



**College of Liberal Arts and Social Sciences**  
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# 2010

University of Houston  
baccalaureate graduates in  
the College of Liberal Arts  
and Social Sciences rated  
their academic experiences,  
described their future plans,  
identified positive  
experiences and support,  
and offered suggestions.

## **Report** **Undergraduate Exit Survey**

February 14 , 2011



**CLASS**

THE COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES  
THE INTELLECTUAL AND ARTISTIC HEART OF THE UNIVERSITY

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# College of Liberal Arts and Social Sciences

## Undergraduate Exit Survey, 2010

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### Introduction

This report details the responses from College of Liberal Arts and Social Science (CLASS) exit surveys that were completed by 624 graduating CLASS baccalaureates in May 2010. Surveys were completed both on paper at the Spring Commencement ceremony and on-line in the weeks that followed. Students answered questions related to their educational experience in CLASS as well as plans after graduation. The survey is composed of a total of 24 closed- and open-ended questions. This is the third consecutive year that students have been asked the same core of questions. This report presents those findings including comments in the students own words.

### Highlights of the Findings

#### **Student Satisfaction:**

Over the past three years in which these questions have been asked of graduating baccalaureates, student satisfaction is as high as it's ever been. The item with the highest percentage of respondents who strongly agreed was, "I believe I made the right decisions in choosing my major" (page 9). Students gave slightly higher percentages of positive rankings this year as opposed to last (page 5).

#### **Advising:**

A number of questions focus on how students feel about their advisors (questions 1-3). Clearly, students feel very strongly about advising which can be seen in the scaled items (page 10-12) as well as the open-ended questions (comments begin page 40). Students referred to advisors and advising time and again throughout the comments and many individuals were praised as part of the programs, services, or people who assisted students in achieving their academic goals.

#### **Comments:**

The 2009 survey increased the number of open-ended questions, and in the 2010 survey, even more students responded to these prompts. The verbatim comments have been included throughout this report. See the Notes on Methods below for a listing of those questions. Many students' comments continued to be most revealing, incisive, and generally positive. Students were likely to comment on a variety of aspects and experiences of their time at the University of Houston and not just in their major or in CLASS.

#### **Future Plans:**

Students continue to find jobs: 21% of graduating baccalaureates had secured employment in their field (page 25) and another 28% had secured employment in other fields (page 29). Graduate school was also a part of students' immediate plans: 10% percent had already been accepted to graduate school and an additional 7% had applied and were waiting for a response. 56% reported plans to attend graduate school in the future (page 16).

## Notes on Methods

The findings from the surveys are presented in three sections: scale items, future plans, and responses to open-ended items. Students were also asked to provide their major academic plan, expected graduation date, overall enrollment status (full versus part-time), and certain demographic information. The college has used the same survey items this year as in the previous two years.

The scale items asked graduating baccalaureates to choose a level of agreement (Strongly Agree, Agree, Disagree, Strongly Disagree) for the following statements:

1. I had access to an advisor when I needed one.
2. The advisors in my major were effective in guiding me through my academic requirements.
3. The advisor(s) I consulted with clearly explained my graduation requirements.
4. I am satisfied with the courses I took in my major.
5. I am satisfied with the courses I took in CLASS.
6. I feel prepared to work in the field of my major.
7. I believe I made the right decision in choosing my major.
8. The Writing Center helped me improve my writing skills.
9. The Language Acquisition Center helped me improve my world language skills.

Students who marked “NA” or “Did not use” for the scale items are not included in the tabulations or percentages for that item.

The future plans questions asked students to outline their post-baccalaureate plans, including whether or not the student was applying for graduate school (questions 10 and 11), employment in his/her field (question 12), employment in another field (question 13), teaching in his/her field (questions 14 and 15), or teaching in other fields (questions 16 and 17).

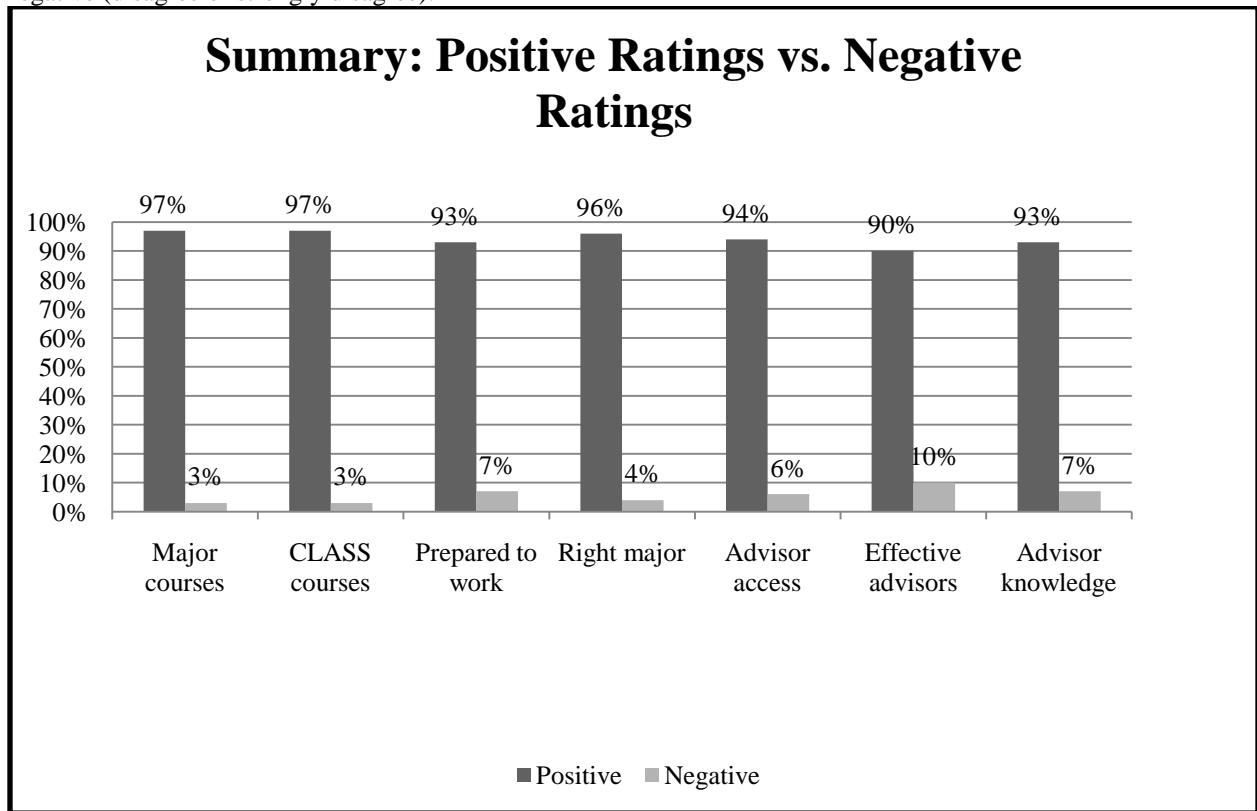
The open-ended questions are as follow:

18. Name the two most positive aspects of your learning experience in CLASS.
19. Tell us about academic or administrative areas that need improvement. Do you have any suggestions for how we might improve in those areas? (i.e. Advising, Class (size, availability, degree planning, etc.))
20. What specific programs, services or people assisted you in achieving your academic goals?

Students were also asked a few demographic questions to establish a student profile: mostly full-time or mostly part-time enrollment (question 21), male or female (question 22), age (question 23), and race/ethnicity (question 24).

## Summary of Ratings

Summary Chart 1. For questions 1-7, percents of all respondents choosing positive (strongly agree or agree) vs. negative (disagree or strongly disagree).



Summary Table 1. For questions 1-9, ratings for aspects of student experience in CLASS.

	Major courses	CLASS courses	Prepared to work	Right major	Advisor access	Effective advisors	Advisor knowledge
<b>Strongly Agree</b>	61%	59%	58%	68%	61%	57%	61%
<b>Agree</b>	36%	38%	35%	28%	33%	33%	32%
<b>Disagree</b>	3%	3%	5%	3%	4%	6%	5%
<b>Strongly Disagree</b>	0%	0%	2%	1%	2%	4%	2%
<b>Number responding</b>	614	609	598	608	619	618	617

- Students were overwhelmingly positive about their experience in CLASS, and these percentages are slightly higher compared to last year. The highest ratings were for satisfaction with major courses and courses in CLASS.
- Students felt strongest that they had chosen the right major: 68% of students strongly agreed.
- Responses varied, sometimes greatly, from department to department. The following pages take questions 1-7 individually and disaggregate the results by department.

## Satisfaction with Majors and Courses

### Major Courses

Question 4 asks students if they were satisfied with the courses they took in their major.

Chart 1: Question 4, percentage who strongly agreed, disaggregated by department.

