

Doctoral Exit Survey

Class of 2013

Report

Teachers College Columbia University

October 8, 2013

Authored by: Office of Accreditation and Assessment

TABLE OF CONTENTS

Contents

| | |
|--|-----------|
| EXECUTIVE SUMMARY | 4 |
| STUDENT PRIORITIES | 4 |
| STRENGTHS AND CHALLENGES | 5 |
| <i>Performance Gap</i> | 5 |
| <i>Strengths</i> | 5 |
| <i>Challenges</i> | 7 |
| OVERALL SATISFACTION..... | 8 |
| INTRODUCTION | 10 |
| <i>Overview of Report</i> | 11 |
| ACADEMIC PROGRAMS AND COURSES | 11 |
| <i>Charts</i> | 11 |
| <i>Comments</i> | 12 |
| INSTRUCTION / TRAINING | 13 |
| <i>Charts</i> | 13 |
| <i>Comments</i> | 14 |
| DISSERTATION ADVISEMENT | 14 |
| <i>Charts</i> | 14 |
| <i>Comments</i> | 15 |
| LEARNING ENVIRONMENT | 16 |
| <i>Charts</i> | 16 |
| <i>Comments</i> | 17 |
| DIVERSITY | 17 |
| <i>Charts</i> | 17 |
| <i>Comments related to diversity</i> | 18 |
| RESOURCES..... | 18 |
| <i>Charts</i> | 18 |
| <i>Comments</i> | 19 |
| STUDENT SUPPORT SERVICES | 19 |
| <i>Charts</i> | 19 |
| <i>Comments</i> | 20 |
| OVERALL SATISFACTION | 20 |
| <i>Charts</i> | 20 |
| <i>Comments</i> | 21 |

| | |
|--|-----------|
| APPENDIX A: MEANS & FREQUENCIES TABLES | 22 |
| ACADEMIC PROGRAMS AND COURSES..... | 22 |
| INSTRUCTION AND TRAINING | 23 |
| DISSERTATION ADVISEMENT..... | 25 |
| LEARNING ENVIRONMENT..... | 26 |
| RESOURCES | 28 |
| STUDENT SUPPORT SERVICES..... | 30 |
| OVERALL SATISFACTION..... | 31 |
| APPENDIX B | 32 |
| CHARACTERISTICS OF RESPONDENTS, 2010 - 2013 | 32 |
| APPENDIX C | 34 |
| RESPONSE RATES BY DEPARTMENT AND PROGRAM, 2010 - 2013..... | 34 |
| APPENDIX D..... | 36 |
| SURVEY INSTRUMENT..... | 36 |

EXECUTIVE SUMMARY

The Teachers College Doctoral Exit Survey seeks to solicit exiting doctoral students' views of and feedback on their educational experience, as well as to what extent do individual programs and the College meet student expectations, in the following areas: academic programs and courses, instruction/training, dissertation advisement, learning environment, resources, student support services, and overall satisfaction.

The survey was administered through the online survey program, *SurveyMonkey*, to doctoral graduates of October 2012 and February 2013, and to doctoral students who had applied for graduation in May 2013. As of the end of July 2013, when the exit survey closed, there were 163 doctoral graduates of Class 2013, of whom 71 participated in the survey, giving a response rate of 44%. The response rates for 2010, 2011, and 2012 were 47%, 31% and 24%, respectively.

Student Priorities

The top ten statements rated highest in importance by Class 2013 are shown in the following table. Ratings of last three cohorts of 2010, 2011, and 2012 are also provided.

| Top Ten Aspects of Highest Importance to Doctoral Class of 2013 | % Very Important (rating 6) | | | | Importance Mean | | | | n 2013 |
|---|-----------------------------|------|------|------|-----------------|------|------|------|-----------|
| | 2010 | 2011 | 2012 | 2013 | 2010 | 2011 | 2012 | 2013 | |
| <i>Response Scale: 1 (not important) to 6 (very important)</i> | | | | | | | | | |
| My dissertation advisor gave me constructive feedback on my work. | 90 | 93 | 92 | 89 | 5.9 | 5.9 | 5.9 | 5.9 | 70 |
| My dissertation advisor was available for consultation when needed. | 86 | 91 | 86 | 87 | 5.8 | 5.9 | 5.8 | 5.9 | 70 |
| My dissertation advisor encouraged/supported my research idea(s). | 84 | 88 | 83 | 87 | 5.8 | 5.9 | 5.8 | 5.9 | 69 |
| My dissertation advisor returned my work promptly. | 84 | 88 | 80 | 84 | 5.8 | 5.9 | 5.8 | 5.8 | 69 |
| Faculty were scholarly and professionally competent. | 81 | 88 | 81 | 83 | 5.8 | 5.9 | 5.8 | 5.8 | 70 |
| My program supported me in the dissertation process. | 86 | 87 | 87 | 81 | 5.8 | 5.9 | 5.8 | 5.8 | 70 |
| My dissertation advisor was knowledgeable about formal degree requirements. | 79 | 78 | 75 | 80 | 5.7 | 5.7 | 5.6 | 5.8 | 69 |
| My program was an intellectually stimulating place. | 79 | 83 | 73 | 79 | 5.7 | 5.8 | 5.7 | 5.8 | 70 |
| Faculty were usually available after class or during office hours. | 65 | 62 | 63 | 77 | 5.5 | 5.5 | 5.5 | 5.7 | 70 |
| My academic program was excellent. | 79 | 82 | 82 | 76 | 5.7 | 5.8 | 5.7 | 5.7 | 67 |

Relatively, on the lower end of the importance scale are the following four statements, which had importance mean scores of less than 5.0. Ratings of previous cohorts are also provided.

| Aspects of Lowest Importance to Doctoral Class of 2013 | % Very Important (rating 6) | | | | Importance Mean | | | | n 2013 |
|--|-----------------------------|------|------|------|-----------------|------|------|------|-----------|
| | 2010 | 2011 | 2012 | 2013 | 2010 | 2011 | 2012 | 2013 | |
| <i>Response Scale: 1 (not important) to 6 (very important)</i> | | | | | | | | | |
| I had adequate training/opportunities to develop skills in: | | | | | | | | | |
| ... information technology and media | 28 | 33 | 29 | 30 | 4.3 | 4.7 | 4.5 | 4.5 | 66 |
| ... writing proposals for funding | 45 | 38 | 41 | 43 | 4.8 | 4.9 | 4.8 | 4.8 | 63 |
| ... project management | 35 | 40 | 23 | 44 | 4.5 | 4.9 | 4.3 | 4.8 | 66 |
| ... working in collaborative groups | 37 | 32 | 28 | 45 | 4.7 | 4.7 | 4.4 | 4.9 | 69 |

Strengths and Challenges

Performance Gap

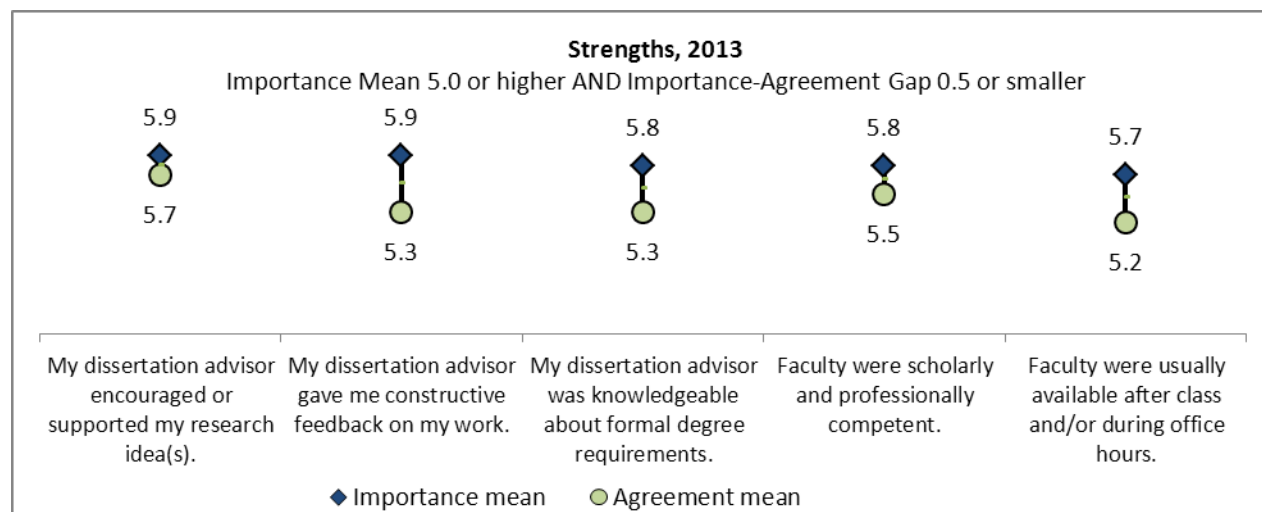
A performance gap was calculated by subtracting the agreement mean from the importance mean. The larger the gap, the further away programs are in meeting student expectations; the smaller the gap, the closer programs are in meeting student expectations. Performance gaps in 2013 ranged from 0.04 (“I had adequate training/opportunities to develop skills in working in collaborative groups”) to 2.88 (“Adequate financial aid was available for most doctoral students”).

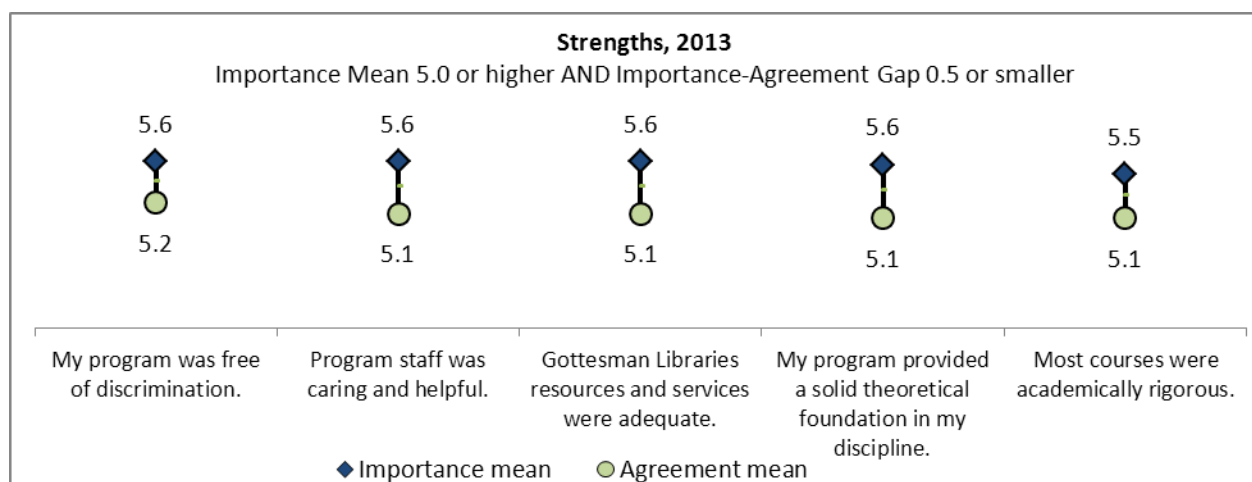
Strengths

Strengths were defined as statements with importance means of 5.0 and above, and with performance gaps of 0.5 or smaller. The table below shows 2013’s top ten strengths. Data for 2010, 2011 and 2012 are provided for comparison purposes.

| Top Ten Strengths According to Doctoral Class 2013 | 2010 | 2011 | 2012 | 2013 | | |
|---|------|------|------|------|-----------|------------|
| | Gap | Gap | Gap | Gap | Impt mean | Agree mean |
| My dissertation advisor encouraged or supported my research idea(s). | 0.4 | 0.6 | 0.4 | 0.2 | 5.9 | 5.7 |
| My dissertation advisor gave me constructive feedback on my work. | 0.6 | 0.8 | 0.7 | 0.5 | 5.9 | 5.3 |
| My dissertation advisor was knowledgeable about formal degree requirements. | 0.6 | 0.7 | 0.4 | 0.5 | 5.8 | 5.3 |
| Faculty were scholarly and professionally competent. | 0.7 | 0.8 | 0.5 | 0.3 | 5.8 | 5.5 |
| Faculty were usually available after class and/or during office hours. | 0.4 | 0.6 | 0.5 | 0.5 | 5.7 | 5.2 |
| My program was free of discrimination. | 0.5 | 0.5 | 0.6 | 0.4 | 5.6 | 5.2 |
| Program staff was caring and helpful. | 0.3 | 0.9 | 0.6 | 0.5 | 5.6 | 5.1 |
| Gottesman Libraries resources and services were adequate. | 0.5 | 0.6 | 0.6 | 0.4 | 5.6 | 5.1 |
| My program provided a solid theoretical foundation in my discipline. | 0.6 | 0.8 | 0.8 | 0.5 | 5.6 | 5.1 |
| Most courses were academically rigorous. | 0.5 | 0.9 | 0.9 | 0.4 | 5.5 | 5.1 |

The next two charts show the performance gaps of the *Strengths* statements. Statements are shown in descending order of importance means, from left to right. As these are *Strengths*, the gaps are expected to be relatively small, that is, 0.5 or smaller.



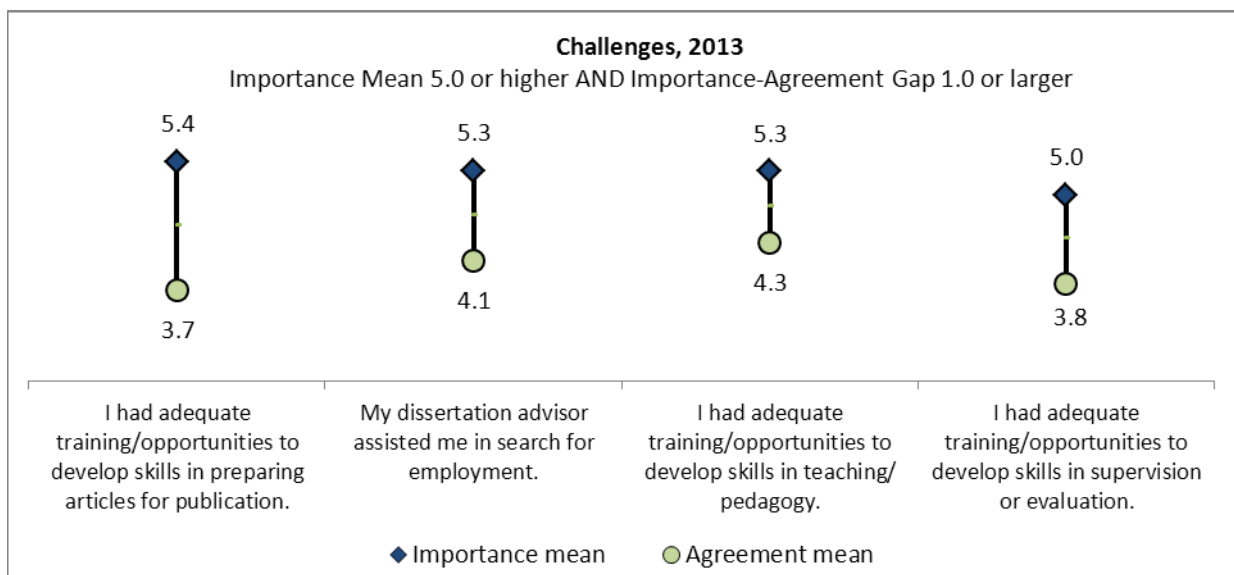
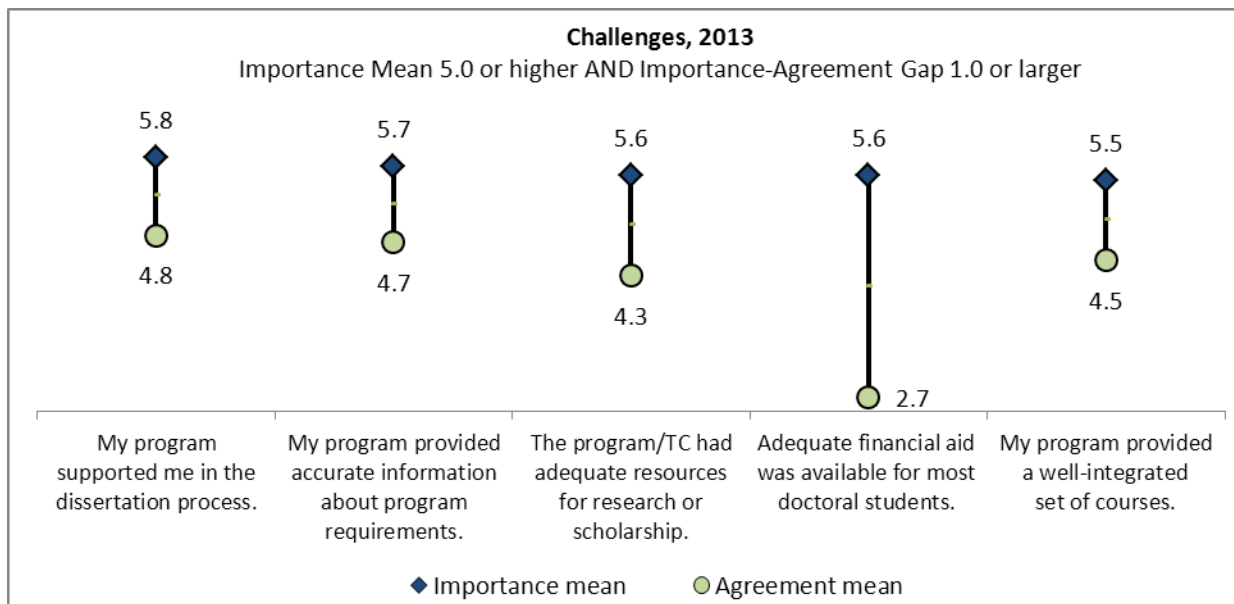


Challenges

Challenges were defined as statements with importance means of 5.0 and above, and with performance gaps of 1.0 or larger. The following table shows 2013's challenges. Data for 2010, 2011 and 2012 are provided for comparison purposes.

| Challenges | 2010 | 2011 | 2012 | 2013 | | |
|--|------|------|------|------|-----------|------------|
| | Gap | Gap | Gap | Gap | Impt Mean | Agree Mean |
| My program supported me in the dissertation process. | 1.1 | 1.3 | 1.0 | 1.0 | 5.8 | 4.8 |
| My program provided accurate information about program requirements. | 1.0 | 0.9 | 0.7 | 1.0 | 5.7 | 4.7 |
| The program/TC had adequate resources for research or scholarship. | 1.0 | 1.2 | 1.4 | 1.3 | 5.6 | 4.3 |
| Adequate financial aid was available for most doctoral students. | 2.7 | 2.9 | 3.0 | 2.9 | 5.6 | 2.7 |
| My program provided a well-integrated set of courses. | 0.9 | 1.2 | 0.9 | 1.0 | 5.5 | 4.5 |
| I had adequate training/opportunities to develop skills in preparing articles for publication. | 2.1 | 2.4 | 2.4 | 1.7 | 5.4 | 3.7 |
| My dissertation advisor assisted me in search for employment. | 1.1 | 1.7 | 1.4 | 1.2 | 5.3 | 4.1 |
| I had adequate training/opportunities to develop skills in teaching/pedagogy. | 0.9 | 1.2 | 1.0 | 1.0 | 5.3 | 4.3 |
| I had adequate training/opportunities to develop skills in supervision or evaluation. | 0.9 | 1.0 | 1.3 | 1.2 | 5.0 | 3.8 |

The next two charts show the performance gaps of the *Challenges* statements. Statements are shown in descending order of importance means, from left to right. As these are *Challenges*, the gaps are expected to be relatively large, that is, 1.0 or larger.

