

# STUDENT LEADERSHIP COUNCIL 2016-2017 ANNUAL REPORT



FLORIDA STATE UNIVERSITY  
COLLEGE of EDUCATION

Created June 2017

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# FLORIDA STATE UNIVERSITY

## COLLEGE OF EDUCATION

*Office of the Dean*

Dear College of Education administration, faculty, and students,

It has truly been our honor to serve as representatives, chair and vice chair of the College of Education's inaugural Student Leadership Council.

The College of Education is amazingly diverse in students, faculty, and degree programs. As long-time COE students, seven and five years respectively, we have benefitted greatly from uniqueness and opportunity in the College. We began the journey as representatives in 2015 with goals for serving the College in a meaningful way. As SLC chair and co-chair, we've heard the concerns of our peers, discussed potential areas of improvement, and shared awareness for the many resources we have here in the College. We sought opportunities for student voices to be heard and to have meaningful impact on the academic lives of those around us. The SLC became an optimal platform for sharing valuable perspectives previously unheard, some from individuals who felt they had no such avenue before now.

As our time in the Student Leadership Council comes to an end, we believe we are leaving both the Council and College better than when we began. We have the hard work of representatives to thank for this! In the last two years, SLC representatives organized and implemented town hall meetings and annual online instruments to survey students. We socialized at COE Week events, devised plans to strengthen our student organizations, devoted countless hours to improving the experiences of prospective and new students, drafted memos to our Dean on behalf of student concerns and wishes, completed service activities in the Tallahassee area, and more. But our work is not done. We look forward to our representatives organizing future College service projects, attending COE Preview Day for prospective graduate students, ongoing work with student leaders to maximize value in COE student organizations, maintaining a voice on the College's strategic planning and development councils, as well as serving as an emerging bridge to faculty and administration.

The Student Leadership Council has allowed us to meet and interact with motivated and dedicated students from many programs in the College. We are inspired by the great ideas and passion these students have for their programs, research, teaching, and future professions. We believe the Student Leadership Council is in great hands and feel confident that as our terms end, the Council is in position to become an even greater agent of positive change in the COE.

Leadership means putting yourself in a position to make a difference in the lives of those around you. The College of Education Student Leadership Council has given us opportunities to motivate change and improve experiences for prospective, current, and future students. We have a deep sense of responsibility to the growth and wellbeing of our peers in this community. We genuinely thank the Council members (from years one and two), Dr. Amy Guerette, and Dean Marcy Driscoll for this opportunity to impact the College in meaningful ways.

Sincerely,

Jenay Sermon, ISLT Doctoral Candidate, COESLC Chair

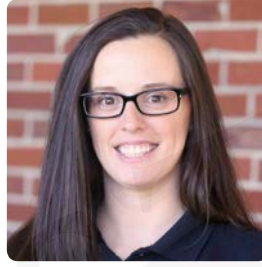
Anna Ward, Sport Psychology Doctoral Student, COESLC Vice Chair

## Student Leadership Council Members



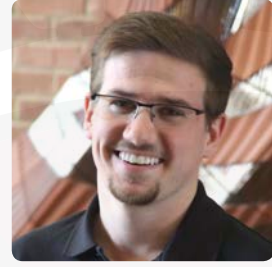
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Chair, Student Leadership Council



**Savanna "Anna" Ward**

Ph.D. Student, Sport Psychology  
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Vice Chair, Student Leadership Council



**Chase Breeden**

M.S. Student, Higher Education  
Educational Leadership & Policy Studies  
Co-Chair, Assessment Committee



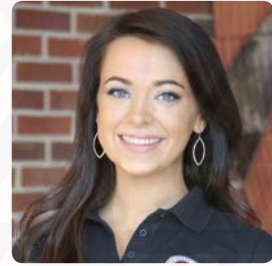
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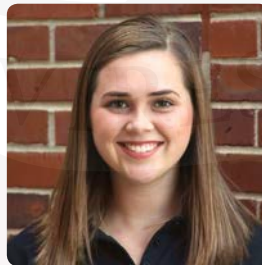
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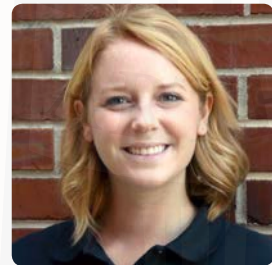
**Leah Hollingsworth (Spring 2017)**

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**Savannah Scarborough (Spring 2017)**

B.S. Student, Elementary Education  
School of Teacher Education  
Co-Chair, Events Committee



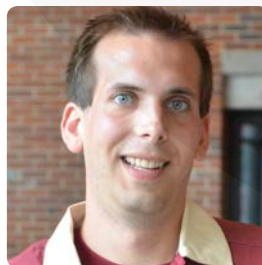
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**James Harwood**

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Student Representative, College of  
Education Strategic Planning Committee

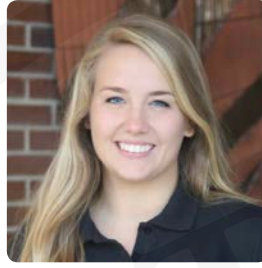


**Matthew "Matt" Hawzen**

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**Katelyn Rodd (Fall 2016)**  
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Co-Chair, Events Committee



**Ashley Garrison (Fall 2016)**  
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***SLC Advisors***

**Amy Guerette**

Associate Dean, College of Education  
Advisor, Student Leadership Council

**Jason Guilbeau**

Graduate Assistant, College of Education  
Advisor, Student Leadership Council

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***SLC Support Staff***

**Marah Harrington**

Executive Assistant,  
College of Education

**Danielle Boone**

Administrative Assistant,  
College of Education

**Jennie Kroeger**

Assistant Director,  
Communications and Recruitment,  
College of Education

## STUDENT LEADERSHIP COUNCIL 2017-2018

### *Mission*

The Student Leadership Council (SLC) is a standing committee of the Office of the Dean and was established to provide for the mutual exchange of ideas and open dialogue between undergraduate and graduate students and the college administration. Monthly meetings offer an opportunity to solicit advice and perspectives on decisions affecting matters of importance to students.

## ACCOMPLISHMENTS

### *Restructure*

The SLC formally adopted Bylaws at the Fall retreat. Through this process, the group re-organized to include the elected positions of chair and vice chair leading the SLC and four working committees of Ambassadors, Assessment, Events, and Student Organizations being established. These four areas were developed based on findings from the 2015-2016 survey. In addition, an ad hoc Nominations Committee was established to review membership applications when vacancies occur.

### *COE Week SLC Pizza Party*

For a second year, SLC members handed out over 500 slices of pizza during COE Week. During the event, students were asked to share their thoughts and concerns about the College of Education. These results helped inform the 2016-2017 SLC Survey.

### *College-wide Committee Involvement*

Anna Ward served as the student member of the College's Development Council and James Harwood served as the student member of the College' Strategic Planning Committee.

### *Ambassadors' Council*

The College of Education Ambassadors' Council, composed of 11 recruitment ambassadors from each department, met twice to discuss their recruitment efforts, roles within the recruitment process of their departments, and opportunities for involvement across the college.

### *Presidents' Council*

The College of Education Presidents' Council, composed of the presidents of the College's 15 student organizations as well as the College's Student Government and Congress of Graduate Students representatives, met twice to discuss resources available to their organizations, success and challenges of leadership and organizations, as well as opportunities for involvement across the college.

### *Memos to the Dean*

Based on feedback from the 2015-2016 SLC Survey and on-going assessments throughout the year, the SLC began making formal recommendations to Dean Driscoll this year. Memos have included calls for more student involvement in planning of COE Week, a reconception of the Stone Building's CyberLounge, the addition of a food vending machine in Stone, as well as the addition of students to the COE Research Database. Full memos are included in Appendix A.

## ***Food Drive***

At the end of the Fall 2016 semester, the SLC hosted a food drive in the College's CyberLounge. Donations collected were sent to the FSU Food Pantry.

## ***The Big Event***

The SLC led the College of Education's team in The Big Event Tallahassee on March 25, 2017. Nearly 30 students stuffed backpacks for children in need and spruced up the grounds at the Second Harvest of the Big Bend. The Big Event is one of the largest, one-day, student-run service projects in the nation where the students of colleges and universities come together to say 'thank you' to the residents of their college town.

## ***Collaboration with the College's Student Life Committee***

At the January 2017 SLC meeting, the four faculty members of the College's Student Life Committee attended to meet with their departmental representatives as well as discuss plans for greater collaboration. Throughout the Spring semester, these faculty members and SLC members met with their respective department chair.

## ***On-Going Assessment and Second Annual Survey***

The SLC is committed to making decisions and providing recommendations based on student feedback. The SLC Assessment Committee received student feedback during the COE Week SLC Pizza Party as well as through class assessments conducted by SLC members. These surveys informed the SLC 2016-2017 Survey, which is contained in this report.

## ***Student Leadership Social***

The SLC Student Organizations Committee hosted an informal social for out-going and incoming student organization leaders and organizational advisors in April 2017. More than 20 students, staff, and faculty members networked and enjoyed food and drink at Madison Social.









*Executive Summary,  
Student Leadership  
Council Survey*

Spring 2017



## Executive Summary

The Student Leadership Council survey was developed and updated by SLC members Chase Breeden and Alyssa Hernandez. The survey was emailed to all College of Education students on March 6, 22, 29, and 30. The SLC also worked with the Office of Communications and Recruitment to promote the survey via Facebook with ads throughout the survey window. Although 242 participants viewed the survey, 197 students began the survey and 174 completed the survey. This is an increase over the 135 respondents in 2015-2016.

The survey contains nine sections. Findings from this year's survey were similar to those from last year, with a few exceptions as discussed below. The 2015-2016 survey is available on the SLC website at [education.fsu.edu/slc](http://education.fsu.edu/slc).

The survey report is divided into eight sections, with data presented overall, by department, by enrollment (full-time and part-time), as well as level (undergrad, master's, and doctoral).

## Section 1. Survey Respondents

### Majors

Survey respondents represented all Departments, but not all majors in the College. A larger percentage of ELPS (28% vs. 29%), a smaller percentage of EPLS (24% vs. 25%) and STE (41% vs 49%), and the same percentage of SM (7%) comprised respondents to this survey as compared to last year.

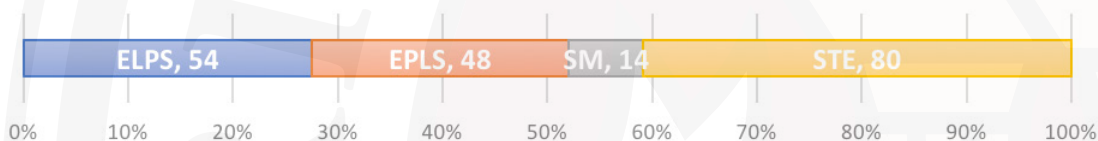


Figure 1.1. Respondents by Department

### Location

Students were asked about their campus location this year to distinguish those who were online students as well as those at the Panama City Campus. In each department, more than 90% of students were on the main campus, with the exception of ELPS which had about 30% of respondents enrolled as online students. For online student respondents, most were part-time and in a master's degree program.

Survey respondents represented all degree levels. A smaller percentage of undergrads (27% vs. 37%) and doctoral students (46% vs. 32%) and a larger percentage of master's students (26% vs. 31%) comprised respondents to this survey as compared to last year. The addition of Specialist and Non-degree seeking students this year made up about 1% of respondents.

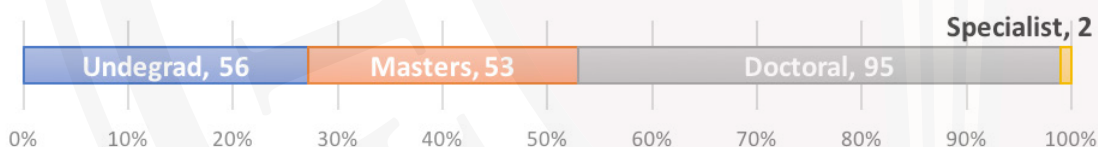


Figure 1.2. Respondents by Level

### Enrollment

93% of undergraduate and 73% of graduate respondents were full-time students, meaning a larger share of graduate student respondents (17%) were part-time students as compared to undergraduate respondents (7%).

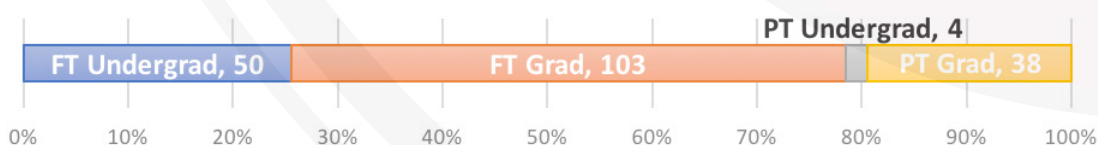


Figure 1.3. Respondents by Enrollment

### International Students

The same percentage of respondents (13%) were international students as compared to last year.

## Section 2. Work and Involvement

### Employment

The distribution of working (either on or off campus) and involvement in College of Education student organizations by respondents was similar to last year.

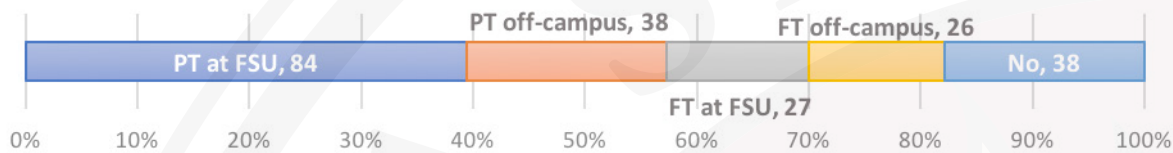


Figure 2.1. Respondents' Employment

### Involvement

For both years, 54% of respondents were not involved in any College of Education student organization. This level of involvement in College organizations remained higher than involvement in other FSU organizations (32%).

As with last year's respondents, undergraduates were the least involved (64% and 71% reported not being involved in any COE organization in 2015-2016 and 2016-2017 respectively), doctoral students were the most involved (45% and 47% reporting not being involved in any COE organization in 2015-2016 and 2016-2017 respectively), and master's students were in between (54% and 49% reporting not being involved in any COE organization in 2015-2016 and 2016-2017 respectively). This trend was reversed for involvement in FSU organizations, with undergrads the most involved and doctoral students the least involved.

This could be due to the fact that STE respondents were the least involved in College organization (62% of respondents reported not being involved in any COE organization); however, STE respondents were the most involved in organizations outside of the College (50% being a member of an FSU organization, compared to the College-wide average of 32%).

Additionally, full-time students were more involved than part-time students, 48% of full-time respondents reported not being involved in any COE organization as compared to 75% of part-time students. This is true for FSU organization involvement as well.

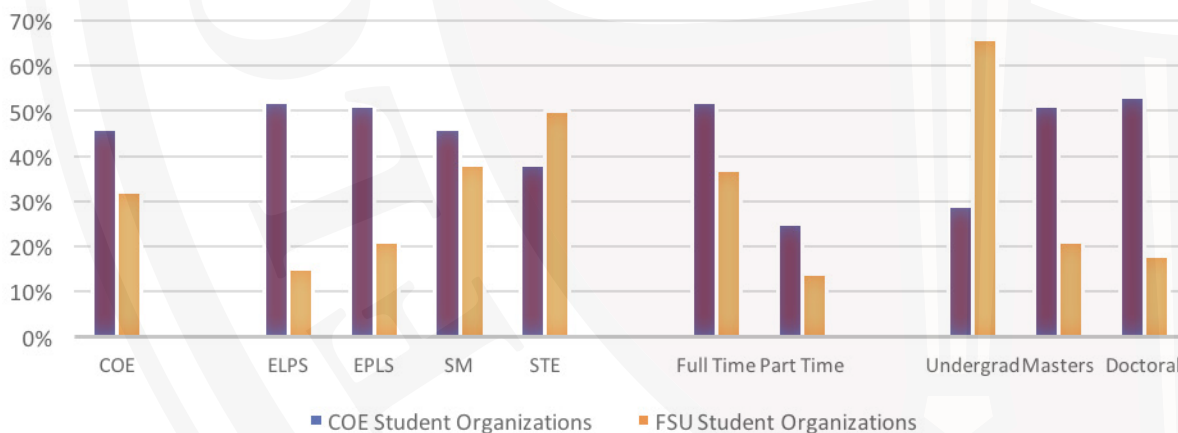


Figure 2.2. Involvement in student organizations

From respondent feedback, the main trends that emerged in regard to involvement was lack of time and interest. Additionally, a few part-time and distance education students provided comments in regards to the simple opportunity to join.

## Section 3. Community

### Community Membership

Respondents overwhelmingly identified with their major or the university. While the question formatted changed from last year, the trend remains similar to 2015-2016.

