

Graduate Student Experience Survey 2015

Lundquist College of Business

This report includes, in this order:

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

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

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

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

Historical Comparisons by Program. For each program represented in the school/college or divisional report, shown in alphabetical order, we present a series of eight tables-- three for program satisfaction, two for advisor traits, and three for departmental climate-- that 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: All doctoral students in the business school were grouped under the heading "LCB".

GRADUATE EXPERIENCE SURVEY RESPONSE RATE BY DEPARTMENT

LCB	Number of Respondents	Number of Students Surveyed	Response Rate
Total for all Graduate Programs	1302	2622	49.7
LCB	80	134	59.7
Accounting	16	39	41.0
General Business	39	70	55.7
LCB Doctoral	25	25	100.0

Program Satisfaction

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Quality of the faculty	33.3%	11.1%	41.7%
Overall Program quality	35.7%	13.9%	37.5%
Financial support for graduate students	14.3%	5.6%	33.3%
Program's performance in keeping pace with recent developments in my field	33.3%	8.3%	41.7%
Quality of academic guidance and advising	42.9%	16.7%	29.2%
Intellectual community in Program	21.4%	11.1%	41.7%
Training/ assistance about career and professional development	64.3%	22.2%	33.3%
Space, facilities and equipment	42.9%	22.2%	26.1%
Process for involving students in Program decisions that affect graduate students	21.4%	8.3%	20.8%
Research opportunities in my program	7.1%	0.0%	33.3%
Fairness of the evaluation criteria used to assess graduate students	28.6%	2.8%	25.0%
Program's efforts to promote a diverse, inclusive community	50.0%	8.3%	29.2%
Training/assistance about grants and other external funding	0.0%	2.9%	12.5%
Adequacy of preparation for teaching	21.4%	0.0%	37.5%
Clarity of the evaluation criteria used to assess graduate students	21.4%	5.6%	8.3%
Support for interdisciplinary inquiry	7.1%	0.0%	12.5%
Training about professional ethics/academic integrity	21.4%	13.9%	25.0%
33.3% of students or more rated the program as "Excellent".*	7	0	8
50% of students or more rated the program as "Excellent".**	2	0	0

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

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

LCB

Program Satisfaction

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Quality of the faculty	93.3%	55.6%	91.7%
Overall Program quality	92.9%	52.8%	79.2%
Financial support for graduate students	78.6%	22.2%	70.8%
Program's performance in keeping pace with recent developments in my field	86.7%	50.0%	75.0%
Quality of academic guidance and advising	85.7%	30.6%	62.5%
Intellectual community in Program	57.1%	47.2%	62.5%
Training/ assistance about career and professional development	85.7%	52.8%	54.2%
Space, facilities and equipment	85.7%	69.4%	52.2%
Process for involving students in Program decisions that affect graduate students	50.0%	27.8%	41.7%
Research opportunities in my program	21.4%	22.2%	50.0%
Fairness of the evaluation criteria used to assess graduate students	71.4%	41.7%	62.5%
Program's efforts to promote a diverse, inclusive community	85.7%	47.2%	70.8%
Training/assistance about grants and other external funding	42.9%	23.5%	33.3%
Adequacy of preparation for teaching	64.3%	26.5%	50.0%
Clarity of the evaluation criteria used to assess graduate students	71.4%	36.1%	45.8%
Support for interdisciplinary inquiry	50.0%	19.4%	50.0%
Training about professional ethics/academic integrity	78.6%	52.8%	54.2%
50% of students or more rated the program as "Excellent" or "Very Good".*	15	6	14
75% of students or more rated the program as "Excellent" or "Very Good".**	9	0	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."