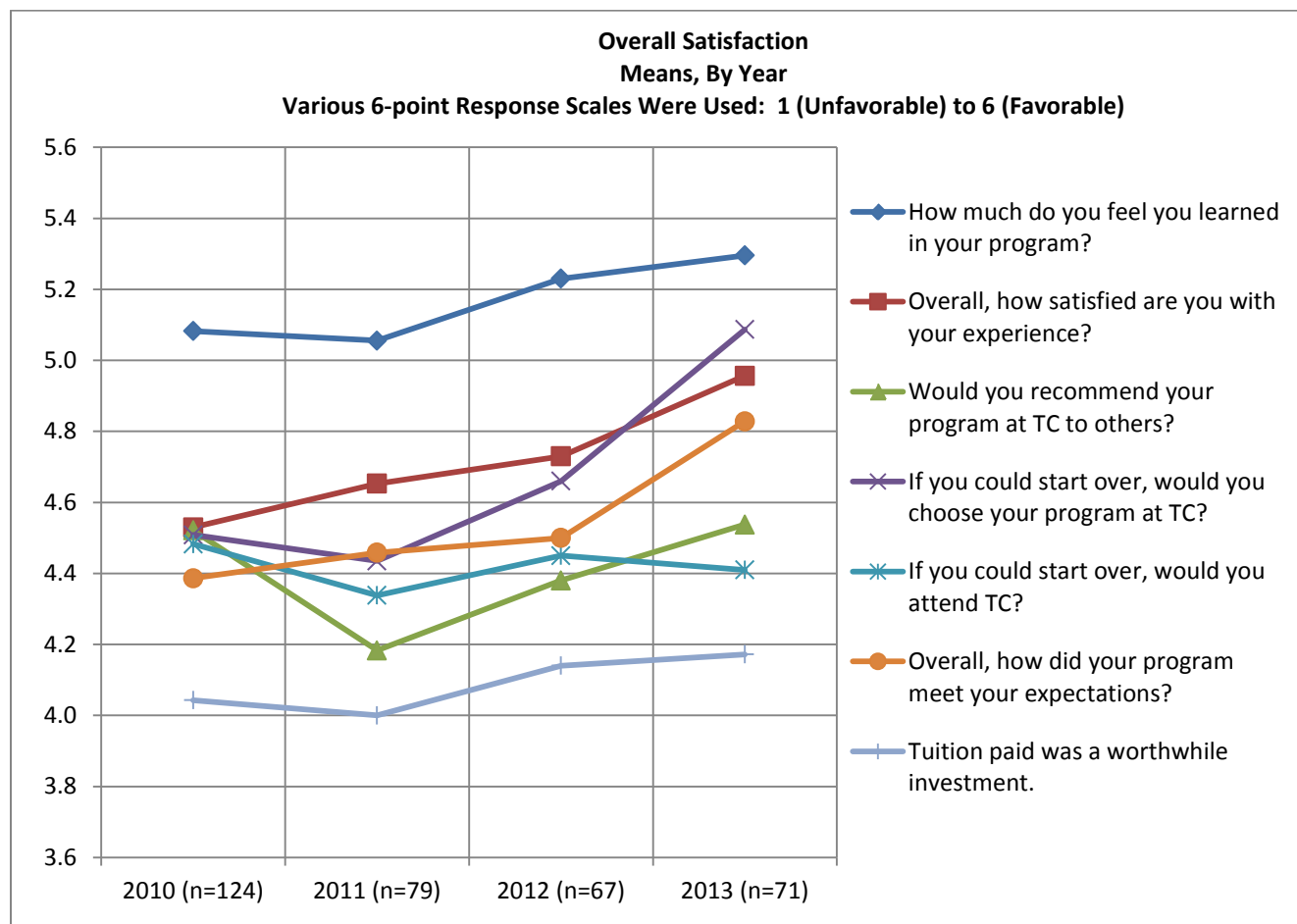


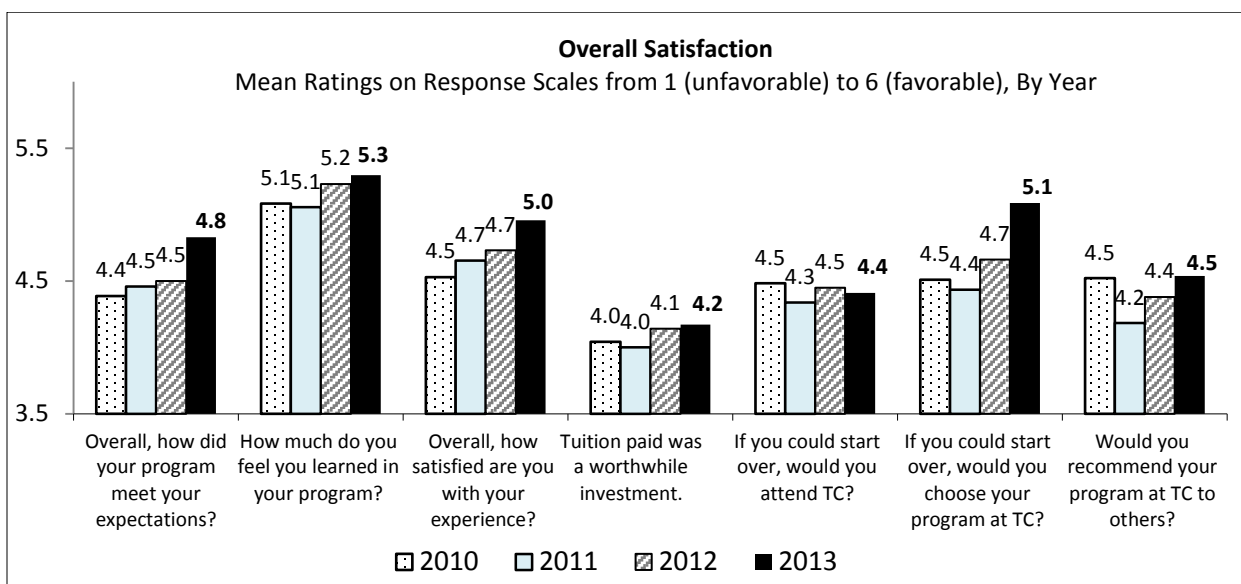
Overall Satisfaction

The Class of 2013 doctoral graduates seemed more satisfied, overall, than doctoral graduates of the last three years. Except for, “Tuition paid was a worthwhile investment” and “If you could start over, would you attend TC?” the ratings of which were about the same as last year’s, the other *Overall Satisfaction* statements, had higher (favorable) ratings in 2013 than in 2012, 2011 and 2010. See chart below.

About nine out of 10 doctoral graduates felt programs met their expectations, that they learned much in their program, and were satisfied with their experiences at TC. About three out of four doctoral graduates reported: tuition paid was a worthwhile investment; they would attend TC again; and they would recommend their program to others. Nine out of 10 doctoral graduates would choose their program at TC again.

Overall Satisfaction 2013 mean ratings ranged between 4.2 and 5.3 on a six-point scale, 6.0 being most favorable.





INTRODUCTION

The Teachers College Exit Survey seeks to solicit doctoral graduating students' feedback on what they value highly in their educational experience and how well the College and individual programs meet student expectations.

The questionnaire is comprised of 65 statements about academic programs and courses, instruction/training, dissertation advisement, learning environment, resources, and student support services, and statements measuring overall satisfaction. Survey participants were asked to rate each statement from not important (1) to very important (6) on an importance scale, and from strongly disagree (1) to strongly agree (6) on an agreement scale. Seven open-ended questions provided respondents an opportunity to comment or elaborate on their perceptions of program strengths, areas for improvements, and on their educational experience at Teachers College in general. A copy of the questionnaire can be found in Appendix D.

The survey was administered to graduates of October 2012 and February 2013, and to doctoral students who had applied for graduation in May 2013. The questionnaire was sent to 268 doctoral graduates and graduating students in May 2013, through the online survey program, SurveyMonkey. Those with US mailing addresses were also sent a hard copy of the questionnaire, a cover letter, and a stamped and self-addressed envelope to our office. As of the end of July 2013 when the exit survey closed, the final number of Class 2013 doctoral graduates was 163; 70 responses were received, giving a response rate of 43%. The response rates for 2010, 2011, and 2012 were 47%, 31% and 24%, respectively.

Response rates for departments and programs are presented in Appendix C, and respondents' characteristics are presented in Appendix B.

Overview of Report

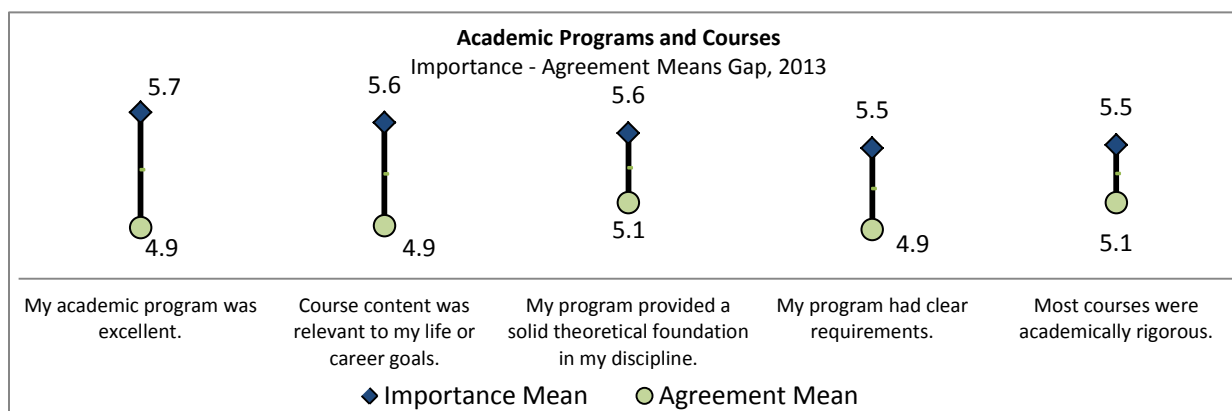
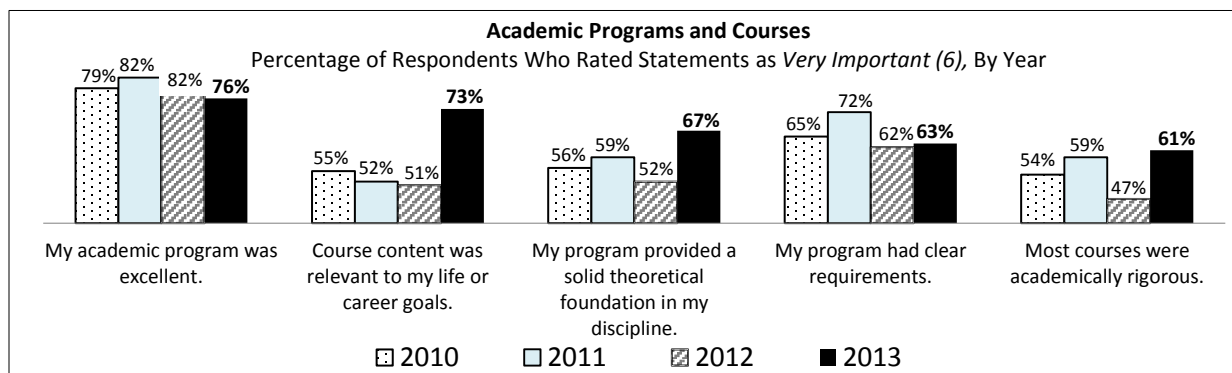
The report is organized around six categories: academic programs and courses, instruction/training, dissertation advisement, learning environment, resources, and student support services, and statements measuring overall satisfaction. Each category has a bar chart and a gap chart. The bar chart shows percent of graduates who rated the statements as “very important” (rating 6). Statements are shown in descending order of “very important” ratings, read left to right, based on 2013 results.

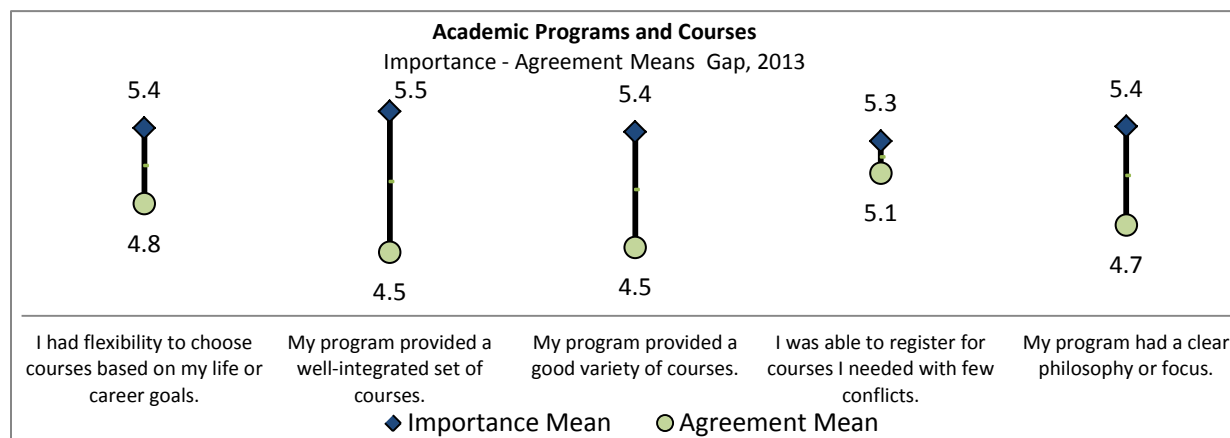
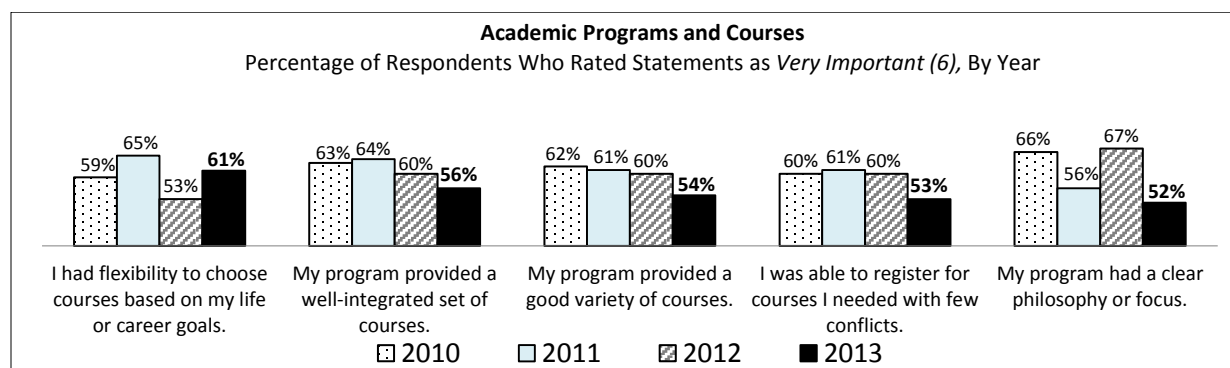
The gap chart shows the performance gap, calculated by subtracting the agreement mean from the importance mean. The importance-agreement gap is an indicator of how close programs were in meeting student expectations. The smaller the gap, the closer the programs were in meeting student expectations. The means and frequencies of all statements can be found in Appendix A.

Anchoring each category are comments and suggestions selected to represent the main feedback points mentioned by graduates. These comments help to provide clarification or elaboration of the quantitative results.

