

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 Respondents	Number of Students Surveyed	Response 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

Education

Program Satisfaction

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (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 recent developments in my field	43.5%	25.0%	80.0%	62.5%	8.3%	18.8%	47.1%	62.5%	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 development	21.7%	22.2%	40.0%	56.3%	0.0%	6.3%	25.0%	13.3%	26.5%
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 decisions that affect graduate students	8.7%	5.6%	40.0%	56.3%	0.0%	0.0%	5.9%	40.0%	14.7%
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 graduate students	13.0%	22.2%	0.0%	93.8%	0.0%	18.8%	35.3%	46.7%	32.4%
Program's efforts to promote a diverse, inclusive community	26.1%	38.9%	60.0%	62.5%	16.7%	37.5%	35.3%	26.7%	20.6%
Training/assistance about grants and other external funding	0.0%	8.3%	20.0%	18.8%	0.0%	0.0%	18.8%	0.0%	8.8%
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 graduate students	13.0%	30.6%	0.0%	87.5%	0.0%	12.5%	29.4%	26.7%	20.6%
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 integrity	39.1%	25.0%	40.0%	68.8%	0.0%	31.3%	47.1%	66.7%	38.2%
33.3% of students or more rated the program as "Excellent".*	4	2	7	14	0	1	8	9	2
50% of students or more rated the program as "Excellent".**	0	0	3	13	0	0	1	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."

Education

Program Satisfaction

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (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 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 development	69.6%	52.8%	40.0%	93.8%	0.0%	56.3%	56.3%	80.0%	58.8%
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 decisions that affect graduate students	34.8%	27.8%	40.0%	93.8%	0.0%	18.8%	41.2%	53.3%	32.4%
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 graduate students	60.9%	50.0%	60.0%	100.0%	25.0%	75.0%	70.6%	86.7%	64.7%
Program's efforts to promote a diverse, inclusive community	65.2%	69.4%	80.0%	87.5%	33.3%	75.0%	52.9%	66.7%	47.1%
Training/assistance about grants and other external funding	8.7%	30.6%	40.0%	37.5%	0.0%	25.0%	56.3%	13.3%	35.3%
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 graduate students	52.2%	55.6%	40.0%	100.0%	8.3%	62.5%	64.7%	80.0%	50.0%
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 integrity	91.3%	66.7%	80.0%	93.8%	16.7%	81.3%	76.5%	100.0%	61.8%
50% of students or more rated the program as "Excellent" or "Very Good".*	12	12	9	15	1	11	12	14	12
75% of students or more rated the program as "Excellent" or "Very Good".**	6	2	6	14	0	5	5	9	2

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

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

Education

Program Satisfaction

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (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 recent developments in my field	0.0%	5.6%	20.0%	0.0%	33.3%	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 development	4.3%	13.9%	20.0%	0.0%	66.7%	6.3%	6.3%	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 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 graduate students	17.4%	25.0%	0.0%	0.0%	66.7%	12.5%	11.8%	0.0%	14.7%
Program's efforts to promote a diverse, inclusive community	8.7%	8.3%	0.0%	6.3%	50.0%	6.3%	29.4%	13.3%	23.5%
Training/assistance about grants and other 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 graduate students	17.4%	16.7%	0.0%	0.0%	75.0%	12.5%	11.8%	0.0%	20.6%
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 integrity	0.0%	5.6%	20.0%	0.0%	50.0%	0.0%	17.6%	0.0%	17.6%
20% of students or more rated the program as "Fair" or "Poor".*	4	6	10	2	17	4	6	3	8

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

Education

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (N = 34)
Encourages me in my scholarly pursuits	40.0%	51.4%	0.0%	81.3%	63.6%	50.0%	62.5%	80.0%	57.6%
Treats my ideas with respect	36.8%	60.0%	0.0%	81.3%	63.6%	60.0%	75.0%	86.7%	48.5%
Provides constructive feedback on my work	42.1%	57.1%	25.0%	93.8%	36.4%	70.0%	68.8%	73.3%	42.4%
Provides timely feedback on my work	42.1%	54.3%	0.0%	87.5%	18.2%	70.0%	62.5%	60.0%	39.4%
Is available when I need help or advice	57.9%	34.3%	0.0%	100.0%	27.3%	60.0%	62.5%	66.7%	51.5%
Would support me in any career path I choose (academic or a career outside the academy)	47.4%	48.6%	0.0%	93.8%	45.5%	50.0%	62.5%	66.7%	42.4%
Treats students in the department equitably regardless of their backgrounds	57.9%	51.4%	50.0%	87.5%	54.5%	50.0%	68.8%	80.0%	54.5%
Has emphasized the importance of professional ethics in our field	52.6%	62.9%	50.0%	93.8%	36.4%	50.0%	68.8%	60.0%	45.5%
Helps me secure external or internal funding for my graduate studies, research or creative work	10.5%	42.9%	0.0%	43.8%	27.3%	22.2%	37.5%	26.7%	28.1%
Helps me develop professional relationships with others in the field	16.7%	34.3%	0.0%	56.3%	27.3%	20.0%	56.3%	40.0%	27.3%
Advises me about how to get my work published, performed or shown	26.3%	48.6%	0.0%	43.8%	18.2%	22.2%	68.8%	46.7%	36.4%
Encourages the expression of intellectual differences or disagreements	21.1%	34.3%	0.0%	75.0%	18.2%	30.0%	68.8%	53.3%	30.3%
Makes me feel comfortable talking about issues I am facing in graduate school	36.8%	28.6%	0.0%	87.5%	36.4%	40.0%	75.0%	60.0%	40.6%
50% of students or more "Strongly Agreed" with the above dimensions about their advisor.*	3	6	2	11	3	8	12	10	3
75% of students or more "Strongly Agreed" with the above dimensions about their advisor.**	0	0	0	10	0	0	2	3	0

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

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

Education

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (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 (academic or a career outside the academy)	0.0%	5.7%	25.0%	0.0%	9.1%	0.0%	6.3%	0.0%	9.1%
Treats students in the department equitably 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 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%
Helps me develop professional relationships with 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, performed or shown	21.1%	8.6%	50.0%	6.3%	27.3%	22.2%	12.5%	6.7%	33.3%
Encourages the expression of intellectual differences or disagreements	21.1%	14.3%	50.0%	6.3%	9.1%	10.0%	12.5%	6.7%	18.2%
Makes me feel comfortable talking about issues I 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 advisor.*	3	2	10	0	8	2	0	1	4
33.3% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.**	0	0	7	0	3	1	0	1	1

