

Alumni Feedback Survey 2014

Master's Report

Classes of 2011, 2012, & 2013

Office of Accreditation and Assessment

Teachers College Columbia University

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INTRODUCTION

The *Teachers College Alumni Feedback Survey 2014* was administered in July 2014. The purpose of the survey was to gather information from alumni on: their employment after graduating from Teachers College (TC); on enrollment for further education and professional activities since graduating from TC; on their perception of the importance of a set of TC learning outcomes to being successful, on how competent they perceive themselves to be, and their TC program effectiveness in developing that competence on those learning outcomes; their professional development experience, and professional development needs and interests for the future. The *Teachers College Alumni Feedback Survey 2014* also served as a baseline for program reviews as part of the Middle States Accreditation Review in March 2016.

Survey Instrument

The questionnaire, developed by the Office of Accreditation and Assessment in consultation with program faculty, was reviewed and revised by the Survey Group. The Survey Group is one of the three self-study working groups organized by the Steering Committee for the decennial Middle States Commission on Higher Education (MSCHE) re-accreditation at Teachers College. The questionnaire is comprised of 67 questions, most of which are closed-ended (see Appendix B for the survey instrument).

Target Population and Administration

The target population is comprised of all Teachers College alumni who graduated between October 2010 and May 2013. A total of 5653 alumni were surveyed. The survey was administered through Qualtrics, an online survey program.

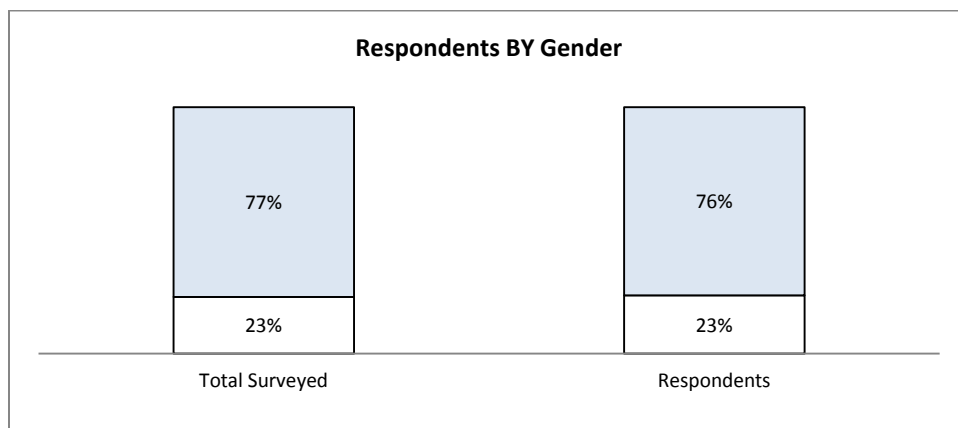
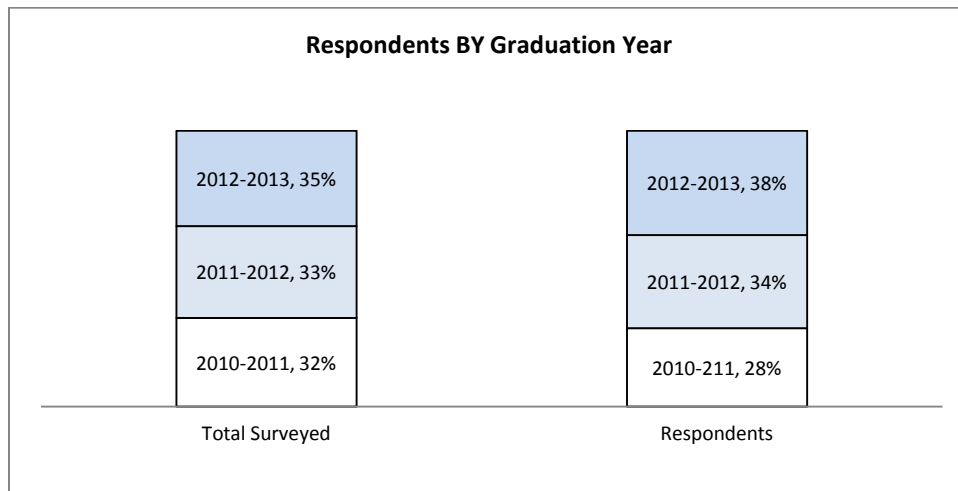
Eighteen programs were selected for the College's Middle States Commission on Higher Education (MSCHE) Self-Study. To personalize the call for survey participation, alumni who graduated from these 18 MSCHE self-study programs received a cover letter requesting their participation, and signed by a senior faculty member from their program. The other alumni who graduated from programs which did not participate in the MSCHE self-study received a cover letter signed by the Vice Provost. Non-respondents received three follow-up reminders. The survey was closed in November 2014.

