

# Graduate Student Experience Survey 2012

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## Lundquist College of Business

This report includes, in this order:

**Response Rate.** A list of all programs represented in the report and their survey response rates.

**Program Satisfaction.** A table that shows the percentage of respondents in each academic program who rated 17 different aspects of their program (e.g., quality of the faculty; financial support for graduate students) as "excellent"; a table that shows the percentage of respondents in each academic program who rated these aspects as "excellent" or "very good;" a table that shows the percentage of respondents in each academic program who rated these aspects as "fair" or "poor."

**Advisor Traits.** A table that shows the percentage of respondents in each academic program who "strongly agreed" with each of 13 descriptive statements typically associated with academic advisors (e.g., encourages me in my scholarly pursuits; treats my ideas with respect); a table that shows the percentage of respondents in each program who "disagreed" or "strongly disagreed" with each of the 13 descriptive statements.

**Departmental Climate.** A table that shows the percentage of respondents in each academic program who "strongly agreed" that their program is like each of 10 descriptive statements (e.g., collegial; encouraging; supportive); a table that shows the percentage of respondents in each program who "strongly agreed" or "agreed" that their program is like the description; a table that shows the percentage of respondents in each program who "disagreed" or "strongly disagreed" that their program is like the description.

**Historical Comparisons by Program.** For each program represented in the school/college or divisional report, shown in alphabetical order, we present a series of eight tables-- three for program satisfaction, two for advisor traits, and three for departmental climate-- that compare the responses from the 2009 survey to those from the 2012 survey.

### *A Note about Departments and Programs with Small Respondent Numbers:*

In order to preserve confidentiality, programs in which there were 8 or fewer respondents have been grouped with another similar unit, when possible, or suppressed in the program reports that follow. In this report, all doctoral programs were grouped together.

**GRADUATE STUDENT EXPERIENCE SURVEY RESPONSE RATE BY DEPARTMENT**

<b>LCB</b>	<b>Number of Respondents</b>	<b>Number of Students Surveyed</b>	<b>Response Rate</b>
Total for all Graduate Programs	1380	2677	51.6
LCB	66	156	42.3
Accounting	12	41	29.3
LCB Doctoral	16	22	72.7
MBA	38	93	40.9

LCB

Program Satisfaction

*Percentage of respondents who rated the following features of their program as "Excellent."*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
Quality of the faculty	58.3	40.0	13.2
Overall Program quality	41.7	12.5	7.9
Financial support for graduate students	41.7	31.3	2.6
Program's performance in keeping pace with recent developments in my field	75.0	25.0	13.2
Quality of academic guidance and advising	58.3	43.8	0.0
Intellectual community in Program	33.3	31.3	5.3
Training/ assistance about career and professional development	58.3	25.0	2.6
Space, facilities and equipment	75.0	18.8	36.8
Process for involving students in Program decisions that affect graduate students	25.0	6.3	2.6
Research opportunities in my program	8.3	50.0	0.0
Fairness of the evaluation criteria used to assess graduate students	41.7	25.0	0.0
Program's efforts to promote a diverse, inclusive community	41.7	25.0	10.5
Training/assistance about grants and other external funding	25.0	6.3	0.0
Adequacy of preparation for teaching	41.7	18.8	0.0
Clarity of the evaluation criteria used to assess graduate students	25.0	18.8	0.0
Support for interdisciplinary inquiry	33.3	18.8	0.0
Training about professional ethics/academic integrity	50.0	18.8	5.4
33.3% of students or more rated the program as "Excellent". *	13	3	1
50% of students or more rated the program as "Excellent". **	6	1	0

\*light green shading indicates that 33.3% or more of respondents rated their program as "Excellent."

\*\*dark green shading indicates that 50% or more of respondents rated their program as "Excellent."

