# **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 compares the responses from the 2015 survey to those from the 2009 and 2012 surveys.

#### A Note about Results 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 is suppressed for low numbers.

# GRADUATE EXPERIENCE SURVEY RESPONSE RATE BY DEPARTMENT

Education	Number of	Number of	Response
	Respondents	Students Surveyed	Rate
Total for all Graduate Programs	1302	2622	49.7
Education	204	483	42.2
Communication Disorders & Sci	23	56	41.1
Counseling Psychology	37	40	92.5
Counseling, Family & Human Ser	8	13	61.5
Couples & Family Therapy	19	44	43.2
Critical and Socio-Cultural Studies in Educatio	14	24	58.3
Curriculum & Teaching	21	105	20.0
Curriculum and Teacher Education	5	13	38.5
Educational Methodology, Policy and Leaders	19	75	25.3
School Psychology	18	33	54.5
Special Education	40	80	50.0

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

Program Satisfaction	Percentage of re	rsponaents wno i	atea tne Jollowir	ig jeatures of the	eir program as "Ex	cellent."			
							Educational		
			Counseling,		Critical and Socio-		Methodology,		
	Communication	Counseling	Family & Human	Couples & Family		Curriculum &	Policy and	School	
	Disorders & Sci	Psychology	Ser	Therapy	in Education	Teaching	Leadership	Psychology	Special Education
	(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
Quality of the faculty	39.1%	30.6%	20.0%	93.3%	8.3%	18.8%	23.5%	43.8%	32.4%
Overall Program quality	21.7%	22.2%	40.0%	81.3%	16.7%	12.5%	17.6%	33.3%	32.4%
Financial support for graduate students	0.0%	44.4%	0.0%	6.3%	8.3%	0.0%	6.3%	0.0%	20.6%
Program's performance in keeping pace with	43.5%	25.0%	90.00/	62.5%	8.3%	18.8%	47.1%	62.5%	FO 00/
recent developments in my field	43.5%	25.0%	80.0%	02.5%	8.3%	18.8%	47.1%	02.5%	58.8%
Quality of academic guidance and advising	26.1%	27.8%	20.0%	93.8%	8.3%	6.3%	35.3%	73.3%	24.2%
Intellectual community in Program	34.8%	27.8%	60.0%	56.3%	18.2%	18.8%	52.9%	46.7%	29.4%
Training/ assistance about career and professional	21.7%	22.2%	40.0%	56.3%	0.0%	6.3%	25.0%	13.3%	26.5%
development	21.770	22.270	40.070	30.370	0.070	0.570	25.070	13.570	20.570
Space, facilities and equipment	21.7%	27.8%	20.0%	50.0%	0.0%	18.8%	33.3%	21.4%	29.4%
Process for involving students in Program	8.7%	5.6%	40.0%	56.3%	0.0%	0.0%	5.9%	40.0%	14.7%
decisions that affect graduate students	0.770	3.0%	40.076	30.370	0.076	0.070	3.970	40.076	14.770
Research opportunities in my program	0.0%	27.8%	20.0%	18.8%	0.0%	0.0%	41.2%	46.7%	32.4%
Fairness of the evaluation criteria used to assess	13.0%	22.2%	0.0%	93.8%	0.0%	18.8%	35.3%	46.7%	32.4%
graduate students	13.0%	22.270	0.078	93.670	0.078	18.670	33.370	40.776	32.470
Program's efforts to promote a diverse, inclusive	26.1%	38.9%	60.0%	62.5%	16.7%	37.5%	35.3%	26.7%	20.6%
community	20.170	38.976	00.078	02.570	10.778	37.570	33.370	20.776	20.076
Training/assistance about grants and other	0.0%	8.3%	20.0%	18.8%	0.0%	0.0%	18.8%	0.0%	8.8%
external funding	0.0%	8.5%	20.0%	10.6%	0.076	0.0%	10.076	0.0%	8.870
Adequacy of preparation for teaching	26.1%	11.1%	20.0%	50.0%	0.0%	6.3%	5.9%	6.7%	26.5%
Clarity of the evaluation criteria used to assess	13.0%	30.6%	0.0%	87.5%	0.0%	12.5%	29.4%	26.7%	20.6%
graduate students	13.0%	30.0%	0.0%	87.5%	0.076	12.5/6	29.476	20.776	20.0%
Support for interdisciplinary inquiry	4.5%	11.1%	0.0%	37.5%	8.3%	6.3%	11.8%	0.0%	14.7%
Training about professional ethics/academic	39.1%	25.0%	40.0%	68.8%	0.0%	31.3%	47.1%	66.7%	38.2%
integrity	39.170	23.070	40.0%	00.070	0.076	31.3%	47.170	00.7%	30.270
33.3% of students or more rated the program as	4	2	7	14	0	1	8	9	2
"Excellent".*	4	2		14	U	1	0	9	2
50% of students or more rated the program as	0	0	3	13	0	0	1	3	1
"Excellent".**	U	U	3	13	U	U	1	3	1

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

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

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

Program Satisfaction	Percentage of re	sponaents wno r	atea tne Jollowir	ig jeatures of the	eir program as "Ex	cellent or very	y Gooa.		
							Educational		
			Counseling,		Critical and Socio-		Methodology,		
	Communication	Counseling	Family & Human	Couples & Family	Cultural Studies	Curriculum &	Policy and	School	
	Disorders & Sci	Psychology	Ser	Therapy	in Education	Teaching	Leadership	Psychology	Special Education
	(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
Quality of the faculty	87.0%	77.8%	60.0%	100.0%	50.0%	68.8%	76.5%	100.0%	73.5%
Overall Program quality	91.3%	63.9%	60.0%	100.0%	33.3%	75.0%	82.4%	93.3%	73.5%
Financial support for graduate students	8.7%	86.1%	0.0%	25.0%	25.0%	25.0%	12.5%	0.0%	41.2%
Program's performance in keeping pace with	05.70/	62.00/	00.00/	02.00/	22.20/	04.20/	02.40/	02.00/	04.10/
recent developments in my field	95.7%	63.9%	80.0%	93.8%	33.3%	81.3%	82.4%	93.8%	94.1%
Quality of academic guidance and advising	69.6%	47.2%	40.0%	100.0%	33.3%	43.8%	58.8%	73.3%	57.6%
Intellectual community in Program	69.6%	61.1%	100.0%	93.8%	27.3%	56.3%	82.4%	86.7%	76.5%
Training/ assistance about career and professional	69.6%	52.8%	40.0%	93.8%	0.0%	56.3%	56.3%	80.0%	58.8%
development								00.070	
Space, facilities and equipment	78.3%	55.6%	100.0%	93.8%	25.0%	43.8%	46.7%	64.3%	70.6%
Process for involving students in Program	34.8%	27.8%	40.0%	93.8%	0.0%	18.8%	41.2%	53.3%	32.4%
decisions that affect graduate students	34.070	27.070	40.070	33.070	0.070	10.070	41.270	33.370	32.470
Research opportunities in my program	30.4%	61.1%	20.0%	62.5%	0.0%	20.0%	64.7%	86.7%	52.9%
Fairness of the evaluation criteria used to assess	60.9%	50.0%	60.0%	100.0%	25.0%	75.0%	70.6%	86.7%	64.7%
graduate students	00.570	30.070	00.070	100.070	25.070	75.070	70.070	30.770	04.770
Program's efforts to promote a diverse, inclusive	65.2%	69.4%	80.0%	87.5%	33.3%	75.0%	52.9%	66.7%	47.1%
community	03.270	03.470	00.070	07.570	33.370	75.070	32.570	00.770	47.170
Training/assistance about grants and other	8.7%	30.6%	40.0%	37.5%	0.0%	25.0%	56.3%	13.3%	35.3%
external funding	8.770	30.076	40.076	37.570	0.076	25.0%	30.370	13.5%	33.376
Adequacy of preparation for teaching	82.6%	30.6%	80.0%	75.0%	8.3%	68.8%	35.3%	53.3%	58.8%
Clarity of the evaluation criteria used to assess	52.2%	55.6%	40.0%	100.0%	8.3%	62.5%	64.7%	80.0%	50.0%
graduate students	32.270	33.070	40.076	100.070	8.570	02.570	04.770	80.076	30.0%
Support for interdisciplinary inquiry	22.7%	38.9%	20.0%	75.0%	33.3%	56.3%	47.1%	46.7%	32.4%
Training about professional ethics/academic	91.3%	66.7%	80.0%	93.8%	16.7%	81.3%	76.5%	100.0%	61.8%
integrity	91.570	00.778	30.078	93.070	10.770	01.570	70.570	100.076	01.078
50% of students or more rated the program as	12	12	9	15	1	11	12	14	12
"Excellent" or "Very Good".*	12	12	9	13	1	11	12	14	12
75% of students or more rated the program as	6	2	6	14	0	5	5	9	2
"Excellent" or "Very Good".**	Ü		O	14	U	<u> </u>	3	9	
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<sup>\*</sup>light green shading indicates that 50% or more of respondents rated their program as "Excellent" or "Very Good."

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

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

Program Satisfaction	Percentage of re	sponaents wno r	atea the Johowir	ig jeatures oj tne	eir program as "Fo	iir or Poor.			
							Educational		
			Counseling,		Critical and Socio-		Methodology,		
	Communication	Counseling		Couples & Family		Curriculum &	Policy and	School	
	Disorders & Sci	Psychology	Ser	Therapy	in Education	Teaching	Leadership	Psychology	Special Education
	(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
Quality of the faculty	0.0%	2.8%	0.0%	0.0%	33.3%	6.3%	0.0%	0.0%	2.9%
Overall Program quality	4.3%	5.6%	0.0%	0.0%	50.0%	6.3%	5.9%	0.0%	5.9%
Financial support for graduate students	78.3%	5.6%	80.0%	62.5%	66.7%	50.0%	62.5%	73.3%	29.4%
Program's performance in keeping pace with	0.0%	5.6%	20.0%	0.0%	33.3%	0.0%	0.0%	0.0%	2.9%
recent developments in my field	0.0%	5.0%	20.0%	0.0%	55.5%	0.0%	0.0%	0.0%	2.9%
Quality of academic guidance and advising	13.0%	33.3%	60.0%	0.0%	66.7%	12.5%	17.6%	6.7%	18.2%
Intellectual community in Program	4.3%	11.1%	0.0%	0.0%	63.6%	6.3%	11.8%	0.0%	11.8%
Training/ assistance about career and professional	4.3%	13.9%	20.0%	0.0%	66.7%	6.3%	6.3%	0.0%	14.7%
development	4.3%	13.9%	20.0%	0.0%	00.7%	0.3%	0.3%	0.0%	14.7%
Space, facilities and equipment	4.3%	16.7%	0.0%	0.0%	66.7%	12.5%	20.0%	21.4%	8.8%
Process for involving students in Program	17 40/	F2 00/	40.00/	0.00/	72.70/	24.20/	47.00/	C 70/	22.40/
decisions that affect graduate students	17.4%	52.8%	40.0%	0.0%	72.7%	31.3%	17.6%	6.7%	32.4%
Research opportunities in my program	39.1%	13.9%	60.0%	18.8%	91.7%	40.0%	17.6%	0.0%	23.5%
Fairness of the evaluation criteria used to assess	17.4%	25.0%	0.0%	0.0%	66.7%	12.5%	11.8%	0.0%	14.7%
graduate students	17.4%	25.0%	0.0%	0.0%	00.7%	12.5%	11.0%	0.0%	14.7%
Program's efforts to promote a diverse, inclusive	8.7%	8.3%	0.0%	6.3%	50.0%	6.3%	29.4%	13.3%	23.5%
community	8.7%	8.3%	0.0%	0.3%	50.0%	0.3%	29.4%	13.3%	23.5%
Training/assistance about grants and other	72.00/	38.9%	60.09/	21 20/	00.09/	E0.00/	24 20/	22.20/	38.2%
external funding	73.9%	38.9%	60.0%	31.3%	90.9%	50.0%	31.3%	33.3%	38.2%
Adequacy of preparation for teaching	4.3%	36.1%	20.0%	18.8%	66.7%	6.3%	35.3%	13.3%	20.6%
Clarity of the evaluation criteria used to assess	17 40/	16.7%	0.0%	0.0%	75.0%	12.50/	11 00/	0.0%	20.6%
graduate students	17.4%	10.7%	0.0%	0.0%	/5.0%	12.5%	11.8%	0.0%	20.0%
Support for interdisciplinary inquiry	27.3%	22.2%	60.0%	6.3%	50.0%	18.8%	35.3%	0.0%	41.2%
Training about professional ethics/academic	0.0%	5.6%	20.0%	0.0%	50.0%	0.0%	17.6%	0.0%	17.6%
integrity	U.U%	5.0%	20.0%	0.0%	50.0%	0.0%	17.0%	0.0%	17.0%
20% of students or more rated the program as	4		10	2	17			2	
"Fair" or "Poor".*	4	6	10	2	17	4	6	3	8
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<sup>\*</sup>shading indicates that 20% or more of respondents rated their program as "Fair" or "Poor."