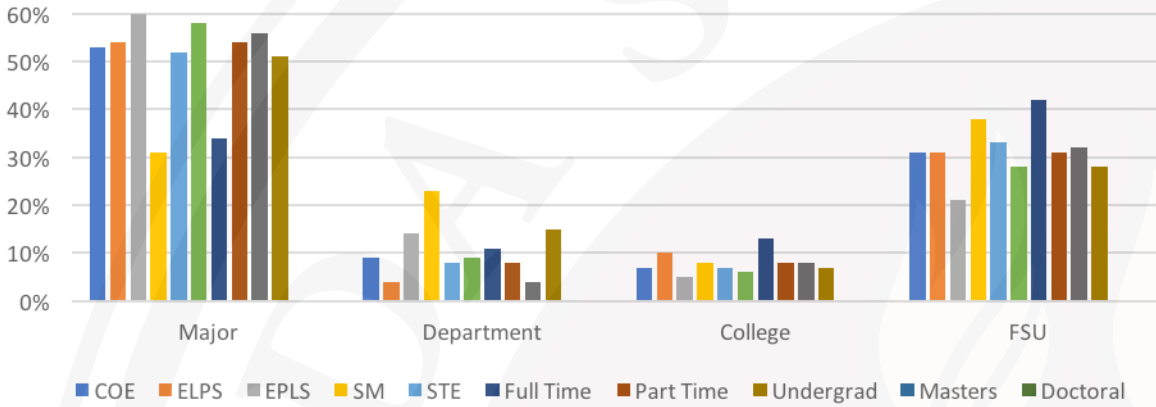


Figure 3.1. First identification of academic community

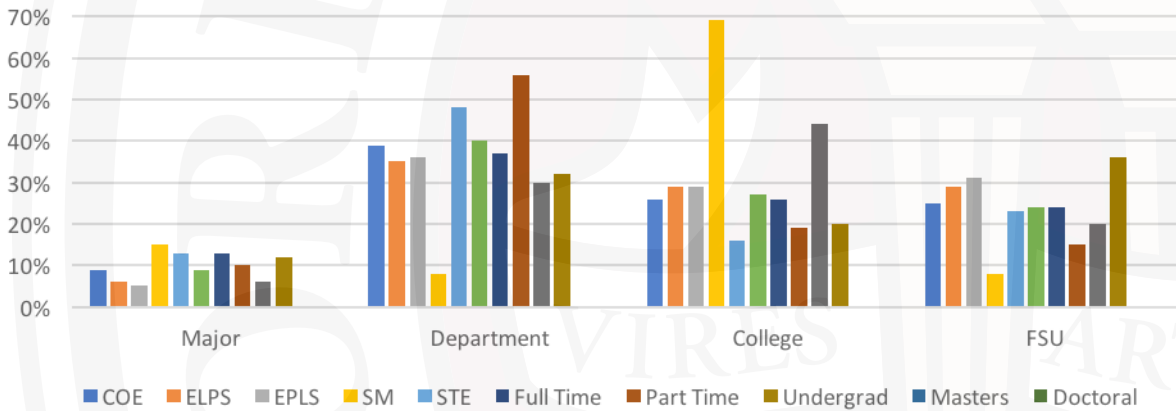


Figure 3.2. Last identification of academic community

### Events

The great majority of respondents did not attend COE Week events. For those who did, they were satisfied with the events.

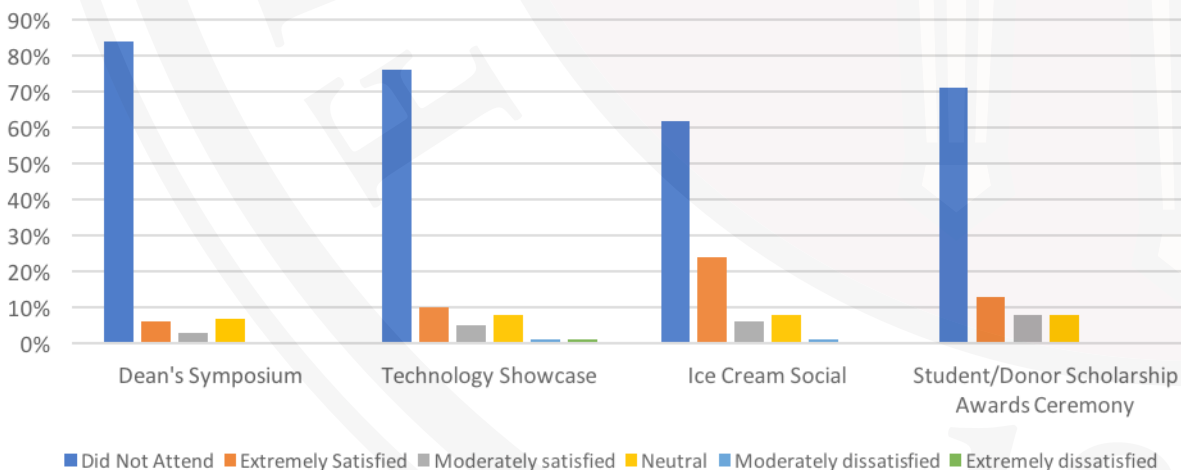


Figure 3.3. COE Week events

Potential event categories were similar to last year, with the exception of higher percentages of respondents now interested in research events and career support. As with last year, undergrads were more favorable to social events while master's and doctoral students preferred presentations and research events. Similar differences were found between full-time students who preferred socials as compared to part-time students who preferred presentations and research events.

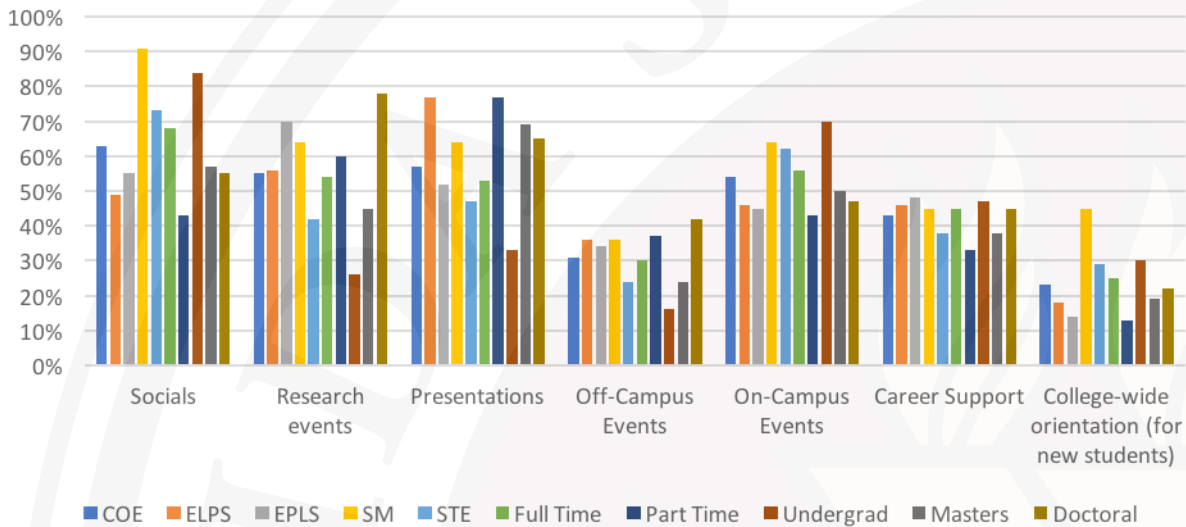


Figure 3.4. College-wide events of interest

## Section 4. Resources

Respondents were fairly satisfied with, had not used, or unaware of College of Education resources, including the Learning Resource Center Computer Lab and Study Space, the Virtual Lab, the Tech Sandbox, and the CyberLounge.

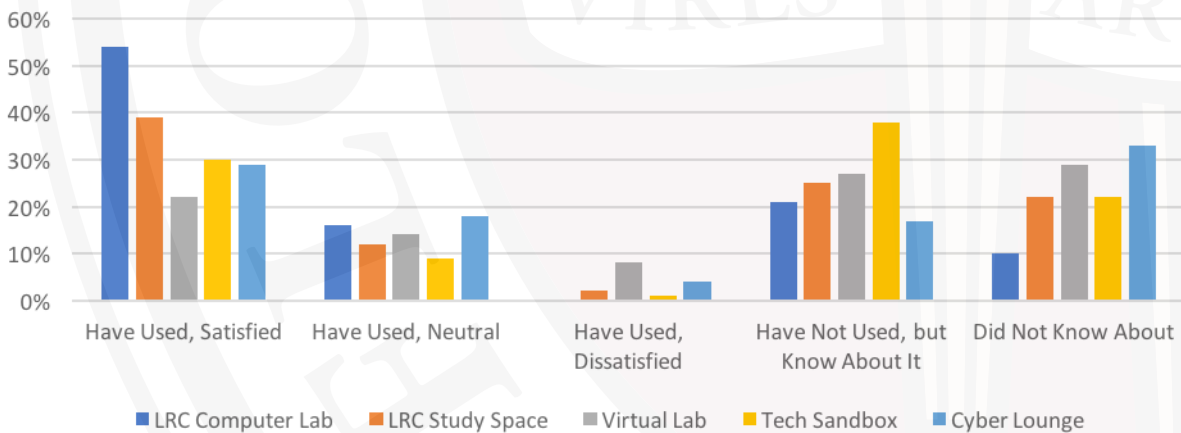


Figure 4.1. Level of satisfaction with COE resources

## Section 5. Faculty and Staff Support

### Faculty Advisors

Respondents met with their faculty advisor/major professor either at least monthly (41%) or as needed (38%), however, this varied by department, enrollment, and level. Doctoral students met with their advisor more frequently with about 61% meeting at least monthly as compared to undergrad (40%) and master's students (45%) who met with their advisor only as needed. The same was true of full-time students, with 47% meeting with their advisor at least monthly compared with 23% of part-time students. This is somewhat similar to last year's results; this year, the as needed option was added so results did change a bit.

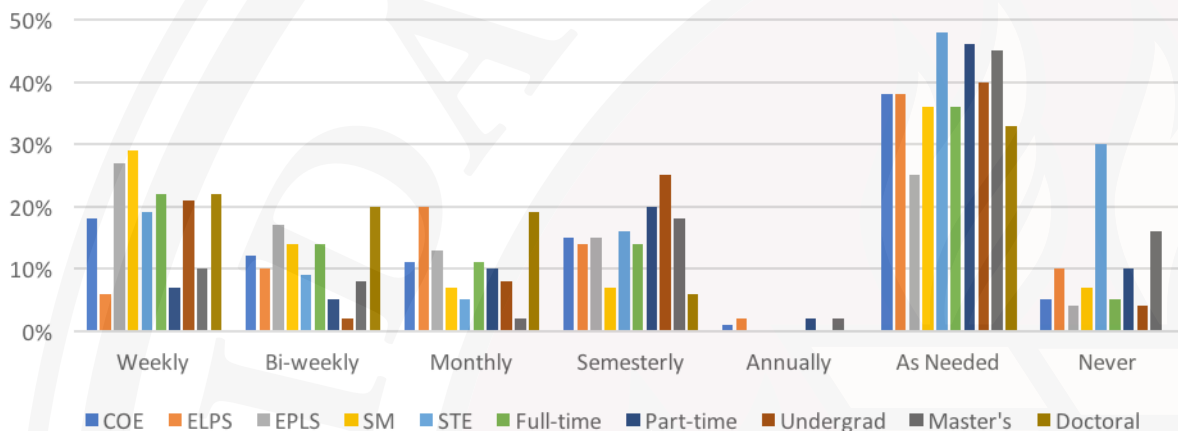


Figure 5.1. Frequency of meeting with faculty advisor/major professor

Students reported to be satisfied by the support they receive from their advisors, with a few exceptions. ELPS and STE respondents were the most satisfied, with 50% and 56% reporting being Extremely Satisfied, as compared to 36% of EPLS respondents and 29% of SM students. 51% of full-time students reported being Extremely Satisfied as compared to 35% of part-time students. Undergrads were the most satisfied, with 56% of respondents reporting being extremely satisfied as compared to 40% of master's students and 47% of doctoral students. All of these trends are similar to last year's survey results.

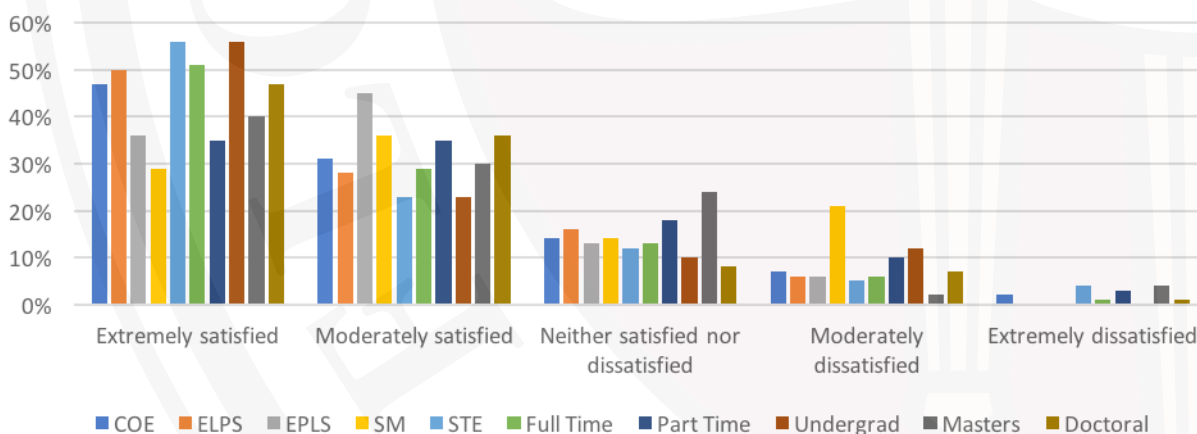


Figure 5.2. Satisfaction with support received from faculty advisor/major professor

### Faculty Mentors

Nearly 2/3 of respondents do not have a faculty mentor at FSU, the same as the previous year. A higher percentage of ELPS and EPLS students reported having a faculty mentor as compared to SM and STE; however, this could be a factor of the differentiation by level, with doctoral students reporting the highest levels of having a mentor. As last year, full-time and part-time enrollment showed no major difference.

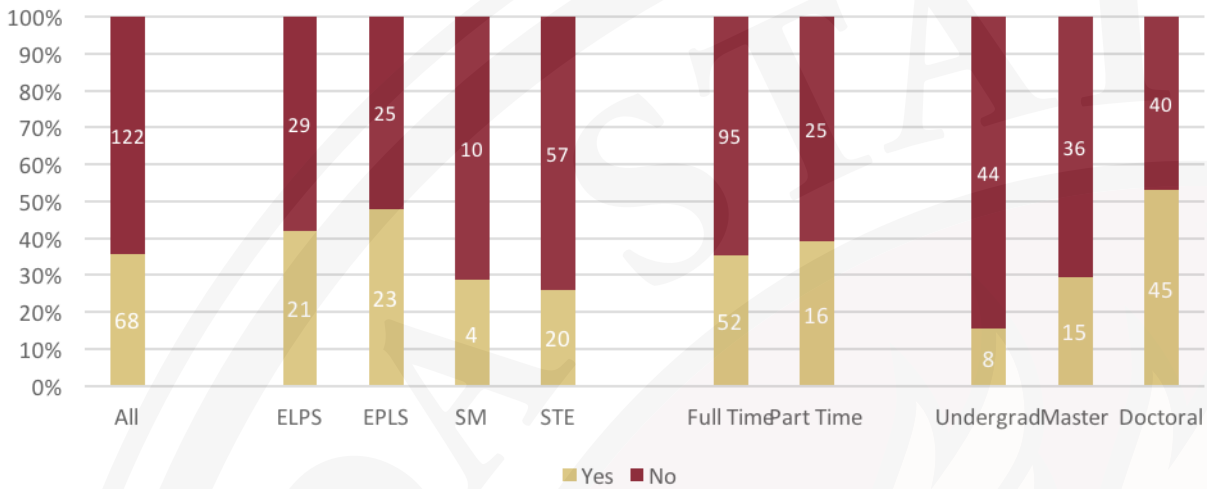


Figure 5.3. Do you have a faculty mentor at FSU?

### Interaction with Faculty and Staff

In terms of interaction with faculty, teaching staff, and non-teaching staff, results were once again very positive. Respondents rated interactions with faculty members and teaching staff similar to last year, but with results even more positive for non-teaching staff.

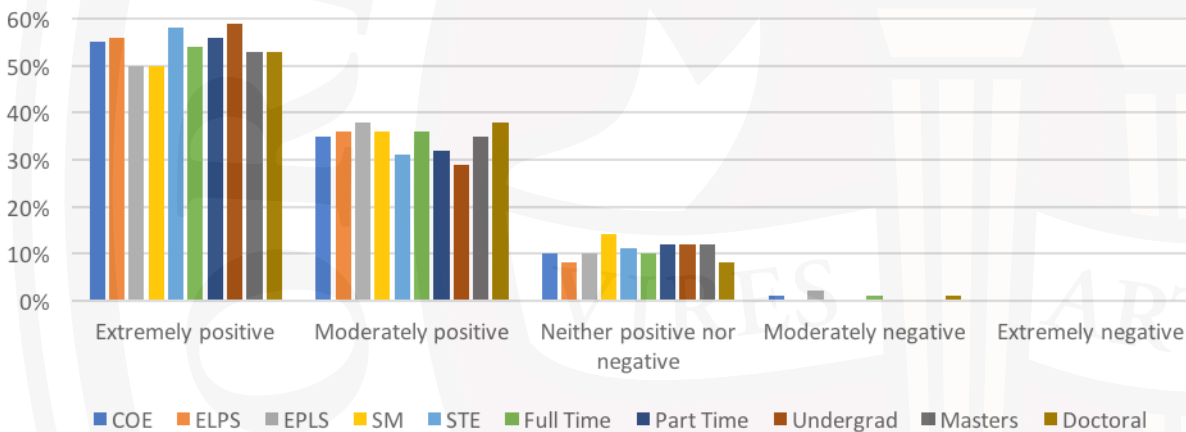


Figure 5.4. Interactions (in and outside of class) with faculty members and teaching staff, including graduate assistants serving as lead instructors, in department

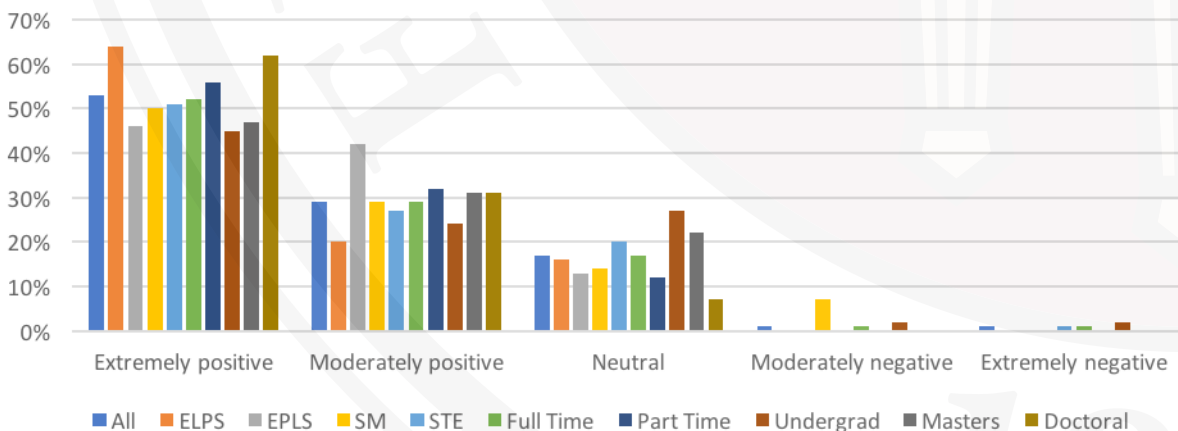


Figure 5.5. Interactions non-teaching staff in department



## Section 6. Communication

Email remains the preferred method of communication for respondents, with BlackBoard, faculty member announcements in class, and the COE website other preferred methods of communication. Social media such as Facebook and Instagram also received high preferences for events and accomplishments.

