

Graduate School

Graduate Exit Survey 2007 - 2008

Report of Findings

**Office of Institutional Research
Emory University**

October 2008

For questions about the survey, please contact Vincent Carter (vcarter@emory.edu)

Background

In 2005-2006 the Graduate School instituted an exit survey for its students in order to understand and assess their experiences in their degree programs. The goal of the survey is to use the results to improve graduate education at Emory in all its aspects. This exit survey, which is web-based, was developed through the collaboration of the staff of the Office of Institutional Research and the Graduate School. After reviewing various exit surveys, we decided to use the graduate student exit survey developed by the AAU Data Exchange, tailoring parts of the survey to the specific conditions of the graduate programs at Emory. In order to insure confidentiality, the survey is administered by the Office of Institutional Research. The Office emails students completing doctoral and terminal master's degrees, and students leaving their programs without a degree. The email invites students to complete the survey and provides the link to the survey. Follow-up emails are sent to students who have not completed the survey. The completed survey results are entered into a database for analysis.

This is the third report of results from that exit survey. These results need to be understood within the following three contexts: First, the numbers are small. This is consistent with the results from the first survey. The findings are based on 73 students with a response rate of about 50%. Additional administrations of the survey will necessarily increase the numbers and the reliability of the results. Second, evaluation of these results necessarily requires comparisons, but the comparisons we can make in this report are limited. Because of the small numbers, we cannot present the results by individual program, so we use the three areas of the natural and health sciences, social sciences, and humanities. And while we selected the AAU survey to be able to compare the results at Emory with those of other AAU schools, the AAU Data Exchange is not yet able to provide those comparisons. Eventually, however, we will have numbers large enough to report on individual programs and the data to compare our programs with programs at other research intensive schools. And third, although students leaving their program without a degree are part of the included population for the survey, there are no responses from those students in this cycle. We will be making special efforts to try to reach students who did not complete a degree.

General Findings

The most salient finding from the survey is that students report being very satisfied with their overall graduate experience at Emory. This high level of satisfaction of the respondents is evident on a variety of dimensions:

In terms of *satisfaction with their program*, 92% ranked the intellectual quality of the faculty as very good or excellent, 70% ranked the overall program quality as very good or excellent, 86% would select the same field of study if they were to begin their graduate training again, and 81% would select Emory again if they were to begin their graduate training.

In terms of *satisfaction with their advisor*, 82% agreed that their advisor performed their role well, 91% agreed their advisor was available to them for consultation, 78% agreed that their advisor was knowledgeable about formal degree requirements, 87% agreed that their advisor gave them constructive feedback on their work, and 82% agreed that their advisor served as their advocate when needed.

More specifically, in terms of *satisfaction with their dissertation work*, 93% found their advisor helpful in finding a topic, 85% found their advisor helpful in writing their proposal, 87% found their advisor helpful in doing their research, and 85% found their advisor helpful in writing their dissertation.

And in terms of *satisfaction with the interpersonal climate* in their programs, 88% responded that their relationships with faculty were good, 81% reported that students were treated with respect by faculty, 81% said that the rapport between faculty and students was good, 89% said that the students in their program were collegial, and 78% responded that the overall climate of the program was good. However, within this generally positive evaluation of the climate in the programs, 35% of the respondents reported that there were tensions among faculty that affected students. About 47% of those completing degrees in the natural and health sciences and mathematics, and about 44% of those completing degrees in the humanities responded this way.

However, student *satisfaction with the support they received in their job search* is much lower than their satisfaction with the academic aspects of their programs and their faculty advising. Only 36% of respondents rated assistance in finding employment as very good or excellent. More specifically, only 63% of respondents were satisfied or very satisfied with the advice they received on career options within academia, only 50% reported that they were satisfied with the advice they received about research positions, and only 39% were satisfied with the advice they received on career options outside academia. And while 78% of respondents reported that their dissertation advisor supported them in any career they might choose, only 41% said that their advisor provided information about multiple career paths.

The survey had only one question which asked about *satisfaction with the student life experience at Emory*, rather than their academic or specific program experience. While 64% of respondents rated the quality of their life experience as very good or excellent, this percentage was lower than the 70% who rated their academic experience and the 71% who rated their overall experience as very good or excellent.

The survey also found low ratings for interdisciplinary activities. Specifically, 52% of respondents rated the opportunity to interact across disciplines as very good or excellent, 38% rated the encouragement to take courses outside their program as very good or excellent, while 56% agreed that their program structure provides opportunities to engage in interdisciplinary work.

Many of these general findings also show variations across the three disciplinary areas of natural and health sciences, social sciences, and humanities. The most significant of

these variations are presented in the body of the report. In addition, the report also details many other aspects of the student experience, including the evaluation of coursework, the evaluation of teaching and academic standards, the opportunities and encouragement for collaboration and interdisciplinary work, and the evaluation of research support and professionalization activities.

Conclusion

The results from this first cycle of the exit survey show that students tend to be very satisfied with their graduate experiences at Emory in terms of their academic programs, the faculty and their fellow students, and the advising they receive. The survey results, however, do reveal some specific aspects of the graduate experience that need attention such as in the areas of searching for career employment and in the non-academic life of graduate students.

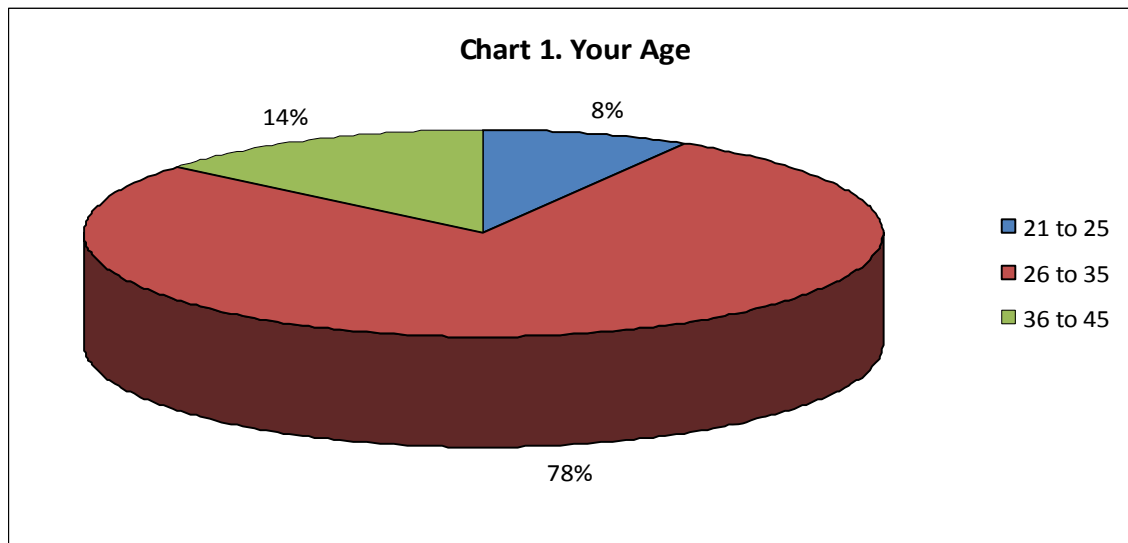
Profile of Survey Respondents

Table 1. Respondents' Demographic Information.

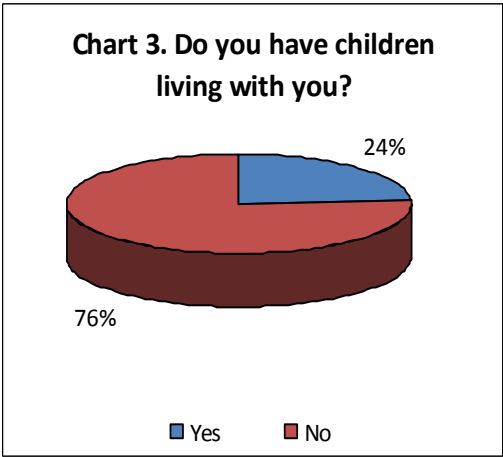
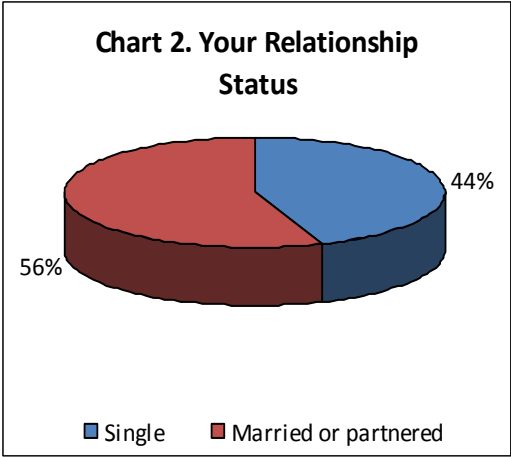
Gender	N	Percent
Male	33	47.1%
Female	37	52.9%
Totals	70	100%
Citizenship Status		
Domestic	61	84.7%
International	11	15.3%
Totals	72	100%
Race/ethnic background*		
Asian	5	7.0%
Black or African American	2	2.8%
Hispanic or Latino	3	4.2%
White	59	83.1%
Other	2	2.8%
Totals	71	100%

* Race/ethnic background for domestic students only.

As Chart 1 illustrates, seventy-eight percent of respondents are 26-35 years old. Fourteen percent are aged 36-45. Eight percent are 21 to 25 years old.



Fifty-six percent are married or partnered and 24 percent report living with children (see Charts 2 and 3).



Educational Status

As is shown in Chart 4, 79 percent of respondents were enrolled in a Ph.D. program.

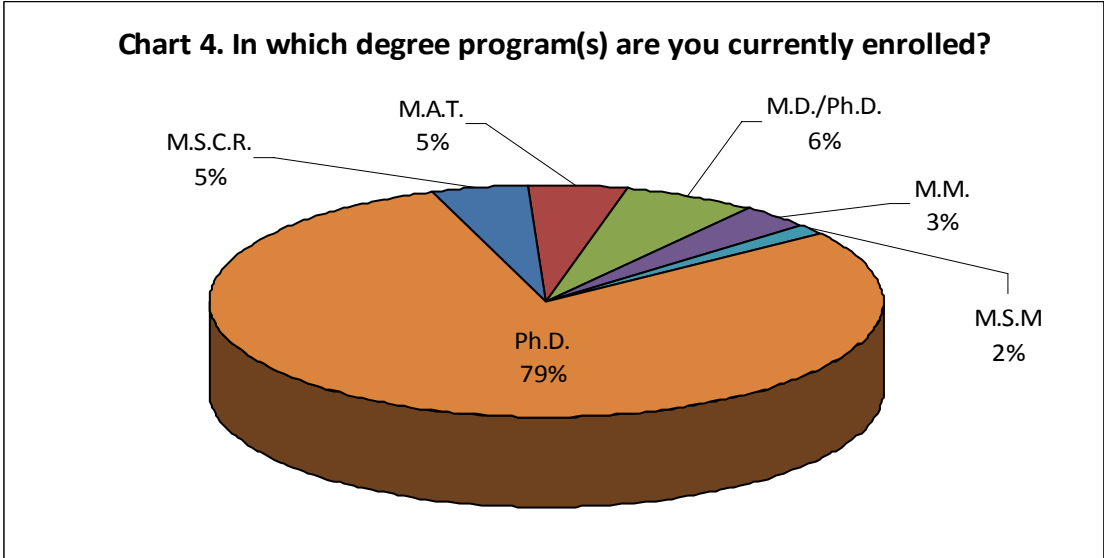


Table 2. Program or Department Affiliation.

