



**December 15, 2011**

**Teachers College Columbia University**

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# **Alumni Survey 2011: Professional Education Programs**

**AUTHORED BY: OFFICE OF ACCREDITATION AND ASSESSMENT**

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## INTRODUCTION

The *Teachers College Alumni Feedback Survey 2011* was administered in May 2011. The purpose of the survey is to gather employment-related information about alumni, their perception of how prepared they felt in meeting the demands of their jobs, and how applicable their Teachers College training had been to their work. This report focuses only on the programs which prepare teachers, principals, psychologists, and counselors for PreK-12 schools.

### Instrument

The questionnaire was developed by the Office of Accreditation and Assessment in consultation with program faculty. Most of the items were common across all programs (Items Q1 through Q60). Approximately 20% of the items were program-specific—the longest version of the survey ends at Q84. Open-ended items followed structured-response items, inviting alumni to comment on various aspects of their programs or the questionnaire itself.

The common items focused on employment, post-graduation educational experiences, professional activities, general satisfaction with the educational experience at TC, and 26 areas of competence, which corresponded to Teachers College's broadly-defined learning goals. Respondents were asked to rate the 26 areas indicating (a) how important each area was to their current jobs; (b) how competent they felt in the area, and (c) how much of their competence they attributed to their program of study at TC. A four-point response scale from 1 (not important, not competent, not effective) to 4 (highly important, highly competent, highly effective) was used and a "not applicable" option was also offered.

### Target Population and Administration

The target population comprised of all Teachers College alumni who graduated between January 2005 and May 2010. As the target population overlapped with that of the Alumni Feedback Survey of 2008, those who had completed the previous survey were not included in the current study's sample.

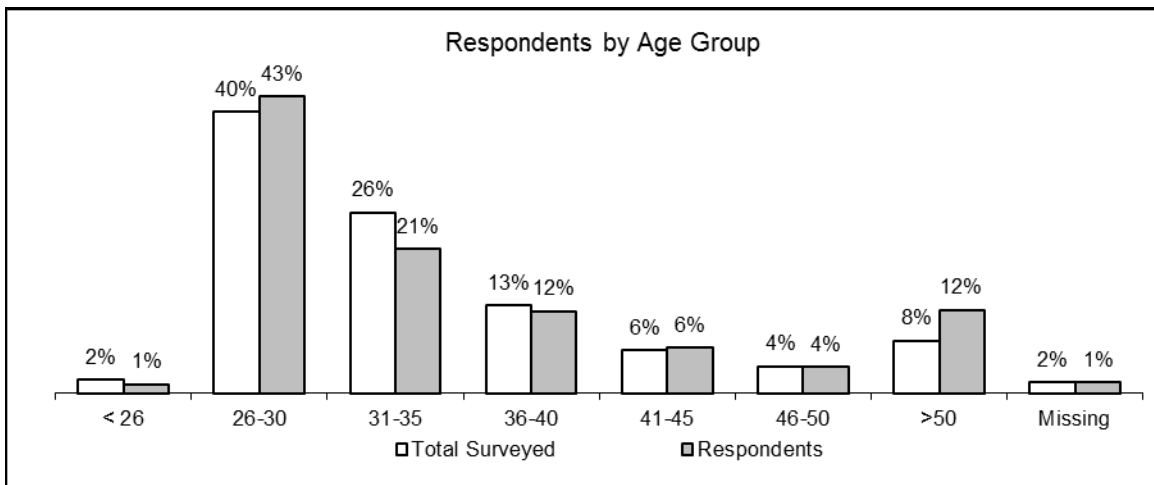
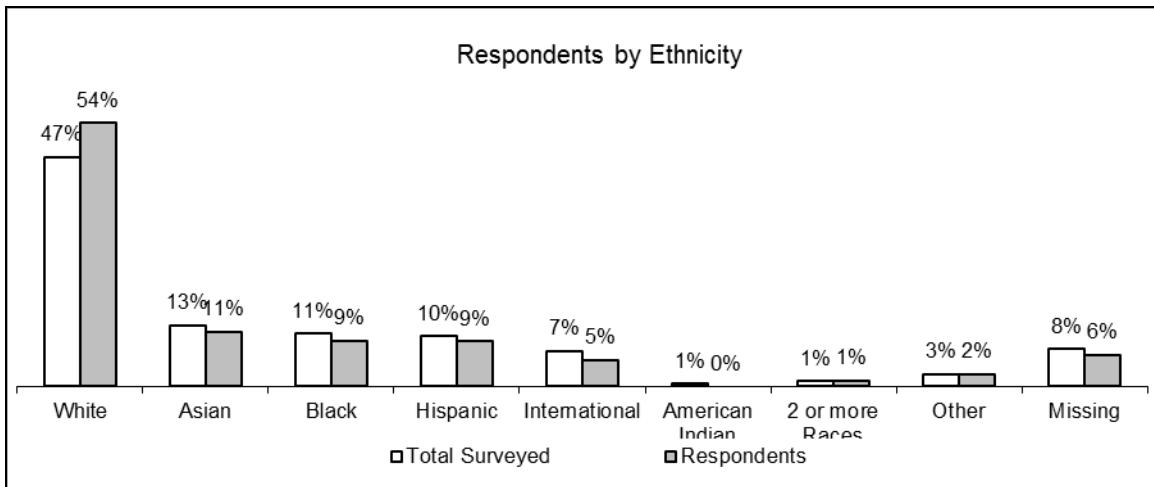
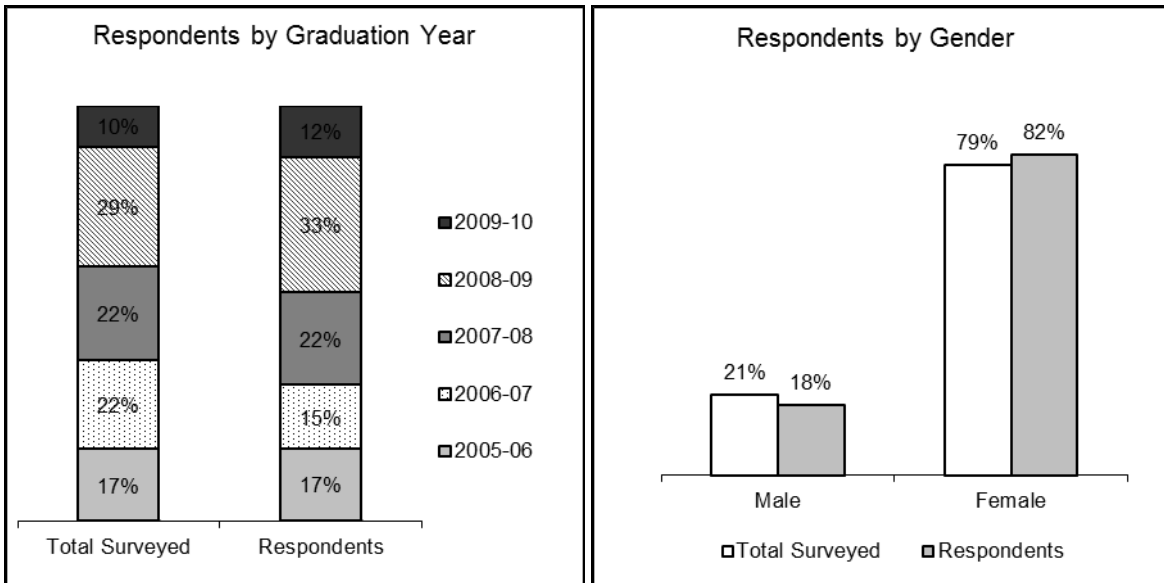
Our experience of conducting surveys of students and alumni at Teachers College has shown that there are groups of students and alumni that tend to be under-represented among respondents. To circumvent this, a decision was made to include either every member, or proportionately more members, of groups of alumni that tended to be under-represented among respondents. For example, every alumni of American Indian ethnicity in the target population was included in the sample.

A total of 1656 alumni from programs preparing teachers, principals, psychologists, and counselors were surveyed. The survey was administered through the post and the web. Mail surveys were sent out in March 2011 to 1600 alumni with U.S. mailing addresses; web surveys were sent to all 1656 alumni in the sample in late April. Non-respondents were followed-up in three subsequent mailings—once by post and twice by email. The survey was closed on September 21, 2011.

## Response Rates

Program	All Alumni			Alumni with US mailing addresses		
	Number surveyed	Number of responses	Response rate	Number surveyed	Number of responses	Response rate
Applied Behavior Analysis	75	17	22.7%	73	17	23.3%
Art and Art Education	80	27	33.8%	74	26	35.1%
Bilingual/ Bicultural Education	77	14	18.2%	70	14	20.0%
Blindness and Visual Impairment	8	1	12.5%	8	1	12.5%
Curriculum and Teaching	39	15	38.5%	38	15	39.5%
Deaf and Hard of Hearing	48	10	20.8%	48	10	20.8%
Early Childhood/Special Ed	80	21	26.3%	73	21	28.8%
Education Leadership	107	29	27.1%	107	29	27.1%
Elementary Inclusive Education	80	20	25.0%	78	19	24.4%
Gifted Education	26	8	30.8%	22	7	31.8%
Intellectual Disabilities/Autism	68	22	32.4%	68	22	32.4%
Learning Disabilities	33	7	21.2%	32	7	21.9%
Literacy Specialist	97	17	17.5%	96	17	17.7%
Mathematics Education	79	14	17.7%	78	14	17.9%
Music and Music Education	80	22	27.5%	75	21	28.0%
Physical Education	16	4	25.0%	15	4	26.7%
Reading Specialist	80	19	23.8%	79	19	24.1%
Science Education	71	17	23.9%	71	17	23.9%
School Counseling	79	18	22.8%	77	17	22.1%
School Psychology	91	27	29.7%	91	27	29.7%
Speech and Language Pathology	80	17	21.3%	80	17	21.3%
Teaching of ASL	21	7	33.3%	21	7	33.3%
Teaching of English	80	16	20.0%	78	16	20.5%
TESOL	80	16	20.0%	70	16	22.9%
Teaching of Social Studies	80	16	20.0%	78	15	19.2%
Unknown	1	0				
<b>Total</b>	<b>1656</b>	<b>401</b>	<b>24.2%</b>	<b>1600</b>	<b>395</b>	<b>24.7%</b>

### Respondent Characteristics

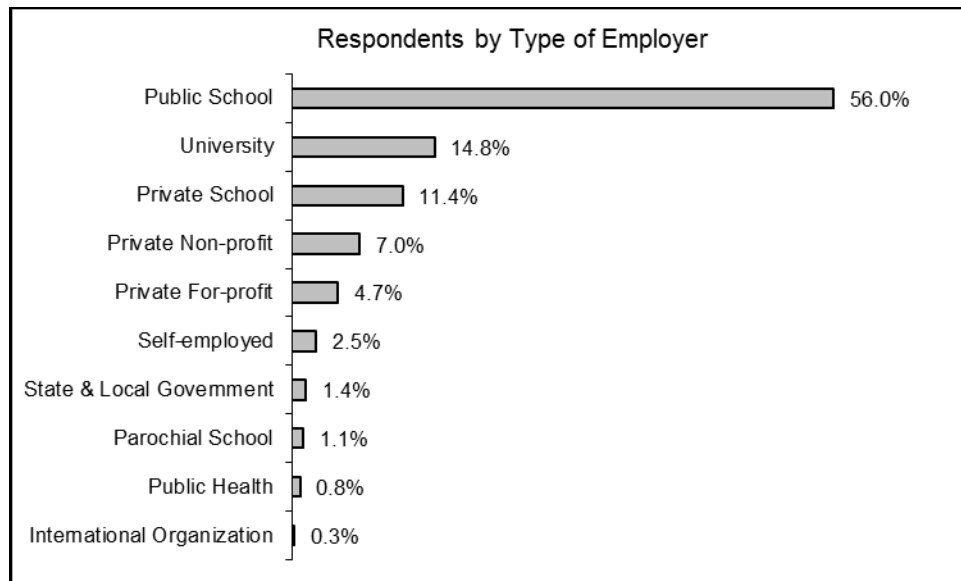


## EMPLOYMENT

Over 91% of those who responded to employment-related questions were employed (78% full-time, 8% part-time, 5% employed while continuing education). Of the 9% who were not employed, 4% were seeking employment, 3% were not seeking employment, and 2% were continuing education full-time.

