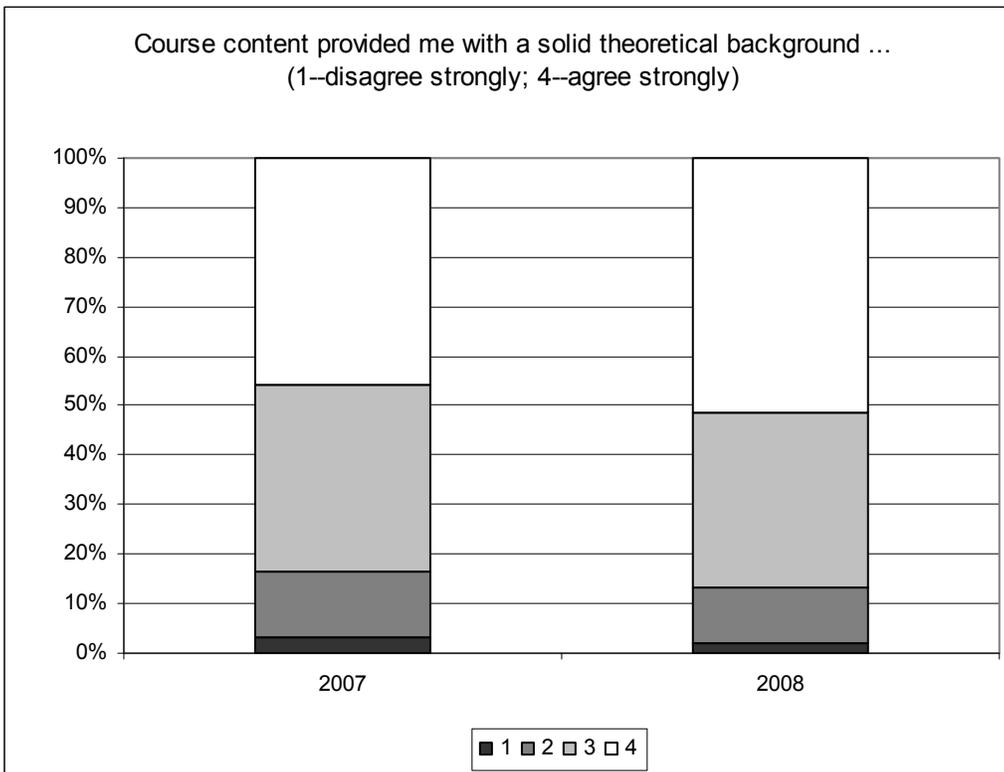
Academic Value of Required Courses

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 of curriculum or course content and the academic quality (rigor) of courses.

A solid theoretical background was rated as very important by 67% and 62% of respondents in 2007 and 2008, respectively. Academic rigor of the required courses was very important for fewer than 50% of respondents.



Majority of respondents (83% in 2007 and 87% in 2008) agreed or agreed strongly that course content provided them with a solid theoretical background in the discipline.



Responses to the open-ended questions that referred to curriculum or course content as providing sufficient, appropriate, and up-to-date information were categorized as *Academic Value*. About 20% of

respondents made such comments. Many respondents felt that they received a solid theoretical background in their respective fields of study.

The theoretical aspect is strong. (2008)

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

Theoretical underpinnings—TC and Columbia have a rich heritage and grounding in psychology at a broad level and organizational psychology in specific. (2008)

My program is very strong theoretically. (2008)

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

For someone without a background in Psychology I find the program to be of huge help because it offers the opportunity to truly learn the theories and background information of the field. (2008)

Curriculum is strong on theory and uses primary sources. (2007)

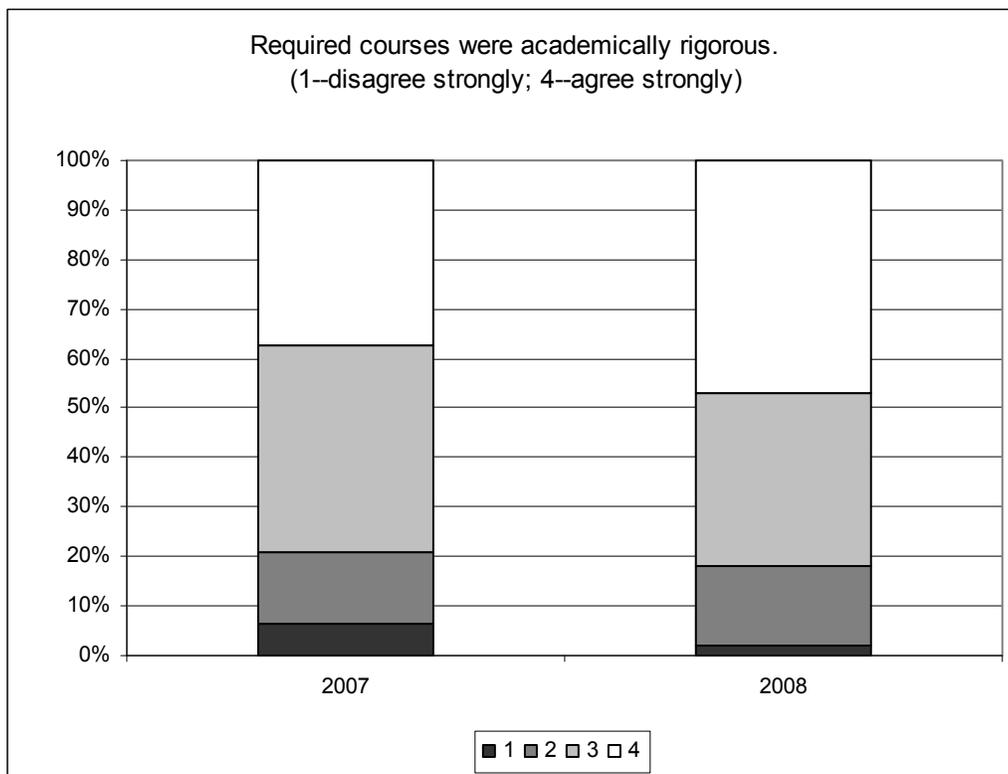
Comments about weaknesses were likely to reflect specific curriculum gaps or deficits. Please note that comments about the balance of theory and practice are discussed in the Practical Value/Relevance section that follows.

Professors' interests do not lie in program area, so content was not covered/provided. (2008)

I only had one available course specifically targeting my focus. (...) (2008)

The program in general was not what I expected and I did not learn the specific of my field that I feel are conducive to my professional development in my line of work. (...) (2008)

In 2007, 79% of respondents agreed or agreed strongly that required courses were academically rigorous. In 2008, 82% agreed with this statement.



Responses to the open-ended questions that referred to academic standards, rigor, and/or expectations were coded *Academic Standards*. There were more comments on academic rigor as a program weakness than as a program strength.

The rigorous course of study and focus on creating personal philosophies of teaching. (2008)

The coursework was very challenging, which made good grades seem like a real achievement. (2007)

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

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

The core courses could stand to be reviewed. I feel as though my electives and research course were infinitely more engaging, more applicable, and more challenging than the core courses. (2008)

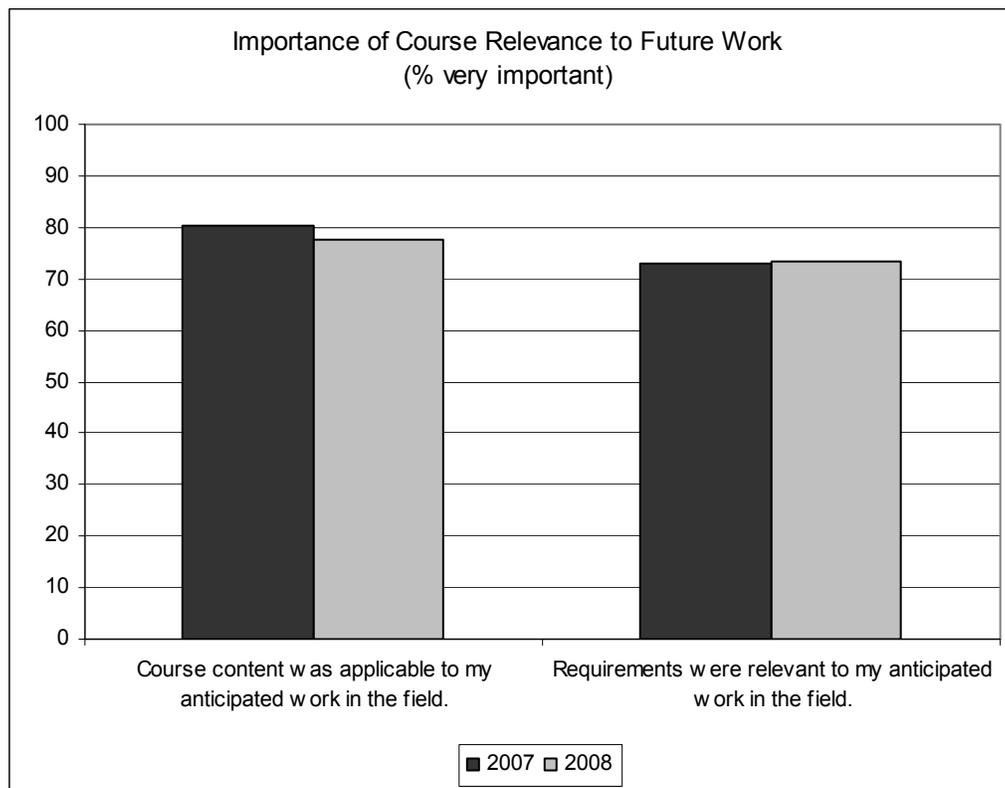
Most of the classes were very unchallenging and we spent a time doing things that were either unnecessary or unnecessarily drawn out with respect to time. (2008)

Not rigorous enough. Rudiment material, not reflection of the most current trends. (2008)

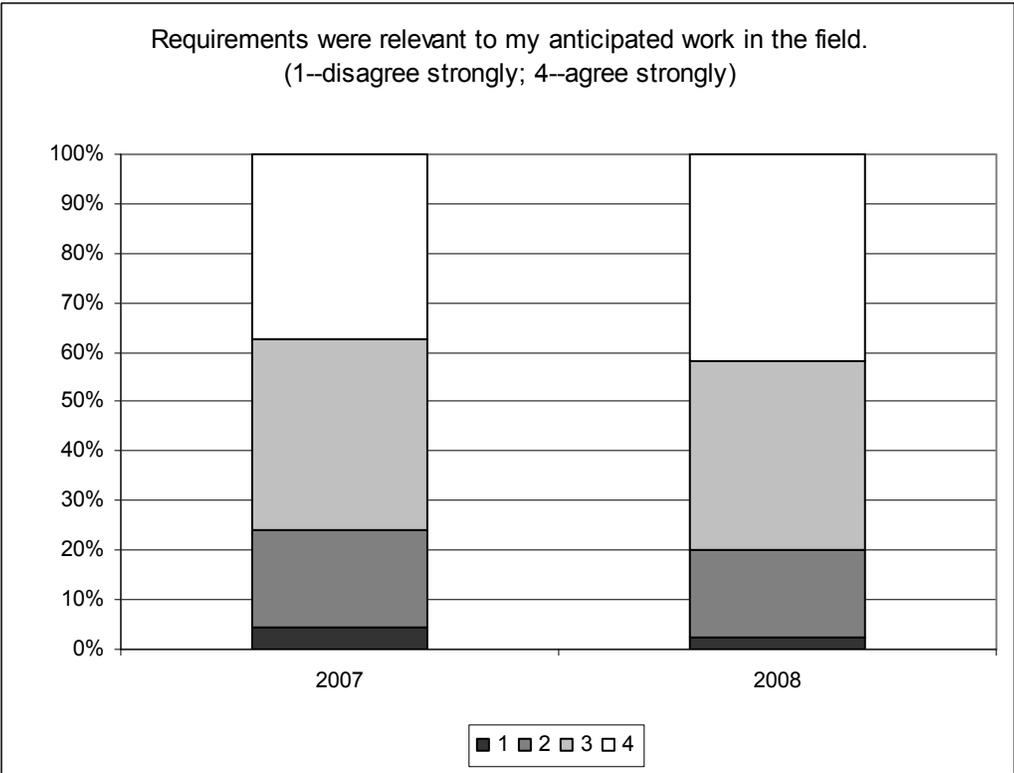
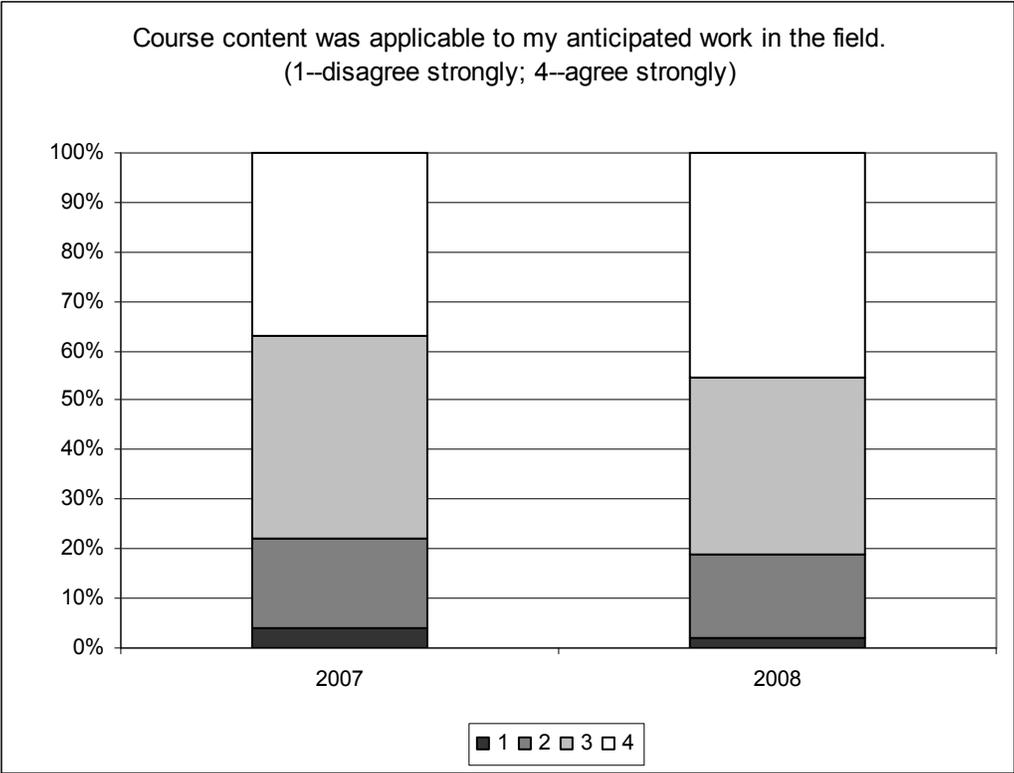
The program did not seem to fit together. Some professors did not seem to care if you completed homework well or at all, while others were very strict about how well papers were written. The expected level of commitment to a course from the professors and students was inconsistent to say the least. (2008)

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 80% of respondents both in 2007 and in 2008 rated these statements as very important.



Between 78% and 81% of respondents agreed or agreed strongly that course content was applicable and between 76% and 80% agreed that program requirements were relevant to their anticipated work in the field.



Text responses that 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*. About a quarter of respondents commented on this area. Of these, many were satisfied with the relevance and applicability of curriculum or course content.

Practical courses were extremely useful and more should be offered. (2008)

I was able to take what I learned and bring it straight into my classroom. (2008)

My program also geared classes toward a more practical approach versus philosophical which I found helpful. (2008)

Great courses with practical applications and assignments that will be beneficial in the future. (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)

We are taught a variety of test measures to use in the field and given many opportunities to practice more skills. We received a good counseling foundation, and received training in several techniques. (2008)

You learn a variety of interventions to aid students with many different needs. Applying the intervention strategies in real life situations (e.g., practicum I-III). (2008)

On the other hand, an equally large number of respondents believed that program curriculum was not applicable or relevant to their future or current work in the field.

It is not especially well-connected to the realities of teaching in a school. No principal wants a two-page summary of new research. She wants you to know Wilson Reading. (2008)

Very theoretical—if a student does not intend to continue in the research field or for PhD, some aspects are not relevant, and more practical study would be helpful. (2008)

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)

The degree requirements did not prepare me for ANY work in the real world beyond what I could have already done with my BA. The curriculum did not enhance any knowledge I previously had from undergrad. (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)

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)

Ideally, program curriculum strikes a balance between theory and application. Some respondents reported that their programs were able to achieve such a balance.

The program tries to combine theory with practice. (2007)

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

Comprehensive nature of our classes—both theoretical and practical. (2008)

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

The scope of the program was strong and helped me with the theoretical and practical tools I needed in my current job. (2008)

The program offers theory (although too much) along with practical knowledge for a balance of knowledge. (2008)

Others found their program curriculum too heavy on theory at the expense of real-world or work-relevant application.

Too theoretical and research focused. Disconnected with real world practices. Outdated and irrelevant.

Theories were often extremely "progressive"—this is great for the purpose of deepening my knowledge, but it's often disconnected from the daily practical experiences in my career as a teacher.

I was exposed to interesting new ideas, but do not see quite where to go with those ideas practically.

Too much theory that will never be used in the workplace. (2008)

Very theoretical curriculum. It does not provide enough practical training for the day-to-day job. (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 2007, 148 (28%) respondents indicated that their programs required internship; in 2008, this number was 94 (25%). Many more respondents, 245 (47%) in 2007, and 142 (38%) in 2008, 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. Respondents highly valued clinical experiences as was evident in their responses to the open-ended questions.

Loved fieldwork and externship experiences. (2008)

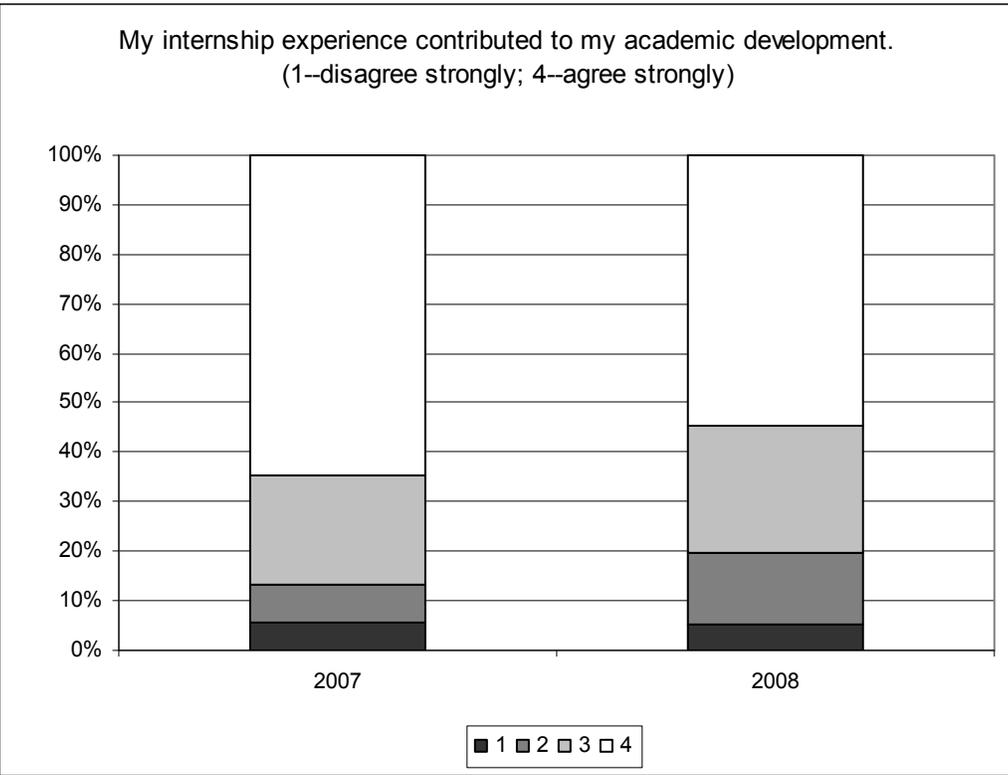
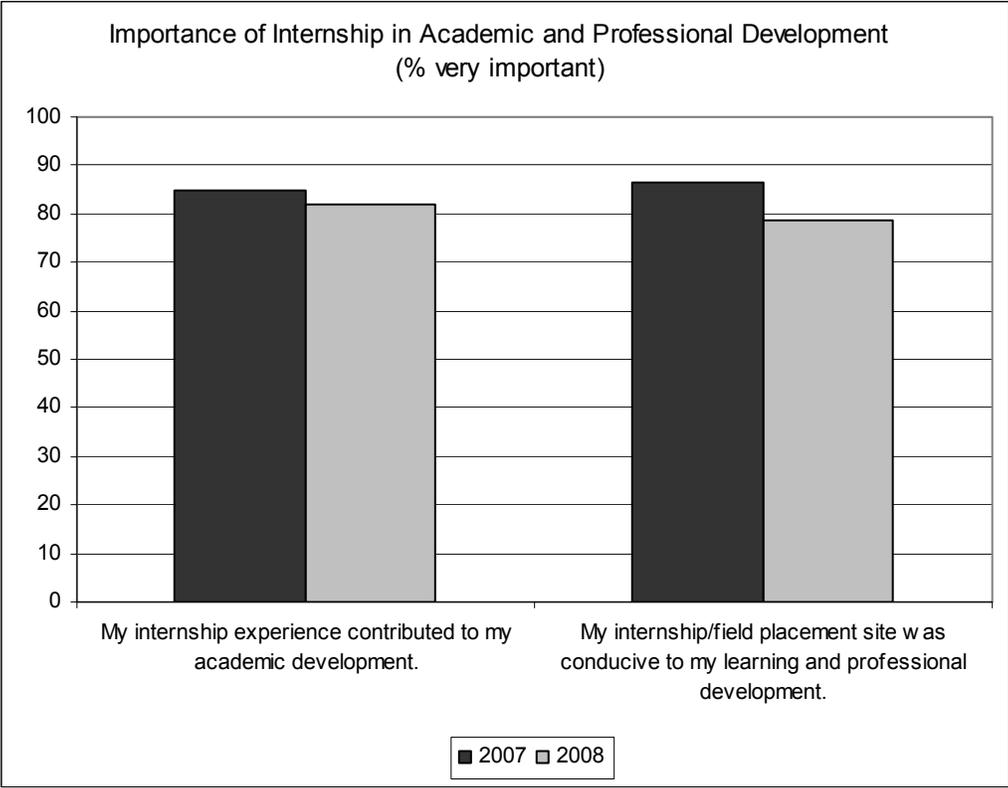
Fieldwork experience is valuable. (2008)

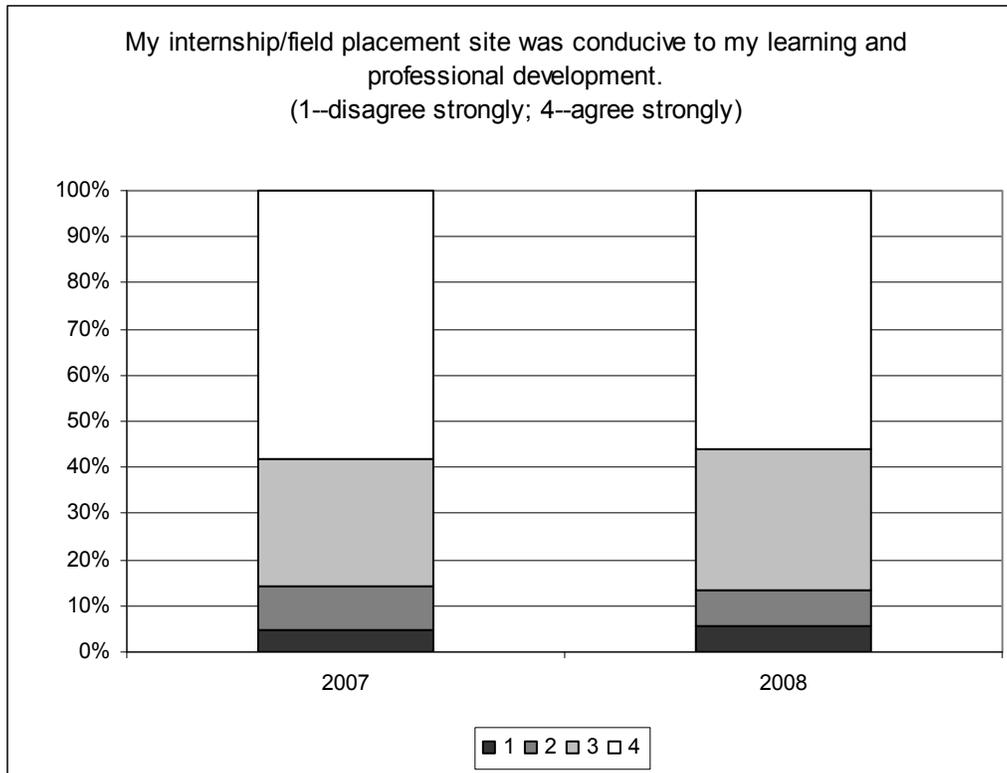
The most worthwhile part was student teaching. (2007)

I think program would benefit from hands on experiences in the field. (2008)

Role of Internship in Academic and Professional Development

Over 80% of the respondents felt that their internship was very important for their academic and professional development. Over 80% of respondents agreed or agreed strongly that internship experience contributed to their academic development and over 85% agreed that their placement sites were conducive to learning and professional development.





Responses to the open-ended questions that referred to any aspect of internship, student teaching, or practica were coded *Internship*. Comments about internship contribution to student academic and professional development tended to be cited as program strengths. Comments about placement sites tended to be cited as program weaknesses.

Its rigorous standards regarding internship experience. (2008)

Experience during my graduate assistantship was wonderful though I know not everyone had the same experience. (2008)

Student teaching was a great learning experience. (2008)

I think the push for students to get internships was good. (2008)

Student teaching opportunities were excellent. (2008)

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)

Limited internship opportunities, often inaccessible via public transportation. (2008)

Lack of diversity of student teaching cooperating schools. (2008)

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

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

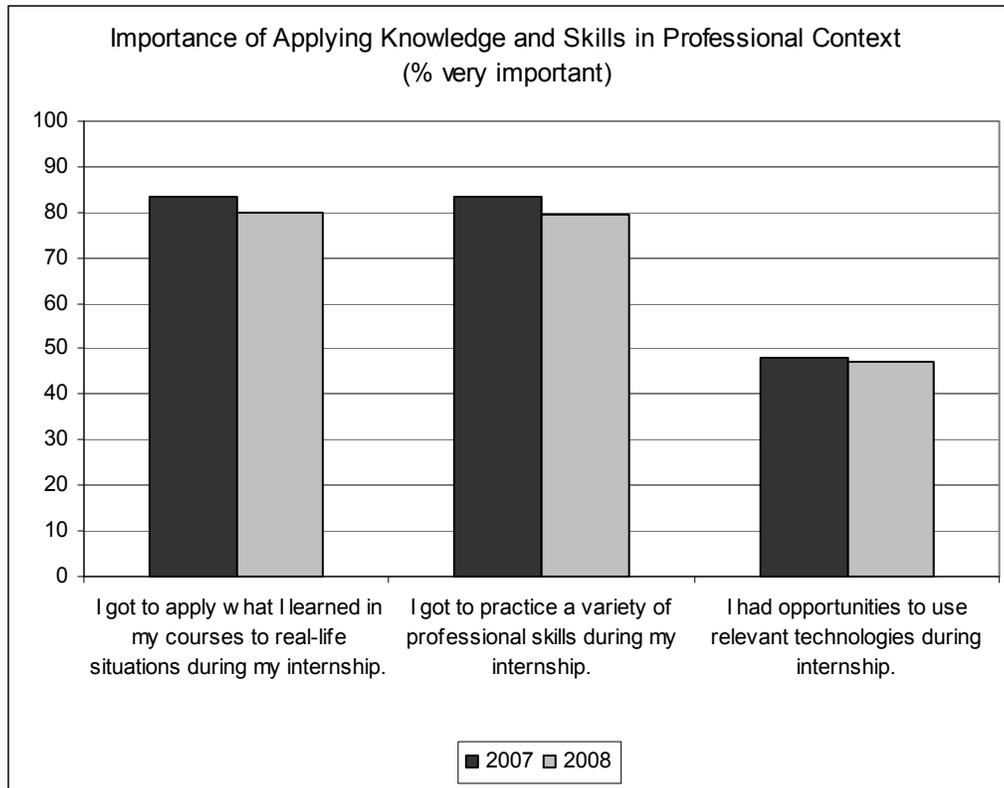
Internship and internship class could be better connected to the curriculum. (2008)

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

I feel there are little job outcomes with this program because we have no certification and internships are not directly encouraged. (2007)

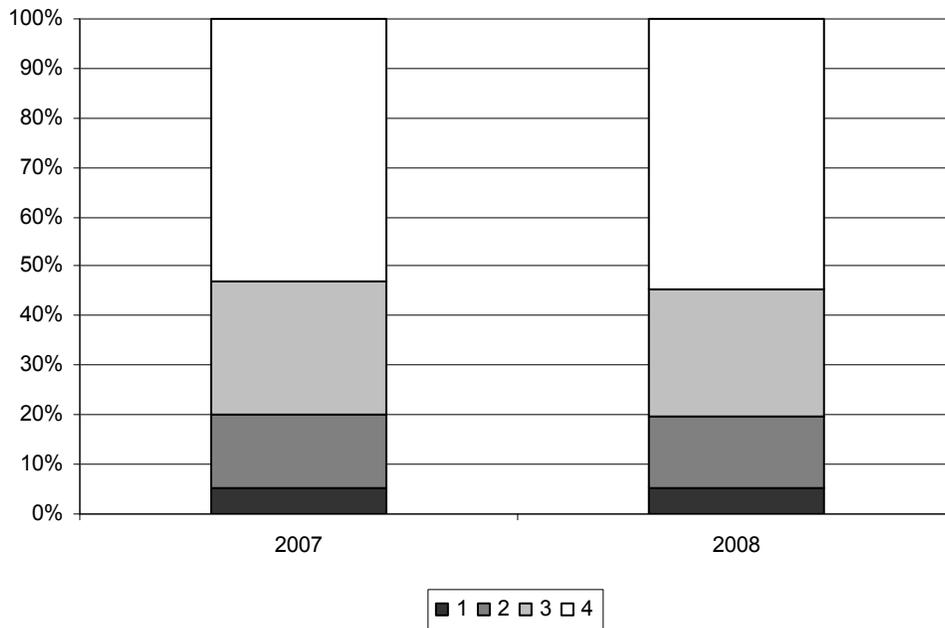
Opportunities to Apply Knowledge and Skills

Over 80% of respondents felt it was very important to have opportunities to apply what they learned in their classes to real-life situations and to practice a variety of professional skills during the internship. The opportunity to use technology in professional context was very important for fewer than 50% of respondents.

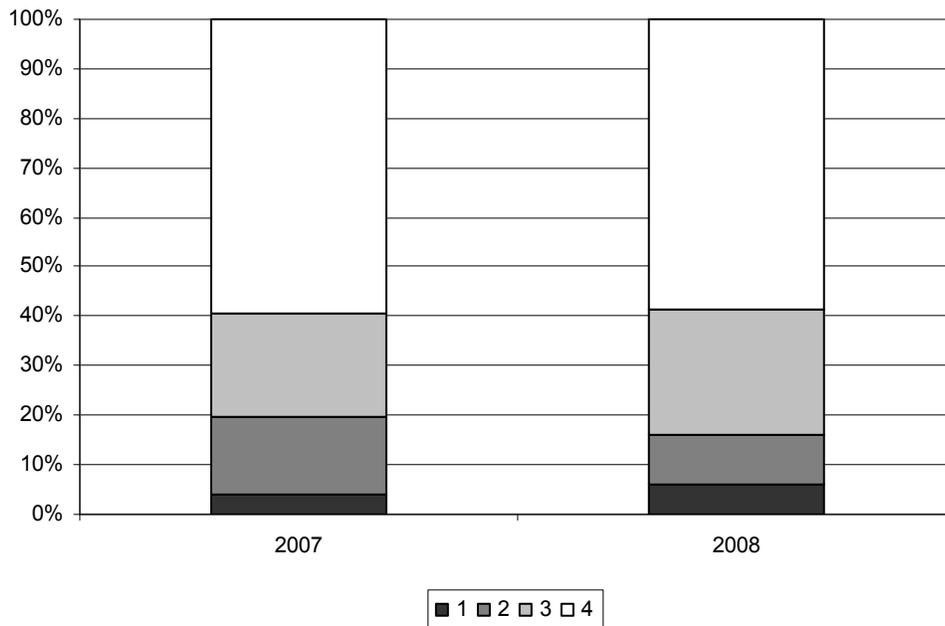


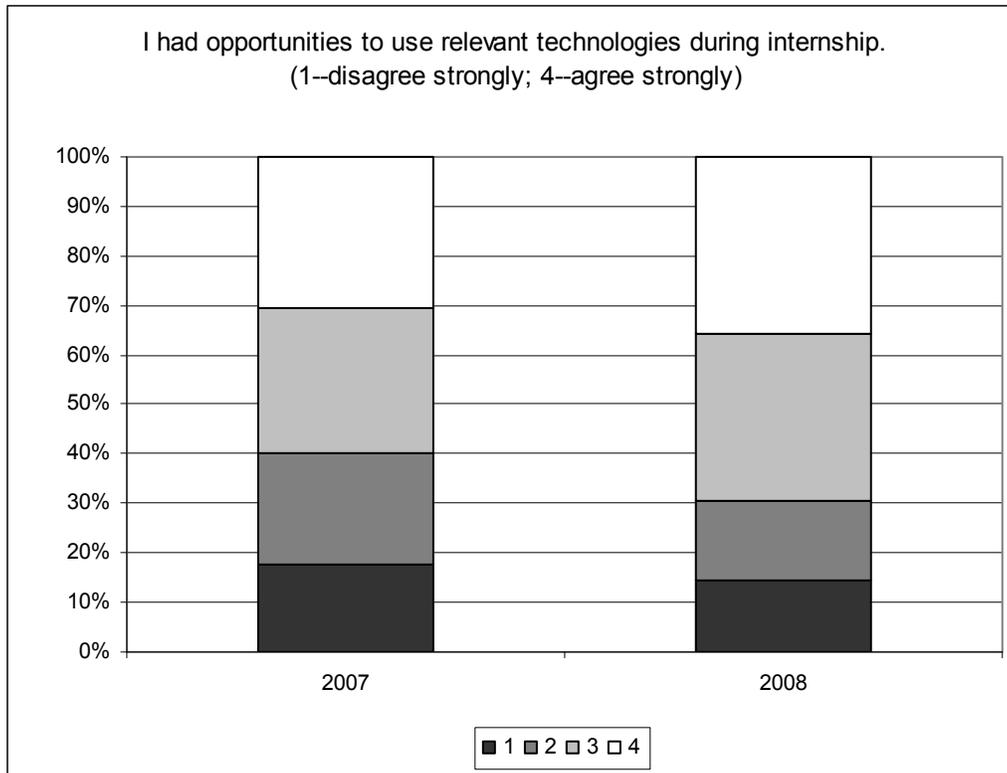
Between 80% and 84% of respondents agreed or agreed strongly that they got to apply what they learned in class to real-life situations, and to practice a variety of professional skills during internship. Between 60% and 70% of respondents agreed that they had opportunities to apply relevant technologies during the internship.

