The purpose of this survey is to gather baseline data from current students prior to initiating major changes in the doctoral program. The survey has about 45 questions and will take approximately 15-25 minutes to complete. At the end of the survey, you will have the opportunity to provide us with further information on any of the questions asked. Please complete the survey by 28 April 2004. The results will be consolidated and made available to students via email. Thank you for taking the time to assist in this process.

Your responses to this survey are anonymous. Any information that would permit the identification of individuals will be kept confidential.

A few important things to know: The back button on your browser will not take you back to previous pages so that you can change your responses. In addition, you must complete the survey in one sitting. If you click the continue link below, you must be prepared to complete the entire survey now. Some pages will scroll and pause somewhat after being submitted. This is normal.
COURSES

Which of the following School of Education required doctoral courses have you taken? (Select all that apply.)

- Doctoral Research Seminar
- Intermediate Statistics
- Disciplined Inquiry or Philosophy of Educational Research
- Multicultural Education

From what you can tell so far, to which of the following topics did you receive a good introduction in your required School of Education courses? (Select all that apply.)

- a. Key issues in education research
- b. Key issues in your program area
- c. Quantitative research methods
- d. Qualitative research methods
- e. Professional skills (developing proposals, academic writing)
- f. Key issues in multicultural education
- g. I did not receive a good introduction to any of these topics

In which type of course have you learned the most new information during your doctoral program? (Select only one.)

- a. Required School of Education courses (Doctoral Research Seminar, Intermediate Statistics, Disciplined Inquiry or Philosophy of Educational Research, Multicultural Education)
- b. Courses in my program area
- c. Courses in other program areas in the School of Education
- d. Courses outside of the School of Education
- e. Independent study, practicum, or readings courses

Overall, has the quality of all the courses you’ve taken:
If you selected option c in the item above, please explain WHY the overall quality of courses has fallen short of your expectations.
RESEARCH PREPARATION

For each research activity listed in the left-hand column below, please do TWO things.

ONE: Identify which of these research activities you currently feel prepared to do on your own (assuming the availability of guidance from more senior colleagues on occasion).

TWO: Select the ONE primary place you learned to do this activity from the list directly to the right of each activity, using the following KEY.

KEY: where learned to do research activity within School of Education doctoral program:

(NP) Not prepared to do research activity on own yet
(A) Courses taken in the School of Education (SoE) doctoral program
(B) Working on faculty research projects as an SoE doctoral student
(C) Conducting independent research with faculty supervision during the SoE doctoral program
(D) Informal mentoring from faculty in the SoE doctoral program
(E) Informal mentoring from graduate student peers in the SoE doctoral program
(F) Research or professional experience prior to entering the School of Education
(G) Other

<table>
<thead>
<tr>
<th>(NP)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
<th>(E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Prepared</td>
<td>Faculty</td>
<td>Independent Faculty</td>
<td>Graduate student</td>
<td>Prior</td>
</tr>
<tr>
<td>(A)</td>
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<tr>
<td>Courses</td>
<td>Research</td>
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<td>Mentoring</td>
<td>Experience</td>
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<td>Other</td>
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<tr>
<td></td>
<td>a) Identify research questions</td>
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<tr>
<td>b) Develop a conceptual framework</td>
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<td>c) Conduct a literature review</td>
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<tr>
<td>d) Develop a research design</td>
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<tr>
<td>e) Obtain human subjects approval</td>
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<td></td>
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<tr>
<td>f) Collect data</td>
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<tr>
<td>g) Use one or more methods of <strong>qualitative</strong> research</td>
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<tr>
<td>h) Use one or more methods of <strong>quantitative</strong> research</td>
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<tr>
<td>i) Analyze data</td>
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<tr>
<td>j) Present findings at a conference</td>
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<tr>
<td>k) Assess the quality of <strong>qualitative</strong> research</td>
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<tr>
<td>l) Assess the quality of <strong>quantitative</strong> research</td>
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<tr>
<td>m) Conduct an evaluation</td>
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<tr>
<td>n) Apply education research to <strong>practice</strong></td>
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<tr>
<td>o) Apply education research to <strong>policy</strong></td>
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<tr>
<td>p) Write a grant proposal for funding</td>
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<td>q) Write a research article for a peer-reviewed publication</td>
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<tr>
<td>r) Direct a research project</td>
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</table>

**If you marked the OTHER column G above for any research activity listed in the previous table, please list the activity(ies) below and describe in which **primary place or situation** you learned to do the activity(ies).**
**Overall, has the quality of your research preparation:**

- a. Exceeded your expectations?
- b. Met your expectations?
- c. Fallen short of your expectations?