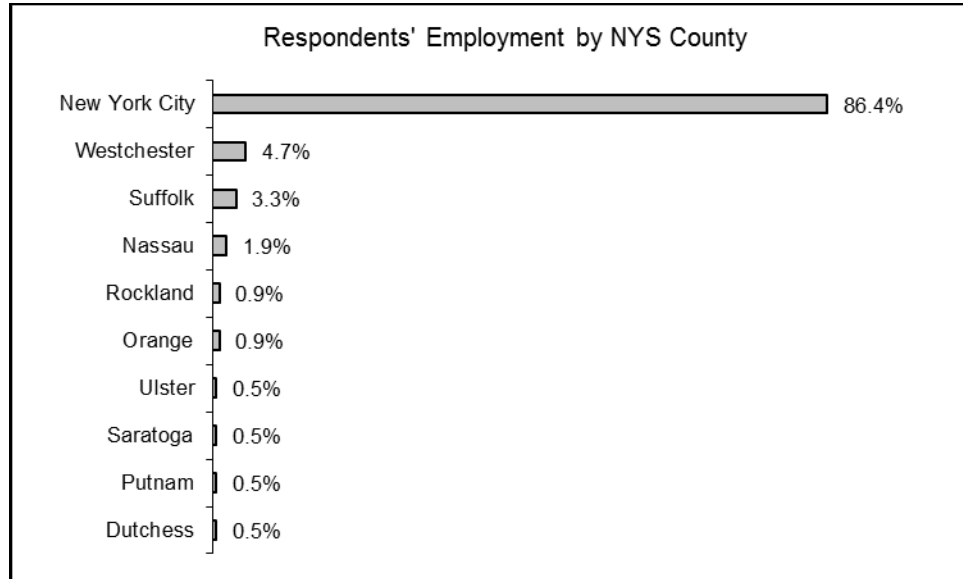
Of those who were currently employed, 41% found their jobs before graduating from Teachers College and 59% after. Most alumni (85%) held at least one current teaching, administrative, or professional license or certificate. The majority (91%) found their current jobs within a year after graduation; it took over a year to find a job for 9% of respondents. Of the employed respondents, 79% worked or taught in preK-12 schools or school systems.

Over three-quarters (83%) of alumni reported their current jobs to be highly related to their program of study at Teachers College; only 2% had jobs not related to their program of study. The distribution of respondents by employer type is shown below.



Most respondents were employed in the tri-state area: 60% in New York, 9% in New Jersey, and 4% in Connecticut. Six percent worked in California, and 5% were employed overseas. Our respondents reported being currently employed in 30 states and 19 countries.

Of those who were employed in New York State (n=213), the majority (86%) worked in New York City's five boroughs. Another 10% worked in Westchester, Nassau, or Suffolk counties. The following chart shows where respondents were employed in NYS by county.



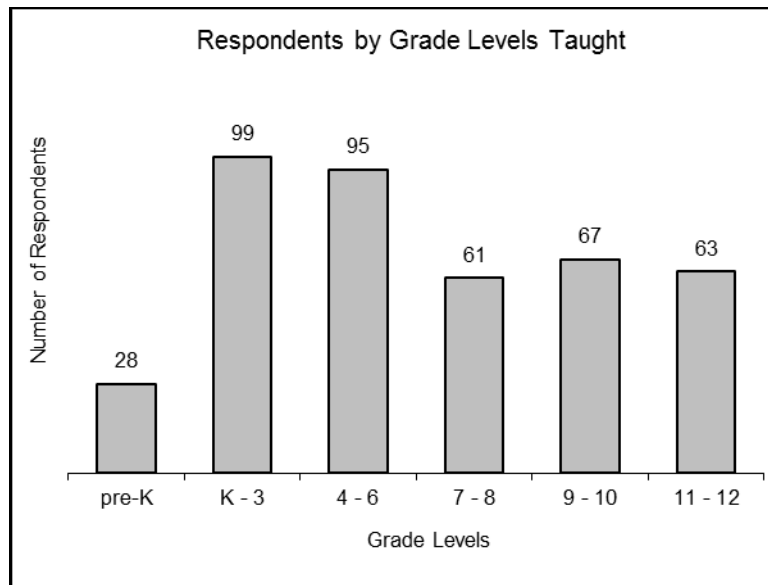
Cities that employed three or more of our alumni included San Francisco (4), Los Angeles (3), San Jose (3), Summit (3), and Paramus (3).

Since graduation from Teachers College, 69% of respondents reported having been a member of a professional association/society; 32% of alumni have presented at a professional conference; 18% have published an article, a book chapter, or a book; and 14% have held a leadership position in a professional association/society.

## EMPLOYMENT IN PK-12 SCHOOL SYSTEMS

### Teacher Education Programs

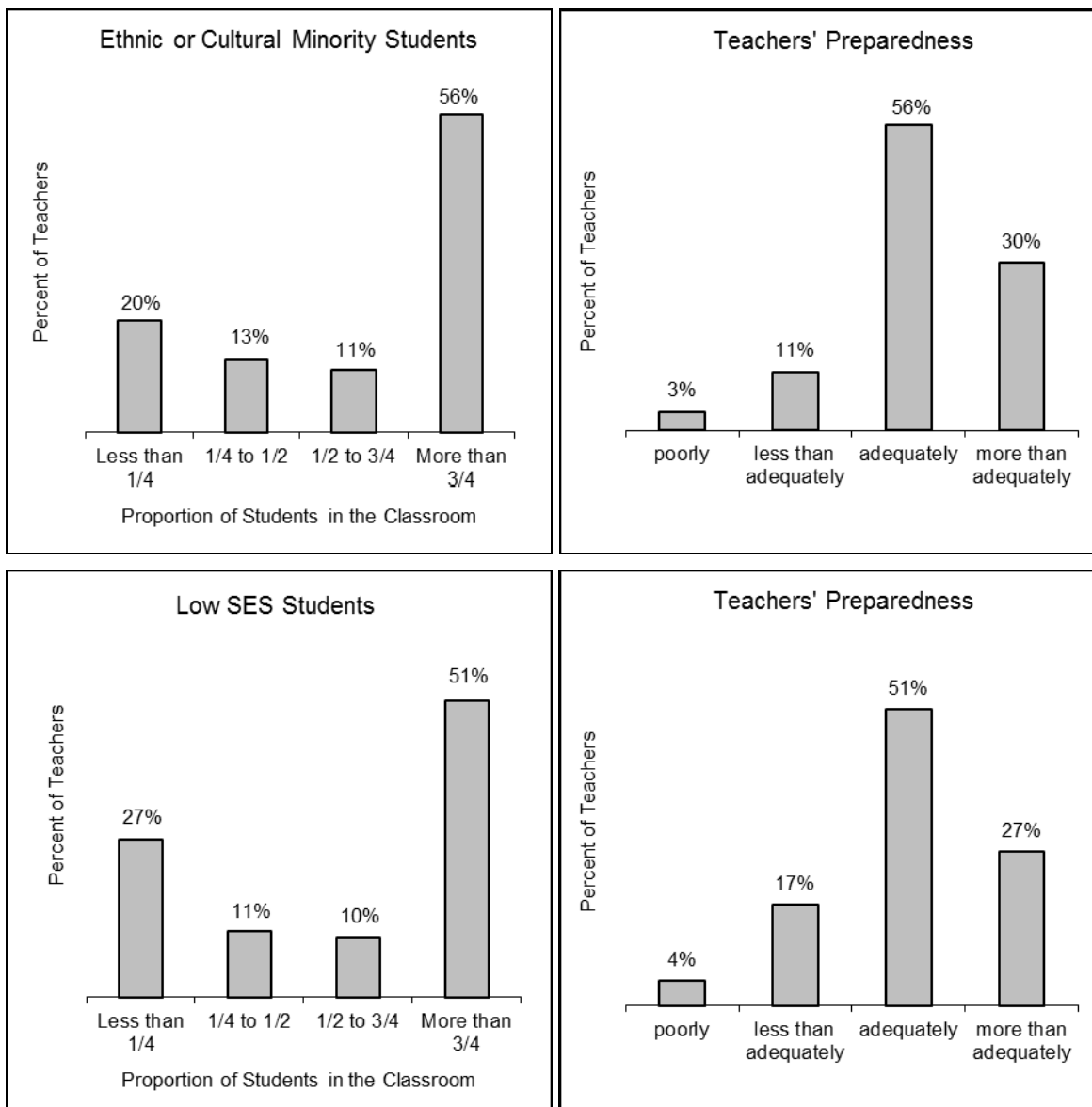
Seventy-two percent of alumni (n= 208) of teacher education programs reported teaching for at least one year since graduating from Teachers College. Many respondents taught more than one grade-level, thus, the total number of respondents in the following chart is higher than 208.

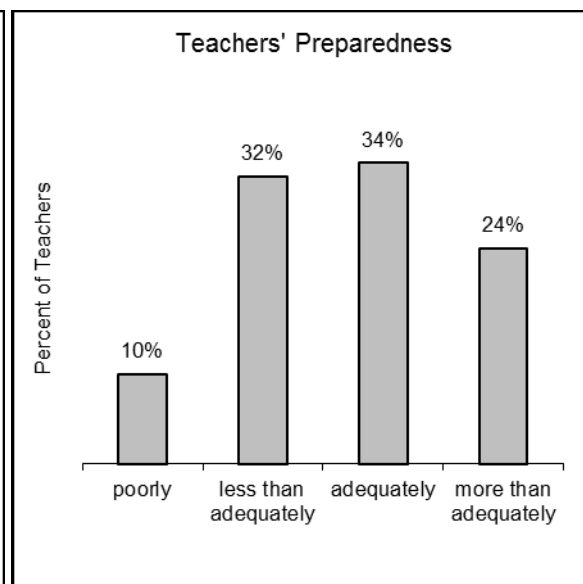
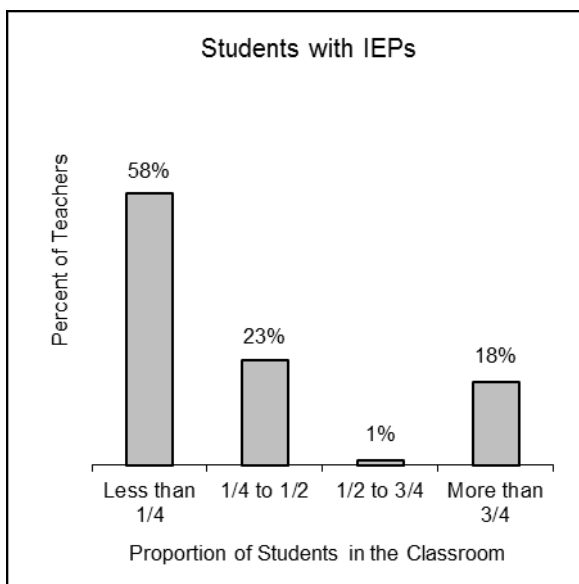
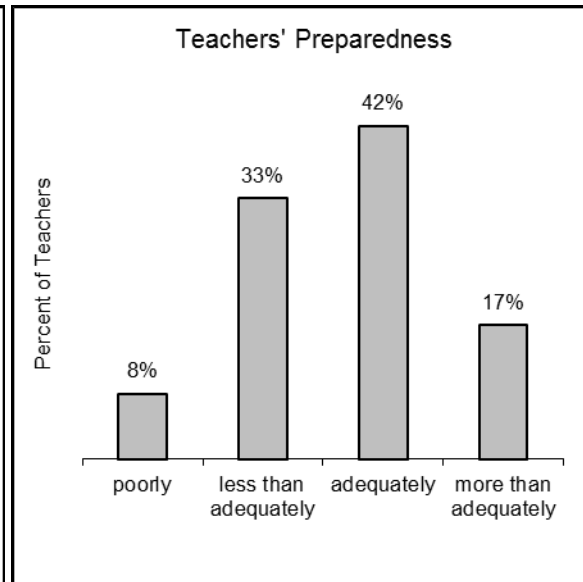
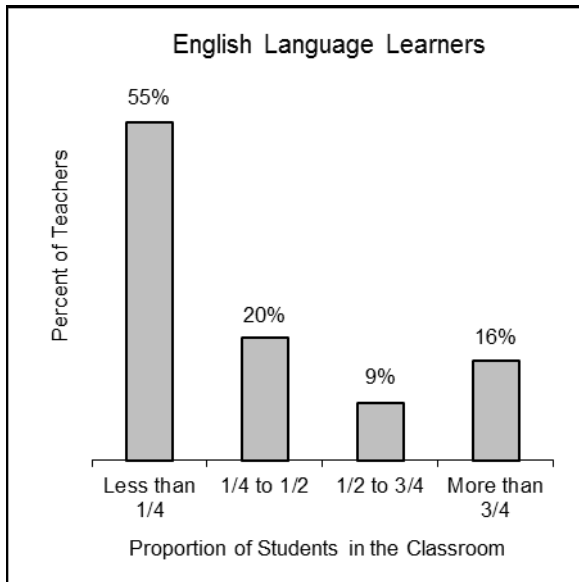




Based on the respondents' own estimates, 67% reported that more than half of their students were of ethnic, racial, or cultural minority background; 61% taught in classrooms where more than half of the students were of low socio-economic background; 25% reported that more than half of their students were English Language Learners; and 19% indicated that more than half of their students had special needs.