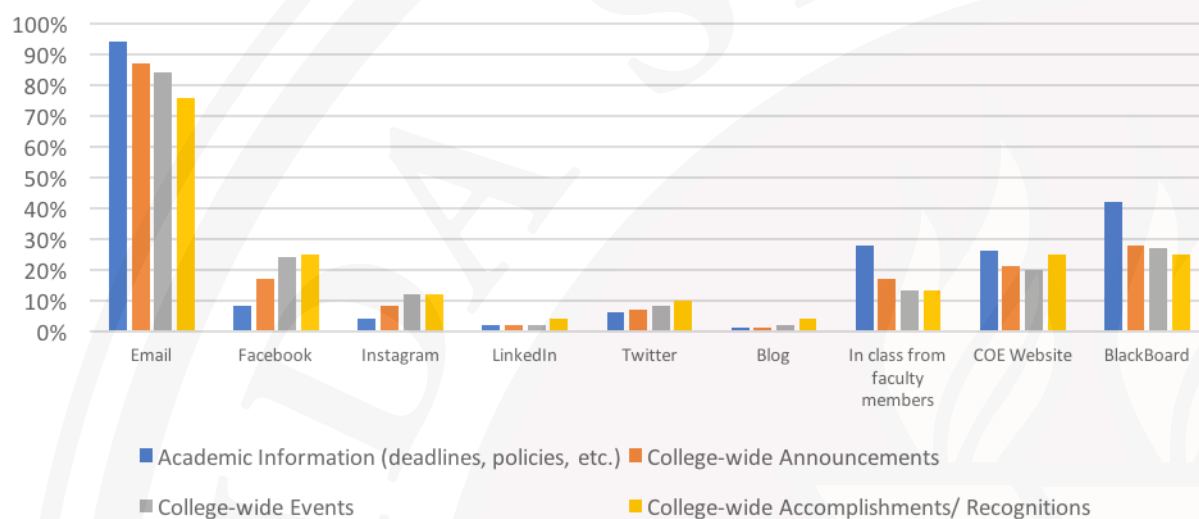


Figure 6.1. Preferred method of receiving information

Students reported receiving consistent information from their faculty advisor/major professor, OASIS, the College of Education, and the University overall. However, there were differences by department, enrollment and level. This was consistent with previous year's results, although the question was asked a bit differently.

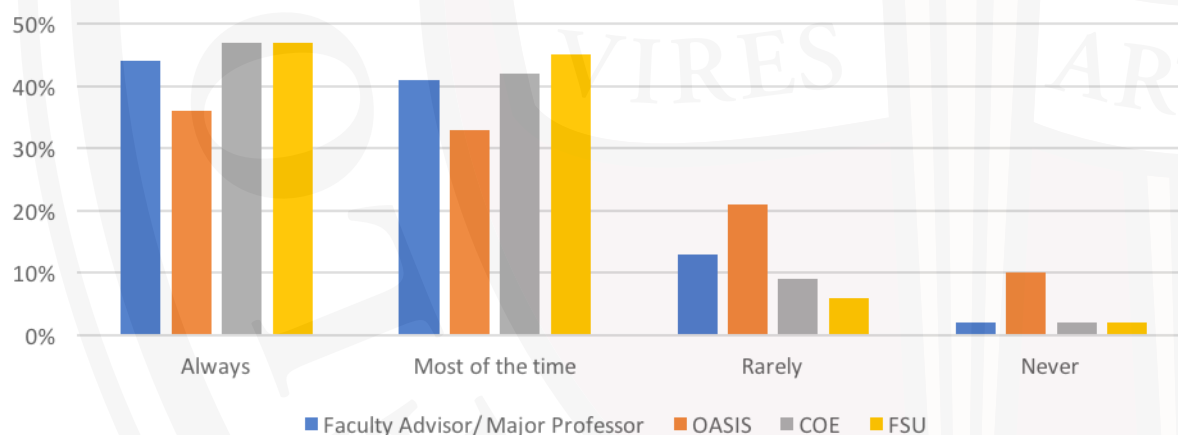


Figure 6.2. Do you receive consistent information from...

Students reported being satisfied with the content of emails, although more were indifferent or dissatisfied with their frequency.

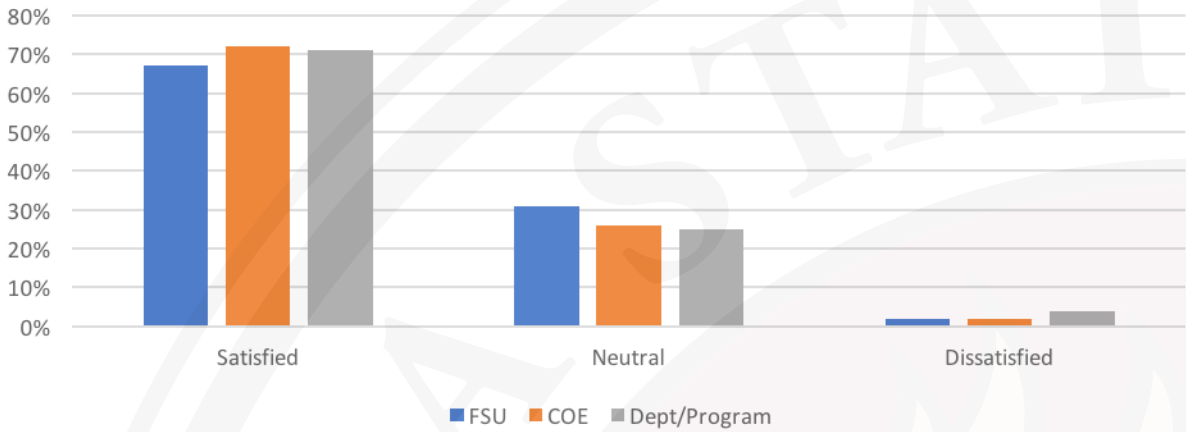


Figure 6.3. Satisfaction with content of emails from...

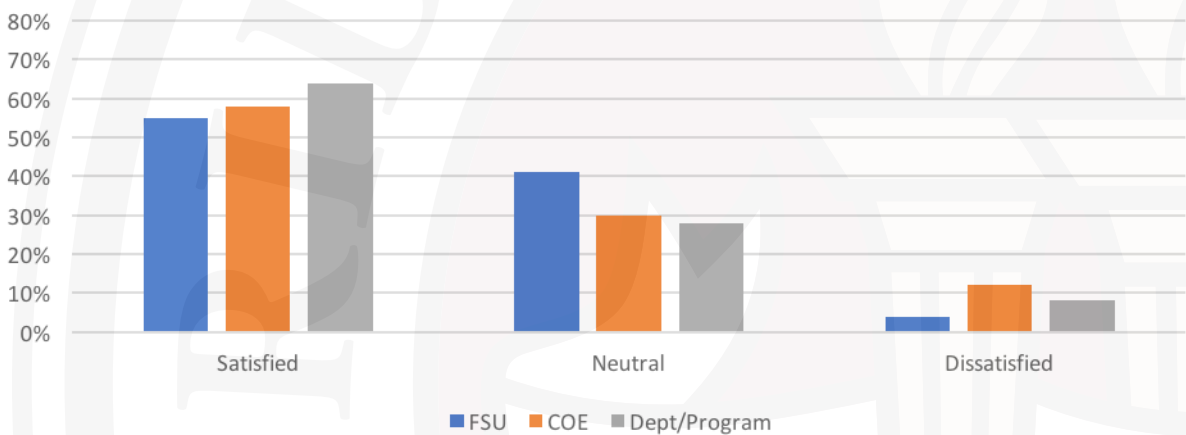


Figure 6.4. Satisfaction with frequency of emails from...

Students are satisfied with “This Week in the COE” and the COE website, with student visiting for handbooks, course/curriculum information, and faculty or staff information.

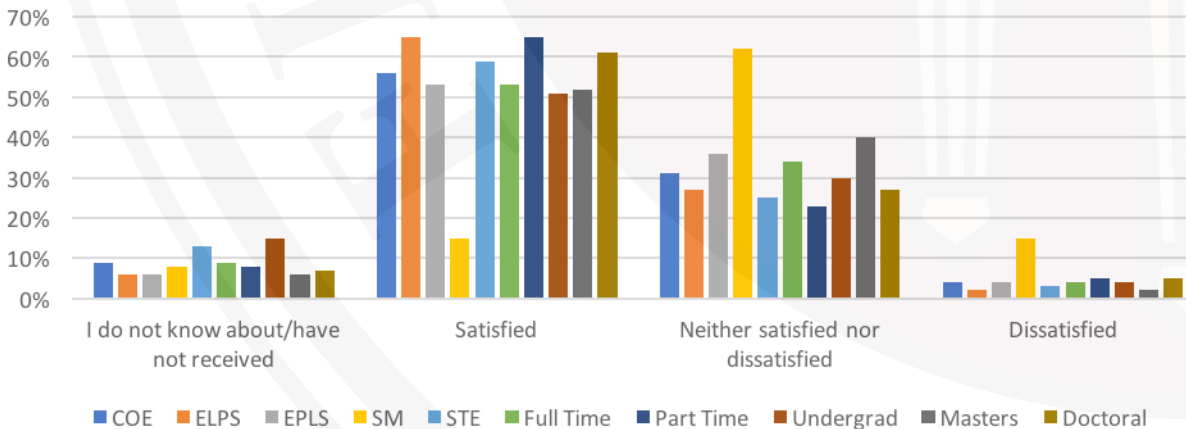


Figure 6.5. Satisfaction with “This Week in the COE” eNewsletter

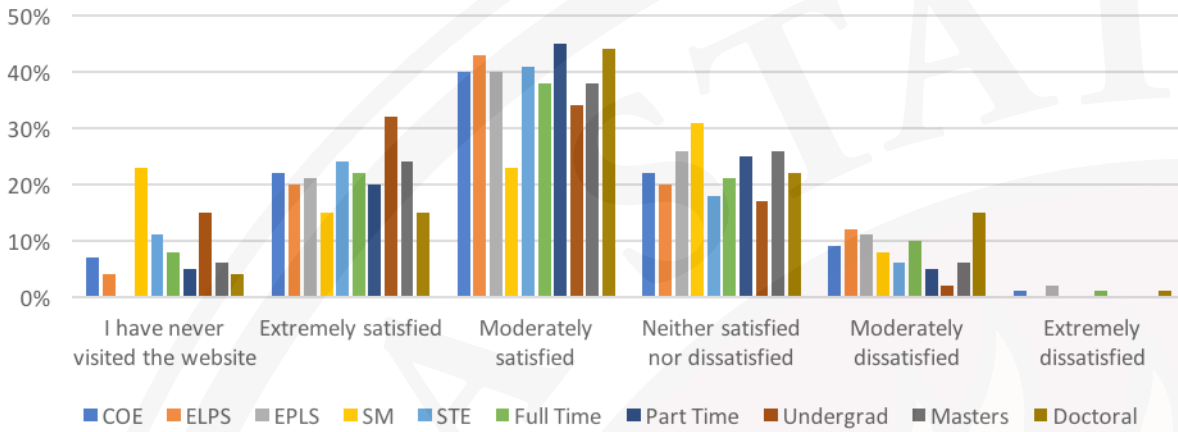


Figure 6.6. Satisfaction with the College of Education website

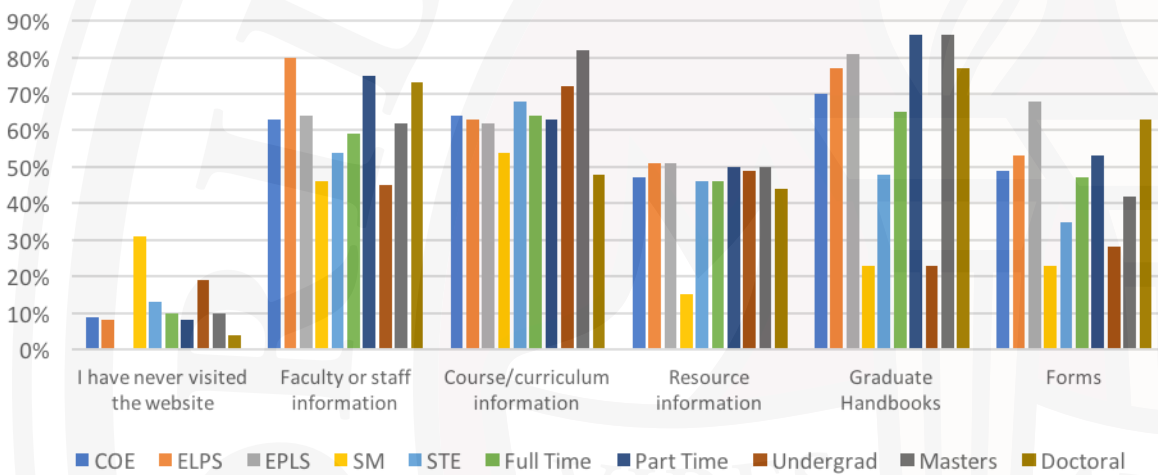


Figure 6.7. Reasons for visiting COE website

## Section 7. Scholarships

About the same percentage of students have applied for and received a scholarship as those who have not applied or who were not aware. In the open-ended responses, many students reported on communication issues of not hearing back about decisions, not knowing qualifications, or feeling they did not meet qualification

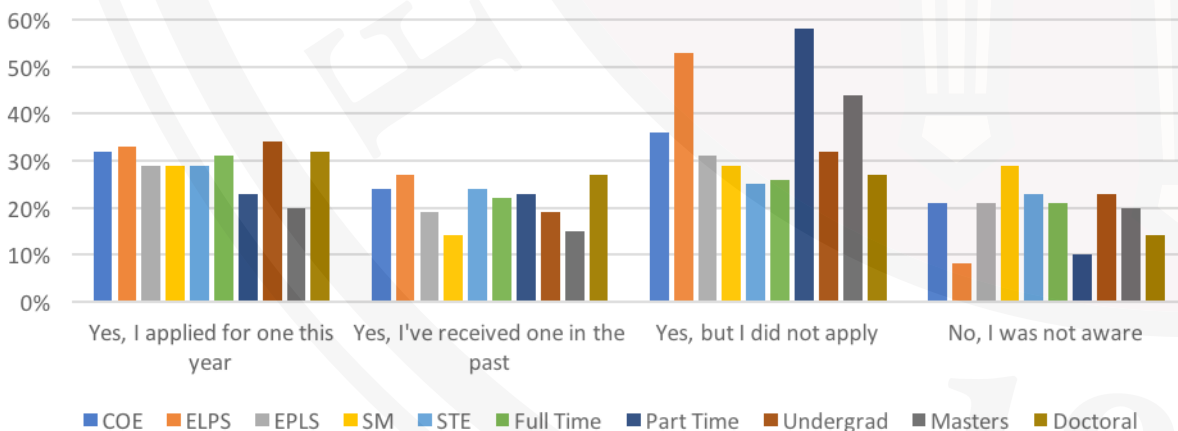


Figure 7.1 COE Scholarship awareness

# Survey Responses by Department, Enrollment, and Level



## Section 1. Survey Respondents

1.1. What is your major/degree program?	Total Number of Respondents	Percent of Department Respondents	Percent of College Respondents
<b><u>Educational Leadership &amp; Policy Studies</u></b>			
Educational Leadership/Administration	18	33%	9%
Educational Policy and Evaluation	10	19%	5%
Higher Education	21	39%	11%
SHPFE	0	0%	0%
SIDES	5	9%	3%
<b>ELPS Total</b>	<b>54</b>	<b>100%</b>	<b>28%</b>
<b><u>Educational Psychology &amp; Learning System</u></b>			
Career Counseling	0	0%	0%
Combined Program Counseling & School Psychology	6	13%	3%
Instructional Systems and Learning Technologies	16	33%	8%
Learning and Cognition	8	17%	4%
Measurement and Statistics	5	10%	3%
Mental Health Counseling	1	2%	1%
Sport Psychology	12	25%	6%
<b>EPLS Total</b>	<b>48</b>	<b>100%</b>	<b>24%</b>
<b><u>Sport Management</u></b>			
Sport Management	14	100%	7%
<b>SM Total</b>	<b>14</b>	<b>100%</b>	<b>7%</b>
<b><u>School of Teacher Education</u></b>			
Early Childhood Education	6	8%	3%
Elementary Education	30	38%	15%
English Education	4	5%	2%
English Teaching	0	0%	0%
Exceptional Student Education	5	6%	3%
Foreign and Second Language Education	7	9%	4%
FSUTeach (2nd Major with Arts & Sciences)	1	1%	1%
Mathematics Education	2	3%	1%
Reading Education and Language Arts	0	0%	0%
Science Education	3	4%	2%
Social Science Education	14	18%	7%
Social Science Teaching	2	3%	1%
Special Education	2	3%	1%
Visual Disabilities	4	5%	2%
<b>STE Total</b>	<b>80</b>	<b>100%</b>	<b>41%</b>
<b>Total Respondents</b>	<b>196</b>		

<b>1.2 Please select your campus location:</b>											
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>		
Face to face/Main Campus Student	173	88%	38	70%	46	96%	13	93%	75	94%	
Face to face/Panama City Campus Student	3	2%	0	0%	0	0%	1	7%	2	3%	
Online/Distance Learning Student	21	11%	16	30%	2	4%	0	0%	3	4%	
<b>Total</b>	<b>197</b>	<b>100%</b>	<b>54</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Face to face/Main Campus Student	147	96%	24	57%	54	96%	41	77%	77	90%
Face to face/Panama City Campus Student	2	1%	1	2%	2	4%	0	0%	1	1%
Online/Distance Learning Student	4	3%	17	40%	0	0%	12	23%	8	9%
<b>Total</b>	<b>153</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>86</b>	<b>100%</b>

