

Teachers College Columbia University Selected Topics Self-Study Report

Submitted to
Middle States Commission on Higher Education
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TABLE OF CONTENTS

| | |
|--|----|
| Steering Committee | 1 |
| Working Groups | 2 |
| Research Assistants..... | 3 |
| Table of Contents | 4 |
| List of Abbreviations..... | 7 |
| Executive Summary | 8 |
| Chapter 1: Introduction | 13 |
| Overview of Teachers College | 13 |
| Overview of MSCHE Self-Study Process | 17 |
| The Self-Study Rationale | 17 |
| Focusing on Strategic Innovation..... | 18 |
| Responding to Risks and Opportunities | 20 |
| References | 22 |
| Chapter 1 Appendices | 23 |
| Appendix 1A: Academic Departments and Programs | 23 |
| Appendix 1B: Provost Investment Fund: Funded Projects 2007-2012..... | 24 |
| Chapter 2: Student and Alumni Surveys..... | 28 |
| Teachers College Alumni Feedback Survey | 28 |
| Design and Implementation..... | 28 |
| Survey Working Group Findings | 29 |
| Teachers College Survey Program | 31 |
| Surveys of Students and Alumni at TC | 32 |
| Recommendations for Improvement | 34 |
| Relation to MSCHE Standards | 36 |
| References | 37 |
| Chapter 2 Appendices | 38 |
| Appendix 2A: Current Student Survey List | 38 |
| Chapter 3: Program Self-Studies..... | 39 |
| Overview of the Inquiry Process | 39 |
| Selection of Academic Programs..... | 39 |
| Implementation Process | 41 |
| Implementation Lessons Learned | 42 |
| Participating Academic Program Characteristics..... | 43 |

| | |
|---|-----|
| Teachers College and Academic Program Missions | 43 |
| Student Body | 45 |
| Program Faculty and Leadership | 48 |
| Program Curricula..... | 49 |
| Licensure and Accreditation..... | 51 |
| Affordability and Competition..... | 52 |
| Competencies and Employment Outcomes | 53 |
| Direct Assessment of Student Learning at Teachers College | 53 |
| Alumni Competencies | 55 |
| Employment Outcomes..... | 64 |
| Program Improvement and Recommendations for the College..... | 70 |
| Program Changes in Response to Alumni and Student Feedback..... | 70 |
| Recommendations for the College..... | 71 |
| Relation to MSCHE Standards | 74 |
| References | 76 |
| Chapter 3 Appendices | 77 |
| Appendix 3A: Survey Respondents and Response Rates by Program..... | 77 |
| Appendix 3B: Program Self-Studies Project Work Schedule..... | 78 |
| Appendix 3B: Full-time Faculty by Program..... | 81 |
| Appendix 3C: Program Tracks, Specializations, and Concentrations..... | 84 |
| Appendix 3D: Institutional Plan for Assessment of Student Learning Outcomes, 2016-2020 .. | 86 |
| Appendix 3E: Key Assessments by Program | 87 |
| Appendix 3F: Program Changes in Response to Alumni and Student Feedback..... | 89 |
| Chapter 4: Post-Master’s Education | 94 |
| Introduction | 94 |
| The Advanced Master’s: A Special Focus within the Selected Topics Self-Study..... | 94 |
| The Professional Diploma: Precursor to the Master of Education..... | 95 |
| Status of the Master of Education Program | 96 |
| Data Collection and Analysis | 97 |
| Scan of Advanced Master’s Programs at Other Institutions | 99 |
| Supporting Program Development and Re-design Initiatives..... | 100 |
| Recommendations | 104 |
| Relation to MSCHE Standards | 105 |
| Chapter 4 Appendices | 106 |
| Appendix 4A: Teachers College Diplomas (Excerpt from TC Bulletin)..... | 106 |

| | |
|---|-----|
| Appendix 4B: Description of Ed.M. Programs..... | 111 |
| Appendix 4C: Ed.M. Program Enrollments and Degrees Earned..... | 119 |
| Appendix 4D: Illustrations of Advanced Certificate Programs at Selected NYC/NYS Institutions | 129 |
| Appendix 4E: New Degree and Certificate Proposals | 135 |
| Appendix 4F: Dean's Rapid Prototyping Grant Program | 138 |
| Appendix 4G: Provost's Memo on Facilitating Program Development and Redesign | 139 |
| Chapter 5: Conclusions and Recommendations | 148 |
| Self-Study Conclusions and Recommendations | 148 |
| Linking Assessment and Innovation | 151 |
| Final Thoughts..... | 153 |
| References | 154 |

LIST OF ABBREVIATIONS

| | |
|--------------|--|
| A&H | Arts and Humanities (Department) |
| AFS | Alumni Feedback Survey |
| APA | American Psychological Association |
| ASHA | American Speech and Hearing Association |
| ASLO | Assessment of Student Learning Outcomes (Institutional Plan for) |
| BBS | Biobehavioral Sciences (Department) |
| C&T | Curriculum and Teaching (Department) |
| CAEP | Council for the Accreditation of Educator Preparation |
| CCP | Counseling and Clinical Psychology (Department) |
| CED | Council on Education of the Deaf |
| CEO&I | Center for Outreach and Innovation |
| CEPH | Council on Education for Public Health |
| CU | Columbia University |
| DAA | Director of Academic Administration |
| Ed.D. or EDD | Doctor of Education |
| Ed.M. | Master of Education |
| Ed.M./NCL | Non-Certification/Licensure Master of Education (Programs) |
| ELCC | Educational Leadership Constituent Council |
| EPSA | Education Policy and Social Analysis (Department) |
| FEC | Faculty Executive Committee |
| HBS | Health and Behavior Studies (Department) |
| HUD | Human Development (Department) |
| ITS | International and Transcultural (Department) |
| M.A. | Master of Arts |
| MCAC | Masters in Counseling Accreditation Committee |
| ME or Ed.M. | Master of Education |
| MIT | Massachusetts Institute of Technology |
| MS or M.S. | Master of Science |
| MOOC | Massive Open Online Course |
| MSCHE | Middle States Commission on Higher Education |
| NCATE | National Council for Accreditation of Teacher Education |
| NYC | New York City |
| NYS | New York State |
| NYSED | New York State Education Department |
| OAA | Office of Accreditation and Assessment |
| OIS | Office of Institutional Studies |
| ORL | Organization and Leadership (Department) |
| SPA | Summer Principals Academy |
| SPA NY | Summer Principals Academy New York |
| SPA NOLA | Summer Principals Academy New Orleans Louisiana |
| TC | Teachers College |
| TCCS | Teachers College Career Services |
| TESOL | Teaching of English to Speakers of Other Languages |
| UELP | Urban Education Leaders Program |

EXECUTIVE SUMMARY

In its self-study for the decennial Middle States Commission on Higher Education (MSCHE) re-accreditation, Teachers College has chosen to focus on a process model for reinventing programs of study informed by data derived from graduates' career paths and their perceptions of the quality and professional relevance of their academic programs. The rationale for this particular focus came from the College's legacy of creating new programs and fields of study, the current focus on strategic innovation, and the need to respond to external and internal demands for more accountability as related to student learning competencies and employment outcomes. The intended outcomes of the self-study were improvement of existing programs and development of new program initiatives that focus on what our students need to succeed and lead in the 21st century.

The Steering Committee representing all key constituents of the College developed the Self-Study Design Proposal and organized work of the three self-study working groups: the Survey Group, the Design and Program Review Group, and the Advanced Master's Programs Group. Each group was presented with a unique set of questions, developed an inquiry approach suitable for these questions, and used appropriate data sources, which are described below. The fourth working group, the Roadmap Group, worked on collecting evidence of compliance with the MSCHE standards that were not directly addressed in the Selected Topics Self Study (Table A) and on providing document support for the other three groups.

Survey Group. Surveys have always played an important role in the College's assessment system to solicit feedback from key stakeholders—mainly students but also faculty and members of the wider College community—regarding the quality and effectiveness of various aspects of the learning and working environment. Originally envisioned as a form of formative assessment used locally to drive program and unit improvement, surveys are increasingly, and sometimes exclusively, being used as a form of summative assessment to satisfy demands for more accountability. The College's focus on data-based decision-making and the ease of electronic survey administration have led to a proliferation of surveys across all academic and administrative units of the College, resulting in survey fatigue, lower response rates, and survey waste when collected data are not analyzed or used effectively. Charged with conducting an audit of the varied surveys administered across the College, the Survey Group collected and reviewed surveys administered by different administrative offices. For each survey, the Group identified target populations, types of collected information, and the information gaps not currently addressed by these surveys, and suggested ways to improve the efficiency and effectiveness of survey administration. The Group also collected and reviewed information about survey programs as implemented by selected peer institutions and developed a series of recommendations to create a more comprehensive survey program at Teachers College. These recommendations focus on a more centralized and collaborative approach to survey design and administration; survey redesign guided by a conceptual framework, responsive to the needs and interests of multiple units and programs, and providing for disaggregation at the unit or program level and longitudinal analyses; and effective strategies for disseminating survey findings and integrating survey research with other planning and assessment processes at the College.

The analysis completed by the Survey Group partially addresses Standard 7 (Institutional Assessment) and the following fundamental elements:

- Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services;
- Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation and renewal.

The Survey Group also reviewed and revised the Alumni Feedback Survey instrument, which served as a baseline for program reviews, and collaborated with the Design and Program Review Group on analyzing survey findings and identifying ways to improve the instrument for future administrations.

Design and Program Review Group. As the main focus of our Selected Topics Self Study, academic program reviews utilized alumni feedback and other sources of data to evaluate the current status, strengths and challenges, areas for improvement, and directions for future development of each program participating in the project. The Design and Program Review Group selected 18 programs broadly representative of all Teachers College programs to participate in the program reviews. Each participating program was provided with the data summaries from the Alumni Feedback Survey as well as the other surveys and college databases and asked to reflect on these data. Each program was also specifically asked to focus on student learning, connecting program goals and curricula to learning outcomes and to alumni feedback. The programs then identified specific initiatives for program improvement and directions for future development. A team of doctoral students assisted the participating programs in collecting and organizing information, summarizing data, and drafting reports.

The Design and Program Review Group reviewed all 18 program self-studies and summarized them identifying the strengths, challenges, areas for improvement, and directions for future development found to be common across multiple programs. The Group developed a series of recommendations to advance further program review, improvement, and redesign across the College. These recommendations focus on supporting continuing program reviews; resourcing fieldwork and internship experiences; exploring academic and career advising models; supporting professional licensing and accreditation; planning for faculty transitions and retirements; facilitating cross-program collaboration; developing post master's education and digital learning; and keeping Teachers College programs affordable.

The analysis completed by the Design and Program Review Group substantively addresses Standard 11 (Educational Offerings) and Standard 14 (Assessment of Student Learning). The fundamental elements of Standard 11 include:

- Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered;
- Formal undergraduate, graduate and/or professional programs—leading to a degree of other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning;
- Program goals are stated in terms of student learning outcomes;
- Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress;

- Graduate curricula providing for the development of research and independent thinking that studies at the advanced level presuppose;
- Faculty with credentials appropriate to the graduate curricula; and,
- Assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and clinical skills, professional examinations and professional placement where applicable) and the use of results to improve student learning and program effectiveness.

The fundamental elements of Standard 14 include:

- Clearly articulated statements of expected student learning outcomes at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development;
- A documented, organized, and sustained assessment process to evaluate and improve student learning;
- Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes;
- Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning; and,
- Documented use of student learning assessment information as part of institutional assessment.

Advanced Master's Programs Group. Teachers College offers several post-baccalaureate, sub-doctoral degree programs, including the Master of Arts (M.A.), the Master of Science (M.S.), the Master of Philosophy (M.Phil.) and the Master of Education (M.Ed.). Reflecting the evolution of the M.Ed. from its roots in the professional diploma programs that the College offered almost from its inception through the mid-1970's (which required additional course work beyond the master's degree), the nomenclature in use at the College often refers to the M.A. and the M.S. as "initial" master's degrees, with the M.Ed. referred to as an "advanced" masters. Teachers College currently offers more than 30 programs leading to the award of the Master of Education (Ed.M.) degree, including license-qualifying programs and programs that do not lead to any licensure or certification. In proposing advanced master's programs as a special topic within our special topics model, we saw the self-study as a potential to link with and support the College's initiative to develop new programs or redesign existing programs that will capture new markets and audiences for the College. The inquiry conducted by the Advanced Master's Programs Group focused specifically on non-certification or licensure Ed.M. programs and included the findings from the Alumni Feedback Survey, as well as reviews of program materials, interviews with Program Coordinators, and scans of practice at graduate schools and programs at peer institutions as well as institutions in our catchment area. The Group found that, on one hand, these programs provide students with opportunities for advanced graduate studies beyond the initial master's level and below the doctorate that are not commonly found at other graduate institutions and, on the other hand, provide the College with a tuition revenue stream with relatively little additional investment expense. The Advanced Master's Program Group also found that advanced certificates, rather than formal degree programs, are increasingly defining the post initial master's education and a number of alternatives to advanced certificates are emerging on the post-baccalaureate, pre-master's market.

The insights provided by the inquiry informed the work of the reorganized Academic Affairs unit focusing on new program development and program redesign and headed by Vice Provost and Co-chair of the Steering Committee William Baldwin. A number of the new and redesigned program initiatives have been approved or are pending approval of the New York State Education Department (NYSED). Building on the work done at the College to support new and redesigned programming that would be responsive to changing market conditions in higher education, the Provost worked with a Summer Steering Committee of the Faculty Executive Committee to frame a suite of recommendations that were discussed at the September 17, 2015 Faculty meeting. These recommendations focused on revenue sharing options, flexible credit structures, greater instructional capacity, more digital programming, market feasibility, reimagining faculty load, credit conversion, variable pricing, and faculty incentives for engaging in new program development or the redesign of existing programs.

The analysis completed by the Advanced Master's Programs Group partially (as far as academic planning is concerned) addresses Standard 2 (Planning, Resource Allocation, and Institutional Renewal) and the following fundamental elements:

- Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions that are drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels;
- Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results.

Overall, the Selected Topics Self-Study found that Teachers College has been successful in achieving its mission and goals. It is focused on advancing innovation both at the College and program level, and it is well positioned both academically and operationally to serve as a leader in shaping programs and fields that contribute to a smarter, healthier, and more equitable world.

The Self-Study Report that follows is organized in five chapters. Chapter 1 briefly describes Teachers College and our Selected Topics Self-Study Process. It also defines and provides a rationale for a process model for program improvement and redesign as the main focus of the self-study. The design and implementation of the Alumni Feedback Survey, which serves as the main source of data for the program reviews, is described in Chapter 2. This chapter also includes the review of all student and alumni surveys conducted by the administrative offices and suggests ways to create a more comprehensive survey program for the College. Chapter 3 describes the program review process, summarizes key findings from the program reviews, and provides a series of recommendations for the College to advance further program review, improvement, and redesign. The history, current status, and Teachers College planning process of future developments in post-master's education are described in Chapter 4. The last chapter, Chapter 5, summarizes major findings of the Self-Study and key recommendations for continuous improvement. All appendices referenced in the text are provided after the corresponding chapter. All program self-study reports as well as a variety of other materials are available for review in the (password-protected) Roadmap Document (<https://sites.google.com/a/tc.columbia.edu/middle-states-roadmap-document/home>).

Table A: Documentation Roadmap and Self-Study Overview

| The Standards | Substantively Addressed Within the Self-Study | Partially Addressed Within Self-Study | Addressed in the Roadmap Document |
|---|--|--|--|
| 1. Mission, Goals, and Objectives | | | YES |
| 2. Planning, Resource Allocation, and Institutional Renewal | | YES | |
| 3. Institutional Resources | | | YES |
| 4. Leadership and Governance | | | YES |
| 5. Administration | | | YES |
| 6. Integrity | | | YES |
| 7. Institutional Assessment | | YES | |
| 8. Student Admissions | | | YES |
| 9. Student Support Services | | | YES |
| 10. Faculty | | | YES |
| 11. Educational Offerings | YES | | |
| 12. General Education | n/a | n/a | n/a |
| 13. Related Educational Activities | | | |
| 14. Assessment of Student Learning | YES | | |

CHAPTER 1: INTRODUCTION

Overview of Teachers College

Founded in 1887 to provide a new kind of schooling for the teachers of poor, immigrant children in New York City, and affiliated with Columbia University since 1898 under an agreement whereby the College retains its legal and financial independence, Teachers College today is an urban, independent, graduate and professional school of education. It is located in the Morningside Heights neighborhood of the upper west side of the Borough of Manhattan in New York City and adjacent to the main campuses of Columbia University, Barnard College, Manhattan School of Music, Jewish Theological Seminary, and Union Theological Seminary. The campus comprises seven academic buildings and five residential halls.

Lawrence Cremin, Teachers College's seventh President, wrote that the College "has been at the forefront of every major movement, issue, and conflict in American education." For over 125 years, the College has been the birthplace of new ideas, practices, and fields of inquiry. Teachers College's legacy of "firsts" begins with the College itself, the blueprint for all subsequent schools of education. Teachers College's unique, multi-disciplinary blend of theory and practice has led to many innovative fields and programs such as international and comparative education, educational psychology, nursing education, nutrition education, special education, social studies, conflict resolution, and urban education.

Though significantly evolved, the current mission of the College remains closely connected to the founding principle, which was "to provide a new kind of schooling for New York City's poor, one dedicated to helping them improve the quality of their everyday lives." From early on, this mission has been viewed broadly as education writ large, taking in the life of communities, families and other educative influences along with activities in classrooms and schools. Today, Teachers College is a graduate and professional school, focusing on education, health and human development in and out of the classroom and across the lifespan. Teachers College is dedicated to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. The College is committed to being a magnet institution that attracts, supports, and retains diverse students, faculty, and staff at all levels through its demonstrated commitment to social justice, its respectful and vibrant community of research, teaching and service, and its encouragement and support of all individuals in the achievement of their full potential.

As the nature of a research-intensive institution suggests, the core ideas that guide the mission and focus of Teachers College include inquiry, research, and scholarship. All members of Teachers College, students and faculty, are united and engaged as inquirers, researchers, and scholars. As expressed by TC President Susan Fuhrman, one of the most important functions of the College's degree programs is to provide students with a solid foundation upon which they can build a lifelong appreciation for, and commitment to, inquiry and research.

More than any other research institution of its kind, TC has led the way in increasing understanding of how people of all ages learn in all disciplines, how best to teach them what they need to know,

and how to transform our findings into actual curricula in classrooms and other settings. Some of these high-impact research advances include:

- Designing advanced mathematics education for very young children;
- Providing diabetes education for health care professionals who help patients manage their disease;
- Educating high school and college students about the national debt, the federal budget deficit, and other issues related to fiscal responsibility, including personal financial literacy;
- Training top executives at corporations and non-profits to lead their organizations through major and often volatile change;
- Bringing elementary school teachers—including those who have had no formal science preparation—up to speed in both science content and pedagogy;
- Educating elementary and middle school students—an age group among whom obesity has been growing at an alarming rate—to change their behaviors around nutrition and fitness;
- Using science-based teaching to enable thousands of children diagnosed with autism and other language deficits to speak and function in mainstream schools;
- Connecting science and spirituality as important in building stronger individuals; and
- Using mass data and technology to impact traditional educational ideas and practices.

Research and teaching are closely linked in Teachers College's mission. Faculty research informs program curricula and faculty teaching. It allows students to learn foundational theories and research in the discipline as well as evidence-based practice. Focused training in research is a critical component of the academic curriculum across all academic programs and degree levels. Students have a variety of opportunities to learn and practice their inquiry and research skills through course assignments, capstone assessments, and work in faculty-led research teams or labs. In addition, Teachers College supports and hosts numerous institutes, research centers, and faculty research projects, with more than \$30 million in sponsored research and training programs. Students benefit from access to the knowledge, lectures, and theory created out of these projects. Frequently, there are opportunities for students to gain research experience and professional development. The College's continuously expanding research centers and institutes are among the nation's finest, including: the Community College Research Center, Center for Benefit-Cost Studies in Education, Consortium for Policy Research in Education, Institute for Urban and Minority Education, International Center for Cooperation and Conflict Resolution, National Center for Children and Families, and National Center for Restructuring Education, School and Teaching (<http://www.tc.columbia.edu/faculty-and-research/centers-and-institutes/>).

In accomplishing its mission through programs of teaching, research and service, the College draws upon the expertise of a diverse community of faculty across a wide range of disciplines and scholarly backgrounds including education, applied psychology, social sciences, humanities, arts, and health, as well as students and staff from across the country and around the world.

For the academic year of 2014-2015, the Faculty of Teachers College consisted of 156 full-time professorial faculty, of whom 114 (73%) were tenured and 42 (27%) were non-tenured. Of the full-time professorial faculty 37 (24%) were minority and 89 (57%) were female. In addition to the full-time professorial faculty, the instructional staff of the College included 70 full-time appointments (55 lecturers and 15 instructors) as well as approximately 350 part-time appointments. The adjunct

faculty plays a significant role in bringing the reality of practice into classrooms and seminars (whether at the College or online).

Collectively the faculty place great value on their teaching in both the professional and graduate programs, and take responsibility for designing and implementing the extensive range of programs offered at Teachers College. As part of a shared commitment to preparing the next generation of leaders, faculty often provide students with unique opportunities for engagement with their programs of research, scholarship, and professional practice. Teachers College students also have access to many of the services, programs, and activities at Columbia University.

For the academic year of 2014-2015, Teachers College enrolled 5,122 students—70% in master's programs, 26% in doctoral programs, and 4% were non-degree students. Of this total, 66% were enrolled part-time. Approximately 76% were women, and among U.S. citizens, 12% were African American, 14% were Asian American, 12% percent were Latino/a, and 4% percent identified with two or more ethnicities. Almost 20% of the total enrollment was international students. The median age of all students was 28.

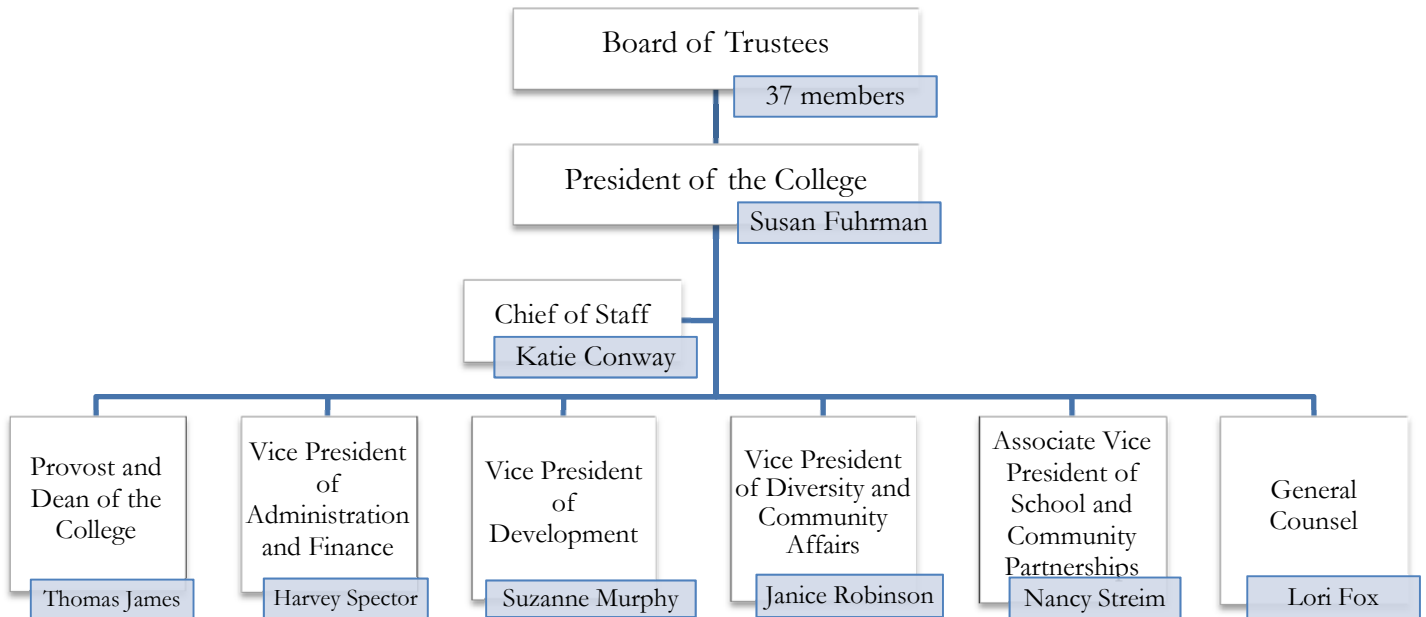
The College currently offers programs of study in the areas of education, psychology, health, and leadership that lead to the degrees of Master of Arts, Master of Science, Master of Education, Doctor of Education, and Doctor of Philosophy. The academic programs of the College are organized into ten academic departments: Arts and Humanities; Biobehavioral Sciences; Counseling and Clinical Psychology; Curriculum and Teaching; Education Policy and Social Analysis; Health and Behavior Studies; Human Development; International and Transcultural Studies; Mathematics, Science and Technology; and, Organization and Leadership. Academic departments are augmented by centers, institutes, and projects that complement instructional areas with research, service, and experiential initiatives. An organizational chart in Appendix 1A shows the ten departments and programs or program clusters in each department (the highlights represent the 18 programs participating in the self-studies described in Chapter 3). When one considers the multiple degree options within most programs or program clusters, there are over 150 possibilities for a student's course of study.

From a governance perspective, the College has traditionally sought modes that provide for the effective participation of all sectors of the academic community, both in the determination of policies guiding the life of the community and also in the critical appraisal of the implementation of those policies. The primary participants in College governance include the Trustees of the College, the president and officers of the College (Chart 1.1), and the Faculty, though students and staff also play a role.

The Board of Trustees currently consists of 37 members, with 44 being the maximum allowed by the College's bylaws, and is currently led by two Co-Chairs. The Full Board meets quarterly, and committees of the Board meet quarterly or as needed to carry out their respective charges. Statutory committees of the Board include: the Academic Affairs Committee, the Audit Committee, the Business & Finance Committee, the Compensation Committee, the Development Committee, the Facilities and Public Safety Committee, the Investment Committee, and the Committee on Trustees. Ad hoc committees that exist to support current needs of the College include: the Library Committee, the School Partnership Committee, the Student Affairs Committee, the Strategic Innovation Committee, and the Title IX Committee. Trustees are elected to terms of three years,

and the Board’s full membership votes each year on leadership roles for the Full Board and for each committee.

Chart 1.1: Teachers College Administration



The business of the Faculty is conducted by the Faculty Executive Committee, while the department chairs are responsible for managing academic, budget, and personnel matters for each of the ten departments. Faculty provide systematic advice to senior administration in the preparation of the annual budget and make judgments concerning the extent to which the annual budget conforms with established priorities.

While education and training models can vary widely based on the discipline or professional field and degree level, Teachers College is committed to ensuring that all students, regardless of their chosen program, receive systematic instruction and demonstrate achievement in five competency areas:

- **Professional Practice:** Demonstrate mastery of the content and methodologies of their discipline or profession.
- **Inquiry and Research:** Use skills of inquiry, research, critical thinking, and problem solving to pursue and evaluate knowledge.
- **Professionalism and Lifelong Learning:** Engage in the profession and take responsibility for their personal and professional growth.
- **Communication, Collaboration, and Leadership:** Demonstrate effective communication, collaboration and leadership skills to convert goals and commitments into action.
- **Diversity, Multiculturalism, and Social Justice:** Appreciate diversity, understand nature and causes of injustice, and take actions to promote a better world.

With a commitment to uphold its legacy as a leader in graduate education, Teachers College continues to pioneer, innovate, and explore graduate instruction and programming. The MSCHE Selected Topics Self-Study process provides an opportunity to examine the extent to which our programs and educational preparation meet the varied needs of our graduates.

Overview of MSCHE Self-Study Process

In the summer of 2013, Provost Thomas James asked William Baldwin, (then) Vice Provost, and A. Lin Goodwin, Vice Dean for Teacher Education and Professor in the Department of Curriculum and Teaching, to Co-chair the 2016 Middle States Self-Study. During the summer and fall, the Co-chairs and Sasha Gribovskaya, Director for Accreditation and Assessment, met with the Provost, Senior Staff, and Faculty Executive Committee to discuss the self-study models and possible foci for the 2016 Self-Study. In November of 2013, the Co-chairs attended the MSCHE Self-Study Institute.

In the winter of 2014, the Provost and the Self-Study Co-chairs collaborated to select members of the Steering Committee who were able to commit the time and effort to the project, and are respected on campus, knowledgeable in their respective focus areas, goal-oriented, and representative of the diversity of the College community. The 22-member Steering Committee includes two Co-chairs, five faculty members, nine members of administration and professional staff, two students, three alumni, and one member of the Board of Trustees. In preparing the Self-Study Design Proposal the Steering Committee selected four working groups, chaired or co-chaired by members of the Committee, and presented each group with a set of questions. The Self-Study Design Proposal was reviewed and affirmed by the Steering Committee in March 2014, submitted to MSCHE in April 2014, and ultimately approved by MSCHE in May 2014.

During the 2014-2015 academic year, the four working groups met, gathered and analyzed information, and prepared preliminary reports that were reviewed by the Steering Committee. The working groups concluded their work and presented final working group reports to the Steering Committee on October 7, 2015.

In October 2015, the Co-chairs reviewed and integrated the working group reports, and the draft Self-Study Report was sent to the Steering Committee, the President, and Senior Staff for comment. The draft Self-Study Report was also shared with the College Community through the 2016 Middle States Self-Study webpage. The Co-chairs presented the key findings and recommendations of the Self-Study Report to the Senior Staff, Faculty Executive Committee, and Teacher Education Policy Committee. The Co-chairs of the MSCHE review team provided valuable feedback on the report during their visit to Teachers College on November 16. In January of 2016, with all comments and feedback incorporated into the report, the final Self-Study Report was approved by the Board of Trustees and shared with the members of the MSCHE review team.

The Self-Study Rationale

Teachers College has been accredited continuously by MSCHE since 1921. The last comprehensive self-study and site visit occurred in 2006. In 2011, the Commission not only accepted the Periodic Review Report and reaffirmed its accreditation, but Teachers College was also commended by the

reviewers for progress to date and for the quality of the Periodic Review Report. In light of these achievements, the Steering Committee, in consultation with senior administration and faculty, agreed that it would be most beneficial for the College to engage in a Selected Topics Self-Study to devote concentrated attention to the topics that were most important to the College. Teachers College has chosen to focus its self-study on a process model for reinventing programs of study informed by data derived from graduates' career paths and their perceptions of the quality and professional relevance of their programs.

Focusing on Strategic Innovation

In the past several years, Teachers College has been focusing on continuous improvement and innovation, particularly as they relate to the College's academic programs. In her 2014 State of the College address, President Susan Fuhrman said that the main focus for the College is "to support strategic innovation, better positioning TC as a 21st century institution that will continue to lead, educate, and innovate. With a changing technological environment and changing opportunities for professionals and scholars in the fields we serve, we need to evolve and innovate." Several developments in the past few years that were designed to support program improvement, innovation, and development, are particularly relevant to this self-study.

Provost Investment Fund. In 2007, Provost James announced his Provost Investment Fund which provides seed grants to support faculty proposals for innovative projects that add value to Teachers College. Adding value could mean such things as new or transformed programming, additional enrollments, strategies for developing stronger external funding of research, faculty collaborations that make possible valuable initiatives otherwise beyond our reach, and ideas for productive partnerships that increase both our impact and capacity to garner resources in support of our work within and beyond the university. The goal of these grants is to build and sustain a vibrant culture of innovation at Teachers College. Preference is given to projects that enhance collaboration among faculty in pursuit of common goals; that help the College to redesign its programs or invent new offerings for maximum effectiveness and sustainability; that add to the capability to make use of digital resources and online programming; and that address key themes in the Campaign for Teachers College. Between 2007-2008 and 2014-2015, a total of 112 grants were awarded (Appendix 1B). These grants have resulted in a number of degree or non-degree programs (at least eight are already offered or awaiting state approval), conferences, centers and institutes, online and blended courses, and interdisciplinary collaborations.

Structural Changes in Academic Affairs. In 2013, Provost James made structural changes in Academic Affairs to support program development and redesign. He tasked (then) Vice Provost William Baldwin who also co-chaired the Selected Topics Self-Study with two related academic affairs priorities: accelerating faculty efforts to design innovative, high-quality degree and certificate programs, and addressing the burgeoning requirements for accreditation and other forms of regulation. Vice Provost Baldwin consequently created a support unit across different offices to focus on program redesign and creation of new programs, including certificate and alternative-format offerings to reach new audiences. Beginning in May 2015 the tactical leadership of the efforts in program redesign and new programming shifted from Vice Provost Baldwin to Provost James who began working with a team of key people in Academic Affairs and other parts of the administration to stimulate new and revised programming and implement changes on a much shorter timeframe than in the past.

Nontraditional and Noncredit Programming. As described in our 2011 Periodic Review Support, after a series of extensive reviews and consultations across the College and with relevant stakeholders, the Center for Outreach and Innovation (CEO&I), which for over a decade had been the primary vehicle for non-degree and noncredit programming, was found to be unsuccessful in meeting the expectations of the business model and in systematically fostering innovation and experimentation that leveraged the interests and intellectual capacity of the faculty and academic programs in reaching new audiences. The decision was made to disband the CEO&I, relocate, organizationally and administratively, a small number of financially and programmatically viable initiatives to their respective academic departments, and incorporate basic services and functions into the College's existing administrative and support units.

During 2010-2011, the Provost invited a visiting committee to help the College think about strategies for expanding nontraditional and noncredit programming and hired a Professor of Practice in Organizational Psychology to work as a senior advisor in identifying new markets and developing innovative programming to reach these markets with noncredit offerings. The 2011-2012 strategy utilized a smaller design team to implement and scale-up any identified prototypes, while also expanding and accelerating our organizational capacity for initiating new programming. In January 2013, the College hired a director of marketing for Continuing and Professional Studies who expanded online marketing and the use of social media for noncredit programming. As part of the reorganization of Academic Affairs in 2013-2014, the Continuing and Professional Studies unit was placed within the Enrollment Services area to benefit from synergies with other marketing and enrollment staff and from a new information system that allows management of admissions, enrollment, student information, and financial transactions across credit and noncredit as well as degree and non-degree students.

Despite reorganization and several new nontraditional and noncredit initiatives, the scale of new programming remains small and has been unable to meet projections established five years ago. Increasingly, the College has been viewing this domain within the larger Technology Investment Plan, calling for a game-changing approach rather than incremental development.

Technology Investment Plan. In 2011-2012, the College engaged in a series of discussions across all academic and administrative structures and targeted conversations with leaders in organizations where technology is rapidly changing to consider technology trends in higher education and opportunities for innovation. The result of these deliberations was a technology-planning framework that the Provost and the Vice President for Finance and Administration presented to the Board of Trustees at its June 2012 meeting. In 2012, the Board of Trustees created a Technology Committee which included faculty members, senior staff, and trustees. The Technology Committee, building upon insights generated by internal work groups of the faculty and administration, created a Technology Investment Plan that was approved by the Board of Trustees in June 2014 (The Technology Investment Plan is available for review in the Document Roadmap). The aim of this plan is to strengthen support for new programming to leverage advances in communications and technology while focusing on the largely untapped market of professionals continuing beyond a master's degrees in their respective fields. To spearhead the work outlined in the Technology Investment Plan, the College hired highly qualified individuals for two strategic technology positions: Naveed Husain, Chief Information Officer, and Steven Goss, Vice Provost for Digital Learning.

Capital Campaign. In 2013, the College launched its historic \$300 million campaign, *Where the Future Comes First, The Campaign for Teachers College.* For 125 years, Teachers College has not only met the challenges of the times, but also anticipated the direction of education, health, psychology, and leadership. The main goal of the campaign is to strengthen the College’s capacity to create and lead the next chapter in a great transformation and to renew our distinctive legacy of firsts, which have transformed the education, health and well-being of individuals and communities, enabling them to flourish and create a better future for New York City, the nation, and the world. The four priorities of the campaign are: Scholarships and Fellowships; Faculty and Programs; Campus and Technology; and Innovation and Flexibility.

To date, the Campaign has raised more than \$226 million. The focus of the self-study—implementing a process model that would both support and encourage the redesign of existing programs and the development of new programs—is aligned with the interrelated goals of the Campaign. These resources will be instrumental in moving program redesign and new program development initiatives from conceptualization and design to implementation. One dimension of the Campaign—Innovation and Flexibility—focuses on generating resources that will seed innovation through an expanded TC Fund and strategic investments that advance emerging ideas and research, and support exceptional students. Some of the most important and game-changing new program initiatives at the College began with seed funding, including the Tisch Center for Food and Nutrition Policy, the Cowin Financial Literacy Program, and the Mind Body Spirit Institute. This unrestricted giving provides TC leadership the flexibility to address the most pressing needs of the College and make targeted, strategic investments in promising and innovative new ideas. To date, the Campaign has raised \$20.5M toward a goal of \$30M.

Similarly, the campaign priority focusing on Faculty & Programs (which had an initial goal of \$113M and has already raised \$127.6M) seeks to generate resources to continue the College’s legacy of groundbreaking research and the development of innovative programs. One example, which also grew out of a small funded pilot project, is the establishment of the TC Resilience Center for Veterans & Families, located in the Dean Hope Center for Educational and Psychological Services. The Center pairs groundbreaking research on human emotional resilience with the clinical training of therapists to assist veterans and their families as they transition back to civilian life. Another gift to the Campaign will establish a new Movement Science Clinic that is expected to lay the groundwork for a more comprehensive Movement Science Training Center, and will also contribute to an endowed scholarship fund named after Antoinette Gentile, Professor Emerita in Movement Sciences, and a giant in the field.

In addition to generating the resources needed to implement program redesign and development initiatives, another of the Campaign priorities—Campus & Technology—seeks to garner resources to support the transformation of existing teaching and learning facilities into 21st century learning spaces. These dynamic spaces will incorporate cutting-edge technology to foster collaboration, innovation and excellence. To date, \$17.7 million has been raised toward the goal of \$33 million.

Responding to Risks and Opportunities

In 2014, Tyce Henry, J. Puckett, Joanne Wilson and Ernesto Pagano of the Boston Consulting Group identified five long-term trends that are creating the most risk and opportunity for higher education institutions. These trends included (a) *falling revenues from key sources* (flat or declining

enrollments, decreasing state appropriations, volatile endowment investment returns, declines in federal research funding and philanthropic giving); (b) *rising demands for a greater return on investment in higher education* (un/employment rates and earnings of college graduates, rising tuition and stagnant incomes, growing debt loads and loan default rates); (c) *focus on student outcomes* (competencies linked to the needs of workplace, external accountability pressures); (d) *new business and delivery models* (faster and cheaper alternatives to traditional degrees, industry accreditations, supplemental certifications, online and blended learning); and (e) *accelerating globalization of education* (global competition, increasing international enrollments, satellite campuses, and international programs). The authors stated that each of these trends “demands that colleges and universities respond with as much creativity and innovation as they can muster. Ultimately, the transformation under way will not only ensure their survival but also fuel their growth.”

President Fuhrman, in her 2013 State of the College address, said that “we must be agile enough to respond to these changes while remaining focused on our mission.” Teachers College has been successful in addressing some of the relevant risks and opportunities.

- Despite some decline in enrollments in specific areas (e.g., teacher education), the College, through active marketing and prospect generation campaigns, has been able to maintain an overall application pool sufficient to meet its enrollment targets within the five-year financial plan, while also sustaining selectivity and diversity. During the early 21st-century economic downturn, our endowment performed better than comparable endowments; and despite the decline in federal research funding, our research funding rose from \$34.4 million in Fiscal Year ‘07 to \$41.2 million in Fiscal Year ‘14, a 20% increase over seven years.
- The College has created new and innovative programs such as a Teacher Residency Program, an Executive Program in Organizational Change, and a Summer Intensive Master’s Program in General Psychology with a Spirituality Mind/Body Concentration. A prototype high-tech classroom was created to test pedagogical approaches to the use of new media and technology and there are plans for modernization of all classrooms. The number of online courses has grown over the past few years. In 2014-2015, Teachers College offered 132 online courses which enrolled 1,912 students for a total of 5,275 credit points. In 2013, the College launched its first Massive Open Online Course (MOOC), focusing on Learning Analytics and Education Data Mining, which attracted more than 48,000 students. The following year, a new Master of Science degree program in Learning Analytics enrolled its first students. For over a decade, Teachers College has transformed its library so that it will meet as many of the students’ needs as possible and provide technological support and assistance. Through a generous gift there is a significant new facility called a Learning Theater which is being completed and which the College believes will be cutting edge and help to forge new methods of learning and research.
- In pursuing its institutional goal of increasing its impact internationally, the College has engaged in a variety of international research and development projects, increased its international enrollment from 12.7% in 2007-2008 to 19.5% in 2014-2015, created a TC alumni network throughout the world, and opened a joint master’s degree program with the National Institute of Education in Singapore.

However, some important questions remain unanswered or insufficiently addressed. Individuals and groups within and outside of higher education increasingly focus on colleges and universities’ accountability, particularly in relation to the employment outcomes of higher education graduates and on their learning. To answer these questions we chose to seek feedback from our alumni.

According to several scholars and institutional researchers, broad interest in the outcomes and experiences of a higher education institution's degree recipients make alumni surveys a potent but often inadequately applied assessment and improvement tool. Like many other institutions of higher education, Teachers College has been surveying its alumni (and current students) for many years. However, we have not been able so far to develop a systematic and disciplined approach that allows us "not only to create measures and collect data on outcomes, but also to use this information to redesign practices for improving quality" (National Center for Postsecondary Improvement, 2002, p. 12). Thus, we designed this Selected Topics Self-Study to harness the power of the alumni survey research to improve our existing programs and to advance creation of new ones. The Self-Study also presented a timely opportunity to initiate and inform the process of developing the systematic and disciplined approach to self-renewal and improvement.

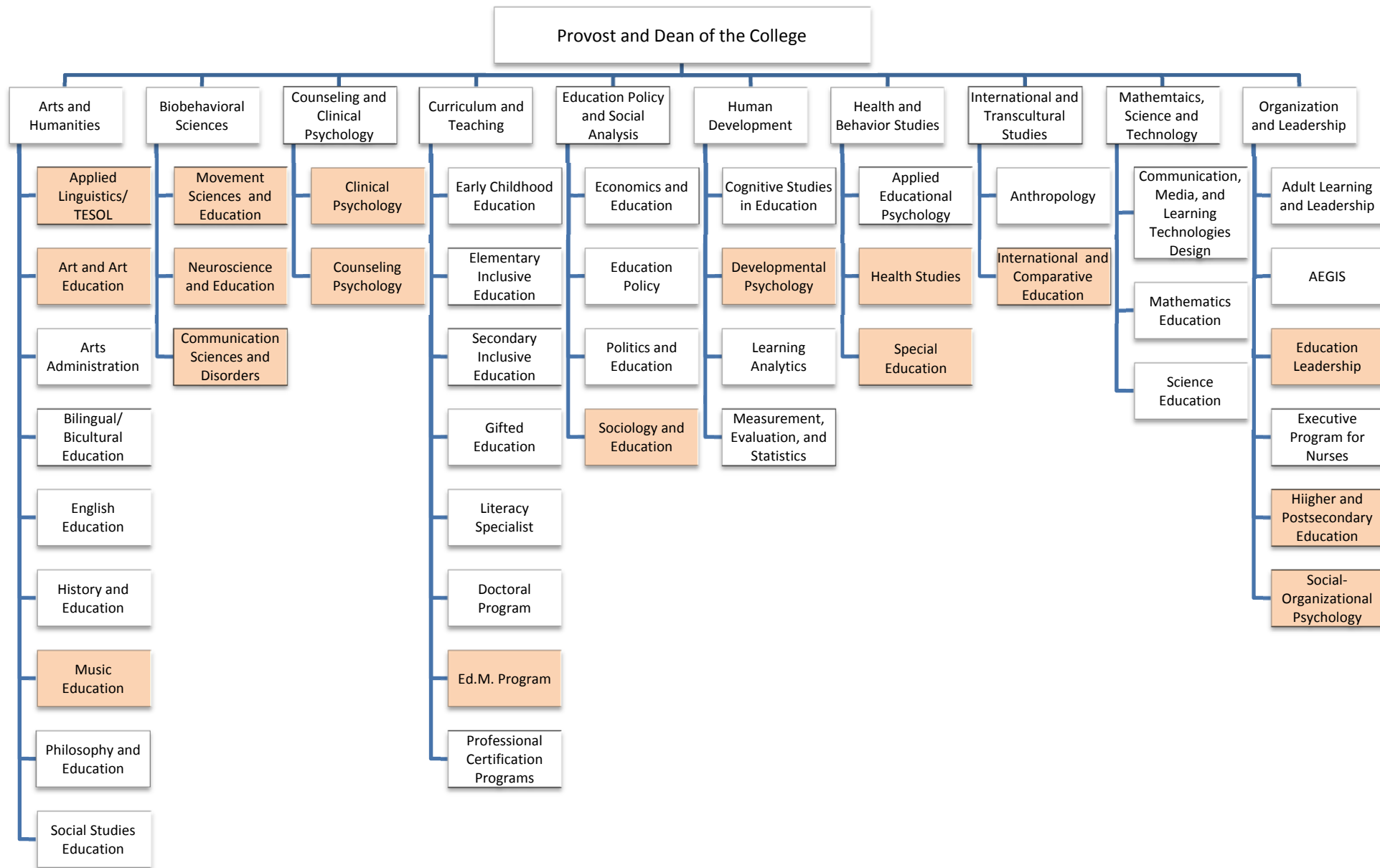
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Chapter 1 Appendices

Appendix 1A: Academic Departments and Programs



Appendix 1B: Provost Investment Fund: Funded Projects 2007-2012

| Term Awarded | Provost Investment Fund Awards - Fall 2007 thru Fall 2016 | Faculty |
|---------------------|---|---|
| 2007-2008 | | |
| Fall 2007 | “TC International”: Developing a Singapore Initiative | Goodwin |
| Fall 2007 | Executive Masters Degree in Organization Change & Development | Noumair, Burke |
| Fall 2007 | Faculty Working Group on Latin American and Latino/a Education | Bartlett, Cortina, Garcia, Torres-Guzman, et al |
| Fall 2007 | In Search of Metaphors | Hubard, Torres-Guzman, Velasco |
| Fall 2007 | Inclusive Classrooms Project | Oyler, Hamre |
| Fall 2007 | Interdisciplinary PhD in Arts and Cultural Management | Jeffri, Dubin |
| Fall 2007 | Global Leadership & Learning (Conference) | Marsick, Yorks, Drago-Severson, Gephart |
| Fall 2007 | Capacity Buildg Local and Global HIV/AIDS Prevention | Wallace |
| Fall 2007 | The Learning Opportunities Laboratory – A Design-Based Approach to Innovating in Organizations and Networks | Natriello |
| Spring 2008 | A Cross-Disciplinary Collaborative to Examine Large-Scale Educational Datasets | Hatch, Henig, Ready, Huerta |
| Spring 2008 | Certificate Program in Teaching Chinese to Speakers of Other Languages | Han |
| Spring 2008 | Designing a Template for Foreign Language Education Programs | Purpura |
| Spring 2008 | Institute for Arts Education and Community | Abeles |
| Spring 2008 | NYC Institute for Teaching Improvement Fellowship Program | Neumann |
| Spring 2008 | Participatory Action Projects as School Counseling Interventions | Smith, Miville |
| Spring 2008 | Teaching Africa Series: West Africa | Bond, Bajaj, Okolie, Barlett, Vavrus |
| Spring 2008 | Using Web-based Tools to Document Teaching and Advance Teacher Education | Marri, Hatch |
| Spring 2008 | Voices from the Field: Examining the Experiences of Recent English Education Graduates | Sealey-Ruiz, Vinz, Shaw |
| 2008-2009 | | |
| Fall 2008 | Building Bridges to Columbia University through History and Environmental Education | Crocco, Gaudelli, Marri |
| Fall 2008 | CIES Conference | Steiner-Khamsi |
| Fall 2008 | Development of Masters in Diabetes Education | O'Connell |
| Fall 2008 | Improving Financial Literacy in Urban Schools Project | Marri |
| Fall 2008 | More than One Way to Connect the Dots - Linking Technology & Education | Meier, Cherow-Oleary, Vasudevan |
| Fall 2008 | Re-establishing the Urban Science Education Center | Emdin, Rivet, Moore |
| Fall 2008 | Training Courses in Telepractice for Speech Language Pathologists | Saxman (et al) |

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|------------------|---|---|
| Fall 2008 | International Center Traumatized Children | Saigh, Phillip |
| Spring 2009 | Content-Driven Literacy Science & Social Studies Preservice Teachers | Crocco, Marri, Perin |
| Spring 2009 | Cultural Formations: Platform for Cultural Studies | Broughton |
| Spring 2009 | Development of Diagnostic Tests for Probability and Statistics | Corter |
| Spring 2009 | Establish Center for Advanced Professional Training in Health & Fitness | Garber |
| Spring 2009 | Latina/o American Education - work group (grant writer) | Saxman, Crowley, Miville, Cortina, Kleifgen |
| Spring 2009 | The Cognitive Connection | Black |
| Spring 2009 | Training the Global Academic Clinical Psychologist | Verdeli |
| 2009-2010 | | |
| Fall 2009 | Adolescent Literacy Conference | Perin, Crocco, Marri, Rivet, Riccio |
| Fall 2009 | Creativity, Imagination, and Innovation in Education Symposium | Crocco, Abeles, Custodero, Hansen |
| Fall 2009 | Environmental Education and Sustainability Interactive Portal | Abdenur, Crocco, Lee, Bajaj |
| Fall 2009 | Problem-Solving in Mathematics Education (PRIME) on-line | Karp and Walker |
| Fall 2009 | The Transformations Project: Educational and Democratic Change-Tanzania | Lesley Bartlett |
| Fall 2009 | Visual Research Practices: On-Line Teaching Delivery | Graeme Sullivan |
| Spring 2010 | Art CART | Joan Jeffri and Judith Burton |
| Spring 2010 | Culturally Responsive Education Alliance for Teaching Equitably | Souto-Manning, Genishi, Torres-Guzman |
| Spring 2010 | ICCCR Executive Ed & Consult Initiative on Conflict, Complex & Lead | Coleman & ICCCR staff |
| Spring 2010 | Everyday Education | Herve Varenne |
| Spring 2010 | Quality Teacher Educators = Quality Teachers | Goodwin |
| 2010-2011 | | |
| Fall 2010 | Incarceration Pipeline | Wilson |
| Fall 2010 | Medical Education | Marsick |
| Fall 2010 | Issues, Media, Action | Vasudevan, Sealey-Ruiz, Ali |
| Fall 2010 | Creativity Conference Gaming | Vinz |
| Fall 2010 | Brain Functioning Child Welfare | Brassard |
| Fall 2010 | AERI | Chatterji |
| Fall 2010 | Sustainable Mental Health Capacity in Haiti | Verdeli |
| 2011-2012 | | |
| Fall 2011 | Developing "On-track" Indicators for New York City High School Students | Hatch & Ready |
| Fall 2011 | A "Course Staff" Model for Teaching Assistants | Hansen et. al |
| Fall 2011 | Innovative Swallowing and Neuroimaging Research Program | Malandraki |
| Fall 2011 | Literacy Pedagogies in Developing Countries | Bartlett et al. |

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|------------------|--|---|
| Fall 2011 | Collaborative Center of Excellence in Geographical and Earth Science Education | Rivet |
| Fall 2011 | Scholars Quest | J. Lee |
| Fall 2011 | Statistical Consulting Center | Johnson |
| Fall 2011 | Youth, Justice & Education Mentoring Seminar | Vasudevan, Sealey-Ruiz |
| Spring 2012 | Anytime, Anywhere: Moving Qualitative Research Methods | Riehl |
| Spring 2012 | Colloquium Series in Curriculum and Teaching | Borland, Friedrich, Goodwin, Hamre, Lesko, Siegel |
| Spring 2012 | Cultural and Linguistic Exchange in the Americas | Cortina & Friedrich et. al |
| Spring 2012 | Educating Harlem | Morrell & Erickson |
| Spring 2012 | Equity, Accessibility and Design: The Curriculum-Technology Connection | Naraian, Meier, Chiang |
| Spring 2012 | Fostering Innovation: Educational Game Incubator and Symposium | J.Lee |
| Spring 2012 | A New Model of Preparation for School Leaders | Kane |
| Spring 2012 | Network for Global Perspectives in Teacher Education | Gaudelli |
| Spring 2012 | Merging Landscapes: Building an African-generated Curriculum of Place | Schmidt |
| 2012-2013 | | |
| Fall 2012 | Doing and Undergoing | Jochum |
| Fall 2012 | Study of Gender, Sexuality, and Mental Health | Brewster |
| Fall 2012 | Musical Communities | Custodero, Allsup, Manning |
| Fall 2012 | Peace, Conflict & Education Working Group | Bajaj, et. al |
| Fall 2012 | Educational Neuroscience | Froud |
| Fall 2012 | Immersive Education in Online Courses | Black |
| Fall 2012 | Innovative and Entrepreneurial - Survey | Wohlstetter |
| Spring 2013 | Anthropology at Teachers College | Bartlett, Bond, Varenne, Comitas |
| Spring 2013 | Reinventing Research On Practice For Higher Education | Campbell, Neumann |
| Spring 2013 | Developing a Learner-Centered Online Course | Abeles |
| Spring 2013 | A Competency-Based Framework for Principal Preparation | Nadelstern |
| Spring 2013 | MA K-12 Certification in Teaching Chinese | Han |
| 2013-2014 | | |
| Fall 2013 | Young English Language Learners in Schools (YELLS) | de Oliveira, Souto-Manning |
| Fall 2013 | Mapping Race, Ethnicity and Intercultural Understanding across the TC Curriculum | Wells |
| Fall 2013 | Leadership Initiative for Culturally Relevant and Responsive Education (CRRE) | Knight, Mensah, Sealey-Ruiz, Wilson |
| Fall 2013 | Pilots of Measures for New Interdisciplinary Study | Brooks-Gunn, Froud |
| Fall 2013 | Developing the Next Generation Library Team | Natriello |

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|------------------|---|--|
| Fall 2013 | The Luminosities of Maxine Greene | J. Miller, Hubard |
| Fall 2013 | Literacy as the Foundation for Health Learning | Morrell, Rajan |
| Fall 2013 | Educators Gamification Toolkit and Portal | Lee, Emdin, Sealey-Ruiz |
| Spring 2014 | The Learning Sciences at Teachers College | Black |
| Spring 2014 | Exploring “Twinned” Certificate Programs between EPSA and ME&S | Ready, Kagan, Wells, Henig, Tipton, Keller, Corter |
| Spring 2014 | Summer Intensive Delivery of the M.A. Program | L. Miller |
| Spring 2014 | Remapping the Landscape of Teacher Education: Exploring “ResearchRich” Programs | Friedrich, Lesko, Wells |
| Spring 2014 | Creative Technologies Concentration | Jochum |
| Spring 2012 | A New Model of Preparation for School Leaders | Kane |
| 2014-2015 | | |
| Fall 2014 | Creating Civic Education Communities: African and New York Contexts | Russell, Schmidt, Knight |
| Fall 2014 | Teachers College Working Group on Environmental and Sustainability Education | Pizmony-Levy |
| Fall 2014 | Civil Society Organizations and Education: Advocating for Change in Latin America | Cortina |
| Fall 2014 | The Institute for Civic Participation at TC | Vasudevan, Sealey-Ruiz, Smith |
| Fall 2014 | The New Teacher Network@TC: A Blended Model of Transitional Support | Vinz |
| Fall 2014 | Proposal for Center for Early Language and Social Development (CELSD) | Greer |
| Spring 2014 | Certificate in Motor Learning and Music | A. Gordon, Custodero |
| Spring 2015 | Music Teacher Preparation and Curriculum Development in China | Allsup |
| Spring 2015 | International Assessment Studies Initiative | Pizmony-Levy, Steiner-Khamsi |
| Spring 2015 | Math Expressway for Community Schools | Wang, Walker, Karp |
| Spring 2015 | Reproductive and Maternal Well Being Curriculum | Brewster, Sadil, Athan |
| Spring 2015 | Psychology at TC | Coleman |
| Spring 2015 | Human Centered Approach to Robotics | Okita |
| Spring 2013 | Reinventing Research on Practice for Higher Education | Campbell, Neumann |
| Fall 2014 | Developing Innovative Learning Experiences For School Improvement | Hatch |
| Spring 2015 | Latin American Conference | Friedrich, Ghiso, Cortina, Souto-Manning, Levin |
| Spring 2015 | TA for Stats | Tipton, Johnson, Keller |
| Spring 2015 | Clinical-Research Neurorehabilitation Center | Edmonds and Troche |

CHAPTER 2: STUDENT AND ALUMNI SURVEYS

Teachers College Alumni Feedback Survey

Many scholars and institutional researchers believe that alumni research has the potential to serve the purposes of both accountability and improvement. It can be used for formative, faculty-driven assessment as well as for summative evaluations at the system or state level (Banta et al., 1996; Borden, 2005). Cabrera et al. (2005) identified three common applications of alumni surveys in assessment, planning, and advancement of higher education institutions; these surveys are often used to measure alumni (employment) outcomes, their engagement and competencies, and for purposes of alumni giving. Hoey and Gardner (1995) described a role that alumni surveys can play in environmental scanning and market research. Given the broad variety of potential uses for information from and about alumni, it is not surprising that alumni surveys are so common across all colleges and universities.

Design and Implementation

Teachers College's Alumni Feedback Survey (AFS) was first developed in response to the approaching accreditation review of its teacher education unit by the National Council for Accreditation of Teacher Education (NCATE). The Office of Accreditation and Assessment (OAA) reviewed questionnaires collected from 25 peer institutions and prepared a first draft of the questionnaire. This draft was reviewed by a group of teacher education faculty, revised, and piloted with three academic programs. The final survey questionnaire was designed to measure alumni employment outcomes and their perceived competence in the five Teachers College Competency Areas. The majority of questions were common across all the programs; and the programs were invited to add program-specific questions. Four program-specific additions were created—teacher education, school leadership, school counseling, and school psychology. The survey was sent in 2008 to all alumni who were admitted during or after January 2004 and who had graduated by May 2007. A total of 1,838 alumni from 24 programs preparing teachers, principals, psychologists, and counselors were surveyed; 749 completed surveys were received for a 41% response rate. A college-wide report was created and shared with the College administration, the Teacher Education Policy Committee, and all programs within the NCATE unit. It was also posted on the OAA website. In addition, one program-specific report (Teaching of English) was created to complement the program's internal focus group study of its alumni.

Under mandates from specialized accrediting agencies (ASHA, APA, ELCC), many individual academic programs must provide information on their graduates' employment outcomes and learning competencies. To avoid duplication and to ensure stable response rates, OAA worked with individual programs to incorporate responses required by specialized accreditors into the college-wide survey instrument. As a result, the 2011 version of the Alumni Feedback Survey included an entire new section (first job vs. current job) and several other new questions. The 2011 college-wide survey was administered to a stratified sample of 3,536 alumni who graduated between January 2005 and May 2010. As the target population overlapped with that of the 2011 survey, those who had completed the previous survey were not included in the sample. A total of 819 completed surveys

were received for a 23% response rate. Again, a college-wide report was created and shared with the College administration and faculty and posted on the OAA website. In addition, a separate report was created for the NCATE-accredited programs and shared with the Teacher Education Policy Committee and the NCATE site visit team. Only one program-specific report was created for the School Psychology Program in fulfillment of APA requirements.

In support of the College's initiatives targeting the post-master's degree market, a set of questions was added to the 2014 Alumni Feedback Survey questionnaire to solicit alumni feedback about preferred frequency, length, delivery modes, and topics of interest for professional development. Thus, in addition to measuring student employment outcomes and learning competencies, the Survey was also intended to serve as a market research tool. In the spring of 2014, the Alumni Survey Feedback Survey questionnaire was reviewed by the Survey Working Group consisting of administrators, faculty, professional staff, and a doctoral student. Several minor revisions were made to the questions and scales. The Survey was administered during the summer of 2014 to 5,653 alumni who graduated between October 2010 and May 2013 to ensure that at least one year had passed since respondents' graduation. Two college-wide reports summarized the data for all master's programs and all doctoral programs. In addition, a report for selected Ed.M. programs (excluding license-qualifying programs) and 18 reports for the programs participating in the Selected Topics Self-Study were created. The master's program report was used as a benchmarking tool for the individual program reports. The individual program reports were used as a starting point for program faculty discussions of program improvement and program innovations.

Survey Working Group Findings

Based on the review of the history of the Alumni Feedback Survey, the Survey Group came to the conclusion that although survey findings were shared and used successfully for accountability purposes (primarily accreditation) prior to the Selected Topics Self Study, they fell short in producing substantive improvements in programs or services. For alumni research to be used more effectively for both accountability and improvement efforts, the Survey Group made a number of recommendations related to survey design, administration, data analysis, and reporting.

Survey Design. The 2014 Alumni Feedback Survey has three distinct purposes: to measure employment outcomes, to assess learning competencies, and to perform environmental scanning for post-master's or professional development programs. The Group found that the surveys also included a number of questions that, although interesting or useful for some programs' specialized accreditation requirements, were not directly relevant to the main purposes and made the survey unnecessarily long. The Survey Group believes that these varied interests should not be supported by one common alumni survey and recommends using a tiered design strategy with core items related to college-wide purposes intended for all alumni and additional program-specific items to satisfy programs' assessment or accountability needs sent only to alumni from specific programs. Creating such a tiered system requires college-wide collaboration between academic programs and administrative units, particularly in defining and clarifying expected employment and learning outcomes for the College and for each individual program.

Methodological problems inherent in survey research in general, and alumni surveys specifically need to be addressed at the design stage as well. For example, in relation to employment outcomes, perceptions of alumni can change over time or their career accomplishments can affect how past

collegiate experiences are rated. In relation to learning competencies, positive evaluations of learning competencies can be a result of a halo effect from positive employment outcomes, or self-rated competencies may not be effective indicators of alumni preparation. Identifying survey limitations and planning for a triangulated approach to assessment that features multiple sources of data may yield more credible and useful findings (Hoey & Gardner, 1999). The College needs to draw on the expertise of its measurement and evaluation faculty to help review and address survey limitations in a systematic way.

Survey Administration. Several aspects of survey administration were considered: sample, frequency, response rate, and administration mode. The past three administrations of the survey used different sampling strategies (i.e., students in the NCATE programs, a stratified sample, and the entire student population). The Selected Topics Self-Study revealed that, for improvement purposes, the greatest impact of the survey is at the program level. Because some of our programs are small, it makes most sense to administer surveys to the entire population, spanning at least three years to produce an N greater than 10 for individual programs. Administering surveys at intervals longer than three years may hinder their potential for program improvement as the evolution of programs in intervening years between alumni experiences and the current state of the curriculum may make any meaningful interpretations problematic at best. In some instances, sampling and administration frequency need to take into account program-level assessment cycles, especially as they relate to specialized accreditations.

As with all surveys and in particular alumni surveys, one of the biggest concerns is low response rates. Alumni surveys often have lower response rates than other types of student surveys for a variety of reasons including, but not limited to, dated contact information, suspicion of solicitation, or decreased loyalty after graduation. OAA has tried in all three administrations to increase response rates through personalized cover letters, cover letters signed by a long-standing program coordinator or faculty member, “heads-up” cards and emails, and multiple follow up emails to non-respondents. Still, the college-wide response rates for 2011 and 2014 are between 23% and 25% (Table 2.1) while response rates for individual programs varied from 15% to 70%. More investigation is needed into what can be done to increase the response rate and why some programs yield a higher response rates than others. For example, as the table below shows, the response rate for the 2008 survey was higher than the response rates in subsequent years. Was it because alumni from the NCATE-accredited programs felt a stronger affinity with their programs, or because they were asked to respond to fewer surveys in 2008? Or could it be because the 2008 survey combined two modes of administration—a mailed copy survey with preaddressed stamped return envelope and an online survey?

Table 2.1: Alumni Feedback Survey Response Rates

| Survey Year | Mailing List N | Respondents N | Response Rate |
|--------------------|-----------------------|----------------------|----------------------|
| AFS 2008 | 1,838 | 749 | 41% |
| AFS 2011 | 3,536 | 819 | 23% |
| AFS 2014 | 5,653 | 1,462 | 26% |

Meanwhile, as Lambert and Miller’s (2014) study suggested, “using alumni surveys could provide quality data that is more representative than the low response rates would suggest. Assessment and accountability decisions should probably not be made solely on data from alumni surveys, but the

responses given by alumni could be an important piece of evidence. Perhaps alumni surveys should be a tool in every assessment toolbox, but not the only tool” (p. 46).

Survey Analysis and Reporting. The review of the analyses completed for the three administrations of the Alumni Feedback Survey shows that these analyses included little more than descriptive statistics such as means and frequencies. Little has been done to discover relationships or trends. For example, are respondents who feel underprepared for their current jobs employed in the positions that the programs have in mind when designing curricula? Or, do full-time employed respondents feel more satisfied with their preparation and with Teachers College in general than those unemployed or employed part-time? In addition, prior to the 2014 survey, most analyses were completed at the College or NCATE-unit level. The analyses completed for the 18 programs participating in the Self-Study shows that significant differences exist between and within the programs. Program level analyses and interpretations facilitate deeper understandings of strengths and areas for improvements. In a number of cases, even further disaggregation within the programs (TESOL general and TESOL K-12, ORGM and ORGX, SPA NOLA and SPA NY) is necessary for deeper, more comprehensive understanding. The Survey Group recommends that rather than collecting more data, significantly more could be done to analyze the existing data.

Despite a willingness to accommodate individual program requests for data, very few requests were made. Additionally, while the full complement of the Alumni Feedback Survey data was produced and shared with administration and faculty, the fact that so few follow up questions or comments were received indicated a lack of interest in the results. In the course of the 18 program self-studies, the Design and Program Review Group found that comprehensive reports were less likely to be read and acted upon than short focused summaries. Simplifying information and producing executive summaries (with full reports available as needed) helped generate productive discussions and initiate change.

Closing the Loop. As mentioned in the introduction to this section, although the Alumni Feedback Survey findings have been used effectively for accountability purposes (in College and program accreditations, as part of consumer information, or in public speeches), little evidence exists that they have been used for institutional improvement. If the College wants to make a better use of the findings from the alumni surveys, these findings need to be systematically integrated into a range of assessment processes, including internal academic program reviews or annual assessment reports. Alumni survey results can also be included in the management indicators provided to the departments as part of the annual planning and budgeting process.

These recommendations equally apply to other TC surveys that were reviewed by the Survey Group.

Teachers College Survey Program

Surveys are an integral part of the Teachers College assessment plan. They are designed to measure students’ perceptions of the quality of academic programs and administrative services, as well as faculty and staff perceptions of specific features of the environment in which they work. Although there are a few surveys that target faculty (e.g., Faculty Technology Survey) or other members of the community (e.g., Diversity Climate Survey), the majority of the surveys are designed to solicit feedback from either students or alumni. A review of the current survey program follows.