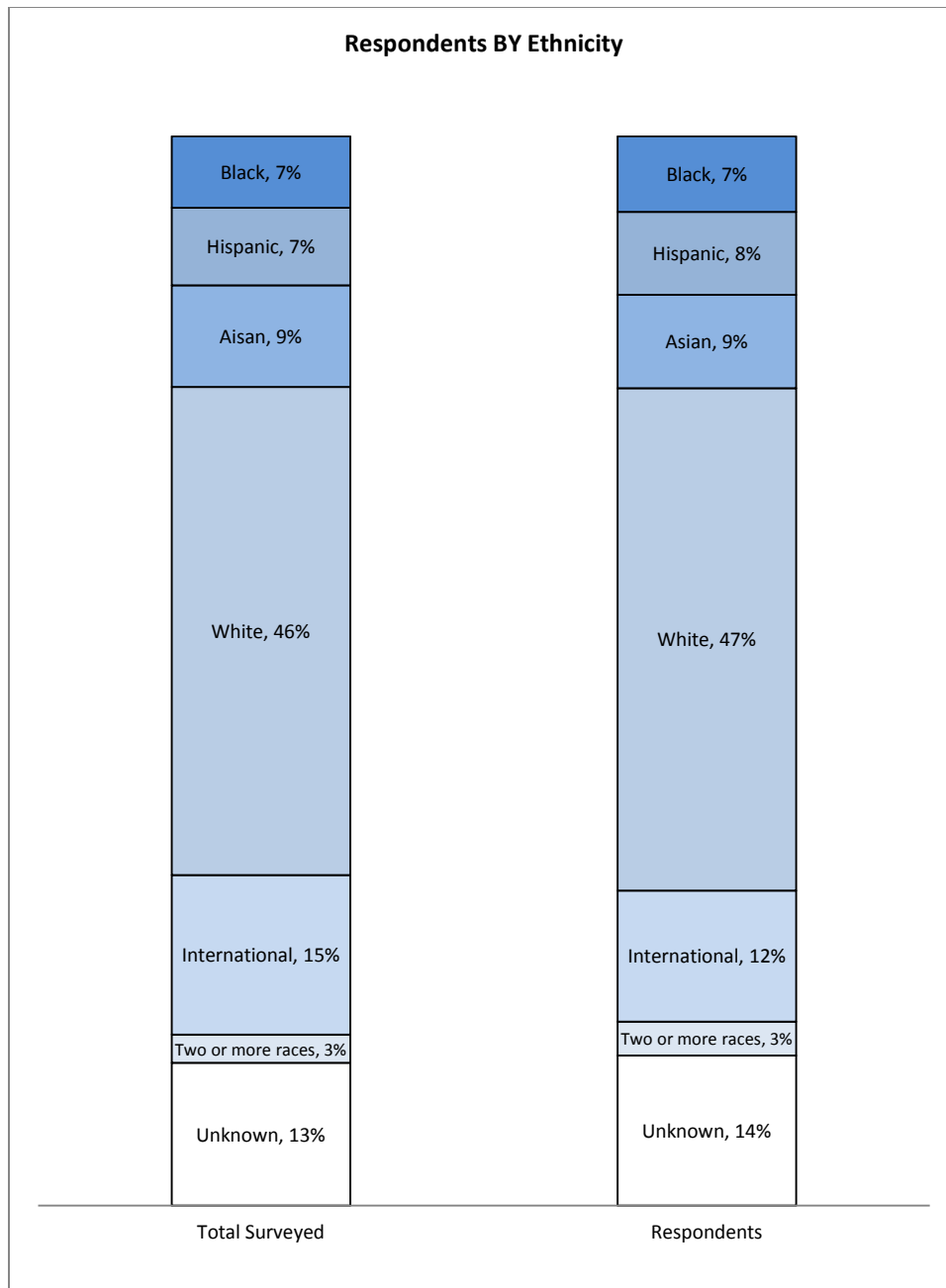
Response Rates

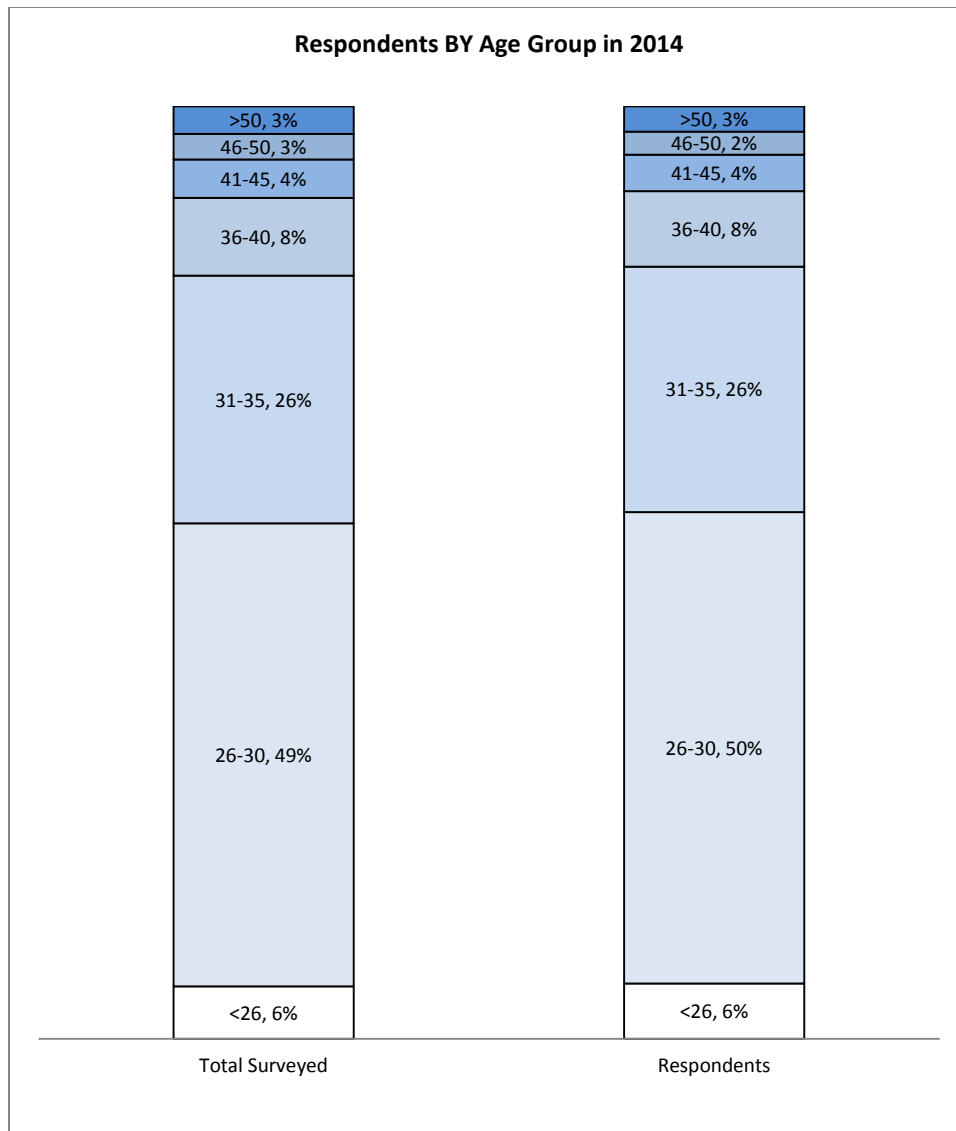
Of the 5066 alumni surveyed, 1303 surveys were received, giving a response rate of 26%. (See Appendix A for response rates by program).

Characteristics of Respondents

The charts in this section display the percentage of respondents compared to the total number of alumni surveyed by graduation year, gender, ethnicity, and age group in 2014.



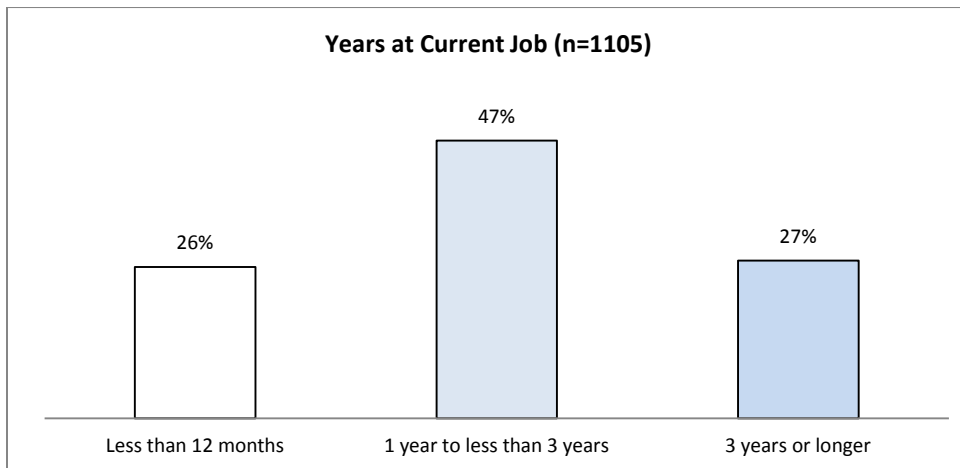
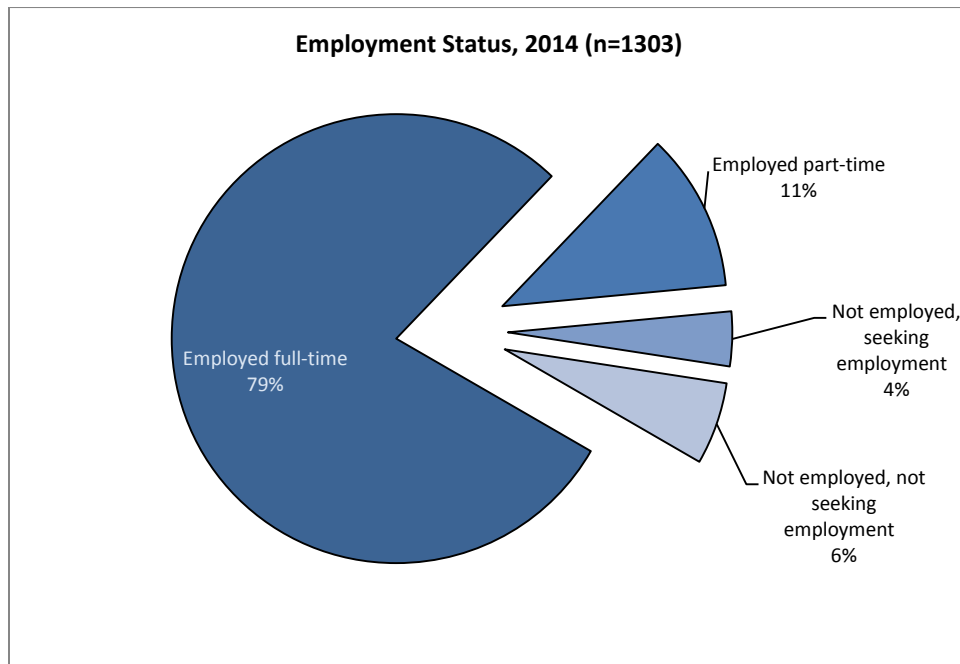