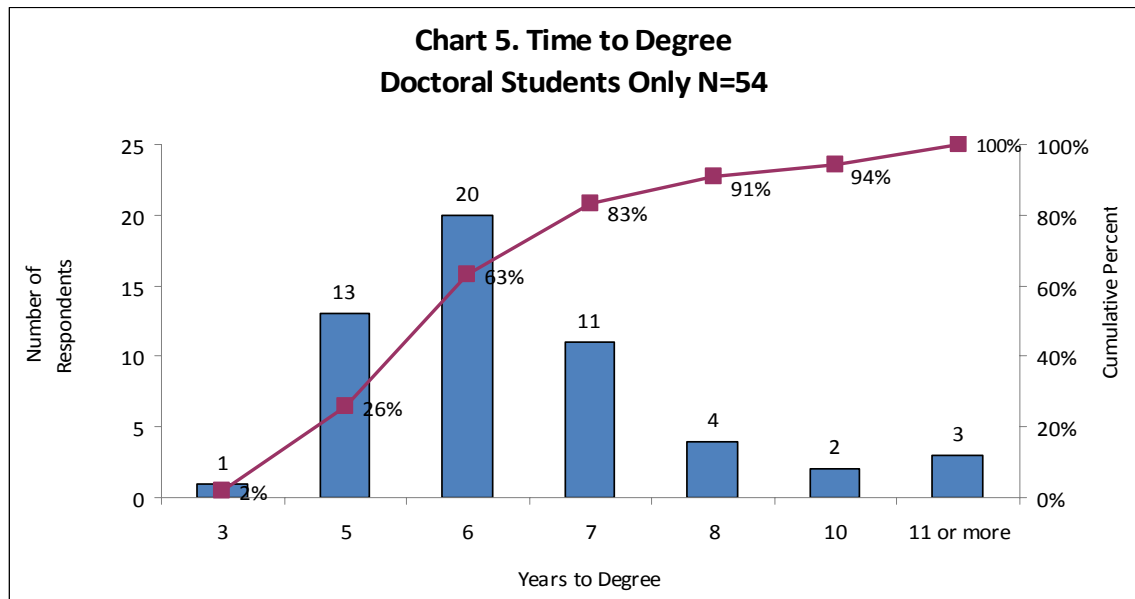
Program or Department	N
Anthropology	1
Art History	1
Behavioral Sciences and Health Education	0
GDBBS - Biochemistry, Cell and Developmental Biology	2
GDBBS - Genetics and Molecular Biology	2
GDBBS - Immunology and Molecular Pathogenesis	5
GDBBS - Microbiology and Molecular Genetics	0
GDBBS - Molecular and Systems Pharmacology	0
GDBBS - Neuroscience	4
GDBBS - Nutrition and Health Sciences	2
GDBBS - Population Biology, Ecology and Evolution	2
Biomedical Engineering	0
Biostatistics	0
Business	1
Chemistry	5
Clinical Research	5
Comparative Literature	1
Computer Science	1
Economics	1
Educational Studies	5
English	3
Epidemiology	3
Film Studies	3
French and Italian	0
Health Services Research and Health Policy	0
History	4
ILA	0
Jewish Studies	2
Mathematics	0
M.D./Ph.D.	0
Music	3
Nursing	1
Philosophy	0
Physics	2
Political Science	1
Psychology - Clinical	1
Psychology - Cognition and Development	1
Psychology - Neuroscience and Animal Behavior	1
Religion	7
Sociology	1
Spanish & Portuguese	1
Women's Studies	1
Totals	73

Table 3. Program or Department by Cluster (PhD and MD/PhD students only; N=73).

Natural and Health Sciences and Mathematics	Humanities	Social Sciences
GDBBS - Biochemistry, Cell and Developmental Biology GDBBS - Genetics and Molecular Biology GDBBS - Immunology and Molecular Pathogenesis GDBBS - Microbiology and Molecular Genetics GDBBS - Molecular and Systems Pharmacology GDBBS - Neuroscience GDBBS - Nutrition and Health Sciences GDBBS - Population Biology, Ecology and Evolution Chemistry Clinical Research Computer Science Epidemiology Nursing Physics Psychology - Clinical Psychology - Cognition and Development	Art History Comparative Literature English Film Studies History Jewish Studies Music Religion Spanish & Portuguese	Anthropology Business Economics Educational Studies Political Science Sociology Women's Studies
N=37	N=25	N=11

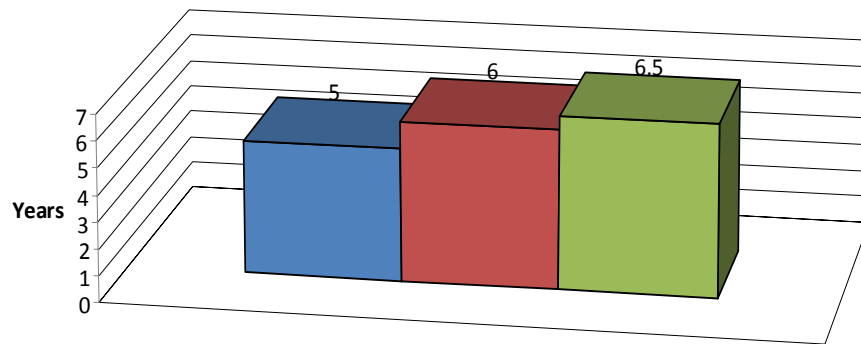
Time to Degree

As shown in Chart 5, the majority of survey respondents completed their degree in six years. Fourteen respondents completed their degree in five years or less. Eleven students finished in seven years and 8 students or more years to complete their doctorate. Overall, 63 percent of respondents completed their degree in six years or less. Eighty-three percent completed their degree in seven years or less.



The median duration of study for doctoral students in the social sciences is 5 years, for students in the humanities 6.5 years, and for students in the natural and health sciences and mathematics 6 years (see Chart 5b). Students finished their degree in less than 7 years regardless of academic area.

Chart 5b. Time to Degree by Academic Area (Doctoral candidates only, N=54)

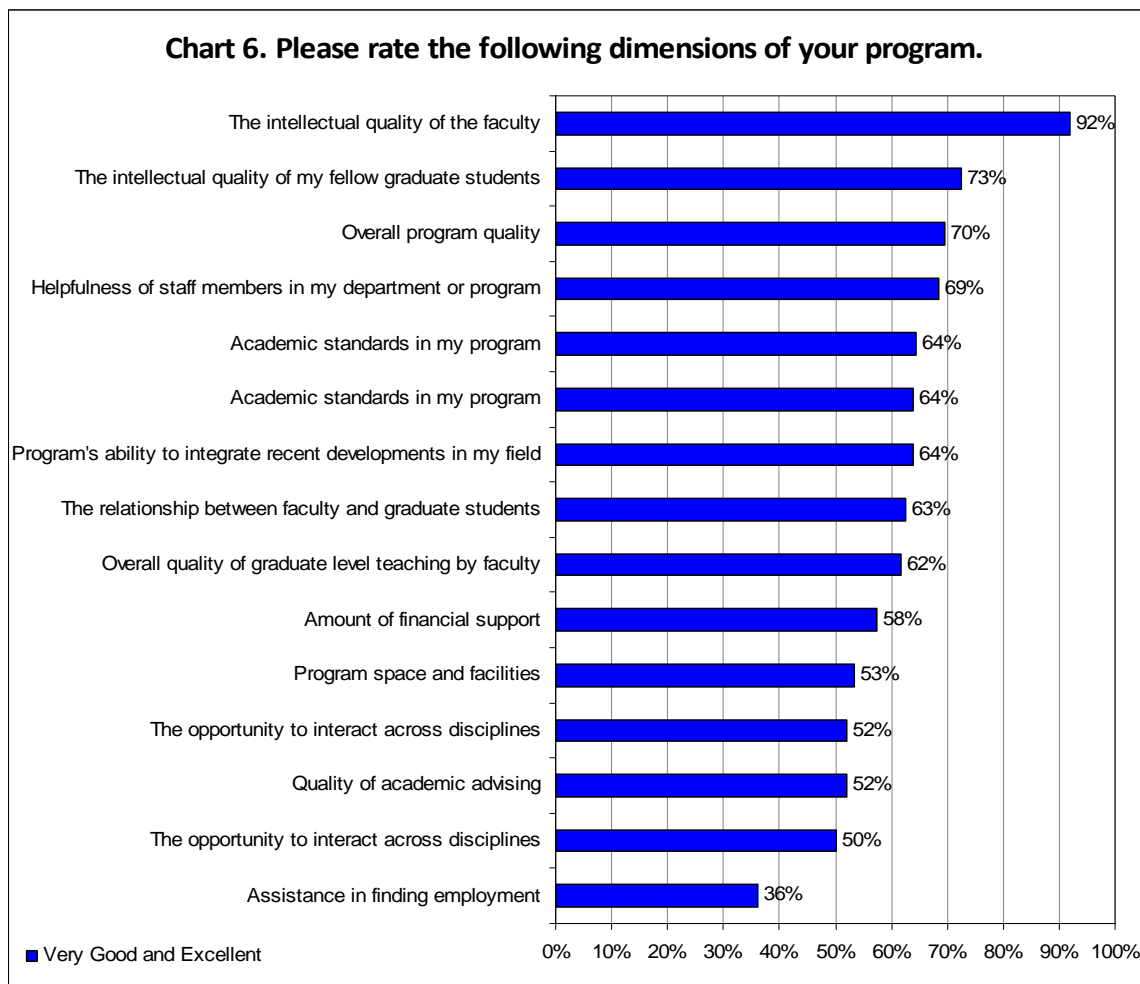


Median Years to Degree



Satisfaction with Program, Quality of Interactions, and Coursework

Ninety-two percent of respondents ranked the intellectual quality of the faculty as very good or excellent. Seventy-three percent ranked the intellectual quality of their fellow graduate students as very good or excellent. Seventy percent ranked overall program quality as very good or excellent. Fifty-two percent of graduates evaluated the opportunity to interact across disciplines as very good or excellent. Only 36 percent, however, rated the assistance in finding employment as very good or excellent. In addition, half of the graduating students were not satisfied with the opportunities to interact across disciplines.



As Chart 7 reveals, eighty-six percent of respondents reported that they would probably or definitely select the same field of study if they were to start their graduate career again. Eighty-five percent would recommend this university to someone considering their program and 84 percent would recommend this university to someone in another field. Eighty-one percent of the students would still select Emory University for their graduate career.