ACADEMIC PROGRAMS AND COURSES

Charts





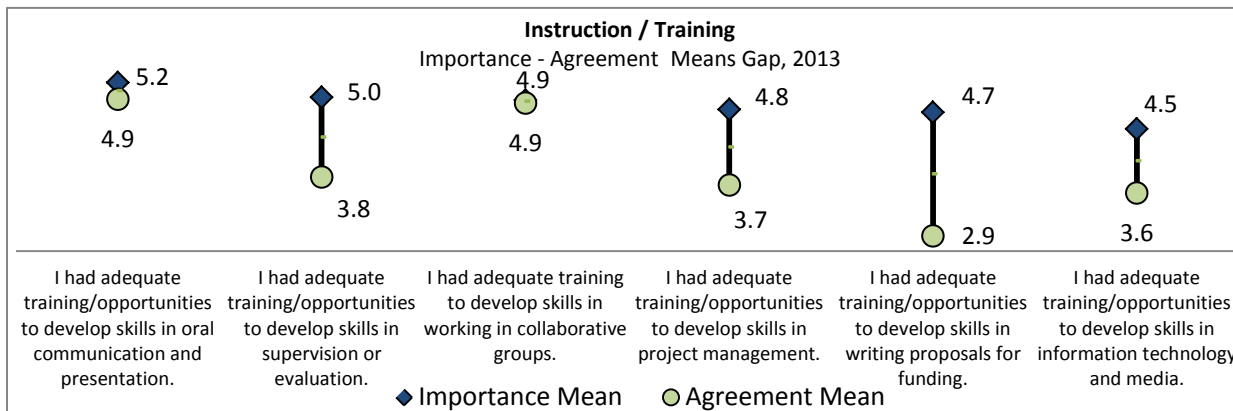
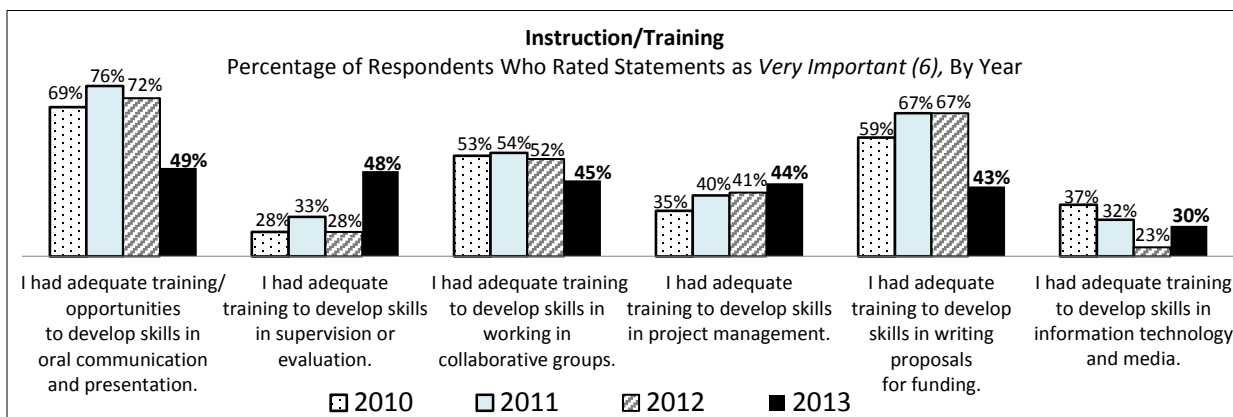
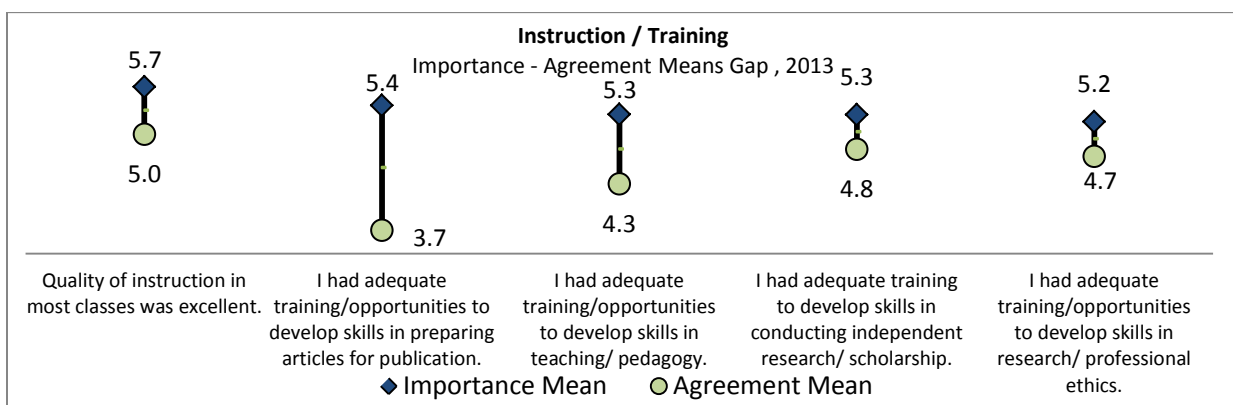
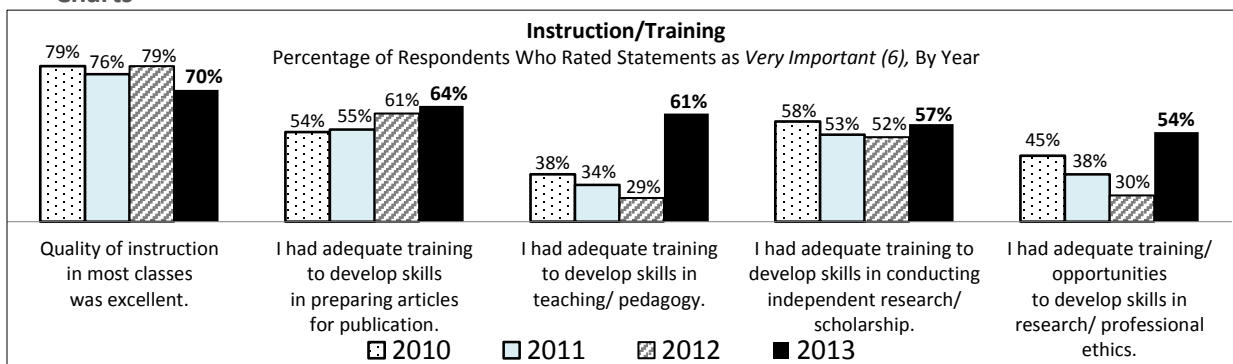
Comments

Twenty-eight graduates from 21 programs and 9 departments provided written feedback about program curriculum and courses.

- I found that all the steps related to starting and completing the dissertation was not clear and formatted in a logical pattern. There should be a core set of classes that all doctoral candidates, which when taken in a specified order, would aid in the development of the proposal, methodology, study implementation, and write up of findings.
- I felt that my program was academically sound and rigorous. However, I found that it was somewhat outdated and needs to receive a renewal.
- I enjoyed the cohort model in my program because it provided me with lots of support.
- I found the professors in my program to be knowledgeable and did not hesitate to share their valuable experience with us. They were always professional and supportive of our efforts. The courses covered a broad range of topics and were presented in a scholarly way.

INSTRUCTION / TRAINING

Charts



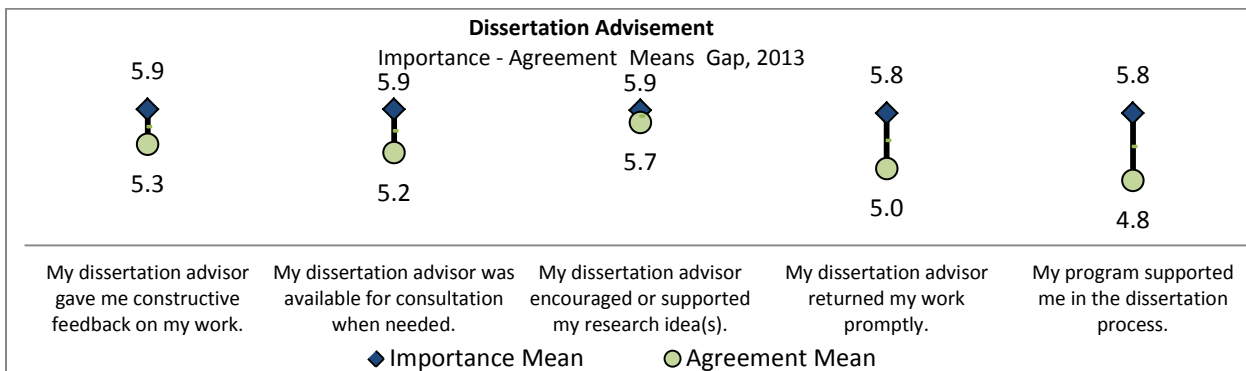
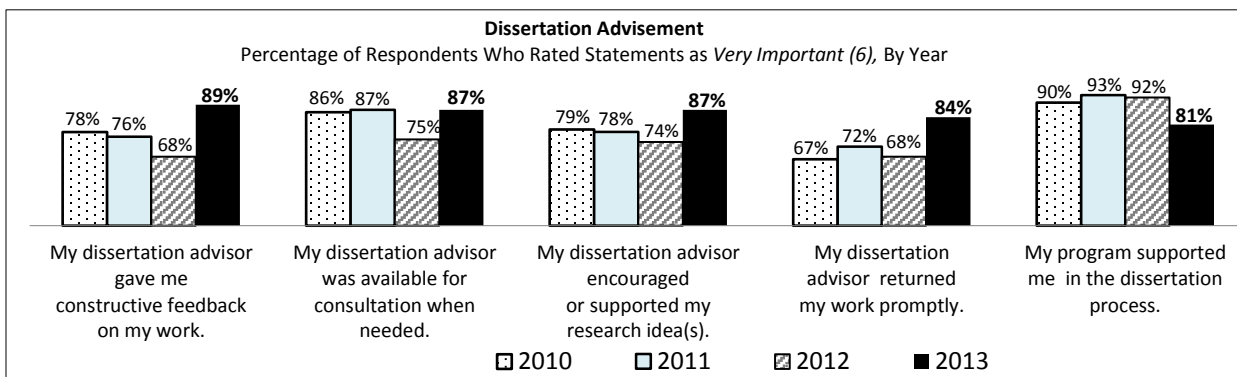
Comments

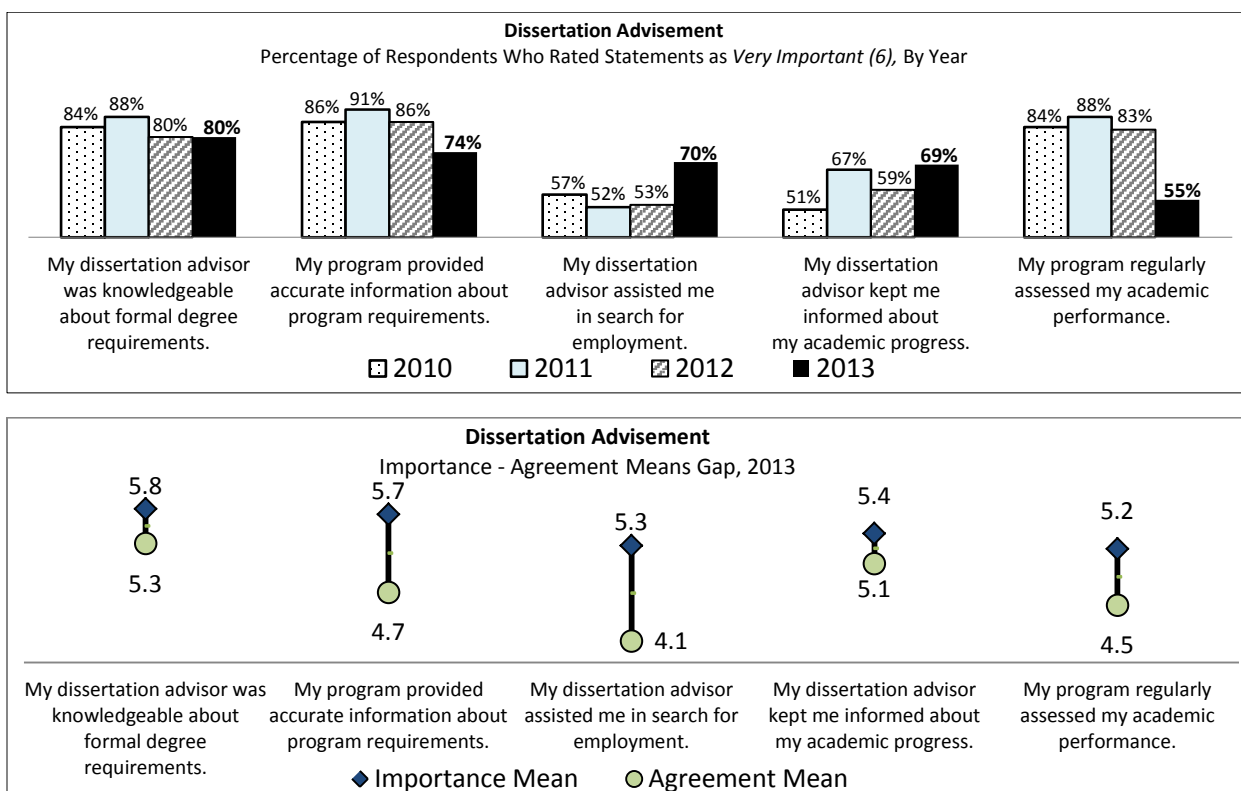
Twenty graduates from 14 programs and 6 departments provided written feedback about quality of instruction.

- Overall I found that my program was excellent. I think that it would have been helpful to have access to current technology such as a smart board.
- I think there needs to be more opportunities to take courses that were specifically designed for doctoral students only, not for both masters and doctoral students.
- The teaching and instruction in my program as a whole was excellent and top-notch. Each class that I took had equal grounding in theory and practice. ...
- I would have liked more training in publications. This course or workshop should be generated for the Teachers College community.
- (T)here are no courses, lecture series or education opportunities specifically focused on instructing doctoral students about grant funding and article submission.
- ... We were required to take 6-7 research/statistics courses. However the majority of students in our program (myself included), were grossly under-prepared to run our own analysis.

DISSERTATION ADVISEMENT

Charts





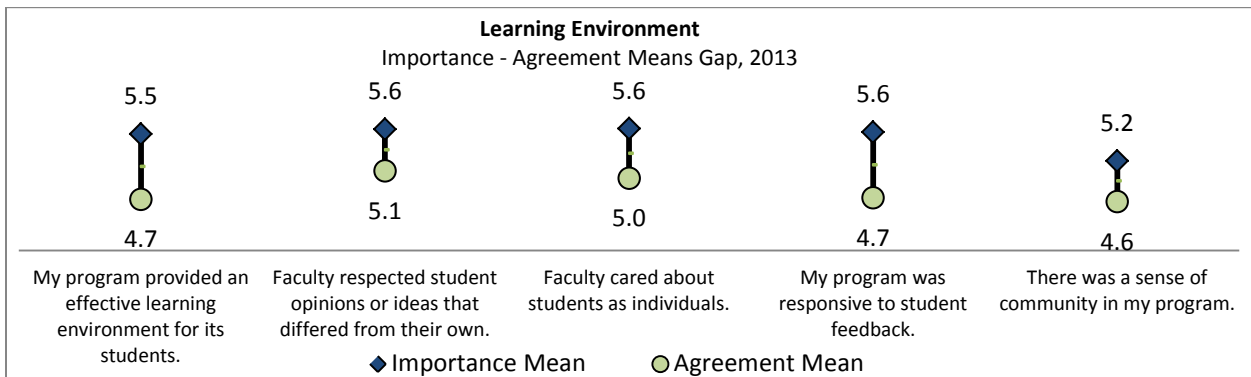
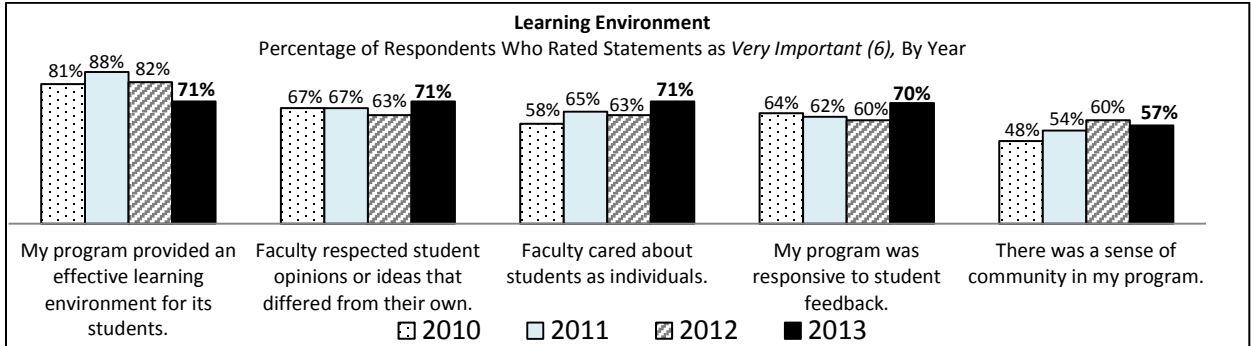
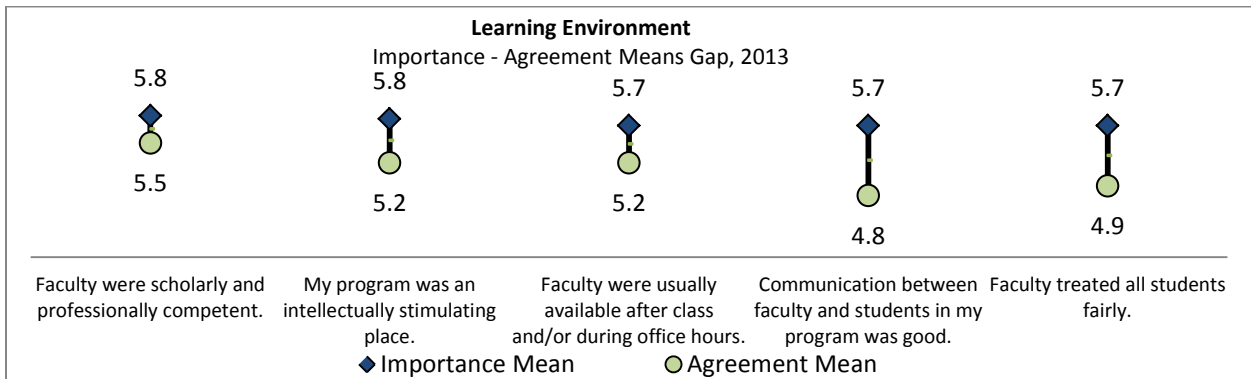
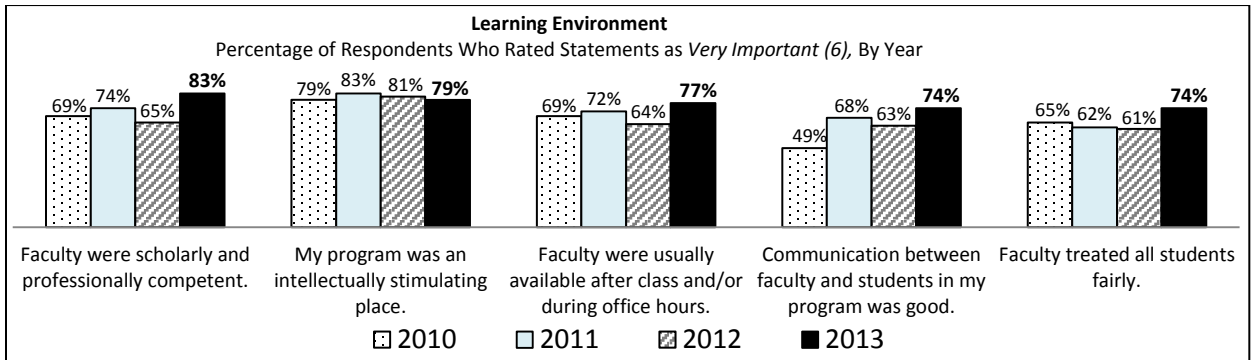
Comments

Twenty-three graduates from 18 programs and 9 departments provided written feedback about dissertation advisement.

