

**Graduate Student Experience Survey (2009)**  
**Program Satisfaction, Satisfaction with Advisor and Program Climate**  
**Summary for the College of Education**

**Program Satisfaction:**

The three tables about Program Satisfaction show the percentages of students who rated their graduate programs as Excellent on a 5- point scale, Excellent or Very Good (combined) on that scale, and Fair or Poor (combined) on that scale.

Reading across these tables respondents expressed the greatest program satisfaction with CFHS (Couples and Family Therapy/Human Services), followed by Counseling Psychology (CPSY) and School Psychology. Respondents expressed the greatest dissatisfaction with Communication Disorders and Sciences (CDS) and Educational Leadership (EDLD), now Education Methodology, Policy and Leadership.

Students within the College of Education expressed greater program satisfaction in the following areas:

- ✓ Quality of the faculty
- ✓ Performance in keeping pace with trends and developments in the field
- ✓ Adequacy of professional training about professional ethics/academic integrity
- ✓ Intellectual community

The areas associated with the greatest dissatisfaction include:

- ✓ Quality of academic guidance and advising
- ✓ Support for interdisciplinary inquiry
- ✓ Financial support for students
- ✓ Space and facilities
- ✓ Processes for involving students in program decisions that affect them

**Advisors:**

The two Advisor tables show the percentages of students who agreed or disagreed with positive statement about their advisors. Student satisfaction with their advisors is highest in CFHS, followed by EDLD. Student dissatisfaction with their advisors is highest in CDS and School Psychology.

Students most strongly agreed with positive descriptions of their advisors in the following areas:

- ✓ Encourages my scholarly pursuits
- ✓ Treats my ideas with respect
- ✓ Provides valuable feedback on my work
- ✓ Has emphasized the importance of professional ethics
- ✓ Make me feel comfortable talking about concerns I am having in graduate school (in some departments)

Students were least likely to agree that their advisor:

- ✓ Is available when students need help or advise
- ✓ Treat students equitably
- ✓ Helps me secure funding for my graduate studies, research or creative work
- ✓ Encourages the expression of intellectual differences
- ✓ Make me feel comfortable talking about concerns I am having in graduate school (In some departments)

### **Program Climate:**

We asked students to rate 13 positive descriptors of program climate, choosing from a 5-point scale from Very (like the descriptor) to Not at All (like the descriptor). There are three tables for program climate. The first climate table shows the percentage of respondents who chose the top (most positive) rating, the second shows the percentage for the top two (positive) ratings combined, and the third shows the percentage who chose one of the bottom two (negative) ratings.

Reading across these tables students in CPSY, EDLD, and CFHS were the most likely to choose the most positive rating to describe their program climates, followed by students in School Psychology and Special Education. Respondents in CDS were significantly more likely than others to choose one of the two bottom ratings of program climate. It is noteworthy that although the program climate in EDLD was rated highly by many students, a significant minority do not share that judgment, rating the climate with one of the two bottom ratings.

Within the COE program climates are experienced as most positive in the following areas:

- ✓ Welcoming
- ✓ Respectful
- ✓ Encouraging
- ✓ Gender equitable
- ✓ Inclusive of students of all sexual orientations

The areas that generated the most negative perceptions of climate are:

- ✓ Diverse
- ✓ Intellectually open to different theoretical, methodological or creative approaches