I got to apply what I learned in my courses to real-life situations.
(1--disagree strongly; 4--agree strongly)



I got to practice a variety of professional skills during my internship.
(1--disagree strongly; 4--agree strongly)





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

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

Internship provided real-life experience. (2008)

Application of theories into classroom. (2008)

Opportunities to practice what I learned in class through student teaching. (2008)

The rigorous coursework and its direct application to the classroom setting and overall fieldwork. (2008)

Application of classroom learning to practicum experience. (2008)

It allowed me to get practical experience with my fieldwork. (2008)

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

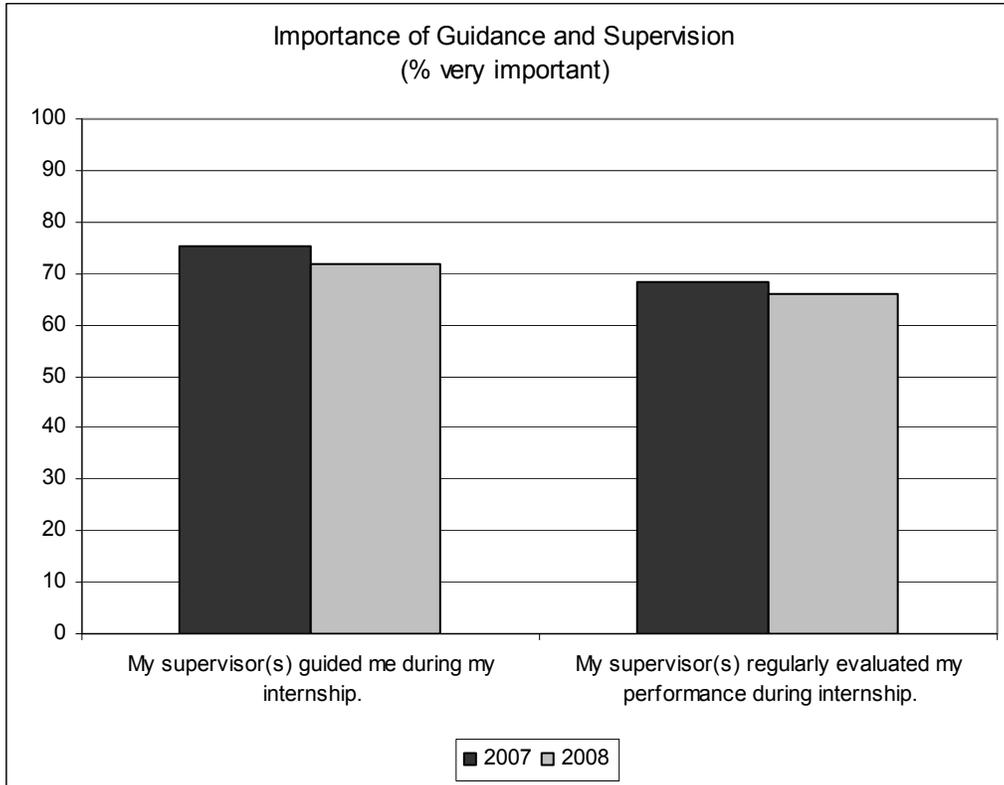
The internship was serious! I was able to spend solid time watching, learning, and doing principalship. There are several things I have experienced that many of my aspiring admin friends have not! (2007)

Practicum and field work experiences as well as supervision was exceptional. It was a great learning experience and very applicable to job. (2007)

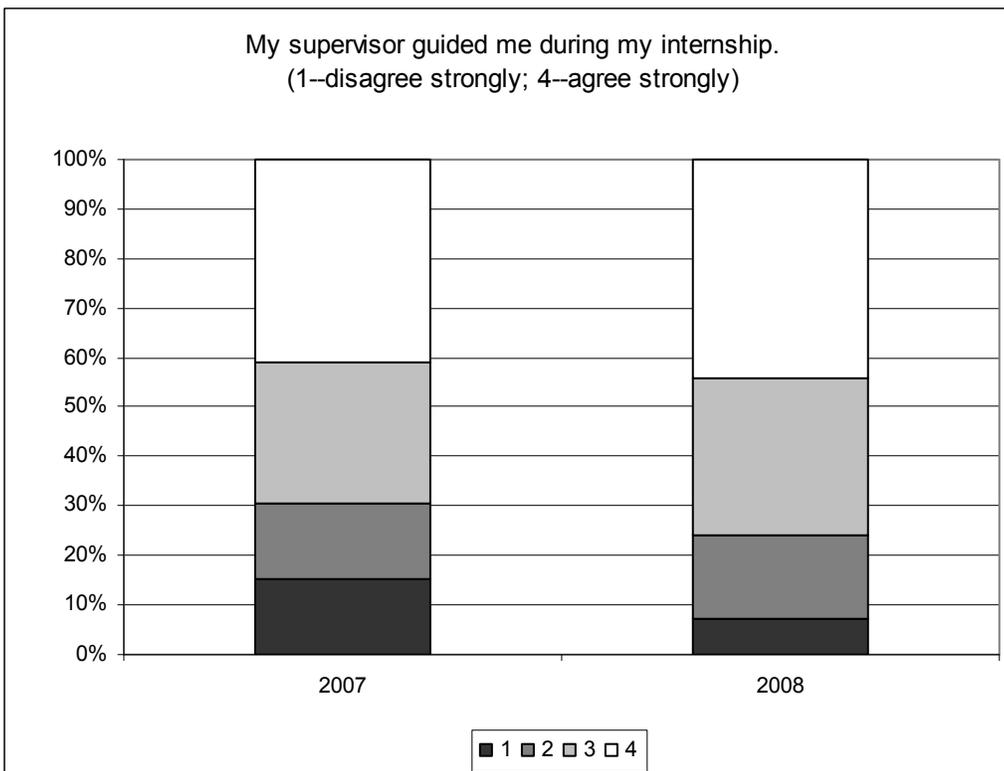
The practicum allowed for creativity on the students part as well as professional skills development. (2007)

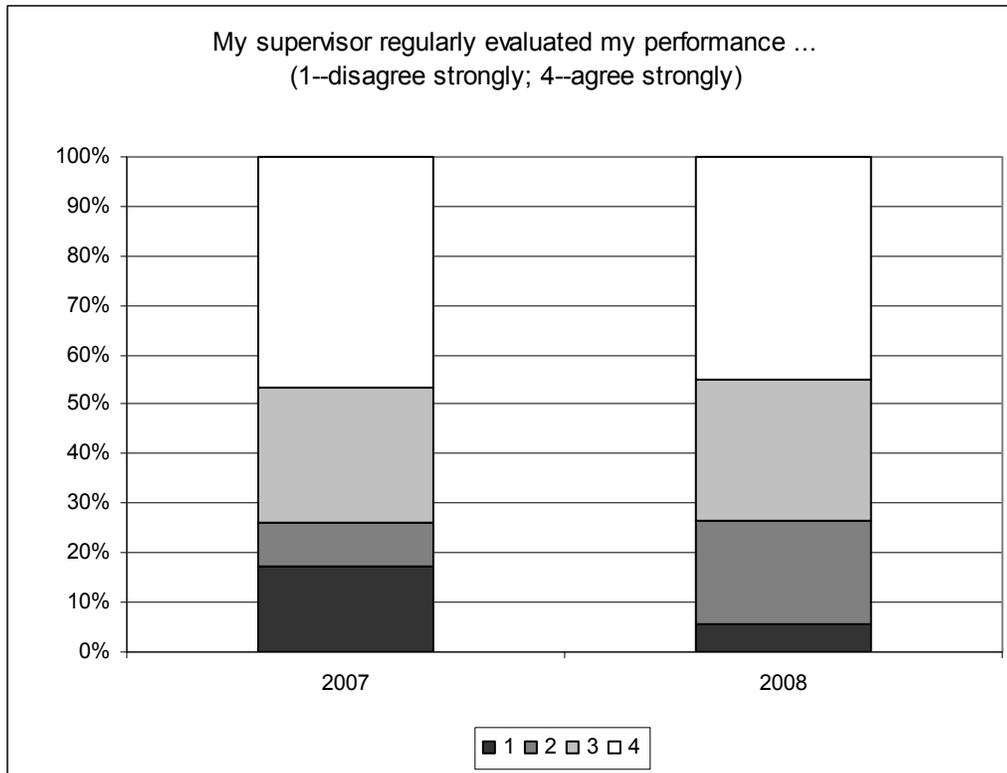
Guidance and Supervision

Guidance and supervision during internship were very important for over 70% of respondents; and regular performance evaluation, for over 65% of respondents.



Between 70% and 75% of respondents agreed or agreed strongly that their supervisors guided and regularly assessed their performance during the internship. The number of respondents who disagreed strongly with both statements was much higher in 2007 than in 2008.





The few responses to the open-ended questions related to guidance and supervision were equally likely to be about strengths as about weaknesses.

The support we had during student teaching was AMAZING. (2008)

Little contact between faculty and students during internship year. (2008)

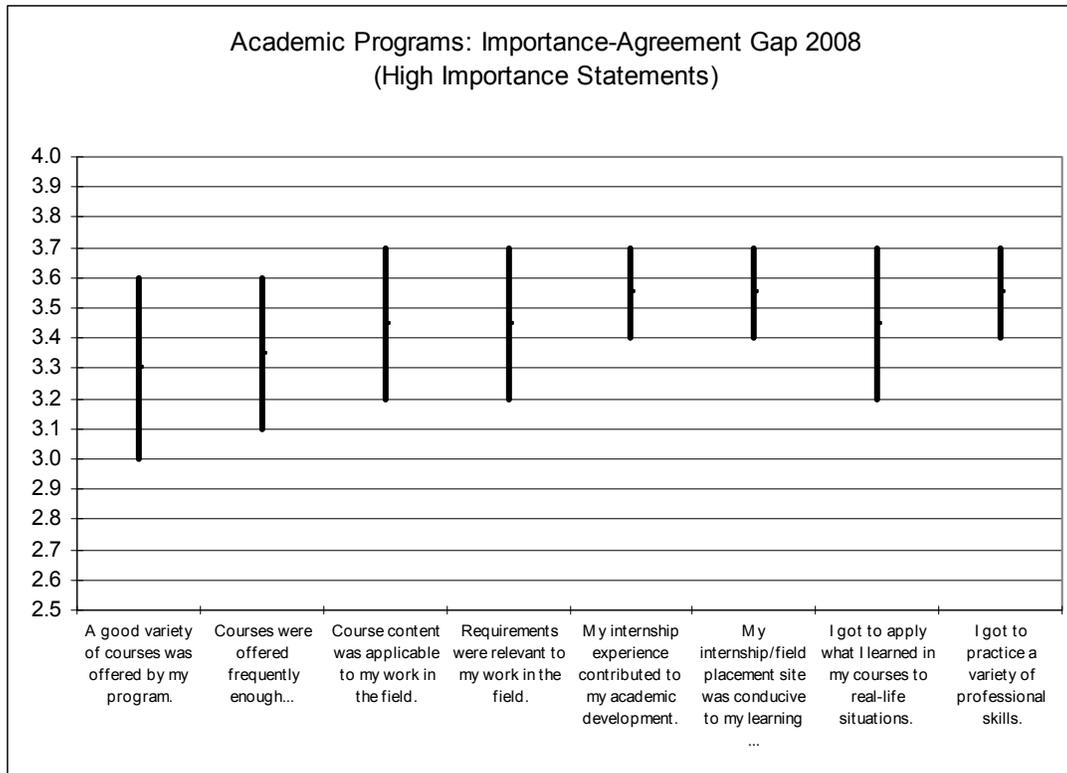
The strong relationship between what I did in the classroom and what I learned during my course work as well as the many opportunities to receive feedback through direct observation by my professors during my internship. (2007)

I had two supervisors that provided very little support and feedback. To provide more specific information on how to succeed in our practicum because the midterm grades were not always accurately based on our academic performance. (2007)

Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups: high importance (greater than or equal to 70%), medium importance (60%-69%), low importance (less than 60%). Eight out of 18 statements related to academic programs were in the high importance group; seven statements were of medium importance (Appendix B). Only three statements (i.e., philosophy, academic rigor, and opportunities to use technology during the internship) were of low importance for respondents. The number of statements in the high importance group suggests the overall high importance of the area of Academic Programs to respondents.

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.

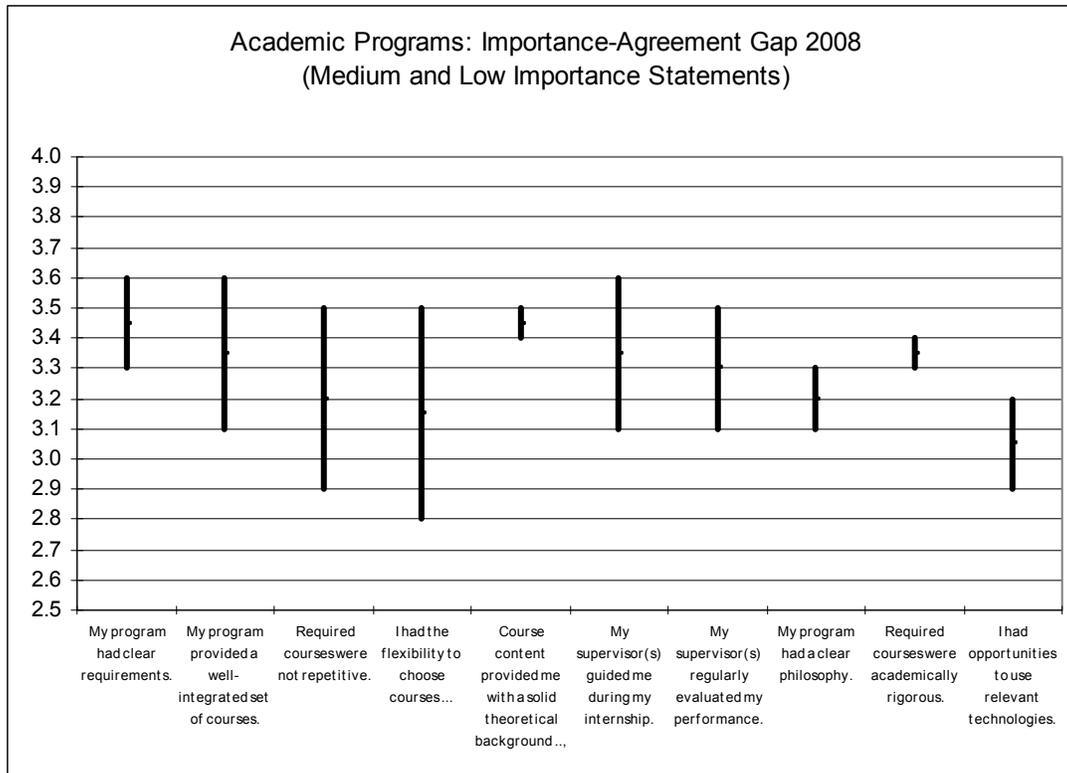


High Importance

Five high importance statements had performance gaps of 0.5 or larger which identify these as areas where student expectations were not met:

- A good variety of courses was offered in my program.
- 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.

The remaining three internship-related items were of high importance for respondents and the performance gap of 0.3 indicated that the College and programs did a better job with regard to clinical experiences.



Medium Importance

Four medium importance statements had performance gaps of 0.5 or larger, pointing to the areas in which the College or programs did not meet student expectations:

- My program provided a well-integrated set of courses.
- Required courses were not repetitive.
- I had the flexibility to choose courses based on my academic interests.
- My supervisor guided me during my internship.

The statement of medium importance with the smallest performance gap of 0.1 represented an area in which respondents' expectations were close to being met:

- Course content provided me with a solid theoretical background in my discipline.

Low Importance

Three statements of low importance had performance gaps ranging between 0.1 and 0.3, suggesting that respondents' expectations were close to being met.

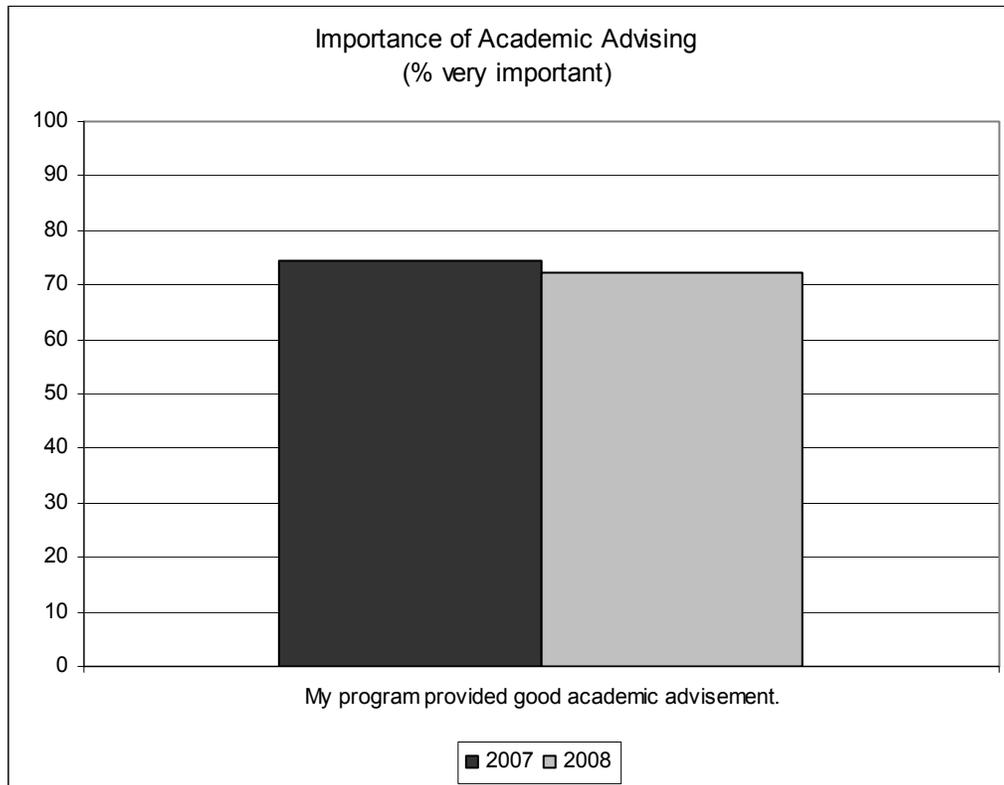
- My program had a clear philosophy.
- Required courses were academically rigorous.
- I had opportunities to use relevant technologies during my internship.

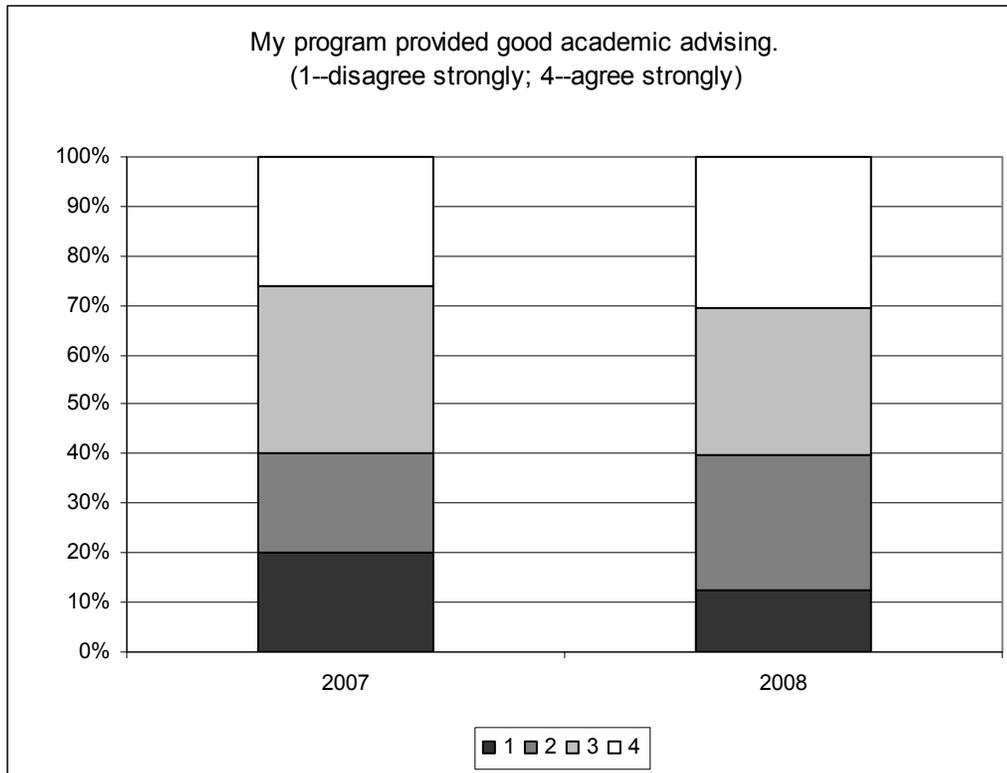
ACADEMIC ADVISING AND STUDENT SUPPORT SERVICES

Academic Advising

“The goals of academic advising may vary with institutions; the primary purpose of academic advising, however, is to assist students in developing meaningful educational plans within the context of students’ life goals” (Frost, 1991, cited from Hester, 2008, p. 36).

Good academic advising was rated as very important by over 70% of respondents. But only about 60% agreed or agreed strongly that their programs provided good academic advising.





Text responses that referred to the availability and quality of academic advising as provided by faculty, program, or the College in general, were coded *Advising and Guidance*. About 20% of respondents made such comments, most of which identified advising as a major weakness. As space was a constraint on paper surveys, respondents were not able to go into details. Thus, many simply commented “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.

I was not given an academic advisor for the whole course of my program (therefore, no support was given to me AT ALL). (2008)

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)

Trying to find an advisor was a major challenge and my department’s office was not great help. (2007)

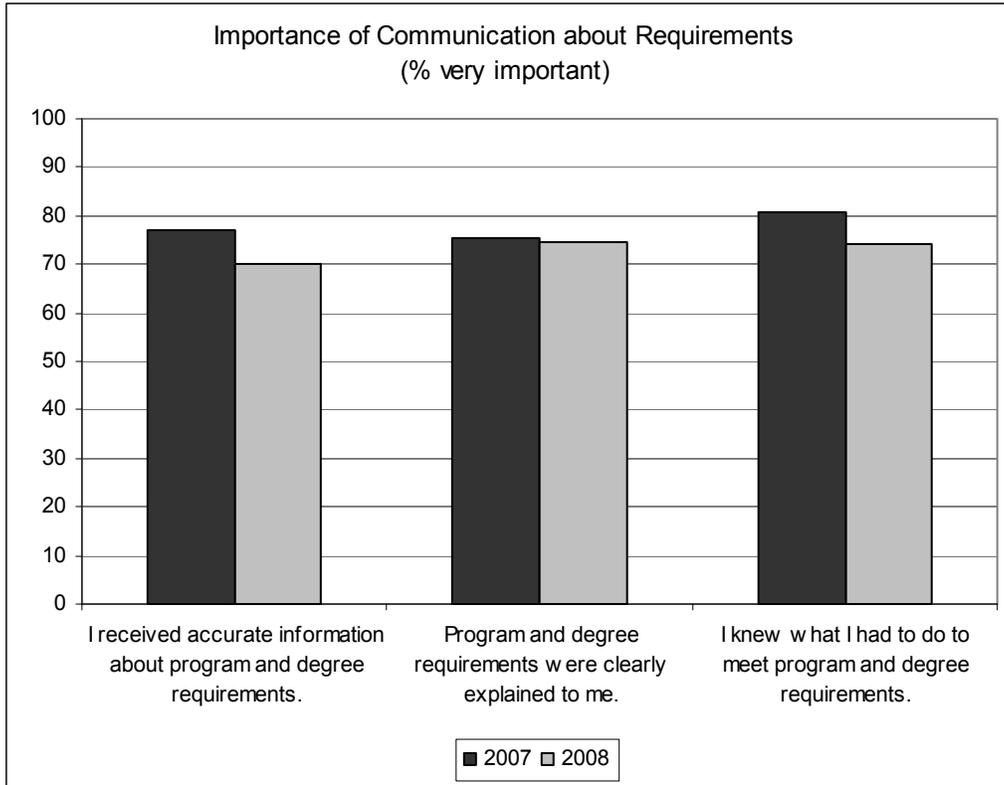
Advisement is horrible. You are on your own! (2007)

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)

I went through 3 different advisors (and therefore didn't have a consistent and reliable resource for concerns). When the 1st advisor left, I should have been more carefully re-assigned (and not to one taking a leave-of-absence the following semester). (2007)

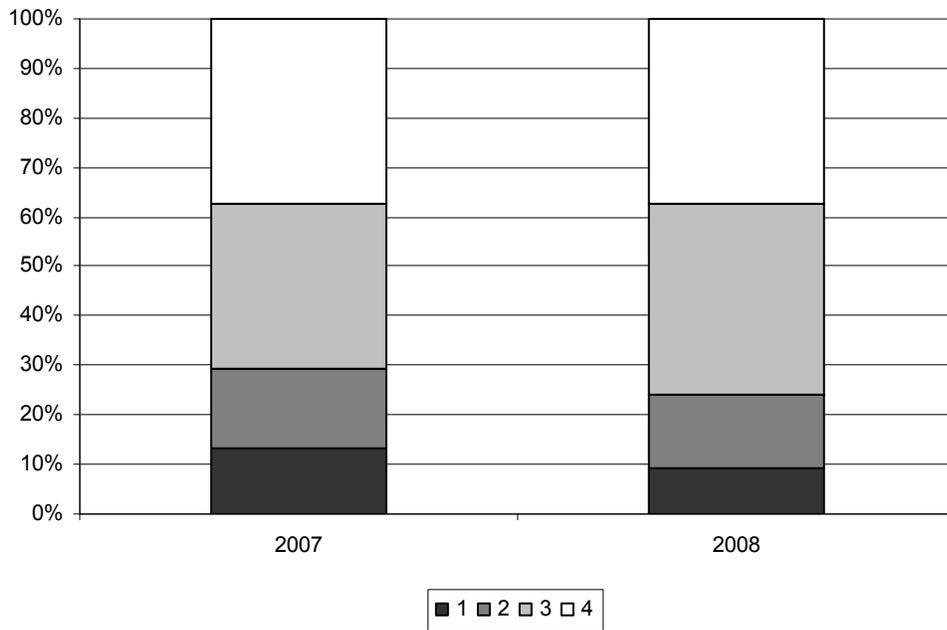
Communication about Program Requirements

All three statements that referred to the quality of information about program requirements that students received were rated as very important by over 70% of respondents, both in 2007 and 2008.

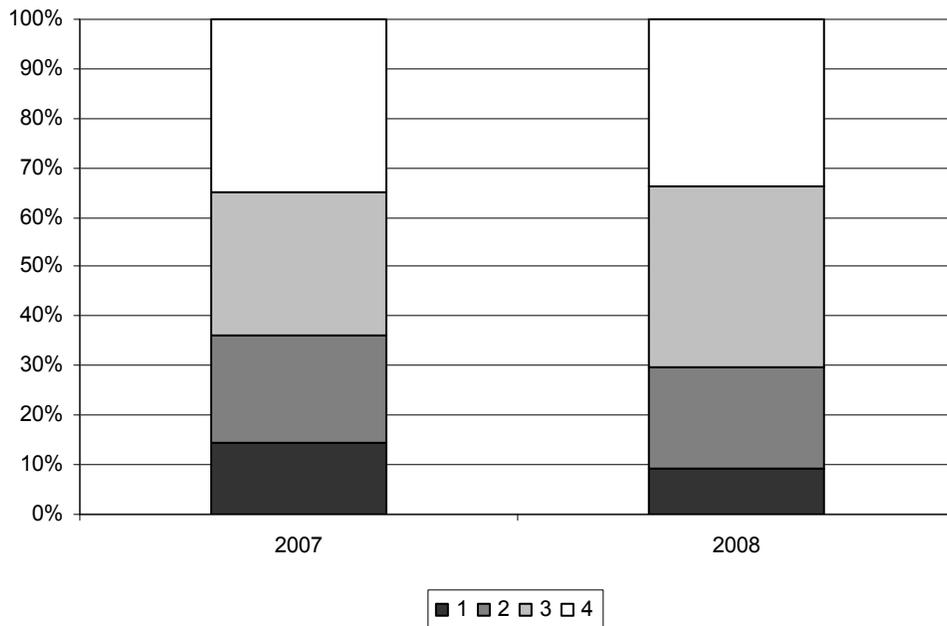


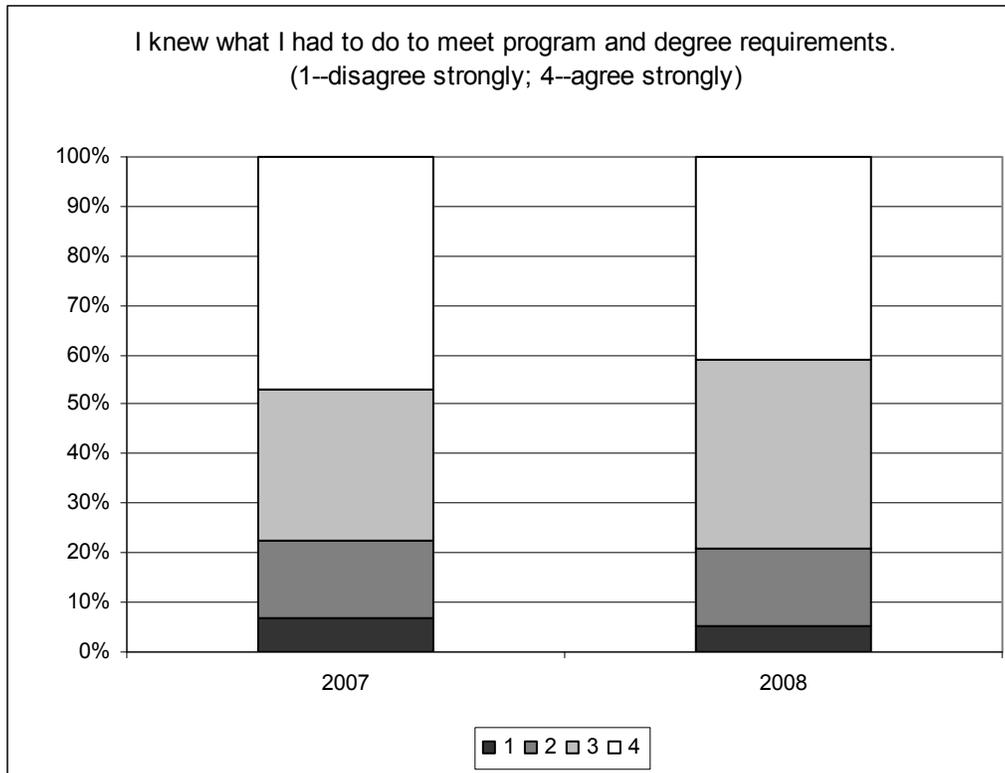
About 70% of respondents agreed or agreed strongly that they were provided clear and accurate information about program and degree requirements, which means that about 30% of respondents did not receive clear and accurate information from their programs or advisors. About three-fourths of respondents reported knowing what they had to do to meet program and degree requirements.

I received accurate information about ... requirements.
(1--disagree strongly; 4--agree strongly)



... requirements were clearly explained to me.
(1--disagree strongly; 4--agree strongly)





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

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)

Requirements were not always made clear. (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)

There was little to no orientation. The information was inaccurate (especially for the specific program). (2008)

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.

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)

There needs to be more communication between professors as I was often given conflicting advice. (2008)

Lack of communication and inaccurate information circulated among students, faculty, and staff. (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)

Academic advisors did not give much guidance and different advisors would tell you different requirements. (2007)

Respondents felt the specific information that was lacking included: specialization requirements, required courses outside of core program or department, electives, and credit transfer policies. Note that feedback about the aforementioned pieces of information were provided by 2007 respondents only, and not by 2008 respondents. This suggests that the programs, in response to 2007 student feedback, may have developed and made guide books available to students of Class of 2008.

Program requirements were not well mapped out by advisors. For example, I never knew that there was a child abuse certification to complete before graduation. (2007)

Inadequate curriculum guidance outside of core program requirements. (2007)

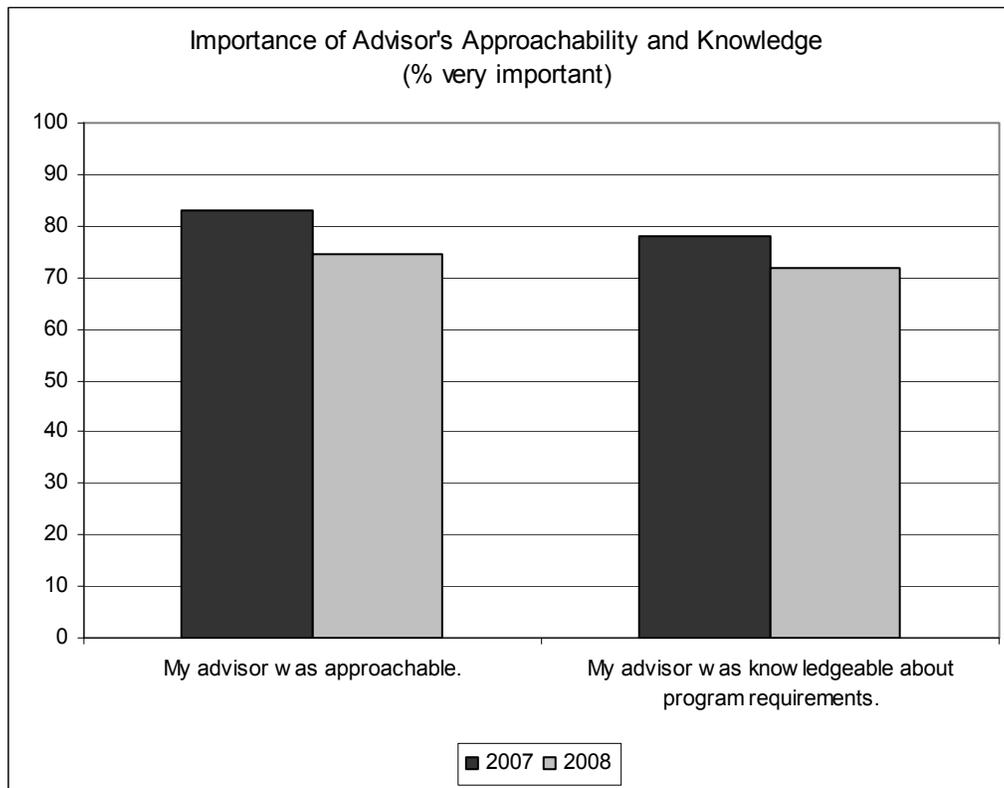
Lack of knowledge by department advisors about the required courses outside of the department. (2007)

Stronger list of suggestions for relevant electives would be helpful. (2007)

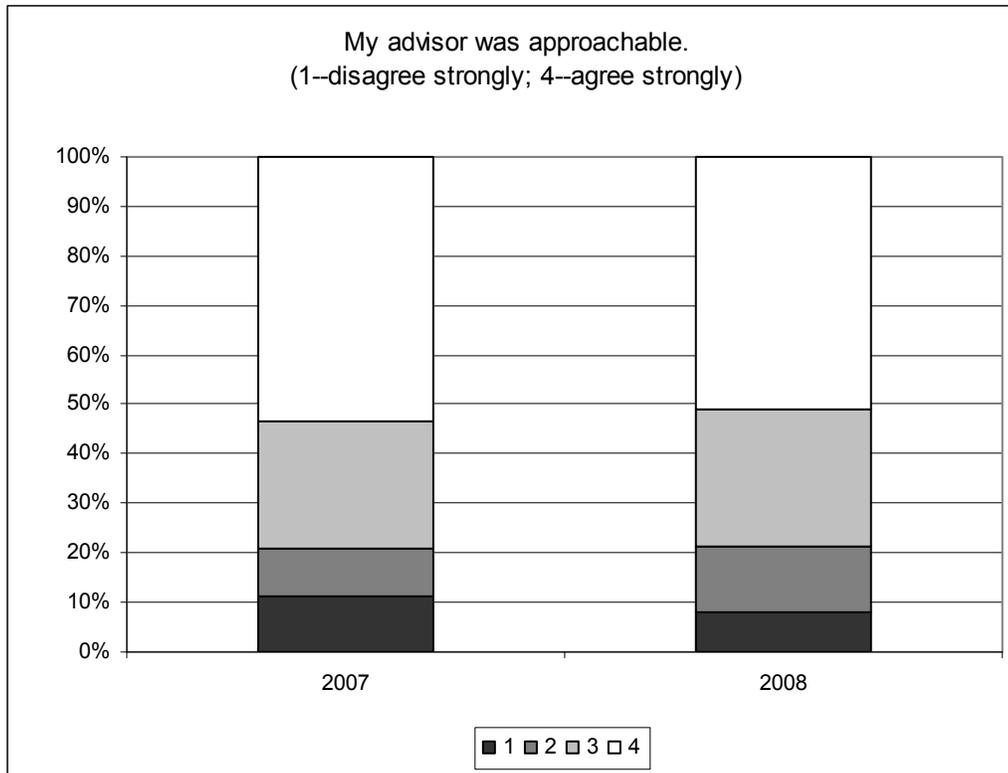
Difficult to get good advising, often unclear about schedules, absolute requirements (particularly when transferring in classes and piecing together a program). (2007)

Advisor's Approachability and Knowledge about Requirements

Advisor's approachability and knowledge about requirements were rated as very important by over 70% of respondents, both in 2007 and 2008.



Almost 80% of respondents agreed or agreed strongly that their advisors were approachable.



Here are comments from respondents who did not find their advisors accessible, supportive, or involved with students.

Academic advisors [were] not all approachable. (2008)

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)

Academic advisors should be more than an "idea." They should be responsive. (2007)

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.

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)

My advisor was unapproachable, and usually hard to make an appointment with. She also had very little knowledge about questions I brought to her. (2007)

N. was my advisor—she is great but she doesn't have a lot of time, I could have used a mentor to really sit down and talk with. (2007)

Advisement was poor. As a commuting student, professors were not always available outside of their normal office hours. (2007)

Advisors' busy schedules are often related to the high advisor/advisee ratio; this issue was raised by several respondents, particularly by master's students.

Advisors have too many students. (2008)

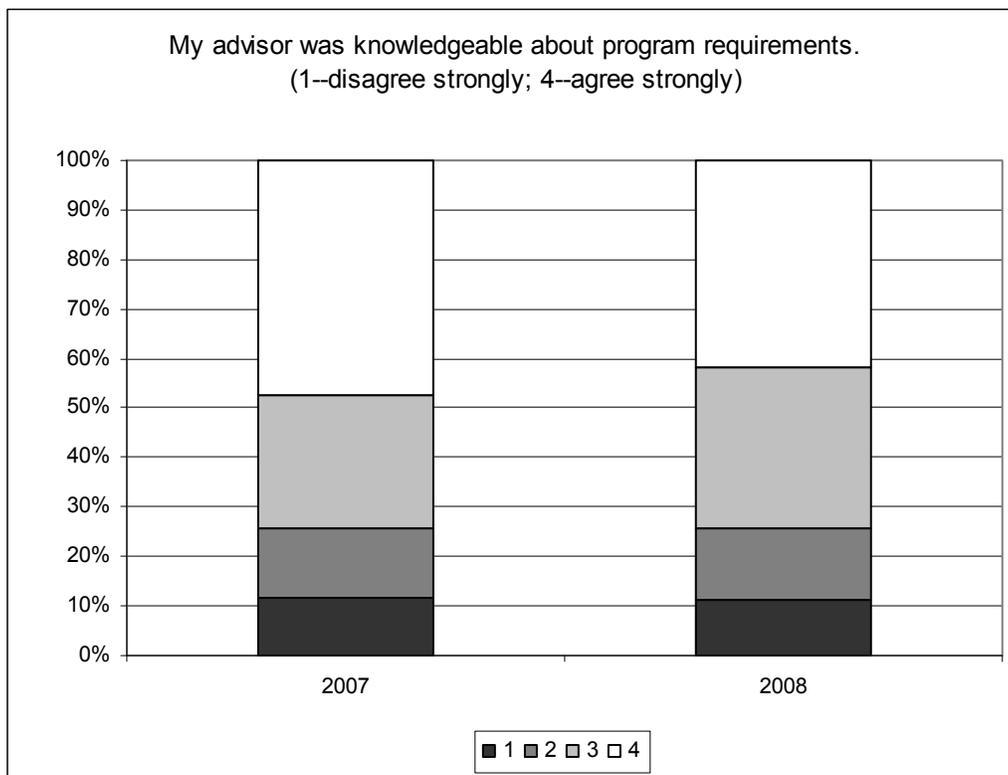
There are only two advisors for everyone and this is not helpful. (2008)

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)

Professors are assigned too many students and very inaccessible. I received very little guidance and feedback on my dissertation study, for example. (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. Almost three-fourths (74%) of respondents agreed or agreed strongly their advisors were knowledgeable about program requirements.