LCB

Program Satisfaction

*Percentage of respondents who rated the following features of their program as "Excellent" or "Very Good."*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
Quality of the faculty	91.7	93.3	42.1
Overall Program quality	91.7	75.0	42.1
Financial support for graduate students	50.0	62.5	18.4
Program's performance in keeping pace with recent developments in my field	91.7	68.8	47.4
Quality of academic guidance and advising	83.3	68.8	5.3
Intellectual community in Program	75.0	56.3	44.7
Training/ assistance about career and professional development	91.7	68.8	21.1
Space, facilities and equipment	91.7	56.3	63.2
Process for involving students in Program decisions that affect graduate students	66.7	37.5	15.8
Research opportunities in my program	33.3	75.0	16.2
Fairness of the evaluation criteria used to assess graduate students	66.7	56.3	28.9
Program's efforts to promote a diverse, inclusive community	75.0	62.5	34.2
Training/assistance about grants and other external funding	41.7	31.3	2.6
Adequacy of preparation for teaching	58.3	62.5	21.6
Clarity of the evaluation criteria used to assess graduate students	58.3	43.8	15.8
Support for interdisciplinary inquiry	83.3	43.8	5.3
Training about professional ethics/academic integrity	83.3	50.0	37.8
50% of students or more rated the program as "Excellent" or "Very Good".*	15	13	1
75% of students or more rated the program as "Excellent" or "Very Good".**	10	3	0

\*light green shading indicates that 50% or more of respondents rated their program as "Excellent" or "Very Good."

\*\*dark green shading indicates that 75% or more of respondents rated their program as "Excellent" or "Very Good."

## LCB

## Program Satisfaction

*Percentage of respondents who rated the following features of their program as "Fair" or "Poor."*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
Quality of the faculty	0.0	0.0	5.3
Overall Program quality	0.0	0.0	13.2
Financial support for graduate students	25.0	6.3	47.4
Program's performance in keeping pace with recent developments in my field	0.0	0.0	5.3
Quality of academic guidance and advising	8.3	6.3	60.5
Intellectual community in Program	8.3	6.3	15.8
Training/ assistance about career and professional development	0.0	18.8	42.1
Space, facilities and equipment	8.3	18.8	7.9
Process for involving students in Program decisions that affect graduate students	25.0	25.0	50.0
Research opportunities in my program	16.7	6.3	29.7
Fairness of the evaluation criteria used to assess graduate students	0.0	12.5	10.5
Program's efforts to promote a diverse, inclusive community	8.3	12.5	31.6
Training/assistance about grants and other external funding	16.7	43.8	68.4
Adequacy of preparation for teaching	8.3	25.0	27.0
Clarity of the evaluation criteria used to assess graduate students	0.0	25.0	15.8
Support for interdisciplinary inquiry	8.3	31.3	42.1
Training about professional ethics/academic integrity	16.7	12.5	16.2
20% of students or more rated the program as "Fair" or "Poor".*	2	5	9

\*orange shading indicates that 20% or more of respondents rated their program as "Fair" or "Poor."

LCB

**Advisor** *Percentage of respondents who "Strongly Agreed" with each of the following statements about their advisor.*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
Encourages me in my scholarly pursuits	60.0	83.3	8.3
Treats my ideas with respect	60.0	91.7	8.3
Provides constructive feedback on my work	30.0	91.7	0.0
Provides timely feedback on my work	20.0	91.7	0.0
Is available when I need help or advice	80.0	91.7	0.0
Would support me in any career path I choose (academic or a career outside the academy)	60.0	58.3	8.3
Treats students in the department equitably regardless of their backgrounds	70.0	100.0	16.7
Has emphasized the importance of professional ethics in our field	80.0	75.0	8.3
Helps me secure external or internal funding for my graduate studies, research or creative work	50.0	66.7	0.0
Helps me develop professional relationships with others in the field	40.0	41.7	25.0
Advises me about how to get my work published, performed or shown	20.0	75.0	0.0
Encourages the expression of intellectual differences or disagreements	30.0	66.7	0.0
Makes me feel comfortable talking about issues I am facing in graduate school	60.0	83.3	0.0
50% of students or more "Strongly Agreed" with the above dimensions about their advisor.*	8	12.0	0.0
75% of students or more "Strongly Agreed" with the above dimensions about their advisor.**	2	9.0	0.0

\*light green shading indicates that 50% or more of respondents "Strongly Agreed" with the above dimensions about their advisor.

\*\*dark green shading indicates that 75% or more of respondents "Strongly Agreed" with the above dimensions about their advisor.

