September 1, 2012

Teachers College Columbia University

Exit Survey 2012: Doctoral Graduates

AUTHORED BY: OFFICE OF ACCREDITATION AND ASSESSMENT

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EXECUTIVE SUMMARY

The Teachers College Exit Survey is designed to solicit graduating students' feedback on what they value most in their educational experience and how well the College and individual programs meet their expectations. In 2012, we received 67 completed surveys out of the 277 sent to all doctoral graduates (24% response rate). The response rates for 2011 and 2010 were 31% and 47%, respectively.

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

Student Priorities

All but five statements were rated as important by the majority of respondents with the mean ratings of above 5.0 on a six-point scale. Consistent with the previous two years, the five statements that were rated lowest in importance referred to having adequate opportunities to develop skills in writing proposals for funding, in project management, in supervision or evaluation, in working in collaborative groups, and in information technology and media. The statements rated highest in importance (mean ratings above 5.5 in 2012) are shown in the table below.

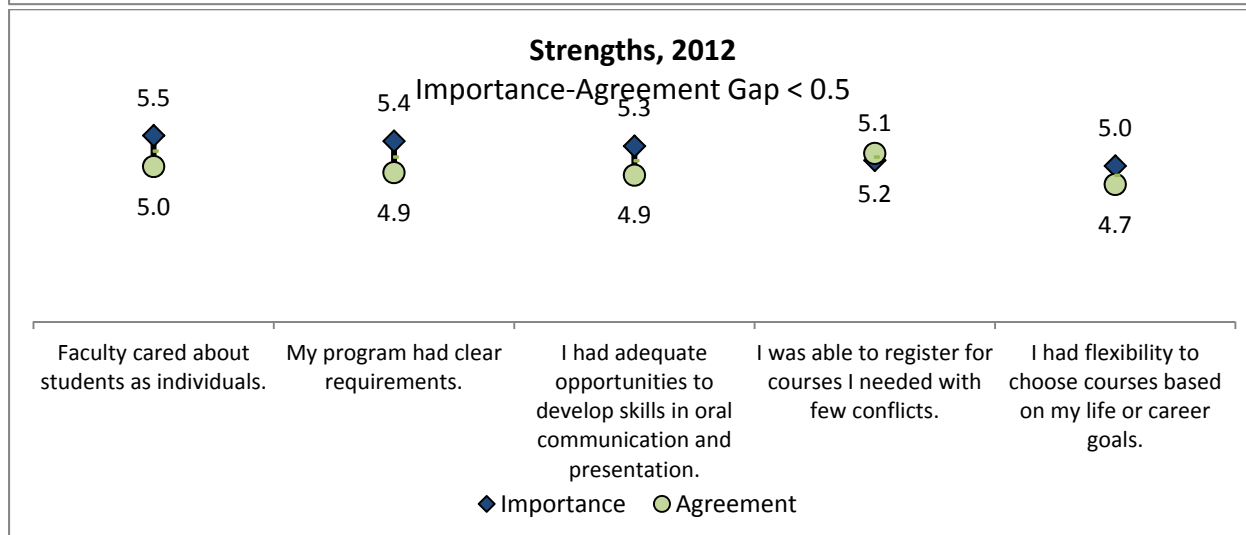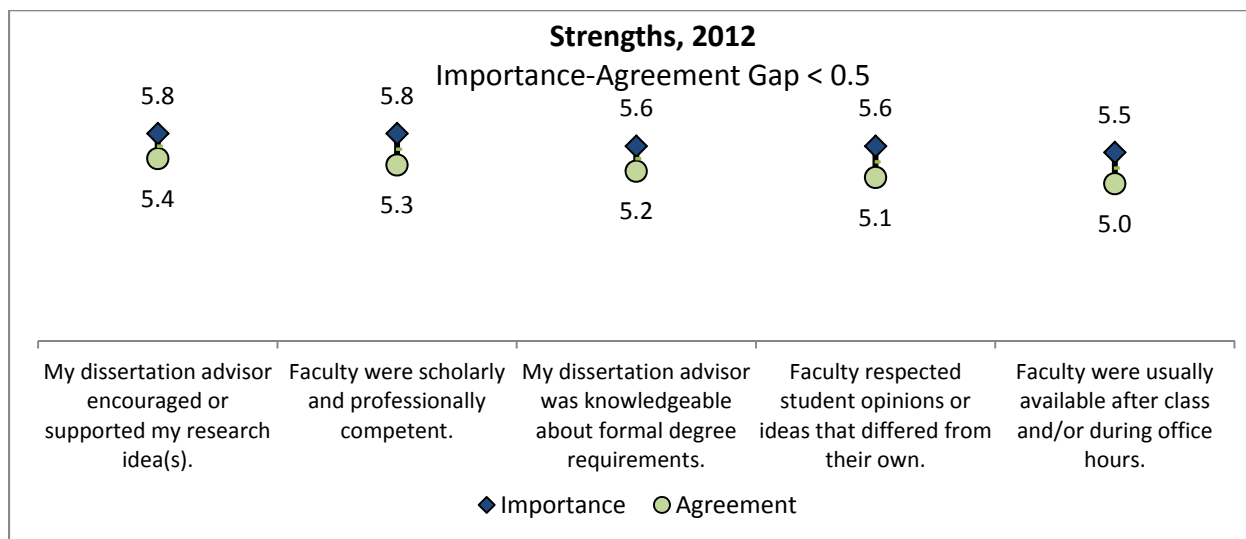| Statements	% Very Important (6)			Importance Mean		
	2010	**2011**	**2012**	**2010**	**2011**	**2012**
My academic program was excellent.	79	82	**92**	5.7	5.8	**5.7**
My program had a clear philosophy or focus.	55	52	**88**	5.3	5.3	**5.5**
My program provided a solid theoretical foundation in my discipline.	65	61	**86**	5.5	5.5	**5.6**
Most courses were academically rigorous.	56	59	**83**	5.4	5.5	**5.6**
Quality of instruction in most classes was excellent.	79	76	**82**	5.7	5.6	**5.8**
I had adequate training/opportunities to develop skills in preparing articles for publication.	59	67	**82**	5.4	5.5	**5.5**
I had adequate training/opportunities to develop skills in conducting independent research/ scholarship.	69	76	**81**	5.6	5.7	**5.6**
My program supported me in the dissertation process.	86	87	**80**	5.8	5.9	**5.8**
My program provided accurate information about program requirements.	78	76	**80**	5.7	5.7	**5.6**
My dissertation advisor was knowledgeable about formal degree requirements.	79	78	**79**	5.7	5.7	**5.6**
My dissertation advisor was available for consultation when needed.	86	91	**75**	5.8	5.9	**5.8**
My dissertation advisor encouraged or supported my research idea(s).	84	88	**74**	5.8	5.9	**5.8**

Statements	% Very Important (6)			Importance Mean		
	2010	2011	2012	2010	2011	2012
My dissertation advisor gave me constructive feedback on my work.	90	93	**73**	5.9	5.9	**5.9**
My dissertation advisor returned my work promptly.	84	88	**72**	5.8	5.9	**5.8**
My dissertation advisor kept me informed about my academic progress.	67	72	**68**	5.5	5.6	**5.7**
My program provided an effective learning environment for its students.	69	72	**68**	5.6	5.7	**5.5**
My program was an intellectually stimulating place.	79	83	**68**	5.7	5.8	**5.7**
Faculty were scholarly and professionally competent.	81	88	**67**	5.8	5.9	**5.8**
Faculty were usually available after class and/or during office hours.	65	62	**67**	5.5	5.5	**5.5**
Communication between faculty and students in my program was good.	64	62	**65**	5.6	5.5	**5.5**
Faculty respected student opinions or ideas that differed from their own.	67	67	**64**	5.6	5.6	**5.6**
Faculty cared about students as individuals.	69	74	**64**	5.6	5.6	**5.5**
Faculty treated all students fairly.	70	78	**63**	5.6	5.7	**5.5**
My program was free of discrimination.	76	80	**63**	5.7	5.7	**5.7**
The program/TC had adequate resources for research or scholarship.	72	73	**63**	5.6	5.7	**5.7**
Program staff was caring and helpful.	61	66	**62**	5.4	5.5	**5.5**
Gottesman Libraries resources and services were adequate.	71	70	**61**	5.6	5.6	**5.6**
Adequate financial aid was available for most doctoral students.	79	82	**60**	5.7	5.8	**5.8**

Strengths and Challenges

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

Strengths	Gap 2010	Gap 2011	Gap 2012	Importance Mean	Agreement Mean
My dissertation advisor encouraged or supported my research idea(s).	0.4	0.6	0.4	5.8	5.4
Faculty were scholarly and professionally competent.	0.7	0.8	0.5	5.8	5.3
My dissertation advisor was knowledgeable about formal degree requirements.	0.6	0.7	0.4	5.6	5.2
Faculty respected student opinions or ideas that differed from	0.7	0.7	0.5	5.6	5.1

their own.					
Faculty were usually available after class and/or during office hours.	0.4	0.6	0.5	5.5	5.0
Faculty cared about students as individuals.	0.7	0.7	0.5	5.5	5.0
My program had clear requirements.	0.6	0.5	0.5	5.4	4.9
I had adequate training/opportunities to develop skills in oral communication and presentation.	0.7	0.7	0.4	5.3	4.9
I was able to register for courses I needed with few conflicts.	0.2	0.6	-0.1	5.1	5.2
I had flexibility to choose courses based on my life or career goals.	0.7	0.7	0.3	5.0	4.7

Strengths, 2012
Importance-Agreement Gap < 0.5

My dissertation advisor encouraged or supported my research idea(s).	Faculty were scholarly and professionally competent.	My dissertation advisor was knowledgeable about formal degree requirements.	Faculty respected student opinions or ideas that differed from their own.	Faculty were usually available after class and/or during office hours.
5.8 / 5.4	5.8 / 5.3	5.6 / 5.2	5.6 / 5.1	5.5 / 5.0

◆ Importance   ◯ Agreement

Strengths, 2012
Importance-Agreement Gap < 0.5

Faculty cared about students as individuals.	My program had clear requirements.	I had adequate opportunities to develop skills in oral communication and presentation.	I was able to register for courses I needed with few conflicts.	I had flexibility to choose courses based on my life or career goals.
5.5 / 5.0	5.4 / 4.9	5.3 / 4.9	5.1 / 5.2	5.0 / 4.7

◆ Importance   ◯ Agreement

Challenges	Gap 2010	Gap 2011	Gap 2012	Importance Mean	Agreement Mean
Quality of instruction in most classes was excellent.	1.0	1.0	1.0	5.8	4.8
My program supported me in the dissertation process.	1.1	1.3	1.0	5.8	4.8
Adequate financial aid was available for most doctoral students.	2.7	2.9	3.0	5.8	2.8
My academic program was excellent.	0.9	1.2	1.1	5.7	4.6
The program/TC had adequate resources for research or scholarship.	1.0	1.2	1.4	5.7	4.3
I had adequate training/opportunities to develop skills in preparing articles for publication.	2.1	2.4	2.4	5.5	3.1
There was a sense of community in my program.	0.9	1.2	1.1	5.4	4.3
My program provided a good variety of courses.	1.0	1.2	1.1	5.3	4.2
Classroom facilities were adequate.	0.7	1.3	1.1	5.3	4.2
I had adequate training/opportunities to develop skills in teaching/ pedagogy.	0.9	1.2	1.0	5.2	4.2
My dissertation advisor assisted me in search for employment.	1.1	1.7	1.4	5.1	3.7

Challenges, 2012
Importance-Agreement Gap > 1.0

Challenges, 2012
Importance-Agreement Gap > 1.0
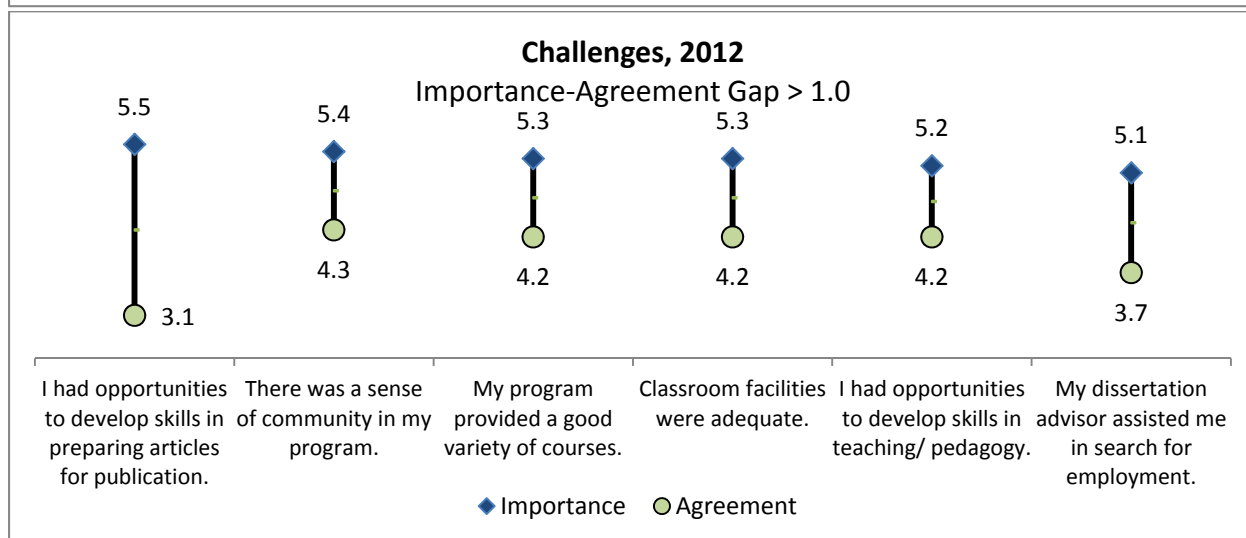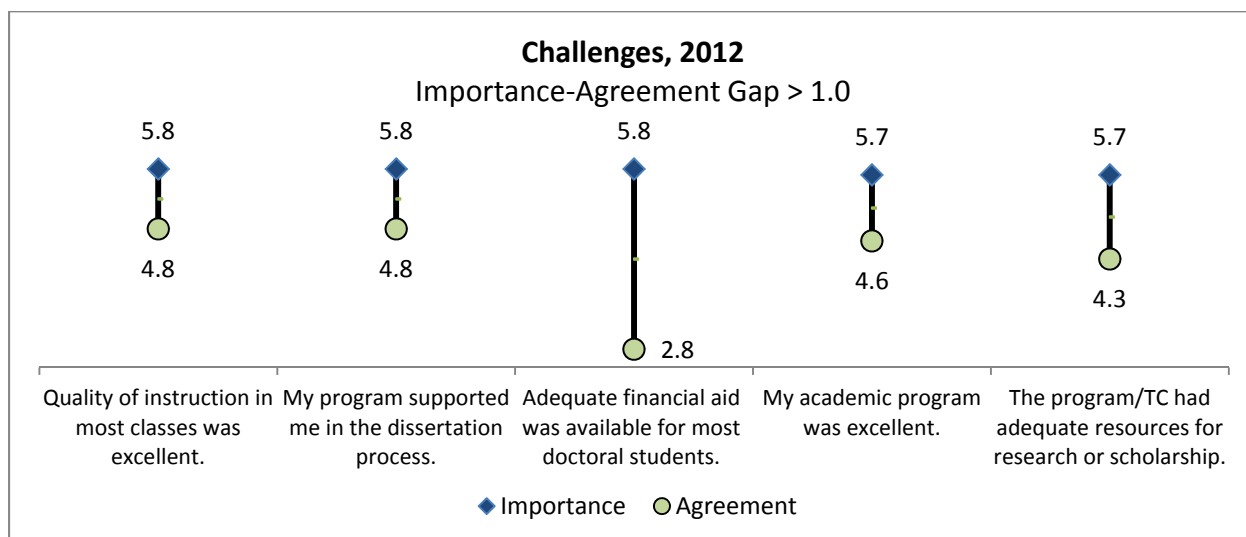
Overall Satisfaction

Similar to the previous years, over three quarters (80%-83%) of respondents were generally satisfied with their experiences at TC and felt their programs met their expectations. About two-thirds (66%-72%) stated that they would attend TC and their program if they could start over and would recommend their program to others. A majority of respondents (92%) felt they learned a lot while in the program. About two-thirds (65%) believed that tuition paid was a worthwhile investment (compared to 72% in 2011). Mean values of questions measuring satisfaction were between 4.0 and 5.1 on a six-point scale.