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

reiteillage of le	spondents who	Strongly Agreeu	with eath of th	e junuwing state	ments about the			
						· '		
					· ·		, .,	Special Education
(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
40.0%	51.4%	0.0%	81.3%	63.6%	50.0%	62.5%	80.0%	57.6%
36.8%	60.0%	0.0%	81.3%	63.6%	60.0%	75.0%	86.7%	48.5%
42.1%	57.1%	25.0%	93.8%	36.4%	70.0%	68.8%	73.3%	42.4%
42.1%	54.3%	0.0%	87.5%	18.2%	70.0%	62.5%	60.0%	39.4%
57.9%	34.3%	0.0%	100.0%	27.3%	60.0%	62.5%	66.7%	51.5%
47.4%	48.6%	0.0%	93.8%	45.5%	50.0%	62.5%	66.7%	42.4%
57.9%	51.4%	50.0%	87.5%	54.5%	50.0%	68.8%	80.0%	54.5%
52.6%	62.9%	50.0%	93.8%	36.4%	50.0%	68.8%	60.0%	45.5%
10.5%	42.9%	0.0%	43.8%	27.3%	22.2%	37.5%	26.7%	28.1%
16.7%	34.3%	0.0%	56.3%	27.3%	20.0%	56.3%	40.0%	27.3%
26.3%	48.6%	0.0%	43.8%	18.2%	22.2%	68.8%	46.7%	36.4%
21.1%	34.3%	0.0%	75.0%	18.2%	30.0%	68.8%	53.3%	30.3%
36.8%	28.6%	0.0%	87.5%	36.4%	40.0%	75.0%	60.0%	40.6%
3	6	2	11	3	8	12	10	3
0	0	0	10	0	0	2	3	0
	Communication Disorders & Sci (N = 23) 40.0% 36.8% 42.1% 57.9% 47.4% 57.9% 10.5% 16.7% 26.3% 21.1% 36.8% 3	Communication Disorders & Sci (N = 23) (N = 36)	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Counseling, Family & Human Ser (N = 5)           40.0%         51.4%         0.0%           36.8%         60.0%         0.0%           42.1%         57.1%         25.0%           42.1%         54.3%         0.0%           57.9%         34.3%         0.0%           57.9%         51.4%         50.0%           57.9%         51.4%         50.0%           52.6%         62.9%         50.0%           10.5%         42.9%         0.0%           26.3%         48.6%         0.0%           21.1%         34.3%         0.0%           36.8%         28.6%         0.0%	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Counseling, Family & Human Ser (N = 15)         Couples & Family Therapy (N = 15)           40.0%         51.4%         0.0%         81.3%           36.8%         60.0%         0.0%         81.3%           42.1%         57.1%         25.0%         93.8%           42.1%         54.3%         0.0%         87.5%           57.9%         34.3%         0.0%         100.0%           47.4%         48.6%         0.0%         93.8%           57.9%         51.4%         50.0%         87.5%           52.6%         62.9%         50.0%         93.8%           10.5%         42.9%         0.0%         43.8%           26.3%         48.6%         0.0%         43.8%           21.1%         34.3%         0.0%         75.0%           36.8%         28.6%         0.0%         87.5%	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 5)         Counseling, Family & Human (N = 15)         Couples & Family Therapy (N = 15)         Critical and Socio-Cultural Studies in Education (N = 12)           40.0%         51.4%         0.0%         81.3%         63.6%           36.8%         60.0%         0.0%         81.3%         63.6%           42.1%         57.1%         25.0%         93.8%         36.4%           42.1%         54.3%         0.0%         87.5%         18.2%           57.9%         34.3%         0.0%         93.8%         45.5%           47.4%         48.6%         0.0%         93.8%         36.4%           57.9%         51.4%         50.0%         87.5%         54.5%           57.9%         51.4%         50.0%         87.5%         54.5%           57.9%         51.4%         50.0%         87.5%         54.5%           52.6%         62.9%         50.0%         93.8%         36.4%           10.5%         42.9%         0.0%         43.8%         27.3%           26.3%         48.6%         0.0%         43.8%         18.2%           21.1%         34.3%         0.0%         75.0%         18.2%	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Counseling, Family & Human Ser (N = 15)         Couples & Family Cultural Studies in Education (N = 12)         Curriculum & Teaching (N = 16)           40.0%         51.4%         0.0%         81.3%         63.6%         50.0%           36.8%         60.0%         0.0%         81.3%         63.6%         50.0%           42.1%         57.1%         25.0%         93.8%         36.4%         70.0%           42.1%         54.3%         0.0%         87.5%         18.2%         70.0%           57.9%         34.3%         0.0%         93.8%         45.5%         50.0%           47.4%         48.6%         0.0%         87.5%         54.5%         50.0%           57.9%         51.4%         50.0%         87.5%         54.5%         50.0%           52.6%         62.9%         50.0%         87.5%         54.5%         50.0%           10.5%         42.9%         0.0%         43.8%         27.3%         22.2%           16.7%         34.3%         0.0%         56.3%         27.3%         20.0%           26.3%         48.6%         0.0%         43.8%         18.2%         22.2%           21.	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Family & Human Ser (N = 15)         Couples & Family Therapy (N = 12)         Cultural Studies in Education (N = 12)         Curriculum & Teaching (N = 16)         Policy and Leadership (N = 17)           40.0%         51.4%         0.0%         81.3%         63.6%         50.0%         62.5%           36.8%         60.0%         0.0%         81.3%         63.6%         50.0%         62.5%           42.1%         57.1%         25.0%         93.8%         36.4%         70.0%         68.8%           42.1%         54.3%         0.0%         87.5%         18.2%         70.0%         62.5%           57.9%         34.3%         0.0%         93.8%         45.5%         50.0%         62.5%           47.4%         48.6%         0.0%         87.5%         54.5%         50.0%         62.5%           57.9%         51.4%         50.0%         87.5%         54.5%         50.0%         68.8%           10.5%         42.9%         0.0%         43.8%         27.3%         20.0%         56.3%           16.7%         34.3%         0.0%         56.3%         27.3%         20.0%         56.3%           26.3%         48.6%	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Couples & Family & Human Ser (N = 15)         Critical and Socio-Cultural Studies in Education (N = 12)         Curriculum & Teaching (N = 16)         Education Psychology (N = 16)         School Psychology (N =

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

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

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

Advisor	Percentage of re	sponaents wno	Disagreea or s	strongly Disagree	ea with each of t	ne jollowing sta	tements about tr	ieir aavisor.	
							Educational		
			Counseling,		Critical and Socio-		Methodology,		
	Communication	Counseling	1	Couples & Family		Curriculum &	Policy and	School	
	Disorders & Sci	Psychology	Ser	Therapy	in Education	Teaching	Leadership	Psychology	Special Education
	(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
Encourages me in my scholarly pursuits	0.0%	0.0%	50.0%	0.0%	18.2%	0.0%	12.5%	0.0%	9.1%
Treats my ideas with respect	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	6.3%	0.0%	3.0%
Provides constructive feedback on my work	0.0%	5.7%	0.0%	0.0%	27.3%	0.0%	6.3%	6.7%	12.1%
Provides timely feedback on my work	5.3%	8.6%	50.0%	0.0%	27.3%	10.0%	12.5%	13.3%	21.2%
Is available when I need help or advice	5.3%	5.7%	50.0%	0.0%	27.3%	0.0%	12.5%	0.0%	15.2%
Would support me in any career path I choose	0.0%	5.7%	25.0%	0.0%	9.1%	0.0%	6.3%	0.0%	9.1%
(academic or a career outside the academy)	0.0%	5.7%	25.0%	0.0%	9.1%	0.0%	0.5%	0.0%	9.1%
Treats students in the department equitably	5.3%	2.9%	25.0%	0.0%	9.1%	0.0%	12.5%	0.0%	3.0%
regardless of their backgrounds	5.3%	2.9%	25.0%	0.0%	9.1%	0.0%	12.5%	0.0%	3.0%
Has emphasized the importance of professional	0.00/	2.00/	0.00/	0.00/	27.20/	0.00/	0.00/	0.00/	2.00/
ethics in our field	0.0%	2.9%	0.0%	0.0%	27.3%	0.0%	0.0%	0.0%	3.0%
Helps me secure external or internal funding for									
my graduate studies, research or creative work	26.3%	5.7%	50.0%	18.8%	36.4%	33.3%	18.8%	46.7%	21.9%
my graduate studies, research or creative work									
Helps me develop professional relationships with	1.6.70/	20.00/	25.00/	0.00/	45 50/	10.00/	40.00/	0.00/	24.20/
others in the field	16.7%	20.0%	25.0%	0.0%	45.5%	10.0%	18.8%	0.0%	24.2%
Advises me about how to get my work published,	21.1%	8.6%	50.0%	6.3%	27.3%	22.2%	12.5%	6.7%	33.3%
performed or shown	21.170	0.0%	50.0%	0.5%	27.5%	22.270	12.5%	0.7%	55.5%
Encourages the expression of intellectual	21.1%	14.3%	50.0%	6.3%	9.1%	10.0%	12.5%	6.7%	18.2%
differences or disagreements	21.1%	14.3%	50.0%	0.3%	9.1%	10.0%	12.5%	0.7%	18.2%
Makes me feel comfortable talking about issues I	40.50/	25.70/	F0.00/	0.00/	26.40/	0.00/	42.50/	6.70/	40.00/
am facing in graduate school	10.5%	25.7%	50.0%	0.0%	36.4%	0.0%	12.5%	6.7%	18.8%
20% of students or more "Disagreed" or "Strongly									
Disagreed" with the statements above about their	3	2	10	0	8	2	0	1	4
advisor.*									
33.3% of students or more "Disagreed" or									
"Strongly Disagreed" with the statements above	0	0	7	0	3	1	0	1	1
about their advisor.**									
							1	1	