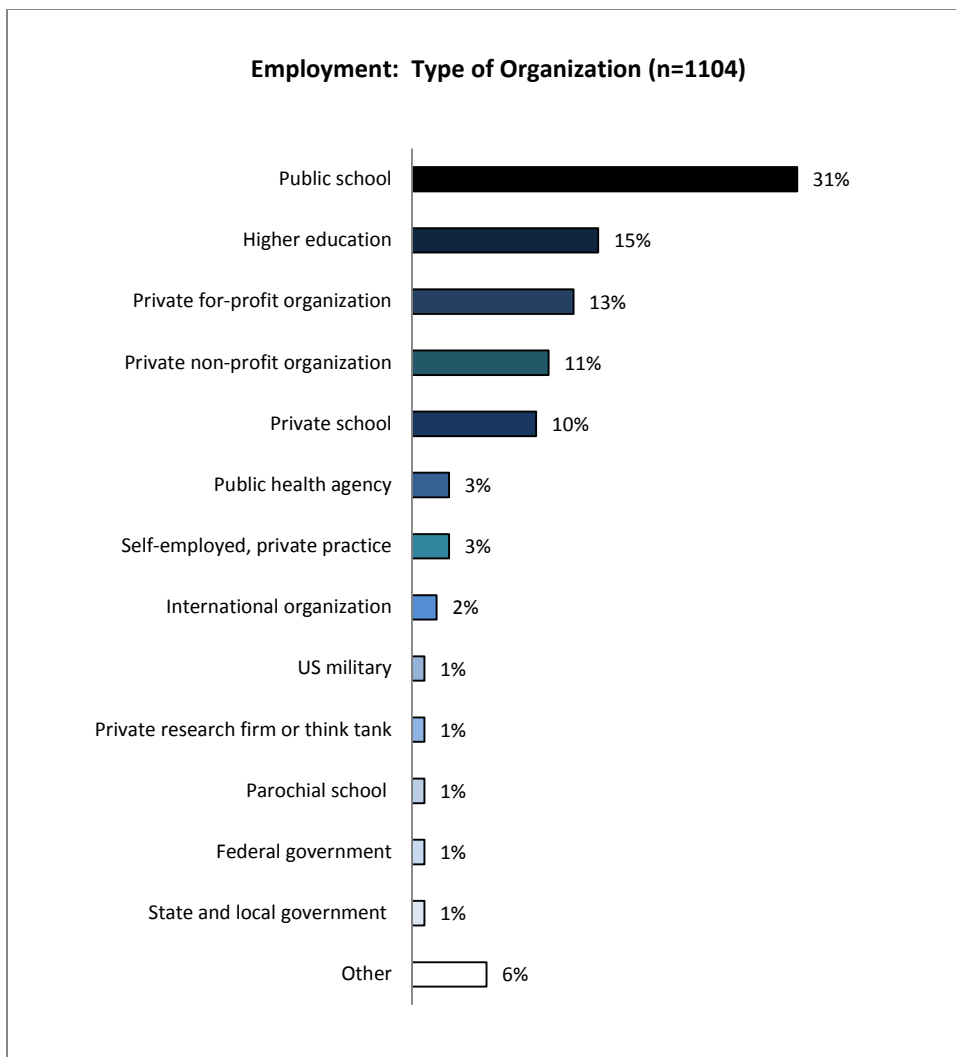
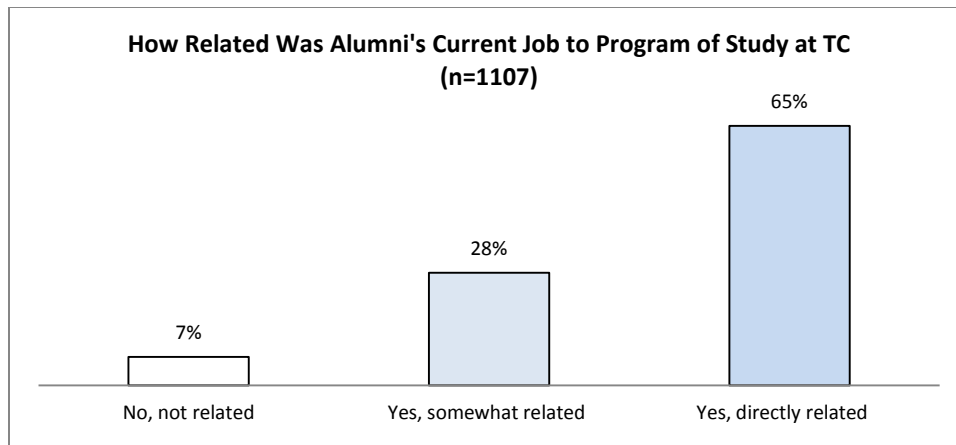


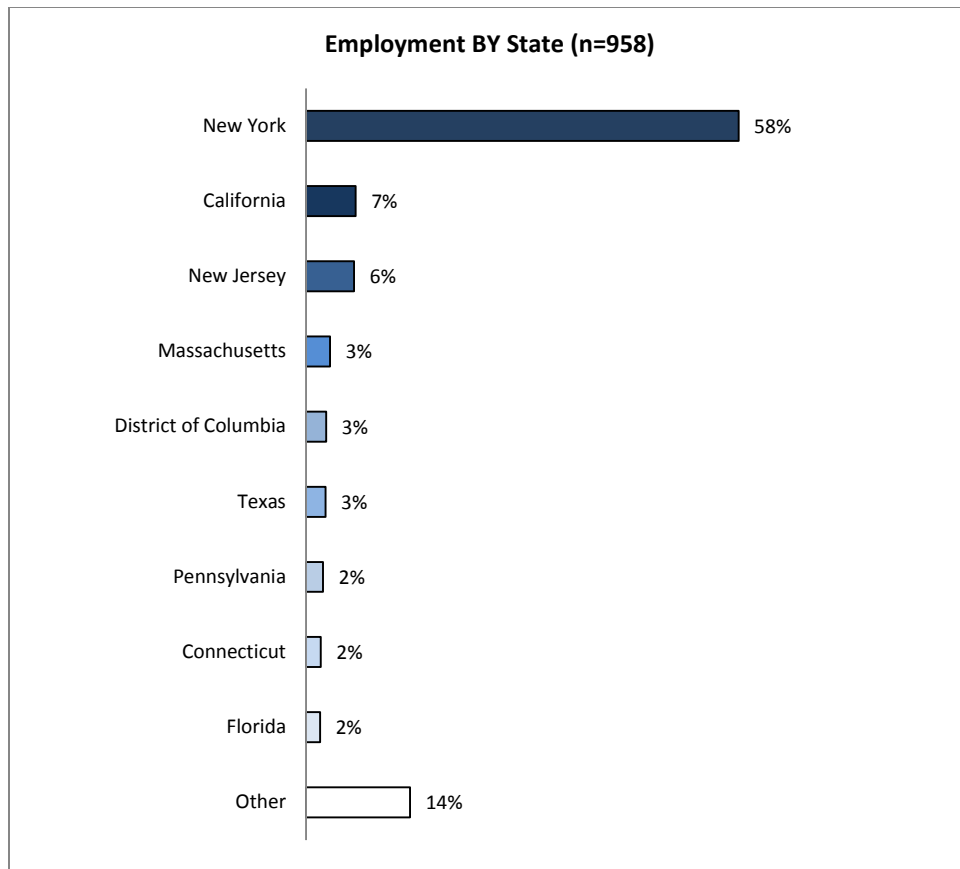
The percentage of “unknown” is 0.5% for the total number of alumni surveyed and 1% for respondents; they were not included in the “Age Group in 2014” chart because the percentages were too low.