- My advisor was super supportive and knowledgeable in my area of study. I thought that the dissertation seminar course was helpful in terms of peer feedback, but it did not feel necessary as a required course.
- My dissertation sponsor did a wonderful job in helping me through the entire process including the dissertation, defenses, and career prospects. His clarity and candor allowed me to gauge and plan my academic career in a realistic way. His experience and knowledge of the process and its challenges allowed me to feel confident that I would successfully finish the program, despite difficulties that I would encounter.
- I found the dissertation seminar course to be very helpful, as it allowed me to develop my ideas and drafts and to receive constructive feedback from my classmates. My advisor was excellent. She went above and beyond her required responsibilities to provide guidance and mentorship.
- Based on my diverse experiences at Teachers College, I think that some faculty members need to be available to doctoral students for more than just 10 -15 minute slots.
- My advisor was excellent and went above and beyond the call of duty. I think my program needs to reduce the number of years that we are allowed to "float". There are yearly progress reports, but they are inconsequential. I think that there needs to be significantly more structural support after courses are complete for qualifying papers and dissertation.

LEARNING ENVIRONMENT

Charts



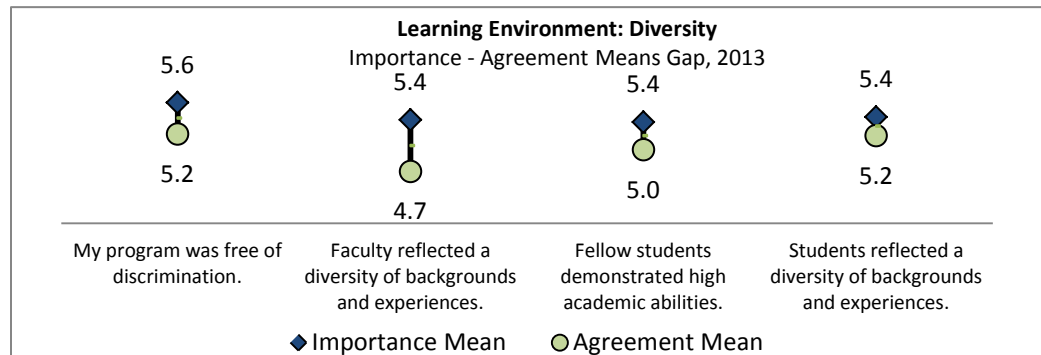
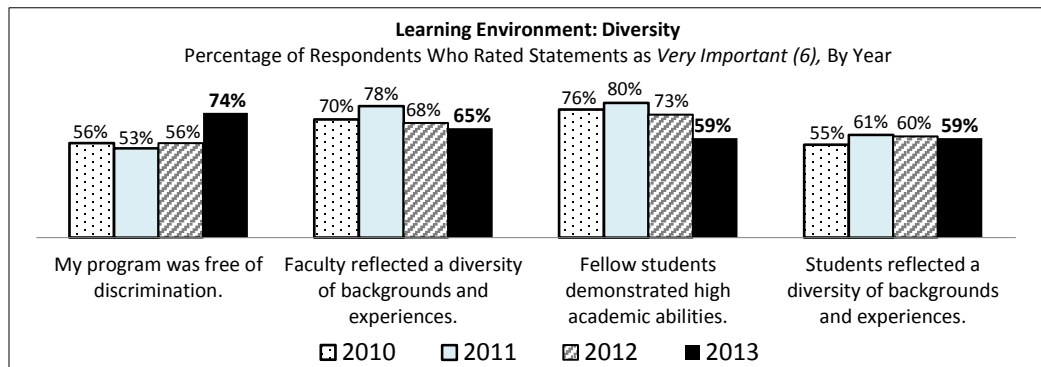
Comments

Sixteen graduates from 14 programs and 7 departments provided written feedback about learning environment and diversity.

- I found the environment to be competitive instead of collaborative. The students worked independently and there was mistrust among students and faculty. I felt as if some students were being exploited by faculty members.
- I think that with new technology such as Skype, there is probably more opportunity to break barriers of time and distance. This technology and software arrived a bit too late for me to take advantage but should prove to be of major benefit for students and faculty.
- The program was conceptual and the students were exceptional. However, the delivery of that program in areas such as clarity as to what was required and the faculty were inconsistent. I found the faculty sometimes to be exceptional and at times poor. The most important and critical support for students came from fellow students.
- My program was oriented towards practice, and I think there could have been more encouragement for deep thinking, exploring current practices and norms.

Diversity

Charts

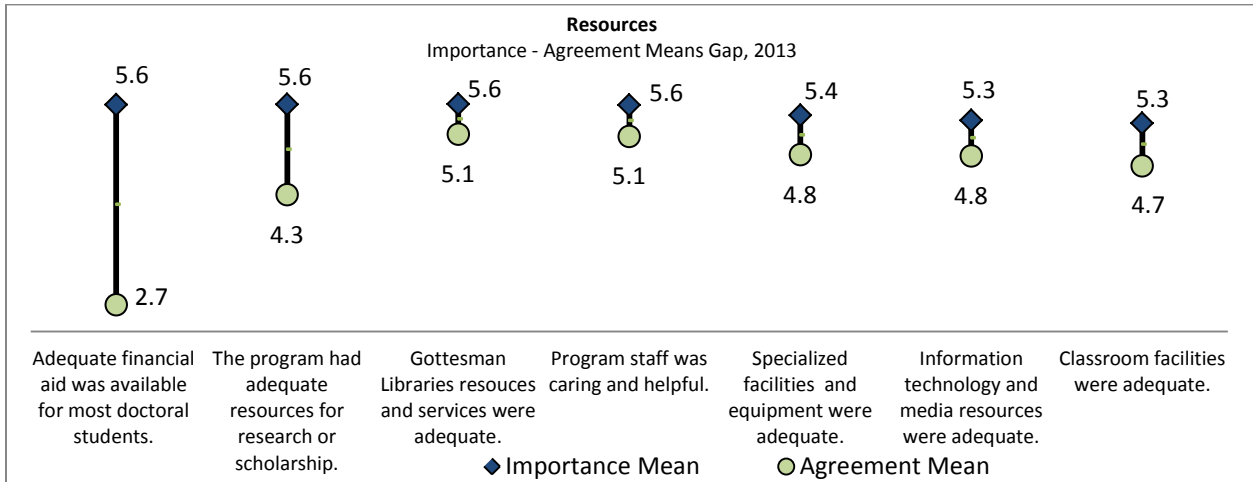
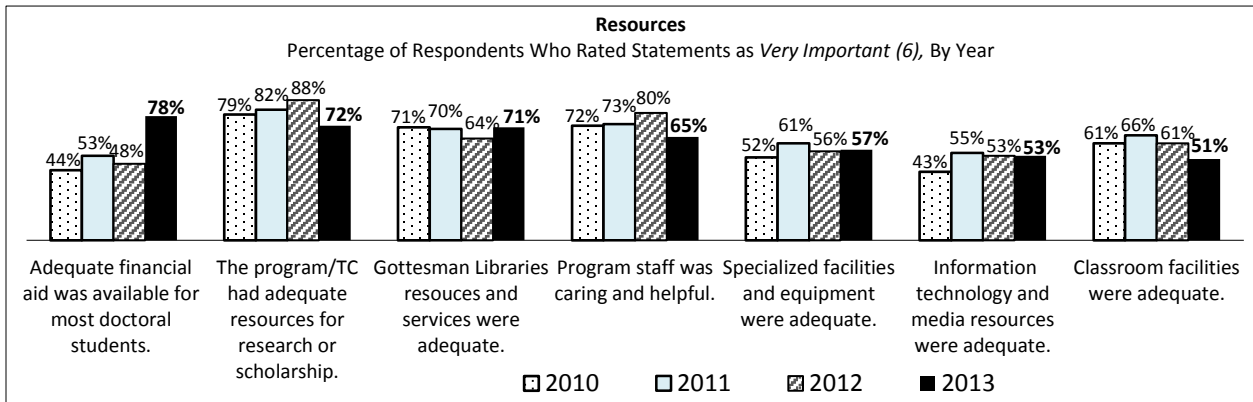


Comments related to diversity

- Students in my program had a vast array of interests and experiences. The faculty and students in the program were very diverse. The program did a great job supporting their diverse backgrounds by promoting individualized learning and intellectual involvement, both inside and outside the classroom. Faculty was available for students and had great communication and the utmost respect for them.

RESOURCES

Charts



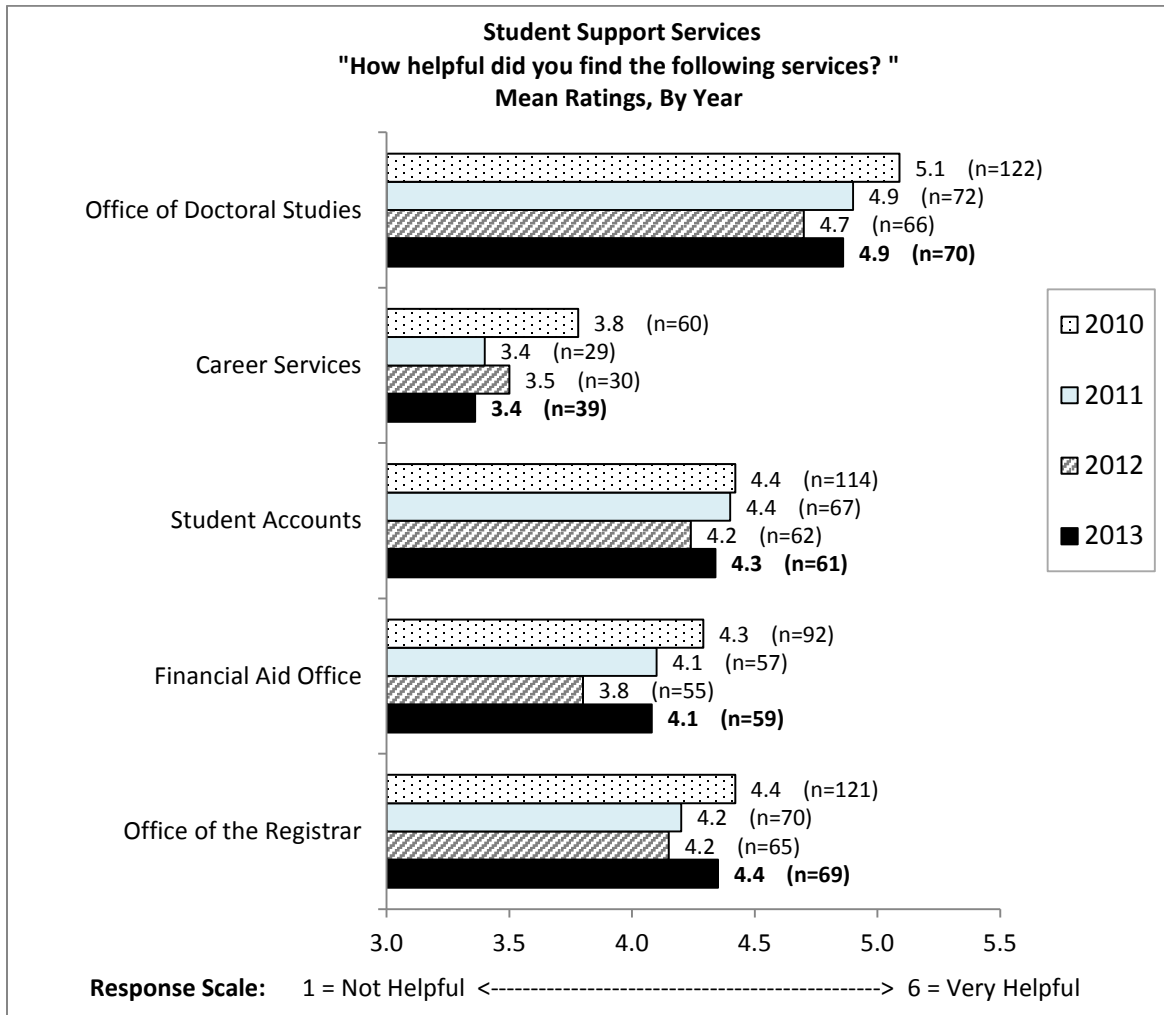
Comments

Twenty graduates from 14 programs and 7 departments provided written feedback about college or program resources.

- I found the resources to be adequate and available. However, I think services such as printing were too expensive. The financial aid given was mostly loans, limited grants or scholarships.
- I thought that the classrooms were average and should be improved to reflect the importance of the program and the students. A lounge or additional meeting area for the program would have been helpful.
- I believe that there needs to be many more funding opportunities for doctoral students that are not in the form of loans. None of my friends in other schools, including Columbia, have ever heard of the lack of funding that we experience here. I am absolutely burdened by hundreds of thousands of dollars of debt, and I had several scholarships.

STUDENT SUPPORT SERVICES

Charts



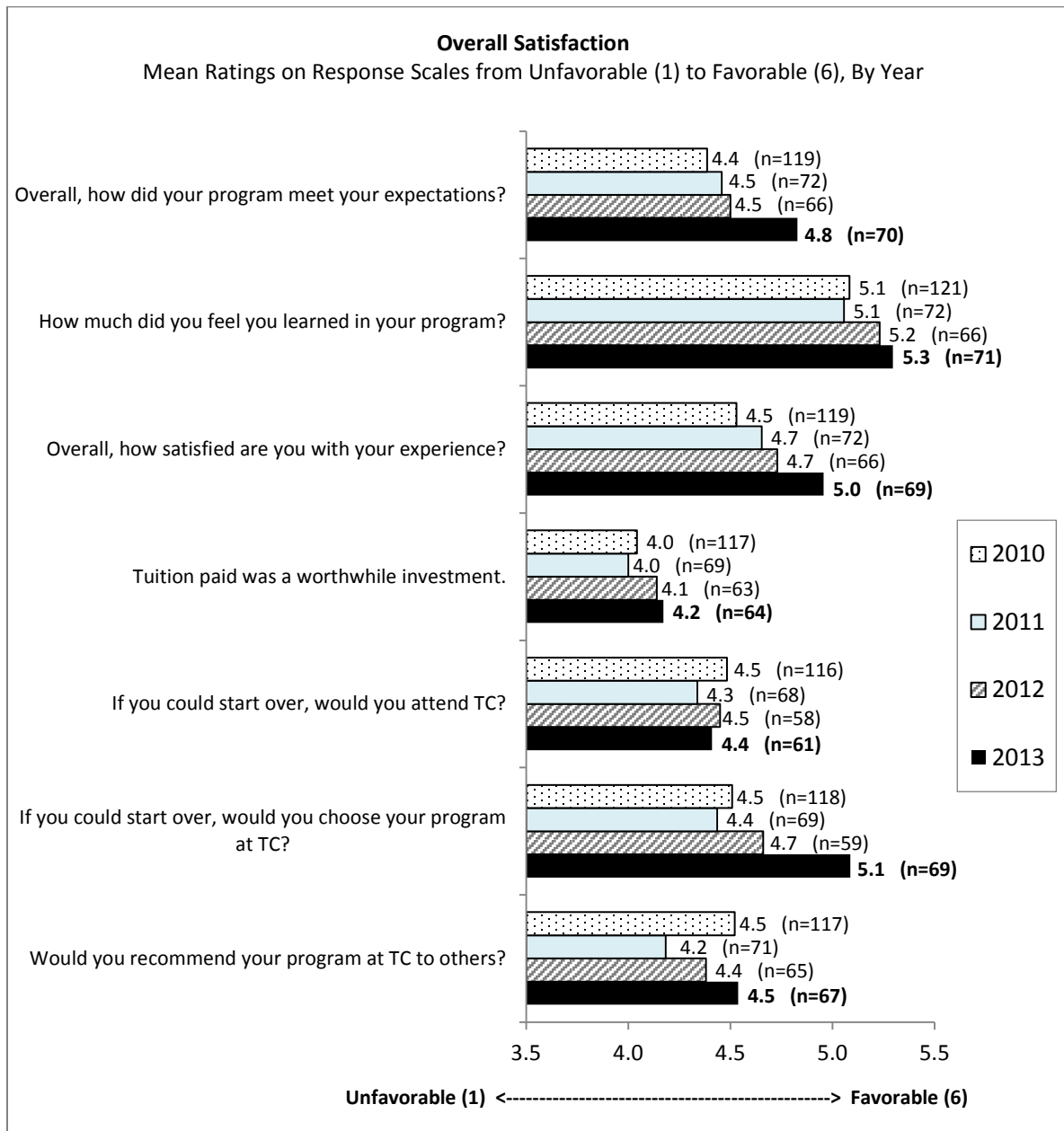
Comments

Six graduates from four programs and four departments provided written feedback about student support services.

- The (office) should be totally reorganized to accommodate a more service-oriented approach to assisting students. I think you should put people in the front who have the skill-set to assist others with professionalism and with an approach that is about finding solutions, not setting up obstacles.
- Although the (office) was very responsive over email, going in-person was not always pleasant. The staff presented themselves as very daunting and stringent. Their printed materials and online postings were often conflicting. In addition there were several broken web links and items not labeled right in the online directory.

OVERALL SATISFACTION

Charts



Comments

Thirteen graduates from ten programs and six departments provided written feedback about their general student experience at Teachers College.

- ... throughout this program I went from knowing the knowledge in my research, to owning it. I was well prepared throughout this process in order to engage in scholarly discourse with colleagues, prepare presentations and communicate effectively. My advisor's feedback and encouragement will always resonate.
- I was generally impressed by the intelligence and insight of faculty members, but I think professors were often overwhelmed and unable to push the most talented students to reach their full potential.
- I found that the sense of community, collaboration and support is lacking. There was no support for finding work after graduation.
- If I had to start over again and choose a doctoral program, I would not choose Teachers College for a number of reasons. For example, my program did not match my career interests well enough. The funding is not adequate for doctoral students at Teachers College, neither are doctoral students in my program given enough opportunities to prepare themselves for future positions as college faculty. Students are not given teaching assistantships nor adequately prepared for publishing scholarly work. The positives I would recommend to prospective students are the faculty and instruction, pedagogy, and balance of theory and practice.
- When I started my doctoral degree, my program was really good and there was a sense of community. I have found that over the years, it has changed.
- I think that this program could be great, outstanding, and exceptional with the appropriate staffing.