## LCB

**Advisor** *Percentage of respondents who "Disagreed" or "Strongly Disagreed" with each of the following statements about their advisor.*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
Encourages me in my scholarly pursuits	0.0	0.0	0.0
Treats my ideas with respect	0.0	0.0	8.3
Provides constructive feedback on my work	0.0	0.0	16.7
Provides timely feedback on my work	0.0	0.0	25.0
Is available when I need help or advice	0.0	0.0	16.7
Would support me in any career path I choose (academic or a career outside the academy)	10.0	0.0	8.3
Treats students in the department equitably regardless of their backgrounds	0.0	0.0	8.3
Has emphasized the importance of professional ethics in our field	0.0	0.0	16.7
Helps me secure external or internal funding for my graduate studies, research or creative work	0.0	8.3	25.0
Helps me develop professional relationships with others in the field	0.0	8.3	8.3
Advises me about how to get my work published, performed or shown	20.0	8.3	16.7
Encourages the expression of intellectual differences or disagreements	0.0	0.0	8.3
Makes me feel comfortable talking about issues I am facing in graduate school	0.0	0.0	8.3
20% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.*	1	0	2
33.3% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.**	0	0	0

\*red shading indicates that 20% or more of respondents "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.

LCB

Climate *Percentage of respondents who "Strongly Agreed" that their program is like the description.*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
<b>Collegial</b>	63.6	60.0	21.1
<b>Encouraging</b>	54.5	60.0	13.2
<b>Supportive</b>	54.5	60.0	10.8
<b>Intellectually open to multiple theoretical, methodological or creative approaches</b>	36.4	46.7	5.3
<b>Open to interdisciplinary inquiry</b>	36.4	33.3	0.0
<b>Inclusive of students of color</b>	63.6	73.3	21.1
<b>Inclusive by gender</b>	72.7	86.7	28.9
<b>Inclusive of international students</b>	81.8	93.3	28.9
<b>Inclusive of students with disabilities</b>	63.6	60.0	15.8
<b>Inclusive of first generation students</b>	54.5	60.0	15.8
<b>Inclusive of students of all sexual orientations</b>	63.6	66.7	21.1
33.3% of students or more "Strongly Agreed" that the description fit their program*	11	11	0
50% of students or more "Strongly Agreed" that the description fit their program**	9	9	0

\*light green shading indicates that 33.3% or more of respondents "Strongly Agreed" that their program was very much like the description.

\*\*dark green shading indicates that 50% or more of respondents "Strongly Agreed" that their program was very much like the description.



LCB

Climate

*Percentage of respondents who "Strongly Agreed" or "Agreed" that their program is like the description.*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
<b>Collegial</b>	100.0	93.3	78.9
<b>Encouraging</b>	81.8	93.3	73.7
<b>Supportive</b>	81.8	86.7	59.5
<b>Intellectually open to multiple theoretical, methodological or creative approaches</b>	63.6	86.7	63.2
<b>Open to interdisciplinary inquiry</b>	90.9	80.0	39.5
<b>Inclusive of students of color</b>	81.8	93.3	57.9
<b>Inclusive by gender</b>	100.0	100.0	81.6
<b>Inclusive of international students</b>	100.0	100.0	86.8
<b>Inclusive of students with disabilities</b>	81.8	73.3	63.2
<b>Inclusive of first generation students</b>	81.8	73.3	60.5
<b>Inclusive of students of all sexual orientations</b>	81.8	73.3	71.1
50% of students or more "Strongly Agreed" or "Agreed" that the description fit their program.*	11	11	10
75% of students or more "Strong Agreed" or "Agreed" that the description fit their program.**	10	8	3

\*light green shading indicates that 50% or more of respondents "Strongly Agreed" or "Agreed" that the description fit their program.

\*\*dark green shading indicates that 75% or more of respondents "Strongly Agreed" or "Agreed" that the description fit their program.

LCB

Climate

*Percentage of respondents who "Disagreed" or "Strongly Disagreed" that their program is like the description.*

	Accounting (N = 15)	LCB Doctoral (N = 17)	MBA (N = 45)
<b>Collegial</b>	0.0	0.0	2.6
<b>Encouraging</b>	9.1	0.0	5.3
<b>Supportive</b>	9.1	0.0	5.4
<b>Intellectually open to multiple theoretical, methodological or creative approaches</b>	0.0	6.7	15.8
<b>Open to interdisciplinary inquiry</b>	0.0	0.0	15.8
<b>Inclusive of students of color</b>	0.0	0.0	13.2
<b>Inclusive by gender</b>	0.0	0.0	7.9
<b>Inclusive of international students</b>	0.0	0.0	5.3
<b>Inclusive of students with disabilities</b>	0.0	0.0	7.9
<b>Inclusive of first generation students</b>	9.1	0.0	2.6
<b>Inclusive of students of all sexual orientations</b>	0.0	0.0	7.9
20% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	0	0
33.3% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	0	0

\*red shading indicates that 20% or more of respondents "Disagreed" or "Strongly Disagreed" that the description fit their program.