LCB

Program Satisfaction

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Quality of the faculty	0.0%	11.1%	0.0%
Overall Program quality	0.0%	8.3%	0.0%
Financial support for graduate students	0.0%	33.3%	8.3%
Program's performance in keeping pace with recent developments in my field	0.0%	8.3%	0.0%
Quality of academic guidance and advising	0.0%	19.4%	29.2%
Intellectual community in Program	0.0%	13.9%	8.3%
Training/ assistance about career and professional development	0.0%	13.9%	16.7%
Space, facilities and equipment	0.0%	11.1%	26.1%
Process for involving students in Program decisions that affect graduate students	7.1%	41.7%	33.3%
Research opportunities in my program	21.4%	33.3%	4.2%
Fairness of the evaluation criteria used to assess graduate students	7.1%	13.9%	25.0%
Program's efforts to promote a diverse, inclusive community	0.0%	22.2%	4.2%
Training/assistance about grants and other external funding	35.7%	47.1%	41.7%
Adequacy of preparation for teaching	7.1%	23.5%	12.5%
Clarity of the evaluation criteria used to assess graduate students	0.0%	11.1%	33.3%
Support for interdisciplinary inquiry	7.1%	47.2%	20.8%
Training about professional ethics/academic integrity	0.0%	13.9%	12.5%
20% of students or more rated the program as "Fair" or "Poor".*	2	7	7

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

LCB

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Encourages me in my scholarly pursuits	55.6%	61.5%	70.0%
Treats my ideas with respect	77.8%	61.5%	80.0%
Provides constructive feedback on my work	44.4%	40.0%	75.0%
Provides timely feedback on my work	22.2%	32.0%	70.0%
Is available when I need help or advice	55.6%	50.0%	85.0%
Would support me in any career path I choose (academic or a career outside the academy)	66.7%	50.0%	55.0%
Treats students in the department equitably regardless of their backgrounds	88.9%	65.4%	85.0%
Has emphasized the importance of professional ethics in our field	77.8%	34.6%	70.0%
Helps me secure external or internal funding for my graduate studies, research or creative work	22.2%	38.5%	80.0%
Helps me develop professional relationships with others in the field	55.6%	52.0%	65.0%
Advises me about how to get my work published, performed or shown	33.3%	28.0%	80.0%
Encourages the expression of intellectual differences or disagreements	33.3%	40.0%	75.0%
Makes me feel comfortable talking about issues I am facing in graduate school	66.7%	57.7%	75.0%
50% of students or more "Strongly Agreed" with the above dimensions about their advisor.*	8	7	13
75% of students or more "Strongly Agreed" with the above dimensions about their advisor.**	3	0	8

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

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

LCB

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Encourages me in my scholarly pursuits	0.0%	3.8%	10.0%
Treats my ideas with respect	0.0%	7.7%	5.0%
Provides constructive feedback on my work	0.0%	12.0%	5.0%
Provides timely feedback on my work	33.3%	12.0%	5.0%
Is available when I need help or advice	11.1%	11.5%	0.0%
Would support me in any career path I choose (academic or a career outside the academy)	0.0%	3.8%	15.0%
Treats students in the department equitably regardless of their backgrounds	0.0%	7.7%	0.0%
Has emphasized the importance of professional ethics in our field	0.0%	3.8%	10.0%
Helps me secure external or internal funding for my graduate studies, research or creative work	22.2%	15.4%	5.0%
Helps me develop professional relationships with others in the field	0.0%	12.0%	15.0%
Advises me about how to get my work published, performed or shown	33.3%	24.0%	10.0%
Encourages the expression of intellectual differences or disagreements	11.1%	12.0%	15.0%
Makes me feel comfortable talking about issues I am facing in graduate school	0.0%	11.5%	15.0%
20% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.*	3	1	0
33.3% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.**	2	0	0

