FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION
STUDENT LEADERSHIP COUNCIL
2015-2016 Annual Report

VIRES ARTES MORES
FLORIDA STATE UNIVERSITY
1851

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ABOUT THE STUDENT LEADERSHIP COUNCIL

Charge

The College of Education Student Leadership Council (SLC) is a standing committee of the Office of the Dean 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 for the College's leadership to solicit advice and perspectives on decisions affecting matters of importance to students. Members gain a valuable network with college administration, faculty, staff, and other students while making a significant impact on the College of Education and Florida State University. By serving as a voice of their peers, they not only gain valuable leadership skills, but also enhance their reasoning and critical thinking abilities.

Membership

School of Teacher Education (STE)
Katelyn Rodd, Social Science Education (BS)
Brittany Sinitch, English Education (BS)
Keturah Young, English Education (BS)

Educational Leadership & Policy Studies (ELPS)
John Dilks, Educational Leadership/Administration (Online EdD)
Jennifer Fryer, Education Policy and Evaluation (MS)
Taylor Locks, Higher Education (MS)

Sport Management (SM)
James Harwood, Sport Management (PhD)
Matthew "Matt" Hawzen, Sport Management (PhD)
William "B.J." Fletcher, Sport Management (M.S.) (Spring Semester)
Barbara "Barbie" Bauer, Sport Management (M.S.) (Fall Semester)

Educational Psychology and Learning Systems (EPLS)
Fabrizio Fornara, Instructional Systems and Learning Technologies (PhD)
Jenay Sermon, Instructional Systems and Learning Technologies (PhD)
Savanna "Anna" Ward, Sport Psychology (PhD)

COE Dean's Office Staff

Amy Guerette, Associate Dean for Academic Affairs
Marah Kirsten Harrington, Executive Assistant, Office of the Dean
Jason Guilbeau, Graduate Assistant, Office of the Dean

Accomplishments

- Created and selected inaugural group of 12 outstanding undergraduate and graduate students
- Learned about the mission, structure, and history of College of Education
- Hosted a Pizza Social during COE Week—520 slices of pizza given to COE students
- Provided feedback on COE Week
- Learned about and provided feedback on COE communications and recruitment plans
- Hosted 3 Town Hall Meetings with about 30+ students and compiled feedback report
- Visited 5 Student Organizations and compiled feedback report
- Learned about the COE's development efforts and provided feedback on alumni engagement

EXECUTIVE SUMMARY

In Spring 2016, the College of Education Student Leadership Council hosted three Town Hall Meetings. The first Town Hall was geared toward School of Teacher Education students, the next toward Sports Management Students (held in Tully), and the last, to all students within the College. SLC members also attempted to visit student organizations within the College to garner their feedback, successfully chatting with members from five organizations. Finally, the SLC developed a survey based on highlights from visiting with students as well as presentations to the SLC throughout the year.

This report includes feedback from students obtained through Town Hall Meetings, student organization visits, as well as a survey sent to all students within the College. Within each medium, students were asked about the best areas and the areas for improvement within the college, their department, and their program.

Great Aspects of the College of Education
Community:
- Many students commented on the strong sense of community within their majors.
  - Survey respondents primarily identified with their major, as compared to FSU, the College, and their department. *See survey question 6.*
  - Multiple faculty and staff members were highlighted as exceptional through the survey. *See survey question 16.*

Communication:
- Survey respondents stated that the information they received was always or mostly consistent. Only 9% of respondents said they rarely receive consistent information and 0% said they never receive consistent information. *See survey question 24.*
- Overall, survey respondents were satisfied with the College website. The top 3 reasons for which respondents visit the College website are: Course/Curriculum Information, Resource Information, and Faculty/Staff Information. *See survey question 21 & 22.*
- Survey respondents indicated a strong preference to receive all communications via email. *See survey question 23 & 25.*

Faculty and Staff:
- Overall, faculty and staff were positively viewed by students, many commenting on their experience, knowledge, and commitment.
  - Survey respondents typically met with their faculty advisor/major professor at least once a semester. Only 8% of survey respondents had never met with their faculty advisor. Part-time survey respondents met with their advisor less frequently than their full-time counterparts. Doctoral respondents met with their advisor more frequently than their masters and undergraduate counterparts. However, master respondents met with their advisors less frequently than their undergraduate and doctoral counterparts and were more likely to have never met with their advisor. *See survey question 13.*
  - 76% of survey respondents were extremely or moderately satisfied with their faculty advisor/major professor. Part-time respondents were less satisfied than their full-time counterparts. *See survey question 14.*
  - 64% of survey respondents did not have a faculty mentor. Half of doctoral respondents did not have a faculty mentor and 64% of masters respondents do not have a faculty mentor

(again, this could be a relationship between the infrequency of master respondents meeting with their faculty advisor). *See survey question 15.*
- 89% of survey respondents were extremely or moderately satisfied with teaching faculty and staff. *See survey question 17.*
- 76% of survey respondents were extremely or moderately satisfied with non-teaching faculty and staff. *See survey question 18.*

Resources:
- Resources, especially technology resources were consistently applauded.
  - Survey respondents were familiar with the College's most popular resource, the Learning Resource Center. 91% of respondents know about the LRC, with 68% of those being very satisfied and 22% knowing about it, but never using it. *See survey question 10 & 11.*
  - Other College resources, such as the Sport Psychology Lab and the Tully Lab, were more likely than not unknown, but this is better analyzed at the departmental level. For example, of the 9 Sport Management respondents, all 9 have used the Tully Lab.

Areas for Improvement of the College of Education
Community
- One resounding comment, when asked to comment on the College as a whole, was that students did not feel a sense of community within the College. Survey respondents identified least with their department and with the College. *See survey question 6.*
  - In Town Hall Meetings and within survey comments, students in Sport Management, more than others, expressed a disconnect with the College of Education as a whole. However, these students also communicated a stronger sense of connection to their department than others. This is evident in survey question 6, in which only 1 of the 9 SM respondents identified with the College.
  - Many students in Town Hall Meetings were unaware of student organizations within the College and student organizations members expressed frustration with getting their message out beyond their own department. Survey respondents were typically not involved in student organizations within the College. 54% of respondents were not involved in any student organization within the College. *See survey question 7.*
  - Students in Town Hall Meetings expressed interests in cross-departmental and College-wide opportunities, such as collaborative research projects and more College-wide events. When asked about College-wide events, respondents preferred the potential of socials, presentations, on-campus events, and career support. Programming and events may need to be targeted by academic level: while undergraduates were primarily interested in social events, the top areas of interest for doctoral students were research events and presentations. *See survey question 32.*
  - Most survey respondents did not attend any events during COE Week, however, those that did reported positive impressions. *See survey question 31.*

Communications
- While email is preferred method of information delivery (see question 23), students in Town Hall Meetings and in the survey expressed issues with information delivery, namely "the excessive" number of emails they receive. *See survey question 23 & 25.*
- One respondent to question 25 noted that information sent out via email is not necessarily readily available outside of the email. A suggestion was made to archive important emails via BlackBoard or a website.

<u>Faculty and Staff</u>
- Students in Sport Management attending the Town Halls raised concerns about their advising process, noting that there was not full-time dedication to this function.

<u>Resources</u>
- Survey respondents provided varied request for additional technology resources. This included access to software such as NVIVIO, Captivate, Aritculate Storyline, as well as access to Mac computers. *See survey question 11.* The request for more technology availability came from ISLT student attending Town Hall Meetings as well as a visit to the ISLT student organization.
- In Town Hall Meetings, there was a request for resources in regards to preparation for professional exams, namely from STE students.
- Although 47% of survey respondents have either applied for or received a College scholarship, 30% did not apply and 28% did not know about College scholarships. *See survey question 26 & 27.*
- Funding for students through scholarships and CORE grants is helpful, however, there were frustrations from international students about their lack of funding opportunities.
- Survey respondents requested various space uses: grad student study areas, highlights of achievements throughout building, a vending machine, clarification of the CyberLounge (is it a study space or a social space?). *See survey question 12.*

<u>Classes</u>
- 35% of survey respondents indicated that courses are not offered at times which complement their work, other courses, or family schedules. However, in the open response field, some respondents called for earlier classes and some called for later classes. *See survey question 29 & 30.*

SLC Action Plan
In order to tackle the most pertinent issues discovered through student feedback, the SLC has begun to re-organize for the next academic year into four strategic committees:
- *Student Organizations*:
  - Host meeting with COE student organization presidents, SGA representatives, COGS representatives, and GAU representatives once or twice per semester
  - Maintain regular contact with COE student organizations
- *Assessment Committee*
  - Develop on-going ways to solicit student feedback
  - Develop an annual survey
  - Develop SLC year-end annual report in April
- *Events Committee*
  - Host one or two college-wide events (social, professional development, etc.) in the spring
  - Serve on COE Week Planning Committee
- *Ambassadors Committee*
  - Meets with departmental student ambassadors one or two times per semester
  - Plans building tours and orientation info prior to each semester

SLC MEMBER FEEDBACK

Based on their experiences hosting Town Hall meetings and visiting with student organizations as well as the various presentations throughout the year, SLC members were asked to provide their thoughts on the top great areas as well as the top areas for improvement within the College of Education.

Great Aspects of the College of Education
Community:
- Community in COE is awesome. People generally love being a part of our College. Where issues exist, they appear to be at the lower (department or major) levels, not college-wide.
- There is great variety across schools, departments, and majors in the types of classes, certificates, and degree programs. There is also great opportunity to align research.
- The diversity in the student population at the graduate level is very impressive. The integration of international students and students of numerous ethnicities and cultures makes the experience rich for students and faculty.
- People feel strong sense of community within their departments.
- The COE hosts a wide range of events.
- The SLC being created, shows the efforts of the college trying to accommodate students and make improvements
- Sport management undergraduate tight-knit community
- Small class sizes

Communication:
- It is easy to advance with degrees and education, from undergrad to masters to PhD.

Faculty and Staff:
- Professor mentorship and professional development
- Professors are professional and friendly, they are good mentors and they seem to care about students.
- Staff goes above and beyond for students
- Teachers are well educated in their fields and often have many years of experience
- The faculty is very helpful and caring

Resources:
- Available resources (technology, lab/study space, computer labs) for students
- Scholarships
- I think the College of Education has done a wonderful job at providing students with spaces to gather, communicate, and study. Having these big open rooms allows for people in my major to talk with one another between classes and have a safe place to work on projects and homework.
- I love the scholarship opportunities that the COE has to offer, it really allows students to get some extra financial aid to assist them in their education.
- The building and its resources are great – technology, LRC facility and services, Cyber Lounge.
- The COE offers a number of supports for students (graduate funding, travel funding, multilayer advising).