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

	2010	2011	2012
Overall, how did your program meet your expectations?	4.4	4.5	**4.5**
How much do you feel you learned in your program?	5.1	5.1	**5.2**
Overall, how satisfied are you with your experience?	4.5	4.7	**4.7**
Tuition paid was a worthwhile investment.	4.0	4.0	**4.1**
If you could start over, would you attend TC?	4.5	4.3	**4.5**
If you could start over, would you choose your program at TC?	4.5	4.4	**4.7**
Would you recommend your program at TC to others?	4.5	4.2	**4.4**

INTRODUCTION

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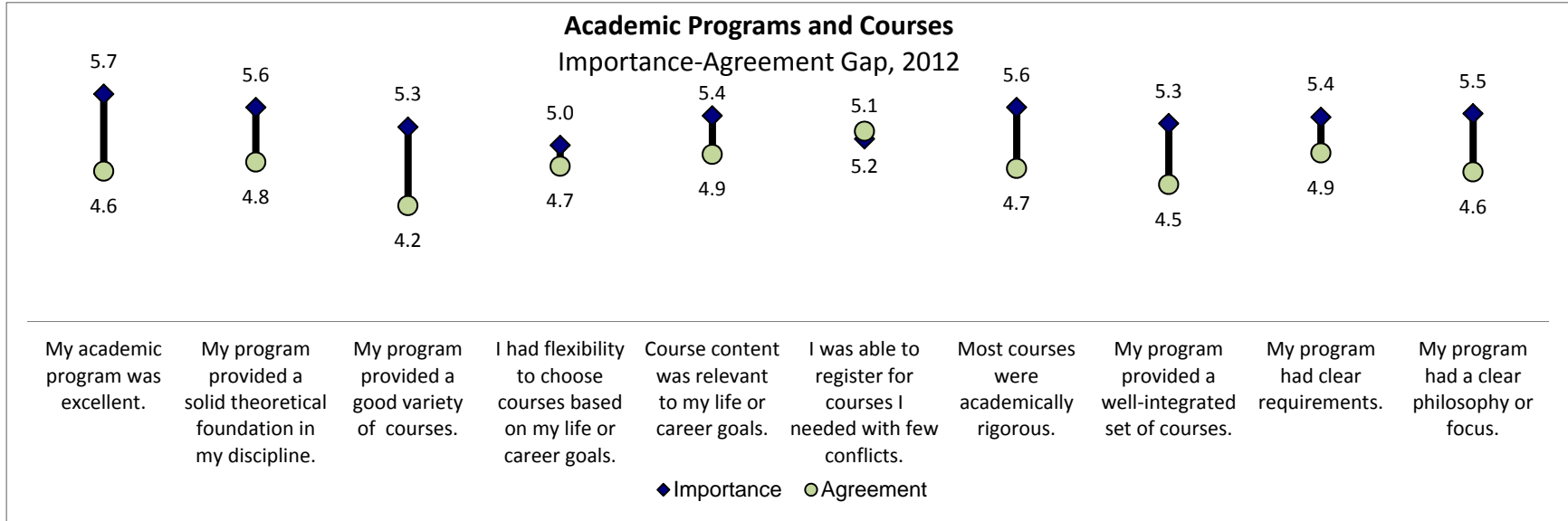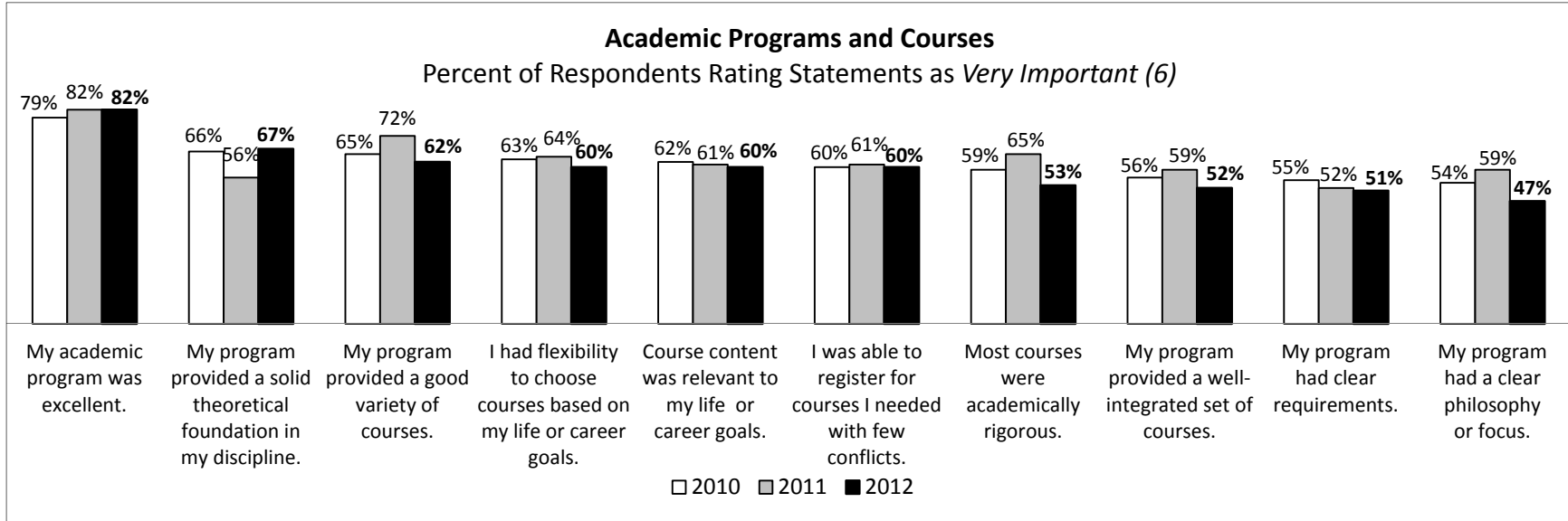
The questionnaire (Appendix D) includes 65 statements about academic programs and courses, instruction, academic advising, learning environment, resources, student support services, and statements measuring overall satisfaction. Survey participants were asked to rate each statement from not important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

The survey was administered to students who either graduated or applied for graduation in the academic year of 2011-2012. In May 2012, surveys were sent to 277 doctoral students. We received 67 completed surveys giving a response rate of 24%. The response rates for 2011 and 2010 were 31% and 47%, respectively. Response rates for departments and programs are presented in Appendix C, and respondents' characteristics in Appendix B.

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

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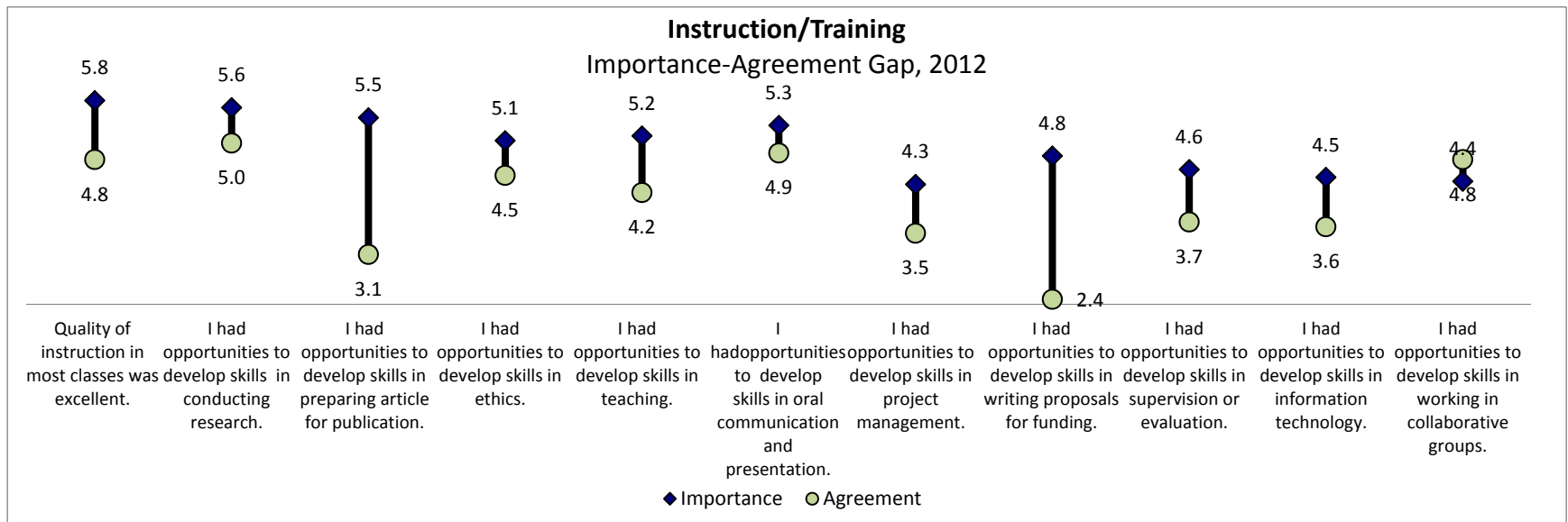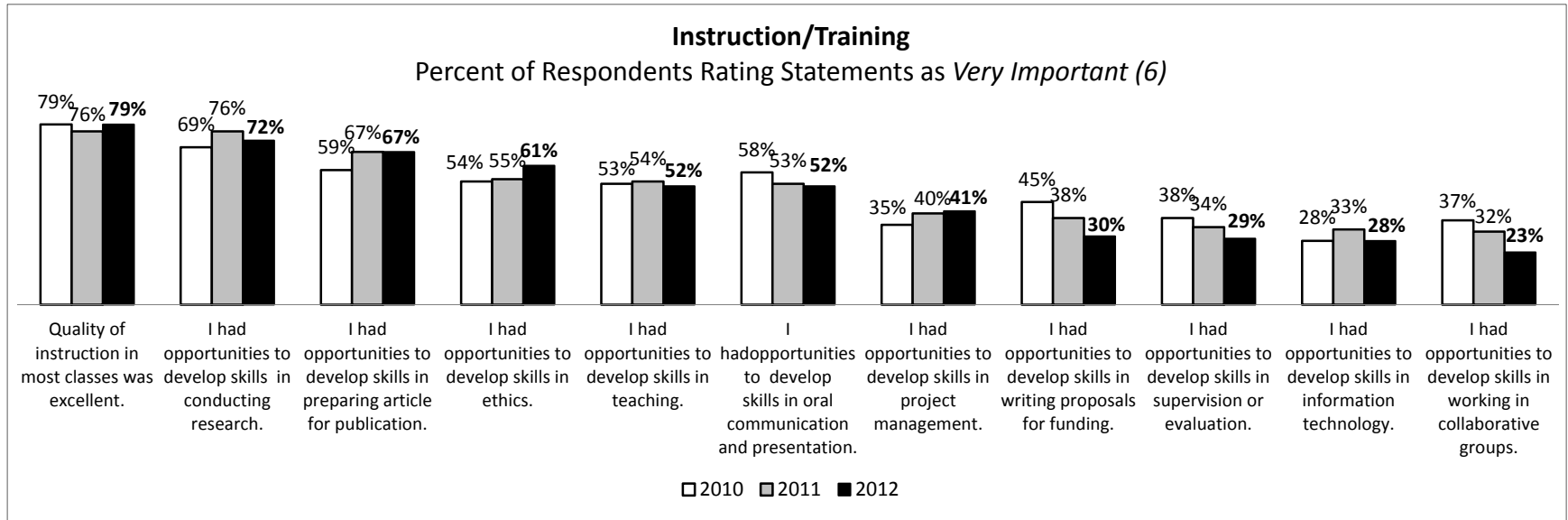
ACADEMIC PROGRAMS AND COURSES

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

	My academic program was excellent.	My program provided a solid theoretical foundation in my discipline.	My program provided a good variety of courses.	I had flexibility to choose courses based on my life or career goals.	Course content was relevant to my life or career goals.	I was able to register for courses I needed with few conflicts.	Most courses were academically rigorous.	My program provided a well-integrated set of courses.	My program had clear requirements.	My program had a clear philosophy or focus.
2010	79%	66%	65%	63%	62%	60%	59%	56%	55%	54%
2011	82%	56%	72%	64%	61%	61%	65%	59%	52%	59%
2012	82%	67%	62%	60%	60%	60%	53%	52%	51%	47%

Academic Programs and Courses
Importance-Agreement Gap, 2012

	Importance	Agreement
My academic program was excellent.	5.7	4.6
My program provided a solid theoretical foundation in my discipline.	5.6	4.8
My program provided a good variety of courses.	5.3	4.2
I had flexibility to choose courses based on my life or career goals.	5.0	4.7
Course content was relevant to my life or career goals.	5.4	4.9
I was able to register for courses I needed with few conflicts.	5.1	5.2
Most courses were academically rigorous.	5.6	4.7
My program provided a well-integrated set of courses.	5.3	4.5
My program had clear requirements.	5.4	4.9
My program had a clear philosophy or focus.	5.5	4.6

Thirty-three students from 21 programs provided written feedback about Program Curriculum and Courses.