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

LCB

Climate

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Collegial	38.5%	26.5%	41.7%
Encouraging	28.6%	25.7%	29.2%
Supportive	50.0%	31.4%	29.2%
Intellectually open to multiple theoretical, methodological or creative approaches	28.6%	31.4%	33.3%
Open to interdisciplinary inquiry	14.3%	8.6%	16.7%
Inclusive of students of color	57.1%	42.9%	45.8%
Inclusive by gender	64.3%	45.7%	66.7%
Inclusive of international students	71.4%	48.6%	66.7%
Inclusive of students with disabilities	64.3%	30.3%	45.8%
Inclusive of first generation students	64.3%	38.2%	41.7%
Inclusive of students of all sexual orientations	64.3%	54.3%	41.7%
33.3% of students or more "Strongly Agreed" that the description fit their program*	8	5	8
50% of students or more "Strongly Agreed" that the description fit their program**	7	1	2

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

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

LCB

Climate

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Collegial	84.6%	79.4%	87.5%
Encouraging	78.6%	80.0%	70.8%
Supportive	85.7%	74.3%	75.0%
Intellectually open to multiple theoretical, methodological or creative approaches	64.3%	60.0%	66.7%
Open to interdisciplinary inquiry	50.0%	45.7%	62.5%
Inclusive of students of color	92.9%	71.4%	87.5%
Inclusive by gender	92.9%	71.4%	95.8%
Inclusive of international students	85.7%	82.9%	95.8%
Inclusive of students with disabilities	85.7%	63.6%	83.3%
Inclusive of first generation students	92.9%	67.6%	83.3%
Inclusive of students of all sexual orientations	92.9%	80.0%	75.0%
50% of students or more "Strongly Agreed" or "Agreed" that the description fit their program.*	11	10	11
75% of students or more "Strong Agreed" or "Agreed" that the description fit their program.**	9	4	8

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

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

LCB

Climate

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

	Accounting (N = 15)	General Business (N = 36)	LCB Doctoral (N = 24)
Collegial	0.0%	0.0%	4.2%
Encouraging	0.0%	5.7%	8.3%
Supportive	0.0%	8.6%	4.2%
Intellectually open to multiple theoretical, methodological or creative approaches	21.4%	14.3%	16.7%
Open to interdisciplinary inquiry	0.0%	25.7%	20.8%
Inclusive of students of color	0.0%	11.4%	4.2%
Inclusive by gender	0.0%	8.6%	0.0%
Inclusive of international students	0.0%	8.6%	0.0%
Inclusive of students with disabilities	0.0%	12.1%	4.2%
Inclusive of first generation students	0.0%	2.9%	0.0%
Inclusive of students of all sexual orientations	0.0%	5.7%	4.2%
20% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	1	1	1
33.3% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	0	0