## Accounting

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N = 17)	2012 (N = 15)	2009 (N = 17)	2012 (N = 15)	2009 (N = 17)	2012 (N = 15)
Quality of the faculty	30.7	58.3	64.0	91.7	6.5	0.0
Overall Program quality	17.7	41.7	52.1	91.7	5.8	0.0
Financial support for graduate students	16.5	41.7	63.9	50.0	17.7	25.0
Program's performance in keeping pace with recent developments in my field	24.2	75.0	69.3	91.7	6.5	0.0
Quality of academic guidance and advising	16.5	58.3	71.6	83.3	0.0	8.3
Intellectual community in Program	17.0	33.3	57.9	75.0	6.5	8.3
Training/ assistance about career and professional development	N/A	58.3	N/A	91.7	N/A	0.0
Space, facilities and equipment	51.4	75.0	100.0	91.7	0.0	8.3
Process for involving students in Program decisions that affect graduate students*	11.2	25.0	47.9	66.7	29.0	25.0
Research opportunities in my program	N/A	8.3	N/A	33.3	N/A	16.7
Fairness of the evaluation criteria used to assess graduate students	11.2	41.7	52.1	66.7	6.5	0.0
Program's efforts to promote a diverse, inclusive community*	16.5	41.7	46.7	75.0	12.3	8.3
Training/assistance about grants and other external funding	N/A	25.0	N/A	41.7	N/A	16.7
Adequacy of preparation for teaching	11.2	41.7	47.9	58.3	6.5	8.3
Clarity of the evaluation criteria used to assess graduate students	16.5	25.0	58.6	58.3	5.8	0.0
Support for interdisciplinary inquiry	11.2	33.3	47.9	83.3	11.1	8.3
Training about professional ethics/academic integrity*	23.0	50.0	69.3	83.3	0.0	16.7
* 2012 survey included minor edits to question text	13 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 1 in 2009.		15 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 10 in 2009.		2 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 1 in 2009.	
	6 features rated as 'Excellent' by at least 50% of students in 2012, compared to 1 in 2009.		10 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 1 in 2009.			

## Accounting

*Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.*

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 17)	2012 (N = 15)	2009 (N = 17)	2012 (N = 15)
Encourages me in my scholarly pursuits	49.3	60.0	0.0	0.0
Treats my ideas with respect	20.7	60.0	0.0	0.0
Provides constructive feedback on my work*	14.3	30.0	6.4	0.0
Provides timely feedback on my work	20.7	20.0	0.0	0.0
Is available when I need help or advice	41.5	80.0	0.0	0.0
Would support me in any career path I choose (academic or a career outside the academy)	N/A	60.0	N/A	10.0
Treats students in the department equitably regardless of their backgrounds*	41.5	70.0	6.4	0.0
Has emphasized the importance of professional ethics in our field*	47.9	80.0	0.0	0.0
Helps me secure external or internal funding for my graduate studies, research or creative work*	20.7	50.0	6.4	0.0
Helps me develop professional relationships with others in the field	41.5	40.0	7.8	0.0
Advises me about how to get my work published, performed or shown	22.1	20.0	6.4	20.0
Encourages the expression of intellectual differences or disagreements*	14.3	30.0	6.4	0.0
Makes me feel comfortable talking about issues I am facing in graduate school	35.0	60.0	6.4	0.0
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 8 statements about their advisors in 2012, compared to 0 statements in 2009.		At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statements about their advisor in 2012, compared to 0 statements in 2009.	
	At least 75% of respondents 'Strongly Agreed' with 2 statements about their advisors in 2012, compared to 0 statements in 2009.			