- COE maintains healthy relationships so that way internship and student teacher opportunities are ample.
- Available resources like the tech sandbox, computer lab, books (if one actually knows about them)
- Technology resources in the COE

Classes:
- The classes for English Education are wonderful and beyond helpful. The COE has done an outstanding job at recruiting professors who make themselves available to students and who truly care about what they do.

Areas for Improvement within the College of Education
Community:
- Students feel disconnected from the COE. Most of them only identify with their program.
- Opportunities throughout the College to align research and crossover silo areas aren't typically known or taken advantage of. There can be more intentional effort to offer students access to research across areas – instead of by happenstance. Intentional marketing, across majors, may assist students in taking advantage of the full COE experience.
- Student diversity at the undergraduate level (for the teachers we produce) should be continually addressed.
- Students would like more opportunities for interdepartmental collaboration.
- Students are not aware of the Student Organizations within the College of Education
- Some students feel completely disconnected with the College of Education as a whole
- Knowledge of organizations within the college of education

Communication:
- Number of emails about deadlines and events is overwhelming; would something like a "This Week at the College of Education" email be more effective?
- The amount of emails received weekly or the information expressed in those emails

Faculty and Staff:
- Advising may need to be streamlined within departments.

Resources:
- College level financial support of RSOs, perhaps via a "COE RSO of the Year report/application"
- Food/drink options in building
- Building tour guides and program "prospective student" ambassadors/liaisons
- Create more resources for special testing. Our advisors in our program have done a great job at giving us resources and study tips for our professional exams, but I wish I was given this material early on when I first joined the major to begin preparing. So, thinking ahead is always wonderful!
- Students would like to have access to more resources for learning, research, and practice. For example, they would like to have a library with textbooks and be able to access such software as NVivo and other software specific to the discipline (e.g., ISLT students would like to have access to Articulate Storyline and Adobe Captivate).

- There are limited tuition waiver and TA/RA positions and, in some programs, they are mostly given to American students. – It is hard to access the COE after hours, to work in the labs, study, and conduct research if you don't have a TA/RA position.
- Students are not aware of the resources available to them (Sand tech box)
- Better information about scholarship opportunities and resources

Classes:
- As English Education majors we are in a single class for up to 3 hours. It gets exhausting, so if there is a way to make class times more flexible to students, I think they would be happier!
- This may or may not be something that you already do. When students who are freshman show or seek interest in the COE for English Education push or even put this on your website... TAKE LITERATURE CLASSES! Taking these Literature Classes early on will really help them in the long run. This might be the same situation for our majors in other subject areas as well. Maybe forming a list of recommended classes would be helpful!
- Statistics courses at the graduate level – instructor issues in-house, and a request to connect with the University statistics department, to increase grad student access to instructors they find helpful/beneficial.
- Graduation/program requirements can be vague/outdated in some departments—greater publicity or more checks could be helpful.
- The placement process for observation/field experience hours can take a really long time and can be a great hassle (I think this one only applies to students in the school of Teacher Ed)
- Academic advising - this was overwhelmingly, from both meetings, the most pressing need identified by undergraduates in SM
- Process of transferring for transfer students

TOWN HALLS FEEDBACK

Town Halls
February 9, 2016 - 12:00pm-12:30pm – Cyber Lounge
Hosted by: Brittany Sinitch, Katelyn Rodd, Keturah Young

February 10, 2016 - 12:30pm-1:00pm – Cyber Lounge
Hosted by: Jennifer Fryer, Taylor Locks, Jenay Sermon, Anna Ward

February 17, 2016 - 12:00pm-12:30pm – Tully 2014
Hosted by: B.J. Fletcher, James Harwood, Matt Hawzen

Agenda
Welcome & Introductions from SLC Members
What is the SLC?
What are we doing here?
Open Forum: Great things about the COE & Areas for Improvement about the COE
Closing & Thank You

Great Aspects of the College of Education
Classes:
- Small class setting *(repeated by multiple students)*
- Organization
- Same classmates and small classes
- One on one instruction
- It's a great way to teach students a new perspective of Sport Management in today's day
- Field experience component is very beneficial
- Continue to advance with degrees and education easily; from undergrad to masters to PhD

Staff:
- The janitors are friendly
- Staff is helpful
- The Sport Management Undergraduate department
- Customer Service
- Professionalism

Resources:
- Cyber lounge and computer lab are very helpful
- Tech sandbox *(repeated by multiple students)*
- LRC
- Technology *(repeated by multiple students)*
- I love the resources that are offered for all students
- Great resources
- Building and study lounges *(repeated by multiple students)*
- Jobs posted on blackboard
- Love the opportunities for field experience
- Resources
- Research talks

- Oasis is really great and helpful
- They are very efficient with their emails informing us and inviting us to different events; they have some nice facilities and amenities, but I feel like the Sport Management Computer lab and faculty students are not really aware of it; all of our classes intertwine
- Resources are great – technology, LRC facility & services, Cyber Lounge
- Scholarship offers
- Seminars and workshops – R3 (ELPS) "Workshops and seminars"
- The College of Education is like a family to me. There are a lot of great things about this college – the faculty are cutting edge, the staff and building management are so nice and welcoming, and the students are far reaching from all across the country. I appreciate the emphasis on theory *and* practice and I feel prepared to transition into a full-time job.
- Scholarships
- Many resources

Community:
- It is very open and comfortable, both aesthetically and with the administration
- Cohort becoming a family
- The environment and people
- My friends
- Activities
- CORE is awesome
- A lot of opportunities
- Sense of community within COE
- Extracurricular organized activities
- Lectures and conferences are great for making connections
- ISLT is good!

Faculty:
- I always feel encouraged and supported by the professors
- Great professors *(repeated by multiple students)*
- Professors go above and beyond
- Professors are available
- Commitment
- The faculty is amazing, certainly made the decision easier and more beneficial
- Professors are great mentors and care about mentoring students; teachers really seem to care; professors who support students' learning
- Professors feel like mentors that give life experience and advice
- Dr. Myers and Dr. Lo are probably some of the best teachers (SSE)
- Awesome professors, mentoring, and resources!

Facilities
- Reading spaces on the second floor
- Nice and clean
- Great building and teachers
- Clean *(repeated by multiple students)*
- The building
- Great look

Areas for Improvement within the College of Education

<u>Classes</u>
- Offer more class times
- Classes are way too long *(repeated by multiple students)*
- Supervised teaching
- Colloquium should be organized
- Quit relying on FSUS for alternative placements
- Ensure validly of expectations in all TSL classes, make sure teachers are on the same page
- Not paying for live text
- Less busy work
- Have professors communicate more and plan accordingly so students with block schedules have a more organized assignment schedule
- Quicker placements
- Grad student TAs who really teach
- Curriculum could be more than just powerpoint presentations in every course. Classes in the way they are taught needs to be more consistent (courses taught by different people should be consistent)
- Wider class time, course selections during enrollment/scheduling/registration for semesters
- Pointless course work
- Reading across content area – younger aged kids, not relevant for HS education.
- Are the teachers choosing to teach courses geared toward early education?
- Field experience placements (ESL) - Difficult to be placed
- Scheduling: Masters students aren't considered – classes are scheduled at 10:00 AM and 2:00 PM, how do you have a job and be a COE student?
- Scheduling: Teachers furthering education can't take classes here
- Graduate students taking UG courses get charged graduate level credits, look at curriculum, be charged for UG credits
- Summer minimum dissertation credit increased, students have to take two and it used to be one
- 72 credits unrealistic training for PhD: Reduce coursework, PhD students come out without publications because you work to finish courses even if they aren't relevant or interesting. 45 hours for coursework.
- Statistics: Lecture style, not lab. Instructors are boring, courses are dry. EDF 5400, 5401, 5402. Our time is important; it's a waste of time! Testing does not align with the way they teach.

<u>Resources</u>
- The assistantships opportunities are limited and usually not for international graduate students
- Some students have two assistantships or jobs and some have none
- Travel grants
- So many resources available that are not taken advantage of, introduce early on
- More info on scholarships
- Book swap for students
- Free printing for major
- Information about facilities and tools to use; advisors; consistency of professors.
- Money for Sport Management
- Course requirements should be more easily accessed

- Transfers have to retake literature classes because they didn't know specific requirements
- No prep courses for state certifications. Other fields periodically tested/exposed. Could get enough insight to come up with the basics, develop a preparatory course. Exam prep course, not necessarily integrated in current coursework. Friday/Saturday/Sunday course – doesn't have to be a semester long course.
- Budget cuts (STE): Toner is low. No printouts
- Travel funding for graduate students: COGS – 15 business days before, programs are published late. Instead of supporting, they are finding little mistakes. Instead of COGS, COE support. COGS look for opportunities to deny you; because we pay COGS to give the money, if they cannot give the money without looking for loopholes, we should take out the money from COGS and bring it to the departments
- Internships: Increase connection platforms – bring people to come for workshops, seminars,
- Departments MUST support students' travel
- Showcase resources and services at COE: Resources exist but do people know about them?
- More scholarships/grants need to be available, especially funding for travel and research support
- Limited tuition waiver and TA/GA positions. Mostly given to American student (Curriculum and Instruction). Lack of financial support for international students.
- Idea: COE Academic Journal.

Staff
- Grad students as academic advisors (sport management) – they don't really care. Getting told conflicting advice, a lot of last minute information
- Consistency/professionalism from advisors
- Entities within FSU that don't communicate: COE full-time = 9 credits; FSU full-time = 12 credits

Community
- More events *(repeated by multiple students)*
- More clubs
- Career opportunities
- Open houses
- Bridging the gap between the college and the SM program. There is a big disconnect; strengthen advising, lots of miscommunication
- Be more inclusive with the SM department—didn't know where the College of Education was until [after] two semesters into the major; let us know more about the tech sand box—I didn't know anything about it until this meeting
- More inter-department/inter-program interaction and collaboration
- How to connect and engage undergraduate and graduate students together?

Faculty
- Research opportunities
- Some professors are not great
- Only 2 (out of 14) give timely feedback, no grades until the end of the semester, am I on the right track? Doesn't do students any good
- Professors come late, keep students after; feels like the professors' time is valuable but ours is not.

- Very limited faculty! (2 faculty/40-67 students): Only two! Many programs have very limited faculty – early childhood, social sciences, ESL, sport psychology, curriculum and instruction. Can't get appointment for major professor for whole semester. Postpone preliminary defense. Faculty have too many students. Content is being taught from only two professors – not highly diverse knowledge base
- School fees: Why do you pay so much to only have "two professors." Hire more professors or reduce fees for department.