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

Accounting

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

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 17)	2012 (N = 12)	2015 (N = 15)	2009 (N = 17)	2012 (N = 12)	2015 (N = 15)	2009 (N = 17)	2012 (N = 12)	2015 (N = 15)
Quality of the faculty	29.4%	58.3%	33.3%	64.7%	91.7%	93.3%	5.9%	0.0%	0.0%
Overall Program quality	12.5%	41.7%	35.7%	50.0%	91.7%	92.9%	6.3%	0.0%	0.0%
Financial support for graduate students	23.5%	41.7%	14.3%	64.7%	50.0%	78.6%	17.6%	25.0%	0.0%
Program's performance in keeping pace with recent developments in my field*	23.5%	75.0%	33.3%	70.6%	91.7%	86.7%	5.9%	0.0%	0.0%
Quality of academic guidance and advising	23.5%	58.3%	42.9%	70.6%	83.3%	85.7%	0.0%	8.3%	0.0%
Intellectual community in Program	23.5%	33.3%	21.4%	58.8%	75.0%	57.1%	5.9%	8.3%	0.0%
Training/ assistance about career and professional development	N/A	58.3%	64.3%	N/A	91.7%	85.7%	N/A	0.0%	0.0%
Space, facilities and equipment	52.9%	75.0%	42.9%	100.0%	91.7%	85.7%	0.0%	8.3%	0.0%
Process for involving students in Program decisions that affect graduate students*	17.6%	25.0%	21.4%	47.1%	66.7%	50.0%	29.4%	25.0%	7.1%
Research opportunities in my program*	23.5%	8.3%	7.1%	47.1%	33.3%	21.4%	17.6%	16.7%	21.4%
Fairness of the evaluation criteria used to assess graduate students	17.6%	41.7%	28.6%	52.9%	66.7%	71.4%	5.9%	0.0%	7.1%
Program's efforts to promote a diverse, inclusive community*	23.5%	41.7%	50.0%	47.1%	75.0%	85.7%	11.8%	8.3%	0.0%
Training/assistance about grants and other external funding	N/A	25.0%	0.0%	N/A	41.7%	42.9%	N/A	16.7%	35.7%
Adequacy of preparation for teaching	17.6%	41.7%	21.4%	47.1%	58.3%	64.3%	5.9%	8.3%	7.1%
Clarity of the evaluation criteria used to assess graduate students	23.5%	25.0%	21.4%	58.8%	58.3%	71.4%	5.9%	0.0%	0.0%
Support for interdisciplinary inquiry	17.6%	33.3%	7.1%	47.1%	83.3%	50.0%	11.8%	8.3%	7.1%
Training about professional ethics/academic integrity*	23.5%	50.0%	21.4%	70.6%	83.3%	78.6%	0.0%	16.7%	0.0%
	7 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 1 in 2009 and 13 in 2012.			15 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 10 in 2009 and 15 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.		
	2 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 1 in 2009 and 6 in 2012.			9 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 1 in 2009 and 10 in 2012.					

* 2012 survey included minor edits to question text

Accounting

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

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 14)	2012 (N = 10)	2015 (N = 9)	2009 (N = 14)	2012 (N = 10)	2015 (N = 9)
Encourages me in my scholarly pursuits	50.0%	60.0%	55.6%	0.0%	0.0%	0.0%
Treats my ideas with respect	21.4%	60.0%	77.8%	0.0%	0.0%	0.0%
Provides constructive feedback on my work*	14.3%	30.0%	44.4%	7.1%	0.0%	0.0%
Provides timely feedback on my work	21.4%	20.0%	22.2%	0.0%	0.0%	33.3%
Is available when I need help or advice	42.9%	80.0%	55.6%	0.0%	0.0%	11.1%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	60.0%	66.7%	N/A	10.0%	0.0%
Treats students in the department equitably regardless of their backgrounds*	42.9%	70.0%	88.9%	7.1%	0.0%	0.0%
Has emphasized the importance of professional ethics in our field*	50.0%	80.0%	77.8%	0.0%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	21.4%	50.0%	22.2%	7.1%	0.0%	22.2%
Helps me develop professional relationships with others in the field	42.9%	40.0%	55.6%	7.1%	0.0%	0.0%
Advises me about how to get my work published, performed or shown	21.4%	20.0%	33.3%	7.1%	20.0%	33.3%
Encourages the expression of intellectual differences or disagreements*	14.3%	30.0%	33.3%	7.1%	0.0%	11.1%
Makes me feel comfortable talking about issues I am facing in graduate school	35.7%	60.0%	66.7%	7.1%	0.0%	0.0%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 8 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 8 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 3 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 1 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 2 statement(s) in 2012.					

