Graduate Student Experience Survey 2012
College of Education

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, Curriculum and Teacher Education and Curriculum and Teaching were grouped.

GRADUATE STUDENT EXPERIENCE SURVEY RESPONSE RATE BY DEPARTMENT

ED	Number of Respondents	Number of Students Surveyed	Response Rate
Total for all Graduate Programs	1380	2677	51.6
ED	204	486	42.0
Communication Disorders & Sciences	26	58	44.8
Counseling Psychology	23	39	59.0
Couples and Family Therapy	31	48	64.6
Critical and Socio-cultural Studies in Educatic	10	23	43.5
Curriculum and Teaching	13	105	12.4
Educational Methodology, Policy and Leader	45	93	48.4
School Psychology	13	28	46.4
Special Education	43	92	46.7

Education

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

	Communication Disorders & Sciences (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies in Education (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, Policy and Leadership (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Quality of the faculty	46.2	13.0	77.4	20.0	30.8	35.6	23.1	41.9
Overall Program quality	46.2	26.1	83.9	20.0	23.1	31.8	23.1	32.6
Financial support for graduate students	15.4	69.6	3.2	30.0	0.0	13.6	7.7	23.3
Program's performance in keeping pace with recent developments in my field	53.8	26.1	64.5	10.0	15.4	51.1	46.2	62.8
Quality of academic guidance and advising	23.1	8.7	56.7	20.0	7.7	20.0	15.4	23.3
Intellectual community in Program	53.8	30.4	38.7	0.0	7.7	20.0	38.5	37.2
Training/ assistance about career and professional development	38.5	8.7	35.5	10.0	30.8	11.6	15.4	18.6
Space, facilities and equipment	26.9	65.2	58.1	40.0	23.1	25.6	30.8	41.9
Process for involving students in Program decisions that affect graduate students	23.1	26.1	48.4	20.0	7.7	17.8	7.7	9.3
Research opportunities in my program	26.9	4.3	16.1	10.0	0.0	20.0	38.5	27.9
Fairness of the evaluation criteria used to assess graduate students	34.6	13.0	41.9	20.0	30.8	17.8	30.8	25.6
Program's efforts to promote a diverse, inclusive community	38.5	59.1	67.7	30.0	53.8	22.2	15.4	30.2
Training/assistance about grants and other external funding	8.0	4.3	3.3	0.0	0.0	6.8	0.0	16.3
Adequacy of preparation for teaching	34.6	4.3	20.0	10.0	7.7	20.5	7.7	27.9
Clarity of the evaluation criteria used to assess graduate students	30.8	8.7	38.7	0.0	23.1	15.6	15.4	14.0
Support for interdisciplinary inquiry	23.1	4.3	25.8	50.0	0.0	23.3	8.3	9.5
Training about professional ethics/academic integrity	50.0	47.8	71.0	10.0	30.8	15.9	38.5	30.2
33.3% of students or more rated the program as "Excellent".*	9	4	12	2	1	2	4	4
50% of students or more rated the program as "Excellent".**	3	3	7	1	1	1	0	1

*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."

Education

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

	Communication Disorders & Sciences (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies in Education (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, Policy and Leadership (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Quality of the faculty	84.6	82.6	100.0	50.0	69.2	82.2	69.2	88.4
Overall Program quality	96.2	87.0	100.0	20.0	53.8	63.6	61.5	83.7
Financial support for graduate students	23.1	87.0	6.5	50.0	15.4	22.7	7.7	62.8
Program's performance in keeping pace with recent developments in my field	96.2	69.6	96.8	40.0	69.2	80.0	92.3	93.0
Quality of academic guidance and advising	73.1	34.8	96.7	50.0	38.5	48.9	30.8	55.8
Intellectual community in Program	84.6	82.6	83.9	40.0	46.2	51.1	69.2	74.4
Training/ assistance about career and professional development	57.7	52.2	74.2	20.0	53.8	25.6	69.2	60.5
Space, facilities and equipment	76.9	87.0	93.5	80.0	46.2	55.8	53.8	79.1
Process for involving students in Program decisions that affect graduate students	65.4	69.6	87.1	20.0	7.7	37.8	23.1	44.2
Research opportunities in my program	46.2	39.1	64.5	10.0	25.0	42.2	61.5	69.8
Fairness of the evaluation criteria used to assess graduate students	53.8	43.5	96.8	30.0	84.6	66.7	53.8	69.8
Program's efforts to promote a diverse, inclusive community	76.9	90.9	96.8	30.0	76.9	53.3	53.8	81.4
Training/assistance about grants and other external funding	20.0	30.4	36.7	12.5	15.4	22.7	7.7	46.5
Adequacy of preparation for teaching	69.2	39.1	63.3	30.0	69.2	40.9	23.1	76.7
Clarity of the evaluation criteria used to assess graduate students	46.2	47.8	83.9	20.0	53.8	46.7	38.5	72.1
Support for interdisciplinary inquiry	46.2	47.8	61.3	80.0	30.8	37.2	25.0	42.9
Training about professional ethics/academic integrity	84.6	91.3	100.0	20.0	53.8	52.3	69.2	72.1
50% of students or more rated the program as "Excellent" or "Very Good".*	12	10	15	5	9	8	10	14
75% of students or more rated the program as "Excellent" or "Very Good".**	7	7	11	2	2	2	1	6

*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."