Facilities
- More study areas
- Clocks in classroom
- Technology in class
- Grad study place *(repeated by multiple students)*
- Microwave *(repeated by multiple students)*
- New lounge
- Facility access after hours. Difficult to be in the labs/conducting research/studying etc. when you don't have after hours/weekend access.
- No snack options in building

STUDENT ORGANIZATION FEEDBACK

*Group: **SPORT***
*Completed by: **Anna Ward***

Financial Support
- (+) Dr. Becker donated $250 to the SPEAR Conference, provided funding for conference programs
- (+) Dr. Chow (sport psychology faculty member) donated $250 for SPORT fundraising
- (-) No college level support; not all organizations NEED funding, but COGS is a funding source of last resort. Can COE support RSOs?

Communications Office
- (+) Provides free "swag" for speaker series and conference.
- (+) Attends events, takes pictures, helps advertise events
- (-) Unable to continue to provide COE folders for events; contributes to "loss of the COE brand." Events feel very individualized and separate from the department/college that support us. If someone came to our events, they wouldn't know that SPORT is an RSO associated with EPLS or COE. (COE folders, COE table cloths, EPLS & COE brochures used to be provided)

RSO Logistics
- (+) RSOs goals/purpose is generally supported
- (+) Independence to run meetings/events as we see fit; learning opportunities for students

Advertising
- (+) The club does what they can to get the word out and events are generally well attended.
- (-) We can inform other EPLS students about events but have no way to advertise to all COE students
- (-) Students may be interested in organizations that they don't know exist. You don't have to be a sport psychology student to gain experience and learn skills by being in SPORT. Can COE/COESLC help with advertising available RSOs within the College?

Room Availability
- (-) Sometimes events aren't well attended because they are in obscure locations throughout campus. Can COE help with room reservations for events?

Group: SASP
Completed by: Katelyn Rodd

What types of influence does SASP have within the COE?
-We currently feel that we do not have any influence over the COE. We feel like we are a part of the College but cannot effect too much change or influence over any decision the COE will make. The only area where we may have influence is in the School Psychology program (pertaining specifically to the graduate students).

How do you reach out to potential new members or advertise SASP?
-For our group we will adopt new School Psychology students who are accepted into the School Psychology program. We do allow other members if they want to join, but they do not have voting rights.

What are some ways that the COE can help SASP?
1. We would appreciate a list in the Stone Building or grad lounge that has the contact information for other grad social/academic programs that are a part of the COE.
    a. At least info on the presidents of each organization so we could possibly set up group events with others.
2. We would appreciate an email or other notice in the beginning of the year to allow a graphic or message to be put on the televisions around the COE.
3. We would like to be invited to more undergraduate events, especially ones focusing on graduate programs or future careers.

How is the COE currently helping SASP?
The COE is currently helping us by allowing us to have meetings in the Stone Building.

Group: <u>Council of Teachers of English at FSU</u>
Completed by: <u>Brittany Sinitch</u>

- More support and understanding from professors and also from Oasis.
- With the Professional and Content exams, I wish there was more financial support or more scholarships available for students.
- Other cost: Live text, test, and textbooks.
- The professors are very down to Earth and everyone respects one another and they give you real world examples.
- I would never belittled or uncomfortable to ask questions in class.
- They are always making themselves available if you need to see them.
- The School of Teacher education: Midway person between professor and students. If the students need something she tries to make things happen. Delegates task to board, making sure everyone is happy.
- Their organization is the bridge between students and the professors.
- Having a focus is important for students, showing them PP
- Engage students, recruit new students, put on events for other students
- Get students excited about the COE
- Focus this past year: Study sessions
- Professional development: having people come in to speak
    o Having open conversations

Group: <u>Sport Management Student Association</u>
Completed by: <u>James Harwood</u>

Overall, a great deal of feedback from the organization. As with the Town Hall, there was a fair amount of negativity towards a couple of topics, and it was hard to drag some positives from them relating to the College, as the majority of feedback centered on the SM Department as there was very little knowledge that we were a part of the CoE.

In terms of good things about the College, comments surrounded the size of classes, relationship to majors, and notifications. In terms of the Department, the professors and instructors were generally well received, the other students within the program, and the support structure within the Dept. were all discussed.

In terms of negatives. From a College level, discussion centered around a complete disconnect between the College and SM. There was no knowledge about what OASIS was, the Tech Sandbox, availability of advising, etc. There was also a talk about the difference in the level of facilities between SM being in Tully and CoE being in Stone. From a Department level, discussion centered around advising, with many students expressing real issues that they have had, both with the in-house advising but also a disconnect in advising between the College and SM Dept. There were some really interested and passionate students who seemed to have suffered issues with advising – especially transfer students from TCC. A second area of contention surrounded curriculum, with many students feeling that some core class offerings held no relation to wanting to work in the industry.

What's Great about the College of Education?
- "It's great if you want to be a teacher. I have not personally had anything to do with my major."
- "The students in our program."
- "The reply to my emails."
- "I like the international instructors, they give us exposure to global perspectives."
- "I like the instructors in our program."
- "Professors, Classes, Students."
- "Great support to students."
- "SM has some great faculty that connect with the students and help with the transition to Tallahassee."
- "Notifications are timely."
- "Small class sizes, centered around specific majors."

What are the areas for improvement in the College of Education?
- "Did not know SM was in the College of Education."
- "Noise in our study spaces – with sports and IMs taking place."
- "Virtual lab needs improvement."
- "Facilities in SM are poor, especially in comparison to the Stone building."
- "The disconnect with the CoE may be due to the mismatch of disciplines – this also links to getting the best program of study for individuals, as advisor in the SM department does not know what is available college-wide."
- "CORE application website says applicants will receive confirmation emails but don't."
- "I think SM students are aware that they are a part of the Coe, but students from other departments within the College do not know that SM is part of the CoE."
- "Virtual lab – definitely needs improving."

- "Advising is an issue within SM."
- "It sounds like there are resources available to SM students that we are not aware of."
- "Academic communication with the College – I have no contact/interaction with them unless there is an issue (like a hold on my registration)."
- "Communication between SM and College – often when seeking advice, SM will tell me one thing and the College will tell me something contradictory – as a student, how I am meant to know whose advice to follow."
- "I do not feel like the SM Dept. is part of the College. The only time I have been there is for a grad check. It feels more like a business."
- "The advisors in SM, I don't believe are qualified to advise us – they are more concerned with getting their Ph.D. than advising us."
- "Need more relevant classes that will help us when we get jobs. The curriculum now will hardly benefit me in terms of what I have learned and how it relates to the industry."
- "They could offer more internships, or at least express more opportunities."
- "Classes – nothing relates to the real workforce; internships should be required; Masters classes are the same exact classes as undergraduate; Why would SM core classes not include any real world application?"
- "I would not recommend the program to anyone. I learned nothing valuable to my career in the SM Dept."

Group: <u>Instructional Systems Student Association</u>
Completed by: <u>Fabrizio Forana</u>

- Students wonder who they can talk to for extra-departmental issues, such as change degree.
- Students would like to receive more information about the COE events.
- Students feel disconnected from the COE. They say that they only identify with the program.
- Students would like to have a list of courses from outside their program that they could take.
- Students would like to have a COE library with at least one copy of each book adopted in the courses and one or more computers with useful software (e.g., Articulate Storyline, Adobe Captivate, NVivo).
- Students would like to have a coffee machine in the building.

SURVEY

The Student Leadership Council 2016 Survey was developed based on feedback from students during Town Hall Meetings and visits to student organizations as well as from presentations to the SLC throughout the year. SLC members brainstormed ideas and compiled questions based on the concepts that were most prevalent.

The survey link was sent out to all undergraduate and graduates students in the College of Education. Emails were sent out on 4/12 and 4/19 and the survey closed on 4/22. 135 students completed part or all of the survey.

1. What is you major/degree program? Select one.

	All	%		Und	%	Mas	%	Doc	%		FT	%	PT	%
ELPS	26			0		15		11			14		12	
Ed Leadership/Administration	8	6%		0	0%	5	12%	3	7%		4	4%	4	14%
Educational Policy and Evaluation	5	4%		0	0%	1	2%	4	9%		3	3%	2	7%
Higher Education	8	6%		0	0%	6	14%	2	5%		4	4%	4	14%
SHPFE)	1	1%		0	0%	0	0%	1	2%		1	1%	0	0%
SIDES	2	1%		0	0%	2	5%	0	0%		1	1%	1	4%
Online Ed.D.	2	1%		0	0%	1	2%	1	2%		1	1%	1	4%
EPLS	34			0		12		22			24		10	
Career Counseling	0	0%		0	0%	0	0%	0	0%		0	0%	0	0%
Co. Prog Co & School Psyc	3	2%		0	0%	0	0%	3	7%		1	1%	2	7%
ISLT	14	10%		0	0%	7	17%	7	16%		10	9%	4	14%
Learning and Cognition	5	4%		0	0%	1	2%	4	9%		3	3%	2	7%
School Psychology	3	2%		0	0%	3	7%	0	0%		2	2%	1	4%
Sport Psychology	9	7%		0	0%	1	2%	8	19%		8	7%	1	4%
STE	66			47		12		7			62		4	
Early Childhood Education	4	3%		4	8%	0	0%	0	0%		4	4%	0	0%
Early Childhood Education	3	2%		2	4%	0	0%	1	2%		2	2%	1	4%
Elementary Education	13	10%		13	26%	0	0%	0	0%		12	11%	1	4%
Elementary Education	1	1%		0	0%	0	0%	1	2%		1	1%	0	0%
English Education	14	10%		13	26%	0	0%	1	2%		14	13%	0	0%
English Education	1	1%		1	2%	0	0%	0	0%		1	1%	0	0%
English Teaching	1	1%		0	0%	1	2%	0	0%		1	1%	0	0%
Exceptional Student Education	10	7%		6	12%	4	10%	0	0%		9	8%	1	4%
Foreign & Second Lang Education	2	1%		0	0%	1	2%	1	2%		2	2%	0	0%
Foreign & Second Lang Teaching	0	0%		0	0%	0	0%	0	0%		0	0%	0	0%
FSUTeach	0	0%		0	0%	0	0%	0	0%		0	0%	0	0%
Mathematics Education	2	1%		0	0%	0	0%	2	5%		2	2%	0	0%
Mathematics Teaching	0	0%		0	0%	0	0%	0	0%		0	0%	0	0%
Measurement and Statistics	0	0%		0	0%	0	0%	0	0%		0	0%	0	0%
Mental Health Counseling	2	1%		0	0%	2	5%	0	0%		2	2%	0	0%
Reading Education & Language Arts	0	0%		0	0%	0	0%	0	0%		0	0%	0	0%
Science Education	2	1%		0	0%	1	2%	1	2%		1	1%	1	4%
Social Science Education	4	3%		4	8%	0	0%	0	0%		4	4%	0	0%