- I especially liked the 'Colloquium' classes. These classes allowed me to not only learn from the professors and textbooks but also from my friends through discussions.
- I was fortunate to be in a program that allowed me to take a large portion of my courses outside of my department. This flexibility was incredibly important to me, as my research was rooted in (my field of study) but extended into new arenas, causing me to take a number of leadership courses.
- I found that the professors assigned readings based on their particular area of interest, rather than adapting course readings to the interests of the students registered in the class. I learned a lot about my professors' mentors, but not much about what has been going on in the field, outside of the professors' work.
- I think the courses offered were fairly good for my department. For the most part, I could get into the courses I needed and many were offered at night, which was a huge plus as I worked full-time. My issues with the courses were that there are simply too many required courses. A 90-credit program seems a bit much. …
- I felt that the curriculum was outstanding. All the courses taught by professors are excellent. However, I was disappointed by the courses taught by some graduate students who were all junior than me.
- I found that too many courses were designed for both master's and doctoral students, rather than (offered as) doctoral seminars. Thus, the courses were broad and had way too great a range of knowledge among students.
- I had an excellent experience overall, however there was significant confusion about what courses and what certification exams were necessary to fulfill the cross-departmental requirements. Specifically, my confusion regarding necessary certification exams delayed my progress by a semester, which was very frustrating. For future students, I think it is important for the departments to have a solid understanding of the requirements so as not to delay the progress of students.
- I found it disappointing that I was expected to take so many non-research courses, since my peers in many other programs took approximately one-half of our course load. By my third year, I was taking courses I was nearly qualified to teach, (in fact, a few of my peers were teaching those courses). Reducing the course load for students would also decrease the substantial financial load which causes many students to seek matriculation in other institutions. To avoid a general lowering of standards, more research output should be required.
- Due to the flexibility of my program I was able to take more rigorous courses than was offered at the main campus; however it would have been nice to have more rigorous courses without master's students at Teachers College. Some doctoral students-only courses would be better because some of the classes are dumbed down too much for the master's.
- I enjoyed my program and learned much in this environment. I have also taken courses at Columbia University and I found that generally, their expectations are much higher, the classes are more challenging and the syllabus is more rigorous than at Teachers College.
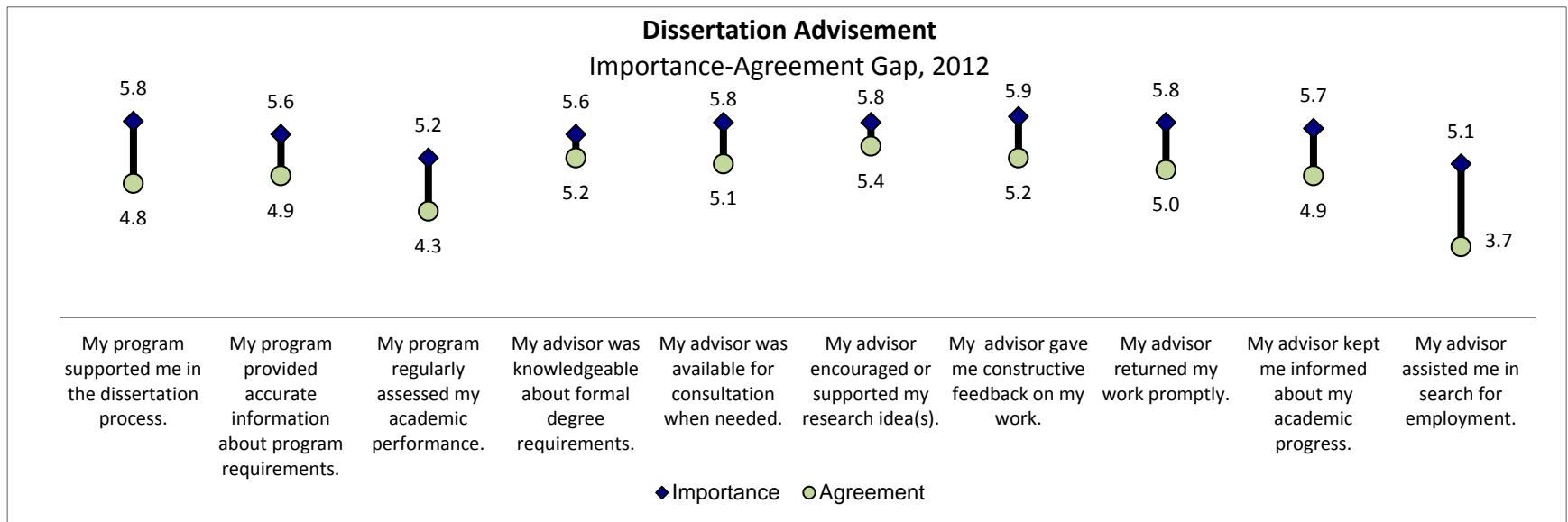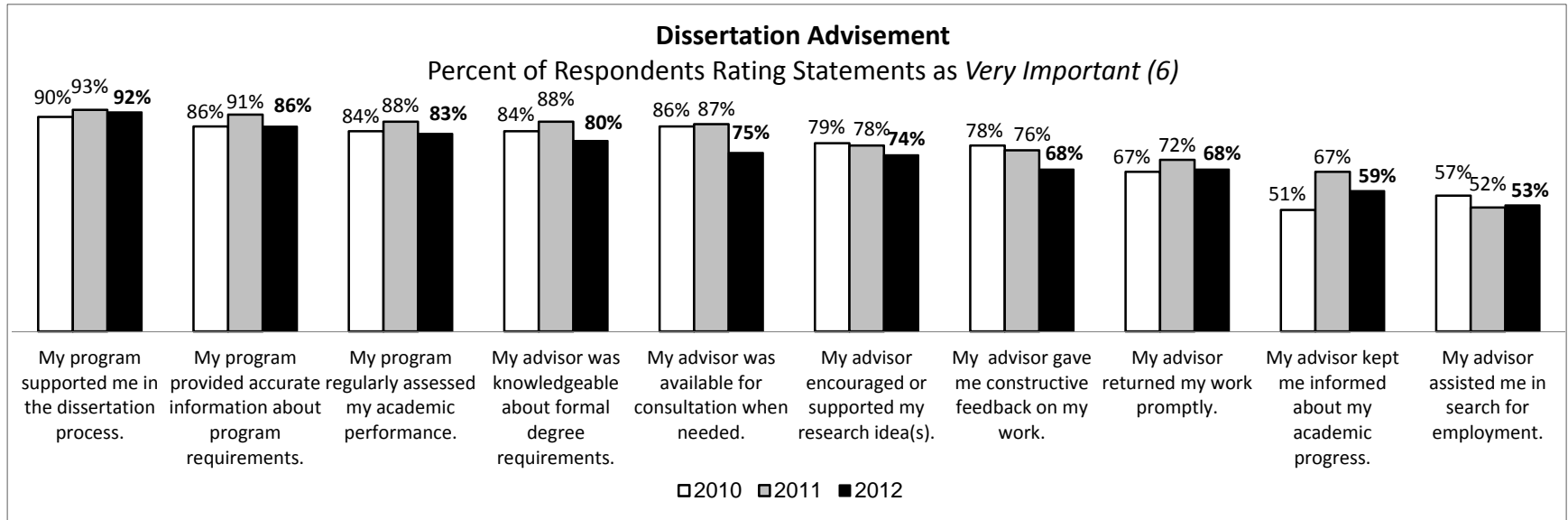
INSTRUCTION / TRAINING

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

Statement	2010	2011	2012
Quality of instruction in most classes was excellent.	79%	76%	**79%**
I had opportunities to develop skills in conducting research.	69%	76%	**72%**
I had opportunities to develop skills in preparing article for publication.	59%	67%	**67%**
I had opportunities to develop skills in ethics.	54%	55%	**61%**
I had opportunities to develop skills in teaching.	53%	54%	**52%**
I had opportunities to develop skills in oral communication and presentation.	58%	53%	**52%**
I had opportunities to develop skills in project management.	35%	40%	**41%**
I had opportunities to develop skills in writing proposals for funding.	45%	38%	**30%**
I had opportunities to develop skills in supervision or evaluation.	38%	34%	**29%**
I had opportunities to develop skills in information technology.	28%	33%	**28%**
I had opportunities to develop skills in working in collaborative groups.	37%	32%	**23%**

Instruction/Training
Importance-Agreement Gap, 2012

Statement	Importance	Agreement
Quality of instruction in most classes was excellent.	5.8	4.8
I had opportunities to develop skills in conducting research.	5.6	5.0
I had opportunities to develop skills in preparing article for publication.	5.5	3.1
I had opportunities to develop skills in ethics.	5.1	4.5
I had opportunities to develop skills in teaching.	5.2	4.2
I had opportunities to develop skills in oral communication and presentation.	5.3	4.9
I had opportunities to develop skills in project management.	4.3	3.5
I had opportunities to develop skills in writing proposals for funding.	4.8	2.4
I had opportunities to develop skills in supervision or evaluation.	4.6	3.7
I had opportunities to develop skills in information technology.	4.5	3.6
I had opportunities to develop skills in working in collaborative groups.	4.4	4.8

Twenty-one students from 14 programs provided written feedback about Quality of Instruction.

- I thought that my program gave me an incredible opportunity to teach. That was absolutely wonderful, and I absolutely loved it.
- I think that for many of the doctoral students, a financial course and grant-writing would be beneficial as many students would remain in academia where they will have to deal with funding situations and write several grant proposals.
- Most graduate students given courses to teach did not have a grasp on the content and lacked teaching skills and experience. Students taking these courses were generally dissatisfied by the quality of instruction.
- The program did not explicitly address many of these categories (on the survey). I had to deliberately seek out information pertaining to many of these categories, as I needed it. Many times, by the time I realized I needed such training, it was too late.
- The lack of direct instruction and training for doctoral students in obtaining research grants and external funding at Teachers College borders on unethical. It is an institution that funds its students so poorly that it should take greater steps to help students fund themselves and prepare them for their professional skill.
- I think that our program did not provide a lot of mentoring support in either becoming a scholar/researcher or a practitioner. It really was a 'you're-on-your-own' approach for most of the program. That being said, there were so many really nice faculty who did what they could, but we were direly in need of more professors and support to help through the program. It would be wise to have more practical workshops for credit that focus on, 'How to write a dissertation,' 'How to publish a paper,' 'How to write a grant,' etc. Many of our required classes are outside of our department and there is always something lost in the translation because of that. Also, I am not opposed to have adjuncts come in and teach courses but, Teachers College needs to do a much better job of paying them appropriately and keeping them plugged into the TC community, so they do not feel like underpaid visitors unmotivated to help students like us who really need them.
- It is difficult to answer some of these questions (on the survey) because my program was so limited. The majority of the classes in my program were excellent and I continue to draw on them. Other 'courses' were skeletal at best, but that might have been due to the instructor sending a strong message that he or she did not want to be there, and less about a curriculum outline. Other courses I took in other programs were excellent. Overall, I walk away from Teachers College feeling very proud of my association and tremendously enriched by the educational experience and environment. In my opinion, most of my instructors were outstanding.
- I can clearly say that I learned nothing about how to publish an article. I pushed a lot of the faculty to let me be involved in projects they were conducting. I finally got into a project and so I learned how to do research. If I did not do so, I would have been in a position where I knew nothing about doing research. I felt that the faculty wanted to work with the hardworking students who wanted to be involved in all the projects that the program was conducting and who wanted to be the best. … Thus, if you do not push the limits, you are not given a chance to be involved in academic work, learn how to conduct research, publish articles, and even get some funding, etcetera, at Teachers College.
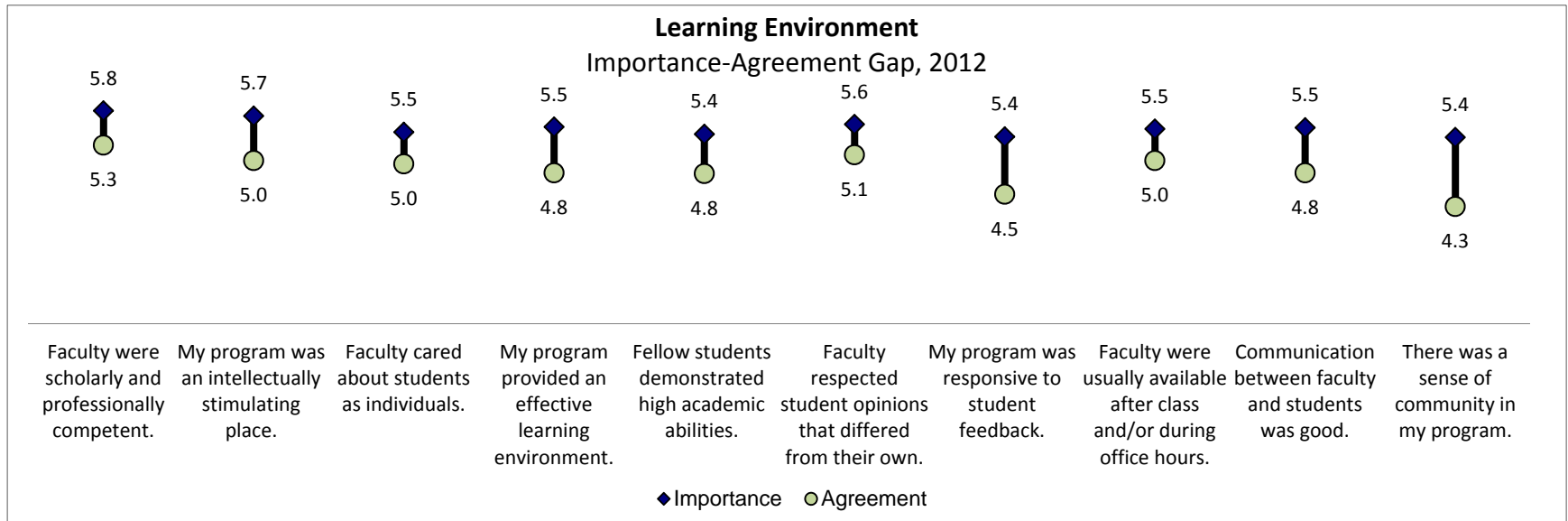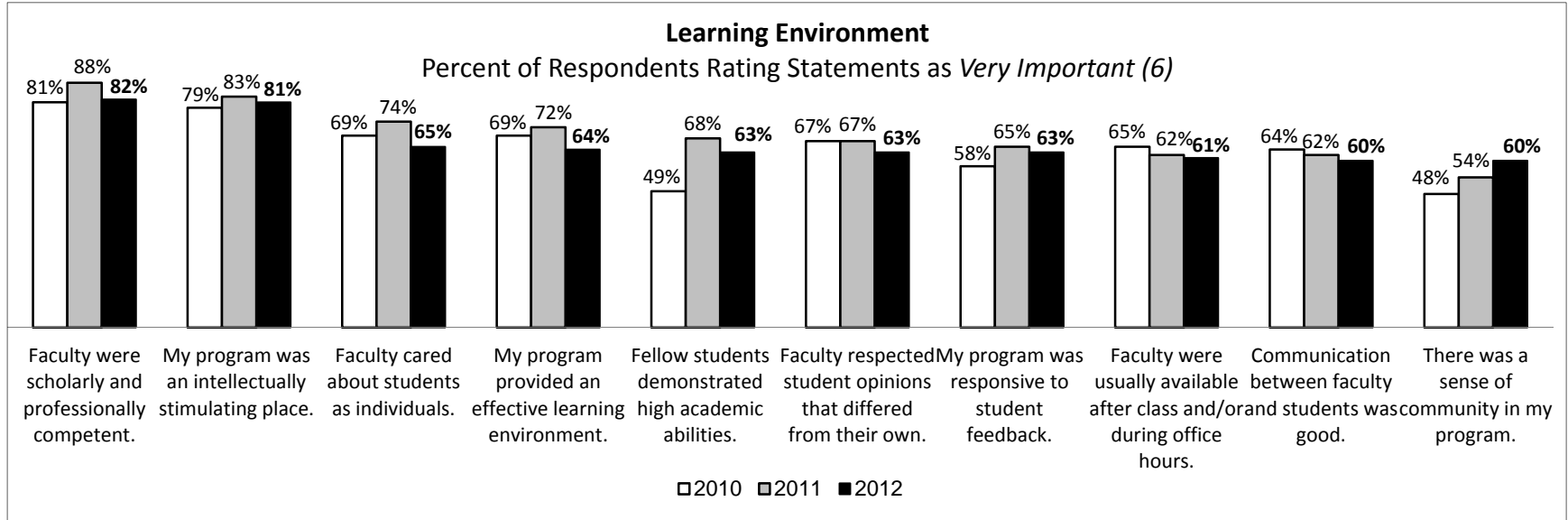
DISSERTATION ADVISEMENT