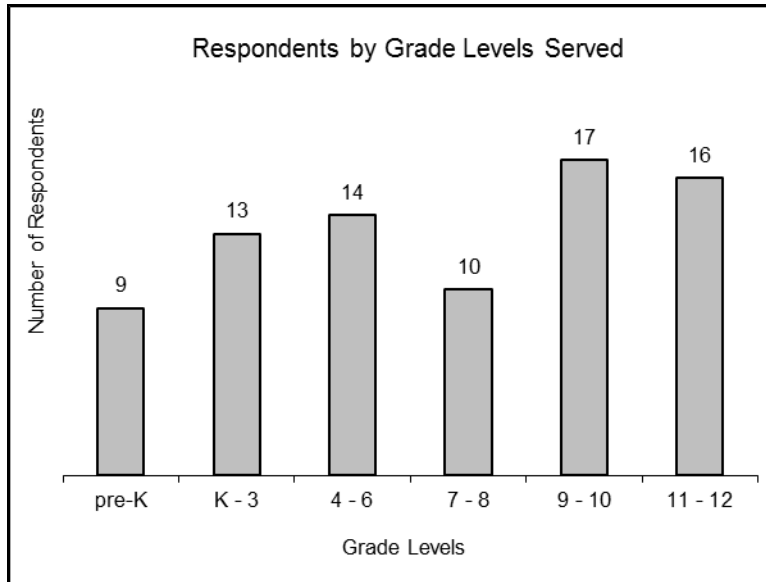
Given the diversity of their students, 86% of respondents felt prepared to teach students of ethnic, racial, or cultural minority background; 78% felt prepared to teach students of low socio-economic background; 59% felt prepared to teach English Language Learners; and 58% felt prepared to teach students with special needs.





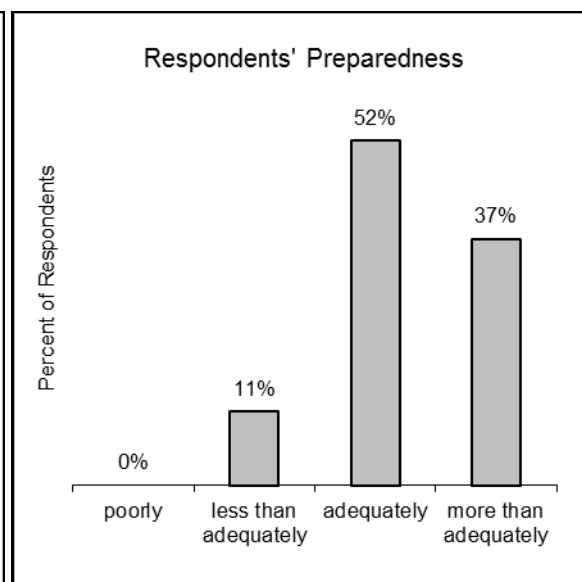
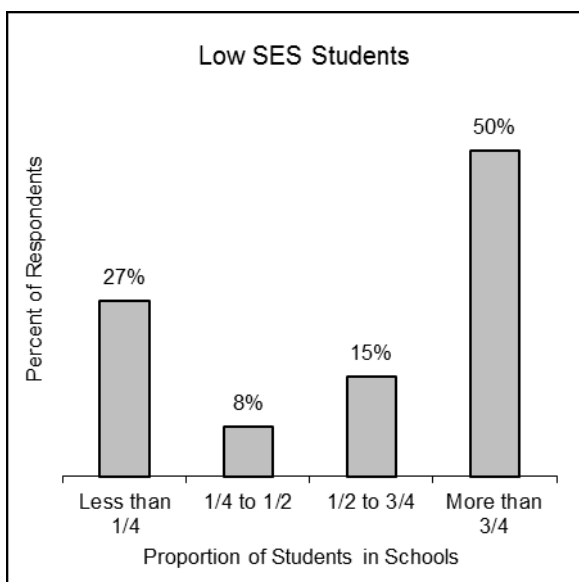
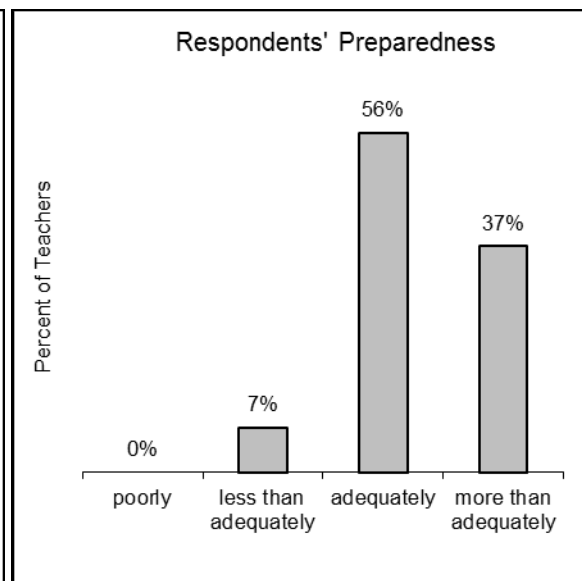
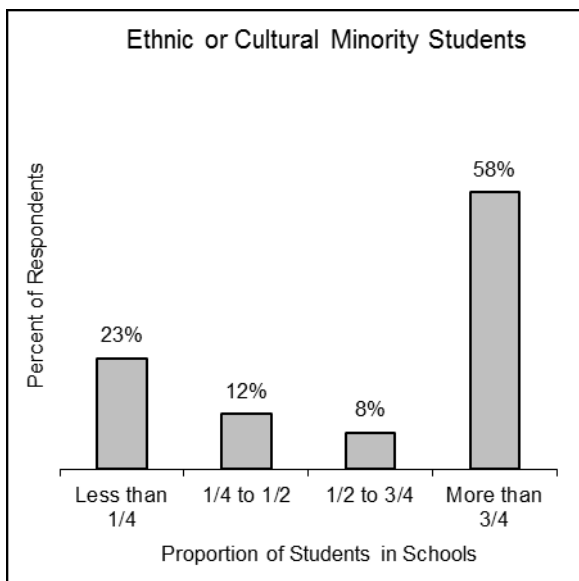
### Education Leadership Program

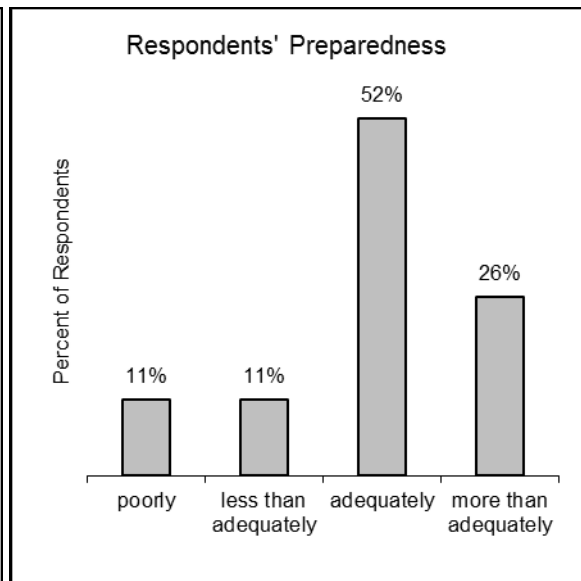
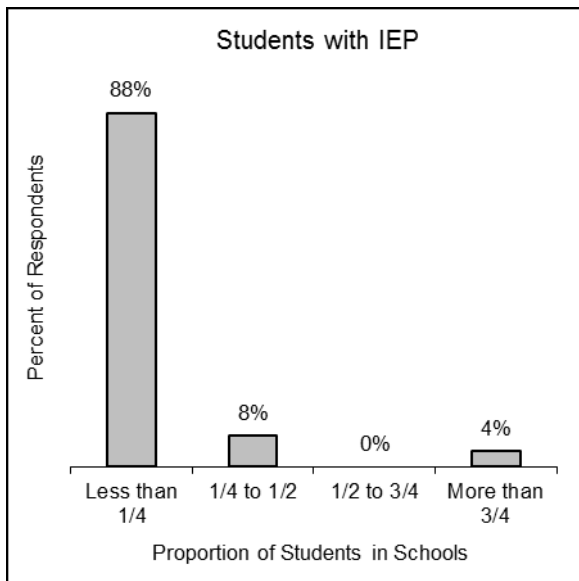
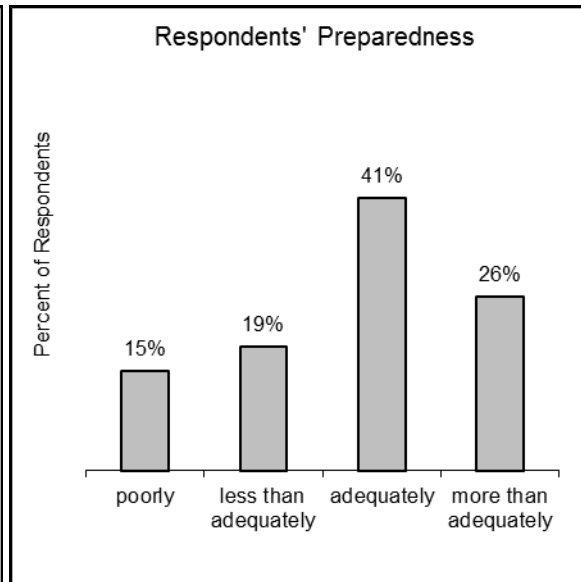
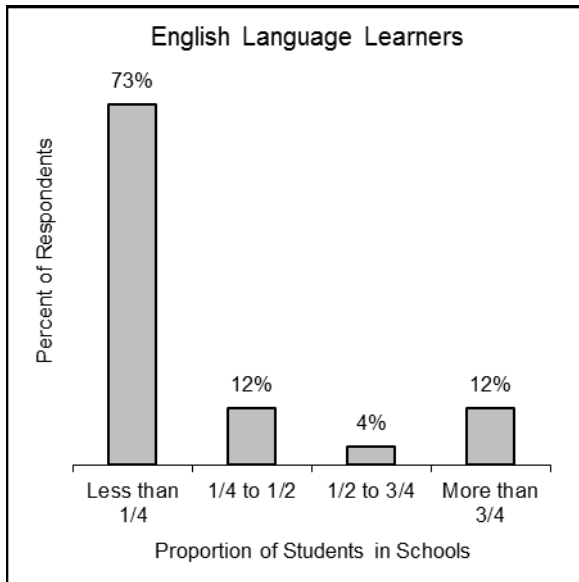
Ninety-three percent of respondents (n=26) who graduated from the Education Leadership programs reported working in preK-12 schools or school systems for at least one year since graduating from Teachers College. Many respondents worked in schools that served more than one grade level, thus, the total number of respondents in the following chart is greater than 26.



Of the Education Leadership alumni, 66% reported that in the schools they worked, more than half of the students were of ethnic, racial, or cultural minority background; 65% worked in schools where more than half of the students were of low socio-economic background; 16% worked in schools where more than half of the students were English Language Learners; and 4% worked in schools where more than half of the students had special needs.

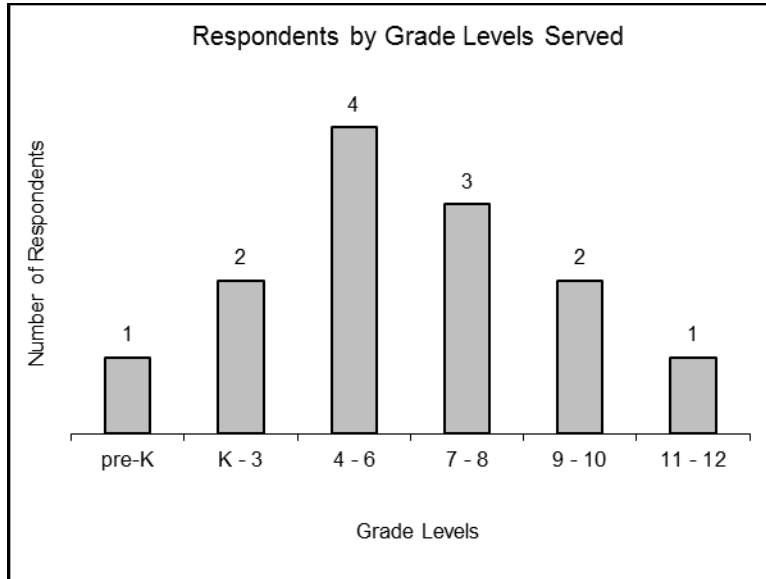
Given the diversity of the students in their schools, 93% of respondents felt adequately prepared to promote success of students of ethnic, racial, or cultural minority backgrounds; 89% felt prepared to promote success of students of low socio-economic backgrounds; 67% felt prepared to promote success of students who were English Language Learners; 78% felt adequately or more than adequately prepared to promote success of students with special needs.