Social Science Education	2	1%	2	4%	0	0%	0	0%	2	2%	0	0%
Social Science Teaching	2	1%	0	0%	2	5%	0	0%	2	2%	0	0%
Special Education	1	1%	0	0%	1	2%	0	0%	1	1%	0	0%
Visual Disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Visual Disabilities Education	2	1%	2	4%	0	0%	0	0%	2	2%	0	0%
SM	9		3		3		3		7		2	
Sport Management	9	7%	3	6%	3	7%	3	7%	7	7%	2	7%
Grand Total	135	100%	50	100%	42	100%	43	100%	107	100%	28	100%

2. What is your classification? Select one.

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Freshmen	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sophomore	1	1%	0	0%	0	0%	0	0%	1	2%	1	1%	0	0%
Junior	27	20%	0	0%	0	0%	3	33%	24	38%	27	25%	0	0%
Senior	22	16%	0	0%	0	0%	0	0%	22	34%	21	20%	1	4%
First Year Master's	21	16%	6	23%	6	17%	2	22%	7	11%	19	18%	2	7%
2nd Year+ Master's	21	16%	9	35%	8	22%	1	11%	3	5%	11	10%	10	36%
1st Year Doctoral	10	7%	4	15%	4	11%	0	0%	2	3%	8	7%	2	7%
2nd Year Doctoral	6	4%	1	4%	4	11%	0	0%	1	2%	4	4%	2	7%
3rd Year Doctoral	4	3%	3	12%	1	3%	0	0%	0	0%	3	3%	1	4%
4th Year + Doctoral	3	2%	1	4%	2	6%	0	0%	0	0%	1	1%	2	7%
Doc Candidate	20	15%	2	8%	11	31%	3	33%	4	6%	12	11%	8	29%
Total	135	100%	26	100%	36	100%	9	100%	64	100%	107	100%	28	100%

4. Do you work? Select one.

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Yes, full-time at FSU	14	10%	8	31%	2	6%	2	22%	2	3%	5	5%	9	32%
Yes, part-time at FSU (includes student assistants & graduate/teaching assistants)	48	36%	12	46%	15	42%	5	56%	16	25%	44	41%	4	14%
Yes, full-time off-campus	14	10%	5	19%	8	22%	0	0%	1	2%	3	3%	11	39%
Yes, part-time off-campus	22	16%	1	4%	2	6%	0	0%	19	30%	21	20%	1	4%
No, I do not work	33	24%	0	0%	6	17%	2	22%	25	39%	32	30%	1	4%
Other	4	3%	0	0%	3	8%	0	0%	1	2%	2	2%	2	7%
Total	135	100%	26	100%	36	100%	9	100%	64	100%	107	100%	28	100%

	Und	%	Mas	%	Doc	%
Yes, full-time at FSU	1	2%	3	7%	10	23%
Yes, part-time at FSU (includes student assistants & graduate/teaching assistants)	12	24%	14	33%	22	51%
Yes, full-time off-campus	0	0%	9	21%	5	12%
Yes, part-time off-campus	17	34%	3	7%	2	5%
No, I do not work	19	38%	12	29%	2	5%
Other	1	2%	1	2%	2	5%
Total	50	100%	42	100%	43	100%

5. Are you an international student?

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Yes	17	13%	3	12%	9	25%	1	11%	4	6%	16	15%	1	4%
No	118	87%	23	88%	27	75%	8	89%	60	94%	91	85%	27	96%
Total	135	100%	26	100%	36	100%	9	100%	64	100%	107	100%	28	100%

	Und	%	Mas	%	Doc	%
Yes	0	0%	8	19%	9	21%
No	50	100%	34	81%	34	79%
	50	100%	42	100%	43	100%

6. How you identify yourself in terms of your academic community? Select all that apply.

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
With my major	107	79%	14	54%	30	83%	7	78%	56	88%	90	84%	17	61%
With my department	42	31%	7	27%	13	36%	5	56%	17	27%	32	30%	10	36%
With the College of Education	46	34%	7	27%	7	19%	1	11%	31	48%	39	36%	7	25%
With Florida State University	66	49%	13	50%	14	39%	5	56%	34	53%	48	45%	18	64%

	Und	%	Mas	%	Doc	%
With my major	45	90%	33	79%	29	67%
With my department	10	20%	15	36%	17	40%
With the College of Education	24	48%	8	19%	14	33%
With Florida State University	27	54%	18	43%	21	49%

7. Are you involved with any College of Education student organizations? Select all that apply.

	All	%	Und	%	Mas	%	Doc	%	FT	%	PT	%
Applied Sport Psychology	8	7%	0	0%	1	3%	7	18%	8	8%	0	0%
Council for Exceptional Children	4	3%	3	7%	1	3%	0	0%	4	4%	0	0%
Council of Teachers of English	7	6%	6	14%	0	0%	1	3%	7	7%	0	0%
Florida Association for the Education and Rehabilitation of the Blind & Visually Impaired	2	2%	2	5%	0	0%	0	0%	2	2%	0	0%
Foreign and Second Language Education	2	2%	0	0%	1	3%	1	3%	2	2%	0	0%
Higher Education Student Association	8	7%	0	0%	6	15%	2	5%	6	6%	2	8%
Instructional Systems Student Association	7	6%	0	0%	3	8%	4	11%	6	6%	1	4%
Kappa Delta Pi Alpha Delta Chapter	6	5%	3	7%	1	3%	2	5%	5	5%	1	4%
Sport Management Student Organization	3	3%	3	7%	0	0%	0	0%	3	3%	0	0%
SPORT	7	6%	0	0%	1	3%	6	16%	7	7%	0	0%
Student Affiliates of School Psychology	3	3%	0	0%	3	8%	0	0%	2	2%	1	4%
Transcultural Res. and Ed. Consortium	2	2%	0	0%	0	0%	2	5%	1	1%	1	4%
We TEACH at FSU	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other	8	7%	1	2%	2	5%	5	13%	6	6%	2	8%
I am not a member of any COE student organization	65	54%	27	63%	21	54%	17	45%	48	51%	17	68%

Other:
Active Minds
Counselor Education Student Association
Counselor Education Student Association
School of teacher education graduate student association
STEGG (School of Teacher Education Graduate Group)
Student Organization of Health Service Psychologists

8. Outside of College of Education organizations, what type of FSU student organizations are you a member of? Select all that apply.

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Academic/Honorary	21	17%	3	13%	5	16%	0	0%	13	21%	15	15%	6	24%
Community Service	15	12%	1	4%	2	6%	1	13%	11	18%	14	14%	1	4%
Greek Life	20	16%	0	0%	0	0%	1	13%	19	31%	19	19%	1	4%
Health/Wellness	5	4%	0	0%	1	3%	0	0%	4	6%	5	5%	0	0%
Multicultural	6	5%	1	4%	1	3%	0	0%	4	6%	6	6%	0	0%
Performance	3	2%	0	0%	0	0%	0	0%	3	5%	3	3%	0	0%
Political	5	4%	0	0%	2	6%	0	0%	3	5%	5	5%	0	0%
Professional	12	10%	2	8%	3	9%	1	13%	6	10%	8	8%	4	16%
Recreational/Sport	14	11%	1	4%	3	9%	5	63%	5	8%	13	13%	1	4%
Religious/Spiritual	17	13%	1	4%	3	9%	0	0%	13	21%	16	16%	1	4%
SGA Affiliate	3	2%	0	0%	1	3%	0	0%	2	3%	2	2%	1	4%
Social	6	5%	0	0%	0	0%	0	0%	6	10%	6	6%	0	0%
Special Interest	3	2%	0	0%	0	0%	0	0%	3	5%	3	3%	0	0%
Other	2	2%	2	8%	0	0%	0	0%	0	0%	1	1%	1	4%
I am not a member of any FSU student organization	50	40%	14	58%	17	53%	3	38%	16	26%	36	36%	14	56%

9. How do you learn best? Rank by dragging and dropping each area.

	1	2	3	4	5	6	7
Lecture	40	33	22	19	10	6	1
Reading course material (books, articles, etc.)	27	29	28	21	23	3	0
PowerPoint Slides	20	27	29	25	21	8	1
Group Work	17	10	15	24	25	32	8
Writing	13	24	23	28	29	13	1
Memorizing information for tests	4	5	12	13	22	64	11
Other	10	3	2	1	1	5	109
Total	131	131	131	131	131	131	131

10. How satisfied are you with each of the following resources offered by the College of Education?

	Have Not Used, but Know About It	Do Not Know About	Have Used, Satisfied	Have Used, Neutral	Have Used, Dissatisfied	Total Responses
Learning Resource Center Computer Lab	26	12	81	12	1	132
Learning Resource Center Study Space	34	26	57	13	1	131
Virtual Lab	38	47	26	10	11	132
Tech Sandbox	52	27	44	8	1	132
Sport Psychology Lab	43	77	10	1	0	131
Assistive Technology Lab	33	88	9	1	0	131
Science Lab	35	94	1	2	0	132
Tully Lab	24	88	18	1	1	132
Morgan Studio	18	100	12	1	1	132
TeachLivE	21	98	6	4	3	132
Cyber Lounge	15	60	44	10	3	132

11. Optional: Are there any other general or technology-related resources that would aid in your learning?
ELPS
Larger access to NVIVO software, i.e. including in software package offered to students.
Needs more web programs such as ARCGIS, PHYTON to use
Assessment Software
EPLS
Software like Captivate, premier
nil
Adding NVivo to the Virtual Lab and making the virtual lab's connection more stable in the evening.
Access to instructional design software such as Articulate Storyline and/or Adobe Captivate.
For SPSS and other statistics packages to be made available to students as needed (and not just the demo versions). For the LRC computers to be updated and faster.   *The LRC staff are WONDERFUL and I have always had excellent experiences with them.
Instructional design software: Articulate Storyline, Adobe Captivate
More extensive e-book selection through the library; more reliable virtual lab and remote access to stats programs
More grad students space, places where graduate students could study and a computer lab with Mac computers.
Nil
Access to the virtual lab is spotty. Sometimes software only works during business hours and the LRC is also just business hours, so sometimes you're stuck with no access to resources and can't complete assignments and research.
Availability of programs such as Articulate Storyline 2, Captivate, SharePoint, etc. that most employers are specifying as requirements for hiring.
Building access for graduate students to work in their respective labs on the weekends would be great! It is difficult to get work done, conduct workshops, collect data, etc. when we limited to the weekdays. It is sometimes easier to get a group of people on the weekends and conduct the aforementioned tasks. Really strange/annoying that we do not have access to our own lab on the weekends.
SM
Working printers / computers built within the last 10 years
STE
Elevator, Free Microwave, Vending for Snacks, more outlets everywhere, WORKING CLOCKS in stone!!!!
A newsletter could be helpful and informative.
Free printing and having at least one computer lab in the LRC open at all times (not being used by a class).
There seems to be MULTIPLE confusing sites for students--- mystudentcenter, blackboard, graduation boards, etc... due to so many log in pages, I'm always worried about not finding what I need
Having access to more scanners would be beneficial, especially to scan textbooks with important information.
Having access to resources like BrainPop--you need a sign-in, and it would be nice if COE had its own log-in for students so we can use them in our lessons.
Not that I can think of.