<b>1.3. What is your classification?</b>										
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Freshman	1	1%	0	0%	0	0%	0	0%	1	1%
Sophomore	3	2%	0	0%	0	0%	1	7%	2	3%
Junior	17	9%	0	0%	0	0%	0	0%	17	21%
Senior	35	18%	1	1%	0	0%	4	29%	30	38%
First Year Master's Student	32	16%	14	7%	11	23%	1	7%	6	8%
Second Year or Higher Master's Student	21	11%	5	3%	6	13%	4	29%	6	8%
First Year Doctoral Student	19	10%	8	4%	3	6%	3	21%	5	6%
Second Year Doctoral Student	20	10%	7	4%	9	19%	0	0%	4	5%
Third Year Doctoral Student	9	5%	2	1%	6	13%	0	0%	1	1%
Fourth Year or Higher Doctoral Student	10	5%	3	2%	7	15%	0	0%	0	0%
Doctoral Candidate	28	14%	13	7%	6	13%	1	7%	8	10%
Specialist Degree Student	2	1%	1	1%	0	0%	0	0%	0	0%
Non-Degree Seeking Student	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>197</b>	<b>100%</b>	<b>54</b>	<b>27%</b>	<b>48</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>80</b>	<b>100%</b>

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Freshman	1	1%	0	0%	1	2%		0%		0%
Sophomore	3	2%	0	0%	3	5%		0%		0%
Junior	17	11%	0	0%	17	30%		0%		0%
Senior	30	20%	3	7%	35	63%		0%		0%
First Year Master's Student	23	15%	9	21%		0%	32	74%		0%
Second Year or Higher Master's Student	14	9%	7	17%		0%	11	26%		0%
First Year Doctoral Student	14	9%	5	12%		0%		0%	19	22%
Second Year Doctoral Student	15	10%	5	12%		0%		0%	20	23%
Third Year Doctoral Student	6	4%	3	7%		0%		0%	9	10%
Fourth Year or Higher Doctoral Student	6	4%	4	10%		0%		0%	10	12%
Doctoral Candidate	23	15%	5	12%		0%		0%	28	33%
Specialist Degree Student	1	1%	1	2%		0%		0%		0%
Non-Degree Seeking Student	0	0%	0	0%		0%		0%		0%
<b>Total</b>	<b>153</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>43</b>	<b>100%</b>	<b>86</b>	<b>100%</b>

<b>1.4 What is your academic status? Select one</b>										
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Full-time undergraduate (12+ hours/semester)	50	26%	1	2%	0	0%	4	29%	45	58%
Full-time graduate (9+ hours/semester)	103	53%	28	52%	37	77%	9	64%	28	36%
Part-time undergraduate (<12 hours)	4	2%	1	2%	0	0%	1	7%	2	3%
Part-time graduate (<9 hours)	38	19%	24	44%	11	23%	0	0%	3	4%
<b>Total</b>	<b>195</b>	<b>100%</b>	<b>54</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>78</b>	<b>100%</b>

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Full-time undergraduate (12+ hours/semester)	50	33%		0%	50	93%	0	0%	0	0%
Full-time graduate (9+ hours/semester)	103	67%		0%	1	2%	37	70%	64	74%
Part-time undergraduate (<12 hours)		0%	4	10%	3	6%	0	0%	1	1%
Part-time graduate (<9 hours)		0%	38	90%	0	0%	16	30%	21	24%
<b>Total</b>	<b>153</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>54</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>86</b>	<b>100%</b>

<b>1.5 Are you an international student?</b>										
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Yes	25	13%	4	7%	10	21%	3	21%	8	10%
No	172	87%	50	93%	38	79%	11	79%	72	90%
<b>Total</b>	<b>197</b>	<b>100%</b>	<b>54</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>80</b>	<b>100%</b>

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Yes	24	16%	1	2%	0	0%	5	9%	20	23%
No	129	84%	41	98%	56	100%	48	91%	66	77%
<b>Total</b>	<b>153</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>86</b>	<b>100%</b>



## Section 2. Work and Involvement

<b>2.1 Do you work?</b>										
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Yes, full-time at FSU	26	13%	15	26%	5	9%	1	7%	5	6%
Yes, part-time at FSU (includes student assistants & graduate/teaching assistants)	84	43%	22	39%	31	54%	9	64%	22	26%
Yes, full-time off-campus	27	14%	14	25%	4	7%	2	14%	7	8%
Yes, part-time off-campus	38	19%	2	4%	11	19%	2	14%	23	27%
No, I do not work	38	19%	4	7%	6	11%	0	0%	28	33%
Other	2	1%	0	0%	0	0%	0	0%	1	1%
<b>Total</b>	<b>197</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>86</b>	<b>100%</b>

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Yes, full-time at FSU	9	5%	17	40%	2	3%	6	10%	18	19%
Yes, part-time at FSU (includes student assistants & graduate/teaching assistants)	82	48%	2	5%	10	17%	23	39%	51	54%
Yes, full-time off-campus	8	5%	18	43%	3	5%	14	24%	9	10%
Yes, part-time off-campus	36	21%	1	2%	21	35%	8	14%	9	10%
No, I do not work	35	20%	3	7%	24	40%	7	12%	7	7%
Other	1	1%	1	2%	0	0%	1	2%	0	0%
<b>Total</b>	<b>171</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

<b>2.2 Are you a member of a College of Education student organizations? Select all that apply.</b>										
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
I am not a member of any COE student organizations	102	54%	25	48%	22	49%	7	54%	48	62%
Applied Sport Psychology	11	6%	0	0%	11	24%	0	0%	0	0%
Council for Exceptional Children	6	3%	0	0%	0	0%	0	0%	6	8%
Council of Teachers of English at the Florida State University	2	1%	0	0%	0	0%	0	0%	2	3%
Florida Association for the Education and Rehabilitation of the Blind and Visually Impaired at the Florida State University	1	1%	0	0%	0	0%	0	0%	1	1%
Foreign and Second Language Education	3	2%	0	0%	0	0%	0	0%	3	4%
Higher Education Student Association	20	11%	20	38%	0	0%	0	0%	0	0%
Instructional Systems Student Association	9	5%	0	0%	8	18%	0	0%	1	1%
Kappa Delta Pi Alpha Delta Chapter at FSU	8	4%	0	0%	0	0%	0	0%	8	10%
School of Teacher Education Graduate Student Association (STEGSA)	14	7%	0	0%	0	0%	0	0%	14	18%
Sport Management Student Organization	6	3%	0	0%	0	0%	6	46%	0	0%
Sport Psychology Organization and Research Team	8	4%	0	0%	8	18%	0	0%	0	0%
Student Affiliates of School Psychology	2	1%	0	0%	1	2%	0	0%	0	0%
Transcultural Research and Education Consortium	8	4%	7	13%	0	0%	0	0%	1	1%
We Take Education and Content Higher at FSU	1	1%	0	0%	0	0%	0	0%	1	1%
Other	7	4%	1	2%	3	7%	0	0%	3	4%
<b>Total</b>	<b>188</b>		<b>52</b>		<b>45</b>		<b>13</b>		<b>77</b>	

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
I am not a member of any COE student organizations	70	48%	30	75%	37	71%	26	49%	38	47%
Applied Sport Psychology	11	8%	0	0%	0	0%	4	8%	7	9%
Council for Exceptional Children	5	3%	1	3%	4	8%	0	0%	2	2%
Council of Teachers of English at the Florida State University	1	1%	1	3%	1	2%	1	2%	0	0%

Florida Association for the Education and Rehabilitation of the Blind and Visually Impaired at the Florida State University	1	1%	0	0%		0	0%	1	2%	0	0%
Foreign and Second Language Education	3	2%	0	0%		0	0%	1	2%	2	2%
Higher Education Student Association	18	12%	2	5%		0	0%	10	19%	10	12%
Instructional Systems Student Association	9	6%	0	0%		0	0%	4	8%	5	6%
Kappa Delta Pi Alpha Delta Chapter at FSU	8	5%	0	0%		4	8%	2	4%	2	2%
School of Teacher Education Graduate Student Association (STEGSA)	13	9%	1	3%		0	0%	0	0%	14	17%
Sport Management Student Organization	5	3%	1	3%		5	10%	1	2%	0	0%
Sport Psychology Organization and Research Team	8	5%	0	0%		0	0%	1	2%	7	9%
Student Affiliates of School Psychology	2	1%	0	0%		0	0%	0	0%	1	1%
Transcultural Research and Education Consortium	5	3%	3	8%		0	0%	0	0%	8	10%
We Take Education and Content Higher at FSU	1	1%	0	0%		1	2%	0	0%	0	0%
Other	6	4%	1	3%		3	6%	2	4%	2	2%
<b>Total</b>	<b>146</b>		<b>40</b>			<b>52</b>		<b>53</b>		<b>81</b>	

<b>2.3 Are you involved in FSU student organizations outside of the College of Education?</b>										
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Yes	63	32%	8	15%	10	21%	5	38%	40	50%
No	133	68%	46	85%	38	79%	8	62%	40	50%
<b>Total</b>	<b>196</b>	<b>100%</b>	<b>54</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>80</b>	<b>100%</b>

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Yes	56	37%	6	14%	37	66%	11	21%	15	18%
No	96	63%	36	86%	19	34%	42	79%	70	82%
<b>Total</b>	<b>152</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>85</b>	<b>100%</b>

<b>2.4 Please tell us why you are not involved in FSU student organizations outside of the College.</b>
<b><u>ELPS</u></b>
Time
I'm a distance learning student, so no one has reached out to us
full-time professional along with being a full-time student
Do not live on campus
I do not have time.
Full-time FSU employee - position and responsibility
I have an assistantship and several internships that take up my time.
outside commitments with family/time/full time employment
I'm an off campus student but willing to engage in organizations remotely if that is feasible.
I do not have time.
Graduate Student
I'm a doctoral student. I don't have time or the need.
Time allocation
no time
Don't have the time.
No time/interest
I don't have a chance to join
Not aware of other organizations.
Lack of time, unsure of opportunities for graduate students
Feels weird to join organizations as a graduate student after being really involved as an undergraduate.
Focused on writing.
Time
I work full time and meetings are often during the day
No time.
No time
No time
I'm engaged community organizations and my professional organization. I need a wider community than just FSU as a doc student.
Full time grad student
Time, mostly. Hard to navigate meeting times with work in the mornings, class in the evenings, and research/life in the middle.

Not enough time
lack of time and interest
Not on-campus
Online student that is unaware of the organizations.
No free time
Too busy/full time employee
Time commitments
Time
I do not feel that I have time and I am involved in the Tallahassee community.
<b><u>EPLS</u></b>
This is my first semester in graduate school and I am still getting connected.
Tight schedule
No extra time
I am a full-time employee.
I am occasionally, but I'm not an active member of any of them other than Active Minds which is generated out of COE.
No time
I work full time at FSU and don't have time for both schoolwork and work
Lack of time
No time
Wasn't aware of student organizations at the graduate level
not enough information
Would not be accepted
Work full-time
I am presently do them rolled into degree programs and work two jobs
Not enough time, my PhD. studies keep me busy
Not enough time
Not enough information/lack of interest
Full-time work at FSU makes it difficult to make time for involvement.
Have not found one that fit me very well
Most meet face-to-face. I'm not sure if I could or should join as an online student.
Full time off campus doesn't create much time to be involved, however I do desire to be involved, I just do not have much opportunity.

I only have time for organizations related to my degree
Not interested
Busy schedule
Haven't really looked into it
Limited time because of working full-time
Not enough time
Time, I work full-time and have to keep up with school.
Do not have enough time
No time
Time constraints
I am a parent
<b><u>SM</u></b>
none
No time
I've applied to be next year. Figuring out how to handle workload this year
Never decided to
No extra time
Lack of time
Graduate Student, busy with full time job and education
I didn't have the chance to do that.
<b><u>STE</u></b>
I don't have time. I've got bills to pay and in order for me to maintain my 3.89 GPA I can't be expected to do extra curricular activities
No time
Time issues with working full-time
idk
Limited time
Internship
Not much offered at PC Campus
Time! And I feel like I have a lot of other things outside of school that I do and participate in.
I have a family and there is no time with the doc program
No time
I am busy with my studies

time
Don't have time
Limited entry due to scheduling
I have no time
lack of information and time
Not interested
I never felt I was welcomed, especially after my first advisor harassed me.
busy with my studies
time
Time
Too much time spent on classwork
I am a transfer student who began FSU after my first 2 yeears of undergrad and when i started here I was not aware of all the different student organizations available for students. Also as a transfer student it is more intimidating to join an organization so late into college.
Time commitment is difficult
I don't have time
Due to my schedule at this time, I do not have the time to commit to much else. I am also unaware of any student organizations that would coincide with my interests at this stage in my life.
I wanted to get accustom editing to Tallahassee first
Not sure
lack of time
Time
I don't have time.
I prefer to be involved in organizations that pertain to my field.
I began FSU in 2015 as a transfer student my junior year so I was not able to get involved in many avtivities because I did not know about them
off campus student
I just dropped my fraternity, and would like to be involved. I dont know how to get involved
I am a widow with three children and am very active in my church and just do not have the time to add anything else to my schedule at the time.
No time

## Section 3. Community

<b>3.1 How do you identify yourself in terms of your academic community? Please rank.</b>									
	<u>First</u>		<u>Second</u>		<u>Third</u>		<u>Fourth</u>		<u>Total</u>
<b>All</b>									
With my major	94	53%	42	23%	26	15%	17	9%	179
With my department	17	9%	46	26%	46	26%	70	39%	179
With the College of Education	13	7%	41	23%	78	44%	47	26%	179
With Florida State University	55	31%	50	28%	29	16%	45	25%	179
<b>ELPS</b>									
With my major	26	54%	10	21%	9	19%	3	6%	48
With my department	2	4%	16	33%	13	27%	17	35%	48
With the College of Education	5	10%	9	19%	20	42%	14	29%	48
With Florida State University	15	31%	13	27%	6	13%	14	29%	48
<b>EPLS</b>									
With my major	25	60%	9	21%	6	14%	2	5%	42
With my department	6	14%	10	24%	11	26%	15	36%	42
With the College of Education	2	5%	8	19%	20	48%	12	29%	42
With Florida State University	9	21%	15	36%	5	12%	13	31%	42
<b>SM</b>									
With my major	4	31%	4	31%	3	23%	2	15%	13
With my department	3	23%	5	38%	4	31%	1	8%	13
With the College of Education	1	8%	0	0%	3	23%	9	69%	13
With Florida State University	5	38%	4	31%	3	23%	1	8%	13
<b>STE</b>									
With my major	39	52%	18	24%	8	11%	10	13%	75
With my department	6	8%	15	20%	18	24%	36	48%	75
With the College of Education	5	7%	24	32%	34	45%	12	16%	75
With Florida State University	25	33%	18	24%	15	20%	17	23%	75
<b>Full Time</b>									
With my major	80	58%	32	23%	15	11%	12	9%	139



With my department	12	9%	37	27%	34	24%	56	40%	139
With the College of Education	8	6%	29	21%	65	47%	37	27%	139
With Florida State University	39	28%	41	29%	25	18%	34	24%	139
<b>Part Time</b>									
With my major	13	34%	9	24%	11	29%	5	13%	38
With my department	4	11%	9	24%	11	29%	14	37%	38
With the College of Education	5	13%	11	29%	12	32%	10	26%	38
With Florida State University	16	42%	9	24%	4	11%	9	24%	38
<b>Undergrad</b>									
With my major	28	54%	15	29%	4	8%	5	10%	52
With my department	4	8%	6	12%	13	25%	29	56%	52
With the College of Education	4	8%	16	31%	22	42%	10	19%	52
With Florida State University	16	31%	15	29%	13	25%	8	15%	52
<b>Masters</b>									
With my major	28	56%	9	18%	10	20%	3	6%	50
With my department	2	4%	18	36%	15	30%	15	30%	50
With the College of Education	4	8%	6	12%	18	36%	22	44%	50
With Florida State University	16	32%	17	34%	7	14%	10	20%	50
<b>Doc</b>									
With my major	38	51%	17	23%	11	15%	9	12%	75
With my department	11	15%	22	29%	18	24%	24	32%	75
With the College of Education	5	7%	18	24%	37	49%	15	20%	75
With Florida State University	21	28%	18	24%	9	12%	27	36%	75

### 3.2 Tell us about your experience with COE week events:

	Did Not Attend		Extremely Satisfied		Moderately satisfied		Neither satisfied nor dissatisfied		Moderately dissatisfied		Extremely dissatisfied		Total
<b>All</b>													
Dean's Symposium	151	84%	10	6%	6	3%	13	7%	0	0%	0	0%	180
Technology Showcase	136	76%	17	10%	9	5%	14	8%	1	1%	2	1%	179
Ice Cream Social	111	62%	43	24%	11	6%	14	8%	1	1%	0	0%	180
Student/Donor Scholarship Awards Ceremony	128	71%	24	13%	15	8%	14	8%	0	0%	0	0%	181
<b>ELPS</b>													
Dean's Symposium	37	77%	7	15%	4	8%	0	0%	0	0%	0	0%	48
Technology Showcase	43	90%	2	4%	2	4%	1	2%	0	0%	0	0%	48
Ice Cream Social	30	63%	12	25%	4	8%	1	2%	1	2%	0	0%	48
Student/Donor Scholarship Awards Ceremony	42	86%	2	4%	3	6%	2	4%	0	0%	0	0%	49
<b>EPLS</b>													
Dean's Symposium	39	83%	1	2%	1	2%	6	13%	0	0%	0	0%	47
Technology Showcase	32	68%	6	13%	2	4%	5	11%	1	2%	1	2%	47
Ice Cream Social	32	68%	6	13%	2	4%	7	15%	0	0%	0	0%	47
Student/Donor Scholarship Awards Ceremony	31	66%	8	17%	2	4%	6	13%	0	0%	0	0%	47
<b>SM</b>													
Dean's Symposium	11	85%	0	0%	0	0%	2	15%	0	0%	0	0%	13
Technology Showcase	9	75%	1	8%	0	0%	2	17%	0	0%	0	0%	12
Ice Cream Social	10	77%	0	0%	1	8%	2	15%	0	0%	0	0%	13
Student/Donor Scholarship Awards Ceremony	9	69%	0	0%	3	23%	1	8%	0	0%	0	0%	13
<b>STE</b>													
Dean's Symposium	63	89%	2	3%	1	1%	5	7%	0	0%	0	0%	71
Technology Showcase	51	72%	8	11%	5	7%	6	8%	0	0%	1	1%	71
Ice Cream Social	38	54%	25	35%	4	6%	4	6%	0	0%	0	0%	71
Student/Donor Scholarship Awards Ceremony	45	63%	14	20%	7	10%	5	7%	0	0%	0	0%	71
<b>Full Time</b>													
Dean's Symposium	117	84%	7	5%	4	3%	11	8%	0	0%	0	0%	139
Technology Showcase	102	74%	14	10%	8	6%	11	8%	1	1%	2	1%	138