**College of Education**  
**PERCENTAGE OF RESPONDENTS WHO RATED THEIR PROGRAM AS "EXCELLENT" BY PROGRAM**

**Program Satisfaction** (Total # of Respondents by Program)

	CDS (15)	CPSY (24)	CFHS (21)	EDLD (45)	SPSY (19)	SPED (49)	T&L (59)
<b>Quality of the faculty</b>	13.3	39.6	100.0	23.7	41.2	42.9	6.9
<b>Program's performance in keeping pace with recent trends and developments in my field</b>	25.0	49.7	90.7	22.0	83.4	52.0	11.9
<b>Professional training and/or research opportunities in my program</b>	12.5	20.2	45.6	19.5	54.3	26.1	13.4
<b>Adequacy of preparation for my teaching</b>	6.3	8.4	41.1	11.4	25.3	23.5	16.2
<b>Quality of academic guidance and advising</b>	12.5	4.0	63.5	27.0	25.3	25.6	16.5
<b>Support for interdisciplinary inquiry</b>	6.3	16.2	23.3	9.7	15.6	14.0	5.1
<b>Clarity of evaluation criteria used to assess graduate students</b>	12.5	17.9	68.3	19.0	4.8	25.0	4.7
<b>Fairness of evaluation criteria used to assess graduate students</b>	12.5	17.0	57.5	17.0	9.7	26.9	4.7
<b>Adequacy of training about professional ethics/academic integrity</b>	25.0	41.7	85.6	24.0	24.2	33.0	10.5
<b>Opportunities to present my research, studio projects or performances</b>	18.8	54.7	31.3	20.0	44.6	13.9	5.3
<b>Intellectual community in the program</b>	25.0	58.7	62.5	37.6	49.5	21.6	6.5
<b>Financial support for graduate students</b>	12.5	46.2	8.9	9.5	44.6	20.8	3.8
<b>Space, facilities and equipment</b>	0.0	38.5	36.7	16.9	0.0	6.1	4.8
<b>Process for involving graduate students in program decisions that affect graduate students</b>	12.5	33.2	54.5	7.5	4.8	3.8	1.6
<b>Effort to promote a diverse, inclusive community</b>	12.5	71.7	72.4	14.7	4.8	19.8	6.5
<b>Overall Program Quality</b>	6.3	29.2	86.2	20.8	39.8	23.9	3.1

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

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

**College of Education**  
**PERCENTAGE OF RESPONDENTS WHO RATED THEIR PROGRAM AS "EXCELLENT" or "VERY GOOD" BY PROGRAM**

Program Satisfaction	(Total # of Respondents by Program)						
	CDS (15)	CPSY (24)	CFHS (21)	EDLD (45)	SPSY (19)	SPED (49)	T&L (59)
Quality of the faculty	53.3	78.8	100.0	69.7	93.8	82.2	53.3
Program's performance in keeping pace with recent trends and developments in my field	68.8	95.9	100.0	74.1	100.0	92.3	56.9
Professional training and/or research opportunities in my program	31.3	67.3	81.7	53.2	73.7	65.9	51.9
Adequacy of preparation for my teaching	43.8	38.8	86.6	45.1	60.2	56.9	59.7
Quality of academic guidance and advising	43.8	55.5	90.7	54.9	45.7	51.0	53.1
Support for interdisciplinary inquiry	25.1	46.2	59.4	36.2	59.2	42.0	36.9
Clarity of evaluation criteria used to assess graduate students	31.3	38.5	91.0	54.4	67.8	61.8	49.0
Fairness of evaluation criteria used to assess graduate students	31.3	42.5	95.3	60.9	63.0	67.5	52.1
Adequacy of training about professional ethics/academic integrity	50.0	92.0	100.0	69.9	79.6	70.4	54.3
Opportunities to present my research, studio projects or performances	56.3	79.8	82.2	54.5	79.5	31.7	30.6
Intellectual community in the program	56.3	83.8	90.7	69.0	94.1	60.5	49.0
Financial support for graduate students	18.8	78.9	23.3	34.5	59.1	42.5	27.2
Space, facilities and equipment	18.8	75.8	72.8	37.6	19.4	28.6	22.3
Process for involving graduate students in program decisions that affect graduate students	12.5	57.8	86.2	23.8	29.0	31.1	27.0
Effort to promote a diverse, inclusive community	43.8	91.9	95.1	40.2	31.1	52.4	43.8
Overall Program Quality	43.8	79.8	100.0	58.6	84.4	72.6	43.3