**If you selected option c in the item above, please explain WHY the overall quality of your research preparation has fallen short of your expectations.**
The primary purpose of the doctoral program should be to teach me to conduct educational research.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

When you began the doctoral program, did you know the Ph.D. in education at CU-Boulder emphasizes educational research?

- a. Yes, I knew.
- b. No, I did not know.

If you selected No, I did not know above, what did you think the program emphasis was?

Given that the doctoral program is designed to emphasize research, how satisfied are you with the research preparation you are receiving (or have received)?

- a. Very satisfied
- b. Somewhat satisfied
- c. Somewhat dissatisfied
- d. Very dissatisfied

If you answered somewhat or very dissatisfied above, what is the problem?
SoE Doctoral Survey

TEACHING PREPARATION

For each teaching activity listed below, please do TWO things.

ONE: Identify which of these teaching activities you currently feel prepared to do at the university level.

TWO: Select the ONE primary place you learned to do this activity from the list directly to the right of each activity, using the following KEY.

KEY: where learned teaching activity within university or program:

(NP) Not prepared to do at the university level
(A) Courses taken in SoE program
(B) Teaching a course (and having secondary responsibility)
(C) Teaching a course (and having primary responsibility)
(D) Informal discussions with faculty
(E) Informal discussions with grad student peers
(F) Prior teaching experiences/coursework
(G) University-sponsored courses/workshops (i.e., GPTI courses)
(H) Other

<table>
<thead>
<tr>
<th>(NP) Not Prepared to do</th>
<th>(A) Courses</th>
<th>(B) Secondary Resp. for Course</th>
<th>(C) Primary Resp. for Course</th>
<th>(D) Faculty Discussions</th>
<th>(E) Graduate Student Discussions</th>
<th>(F) Prior to Program Experience</th>
<th>(G) University Workshops/Courses</th>
<th>(H) Other</th>
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http://pba.colorado.edu/scripts/broker.exe
If you marked the OTHER column H above for any teaching activity listed in the previous table, please list the activity(ies) below and describe in which primary place or situation you learned to do the activity(ies).

Overall, has the quality of your teaching preparation:

- a. Exceeded your expectations?
- b. Met your expectations?
- c. Fallen short of your expectations?

If you selected option c in the item above, please explain WHY the overall quality of your teaching preparation has fallen short of your expectations.
SoE Doctoral Survey

SERVICE

For each professional service activity listed below, please do TWO things.

ONE: Identify which of these professional service activities you currently feel prepared to do at the university or another workplace (state or federal agency, research firm, etc.).

TWO: Select the ONE primary place you learned to do this activity from the list directly to the right of each activity, using the following KEY.

KEY: where learned professional service activity within program (or where specified):

(NP) Not prepared to do at the university or another workplace
(A) Courses taken
(B) On campus committees during program
(C) Assistantships with faculty
(D) Informal activities w faculty
(E) Informal activities w grad student peers
(F) Informal experiences outside program
(G) Professional experience (prior to program)
(H) Other

<table>
<thead>
<tr>
<th>Activity</th>
<th>(NP) Not Prepared to do</th>
<th>(A) Courses taken</th>
<th>(B) On-Campus committees with faculty</th>
<th>(C) Assistantships with faculty</th>
<th>(D) Informal activities w faculty</th>
<th>(E) Informal activities w grad students</th>
<th>(F) Informal experiences outside program</th>
<th>(G) Professional experience (prior to program)</th>
<th>(H) Other</th>
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http://pba.colorado.edu/scripts/broker.exe
| a) Serve on campus or workplace committee |  |
| b) Serve as advisor for student's dissertation or junior colleague research |  |
| c) Provide career advice to students or junior colleagues |  |
| d) Review grant proposals for possible funding |  |
| e) Review articles for possible publication |  |
| f) Serve on search committee for a new hire |  |
| g) Participate in public debate on educational issues |  |
| h) Be an active participant in a professional society |  |
| i) Provide community outreach based on your professional expertise |  |

If you marked the OTHER column H above for any professional service activity listed in the previous table, please list the activity(ies) below and describe in which primary place or situation you learned to do the activity(ies).

Overall, has the quality of your professional service preparation:

- a. Exceeded your expectations?
- b. Met your expectations?
- c. Fallen short of your expectations?

If you selected option c in the item above, please explain WHY the overall quality of your professional service preparation has fallen short of your expectations.
PEER ACTIVITIES AND SOCIAL CLIMATE

Which of the following activities have you participated in with your peers at the School of Education? (Select all that apply.)