EMPLOYMENT IN 2014

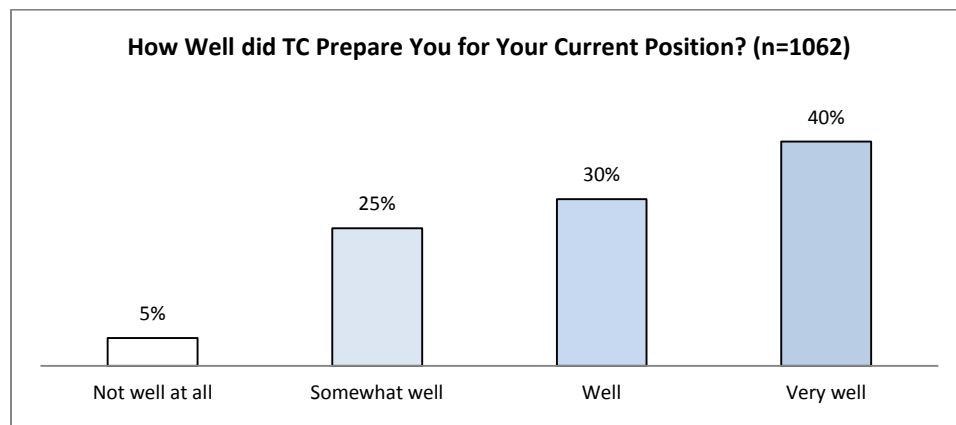
Current Employment

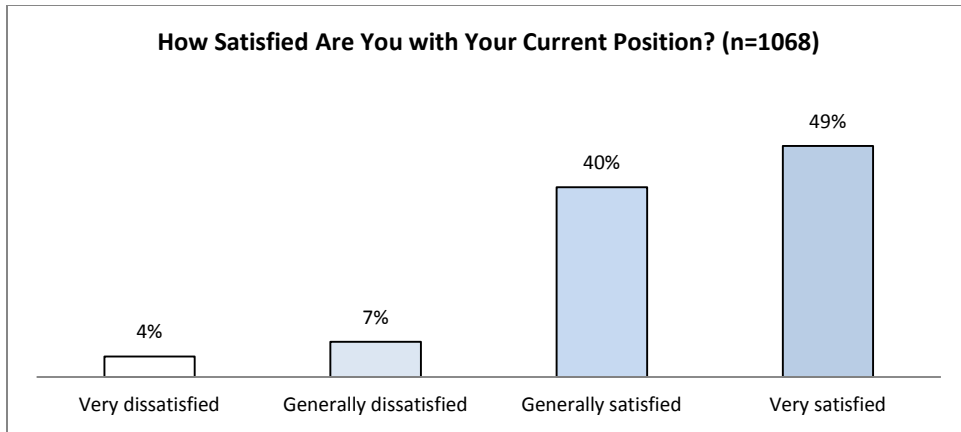




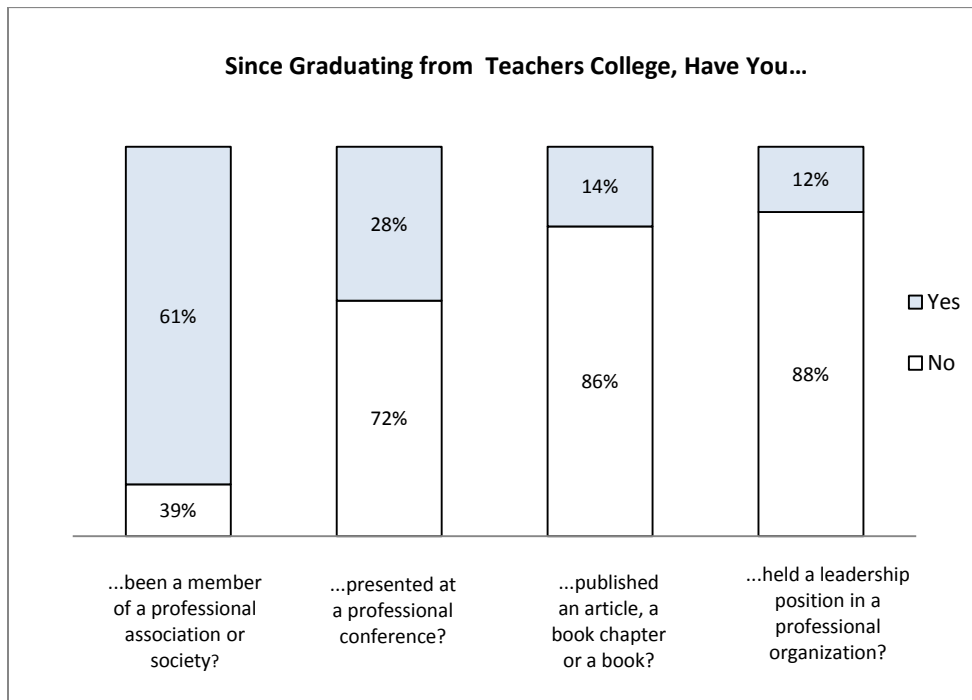


The “Other” (14%) in the chart above comprises of the following states and the number of alumni working in that state: Illinois (12), North Carolina (12), Colorado (11), Washington (11), Virginia (10), Kansas (8), Maryland (8), Ohio (8), Indiana (5), and Louisiana (5). Four each in Minnesota, New Mexico, and Alabama; three each in Michigan, Georgia, Hawaii, Oregon, Tennessee, and Arizona; two each in Missouri, Delaware, Wisconsin, and Utah; and one each in Mississippi, Rhode Island, South Carolina, Vermont, Wyoming, and Puerto Rico.



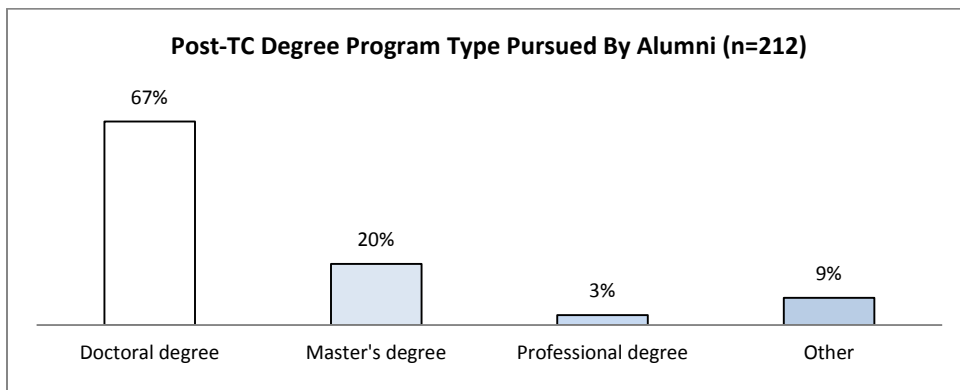
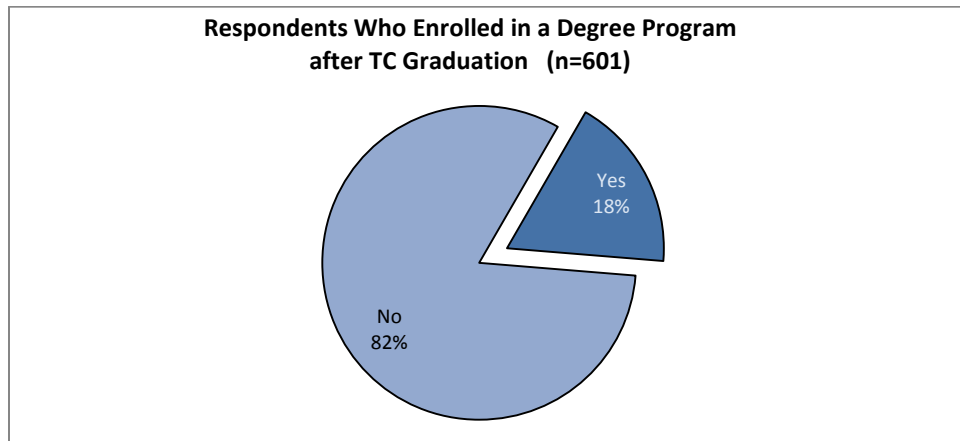


Professional Activities since Graduation

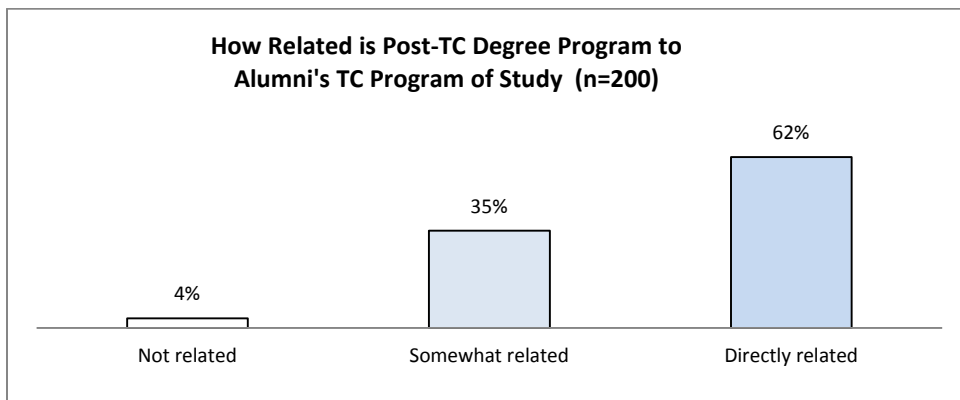


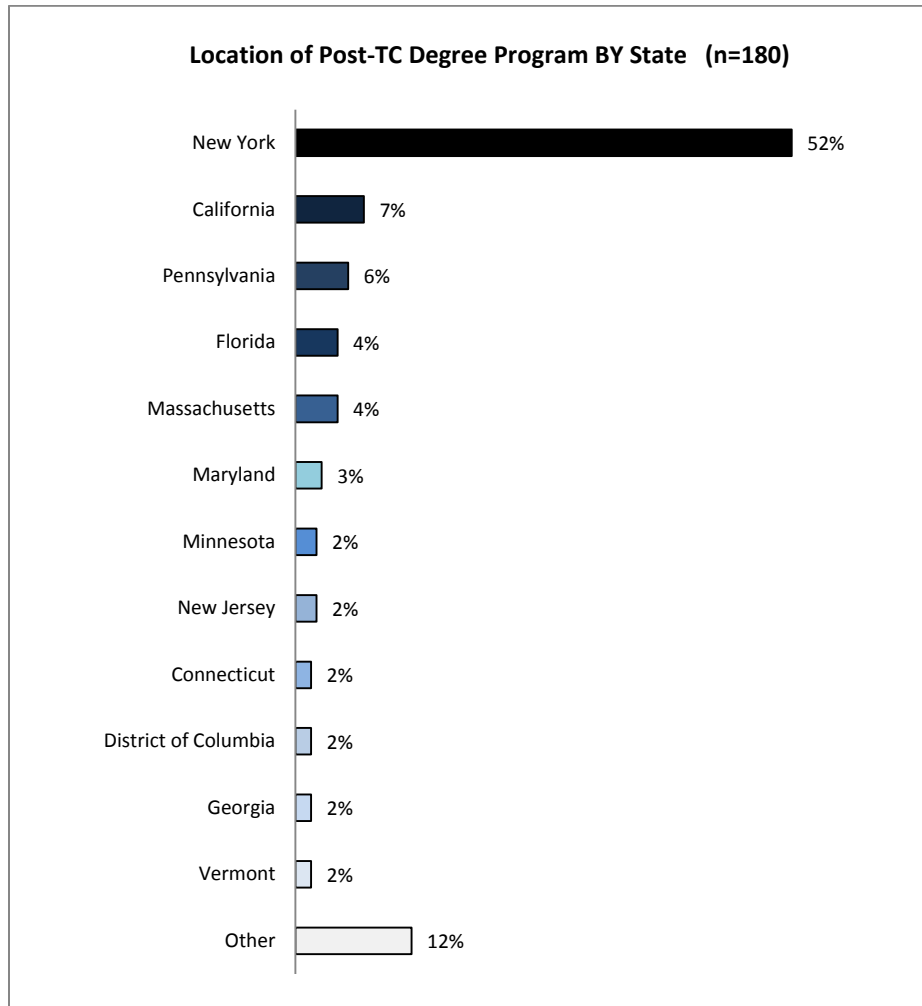
FURTHER EDUCATION

The percentages in these charts may not add to 100% because of rounding.