Education

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

	Communication Disorders & Sciences (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies in Education (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, Policy and Leadership (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Quality of the faculty	0.0	0.0	0.0	10.0	0.0	2.2	7.7	0.0
Overall Program quality	0.0	0.0	0.0	20.0	15.4	11.4	23.1	0.0
Financial support for graduate students	61.5	4.3	48.4	20.0	61.5	54.5	76.9	20.9
Program's performance in keeping pace with recent developments in my field	0.0	0.0	0.0	30.0	0.0	6.7	0.0	4.7
Quality of academic guidance and advising	15.4	17.4	0.0	20.0	30.8	35.6	30.8	16.3
Intellectual community in Program	7.7	0.0	3.2	40.0	30.8	22.2	15.4	14.0
Training/ assistance about career and professional development	11.5	4.3	6.5	50.0	23.1	41.9	30.8	11.6
Space, facilities and equipment	3.8	4.3	0.0	20.0	7.7	7.0	30.8	4.7
Process for involving students in Program decisions that affect graduate students	19.2	4.3	0.0	70.0	61.5	35.6	69.2	30.2
Research opportunities in my program	15.4	13.0	6.5	60.0	25.0	26.7	7.7	16.3
Fairness of the evaluation criteria used to assess graduate students	7.7	17.4	0.0	30.0	7.7	8.9	23.1	4.7
Program's efforts to promote a diverse, inclusive community	3.8	0.0	0.0	30.0	0.0	20.0	23.1	11.6
Training/assistance about grants and other external funding	60.0	17.4	26.7	75.0	46.2	47.7	46.2	34.9
Adequacy of preparation for teaching	3.8	17.4	20.0	50.0	0.0	27.3	61.5	7.0
Clarity of the evaluation criteria used to assess graduate students	11.5	13.0	3.2	20.0	15.4	15.6	23.1	4.7
Support for interdisciplinary inquiry	30.8	8.7	9.7	10.0	30.8	27.9	41.7	26.2
Training about professional ethics/academic integrity	3.8	0.0	0.0	30.0	15.4	13.6	0.0	7.0
20% of students or more rated the program as "Fair" or "Poor".*	3	0	3	15	8	10	12	4

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

Education

Advisor	*Percentage of respondents who "Strongly Agreed" with each of the following statements about their advisor.*							
	Communication Disorders & (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Encourages me in my scholarly pursuits	69.6	45.5	69.0	55.6	22.2	55.8	53.8	54.8
Treats my ideas with respect	73.9	50.0	82.8	66.7	55.6	60.5	46.2	57.1
Provides constructive feedback on my work	73.9	40.9	62.1	55.6	22.2	55.8	53.8	61.9
Provides timely feedback on my work	82.6	54.5	62.1	44.4	44.4	41.9	46.2	52.4
Is available when I need help or advice	65.2	22.7	65.5	44.4	44.4	37.2	38.5	59.5
Would support me in any career path I choose (academic or a career outside the academy)	73.9	40.9	75.9	55.6	55.6	52.4	46.2	42.9
Treats students in the department equitably regardless of their backgrounds	73.9	36.4	79.3	66.7	66.7	58.1	38.5	61.9
Has emphasized the importance of professional ethics in our field	82.6	50.0	72.4	44.4	66.7	51.2	30.8	69.0
Helps me secure external or internal funding for my graduate studies, research or creative work	34.8	54.5	24.1	37.5	0.0	30.0	38.5	40.5
Helps me develop professional relationships with others in the field	39.1	27.3	37.9	37.5	0.0	29.3	23.1	33.3
Advises me about how to get my work published, performed or shown	34.8	22.7	27.6	44.4	0.0	26.8	23.1	31.0
Encourages the expression of intellectual differences or disagreements	60.9	22.7	58.6	55.6	22.2	45.2	30.8	38.1
Makes me feel comfortable talking about issues I am facing in graduate school	65.2	18.2	65.5	55.6	44.4	43.9	23.1	47.6
50% of students or more "Strongly Agreed" with the above dimensions about their advisor.*	10	4.0	10.0	7.0	4.0	6.0	2.0	7.0
75% of students or more "Strongly Agreed" with the above dimensions about their advisor.**	2	0.0	3.0	0.0	0.0	0.0	0.0	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.

Education

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

	Communication Disorders & Sciences (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies in Education (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, Policy and Leadership (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Encourages me in my scholarly pursuits	0.0	0.0	0.0	11.1	11.1	11.6	7.7	7.1
Treats my ideas with respect	0.0	0.0	0.0	11.1	0.0	9.3	15.4	2.4
Provides constructive feedback on my work	0.0	0.0	3.4	22.2	11.1	7.0	15.4	7.1
Provides timely feedback on my work	0.0	4.5	0.0	33.3	11.1	14.0	15.4	9.5
Is available when I need help or advice	0.0	0.0	0.0	11.1	11.1	11.6	38.5	9.5
Would support me in any career path I choose (academic or a career outside the academy)	4.3	0.0	0.0	11.1	22.2	14.3	7.7	4.8
Treats students in the department equitably regardless of their backgrounds	0.0	0.0	0.0	11.1	0.0	4.7	15.4	4.8
Has emphasized the importance of professional ethics in our field	0.0	0.0	0.0	11.1	0.0	9.3	15.4	7.1
Helps me secure external or internal funding for my graduate studies, research or creative work	30.4	13.6	20.7	12.5	33.3	35.0	30.8	16.7
Helps me develop professional relationships with others in the field	13.0	13.6	3.4	25.0	11.1	29.3	23.1	19.0
Advises me about how to get my work published, performed or shown	21.7	9.1	10.3	22.2	37.5	24.4	7.7	19.0
Encourages the expression of intellectual differences or disagreements	4.3	13.6	0.0	11.1	0.0	11.9	23.1	9.5
Makes me feel comfortable talking about issues I am facing in graduate school	8.7	31.8	0.0	11.1	11.1	17.1	15.4	14.3
20% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.*	2	1	1	4	3	3	4	0
33.3% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.**	0	0	0	1	2	1	1	0

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

Education

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

	Communication Disorders & Sciences (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies in Education (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, Policy and Leadership (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Collegial	65.4	59.1	54.8	20.0	15.4	29.5	38.5	42.9
Encouraging	61.5	40.9	80.6	20.0	46.2	31.8	23.1	47.6
Supportive	57.7	42.9	74.2	20.0	38.5	22.2	30.8	47.6
Intellectually open to multiple theoretical, methodological or creative approaches	30.8	27.3	64.5	40.0	15.4	33.3	23.1	31.0
Open to interdisciplinary inquiry	38.5	31.8	51.6	40.0	16.7	18.2	16.7	39.0
Inclusive of students of color	50.0	59.1	60.0	30.0	53.8	42.2	53.8	61.0
Inclusive by gender	46.2	36.4	58.1	20.0	53.8	46.7	61.5	56.1
Inclusive of international students	30.8	0.0	58.1	11.1	46.2	53.3	41.7	61.0
Inclusive of students with disabilities	53.8	18.2	54.8	10.0	53.8	31.8	33.3	53.7
Inclusive of first generation students	34.6	22.7	64.5	20.0	53.8	32.6	33.3	53.7
Inclusive of students of all sexual orientations	80.8	63.6	71.0	50.0	61.5	39.5	50.0	58.5
33.3% of students or more "Strongly Agreed" that the description fit their program*	9	6	11	3	8	5	7	10
50% of students or more "Strongly Agreed" that the description fit their program**	6	3	11	1	5	1	3	6

*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.