## Accounting

*Climate: percentage of respondents who Agreed/Disagreed that their program is like the description*

	Strongly Agreed		Strongly Agreed or Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 17)	2012 (N = 15)	2009 (N = 17)	2012 (N = 15)	2009 (N = 17)	2012 (N = 15)
Collegial	N/A	63.6	N/A	100.0	N/A	0.0
Encouraging	41.4	54.5	81.6	81.8	0.0	9.1
Supportive	23.0	54.5	81.6	81.8	0.0	9.1
Intellectually open to multiple theoretical, methodological or creative approaches*	30.0	36.4	77.4	63.6	5.3	0.0
Open to interdisciplinary inquiry	24.2	36.4	70.9	90.9	0.0	0.0
Inclusive of students of color*	24.2	63.6	69.8	81.8	5.3	0.0
Inclusive by gender*	57.4	72.7	86.9	100.0	0.0	0.0
Inclusive of international students	N/A	81.8	N/A	100.0	N/A	0.0
Inclusive of students with disabilities*	24.2	63.6	70.9	81.8	5.3	0.0
Inclusive of first generation students	N/A	54.5	N/A	81.8	N/A	9.1
Inclusive of students of all sexual orientations	30.7	63.6	65.1	81.8	5.3	0.0
* 2012 survey included minor edits to question text	At least 33.3% of respondents 'Strongly Agreed' with 11 statements about the climate of their program in 2012, compared to 2 statements in 2009.		At least 50% of respondents 'Strongly Agreed' with 11 statements about the climate of their program in 2012, compared to 8 statements in 2009.		At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statements about the climate of their program in 2012, compared to 0 statements in 2009.	
	At least 50% of respondents 'Strongly Agreed' with 9 statements about the climate of their program in 2012, compared to 1 statements in 2009.		At least 75% of respondents 'Strongly Agreed' with 10 statements about the climate of their program in 2012, compared to 4 statements in 2009.			

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>			<b>Excellent or Very Good</b>			<b>Fair or Poor</b>	
	2009 (N = 19)	2012 (N = 17)		2009 (N = 19)	2012 (N = 17)		2009 (N = 19)	2012 (N = 17)
Quality of the faculty	44.3	40.0		94.1	93.3		0.0	0.0
Overall Program quality	33.6	12.5		71.6	75.0		0.0	0.0
Financial support for graduate students	17.6	31.3		60.5	62.5		22.9	6.3
Program's performance in keeping pace with recent developments in my field	39.5	25.0		83.4	68.8		0.0	0.0
Quality of academic guidance and advising	34.2	43.8		67.4	68.8		5.9	6.3
Intellectual community in Program	57.1	31.3		71.6	56.3		16.6	6.3
Training/ assistance about career and professional development	N/A	25.0		N/A	68.8		N/A	18.8
Space, facilities and equipment	28.4	18.8		55.7	56.3		11.8	18.8
Process for involving students in Program decisions that affect graduate students*	17.6	6.3		56.1	37.5		16.6	25.0
Research opportunities in my program	N/A	50.0		N/A	75.0		N/A	6.3
Fairness of the evaluation criteria used to assess graduate students	22.5	25.0		65.4	56.3		5.9	12.5
Program's efforts to promote a diverse, inclusive community*	21.9	25.0		65.8	62.5		0.0	12.5
Training/assistance about grants and other external funding	N/A	6.3		N/A	31.3		N/A	43.8
Adequacy of preparation for teaching	11.2	18.8		61.0	62.5		22.4	25.0
Clarity of the evaluation criteria used to assess graduate students	10.7	18.8		59.4	43.8		11.8	25.0
Support for interdisciplinary inquiry	28.4	18.8		71.3	43.8		5.9	31.3
Training about professional ethics/academic integrity*	27.7	18.8		83.4	50.0		5.9	12.5
* 2012 survey included minor edits to question text			3 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 5 in 2009.	13 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 14 in 2009.		5 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 2 in 2009.		
			1 features rated as 'Excellent' by at least 50% of students in 2012, compared to 1 in 2009.	3 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 3 in 2009.				