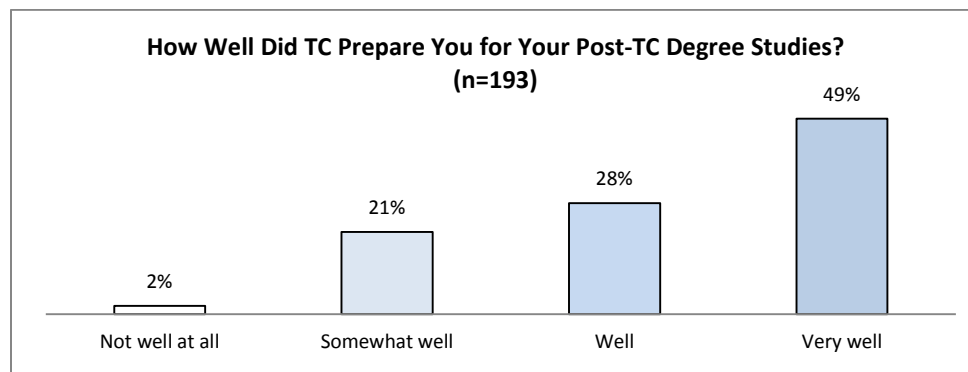


Nineteen respondents selected the “Other” category. Here are examples of their responses: Additional graduate courses between M.A. and enrolling in the Ed.D., Certificate in Professional Fundraising, Pedagogy Undergraduate, Master Trainer Training and Certification Program, Acting (Theater), Certificate of International Baccalaureate Education.





“Other” (12%) included one or two respondents who pursued further education in the states of Illinois, Kansas, Ohio, Washington, Alabama, Hawaii, Indiana, Iowa, Louisiana, Missouri, Nevada, New Hampshire, Oregon, Texas, Utah, Virginia, Wisconsin, and Rhode Island. Thirteen respondents pursued further education overseas in Brazil, France, Germany, Ireland, Japan, China, United Kingdom, and Korea.

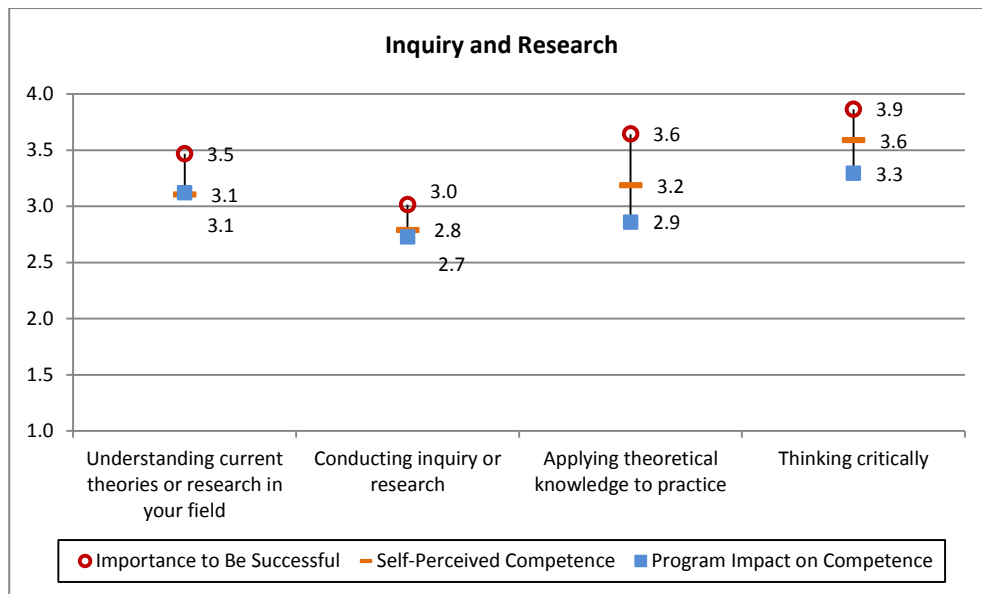


LEARNING OUTCOMES

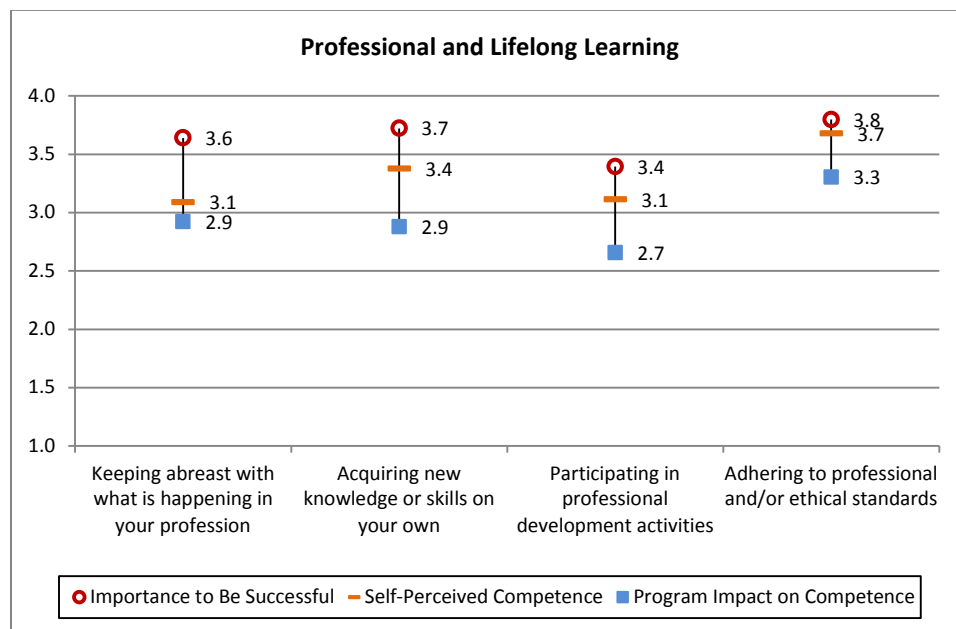
Alumni were asked to rate 16 competencies, also known as Teachers College learning outcomes, using a four-point scale from 1 (low) to 4 (high). Each of the 16 competencies are tied to one of four learning goals: (i) Inquiry and Research; (ii) Professionalism and Lifelong Learning; (iii) Communication, Collaboration, Leadership; (iv) Diversity, Multiculturalism, and Social Justice. For each competency (learning outcome), alumni rated how important they felt the competency was to them to being successful, how competent they felt, and how effective their TC program was in developing that competence in them.