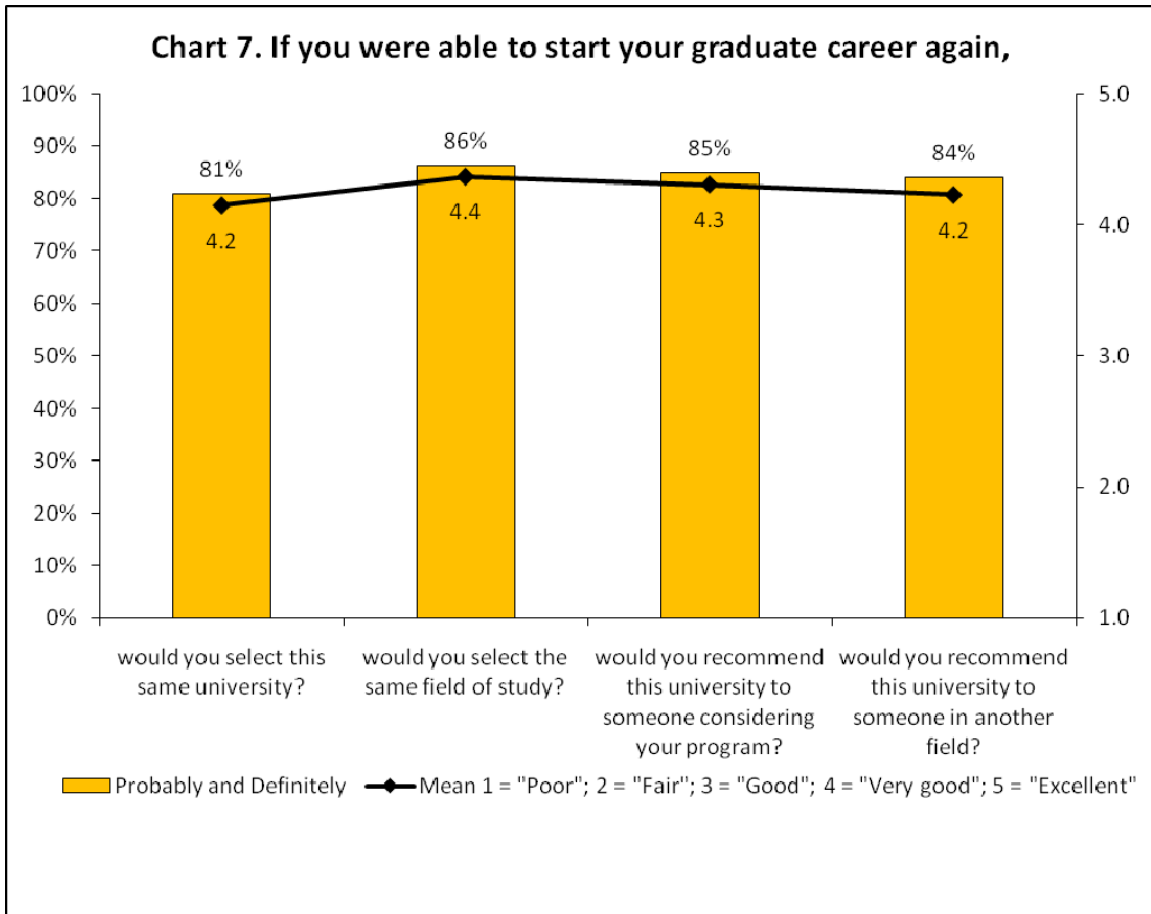


Chart 8 shows that, overall students' assessments of faculty and student relationships, collegiality, coursework, and climate were positive. More than nine of ten respondents agreed that faculty members were willing to work with them and that their relationships and interactions with other students in their program were good. However, 35 percent of students agreed that there are tensions among faculty that affect students.

Sixty percent of the graduating students agree that their program structure provides opportunities to take coursework outside their department and 56 percent agree that it provides opportunities to engage in interdisciplinary work. Only 49 percent of respondents, however, agreed that their program structure encourages student collaboration or teamwork.

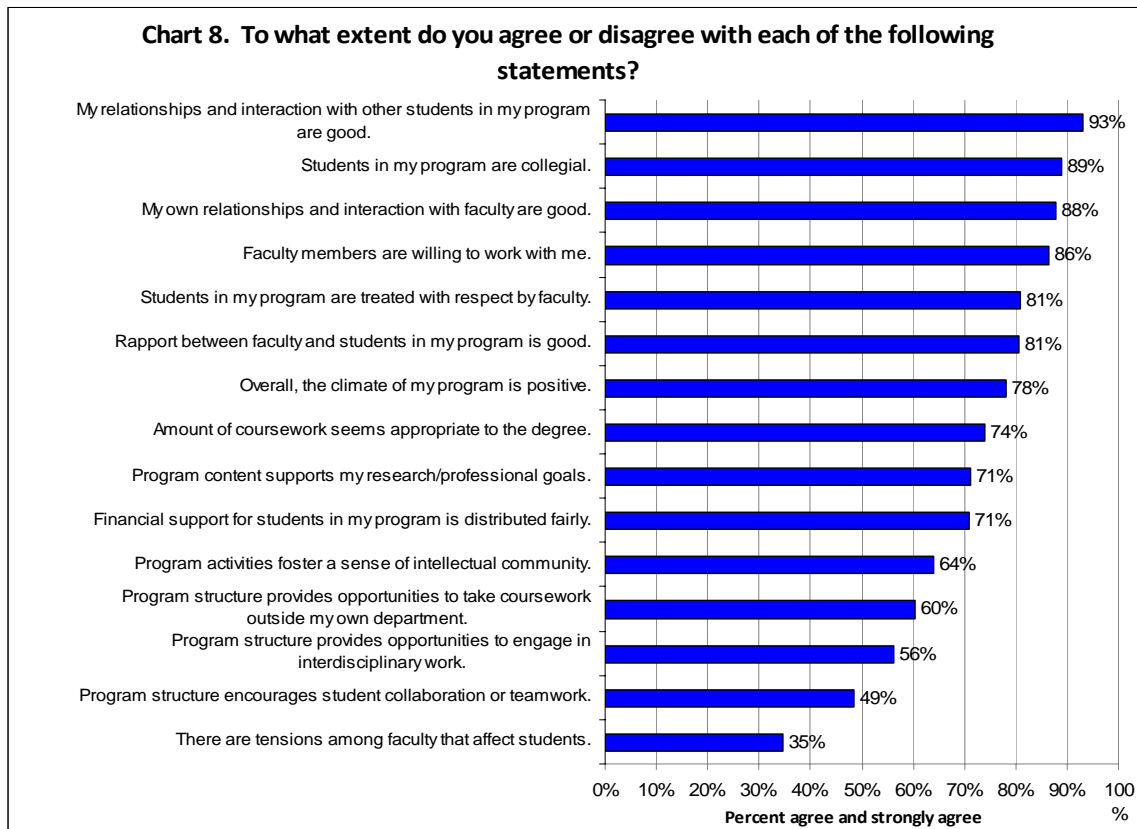
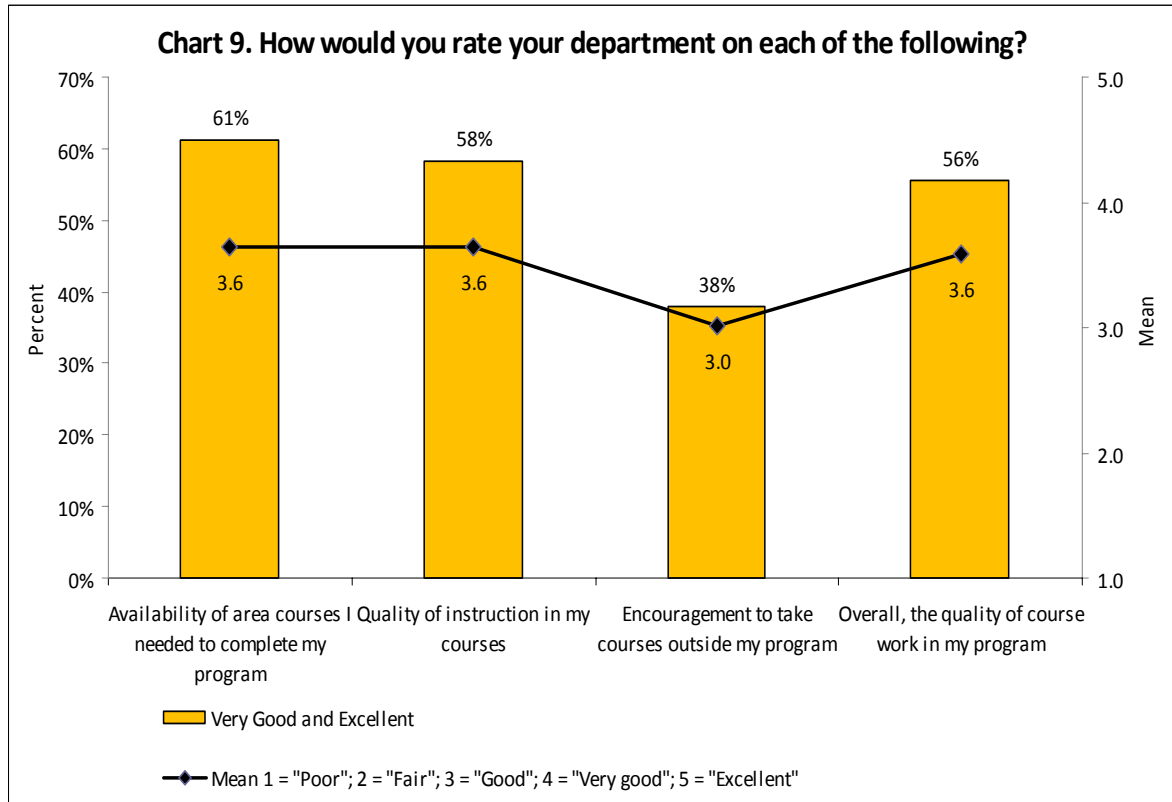
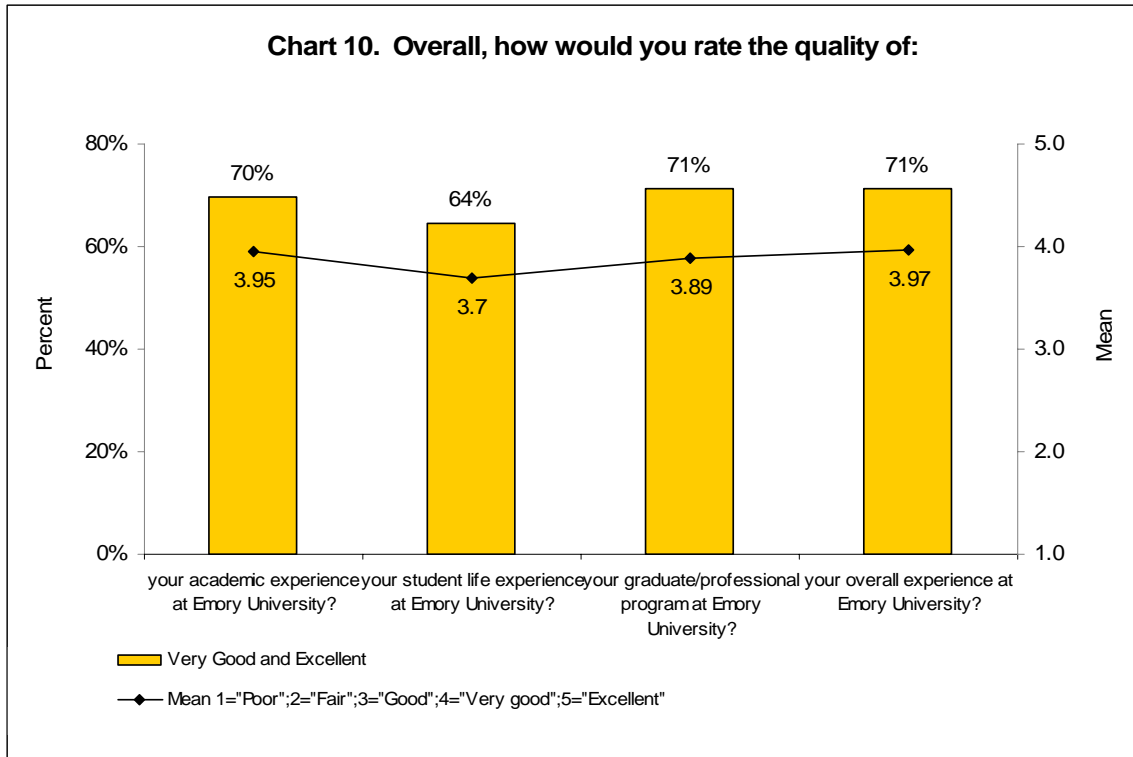


Chart 9 shows that 61 percent rated the availability and quality of instruction in their courses as very good and excellent. Fifty-six percent ranked the overall quality of course work in their program very good and excellent. Only 38 percent of graduates rated the encouragement to take courses outside their program as very good or excellent. This finding corroborates the results regarding interdisciplinary opportunities, shown in Chart 8.



General Assessment

As evident in Chart 10, the overall quality of student experiences was rated just slightly below ‘very good’. Seventy percent of respondents rated their academic experience at Emory as very good or excellent. Seventy-one percent rated their graduate/professional program as very good/excellent. Lower ratings were given to the student life experience at Emory: sixty-four percent ranked this very good or excellent, with a mean rating between ‘Good’ and ‘Very good’.