Text responses about advisors' lack of knowledge about program requirements reveal it to be a major program weakness.

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)

They assigned doctoral students to advise MA students. The doctoral students were not well prepared to advise. (2007)

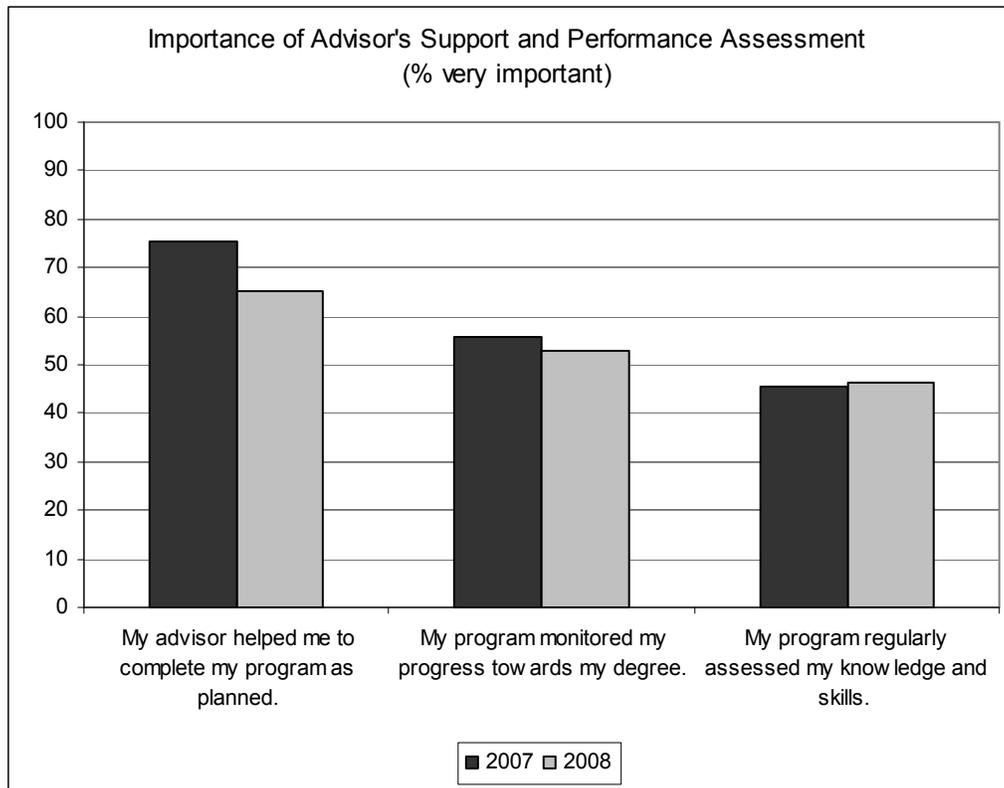
My first advisor was totally incompetent which led to lots of problems. (2007)

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

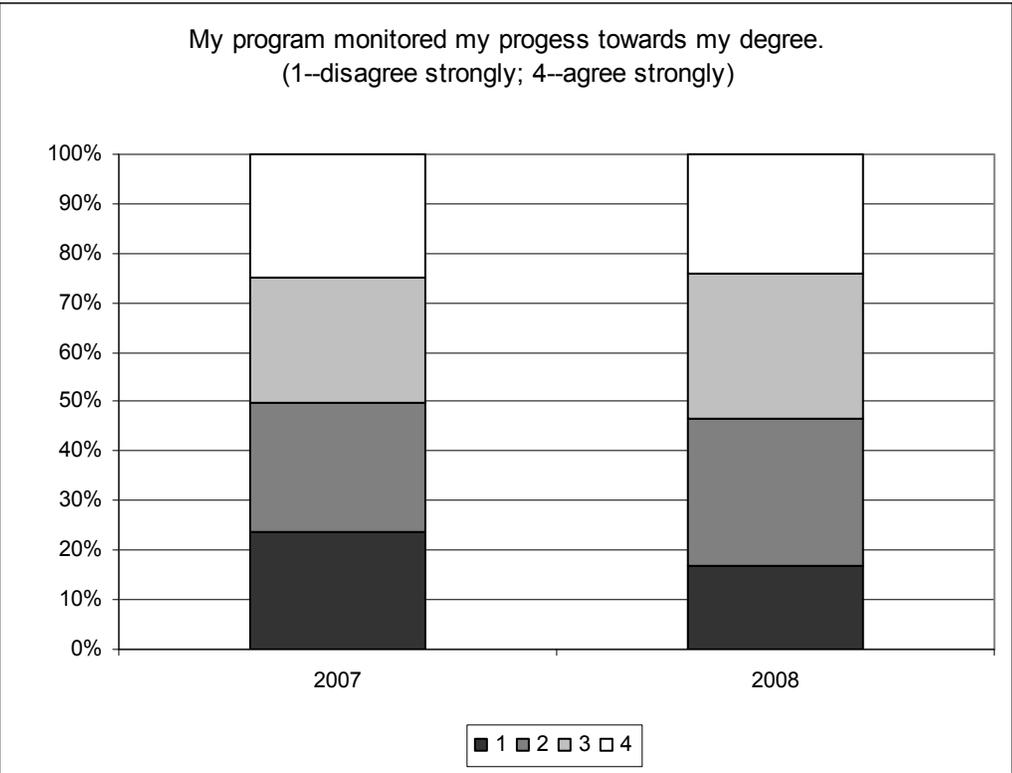
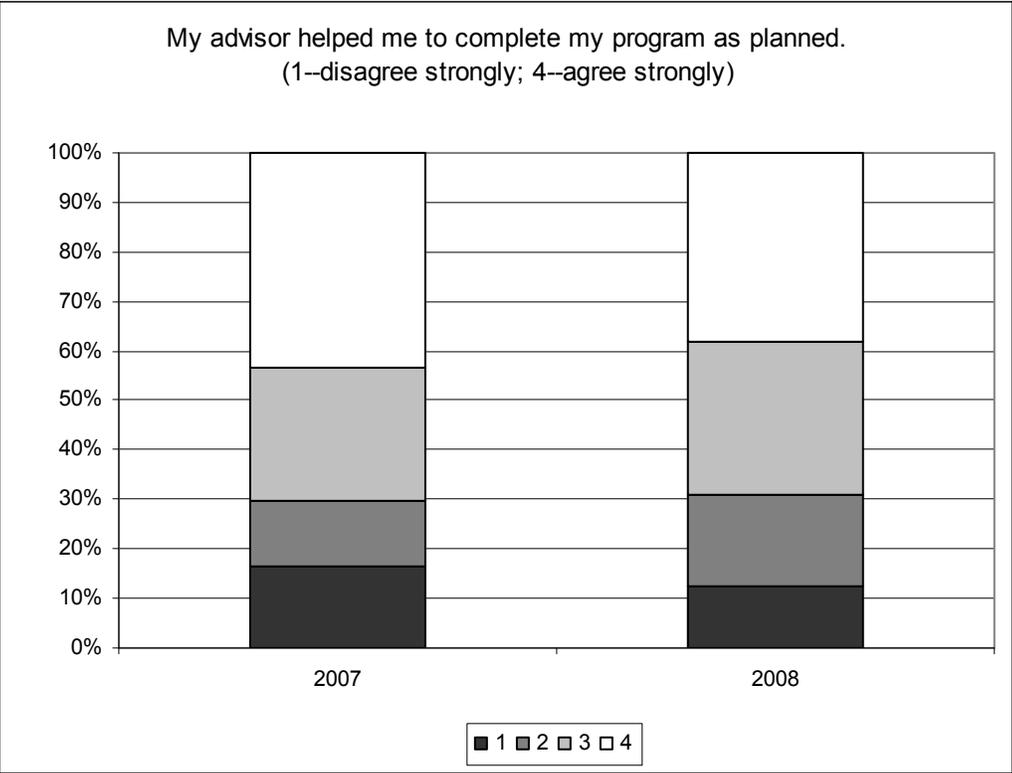
Had a horrible time w/my original academic adviser, who had very little information on what requirements were and was not very keen to follow up on any questions or dilemmas I had, had a much better time once I changed advisers, but just wish only those professors who are genuinely interested in advising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

Progress Evaluation and Assistance in Completing the Program

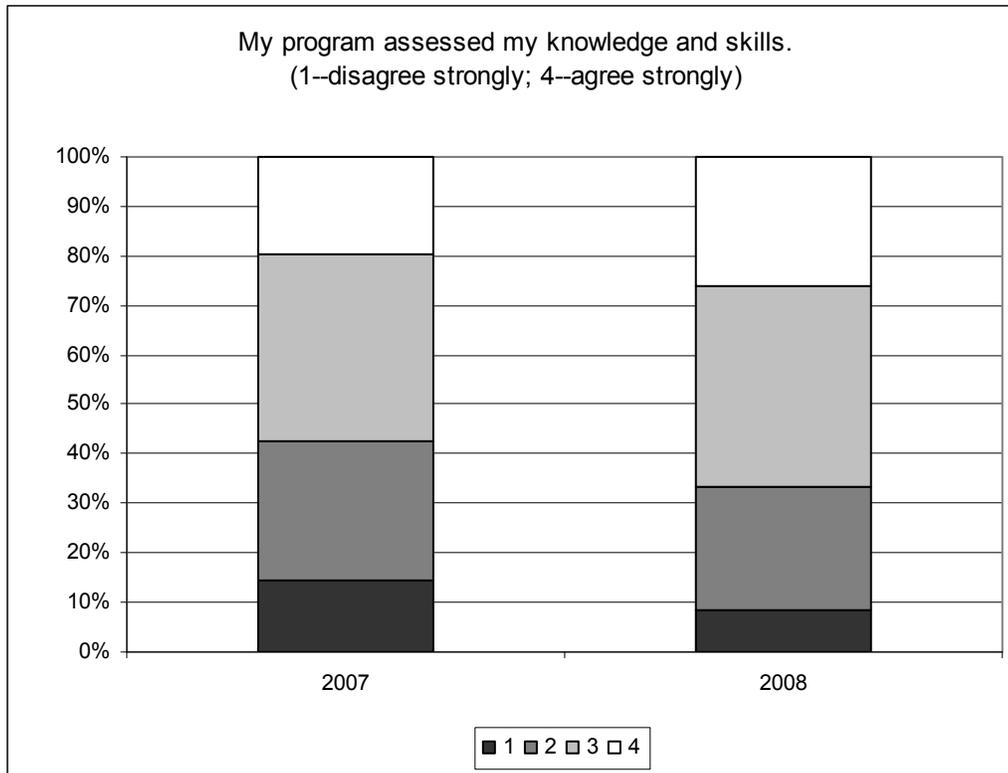
Three statements referred to support and guidance that students received from their advisors or programs. Only about half of the respondents rated monitoring of student progress and performance evaluation as very important. Advisors' help in completing the program of study in a timely fashion was very important for 76% and 65% of respondents in 2007 and 2008, respectively.



About 70% of respondents agreed or agreed strongly that advisors helped them to complete their programs as planned. A little over 50% agreed that their programs monitored students' progress towards degree.



In 2007, 57% of respondents agreed that their programs regularly assessed students' knowledge and skills. In 2008, this percentage was 67%.



Dissertation Advisement

Less than 10% of our respondents were doctoral students. The questionnaire did not have statements specific to dissertation advisement. However, a number of comments were about dissertation advisement. Respondents felt more focus and more oversight of the dissertation process were needed during and after coursework was completed.

Lock of focus on dissertation throughout coursework (2008)

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)

More and better oversight of doctoral students through course of study. (2008)

Lack of advisement regarding my dissertation (I needed to get help from a teacher at U. of X. in order to develop a defensible methodology. No one at TC was willing to suggest a research approach for me, other than to give general advice.) (2008)

Not mandating meeting with your advisor on a regular basis once the course work is completed (2007)

I very much enjoyed my experience at TC until I entered the doctoral program. My advisor dragged her feet on my advisement, delayed my degree by 2 years and NEVER returned my materials in a timely fashion. I overpaid for "so-called advisement" that was very limited at best. If it wasn't for my second reader, I would still be doing re-writes for my dissertation! I think you should totally re-do your doctoral program and make it more user friendly; after all your students are your paying clients and should be treated as such. ... If I had to do it all over again, I would get this doctorate at Harvard—they have a far superior, serious group of professional which TC at present sorely lacks! (2007)

Career Guidance

The survey questionnaire did not contain 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 and Employment). Respondents expected their programs or the College (not just the Career Services) 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.

There needs to be more support (resume workshops, job help, etc.) and for those who have already taught but still want a NY certificate. (2008)

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)

Not one faculty member informed the students in our program about the national certification exam that we could/should complete. Also, no one was willing to help guide my friends or myself in finding an internship for our masters' project. When I asked my advisor if I should take advantage of the career center he did not recommend it. I received my degree from TC 7 months ago and I am still unemployed. (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)

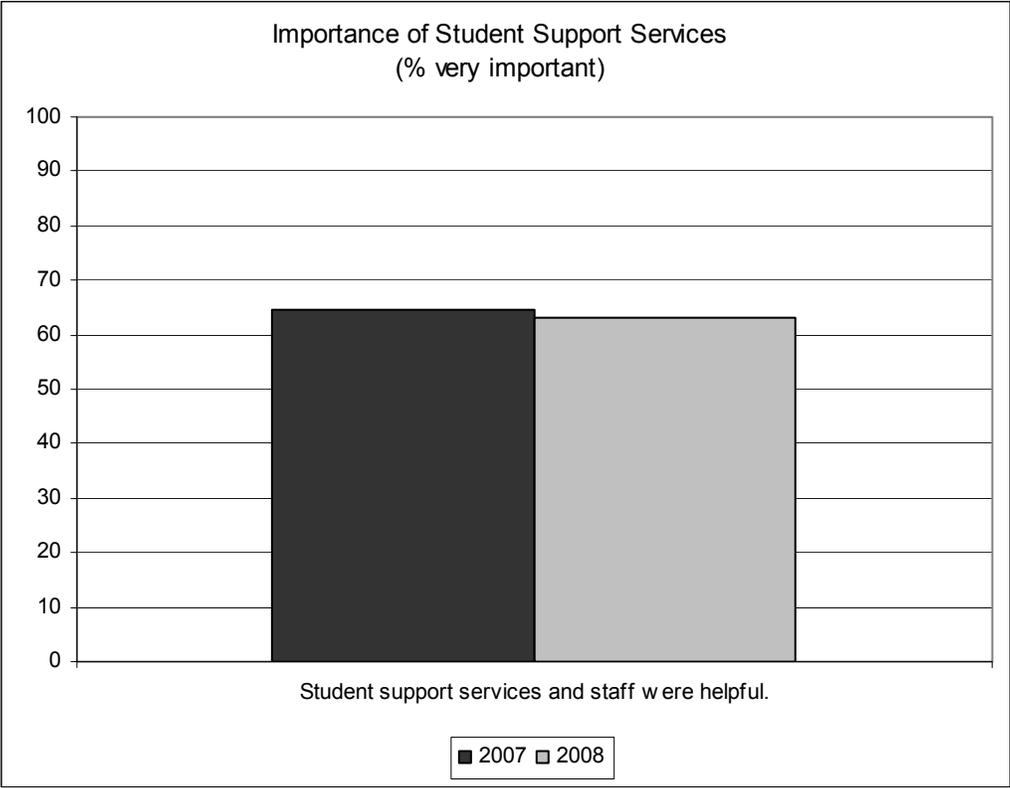
I loved my learning experience at TC but I am disappointed that no one cares to direct you when you are leaving the school. TC has an incredible reputation, but I think the next time around, I would rather save my money, and go to a school that can help prepare me to find a job. (2007)

There needs to be more SPECIFIC guidance about the job search process for public schools and more of a job placement service/ongoing support. The start time/process for looking for a job in the public school system needs to be more explicit (2007)

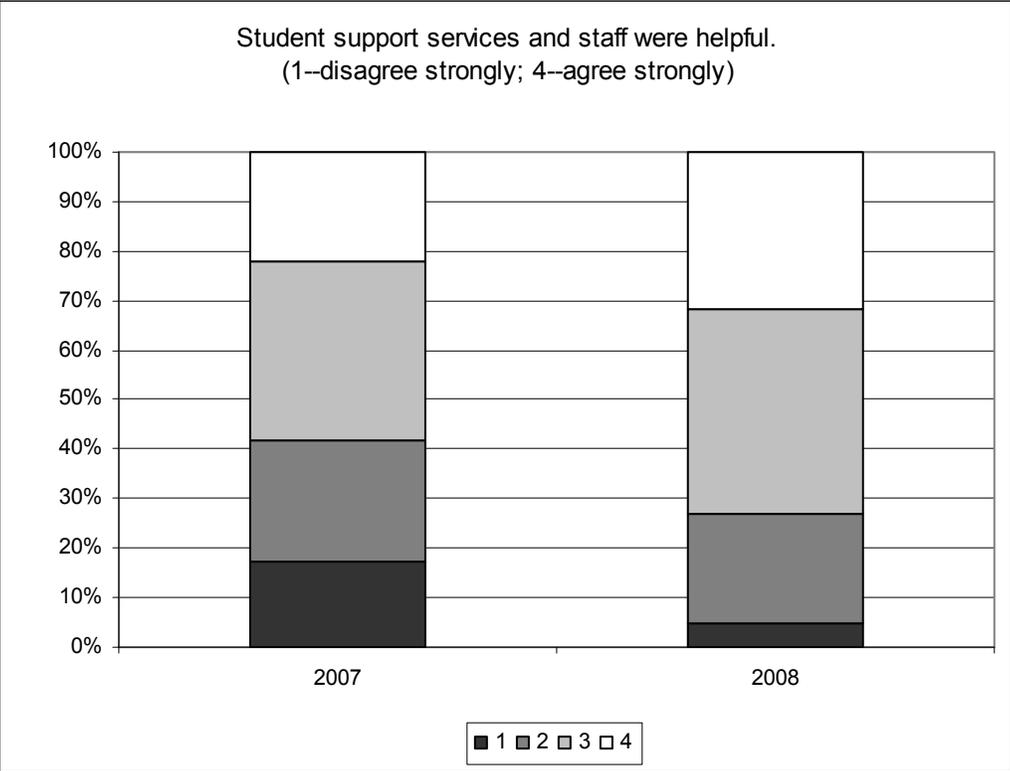
Also, there is little to no career guidance from faculty with whom I have worked, which made hard to position myself to go on the academic job market. (2007)

Student Support Services

Only one rather general statement referred to student support services. Consideration is being made to add statements about specific support services (e.g., Admissions, Financial Aid, Registrar, Student Accounts, Career Services, Office of Doctoral Studies) in a revised version of the exit survey. Between 65% and 63% of respondents rated student support services as very important in 2007 and 2008, respectively.



In 2007, 58% of respondents agreed or strongly agreed that student support services or staff were helpful; in 2008, this percentage was 73%.



Responses to the open-ended questions that referred to the availability and quality of student services provided by TC were coded *Administrative Offices*. These responses show that some respondents (mostly from Class of 2007) were able to find support from the offices. Two respondents mentioned that student support services improved in the last few years.

Certain people were exceptionally helpful and truly cared about students—Gary Ardan, Rocky Schwarz in Duplicating, program secretaries in the Counseling and Clinical Program. (2007)

I entered TC in my late 50s and found an atmosphere conducive for the learning of older students. I really appreciate the support services that were put in place for students with special needs (i.e., writing skills, computer operations). The office staff in most office was acceptable and knowledgeable. (2007)

I really appreciated that offices like the Registrar, Admissions were open after 5 p.m. (2007)

My first year, 2004, was lacking quality student services. After Don Martin came to TC, student services vastly improved. (2007)

The student services at TC are a mess but have improved I know. (2007)

However, more respondents considered student services' offices and staff as a weakness rather than as a strength.

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)

It would be really nice to see the improvement in the services in administrative offices (e.g., registrar, office of doctoral studies). More friendly and approachable staff members would be of great help. (2007)

I have had horrible experience with Financial Aid, and ESPECIALLY registrar's office. Questions were never answered politely and the bureaucracy was something I've never experienced before. I would not recommend it. (2007)

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)

I also wish that everyone, from the registrar's office to financial aid and my program would get together and be on the same page about expectations, deadlines, and just general coordination of nuts and bolts of what needs to get done when. A coordinated timeline would be super helpful. (2007)

I seriously recommend TC administer another kind of survey on registrar people (plus transcription office people). They are sooo unmotivated; at least the impression they're making is that they are so trying to NOT do what they are paid for. ... I have a lot more to say about their service but there's 2000 word limit so I should stop here. But please do have another survey about registrar's office service. (2007)

Text responses, coded *Career and Guidance*, referred to the work of the Career Services.

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

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)

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)

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 see super accessible or publicized. (2008)

There is much room for improvement in how career services works with the Org Psych students. There should be more networking events (off campus—at a bar, or in the organization's office—not in the basement of cafeteria or in a crowded library room). There should also be more mock case study interview events early in the year. More consulting firms, large and small, should be approached and invited to the school. Meet the Firms should look for new organizations and weed out the ones that students are not interested in, i.e., Federal Employment law. NYC is a huge asset and an attraction and it does not seem like TC is utilizing that as well as it could for networking. What is being done about approaching alumni and inviting them? Not only recent grads, but those a few years out and NOT at one of the firms already being used. (2008)

Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups: high importance (greater than or equal to 70%), medium importance (60%-69%), low importance (less than 60%). Seven out of 10 statements related to academic advising were in the high importance group; one statement (about student support services) was of medium importance (Appendix B). Only two statements (about progress and performance) were of low importance for respondents. The number of statements in the high importance group suggests the overall high importance of the area of Academic Advising to respondents.

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.

High Importance

All seven high importance statements had performance gaps of half a point or over identifying these as areas in which the College or programs did not meet respondents' expectations:

- 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 knowledgeable about program requirements.
- My academic advisor was approachable.
- My academic advisor helped me to complete my program as planned.

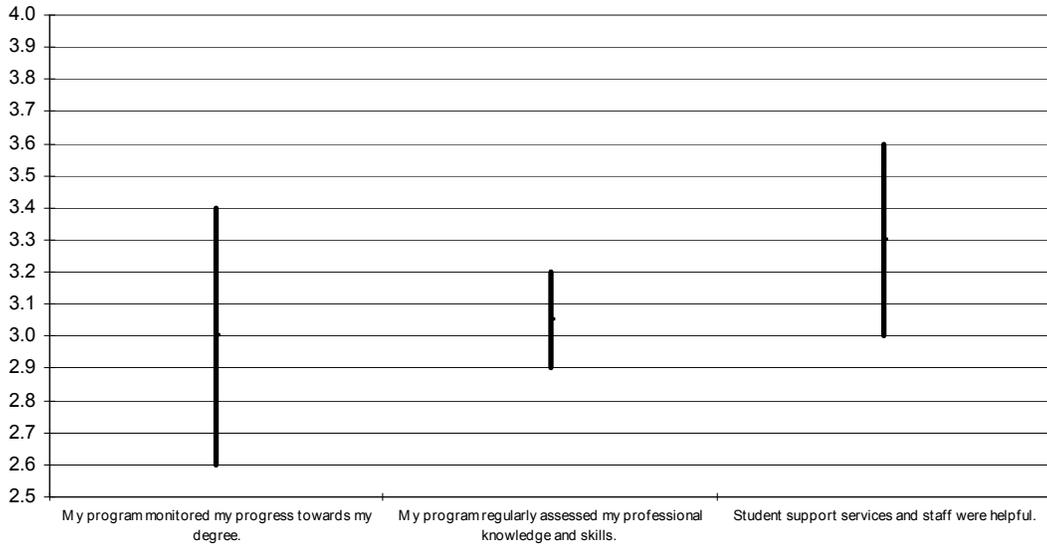
Medium Importance

Student support services had a performance gap of 0.6 suggesting that the College did not meet respondents' expectations in this area.

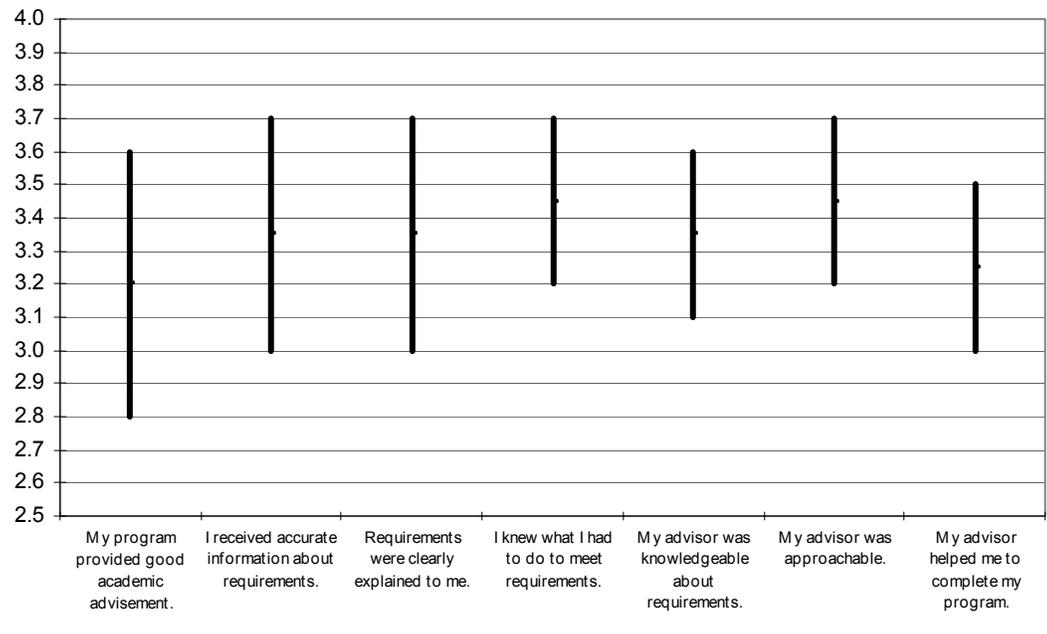
Low Importance

While relatively low on respondents' priority list, progress monitoring did not meet respondents' expectations (performance gap of 0.8). The statement about regular performance assessment had a performance gap of 0.3 suggesting that respondents' expectations were close to being met.

Advising and Student Support Services: Importance-Agreement Gap 2008
(Medium and Low Importance Statements)



Academic Advising: Importance-Agreement Gap 2008
(High Importance Statements)



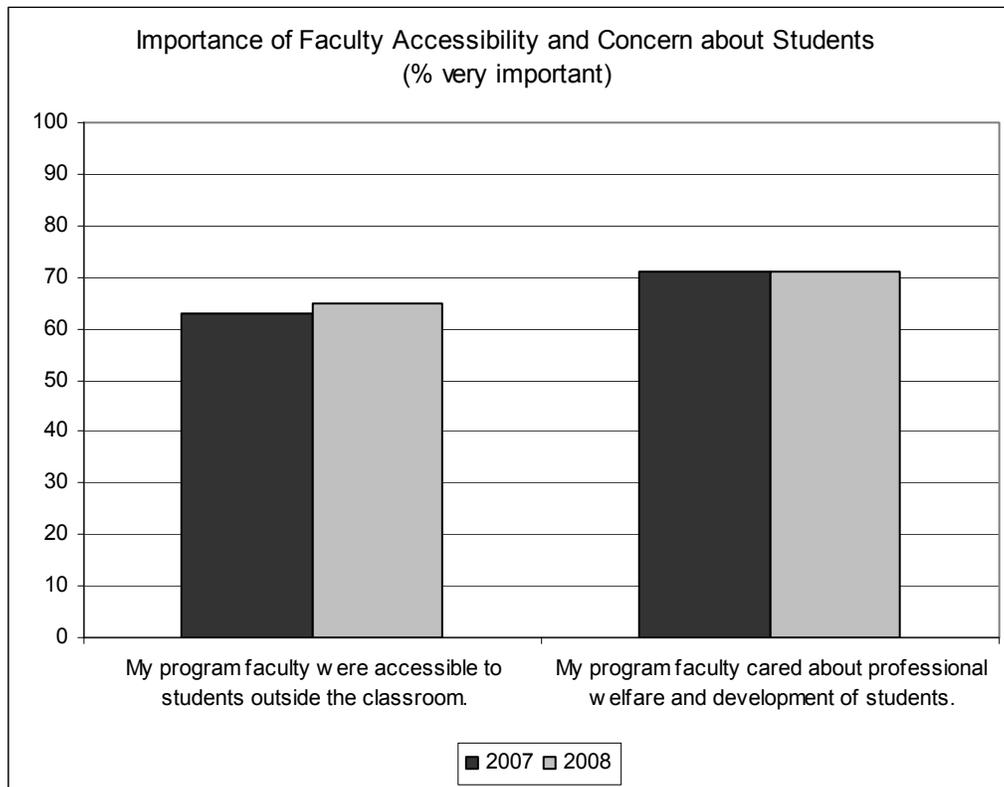
LEARNING ENVIRONMENT

“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).¹ 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

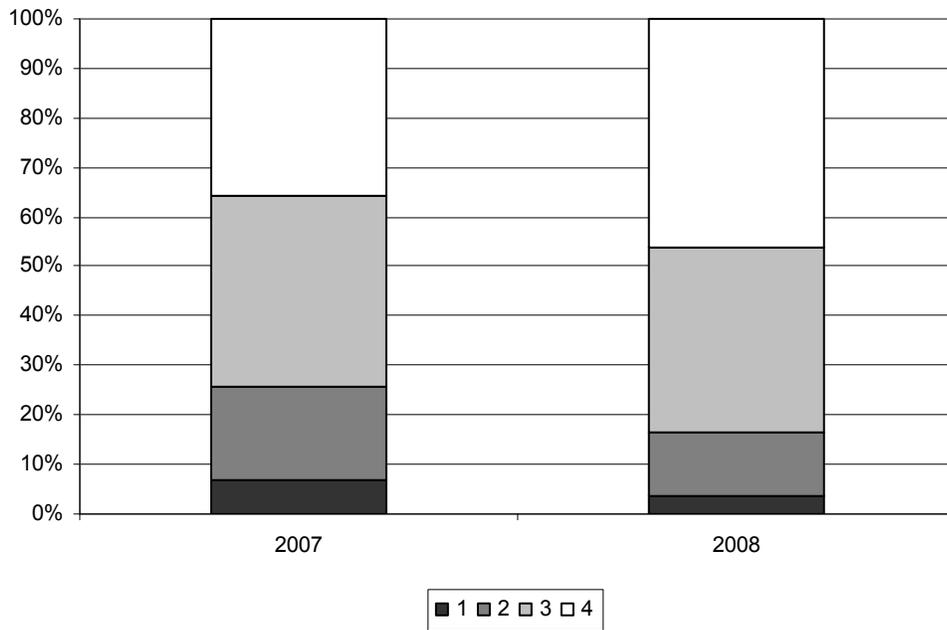
Two statements referred to the quality of faculty-student relationships: faculty accessibility to students outside the classroom and faculty concern about student welfare and development. It was very important for over 70% of respondents that faculty cared about students’ professional welfare and development. About two-thirds of respondents saw faculty accessibility as very important.



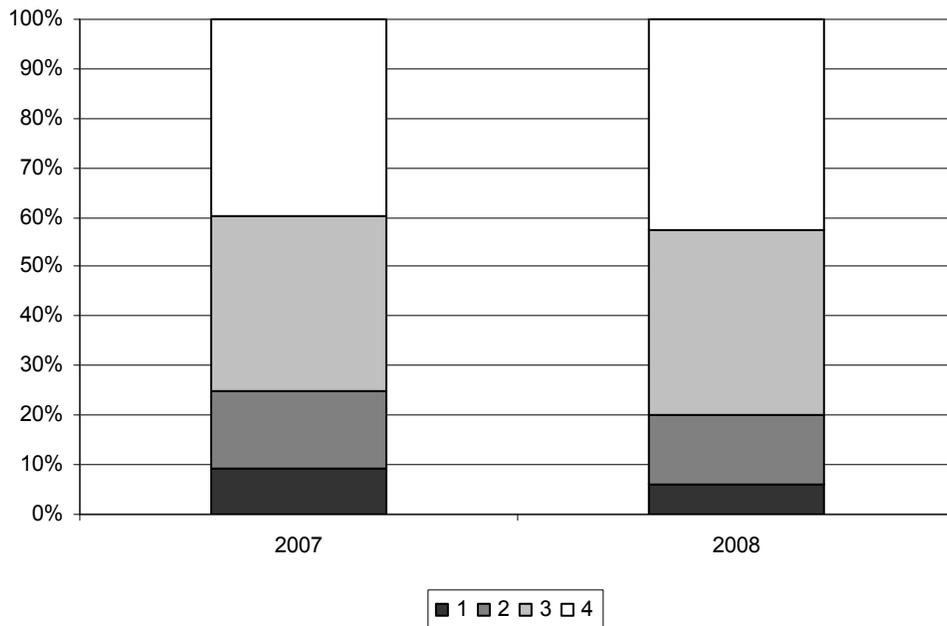
Between 75% and 80% of respondents in 2007 and 2008, respectively, agreed or agreed strongly that program faculty cared about student welfare and professional development. Between 74% and 84% of respondents agreed that faculty were accessible to students outside the classroom.

¹ 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.
(1--disagree strongly; 4--agree strongly)



My program faculty cared about welfare and development of students.
(1--disagree strongly; 4--agree strongly)



Responses to the open-ended questions that described faculty members' dispositions towards or relationships with students were coded *Faculty Dispositions towards Students*. Over 20% of respondents made such comments. Respondents were equally likely to cite faculty accessibility and concern about students among strengths, as well as among weaknesses.

Many respondents described program faculty as 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."

I think there are several professors that care and are truly concerned about their students. (2008)

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

The vested interest my professors had regarding my professional development. (2008)

The program wants its students to succeed and genuinely cares about students. (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)

Faculty was very involved/concerned with students not only on an academic level, but on a personal level as well. (2007)

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

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)

Too little time to spend with professors one on one. They tend to have very little space to see them and sometimes in competition with other students to get their attention and time. (2008)

I wish I had a bit more advisement from professors other than my advisor—I realize that this is an issue of student initiative but professors could emphasize office hours more. (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)

Just as respondents felt that master's students were disadvantaged against in receiving academic advising, they also reported master's students did not have enough quality time and interaction with program faculty (coded as *Faculty Dispositions towards Students*).