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

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

r crecintage of re	sponaciits wiio	ou ongry rigiceu	that then prog	ann is ince the ac	p			
						Educational		
		Counseling,		Critical and Socio-		Methodology,		
Communication	Counseling	Family & Human	Couples & Family	Cultural Studies	Curriculum &	Policy and	School	
Disorders & Sci	Psychology	Ser	Therapy	in Education	Teaching	Leadership	Psychology	Special Education
(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
39.1%	34.3%	40.0%	68.8%	16.7%	37.5%	52.9%	75.0%	38.2%
47.8%	42.9%	60.0%	86.7%	25.0%	62.5%	47.1%	62.5%	35.3%
43.5%	37.1%	40.0%	87.5%	16.7%	62.5%	41.2%	46.7%	35.3%
20.49/	3F 70/	40.00/	CO 00/	16 70/	27 50/	22 50/	25.00/	20.6%
30.4%	25.7%	40.0%	08.8%	16.7%	37.5%	23.5%	25.0%	20.6%
17.4%	25.7%	40.0%	50.0%	41.7%	31.3%	29.4%	31.3%	17.6%
47.8%	37.1%	60.0%	62.5%	8.3%	50.0%	41.2%	43.8%	29.4%
34.8%	37.1%	60.0%	68.8%	0.0%	56.3%	41.2%	68.8%	38.2%
34.8%	20.0%	60.0%	75.0%	0.0%	56.3%	35.3%	43.8%	39.4%
52.2%	25.7%	40.0%	50.0%	8.3%	50.0%	37.5%	50.0%	33.3%
47.8%	34.3%	40.0%	68.8%	18.2%	43.8%	37.5%	43.8%	29.4%
56.5%	40.0%	60.0%	80.0%	25.0%	62.5%	52.9%	87.5%	41.2%
0	7	11	11	1	10	0	0	7
Э	/	11	11	1	10	Э	9	/
2	0	Г	11	0	7	2	F	0
2	U	5	11	U	/	2	5	U
	Communication Disorders & Sci (N = 23) 39.1% 47.8% 43.5% 30.4% 17.4% 47.8% 34.8% 52.2% 47.8%	Communication Disorders & Sci (N = 23) (N = 36)	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Counseling (N = 5)           39.1%         34.3%         40.0%           47.8%         42.9%         60.0%           43.5%         37.1%         40.0%           30.4%         25.7%         40.0%           47.8%         37.1%         60.0%           43.5%         37.1%         60.0%           30.4%         25.7%         40.0%           47.8%         37.1%         60.0%           34.8%         20.0%         60.0%           52.2%         25.7%         40.0%           47.8%         34.3%         40.0%           56.5%         40.0%         60.0%           9         7         11	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Counseling (N = 5)         Couples & Family Therapy (N = 15)           39.1%         34.3%         40.0%         68.8%           47.8%         42.9%         60.0%         86.7%           43.5%         37.1%         40.0%         87.5%           30.4%         25.7%         40.0%         50.0%           47.8%         37.1%         60.0%         62.5%           34.8%         37.1%         60.0%         68.8%           34.8%         20.0%         60.0%         75.0%           52.2%         25.7%         40.0%         68.8%           56.5%         40.0%         60.0%         80.0%           9         7         11         11	Communication Disorders & Sci (N = 23)         Counseling (N = 36)         Counseling (N = 5)         Couples & Family Couples & Family Couples & Family Couples & Family (N = 15)         Critical and Socio-Cultural Studies in Education (N = 12)           39.1%         34.3%         40.0%         68.8%         16.7%           47.8%         42.9%         60.0%         86.7%         25.0%           43.5%         37.1%         40.0%         87.5%         16.7%           30.4%         25.7%         40.0%         68.8%         16.7%           17.4%         25.7%         40.0%         50.0%         41.7%           47.8%         37.1%         60.0%         62.5%         8.3%           34.8%         37.1%         60.0%         68.8%         0.0%           52.2%         25.7%         40.0%         50.0%         8.3%           47.8%         34.3%         40.0%         50.0%         8.3%           47.8%         34.3%         40.0%         68.8%         18.2%           56.5%         40.0%         60.0%         80.0%         25.0%           9         7         11         11         1	Communication Disorders & Sci (N = 23)         Counseling (N = 36)         Family & Human Ser (N = 15)         Couples & Family (N = 15)         Cultural Studies in Education (N = 12)         Curriculum & Teaching (N = 16)           39.1%         34.3%         40.0%         68.8%         16.7%         37.5%           47.8%         42.9%         60.0%         86.7%         25.0%         62.5%           43.5%         37.1%         40.0%         87.5%         16.7%         62.5%           30.4%         25.7%         40.0%         68.8%         16.7%         37.5%           17.4%         25.7%         40.0%         50.0%         41.7%         31.3%           47.8%         37.1%         60.0%         62.5%         8.3%         50.0%           34.8%         37.1%         60.0%         68.8%         0.0%         56.3%           34.8%         37.1%         60.0%         75.0%         0.0%         56.3%           34.8%         37.1%         60.0%         75.0%         0.0%         56.3%           34.8%         30.0%         25.7%         40.0%         68.8%         18.2%         43.8%           56.5%         40.0%         60.0%         88.8%         18.2%         43.8%	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Counseling Psychology (N = 36)         Counseling Psychology (N = 15)         Counseling Therapy (N = 15)         Cultural Studies in Education (N = 12)         Curriculum & Leadership (N = 17)         Educational Methodology, Policy and Leadership (N = 15)           47.8%         42.9%         60.0%         68.8%         16.7%         37.5%         52.9%           47.8%         37.1%         40.0%         87.5%         16.7%         62.5%         47.1%           30.4%         25.7%         40.0%         68.8%         16.7%         37.5%         23.5%           17.4%         25.7%         40.0%         50.0%         41.7%         31.3%         29.4%           47.8%         37.1%         60.0%         62.5%         8.3%         50.0%         41.2%           34.8%         37.1%         60.0%         68.8%         0.0%         56.3%         41.2%           34.8%         37.1%         60.0%         68.8%         0.0%         56.3%         41.2%           34.8%         37.1%         60.0%         68.8%         0.0%         56.3%         31.3%           34.8%         37.1%         60.0%         68.8%         0.0%         56.3%         31.3% </td <td>Communication Disorders &amp; Sci (N = 23)         Counseling Psychology (N = 36)         Counseling Family &amp; Human Couples &amp; Family Couple</td>	Communication Disorders & Sci (N = 23)         Counseling Psychology (N = 36)         Counseling Family & Human Couples & Family Couple

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

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

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

Climate	reiteiltuge of re	sponuents wno	Strongly Agreeu	or Agreea th	ut then program:	is like tile destrip	Juon.		
				_		·	Educational		
			Counseling,		Critical and Socio-		Methodology,		
	Communication	Counseling	Family & Human	Couples & Family	Cultural Studies	Curriculum &	Policy and	School	
	Disorders & Sci	Psychology	Ser	Therapy	in Education	Teaching	Leadership	Psychology	Special Education
	(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
Collegial	95.7%	88.6%	80.0%	100.0%	33.3%	81.3%	76.5%	100.0%	76.5%
Encouraging	82.6%	77.1%	80.0%	100.0%	33.3%	93.8%	70.6%	100.0%	70.6%
Supportive	87.0%	77.1%	60.0%	100.0%	16.7%	93.8%	70.6%	86.7%	70.6%
Intellectually open to multiple theoretical,	70.20/	CE 70/	60.00/	02.00/	E0 20/	60.00/	64.70/	62.50/	F0.00/
methodological or creative approaches	78.3%	65.7%	60.0%	93.8%	58.3%	68.8%	64.7%	62.5%	50.0%
Open to interdisciplinary inquiry	56.5%	65.7%	60.0%	93.8%	66.7%	62.5%	52.9%	75.0%	44.1%
Inclusive of students of color	60.9%	88.6%	60.0%	81.3%	25.0%	75.0%	64.7%	87.5%	67.6%
Inclusive by gender	60.9%	85.7%	60.0%	87.5%	27.3%	93.8%	76.5%	93.8%	76.5%
Inclusive of international students	47.8%	54.3%	60.0%	93.8%	20.0%	81.3%	70.6%	81.3%	78.8%
Inclusive of students with disabilities	73.9%	68.6%	40.0%	87.5%	25.0%	87.5%	62.5%	81.3%	69.7%
Inclusive of first generation students	60.9%	77.1%	60.0%	87.5%	36.4%	81.3%	68.8%	75.0%	64.7%
Inclusive of students of all sexual orientations	87.0%	82.9%	60.0%	93.3%	66.7%	100.0%	82.4%	100.0%	79.4%
50% of students or more "Strongly Agreed" or "Agreed" that the description fit their program.*	10	11	10	11	3	11	11	11	10
75% of students or more "Strong Agreed" or "Agreed" that the description fit their program.**	5	7	2	11	0	9	3	10	4

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

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

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

Climate	rententage of re	sponuents wno	Disugreeu or s	buongiy bisagree	ea tnat tneir pro	gram is like the t	iestription.		
							Educational		
			Counseling,		Critical and Socio-		Methodology,		
	Communication	Counseling	Family & Human	Couples & Family	Cultural Studies	Curriculum &	Policy and	School	
	Disorders & Sci	Psychology	Ser	Therapy	in Education	Teaching	Leadership	Psychology	Special Education
	(N = 23)	(N = 36)	(N = 5)	(N = 15)	(N = 12)	(N = 16)	(N = 17)	(N = 16)	(N = 34)
Collegial	0.0%	0.0%	20.0%	0.0%	41.7%	0.0%	5.9%	0.0%	5.9%
Encouraging	8.7%	2.9%	20.0%	0.0%	41.7%	0.0%	11.8%	0.0%	17.6%
Supportive	8.7%	8.6%	20.0%	0.0%	58.3%	0.0%	11.8%	0.0%	14.7%
Intellectually open to multiple theoretical,	4.20/	4.4.20/	20.00/	0.00/	22.20/	42 50/	47.60/	42.50/	4.4.70/
methodological or creative approaches	4.3%	14.3%	20.0%	0.0%	33.3%	12.5%	17.6%	12.5%	14.7%
Open to interdisciplinary inquiry	13.0%	5.7%	20.0%	0.0%	33.3%	12.5%	23.5%	12.5%	20.6%
Inclusive of students of color	13.0%	5.7%	0.0%	6.3%	25.0%	6.3%	11.8%	6.3%	17.6%
Inclusive by gender	13.0%	8.6%	0.0%	0.0%	45.5%	6.3%	11.8%	0.0%	8.8%
Inclusive of international students	21.7%	14.3%	0.0%	6.3%	50.0%	0.0%	5.9%	12.5%	6.1%
Inclusive of students with disabilities	4.3%	8.6%	0.0%	6.3%	41.7%	6.3%	6.3%	6.3%	18.2%
Inclusive of first generation students	8.7%	2.9%	0.0%	0.0%	45.5%	0.0%	6.3%	6.3%	8.8%
Inclusive of students of all sexual orientations	0.0%	0.0%	0.0%	6.7%	16.7%	0.0%	5.9%	0.0%	8.8%
20% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	1	0	5	0	10	0	1	0	1
33.3% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	0	0	0	9	0	0	0	0

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

# **Communication Disorders & Sci**

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

	110	gruni Sutisjut	tion. percent
		Excellent	
	2009	2012	2015
	(N = 15)	(N = 26)	(N = 23)
Quality of the faculty	13.3%	46.2%	39.1%
Overall Program quality	6.3%	46.2%	21.7%
Financial support for graduate students	12.5%	15.4%	0.0%
Program's performance in keeping pace with recent developments in my field*	25.0%	53.8%	43.5%
Quality of academic guidance and advising	12.5%	23.1%	26.1%
Intellectual community in Program	25.0%	53.8%	34.8%
Training/ assistance about career and professional development	N/A	38.5%	21.7%
Space, facilities and equipment	0.0%	26.9%	21.7%
Process for involving students in Program decisions that affect graduate students*	12.5%	23.1%	8.7%
Research opportunities in my program*	12.5%	26.9%	0.0%
Fairness of the evaluation criteria used to assess graduate students	12.5%	34.6%	13.0%
Program's efforts to promote a diverse, inclusive community*	12.5%	38.5%	26.1%
Training/assistance about grants and other external funding	N/A	8.0%	0.0%
Adequacy of preparation for teaching	6.3%	34.6%	26.1%
Clarity of the evaluation criteria used to assess	12.5%	30.8%	13.0%
graduate students			
Support for interdisciplinary inquiry	6.3%	23.1%	4.5%
Training about professional ethics/academic integrity*	25.0%	50.0%	39.1%
* 2012 survey included minor edits to question text	4 feature(s) ra	ited as 'Excelle	nt' hy at least

4 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 0 in 2009 and 9 in 2012.

0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 3 in 2012.

Excellent or Very Good									
2009	2012	2015							
(N = 15)	(N = 26)	(N = 23)							
53.3%	84.6%	87.0%							
43.8%	96.2%	91.3%							
18.8%	23.1%	8.7%							
68.8%	96.2%	95.7%							
43.8%	73.1%	69.6%							
56.3%	84.6%	69.6%							
N/A	57.7%	69.6%							
18.8%	76.9%	78.3%							
12.5%	65.4%	34.8%							
31.3%	46.2%	30.4%							
31.3%	53.8%	60.9%							
43.8%	76.9%	65.2%							
N/A	20.0%	8.7%							
43.8%	69.2%	82.6%							
31.3%	46.2%	52.2%							
25.0%	46.2%	22.7%							
50.0%	84.6%	91.3%							

12 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 4 in 2009 and 12 in 2012.

6 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 0 in 2009 and 7 in 2012.

cutures of their program us								
	Fair or Poor							
2009	2012	2015						
(N = 15)	(N = 26)	(N = 23)						
13.3%	0.0%	0.0%						
31.3%	0.0%	4.3%						
56.3%	61.5%	78.3%						
12.5%	0.0%	0.0%						
50.0%	15.4%	13.0%						
18.8%	7.7%	4.3%						
N/A	11.5%	4.3%						
62.5%	3.8%	4.3%						
50.0%	19.2%	17.4%						
31.3%	15.4%	39.1%						
37.5%	7.7%	17.4%						
31.3%	3.8%	8.7%						
N/A	60.0%	73.9%						
25.0%	3.8%	4.3%						
56.3%	11.5%	17.4%						
43.8%	30.8%	27.3%						
18.8%	3.8%	0.0%						

4 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 11 in 2009 and 3 in 2012.