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

□2010 ■2011 ■2012

Dissertation Advisement
Importance-Agreement Gap, 2012

◆Importance ○Agreement

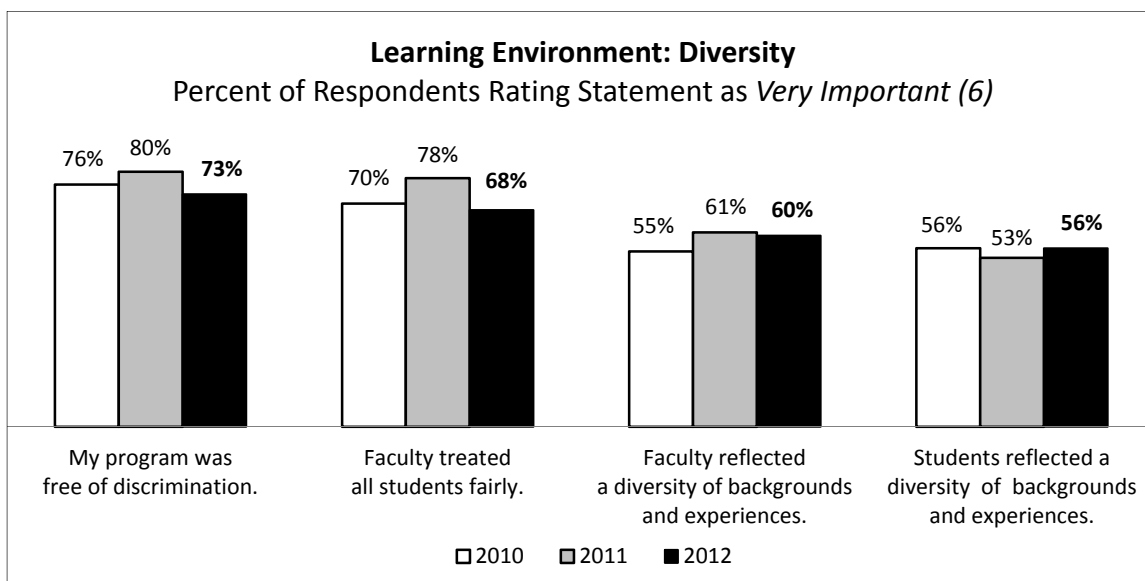Thirty students from 21 programs provided written feedback about Dissertation Advisement.

- My advisor was absolutely outstanding. If looking for an example of a phenomenal advisor, I suggest studying Dr. B. I would give her drafts of chapters and she would return them within a day or two, with very detailed feedback. She is nurturing with students, but also firm on deadliness. I think had it not been for Dr. B, I never would have gotten any of the funding I received... We met every other week to discuss where I was in my writing process and she offered excellent feedback on how to progress forward.

- My dissertation advisor is perhaps the most amazing woman on the planet. She supported me every step of the way in every possible situation. She is such a gift to Teachers College.

- There is a lot of paperwork involved in the whole Ph.D. process. It would be a great help if these forms were placed online in view of the difficulty in finding professors to sign the forms.

- I found my dissertation advisor to be unavailable and not helpful. He did not provide guidance or support throughout the process and left me to work independently the majority of the time. Early on, I asked about getting help publishing a paper - it was his suggestion to publish it - and his response was, "I can't help you with that." I would say that it was indicative of his approach to advising students.

- I found that navigating the doctoral requirements in my program was nothing short of a nightmare, despite my spending hours each week reading doctoral handbooks, asking questions, and collecting forms/papers/information as quickly as I could. I found that the requirements were never clear, and information from different sources conflicted. My advisor was hard to reach and nearly always delayed in getting work back to me, however she encouraged my ideas, and had good comments on the material I brought her at our meetings. I can honestly say I cannot imagine what my dissertation would have looked like without her influence.

- Although I adore my dissertation advisor and think very highly of my advisor, the support I received was not what I had anticipated. There was always time for general questions and such, however, this is not the type of doctoral/student mentorship that I have heard about or seen in other programs. There needs to be more support in the dissertation writing phase of the process. This means required workshops and or seminars for every semester that you are working on your dissertation…

- My advisor has too great of a workload. He routinely takes on six or more new graduate students a year. At any given time, he may have more than 20 doctoral students, making it impossible for him to track all of our progress. Teachers College should limit the number of doctoral students that are accepted to ensure that no professor is working with too many students, or that there is not enough funding for their students.

- My advisor was usually prompt with returning drafts of my dissertation and providing me with feedback (except when she was on sabbatical the semester before I defended and she only returned one of my e-mails). I definitely felt like I was on my own, in terms of figuring out how to conduct the research for and write up my dissertation. She always met with me when I asked, but never provided me with helpful feedback or advice.
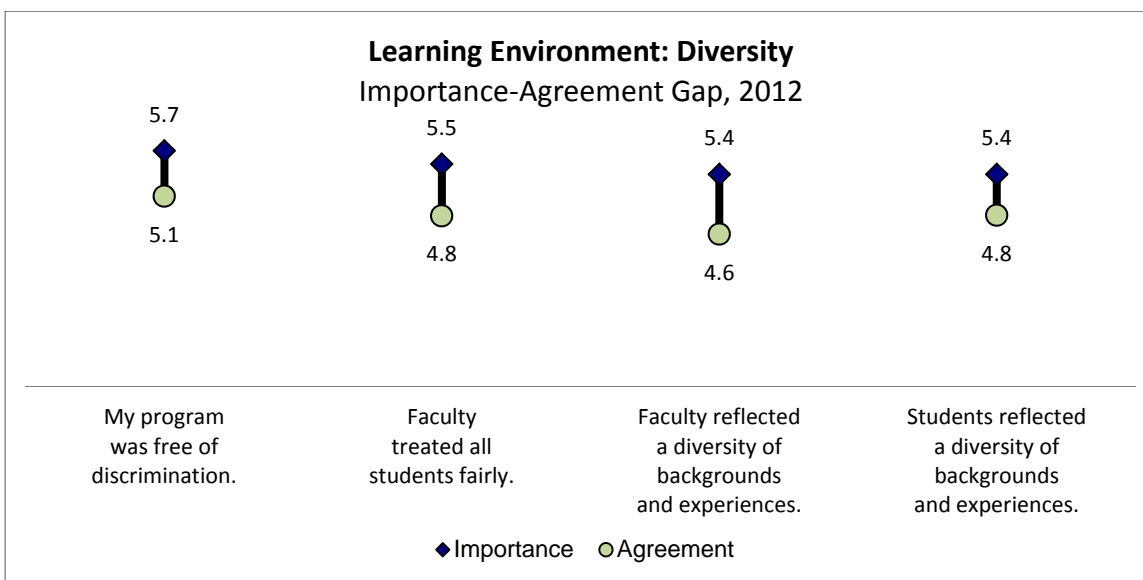
LEARNING ENVIRONMENT

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

Faculty were scholarly and professionally competent.: 81% / 88% / **82%**
My program was an intellectually stimulating place.: 79% / 83% / **81%**
Faculty cared about students as individuals.: 69% / 74% / **65%**
My program provided an effective learning environment.: 69% / 72% / **64%**
Fellow students demonstrated high academic abilities.: 49% / 68% / **63%**
Faculty respected student opinions that differed from their own.: 67% / 67% / **63%**
My program was responsive to student feedback.: 58% / 65% / **63%**
Faculty were usually available after class and/or during office hours.: 65% / 62% / **61%**
Communication between faculty and students was good.: 64% / 62% / **60%**
There was a sense of community in my program.: 48% / 54% / **60%**

□2010 ▨2011 ■2012

Learning Environment
Importance-Agreement Gap, 2012

Faculty were scholarly and professionally competent.: Importance 5.8 / Agreement 5.3
My program was an intellectually stimulating place.: 5.7 / 5.0
Faculty cared about students as individuals.: 5.5 / 5.0
My program provided an effective learning environment.: 5.5 / 4.8
Fellow students demonstrated high academic abilities.: 5.4 / 4.8
Faculty respected student opinions that differed from their own.: 5.6 / 5.1
My program was responsive to student feedback.: 5.4 / 4.5
Faculty were usually available after class and/or during office hours.: 5.5 / 5.0
Communication between faculty and students was good.: 5.5 / 4.8
There was a sense of community in my program.: 5.4 / 4.3

◆ Importance ○ Agreement

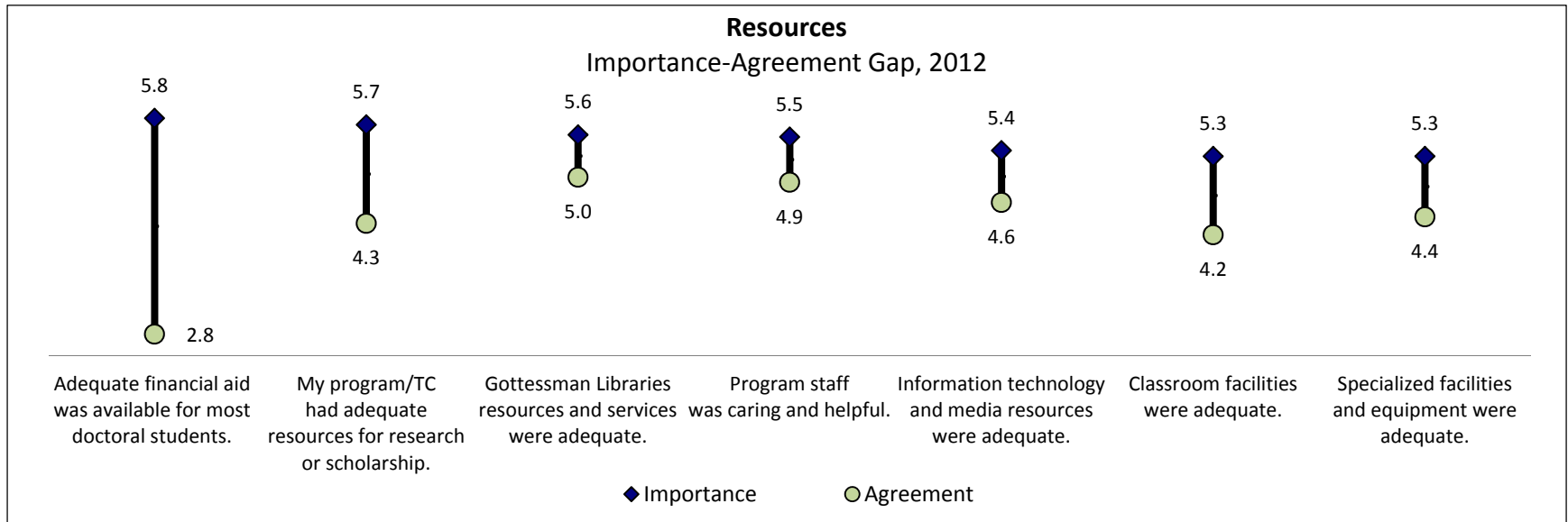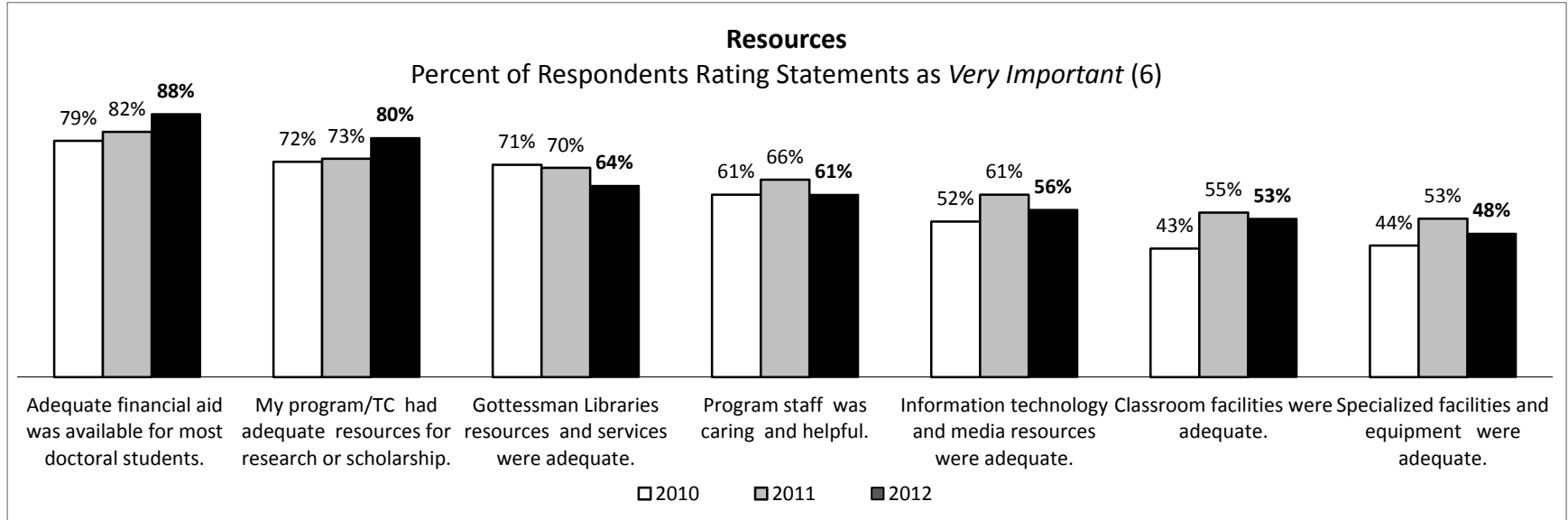Fifteen students from 13 programs provided written feedback about Learning Environment and Diversity.