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

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

**College of Education**  
**PERCENTAGE OF RESPONDENTS WHO RATED THEIR PROGRAM AS "FAIR" or "POOR" BY PROGRAM**

<b>Program Satisfaction</b>	<b>(Total # of Respondents by Program)</b>						
	<b>CDS (15)</b>	<b>CPSY (24)</b>	<b>CFHS (21)</b>	<b>EDLD (45)</b>	<b>SPSY (19)</b>	<b>SPED (49)</b>	<b>T&amp;L (59)</b>
<b>Quality of the faculty</b>	13.4	0.0	0.0	2.1	0.0	6.1	11.9
<b>Program's performance in keeping pace with recent trends and developments in my field</b>	12.5	0.0	0.0	10.5	0.0	0.0	13.4
<b>Professional training and/or research opportunities in my program</b>	31.3	8.1	0.0	18.9	4.8	5.8	18.4
<b>Adequacy of preparation for my teaching</b>	25.0	21.1	0.0	21.2	10.7	5.7	15.3
<b>Quality of academic guidance and advising</b>	50.0	24.3	0.0	25.8	20.4	25.5	20.1
<b>Support for interdisciplinary inquiry</b>	43.8	20.2	4.5	33.3	26.3	27.6	24.6
<b>Clarity of evaluation criteria used to assess graduate students</b>	56.3	24.3	4.5	21.9	10.7	12.2	20.2
<b>Fairness of evaluation criteria used to assess graduate students</b>	37.5	24.3	0.0	21.4	11.8	8.0	12.9
<b>Adequacy of training about professional ethics/academic integrity</b>	18.8	4.0	0.0	19.3	0.0	10.3	12.4
<b>Opportunities to present my research, studio projects or performances</b>	18.8	0.0	0.0	23.6	0.0	18.2	9.9
<b>Intellectual community in the program</b>	18.8	4.0	0.0	10.7	0.0	12.2	13.4
<b>Financial support for graduate students</b>	56.3	0.0	63.3	40.0	10.7	31.4	43.1
<b>Space, facilities and equipment</b>	62.5	0.0	0.0	26.2	40.9	34.5	43.0
<b>Process for involving graduate students in program decisions that affect graduate students</b>	50.1	8.1	0.0	47.0	30.1	37.6	38.1
<b>Effort to promote a diverse, inclusive community</b>	31.3	0.0	0.0	30.1	24.2	17.5	19.3
<b>Overall Program Quality</b>	31.3	0.0	0.0	24.7	0.0	5.7	15.6

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

College of Education

PERCENTAGE OF RESPONDENTS WHO STRONGLY AGREED WITH EACH OF THE FOLLOWING STATEMENTS ABOUT THEIR ADVISOR

Advisor	(Total # of Respondents by Program)						
	CDS (15)	CPSY (24)	CFHS (21)	EDLD (45)	SPSY (19)	SP ED (49)	T&L (59)
Encourages me in my scholarly pursuits	25.0	52.6	68.3	55.2	60.2	39.2	42.8
Treats my ideas with respect	18.8	49.3	77.7	53.1	55.4	46.9	43.2
Provides valuable feedback on my work	31.3	49.3	63.9	52.1	50.5	30.7	39.1
Provides timely feedback on my work	25.0	22.1	55.4	43.1	39.8	29.6	37.9
Is available when I need help or advice	31.3	30.5	64.3	45.7	34.9	31.7	44.8
Communicates effectively with students across cultural and linguistics boundaries	12.5	35.7	77.7	50.5	44.6	34.2	30.4
Treats students in the department equitably	12.5	40.8	86.6	55.2	44.6	45.8	40.2
Has emphasized the importance of professional ethics	37.5	48.3	86.6	50.9	50.5	46.9	45.2
Helps me secure funding for my graduate studies, research or creative work	6.3	44.1	18.8	20.2	39.8	26.0	11.1
Helps me develop professional relationships with others in the field	12.5	31.4	45.6	25.0	36.0	25.5	34.8
Advises me about how to get my work published, performed, or shown	6.3	31.4	45.6	22.4	40.8	13.2	16.1
Encourages the expression of intellectual differences	6.3	22.1	54.9	44.0	39.8	42.8	26.4
Makes me feel comfortable talking about concerns I am facing in graduate school	18.8	22.1	77.7	50.5	30.1	41.6	50.2