- a. Studying for classes
- b. Studying for comprehensive exams
- c. Preparing a conference presentation
- d. Co-authoring a paper
- e. Conducting research with peers and a faculty member
- f. Conducting a group project with peers
- g. Discussing individual research interests
- h. Mentoring a more junior graduate student
- i. Attending school-sponsored talks, colloquia, or brown bags
- j. Attending social activities outside the School of Education with other graduate students
- k. Attending social activities outside the School of Education with peers and faculty
- l. Attending meetings and/or holding a position in SAGE (the School of Education student graduate association)
- m. Preparing for teaching a class
- n. Co-teaching
- o. I have not participated in any of these activities with my School of Education peers

On which career trajectory are most of your peers at the School of Education?

- a. Work as a faculty member at a college or university
- b. Work as a teacher, researcher, or administrator in a school district
- c. Work as a researcher or policy-maker in a federal, state, or private agency
- d. I don’t know on which career trajectory my peers are
- e. Other (Please describe below)

If you selected Other above, on which career trajectory are most of your peers?
### On which career trajectory are you?

- [ ] a. Work as a faculty member at a college or university
- [ ] b. Work as a teacher, researcher, or administrator in a school district
- [ ] c. Work as a researcher or policy-maker in a federal, state, or private agency
- [ ] d. I have not yet decided on a career trajectory
- [ ] e. Other (Please describe below)

### If you selected Other above, on which career trajectory are you?

Next-->
Do you have intellectually stimulating relationships with your graduate student peers?

- a. Yes, with some of them
- b. Yes, with one or two of them
- c. No, with none of them
- d. I'm not sure yet

Do you have intellectually stimulating relationships with members of the faculty?

- a. Yes, with some of them
- b. Yes, with one or two of them
- c. No, with none of them
- d. I'm not sure yet

How welcoming is the School of Education to diverse students and diversity issues?

- a. Very welcoming
- b. Somewhat welcoming
- c. Not very welcoming

If you selected option c above, why?

When you were asked to take on an academic/research identity at the School of Education, were you shown ways to do so without having to give up other values (such as being a teacher/practitioner or your cultural identity) that are important to you?

- a. Yes, for the most part
- b. Yes, occasionally
- c. No, not at all
If you selected option c above, why?
ADVISING AND MENTORING

In what forms have you received advising or mentoring from the School of Education since you entered as a doctoral student? (Select all that apply.)

- [ ] a. From conversations with my official faculty advisor
- [ ] b. From conversations with other faculty members
- [ ] c. From conversations with the dean or director of graduate studies
- [ ] d. From conversations with the graduate student secretary in the Office of Student Services
- [ ] e. From brown bags or special meetings on these topics
- [ ] f. From graduate student peers
- [ ] g. From the School of Education's website
- [ ] h. From the School of Education's graduate student handbook

On average, how often do you have scheduled meetings with your faculty advisor?

- [ ] a. Once per week
- [ ] b. Two or three times per month
- [ ] c. Once per month
- [ ] d. Every few months
- [ ] e. Once or twice per year
- [ ] f. Less than once per year
- [ ] g. We make time as needed.

Is this the right amount of contact between you and your advisor?

- [ ] a. Yes, it's just about the right amount of contact for me
- [ ] b. No, it's too much contact for me
- [ ] c. No, it's not enough contact for me

What specific assistance have you received from your advisor? (Select all that apply.)

- [ ] a. Explanation of doctoral program requirements
- [ ] b. Suggestions about courses to take
If you had an annual review of your progress (selected u. above), which areas did your annual progress review address? (Select all that apply.)

If you did not have an annual review, please skip to the next question.

Overall, has the quality of advising you received from faculty:

If you selected option c in the item above, please explain WHY the overall quality
of your advising has fallen short of your expectations.
COMPREHENSIVE EXAMS AND PROSPECTUS DEFENSE

Have you already taken comprehensive exams?

-YES - SKIP the NEXT question and continue to the end of the survey
-NO - ANSWER the NEXT question and then SKIP to page 11, section on PROSPECTUS

If you have not yet taken comprehensive exams, which of the following activities have you done/are you doing/will you do to prepare? (Select all that apply.)

- Reviewing prior course material
- Discussing expectations for comps with my advisor or other faculty member (e.g., program area chair)
- Discussing exams with peers who have already taken them
- Studying with peers
- Attending a workshop on how to prepare
- Other (Describe below)
- I am NOT doing any of the above to prepare

If you selected Other in the question above, please describe.

If you have already taken comprehensive exams, mark the appropriate option or rating of the following activities you have done.

For each activity you have done, rate how valuable you found the activity in the columns to the right of the item.