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

Education

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (N = 34)
Collegial	39.1%	34.3%	40.0%	68.8%	16.7%	37.5%	52.9%	75.0%	38.2%
Encouraging	47.8%	42.9%	60.0%	86.7%	25.0%	62.5%	47.1%	62.5%	35.3%
Supportive	43.5%	37.1%	40.0%	87.5%	16.7%	62.5%	41.2%	46.7%	35.3%
Intellectually open to multiple theoretical, methodological or creative approaches	30.4%	25.7%	40.0%	68.8%	16.7%	37.5%	23.5%	25.0%	20.6%
Open to interdisciplinary inquiry	17.4%	25.7%	40.0%	50.0%	41.7%	31.3%	29.4%	31.3%	17.6%
Inclusive of students of color	47.8%	37.1%	60.0%	62.5%	8.3%	50.0%	41.2%	43.8%	29.4%
Inclusive by gender	34.8%	37.1%	60.0%	68.8%	0.0%	56.3%	41.2%	68.8%	38.2%
Inclusive of international students	34.8%	20.0%	60.0%	75.0%	0.0%	56.3%	35.3%	43.8%	39.4%
Inclusive of students with disabilities	52.2%	25.7%	40.0%	50.0%	8.3%	50.0%	37.5%	50.0%	33.3%
Inclusive of first generation students	47.8%	34.3%	40.0%	68.8%	18.2%	43.8%	37.5%	43.8%	29.4%
Inclusive of students of all sexual orientations	56.5%	40.0%	60.0%	80.0%	25.0%	62.5%	52.9%	87.5%	41.2%
33.3% of students or more "Strongly Agreed" that the description fit their program*	9	7	11	11	1	10	9	9	7
50% of students or more "Strongly Agreed" that the description fit their program**	2	0	5	11	0	7	2	5	0

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

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

Education

Climate

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (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, 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

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

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

Education

Climate

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

	Communication Disorders & Sci (N = 23)	Counseling Psychology (N = 36)	Counseling, Family & Human Ser (N = 5)	Couples & Family Therapy (N = 15)	Critical and Socio-Cultural Studies in Education (N = 12)	Curriculum & Teaching (N = 16)	Educational Methodology, Policy and Leadership (N = 17)	School Psychology (N = 16)	Special Education (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, 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

*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...

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 15)	2012 (N = 26)	2015 (N = 23)	2009 (N = 15)	2012 (N = 26)	2015 (N = 23)	2009 (N = 15)	2012 (N = 26)	2015 (N = 23)
Quality of the faculty	13.3%	46.2%	39.1%	53.3%	84.6%	87.0%	13.3%	0.0%	0.0%
Overall Program quality	6.3%	46.2%	21.7%	43.8%	96.2%	91.3%	31.3%	0.0%	4.3%
Financial support for graduate students	12.5%	15.4%	0.0%	18.8%	23.1%	8.7%	56.3%	61.5%	78.3%
Program's performance in keeping pace with recent developments in my field*	25.0%	53.8%	43.5%	68.8%	96.2%	95.7%	12.5%	0.0%	0.0%
Quality of academic guidance and advising	12.5%	23.1%	26.1%	43.8%	73.1%	69.6%	50.0%	15.4%	13.0%
Intellectual community in Program	25.0%	53.8%	34.8%	56.3%	84.6%	69.6%	18.8%	7.7%	4.3%
Training/ assistance about career and professional development	N/A	38.5%	21.7%	N/A	57.7%	69.6%	N/A	11.5%	4.3%
Space, facilities and equipment	0.0%	26.9%	21.7%	18.8%	76.9%	78.3%	62.5%	3.8%	4.3%
Process for involving students in Program decisions that affect graduate students*	12.5%	23.1%	8.7%	12.5%	65.4%	34.8%	50.0%	19.2%	17.4%
Research opportunities in my program*	12.5%	26.9%	0.0%	31.3%	46.2%	30.4%	31.3%	15.4%	39.1%
Fairness of the evaluation criteria used to assess graduate students	12.5%	34.6%	13.0%	31.3%	53.8%	60.9%	37.5%	7.7%	17.4%
Program's efforts to promote a diverse, inclusive community*	12.5%	38.5%	26.1%	43.8%	76.9%	65.2%	31.3%	3.8%	8.7%
Training/assistance about grants and other external funding	N/A	8.0%	0.0%	N/A	20.0%	8.7%	N/A	60.0%	73.9%
Adequacy of preparation for teaching	6.3%	34.6%	26.1%	43.8%	69.2%	82.6%	25.0%	3.8%	4.3%
Clarity of the evaluation criteria used to assess graduate students	12.5%	30.8%	13.0%	31.3%	46.2%	52.2%	56.3%	11.5%	17.4%
Support for interdisciplinary inquiry	6.3%	23.1%	4.5%	25.0%	46.2%	22.7%	43.8%	30.8%	27.3%
Training about professional ethics/academic integrity*	25.0%	50.0%	39.1%	50.0%	84.6%	91.3%	18.8%	3.8%	0.0%
	4 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 0 in 2009 and 9 in 2012.			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.			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.		
	0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 3 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.					

* 2012 survey included minor edits to question text

Communication Disorders & Sci

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

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 16)	2012 (N = 23)	2015 (N = 20)	2009 (N = 16)	2012 (N = 23)	2015 (N = 20)
Encourages me in my scholarly pursuits	25.0%	69.6%	40.0%	12.5%	0.0%	0.0%
Treats my ideas with respect	18.8%	73.9%	36.8%	31.3%	0.0%	0.0%
Provides constructive feedback on my work*	31.3%	73.9%	42.1%	25.0%	0.0%	0.0%
Provides timely feedback on my work	25.0%	82.6%	42.1%	12.5%	0.0%	5.3%
Is available when I need help or advice	31.3%	65.2%	57.9%	25.0%	0.0%	5.3%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	73.9%	47.4%	N/A	4.3%	0.0%
Treats students in the department equitably regardless of their backgrounds*	12.5%	73.9%	57.9%	43.8%	0.0%	5.3%
Has emphasized the importance of professional ethics in our field*	37.5%	82.6%	52.6%	12.5%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	6.3%	34.8%	10.5%	37.5%	30.4%	26.3%
Helps me develop professional relationships with others in the field	12.5%	39.1%	16.7%	31.3%	13.0%	16.7%
Advises me about how to get my work published, performed or shown	6.3%	34.8%	26.3%	18.8%	21.7%	21.1%
Encourages the expression of intellectual differences or disagreements*	6.3%	60.9%	21.1%	37.5%	4.3%	21.1%
Makes me feel comfortable talking about issues I am facing in graduate school	18.8%	65.2%	36.8%	50.0%	8.7%	10.5%
* 2012 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 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.		
	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.					