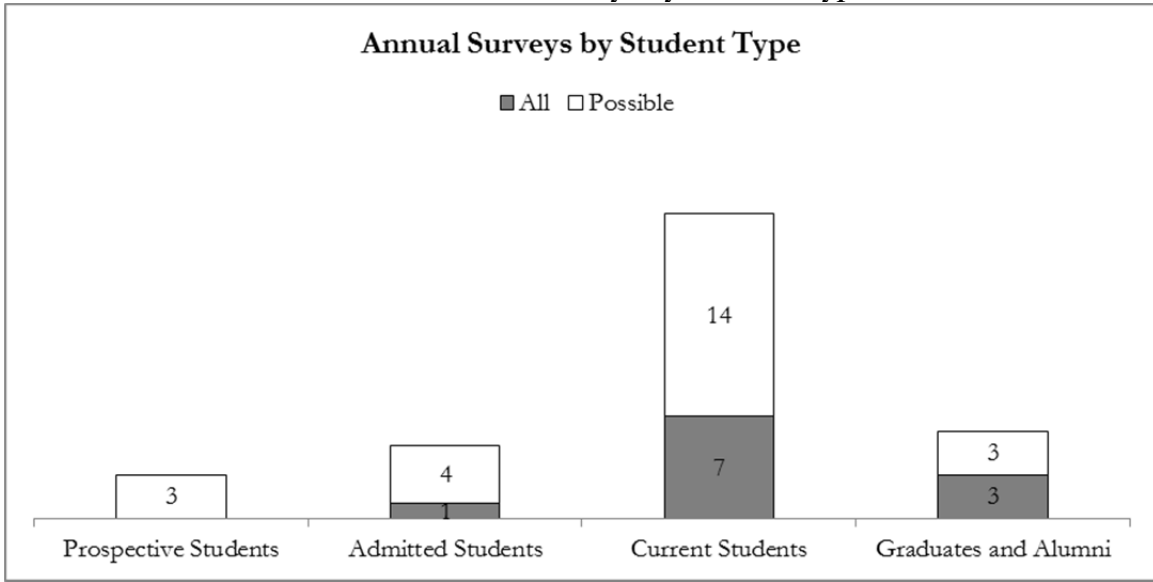
Surveys of Students and Alumni at TC

The current program of surveys conducted at the College is decentralized with administrative offices and academic programs designing and administering surveys to meet their specific needs. The administrative offices that conduct surveys include the offices of Institutional Studies, Accreditation and Assessment, Alumni, Career Services, Financial Aid, Student Activities, Residential Services and others. The Survey Working Group collected more than 35 administrative surveys, some of which go out multiple times a year in different forms of customization. These surveys fall into two main categories: post-event evaluations and perceptions of quality of academic offerings or administrative services. The surveys target populations from prospective students to alumni.

- Prospective Students. Prospective students who attend any Teachers College-sponsored event (e.g., off campus information session, open house, campus visits, admissions/financial aid information session) are asked to evaluate their experiences.
- Admitted Students. Like prospective students, admitted students are asked to rate their experiences at a variety of events, such as Admitted Student Day, Academic Festival, campus visits, and admitted student receptions. All admitted students are also asked to participate in a survey after they make enrollment decisions. They are asked to share their reasons for enrolling in a program and to evaluate their experiences with admissions and financial aid. Students who chose not to enroll are asked about the reasons for their decision as well.
- Current Students. Current students are asked to participate in multiple surveys each year. The type of survey tends to be either a post-event evaluation or satisfaction with a range of offerings or services. The table in Appendix 2A provides information on the variety of surveys that students may receive during their programs of study at TC.
- Graduating Students. Graduating students are asked to respond to two administrative surveys. The Career Services Graduate Survey asks respondents to share information about their post-graduation plans. The Teachers College Exit Survey asks for student evaluations of programs and courses, instruction, advising, learning environment, resources, and student support services.
- Alumni. In addition to the Alumni Feedback Survey described above, alumni are asked to complete post-event evaluations after each alumni event and share information about their participation in the alumni associations and social media groups.

In any given year as many as 21 possible survey requests are sent to enrolled students, although no individual is asked to complete all current surveys. Chart 2.1 below shows all surveys sent to student populations at various points in their studies. Gray bars indicate surveys that are sent to the entire population, while white bars indicate surveys in which only certain groups of students are asked to participate. For example, the housing survey is only sent to student residents, prospective students are only asked to review the events they attended, while all enrolled students are asked to complete the student satisfaction survey.

Chart 2.1: Annual Surveys by Student Type



As an exercise, the Survey Group created a possible scenario of a student’s exposure to surveys in a one-year master’s degree program (Chart 2.2). The calendar below takes a fictional student from applicant to alumnus status. This example is built on the assumption that the student lives in student housing, receives financial aid, and attends one event with career services.

Chart 2.2: One Student’s Exposure to Surveys, Scenario

| | | | | |
|------------------|---|---|--------------------------------|---|
| Applicant/ Admit | May | June | July | August |
| | Open House | Post Information Session | Admitted Student | -Move in -Residential Program Interest |
| Enrolled Student | September | October | November | December |
| | - Orientation - New Student | - Cost of Attendance - Effectiveness | -Brown Bag Eval -Technology | Course Evaluation |
| | January | February | March | April |
| | -Residential Program Interest | -Student Satisfaction | Career Services Satisfaction | Quality of Life |
| Alumni | May | June | July | August |
| | - Course Evaluation - Graduating Student - Residence Exit | Exit | Alumni Feedback | |

The abundance of surveys may explain the increasingly low response rates on various surveys. Although this report is largely focused on administrative surveys, the additional surveys sent to students and alumni from departments, programs, and student organizations should not be ignored in the discussion of survey fatigue. The Survey Group also found that the decentralized character of the current survey program leads not only to the overabundance of surveys but also to survey

“waste” resulting in duplication of survey questions across multiple surveys, poor survey design yielding useless data, and data that are never analyzed or used.

Despite the plethora of active surveys, there remain gaps in the information collected. For example, except for post-event evaluations, Teachers College does not survey prospective students who choose not to apply. Nor does it survey the admitted students who post a deposit but ultimately do not enroll (mid-cycle melt). Information on both of these groups could be useful in enrollment planning and management. Another example is the use of current student surveys in environmental scanning and market research. Our current surveys largely focus on satisfaction with existing academic offerings or administrative services. The opinions and aspirations of currently enrolled students and the insights that they might offer about program development are often overlooked in the new program development process. Since these students are currently enrolled in one or more college classes, they are easily accessible and serve as a microcosm of opinions of new students. Finally, a more challenging gap to address is the minimal information collected from the employers that hire TC graduates. Employer surveys can provide valuable feedback on learning competencies of our graduates. Employer surveys, in which employers are asked to estimate their future need for prepared personnel, can also be used in determining the marketability of professional program graduates.

Recommendations for Improvement

As the above discussion suggests, although Teachers College administers a variety of surveys, its survey program may benefit from a more comprehensive and coordinated approach to collecting data from a range of prospective students to alumni and employers. “This approach would allow universities to form strong conclusions about the links between college experiences and student and alumni outcomes at critical stages of development. In addition, this approach would simplify data collection, reduce the length of the survey, and minimize measurement errors” (Cabrera et al., 2005, p. 14). The Survey Working Group made several recommendations about possible ways to improve the current survey program at Teachers College.

- *Centralize all administrative surveys (except for post-event evaluations) under the Office of Institutional Studies (OIS).* OIS will play a critical role in the way survey research is conducted at Teachers College. OIS staff with preparation and experience in survey methodology will work with administrative offices to revise the current surveys and design future surveys. This centralized approach will improve the design, identify and address gaps in the survey program, reduce duplication of questions and topics, coordinate schedules for optimum launch time, and manage a database of results. OIS has already made steps toward consolidating some of the college-wide surveys such as the Graduate Student Survey (formerly administered by the Office of Career Services) and the Teachers College Exit Survey (formerly administered by OAA). OIS has also created a Survey Guidelines and Policy Recommendations document to assist faculty and administrative staff in designing and administering methodologically sound and useful surveys.
- *In collaboration with key administrative offices and faculty, develop a conceptual framework to guide survey redesign.* Surveys are most effective when they are based on research and appropriate conceptual frameworks. Defining appropriate purposes, target populations, informational uses, and key audiences for each survey is a critical part of such a framework. For example,

employment outcomes are more appropriate for alumni surveys, while evaluation of courses and faculty are more appropriate for current or graduating student surveys. Similarly, data collected from the surveys of prospective students may be useful for admissions and marketing offices and less so for academic programs or career services. Once the conceptual framework for the survey research program is created, OIS, in collaboration with administrative and academic units, will identify priorities and develop a schedule for survey redesign.

- *Use a tiered survey design whenever possible to reduce the number of surveys.* As the example of the Alumni Feedback Survey illustrates, attempts to combine multiple purposes in one survey may result in long surveys and survey waste when collected information has limited utility. In most cases, the needs of the groups, diverse as they are, can be met by utilizing a tiered survey design in which core items are designed to fulfill common needs, and individual units can add items of program- or unit-specific interest. For example, the current student survey may include a set of core questions that are asked of all students and separate sets of questions for students who, for example, live in residential halls or receive financial aid. Or, the exit survey may include a set of core questions and another set of program-specific questions. Combining core questions with program- or unit-specific questions enhances the potential for aligning accountability and improvement efforts, while protecting response rate and limiting survey fatigue.
- *Create capacity for conducting longitudinal survey research.* Consolidation of various surveys under OIS and use of a common survey administration tool (Qualtrics) will allow longitudinal studies that track students' progress through their programs from admission to graduation and on to employment. To bolster the College's ability to conduct longitudinal research studies of student growth, development, and outcomes, similar questions can be included on various institutional surveys of entering students, returning students, graduating students, and alumni. Currently, there is an abundance of surveys but shortage of analyses. This relationship can be reversed through survey redesign and increasing the scope and quality of analyses.
- *Disaggregate data analyses and reports to the program or unit level whenever possible.* The Selected Topics Self-Study shows that the greatest impact of the surveys is felt at the program or unit level. Information that is useful at this level is clearly the most important data in the long run, as it is these data that help programs and units assess their own performance and the effect of innovations they introduce. In collaboration with academic programs and administrative units, OIS will identify the degree of desired disaggregation for each program or unit. By using an appropriate sample size and ways to code the key variables in the database, OIS will be able to disaggregate data and analyses to guide program and unit improvements. The disaggregation may also be helpful in providing program faculty and unit staff with comparative data and benchmarks.
- *Develop creative ways of reporting survey findings to facilitate their use for both accountability and improvement purposes.* With a few exceptions (Graduating Student Survey, Exit Survey, or Alumni Feedback Survey), most surveys do not result in formal reports, or such reports are not shared beyond the individual offices that administered the survey, thus, limiting the utility of survey findings. As the example of the Alumni Feedback Survey shows, even when

formal reports are created and shared with the administration, faculty, administrative staff, and students, these reports are rarely read or acted upon because of their length or complexity. To make survey findings more accessible and widely known, OIS will use strategies for information reduction (executive summaries, briefs, etc.), keep reports concise, and make data and reports widely available in a format which programs or units can easily access and interpret. Presentations of findings and facilitation of discussions similar to the approach used with the programs participating in the Selected Topics Self-Study may create a more in-depth engagement with survey findings and facilitate their use for both accountability and improvement purposes.

- *Better integrate survey research with other College planning and assessment processes.* Integrating assessment activities and processes across large and complex institutions is one of the largest challenges that colleges and universities face. To ensure that survey findings are widely read and utilized, they need to be better integrated with other planning and assessment processes, including internal academic program reviews, annual assessment reports, and annual planning and budgeting process. Following up with academic programs and administrative units on how survey findings enabled them to assess effectively the performance of their respective program or unit, and how they have been used as a basis for changing, realigning, or improving program or unit performance, will not only provide evidence of continuous improvement but also help make the survey program itself leaner and more effective.

Relation to MSCHE Standards

The analysis completed by the Survey Group partially addresses Standard 7 (Institutional Assessment) and the following fundamental elements:

- Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services;
- Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation and renewal.

According to the Institutional Plan for the Assessment of Institutional Effectiveness, all key administrative and academic units must engage in a formal goal setting and assessment cycle on an annual basis (institutional and unit assessment plans are available in the Roadmap Document). We believe that these documents collectively provide evidence of a documented, organized and sustained assessment process to evaluate and improve the total range of programs and services.

Surveys have always been an integral part of the assessment processes both at the institutional and unit level. As Chapter 2 shows, a wide variety of surveys at the College are used to assess different programs and services. These surveys are used both as formative assessment tools and for summative assessment to demonstrate achievement of goals to appropriate internal and external constituencies. The individual program self-studies described in Chapter 3 are an example of how the results of institutional surveys are used to guide program improvement and renewal.

On the other hand, the development of the Institutional Assessment Plan and unit assessment plans led to a dramatic increase in the number of surveys with limited evidence of their impact. We believe

that by taking a critical look at all surveys, Teachers College demonstrates its commitment to evaluate its assessment processes and to ensure that it produces valid and reliable data, that these data are appropriately analyzed and shared, and, most importantly, that the assessment results are used in institutional planning, resource allocation, and renewal. We believe that, once implemented, the recommendations developed by the Survey Working Group will mark the beginning of a new, more mature culture of assessment that is driven less by the need to collect data and more by the commitment to use the collected data in the most efficient ways.

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Chapter 2 Appendices

Appendix 2A: Current Student Survey List

| Survey | Respondent Population | Survey Timing | Description |
|--|--|----------------|---|
| Alumni Networking Survey | Attendants | Post Event | Evaluation of event and topics of interest for the future |
| Career Panel-Brown Bag | Attendants | Post Event | Evaluation of event and topics of interest for the future |
| Employer Information Session | Attendants | Post Event | Evaluation of event and topics of interest for the future |
| In person workshop | Attendants | Post Event | Evaluation of event and topics of interest for the future |
| Online Workshop Evaluation | Participants | Post Workshop | Evaluation of event and topics of interest for the future |
| Student Satisfaction with Career Services | Enrolled Students | Multiple Times | Evaluation of/satisfaction with TCCS |
| Student Satisfaction with Overall TC Experiences | Enrolled Students | Spring | Evaluation of/satisfaction with TC |
| Course Evaluations | Enrolled Students | Each Term | Evaluation of course content and instruction |
| Cost of Attendance | Recipients of Financial Aid | Spring | Comprehensive estimation of annual cost of attendance |
| Financial Aid Effectiveness | Enrolled Students | Fall | Evaluation of the Office of Financial Aid |
| Student Technology | Enrolled Students | Fall | Evaluation of student technology use and TC technological resources and support |
| Faculty Evaluations | DAAAs | As Needed | Evaluation of a faculty member as an instructor and advisor |
| Orientation Survey | New Students | Fall | Evaluation of New Student Orientation events |
| Casual Conversations | Attendants | Post Event | Evaluation of the event |
| Doctoral Student Discussion | Attendants | Post Event | Evaluation of the event |
| Move - In Survey | All students Moving into TC Residences | Annual | Evaluation of a residential move in process |
| Exit Residence Survey | All Students Moving out of TC Residences | Annual | Evaluation of residential experience and services |
| Program Survey | Attendants | As Needed | Evaluation of the event |
| Programming Interest Survey | Residents | Semi-Annual | Evaluation of residential programming interest |
| Quality of Life | Residents | Annual | Evaluation of residential experience and services |
| Student Teacher Feedback | All Student Teachers | Annual | Evaluation of student teaching experience and preparation |

CHAPTER 3: PROGRAM SELF-STUDIES

Overview of the Inquiry Process

The purpose of this study was to use alumni feedback (primary evidence) and other data (secondary evidence) to evaluate academic programs' current status, external trends, and directions for future development. Each participating program was provided with the data summaries from the Alumni Feedback Survey as well as other surveys (Teachers College Exit Survey and Student Satisfaction Survey) and databases (Banner) and asked to reflect on these data and identify areas of strengths, areas for improvement, and opportunities for growth. Each program was also specifically asked to focus on student learning, connecting program goals and curriculum to learning outcomes and to alumni feedback. The programs, then, identified next steps in program development as well as additional questions that they would like to be answered in follow up studies. A team of doctoral students assisted the participating programs in pulling together and organizing information, summarizing data and planning follow up studies.

The Design and Program Review Group reviewed all 18 program self-studies and summarized them identifying the strengths, challenges, areas for improvement, and directions for future development found to be common across multiple programs. This chapter presents the summary of the program self-studies.

Selection of Academic Programs

In the spring and summer of 2014, the Design and Program Review Group identified and invited a number of academic programs to participate in the self-study. The selection criteria included:

- The self-study was to focus on Master's degree programs including Master of Arts (M.A.), and Master of Education (Ed.M.). A total of 18 programs were selected, 17 masters and one doctoral. The Urban Education Leadership Ed.D. Program was included because the need for a program self-study was identified (see below).
- The programs should represent all 10 academic departments of the College. The selected programs ultimately came from nine of the 10 departments. The only department that was not represented was Mathematics, Science, and Technology, which houses three programs; each had a compelling reason to decline participating in the self-study at that time.
- The programs should represent all areas identified in the College's mission—education, psychology, health, and leadership. The selected programs included: teacher education, psychology, health and science, humanities, and leadership.
- The programs should represent both professional education programs (preparing students for specific careers and leading to a formal license or certification) and other graduate programs (providing a broad foundation in the field or discipline, and not necessarily leading to a specific career, possibly leading to further graduate education). The selected programs include approximately an equal number of professional and other graduate programs.
- The Design and Program Review Group wanted to include programs that could benefit from the self-study because of internal needs or external requirements. A number of programs in the self-study were already preparing for accreditation or undergoing other

internal or external reviews. Conversely, we did not want to burden programs that had gone through recent extensive self-reviews prior to 2014-2015, nor those which were scheduled for self-reviews in the next couple of years.

The list of the participating programs is presented in Table 3.1. (Survey response rates for each participating programs are provided in Appendix 3A).

Table 3.1: Participating Programs

| Department | Program Name | Degree Level | Area | Licensure | Accreditation |
|-------------------|--|---------------------|--------------------------|------------------|----------------------|
| A&H | Applied Linguistics/TESOL | MA, ME | Humanities/ Education | yes | TESOL |
| A&H | Art Education | MA, ME | Education | yes | no |
| A&H | Music Education | MA, ME | Education | yes | no |
| BBS | Applied Physiology | MA, ME | Health and Science | no | no |
| BBS | Neuroscience and Education | MS | Health and Science | no | no |
| BBS | Communication Sciences and Disorders | MS | Health and Science | yes | ASHA |
| C&T | Curriculum and Teaching | ME | Education | no | no |
| CCP | Psychology in Education | MA | Psychology | no | no |
| CCP | Psychological Counseling | ME | Psychology | yes | MCAC |
| EPSA | Sociology and Education | MA, ME | Humanities | no | no |
| HBS | Deaf and Hard of Hearing | ME | Education | yes | CED |
| HBS | Health Education | MA, MS | Health and Science | yes | CEPH |
| HUD | Developmental Psychology | MS | Psychology | no | no |
| ITS | International and Comparative Education | MA, ME | Humanities | no | no |
| ORL | Higher and Postsecondary Education | MA, ME | Leadership | no | no |
| ORL | Organizational Psychology | MA | Psychology | no | no |
| ORL | Summer Principals Academy (SPA) | MA | Leadership | yes | ELCC |
| ORL | Urban Education Leadership (UELP) | EDD | Leadership | yes | ELCC |

Implementation Process

The self-study project has three distinct phases, planned to be completed in a year and a half or three academic terms (fall 2014, spring 2015, and fall 2015).

Phase I: Data Collection and Analysis. At the September 29, 2014 Program Orientation, the Steering Committee Co-Chairs, William Baldwin and A. Lin Goodwin, presented the purpose and outline of the self-study project to the coordinators and representatives of the participating programs, introduced the team of assisting doctoral students who would work with the programs, and requested participants' feedback and suggestions. Following the Orientation, the director of accreditation, together with the doctoral research assistant assigned to the respective program, met with each program coordinator or representative to discuss the project and to gauge program-specific needs. The doctoral research assistants in collaboration with the program faculty prepared an overview document for each program describing its mission, vision, and philosophy; target audience and intended outcomes; degree options and core curriculum requirements, specializations/tracks, and licensing requirements (if any); faculty qualifications; main competitors regionally and nationally; and program-identified strengths, weaknesses, opportunities, and threats. At the same time, the doctoral research team analyzed and summarized program data from the Alumni Feedback Survey, the Teachers College Exit Survey, and the Student Satisfaction Survey, as well as enrollment and demographics data from the College's database. The programs' background information and data summary reports were reviewed by OAA and shared with the respective program faculty.

Phase II: Reflection and Response to Findings. In the spring of 2015, a second round of meetings with each program coordinator, research assistant, and director for accreditation took place to discuss the findings, reflect on the program's strengths and areas for improvement, and identify questions that remained unanswered. Upon the request of several program coordinators, either the doctoral research assistant and/or the director for accreditation made presentations to the entire faculty of the program. Other programs conducted internal discussions of the data. Several programs, assisted by the research assistants and the Office of Accreditation and Assessment, conducted further studies through surveys, focus groups and document reviews to collect additional data. We realized that we were too ambitious when we had planned to complete the second round of data collection in one semester as the programs needed more time to review and reflect on the data and also to plan additional studies. As a result, the modified design allowed for either a completed or a planned second round of data collection. All documents produced in the fall of 2014 and in the spring of 2015 (contextual information, data summaries, program responses to findings, and completed or planned follow up studies) were submitted to OAA, whose staff worked over the summer to draft the program reports.

Phase III: Self-Study Reports. In the fall of 2015, the director and staff of OAA met with each program to discuss the draft reports, reflect on the self-study process, and make plans for future program improvements and follow-up studies. The faculty reviewed and finalized the program reports. The self-study project work schedule is presented in Appendix 3B. All program self-study reports are available for review in our document room.

Implementation Lessons Learned

The self-study process produced insights that may be useful in future implementations of similar program or unit reviews.

- *Keep it simple.* The self-study does not have to use a complex research design to initiate change. A well-designed survey or focus group study can provide motivated faculty with sufficient information to revise and update curricular offerings, improve instruction, or think of innovative ways to support students. The depth of analysis and reflection are often more valuable than obtaining high survey response rates or developing complex research designs.
- *Provide support and guidance.* The research team found that many programs had attempted to conduct similar self-studies in the past, but abandoned these self-studies half way because of the lack of time, resources, or commitment. Having research assistants to compile documentation, analyze and summarize data, record faculty discussions, and draft reports made the process manageable for the faculty and allowed them to focus on reflection and program improvements. OAA kept track of due dates and deliverables and provided necessary expertise in study designs and data analyses.
- *Give reflection and discussion more time.* As the research team learned from the process, self-studies, particularly design, reflection, and discussions, require adequate time. In the initial design, more time was allotted for data collection and analysis than for reflection and discussions. The project implementation showed that one year was not enough time and a two-year time frame would have worked better for most programs.
- *Not every self-study needs to be transformative.* The research team found that some programs were apprehensive of the expectation to produce a transformative change sometimes associated with a self-study. The Group's message to the faculty was that not every self-study would or should end up in a significant program re-design. Some of the participating programs found that they were quite successful in achieving their missions and goals and needed to make only minor changes or adjustments. Moreover, not all programs have enough commitment, resource-wise or politically, to undertake a major change. Sometimes starting small is the best route to program improvement.
- *Keep it going.* Instead of perceiving a self-study as a one-time transformative event, the Group endeavored to explain and demonstrate the self-study as a continuous, evolutionary process that facilitates working on areas that need strengthening and provides fresh perspectives. Program improvement does not end with the completion of the Selected Topics Self-Study project but will continue beyond it. Our task for the future is to maintain a critical stance toward what our programs are doing and to keep making improvements based on the assessment of progress.

Participating Academic Program Characteristics

Teachers College and Academic Program Missions

The Design and Program Review Group carefully selected the academic programs that adequately represented Teachers College as a graduate and professional school of education and reflected a variety of disciplines and fields of study. The participating programs differ in size, demographics and career aspirations of students they serve. Common among nearly all the participating programs are the themes of interconnectedness of research and practice and commitment to diversity and social justice in their mission statements.

Interconnectedness of Research and Practice. Teachers College has a long tradition of using cutting edge research and theory to address problems of practice. Whether they prepare researchers or practitioners, all TC programs are committed to finding a balance of research and practice appropriate for their respective fields of study and for the types of careers that their graduates are likely to enter.

The graduate programs provide students with foundational theories and current research in the discipline and ways to apply these to solve real life problems. For example, the Neuroscience and Education program aims to prepare “a professional with dual preparation able to bridge the gap between research underlying brain, cognition and behavior, and the problems encountered in schools and other applied settings.” The Sociology and Education program “educates aspiring researchers, policy makers, school leaders, and teachers to use sociological theories and research findings as they analyze educational problems and seek to have an impact in solving those problems.” The Developmental Psychology program “stresses theory and research in the service of policy and practice.”

Our professional education programs have a strong emphasis on evidence-based practice and the importance of change interventions that are empirically and theoretically tested and supported. Consistent with the scholar-practitioner model that infuses learning at Teachers College, our programs believe there is no action without research and no research without action. For example, the Organizational Psychology programs see their unique identity in students’ “synthesis of the disciplines of social psychology and organizational psychology, and in their adherence to a scholar-practitioner model wherein theory and research must inform practice and practice must inform theory and research.” Master's students in the Art and Art Education program “are encouraged to engage in classroom and other forms of grounded research and participate in producing the kind of insights needed to move the field of art education forward.” The mission of the Deaf and Hard of Hearing Program is “to prepare scholarly professionals who will approach teaching, learning, and research as a dialogic, ever-evolving, life-long process of inquiry and ‘coming to know.’”

Finding the right balance between research and practice is not always easy and some programs found themselves reviewing their curricula in response to alumni and students’ feedback calling for more and varied theoretical perspectives, better training in research methods, and more explicit connection between research and practice (see Alumni Competencies section further in this report).

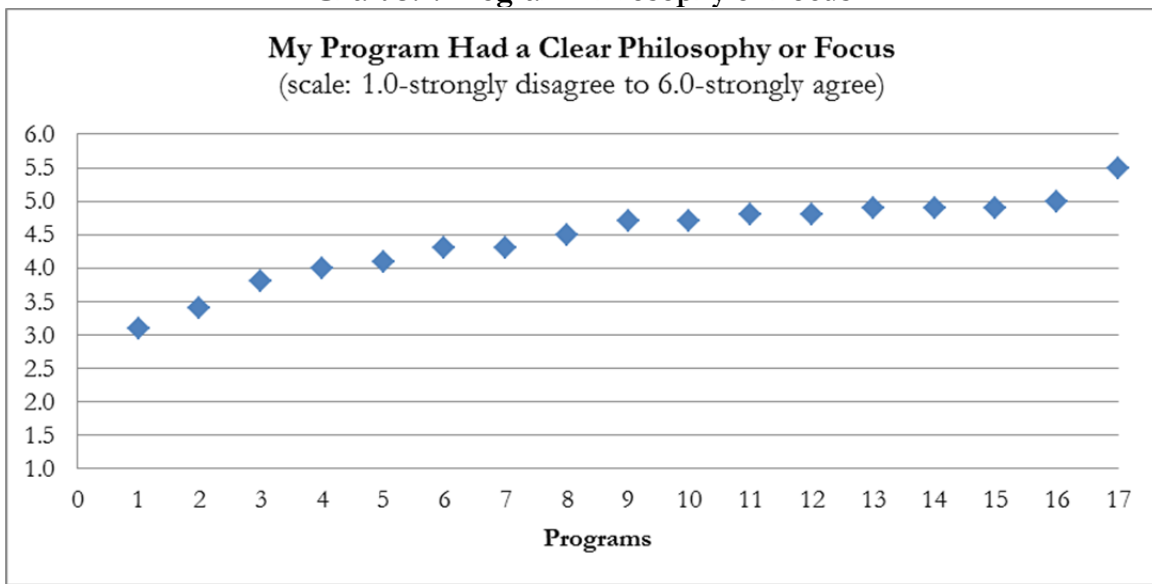
Diversity, Multiculturalism and Social Justice. As stated in our mission, Teachers College is dedicated to promoting equity and excellence in education and overcoming the gap in educational access and

achievement between the most and least advantaged groups in this country. To achieve this mission, the Summer Principals Academy, for example, encourages aspiring school leaders “to construct transforming possibilities for student learning, school improvement, social equity, and opportunity.” The Health Education program emphasizes “promoting health, preventing disease, and advancing health equity” while the Developmental Psychology program “is concerned about disparities among groups (for example, gender, resources such as parental income and education, ethnicity, and immigrant status) as well as the ways in which equity among groups may be promoted. The pathways through which such disparities emerge are our focus of inquiry, as well as the promotion of educational and societal strategies for ameliorating them.” The Psychological Counseling program is committed to “preparing culturally competent counselors who can provide clinical care to a diverse client population. Thus, multicultural and social justice principles are infused into all program curricula.”

Our students and alumni appreciate and share this commitment to equity and excellence in education. As one of our respondents stated, “TC philosophies very much revolve around critical literacy, the importance of differentiated instruction, and equal access to education—all themes that need to be even more present in education today. I very much value attending a school that upholds these philosophies in its mission and graduate instruction.” As the findings from the Alumni Feedback Survey show, our alumni feel very competent in diversity-related learning competencies and attribute this competence to their programs (see Alumni Competencies section further in this report).

When asked about their programs’ philosophy or focus, students responding to the Exit Survey rated their programs between 3.1 and 5.5 on a 6-point scale from 1—low to 6—high (Chart 3.1, sorted from lowest to highest). In the course of the self-studies, we discussed the programs’ missions and goals, and several programs identified a need to work on reviewing the programs’ missions and better articulating certain aspects of these missions (see Program Changes section further in this report).

Chart 3.1: Program Philosophy or Focus

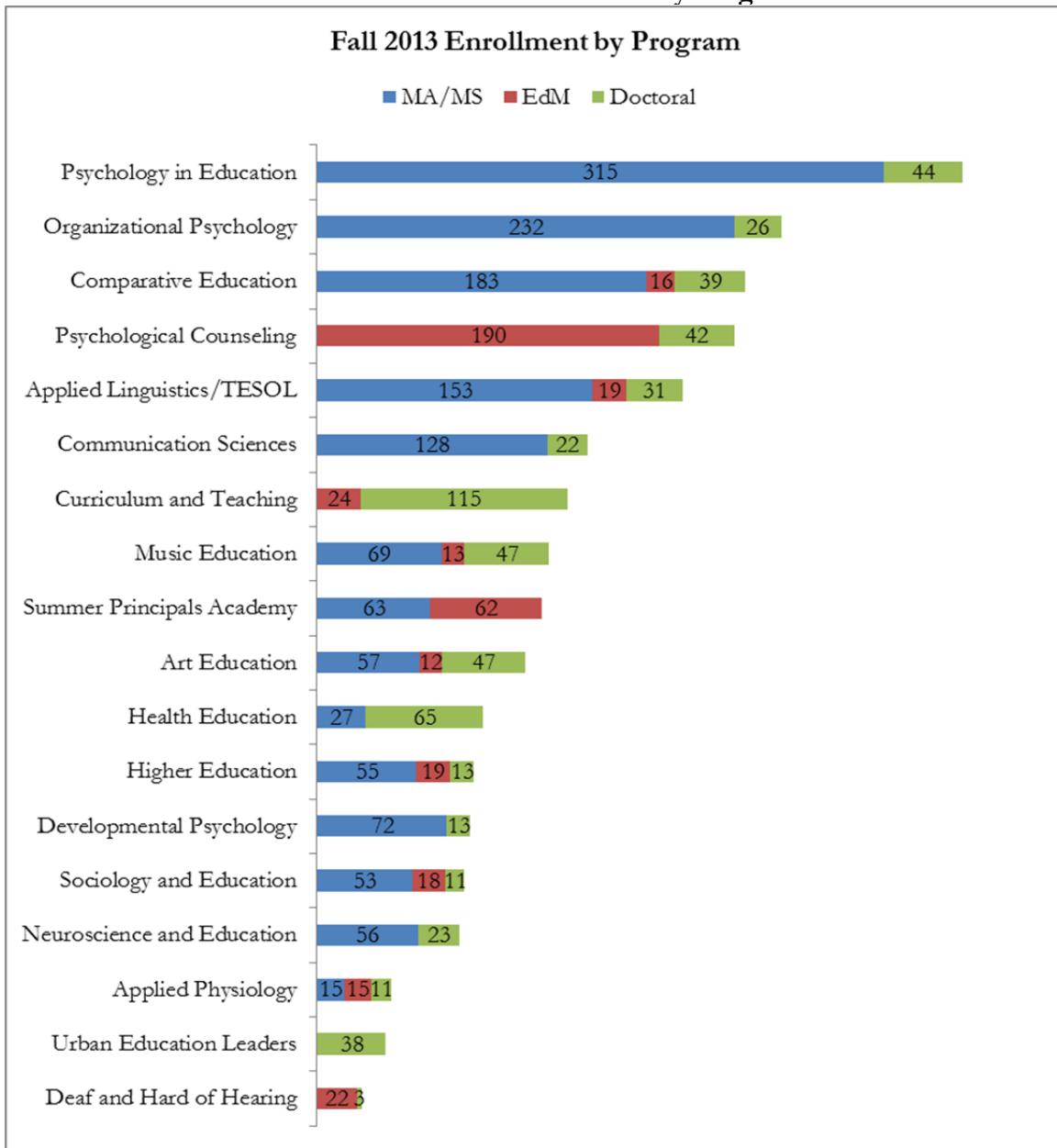


*Curriculum and Teaching program is not included because of n<10.

Student Body

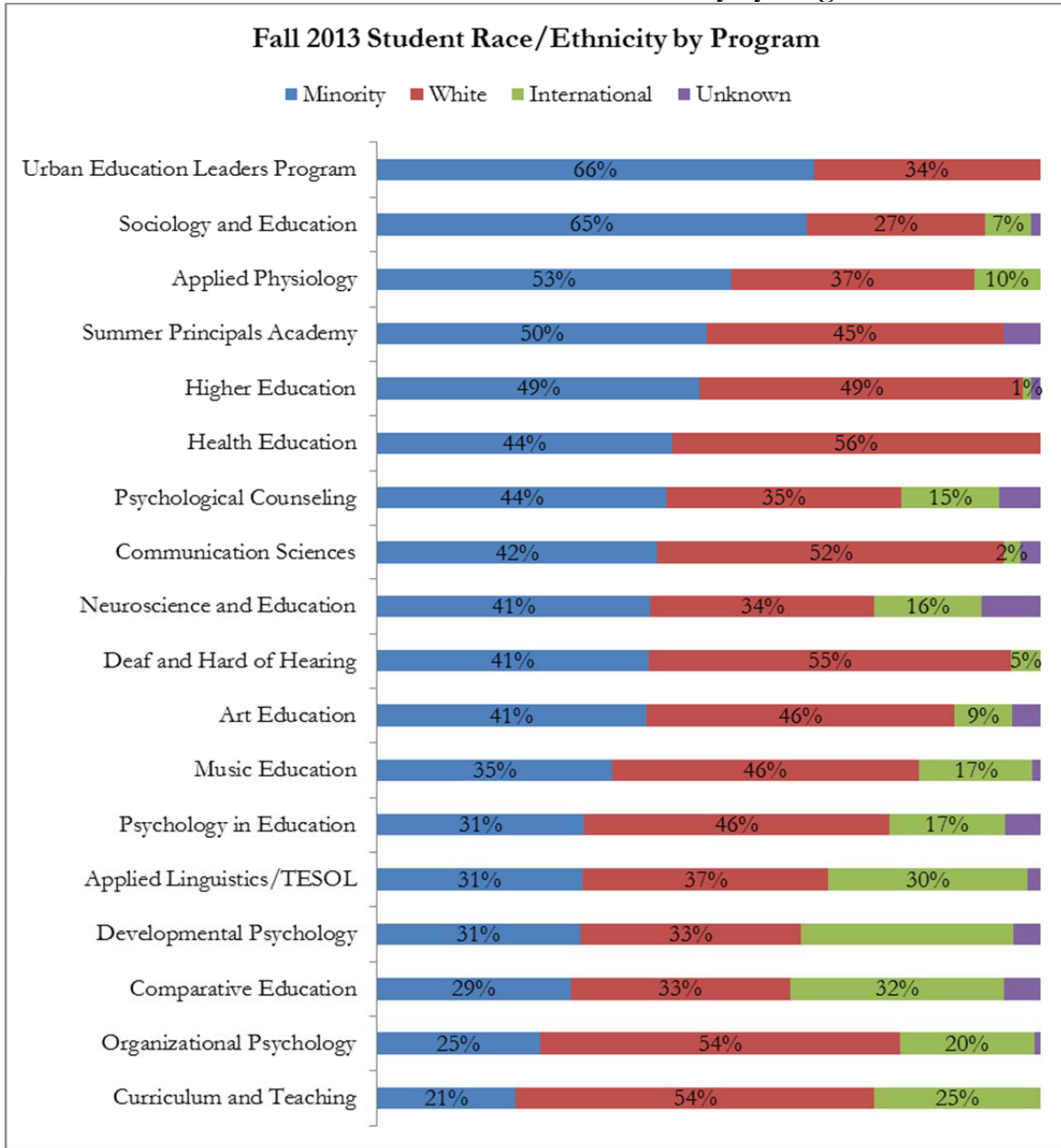
Fall 2013 Enrollment. In the fall of 2013, the programs participating in the self-study enrolled 1,926 students (1,488 M.A. /M.S., 410 Ed.M., and 38 Ed.D.); collectively, they accounted for more than one third of the College’s enrollment. The program enrollments ranged from 22 students in the Deaf and Hard of Hearing program to 315 students in the Psychology in Education program (Chart 3.2). The enrollment of 410 students in the Ed.M. programs included 274 students in the three professional licensure-qualifying programs (Deaf and Hard of Hearing, Psychological Counseling, and Summer Principals Academy). The remaining eight programs collectively enrolled 136 students.

Chart 3.2: Fall 2013 Enrollment by Program



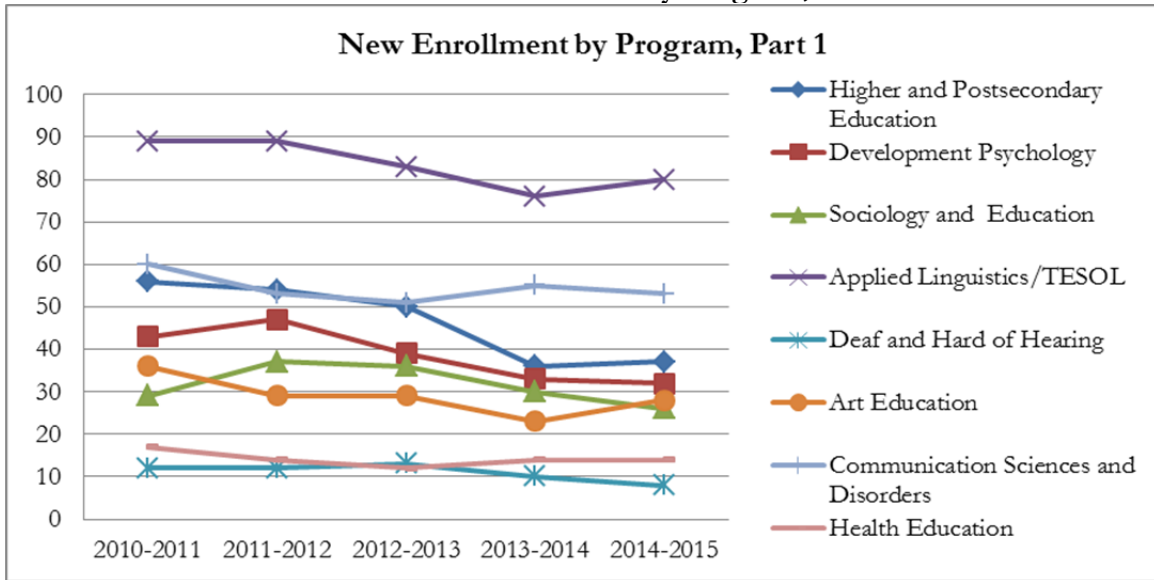
Student Demographics. As with overall enrollment at the College, the participating programs attracted and enrolled a highly diverse student body with White (U.S.-born) students accounting for between 27% and 56% (Chart 3.3). In five of the 18 programs, students from racial and ethnic minority groups constituted more than half of the student body. Additionally, the programs enrolled many international students. International students accounted for over 30% of the students in the Developmental Psychology, Comparative Education, and Applied Linguistics programs. On the other hand, three programs did not enroll any international students (UELPL, SPA, and Health Education).

Chart 3.3: Fall 2013 Student Race/Ethnicity by Program



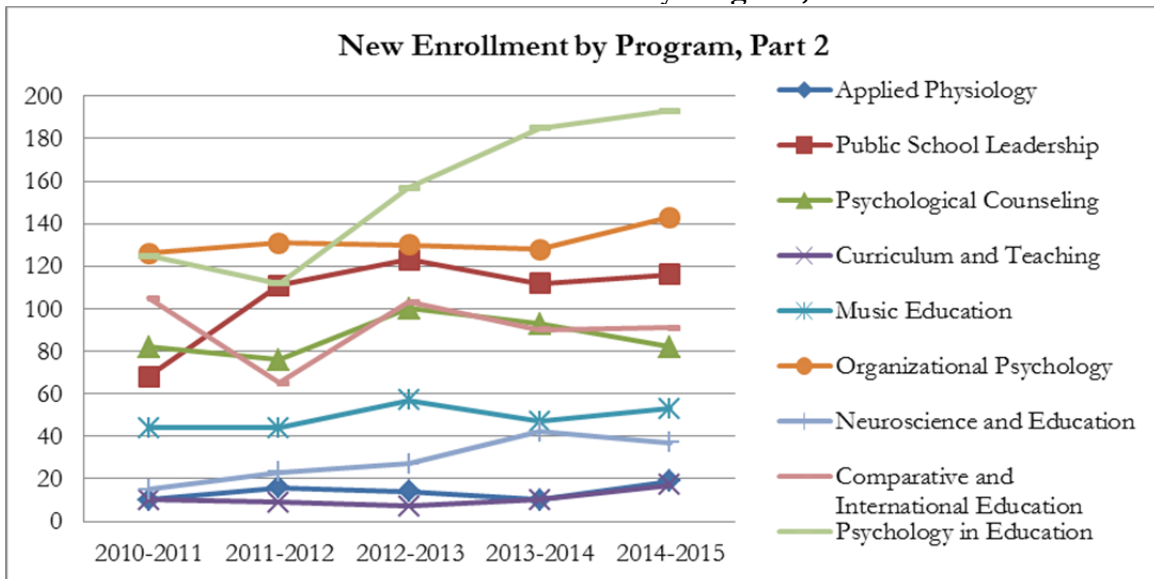
Enrollment Pressures. Teachers College, like many institutions of higher education, is financially dependent upon revenue generated by student enrollment. This single revenue stream supports approximately 70% of the College’s annual operating budget. Between 2011 and 2014, three of the participating programs (Applied Linguistics/TESOL, Developmental Psychology, and Higher Education) experienced double digit declines in the number of applications, and reported smaller numbers of newly enrolled students (Chart 3.4). For smaller programs, like Deaf and Hard of Hearing, even a 4-person decline in enrollment has a significant impact.

Chart 3.4: New Enrollment by Program, Part 1



On the other hand, some programs (Neuroscience and Education, Psychology in Education, Organizational Psychology) saw a significant growth in their enrollments within the same time frame (Chart 3.5).

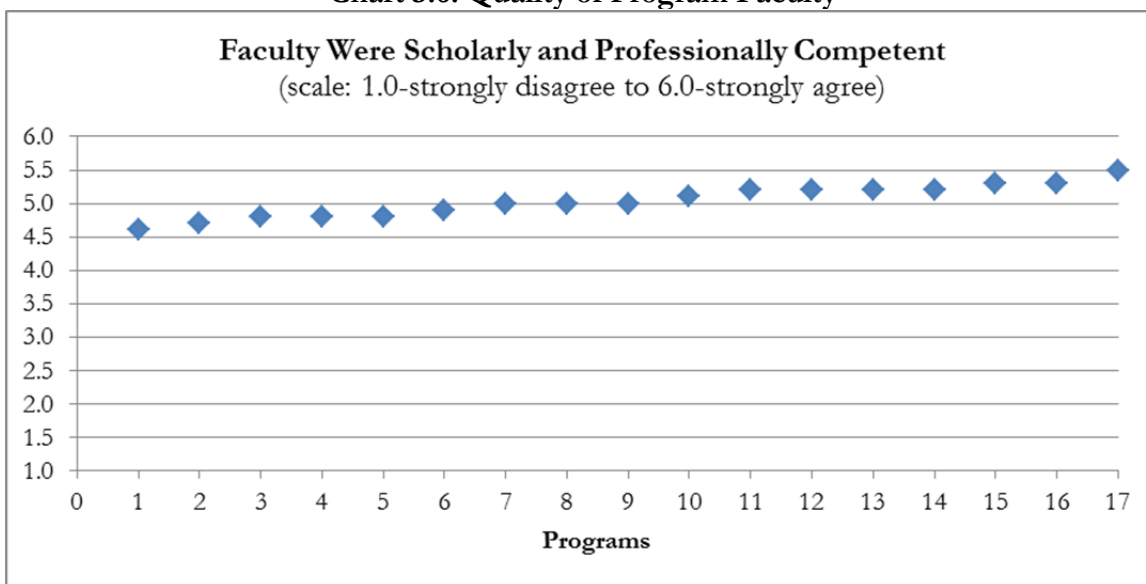
Chart 3.5: New Enrollment by Program, Part 2



Program Faculty and Leadership

Faculty is central to the quality of academic programs and to student learning; this is also one of the primary factors that draws students to Teachers College. The College remains strong in its ability to recruit and retain the very best faculty members. It has academic leaders of great national distinction on its faculty, and newer faculty are establishing themselves as leaders in their respective fields, as represented by the faculty in the participating programs (Appendix 3C). Our students and alumni value highly the scholarly and professional competence of their program faculty (the Exit Survey means between 4.5 and 5.5 on a 6-point scale from 1—low to 6—high, Chart 3.6).

Chart 3.6: Quality of Program Faculty



*Curriculum and Teaching program is not included because of $n < 10$.

Faculty Composition. The participating programs have between one and nine professorial faculty (tenured or tenure track) or between one and eleven full-time faculty (when professors of practice and lecturers are included). The College has been very active in developing ways to reduce the teaching and advising burden on its professorial faculty. In 2008-2009, the College expanded its use of the renewable Lecturer and Senior Lecturer positions and instituted the allocation of the Assistant Professor and Associate Professor salary schedules for these positions to provide for a more equitable compensation and to make these positions more attractive to qualified individuals. As a result, the number of Lecturers grew from 31 in 2008-2009 to 55 in 2014-2015. In 2014-2015, following the Faculty resolution, and in response to the needs that currently exist in the professional education programs, the College expanded the allowable maximum number of Professors of Practice from 9 to 15. All these changes directly and positively affected 11 of the 18 participating programs. However, a number of programs still rely heavily on adjuncts in teaching master's-level courses. The fall 2014 ratios of degree student headcount to full-time faculty ranged between 20.5 and 94.7 (see Appendix 3C).

Faculty Retirements and Transitions. The preeminence of our faculty supports the College's reputation and influence, but it also exposes the College to risk if key people are lost through retirements or outside offers from other institutions. Recent or eminent faculty retirements affected, or will soon affect, at least five participating programs. In some programs, phased retirements of faculty involved

in grant-funded research have led to the situation where faculty are still with the program but do not teach or advise students. Faculty departures for other institutions affected at least two participating programs. On the other hand, several programs noted that addition of new faculty, either current or planned, presented an opportunity for bringing in new research area expertise, developing new program content, and increasing student faculty interaction and advising. Three of the participating programs are conducting searches in 2015-2016 and new positions have been approved for the Educational Leadership Program with searches starting in 2016-2017.

Program Leadership. The role of Program Coordinator is critical in maintaining the quality and integrity of academic programs. Several issues related to program leadership were identified during the discussions with the program faculty. In at least four of the participating programs, the retirement of a senior or founding faculty led to a leadership vacuum during the transition period. Several programs reported being dependent on one faculty member for the majority of program development and advising either due to the size of the program or due to the other faculty being heavily engaged in research. In at least five programs, responsibility for program coordination lies with a Lecturer or a Professor of Practice.

Recognizing the important role that Program Coordinators play, in 2014-2015 the Provost and the Faculty Executive Committee began discussions of how program coordinators are supported. In September of 2015, the Provost presented a set of recommendations, which include additional compensation, change of title and official three-year term appointments, and a strong expectation that other program faculty will participate equitably in advisement and academic administration of master's degree programs. A proposed set of policy recommendations addressing support and compensation for program coordinators has been distributed and is under consideration by the Faculty.

Program Curricula

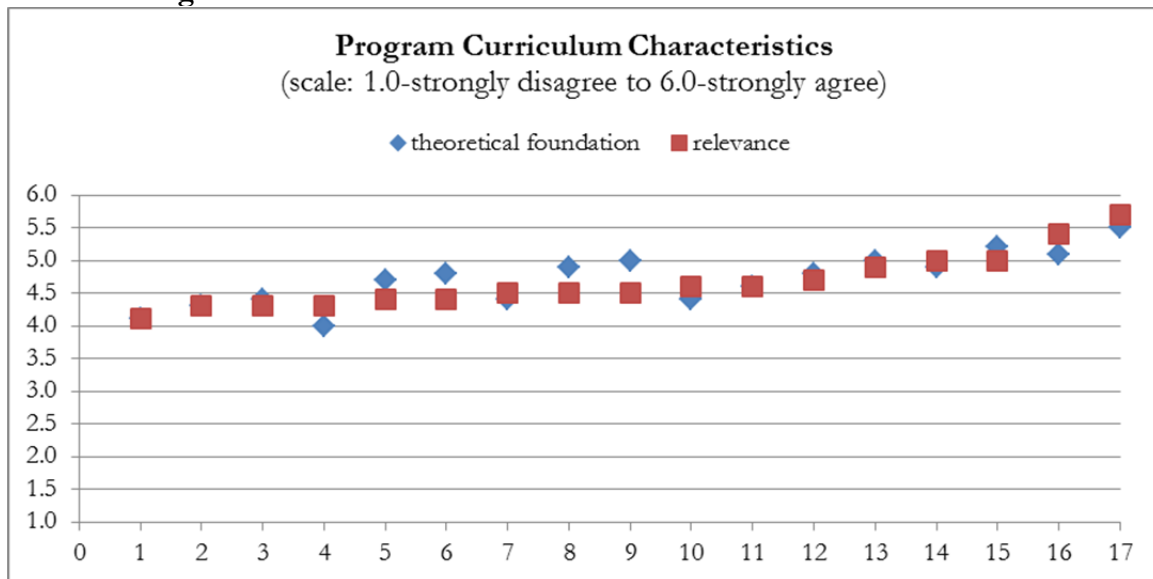
The College's degree requirements, which include minimum points (32 points for M.A. and M.S. or 60 points for Ed.M.), residency, minimum points in the major field (12 points for M.A, 20 points for M.S.), breadth courses (three courses for M.A. and Ed.M. or two courses for M.S. outside the major program) and a culminating project (formal essay, comprehensive examination, or integrative project), are described in the Academic Catalog and create a framework for the program curricula. It is the responsibility of the program faculty, within this framework and in conjunction with the mandate to meet state requirements, to develop program courses, clinical and co-curricular experiences, and culminating projects.

Program Curricula. The diversity of our participating programs is reflected in the program curricula. The core course requirements vary widely from the highly structured core curriculum which allows for only one elective, to the curriculum allowing greatest flexibility (only one specific course is required of all students) to afford customization of the program to meet a student's particular life or career goals. It is not surprising that professional education programs that must comply with external (state or professional) curricular requirements tend to offer a more structured curriculum than the programs that provide a broad foundation in the field and do not necessarily prepare for a specific career. All professional education programs (Applied Linguistics, Art Education, Music Education, Communication Sciences, Psychological Counseling, Deaf and Hard of Hearing, Health Education, Organizational Psychology, Summer Principals Academy and UELP) also require

students to complete clinical experiences (student teaching, fieldwork, internship, and/or externship), which can range in length from one semester to six semesters. A number of other graduate programs (Applied Physiology, Psychology in Education, Developmental Psychology, International and Comparative Education, and Higher Education) allow for and often encourage their students to complete fieldwork or an internship either through an optional Fieldwork or Internship course or through an Independent Study course. Finally, culminating projects required by participating programs include literature reviews, theses or research papers, applied research or action research projects, comprehensive exams, applied educational projects (e.g., New School Design project in Summer Principals Academy), or professional portfolios. Some programs (Applied Physiology, Sociology and Education) allow students several options to choose from for their culminating projects.

When asked to evaluate their program curricula, the majority of students responding to the Exit Survey agreed that their programs provided them with a solid theoretical foundation in the field (the means between 4.0 and 5.5 on a 6-point scale from 1—low to 6—high) and that their program curriculum was relevant to their life or career goals (mean ratings ranged between 4.1 and 5.7; see Chart 3.7). Four of the five top-rated programs on theoretical foundations, and the five top-rated programs on relevance are professional education programs. However, not all professional education programs are rated higher than other graduate programs on theoretical foundations or relevance, for example, Program 3 is a professional education program.

Chart 3.7: Program Curriculum Characteristics: Theoretical Foundations and Relevance

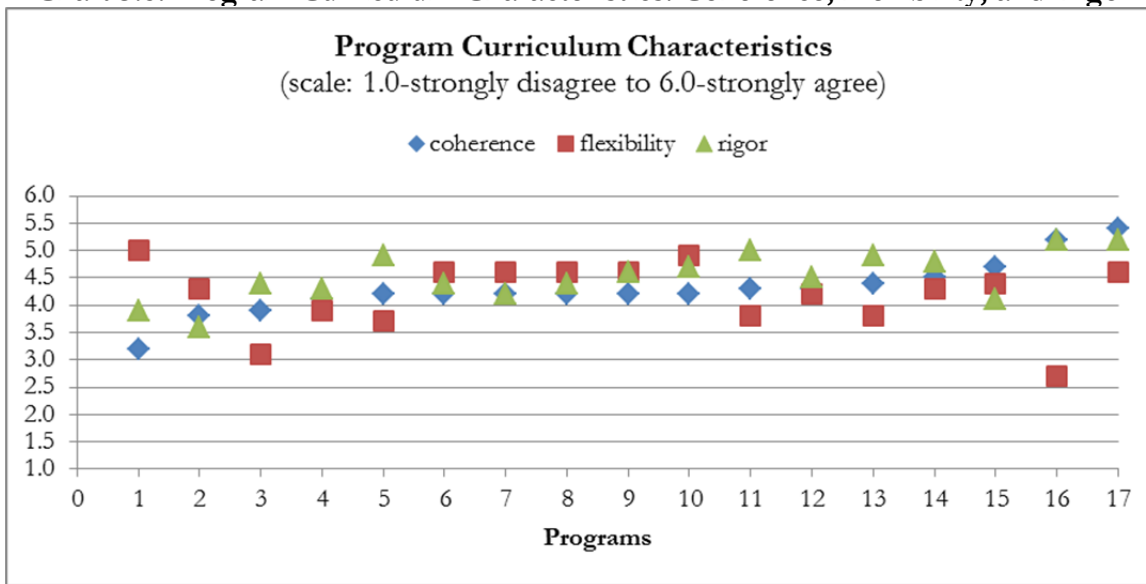


*Curriculum and Teaching program is not included because of n<10.

Coherence, Flexibility, and Rigor. Students’ ratings of their program coherence differed from program to program. Not all students agreed that their respective programs provided an integrated set of courses (the mean ratings ranged between 3.1 and 5.5) and, in some cases, the programs’ practice of greater flexibility resulted in a lack of structure or coherence in the curriculum (Chart 3.8). Such a trade-off between flexibility and coherence is well captured in the following respondent’s quote: “I felt that the program was structured with a lot of flexibility which in theory could allow for a focus but primarily did not allow for any depth. Each semester stood on its own as did each course. There

was no broad theoretical foundation, nor cumulative knowledge/skill building in the program. There was not a clear sense of leveled courses in which one could progress or build on previous semesters.” Students rated the academic rigor of their program courses between 3.6 and 5.2. As a result of the self-studies, a number of the participating programs are reviewing their program curricula. Such reviews focus not only on course content or sequence but in many cases on program structure and academic rigor as well (see Program Changes section further in this report).

Chart 3.8: Program Curriculum Characteristics: Coherence, Flexibility, and Rigor



*Curriculum and Teaching program is not included because of n<10.

Tracks, Specializations, or Concentrations. In an effort to provide students with more focused opportunities or to accommodate diverse student needs, many participating programs offer tracks, specializations, or concentrations (see Appendix 3D for details). The College does not currently have an agreed upon nomenclature, and thus, definitions vary widely by program. In some cases, they reflect areas of faculty expertise, in others, they reflect different licensing requirements or students’ career aspirations. In many cases, these specializations or concentrations are not registered with the New York State Education Department and, therefore, are not reflected on the transcripts. Many programs also do not have well-functioning systems in place to keep track of those students who completed specializations or concentrations and, therefore, such specializations or concentrations are difficult to verify for potential employers.

Licensure and Accreditation

As with all institutions of higher education, Teachers College and its programs face increasing external pressure associated with credentialing (licensure or certification) and/or accreditation requirements. Alumni in some current non-license-qualifying programs expressed frustration with a highly competitive labor markets (e.g., counseling alumni were competing with medical school graduates, health education students with graduates from schools of public health, and organizational psychology alumni with business school counterparts). Having an industry-approved professional credential in addition to a graduate degree makes job seekers more competitive. In at least two of the participating programs (Applied Physiology and Health Education) that do not lead

to any license or certification, a significant proportion of the alumni pursue these credentials on their own.

The programs that do lead to institutional recommendation for license or certification have to undergo regular and sometimes labor-intensive accreditation reviews. Of the 18 programs participating in the project, five were actively involved in pursuing program accreditation or recognition from a specialty professional association: Communication Sciences hosted a successful ASHA accreditation site visit in November of 2014; UELP submitted a program report to ELCC in March of 2015 (which was subsequently approved in August 2015); the Mental Health Counseling track of the Psychological Counseling program submitted a self-study report for initial accreditation to MCAC in the summer of 2015 and is hosting an accreditation site visit in November of 2015; Community Health Education (the M.S. degree in Health Education) was approved as an applicant for initial accreditation by CEPH in the summer of 2015 and is actively involved in a two-year self-study; Deaf and Hard of Hearing was preparing for re-accreditation by CED in 2014-2015 but postponed its self-study after attending an orientation and learning about new procedures tying CED accreditation to the College's CAEP-accreditation cycle. Right after the MSCHE site-visit, the College programs preparing school professionals will begin working on program reviews as part of the CAEP accreditation. Four of the participating programs (TESOL, Deaf and Hard of Hearing, SPA and UELP) will be submitting their reports to specialty professional associations in September of 2017. Although three other programs that prepare school personnel (Art Education, Music Education, and School Counseling) are not required to submit program reports at this point, they will be participating in the CAEP accreditation of the College in 2020. Finally, some programs are either considering pursuing professional accreditation in the future (Counseling Psychology for its School Counseling Track, and Health Education for its M.A. program focusing on preparing school health specialists) or are monitoring developments in the field and reviewing their curricula for possible gaps (Applied Physiology).

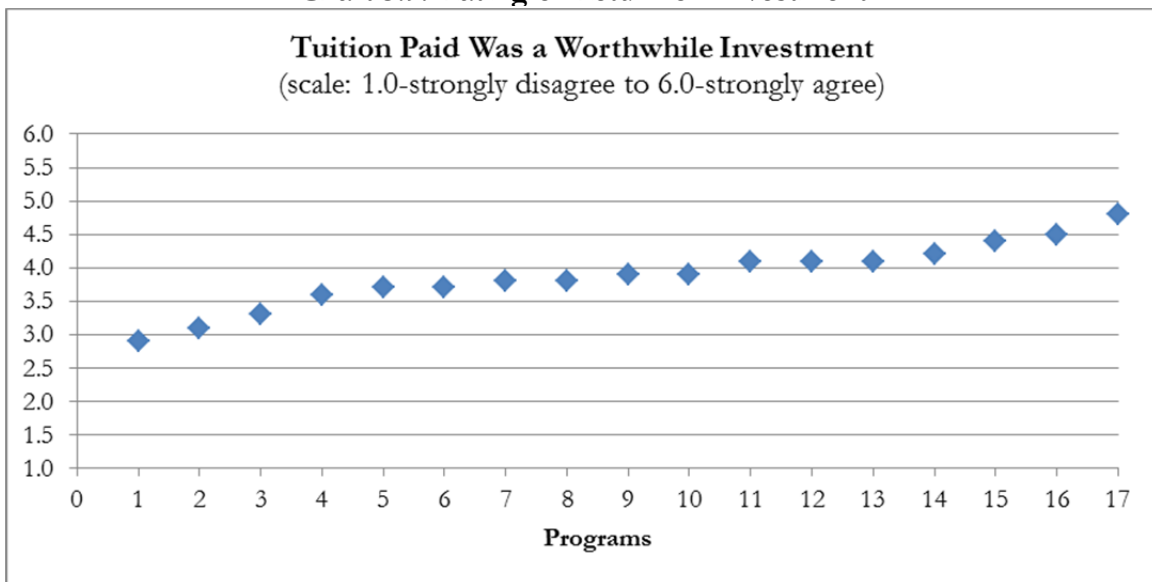
The Office of Accreditation and Assessment (OAA), which was created in 2005 to coordinate the two college-wide accreditations (MSCHE and NCATE/CAEP) and assist academic programs in their specialized professional accreditations, has been instrumental in a series of recent successful accreditation reviews. In 2014-2015, a new full-time position of an Accreditation Associate was added to the OAA staff of two (Director and Associate Director). Besides working with program faculty in collecting, analyzing, and reporting program data and helping with site-visit logistics, OAA also covers expenses for faculty traveling to attend accreditation orientations or training workshops. In several cases, the Provost's Office authorized course releases for the faculty engaged in writing the self-study reports but further discussions are needed to develop a college-wide policy for faculty support.

Affordability and Competition

Concerns about high tuition, rising debt, insufficient funding and return on investment are not unique to Teachers College. According to the poll, conducted in 2012 by GfK Custom Research North America, 55% of Americans thought that the amount of debt incurred by degree recipients was too high; 80% agreed that at many colleges, the education students receive was not worth what they had paid for it; and more than 90% said colleges were not doing enough to improve affordability.

The Teachers College official tuition rate for 2015-2016 (fall 2015, spring 2016, and summer 2016) is \$1,454 per credit hour. The official college fee is \$428 per semester. A 32-credit degree program costs \$46,528 in tuition fees alone. If we add the high cost of living in NYC to these calculations, it is not surprising that concerns about high tuition and affordability were expressed by surveyed alumni and current students, as well as by program faculty during our discussions. Many faculty members felt that a large number of potential students were priced out of their programs and chose more affordable options (e.g., Hunter College programs for teacher education). Alumni and students felt the burden of debt and, even those who were very satisfied with the quality of education they received, had doubts about the cost-benefit of their investment (Chart 3.9).

Chart 3.9: Rating of Return on Investment



*Curriculum and Teaching program is not included because of n<10.

Competencies and Employment Outcomes

Direct Assessment of Student Learning at Teachers College

Teaching and learning are the primary purposes of any institution of higher education and are central to Teachers College’s mission. In 2010-2011, Teachers College developed an Institutional Plan for the Assessment of Student Learning Outcomes (available in the Roadmap Document) that articulated the five Competency Areas essential for TC students and alumni and outlined the college-wide processes for the development of program assessment plans aligned with the TC mission and five Competency Areas. The five Competency Areas are:

- **Professional Practice:** Demonstrate mastery of the content and methodologies of their discipline or profession.
- **Inquiry and Research:** Use skills of inquiry, research, critical thinking, and problem solving to pursue and evaluate knowledge.
- **Professionalism and Lifelong Learning:** Engage in the profession and take responsibility for their personal and professional growth.

- Communication, Collaboration, and Leadership: Demonstrate effective communication, collaboration and leadership skills to convert goals and commitments into action.
- Diversity, Multiculturalism, and Social Justice: Appreciate diversity, understand nature and causes of injustice, and take actions to promote a better world.

In 2011, building on the work carried out by its professional education programs (primarily teacher education and applied psychology), the College embarked on implementing assessment plans for all graduate and professional programs. The main tasks included: (a) developing clearly articulated written statements of program learning goals and aligning these goals with the five Competency Areas; (b) identifying and aligning courses and experiences that provide intentional opportunities for students to achieve the learning goals; (c) assessing student achievement of the learning goals; and (d) using the results of the assessments to improve teaching and learning.

Between 2011 and 2015, academic programs mapped their program-level learning goals to the five Competency Areas and identified key assessments that demonstrate student learning in relation to these goals. As a result, our institutional assessment plan is a compilation of individual program assessment plans unified by the common expectations of student learning and common assessment templates, which are flexible enough to allow individual academic programs to conduct assessments according to the needs of their students, to the specifics of their disciplines or professional fields, and to their changing contexts. All key program assessments are available on the Assessment of Student Learning website (password-protected: <https://sites.google.com/a/tc.columbia.edu/tc-outcome-assessment/>).

In 2015, the Advisory Committee on Student Learning Outcomes Assessment reviewed the progress that had been made in implementing the 2011-2016 Institutional Plan and developed a new 2016-2020 Institutional Plan, which was approved on November 19, 2015 (Appendix 3E). According to the progress report included in the new plan, 96% of the programs (52 of 54 programs) developed clearly articulated written statements of program learning goals, aligned program curricula with the learning goals, and selected and implemented a minimum of five assessment methods for masters program and a minimum of two for doctoral programs (“5+2”) methods to assess students’ progress and performance. The survey of the program coordinators conducted in September of 2015 showed that the learning goals aligned with the five Competency Areas accurately described their respective programs, that the selected assessments reflected the program goals, and that the program assessment process was a result of collaboration between full-time and adjunct faculty, often in consultation with students and professionals in the field. The examples of the program learning goals, curriculum maps, assessment methods, and completed assessment reports included in the 2016-2020 Plan illustrate the diversity of our programs and approaches to assessment of student learning.

The review of the assessment process revealed also that there is still work to be done to make student learning assessment a routine part of the program and faculty teaching. To this end, the Institutional Plan for the Assessment of Student Learning Outcomes identified eight goals (each with its own set of objectives and performance indicators) for the next five years (see Appendix 3E for details):

- Goal 1: Direct Assessment by Program. Implement program assessment plans.
- Goal 2: Direct Assessment across the College. Conduct college-wide student learning studies.

- Goal 3: Indirect Assessment. Regularly provide the programs with program-level summaries of college-wide data.
- Goal 4: Closing the Loop. Create program and college-level structures to discuss student learning.
- Goal 5: Outcome Disclosure. Share assessment results with the Teachers College and larger community.
- Goal 6: College Policies on Student Learning Assessment. Review and update the policies related to student learning and assessment.
- Goal 7: Assessment Technology and Training. Provide support to program faculty and professional staff through assessment technology and training.

All 18 programs participating in the self-study created program assessment plans including program learning goals aligned with the five Competency Areas, learning opportunities (coursework and clinical experiences) aligned with these goals, and key assessments that provide evidence of student learning for each of the goals. Because the participating programs are very diverse in many regards as described above, their goals and assessment activities are also very different. Appendix 3F shows the diversity of key assessments used within the programs.