- The faculty and students in Program X were a loving, supportive bunch of individuals. I found that everything was academically rigorous, but also nurturing.
- The Program regularly hosts events for students to attend. As a student, I was invited to attend weekend workshops, other students' dissertation defense mini-receptions, presentations of other doctoral students' proposals, mini-conferences led by the Program's doctoral students, etc. It was a wonderful way to build community.
- The program did a good job of sponsoring events intended to build relationships between students as well as with faculty members.
- There is a large preference given to students (in a particular specialization) over those in the regular program. This did not sit well with me, as these students were told they were superior, and acted as superior to others.
- This is not a student-centered program. Efforts to bring students together were minimal.
- Regarding survey statement (#40), *Faculty respected student opinions or ideas that differed from their own*: They tolerated and allowed expression, but rarely acted on it. They still did what they wanted.
- Regarding survey statement (#44), *There was a sense of community in my program*: Six years here and I do not know what that means. Different things to different people; one man's community is another man's alienation. This question is too vague to be useful.

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

	My program was free of discrimination.	Faculty treated all students fairly.	Faculty reflected a diversity of backgrounds and experiences.	Students reflected a diversity of backgrounds and experiences.
2010	76%	70%	55%	56%
2011	80%	78%	61%	53%
2012	**73%**	**68%**	**60%**	**56%**

Learning Environment: Diversity
Importance-Agreement Gap, 2012

	My program was free of discrimination.	Faculty treated all students fairly.	Faculty reflected a diversity of backgrounds and experiences.	Students reflected a diversity of backgrounds and experiences.
Importance	5.7	5.5	5.4	5.4
Agreement	5.1	4.8	4.6	4.8

◆ Importance   ○ Agreement

- I think the learning environment was as good as the faculty and students in each class. I think our program does embrace difference. They needed to do a better job of strategically and purposefully infusing more diversity topics/issues into the curriculum, but so does most of Teachers College. The environment was congenial and the students were close. I have great connection with other students; however, some of the faculty was out of touch. I felt that some professors had obvious biases either towards the image of a traditional students, i.e., under 26, while others seemed to prefer male students.
- The absence of African American and Latino faculty is difficult to reconcile with the percentage of them educated in New York. I only had two professors representing peoples of the African Diaspora (including the Caribbean, Latin America, Continental Africa), and one professor representing the Asian Diaspora.
- The full-time, full and associate professorships in Program X during the period I was there, emphasized foreign scholars. The only American faculty was adjuncts or lecturers teaching studio classes or student teacher placement or observation classes. This felt odd in a top US teaching program. While I appreciated being exposed to the cultural aspects that such professors provided, the teaching techniques could be less rigid and more student-centered or interactive. But more importantly, I wondered why over the 12 years that I was in the program, not one American professor was hired for the program.
- The financial aid office did not care about my situation or try to understand the financial stress I was under, and rather insisted I apply for additional loans after already having a large loan amount which appears un-payable at present. I thought they were prejudiced towards BLACK people and minorities. I have made known my financial distress several times and my situation to the counselor, but each time there was limited funding. Then I would find that my white colleagues, who were not in financial difficulties as I was, received funding or Grant-in-Aids. I felt information given was biased and directed at specific groups based on color or profiling.
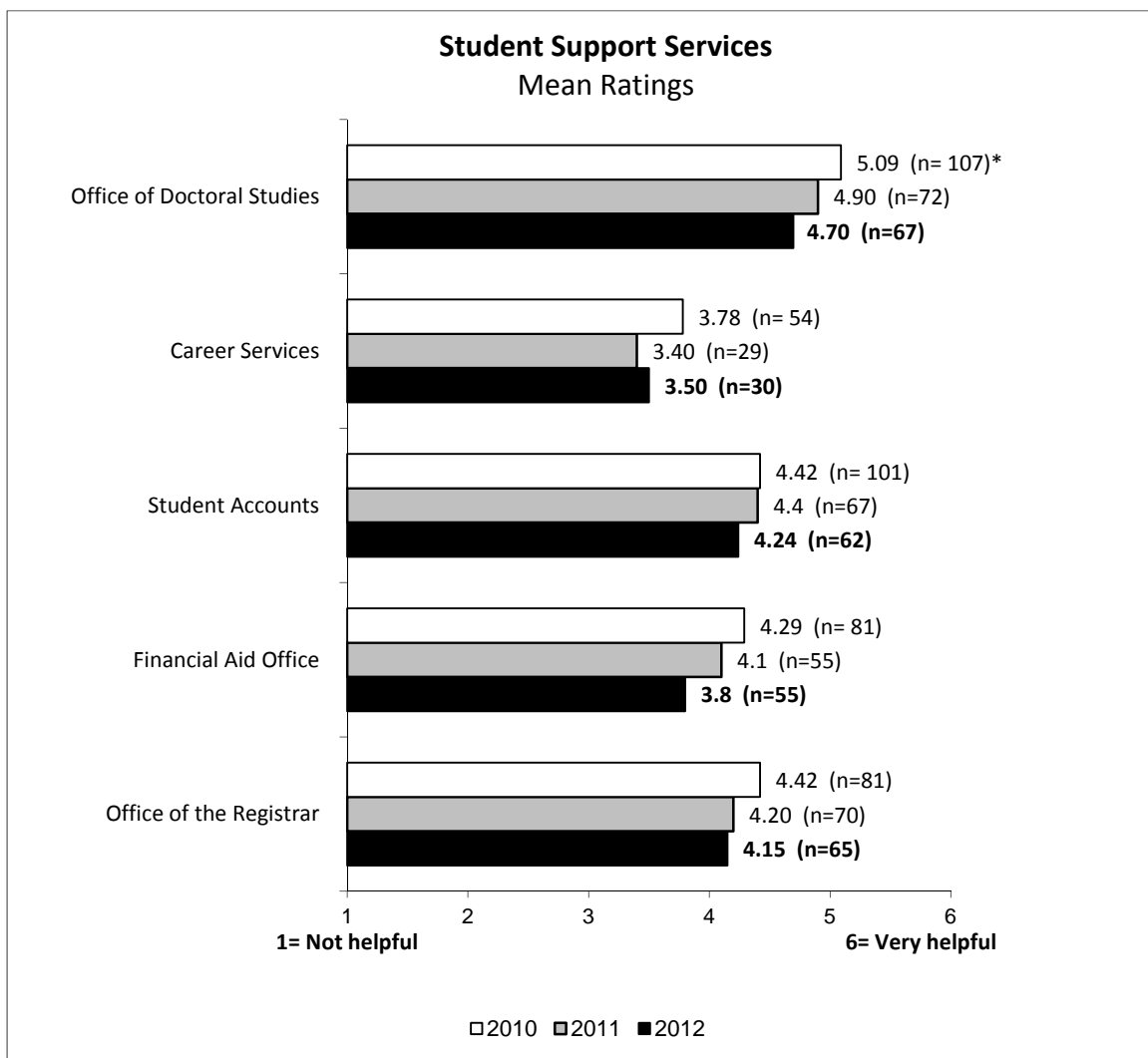
RESOURCES

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

- 79% 82% **88%** — Adequate financial aid was available for most doctoral students.
- 72% 73% **80%** — My program/TC had adequate resources for research or scholarship.
- 71% 70% **64%** — Gottessman Libraries resources and services were adequate.
- 61% 66% **61%** — Program staff was caring and helpful.
- 52% 61% **56%** — Information technology and media resources were adequate.
- 43% 55% **53%** — Classroom facilities were adequate.
- 44% 53% **48%** — Specialized facilities and equipment were adequate.

□2010 ▨2011 ■2012

Resources
Importance-Agreement Gap, 2012

- 5.8 / 2.8 — Adequate financial aid was available for most doctoral students.
- 5.7 / 4.3 — My program/TC had adequate resources for research or scholarship.
- 5.6 / 5.0 — Gottessman Libraries resources and services were adequate.
- 5.5 / 4.9 — Program staff was caring and helpful.
- 5.4 / 4.6 — Information technology and media resources were adequate.
- 5.3 / 4.2 — Classroom facilities were adequate.
- 5.3 / 4.4 — Specialized facilities and equipment were adequate.

◆ Importance   ○ Agreement

Twenty-eight students from 18 programs provided written feedback about College or Program Resources.

- The staff in the Gottesman Libraries were exceptionally helpful. When it came to the depth of the library, most of the books I sought in relation to the program were available. If the books were not available, the library performed above and beyond expectations to either loan or even purchase the materials. One area for improvement would be the 'recall' process. If a recall is given, the book should not be returned if checked out and due back for over a month. Also, once the recall is completed, the person who returned the book should be contacted whenever the book is made available and not checked out.
- I found the Gottesman Library website hard to deal with so I spent a lot of time trying to get information. The interface seemed capricious at times.
- I found the computer lab personnel to be very helpful the couple of times when I needed help.
- *#56, *Adequate financial aid was available for most students*: Seriously? You need to ask this question? Besides, how would I know what other students received? The financial 'good' is so limited that very few people talk about what they receive. There is no way to accurately answer this question without relying on hearsay, hardly the kind of data to hang a conclusion on. This topic does not need any more comment.
- Is #56 (*Adequate financial aid was available for most students*) a joke? Did the college provide adequate financial aid for most students—I think everyone involved at Teachers College is aware that there is NOT adequate financial aid available.
- I cannot understand how despite how much tuition costs for a typical doctoral student in a 90-credit program, how little support and resources are provided in return. It is abysmal! There are some serious inequity issues at this school. I think Teachers College has rested on its name and reputation for way too long, and word is starting to get out that this school does not do an adequate job of supporting student success.
- Funding is a huge problem, especially for doctoral students. Similar caliber institutions provide tuition coverage plus a stipend and Teachers College offered extremely little tuition coverage. This forces the students to work to get any money, which puts additional strain on their ability to form community and focus on the academics of the program and dissertation experience.
- The classrooms are a disgrace, however I felt they have improved during my six-year program. However, I think they are very shabby for a university of this caliber.
- I did have some issues at Teachers College, such as the room to teach in not being adequate. For example, I taught one semester on the first floor of Thorndike in a room where the lights/media would both go out at least once per period. Another semester, I taught in essentially a hallway closet in Macy, with 28 students…
- The program could do with some additional resources and funding. For example, there were no rooms/labs available to run experiments for doctoral students. I suggest that additional labs be provided to the program. Another thing I found disappointing was that scholarships were given to only some students. I received no financial support from the program for my doctoral research, and I received no financial assistance for the entire number of years I was doing my doctorate.
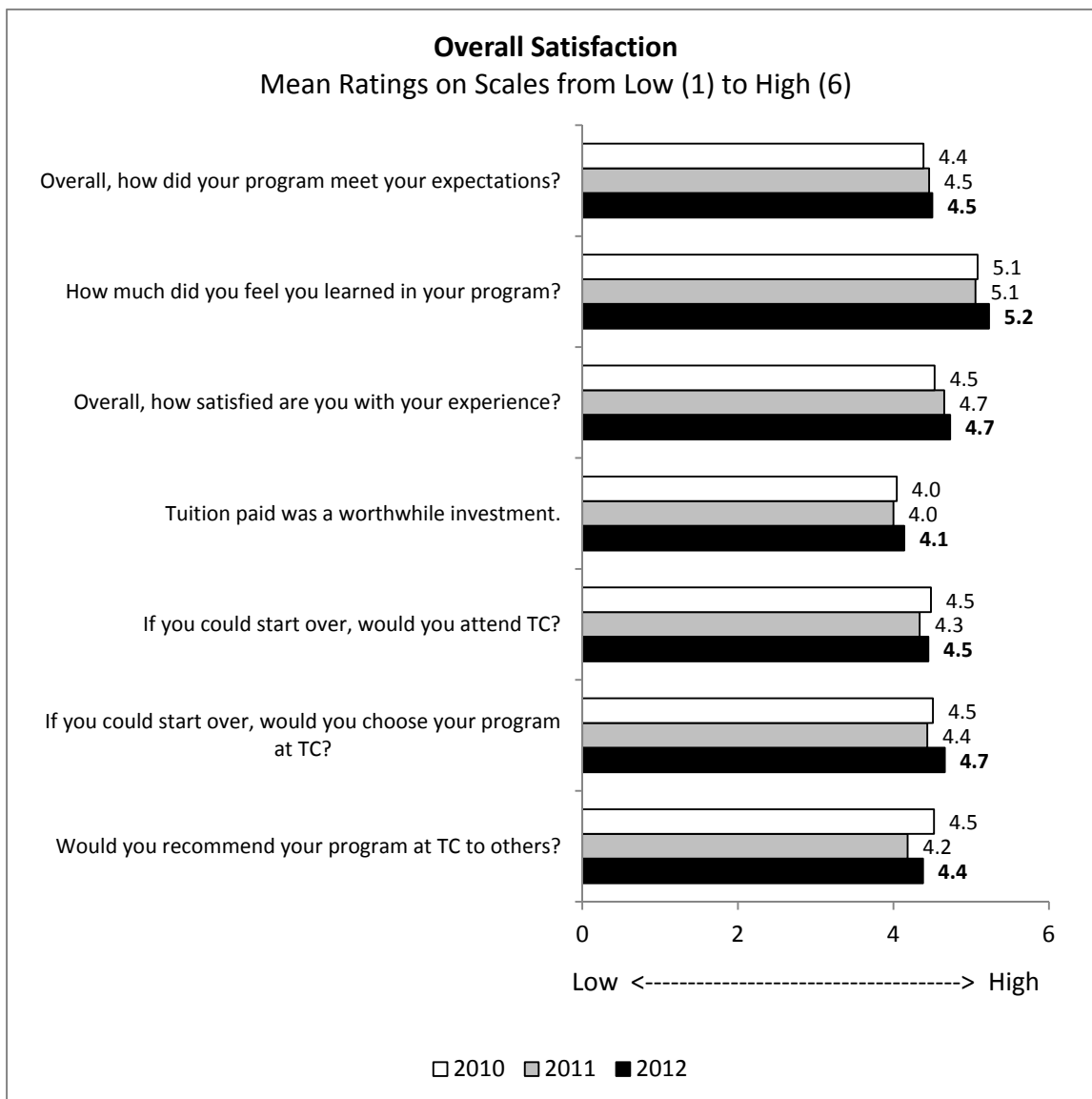
STUDENT SUPPORT SERVICES

Student Support Services
Mean Ratings

Office of Doctoral Studies: 5.09 (n= 107)*, 4.90 (n=72), **4.70 (n=67)**

Career Services: 3.78 (n= 54), 3.40 (n=29), **3.50 (n=30)**

Student Accounts: 4.42 (n= 101), 4.4 (n=67), **4.24 (n=62)**

Financial Aid Office: 4.29 (n= 81), 4.1 (n=55), **3.8 (n=55)**

Office of the Registrar: 4.42 (n=81), 4.20 (n=70), **4.15 (n=65)**

1= Not helpful   6= Very helpful

□2010 ▨2011 ■2012

Twenty-six students from 16 programs provided written feedback about Student Support Services.