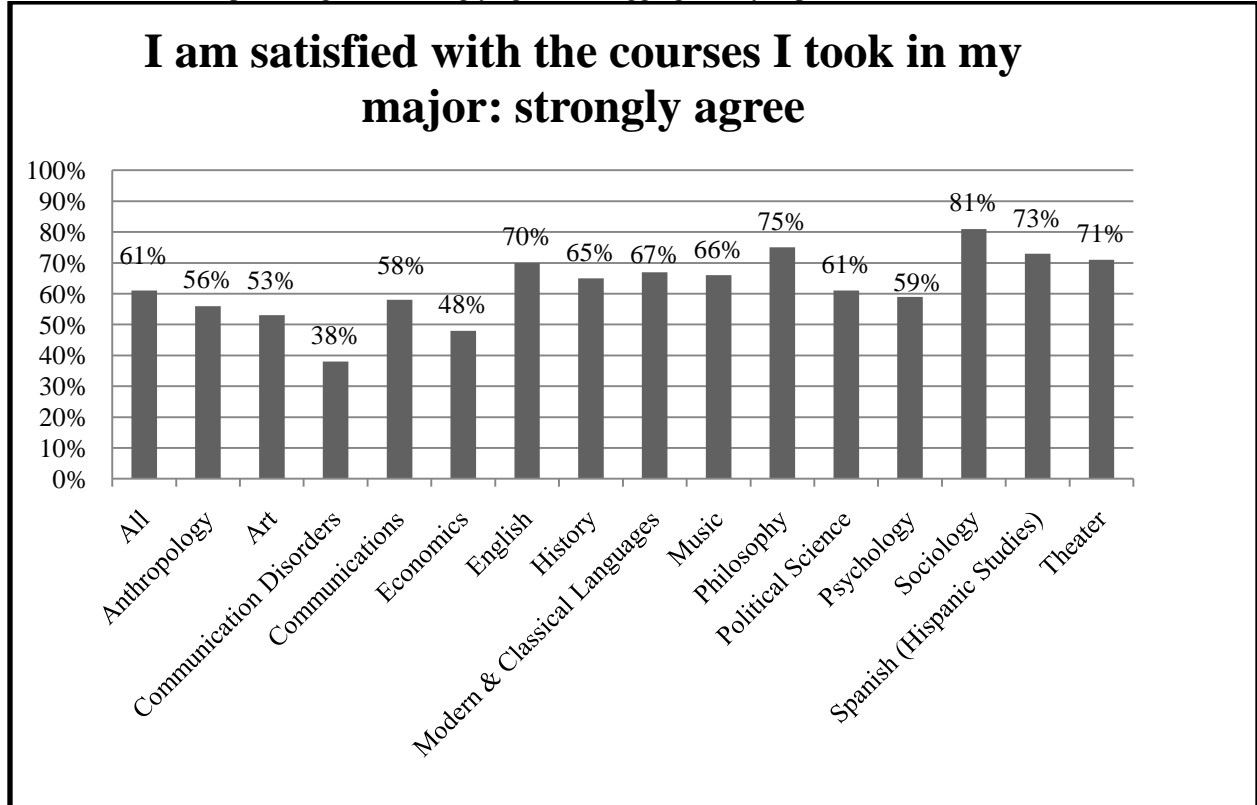


Table 1: Details: All responses for question 4, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	61%	56%	53%	38%	58%	48%	70%	65%	67%	66%	75%	61%	59%	81%	73%	71%
<b>Agree</b>	36%	44%	43%	54%	36%	46%	29%	32%	33%	28%	25%	35%	40%	19%	18%	29%
<b>Disagree</b>	3%		2%	8%	6%	6%	1%	3%		6%		3%				9%
<b>Strongly disagree</b>			2%									1%	1%			
<b>Number responding</b>	614	16	51	13	114	40	55	37	9	32	4	66	100	26	11	17

- Students were overwhelmingly positive here: 97% agreed or strongly agreed with this statement.
- No department had less than 38% who strongly agreed, and no department had more than 10% who disagreed or strongly disagreed.
- Students also praised the courses in their major in the open-ended questions. See their verbatim comments starting page 40.

## Courses in CLASS

Question 5 asks students if they were satisfied with the courses they took in the College of Liberal Arts and Social Sciences.

Chart 2: Question 5, percentage who strongly agreed, disaggregated by department.

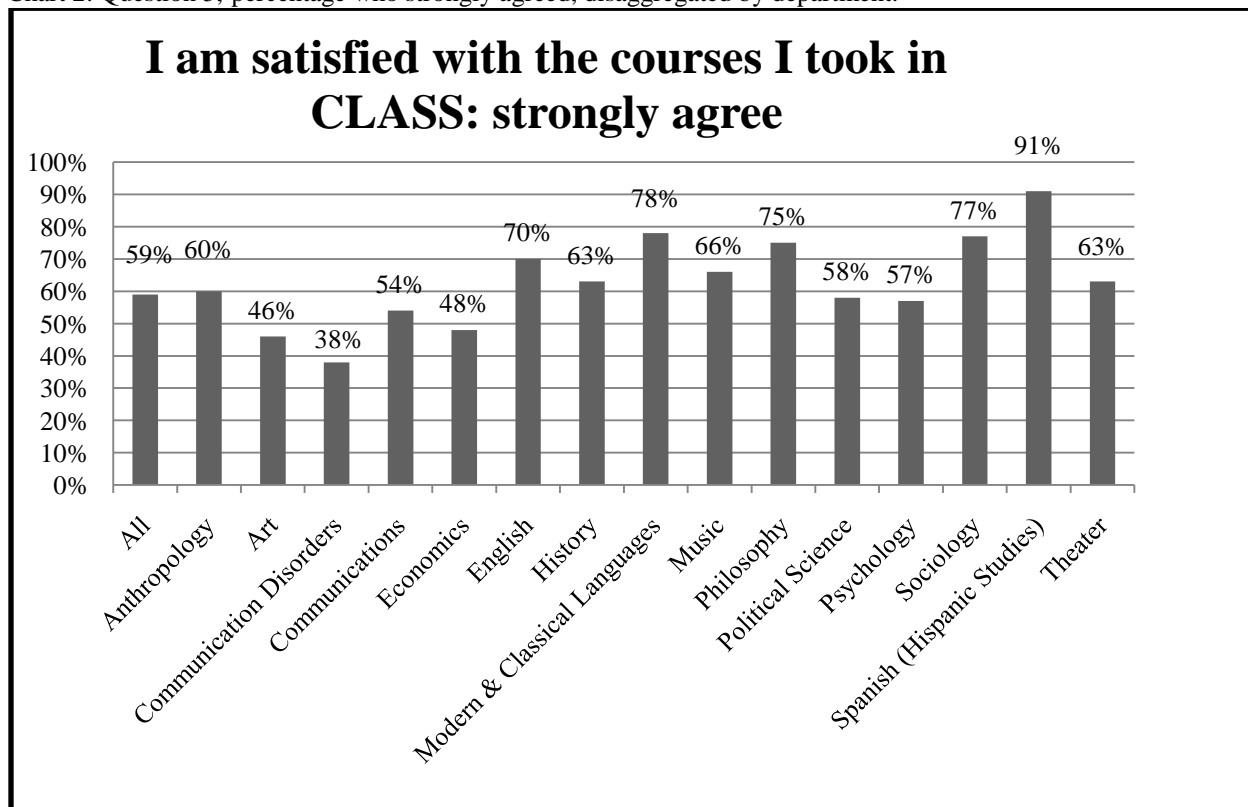


Table 2: Details: All responses for question 5, disaggregated by major.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	59%	60%	46%	38%	54%	48%	70%	63%	78%	66%	75%	58%	57%	77%	91%	63%
<b>Agree</b>	38%	40%	52%	62%	41%	50%	27%	34%	22%	25%	25%	38%	42%	23%	9%	31%
<b>Disagree</b>	3%		2%		4%		3%	3%				3%	1%			6%
<b>Strongly disagree</b>					1%	2%										
<b>Number responding</b>	609	15	50	13	116	48	69	35	9	32	4	66	99	26	11	16

- Again, students were overwhelmingly positive, and 97% of students agreed or strongly agreed, tying with question 4 for highest percent giving a positive rating.
- 7 departments had 100% who agreed or strongly agreed with this statement. 91% of students in Hispanic Studies strongly agreed.
- Students also praised the courses throughout CLASS in the open-ended questions. See their verbatim comments starting page 40.

**Preparation for work in major**

Question 6 asks students if they feel prepared to work in the field of their major.

Chart 3: Question 6, percentage who strongly agreed, disaggregated by major.

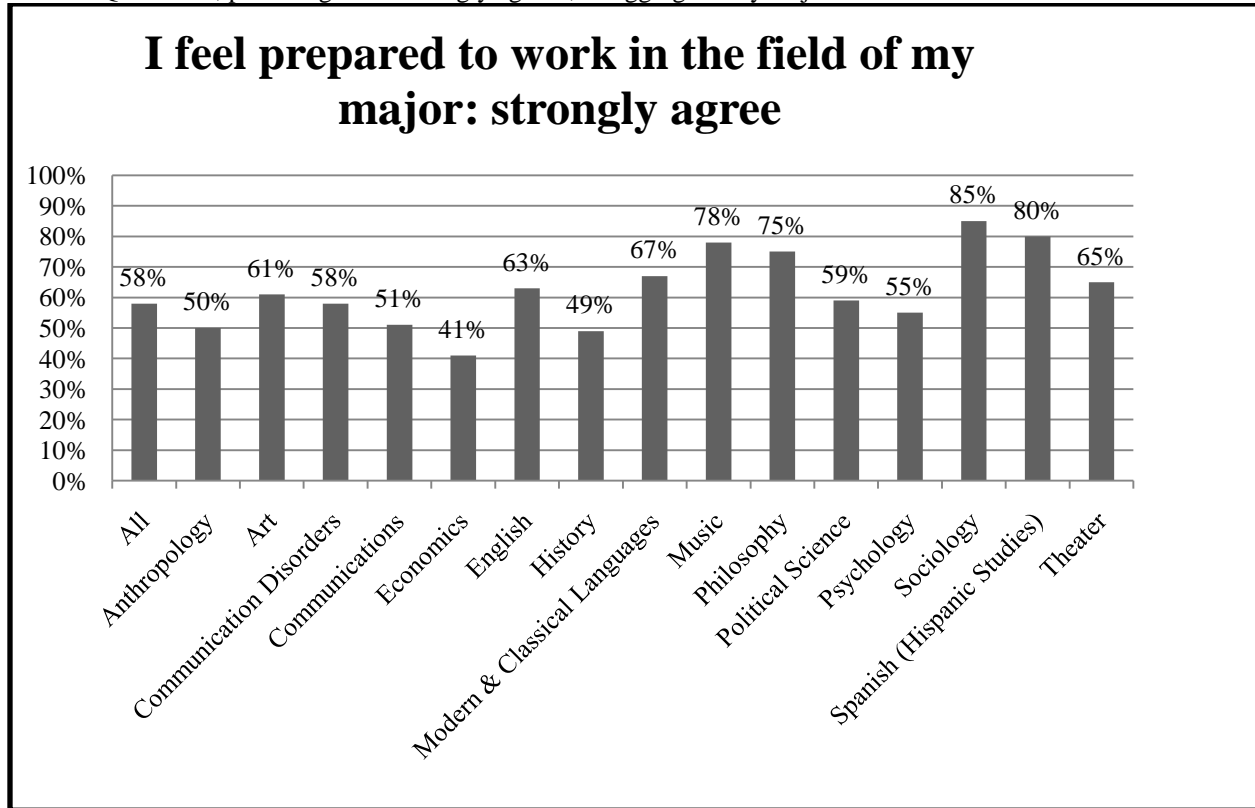


Table 3: Details: All responses for question 5, disaggregated by major.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	PolS	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	58%	50%	61%	58%	51%	41%	63%	49%	67%	78%	75%	59%	55%	85%	80%	65%
<b>Agree</b>	35%	38%	39%	42%	42%	37%	32%	51%	33%	19%	25%	35%	38%	11%	20%	23%
<b>Disagree</b>	5%	12%			4%	18%	4%			3%		65%	3%			12%
<b>Strongly disagree</b>	2%				3%	4%	1%						4%	4%		
<b>Number responding</b>	598	16	38	12	116	49	70	37	9	32	4	63	99	36	10	17