Accounting

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 17)	2012 (N = 11)	2015 (N = 13)	2009 (N = 17)	2012 (N = 11)	2015 (N = 13)	2009 (N = 17)	2012 (N = 11)	2015 (N = 13)
Collegial	N/A	63.6%	38.5%	N/A	100.0%	84.6%	N/A	0.0%	0.0%
Encouraging	41.2%	54.5%	28.6%	82.4%	81.8%	78.6%	0.0%	9.1%	0.0%
Supportive	23.5%	54.5%	50.0%	82.4%	81.8%	85.7%	0.0%	9.1%	0.0%
Intellectually open to multiple theoretical, methodological or creative approaches*	29.4%	36.4%	28.6%	76.5%	63.6%	64.3%	5.9%	0.0%	21.4%
Open to interdisciplinary inquiry	23.5%	36.4%	14.3%	70.6%	90.9%	50.0%	0.0%	0.0%	0.0%
Inclusive of students of color*	23.5%	63.6%	57.1%	70.6%	81.8%	92.9%	5.9%	0.0%	0.0%
Inclusive by gender*	58.8%	72.7%	64.3%	88.2%	100.0%	92.9%	0.0%	0.0%	0.0%
Inclusive of international students	N/A	81.8%	71.4%	N/A	100.0%	85.7%	N/A	0.0%	0.0%
Inclusive of students with disabilities*	23.5%	63.6%	64.3%	70.6%	81.8%	85.7%	5.9%	0.0%	0.0%
Inclusive of first generation students	N/A	54.5%	64.3%	N/A	81.8%	92.9%	N/A	9.1%	0.0%
Inclusive of students of all sexual orientations	29.4%	63.6%	64.3%	64.7%	81.8%	92.9%	5.9%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 8 statement(s) about the climate of their program in 2015, compared to 2 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 1 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 7 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 75% of respondents 'Strongly Agreed' or 'Agreed' with 9 statement(s) about the climate of their program in 2015, compared to 4 statement(s) in 2009 and 10 statement(s) in 2012.					

General Business

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

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 68)	2012 (N = 38)	2015 (N = 36)	2009 (N = 68)	2012 (N = 38)	2015 (N = 36)	2009 (N = 68)	2012 (N = 38)	2015 (N = 36)
Quality of the faculty	14.7%	13.2%	11.1%	57.4%	42.1%	55.6%	7.4%	5.3%	11.1%
Overall Program quality	17.9%	7.9%	13.9%	56.7%	42.1%	52.8%	13.4%	13.2%	8.3%
Financial support for graduate students	4.5%	2.6%	5.6%	20.9%	18.4%	22.2%	43.3%	47.4%	33.3%
Program's performance in keeping pace with recent developments in my field*	17.6%	13.2%	8.3%	52.9%	47.4%	50.0%	8.8%	5.3%	8.3%
Quality of academic guidance and advising	5.9%	0.0%	16.7%	26.5%	5.3%	30.6%	38.2%	60.5%	19.4%
Intellectual community in Program	13.4%	5.3%	11.1%	50.7%	44.7%	47.2%	20.9%	15.8%	13.9%
Training/ assistance about career and professional development	N/A	2.6%	22.2%	N/A	21.1%	52.8%	N/A	42.1%	13.9%
Space, facilities and equipment	37.3%	36.8%	22.2%	70.1%	63.2%	69.4%	9.0%	7.9%	11.1%
Process for involving students in Program decisions that affect graduate students*	10.4%	2.6%	8.3%	41.8%	15.8%	27.8%	25.4%	50.0%	41.7%
Research opportunities in my program*	11.8%	0.0%	0.0%	38.2%	16.2%	22.2%	17.6%	29.7%	33.3%
Fairness of the evaluation criteria used to assess graduate students	4.5%	0.0%	2.8%	34.3%	28.9%	41.7%	25.4%	10.5%	13.9%
Program's efforts to promote a diverse, inclusive community*	16.4%	10.5%	8.3%	47.8%	34.2%	47.2%	26.9%	31.6%	22.2%
Training/assistance about grants and other external funding	N/A	0.0%	2.9%	N/A	2.6%	23.5%	N/A	68.4%	47.1%
Adequacy of preparation for teaching	2.9%	0.0%	0.0%	26.5%	21.6%	26.5%	7.4%	27.0%	23.5%
Clarity of the evaluation criteria used to assess graduate students	1.5%	0.0%	5.6%	37.3%	15.8%	36.1%	29.9%	15.8%	11.1%
Support for interdisciplinary inquiry	3.0%	0.0%	0.0%	23.9%	5.3%	19.4%	25.4%	42.1%	47.2%
Training about professional ethics/academic integrity*	9.0%	5.4%	13.9%	34.3%	37.8%	52.8%	25.4%	16.2%	13.9%
	0 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 1 in 2009 and 1 in 2012.			6 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 5 in 2009 and 1 in 2012.			7 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 9 in 2009 and 9 in 2012.		
	0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 0 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 0 in 2012.					