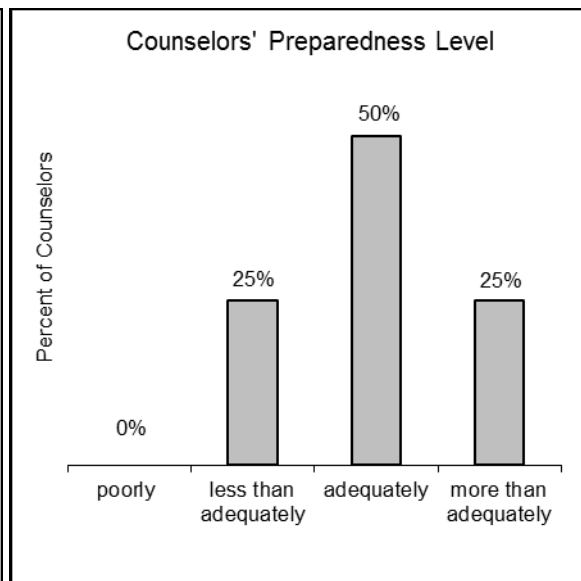
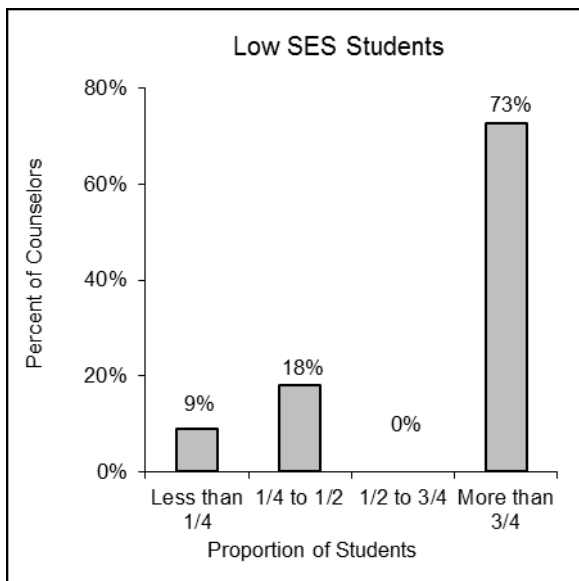
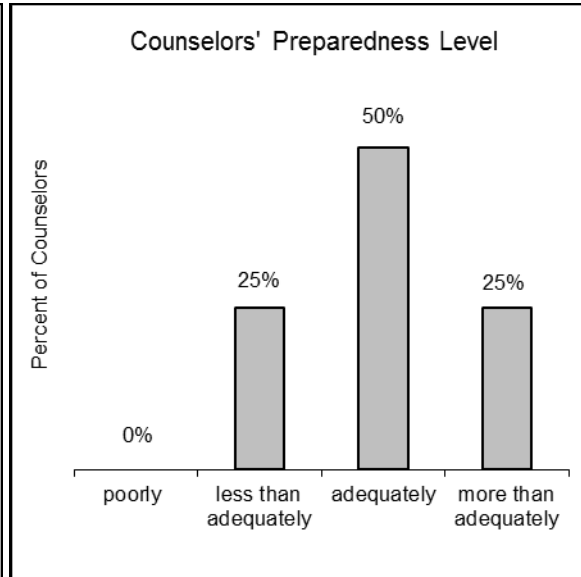
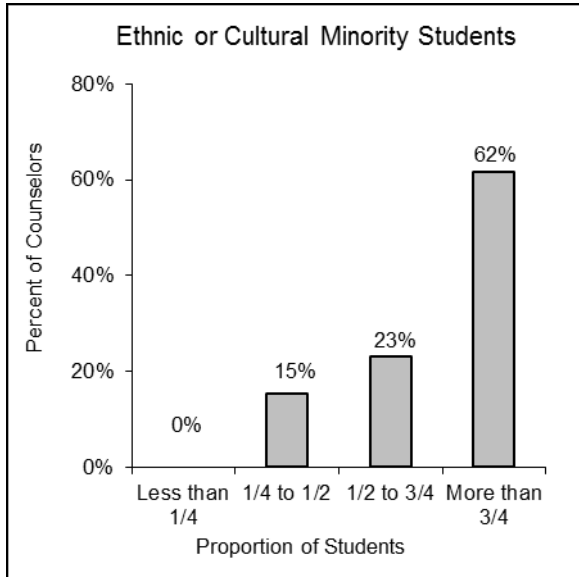
### Psychological Counseling Program

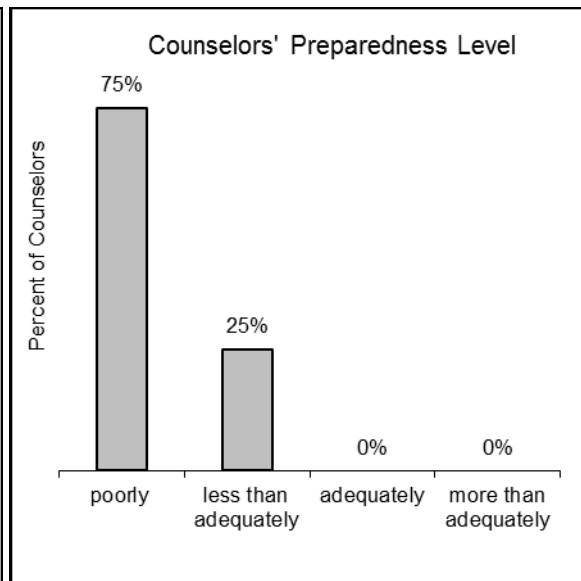
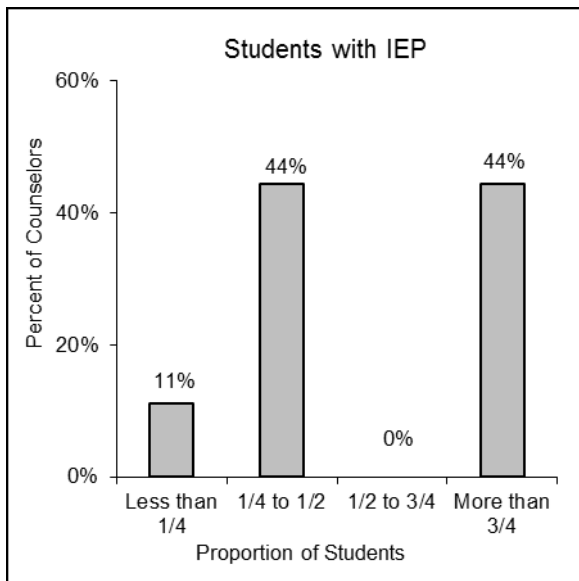
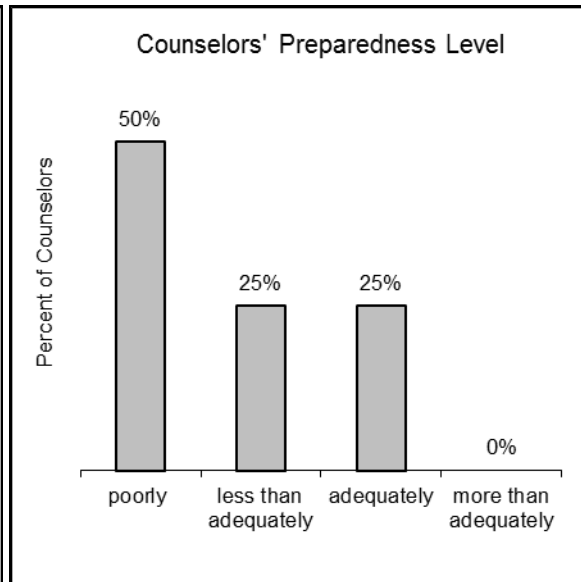
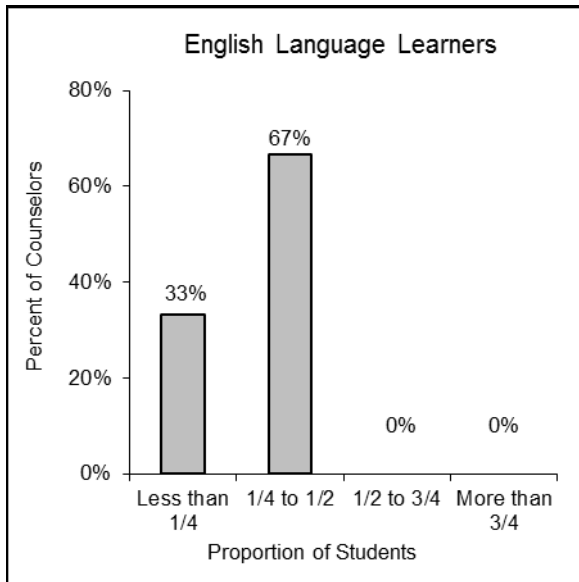
Four respondents who graduated from the Psychological Counseling program reported working in preK-12 schools for at least one year since graduating from Teachers College. Respondents worked with students in multiple grades, thus, the total number of respondents in the following chart is greater than 4.



Of the respondents from the Psychological Counseling program, 85% reported that more than half of their students were of ethnic, racial, or cultural minority background; 73% worked with students more than half of who were of low socio-economic background; 67% reported that between a quarter and one half of their students were English Language Learners; and 44% indicated that more than half of their students had special needs.

Given the diversity of their students, 75% of respondents felt prepared to work with students of ethnic, racial, or cultural minority background; 75% felt prepared to work with students of low socio-economic background; 25% felt adequately prepared, and 50% felt poorly prepared to work with English Language Learners; 75% felt poorly prepared, and 25% percent felt less than adequately prepared to work with students with special needs.