As the above discussion of direct assessment of student learning outcomes suggests, the College, over the years, has been consistently following the four main principles in assessing student learning: direct assessment of student learning outcomes is done at the program level, is designed and managed by the faculty, draws as much as possible upon already existing methods, and serves program improvement. As such, the results of direct assessments could not be summarized across the diverse program offerings. To gauge student learning across the programs, the College has relied on indirect assessments, primarily the Alumni Feedback Survey as well as the Teachers College Exit Survey. The next section summarizes the results of indirect assessments of student learning across the 18 participating programs (see Appendix 3A for program response rates).

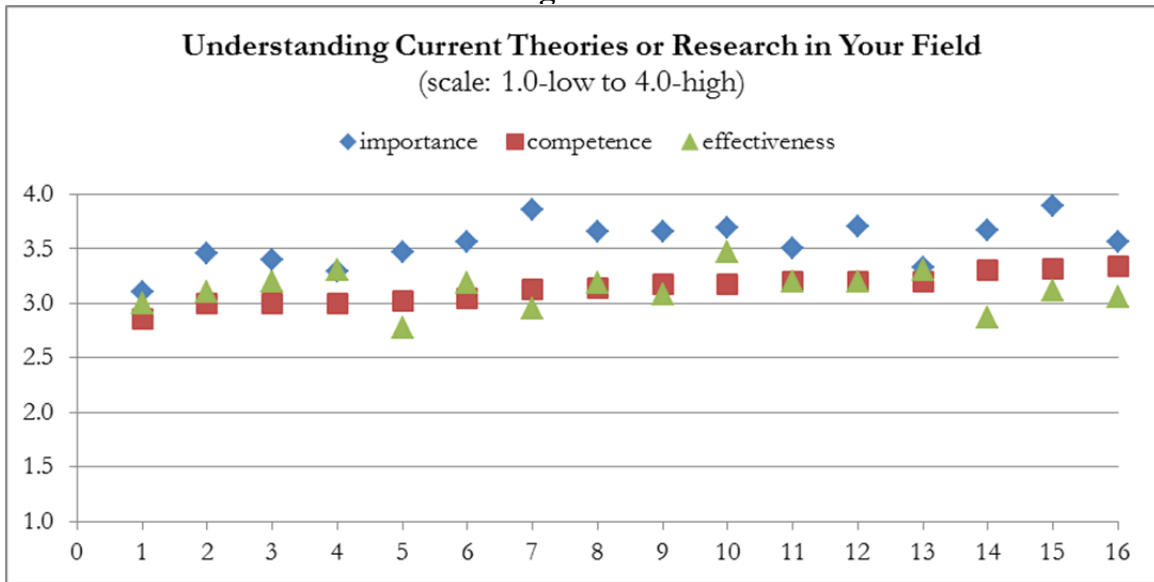
Alumni Competencies

The diversity of our programs, curricula, and assessments presents a challenge in identifying and articulating competencies that can apply equally across all programs and that can be summarized in a college-wide report. As described in Chapter 2 above, the Alumni Feedback Survey was initially developed for the programs within the NCATE-accredited unit. For the college-wide administration, the learning competency items were reviewed by several faculty from non-NCATE programs, however, these reviews were mostly informal and not representative of all programs at the College. Below is the summary of the findings from the 2014 Alumni Feedback Survey as they relate to the five TC Competency Areas.

Professional Knowledge and Skills. Of the five Competency Areas, Professional Practice (i.e., Professional Knowledge and Skills) differs the most from program to program depending on the type of the program (professional or other graduate), the discipline or field of study (education, psychology, health, leadership, humanities, or science), and the programs' philosophies and goals. Such program-specific professional skills are best addressed via a program-specific section of a tiered survey. We currently have customized questions for teacher education, counseling, school psychology, and leadership programs. The reports for several programs participating in the self-

study (Applied Linguistics/TESOL, Art Education, Music Education, Communication Sciences, Psychological Counseling, Summer Principals Academy and UELP) included data summaries for program-specific professional competencies. Still, two questions on the Alumni Feedback Survey—understanding current theories or research in your field and applying theoretical knowledge to practice—provide general evidence of the respondents’ self-rated competence as related to Professional Practice.

Chart 3.10: Understanding Current Theories or Research

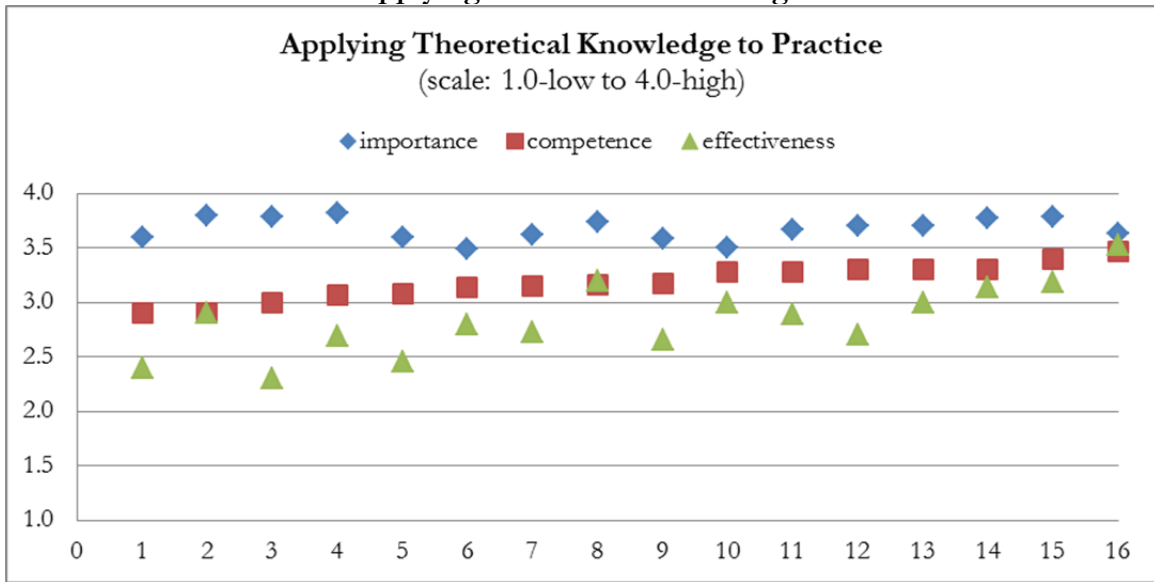


*Curriculum and Teaching and UELP programs are not included because of n<10.

The majority of respondents across the participating programs rated themselves between 2.9 and 3.3 (on a 4-point scale from 1—low to 4—high) in understanding current theories and research in the field (Chart 3.10). They rated their programs’ effectiveness in helping them to understand current theories of research in the field between 2.8 and 3.5. There is no apparent difference between respondents from professional or other graduate programs.

The majority of respondents also felt competent in applying theory to practice (means between 2.9 and 3.5) but not all respondents in some programs attributed this competence to their programs (means between 2.3 and 3.5) (Chart 3.11). In fact, alumni and students’ narrative comments or suggestions most commonly identify a need for stronger connections between theory and practice, more opportunities for hands-on experiences embedded in the courses, more skill-based courses, and more opportunities for fieldwork and internship experiences (see Program Changes section further in this report).

Chart 3.11: Applying Theoretical Knowledge to Practice



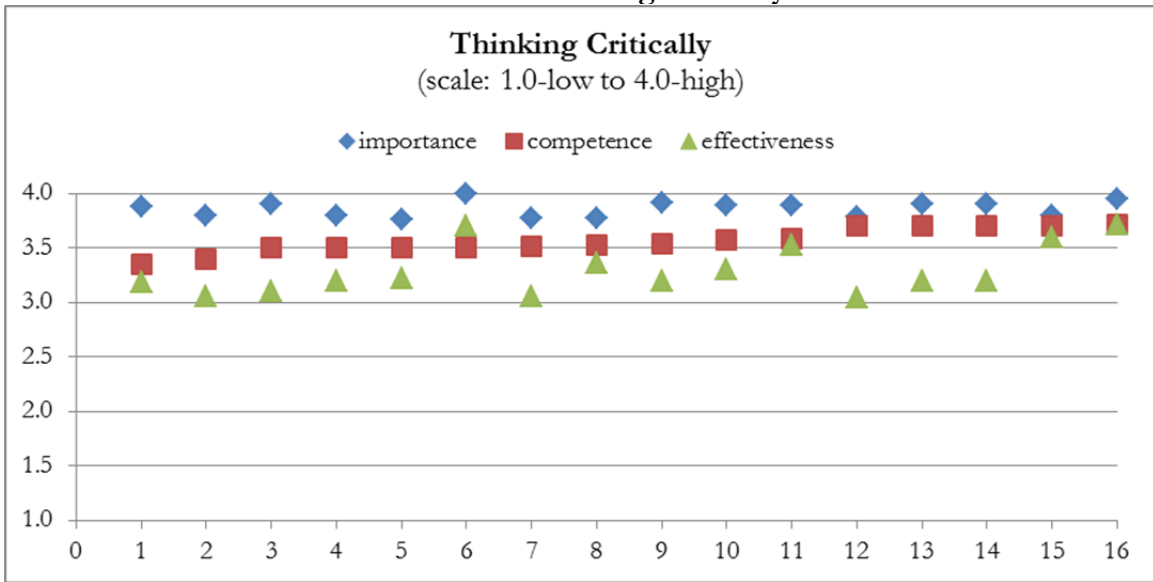
*Curriculum and Teaching and UELP programs are not included because of n<10.

Inquiry and Research. As discussed above, focused training in research is a critical component across all academic programs and degree levels at Teachers College. Generally, master’s degree programs equip students with the skills to comprehend, digest and apply research findings in their work. More specifically, our academic programs aim to prepare professionals who are able to read, understand, and evaluate different types of research; pose meaningful research questions; use research methodologies appropriate to the questions; provide an explicit and coherent chain of reasoning in analyzing and interpreting data; and communicate their ideas in clear and coherent ways to intended audiences. In addition, students are expected to demonstrate awareness of the responsible conduct of research.

Helping students think critically is one of the pillars of Teachers College education. Our respondents felt very competent (means between 3.3 and 3.7 on a 4-point scale) about their critical thinking skills and they credited their programs for helping them develop these skills (means between 3.0 and 3.7) (Chart 3.12).

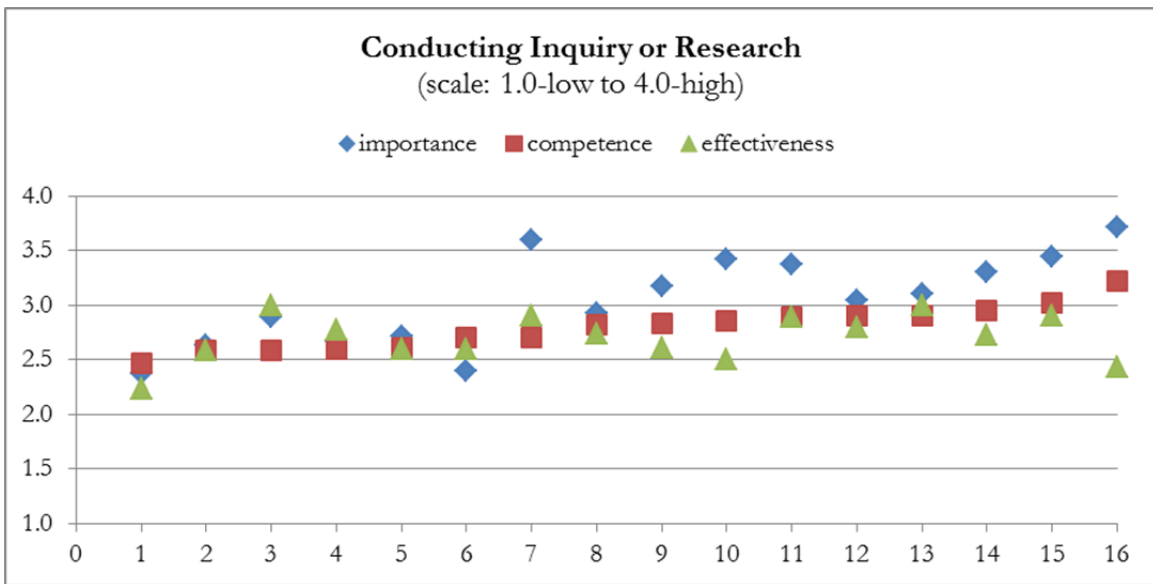
Some alumni did not feel quite competent in conducting inquiry or research (the means between 2.5 and 3.2) (Chart 3.13) which can be, at least partially explained, by less emphasis placed on conducting actual research in master’s degree programs compared to doctoral programs. The respondents differed in the degree of importance they assigned to inquiry and research skills for their jobs. Some respondents rated the importance of research at 3.0 or above (on a 4-point scale), while others rated such importance below 3.0. This division seems to reflect the division between the programs with a high percentage of students continuing into doctoral studies and those with a low percentage.

Chart 3.12: Thinking Critically



*Curriculum and Teaching and UELP programs are not included because of n<10.

Chart 3.13: Conducting Inquiry or Research



*Curriculum and Teaching and UELP programs are not included because of n<10.

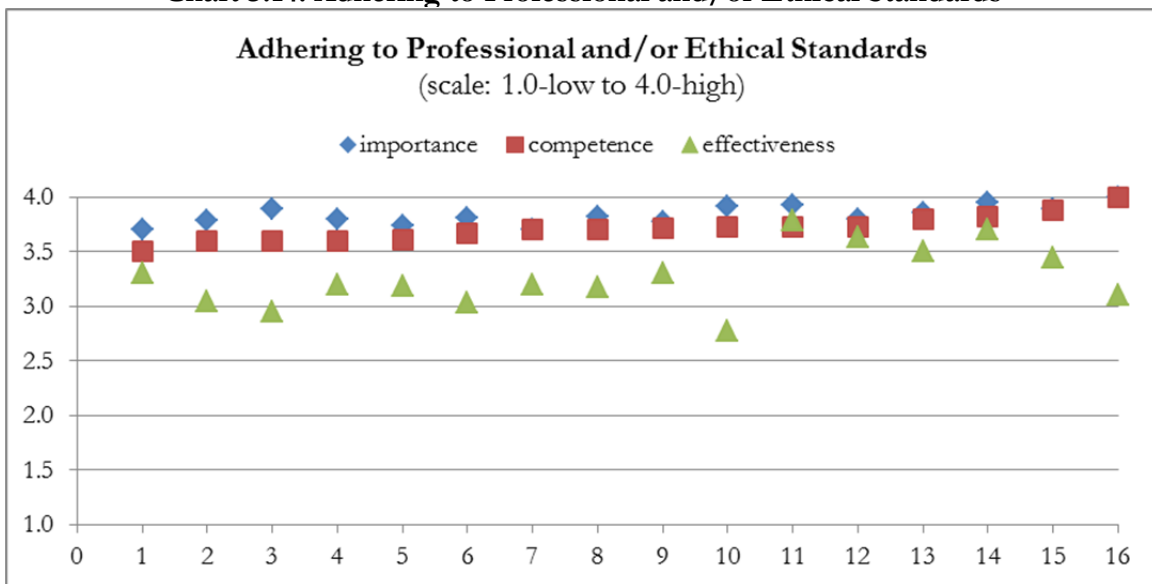
Some programs were better than others in providing students with opportunities to develop research skills (Exit Survey means between 3.3 and 5.4 on a 6-point scale) and a number of alumni and students' comments identified a need for better research methods and statistics preparation, more applied research projects, and more opportunities to participate in faculty research (see Program Changes section further in this report).

Professionalism and Lifelong Learning. At the program level, professionalism has been interpreted to include such skills and behaviors as professional and ethical conduct (in research, in practice, and

interactions with faculty and colleagues) but also concern for one’s profession and participation in professional discourse through societies, events, and publications. Lifelong learning has come to mean participation in professional development (e.g., workshops, seminars, conferences), but also self-awareness, self-reflection, self-care, and the ability to plan one’s future development and career. Although most of our programs aspire to prepare professionals and lifelong learners, there are not many formal curricular components that target these competencies and alumni do not always expect to acquire these competencies or attribute these competencies to their programs.

Our alumni feedback suggests that preparation of ethical/professional researchers and practitioners is one of the key strengths of TC education. Our alumni respondents felt competent adhering to ethical and professional standards (the means between 3.5 and 4.0 on a 4-point scale) and many attributed this competence to their programs (means between 2.8 and 3.8) (Chart 3.14). Respondents also rated themselves between 3.2 and 3.7 on the ability to acquire new knowledge and skills, between 2.8 and 3.4 on the ability to keep abreast of what is happening in the profession and between 2.9 and 3.6 on competence in participating in professional development activities. Whether it is to the credit of our programs or not, many of our respondents are members of professional associations or societies, regularly attend professional events, and actively participate in professional development activities.

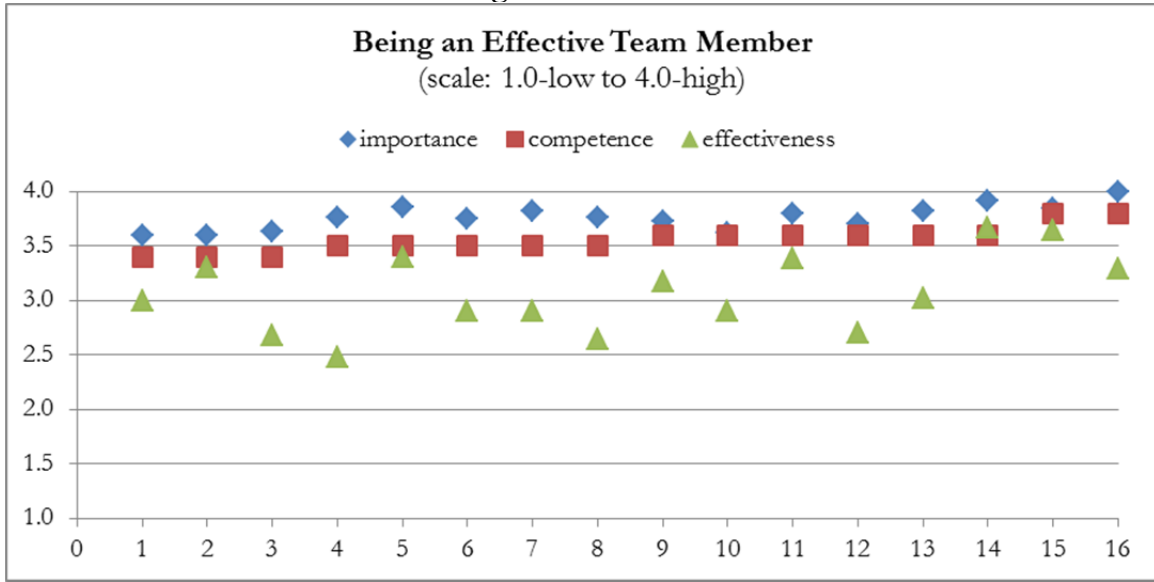
Chart 3.14: Adhering to Professional and/or Ethical Standards



*Curriculum and Teaching and UELP programs are not included because of n<10.

Communication, Collaboration, and Leadership. Teachers College programs place a high value on teamwork and collaborative learning. All academic programs provide opportunities for and require students to learn and work collaboratively in discussion groups and in group projects. Students responding to the Exit Survey agreed that they had adequate opportunities for teamwork and collaboration (means between 4.3 and 5.8 on a 6-point scale). Our alumni respondents felt competent in being effective team members (means between 3.4 and 3.8 on a 4-point scale) although not all attributed this competence to their programs (means between 2.5 and 3.7) (Chart 3.15).

Chart 3.15: Being an Effective Team Member



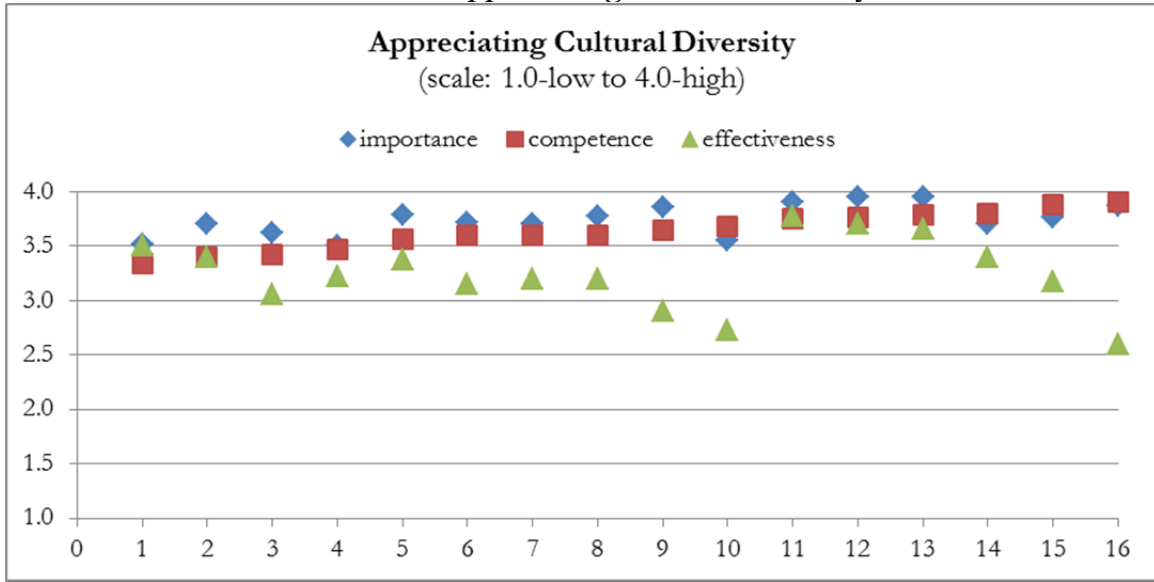
*Curriculum and Teaching and UELP programs are not included because of n<10.

Our alumni also felt competent in their communication skills (means between 3.1 and 3.6 on a 4-point scale) and they rated their program effectiveness in helping them develop such skills between 2.8 and 3.5 (on a 4-point scale). Although the item “motivating other people in your job” was meant to capture respondents’ leadership skills, we realized that it might have been misinterpreted in some cases. We are changing this item to “providing leadership” in the next survey administration.

Diversity, Multiculturalism and Social Justice. As discussed earlier in this chapter, diversity and social justice are central to Teachers College’s mission and to the missions of individual programs. With a few exceptions, most of the indicators point to the fact that our programs are achieving their goals in helping students to appreciate diversity, work with diverse populations, recognize and address social problems and inequalities.

Our alumni rated their competence in appreciating cultural diversity between 3.3 and 3.9 (on a 4-point scale) (Chart 3.16) and in valuing differing perspectives between 3.4 and 3.6. With few exceptions, they saw their programs being effective in instilling these competencies (ratings above 3.0).

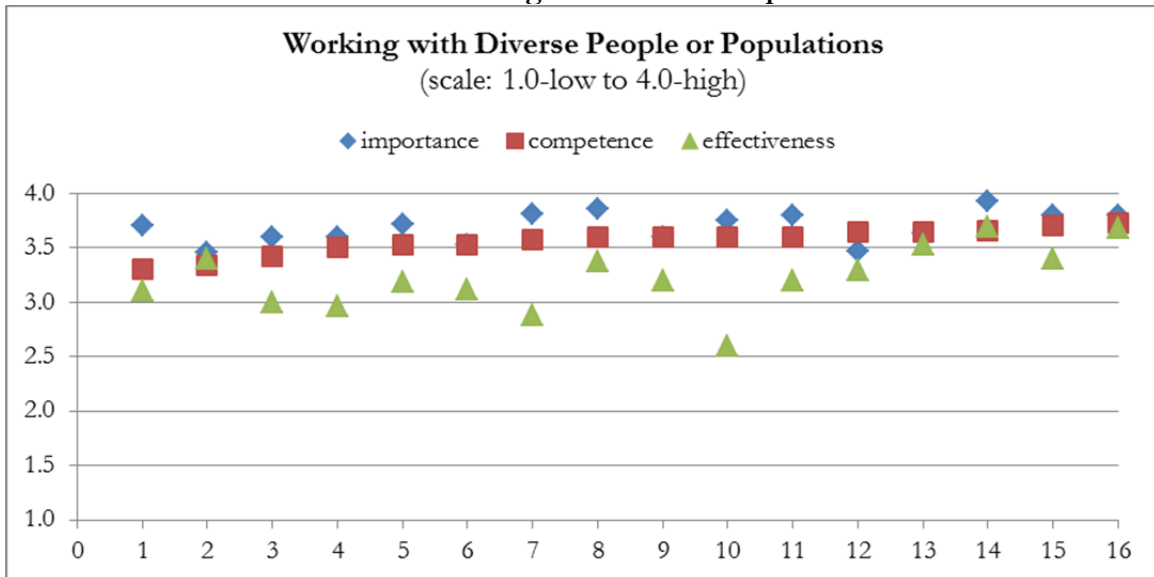
Chart 3.16: Appreciating Cultural Diversity



*Curriculum and Teaching and UELP programs are not included because of n<10.

In most programs, students responding to the Exit Survey agreed that they had adequate opportunities to work with diverse children or adults. The programs that had fewer opportunities (means of 2.7 to 3.9 on a 6-point scale) included Neuroscience and Education, Psychology in Education, Developmental Psychology, Sociology and Education, and Comparative Education, i.e., the programs that provide broad foundational knowledge in their respective disciplines but less in the way of experiential learning or opportunities to work with real clients. Alumni from all programs highly rated their competence in working with diverse people or populations, between 3.3 and 3.7 (on a 4-point scale); they rated their programs' effectiveness between 2.6 and 3.7 (Chart 3.17).

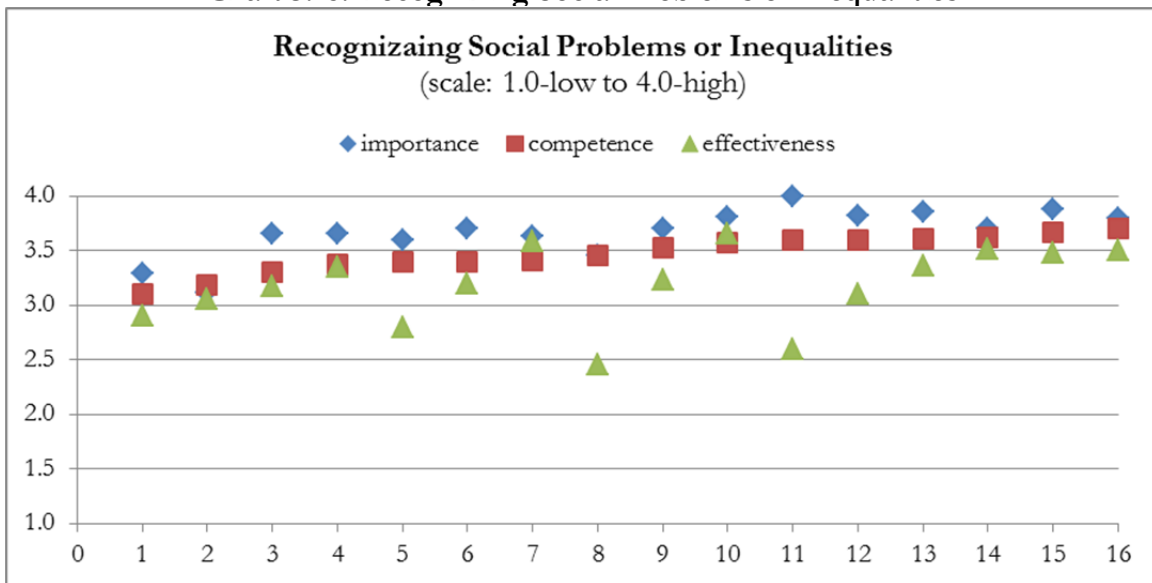
Chart 3.17: Working with Diverse Populations



*Curriculum and Teaching and UELP programs are not included because of n<10.

Our alumni also felt competent in recognizing social problems or inequalities (ratings between 3.1 and 3.7 on a 4-point scale) (Chart 3.18).

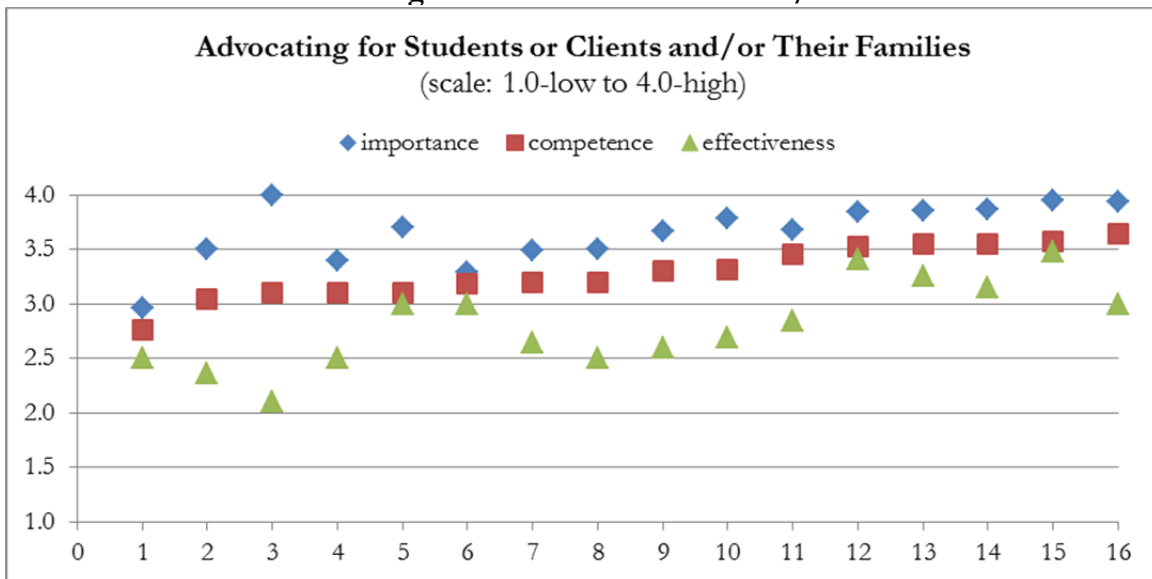
Chart 3.18: Recognizing Social Problems or Inequalities



*Curriculum and Teaching and UELP programs are not included because of n<10.

The last diversity-related item focused on alumni advocacy skills and was generally rated lower than other diversity-related items. Alumni from all but one program felt that their ability to advocate for students or clients was important for their jobs (ratings above 3.0) (Table 3.19). They rated their competence between 2.8 and 3.6 and their programs' effectiveness between 2.1 to 3.6 with the four top programs being professional education programs with a strong diversity and multiculturalism emphasis—Communication Sciences, Deaf and Hard of Hearing, Psychological Counseling, and Summer Principals Academy.

Chart 3.19: Advocating for Students or Clients and/or Their Families



*Curriculum and Teaching and UELP programs are not included because of n<10.

Alumni Competencies Summary. In summarizing our analyses of the data from the 18 participating programs which collectively account for more than one third of the College’s enrollment, the Design and Program Review Group is pleased to report that the College has been meeting its mission and learning goals as defined by the five Competency Areas. Table 3.2 below shows a summary of the college-wide assessment of student learning and program effectiveness. Although there is still work that remains to be done, for some programs more than for others, our students and alumni report to have received a strong preparation.

Table 3.2: Summary of Alumni Competencies and Program Effectiveness

| High competence, high effectiveness | High competence, lesser effectiveness | Differs by program type | Needs improvement |
|--|--|--|--|
| Understanding current theories or research in your field | Staying abreast with what is happening in the profession | Conducting inquiry or research | Applying theoretical knowledge to practice |
| Thinking critically | Participating in professional development activities | Working with diverse people/populations | |
| Adhering to ethical and professional standards | Motivating other people in your job | Advocating for students or clients and/or their families | |
| Communicating your ideas | | | |
| Being an effective team member | | | |
| Appreciating cultural diversity | | | |
| Recognizing social problems or inequalities | | | |

Employment Outcomes

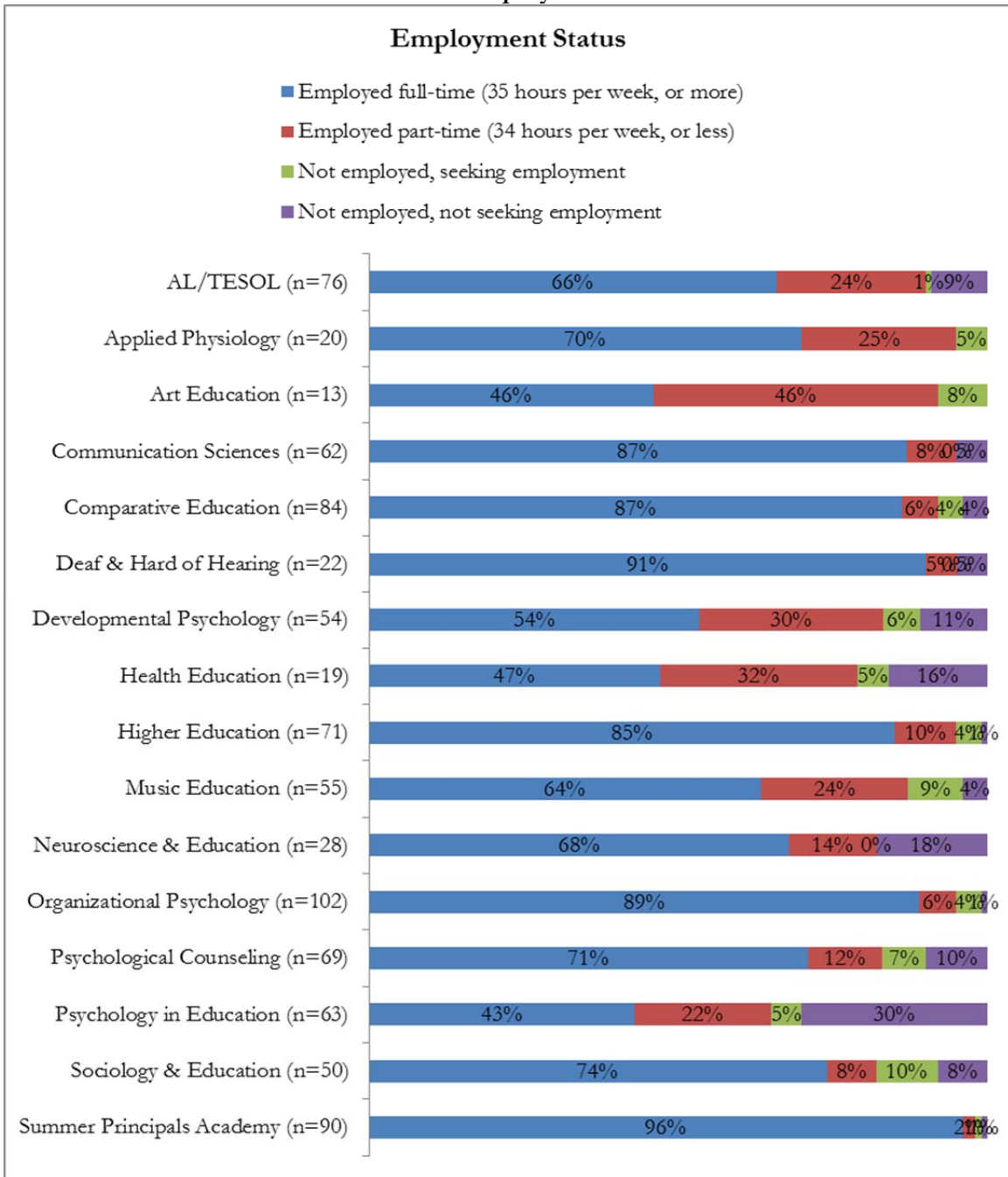
Historically, college education has been considered an investment that results in substantial economic benefits over the college degree recipients' lifetime. However, in the context of the onset of the Great Recession and the sluggish labor market recovery that has ensued, there have been widespread reports of newly minted college graduates who are unsuccessful at finding jobs suited to their level of education (Abel, Deitz, & Su, 2014). In this situation, it is critical to examine whether investment in a Teachers College education results in the success of our graduates in the labor market.

Employment Status. The Alumni Feedback Survey was administered in summer of 2014 to all alumni who graduated between October 2010 and May 2013, i.e., all recipients were in the labor market for at least one year after graduation. The majority of respondents to the Alumni Feedback Survey were employed either full-time or part-time. Eleven out of 18 programs showed over 90% of their alumni in full-time or part-time employment (Chart 3.20). Five of the programs (Communication Sciences, Comparative Education, Deaf and Hard of Hearing, Higher Education, Organizational Psychology, and Summer Principals Academy) had more than 85% of respondents in full-time positions. The proportions for unemployed respondents seeking employment were 10% or less, and there were no respondents in this group for 5 programs (Communication Sciences, Deaf and Hard of Hearing, and Neuroscience and Education, Summer Principals Academy and UELP).

Of the seven programs with less than 90% of employment (Developmental Psychology, Health Education, Music Education, Neuroscience and Education, Psychological Counseling, Psychology in Education, and Sociology and Education), between 4% and 30% of respondents were both unemployed and not seeking employment. According to our analyses, most of the respondents in this category were continuing their education in another master's degree or, more often, in doctoral or professional degree programs. These seven programs with less than 90% alumni employment also happened to have the highest percentages of respondents who were both unemployed and not seeking employment (19% to 42% for the seven programs) (Chart 3.21). Our analyses show that college-wide, there is a statistically significant correlation (Spearman's $Rho = (-0.367)$; $N=601$; $p < 0.001$; one-tailed) between alumni employment status and continuing education status. Analyses suggest that alumni in the unemployed or part-time employed categories are more likely to be pursuing further education than their fully employed peers.

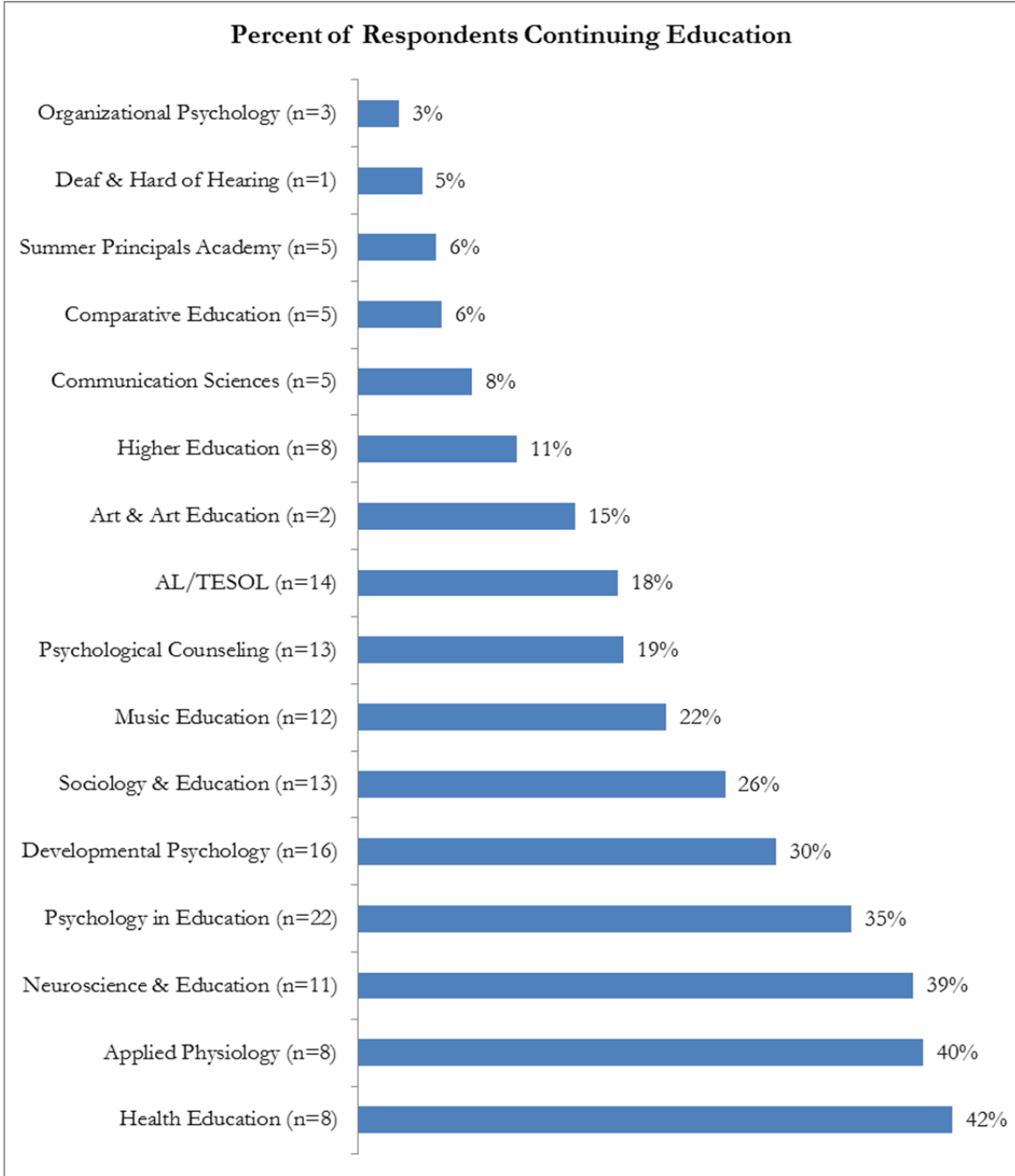
It will require additional data collection and analysis to fully answer why in some of the programs, more than a quarter of respondents were employed part time. For example, the data analysis for the Applied Linguistics program and faculty discussions showed that a large proportion of the graduates (40%) work in higher education, primarily as adjunct faculty.

Chart 3.20: Employment Status



*Curriculum and Teaching and UELP programs are not included because of n<10

Chart 3.21: Percent of Respondents Continuing Education

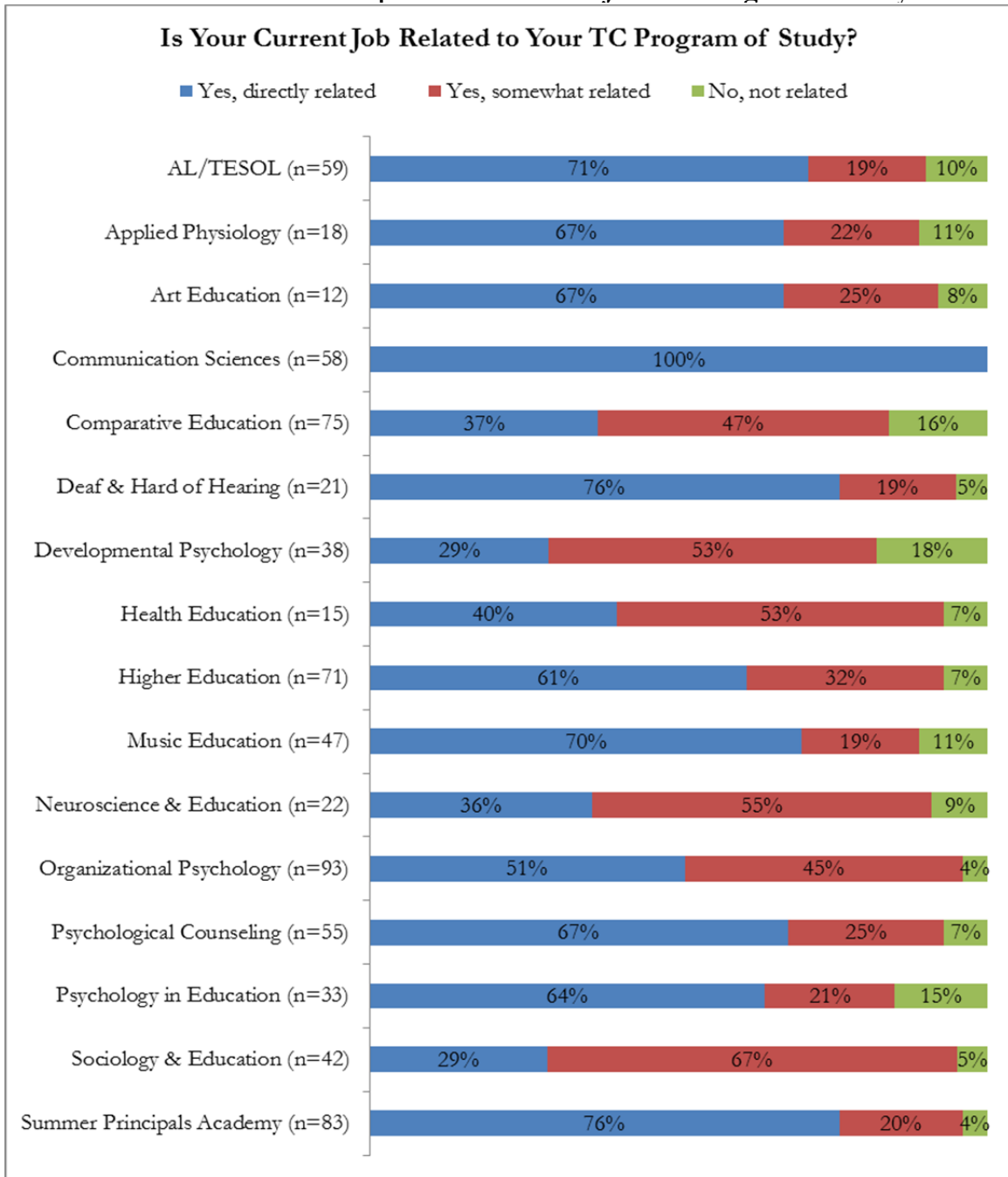


*Curriculum and Teaching and UELP programs are not included because of n<10

The majority (over 80%) of the respondents held jobs that were either directly or somewhat related to their programs of study (Chart 3.22). Several programs had a very high proportion of alumni working in directly related jobs, for example, all Communication Sciences respondents worked as speech and language pathologists or teachers, 76% of Deaf and Hard of Hearing alumni worked as teachers in K-12 schools, and 76% of Summer Principals Academy alumni worked as school building leaders. On the other hand, only 29% of alumni from the Developmental Psychology or

Sociology and Education programs worked in “directly related” fields. However, it is not clear how “directly related” and “somewhat related” can be interpreted in these cases. As Chart 3.22 shows professional education programs with clearly defined career options have more alumni in directly related programs while programs with a broader foundational focus and less defined career paths tend to have more alumni in “somewhat” related jobs.

Chart 3.22: Relationship between Current Job and Program of Study



*Curriculum and Teaching and UELP programs are not included because of n<10

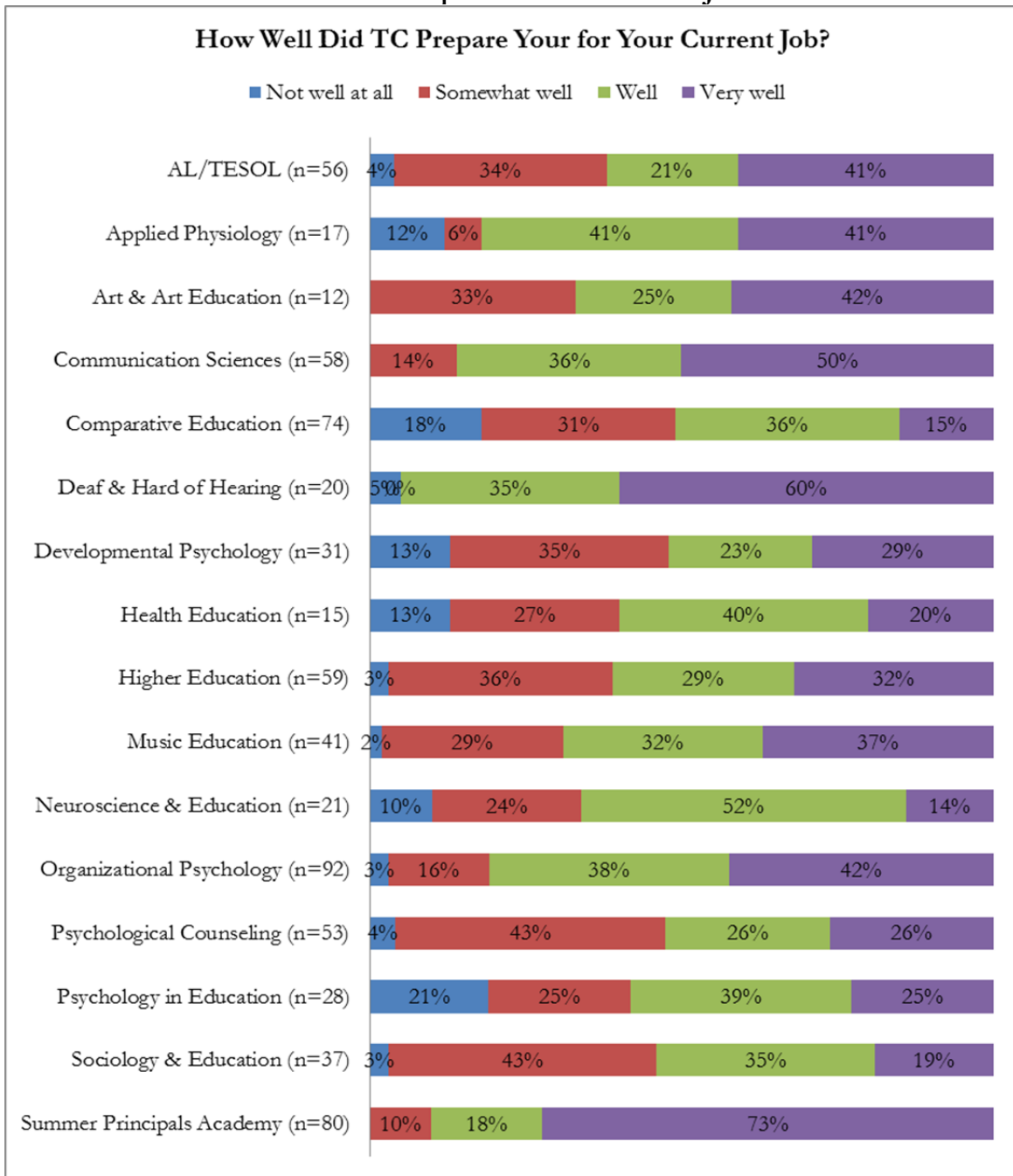
Table 3.3 summarizes the types of employment that alumni from different programs are most likely to hold.

Table 3.3: Top 3 Types of Employment Settings by Program

| Program | Top 1 | Top 2 | Top 3 |
|---------------------------|------------------------|----------------------------------|---|
| AL/TESOL | K-12 school (36%) | higher education (34%) | private company (16%) |
| Applied Physiology | private company (33%) | higher education (22%) | self-employed (17%) |
| Art & Art Education | K-12 school (41%) | non-profit (25%) | higher education (17%) |
| Communication Sciences | K-12 school (60%) | health agency (19%) | private company (10%) |
| Comparative Education | non-profit (30%) | international organization (20%) | higher education (18%) |
| Deaf & Hard of Hearing | K-12 school (67%) | private company (10%) | non-profit (10%) |
| Developmental Psychology | private company (23%) | non-profit (14%) | higher education (14%), health agency (14%) |
| Health Education | K-12 school (20%) | higher education (20%) | health agency (20%) |
| Higher Education | higher education (69%) | private company (10%) | non-profit (13%) |
| Music Education | K-12 school (57%) | non-profit (13%) | self-employed (10%) |
| Neuroscience & Education | higher education (33%) | K-12 school (29%) | health agency (14%) |
| Organizational Psychology | private company (63%) | military (15%) | non-profit (8%) |
| Psychological Counseling | non-profit (35%) | K-12 school (25%) | higher education (22%) |
| Psychology in Education | higher education (29%) | health agency (21%) | non-profit (18%) |
| Sociology & Education | K-12 school (33%) | private company (25%) | higher education (10%) |
| Summer Principals Academy | K-12 school (88%) | non-profit (8%) | higher education (2%) |

Job Preparedness. When asked to indicate how well Teachers College prepared them for their current jobs, between 51% and 95% of our alumni respondents felt either prepared or well prepared and between 0 and 21% felt unprepared for their current jobs (Chart 3.23). Analyses suggest that alumni who were employed in jobs directly or somewhat related to their programs of study were more likely to perceive themselves as prepared or well prepared, compared to those who were employed in jobs that were not related to their program of study. College-wide, there was a significant correlation (Spearman's $Rho = (-0.362)$; $N=1058$; $p < 0.001$; one-tailed) between how related the job was to their program of study and alumni's perceived level of preparedness.

Chart 3.23: Preparedness for Current Jobs



*Curriculum and Teaching and UELP programs are not included because of n<10

Employment Outcomes Summary. The employment outcome data suggest that for the majority of our alumni, their investment in a Teachers College education resulted in securing jobs that were directly or somewhat related to their programs of study. The data also show that for a significant proportion of our alumni, particularly in non-professional education programs, a master's degree is a first step to further studies. And although the majority of our alumni employed in jobs that relate to their programs of study felt prepared for their jobs, there is still room for improvement in some programs.

Program Improvement and Recommendations for the College

Program Changes in Response to Alumni and Student Feedback

As stated in the MSCHE's Characteristics of Excellence, "a commitment to assessment of student learning requires a parallel commitment to ensuring its use" (p. 66). In designing the program self-studies, the Design and Program Review Group focused not only on collecting and analyzing data to demonstrate that our programs meet their missions and goals both in terms of learning competencies and in terms of employment outcomes, but also on the areas for improvement in each of the participating programs. By discussing with program faculty what changes were necessary as well as what changes were feasible, the Group ensured that the findings from the alumni and student feedback were used to develop and carry out strategies that will improve teaching and learning. The changes that our participating programs have implemented or are planning to implement in response to the self-study findings fall into five broad categories (see Appendix 3F for details).

Changes in program mission, goals, or foci: There were three types of changes to the program missions: clarifying public statements of program missions and emphasizing distinct features of the programs, matching existing or new concentrations or specializations to students' needs, and clarifying relationships or roles vis-à-vis other programs or the College overall.

Changes in program curriculum and instruction: Five of the participating programs (Applied Physiology, Communication Sciences, Health Education, Organizational Psychology, and UELP) have begun or are planning comprehensive curriculum reviews; two programs (Neuroscience and Education and Sociology and Education) have revised their core curriculum to provide more structure; and many programs have introduced, or are planning to introduce, new courses or new content to meet the needs of their students. Because the connection between theory and practice is so important for our alumni and students, a number of programs are looking to integrate more skill-based opportunities into the courses (Comparative and International Education, Developmental Psychology, Music Education, Psychology in Education) and to enhance or create new opportunities for fieldwork or internships (Applied Physiology, Comparative and International Education, Deaf and Hard of Hearing, Health Education, Higher Education, Music Education, Psychological Counseling, Psychology in Education). Assessments of student learning were another common area for improvement, particularly revisions of requirements for culminating projects (Applied Linguistics/TESOL, Communication Sciences and Disorders, Health Education, Psychological Counseling, Psychology in Education, Sociology and Education, UELP).

Changes in advising and learning environment: Eight of the 18 programs have made changes to their academic advising models by involving more faculty members in advising, using doctoral students in group or one-on-one advising, and developing orientation materials and handbooks. Four programs are focusing on career guidance, some in collaboration with the Office of Career Services. Listening to student feedback through course evaluations or student representation in faculty meetings and building a sense of community in the programs through student and alumni events are the changes related to creating a supportive learning environment.

Resources: Because faculty are so critical to program quality and any new initiatives—whether in terms of new course content, new areas of research expertise, or more available advisors—hiring new faculty is one of the top changes as far as resources are concerned for nine participating programs.

Other changes required in terms of resources include new learning resources (labs, technology, and instruments) and new sources of funding for students.

Continuing Education and Digital Learning: Eight programs are experimenting or considering online or blended courses in their curricula (Applied Linguistics/TESOL, Applied Physiology, Deaf and Hard of Hearing, Health Education, Neuroscience and Education, Organizational Psychology, Psychology in Education). Five programs have either created or are planning to create certificate programs for enrolled students or for wider audiences (Applied Physiology, Comparative and International Education, Deaf and Hard of Hearing, Psychological Counseling, Psychology in Education). A number of programs are offering or planning to offer additional professional development opportunities such as conferences, seminars, institutes, and fairs.

We are pleased that most of the programs participating in the self-study embraced the process and made significant changes; a few, although appreciative of the feedback provided by alumni and students, made only minor changes. We consider even minor changes a success because they represent openness to feedback and a willingness to adjust thinking, and can lead to more substantive changes in the future.

Recommendations for the College

As the 18 participating programs engage in making improvements at the program level, there are a number of things that the College can do to support the participating programs and to advance program improvements and renewal across all TC programs. The Design and Program Review Group identified eight such recommendations.

- *Supporting Continuing Program Reviews.* Teachers College's goal to provide high quality academic programs is realized through two main strategies: to regularly and systematically review academic programs and to assess student learning outcomes and use assessment results to inform curriculum and teaching. The College routinely collects and analyzes a variety of performance measures and indicators to evaluate the quality of its academic programs; it also employs a number of mechanisms and processes to review these data, including but not limited to: annual updates to the Academic Catalog, the Permission-to-Recruit process, an ongoing enrollment planning and management process, faculty annual reports, and new program and course approval mechanisms. The Selected Topics Self-Study in preparation for the MSCHE re-accreditation offers a powerful mechanism to guide program improvements based on a comprehensive integration of various types of data already collected by the College. It is recommended that the College consider means to instantiate a system for ongoing program assessment, review, and renewal based on the process model developed during the Selected Topics Self-Study.
- *Resourcing Fieldwork and Internship Experiences.* Fieldwork and internship opportunities are critical for professional preparation programs and are highly desired by students and alumni in other graduate programs. Some of our programs are able to provide in-house opportunities such as the Community English Program, Dean Hope Center for Educational and Psychological Services, or Edward D. Mysak Clinic for Communication Disorders. Many other programs work hard to establish partnerships with agencies in NYC or across the country to secure fieldwork or internship opportunities for their students. The Associate

Director for Field-Based Support Services within the Office of Teacher Education supports teacher education programs and their students during student teaching experiences. In 2015-2016, the Department of Counseling and Clinical Psychology hired one Lecturer to provide fieldwork support for all psychology programs within the department. It is recommended that the College considers ways to support other professional education programs. It is also recommended that the College consider an internship office or a space within the Office of Career Services which can provide resources and support for students in the programs with optional fieldwork and internships.

- *Exploring Academic and Career Advising Models.* Younger students who come to Teachers College straight from undergraduate programs and more mature career-changing students depend on academic advising to fully benefit from TC academic offerings. This is particularly true for the programs with more flexible curricula that allow for customization but require careful consideration of available configurations to match the intended career paths. Professorial faculty are often overwhelmed by the number of students they are assigned to advise and the other professional responsibilities to which they must attend. Programs around the College are experimenting with different models of advising that could be successfully shared across different programs. Better program materials along with the new degree audit system that has been implemented this academic year by the Enrollment Services, can address some of the concerns about program and degree requirements and also free faculty time for more substantive questions that students may have. The College could also explore using professional advisors to address students' concerns that are common across all programs or groups of programs.
- *Supporting Professional Licensure and Accreditation.* The mounting burden of accreditation is well documented in current reports on higher education and is felt acutely at Teachers College which, in addition to the MSCHE accreditation, is hosting four other site visits by the specialized accreditors in 2015-2016. The Office of Accreditation and Assessment has been supporting TC programs since 2005 and recently hired its third full-time employee. Still, the burden of conducting self-studies and preparing reports lies heavily on program faculty shoulders. It is recommended that the College develop a policy on how to support program accreditations in mission-important areas such as teacher education, health, or psychology through course releases, additional administrative or clerical assistance, and technology support.

Professional licensure or any professional credential in addition to an academic degree can make our students more competitive in the labor market. Some of our programs, although not leading to license or certification, have significant proportions of alumni holding such credentials. The College may want to explore ways to encourage or guide students in pursuing professional credentials while at TC. Another area for exploration is alternative credentials which typically are designed to certify levels of competency in specific domains and to provide additional information about competencies not provided by traditional degrees (e.g., certificates, badges). Some TC programs have developed opportunities within their curricula to focus on specific domains of knowledge or skills but most of these opportunities are not formally acknowledged either on students' transcripts or in any other formal way.

- *Planning for Faculty Transitions and Retirements.* Faculty retirements or departures for other institutions may negatively affect quality of programs and students' experience. With high tuition and the high cost of living in New York City, superior academic quality is necessary to justify enrolling as a student in Teachers College, over enrolling in many other fine institutions that cost less. Teachers College must develop adequate support to retain faculty and staff who continue to be productive, and to keep from losing younger rising stars whose trajectories make them attractive to the best institutions in the country. The College needs to continue maximizing its recruitment and retention abilities: coordinate recruitment of new faculty to strengthen the capacity for succession in academic program leadership, selectively recruit new senior faculty who can help to launch new major initiatives, mentor younger faculty, build the resource base for sustained work at the highest levels in key fields, and create stronger and more diverse counter offers and retention packages to retain faculty sought by other universities. The College also needs to continue being nimble in its staffing models to build programs' instructional capacity outside of the traditional tenure system (e.g., lecturers, professors of practice).
- *Facilitating Cross Program Collaboration.* Traditional separation of faculty and students into departments and programs sometimes creates competition among the programs within the College. For example, both the Developmental Psychology program in the Human Development department and Psychology in Education program in the Counseling and Clinical Psychology department provide a gateway to mental health professions and attract similar types of students. The Sociology and Education Program in the Department of Education Policy and Social Analysis (EPSA), particularly its Policy concentration, is in competition for students with the Education Policy program in the same department. The EPSA faculty are considering a common M.A. program but the current organizational structures of the College seem to discourage such a collaboration. On the other hand, there are a number of examples of collaborative activities between programs within and across various departments. Faculty in the Deaf and Hard of Hearing Program, as one of three programs in the Applied Learning Sciences and Special Education cluster, have been working with their colleagues in the other programs to re-imagine Special Education at TC. Faculty in the various psychology programs across the College created the Psychology Faculty Coordinating Committee to better position psychologists to work collaboratively with our other TC and CU colleagues and have a stronger impact on the field. The ideas of other possible collaborations between programs that emerged from alumni and student feedback and from faculty discussions may include Deaf and Hard of Hearing and Communication Sciences, Neuroscience and Education and Curriculum and Teaching, or Psychological Counseling and Higher Education. There are some unexplored synergies that can result from programs collaborating with each other and it is recommended that the College provide spaces and incentives for such collaborations.
- *Developing Post Masters Education and Digital Learning.* (See Chapter 4 for details)
- *Keeping TC Education Affordable (Maintaining Market Share and Student Diversity).* The College is dependent on tuition revenue and the need to remain affordable both because of the commitment to ensuring affordability for a diverse student body and the need to remain competitive in the market place. In order to remain competitive while providing sufficient resources, we must continually assess and evaluate the markets within which the College and

its programs compete to ensure that tuition is priced competitively with respect to our primary peer institutions and as low as possible (to ensure maximum affordability), while also ensuring sufficient income to keep the College on a sound financial footing. Over the last several years, the College has invested resources in developing our ability to do analyses of market forces and trends to ensure that we price our services effectively.

Enrollment goals for the College are not solely focused on overall enrollment levels. We are committed to recruiting and retaining a diverse and highly able student population. To realize these goals, the College must invest in financial aid, and implement the most effective policies and practices for awarding that aid. The College has been consistently investing in financial aid. In the last six years, our institutional scholarship and financial aid budget has increased by almost 80 percent. Financial support for our students is our number-one funding priority for the Campaign. As of October 2015, the College raised \$58.2 million towards its goal of \$124 million for scholarships and fellowships.

Relation to MSCHE Standards

The analysis completed by the Design and Program Review Group substantively addresses Standard 11 (Educational Offerings) and Standard 14 (Assessment of Student Learning). The fundamental elements of Standard 11 include:

- Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered;
- Formal undergraduate, graduate and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning;
- Program goals are stated in terms of student learning outcomes;
- Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress;
- Graduate curricula providing for the development of research and independent thinking that studies at the advanced level presuppose;
- Faculty with credentials appropriate to the graduate curricula; and,
- Assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and clinical skills, professional examinations and professional placement where applicable) and the use of results to improve student learning and program effectiveness.

The 18 programs included in this self-study represent Teachers College as a graduate and professional school of education and reflect a variety of disciplines and fields of study (including education, psychology, health, leadership, sciences, and humanities). These programs, and the rest of the College, are congruent with its mission of “focusing on education, health, and human development in and out of the classroom and across the lifespan.” Moreover, as the self-study

demonstrates, the missions of the individual programs reflect the College's mission by emphasizing the interconnectedness of research and practice and commitment to diversity and social justice. As a graduate and professional school of education, Teachers College offers programs leading to the degrees of Masters of Arts, Master of Science, Master of Education, Doctor of Education, and Doctor of Philosophy. All but one of the participating programs are master's programs offering Master of Arts (M.A.), Master of Science (M.S.), and Master of Education (M.Ed.) degrees. The review of program curricula and feedback from students and alumni confirm that the program curricula are of sufficient content, breadth, and length. The curricula are also rigorous and relevant to the students' and alumni's life and career goals. Moreover, our faculty are scholarly and professionally competent, and possess criteria appropriate to the graduate curricula.

Consistent with the Institutional Plan for the Assessment of Student Learning Outcomes, all program goals are stated in terms of learning outcomes and aligned with the institutional competency areas of Professional Practice; Inquiry and Research; Professionalism and Lifelong Learning; Communication, Collaboration, Leadership; Diversity, Multiculturalism, and Social Justice. Each program regularly assesses student learning and program outcomes relative to the goals and objectives and uses assessment results to improve student learning and program effectiveness.

Teachers College is committed to periodic evaluation of the effectiveness of its programs and services. Our Selected Topics Self-Study is a prime example of such evaluations as it aims at creating a process model for reinventing programs of study informed by data derived from graduates' career paths and their perceptions of quality and relevance of their academic programs. Chapter 3 provides the summary of reflective processes undertaken by each of the 18 programs and concrete examples of program improvements that are made or planned based on the results. We are in the process of planning a next round of program reviews similar to those described above—first, with all school-based education programs and, eventually, with all Teachers College programs.

The fundamental elements of Standard 14 include:

- Clearly articulated statements of expected student learning outcomes at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development;
- A documented, organized, and sustained assessment process to evaluate and improve student learning;
- Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes;
- Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning; and,
- Documented use of student learning assessment information as part of institutional assessment.

Teachers College has clearly articulated statements of expected learning outcomes at the institutional level (five Competency Areas), at the program level (program learning goals), and the course level (course learning objectives). The College's (password-protected) Assessment of Student Learning website serves as a repository of the institutional and program learning goals. It also contains examples of course syllabi identifying course learning objectives for each program. The Institutional Plan for the Assessment of Student Learning Outcomes, which was first developed in 2010-2011

and revised in 2014-2015, is an evidence of a documented, organized, and sustained assessment process to evaluate and improve student learning.

Because our programs are very diverse in many regards, their learning goals and assessment activities are also very different. The common Assessment Template is used by the programs to describe the nature and purposes of their assessment activities, document the assessment process, report assessment results, and plan for improvements. Collectively, assessments selected by the programs and presented on the Assessment of Student Learning website provide evidence that students are achieving key program learning goals. The College-wide Alumni Feedback Survey was designed, in part, to gauge students' achievement of institutional learning goals across all programs. As suggested in the analysis of the survey results for the participating programs, there is convincing evidence that students are achieving key institutional goals with only one area—applying theoretical knowledge to practice—needing improvement.