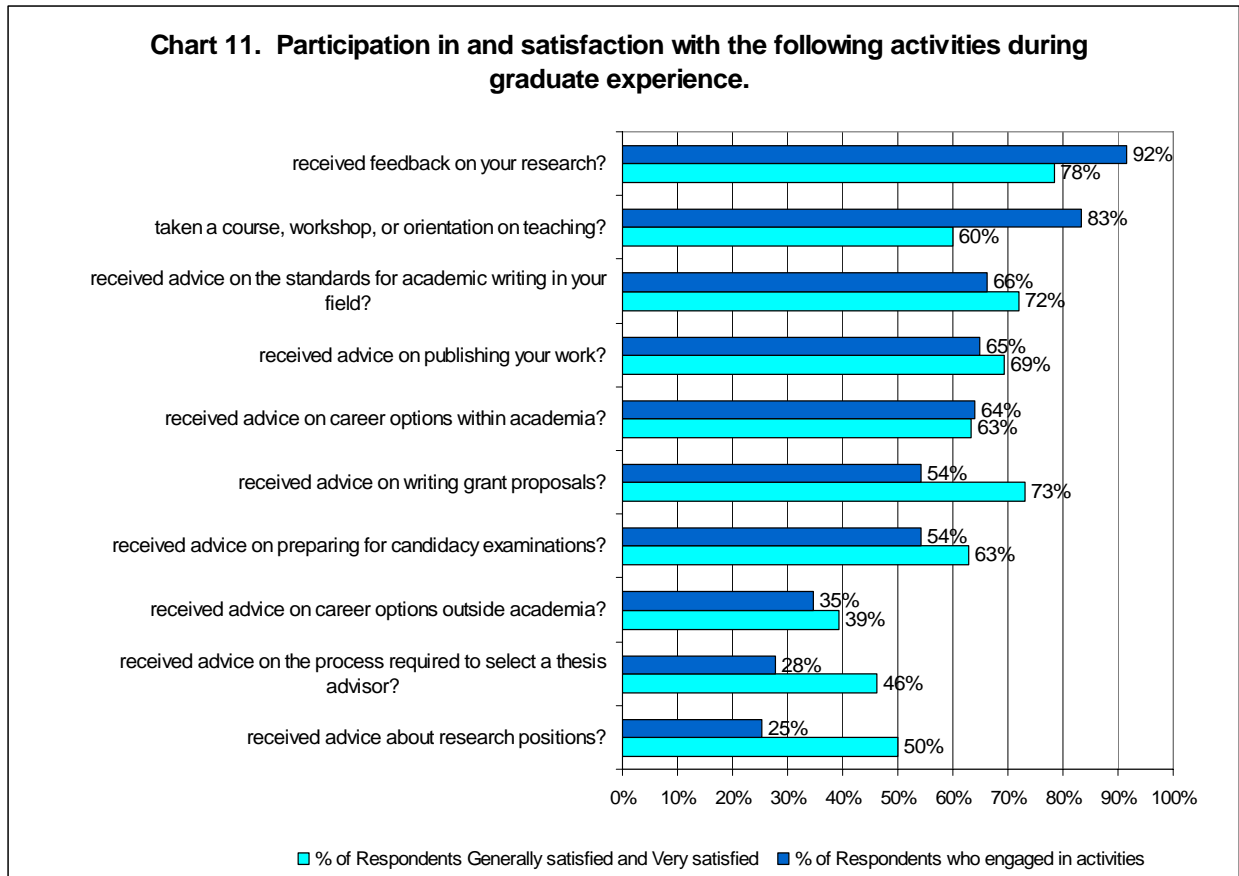


Program Support

As Chart 11 shows, 92 percent of students reported to have received feedback on their research and 83% had taken a course/workshop/orientation on teaching. Of those, 78% were satisfied with the feedback they received on their research and 60 percent were satisfied with the course on teaching. Sixty-five percent report having received advice on publishing their work. Of those, more than three-quarters were satisfied with the advice they received.

Sixty-four percent report having received advice on career options within academia (63 percent report satisfaction with advice) and only 35 percent received advice on career options outside academia (39 percent report satisfaction). Sixty-six percent received

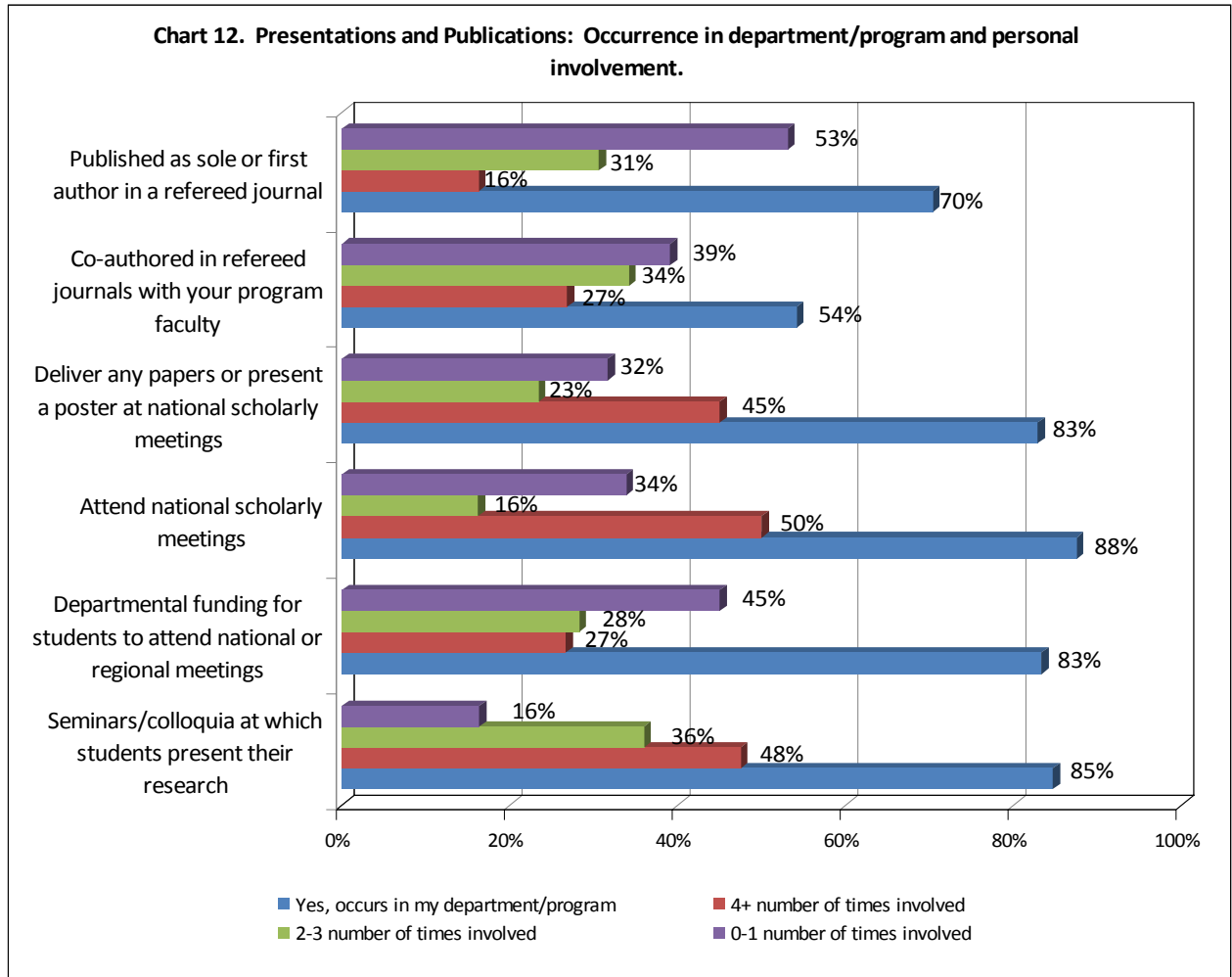
advice on the standards for academic writing in their field, and 72 percent of those who did were satisfied. Only 25 percent of graduate students report having received advice about research positions and of those only 50% report being satisfied. Merely 28 percent received advice on the process required to select a thesis advisor. Of those who received this advice, 46% were satisfied.



Research Experience

Chart 12 indicates that 88 percent of graduate students report that attending national scholarly meetings occurs in their program and department. Of those, 50 percent have attended scholarly meetings four or more times. Similarly, 83 percent indicate that delivering papers or presenting a poster at national scholarly meetings occurs in their department/program. Forty-five percent indicate having done so four or more times during their graduate career. Eight of ten respondents say that their department or program provides funding for attending those meetings. Forty-one percent have received funding four or more times.

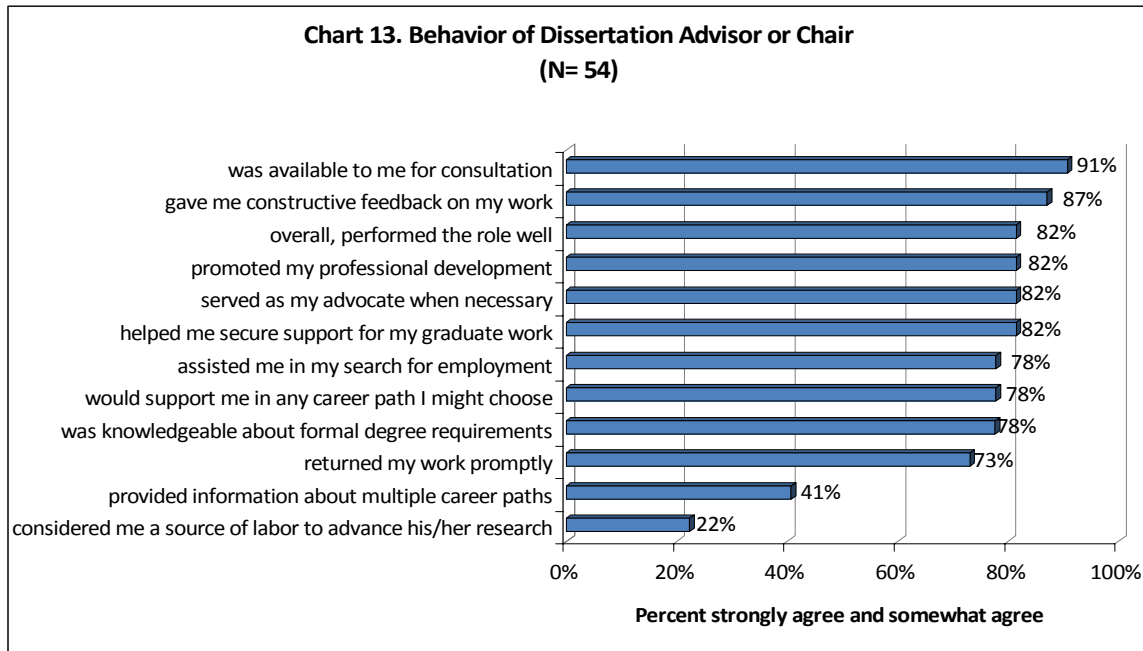
Seventy percent report that publishing is an activity that occurs in the department and 53 percent said they published in a refereed journal. Sixteen percent report having published as sole or first authored in a refereed journal four or more times and 27 percent having published as co-author four or more times. Thirty-one percent have single or first authored two or three times during their career and 34 percent have co-authored two or three times.