## LCB Doctoral

*Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.*

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 19)	2012 (N = 17)	2009 (N = 19)	2012 (N = 17)
Encourages me in my scholarly pursuits	87.6	83.3	0.0	0.0
Treats my ideas with respect	86.9	91.7	0.0	0.0
Provides constructive feedback on my work*	65.0	91.7	0.0	0.0
Provides timely feedback on my work	71.2	91.7	11.3	0.0
Is available when I need help or advice	71.2	91.7	5.1	0.0
Would support me in any career path I choose (academic or a career outside the academy)	N/A	58.3	N/A	0.0
Treats students in the department equitably regardless of their backgrounds*	77.4	100.0	5.1	0.0
Has emphasized the importance of professional ethics in our field*	69.3	75.0	12.1	0.0
Helps me secure external or internal funding for my graduate studies, research or creative work*	51.8	66.7	12.1	8.3
Helps me develop professional relationships with others in the field	42.8	41.7	13.2	8.3
Advises me about how to get my work published, performed or shown	62.6	75.0	5.4	8.3
Encourages the expression of intellectual differences or disagreements*	56.0	66.7	0.0	0.0
Makes me feel comfortable talking about issues I am facing in graduate school	63.8	83.3	5.4	0.0
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 12 statements about their advisors in 2012, compared to 11 statements in 2009.		At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statements about their advisor in 2012, compared to 0 statements in 2009.	
	At least 75% of respondents 'Strongly Agreed' with 9 statements about their advisors in 2012, compared to 3 statements in 2009.			

## LCB Doctoral

*Climate: percentage of respondents who Agreed/Disagreed that their program is like the description*

	Strongly Agreed		Strongly Agreed or Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 19)	2012 (N = 17)	2009 (N = 19)	2012 (N = 17)	2009 (N = 19)	2012 (N = 17)
Collegial	N/A	60.0	N/A	93.3	N/A	0.0
Encouraging	57.1	60.0	89.2	93.3	0.0	0.0
Supportive	50.8	60.0	94.1	86.7	5.9	0.0
Intellectually open to multiple theoretical, methodological or creative approaches*	34.2	46.7	83.4	86.7	11.8	6.7
Open to interdisciplinary inquiry	35.3	33.3	89.3	80.0	0.0	0.0
Inclusive of students of color*	48.2	73.3	94.8	93.3	0.0	0.0
Inclusive by gender*	36.4	86.7	82.4	100.0	0.0	0.0
Inclusive of international students	N/A	93.3	N/A	100.0	N/A	0.0
Inclusive of students with disabilities*	30.1	60.0	72.1	73.3	0.0	0.0
Inclusive of first generation students	N/A	60.0	N/A	73.3	N/A	0.0
Inclusive of students of all sexual orientations	30.1	66.7	72.1	73.3	0.0	0.0
* 2012 survey included minor edits to question text	At least 33.3% of respondents 'Strongly Agreed' with 11 statements about the climate of their program in 2012, compared to 6 statements in 2009.		At least 50% of respondents 'Strongly Agreed' with 11 statements about the climate of their program in 2012, compared to 8 statements in 2009.		At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statements about the climate of their program in 2012, compared to 0 statements in 2009.	
	At least 50% of respondents 'Strongly Agreed' with 9 statements about the climate of their program in 2012, compared to 2 statements in 2009.		At least 75% of respondents 'Strongly Agreed' with 8 statements about the climate of their program in 2012, compared to 6 statements in 2009.			



**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>		<b>Excellent or Very Good</b>		<b>Fair or Poor</b>	
	2009 (N = 62)	2012 (N = 45)	2009 (N = 62)	2012 (N = 45)	2009 (N = 62)	2012 (N = 45)
Quality of the faculty	10.6	13.2	50.8	42.1	10.0	5.3
Overall Program quality	12.5	7.9	53.8	42.1	15.3	13.2
Financial support for graduate students	3.5	2.6	16.5	18.4	46.9	47.4
Program's performance in keeping pace with recent developments in my field	12.1	13.2	46.2	47.4	12.3	5.3
Quality of academic guidance and advising	6.6	0.0	25.0	5.3	42.0	60.5
Intellectual community in Program	6.7	5.3	45.7	44.7	23.0	15.8
Training/ assistance about career and professional development	N/A	2.6	N/A	21.1	N/A	42.1
Space, facilities and equipment	32.8	36.8	66.6	63.2	9.9	7.9
Process for involving students in Program decisions that affect graduate students*	9.3	2.6	38.6	15.8	29.4	50.0
Research opportunities in my program	N/A	0.0	N/A	16.2	N/A	29.7
Fairness of the evaluation criteria used to assess graduate students	3.7	0.0	33.0	28.9	23.1	10.5
Program's efforts to promote a diverse, inclusive community*	16.7	10.5	45.7	34.2	29.6	31.6
Training/assistance about grants and other external funding	N/A	0.0	N/A	2.6	N/A	68.4
Adequacy of preparation for teaching	1.6	0.0	23.6	21.6	10.0	27.0
Clarity of the evaluation criteria used to assess graduate students	0.0	0.0	31.6	15.8	30.9	15.8
Support for interdisciplinary inquiry	3.3	0.0	24.1	5.3	28.6	42.1
Training about professional ethics/academic integrity*	7.0	5.4	30.6	37.8	25.1	16.2
* 2012 survey included minor edits to question text	1 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 0 in 2009.		1 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 3 in 2009.		9 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 9 in 2009.	
	0 features rated as 'Excellent' by at least 50% of students in 2012, compared to 0 in 2009.		0 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 0 in 2009.			