Communication Disorders & Sci

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 14)	2012 (N = 26)	2015 (N = 23)	2009 (N = 14)	2012 (N = 26)	2015 (N = 23)	2009 (N = 14)	2012 (N = 26)	2015 (N = 23)
Collegial	N/A	65.4%	39.1%	N/A	92.3%	95.7%	N/A	0.0%	0.0%
Encouraging	0.0%	61.5%	47.8%	57.1%	92.3%	82.6%	14.3%	3.8%	8.7%
Supportive	12.5%	57.7%	43.5%	56.3%	84.6%	87.0%	25.0%	0.0%	8.7%
Intellectually open to multiple theoretical, methodological or creative approaches*	12.5%	30.8%	30.4%	31.3%	80.8%	78.3%	25.0%	3.8%	4.3%
Open to interdisciplinary inquiry	6.3%	38.5%	17.4%	31.3%	73.1%	56.5%	25.0%	11.5%	13.0%
Inclusive of students of color*	18.8%	50.0%	47.8%	62.5%	80.8%	60.9%	25.0%	3.8%	13.0%
Inclusive by gender*	18.8%	46.2%	34.8%	43.8%	80.8%	60.9%	37.5%	7.7%	13.0%
Inclusive of international students	N/A	30.8%	34.8%	N/A	61.5%	47.8%	N/A	7.7%	21.7%
Inclusive of students with disabilities*	31.3%	53.8%	52.2%	62.5%	76.9%	73.9%	37.5%	3.8%	4.3%
Inclusive of first generation students	N/A	34.6%	47.8%	N/A	76.9%	60.9%	N/A	3.8%	8.7%
Inclusive of students of all sexual orientations	33.3%	80.8%	56.5%	60.0%	96.2%	87.0%	6.7%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

Counseling Psychology

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

	Excellent		
	2009 (N = 24)	2012 (N = 24)	2015 (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%
	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.		

* 2012 survey included minor edits to question text

Excellent or Very Good		
2009 (N = 24)	2012 (N = 24)	2015 (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.		

Fair or Poor		
2009 (N = 24)	2012 (N = 24)	2015 (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			Disagreed or Strongly Disagreed		
	2009 (N = 24)	2012 (N = 23)	2015 (N = 35)	2009 (N = 24)	2012 (N = 23)	2015 (N = 35)
Encourages me in my scholarly pursuits	54.2%	47.8%	51.4%	4.2%	0.0%	0.0%
Treats my ideas with respect	50.0%	52.2%	60.0%	0.0%	0.0%	0.0%
Provides constructive feedback on my work*	45.8%	43.5%	57.1%	0.0%	0.0%	5.7%
Provides timely feedback on my work	25.0%	52.2%	54.3%	16.7%	4.3%	8.6%
Is available when I need help or advice	33.3%	26.1%	34.3%	20.8%	0.0%	5.7%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	43.5%	48.6%	N/A	0.0%	5.7%
Treats students in the department equitably regardless of their backgrounds*	37.5%	39.1%	51.4%	25.0%	0.0%	2.9%
Has emphasized the importance of professional ethics in our field*	45.8%	52.2%	62.9%	4.2%	0.0%	2.9%
Helps me secure external or internal funding for my graduate studies, research or creative work*	45.8%	56.5%	42.9%	12.5%	13.0%	5.7%
Helps me develop professional relationships with others in the field	33.3%	26.1%	34.3%	12.5%	13.0%	20.0%
Advises me about how to get my work published, performed or shown	33.3%	21.7%	48.6%	8.3%	8.7%	8.6%
Encourages the expression of intellectual differences or disagreements*	25.0%	26.1%	34.3%	20.8%	13.0%	14.3%
Makes me feel comfortable talking about issues I am facing in graduate school	20.8%	17.4%	28.6%	33.3%	30.4%	25.7%
* 2012 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 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.		
	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.					

Counseling Psychology

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 25)	2012 (N = 23)	2015 (N = 35)	2009 (N = 25)	2012 (N = 23)	2015 (N = 35)	2009 (N = 25)	2012 (N = 23)	2015 (N = 35)
Collegial	N/A	60.9%	34.3%	N/A	91.3%	88.6%	N/A	4.3%	0.0%
Encouraging	40.0%	43.5%	42.9%	72.0%	91.3%	77.1%	0.0%	4.3%	2.9%
Supportive	36.0%	45.5%	37.1%	68.0%	86.4%	77.1%	4.0%	4.5%	8.6%
Intellectually open to multiple theoretical, methodological or creative approaches*	24.0%	30.4%	25.7%	72.0%	78.3%	65.7%	16.0%	8.7%	14.3%
Open to interdisciplinary inquiry	40.0%	34.8%	25.7%	56.0%	78.3%	65.7%	4.0%	4.3%	5.7%
Inclusive of students of color*	68.0%	56.5%	37.1%	84.0%	91.3%	88.6%	8.0%	4.3%	5.7%
Inclusive by gender*	40.0%	39.1%	37.1%	60.0%	82.6%	85.7%	12.0%	13.0%	8.6%
Inclusive of international students	N/A	0.0%	20.0%	N/A	21.7%	54.3%	N/A	30.4%	14.3%
Inclusive of students with disabilities*	25.0%	17.4%	25.7%	58.3%	52.2%	68.6%	8.3%	21.7%	8.6%
Inclusive of first generation students	N/A	21.7%	34.3%	N/A	69.6%	77.1%	N/A	8.7%	2.9%
Inclusive of students of all sexual orientations	64.0%	60.9%	40.0%	92.0%	95.7%	82.9%	0.0%	4.3%	0.0%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

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

	Excellent		
	2009 (N = 23)	2012 (N = 7)	2015 (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 graduate students	60.9%	28.6%	0.0%
Support for interdisciplinary inquiry	21.7%	42.9%	0.0%
Training about professional ethics/academic integrity*	90.9%	71.4%	40.0%
	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.		

* 2012 survey included minor edits to question text

Excellent or Very Good		
2009 (N = 23)	2012 (N = 7)	2015 (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.		

Fair or Poor		
2009 (N = 23)	2012 (N = 7)	2015 (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.

	Strongly Agreed		
	2009 (N = 23)	2012 (N = 7)	2015 (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 (academic or a career outside the academy)	N/A	71.4%	0.0%
Treats students in the department equitably regardless of their backgrounds*	82.6%	42.9%	50.0%
Has emphasized the importance of professional ethics in our field*	82.6%	42.9%	50.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	17.4%	42.9%	0.0%
Helps me develop professional relationships with others in the field	39.1%	42.9%	0.0%
Advises me about how to get my work published, performed or shown	39.1%	42.9%	0.0%
Encourages the expression of intellectual differences or disagreements*	52.2%	42.9%	0.0%
Makes me feel comfortable talking about issues I am facing in graduate school	73.9%	71.4%	0.0%

Disagreed or Strongly Disagreed		
2009 (N = 23)	2012 (N = 7)	2015 (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%

* 2012 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.