	(i) How important to you are the following areas to be successful?	(ii) Your competence in each area	(iii) How effective was your TC program in developing that competence in you?
Knowledge, Skills, and Dispositions	Mean	Mean	Mean
1. Understanding current theories or research in your field	3.5	3.1	3.1
2. Conducting inquiry or research	3.0	2.8	2.7
3. Applying theoretical knowledge to practice	3.6	3.2	2.9
4. Thinking critically	3.9	3.6	3.3
5. Keeping abreast with what is happening in your profession	3.6	3.1	2.9
6. Acquiring new knowledge or skills on your own	3.7	3.4	2.9
7. Participating in professional development activities	3.4	3.1	2.7
8. Adhering to professional and/or ethical standards	3.8	3.7	3.3
9. Communicating your ideas	3.8	3.4	3.2
10. Being an effective team member	3.8	3.5	3.1
11. Motivating other people in your job	3.5	3.2	2.7
12. Appreciating cultural diversity	3.7	3.6	3.3
13. Valuing perspectives different from your own	3.8	3.5	3.3
14. Working with diverse people or populations	3.7	3.5	3.2
15. Recognizing social problems or inequalities	3.7	3.4	3.2
16. Advocating for students or clients and/or their families	3.6	3.2	2.9

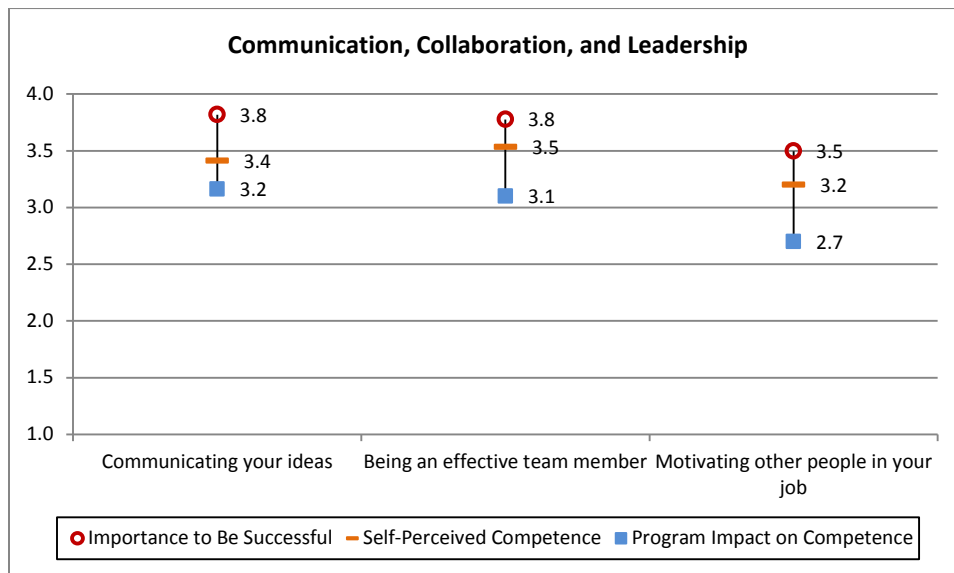
Inquiry and Research



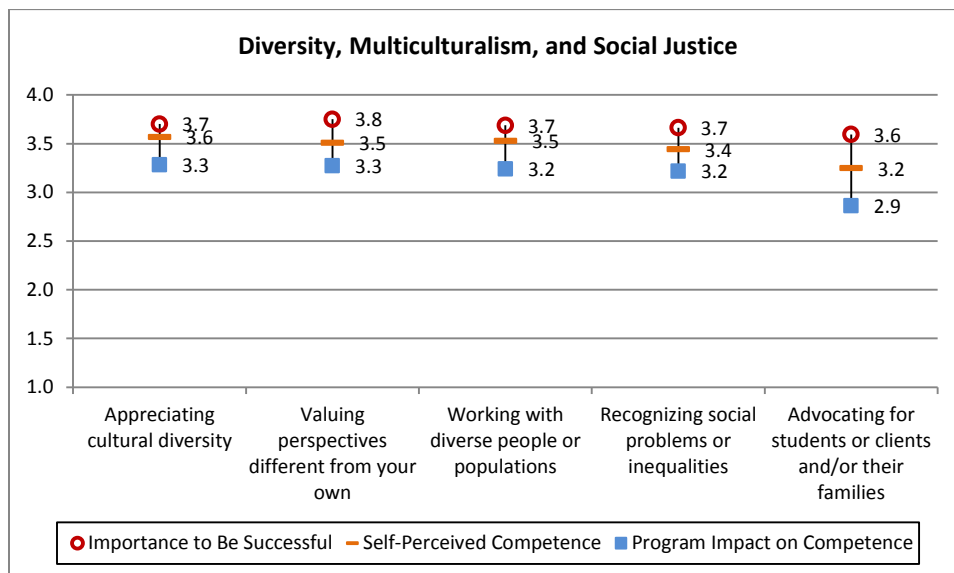
Professionalism and Lifelong Learning



Communication, Collaboration, Leadership

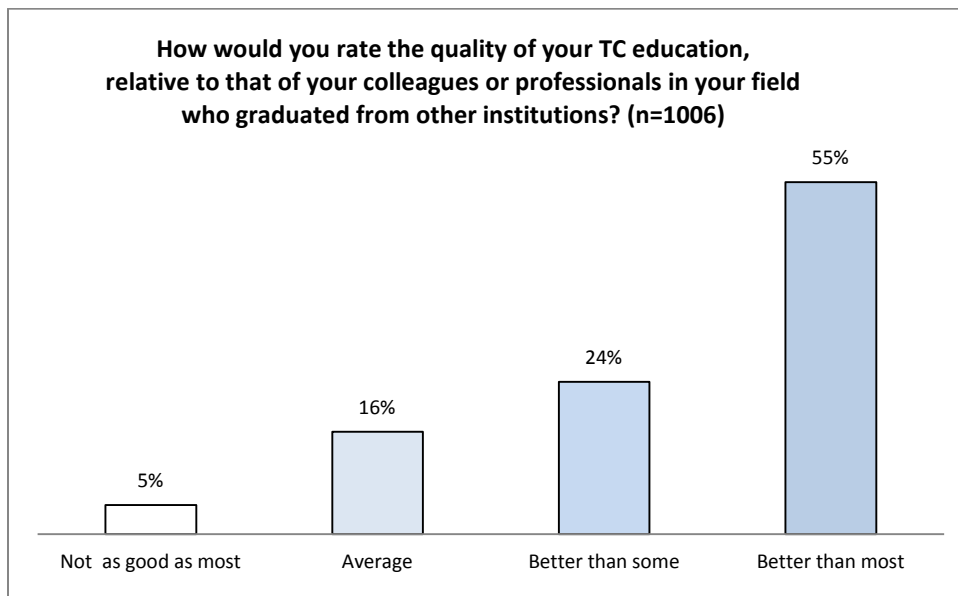
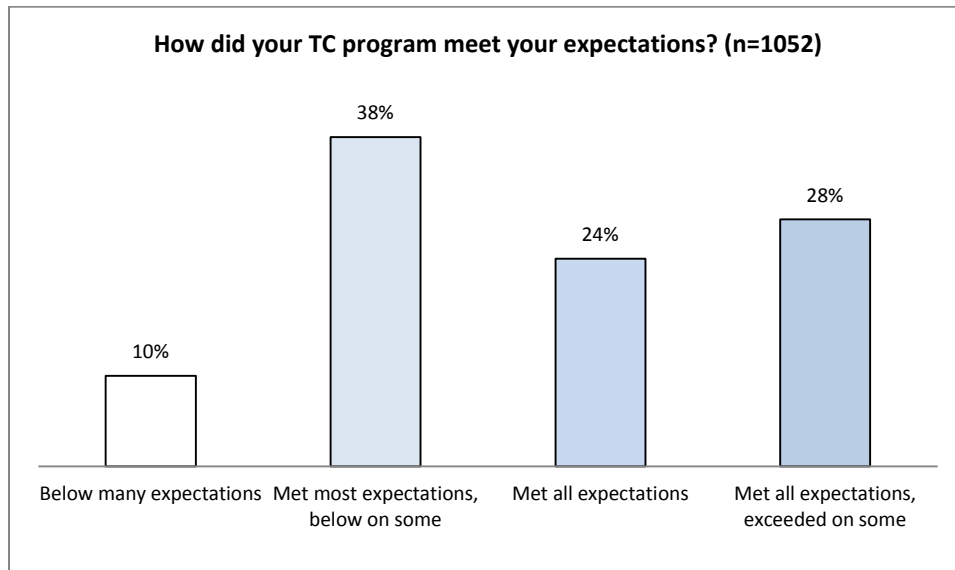