#### **Communication Disorders & Sci**

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

	Strongly Agreed		
	2009	2012	2015
	(N = 16)	(N = 23)	(N = 20)
Encourages me in my scholarly pursuits	25.0%	69.6%	40.0%
Treats my ideas with respect	18.8%	73.9%	36.8%
Provides constructive feedback on my work*	31.3%	73.9%	42.1%
Provides timely feedback on my work	25.0%	82.6%	42.1%
Is available when I need help or advice	31.3%	65.2%	57.9%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	73.9%	47.4%
Treats students in the department equitably regardless of their backgrounds*	12.5%	73.9%	57.9%
Has emphasized the importance of professional ethics in our field*	37.5%	82.6%	52.6%
Helps me secure external or internal funding for my graduate studies, research or creative work*	6.3%	34.8%	10.5%
Helps me develop professional relationships with others in the field	12.5%	39.1%	16.7%
Advises me about how to get my work published, performed or shown	6.3%	34.8%	26.3%
Encourages the expression of intellectual differences or disagreements*	6.3%	60.9%	21.1%
Makes me feel comfortable talking about issues I am facing in graduate school	18.8%	65.2%	36.8%
* 2012 survey included minor edits to question text	At least 50% o	of respondents	'Strongly

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 3 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 10 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 16)	(N = 23)	(N = 20)	
12.5%	0.0%	0.0%	
31.3%	0.0%	0.0%	
25.0%	0.0%	0.0%	
12.5%	0.0%	5.3%	
25.0%	0.0%	5.3%	
N/A	4.3%	0.0%	
43.8%	0.0%	5.3%	
12.5%	0.0%	0.0%	
37.5%	30.4%	26.3%	
31.3%	13.0%	16.7%	
18.8%	21.7%	21.1%	
37.5%	4.3%	21.1%	
50.0%	8.7%	10.5%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 3 statement(s) about their advisors in 2015, compared to 8 statement(s) in 2009 and 2 statement(s) in 2012.

#### **Communication Disorders & Sci**

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

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	Strongly Agreed		ed
	2009	2012	2015
	(N = 14)	(N = 26)	(N = 23)
Collegial	N/A	65.4%	39.1%
Encouraging	0.0%	61.5%	47.8%
Supportive	12.5%	57.7%	43.5%
Intellectually open to multiple theoretical, methodological or creative approaches*	12.5%	30.8%	30.4%
Open to interdisciplinary inquiry	6.3%	38.5%	17.4%
Inclusive of students of color*	18.8%	50.0%	47.8%
Inclusive by gender*	18.8%	46.2%	34.8%
Inclusive of international students	N/A	30.8%	34.8%
Inclusive of students with disabilities*	31.3%	53.8%	52.2%
Inclusive of first generation students	N/A	34.6%	47.8%
Inclusive of students of all sexual orientations	33.3%	80.8%	56.5%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 9 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 9 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 2 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 6 statement(s) in 2012.

Strongly Agreed or Agreed			
2009	2012	2015	
(N = 14)	(N = 26)	(N = 23)	
N/A	92.3%	95.7%	
57.1%	92.3%	82.6%	
56.3%	84.6%	87.0%	
31.3%	80.8%	78.3%	
31.3%	73.1%	56.5%	
62.5%	80.8%	60.9%	
43.8%	80.8%	60.9%	
N/A	61.5%	47.8%	
62.5%	76.9%	73.9%	
N/A	76.9%	60.9%	
60.0%	96.2%	87.0%	

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 11 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 5 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 9 statement(s) in 2012.

gram is like the description			
Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 14)	(N = 26)	(N = 23)	
N/A	0.0%	0.0%	
14.3%	3.8%	8.7%	
25.0%	0.0%	8.7%	
25.0%	3.8%	4.3%	
25.0%	11.5%	13.0%	
25.0%	3.8%	13.0%	
37.5%	7.7%	13.0%	
N/A	7.7%	21.7%	
37.5%	3.8%	4.3%	
N/A	3.8%	8.7%	
6.7%	0.0%	0.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 0 statement(s) in 2012.

## **Counseling Psychology**

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

	110	gruni satisjat	tion. percent
		Excellent	
	2009	2012	2015
	(N = 24)	(N = 24)	(N = 36)
Quality of the faculty	37.5%	16.7%	30.6%
Overall Program quality	28.0%	25.0%	22.2%
Financial support for graduate students	44.0%	66.7%	44.4%
Program's performance in keeping pace with recent developments in my field*	48.0%	25.0%	25.0%
Quality of academic guidance and advising	4.0%	8.3%	27.8%
Intellectual community in Program	56.0%	33.3%	27.8%
Training/ assistance about career and professional development	N/A	8.3%	22.2%
Space, facilities and equipment	36.0%	62.5%	27.8%
Process for involving students in Program decisions that affect graduate students*	32.0%	25.0%	5.6%
Research opportunities in my program*	24.0%	4.2%	27.8%
Fairness of the evaluation criteria used to assess graduate students	16.0%	12.5%	22.2%
Program's efforts to promote a diverse, inclusive community*	68.0%	56.5%	38.9%
Training/assistance about grants and other external funding	N/A	4.2%	8.3%
Adequacy of preparation for teaching	8.3%	4.2%	11.1%
Clarity of the evaluation criteria used to assess graduate students	16.0%	8.3%	30.6%
Support for interdisciplinary inquiry	16.0%	4.2%	11.1%
Training about professional ethics/academic integrity*	40.0%	45.8%	25.0%
* 2012 survey included minor edits to question text	2 foot: wo(s) w	tad as 'Evaalla	nt bu at laast

2 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 7 in 2009 and 5 in 2012.

0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 2 in 2009 and 3 in 2012.

Excellent or Very Good			
2009	2012	2015	
(N = 24)	(N = 24)	(N = 36)	
79.2%	83.3%	77.8%	
80.0%	87.5%	63.9%	
76.0%	83.3%	86.1%	
96.0%	70.8%	63.9%	
56.0%	37.5%	47.2%	
84.0%	83.3%	61.1%	
N/A	50.0%	52.8%	
72.0%	83.3%	55.6%	
56.0%	70.8%	27.8%	
68.0%	37.5%	61.1%	
44.0%	45.8%	50.0%	
88.0%	91.3%	69.4%	
N/A	29.2%	30.6%	
37.5%	37.5%	30.6%	
40.0%	50.0%	55.6%	
44.0%	45.8%	38.9%	
92.0%	91.7%	66.7%	

12 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 11 in 2009 and 11 in 2012.

2 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 7 in 2009 and 7 in 2012.

eutures of their program us			
Fair or Poor			
2009	2012	2015	
(N = 24)	(N = 24)	(N = 36)	
0.0%	0.0%	2.8%	
0.0%	0.0%	5.6%	
4.0%	4.2%	5.6%	
0.0%	0.0%	5.6%	
24.0%	16.7%	33.3%	
4.0%	0.0%	11.1%	
N/A	8.3%	13.9%	
8.0%	8.3%	16.7%	
8.0%	4.2%	52.8%	
8.0%	12.5%	13.9%	
24.0%	16.7%	25.0%	
0.0%	0.0%	8.3%	
N/A	20.8%	38.9%	
20.8%	16.7%	36.1%	
24.0%	12.5%	16.7%	
24.0%	8.3%	22.2%	
4.0%	0.0%	5.6%	

6 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 5 in 2009 and 1 in 2012.

## **Counseling Psychology**

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

	-		
	Strongly Agreed		
	2009	2012	2015
	(N = 24)	(N = 23)	(N = 35)
Encourages me in my scholarly pursuits	54.2%	47.8%	51.4%
Treats my ideas with respect	50.0%	52.2%	60.0%
Provides constructive feedback on my work*	45.8%	43.5%	57.1%
Provides timely feedback on my work	25.0%	52.2%	54.3%
Is available when I need help or advice	33.3%	26.1%	34.3%
Would support me in any career path I choose	N/A	43.5%	48.6%
(academic or a career outside the academy)	.,,,,	13.370	10.070
Treats students in the department equitably	37.5%	39.1%	51.4%
regardless of their backgrounds*		00.12,1	0 2
Has emphasized the importance of professional ethics	45.8%	52.2%	62.9%
in our field*		0.1.1,1	02.071
Helps me secure external or internal funding for my	45.8%	56.5%	42.9%
graduate studies, research or creative work*	.0.070	33.375	,
Helps me develop professional relationships with	33.3%	26.1%	34.3%
others in the field			
Advises me about how to get my work published,	33.3%	21.7%	48.6%
performed or shown			
Encourages the expression of intellectual differences	25.0%	26.1%	34.3%
or disagreements*	25.070	23.170	2
Makes me feel comfortable talking about issues I am	20.8%	17.4%	28.6%
facing in graduate school		f respondents	

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 6 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 4 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.

Disagreed or Strongly Disagreed		
2009	2012	2015
(N = 24)	(N = 23)	(N = 35)
4.2%	0.0%	0.0%
0.0%	0.0%	0.0%
0.0%	0.0%	5.7%
16.7%	4.3%	8.6%
20.8%	0.0%	5.7%
N/A	0.0%	5.7%
25.0%	0.0%	2.9%
4.2%	0.0%	2.9%
12.5%	13.0%	5.7%
12.5%	13.0%	20.0%
8.3%	8.7%	8.6%
20.8%	13.0%	14.3%
33.3%	30.4%	25.7%
		1-1

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 2 statement(s) about their advisors in 2015, compared to 4 statement(s) in 2009 and 1 statement(s) in 2012.

## **Counseling Psychology**

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

emmater personnings of res			3 1
	Strongly Agreed		
	2009	2012	2015
	(N = 25)	(N = 23)	(N = 35)
Collegial	N/A	60.9%	34.3%
Encouraging	40.0%	43.5%	42.9%
Supportive	36.0%	45.5%	37.1%
Intellectually open to multiple theoretical, methodological or creative approaches*	24.0%	30.4%	25.7%
Open to interdisciplinary inquiry	40.0%	34.8%	25.7%
Inclusive of students of color*	68.0%	56.5%	37.1%
Inclusive by gender*	40.0%	39.1%	37.1%
Inclusive of international students	N/A	0.0%	20.0%
Inclusive of students with disabilities*	25.0%	17.4%	25.7%
Inclusive of first generation students	N/A	21.7%	34.3%
Inclusive of students of all sexual orientations	64.0%	60.9%	40.0%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 7 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 0 statement(s) about the climate of their program in 2015, compared to 2 statement(s) in 2009 and 3 statement(s) in 2012.

Strongly Agreed or Agreed			
2009	2012	2015	
(N = 25)	(N = 23)	(N = 35)	
N/A	91.3%	88.6%	
72.0%	91.3%	77.1%	
68.0%	86.4%	77.1%	
72.0%	78.3%	65.7%	
56.0%	78.3%	65.7%	
84.0%	91.3%	88.6%	
60.0%	82.6%	85.7%	
N/A	21.7%	54.3%	
58.3%	52.2%	68.6%	
N/A	69.6%	77.1%	
92.0%	95.7%	82.9%	

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 10 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 2 statement(s) in 2009 and 8 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 25)	(N = 23)	(N = 35)	
N/A	4.3%	0.0%	
0.0%	4.3%	2.9%	
4.0%	4.5%	8.6%	
16.0%	8.7%	14.3%	
4.0%	4.3%	5.7%	
8.0%	4.3%	5.7%	
12.0%	13.0%	8.6%	
N/A	30.4%	14.3%	
8.3%	21.7%	8.6%	
N/A	8.7%	2.9%	
0.0%	4.3%	0.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.

## Counseling, Family & Human Ser

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

	PIU	grani Satisjat	tion: percent
	Excellent		
	2009	2012	2015
	(N = 23)	(N = 7)	(N = 5)
Quality of the faculty	100.0%	71.4%	20.0%
Overall Program quality	87.0%	57.1%	40.0%
Financial support for graduate students	8.7%	0.0%	0.0%
Program's performance in keeping pace with recent developments in my field*	87.0%	42.9%	80.0%
Quality of academic guidance and advising	56.5%	50.0%	20.0%
Intellectual community in Program	56.5%	42.9%	60.0%
Training/ assistance about career and professional development	N/A	57.1%	40.0%
Space, facilities and equipment	34.8%	42.9%	20.0%
Process for involving students in Program decisions that affect graduate students*	60.9%	71.4%	40.0%
Research opportunities in my program*	47.8%	28.6%	20.0%
Fairness of the evaluation criteria used to assess graduate students	54.5%	42.9%	0.0%
Program's efforts to promote a diverse, inclusive community*	78.3%	42.9%	60.0%
Training/assistance about grants and other external funding	N/A	14.3%	20.0%
Adequacy of preparation for teaching	43.5%	0.0%	20.0%
Clarity of the evaluation criteria used to assess	60.9%	28.6%	0.0%
graduate students			
Support for interdisciplinary inquiry	21.7%	42.9%	0.0%
Training about professional ethics/academic integrity*	90.9%	71.4%	40.0%
* 2012 survey included minor edits to question text	7 feature(s) ra	ted as 'Excelle	nt' by at least

7 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 13 in 2009 and 12 in 2012.