- I have always had a pleasant and very supportive experience at the Office of Registrar. The Office of Doctoral Studies was prompt with feedback prior to my first deposit.
- (One person) at the Doctoral Office was always incredibly helpful. I really felt like he was always on my side, and willing to help me work through the necessary bureaucratic hoops. The other offices (Registrar, Financial Aid, Student Accounts, Career Services) always answered my questions and concerns in a professional manner.
- I found that the Admissions Office was great and very helpful. The Office of Doctoral Studies was difficult to navigate—sometimes helpful other times very judgmental. Residential Services was the pits, we had to live with mice and cockroach infestations with little empathy from the incompetent management. All they would say is 'the building is so old!'
- … There were issues with paperwork/administrative/logistical struggles, and issues with the different offices that manage student paperwork. (We) could do with significant improvement in the area of (having) kinder, more helpful people working in the student logistical support capacity.

- I encountered many challenges with various departments at least once per semester. For example, on one occasion, my tuition waiver got lost or did not go through on time, or my Master's was still not transferring, my scholarship did not log right away, or some other paperwork headache made starting or ending a semester so stressful. This was honestly the most difficult part about Teachers College—keeping all of it straight in the first place; and then, once you got everything to the office it needed to go to, following up with that office multiple times and babysitting your paperwork until it made it through on time. It added a lot of strain to an already stressful situation... My colleagues and I had a running joke that you go into a TC office expecting to be mistreated, and it is a good day if the opposite occurs. It is a sad face for such an otherwise wonderful college to be putting forward. I wonder if there is a way to change office culture at TC, and if so, let us do that.
- Many of the offices at Teachers College are completely inefficient and difficult to maneuver. Office of Doctoral Studies makes it almost impossible to graduate. You feel like behind every hoop, is another hidden one. I think that the technology needs to move into the direction of the 21st century. The number of tasks and extra steps needs to be reviewed.
- The Registrar Office made errors almost every semester for my first two years and denied my ability to register several times, claiming they were missing transcripts and verification of my undergraduate degree.
- The Registrar and Financial Aid offices are horrible. The majority of the staff is rude and unhelpful. I did work with (name) in Student Accounts and she was wonderful. It was with her help that I was able to navigate the other offices at Teachers College. The Office of Doctoral Studies needs to improve their information dissemination. I had to constantly check with (name) to ensure my paperwork was received and processed. It was not a given that things given to Office of Doctoral Studies would be processed correctly. They lost my paperwork at times. In general, TC Student Support Services are poor and need vast and immediate remediation.
- Student Accounts must turn around loan reimbursement checks faster than 3-4 weeks. It is absurd that they hold the loan checks for that long for "processing." (How much interest is the school earning on those funds while they "process" the checks for a month??) Loans for living expenses, books, and tuition are of little worth when you cannot access them until a quarter of the way through the semester. Unacceptable.
- Career Services helped me with my resume and provided me with a template for my cover letter, which was great, but I do not feel I have been well-supported with my job hunt thus far. Many professor positions require a statement of teaching philosophy and a research statement. I found that locating non-academic jobs in teacher professional development has been challenging. Some guidance as to where such jobs are posted and whether there are head-hunters for such jobs would be helpful.
- I actually found the administrative staff in Student Support Services to be grumpy and not at all invested in helping students through their process. With the exception of (name), who was the consummate professional and extremely helpful and accessible to students, the rest of the staff in the Office of Doctoral Studies, Financial Aid, and Student Accounts were unfriendly and always seemed bothered by requests. They always made students feel as if they were doing us a favor by answering our questions or getting us necessary information.

OVERALL SATISFACTION

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

Overall, how did your program meet your expectations?
- 4.4
- 4.5
- **4.5**

How much did you feel you learned in your program?
- 5.1
- 5.1
- **5.2**

Overall, how satisfied are you with your experience?
- 4.5
- 4.7
- **4.7**

Tuition paid was a worthwhile investment.
- 4.0
- 4.0
- **4.1**

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

If you could start over, would you choose your program at TC?
- 4.5
- 4.4
- **4.7**

Would you recommend your program at TC to others?
- 4.5
- 4.2
- **4.4**

Low <------------------------------------> High

□ 2010 ■ 2011 ■ 2012

Thirty students from 21 programs provided written feedback about their General Student Experience at Teachers College.

- Overall, I had a great experience at Teachers College (TC). It was the most significant experience of my adult life.
- My program is unusual, not offered at many graduate schools in the U.S. I was glad to find the program because I had been looking for such a program for a long time.
- My program was an amazing gift to my life. I have nothing but wonderful things to say about my professors, colleagues, students and experience. I will honestly miss it. Actually, I miss not teaching already, and would recommend it to anyone looking for a life-altering, awesome educational journey. I cannot say enough good things about it.
- Teachers College is the best college for Education, especially doctoral studies. Program X is interdisciplinary and relevant for the 21st century. Excellent program.

- I really love my program and my professors, and find it difficult to imagine not having the opportunity to work with the people that have supported me all these years.
- Columbia looks great on my resume, but I definitely do not think the quality is there to back-up the name (in my department at least). Professors do not work collaboratively, and thus their research is not that innovative or impactful.
- I found that the program was not academically rigorous or intellectually stimulating, and the skills I need as a researcher I felt I had to acquire on my own. I find myself graduating with fewer research and statistical skills than I had hoped I would, but I plan to do a lot of learning on the job.
- I should have gone to a more rigorous institution that was more committed to student support and well-being. I made the most of my experience, but in retrospect, it was not a good decision to attend given the lack of financial support and my poor relationship with my advisor.
- The combination of a lack of funding and a lack of support in the first three years of coursework, has made me hesitant to recommend Teachers College to others.
- It is hard to answer some of these questions because I work at the University and therefore had Tuition Exemption. If I did not have that benefit, there is no way I would have attended Teachers College because I could not afford it, and also because I could go elsewhere and get more attention and support at a much lower price. I did really like many of my faculty and I absolutely learned a lot, but I am still not sure at this point in my career that this degree is going to make that much of a difference in terms of my professional goals. I would recommend this university to someone who also works at the University and can go for minimal cost.
- The answers to my (survey) questions are contradictory because I really like my program, but not Teachers College, and obviously it is not possible to attend my program without attending TC. I would recommend my program to others with the strong caveat that being a Ph.D. student at TC is very difficult. Maybe things will get better with more funding, and my experience was perhaps worse than most because I received no funding. However, I would not wish what I had to go through to complete my Ph.D. on anyone.
- Overall, I had some good experiences at Teachers College. However, compared to students in similar programs at other schools, I felt under-prepared. I was not directed or pushed to publish as much as I should have. The opportunity to collaborate with faculty on research and publications was seriously lacking. In addition, I leave TC $40,000 in debt, where my counterparts at other schools were given packages and a stipend so as to live while as a doctoral student. TC's lack of adequate doctoral student funding makes it so students have to work, take out loans and/or otherwise prolong graduation to get a doctoral degree. The situation seriously condemns scholarship and the value of a TC doctorate.
- *#68 (*Tuition paid was a worthwhile investment.*): I got a job already, so perhaps it has been worth it. If I had not, I would feel differently. I do not know how to answer this question. Aside from wanting a job when I was done, I never evaluated my tuition by any metric other than my own intrinsic evaluation of the learning, training, and experience. To that end I suppose it has been 'worthwhile,' but as an 'investment,' I do not think anyone can really answer that.

APPENDIX A: MEANS AND FREQUENCIES TABLES

Academic Programs and Courses

Academic Programs and Courses	Year	Agreement (Percentage) (1) Strongly Disagree………..(6) Strongly Agree						Mean	n	Importance (Percentage) (1) Not Important………..(6) Very Important						Mean	n	Gap
		1	2	3	4	5	6			1	2	3	4	5	6			
1) My academic program was excellent.	2010	1	7	7	17	32	38	**4.9**	124	0	1	0	3	17	79	**5.7**	109	**0.9**
	2011	4	5	10	22	29	30	**4.6**	77	0	0	0	4	14	82	**5.8**	71	**1.2**
	2012	0	9	13	18	24	36	**4.6**	67	0	0	2	5	12	82	**5.7**	61	**1.1**
2) My program had a clear philosophy or focus.	2010	4	3	13	15	29	36	**4.7**	123	1	3	3	7	32	55	**5.3**	108	**0.6**
	2011	3	5	17	16	32	27	**4.5**	77	0	1	3	10	34	52	**5.3**	71	**0.8**
	2012	2	10	8	22	21	37	**4.6**	67	0	0	3	10	25	62	**5.5**	61	**0.8**
3) My program had clear requirements.	2010	2	5	10	13	27	44	**4.9**	124	1	0	4	9	20	66	**5.5**	108	**0.6**
	2011	3	1	7	21	30	38	**4.9**	76	0	1	1	8	32	56	**5.4**	71	**0.5**
	2012	2	8	6	13	28	43	**4.9**	67	0	0	3	13	23	60	**5.4**	61	**0.5**
4) My program provided a well-integrated set of courses.	2010	5	5	11	32	24	23	**4.4**	124	1	0	5	11	30	54	**5.3**	108	**0.9**
	2011	5	8	14	25	33	14	**4.2**	76	0	1	3	8	28	59	**5.4**	71	**1.2**
	2012	3	5	18	18	30	26	**4.5**	66	0	0	2	17	30	52	**5.3**	60	**0.9**
5) My program provided a good variety of courses.	2010	3	5	12	23	33	24	**4.5**	123	0	0	1	7	34	59	**5.5**	106	**1.0**
	2011	1	7	17	32	20	23	**4.3**	75	0	0	1	7	27	65	**5.5**	71	**1.2**
	2012	2	10	22	22	26	19	**4.2**	65	0	0	3	17	29	51	**5.3**	59	**1.1**
6) I was able to register for courses I needed with few conflicts.	2010	1	3	4	12	26	54	**5.2**	122	0	2	3	5	31	60	**5.4**	107	**0.2**
	2011	1	5	8	12	30	43	**4.9**	76	0	0	1	11	27	61	**5.5**	71	**0.6**
	2012	2	2	6	15	17	59	**5.2**	66	3	0	9	12	24	53	**5.1**	59	**-0.1**
7) I had flexibility to choose courses based on my life or career goals.	2010	6	6	8	16	28	38	**4.7**	120	2	2	5	6	23	63	**5.3**	105	**0.7**
	2011	7	1	5	19	34	34	**4.7**	74	1	0	3	9	22	64	**5.4**	67	**0.7**
	2012	6	3	8	17	30	36	**4.7**	66	2	5	5	10	32	47	**5.0**	60	**0.3**
8) My program provided a solid theoretical foundation in my discipline.	2010	3	3	9	20	21	45	**4.9**	122	0	0	5	9	22	65	**5.5**	107	**0.6**
	2011	3	5	7	14	42	29	**4.8**	76	0	0	0	7	32	61	**5.5**	71	**0.8**
	2012	2	2	14	20	28	35	**4.8**	65	0	0	2	9	22	67	**5.6**	58	**0.8**
9) Course content was relevant to my life or career goals	2010	1	5	5	20	37	33	**4.9**	123	0	1	1	6	31	62	**5.5**	108	**0.7**
	2011	3	5	4	24	38	26	**4.7**	76	0	0	0	7	32	61	**5.5**	71	**0.8**
	2012	0	6	8	17	32	38	**4.9**	65	2	9	0	10	28	60	**5.4**	60	**0.6**
10)Most courses were academically rigorous	2010	2	2	11	13	34	38	**4.9**	0	1	2	10	32	32	56	**5.4**	108	**0.5**
	2011	7	3	9	21	27	33	**4.6**	75	0	0	1	7	32	59	**5.5**	71	**0.9**
	2012	2	8	2	27	35	27	**4.7**	66	0	0	2	2	37	60	**5.6**	60	**0.9**