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			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 22)	2012 (N = 7)	2015 (N = 5)	2009 (N = 22)	2012 (N = 7)	2015 (N = 5)	2009 (N = 22)	2012 (N = 7)	2015 (N = 5)
Collegial	N/A	57.1%	40.0%	N/A	100.0%	80.0%	N/A	0.0%	20.0%
Encouraging	72.7%	71.4%	60.0%	90.9%	100.0%	80.0%	0.0%	0.0%	20.0%
Supportive	87.0%	85.7%	40.0%	100.0%	100.0%	60.0%	0.0%	0.0%	20.0%
Intellectually open to multiple theoretical, methodological or creative approaches*	56.5%	57.1%	40.0%	100.0%	100.0%	60.0%	0.0%	0.0%	20.0%
Open to interdisciplinary inquiry	26.1%	42.9%	40.0%	95.7%	100.0%	60.0%	0.0%	0.0%	20.0%
Inclusive of students of color*	78.3%	50.0%	60.0%	95.7%	83.3%	60.0%	0.0%	16.7%	0.0%
Inclusive by gender*	73.9%	57.1%	60.0%	91.3%	85.7%	60.0%	0.0%	0.0%	0.0%
Inclusive of international students	N/A	42.9%	60.0%	N/A	71.4%	60.0%	N/A	14.3%	0.0%
Inclusive of students with disabilities*	56.5%	42.9%	40.0%	95.7%	57.1%	40.0%	0.0%	0.0%	0.0%
Inclusive of first generation students	N/A	57.1%	40.0%	N/A	85.7%	60.0%	N/A	0.0%	0.0%
Inclusive of students of all sexual orientations	95.7%	57.1%	60.0%	100.0%	100.0%	60.0%	0.0%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

Couples & Family Therapy

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

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 23)	2012 (N = 24)	2015 (N = 15)	2009 (N = 23)	2012 (N = 24)	2015 (N = 15)	2009 (N = 23)	2012 (N = 24)	2015 (N = 15)
Quality of the faculty	100.0%	79.2%	93.3%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Overall Program quality	87.0%	91.7%	81.3%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Financial support for graduate students	8.7%	4.2%	6.3%	21.7%	8.3%	25.0%	65.2%	50.0%	62.5%
Program's performance in keeping pace with recent developments in my field*	87.0%	70.8%	62.5%	100.0%	100.0%	93.8%	0.0%	0.0%	0.0%
Quality of academic guidance and advising	56.5%	58.3%	93.8%	82.6%	95.8%	100.0%	0.0%	0.0%	0.0%
Intellectual community in Program	56.5%	37.5%	56.3%	91.3%	79.2%	93.8%	0.0%	4.2%	0.0%
Training/ assistance about career and professional development	N/A	29.2%	56.3%	N/A	75.0%	93.8%	N/A	4.2%	0.0%
Space, facilities and equipment	34.8%	62.5%	50.0%	73.9%	91.7%	93.8%	4.3%	0.0%	0.0%
Process for involving students in Program decisions that affect graduate students*	60.9%	41.7%	56.3%	87.0%	87.5%	93.8%	0.0%	0.0%	0.0%
Research opportunities in my program*	47.8%	12.5%	18.8%	82.6%	70.8%	62.5%	0.0%	8.3%	18.8%
Fairness of the evaluation criteria used to assess graduate students	54.5%	41.7%	93.8%	95.5%	100.0%	100.0%	0.0%	0.0%	0.0%
Program's efforts to promote a diverse, inclusive community*	78.3%	75.0%	62.5%	95.7%	100.0%	87.5%	0.0%	0.0%	6.3%
Training/assistance about grants and other external funding	N/A	0.0%	18.8%	N/A	30.4%	37.5%	N/A	26.1%	31.3%
Adequacy of preparation for teaching	43.5%	26.1%	50.0%	82.6%	73.9%	75.0%	0.0%	17.4%	18.8%
Clarity of the evaluation criteria used to assess graduate students	60.9%	41.7%	87.5%	91.3%	91.7%	100.0%	4.3%	0.0%	0.0%
Support for interdisciplinary inquiry	21.7%	20.8%	37.5%	52.2%	62.5%	75.0%	4.3%	8.3%	6.3%
Training about professional ethics/academic integrity*	90.9%	70.8%	68.8%	100.0%	100.0%	93.8%	0.0%	0.0%	0.0%
	* 2012 survey included minor edits to question text			14 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 13 in 2009 and 11 in 2012.			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.		
				13 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 10 in 2009 and 7 in 2012.					
				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.					

Couples & Family Therapy

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

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 23)	2012 (N = 22)	2015 (N = 16)	2009 (N = 23)	2012 (N = 22)	2015 (N = 16)
Encourages me in my scholarly pursuits	60.9%	72.7%	81.3%	0.0%	0.0%	0.0%
Treats my ideas with respect	73.9%	86.4%	81.3%	0.0%	0.0%	0.0%
Provides constructive feedback on my work*	60.9%	63.6%	93.8%	8.7%	0.0%	0.0%
Provides timely feedback on my work	52.2%	63.6%	87.5%	13.0%	0.0%	0.0%
Is available when I need help or advice	60.9%	63.6%	100.0%	4.3%	0.0%	0.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	77.3%	93.8%	N/A	0.0%	0.0%
Treats students in the department equitably regardless of their backgrounds*	82.6%	90.9%	87.5%	0.0%	0.0%	0.0%
Has emphasized the importance of professional ethics in our field*	82.6%	81.8%	93.8%	0.0%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	17.4%	18.2%	43.8%	21.7%	18.2%	18.8%
Helps me develop professional relationships with others in the field	39.1%	36.4%	56.3%	4.3%	0.0%	0.0%
Advises me about how to get my work published, performed or shown	39.1%	22.7%	43.8%	8.7%	4.5%	6.3%
Encourages the expression of intellectual differences or disagreements*	52.2%	63.6%	75.0%	4.3%	0.0%	6.3%
Makes me feel comfortable talking about issues I am facing in graduate school	73.9%	63.6%	87.5%	8.7%	0.0%	0.0%
* 2012 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 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.		
	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.					

Couples & Family Therapy

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 22)	2012 (N = 24)	2015 (N = 16)	2009 (N = 22)	2012 (N = 24)	2015 (N = 16)	2009 (N = 22)	2012 (N = 24)	2015 (N = 16)
Collegial	N/A	54.2%	68.8%	N/A	100.0%	100.0%	N/A	0.0%	0.0%
Encouraging	72.7%	83.3%	86.7%	90.9%	100.0%	100.0%	0.0%	0.0%	0.0%
Supportive	87.0%	70.8%	87.5%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Intellectually open to multiple theoretical, methodological or creative approaches*	56.5%	66.7%	68.8%	100.0%	91.7%	93.8%	0.0%	0.0%	0.0%
Open to interdisciplinary inquiry	26.1%	54.2%	50.0%	95.7%	83.3%	93.8%	0.0%	0.0%	0.0%
Inclusive of students of color*	78.3%	62.5%	62.5%	95.7%	95.8%	81.3%	0.0%	0.0%	6.3%
Inclusive by gender*	73.9%	58.3%	68.8%	91.3%	91.7%	87.5%	0.0%	0.0%	0.0%
Inclusive of international students	N/A	62.5%	75.0%	N/A	87.5%	93.8%	N/A	0.0%	6.3%
Inclusive of students with disabilities*	56.5%	58.3%	50.0%	95.7%	87.5%	87.5%	0.0%	0.0%	6.3%
Inclusive of first generation students	N/A	66.7%	68.8%	N/A	87.5%	87.5%	N/A	0.0%	0.0%
Inclusive of students of all sexual orientations	95.7%	75.0%	80.0%	100.0%	87.5%	93.3%	0.0%	0.0%	6.7%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