Ice Cream Social	80	58%	38	27%	10	7%	10	7%	1	1%	0	0%	139
Student/Donor Scholarship Awards Ceremony	96	69%	22	16%	12	9%	10	7%	0	0%	0	0%	140
<b>Part Time</b>													
Dean's Symposium	33	83%	3	8%	2	5%	2	5%	0	0%	0	0%	40
Technology Showcase	33	83%	3	8%	1	3%	3	8%	0	0%	0	0%	40
Ice Cream Social	31	78%	4	10%	1	3%	4	10%	0	0%	0	0%	40
Student/Donor Scholarship Awards Ceremony	31	78%	2	5%	3	8%	4	10%	0	0%	0	0%	40
<b>Undergrad</b>													
Dean's Symposium	42	89%	1	2%	1	2%	3	6%	0	0%	0	0%	47
Technology Showcase	33	72%	5	11%	3	7%	4	9%	0	0%	1	2%	46
Ice Cream Social	23	49%	17	36%	4	9%	3	6%	0	0%	0	0%	47
Student/Donor Scholarship Awards Ceremony	33	70%	7	15%	3	6%	4	9%	0	0%	0	0%	47
<b>Masters</b>													
Dean's Symposium	40	80%	2	4%	1	2%	7	14%	0	0%	0	0%	50
Technology Showcase	39	78%	3	6%	1	2%	6	12%	1	2%	0	0%	50
Ice Cream Social	32	64%	8	16%	1	2%	8	16%	1	2%	0	0%	50
Student/Donor Scholarship Awards Ceremony	38	76%	5	10%	1	2%	6	12%	0	0%	0	0%	50
<b>Doc</b>													
Dean's Symposium	67	83%	7	9%	4	5%	3	4%	0	0%	0	0%	81
Technology Showcase	62	77%	9	11%	5	6%	4	5%	0	0%	1	1%	81
Ice Cream Social	54	67%	18	22%	6	7%	3	4%	0	0%	0	0%	81
Student/Donor Scholarship Awards Ceremony	55	67%	12	15%	11	13%	4	5%	0	0%	0	0%	82

**3.3 What types of College-wide events would you be interested in attending (either during COE Week or throughout the year)? Select all that apply.**

	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Socials	102	63%	19	49%	24	55%	10	91%	48	73%
Research events	88	55%	22	56%	31	70%	7	64%	28	42%
Presentations	92	57%	30	77%	23	52%	7	64%	31	47%
Off-Campus Events	50	31%	14	36%	15	34%	4	36%	16	24%
On-Campus Events	87	54%	18	46%	20	45%	7	64%	41	62%
Career Support	70	43%	18	46%	21	48%	5	45%	25	38%
College-wide orientation (for new students)	37	23%	7	18%	6	14%	5	45%	19	29%
Other	3	2%	2	5%	1	2%	0	0%	0	0%

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Socials	89	68%	13	43%	36	84%	24	57%	41	55%
Research events	70	54%	18	60%	11	26%	19	45%	58	78%
Presentations	69	53%	23	77%	14	33%	29	69%	48	65%
Off-Campus Events	39	30%	11	37%	7	16%	10	24%	31	42%
On-Campus Events	73	56%	13	43%	30	70%	21	50%	35	47%
Career Support	59	45%	10	33%	20	47%	16	38%	33	45%
College-wide orientation (for new students)	32	25%	4	13%	13	30%	8	19%	16	22%
Other	1	1%	2	7%	0	0%	1	2%	2	3%
<b>Total</b>	<b>130</b>		<b>30</b>		<b>43</b>		<b>42</b>		<b>74</b>	

<b>Other</b>
n/a
Satellite locations around the state
Outdoor activities (under social)

**3.4 Please use this space to provide comments about current or potential COE Week or college-wide events.**

**ELPS**

There needs to be evening events.

I have a hard time attending due to my work schedule.

Our department has so many events already and the college does a lot. There are more things to go to than I have time for, honestly. Please no college-wide orientation. Just provide the departments good info for them to share. The week before classes is already too busy.

**EPLS**

I think guest speakers or presentations would be awesome to attend

**SM**

Never attended an orientation when I started. I was a spring student and because I did not begin in the fall, I was not able to attend an orientation. There was quite a bit of us that started spring term but no information was given to us to start the program. Very frustrating

**STE**

I did not know anything related to scholarship ceremony because of missing e-mails. Please provide more info in terms of activities, events, and research.

All social events are scheduled during classes:(

n/a

The events are typically during the day when I am teaching. I live in Tallahassee, so I would love to attend them, but my schedule typically does not allow it.

If possible have events in the evening so full time teachers can attend and reap benefits.

There should be meetings weekly for all majors and events off campus to build bonds with the COE.

Casual events to meet colleagues at coffeeshops, bars, restaurants, or house parties.

## Section 4. Resources

4.1 How satisfied are you with each of the following resources offered by the College of Education?										
	<u>Have Used, Satisfied</u>		<u>Have Used, Neutral</u>		<u>Have Used, Dissatisfied</u>		<u>Have Not Used, but Know About It</u>		<u>Did Not Know About</u>	
Learning Resource Center Computer Lab	104	54%	30	16%	0	0%	40	21%	19	10%
Learning Resource Center Study Space	76	39%	23	12%	3	2%	49	25%	42	22%
Virtual Lab	41	22%	27	14%	16	8%	51	27%	55	29%
Tech Sandbox	57	30%	18	9%	2	1%	73	38%	42	22%
Sport Psychology Lab	17	9%	7	4%	0	0%	57	30%	110	57%
Cyber Lounge	55	29%	35	18%	8	4%	32	17%	63	33%

4.2 Are there other general or technology-related resources that would aid in your learning?
<b><u>ELPS</u></b>
not at this time
A better way to access SPSS or STATA virtually because the virtual lab or a way to supplement the purchase cost.
Free group video conferencing software
N/A
All computer lab computers should have all the major data analysis software packages (e.g. stata, NVivo, etc)
More computers / laptops with Stata (the "big" version); more computers /laptops with NVivo.
Nvivo on all computers and available to use remotely.
Microsoft Visio
Access to Stata in the large lab in the LRC. Virtual lab can't handle large data and the only full versions are in the small lab. There are so many classes in the small one it makes using Stata very difficult.
Free access to research software (Stata, etc.).
NVIVO on more computer labs. More computers and labs to be open later.
None known
<b><u>EPLS</u></b>
Virtual Lab doesn't work very well off-campus. Needs improvement.
storyline
More licenses in virtual lab especially for SPSS

Yes. Our major keeps attracting a high number of students. I know a lot of fellow students have expressed the need for a graduate student lounge where to rest and do work in between classes and practicaâ€¦ Although we do have the SP lab, this is highly used for research and individual clients, hence seldom available.
storyline access
No
In the study area of the LRC, there is no need to put the light sensor to detect the motion. When a few students studying, there is no movement so the lights go out and it become dark. Could you change it back to regular light? It is very annoying.
More study space would be helpful for students I believe, rather than sitting on the big window sill... which has ants all over it always..... I think as an education building we need places where desks/tables could go for more individual and group oriented study space.. some places we have now are not utilized as efficiently as they could be
A virtual lab that works
Not that I can think of at the moment.
<b>SM</b>
A study area with comfortable seating, computers, and printer in Tully for sport management majors
From the social network or google
<b>STE</b>
I haven't seen the full scope of what the COE has to offer but as far as I am aware, the needs are met in great fashion.
Designated number of copies allowed to each student for assignments. Especially in STE, there are many assignments where 20+ copies of something are needed. At 10 cents a page, this is a lot to spend on assignments throughout the semester.
free printing for graduate students if they provide own paper
Short online courses about how to use resources such as dropbox, excel, word, etc. Or more specific information about what is available and where things can be found.
get some vending machines
Being able to download free apps onto the IPADS would be helpful.
n/a
n/a
A nearby coffee shop or coffee cart. It's too bad Java'mon isn't outside anymore.

<b>4.3 Please use this space to provide additional comments regarding your experiences with any College of Education resource(s).</b>
<b><u>ELPS</u></b>
The graduate study space for ELPS has been a wonderful resource for me. I would invest in creating more graduate study cubicles in the college.
Would like NVivo to be on the Virtual Lab. Also, have updated NVivo 11 on the lab computers.
M/A
The study rooms are often booked out. It would be great if there were more rooms we could book.
It would be helpful if the comp labs were open more including more evening hours and weekends.
Workshops offered by Gloria Colvin to the COE were especially helpful too!
Vending machine with food, please. We have many late classes in the building.
Love the COE! I'm not terribly involved, but my experience has been A+ the whole way.
<b><u>EPLS</u></b>
I would like a study space that is completely quiet in the College of Education. I find that there is usually talking in the LRC and in the ground floor lounge.
All of the professors I've had are phenomenal!
OASIS - very helpful and responsive to occurring needs
All experiences have been satisfactory.
Cyber Lounge is not a conducive learning environment which is what it is structured to be?... There are not tables, desks etc. but it is really quiet..... Either this space should become group centered with tables and chairs.... or individual learning spaces with desks
Additional lab space for the sport psychology program would be great!
CORE funding is the greatest support we receive for the conferences and I would like to thank everybody who made this happen every year.
<b><u>SM</u></b>
It would have been beneficial to have taken the sport psychology class in the lab with more hands on experience. The Sports Management students should be more involved with resources.
No
<b><u>STE</u></b>
Physical books would be nice for research
It has been a positive experience. The resources are excellent.
I think it would be wise if students' reviews of their professors was taken more seriously. During my time in the elementary education program, I had a couple of professors that I believe were unqualified for the job and I didn't learn



anything from them. Specifically for education programs, it is extremely important for our professors to have had experience teaching elementary age students, otherwise the information we learn can be rather irrelevant.

The IPADS are essentially cameras since we don't have access to wifi and can't download any apps.

I really have enjoyed utilizing the resources in the College of Education through out my time here in FSU. They have been very helpful in aiding me in my studies.

The virtual lab is a great resource in theory, but it often has many bugs/difficulties when accessing off campus, which then defeats the purpose of making the virtual lab and its apps 'virtual'

I haven't had a lot of experience with the COE but the ones I've had have all been very positive. Since FSU-Teach isn't housed in the same building, I don't get a chance to really interact.

I love having the study spaces throughout the building. They are great places to plan group meetings to work with my cohorts and are excluded from the busy libraries.

Have the college open on weekends so full time teachers have access to resources.

I want to be more involved with other majors and departments in the college of education. I feel like I only see my major, and no one else.

## Section 5. Faculty & Staff Support

5.1 How often do you meet with your faculty advisor/major professor?											
	<u>All</u>		<u>ELPS</u>		<u>EPLS</u>		<u>SM</u>		<u>STE</u>		
Weekly	35	18%	3	6%	13	27%	4	29%	15	19%	
Bi-weekly	22	12%	5	10%	8	17%	2	14%	7	9%	
Monthly	21	11%	10	20%	6	13%	1	7%	4	5%	
Semesterly	28	15%	7	14%	7	15%	1	7%	12	16%	
Annually	1	1%	1	2%	0	0%	0	0%	0	0%	
As needed	73	38%	19	38%	12	25%	5	36%	37	48%	
I have never met with my faculty advisor/major professor	10	5%	5	10%	2	4%	1	7%	2	3%	
Total	190	100%	50	100%	48	100%	14	100%	77	100%	

	<u>Full Time</u>		<u>Part Time</u>		<u>Undergrad</u>		<u>Masters</u>		<u>Doc</u>	
Weekly	32	22%	3	7%	11	21%	5	10%	19	22%
Bi-weekly	20	14%	2	5%	1	2%	4	8%	17	20%
Monthly	16	11%	4	10%	4	8%	1	2%	16	19%
Semesterly	20	14%	8	20%	13	25%	9	18%	5	6%
Annually	0	0%	1	2%	0	0%	1	2%	0	0%
As needed	53	36%	19	46%	21	40%	23	45%	28	33%
I have never met with my faculty advisor/major professor	6	4%	4	10%	2	4%	8	16%	0	0%
Total	147	100%	41	100%	52	100%	51	100%	85	100%

5.2 How satisfied are you with the support you receive from your faculty advisor/major professor?											
	<u>All</u>		<u>ELPS</u>		<u>EPLS</u>		<u>SM</u>		<u>STE</u>		
Extremely satisfied	89	47%	25	50%	17	36%	4	29%	43	56%	
Moderately satisfied	58	31%	14	28%	21	45%	5	36%	18	23%	
Neither satisfied nor dissatisfied	26	14%	8	16%	6	13%	2	14%	9	12%	
Moderately dissatisfied	13	7%	3	6%	3	6%	3	21%	4	5%	
Extremely dissatisfied	3	2%	0	0%	0	0%	0	0%	3	4%	
Total	189	100%	50	100%	47	100%	14	100%	77	100%	

	<u>Full Time</u>		<u>Part Time</u>		<u>Undergrad</u>		<u>Masters</u>		<u>Doc</u>	
Extremely satisfied	75	51%	14	35%	29	56%	20	40%	40	47%
Moderately satisfied	42	29%	14	35%	12	23%	15	30%	31	36%
Neither satisfied nor dissatisfied	19	13%	7	18%	5	10%	12	24%	7	8%
Moderately dissatisfied	9	6%	4	10%	6	12%	1	2%	6	7%
Extremely dissatisfied	2	1%	1	3%	0	0%	2	4%	1	1%
Total	147	100%	40	100%	52	100%	50	100%	85	100%

<b>5.3 Do you have a faculty mentor at FSU?</b>										
	<u>All</u>		<u>ELPS</u>		<u>EPLS</u>		<u>SM</u>		<u>STE</u>	
Yes	68	36%	21	42%	23	48%	4	29%	20	26%
No	122	64%	29	58%	25	52%	10	71%	57	74%
Total	190	100%	50	100%	48	100%	14	100%	77	100%

	<u>Full Time</u>		<u>Part Time</u>		<u>Undergrad</u>		<u>Masters</u>		<u>Doc</u>	
Yes	52	35%	16	39%	8	15%	15	29%	45	53%
No	95	65%	25	61%	44	85%	36	71%	40	47%
Total	147	100%	41	100%	52	100%	51	100%	85	100%

<b>5.4 Please use this space to provide comments about your experience with your faculty advisor/major professor and/or faculty mentor.</b>
<b>ELPS</b>
It is sometimes difficult to meet or communicate with assigned advisors simply due to the nature of the program. The meetings I've had with them have been helpful and they have provided good advice for narrowing my dissertation topic.
Dr. Brad Cox is certainly an advisor that pushes you, and encourages you to think out of the box. Dr. Tamara Bertrand Jones is an amazing mentor who makes time for you even when she does not have the time because she's working on other things. She never says she's too busy, and I appreciate the support she provides although she's not my official advisor.
How do you get a faculty mentor?

<p>I believe that for online/distance students, even in the graduate program, it would be nice to assign a mentor to each individual student. When I was an undergraduate, FSU's assigned faculty advisor was an invaluable aid to my progress, I feel as though because I am a online/distance learner I have been left out on my own and not truly a part of the program.</p>
<p>N/A</p>
<p>Though I am now satisfied, for the first several years of my program, I received little to no guidance from either of the major professors to whom I had been assigned. I also often received incorrect information from them and was constantly having to double check with Jimmy and/or OASIS. I tried my best to share this information with my fellow students, but misinformation seemed rampant. It seems to have improved somewhat, but I think the communication between admin and faculty needs to be improved, as well as communication between faculty and students, so we can avoid those situations.</p>
<p>My assigned faculty advisor never outreaches to me and I struggle to get them to reply to emails let alone arrange meetings with them. My pseudo-faculty advisor and I meet closer to once a month; they are better about responding and meeting to discuss various opportunities and struggles. If they are not available, they clearly communicate with me and offer other solutions.</p>
<p>When I was first accepted I was assigned an advisor that had no idea I was even assigned to him. I could never get him on the phone, through email, or in person. Then I changed and am now happy with my adviser. Given the assigned advisor had no idea I was to work with him demonstrates a problem with the system. It does not do much in terms of making a student feel welcome when they decide to come to FSU.</p>
<p>I have informal mentors I could reach out to, I just haven't done much reaching, but know I should and that it would be helpful.</p>
<p>For the most part it has been a positive and supportive relationship. I do wish there would be more ongoing and intentional support and guidance MUCH earlier in the program for navigating the job market within and especially outside of academia. In particular, much more guidance for publishing and assisting us to build more competitive CVs for aspiring to be on the academic job market and engaging in interviews/job talks.</p>
<p>I meet with my advisor as needed formally, but since I work in the office I pick his brain all the time. Informal meetings are just as valuable. We should have more grad student space so everyone can benefit from it.</p>
<p>It seems my program is going through a transition. When it was run by Dr, Blackwell Flanagan, I spoke with her a lot. Now, I feel out of touch.</p>
<p>Having had two so far, there seems to be confusion about departmental requirements/deadlines/procedures. The advisors would be more helpful if they were more informed on these matters. I find the whole process of trying to figure out accurate information a bit frustrating.</p>
<p>Dr. Akiba is wonderful. She is very quick to respond to any email inquiry,</p>

<b>EPLS</b>
I have not met with my advisor much but he does seem to care about my success. I have met advisors of my peers that I feel would be better for my goals though.
Although I only "meet" with my advisor once a semester, I see him in class every week and am able to ask questions there. Always provides useful advise, about classes or anything else.
My major professor is very supportive and fast at responding to emails/easy to get ahold of, which is really helpful!
Dr. Jeannine Turner is a wonderful and supportive advisor. She understands my needs and provides flexibility but she also challenges me to not get stagnant.
Not enough time. He is overworked and underpaid for what he does. Not even sure how much he is paid, but I know he does not make enough for how much he works for the program and his students. (Graig Chow)
My advisor/major professor is wonderful. Provides excellent guidance and feedback.
I am extremely satisfied with my faculty mentor.
The Sport Psychology doctoral program is overloaded with students. Making time with professors difficult. It is unbelievable frustrating to hear the professors do not have time to read my writing which I have experienced. Especially when I'm funding more of my program than others. The scarce resources are not distributed based off of competency, but off of everyone need a chance.
My advisor has been friendly and forthcoming with support and resources.
There will be times I don't know what I don't know. That's why I need advice. My major professor assumes that I should know it. I feel a little intimidated to ask him questions. Then I turn to other students for some advice.
I would like to see them more and focus on my work with them individually and sort of in a structured manner ... sometimes when we meet it gets overshadowed by our classes together, department news etc.... Other professors are not really motivated to help you with writing, understandably, because you are not their student..... so I think an accountability measure would be beneficial for all parties.
I love T and Dr. Chow both are always available to answer questions and provide feedback.
Graig Chow is an awesome mentor and advisor. He has too many students and is overworked and somehow still makes his students his priority.
I would make sure that the professors are understanding of the students situations. I would also stress that they don't make judgements based on in class manor of each student.
Student to faculty ratio is too large. Not enough emhsis is placed on career mentoring.
My faculty advisor usually tells busy and get behind the things he/she needs to do. This sometimes affects my progress.
<b>SM</b>
The main sport management advisor is unprofessional and unmotivated towards her students.