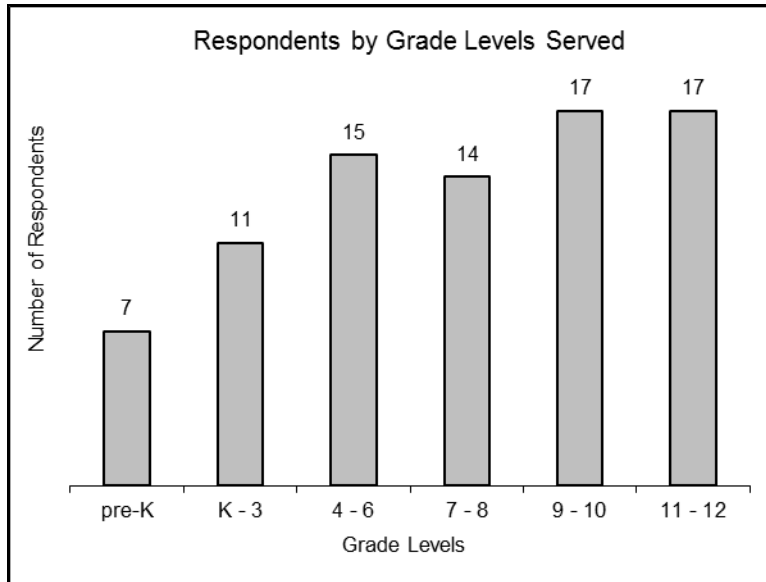






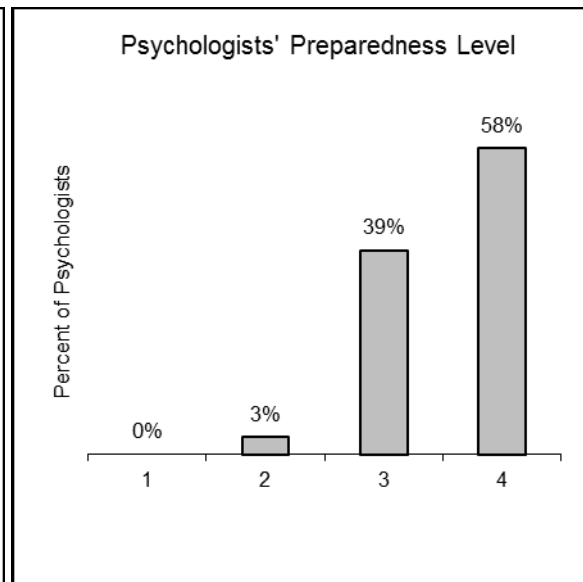
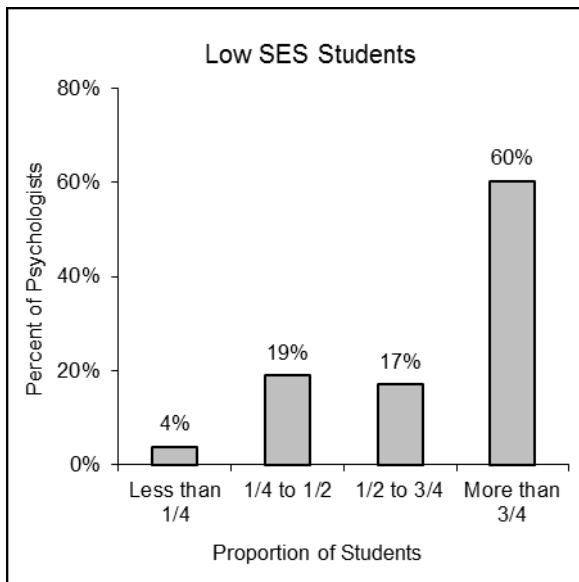
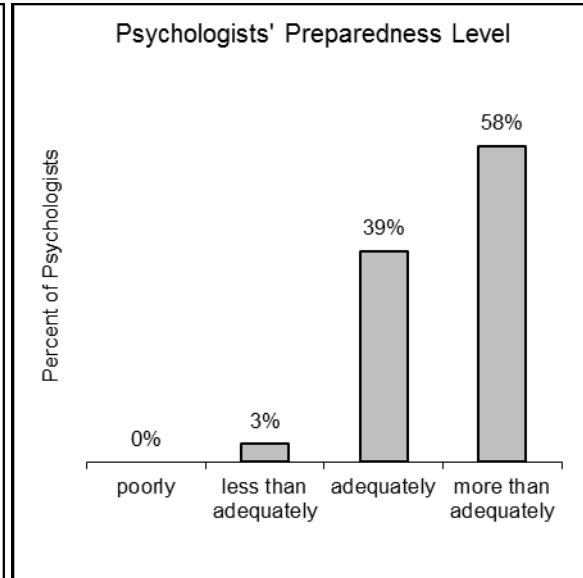
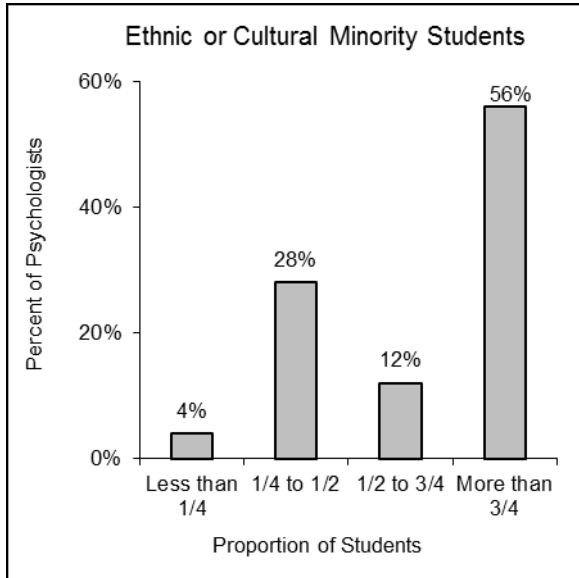
### School Psychology Program

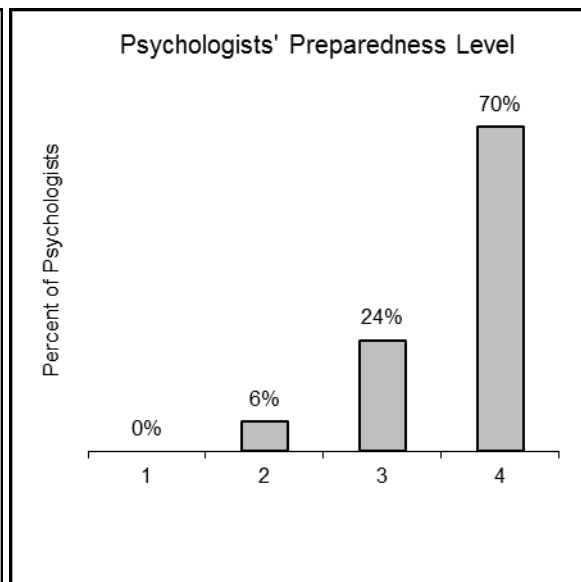
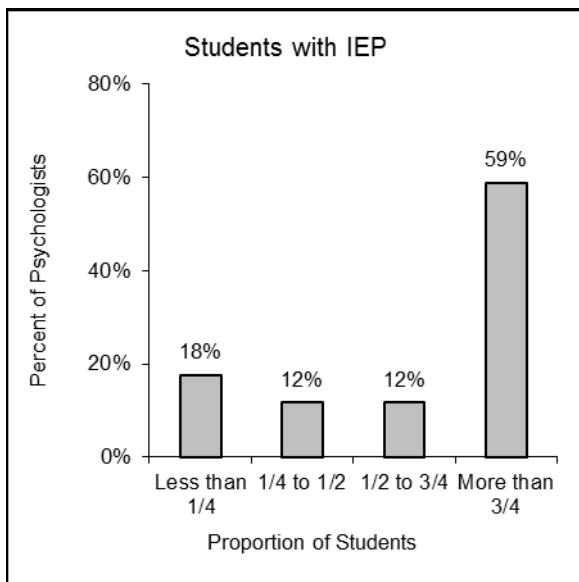
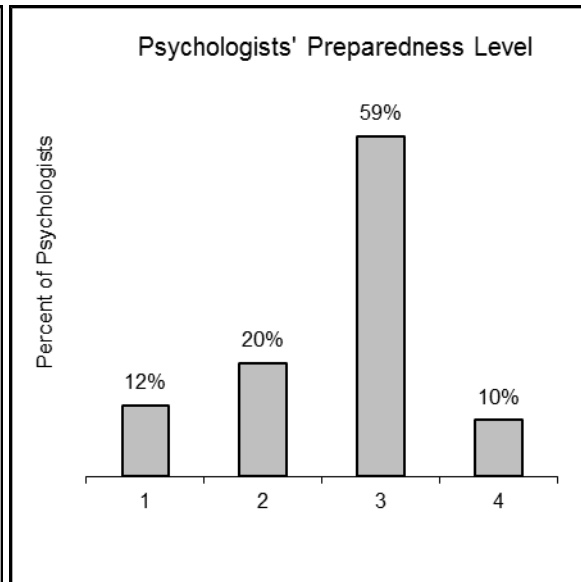
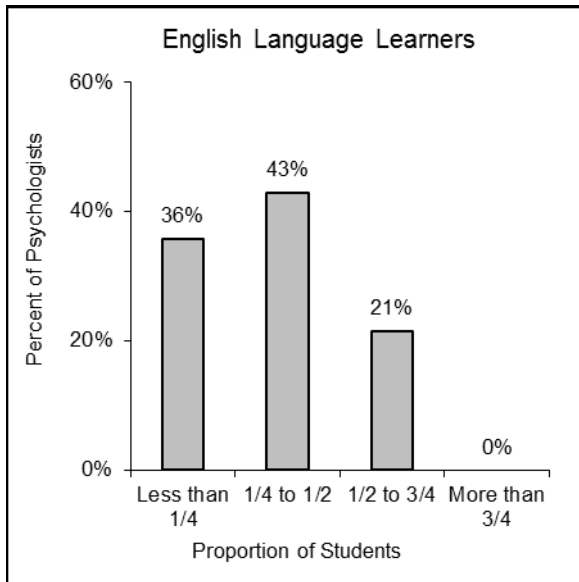
Seventy-three percent of respondents (n=19) who graduated from the school psychology program reported working in preK-12 schools or school systems for at least one year since graduating from Teachers College. Respondents worked with students in more than one grade-level group, thus, the total number of respondents in the following chart is greater than 19.



Of the respondents from the School Psychology program, 68% reported that more than half of their students were of ethnic, racial, or cultural minority background; 77% worked with more than half of students who were of low socio-economic background; 21% reported that more than half of their students were English Language Learners; and 71% indicated that more than half of their students had special needs.

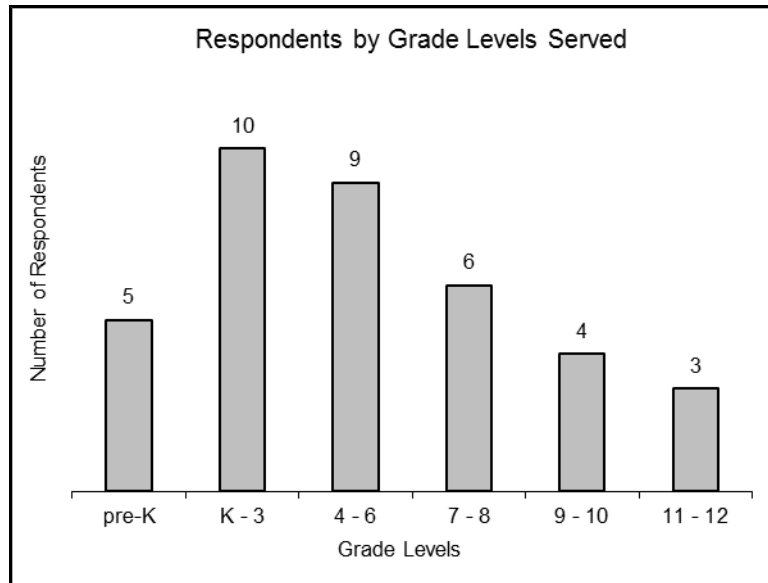
Given the diversity of their students, 97% of respondents felt prepared to work with students of ethnic, racial, or cultural minority background, and students of low socio-economic background; 69% felt prepared to work with English Language Learners; and 94% felt prepared to work with students with special needs.





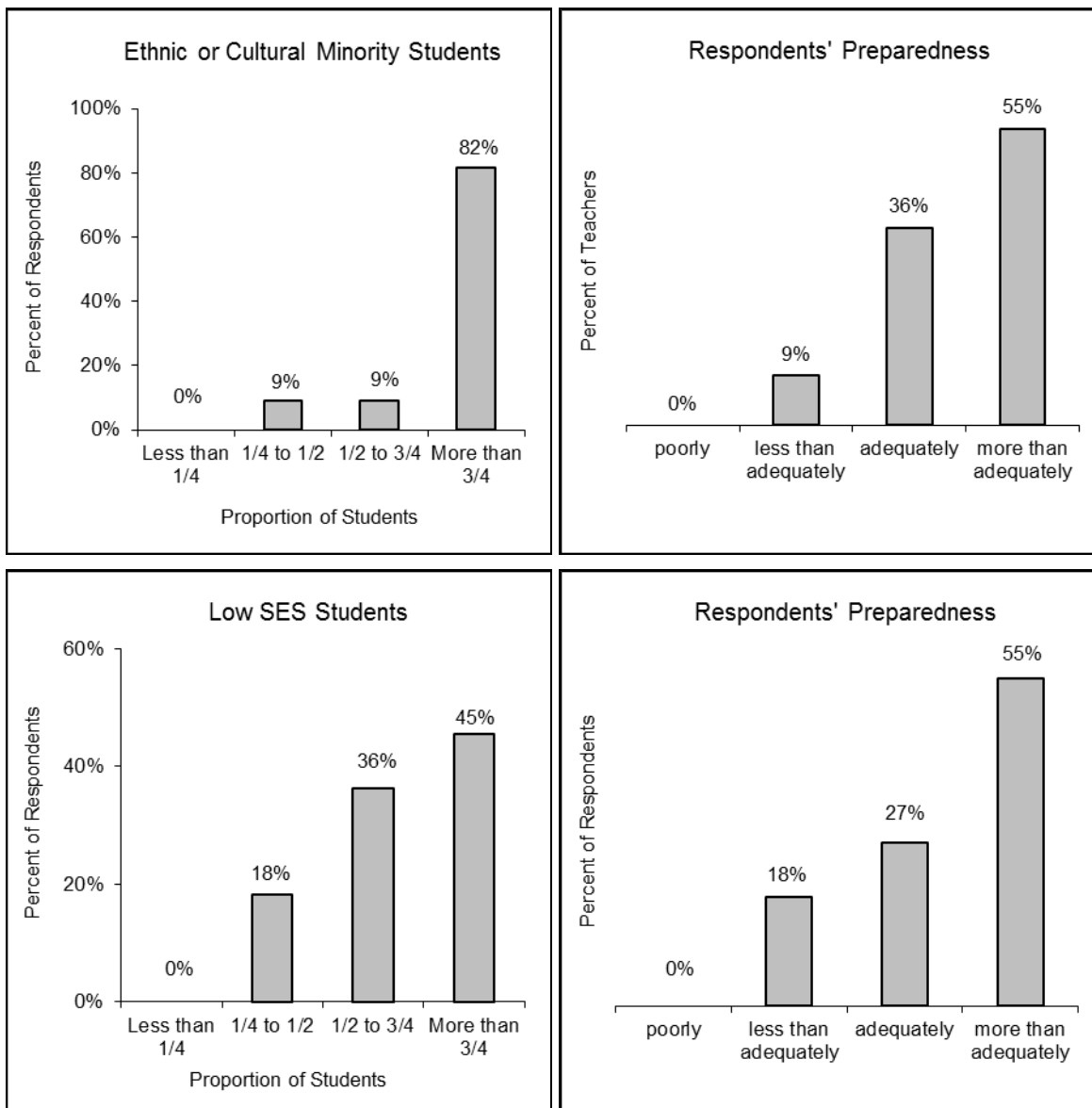
### Speech and Language Pathology Program