* 2012 survey included minor edits to question text

General Business

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

	Strongly Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 54)	2012 (N = 12)	2015 (N = 26)	2009 (N = 54)	2012 (N = 12)	2015 (N = 26)
Encourages me in my scholarly pursuits	13.0%	8.3%	61.5%	9.3%	0.0%	3.8%
Treats my ideas with respect	18.5%	8.3%	61.5%	13.0%	8.3%	7.7%
Provides constructive feedback on my work*	14.8%	0.0%	40.0%	25.9%	16.7%	12.0%
Provides timely feedback on my work	9.4%	0.0%	32.0%	39.6%	25.0%	12.0%
Is available when I need help or advice	14.8%	0.0%	50.0%	24.1%	16.7%	11.5%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	8.3%	50.0%	N/A	8.3%	3.8%
Treats students in the department equitably regardless of their backgrounds*	16.7%	16.7%	65.4%	22.2%	8.3%	7.7%
Has emphasized the importance of professional ethics in our field*	15.1%	8.3%	34.6%	17.0%	16.7%	3.8%
Helps me secure external or internal funding for my graduate studies, research or creative work*	7.4%	0.0%	38.5%	31.5%	25.0%	15.4%
Helps me develop professional relationships with others in the field	16.7%	25.0%	52.0%	27.8%	8.3%	12.0%
Advises me about how to get my work published, performed or shown	5.6%	0.0%	28.0%	22.2%	16.7%	24.0%
Encourages the expression of intellectual differences or disagreements*	9.3%	0.0%	40.0%	20.4%	8.3%	12.0%
Makes me feel comfortable talking about issues I am facing in graduate school	14.8%	0.0%	57.7%	14.8%	8.3%	11.5%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 7 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 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 0 statement(s) in 2012.					

General Business

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 = 66)	2012 (N = 38)	2015 (N = 34)	2009 (N = 66)	2012 (N = 38)	2015 (N = 34)	2009 (N = 66)	2012 (N = 38)	2015 (N = 34)
Collegial	N/A	21.1%	26.5%	N/A	78.9%	79.4%	N/A	2.6%	0.0%
Encouraging	27.3%	13.2%	25.7%	74.2%	73.7%	80.0%	7.6%	5.3%	5.7%
Supportive	30.3%	10.8%	31.4%	71.2%	59.5%	74.3%	12.1%	5.4%	8.6%
Intellectually open to multiple theoretical, methodological or creative approaches*	18.2%	5.3%	31.4%	62.1%	63.2%	60.0%	9.1%	15.8%	14.3%
Open to interdisciplinary inquiry	18.2%	0.0%	8.6%	56.1%	39.5%	45.7%	10.6%	15.8%	25.7%
Inclusive of students of color*	29.9%	21.1%	42.9%	62.7%	57.9%	71.4%	17.9%	13.2%	11.4%
Inclusive by gender*	14.9%	28.9%	45.7%	50.7%	81.6%	71.4%	19.4%	7.9%	8.6%
Inclusive of international students	N/A	28.9%	48.6%	N/A	86.8%	82.9%	N/A	5.3%	8.6%
Inclusive of students with disabilities*	22.7%	15.8%	30.3%	59.1%	63.2%	63.6%	6.1%	7.9%	12.1%
Inclusive of first generation students	N/A	15.8%	38.2%	N/A	60.5%	67.6%	N/A	2.6%	2.9%
Inclusive of students of all sexual orientations	28.8%	21.1%	54.3%	62.1%	71.1%	80.0%	9.1%	7.9%	5.7%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' 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' or 'Agreed' with 10 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 1 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 1 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 75% of respondents 'Strongly Agreed' or 'Agreed' with 4 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 3 statement(s) in 2012.					