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)

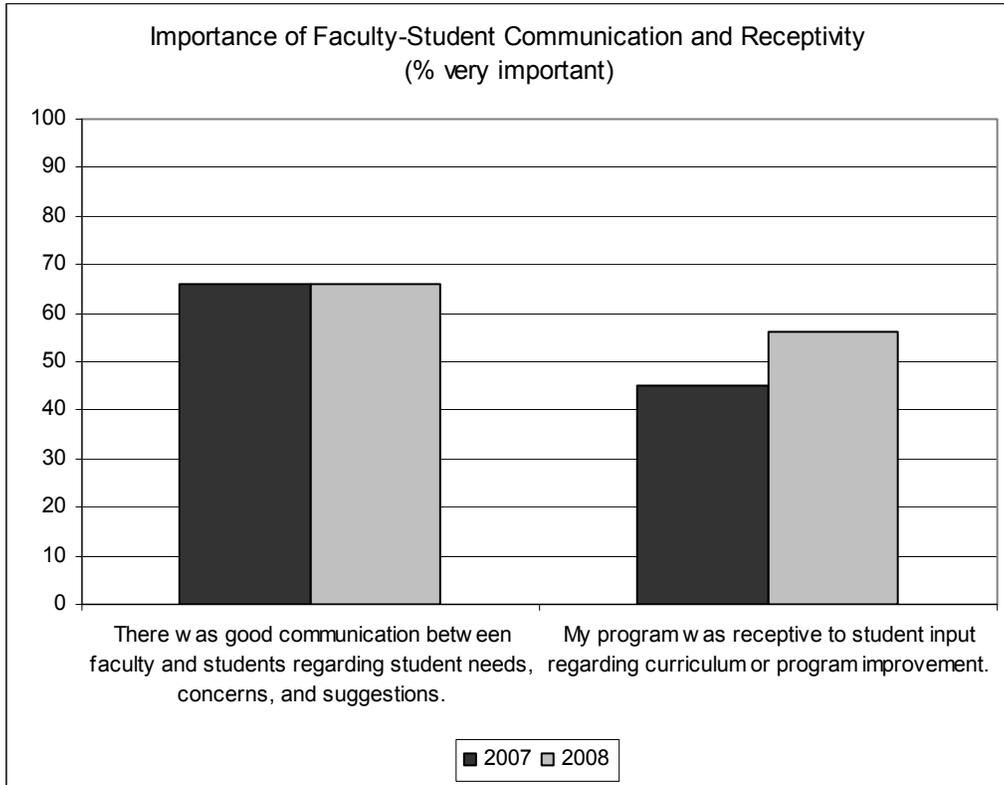
Majority of professors are not committed to or engaged with the master program students. (2008)

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)

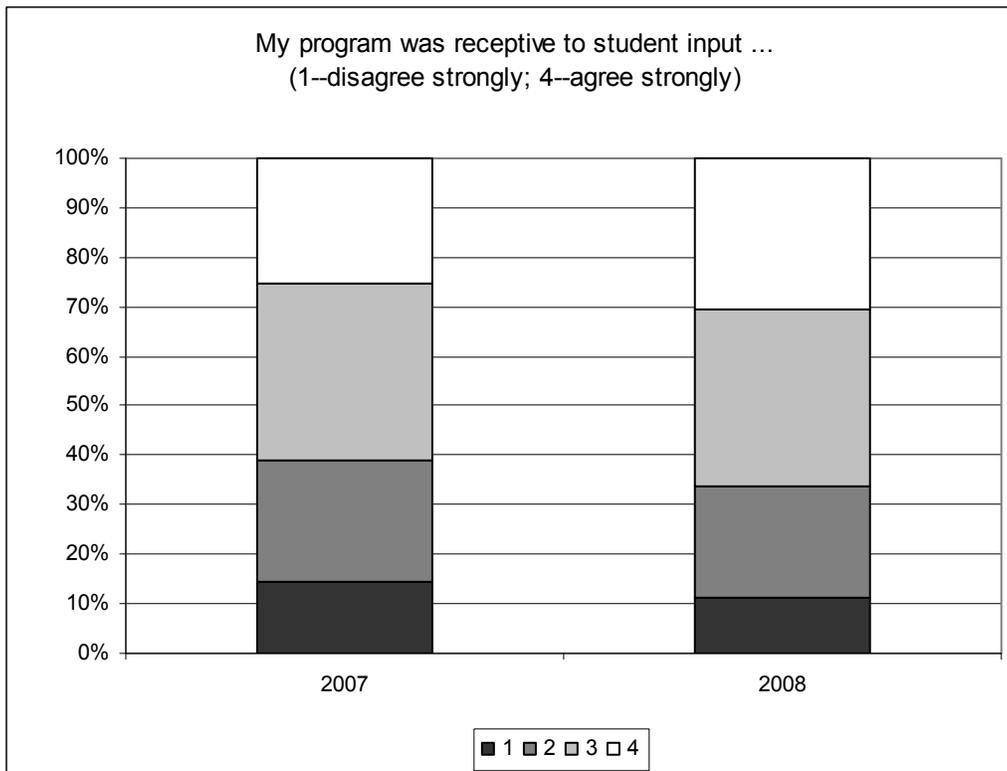
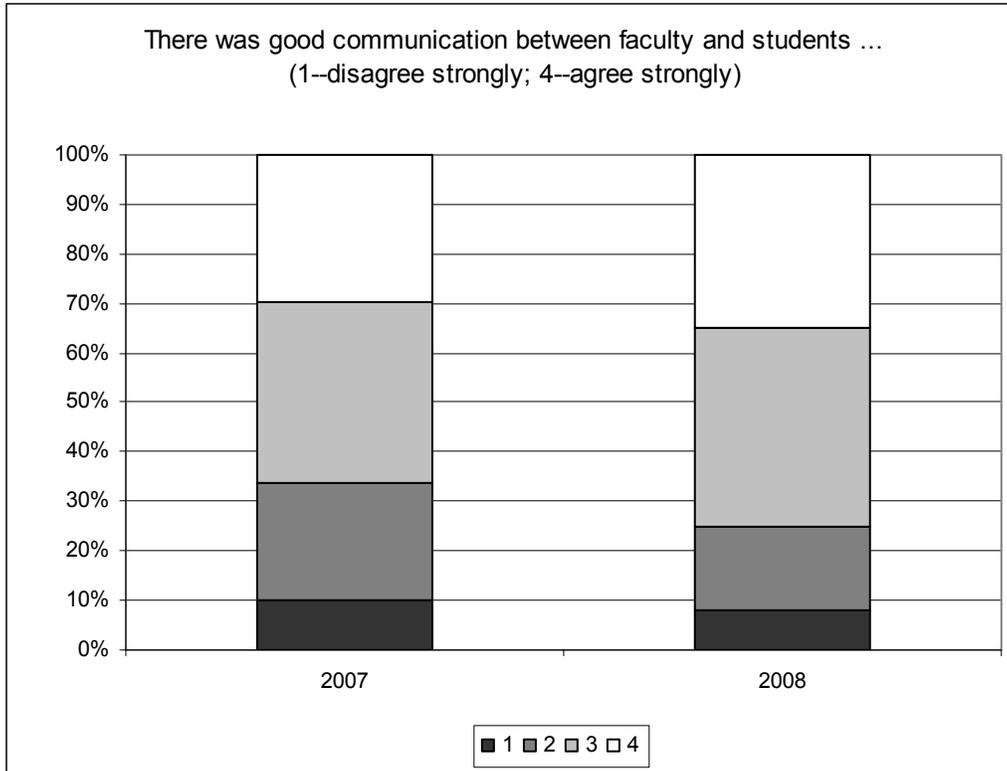
The faculty was not very approachable; they did not seem to care that much about our progress and development in the field. This notion was not true of every faculty member; however, it did reflect the overall sentiment of many of the master's students who graduated with me. (2007)

Faculty-Student Communication and Program Receptivity to Student Input

Faculty-student communication about student needs, concerns and suggestions was very important for about two-thirds of respondents while program receptivity to student input was very important for between 43% and 56% of respondents.



In 2007, 66% of respondents agreed or agreed strongly that communication between faculty and student was good; in 2008, 75% of respondents did. Between 43% and 56% of respondents agreed that their programs were receptive to student input regarding program curriculum and program improvement.



Responses to the open-ended questions that referred to faculty or program willingness to listen to and consider student ideas and opinions were coded *Receptivity to Student Input*. Few respondents made such comments which may indicate its relatively low importance.

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

There was a sense of collaboration in the delivery of curriculum between students and faculty that was favorable. (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)

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

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

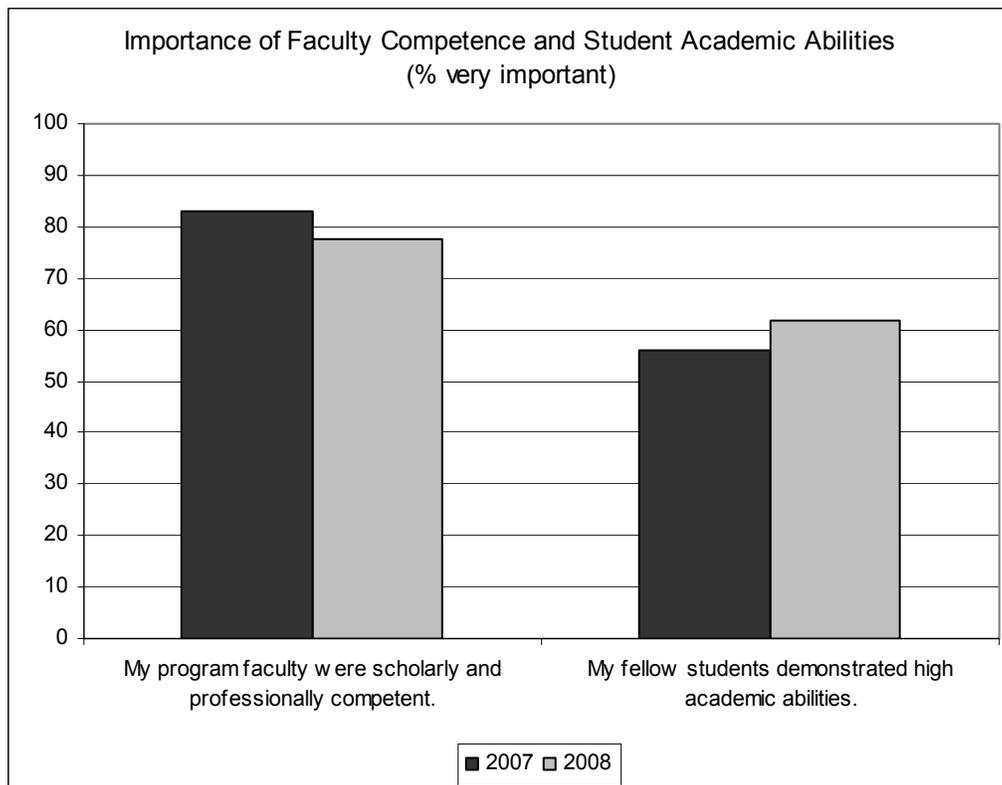
Weakness: Creating a comfortable/safe space for students to speak up. (2008)

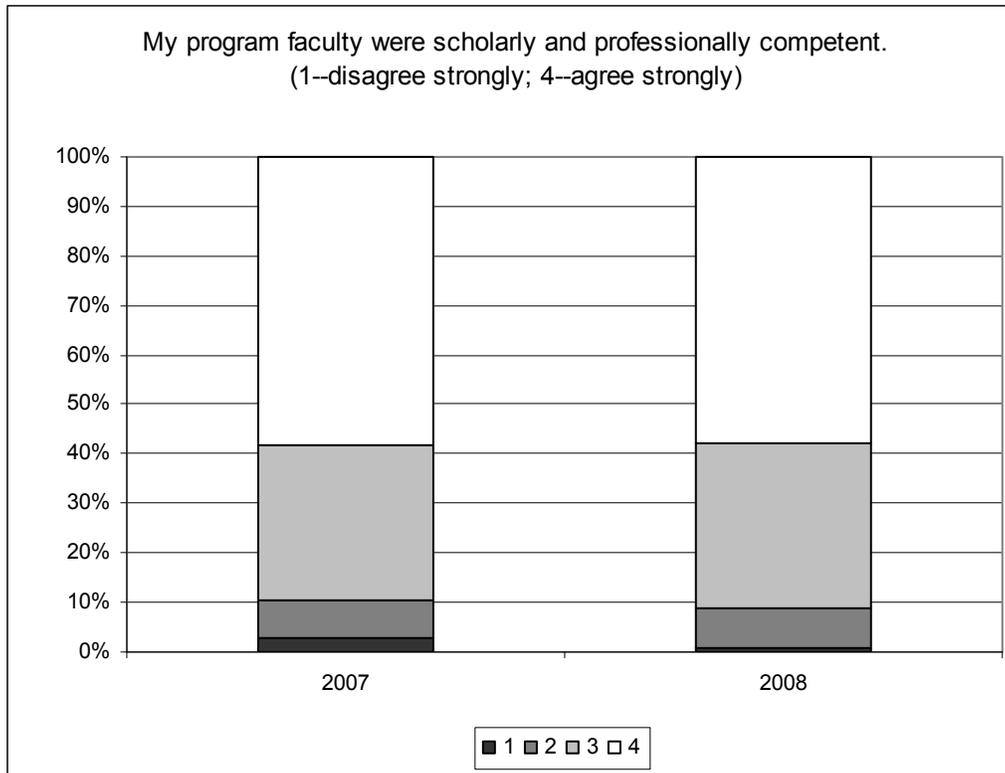
Poor response to critique of bad instructors. (2008)

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 83% and 78% of respondents in 2007 and 2008, respectively. High academic abilities of fellow students were much less important—only 56% and 62% rated this statement as very important in 2007 and 2008, respectively.





Responses to the open-ended questions that 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*. Such comments were more likely to be about strengths than about weaknesses. Comments coded *Faculty Expertise* were overwhelmingly positive with a ratio of about 10 strengths to 1 weakness.

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)

All professors were very knowledgeable in their respected courses. (2007)

Some members of faculty presented a great depth of knowledge and experience. (2007)

Knowledge of instructors and their ability to compile useful readings and conduct engaging discussions of those readings that encouraged everyone to participate. (2007)

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)

We have a very academically strong faculty; the professors were very knowledgeable about our field. (2007)

There are some very prominent professors and researchers in the field that I learned a lot from and who were accessible to students. (2007)

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

Many of the actual professors are not nearly as well qualified, and were not of the same quality as the faculty. (2008)

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)

Not all of my instructors were professors, assistant professors, or people with an incredible amount of teaching expertise in the field. Some instructors were doctoral students, which was fine, but when I am paying so much money to get a degree from such a highly accredited institution such as TC, I expect to learn from faculty that is as highly esteemed as the institution's name. I think it's ok to have a TA that is a Masters/doctoral candidate, but that they full time instructor for every class should be someone with more experience. (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)

There should be more theoretical, methods and skills development courses taught by full time faculty and not by guest lecturers who are friends of faculty members. (2007)

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

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)

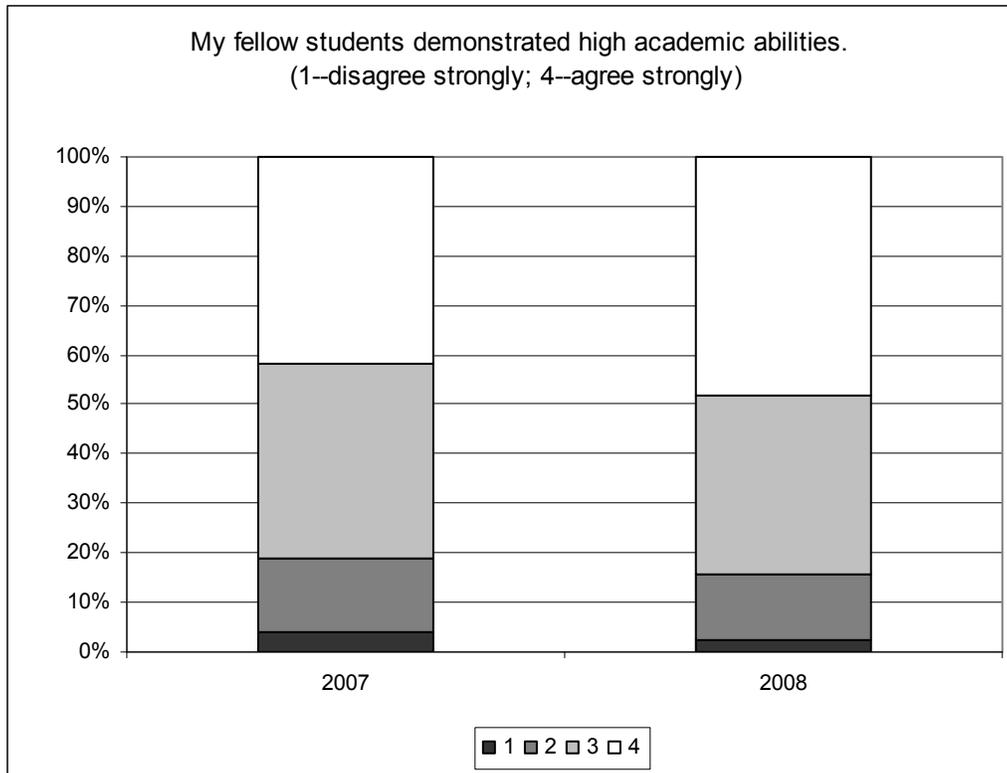
Professors didn't have much experience with inner city youth. (2007)

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

Faculty members are lack of longitudinally research experience in the real world. (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 agreed or agreed strongly that fellow students demonstrated high academic abilities.



Responses to the open-ended questions that referred to academic, professional, or personal qualities of students were coded *Student Qualities*. Respondents were more likely to see their peers' qualities and abilities among program strengths than among weaknesses.

Students are generally very intelligent and engaged. (2008)

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

The students are the greatest strength in our program. (2008)

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

I very much appreciated the intelligence and passion of the students around me. (2007)

I was blown away at how smart my peers were! (2007)

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)

Some respondents felt their program admission was not selective enough, and their programs admitted many unqualified students.

The number of incompetent classmates I experienced. See Question 30. I honestly expected my peers to be able to write and speak in a scholarly manner, but I was sorely disappointed. (2008)

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)

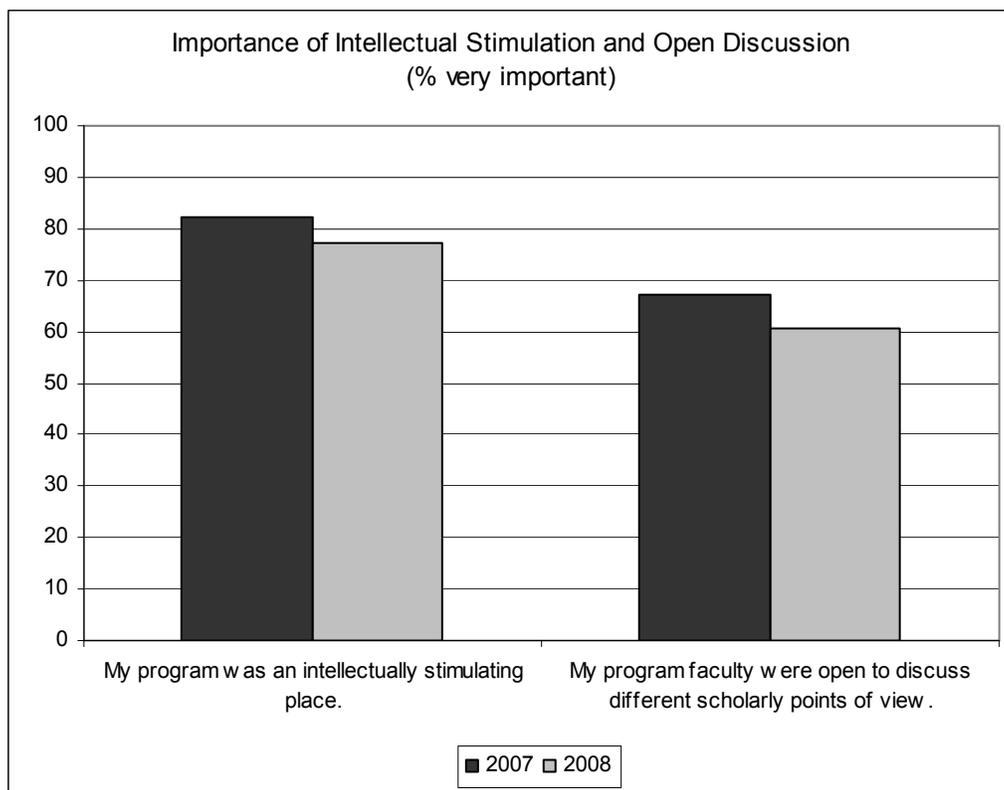
Excellent faculty but abysmal intellectual quality of student body. I don't understand how so many low-caliber students were accepted into an Ivy League program. I'd recommend more rigorous admission standards. (2007)

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)

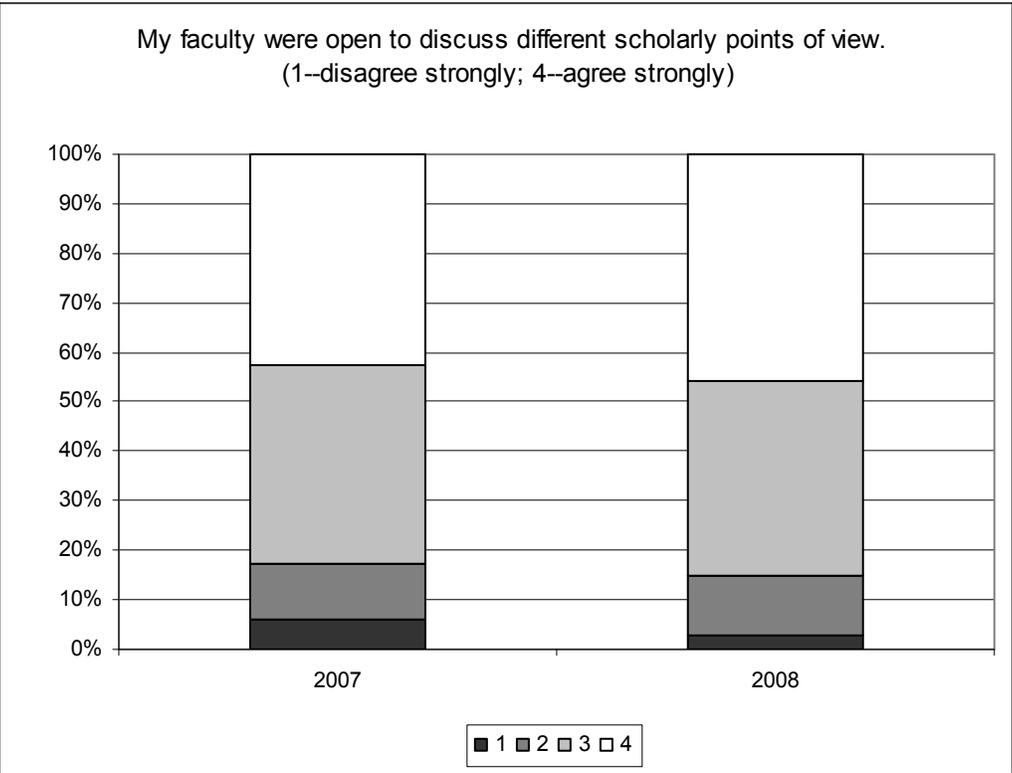
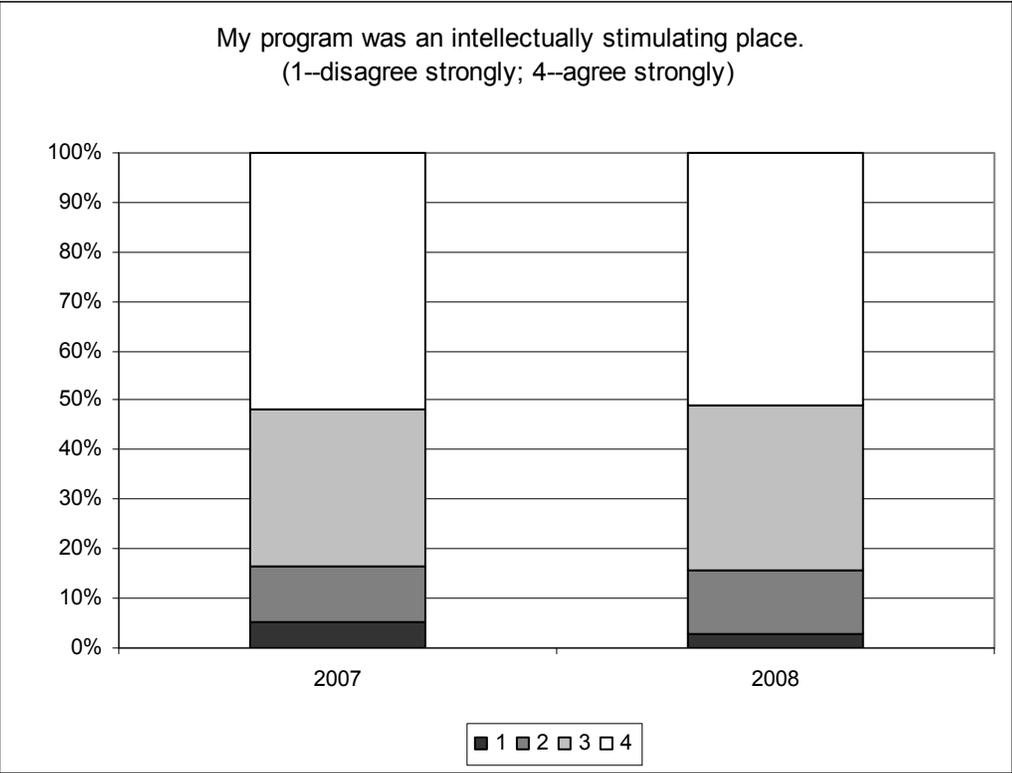
Loose student admissions standards. Majority of students in my program were woefully unprepared for graduate school and clearly lacked strong academic backgrounds. It makes me wonder if my MA program is more of a money-making scheme than anything else. (2007)

Intellectual Climate

Program intellectual climate was rated as very important by 82% and 74% of respondents in 2007 and 2008, respectively. Between 67% and 61% of respondents rated faculty openness to discuss different scholarly points of view as very important.



Majority of respondents (over 80%) agreed or agreed strongly that their programs were intellectually stimulating, and that program faculty were open to discuss different scholarly points of view.



Responses to the open-ended questions that referred to faculty willingness to present and discuss alternative viewpoints and encourage students to engage in such discussions were coded *Alternative Viewpoints*. There were not many such comments among major program strengths.

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.

I also felt that faculty shied away from discussions about other philosophies despite having to teach that way at our home schools. (2008)

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)

Many courses overlapped in both concepts and textbooks used. I would have liked to have more approaches to learning (Ex. Professors often used the books only they wrote, which limited perspectives. (2007)

The administration is closed minded and judgmental. People with different opinions are silenced. They don't teach us as they encourage us to teach. (2007)

Faculty/directors of [program] were biased and discriminatory against those who questioned efficacy of program's leadership, practices, and politics. Although much was said of being inclusive, cooperative community of faculty and learners who strove to improve upon existing skills and refine practice through inquiry, the program was not inclusive of those who did not fit "the mold" of an unspecified. (2007)

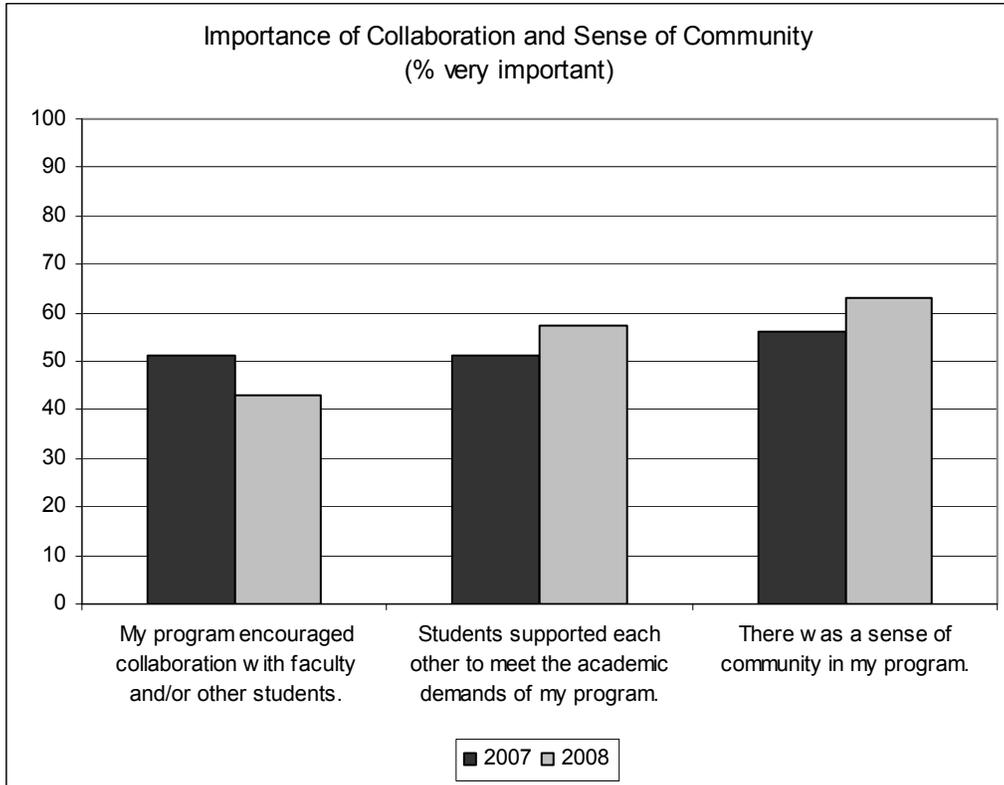
The program is narrow minded ... other points of view from the professors are not encouraged or even tolerated. The program's doctrinaire philosophy prevents Teachers College from being a highly intellectual community. (2007)

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)

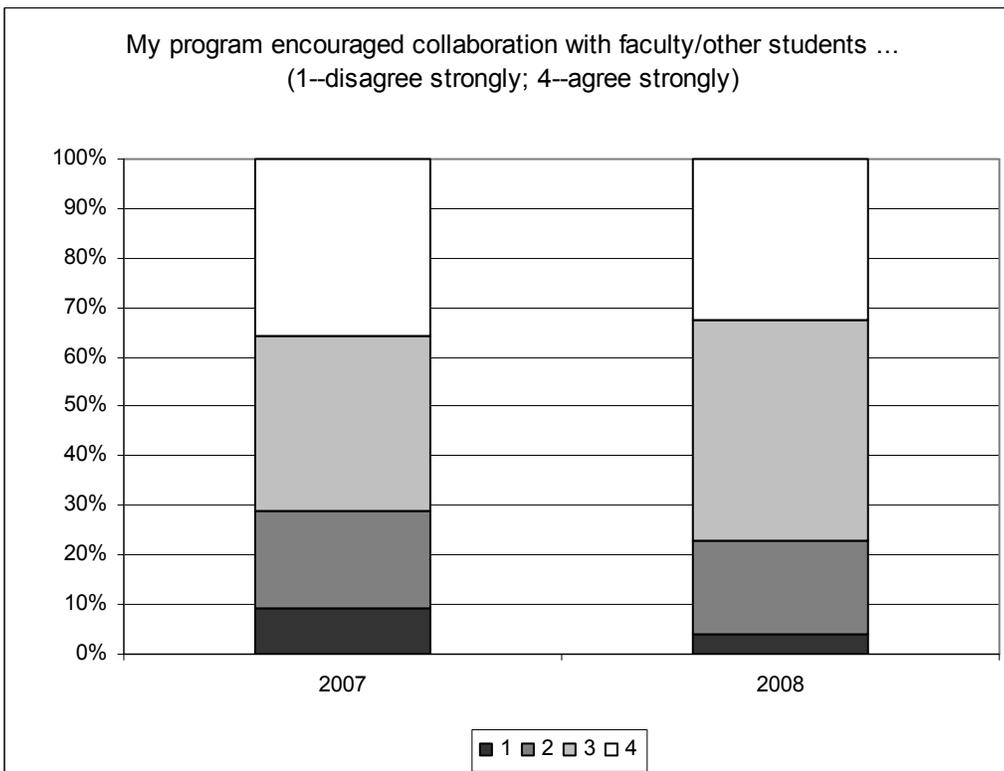
Many classes were simply poorly taught ... or with openly extreme one-sided political commitments. If any students attempted to question these political commitments, they were quickly attacked and given lower grades. (2007)

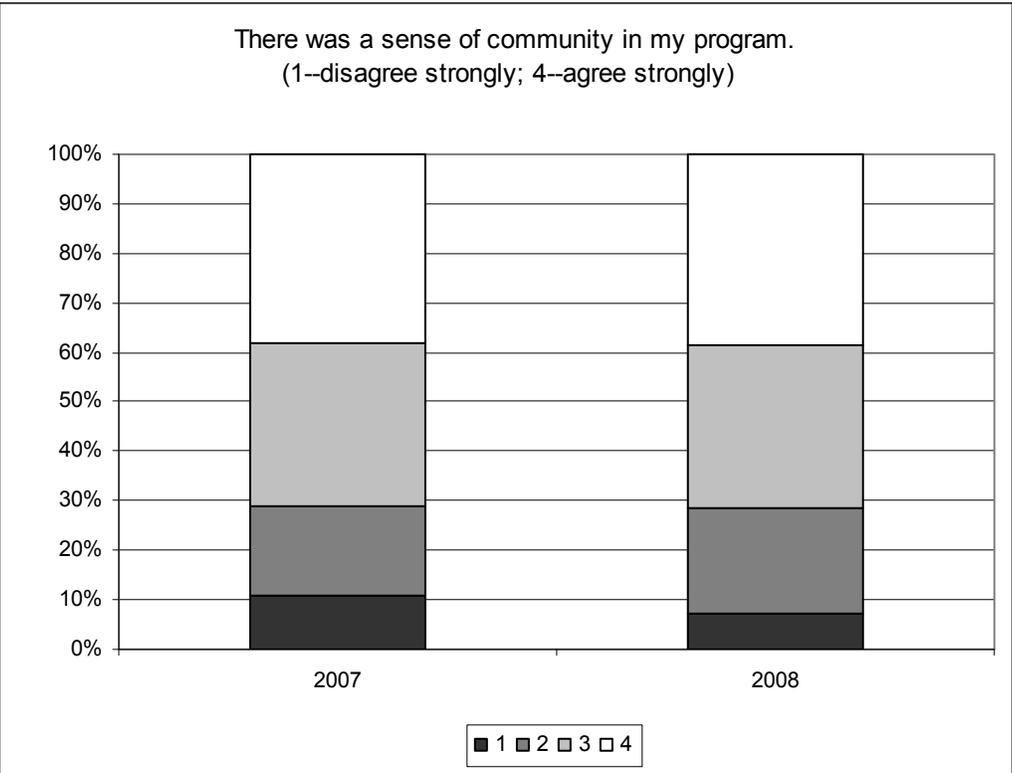
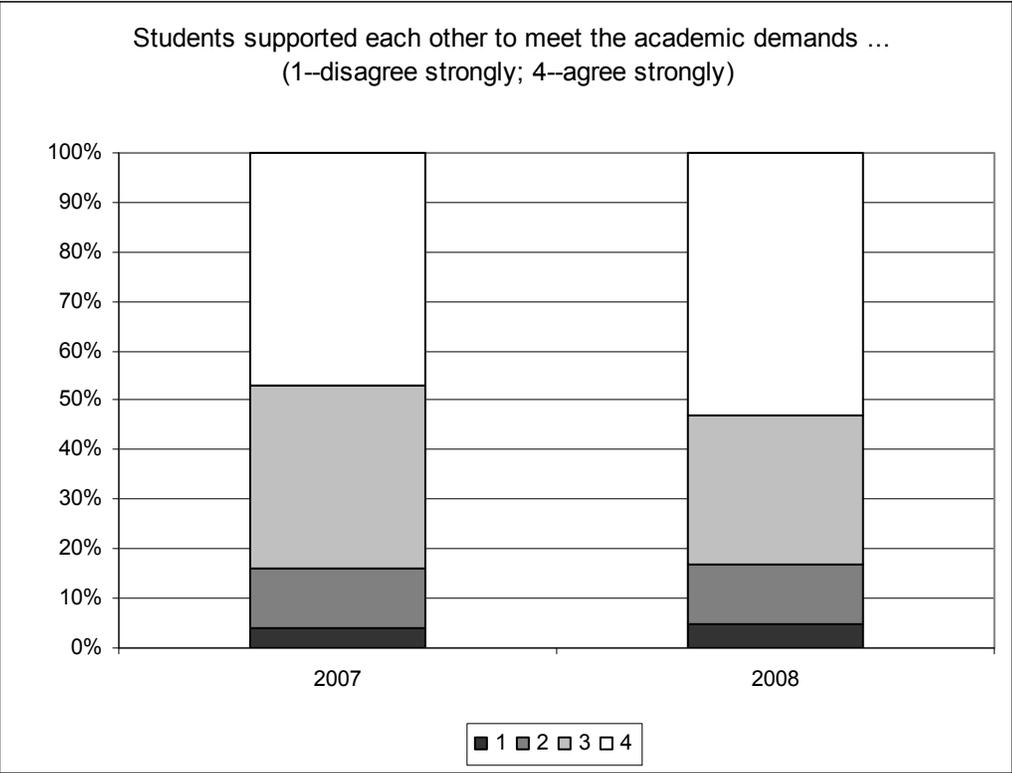
Sense of Community

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. Of the three, the general item about a sense of community in the program was rated the highest on the importance scale—56% and 63% of respondents rated it as very important in 2007 and 2008, respectively. Student support for each other was rated as very important by 51% and 57% of respondents in 2007 and 2008, respectively. Collaboration between faculty and students was very important for 51% and 43% of respondents in 2007 and 2008, respectively.



Over 70% of respondents agreed or agreed strongly that there was a sense of community in their programs. More than 80% agreed that students supported each other to meet academic demands of the program. Between 71% and 77% of respondents agreed that their programs encouraged collaboration with faculty and/or other students.





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*. Many respondents felt they were a part of their program or TC community.

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 encouraged collaboration. (2008)

The cooperation among the students is very good. (2008)

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

Wonderful community! TC has all the human qualities Columbia in general lacks. (2007)

There is collaboration among faculty and students. (2007)

There is a great community and supportive environment among students and between students and faculty. (2007)

As noted by several respondents, cohort programs were particularly strong in building a sense of community. The number of comments is relatively high, considering the small number of programs which use a cohort system design.

Cohort program facilitates career development and a sense of community. (2008)

Instep really creates a tight-knit community of students and faculty. (2007)

Cohort experience fosters strong personal and professional bonds. (2007)

Being part of a cohort—developing a close-knit group of fellow students. (2007)

The small size of each cohort also facilitates community and collaboration among students. (2007)

I am in a cohort program, and my cohort was one of the greatest parts of my experience. We became a fantastic team. We helped each other and took classes together. It was great. (2007)

The cohort experience is one of the greatest strengths of my program. Because we took so many classes together, we definitely felt a sense of community. (2007)

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

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)

As a part-time student, I feel very removed from TC, which I think is unfortunate. I got a good education and have a degree from an excellent institution, but did not feel part of the place while there. (2007)

I understand that it is difficult to create a sense of community with so many part-time students, but I did not feel like I was part of a community of scholars. (2007)

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)

The high number of students in the program made it hard to develop a community of graduate students that I see in other programs. (2007)

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

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

Little is done to build community amongst the students in the department and student body at large. (2008)

The environment was more competitive than collaborative among my peers which was encouraged by my department to some degree. (2007)

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)

There needs to be a common meeting grounds or area to help foster a sense of community at this institution. (2007)

Opportunities for Networking

There was no statement in the questionnaire that related to opportunities for networking. Responses to the open-ended questions were coded *Networking Opportunities*. The following are examples of comments about networking by several respondents.