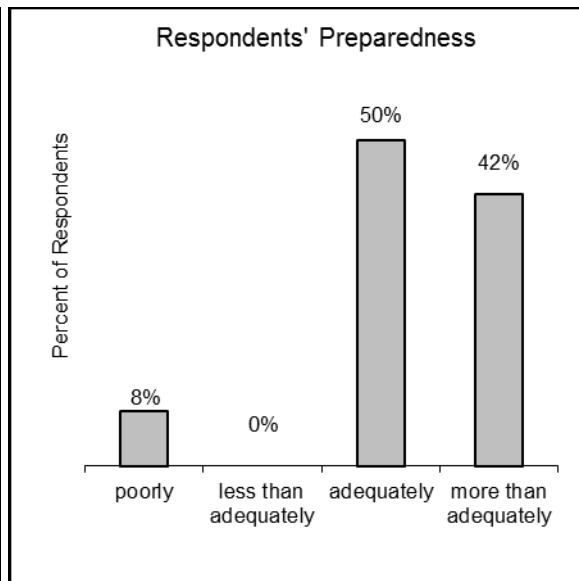
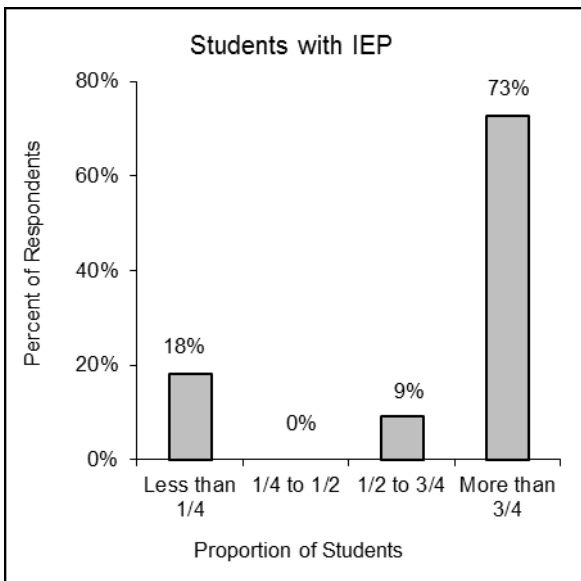
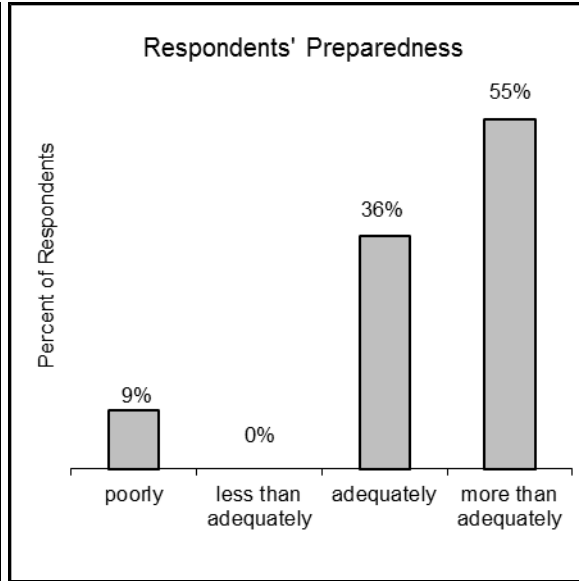
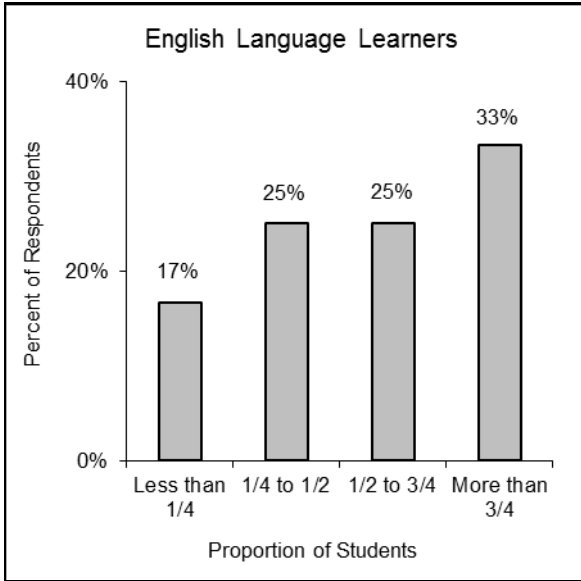
Seventy-three percent of respondents (n=11) who graduated from the Speech and Language Pathology program reported working in preK-12 schools for at least one year since graduating from Teachers College. Respondents worked with students in multiple grade-level categories, thus, the total number of respondents in the following chart is higher than 11.



Of the respondents from the Speech Language Pathology program, 91% reported that more than half of their students were of ethnic, racial, or cultural minority background; 81% worked with more than half who were students of low socio-economic background; 58% reported that more than half of their students were English Language Learners; and 82% indicated that more than half of their students had special needs.

Given the diversity of their students, 91% of respondents felt prepared to work with students of ethnic, racial, or cultural minority background; 82% felt prepared to work with students of low socio-economic background; 91% prepared to work with English Language Learners; and 92% felt prepared to work with students with special needs.



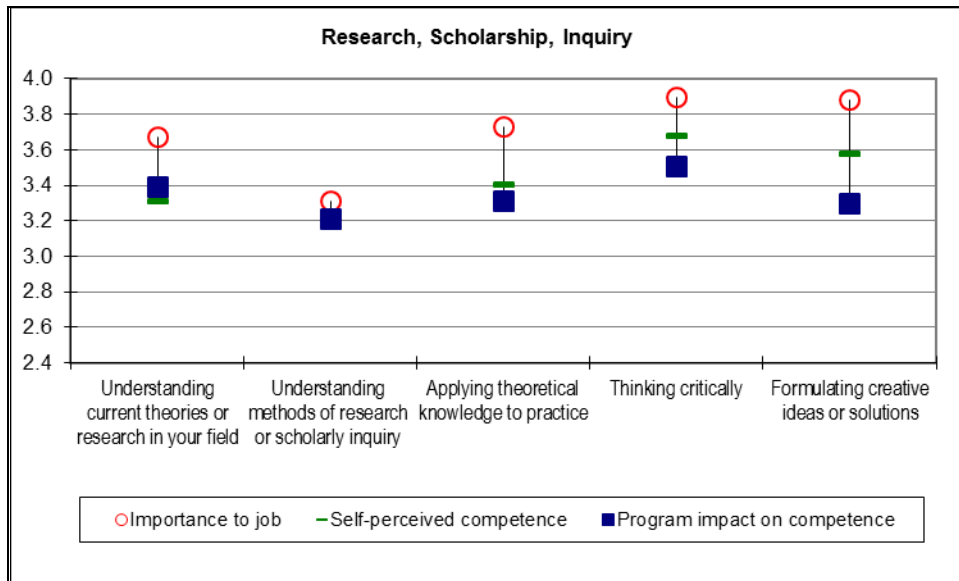


## LEARNING GOALS

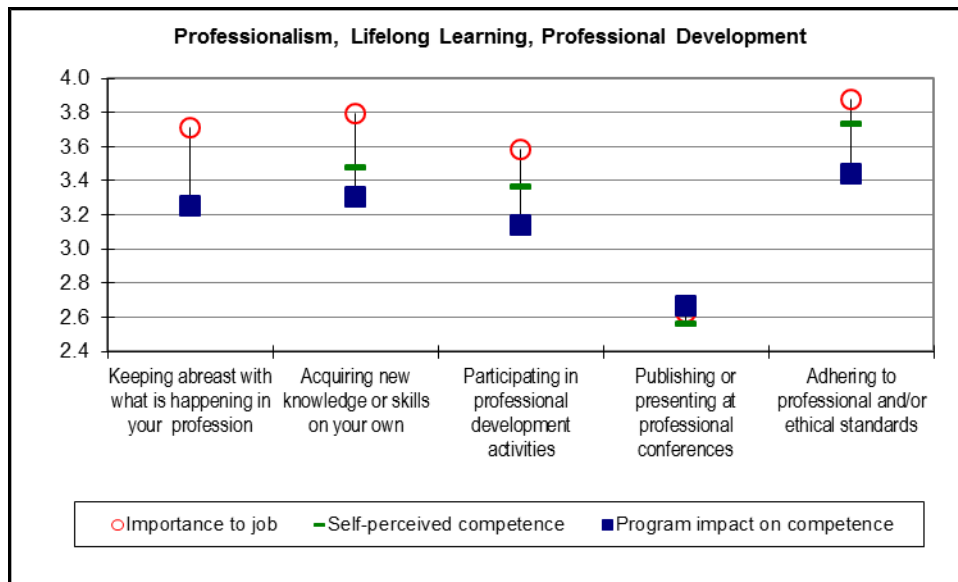
Alumni were asked to rate 26 areas of competence (i.e., learning outcomes) to indicate how important each area was to their current jobs, how competent they felt in the area, and how much their programs contributed to their competence in each area. Each area of competence was rated using a four-point scale from 1 (low) to 4 (high). The first 19 areas are common across all programs. The following table displays the mean ratings of the 19 common areas. The high-low charts, that follow the table, show how the ratings of (I) importance, (II) competence, and (III) program contribution are related.

<b>Knowledge, Skills, and Dispositions</b>	I) How important to you is each ability or skill to be personally and/or professionally successful?	II) How would you gauge your competence in each of the following abilities or skills?	III) How effective was your program in developing your competence in each ability or skill?
1. Understanding current theories or research in your field	3.7	3.3	3.4
2. Understanding methods of research or scholarly inquiry	3.3	3.2	3.2
3. Applying theoretical knowledge to practice	3.7	3.4	3.3
4. Thinking critically	3.9	3.7	3.5
5. Formulating creative ideas or solutions	3.9	3.6	3.3
6. Keeping abreast with what is happening in your profession	3.7	3.2	3.3
7. Acquiring new knowledge or skills on your own	3.8	3.5	3.3
8. Participating in professional development activities	3.6	3.4	3.1
9. Publishing or presenting at professional conferences	2.6	2.6	2.7
10. Adhering to professional and/or ethical standards	3.9	3.7	3.4
11. Communicating your ideas	3.9	3.5	3.5
12. Being an effective team member	3.9	3.7	3.5
13. Motivating other people in your job	3.6	3.4	3.1
14. Appreciating cultural diversity	3.8	3.7	3.4
15. Getting along with people of different backgrounds	3.9	3.8	3.4
16. Valuing perspectives different from your own.	3.8	3.6	3.5
17. Working with diverse people/populations	3.9	3.8	3.4
18. Recognizing social problems/inequalities	3.8	3.5	3.4
19. Advocating for students and/or their families	3.9	3.5	3.3