Our Selected Topics Self-Study is an example of how learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning within the programs and at the institutional level.

References

Abel, J. R., Deitz, R., and Yaqin, S. (2014). Are recent college graduates finding good jobs? *Current Issues in Economics and Finance*, 29(1). Federal Reserve Bank of New York.

Chapter 3 Appendices

Appendix 3A: Survey Respondents and Response Rates by Program

| Program | Alumni Feedback Survey | | Teachers College Exit Survey | |
|---|------------------------|---------------|------------------------------|---------------|
| | N | Response Rate | N | Response Rate |
| Applied Linguistics/TESOL | 76 | 35% | 79 | 28% |
| Applied Physiology | 20 | 54% | 20 | 40% |
| Art and Art Education | 13 | 13% | 51 | 32% |
| Communication Sciences and Disorders | 62 | 37% | 44 | 19% |
| Curriculum and Teaching (Ed.M.) | 4 | 21% | 8 | 29% |
| Deaf and Hard of Hearing | 22 | 55% | 11 | 29% |
| Developmental Psychology | 54 | 46% | 53 | 29% |
| Health Education | 40 | 37% | 24 | 36% |
| Higher Education | 71 | 40% | 88 | 40% |
| International and Comparative Education | 84 | 35% | 115 | 32% |
| Music Education | 55 | 39% | 41 | 19% |
| Neuroscience and Education | 28 | 52% | 23 | 33% |
| Organizational Psychology | 102 | 29% | 134 | 27% |
| Psychological Counseling | 69 | 32% | 106 | 34% |
| Psychology in Education | 63 | 21% | 119 | 26% |
| Sociology and Education | 50 | 64% | 32 | 29% |
| Summer Principals Academy | 90 | 41% | 52 | 16% |
| Urban Education Leaders Program | 9 | 50% | 13 | 29% |

Appendix 3B: Program Self-Studies Project Work Schedule

| Dept | Program Name/Code | Degree | # of Credits | Program Coordinator | RA | Orientation 9/29 | Initial Meeting | Data Discussion | Faculty Presentations | Report Discussion |
|------|--|--------|--------------|--|---------|--|---------------------|-------------------|-----------------------|-------------------|
| A&H | Applied Linguistics/TESOL/LING, TESL | MA | 36 | ZhaoHong Han (2014-2015), Hansun Warring (2015-2016) | Matthew | ZhaoHong Han, Luciana de Oliviera, and Beth Clark-Gareca | 10/27 at 3:30 pm | 2/3 at 12:00 noon | 3/4 at 3:30 pm | 9/15 at 1:00 pm |
| A&H | TESOL/TESL-INIT | MA | 40 | | | | | | | |
| A&H | Applied Linguistics/TESOL/LING, TESL | ME | 60 | | | | | | | |
| A&H | Art Education/ARTE, ARTE-PF | MA | 34 | Judith Burton | Matthew | Olga Hubbard | 10/21 at 12:00 noon | 2/24 at 11:00 am | 2/24 at 11:00 am | 9/16 at 4:00 pm |
| A&H | Art Education/ARTE-INIT | MA | 40 | | | | | | | |
| A&H | Art Education/ARTE | ME | 60 | | | | | | | |
| A&H | Music Education/MUSC, MUSC-PF, MUSC-INSTSTEP | MA | 32 | Randall Allsup (2014-2015), Lori Custodero (2015-2016) | Matthew | Randall Allsup | 10/22 at 11:00 am | 4/2 at 11:30 am | 4/7 at 12:30 pm | email 9/8 |
| A&H | Music Education/MUSC-INIT | MA | 40 | | | | | | | |
| A&H | Music Education/MUSC | ME | 60 | | | | | | | |
| A&H | Music Education/MUSC-INIT | ME | 62 | | | | | | | |
| BBS | Applied Physiology/APHY | MA | 32 | Carol Garber | Naomi | Carol Garber | 10/24 at 9:00 | 2/9 at 10:30 | | 9/16 at 11:00 |

| | | | | | | | | | | |
|-------|---|----|----|---|--------|---------------------------------|---------------------|-----------------|------------------|--------------------|
| BBS | Applied Physiology/APHY | ME | 60 | | | | am | am | | am |
| BBS | Neuroscience and Education/NEUR | MS | 32 | Peter Gordon | Naomi | Peter Gordon | 10/17 at 12:00 noon | 5/12 at 2:00 pm | | email 9/8 |
| BBS | Communication Science and Disorders/ CSDR, CSDB | MS | 74 | Kathleen Youse | Claire | Kathleen Youse and Elise Wagner | 11/19 at 1:00 pm | 2/3 at 10:00 am | 2/11 at 11:00 am | 9/15 at 12:00 noon |
| C&T | Curriculum and Teaching/CURR | ME | 60 | Michelle Knight | Sibel | No | 10/23 at 3:30 pm | 2/18 at 1:00 pm | | email 9/8 |
| CCP | Psychology in Education (Clinical Psychology)/ PSYG, PSYA | MA | 36 | Aurelie Athan (2014-2015), Randall Richardson (2015-2016) | Claire | No | 11/5 at 1:00 pm | 12/19 at 12:00 | | 9/25 at 11:00 am |
| CCP | Psychological Counseling/COUM, COUS | ME | 60 | Riddhi Sandil | Sibel | No | 10/6 at 2:30 pm | 2/2 at 2:45 pm | | 9/10 at 1:30 pm |
| EPS A | Sociology and Education/SOCL | MA | 32 | Aaron Pallas | Andrew | Aaron Pallas | 10/21 at 10:00 am | 2/19 at 1:30 pm | | 9/18 at 1:00 pm |
| EPS A | Sociology and Education/SOCL | ME | 60 | | | | | | | |
| HBS | Community Health Education/HLTH | MS | 42 | Barbara Wallace | Sasha | Sonali Rajan | 10/14 at 2:30 pm | 2/10 at 2:00 pm | | 9/16 at 1:00 pm |
| HBS | Health Education/HLTH | MA | 32 | | | | | | | |

| | | | | | | | | | | |
|-----|--|-----|----|--------------------|--------|---|-------------------|------------------|-------|------------------|
| HBS | Deaf and Hard of Hearing/DHXX | ME | 60 | Maria Hartman | Jared | Maria Hartman and Angel Wang | 10/20 at 10:00 am | 1/30 at 2:00 pm | | 9/17 at 11:00 am |
| HUD | Developmental Psychology/DEV | MS | 32 | Jeanne Brooks-Gunn | Andrew | Diane Katanik | 10/21 at 5:00 pm | 2/12 at 11:30 am | | 9/11 at 11:45 am |
| ITS | Comparative and International Education/COMP, INTL | MA | 32 | Regina Cortina | Andrew | Regina Cortina, Cathryn Magno, Elizabeth Wilson | 10/21 at 11:00 am | 2/11 at 1:00 pm | | 9/23 at 2:00 pm |
| ITS | Comparative and International Education/COMP, INTL | ME | 60 | | | | | | | |
| ORL | Higher and Postsecondary Education/HIGH | MA | 32 | Corbin Campbell | Staci | Corbin Campbell | 10/23 at 4:30 pm | 2/18 at 2:00 pm | Naomi | |
| ORL | Higher and Postsecondary Education/HIGH | ME | 60 | | | | | | | |
| ORL | Organizational Psychology/ORGM | MA | 45 | Sarah Brazaitis | Naomi | NO | 10/14 at 1:30 pm | 2/10 at 1:00 pm | | 9/22 at 2:00 pm |
| ORL | Organizational Psychology/ORGX | MA | 45 | | | | | | | |
| ORL | Summer Principals Academy/ELBL | MA | 36 | Eric Nadelstern | Jared | Nicole L and Caroline Wachter | 10/17 at 1:00 pm | 1/28 at 11:00 am | | 9/17 at 2:00 pm |
| ORL | Urban Education Leadership/ELUE) | EDD | 90 | Brian Perkins | Jared | Zukiswa Kekana | 10/15 at 9:00 am | 1/30 at 11:00 am | | 9/10 at 10 am |

Appendix 3B: Full-time Faculty by Program

| Program | Fall 2014 Degree Student Headcount/ FT Faculty | Professorial Faculty (Tenured or Tenure-Track) | Professors of Practice and Lecturers |
|--------------------------|--|--|---|
| AI/TESOL | 51.3 | Hansun Warring, Associate Professor ZhaoHong Han, Professor James Purpura, Professor | Beth Clark-Gareca, Lecturer Cathryn Crosby, Lecturer Kirby Grabowski, Lecturer Hoa Nguyen, Lecturer Howard Williams, Lecturer |
| Applied Physiology | 36.0 | Carol Ewing Garber, Professor Joseph Ciccolo, Assistant Professor | |
| Art & Art Education | 30.0 | Judith Burton, Professor Mary Hafeli, Professor Olga Hubard, Associate Professor Richard Jochum, Associate Professor | Iris Bildstein, Lecturer |
| Communication Sciences | 28.6 | Lisa Edmonds, Associate Professor Erica Levy, Associate Professor Michelle Troche, Assistant Professor | Catherine Crowley, Professor of Practice Jo Anne Nicolas, Lecturer Kathleen Youse, Assistant Professor of Practice |
| Comparative Education | 41.9 | Carolyn Benson, Associate Professor Regina Cortina, Professor Hope Leichter, Professor Oren Pizmony-Levy, Assistant Professor Susan Garnett Russell, Assistant Professor Gita Steiner-Khamsi, Professor Mun Tsang, Professor**** | Cathryn Magno, Lecturer Aleesha Trenice Taylor, Lecturer Mary Anne Mendenhall, Assistant Professor of Practice |
| Deaf & Hard of Hearing | 32.6* | Ye Wang, Associate Professor | |
| Developmental Psychology | 20.5 | Jeanne Brooks Gunn, Professor Herbert Ginsburg, Professor Carey Cooper, Assistant Professor Deanna Kuhn, Professor**** Gary Natriello, Professor**** | |

| | | | |
|------------------------------|--------|---|---|
| Health Education | 36.3** | John Allegrante, Professor Charles Basch, Professor Kathleen O'Connell, Professor**** Sonali Rajan, Assistant Professor Barbara Wallace, Professor | |
| Higher Education | 29.8 | Corbin Campbell, Assistant Professor Kevin Dougherty, Associate Professor**** Noah Drezner, Associate Professor Anna Neumann, Professor | William Baldwin, Professor of Practice Monica Christensen, Lecturer |
| Music Education | 47.3 | Harold Abeles, Professor Randall Allsup, Associate Professor Lori Custodero, Associate Professor Kelly Parkes, Associate Professor | Jeanne Goffi-Finn, Lecturer |
| Neuroscience & Education | 94.7 | Karen Froud, Associate Professor Peter Gordon, Associate Professor Kimberly Noble, Associate Professor | |
| Organizational Psychology | 34.4 | Caryn Block, Associate Professor Warner Burke, Professor Madhabi Chatterji, Professor**** Peter Coleman, Professor Debra Noumair, Associate Professor Elissa Perry, Professor Loriann Roberson, Professor James Westaby, Associate Professor | Sarah Brazaitis, Senior Lecturer Gina Buontempo, Lecturer William Pasmore, Professor of Practice |
| Psychological Counseling | 32.6 | Melanie Brewster, Assistant Professor Robert Carter, Professor George Gushue, Associate Professor Marie Miville, Associate Professor Laura Smith, Associate Professor Derald Sue, Professor Brandon Velez, Assistant Professor | Elizabeth Fraga, Lecturer Defne Koraman, Lecturer Gregory Payton, Lecturer Riddhi Sandil, Associate Professor of Practice |

| | | | |
|----------------------------------|---------|---|--|
| Psychology in Education | 57.3 | George Bonanno, Professor Barry Farber, Professor Elizabeth Midlarsky, Professor Lisa Miller, Professor Helen Verdelli, Professor Christine Cha, Assistant Professor | Aurelie Athan, Lecturer Randall Richardson-Vejlgaard, Lecturer Dinelia Rosa, Director of CEPS |
| Sociology & Education | 27.2 | Aaron Pallas, Professor Carolyn Riehl, Associate Professor**** Amy Stuart Wells, Professor | |
| Summer Principals Academy | 74.3*** | Eleanor Drago-Severson, Associate Professor**** Alex Bowers, Associate Professor**** | Eric Nadelstern, Professor of Practice |
| Urban Education Leaders Program* | 74.3*** | Eleanor Drago-Severson, Associate Professor**** Alex Bowers, Associate Professor* | Brian Perkins, Lecturer |

*special education combined

**health studies combined

***education leadership combined

****also on appointment in another program

Appendix 3C: Program Tracks, Specializations, and Concentrations

| Program | Tracks, Specializations, Concentrations |
|--------------------------|---|
| AI/TESOL | MA: Applied Linguistics, TESOL General, TESOL K-12 Ed.M. Applied Linguistics: second language acquisition; Applied Linguistics: second language assessment; Applied Linguistics: language use; TESOL K-12 |
| Applied Physiology | Joint MS in Nutrition and Exercise Physiology Discussing adding Community Health concentration Other areas of specialization being considered are special populations (Aging), Clinical Exercise, Physiology, and Strength and Conditioning |
| Art & Art Education | New Specialization: Creative Technologies INSTEP |
| Communication Sciences | General and Bilingual |
| Comparative Education | Comparative and International Education (CIE) and International Educational Development (IED) |
| Curriculum and Teaching | None |
| Deaf & Hard of Hearing | Stand Alone and 4 Dual Certifications |
| Developmental Psychology | Areas of Focus: Risk, Resilience, and Prevention; Developmental Psychology for Educators; and Creativity and Cognition |
| Health Education | Community Health Education M.S. |
| Higher Education | Ed.M. tracks: Practices of Research and Professional Practices |
| Music Education | INSTEP |
| Neuroscience & Education | Educational or Clinical Specialization |

| Program | Tracks, Specializations, Concentrations |
|---------------------------------|--|
| Organizational Psychology | Eisenhower Leader Development Program Executive Master's Program in Organization Change Leadership Cooperation and Conflict Resolution Certificate Coaching Concentration |
| Psychological Counseling | Mental Health Counseling and School Counselor Bilingual Latina/o Mental Health (BLMH) concentration Certificate Program in Sexuality, Women and Gender |
| Psychology in Education | Applied Track and General Track General Track concentrations: Research Methods; Child & Family; Spirituality & Contemplative Practices; Community Psychology & Integrative Health Services; Psychotherapy and Psychoanalytic Perspectives; Global Mental Health & Trauma; Sexuality, Women, & Gender Spirituality Mind Body Summer Intensive Certificate Program in Sexuality, Women and Gender |
| Sociology & Education | Education Policy Concentration |
| Summer Principals Academy | SPA NYC and SPA NOLA |
| Urban Education Leaders Program | None |

Appendix 3D: Institutional Plan for Assessment of Student Learning Outcomes, 2016-2020

Institutional Plan for the Assessment of Student Learning Outcomes 2016-2020

Table of Contents

| | |
|--|----|
| Table of Contents | 2 |
| Introduction..... | 3 |
| Definitions..... | 3 |
| Principles | 3 |
| Teachers College Mission and Competency Areas..... | 4 |
| Mission..... | 4 |
| Competency Areas | 4 |
| 2011-2016 Assessment of Student Learning Report | 5 |
| Program Learning Goals | 5 |
| Learning Opportunities | 6 |
| Program Assessments | 7 |
| Use of Assessment Results for Program Improvement..... | 9 |
| Summary..... | 9 |
| 2016-2020 Assessment of Student Learning Plan..... | 10 |
| Advisory Committee on Student Learning Outcome Assessment..... | 12 |
| Appendix A: Program Assessment Plan Progress Report..... | 14 |
| Appendix B: Program Coordinator Survey..... | 25 |
| Appendix C: Examples of Program Learning Goals..... | 35 |
| Table 1: School Psychology Ph.D. Learning Goals..... | 35 |
| Table 3: Community Health Education M.S. Learning Goals..... | 39 |
| Table 4: Diabetes Education and Management Learning Goals..... | 41 |
| Table 5: International and Comparative Education Learning Goals..... | 42 |
| Table 6: Higher and Postsecondary Education..... | 43 |
| Appendix D: Examples of Curriculum Mapping..... | 45 |
| Table D1: Community Health Education M.S. Curriculum Mapping | 45 |
| Table D2: School Psychology Ed.M. Curriculum Mapping..... | 47 |
| Appendix E: Assessment Template | 49 |
| Appendix F: Examples of Completed Assessment Templates | 50 |
| Appendix G: Assessment Framework | 79 |

Introduction

Definitions

“**Assessment** is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Palomba & Banta, 1999¹).

"**Outcome assessment** is a formal, systematic method for collecting evidence about the quality of a program, that, in turn, can help faculty and other relevant stakeholders improve the quality of the learning enterprise. It involves specifying the desired outcomes that are expected to result from the learning experience, assess the degree to which those outcomes have been achieved, and then making judgments about the instructional program based on the evidence" (Lovitts, 2007, p. 21²).

Principles

The assessment of student learning outcomes at Teachers College is guided by four principles:

- *Direct assessment of student learning outcomes should be done at the program level.* Teachers College as a graduate and professional school of education is too complex and its educational programs are too diverse to create standardized college-wide assessment methods.
- *Direct assessment of student learning should be designed and managed by the faculty.* According to the Statutes, Teachers College “Faculty have ultimate authority to establish requirements for student admission, programs of instruction, and student academic progress, and to recommend the conferring of degrees and diplomas.” Assessment, therefore, should be done by the same people who design and teach in the programs.
- *Direct assessment of student learning should draw as much as possible upon already existing methods.* Cost-effective assessment processes are designed so that their value is in proportion to the time and resources devoted to them. To this end, the programs should use assessment measures that are already in place, including direct evidence such as capstone projects, field experience evaluations, and performance on licensure examinations.
- *Direct assessment of student learning should serve improvement rather than compliance purposes.* Assessment processes should help faculty and staff make appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations.

¹ Palomba, C.A. & Bunta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass Publishers.

² Lovitts, B. E. (2007). *Making the implicit explicit: Creating performance expectations for the dissertation*. Sterling, VA: Stylus Publishing.

Teachers College Mission and Competency Areas

Mission

Teachers College, the nation's oldest and largest graduate school of education, is dedicated to promoting excellence in education, and to overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. Through programs of teaching, research, and service, the College draws upon the expertise of a diverse community of faculty in education, psychology, and health, as well as students and staff from across the country and around the world.

Historically, and presently, Teachers College prepares practitioners and researchers in a wide range of disciplines across the fields of education, psychology, and health. Programs are designed to provide researchers, policymakers, practitioners, teachers, and educational leaders with the intellectual tools needed to re-imagine solutions to the complex challenges present within both local and international contexts.

Together, TC's three highly complementary and interrelated areas of study—education, psychology, and health—work to fulfill our vision of Teachers College as a preeminent international human resource development institution committed to systematic teaching and learning in all the major educative institutions.

Teachers College is committed to developing and supporting a cohesive community of scholars by nurturing a sense of equity, respect, and professionalism. The College welcomes the collaboration and active participation of students, administration, faculty, staff, and alumni in the various academic, experiential, and extra-curricular opportunities, and remains dedicated to initiatives and activities that support and advance the College's mission of diversity, equity, and excellence in education.

Competency Areas

Teachers College's student learning goals are directly informed by Teachers College mission and core values, as well as by the missions of academic departments and degree programs. While education and training models can vary widely based on the discipline or professional field and degree level, Teachers College is committed to ensuring that all students, regardless of their chosen program, receive systematic instruction and demonstrate achievement in the five Competency Areas:

- **Professional Practice:** Demonstrate mastery of the content and methodologies of their discipline or profession.
- **Inquiry and Research:** Use skills of inquiry, research, critical thinking, and problem solving to pursue and evaluate knowledge.
- **Professionalism and Lifelong Learning:** Engage in the profession and take responsibility for their personal and professional growth.
- **Communication, Collaboration, and Leadership:** Demonstrate effective communication, collaboration and leadership skills to convert goals and commitments into action.
- **Diversity, Multiculturalism, and Social Justice:** Appreciate diversity, understand nature and causes of injustice, and take actions to promote a better world.

2011-2016 Assessment of Student Learning Report

In 2010-2011, building on the work carried out by its professional education programs (primarily, teacher education and applied psychology), Teachers College embarked on implementing assessment plans for all graduate and professional programs. The main tasks included:

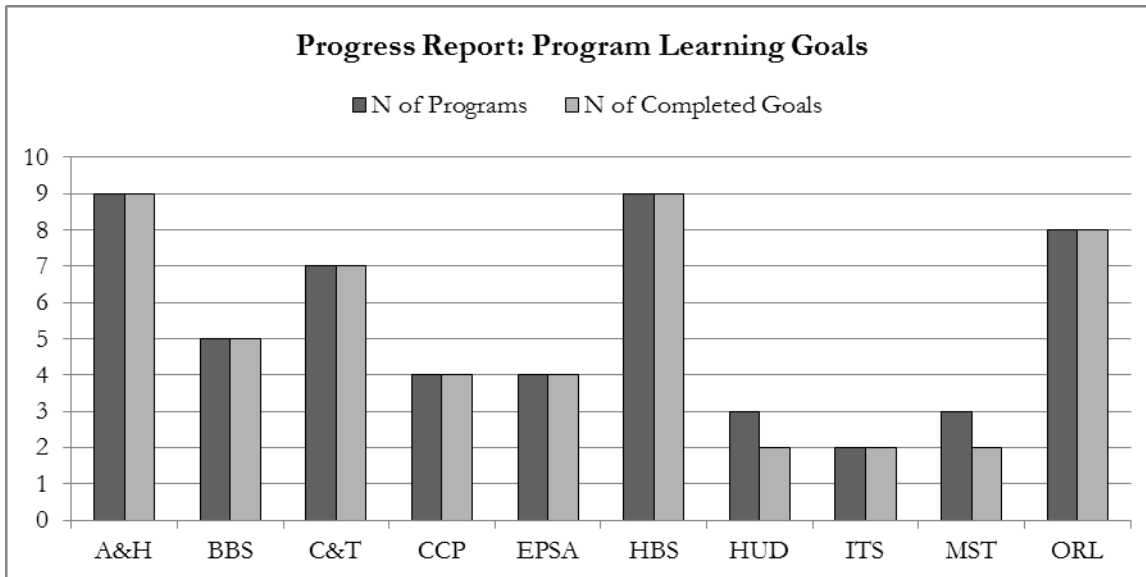
- Developing clearly articulated written statements of program learning goals and aligning these goals with the five Competency Areas;
- Identifying and aligning courses and experiences that provide intentional opportunities for students to achieve the learning goals;
- Assessing student achievement of the learning goals; and
- Using the results of the assessments to improve teaching and learning.

The sections below summarize the progress made in 2011-2016 on each of these tasks and identify areas for further development.

Program Learning Goals

Between 2011 and 2015, each program examined its goals for alignment with the five Competency Areas as well as with the relevant professional or state standards (when applicable). Based on the review conducted by the Office of Accreditation and Assessment in September of 2015 (Appendix A), 96% of the programs (52 of 54 programs) developed clearly articulated written statements of program learning goals (Chart 1).

Chart 1: Progress Report: Program Learning Goals



In October of 2015, the Office of Accreditation and Assessment surveyed program coordinators about their experience developing program assessment plan (Appendix B). All 46 program coordinators who responded to the survey (85% response rate) stated that the program learning goals aligned with the five Competency Areas accurately described their programs and 97% stated that all program faculty members were aware of the program learning goals. According to the respondents, these goals were developed by select faculty members or faculty committees, sometimes with input from adjunct faculty, professional staff, students, or broader professional

community. Three fourth of the respondents stated that the Middle States accreditation process helped them to articulate or clarify the program learning goals (39% yes and 35% somewhat). The respondents' comments suggest that the Middle States process helped the program to start a conversation, provided a framework, forced to be explicit about expectations for student learning, and led to better curriculum alignment and revisions.

Appendix C (Tables 1-6) shows six examples of the alignment between the five Competency Areas and the program learning goals. The first three examples are from the professional programs, which include alignment with the relevant professional standards. The last three examples are from the other graduate programs.

Although almost all programs (96%) developed learning goals, these goals are not always accessible to students or larger community through program websites or other program materials. As one program coordinator stated, "We orient our students to the program's goals and mission using our own framing that does not in all instances align with the format mandated in this exercise." It is recommended that the Office of Accreditation and Assessment continue working with the programs on refining the program learning goals and communicating these goals to faculty, students, and community.

Learning Opportunities

The program learning goals are used to create a coherent, purposeful program of study that leads to the desired outcomes. Academic, clinical, and co-curricular experiences offer students an opportunity to achieve program learning goals (and the five Competency Areas). For example, all degree programs from M.A. to Ph.D. require a set of core courses in their discipline or field of study. In addition, advanced masters and doctoral students are required to take concentration or specialization courses and research methods courses. All professional education programs leading to license or certification require clinical experiences and many other graduate programs encourage students to complete optional clinical experiences. Additionally, many programs, particularly at the doctoral level, require or encourage students to take graduate assistantships, research assistantships, and teaching assistantships. Doctoral students work with faculty on conference presentations, apply for small grants to support research, teach master's-level courses, and work with faculty on research and related projects.

In the September of 2015 review of the alignment between the program learning goals and learning opportunities, the Office of Accreditation and Assessment found that 96% of the programs (52 of 54 programs) generally completed this alignment task. While the learning opportunities related to Professional Practice; Inquiry and Research; and Diversity, Multiculturalism, and Social Justice were straightforward, some programs found it challenging to pinpoint specific elements of the program curricula that align with Professionalism and Lifelong Learning or to identify experiences most relevant for Communication, Collaboration, and Leadership.

The academic programs have begun work on identifying clear linkages between the design of specific courses or clinical experiences and the articulated program learning goals. In 2011, the Faculty Executive Committee approved the change to the policy on course syllabi in the Faculty Handbook. According to this policy, learning objectives are required for all College syllabi. However, more work needs to be done to connect course learning objectives to the overall program goals. Examples of the several professional education programs in Appendix D show the work of aligning the program learning goals and course learning objectives as well as the relevant professional standards.

It is recommended that the Office of Accreditation and Assessment continue to work with the programs on curriculum mapping identifying links between program- and course-level learning goals. In addition, the next step in the curriculum mapping is to ensure that all program curricula exhibit sufficient content, rigor, and depth; and responsiveness to new research findings and modes of inquiry.

Program Assessments

The programs were asked to identify a minimum of five assessments at the master’s level (one of them had to be a master’s project) and a minimum of two assessments at the doctoral level (including a doctoral certification exam and a dissertation). Collectively, these (5+2) assessments should address all five Competency Areas and the program learning goals. In September of 2015, the Office of Accreditation and Assessment reviewed the program assessment plans and found that 96% of the programs (52 of 54 programs) selected the 5+2 assessments. All program coordinators who responded to the survey (Appendix B) stated that the selected assessments reflected the program goals and that these assessments were selected by the program coordinator or assigned faculty (33), the faculty committee (23), or all program faculty (9).

The diversity of the academic programs is reflected in the diversity of the selected assessment methods. Program assessments are typically embedded in the required courses. The most common assessment methods include course papers, projects, and exams that are assessed by the course instructor of record. In the professional education programs, clinical supervisors evaluate student performance on a variety of outcomes and report the results back to the programs. Table 1 below shows examples of the assessment methods used to assess students’ achievement in the five Competency Areas.

Table 1: Examples of Assessment Methods by Competency Area

| Competency Area | Examples of Assessment Methods |
|--|--|
| Professional Practice | <ul style="list-style-type: none"> • Adolescent Sequential Lesson Paper (Art and Art Education) • Critical Review Paper (Science Education) • Objective Structured Clinical Exam (Applied Exercise Physiology) • Pedagogical Position Paper (Applied Linguistics / TESOL) • Research Study and Report (English Education) • Theoretical Perspectives in Policy Analysis Paper (Educational Policy and Social Analysis) |
| Inquiry and Research | <ul style="list-style-type: none"> • Contextualization Project (Social Studies Education) • Doctoral Certification Exam (Sociology and Education) • Doctoral Dissertation (Educational Leadership) • Master’s Integrative Project (Psychology in Education) • Pre-Clinical Assessment (Communication Sciences and Disorders) • New School Design Project (Summer Principal Academy) |
| Professionalism and Lifelong Learning | <ul style="list-style-type: none"> • Field Research Paper (Anthropology) • Professional Development Coaching Sequence (Reading Specialist) • Teaching Philosophy (Intellectual Disabilities/ Autism) • Master Teacher (10 Modules) (Applied Behavior Analysis) • Case Study of a Patient Receiving Dialysis for the Management of |

| | |
|---|--|
| | <p>Stage 5 Chronic Kidney Disease (Nutrition Education)</p> <ul style="list-style-type: none"> • Student Teaching Evaluations (Science Education) |
| <p>Communication, Collaboration, and Leadership</p> | <ul style="list-style-type: none"> • Group Policy Memo and Policy Simulation (Educational Policy and Social Analysis) • ITSF 4090 Group Project and Presentation (International and Comparative Education) • Practicum in School Leadership (Klingenstein Center for Independent School Leadership) • Language Analysis Project (Deaf and Hard of Hearing) • Inquiry Project (Adult Learning and Leadership) |
| <p>Diversity, Multiculturalism, and Social Justice</p> | <ul style="list-style-type: none"> • Group Research Project (Higher and Postsecondary Education) • Reading Portfolio (Literacy Specialist) • Final Project (Leadership and Education Change) • Assessment of Young Children (Early Childhood and Special Education Program) • Paper on Multiculturalism and Diversity (Mathematics Education) • Moodle Reflections on Race, Racism, Multiculturalism, and Privilege in Social Structures and Adult Education (Adult Learning and Leadership) |

For each of the selected assessments, the programs were asked to complete an assessment template (Appendix E) which included a brief description of the assignment, course it comes from (if any), expected learning outcomes, assessment process, most recent summary of assessment results, and implications for improvements. The assessment templates should be accompanied by four attachments: guidelines given to students, assessment rubric or scoring guide, summary of assessment results, and samples of student work. Each assessment template was reviewed for completeness by the Office of Accreditation and Assessment and rated on a 4-point scale (1—no template; 2—incomplete template; 3—complete template but missing one or more attachments; 4—complete template with all attachments). Appendix A shows the programs’ progress in completing all assessment templates as of September 2015. Many programs (n=23/50 for masters’ programs; n=20/38 for doctoral programs) completed all assessment templates (rating 4). Some programs had missing attachments, most often data tables or rubrics (rating 3) and a few programs were still working on summarizing the data and planning program improvements (rating 2). For rating 2 & 3 combined, n=25/50 for masters’ programs and n=14/38 for doctoral programs. Only a handful of programs (n=2/50 for masters’ programs; n=4/38 for doctoral programs) did not have completed assessment templates (rating 1). Appendix F shows several examples of the completed templates. All assessment templates, along with samples of student work, are posted on a password-protected website: <https://sites.google.com/a/tc.columbia.edu/tc-outcome-assessment/>.

It is recommended that the Office of Accreditation and Assessment continue to work with the programs on thinking through and completing each part of the assessment template, particularly the data summaries and implications sections.

Use of Assessment Results for Program Improvement

The audit conducted in 2010-2011 by the Office of Accreditation and Assessment revealed that the faculty members were regularly reviewing and revising program curricula, instruction, and support services that facilitate student learning. In some cases, the programs were able to provide a direct link between the assessment findings derived from either direct or indirect measures of student learning and the implemented programmatic changes. However, in many cases, such connections were less evident. The last two rows of the assessment template (Appendix E) were created to make the link between the assessment results and program improvements more explicit. The examples of completed templates in Appendix F demonstrate how program assessments lead to program changes. However, the review of the assessment templates shows that in many cases the implications section was challenging for many programs and more work needs to be done to connect the assessment results, faculty reflections, and improvements both at the course level and at the program level.

Summary

In 2011-2015, 96% of the programs across the College articulated programs goals and selected the 5+2 assessments to gauge students' progress and performance in achieving the program learning goals and the five Competency Areas. The professional education programs generally lead the way in assessing student learning but there are many examples of the programs that do not have external requirements that embraced the process. When asked if the Middle States accreditation process helped the program to improve the assessment of student learning (Appendix B), 12 program coordinators said that it did, 20 said that it did somewhat, and 13 program coordinators said that it did not. The process was most helpful in clarifying the purposes of assignments and aligning them with the program goals, refining already existing assessments and creating assessment rubrics, and starting new conversations about how to improve student learning.

2016-2020 Assessment of Student Learning Plan

| | |
|--|---|
| Goal 1: Direct Assessment by Program. Implement program assessment plans. | |
| a. Map program curricula to align with the program goals. Include learning objectives on all course syllabi. (<i>learning opportunities</i> section of the assessment plan) | <p><u>Timeline:</u> 2016-2020</p> <p><u>Responsible:</u> Program coordinators, program faculty</p> <p><u>Performance Indicators:</u> 100% of program completed curriculum maps, 70% syllabi for required courses have learning objectives</p> |
| b. Develop schedules for data collection and analysis for each program. Collect at least two rounds of data for each key assessment. (<i>summary of findings</i> section of the assessment template and attachment 3) | <p><u>Timeline:</u> 2016-2020</p> <p><u>Responsible:</u> Program coordinators, program faculty</p> <p><u>Performance Indicators:</u> at least two years of data summaries and analyses are available for each key assessment by May 2020</p> |
| c. Make changes in response to the assessment results. Keep record of the changes made and their effectiveness. (<i>implications</i> section of the assessment template) | <p><u>Timeline:</u> 2016-2020</p> <p><u>Responsible:</u> Program coordinators, program faculty</p> <p><u>Performance Indicators:</u> list of changes made in 2016-2020 and analysis of their effectiveness for each program</p> |
| Goal 2: Direct Assessment across the College. ³ Conduct college-wide student learning studies. | |
| d. Conduct an audit/inventory of the master's projects across all master's programs | <p><u>Timeline:</u> 2016-2017</p> <p><u>Responsible:</u> Provost's Office, OAA, SLOA</p> <p><u>Performance Indicators:</u> an audit report, inventory of master's projects and recommendations</p> |
| e. Conduct an audit/inventory of the certification exams across all doctoral programs | <p><u>Timeline:</u> 2018-2019</p> <p><u>Responsible:</u> Provost's Office, OAA, SLOA</p> <p><u>Performance Indicators:</u> an audit report, inventory of certification examinations and recommendations</p> |
| Goal 3: Indirect Assessment. Regularly provide the programs with program-level summaries of college-wide data. | |

³ Other ideas for college-wide studies: research methods, diversity, leadership, course syllabi, admissions criteria

| | |
|---|--|
| <p>f. Create and share with the programs program-level summaries for admissions, enrollment, graduation, and demographics data</p> | <p><u>Timeline:</u> annually <u>Responsible:</u> Institutional Studies <u>Performance Indicators:</u> program-level summaries of data for each program</p> |
| <p>g. Create and share with the programs program-level summaries for all College-wide surveys</p> | <p><u>Timeline:</u> according to the survey schedule <u>Responsible:</u> Institutional Studies <u>Performance Indicators:</u> program-level data summaries for each program</p> |
| <p>Goal 4: Closing the Loop. Create program and college-level structures to discuss student learning.</p> | |
| <p>h. Designate one program meeting a year to discuss the assessment data and complete the assessment report</p> | <p><u>Timeline:</u> annually <u>Responsible:</u> Program Coordinator, OAA Director <u>Performance Indicators:</u> # of meetings held, 70% of the programs complete the annual assessment report</p> |
| <p>i. Include discussion of student learning assessment on the agenda of the department meetings</p> | <p><u>Timeline:</u> annually <u>Responsible:</u> Department Chair, OAA Director <u>Performance Indicators:</u> # of department meeting presentations</p> |
| <p>Goal 5: Outcome Disclosure. Share assessment results with the Teachers College and larger community.</p> | |
| <p>j. Create a public disclosure template for each program (to possibly include program mission/goals, program statistics, program assessments, licensure/certification information, employment outcomes)</p> | <p><u>Timeline:</u> 2018-2019 <u>Responsible:</u> OAA, SLOA, Program Coordinators <u>Performance Indicators:</u> 70% of the programs will have the public disclosure template completed and posted by May 2020</p> |
| <p>k. Regularly update and post the student learning information on the Institutional Studies website and the Student Affairs consumer information website</p> | <p><u>Timeline:</u> annually <u>Responsible:</u> Institutional Studies, OAA, SLOA <u>Performance Indicators:</u> up-to-date information posted by August 1 each year</p> |
| <p>Goal 6: College Policies on Student Learning Assessment. Review and update the policies related to student learning and assessment.</p> | |
| <p>l. Review and update new course and new program approval forms to make learning goals and assessments more</p> | <p><u>Timeline:</u> 2016-2017 <u>Responsible:</u> OAA, SLOA, FEC</p> |

| | |
|--|---|
| explicit | <u>Performance Indicators:</u> updated new course and new program approval forms approved by FEC and published in the Faculty Handbook |
| m. Ensure compliance with the updated policies through the Registrar's Office, FEC, New Faculty Orientations, and emails to all faculty | <u>Timeline:</u> 2016-2017 <u>Responsible:</u> FEC, Registrar's, Provost's Office <u>Performance Indicators:</u> 100% compliance with the new policies for new course and new program approvals |
| Goal 7: Assessment Technology and Training. Provide support to program faculty and professional staff through assessment technology and training. | |
| n. Use information technology to collect, analyze, report, and share assessment information | <u>Timeline:</u> 2016-2020 <u>Responsible:</u> OAA, CIS, Program Coordinators <u>Performance Indicators:</u> types of information technology used |
| o. Use information technology to facilitate use of learning goals, learning objectives, and learning assessments through electronic forms and templates | <u>Timeline:</u> 2016-2020 <u>Responsible:</u> OAA, CIS <u>Performance Indicators:</u> online templates for course syllabi, new course or new program forms, etc. |
| p. Develop workshops and tutorials | <u>Timeline:</u> 2016-2020 <u>Responsible:</u> OAA, SLOA <u>Performance Indicators:</u> # of workshops or tutorial held, number of participants |
| q. Support faculty and staff participation in assessment training at professional meetings and conferences | <u>Timeline:</u> 2018-2019 <u>Responsible:</u> OAA, SLOA <u>Performance Indicators:</u> # of faculty or professional staff attending assessment trainings; \$ provided for attendance |

2016-2017 Priorities:

- Curriculum mapping and data collection/analysis in CAEP programs
- Audit/Inventory of master's projects
- Program-level data summaries for CAEP programs
- Individual program meetings and department presentations
- Outcome disclosure for CAEP programs
- New course/new program forms review and update
- Information technology

Advisory Committee on Student Learning Outcome Assessment

The Advisory Committee on Student Learning Outcomes Assessment (SLOA) develops strategies and coordinates a college-wide process of student learning assessment. The Committee's membership includes the Provost, Director for Accreditation and Assessment and one representative from each academic department.

Charge:

- Engage Teachers College community in identifying college-wide student learning goals that are consistent with the College's mission, goals and objectives;
- Study, develop, and promote policies, procedures, and programs aimed at assessing student learning across the College;
- Provide continuing oversight of all student learning assessment activities and recommend strategies for improving student learning;
- Educate and inform faculty, administration, and students of the purposes and outcomes of student learning assessment;
- Communicate and collaborate with the Office of Accreditation and Assessment, the Office of Institutional Studies, and other units on assessment issues;
- Make reports and recommendations on student learning assessment to the Provost, faculty and other units and officials of the College;
- Periodically evaluate the effectiveness of the student learning assessment program.

Committee Membership 2016-2017:

Thomas James—Provost

Sasha Gribovskaya—Director for Accreditation and Assessment

A&H

BBS

C&T

CCP

EPSA

HBS

HUD

ITS

MST

ORL

Committee Meeting Schedule:

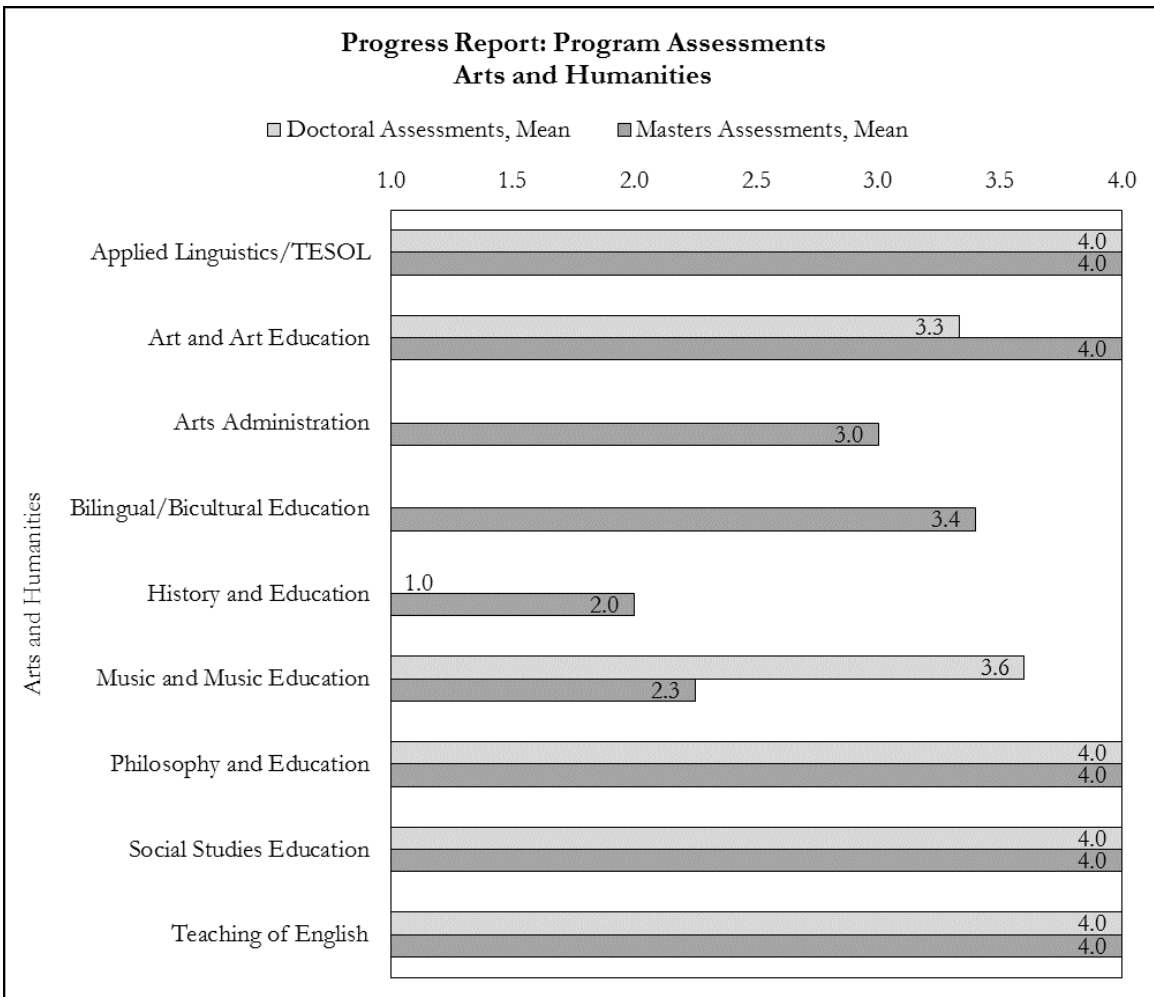
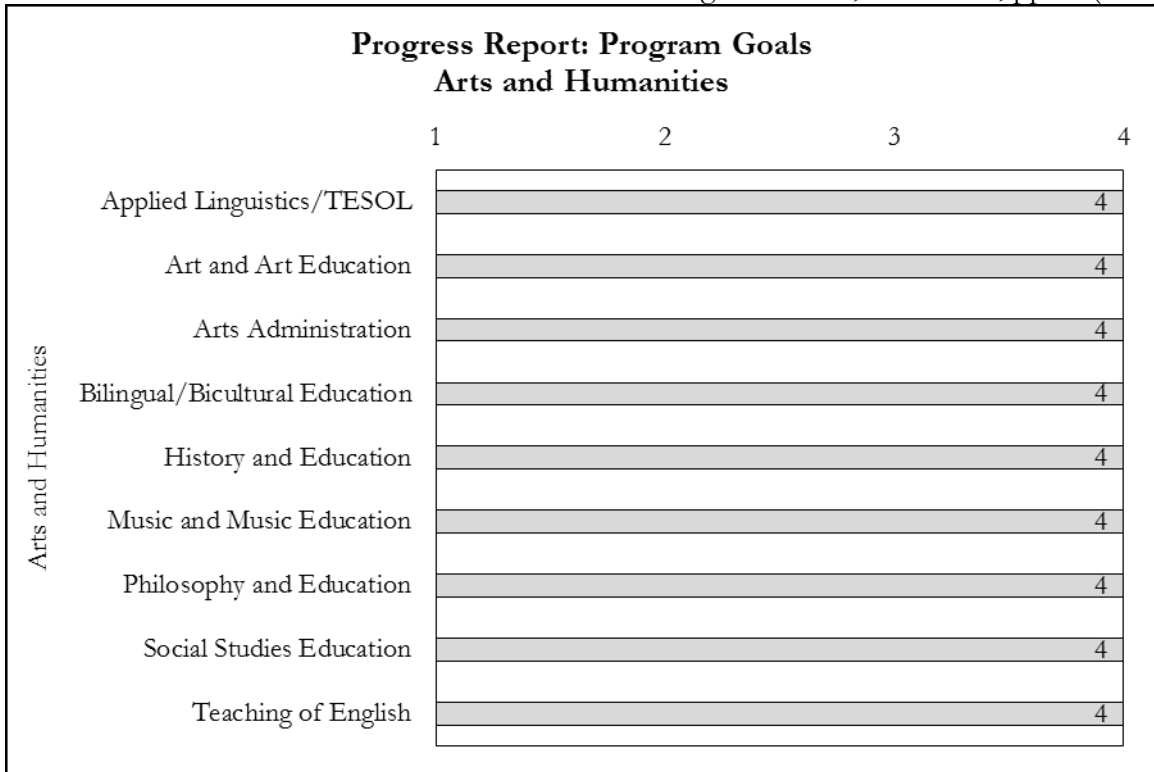
SLOA meets approximately 2-3 times each fall and spring semester on Thursdays at 12 noon following the Faculty meeting.

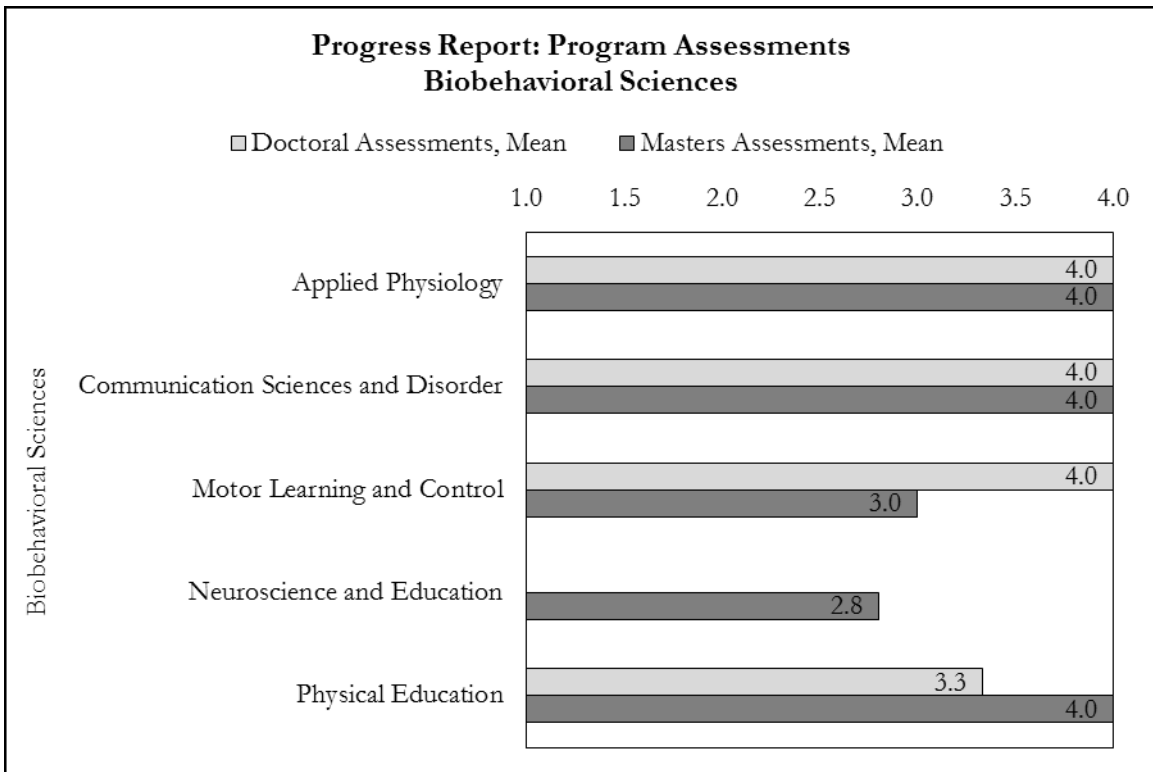
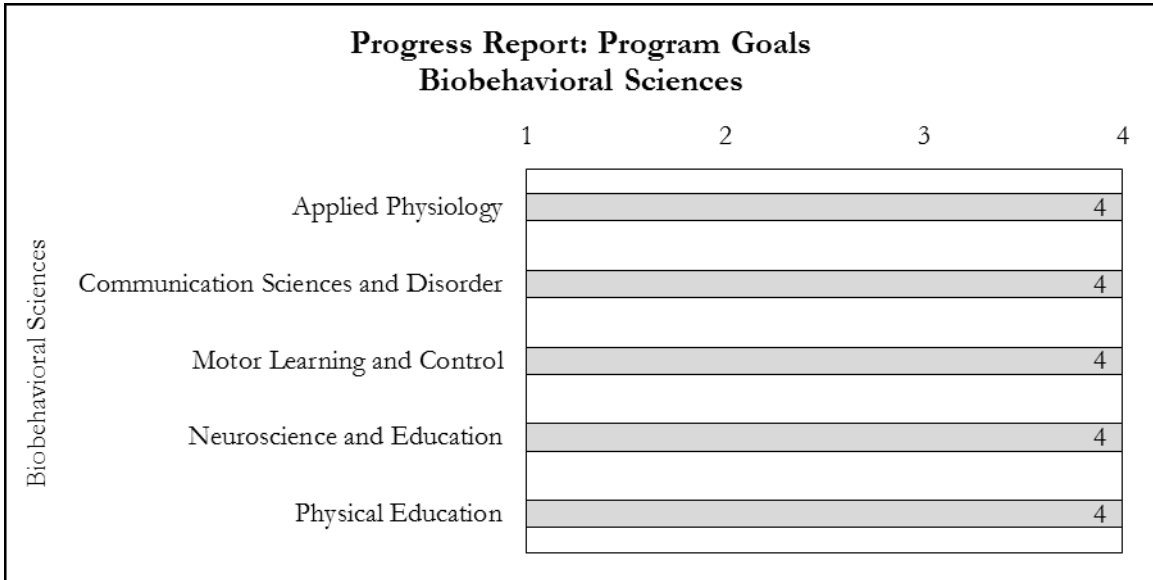
Appendix A: Program Assessment Plan Progress Report

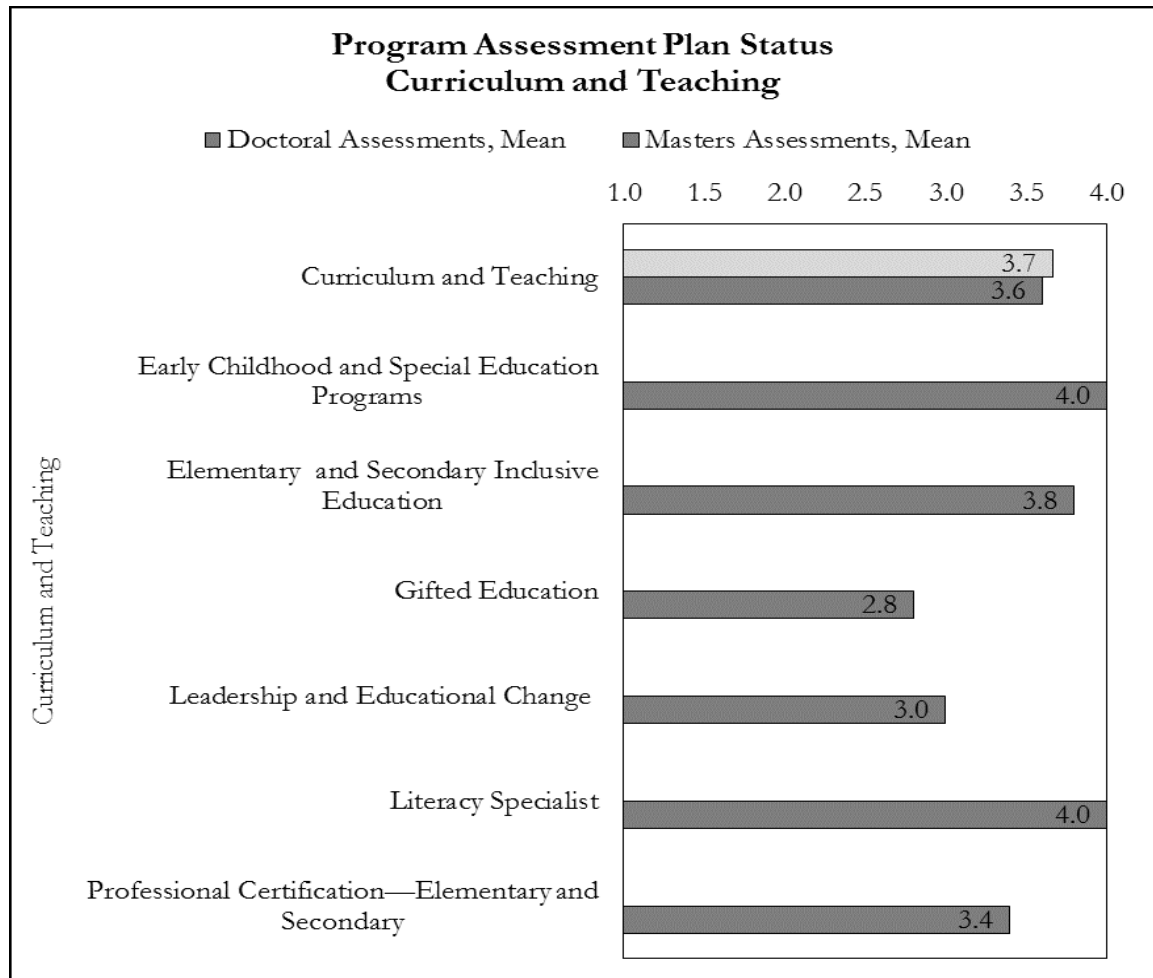
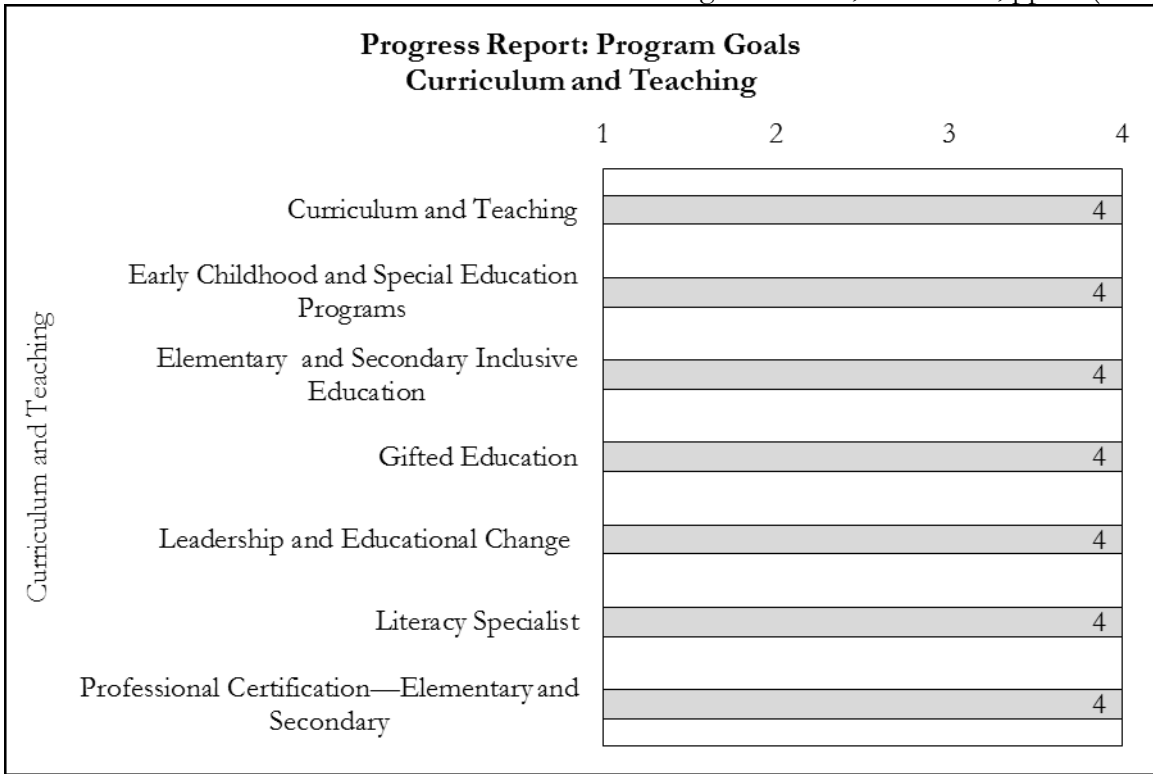
Program Name

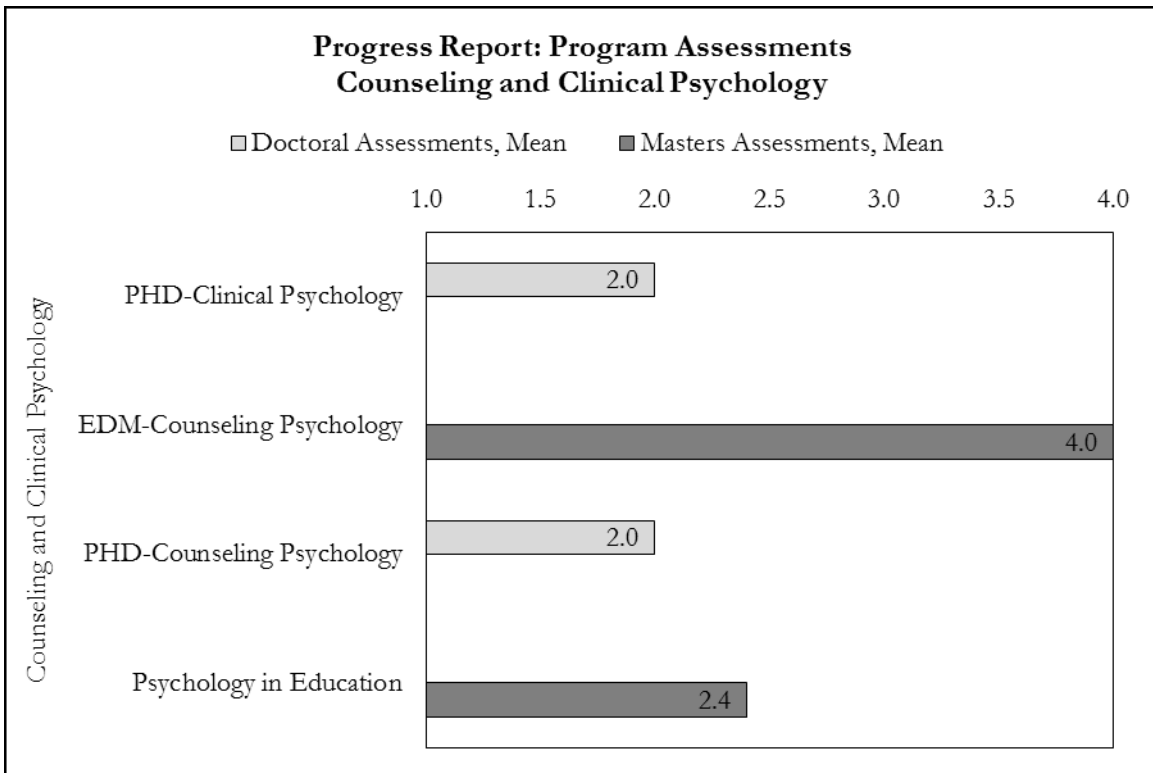
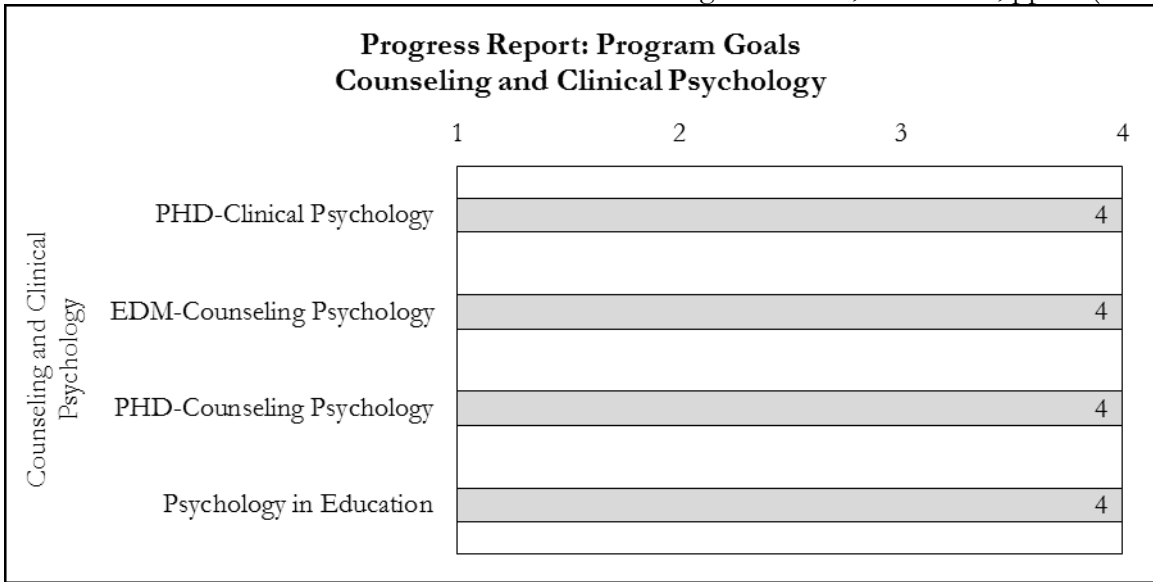
Program Assessment Plan Status

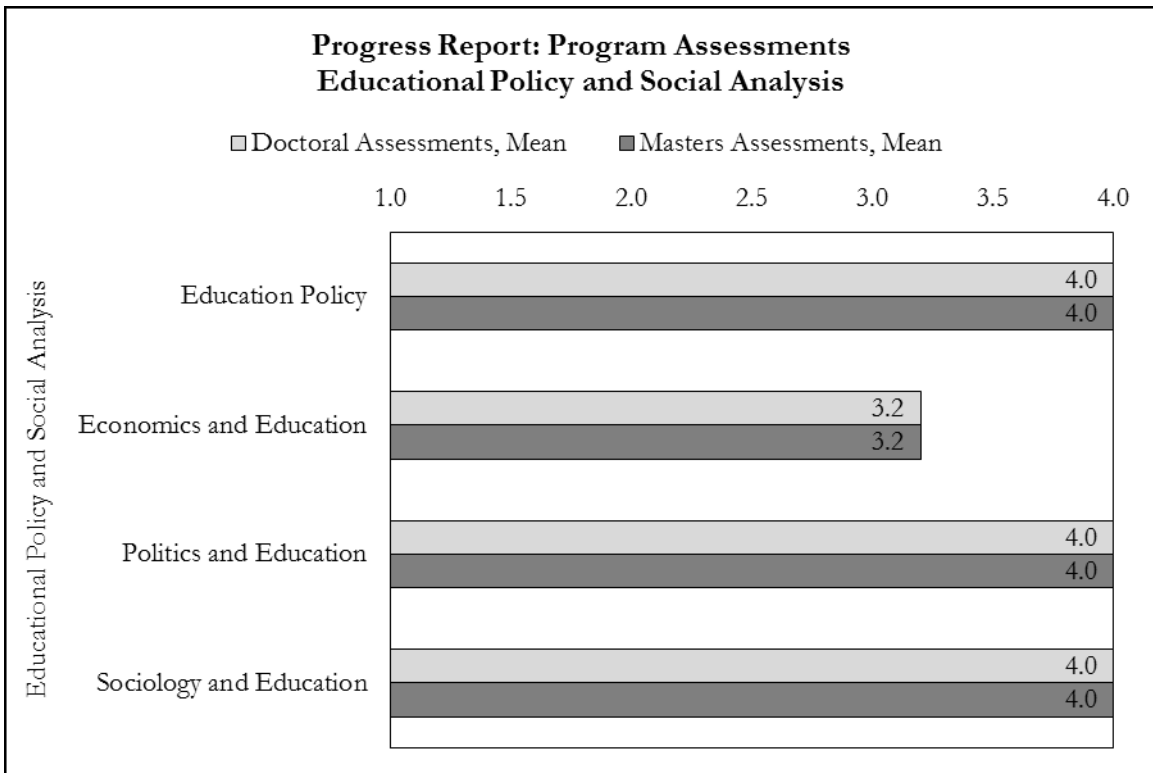
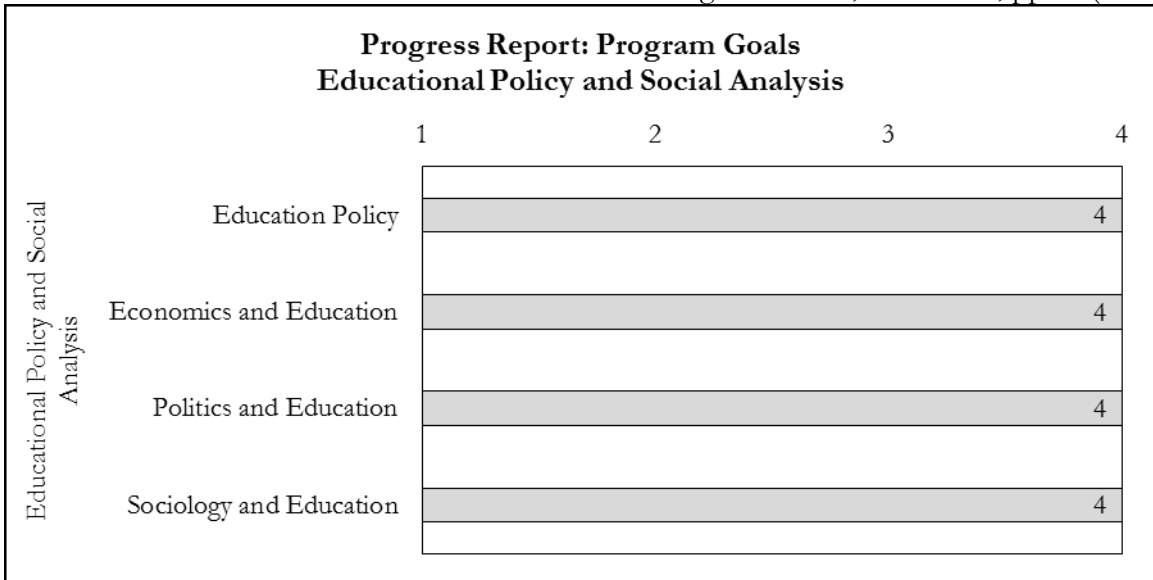
| | | Missing 1 | Incomplete 2 | Need revision 3 | Complete 4 |
|----------------------------|----------|--------------|-----------------|-----------------------|---------------|
| Program Goals | | | | | |
| MA/EDM Assessments | | | | | |
| Assessment 1 | Template | | | | |
| | Samples | | | | |
| Assessment 2 | Template | | | | |
| | Samples | | | | |
| Assessment 3 | Template | | | | |
| | Samples | | | | |
| Assessment 4 | Template | | | | |
| | Samples | | | | |
| Assessment 5 | Template | | | | |
| | Samples | | | | |
| EDD/PHD Assessments | | | | | |
| Assessment 6 | Template | | | | |
| | Samples | | | | |
| Assessment 7 | Template | | | | |
| | Samples | | | | |
| Assessment 8 | Template | | | | |
| | Samples | | | | |