Critical and Socio-Cultural Studies in Education

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

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 0)	2012 (N = 11)	2015 (N = 12)	2009 (N = 0)	2012 (N = 11)	2015 (N = 12)	2009 (N = 0)	2012 (N = 11)	2015 (N = 12)
Quality of the faculty		27.3%	8.3%		54.5%	50.0%		9.1%	33.3%
Overall Program quality		27.3%	16.7%		27.3%	33.3%		18.2%	50.0%
Financial support for graduate students		27.3%	8.3%		54.5%	25.0%		18.2%	66.7%
Program's performance in keeping pace with recent developments in my field*		18.2%	8.3%		45.5%	33.3%		27.3%	33.3%
Quality of academic guidance and advising		27.3%	8.3%		54.5%	33.3%		18.2%	66.7%
Intellectual community in Program		9.1%	18.2%		45.5%	27.3%		36.4%	63.6%
Training/ assistance about career and professional development	N/A	18.2%	0.0%	N/A	27.3%	0.0%	N/A	45.5%	66.7%
Space, facilities and equipment		36.4%	0.0%		72.7%	25.0%		18.2%	66.7%
Process for involving students in Program decisions that affect graduate students*		18.2%	0.0%		27.3%	0.0%		63.6%	72.7%
Research opportunities in my program*		9.1%	0.0%		9.1%	0.0%		54.5%	91.7%
Fairness of the evaluation criteria used to assess graduate students		27.3%	0.0%		36.4%	25.0%		27.3%	66.7%
Program's efforts to promote a diverse, inclusive community*		36.4%	16.7%		36.4%	33.3%		27.3%	50.0%
Training/assistance about grants and other external funding	N/A	0.0%	0.0%	N/A	11.1%	0.0%	N/A	66.7%	90.9%
Adequacy of preparation for teaching		9.1%	0.0%		36.4%	8.3%		45.5%	66.7%
Clarity of the evaluation criteria used to assess graduate students		9.1%	0.0%		27.3%	8.3%		18.2%	75.0%
Support for interdisciplinary inquiry		54.5%	8.3%		81.8%	33.3%		9.1%	50.0%
Training about professional ethics/academic integrity*		18.2%	0.0%		27.3%	16.7%		27.3%	50.0%
* 2012 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.									
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.									
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.

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 0)	2012 (N = 10)	2015 (N = 11)	2009 (N = 0)	2012 (N = 10)	2015 (N = 11)
Encourages me in my scholarly pursuits		60.0%	63.6%		10.0%	18.2%
Treats my ideas with respect		70.0%	63.6%		10.0%	9.1%
Provides constructive feedback on my work*		60.0%	36.4%		20.0%	27.3%
Provides timely feedback on my work		50.0%	18.2%		30.0%	27.3%
Is available when I need help or advice		50.0%	27.3%		10.0%	27.3%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	60.0%	45.5%	N/A	10.0%	9.1%
Treats students in the department equitably regardless of their backgrounds*		70.0%	54.5%		10.0%	9.1%
Has emphasized the importance of professional ethics in our field*		50.0%	36.4%		10.0%	27.3%
Helps me secure external or internal funding for my graduate studies, research or creative work*		44.4%	27.3%		11.1%	36.4%
Helps me develop professional relationships with others in the field		44.4%	27.3%		22.2%	45.5%
Advises me about how to get my work published, performed or shown		50.0%	18.2%		20.0%	27.3%
Encourages the expression of intellectual differences or disagreements*		60.0%	18.2%		10.0%	9.1%
Makes me feel comfortable talking about issues I am facing in graduate school		60.0%	36.4%		10.0%	36.4%
<i>* 2012 survey included minor edits to question text</i>	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 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.		
	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.					

Critical and Socio-Cultural Studies in Education

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 0)	2012 (N = 11)	2015 (N = 12)	2009 (N = 0)	2012 (N = 11)	2015 (N = 12)	2009 (N = 0)	2012 (N = 11)	2015 (N = 12)
Collegial	N/A	27.3%	16.7%	N/A	36.4%	33.3%	N/A	27.3%	41.7%
Encouraging		27.3%	25.0%		45.5%	33.3%		18.2%	41.7%
Supportive		27.3%	16.7%		54.5%	16.7%		18.2%	58.3%
Intellectually open to multiple theoretical, methodological or creative approaches*		45.5%	16.7%		72.7%	58.3%		18.2%	33.3%
Open to interdisciplinary inquiry		45.5%	41.7%		81.8%	66.7%		9.1%	33.3%
Inclusive of students of color*		36.4%	8.3%		63.6%	25.0%		27.3%	25.0%
Inclusive by gender*		27.3%	0.0%		45.5%	27.3%		9.1%	45.5%
Inclusive of international students	N/A	20.0%	0.0%	N/A	30.0%	20.0%	N/A	10.0%	50.0%
Inclusive of students with disabilities*		18.2%	8.3%		36.4%	25.0%		9.1%	41.7%
Inclusive of first generation students	N/A	27.3%	18.2%	N/A	72.7%	36.4%	N/A	0.0%	45.5%
Inclusive of students of all sexual orientations		54.5%	25.0%		90.9%	66.7%		0.0%	16.7%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

Curriculum & Teaching

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

	Excellent		
	2009 (N = 62)	2012 (N = 10)	2015 (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%
	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.		

* 2012 survey included minor edits to question text

Excellent or Very Good		
2009 (N = 62)	2012 (N = 10)	2015 (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%
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.		

Fair or Poor		
2009 (N = 62)	2012 (N = 10)	2015 (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			Disagreed or Strongly Disagreed		
	2009 (N = 57)	2012 (N = 6)	2015 (N = 10)	2009 (N = 57)	2012 (N = 6)	2015 (N = 10)
Encourages me in my scholarly pursuits	40.4%	33.3%	50.0%	8.8%	0.0%	0.0%
Treats my ideas with respect	40.4%	66.7%	60.0%	8.8%	0.0%	0.0%
Provides constructive feedback on my work*	36.8%	33.3%	70.0%	8.8%	0.0%	0.0%
Provides timely feedback on my work	36.8%	66.7%	70.0%	10.5%	16.7%	10.0%
Is available when I need help or advice	42.1%	50.0%	60.0%	8.8%	16.7%	0.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	50.0%	50.0%	N/A	16.7%	0.0%
Treats students in the department equitably regardless of their backgrounds*	36.8%	66.7%	50.0%	8.8%	0.0%	0.0%
Has emphasized the importance of professional ethics in our field*	42.1%	83.3%	50.0%	5.3%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	10.5%	0.0%	22.2%	17.5%	33.3%	33.3%
Helps me develop professional relationships with others in the field	32.1%	0.0%	20.0%	19.6%	0.0%	10.0%
Advises me about how to get my work published, performed or shown	15.8%	0.0%	22.2%	17.5%	40.0%	22.2%
Encourages the expression of intellectual differences or disagreements*	26.3%	33.3%	30.0%	15.8%	0.0%	10.0%
Makes me feel comfortable talking about issues I am facing in graduate school	47.4%	66.7%	40.0%	15.8%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	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 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.		
	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.					