## Research, Scholarship, Inquiry

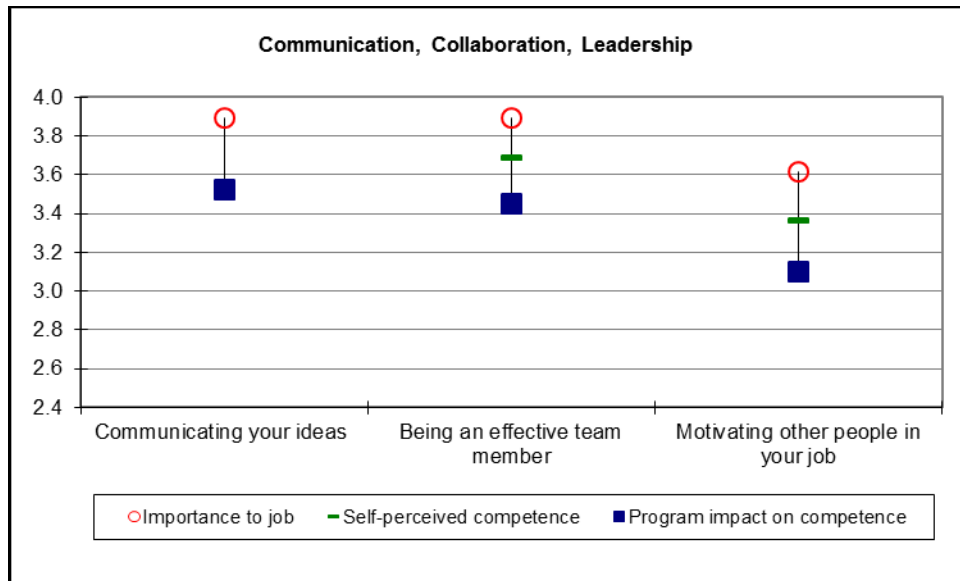


## Professionalism, Lifelong Learning, Professional Development

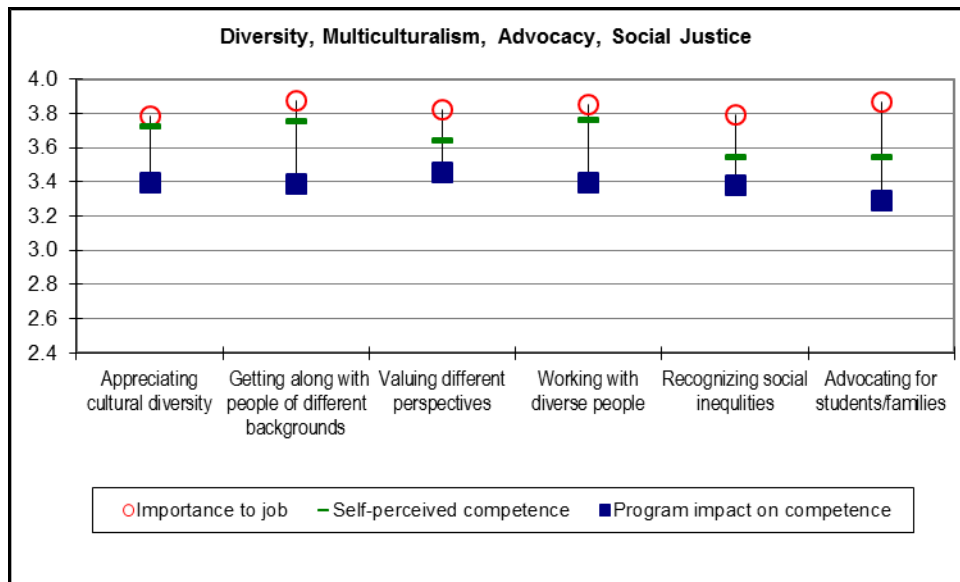




### Communication, Collaboration, Leadership



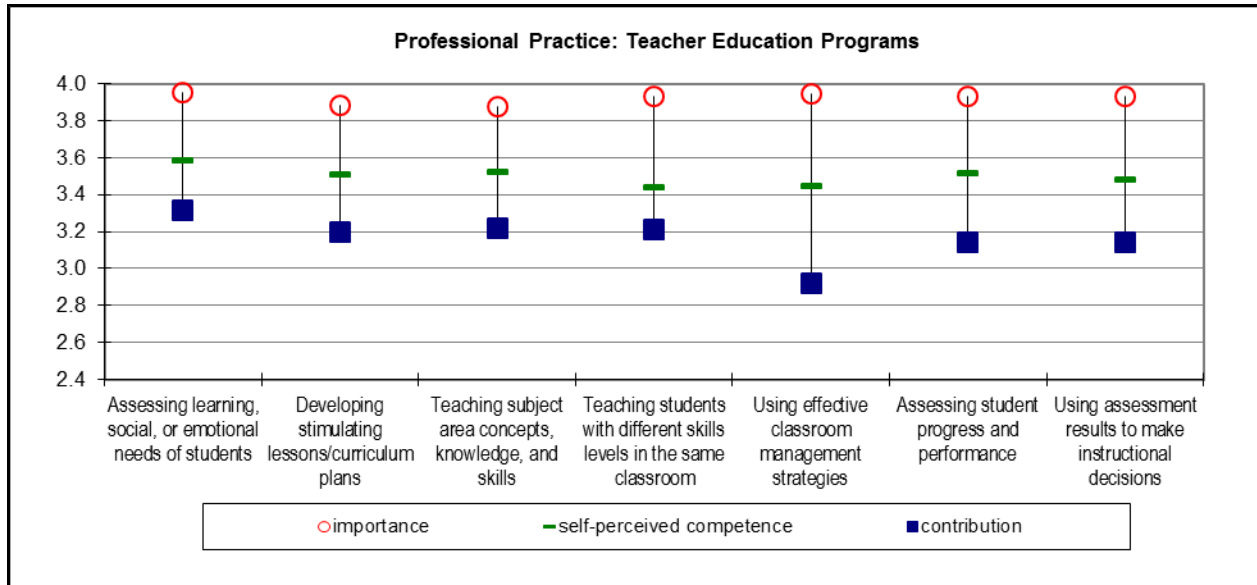
### Diversity, Multiculturalism, Advocacy, Social Justice



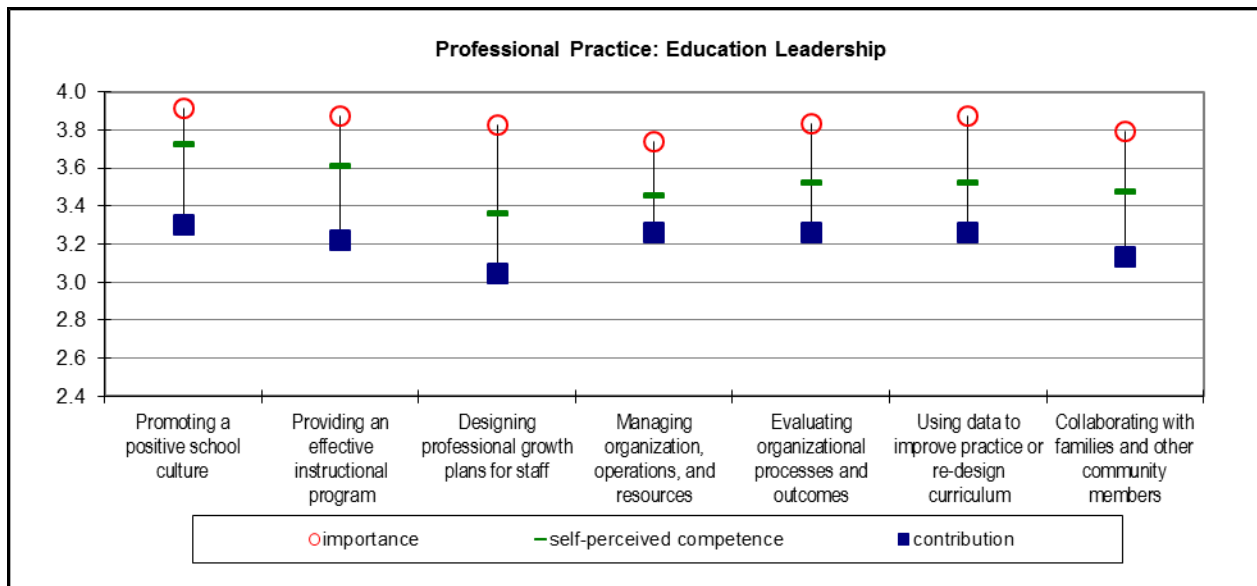
## Professional Practice

The last seven areas of competence, called *Professional Practice*, are program-specific for four program groups: Teacher Education, Education Leadership, Psychological Counseling, and School Psychology. For every program group, high-low charts are created for each area to show how the ratings of (i) *importance to job*, (ii) *self-perceived competence*, and (iii) *program contribution* are related.