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)

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 and 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 their field. (2008)

Although TC is a great learning environment, students should be encouraged to network with each other. Many students are cold, distant and too competitive with the TC environment. (2007)

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)

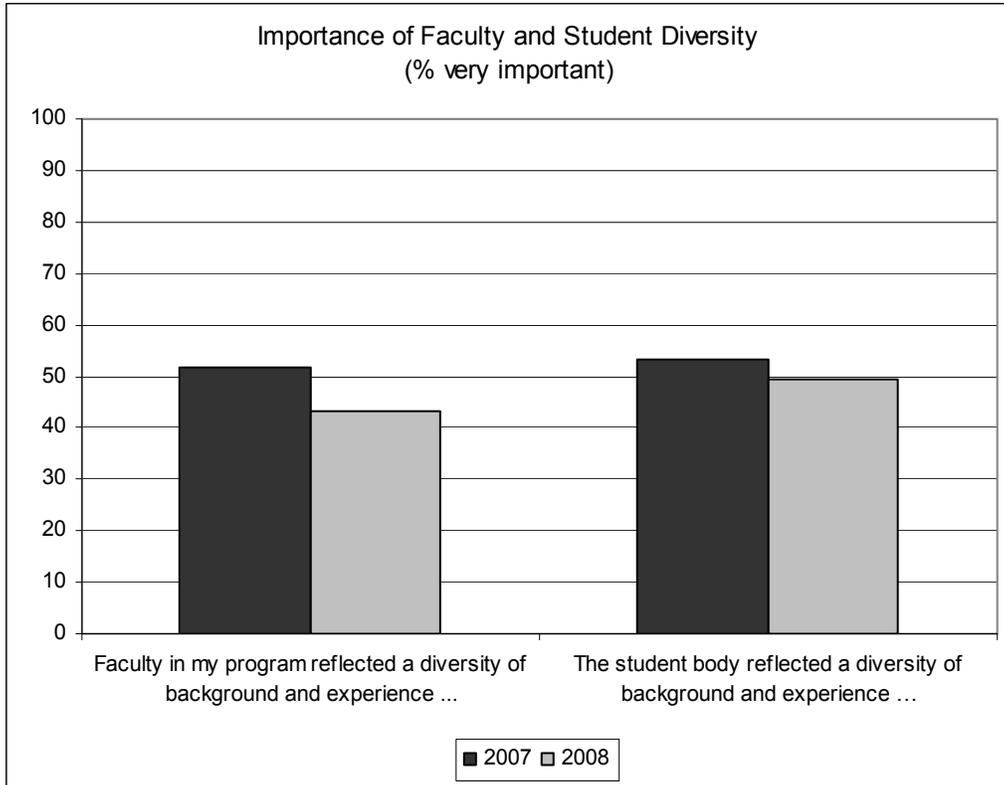
While I had a few great classes and professors at TC, my experience on the whole was not positive. There was a lack of networking and collegiality in the program ... (2007)

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

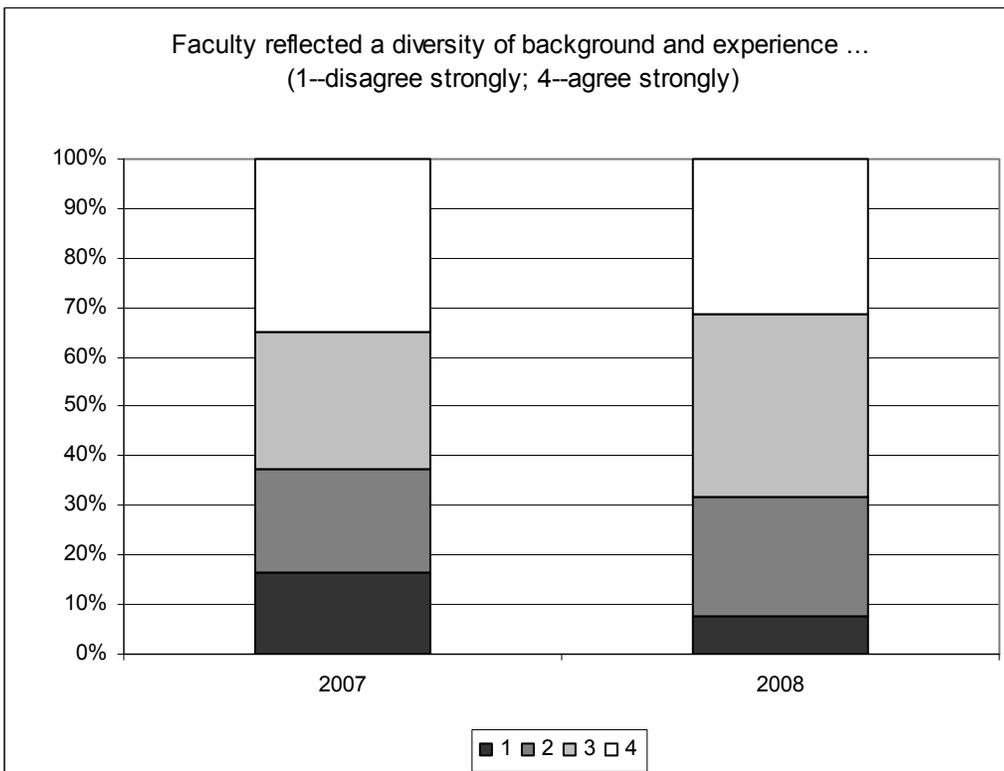
Diversity

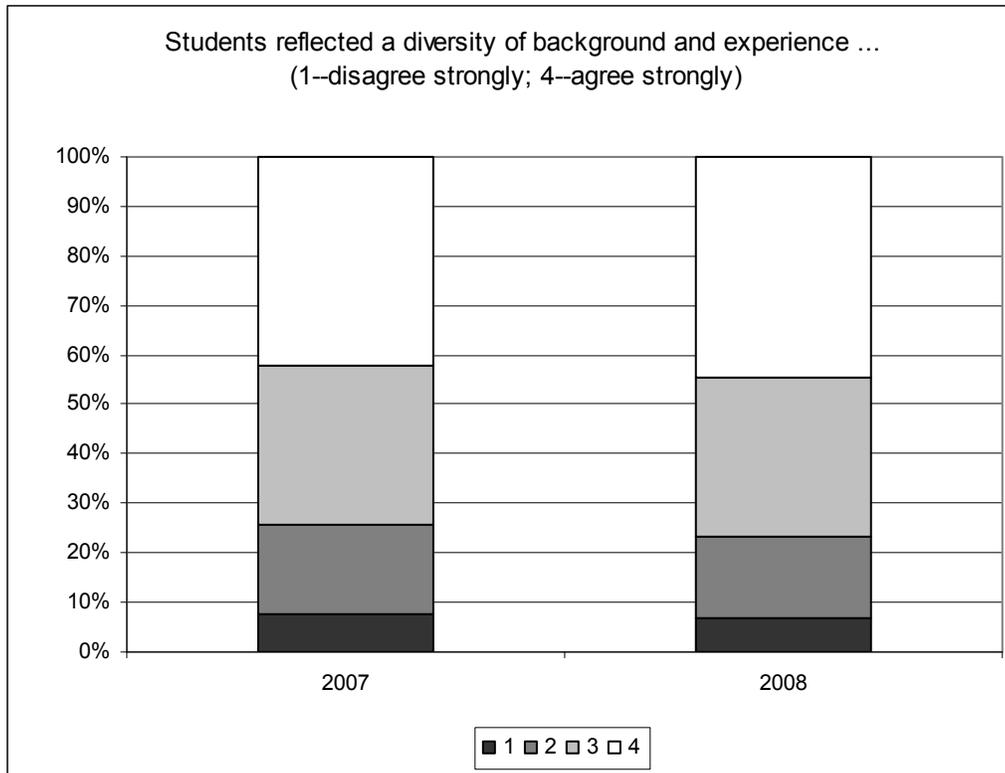
Diversity of Faculty and Students

Faculty diversity and student diversity were not very high on the respondents' priority list—only about half of respondents rated them as very important.



In 2007 and 2008, 63% and 68% of respondents, respectively, agreed or agreed strongly that faculty reflected a diversity of backgrounds and experiences, and 74% and 77% of respondents, respectively, agreed that student body reflected a diversity of background and experiences, including members of minority groups and persons with disabilities.





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*. Many of these comments were categorized under strengths.

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

I loved the diversity of the students in the program. (2008)

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

I met a diverse group of peers and faculty of amazing talents. (2007)

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)

Students in my program come from varied backgrounds and are able to have engaging discussions. (2007)

Lots of good professors with diverse backgrounds with lots of info to impart... (2007)

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

The diversity among members of the program added much to classroom discussions. (2007)

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

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

Hispanics were very underrepresented. (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)

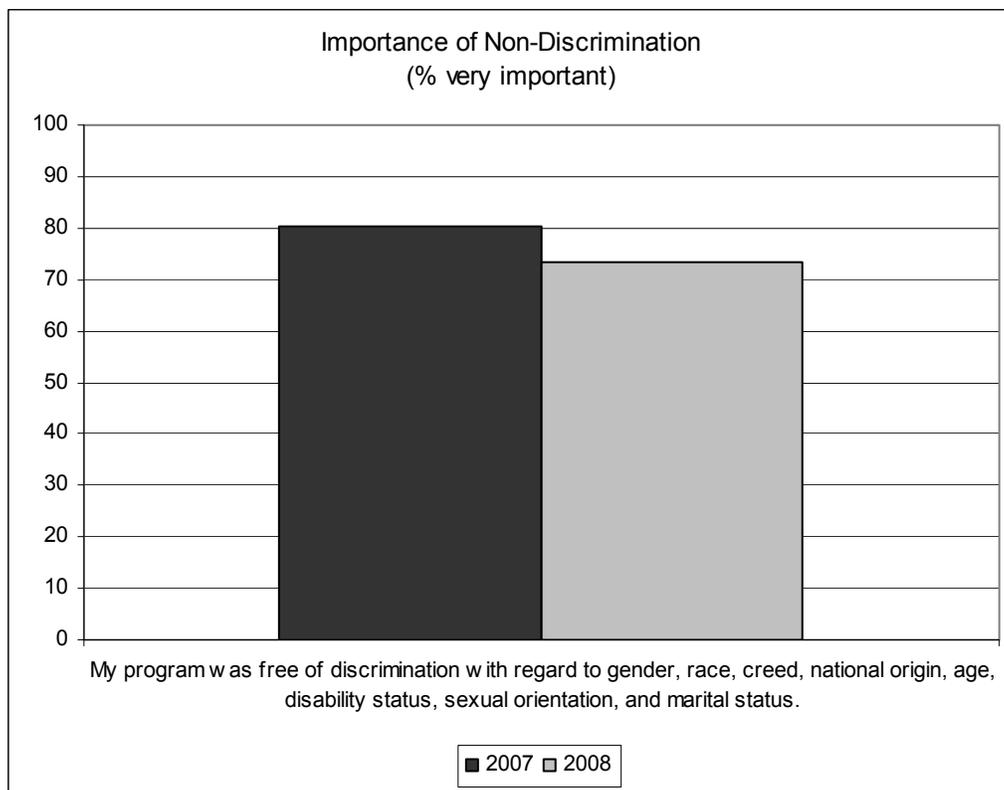
Another weakness is that African American students are not actively present. These are only a few in comparison with Asian students. (2007)

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)

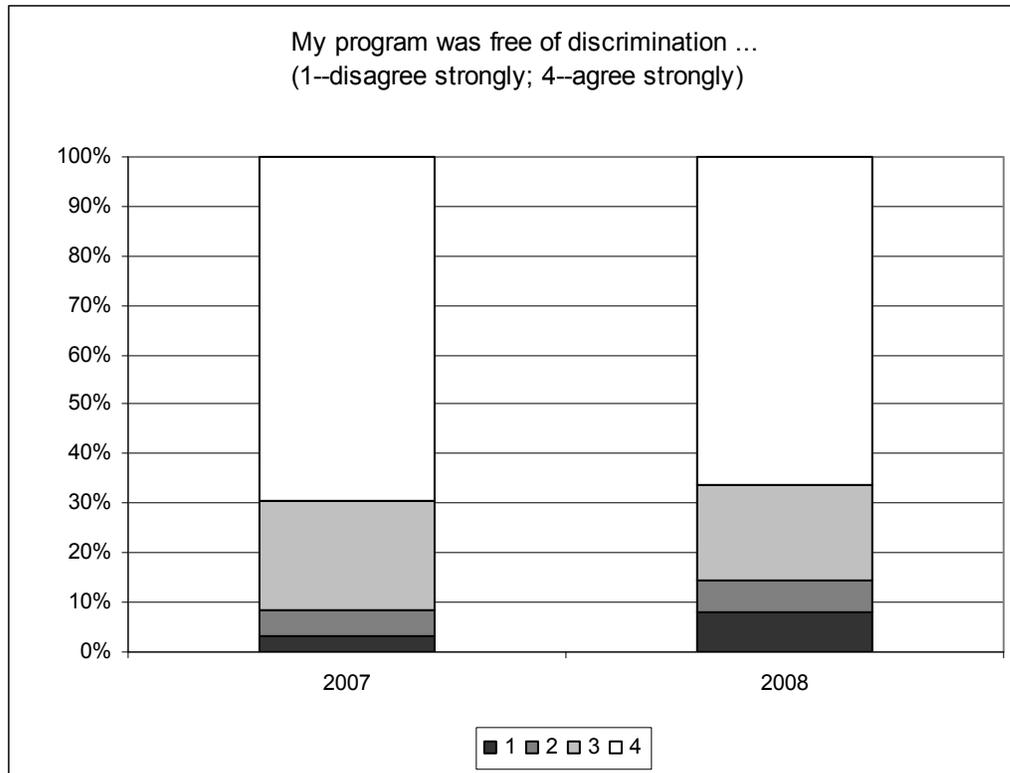
More scholarships would create a more interesting and actually diverse student body. I have never been around so many over privileged under experienced and not thoughtful white women in my life. This seriously hurts the profession. Yet, the professors respond to this by acting defensively and alienating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

Non-Discrimination

In 2007 and 2008, 80% and 73% of respondents, respectively, 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, and marital status.



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



Text responses about racism, sexism, favoritism, or general bias were coded *Discrimination and Bias*. These included comments about bias against master's students, which are discussed later in this section. There were four comments about discrimination based on race/ethnicity, sexual orientation, or religion.

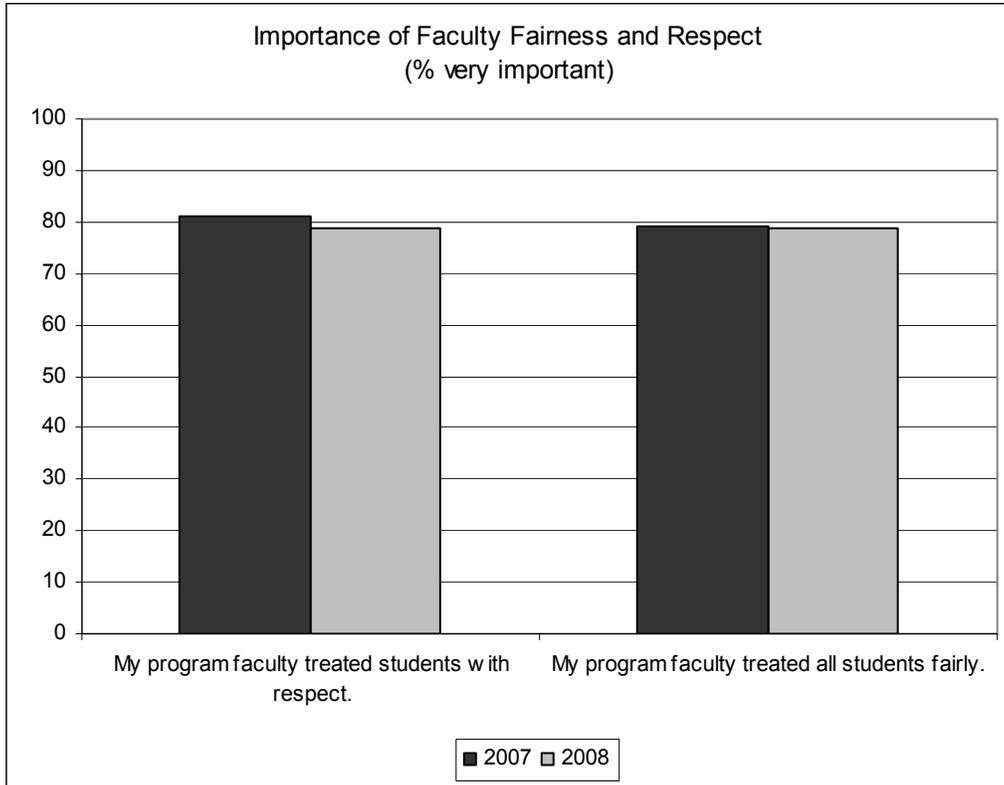
Homophobic atmosphere (2008)

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

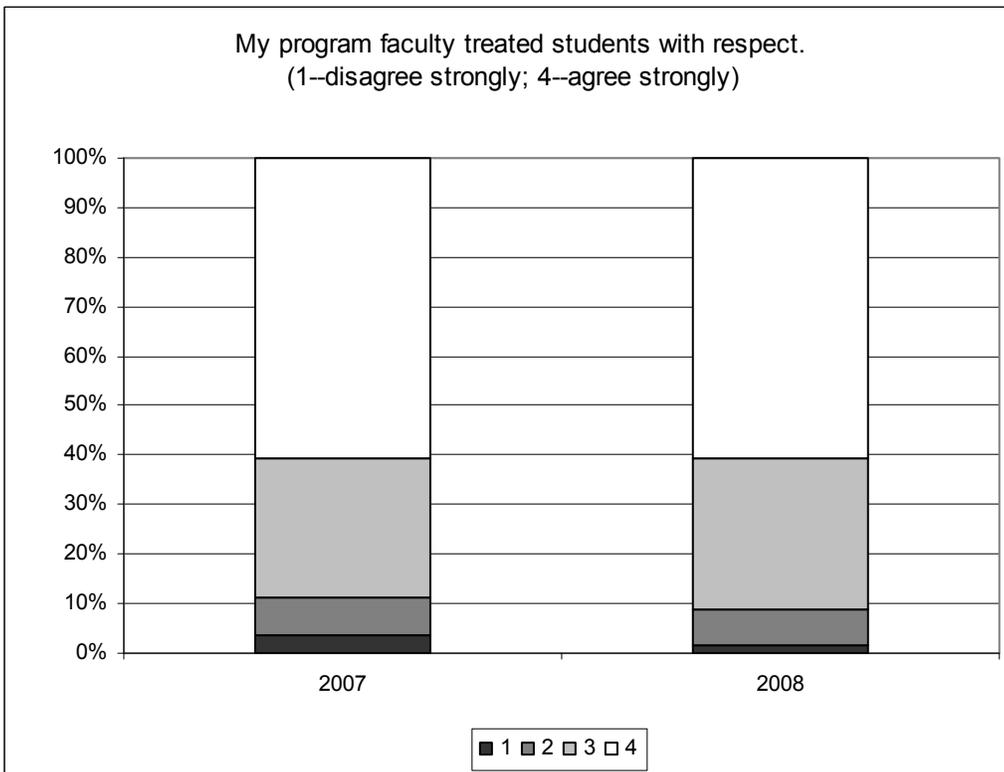
The minority students are rarely mentored at TC and that says something about its mission and policy. (2007)

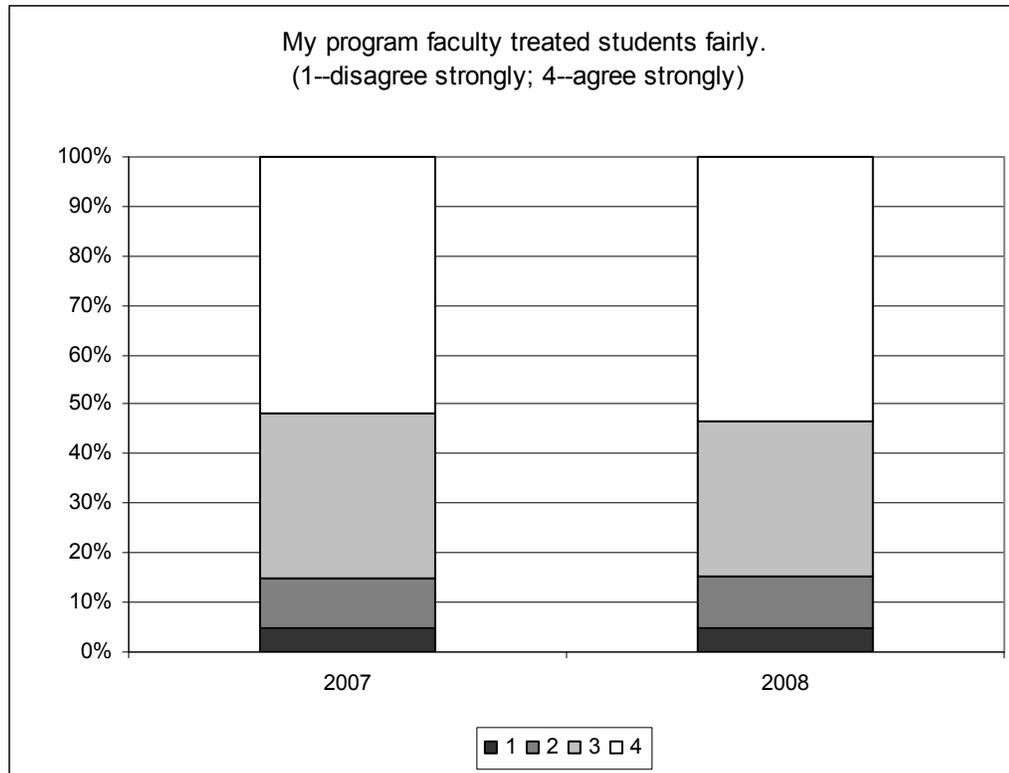
I felt marginalized as a conservative Christian. Ideas I held dear were routinely bashed by more liberal students and teachers without a qualm. I felt I had to hide my faith to avoid ridicule. (2007)

About 80% of respondents reported it was very important that faculty treated all students fairly and with respect.



An overwhelming majority of respondents (90%) agreed or agreed strongly that their program faculty treated students with respect; 85% agreed that faculty treated all students fairly.





Responses to open-ended questions (coded *Discrimination and Bias*) 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.

The program is more occupied with the doctoral students than with the masters students. (2008)

Many of professors are not committed to or engaged with the masters students. (2008)

I learned a great deal and I feel that I am prepared for my career, but I felt most of the aid and support went to the doctoral and not the masters students. (2007)

I felt that masters students were not as important as doctorate students. (2007)

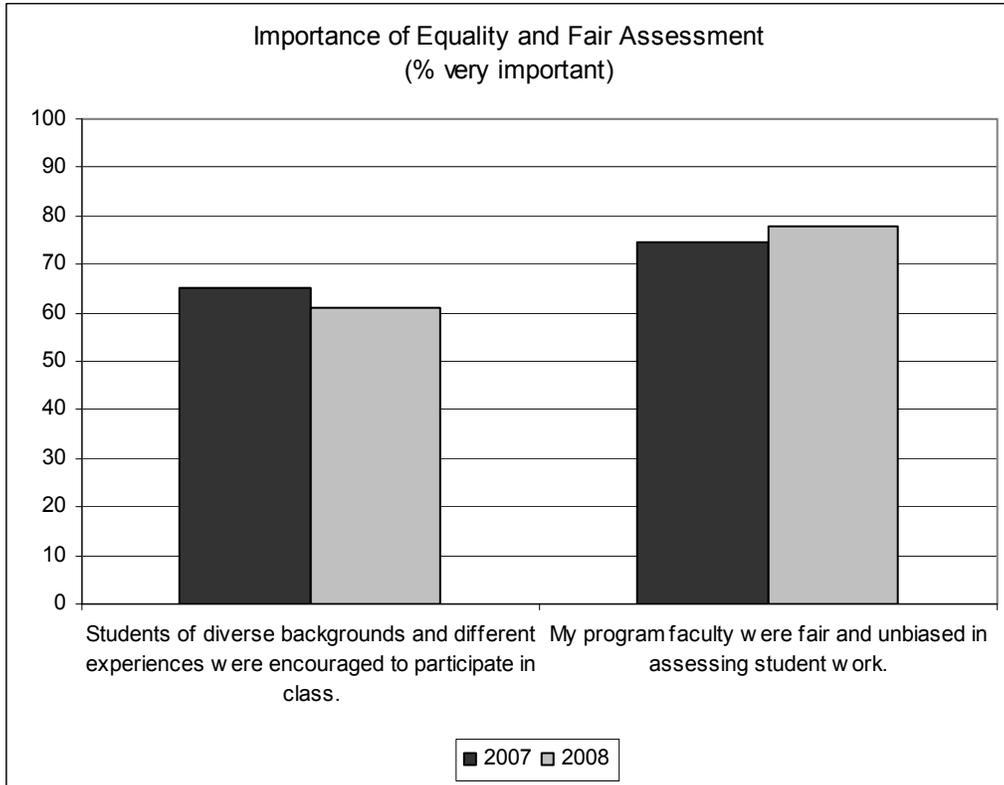
No teaching philosophy regarding MA program; it is clear that professors don't have any idea what to teach, how to help students to shape intellectually through MA study; it feels more like MA students are buying the degree and sponsoring PhD students. (2007)

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)

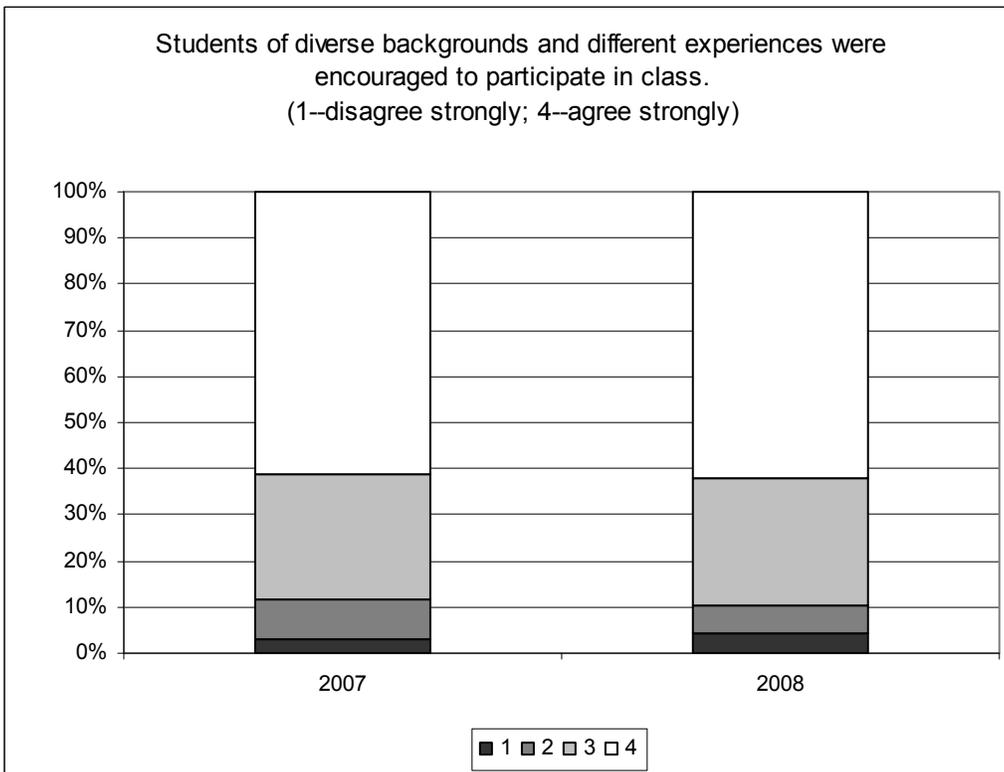
Need to streamline administrative processes and have more event planning pertaining psychology since 1/3 of students are psychology students and all the programming is geared towards "Teachers." (2007)

TC is amazing but the non-education programs aren't supported as much, all the job opportunities posted are for teachers, etc. (2007)

Over 60% of respondents felt it was very important that students of diverse backgrounds and different experiences were encouraged to participate in class. Over 74% of respondents felt that fair and unbiased assessment of student work was very important.



Almost 90% agreed or agreed strongly that students of diverse backgrounds and different experiences were encouraged to participate in class.

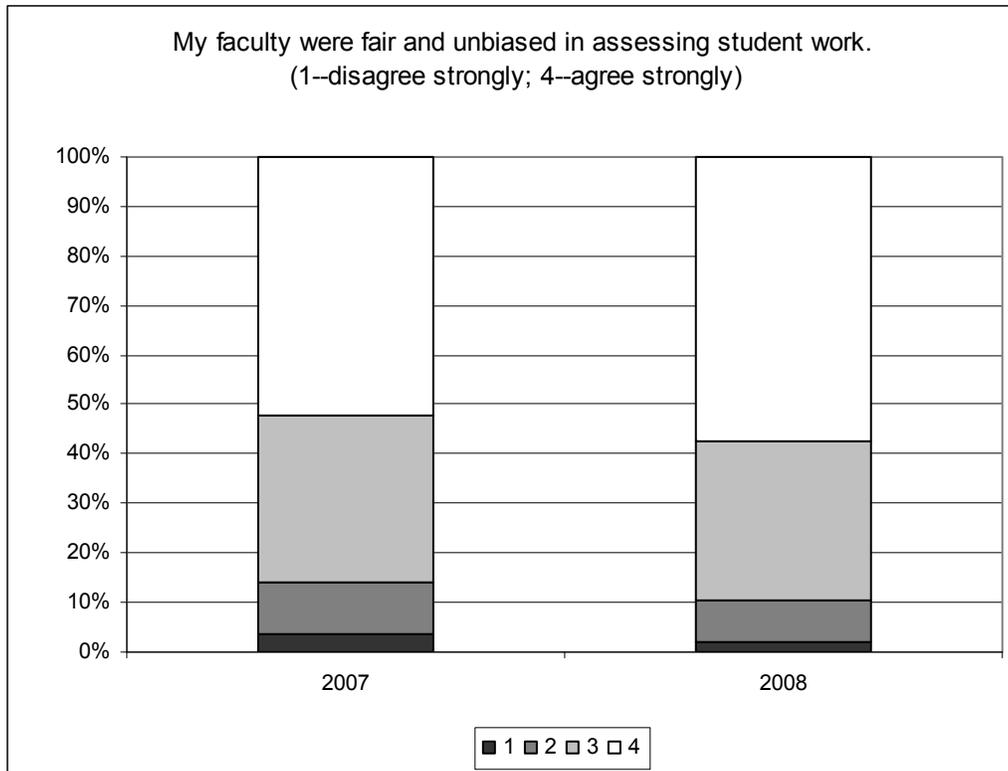


Text responses (coded *Diversity of Students*) showed many respondents believed student diversity contributed significantly to their learning experience. A few respondents felt there was little faculty encouragement of students with diverse backgrounds and experiences to participate in class.

The professors do not appreciate backgrounds and experiences of students—a white male at TC didn't arrive there by being a bigot or an idiot, as the professors need to hear. (2007)

Most students had no teaching experience—my teaching experience was rarely welcomed within theoretical framework of curriculum. (2008)

A majority of respondents (over 86%) agreed or agreed strongly that program faculty were fair and unbiased in assessing/grading student work.



Responses to the open-ended questions that referred to quality and timeliness of feedback and quality of assessment practices were coded *Assessment Practices*. Only a few of such comments were about fairness or bias. Please see detailed discussion of other related comments in the Assessment section of this report.

The faculty are extremely biased and do not grade based on productive quality of work but rather on ability to build rapport with the professors and supervisor. (2008)

Unfair evaluation and feedback on certification exam. Biased assessment of work. (2007)

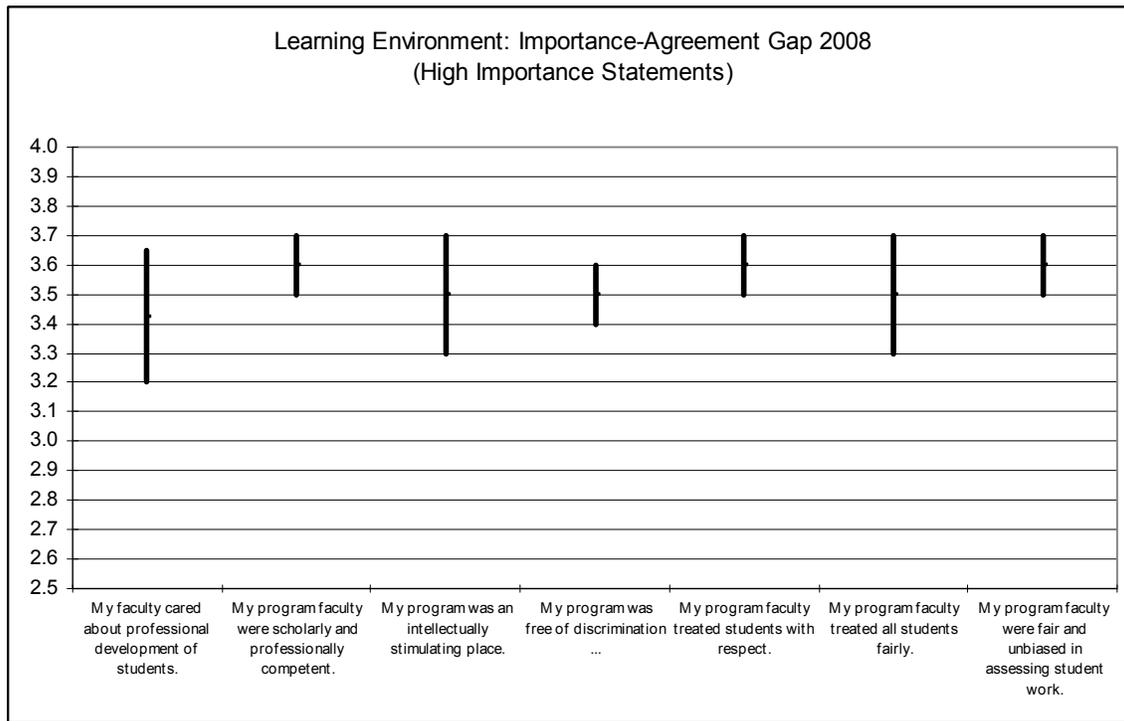
Some of the grading seemed very subjective and unfair. (2007)

Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups: high importance (greater than or equal to 70%), medium importance (60%-69%), low importance (less than 60%). Seven out of 18 statements related to learning environment were in the high importance group; five statements were of medium importance and six of low importance. The number of statements in the high importance group suggests the overall high importance of the area of Learning Environment to respondents.

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.



High Importance

Only one high importance statement has a performance gap of half a point, indicating this as an area in which the program did not meet respondents' expectations.

- My program faculty cared about professional welfare and development of students.

Four statements had performance gaps of 0.2-0.3 indicating that respondents' expectations were close to being met:

- My program faculty were scholarly and professionally competent
- My program was free of discrimination with regard to gender, race, creed, national origin, age, disability status, sexual orientation, and marital status.
- My program faculty treated students with respect.
- My program faculty were fair and unbiased in assessing student work.

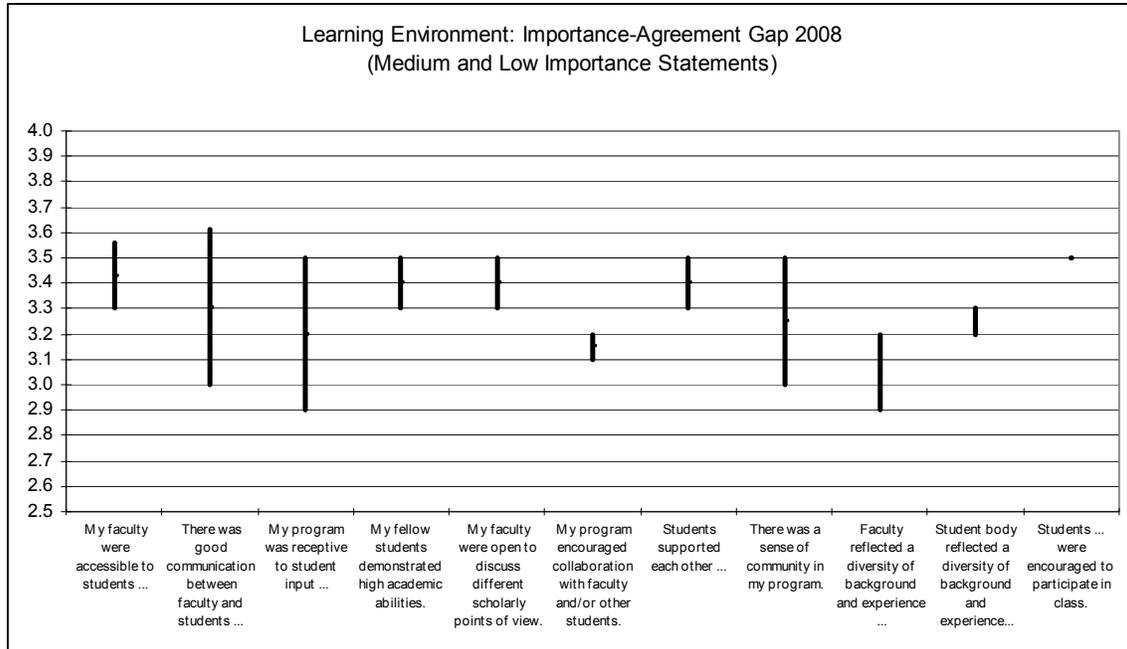
Medium Importance

Two statements of medium importance had performance gaps of half a point or over, pointing to the areas in which the College or programs did not meet respondents' expectations:

- There was good communication between faculty and students regarding students' needs, concerns, and suggestions.
- There was a sense of community in my program.