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

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

College of Education

PERCENTAGE OF RESPONDENTS WHO DISAGREED OR STRONGLY DISAGREED WITH EACH OF THE FOLLOWING STATEMENTS ABOUT THEIR ADVISOR

Advisor	(Total # of Respondents by Program)						
	CDS (15)	CPSY (24)	CFHS (21)	EDLD (45)	SPSY (19)	SPED (49)	T&L (59)
Encourages me in my scholarly pursuits	12.5	4.2	0.0	4.3	5.9	6.2	7.7
Treats my ideas with respect	31.3	0.0	0.0	0.0	10.7	6.2	7.3
Provides valuable feedback on my work	25.1	0.0	4.5	6.4	10.7	6.3	7.4
Provides timely feedback on my work	12.5	16.9	8.9	10.7	20.4	12.3	8.9
Is available when I need help or advice	25.0	21.1	4.5	15.0	25.2	8.3	7.0
Communicates effectively with students across cultural and linguistics boundaries	25.0	16.9	0.0	4.2	10.7	4.1	5.4
Treats students in the department equitably	43.8	25.3	0.0	2.1	21.4	6.2	7.3
Has emphasized the importance of professional ethics	12.6	4.2	0.0	4.8	4.8	4.1	5.7
Helps me secure funding for my graduate studies, research or creative work	37.6	12.7	17.9	22.4	20.4	19.0	17.3
Helps me develop professional relationships with others in the field	31.3	12.7	4.5	15.0	15.6	19.0	18.1
Advises me about how to get my work published, performed, or shown	18.8	8.5	4.5	19.8	15.6	19.4	17.8
Encourages the expression of intellectual differences	37.6	21.1	4.5	6.4	25.3	14.9	14.7
Makes me feel comfortable talking about concerns I am facing in graduate school	50.1	33.8	8.9	13.3	25.3	21.4	14.8

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

College of Education

PERCENTAGE OF RESPONDENTS WHO RATED THE CLIMATE AS VERY MUCH LIKE THE DESCRIPTION (1 ON A 5 POINT SCALE)

Climate

(Total # of Respondents by Program)

	CDS (15)	CPSY (24)	CFHS (21)	EDLD (45)	SPSY (19)	SPED (49)	T&L (59)
<b>Welcoming</b>	25.0	58.7	86.2	48.0	55.4	41.0	38.8
<b>Respectful</b>	20.0	46.6	90.7	50.6	55.4	54.0	28.3
<b>Encouraging</b>	0.0	37.6	71.4	45.4	60.2	46.7	36.9
<b>Racially inclusive (race and ethnicity)</b>	18.8	71.7	76.9	40.7	31.2	36.0	18.8
<b>Gender equitable</b>	18.8	40.4	72.8	57.1	36.7	36.1	30.2
<b>Family-friendly</b>	18.8	36.7	59.4	41.9	25.3	40.4	23.3
<b>Diverse</b>	0.0	66.8	32.2	32.4	15.6	25.9	7.9
<b>Intellectually open to different theoretical, methodological or creative approaches</b>	12.5	26.4	59.4	30.7	10.7	21.4	14.3
<b>Accommodating for students with disabilities</b>	31.3	26.8	59.0	35.8	37.8	41.1	13.3
<b>Inclusive of students of all sexual orientations</b>	33.3	66.8	95.1	45.8	58.2	49.1	24.7
<b>Supportive</b>	12.5	36.7	86.2	45.4	49.5	31.5	30.2
<b>Fosters community among graduate students</b>	12.5	62.7	72.8	37.1	39.8	23.6	15.6
<b>Open to interdisciplinary inquiry</b>	6.3	41.7	32.2	30.0	20.4	25.6	11.6

\*light green shading indicates that 33.3% or more of respondents rated the climate as 1.