LCB Doctoral

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

	Excellent			Excellent or Very Good			Fair or Poor		
	2009 (N = 19)	2012 (N = 15)	2015 (N = 24)	2009 (N = 19)	2012 (N = 15)	2015 (N = 24)	2009 (N = 19)	2012 (N = 15)	2015 (N = 24)
Quality of the faculty	42.1%	40.0%	41.7%	94.7%	93.3%	91.7%	0.0%	0.0%	0.0%
Overall Program quality	31.6%	12.5%	37.5%	73.7%	75.0%	79.2%	0.0%	0.0%	0.0%
Financial support for graduate students	15.8%	31.3%	33.3%	57.9%	62.5%	70.8%	21.1%	6.3%	8.3%
Program's performance in keeping pace with recent developments in my field*	36.8%	25.0%	41.7%	84.2%	68.8%	75.0%	0.0%	0.0%	0.0%
Quality of academic guidance and advising	31.6%	43.8%	29.2%	63.2%	68.8%	62.5%	5.3%	6.3%	29.2%
Intellectual community in Program	57.9%	31.3%	41.7%	73.7%	56.3%	62.5%	15.8%	6.3%	8.3%
Training/ assistance about career and professional development	N/A	25.0%	33.3%	N/A	68.8%	54.2%	N/A	18.8%	16.7%
Space, facilities and equipment	31.6%	18.8%	26.1%	57.9%	56.3%	52.2%	10.5%	18.8%	26.1%
Process for involving students in Program decisions that affect graduate students*	15.8%	6.3%	20.8%	57.9%	37.5%	41.7%	15.8%	25.0%	33.3%
Research opportunities in my program*	26.3%	50.0%	33.3%	68.4%	75.0%	50.0%	5.3%	6.3%	4.2%
Fairness of the evaluation criteria used to assess graduate students	21.1%	25.0%	25.0%	68.4%	56.3%	62.5%	5.3%	12.5%	25.0%
Program's efforts to promote a diverse, inclusive community*	21.1%	25.0%	29.2%	68.4%	62.5%	70.8%	0.0%	12.5%	4.2%
Training/assistance about grants and other external funding	N/A	6.3%	12.5%	N/A	31.3%	33.3%	N/A	43.8%	41.7%
Adequacy of preparation for teaching	10.5%	18.8%	37.5%	63.2%	62.5%	50.0%	21.1%	25.0%	12.5%
Clarity of the evaluation criteria used to assess graduate students	10.5%	18.8%	8.3%	57.9%	43.8%	45.8%	15.8%	25.0%	33.3%
Support for interdisciplinary inquiry	26.3%	18.8%	12.5%	68.4%	43.8%	50.0%	5.3%	31.3%	20.8%
Training about professional ethics/academic integrity*	26.3%	18.8%	25.0%	78.9%	50.0%	54.2%	5.3%	12.5%	12.5%
	8 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 3 in 2009 and 3 in 2012.			14 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 15 in 2009 and 13 in 2012.			7 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 2 in 2009 and 5 in 2012.		
	0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 1 in 2009 and 1 in 2012.			3 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 3 in 2009 and 3 in 2012.					