- On last year’s Exit Survey, the numbers for this question dipped. Students this year were more confident. Not only was this seen overall, but individually, 10 of 15 departments also saw a rise over last year.
- 6 departments had 100% who agreed or strongly agreed with this statement.



## Right Choice in Major

Question 7 asks students if they believe they made the right decision in choosing their major.

Chart 4: Question 7, percentage who strongly agreed, disaggregated by department.

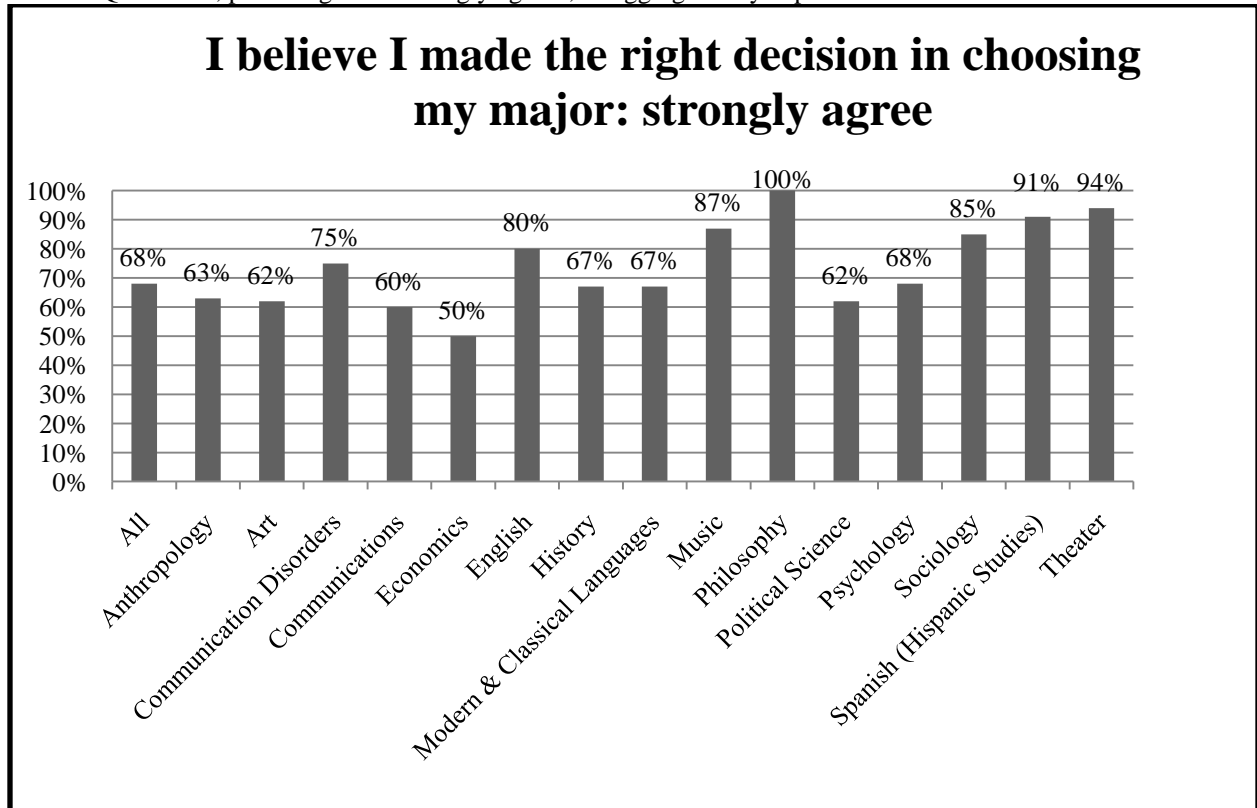


Table 4: Details: All responses for question 7, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	68%	63%	62%	75%	60%	50%	80%	67%	67%	87%	100%	62%	68%	85%	91%	94%
<b>Agree</b>	28%	31%	34%	25%	37%	40%	17%	30%	33%	10%		32%	28%	15%	9%	6%
<b>Disagree</b>	3%	6%	4%		2%	4%	3%	3%				5%	3%			
<b>Strongly disagree</b>	1%				1%	6%				3%		1%	1%			
<b>Number responding</b>	608	16	50	12	117	48	69	37	9	31	4	65	96	26	11	17

- This question had the highest number of students who strongly agreed with the statement: 68%.
- 100% of Philosophy majors strongly agreed and 6 other department had 100% who agreed or strongly agreed. No department had less than 50% who strongly agreed.

## Advising

### Effective guidance with academic requirements

Question 2 asks students if the advisors in their major were effective in guiding them through the academic requirements.

Chart 5. Question 2, percentage who strongly agreed, disaggregated by major.

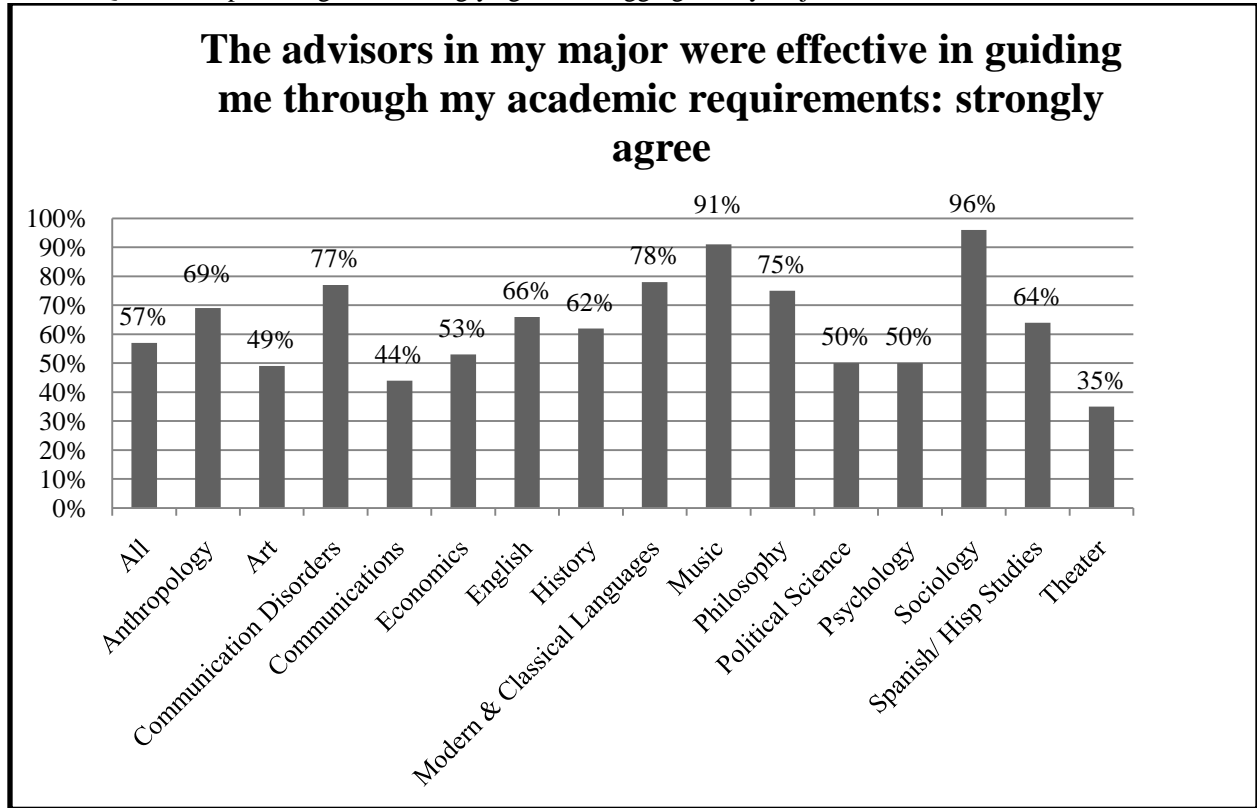


Table 5: Details: All responses for question 2, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	57%	69%	49%	77%	44%	53%	66%	62%	78%	91%	75%	50%	50%	96%	64%	35%
<b>Agree</b>	33%	25%	43%	23%	41%	33%	27%	32%	22%	9%	25%	36%	39%	4%	27%	53%
<b>Disagree</b>	6%	6%	6%		9%	12%	3%	3%				9%	7%		9%	6%
<b>Strongly disagree</b>	4%		2%		6%	2%	4%	3%				5%	4%			6%
<b>Number responding</b>	618	16	51	13	117	49	70	37	9	32	4	66	100	25	11	17

- The numbers are the highest in 3 years for this question. Only 2 departments' numbers have fallen: Art and Economics.
- Several departments have made radical improvements: In 2009, Theater had only 23% who agreed with this statement and 0 strongly agreed.