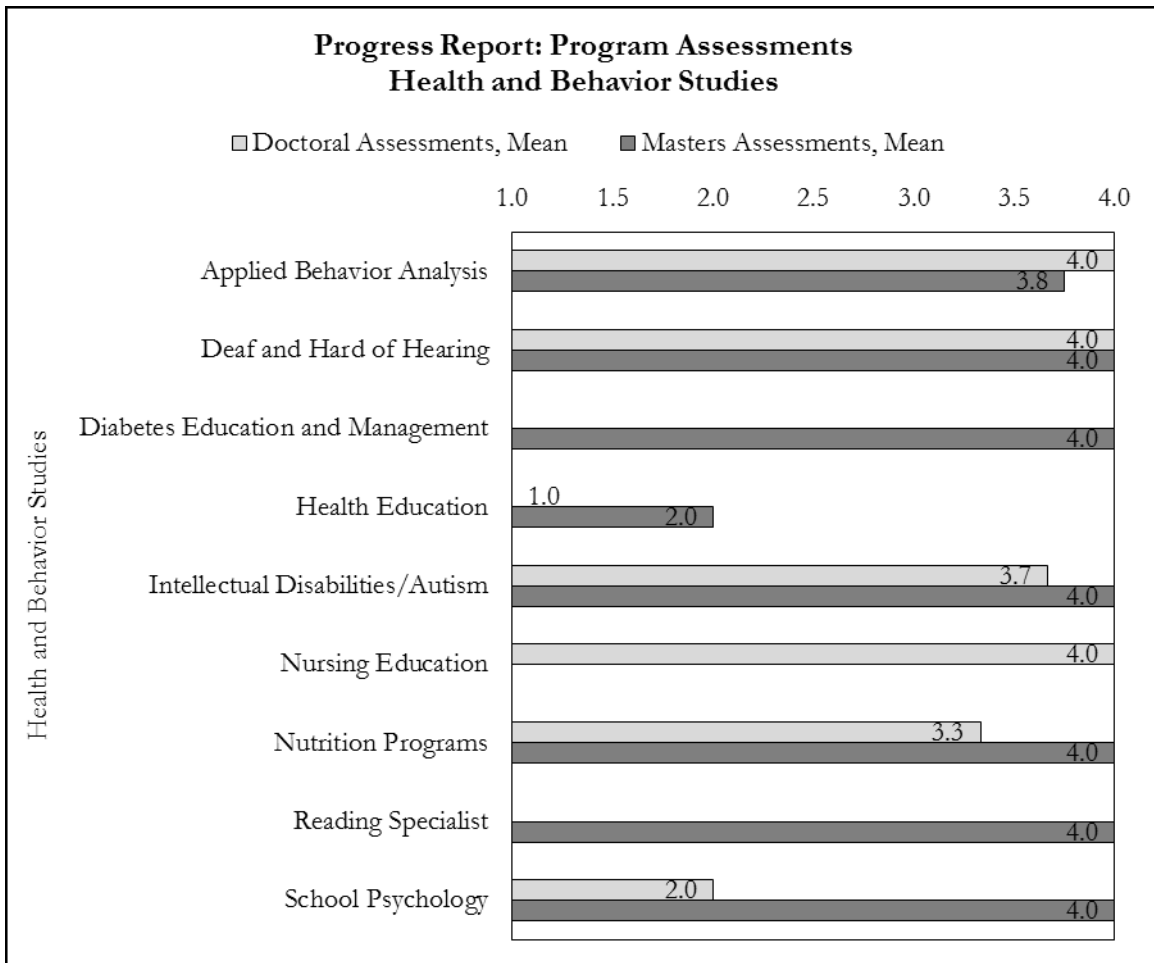
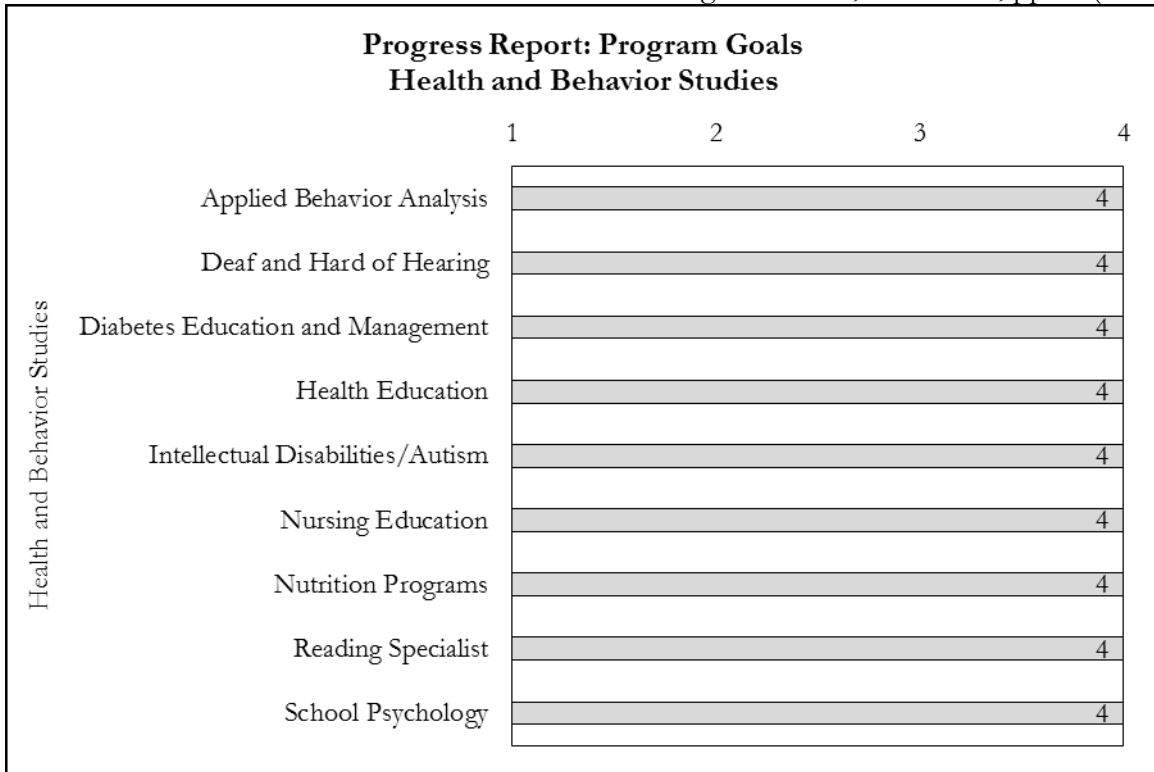


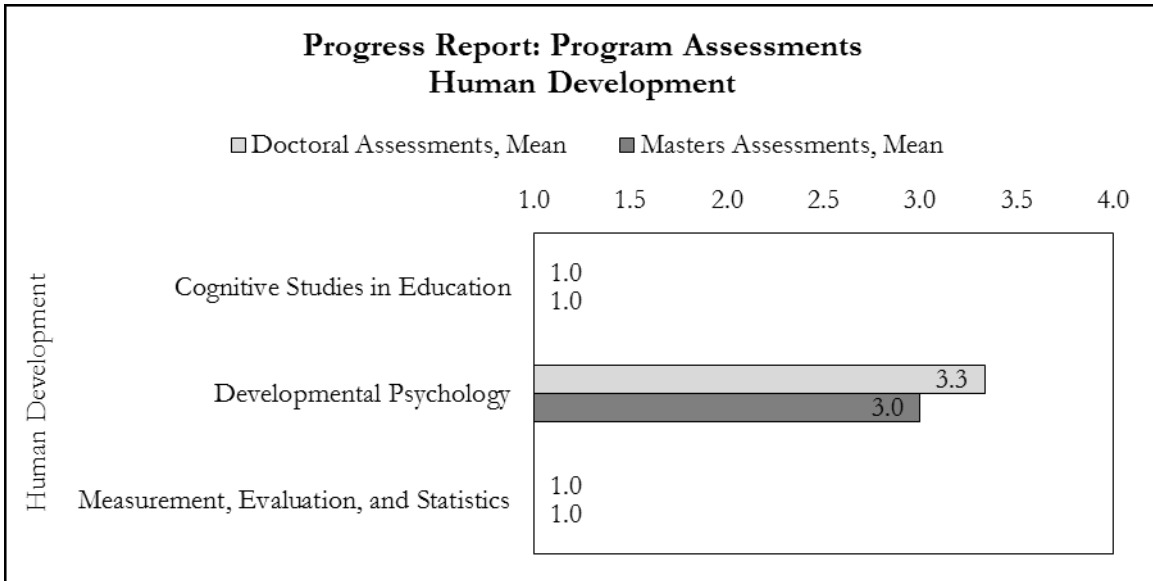


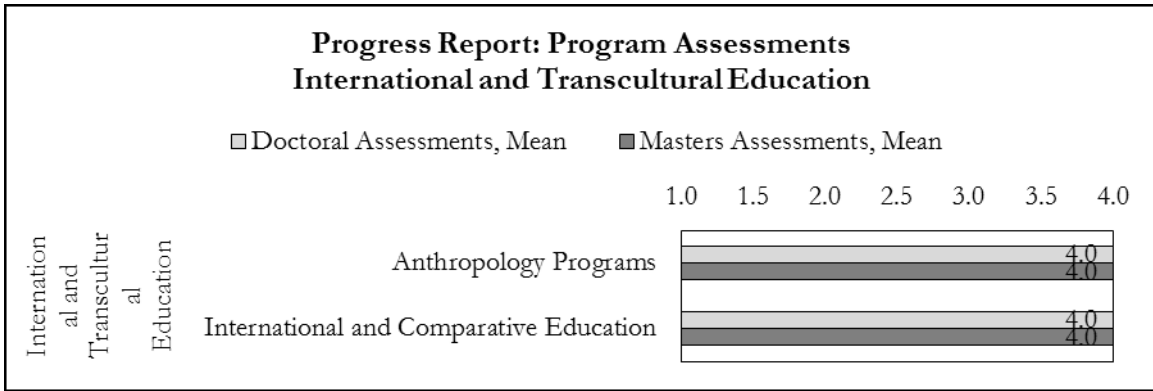
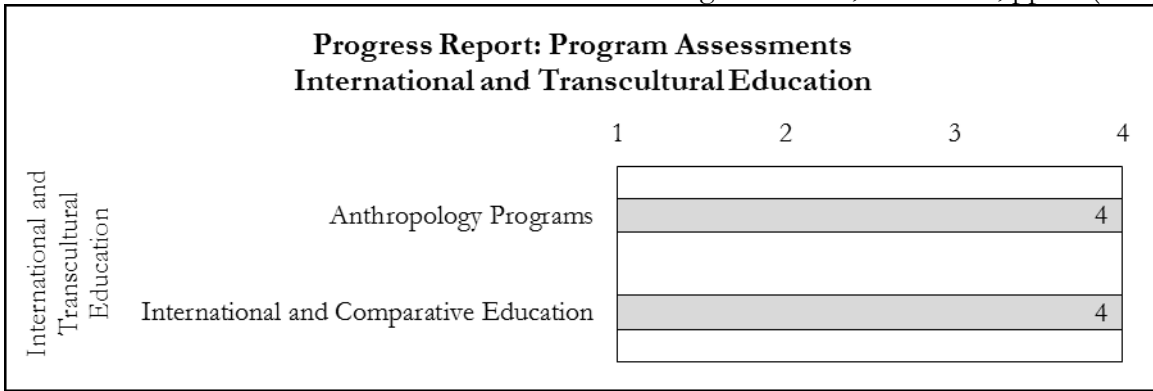


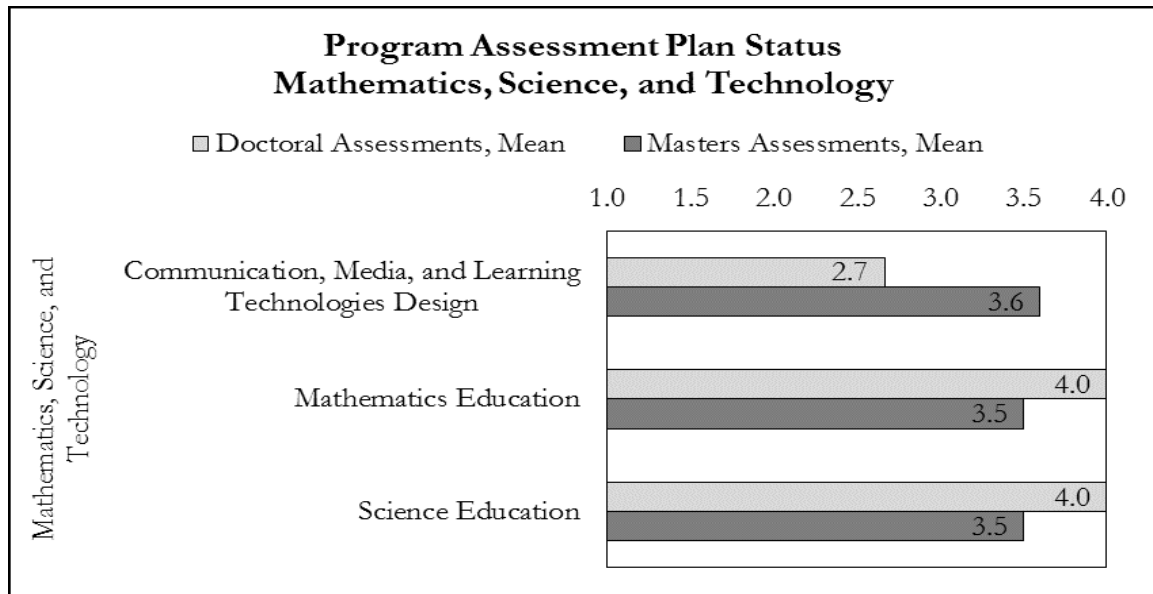
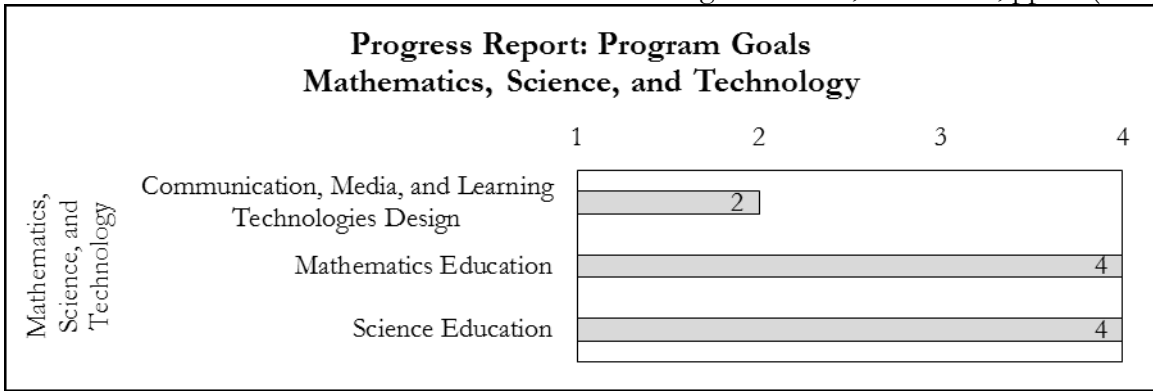


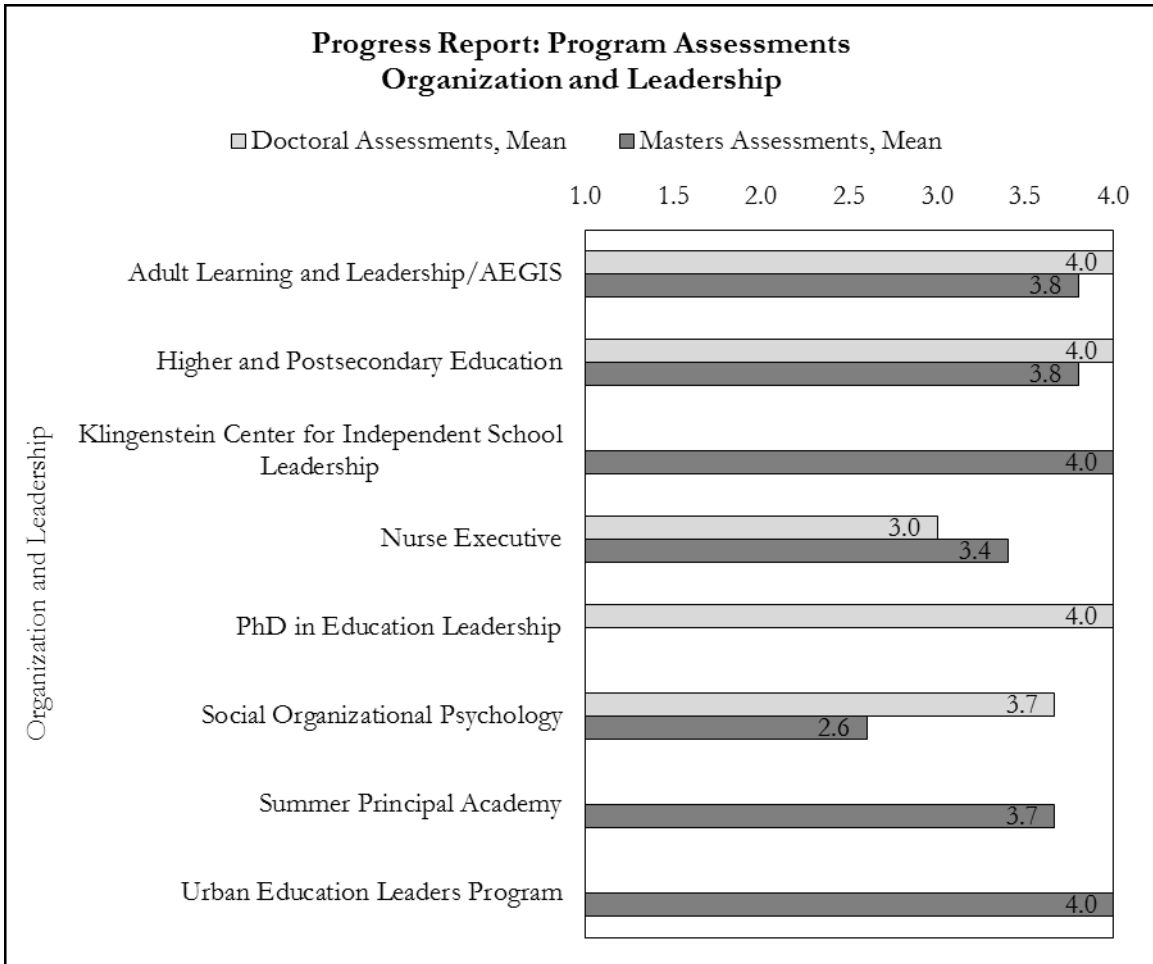












Appendix B: Program Coordinator Survey

Program Goals & Assessments

Fall 2015

Q1) Respondent Information:

- 1a) Program Name:
- 1b) Name of the person completing this form:
- 1c) Email address of person completing this form:

Q2) Do the program learning goals on the student learning website accurately describe your program expectations for student learning?

- Yes
- No
- Somewhat

Q3) Are your program faculty aware of your program learning goals?

- Yes
- No
- Somewhat

Q4) Who worked on articulating your program learning goals? Please check all that apply.

- Program coordinator/ assigned individual faculty
- Core faculty/ committee
- All faculty (including adjuncts and/ or supervisors)
- With students' input
- With practitioners/ community input
- Other (please specify) _____

Q5) Did the Middle States accreditation process help you to articulate/clarify your program learning goals?

- Yes
- No
- Somewhat

Q5a) If yes, please describe how:

Q6) How do you inform students of the program learning goals? Please check all that apply.

- TC Catalog
- Program brochure
- Program website
- Orientation/ student meetings
- Do not inform students
- Other (please specify): _____

Q7) Do your selected assessments on the student learning website reflect your program goals?

- Yes
- No
- Somewhat

Q8) Who was involved in selecting these assessments? Please check all that apply.

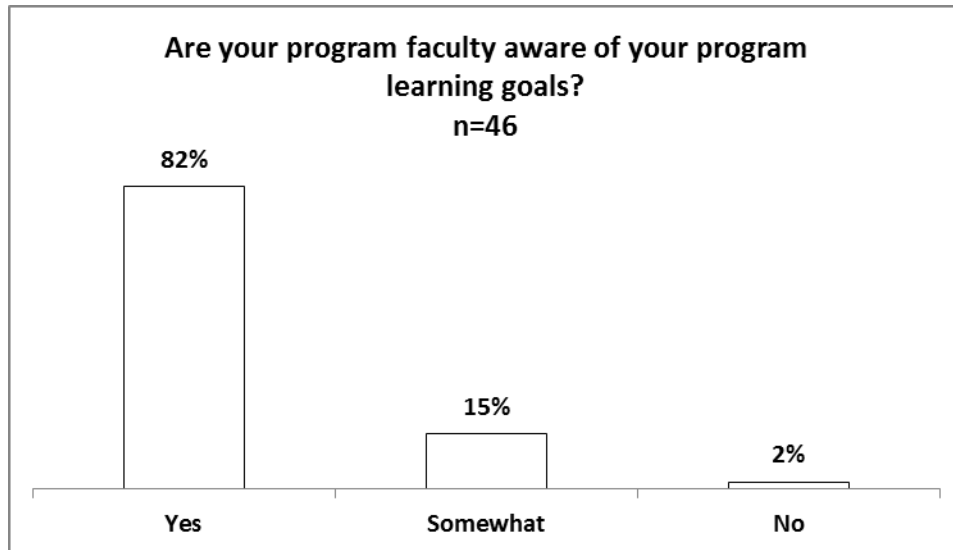
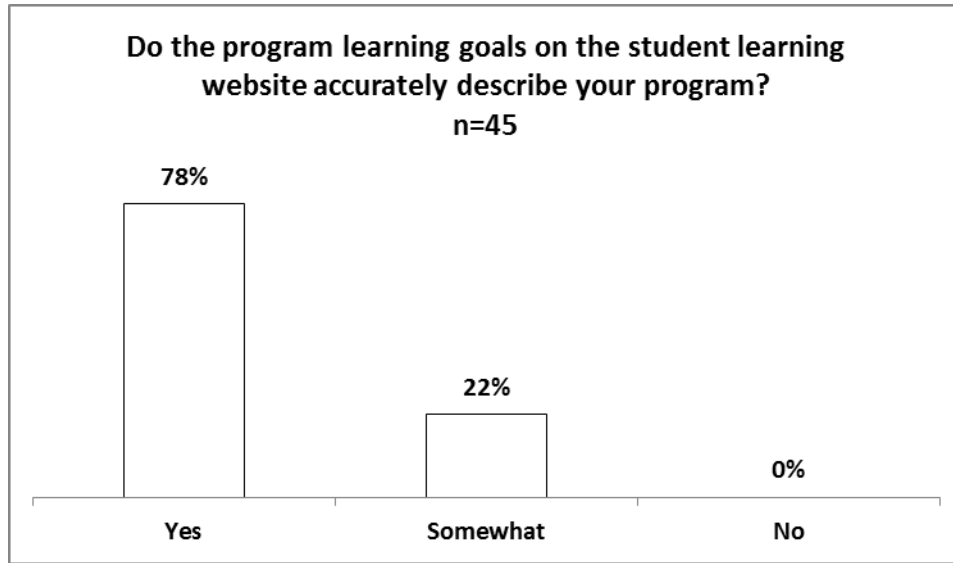
- Program coordinator/ assigned individual faculty
- Core faculty/ committee
- All faculty (including adjuncts and/ or supervisors)
- Other (please specify): _____

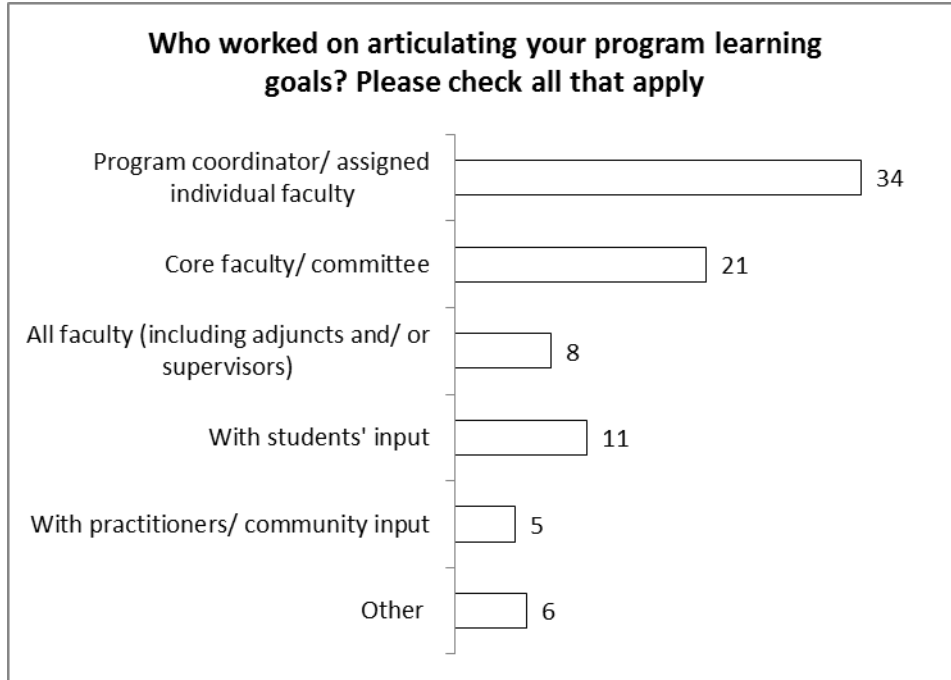
Q9) Did the Middle States accreditation process helped you to improve assessment of student learning in your program?

- Yes
- No
- Somewhat

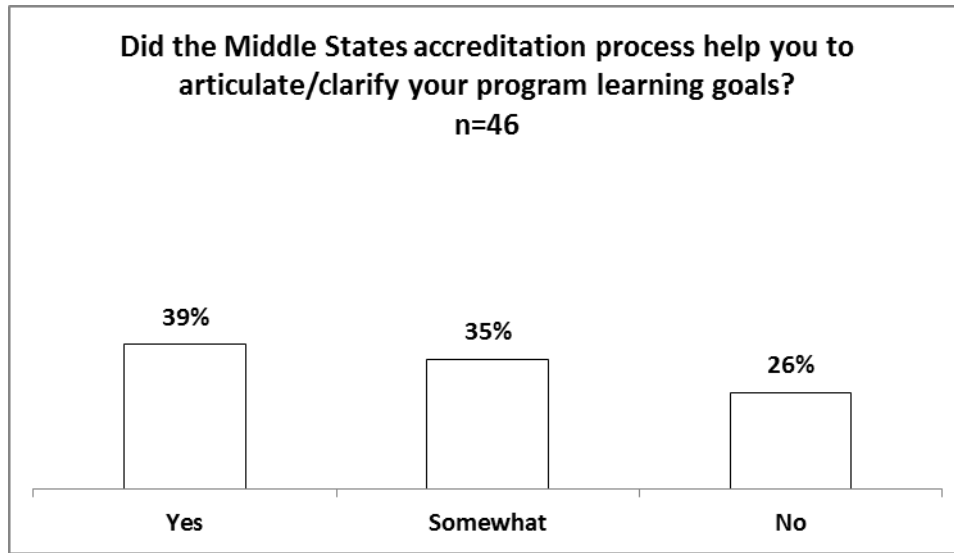
Q9a) If yes, please describe how: _____

Data Summary



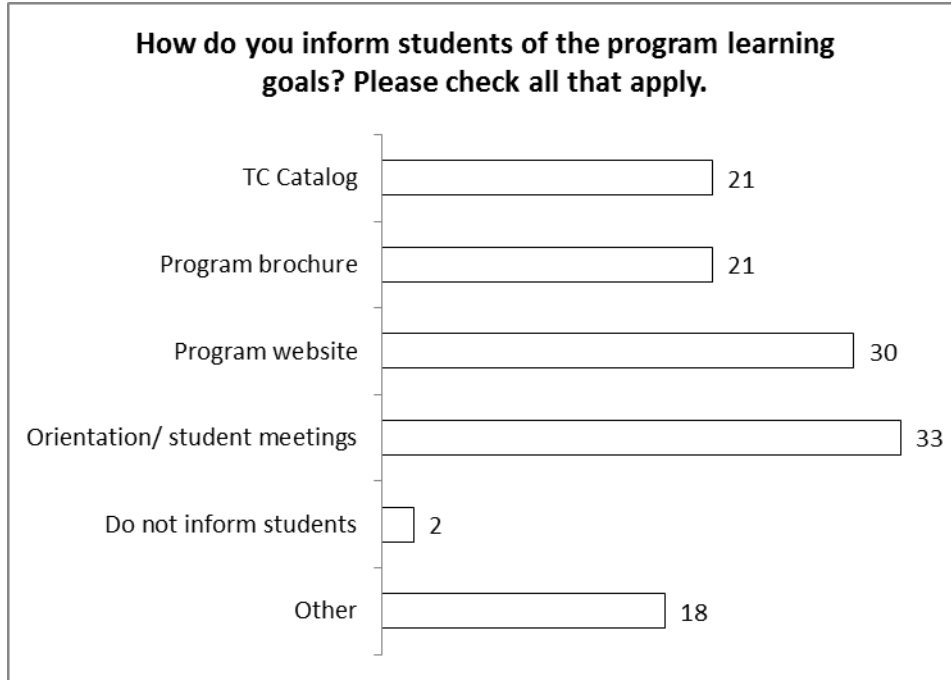


| If other, please specify: |
|---|
| Committee that developed the program |
| Lecturers |
| Many faculty including adjuncts had input into relevant goals |
| Peter Simpson- Klingenstein Center Asst. Director |
| Student assistant |
| There is only one full-time faculty member in this program |

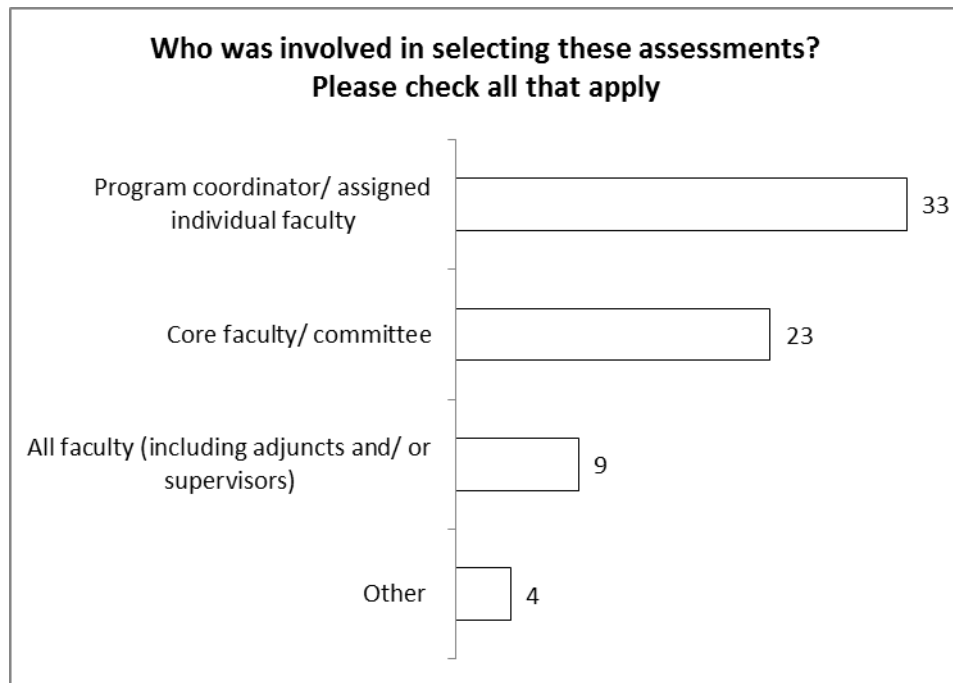
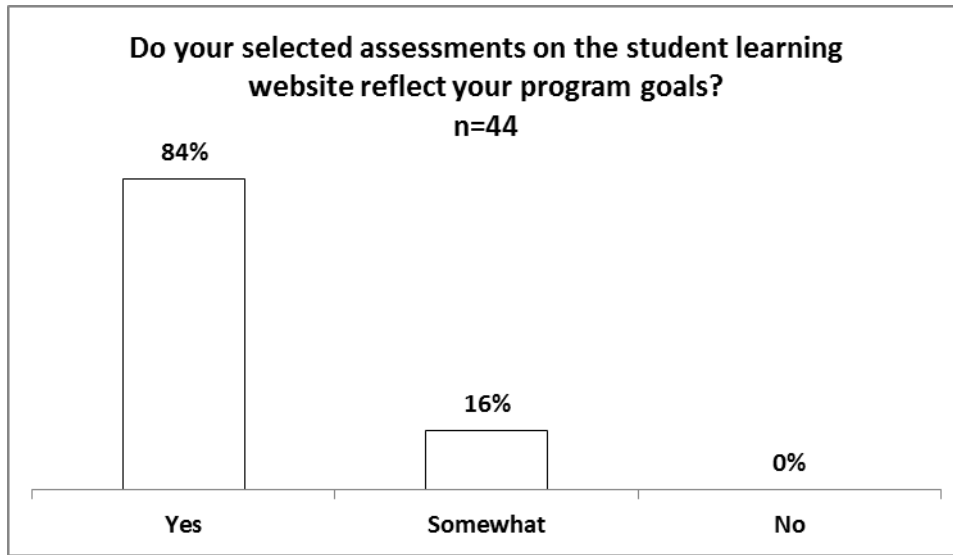


| If Yes, please describe- |
|---|
| Helped to start a conversation among program faculty to clarify and articulate our program learning goals |
| As program, we have many structural pieces in place to help with articulation of program learning goals, including faculty meetings and an advisory committee of respected leaders from the field. As an addition to these practices, the accreditation process was helpful to further clarify these goals using a new framework. |
| Collaborative decisions re goals and assessment tools |
| Forced us to be explicit about what we wanted students to be learning |
| Helped to focus on what was needed and what should be changed |
| Helped us to come up with learning goals for the program and for our courses |
| I took on the role of program director in September. This process made me aware of the program learning goals. |
| It assisted in being more specific about the learning objectives and outcomes. |
| It forced us to make explicit what had previously not been articulated thoroughly |
| It had been awhile since we took time to think about what we wanted students to get out of the program and whether the current program structure supported those goals. We ended up making some modifications to our curriculum as a result. |
| It helped us to match goals, objectives, instructional content, and learning outcome evaluations. |
| It was so helpful. Thank you!! |

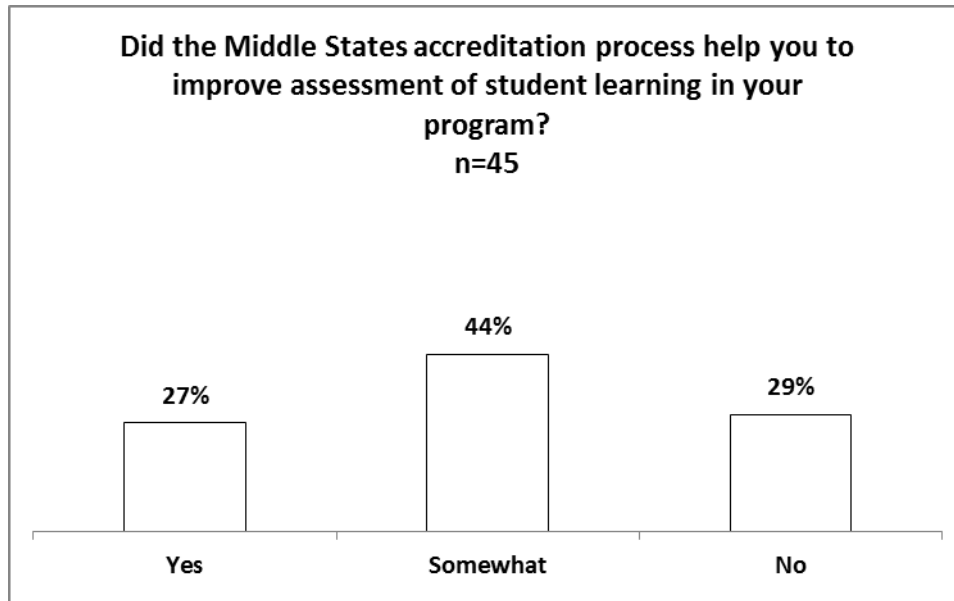
| |
|--|
| Review of syllabi led to refinements/clarifications. (Our program completed ASHA accreditation the year prior so much of this was already completed before the Middle States process.) |
| The goals of the program have been described in general in the College Catalog, but we refined them somewhat for this purpose, which helps to provide more coherence program wide |
| The PL who coordinated this is now on sabbatical and there is a new faculty member also joining the department so this has come at a good time for us. |
| The process of articulation required deliberation and careful consideration of the program learning goals. |
| The reflection and analysis necessary to complete the report, as well as student survey responses proved instrumental. |
| We clarified language around the learning goals, though I think they were already implicitly in place. |
| We developed the program and had Sasha advise us along the way. But we were doing this anyway. |
| We had not considered carefully overall goals nor evaluated systematically where in our curriculum we meet these goals |
| We had these set up for our accreditation with NYS |
| We have been working on our program identity, mission, and learning goals for some time and this only enhanced that effort. |
| While we were aware of the learning goals we had for our students, having to articulate them, talk about them, and relate them to our specific courses has provided an opportunity to look at the entire courses and align them better with the goals. |



| If other, please specify: | n |
|---|----|
| Course Syllabi | 10 |
| Discuss in relation to course requirements | 1 |
| Program Study Guides/Booklets | 3 |
| Individual Advisory Meetings | 1 |
| Orientation/Open House | 2 |
| We orient the students to the program's goals and mission using our own framing that does not in all instance align with the format mandated in this exercise | 1 |



| If others, please specify: |
|---|
| Doctoral student assistant |
| Committee that developed the program |
| Students |
| Peter Simpson- Klingenstein Center Asst. Director |



| If yes, please describe how: |
|--|
| Again, it forced us to think through and articulate our principles of assessment. |
| Being aware of what is involved and making sure everything lines up. |
| Better monitoring of individual dimensions of performance over time |
| Clarity of assessment, rubrics |
| Helped up for formalize our assessments |
| I don't have any other faculty besides myself. When others come onboard, we may revise these assessments. |
| It didn't help us improve assessment as much as it helped us ensure that our program goals were aligned to the TC learning standards in a more transparent fashion. It also helped us to create a database that can be used for accountability for meeting student learning objectives across many different purposes. |
| It provided invaluable student survey information which has led to specific program improvement goals and strategies. |
| Middle States help to refine already established assessments utilized in NCATE process. |
| The process reinforced for me how we were meeting standards. |
| The rubrics that we created were more explicit than the prior summative statements appended to the various assessment means. |
| They will help us have a new conversation about how we can improve the assessment of our students' learning. |
| Very helpful |

| |
|--|
| We are accredited by NYS for professional schools first |
| We can see areas |
| We created rubrics that we will continue to use to measure how effectively our learning goals are being implemented by all the faculty in the program |
| We haven't made radical changes to our assessments but our revision and discussion of assessments across courses have helped us to shift or develop more some assignments to ensure we are addressing the Learning goals. |
| We worked on refining the integrated project. |
| While the process did not lead us to change any assessments of student learning, it led us to reflect upon assessments in place and their role in the program. From that perspective holistic program administration, the process was a mechanism for improvement. |
| Why do you only want to know if yes? This does not seem to resonate with an improvement oriented assessment. If you would like feedback on why this process was less than helpful, I would be happy to discuss. |
| Yes. It served to make the tie in between goals, learning activities, and summative evaluations. |

Appendix C: Examples of Program Learning Goals

Table C1: School Psychology Ph.D. Learning Goals

| Competency Area | Program Learning Goals |
|--|--|
| Professional Practice | <p>Goal 1: To prepare scientists/ practitioners who (a) demonstrate knowledge and skills concerning fundamentals of measurement and assessment, including the use of psychological and educational assessment measures in a nondiscriminatory, reliable and valid manner; and (b) demonstrate knowledge and skills concerning the theories and techniques used to guide the design, implementation, and evaluation of effective interventions for children and adolescents.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1) Students will define problem areas, strengths, and needs of clients through a variety of assessment procedures. 2) Students will interpret psychological results, write psychological reports, and develop recommendations based upon psychological data. 3) Students will demonstrate knowledge and skills concerning the theories and tactics used to guide the design, implementation, and evaluation of effective interventions for children and adolescents. 4) Students will conceptualize a treatment plan with measureable goals, apply their knowledge of intervention by implementing a theoretically sound and empirically based prevention and/or intervention program, and evaluate its efficacy using data. |
| Inquiry and Research | <p>Goal 4: Demonstrate (a) a sound theoretical foundation in psychological science and (b) use this knowledge as scientists/practitioners to plan, conduct, and evaluate theoretically driven psychological and educational research.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1) Students will demonstrate knowledge of psychological science and apply this knowledge to service delivery and research. 2) Students will demonstrate knowledge of the tools of psychological research and apply this knowledge to service delivery and research. |
| Professionalism and Lifelong Learning | <p>Goal 5: To prepare scientists/ practitioners who are actively involved in the profession, committed to professional ethics and standards, and to lifelong learning.</p> <p><i>Objectives:</i></p> |

| | |
|---|--|
| | <ol style="list-style-type: none"> 1) Students will demonstrate an active involvement in the profession. 2) Students will practice in ways that are consistent with ethical standards. 3) Students will practice in ways that are consistent with state and federal regulations. |
| <p>Communication, Collaboration, and Leadership</p> | <p>Goal 2: Demonstrate the ability to apply knowledge and skills when consulting with teachers, parents, and other professionals.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1) Students will demonstrate appropriate communication and listening skills when consulting with professionals and parents. 2) Students will demonstrate knowledge of and ability to use consultative techniques. 3) Students will consult with teachers, parents, and other mental health professionals. |
| <p>Diversity, Multiculturalism, and Social Justice</p> | <p>Goal 3: Demonstrate an understanding of individual and cultural differences (e.g., race, ethnicity, language, religion, socioeconomic status, gender and sexual orientation etc.) and the ability to apply this knowledge effectively in multicultural and pluralistic social contexts.</p> <p><i>Objectives:</i></p> <ol style="list-style-type: none"> 1) Students will gain knowledge of diversity relevant to the cognitive, academic, social, emotional and behavioral problems in school aged youth. 2) Students will engage in practice that is sensitive to the needs of culturally and linguistically diverse individuals, families, groups and communities. 3) Students will gain awareness of one’s own culture and worldview, and respect for the worldview of the diverse populations of children and families they serve. |

Table C2: Psychological Counseling Ed.M. Learning Goals

| Competency Area | Program Learning Goals |
|---|--|
| <p>Professional Practice</p> | <p>Goal 1: To prepare Professional Counselors who provide culturally relevant and psychologically appropriate services in a variety of settings</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> a) Demonstrate broad understanding of scientific psychology, including biological, cognitive, affective, and social aspects of behavior, and human development (MCAC 5b and 5c) b) Demonstrate mastery of scientific, methodological and theoretical foundations of counseling practice (including individual, group, couples, marriage, family, addiction, and career counseling) (MCAC 5e and 5g) c) Demonstrate competence in selecting and administering a variety of tests and assessment strategies (MCAC 5i and 5h) d) Demonstrate competence in designing, implementing, and evaluating prevention, intervention, and consultation programs (MCAC 5e and 5g) |
| <p>Inquiry and Research</p> | <p>Goal 2: To prepare Professional Counselors who use research and evidence-based strategies in clinical and professional practice</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> a) Demonstrate understanding of psychological measurement, research methodology, program evaluation, statistics, and techniques of data analysis b) Critically analyze and interpret research findings as they pertain to clinical service delivery and professional practice (MCAC 5j) |
| <p>Professionalism and Lifelong Learning</p> | <p>Goal 3: To prepare Professional Counselors who are socialized into the profession and committed to professional ethics and standards</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> a) Demonstrate knowledge of the history of the helping profession, professional counseling roles and functions, professional organizations, preparation standards and credentials, professional ethics and standards b) Demonstrate ability to articulate, model and advocate for an appropriate Professional Counselor identity and program and to contribute to the profession through service and/or scholarship c) Demonstrate commitment to adhere to ethical and legal standards |

| | |
|---|--|
| | <p>in clinical and professional practice</p> <p>(MCAC 6a)</p> |
| <p>Communication, Collaboration, and Leadership</p> | <p>Goal 4: To prepare Professional Counselors who effectively participate in organizations and communities to promote the cognitive, emotional, social and educational well-being of individual and groups</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> a) Demonstrate ability to communicate effectively orally and in writing with diverse audiences b) Demonstrate ability to work collaboratively with peers, supervisors, and other members of community c) Demonstrate responsibility and initiative in clinical and professional practice |
| <p>Diversity, Multiculturalism, and Social Justice</p> | <p>Goal 5: To prepare Professional Counselors who understand and respect diversity and who can work effectively in multicultural social contexts to promote equity and help individuals and groups utilize internal and environmental resources to live more optimally</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> a) Demonstrate understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity and equity, and opportunities and barriers that may enhance or impede academic, career, and personal/social development b) Demonstrates ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (MCAC 6d and 6e) c) Demonstrate ability to advocate on behalf of the profession, clients, and the communities that they serve (MCAC 6a) |

Table C3: Community Health Education M.S. Learning Goals

| Competency Area | Program Learning Goals |
|---|--|
| Professional Practice | <p>1. Behavioral and Social Sciences: Demonstrate understanding of the principles of behavioral and social sciences and apply these principles to facilitate voluntary health-related behavioral change</p> <p>2. Health Needs Assessment: Assess health determinants and health needs of individuals and communities</p> <p>3. Planning and Administration: Apply evidence-based principles and scientific knowledge base to plan, implement and evaluate community health programs and services</p> |
| Inquiry and Research | <p>4. System and Critical Thinking: Demonstrate intellectual discipline, system and critical thinking in considering and addressing community health issues</p> <p>5. Statistics and Research Design: Demonstrate understanding of basic concepts of research design and statistical analysis and conduct independent research in community health</p> |
| Professionalism and Lifelong Learning | <p>6. Ethical Principles: Demonstrate understanding of the legal and ethical bases for public health systems and services and adhere to ethical and legal standards of practice</p> <p>7. Professional Identity: Develop a sense of professional identity and commitment to health profession and lifelong learning</p> |
| Communication, Collaboration, and Leadership | <p>8. Communication Skills: Use appropriate modalities, channels, and technology effectively to communicate public health information to lay and professional audiences</p> <p>9. Collaboration and Leadership: Demonstrate leadership and team building in developing and advocating for effective health policy and programs</p> |
| Diversity, | 10. Health Inequities: Understand cultural, social, and behavioral factors |

| | |
|---|---|
| Multiculturalism, and Social Justice | that impact individual and community health and determine the accessibility, availability, and delivery of public health services 11. Advocacy: Respond to diverse health needs of individual and communities and advocate for improving their health and well-being. |
|---|---|

Table C4: Diabetes Education and Management Learning Goals

| Competency Area | Program Learning Goals |
|--|--|
| Professional Practice | <p>a. Demonstrate knowledge of pathogenesis and physiology of diabetes; knowledge of treatment of diabetes; and knowledge of socio-cultural contexts in which diabetes is diagnosed, treated, and managed</p> <p>b. Assess health and educational needs; facilitate behavior change; develop, institute, and manage diabetes education and programs</p> |
| Inquiry and Research | <p>c. Use research studies in diabetes prevention and diabetes self-management behavior to improve interventions for diabetes and to challenge current practice standards, guidelines, and protocols when current research and evidence indicate that revision in the delivery of diabetes care may improve outcomes</p> |
| Professionalism and Lifelong Learning | <p>d. Identify opportunities to advocate for people with diabetes and opportunities for professional growth. Assess oneself as a diabetes educator, and determine ways to more effectively work with people living with diabetes</p> |
| Communication, Collaboration, and Leadership | <p>e. Work collaboratively within the multidisciplinary team to apply evidence-based practices derived from biological and social science research; use effective communication and counseling skills; and employ sound educational strategies to empower individuals with, and at risk for, diabetes to achieve behavior changes that optimize health</p> |
| Diversity, Multiculturalism, and Social Justice | <p>f. Advocate for persons with diabetes at institutional, local, state, and national levels to reduce health disparities that continue to exist among ethnic groups</p> <p>g. Influence public policy, third party payers, employers, and regulatory agencies to improve the quality and availability of diabetes care and to modify social and societal conditions such that behaviors that prevent diabetes are enabled and supported</p> |

Table C5: International and Comparative Education Learning Goals

| Competency Area | Program Learning Goals |
|--|---|
| Professional Practice | <p>a. Develop an understanding of the economic, social, cultural, and political dimensions of educational development within and across national boundaries by comparing and contrasting theoretical approaches that have shaped the field (Core Courses)</p> <p>b. Deepen an understanding of the role of international, national, and local actors and institutions in educational planning and practice (Concentration)</p> <p>c. Deepen an understanding of "developing" and "less wealthy" countries, drawing on different theoretical perspectives (Transcultural/Area Studies)</p> |
| Inquiry and Research | <p>d. Understand and effectively apply quantitative, qualitative or mixed methods research methodologies to address real-world research problems (Research Methods)</p> |
| Professionalism and Lifelong Learning | <p>e. Demonstrate professionalism and commitment to lifelong learning (Internship)</p> |
| Communication, Collaboration, and Leadership | <p>f. Demonstrate ability to communicate and collaborate effectively with various members of the community (Group work and presentations)</p> |
| Diversity, Multiculturalism, and Social Justice | <p>g. Understand the structural character of poverty, inequality, and injustice and apply social sciences research to fight discrimination and to develop and advocate for policy related to social and educational equality (Diversity and Social Justice)</p> |

Table C6: Higher and Postsecondary Education

| Competency Area | Program Learning Goals |
|---|---|
| Professional Practice | <p>a. Demonstrate facility to think about, analyze, and explain key higher education issues as they may materialize at all three levels of the HPSE’s knowledge framework:</p> <p><u>Knowledge about Educating:</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of the importance and place of teaching and learning in higher and postsecondary education - Demonstrate knowledge of college student development theory <p><u>Knowledge about Organization:</u></p> <ul style="list-style-type: none"> - Demonstrate knowledge of organization, administration, and governance theories applicable to higher education and apply this knowledge in planning and administering organizational leadership - Develop applications for strategic leadership, administration, policy, and governance action <p><u>Knowledge about Social Context:</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of historical and contemporary purposes and polices of higher education as a social institution <p>b. Develop, design, and implement programs, services, and initiatives that put the theory into practice</p> |
| Inquiry and Research | <p>c. Critically review research in postsecondary education and apply research findings to improve practice</p> <p>d. Demonstrate ability to conceptualize (identify, explain, assess) phases of academic research: research questions and their origins, conceptual frameworks and perspectives, research design, data collection, data analysis, write-up</p> <p>e. Offer proposal for future research, application to policy, and/or application to practice</p> |
| Professionalism and Lifelong Learning | <p>f. Locate and make use of key professional resources, beyond coursework, for professional development and for inquiry/ knowledge development about higher and postsecondary education</p> <p>g. Articulate reasoned stances on moral/ethical quandaries and deliberations in professional practice and research</p> |
| Communication, Collaboration, and Leadership | <p>h. Communicate effectively for different purposes to academic and non-academic audiences, including what students produce for external and professional audiences</p> <p>i. Demonstrate skills to work collaboratively</p> |

| | |
|--|--|
| | j. Demonstrate leadership skills in group work |
| Diversity, Multiculturalism, and Social Justice | k. Demonstrate an understanding of the theories of diversity in higher education and nature and causes of inequity l. Reformulate systems, processes, and practices (programming, governance and administration) to enhance equity and opportunity across diverse social groups on campus and in society at large |

Appendix D: Examples of Curriculum Mapping

Table D1: Community Health Education M.S. Curriculum Mapping

| Courses | Credits | CEPH Core Requirements | | | | | Program Learning Objectives/Outcomes | | | | | | | | | | |
|--|---------|------------------------|--------------|-------------------------------|-------------------------------|--------------------------------|--------------------------------------|-------------------------|-----------------------------|-------------------------------|--------------------------------|--------------------|-----------------------|----------------------|------------------------------|-------------------|----------|
| | | Biostatistics | Epidemiology | Environmental Health Sciences | Health Service Administration | Social and Behavioral Sciences | Behavioral and Social Sciences | Health Needs Assessment | Planning and Administration | Systems and Critical Thinking | Statistics and Research Design | Ethical Principles | Professional Identity | Communication Skills | Collaboration and Leadership | Health Inequities | Advocacy |
| Public Health Core Knowledge | 21 | | | | | | | | | | | | | | | | |
| HBSS 4100 | 3 | | | | | X | X | | | | | X | | | | | X |
| HBSS 4102 | 3 | | X | | | | | X | | X | X | | | | | | |
| HBSS 4118 | 3 | | | | | X | X | X | X | | | | | | | | |
| HBSS 4160 | 3 | X | | | | | | | | | X | | | | | | |
| HBSS 4161 | 3 | | | X | | | | | X | | | | X | | | | X |
| HBSS 4162 | 3 | | | | X | | | | X | | | | | | | | |
| HBSS 6100 | 3 | | | | | | | | | | | X | | | | | |
| Community Health Core Knowledge | 9 | | | | | | | | | | | | | | | | |
| HBSS 4114 | 3 | | | | | | | | | X | | | | | | X | X |
| HBSS 5111 | 3 | | | | | | | | X | | | | | | X | | |
| HBSS 5112 | 3 | | | | | | | X | | | | | X | | | | |
| Practical Skills | 3 | | | | | | | | | | | | | | | | |
| HBSS 5410 | 3 | | | | | | X | | | | | | X | X | | | X |
| Broad and Basic Requirements | 6 | | | | | | | | | | | | | | | | |

Appendix 3D: Institutional Plan for Assessment of Student Learning Outcomes, 2016-2020, pp. 86(1-79)

| | | | | | | | | | | | | | | | | | |
|-----------------|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Elective | 3 | | | | | | | | | | | | | | | | |
| Total | 42 | | | | | | | | | | | | | | | | |

- HBSS 4100 Behavioral and Social Science Foundations of Health Education
- HBSS 4102 Principles of Epidemiology in Health Promotion
- HBSS 4118 Principles of Health Related Behavioral and Social Change: Initiation to Maintenance
- HBSS 4160 Introduction to Biostatistics for Community Health Educators
- HBSS 4161 Environmental Health
- HBSS 4162 Health Services Administration
- HBSS 6100 Program Evaluation
- HBSS 4114 Competency with Multicultural Populations: Research and Practice
- HBSS 5111 Planning Health Education Programs
- HBSS 5112 Social Marketing and Health Communications
- HBSS 5408 Practicum in Health Education

Table D2: School Psychology Ed.M. Curriculum Mapping

Alignment Matrix Organized by Course

The required courses listed in the first column serve as primary (marked **X**) or secondary (marked x) sources of evidence for candidates’ mastery of content for the corresponding standards. As is expected, most of our courses address more than one NASP standard. For data summaries, analysis, and interpretation, we selected the courses that are most relevant or capture most of the identified competencies (marked **X**).

| Standards Courses | II ⁴ | III ⁵ | IV.1 ⁶ | IV.2 ⁷ | V.1 ⁸ | V.2 ⁹ | VI ¹⁰ | VII ¹¹ | VIII. 1 ¹² | VIII. 2 ¹³ |
|--|-----------------|------------------|-------------------|-------------------|------------------|------------------|------------------|-------------------|--------------------------|--------------------------|
| HBSK 4025 Professional and Ethical Functions of School Psychologists | | | | | X | | | x | | X |
| HBSK 4030 Multicultural Issues in School Psychology | | x | | | | | X | X | | |
| HBSK 4072 Theory and Techniques of Reading Assessment and Intervention | x | | X | | | | | | | |
| HBSK 4073 Childhood Disorders | x | | | X | x | X | | | | |
| HBSK 4074 Reading Comprehension Strategies and Study Skills | | | x | | | | | | | |
| HBSK 5031 Families as a Context for Child Development | | | | | x | X | X | x | | |
| HBSK 5050 Therapeutic Interventions for School Psychologists | X | | x | x | | | | | X | |
| HBSK 5051 Child-Adolescent PTSD and Related Disorders | x | | | x | | X | | | | |
| HBSK 5070 Neural Bases of Language and Cognitive Development | x | | | | | | | | | |
| HBSK 5085 Observing and Assessing the Preschool Child | | | x | | | | | | | |
| HBSK 5096 The Psychology of Memory | | | X | x | | | | x | | |

⁴ Data-Based Decision Making

⁵ Consultation and Collaboration

⁶ Interventions and Instructional Support to Develop Academic Skills

⁷ Interventions and Mental Health Services to Develop Social and Life Skills

⁸ School-Wide Practices to Promote Learning

⁹ Preventive and Responsive Services

¹⁰ Family-School Collaboration Services

¹¹ Diversity in Development and Learning

¹² Research and Program Evaluation

¹³ Legal, Ethical, and Professional Practice

Appendix 3D: Institutional Plan for Assessment of Student Learning Outcomes, 2016-2020, pp. 86(1-79)

| Standards Courses | II ⁴ | III ⁵ | IV.1 ⁶ | IV.2 ⁷ | V.1 ⁸ | V.2 ⁹ | VI ¹⁰ | VII ¹¹ | VIII. 1 ¹² | VIII. 2 ¹³ |
|--|-----------------|------------------|-------------------|-------------------|------------------|------------------|------------------|-------------------|--------------------------|--------------------------|
| HBSK 5280 Fieldwork Practicum | X | X | X | X | X | X | X | X | X | X |
| HBSK 5320 Individual Psychological Testing I | x | | | | | | | X | | |
| HBSK 5321 Individual Psychological Testing II | X | | | X | | | | x | | |
| HBSK 5378 Psychoeducational Assessment of School Subject Difficulties | x | x | X | | | | | | | |
| HBSK 6380 Psychoeducational Assessment of Culturally Diverse Students | x | x | | x | | | | X | | X |
| HBSK 6382 Advanced Practicum in Psychoeducational Interventions in Schools | x | | | X | X | X | | x | | |
| HBSK 6383 Neuropsychological Assessment of Children | | | x | | | | | x | | |
| HBSK 6584 Consultation in Schools | | X | x | | x | | X | | | |
| HBSS 6100 Measurement and Program Evaluation | x | | | | | | | | X | |
| ORL 5362 Group Dynamics: A Systems Perspective | | | | x | X | | x | | | |
| CCPJ 6362 Group Practicum | | | | x | | | | | | |
| HUDM 4122 Probability and Statistical Inference | | | | | | | | | X | |

Appendix E: Assessment Template

Assignment

| | |
|--------------------------------------|---|
| Assignment Title | Choose a good descriptive title for your assessment, preferably including the assessment's type and emphasis, e.g., Social Justice Action Research Project, Final Paper on Multiculturalism and Diversity, Student Teaching Evaluation by Field Supervisor, etc. |
| Course | If the assessment is course-based, include course number and title. Leave blank if the assessment is not course-based. |
| Description | Briefly (in 1-2 paragraphs) describe the main purpose of the assessment, when in students' academic progression they are most likely to complete this assessment, critical tasks that students are required to complete, and main components of the final product. |
| Learning Objectives/ Outcomes | (What learning outcomes are you seeking? How would you know the outcome if you saw it? What will the student know or be able to do?) List main (optimally 4-6) criteria that students' final product is evaluated on. These criteria should match the criteria listed on the scoring guide/evaluation rubric. |
| Assessment Process | (How would you measure each of the desired outcomes?) Identify who and when reviews and evaluates students' work. Include description of formative feedback and evaluation, if available (revisions allowed, scaffolding provided, etc.) |
| Summary of Findings | (What are the assessment findings?) Briefly (in 1-2 paragraphs) describe: how many students attempted and successfully completed the overall assessment last year; how many students achieved proficiency on each of the evaluation criteria; which criteria were most rewarding and which were most challenging. |
| Implications | (Briefly (in 1-2 paragraphs) describe: how well your program meet its learning objectives based on the assessment findings; what, if anything, would you change to improve the assessment or the program. |

Attachments:

- a. **Guidelines** that are given to students on how to complete the assignment, e.g., description of the assignment from the course syllabus, assessment handout, or an excerpt from program handbook/manual)
- b. **Scoring guide or evaluation rubric** identifying specific evaluation criteria (corresponding to the learning goals/outcomes but can be more detailed) and ways to measure student performance on these criteria (scoring procedure, formula applied or rubric criteria).
- c. **Summary of findings** including number of student assignments reviewed, scores or ratings for each of the learning goals/outcomes, (optional) other statistics (means, medians, SD, etc.)
- d. **Samples of student work (2-3)**

Appendix F: Examples of Completed Assessment Templates

Example F1: Final Research Proposal (Higher and Postsecondary Education)

| | |
|---------------------------------------|--|
| Assignment Title | Final Research Proposal |
| Course | ORL 5521: Introduction to Research Methods in Education |
| Description: | <p>MAIN PURPOSE OF ASSESSMENT: The aim of the Final Research Proposal is to have the student draw on learning from throughout the research methods course to develop a thoughtful and clear proposal for a potential research project in an area of interest to the student. The Proposal, and the range of topics about which students may write, is structured in such a way that it should serve not only those individuals who are interested in becoming future scholars but also those (the majority in most MA cohorts) who will be practitioners.</p> <p>Students complete this assignment at the end of the semester in which they enroll in ORL 5521. All students are encouraged to take this course as early in their programs as possible, and many do so in their first semesters.</p> <p>The assignment builds on the earlier assignments in the course, each of which asks students to work deeply on a single aspect of the final proposal: a problem statement, research questions, a brief literature review including a deep analysis of selected sources as well as a list of additional relevant sources, and a proposed methodology. The final proposal asks each student to incorporate the feedback that they receive over the course of the semester from both their peers and the instructor to ensure that it not only includes the necessary components but also that each student has had the opportunity to learn from earlier drafts and to improve their final product based on that learning.</p> <p>The final product is a 10-12 page paper that includes:</p> <ul style="list-style-type: none"> • An introduction that states clearly the topic/problem and why the student thinks it is important to study. (2-3 pages in the proposal) • Revised research questions. (1 page) • A brief literature review (based on the source analysis) and a list of additional sources that are relevant to the proposed study. (3-5 pages) • A proposed methodology. (2-3 pages) |
| Learning Objectives/ Outcomes: | <p>Program Learning Goal: “Demonstrate ability to conceptualize (identify, explain, assess) phases of academic research: research questions and their origins, conceptual frameworks and perspectives, research design, data collection, data analysis, write-up”</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1) Identify appropriate source material from a variety of electronic and |

| | |
|-----------------------------------|---|
| | <p>physical locations.</p> <ol style="list-style-type: none"> 2) Analyze the content of the research, its quality, and its potential utility in a range of contexts. 3) Synthesize the findings across a variety of source material, including assessments of varying qualities of research. 4) Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand. 5) Writes appropriate research questions based on the literature reviewed. 6) Describes an appropriate method to explore the research question. |
| <p>Assessment Process:</p> | <p><i>How we prepare students for the Final Research Paper, including opportunities for formative feedback and formative evaluation:</i></p> <p>Students are prepared for this paper and receive formative feedback in four ways: 1) Course readings that specifically address the discrete steps of the research process; 2) Course readings that demonstrate by example these steps in action; 3) Individual assignments that build on both sets of readings, on class lectures, and on previous assignments; 4) Parallel class-wide exercises that mirror the research process being taught through the stepped individual assignments and provide an opportunity to work through the challenges of each research stage as a group; 5) Feedback provided by instructor and peers on those earlier individual assignments.</p> <p><i>Assessment process is as follows:</i></p> <p>An instructor of the Research Methods course grades and provides extensive feedback on the Final Research Paper assignment using the scoring guide (or rubric) attached in this report. The paper is scored on a scale of 0-100, and contributes 20% to the student's total grade for the course.</p> |
| <p>Summary of Findings</p> | <p>Based on an analysis of a sample of five student papers, chosen at random, the students largely meet or exceed the standards as detailed in the assessment rubric. On all six standards, the students averaged between 3 (meets standards) and 4 (exceeds standards):</p> <ul style="list-style-type: none"> • Writes appropriate research questions based on the literature reviewed (M=3.2; SD=0.4) • Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand (M=3.2; SD=0.4) • Identify appropriate source material from a variety of electronic and physical locations (M=3.6; SD=0.5) • Analyze the content of the research, its quality, and its potential utility in a range of contexts (M=3.2; SD=0.7) • Synthesize the findings across a variety of source material, including assessments of varying qualities of research (M=3.2; SD=0.7) • Describes an appropriate method to explore the research question |

| | |
|---------------------|--|
| | (M=3.0; SD=0.6) |
| Implications | The findings indicate that the program learning goals are, on average, being realized (meeting or exceeding standards) in terms of students' learning about research and inquiry. The analysis of the sample of student responses indicates that, overall, the students demonstrate proficiency in demonstrating an ability to conceptualize (identify, explain, assess) phases of academic research: research questions and their origins, conceptual frameworks and perspectives, research design, data collection, data analysis, write-up of findings. |

Attachment 1: Guidelines

ORL 5521: Introduction to Research Methods in Education (CRN: 51354)

Teachers College, Columbia University

Professor: Dr. Katie Conway

Email: kgm11@columbia.edu * Phone: 212-678-6625

Final Research Proposal – Due March 8

Drawing on the earlier assignments (being sure to include revisions made over the course of the semester), develop a proposal (10-12 pages in length) for your study.

For both the Proposal Presentation and the Final Research Proposal, be sure to include:

- An introduction that states clearly your topic/problem and why you think it is important to study. (2-3 pages in the proposal)
- Your revised research questions. (1 page)
- A brief literature review (based on your source analysis) and a list of additional sources that you think might be relevant to your proposed study. (3-5 pages)
- Your proposed methodology. (2-3 pages)

Note: You will receive detailed information about this assignment later in the semester.