12. Optional: Please use this space to provide comments about your experience with any College of Education resource(s).
ELPS
It would be helpful to have a 3-year list for courses available in all the departments, not just my home department, in helping to plan for the future.
EPLS
Hope we will have more video cameras and audio recorders in LRC we can borrow from.
All good!
Not technically a COE resource, but Gloria Colvin, who is the COE's librarian is FABULOUS
Would like to see student achievements highlighted in the hallways or on the LCD screens more - increases morale and increases awareness of what other students are doing within the COE.
Resource are great but we don't have any space where to study without distractions. We should have grad spaces like other colleges have.
All good!
I truly enjoyed all the resources and opportunities (conferences, informal get-togethers, guest speakers, etc.) that the ISLT department offered throughout my time at FSU.
Since not every graduate intends to pursue a career in academia, it would be great to have faculty promote business organizations such as ATD.
SM
Because sports management is physically distanced from the College of Education, it feels as though most resources are not meant for us. Although we are able to use all the equipment, I personally don't feel welcome at the College of Education, and the distance between the building and Tully Gym is a factor in that.
The problem with the Virtual Lab is that if you have one monitor it is impossible to see when you are about to be timed out while running analysis.
STE
More research funding for graduate students would be helpful. And having a coe academic journal would be an opportunity for us to publish our papers first here. And statistics courses need more lab hours.
Really not a fan of the cyber lounge. I don't find that the space lends itself to any discrete purpose, which I feel leads people to interpret it in some very divergent ways. Is it for socializing? Is it for quiet reading and work, like a library? In a space that small, it's very difficult to accommodate multiple uses and not have them step on each other's feet. In other words, either people aren't aware of better spaces for their activities, or there a number of needs that are not being met with the existing facilities.
I've really enjoyed and appreciated using all of the COE resources.
College of Education desperately needs more printers for students to use. The College of Education should really also decide to put in a snack machine for students who spend 6-7 hours and up there during the day with no food. There also really should be more study rooms/ desks in study rooms to study.
My program of study kept changing, so I was frustrated when there wasn't a clear plan of courses throughout the planned semester.
I would really enjoy having a vending machine in the building. This side of campus is pretty far from the union where food is available

and many of us are in this building all day and cannot leave because of parking.		
The technology lab is very useful, however limited to space.		
Please add food vending machines!!!!!!		
The library has been helpful in being able to have small group study session.		

13. How often do you meet with your faculty advisor/major professor?

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Weekly	20	15%	4	16%	4	16%	1	11%	10	16%	18	17%	2	7%
Bi-weekly	11	8%	0	0%	0	0%	1	11%	4	7%	9	9%	2	7%
Monthly	32	24%	7	28%	7	28%	3	33%	15	25%	29	28%	3	11%
Semesterly	44	34%	6	24%	6	24%	3	33%	25	41%	34	33%	10	37%
Annually	9	7%	2	8%	2	8%	1	11%	3	5%	5	5%	4	15%
Other	5	4%	1	4%	1	4%	0	0%	0	0%	3	3%	2	7%
I have never met with my faculty advisor/major professor	10	8%	5	20%	5	20%	0	0%	4	7%	6	6%	4	15%
Total	131	100%	25	100%	25	100%	9	100%	61	100%	104	100%	27	100%

	Und	%	Mas	%	Doc	%
Weekly	8	17%	2	5%	10	24%
Bi-weekly	1	2%	1	2%	9	21%
Monthly	11	23%	9	21%	12	29%
Semesterly	22	47%	11	26%	11	26%
Annually	2	4%	7	17%	0	0%
Other	0	0%	5	12%	0	0%
I have never met with my faculty advisor/major professor	3	6%	7	17%	0	0%
Total	47	100%	42	100%	42	100%

14. How satisfied are you with the support you receive from your faculty advisor/major professor?

	All	%		ELPS	%	EPLS	%	SM	%	STE	%		FT	%	PT	%
Extremely satisfied	59	45%		12	48%	12	33%	1	11%	34	56%		53	51%	6	22%
Moderately satisfied	41	31%		7	28%	10	28%	6	67%	18	30%		32	31%	9	33%
Neither satisfied nor dissatisfied	16	12%		3	12%	5	14%	1	11%	7	11%		11	11%	5	19%
Moderately dissatisfied	12	9%		1	4%	8	22%	1	11%	2	3%		7	7%	5	19%
Extremely dissatisfied	3	2%		2	8%	1	3%	0	0%	0	0%		1	1%	2	7%
Total	131	100%		25	100%	36	100%	9	100%	61	100%		104	100%	27	100%

	Und	%	Mas	%	Doc	%
Extremely satisfied	25	53%	17	40%	17	40%
Moderately satisfied	15	32%	10	24%	16	38%
Neither satisfied nor dissatisfied	6	13%	5	12%	5	12%
Moderately dissatisfied	1	2%	7	17%	4	10%
Extremely dissatisfied	0	0%	3	7%	0	0%
Total	47	100%	42	100%	42	100%

15. Do you have a faculty mentor at FSU?

	All	%		ELPS	%	EPLS	%	SM	%	STE	%		FT	%	PT	%
Yes	48	37%		16	64%	13	36%	3	33%	16	26%		39	38%	9	33%
No	83	63%		9	36%	23	64%	6	67%	45	74%		65	63%	18	67%
Total	131	100%		25	100%	36	100%	9	100%	61	100%		104	100%	27	100%

	Und	%	Mas	%	Doc	%
Yes	12	26%	15	36%	21	50%
No	35	74%	27	64%	21	50%
Total	47	100%	42	100%	42	100%

16. Optional: Please use this space to provide comments about your experience with your faculty advisor/major professor and/or faculty mentor.

ELPS

I love my faculty advisor and consider her as well as other faculty in my department to be mentors. They are truly what makes my experience wonderful.

The higher education program doesn't encourage mentoring with professors

As a part-time student, I am likely just a little early in really developing a faculty mentor/close relationship with my advisor (plus, I am thinking of switching). Everyone seems nice and available, though.

Honestly do not even know who my faculty advisor is...

Dr. Park is wonderful. Always helpful and keeps me on the right track. Great feedback!

They are very supportive. Other than academic work, I think they have great personality that I admire.

Without her support I would not have been able to survive and make it out of the program.

The faculty have a lot of strain on them in terms of their responsibilities. Many of them have families outside of the office. While in the office, they have the large commitment to research, teaching multiple courses, advising etc. Often there are 25 things to do but only time for 10. I think overall the department would benefit from examining how professors are assigned responsibilities. If things are shifted, I think professors will have more one-on-one time for students and could provide more meaning experiences for students.

EPLS

Jim Klein (ISLT) makes supporting his students a priority and this is evident in his attention to us. I'm making progress through my doctoral coursework and dissertation thanks to his diligence in making sure I don't fall behind and get off track.

I love my advisor. She is just too busy and has limited attentions to me. She has lots of doctoral students.

I think all the professors in ISLT are very experienced and passionate about teaching us and guiding us through our program. They are really awesome people!

very discouraging and disassociated experience, unless directly related to major professor/advisor interest or research there is no support garnered

My advisor is wonderful in an emotionally supportive manner, but is not remotely academically supportive. I receive no feedback on any of my work that I submit, and I am constantly unsure of where I should be in my degree process.

Many students in the ISLT program are online and I feel they receive less guidance than those on-campus who attend face-to-face orientation.

At times it feels as though the faculty advisor/major professor is only concerned about their career and is less interested in nurturing student growth. There have been times when I felt more supported in the past but after speaking with fellow students I came to realize that my experience was not uncommon.

Dr. Graig Chow is an incredible mentor, advisor, supervisor, and instructor. He dedicates more time than what's expected of him, or should be expected of anyone. It's clear that the success of his students is his priority and he will go above and beyond in a number of capacities to see that the sport psychology program at FSU is highly reputable and successful!