APPENDIX A: MEANS & FREQUENCIES TABLES

Academic Programs and Courses

| Academic Programs and Courses | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|--|-------------|--|----------|-----------|-----------|-----------|-----------|------------|-----------|--|----------|----------|-----------|-----------|-----------|------------|-----------|------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 1) My academic program was excellent. | 2010 | 1 | 7 | 7 | 17 | 32 | 38 | 4.9 | 124 | 0 | 1 | 0 | 3 | 17 | 79 | 5.7 | 109 | 0.9 |
| | 2011 | 4 | 5 | 10 | 22 | 29 | 30 | 4.6 | 77 | 0 | 0 | 0 | 4 | 14 | 82 | 5.8 | 71 | 1.2 |
| | 2012 | 0 | 9 | 13 | 18 | 24 | 36 | 4.6 | 67 | 0 | 0 | 2 | 5 | 12 | 82 | 5.7 | 61 | 1.1 |
| | 2013 | 3 | 1 | 4 | 27 | 27 | 38 | 4.9 | 71 | 0 | 0 | 0 | 4 | 19 | 76 | 5.7 | 67 | 0.8 |
| 2) My program had a clear philosophy or focus. | 2010 | 4 | 3 | 13 | 15 | 29 | 36 | 4.7 | 123 | 1 | 3 | 3 | 7 | 32 | 55 | 5.3 | 108 | 0.6 |
| | 2011 | 3 | 5 | 17 | 16 | 32 | 27 | 4.5 | 77 | 0 | 1 | 3 | 10 | 34 | 52 | 5.3 | 71 | 0.8 |
| | 2012 | 2 | 10 | 8 | 22 | 21 | 37 | 4.6 | 67 | 0 | 0 | 3 | 10 | 25 | 62 | 5.5 | 61 | 0.8 |
| | 2013 | 3 | 4 | 10 | 24 | 23 | 36 | 4.7 | 70 | 0 | 0 | 1 | 9 | 37 | 52 | 5.4 | 67 | 0.7 |
| 3) My program had clear requirements. | 2010 | 2 | 5 | 10 | 13 | 27 | 44 | 4.9 | 124 | 1 | 0 | 4 | 9 | 20 | 66 | 5.5 | 108 | 0.6 |
| | 2011 | 3 | 1 | 7 | 21 | 30 | 38 | 4.9 | 76 | 0 | 1 | 1 | 8 | 32 | 56 | 5.4 | 71 | 0.5 |
| | 2012 | 2 | 8 | 6 | 13 | 28 | 43 | 4.9 | 67 | 0 | 0 | 3 | 13 | 23 | 60 | 5.4 | 61 | 0.5 |
| | 2013 | 3 | 3 | 10 | 17 | 25 | 42 | 4.9 | 71 | 1 | 1 | 1 | 4 | 28 | 63 | 5.5 | 68 | 0.6 |
| 4) My program provided a well-integrated set of courses. | 2010 | 5 | 5 | 11 | 32 | 24 | 23 | 4.4 | 124 | 1 | 0 | 5 | 11 | 30 | 54 | 5.3 | 108 | 0.9 |
| | 2011 | 5 | 8 | 14 | 25 | 33 | 14 | 4.2 | 76 | 0 | 1 | 3 | 8 | 28 | 59 | 5.4 | 71 | 1.2 |
| | 2012 | 3 | 5 | 18 | 18 | 30 | 26 | 4.5 | 66 | 0 | 0 | 2 | 17 | 30 | 52 | 5.3 | 60 | 0.9 |
| | 2013 | 3 | 3 | 17 | 19 | 39 | 20 | 4.5 | 70 | 0 | 0 | 0 | 4 | 40 | 56 | 5.5 | 68 | 1.0 |
| 5) My program provided a good variety of courses. | 2010 | 3 | 5 | 12 | 23 | 33 | 24 | 4.5 | 123 | 0 | 0 | 1 | 7 | 34 | 59 | 5.5 | 106 | 1.0 |
| | 2011 | 1 | 7 | 17 | 32 | 20 | 23 | 4.3 | 75 | 0 | 0 | 1 | 7 | 27 | 65 | 5.5 | 71 | 1.2 |
| | 2012 | 2 | 10 | 22 | 22 | 26 | 19 | 4.2 | 65 | 0 | 0 | 3 | 17 | 29 | 51 | 5.3 | 59 | 1.1 |
| | 2013 | 4 | 4 | 7 | 28 | 34 | 23 | 4.5 | 71 | 0 | 1 | 1 | 10 | 33 | 54 | 5.4 | 69 | 0.9 |
| 6) I was able to register for courses I needed with few conflicts. | 2010 | 1 | 3 | 4 | 12 | 26 | 54 | 5.2 | 122 | 0 | 2 | 3 | 5 | 31 | 60 | 5.4 | 107 | 0.2 |
| | 2011 | 1 | 5 | 8 | 12 | 30 | 43 | 4.9 | 76 | 0 | 0 | 1 | 11 | 27 | 61 | 5.5 | 71 | 0.6 |
| | 2012 | 2 | 2 | 6 | 15 | 17 | 59 | 5.2 | 66 | 3 | 0 | 9 | 12 | 24 | 53 | 5.1 | 59 | -0.1 |
| | 2013 | 3 | 3 | 7 | 11 | 25 | 51 | 5.1 | 71 | 0 | 1 | 3 | 13 | 29 | 53 | 5.3 | 68 | 0.2 |
| 7) I had flexibility to choose courses based on my life or career goals. | 2010 | 6 | 6 | 8 | 16 | 28 | 38 | 4.7 | 120 | 2 | 2 | 5 | 6 | 23 | 63 | 5.3 | 105 | 0.7 |
| | 2011 | 7 | 1 | 5 | 19 | 34 | 34 | 4.7 | 74 | 1 | 0 | 3 | 9 | 22 | 64 | 5.4 | 67 | 0.7 |
| | 2012 | 6 | 3 | 8 | 17 | 30 | 36 | 4.7 | 66 | 2 | 5 | 5 | 10 | 32 | 47 | 5.0 | 60 | 0.3 |
| | 2013 | 3 | 6 | 4 | 24 | 20 | 44 | 4.8 | 71 | 0 | 0 | 4 | 13 | 22 | 61 | 5.4 | 69 | 0.6 |

Instruction and Training

| Academic Programs and Courses (cont'd) | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|---|-------------|--|-----------|-----------|-----------|-----------|-----------|------------|-----------|--|----------|----------|-----------|-----------|-----------|------------|-----------|------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 8) My program provided a solid theoretical foundation in my discipline. | 2010 | 3 | 3 | 9 | 20 | 21 | 45 | 4.9 | 122 | 0 | 0 | 5 | 9 | 22 | 65 | 5.5 | 107 | 0.6 |
| | 2011 | 3 | 5 | 7 | 14 | 42 | 29 | 4.8 | 76 | 0 | 0 | 0 | 7 | 32 | 61 | 5.5 | 71 | 0.8 |
| | 2012 | 2 | 2 | 14 | 20 | 28 | 35 | 4.8 | 65 | 0 | 0 | 2 | 9 | 22 | 67 | 5.6 | 58 | 0.8 |
| | 2013 | 1 | 4 | 1 | 23 | 21 | 49 | 5.1 | 71 | 0 | 0 | 0 | 10 | 23 | 67 | 5.6 | 69 | 0.5 |
| 9) Course content was relevant to my life or career goals | 2010 | 1 | 5 | 5 | 20 | 37 | 33 | 4.9 | 123 | 0 | 1 | 1 | 6 | 31 | 62 | 5.5 | 108 | 0.7 |
| | 2011 | 3 | 5 | 4 | 24 | 38 | 26 | 4.7 | 76 | 0 | 0 | 0 | 7 | 32 | 61 | 5.5 | 71 | 0.8 |
| | 2012 | 0 | 6 | 8 | 17 | 32 | 38 | 4.9 | 65 | 2 | 9 | 0 | 10 | 28 | 60 | 5.4 | 60 | 0.6 |
| | 2013 | 3 | 3 | 4 | 24 | 25 | 41 | 4.9 | 71 | 0 | 2 | 0 | 5 | 21 | 73 | 5.6 | 67 | 0.8 |
| 10)Most courses were academically rigorous | 2010 | 2 | 2 | 11 | 13 | 34 | 38 | 4.9 | 0 | 1 | 2 | 10 | 32 | 32 | 56 | 5.4 | 108 | 0.5 |
| | 2011 | 7 | 3 | 9 | 21 | 27 | 33 | 4.6 | 75 | 0 | 0 | 1 | 7 | 32 | 59 | 5.5 | 71 | 0.9 |
| | 2012 | 2 | 8 | 2 | 27 | 35 | 27 | 4.7 | 66 | 0 | 0 | 2 | 2 | 37 | 60 | 5.6 | 60 | 0.9 |
| | 2013 | 1 | 4 | 0 | 18 | 34 | 42 | 5.1 | 71 | 1 | 0 | 0 | 7 | 30 | 61 | 5.5 | 69 | 0.4 |
| Instruction and Training | | | | | | | | | | | | | | | | | | |
| 12) Quality of instruction in most classes was excellent. | 2010 | 3 | 3 | 8 | 24 | 33 | 30 | 4.7 | 120 | 0 | 1 | 0 | 4 | 17 | 79 | 5.7 | 103 | 1.0 |
| | 2011 | 3 | 1 | 15 | 19 | 36 | 25 | 4.6 | 67 | 0 | 0 | 2 | 10 | 12 | 76 | 5.6 | 59 | 1.0 |
| | 2012 | 0 | 6 | 10 | 19 | 33 | 32 | 4.8 | 63 | 0 | 0 | 2 | 19 | 19 | 79 | 5.8 | 53 | 1.0 |
| | 2013 | 0 | 0 | 11 | 20 | 25 | 44 | 5.0 | 71 | 0 | 0 | 0 | 4 | 25 | 70 | 5.7 | 67 | 0.7 |
| 13) I had adequate training/opportunities to develop skills in oral communication and presentation. | 2010 | 2 | 6 | 8 | 20 | 25 | 39 | 4.8 | 123 | 0 | 1 | 0 | 13 | 28 | 58 | 5.4 | 107 | 0.6 |
| | 2011 | 3 | 4 | 10 | 26 | 23 | 34 | 4.7 | 73 | 0 | 1 | 3 | 18 | 25 | 53 | 5.2 | 68 | 0.7 |
| | 2012 | 0 | 6 | 6 | 16 | 39 | 33 | 4.9 | 64 | 2 | 0 | 5 | 11 | 21 | 61 | 5.3 | 57 | 0.5 |
| | 2013 | 1 | 3 | 10 | 16 | 26 | 44 | 4.9 | 70 | 1 | 1 | 7 | 6 | 35 | 49 | 5.2 | 69 | 0.3 |
| 14) I had adequate training/opportunities to develop skills in writing proposals for funding. | 2010 | 34 | 21 | 21 | 14 | 4 | 5 | 2.5 | 112 | 4 | 3 | 10 | 16 | 21 | 45 | 4.8 | 98 | 0.2 |
| | 2011 | 30 | 25 | 23 | 12 | 7 | 3 | 2.5 | 69 | 2 | 3 | 5 | 19 | 33 | 38 | 4.9 | 63 | 2.3 |
| | 2012 | 40 | 17 | 23 | 9 | 6 | 5 | 2.4 | 65 | 2 | 2 | 14 | 21 | 21 | 41 | 4.8 | 58 | 2.4 |
| | 2013 | 27 | 19 | 19 | 14 | 11 | 10 | 2.9 | 63 | 10 | 5 | 0 | 16 | 27 | 43 | 4.7 | 63 | 1.8 |
| 15) I had adequate training/opportunities to develop skills in preparing articles for publication. | 2010 | 20 | 17 | 17 | 22 | 11 | 14 | 3.3 | 121 | 1 | 0 | 6 | 8 | 27 | 59 | 5.4 | 104 | 1.8 |
| | 2011 | 20 | 18 | 27 | 12 | 12 | 11 | 3.1 | 74 | 0 | 0 | 3 | 8 | 23 | 67 | 5.5 | 66 | 2.1 |
| | 2012 | 22 | 14 | 20 | 25 | 14 | 6 | 3.1 | 65 | 0 | 0 | 4 | 14 | 16 | 67 | 5.5 | 57 | 2.4 |
| | 2013 | 13 | 19 | 16 | 14 | 14 | 24 | 3.7 | 70 | 1 | 1 | 4 | 4 | 25 | 64 | 5.4 | 69 | 1.7 |

| Instruction and Training (cont'd) | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|---|-------------|--|-----------|-----------|-----------|-----------|-----------|---------------|-----------|--|----------|-----------|-----------|-----------|-----------|--------------|-----------|-------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 16) I had adequate training/opportunities to develop skills in working in collaborative groups. | 2010 | 1 | 7 | 11 | 20 | 24 | 37 | 4.7 | 123 | 3 | 9 | 6 | 19 | 27 | 37 | 4.7 | 106 | 1.7 |
| | 2011 | 4 | 3 | 11 | 25 | 21 | 37 | 4.7 | 73 | 3 | 4 | 7 | 22 | 31 | 32 | 4.7 | 68 | 0.0 |
| | 2012 | 0 | 3 | 14 | 19 | 34 | 31 | 4.8 | 65 | 5 | 5 | 16 | 22 | 24 | 28 | 4.4 | 65 | 0.0 |
| | 2013 | 3 | 3 | 10 | 13 | 30 | 41 | 4.9 | 70 | 3 | 1 | 10 | 16 | 25 | 45 | 4.9 | 69 | 0.0 |
| 17) I had adequate training/opportunities to develop skills in conducting independent research/scholarship. | 2010 | 4 | 5 | 9 | 15 | 22 | 46 | 4.8 | 123 | 0 | 1 | 0 | 7 | 22 | 69 | 5.6 | 108 | 0.0 |
| | 2011 | 7 | 4 | 11 | 14 | 23 | 42 | 4.7 | 74 | 0 | 0 | 1 | 6 | 16 | 76 | 5.7 | 68 | 0.8 |
| | 2012 | 0 | 3 | 12 | 9 | 29 | 46 | 5.0 | 62 | 0 | 0 | 2 | 5 | 21 | 72 | 5.6 | 57 | 1.0 |
| | 2013 | 4 | 3 | 10 | 14 | 26 | 42 | 4.8 | 69 | 1 | 3 | 1 | 12 | 25 | 57 | 5.3 | 68 | 0.5 |
| 18) I had adequate training/opportunities to develop skills in project management. | 2010 | 14 | 18 | 16 | 23 | 14 | 15 | 3.5 | 118 | 5 | 7 | 14 | 20 | 19 | 35 | 4.5 | 103 | 0.5 |
| | 2011 | 16 | 13 | 24 | 17 | 16 | 14 | 3.5 | 70 | 0 | 3 | 5 | 27 | 25 | 40 | 4.9 | 63 | 1.0 |
| | 2012 | 8 | 18 | 21 | 29 | 18 | 7 | 3.5 | 62 | 4 | 4 | 19 | 25 | 23 | 23 | 4.3 | 52 | 1.4 |
| | 2013 | 13 | 12 | 19 | 19 | 21 | 15 | 3.7 | 67 | 5 | 6 | 6 | 17 | 23 | 44 | 4.8 | 66 | 1.1 |
| 19) I had adequate training/opportunities to develop skills in research/professional ethics. | 2010 | 5 | 7 | 18 | 17 | 23 | 30 | 4.4 | 123 | 1 | 1 | 8 | 14 | 22 | 54 | 5.2 | 107 | 1.1 |
| | 2011 | 4 | 5 | 22 | 15 | 27 | 26 | 4.3 | 73 | 0 | 0 | 3 | 15 | 26 | 55 | 5.3 | 65 | 0.8 |
| | 2012 | 3 | 9 | 14 | 16 | 25 | 33 | 4.5 | 64 | 2 | 4 | 7 | 13 | 23 | 52 | 5.1 | 56 | 1.0 |
| | 2013 | 3 | 1 | 14 | 21 | 24 | 37 | 4.7 | 71 | 1 | 1 | 10 | 6 | 27 | 54 | 5.2 | 70 | 0.5 |
| 20) I had adequate training/opportunities to develop skills in teaching/pedagogy. | 2010 | 8 | 12 | 14 | 22 | 18 | 28 | 4.1 | 120 | 3 | 2 | 7 | 17 | 18 | 53 | 5.0 | 104 | 0.5 |
| | 2011 | 12 | 11 | 14 | 19 | 19 | 25 | 4.0 | 73 | 1 | 3 | 3 | 16 | 22 | 54 | 5.2 | 68 | 0.9 |
| | 2012 | 10 | 6 | 21 | 13 | 21 | 30 | 4.2 | 63 | 2 | 0 | 6 | 19 | 22 | 52 | 5.2 | 54 | 1.2 |
| | 2013 | 7 | 4 | 16 | 18 | 25 | 28 | 4.3 | 67 | 3 | 1 | 6 | 4 | 24 | 61 | 5.3 | 67 | 1.0 |
| 21) I had adequate training/opportunities to develop skills in supervision or evaluation. | 2010 | 10 | 16 | 17 | 25 | 17 | 14 | 3.6 | 116 | 8 | 4 | 10 | 15 | 26 | 38 | 4.6 | 102 | 0.9 |
| | 2011 | 11 | 14 | 23 | 24 | 14 | 13 | 3.5 | 70 | 2 | 0 | 9 | 28 | 28 | 34 | 4.8 | 65 | 1.0 |
| | 2012 | 10 | 15 | 23 | 18 | 21 | 15 | 3.7 | 62 | 2 | 4 | 15 | 23 | 26 | 30 | 4.6 | 53 | 1.3 |
| | 2013 | 13 | 10 | 25 | 13 | 17 | 22 | 3.8 | 63 | 3 | 3 | 10 | 8 | 28 | 48 | 5.0 | 61 | 1.2 |
| 22) I had adequate training/opportunities to develop skills in information technology and media. | 2010 | 10 | 15 | 25 | 25 | 13 | 12 | 3.5 | 118 | 5 | 7 | 15 | 25 | 20 | 28 | 4.3 | 103 | 1.2 |
| | 2011 | 12 | 14 | 25 | 22 | 18 | 8 | 3.4 | 72 | 5 | 3 | 9 | 23 | 27 | 33 | 4.7 | 66 | 0.8 |
| | 2012 | 8 | 15 | 29 | 19 | 15 | 15 | 3.6 | 62 | 4 | 7 | 13 | 22 | 26 | 29 | 4.5 | 55 | 1.3 |
| | 2013 | 12 | 17 | 22 | 20 | 11 | 18 | 3.6 | 65 | 5 | 5 | 14 | 21 | 26 | 30 | 4.5 | 66 | 1.0 |