The Final Research Proposal might be structured as follows:

- Problem Statement
Maxwell statement
A brief introduction: Introduce and explain the general topic/problem that you are interested in studying. Be sure to describe what it is about this topic/problem that interests you.
Your rationale: Explain why you believe it is important for a broader community (academic or practice) to understand more about this topic/problem.
- Research Questions
- Literature Review
One paragraph providing an overview of what literatures you would look to (describe your “daisy”)
3-5 pages of solid, integrated analysis of one of the “petals” of your daisy

- Proposed Methodology
 - What methodology have you chosen, and why?
 - How will you operationalize the important concepts?
 - What is your unit of analysis?
 - What will your site(s) be? How will you select it/them?
 - How will you select your sample?
 - What generalizations do you hope to be able to make?
 - What limitations will your study have?
- Bibliography (at least 10-12 sources)

Grading

Each of these assignments will be graded according to two criteria:

- Substance: Care and thoroughness in completing the assignment; evidence that you have worked hard, reflected carefully on what you are doing, and polished the final product; quality and integrity of the ideas, methods, and materials that are represented in the assignment; evidence that you have thought seriously about the activity, utilized what we have covered in class, and approached the assignment with a deep and broad range of thought.
- Style and Form: Quality of the writing and format of the assignment; evidence of a well-organized, well-written, and carefully proofread product.

Attachment 2: Scoring Guide or Evaluation Rubric

Program Learning Goal: “Access, comprehend, synthesize, use, research; facilitate others’ research efforts; begin to prepare to conduct independent research”

Assignment: Final Research Proposal

Course: ORL 5521: Introduction to Research Methods in Education

Evaluation Rubric

| Learning Objectives: | Exceeds standard | Meets standard | Partially meets standard | Does not meet standard |
|--|------------------|----------------|--------------------------|------------------------|
| Identify appropriate source material from a variety of electronic and physical locations. [Identifies scholarly research articles related to their research topic that are not on the course syllabus, accesses the articles, and appropriately cites them] | | | | |
| Analyze the content of the research, its quality, and its potential utility in a range of contexts. [Critically analyzes what each article on its own as well as a set of related articles] | | | | |

| | | | | | |
|---|--|--|--|--|--|
| contributes to knowledge about the topic] | | | | | |
| Synthesize the findings across a variety of source material, including assessments of varying qualities of research. [Capably writes an analysis of findings that reaches across multiple articles to make broader statements that cannot be drawn from individual articles alone] | | | | | |
| Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand. [Writes clearly, defines terms, and proofreads well] | | | | | |
| Writes appropriate research questions based on the literature reviewed. [Writes clear research questions that address the problem statement and are based in the literature review.] | | | | | |
| Describes an appropriate method to explore the research question. [Demonstrates a basic knowledge of a method of research and explores how it would address the research question in the proposal. | | | | | |

Attachment 3: Summary of Findings

| | Score [Exceeds standard=4, Meets standard=3 ,Partially meets standard=2, Does not meet standard=1] | | | | | | |
|---|--|---------|---------|---------|----------|---------|--------------------|
| LEARNING OBJECTIVES | Paper 1 | Paper 2 | Paper 4 | Paper 7 | Paper 10 | Average | Standard Deviation |
| Identify appropriate source material from a variety of electronic and physical locations. [Identifies scholarly research articles related to their research topic that are not on the course syllabus, accesses the articles, and appropriately cites them] | 3 | 4 | 4 | 4 | 3 | 3.6 | 0.49 |

| | | | | | | | |
|--|---|---|---|---|-----|-----|------|
| Analyze the content of the research, its quality, and its potential utility in a range of contexts. [Critically analyzes what each article on its own as well as a set of related articles contributes to knowledge about the topic] | 3 | 4 | 4 | 3 | 2 | 3.2 | 0.75 |
| Synthesize the findings across a variety of source material, including assessments of varying qualities of research. [Capably writes an analysis of findings that reaches across multiple articles to make broader statements that cannot be drawn from individual articles alone] | 2 | 4 | 4 | 3 | 3 | 3.2 | 0.75 |
| Clearly communicate findings in such a way that various readers – including experts as well as those not in the field – can understand.[Writes clearly, defines terms, and proofreads well] | 3 | 4 | 3 | 3 | 3 | 3.2 | 0.40 |
| Writes appropriate research questions based on the literature reviewed. [Writes clear research questions that address the problem statement and are based in the literature review.] | 3 | 3 | 4 | 3 | 3 | 3.2 | 0.40 |
| Describes an appropriate method to explore the research question.[Demonstrates a basic knowledge of a method of research and explores how it would address the research question in the proposal.] | 4 | 3 | 3 | 3 | 2 | 3 | 0.63 |
| Score (With all areas weighted equally) | 3 | 4 | 4 | 3 | 2.7 | 3.2 | 0.39 |

Example F2: Theoretical Perspectives in Policy Analysis Paper (Education Policy)

| | |
|--------------------------------------|--|
| Assignment Title | Theoretical Perspectives in Policy Analysis Paper (EDPA 6542 Mid-term paper) |
| Course | EDPA 6542 Education Policy Foundations Seminar |
| Description | <p>Writing assignment 1 identifies how two different disciplines (from the four that are reviewed in class—Economics, Political Science, Sociology and Law) inform the research of a school reform topic of student’s choice.</p> <p><i>Theoretical Perspectives in Policy Analysis:</i> Students write an essay that identifies how two different disciplines (Economics, Political Science, Sociology and Law ...which are reviewed in class during the first half of the semester) inform the research of a school reform topic of their choice. First, students choose a school reform to write about (e.g. class size reduction, common core/academic standards and testing, parent involvement/participation, school funding, charter schools, vouchers, hands-on math, teacher evaluation, whole language, desegregation, etc.). Then they write an essay that draws from two disciplinary lenses and identifies the specific theories, concepts and methodologies that the two disciplines bring to the research and analysis of the reform (e.g. How does the discipline approach the study of social structure and social change? How does research through the lens of the discipline address different indicators that may yield varied results?).</p> <p>The essays include a description of the policy problem(s) that the specific reform effort aims to address; Provide a brief review of the reform’s aims and theory of action, followed by a brief review of the literature that has measured the reform’s impacts on schools (e.g. school organizations, communities or students) and its effectiveness in increasing student achievement or other measured effects; Describe how specific theories, concepts, and methodologies from two different disciplinary lenses can inform the research and analysis of the reform (using examples from the literature to reinforce ideas); Discuss whether the use of different disciplinary lenses leads to a more informed understanding of the reform’s effects or results in inconsistency and diffuseness?</p> <p>Assignments must be clearly written, tightly organized and thoroughly address the assignment instructions. Essay length is limited to 3 pages, single space, at <i>least</i> 12 point font.</p> |
| Learning Objectives/ Outcomes | <p>The Education Policy Program foundations course has four rationales:</p> <ol style="list-style-type: none"> 1. Create a cohort experience so that incoming MA students can get to know each other and develop a group experience. This is important not only to enhance cooperative learning in and out of classes but also to help create a strong alumni network. 2. Introducing the Education Policy Program’s curriculum framework, including the foundational core of disciplinary and interdisciplinary courses, courses in research methods, and the four substantive specialization areas. |

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| | <p>3. Introducing foundational readings in the education policy literature.</p> <p>4. Introducing students to the interdisciplinary nature of the Education Policy degree by presenting the four disciplinary perspectives that are foundational in P-20 education policy research (economics, law, political science, and sociology) and then applying these perspectives to a specific policy area that cross-cuts the four specializations addressed by the Program.</p> <p>The writing assignment focuses on students' ability to:</p> <ul style="list-style-type: none"> • Identify contemporary education policy issues and the theoretical and practice elements that explain a policies theory of action; • Identify the research literature that has measured the impact of the policy/reform on schools; • Demonstrate knowledge of key concepts and method of inquiry of the four foundational disciplines—Economics, Political Science, Sociology and Law; • Apply this knowledge to the analysis of a specific policy topic that cross-cuts the four specializations addressed by the Program; • Debate and communicate policy issues with policy makers and lay audiences |
| Assessment Process | <p>Writing assignments are assessed by the course instructor and count for 70% of course grade. The remaining 30% is linked to student participation in the seminar via discussions and attendance.</p> <p>The assignment grading scale is based on the following components and is weighted most heavily on the first component listed.</p> <ul style="list-style-type: none"> • <u>Substance</u>. Does the paper reveal a thoughtful understanding of course readings/discussions to advance the argument? Is the research evidence accurately synthesized and assessed, as it relates to the policy problem? Is the analysis fully developed, including accurate interpretation and mobilization of theoretical constructs? Does the memo address the assignment charge? • <u>Clear, concise and well organized writing</u>. Is the paper tightly and clearly organized? Is the writing rough and/or need improvement? • <u>Editing</u>. Do typographical/grammatical errors detract from the quality of the argument? <p>Memos are graded on a 10 point scale and assigned a letter grade. Late memos will incur a 20% grade reduction per day.</p> |
| Summary of Findings | <p>In fall 2015, 36 students enrolled and completed the course. Of the 36 students who completed the course, 64% received an A , 14% an A-, 8% a B+, and 14% a B or lower. In fall/spring 2013/14 (course meetings were spread over two semesters), 28 students enrolled and completed the course. Of the 28 students who completed the course, 16% received an A , 18% an</p> |

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| | A-, 14% a B+, and 11% a B or lower. |
| Implications | <p>This mid-term assignment is completed after the 8th class meeting, when students have been exposed to the four disciplines (Economics, Political Science, Sociology and Law) in four course meetings taught by faculty with expertise in one of the disciplines. In addition, during the first eight course meetings students are also introduced to the foundational literature on policy analysis frameworks. The assignment is open-ended and allows students to choose two disciplines of interest and apply them in their analysis of a school reform/policy of their choosing.</p> <p>One of the intents of the course is to introduce students to program and department faculty, through guest lectures on the disciplinary frameworks (Economics, Political Science, Sociology and Law) and the education policy program specializations (Early Childhood Education Policy, K-12 Education Policy, Higher Education Policy, and Law and Education Policy). This assignment requires students to seek the assistance of the broader program and department faculty to both identify a policy topic and gain a stronger understanding of the disciplinary framework they will use in their analysis. Thus, the course meets its multiple objectives in both introducing students to the wider program and department faculty, and in in fostering a collaborative faculty effort to engage students.</p> <p>Lastly, in the first two years that this course has been offered, students have consistently reported on course evaluations that the course has fostered a cohesive and cooperate cohort experience, where students have had the opportunity to both meet all program and department faculty, but also engage with each other in the course's common experiences.</p> |

Attachment 1: Guidelines

[Mid-Term Assignment]

EDPA-6542 – Education Policy Foundations

Fall 2014, Prof. Luis Huerta

Writing Assignment #1

Theoretical Perspectives in Policy Analysis

Due: Friday, November 7th, 5 PM

Write an essay that identifies how two different disciplines (from the four that we will review in class this semester...Economics, Political Science, Sociology and Law) inform the research of a school reform topic of your choice. Begin by choosing a school reform to write about (e.g. class size reduction, common core/academic standards and testing, parent involvement/participation, school funding, charter schools, vouchers, hands-on math, teacher evaluation, whole language, desegregation, etc.). Then write an essay that draws from two disciplinary lenses and identifies the specific theories, concepts and methodologies that the two disciplines bring to the research and analysis of the reform (e.g. How does the discipline approach the study of social structure and social change? How does research through the lens of the discipline address different indicators that may yield varied results?).

Your essay should begin with a description of the policy problem(s) that the specific reform effort aims to address. Then provide a brief review of the reform's aims and theory of action, followed by a brief review of the literature that has measured the reform's impacts on schools (e.g. school organizations, communities or students) and its effectiveness in increasing student achievement or other measured effects. Then describe how specific theories, concepts, and methodologies from two different disciplinary lenses can inform the research and analysis of the reform (be sure to use examples from the literature to reinforce your ideas). Lastly discuss whether the use of different disciplinary lenses leads to a more informed understanding of the reform's effects or results in inconsistency and diffuseness?

Format: Essay length is limited to 3 pages, single space, at least 12 point font.

Attachment 2: Scoring Guide or Evaluation Rubric

Writing assignments are assessed by the course instructor and count for 70% of course grade. The remaining 30% is linked to student participation in the seminar via discussions and attendance.

The assignment grading scale is based on the following components and is weighted most heavily on the first component listed.

- Substance. Does the paper reveal a thoughtful understanding of course readings/discussions to advance the argument? Is the research evidence accurately synthesized and assessed, as it relates to the policy problem? Is the analysis fully developed, including accurate interpretation and mobilization of theoretical constructs? Does the memo address the assignment charge?
- Clear, concise and well organized writing. Is the paper tightly and clearly organized? Is the writing rough and/or need improvement?
- Editing. Do typographical/grammatical errors detract from the quality of the argument?

Memos are graded on a 10 point scale and assigned a letter grade. Late memos will incur a 20% grade reduction per day.

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| A+ | Rare performance. Reserved for highly exceptional, rare achievement. |
| A | Excellent. Outstanding achievement. |
| A- | Excellent work, but not quite outstanding. |
| B+ | Very good. Solid achievement expected of most graduate students. |
| B | Good. Acceptable achievement. |
| B- | Acceptable achievement, but below what is generally expected of graduate students. |
| C+ | Fair achievement, above minimally acceptable level. |
| C | Fair achievement, but only minimally acceptable. |
| C- | Very low performance. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma. |
| F | Failure. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at |

Teachers College. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

Attachment 3: Summary of Findings

In fall 2015, 36 students enrolled and completed the course. Of the 36 students who completed the course, 64% received an A , 14% an A-, 8% a B+, and 14% a B or lower. In fall/spring 2013/14 (course meetings were spread over two semesters), 28 students enrolled and completed the course. Of the 28 students who completed the course, 16% received an A , 18% an A-, 14% a B+, and 11% a B or lower.

Example F3: Adolescent Sequential Lesson Plan (Art and Art Education)

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| Assignment Title | Adolescent Sequential Lesson Paper |
| Course | A&HA 4088 Artistic Development: Adolescence to Adulthood |
| Description | This assessment focuses upon the development of a sequence of six art lessons intended for adolescents. Sequences must consider and acknowledge artistic developmental theory and focus upon exponential student learning; as discussed in Artistic Development: Adolescence through Adulthood. Format of lessons as discussed in class must be followed. |
| Learning Objectives/ Outcomes | <p>Core Objective: This course provides the opportunity for students to learn that a good lesson plan consists of several interweaving parts encapsulated within thoughtful dialogue; that a sequence consists of several lessons in which the development of skills, imagination and learning have a clear developmental flow.</p> <p>Course Objective I :Students will develop the ability to reflect upon, distill and interpret complex materials and present them thoughtfully and succinctly in clearly written form; be open to dialoguing with and learning from other members of the course</p> <p>Course Objective II: Students will become insightful about, and take responsibility for, personal development and recognize its on-going importance to becoming and being an insightful and imaginative art teacher of adolescents.</p> <p>The final assessment/product (Group Sequential Lesson Paper) is evaluated on the following criteria: Developmental Appropriateness; Flow of Lessons & Format; Provision of Exponential Learning Opportunities for Students; and Encompassing & Embracing a Student Centered Pedagogical Approach to Teaching/Learning; Ability to Work Collaboratively and in Groups- Respecting and Negotiating the Ideas and Opinions of each group member</p> |
| Assessment Process | All coursework assessments are read, reviewed and evaluated by the course instructor. As the course meets bi-weekly (every two weeks) and students work within groups within their class (this year 4 groups of 5 students)- bi-weekly formative assessments/assignments are given and due the morning of each next class (every two weeks). The instructor provides written feedback to the each group, on the same day that they submit their assignments- so that further discussion of issues, challenges and successes may be followed-up in and during the class that evening. Formative assessments are not “graded” but are provided through written and oral feedback, which addresses the evaluative criteria of the final project (sequential lesson plan paper). Throughout the course of the semester groups are encouraged to re-submit work, meet with the instructor and scaffold off of prior learning and assignments throughout the semester. The final project/product (Sequential Lesson Plan Paper) is evaluated at the |

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| | <p>end of the semester after much feedback (both written and oral) provided to each group (and individual- should they desire). The final evaluation is based upon the rubric provided in the course syllabus indicated as “Levels of Performance for (Group) Sequential Lesson Paper” and when necessary additional written feedback. Additionally, each student is required to write a reflective evaluation of their performance and work as both a group participant and individuals per the writing and development of the final project.</p> |
| Summary of Findings | <p>20 students attempted and successfully completed the overall assessment in the past year. All students demonstrated proficiency on each of the evaluation criteria within the range of Excellent/Great rated as four (4) to Good/ Acceptable rated as three (3). Four groups of 5 students were evaluated in and through this final evaluation with the breakdown as follows: Two groups rated all fours (4s) in each of the four evaluation criteria categories; the remaining two groups rated two – fours(4s) and two – threes(3s) for their final project.</p> <p>All groups and by extension all students rated 4s for the first criteria of <i>Developmental Appropriateness</i> and the final criteria of <i>Student Centered</i>. Though successful overall, half of the students (2 groups) seemed to be a bit more challenged by adhering to the <i>Lesson Plan Format</i> and building <i>Exponential Learning</i>.</p> |
| Implications | <p>Based upon the assessment findings, the program met its learning objectives very well. While the program recognizes the during the first year of the program, students often have certain struggles in the development of lesson plans and sequences, as they are informed by theory and not hands-on experience of teaching and working with students; the findings herein will to some extent inform the focus of the teaching/learning as this current group of students transition into student teachers during the second year of the program.</p> <p>Additionally these findings will inform the teaching of lesson planning and sequential development for the incoming class of 2015 – as more time and focus will be spent on the comprehensive nature of the lesson plan format – as it is a way for students to think about engaging in and procuring student centered teaching/learning. More emphasis will also be placed on how to build one lesson to the next so to secure prior learning for students.</p> |

Attachment 1: Guidelines

Objectives addressed:

Objective: Develop the ability to reflect upon, distill and interpret complex materials and present them thoughtfully and succinctly in clearly written form; be open to dialoguing with and learning from other members of the course.

Objective: Become insightful about, and take responsibility for, personal development and recognize its on-going importance to becoming and being an insightful and imaginative art teacher of adolescents.

Assessment Overview:

This assessment focuses upon the development of a sequence of six art lessons intended for adolescents. Sequences must consider and acknowledge artistic developmental theory and focus upon exponential student learning; as discussed in *Artistic Development: Adolescence through Adulthood*. Format of lessons as discussed in class must be followed.

1. Introduction

The introduction describes and includes:

- Number of lessons in the sequence
- The length of each lesson
- The target audience for which the lesson(s) were designed
- Ways that the materials chosen match or “fit” the learning
- Any other information that helps to “set the scene” for your lesson plans (refer to readings to support your points)

2. Theoretical Overview

- a. Previous Development
 - i. Describe the phase of development from which students are emerging- indicating what they are now capable of in terms of their art making (refer to readings to support your points)
- b. Present Phase of Development
 - i. Describe the current stage of development of students (refer to readings to support your points)

3. Observation

- a. Characterize the group of students you have been observing and for which the sequence is planned
 - i. Where are students “developmentally”?
 - ii. With what are students at ease (artistically)?
 - iii. With what do students struggle (artistically)?
 - iv. What experiences have students had with materials?
 - v. Are students familiar with dialoguing?
 - vi. Include all significant material that best informs and illustrates the group for whom you are planning

4. Rationale for Lesson Sequence

- a. Define the artistic concept(s) you aim to support through your sequence of lessons
- b. Detail how your planning (motivations, materials, sequencing, and consideration of development) is most effective in reinforcing your aim. At least one page in length. (refer to readings to support your points)

5. Lesson Plan Sequence

- a. The sequence should include the following:
 - i. Big/Umbrella Objective of Sequence
 - ii. A sequence of six (6) lesson plan objectives (outline format)
 - iii. 3 lessons fully realized lessons (2 of which to be sequential)
 - 1. Each Lesson Plan should include:

- a. Title:
- b. Activity:
- c. Number in Group and Age:
- d. Objective:
- e. Materials:
- f. Time Allotted:
- g. Rationale:
 - 1. Motivational Dialogue
 - a. Topic Question
 - b. Association
 - c. Recap
 - d. Visualization
 - e. Recap
 - f. Transition to Work

NOTE: Dialogue section must be written with teacher questions and perceived student responses. (It should read like the dialogue of a play)

6. A Word to the Substitute Teacher

- a. How might you inform a substitute teacher to be able to execute your lessons effectively at any given time on any given day?
 - Specify:
 - a. How student come into the studio
 - b. Ways that materials are distributed
 - c. Where materials are stored
 - d. Length of class
 - e. The way that the dialogue is conducted
 - f. Clean-up procedures
 - g. Other significant aspects of art room learning, procedures and protocols that are necessary for effective art learning and activities

7. Bibliography

- a. Please use APA format (material should come from Dr. Burtons' class list and other pertinent scholarship)

Attachment 2: Scoring Guide or Evaluation Rubric

Levels of Performance for (Group) Sequential Lesson Paper

| | Excellent/ Great A+, A, (4) (A-) | Good/Acceptable B+ B (3) | Fair/ Needs Improvement B-, C+, C (2) | Unsatisfactory/ Unacceptable C- and below (1) |
|--|--|--|---|---|
| Developmentally Appropriate | Sequence fully acknowledges where students are in their artistic | Sequence often acknowledges where students are in their artistic development | Sequence basically acknowledges where students are in their | Sequence barely acknowledges where students are in their artistic development |

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| | development | | artistic development | |
| Lesson Flow & Format | Lessons/ Sequence always demonstrates a student centered, dialogic format as discussed in class | Lessons/ Sequence usually demonstrates a student centered, dialogic format as discussed in class | Lessons/ Sequence basically demonstrated a student centered, dialogic format as discussed in class | Lessons/Sequence rarely demonstrates a student centered, dialogic format as discussed in class |
| Exponential Learning | Learning in lesson sequence wholly builds upon prior student learning; from one lesson to another | Learning in lesson sequence largely builds upon prior student learning; from one lesson to another | Learning in lesson sequence occasionally builds upon prior student learning; from one lesson to another | Learning in lesson sequence scarcely builds upon prior student learning; from one lesson to another |
| Student Centered | Content abundantly considers students' ages, developmental levels, interests and abilities | Content mostly considers students' ages, developmental levels, interests and abilities | Content often considers students' ages, developmental levels, interests and abilities | Content infrequently considers students' ages, developmental levels, interests and abilities |

Attachment 3: Summary of Findings

As this was a group project, the 20 students in the class were broken into four groups of five participants, which accounts for why only 4 projects were graded. The chart below offers the level of performance per each group per each category as indicated on the rubric as well as across the board. (Final analysis is that 100% of the participants received a grade of Excellent/Great (A+, A, A-) as stipulated by the rubric- for this final project)

| | <i>Developmentally Appropriate</i> | <i>Lesson Flow & Format</i> | <i>Exponential Learning</i> | <i>Student Centered</i> | Final Grade |
|------------------------------------|------------------------------------|--|------------------------------|------------------------------|---|
| Group #1 (5participants) | Excellent/ Great A+ | Excellent/Great A | Excellent/Great A | Excellent/Great A | Excellent/Great A |
| Group #2 (5participants) | Excellent/ Great A | Good/Acceptable B+ | Excellent/Great A- | Excellent/Great A | Excellent/Great A- |
| Group #3 (5participants) | Excellent/ Great A+ | Excellent/Great A+ | Excellent/Great A+ | Excellent/Great A+ | Excellent/Great A+ |
| Group #4 (5participants) | Excellent/ Great A | Excellent/Great A- | Excellent/Great A- | Excellent/Great A | Excellent/Great A- |
| | 100%Excellent/ Great | 75%Excellent/ Great 25% Good/Acceptable | 100%Excellent/ Great | 100%Excellent/ Great | 100%Excellent/ Great 25% A+ 25% A 50% A- |

Example F4: Masters Action Research Project (Literacy Specialist)

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| Assignment Title | Masters Action Research Project |
| Course | n/a |
| Description | <p>This assessment tracks the cyclical process of research-reflection-instruction that grounds the meaningful, responsive nature of literacy education. Candidates will use what they learn from closely assessing children’s literacy and then draw upon course material and program readings, mentorships and experiences in the classroom, and independent research in order to develop expertise in an area relevant to students’ strengths and needs, and then candidates design interventions and instruction in that area. The candidate then teaches students and collects evidence of student growth, and then uses that evidence to inform revised teaching plans. The candidate participates in this cycle of research, planning, teaching, analysis, and further planning repeatedly, across at least four cycles. Each cycle of teaching and research builds upon the previous cycle and hones in on a particular aspect of the overall topic.</p> |
| Learning Objectives/ Outcomes | <p><u>IRA standard 1.1</u> –Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <p>TC standard S1.2 – Application of Research to Practice</p> <p><u>IRA standard 1.2</u> –Demonstrate knowledge of reading research and histories of reading.</p> <p>TC standard K1.2 - Relationship between Research and Practice</p> <p><u>IRA standard 1.3</u> – Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.</p> <p>TC standard K3.2 – Knowledge about Learners and Learning</p> <p><u>IRA standard 2.2</u> –Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.</p> <p>TC standard K3.3 – Knowledge about Curriculum and Teaching</p> <p><u>IRA standard 3.1</u> – Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p> <p>TC standard S1.3 – Use of Research and Inquiry Methods in Practice</p> <p><u>IRA standard 3.2</u> – Place students along a developmental continuum and identify students’ proficiencies and difficulties.</p> |

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| | <p>TC standard S1.3 – Use of Research and Inquiry Methods in Practice</p> <p>IRA standard 3.3 – Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.</p> <p>TC standard S1.2 – Application of research to practice</p> <p>IRA standard 4.1 –Use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p> <p>TC standard K5.1 –Democracy, Equity, and Schooling</p> <p>D5.1 – Respect for Diversity and Commitment to Social Justice</p> <p>IRA standard 5.1 – Display dispositions related to reading and the teaching of reading.</p> <p>TC standard S1.1 - Self-Critique and Reflection</p> <p>D1.1 - Open-mindedness and Commitment to Inquiry and Reflection</p> <p>D2.1 - Commitment to Profession, Ethics and Lifelong Learning</p> <p>IRA standard 5.2 – Continue to pursue the development of professional knowledge and dispositions.</p> <p>TC standard K1.1 - Research and Inquiry Methods</p> <p>K2.1 - Continuum of Lifelong Learning</p> <p>S2.1 - Planning, Implementation and Evaluation of Professional Growth</p> <p>IRA standard 5.3 – Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.</p> <p>TC standard K4.1 – Processes and Strategies of Effective Cooperation and Collaboration</p> <p>S4.1 –Interaction and Collaboration</p> <p>D4.1 –Willingness to Cooperate</p> |
| Assessment Process | <p>The Literacy Specialist program introduces students to the Masters Action Research Project in a one-semester seminar offered every other week during fall semester. Students are introduced to the idea of teachers as researchers and teaching as inquiry, and conduct a mini-project so as to gain experience in the process of finding and framing a problem, collecting data, interpreting those data, and using their interpretations to design the next cycle of inquiry. They also learn to become conscious of their positionality and how that shapes the process of collecting and interpreting data. During the second semester, students are expected to conduct action research independently, however, 3-4 workshops are offered to provide additional support. Students submit a draft that reports their first cycle of research, and the seminar instructor provides feedback based on the rubric.</p> |

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| | Students are expected to use the rubric to reflect on their project as it develops. As the final step in the process, the seminar instructor uses the rubric to evaluate the final action research projects. |
| Summary of Findings | The findings indicate that all students succeeded on this assessment. The mean rating for the criteria ranged from 3.1 to 3.7, yet the 3.7 was an outlier, and the rest of the ratings were either 3.1 or 3.2. This demonstrates that students were successful in meeting the standards for the action research project. The 3.1 and 3.2 rating demonstrated that students had the knowledge, skills, and dispositions that were essential to approaching teaching as inquiry. The difference between a rating of 3 and 4 was the depth and sophistication of their inquiries. The outlier rating of 3.7 represented the students consistent commitment to collaboration and communication with peers, which the faculty regarded as a strength. |
| Implications | The students' performance on this assessment provides evidence that they have developed the knowledge, skills, and dispositions of teacher researchers. Seminar instructors are constantly pushing students to improve their action research, but these assessment data suggest the need to discuss ways to help students become more sophisticated in collecting and interpreting data, and designing learning experiences based on what they have learned. One challenge the program faces is that many students elect to complete the program in one academic year, which means they are taking classes and conducting action research simultaneously. Although this can and does promote theory-practice connections, students find themselves overloaded. There might be ways to better align their research with coursework, and this is an avenue the faculty will consider. |

Attachment 1: Guidelines

Master's Action Research Project

This assessment tracks the cyclical process of research-reflection-instruction that grounds the meaningful, responsive nature of literacy education. Using what you observe and learn about children's literacy practices in your fieldwork and experiences in the classroom, focus on a topic of interest that you will continue to research throughout the academic year. Your topic should be broad enough to allow you to engage in three to four cycles of research-reflection-instruction throughout the year, each time building upon the previous cycle and honing in on a particular aspect of that topic that inspires you keep investigating students in action and your work as a literacy teacher.

The understanding that truly meaningful, responsive teaching draws from continual shifting among the stages of research-reflection-instruction is at the core of this project. Therefore, we expect your final project to be organized, but messy in the sense that such teaching can never be linear or sequential.

Literacy teachers research what children are doing in their literacy work, think about what that research reveals about those children and one's own teaching, and then try something new to help instruct students. Sometimes, that requires you to gather lots of data from lots of places during a research stage, holding several conferences with a particular child, photocopying notebook entries

and Post-it notes, conducting interviews, or even sitting back and observing the child in different parts of the school setting.

At first, the data may seem cumbersome and directionless. The next stage of the cycle—reflection—affords you the opportunity to soak in the data and plan instruction or decide which aspects to research further. This part of the project may include your own journal entries and comments about your research. Include discussions about you make sense of the data you collected and how your analysis helps you get closer to understanding your topic.

The third stage—instruction—is the point at which you experiment and try out your plans for addressing the child’s needs. Discuss the results of these attempts. Naturally, this process leads back to the research stage, allowing you to refine your focus within your topic of interest, begin the cycle anew with sharper lenses for research, and become skilled at the topic you are studying.

Throughout the project, it is helpful to reference any literature or coursework that you have read around this topic and that influences your analyses and decisions.

Attachment 2: Scoring Guide or Evaluation Rubric
Master's Action Research Project Rubric

| | Strong | Acceptable | Needs Revision | Unacceptable |
|--|---|--|---|---|
| <p>IRA standard 1.1 – <i>Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</i></p> <p>TC standard S1.2 – <i>Application of Research to Practice</i></p> | <p>Student analyzes and interprets data from multiple perspectives, supported by the relevant literature.</p> <p>Student significantly supported children's work with assessment and instruction grounded in knowledge from relevant literature.</p> | <p>Student analyzes and interprets data with some references to literature.</p> <p>Student supported children's work with assessment and instruction grounded in knowledge from relevant literature.</p> | <p>Student analyzes and interprets data with few references to literature.</p> <p>Student partially supported children's work with assessment and instruction grounded in knowledge from relevant literature.</p> | <p>Student does not analyze and interprets data with references to literature.</p> <p>Student did not support children's work with assessment and instruction grounded in knowledge from relevant literature.</p> |
| <p>IRA standard 1.2 – <i>Demonstrate knowledge of reading research and histories of reading.</i></p> <p>TC standard K1.2 - <i>Relationship between Research and Practice</i></p> | <p>Student demonstrates a sophisticated understanding of how action research informs practice and how practice provides research opportunities.</p> <p>Student significantly supported children's work through the process of research-reflection-action.</p> | <p>Student demonstrates an understanding of how action research informs practice and how practice provides research opportunities.</p> <p>Student supported children's work through the process of research-reflection-action.</p> | <p>Student demonstrates a partial understanding of how action research informs practice and how practice provides research opportunities.</p> <p>Student partially supported children's work through the process of research-reflection-action.</p> | <p>Student does not demonstrate understanding of how action research informs practice and how practice provides research opportunities.</p> <p>Student did not support children's work through the process of research-reflection-action.</p> |
| <p>IRA standard 1.3 – <i>Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.</i></p> <p>TC standard K3.2 – Knowledge about Learners and Learning</p> | <p>Student demonstrates sophisticated understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.</p> | <p>Student demonstrates understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.</p> | <p>Student demonstrates partial understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.</p> | <p>Student does not demonstrate understandings about literacy learning and individual readers and writers in the action research design, implementation, and action taken.</p> |

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| <p>IRA standard 2.2 – <i>Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.</i></p> <p>TC standard K3.3 – <i>Knowledge about Curriculum and Teaching</i></p> | <p>Student demonstrates sophisticated knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken.</p> <p>Student takes various actions and identifies their effects student learning.</p> | <p>Student demonstrates knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken.</p> <p>Student takes some action and identifies their effects student learning.</p> | <p>Student demonstrates partial knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken.</p> <p>Student takes few actions or partially identifies the effects of few actions on student learning.</p> | <p>Student does not demonstrate knowledge about literacy curriculum and teaching in the action research design, implementation, and action taken.</p> <p>Student does not take action or does not identify the effect of action on student learning.</p> |
| <p>IRA standard 3.1 – <i>Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</i></p> <p>TC standard S1.3 – <i>Use of Research and Inquiry Methods in Practice</i></p> | <p>Student collects appropriate data from multiple sources to clarify identified problems in imaginative and/or highly effective ways.</p> | <p>Student collects appropriate data to clarify identified problems and potential action.</p> | <p>Student collects some appropriate data to clarify identified problems and potential action.</p> | <p>Student does not collect appropriate data to clarify identified problems and potential action.</p> |
| <p>IRA standard 3.2 – <i>Place students along a developmental continuum and identify students’ proficiencies and difficulties.</i></p> <p>TC standard S1.3 – <i>Use of Research and Inquiry Methods in Practice</i></p> | <p>Student describes, with vivid examples, problem based on situational analysis and sophisticated reflection of literacy issues and student learning.</p> | <p>Student describes, with examples, problem based on situational analysis and reflection of literacy issues and student learning.</p> | <p>Student describes problem based on some situational analysis and some reflection of literacy issues and student learning.</p> | <p>Student does not describe problem based on situational analysis and does not reflect on literacy issues and student learning.</p> |

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| <p>IRA standard 3.3 – <i>Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.</i></p> <p>TC standard S1.2 – <i>Application of research to practice</i></p> | <p>Student plans and takes significant action based on sophisticated reflection of findings.</p> <p>Student systematically assesses intended and unintended results of action taken for student learning, from multiple perspectives, supported by relevant literature, and plans appropriate further research and action.</p> | <p>Student plans and takes action based on findings.</p> <p>Student assesses results of action for student learning, with references to literature, and plans further research and action.</p> | <p>Student plans, but takes little or no action based on findings.</p> <p>Student partially assesses results of action for student learning and makes some plans for further research and action.</p> | <p>Student does not plan action based on findings.</p> <p>Student does not demonstrate assessment of the results of action for student learning nor plans further research and action.</p> |
| <p>IRA standard 4.1 – <i>Use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.</i></p> <p>TC standard K5.1 – <i>Democracy, Equity, and Schooling</i></p> <p>D5.1 – <i>Respect for Diversity and Commitment to Social Justice</i></p> | <p>Student systematically designs action research as a means for learning about issues of inclusion.</p> <p>Student shows a significant concern about how action research can enhance the literacy teaching and learning of all students.</p> <p>Student’s research and action reflects significant work that moves children’s work forward, based on sophisticated consideration of children’s interests, abilities, and backgrounds.</p> | <p>Student designs action research as a means for learning about issues of inclusion.</p> <p>Student shows a concern about how action research can enhance the literacy teaching and learning of all students.</p> <p>Student’s research and action reflects work that moves children’s work forward, based on consideration of children’s interests, abilities, and backgrounds.</p> | <p>Student partially designs action research as a means for learning about issues of inclusion.</p> <p>Student shows some concern about how action research can enhance the literacy teaching and learning of all students.</p> <p>Student’s research and action reflects some work that attempts to move children’s work forward, based on consideration of children’s interests, abilities, and backgrounds.</p> | <p>Student does not design action research as a means for learning about issues of inclusion.</p> <p>Student does not show a concern about how action research can enhance the literacy teaching and learning of all students.</p> <p>Student’s research and action does not reflect work that moves children’s work forward, based on consideration of children’s interests, abilities, and backgrounds.</p> |
| <p>IRA standard 5.1 – <i>Display dispositions related to reading and the teaching of reading</i></p> | <p>Student demonstrates that he/she has some exposure to the literature and is critically open to identifying a question that is inherent</p> | <p>Student demonstrates that he/she has some exposure to the literature and is open to identifying a question that is inherent in practice.</p> | <p>Student demonstrates that he/she has some exposure to the literature, but has difficulty identifying a question that is inherent in</p> | <p>Student does not demonstrate that he/she has exposure to the literature or is not open to identifying a question that is</p> |

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| <p>TC standard S1.1 - <i>Self-Critique and Reflection</i></p> <p>D1.1 - <i>Open-mindedness and Commitment to Inquiry and Reflection</i></p> <p>D2.1 - <i>Commitment to Profession Ethics and Lifelong Learning</i></p> | <p>in practice.</p> <p>Student adheres strictly to the research by making adjustments to the design and reflects on the process.</p> <p>Student reflects significantly on the quality of research question and on the overall project throughout the process and upon its completion.</p> <p>Student significantly reflects on his or her continued professional growth and position as a learner as a result of conducting action research.</p> <p>Student significantly reflects on ethics in conducting own action research.</p> | <p>Student adheres to the research by making adjustments to the design and reflects on the process.</p> <p>Student reflects on the quality of research question and on the overall project upon its completion.</p> <p>Student reflects on his or her continued professional growth and position as a learner as a result of conducting action research.</p> <p>Student reflects on ethics in conducting own action research.</p> | <p>practice.</p> <p>Student adheres loosely to the research by making some adjustments to the design and reflects on the process.</p> <p>Student partially reflects on the quality of research question and on the overall project upon its completion.</p> <p>Student partially reflects on his or her continued professional growth and position as a learner as a result of conducting action research.</p> <p>Student partially reflects on ethics in conducting own action research.</p> | <p>inherent in practice.</p> <p>Student does not adhere to the research by making adjustments to the design and reflects on the process.</p> <p>Student does not reflect on the quality of research question and on the overall project upon its completion.</p> <p>Student does not reflect on his or her continued professional growth and position as a learner as a result of conducting action research.</p> <p>Student does not reflect on ethics in conducting own action research.</p> |
| <p>IRA standard 5.2 – <i>Continue to pursue the development of professional knowledge and dispositions.</i></p> <p>TC standard K1.1 - <i>Research and Inquiry Methods</i></p> <p>K2.1 - <i>Continuum of Lifelong Learning</i></p> <p>S2.1 - <i>Planning, Implementation and Evaluation of Professional Growth</i></p> | <p>Student wrote a sophisticated research plan demonstrating a sophisticated understanding of research methods.</p> <p>Student sees the action research project as one of the milestones in his /her learning and professional development.</p> <p>Student designs and implements significant action based on research that is designed, conducted,</p> | <p>Student wrote a research plan demonstrating an understanding of research methods.</p> <p>Student sees the action research project as a step in his/her learning and professional development.</p> <p>Student designs and implements action based on research that is designed, conducted, and interpreted. Student then evaluates the action in terms of its</p> | <p>Student wrote a research plan demonstrating partial understanding of research methods.</p> <p>Student sees the action research project as part of a graduate school requirement.</p> <p>Student designs and implements action based on research that is not well designed, conducted, and interpreted. Student partially evaluates the action</p> | <p>Student did not write a research plan demonstrating understanding of research methods.</p> <p>Student does not see the action research project as important to his/her learning experience.</p> <p>Student designs and implements action based on research that is not properly designed, conducted, and interpreted. Student does not evaluate the action in</p> |

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| | and interpreted in a sophisticated manner. Student systematically evaluates the action in terms of its effectiveness and his/her professional growth. | effectiveness and his/her professional growth. | and its effectiveness, but with little evidence of evaluation of his/her professional growth. | terms of its effectiveness and his/her professional growth. |
| <p>IRA standard 5.3 – <i>Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.</i></p> <p>TC standard K4.1 – <i>Processes and Strategies of Effective Cooperation and Collaboration</i></p> <p>S4.1 – <i>Interaction and Collaboration</i></p> <p>D4.1 – <i>Willingness to Cooperate</i></p> | <p>Student actively participated in the action research seminar where inquiry methods were discussed.</p> <p>Student regularly shared data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice.</p> <p>Student regularly provided feedback for colleagues about their own research and practice.</p> | <p>Student participated in the action research seminar where inquiry methods were discussed.</p> <p>Student shared data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice.</p> <p>Student provided feedback for colleagues about their own research and practice.</p> | <p>Student minimally participated in the action research seminar where inquiry methods were discussed.</p> <p>Student minimally shared data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice.</p> <p>Student minimally provided feedback for colleagues about their own research and practice.</p> | <p>Student missed sessions and rarely participated in the action research seminar where inquiry methods were discussed.</p> <p>Student did not share data, assessments, reflections, and instructional plans with colleagues for feedback about ways to improve research and practice.</p> <p>Student did not provide feedback for colleagues about their own research and practice.</p> |

Attachment 3: Summary of Findings

| YEAR | N | Foundational Knowledge | Reading Research and History | Language Development | Instructional Approaches | Use of Assessment | Students' Proficiencies and Difficulties | Differentiated Instruction | Use of student Interest | Reading Dispositions | Professional Knowledge & Dispositions | Work with Colleagues |
|---------------------------|----|------------------------|------------------------------|----------------------|--------------------------|-------------------|--|----------------------------|-------------------------|----------------------|---------------------------------------|----------------------|
| YEAR 1 (200805-200901) | 37 | 3.7 | 3.8 | 3.8 | 3.7 | 3.7 | 3.8 | 3.7 | 3.7 | 3.7 | 3.7 | 3.8 |
| YEAR 2 (200905-201001) | 35 | 3.7 | 3.5 | 3.6 | 3.4 | 3.3 | 3.6 | 3.3 | 3.4 | 3.4 | 3.3 | 3.6 |
| YEAR 3 (201005-201101) | 45 | 3.4 | 3.7 | 3.4 | 3.6 | 3.4 | 3.7 | 3.6 | 3.3 | 3.2 | 3.5 | 3.9 |
| YEAR 4 (201105-201201) | 50 | 3.5 | 3.5 | 3.5 | 3.6 | 3.3 | 3.5 | 3.5 | 3.5 | 3.5 | 3.4 | 3.9 |
| YEAR 5 (201205-201301) | 49 | 3.3 | 3.2 | 3.2 | 3.3 | 3.2 | 3.3 | 3.4 | 3.3 | 3.3 | 3.2 | 3.8 |
| YEAR 6 (201305-201401) | 47 | 3.2 | 3.2 | 3.1 | 3.1 | 3.1 | 3.1 | 3.1 | 3.2 | 3.1 | 3.1 | 3.7 |
| YEAR 7 (201405-201501) | 18 | 3.3 | 3.4 | 3.3 | 3.4 | 3.2 | 3.2 | 3.2 | 3.3 | 3.3 | 3.2 | 3.3 |

Example F5: Doctoral Dissertation (Curriculum and Teaching)

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| Assignment Title | Doctoral Dissertation |
| Course | <p>Students are required to prepare a dissertation proposal and to present it for official approval in dissertation seminar (C&T 7500/7501). Students are required to take two semesters of dissertation seminar (C&T 7500 and/or 7501 in any order) unless they successfully defend their proposal in the first semester of dissertation seminar.</p> <p>After the students successfully defend their proposal in the dissertation seminar, they are required to enroll in dissertation advisement (C&T 8900) to receive guidance from their sponsor while writing their dissertation.</p> |
| Description | <p>The dissertation submitted in partial fulfillment of the requirements for Degree of Doctor of Education in Curriculum and Teaching is an extensive written document reporting a disciplined, scholarly investigation of an educational issue. The dissertation's contribution to the field of Curriculum and Teaching must be in the extension of the influence of defensible professional practice, conceptualization, or theory into new areas of experience and/or by means previously unexplored.</p> <p>The steps in preparing a dissertation include:</p> <ul style="list-style-type: none"> • <u>Dissertation Proposal</u>: The student prepares a dissertation proposal according to the departmental program requirements. Proposals may vary according to the nature of the study and the method of investigation used but ordinarily includes statement of the purpose, the problem or hypothesis, the procedures and the competencies and resources needed. Among other components, the proposal normally includes a tentative outline of the stages for the development of the dissertation. The student's dissertation proposal must be approved by his or her Dissertation Committee and Department at a formal meeting called the Dissertation Proposal Hearing. • <u>IRB Review</u>: After the successful Dissertation Proposal Hearing, the student applies for Institutional Review Board (IRB) approval. IRB approval is required regardless whether or not the student used human subjects. • <u>Oral Defense</u>: The purpose of the Dissertation Oral Defense is to determine the acceptability of the dissertation and to assess the need for revisions prior to preparation of the first deposit. Under the guidance of the Dissertation Committee, the student prepares an initial draft of the dissertation for critique and recommendations. The Dissertation Committee determines if the dissertation is ready for the Dissertation Oral Defense. The Dissertation Oral Defense is held on a set date and a specific time for two hours. The student will be asked to make a brief presentation (usually 10-15 minutes), including what he or she did, what the findings were, and what the |

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| | <p>significance of the findings is in the student's field of specialization. The assembled committee will then engage the student in a discussion of the study. Questioning begins with the sponsor, who is followed by the other committee member, one of the outside readers, and the other outside reader, who is the chair of the defense committee (although this order is rarely strictly maintained so that examiners can ask follow-up questions). Following that discussion, the student will be asked to allow the committee a period of privacy while they reach a decision with regard to the manuscript itself, the student's presentation of the study, and his or her response to their questions and comments.</p> |
| <p>Learning Objectives/ Outcomes</p> | <p>The quality of the dissertation will be determined by the candidate's demonstrated performance in the following areas:</p> <ol style="list-style-type: none"> 1. Thorough knowledge, analysis, and synthesis of appropriate related literature, 2. Creative application of available pertinent knowledge to the problematic situation or question under consideration, 3. Evidence of social science, historical, or philosophical research techniques, 4. Consideration of implications for practice and/or further research, 5. A clearly organized, well-written final document developed in adherence with the appropriate form for the type of research being undertaken as well as accepted standards of accuracy, thoroughness and logical reasoning, 6. Application of the conventional tenets of academic scholarship. <p>The dissertation proposal and the dissertation are formal academic work products and as such are expected to follow the conventions of scholarly writing. The dissertation proposal, when submitted to the dissertation committee, and the dissertation, when submitted to the dissertation oral defense committee, must be complete and free of errors in form, style, spelling, and grammar.</p> |
| <p>Assessment Process</p> | <p>Each dissertation is guided and supervised by two or more faculty members (one of whom serves as a dissertation sponsor) known as the Dissertation Committee. The dissertation sponsor is usually the candidate's major advisor but may be another professor if the major advisor approves.</p> <p>The Ed.D. Dissertation Oral Defense Committee consists of (a) the Dissertation Committee (usually 2 faculty members) and (b) two other faculty members whose specializations are related to the dissertation's subject matter. One of the latter two faculty members is selected by the student and the Dissertation Committee. This Committee member typically serves as the Oral Defense Chair and may not be from an institution outside of Teachers College or Columbia University. The fourth member is assigned by the Office of Doctoral Studies as the external examiner and is</p> |

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| | <p>the member of the Committee that is from outside the student's department.</p> <p>The members of the Dissertation Oral Defense Committee may vote the results as follows:</p> <ul style="list-style-type: none"> • The dissertation is deemed acceptable, subject to minor revisions. • The dissertation is deemed acceptable, subject to major revisions. • The dissertation is deemed unacceptable, the candidate is not recommended for the degree. <p>At the conclusion, the Committee signs the Dissertation Oral Defense Report form to indicate the candidate's status after the Dissertation Oral Defense. If the Committee agrees by majority vote that the dissertation is acceptable or can be made acceptable with minor changes approved by the Dissertation Sponsor, the candidate receives a pass for the Dissertation Oral Defense and may proceed with the preparation of the first deposit. If the Committee accepts the Dissertation Oral Defense but requires substantial changes in the dissertation, the revised version must be approved by the Dissertation Sponsor and one other member. These two faculty members become the Dissertation Revisions Committee. If the Dissertation Oral Defense is judged unsatisfactory the candidate may have the privilege of another Doctoral Dissertation Defense only by permission of the Ed.D. Committee. No more than two Dissertation Oral Defenses are allowed.</p> |
| <p>Summary of Findings</p> | <p>In the last academic year (2013-14), sixteen doctoral students defended their dissertations. Of those sixteen, fourteen passed with minor revisions, and two passed with major revisions. All submitted their revisions, and their revisions were approved. All sixteen graduated during the 2013-2014 academic year.</p> |
| <p>Implications</p> | <p>Developing a high-quality dissertation is a demanding process that can take several years to complete. Further, faculty across the Department of Curriculum and Teaching are involved in the process. Under these circumstances, the number and quality of the dissertations completed this year are consistent with our expectations. Nonetheless, we continue to work on increasing the support available to students involved in the dissertation process. In the coming year, we expect that this will include developing colloquia as well as peer mentoring and writing groups that can give doctoral students in Curriculum and Teaching opportunities to share and discuss their work with one another and with members of the faculty inside and outside the department.</p> |

Attachment 1: Guidelines

[Requirements for the Degree of Doctor of Education](#)

[Requirement for the Degree of Doctor of Philosophy](#)

Attachment 2: Scoring Guide or Evaluation Rubric

[Dissertation Oral Defense](#)

Appendix G: Assessment Framework

| DECISION POINT | DIRECT ASSESSMENT OF STUDENT LEARNING | FEEDBACK FROM STUDENTS | INSTITUTIONAL DATA | |
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| ADMISSION | <ul style="list-style-type: none"> - Transcript review of prior educational experiences, GPA - Test scores, e.g., GRE, TOEFL - Review of application materials including statement of purpose/essay, letters of recommendation, work samples, etc. - Interview | <ul style="list-style-type: none"> - New Admit Survey | <ul style="list-style-type: none"> - Application and yield data | |
| ACADEMIC COURSEWORK | <ul style="list-style-type: none"> - Transcript review/course grades in required/core courses - Key course embedded assessments/portfolio review - Co-curricular requirements , e.g., service learning, workshop attendance, etc. | Annual Evaluation of Student Progress/Advisor Check-in | <ul style="list-style-type: none"> - Course Evaluations - Student Satisfaction Survey - Student Focus Groups | <ul style="list-style-type: none"> - Enrollment data - Retention data |
| CLINICAL EXPERIENCE | <ul style="list-style-type: none"> - Performance evaluation by supervising faculty - Performance evaluation by cooperating practitioners - Products/portfolio review | | <ul style="list-style-type: none"> - Clinical Experience Evaluation, e.g., Student Teaching Feedback Survey | |
| GRADUATION | <ul style="list-style-type: none"> - Comprehensive exam - Master's project - Doctoral certification exam - Dissertation proposal - Dissertation defense | | <ul style="list-style-type: none"> - Exit Survey - Exit Interview | <ul style="list-style-type: none"> - Graduation data |
| POST-GRADUATION | <ul style="list-style-type: none"> - Licensing exam - Performance evaluation by employer | | <ul style="list-style-type: none"> - Alumni Feedback Survey - Alumni Focus Groups - Employer Survey - Employer Focus Groups | <ul style="list-style-type: none"> - Employment status data - Further education data - Other achievements, e.g., publications, awards, etc. - Alumni involvement and giving |

Appendix 3E: Key Assessments by Program

| Program | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 | Assessment 5 |
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| Applied Linguistics/TESOL | Unit plan | Student Teaching Summative Evaluation | Pedagogical Position Paper | Emergent Literacy Project | Teacher Research Project |
| Applied Physiology | Objective Structured Clinical Exam | Case Studies | Research Seminar Presentation | Opinion Brief | Master's Project |
| Art & Art Education | Adolescent interview paper | Adolescent Sequential Lesson Paper | Curriculum Design Group Project | Student Teaching Observations | Reflective Journal |
| Communication Sciences | Pre-Clinical Assessment | Practicum Evaluation | Externship Evaluation | Test Reviews | Evaluation Planning, Assessment & Report |
| Curriculum and Teaching | Course Grades in Selected Content Courses | Social Justice Final Project | Curriculum Framework Project | Curriculum Theory and History Project | Integrative Master's Project |
| Deaf & Hard of Hearing | Instruction Unit Curriculum Project | Student Teaching Evaluation | Language Analysis Project | Reading Curriculum Project | Master's Action Research Project |
| Developmental Psychology | Clinical Interview Assignment | Group Research Proposal | Policy Brief and Final Exam | Term Paper in Response to "Three Bag" Activity | Special Research Project |
| Health Education | HBSS 4100 Course Competency Evaluation Project | HBSS 4102 Course Competency Evaluation Project | HBSS 4114 Course Competency Evaluation Project | HBSS 4118 Course Competency Evaluation Project | HBSS 4160 Course Competency Evaluation Project |
| Higher Education | Group Assessment Project | Final Research Proposal | Group Research Project | E-portfolio Assignment | Culminating Master's Project |
| International and Comparative Education | ITSF 5090 Final Project | ITSF 4101 Intro to Quant Methods | ICE Internship Reflections | ITSF 4090 Group Project and Presentation | Student Evaluation of ITSF 4025, ITSF 4613 ITSF 5006, or ITSF 5008 |
| Music Education | Comprehensive Musicianship | Student Teaching Lesson Plan | Student Teaching Evaluation | Teaching Project | Professional Portfolio |

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| Neuroscience & Education | Take-home and In-class Exams | Research Proposal | Critical Research Summary | "Brain Awareness Week" Presentation | Master's Thesis |
| Psychological Counseling | Paper, Midterm and Final Project Midterm and Final Exam Questions | Counseling Skills II Evaluation | Fieldwork Evaluation by Supervisor | Counselor Preparation Comprehensive Examination (CPCE) | Ed.M. Special Project |
| Social Organizational Psychology | Research Article Critique | ORLJ 5045 Final Paper | Final Paper (Paper 3) | Practicum Client Consulting Team Project | MA Comprehensive Exam |
| Psychology in Education | Presentation | Paper | Research Paper | Global Mental Health Final Exam | Master's Integrative Project |
| Sociology & Education | Colloquium Essay | Narrative Essay | Formative Evaluation Design | Integrative Literature Review | a. Master's Essay or b. Master's Exam |
| Summer Principal Academy | Data Driven Audit | Curriculum Case Study | Administrative Internship Evaluation | Leadership Initiative Project | New School Design Project |
| Urban Education Leaders Program | NYS School District Leader Exams | Comprehensive District Improvement Plan | Intern's Performance Evaluation by Supervisor | Action Research Project | Coordination of Community Services Plan |

Appendix 3F: Program Changes in Response to Alumni and Student Feedback

| Program | Mission, Identity, Goals | Curriculum and Assessment | Learning Environment | Resources | Certificates, Digital Learning, Study Abroad |
|---------------------------|------------------------------------|--|---|--|---|
| Applied Linguistics/TESOL | Making AL and TESOL more distinct. | Master's Project options and support Curriculum changes in response to edTPA | Recruiting more minority students Responsiveness to student feedback | New TESOL k-12 faculty | Considering study abroad and online learning |
| Applied Physiology | Developing concentrations | Curriculum review against national standards Meeting diverse student needs through differentiated courses (beginner/advanced) Optional internship opportunities Master's and doctoral seminar | Alumni events | Labs and equipment Technology updates | Developing advanced certificates Offering blended format courses |
| Art & Art Education | | Diversity, definition and application Curriculum changes in response to edTPA Feedback on assignments | | New Media Myers Studio | |
| Communication | | Curriculum review | | Opportunities for | |

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| Sciences | | Revising course syllabi to include formative and summative assessment | | telepractice/ distance work New faculty | |
| Comparative and International Education | | Research skills/training Connection between theory and practice Internship opportunities and support | Career guidance advising Learning environment | | Considering advanced certificates |
| Deaf & Hard of Hearing | | New learning opportunities: curriculum updates New learning opportunities: Center for Language and Communication Enhancing research training Improving affordability by reducing number of credits required | | Improving affordability through grants or scholarships | Developing online courses or a certificate program |
| Developmental Psychology | Clarifying mission | New courses focusing on childhood and adolescence Building connections between theory and practice | Academic advising | | Developing blended courses |

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| Health Education | MS program revision | Curriculum review Assessment review New courses Practicum experience | Student committee and advisory committee Brochures with program requirements | | Health Disparities Conference |
| Higher Education | Program mission (website updates) | Internship options | Career guidance | New faculty | Professional development seminars |
| Music Education | | Fieldwork changes for prof. cert. students New faculty to teach student teaching seminar Skill-based courses edTPA-related changes | | New pedagogy instruments New faculty | |
| Neuroscience & Education | | Core curriculum structure New course content | Advising | New faculty | Online courses |
| Organizational Psychology | Mission review (role of human resources) Improving program visibility (and psychology in general) at TC | Curriculum review (research methods and practice courses) | Reducing class size Upholding admissions Requirements (job experience) Responding to student feedback (course | Planning for a new faculty with expertise in globalization | One flipped classroom course |

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| | | | evaluations) | | |
| Psychological Counseling | | New courses Changing Comprehensive Exam Unique clinical experiences Changes in School Counseling Track | Student representation in program meetings Student-focused events Advising Licensure and professional socialization informational sessions Fieldwork support | New faculty Changing faculty assignments (lecturer and fieldwork coordinator, professor of practice) | Certificate Programs |
| Psychology in Education | Redefining tracks | Connecting theory to practice through course experiences and fieldwork Increasing rigor Changing integrative project | Building student community Advising | | Certificates, fairs, and institutes Blended learning in 5 classes |
| Sociology & Education | | Core course structure Quantitative research course and evaluation course Master's project | Advising (summer advising/orientation, student handbook) Career development | New faculty Minority faculty | |
| Summer Principals Academy | Integration with other Ed Leadership | Curriculum improvements | Coaching | New faculty | |

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| | | Timeliness of feedback | | | |
| UELP | Integration with other Ed Leadership Scholar Practitioner | Curriculum review Doctoral and certification requirements | Supporting students in completing the program | New faculty | |

CHAPTER 4: POST-MASTER'S EDUCATION

Introduction

Our Selected Topics Self-Study design was focused on developing a process model for re-inventing programs of study informed by data derived from graduates' career paths and their perceptions of the quality and professional relevance of their programs. The primary unit of analysis was each of the selected academic programs. While aggregate data on several topics proved interesting and informative, program-specific data sets are the principle fuel for driving efforts across the College to redesign existing programs and/or to develop new programs that will assure the quality, relevance, and innovativeness of our programs as we face a rapidly changing landscape in graduate and professional education.

Complementary to the main focus on program reviews were two ancillary foci: the Teachers College survey program (discussed in Chapter 2) and the advanced master's programs, which are the focus of this chapter. As noted earlier, reflecting the evolution of different degree programs at the College, we distinguish between "initial" masters degree programs (a first level of post-baccalaureate, sub-doctoral study – typically the M.A. or the M.S.) and the "advanced" masters (typically, but not exclusively, a program of study that provides an opportunity for further, sub-doctoral graduate study in a field or reflecting the more extensive requirements for professional certification in some areas). These programs typically require 60-credits of graduate-level course work. A subset of the programs participating in the self-study included Master of Education (Ed.M.) degree programs that do not lead to licensure or certification, which presented an opportunity for a special focus within our selected topics self-study.

The Advanced Master's: A Special Focus within the Selected Topics Self-Study

Several factors contributed to proposing the advanced master's programs as a small "selected-topic" within our selected topic model. First, Teachers College currently offers more than 30 programs leading to the award of the Master of Education (Ed.M.) degree. Notwithstanding the fact that this degree requires a minimum of 60 graduate credits, several of our graduates have reported difficulties in other states with respect to licensure and certification boards accepting the Ed.M. as an advanced master's. A review of Ed.M. programs at other graduate schools indicated that, in all instances that we reviewed, the Ed.M. constituted an initial master's degree, typically requiring 30-35 credits, leading to a not insignificant level of confusion regarding our credential.

Second, notwithstanding a substantial increase in master's-level enrollments at the College over the past decade—both in absolute numbers and as a proportion of overall enrollments—enrollments in our Ed.M. programs offered a different profile. While growing modestly through the fall of 2012 (N=635), enrollments declined marginally by the fall of 2015 (N=583) and, more importantly, the composition of the enrollments has shifted substantially. Of the total enrollments in the Ed.M. programs during the Fall 2015 term, 42% (N=243) were enrolled in licensure or certification programs that were developed after the fall of 2008, largely in applied educational psychology and mental health counseling. Previously, a substantial portion of Ed.M. enrollments was in teacher education programs, primarily those leading to teaching certification and/or to certification as a

subject area supervisor. Substantive changes to the landscape of teacher and school administrator certification in New York State have negatively impacted demand for and enrollment in several Ed.M. programs from 2005 forward.

The Professional Diploma: Precursor to the Master of Education

As noted earlier, Teachers College is one of the few—perhaps, the only—graduate schools to offer an advanced master’s degree designated as Master of Education. Historically the Ed.M. degree at Teachers College has its roots in the Professional Diploma, offered almost from the College's inception through 1968, when its discontinuation was recommended by the Faculty of the College with the concurrent recommendation that the Ed.M. degree be adopted as a college-wide model.

Since its founding, Teachers College offered Diplomas attesting to a candidate's academic and professional proficiency and personal attributes deemed necessary to the fulfillment of duties required in a range of professional positions. Initially, diplomas were awarded in conjunction with the several different degrees offered at the College. In Appendix 4A, there are sections of reports from the *TC Bulletin* culled from the archives that provide an illustration of the relationship of the Diploma to formal degree programs and the range of topics or foci for the Diploma. While very much a product of labor markets and schools and schooling at the time, the evolution of the breadth of credentialing areas foreshadows the range of degree programs currently offered at the College which lead to certification and licensure in teaching across the grade levels and subject matters, school administration and supervision, pupil personnel services, and applied psychology.

By the 1930’s, a two-year planned program of graduate study leading toward the Teachers College Professional Diploma had supplanted all previous Diploma programs. The Professional Diploma required the completion of a minimum of 60 credits (often referred to as points at TC) of graduate work beyond the Bachelor’s degree, with a minimum of 30 credits to be completed under the auspices of Teachers College. In addition, there were special departmental requirements, such as comprehensive examinations and/or a final paper or report. These requirements anticipated the current requirements of the Ed.M. degree.

As the Professional Diploma continued to evolve in concert with the emergence of new fields and the development of new programs of study, its primary focus became more narrowly defined as the Diploma in Education. It continued to be awarded at the College through the 1970s. By this time, it was most typically associated with the course work required for the master’s degree, with additional courses required for the Professional Diploma that were selected from the offerings of the College or other parts of the University. Additionally, satisfactory clinical experience was required in the field of the Professional Diploma that was normally pursued during summer terms.

The Dean of the College at that time appointed a Standing Committee of the faculty to make recommendations with respect to all sub-doctoral programs at the College, including Professional Diplomas. The recommendations were to serve as a resource for academic departments in planning and developing new degree programs, as well as to provide a framework for consideration of the redesign of existing programs. The suite of sub-doctoral programs at that time included Master of Arts, Master of Arts in Teaching (which had been proposed in 1962, with initial enrollments targeted for 1966-1967, and which was shortly discontinued), Master of Education (which was being offered in two departments that had discontinued the Professional Diploma) and the Professional Diploma.

Several considerations ultimately contributed to the Committee's recommendation, summarized as follows: there was general "dissatisfaction with the Professional Diploma because of a lack of faculty time and attention, vagueness of goals, lack of standards, lack of prestige, lack of usefulness to candidates and because of the title itself." Interestingly, under the category of "vagueness of goals" the work of the Committee determined that in some instances the Professional Diploma was used as an alternate admissions pathway for those who were not able to gain admission to a doctoral program, and, in some instances, as an exit point for those who were not making adequate academic progress in their doctoral program; while some academic programs used the Professional Diploma as a terminal program, and still others saw it as serving a gate-keeping function or as a step toward the doctorate.

The Committee concluded that there was strong justification for a professionally-focused, 60-credit graduate program that would be characterized by public rationales, include standards of performance consistent with graduate degree oriented studies, and include assessment of competencies. The Committee recommended that: (1) the Professional Diploma be discontinued in all departments; and, (2) new 60-credit programs leading to a degree rather than a diploma be instituted where such programs could be justified and that the title for such programs be Master of Education.

Status of the Master of Education Program

Following the recommendation to discontinue the Professional Diploma, the College began to phase it out through the 1970's and more fully develop the Ed.M. as an advanced master's degree, providing opportunities for graduate study focused on deeper engagement with a particular field or topic beyond the initial master's as well as pathways to professional certification or licensure. The basic structure of the Ed.M. degree at the College is described in the Academic Catalog:

The Master of Education degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. This is a two-year program. Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other recognized institutions. Candidates who have completed a Master of Arts or Master of Science degree through Teachers College must offer a minimum of 45 points of the required 60 points under Teachers College registration. Candidates admitted to the Ed.M. program are required to take a minimum of three Teachers College graduate courses in education outside the major program. (In this case, a course is defined as one in which at least 2 points are earned). Equivalent courses for which transfer credit has been granted may be substituted for Teachers College courses upon written petition to the Registrar. Additionally, a formal essay, a departmental comprehensive examination, or special departmental integrative project is required. Consult departmental advisory statements for additional requirements.

An inventory of the Ed.M. programs currently offered at the College with brief descriptions is provided in Appendix 4B. Appendix 4C provides headcount over a four-year period from 2010-2011 to 2014-2015. While one of the primary rationales for developing a 60-credit, advanced master's program continued to reflect the belief that a number of professional careers for which Teachers College was preparing students warranted a rigorous, professionally focused, 60-credit

graduate program, there have been several factors that have influenced the development of, demand for, and enrollment in various Ed.M. programs.

The primary driver continues to be professional requirements for certification or licensure, particularly as defined by state departments of education, accrediting agencies, and professional associations. For example, in 2004 New York State implemented a sweeping series of reforms in both teacher and school administration certification requirements. Beyond the challenge in re-registering existing programs or developing new programs to meet new requirements, the reforms had affected program offerings, demand, and enrollment at the College. One of the primary impacts involved tying certification to programs that were specifically registered with the New York State Education Department (NYSED) as leading to professional certification. The prior structure for certification tied permanent certification to the completion of any master's program, whether it was specifically a teacher education program or not. At the same time, the density and specificity of requirements for each certificate created opportunities that led to the development of dual certification 60-credit Ed.M. programs. Similarly, in the applied psychology programs (e.g., School Psychology, Mental Health Counseling, etc.) licensure requirements necessitated an advanced master's program of study.

While the bulk of enrollments within Ed.M. programs are associated with programs that lead to certification or eligibility for licensure, a review of program foci in the non-certification or license programs surfaced the commitment to provide opportunities for sub-doctoral graduate study focused on deeper engagement with, and study of, a particular field or topic beyond the initial master's degree as one of the primary goals.

Data Collection and Analysis

In proposing the advanced master's as a special topic within our selected topics model, we saw the Selected Topics Self-Study as a potential opportunity to link with and support the College's initiative to develop new programs or redesign existing programs that would capture new markets and audiences for the College.

The inquiry by the Advanced Master's Program Group, which was conducted primarily during the first six months of the self-study project, focused specifically on non-certification or non-licensure Ed.M. programs (EdM/NCL) and included the findings from the Alumni Feedback Survey, as well as reviews of program materials, informal interviews with program coordinators, and scans of practice at graduate schools and programs at peer institutions as well as institutions in our catchment area.