### Clearly explained graduation requirements

Question 3 asks students if the advisor(s) they consulted with clearly explained the graduation requirements.

Chart 6. Question 3, percentage who strongly agreed, disaggregated by major.

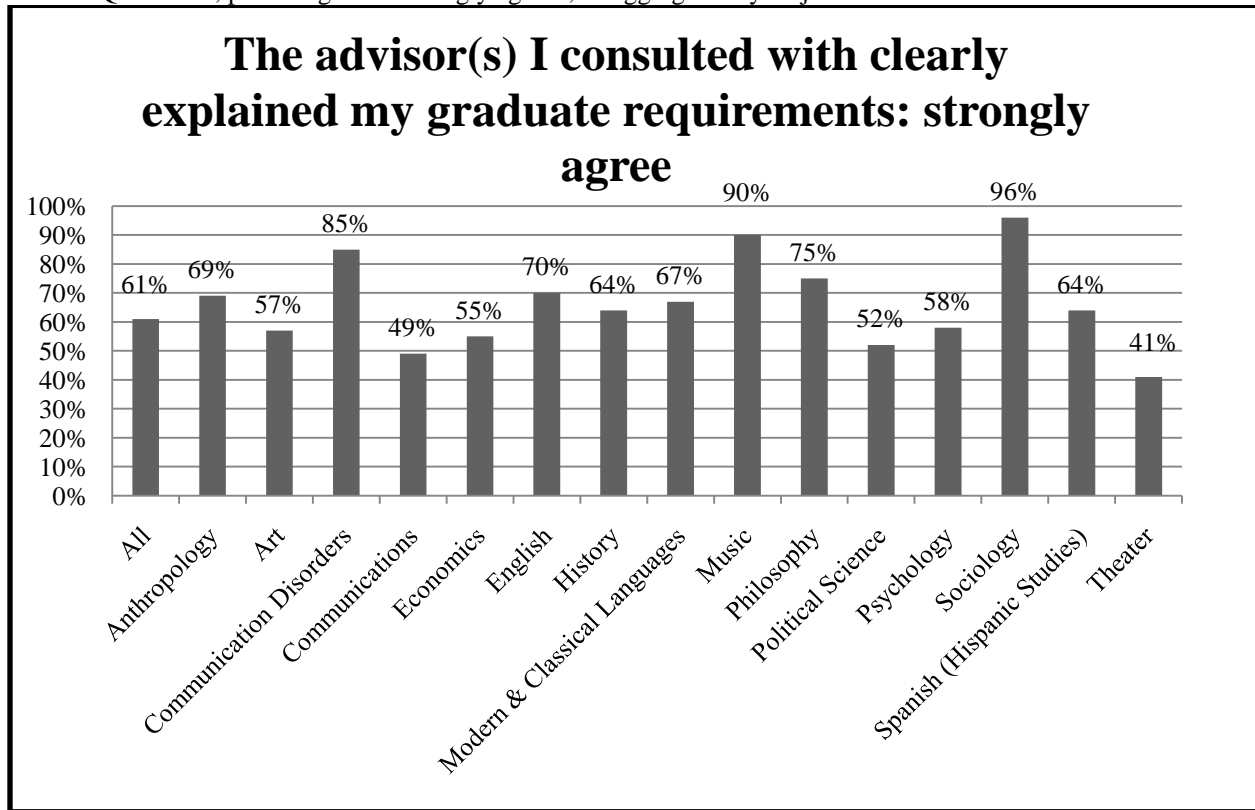


Table 6: Details: All responses for question 3, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	61%	69%	57%	85%	49%	55%	70%	64%	67%	90%	75%	52%	58%	96%	64%	41%
<b>Agree</b>	32%	31%	39%	15%	42%	35%	26%	31%	2%	10%	25%	36%	34%	4%	18%	53%
<b>Disagree</b>	5%		4%		6%	8%		5%	11%			8%	5%		18%	
<b>Strongly disagree</b>	2%				3%	2%	4%					4%	3%			6%
<b>Number responding</b>	617	16	51	13	117	49	56	36	9	31	4	67	100	26	11	17

- Despite the similar wording, there were surprising differences between the responses to questions 2 and 3. The numbers who strongly agreed were higher on question 3.
- 90% of Music majors strongly agreed with this statement and 4 other departments had 100% who agreed or strongly agreed.

## Access to Advisor

Question 1 asks students if they had access to an advisor when they needed one.

Chart 7: Question 1, percentage who strongly agreed, disaggregated by major.

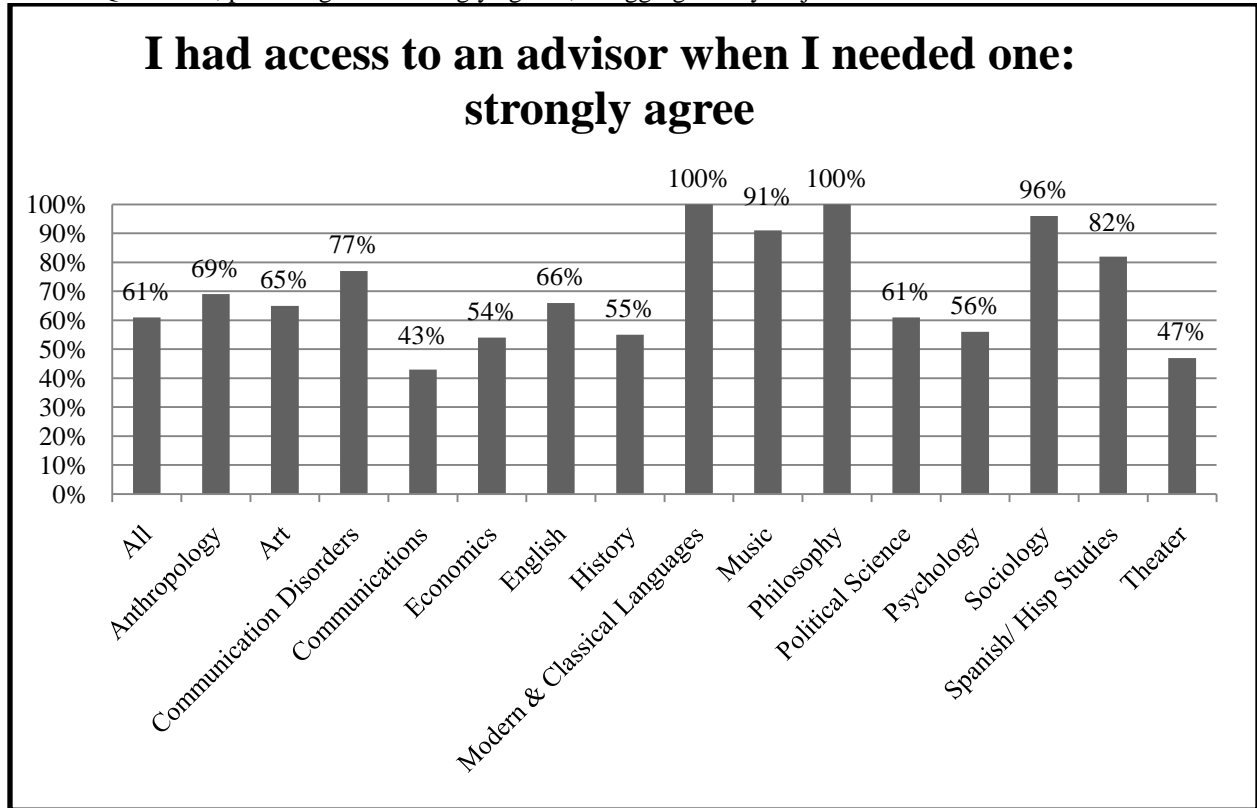


Table 7: Details: All responses for question 1, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	61%	69%	65%	77%	43%	54%	66%	55%	100%	91%	100%	61%	56%	96%	82%	47%
<b>Agree</b>	33%	31%	29%	23%	47%	40%	29%	40%		9%		35%	39%	4%	18%	35%
<b>Disagree</b>	4%		2%		7%	4%	3%	5%				4%	4%			12%
<b>Strongly disagree</b>	2%		4%		3%	2%	2%						1%			6%
<b>Number responding</b>	619	16	51	13	118	50	68	38	9	10	4	66	100	26	11	17

- Both Philosophy and Modern and Classical Languages had 100% of their students who strongly agreed with this statement. 5 other departments had 100% who agreed or strongly agreed.
- Again, students frequently wrote about advising in response to the open-ended questions. See those comments beginning on page 40.

## Writing Center and Language Acquisition Center

### Use of the Writing Center and Language Acquisition Center

Questions 8 and 9 ask students if they used the Writing Center and Language Acquisition Centers, respectively.

Chart 8. Percentage of students who reported using the Writing Center, disaggregated by department.