Dissertation Advisement

| Dissertation Advisement | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|---|-------------|--|-----------|----------|-----------|-----------|-----------|------------|-----------|--|----------|----------|----------|-----------|-----------|------------|-----------|------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 24) My program supported me in the dissertation process. | 2010 | 4 | 5 | 14 | 14 | 21 | 42 | 4.7 | 118 | 0 | 0 | 0 | 2 | 12 | 86 | 5.8 | 100 | 1.1 |
| | 2011 | 10 | 5 | 11 | 7 | 23 | 44 | 4.6 | 73 | 0 | 0 | 0 | 1 | 12 | 87 | 5.9 | 69 | 1.3 |
| | 2012 | 8 | 6 | 5 | 18 | 11 | 53 | 4.8 | 66 | 0 | 0 | 0 | 5 | 8 | 87 | 5.8 | 60 | 1.1 |
| | 2013 | 6 | 6 | 6 | 14 | 25 | 44 | 4.8 | 71 | 0 | 0 | 0 | 0 | 19 | 81 | 5.8 | 70 | 1.0 |
| 25) My program provided accurate information about program requirements. | 2010 | 7 | 2 | 14 | 13 | 28 | 37 | 4.6 | 119 | 0 | 0 | 0 | 6 | 16 | 78 | 5.7 | 100 | 1.1 |
| | 2011 | 4 | 4 | 11 | 14 | 25 | 42 | 4.8 | 73 | 0 | 1 | 0 | 3 | 19 | 76 | 5.7 | 68 | 0.9 |
| | 2012 | 5 | 5 | 3 | 18 | 20 | 50 | 4.9 | 66 | 0 | 0 | 0 | 13 | 18 | 68 | 5.6 | 60 | 0.7 |
| | 2013 | 4 | 7 | 8 | 14 | 28 | 38 | 4.7 | 71 | 0 | 0 | 1 | 3 | 21 | 74 | 5.7 | 70 | 1.0 |
| 26) My program regularly assessed my academic performance. | 2010 | 7 | 9 | 19 | 15 | 20 | 31 | 4.3 | 116 | 1 | 2 | 5 | 12 | 23 | 57 | 5.2 | 99 | 1.0 |
| | 2011 | 7 | 8 | 8 | 23 | 18 | 35 | 4.4 | 71 | 1 | 3 | 3 | 16 | 24 | 52 | 5.1 | 67 | 0.7 |
| | 2012 | 12 | 6 | 6 | 20 | 28 | 28 | 4.3 | 65 | 2 | 0 | 9 | 10 | 26 | 53 | 5.2 | 58 | 0.9 |
| | 2013 | 6 | 11 | 7 | 14 | 23 | 39 | 4.5 | 70 | 0 | 1 | 9 | 9 | 26 | 55 | 5.2 | 69 | 0.7 |
| 27) My dissertation advisor was knowledgeable about formal degree requirements. | 2010 | 3 | 3 | 3 | 13 | 21 | 56 | 5.1 | 118 | 0 | 2 | 1 | 2 | 16 | 79 | 5.7 | 100 | 0.6 |
| | 2011 | 5 | 3 | 8 | 8 | 23 | 52 | 5.0 | 73 | 0 | 0 | 0 | 7 | 14 | 78 | 5.7 | 69 | 0.7 |
| | 2012 | 3 | 6 | 2 | 11 | 15 | 63 | 5.2 | 65 | 0 | 0 | 7 | 3 | 15 | 75 | 5.6 | 59 | 0.4 |
| | 2013 | 3 | 3 | 3 | 6 | 23 | 63 | 5.3 | 70 | 0 | 0 | 1 | 1 | 17 | 80 | 5.8 | 69 | 0.5 |
| 28) My dissertation advisor was available for consultation when needed. | 2010 | 6 | 3 | 6 | 11 | 15 | 59 | 5.0 | 118 | 0 | 0 | 1 | 2 | 11 | 86 | 5.8 | 100 | 0.8 |
| | 2011 | 5 | 3 | 8 | 11 | 21 | 52 | 4.9 | 73 | 0 | 0 | 0 | 1 | 7 | 91 | 5.9 | 69 | 1.0 |
| | 2012 | 3 | 8 | 2 | 11 | 21 | 56 | 5.1 | 66 | 0 | 0 | 0 | 2 | 12 | 86 | 5.8 | 58 | 0.7 |
| | 2013 | 6 | 3 | 4 | 8 | 10 | 69 | 5.2 | 71 | 0 | 0 | 0 | 0 | 13 | 87 | 5.9 | 70 | 0.7 |
| 29) My dissertation advisor encouraged or supported my research idea(s). | 2010 | 4 | 1 | 1 | 8 | 16 | 70 | 5.4 | 118 | 0 | 0 | 0 | 1 | 15 | 84 | 5.8 | 100 | 0.4 |
| | 2011 | 3 | 3 | 4 | 10 | 12 | 68 | 5.3 | 73 | 0 | 0 | 0 | 0 | 12 | 88 | 5.9 | 69 | 0.6 |
| | 2012 | 3 | 3 | 2 | 6 | 14 | 73 | 5.4 | 66 | 0 | 0 | 0 | 8 | 16 | 83 | 5.8 | 59 | 0.4 |
| | 2013 | 1 | 0 | 1 | 3 | 16 | 79 | 5.7 | 70 | 0 | 0 | 0 | 1 | 12 | 87 | 5.9 | 69 | 0.2 |
| 30) My dissertation advisor gave me constructive feedback on my work. | 2010 | 3 | 3 | 3 | 12 | 14 | 65 | 5.3 | 118 | 0 | 0 | 0 | 0 | 10 | 90 | 5.9 | 102 | 0.6 |
| | 2011 | 7 | 4 | 3 | 5 | 16 | 64 | 5.1 | 73 | 0 | 0 | 0 | 0 | 7 | 93 | 5.9 | 68 | 0.8 |
| | 2012 | 3 | 5 | 6 | 11 | 11 | 65 | 5.2 | 66 | 0 | 0 | 0 | 0 | 9 | 92 | 5.9 | 59 | 0.7 |
| | 2013 | 3 | 3 | 4 | 7 | 14 | 69 | 5.3 | 71 | 0 | 0 | 0 | 1 | 10 | 89 | 5.9 | 70 | 0.6 |

Learning Environment

| Dissertation Advisement (cont'd) | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|---|-------------|--|----------|-----------|-----------|-----------|-----------|---------------|-----------|--|----------|----------|----------|-----------|-----------|--------------|-----------|-------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 31) My dissertation advisor returned my work promptly. | 2010 | 7 | 5 | 5 | 9 | 15 | 59 | 5.0 | 118 | 0 | 0 | 0 | 3 | 13 | 84 | 5.8 | 100 | 0.8 |
| | 2011 | 7 | 6 | 8 | 11 | 12 | 56 | 4.8 | 72 | 0 | 0 | 1 | 0 | 10 | 88 | 5.9 | 69 | 1.1 |
| | 2012 | 6 | 2 | 8 | 11 | 21 | 53 | 5.0 | 66 | 0 | 0 | 0 | 2 | 19 | 80 | 5.8 | 59 | 0.8 |
| | 2013 | 4 | 6 | 7 | 11 | 14 | 57 | 5.0 | 70 | 0 | 0 | 0 | 3 | 13 | 84 | 5.8 | 69 | 0.8 |
| 32) My dissertation advisor kept me informed about my academic progress. | 2010 | 6 | 8 | 5 | 21 | 15 | 46 | 4.7 | 117 | 0 | 1 | 4 | 11 | 17 | 67 | 5.5 | 101 | 0.8 |
| | 2011 | 7 | 3 | 8 | 10 | 24 | 48 | 4.8 | 71 | 0 | 1 | 1 | 3 | 22 | 72 | 5.6 | 68 | 0.8 |
| | 2012 | 6 | 8 | 5 | 8 | 25 | 49 | 4.9 | 65 | 0 | 0 | 4 | 2 | 21 | 74 | 5.7 | 57 | 0.8 |
| | 2013 | 3 | 6 | 12 | 6 | 10 | 64 | 5.1 | 69 | 0 | 0 | 9 | 7 | 15 | 69 | 5.4 | 68 | 0.3 |
| 33) My dissertation advisor assisted me in search for employment. | 2010 | 22 | 11 | 11 | 18 | 12 | 26 | 3.6 | 90 | 8 | 6 | 7 | 13 | 15 | 51 | 4.7 | 86 | 1.1 |
| | 2011 | 19 | 15 | 15 | 12 | 8 | 31 | 3.7 | 59 | 3 | 2 | 2 | 9 | 17 | 67 | 5.4 | 58 | 1.7 |
| | 2012 | 23 | 11 | 14 | 14 | 4 | 35 | 3.7 | 57 | 6 | 2 | 6 | 6 | 20 | 59 | 5.1 | 49 | 1.4 |
| | 2013 | 15 | 9 | 9 | 24 | 9 | 35 | 4.1 | 55 | 4 | 5 | 2 | 7 | 13 | 70 | 5.3 | 56 | 1.2 |
| Learning Environment | | | | | | | | | | | | | | | | | | |
| 35) My program provided an effective learning environment for its students. | 2010 | 0 | 7 | 11 | 19 | 31 | 32 | 4.7 | 116 | 0 | 0 | 2 | 6 | 22 | 69 | 5.6 | 98 | 0.9 |
| | 2011 | 1 | 5 | 10 | 26 | 27 | 30 | 4.6 | 73 | 0 | 0 | 0 | 3 | 25 | 72 | 5.7 | 69 | 1.1 |
| | 2012 | 0 | 6 | 5 | 23 | 31 | 34 | 4.8 | 64 | 0 | 0 | 0 | 9 | 29 | 63 | 5.5 | 59 | 0.7 |
| | 2013 | 6 | 3 | 10 | 24 | 15 | 42 | 4.7 | 71 | 0 | 0 | 4 | 9 | 16 | 71 | 5.5 | 70 | 0.9 |
| 36) My program was an intellectually stimulating place. | 2010 | 0 | 3 | 7 | 19 | 30 | 42 | 5.0 | 117 | 0 | 0 | 2 | 2 | 17 | 79 | 5.7 | 99 | 0.7 |
| | 2011 | 3 | 6 | 11 | 22 | 18 | 40 | 4.7 | 72 | 0 | 0 | 1 | 4 | 12 | 83 | 5.8 | 69 | 1.1 |
| | 2012 | 2 | 5 | 5 | 12 | 35 | 42 | 5.0 | 66 | 0 | 0 | 0 | 2 | 25 | 73 | 5.7 | 59 | 0.7 |
| | 2013 | 1 | 1 | 3 | 20 | 18 | 56 | 5.2 | 71 | 0 | 0 | 0 | 1 | 20 | 79 | 5.8 | 70 | 0.6 |
| 37) Faculty were scholarly and professionally competent. | 2010 | 0 | 2 | 7 | 12 | 33 | 46 | 5.2 | 117 | 0 | 0 | 0 | 0 | 19 | 81 | 5.8 | 100 | 0.7 |
| | 2011 | 0 | 3 | 7 | 16 | 30 | 44 | 5.1 | 73 | 0 | 0 | 0 | 3 | 9 | 88 | 5.9 | 69 | 0.8 |
| | 2012 | 0 | 5 | 5 | 8 | 26 | 57 | 5.3 | 65 | 0 | 0 | 0 | 2 | 17 | 81 | 5.8 | 58 | 0.5 |
| | 2013 | 0 | 3 | 0 | 8 | 25 | 63 | 5.5 | 71 | 0 | 0 | 0 | 1 | 16 | 83 | 5.8 | 70 | 0.3 |
| 38) Faculty were usually available after class and/or during office hours. | 2010 | 2 | 0 | 9 | 13 | 28 | 49 | 5.1 | 118 | 0 | 0 | 2 | 7 | 26 | 65 | 5.5 | 100 | 0.4 |
| | 2011 | 3 | 0 | 11 | 19 | 25 | 42 | 4.9 | 73 | 0 | 1 | 1 | 3 | 32 | 62 | 5.5 | 69 | 0.6 |
| | 2012 | 2 | 3 | 6 | 15 | 30 | 44 | 5.0 | 66 | 0 | 0 | 0 | 12 | 25 | 63 | 5.5 | 59 | 0.5 |
| | 2013 | 1 | 1 | 4 | 14 | 25 | 54 | 5.2 | 71 | 0 | 0 | 3 | 3 | 17 | 77 | 5.7 | 70 | 0.5 |

| Learning Environment (cont'd) | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|---|-------------|--|----------|-----------|-----------|-----------|-----------|---------------|-----------|--|----------|----------|-----------|-----------|-----------|--------------|-----------|-------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 39) Communication between faculty and students in my program was good. | 2010 | 3 | 6 | 13 | 13 | 29 | 36 | 4.7 | 119 | 0 | 0 | 2 | 5 | 29 | 64 | 5.6 | 100 | 0.9 |
| | 2011 | 4 | 3 | 14 | 14 | 30 | 36 | 4.7 | 73 | 0 | 0 | 3 | 3 | 32 | 62 | 5.5 | 68 | 0.8 |
| | 2012 | 2 | 5 | 14 | 9 | 32 | 39 | 4.8 | 66 | 0 | 0 | 2 | 7 | 29 | 63 | 5.5 | 59 | 0.7 |
| | 2013 | 4 | 3 | 11 | 14 | 27 | 41 | 4.8 | 71 | 0 | 0 | 0 | 6 | 20 | 74 | 5.7 | 70 | 0.9 |
| 40) Faculty respected student opinions or ideas that differed from their own. | 2010 | 0 | 9 | 7 | 16 | 24 | 44 | 4.9 | 119 | 0 | 0 | 1 | 5 | 27 | 67 | 5.6 | 101 | 0.7 |
| | 2011 | 1 | 3 | 8 | 15 | 32 | 40 | 4.9 | 72 | 0 | 0 | 1 | 3 | 29 | 67 | 5.6 | 69 | 0.7 |
| | 2012 | 2 | 5 | 2 | 14 | 31 | 48 | 5.1 | 65 | 0 | 0 | 2 | 7 | 23 | 68 | 5.6 | 57 | 0.5 |
| | 2013 | 4 | 1 | 7 | 8 | 30 | 49 | 5.1 | 71 | 0 | 0 | 1 | 7 | 20 | 71 | 5.6 | 69 | 0.6 |
| 41) Faculty cared about students as individuals. | 2010 | 3 | 7 | 8 | 10 | 29 | 45 | 4.9 | 119 | 0 | 0 | 3 | 7 | 21 | 69 | 5.6 | 101 | 0.7 |
| | 2011 | 1 | 3 | 12 | 15 | 22 | 46 | 4.9 | 72 | 0 | 1 | 1 | 3 | 21 | 74 | 5.6 | 68 | 0.7 |
| | 2012 | 2 | 6 | 6 | 15 | 22 | 49 | 5.0 | 65 | 0 | 2 | 2 | 11 | 21 | 65 | 5.5 | 57 | 0.5 |
| | 2013 | 1 | 3 | 10 | 20 | 17 | 49 | 5.0 | 71 | 0 | 1 | 0 | 6 | 21 | 71 | 5.6 | 70 | 0.7 |
| 42) Faculty treated all students fairly. | 2010 | 3 | 7 | 5 | 16 | 23 | 46 | 4.9 | 117 | 0 | 0 | 1 | 4 | 25 | 70 | 5.6 | 101 | 0.8 |
| | 2011 | 3 | 6 | 9 | 15 | 26 | 41 | 4.8 | 68 | 0 | 0 | 2 | 2 | 18 | 78 | 5.7 | 65 | 0.9 |
| | 2012 | 3 | 6 | 8 | 11 | 34 | 39 | 4.8 | 65 | 0 | 0 | 3 | 3 | 29 | 64 | 5.5 | 59 | 0.7 |
| | 2013 | 1 | 6 | 13 | 9 | 23 | 49 | 4.9 | 70 | 0 | 0 | 0 | 6 | 20 | 74 | 5.7 | 70 | 0.8 |
| 43) My program was responsive to student feedback. | 2010 | 6 | 6 | 10 | 23 | 26 | 30 | 4.5 | 102 | 0 | 0 | 3 | 9 | 30 | 58 | 5.4 | 91 | 1.0 |
| | 2011 | 5 | 8 | 16 | 13 | 22 | 37 | 4.5 | 63 | 0 | 0 | 5 | 5 | 26 | 65 | 5.5 | 62 | 1.0 |
| | 2012 | 3 | 8 | 13 | 19 | 25 | 32 | 4.5 | 63 | 0 | 0 | 4 | 9 | 32 | 56 | 5.4 | 54 | 0.9 |
| | 2013 | 9 | 5 | 8 | 14 | 17 | 48 | 4.7 | 66 | 0 | 1 | 1 | 6 | 21 | 70 | 5.6 | 67 | 0.9 |
| 44) There was a sense of community in my program. | 2010 | 7 | 11 | 14 | 20 | 19 | 29 | 4.2 | 118 | 2 | 3 | 3 | 10 | 34 | 48 | 5.1 | 98 | 0.9 |
| | 2011 | 8 | 13 | 15 | 20 | 17 | 27 | 4.0 | 71 | 0 | 1 | 6 | 15 | 24 | 54 | 5.2 | 68 | 1.2 |
| | 2012 | 8 | 6 | 11 | 23 | 25 | 27 | 4.3 | 64 | 0 | 2 | 5 | 7 | 26 | 60 | 5.4 | 58 | 1.1 |
| | 2013 | 7 | 7 | 7 | 17 | 17 | 45 | 4.6 | 71 | 3 | 0 | 7 | 12 | 22 | 57 | 5.2 | 69 | 0.5 |
| 45) Fellow students demonstrated high academic abilities. | 2010 | 1 | 3 | 4 | 19 | 33 | 40 | 5.0 | 115 | 0 | 2 | 1 | 12 | 36 | 49 | 5.3 | 98 | 0.3 |
| | 2011 | 3 | 10 | 10 | 17 | 29 | 31 | 4.5 | 70 | 0 | 1 | 0 | 9 | 22 | 68 | 5.5 | 68 | 1.0 |
| | 2012 | 2 | 3 | 5 | 26 | 32 | 32 | 4.8 | 65 | 0 | 2 | 2 | 9 | 28 | 60 | 5.4 | 58 | 0.6 |
| | 2013 | 1 | 1 | 7 | 20 | 26 | 43 | 5.0 | 69 | 0 | 0 | 7 | 9 | 25 | 59 | 5.4 | 68 | 0.4 |