Alumni Feedback Survey. While the responses to the Alumni Feedback provided some limited opportunities to frame an understanding of preferred formats for future professional development as well as the preferred foci for professional development offerings, the overall response from Ed.M. alumni, particularly those who graduated from EdM/NCL programs, was too small to provide any substantial leverage toward understanding their perceptions of program quality, the extent to which they perceived their respective programs of study as preparing them for their current positions, or the specific competencies they considered important.

Briefly, the 1,303 master's responses (26% response rate) to the Alumni Feedback Survey included 225 Ed.M. alumni (32% response rate). Of these 225 Ed.M. alumni, 62 (16% response rate) were from EdM/NCL programs. While a very small subset of all survey respondents, the demographic characteristics of the EdM/NCL respondents show a profile somewhat different from all 1,303 master's respondents. The EdM/NCL respondents are somewhat more diverse and international (34% white compared to 47% of all respondents; 23% international compared with 12% of all respondents). The EdM/NCL respondents are also older (76% are 31 years of age or older compared to 56% of total respondents who are 30 years of age or younger).

In terms of the employment outcomes, 60% of the EdM/NCL respondents were employed full-time; 67% were employed in jobs related to their TC program of study, and interestingly, while not enrolled in programs that lead to eligibility for certification or licensure, 32% of the EdM/NCL respondents indicated that they were licensed or certified. The data also confirmed that many use the Ed.M. degree as a stepping stone to the doctorate as 15 (24%) respondents continued into doctoral degrees, another three (5%) enrolled in another master's program and one was pursuing a professional degree. The EdM/NCL respondents, like all master's respondents, felt prepared for their jobs (33% very well, 38% well, and 27% somewhat well) and were satisfied with their current positions (53% very satisfied, 33 satisfied, and 6% somewhat satisfied).

The small number of the EdM/NCL responses makes it difficult to reach meaningful conclusions; however, there may be some signals within this small set of responses that encourage further review and study. For example, when asked if they could start over would they choose their program of study at TC, 80% of all master's respondents said that they would do so with no reservations or with some reservations, but only 70% of the EdM/NCL respondents indicated that they would start over.

Review of Program Materials. A review of the Academic Catalog and program websites provides a snapshot of how EdM/NCL programs describe their mission and goals to both prospective and current students. While there are a few programs with more explicit descriptions with respect to career paths and employment opportunities, in most instances program descriptions are more general, emphasizing the opportunity for advanced graduate study in a topic or field of interest and/or pursuing professional development. A second prevalent theme is the opportunity to develop a more individually tailored, customized program of study. Finally, some programs present the Ed.M. as a potential pathway to doctoral study. While these themes are not inconsistent with the general academic aims of graduate education, current emphases on outcomes assessment that tilt heavily toward employment and/or enrollment at advanced levels of graduate study as measures for program quality may strongly counsel for the need for both programs and the College to more explicitly address career opportunities and pathways for which graduates of the EdM/NCL programs may be prepared, and to support these representations with a more robust set of employment outcomes and related data.

Lastly, interviews with several Program Coordinators and administrative staff indicate a number of other informal purposes associated with EdM/NCL programs. In some instances, they serve a gatekeeping function for admission to a doctoral program of study. A substantial portion of the coursework for the EdM/NCL programs overlaps with the first and second year of doctoral study in that area. Applicants who are assessed to be not ready for admission to doctoral study may be offered admission to the EdM/NCL program as a means to strengthen their preparation for doctoral study, either at Teachers College or at another graduate institution. Institutional data on

applicants to doctoral programs at Teachers College, for example, suggests that approximately 30% of doctoral students were previously enrolled in masters programs, and roughly 12-13% of doctoral students had been specifically enrolled in Ed.M. programs of study.

Given the substantial similarity between the course work for the EdM/NCL and the first and second year of study in a doctoral program, programs may also use the award of Ed.M. as an exit strategy for doctoral students who are not successful in advancing to candidacy for the doctoral degree.

Curriculum Review. Program of study guides and handbooks, where available, were reviewed to determine the degree to which the course of study for each EdM/NCL program was independent of the course work for either the initial master's or the doctoral program of study in that area. While there are minor variations from program to program, to a fairly substantial degree the EdM/NCL programs are largely built on coursework that at the introductory level meets requirements for the initial master's and at the intermediate or advanced level meets requirements for the Doctor of Education. With the exception of advisement requirements and a few requirements specific to the EdM/NCL programs, these programs appear to require little in the way of additional resource investments on the part of the academic departments or the College. To the extent that it is an accurate assessment, the data suggest two positive assessments: on the one hand, the EdM/NCL programs provide students opportunities for advanced graduate study, beyond the initial master's and below the doctorate, that leads to a formal degree award—opportunities which do not appear to be commonly available at other graduate institutions; and, on the other hand, the EdM/NCL programs provide the College with a tuition revenue stream with relatively little additional investment expense.

Scan of Advanced Master's Programs at Other Institutions

As noted earlier, in addition to the confusion resulting from naming our advanced master's programs the Master of Education (Ed. M.), a scan of practice at a number of our peer institutions as well as institutions in our extended catchment area suggests that Teachers College is the only institution offering a formal advanced master's degree (at least in the areas of study currently represented at the College). In contrast, findings from most institutions we scanned—this was not a comprehensive exploration of practice at all graduate and professional schools of education—suggest that advanced certificates rather than formal degree programs are increasingly defining the post initial master's market.

While the NYSED requirements for advanced certificates based on graduate level for-credit coursework are somewhat fluid, the advanced certificate programs that we have identified range from 12-15 credits at the low end to 20-28 credits at the high end. Most of the advanced certificate programs are focused on pathways to certification (for example, Teaching Students with Disabilities; English Language Learners; on annotations or extensions to subject matter certifications such as mathematics education, social studies education, science education; School Business Leader; etc.). In addition, there are a number of certificate programs that focus on acquisition of specific knowledge or skill sets that could be important for professional development and career advancement (for example, Instructional Design; Job Development and Placement; Leadership Development; Organizational Learning and Change; etc.). Appendix 4D provides an illustration of such programs in the NYC area.

More recently we have also observed the development of alternatives to advanced certificates that are focused on the post-baccalaureate, pre-master's market for professional development as illustrated by the example of "Digital Badge" programs for educators offered through the School of Professional Development at Stony Brook University (<http://www.stonybrook.edu/spd/badges/catalog.html>). The School of Professional Development currently offers 12 digital badge programs, each requiring the completion of between 3 to 5 course offerings, with credits earned through the successful completion of the digital badges applicable to master's level programs of study within the School of Education. The foci of various digital badges currently being offered include such topics as Teaching Students with Special Needs, Understanding Adolescence, Teacher Leader, Higher Education Management and Operations, Student Advising and Counseling in Higher Education. Each of the courses that are required for a specific digital badge are offered at the graduate level (i.e., 500 or above) and are drawn from existing courses in different degree programs throughout the School of Education.

Similarly, the Massachusetts Institute of Technology recently announced the launch of a pilot program offering students an alternative path to complete portions of a master's program that previously had been offered only in face-to-face formats. The pilot, which will lead to a new micro-credential, presently designated a MicroMaster's, will provide students an opportunity to complete the equivalent of the first semester of the master's program in an entirely online format. Students who are successful in that format may apply and be admitted to complete the remainder of the program in the conventional face-to-face format. Another example is the application of MOOCs as a stepping stone to academic degrees that have been launched by Arizona State University and the University of Illinois (Urbana), among other institutions. (<https://www.insidehighered.com/news/2015/10/08/massachusetts-institute-technology-launch-half-mooc-half-person-masters-degree>).

Borrowing from the recommendation of the Task Force on the Future of Education at MIT, it is essential that the College explores new models of education and takes advantage of disruptions rather than being disrupted by other providers or institutions (http://web.mit.edu/futurereport/TaskForceOnFutureOfMITEducation_PrelimReport.pdf).

Supporting Program Development and Re-design Initiatives

While the outcome data derived from EDM/NCL graduates' perceptions of the quality and relevance of their degree programs provided little information to support the development of a process model for reinventing our Ed.M. programs, the work of the Advanced Master's Group generated information and insights that have helped shape new program development and program redesign initiatives.

Reorganization of Academic Affairs. During our Selected Topics Self-Study process, the Provost and Dean of the College initiated a major reorganization of Academic Affairs which, among other outcomes, charged the Vice Provost of the College, who was also a Co-Chair of the Selected Topics Self-Study and convened the Advanced Master's Group, with primary responsibility for improving the support for and facilitation of faculty interest in developing new programs and redesigning existing programs. With this administrative reorganization, the focus on program development efforts, particularly at the post-master's level, shifted from a working group topic within our self-

study project to an Academic Affairs initiative to successfully shepherd the “Good Ideas” of Teachers College faculty from conceptualization through development to implementation, moving more of the work at each stage of that process to support staff, thereby freeing faculty to focus more exclusively on the important tasks of conceptualization and design of programs.

The first full year of that effort produced both an uptick in the development, and submission for approval to NYSED, of new degree and advanced certificate programs and also reinforced the need to more systematically support program development and redesign at the College. With respect to new program development, Appendix 4E provides an overview of new program development and program redesign activities:

- Eight new degree program proposals were submitted to NYSED, of which four have been approved, including the first fully online doctoral program at the College (Nursing Education);
- Two program redesign proposals, of which one has been approved; and,
- Five advanced certificate program proposals, of which four have been approved, including three online certificate programs (Nursing Education, Diabetes Education Topics, and Global Competence).

The experience highlighted the need for continued, systematic improvement along several fronts. One area of concern, and a critical barrier to the ability of higher education institutions to respond nimbly to emerging opportunities in the graduate and professional market place, involves the NYSED review process and the time it takes for program proposals to be reviewed and approved. While there is some variability in the College’s experience over the past 12-16 months, the modal time from submission to approval is 6 months. The newly appointed Chancellor of the State Education Department of New York has recently announced her commitment to streamlining the review and approval process.

Rapid Prototyping Grant. With the recent transition of the Vice Provost to a faculty appointment at the conclusion of the 2014-15 academic year, the Provost situated responsibility for more systematically supporting program development and redesign at the College in his office. In the summer of 2015 the Provost announced a new Rapid Prototyping Grant program emulating a concept borrowed from Design Thinking. Specifically, intensive creative and collaborative work goes into developing a rapid prototyping process in which many contrasting possibilities and design outcomes can be tested with rich and tangible information about the need being addressed (Appendix 4F). The Rapid Prototyping Grant program will operate in several cycles each academic year and will consist of small grants for program development, giving priority to non-credit programming initially because of the opportunity for new market niches, then extending to certificate and master’s degree programs if pilot efforts open the way for larger initiatives as they demonstrate viability for such program ventures.

Administrative Support Team. Parallel to this new internal grant program, and underscoring the importance of carefully coordinated support for faculty and staff from the earliest stages of developing program ideas through the steps needed to take action, the Provost established a support team within the administration consisting of a few key staff representing different aspects of the planning and review process. The goal of that team is to work with the Provost and with faculty in academic programs as we aspire to be as proactive and successful as possible in identifying, supporting, and bringing to fruition new program ideas from among our faculty.

Digital Learning. The hiring of a Vice Provost for Digital Learning at TC, supported by a special investment made by the Board of Trustees outside the current operating budget, has given us the opportunity to build stronger and more focused support for digital initiatives. Program and course development will go hand-in-hand with program evaluation in order to identify best practices, so that the College faculty may play a central role in shaping the effective use of digital and multi-modal approaches to teaching and learning.

Market Research. The College has taken several steps to improve its capacity to provide targeted marketing research capacity in support of program development initiatives. In addition to contracting with EduVentures, the College has taken several steps to improve its internal market research capacity, including an external review of this area focused on recommendations for how to proceed in order to ensure that we are reaching our target markets as effectively as possible. In addition to reviewing in-house marketing capacity, the Office of Institutional Studies, our institutional research group, now reports directly into the President’s Office in order to ensure that all of this work is supported with thoughtful and responsive analysis of the relevant data from across the College.

Outreach to Alumni. With more than 90,000 alumni, the capacity to connect with and assess continuing professional development interests of alumni constitutes an important component of our program development efforts. That capacity has been significantly enhanced during the Campaign for Teachers College. Institutionalization of the process model for re-inventing programs of study informed by data derived from graduates’ career paths and their perceptions of the quality and professional relevance of their programs, along with their preferences and perceived needs for professional development, would complement broader market research efforts.

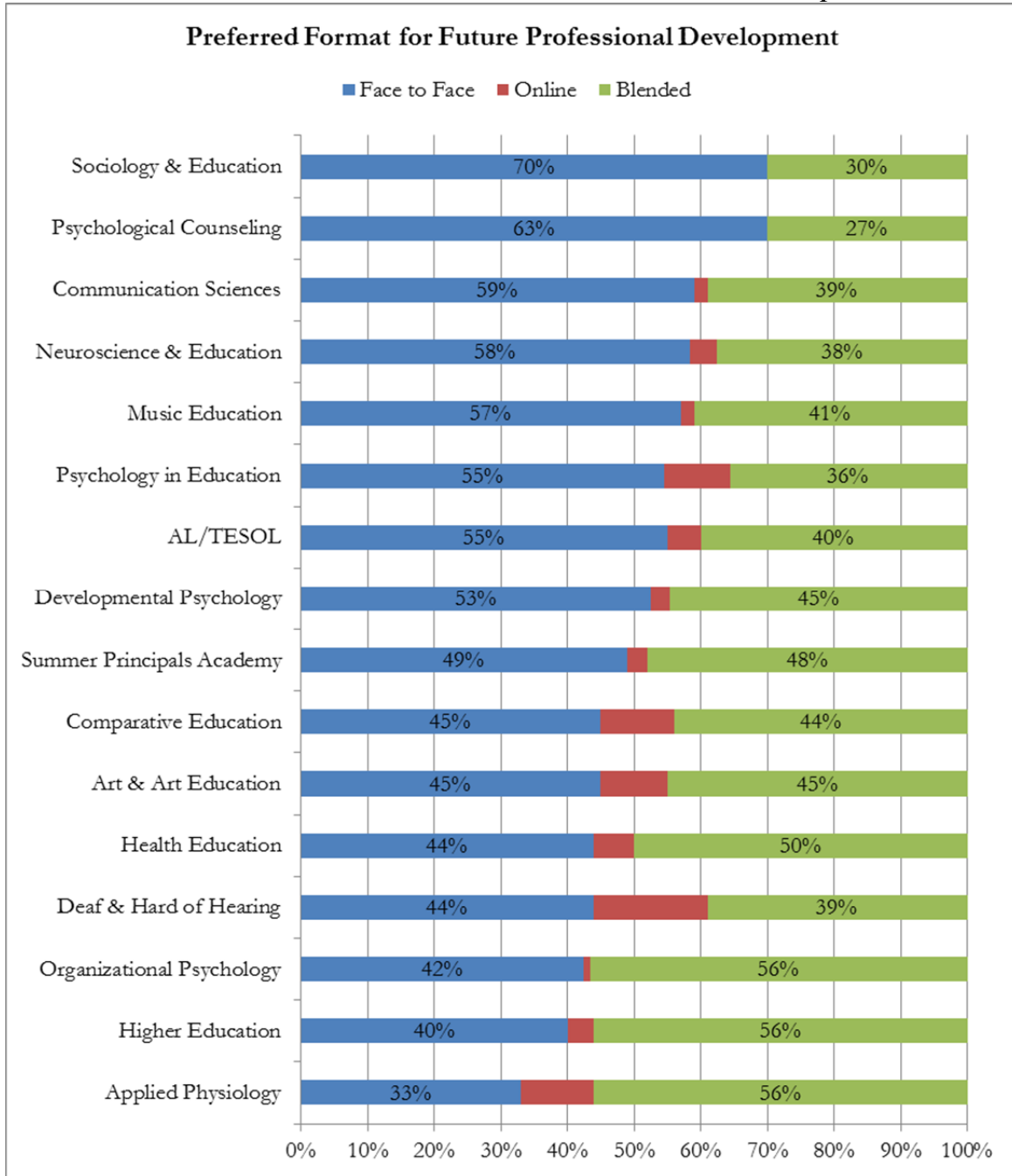
For example, responses to the Alumni Feedback Survey conducted as part of our self-study, indicated that over the preceding 12-month period participation in professional development activities ranged from 39% to 91% of respondents. Response to the survey also provided some insights into the preferred focus and delivery venues for professional development programs. For future professional development, respondents to the survey preferred shorter events (from half a day to a weekend) and face-to-face or blended format (Chart 4.1). Table 4.1 identifies areas of greatest interest for alumni from different programs.

**Table 4.1: Top Areas of Interest for Future Professional Development by Program
(% Very Interested)**

| Professional Skills | Team and Leadership Skills | Analytic and Research Skills | Business Skills |
|--------------------------------|-----------------------------------|-------------------------------------|---------------------------|
| Deaf & Hard of Hearing (50%) | Higher Education (39%) | Developmental Psychology (45%) | Art & Art Education (64%) |
| AI/TESOL (51%) | Organizational Psychology (65%) | Neuroscience & Education (57%) | Health Education (67%) |
| Psychological Counseling (56%) | Summer Principal Academy (73%) | Sociology & Education (57%) | |
| Art & Art Education (64%) | | Applied Physiology (59%) | |
| Music Education | | Comparative | |

| Professional Skills | Team and Leadership Skills | Analytic and Research Skills | Business Skills |
|-------------------------------|----------------------------|------------------------------|-----------------|
| (64%) | | Education (60%) | |
| Communication Sciences (65%) | | | |
| Psychology in Education (67%) | | | |

Chart 4.1: Preferred Format for Future Professional Development



Recommendations

Building on these steps, and following up on the work done to date to encourage and support new and redesigned programming that would be responsive to changing market conditions in higher education, the Provost worked with a Summer Steering Committee of the Faculty Executive Committee (FEC) to frame a suite of recommendations regarding policies that would support efforts to create a more streamlined review of new program ideas and redesigned programs at the College. Included in discussions at the first Faculty Meeting of the 2015-16 academic year, the Provost shared a set of proposed strategies that had been developed to address the need for streamlined review processes (Appendix 4G). Although they have not resulted directly from the work of the Advanced Master's Programs Group, they are believed to be most appropriate for the recommendation section of this chapter. Briefly, these enabling policies and practices include the following:

- *Revenue-Sharing Guidelines*: develop an explicit menu of revenue sharing options to benefit the College, program or department, and participating faculty when noncredit programming is created.
- *Flexible Credit Structures*: expand the use of one-credit modules and other flexible credit structures in addition to standard courses, and create a policy to allow aggregation of those modules within the curricular requirements of academic programs.
- *Greater Instructional Capacity*: create academic policy without any diminution of faculty control of academic planning, to encourage more flexible and frequent instructional opportunities for doctoral students as part of their academic development, professional staff with sufficient credentials, and non-faculty instructional staff in both credit and noncredit programming.
- *More Digital Programming*: organize academic policy, including protocols for complying with state regulations on traditional and distance-learning programs, to facilitate the simultaneous development of online and hybrid programming alongside traditional face-to-face instruction, so that curricula can expand their market focus without loss of academic integrity.
- *Market Feasibility*: require market assessment for academic programs, at an early stage in developing new program ideas or redesign of existing programs, well before academic review takes place, using a standard of "likely to enroll" instead of more diffuse standards identifying kinds of people who might be interested.
- *Reimagining Faculty Load*: create a more flexible rubric for counting the teaching load of faculty, allowing different time arrangements, summer offerings on load under some circumstances, and the aggregation of one-credit modules to be figured into standard load for faculty.
- *Credit Conversion*: enact policy to permit, under strict and clearly defined conditions, the conversion of noncredit completion of TC offerings to advanced standing for certificate and master's programs. Such conversion must be tied to skills and knowledge required not just for entry but more crucially for academic progress in master's and certificate programs. Within that stipulation, the aim is to regularize a policy that will enable new or redesigned programming to create pathways from noncredit to certificate to master's degree completion.

- *Variable Pricing*: develop a pricing policy, especially for noncredit offerings but also under some circumstances for credit-bearing certificate programs, that allows discounting, on the one hand, and higher pricing on the other, under controlled and transparent circumstances, as occurs with grant funded academic programming and courses created through organizational partnerships for discounting, and with executive programming in the case of higher pricing.
- *Faculty Incentives*: frame policies and develop institutional practice to produce a fair, consistent and productive application of incentives afforded to faculty for engaging in new program development or the redesign of existing programs, so that distribution of potentially available resources for that purpose—such as project funds, course releases, stipends, summer salaries, professional seed funds, student support—is not based solely on ad hoc decision-making by the Dean, department chair or other individuals.

Relation to MSCHE Standards

The analysis completed by the Advanced Master’s Programs Group partially (as far as academic planning is concerned) addresses Standard 2 (Planning, Resource Allocation, and Institutional Renewal) and the following fundamental elements:

- Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions that are drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels;
- Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results.

Both Chapter 3 and Chapter 4 of this report provide an example of how the planning and improvement processes at Teachers College are clearly articulated, provide for constituent participation, and incorporate the use of assessment results.

The College’s focus on strategic innovation, particularly on program improvement and redesign, is reflected in a variety of Teachers College documents (available in the Roadmap Document) and emphasized on multiple occasions by both President Fuhrman and Provost James. This self-study, as well as other assessment efforts (e.g., Technology Committee), was designed to provide the necessary assessment data to move the programs and the College toward achieving its goals.

The process has clearly provided for constituent participation and involved a variety of resources in support of program improvement and redesign including, but not limited to: reorganization of academic affairs, administrative support team, grant funding (Provost Investment Fund and Rapid Prototyping Grant), and additional investment in digital learning initiatives and market research.

Chapter 4 Appendices

Appendix 4A: Teachers College Diplomas (Excerpt from TC Bulletin)

TEACHERS COLLEGE DIPLOMAS

Teachers College provides in the School of Education both for research in education and for professional training. The degrees granted indicate primarily the quantity of work done; the diplomas certify to its professional aim. Students may pursue curricula leading to a higher degree without regard to professional ends, or they may elect to specialize in administration, supervision, and the theory and practice of teaching with a view to professional service. In either case the requirements for the degrees may be met, but diplomas will be granted only to those who, besides qualifying for a degree, give promise of superior professional ability as evidenced by their personality, character, experience, and technical training.

Each student is required at matriculation to state his major interest and in the election of courses to secure the approval of his adviser. There is no prescribed curriculum, or fixed combination of courses, required for any diploma. The previous training of the student, his experience in teaching, and his future needs govern the adviser in his recommendations. It is expected, however, that the characteristic courses offered in any field, particularly major and advanced courses on the theory and practice of teaching, supervision, and administration, will be elected by a candidate for a diploma as part of his curriculum. The guiding rule is that the student should first determine the career which he wishes to pursue and then seek the assistance of a faculty adviser in making up his curriculum.

The award of the Teachers College diploma depends finally in each individual case upon the Faculty's estimate of the candidate's professional fitness for the office sought. *The responsibility for demonstrating fitness rests upon the candidate.* To this end the curriculum should be selected with care, and advantage should be taken of the facilities offered by the College and its Schools and by practical work in the schools of New York City and its vicinity. For reasons of weight, the Faculty may decide to withhold a diploma for some time after the degree has been conferred until the candidate has had the opportunity to show his ability in school work. The Teachers College diploma may be granted to an applicant holding a recognized degree who is registered in any part of this University and who has completed the requirements for a degree in this University provided he has completed graduate courses in Teachers College totaling at least 16 tuition points, 3 of which shall be major or advanced courses of 3 or more points each, numbered above 200, together with such prerequisite or correlative courses as may be specified by the adviser for the diploma for which he is an applicant.

Teachers College diplomas are generally accepted in the United States and foreign countries as satisfying the legal requirements for teachers'

certificates. Students who know of special requirements which they must meet in a particular state should take such matters into account in making up their curricula. The Faculty can certify only to what is done under its guidance. Where more information is required than is conveyed in the diploma, the candidate may secure a supplementary statement from the Registrar of the College.

Any field of professional service in which the College gives instruction may, with the approval of the Committee on Instruction, be selected by a qualified candidate for a diploma. The list of subjects for which advisers have been officially designated is given below; others may be added as need arises.

Diploma Titles and Official Advisers

Instructor in Education—Professors THORNDIKE, SNEDDEN, REISNER, KILPATRICK, STRAYER, and BRIGGS
 Teacher of Education—Professors BAGLEY, KILPATRICK, HILLEGAS, and REISNER
 Superintendent of Schools—Professors STRAYER and ENGELHARDT
 Principal of High Schools—Professors BRIGGS and F. W. JOHNSON
 Inspector of High Schools—Professors BRIGGS and F. W. JOHNSON
 Principal of Junior High School—Professors BRIGGS and HILLEGAS
 Critic Teacher in Normal Schools—Professors McMURRY, BAGLEY, and HILLEGAS
 Principal of Normal Schools—Professors BAGLEY and EVENDEN
 Supervisor in Normal Schools—Professors BAGLEY, HILLEGAS, and EVENDEN
 Superintendent of Training Schools—Professors BAGLEY, HILLEGAS, and EVENDEN
 Principal of Elementary Schools—Professors HOSIC, McMURRY, and HILLEGAS
 Supervisor of Elementary Schools—Professors McMURRY, HILLEGAS, and HOSIC
 Supervisor in Upper Elementary Schools—Professors McMURRY and HILLEGAS
 Critic Teacher in Upper Elementary Schools—Professors McMURRY and HILLEGAS
 Critic Teacher in Elementary Schools—Professors HILLEGAS and McMURRY
 Principal of Primary Schools—Professors McMURRY and HILLEGAS
 Supervisor of Primary Schools—Professors McMURRY, HILLEGAS, and MOORE
 Critic Teacher in Primary Schools—Professors MOORE and HILLEGAS
 Supervisor of Kindergarten and Primary Grades—Professor HILL (Kindergarten) and Professor MOORE (Primary Grades)
 Supervisor of Kindergarten-First Grade—Professor HILL and Miss REED
 Teacher in Kindergarten-First Grade—Professor HILL and Miss REED
 Adviser of Women and Girls—Professor STURTEVANT
 Psychologist or Assistant Psychologist—Professors THORNDIKE and PINTNER
 Examiner with Mental and Educational Tests—Professors PINTNER and McCALL
 Teacher or Supervisor of Religious Education—Professor COE and Miss CASE
 Social-Religious Worker—Professor COE and Miss CASE
 Teacher or Supervisor in Foreign Schools—Professors MONROE and W. F. RUSSELL

Supervisor of Civic Education and Immigrant Education—Professor SHIELDS

Teacher in Special Classes—Professor L. S. HOLLINGWORTH

Supervisor of Special Classes—Professor L. S. HOLLINGWORTH

Supervisor of Rural Schools—Professors DUNN and CARNEY

Teacher of Rural Education—Professors CARNEY and BAGLEY

Director of Rural Education—Professors CARNEY and BAGLEY

Rural Community Worker—Professor CARNEY

Teacher of Biology—Professors CALDWELL and BIGELOW

Teacher of English—Professors BAKER and ABBOTT

Supervisor of English—Professors BAKER and ABBOTT

Teacher of Fine Arts—Professor MARTIN

Supervisor of Fine Arts—Professor MARTIN

Teacher of French—Professor MÉRAS

Teacher of Geography—Professor McFARLANE and Mr. STULL

Supervisor of Geography—Professor McFARLANE and Mr. STULL

Teacher of German—Professor BAGSTER-COLLINS

Supervisor of German—Professor BAGSTER-COLLINS

Teacher of History—Professor HENRY JOHNSON

Supervisor of History—Professor HENRY JOHNSON

Teacher of Household Arts—Professors COOLEY and WINCHELL

Supervisor of Household Arts—Professors COOLEY and WINCHELL

Instructor in Household Arts—Professors COOLEY and WINCHELL

Teacher of Industrial Arts—Professor BONSER

Supervisor of Industrial Arts—Professor BONSER

Director of Industrial Arts and Vocational Education—Professors SNEDDEN and BONSER

Director of Vocational Education—Professor SNEDDEN and Dr. PAYNE

Vocational Counselor—Professor SNEDDEN and Dr. PAYNE

Teacher of Commercial Education—Professor SNEDDEN

Teacher of Latin—Professor LODGE

Supervisor of Latin—Professor LODGE

Teacher of Mathematics—Professors SMITH and UPTON

Supervisor of Mathematics—Professors SMITH and UPTON

Teacher of School Music—Professor DYKEMA

Supervisor of School Music—Professor DYKEMA

Teacher of Hygiene and Physical Education—Professors WOOD and WILLIAMS

Supervisor of Hygiene and Physical Education—Professors WOOD and WILLIAMS

Instructor in Hygiene and Physical Education—Professors WOOD and WILLIAMS

Supervisor of Play and Playgrounds—Professor WILLIAMS

Teacher of Scoutcraft—Professor FRETWELL

Teacher of Physical Science—Professors CALDWELL and POWERS

Teacher of General Science—Professors CALDWELL and POWERS

Various Diplomas in Nursing Education—Professors NUTTING, STEWART, and HUDSON

Other titles may be approved by the Committee on Instruction

TABLE E

COMPARATIVE SUMMARY OF DEGREES AND PROFESSIONAL DIPLOMAS
 CONFERRED THROUGH TEACHERS COLLEGE, 1906-1921

| | 1906 | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 |
|--|------------|------------|------------|------------|------------|------------|------------|-------------|------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|
| Ph.D. degree | 3 | 5 | 5 | 5 | 8 | 15 | 12 | 10 | 13 | 6 | 12 | 9 | 19 | 9 | 23 | 7 |
| A.M. degree | 43 | 50 | 49 | 55 | 64 | 85 | 92 | 157 | 164 | 223 | 274 | 305 | 306 | 257 | 423 | 442 |
| M.S. degree. | | | | | | | | | | | | 2 | 4 | 9 | 6 | 12 |
| B.S. degree | 118 | 104 | 120 | 139 | 158 | 214 | 255 | 235 | 249 | 376 | 336 | 327 | 345 | 330 | 399 | 452 |
| Diploma in Education in connection with: | | | | | | | | | | | | | | | | |
| Ph.D. degree | 3 | 5 | 5 | 4 | 8 | 15 | 11 | 10 | 13 | 6 | 5 | 4 | 7 | 3 | 12 | 2 |
| A.M. degree | 36 | 51 | 51 | 51 | 65 | 82 | 83 | 148 | 174 | 226 | 203 | 199 | 187 | 163 | 240 | 267 |
| B.S. degree | | | | | | | | | | | | | | | | |
| Ed. Psychology | | | | | 1 | 3 | 1 | 4 | 1 | | | | | | 2 | |
| Ed. Administration | | | | | | | 1 | 1 | | 1 | 1 | 4 | 4 | 3 | 2 | 10 |
| Secondary | 95 | 61 | 78 | 69 | 62 | 88 | 104 | 113 | 98 | 111 | 37 | 30 | 19 | 20 | 37 | 28 |
| Elementary | 29 | 25 | 27 | 36 | 35 | 60 | 72 | 47 | 26 | 38 | 24 | 26 | 17 | 16 | 16 | 28 |
| Kindergarten | 24 | 27 | 16 | 21 | 22 | 34 | 20 | 20 | 9 | 13 | 13 | 13 | 6 | 13 | 17 | 23 |
| Adviser of Women | | | | | | | | | | | | 2 | | 1 | | |
| Domestic Art | 6 | 4 | 18 | 26 | 24 | 26 | 17 | 2 | | | | | | | | |
| Domestic Science | 25 | 17 | 38 | 41 | 52 | 82 | 65 | 12 | | | | | | | | |
| Fine Arts | 18 | 7 | 21 | 20 | 29 | 30 | 41 | 26 | 14 | 19 | 22 | 24 | 16 | 21 | 24 | 20 |
| Hospital Economics | 2 | 3 | 4 | | 3 | | | | | | | | | | | |
| Household Adminis. | | | | | 3 | 1 | 7 | | | | | 3 | 5 | | 1 | |
| Household Arts | | | | | | | 91 | 179 | 60 | 116 | 119 | 77 | 110 | 79 | 75 | 77 |
| Industrial Arts | | | | | | 19 | 23 | 160 | 16 | 11 | 20 | 16 | 17 | 6 | 11 | 7 |
| Manual Training | 6 | 9 | 20 | 13 | 14 | 1 | | | | | | | | | | |
| Music | 3 | 6 | 1 | 5 | 2 | 6 | 12 | 8 | 3 | 8 | 9 | 10 | 6 | 13 | 9 | 8 |
| Nature Study | 3 | 1 | | 1 | 1 | | | | | | | | | | | |
| Nursing and Health | | | | | | 7 | 6 | 6 | 3 | 4 | 2 | 6 | 3 | 3 | 5 | 16 |
| Physical Education | 10 | 4 | 4 | 16 | 13 | 18 | 19 | 13 | 15 | 15 | 15 | 14 | 21 | 21 | 26 | 30 |
| Religious Education | | | | | | | | | | 2 | 1 | 1 | 1 | 1 | 5 | 1 |
| Rural Education | | | | | | | | | | 2 | 1 | 3 | 1 | | 8 | 5 |
| Certificates | | | | | | | 27 | 20 | 113 | 68 | 15 | 19 | 14 | 4 | 1 | 3 |
| Totals | 424 | 379 | 457 | 502 | 564 | 786 | 959 | 1171 | 971 | 1245 | 1109 | 1094 | 1108 | 974 | 1340 | 1438 |

**TABLE D: SUMMARY OF DEGREES AND PROFESSIONAL DIPLOMAS
CONFERRED THROUGH TEACHERS COLLEGE, 1947-1962**

| | 1947 | 1948 | 1949 | 1950 | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 | 1957 | 1958 | 1959 | 1960 | 1961 | 1962 |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Ed. D. | 72 | 100 | 118 | 175 | 203 | 199 | 267 | 261 | 245 | 226 | 212 | 219 | 232 | 190 | 234 | 171 |
| Ph. D. | 14 | 26 | 52 | 50 | 60 | 36 | 55 | 52 | 34 | 36 | 47 | 58 | 52 | 24 | 32 | 39 |
| A.M. | 3080 | 3027 | 2973 | 3127 | 2996 | 2470 | 2007 | 1967 | 1798 | 1814 | 1717 | 1788 | 1777 | 1753 | 1465 | 1465 |
| M.S. | 25 | 32 | 23 | 21 | 18 | 13 | 11 | 19 | 19 | 11 | 12 | 7 | 9 | 10 | 14 | 10 |
| B.S. | 381 | 436 | 375 | 300 | 270 | 247 | 191 | 179 | 148 | 176 | 185 | 198 | 233 | 239 | 193 | 159 |
| Diplomas in Education | 60 | 107 | 113 | 152 | 148 | 184 | 179 | 204 | 192 | 226 | 157 | 158 | 169 | 201 | 194 | 189 |
| Total | 5582 | 3728 | 3649 | 3825 | 3695 | 3149 | 2710 | 2682 | 2436 | 2489 | 2330 | 2428 | 2472 | 2417 | 2132 | 2033 |

**TABLE IV: SUMMARY OF DEGREES AND PROFESSIONAL DIPLOMAS CONFERRED
THROUGH TEACHERS COLLEGE, 1957-66**

| | 1957 | 1958 | 1959 | 1960 | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Ed.D. | 212 | 219 | 232 | 190 | 234 | 171 | 170 | 182 | 181 | 180 |
| Ph.D. | 47 | 58 | 52 | 24 | 32 | 39 | 27 | 38 | 33 | 23 |
| Ed.M. | — | — | — | — | — | — | 1 | 6 | 39 | 49 |
| A.M. | 1717 | 1788 | 1777 | 1753 | 1465 | 1465 | 1376 | 1320 | 1406 | 1429 |
| M.S. | 12 | 7 | 9 | 10 | 14 | 10 | 10 | 21 | 20 | 18 |
| B.S. | 185 | 198 | 233 | 239 | 193 | 159 | 158 | 129 | 139 | 109 |
| Diplomas in Education | 157 | 158 | 169 | 201 | 194 | 189 | 181 | 192 | 171 | 171 |
| Total | 2330 | 2428 | 2472 | 2417 | 2132 | 2033 | 1923 | 1888 | 1969 | 1979 |

Appendix 4B: Description of Ed.M. Programs

| Department | Program Title | Program Code | Program Description |
|------------|---------------------------|----------------------|--|
| A&H | Applied Linguistics/TESOL | ME-LING; ME-TESOL | <p>This program offers a 60-point Master of Education (Ed.M.) degree in Applied Linguistics. After completing the Ed.M., some students go on to doctoral study at Teachers College or elsewhere, while others enter or return to the field as practitioners with a deepened understanding of theory and research. For those who are accepted to the Ed.D. program at Teachers College, all their Ed.M. course credits are transferable to their Ed.D. program. Ed.M. students pursue advanced study in one of three areas of specialization: (1) Language Use, (2) Second Language Acquisition, or (3) Language Assessment. Students follow a curriculum specifically designed for each area of specialization.</p> <p>http://www.tc.columbia.edu/TesolAI/index.asp?Id=Programs&Info=Applied+Linguistics</p> |
| A&H | Art and Art Education | ME-ARTE | <p>This degree is designed for individuals seeking a high level of specialist achievement in art education. The Ed.M. is also designed for practitioners who wish to acquire more advanced research skills as a basis for future doctoral study. The Ed.M. degree responds to a diversity of professional interests and offers considerable flexibility in course structure. Students may complete this program on a full-time or part-time basis. Students in the Ed.M. Program may choose one of three concentrations: (1) Administrative-Supervisory, (2) Museum Education, and (3) Community Arts. Students may also work with their advisor to devise their own concentration.</p> <p>http://www.tc.columbia.edu/a&h/ArtEd/index.asp?Id=Degrees&Info=Master+of+Education+in+Art+Education%2C+60+points+%28EdM%29</p> |
| A&H | English Education | ME-ENGL | <p>The Master of Education (Ed.M.) degree is a 60-credit program designed for individuals interested in advanced study in the field of English Education. The Ed.M. degree is well suited for individuals who are currently teaching and who wish to concentrate their studies further within the field of English education and/or individuals who are thinking about undertaking doctoral work in English education. Individuals applying to the Ed.D. program in the Teaching of English sometimes are asked to complete the Ed.M. program before gaining admission to the Doctoral program. The Ed.M. program does not lead to certification for teaching.</p> <p>http://www.tc.columbia.edu/a%26h/EnglishEd/index.asp?Id=Prospective+Students&Info=Degrees+Offered</p> |
| A&H | History and Education | ME-HIST | |

| | | | |
|-----|----------------------------|----------------------------|--|
| A&H | Music and Music Education | ME-MUSC; ME-MUSC- IN | <p>The Master of Education degree (Ed.M.) in Music and Music Education is an advanced professional degree for practitioners in music education that is designed to prepare graduates for a career in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of 60 points of graduate study. Major emphasis is placed on the improvement of instruction and curriculum. Candidates who show clear promise of success in further graduate study may apply for the doctoral program.</p> <p>The degree with Initial Teacher Certification is a program designed for students with a master's degree in music who wish to prepare for teaching music in the public schools. The 62-point degree program leads to both the Ed.M. degree and New York State Teacher of Music, PreK-12 Initial Certification. All requirements for certification can be completed in the Ed.M. program if the candidate is identified at the first registration. Students in this Ed.M. program take coursework followed by two semesters of carefully guided student teaching in schools that reflect the Music Program's philosophy of authentic and relevant musical pedagogy.</p> <p>http://www.tc.columbia.edu/a&h/MusicEd/index.asp?Id=Academic+Offerings&Info=Degrees</p> |
| A&H | Philosophy and Education | ME-PHIL | <p>The Master of Education (Ed.M.) degree serves a comparable function to the M.A. program, but is designed either for students who desire a more extended, intensive graduate experience, or for students who already have one or more graduate degrees and who wish to pursue study in Philosophy and Education.</p> <p>Students in the Ed.M. program must complete a minimum of 60 points of credit. Certain other courses in the College may be applicable to these requirements. 30 of the required 60 points can be met through prior graduate study (previous graduate work is reviewed by program faculty for purposes of assigning credit toward the Ed.M. degree).</p> <p>http://www.tc.columbia.edu/philosophy/index.asp?Id=Degrees&Info=Ed%2EM%2E</p> |
| A&H | Teaching of Social Studies | ME-SSTE | <p>The degree is intended for experienced educators; it is aimed at developing leaders in social studies education for settings such as community colleges, high schools, curriculum agencies, publishing companies, foundations and museums. Emphasis is on specialized work in curriculum development and the subject matters, methods, and materials of instruction. This degree program is also suitable for students contemplating future doctoral study. The program is flexible in nature and can be tailored to the student's specific career goals.</p> <p>http://www.tc.columbia.edu/a%26h/socialstudies/index.asp?Id=Prospective+Students&Info=Ed%2EM+%2860+Points%29</p> |
| BBS | Applied Physiology | ME-APHY | <p>The Master and Advanced Masters Degrees may lead to employment opportunities such as: Clinical Specialist (hospital, clinic, school setting); Clinical Supervisor; Clinical Education Coordinator (site setting); Hospital based research position; Laboratory Instructor (university setting); Clinical</p> |

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| | | | <p>Exercise Physiologist; Athletic Trainer; Personal Trainer; Strength and Conditioning Coach; Laboratory Technologist (hospital setting); Research Assistant (hospital, clinic, school setting); Instructor in Physical/ Occupational Therapy Program; Research Coordinator (hospital, clinic, school setting); Continuing Education Instructor (research area); Supervisor / Manager / Administrator (hospital, clinic, school setting); Academic Clinical Coordinator Education (ACCE). A number of Masters students have used their degree as a stepping stone to admission to graduate and professional schools.</p> <p>http://www.tc.columbia.edu/bbs/Movement/index.asp?Id=Specializations&Info=Applied+Exercise+Physiology</p> |
| BBS | Motor Learning and Control | ME-MTLG | <p>The Ed.M. program provides for advanced study in the movement sciences and for individually designed study to meet the student's professional needs and interests. The following program description concentrates on describing course requirements. It is important to recognize that these are only the more formal and identifiable features of the program. A minimum of 60 points of relevant graduate course-work is required for the degree, 30 points of which must be completed at Teachers College. Transfer credit from another university is awarded at the discretion of the faculty advisor. A maximum of 30 points completed outside of Teachers College may be transferred. All coursework taken in fulfillment of the Ed.M. degree requirements may subsequently be applied towards more advanced degrees (Ed.D., Ph.D.). Students can focus on: (a) preparation as a "scholar of practice" who is able to translate research and theory into appropriate clinical or educational strategies; (b) preparation as a clinical instructor, clinical or educational supervisor, or applied investigator; or (c) preparation for study towards the doctoral degree.</p> <p>http://www.tc.columbia.edu/bbs/movement/index.asp?Id=Degree+Requirements&Info=Master+of+Education</p> |
| BBS | Curriculum and Teaching in Physical Education | ME-PECT | <p>The 60-point Ed.M. program is designed to prepare teachers for leadership roles in schools. The program provides opportunities to study school-wide issues of curriculum, teaching, administration, and school reform. Specialized concentrations also are available in physical fitness program development and administration.</p> <p>http://catalog.tc.columbia.edu/tc/departments/biobehavioralsciences/curriculumandteachinginphysicaleducation/name-22086-en.html#22088</p> |
| C&T | Curriculum and Teaching | ME-CURR | <p>The Department of Curriculum and Teaching offers a single program leading to the M.Ed. degree. The M.Ed. is an advanced masters' degree (between an M.A. and an Ed.D.) that offers a flexible program of study focusing on leadership in curriculum and teaching in a range of educational settings. This degree program offers students the opportunity to develop specialized understandings and a capacity for leadership in curriculum and pedagogy. Leadership is interpreted broadly in this program to include developing curricula, studying teaching, designing professional development,</p> |

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| | | | and engaging in action research, all with a focus on challenging inequalities and imagining new possibilities for education. The M.Ed. program of study does not lead to New York State certification as teacher or as building administrator. http://www.tc.columbia.edu/c&t/ctprogram/?Id=Degrees&Info=Master+of+Education |
| C&T | Early Childhood Education - Policy Concentration | ME-ECED | The Master of Education (Ed.M.) with an Early Childhood Policy concentration is designed to give students a firm grounding in early childhood pedagogy, programs, and practice as well as in policy analysis and policy making related to young children and their families. Students will combine theoretical knowledge with practice in the policy field; they will also become familiar with an array of policy issues impacting contemporary child and family life. While the focus of this work is on U.S. policy, there will be opportunity for international and comparative work as well. http://www.tc.columbia.edu/c&T/childEd/index.asp?Id=Degrees&Info=EdM%3A+Early+Childhood+Education |
| CCP | Psychological Counseling | ME-COUS; ME-COUD; ME-COUP; ME-COUM | The Master of Education (Ed.M.) Program in Psychological Education prepares students to practice mental health counseling or school counseling, and provides students with the necessary coursework and training to obtain mental health licensure or school counseling certification in New York State. In general, the program is dedicated to the preparation of counselors who 1) facilitate the optimal development of individuals, groups, and organizations through 2) strategies of prevention, intervention, and remediation that are 3) culturally-relevant and psychologically-appropriate across the lifespan. http://www.tc.columbia.edu/ccp/counseling/index.asp?Id=Master+of+Education&Info=The+Ed%2EM%2E+Program+in+Psychological+Counseling 1. |
| EPSA | Education Policy | ME-EPOL | The 60-point degree is intended for educators and non-educators seeking careers in education policy in either the private or the public sector. The program of study builds on the required Ed.M. course sequence with additional work in a policy area relevant to the student's interests. Up to 30 points of eligible coursework from another graduate institution or program may be applied to the Ed.M. degree. http://www.tc.columbia.edu/EPSA/edpolicy/ |
| EPSA | Economics and Education | ME-ECON | This 60-point program is intended for individuals interested in the applications and practices in the economics of education. The program is flexible and is designed by the student, under the guidance of the academic advisor. It is particularly suitable for individuals who want to go beyond the coursework of the M.A. program but do not want the advanced training of the Ph.D. program. http://www.tc.columbia.edu/epsa/economics/index.asp?Id=Degrees&Info=Degree+Programs |

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|------|--------------------------------|---|---|
| EPSA | Politics and Education | ME-POLC | <p>This degree program prepares students for positions as policy leaders at the local, state and national levels, or to pursue advanced work in doctoral programs in education policy, political science, or public policy. Graduates of this program secure positions as policy advisors and researchers for government agencies, foundations and various private agencies committed to looking at and developing policies for the field of education.</p> <p>http://www.tc.columbia.edu/EPSA/Politics/index.asp?Id=Degrees&Info=General+Degree+Requirements</p> |
| EPSA | Sociology and Education | ME-SOCL | <p>http://www.tc.columbia.edu/EPSA/sociology/?Id=Degrees&Info=Degree+Programs#MasterofEducation(Ed.M.)</p> |
| HBS | Deaf and Hard of Hearing | ME-DHEA; ME-DHEI; ME-DHCI; ME-DHAE; ME-DHRI | <p>The Masters of Education (Ed.M.) with Master of Arts (MA) en passant program in the Education of the Deaf and Hard of Hearing at Teachers College, Columbia University is one of the oldest teacher education programs in the country. It provides an intensive study of the educational issues of individuals who are d/Deaf and hard of hearing from the perspectives of psychology, anthropology, linguistics, child development, pedagogy and regular education with the aim of preparing teachers who will address the educational and literacy needs of these youngsters. We serve and prepare individuals for work with children who possess a wide range of hearing losses in classes using diverse communication systems as well as those who have normal hearing.</p> <p>We offer two program options:</p> <p>(1) combined 60 credit EdM/MA (MA en passant) degree that leads to certification as a teacher of the d/Deaf and hard of hearing as well as a teacher of regular education at a particular age range or content domain (Admission to regular ed programs is dependent upon individual program requirements and subject to program's approval).</p> <p>(2) combined 60 credit EdM/MA (MA en passant) degree that leads to certification as a teacher of the d/Deaf and hard of hearing, N-12, primarily for those interested in working as an itinerant teacher or resource room teacher.</p> <p>http://www.tc.columbia.edu/hbs/specialed/index.asp?Id=Degree+Requirements&Info=Masters+Degrees</p> |
| HBS | Intellectual Disability/Autism | ME-ITDE; ME-ITDC | <p>Master of Education (Ed.M.), degree program in the Teaching of Students with Intellectual Disability/Autism and Elementary/Childhood — for individuals who are seeking initial dual certification as a teacher of students with and without disabilities at the childhood (elementary) level (grades 1-6). This 60-point full-time program typically requires two years to complete. The goal of the program is to prepare pre-service teachers to work with students with disabilities in inclusive</p> |

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| | | | <p>and specialized settings. Through coursework and practicum experiences, the program fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with intellectual disability/autism at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with intellectual disability/autism. The program is fully aligned with the New York State Learning Standards.</p> <p>http://www.tc.columbia.edu/hbs/specialed/index.asp?Id=Degree+Requirements&Info=Masters+Degrees</p> |
| HBS | Community Nutrition Education | ME-NUTC | <p>The program of study for the 60-point Master of Education degree in Community Nutrition Education includes additional coursework in advanced nutrition and permits stronger emphases in the behavioral sciences, community assessment and planning, and education.</p> <p>http://www.tc.columbia.edu/hbs/nutrition/index.asp?Id=Graduate+Degrees&Info=Master+of+Education%3A+Community+Nutrition+Education</p> |
| HBS | School Psychology | ME-SPSM | <p>Our National Association of School Psychologists (NASP)-accredited Master of Education program requires 69 points of coursework. The course of study stresses a firm grounding in the core areas of psychology, especially cognitive psychology, as well as in the tools traditionally used by school psychologists to apply their knowledge and skills to school settings. Completion of the Ed.M. program in School Psychology can lead to certification as a school psychologist in New York State.</p> <p>http://www.tc.columbia.edu/hbs/schoolpsych/index.asp?Id=Degree+Info&Info=Master+of+Education+%28Ed%2EM%2E%29</p> |
| HUD | Ed Psych: Cognitive, Behavioral, and Developmental Analysis | ME-COGF | <p>In the Master's Program in Educational Psychology: Cognitive, Behavioral, and Developmental Analysis, students examine the cognitive mechanisms that underlie learning and thinking in school and non-school settings. The program trains students in basic theories of human cognition, the practice and interpretation of empirical cognitive and developmental research, as well as how to use research to improve educational practices and develop innovative methods built around new technologies. Studies in cognitive, developmental and educational psychology and computer science provide students with a valuable perspective on cognition and learning.</p> <p>http://www.tc.columbia.edu/HUD/CogStudies/?Id=Degrees&Info=Master+of+Education+%28Ed%2EM%2E%29</p> |

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| HUD | Measurement and Evaluation | ME-MEAS | <p>The Ed.M. in Measurement and Evaluation provides training for a number of positions in educational research bureaus and testing organizations. It requires two years of coursework. In addition to the satisfactory completion of course work, an integrative project is required for the master's degree. The Ed.M. in Measurement and Evaluation (60 points) is a two-year master's degree. It provides training for a number of positions in educational research bureaus and testing organizations. In addition to the satisfactory completion of coursework, an integrative project is required for the master's degree.</p> <p>http://www.tc.columbia.edu/hud/measurement/index.asp?Id=Degree+Information+%26+Requirements&Info=Master+of+Education+(EdM)</p> |
| ITS | Anthropology and Education | ME-ANTH | <p>The Master of Education degree program is flexible, allowing students to address various professional concerns, satisfy diverse academic needs, and enhance professional skills.</p> <p>http://catalog.tc.columbia.edu/tc/departments/internationaltransculturalstudies/anthropology/name-1248-en.html#6901</p> |
| ITS | Comparative and International Education | ME-COMP; ME-INTL | <p>The programs are designed to provide students with challenging coursework related to international and transcultural dimensions of education. Requirements include work in four areas: a core curriculum, a concentration that is either a discipline (for Comparative and International Education) or a professional field of education (for International Educational Development), trans-cultural or geographically related study, and elective credits.</p> <p>The program arrangements are designed to be as flexible as possible so that previous educational and professional experiences and the future career goals of the student may be taken into account in the choice of appropriate coursework. Each student is expected to assume major responsibility for formulating, in cooperation with the academic advisor, a plan of study that will best meet the general program requirements in a way most compatible with her/his own professional goals. Keep in mind that degrees are offered only by program, that is, applicants need to specify to which of the two international education programs they are applying.</p> <p>http://catalog.tc.columbia.edu/tc/departments/internationaltransculturalstudies/internationalandcomparativeeducationprogram/name-38498-en.html#22103</p> |
| MST | Instructional Technology and Media | ME-TECM; ME-TEIT | <p>In recent years, students in the program have made four questions paramount:</p> <p>Which emerging technologies hold greatest promise for enriching learning experiences throughout the educational enterprise?</p> <p>What pedagogical strategies should designers embody in instructional materials, including those based on multimedia and those reflected in gaming environments?</p> <p>How should educators deploy, manage, and evaluate information and communication technologies in classrooms for optimal educational effect?</p> |

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| | | | What principles of design and practice should educators incorporate into distributed educational courses and programs? |
| MST | Mathematics Education | ME-MATH | Typically, the program of studies for the Master of Education (Ed.M.) degree should include 42 points in courses in mathematics and mathematics education. Preparation in mathematics content should be of sufficient depth to provide leadership to elementary and secondary school teachers. http://www.tc.columbia.edu/MST/MathEd/ |
| MST | Teacher Education in Science | ME-SCTE | The main emphasis of our masters' programs in science education is to prepare students to obtain leadership positions in science education as teachers, supervisors, teacher educators, and educational developers and outreach. A major part of preparing our students for these roles is enabling them to engage in a broad range of experiences that will provide a balanced, extensive, and personalized form of professional development. In particular, we are concerned that students develop expertise in key domains which make up the knowledge base in science education, including deep and conceptual understandings of the disciplines of science, thoughtful exploration of the core science education areas of study (including history of science education, sociocultural issues, curriculum and pedagogy, teacher education, and equity and policy), and proficiencies in the professional education areas of study (e.g., psychology, sociological and cultural studies, history and philosophy), educational research, and technology. |
| ORL | Higher and Postsecondary Education | ME-HIGH | The Master of Education Program develops breadth of understanding of higher and postsecondary education, though emphasizing particular domains of study and practice, among them, academic learning and development, organizational and institutional processes, and social and comparative perspectives. Students in the Ed.M. Program typically use these offerings to elaborate and deepen their experience-based knowledge and intellectual interests in policymaking, curriculum development, student development, etc. Ed.M. students conclude their programs of study by writing an integrative paper focused on a particular topic of professional and personal interest and drawing on the knowledge resources available by the three curricular domains. http://www.tc.columbia.edu/O&L/highered/?Id=Degrees&Info=Master+of+Education |

Appendix 4C: Ed.M. Program Enrollments and Degrees Earned

Ed.M. Program Applications, Admissions, and New Enrollment

| Non-Certification/Licensure Ed.M. Programs | | | | | | | | | | | | | | | |
|--|----------|-----------|------------|----------|-----------|------------|-------|-----------|--------|----------|-----------|--------|----------|-----------|------------|
| | 10-11 | | | 11-12 | | | 12-13 | | | 13-14 | | | 14-15 | | |
| | App s | Admi t | Enrol l | App s | Admi t | Enrol l | Apps | Admi t | Enroll | App s | Admi t | Enroll | App s | Admi t | Enrol l |
| Adult Learning and Leadership-ADUL | 1 | 1 | 0 | 3 | 2 | 1 | 7 | 5 | 5 | 10 | 8 | 6 | 11 | 9 | 6 |
| Anthropology and Education-ANTH | 5 | 4 | 3 | 8 | 6 | 1 | 5 | 5 | 3 | 16 | 15 | 4 | 23 | 20 | 5 |
| App Psychology: Measurement & Evaluation MEAS | 10 | 7 | 1 | 6 | 4 | 3 | 9 | 6 | 1 | 14 | 9 | 4 | 20 | 17 | 5 |
| Applied Linguistics-LING | 19 | 16 | 5 | 20 | 15 | 6 | 25 | 21 | 8 | 19 | 14 | 5 | 27 | 24 | 13 |
| Applied Physiology-APHY | 11 | 10 | 6 | 10 | 7 | 3 | 14 | 14 | 10 | 9 | 8 | 5 | 5 | 4 | 1 |
| Art and Art Education-ARTE | 10 | 10 | 6 | 8 | 7 | 3 | 14 | 10 | 7 | 13 | 12 | 8 | 12 | 9 | 4 |
| Communication and Education-TECM | 5 | 4 | 2 | 6 | 5 | 3 | 4 | 4 | 3 | 2 | 1 | 1 | 8 | 5 | 0 |
| Community Nutrition Education-NUTC | 2 | 1 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 0 | 4 | 3 | 2 |
| Comparative & International Education-COMP | 12 | 5 | 1 | 13 | 7 | 4 | 5 | 3 | 1 | 6 | 2 | 1 | 34 | 29 | 6 |
| Curriculum & Teaching in Physical Education-PECT | 1 | 0 | 0 | | | | 1 | 1 | 0 | | | | | | |
| Curriculum and Teaching-CURR | 33 | 25 | 14 | 36 | 27 | 15 | 25 | 22 | 8 | 46 | 33 | 17 | 44 | 32 | 19 |
| Economics and | 12 | 6 | 0 | 16 | 14 | 7 | 20 | 14 | 6 | 12 | 3 | 1 | 12 | 5 | 0 |

| | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Education-ECON | | | | | | | | | | | | | | | |
| Ed Psychology: Cognitive Behavioral Analysis-COGF | 12 | 11 | 4 | 9 | 6 | 2 | 11 | 6 | 2 | 10 | 9 | 6 | 17 | 9 | 6 |
| Education Policy- EPOL | | | | | | | | | | 4 | 4 | 4 | 22 | 4 | 1 |
| Higher & Postsecondary Education-HIGH | 34 | 19 | 10 | 25 | 16 | 12 | 17 | 15 | 6 | 20 | 18 | 10 | 24 | 20 | 8 |
| History and Education-HIST | 2 | 1 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 6 | 3 | 1 | 5 | 4 | 1 |
| Instructional Tech and Media-TEIT | 19 | 13 | 8 | 15 | 9 | 5 | 13 | 11 | 6 | 11 | 6 | 2 | 22 | 9 | 3 |
| Interdisciplinary Studies Education- INDS | 2 | 2 | 1 | 4 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 0 | 0 |
| Intl Educational Development-IN'TL | 42 | 24 | 14 | 25 | 15 | 7 | 40 | 20 | 10 | 31 | 22 | 8 | 58 | 36 | 11 |
| Leadership Policy & Politics-ELPL | 24 | 18 | 6 | 33 | 22 | 8 | 31 | 17 | 4 | 30 | 18 | 3 | | | |
| Mathematics Education-MATH | 6 | 4 | 1 | 8 | 4 | 2 | 12 | 9 | 1 | 8 | 8 | 3 | 1 | 0 | 0 |
| Motor Learning- MTLG | 5 | 5 | 4 | 2 | 1 | 1 | 4 | 2 | 1 | 4 | 2 | 1 | 3 | 3 | 0 |
| Music and Music Education-MUSC | 39 | 33 | 21 | 30 | 24 | 14 | 30 | 28 | 16 | 34 | 31 | 20 | 30 | 28 | 15 |
| Philosophy and Education-PHIL | 4 | 4 | 1 | 5 | 5 | 3 | 4 | 3 | 1 | 1 | 0 | 0 | 4 | 2 | 1 |
| Politics and Education-POLC | 10 | 8 | 3 | 16 | 12 | 3 | 13 | 10 | 5 | 12 | 9 | 6 | 5 | 2 | 2 |
| Sociology and Education-SOCL | 17 | 13 | 7 | 38 | 29 | 17 | 24 | 18 | 10 | 24 | 15 | 5 | 29 | 14 | 8 |
| Teacher Education in Science-SCTE | 12 | 12 | 5 | 12 | 10 | 5 | 2 | 2 | 1 | 5 | 4 | 3 | 9 | 6 | 2 |
| Teaching of English- ENGL | 16 | 9 | 4 | 20 | 15 | 9 | 10 | 6 | 3 | 16 | 14 | 5 | 12 | 12 | 6 |
| Teaching of Social | 3 | 2 | 1 | 3 | 2 | 0 | 8 | 4 | 4 | 7 | 3 | 2 | 2 | 2 | 1 |

| | | | | | | | | | | | | | | | |
|---|----------|-----------|------------|----------|-----------|--------|----------|-----------|------------|-------|-----------|------------|-------|-----------|------------|
| Studies-SSTE | | | | | | | | | | | | | | | |
| TESOL-TESL | 29 | 12 | 2 | 19 | 7 | 1 | 18 | 11 | 5 | 18 | 7 | 4 | 28 | 5 | 0 |
| | 397 | 279 | 131 | 396 | 277 | 139 | 370 | 270 | 130 | 391 | 281 | 137 | 473 | 313 | 126 |
| Certification/Licensure Ed.M. Programs | | | | | | | | | | | | | | | |
| | 10-11 | | | 11-12 | | | 12-13 | | | 13-14 | | | 14-15 | | |
| | App s | Admi t | Enrol l | App s | Admi t | Enroll | App s | Admi t | Enrol l | Apps | Admi t | Enrol l | Apps | Admi t | Enrol l |
| App Psychology- School Psych-SPSM | 97 | 43 | 24 | 97 | 46 | 26 | 68 | 43 | 19 | 74 | 42 | 22 | 69 | 39 | 19 |
| Blindness and Visual Impairment BVAI | 1 | 1 | 0 | | | | | | | | | | | | |
| Blindness & Visual Impairment-BVIM | 4 | 4 | 2 | 3 | 2 | 2 | | | | | | | | | |
| Deaf Education Reading Specialist- DHRI | 3 | 1 | 1 | 4 | 3 | 2 | | | | 1 | 1 | 1 | 5 | 5 | 2 |
| Deaf Hearing Impairment: Early Childhood-DHEI | 9 | 8 | 6 | 10 | 10 | 7 | 6 | 5 | 4 | 5 | 4 | 3 | 3 | 1 | 1 |
| Deaf Hearing Impairment: Elem Education-DHCI | 4 | 4 | 2 | 4 | 4 | 0 | 7 | 7 | 4 | 9 | 9 | 6 | 2 | 2 | 1 |
| Education of Deaf & Hard of Hearing- DHEA | 13 | 12 | 6 | 15 | 14 | 6 | 10 | 8 | 7 | 5 | 3 | 1 | 6 | 5 | 4 |
| Educational Leadership Studies- ELSD | 34 | 13 | 4 | | | | | | | | | | | | |
| Hearing Impair/Adolescence Education-DHAE | 5 | 5 | 1 | | | | 1 | 1 | 1 | 2 | 2 | 0 | 1 | 0 | 0 |
| Instructional Practice Spec Ed- INST | 7 | 1 | 0 | 2 | 2 | 2 | 4 | 4 | 4 | | | | | | |
| Intellectual | 10 | 7 | 5 | 9 | 5 | 2 | 12 | 7 | 5 | 3 | 1 | 0 | 3 | 2 | 1 |

| | | | | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Disabilities/Autism- Early Childhood- ITDE | | | | | | | | | | | | | | | |
| Intellectual Disabilities/Autism ITDC | 4 | 0 | 0 | 3 | 0 | 0 | 5 | 0 | 0 | 2 | 0 | 0 | | | |
| Mental Health Counseling-COUM | 99 | 47 | 29 | 86 | 51 | 26 | 153 | 69 | 36 | 135 | 66 | 40 | 171 | 107 | 85 |
| Private School Leadership-ELPR | 99 | 37 | 31 | 32 | 26 | 16 | 79 | 48 | 40 | 29 | 25 | 15 | 67 | 39 | 25 |
| Psychological Counseling-COUP | 145 | 81 | 39 | 129 | 91 | 38 | 238 | 162 | 55 | 208 | 153 | 52 | 189 | 125 | 48 |
| Public School Building Leadership- ELBL | 107 | 78 | 49 | 141 | 110 | 71 | 127 | 97 | 66 | 142 | 80 | 55 | 158 | 80 | 62 |
| School Counselor- COUS | 105 | 52 | 19 | 59 | 45 | 22 | 85 | 42 | 22 | 72 | 46 | 24 | 58 | 41 | 19 |
| Total | 746 | 394 | 218 | 594 | 409 | 220 | 795 | 493 | 263 | 687 | 432 | 219 | 732 | 446 | 267 |