My advisor was confident in my abilities, but provided very little structure, feedback, or guidance for my research. I believe this has

caused a lot of unnecessary delays in my progress.
I emailed my adviser before beginning school, but did not get much advice. Essentially the message I got was, "you can pick any of these courses". It would have been nice to work out a plan to make sure I am able to take the courses I need in the next few term since not all course are offered over the summer.
Great professors, but we are so many and they are so few!
Very experienced and always provide me with the necessary guidance and feedback on performance
It's mostly my prerogative to engage my advisor. This is understandable at the doctoral level.
Dr. Graig Chow is my adviser and he has been a great supporter of the work I do. He has been providing excellent recommendations and professional guidance.
I have been a distance learning student throughout my Graduate program. I reached out to my advisor at the beginning of the program and was willing to drive 3 hours for a face to face meeting. I was rebuffed. Twice I asked my advisor for input/advice on courses and found little support or effort to even understand my situation or my concerns. I was never offered a faculty mentor.
It would have been wonderful to have someone actively involved in mentoring me throughout the 2+ yrs of the program. However, I understand that some faculty members are stretched extremely thin. Plus I was an online student. It is only natural that F2F and doctoral students receive more attention. Whenever, I actively sought advice, my advisor was quick to respond and help was never far away
SM
Dr. Pappas is the best at motivation and taking time to help students. He motivates me every time we talk.
The sport management advising in Tully should be improved in both knowledge of course mapping and connection to the advisers in the Stone building.
My original faculty advisor was not good but he left the university.
STE
Rikki and Katie are the best!
Dr. Dennis is so knowledgeable, helpful, and understanding. She has been my greatest resource in terms of learning and advising since entering my major.
Teachers in cohorts tend to be basis towards certain students. Having the same teachers for multiple semesters really brings this to student's attentions.
Very frustrating. I've actually cried, due to the confusion, and lack of help.
Dr. Myers has been an amazing resource and mentor for everyone in the Social Science Education program. He is always available and cares about his students. It is clear that he is preparing us for long-term success within education.
At times the education major requires hours within a school, but cannot place you. This results in student stress.
I had two faculty mentors and they both left the school. Now that they are gone I feel extremely unsupported and sometimes lost. It was great having mentors to guide me, but it is very hard to stay engaged and motivated when you no longer have them.
Dr. Lewis has gone above and beyond to make me feel comfortable and prepared in my field

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

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Extremely positive	66	51%	12	48%	16	44%	6	67%	19	32%	56	54%	10	37%
Moderately positive	50	38%	10	40%	17	47%	1	11%	27	45%	35	34%	15	56%
Neither positive nor negative	11	8%	3	12%	2	6%	2	22%	11	18%	10	10%	1	4%
Moderately negative	3	2%	0	0%	1	3%	0	0%	3	5%	2	2%	1	4%
Extremely negative	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	130	100%	25	100%	36	100%	9	100%	60	100%	103	100%	27	100%

	Und	%	Mas	%	Doc	%
Extremely positive	27	59%	20	48%	19	45%
Moderately positive	14	30%	18	43%	18	43%
Neither positive nor negative	3	7%	4	10%	4	10%
Moderately negative	2	4%	0	0%	1	2%
Extremely negative	0	0%	0	0%	0	0%
Total	46	100%	42	100%	42	100%

34

18. How would you describe interactions with non-teaching staff in your department?

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Extremely positive	50	38%	9	36%	17	47%	5	56%	19	32%	40	39%	10	37%
Moderately positive	50	38%	7	28%	14	39%	2	22%	27	45%	41	40%	9	33%
Neither positive nor negative	23	18%	8	32%	2	6%	2	22%	11	18%	17	17%	6	22%
Moderately negative	7	5%	1	4%	3	8%	0	0%	3	5%	5	5%	2	7%
Extremely negative	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	130	100%	25	100%	36	100%	9	100%	60	100%	103	100%	27	100%

	Und	%	Mas	%	Doc	%
Extremely positive	14	30%	19	45%	17	40%
Moderately positive	22	48%	9	21%	19	45%
Neither positive nor negative	9	20%	12	29%	2	5%
Moderately negative	1	2%	2	5%	4	10%
Extremely negative	0	0%	0	0%	0	0%
Total	46	100%	42	100%	42	100%

19. Optional: Please use this space to provide comments about your experiences with faculty members, teaching staff, and/or non-teaching staff in your department.

ELPS

Something needs to be done about the disconnect between the full time employees here at FSU and the college. Working 40 hours a week and doing classes means it is very hard to connect with the college. Some sort of orientation for working students needs to be developed.

EPLS

nil

There is wide variability in the quality of teaching across courses. Generally TA's are excellent and can sometimes be better than tenured professors. I wish there was a way for COE admins to sit in on a lecture or two unannounced... both to catch the good as well as the mediocre. As students we pay considerable sums for our educations and often seek these paths due to our passion and idealism, yet we can be sorely disappointed when we're not met with the same intellectual stimulation and enthusiasm in the classroom.

The faculty in my program are mostly very approachable and knowledgeable. There has been a lot of turn-over in my program, which I believe has led to some issues with consistent mentorship and quality of instruction. Also, I've sometimes found it difficult to get in contact with staff in OASIS.

They are very passionate about their daily work and job.
One professor I had a research assistantship with left me to do her research projects with no support while she was out of the country. I had no research experience at the time and she provided no feedback on my work. When she returned, she had me move her office and then fired me 4 days before the next semester started leaving me without a position or tuition waiver. She no longer is with FSU or COE. Everyone else has been great in terms of faculty.
Instructors were wonderful and understood the dilemma I had with my "advisor." As soon as I mentioned his name they told me he was knows as ineffective and unhelpful. I avoided courses taught by my advisor because of all the negatives I heard about him. I had little engagement with grad assistants in this program- instructors were all very hands on and accessible. Mary Kate was the only non instructional staff member I had regular contact with and she was outstanding and always helpful.
Wonderful people!!! Just as I expected and more.
Disorganization and miscommunication with some of the non-teaching staff is present and tends to cause confusion and more work.
STE
I have been enrolled in two Educational Psychology classes (I was enrolled in one and switched to another that was not any better) and found that both professors were extremely unknowledgeable in their content area.
Everyone is very professional and polite.
Biased & unorganized
Samantha Dezerga has been the MOST helpful person I've met through FSU online. She always goes above and beyond to help explain things for me, or help correct any electronic issues I've had with the FSU computer systems. She really is patient, friendly, and quick to help!
The professors who are specifically teaching social science education classes are so amazing, especially Dr. Lo and Dr. Myers. They are willing to help us in any way they can.

20. Do you receive emails from the College of Education? "From" fields would include: COE Communications, Dr. Amy Guerette, Lisa Beverly, and/or George Green. This does not include departmental or major listervs

	ALL	%		ELPS	%	EPLS	%	SM	%	STE	%		FT	%	PT	%
Yes	97	76%		18	72%	31	86%	9	100%	39	67%		75	74%	22	81%
No	9	7%		2	8%	2	6%	0	0%	5	9%		6	6%	3	11%
Not sure	22	17%		5	20%	3	8%	0	0%	14	24%		20	20%	2	7%
Total	128	100%		25	100%	36	100%	9	100%	58	100%		101	100%	27	100%

	Und	%	Mas	%	Doc	%
Yes	26	59%	33	79%	38	90%
No	5	11%	3	7%	1	2%
Not sure	13	30%	6	14%	3	7%
Total	44	100%	42	100%	42	100%

21. Tell us about your satisfaction with the College of Education website (education.fsu.edu):

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
I've never visited the website	19	15%	4	16%	5	14%	2	22%	8	14%	16	16%	3	11%
Extremely satisfied	21	16%	7	28%	4	11%	1	11%	9	16%	16	16%	5	19%
Moderately satisfied	52	41%	6	24%	18	50%	3	33%	25	43%	42	42%	10	37%
Neither satisfied nor dissatisfied	29	23%	7	28%	5	14%	2	22%	15	26%	22	22%	7	26%
Moderately dissatisfied	7	5%	1	4%	4	11%	1	11%	1	2%	5	5%	2	7%
Extremely dissatisfied	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	128	100%	25	100%	36	100%	9	100%	58	100%	101	100%	27	100%

	Und	%	Mas	%	Doc	%
I've never visited the website	7	16%	9	21%	3	7%
Extremely satisfied	6	14%	9	21%	6	14%
Moderately satisfied	20	45%	15	36%	17	40%
Neither satisfied nor dissatisfied	11	25%	8	19%	10	24%
Moderately dissatisfied	0	0%	1	2%	6	14%
Extremely dissatisfied	0	0%	0	0%	0	0%
Total	44	100%	42	100%	42	100%

22. Why do you visit the COE website? Select all that apply.															
	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
I've never visited the website	18	14%	3	13%	4	11%	2	22%	9	16%	16	16%	2	7%
Faculty or staff information	61	48%	15	63%	19	53%	3	33%	24	41%	47	47%	14	52%
Course/curriculum information	69	54%	14	58%	18	50%	4	44%	33	57%	55	55%	14	52%
Resource information	62	49%	13	54%	18	50%	6	67%	25	43%	47	47%	15	56%
Graduate Handbooks	35	28%	13	54%	13	36%	1	11%	8	14%	20	20%	15	56%
Forms	47	37%	10	42%	21	58%	1	11%	15	26%	32	32%	15	56%
Other (please list)	9	7%	2	8%	4	11%	0	0%	3	5%	6	6%	3	11%

	Und	%	Mas	%	Doc	%
I've never visited the website	8	18%	7	17%	3	7%
Faculty or staff information	15	34%	20	49%	26	62%
Course/curriculum information	28	64%	23	56%	18	43%
Resource information	22	50%	15	37%	25	60%
Graduate Handbooks	6	14%	11	27%	18	43%
Forms	12	27%	11	27%	24	57%
Other (please list)	1	2%	3	7%	5	12%

Other (please list)
ELPS
Items related to my work (such as creating help tickets for IT or the website).
Found it to be somewhat none useful
EPLS
PhD programs
Portfolio requirements
Access program website(s)
STE
PhD programs
Portfolio requirements
Access program website(s)

23. How would you prefer to receive information from the College of Education? Select all that apply.

	Academic Information (deadlines, policies, etc.)	College-wide Announcements	College-wide Events	College-wide Accomplishments / Recognition
Email	120	111	110	98
Facebook	19	27	36	33
Instagram	3	4	9	11
LinkedIn	2	2	2	4
Twitter	4	5	12	11
Blog	0	0	1	1
In class from faculty members	44	32	28	23
COE Website	27	32	27	26
Other	2	1	2	3
BlackBoard	57	44	39	34

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

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Always	36	28%	7	28%	7	19%	2	22%	20	35%	28	28%	8	30%
Most of the time	79	62%	15	60%	25	69%	5	56%	34	60%	66	66%	13	48%
Rarely	12	9%	3	12%	4	11%	2	22%	3	5%	6	6%	6	22%
Never	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	127	100%	25	100%	36	100%	9	100%	57	100%	100	100%	27	100%

	Und	%	Mas	%	Doc	%
Always	14	33%	11	26%	11	26%
Most of the time	28	65%	25	60%	26	62%
Rarely	1	2%	6	14%	5	12%
Never	0	0%	0	0%	0	0%
Total	43	100%	42	100%	42	100%

25. Optional: Please use this space to provide comments about College-wide communications.

ELPS

Honestly, sometimes it seems like the faculty don't really know what's going on, policy-wise. They are learning with us on a lot of the policies, because sometimes the policies have changed? At least, that's the explanation I get. Usually my faculty err away from answering questions and just direct me straight to websites, handbooks, or OASIS so they can avoid saying the wrong thing.

The college makes too much use of listserv emails. I often find that too many emails are sent out on listservs that are not worth the time or are often a bother and pester students.

They're excessive, I feel like

I did not attend the regular orientation session and did not know a lot of the things that were required of me. Someone needs to find the students who work full time and reach out to them so they can set up a support network within the college.