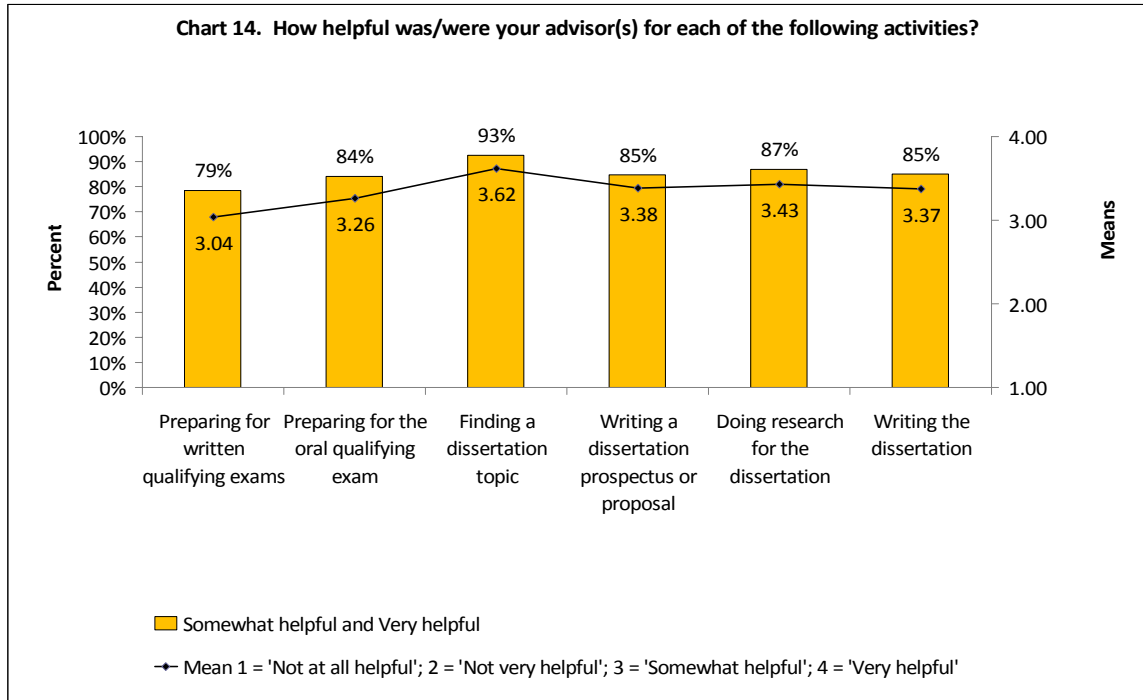
Advisor and Dissertation

Eighty-two percent of students receiving doctoral level degrees agree that their advisor performed her/his role well (see Chart 13). Ninety-one percent of respondents agree that their advisor was available to them for consultation. More than 80 percent also agree that their advisor helped secure support for graduate work, gave them constructive feedback on their work, and promoted their professional development. Although 78 percent agree that their advisor assisted them in their search for employment, only 41 percent report

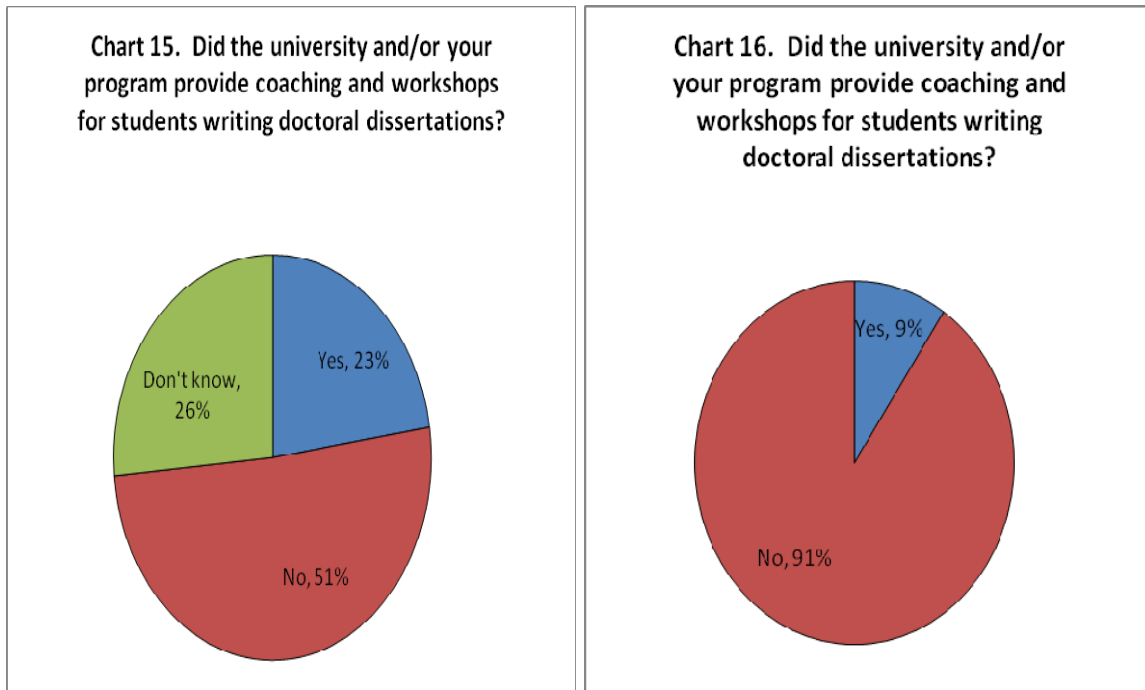
having received information about multiple career paths. Less than a quarter of the students agree that their advisor considered them a source of labor.



Ninety-three percent found their advisor helpful in finding a dissertation topic as shown in Chart 14. Eighty-seven percent found their advisor helpful in doing research for their dissertation and 85 percent in writing their dissertation. Eighty-five percent also found their advisor helpful in writing their dissertation proposal. There were lower ratings for advisors' helpfulness in preparations for qualifying exams (79 percent for written and 84 percent for oral exams).



As shown in Chart 15, 23 percent of doctoral students report having been provided coaching and workshops on writing doctoral dissertations. Only 9 percent, however, have attended such workshops (see Chart 16).



Advisor and Thesis

Thirteen respondents reported having received a Master's level degree. Of those, 11 commented on the behavior of their thesis advisor. The summary tables in Appendix B reveal lower levels of satisfaction with advisors' support compared to doctoral level students.

Post Graduation Plans

Seventy percent report having found employment or having received a definite job offer related to their most recent degree (see Chart 19). Three percent have found employment but not in their field. Six percent are under consideration for a job but have not received the final word yet, and one percent are still in negotiations on employment with one or more organizations. Ten percent are seeking employment in their field and nine percent are not immediately seeking employment. One percent of respondents report having a scholarship commitment.

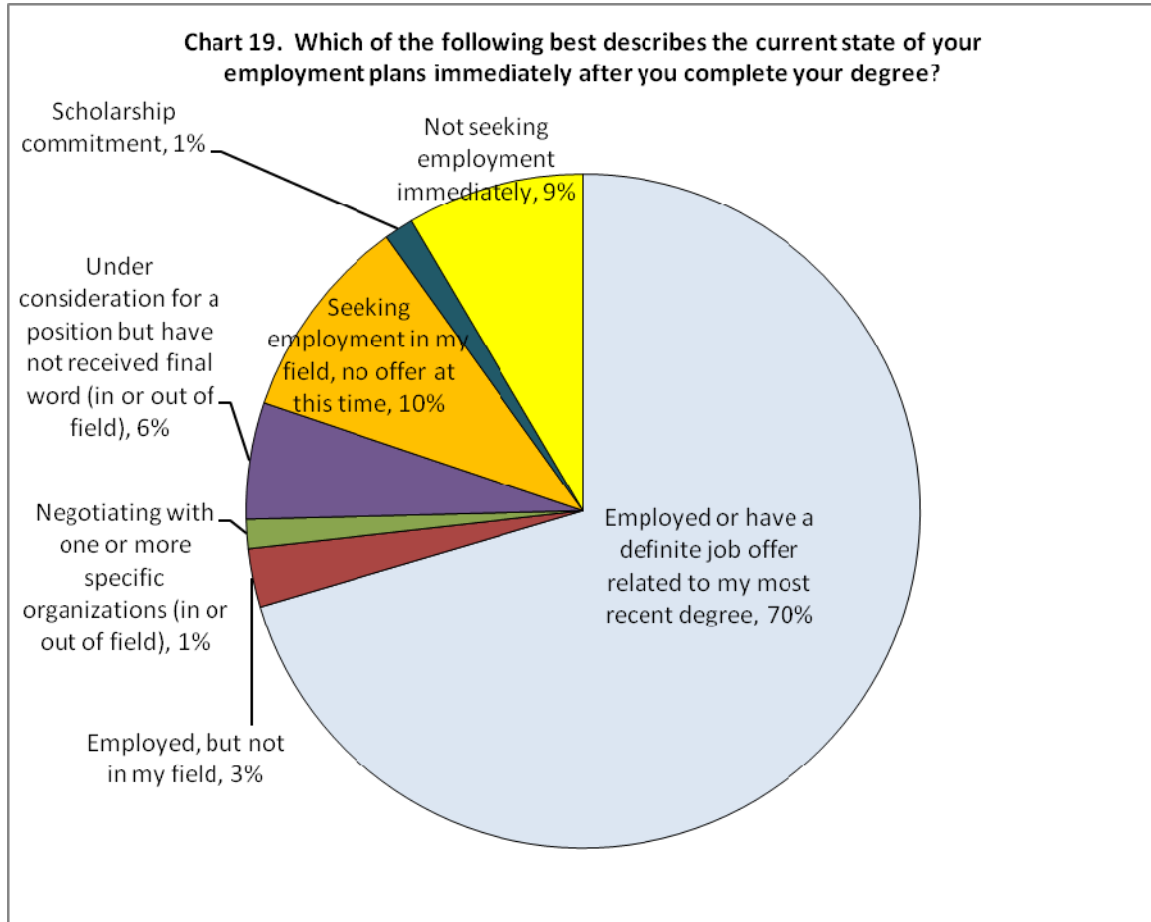
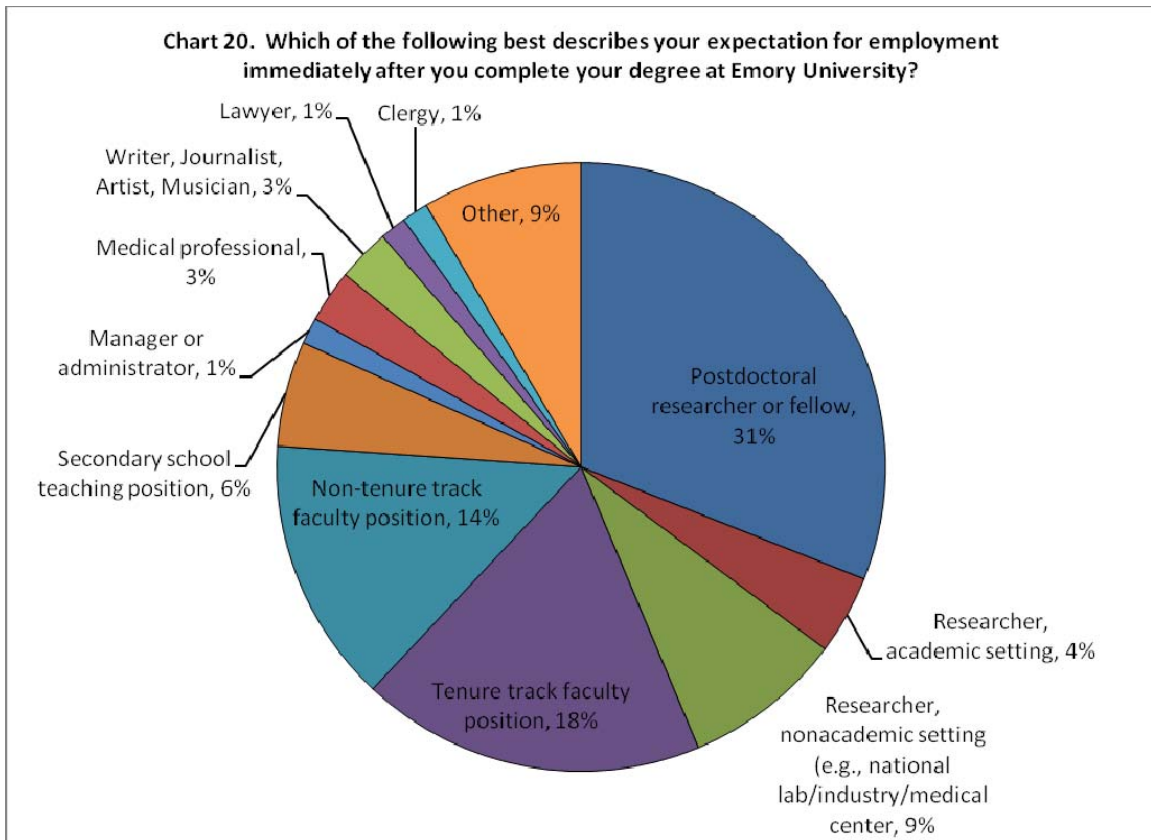
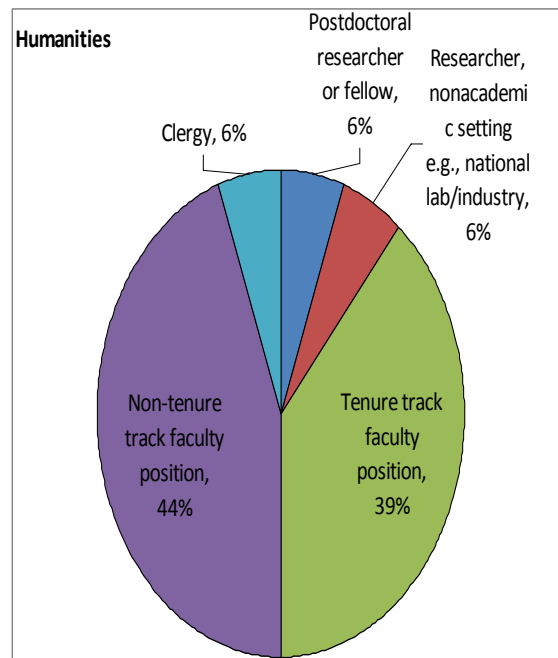
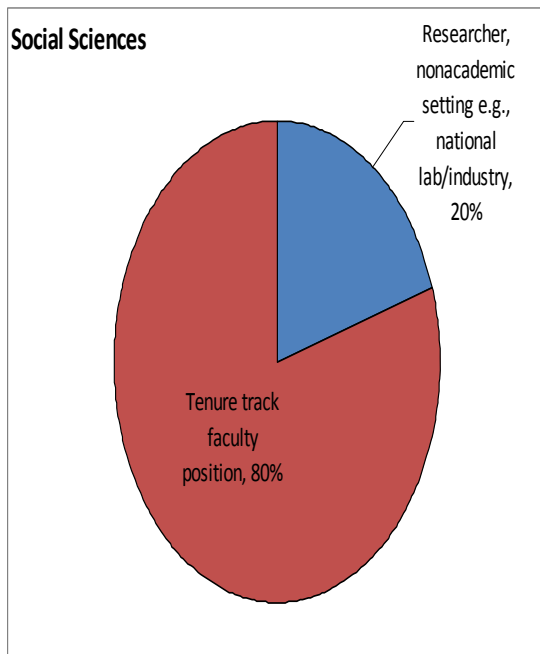
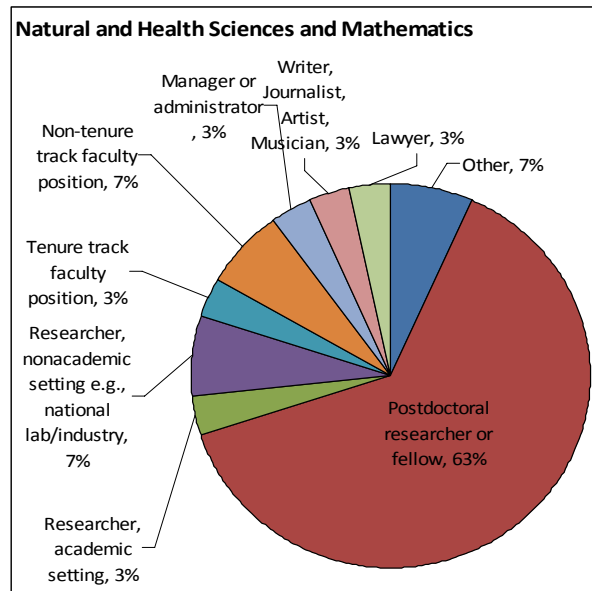