Education

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

	Communication Disorders & Sciences (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies in Education (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, Policy and Leadership (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Collegial	92.3	90.9	100.0	30.0	84.6	72.7	84.6	76.2
Encouraging	92.3	90.9	100.0	40.0	84.6	68.2	84.6	78.6
Supportive	84.6	85.7	100.0	50.0	84.6	60.0	53.8	73.8
Intellectually open to multiple theoretical, methodological or creative approaches	80.8	77.3	93.5	70.0	84.6	73.3	23.1	64.3
Open to interdisciplinary inquiry	73.1	77.3	87.1	80.0	33.3	56.8	50.0	63.4
Inclusive of students of color	80.8	90.9	93.3	60.0	92.3	68.9	76.9	75.6
Inclusive by gender	80.8	81.8	90.3	40.0	100.0	68.9	76.9	85.4
Inclusive of international students	61.5	18.2	83.9	22.2	92.3	80.0	50.0	87.8
Inclusive of students with disabilities	76.9	54.5	80.6	30.0	92.3	68.2	50.0	80.5
Inclusive of first generation students	76.9	72.7	87.1	70.0	92.3	67.4	50.0	78.0
Inclusive of students of all sexual orientations	96.2	95.5	90.3	90.0	100.0	79.1	91.7	82.9
50% of students or more "Strongly Agreed" or "Agreed" that the description fit their program.*	11	10	11	6	10	11	10	11
75% of students or more "Strong Agreed" or "Agreed" that the description fit their program.**	9	8	11	2	10	2	5	8

*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.

Education

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

	Communication Disorders & Sciences (N = 28)	Counseling Psychology (N = 25)	Couples and Family Therapy (N = 32)	Critical and Socio-cultural Studies in Education (N = 11)	Curriculum and Teaching (N = 18)	Educational Methodology, Policy and Leadership (N = 48)	School Psychology (N = 13)	Special Education (N = 47)
Collegial	0.0	4.5	0.0	30.0	0.0	9.1	7.7	9.5
Encouraging	3.8	4.5	0.0	20.0	7.7	11.4	15.4	4.8
Supportive	0.0	4.8	0.0	20.0	7.7	13.3	23.1	9.5
Intellectually open to multiple theoretical, methodological or creative approaches	3.8	9.1	0.0	20.0	0.0	11.1	61.5	16.7
Open to interdisciplinary inquiry	11.5	4.5	0.0	10.0	0.0	15.9	33.3	17.1
Inclusive of students of color	3.8	4.5	3.3	30.0	0.0	6.7	0.0	12.2
Inclusive by gender	7.7	13.6	0.0	10.0	0.0	6.7	7.7	4.9
Inclusive of international students	7.7	31.8	3.2	11.1	7.7	6.7	0.0	9.8
Inclusive of students with disabilities	3.8	18.2	0.0	10.0	0.0	6.8	8.3	0.0
Inclusive of first generation students	3.8	4.5	0.0	0.0	7.7	11.6	8.3	4.9
Inclusive of students of all sexual orientations	0.0	4.5	0.0	0.0	0.0	2.3	0.0	4.9
20% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	1	0	5	0	0	3	0
33.3% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	0	0	0	0	0	2	0

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

Communication Disorders & Sciences

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

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N =)	2012 (N = 28)	2009 (N =)	2012 (N = 28)	2009 (N =)	2012 (N = 28)
Quality of the faculty	13.3	46.2	53.3	84.6	13.4	0.0
Overall Program quality	6.3	46.2	43.8	96.2	31.3	0.0
Financial support for graduate students	12.5	15.4	18.8	23.1	56.3	61.5
Program's performance in keeping pace with recent developments in my field	25.0	53.8	68.8	96.2	12.5	0.0
Quality of academic guidance and advising	12.5	23.1	43.8	73.1	50.0	15.4
Intellectual community in Program	25.0	53.8	56.3	84.6	18.8	7.7
Training/ assistance about career and professional development	N/A	38.5	N/A	57.7	N/A	11.5
Space, facilities and equipment	0.0	26.9	18.8	76.9	62.5	3.8
Process for involving students in Program decisions that affect graduate students*	12.5	23.1	12.5	65.4	50.1	19.2
Research opportunities in my program	N/A	26.9	N/A	46.2	N/A	15.4
Fairness of the evaluation criteria used to assess graduate students	12.5	34.6	31.3	53.8	37.5	7.7
Program's efforts to promote a diverse, inclusive community*	12.5	38.5	43.8	76.9	31.3	3.8
Training/assistance about grants and other external funding	N/A	8.0	N/A	20.0	N/A	60.0
Adequacy of preparation for teaching	6.3	34.6	43.8	69.2	25.0	3.8
Clarity of the evaluation criteria used to assess graduate students	12.5	30.8	31.3	46.2	56.3	11.5
Support for interdisciplinary inquiry	6.3	23.1	25.1	46.2	43.8	30.8
Training about professional ethics/academic integrity*	25.0	50.0	50.0	84.6	18.8	3.8

* 2012 survey included minor edits to question text

9 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 0 in 2009.	12 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 4 in 2009.	3 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 10 in 2009.
3 features rated as 'Excellent' by at least 50% of students in 2012, compared to 0 in 2009.	7 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 0 in 2009.	

Communication Disorders & Sciences

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

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N =)	2012 (N = 28)	2009 (N =)	2012 (N = 28)
Encourages me in my scholarly pursuits	25.0	69.6	12.5	0.0
Treats my ideas with respect	18.8	73.9	31.3	0.0
Provides constructive feedback on my work*	31.3	73.9	25.1	0.0
Provides timely feedback on my work	25.0	82.6	12.5	0.0
Is available when I need help or advice	31.3	65.2	25.0	0.0
Would support me in any career path I choose (academic or a career outside the academy)	N/A	73.9	N/A	4.3
Treats students in the department equitably regardless of their backgrounds*	12.5	73.9	43.8	0.0
Has emphasized the importance of professional ethics in our field*	37.5	82.6	12.6	0.0
Helps me secure external or internal funding for my graduate studies, research or creative work*	6.3	34.8	37.6	30.4
Helps me develop professional relationships with others in the field	12.5	39.1	31.3	13.0
Advises me about how to get my work published, performed or shown	6.3	34.8	18.8	21.7
Encourages the expression of intellectual differences or disagreements*	6.3	60.9	37.6	4.3
Makes me feel comfortable talking about issues I am facing in graduate school	18.8	65.2	50.1	8.7

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 10 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 advisors in 2012, compared to 8 statements in 2009.
At least 75% of respondents 'Strongly Agreed' with 2 statements about their advisors in 2012, compared to 0 statements in 2009.	