3 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 10 in 2009 and 6 in 2012.

Excellent or Very Good			
2009	2012	2015	
(N = 23)	(N = 7)	(N = 5)	
100.0%	100.0%	60.0%	
100.0%	100.0%	60.0%	
21.7%	0.0%	0.0%	
100.0%	85.7%	80.0%	
82.6%	100.0%	40.0%	
91.3%	100.0%	100.0%	
N/A	71.4%	40.0%	
73.9%	100.0%	100.0%	
87.0%	85.7%	40.0%	
82.6%	42.9%	20.0%	
95.5%	85.7%	60.0%	
95.7%	85.7%	80.0%	
N/A	57.1%	40.0%	
82.6%	28.6%	80.0%	
91.3%	57.1%	40.0%	
52.2%	57.1%	20.0%	
100.0%	100.0%	80.0%	

9 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 14 in 2009 and 14 in 2012.

6 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 12 in 2009 and 10 in 2012.

ediales of their program as			
Fair or Poor			
2009	2012	2015	
(N = 23)	(N = 7)	(N = 5)	
0.0%	0.0%	0.0%	
0.0%	0.0%	0.0%	
65.2%	42.9%	80.0%	
0.0%	0.0%	20.0%	
0.0%	0.0%	60.0%	
0.0%	0.0%	0.0%	
N/A	14.3%	20.0%	
4.3%	0.0%	0.0%	
0.0%	0.0%	40.0%	
0.0%	0.0%	60.0%	
0.0%	0.0%	0.0%	
0.0%	0.0%	0.0%	
N/A	28.6%	60.0%	
0.0%	28.6%	20.0%	
4.3%	14.3%	0.0%	
4.3%	14.3%	60.0%	
0.0%	0.0%	20.0%	

10 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 1 in 2009 and 3 in 2012.

## Counseling, Family & Human Ser

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

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	Strongly Agreed		
	2009	2012	2015
	(N = 23)	(N = 7)	(N = 4)
Encourages me in my scholarly pursuits	60.9%	57.1%	0.0%
Treats my ideas with respect	73.9%	71.4%	0.0%
Provides constructive feedback on my work*	60.9%	57.1%	25.0%
Provides timely feedback on my work	52.2%	57.1%	0.0%
Is available when I need help or advice	60.9%	71.4%	0.0%
Would support me in any career path I choose	N/A	71.4%	0.0%
(academic or a career outside the academy)	14//	7 1.470	0.070
Treats students in the department equitably	82.6%	42.9%	50.0%
regardless of their backgrounds*			
Has emphasized the importance of professional ethics	82.6%	42.9%	50.0%
in our field*	02.071		00.00
Helps me secure external or internal funding for my	17.4%	42.9%	0.0%
graduate studies, research or creative work*	271170	,	0.070
Helps me develop professional relationships with	39.1%	42.9%	0.0%
others in the field	03.1270	,	0.070
Advises me about how to get my work published,	39.1%	42.9%	0.0%
performed or shown	33.170	42.570	0.070
Encourages the expression of intellectual differences	52.2%	42.9%	0.0%
or disagreements*	32.270	72.570	0.070
Makes me feel comfortable talking about issues I am	73.9%	71.4%	0.0%
facing in graduate school		, .	
* 2012 survey included minor edits to question text	At least 50% o	f respondents	'Strongly

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 2 statement(s) about their advisors in 2015, compared to 9 statement(s) in 2009 and 7 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 0 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 23)	(N = 7)	(N = 4)	
0.0%	0.0%	50.0%	
0.0%	0.0%	0.0%	
8.7%	14.3%	0.0%	
13.0%	0.0%	50.0%	
4.3%	0.0%	50.0%	
N/A	0.0%	25.0%	
0.0%	0.0%	25.0%	
0.0%	0.0%	0.0%	
21.7%	28.6%	50.0%	
4.3%	14.3%	25.0%	
8.7%	28.6%	50.0%	
4.3%	0.0%	50.0%	
8.7%	0.0%	50.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 10 statement(s) about their advisors in 2015, compared to 1 statement(s) in 2009 and 2 statement(s) in 2012.

## Counseling, Family & Human Ser

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

	Strongly Agreed		
	2009	2012	2015
	(N = 22)	(N = 7)	(N = 5)
Collegial	N/A	57.1%	40.0%
Encouraging	72.7%	71.4%	60.0%
Supportive	87.0%	85.7%	40.0%
Intellectually open to multiple theoretical, methodological or creative approaches*	56.5%	57.1%	40.0%
Open to interdisciplinary inquiry	26.1%	42.9%	40.0%
Inclusive of students of color*	78.3%	50.0%	60.0%
Inclusive by gender*	73.9%	57.1%	60.0%
Inclusive of international students	N/A	42.9%	60.0%
Inclusive of students with disabilities*	56.5%	42.9%	40.0%
Inclusive of first generation students	N/A	57.1%	40.0%
Inclusive of students of all sexual orientations	95.7%	57.1%	60.0%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 7 statement(s) in 2009 and 11 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 5 statement(s) about the climate of their program in 2015, compared to 7 statement(s) in 2009 and 8 statement(s) in 2012.

Strongly Agreed or Agreed			
2009	2012	2015	
(N = 22)	(N = 7)	(N = 5)	
N/A	100.0%	80.0%	
90.9%	100.0%	80.0%	
100.0%	100.0%	60.0%	
100.0%	100.0%	60.0%	
95.7%	100.0%	60.0%	
95.7%	83.3%	60.0%	
91.3%	85.7%	60.0%	
N/A	71.4%	60.0%	
95.7%	57.1%	40.0%	
N/A	85.7%	60.0%	
100.0%	100.0%	60.0%	

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 2 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 9 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 22)	(N = 7)	(N = 5)	
N/A	0.0%	20.0%	
0.0%	0.0%	20.0%	
0.0%	0.0%	20.0%	
0.0%	0.0%	20.0%	
0.0%	0.0%	20.0%	
0.0%	16.7%	0.0%	
0.0%	0.0%	0.0%	
N/A	14.3%	0.0%	
0.0%	0.0%	0.0%	
N/A	0.0%	0.0%	
0.0%	0.0%	0.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 5 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.

## **Couples & Family Therapy**

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

	FIU	grani Satisjat	tion. percent
	Excellent		
	2009	2012	2015
	(N = 23)	(N = 24)	(N = 15)
Quality of the faculty	100.0%	79.2%	93.3%
Overall Program quality	87.0%	91.7%	81.3%
Financial support for graduate students	8.7%	4.2%	6.3%
Program's performance in keeping pace with recent developments in my field*	87.0%	70.8%	62.5%
Quality of academic guidance and advising	56.5%	58.3%	93.8%
Intellectual community in Program	56.5%	37.5%	56.3%
Training/ assistance about career and professional development	N/A	29.2%	56.3%
Space, facilities and equipment	34.8%	62.5%	50.0%
Process for involving students in Program decisions that affect graduate students*	60.9%	41.7%	56.3%
Research opportunities in my program*	47.8%	12.5%	18.8%
Fairness of the evaluation criteria used to assess graduate students	54.5%	41.7%	93.8%
Program's efforts to promote a diverse, inclusive community*	78.3%	75.0%	62.5%
Training/assistance about grants and other external funding	N/A	0.0%	18.8%
Adequacy of preparation for teaching	43.5%	26.1%	50.0%
Clarity of the evaluation criteria used to assess graduate students	60.9%	41.7%	87.5%
Support for interdisciplinary inquiry	21.7%	20.8%	37.5%
Training about professional ethics/academic integrity*	90.9%	70.8%	68.8%
* 2012 survey included minor edits to question text	1.4.f==+=/=\.	estad as 'Evasil	

14 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 13 in 2009 and 11 in 2012.

13 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 10 in 2009 and 7 in 2012.

Excellent or Very Good			
2009	2012	2015	
(N = 23)	(N = 24)	(N = 15)	
100.0%	100.0%	100.0%	
100.0%	100.0%	100.0%	
21.7%	8.3%	25.0%	
100.0%	100.0%	93.8%	
82.6%	95.8%	100.0%	
91.3%	79.2%	93.8%	
N/A	75.0%	93.8%	
73.9%	91.7%	93.8%	
87.0%	87.5%	93.8%	
82.6%	70.8%	62.5%	
95.5%	100.0%	100.0%	
95.7%	100.0%	87.5%	
N/A	30.4%	37.5%	
82.6%	73.9%	75.0%	
91.3%	91.7%	100.0%	
52.2%	62.5%	75.0%	
100.0%	100.0%	93.8%	

15 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 14 in 2009 and 15 in 2012.

14 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 12 in 2009 and 12 in 2012.

catares of their program as				
Fair or Poor				
2009	2012	2015		
(N = 23)	(N = 24)	(N = 15)		
0.0%	0.0%	0.0%		
0.0%	0.0%	0.0%		
65.2%	50.0%	62.5%		
0.0%	0.0%	0.0%		
0.0%	0.0%	0.0%		
0.0%	4.2%	0.0%		
N/A	4.2%	0.0%		
4.3%	0.0%	0.0%		
0.0%	0.0%	0.0%		
0.0%	8.3%	18.8%		
0.0%	0.0%	0.0%		
0.0%	0.0%	6.3%		
N/A	26.1%	31.3%		
0.0%	17.4%	18.8%		
4.3%	0.0%	0.0%		
4.3%	8.3%	6.3%		
0.0%	0.0%	0.0%		

2 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 1 in 2009 and 2 in 2012.

## **Couples & Family Therapy**

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

7.0.1.0011 p.	ge ej .	esperius:	
	Strongly Agreed		
	2009	2012	2015
	(N = 23)	(N = 22)	(N = 16)
Encourages me in my scholarly pursuits	60.9%	72.7%	81.3%
Treats my ideas with respect	73.9%	86.4%	81.3%
Provides constructive feedback on my work*	60.9%	63.6%	93.8%
Provides timely feedback on my work	52.2%	63.6%	87.5%
Is available when I need help or advice	60.9%	63.6%	100.0%
Would support me in any career path I choose	N/A	77.3%	93.8%
(academic or a career outside the academy)	14// (	77.570	33.070
Treats students in the department equitably	82.6%	90.9%	87.5%
regardless of their backgrounds*		00.075	51.571
Has emphasized the importance of professional ethics	82.6%	81.8%	93.8%
in our field*	02.071	0.2.072	00.071
Helps me secure external or internal funding for my	17.4%	18.2%	43.8%
graduate studies, research or creative work*	271170	10.17	.5.575
Helps me develop professional relationships with	39.1%	36.4%	56.3%
others in the field	001271		33.37.1
Advises me about how to get my work published,	39.1%	22.7%	43.8%
performed or shown	33.170	22.770	45.870
Encourages the expression of intellectual differences	52.2%	63.6%	75.0%
or disagreements*	32.270	05.070	75.070
Makes me feel comfortable talking about issues I am	73.9%	63.6%	87.5%
facing in graduate school			
* 2012 survey included minor edits to question text	At least 50% o	of respondents	'Strongly

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 11 statement(s) about their advisors in 2015, compared to 9 statement(s) in 2009 and 10 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 10 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 4 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 23)	(N = 22)	(N = 16)	
0.0%	0.0%	0.0%	
0.0%	0.0%	0.0%	
8.7%	0.0%	0.0%	
13.0%	0.0%	0.0%	
4.3%	0.0%	0.0%	
N/A	0.0%	0.0%	
0.0%	0.0%	0.0%	
0.0%	0.0%	0.0%	
21.7%	18.2%	18.8%	
4.3%	0.0%	0.0%	
8.7%	4.5%	6.3%	
4.3%	0.0%	6.3%	
8.7%	0.0%	0.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about their advisors in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.

## **Couples & Family Therapy**

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

			runge ej reep
	Strongly Agreed		ed
	2009	2012	2015
	(N = 22)	(N = 24)	(N = 16)
Collegial	N/A	54.2%	68.8%
Encouraging	72.7%	83.3%	86.7%
Supportive	87.0%	70.8%	87.5%
Intellectually open to multiple theoretical,	56.5%	66.7%	68.8%
methodological or creative approaches*			
Open to interdisciplinary inquiry	26.1%	54.2%	50.0%
Inclusive of students of color*	78.3%	62.5%	62.5%
Inclusive by gender*	73.9%	58.3%	68.8%
Inclusive of international students	N/A	62.5%	75.0%
Inclusive of students with disabilities*	56.5%	58.3%	50.0%
Inclusive of first generation students	N/A	66.7%	68.8%
Inclusive of students of all sexual orientations	95.7%	75.0%	80.0%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 7 statement(s) in 2009 and 11 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 7 statement(s) in 2009 and 11 statement(s) in 2012.