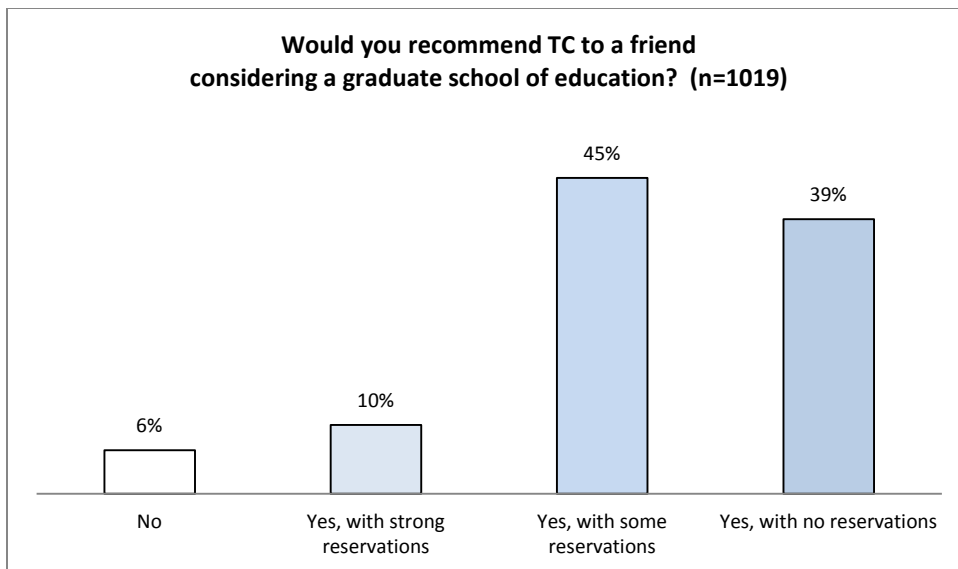
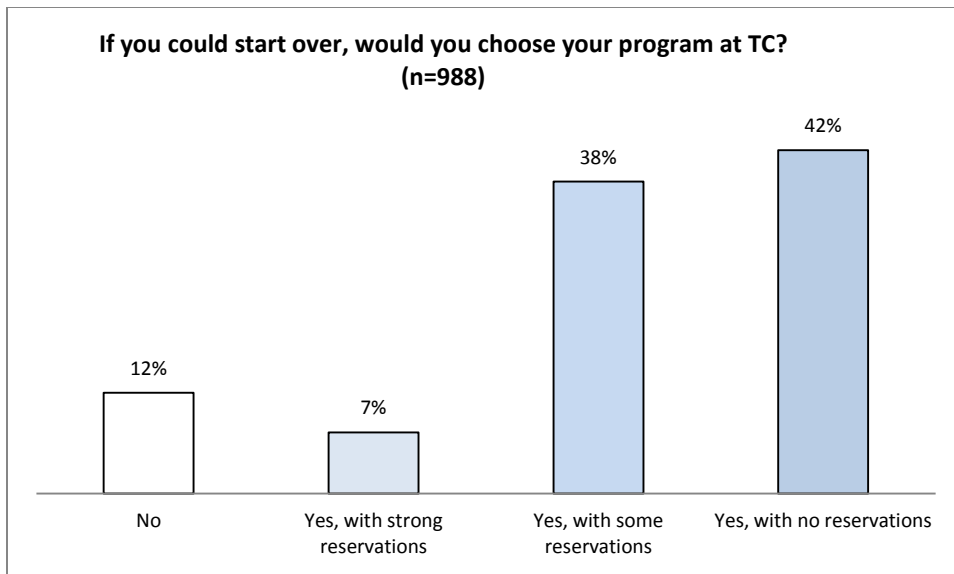
Diversity, Multiculturalism, and Social Justice



OVERALL SATISFACTION

The percentages in these charts may not add to 100% because of rounding.





APPENDIX A: RESPONSE RATES BY PROGRAM

Program	Number surveyed	Number of responses	Response rate
Adult Learning and Leadership	35	9	26%
Anthropology and Education	20	4	20%
Applied Psychology: Measurement and Evaluation	3	0	0%
Applied Behavior Analysis	49	4	8%
Applied Linguistics	95	37	39%
Applied Physiology	37	20	54%
Applied Physiology and Nutrition	23	3	13%
Applied Statistics	13	1	8%
Art and Art Education	99	13	13%
Art Administration	84	9	11%
Bilingual/Bicultural Childhood Education	33	2	6%
Bilingual/Bicultural Education	34	8	24%
Biology 7-12	34	4	12%
Blindness and Visual Impairment	5	0	0%
Chemistry 7-12	15	4	27%
Clinical Psychology	16	6	38%
Cognitive Studies in Education	29	9	31%
Communication and Education	20	2	10%
Community Nutrition Education	1	0	0%
Comparative and International Education	21	4	19%
Computing in Education - Distance Learning	26	7	27%
Computing in Education	32	6	19%
Curriculum and Teaching: Elementary Education	53	10	19%
Curriculum and Teaching: Secondary Education	20	8	40%
Curriculum and Teaching in Physical Education	4	0	0%
Curriculum and Teaching	23	4	17%
Deaf and Hearing Impaired: Early Childhood Education	1	1	100%
Diabetes Education and Management	1	0	0%
Early Childhood Education	36	6	17%
Early Childhood Education - Special Education	87	8	9%
Earth Science 7-12	8	1	13%
Economics and Education	55	11	20%
Education Psychology: Cognitive Behavioral Development Analysis	5	2	40%
Education of Deaf and Hard of Hearing	24	13	54%
Education Policy	3	1	33%
Educational Administration	1	0	0%
Educational Leadership Studies	30	5	17%
Elementary Education - Gifted Extension	8	1	13%
Elementary Inclusive Education	173	26	15%
Gifted Education	10	1	10%
Guidance and Rehabilitation	2	0	0%
Health Education	44	19	43%
Hearing Impairment/Adolescent Education	1	1	100%

Higher and Postsecondary Education	176	71	40%
History and Education	7	1	14%
Instructional Practice Special Education	6	2	33%
Instructional Technology and Media	68	16	24%
Intellectual Disability/Autism - Adolescent	1	0	0%
Intellectual Disability/Autism - Childhood	4	0	0%
Intellectual Disability/Autism - Early Childhood	7	1	14%
Intellectual Disability/Autism	53	4	8%
Interdisciplinary Studies in Education	5	2	40%
International Educational Development	222	80	36%
Leadership Policy and Politics	40	13	33%
Literacy Specialist	139	19	14%
Mathematics Education	132	25	19%
Mental Health Counseling	74	18	24%
Mental Health Counseling/School Counseling	5	5	100%
Motor Learning	15	0	0%
Music and Music Education	140	55	39%
Neuroscience and Education	54	28	52%
Nurse Executive Role	24	2	8%
Nurse Education - Professional Role	12	1	8%
Nutrition and Exercise Physiology	16	0	0%
Nutrition and Public Health	26	2	8%
Nutrition Education	45	6	13%
Philosophy and Education	27	2	7%
Physical Education	15	2	13%
Physics 7-12	6	1	17%
Politics and Education	30	13	43%
Private School Leadership	155	30	19%
Psychological Counseling	106	33	31%
Psychology in Education	294	63	21%
Psychology - Developmental	118	54	46%
Psychology - Organizational	318	83	26%
Psychology - Organizational and Executive	39	19	49%
Public School Building Leadership	218	90	41%
Reading Specialist	68	14	21%
School Counselor	32	13	41%
Science and Dental Education	10	0	0%
Secondary Inclusive Education	10	1	10%
Sociology and Education	78	50	64%
Speech and Language Pathology - Bilingual	66	24	36%
Speech and Language Pathology	100	38	38%
Supervisor/Teacher of Science Education	11	2	18%
Teaching Severe Multiple Disabilities	18	2	11%
Teaching Students with Disabilities: LD	7	0	0%
Teacher Education in Science	4	0	0%
Teaching ASL as a Foreign Language	14	2	14%
Teaching of English	343	55	16%
Teaching of Social Studies	169	36	21%

Technology Specialist	14	3	21%
Technology Specialist for Teachers	2	0	0%
TESOL	122	38	31%
TESOL (Japan)	88	14	16%
Total	5066	1303	26%

APPENDIX B: SURVEY QUESTIONNAIRE

Alumni Feedback Survey Classes of 2011, 2012, & 2013

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

1. Employed full-time (35 hours per week, or more)
2. Employed part-time (34 hours per week, or less)
3. Not employed, seeking employment
4. Not employed, not seeking employment

Current Employment, Full-time or Part-time

This section of the survey asks you to tell us a bit about your current employment.

2) How long did it take to find and accept your current job, full- or part-time?

1. Continued in the same job held while enrolled at TC
2. Accepted position prior to, or upon graduation
3. 1 to 6 months
4. 7 to 12 months
5. More than one year

3) How long have you been working in your current job?

1. Less than 12 months
2. 1 year to less than 3 years
3. 3 years or longer

4) Is your current job related to your TC program of study?

1. Yes, directly related
2. Yes, somewhat related
3. No, not related

5) If your current job is not related to your TC program of study, please select all the reasons that apply:

1. Could not find a job in my TC field of preparation
2. Could not find a job in area of geographical preference
3. Found better paying job in another field
4. Preferred work in another field

5. Other (Please specify) _____
6. Not applicable

6) Indicate the type of organization you are currently employed in. Please select the one best answer.

1. Private non-profit organization (except education and international organization)
2. Private for-profit company, corporation, or group-practice
3. Private research firm or think tank
4. Self-employed, Private practice
5. U.S. military
6. Federal government (except military)
7. State and local government (except education)
8. Public school (any grade-level, pre-K to 12; includes charter and Head Start)
9. Private school (any grade-level from pre-K to 12; includes nursery and daycare centers)
10. Parochial school (any grade-level from pre-K to 12)
11. Higher Education (public or private)
12. Public health agency (hospitals; medical centers; health-related services)
13. International organization, based in or outside USA; e.g. the UN, OECD (Organization for Economic Co-operation and Development)
14. Other (Please specify) _____

7) Name of current employer: (Please specify) _____

8) In which country are you currently working? (Please specify) _____

9) If USA, in which state are you currently working? (Please specify) _____

10) If USA, in what city/town are you currently working?