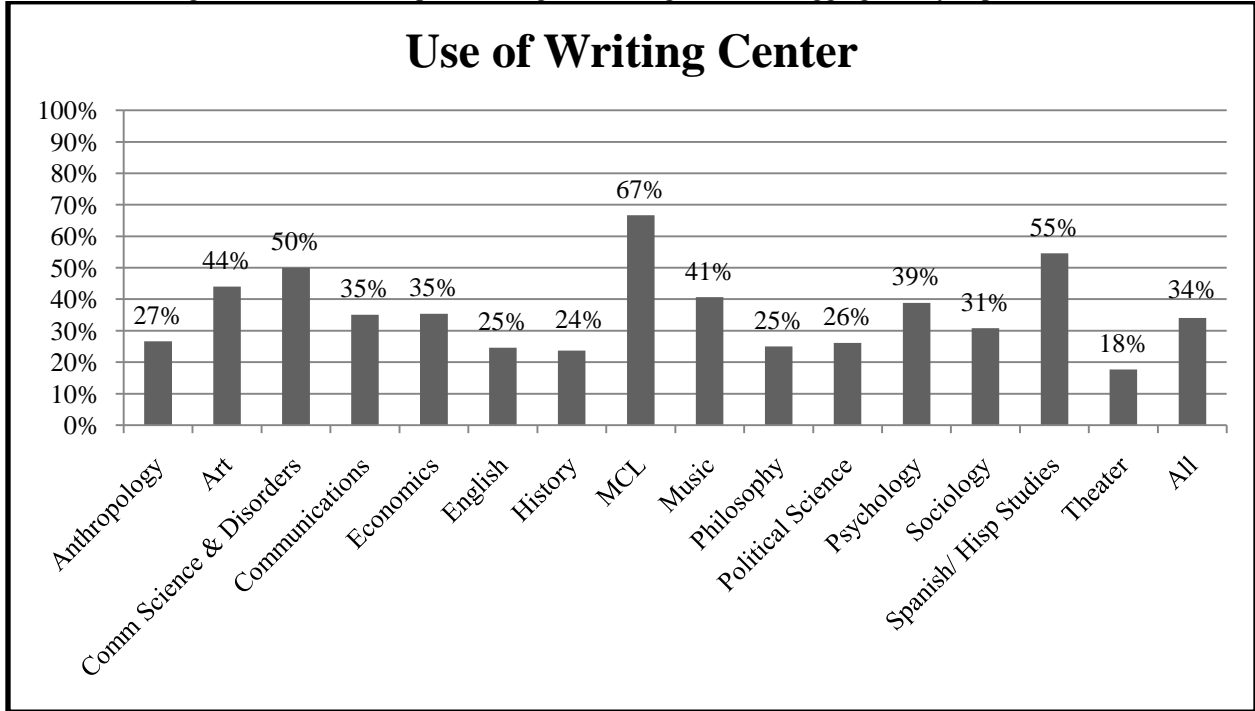
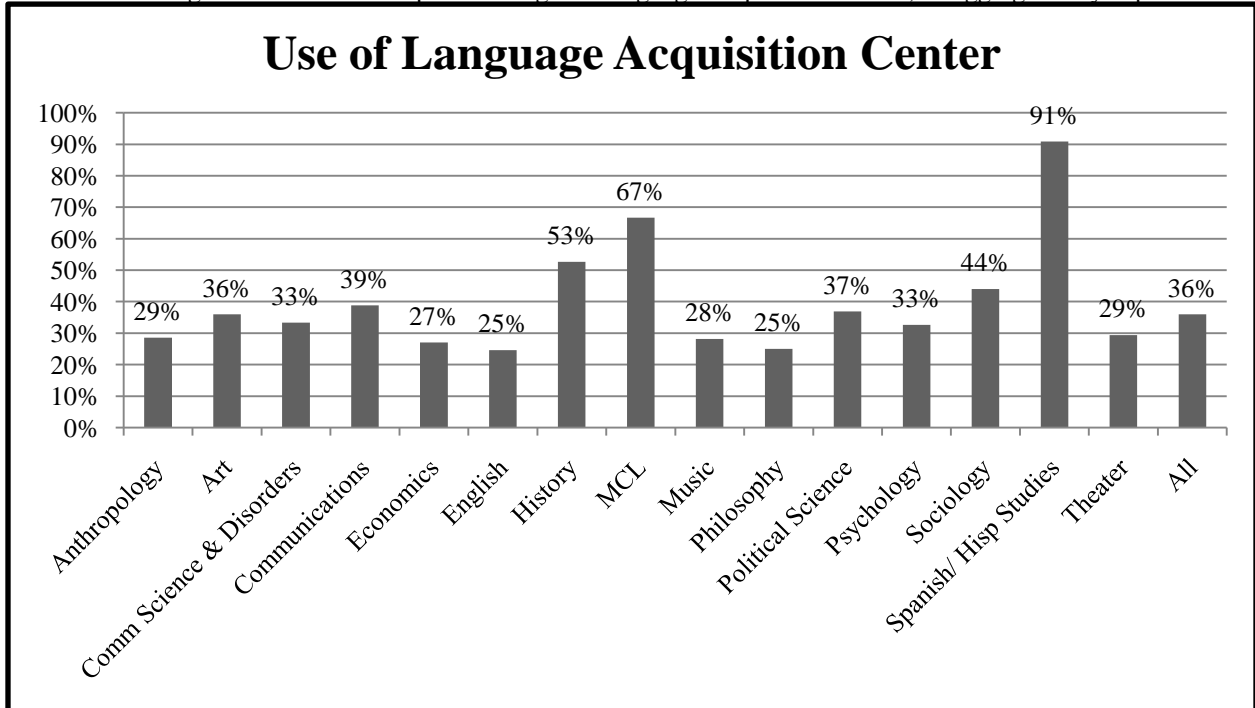


Chart 9. Percentage of students who reported using the Language Acquisition Center, disaggregated by department.



## Users' Satisfaction with Writing Center and Language Acquisition Center

Question 8 asks users of the Writing Center if the center had helped them improve their writing skills.

Question 9 asks users of the Language Acquisition Center if the center had helped them improve their world language skills.

Summary Chart 2. Questions 8 and 9, percentage who strongly agreed.

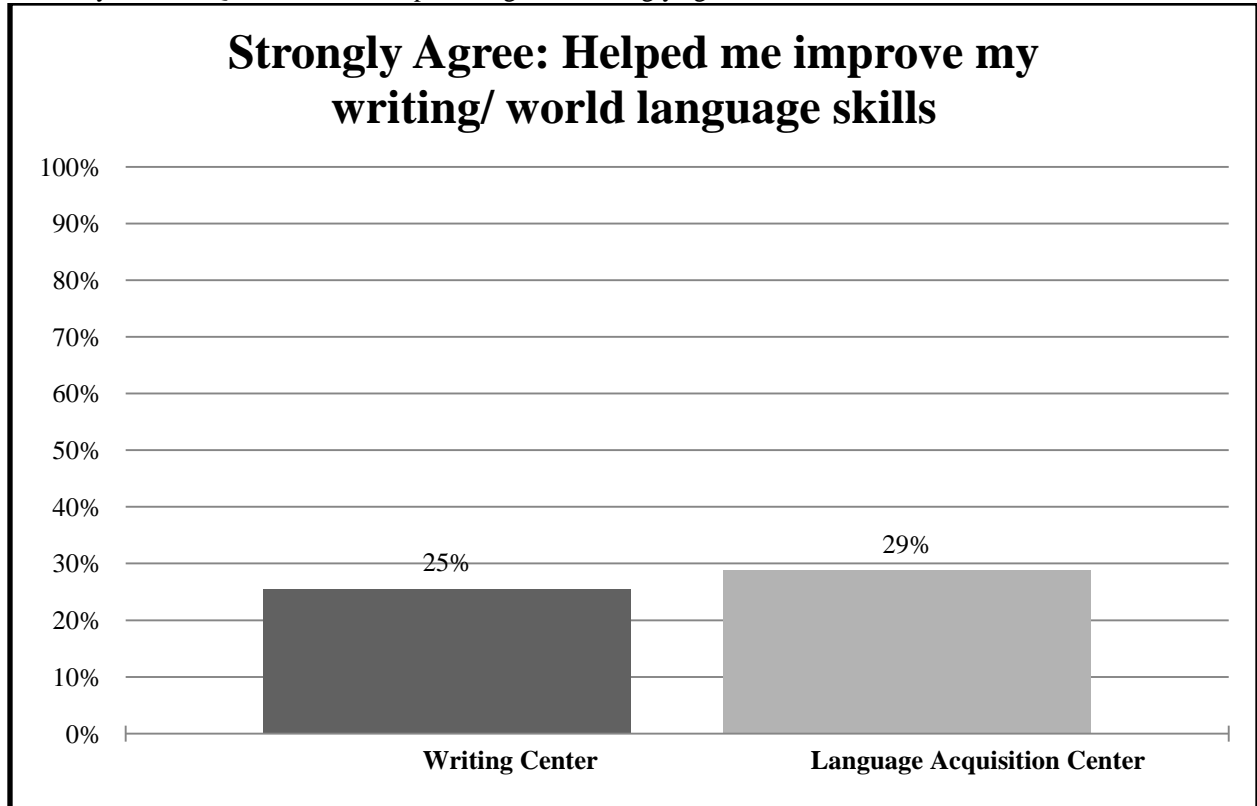


Table 8: Details: Question 8, of those using the Writing Center, all responses, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	25%	50%	14%	17%	32%	24%	41%	33%	33%	8%		18%	24%	38%	33%	
<b>Agree</b>	54%		73%	67%	54%	29%	47%	44%	67%	46%	100%	53%	63%	63%	50%	34%
<b>Disagree</b>	13%	50%	5%	17%	12%	35%	6%	11%		15%		18%	11%			33%
<b>Strongly disagree</b>	7%		9%		2%	12%	6%	11%		31%		12%	3%		17%	33%
<b>Number responding</b>	208	4	22	6	41	17	17	9	6	13	1	17	38	8	6	3

Table 9: Details: Question 9, of those using the Language Acquisition Center, all responses, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>Strongly agree</b>	29%	25%	17%		29%	15%	35%	35%	67%			29%	25%	36%	70%	20%
<b>Agree</b>	54%	50%	72%	75%	58%	46%	59%	45%	33%	44%		54%	59%	64%	20%	40%
<b>Disagree</b>	11%	25%	6%	25%	7%	23%	6%	10%		22%	100%	13%	13%			20%
<b>Strongly disagree</b>	7%		6%		7%	15%		10%		33%		4%	3%		10%	20%
<b>Number responding</b>	219	4	18	4	45	13	17	20	6	9	1	24	32	11	10	5

- Most of the responses for both question 8 and 9 are grouped at the center with most students agreeing or disagreeing with the statements.
- Typically, there is a high correlation between use of the centers and positive ratings. For example, for the Writing Center, Modern and Classical Language majors reported using it the most and 100% of students strongly agreed or agreed that the Writing Center helped them improve their writing skills. Conversely, Theater majors were the least likely to use the Writing Center and two-thirds of those students disagreed or strongly disagreed with the statement.
- The same correlation between use and positive ratings is found in the data on question 9. The Spanish majors had the highest rate of use, and 70% of their students strongly agreed that the Language Acquisition Center had helped them improve their world language skills. Philosophy majors reported the least amount of usage, and 100% of their students disagreed with the statement.
- As a reminder, only students who used the centers were asked if those centers improved their skills.