Chart 20 shows that 31 percent of graduates expect being employed as a postdoctoral researcher or fellow. Eighteen percent expect being employed in a tenure track faculty position and 14 percent in a non-tenure track faculty position.

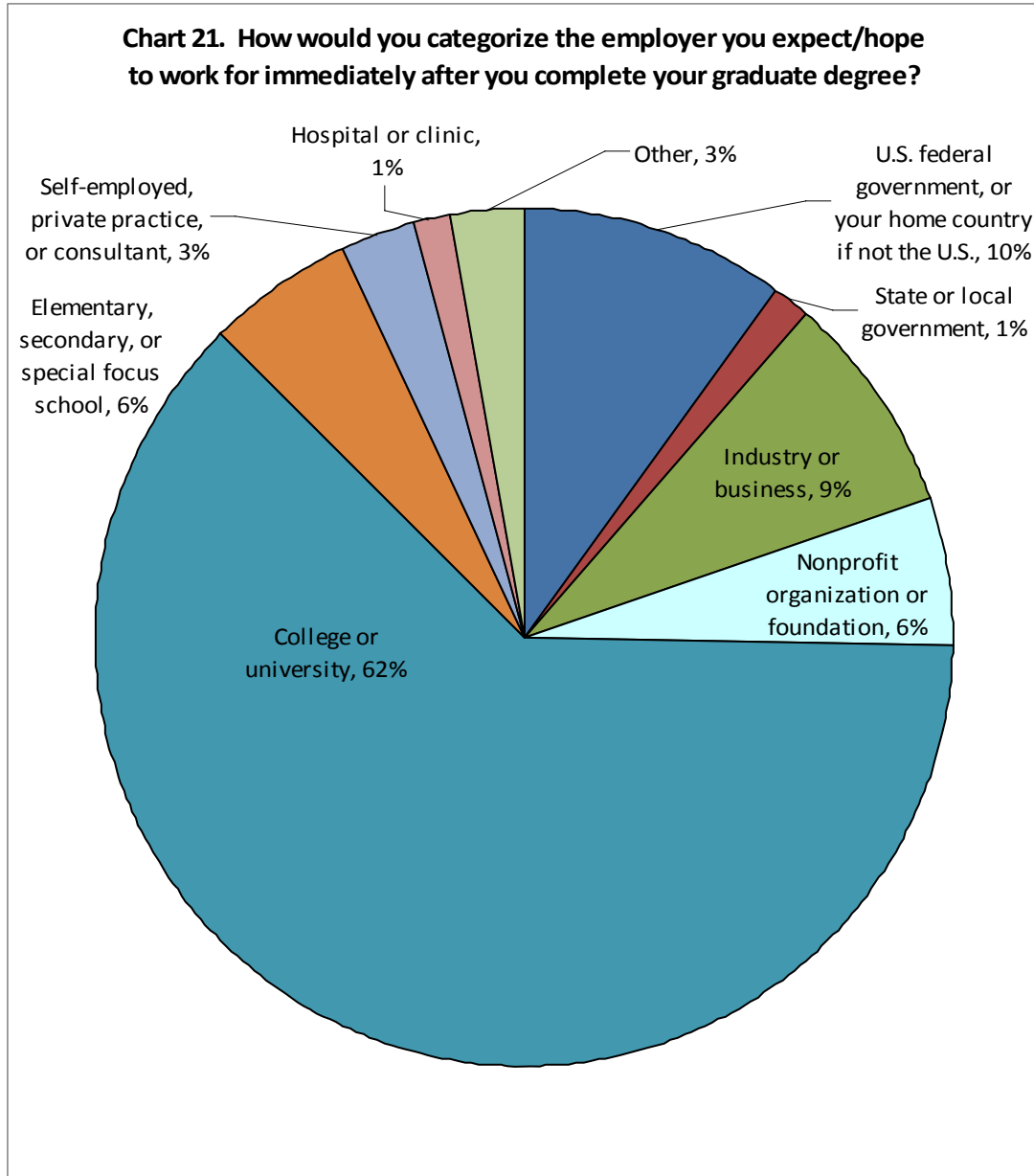


As expected, employment expectations and outcomes vary by academic areas. As indicated in the three charts below, Natural and Health Sciences and Mathematics (NHS) students are more likely to expect to be employed as a postdoctoral researcher/fellow or as non academic researcher (63% and 7%) compared to humanists. Social scientists are more likely to expect employment in a tenure track faculty position (80%) compared to NHS graduates (3%). Humanists are more likely to be employed in non-tenure track faculty positions (44%) than the other two groups.



Students do not differ with regard to their expectation that the position indicated above is directly related to their graduate training.

Chart 21 shows that 62 percent of graduates expect or hope that their employer will be a college or university. Nine percent expect/hope to work for the industry or business and 6 percent expect to work for a nonprofit organization or foundation. Ten percent expect their employer to be the U.S. federal government or their home country.



Appendix A. Answers to open ended questions

To conclude the survey, participants were asked to comment on their experiences as graduate students at Emory. Most comments regarded faculty support, advisor's mentorship, funding, and experiences regarding job market. While the majority of responses were positive regarding faculty support and advisor's mentorship, a number of respondents reported dissatisfaction. Responses were mixed with regard to job market and financial support. The following is a summary of these answers organized by these themes.

Was the TATTO seminar as effective as your own program's pedagogy course?

About 41% of the students surveyed stated that the TATTO seminar was more effective than their own program's pedagogy course. Approximately 26% stated that their program's pedagogy course was better.

Which aspect of your graduate program pleased you the most?

There were several students that felt the funding offered by the graduate school was very good. Students also enjoyed the material they studied and the faculty that taught them. A small few enjoyed the collegiality of students and faculty while others were pleased by the grant writing assistance. Other things that pleased them were the opportunities for research, publishing and teaching, and the reputation of Emory. Students enjoyed the excellent mentorship, coursework that was directly related to their research, the wide selection of laboratories, the interdisciplinary nature of the program, and the seminars.

Were there aspects of your graduate program that you found problematic?

Several students found the lack of funding during the summer and raises in the continuation fee to be problematic. Students thought some of the faculty were not helpful and were only concerned with research, not teaching. Few faculty in departments or the loss of faculty, due to tenure or other job offers, left a paucity of class offerings. Several students mentioned the lack of cohesiveness or camaraderie between faculty and students. Also mentoring needs to be improved and there is a lack of diversity in faculty specializations.

What changes would you recommend in your graduate program in the future?

Some changes that students would recommend in the future include having a grant proposal writing course and better statistical assistance. Several students stated that career counseling needs to be improved and that there needs to be alternative careers seminars for students not going into academia. Also, offering a course on constructing a CV, cover letter and how to interview would be helpful. Summer support and/or employment should be made available or stipends should cover a 12-month period. Also the funding policies need to be clear and consistent. Students also felt there is a need to hire new faculty and that they would like to see more department cohesiveness.

What did you find useful about the dissertation workshops?

Students thought the dissertation workshops were helpful with their writing and organization and provided useful writing tips and strategies. The workshops were also useful for getting peer feedback on work, professional development and troubleshooting.

What other kinds of workshops should be made available to students writing a doctoral dissertation?

Other kinds of workshops that should be made available are job interviewing, negotiations, and job search skills. A career workshop should be given that would help in finding jobs outside of academia/research. Workshops on structure, grammar, scientific writing as well as statistical help were also mentioned.

Please use the space below to comment on your experience as a graduate student at Emory.

Students had mostly positive things to say about their experiences as Emory Grad students. Some described their experiences as “pleasant and challenging,” “excellent,” and “a great and wonderful experience.” Many thought the faculty were exceptional. Students felt their time at Emory prepared them for academia and would highly recommend the University. One student noted that she had no outstanding debt due to the combination of department funding and fellowships, while another noted the school was well-funded and also had an excellent interdisciplinary emphasis.