Strongly Agreed or Agreed		
2009	2012	2015
(N = 22)	(N = 24)	(N = 16)
N/A	100.0%	100.0%
90.9%	100.0%	100.0%
100.0%	100.0%	100.0%
100.0%	91.7%	93.8%
95.7%	83.3%	93.8%
95.7%	95.8%	81.3%
91.3%	91.7%	87.5%
N/A	87.5%	93.8%
95.7%	87.5%	87.5%
N/A	87.5%	87.5%
100.0%	87.5%	93.3%

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.

9			
Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 22)	(N = 24)	(N = 16)	
N/A	0.0%	0.0%	
0.0%	0.0%	0.0%	
0.0%	0.0%	0.0%	
0.0%	0.0%	0.0%	
0.0%	0.0%	0.0%	
0.0%	0.0%	6.3%	
0.0%	0.0%	0.0%	
N/A	0.0%	6.3%	
0.0%	0.0%	6.3%	
N/A	0.0%	0.0%	
0.0%	0.0%	6.7%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.

# Critical and Socio-Cultural Studies in Education

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

	7.70	grann sacisjac	tion. percent
	Excellent		
	2009	2012	2015
	(N = 0)	(N = 11)	(N = 12)
Quality of the faculty		27.3%	8.3%
Overall Program quality		27.3%	16.7%
Financial support for graduate students		27.3%	8.3%
Program's performance in keeping pace with recent		18.2%	8.3%
developments in my field*		10.270	0.570
Quality of academic guidance and advising		27.3%	8.3%
Intellectual community in Program		9.1%	18.2%
Training/ assistance about career and professional	N/A	18.2%	0.0%
development	14/75	10.270	0.070
Space, facilities and equipment		36.4%	0.0%
Process for involving students in Program decisions		18.2%	0.0%
that affect graduate students*		10.270	0.070
Research opportunities in my program*		9.1%	0.0%
Fairness of the evaluation criteria used to assess		27.3%	0.0%
graduate students		27.1070	
Program's efforts to promote a diverse, inclusive community*		36.4%	16.7%
Training/assistance about grants and other external			
funding	N/A	0.0%	0.0%
Adequacy of preparation for teaching		9.1%	0.0%
Clarity of the evaluation criteria used to assess		0.40/	
graduate students		9.1%	0.0%
Support for interdisciplinary inquiry	_	54.5%	8.3%
Training about professional ethics/academic		18.2%	0.0%
integrity*		10.2%	0.0%
* 2012 survey included miner edite to superior text			

<sup>\* 2012</sup> survey included minor edits to question text

0 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 0 in 2009 and 3 in 2012.

0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 1 in 2012.

Excellent or Very Good		
2009	2012	2015
(N = 0)	(N = 11)	(N = 12)
	54.5%	50.0%
	27.3%	33.3%
	54.5%	25.0%
	45.5%	33.3%
	54.5%	33.3%
	45.5%	27.3%
N/A	27.3%	0.0%
	72.7%	25.0%
	27.3%	0.0%
	9.1%	0.0%
	36.4%	25.0%
	36.4%	33.3%
N/A	11.1%	0.0%
	36.4%	8.3%
	27.3%	8.3%
	81.8%	33.3%
	27.3%	16.7%
1 feeture(s) reted as [Eveellent] or [Ven.		

1 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 0 in 2009 and 5 in 2012.

0 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 0 in 2009 and 1 in 2012.

Fair or Poor		
2009	2012	2015
(N=0)	(N = 11)	(N = 12)
	9.1%	33.3%
	18.2%	50.0%
	18.2%	66.7%
	27.3%	33.3%
	18.2%	66.7%
	36.4%	63.6%
N/A	45.5%	66.7%
	18.2%	66.7%
	63.6%	72.7%
	54.5%	91.7%
	27.3%	66.7%
	27.3%	50.0%
N/A	66.7%	90.9%
	45.5%	66.7%
	18.2%	75.0%
	9.1%	50.0%
	27.3%	50.0%

17 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 0 in 2009 and 10 in 2012.

#### **Critical and Socio-Cultural Studies in Education**

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

	ge ej .	esperius:	
	Strongly Agreed		ed
	2009	2012	2015
	(N = 0)	(N = 10)	(N = 11)
Encourages me in my scholarly pursuits		60.0%	63.6%
Treats my ideas with respect		70.0%	63.6%
Provides constructive feedback on my work*		60.0%	36.4%
Provides timely feedback on my work		50.0%	18.2%
Is available when I need help or advice		50.0%	27.3%
Would support me in any career path I choose	N/A	60.0%	45.5%
(academic or a career outside the academy)	NA	00.070	45.570
Treats students in the department equitably		70.0%	54.5%
regardless of their backgrounds*			
Has emphasized the importance of professional ethics		50.0%	36.4%
in our field*			
Helps me secure external or internal funding for my		44.4%	27.3%
graduate studies, research or creative work*		, .	27.070
Helps me develop professional relationships with		44.4%	27.3%
others in the field		111170	27.370
Advises me about how to get my work published,		50.0%	18.2%
performed or shown		30.070	10.270
Encourages the expression of intellectual differences		60.0%	18.2%
or disagreements*		00.070	10.270
Makes me feel comfortable talking about issues I am		60.0%	36.4%
facing in graduate school			
* 2012 survey included minor edits to question text	At least 50% o	of respondents	'Strongly

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 3 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 11 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012

Disagreed or Strongly Disagreed		
2009	2012	2015
(N = 0)	(N = 10)	(N = 11)
	10.0%	18.2%
	10.0%	9.1%
	20.0%	27.3%
	30.0%	27.3%
	10.0%	27.3%
N/A	10.0%	9.1%
	10.0%	9.1%
	10.0%	27.3%
	11.1%	36.4%
	22.2%	45.5%
	20.0%	27.3%
	10.0%	9.1%
	10.0%	36.4%
At least 20% o	f respondents	'Disagreed' or

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 8 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 4 statement(s) in 2012.

#### Critical and Socio-Cultural Studies in Education

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

	•		
	Strongly Agreed		rd
	2009	2012	2015
	(N = 0)	(N = 11)	(N = 12)
Collegial	N/A	27.3%	16.7%
Encouraging		27.3%	25.0%
Supportive		27.3%	16.7%
Intellectually open to multiple theoretical,		45.5%	16.7%
methodological or creative approaches*		45.570	10.770
Open to interdisciplinary inquiry		45.5%	41.7%
Inclusive of students of color*		36.4%	8.3%
Inclusive by gender*		27.3%	0.0%
Inclusive of international students	N/A	20.0%	0.0%
Inclusive of students with disabilities*		18.2%	8.3%
Inclusive of first generation students	N/A	27.3%	18.2%
Inclusive of students of all sexual orientations		54.5%	25.0%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 1 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 4 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 1 statement(s) in 2012.

Strongly Agreed or Agreed		
2009	2012	2015
(N = 0)	(N = 11)	(N = 12)
N/A	36.4%	33.3%
	45.5%	33.3%
	54.5%	16.7%
	72.7%	58.3%
	81.8%	66.7%
	63.6%	25.0%
	45.5%	27.3%
N/A	30.0%	20.0%
	36.4%	25.0%
N/A	72.7%	36.4%
	90.9%	66.7%

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 3 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 6 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 0)	(N = 11)	(N = 12)	
N/A	27.3%	41.7%	
	18.2%	41.7%	
	18.2%	58.3%	
	18.2%	33.3%	
	9.1%	33.3%	
	27.3%	25.0%	
	9.1%	45.5%	
N/A	10.0%	50.0%	
	9.1%	41.7%	
N/A	0.0%	45.5%	
	0.0%	16.7%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 10 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.

# **Curriculum & Teaching**

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

	110	grani satisjat	illoni. percent
	Excellent		
	2009	2012	2015
	(N = 62)	(N = 10)	(N = 16)
Quality of the faculty	6.5%	30.0%	18.8%
Overall Program quality	3.2%	30.0%	12.5%
Financial support for graduate students	3.2%	0.0%	0.0%
Program's performance in keeping pace with recent developments in my field*	11.3%	20.0%	18.8%
Quality of academic guidance and advising	16.1%	10.0%	6.3%
Intellectual community in Program	6.5%	10.0%	18.8%
Training/ assistance about career and professional development	N/A	40.0%	6.3%
Space, facilities and equipment	6.5%	30.0%	18.8%
Process for involving students in Program decisions that affect graduate students*	1.6%	10.0%	0.0%
Research opportunities in my program*	12.9%	0.0%	0.0%
Fairness of the evaluation criteria used to assess graduate students	4.8%	30.0%	18.8%
Program's efforts to promote a diverse, inclusive community*	6.5%	60.0%	37.5%
Training/assistance about grants and other external funding	N/A	0.0%	0.0%
Adequacy of preparation for teaching	16.1%	10.0%	6.3%
Clarity of the evaluation criteria used to assess graduate students	4.8%	20.0%	12.5%
Support for interdisciplinary inquiry	4.9%	0.0%	6.3%
Training about professional ethics/academic integrity*	11.5%	40.0%	31.3%
* 2012 survey included minor edits to question text	1 fact	tad as 'Evanlla	

1 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 0 in 2009 and 3 in 2012.

0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 1 in 2012.

Excellent or Very Good			
2009	2012	2015	
(N = 62)	(N = 10)	(N = 16)	
53.2%	90.0%	68.8%	
41.9%	70.0%	75.0%	
27.4%	20.0%	25.0%	
53.2%	70.0%	81.3%	
51.6%	40.0%	43.8%	
48.4%	50.0%	56.3%	
N/A	80.0%	56.3%	
24.2%	50.0%	43.8%	
27.4%	10.0%	18.8%	
51.6%	22.2%	20.0%	
51.6%	90.0%	75.0%	
41.9%	80.0%	75.0%	
N/A	20.0%	25.0%	
59.7%	80.0%	68.8%	
46.8%	60.0%	62.5%	
36.1%	30.0%	56.3%	
54.1%	70.0%	81.3%	
44 (			

11 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 7 in 2009 and 11 in 2012.

5 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 0 in 2009 and 5 in 2012.

cutures of their program us				
Fair or Poor				
2009	2012	2015		
(N = 62)	(N = 10)	(N = 16)		
9.7%	0.0%	6.3%		
14.5%	10.0%	6.3%		
43.5%	50.0%	50.0%		
12.9%	0.0%	0.0%		
22.6%	30.0%	12.5%		
14.5%	10.0%	6.3%		
N/A	10.0%	6.3%		
41.9%	10.0%	12.5%		
40.3%	50.0%	31.3%		
19.4%	33.3%	40.0%		
12.9%	10.0%	12.5%		
21.0%	0.0%	6.3%		
N/A	40.0%	50.0%		
16.1%	0.0%	6.3%		
21.0%	20.0%	12.5%		
24.6%	20.0%	18.8%		
11.5%	10.0%	0.0%		

4 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 7 in 2009 and 7 in 2012.

# **Curriculum & Teaching**

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

·		•	
	Strongly Agreed		
	2009	2012	2015
	(N = 57)	(N = 6)	(N = 10)
Encourages me in my scholarly pursuits	40.4%	33.3%	50.0%
Treats my ideas with respect	40.4%	66.7%	60.0%
Provides constructive feedback on my work*	36.8%	33.3%	70.0%
Provides timely feedback on my work	36.8%	66.7%	70.0%
Is available when I need help or advice	42.1%	50.0%	60.0%
Would support me in any career path I choose	N/A	50.0%	50.0%
(academic or a career outside the academy)	14//1	30.070	30.070
Treats students in the department equitably	36.8%	66.7%	50.0%
regardless of their backgrounds*			
Has emphasized the importance of professional ethics	42.1%	83.3%	50.0%
in our field*			
Helps me secure external or internal funding for my	10.5%	0.0%	22.2%
graduate studies, research or creative work*			·
Helps me develop professional relationships with	32.1%	0.0%	20.0%
others in the field			
Advises me about how to get my work published,	15.8%	0.0%	22.2%
performed or shown			
Encourages the expression of intellectual differences	26.3%	33.3%	30.0%
or disagreements*			
Makes me feel comfortable talking about issues I am	47.4%	66.7%	40.0%
facing in graduate school		of respondents	

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 8 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 7 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 1 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 57)	(N = 6)	(N = 10)	
8.8%	0.0%	0.0%	
8.8%	0.0%	0.0%	
8.8%	0.0%	0.0%	
10.5%	16.7%	10.0%	
8.8%	16.7%	0.0%	
N/A	16.7%	0.0%	
8.8%	0.0%	0.0%	
5.3%	0.0%	0.0%	
17.5%	33.3%	33.3%	
19.6%	0.0%	10.0%	
17.5%	40.0%	22.2%	
15.8%	0.0%	10.0%	
15.8%	0.0%	0.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 2 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.