## Future Plans of Graduating Baccalaureates

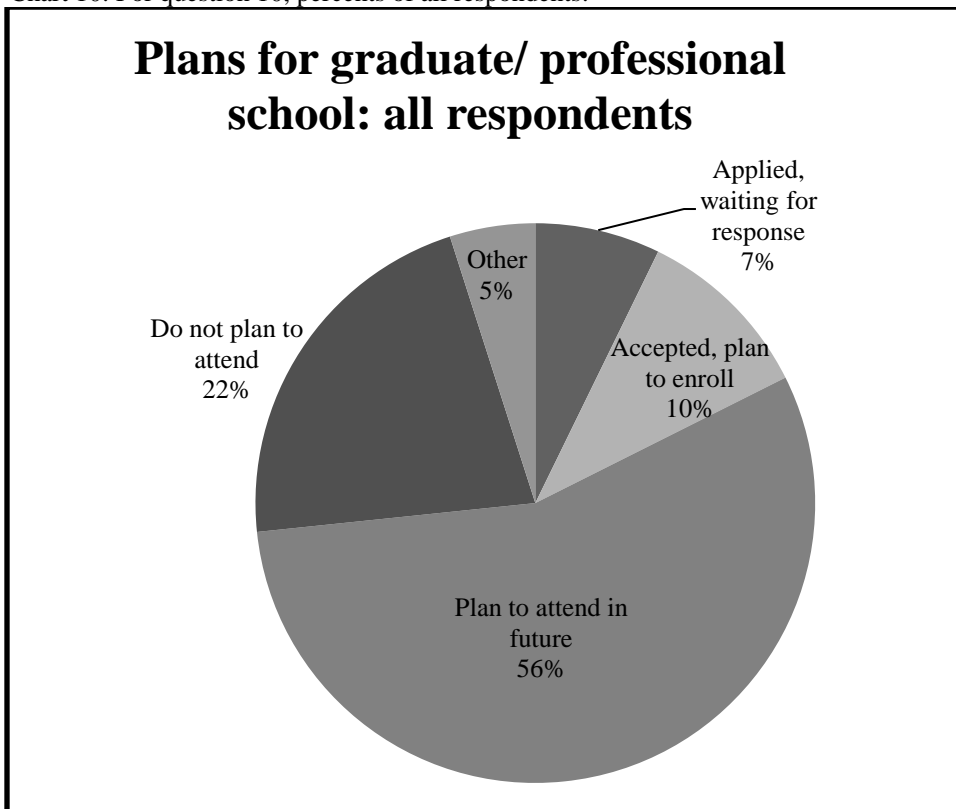
### Plans for graduate/professional school

Question 10 asks graduating students about their plans for graduate or professional school; students could choose:

- I have applied for graduate/professional school next year and am waiting for response;
- I have been accepted to a graduate/ professional school and plan to enroll next year;
- I plan to attend graduate/ professional school in the future;
- I do not plan on attending graduate/ professional school.

Respondents could also answer “other” and were given space to write in comments.

Chart 10: For question 10, percents of all respondents.



- 17% of students were immediately planning to attend graduate school; 10% had already been accepted. See question 11 for more information on which schools students were planning to attend.
- Of those who answered “other,” many expressed they were unsure but were considering further graduate or professional school.
- Only 22% did not plan to attend at all.



Table 10: For Question 10, all responses, disaggregated by department.

Department	Applied, waiting response	Accepted, planning to enroll	Plan to attend in future	Do not plan to attend	Other	Number responding
Theater	6%		29%	59%	6%	17
Spanish	9%		73%	9%	9%	11
Sociology	13%	13%	42%	33%		24
Psychology	14%	12%	65%	4%	5%	94
Political Science	14%	14%	53%	19%		72
Philosophy	25%	25%	50%			4
Music		26%	48%	19%	6%	31
MCL		22%	33%	45%		9
History	8%	5%	55%	26%	5%	38
English	6%	10%	65%	10%	9%	69
Economics	10%	4%	61%	16%	8%	49
Communications	2%	4%	54%	35%	5%	112
Com Disorder		54%	46%			13
Art	2%	4%	50%	40%	4%	50
Anthropology		20%	67%	7%	7%	15
All	7%	10%	56%	22%	5%	608

30 students chose “other,” and all wrote in comments. The verbatim comments have been given below along with the respondent’s department:

**Art**

- *The peace corps.*
- *Unsure.*

**Communication**

- *UH.*
- *Not sure.*
- *I may or may not attend graduate/professional school in the future.*
- *Post-bach in science.*
- *Law School.*
- *Not sure.*
- *Might go.*

**Economics**

- *In time.*
- *Post-bac.*
- *Work.*
- *I have not decide.*

### **English**

- *I might in the future, but haven't decided.*
- *Culinary school.*
- *Travel.*
- *Post-Bachelors first, then grad school.*
- *Officer in air force.*

### **History**

- *Plan to go to grad school but haven't applied yet.*

### **Music**

- *Maybe someday.*
- *I may choose to go to a school with a Peace Corps program where I would receive my masters after completion of volunteer work.*

### **Political Science**

- *Teacher certification.*

### **Psychology**

- *Med school.*
- *Maybe in the future, but will seek my options professionally for now.*
- *Not sure what I am going to do.*
- *Completion of nursing school.*
- *I plan to attend graduate school in the future but work for BCM until July 2011.*

### **Spanish/ Hispanic Studies**

- *n/a.*

### **Theater**

- *ACP Teaching Program.*
- *Applying for Fulbright.*

## **Graduate/ Professional School**

Question 11 asks students in which school they might enroll if they were attending or planning to attend graduate/ professional school and gave them space to write in their answers. 215 responded and comments have been given verbatim below.

46 students answered that they had been accepted to graduate/ professional school and their comments are marked with \*.

### **Anthropology**

- *University of Michigan.\**
- *UH Graduate School of Social Work.\**
- *South Texas.*
- *UH.*

### **Art**

- *Not sure.*
- *Texas Tech Law.\**
- *Rice.\**
- *University of Austin.*
- *Rice.*
- *I would like to pursue a masters in art education, however UH college of education is very unorganized. I am considering Texas Tech since they offer many online degrees.*
- *Virginia Commonwealth University.*
- *UH technology.*
- *UT A or UH.*
- *Rice.*
- *UH.*
- *UH Art or Business.*

### **Communication Disorders**

- *Audiology-LamarU.\**
- *UH.\**
- *University of Houston.\**
- *University of North Texas.\**
- *University of Texas-Austin.\**
- *University of North Texas.\**
- *Texas Womens University.*
- *UH.*

### **Communication**

- *UH hotel management.\**
- *UT-Austin.\**
- *Unsure.\**
- *Not sure yet.*
- *Columbia, NYU or Georgetown.*
- *Law School.*
- *MBA.*
- *N/A.*

- UH.
- *I plan to enroll at Texas Tech for an M.A. in Technical Communications.*
- *UH Communications.*
- 2011.
- *Graduate.*
- *I don't know yet.*
- *Univ. of Guam.*
- *Not sure.*
- *Law.*
- *LSU or UH.*
- *UH-CL.*
- *N/A.*
- *Wherever I get accepted.*
- *Houston.*
- *Film making.*
- *N/A.*
- *Grad school.*
- *N/A.*
- *University of Houston.*
- *Don't know.*
- *Not sure.*
- *U of H.*
- *Undecided.*
- *UH Human Resource development.*
- *Unknown.*
- *UCLA.*
- *N/A.*
- *UTD, Game Design Program.*
- *No.*
- *Eventually medical school.*
- *?*

**Economics**

- *I plan on joining the UH CAP program to prepare for my CPA.*
- UH.
- *Law School.*
- *UT Houston.*
- *A&M Medical School.\**
- *University of Houston.*
- *MBA.*
- UH.
- *?*
- *MBA.*
- *Not sure.*
- *University of Houston.*
- *Economics.*
- *N/A.*

- *Economics.*
- *Not sure.*

### **English**

- *Graduate.*
- *UH English. \**
- *Art. \**
- *U. Michigan.\**
- *University of Houston.\**
- *South Texas School of Law.\**
- *I have been accepted into a Masters program in Writing: Publishing at Portland State University.\**
- *U of H.*
- *UH.*
- *UH.*
- *Undecided.*
- *Texas State San Marcos.*
- *UH Technology.*
- *Grad.*
- *English.*
- *Unsure.*
- *University of Texas-Library Science.*
- *Iowa, Syracuse, UH, UT, VC.*
- *Undecided.*
- *NYU or USC film.*
- *English.*
- *Undecided.*
- *N/A.*
- *Pharmacy.*
- *I'd only want to go to U of H.*

### **History**

- *Perkins Theological.\**
- *?*
- *UH Law school.*
- *?*
- *Business.*
- *University of Houston.*
- *U of H.*
- *MBA.*
- *Law School.*
- *University of Houston History.*
- *Georgetown.*
- *UH College of Optometry.\**
- *U of H.*

### **Modern and Classical Languages**

- *UH.\**
- *University of Houston.*

- *University of Texas.*
- *2013.*

### **Music**

- *Indiana University-Masters in Musicology.\**
- *Northwestern University.\**
- *University of Tennessee-Knoxville.\**
- *University of Texas at Austin.\**
- *University of Houston.\**
- *UH.\**
- *Northwestern.\**
- *Indiana University.*