For each activity you have NOT done, mark the far right-hand column.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very valuable</th>
<th>Valuable</th>
<th>Not valuable</th>
<th>NOT done</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reviewed prior course material</td>
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<tr>
<td>b. Discussed expectations for comps with my advisor or other faculty member (e.g., program area chair)</td>
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<tr>
<td>c. Discussed exams with peers who have already taken them</td>
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<td></td>
<td></td>
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<tr>
<td>d. Studied with peers</td>
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</tbody>
</table>
If you selected Other above, please describe the activity.

Aside from being required, was preparing for and taking the exam a valuable experience for you?

- YES
- NO

Why or why not?

Next-->
SoE Doctoral Survey

Have you successfully defended your prospectus?

☐ YES - SKIP the following question and CONTINUE to the end of the survey
☐ NO - Answer the following question and then SKIP to page 12, section on BACKGROUND CHARACTERISTICS

If you have not yet defended your prospectus, which of the following activities have you done/are you doing/will you do to prepare? (Select all that apply.)

a. Making a detailed outline of my proposed study
b. Writing a draft of my first three chapters (Introduction, Conceptual Framework/Literature Review, Methods)
c. Discussing expectations for the prospectus with my chair/committee members
d. Holding a pre-prospectus defense
e. Reading other prospectuses
f. Talking with students who have been or are going through the process
g. Other (Describe below)
h. I am NOT doing any of the above to prepare

If you selected Other in the question above, please describe.

If you have already defended your prospectus, mark the appropriate option or rating of the following activities you have done.

For each activity you have done, rate how valuable you found the activity in the columns to the right of the item.

For each activity you have NOT done, mark the far right-hand column.

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f. Other (Describe below)

If you selected Other above, please describe the activity.

Aside from being required, was defending your prospectus a valuable experience for you?

- YES
- NO

Why or why not?
BACKGROUND CHARACTERISTICS

Which of the following preparatory experiences did you have before beginning the doctoral program at the School of Education? (Select all that apply.)

- [ ] a. I completed a master's degree in education
- [ ] b. I completed a master's or professional degree in another field
- [ ] c. I taught at the elementary, secondary, or post-secondary level
- [ ] d. I conducted qualitative research
- [ ] e. I conducted quantitative research
- [ ] f. I worked for an agency or group that focused on educational policy issues
- [ ] g. I worked for a school district, department of education, or similar agency that focused on issues in educational practice
- [ ] h. I have been involved in public debates and political activities involving educational issues
- [ ] i. I had a professional article published

How many years, in total, do you anticipate it will take you to complete the doctoral program at the School of Education?

- [ ] a. 3-4 years
- [ ] b. 5-6 years
- [ ] c. 7 years or more

How did you first learn about the doctoral program at the School of Education?

- [ ] a. While working on my undergraduate degree, teaching license, or graduate degree at the University of Colorado
- [ ] b. From an Internet search
- [ ] c. From an advertisement for the program (Describe where below)
- [ ] d. From a ranking of doctoral programs in education, such as U.S. News & World Report's annual ranking
- [ ] e. Referral by a coworker, friend, or family member
- [ ] f. Other (Describe below)

If you learned about the doctoral program in an ad (c. above), where did you see the ad?

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If you selected *Other (option f.*) above, describe the other place where you learned about the School of Education doctoral program.
**SoE Doctoral Survey**

**What was the *primary* factor in your choice to accept admission to the CU-Boulder School of Education?**

- [ ] a. Financial aid package
- [ ] b. Location of the program in Colorado
- [ ] c. Family or personal considerations
- [ ] d. Quality of the program
- [ ] e. Particular faculty member with whom you wished to work
- [ ] f. Particular program area focus

**In which year did you enter the doctoral program at the School of Education?**

- [ ] a. 2003, I am now a first-year student
- [ ] b. 2002, I am now a second-year student
- [ ] c. 2001, I am now a third-year student
- [ ] d. 2000, I am now a fourth-year student
- [ ] e. 1999, I am now a fifth-year student
- [ ] f. 1998, I am now a sixth-year student
- [ ] g. 1997 or before, I am now a seventh-year student or more

**In which program area are you enrolled? Select one (or two if joint program).**

- [ ] a. Educational Equity and Cultural Diversity (EECD)
- [ ] b. Educational Foundations, Policy, and Practice (EFPP)
- [ ] c. Educational Psychology (EPSY)
- [ ] d. Instruction and Curriculum (ICCA)
- [ ] e. Research and Evaluation Methodology (REM)

**Please provide additional comments on any of the previous questions or anything else you think that the School of Education should know about strengths and weaknesses of the doctoral program.**
Thank you for completing this survey!

If you had any problems in completing or submitting this survey, please email Cathy.Kerry@colorado.edu in the Office of Planning, Budget and Analysis or contact her at 303-492-3763.

To exit this page, just close your browser window.