Instruction / Training

Instruction / Training	Year	Agreement (Percentage)						Mean	n	Importance (Percentage)						Mean	n	Gap
		(1) Strongly Disagree………..(6) Strongly Agree								(1) Not Important………..(6) Very Important								
		1	2	3	4	5	6			1	2	3	4	5	6			
12) Quality of instruction in most classes was excellent.	2010	3	3	8	24	33	30	**4.7**	120	0	1	0	4	17	79	**5.7**	103	**1.0**
	2011	3	1	15	19	36	25	**4.6**	67	0	0	2	10	12	76	**5.6**	59	**1.0**
	2012	0	6	10	19	33	32	**4.8**	63	0	0	2	19	19	79	**5.8**	53	**0.5**
I had adequate training/ opportunities to:																		
13) develop skills in oral communication and presentation.	2010	2	6	8	20	25	39	**4.8**	123	0	1	0	13	28	58	**5.4**	107	**0.7**
	2011	3	4	10	26	23	34	**4.7**	73	0	1	3	18	25	53	**5.2**	68	**0.5**
	2012	0	6	6	16	39	33	**4.9**	64	2	0	5	11	21	61	**5.3**	57	**0.5**
14) develop skills in writing proposals for funding.	2010	34	21	21	14	4	5	**2.5**	112	4	3	10	16	21	45	**4.8**	98	**2.3**
	2011	30	25	23	12	7	3	**2.5**	69	2	3	5	19	33	38	**4.9**	63	**2.4**
	2012	40	17	23	9	6	5	**2.4**	65	2	2	14	21	21	41	**4.8**	58	**2.4**
15) develop skills in preparing articles for publication.	2010	20	17	17	22	11	14	**3.3**	121	1	0	6	8	27	59	**5.4**	104	**2.1**
	2011	20	18	27	12	12	11	**3.1**	74	0	0	3	8	23	67	**5.5**	66	**2.4**
	2012	22	14	20	25	14	6	**3.1**	65	0	0	4	14	16	67	**5.5**	57	**2.3**
16) develop skills in working in collaborative groups.	2010	1	7	11	20	24	37	**4.7**	123	3	9	6	19	27	37	**4.7**	106	**0.0**
	2011	4	3	11	25	21	37	**4.7**	73	3	4	7	22	31	32	**4.7**	68	**0.0**
	2012	0	3	14	19	34	31	**4.8**	65	5	5	16	22	24	28	**4.4**	65	**-0.4**
17) develop skills in conducting independent research/ scholarship.	2010	4	5	9	15	22	46	**4.8**	123	0	1	0	7	22	69	**5.6**	108	**0.8**
	2011	7	4	11	14	23	42	**4.7**	74	0	0	1	6	16	76	**5.7**	68	**1.0**
	2012	0	3	12	9	29	46	**5.0**	62	0	0	2	5	21	72	**5.6**	57	**0.6**
18) develop skills in project management.	2010	14	18	16	23	14	15	**3.5**	118	5	7	14	20	19	35	**4.5**	103	**1.0**
	2011	16	13	24	17	16	14	**3.5**	70	0	3	5	27	25	40	**4.9**	63	**1.4**
	2012	8	18	21	29	18	7	**3.5**	62	4	4	19	25	25	23	**4.3**	52	**0.8**
19) develop skills in research/ professional ethics.	2010	5	7	18	17	23	30	**4.4**	123	1	1	8	14	22	54	**5.2**	107	**0.8**
	2011	4	5	22	15	27	26	**4.3**	73	0	0	3	15	26	55	**5.3**	65	**1.0**
	2012	3	9	14	16	25	33	**4.5**	64	2	4	7	13	23	52	**5.1**	56	**0.6**
20) develop skills in teaching/ pedagogy.	2010	8	12	14	22	18	28	**4.1**	120	3	2	7	17	18	53	**5.0**	104	**0.9**
	2011	12	11	14	19	19	25	**4.0**	73	1	3	3	16	22	54	**5.2**	68	**1.2**
	2012	10	6	21	13	21	30	**4.2**	63	2	0	6	19	22	52	**5.2**	54	**1.0**
21) develop skills in supervision or evaluation.	2010	10	16	17	25	17	14	**3.6**	116	8	4	10	15	26	38	**4.6**	102	**1.0**
	2011	11	14	23	24	14	13	**3.5**	70	2	0	9	28	28	34	**4.8**	65	**1.3**
	2012	10	15	23	18	21	15	**3.7**	62	2	4	15	23	26	30	**4.6**	53	**0.9**
22) to develop skills in	2010	10	15	25	25	13	12	**3.5**	118	5	7	15	25	20	28	**4.3**	103	**0.8**

Instruction / Training	Year	Agreement (Percentage) (1) Strongly Disagree…………(6) Strongly Agree						Mean	n	Importance (Percentage) (1) Not Important…………(6) Very Important						Mean	n	Gap
		1	2	3	4	5	6			1	2	3	4	5	6			
information technology and media.	2011	12	14	25	22	18	8	**3.4**	72	5	3	9	23	27	33	**4.7**	66	**1.3**
	2012	8	15	29	19	15	15	**3.6**	62	4	7	13	22	26	29	**4.5**	55	**0.8**

Dissertation Advisement

Dissertation Advisement	Year	Agreement (Percentage) (1) Strongly Disagree…………(6) Strongly Agree						Mean	n	Importance (Percentage) (1) Not Important…………(6) Very Important						Mean	n	Gap
		1	2	3	4	5	6			1	2	3	4	5	6			
24) My program supported me in the dissertation process.	2010	4	5	14	14	21	42	**4.7**	118	0	0	0	2	12	86	**5.8**	100	**1.1**
	2011	10	5	11	7	23	44	**4.6**	73	0	0	0	1	12	87	**5.9**	69	**1.3**
	2012	8	6	5	18	11	53	**4.8**	66	0	0	0	5	8	68	**5.8**	60	**1.1**
25) My program provided accurate information about requirements.	2010	7	2	14	13	28	37	**4.6**	119	0	0	0	6	16	78	**5.7**	100	**1.1**
	2011	4	4	11	14	25	42	**4.8**	73	0	1	0	3	19	76	**5.7**	68	**0.9**
	2012	5	5	3	18	20	50	**4.9**	66	0	0	0	13	18	68	**5.6**	60	**0.7**
26) My program regularly assessed my academic performance.	2010	7	9	19	15	20	31	**4.3**	116	1	2	5	12	23	57	**5.2**	99	**1.0**
	2011	7	8	8	23	18	35	**4.4**	71	1	3	3	16	24	52	**5.1**	67	**0.7**
	2012	12	6	6	20	28	28	**4.3**	65	2	0	9	10	26	53	**5.2**	58	**0.9**
27) My advisor was knowledgeable about degree requirements.	2010	3	3	3	13	21	56	**5.1**	118	0	2	1	2	16	79	**5.7**	100	**0.6**
	2011	5	3	8	8	23	52	**5.0**	73	0	0	0	7	14	78	**5.7**	69	**0.7**
	2012	3	6	2	11	15	63	**5.2**	65	0	0	7	3	15	75	**5.6**	59	**0.4**
28) My advisor was available for consultation when needed.	2010	6	3	6	11	15	59	**5.0**	118	0	0	1	2	11	86	**5.8**	100	**0.8**
	2011	5	3	8	11	21	52	**4.9**	73	0	0	0	1	7	91	**5.9**	69	**1.0**
	2012	3	8	2	11	21	56	**5.1**	66	0	0	0	2	12	86	**5.8**	58	**0.7**
29) My advisor encouraged or supported my research idea(s).	2010	4	1	1	8	16	70	**5.4**	118	0	0	0	1	15	84	**5.8**	100	**0.4**
	2011	3	3	4	10	12	68	**5.3**	73	0	0	0	0	12	88	**5.9**	69	**0.6**
	2012	3	3	2	6	14	73	**5.4**	66	0	0	0	8	16	83	**5.8**	59	**0.4**
30) My advisor gave me constructive feedback on my work.	2010	3	3	3	12	14	65	**5.3**	118	0	0	0	0	10	90	**5.9**	102	**0.6**
	2011	7	4	3	5	16	64	**5.1**	73	0	0	0	0	7	93	**5.9**	68	**0.8**
	2012	3	5	6	11	11	65	**5.2**	66	0	0	0	0	9	92	**5.9**	59	**0.7**
31) My advisor returned my work promptly.	2010	7	5	5	9	15	59	**5.0**	118	0	0	0	3	13	84	**5.8**	100	**0.8**
	2011	7	6	8	11	12	56	**4.8**	72	0	0	1	0	10	88	**5.9**	69	**1.1**
	2012	6	2	8	11	21	53	**5.0**	66	0	0	0	2	19	80	**5.8**	59	**0.8**
32) My advisor kept me informed about my academic progress.	2010	6	8	5	21	15	46	**4.7**	117	0	1	4	11	17	67	**5.5**	101	**0.8**
	2011	7	3	8	10	24	48	**4.8**	71	0	1	1	3	22	72	**5.6**	68	**0.8**
	2012	6	8	5	8	25	49	**4.9**	65	0	0	4	2	21	74	**5.7**	57	**0.8**

Dissertation Advisement	Year	Agreement (Percentage)						Mean	n	Importance (Percentage)						Mean	n	Gap
		(1) Strongly Disagree…………(6) Strongly Agree								(1) Not Important…………(6) Very Important								
		1	2	3	4	5	6			1	2	3	4	5	6			
33) My advisor assisted me in search for employment.	2010	22	11	11	18	12	26	**3.6**	90	8	6	7	13	15	51	**4.7**	86	**1.1**
	2011	19	15	15	12	8	31	**3.7**	59	3	2	2	9	17	67	**5.4**	58	**1.7**
	2012	23	11	14	14	4	35	**3.7**	57	6	2	6	6	20	59	**5.1**	49	**1.4**

Learning Environment

Learning Environment	Year	Agreement (Percentage)						Mean	n	Importance (Percentage)						Mean	n	Gap
		(1) Strongly Disagree…………(6) Strongly Agree								(1) Not Important…………(6) Very Important								
		1	2	3	4	5	6			1	2	3	4	5	6			
35) My program provided an effective learning environment.	2010	0	7	11	19	31	32	**4.7**	116	0	0	2	6	22	69	**5.6**	98	**0.9**
	2011	1	5	10	26	27	30	**4.6**	73	0	0	0	3	25	72	**5.7**	69	**1.1**
	2012	0	6	5	23	31	34	**4.8**	64	0	0	0	9	29	63	**5.5**	59	**0.7**
36) My program was an intellectually stimulating place.	2010	0	3	7	19	30	42	**5.0**	117	0	0	2	2	17	79	**5.7**	99	**0.7**
	2011	3	6	11	22	18	40	**4.7**	72	0	0	1	4	12	83	**5.8**	69	**1.1**
	2012	2	5	5	12	35	42	**5.0**	66	0	0	0	2	25	73	**5.7**	59	**0.7**
37) Faculty were scholarly and professionally competent.	2010	0	2	7	12	33	46	**5.2**	117	0	0	0	0	19	81	**5.8**	100	**0.7**
	2011	0	3	7	16	30	44	**5.1**	73	0	0	0	3	9	88	**5.9**	69	**0.8**
	2012	0	5	5	8	26	57	**5.3**	65	0	0	0	2	17	81	**5.8**	58	**0.5**
38) Faculty were usually available after class or during office hours.	2010	2	0	9	13	28	49	**5.1**	118	0	0	2	7	26	65	**5.5**	100	**0.4**
	2011	3	0	11	19	25	42	**4.9**	73	0	1	1	3	32	62	**5.5**	69	**0.6**
	2012	2	3	6	15	30	44	**5.0**	66	0	0	0	12	25	63	**5.5**	59	**0.5**
39) Communication between faculty and students was good.	2010	3	6	13	13	29	36	**4.7**	119	0	0	2	5	29	64	**5.6**	100	**0.9**
	2011	4	3	14	14	30	36	**4.7**	73	0	0	3	3	32	62	**5.5**	68	**0.8**
	2012	2	5	14	9	32	39	**4.8**	66	0	0	2	7	29	63	**5.5**	59	**0.7**
40) Faculty respected student opinions that differed from their own.	2010	0	9	7	16	24	44	**4.9**	119	0	0	1	5	27	67	**5.6**	101	**0.7**
	2011	1	3	8	15	32	40	**4.9**	72	0	0	1	3	29	67	**5.6**	69	**0.7**
	2012	2	5	2	14	31	48	**5.1**	65	0	0	2	7	23	68	**5.6**	57	**0.5**
41) Faculty cared about students as individuals.	2010	3	7	8	10	29	45	**4.9**	119	0	0	3	7	21	69	**5.6**	101	**0.7**
	2011	1	3	12	15	22	46	**4.9**	72	0	1	1	3	21	74	**5.6**	68	**0.7**
	2012	2	6	6	15	22	49	**5.0**	65	0	2	2	11	21	65	**5.5**	57	**0.5**
42) Faculty treated all students fairly.	2010	3	7	5	16	23	46	**4.9**	117	0	0	1	4	25	70	**5.6**	101	**0.8**
	2011	3	6	9	15	26	41	**4.8**	68	0	0	2	2	18	78	**5.7**	65	**0.9**
	2012	3	6	8	11	34	39	**4.8**	65	0	0	3	3	29	64	**5.5**	59	**0.7**
43) My program was responsive to student feedback.	2010	6	6	10	23	26	30	**4.5**	102	0	0	3	9	30	58	**5.4**	91	**1.0**
	2011	5	8	16	13	22	37	**4.5**	63	0	0	5	5	26	65	**5.5**	62	**1.0**
	2012	3	8	13	19	25	32	**4.5**	63	0	0	4	9	32	56	**5.4**	54	**0.9**

Learning Environment	Year	Agreement (Percentage)						Mean	n	Importance (Percentage)						Mean	n	Gap
		(1) Strongly Disagree…………(6) Strongly Agree								(1) Not Important…………(6) Very Important								
		1	2	3	4	5	6			1	2	3	4	5	6			
44) There was a sense of community in my program.	2010	7	11	14	20	19	29	4.2	118	2	3	3	10	34	48	5.1	98	0.9
	2011	8	13	15	20	17	27	4.0	71	0	1	6	15	24	54	5.2	68	1.2
	2012	8	6	11	23	25	27	4.3	64	0	2	5	7	26	60	5.4	58	1.1
45) Fellow students demonstrated high academic abilities.	2010	1	3	4	19	33	40	5.0	115	0	2	1	12	36	49	5.3	98	0.3
	2011	3	10	10	17	29	31	4.5	70	0	1	0	9	22	68	5.5	68	1.0
	2012	2	3	5	26	32	32	4.8	65	0	2	2	9	28	60	5.4	58	0.6
46) Faculty reflected a diversity of backgrounds and experiences.	2010	2	7	14	13	27	38	4.7	118	2	1	3	9	30	55	5.3	99	0.6
	2011	1	1	13	25	25	34	4.7	71	0	1	0	12	25	61	5.4	67	0.7
	2012	5	5	9	25	23	34	4.6	65	0	4	2	7	26	61	5.4	57	0.8
47) Students reflected a diversity of backgrounds and experiences.	2010	1	3	9	9	31	48	5.1	114	3	2	3	8	28	56	5.2	98	0.1
	2011	0	3	5	14	33	45	5.1	73	0	3	0	13	31	53	5.3	68	0.2
	2012	3	2	6	22	31	36	4.8	64	0	0	3	14	22	60	5.4	58	0.6
48) My program was free of discrimination.	2010	3	3	10	5	17	63	5.2	110	0	0	0	3	21	76	5.7	97	0.5
	2011	3	2	8	6	24	58	5.2	66	0	2	0	3	15	80	5.7	65	0.5
	2012	3	5	5	10	20	57	5.1	61	0	0	2	6	11	82	5.7	54	0.6