### **Philosophy**

- *Southampton Uni. (UK).\**

### **Political Science**

- *I plan to enroll at Tulane Law School in the fall of 2010.*
- *MPA program, UH.*
- *Law school.*
- *UH MPA.*
- *UT-School of Public Health.*
- *Was accepted into the Rhetoric Program at Carnegie Mellon for my M.A.\**
- *Texas State University.\**
- *St. Mary's University school of law.\**
- *Texas Tech El Paso Foster School of Medicine.\**
- *South Texas College of Law.\**
- *Baylor.\**
- *MBA.*
- *Bauer MBA.*
- *UH, South Texas.*
- *U of H, UT.*
- *Fall 2011.*
- *Law School.*
- *Undecided.*
- *Not UH.*
- *Law school.*
- *Law school.*
- *Currently looking at public health programs at UTHSC, UNLV and ASU.*
- *Law School.*
- *Law or Business.*
- *Masters Public Policy.*
- *Law School.*
- *UH Law.*
- *Law School or Business School.*
- *Aug 2014.*

## **Psychology**

- *Law School.*
- *Not sure.*
- *SHSU or TSU.*
- *U of H.*
- *Nursing School.*
- *TWU.\**
- *SMU.\**
- *Texas State Master's: Health Psychology.\**
- *UH Department of Economics, MA in Applied Economics program.\**
- *Texas Woman's University College of Nursing.\**
- *Rice university.\**
- *Marketing MBA UofH.\**
- *Not sure.*
- *UT, UH, Colorado-Boulder.*
- *Counseling Master's Program Ed. Psyc.*
- *Medical School.*
- *UH hopefully.*
- *Med school.*
- *Educational Psych.*
- *Graduate school.*
- *Dental School.*
- *Law school and/or business school.*
- *University of Houston school of Social Work.*
- *UH.*
- *Public Health/Health Psychology.*
- *Graduate School of Social Work.*
- *Law school.*
- *Baylor school of medicine.*
- *U of H.*
- *UH-Sociology.*
- *Masters in Psychology.*
- *UH Educational Psych.*
- *Don't know.*
- *Master's in Arts, Counseling.*
- *Social Work.*
- *Planning to attend graduate school for clinical or counseling psychology.*
- *University of Houston.*
- *UH.*
- *I will apply to various schools, including UH, HBU, Texas Tech, and UT.*
- *University of Houston Clearlake.*
- *?*
- *Unsure.*
- *N/A.*

### **Sociology**

- *Social Work.*
- *UH College of Social Work.\**
- *UH MSW.\**
- *College of Social Work with University of Houston.*
- *Clinical Psych.*

### **Spanish/ Hispanic Studies**

- *UH.*
- *Undecided.*
- *Business/Social Work.*
- *Nursing school.*

### **Theater**

- *Law.*
- *UNT MIS Degree.*
- *NYU.*



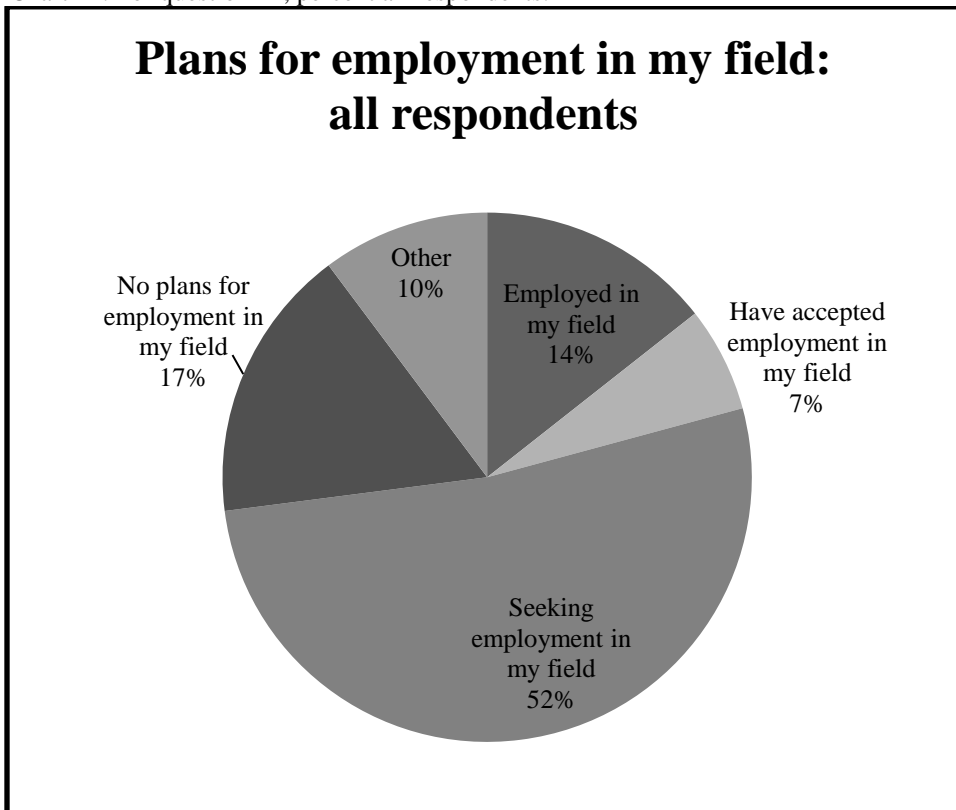
## Employment in Field

Question 12 asks students for their plans regarding employment in their field; students could choose:

- I am currently employed in my field;
- I have accepted a position in my field;
- I am currently seeking employment in my field;
- I have no plans for employment in my field.

Respondents could also answer “other” and were given space to write in comments.

Chart 11: For question 12, percent all respondents.



- 21% of graduating baccalaureates had secured employment in their fields as of May 2010.
- At least a quarter of Theater, Spanish, Sociology, Music, Economics, and Art majors had secured employment in their field.
- Since 17% of students reported immediate plans for graduate school in question 10, it is perhaps not surprising that many answering “other” on this question expressed a desire to go to graduate or professional school. Verbatim comments are given below, following the disaggregated table.

Table 11: Details: All responses for question 12, disaggregated by department.

Department	Currently employed in field	Accepted position in field	Seeking position in field	No plans for position in field	Other	Number responding
Theater	35%	6%	35%	12%	12%	17
Spanish	27%	9%		55%	9%	11
Sociology	17%	13%	42%	17%	13%	24
Psychology	13%	5%	46%	21%	14%	97
Political Science	14%	2%	47%	24%	14%	59
Philosophy			25%	75%		4
Music	19%	6%	55%	6%	13%	31
MCL		11%	22%	22%	44%	9
History	3%	8%	57%	22%	11%	37
English	9%	2%	65%	18%	6%	66
Economics	18%	7%	57%	16%	2%	44
Communications	17%	10%	59%	8%	7%	114
Com Disorder		18%	64%	9%	9%	11
Art	18%	7%	64%	9%	2%	45
Anthropology	13%			38%	50%	8
All	14%	6%	52%	17%	10%	577

2 students answered, “I have no plans for employment in my field,” but still chose to write in comments. Those comments are given verbatim along with their department:

*Education/elementary.* (MCL)

*Navy.* (History)

49 students chose other, and 48 of those wrote in comments. The verbatim comments have been given below along with the respondent’s department:

**Anthropology**

- *Going to grad school.*
- *Attending Grad.*

**Art**

- *Potential offer.*

### **Communication**

- *Waiting for intern to hire.*
- *Event planning.*
- *Grad School.*
- *Employed in a completely unrelated field.*
- *Not yet.*
- *Interning.*
- *Internship in my field.*

### **English**

- *Retired.*
- *Teaching cert.*
- *I want a job, but I don't know what.*

### **History**

- *Not at this time.*
- *I plan to seek employment in my field in future.*

### **Modern and Classical Languages**

- *I am going to apply.*
- *Teach english overseas.*
- *Will work here as a spanish TA.*
- *Law.*

### **Music**

- *I have no idea what to do now.*
- *Grad school, N/A.*
- *Have a position in other field.*
- *Graduate School.*

### **Political Science**

- *Working in insurance.*
- *Teacher.*
- *I am currently working in the realty market in Houston and I love my job but I would like to attend graduate school in the future to work in Political science.*
- *Open practice law.*
- *Law School.*
- *Employed in another field.*

### **Psychology**

- *I will begin training this summer to become an adult educator. I plan on teaching literacy and workforce education at the community college level.*
- *Wait and see.*
- *Currently not employed in my field, may seek something more in my field.*
- *Don't know yet.*
- *Using it for marketing.*
- *I am looking for employment in a different field.*
- *Masters program.*

- *Future.*
- *Planning to be a dentist.*
- *I am employed in another field.*
- *Seeking in future.*
- *Grad school.*
- *Need my PhD.*