EPLS

I always feel disconnected from "updated" information. I don't always feel confident that the forms I download from the COE website or Bb pages are the most current. I see emails from OASIS come through, but not always do I need that info right then. I'll later search for the information via the COE website and Bb, but sometimes find old forms or posts. I would appreciate a one-stop-shop place for ALL updated forms (prospectus, dissertation, funding, etc.).

nil

nil

There are many events I would have liked to attend and would have attended despite being three hours away. However notification of events in most cases was less than a week prior and gave me no time to plan accordingly. I felt this demonstrated a disregard for distance learning students who would have liked to be engaged in some live activities.

STE

Way too many emails, I receive at least 5 a day

Less clutter emails

Sometimes, the College of Education forget to tell the minor education areas (like social science education) information

26. Were you aware that the College of Education offers scholarships annually? Select all that apply.

	All	%	ELPS	%	EPLS	%	SM	%	STE	%	FT	%	PT	%
Yes, I applied for one this year	37	29%	7	28%	7	19%	1	11%	22	38%	33	33%	4	15%
Yes, I've received one in the past	23	18%	4	16%	6	17%	1	11%	12	21%	18	18%	5	19%
Yes, but I did not apply	38	30%	5	20%	14	39%	3	33%	16	28%	27	27%	11	41%
No, I was not aware	36	28%	11	44%	9	25%	4	44%	12	21%	28	28%	8	30%

	Und	%	Mas	%	Doc	%
Yes, I applied for one this year	16	36%	8	19%	13	31%
Yes, I've received one in the past	11	25%	5	12%	7	17%
Yes, but I did not apply	12	27%	16	38%	10	24%
No, I was not aware	9	20%	14	33%	13	31%

27. Optional: Please use this space to provide comments about the College of Education scholarship process.

ELPS

The scholarship process needs to be better managed. I felt like the decision process took too long and the timeline was unacceptable.

I do not think I was eligible for any of them as a part-time student.

It's great!

most of the scholarships only cover one semester, it would be great to they could be across two or divided across two.

EPLS

It is difficult for for majors less related to teaching, sport psychology/management etc, to receive scholarships because they rarely apply to non teaching related majors and mostly apply to teachers or very specific majors.

I received a needs-based, non major specific scholarship in the past and am now unable to apply because they are too specific now.

I was not fond of the scholarship process. Last year I applied for a scholarship and never heard back regarding whether or not I was awarded the scholarship by the deadline. I contacted Mr. Derryberry about this to request more information about when applicants should find out who was chosen, but I did not receive a reply and neither did other peers.

I applied twice, but failed. I figured out that I am not so qualified. Then I stop applying for it.

nil

I had been told that many of the awards were for first-year students and therefore I need not apply.

It is difficult to find ones that apply to distance learners. I have tried to call and get the information clarified but it took a long time to get the answers and it ended up being that it did not apply to off site learning. After that I gave up looking because it was taking so

long.
NA
It's difficult to understand the requirements for applying and how award decisions are made. Also I missed required events after receiving one due to no communication or reminders during the year.
I was awarded an ISLT specific scholarship at the end of my first semester which was super encouraging and helped me make it through some challenging times. Not sure if that qualifies as COE scholarship. I also wasted time applying for other scholarships only to discover almost at the end of the application process that something disqualified me. Eligibility requirements and disqualifying factors should be posted upfront to avoid wasted time.
It is nice that you offer this, but it is discouraging that 95 - 99% of the opportunities available are not relevant to my major or we do not fit the criteria to apply in the first place because of our major.
STE
Wonderful!!
I found that many of the scholarship were so specific that I did not fit the requirements.

28. Has your program of study been delayed because of a lack of course offerings?

	All	%		ELPS	%	EPLS	%	SM	%	STE	%		FT	%	PT	%
Yes	16	13%		3	12%	7	19%	0	0%	6	10%		13	13%	3	11%
No	112	88%		22	88%	29	81%	9	100%	52	90%		88	87%	24	89%
Total	128	100%		25	100%	36	100%	9	100%	58	100%		101	100%	27	100%

	Und	%	Mas	%	Doc	%
Yes	3	7%	2	5%	11	26%
No	41	93%	40	95%	31	74%
Total	44	100%	42	100%	42	100%

29. Are courses offered at times that best fit your schedule in regards to work, other courses, and family obligations ?

	All	%		ELPS	%	EPLS	%	SM	%	STE	%		FT	%	PT	%
Yes	82	65%		18	72%	25	71%	6	67%	33	57%		59	59%	23	85%
No	45	35%		7	28%	10	29%	3	33%	25	43%		41	41%	4	15%
Total	127	100%		25	100%	35	100%	9	100%	58	100%		100	100%	27	100%

	Und	%	Mas	%	Doc	%
Yes	23	52%	29	69%	30	73%
No	21	48%	13	31%	11	27%
Total	44	100%	42	100%	41	100%

30. Optional: Please use this space to provide comments about course offerings.

ELPS
I had to substitute a course for a course in another college because it wasn't offered in time to graduate.
As a full-time employee, I prefer late afternoon or evening classes for sure. Also, I wish there were more offerings in the summer.
Some classes are offered only on given semesters at given times -- this made scheduling difficult at times, especially with work schedules!
For working students, courses beginning at 3:30pm are difficult to navigate, forcing short work days.
EPLS
Some stats classes are offered later than most would like; after 5pm
This depends. It is hard to find a time when courses are offered at the best times for everyone. Particularly in my major it is hard to find an adequate time for all classes because of professor availability and also our internship requirements. Students have to meet hour requirements at their internship and this does not work well sometimes with course offerings.
It is all good!
I wish the planning tool had more accurate information about which term courses are offered. I had planned on one this summer that had originally been listed but now it is not available.
It would be good if we receive course offerings for future semesters as early as possible so that we can plan ahead i.e. read up about the course, find out from friends who have taken course, what their experiences were etc.
So many courses are only provided at night, which is hard with a family. The fees for online courses are crazy high as well.
All courses were online.
I'm part time so it will become more challenging as I get closer to finishing my program.
In keeping with the rest of the world, some courses should be updated or removed as core class requirements.
I was just made aware of the rule that we cannot take more than a certain amount of 'seminars (EDF 6937)' while obtaining our degree (or degrees, if we continued to obtain a PhD in our major). As graduate students, I think that these specialized seminars are

important and that we should be encouraged to take as many as we can - especially since these are specialized topics in the field we are getting our degree in.

SM
All my classes are at night, which does stink sometimes, but it allows for consistency and I can create a work schedule that is acceptable to job and internship requirements.
There should be a wider variety of times for Sport Management courses. Too many classes start at 8:00 and give no other times for the same class.

STE
Lots of college of education classes are one day a week classes and are offered in the late afternoon until night or night classes, which is very inconvenient for work schedules.
Courses are placed at random times some going too late. I rather have morning classes than classes that go until 8/9 PM.
I've had to rework my work schedule around courses multiple times.
They're always really late and really long. For example, 7-9pm, 5:15-8pm, and 4-6:30pm.
Night courses are upsetting
Courses for each block are spread out to ridiculous hours. This in turn, caused most people to have to quit there jobs. I am currently struggling to pay rent over this issue. There is no remorse for students with jobs. Professors in response say "having a job while in this major is not recommended".
Having evening courses scheduled after practicum days spent in the field is extremely stressful.
The mandatory summer courses for English Ed really were an inconvenience for some students, not including myself, pushing them back a whole year. I think these courses should be available throughout the year so students do not have to sit around for a whole year to re-enter the program.
A lot of the Social Science Education you only have 1 maybe 2 options, so it is really hard to make a schedule with set in stone classes like that. There have been times where I could not take classes because I had to take an education class because it was the only time available.

31. 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 Responses
Dean's Symposium	111	9	6	1	0	0	127
Technology Showcase	102	6	11	7	1	0	127
Ice Cream Social	85	21	13	5	1	1	126
Student/Donor Scholarship Awards Ceremony	103	11	6	7	0	0	127
Pre-Game Tailgate	102	10	9	5	0	1	127

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

	All	%		ELPS	%	EPLS	%	SM	%	STE	%		FT	%	PT	%
Socials	67	60%		14	78%	14	42%	3	38%	36	69%		60	67%	7	33%
Research events	47	42%		9	50%	19	58%	3	38%	16	31%		34	38%	13	62%
Presentations	57	51%		11	61%	20	61%	4	50%	22	42%		44	49%	13	62%
Off-Campus Events	38	34%		5	28%	12	36%	2	25%	19	37%		32	36%	6	29%
On-Campus Events	60	54%		8	44%	17	52%	4	50%	31	60%		51	57%	9	43%
Career Support	57	51%		8	44%	18	55%	4	50%	27	52%		46	51%	11	52%
College-wide orientation (for new students)	22	20%		1	6%	9	27%	3	38%	9	17%		20	22%	2	10%
Other	2	2%		0	0%	0	0%	0	0%	2	4%		1	1%	1	5%

	Und	%	Mas	%	Doc	%
Socials	30	71%	18	53%	19	54%
Research events	11	26%	11	32%	25	71%
Presentations	18	43%	12	35%	27	77%
Off-Campus Events	14	33%	12	35%	12	34%
On-Campus Events	28	67%	19	56%	13	37%
Career Support	24	57%	13	38%	20	57%
College-wide orientation (for new students)	8	19%	8	24%	6	17%
Other	1	2%	1	3%	0	0%

33. Optional: Please use this space to provide comments about current or potential COE Week or college-wide events.
ELPS
College-wide events are not highly publicized in my program (but is perhaps widely publicized in my department). Our program has a strong, exclusive culture. I think we feel a lot of support within our program, so it's hard to feel encouraged to get outside of our program and do more college-wide activities. Perhaps we would be more likely to go to college-wide events if it seemed applicable to our field of study, profession, or really just an expectation in general.
More evening or weekend events would be helpful for me. It can be really difficult to attend things on weekdays, though I do appreciate having the live streaming of some of the lectures/presentations.
Those of us that work 8 to 5 cannot attend anything that conflicts with those hours. So most of the events are not an option for us.
COE Week is great! The Dean's Symposium this year was incredible. Well done.
EPLS
nil
nil
I think more advertisement should be considered; not just the week before, but starting a few weeks before.
SM
I understand that the College of Education is for education related fields, but again, it doesn't feel that sports management belongs with the department. Even if socials sound interested, I doubt how they relate to sports management, and I don't want to attend.
STE
There should be more pubbing about the event on instagram and they should be more catered to students although faculty are students as well.