Communication Disorders & Sciences

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 =)	2012 (N = 28)	2009 (N =)	2012 (N = 28)	2009 (N =)	2012 (N = 28)
Collegial	N/A	65.4	N/A	92.3	N/A	0.0
Encouraging	0.0	61.5	57.1	92.3	14.3	3.8
Supportive	12.5	57.7	56.3	84.6	25.0	0.0
Intellectually open to multiple theoretical, methodological or creative approaches*	12.5	30.8	31.3	80.8	25.0	3.8
Open to interdisciplinary inquiry	6.3	38.5	31.3	73.1	25.1	11.5
Inclusive of students of color*	18.8	50.0	62.6	80.8	25.1	3.8
Inclusive by gender*	18.8	46.2	43.8	80.8	37.5	7.7
Inclusive of international students	N/A	30.8	N/A	61.5	N/A	7.7
Inclusive of students with disabilities*	31.3	53.8	62.6	76.9	37.6	3.8
Inclusive of first generation students	N/A	34.6	N/A	76.9	N/A	3.8
Inclusive of students of all sexual orientations	33.3	80.8	60.0	96.2	6.7	0.0

* 2012 survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 9 statements about the climate of their program in 2012, compared to 0 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 6 statements about the climate of their program in 2012, compared to 0 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 11 statements about the climate of their program in 2012, compared to 5 statements in 2009.

At least 75% of respondents 'Strongly Agreed' with 9 statements about the climate of their program in 2012, compared to 0 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 6 statements in 2009.

Counseling Psychology

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

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N = 24)	2012 (N = 25)	2009 (N = 24)	2012 (N = 25)	2009 (N = 24)	2012 (N = 25)
Quality of the faculty	39.6	13.0	78.8	82.6	0.0	0.0
Overall Program quality	29.2	26.1	79.8	87.0	0.0	0.0
Financial support for graduate students	46.2	69.6	78.9	87.0	0.0	4.3
Program's performance in keeping pace with recent developments in my field	49.7	26.1	95.9	69.6	0.0	0.0
Quality of academic guidance and advising	4.0	8.7	55.5	34.8	24.3	17.4
Intellectual community in Program	58.7	30.4	83.8	82.6	4.0	0.0
Training/ assistance about career and professional development	N/A	8.7	N/A	52.2	N/A	4.3
Space, facilities and equipment	38.5	65.2	75.8	87.0	4.0	4.3
Process for involving students in Program decisions that affect graduate students*	33.2	26.1	57.8	69.6	8.1	4.3
Research opportunities in my program	N/A	4.3	N/A	39.1	N/A	13.0
Fairness of the evaluation criteria used to assess graduate students	17.0	13.0	42.5	43.5	24.3	17.4
Program's efforts to promote a diverse, inclusive community*	71.7	59.1	91.9	90.9	0.0	0.0
Training/assistance about grants and other external funding	N/A	4.3	N/A	30.4	N/A	17.4
Adequacy of preparation for teaching	8.4	4.3	38.8	39.1	21.1	17.4
Clarity of the evaluation criteria used to assess graduate students	17.9	8.7	38.5	47.8	24.3	13.0
Support for interdisciplinary inquiry	16.2	4.3	46.2	47.8	20.2	8.7
Training about professional ethics/academic integrity*	41.7	47.8	92.0	91.3	4.0	0.0

* 2012 survey included minor edits to question text

4 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 7 in 2009.	10 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 10 in 2009.
3 features rated as 'Excellent' by at least 50% of students in 2012, compared to 2 in 2009.	7 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 8 in 2009.

0 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 5 in 2009.

Counseling Psychology

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

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 24)	2012 (N = 25)	2009 (N = 24)	2012 (N = 25)
Encourages me in my scholarly pursuits	52.6	45.5	4.2	0.0
Treats my ideas with respect	49.3	50.0	0.0	0.0
Provides constructive feedback on my work*	49.3	40.9	0.0	0.0
Provides timely feedback on my work	22.1	54.5	16.9	4.5
Is available when I need help or advice	30.5	22.7	21.1	0.0
Would support me in any career path I choose (academic or a career outside the academy)	N/A	40.9	N/A	0.0
Treats students in the department equitably regardless of their backgrounds*	40.8	36.4	25.3	0.0
Has emphasized the importance of professional ethics in our field*	48.3	50.0	4.2	0.0
Helps me secure external or internal funding for my graduate studies, research or creative work*	44.1	54.5	12.7	13.6
Helps me develop professional relationships with others in the field	31.4	27.3	12.7	13.6
Advises me about how to get my work published, performed or shown	31.4	22.7	8.5	9.1
Encourages the expression of intellectual differences or disagreements*	22.1	22.7	21.1	13.6
Makes me feel comfortable talking about issues I am facing in graduate school	22.1	18.2	33.8	31.8

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 4 statements about their advisors in 2012, compared to 1 statements in 2009.

At least 75% 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 1 statements about their advisors in 2012, compared to 4 statements in 2009.

Counseling Psychology

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 = 24)	2012 (N = 25)	2009 (N = 24)	2012 (N = 25)	2009 (N = 24)	2012 (N = 25)
Collegial	N/A	59.1	N/A	90.9	N/A	4.5
Encouraging	37.6	40.9	71.7	90.9	0.0	4.5
Supportive	36.7	42.9	67.6	85.7	4.0	4.8
Intellectually open to multiple theoretical, methodological or creative approaches*	26.4	27.3	71.7	77.3	16.2	9.1
Open to interdisciplinary inquiry	41.7	31.8	58.7	77.3	4.0	4.5
Inclusive of students of color*	71.7	59.1	83.8	90.9	8.1	4.5
Inclusive by gender*	40.4	36.4	57.8	81.8	13.0	13.6
Inclusive of international students	N/A	0.0	N/A	18.2	N/A	31.8
Inclusive of students with disabilities*	26.8	18.2	57.5	54.5	8.5	18.2
Inclusive of first generation students	N/A	22.7	N/A	72.7	N/A	4.5
Inclusive of students of all sexual orientations	66.8	63.6	91.9	95.5	0.0	4.5

* 2012 survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 6 statements about the climate of their program in 2012, compared to 6 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 3 statements about the climate of their program in 2012, compared to 2 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 10 statements about the climate of their program in 2012, compared to 8 statements in 2009.