Resources

Resources	Year	Agreement (Percentage)						Mean	n	Importance (Percentage)						Mean	n	Gap
		(1) Strongly Disagree…………(6) Strongly Agree								(1) Not Important…………(6) Very Important								
		1	2	3	4	5	6			1	2	3	4	5	6			
50) The program/TC had adequate resources for research or scholarship.	2010	5	6	9	22	20	38	4.6	120	0	0	3	5	20	72	5.6	104	1.0
	2011	3	7	16	17	20	36	4.5	69	0	0	0	3	24	73	5.7	66	1.2
	2012	8	6	8	31	19	29	4.3	65	0	0	2	6	13	80	5.7	55	1.4
51) Program staff was caring and helpful.	2010	1	1	7	19	20	53	5.1	122	1	1	0	11	26	61	5.4	106	0.3
	2011	3	10	6	23	25	34	4.6	71	0	1	0	12	21	66	5.5	67	0.9
	2012	3	5	6	15	26	45	4.9	65	0	0	2	7	27	64	5.5	56	0.6
52) Gottesman Libraries resources and services were adequate.	2010	0	3	6	18	26	48	5.1	122	1	0	0	7	22	71	5.6	105	0.5
	2011	0	6	6	16	29	44	5.0	70	0	2	0	8	21	70	5.6	66	0.6
	2012	2	3	5	16	36	39	5.0	64	0	0	0	4	36	61	5.6	56	0.6
53) Classroom facilities were adequate.	2010	2	8	11	27	27	25	4.4	123	1	0	4	19	33	43	5.1	105	0.7
	2011	0	19	14	28	22	17	4.0	69	0	0	8	12	25	55	5.3	64	1.3
	2012	6	12	11	23	23	25	4.2	65	0	0	2	18	32	48	5.3	56	1.1
54) Specialized facilities (labs, studios, etc.) and equipment were	2010	2	2	11	30	25	31	4.7	101	1	2	4	20	29	44	5.0	84	0.4
	2011	2	3	10	34	29	21	4.5	58	0	0	9	16	22	53	5.2	58	0.7
	2012	2	9	4	39	23	23	4.4	56	0	0	6	14	28	53	5.3	51	0.8

Resources	Year	Agreement (Percentage)						Mean	n	Importance (Percentage)						Mean	n	Gap
		(1) Strongly Disagree…………(6) Strongly Agree								(1) Not Important…………(6) Very Important								
		1	2	3	4	5	6			1	2	3	4	5	6			
adequate.																		
55) Information technology and media resources were adequate.	2010	1	4	9	25	24	37	**4.8**	115	1	1	1	19	26	52	**5.2**	96	**0.5**
	2011	1	9	12	25	25	29	**4.5**	69	0	2	3	12	23	61	**5.4**	66	**0.9**
	2012	2	5	10	22	35	27	**4.6**	60	0	0	6	9	30	56	**5.4**	54	**0.7**
56) Adequate financial aid was available for most doctoral students.	2010	37	10	15	10	13	14	**2.9**	99	0	0	4	6	12	79	**5.7**	85	**2.7**
	2011	38	10	16	12	7	17	**2.9**	58	0	0	0	4	14	82	**5.8**	57	**2.9**
	2012	44	3	13	18	10	12	**2.8**	61	0	0	2	4	6	88	**5.8**	50	**3.0**

APPENDIX B: CHARACTERISTICS OF RESPONDENTS

	Number of Respondents			Percent of Respondents		
	2010	2011	**2012**	2010	2011	**2012**
Departments						
Arts & Humanities	16	15	**13**	13%	20%	**19%**
Biobehavioral Sciences	2	1	**1**	2%	1%	**2%**
Counseling & Clinical Psychology	6	1	**1**	5%	1%	**2%**
Curriculum & Teaching	11	4	**5**	9%	5%	**8%**
Health & Behavior Studies	22	15	**7**	18%	20%	**10%**
Human Development	6	5	**5**	5%	7%	**8%**
Interdisciplinary Studies	1	0	**0**	1%	0%	**0%**
International & Transcultural Studies	14	11	**8**	11%	15%	**12%**
Mathematics, Science & Technology	18	8	**13**	15%	11%	**18%**
Organization & Leadership	28	16	**15**	23%	21%	**22%**
Number of respondents with known department	124	76	**67**	100%	100%	**100%**
Total number of respondents	124	79	**67**			
Degree						
Ed.D.	79	54	**39**	64%	68%	**58%**
Ed.D.C.T.	6	6	**2**	5%	8%	**3%**
Ph.D.	39	19	**26**	32%	24%	**39%**
Number of respondents with known degree	124	79	**67**	100%	100%	**100%**
Gender						
Female	90	61	**54**	73%	77%	**81%**
Male	34	18	**13**	27%	23%	**19%**
Number of respondents with known gender	124	79	**67**	100%	100%	**100%**
Age						
26-30	8	5	**1**	7%	6%	**2%**
31-35	29	20	**23**	23%	25%	**35%**
36-40	21	16	**17**	17%	20%	**26%**
41-45	23	13	**11**	19%	17%	**17%**
46 or above	43	25	**13**	35%	32%	**20%**
Number of respondents with known age	124	79	**65**	100%	100%	**100%**
Citizenship						
U.S. citizen	103	71	**54**	83%	90%	**81%**
Non-U.S. citizen	21	8	**13**	17%	10%	**19%**
Number of respondents with known citizenship	124	79	**67**	100%	100%	**100%**
Residence						
Foreigner	21	8	**13**	17%	10%	**19%**
New York Resident	61	38	**27**	49%	48%	**40%**
Non-New York Resident	42	33	**27**	34%	42%	**40%**
Number of respondents with known residence	124	79	**67**	100%	100%	**100%**
Race/Ethnicity						
African American	16	5	**1**	13%	6%	**2%**
Asian/ Pacific Islander	17	6	**7**	14%	8%	**10%**
Black	0	0	**11**	0%	0%	**16%**
White (of European, Middle Eastern, or North African)	64	49	**34**	52%	62%	**51%**
Latino or Hispanic American	8	6	**6**	7%	8%	**6%**
Foreign	9	5	**0**	7%	6%	**0%**
Number of respondents with unknown race/ethnicity	0	0	**8**	7%	10%	**12%**
Number of respondents with known race/ethnicity	117	74	**67**	100%	100%	**100%**

APPENDIX C: RESPONSE RATE BY DEPARTMENT AND PROGRAM

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

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
Arts and Humanities	40	16	40%	50	15	30%	42	13	31%
Applied Linguistics	2	2	100%	5	1	20%	1	0	0%
Art and Art Education	7	3	43%	17	7	41%	8	3	38%
History and Education	23	0	0%	1	0	0%	5	1	20%
Music and Music Education	15	4	27%	14	4	29%	10	4	40%
Philosophy and Education	4	2	50%	2	0	0%	9	3	33%
Religion and Education	0	0	0%	1	1	100%	0	0	0%
Teaching of English	8	4	50%	8	2	25%	6	2	33%
Teaching of Social Studies	1	1	100%	2	0	0%	3	0	0%
TESOL	3	0	0%	0	0	0%	0	0	0%
Biobehavioral Studies	5	2	40%	5	1	20%	3	1	33%
Applied Physiology	1	1	100%	0	0	0%	0	0	0%
Physical Education	1	0	0%	1	1	100%	1	1	100%
Kinesiology	1	0	0%	1	0	0%	0	0	0%
Motor Learning	1	0	0%	3	0	0%	1	0	0%
Speech and Language Pathology	1	1	100%	0	0	0%	1	0	0%
Counseling and Clinical Psychology	24	6	25%	26	1	4%	34	1	3%
Clinical Psychology	13	1	8%	15	1	7%	17	0	0%
Counseling Psychology	11	0	0%	11	0	0%	17	1	100%
Curriculum and Teaching	24	11	46%	15	4	27%	13	5	38%
Curriculum and Teaching	19	7	37%	11	3	27%	10	4	40%
Early Childhood Education	5	4	80%	2	0	0%	3	1	33%
Gifted Education	0	0	0%	1	1	100%	0	0	0%
Health and Behavior Studies	49	22	45%	38	15	39%	36	7	19%
Administration of Spec Ed Programs	1	0	0%	2	0	0%	0	0	0%
Applied Behavior Analysis	5	3	60%	4	1	25%	6	1	17%
Behavioral Nutrition	1	0	0%	1	0	0%	2	1	50%
Blindness & Visual Impairment	1	0	0%	0	0	0%	0	0	0%
Cross-Categorical Studies	4	2	50%	0	0	0%	0	0	0%
Health Education	23	10	43%	9	4	44%	15	3	20%
Intellectual Disabilities/ Autism	6	1	17%	5	2	40%	2	1	50%
Learning Disabilities	0	0	0%	1	0	0%	0	0	0%
Nursing Education	3	1	33%	4	3	75%	2	0	0%
Nutrition Education	1	1	100%	0	0	0%	1	1	100%
Nutrition and Public Health	0	0	0%	1	1	100%	0	0	0%
Physical Disabilities	0	0	0%	1	1	100%	1	0	0%
Reading Specialist	0	0	0%	1	0	0%	0	0	0%
Research in Special Education	0	0	0%	1	1	100%	0	0	0%
School Psychology	4	3	75%	10	1	10%	7	0	0%
Human Development	11	6	55%	15	5	33%	25	5	20%
Cognitive Studies in Education	10	5	50%	6	2	33%	13	4	31%
Developmental Psychology	0	0	0%	2	1	50%	5	1	20%
Measurement and Evaluation	1	1	100%	5	2	40%	4	0	0%
Sociology and Education	0	0	0%	2	0	0%	3	0	0%
Interdisciplinary Studies	3	1	33%	4	3	75%	1	0	0%
Interdisciplinary Studies in Education	3	1	33%	4	3	75%	1	0	0%

PROGRAMS BY DEPARTMENT	2010			2011			2012		
	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate	Number Surveyed	Number Responded	Response Rate
International and Transcultural	21	14	67%	29	11	38%	32	8	25%
Anthropology and Education	1	0	0%	1	0	0%	1	1	100%
Applied Anthropology (w/ GSAS)	5	0	0%	5	1	20%	7	1	14%
Comparative & International Ed	6	4	67%	2	1	50%	9	2	22%
Economics and Education	5	4	80%	8	3	38%	4	3	75%
International Ed Development	9	6	67%	13	6	46%	11	1	9%
Mathematics, Science and Technology	35	18	51%	31	8	26%	32	12	38%
Communication	2	1	50%	2	1	50%	3	0	0%
Instructional Technology and Media	10	3	30%	9	3	33%	10	6	60%
Mathematics Education	16	10	63%	17	2	12%	12	4	33%
Science Education	7	4	57%	3	2	66%	7	2	29%
Organization and Leadership	51	28	55%	39	16	41%	57	15	26%
AEGIS	15	8	53%	6	3	50%	9	4	44%
Adult Learning and Leadership	7	4	57%	6	1	17%	8	3	38%
Education Leadership Studies	7	1	14%	2	1	50%	5	1	20%
Higher & Postsecondary Education	6	3	50%	5	3	60%	3	2	67%
Nurse Executive	2	2	100%	3	3	100%	10	3	30%
Politics and Education	1	1	100%	4	2	50%	5	2	40%
Public School District Leadership	0	0	0%	1	1	100%	0	0	0%
Social-Organizational Psychology	4	3	75%	6	2	33%	2	0	0%
Urban Education Leaders Program	9	0	0%	7	0	0%	15	0	0%
TOTAL	**263**	**124**	**47%**	**248**	**76**	**31%**	**277**	**67**	**24%**

APPENDIX D: EXIT SURVEY QUESTIONNAIRE

EXIT SURVEY TEACHERS COLLEGE
DOCTORAL GRADUATES and GRADUATING CANDIDATES of 2011-2012

Please **circle or X** your answers.

	Academic Program and Courses	Agreement (1) Strongly Disagree … … (6) Strongly Agree						Importance How important to you is this aspect? (1) Not Important … … (6) Very Important						Don't know or NA
1	My academic program was excellent.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
2	My program had a clear philosophy or focus.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
3	My program had clear requirements.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
4	My program provided a well-integrated set of courses.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
5	My program provided a good variety of courses.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
6	I was able to register for courses I needed with few conflicts.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
7	I had flexibility to choose courses based on my life or career goals.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
8	My program provided a solid theoretical foundation in my discipline.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
9	Course content was relevant to my life or career goals.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
10	Most courses were academically rigorous.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

11) Comments about your program curriculum or courses. Extra space on last page.

	Instruction / Training	Agreement (1) Strongly Disagree … … (6) Strongly Agree						Importance How important to you is this aspect? (1) Not Important … … (6) Very Important						Don't know or NA
12	Quality of instruction in most classes was excellent.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
	I had adequate training / opportunities to develop skills in:													
13	oral communication and presentation	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
14	writing proposals for funding	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
15	preparing articles for publication	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
16	working in collaborative groups	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
17	conducting independent research/scholarship	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
18	project management	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
19	research/professional ethics	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
20	teaching/pedagogy	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
21	supervision or evaluation	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
22	information technology and media	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

23) Comments about instruction or training opportunities. Extra space on last page.

	Dissertation Advisement	Agreement (1) Strongly Disagree … … (6) Strongly Agree	Importance How important to you is this aspect? (1) Not Important … … (6) Very Important	Don't know or NA

		Agreement						Importance						DK NA
24	My program supported me in the dissertation process.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
25	My program provided accurate information about program requirements.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
26	My program regularly assessed my academic performance.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
	My dissertation advisor …													
27	was knowledgeable about formal degree requirements	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
28	was available for consultation when needed	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
29	encouraged or supported my research idea(s)	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
30	gave me constructive feedback on my work	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
31	returned my work promptly	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
32	kept me informed about my academic progress	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
33	assisted me in search for employment	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

34) Comments about advisement in your program. Extra space on last page.

	Learning Environment	Agreement (1) Strongly Disagree … … (6) Strongly Agree						Importance How important to you is this aspect? (1) Not Important … … (6) Very Important						Don't know or NA
35	My program provided an effective learning environment for its students.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
36	My program was an intellectually stimulating place.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
37	Faculty were scholarly and professionally competent.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
38	Faculty were usually available after class and/or during office hours.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
39	Communication between faculty and students in my program was good.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
40	Faculty respected student opinions or ideas that differed from their own.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
41	Faculty cared about students as individuals.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
42	Faculty treated all students fairly.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
43	My program was responsive to student feedback.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
44	There was a sense of community in my program.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
45	Fellow students demonstrated high academic abilities.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
46	Faculty reflected a diversity of backgrounds and experiences.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
47	Students reflected a diversity of backgrounds and experiences.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
48	My program was free of discrimination.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

49) Comments about the learning environment in your program. Extra space on last page.

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	Resources	Agreement (1) Strongly Disagree … … (6) Strongly Agree						Importance How important to you is this aspect? (1) Not Important … … (6) Very Important						Don't know or NA
50	My program/TC had adequate resources for research or scholarship.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

51	Program staff was caring and helpful.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
52	Gottesman Libraries resources and services were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
53	Classroom facilities were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
54	Specialized facilities (labs, studios, etc.) and equipment were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
55	Information technology and media resources were adequate.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA
56	Adequate financial aid was available for most doctoral students.	1	2	3	4	5	6	1	2	3	4	5	6	DK NA

57) Comments about TC or Program resources. Extra space on last page.

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

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

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

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

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

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THANK YOU SO MUCH FOR YOUR FEEDBACK!

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