## **Curriculum & Teaching**

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

	_		3 7 1
	Strongly Agreed		
	2009	2012	2015
	(N = 62)	(N = 10)	(N = 16)
Collegial	N/A	10.0%	37.5%
Encouraging	37.1%	50.0%	62.5%
Supportive	30.6%	40.0%	62.5%
Intellectually open to multiple theoretical, methodological or creative approaches*	14.5%	20.0%	37.5%
Open to interdisciplinary inquiry	11.7%	22.2%	31.3%
Inclusive of students of color*	18.0%	60.0%	50.0%
Inclusive by gender*	29.5%	60.0%	56.3%
Inclusive of international students	N/A	50.0%	56.3%
Inclusive of students with disabilities*	13.3%	60.0%	50.0%
Inclusive of first generation students	N/A	60.0%	43.8%
Inclusive of students of all sexual orientations	25.8%	80.0%	62.5%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 8 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 7 statement(s) in 2012.

Strongly Agreed or Agreed		
2009	2012	2015
(N = 62)	(N = 10)	(N = 16)
N/A	90.0%	81.3%
83.9%	100.0%	93.8%
77.4%	100.0%	93.8%
59.7%	90.0%	68.8%
56.7%	44.4%	62.5%
63.9%	90.0%	75.0%
68.9%	100.0%	93.8%
N/A	90.0%	81.3%
60.0%	90.0%	87.5%
N/A	90.0%	81.3%
79.0%	100.0%	100.0%

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 10 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 9 statement(s) about the climate of their program in 2015, compared to 3 statement(s) in 2009 and 10 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 62)	(N = 10)	(N = 16)	
N/A	0.0%	0.0%	
6.5%	0.0%	0.0%	
6.5%	0.0%	0.0%	
21.0%	0.0%	12.5%	
15.0%	0.0%	12.5%	
9.8%	0.0%	6.3%	
6.6%	0.0%	6.3%	
N/A	10.0%	0.0%	
3.3%	0.0%	6.3%	
N/A	10.0%	0.0%	
4.8%	0.0%	0.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.

# Educational Methodology, Policy and Leadership

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

	7.70	grann sacisjac	don. percent
	Excellent		
	2009	2012	2015
	(N = 47)	(N = 45)	(N = 17)
Quality of the faculty	23.4%	35.6%	23.5%
Overall Program quality	20.9%	31.8%	17.6%
Financial support for graduate students	11.1%	13.6%	6.3%
Program's performance in keeping pace with recent developments in my field*	21.7%	51.1%	47.1%
Quality of academic guidance and advising	27.7%	20.0%	35.3%
Intellectual community in Program	37.8%	20.0%	52.9%
Training/ assistance about career and professional development	N/A	11.6%	25.0%
Space, facilities and equipment	20.0%	23.3%	33.3%
Process for involving students in Program decisions that affect graduate students*	9.1%	15.6%	5.9%
Research opportunities in my program*	19.1%	20.0%	41.2%
Fairness of the evaluation criteria used to assess graduate students	17.4%	17.8%	35.3%
Program's efforts to promote a diverse, inclusive community*	15.6%	22.2%	35.3%
Training/assistance about grants and other external funding	N/A	6.8%	18.8%
Adequacy of preparation for teaching	12.8%	20.5%	5.9%
Clarity of the evaluation criteria used to assess graduate students	19.6%	15.6%	29.4%
Support for interdisciplinary inquiry	11.1%	23.3%	11.8%
Training about professional ethics/academic integrity*	23.9%	15.9%	47.1%
* 2012 survey included minor edits to question text			

<sup>\* 2012</sup> survey included minor edits to question text

8 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 1 in 2009 and 2 in 2012.

1 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 1 in 2012.

Excellent or Very Good			
2009	2012	2015	
(N = 47)	(N = 45)	(N = 17)	
70.2%	80.0%	76.5%	
58.1%	63.6%	82.4%	
35.6%	20.5%	12.5%	
76.1%	80.0%	82.4%	
53.2%	48.9%	58.8%	
68.9%	51.1%	82.4%	
N/A	25.6%	56.3%	
40.0%	53.5%	46.7%	
25.0%	35.6%	41.2%	
53.2%	42.2%	64.7%	
60.9%	64.4%	70.6%	
40.0%	51.1%	52.9%	
N/A	22.7%	56.3%	
46.8%	38.6%	35.3%	
54.3%	46.7%	64.7%	
37.8%	37.2%	47.1%	
67.4%	52.3%	76.5%	

12 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 9 in 2009 and 8 in 2012.

5 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 1 in 2009 and 2 in 2012.

Fair or Poor			
2009	2012	2015	
(N = 47)	(N = 45)	(N = 17)	
2.1%	4.4%	0.0%	
27.9%	13.6%	5.9%	
37.8%	56.8%	62.5%	
10.9%	8.9%	0.0%	
27.7%	35.6%	17.6%	
11.1%	22.2%	11.8%	
N/A	41.9%	6.3%	
26.7%	9.3%	20.0%	
47.7%	37.8%	17.6%	
21.3%	28.9%	17.6%	
21.7%	11.1%	11.8%	
31.1%	22.2%	29.4%	
N/A	47.7%	31.3%	
23.4%	29.5%	35.3%	
19.6%	17.8%	11.8%	
33.3%	30.2%	35.3%	
21.7%	13.6%	17.6%	

6 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 11 in 2009 and 10 in 2012.

## **Educational Methodology, Policy and Leadership**

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

,	<del>, ,</del>		
	St	rongly Agree	ed
	2009	2012	2015
	(N = 45)	(N = 43)	(N = 16)
Encourages me in my scholarly pursuits	55.6%	53.5%	62.5%
Treats my ideas with respect	51.1%	58.1%	75.0%
Provides constructive feedback on my work*	53.3%	53.5%	68.8%
Provides timely feedback on my work	44.4%	39.5%	62.5%
Is available when I need help or advice	46.7%	34.9%	62.5%
Would support me in any career path I choose	N/A	50.0%	62.5%
(academic or a career outside the academy)	14//	30.070	02.370
Treats students in the department equitably	55.6%	58.1%	68.8%
regardless of their backgrounds*			
Has emphasized the importance of professional ethics	51.1%	51.2%	68.8%
in our field*			
Helps me secure external or internal funding for my	22.2%	30.0%	37.5%
graduate studies, research or creative work*			
Helps me develop professional relationships with	26.7%	29.3%	56.3%
others in the field			
Advises me about how to get my work published,	24.4%	26.8%	68.8%
performed or shown	,	20.070	00.070
Encourages the expression of intellectual differences	44.4%	42.9%	68.8%
or disagreements*	77.770	72.570	00.070
Makes me feel comfortable talking about issues I am	51.1%	41.5%	75.0%
facing in graduate school		,	
* 2012 survey included minor edits to question text	At least 50% o	of respondents	'Strongly

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 12 statement(s) about their advisors in 2015, compared to 6 statement(s) in 2009 and 6 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 2 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 45)	(N = 43)	(N = 16)	
6.7%	14.0%	12.5%	
2.2%	11.6%	6.3%	
8.9%	9.3%	6.3%	
11.1%	16.3%	12.5%	
15.6%	11.6%	12.5%	
N/A	14.3%	6.3%	
2.2%	4.7%	12.5%	
2.2%	11.6%	0.0%	
20.0%	35.0%	18.8%	
17.8%	29.3%	18.8%	
20.0%	24.4%	12.5%	
8.9%	11.9%	12.5%	
15.6%	19.5%	12.5%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 3 statement(s) in 2012.

## **Educational Methodology, Policy and Leadership**

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

			·· <i>y</i> - · <i>y</i> - · <i>y</i>
	Strongly Agreed		ed
	2009	2012	2015
	(N = 45)	(N = 44)	(N = 17)
Collegial	N/A	27.3%	52.9%
Encouraging	42.2%	31.8%	47.1%
Supportive	42.2%	22.2%	41.2%
Intellectually open to multiple theoretical, methodological or creative approaches*	28.9%	33.3%	23.5%
Open to interdisciplinary inquiry	31.0%	18.2%	29.4%
Inclusive of students of color*	37.8%	40.0%	41.2%
Inclusive by gender*	53.3%	44.4%	41.2%
Inclusive of international students	N/A	51.1%	35.3%
Inclusive of students with disabilities*	35.7%	29.5%	37.5%
Inclusive of first generation students	N/A	30.2%	37.5%
Inclusive of students of all sexual orientations	45.2%	37.2%	52.9%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 9 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 5 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 2 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 1 statement(s) in 2012.

Strongly Agreed or Agreed		
2012	2015	
(N = 44)	(N = 17)	
70.5%	76.5%	
68.2%	70.6%	
60.0%	70.6%	
73.3%	64.7%	
56.8%	52.9%	
66.7%	64.7%	
66.7%	76.5%	
77.8%	70.6%	
65.9%	62.5%	
65.1%	68.8%	
76.7%	82.4%	
	2012 (N = 44) 70.5% 68.2% 60.0% 73.3% 56.8% 66.7% 77.8% 65.9% 65.1%	

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 3 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.

<b>3</b> · · · · · · · · · · · · · · · · · · ·				
Disagreed or Strongly Disagreed				
2009	2012	2015		
(N = 45)	(N = 44)	(N = 17)		
N/A	11.4%	5.9%		
20.0%	13.6%	11.8%		
22.2%	13.3%	11.8%		
31.1%	13.3%	17.6%		
31.0%	18.2%	23.5%		
26.7%	8.9%	11.8%		
17.8%	8.9%	11.8%		
N/A	8.9%	5.9%		
14.3%	9.1%	6.3%		
N/A	14.0%	6.3%		
11.9%	4.7%	5.9%		

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 0 statement(s) in 2012.

## **School Psychology**

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

	FIU	gram Satisjat	tion. percent
		Excellent	
	2009	2012	2015
	(N = 18)	(N = 13)	(N = 16)
Quality of the faculty	44.4%	23.1%	43.8%
Overall Program quality	42.1%	23.1%	33.3%
Financial support for graduate students	42.1%	7.7%	0.0%
Program's performance in keeping pace with recent	84.2%	46.2%	62.5%
developments in my field*	04.270	40.270	02.570
Quality of academic guidance and advising	26.3%	15.4%	73.3%
Intellectual community in Program	52.6%	38.5%	46.7%
Training/ assistance about career and professional	N/A	15.4%	13.3%
development	IV/A	13.4%	13.3%
Space, facilities and equipment	0.0%	30.8%	21.4%
Process for involving students in Program decisions	5.3%	7.7%	40.0%
that affect graduate students*	3.370	7.770	40.070
Research opportunities in my program*	52.6%	38.5%	46.7%
Fairness of the evaluation criteria used to assess	10.5%	30.8%	46.7%
graduate students	20.070	30.070	101770
Program's efforts to promote a diverse, inclusive	5.3%	15.4%	26.7%
community* Training/assistance about grants and other external			
funding	N/A	0.0%	0.0%
Adequacy of preparation for teaching	26.3%	7.7%	6.7%
Clarity of the evaluation criteria used to assess	20.370	7.770	0.770
graduate students	5.3%	15.4%	26.7%
Support for interdisciplinary inquiry	15.8%	8.3%	0.0%
Training about professional ethics/academic	26.20/	20.50/	CC 70/
integrity*	26.3%	38.5%	66.7%
* 2012 survey included minor edits to question text	0.6	. I IE II	

<sup>2012</sup> survey included minor edits to question text

9 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 6 in 2009 and 4 in 2012.

3 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 3 in 2009 and 0 in 2012.

Excellent or Very Good			
2009	2012	2015	
(N = 18)	(N = 13)	(N = 16)	
94.4%	69.2%	100.0%	
84.2%	61.5%	93.3%	
57.9%	7.7%	0.0%	
100.0%	92.3%	93.8%	
47.4%	30.8%	73.3%	
94.7%	69.2%	86.7%	
N/A	69.2%	80.0%	
21.1%	53.8%	64.3%	
31.6%	23.1%	53.3%	
73.7%	61.5%	86.7%	
63.2%	53.8%	86.7%	
31.6%	53.8%	66.7%	
N/A	7.7%	13.3%	
63.2%	23.1%	53.3%	
68.4%	38.5%	80.0%	
63.2%	25.0%	46.7%	
78.9%	69.2%	100.0%	

14 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 11 in 2009 and 10 in 2012.