Two statements of medium importance had performance gaps of 0.2 or lower suggesting that respondents' expectations were close to being met.

- My program faculty were open to discuss different scholarly points of view.
- Students of diverse backgrounds and different experiences were encouraged to participate in class.



Low Importance

One low importance statement—My program was receptive to student input regarding curriculum or program improvement—had a performance gap of 0.6 indicating that the program did not meet respondents' expectations.

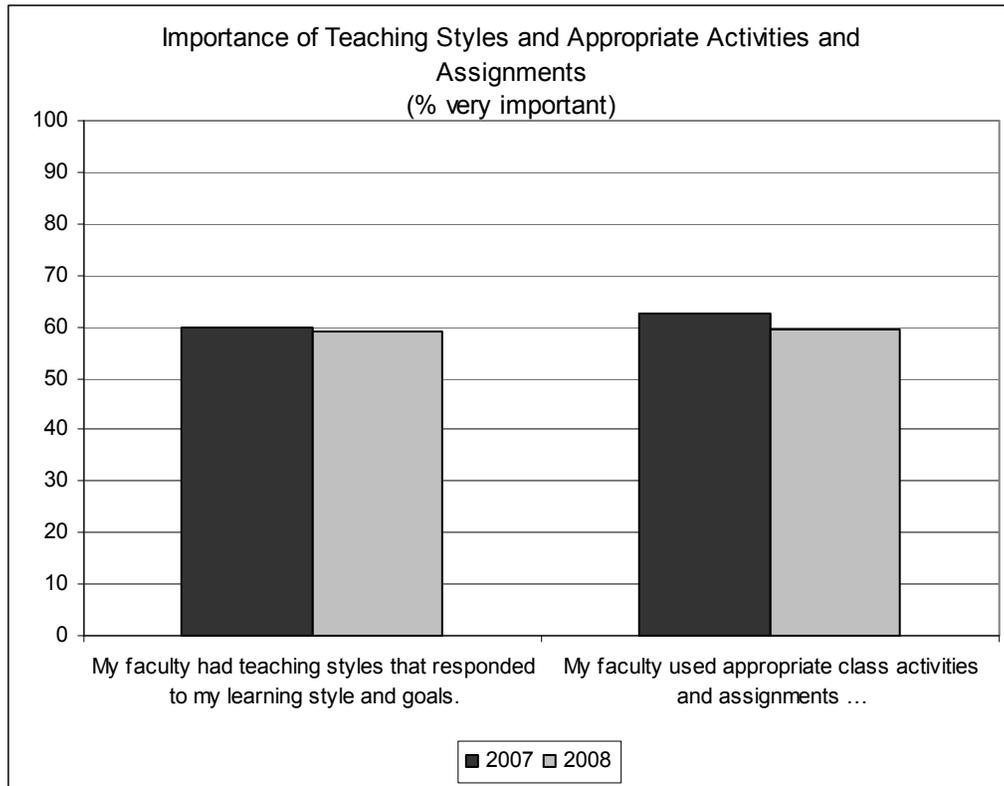
Four out of six low importance statements had performance gaps of 0.2 or lower suggesting that the College or programs were close to meeting respondents' expectations.

INSTRUCTION

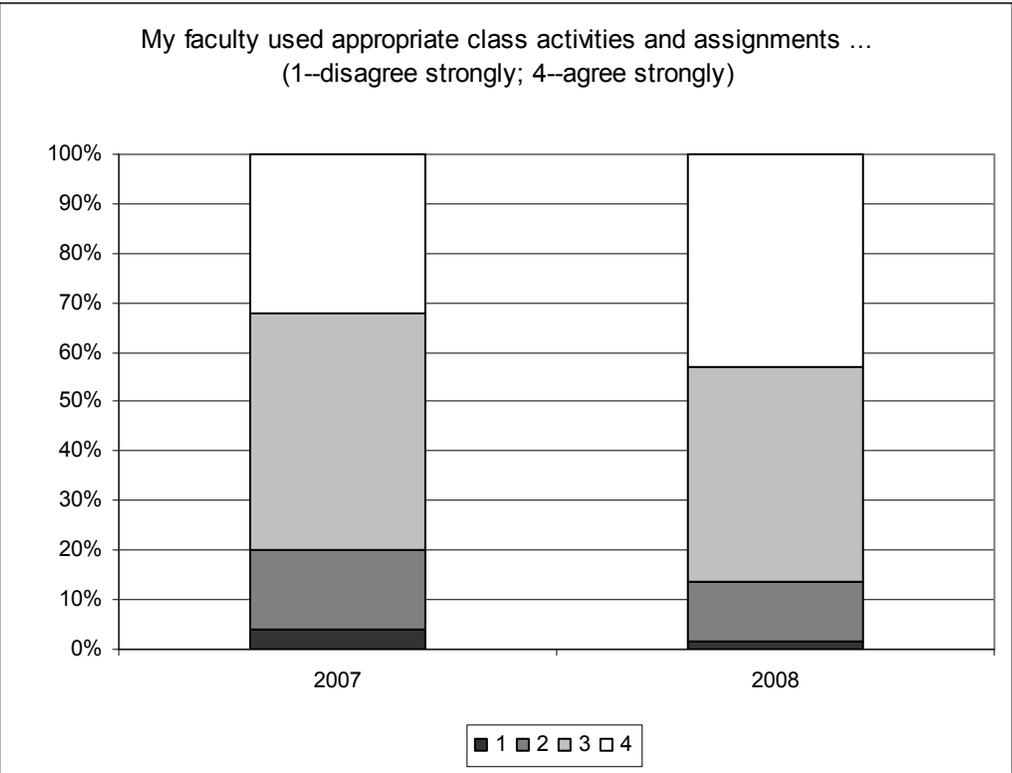
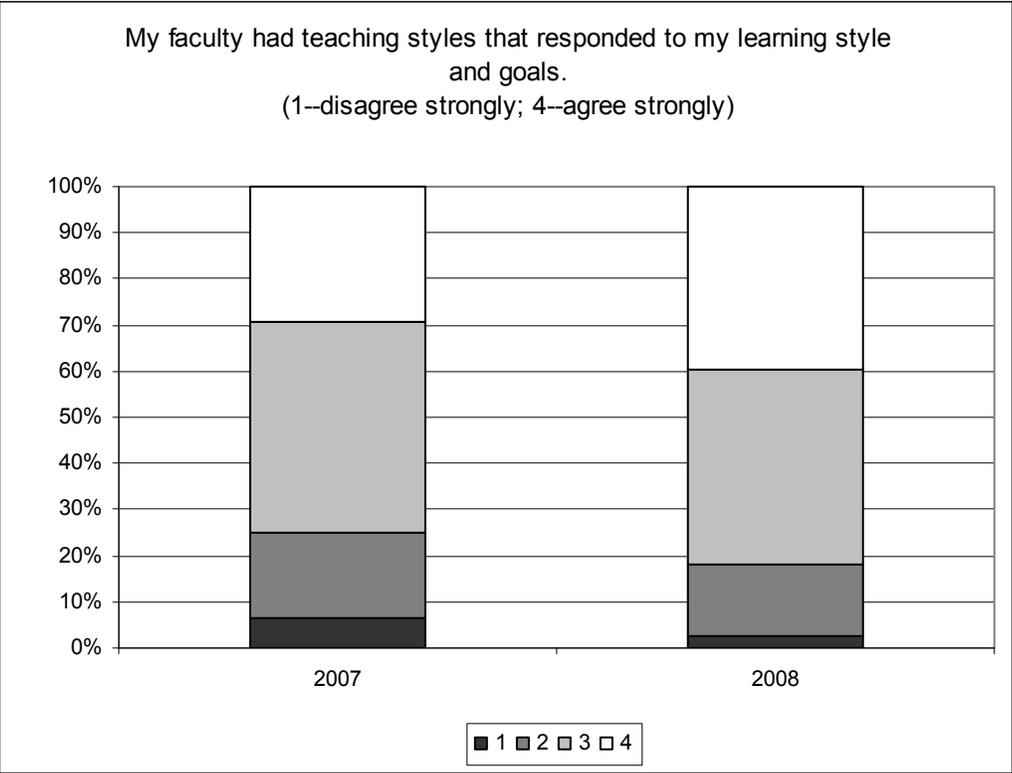
Quality of Instruction

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.



In 2007, 75% of respondents agreed or agreed strongly that faculty teaching styles responded to their learning styles and goals; in 2008, this percentage was 82%. Between 80% and 87% of respondents agreed that class activities and assignments were appropriate to help students learn.



Text responses about faculty as teachers, or about quality of teaching in general, including pedagogical methods and styles, were coded *Teaching Skills and Styles*. These comments were equally likely to be among strengths as among weaknesses. Some of the comments suggest program faculty were good teachers.

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)

I thought the quality of teaching was, on the whole, good. (2007)

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)

Superior instructors with the highest caliber of teaching skills than any other department or institution. All class discussions were facilitated at an outstanding level. (2007)

Some of my professors were fantastic. It wasn't just what they taught; it was the way they taught. They truly helped to put into practice the art of teaching TC style. (2007)

But a number of respondents felt 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.

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)

Professors are not good teachers—they seem more intent on their research than on their students. It is embarrassing at a school of education to have professors who are such poor teachers. (2008)

It was fine—not great, not terrible. Too expensive for an OK experience. I learned a lot, but I could have read all the assigned readings and never attended class and learned just as much. The way in which most, not all, classes in my program were taught left little to be gained by being in attendance. (2007)

Professors also too conveniently turn the lessons over to students for individual research and presentations without putting any effort in grounding the class in their so called expertise. If we can research and teach each other, why do we come to TC with its exorbitant tuition rates? Most students agree amongst ourselves we pay for the name, not for education, which is seriously lacking. I hope TC will change the criteria for its tenure track professors—being able to TEACH and being committed to graduate students should be a priority as much as garnering research grant money for the institution. (2007)

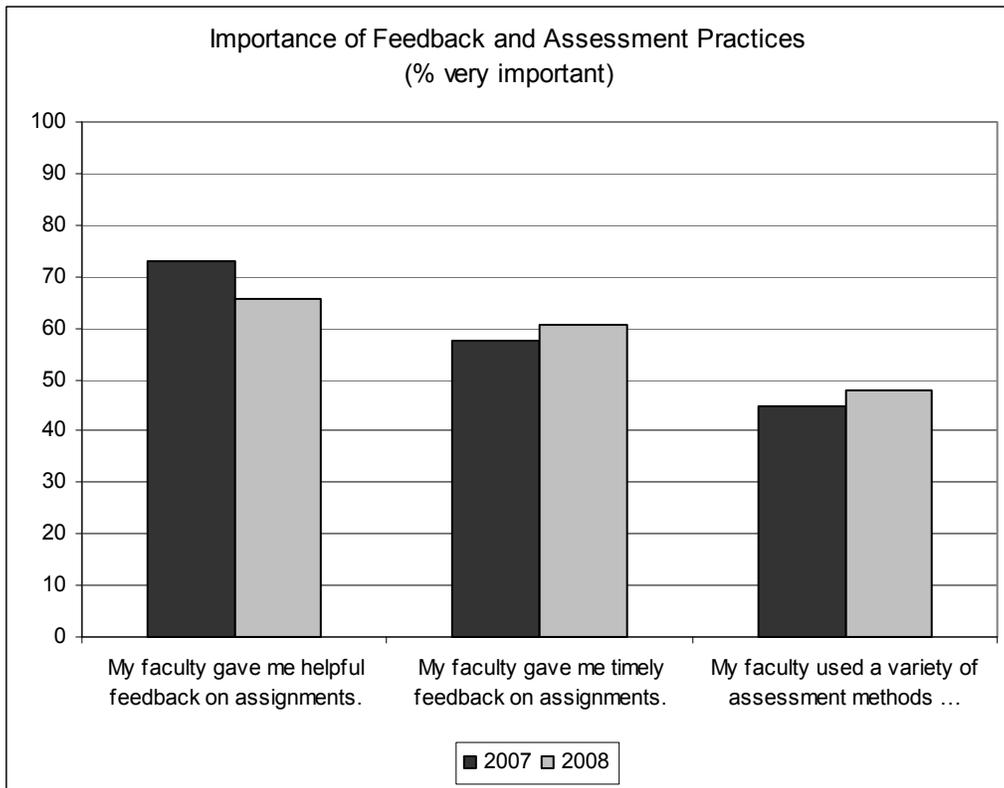
I was extremely unimpressed with the education I received at Teachers College. My professors were unorganized, uninvolved in the class, assigned work that was elementary or “busy work.” I had more than one class where the teacher divided up the textbook, the students were assigned to read, summarize, 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 leads me to my second point: faculty did not do enough modeling or demonstrating in the classroom. (2007)

Some classes used way too much cooperative learning, especially during class time. In some classes the instructors consistently wasted class time for group meetings ... which really is just a misuse of class time. Many teachers were extremely pedantic and did not model effective teaching Only full time professors should teach classes. Even full time professors, however, need to create multi-perspectives, intellectually rigorous classes. (2007)

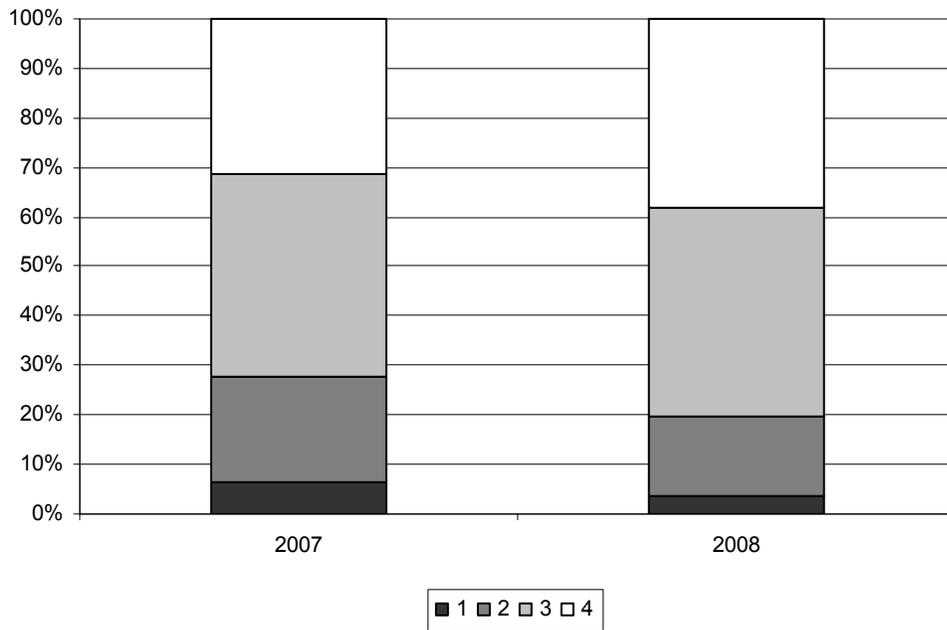
Assessment Practices

Three statements were linked to assessment practices. Of the three, the helpfulness of feedback was rated the highest on the importance scale—73% and 66% of respondents rated it very important in 2007 and 2008, respectively. The timeliness of feedback was rated very important by about 60% of respondents; and the least important—variety of assessment methods—was rated very important by fewer than half of the respondents.

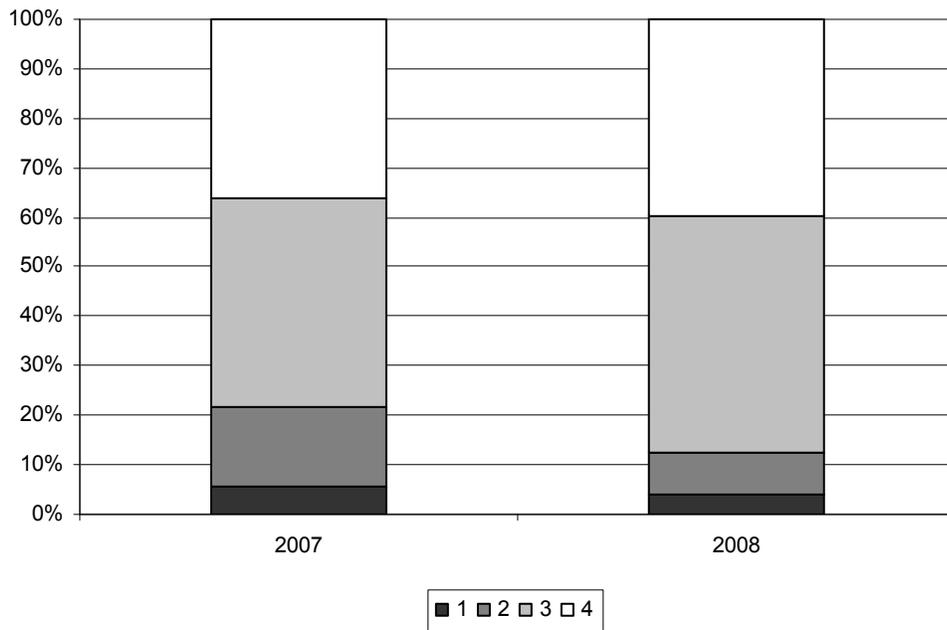


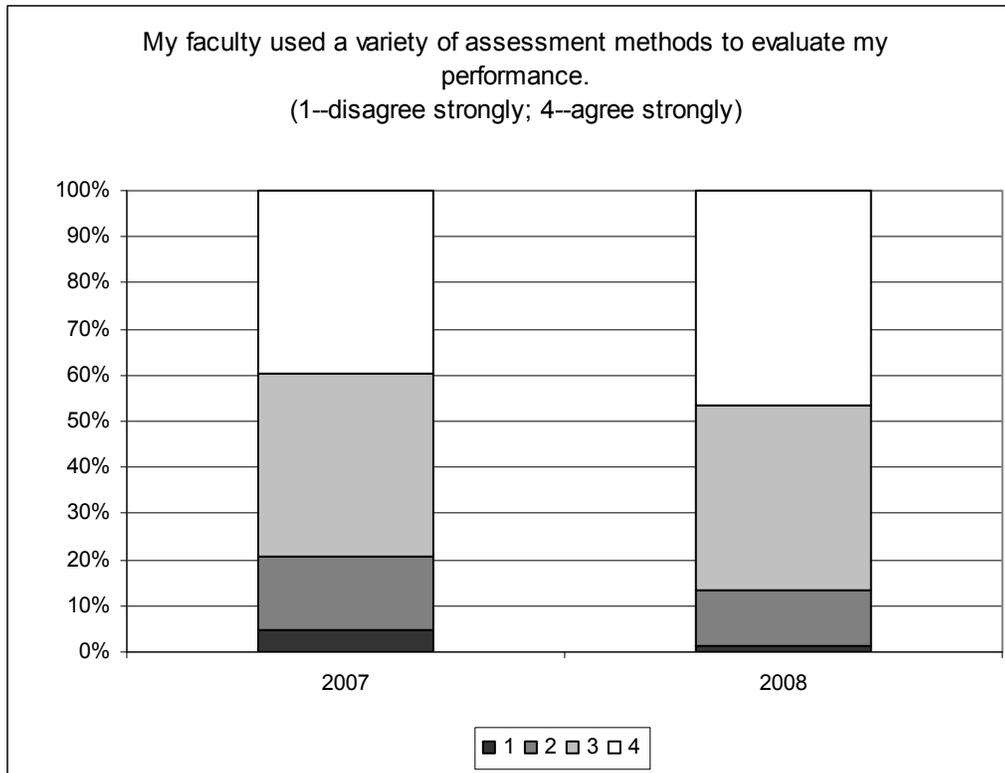
In 2007, 72% of respondents agreed or agreed strongly that faculty gave them helpful feedback on assignments, and 79% of respondents agreed that feedback was timely. In 2008, these percentages were 80% and 89%, respectively. Between 79% and 87% of respondents agreed or agreed strongly that faculty used a variety of assessment methods to evaluate student performance.

My faculty gave me helpful feedback on assignments.
(1--disagree strongly; 4--agree strongly)



My faculty gave me timely feedback on assignments.
(1--disagree strongly; 4--agree strongly)





Responses to the open-ended questions that referred to quality and timeliness of feedback and quality of assessment practices were coded *Assessment Practices*. Several respondents felt that feedback and assessments were among their programs' strengths.

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.

Integrated project advisement was terrible—NO written feedback offered on the final project, even when I ASKED for it. NOTHING. Only tracked changes on an online version of the rough draft. Totally unacceptable. (2008)

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)

It is disheartening not to get feedback for class work, let alone NEVER seeing your assignments once handed in. (2007)

Diversity of assessment. Sometimes it felt like I was writing the same paper over and over. (2007)

The lack of feedback on student work in some cases and very late (months late) in other classes is a major weakness. (2007)

We didn't receive timely (in some cases "any") feedback on significant written work that was turned in. (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)

The [program] MA essay needs to be revised. It is not a valid form of assessment. (2007)

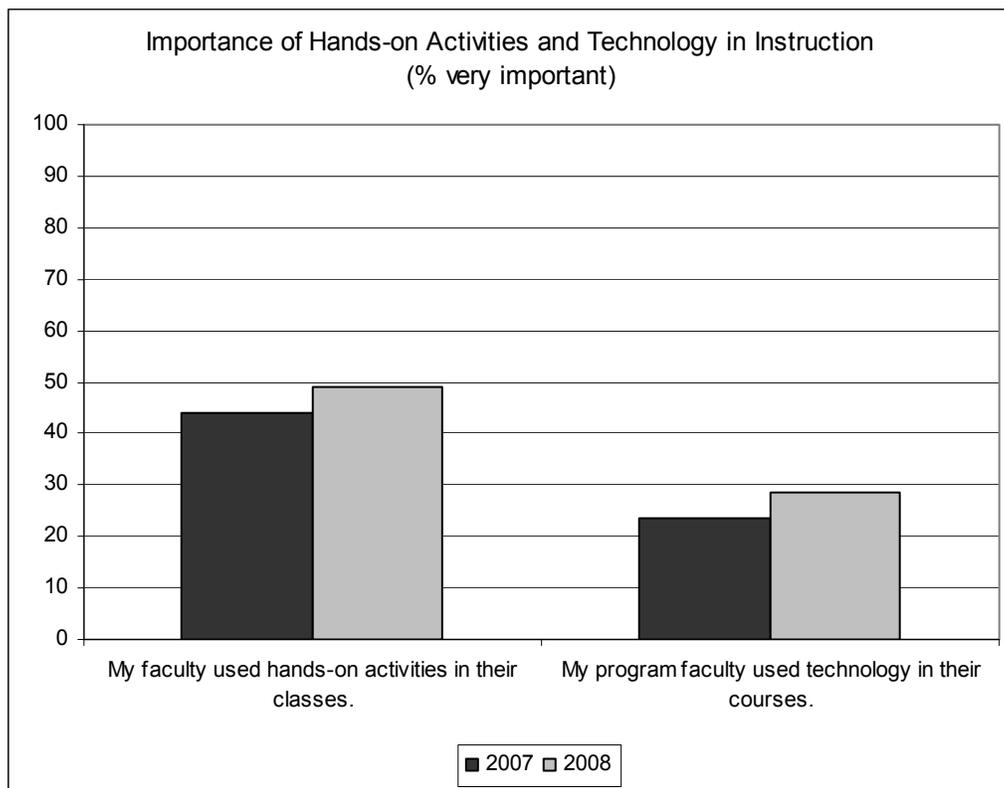
Other departments, ..., ..., included professors who did not return final papers, even after several inquiries, did not have students to fill out end of semester evaluations, and seemed out of sync with the educational approach of the ... department. (2007)

... Faculty was sometimes lax. It's important for professors to grade papers on time and to provide adequate opportunities for students to show knowledge. When faculty is teaching future teachers, they need to model good teaching themselves! (2007)

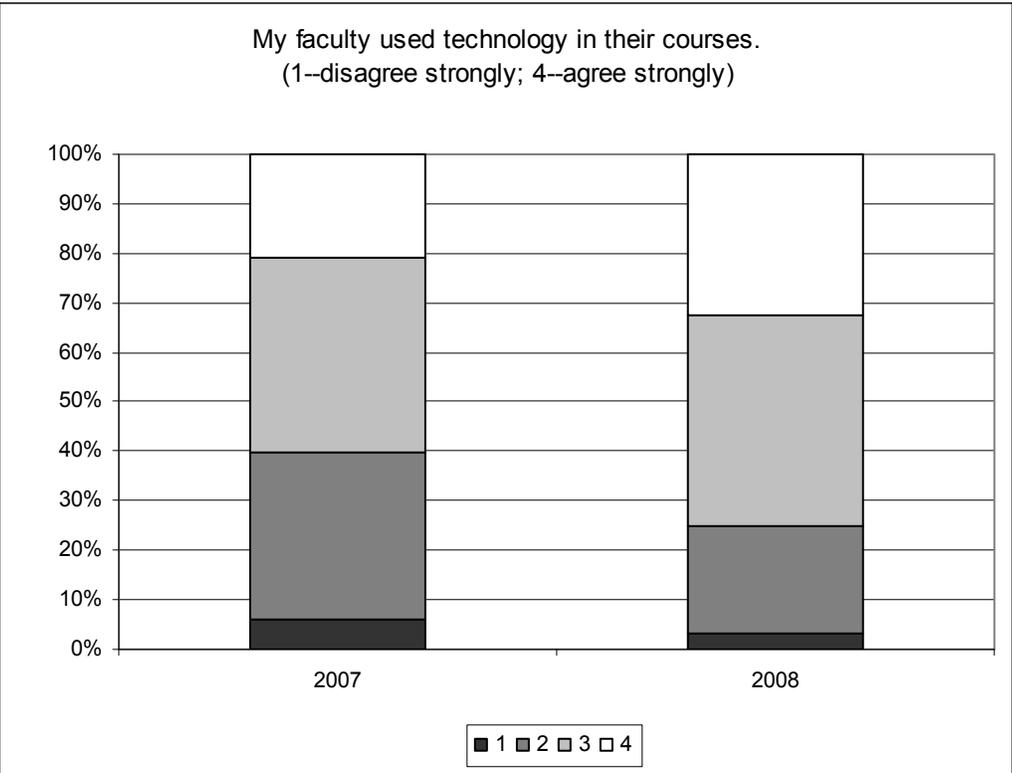
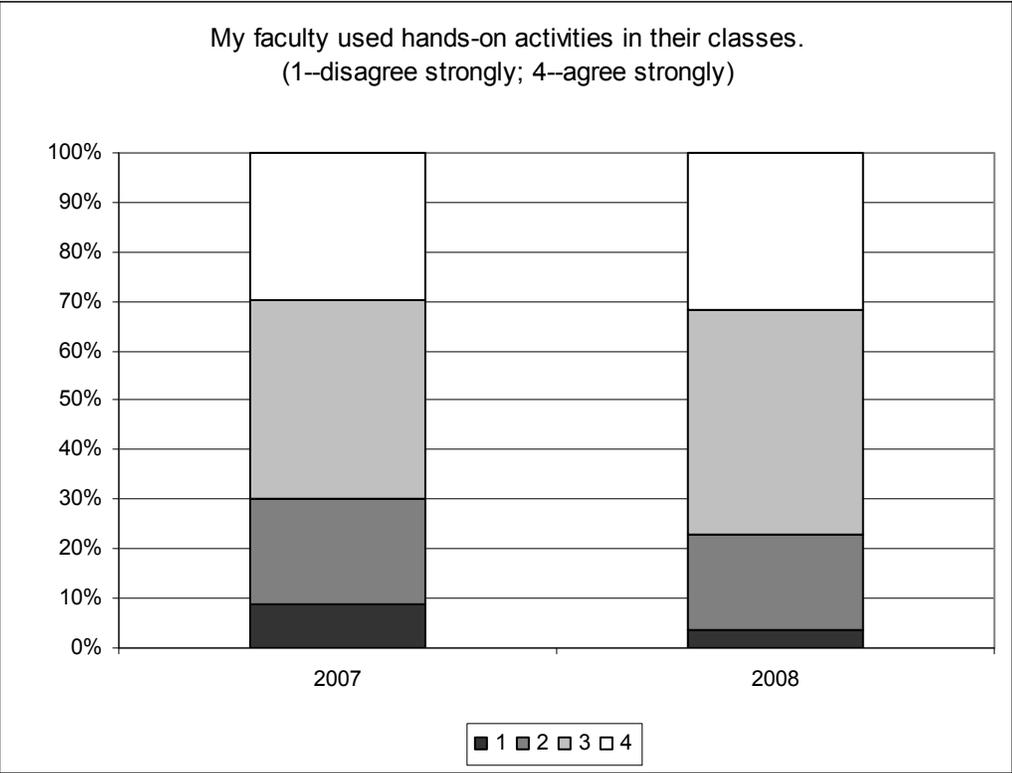
Hands-on Activities and Technology in Instruction

The 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.

Fewer than 30% saw faculty use of technology as very important; this statement was rated the lowest in importance in the entire questionnaire.



In 2007, 70% of respondents agreed or agreed strongly that faculty used hands-on activities and 60% agreed that faculty used technology in their courses. In 2008, these percentages were 77% and 75%, respectively.



Very few comments were about faculty's use of hands-on activities and assignments or technology in their teaching.

Certain professors created an amazing atmosphere within the program and added to a positive learning environment. They were approachable outside the classroom and encouraged hands-on learning. (2008)

This is 1st year student—we have hands-on experience with client—program encouraged hands-on work right away—Huge Plus. (2008)

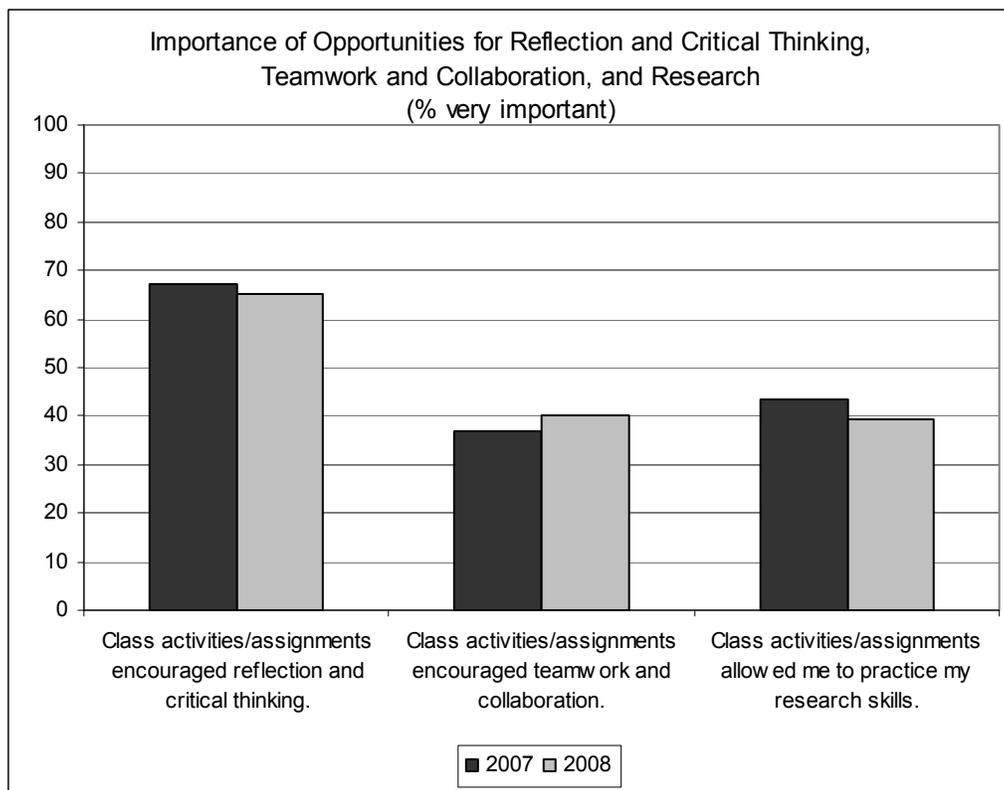
There is not enough opportunities for students to apply their professional knowledge with the real projects. (2008)

Too much dependency on students giving PowerPoint presentations. After 10th PowerPoint presentation, I was bored! (2008)

Learning Opportunities and Outcomes

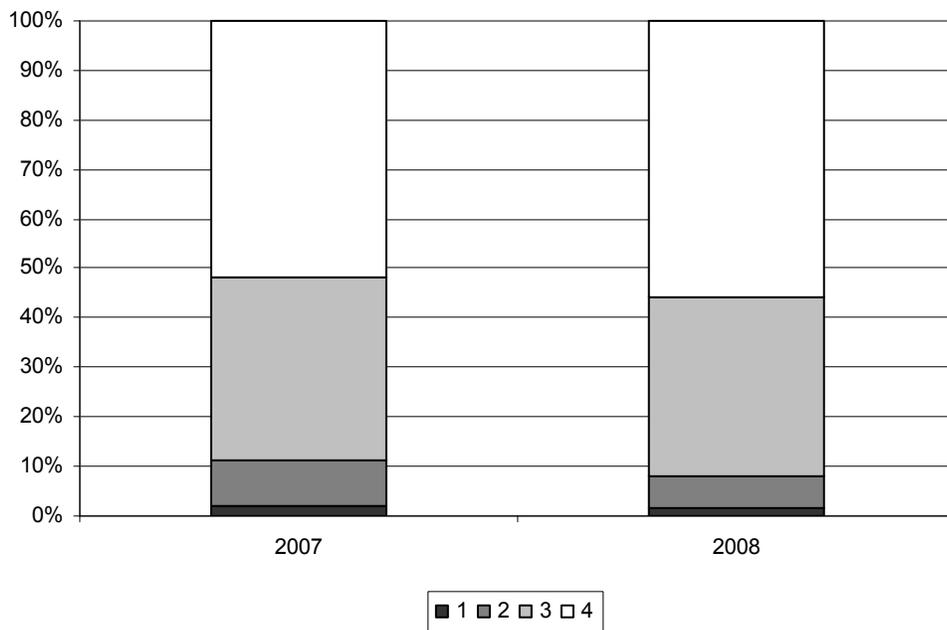
Critical Thinking and Reflection, Teamwork and Collaboration, and Research

Opportunities for reflection and critical thinking during instruction were rated as very important by over 65% of respondents. Opportunities for teamwork and collaboration and opportunities to do research were very important for about 40% of respondents.

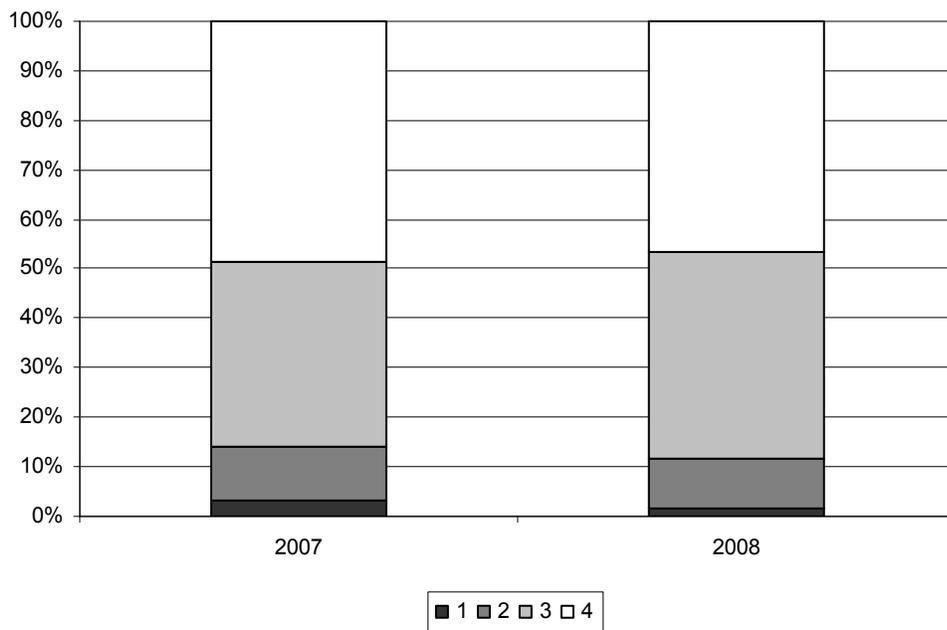


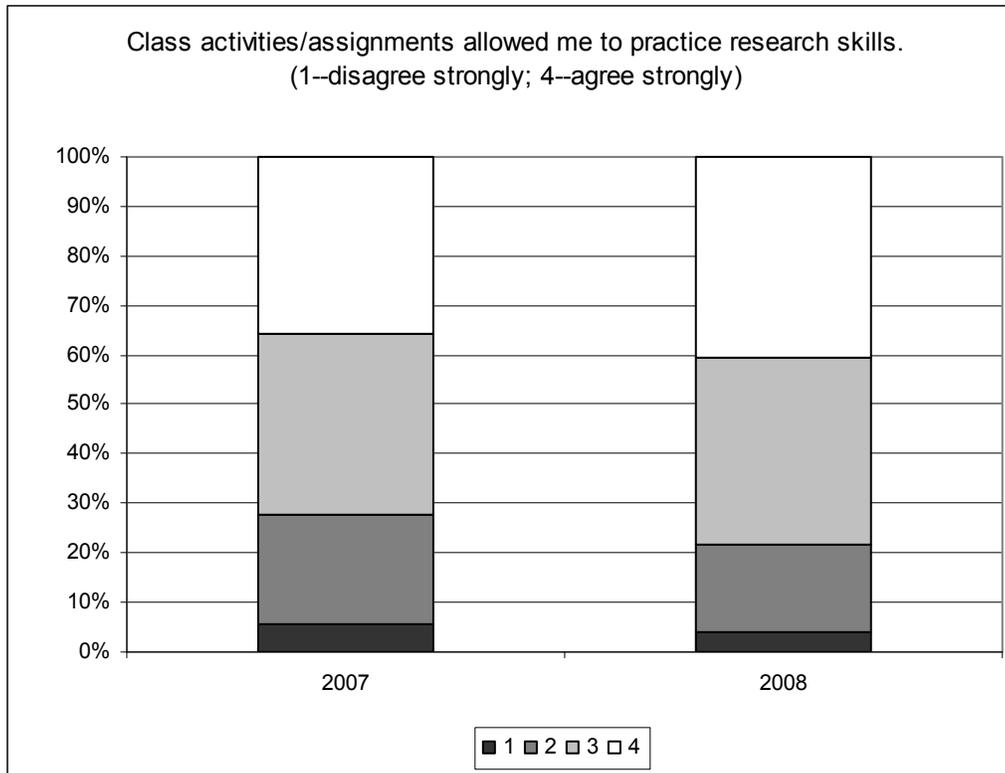
A majority of respondents (about 90%) agreed or agreed strongly that class activities and assignments encouraged reflection and critical thinking. Between 86% and 88% of respondents agreed that class activities and assignments encouraged teamwork and collaboration. Between 72% and 79% of respondents agreed that class activities and assignments allowed them to practice research skills.