Curriculum & Teaching

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 62)	2012 (N = 10)	2015 (N = 16)	2009 (N = 62)	2012 (N = 10)	2015 (N = 16)	2009 (N = 62)	2012 (N = 10)	2015 (N = 16)
Collegial	N/A	10.0%	37.5%	N/A	90.0%	81.3%	N/A	0.0%	0.0%
Encouraging	37.1%	50.0%	62.5%	83.9%	100.0%	93.8%	6.5%	0.0%	0.0%
Supportive	30.6%	40.0%	62.5%	77.4%	100.0%	93.8%	6.5%	0.0%	0.0%
Intellectually open to multiple theoretical, methodological or creative approaches*	14.5%	20.0%	37.5%	59.7%	90.0%	68.8%	21.0%	0.0%	12.5%
Open to interdisciplinary inquiry	11.7%	22.2%	31.3%	56.7%	44.4%	62.5%	15.0%	0.0%	12.5%
Inclusive of students of color*	18.0%	60.0%	50.0%	63.9%	90.0%	75.0%	9.8%	0.0%	6.3%
Inclusive by gender*	29.5%	60.0%	56.3%	68.9%	100.0%	93.8%	6.6%	0.0%	6.3%
Inclusive of international students	N/A	50.0%	56.3%	N/A	90.0%	81.3%	N/A	10.0%	0.0%
Inclusive of students with disabilities*	13.3%	60.0%	50.0%	60.0%	90.0%	87.5%	3.3%	0.0%	6.3%
Inclusive of first generation students	N/A	60.0%	43.8%	N/A	90.0%	81.3%	N/A	10.0%	0.0%
Inclusive of students of all sexual orientations	25.8%	80.0%	62.5%	79.0%	100.0%	100.0%	4.8%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

Educational Methodology, Policy and Leadership

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

	Excellent			Excellent or Very Good			Fair or Poor					
	2009 (N = 47)	2012 (N = 45)	2015 (N = 17)	2009 (N = 47)	2012 (N = 45)	2015 (N = 17)	2009 (N = 47)	2012 (N = 45)	2015 (N = 17)			
Quality of the faculty	23.4%	35.6%	23.5%	70.2%	80.0%	76.5%	2.1%	4.4%	0.0%			
Overall Program quality	20.9%	31.8%	17.6%	58.1%	63.6%	82.4%	27.9%	13.6%	5.9%			
Financial support for graduate students	11.1%	13.6%	6.3%	35.6%	20.5%	12.5%	37.8%	56.8%	62.5%			
Program's performance in keeping pace with recent developments in my field*	21.7%	51.1%	47.1%	76.1%	80.0%	82.4%	10.9%	8.9%	0.0%			
Quality of academic guidance and advising	27.7%	20.0%	35.3%	53.2%	48.9%	58.8%	27.7%	35.6%	17.6%			
Intellectual community in Program	37.8%	20.0%	52.9%	68.9%	51.1%	82.4%	11.1%	22.2%	11.8%			
Training/ assistance about career and professional development	N/A	11.6%	25.0%	N/A	25.6%	56.3%	N/A	41.9%	6.3%			
Space, facilities and equipment	20.0%	23.3%	33.3%	40.0%	53.5%	46.7%	26.7%	9.3%	20.0%			
Process for involving students in Program decisions that affect graduate students*	9.1%	15.6%	5.9%	25.0%	35.6%	41.2%	47.7%	37.8%	17.6%			
Research opportunities in my program*	19.1%	20.0%	41.2%	53.2%	42.2%	64.7%	21.3%	28.9%	17.6%			
Fairness of the evaluation criteria used to assess graduate students	17.4%	17.8%	35.3%	60.9%	64.4%	70.6%	21.7%	11.1%	11.8%			
Program's efforts to promote a diverse, inclusive community*	15.6%	22.2%	35.3%	40.0%	51.1%	52.9%	31.1%	22.2%	29.4%			
Training/assistance about grants and other external funding	N/A	6.8%	18.8%	N/A	22.7%	56.3%	N/A	47.7%	31.3%			
Adequacy of preparation for teaching	12.8%	20.5%	5.9%	46.8%	38.6%	35.3%	23.4%	29.5%	35.3%			
Clarity of the evaluation criteria used to assess graduate students	19.6%	15.6%	29.4%	54.3%	46.7%	64.7%	19.6%	17.8%	11.8%			
Support for interdisciplinary inquiry	11.1%	23.3%	11.8%	37.8%	37.2%	47.1%	33.3%	30.2%	35.3%			
Training about professional ethics/academic integrity*	23.9%	15.9%	47.1%	67.4%	52.3%	76.5%	21.7%	13.6%	17.6%			
	* 2012 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.			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.			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.		
	1 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 1 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.								

Educational Methodology, Policy and Leadership

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

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 45)	2012 (N = 43)	2015 (N = 16)	2009 (N = 45)	2012 (N = 43)	2015 (N = 16)
Encourages me in my scholarly pursuits	55.6%	53.5%	62.5%	6.7%	14.0%	12.5%
Treats my ideas with respect	51.1%	58.1%	75.0%	2.2%	11.6%	6.3%
Provides constructive feedback on my work*	53.3%	53.5%	68.8%	8.9%	9.3%	6.3%
Provides timely feedback on my work	44.4%	39.5%	62.5%	11.1%	16.3%	12.5%
Is available when I need help or advice	46.7%	34.9%	62.5%	15.6%	11.6%	12.5%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	50.0%	62.5%	N/A	14.3%	6.3%
Treats students in the department equitably regardless of their backgrounds*	55.6%	58.1%	68.8%	2.2%	4.7%	12.5%
Has emphasized the importance of professional ethics in our field*	51.1%	51.2%	68.8%	2.2%	11.6%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	22.2%	30.0%	37.5%	20.0%	35.0%	18.8%
Helps me develop professional relationships with others in the field	26.7%	29.3%	56.3%	17.8%	29.3%	18.8%
Advises me about how to get my work published, performed or shown	24.4%	26.8%	68.8%	20.0%	24.4%	12.5%
Encourages the expression of intellectual differences or disagreements*	44.4%	42.9%	68.8%	8.9%	11.9%	12.5%
Makes me feel comfortable talking about issues I am facing in graduate school	51.1%	41.5%	75.0%	15.6%	19.5%	12.5%
* 2012 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 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.		
	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.					