<b>STE</b>
Professors sometimes seem overworked and it makes it hard to get in touch with them/receive their very valuable and wonderful help
Awesome advisors!
I've tried to reach out to my major prof but it has been in vain. Our schedules are busy but I have really been thwarted this semester. I wished it were easier or mandated.
It would be good to consider that different countries have different educational systems and that, although we are willing and eager to adapt to this system, we need clear guidelines about what to do, when to do it and where to find the resources. It is impossible to find something or sign up for something when you don't know that that something exists.
I had 2 advisors who were imposed to me. Maybe because they were not happy about their excessive number of advisees, they were always extremely harassing and aggressive. They made me feel incapable and unworthy by literally saying I was not good enough to have a Ph.D. That made me want to hurt myself and I will never overcome those words. That also happened to 2 other students I personally saw, besides the case of students who simply gave up FSU. So, please reach out, make sure you are assisting your students properly. It is not professional or even fair to have a student suffer because a professor is emotionally and socially unfit.
My mentors, Dr. Rice and Dr. Davis, provide support in my academic and personal life. They have gone beyond my expectations. When I had medical procedures they took me to appointments, sat with my husband during two surgeries, brought food to my house, and contacted me daily during my recovery.
Dr. Ella Mae was the worst teacher I'd ever had.
Dr. Myers has been a huge help for me in guiding me through my SSE program at FSU. I know I speak for myself and my classmates when I say that we would not be graduating if it weren't for him and all his help and guidance and sharing of wisdom through all of our classes with him these last two years.
My assigned advisor/major professor for my master's program was also a professor of mine during my undergraduate studies. We did not interact often and I found his class to be challenging in that it lacked structure and guidance, which I find to be a guiding principle in teaching and what is expected of me as an educator both by my administration and parents/students. Entering the master's program, I was open to seeing what this new relationship would be like. Unfortunately, he was extremely difficult to work with and was not supportive in my goals or wanting to talk to me about my future plans or desires. I would seek guidance and get no response and would repeatedly express my need for clarification in what he wanted, since it was rarely clear. I eventually went through the process of being assigned a new advisor, but still upset with how others, who do not have the courage to come forward, are being treated and the overall feeling of unhappiness among many students in the major.
Faculty is fantastic!

Dr. Rice and Dr. Davis have been exceptionally supportive and helpful in my pursuit of a Master's Degree and now, a Ph.D. Dr. Jakubowski, Dr. Underwood, and Dr. Clark have also been exceptionally supportive.

In my Social Science Ed program I have had the opportunity to be taught by Dr. Myers who has been so extremely helpful through this entire process. During our normal classes in the semester and the work load we had he was always giving us all great advice with anything we ever needed. Moreover, when everyone in our program was stressing about our teacher certification exams he was always very helpful and positive. I probably would not be graduating this semester if it weren't for all his help and guidance in this program.

The COE staff has been nothing short of amazing when it comes to assisting me through my years. They have taken the time to focus on my direct needs whenever I am in the office and I never feel rushed. The advisors make feel like a priority whenever I am in the office.

I would love to have a faculty mentor. Please let me know how I do this.

Dr Myers is a wonderful professor who inspires students into the profession. His fresh take, endearing personality, and constant passion for education shapes young students into energetic and excited professionals. He as serviced as a professor but also as a mentor who is not affraid to offer one-on-one assistance when needed. Dr Myers is the type of professor that makes FSU COE great.

Dr. Myers is my advisor, he is truly amazing!!! He answers most of my questions even before I ask them. He also takes an interest in all of his students educational career and future teaching careers, in other words he goes above and beyond what's considered a normal professor. He does his job so well that he has helped me to realize several things about myself that I hadn't noticed. He makes himself available to his students and is always professional. I hope to become the type of instructor/teacher/advisor that he is!

Dr. Myers has played a crucial role in my time here at FSU. He is head of the Social Science Education program. He truly cares about students lives and that is evident in the types of relationships he builds with students. He has taken time out of his day to help with a scheduling issue or outside of school related issue- not only for me on multiple occasions but my class mates as well. Dr. Myer has singlehandedly created a family within the Social Science Education program that will last far behind graduation and our time here at FSU.

Dr. Bob Birken in Oasis has also played a big role in my time here at FSU. After every visit with him I felt reassured of the path I was on and I knew what my next step was. When I was just a scared freshman, he took the time to ask and make sure I was getting involved and feeling welcome at Florida State. Now that I am a senior he has taken the time to congratulate me on my academic achievements and hard work when I last visited his office. Florida State would have seemed like a much larger and scarier place had it not been for Bob Birken in Oasis at COE.

**5.5 How would you describe your interactions (in and outside of class) with faculty members and teaching staff, including graduate assistants serving as lead instructors, in your department?**

	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Extremely positive	102	55%	28	56%	24	50%	7	50%	43	58%
Moderately positive	65	35%	18	36%	18	38%	5	36%	23	31%
Neither positive nor negative	19	10%	4	8%	5	10%	2	14%	8	11%
Moderately negative	1	1%	0	0%	1	2%	0	0%	0	0%
Extremely negative	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>187</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>74</b>	<b>100%</b>

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Extremely positive	78	54%	23	56%	29	59%	27	53%	45	53%
Moderately positive	52	36%	13	32%	14	29%	18	35%	32	38%
Neither positive nor negative	14	10%	5	12%	6	12%	6	12%	7	8%
Moderately negative	1	1%	0	0%	0	0%	0	0%	1	1%
Extremely negative	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>145</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>51</b>	<b>100%</b>	<b>85</b>	<b>100%</b>



<b>5.6 How would you describe interactions with non-teaching staff in your department?</b>										
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>	
Extremely positive	99	53%	32	64%	22	46%	7	50%	38	51%
Moderately positive	55	29%	10	20%	20	42%	4	29%	20	27%
Neither positive nor negative	31	17%	8	16%	6	13%	2	14%	15	20%
Moderately negative	1	1%	0	0%	0	0%	1	7%	0	0%
Extremely negative	1	1%	0	0%	0	0%	0	0%	1	1%
<b>Total</b>	<b>187</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>74</b>	<b>100%</b>

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
Extremely positive	76	52%	23	56%	22	45%	24	47%	53	62%
Moderately positive	42	29%	13	32%	12	24%	16	31%	26	31%
Neither positive nor negative	25	17%	5	12%	13	27%	11	22%	6	7%
Moderately negative	1	1%	0	0%	1	2%	0	0%	0	0%
Extremely negative	1	1%	0	0%	1	2%	0	0%	0	0%
<b>Total</b>	<b>145</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>51</b>	<b>100%</b>	<b>85</b>	<b>100%</b>

<b>5.7 Please use this space to provide comments about your experiences with faculty members, teaching staff, and/or non-teaching staff in your department.</b>
<b><u>ELPS</u></b>
All the ELP professors I have met are very knowledgeable, committed with their work and students, and very kind. I like the ELP environment
If the department could limit adjuncts or adjuncts who do not receive good reviews. The response to the initial question was moderately positive due to an adjunct experience. I've had another adjunct who was great.
Everyone is warm, friendly, and inviting.
Drs. Clemons and Iatarola are two of the best professors with whom I have ever worked. Dr. Chandrashaker is not a good candidate for an FSU faculty position in any department.
Professors care about our success. My only concern would be the amount of items on the faculty's plate. My advisor is quite overextended, which makes it hard to support, although she does well at making it happen.
N/A
I have no complaints about the faculty or staff themselves. I do think that things fall through the cracks and often they don't have answer to questions that involve process and procedures, or even who to go to for questions. "Ask Jimmy" often seems to be the best answer/strategy, which is tough because he clearly has a lot going on.
The support staff in the department (Jimmy, Theresa, et al.) are worth their weight in gold.
The non-teaching staff has been so instrumental in my success 'behind the scenes' and deserve far more recognition than they seem to receive. They literally keep it all together. I am especially thankful for the ELPS folks and all they have done to ensure my success in areas such as last-minute course scheduling changes & conference travel reimbursements!!
Our faculty are on the whole amazing, collegial, and great role models. Sometimes they could be better about email :) Our support staff are amazing!
Everyone is pleasant enough and committed to student support. But, again, I think there is an issue of confusion among the various players. Within ELPS there seems to be only one source (Jimmy Pastrano) of full institutional knowledge, but he can be a bit hard to access sometimes.
<b><u>EPLS</u></b>
Very supportive with accomplishing my goal(s).
The non-teaching staff of our department are great, always helpful with finding and completing forms, always available and willing to help
The program specialist is kind and very responsive to e-mails.
Some GAs are good and some don't know what to do. Maybe I have high exceptions on some GAs.
I think we have a very inclusive group, faculty and students are very close and helpful.....

<b>SM</b> <i>[no comments]</i>
<b>STE</b>
STE staff are helpful and supportive.
There are some members on the staff that have a disconnect with the student. I am not sure if this is due to cultural differences that there is a misunderstanding or if this is their demeanor as a teacher. Students have a hard time communication with certain staff members and have had negative interactions with them. Overall, the faculty members are the most wonderful mentors.
I believe that communication could have been clearer and more prompt with one or two professors but, for the most part, my interactions have been very positive.
There has been a lot of turn-over recently and it has been difficult to know which staff do what now. It would be nice to have a comprehensive list of who to email concerning what issues. Or at least send an email out when someone leaves saying who the new contact is.
All of the non-teaching staff are so great! I am always supported by them 100% and that makes me feel valued.
At FSU, there are outstanding faculty members and not so good ones, just like any other institution, any other business. That is rather predictable and controllable. A graduate student has to excel for him or herself, and not depend on faculty to succeed. What is unacceptable, however, is to have faculty being assigned advising roles against their will because they have the power to ruin a person's life, project, and future.
Christine Logan, Jeannie McDowell, Terry Graves, and Tony are always willing to answer questions, let me into my office when I lock myself out, and provide whatever assistance is necessary. They are efficient and follow through with whatever they have committed to do.
My teacher for "How Children Learn Math" was really rude.
I have never had an issue with any faculty or staff in the college of Education.
I have found a number of professors to be inspirational. I actively seek out advice from professors I had four years ago and they are always willing to help out. The graduate assistants for the major that advise undergraduates have been exceptional during my time at FSU.
Everyone I have ever had to interact with in the college of education has always been nothing but helpful.
The people are wonderful and always ready to help.
Everyone in the school of Teacher Education that I have come in contact with are very nice and always helpful, it makes my experience here one that I will treasure for the rest of my life.

## Section 6. Communication

6.1 How would you prefer to receive information from the College of Education? Select all that apply.								
	<u>Academic Information</u> (deadlines, policies, etc.)		<u>College-wide Announcements</u>		<u>College-wide Events</u>		<u>College-wide Accomplishments/ Recognitions</u>	
Email	168	94%	155	87%	150	84%	136	76%
Facebook	14	8%	30	17%	43	24%	44	25%
Instagram	7	4%	15	8%	22	12%	22	12%
LinkedIn	3	2%	3	2%	3	2%	8	4%
Twitter	10	6%	13	7%	15	8%	18	10%
Blog	1	1%	2	1%	4	2%	7	4%
In class from faculty members	50	28%	31	17%	24	13%	24	13%
COE Website	46	26%	38	21%	36	20%	45	25%
BlackBoard	76	42%	51	28%	49	27%	45	25%
Other	4	2%	3	2%	4	2%	2	1%
Total	179		179		179		179	

<u>Other:</u>
Text
physical mail
In class postings
major professor

**6.2 Do you receive consistent information from your faculty advisor/major professor, OASIS, the College of Education, and/or the University?**

	<b>Always</b>		<b>Most of the time</b>		<b>Rarely</b>		<b>Never</b>		<b>Total</b>
<b>All</b>									
Faculty advisor/major professor	80	44%	74	41%	23	13%	3	2%	180
OASIS	64	37%	58	33%	36	21%	17	10%	175
The College of Education	85	47%	75	42%	17	9%	3	2%	180
The University	84	47%	80	45%	11	6%	3	2%	178
<b>ELPS</b>									
Faculty advisor/major professor	23	48%	15	31%	10	21%	0	0%	48
OASIS	17	40%	15	35%	5	12%	6	14%	43
The College of Education	23	48%	21	44%	3	6%	1	2%	48
The University	20	43%	25	53%	0	0%	2	4%	47
<b>EPLS</b>									
Faculty advisor/major professor	15	32%	27	57%	5	11%	0	0%	47
OASIS	15	32%	20	43%	12	26%	0	0%	47
The College of Education	20	43%	25	53%	2	4%	0	0%	47
The University	21	45%	23	49%	3	6%	0	0%	47
<b>SM</b>									
Faculty advisor/major professor	5	38%	3	23%	2	15%	3	23%	13
OASIS	3	23%	1	8%	5	38%	4	31%	13
The College of Education	5	38%	4	31%	3	23%	1	8%	13
The University	3	23%	7	54%	2	15%	1	8%	13
<b>STE</b>									
Faculty advisor/major professor	37	52%	28	39%	6	8%	0	0%	71
OASIS	29	41%	21	30%	14	20%	7	10%	71
The College of Education	37	52%	24	34%	9	13%	1	1%	71
The University	40	57%	24	34%	6	9%	0	0%	70
<b>Full Time</b>									
Faculty advisor/major professor	64	46%	57	41%	15	11%	3	2%	139
OASIS	48	36%	45	33%	28	21%	14	10%	135
The College of Education	66	47%	57	41%	13	9%	3	2%	139

The University	66	48%	61	44%	9	7%	2	1%	138
<b>Part Time</b>									
Faculty advisor/major professor	15	38%	17	43%	8	20%	0	0%	40
OASIS	16	41%	13	33%	7	18%	3	8%	39
The College of Education	19	48%	18	45%	3	8%	0	0%	40
The University	18	46%	19	49%	1	3%	1	3%	39
<b>Undergrad</b>									
Faculty advisor/major professor	24	51%	17	36%	5	11%	1	2%	47
OASIS	16	34%	12	26%	14	30%	5	11%	47
The College of Education	25	53%	13	28%	8	17%	1	2%	47
The University	25	53%	17	36%	5	11%	0	0%	47
<b>Masters</b>									
Faculty advisor/major professor	17	34%	22	44%	10	20%	1	2%	50
OASIS	13	27%	16	33%	14	29%	5	10%	48
The College of Education	17	34%	30	60%	2	4%	1	2%	50
The University	20	40%	25	50%	4	8%	1	2%	50
<b>Doc</b>									
Faculty advisor/major professor	39	48%	34	42%	7	9%	1	1%	81
OASIS	35	45%	29	37%	8	10%	6	8%	78
The College of Education	42	52%	31	38%	7	9%	1	1%	81
The University	38	48%	37	47%	2	3%	2	3%	79

**6.3 Please tell us about your satisfaction with the content of emails from the University, the College of Education, and your departmental/program listervs.**

	<u>Satisfied</u>		<u>Neither satisfied nor dissatisfied</u>		<u>Dissatisfied</u>		<u>Total</u>
<b>All</b>							
The University	121	66%	57	31%	4	2%	182
The College of Education	130	72%	46	26%	4	2%	180
Your department/program	129	71%	45	25%	7	4%	181
<b>ELPS</b>							
The University	29	59%	18	37%	2	4%	49
The College of Education	34	69%	14	29%	1	2%	49
Your department/program	36	73%	13	27%	0	0%	49
<b>EPLS</b>							
The University	27	57%	19	40%	1	2%	47
The College of Education	32	68%	13	28%	2	4%	47
Your department/program	31	66%	14	30%	2	4%	47
<b>SM</b>							
The University	8	62%	5	38%	0	0%	13
The College of Education	7	54%	6	46%	0	0%	13
Your department/program	7	54%	4	31%	2	15%	13
<b>STE</b>							
The University	56	78%	15	21%	1	1%	72
The College of Education	56	80%	13	19%	1	1%	70
Your department/program	54	76%	14	20%	3	4%	71
<b>Full Time</b>							
The University	96	68%	43	30%	2	1%	141
The College of Education	101	73%	34	24%	4	3%	139
Your department/program	100	71%	33	24%	7	5%	140
<b>Part Time</b>							
The University	25	63%	13	33%	2	5%	40

The College of Education	28	70%	12	30%	0	0%	40
Your department/program	28	70%	12	30%	0	0%	40
<b>Undergrad</b>							
The University	37	77%	11	23%	0	0%	48
The College of Education	35	76%	11	24%	0	0%	46
Your department/program	34	72%	12	26%	1	2%	47
<b>Masters</b>							
The University	35	70%	15	30%	0	0%	50
The College of Education	35	70%	14	28%	1	2%	50
Your department/program	37	74%	12	24%	1	2%	50
<b>Doc</b>							
The University	47	57%	31	38%	4	5%	82
The College of Education	58	71%	21	26%	3	4%	82
Your department/program	57	70%	20	24%	5	6%	82