Class activities/assignments encouraged reflection/critical thinking.
(1--disagree strongly; 4--agree strongly)



Class activities/assignments encouraged teamwork and collaboration.
(1--disagree strongly; 4--agree strongly)





Responses to the open-ended questions that referred to faculty or program encouragement of, and creation of opportunities for student's critical thinking and reflection were coded *Critical Thinking and Reflection*. Although there were not many, almost all of these comments were positive.

The rigor of the program fosters critical thinking and reflective thought process. (2008)

Requirements are very cohesive and encourage critical thinking. (2008)

I am able to think critically and reflect on myself as a student, teacher, practitioners, and researcher. (2008)

Creative thinking was strongly encouraged for unique research projects. (2007)

Very disappointing—expected more rigor in content delivery and work. But mostly, got overloaded with reading materials and not enough critical thinking and discussion. Does not feel I learned any new skills—just information that I can read on Wikipedia. (2007)

Responses to the open-ended questions that 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*.

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)

Research opportunities were ample. (2008)

Research opportunities, students run online journal, opportunities to collaborate with international NGOs. (2008)

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

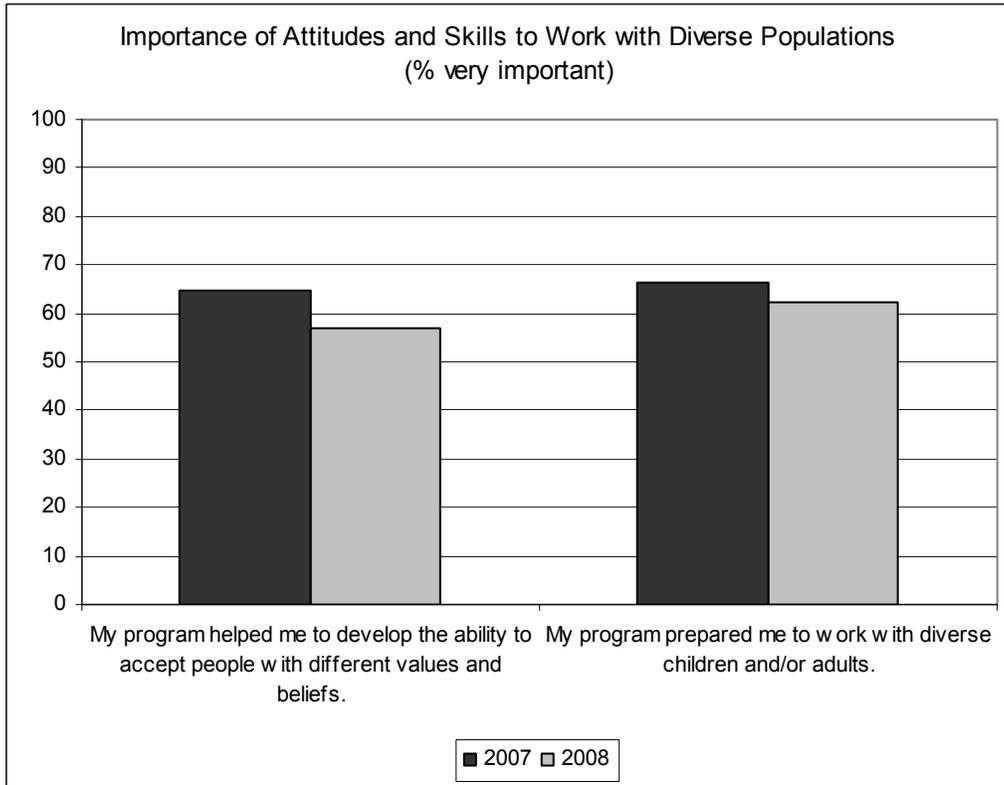
Opportunities to do research with professors are very limited, if not almost impossible. (2008)

[Faculty] provided diverse perspectives and allowed student collaborative work. (2008)

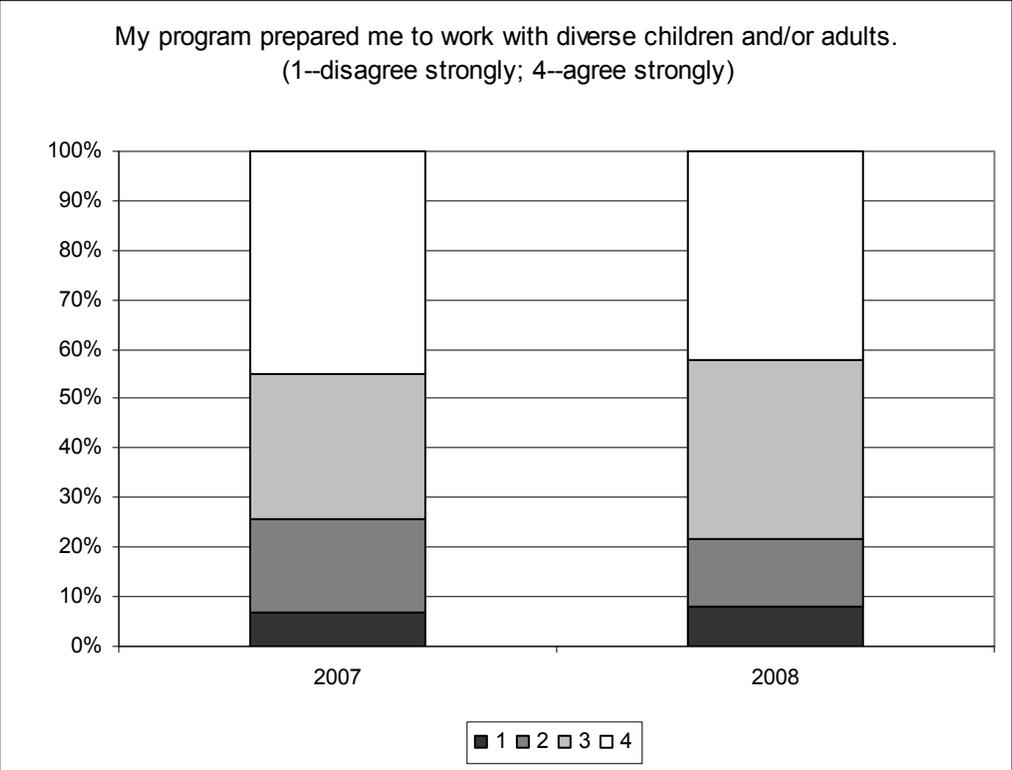
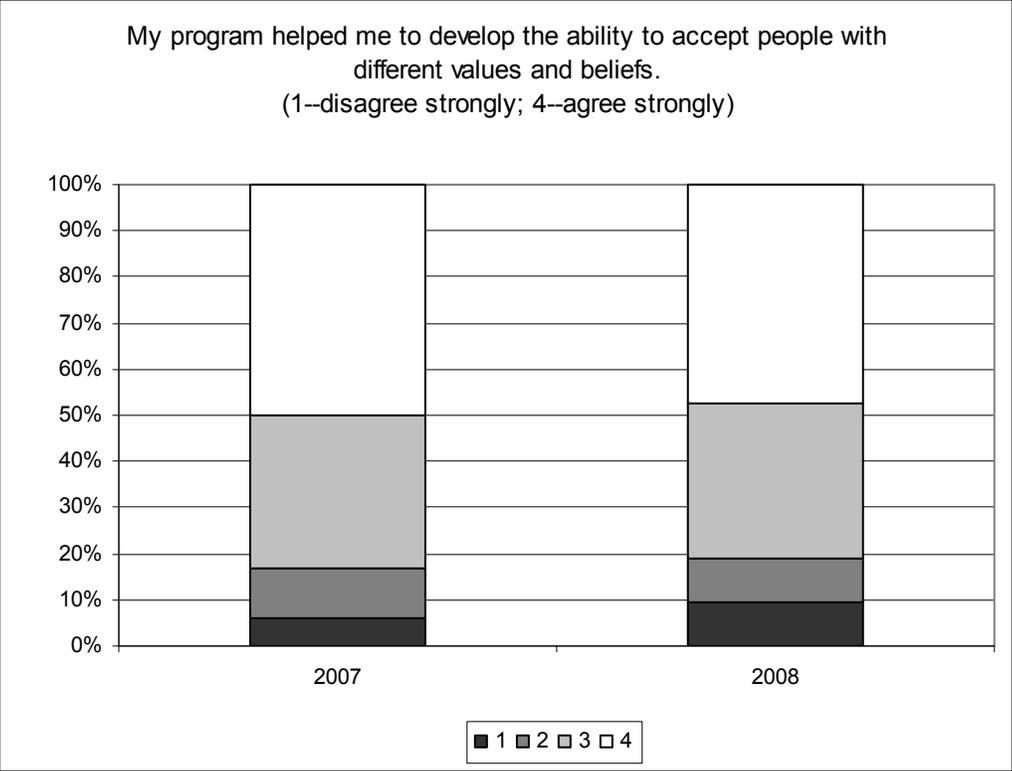
Faculty does not know how to teach to adult learners who have professional backgrounds. Group projects were unclear and failed to make us work collaboratively. (2007)

Attitudes and Skills to Work with Diverse Populations

Between 57% and 66% of respondents rated the development of abilities to accept different values and beliefs, and to work with diverse populations as very important.



Over 80% of respondents agreed or agreed strongly that their programs helped them to develop the ability to accept people with different values and beliefs. Between 75% and 79% of respondents agreed that their programs prepared them to work with diverse children and/or adults.



There were no comments about the preparation or ability to accept people with different values and beliefs or to work with diverse children and/or adults.

Class Size and Faculty-Student Ratio

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.

Small class size was cited as a program strength by 10 respondents:

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 got to meet professors and other students. (2008)

However, four times more respondents felt that classes were too large to allow meaningful discussion/collaboration and quality instruction.

Some classes are a little too big to be effective. (2008)

I thought my program would be academically rigorous. Many of my classes had 30 or more students. (2008)

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

Large class sizes ... take away from what is learned from courses due to reduced assignments. (2007)

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)

Sections were large which limited classroom/assessment/practice activities. (2007)

Classes are too large for what we pay in tuition. (2007)

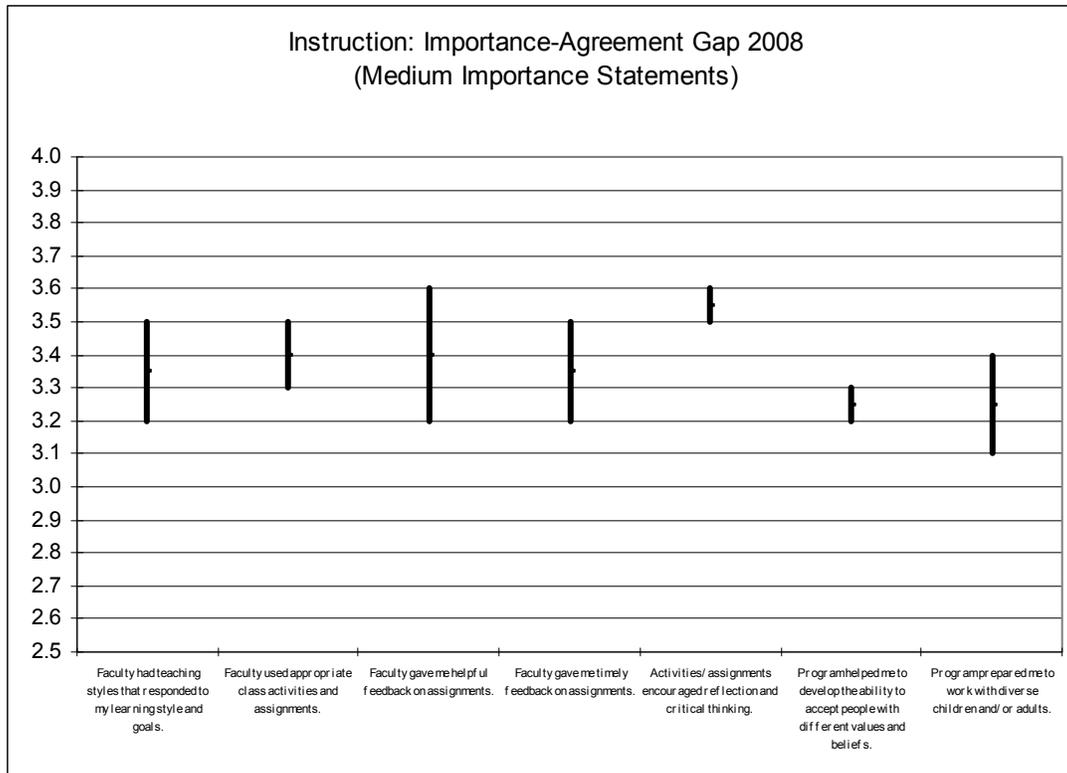
My class size was by far too large. I felt as though we were "herded" through so the school could profit as much as they could. The classrooms were way too crowded. (2007)

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)

Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups: high importance (greater than or equal to 70%), medium importance (60%-69%), low importance (less than 60%). No statement in the area of Instruction was in the high importance group, which indicates a relatively low importance of this area (at least as it is covered in this questionnaire) for respondents. Seven out of 12 statements were of medium importance, and five were of low importance.

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.



Medium Importance

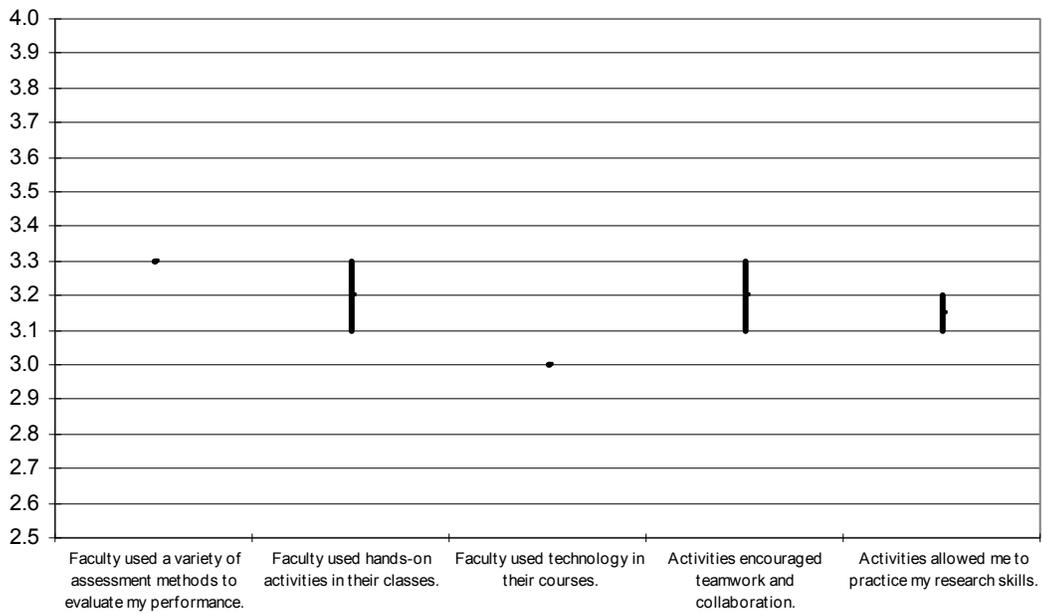
No statement had a performance gap of 0.5 or larger. The statement with the largest performance gap (0.4) referred to the helpfulness of feedback provided by program faculty. The remaining six statements had performance gaps of 0.1 to 0.3 indicating that respondents' expectations were close to being met.

- My program faculty had teaching styles that responded to my learning styles and needs.
- My program faculty used appropriate class activities and assignments to help me learn.
- My program faculty gave me timely feedback on assignments.
- Class activities/assignments encouraged reflection and critical thinking.
- 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.

Low Importance

Of the five low importance statements, three showed no statistically significant difference between importance and agreement means, one (about hands-on activities) had a performance gap of 0.2, and one (teamwork and collaboration) showed a negative performance gap of -0.2 indicating that this area was not as important to students as it probably was to the programs.

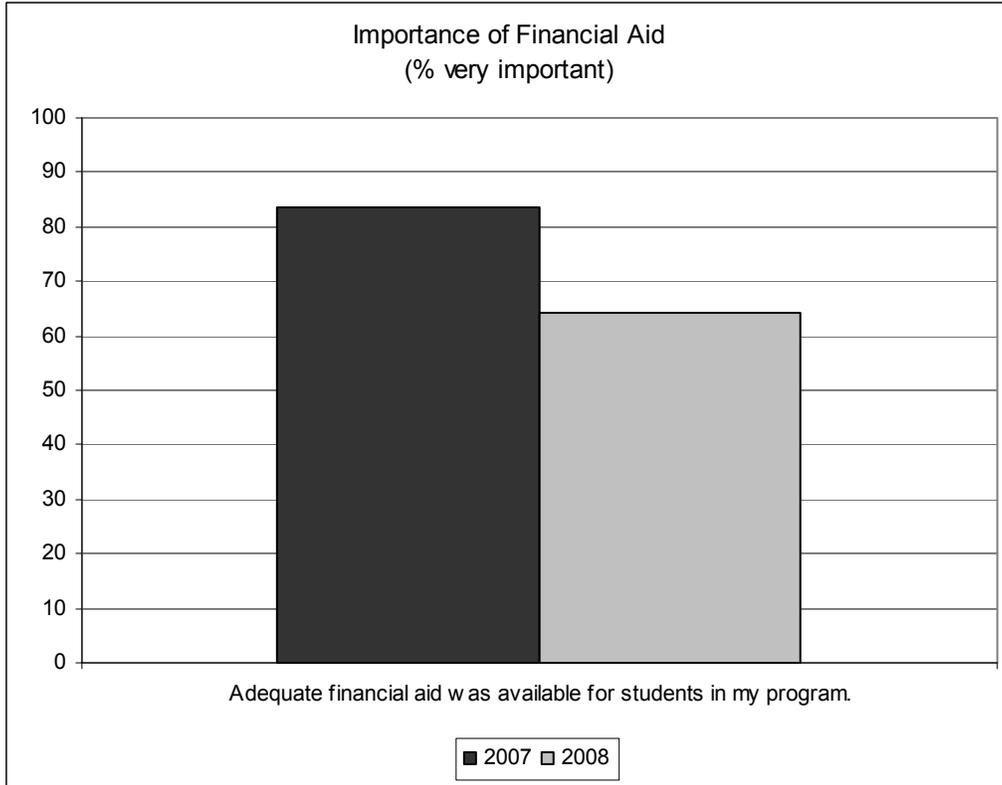
Instruction: Importance-Agreement Gap 2008
(Low Importance Statements)



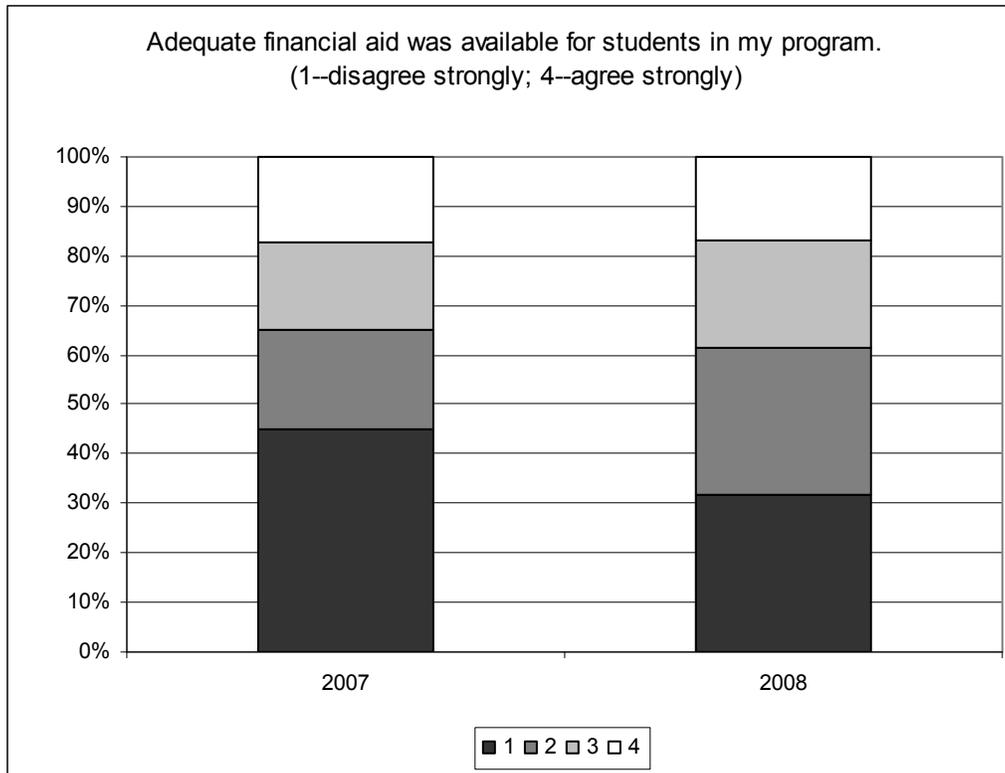
RESOURCES

Financial Aid

In 2007 and 2008, adequate financial aid was very important for 83% and 64% of respondents, respectively. It is not yet clear why there was such a large difference between the two groups of respondents.



In 2007 and 2008, 35% and 39% of respondents, respectively, agreed or agreed strongly that adequate financial aid was available to students.



Responses to the open-ended questions that referred to the availability of financial aid to students and the cost of studies at TC were coded *Financial Aid*. Such comments (77 in 2007 and 28 in 2008) were overwhelmingly about weaknesses (with just two strength comments in 2007).

Another weakness is the inadequate amount of financial aid available for students in the program. (2008)

Further the almost entire lack of financial aid makes it very difficult to consider TC as a school where I could complete my PhD. (2008)

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

Very little financial aid including no teaching assistantships which makes it difficult to now apply for academic jobs. Of my cohort, less than half got their PhDs, others dropped out for lack of support and direction. (2007)

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)

There is little to no financial aid money available to students in my program outside of federal loans. \$60,000 is an exorbitant amount to spend in preparation for a relatively low-paying career. (2007)

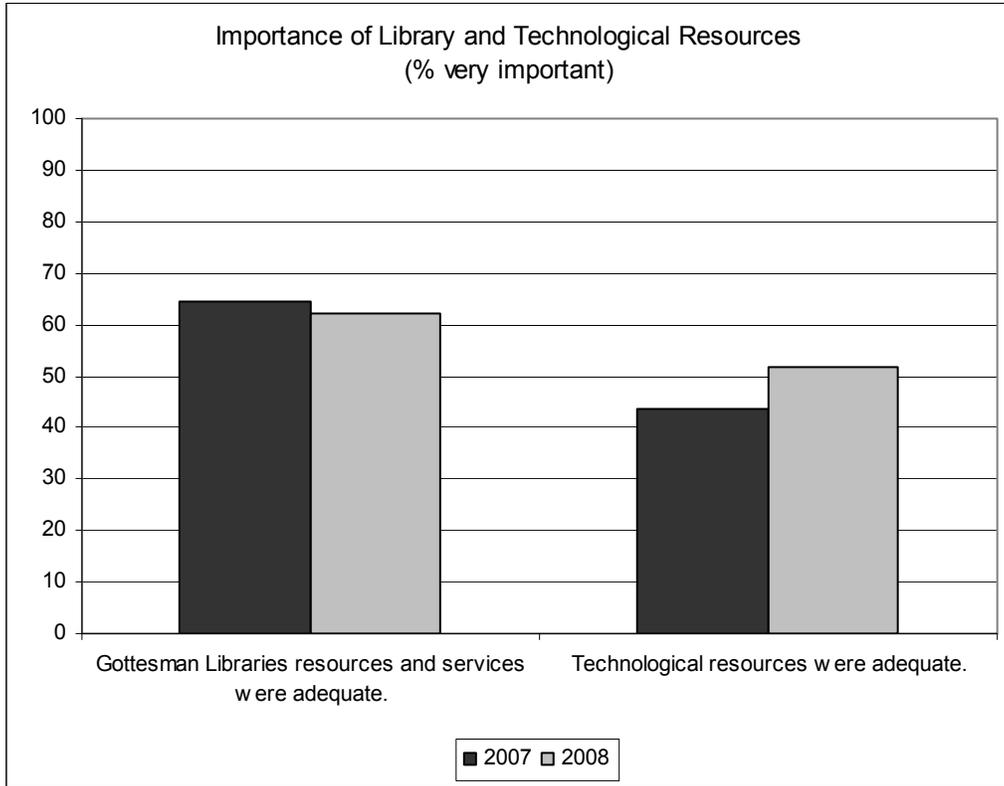
Lower fees and the amount of money per credit we have to pay! Education is already very expensive, and TC students are usually those who come from affluent backgrounds. This is unfair and unacceptable. (2007)

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)

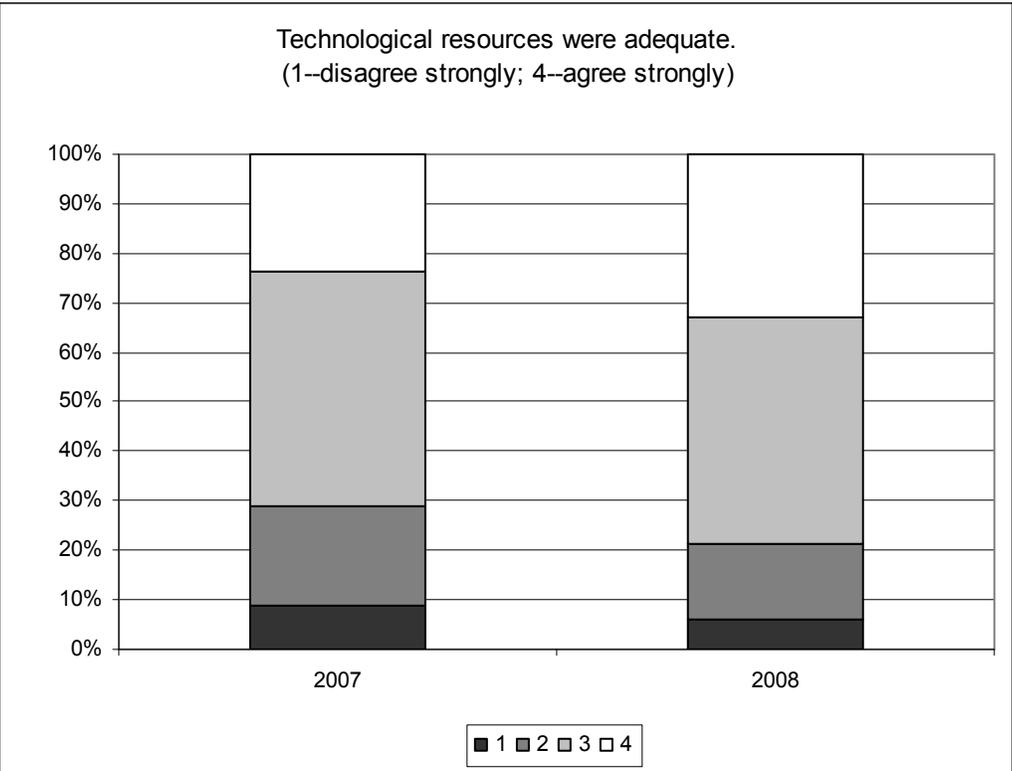
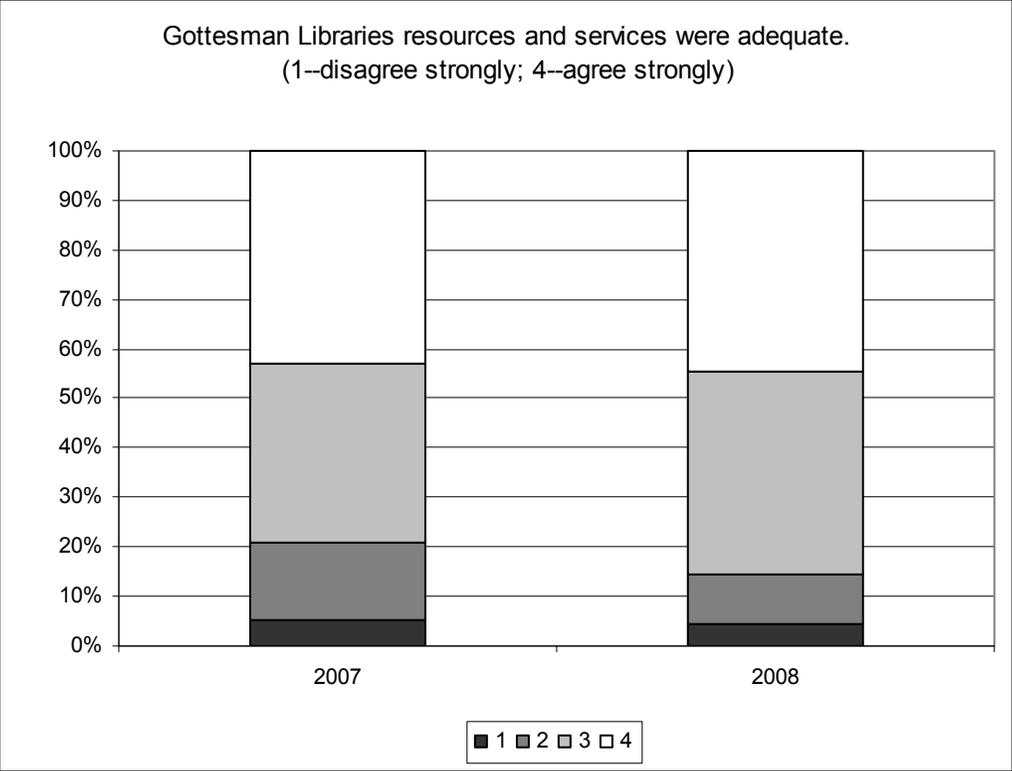
Although many of us are going into very low-paying fields, there is little financial aid or negotiated loan forgiveness ... We will be paying our debts to TC for years and years to come, with little hope of financial stability. Perhaps helping us with financial help of the caliber teachers enjoy would be helpful. It's the responsibility of schools like TC to work on issues like this so that we continue to have smart people in the "helping" professions (who don't have to be independently wealthy to survive). (2007)

Library and Technological Resources

Adequate library resources and services were very important for over 60% of respondents. Adequate technological resources were very important for 44% of respondents in 2007, and 52% of respondents in 2008.



Between 80% and 85% of respondents agreed or agreed strongly that Gottesman Libraries resources and services were adequate; and between 71% and 79% of respondents agreed that technological resources were adequate.



Responses to the open-ended questions coded *Library* 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)

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

TC Library should be connected to the main Columbia University library system. (2007)

I like the library to have longer hours and more places in which to photocopy or print. (2007)

I love the TC library and spent a lot of time there although wished the hours were longer. (2007)

The library is great but more study rooms would be helpful as there are so many groups working collaboratively. I really appreciated all of the support that I received from the research librarian—Allen Foresta.(2007)

I am very disappointed with the lack of access to actual books in the library. Where have all of the books gone? We used to have a unique archived room where we could use rare books for research. Unfortunately, this room no longer exists. Most of the books I needed for research were obtained through inter-library loan which takes about a week to obtain and the books need to be picked up at the Columbia campus rather than having them easily available at our library. Also, why should TC students need to borrow fairly popular books from Brown University and Harvard University? In addition, several books reflected in the computer system as available on the shelves were nowhere to be found when I tried to retrieve them! Also, trying to reserve a study room in the library is almost impossible as they are always booked even a week in advance. (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 (usually in connection with poor condition of classrooms).

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

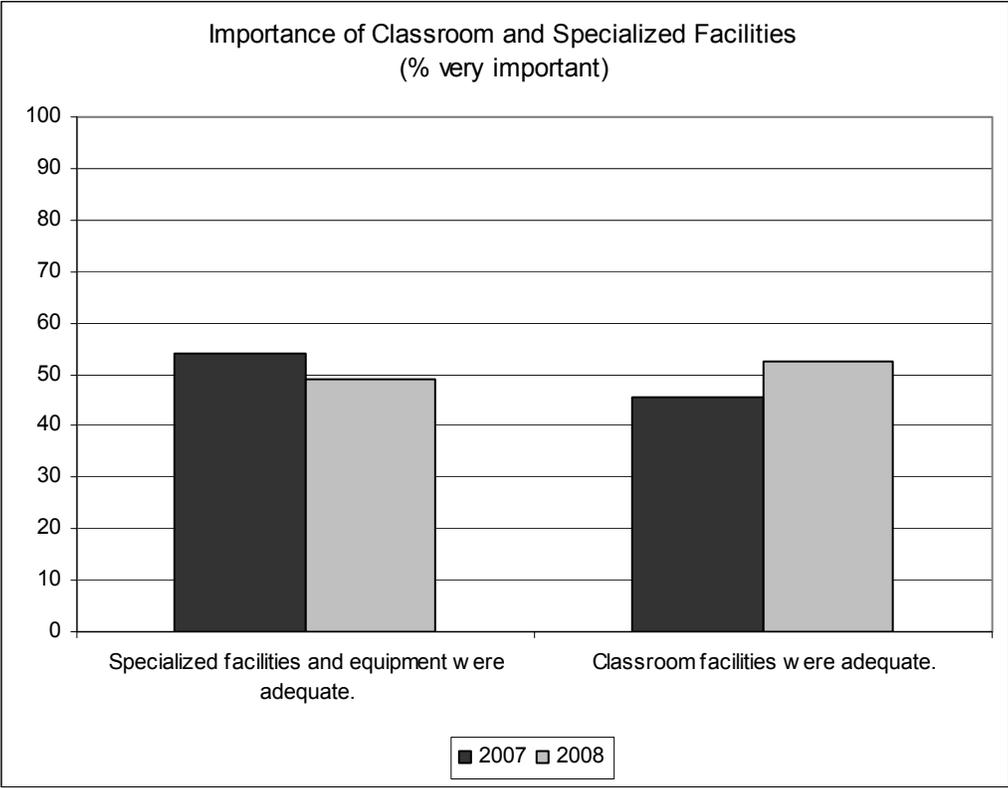
My experience at TC could have been better if there had been better technology in every class (i.e., availability of PowerPoint) and some of the rooms had been in better condition, specifically the second floor of Macy. (2007)

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)

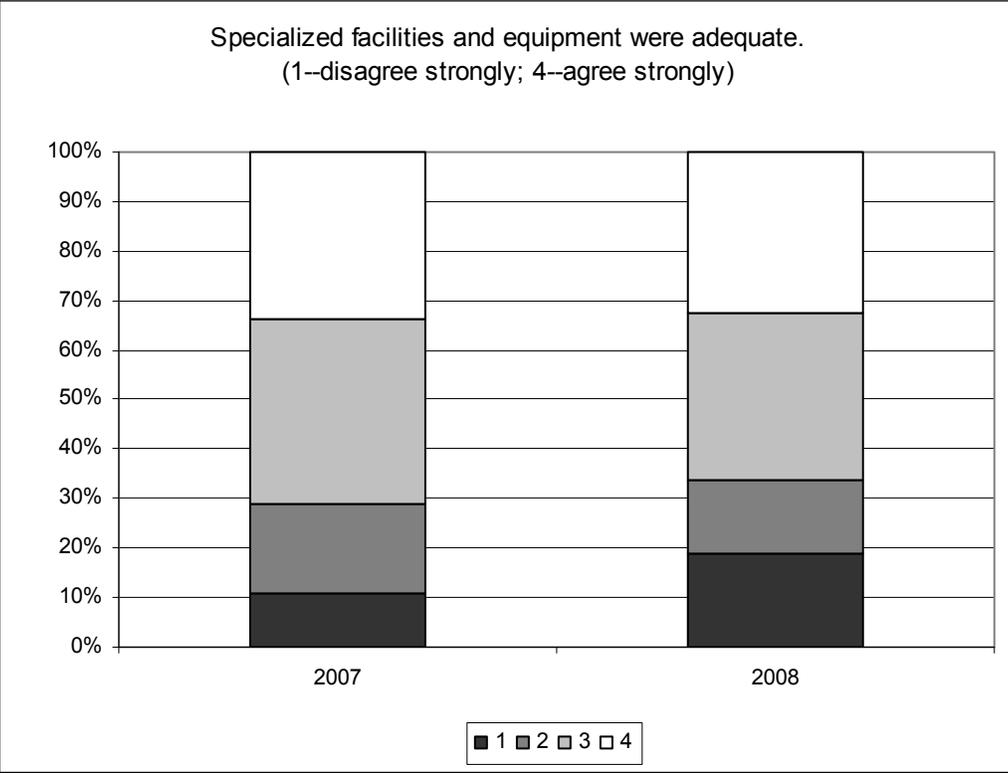
The classroom are extremely lacking in technology, and general upkeep of chairs and/or desks. (2007)

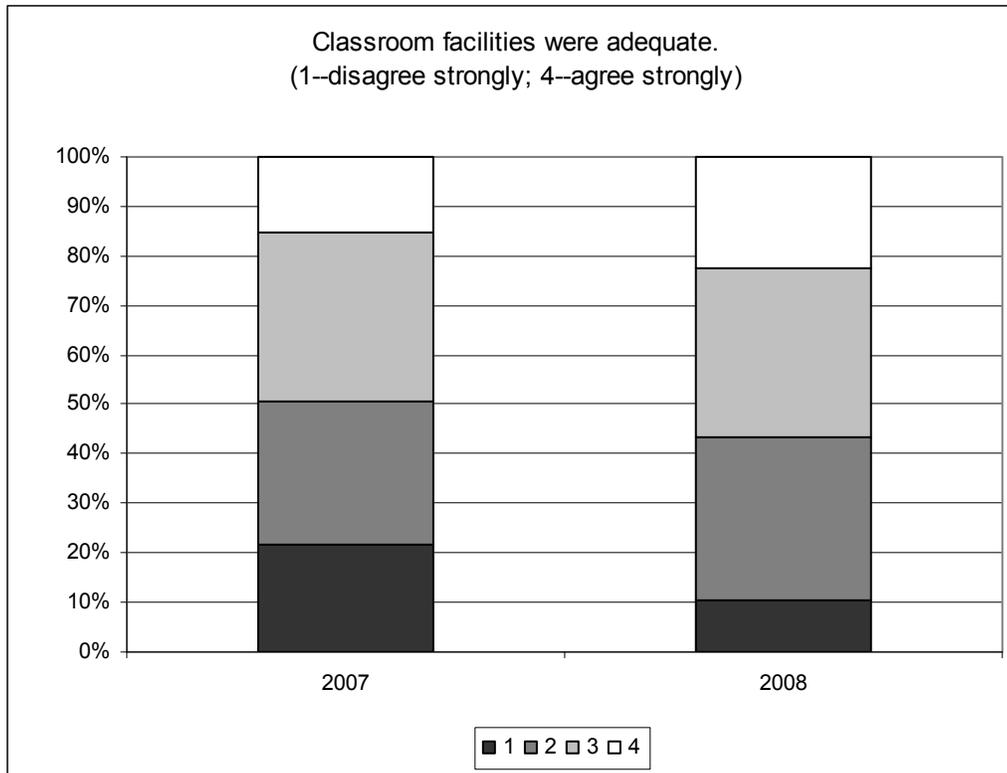
Classrooms and Specialized Facilities

Only about half of the respondents rated adequate classrooms and specialized facilities as very important.