Educational Methodology, Policy and Leadership

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 45)	2012 (N = 44)	2015 (N = 17)	2009 (N = 45)	2012 (N = 44)	2015 (N = 17)	2009 (N = 45)	2012 (N = 44)	2015 (N = 17)
Collegial	N/A	27.3%	52.9%	N/A	70.5%	76.5%	N/A	11.4%	5.9%
Encouraging	42.2%	31.8%	47.1%	62.2%	68.2%	70.6%	20.0%	13.6%	11.8%
Supportive	42.2%	22.2%	41.2%	60.0%	60.0%	70.6%	22.2%	13.3%	11.8%
Intellectually open to multiple theoretical, methodological or creative approaches*	28.9%	33.3%	23.5%	51.1%	73.3%	64.7%	31.1%	13.3%	17.6%
Open to interdisciplinary inquiry	31.0%	18.2%	29.4%	52.4%	56.8%	52.9%	31.0%	18.2%	23.5%
Inclusive of students of color*	37.8%	40.0%	41.2%	57.8%	66.7%	64.7%	26.7%	8.9%	11.8%
Inclusive by gender*	53.3%	44.4%	41.2%	66.7%	66.7%	76.5%	17.8%	8.9%	11.8%
Inclusive of international students	N/A	51.1%	35.3%	N/A	77.8%	70.6%	N/A	8.9%	5.9%
Inclusive of students with disabilities*	35.7%	29.5%	37.5%	64.3%	65.9%	62.5%	14.3%	9.1%	6.3%
Inclusive of first generation students	N/A	30.2%	37.5%	N/A	65.1%	68.8%	N/A	14.0%	6.3%
Inclusive of students of all sexual orientations	45.2%	37.2%	52.9%	64.3%	76.7%	82.4%	11.9%	4.7%	5.9%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

School Psychology

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

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 18)	2012 (N = 13)	2015 (N = 16)	2009 (N = 18)	2012 (N = 13)	2015 (N = 16)	2009 (N = 18)	2012 (N = 13)	2015 (N = 16)
Quality of the faculty	44.4%	23.1%	43.8%	94.4%	69.2%	100.0%	0.0%	7.7%	0.0%
Overall Program quality	42.1%	23.1%	33.3%	84.2%	61.5%	93.3%	0.0%	23.1%	0.0%
Financial support for graduate students	42.1%	7.7%	0.0%	57.9%	7.7%	0.0%	10.5%	76.9%	73.3%
Program's performance in keeping pace with recent developments in my field*	84.2%	46.2%	62.5%	100.0%	92.3%	93.8%	0.0%	0.0%	0.0%
Quality of academic guidance and advising	26.3%	15.4%	73.3%	47.4%	30.8%	73.3%	21.1%	30.8%	6.7%
Intellectual community in Program	52.6%	38.5%	46.7%	94.7%	69.2%	86.7%	0.0%	15.4%	0.0%
Training/ assistance about career and professional development	N/A	15.4%	13.3%	N/A	69.2%	80.0%	N/A	30.8%	0.0%
Space, facilities and equipment	0.0%	30.8%	21.4%	21.1%	53.8%	64.3%	36.8%	30.8%	21.4%
Process for involving students in Program decisions that affect graduate students*	5.3%	7.7%	40.0%	31.6%	23.1%	53.3%	31.6%	69.2%	6.7%
Research opportunities in my program*	52.6%	38.5%	46.7%	73.7%	61.5%	86.7%	5.3%	7.7%	0.0%
Fairness of the evaluation criteria used to assess graduate students	10.5%	30.8%	46.7%	63.2%	53.8%	86.7%	10.5%	23.1%	0.0%
Program's efforts to promote a diverse, inclusive community*	5.3%	15.4%	26.7%	31.6%	53.8%	66.7%	21.1%	23.1%	13.3%
Training/assistance about grants and other external funding	N/A	0.0%	0.0%	N/A	7.7%	13.3%	N/A	46.2%	33.3%
Adequacy of preparation for teaching	26.3%	7.7%	6.7%	63.2%	23.1%	53.3%	10.5%	61.5%	13.3%
Clarity of the evaluation criteria used to assess graduate students	5.3%	15.4%	26.7%	68.4%	38.5%	80.0%	10.5%	23.1%	0.0%
Support for interdisciplinary inquiry	15.8%	8.3%	0.0%	63.2%	25.0%	46.7%	26.3%	41.7%	0.0%
Training about professional ethics/academic integrity*	26.3%	38.5%	66.7%	78.9%	69.2%	100.0%	0.0%	0.0%	0.0%
	9 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 6 in 2009 and 4 in 2012.			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.			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.		
	3 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 3 in 2009 and 0 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.					

* 2012 survey included minor edits to question text

School Psychology

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

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 19)	2012 (N = 13)	2015 (N = 15)	2009 (N = 19)	2012 (N = 13)	2015 (N = 15)
Encourages me in my scholarly pursuits	63.2%	53.8%	80.0%	5.3%	7.7%	0.0%
Treats my ideas with respect	57.9%	46.2%	86.7%	10.5%	15.4%	0.0%
Provides constructive feedback on my work*	52.6%	53.8%	73.3%	10.5%	15.4%	6.7%
Provides timely feedback on my work	42.1%	46.2%	60.0%	21.1%	15.4%	13.3%
Is available when I need help or advice	36.8%	38.5%	66.7%	26.3%	38.5%	0.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	46.2%	66.7%	N/A	7.7%	0.0%
Treats students in the department equitably regardless of their backgrounds*	47.4%	38.5%	80.0%	21.1%	15.4%	0.0%
Has emphasized the importance of professional ethics in our field*	52.6%	30.8%	60.0%	5.3%	15.4%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	42.1%	38.5%	26.7%	15.8%	30.8%	46.7%
Helps me develop professional relationships with others in the field	36.8%	23.1%	40.0%	15.8%	23.1%	0.0%
Advises me about how to get my work published, performed or shown	42.1%	23.1%	46.7%	15.8%	7.7%	6.7%
Encourages the expression of intellectual differences or disagreements*	42.1%	30.8%	53.3%	26.3%	23.1%	6.7%
Makes me feel comfortable talking about issues I am facing in graduate school	31.6%	23.1%	60.0%	26.3%	15.4%	6.7%
* 2012 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 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.		
	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.					

School Psychology

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 19)	2012 (N = 13)	2015 (N = 16)	2009 (N = 19)	2012 (N = 13)	2015 (N = 16)	2009 (N = 19)	2012 (N = 13)	2015 (N = 16)
Collegial	N/A	38.5%	75.0%	N/A	84.6%	100.0%	N/A	7.7%	0.0%
Encouraging	63.2%	23.1%	62.5%	94.7%	84.6%	100.0%	0.0%	15.4%	0.0%
Supportive	52.6%	30.8%	46.7%	84.2%	53.8%	86.7%	0.0%	23.1%	0.0%
Intellectually open to multiple theoretical, methodological or creative approaches*	10.5%	23.1%	25.0%	42.1%	23.1%	62.5%	26.3%	61.5%	12.5%
Open to interdisciplinary inquiry	21.1%	16.7%	31.3%	73.7%	50.0%	75.0%	15.8%	33.3%	12.5%
Inclusive of students of color*	31.6%	53.8%	43.8%	63.2%	76.9%	87.5%	21.1%	0.0%	6.3%
Inclusive by gender*	38.9%	61.5%	68.8%	77.8%	76.9%	93.8%	0.0%	7.7%	0.0%
Inclusive of international students	N/A	41.7%	43.8%	N/A	50.0%	81.3%	N/A	0.0%	12.5%
Inclusive of students with disabilities*	38.9%	33.3%	50.0%	77.8%	50.0%	81.3%	5.6%	8.3%	6.3%
Inclusive of first generation students	N/A	33.3%	43.8%	N/A	50.0%	75.0%	N/A	8.3%	6.3%
Inclusive of students of all sexual orientations	61.1%	50.0%	87.5%	100.0%	91.7%	100.0%	0.0%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					