City/Town: (Please specify) _____

Zip code: (Please specify) _____

11) Your current job title: (Please specify) _____

12) Are you certified or licensed in the area you are currently working in?

1. Yes. (If yes, please list the certificates or licenses you currently hold)
2. No
3. Not applicable

13) How well did TC prepare you for your current job?

1. Not well at all
2. Somewhat well
3. Well
4. Very well
5. Not sure

14) How satisfied are you with your current job?

1. Very dissatisfied
2. Generally dissatisfied
3. Generally satisfied
4. Very satisfied
5. Ambivalent

15) Is your current job the first you have had after graduating from TC? If you have changed positions within the same organization or company, please respond "No," and tell us a bit about your first position. We are interested in the career paths of our alumni.

1. Yes, continued in the same job held while enrolled at TC
2. Yes
3. No

First Job After Graduating from Teachers College

This section asks you to tell us about your first job, or your previous position within the same organization, since graduating from TC.

16) How long did it take to find and accept your first job (or position), full- or part-time, after graduating from TC?

1. Continued in the same job held while enrolled at TC
2. Accepted position prior to, or upon graduation
3. 1 to 6 months
4. 7 to 12 months
5. More than one year

17) How long were you employed in your first post-TC job?

1. Less than 12 months
2. 1 year to less than 3 years
3. 3 years or longer

18) Was your first post-TC job related to your TC program of study?

1. Yes, directly related
2. Yes, somewhat related
3. No, not related

19) If your first post-TC job was not related to your TC program of study, please select all the reasons that apply:

1. Could not find a job in my TC field of preparation
2. Could not find a job in area of geographical preference
3. Found better paying job in another field
4. Preferred work in another field
5. Other (Please specify) _____
6. Not applicable

20) Indicate the type of organization your first post-TC job was in. Please select the one best answer.

1. Private non-profit organization (except education and international organization)
2. Private for-profit company, corporation, or group-practice
3. Private research firm or think tank
4. Self-employed, Private practice
5. U.S. military
6. Federal government (except military)
7. State and local government (except education)
8. Public school (any grade-level, pre-K to 12; includes charter and Head Start)
9. Private school (any grade-level from pre-K to 12; includes nursery and daycare centers)
10. Parochial school (any grade-level from pre-K to 12)
11. Higher Education (public or private)
12. Public health agency (hospitals; medical centers; health-related services)
13. International organization, based in or outside USA; e.g. the UN, OECD (Organization for Economic Co-operation and Development)
14. Other (Please specify) _____

21) Your first post-TC job or position title: (Please specify) _____**22) How well did Teachers College prepare you for your first post-TC job?**

1. Not well at all
2. Somewhat well
3. Well
4. Very well
5. Not sure

23) How satisfied were you with your first post-TC job?

1. Very dissatisfied
2. Generally dissatisfied
3. Generally satisfied
4. Very satisfied
5. Ambivalent

24) Have you enrolled in a degree program since graduating from TC?

1. Yes
2. No

Further Education Since Graduating From Teachers College

This section asks you to tell us about your enrollment in graduate or professional school since graduation from TC. If you are furthering your studies at TC, or have since earned another degree at TC, this section would apply to you as well.

25) What post-TC degree have you received or for which you are currently enrolled in? Please select all that apply.

1. Professional degree (Law, Medicine, or other medical degrees)
2. Master's degree
3. Doctoral degree
4. Other (Please specify) _____

26) In the drop-down list, which one best describes the academic discipline you are currently enrolled in, or which you received your post- TC degree in ? If your academic discipline is not on the list, please provide its name in the text box below.

26a) If your post-TC academic discipline is not on the drop-down list above in item #26, please provide its name.
(Please specify) _____

27) How related is your post-TC academic discipline to your program at Teachers College?

1. Directly related
2. Somewhat related
3. Not related

28) Name of university/institution from which you received your post-TC degree, or at which you are currently enrolled in:

Name of university/institution: (Please specify) _____

29) If USA, in which state is the university/institution located? (Please specify) _____

30) If international, in which country is the university/institution located? (Please specify) _____

31) How well did Teachers College prepare you for your continuing education?

1. Not well at all
2. Somewhat well
3. Well
4. Very well
5. Not sure

Professional Activities since Graduation

For Q32 – 35: Since graduating from TC, have you...

- | | | |
|-----|---|--------|
| 32) | ... been a member of a professional association/society? | YES/NO |
| 33) | ... presented at a professional conference? | YES/NO |
| 34) | ... published an article, a book chapter, or a book? | YES/NO |
| 35) | ... held a leadership position in a professional association? | YES/NO |

36) How did your TC program meet your expectations?

1. Below many expectations
2. Met most expectations, below on some
3. Met all expectations
4. Met all expectations, exceeded on some
5. Don't know

37) How would you rate the quality of your TC education, relative to that of your colleagues or professionals in your field who graduated from other institutions?

1. Not as good as most
2. Average
3. Better than some
4. Better than most
5. Don't know

38) If you could start over, would you choose your program at TC?

1. No
2. Yes, with strong reservations
3. Yes, with some reservations
4. Yes, with no reservations
5. Not sure

39) Would you recommend Teachers College to a friend considering a graduate school of education?

1. No
2. Yes, with strong reservations
3. Yes, with some reservations
4. Yes, with no reservations
5. Not sure

Teachers College Learning Outcomes

For 40 – 55: Please rate each learning outcome:

(a) How important to you are the following areas to be successful

Response Scale: (1-Not Important; 2-Somewhat Important; 3-Important; 4-Very Important)

(b) Your competence in each area

Response Scale: (1-Not Competent; 2-Somewhat Competent; 3-Competent; 4-Very Competent)

(c) How effective was your TC program in developing that competence in you

Response Scale: (1-Not Effective; 2-Somewhat Effective; 3-Effective; 4-Very Effective)

- 40) **Understanding current theories or research in your field**
- 41) **Conducting inquiry or research**
- 42) **Applying theoretical knowledge to practice**
- 43) **Thinking critically**
- 44) **Keeping abreast with what is happening in your profession**
- 45) **Acquiring new knowledge or skills on your own**
- 46) **Participating in professional development activities**
- 47) **Adhering to professional and/or ethical standards**
- 48) **Communicating your ideas**

- 49) **Being an effective team member**
- 50) **Motivating other people in your job**
- 51) **Appreciating cultural diversity**
- 52) **Valuing perspectives different from your own**
- 53) **Working with diverse people or populations**
- 54) **Recognizing social problems or inequalities**
- 55) **Advocating for students or clients and/or their families**

Professional Development

This section asks you to tell us about your professional development experience, and your professional development needs and interests for the future.

56) In the past 12 months, did you participate in any professional development programs?

- 1. Yes
- 2. No

For 57 – 59: You indicated that you participated in professional development programs in the past 12 months:

Response Scale: (1) None, (2) One, (3) Two, (4) Three, (5) Four, (6) Five or more

- 57) **How many?**
- 58) **How many were required by your employer or for licensing?**
- 59) **How many were paid for by an employer?**

60) For FUTURE professional development, what is your preferred format?

- 1. Face-to-Face
- 2. Online
- 3. Blended (combination of Face-to-Face and Online)

61) For FUTURE professional development, with regards to length of workshops which of the following are you likely to participate in? Please select all that apply.

- 1. Half day
- 2. One day
- 3. 2-3 days
- 4. One week

5. Other (Please specify) _____

Q62 – Q67): For FUTURE professional development, to what extent would you be interested in the following skill areas:

Response Scale: Not at all interested – Somewhat interested – Interested – Very interested

62) Professional Skills

(e.g. Consider topics specifically related to your day to day work - whether it be a particular software or a specific teaching method)

63) Team & Leadership Skills

(e.g. Learn strategies to motivate people you work with, mentor, enable conflict resolution, and guide team building)

64) Communication Skills

(e.g. Improve your abilities in public speaking, making presentations, getting published, motivational speaking, and utilizing social media most effectively)

65) Analytic and Research Skills

(e.g. Learn how to manage large datasets, conduct environmental scans, current methodologies in your field, and training in qualitative and quantitative software)

66) Business Skills

(e.g. Gain skills in creating a business plan, grant writing, report writing, project management, problem solving, and fundraising)

67) Diversity

(e.g. Develop cultural awareness, receive training in micro aggressions, learn culturally responsive strategies for working with specific populations)

The End