Between 71% and 66% 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. Between 49% and 57% of respondents agreed that classroom facilities were adequate in 2007 and 2008, respectively.





With just a few exceptions (e.g., CEPS), most comments coded *Facilities and Space*, were identified as weaknesses. For more comments about the technological condition and capacity of classrooms, please go to the Library and Technological Resources section above.

Classrooms which have been used are not appropriate for graduate students who paid thousands of \$. (2008)

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 classrooms were in poor condition. I do not understand why students pay so much money when the classrooms look as they had not been updated in 100 years—e.g., the heat/cooling system, pain, black boards, etc. (2007)

Substandard physical facilities (not enough therapy rooms, lack of office space for doctoral students, no student lounge) (2007)

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)

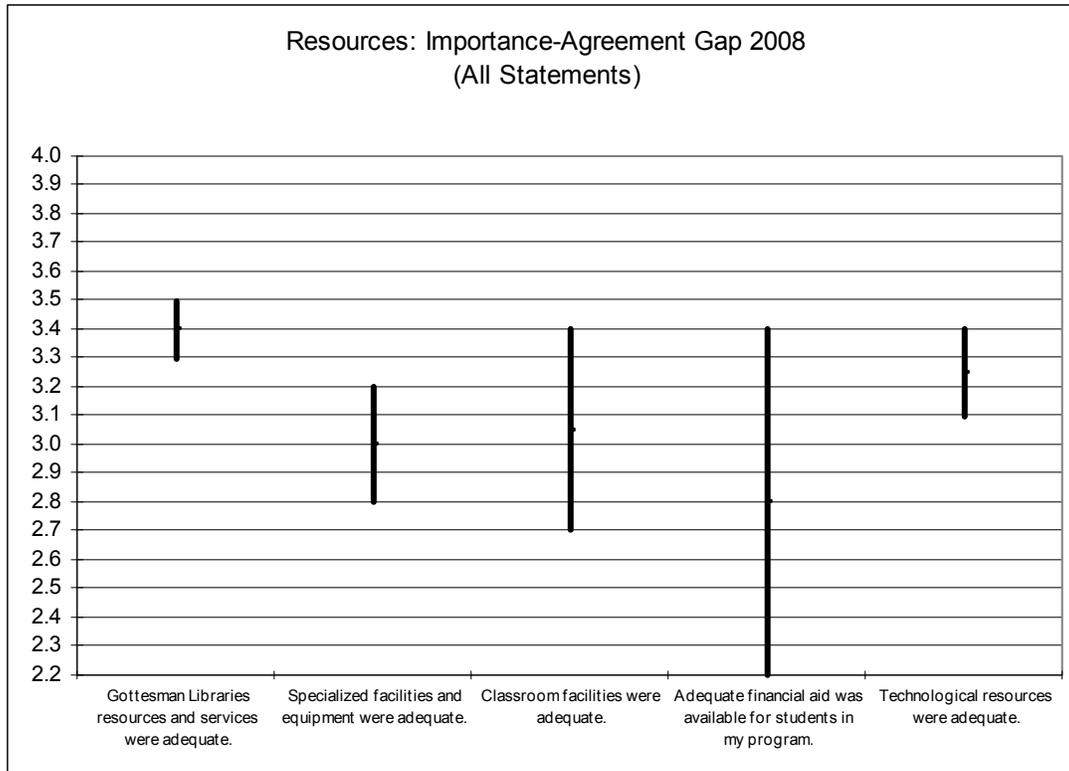
The labs that we had access to were worse than most of the labs in public schools we worked with. It was hard to figure out where our tuition dollars went since they clearly didn't go to facilities. (2007)

Also, the facilities and classrooms at TC are in need of a makeover. We pay tremendous amount of money in tuition every semester, we should not be sitting in lecture halls where the seats are so old/dirty we don't want our backs touching the chairs or where the seats are broken or the entire row of chairs shakes. (2007)

Performance Gap Analysis

Based on the percent of *very important* ratings, we divided all statements into three groups: high importance (greater than or equal to 70%), medium importance (60%-69%), low importance (less than 60%). One of the five statements (about financial aid) was of high importance, one (about libraries) was of medium importance, and three (about facilities and technology) were of low importance.

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.



High Importance

The statement about financial aid had the largest performance gap of all the statements in the entire questionnaire—1.2 in 2008 (and 1.7 in 2007). The College and programs were very far from meeting respondents' expectations.

Medium Importance

The statement about Gottesman libraries and resources had a small gap of 0.2 indicating that the College did a good job in meeting respondents' expectations in this area.

Low Importance

The statement about classroom facilities had a performance gap of 0.7 indicating that respondents' expectations were far from being met. The two remaining statements about specialized facilities and technological resources had gaps of 0.4 and 0.2, respectively.

APPENDIX A: MEANS AND FREQUENCIES

Academic Programs

Importance Scale

Statement	Mean 2007	Scarcely Important 1	2	3	Very Important 4	N	Mean 2008	Scarcely Important 1	2	3	Very Important 4	N
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
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
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
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
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
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) 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
4) Course content provided me with a solid theoretical background in my discipline.	3.6	1.4	5.7	26.0	66.9	507	3.5	3.1	7.7	27.2	62.1	261
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
5) Course content was applicable to my anticipated work in the field.	3.8	0.4	2.2	17.0	80.4	506	3.7	0.8	2.0	19.4	77.7	247
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

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
64) My internship/field placement site was conducive to my learning and professional development.	3.8	1.8	3.2	8.8	86.3	239	3.7	2.9	2.9	15.7	78.6	140
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
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	17.0	79.4	141
65) I had opportunities to use relevant technologies during internship.	3.2	6.6	14.8	30.5	48.0	267	3.2	9.1	10.3	33.3	47.3	165
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
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

Agreement Scale

Statement	Mean 2007	Disagree Strongly 1	2	3	Agree Strongly 4	N	Mean 2008	Disagree Strongly 1	2	3	Agree Strongly 4	N
32) My program had a clear philosophy.	3.0	8.6	19.2	34.7	37.5	501	3.1	4.8	17.9	38.1	39.1	312
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
35) My program provided a well-integrated set of courses.	2.9	6.5	23.0	42.6	27.9	509	3.1	3.5	19.1	40.8	36.6	314
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
1) A good variety of courses was offered by my program.	2.8	7.2	29.7	43.0	20.1	502	3.0	4.5	21.1	45.2	29.2	336

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) 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
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
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
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
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
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
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
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
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
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
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

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	28.7	44.8	193
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Academic Advising and Student Support Services

Importance Scale

Statement	Mean 2007	Scarcely Important 1	2	3	Very Important 4	N	Mean 2008	Scarcely Important 1	2	3	Very Important 4	N
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
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
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
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
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
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
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
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
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
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

Agreement Scale

	Mean 2007	Disagree Strongly 1	2	3	Agree Strongly 4	N	Mean 2008	Disagree Strongly 1	2	3	Agree Strongly 4	N
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
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
40) Program and degree requirements were clearly explained to me.	2.9	14.4	21.7	29.2	35.0	503	3.0	9.2	20.7	36.2	33.9	304
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
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
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
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
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
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
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

Learning Environment

Importance Scale

Statement	Mean 2007	Scarcely Important 1	2	3	Very Important 4	N	Mean 2008	Scarcely Important 1	2	3	Very Important 4	N
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

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
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	1.6	30.5	66.0	256
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	35.0	56.3	277
17) My program faculty were scholarly and professionally competent.	3.8	1.2	1.8	14.0	83.0	507	3.7	1.3	1.8	19.3	77.6	244
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
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
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
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
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
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
46) Faculty in my program reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	3.3	6.0	13.7	28.4	51.9	497	3.2	6.8	14.7	35.3	43.2	278
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
48) My program was free of discrimination with regard to gender, race, creed, national	3.7	1.8	2.2	15.7	80.3	502	3.6	5.8	3.3	17.7	73.3	243

origin, age, disability status, sexual orientation, and marital status.													
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	
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	
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	
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	

Agreement Scale

Statement	Mean 2007	Disagree Strongly 1	2	3	Agree Strongly 4	N	Mean 2008	Disagree Strongly 1	2	3	Agree Strongly 4	N
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	46.0	313
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
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
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
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
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
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

24) My program faculty were open to discuss different scholarly points of view.	3.2	6.4	12.5	43.8	46.3	503	3.3	2.7	12.2	39.5	45.6	294
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
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
29) There was a sense of community in my program.	3.0	11.0	17.8	33.1	38.0	510	3.0	7.4	21.3	32.6	38.7	310
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
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
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
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
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
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
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

Instruction

Importance Scale

Statement	Mean 2007	Scarcely Important 1	2	3	Very Important 4	N	Mean 2008	Scarcely Important 1	2	3	Very Important 4	N
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
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
13) My program faculty gave me helpful feedback on assignments.	3.7	1.0	2.6	23.5	73.0	507	3.6	1.2	5.1	28.2	65.5	255
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
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
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
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
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
11) Class activities/assignments encouraged teamwork and collaboration.	3	8.7	16.2	38.3	36.9	507	3.1	4.7	19.4	35.7	40.1	319
12) Class activities/assignments allowed	3.1	6.0	17.7	32.9	43.4	502	3.1	4.0	18.9	37.7	39.4	302

me to practice my research skills.												
50) My program helped me to develop the ability to accept people with different values and beliefs.	3.5	3.6	7.7	24.1	64.6	478	3.3	7.7	7.3	28.0	57.1	261
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

Agreement Scale

Statement	Mean 2007	Disagree Strongly 1	2	3	Agree Strongly 4	N	Mean 2008	Disagree Strongly 1	2	3	Agree Strongly 4	N
7) My program faculty had teaching styles that responded to my learning style and goals.	3.0	6.5	18.4	46.0	29.2	511	3.2	2.5	15.6	42.4	39.6	321
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
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
14) My program faculty gave me timely feedback on assignments.	3.1	5.5	16.0	42.2	36.3	512	3.2	3.9	8.4	48.1	39.7	310
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
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
18) My program faculty used technology in their courses.	2.8	6.1	33.7	39.2	21.1	508	3.0	3.1	22.0	42.5	32.4	327

10) Class activities/assignments encouraged reflection and critical thinking.	3.4	2.0	9.2	36.9	52.0	512	3.5	1.7	6.2	36.3	55.8	292
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
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
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
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

Resources

Importance

Statement	Mean 2007	Scarcely Important 1	2	3	Very Important 4	N	Mean 2008	Scarcely Important 1	2	3	Very Important 4	N
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
53) Specialized facilities and equipment were adequate (e.g. laboratories or studios; equipment needed for teaching and/or creative work in my field).	2.4	2.3	10.1	33.6	54.0	426	3.2	13.6	6.1	31.2	49.1	279
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
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
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

Agreement

Statement	Mean 2007	Disagree Strongly 1	2	3	Agree Strongly 4	N	Mean 2008	Disagree Strongly 1	2	3	Agree Strongly 4	N
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
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
54) Classroom facilities were adequate.	2.4	21.6	29.1	34.0	15.3	509	2.7	10.4	32.8	34.3	22.4	335
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
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

APPENDIX B: PERFORMANCE GAP ANALYSIS

Based on the percent of *very important* ratings, we divided statements into three groups: high importance (70% or more), medium importance (60%-69%), and low importance (less than 60%). The importance rating of each statement was compared to respondents' evaluation of their experience while in the program. A performance gap was calculated for each statement by taking the difference between its mean scores on the importance and agreement scales. The performance gap analysis results for 2007 and 2008 are presented in the tables below.

Academic Programs

Statements which were rated as "very important" by 70% or more of respondents are considered "high importance".

High Importance

Statement	Gap 2007	Gap 2008
1) A good variety of courses was offered by my program.	0.8	0.6
2) Courses were offered frequently enough that I was able to complete my degree requirements as planned.	0.8	0.5
5) Course content was applicable to my anticipated work in the field.	0.7	0.5
34) Program requirements were relevant to my anticipated work in the field.	0.6	0.5
59) My internship experience contributed to my academic development.	0.3	0.3
64) My internship/field placement site was conducive to my learning and professional development.	0.4	0.3
60) I got to apply what I learned in my courses to real-life situations during my internship.	0.5	0.5
61) I got to practice a variety of professional skills during my internship.	0.4	0.3

Statements which were rated as "very important" by 60%-69% of respondents are considered "medium importance".

Medium Importance

Statement	Gap 2007	Gap 2008
33) My program had clear requirements.	0.4	0.3
35) My program provided a well-integrated set of courses.	0.7	0.5
36) Required courses were not repetitive.	0.8	0.6
3) I had the flexibility to choose courses based on my academic interests.	0.3	0.7
4) Course content provided me with a solid theoretical background in my discipline.	0.3	0.1
62) My supervisor(s) guided me during my internship.	0.5	0.5
63) My supervisor(s) regularly evaluated my performance during internship.	0.4	0.4

Statements which were rated as “very important” by less than 60% of respondents are considered “low importance”.

Low Importance

Statement	Gap 2007	Gap 2008
32) My program had a clear philosophy.	0.6	0.2
6) Required courses were academically rigorous.	0.3	0.2
65) I had opportunities to use relevant technologies during internship.	0.5	0.3

Academic Advising and Student Support Services

Statements which were rated as “very important” by 70% or more of respondents are considered “high importance”.

High Importance

Statement	Gap 2007	Gap 2008
42) My program provided good academic advisement.	1.0	0.8
39) I received accurate information about program and degree requirements.	0.7	0.7
40) Program and degree requirements were clearly explained to me.	0.8	0.7
41) I knew what I had to do to meet program and degree requirements.	0.6	0.5
43) My academic advisor was knowledgeable about program requirements.	0.6	0.5
44) My academic advisor was approachable.	0.6	0.5
45) My academic advisor helped me to complete my program as planned.	0.7	0.5

Statements which were rated as “very important” by 60%-69% of respondents are considered “medium importance”.

Medium Importance

Statement	Gap 2007	Gap 2008
55) Student support services and staff were helpful.	1.0	0.6

Statements which were rated as “very important” by less than 60% of respondents are considered “low importance”.

Low Importance

Statement	Gap 2007	Gap 2008
37) My program monitored my progress towards my degree.	0.9	0.8
38) My program regularly assessed my professional knowledge and skills.	0.7	0.3

Learning Environment

Statements which were rated as “very important” by 70% or more of respondents are considered “high importance”.

High Importance

Statement	Gap 2007	Gap 2008
21) My program faculty cared about professional welfare and development of students.	0.6	0.5
17) My program faculty were scholarly and professionally competent.	0.4	0.2
25) My program was an intellectually stimulating place.	0.5	0.4
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
22) My program faculty treated students with respect.	0.3	0.2
23) My program faculty treated all students fairly.	0.5	0.4
16) My program faculty were fair and unbiased in assessing/grading student work.	0.4	0.2

Statements which were rated as “very important” by 60%-69% of respondents are considered “medium importance”.

Medium Importance

Statement	Gap 2007	Gap 2008
20) My program faculty were accessible to students outside the classroom.	0.6	0.3
19) There was good communication between faculty and students regarding student needs, concerns, and suggestions.	0.7	0.6
24) My program faculty were open to discuss different scholarly points of view.	0.4	0.2
29) There was a sense of community in my program.	0.4	0.5
49) Students of diverse backgrounds and different experiences were encouraged to participate in class.	0.0	0.0*

Statements which were rated as “very important” by less than 60% of respondents are considered “low importance”.

Low Importance

Statement	Gap 2007	Gap 2008
26) My program was receptive to student input regarding curriculum or program improvement.	0.8	0.6
30) My fellow students demonstrated high academic abilities.	0.2	0.2
27) My program encouraged collaboration with faculty and/or other students.	0.3	0.1
28) Students supported each other to meet the academic demands of my program.	0.1	0.2
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
47) The student body reflected a diversity of background and experience, including members of minority groups and persons with disabilities.	0.2	0.1*

* not statistically significant

Instruction

High Importance - none

Statements which were rated as “very important” by 60%-69% of respondents are considered “medium importance”.

Medium Importance

Statement	Gap 2007	Gap 2008
7) My program faculty had teaching styles that responded to my learning style and goals.	0.5	0.3
8) My program faculty used appropriate class activities and assignments to help me learn.	0.5	0.2
13) My program faculty gave me helpful feedback on assignments.	0.7	0.4
14) My program faculty gave me timely feedback on assignments.	0.4	0.3
10) Class activities/assignments encouraged reflection and critical thinking.	0.2	0.1
50) My program helped me to develop the ability to accept people with different values and beliefs.	0.2	0.1
51) My program prepared me to work with diverse children and/or adults.	0.4	0.3

Statements which were rated as “very important” by less than 60% of respondents are considered “low importance”.

Low Importance

Statement	Gap 2007	Gap 2008
15) My program faculty used a variety of assessment methods (e.g., exams, papers, projects) to evaluate my performance.	0.1	0.0*
9) My program faculty used hands-on activities in their classes.	0.3	0.2
18) My program faculty used technology in their courses.	0.1*	0.0*
11) Class activities/assignments encouraged teamwork and collaboration.	-0.3	-0.2
12) Class activities/assignments allowed me to practice my research skills.	0.1	-0.1*

*not statistically significant

Resources

High Importance - none

Statements which were rated as “very important” by 60%-69% of respondents are considered “medium importance”.

Medium Importance

Statement	Gap 2007	Gap 2008
56) Adequate financial aid was available for students in my program.	1.7	1.2

52) Gottesman Libraries resources and services were adequate.	0.3	0.2
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Statements which were rated as “very important” by less than 60% of respondents are considered “low importance”.

Low Importance

Statement	Gap 2007	Gap 2008
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
54) Classroom facilities were adequate.	0.9	0.7
57) Technological resources were adequate.	0.4	0.3

APPENDIX C: PERFORMANCE GAP SUMMARY TABLE

% Very Important	PERFORMANCE GAP (MEAN IMPORTANCE-MEAN AGREEMENT)		
	0.5 or greater	0.3-04	0.2 or lower
70% or more	<p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> • A good variety of courses was offered. • Courses were offered frequently enough ... • Content was applicable to my work. • Requirements were relevant to my work. • I got to apply what I learned in my course during my 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"> • Faculty cared about professional welfare and development of students. 	<p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> • Internship contributed to my development. • 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"> • Program was intellectually stimulating. • Faculty treated all students fairly. 	<p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Faculty were scholarly and professionally competent. • Program was free of discrimination ... • Faculty treated students with respect. • Faculty were fair and unbiased in assessing/grading student work.
60-69%	<p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> • Program provided a well-integrated set of courses. • Courses were not repetitive. • I had the flexibility to choose courses. • Supervisor guided me during internship. <p>ACADEMIC ADVISING</p> <ul style="list-style-type: none"> • Student support services and staff were helpful. 	<p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> • Program had clear requirements. • Supervisor regularly evaluated my performance during internship. <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Faculty were accessible to students. <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Faculty teaching styles responded to my 	<p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> • Course content provided me with a solid theoretical background. <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Faculty were open to discuss different scholarly points of view. • Students of diverse ... were encouraged to participate in class. <p>INSTRUCTION</p>

	<p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • There was good communication between faculty and students ... • There was a sense of community in my program. <p>RESOURCES</p> <ul style="list-style-type: none"> • Adequate financial aid was available. 	<p>learning style and goals.</p> <ul style="list-style-type: none"> • Faculty gave helpful feedback. • Faculty gave timely feedback. • 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. 	<ul style="list-style-type: none"> • Class activities encouraged reflection and critical thinking. • Faculty used appropriate activities and assignments. • Program helped me to develop the ability to accept people with different values and beliefs.
Less than 60%	<p>ACADEMIC ADVISING</p> <ul style="list-style-type: none"> • Program monitored my progress. <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. <p>ACADEMIC ADVISING</p> <ul style="list-style-type: none"> • Program regularly assessed my professional knowledge and skills. <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Faculty reflected a diversity of backgrounds and experiences. <p>RESOURCES</p> <ul style="list-style-type: none"> • Specialized facilities and equipment were adequate. • Technological resources were adequate. 	<p>ACADEMIC PROGRAMS</p> <ul style="list-style-type: none"> • Program had a clear philosophy. • Required courses were rigorous. <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Fellow students demonstrated high academic abilities. • Program encouraged collaboration. • 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 hands-on activities. • Faculty used technology. • Class activities encouraged teamwork and collaboration. • Class activities allowed me to practice my research skills.

APPENDIX D: CHARACTERISTICS OF RESPONDENTS

Department	N			% Total		
	2006	2007	2008	2006	2007	2008
Arts & Humanities	51	87	63	15.6	17.4	17.4
Biobehavioral Sciences	18	14	16	5.5	2.8	4.4
Counseling & Clinical Psychology	37	56	48	11.3	11.2	13.3
Curriculum & Teaching	31	50	33	9.5	9.8	9.1
Health & Behavior Studies	39	60	38	11.9	12.4	10.5
Human Development	14	25	18	4.3	5.0	5.0
International & Transcultural Studies	33	46	37	10.1	9.0	10.2
Mathematics, Science & Technology	30	43	37	9.2	8.6	10.2
Organization & Leadership	74	117	72	22.6	23.0	19.9
Interdisciplinary	-	1	0	-	0.6	0
Total number of respondents	327	499	362	100%	100%	100%
Missing	20	24	11			
Total	347	523	373			
Program	N			% Total		
	2006	2007	2008	2006	2007	2008
Administration in Special Education	1	2	0	0.3	0.4	0
Adult Learning and Leadership	5	2	4	1.6	0.4	1.1
AEGIS	1	3	1	0.3	0.6	0.3
Anthropology and Education	2	4	3	0.6	0.8	0.8
Applied Anthropology	-	1	0	-	0.2	0
Applied Behavior Analysis	3	4	3	1.0	0.8	0.8
Applied Linguistics	5	9	4	1.6	1.8	1.1
Applied Physiology	5	1	0	1.6	0.2	0
Applied Physiology and Nutrition	1	6	5	0.3	1.2	1.4
Applied Statistics	-	-	2	-	-	0.6
Art and Art Education	5	10	9	1.6	2.0	2.5
Arts Administration	6	5	8	1.9	1.0	2.3
Bilingual/Bicultural Education	4	12	6	1.3	2.4	1.7
Clinical Psychology	5	7	12	1.6	1.4	3.4
Cognitive Studies in Education	2	6	8	0.6	1.2	2.3
Communication and Education	4	5	1	1.3	1.0	0.3
Comparative and International Education	2	4	3	0.6	0.8	0.8
Computing in Education	4	1	8	1.3	0.2	2.3
Counseling Psychology	22	30	16	7.1	6.1	4.5
Curriculum and Teaching	10	14	4	3.2	2.9	1.1
Deaf and Hard of Hearing	3	4	0	1.0	0.8	0
Developmental Psychology	6	9	5	1.9	1.8	1.4
Disability Studies in Education	-	2	0	-	0.4	0
Early Childhood	4	7	2	1.3	1.4	0.6
Early Childhood Special Education	3	2	3	1.0	0.4	0.8
Education Leadership	21	50	16	6.8	10.2	4.5
Economics and Education	6	-	0	1.9	-	0
Elementary Education/Inclusive Elementary	6	18	11	1.9	3.7	3.1
Gifted Education	2	2	0	0.6	0.4	0

Health Education	12	13	5	3.9	2.6	1.4
Higher and Postsecondary Education	7	20	11	2.3	4.1	3.1
History and Education	-	-	1	-	-	0.3
Inquiry in Education Leadership	-	-	1	-	-	0.3
Instructional Practice in Special Education	-	1	0	-	0.2	0
Instructional Technology and Media	4	8	7	1.3	1.6	2.0
Interdisciplinary Studies in Education	-	2	0	-	0.4	0
International Educational Development	16	22	21	5.1	4.5	5.9
Kinesiology	-	2	1	-	0.4	0.3
Learning Disabilities	4	2	2	1.3	0.4	0.6
Literacy Specialist	-	2	8	-	0.4	2.3
Mathematics Education	12	19	10	3.9	3.9	2.8
Measurement and Evaluation	1	4	1	0.3	0.8	0.3
Mental Retardation/Autism	3	2	0	1.0	0.4	0
Motor Learning	1	1	1	0.3	0.2	0.3
Music and Music Education	8	17	13	2.6	3.5	3.7
Nurse Executive	7	1	5	2.3	0.2	1.4
Nursing Education	1	-	0	0.3	-	0
Nutrition Education	5	6	6	1.6	1.2	1.7
Organizational Psychology	30	39	21	9.6	7.9	5.9
Philosophy and Education	-	2	0	-	0.4	0
Physical Education	3	1	1	1.0	0.2	0.3
Politics and Education	1	1	4	0.3	0.2	1.1
Private School Leadership	-	-	5	-	-	1.4
Psychological Counseling	-	-	8	-	-	2.3
Psychology in Education	6	17	12	1.9	3.5	3.4
Reading Specialist	6	10	5	1.9	2.0	1.4
School Psychology	3	12	13	1.0	2.4	3.7
Science Education	5	9	8	1.6	1.8	2.3
Secondary Education	-	-	1	-	-	0.3
Social Studies	8	11	8	2.6	2.2	2.3
Sociology and Education	5	6	2	1.6	1.2	0.6
Speech and Language Pathology	6	5	9	1.9	1.0	2.5
Teaching of ASL	1	3	0	0.3	0.6	0
Teaching of English	11	18	15	3.5	3.7	4.2
Teaching Physics	-	1	2	-	0.2	0.6
TESOL	7	13	5	2.3	2.6	1.4
Neuroscience and Education	-	1	4	-	0.2	1.1
Total number of respondents	311	491	353	100%	100%	100%
Missing	36	32	20			
Total	347	523	373			
Type of Program	N			% Total		
	2006	2007	2008	2006	2007	2008
Teacher education ²	142	194	142	45.5	39.5	40.8

² 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.

Non-teacher education	170	297	206	54.5	60.5	59.2
Total number of respondents	312	491	348	100%	100%	100%
Missing	35	32	25			
Total	347	523	373			
Degree	N			% Total		
	2006	2007	2008	2006	2007	2008
Master of Arts or Science	207	356	277	62.7	71.2	77.5
Master of Education	46	96	50	13.9	19.2	14.0
Doctor of Education	54	27	13	16.4	5.4	3.6
Doctor of Philosophy	23	21	17	7	4.2	4.8
Total number of respondents	330	500	357	100%	100%	100%
Missing	17	23	16			
Total	347	523	373			
Gender	N			% Total		
	2006	2007	2008	2006	2007	2008
Female	265	405	141	80.8	81.3	76.2
Male	63	93	44	19.2	18.7	23.8
Total number of respondents	328	498	185	100%	100%	100%
Missing	19	25	188			
Total	347	523	373			
Age	N			% Total		
	2006	2007	2008	2006	2007	2008
20-25	84	125	114	25.5	25.1	32.1
26-30	102	199	122	31	40.0	34.4
31-35	68	93	64	20.7	18.7	18.0
36 and above	75	81	55	22.8	16.3	15.5
Total number of respondents	329	498	355	100%	100%	100%
Missing	18	25	18			
Total	347	523	373			
Citizenship	N			% Total		
	2006	2007	2008	2006	2007	2008
U.S. citizen	302	443	163	91.8	90.0	89.6
not U.S. citizen	27	49	19	8.2	10.0	10.4
Total number of respondents	329	492	182	100%	100%	100%
Missing	18	31	191			
Total	347	523	373			
Race/Ethnicity	N			% Total		
	2006	2007	2008	2006	2007	2008
African American	20	36	29	6.2	7.2	8.0
American Indian or Alaskan Native	0	6	5	0	1.2	1.4
Asian	45	76	52	14	15.3	14.4
Native Hawaiian/Pacific Islander	-	3	3	-	0.6	0.8
White (of European, Middle Eastern, or North African origins)	160	303	226	49.7	61.0	62.4
Latino or Hispanic American	21	37	33	6.5	7.4	9.1
Other	33	11	10	10.2	2.2	2.8
Prefer not to respond	43	41	20	13.4	8.2	5.5
Total number of respondents	322	497	362	100%	100%	100%
Missing	25	26	11			
Total	347	523	373			

Sources of Funding	N			% Total		
	2006	2007	2008	2006	2007	2008
Employment (May 2006: full-time, part-time, or none)	266	493	356	81.3	94.3	95.4
Loans	186	278	210	56.4	55.3	58.2
Grants	115	199	123	34.8	39.5	34.1
Scholarships/Fellowships	83			34		
Research Assistantships	34	42	30	10.3	8.3	8.3
Teaching Assistantships	22			9		
Savings	129	198	134	39.1	39.4	37.0
Spouse/Partner	48	68	54	14.5	13.5	14.9
Family/Friends	113	164	127	34.2	32.5	35.1
Other	71	73	63	21.5	14.5	17.4

APPENDIX E: RESPONSE RATE BY PROGRAM AND DEPARTMENT

Note: The total number of respondents by the department may be different from the total number of respondents from all programs within the department because some respondents identified the department but not the program they graduated from.

	2007			2008		
Department/Program	Graduates ³	Respondents	Response Rate	Graduates	Respondents	Response Rate
ARTS AND HUMANITIES	375	87	23%	375	63	17%
Applied Linguistics	16	9	56%	15	4	27%
Art and Art Education	38	10	26%	36	9	25%
Arts Administration	20	5	25%	24	8	33%
Dance and Dance Education	2	0	0%	2	0	0%
History and Education	2	0	0%	3	1	33%
Music and Music Education	82	17	21%	69	13	19%
Philosophy and Education	10	2	20%	8	0	0%
Religion and Education	1	0	0%	0	0	0%
Teaching of English	95	18	19%	96	15	16%
Teaching of Social Studies	62	11	18%	48	8	17%
Teaching of Spanish	1	0	0%	0	0	0%
TESOL	46	13	28%	74	5	7%
BIOBEHAVIORAL STUDIES	66	14	21%	82	16	26%
Applied Physiology	9	1	11%	15	0	0%
Kinesiology	0	2	0%	1	1	100%
Motor Learning	1	1	100%	5	1	20%
Neuroscience and Education	6	1	17%	11	4	36%
Physical Education	9	1	11%	4	1	25%
Speech & Language Pathology	41	5	12%	46	9	20%

³ As per mailing list provided by the Registrar's Office

COUNSELING AND CLINICAL PSYCHOLOGY	204	56	27%	211	48	23%
Clinical Psychology	24	7	29%	19	12	63%
Counseling Psychology	110	30	27%	101	24	24%
Psychology in Education	70	17	24%	91	12	13%
CURRICULUM AND TEACHING	182	50	27%	168	30	18%
Curriculum and Teaching	49	14	29%	36	4	11%
dis/Abilities Studies in Education	2	2	100%	0	0	0%
Early Childhood Education	14	7	50%	16	2	13%
Early Childhood/Special Education	26	2	8%	10	3	30%
Elementary Inclusive Education	52	18	35%	65	11	17%
Gifted Education	8	2	25%	9	0	0%
Learning Disabilities	14	2	14%	6	2	33%
Literacy Specialist	17	2	12%	26	8	31%
HEALTH AND BEHAVIOR STUDIES	217	60	28%	185	38	17%
Admin of Special Education Programs	2	2	100%	0	0	0%
Applied Behavior Analysis	23	4	17%	27	3	11%
Applied Physiology & Nutrition	8	6	75%	9	5	56%
Blind & Visual Impairment	1	0	0%	0	0	0%
Cross-Categorical Studies	0	0	0%	0	0	0%
Deaf & Hard of Hearing	19	4	21%	18	0	0%
Guidance & Rehabilitation	1	0	0%	0	0	0%
Health Education	32	13	41%	27	5	19%
Instructional Practice in Special Education	2	1	50%	2	0	0%
Mental Retardation	15	2	13%	12	0	0%
Nursing Education Professorial Role	1	1	100%	1	0	0%
Nutrition Education	21	6	29%	21	6	29%

Physical Disabilities	1	0	0%	0	0	0%
Reading Specialist	44	10	23%	28	5	18%
Research in Special Education	1	0	0%	0	0	0%
School Psychology	35	12	34%	30	13	43%
Supervision in Special Education	4	0	0%	0	0	0%
Teaching ASL as a Foreign Language	7	3	43%	10	0	0%
HUMAN DEVELOPMENT	70	25	36%	69	18	26%
Applied Statistics	3	0	0%	1	1	100%
Cognitive Studies in Education	11	6	55%	26	8	31%
Developmental Psychology	28	9	32%	26	5	19%
Measurement and Evaluation	8	4	50%	4	1	25%
Sociology and Education	20	6	30%	12	2	17%
INTERDISCIPLINARY STUDIES	6	1	17%	2	0	0%
Interdisciplinary Studies in Education	6	1	17%	2	0	0%
INTERNATIONAL AND TRANSCULTURAL	128	46	36%	127	36	28%
Anthropology and Education	10	4	40%	13	3	23%
Applied Anthropology (w/GSAS)	3	1	33%	3	0	0%
Bilingual/Bicultural Education	24	12	50%	24	6	25%
Comparative & International Education	13	4	31%	9	3	33%
Economics and Education	8	0	0%	7	3	43%
International Educational Development	70	22	31%	71	21	30%
MATHEMATICS, SCIENCE, & TECHNOLOGY	172	43	25%	136	36	26%
Communication, Computing in Education	12	5	42%	60	16	27%
Instructional Technology & Media	32	8	25%	0	0	0%
Mathematics Education	71	19	27%	55	10	18%
Science Education/Teaching of Science	10	9	90%	21	8	38%
Supervision in Science Education	2	0	0%	0	0	0%

Teaching Biology: 7-12	14	0	0%	0	0	0%
Teaching Chemistry: 7-12	6	0	0%	0	0	0%
Teaching Earth Science:7-12	2	0	0%	0	0	0%
Teaching Physics:7-12	3	1	33%	0	2	0%
ORGANIZATION AND LEADERSHIP	337	117	35%	276	68	25%
Adult & Continuing Education	2	0	0%	0	0	0%
Adult Education Guided Intensive Study	6	3	50%	2	1	50%
Adult Learning & Leadership	4	2	50%	7	4	57%
Education Leadership	139	50	36%	97	21	22%
Higher & Postsecondary Education	53	20	38%	29	11	38%
Inquiry in Education Admin Practice	2	0	0%	4	1	25%
Nurse Executive	1	1	100%	35	5	14%
Politics and Education	13	1	8%	11	4	36%
Social-Organizational Psychology	118	39	33%	91	21	23%

APPENDIX F: EXIT SURVEY QUESTIONNAIRE
TEACHERS COLLEGE MAY 2007 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! ~~