**6.4 Please tell us about your satisfaction with the frequency of emails from the University, the College of Education, and departmental/program listervs.**

	<u>Satisfied</u>		<u>Neither satisfied nor dissatisfied</u>		<u>Dissatisfied</u>		<u>Total</u>
<b>All</b>							
The University	100	55%	74	41%	7	4%	181
The College of Education	105	58%	54	30%	22	12%	181
Your department/program	116	64%	51	28%	14	8%	181
<b>ELPS</b>							
The University	28	57%	19	39%	2	4%	49
The College of Education	27	55%	16	33%	6	12%	49
Your department/program	32	65%	14	29%	3	6%	49
<b>EPLS</b>							
The University	25	53%	21	45%	1	2%	47
The College of Education	25	53%	16	34%	6	13%	47
Your department/program	29	62%	18	38%	0	0%	47
<b>SM</b>							
The University	5	38%	7	54%	1	8%	13
The College of Education	5	38%	3	23%	5	38%	13
Your department/program	7	54%	3	23%	3	23%	13
<b>STE</b>							
The University	42	59%	26	37%	3	4%	71
The College of Education	48	68%	19	27%	4	6%	71
Your department/program	48	68%	15	21%	8	11%	71
<b>Full Time</b>							
The University	75	54%	60	43%	5	4%	140
The College of Education	84	60%	40	29%	16	11%	140
Your department/program	92	66%	36	26%	12	9%	140
<b>Part Time</b>							
The University	25	63%	13	33%	2	5%	40

The College of Education	20	50%	14	35%	6	15%	40
Your department/program	24	60%	14	35%	2	5%	40
<b>Undergrad</b>							
The University	27	57%	19	40%	1	2%	47
The College of Education	32	68%	12	26%	3	6%	47
Your department/program	32	68%	10	21%	5	11%	47
<b>Masters</b>							
The University	29	58%	17	34%	4	8%	50
The College of Education	28	56%	16	32%	6	12%	50
Your department/program	31	62%	16	32%	3	6%	50
<b>Doc</b>							
The University	44	54%	36	44%	2	2%	82
The College of Education	45	55%	26	32%	11	13%	82
Your department/program	53	65%	23	28%	6	7%	82

<b>6.5 Please tell us about your satisfaction with the new College of Education weekly newsletter "This Week in COE."</b>										
	<u>All</u>		<u>ELPS</u>		<u>EPLS</u>		<u>SM</u>		<u>STE</u>	
I do not know about/have not received "This Week in COE."	16	9%	3	6%	3	6%	1	8%	9	13%
Satisfied	101	56%	32	65%	25	53%	2	15%	42	59%
Neither satisfied nor dissatisfied	57	31%	13	27%	17	36%	8	62%	18	25%
Dissatisfied	7	4%	1	2%	2	4%	2	15%	2	3%
Total	181	100%	49	100%	47	100%	13	100%	71	100%

	<u>Full Time</u>		<u>Part Time</u>		<u>Undergrad</u>		<u>Masters</u>		<u>Doc</u>	
I do not know about/have not received "This Week in COE."	13	9%	3	8%	7	15%	3	6%	6	7%
Satisfied	74	53%	26	65%	24	51%	26	52%	50	61%
Neither satisfied nor dissatisfied	48	34%	9	23%	14	30%	20	40%	22	27%
Dissatisfied	5	4%	2	5%	2	4%	1	2%	4	5%
Total	140	100%	40	100%	47	100%	50	100%	82	100%

**6.6 Please tell us about your satisfaction with the College of Education website (education.fsu.edu):**

	<u>All</u>		<u>ELPS</u>		<u>EPLS</u>		<u>SM</u>		<u>STE</u>	
I have never visited the website	13	7%	2	4%	0	0%	3	23%	8	11%
Extremely satisfied	39	22%	10	20%	10	21%	2	15%	17	24%
Moderately satisfied	72	40%	21	43%	19	40%	3	23%	29	41%
Neither satisfied nor dissatisfied	40	22%	10	20%	12	26%	4	31%	13	18%
Moderately dissatisfied	16	9%	6	12%	5	11%	1	8%	4	6%
Extremely dissatisfied	1	1%	0	0%	1	2%	0	0%	0	0%
<b>Total</b>	<b>181</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>71</b>	<b>100%</b>

	<u>Full Time</u>		<u>Part Time</u>		<u>Undergrad</u>		<u>Masters</u>		<u>Doc</u>	
I have never visited the website	11	8%	2	5%	7	15%	3	6%	3	4%
Extremely satisfied	31	22%	8	20%	15	32%	12	24%	12	15%
Moderately satisfied	53	38%	18	45%	16	34%	19	38%	36	44%
Neither satisfied nor dissatisfied	30	21%	10	25%	8	17%	13	26%	18	22%
Moderately dissatisfied	14	10%	2	5%	1	2%	3	6%	12	15%
Extremely dissatisfied	1	1%	0	0%	0	0%	0	0%	1	1%
<b>Total</b>	<b>140</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>47</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>82</b>	<b>100%</b>

**6.7 For what reasons do you visit the COE website? Select all that apply.**

	<u>All</u>		<u>ELPS</u>		<u>EPLS</u>		<u>SM</u>		<u>STE</u>	
I have never visited the website	17	9%	4	8%	0	0%	4	31%	9	13%
Faculty or staff information	113	63%	39	80%	30	64%	6	46%	38	54%
Course/curriculum information	115	64%	31	63%	29	62%	7	54%	48	68%
Resource information	84	47%	25	51%	24	51%	2	15%	33	46%
Graduate Handbooks	61	70%	20	77%	26	81%	3	23%	12	48%
Forms	87	49%	26	53%	32	68%	3	23%	25	35%
Other (please list)	5	3%	1	2%	1	2%	0	0%	3	4%
<b>Total</b>	<b>179</b>		<b>49</b>		<b>47</b>		<b>13</b>		<b>71</b>	

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>	
I have never visited the website	14	10%	3	8%	9	19%	5	10%	3	4%
Faculty or staff information	82	59%	30	75%	21	45%	31	62%	60	73%
Course/curriculum information	89	64%	25	63%	34	72%	41	82%	39	48%
Resource information	64	46%	20	50%	23	49%	25	50%	36	44%
Graduate Handbooks	43	65%	18	86%	3	23%	18	86%	40	77%
Forms	66	47%	21	53%	13	28%	21	42%	52	63%
Other (please list)	5	4%	0	0%	2	4%	0	0%	3	4%
<b>Total</b>	<b>140</b>		<b>40</b>		<b>47</b>		<b>50</b>		<b>82</b>	

<b>Other (please list)</b>
Info about the computer labs.
Program websites, lab pages, lab space/equipment reservations
part time job
Scholarships
Scholarship, Application to COE School of Teacher Ed

<b>6.8 Please use this space to provide comments about College-wide and departmental/program communications.</b>
<b><u>ELPS</u></b>
The website is confusing for students who are applying to the SIDES program. It is difficult to have information about the program if you do not know the specific name, The name of the program is too long and complex.
They are not as overwhelming as people make them seem. Oasis does a good job at keeping us informed.
I receive a lot of emails. I can't say that I read them all. I read the ones about deadlines.
N/A
The communication from various members of faculty within the department is not consistent and it does not seem like everyone is on the same page about requirements.
Frequent and repeated emails are not a bad thing except the department professors need relax on forwarding emails we are already receiving from both the chair and the COE. 3 times is a little much.
I like the new weekly emails. We are working to do something similar in our office. But goodness. If you could pass on to the university they should be more diligent in what we get campus-wide that would be great. No big event announcements other than athletics? That is pathetic.
<b><u>EPLS</u></b>
On the website when you search faculty or staff you cannot email them. There is a manner in which you can email them directly, but if you're on a school computer or one that isn't synched to direct email there is no way to get this persons email
The college wide e-blasts are excessive and not always relevant. It seems like I get at least two each business day.
<b><u>SM</u></b>
COE emails do not provide information for SM students. Not relevant to us.
<b><u>STE</u></b>
I am extremely happy someone at COE still believes in me and is making everything possible for this to work. I am glad my new advisor has faith in me because this is a life project for me. Just make sure everyone there feels the same.
Since the website has switched over to the 5 year programs, it is difficult for me to find out information about my academic map/etc. The class scheduling was also complicated because the Academic Requirements on myfsu were different from what our professor told us to take. In addition some courses say corequisite:block III but then in the description say "block II only". Information for students in all blocks should be easily accessible and consistent.
n/a
Whenever emailing anyone in OASIS, they are always prompt and provide any information asked for, and sometimes information I did not realize I needed.
I think I receive different information from the different resources.

## Section 7. Scholarships

<b>7.1 Were you aware that the College of Education offers scholarships annually? Select all that apply.</b>											
	<b>All</b>		<b>ELPS</b>		<b>EPLS</b>		<b>SM</b>		<b>STE</b>		
Yes, I applied for one this year	57	32%	16	33%	14	29%	4	29%	23	29%	
Yes, I've received one in the past	43	24%	13	27%	9	19%	2	14%	19	24%	
Yes, but I did not apply	65	36%	26	53%	15	31%	4	29%	20	25%	
No, I was not aware	37	21%	4	8%	10	21%	4	29%	18	23%	
<b>Total</b>	<b>179</b>		<b>49</b>		<b>48</b>		<b>14</b>		<b>80</b>		

	<b>Full Time</b>		<b>Part Time</b>		<b>Undergrad</b>		<b>Masters</b>		<b>Doc</b>		
Yes, I applied for one this year	48	31%	9	23%	16	34%	11	20%	30	32%	
Yes, I've received one in the past	34	22%	9	23%	9	19%	8	15%	26	27%	
Yes, but I did not apply	41	26%	23	58%	15	32%	24	44%	26	27%	
No, I was not aware	33	21%	4	10%	11	23%	11	20%	13	14%	
<b>Total</b>	<b>156</b>		<b>40</b>		<b>47</b>		<b>54</b>		<b>95</b>		

<b>7.2 Please use this space to provide comments about the College of Education scholarship process.</b>
<b>ELPS</b>
I'm a distance learning student and an FSU employee, so I don't think much of the scholarship materials/awards apply to me.
I never heard back about my status. It is OK that I didn't get selected, but I believe you should tell your applicants.
I need to know more about graduate scholarships.
I found the question "describe your need" to be difficult/awkward to answer because I did not feel comfortable fully explaining my financial need. I am the type of person who doesn't think I should be awarded money based on need alone, but also on merit.
Simple and accessible. No issues.
I heard nothing about this. I would have applied if I did.
I do not apply because I never seem to be eligible for need-based and I am not interested in doing more research.

I enjoy it's simplicity. The recognition breakfast speeches however were a little heavy on extreme cases of financial need and made me feel like I needed to play up more of my hardships to be worthy of funding.
I am grateful though the timelines are a bit difficult to align with some purposes - specifically the travel scholarship. It is tough to apply to the summer when the travel opportunities may be most likely to occur.
Honestly, I have little financial need so I don't necessarily apply. It's not clear how much that weighs in to decisions.
As a full-time employee at FSU, I often feel that I should hold back to allow those with a primary role as a student either part- or full-time in applying for these scholarships.
As a full-time employee who is still in the class-taking phase, the scholarships are less applicable to me. I will likely take advantage during the dissertation phase, though.
<b><u>EPLS</u></b>
I applied in the past (maybe 2 years ago), but still waiting for a decision. I only received one email and they said that they were still evaluating the applications. After this, I sent several emails, but no response.
I was not aware of these opportunities until just recently (a few days ago) and I wish I would have known before the deadline.
I was aware and applied 2 years ago for a scholarship but did not get one.
I applied last year and did not receive one, I have been too busy to perform any community service so I figured it was not worth applying for again. My studies and work keep me too busy to perform community service. I do not believe that this should be a criteria for academic scholarship. Conducting research in the community and with students should be considered that is my mission for being in the program.
Would like more information on these scholarships
It is an easy process. Almost all scholarships are geared for education majors and make it difficult for non education students to be eligible.
I have applied in the past, but I didn't receive the decision although I asked the result several times
Not sure anyone in my department ever wins any.
<b><u>SM</u></b>
<b><u>STE</u></b>
I had issues with the online link to apply and missed the deadline. I had thought I had applied but it did not go through on qualtrics.
Being an international student I did not think the scholarship and fellowship opportunities were available for me.
I was taken away LACS and any financial support without any apparent reason. I pay everything out of my pocket and my PhD has been prolonged in 3 years because of all these wrongdoings by FSU! This is really unfair.
Many of the scholarships I was aware of were for graduate students.

I was not informed of the application process for this year. I wanted to reapply and it would have been very helpful if someone had communicated this information to me.

Process was very positive, my soul wishes that we'd find out sooner but as a whole I really liked the process.

These were so helpful for me!

I would love to apply for a scholarship for my senior year.

I was very grateful for the scholarship process. The application is very easy and the COE admins do all the real work for you  
The scholarship I received helped to alleviate financial stress on me during my senior year

I really appreciate the number of scholarships offered, the simplicity of the application, and the support I have received.



## Section 8. General Comments

<b>8.1 What are two areas of the COE, your department, or your major that are great?</b>
<b>ELPS</b>
Professors Classmates
The faculty and staff in the Higher Education area are always resourceful and supportive. The Computer Labs on the 2nd floor are a great resource for students within COE
My major professor and Jimmy.
1. convenience 2. challenging course work - opportunity to stretch critical thinking abilities
Dr. Guthrie's leadership course! I also appreciate the opportunity to have a well developed assistantship.
Faculty, Online program support
The academic program
Love my faculty and the students in my program. Higher Education is AWESOME!!
The teaching staff, for the most part, is very good, especially the younger professors. Also, we have a lot of flexibility in terms of our program of studies and can tailor the program to our interests and goals.
Excellent, clean, informative weekly newsletter!
I really like the diversity of the students. I also like the experienced faculty we have.
The faculty mentoring Access (and variety) of resources
Jimmy Pastrano - he holds so much institutional knowledge and is my go-to person in the department when I have administrative questions.
The potlucks we have with international cuisine and informal time to talk and check-in.
Professors; non-academic staff
Community Opportunities to get involved in research, teaching, and service
Faculty are incredible
Higher Ed faculty are amazing. Facilities are pretty great, overall.
The COE does a great job of communicating. My department has very knowledgeable professors.
My cohort members.

Nice representation of international students, with differing perspectives and backgrounds. Renewed commitment (especially through TREC) of social events and other student-connected experiences.
<b>EPLS</b>
Faculty and the spring seminar series!
Technology, computer lab, COE building
Faculty support and enthusiasm
Support staff willingness to help promptly
matching for internships
My advisor and communication
My professors are brilliant. My experience with applied and research are phenomenal.
Research
Dr SB
Virtual Lab
Advisor support.
The statistics professors and classes are wonderful focused on providing us skills to use in our research. The classes are taught well and I learned much from them.
The technology offerings are excellent, the LRC, the virtual lab, the Tech Sandbox, and sport psychology lab.
Opportunities for students to meet/network are everywhere. Guest speakers/alumni are excellent sources of information for those of us not in the field.
ISSA Student Seminar series
I think we have really awesome faculty, there isn't an obvious sense of hierarchy; they are friendly and willing to help their students. I think we have great resources, but sometimes they're not known about...
In ISLT, the Instructors and Mary Kate are all phenomenal.
The content of, and design of the courses I've taken have been outstanding.
The department and major faculty in EPLS and Learning and Cognition are exceptionally qualified and are fully invested in student learning and success.
Faculty members are awesome!
Peers are supportive!
Advising and technology
Student collaboration and cohesion in our program
Feeling supported by faculty, department chair, and staff
The resources, like the tech lab and study spaces are great. The organization is also pretty good.
Flexibility and peer support

Colloquiums
<b><u>SM</u></b>
SPM Faculty.
New availability of scholarships through CoE.
The College of Education is always trying to improve and do better. I've met a lot of great professors and people within the Sport Management department.
<b><u>STE</u></b>
The curriculum is wonderful.
The professor, John Myers, he is immensely helpful and cares completely about his students and their success in college and in the real world.
Faculty support Community
The faculty and staff, and the LRC
1. Majority of the teachers are wonderful and can really connect with the students.
2. They are very effective in getting internships and placements ready and listening to feedback from students.
The quality of instructors in the department is great, and the ease of access to their offices.
Non-academic staff and the computer lab/study area.
Dean Marcy Driscoll is wonderful - fair, professional and extremely resourceful
The Educational Leadership and Policy Studies program and professors are great
My professors and advisors were excellent! They were always willing to help and went out of their way to make sure I was informed and knew everything I needed to know.
The majority of professors and the atmosphere
Professors and classmates
The staff and oasis
Professors have been very accomodating to my personal circumstances.
The "closeness" of the programs and how willing everyone is to help one another.
The level of collegiality between faculty and graduate students. There is a strong support network within the School of Teacher Ed. I also enjoy the colloquia and research talks sponsored by STE and COE.
The teachers and opportunities!
The faculty and the support from my advisor

The overall openness and feedback among the major professors in the Curriculum and Instruction online degree makes going back to school, while working full-time, worthwhile.
The faculty and staff in the Elementary Education program and its intensity!
My advisor is a nice and kind person, and has a lot of experience in the field. And i am satisfied with all available resources at COE.
Elementary Education Department Support staff for COE
My major professor, (limited) funding through CORE
the community aspect of the COE. Everyone knows everyone, and if you don't know someone, everyone is very friendly and gives our college the close feeling that we're all a helpful community.
The teachers are incredible. I am in my internship now and am continuously being checked up on by my past teachers. Dr. Myers has been the greatest support system I could have asked for.
Faculty, and students
Professors are understanding and helpful in my program and the COE building is very nice.