Special Education

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

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 56)	2012 (N = 44)	2015 (N = 34)	2009 (N = 56)	2012 (N = 44)	2015 (N = 34)	2009 (N = 56)	2012 (N = 44)	2015 (N = 34)
Quality of the faculty	42.9%	43.2%	32.4%	82.1%	88.6%	73.5%	5.4%	0.0%	2.9%
Overall Program quality	26.8%	34.1%	32.4%	73.2%	84.1%	73.5%	5.4%	0.0%	5.9%
Financial support for graduate students	20.0%	25.0%	20.6%	41.8%	63.6%	41.2%	32.7%	20.5%	29.4%
Program's performance in keeping pace with recent developments in my field*	54.5%	63.6%	58.8%	92.7%	93.2%	94.1%	0.0%	4.5%	2.9%
Quality of academic guidance and advising	26.8%	25.0%	24.2%	51.8%	56.8%	57.6%	23.2%	15.9%	18.2%
Intellectual community in Program	23.2%	38.6%	29.4%	62.5%	75.0%	76.5%	10.7%	13.6%	11.8%
Training/ assistance about career and professional development	N/A	20.5%	26.5%	N/A	61.4%	58.8%	N/A	11.4%	14.7%
Space, facilities and equipment	5.4%	43.2%	29.4%	26.8%	79.5%	70.6%	37.5%	4.5%	8.8%
Process for involving students in Program decisions that affect graduate students*	3.6%	11.4%	14.7%	32.1%	45.5%	32.4%	35.7%	29.5%	32.4%
Research opportunities in my program*	29.1%	29.5%	32.4%	67.3%	70.5%	52.9%	7.3%	15.9%	23.5%
Fairness of the evaluation criteria used to assess graduate students	30.4%	27.3%	32.4%	69.6%	70.5%	64.7%	7.1%	4.5%	14.7%
Program's efforts to promote a diverse, inclusive community*	21.4%	31.8%	20.6%	53.6%	81.8%	47.1%	17.9%	11.4%	23.5%
Training/assistance about grants and other external funding	N/A	18.2%	8.8%	N/A	47.7%	35.3%	N/A	34.1%	38.2%
Adequacy of preparation for teaching	23.2%	29.5%	26.5%	57.1%	77.3%	58.8%	5.4%	6.8%	20.6%
Clarity of the evaluation criteria used to assess graduate students	28.6%	15.9%	20.6%	64.3%	72.7%	50.0%	10.7%	4.5%	20.6%
Support for interdisciplinary inquiry	14.5%	11.6%	14.7%	41.8%	44.2%	32.4%	27.3%	25.6%	41.2%
Training about professional ethics/academic integrity*	33.9%	31.8%	38.2%	69.6%	72.7%	61.8%	8.9%	6.8%	17.6%
	2 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 3 in 2009 and 5 in 2012.			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.			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.		
	1 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 1 in 2009 and 1 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.					

* 2012 survey included minor edits to question text

Special Education

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

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 52)	2012 (N = 43)	2015 (N = 33)	2009 (N = 52)	2012 (N = 43)	2015 (N = 33)
Encourages me in my scholarly pursuits	38.5%	55.8%	57.6%	5.8%	7.0%	9.1%
Treats my ideas with respect	46.2%	58.1%	48.5%	5.8%	2.3%	3.0%
Provides constructive feedback on my work*	31.4%	62.8%	42.4%	5.9%	7.0%	12.1%
Provides timely feedback on my work	28.8%	53.5%	39.4%	11.5%	9.3%	21.2%
Is available when I need help or advice	30.8%	60.5%	51.5%	7.7%	9.3%	15.2%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	44.2%	42.4%	N/A	4.7%	9.1%
Treats students in the department equitably regardless of their backgrounds*	46.2%	62.8%	54.5%	5.8%	4.7%	3.0%
Has emphasized the importance of professional ethics in our field*	48.1%	69.8%	45.5%	3.8%	7.0%	3.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	23.1%	41.9%	28.1%	19.2%	16.3%	21.9%
Helps me develop professional relationships with others in the field	23.1%	34.9%	27.3%	17.3%	18.6%	24.2%
Advises me about how to get my work published, performed or shown	13.5%	32.6%	36.4%	17.3%	18.6%	33.3%
Encourages the expression of intellectual differences or disagreements*	42.3%	39.5%	30.3%	13.5%	9.3%	18.2%
Makes me feel comfortable talking about issues I am facing in graduate school	41.2%	48.8%	40.6%	21.6%	14.0%	18.8%
* 2012 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 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.		
	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.					

Special Education

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 56)	2012 (N = 43)	2015 (N = 34)	2009 (N = 56)	2012 (N = 43)	2015 (N = 34)	2009 (N = 56)	2012 (N = 43)	2015 (N = 34)
Collegial	N/A	44.2%	38.2%	N/A	76.7%	76.5%	N/A	9.3%	5.9%
Encouraging	46.4%	48.8%	35.3%	80.4%	79.1%	70.6%	1.8%	4.7%	17.6%
Supportive	32.1%	48.8%	35.3%	80.4%	74.4%	70.6%	5.4%	9.3%	14.7%
Intellectually open to multiple theoretical, methodological or creative approaches*	23.2%	32.6%	20.6%	60.7%	65.1%	50.0%	17.9%	16.3%	14.7%
Open to interdisciplinary inquiry	26.8%	40.5%	17.6%	62.5%	64.3%	44.1%	10.7%	16.7%	20.6%
Inclusive of students of color*	36.4%	61.9%	29.4%	65.5%	76.2%	67.6%	5.5%	11.9%	17.6%
Inclusive by gender*	35.7%	57.1%	38.2%	66.1%	85.7%	76.5%	25.0%	4.8%	8.8%
Inclusive of international students	N/A	61.9%	39.4%	N/A	88.1%	78.8%	N/A	9.5%	6.1%
Inclusive of students with disabilities*	41.8%	54.8%	33.3%	87.3%	81.0%	69.7%	0.0%	0.0%	18.2%
Inclusive of first generation students	N/A	54.8%	29.4%	N/A	78.6%	64.7%	N/A	4.8%	8.8%
Inclusive of students of all sexual orientations	48.1%	59.5%	41.2%	79.6%	83.3%	79.4%	3.7%	4.8%	8.8%
<i>* 2012 survey included minor edits to question text</i>	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' 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 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.		
	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.			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.					