Some negative aspects were feelings of unavailability of advisors, too many students for faculty to mentor, and no effort to create a sense of community. Lack of summer funding was also cited frequently as a problem. One student noted how policy changes affect students. For example, the increase of parking fees so that students would use shuttles or other alternative transportation. It was noted that shuttles do not always run at the unusual hours that grad students keep. Also, removing graduate housing from Clairmont Campus produced considerable student resentment. It was also suggested that faculty should do more to encourage students and teach how to give papers at national meetings and publish in journals.

Appendix B. Tables of Frequencies

Table 1. In which degree program(s) are you currently enrolled? (choose all that apply)		
	Count	Percent
M.S.	5	6.8%
M.A.	6	8.2%
M.S.C.R.	3	4.1%
M.A.T.	3	4.1%
M.Ed.	0	0.0%
D.A.S.T.	0	0.0%
M.D./Ph.D.	4	5.5%
M.M.	2	2.7%
M.S.M.	1	1.4%
Ph.D.	50	68.5%

Table 2. What is your program or department? (Please select from the drop-down list).

	Count	Percent
Anthropology	1	1.4%
Art History	1	1.4%
Behavioral Sciences and Health Education	0	0.0%
GDBBS - Biochemistry, Cell and Developmental Biology	2	2.7%
GDBBS - Genetics and Molecular Biology	2	2.7%
GDBBS - Immunology and Molecular Pathogenesis	5	6.8%
GDBBS - Microbiology and Molecular Genetics	0	0.0%
GDBBS - Molecular and Systems Pharmacology	0	0.0%
GDBBS - Neuroscience	4	5.5%
GDBBS - Nutrition and Health Sciences	2	2.7%
GDBBS - Population Biology, Ecology and Evolution	2	2.7%
Biomedical Engineering	0	0.0%
Biostatistics	0	0.0%
Business	1	1.4%
Chemistry	5	6.8%
Clinical Research	5	6.8%
Comparative Literature	1	1.4%
Computer Science	1	1.4%
Economics	1	1.4%
Educational Studies	5	6.8%
English	3	4.1%
Epidemiology	3	4.1%
Film Studies	3	4.1%
French and Italian	0	0.0%
Health Services Research and Health Policy	0	0.0%
History	4	5.5%
ILA	0	0.0%
Jewish Studies	2	2.7%
Mathematics	0	0.0%
M.D./Ph.D.	0	0.0%
Music	3	4.1%
Nursing	1	1.4%
Philosophy	0	0.0%
Physics	2	2.7%
Political Science	1	1.4%
Psychology - Clinical	1	1.4%
Psychology - Cognition and Development	1	1.4%
Psychology - Neuroscience and Animal Behavior	1	1.4%
Religion	7	9.6%
Sociology	1	1.4%
Spanish & Portuguese	1	1.4%
Women's Studies	1	1.4%
Totals	73	100.0%

Table 3. When did you first enroll in your current program?—Semester		
	Count	Percent
Fall	67	93.1%
Spring	0	0.0%
Winter	0	0.0%
Summer	5	6.9%

Table 4. When did you first enroll in your current program?—Year		
	Count	Percent
1996 or earlier	2	2.7%
1997	1	1.4%
1998	2	2.7%
1999	0	0.0%
2000	4	5.5%
2001	12	16.4%
2002	20	27.4%
2003	14	19.2%
2004	0	0.0%
2005	1	1.4%
2006	14	19.2%
2007	3	4.1%
2008	0	0.0%

Table 5. When did you or will you receive your degree?—Semester		
	Count	Percent
Fall	1	1.4%
Spring	71	98.6%
Winter	0	0.0%
Summer	0	0.0%

Table 6. When did you or will you receive your degree?—Year		
	Count	Percent
2008	73	100.0%

Table 7. Gender		
	Count	Percent
Male	33	47.1%
Female	37	52.9%

Table 8. What is your present citizenship status?		
	Count	Percent
U.S. citizen	59	81.9%
U.S. permanent resident (green card holder) and citizen of another country	2	2.8%
Citizen of another country with a student visa or other nonimmigrant visa	11	15.3%

Table 9. To which racial or ethnic group do you belong?		
	Count	Percent
American Indian or Alaska Native	0	0.0%
Asian	5	7.0%
Black or African American	2	2.8%
Hispanic or Latino	3	4.2%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	59	83.1%
Other (please specify)	2	2.8%

Table 10. Your Age		
	Count	Percent
21 to 25	6	8.3%
26 to 35	56	77.8%
36 to 45	10	13.9%
46 or older	0	0.0%

Table 11. Your Relationship Status		
	Count	Percent
Single	31	44.3%
Married or partnered	39	55.7%

Table 12. Do you have children living with you?		
	Count	Percent
Yes	17	23.9%
No	54	76.1%

Table 13. Please rate the following dimensions of your program.					
	Poor	Fair	Good	Very Good	Excellent
The intellectual quality of the faculty	0.0% (0)	0.0% (0)	8.2% (6)	38.4% (28)	53.4% (39)
The intellectual quality of my fellow graduate students	0.0% (0)	1.4% (1)	26.0% (19)	38.4% (28)	34.2% (25)
The relationship between faculty and graduate students	2.8% (2)	6.9% (5)	27.8% (20)	34.7% (25)	27.8% (20)
Program's ability to integrate recent developments in my field	1.4% (1)	8.3% (6)	26.4% (19)	36.1% (26)	27.8% (20)
Program space and facilities	2.7% (2)	12.3% (9)	31.5% (23)	23.3% (17)	30.1% (22)
Overall quality of graduate level teaching by faculty	1.4% (1)	5.5% (4)	31.5% (23)	35.6% (26)	26.0% (19)
Amount of financial support	4.1% (3)	8.2% (6)	30.1% (22)	20.5% (15)	37.0% (27)
Quality of academic advising	5.5% (4)	9.6% (7)	32.9% (24)	24.7% (18)	27.4% (20)
Helpfulness of staff members in my department or program	2.7% (2)	6.8% (5)	21.9% (16)	30.1% (22)	38.4% (28)
Assistance in finding employment	13.9% (10)	27.8% (20)	22.2% (16)	22.2% (16)	13.9% (10)
The opportunity to interact across disciplines	4.1% (3)	19.2% (14)	24.7% (18)	38.4% (28)	13.7% (10)
Academic standards in my program	2.7% (2)	6.8% (5)	26.0% (19)	42.5% (31)	21.9% (16)
The opportunity to interact across disciplines	4.2% (3)	20.8% (15)	25.0% (18)	36.1% (26)	13.9% (10)
Academic standards in my program	2.8% (2)	6.9% (5)	26.4% (19)	40.3% (29)	23.6% (17)
Overall program quality	1.4% (1)	4.2% (3)	25.0% (18)	40.3% (29)	29.2% (21)

Table 14. If you were to start your graduate career again,					
	Definitely Not	Probably not	Maybe	Probably	Definitely
would you select this same university?	1.4% (1)	4.1% (3)	13.7% (10)	39.7% (29)	41.1% (30)
would you select the same field of study?	1.4% (1)	5.5% (4)	6.8% (5)	27.4% (20)	58.9% (43)
would you recommend this university to someone considering your program?	1.5% (1)	4.5% (3)	9.0% (6)	31.3% (21)	53.7% (36)
would you recommend this university to someone in another field?	0.0% (0)	3.6% (2)	12.5% (7)	41.1% (23)	42.9% (24)

Table 15. To what extent do you agree or disagree with each of the following?					
	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree
Students in my program are treated with respect by faculty.	37.0% (27)	43.8% (32)	9.6% (7)	5.5% (4)	4.1% (3)
Faculty members are willing to work with me.	39.7% (29)	46.6% (34)	5.5% (4)	2.7% (2)	5.5% (4)
Rapport between faculty and students in my program is good.	30.6% (22)	50.0% (36)	6.9% (5)	8.3% (6)	4.2% (3)
My own relationships and interaction with faculty are good.	49.3% (36)	38.4% (28)	8.2% (6)	0.0% (0)	4.1% (3)
There are tensions among faculty that affect students.	13.9% (10)	20.8% (15)	18.1% (13)	33.3% (24)	13.9% (10)
Financial support for students in my program is distributed fairly.	30.6% (22)	40.3% (29)	15.3% (11)	9.7% (7)	4.2% (3)
Students in my program are collegial.	30.1% (22)	58.9% (43)	8.2% (6)	0.0% (0)	2.7% (2)
My relationships and interaction with other students in my program are good.	43.8% (32)	49.3% (36)	4.1% (3)	0.0% (0)	2.7% (2)
Overall, the climate of my program is positive.	32.9% (24)	45.2% (33)	15.1% (11)	2.7% (2)	4.1% (3)
Program activities foster a sense of intellectual community.	22.2% (16)	41.7% (30)	25.0% (18)	8.3% (6)	2.8% (2)
Program content supports my research/professional goals.	30.1% (22)	41.1% (30)	16.4% (12)	8.2% (6)	4.1% (3)
Program structure encourages student collaboration or teamwork.	12.5% (9)	36.1% (26)	26.4% (19)	18.1% (13)	6.9% (5)
Program structure provides opportunities to take coursework outside my own department.	27.4% (20)	32.9% (24)	17.8% (13)	13.7% (10)	8.2% (6)
Program structure provides opportunities to engage in interdisciplinary work.	19.2% (14)	37.0% (27)	27.4% (20)	12.3% (9)	4.1% (3)
Amount of coursework seems appropriate to the degree.	26.0% (19)	47.9% (35)	15.1% (11)	6.8% (5)	4.1% (3)

Table 16. How would you rate your department on each of the following?

	Poor	Fair	Good	Very good	Excellent
Availability of area courses I needed to complete my program	4.2% (3)	8.3% (6)	26.4% (19)	41.7% (30)	19.4% (14)
Quality of instruction in my courses	1.4% (1)	13.9% (10)	26.4% (19)	36.1% (26)	22.2% (16)
Encouragement to take courses outside my program	14.1% (10)	26.8% (19)	21.1% (15)	19.7% (14)	18.3% (13)
Overall, the quality of course work in my program	1.4% (1)	15.3% (11)	27.8% (20)	34.7% (25)	20.8% (15)

Table 17. Overall, how would you rate the quality of:

	Poor	Fair	Good	Very good	Excellent
your academic experience at Emory University?	1.4% (1)	6.8% (5)	21.9% (16)	35.6% (26)	34.2% (25)
your student life experience at Emory University?	1.4% (1)	9.6% (7)	24.7% (18)	46.6% (34)	17.8% (13)
your graduate/professional program at Emory University?	1.4% (1)	9.6% (7)	17.8% (13)	41.1% (30)	30.1% (22)
your overall experience at Emory University?	1.4% (1)	4.1% (3)	23.3% (17)	38.4% (28)	32.9% (24)

Table 18. Which of the following best describes the current state of your employment plans immediately after you complete your degree?

Response	Count	Percent
Employed or have a definite job offer related to my most recent degree	50	70.4%
Employed, but not in my field	2	2.8%
Negotiating with one or more specific organizations (in or out of field)	1	1.4%
Under consideration for a position but have not received final word (in or out of field)	4	5.6%
Seeking employment in my field, no offer at this time	7	9.9%
In military service	0	0.0%
Scholarship commitment	1	1.4%
Paid to volunteer work for the Peace Corps, Vista, etc.	0	0.0%
Not seeking employment immediately	6	8.5%

Table 19. Which of the following best describes your expectation for employment immediately after you complete your degree at Emory University?