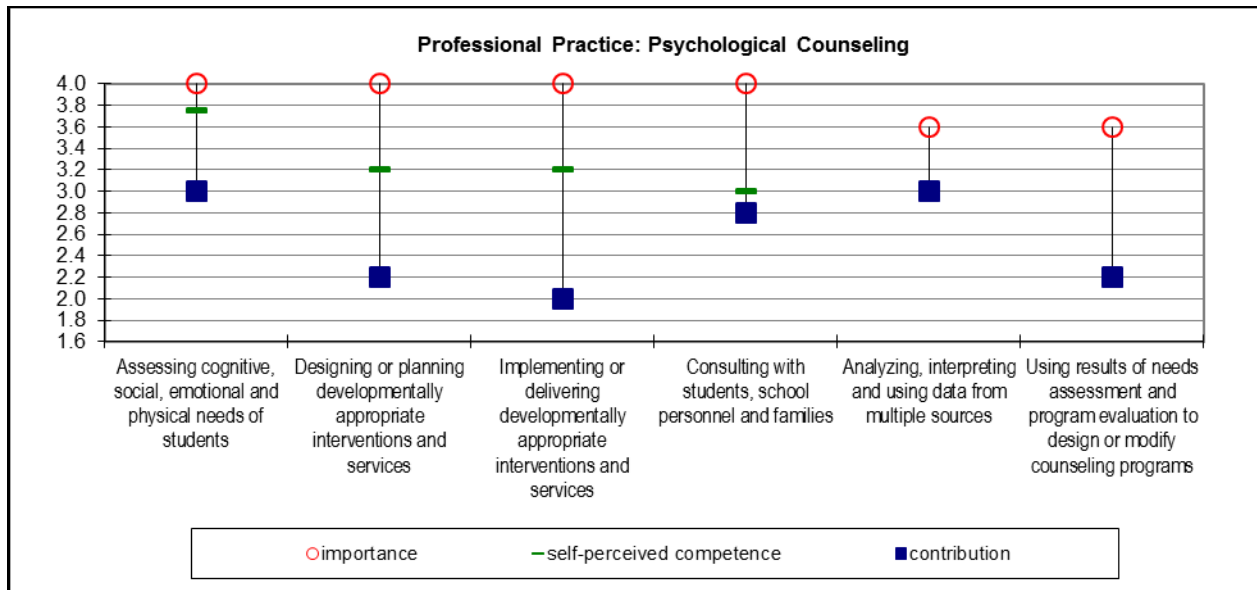
### Teacher Education Programs



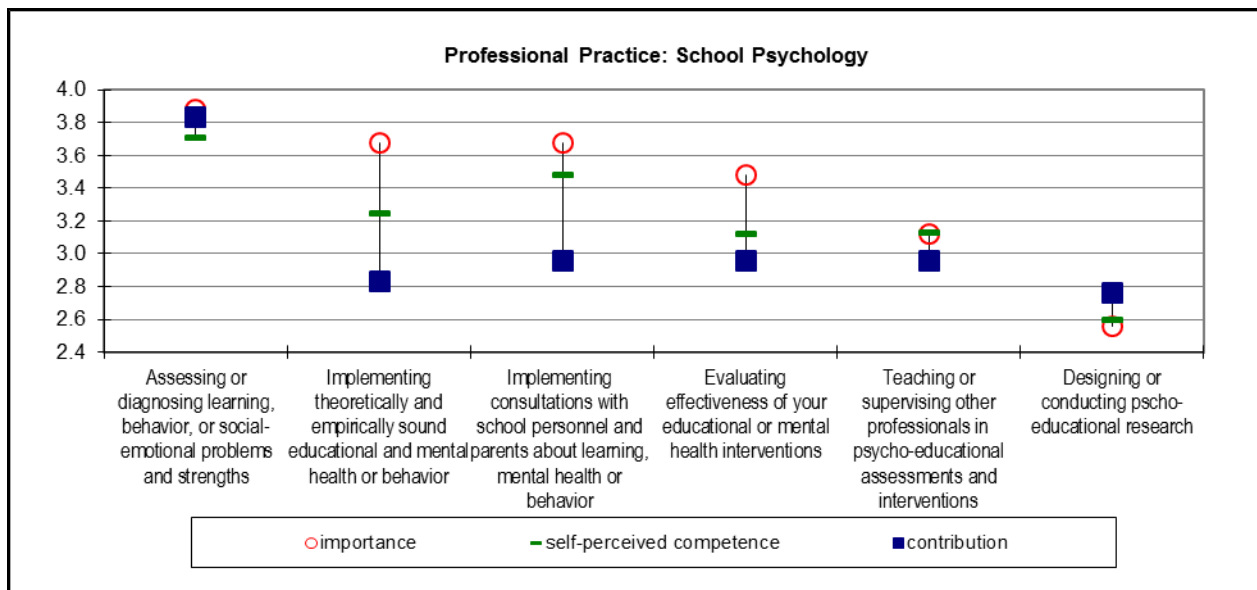
### Education Leadership Program



**Psychological Counseling Program**

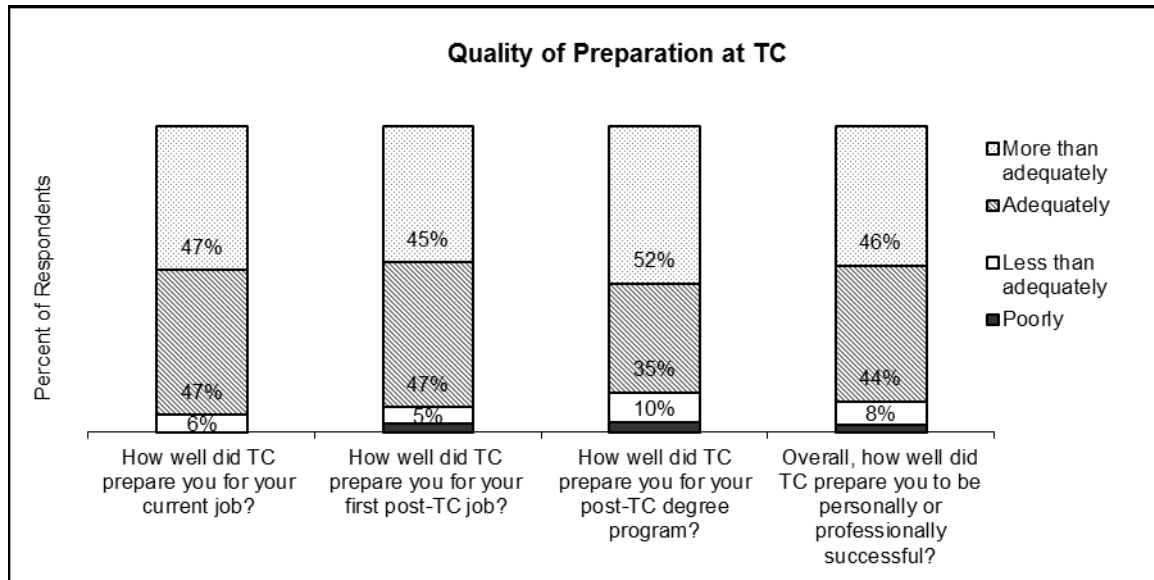


**School Psychology Program**

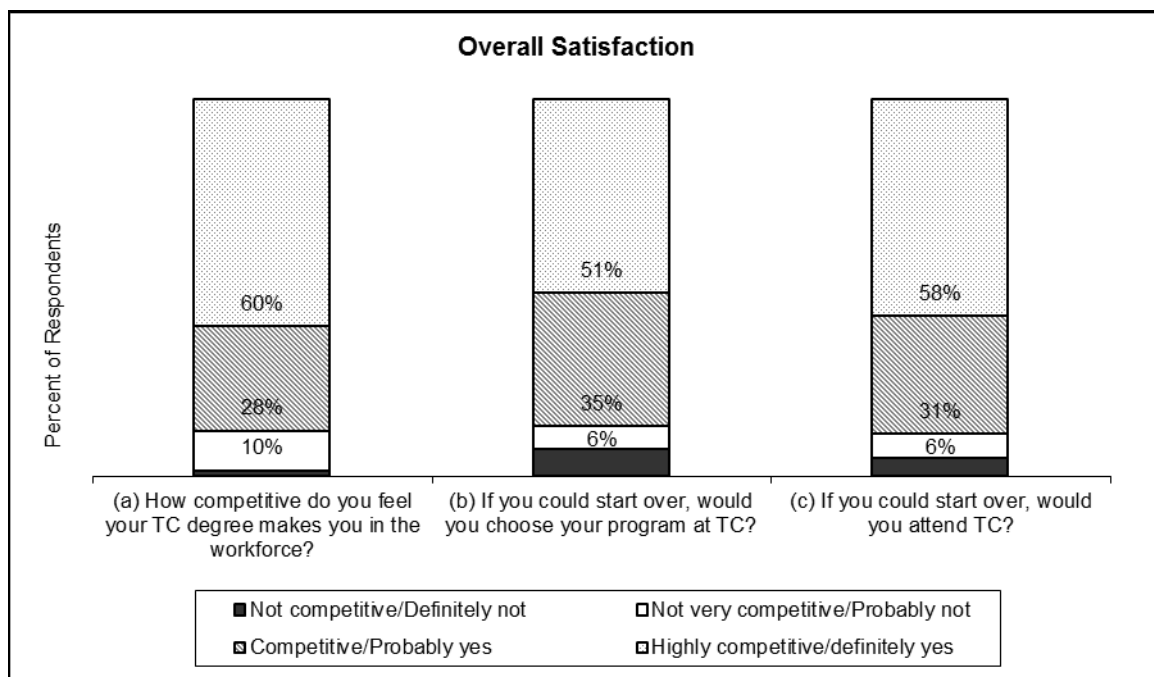


### OVERALL SATISFACTION

The vast majority (94%) of alumni felt adequately or more than adequately prepared by their programs for their current job; 92% felt just as prepared for the first job they had after graduating from Teachers College. Of those who enrolled in a degree program after graduating from Teachers College, 87% reported Teachers College adequately prepared them to pursue further studies. Overall 90% reported to be adequately prepared by TC to be personally and professionally successful.



The majority (88%) of alumni felt that the Teachers College degree made them competitive or highly competitive in the workforce. If they could, 89% of alumni would attend Teachers College and 51% would choose the same program of study at Teachers College.



## **APPENDIX**

# Alumni Feedback Survey

Columbia University Teachers College Classes of 2005 to 2010

**1) Which of the following best describes your work status at this time?**

- |                       |                                         |                                         |
|-----------------------|-----------------------------------------|-----------------------------------------|
| 1. Employed full-time | 3. Continuing my education              | 5. Not employed, seeking employment     |
| 2. Employed part-time | 4. Employed and continuing my education | 6. Not employed, not seeking employment |

**2) Do you hold at least one current professional, teaching or administrative certificate or license (issued by any US state or nation)?**

1. Yes                      2. No                      3. Not applicable

**Part A: Respond to Part A only if you currently hold a full-time or part-time job. If not, please skip to Part B.**

**3) Did you find your current job before or after graduating from Teachers College (TC)?**      1. Before                      2. After

**4) Since you began searching, how long did it take to find your current position?**      ..... years, ..... months

**5) How long have you been in your current position?**      ..... years, ..... months

**6) What field or major is your current job in?** .....

**7) How related is your current job to your field or major at TC?**  
 1. Not related      2. Slightly related      3. Moderately related      4. Highly related

**8) Indicate the type of organization you are currently employed in.**  
 Mark the one best answer.

1. Private non-profit organization (except education and international orgn.)
2. Private for-profit company, corporation, or group-practice
3. Self-employed, Private practice
4. U.S. military
5. Federal government (except military)
6. State and local government (except education)
7. Public school (any grade-level, pre-K to 12; includes Charter and Head Start)
8. Private school (any grade-level from pre-K to 12)
9. Parochial school (any grade-level from pre-K to 12)
10. Higher Education (public or private)
11. Public health agency (hospitals; medical centers; health-related services)
12. International organization (in and outside of the USA; e.g. the UN, International Labour Orgn., Organization for Economic Co-operation and Development)

**9) Name of your current employer:** .....

**10) Location of your current employment:** Country: .....

US zip code (preferred) : \_\_\_\_\_

or City: ..... State: .....

**11) Your job title:** .....

**12) Are you certified or licensed in the area you are working in?**  
 1. Yes                      2. No                      3. Not applicable

**13) How well did TC prepare you for your current position?**  
 1. Poorly                      2. Less than adequately                      3. Adequately                      4. More than adequately

**14) How satisfied are you with your current position?**  
 1. Not at all satisfied                      2. Slightly satisfied                      3. Moderately satisfied                      4. Highly satisfied

**15) Is your current position the only job you have held since graduating from Teachers College?**  
 1. YES → Skip to Part C                      2. NO → Continue to Part B

**Part B: Respond to Part B only if you have ever held a job, full-time or part-time, since graduating from TC. If not, skip to Part C.**

**16) Since you began searching, how long did it take to find your first full-time or part-time job after graduating from TC?**

1. .... years, ..... months
2. My first post-TC position was the same job I had while enrolled at TC → Please continue **responding** to the rest of the questions in Part B.

**17) How long did you stay at your first post-TC job?** ..... years, ..... months

**18) What field or major was your first post-TC job in?**  
 .....

**19) How related was your first post-TC job to your field or major at TC?**  
 1. Not related      2. Slightly related      3. Moderately related      4. Highly related

**20) What type of organization were you employed in?** .....

Please use the list in **Part A, question 8**. Indicate your answer by its number.  
 E.g. Put down "4" if you worked for the U.S. military.

**21) Name of your first post-TC employer:**  
 .....

**22) Location of your first post-TC employment:** Country: .....

US zip code (preferred) : \_\_\_\_\_

or City: ..... State: .....

**23) Your job title:**  
 .....

**24) Were you certified or licensed in the area you were working in?**  
 1. Yes                      2. No                      3. Not applicable

**25) How well did TC prepare you for your first post-TC job?**  
 1. Poorly                      2. Less than adequately                      3. Adequately                      4. More than adequately

**26) How satisfied were you with your first post-TC job?**  
 1. Not at all satisfied                      2. Slightly satisfied                      3. Moderately satisfied                      4. Highly satisfied

**Part C: Education Since Teachers College**

**27) Have you enrolled in a degree program since graduating from TC?**  
 1. Yes                      2. No → Skip to Part D

**28) How long after graduating from TC did you start your degree program?**  
 ..... years, ..... months

**Part C:** continued

29) What degree did you receive or are currently pursuing?  
 1. Professional degree (Law, Medicine, or other medical degrees)  
 2. Master's degree  
 3. Doctoral degree  
 4. Other; please specify: .....

30) What was/is your field/major?  
 .....

31) How related was/is your post-TC field/major to your program of study at TC?  
 1. Not related      2. Slightly related      3. Moderately related      4. Highly related

32) How well did TC prepare you for your post-TC degree program?  
 1. Poorly      2. Less than adequately      3. Adequately      4. More than adequately

33) Name of institution from which you received an additional degree or at which you are currently enrolled in:  
 Name: .....  
 City: ..... State: .....

**Part D:** Since graduating from TC, have you:

34) been a member of a professional association/society?      Yes      No

35) presented at a professional conference?      Yes      No

36) published an article, a book chapter, or a book?      Yes      No

37) held a leadership position in a professional association?      Yes      No

38) Overall, how well did TC prepare you to be personally or professionally successful?  
 1. Poorly      2. Less than adequately      3. Adequately      4. More than adequately

39) How competitive do you feel your TC degree makes you in the workforce? Please respond even if you are currently not employed.  
 1. Not competitive      2. Slightly competitive      3. Moderately competitive      4. Highly competitive

40) If you could start over, would you choose your program at TC?  
 1. Definitely not      2. Probably not      3. Probably yes      4. Definitely yes

41) If you could start over, would you attend TC?  
 1. Definitely not      2. Probably not      3. Probably yes      4. Definitely yes

Part E:	I) How important to you is each ability or skill to be personally and/or professionally successful?	II) How would you gauge your competence in each of the following abilities or skills?	III) How effective was your program in developing your competence in each ability or skill?
Abilities and Skills	(1) Not important ..... (4) Highly important	(1) Not competent ..... (4) Highly competent	(1) Not effective ..... (4) Highly effective
42) Understanding current theories <u>or</u> research in your field	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
43) Understanding methods of research <u>or</u> scholarly inquiry	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
44) Applying theoretical knowledge to practice	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
45) Thinking critically	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
46) Formulating creative ideas or solutions	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
47) Keeping abreast with what is happening in your profession	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
48) Acquiring new knowledge <u>or</u> skills on your own	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
49) Participating in professional development activities	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
50) Publishing or presenting at professional conferences	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
51) Adhering to professional and/or ethical standards	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
52) Communicating your ideas	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
53) Being an effective team member	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
54) Motivating other people in your job	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
55) Appreciating cultural diversity	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
56) Getting along with people of different backgrounds	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
57) Valuing perspectives different from your own	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
58) Working with diverse people/populations	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
59) Recognizing social problems <u>or</u> inequalities	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
60) Advocating for students/clients and/or their families	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A