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 62)	2012 (N = 45)	2009 (N = 62)	2012 (N = 45)
Encourages me in my scholarly pursuits	8.2	8.3	11.1	0.0
Treats my ideas with respect	13.0	8.3	12.6	8.3
Provides constructive feedback on my work*	10.6	0.0	24.1	16.7
Provides timely feedback on my work	6.5	0.0	40.0	25.0
Is available when I need help or advice	10.6	0.0	25.0	16.7
Would support me in any career path I choose (academic or a career outside the academy)	N/A	8.3	N/A	8.3
Treats students in the department equitably regardless of their backgrounds*	13.5	16.7	26.0	8.3
Has emphasized the importance of professional ethics in our field*	13.5	8.3	18.9	16.7
Helps me secure external or internal funding for my graduate studies, research or creative work*	4.3	0.0	34.5	25.0
Helps me develop professional relationships with others in the field	15.8	25.0	30.4	8.3
Advises me about how to get my work published, performed or shown	2.4	0.0	24.3	16.7
Encourages the expression of intellectual differences or disagreements*	4.3	0.0	18.9	8.3
Makes me feel comfortable talking about issues I am facing in graduate school	10.4	0.0	17.4	8.3
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 0 statements about their advisors in 2012, compared to 0 statements in 2009.		At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 2 statements about their advisor in 2012, compared to 7 statements in 2009.	
	At least 75% of respondents 'Strongly Agreed' with 0 statements about their advisors in 2012, compared to 0 statements in 2009.			

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>	
	2009 (N = 62)	2012 (N = 45)		2009 (N = 62)	2012 (N = 45)		2009 (N = 62)	2012 (N = 45)
Collegial	N/A	21.1		N/A	78.9		N/A	2.6
Encouraging	16.3	13.2		71.0	73.7		7.4	5.3
Supportive	23.5	10.8		67.5	59.5		12.2	5.4
Intellectually open to multiple theoretical, methodological or creative approaches*	13.3	5.3		59.3	63.2		8.8	15.8
Open to interdisciplinary inquiry	12.6	0.0		52.3	39.5		9.3	15.8
Inclusive of students of color*	21.8	21.1		56.1	57.9		21.3	13.2
Inclusive by gender*	11.2	28.9		49.1	81.6		18.0	7.9
Inclusive of international students	N/A	28.9		N/A	86.8		N/A	5.3
Inclusive of students with disabilities*	14.9	15.8		57.1	63.2		7.1	7.9
Inclusive of first generation students	N/A	15.8		N/A	60.5		N/A	2.6
Inclusive of students of all sexual orientations	22.2	21.1		58.9	71.1		11.1	7.9
* 2012 survey included minor edits to question text	At least 33.3% of respondents 'Strongly Agreed' with 0 statements about the climate of their program in 2012, compared to 0 statements in 2009.			At least 50% of respondents 'Strongly Agreed' with 10 statements about the climate of their program in 2012, compared to 7 statements in 2009.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statements about the climate of their program in 2012, compared to 1 statements in 2009.	
	At least 50% of respondents 'Strongly Agreed' with 0 statements about the climate of their program in 2012, compared to 0 statements in 2009.			At least 75% of respondents 'Strongly Agreed' with 3 statements about the climate of their program in 2012, compared to 0 statements in 2009.				