<b>8.2 What are two areas of the COE, your department, or your major that can be improved?</b>
<b><u>ELPS</u></b>
The lack of communication between the three levels of the organization: students-professors-dean The lack of funding for research projects
More support for graduate students in the writing process. Ability to audit classes.
1. communication on expectations, measures along the journey to graduation 2. in my thinking - coursework should be a natural progression toward degree completion - Instead, coursework seems to reach a plateau and then the student must leap to satisfy the faculty's subjective standards. This leads back to point 1.
Classes often assign a lot of reading but professors do not fully express expectations to read. Many of my peers openly admit to not reading. I feel like class/small group discussions that we do have would be more fruitful if each of my peers has read the articles. As a result, I feel like I could be getting more out of my classes than I am. Similarly, some of my peers do not pay attention during class and are surfing the web, sending messages, or working on homework. All of these activities are distracting at times. Part of the reason I chose Florida State was because I was impressed with the quality of the program and the quality of students who I was told graduate from FSU. Overall, I am disappointed that my peers do not seem to value the classes and am disappointed that the professors have not set higher expectations.
Assignment feedback, updated documents
Communication and an advisor
Support resources and information about becoming a faculty member at an institution that is NOT an R1. More specifically, I am hoping to be a focused teaching faculty and would prefer a small, liberal arts institution. Some support in this type of transition would be helpful.
My transition my first year was a little rocky. There were a multitude of factors as to why, but making sure first year docs are doing well, from different angles, would be helpful.
There are too many credits required for the PhD program (far more than in similar programs at other universities) and too many required classes are offered in the same semester, so it is difficult to meet all the requirements in a reasonable amount of time. Also, the ELP needs to do a better job of preparing PhD students for prelims and independent research, as well as communicating requirements and expectations.
Shorter surveys...
I go back to just programmatic issues. It seems as though not everyone knows who things go to, who to contact for things, and everything seems to be a "ask Jimmy" situation. Also, there was a semester when the tuition waivers were

not guaranteed and those who were told they had out of state waiver ended up with in state waiver, and those with in state ended up with nothing. There has to be a better system. It is irresponsible to tell students they have waivers, they make major decisions (moving, between universities, future, etc.) just to find out while they are here that they will have to pay more out of pocket. There has to be a better way or system. Or simply don't offer the money if it isn't guaranteed.
Opportunities for formal career development (workshops, programs, webinars re: academic and non-academic career paths).
Consistency of requirements and some flexibility on requirements on a case by case basis if it makes sense.
Clear communication-for example what is the name of my major? It has changed multiple times.
Career prep
Space. We need more grad student quiet space and group study space available on evenings and weekends. A community kitchen with a fridge and microwave would also be wonderful. Those without access to an office have trouble eating late in the evenings. Summer course offerings could be improved. There is so little and if you have to take 9 hours for an assistantship, that is really a struggle.
Better mentoring for research. The virtual lab!
The inclusion of online students in planning and receiving info. I had no idea about organizations I could join. My advisor could be more personable and reach out to the students that are online. I do not necessarily feel part of the collegial community.
Better timing of coursework and better assigning of advisors much earlier in the program.
My main concerns are confusion about policies/deadlines/procedures and the cancellation of classes (I had multiple classes canceled over the past couple years)
<b>EPLS</b>
The LRC and a couple other resources have never been explained to me. A sheet with all available resources and hours open would be very helpful.
The Graduate Handbook has multiple versions in circulation. This needs to be corrected.
Research and more assistantships for students
Vending machines in the building
I don't get enough time with my professors, especially my advisor. There are people in the PhD program in sport psychology that DO NOT belong. They need to start weeding out the students that are taking up funding and resources from the good students. If there was more funding the program would greatly benefit.

More emphasis on student success and career interests
Seems like EPLS is just concerned with accreditation and their own research, not helping us become engaged
OASIS communication with department
Virtual Lab licenses
Size of the program. If doctoral students are not progressing or do not meet basic competency levels then they need to be asked to leave. The clogging of the Sport Psychology program is unfathomable. Less students would produce better quality research and those in the program would have the resources and time with professors necessary to grow and contribute.
- more welcoming places for students beyond resources. Stone is predominantly full of graduate students who have to be around for the day. A couple of places where to relax from the daily grind would be highly appreciated!
None. The College is well equipped to support students in all levels and provide them with areas
There is an evident need for study space, and better connections across departments
N/A.
It's would be nice if there was more collaboration among majors in the department. I don't have a second.
More online classes for students who work full-time
More full-time job opportunities on campus
Communication about deadlines and important forms
Teaching assignments are arbitrary, random, and are unfairly given to international students because they have to pay more; regardless of whether or not they have an interest and career goals of teaching.
I think that there should be a bit more focus on helping students gain experience during their duration in the major (outside of the internship). The ISLT program for example, is oriented around a field that a lot of entry level jobs require at least a year of experience. That's something that we need to be made aware of and helped with. Student independence is important but since were all paying for the classes I feel this is something that could help.
Faculty student ratio, emphasis on career placement/development.
I need a cubicle to settle all my stuff and study there.
Providing more teaching opportunities would help me my future career goals.
<b>SM</b>
Food/Beverage facilities in Tully & Stone.
Consistent communication.
The curriculum that is taught in the Sport Management department is geared towards students that want to continue to get their Master's and Doctoral degrees but don't help students who wish to enter the sports business world. There are only 3 classes that I've taken that could practically be used outside of the classroom at a future job. The

department and college need to consider having part of the department be involved with the business side of sports, geared towards the college of business.
<b>STE</b>
OASIS, not enough information given and rude staff.
More funding for travel and conference attendance.
Communication and consistency
The Virtual lab is quite unreliable and frustrating. I'd almost rather it not even be offered so that I would never waste my time trying it. :)
1. Sometimes the curriculum is not very necessary compared to other things that should be a major focus in teaching. I think as El Ed. Majors they should have some more insight with students with disabilities because that was something that I worked with a lot in my internship but only had a little brief class on. I also think that we did not focus a lot on data tracking and other very important parts of our everyday job that could benefit us.
2. More teachers should check in with their students to discuss feedback on how they are doing. I really loved that one of my classes had monthly meetings to check in and get real life feedback from teachers.
Community service events as a major/department/college. Interaction between blocks within the elementary education major.
Announcement of new offered course, collaboration opportunity between teachers/students
Better communication in my major. I have no idea what other people are even in my major. It would be nice to have a community of support and learning among other doctorate students in my area.
Communication with major prof. and posting of specific degree requirements.
Teaching strategies could be more cohesive among faculty. While some professors clearly spend time planning their lessons and trying to bring to the classroom hands on activities and stimulating and thought-provoking questions, others might use class time for reading powerpoint slides featuring the same content the students read for the class.
School of Teacher Education
Placing for schools in order to receive hours was difficult. Many classes were great except for the stress of getting my observation hours.
Course load, knowledgeable teachers
please cover how to teach 3rd grade.
I think the Elementary Education program should be more explicit with its curriculum alignment. While FEAPs and Signature Assessments are explained well, there is not much discussion on how what we are learning prepares us for our Praxis Examinations. I come out of my classes having learned information, but unsure as to why or how it matters in the profession/on the exams.



<p>there should be more known opportunities of student involvement within the college of education. If there are more opportunities people would be more invested in the college and the amount of time they spend there.</p>
<p>More informed non-teaching staff. I once went to OASIS to ask about something, and the lady at the desk had no clue what I was talking about or who to direct me to. She also did not understand what I meant when I told her that I was an Elem. Ed. Block 3 student. Even when I explained that it meant that I was in the third semester of the program. She insisted that I was a freshman and trying to apply for elementary ed. So, just making them more aware of the programs within the college through training would help a great deal.</p>
<p>More diversity in leadership and choice of faculty to work with within English Education.</p>
<p>TA/RA salaries can be improved.</p>
<p>Summer assistantship should be secure for Phd students. We can teach online courses or we can help for grading.</p>
<p>Amount of funding for conference travel, \$ amount of scholarships (they are either really big or really small).</p>
<p>I feel like there should be more areas outside of the classroom for students to be involved in like social groups or honor societies to create a life student life outside the classroom but still inside the college of education.</p>
<p>Prepare us for the certification exams. You learn about these only 1-2 months before you have to take them and I wish I had been more prepared going in to take them</p>
<p>Samatha was really great at communicating, but I have not gotten much information from the new person in the position.</p>
<p>Seminars and events should occasionally be held in the evening or on the weekend in order for full time teachers can attend</p>
<p>Diversify the space used for teaching and shorter classes.</p>
<p>My department could have been more straightforward and organized with course work and expectations. Things were constantly changing and it made everyone in the program stress for no reason because we were being told one thing and then another thing would occur.</p>

**8.3 Do you have any other comments that you'd like to provide?**

**ELPS**

I love FSU and this program

There have been a lot of changes in the last few years, which I think are for the most part positive, but it has caused confusion and some students were harmed in the upheaval. I hope the department can do a better job going forward of having a more student-centered approach and finding ways to ensure that they are giving students adequate opportunities to gain the skills and knowledge necessary to meet the standards.

Many events are difficult to attend during the workday, which seem to be when most events happen.

I love FSU. It is just that being an online student is a very different experience than being on campus. It would be great if there was a way to connect us more.

**EPLS**

Deadlines for dissertation and thesis are too early!

I know a lot of my colleagues are disappointed with the program here and how things are ran. Personally, I have had good experiences here - but I know this is not so with many of my friends. The lack of funding is a serious problem. Sport psychology should be valued more by the college of education. More resources should be poured into the program. Additionally, with there being 20 doctoral students, the current resources are drained. This is a serious issue. It is stressful on all involved. Faculty, students. Everyone is affected. There are at least 5 students in this PhD cohort that honestly do not belong and could be/should be cut from the program. This would alleviate many of the problems they are now facing.

Internships are tough to secure and there is a lack of quality control. My experience was moderately beneficial, but I more so learned what I do not want to do and what I'd prefer in terms of communication with management.

I think, in all honesty, the tech sandbox is not productive.....It is cool, but I don't think anyone uses it in a practical way, and that space could be utilized for so much more effectively....

effectively....Each time I have been in there it has been for a class activity, and I have never found anything that would be exceptionally beneficial to learning, studying or research.... Students can practice on the smart board etc in there. But that could also be rolled into a classroom for students to work with.... I think that room could be better utilized as tutoring space or even drop in advice for stats homework or research etc. Something much more efficient and beneficial than a showcase of cool technologies.

I would love to have a room that is designated for a praying area. It could be called something like "meditation area". In this place, students from different religions can practice their religion. As a muslim, I am having trouble to find somewhere to pray as I spend my most of the day in the Stone Building. The closest place to pray is right across the Pensacola Garage, which is far away.

I think a lot of students in COE will benefit from this area.

Thanks!
<b>SM</b>
no
<b>STE</b>
Do you have any other comments that you'd like to provide?
With all the changes this past year, there has been some major inconsistency with the program that even the professors are unsure and uninformed about. There are professor teaching classes for the first time that have no idea what is required.
The stone building lacks recycling bins. There are stacks of plastic coffee cups in the classroom trashcans each day. I'd be happy to see recycling bins throughout the building.
The resources, the course content and the chosen materials for the courses are excellent.
Please, please, please take into account our reviews of the professors in the programs. Some do not have the teaching experience needed to make the information they are responsible for teaching relevant to us.
I wish we could mingle more with other majors in the college. I feel depressingly isolated in the COE.
I am very proud to be graduating from the College of Education at FSU, wouldn't of wanted any other college academic experience than the one I received here at FSU's COE.
Journal of Coe would be better.
Dental insurance should be provided for TA/RAs.
It's frustrating that I go and represent FSU/STE/College of Education at multiple conferences through the year (spending well over \$1000 of my own money) and yet there is not more funding available to graduate students.
I want to do more for the COE. Please let me know how I can!

FLORIDA STATE

# Memos



1851



# FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

*Office of the Dean*

## MEMORANDUM

TO: Dean Marcy Driscoll, College of Education  
THRU: Associate Dean Amy Guerette, College of Education  
FROM: The College of Education Student Leadership Council  
DATE: February 17, 2017  
SUBJECT: Stone Cyber Lounge Committee Recommendation

Students are grateful for the ample work spaces the College provides, most noticeably, the Cyber and the Learning Resource Center in the Stone Building. At any given time, you will see the students using these spaces.

During the 2015-2016 school year, the Student Leadership Council solicited student feedback on various aspects of the College. This SLC annual assessment, along with brief surveys during the Fall 2016 semester and SLC discussions, found that many students longed for increased college-wide community.

Based on this feedback, the SLC recommends revamping the Cyber Lounge to create a more intentional and interactive space where students are encouraged to actively build community within the College.

Suggestions include:

- Minimizing white space by painting the walls a vibrant color,
- Adding community bulletin boards for use by student organizations and departments,
- Displaying news/cable on the televisions;
- Acquiring more comfortable lounge style seating;
- Creating charging stations or adding more outlets;
- Placing a suggestion box in the lounge to be maintained by the SLC Assessment Committee;
- Removing some counters to create more useable space; and
- Purchasing a microwave and/or Keurig to be utilized by students and staff.

We also recommend adding benches outside of the Cyber Lounge along the walls.

The SLC is committed to helping the College make the Cyber Lounge more accessible and welcoming to students. We recognize that by shifting the Cyber Lounge into the College's hub of community activity it will lose its function as a quiet study space. Thus, we also recommend transforming and promoting the LRC as a quiet study space.

As the Student Leadership Council, we are positive the Cyber Lounge renewal can be a positive step in obtaining this goal.

We would like to have your input on this concern and are willing to discuss further at your convenience.



# FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

*Office of the Dean*

## MEMORANDUM

TO: Dean Marcy Driscoll, College of Education

THRU: Associate Dean Amy Guerette, College of Education

FROM: The College of Education Student Leadership Council

DATE: February 17, 2017

SUBJECT: Food Options in Stone Building Recommendations

It has come to the attention of the Student Leadership Council that students have expressed the desire for additional food options, including a food vending machine, in the Stone Building.

Based upon anonymous surveys from students (including findings in the 2015-2016 SLC Annual Report as well as ongoing assessments), we ascertained things the College is doing very well in addition to areas for improvement. Our data suggest that providing additional food options is one area where the students feel we can improve.

Based on this feedback, the Student Leadership Council is recommending an additional vending machine in the Stone Building containing food options. Currently, food options in Stone and the surrounding area are limited. Students would greatly appreciate the addition of healthy foods and snacks, easily accessible to students studying and attending classes in the building.

The SLC has contacted Building Services about the process for procuring an additional vending machines. We learned vending machines would be provided and maintained by Building Services with no cost to the College of Education. The SLC recommends the College move forward to obtain an additional vending machine containing healthy food options to be placed with the current drink machines on the ground floor entryway.

Additionally, the SLC suggests partnering with the university's food service vendor to promote (at their expense) nearby food options, such as Fresh Foods and The Doctor's In. This can be accomplished through flyers in the Stone Building; inviting the food vendor to table during various events, such as COE Week; as well as a highlight in the COE weekly newsletter. The SLC Ambassadors Committee can also provide food promotion information to prospective students and during program orientations.

We would like to have your input on this concern and are willing to discuss further at your convenience. Thank you in advance for your consideration.



# FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

*Office of the Dean*

## MEMORANDUM

TO: Dean Marcy Driscoll, College of Education

THRU: Associate Dean Amy Guerette, College of Education

FROM: The College of Education Student Leadership Council

DATE: February 17, 2017

SUBJECT: Expanding the College's Research Database (<http://researchinterests.coe.fsu.edu/>)

It has come to the attention of the Student Leadership Council that students, graduate students in particular, are greatly interested in maximizing and diversifying their research activities while matriculating. We recommend modification of the existing College research interests database toward a more intuitive and comprehensive student and faculty experience.

Many productive College activities are evidenced in the student response data from 2015-2016 and in current-year surveys, as well as potential areas for improvement. SLC summarized data show that students desire enhanced exploration and connectivity outside of their immediate major, programs, and department areas. Additionally, in a recent meeting of the SLC, we determined that all members were unaware of the existence and utility of the College's faculty research database.

Given these findings, the Student Leadership Council recommends inclusion of graduate student research interest and activities in the College's Research Database. We also recommend increased marketing of the system. We believe these changes will increase cross-departmental collaborations.

Student Leadership Council and Student Life Committee members are conducting joint meetings in departments over the next few months to determine methods for increased community and collaboration within and across departments. One suggestion is to widen colloquia/research talks beyond department areas to full College marketing and attendance. We hope that an adjacent visibility in the research database can support these types of efforts as well.



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
*Office of the Dean*

**MEMORANDUM**

TO: Dean Marcy Driscoll, College of Education

FROM: The College of Education Student Leadership Council

DATE: November 28, 2016

SUBJECT: COE Week Planning and Committee Recommendations

COE Week is an important and exciting time for the College. Students, faculty, alumni, staff, and potential students have the opportunity to see the very best of what our College has to offer. From the Dean's Symposium to our innovative Technology Showcase and the Student Leadership Council Pizza Party, COE Week is full of fun and engaging activities for everyone.

The Student Leadership Council spent time observing and measuring student participation during the 2015 and 2016 COE Weeks, as well as during the academic year. Based upon anonymous surveys from students, we ascertained things that the College is doing very well as well as potential areas for improvement. From our data, we gathered that COE Week is one area where the students feel we can improve.

Based on these data, the Student Leadership Council is suggesting that student representation during the planning process for COE Week can help improve student buy-in, participation, and involvement. Given our active participation in planning the week's events, we feel we can offer helpful suggestions as well carry in the workload required to make our week a greater success.

The SLC Events Committee is hoping to participate in planning sessions as well as brainstorming ways to make the week more engaging and inviting; to create a sense of community within the College, and to showcase our College to outsiders. We understand that the College's new strategic plan is to become less inward and more outward focused. As the Student Leadership Council, we are positive this modification can be a positive step in obtaining this goal.

We would like to have your input on this concern and are willing to discuss further at your convenience.

Thank you for your time and great leadership.





# GET INVOLVED!

Joining a student organization can be a great way to make the most of your experience at FSU. The College of Education is home to a number of different registered student organizations (RSOs), including:

- Applied Sport Psychology
- Council for Exceptional Children
- Council of Teachers of English at FSU
- Florida Association for the Education and Rehabilitation of the Blind and Visually Impaired at Florida State University (FAER)
- Foreign and Second Language Education
- Higher Ed Student Association (HESA)
- Instructional Systems Student Association (ISSA)
- Kappa Delta Pi Alpha Delta Chapter at FSU
- School of Teacher Education Graduate Student Association (STEGSA)
- Sport Management Student Organization (SMSA)
- Sport Psychology Organization and Research Team (SPORT)
- Student Affiliates of School Psychology
- Transcultural Research & Education Consortium (TREC)
- We Take Education and Content Higher at



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