At least 75% of respondents 'Strongly Agreed' with 8 statements about the climate of their program in 2012, compared to 2 statements in 2009.

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statements about the climate of their program in 2012, compared to 0 statements in 2009.

Couples and Family Therapy

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

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N = 21)	2012 (N = 32)	2009 (N = 21)	2012 (N = 32)	2009 (N = 21)	2012 (N = 32)
Quality of the faculty	100.0	77.4	100.0	100.0	0.0	0.0
Overall Program quality	86.2	83.9	100.0	100.0	0.0	0.0
Financial support for graduate students	8.9	3.2	23.3	6.5	63.3	48.4
Program's performance in keeping pace with recent developments in my field	90.7	64.5	100.0	96.8	0.0	0.0
Quality of academic guidance and advising	63.5	56.7	90.7	96.7	0.0	0.0
Intellectual community in Program	62.5	38.7	90.7	83.9	0.0	3.2
Training/ assistance about career and professional development	N/A	35.5	N/A	74.2	N/A	6.5
Space, facilities and equipment	36.7	58.1	72.8	93.5	4.9	0.0
Process for involving students in Program decisions that affect graduate students*	54.5	48.4	86.2	87.1	0.0	0.0
Research opportunities in my program	N/A	16.1	N/A	64.5	N/A	6.5
Fairness of the evaluation criteria used to assess graduate students	57.5	41.9	95.3	96.8	0.0	0.0
Program's efforts to promote a diverse, inclusive community*	72.4	67.7	95.1	96.8	0.0	0.0
Training/assistance about grants and other external funding	N/A	3.3	N/A	36.7	N/A	26.7
Adequacy of preparation for teaching	41.1	20.0	86.6	63.3	0.0	20.0
Clarity of the evaluation criteria used to assess graduate students	68.3	38.7	91.0	83.9	4.5	3.2
Support for interdisciplinary inquiry	23.3	25.8	59.4	61.3	4.5	9.7
Training about professional ethics/academic integrity*	85.6	71.0	100.0	100.0	0.0	0.0

* 2012 survey included minor edits to question text

12 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 12 in 2009.	15 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 13 in 2009.
7 features rated as 'Excellent' by at least 50% of students in 2012, compared to 10 in 2009.	11 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 11 in 2009.

3 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 1 in 2009.

Couples and Family Therapy

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

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 21)	2012 (N = 32)	2009 (N = 21)	2012 (N = 32)
Encourages me in my scholarly pursuits	68.3	69.0	0.0	0.0
Treats my ideas with respect	77.7	82.8	0.0	0.0
Provides constructive feedback on my work*	63.9	62.1	4.5	3.4
Provides timely feedback on my work	55.4	62.1	8.9	0.0
Is available when I need help or advice	64.3	65.5	4.5	0.0
Would support me in any career path I choose (academic or a career outside the academy)	N/A	75.9	N/A	0.0
Treats students in the department equitably regardless of their backgrounds*	86.6	79.3	0.0	0.0
Has emphasized the importance of professional ethics in our field*	86.6	72.4	0.0	0.0
Helps me secure external or internal funding for my graduate studies, research or creative work*	18.8	24.1	17.9	20.7
Helps me develop professional relationships with others in the field	45.6	37.9	4.5	3.4
Advises me about how to get my work published, performed or shown	45.6	27.6	4.5	10.3
Encourages the expression of intellectual differences or disagreements*	54.9	58.6	4.5	0.0
Makes me feel comfortable talking about issues I am facing in graduate school	77.7	65.5	8.9	0.0

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 10 statements about their advisors in 2012, compared to 9 statements in 2009.

At least 75% of respondents 'Strongly Agreed' with 3 statements about their advisors in 2012, compared to 4 statements in 2009.

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statements about their advisors in 2012, compared to 0 statements in 2009.

Couples and Family Therapy

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 = 21)	2012 (N = 32)	2009 (N = 21)	2012 (N = 32)	2009 (N = 21)	2012 (N = 32)
Collegial	N/A	54.8	N/A	100.0	N/A	0.0
Encouraging	71.4	80.6	90.2	100.0	0.0	0.0
Supportive	86.2	74.2	100.0	100.0	0.0	0.0
Intellectually open to multiple theoretical, methodological or creative approaches*	59.4	64.5	100.0	93.5	0.0	0.0
Open to interdisciplinary inquiry	32.2	51.6	95.5	87.1	0.0	0.0
Inclusive of students of color*	76.9	60.0	95.6	93.3	0.0	3.3
Inclusive by gender*	72.8	58.1	86.2	90.3	0.0	0.0
Inclusive of international students	N/A	58.1	N/A	83.9	N/A	3.2
Inclusive of students with disabilities*	59.0	54.8	95.1	80.6	0.0	0.0
Inclusive of first generation students	N/A	64.5	N/A	87.1	N/A	0.0
Inclusive of students of all sexual orientations	95.1	71.0	100.0	90.3	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 7 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 11 statements about the climate of their program in 2012, compared to 7 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 75% 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.