\*\*dark green shading indicates that 50% or more of respondents rated the climate as 1.



College of Education

PERCENTAGE OF RESPONDENTS WHO RATED THE CLIMATE AS VERY MUCH LIKE OR LIKE THE DESCRIPTION (1 OR 2 ON A 5 POINT SCALE)

Climate (Total # of Respondents by Program)

	CDS (15)	CPSY (24)	CFHS (21)	EDLD (45)	SPSY (19)	SPED (49)	T&L (59)
<b>Welcoming</b>	56.3	96.0	100.0	65.6	100.0	73.3	81.6
<b>Respectful</b>	60.0	87.9	100.0	67.8	95.2	80.9	86.2
<b>Encouraging</b>	57.1	71.7	90.2	65.6	94.1	79.0	82.1
<b>Racially inclusive (race and ethnicity)</b>	62.6	83.8	95.6	59.3	66.1	62.5	63.8
<b>Gender equitable</b>	43.8	57.8	86.2	70.0	78.5	65.9	69.3
<b>Family-friendly</b>	43.8	71.7	91.1	54.0	60.2	72.8	75.6
<b>Diverse</b>	25.0	79.8	72.8	58.3	21.5	52.7	29.1
<b>Intellectually open to different theoretical, methodological or creative approaches</b>	31.3	71.7	100.0	54.0	44.6	57.1	59.8
<b>Accommodating for students with disabilities</b>	62.6	57.5	95.1	67.3	79.6	86.5	63.8
<b>Inclusive of students of all sexual orientations</b>	60.0	91.9	100.0	65.1	100.0	77.9	81.9
<b>Supportive</b>	56.3	67.6	100.0	63.5	79.6	80.9	75.6
<b>Fosters community among graduate students</b>	50.0	95.9	86.2	55.2	84.4	57.7	60.8
<b>Open to interdisciplinary inquiry</b>	31.3	58.7	95.5	53.6	74.7	59.0	56.4

\*light green shading indicates that 50% or more of respondents rated the climate as 1 or 2.

\*\*dark green shading indicates that 75% or more of respondents rated the climate as 1 or 2.

College of Education

PERCENTAGE OF RESPONDENTS WHO RATED THE CLIMATE AS VERY MUCH NOT LIKE OR NOT LIKE THE DESCRIPTION (4 OR 5 ON A 5 POINT SCALE)

Climate

(Total # of Respondents by Program)

	CDS (15)	CPSY (24)	CFHS (21)	EDLD (45)	SPSY (19)	SPED (49)	T&L (59)
Welcoming	12.5	0.0	0.0	17.1	0.0	5.7	5.7
Respectful	26.6	0.0	0.0	12.9	0.0	2.1	3.8
Encouraging	14.3	0.0	0.0	17.2	0.0	1.9	7.2
Racially inclusive (race and ethnicity)	25.1	8.1	0.0	25.7	19.4	5.8	10.5
Gender equitable	37.5	13.0	0.0	17.2	0.0	24.6	6.9
Family-friendly	25.1	4.0	0.0	17.1	9.7	7.7	5.7
Diverse	31.3	0.0	0.0	28.8	29.0	18.0	35.6
Intellectually open to different theoretical, methodological or creative approaches	25.0	16.2	0.0	27.9	24.2	19.3	21.0
Accommodating for students with disabilities	37.6	8.5	0.0	14.3	5.1	0.0	3.9
Inclusive of students of all sexual orientations	6.7	0.0	0.0	11.5	0.0	3.9	5.3
Supportive	25.0	4.0	0.0	19.3	0.0	5.7	7.6
Fosters community among graduate students	25.1	0.0	0.0	28.3	0.0	13.9	16.9
Open to interdisciplinary inquiry	25.1	4.0	0.0	27.6	15.6	11.4	14.2

\*red shading indicates that 20% or more of respondents rated the climate as 4 or 5.