34. Optional: What are two areas of the COE, your department, or your major that are great?
ELPS
Communications, social media
Hardee Center programming; HESA
Some of the other students and faculty are really great. I appreciate the smaller scale of the department than my previous master's department. People feel more genuinely connected.
Advisors and communication
My professors. The other students in the program.
My major professor
The faculty in the Higher Education Program
faculty, scholarships, cohort model
EPLS
Study spaces and availability of resources

communication between college and students
Focus on research methods, a fame in instructional design
The faculty staff and the non-teaching staff, they are very helpful and always engaging us.
I love the CORE conference. It's a great way to learn what other people are doing in the college.
(1) Cyber Lounge (2) Email communication
The philosophy and design of the program is ideal for people who ultimately want to focus on mental health services for children--very well-rounded. The peer support has also generally been great. There is a lot of teamwork and information passed around informally.
Resources and quality of professors.
The faculty members and Administration/
Other students and staff
Our major and department staff are awesome!
Dr. Chow
Instructors and Mary Kate
Communication
1. Faculty and staff support/availability and dedication to student success. 2. New courses being added to keep program current and in-step with real-world competencies.
Sport Psych Lab and Tech Sandbox
SM
The faculty and staff are great, they know what they're talking about and they want to help students. Also, the many resources available to students to succeed.
I love having grad students teach the Sport Management classes, since it gives us students a professor who can relate to us. Also, there seems to be many resources in the Stone building for us to use at any time.
communication specifically has been great and the faculty/staff have been available when needed
STE
My advisor (Rikki Roccanti) is awesome and she is awesome about communicating.
I love that we are required to take all of our classes as a cohort. I love that the professors are consistently available.
The advisors and the building.
The facilities are well up to date, and Dr. Myers is fantastic.
'- The professors - The classes
Rikki and Katie
The teachers and the amount of practicum experience we have every semester.
For the most part, the professors are excellent and the courses have been relevant, interesting, and helpful. Also, I love the field experiences.

Instructors, support
The professors and course materials.
OASIS staff is for the most part friendly and helpful (once I was told I didn't need a math class that I did need), nice furniture and overall cleanliness of the building
Very beautiful, clean bathrooms
Faculty are top-notch in STE Our building has lots of resources and great places to have meetings or places for casual or work conversations
I love my cohort and the support i receive from them daily. I also loved having Dr. Dennis as a department head and Sara Tours as a professor. They work really well with their students and want what's best for us. My major is great because I love what I do, I have learned so much in just my Junior year in the program.
The faculty (knowledgeable) and instruction about evidence-based practices in teaching
Field Experience Karen Parsons, Tracie Kervin, and Susan Davis were great teachers
Samantha D has been very helpful, and Gina Plattos is an excellent professor.
The faculty is always very supportive and understanding. Blackboard was always very helpful!
The best part of the Social Science Education program is having Dr. Myers as our professor. The best part about being in the COE are the advisers (like Mr. Mozier!) and the resources for having a successful internship and eventually getting a teaching position.
The people and the experience from the internship.
I love my English education professors and advisers. I find they we have a lot of support and aid when we seek it.
The staff is wonderful. The LRC is also wonderful.
My major professor. Measurement and Statistics certificate.
The building (it's beautiful!) and the faculty (they're fantastic!).
Professors Jaber and Southerland
The final internship of elementary education is great.
The professors are amazing and very personable. Also, the cohort atmosphere is very important for the major.
About half of the professors offer thoughtful, non-threatening feedback, that can be viewed as constructive feedback.
The professors and the office suites
Assessment & behavior class
the professors!!!

35. Optional: What are two areas of the COE, your department, or your major that can be improved?
ELPS
Department: Advising, practicality
Better communication about course/program expectations; understanding the challenges of being a practitioner and student.
Some of the students are a little lackluster. I feel many often have not done the reading and do not really engage in class, which is really frustrating for a PhD program. It also seems the program/department is enabling them to slide by.

Advising and outreach.
Less emails over the Higher Education listserv
student research, academic support
EPLS
More course offerings, better financial support for students
Need more experience regarding how to educate and intervene with students (academically). We are not taught specific strategies on how to educate students in our courses. We need a true teaching class in order to understand how to create lessons to follow a curriculum.
funding and support for COE organizations additional professors in sport psychology some aspects of website difficult to navigate
Research opportunities for graduate students, the teaching experiences for Ph. D
Nil
adequate funding in ALL disciplines and majors
My program does not emphasize the important of being practical. They don't seem to recognize that spend 7 years to get a PhD is cost-prohibitive. Their research and research in general tends to overshadow the practicalities of real-life.
(1) Graduate student guidance in selecting courses (2) Graduate student socials and career events
Faculty accountability for teaching and promoting student research. Consistency of expectations and information disseminated about the expectations.
Grad space and more faculty!
Nil
office space and research opportunities
I wish we had more inter-department opportunities.
Advisors/Mentoring and advance notification of events.
More open to part time students
1. Deleting "busy work" requirements from courses 2. Updating or removing some courses from core class list
(a) More space for the sport psych lab - we are doing a lot of research, applied work, workshops, and obtaining new technologies, that we are in need of more space; and (b) carols/cubicles/offices for all graduate students (at least PhD) to work in during their graduate career.
SM
The COE could do more to make the sports management department feel more included. Honestly, I don't know why we're in the College of Education, I feel we best fit in with the College of Arts and Sciences. I feel out of place when I'm there or when I tell people I'm in this college. Secondly, your scholarship announcements tell students to look at scholarships, but it is a round about way to actually find out how to

apply for them. Please make direct links or as direct as possible.
The SPM department needs to be more connected to the Stone building in terms of learning all the resources available for us and any sort of news. Also, advising in Tully needs to be more connected to the Stone building as well.
STE
Having more knowledgeable teachers. Lots of teachers simply read off of PowerPoint slides. Class times need changing to earlier in the day and not one day a week.
I believe a lot of my major is subjective. I feel like maybe the disposition program could be revamped to consider that we are college students and not yet full fledged professionals. I don't know of another major that a student can be "asked to leave" or "kicked out" the way the students in education can. I believe the professors can work together better to decides what they expect from us. We're told so many different things in all of our classes, which makes things harder and more confusing.
Communication of available resources
The curriculum within the basic education courses are terrible, and the graduate students who teach them do not know what they are talking about. THIS IS NOT AN EXAGERRATION. I have read through the textbooks provided within these courses and have personally learned more than I have learned within the classroom meetings.
'- The scheduling   - The preparation for testing
More work in real classrooms, TSL classes could be majorly improved, both courses I have taken are the exact same and teachers are not informed on the information.
We should be told about the Sandbox early and often
I would be interested in more research-related events and presentations.
Class times: I wish they weren't 3 hours long and possibly split into 2 classes per week and possibly not at night.
Interaction with students from other edu majors (i.e. fun social events that promote communication among people you may have otherwise never spoken to), clarity in terms of graduation requirements/ student teaching requirements
Study rooms, snack vending machines, and printers. There is a lack of all of these items.
I wish that we could have more fundraisers or events that make the department go head to head. Like Early Childhood Ed Junior block and Early Childhood Ed. Senior block could come together to raise money and compete against the Elementary Ed or Special Ed block. I would love to meet more fellow teachers and get involved in events for the kids.
Some of the faculty (attitudes) and logistical consistency/simplicity (the 3-year MS in ESE is a different program than most and offers some logistical "hiccups" with OASIS)
Having workshops/test prep seminars for the teacher certification test
ECE is very unorganized & has a huge lack of communication(or miscommunication). Made this very frustrating for both academic work and field work. Also, teachers need to be more neutral and less biased.
Dean of the Department is confusing, and not very helpful.
Some classes were offered very late at night during dinner/work/study hours, which made it inconvenient. Some coursework was

unnecessary.
I believe that the curriculum for the Social Science Education program should be modified. After graduation, we are certified to teach any class within the social sciences, including history, geography, sociology, psychology, economics, and government. History classes dominate the requirements - I feel the requirements should be well rounded. Also - I believe that every student within the COE should be required to take a modern language for three semesters. The United States is becoming more diverse and graduates with experience in another language will be more prepared for the classroom and more employable.
Being placed in schools for hours and not overwhelming students during their first semester in the major.
Study resources for major exams/tests for the work force and events
Financial support. Interaction between PhD students.
There could be food options in the stone building so that the people who have class from 8-5 can get a snack!
I think that English Ed should have more time in the classroom before their internship, helping them ease into the transition. Also, less work should be had during the internship so the student can focus solely on the internship. I think everything we learn is important however most of it is not practical when actually teaching.
About half of the professors offer feedback that is intimidating and can be viewed as destructive feedback.
Nemeth code class

36. Do you have any other comments that you'd like to provide?
ELPS
The higher ed professors are more focused on doc students and their own research
Thanks for requesting our feedback. Good luck, team!
no
EPLS
Nil
Thank you for asking these questions - sorry I ran out of time to complete them. Surveys like this go a long way to make students feel heard - ESPECIALLY if a follow-up email is distributed aggregating the gathered information - it also reinforces the time we take to complete such surveys. Thanks again
Probably you're going to be surprised by this comment, but I'm foreign and I really care about these topics. It really blows my mind to see how much energy is wasted at the Stone Building (and this country). The Stone Building is supposedly a LEED Silver Certification building, but most of the lights stay on during the night and the weekends. For example the bathrooms, the lights are on 24/7/365 because they have light switches rather than sensors. You should have invested some money on light sensors, rather than automatic paper dispenser. I know weird comments, I'm foreign and I care about this planet that we are destroying. Thanks!
Nope i don't, thank you!

No thank you.
Greater accountability from some instructors who create course curriculum one time and leave the rest of the work to TAs. Greater accountability/requirements from student participants in PROJECTS or TEAM ASSIGNMENTS. Too many "free loaders" riding on the efforts of their peer. They end up with the same degree as those who invest themselves in the program (undergraduate and Master's levels) and give a bad name to the ISLT program when they get out into the business world and cannot perform to expectations.
I hope these surveys are taken into serious consideration and not just used as a data collection tool to gain the mindset of students and then tossed aside while other matters are attended to. Thanks for the initiative - it is much appreciated!
STE
Please sit down and rethink the content within the education courses. It is a serious problem.
Would have loved to have had more a concrete, grade specific overview of content. I feel unprepared in this area.
Loved my educational experience at FSU!
It would be really awesome to have a miniature library in the stone building where students can access Wonders and Go Math! books to create our lesson plans. Strozier does not have education textbooks available to check out, and it would also be nice to have these available in the Stone Building--textbooks are so expensive, and it was a financial strain every semester to buy books that were often barely used.
All of my important emails go to Clutter, not a fan of the new addition to email