Curriculum and Teaching

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

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N = 59)	2012 (N = 18)	2009 (N = 59)	2012 (N = 18)	2009 (N = 59)	2012 (N = 18)
Quality of the faculty	6.9	30.8	53.3	69.2	11.9	0.0
Overall Program quality	3.1	23.1	43.3	53.8	15.6	15.4
Financial support for graduate students	3.8	0.0	27.2	15.4	43.1	61.5
Program's performance in keeping pace with recent developments in my field	11.9	15.4	56.9	69.2	13.4	0.0
Quality of academic guidance and advising	16.5	7.7	53.1	38.5	20.1	30.8
Intellectual community in Program	6.5	7.7	49.0	46.2	13.4	30.8
Training/ assistance about career and professional development	N/A	30.8	N/A	53.8	N/A	23.1
Space, facilities and equipment	4.8	23.1	22.3	46.2	43.0	7.7
Process for involving students in Program decisions that affect graduate students*	1.6	7.7	27.0	7.7	38.1	61.5
Research opportunities in my program	N/A	0.0	N/A	25.0	N/A	25.0
Fairness of the evaluation criteria used to assess graduate students	4.7	30.8	52.1	84.6	12.9	7.7
Program's efforts to promote a diverse, inclusive community*	6.5	53.8	43.8	76.9	19.3	0.0
Training/assistance about grants and other external funding	N/A	0.0	N/A	15.4	N/A	46.2
Adequacy of preparation for teaching	16.2	7.7	59.7	69.2	15.3	0.0
Clarity of the evaluation criteria used to assess graduate students	4.7	23.1	49.0	53.8	20.2	15.4
Support for interdisciplinary inquiry	5.1	0.0	36.9	30.8	24.6	30.8
Training about professional ethics/academic integrity*	10.5	30.8	54.3	53.8	12.4	15.4

* 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.	9 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 6 in 2009.	8 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 6 in 2009.
1 features rated as 'Excellent' by at least 50% of students in 2012, compared to 0 in 2009.	2 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 0 in 2009.	

Curriculum and Teaching

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

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 59)	2012 (N = 18)	2009 (N = 59)	2012 (N = 18)
Encourages me in my scholarly pursuits	42.8	22.2	7.7	11.1
Treats my ideas with respect	43.2	55.6	7.3	0.0
Provides constructive feedback on my work*	39.1	22.2	7.4	11.1
Provides timely feedback on my work	37.9	44.4	8.9	11.1
Is available when I need help or advice	44.8	44.4	7.0	11.1
Would support me in any career path I choose (academic or a career outside the academy)	N/A	55.6	N/A	22.2
Treats students in the department equitably regardless of their backgrounds*	40.2	66.7	7.3	0.0
Has emphasized the importance of professional ethics in our field*	45.2	66.7	5.7	0.0
Helps me secure external or internal funding for my graduate studies, research or creative work*	11.1	0.0	17.3	33.3
Helps me develop professional relationships with others in the field	34.8	0.0	18.1	11.1
Advises me about how to get my work published, performed or shown	16.1	0.0	17.8	37.5
Encourages the expression of intellectual differences or disagreements*	26.4	22.2	14.7	0.0
Makes me feel comfortable talking about issues I am facing in graduate school	50.2	44.4	14.8	11.1

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 4 statements about their advisors in 2012, compared to 1 statements in 2009.

At least 75% 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 3 statements about their advisors in 2012, compared to 0 statements in 2009.

Curriculum and Teaching

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 = 59)	2012 (N = 18)	2009 (N = 59)	2012 (N = 18)	2009 (N = 59)	2012 (N = 18)
Collegial	N/A	15.4	N/A	84.6	N/A	0.0
Encouraging	36.9	46.2	82.1	84.6	7.2	7.7
Supportive	30.2	38.5	75.6	84.6	7.6	7.7
Intellectually open to multiple theoretical, methodological or creative approaches*	14.3	15.4	59.8	84.6	21.0	0.0
Open to interdisciplinary inquiry	11.6	16.7	56.4	33.3	14.2	0.0
Inclusive of students of color*	18.8	53.8	63.8	92.3	10.5	0.0
Inclusive by gender*	30.2	53.8	69.3	100.0	6.9	0.0
Inclusive of international students	N/A	46.2	N/A	92.3	N/A	7.7
Inclusive of students with disabilities*	13.3	53.8	63.8	92.3	3.9	0.0
Inclusive of first generation students	N/A	53.8	N/A	92.3	N/A	7.7
Inclusive of students of all sexual orientations	24.7	61.5	81.9	100.0	5.3	0.0

* 2012 survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 8 statements about the climate of their program in 2012, compared to 1 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 5 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 8 statements in 2009.

At least 75% of respondents 'Strongly Agreed' with 10 statements about the climate of their program in 2012, compared to 3 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.

Educational Methodology, Policy and Leadership

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

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N = 45)	2012 (N = 48)	2009 (N = 45)	2012 (N = 48)	2009 (N = 45)	2012 (N = 48)
Quality of the faculty	23.7	35.6	69.7	82.2	2.1	2.2
Overall Program quality	20.8	31.8	58.6	63.6	24.7	11.4
Financial support for graduate students	9.5	13.6	34.5	22.7	40.0	54.5
Program's performance in keeping pace with recent developments in my field	22.0	51.1	74.1	80.0	10.5	6.7
Quality of academic guidance and advising	27.0	20.0	54.9	48.9	25.8	35.6
Intellectual community in Program	37.6	20.0	69.0	51.1	10.7	22.2
Training/ assistance about career and professional development	N/A	11.6	N/A	25.6	N/A	41.9
Space, facilities and equipment	16.9	25.6	37.6	55.8	26.2	7.0
Process for involving students in Program decisions that affect graduate students*	7.5	17.8	23.8	37.8	47.0	35.6
Research opportunities in my program	N/A	20.0	N/A	42.2	N/A	26.7
Fairness of the evaluation criteria used to assess graduate students	17.8	17.8	60.9	66.7	21.4	8.9
Program's efforts to promote a diverse, inclusive community*	14.7	22.2	40.2	53.3	30.1	20.0
Training/assistance about grants and other external funding	N/A	6.8	N/A	22.7	N/A	47.7
Adequacy of preparation for teaching	11.4	20.5	45.1	40.9	21.2	27.3
Clarity of the evaluation criteria used to assess graduate students	19.0	15.6	54.4	46.7	21.9	15.6
Support for interdisciplinary inquiry	9.7	23.3	36.2	37.2	33.3	27.9
Training about professional ethics/academic integrity*	24.7	15.9	69.9	52.3	19.3	13.6

* 2012 survey included minor edits to question text

2 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 1 in 2009.	8 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 8 in 2009.	10 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 10 in 2009.
1 features rated as 'Excellent' by at least 50% of students in 2012, compared to 0 in 2009.	2 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 0 in 2009.	