Resources

| Learning Environment (cont'd) | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|--|-------------|--|-----------|-----------|-----------|-----------|-----------|------------|-----------|--|----------|----------|-----------|-----------|-----------|------------|-----------|------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 46) Faculty reflected a diversity of backgrounds and experiences. | 2010 | 2 | 7 | 14 | 13 | 27 | 38 | 4.7 | 118 | 2 | 1 | 3 | 9 | 30 | 55 | 5.3 | 99 | 0.6 |
| | 2011 | 1 | 1 | 13 | 25 | 25 | 34 | 4.7 | 71 | 0 | 1 | 0 | 12 | 25 | 61 | 5.4 | 67 | 0.7 |
| | 2012 | 5 | 5 | 9 | 25 | 23 | 34 | 4.6 | 65 | 0 | 4 | 2 | 7 | 26 | 61 | 5.4 | 57 | 0.8 |
| | 2013 | 3 | 6 | 13 | 13 | 28 | 38 | 4.7 | 69 | 0 | 3 | 6 | 6 | 21 | 65 | 5.4 | 68 | 0.7 |
| 47) Students reflected a diversity of backgrounds and experiences. | 2010 | 1 | 3 | 9 | 9 | 31 | 48 | 5.1 | 114 | 3 | 2 | 3 | 8 | 28 | 56 | 5.2 | 98 | 0.1 |
| | 2011 | 0 | 3 | 5 | 14 | 33 | 45 | 5.1 | 73 | 0 | 3 | 0 | 13 | 31 | 53 | 5.3 | 68 | 0.2 |
| | 2012 | 3 | 2 | 6 | 22 | 31 | 36 | 4.8 | 64 | 0 | 0 | 3 | 14 | 22 | 60 | 5.4 | 58 | 0.6 |
| | 2013 | 1 | 3 | 7 | 9 | 25 | 55 | 5.2 | 69 | 0 | 0 | 4 | 9 | 28 | 59 | 5.4 | 69 | 0.2 |
| 48) My program was free of discrimination. | 2010 | 3 | 3 | 10 | 5 | 17 | 63 | 5.2 | 110 | 0 | 0 | 0 | 3 | 21 | 76 | 5.7 | 97 | 0.5 |
| | 2011 | 3 | 2 | 8 | 6 | 24 | 58 | 5.2 | 66 | 0 | 2 | 0 | 3 | 15 | 80 | 5.7 | 65 | 0.5 |
| | 2012 | 3 | 5 | 5 | 10 | 20 | 57 | 5.1 | 61 | 0 | 0 | 2 | 6 | 11 | 82 | 5.7 | 54 | 0.6 |
| | 2013 | 1 | 1 | 7 | 10 | 24 | 55 | 5.2 | 67 | 1 | 1 | 1 | 0 | 21 | 74 | 5.6 | 70 | 0.4 |
| Resources | | | | | | | | | | | | | | | | | | |
| 50) The program/TC had adequate resources for research or scholarship. | 2010 | 5 | 6 | 9 | 22 | 20 | 38 | 4.6 | 120 | 0 | 0 | 3 | 5 | 20 | 72 | 5.6 | 104 | 1.0 |
| | 2011 | 3 | 7 | 16 | 17 | 20 | 36 | 4.5 | 69 | 0 | 0 | 0 | 3 | 24 | 73 | 5.7 | 66 | 1.2 |
| | 2012 | 8 | 6 | 8 | 31 | 19 | 29 | 4.3 | 65 | 0 | 0 | 2 | 6 | 13 | 80 | 5.7 | 55 | 1.4 |
| | 2013 | 9 | 13 | 11 | 13 | 19 | 36 | 4.3 | 70 | 0 | 0 | 6 | 3 | 19 | 72 | 5.6 | 68 | 1.3 |
| 51) Program staff was caring and helpful. | 2010 | 1 | 1 | 7 | 19 | 20 | 53 | 5.1 | 122 | 1 | 1 | 0 | 11 | 26 | 61 | 5.4 | 106 | 0.3 |
| | 2011 | 3 | 10 | 6 | 23 | 25 | 34 | 4.6 | 71 | 0 | 1 | 0 | 12 | 21 | 66 | 5.5 | 67 | 0.9 |
| | 2012 | 3 | 5 | 6 | 15 | 26 | 45 | 4.9 | 65 | 0 | 0 | 2 | 7 | 27 | 64 | 5.5 | 56 | 0.6 |
| | 2013 | 1 | 3 | 10 | 10 | 21 | 55 | 5.1 | 71 | 0 | 0 | 1 | 6 | 28 | 65 | 5.6 | 71 | 0.5 |
| 52) Gottesman Libraries resources and services were adequate. | 2010 | 0 | 3 | 6 | 18 | 26 | 48 | 5.1 | 122 | 1 | 0 | 0 | 7 | 22 | 71 | 5.6 | 105 | 0.5 |
| | 2011 | 0 | 6 | 6 | 16 | 29 | 44 | 5.0 | 70 | 0 | 2 | 0 | 8 | 21 | 70 | 5.6 | 66 | 0.6 |
| | 2012 | 2 | 3 | 5 | 16 | 36 | 39 | 5.0 | 64 | 0 | 0 | 0 | 4 | 36 | 61 | 5.6 | 56 | 0.6 |
| | 2013 | 0 | 4 | 4 | 14 | 27 | 50 | 5.1 | 70 | 0 | 0 | 4 | 4 | 20 | 71 | 5.6 | 69 | 0.4 |
| 53) Classroom facilities were adequate. | 2010 | 2 | 8 | 11 | 27 | 27 | 25 | 4.4 | 123 | 1 | 0 | 4 | 19 | 33 | 43 | 5.1 | 105 | 0.7 |
| | 2011 | 0 | 19 | 14 | 28 | 22 | 17 | 4.0 | 69 | 0 | 0 | 8 | 12 | 25 | 55 | 5.3 | 64 | 1.3 |
| | 2012 | 6 | 12 | 11 | 23 | 23 | 25 | 4.2 | 65 | 0 | 0 | 2 | 18 | 32 | 48 | 5.3 | 56 | 1.1 |
| | 2013 | 3 | 4 | 8 | 21 | 32 | 31 | 4.7 | 71 | 0 | 1 | 1 | 14 | 31 | 51 | 5.3 | 70 | 0.6 |

| Resources (cont'd) | Year | Agreement (Percentage) | | | | | | | | Importance (Percentage) | | | | | | | | Gap Mean |
|---|-------------|--|-----------|----------|-----------|-----------|-----------|------------|-----------|--|----------|----------|-----------|-----------|-----------|------------|-----------|------------|
| | | (1) Strongly Disagree.....(6) Strongly Agree | | | | | | Agree Mean | n | (1) Not Important.....(6) Very Important | | | | | | Impt Mean | n | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 54) Specialized facilities (labs, studios, etc.) and equipment were adequate. | 2010 | 2 | 2 | 11 | 30 | 25 | 31 | 4.7 | 101 | 1 | 2 | 4 | 20 | 29 | 44 | 5.0 | 84 | 0.4 |
| | 2011 | 2 | 3 | 10 | 34 | 29 | 21 | 4.5 | 58 | 0 | 0 | 9 | 16 | 22 | 53 | 5.2 | 58 | 0.7 |
| | 2012 | 2 | 9 | 4 | 39 | 23 | 23 | 4.4 | 56 | 0 | 0 | 6 | 14 | 28 | 53 | 5.3 | 51 | 0.8 |
| | 2013 | 0 | 6 | 9 | 11 | 42 | 32 | 4.8 | 53 | 0 | 0 | 4 | 8 | 32 | 57 | 5.4 | 53 | 0.6 |
| 55) Information technology and media resources were adequate. | 2010 | 1 | 4 | 9 | 25 | 24 | 37 | 4.8 | 115 | 1 | 1 | 1 | 19 | 26 | 52 | 5.2 | 96 | 0.5 |
| | 2011 | 1 | 9 | 12 | 25 | 25 | 29 | 4.5 | 69 | 0 | 2 | 3 | 12 | 23 | 61 | 5.4 | 66 | 0.9 |
| | 2012 | 2 | 5 | 10 | 22 | 35 | 27 | 4.6 | 60 | 0 | 0 | 6 | 9 | 30 | 56 | 5.4 | 54 | 0.7 |
| | 2013 | 3 | 5 | 3 | 20 | 34 | 35 | 4.8 | 65 | 0 | 2 | 2 | 11 | 33 | 53 | 5.3 | 64 | 0.5 |
| 56) Adequate financial aid was available for most doctoral students. | 2010 | 37 | 10 | 15 | 10 | 13 | 14 | 2.9 | 99 | 0 | 0 | 4 | 6 | 12 | 79 | 5.7 | 85 | 2.7 |
| | 2011 | 38 | 10 | 16 | 12 | 7 | 17 | 2.9 | 58 | 0 | 0 | 0 | 4 | 14 | 82 | 5.8 | 57 | 2.9 |
| | 2012 | 44 | 3 | 13 | 18 | 10 | 12 | 2.8 | 61 | 0 | 0 | 2 | 4 | 6 | 88 | 5.8 | 50 | 3.0 |
| | 2013 | 39 | 17 | 6 | 22 | 5 | 11 | 2.7 | 64 | 3 | 0 | 0 | 9 | 9 | 78 | 5.6 | 65 | 2.9 |

Student Support Services

| Student Support Services | Year | Frequency (Percentage) | | | | | | Mean | n |
|---------------------------------|-------------|--|-----------|-----------|-----------|-----------|-----------|------------|-----------|
| | | 1 (Not Helpful) <-----> 6 (Very Helpful) | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 58a) Office of the Registrar | 2010 | 3 | 10 | 15 | 21 | 20 | 32 | 4.4 | 121 |
| | 2011 | 4 | 10 | 11 | 29 | 26 | 20 | 4.2 | 70 |
| | 2012 | 6 | 5 | 22 | 23 | 25 | 20 | 4.2 | 65 |
| | 2013 | 3 | 9 | 13 | 26 | 25 | 25 | 4.3 | 69 |
| 58b) Financial Aid Office | 2010 | 7 | 7 | 16 | 22 | 20 | 29 | 4.3 | 92 |
| | 2011 | 11 | 11 | 9 | 23 | 21 | 26 | 4.1 | 57 |
| | 2012 | 15 | 7 | 15 | 26 | 24 | 15 | 3.8 | 55 |
| | 2013 | 14 | 5 | 15 | 20 | 17 | 29 | 4.1 | 59 |
| 58c) Student Accounts | 2010 | 4 | 4 | 21 | 19 | 21 | 31 | 4.4 | 114 |
| | 2011 | 3 | 7 | 16 | 21 | 27 | 25 | 4.4 | 67 |
| | 2012 | 3 | 7 | 115 | 31 | 29 | 16 | 4.2 | 62 |
| | 2013 | 5 | 5 | 13 | 26 | 30 | 21 | 4.3 | 61 |
| 58d) Career Services | 2010 | 12 | 13 | 15 | 22 | 22 | 17 | 3.8 | 60 |
| | 2011 | 10 | 21 | 24 | 21 | 10 | 14 | 3.4 | 29 |
| | 2012 | 17 | 23 | 10 | 13 | 17 | 20 | 3.5 | 30 |
| | 2013 | 18 | 18 | 15 | 18 | 21 | 10 | 3.4 | 39 |
| 58e) Office of Doctoral Studies | 2010 | 1 | 6 | 7 | 13 | 16 | 57 | 5.1 | 122 |
| | 2011 | 7 | 3 | 8 | 14 | 54 | 5 | 4.9 | 72 |
| | 2012 | 5 | 6 | 9 | 17 | 23 | 41 | 4.7 | 66 |
| | 2013 | 3 | 6 | 6 | 19 | 23 | 44 | 4.9 | 70 |

Overall Satisfaction

| Overall Satisfaction | Year | Frequency (in percentage) | | | | | | Mean | n |
|---|------|--|----|----|----|----|----|------|-----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | | |
| | | 1 (Much worse than I expected) <-----> 6 (Much better than I expected) | | | | | | | |
| 60) Overall, how did your program meet your expectations? | 2010 | 5 | 4 | 13 | 24 | 34 | 20 | 4.4 | 119 |
| | 2011 | 4 | 4 | 11 | 25 | 33 | 22 | 4.5 | 72 |
| | 2012 | 3 | 9 | 8 | 21 | 33 | 26 | 4.5 | 66 |
| | 2013 | 4 | 0 | 7 | 20 | 34 | 34 | 4.8 | 70 |
| | | 1 (Not much) <-----> 6 (A lot) | | | | | | | |
| 61) How much do you feel you learned in your program? | 2010 | 2 | 1 | 7 | 19 | 20 | 51 | 5.1 | 121 |
| | 2011 | 3 | 3 | 4 | 12 | 32 | 46 | 5.1 | 72 |
| | 2012 | 2 | 2 | 5 | 9 | 32 | 52 | 5.2 | 66 |
| | 2013 | 1 | 3 | 3 | 8 | 27 | 58 | 5.3 | 71 |
| | | 1 (Very dissatisfied) <-----> 6 (Very satisfied) | | | | | | | |
| 62) Overall, how satisfied are you with your experience? | 2010 | 3 | 9 | 10 | 17 | 29 | 31 | 4.5 | 119 |
| | 2011 | 4 | 3 | 10 | 19 | 35 | 29 | 4.7 | 72 |
| | 2012 | 3 | 5 | 9 | 17 | 33 | 33 | 4.7 | 66 |
| | 2013 | 3 | 3 | 3 | 19 | 32 | 41 | 5.0 | 69 |
| | | 1 (Strongly disagree) <-----> 6 (Strongly agree) | | | | | | | |
| 63) Tuition paid was a worthwhile investment. | 2010 | 8 | 8 | 21 | 23 | 19 | 22 | 4.0 | 117 |
| | 2011 | 9 | 10 | 16 | 23 | 22 | 20 | 4.0 | 69 |
| | 2012 | 5 | 11 | 16 | 22 | 25 | 21 | 4.1 | 63 |
| | 2013 | 5 | 14 | 9 | 25 | 25 | 22 | 4.2 | 64 |
| | | 1 (Definitely not) <-----> 6 (Definitely yes) | | | | | | | |
| 64) If you could start over, would you attend TC? | 2010 | 9 | 8 | 7 | 18 | 16 | 41 | 4.5 | 116 |
| | 2011 | 10 | 3 | 19 | 16 | 13 | 38 | 4.3 | 68 |
| | 2012 | 9 | 9 | 10 | 16 | 16 | 41 | 4.5 | 58 |
| | 2013 | 8 | 11 | 5 | 20 | 18 | 38 | 4.4 | 61 |
| 65) If you could start over, would you choose your program at TC? | 2010 | 12 | 7 | 8 | 12 | 16 | 46 | 4.5 | 118 |
| | 2011 | 10 | 6 | 13 | 12 | 20 | 39 | 4.4 | 69 |
| | 2012 | 5 | 9 | 5 | 19 | 22 | 41 | 4.7 | 59 |
| | 2013 | 3 | 6 | 0 | 17 | 19 | 55 | 5.1 | 69 |
| 66) Would you recommend your program at TC to others? | 2010 | 9 | 7 | 8 | 15 | 20 | 41 | 4.5 | 117 |
| | 2011 | 13 | 8 | 13 | 13 | 21 | 32 | 4.2 | 71 |
| | 2012 | 9 | 6 | 12 | 19 | 17 | 37 | 4.4 | 65 |
| | 2013 | 6 | 9 | 9 | 16 | 21 | 39 | 4.5 | 67 |

APPENDIX B

Characteristics of Respondents, 2010 - 2013

| CHARACTERISTICS OF RESPONDENTS | Number of Respondents | | | | Percent of Respondents | | | |
|--|-----------------------|------|------|------|------------------------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2010 | 2011 | 2012 | 2013 |
| Departments | | | | | | | | |
| Additional Programs | 0 | 0 | 0 | 1 | 0% | 0% | 0% | 1% |
| Arts & Humanities | 16 | 15 | 13 | 17 | 13% | 20% | 19% | 24% |
| Biobehavioral Sciences | 2 | 1 | 1 | 3 | 2% | 1% | 2% | 4% |
| Counseling & Clinical Psychology | 6 | 1 | 1 | 3 | 5% | 1% | 2% | 4% |
| Curriculum & Teaching | 11 | 4 | 5 | 3 | 9% | 5% | 8% | 4% |
| Education Policy & Social Analysis | 0 | 0 | 0 | 5 | 0% | 0% | 0% | 7% |
| Health & Behavior Studies | 22 | 15 | 7 | 10 | 18% | 20% | 10% | 14% |
| Human Development | 6 | 5 | 5 | 2 | 5% | 7% | 8% | 3% |
| Interdisciplinary Studies | 1 | 0 | 0 | 0 | 1% | 0% | 0% | 0% |
| International & Transcultural Studies | 14 | 11 | 8 | 7 | 11% | 15% | 12% | 10% |
| Mathematics, Science & Technology | 18 | 8 | 13 | 8 | 15% | 11% | 18% | 11% |
| Organization & Leadership | 28 | 16 | 15 | 12 | 23% | 21% | 22% | 17% |
| Number of respondents with unknown department | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| Total number of respondents | 124 | 79 | 67 | 71 | 100% | 100% | 100% | 100% |
| Degree | | | | | | | | |
| Ed.D. | 79 | 54 | 39 | 41 | 64% | 68% | 58% | 58% |
| Ed.D.C.T. | 6 | 6 | 2 | 5 | 5% | 8% | 3% | 7% |
| Ph.D. | 39 | 19 | 26 | 24 | 32% | 24% | 39% | 34% |
| Number of respondents with unknown degree | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| Total number of respondents | 124 | 79 | 67 | 71 | 100% | 100% | 100% | 100% |
| Gender | | | | | | | | |
| Female | 90 | 61 | 54 | 48 | 73% | 77% | 81% | 68% |
| Male | 34 | 18 | 13 | 23 | 27% | 23% | 19% | 32% |
| Number of respondents with unknown gender | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| Total number of respondents | 124 | 79 | 67 | 71 | 100% | 100% | 100% | 100% |
| Age | | | | | | | | |
| 26-30 | 8 | 5 | 1 | 5 | 7% | 6% | 2% | 7% |
| 31-35 | 29 | 20 | 23 | 23 | 23% | 25% | 35% | 33% |
| 36-40 | 21 | 16 | 17 | 14 | 17% | 20% | 26% | 20% |
| 41-45 | 23 | 13 | 11 | 8 | 19% | 17% | 17% | 11% |
| 46 or above | 43 | 25 | 13 | 20 | 35% | 32% | 20% | 29% |
| Number of respondents with unknown age | 0 | 0 | 0 | 1 | 0% | 0% | 0% | 1% |
| Total number of respondents | 124 | 79 | 67 | 71 | 100% | 100% | 100% | 100% |
| Citizenship | | | | | | | | |
| U.S. citizen | 103 | 71 | 54 | 49 | 83% | 90% | 81% | 69% |
| Non-U.S. citizen | 21 | 8 | 13 | 22 | 17% | 10% | 19% | 31% |
| Number of respondents with unknown citizenship | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| Total number of respondents | 124 | 79 | 67 | 71 | 100% | 100% | 100% | 100% |
| Residence | | | | | | | | |
| Foreigner | 21 | 8 | 13 | 22 | 17% | 10% | 19% | 31% |
| New York Resident | 61 | 38 | 27 | 31 | 49% | 48% | 40% | 44% |
| Non-New York Resident | 42 | 33 | 27 | 18 | 34% | 42% | 40% | 25% |
| Number of respondents with unknown residence | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% |
| Total number of respondents | 124 | 79 | 67 | 71 | 100% | 100% | 100% | 100% |

| CHARACTERISTICS OF RESPONDENTS (cont'd) | Number of Respondents | | | | Percent of Respondents | | | |
|---|-----------------------|------|------|------|------------------------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2010 | 2011 | 2012 | 2013 |
| Race/Ethnicity | | | | | | | | |
| African American | 16 | 5 | 18 | 4 | 13% | 6% | 18% | 56% |
| Asian/ Pacific Islander | 17 | 6 | 7 | 9 | 14% | 8% | 10% | 13% |
| White (of European, Middle Eastern, or North African) | 64 | 49 | 34 | 35 | 52% | 62% | 51% | 49% |
| Latino or Hispanic American | 8 | 6 | 6 | 10 | 7% | 8% | 9% | 14% |
| Foreign | 9 | 5 | 0 | 9 | 7% | 6% | 0% | 13% |
| Number of respondents with unknown race/ethnicity | 10 | 8 | 8 | 0 | 9% | 6% | 12% | 0% |
| Total number of respondents | 124 | 79 | 67 | 71 | 100% | 100% | 100% | 100% |