* 2012 survey included minor edits to question text

LCB Doctoral

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

	Strongly Agreed		
	2009 (N = 18)	2012 (N = 12)	2015 (N = 20)
Encourages me in my scholarly pursuits	83.3%	83.3%	70.0%
Treats my ideas with respect	88.2%	91.7%	80.0%
Provides constructive feedback on my work*	61.1%	91.7%	75.0%
Provides timely feedback on my work	66.7%	91.7%	70.0%
Is available when I need help or advice	66.7%	91.7%	85.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	58.3%	55.0%
Treats students in the department equitably regardless of their backgrounds*	77.8%	100.0%	85.0%
Has emphasized the importance of professional ethics in our field*	64.7%	75.0%	70.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	47.1%	66.7%	80.0%
Helps me develop professional relationships with others in the field	41.2%	41.7%	65.0%
Advises me about how to get my work published, performed or shown	58.8%	75.0%	80.0%
Encourages the expression of intellectual differences or disagreements*	52.9%	66.7%	75.0%
Makes me feel comfortable talking about issues I am facing in graduate school	58.8%	83.3%	75.0%

Disagreed or Strongly Disagreed		
2009 (N = 18)	2012 (N = 12)	2015 (N = 20)
0.0%	0.0%	10.0%
0.0%	0.0%	5.0%
5.6%	0.0%	5.0%
11.1%	0.0%	5.0%
5.6%	0.0%	0.0%
N/A	0.0%	15.0%
5.6%	0.0%	0.0%
11.8%	0.0%	10.0%
11.8%	8.3%	5.0%
11.8%	8.3%	15.0%
5.9%	8.3%	10.0%
0.0%	0.0%	15.0%
11.8%	0.0%	15.0%

* 2012 survey included minor edits to question text

At least 50% of respondents 'Strongly Agreed' with 13 statement(s) about their advisors in 2015, compared to 10 statement(s) in 2009 and 12 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' with 8 statement(s) about their advisors in 2015, compared to 3 statement(s) in 2009 and 9 statement(s) in 2012.

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

LCB Doctoral

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

	Strongly Agreed			Strongly Agreed or Agreed			Disagreed or Strongly Disagreed		
	2009 (N = 19)	2012 (N = 15)	2015 (N = 24)	2009 (N = 19)	2012 (N = 15)	2015 (N = 24)	2009 (N = 19)	2012 (N = 15)	2015 (N = 24)
Collegial	N/A	60.0%	41.7%	N/A	93.3%	87.5%	N/A	0.0%	4.2%
Encouraging	52.6%	60.0%	29.2%	84.2%	93.3%	70.8%	0.0%	0.0%	8.3%
Supportive	47.4%	60.0%	29.2%	89.5%	86.7%	75.0%	5.3%	0.0%	4.2%
Intellectually open to multiple theoretical, methodological or creative approaches*	31.6%	46.7%	33.3%	84.2%	86.7%	66.7%	10.5%	6.7%	16.7%
Open to interdisciplinary inquiry	31.6%	33.3%	16.7%	84.2%	80.0%	62.5%	0.0%	0.0%	20.8%
Inclusive of students of color*	44.4%	73.3%	45.8%	88.9%	93.3%	87.5%	5.6%	0.0%	4.2%
Inclusive by gender*	38.9%	86.7%	66.7%	83.3%	100.0%	95.8%	0.0%	0.0%	0.0%
Inclusive of international students	N/A	93.3%	66.7%	N/A	100.0%	95.8%	N/A	0.0%	0.0%
Inclusive of students with disabilities*	27.8%	60.0%	45.8%	66.7%	73.3%	83.3%	0.0%	0.0%	4.2%
Inclusive of first generation students	N/A	60.0%	41.7%	N/A	73.3%	83.3%	N/A	0.0%	0.0%
Inclusive of students of all sexual orientations	27.8%	66.7%	41.7%	72.2%	73.3%	75.0%	0.0%	0.0%	4.2%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 8 statement(s) about the climate of their program in 2015, compared to 4 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 1 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 2 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 75% of respondents 'Strongly Agreed' or 'Agreed' with 8 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 8 statement(s) in 2012.					