Ed.M. Program Fall Term Registered Count 2000-2015

| | | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| A&H | Applied Linguistics | 11 | 6 | 7 | 7 | 3 | 8 | 8 | 9 | 12 | 7 | 7 | 10 | 17 | 10 | 18 | 17 |
| | Art and Art Education | 10 | 13 | 19 | 13 | 19 | 8 | 9 | 15 | 16 | 14 | 16 | 15 | 10 | 13 | 12 | 10 |
| | History and Education | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | | | | 1 | 2 | 1 |
| | Music and Music Education | | | | | 1 | | | | 9 | 25 | 25 | 23 | 20 | 12 | 20 | 31 |
| | Philosophy and Education | 2 | 3 | 1 | 5 | 6 | 3 | 4 | 4 | 1 | 7 | 7 | 7 | 3 | 2 | 1 | 2 |
| | Religion and Education | | | 1 | 0 | 1 | | | | | | | | | | | |
| | Teaching of English | 12 | 11 | 19 | 11 | 10 | 9 | 8 | 6 | 7 | 16 | 15 | 13 | 16 | 12 | 9 | 16 |
| | Teaching of Social Studies | 2 | 3 | 3 | 2 | 2 | 3 | 4 | 5 | 3 | 1 | 3 | 1 | 2 | 4 | 3 | 3 |
| | Teaching of Spanish | 0 | | | | | | | | | | | | | | | |
| | Major Not Declared | 12 | 14 | 19 | 23 | 48 | 48 | 36 | 36 | 14 | 4 | | | | | | |
| | TESOL | 4 | 3 | 3 | 5 | 5 | 4 | 3 | 3 | 1 | 2 | 2 | 3 | 5 | 8 | 4 | 3 |
| A&H Total | 53 | 54 | 72 | 67 | 96 | 84 | 73 | 80 | 64 | 77 | 75 | 72 | 73 | 62 | 69 | 83 | |
| BBS | Applied Physiology | 4 | 5 | 3 | 4 | 3 | 4 | 1 | 1 | 3 | 5 | 7 | 5 | 12 | 15 | 8 | 5 |
| | Curriculum and Teaching in Physical Education | 2 | 5 | 4 | 2 | 2 | 0 | 0 | 1 | | 1 | 1 | 0 | 0 | 0 | 0 | 1 |
| | Motor Learning | 5 | 5 | 4 | 1 | 5 | 2 | 2 | 3 | 1 | 1 | | 4 | 3 | 3 | 0 | 2 |
| | Neuroscience and Education | 1 | 1 | 6 | 2 | 2 | 9 | 2 | 0 | | | | | | | | |
| | Speech & Language Pathology | 1 | 1 | 0 | 0 | 1 | 1 | 1 | | | | | | | | | |
| | BBS Total | 13 | 17 | 17 | 9 | 13 | 16 | 6 | 5 | 4 | 7 | 8 | 9 | 15 | 18 | 8 | 8 |
| C&T | Curriculum and Teaching | 15 | 16 | 18 | 18 | 10 | 9 | 9 | 12 | 14 | 14 | 18 | 23 | 22 | 24 | 34 | 29 |
| | Early Childhood Education | 10 | 7 | 5 | 5 | 3 | 4 | 3 | | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| | Early Childhood Ed-Special Education | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | | | | | | | | |
| | Major Not Declared | | | | | | | 4 | 3 | | | | | | | | |
| | C&T Total | 28 | 24 | 24 | 25 | 15 | 14 | 18 | 16 | 15 | 15 | 19 | 24 | 22 | 24 | 34 | 29 |
| CCP | Mental Health Counseling | | | | | | | | | 2 | 31 | 65 | 54 | 56 | 56 | 66 | 130 |

| | | | | | | | | | | | | | | | | | |
|------------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Mental Health Counseling/School Counseling | | | | | | | | | 17 | 19 | 8 | 4 | 1 | | | |
| | Psychological Counseling | 147 | 137 | 113 | 120 | 159 | 179 | 175 | 186 | 195 | 154 | 109 | 80 | 89 | 93 | 88 | 29 |
| | Psychology in Education | | | | 1 | 1 | | | | | | | | | | | |
| | School Counselor | | | | | | | | | | 9 | 27 | 43 | 45 | 40 | 33 | 27 |
| | CCP Total | 147 | 137 | 113 | 121 | 160 | 179 | 175 | 186 | 214 | 213 | 209 | 181 | 191 | 189 | 187 | 186 |
| EDP | Economics and Education | | | | | | | | | | | | 4 | 9 | 6 | 4 | 4 |
| | Education Policy | | | | | | | | | | | | | | 2 | 2 | 1 |
| | Leadership Policy & Politics | | | | | | | | | | | | 11 | 5 | 6 | 0 | 0 |
| | Politics and Education | | | | | | | | | | | | 3 | 8 | 8 | 7 | 2 |
| | Sociology and Education | | | | | | | | | | | | 20 | 15 | 16 | 16 | 13 |
| | EDP Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 37 | 38 | 29 |
| HBS | Applied Psychology-School Psychology | 35 | 42 | 48 | 48 | 60 | 54 | 62 | 60 | 65 | 66 | 69 | 69 | 62 | 65 | 59 | 59 |
| | Applied Behavior Analysis | | 1 | | | | | | | | | | | | | | |
| | Blindness & Visual Impairment | | | | | | | 1 | 1 | 3 | 2 | 4 | 5 | 4 | | | |
| | Community Nutrition Education | 3 | 0 | 1 | 5 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 3 |
| | Deaf Education Reading Specialist | | | | | | | | | 1 | 2 | 2 | 2 | | 1 | | 3 |
| | Deaf Hearing Impairment: Early Childhood | | | | | | | | | | 2 | 4 | 11 | 9 | 6 | 6 | 5 |
| | Deaf Hearing Impairment: Elementary Education | | | | | | | | | 3 | 8 | 8 | 1 | 3 | 5 | 5 | 2 |
| | Education of Deaf and Hard of Hearing | 0 | 0 | 0 | | | 22 | 29 | 25 | 16 | 8 | 7 | 8 | 12 | 9 | 4 | 6 |
| | Hearing Impair/Adolescence Education | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | | |
| | Instructional Practice | | | | | | | | | | 3 | | 1 | 3 | 1 | | |

| | | | | | | | | | | | | | | | | | |
|------------|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|-----------|-----------|-----------|
| | Spec Education | | | | | | | | | | | | | | | | |
| | Intellectual Disabilities/Autism-Childhood | | | | | 2 | 2 | | | | | | | | | | |
| | Intellectual Disabilities/Autism-Early Childhood | | | | | 1 | 1 | | 5 | 9 | 5 | 8 | 4 | 7 | 4 | 1 | 3 |
| | Intellectual Disability/Autism | 1 | | | | 1 | | | | | | | | | | | |
| | Nursing Education-Professorial Role | 0 | 0 | | | | | | | | | | | | | | |
| | Nutrition Education | 1 | 0 | | | | | | | | | | | | | | |
| | Supervision of Special Education | | 0 | 1 | 3 | 3 | 4 | 3 | | | | | | | | | |
| | HBS Total | 40 | 43 | 50 | 56 | 71 | 86 | 99 | 95 | 101 | 100 | 106 | 106 | 103 | 94 | 77 | 81 |
| HUD | App Psychology: Measurement & Evaluation | 4 | 3 | 2 | 4 | 6 | 9 | 13 | 7 | 6 | 5 | 3 | 4 | 2 | 2 | 7 | 10 |
| | Cognitive Studies in Education | 1 | 1 | | | 0 | 0 | 1 | 1 | | | | | | | | |
| | Ed Psychology: Cognitive Behavior Analysis | | 3 | 1 | 1 | 0 | 2 | 1 | 3 | 5 | 3 | 8 | 6 | 4 | 8 | 6 | 9 |
| | Sociology and Education | 7 | | 5 | 4 | 4 | 8 | 12 | 6 | 12 | 15 | 20 | 2 | 1 | 1 | | |
| | HUD Total | 12 | 7 | 8 | 9 | 10 | 19 | 27 | 17 | 23 | 23 | 31 | 12 | 7 | 11 | 13 | 19 |
| IND | Interdisciplinary Studies Education | 2 | 2 | 1 | 1 | 2 | 1 | 1 | | | | | 2 | 2 | 3 | 2 | 1 |
| | IND Total | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 2 | 1 |
| ITS | Anthropology & Education (Bilingual) | | | | | | | 1 | 1 | | | | | | | | |
| | Anthropology and Education | 1 | 2 | 2 | 3 | 4 | 2 | 1 | 2 | 5 | 4 | 5 | 4 | 3 | 5 | 8 | 7 |
| | Comparative & International Ed | 9 | 6 | 5 | 3 | 4 | 7 | 5 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 7 | 5 |
| | Economics and Education | | | | 2 | 2 | 3 | 2 | 2 | 3 | 1 | 2 | 1 | 0 | 0 | 0 | 0 |
| | International Educational | 36 | 35 | 25 | 32 | 30 | 27 | 22 | 19 | 18 | 17 | 19 | 20 | 17 | 14 | 10 | 17 |

| | | | | | | | | | | | | | | | | | |
|-----------------------------------|---|-------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Development | | | | | | | | | | | | | | | | |
| | International Educational Development (Bilingual) | 1 | 2 | 1 | | 2 | 1 | 1 | | | | | | | | | |
| | ITS Total | 47 | 45 | 33 | 40 | 42 | 40 | 32 | 25 | 29 | 25 | 29 | 28 | 22 | 21 | 25 | 29 |
| MST | Communication and Education | 5 | 5 | 3 | 4 | 3 | 4 | 4 | 5 | 7 | 4 | 2 | 6 | 4 | 3 | 0 | 2 |
| | Instructional Tech and Media | 10 | 20 | 19 | 16 | 10 | 11 | 14 | 19 | 17 | 23 | 20 | 11 | 13 | 8 | 8 | 5 |
| | Mathematics Education | 3 | 4 | 2 | 3 | 3 | 3 | 2 | 3 | 1 | | | 2 | 1 | 3 | 3 | 4 |
| | Supervisor/Teacher of Science Education | 0 | 0 | 1 | | | | 1 | 0 | | | | | | | | |
| | Teacher Education in Science | 1 | | 2 | | | | | | 4 | 8 | 9 | 8 | 6 | 7 | 4 | 4 |
| | Major Not Declared | | | | | | | 1 | 3 | 1 | 2 | | | | | | |
| | MST Total | 19 | 29 | 27 | 23 | 16 | 18 | 22 | 30 | 31 | 38 | 31 | 27 | 24 | 21 | 15 | 15 |
| | ORL | Adult Learning and Leadership | | | | 2 | 2 | 4 | 4 | 3 | 5 | 3 | 2 | 2 | 3 | 7 | 7 |
| Education Leadership (Bilingual) | | | | | | | | 1 | 1 | 1 | | | | | | | |
| Educational Leadership Studies | | 25 | 34 | 40 | 41 | 37 | 69 | 65 | 87 | 38 | 10 | 10 | 3 | 0 | 0 | 0 | 0 |
| Higher & Postsecondary Education | | 5 | 5 | 6 | 5 | 7 | 15 | 11 | 8 | 12 | 15 | 20 | 24 | 18 | 18 | 18 | 15 |
| Leadership Policy & Politics | | | | | | | | | | 4 | 4 | 7 | | | | | |
| Politics and Education | | 6 | 5 | 8 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | | | | | |
| Private School Leadership | | | | | | | | | | 8 | 28 | 23 | 44 | 39 | 42 | 35 | 28 |
| Public School Building Leadership | | | | | | | | | | 64 | 65 | 59 | 49 | 79 | 63 | 51 | 58 |
| ORL Total | | 36 | 44 | 54 | 52 | 50 | 93 | 85 | 104 | 136 | 130 | 125 | 122 | 139 | 130 | 111 | 112 |
| Total | 412 | 415 | 409 | 413 | 489 | 577 | 566 | 570 | 619 | 628 | 633 | 621 | 635 | 611 | 570 | 583 | |

Ed.M. Degrees Earned 2009-2010 to 2014-2015

| Non-Certification/Licensure Ed.M. Programs | | | | | | | | |
|---|--|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| | | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 5 Year Total |
| ADUL | Adult Learning and Leadership | 1 | 1 | 4 | 1 | 4 | 1 | 12 |
| ANTH | Anthropology and Education | 2 | 2 | 2 | 0 | 9 | 6 | 21 |
| APHY | Applied Physiology | 0 | 0 | 3 | 1 | 1 | 5 | 10 |
| ARTE | Art and Art Education | 2 | 5 | 5 | 4 | 3 | 4 | 23 |
| COGF | Ed Psychology: Cognitive Behavior Analysis | 2 | 3 | 1 | 0 | 2 | 1 | 9 |
| COMP | Comparative & International Education | 1 | 1 | 5 | 0 | 0 | 2 | 9 |
| CURR | Curriculum and Teaching | 5 | 6 | 13 | 6 | 7 | 13 | 50 |
| ECED | Early Childhood Education | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| ECON | Economics and Education | 0 | 2 | 0 | 3 | 2 | 0 | 7 |
| ELPL | Leadership Policy & Politics | 1 | 2 | 2 | 1 | 2 | 0 | 8 |
| ENGL | Teaching of English | 1 | 12 | 1 | 7 | 5 | 3 | 29 |
| EPOL | Education Policy | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| HIGH | Higher & Postsecondary Education | 3 | 3 | 6 | 7 | 3 | 5 | 27 |
| HIST | History and Education | 0 | 0 | 1 | 0 | 0 | 2 | 3 |
| INDS | Interdisciplinary Studies Education | 0 | 0 | 2 | 0 | 2 | 1 | 5 |
| INTL | International Educational Development | 10 | 8 | 11 | 8 | 6 | 6 | 49 |
| LING | Applied Linguistics | 4 | 5 | 2 | 6 | 6 | 10 | 33 |
| MATH | Mathematics Education | 1 | 4 | 2 | 1 | 0 | 2 | 10 |
| MEAS | App Psychology: Measurement & Evaluation | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| MTLG | Motor Learning | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| MUSC | Music and Music Education | 18 | 15 | 18 | 11 | 17 | 9 | 88 |
| NUTC | Community Nutrition Education | 0 | 0 | 1 | 1 | 2 | 0 | 4 |
| PHIL | Philosophy and Education | 2 | 1 | 2 | 1 | 1 | 1 | 8 |
| POLC | Politics and Education | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| SCTE | Teacher Education in Science | 2 | 0 | 5 | 1 | 3 | 5 | 16 |
| SOCL | Sociology and Education | 0 | 5 | 4 | 3 | 7 | 4 | 23 |
| SSTE | Teaching of Social Studies | 2 | 1 | 0 | 2 | 0 | 2 | 7 |
| TECM | Communication and Education | 3 | 0 | 1 | 3 | 4 | 1 | 12 |
| TEIT | Instructional Tech and Media | 14 | 8 | 12 | 4 | 3 | 2 | 43 |
| TESL | TESOL | 0 | 1 | 1 | 1 | 1 | 2 | 6 |
| | Total | 75 | 90 | 105 | 72 | 91 | 89 | 522 |
| Certification/Licensure Ed.M. Programs | | | | | | | | |
| | | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 5 Year Total |
| PECT | Curriculum & Teaching in | 0 | 1 | 0 | 1 | 0 | 1 | 3 |

| | | | | | | | | |
|------|--|------------|------------|------------|------------|------------|------------|-------------|
| | Physical Education | | | | | | | |
| COUD | Mental Health Counseling/School Counseling | 4 | 2 | 1 | 2 | 0 | 0 | 9 |
| COUM | Mental Health Counseling | 12 | 23 | 36 | 47 | 57 | 48 | 223 |
| COUP | Psychological Counseling | 69 | 46 | 28 | 10 | 2 | 15 | 170 |
| COUS | School Counselor | 5 | 5 | 14 | 27 | 22 | 20 | 93 |
| BVIM | Blindness & Visual Impairment | 0 | 1 | 1 | 3 | 0 | 0 | 5 |
| DHAE | Hearing Impair/Adolescence Education | 1 | 0 | 1 | 0 | 1 | 0 | 3 |
| DHCI | Deaf Hearing Impairment: Elem Education | 2 | 5 | 2 | 3 | 3 | 3 | 18 |
| DHEA | Education of Deaf & Hard of Hearing | 3 | 1 | 0 | 3 | 1 | 2 | 10 |
| DHEI | Deaf Hearing Impairment: Early Childhood | 2 | 1 | 6 | 7 | 1 | 3 | 20 |
| DHRI | Deaf Education: Reading Specialist | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| INST | Instructional Practice Spec Ed | 0 | 1 | 0 | 7 | 3 | 0 | 11 |
| ITDE | Intellectual Disabilities/Autism-Early Childhood | 2 | 3 | 2 | 2 | 4 | 0 | 13 |
| SPSM | Applied Psychology-School Psychology | 24 | 23 | 23 | 23 | 28 | 21 | 142 |
| ELBL | Public School Building Leadership | 65 | 53 | 48 | 70 | 63 | 46 | 345 |
| ELPR | Private School Leadership | 8 | 19 | 11 | 35 | 16 | 36 | 125 |
| ELSD | Educational Leadership Studies | 2 | 14 | 4 | 2 | 5 | 1 | 28 |
| | Total | 200 | 198 | 179 | 242 | 206 | 196 | 1221 |
| | Grand Total | 275 | 288 | 284 | 314 | 297 | 285 | 1743 |

Appendix 4D: Illustrations of Advanced Certificate Programs at Selected NYC/NYS Institutions

New York University Steinhardt School of Education

| Program | Degree | Purpose/Notes | Credits |
|--|----------------------|---|---------------|
| Bilingual Education | Advanced Certificate | The Post-M.A. Advanced Certificate in Bilingual Education is for bilingual teachers, supervisors, teacher trainers, administrators, and materials developers who wish to continue their education beyond the master's level. The 30-point program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-M.A. Advanced Certificate can also serve as a bridge between master's and doctoral study. The bilingual extension can also be earned through this program. | 30 points |
| Business and Workplace Education | Advanced Certificate | Completion of a master's degree is required for admission to this program. | 30 points |
| Dance Education | Advanced Certificate | Post-Master's Study for Teaching Dance, all grades. Completion of a master's degree is required for admission to this program. | 19-36 credits |
| Educational Technology | Advanced Certificate | The Advanced Certificate in Digital Media Design for Learning (formerly Educational Communication and Technology) is a 30-credit post-master's program for individuals on a career path that requires new or advanced skills in the design and production, evaluation, and use of technology-based, multimedia learning environments. Typical applicants are those with a prior master's degree in educational technology or media who wish to update or deepen their skills, or those with a master's degree in another area who wish to add educational design skills to their professional practice. The DMDL project-based curriculum is complemented by an excellent internship program with host sites in all areas of educational technology and media. Our alumni work in a variety of areas, including the education tech and media industries, the education sector, government and policy, and research and development. | 30 credits |
| School District Leader | Advanced Certificate | Prior to admission to the program, candidates must have completed both a master's degree in education and the requirements for certification in school building leadership (or its equivalent). | 24 points |
| English Education: Teachers of English Language & Literature in Colleges | Advanced Certificate | Designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language, and those who either do not seek a master's degree or are undecided about matriculating for a master's degree. Course work includes foundation in methods, structure of American English, and internship. | 15 points |
| International Education | Advanced Certificate | The Advanced Certificate Program is for practitioners and teachers in the field of international education who already have the M.A. degree. It requires a minimum of 30 credits and can be completed in one year, consisting of two terms of full-time | 30 credits |

| | | | |
|-----------------|----------------------|--|------------|
| | | academic course work, and, for some students, the summer as well. This is a flexible program in which students may develop a concentration that links educational research to policy and practice and is of immediate practical use to them. Listed below, in addition to three required courses in the Foundations of International Education (12 credits), are suggested courses that may be of particular interest to students pursuing the Advanced Certificate. | |
| Music Education | Advanced Certificate | The Advanced Certificate represents a pedagogical study in a specialized area such as music performance, composition, or education. A master's degree is required for entrance to the program, since this certificate is for advanced study beyond the master's level.// The Advanced Certificate curriculum consists of 30 points. Six points by advisement in Music Education are required. The applicant must be accepted by the area of specialization in consultation with the director of that program (i.e., woodwinds, strings, piano, brass, percussion, education, jazz, composition). | 30 credits |

New York University Wagner

| | | | |
|---|-----------------------------------|---|------------|
| | Advanced Professional Certificate | NYU Wagner offers a range of Advanced Professional Certificates for public service professionals who want to enhance their public service careers. Students can study part-time and earn a Certificate in one year. Certificate programs focus on subject areas with direct professional relevance that can be implemented immediately. Certificate students take courses and interact with other NYU Wagner students, providing an expanded network of contacts and connections. | 16 credits |
| Management for Public and Nonprofit Organizations | Advanced Professional Certificate | NYU Wagner draws from its highly ranked Management specialization for the Advanced Professional Certificate in Management for Public and Nonprofit Organizations. This graduate-level certificate offers knowledge and skills related all aspects of management for public and nonprofit organizations, including strategy and decision-making, marketing, and system analysis. It is designed specifically for students who have worked in nonprofit and public organizations, but seek to deepen their training in the business aspects of running an organization. | 16 credits |
| Public Policy Analysis | Advanced Professional Certificate | This certificate draws from NYU Wagner's top-ranked Policy program to deepen students' understanding of the way in which public policy and political realities interact at the national, state, and local levels. It provides students with a fundamental understanding of the tools necessary to conduct public policy analysis, program evaluation, cost-benefit analysis, multivariate regression, and the criteria to assessing the need for government intervention. | 16 credits |
| Public Finance and Financial Management | Advanced Professional | This graduate-level certificate is designed for students with, or aspiring towards, a career in finance in the nonprofit and public sectors. The curriculum exposes students | 16 credits |

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| | Certificate | to a broad array of analytical tools, including economics, budgeting, accounting, capital financing, investment management, debt management and financial statement analysis. | |
| Health Finance | Advanced Professional Certificate | This graduate-level certificate offers knowledge and skills for financial managers in healthcare organizations. This certificate will allow you to conduct financial analysis, understand issues of budgeting, cost determination, pricing and rate setting in a healthcare environment. It also provides a solid understanding of the economic principles in the context of the field of health care. | 16 credits |
| Health Policy Analysis | Advanced Professional Certificate | NYU Wagner's Health Policy and Management program has been recognized as one of the best in the country. We draw from this program to bring you this graduate-level certificate, offering analytical skills for professionals in health policy. This certificate will allow you to evaluate programs and policies, conduct high-level statistical analysis, and explore current issues in health policy. The curriculum offers an opportunity for students to hone their quantitative analysis skills through a series of statistics and evaluation courses which must be taken in sequence. | 16 credits |
| International Development | Advanced Professional Certificate | This graduate-level certificate is designed for students with - or aspiring towards - a career in international development. The curriculum exposes students to a wide range of issues in development. It explores the historical context of major development policies, provides an overview of major development paradigms, and explores questions of poverty, inequality, and economic growth in a comparative context. | 16 credits |

New York University GSAS

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| Ergonomics | Advanced Certificate | ERBI offers an Advanced Certificate Program in Ergonomics, a program approved by the Department of Education of New York State. Students, who wish to pursue course work at NYU, but desire only to take a few courses for academic or professional development, may apply as certificate students. The certificate course work may be useful to those working in the field who are responsible for occupational health & safety and/or ergonomic program management, for whom specific courses may provide beneficial skill sets. If a certificate student is accepted as a degree seeking student, those courses may be credited toward the degree requirements. // Why do students pursue the non-degree certificate? Students who wish to pursue course work at NYU, but desire only to take a few courses for academic or professional development may apply as non-degree or certificate applicants. Non-degree course work may be useful to those working in the field and are responsible for occupational health & safety and/or ergonomic program management, for whom a few courses may provide beneficial skill sets. | 12 credits |
| French Studies | Advanced Certificate | The IFS Certificate is intended for graduate students enrolled in other NYU departments or schools and for professionals seeking to enhance their knowledge of | 16 credits |

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| | | France. | |
| History: Archives | Advanced Certificate | Students who already hold M.A. degrees in the humanities or social sciences may attain advanced certificates in either Archives or Public History. | 20 credits |
| History: Public History | Advanced Certificate | Students who already hold M.A. degrees in the humanities or social sciences may attain advanced certificates in either Archives or Public History | 20 credits |
| Mathematics: Financial Mathematics | Advanced Certificate | Well suited to those working in the industry who want to take just those courses most relevant to their interests and professional needs. Students typically matriculate as non-degree, a designation that permits a maximum of 4 courses, and then find that they want to take additional courses. The Certificate program is not to be considered an entry into the MS program. | 8 courses |
| Museum Studies | Advanced Certificate | Applications for admission to the advanced certificate program are accepted from those who already have a master's or doctoral degree in hand or who are currently applying to, have been accepted into, or are enrolled in a graduate program at New York University or another highly reputed university. Admission to the advanced certificate program is contingent on acceptance and enrollment in a master's or doctoral program. In order to be awarded the advanced certificate, students must complete both the Program in Museum Studies and their graduate degree requirements. | 24 points |
| Poetics and Theory | Advanced Certificate | All students enrolled in Ph.D. and M.A. programs in the Graduate School of Arts and Science are eligible. Students funded through the MacCracken program pay no additional tuition or fees. | 20 points |
| Psychotherapy and Psychoanalysis, Postdoctoral Program (certificate) | Advanced Certificate | Postdoc is a diverse, passionate, and welcoming community that is distinct from most free-standing analytic institutes in that it is housed in a university setting that emphasizes psychoanalytic pluralism, freedom of thought, and interdisciplinary exchange. Candidates have the choice of concentrating in a particular orientation or sampling courses and supervisors from the various orientations. We offer an internationally known teaching faculty and outstanding clinical supervisors. Postdoc is unusually flexible in terms of course of study and the pace at which candidates proceed through the program. This is based on respect for the individuality of our candidates and an appreciation of the many other professional and personal commitments we maintain in our lives. | 36 points + clinical, etc. reqs. |

New York University Center for Urban Science & Progress

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| Applied Urban Science and Informatics | Advanced certificate | The Advanced Certificate is a 12-credit program completed over three semesters. The program enables students interested in, and capable of, focusing on the structure and development of large-scale quantitative data from diverse sources to understand urban | 12 credits |
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| | | problems and their potential solutions, particularly in operational contexts.// The Advanced Certificate program is designed for students who wish to complement previous graduate studies with applied work in urban informatics, or those with a bachelor's degree and work experience who want to learn the capabilities of urban informatics. The four required courses in the Advanced Certificate program are a selection of those taken by students in the MS in Applied Urban Science and Informatics program. | |
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Pace University School of Education

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| Childhood Special Education | Advanced certificate | Post-master's program prepares teachers of children (grades 1–6) to educate all students in inclusive elementary classes. It enables teachers with childhood certification to obtain New York State certification as a Childhood Special Education Specialist. | 18 credits |
| Adolescent Special Education | Advanced certificate | Enables teachers with secondary certification in a content area (e.g., social studies, math, English, science) to obtain New York State certification as a Secondary Special Education Content Area Specialist. | 18 credits |
| Educational Technology Specialist Advanced Certificate | Advanced certificate | Candidates' background in education and in technology will be evaluated on a case-by-case basis, using transcript review and challenge examinations. Each candidate will meet with the faculty (either face-to-face or virtually) to design his/her own professional development plan. | 24 credits |
| Literacy Specialist | Advanced certificate | Prepares teachers to gain an understanding of the inter-relationships among language acquisition and literacy development, and to develop strategies for working with children who have language differences, literacy difficulties, and learning disabilities. | 21 credits |
| Integrated Instruction for Educational Technology | Advanced certificate | Prepares teachers to gain expertise in the integration of educational technology, including new literacies. They will gain an understanding of the new tools/resources and higher cognitive and meta-cognitive processes that contribute to literacy development, and they will learn to develop strategies for working with children who have language and learning disabilities. The program provides advanced certification at either the childhood or adolescent level, depending on the candidate's initial certification. | 9 credits |

Fordham School of Education

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| School District Leadership | Advanced certificate | Prepares recipients for leadership positions in New York State at the school district level such as superintendents, deputy and assistant superintendents, district | 15 credits |
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| | | administrators and supervisors in curriculum areas, and supervisors of pupil personnel services | |
| Bilingual Education | Advanced certificate | Designed for experienced teachers holding an initial, provisional, permanent, or professional certificate, the program leads to a certificate and to endorsement for an extension to the early childhood, childhood, or adolescence certification to teach bilingual education. | 15 credits |
| Teaching Exceptional Adolescents with Subject Area | Advanced certificate | Designed for teachers who already possess initial, provisional, permanent, or professional certification as a classroom teacher of adolescents grades 7-12, in at least one subject area, the program develops competencies in understanding principles and policies of special education and proficiency in assessing and providing evidenced-based intervention and instruction for culturally diverse adolescents with a range of disabilities. | 15 credits |
| Literacy Leadership | Advanced certificate | Designed for the experienced teacher or administrator who has a master's degree and teaching certification as a literacy/reading specialist, a classroom teacher, or a school administrator, program provides candidates with a core of knowledge in literacy leadership and the opportunity to select literacy courses related to their professional needs and interests. | 15 credits |
| Special Education: Teaching English to Speakers of Other Languages | Advanced certificate | Program) is designed for experienced teachers holding an initial, provisional, permanent, or professional certificate in special education, and leads to a certificate and to endorsement for an extension to the special education certification to teach ESL Special Education | 15 credits |

Bank Street College

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| Early Childhood Special Education | Advanced certificate | Applicants must have a master's degree in education with a 3.0 GPA or higher from an accredited institution of higher education and already hold New York State initial/professional certification in general education at the early childhood level (birth through grade 2) or childhood level (grades 1-6). Completion leads to New York State teaching certification in Teaching Students with Disabilities, birth to grade 2. | 15 - 21 credits |
| Education Childhood Special Education | Advanced certificate | Program is designed for teachers who are interested in adding Childhood Special Education teaching certification to their existing New York State teaching certification. Applicants must have a master's degree in education. Completion leads to New York State teaching certification in Teaching Students with Disabilities, grades 1 - 6 | 15 - 21 credits |

Appendix 4E: New Degree and Certificate Proposals

| New Degree Program Proposals | |
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| Pending NYSED Approval | Approval Status |
| Applied Behavior Analysis (license qualifying) M.A. Submission Date: 10/1/15 Approval Pending | Education of the Deaf and Hard of Hearing M.A. Submission Date: 11/20/14 Approval Date: 5/12/15 |
| Bilingual/Bicultural Childhood Education Special Education Studies (grant) M.A. Submission Date: 9/17/15 Approval Pending | Learning Analytics M.S. Submission Date: 8/15/14 Approval Date: 2/11/15 |
| Bilingual/Bicultural Childhood Education Special Education Studies M.A. Submission Date: 9/17/15 Approval Pending | Nursing Education Ed.D. Submission Date: 7/29/14 Approval Date: 4/24/15 |
| Design and Development of Digital Games M.A. Submission Date: 3/15/15 Approval Pending | Special Elementary Inclusive Education M.A. Submission Date: 7/18/14 Approval Date: 10/30/14 |
| Redesigned Degree Program Proposals | |
| Pending NYSED Approval | Approval Status |
| Creative Art Technology (new concentration) Ed.M. Submission Date: 5/21/15 Approval Pending | Concentration for Bilingual Latina/o Mental Health Counseling Ed.M. Submission Date: Approval Date: 7/7/15 |
| | Bilingual Latina/o Mental Health Advanced Certificate Submission Date: 6/26/14 Not Approved 1/16/15 |
| Advanced Certificate Program Proposals | |
| Pending NYSED Approval | Approval Status |
| Creative Technologies Advanced Certificate Submission Date: 9/28/15 Approval Pending | Nursing Education Advanced Certificate (online) Submission Date: 7/31/14 Approval Date: 2/18/15 |
| | Sexuality, Women and Gender in Psychology and Education Advanced Certificate Submission Date: 7/28/14 Approval Date: 1/16/15 |
| | Global Competence Advanced Certificate (online) Submission Date: 7/18/14 Approval Date: 11/17/14 |
| | Advanced Diabetes Topics Advanced Certificate (online) Submission Date: 6/26/14 Approval Date: 12/2/14 |

Advanced Certificate Programs at Teachers College

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| Nursing Education | Advanced certificate | Program is offered only to doctorally prepared nurses who are currently working in, or interested in, nursing education. The program provides an opportunity for those individuals to gain academic preparation for their role as nurse educators. | 15 credits |
| African Education | Advanced certificate | Responding to the strong interest among students at Teachers College, the program provides students with a foundation in African studies through courses on cultural and social relations in African communities, demographic changes on the continent, and comparative studies of education in specific African countries. | 15 credits |
| Cooperation and Conflict Resolution | Advanced certificate | The program focuses on developing core competencies for reflective scholars/practitioners. It is offered both as a track in the Master of Arts and Doctoral programs in Social-Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College. The courses are offered by the International Center for Cooperation and Conflict Resolution (ICCCR), whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution. | 15 credits |
| Advanced Diabetes Topics* | Advanced certificate | This program is for master's-prepared students currently working in or interested in working in the diabetes field an opportunity to gain academic preparation in the diabetes specialty. Students will acquire the major competencies specified by the American Association of Diabetes Educators (AADE). As the diabetes epidemic is one of the most important social concerns, the multidisciplinary nature of the programs will provide diabetes educators the skills necessary to help people with diabetes manage their disease. | 16 credits |
| Sexuality, Women, and Gender* | Advanced certificate | The program is designed to meet multiple goals: training future leaders and topics relevant to sexuality, women and gender; increasing awareness and understanding of multiple oppressions experienced by these populations; provide research and clinical training to professionals interested in serving these marginalized populations; and, create liaisons between various professionals as they provide services to these underserved groups. | 15 credits |
| Global Competence* | Advanced certificate | The program is the first-of-its-kind online program in global competence education for teachers nationwide, and is designed to increase the number of K-12 educators who are able to teach for global competence, and effectively prepare students with | 12 credits |

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| | | the knowledge, skills and dispositions they need to be globally informed, engaged citizens. | |
| Designing Interactive Multimedia Instruction | Advanced certificate | The program is designed for current and future practitioners of educational technology, including teachers, staff developers, educational consultants and curriculum writers. The program includes a combination of essential hands-on and theoretical work, and is designed to provide participants with a well-rounded grounding in those aspects of technology and education that are essential for successful practice. The main focus is on design, development, implementation and evaluation of educational technology applications. | 15 credits |
| Bilingual Speech and Language Disabilities Institute | Advanced certificate | This program is designed for teachers in New York State who hold teaching certificates as a Teacher of Speech and Hearing Handicapped who wish to obtain the bilingual extension to that certificate. The Institute content and format was designed specifically to answer the needs of the bilingual speech-language clinician working with culturally and linguistically diverse children and meet the course of study required by New York State for bilingual extension teaching certification. | 6 credits |
| Teaching and Learning with Technology | Advanced certificate | The program is designed for current and future practitioners of educational technology, including teachers, staff developers, educational consultants and curriculum writers. The program includes a combination of essential hands-on and theoretical work, and is designed to provide participants with a well-rounded grounding in those aspects of technology and education that are essential for successful practice. The main focus in on educational software, educational theory that links software to practice, theory and practice of collaborative learning and problem solving, elements of telecommunications and networking, policy decisions involving technology and school, theories of school change and school reform and their links to new technologies. | 15 credits |
| Bilingual/Bicultural Education-Initial Certification | Advanced certificate | This program is designed for students who already hold a base teaching certificate in New York State who wish to obtain the bilingual extension to their certification. The program prepares educators to work in bilingual settings that privilege the education of language minority students and meets the course of study leading to NYS certification for the bilingual extension. | 15-16 credits |

* Recently Approved

Appendix 4F: Dean's Rapid Prototyping Grant Program

Dear Colleagues,

I am writing to invite applications for the Dean's Rapid Prototyping Grant Program. The aim of the grants is to support the creativity of faculty in developing fresh program ideas, especially noncredit and alternative-format programming, but also ideas that help to stimulate innovation in our masters degree and certificate offerings as we respond to changing conditions across the landscape of higher education and professional studies.

Throughout its history, Teachers College has been inspirational in the design of new approaches to teaching and learning across all our fields in health, psychology, education and leadership. I believe the same is true today. We can build upon this inventiveness by supporting faculty in creating and refining ideas for curricular offerings across the whole range of disciplines and fields that is available to challenge our ingenuity.

The phrase "rapid prototyping" comes from the arena of design thinking, a methodology used in planning and entrepreneurship across numerous sectors in American society, such as architecture, urban planning, education, and technology & communications. I use the term loosely to mean keeping a wide open perspective on possibilities and the factors that influence their design, along with a keen sense of discipline in analyzing the feasibility of promising prototypes before moving to larger scale review and implementation. Let's try new things, imagine unforeseen opportunities, this approach suggests, but also hold our academic culture to high standards of critical insight and knowledgeable action.

Each grant can be up to \$6,000 for curricular development of prototypes for noncredit, masters degree or certificate offerings that show promise for producing innovative learning settings and access for new enrollments whether noncredit or credit beyond our existing enrollments. We will repeat this invitation for proposals again later in the academic year, giving the faculty an opportunity to respond with ideas more than once in each year.

If you are interested in applying, please write a proposal of no more than five pages describing the offering you would like to pilot, its time frame and logistics assuming conclusion of the work of the grant within six months with a prototype ready for subsequent academic review, the academic rationale in relation to the research and professional practice represented by Teachers College as well as the particular academic program, a justification as to why you think there would be a new market beyond current enrollments for your idea, any collaborations inherent in the plan including but not limited to faculty in the program and department, and a budget showing how you would use the funds within six months.

For this round of the grants program, the deadline is October 15, 2015. Please send your proposals in electronic form to Mitzi Pelle at mp541@tc.columbia.edu by that date if you would like to participate in this initiative.

All best wishes,
Thomas James
Provost and Dean of the College

Appendix 4G: Provost's Memo on Facilitating Program Development and Redesign

Revised 9/10/15

MEMORANDUM

To: Faculty Executive Committee
From: Tom James
Date: September 4, 2015
Re: Facilitating Program Development and Redesign

I met three times in June and July with the Summer Steering Committee of the FEC. Let me say first that I greatly appreciated the service offered by the members of this group as they convened over the summer months. Because our meetings were productive it is possible now with the start of the Fall semester to introduce the three major topics we addressed. I will do so, one topic at a time, over the first three meetings of the FEC.

This memorandum covers the first of the three topics, "Facilitating Program Development and Redesign," which is on the agenda for the meeting of the FEC on September 9.

Following up the work done over the past two years by the Subcommittee on Finance, Facilities and Support Services (FFSS) and by the administration to encourage new and redesigned programming responsive to changing market conditions in higher education, it seemed especially important this year that the Summer Steering Committee engage in discussion and begin to frame enabling policies in support of efforts to create more streamlined review of new program ideas and redesigned programs at TC. I spoke about this need in my dean's reports at faculty meetings last semester, and the faculty entered into discussions about how to proceed. Not as a culmination but as a next step forward, the latter part of this memorandum will offer nine specific strategies to address the need for streamlined review processes.

Some context will be helpful for understanding those specific strategies. Most importantly, any progress to be made in developing and redesigning academic programs at Teachers College must necessarily flow from deep engagement with faculty governance, where the power resides for program approval. One salient aspect of such engagement that received attention by the Summer Steering Committee was to think through what an expedited but sufficiently robust review process could look like for the FEC's Academic Programs Subcommittee. Without deviating at all from academic policies, nor in any way from our absolute commitment to excellence across all of our programming, I expressed the hope that we can compress the timeline from idea to implementation from two or three years to six months through much more proactive coordination between what the administration can do to help and what the faculty need to do to bring a program idea to fruition.

You already have a good sense of why this kind of streamlined process is needed from findings that FFSS shared with the FEC and with the faculty and administration last year. FFSS strongly advised the administration that more focused and coordinated support for new developments was needed in the academic structure of Teachers College. I responded to the

urgency of the FFSS recommendations with the new “Rapid Prototyping” grants program that I announced at the beginning of the summer. Let me step back for a moment to explain the rationale for that initiative.

In starting the new grants program, I argued that in response to changing market conditions across its many professional programs, Teachers College can benefit from emulating a concept that comes from design thinking, the entrepreneurial work that is reshaping how investors and inventors are thinking about how to create new solutions for challenges facing human beings and organizations. In this way of thinking, intensive creative and collaborative work goes into developing a rapid prototyping process in which many contrasting possibilities and design outcomes can be tested with rich and tangible information about the need being addressed.

That process stands in stark contrast to the slow gestation of traditional academic planning. With a proper balance, however, the intensive piloting of market-sensitive strategies can co-exist and even mutually reinforce academic integrity in the traditional sense. Over the current academic year we are going to look for proof of concept for that proposition by continuing to implement the Rapid Prototyping Grant for our faculty. This program, which will operate in several cycles each year, will consist of small grants for program development, giving priority to noncredit programming at first because of the opportunity for new market niches, but extending to certificate and master’s degree programs when small pilot efforts open the way for larger initiatives as they demonstrate their viability.

At the same time, parallel to these new internal grants, we are working to develop a more streamlined process for internal program review. The aim is to propose, deliberate, decide upon and pilot new ideas within a few months rather than after several years of program development. Part of the answer—and this is what can make the change lead to even higher levels of quality assurance than we have now—is carefully coordinated support for faculty and staff from the earliest stages of developing program ideas all the way through the steps needed to take action.

Toward that end of fully enabling such curricular innovation, I have put together a support team within the administration, consisting of a few key staff representing different aspects of the planning and review process. They will work with me and with faculty in academic programs as we aspire to be as proactive and successful as possible in identifying, supporting and bringing to fruition new program ideas among our faculty. I look forward to sharing more details about this team and its mode of operation during our discussions at the FEC meeting.

With this context that I have offered in the preceding paragraphs, I would like to turn now to some specific strategies that will be helpful in enabling new and redesigned programming. Some of these come from the findings of FFSS in its exploration of strategies for innovation and institutional sustainability. Some have arisen in our experience within the administration as we have worked to encourage and enable faculty wishing to experiment with new program ideas or with programming that has been redesigned for greater flexibility and responsiveness. I hope these strategies help to focus on what needs to be done to ensure the sustainability of TC’s academic structure in changing times.

I. Revenue-Sharing Guidelines

Objective:

Develop an explicit menu of revenue-sharing options to benefit the College, program or department, and participating faculty when noncredit programming is created.

Criteria:

- Provide meaningful incentives for faculty efforts beyond load
- Model expenses and revenues as required advance planning
- Develop options for salary supplements and research seed funds
- Create priorities for department and program support (e.g., student financial aid, travel funds, post-docs)
- Engage in multi-year planning for new revenues and uses
- Align with TC's Policy on Intellectual Property

Past Practice:

During the years when the Center for Educational Outreach and Innovation (CEO&I) was operating at TC, the formula was that a program needed to bring in revenue in an amount two and a half times greater than expenses before any revenue was shared with faculty, in addition to a flat stipend for faculty planning and participation that was built into the expenses.

Current Practices:

- Faculty members currently receive a stipend for noncredit workshops and similar programming. Thus far the amount has not been scaled to enrollments as an incentive, but it could be done in a manner similar to designating sections in a course.
- In TC's international programming the practice has been to provide a stipend based on the number of program days times the equivalent of a day rate calculated in relation to the number of days in a summer course, which in total for a summer course comes to 1/12 of academic year base salary.

II. Flexible Credit Structures

Objective:

Expand the use of one-credit modules and other flexible credit structures in addition to standard courses, and create a policy to allow aggregation of those modules within the curricular requirements of academic programs.

Rationale:

Smaller modules create new opportunities to accommodate student academic interests and goals. They can be offered at different times and in more diverse settings than the traditional on-campus university course. Modules can also be relevant to a wider band of students beyond those enrolled in the home program, particularly when topics address important skills and knowledge that are applicable across different professional domains.

Example:

One academic program at TC that is already organized around modules with the faculty teaming to run them together in a cooperative manner is the Executive Master's Program in Change Leadership, situated in the Social-Organizational Psychology Program within the Department of Organization and Leadership. This is an academically rigorous and successful program, so it is an example well worth the attention of the FEC as we think about how to pursue more flexible credit structures within TC's academic norms.

Curricular design:

An important feature of modular curricula is foresight in planning patterns of aggregation that allow students to build up the credits from modules into the equivalent number of credits for regular courses. The architecture of this kind of curriculum is well understood in schools that make use of such a structure. Certainly, it can be applied at TC within the strictures of accreditation and state program review requirements.

Prototyping flexibility:

Among the other potential uses for the Rapid Prototyping Grants, one is to pilot modules and modular curriculum structures.

III. Greater Instructional Capacity

Objective:

Create academic policy, without any diminution of faculty control of academic planning, to encourage more flexible and frequent opportunities for doctoral students as part of their academic development, professional staff with sufficient credentials, and non-faculty instructional staff in both credit and noncredit programming.

Priorities:

- The demand for instructional capacity beyond the full-time faculty is greatest in the side of non-credit programming, so it is important now to examine carefully the grounds on which non-faculty in all three categories listed in the goal above can be engaged appropriately in academic roles connected with offerings that come through the approval process.
- A stated priority should be to expand the educational opportunities and the financial assistance for TC students, especially doctoral students who can be involved in areas where they have advanced expertise, not only to help support them educationally and financially but to help them gain experience that will be valuable as they pursue their careers beyond TC.

For professional staff with credentials suitable for instruction in TC's programs, whether credit or non-credit, a priority for policy development will be to create a basis on which they can be compensated beyond their regular salaries for providing instruction in new programs. Our compensation system for professional staff members who work on a 12-month calendar (unlike faculty who are on a 9-month academic year calendar) does not make provision for summer salary or academic year overage or stipends.

IV. More Digital Programing

Objective:

Organize academic policy, including protocols for complying with state regulations on traditional and distance learning programs, to facilitate the simultaneous development of online and hybrid programming alongside traditional face-to-face instruction, so that curricula can expand their market focus without loss of academic integrity.

Rationale:

Given the success that some faculty have experienced in developing parallel face-to-face and online or hybrid courses, we have an opportunity to create a learning community around this development and spread the practice more widely across TC's curriculum. Those who have experimented with such a dual structure in the curriculum have invested time in comparing both the pedagogies and the outcomes of the different learning settings. They are committed to discovering best practice and maintaining the highest academic quality no matter what mode of instruction is used.

Models to explore:

- Alternating online and intensive seminar format in hybrid courses
- Low residency programs parallel to on-campus offerings
- Cohort programs with mentored internships in institutions where students work
- Online worksites and collaboration spaces for doctoral seminars
- Fully online courses addressing program prerequisites (e.g., mathematics courses for the Mathematics and Education Program).
- Online support for programs we run in partnership with other institutions
- Courses co-taught in two locations, one face-to-face, the other online at a partner institution (e.g., a university abroad).

Academic support:

The hiring of a Vice Provost for Digital Learning at TC, supported by a special investment made by the Board of Trustees outside the current operating budget, has given us the opportunity to build stronger and more focused support for digital initiatives. Program and course development will go hand in hand with evaluation to identify best practices, so that TC's faculty play a central role in shaping the effective use of digital and multimodal approaches to teaching and learning.

Go-to resources for faculty:

- Provost's Investment Fund
- Rapid Prototyping Grant Program
- Vice Provost for Digital Learning
- Chief Information Officer
- EdLab
- Office of Academic Computing
- Tech Fellows

- Columbia Center for New Media Teaching and Learning
- Center for Teaching and Learning (new university-wide center being launched at Columbia this year)

Issues for consideration:

- Rules of engagement for academic partnerships with outside organizations, along the lines of what Bill Gaudelli is doing in the Global Competency Certificate with two organizations, World Savvy and the Asia Society.
- Guidelines for recurring academic review as modes of instruction are reshaped by changing technologies, since that process of change also affects faculty-student interaction and student engagement.
- Incorporating into our institutional research some of the kinds of learning analytics that members of TC's faculty pursue in their own research, so that we can learn from and continuously improve our use of digital forms of teaching and learning.

V. Market Feasibility

Objective:

Require assessment of the market for a program at an early stage in developing new program ideas or redesign of programs, well before academic review takes place, using a standard of “likely to enroll” instead of more diffuse standards identifying kinds of people who might be interested.

Shift in perspective:

Currently, the Academic Programs Subcommittee receives enrollment projections as part of proposals for new programs. Rarely are such estimates subjected to rigorous scrutiny through market research. Teachers College can add capacity internally and it can also draw upon available expertise externally to generate better insight into marketability before making commitments to new or redesigned programming. Moreover, the rapid prototyping process will make it possible to use small-scale pilots to test the proposition that a certain kind of programming will be feasible and ultimately successful, since the pilot directly assesses the market.

Actions:

- The FFSS subcommittee strongly recommended giving greater attention and resources to understanding potential new markets as well as trends in existing markets for TC. The FEC and its Academic Programs Subcommittee in particular can aid in this effort by requiring not only enrollment projections but also reliable market research before a program proposal comes forward for academic review.
- The administration can help to strengthen early inquiry into marketability for new program ideas, whether it is for credit or non-credit programming, by including market research capabilities in the faculty support team working with the Provost to support faculty initiatives.

VI. Reimagining Faculty Load

Objective:

Create a more flexible rubric for counting the teaching load of faculty, allowing different time arrangements, summer offerings on load under some circumstances, and the aggregation of one-credit modules to be figured into standard load for faculty.

Constants and variables:

- The parameters for counting credits will still be based upon credit hour equivalencies within state and accrediting association standards, but the time will be organized in more flexible and highly varied formats.
- Such a change has already occurred in the executive and cohort programs of Teachers College, such as the Summer Principals Academic and the Executive Masters Program in Change Leadership.
- We need to regularize greater variation in load arrangements across the College to allow for curricular innovation and stronger engagement with the clientele served by our programs.
- The work of the FEC along with the Academic Affairs staff in the administration will be to clarify the categories of acceptable variation (e.g., teaching a summer course on academic year load, teaching a course through successive one-week institutes rather than a class every week, teaching a hybrid course with on-campus as well as dispersed off-campus participation, etc.).
- At the same time, it is crucially important to ensure that the system operates equitably for all members of the faculty.
- Variations in load configuration need to be evaluated not only in terms of time but also in relation to the academic work produced by students, as is true of our current review process for courses and programs both in APS and in Academic Affairs.

VII. Credit Conversion

Objective:

Enact policy to permit, under strict and clearly defined conditions, the conversion of noncredit completion of TC offerings to advanced standing for certificate and master's programs. Such conversion must be tied to skills and knowledge required not just for entry but more crucially for academic progress in master's and certificate programs. With that stipulation, the aim is to regularize a policy that will enable new or redesigned programming to create pathways from noncredit to certificate to master's degree completion.

Exclusion:

Such a policy would apply only to TC offerings, not to noncredit work completed elsewhere. The policy essentially opens up the opportunity for students to begin with smaller amounts of instruction, based upon their immediate needs, and progress to more formal certificate and degree programs as they deepen their interest and commitment.

Criteria and implementation:

- Academic review of noncredit offerings recommended for possible conversion as students demonstrate academic progress must include close analysis of work products and time invested both in instruction and in independent work, as is true for academic courses in the regular curriculum.
- The idea of conversion to credit, as recommended in this memorandum, stops short of credit for life experience or for professional expertise.
- Instead, conversion as used here refers specifically to credit for TC noncredit offerings approved under strict and clearly defined conditions to be given academic credit retrospectively as advanced standing when students subsequently enter credit-bearing certificate or master's programs in the same field.
- The Academic Programs Subcommittee, which became involved in review of noncredit programming two years ago, can consider requests for convertibility as part of academic program review.

VIII. Variable Pricing

Objective:

Develop a pricing policy, especially for noncredit offerings but also under some circumstances for credit-bearing certificate programs, that allows discounting, on the one hand, and higher pricing on the other, under controlled and transparent circumstances, as occurs with grant-funded academic programming and courses created through organizational partnerships for discounting, and with executive programming in the case of higher pricing.

Rationale:

We need policy and faculty oversight of consistency and academic integrity to be able to expand variable pricing practices in markets beyond our traditional on-campus degree programs. Such flexibility is particularly needed for greater access to the post-master's market of professionals, including TC alumni, who seek additional knowledge and skills in their careers and throughout their lifetime.

Current practice:

- TC's Office of Continuing and Professional Studies informally compares fees charged for noncredit offerings with other providers in the same market, but we have not yet done market research that can demonstrate a relationship between pricing and enrollments.
- With a couple of exceptions, our current enrollments in noncredit offerings are small on a course-by-course or workshop-by-workshop basis, which means that the revenues are small in relation to the cost of staging the activities.
- What is needed now is not so much a review of current pricing for noncredit offerings, which is relatively static, but rather the creation of a new pricing strategy that is market-sensitive and designed to leverage greater enrollments. As such a strategy emerges from TC's strengthened marketing and market research efforts, a close dialogue with the Faculty Executive Committee is essential to strike the right balance with existing practices.

IX. Faculty Incentives

Objective:

Frame policies and develop institutional practices to produce a fair, consistent and productive application of incentives given to faculty for engaging in new program development or the redesign of existing programs, so that the distribution of potentially available resources for that purpose— such as project funds, course releases, stipends, summer salaries, professional seed funds, student support—is not based solely on ad-hoc decision making by the dean, department chair or other individual.

Possible structures:

- Expand current streams of funding and other incentives going to faculty, such as the various Dean's Grants for Research, the Diversity Awards, the Provost's Investment Fund, the Rapid Prototyping Grants.
- Set up a new grants program along the lines of the curricular development grants implemented by the Provost at Columbia.
- Within TC's multi-year financial plan and the annual budgeting process, create a budget category for faculty incentives, explicitly enabling us to set aside a determined amount on a regular basis and then to analyze the impact over time on program development and redesign. In this way, we can use the resources wisely and with full information on what the investments produce in our academic programming.
- Use the faculty support team created by the Provost this year as a group to vet possibilities for applying faculty incentives in relation to developing ideas, and add two or three faculty members to this group to reinforce shared decision-making in the strategic allocation of such resources for academic development.
- Engage the department chairs as a faculty decision-making group to work on locally workable methods of distributing incentives effectively within departments, along with generating criteria for determining whether new ideas are academically worthy and within the mission of the department and its programs.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

In its Selected Topics Self-Study, Teachers College chose to focus on a process model for reinventing programs of study, informed by data derived from graduates' career paths and their perceptions of the quality and professional relevance of their programs. The rationale for this particular focus is derived from our commitment to sustaining and extending the College's legacy of creating new programs and fields of study, the current focus on strategic innovation, and the need to respond to the rapidly changing higher education landscape characterized by significant and rapid changes in the ways in which education is defined and delivered.

Self-Study Conclusions and Recommendations

The process model that we used for program reviews included collecting, analyzing, and compiling a variety of program-specific data (including feedback from alumni and students) to engage faculty in discussion and reflection on program quality and relevance to facilitate program improvements and innovations. We conclude that, as a demonstration project, the self-study was overall successful as evidenced in the depth of faculty reflection and concrete initiatives that have already been implemented or are planned by individual programs. We are, however, aware that the challenge now lies in how to instantiate this process model for other programs across the College, how to make program self-study part of our ongoing, periodic assessment. Both the Survey Group and the Design and Program Review Group identified a series of recommendations to help the College address this challenge.

The Survey Group recommendations centered on creating a centralized survey research program that will yield valid and reliable data at the program level to guide program improvement and renewal:

- Centralize all administrative surveys under the Office of Institutional Studies;
- In collaboration with key administrative offices and faculty, develop a conceptual framework to guide survey redesign;
- Use a tiered survey design whenever possible to reduce the number of surveys;
- Create capacity for conducting longitudinal survey research;
- Disaggregate data analyses and reports to the program or unit level whenever possible;
- Develop creative ways of reporting survey findings to facilitate their use for both accountability and improvement purposes;
- Better integrate survey research with other College planning and assessment processes.

The Design and Program Review Group developed a series of guidelines to allow faculty to focus on what matters the most in the self-study: reflection and program improvement rather than administrative and logistical details inherent in self-study and review processes. These include: keeping self-studies simple; providing administrative and research support and guidance; allowing more time for reflection and discussion; valuing both big and small changes; and making self-studies an ongoing process.

The program reviews were successful because they focused both on the inputs (mission and goals, faculty, curriculum, resources) and on the outcomes (as reported by program alumni). The faculty worked to connect the goals and outcomes to identify specific areas that needed improvements, and to prioritize program improvement needs based on human, fiscal, and political resources. While programs have been working on their improvement plans, the Design and Program Review Group analyzed and summarized the strengths and challenges common to many programs (mission, enrollment, faculty, curriculum, accreditation, affordability, alumni competencies, and employment outcomes). The Group also developed a series of recommendations targeting ways in which the College can support program improvements and innovations:

- Support continuing program reviews;
- Resource fieldwork and internship experiences;
- Explore alternative academic and career advising models;
- Support professional licensure and accreditation;
- Plan for faculty transitions and retirements;
- Facilitate cross program collaboration;
- Develop post Master's education and digital learning;
- Keep TC education affordable (maintaining market share and student diversity).

The inquiry into the Advanced Master's Programs at Teachers College has proven to be successful, but not in the way it was initially intended. As the Advanced Master's Programs Group engaged in reviews of the Ed.M. programs, it realized that although some improvements were warranted (for example, being more explicit regarding the educational goals of the programs, particularly as they relate to intended employment and/or advanced graduate study outcomes), our Ed.M. programs met the needs of specific groups of students and contributed to the College's overall enrollments and tuition revenues. More importantly, the environmental scan revealed that the higher education post-initial Master's landscape is characterized predominantly by advanced certificates and professional development opportunities, rather than formal degrees. Increasingly, these post-Master's options are being offered through online or blended formats. These findings were helpful in shaping the program design considerations during the 2014-2015 academic year, when the College intensified its focus on developing new degree programs, prompting faculty to consider advanced certificates as part of the program development set of options. The work across the College from this initial year of program development and redesign effort contributed to a series of recommendations that the Provost presented to the Faculty this September:

- Revenue-Sharing Guidelines: develop an explicit menu of revenue-sharing options to benefit the College, program or department, and participating faculty when noncredit programming is created.
- Flexible Credit Structures: expand the use of one-credit modules and other flexible credit structures in addition to standard courses, and create a policy to allow the aggregation of those modules within the curricular requirements of academic programs.
- Greater Instructional Capacity: create academic policy without any diminution of faculty control of academic planning, to encourage more flexible and frequent instructional opportunities for doctoral students as part of their academic development, professional staff with sufficient credentials, and non-faculty instructional staff in both credit and noncredit programming.
- More Digital Programming: organize academic policy, including protocols for complying with state regulations on traditional and distance-learning programs, to facilitate the

simultaneous development of online and hybrid programming alongside traditional face-to-face instruction, so that curricula can expand their market focus without loss of academic integrity.

- **Market Feasibility:** require market assessment for academic programs at an early stage in developing new program ideas or redesign of existing programs, well before academic review takes place, using a standard of "likely to enroll" instead of more diffuse standards, such as identifying kinds of people who might be interested.
- **Reimagining Faculty Load:** create a more flexible rubric for calculating the teaching load of faculty, allowing different time arrangements, summer offerings on load under some circumstances, and the aggregation of one-credit modules to be figured into standard load for faculty.
- **Credit Conversion:** enact policy to permit, under strict and clearly defined conditions, the conversion of noncredit completion of TC offerings to advanced standing for certificate and Master's programs.
- **Variable Pricing:** develop a pricing policy, especially for noncredit offerings but also under some circumstances for credit-bearing certificate programs, that allows discounting on the one hand, and higher pricing on the other, under controlled and transparent circumstances, as occurs with grant funded academic programming and courses created through organizational partnerships for discounting, and with executive programming in the case of higher pricing.
- **Faculty Incentives:** frame policies and develop institutional practice to produce a fair, consistent and productive application of incentives afforded to faculty for engaging in new program development or the redesign of existing programs, so that distribution of potentially available resources for that purpose—such as project funds, course releases, stipends, summer salaries, professional seed funds, student support—is not based solely on ad hoc decision-making by the Dean, department chair or other individuals.

Concurrent with the self-study process, as discussed in this report, the leadership of the College has articulated annual goals that reflect the deep integration of the work in each area to support the success of program development and program redesign efforts. For example, the annual goals for the Provost and Dean of the College include, among others:

- Providing direct leadership for the new programming and redesign unit created within Academic Affairs and accelerating the pace of new programming and redesigned programs to enhance enrollments across the College;
- Implementing the Technology Investment Plan with focus on developing a market research capacity and creating new programming to address the post-Master's market of professionals, including but not limited to TC alumni;
- Strengthening the admissions process at Teachers College, intensifying the many efforts that are being made to treat it not only as an immediate and tactical function to recruit students for the next academic year, but also as strategic work involving deeper understanding of markets and student choice-making behavior in changing times.

Linking Assessment and Innovation

The work of the self-study, the observations and collective recommendations that have been generated by the engagement of faculty and staff with the program review project, along with the concurrent work across the College to more systematically coordinate and integrate the efforts of academic, administrative, financial, and computer and information services in support of program development and redesign efforts, have focused our attention on two interrelated and reinforcing goals that we feel are at the heart of sustaining and extending the College's legacy of creating new programs and fields of study: building and sustaining both a culture of assessment and a culture of innovation.

- **Creating a culture of assessment.** A culture of assessment is an organizational environment in which decisions are based on facts, research, and analysis, and in which services are planned to maximize positive outcomes and impacts for customers and stakeholders. Translated into the world of academia, a culture of assessment is an environment in which “institutional and individual reflection and action are typically prompted and supported by data about student learning and institutional performance” (McClenney & McClenney, 2003, p. 3). Developing a culture of assessment is about learning how to learn. It is an ongoing process characterized by “a belief in the need for continuous learning, an assumption that all decision-making needs to be strategic, a commitment to the necessity of prioritization of the allocation of scarce resources, and a demonstration of the value of public organizational and individual responsibility” (Lakos & Phipps, 2004, p. 351). As presented in our 2011 Periodic Review Report, Teachers College has been deliberately building a culture of assessment, in which institutional and individual reflection and action are supported by data. As our self-study shows, in some cases (e.g., student surveys), the focus on data-driven decision making and accountability resulted in greater emphasis on data collection and less on using these data for reflection and improvement. The aggregated 18 program self-studies present a strong model for linking data that have been collected to reflection and planning processes.
- **Creating a culture of innovation.** Creating a culture of innovation requires “nurturing an environment that continually introduces new ideas or ways of thinking, then translates them into action to solve specific problems or seize new opportunities” (Educause, April 2015, p. 8). In essence, a culture of innovation encourages a mindset that is constantly open to change and seeking alternatives, and models and nurtures practices aimed at acting upon new ideas and bringing them to fruition. But innovation is not change for change sake. In the context of Teachers College, innovation is what we can do to add value to make any of our programs stronger, to improve quality, to connect with new developments, and map new directions in the field. This self-study revealed that there are numerous examples of curricular, instructional, and other innovations in all programs; these innovations are as important for the culture of innovation as those aimed at new program development or program redesign. In this respect, the self-study process yielded a deeper understanding of how we conceive of innovation and how important it is to build and sustain an institutional culture that supports it.

One of the lessons that we learned from the self-study is how important it is to operationalize both “assessment” and “innovation” in ways that can accommodate and transform the culture of the College. We believe that the self-study has demonstrated our effectiveness in defining and developing an approach to assessment that is consonant with the culture of the College, and which

can be effectively harnessed in support of continuous program improvement. Similarly, we recognize that in order to build a culture that champions and supports innovation, it is critical that each organization develops a shared definition of what innovation means within the context of its mission and aspirations. We believe that the self-study process has helped to contribute to this definition by focusing on continuous program improvement and renewal. The description of the goal of the Provost's Investment Fund is illustrative: projects that add value to the College, either through new or transformed programming, additional enrollments, action plans for developing stronger external funding of research, faculty collaborations that make possible initiatives that would otherwise be beyond our reach, and ideas for productive partnerships that increase both our impact and capacity to garner resources in support of our work both within and beyond the University. By focusing on both the "big picture" aspect of assessment and program development (for example, the development of a first of its kind graduate level program in Learning Analytics), as well as more "local" or incremental program improvements (for example, the adoption by one program of a "new" approach to advisement, that was adapted from the successful experience of another program), the self-study process has helped to build and sustain both "cultures" so that they are mutually informing, dynamic processes that can drive creativity, learning, and progress. We must make sure that both cultures are equally strong and well-sustained and are able to work together to support decisions about what is currently in place, as well as about what may—or should—be coming next.

Another critical lesson from the self-study is the importance of focusing on the necessary preconditions for a culture of innovation to take root and flourish. Early stages—aligning institutional policies and practices; building essential support capacity and resources; creating nimble structures that will facilitate collaborative work across traditional boundaries; recognizing the complexity of the environment and focusing on leveraging enabling conditions while removing barriers; and engaging key stakeholders early and authentically in the process—are critical to laying the foundation for an effective and sustainable culture of innovation. Such a foundation will ensure that ideas are captured, nurtured, and deliberated, and that efforts towards innovation and assessment are planned, coordinated, systematic, and appropriately resourced.

The self-study allowed us to re-discover that an innovative mindset is prevalent at the College and people are constantly thinking about new or better ways of doing things. Through the assessment process that the self-study employed we were able to see opportunities that we were missing and recognize that there are lots of grand ideas and many good supports already available to feed them (e.g., the rapid prototyping grant). While there is work to be done, we can see from the 18 pilot program reports that there is already a great deal of innovation going on—big innovations as well as small ones, apparent in some programs more so than others. Faculty may not necessarily think of such changes as innovations, because they are embedded in program (re)design and (re)vision, part of the on-going assessment and refinement process faculty engage in as part of their efforts to be responsive to students and to their fields. Such innovations might not always bubble up but may remain within programs, serving a specific group of students well and supporting specific disciplinary or professional goals. A culture of innovation will enable us to more effectively identify and share innovations, as well as leverage innovative ideas that are currently being implemented on a small scale to address larger questions—What are the new programs that we can design? What are the cutting edge things that we can do to shape the fields of health, education, leadership and psychology? In the context of Teachers College, through the lens of the self-study, we are better able to recognize that innovation happens at micro as well as macro levels, and that we have to value

each kind of work and figure out how to support and sustain it. Common conceptions of “innovation” emphasize brand new sparks of ideas, breaking new ground, revolution. Given our history of firsts, we embrace inventiveness and creation of a method, field, program, tool, or idea that did not previously exist. But revolutions become ongoing practices that are improved. So we acknowledge that innovation is also about revising, refreshing, extending, stretching, re-imagining the familiar as strange. This self-study taught us that there are multiple levels of innovation, all of which may be productive, all of which need to be examined and assessed before a next step can be taken, all of which (even ideas that need to be put aside) cause us to stop and think anew.

Final Thoughts

The Selected Topics Self-Study and the 18 program self-studies afforded the TC Steering Committee and Working Groups a unique perspective of Teachers College, one that combined the local (program-level) and the global (College-level) and highlighted the many strengths of the institution. The Self-Study revealed that Teachers College is never complacent and as a community we are constantly pressing forward with energy, commitment, imagination, research, and great ideas. We may not always make the progress we want in the time we want it, we may not always have the right idea, but uniformly, we have witnessed faculty who are always thinking and moving, taking risks and experimenting, never being satisfied with the status quo. Clear evidence of this is that in just the short span of the self-study period alone, several innovative structures have been put in place, and some great ideas have come to fruition both at the program and at the College level. This is testimony to the expertise of the faculty as well as their constant vigorous engagement and thinking about programs, thinking about the fields in which they are engaged and how their work can advance those fields. They apply that knowledge and expertise not only in their research, but also to their teaching, advising, and program development. Indeed, every program enacted change on some level, in response to what was learned from the self-study. Thus, on the one hand, we are proud to have faculty who created the first program in the United States in Data Analytics. At the same time, we celebrate the innovations that have happened in smaller more context specific ways at the program level, for example, training prospective teachers of the deaf and hard of hearing in audiology or providing psychology students with an opportunity to participate in play therapy with children in public schools.

The Self-Study has also affirmed that Teachers College’s mission, particularly its focus on diversity and social justice, has been deeply integrated in program missions, program curricula, and student learning outcomes. It is also reflected in faculty research and service activities. Across the 18 participating programs, alumni rated their programs, or themselves, as highly effective or highly competent in appreciating cultural diversity and in being able to discern social inequalities or social problems. A majority of alumni survey respondents felt they had adequate opportunities to work with diverse populations, particularly those in professional education programs that included internships and other experiential learning opportunities. All the programs are engaged in local New York City schools and organizations, connecting students to local issues relevant to urban, high needs environments and students, families and communities that evidence multiple vulnerabilities even while they demonstrate diverse capacities. For example, diversity, multiculturalism and social justice outcomes related to serving poor, traditionally under-served or under-represented populations and working towards equity and social justice, are substantively supported by the

curricular, pedagogical, theoretical, and practica decisions faculty make in developing and enriching their programs.

Third, the self-study process enabled us to recognize that there has been significant improvement in efforts to connect the various infrastructure and support systems such that they are in service of priority initiatives at the college. One example is the work across several areas of the college to map out a technology plan that simultaneously addresses and supports both the programmatic and infrastructure needs of academic programs. A related example is the collaborative design project that was undertaken with significant input from faculty to develop specifications for classroom renovations (to be funded from the capital campaign) that would support both current user requirements as well as the needs for more technologically-mediated pedagogies necessitated by increased online or blended instruction. In a different vein, the investment in the development and implementation of a degree audit system will not only improve academic advising and analyses of retention and time-to-degree patterns, but will also support more robust analyses of the divergence between proscribed and actual programs of study, providing better information to support program review and redesign efforts. Additionally, to meet the need for space to support ambitious learning, teaching, and research agendas that have been set for the College, the fourth floor of the Library is being renovated as a reconfigurable black box style space where students and faculty can work with library staff to assemble and deploy the appropriate mix of physical and digital tools to support the goals of a variety of active learning scenarios. Lastly, and perhaps most importantly, the five-year financial plan of the College, has incorporated operating budget, capital budget, and other funding essential to the new program development and redesign initiatives.

Overall, the Selected Topics Self-Study found that Teachers College has been successful in achieving its mission and goals. It is focused on advancing innovation both at the College and program level and it is well positioned both academically and operationally to serve as a leader in shaping programs and fields that contribute to a smarter, healthier, and more equitable world.

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