9 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 5 in 2009 and 1 in 2012.

eutures of their program us			
Fair or Poor			
2009	2012	2015	
(N = 18)	(N = 13)	(N = 16)	
0.0%	7.7%	0.0%	
0.0%	23.1%	0.0%	
10.5%	76.9%	73.3%	
0.0%	0.0%	0.0%	
21.1%	30.8%	6.7%	
0.0%	15.4%	0.0%	
N/A	30.8%	0.0%	
36.8%	30.8%	21.4%	
31.6%	69.2%	6.7%	
5.3%	7.7%	0.0%	
10.5%	23.1%	0.0%	
21.1%	23.1%	13.3%	
N/A	46.2%	33.3%	
10.5%	61.5%	13.3%	
10.5%	23.1%	0.0%	
26.3%	41.7%	0.0%	
0.0%	0.0%	0.0%	

3 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 5 in 2009 and 12 in 2012.

# **School Psychology**

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

	ge e <sub>j</sub> .		
	Strongly Agreed		ed
	2009	2012	2015
	(N = 19)	(N = 13)	(N = 15)
Encourages me in my scholarly pursuits	63.2%	53.8%	80.0%
Treats my ideas with respect	57.9%	46.2%	86.7%
Provides constructive feedback on my work*	52.6%	53.8%	73.3%
Provides timely feedback on my work	42.1%	46.2%	60.0%
Is available when I need help or advice	36.8%	38.5%	66.7%
Would support me in any career path I choose	N/A	46.2%	66.7%
(academic or a career outside the academy)	N/A	40.270	00.770
Treats students in the department equitably	47.4%	38.5%	80.0%
regardless of their backgrounds*			
Has emphasized the importance of professional ethics	52.6%	30.8%	60.0%
in our field*			
Helps me secure external or internal funding for my	42.1%	38.5%	26.7%
graduate studies, research or creative work*	•		
Helps me develop professional relationships with	36.8%	23.1%	40.0%
others in the field			
Advises me about how to get my work published,	42.1%	23.1%	46.7%
performed or shown	42.170	23.170	40.770
Encourages the expression of intellectual differences	42.1%	30.8%	53.3%
or disagreements*	42.170	30.070	33.370
Makes me feel comfortable talking about issues I am	31.6%	23.1%	60.0%
facing in graduate school			
* 2012 survey included minor edits to question text	At least 50% o	of respondents	'Strongly

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 10 statement(s) about their advisors in 2015, compared to 4 statement(s) in 2009 and 2 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 3 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 19)	(N = 13)	(N = 15)	
5.3%	7.7%	0.0%	
10.5%	15.4%	0.0%	
10.5%	15.4%	6.7%	
21.1%	15.4%	13.3%	
26.3%	38.5%	0.0%	
N/A	7.7%	0.0%	
21.1%	15.4%	0.0%	
5.3%	15.4%	0.0%	
15.8%	30.8%	46.7%	
15.8%	23.1%	0.0%	
15.8%	7.7%	6.7%	
26.3%	23.1%	6.7%	
26.3%	15.4%	6.7%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statement(s) about their advisors in 2015, compared to 5 statement(s) in 2009 and 4 statement(s) in 2012.

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

		mate. perce.	reage of reep
	Strongly Agreed		ed
	2009	2012	2015
	(N = 19)	(N = 13)	(N = 16)
Collegial	N/A	38.5%	75.0%
Encouraging	63.2%	23.1%	62.5%
Supportive	52.6%	30.8%	46.7%
Intellectually open to multiple theoretical, methodological or creative approaches*	10.5%	23.1%	25.0%
Open to interdisciplinary inquiry	21.1%	16.7%	31.3%
Inclusive of students of color*	31.6%	53.8%	43.8%
Inclusive by gender*	38.9%	61.5%	68.8%
Inclusive of international students	N/A	41.7%	43.8%
Inclusive of students with disabilities*	38.9%	33.3%	50.0%
Inclusive of first generation students	N/A	33.3%	43.8%
Inclusive of students of all sexual orientations	61.1%	50.0%	87.5%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 9 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 7 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 5 statement(s) about the climate of their program in 2015, compared to 3 statement(s) in 2009 and 3 statement(s) in 2012.

Strongly Agreed or Agreed		
2009	2012	2015
(N = 19)	(N = 13)	(N = 16)
N/A	84.6%	100.0%
94.7%	84.6%	100.0%
84.2%	53.8%	86.7%
42.1%	23.1%	62.5%
73.7%	50.0%	75.0%
63.2%	76.9%	87.5%
77.8%	76.9%	93.8%
N/A	50.0%	81.3%
77.8%	50.0%	81.3%
N/A	50.0%	75.0%
100.0%	91.7%	100.0%

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 7 statement(s) in 2009 and 10 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 5 statement(s) in 2012.

<b>9</b> · · · · · · · · · · · · · · · · · · ·			
Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 19)	(N = 13)	(N = 16)	
N/A	7.7%	0.0%	
0.0%	15.4%	0.0%	
0.0%	23.1%	0.0%	
26.3%	61.5%	12.5%	
15.8%	33.3%	12.5%	
21.1%	0.0%	6.3%	
0.0%	7.7%	0.0%	
N/A	0.0%	12.5%	
5.6%	8.3%	6.3%	
N/A	8.3%	6.3%	
0.0%	0.0%	0.0%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 2 statement(s) in 2009 and 3 statement(s) in 2012.

## **Special Education**

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

	PIO	gram Satisjat	tion: percen
	Excellent		
	2009	2012	2015
	(N = 56)	(N = 44)	(N = 34)
Quality of the faculty	42.9%	43.2%	32.4%
Overall Program quality	26.8%	34.1%	32.4%
Financial support for graduate students	20.0%	25.0%	20.6%
Program's performance in keeping pace with recent developments in my field*	54.5%	63.6%	58.8%
Quality of academic guidance and advising	26.8%	25.0%	24.2%
Intellectual community in Program	23.2%	38.6%	29.4%
Training/ assistance about career and professional development	N/A	20.5%	26.5%
Space, facilities and equipment	5.4%	43.2%	29.4%
Process for involving students in Program decisions that affect graduate students*	3.6%	11.4%	14.7%
Research opportunities in my program*	29.1%	29.5%	32.4%
Fairness of the evaluation criteria used to assess graduate students	30.4%	27.3%	32.4%
Program's efforts to promote a diverse, inclusive community*	21.4%	31.8%	20.6%
Training/assistance about grants and other external funding	N/A	18.2%	8.8%
Adequacy of preparation for teaching	23.2%	29.5%	26.5%
Clarity of the evaluation criteria used to assess graduate students	28.6%	15.9%	20.6%
Support for interdisciplinary inquiry	14.5%	11.6%	14.7%
Training about professional ethics/academic integrity*	33.9%	31.8%	38.2%
* 2012 survey included minor edits to question text			

<sup>2012</sup> survey included minor edits to question text

2 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 3 in 2009 and 5 in 2012.

1 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 1 in 2009 and 1 in 2012.

Excellent or Very Good			
2009	2012	2015	
(N = 56)	(N = 44)	(N = 34)	
82.1%	88.6%	73.5%	
73.2%	84.1%	73.5%	
41.8%	63.6%	41.2%	
92.7%	93.2%	94.1%	
51.8%	56.8%	57.6%	
62.5%	75.0%	76.5%	
N/A	61.4%	58.8%	
26.8%	79.5%	70.6%	
32.1%	45.5%	32.4%	
67.3%	70.5%	52.9%	
69.6%	70.5%	64.7%	
53.6%	81.8%	47.1%	
N/A	47.7%	35.3%	
57.1%	77.3%	58.8%	
64.3%	72.7%	50.0%	
41.8%	44.2%	32.4%	
69.6%	72.7%	61.8%	

12 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 11 in 2009 and 14 in 2012.

2 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 2 in 2009 and 7 in 2012.

eutures of their program us			
Fair or Poor			
2009	2012	2015	
(N = 56)	(N = 44)	(N = 34)	
5.4%	0.0%	2.9%	
5.4%	0.0%	5.9%	
32.7%	20.5%	29.4%	
0.0%	4.5%	2.9%	
23.2%	15.9%	18.2%	
10.7%	13.6%	11.8%	
N/A	11.4%	14.7%	
37.5%	4.5%	8.8%	
35.7%	29.5%	32.4%	
7.3%	15.9%	23.5%	
7.1%	4.5%	14.7%	
17.9%	11.4%	23.5%	
N/A	34.1%	38.2%	
5.4%	6.8%	20.6%	
10.7%	4.5%	20.6%	
27.3%	25.6%	41.2%	
8.9%	6.8%	17.6%	

8 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 5 in 2009 and 4 in 2012.

## **Special Education**

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

	Strongly Agreed		
	2009	2012	2015
	(N = 52)	(N = 43)	(N = 33)
Encourages me in my scholarly pursuits	38.5%	55.8%	57.6%
Treats my ideas with respect	46.2%	58.1%	48.5%
Provides constructive feedback on my work*	31.4%	62.8%	42.4%
Provides timely feedback on my work	28.8%	53.5%	39.4%
Is available when I need help or advice	30.8%	60.5%	51.5%
Would support me in any career path I choose	N/A	44.2%	42.4%
(academic or a career outside the academy)	,		
Treats students in the department equitably regardless of their backgrounds*	46.2%	62.8%	54.5%
Has emphasized the importance of professional ethics			
in our field*	48.1%	69.8%	45.5%
Helps me secure external or internal funding for my	23.1%	41.9%	28.1%
graduate studies, research or creative work*	23.170	41.570	20.170
Helps me develop professional relationships with others in the field	23.1%	34.9%	27.3%
Advises me about how to get my work published,			
performed or shown	13.5%	32.6%	36.4%
Encourages the expression of intellectual differences	42.3%	39.5%	30.3%
or disagreements*	42.370	33.370	30.370
Makes me feel comfortable talking about issues I am	41.2%	48.8%	40.6%
facing in graduate school	Λ+ loost ΓΩ0/ o	of respondents	Ctropoly

<sup>\* 2012</sup> survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 3 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 7 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 52)	(N = 43)	(N = 33)	
5.8%	7.0%	9.1%	
5.8%	2.3%	3.0%	
5.9%	7.0%	12.1%	
11.5%	9.3%	21.2%	
7.7%	9.3%	15.2%	
N/A	4.7%	9.1%	
5.8%	4.7%	3.0%	
3.8%	7.0%	3.0%	
19.2%	16.3%	21.9%	
17.3%	18.6%	24.2%	
17.3%	18.6%	33.3%	
13.5%	9.3%	18.2%	
21.6%	14.0%	18.8%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 4 statement(s) about their advisors in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.

## **Special Education**

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

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	Strongly Agreed		
	2009	2012	2015
	(N = 56)	(N = 43)	(N = 34)
Collegial	N/A	44.2%	38.2%
Encouraging	46.4%	48.8%	35.3%
Supportive	32.1%	48.8%	35.3%
Intellectually open to multiple theoretical, methodological or creative approaches*	23.2%	32.6%	20.6%
Open to interdisciplinary inquiry	26.8%	40.5%	17.6%
Inclusive of students of color*	36.4%	61.9%	29.4%
Inclusive by gender*	35.7%	57.1%	38.2%
Inclusive of international students	N/A	61.9%	39.4%
Inclusive of students with disabilities*	41.8%	54.8%	33.3%
Inclusive of first generation students	N/A	54.8%	29.4%
Inclusive of students of all sexual orientations	48.1%	59.5%	41.2%

<sup>\* 2012</sup> survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 10 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 6 statement(s) in 2012.

Strongly Agreed or Agreed		
2009	2012	2015
(N = 56)	(N = 43)	(N = 34)
N/A	76.7%	76.5%
80.4%	79.1%	70.6%
80.4%	74.4%	70.6%
60.7%	65.1%	50.0%
62.5%	64.3%	44.1%
65.5%	76.2%	67.6%
66.1%	85.7%	76.5%
N/A	88.1%	78.8%
87.3%	81.0%	69.7%
N/A	78.6%	64.7%
79.6%	83.3%	79.4%

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 4 statement(s) about the climate of their program in 2015, compared to 4 statement(s) in 2009 and 8 statement(s) in 2012.

Disagreed or Strongly Disagreed			
2009	2012	2015	
(N = 56)	(N = 43)	(N = 34)	
N/A	9.3%	5.9%	
1.8%	4.7%	17.6%	
5.4%	9.3%	14.7%	
17.9%	16.3%	14.7%	
10.7%	16.7%	20.6%	
5.5%	11.9%	17.6%	
25.0%	4.8%	8.8%	
N/A	9.5%	6.1%	
0.0%	0.0%	18.2%	
N/A	4.8%	8.8%	
3.7%	4.8%	8.8%	

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.