Response	Count	Percent
Postdoctoral researcher or fellow	22	31.0%
Researcher, academic setting	3	4.2%
Researcher, nonacademic setting (e.g., national lab/industry/medical center)	6	8.5%
Tenure track faculty position	13	18.3%
Non-tenure track faculty position	10	14.1%
Secondary school teaching position	4	5.6%
Manager or administrator	1	1.4%
Finance, Accounting	0	0.0%
Marketing, Sales	0	0.0%
Engineer, Manufacturing	0	0.0%
Management information systems, Programmer	0	0.0%
Medical professional	2	2.8%
Writer, Journalist, Artist, Musician	2	2.8%
Lawyer	1	1.4%
Analyst	0	0.0%
Clergy	1	1.4%
Other (please specify)	6	8.5%

Table 20. Do you expect the position indicated above to be directly related to your graduate training?		
	Count	Percent
Yes	65	90.3%
No	7	9.7%

Table 21. How would you categorize the employer you expect/hope to work for immediately after you complete your graduate degree?		
	Count	Percent
U.S. federal government, or your home country if not the U.S.	7	9.9%
State or local government	1	1.4%
Industry or business	6	8.5%
Nonprofit organization or foundation	4	5.6%
College or university	44	62.0%
Community or junior college	0	0.0%
Elementary, secondary, or special focus school	4	5.6%
Self-employed, private practice, or consultant	2	2.8%
Hospital or clinic	1	1.4%
Other (please specify)	2	2.8%

Table 22. Where would the employer you expect to work for most likely be located?		
	Count	Percent
Inside the U.S.	68	94.4%
Outside the U.S.	4	5.6%

Table 23. Indicate whether you participated in any of the following activities during your graduate experience.			
	Yes	No	Not Applicable
taken a course, workshop, or orientation on teaching?	83.3% (60)	13.9% (10)	2.8% (2)
received advice on preparing for candidacy examinations?	54.2% (39)	30.6% (22)	15.3% (11)
received advice on the process required to select a thesis advisor?	27.8% (20)	51.4% (37)	20.8% (15)
received feedback on your research?	91.5% (65)	1.4% (1)	7.0% (5)
received advice on the standards for academic writing in your field?	66.2% (47)	31.0% (22)	2.8% (2)
received advice on writing grant proposals?	54.3% (38)	32.9% (23)	12.9% (9)
received advice on publishing your work?	64.8% (46)	23.9% (17)	11.3% (8)
received advice on career options within academia?	63.9% (46)	27.8% (20)	8.3% (6)
received advice on career options outside academia?	34.7% (25)	56.9% (41)	8.3% (6)
received advice about research positions?	25.4% (18)	59.2% (42)	15.5% (11)

Table 24. Mark your level of satisfaction if you engaged in any of the following activities during your graduate experience.

	Very dissatisfied	Generally dissatisfied	Neutral	Generally satisfied	Very satisfied
taken a course, workshop, or orientation on teaching?	8.3% (5)	8.3% (5)	23.3% (14)	40.0% (24)	20.0% (12)
received advice on preparing for candidacy examinations?	0.0% (0)	9.3% (4)	27.9% (12)	48.8% (21)	14.0% (6)
received advice on the process required to select a thesis advisor?	3.8% (1)	19.2% (5)	30.8% (8)	38.5% (10)	7.7% (2)
received feedback on your research?	4.6% (3)	9.2% (6)	7.7% (5)	44.6% (29)	33.8% (22)
received advice on the standards for academic writing in your field?	8.0% (4)	10.0% (5)	10.0% (5)	46.0% (23)	26.0% (13)
received advice on writing grant proposals?	9.8% (4)	9.8% (4)	7.3% (3)	46.3% (19)	26.8% (11)
received advice on publishing your work?	8.2% (4)	2.0% (1)	20.4% (10)	38.8% (19)	30.6% (15)
received advice on career options within academia?	8.2% (4)	16.3% (8)	12.2% (6)	44.9% (22)	18.4% (9)
received advice on career options outside academia?	12.1% (4)	27.3% (9)	21.2% (7)	36.4% (12)	3.0% (1)
received advice about research positions?	11.5% (3)	19.2% (5)	19.2% (5)	34.6% (9)	15.4% (4)

Table 25. Presentations and Publications--Occurs in your department/program

	Yes	No	Don't know
Seminars/colloquia at which students present their research	84.7% (61)	9.7% (7)	5.6% (4)
Departmental funding for students to attend national or regional meetings	83.3% (60)	9.7% (7)	6.9% (5)
Attend national scholarly meetings	87.5% (63)	4.2% (3)	8.3% (6)
Deliver any papers or present a poster at national scholarly meetings	82.9% (58)	8.6% (6)	8.6% (6)
Co-authored in refereed journals with your program faculty	54.2% (39)	30.6% (22)	15.3% (11)
Published as sole or first author in a refereed journal	70.4% (50)	22.5% (16)	7.0% (5)

Table 26. Presentations and Publications--If "yes," number of times you were involved					
	0	1	2	3	4+
Seminars/colloquia at which students present their research	4.9% (3)	11.5% (7)	18.0% (11)	18.0% (11)	47.5% (29)
Departmental funding for students to attend national or regional meetings	18.3% (11)	26.7% (16)	20.0% (12)	8.3% (5)	26.7% (16)
Attend national scholarly meetings	9.7% (6)	24.2% (15)	9.7% (6)	6.5% (4)	50.0% (31)
Deliver any papers or present a poster at national scholarly meetings	10.0% (6)	21.7% (13)	16.7% (10)	6.7% (4)	45.0% (27)
Co-authored in refereed journals with your program faculty	22.0% (9)	17.1% (7)	17.1% (7)	17.1% (7)	26.8% (11)
Published as sole or first author in a refereed journal	18.4% (9)	34.7% (17)	24.5% (12)	6.1% (3)	16.3% (8)

Table 27. What degree did you or will your receive this year at Emory?		
	Count	Percent
Master's Level Degree	19	26.0%
Doctoral Level Degree	54	74.0%

Table 28. For each of the following statements, indicate the extent that it DESCRIBES THE BEHAVIOR of your dissertation advisor or chair.

	Strongly disagree	Somewhat disagree	Ambivalent	Somewhat agree	Strongly agree	Not applicable
was knowledgeable about formal degree requirements	3.7% (2)	9.3% (5)	9.3% (5)	29.6% (16)	48.1% (26)	0.0% (0)
was available to me for consultation	0.0% (0)	0.0% (0)	7.4% (4)	16.7% (9)	74.1% (40)	1.9% (1)
served as my advocate when necessary	0.0% (0)	7.4% (4)	5.6% (3)	5.6% (3)	75.9% (41)	5.6% (3)
helped me secure support for my graduate work	3.7% (2)	1.9% (1)	7.4% (4)	20.4% (11)	61.1% (33)	5.6% (3)
considered me a source of labor to advance his/her research	35.2% (19)	22.2% (12)	16.7% (9)	5.6% (3)	16.7% (9)	3.7% (2)
gave me constructive feedback on my work	1.9% (1)	5.6% (3)	3.7% (2)	13.0% (7)	74.1% (40)	1.9% (1)
returned my work promptly	9.6% (5)	9.6% (5)	3.8% (2)	17.3% (9)	55.8% (29)	3.8% (2)
promoted my professional development	3.7% (2)	5.6% (3)	7.4% (4)	16.7% (9)	64.8% (35)	1.9% (1)
provided information about multiple career paths	18.5% (10)	24.1% (13)	13.0% (7)	18.5% (10)	22.2% (12)	3.7% (2)
would support me in any career path I might choose	7.4% (4)	5.6% (3)	5.6% (3)	25.9% (14)	51.9% (28)	3.7% (2)
assisted me in my search for employment	3.7% (2)	13.0% (7)	5.6% (3)	18.5% (10)	59.3% (32)	0.0% (0)
overall, performed the role well	1.9% (1)	5.6% (3)	9.3% (5)	13.0% (7)	68.5% (37)	1.9% (1)

Table 29. How helpful was/were your advisor(s) for each of the following activities?

	Not at all helpful	Not very helpful	Somewhat helpful	Very helpful
Preparing for written qualifying exams	11.8% (6)	9.8% (5)	41.2% (21)	37.3% (19)
Preparing for the oral qualifying exam	4.0% (2)	12.0% (6)	38.0% (19)	46.0% (23)
Finding a dissertation topic	1.9% (1)	5.7% (3)	20.8% (11)	71.7% (38)
Writing a dissertation prospectus or proposal	3.8% (2)	11.5% (6)	26.9% (14)	57.7% (30)
Doing research for the dissertation	1.9% (1)	11.3% (6)	28.3% (15)	58.5% (31)
Writing the dissertation	5.6% (3)	9.3% (5)	27.8% (15)	57.4% (31)

Table 30. Did the university and/or your program provide coaching and workshops for students writing doctoral dissertations?

	Count	Percent
Yes	12	22.6%
No	27	50.9%
Don't know	14	26.4%

Table 31. Did you attend workshops for students writing doctoral dissertations?

	Count	Percent
Yes	5	9.4%
No	48	90.6%

Table 32. For each of the following statements, indicate the extent that it DESCRIBES THE BEHAVIOR of your thesis advisor or chair.						
	Strongly disagree	Somewhat disagree	Ambivalent	Somewhat agree	Strongly agree	Not applicable
was knowledgeable about formal degree requirements	10.5% (2)	0.0% (0)	0.0% (0)	15.8% (3)	63.2% (12)	10.5% (2)
was available to me for consultation	10.5% (2)	0.0% (0)	0.0% (0)	15.8% (3)	63.2% (12)	10.5% (2)
served as my advocate when necessary	5.3% (1)	0.0% (0)	15.8% (3)	0.0% (0)	57.9% (11)	21.1% (4)
helped me secure support for my graduate work	10.5% (2)	5.3% (1)	10.5% (2)	0.0% (0)	52.6% (10)	21.1% (4)
considered me a source of labor to advance his/her research	31.6% (6)	10.5% (2)	10.5% (2)	0.0% (0)	26.3% (5)	21.1% (4)
gave me constructive feedback on my work	10.5% (2)	5.3% (1)	5.3% (1)	21.1% (4)	42.1% (8)	15.8% (3)
returned my work promptly	10.5% (2)	15.8% (3)	5.3% (1)	21.1% (4)	36.8% (7)	10.5% (2)
promoted my professional development	5.3% (1)	10.5% (2)	15.8% (3)	15.8% (3)	42.1% (8)	10.5% (2)
provided information about multiple career paths	10.5% (2)	26.3% (5)	21.1% (4)	10.5% (2)	10.5% (2)	21.1% (4)
would support me in any career path I might choose	10.5% (2)	5.3% (1)	15.8% (3)	10.5% (2)	47.4% (9)	10.5% (2)
assisted me in my search for employment	15.8% (3)	15.8% (3)	15.8% (3)	10.5% (2)	10.5% (2)	31.6% (6)
overall, performed the role well	10.5% (2)	0.0% (0)	5.3% (1)	15.8% (3)	57.9% (11)	10.5% (2)

Table 33. How helpful was/were your advisor(s) for each of the following activities?				
	Not at all helpful	Not very helpful	Somewhat helpful	Very helpful
Preparing for written qualifying exams	12.5% (1)	37.5% (3)	25.0% (2)	25.0% (2)
Preparing for the oral qualifying exam	9.1% (1)	27.3% (3)	18.2% (2)	45.5% (5)
Finding a dissertation topic	11.1% (1)	0.0% (0)	11.1% (1)	77.8% (7)
Writing a dissertation prospectus or proposal	11.1% (1)	11.1% (1)	22.2% (2)	55.6% (5)
Doing research for the dissertation	12.5% (1)	0.0% (0)	25.0% (2)	62.5% (5)
Writing the dissertation	12.5% (1)	0.0% (0)	37.5% (3)	50.0% (4)

Table 34. Did the university and/or your program provide coaching and workshops for students writing doctoral dissertations?

	Count	Percent
Yes	1	5.3%
No	9	47.4%
Don't know	9	47.4%

Table 35. Did you attend workshops for students writing doctoral dissertations?

	Count	Percent
Yes	1	5.3%
No	18	94.7%