Educational Methodology, Policy and Leadership

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

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 45)	2012 (N = 48)	2009 (N = 45)	2012 (N = 48)
Encourages me in my scholarly pursuits	55.2	55.8	4.3	11.6
Treats my ideas with respect	53.1	60.5	0.0	9.3
Provides constructive feedback on my work*	52.1	55.8	6.4	7.0
Provides timely feedback on my work	43.1	41.9	10.7	14.0
Is available when I need help or advice	45.7	37.2	15.0	11.6
Would support me in any career path I choose (academic or a career outside the academy)	N/A	52.4	N/A	14.3
Treats students in the department equitably regardless of their backgrounds*	55.2	58.1	2.1	4.7
Has emphasized the importance of professional ethics in our field*	50.9	51.2	4.8	9.3
Helps me secure external or internal funding for my graduate studies, research or creative work*	20.2	30.0	22.4	35.0
Helps me develop professional relationships with others in the field	25.0	29.3	15.0	29.3
Advises me about how to get my work published, performed or shown	22.4	26.8	19.8	24.4
Encourages the expression of intellectual differences or disagreements*	44.0	45.2	6.4	11.9
Makes me feel comfortable talking about issues I am facing in graduate school	50.5	43.9	13.3	17.1

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 6 statements about their advisors in 2012, compared to 6 statements in 2009.

At least 75% 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 3 statements about their advisors in 2012, compared to 1 statements in 2009.

Educational Methodology, Policy and Leadership

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 = 45)	2012 (N = 48)	2009 (N = 45)	2012 (N = 48)	2009 (N = 45)	2012 (N = 48)
Collegial	N/A	29.5	N/A	72.7	N/A	9.1
Encouraging	45.4	31.8	65.6	68.2	17.2	11.4
Supportive	45.4	22.2	63.5	60.0	19.3	13.3
Intellectually open to multiple theoretical, methodological or creative approaches*	30.7	33.3	54.0	73.3	27.9	11.1
Open to interdisciplinary inquiry	30.0	18.2	53.6	56.8	27.6	15.9
Inclusive of students of color*	40.7	42.2	59.3	68.9	25.7	6.7
Inclusive by gender*	57.1	46.7	70.0	68.9	17.2	6.7
Inclusive of international students	N/A	53.3	N/A	80.0	N/A	6.7
Inclusive of students with disabilities*	35.8	31.8	67.3	68.2	14.3	6.8
Inclusive of first generation students	N/A	32.6	N/A	67.4	N/A	11.6
Inclusive of students of all sexual orientations	45.8	39.5	65.1	79.1	11.5	2.3

* 2012 survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 5 statements about the climate of their program in 2012, compared to 6 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 1 statements about the climate of their program in 2012, compared to 1 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 75% of respondents 'Strongly Agreed' with 2 statements about the climate of their program in 2012, compared to 0 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 3 statements in 2009.

School Psychology

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

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N = 19)	2012 (N = 13)	2009 (N = 19)	2012 (N = 13)	2009 (N = 19)	2012 (N = 13)
Quality of the faculty	41.2	23.1	93.8	69.2	0.0	7.7
Overall Program quality	39.8	23.1	84.4	61.5	0.0	23.1
Financial support for graduate students	44.6	7.7	59.1	7.7	10.7	76.9
Program's performance in keeping pace with recent developments in my field	83.4	46.2	100.0	92.3	0.0	0.0
Quality of academic guidance and advising	25.3	15.4	45.7	30.8	20.4	30.8
Intellectual community in Program	49.5	38.5	94.1	69.2	0.0	15.4
Training/ assistance about career and professional development	N/A	15.4	N/A	69.2	N/A	30.8
Space, facilities and equipment	0.0	30.8	19.4	53.8	40.9	30.8
Process for involving students in Program decisions that affect graduate students*	4.8	7.7	29.0	23.1	30.1	69.2
Research opportunities in my program	N/A	38.5	N/A	61.5	N/A	7.7
Fairness of the evaluation criteria used to assess graduate students	9.7	30.8	63.0	53.8	11.8	23.1
Program's efforts to promote a diverse, inclusive community*	4.8	15.4	31.1	53.8	24.2	23.1
Training/assistance about grants and other external funding	N/A	0.0	N/A	7.7	N/A	46.2
Adequacy of preparation for teaching	25.3	7.7	60.2	23.1	10.7	61.5
Clarity of the evaluation criteria used to assess graduate students	4.8	15.4	67.8	38.5	10.7	23.1
Support for interdisciplinary inquiry	15.6	8.3	59.2	25.0	26.3	41.7
Training about professional ethics/academic integrity*	24.2	38.5	79.6	69.2	0.0	0.0

* 2012 survey included minor edits to question text

4 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 5 in 2009.	10 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 10 in 2009.
0 features rated as 'Excellent' by at least 50% of students in 2012, compared to 1 in 2009.	1 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 5 in 2009.

12 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 5 in 2009.

School Psychology

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 = 13)	2009 (N = 19)	2012 (N = 13)
Encourages me in my scholarly pursuits	60.2	53.8	5.9	7.7
Treats my ideas with respect	55.4	46.2	10.7	15.4
Provides constructive feedback on my work*	50.5	53.8	10.7	15.4
Provides timely feedback on my work	39.8	46.2	20.4	15.4
Is available when I need help or advice	34.9	38.5	25.2	38.5
Would support me in any career path I choose (academic or a career outside the academy)	N/A	46.2	N/A	7.7
Treats students in the department equitably regardless of their backgrounds*	44.6	38.5	21.4	15.4
Has emphasized the importance of professional ethics in our field*	50.5	30.8	4.8	15.4
Helps me secure external or internal funding for my graduate studies, research or creative work*	39.8	38.5	20.4	30.8
Helps me develop professional relationships with others in the field	36.0	23.1	15.6	23.1
Advises me about how to get my work published, performed or shown	40.8	23.1	15.6	7.7
Encourages the expression of intellectual differences or disagreements*	39.8	30.8	25.3	23.1
Makes me feel comfortable talking about issues I am facing in graduate school	30.1	23.1	25.3	15.4

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 2 statements about their advisors in 2012, compared to 4 statements in 2009.

At least 75% 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 4 statements about their advisors in 2012, compared to 6 statements in 2009.