APPENDIX C

Response Rates By Department and Program, 2010 - 2013

Note: The number of respondents by department may not equal the sum of the number of respondents of its affiliated programs because some respondents indicated their department but not their program of study.

| PROGRAMS BY DEPARTMENT | 2010 | | | 2011 | | | 2012 | | | 2013 | | |
|---|------------|-------------|---------------|------------|-------------|---------------|------------|-------------|---------------|------------|-------------|---------------|
| | # Surveyed | # Responded | Response Rate | # Surveyed | # Responded | Response Rate | # Surveyed | # Responded | Response Rate | # Surveyed | # Responded | Response Rate |
| Additional Programs | na | na | na | na | na | na | na | na | na | 5 | 1 | 20% |
| Interdisciplinary Studies in Education | 3 | 1 | 33% | 4 | 3 | 75% | 1 | 0 | 0% | 4 | 1 | 25% |
| Family and Community Education | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 1 | 1 | 100% |
| Arta and Humanities | 40 | 16 | 40% | 50 | 15 | 30% | 42 | 13 | 31% | 26 | 17 | 65% |
| Applied Linguistics | 2 | 2 | 100% | 5 | 1 | 20% | 1 | 0 | 0% | 0 | 0 | 0% |
| Art and Art Education | 7 | 3 | 43% | 17 | 7 | 41% | 8 | 3 | 38% | 2 | 2 | 100% |
| History and Education | 23 | 0 | 0% | 1 | 0 | 0% | 5 | 1 | 20% | 1 | 0 | 0% |
| Music and Music Education | 15 | 4 | 27% | 14 | 4 | 29% | 10 | 4 | 40% | 9 | 6 | 67% |
| Philosophy and Education | 4 | 2 | 50% | 2 | 0 | 0% | 9 | 3 | 33% | 1 | 1 | 100% |
| Religion and Education | 0 | 0 | 0% | 1 | 1 | 100% | 0 | 0 | 0% | 0 | 0 | 0% |
| Teaching of English | 8 | 4 | 50% | 8 | 2 | 25% | 6 | 2 | 33% | 6 | 3 | 50% |
| Teaching of Social Studies | 1 | 1 | 100% | 2 | 0 | 0% | 3 | 0 | 0% | 5 | 4 | 80% |
| TESOL | 3 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 2 | 1 | 50% |
| Biobehavioral Studies | 5 | 2 | 40% | 5 | 1 | 20% | 3 | 1 | 33% | 5 | 3 | 60% |
| Applied Physiology | 1 | 1 | 100% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| Physical Education | 1 | 0 | 0% | 1 | 1 | 100% | 1 | 1 | 100% | 1 | 1 | 100% |
| Kinesiology | 1 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| Motor Learning | 1 | 0 | 0% | 3 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% |
| Movement Science and Education | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 3 | 2 | 67% |
| Speech and Language Pathology | 1 | 1 | 100% | 0 | 0 | 0% | 1 | 0 | 0% | 1 | 0 | 0% |
| Counseling and Clinical Psychology | 24 | 6 | 25% | 26 | 1 | 4% | 34 | 1 | 3% | 11 | 3 | 27% |
| Clinical Psychology | 13 | 1 | 8% | 15 | 1 | 7% | 17 | 0 | 0% | 6 | 1 | 17% |
| Counseling Psychology | 11 | 0 | 0% | 11 | 0 | 0% | 17 | 1 | 100% | 5 | 2 | 40% |
| Curriculum and Teaching | 24 | 11 | 46% | 15 | 4 | 27% | 13 | 5 | 38% | 5 | 3 | 60% |
| Curriculum and Teaching | 19 | 7 | 37% | 11 | 3 | 27% | 10 | 4 | 40% | 5 | 3 | 60% |
| Early Childhood Education | 5 | 4 | 80% | 2 | 0 | 0% | 3 | 1 | 33% | 0 | 0 | 0% |
| Gifted Education | 0 | 0 | 0% | 1 | 1 | 100% | 0 | 0 | 0% | 0 | 0 | 0% |
| Education Policy & Social Analysis | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 13 | 5 | 38% |
| Economics and Education | 5 | 4 | 80% | 8 | 3 | 38% | 4 | 3 | 75% | 10 | 5 | 50% |
| Sociology and Education | 0 | 0 | 0% | 2 | 0 | 0% | 3 | 0 | 0% | 2 | 0 | 0% |
| Politics and Education | 1 | 1 | 100% | 4 | 2 | 50% | 5 | 2 | 40% | 1 | 1 | 100% |
| Health and Behavior Studies | 49 | 22 | 45% | 38 | 15 | 39% | 36 | 7 | 19% | 30 | 10 | 33% |
| Administration of Spec Ed Programs | 1 | 0 | 0% | 2 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| Applied Behavior Analysis | 5 | 3 | 60% | 4 | 1 | 25% | 6 | 1 | 17% | 4 | 0 | 0% |
| Behavioral Nutrition | 1 | 0 | 0% | 1 | 0 | 0% | 2 | 1 | 50% | 0 | 0 | 0% |

| PROGRAMS BY DEPARTMENT | 2010 | | | 2011 | | | 2012 | | | 2013 | | |
|--|------------|-------------|---------------|------------|-------------|---------------|------------|-------------|---------------|------------|-------------|---------------|
| | # Surveyed | # Responded | Response Rate | # Surveyed | # Responded | Response Rate | # Surveyed | # Responded | Response Rate | # Surveyed | # Responded | Response Rate |
| Health and Behavior Studies | | | | | | | | | | | | |
| Blindness & Visual Impairment | 1 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| Cross-Categorical Studies | 4 | 2 | 50% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| Health Education | 23 | 10 | 43% | 9 | 4 | 44% | 15 | 3 | 20% | 8 | 6 | 75% |
| Intellectual Disabilities/ Autism | 6 | 1 | 17% | 5 | 2 | 40% | 2 | 1 | 50% | 2 | 0 | 0% |
| Learning Disabilities | 0 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| Nursing Education | 3 | 1 | 33% | 4 | 3 | 75% | 2 | 0 | 0% | 1 | 1 | 100% |
| Nutrition Education | 1 | 1 | 100% | 0 | 0 | 0% | 1 | 1 | 100% | 6 | 2 | 33% |
| Nutrition and Public Health | 0 | 0 | 0% | 1 | 1 | 100% | 0 | 0 | 0% | 0 | 0 | 0% |
| Physical Disabilities | 0 | 0 | 0% | 1 | 1 | 100% | 1 | 0 | 0% | 0 | 0 | 0% |
| Reading Specialist | 0 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| Research in Special Education | 0 | 0 | 0% | 1 | 1 | 100% | 0 | 0 | 0% | 3 | 0 | 0% |
| School Psychology | 4 | 3 | 75% | 10 | 1 | 10% | 7 | 0 | 0% | 5 | 1 | 20% |
| Program Unknown | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 1 | 1 | 100% |
| Human Development | 11 | 6 | 55% | 15 | 5 | 33% | 25 | 5 | 20% | 14 | 2 | 14% |
| Cognitive Studies in Education | 10 | 5 | 50% | 6 | 2 | 33% | 13 | 4 | 31% | 7 | 1 | 14% |
| Developmental Psychology | 0 | 0 | 0% | 2 | 1 | 50% | 5 | 1 | 20% | 0 | 0 | 0% |
| Measurement and Evaluation | 1 | 1 | 100% | 5 | 2 | 40% | 4 | 0 | 0% | 7 | 1 | 14% |
| International and Transcultural | 21 | 14 | 67% | 29 | 11 | 38% | 32 | 8 | 25% | 14 | 7 | 50% |
| Anthropology and Education | 1 | 0 | 0% | 1 | 0 | 0% | 1 | 1 | 100% | 7 | 3 | 43% |
| Applied Anthropology (w/ GSAS) | 5 | 0 | 0% | 5 | 1 | 20% | 7 | 1 | 14% | 0 | 0 | 0% |
| Comparative & International Ed | 6 | 4 | 67% | 2 | 1 | 50% | 9 | 2 | 22% | 7 | 4 | 57% |
| International Ed Development | 9 | 6 | 67% | 13 | 6 | 46% | 11 | 1 | 9% | 0 | 0 | 0% |
| Mathematics, Science and Technology | 35 | 18 | 51% | 31 | 8 | 26% | 32 | 12 | 38% | 20 | 8 | 40% |
| Communication | 2 | 1 | 50% | 2 | 1 | 50% | 3 | 0 | 0% | 9 | 5 | 56% |
| Instructional Technology and Media | 10 | 3 | 30% | 9 | 3 | 33% | 10 | 6 | 60% | 0 | 0 | 0% |
| Mathematics Education | 16 | 10 | 63% | 17 | 2 | 12% | 12 | 4 | 33% | 8 | 3 | 38% |
| Science Education | 7 | 4 | 57% | 3 | 2 | 66% | 7 | 2 | 29% | 3 | 0 | 0% |
| Organization and Leadership | 51 | 28 | 55% | 39 | 16 | 41% | 57 | 15 | 26% | 20 | 12 | 60% |
| AEGIS | 15 | 8 | 53% | 6 | 3 | 50% | 9 | 4 | 44% | 0 | 0 | 0% |
| Adult Learning and Leadership | 7 | 4 | 57% | 6 | 1 | 17% | 8 | 3 | 38% | 3 | 1 | 33% |
| Education Leadership Studies | 7 | 1 | 14% | 2 | 1 | 50% | 5 | 1 | 20% | 4 | 2 | 50% |
| Higher & Postsecondary Education | 6 | 3 | 50% | 5 | 3 | 60% | 3 | 2 | 67% | 4 | 3 | 75% |
| Nurse Executive | 2 | 2 | 100% | 3 | 3 | 100% | 10 | 3 | 30% | 1 | 1 | 100% |
| Public School District Leadership | 0 | 0 | 0% | 1 | 1 | 100% | 0 | 0 | 0% | 6 | 4 | 67% |
| Social-Organizational Psychology | 4 | 3 | 75% | 6 | 2 | 33% | 2 | 0 | 0% | 2 | 1 | 50% |
| Urban Education Leaders Program | 9 | 0 | 0% | 7 | 0 | 0% | 15 | 0 | 0% | 0 | 0 | 0% |
| TOTAL | 263 | 124 | 47% | 248 | 76 | 31% | 277 | 67 | 24% | 163 | 71 | 44% |

APPENDIX D

Survey Instrument

EXIT SURVEY TEACHERS COLLEGE
DOCTORAL GRADUATES and GRADUATING CANDIDATES of 2012-2013

Dear *First Name*, did you graduate from a doctoral program in October 2012, in February 2013, or will be graduating in May 2013?

- 1) YES → please fill out the questionnaire
- 2) NO → do not fill out the questionnaire, but please send it back to us in the self-addressed envelope. Thank you.

Please circle or X your answers.

| | Academic Program and Courses | Agreement | | | | | | Importance | | | | | | Don't know or NA |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|------------------|
| | | (1) Strongly Disagree (6) Strongly Agree | | | | | | How important to you is this aspect? (1) Not Important (6) Very Important | | | | | | |
| 1 | My academic program was excellent. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 2 | My program had a clear philosophy or focus. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 3 | My program had clear requirements. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 4 | My program provided a well-integrated set of courses. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 5 | My program provided a good variety of courses. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 6 | I was able to register for courses I needed with few conflicts. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 7 | I had flexibility to choose courses based on my life or career goals. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 8 | My program provided a solid theoretical foundation in my discipline. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 9 | Course content was relevant to my life or career goals. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 10 | Most courses were academically rigorous. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |

11) Comments about your program curriculum or courses. More space on last page.

.....

| | Instruction / Training | Agreement | | | | | | Importance | | | | | | Don't know or NA |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|------------------|
| | | (1) Strongly Disagree (6) Strongly Agree | | | | | | How important to you is this aspect? (1) Not Important (6) Very Important | | | | | | |
| 12 | Quality of instruction in most classes was excellent. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| | I had adequate training or opportunities to develop skills in: | | | | | | | | | | | | | |
| 13 | oral communication and presentation | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 14 | writing proposals for funding | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 15 | preparing articles for publication | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 16 | working in collaborative groups | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 17 | conducting independent research/scholarship | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 18 | project management | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 19 | research/professional ethics | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 20 | teaching/pedagogy | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 21 | supervision or evaluation | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 22 | information technology and media | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |

23) Comments about instruction or training opportunities. More space on last page.

.....

| | Dissertation Advisement | Agreement | | | | | | Importance | | | | | | Don't know or NA |
|----|--|---|---|---|---|---|---|---|---|---|---|---|---|------------------|
| | | (1) Strongly Disagree (6) Strongly Agree | | | | | | How important to you is this aspect? (1) Not Important (6) Very Important | | | | | | |
| 24 | My program supported me in the dissertation process. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 25 | My program provided accurate information about program requirements. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 26 | My program regularly assessed my academic performance. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| | My dissertation advisor ... | | | | | | | | | | | | | |
| 27 | was knowledgeable about formal degree requirements | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 28 | was available for consultation when needed | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 29 | encouraged or supported my research idea(s) | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 30 | gave me constructive feedback on my work | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 31 | returned my work promptly | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 32 | kept me informed about my academic progress | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 33 | assisted me in search for employment | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |

34) Comments about advisement in your program. More space on last page.

.....

.....

.....

| | Learning Environment | Agreement | | | | | | Importance | | | | | | Don't know or NA |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|------------------|
| | | (1) Strongly Disagree (6) Strongly Agree | | | | | | How important to you is this aspect? (1) Not Important (6) Very Important | | | | | | |
| 35 | My program provided an effective learning environment for its students. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 36 | My program was an intellectually stimulating place. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 37 | Faculty were scholarly and professionally competent. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 38 | Faculty were usually available after class and/or during office hours. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 39 | Communication between faculty and students in my program was good. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 40 | Faculty respected student opinions or ideas that differed from their own. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 41 | Faculty cared about students as individuals. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 42 | Faculty treated all students fairly. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 43 | My program was responsive to student feedback. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 44 | There was a sense of community in my program. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 45 | Fellow students demonstrated high academic abilities. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 46 | Faculty reflected a diversity of backgrounds and experiences. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 47 | Students reflected a diversity of backgrounds and experiences. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 48 | My program was free of discrimination. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |

49) Comments about the learning environment in your program. More space on last page.

.....

.....

.....

| | Resources | Agreement | | | | | | Importance How important to you is this aspect? | | | | | | Don't know or NA |
|----|---|---|---|---|---|---|---|--|---|---|---|---|---|------------------|
| | | (1) Strongly Disagree (6) Strongly Agree | | | | | | (1) Not Important (6) Very Important | | | | | | |
| 50 | My program/TC had adequate resources for research or scholarship. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 51 | Program staff was caring and helpful. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 52 | Gottesman Libraries resources and services were adequate. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 53 | Classroom facilities were adequate. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 54 | Specialized facilities (labs, studios, etc.) and equipment were adequate. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 55 | Information technology and media resources were adequate. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |
| 56 | Adequate financial aid was available for most doctoral students. | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | DK NA |

57) Comments about TC or Program resources. More space on last page.

| | As a student, how helpful did you find the following student support services? | (1) Not Helpful (6) Very Helpful | | | | | | Did Not Use |
|----|--|--|---|---|---|---|---|-------------|
| 58 | Office of the Registrar | 1 | 2 | 3 | 4 | 5 | 6 | Did not use |
| 59 | Financial Aid Office | 1 | 2 | 3 | 4 | 5 | 6 | Did not use |
| 60 | Student Accounts | 1 | 2 | 3 | 4 | 5 | 6 | Did not use |
| 61 | Career Services | 1 | 2 | 3 | 4 | 5 | 6 | Did not use |
| 62 | Office of Doctoral Studies | 1 | 2 | 3 | 4 | 5 | 6 | Did not use |
| 63 | Other office (specify): | 1 | 2 | 3 | 4 | 5 | 6 | Did not use |

64) Comments about student support services. More space on last page.

| | | | | | | | | | | |
|----|---|----------------------------|---|---|---|---|---|---|-----------------------------|------------|
| 65 | Overall, how did your program meet your expectations? | Much worse than I expected | 1 | 2 | 3 | 4 | 5 | 6 | Much better than I expected | Don't know |
| 66 | How much do you feel you learned in your program? | Not much | 1 | 2 | 3 | 4 | 5 | 6 | A lot | Don't know |
| 67 | Overall, how satisfied are you with your experience? | Very dissatisfied | 1 | 2 | 3 | 4 | 5 | 6 | Very satisfied | Don't know |
| 68 | Tuition paid was a worthwhile investment. | Strongly disagree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly agree | Don't know |
| 69 | If you could start over, would you attend TC? | Definitely not | 1 | 2 | 3 | 4 | 5 | 6 | Definitely yes | Don't know |
| 70 | If you could start over, would you choose the same program at TC? | Definitely not | 1 | 2 | 3 | 4 | 5 | 6 | Definitely yes | Don't know |
| 71 | Would you recommend your program at TC to others? | Definitely not | 1 | 2 | 3 | 4 | 5 | 6 | Definitely yes | Don't know |

72) Other comments, not mentioned above, which you would add. More space on last page.

73) Comments about this questionnaire. More space on last page.

THANK YOU SO MUCH FOR YOUR FEEDBACK!