School Psychology

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 = 13)	2009 (N = 19)	2012 (N = 13)	2009 (N = 19)	2012 (N = 13)
Collegial	N/A	38.5	N/A	84.6	N/A	7.7
Encouraging	60.2	23.1	94.1	84.6	0.0	15.4
Supportive	49.5	30.8	79.6	53.8	0.0	23.1
Intellectually open to multiple theoretical, methodological or creative approaches*	10.7	23.1	44.6	23.1	24.2	61.5
Open to interdisciplinary inquiry	20.4	16.7	74.7	50.0	15.6	33.3
Inclusive of students of color*	31.2	53.8	66.1	76.9	19.4	0.0
Inclusive by gender*	36.7	61.5	78.5	76.9	0.0	7.7
Inclusive of international students	N/A	41.7	N/A	50.0	N/A	0.0
Inclusive of students with disabilities*	37.8	33.3	79.6	50.0	5.1	8.3
Inclusive of first generation students	N/A	33.3	N/A	50.0	N/A	8.3
Inclusive of students of all sexual orientations	58.2	50.0	100.0	91.7	0.0	0.0

* 2012 survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 7 statements about the climate of their program in 2012, compared to 5 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 3 statements about the climate of their program in 2012, compared to 2 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 75% of respondents 'Strongly Agreed' with 5 statements about the climate of their program in 2012, compared to 5 statements in 2009.

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 3 statements about the climate of their program in 2012, compared to 1 statements in 2009.

Special Education

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

	Excellent		Excellent or Very Good		Fair or Poor	
	2009 (N = 49)	2012 (N = 47)	2009 (N = 49)	2012 (N = 47)	2009 (N = 49)	2012 (N = 47)
Quality of the faculty	42.9	41.9	82.2	88.4	6.1	0.0
Overall Program quality	23.9	32.6	72.6	83.7	5.7	0.0
Financial support for graduate students	20.8	23.3	42.5	62.8	31.4	20.9
Program's performance in keeping pace with recent developments in my field	52.0	62.8	92.3	93.0	0.0	4.7
Quality of academic guidance and advising	25.6	23.3	51.0	55.8	25.5	16.3
Intellectual community in Program	21.6	37.2	60.5	74.4	12.2	14.0
Training/ assistance about career and professional development	N/A	18.6	N/A	60.5	N/A	11.6
Space, facilities and equipment	6.1	41.9	28.6	79.1	34.5	4.7
Process for involving students in Program decisions that affect graduate students*	3.8	9.3	31.1	44.2	37.6	30.2
Research opportunities in my program	N/A	27.9	N/A	69.8	N/A	16.3
Fairness of the evaluation criteria used to assess graduate students	26.9	25.6	67.5	69.8	8.0	4.7
Program's efforts to promote a diverse, inclusive community*	19.8	30.2	52.4	81.4	17.5	11.6
Training/assistance about grants and other external funding	N/A	16.3	N/A	46.5	N/A	34.9
Adequacy of preparation for teaching	23.5	27.9	56.9	76.7	5.7	7.0
Clarity of the evaluation criteria used to assess graduate students	25.0	14.0	61.8	72.1	12.2	4.7
Support for interdisciplinary inquiry	14.0	9.5	42.0	42.9	27.6	26.2
Training about professional ethics/academic integrity*	33.0	30.2	70.4	72.1	10.3	7.0

* 2012 survey included minor edits to question text

4 features rated as 'Excellent' by at least 33.3% of students in 2012, compared to 2 in 2009.	14 features rated as 'Excellent' or 'Very Good' by at least 50% of students in 2012, compared to 10 in 2009.	4 features rated as 'Fair' or 'Poor' by at least 20% of students in 2012, compared to 5 in 2009.
1 features rated as 'Excellent' by at least 50% of students in 2012, compared to 1 in 2009.	6 features rated as 'Excellent' or 'Very Good' by at least 75% of students in 2012, compared to 2 in 2009.	

Special Education

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

	Strongly Agreed		Disagreed or Strongly Disagreed	
	2009 (N = 49)	2012 (N = 47)	2009 (N = 49)	2012 (N = 47)
Encourages me in my scholarly pursuits	39.2	54.8	6.2	7.1
Treats my ideas with respect	46.9	57.1	6.2	2.4
Provides constructive feedback on my work*	30.7	61.9	6.3	7.1
Provides timely feedback on my work	29.6	52.4	12.3	9.5
Is available when I need help or advice	31.7	59.5	8.3	9.5
Would support me in any career path I choose (academic or a career outside the academy)	N/A	42.9	N/A	4.8
Treats students in the department equitably regardless of their backgrounds*	45.8	61.9	6.2	4.8
Has emphasized the importance of professional ethics in our field*	46.9	69.0	4.1	7.1
Helps me secure external or internal funding for my graduate studies, research or creative work*	26.0	40.5	19.0	16.7
Helps me develop professional relationships with others in the field	25.5	33.3	19.0	19.0
Advises me about how to get my work published, performed or shown	13.2	31.0	19.4	19.0
Encourages the expression of intellectual differences or disagreements*	42.8	38.1	14.9	9.5
Makes me feel comfortable talking about issues I am facing in graduate school	41.6	47.6	21.4	14.3

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 7 statements about their advisors in 2012, compared to 0 statements in 2009.

At least 75% 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 0 statements about their advisors in 2012, compared to 1 statements in 2009.

Special Education

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 = 49)	2012 (N = 47)	2009 (N = 49)	2012 (N = 47)	2009 (N = 49)	2012 (N = 47)
Collegial	N/A	42.9	N/A	76.2	N/A	9.5
Encouraging	46.7	47.6	79.0	78.6	1.9	4.8
Supportive	31.5	47.6	80.9	73.8	5.7	9.5
Intellectually open to multiple theoretical, methodological or creative approaches*	21.4	31.0	57.1	64.3	19.3	16.7
Open to interdisciplinary inquiry	25.6	39.0	59.0	63.4	11.4	17.1
Inclusive of students of color*	36.0	61.0	62.5	75.6	5.8	12.2
Inclusive by gender*	36.1	56.1	65.9	85.4	24.6	4.9
Inclusive of international students	N/A	61.0	N/A	87.8	N/A	9.8
Inclusive of students with disabilities*	41.1	53.7	86.5	80.5	0.0	0.0
Inclusive of first generation students	N/A	53.7	N/A	78.0	N/A	4.9
Inclusive of students of all sexual orientations	49.1	58.5	77.9	82.9	3.9	4.9

* 2012 survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 10 statements about the climate of their program in 2012, compared to 5 statements in 2009.

At least 50% of respondents 'Strongly Agreed' with 6 statements about the climate of their program in 2012, compared to 0 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 75% of respondents 'Strongly Agreed' with 8 statements about the climate of their program in 2012, compared to 4 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.