**Sociology**

- *Not at this time.*
- *Field placement.*
- *Not sure*

**Spanish/ Hispanic Studies**

- *Military.*

**Theater**

- *Master of information sciences.*
- *Actors are poor.*

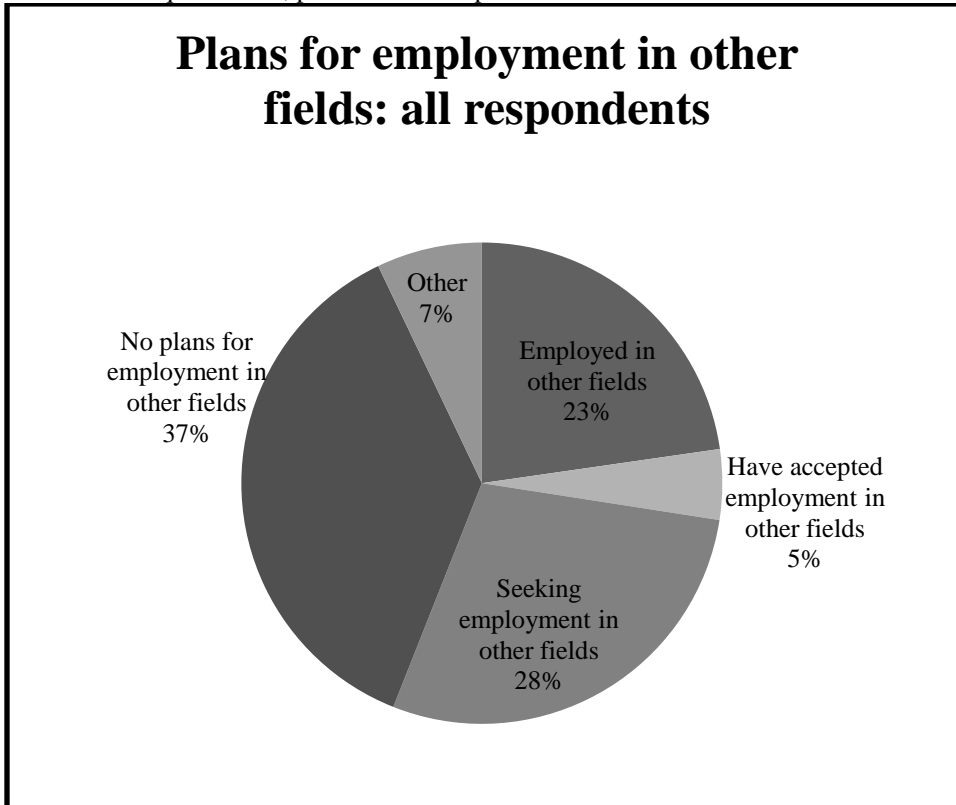
### Employment in non-major fields

Question 13 asks students for their employment plans in other fields; students could choose:

- I am currently employed in other fields;
- I have accepted a position in other fields;
- I am currently seeking employment in other fields;
- I have no plans for employment in other fields.

Respondents could also answer “other” and were given space to write in comments.

Chart 12: For question 13, percent of all respondents.



- 28% of graduating baccalaureates had secured employment in other fields.
- At least a quarter of 8 departments had majors who had secured employment in other fields: Spanish, Modern and Classical Languages, Psychology, Sociology, History, Communication Science and Disorders, Communications, and Theater.
- Again, many chose to comment on their status and their comments are given verbatim below, following the disaggregated table.

Table 12: Details: All responses for question 13, disaggregated by department.

Department	Currently employed in other fields	Accepted position in other field	Seeking position in other field	No plans for position in other field	Other	Number responding
Theater	27%		33%	27%	13%	15
Spanish		44%	33%	11%	11%	9
Sociology	36%	5%	27%	18%	14%	22
Psychology	41%	1%	31%	21%	6%	108
Political Science	25%	1%	33%	33%	9%	92
Philosophy			25%	50%	25%	4
Music	17%		10%	73%		30
MCL	29%	14%	14%	29%	14%	7
History	19%	11%	30%	30%	11%	37
English	15%	6%	29%	44%	6%	62
Economics	19%	2%	42%	28%	9%	43
Communications	22%	7%	24%	43%	5%	106
Com Disorder	27%		9%	64%		11
Art	21%		33%	47%		43
Anthropology	27%		40%	20%	13%	15
All	23%	5%	29%	37%	7%	550

4 students gave answers that were not “other” but still chose to write in comments. Those comments are given verbatim along with the department and answer chosen:

- *Houston marketing & advertising already run a venture capital & marketing firm.* (Psychology- answered, “I am currently seeking employment in other fields.”)
- *Psychology.* (Political Science- answered, “I am currently seeking employment in other fields.”)
- *I've worked retail while studying at U of H.* (Music- answered, “I am currently employed in other fields.”)
- *Navy.* (History- answered, “I am currently employed in other fields.”)

31 students chose other, and 22 of those wrote in comments. The verbatim comments have been given below along with the respondent’s department:

#### **Communication**

- *Continue working PT at the company I am at.*
- *I will seek employment in other fields in the future.*

#### **Economics**

- *I plan to emigrate out of the country to find future employment.*
- *Finish grad school first.*

**English**

- *Law School.*
- *Undecided.*

**History**

- *Seeking in the future, after grad school.*

**Modern and Classical Languages**

- *Maybe.*

**Philosophy**

- *Law School.*

**Political Science**

- *Law School.*
- *I may venture into other fields in the future.*
- *Student.*
- *Law.*

**Psychology**

- *My husband and I operate a family business. I would like to have a flexible teaching schedule so that I can devote adequate time to running our business. I would like to be involved in entrepreneurship programs at local high schools to mentor young people who have goals of business ownership.*
- *Maybe.*
- *Future.*
- *After school will work.*

**Sociology**

- *Law School.*
- *Going to Grad School.*
- *Grad school.*

**Spanish/ Hispanic Studies**

- *Military.*

**Theater**

- *MIS.*

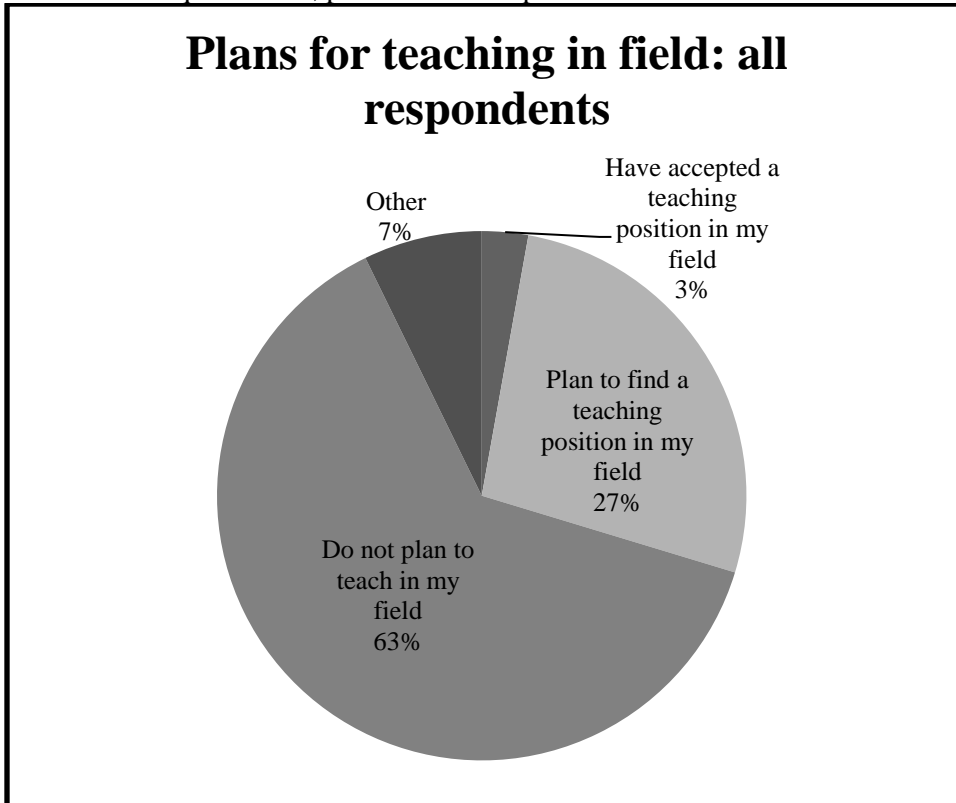
## Teaching in Major Field

Question 14 asks students about their plans regarding teaching in their field; students could chose:

I have accepted a teaching position in my field;  
I plan to find a teaching position in my field;  
I do not plan to teach in my field.

Respondents could also answer “other” and were given space to write in comments.

Chart 13: For question 14, percent of all respondents.



- The number of graduating baccalaureates who have accepted teaching positions in their field has been gradually declining over the 3 years this question has been asked.
- Students from 6 departments had 40% or more respondents who had accepted a position or were planning to find a position teaching in their field: Music, Modern and Classical Languages, History, Spanish, English, and Theater.
- Many comments reflected that students remained open to teaching in their field although it was not in their immediate plans. Verbatim comments are given below, following the disaggregated table.



Table 13: Details: All responses for question 14, disaggregated by department.

Department	Accepted teaching position in field	Seeking teaching position in field	No plans for teaching position in field	Other	Number responding
Theater	6%	35%	59%		17
Spanish	10%	30%	60%		10
Sociology	4%	13%	75%	8%	24
Psychology	2%	16%	67%	14%	92
Political Science		26%	68%	5%	57
Philosophy		25%	50%	25%	4
Music	13%	65%	19%	3%	31
MCL	13%	50%	13%	25%	8
History	8%	51%	30%	11%	37
English	3%	42%	44%	11%	66
Economics		5%	90%	5%	42
Communications	1%	13%	82%	4%	107
Com Disorder		9%	91%		11
Art		36%	62%	2%	45
Anthropology		33%	60%	7%	15
All	5%	28%	60%	7%	566

Again students were given space to write in comments, and 25 students did. Their comments are given verbatim below.

#### **Art**

- *I may be open to the idea.*

#### **Communication**

- *Maybe.*
- *Open to it.*

#### **Economics**

- *Perhaps teach in the future.*

#### **English**

- *Retired.*
- *I might, who knows...*
- *Maybe?*
- *Teach elementary.*
- *Maybe.*

#### **History**

- *Maybe.*
- *Leaving for Europe.*

### **Modern and Classical Languages**

- *Law School.*
- *TA here.*

### **Philosophy**

- *Maybe.*

### **Political Science**

- *I may teach.*
- *Looking into teaching.*

### **Psychology**

- *Have not planned to teach in my field.*
- *Not sure.*
- *Possibility.*
- *Future.*
- *I do not plan to teach in my field right now, but may choose to do so in the future.*
- *Maybe.*
- *Possible teaching.*
- *Need PhD.*

### **Sociology**

- *Not sure.*

Question 15 asks students if they had been certified to teach in their field. 40 students reported being certified in the following majors:

Art (6),  
Communications (2),  
English (10),  
History (6),  
Modern and Classical Languages (1),  
Music (18),  
Psychology (3), and  
Sociology (1).

Most students were not certified to teach even though they had immediate plans to teach in their field.

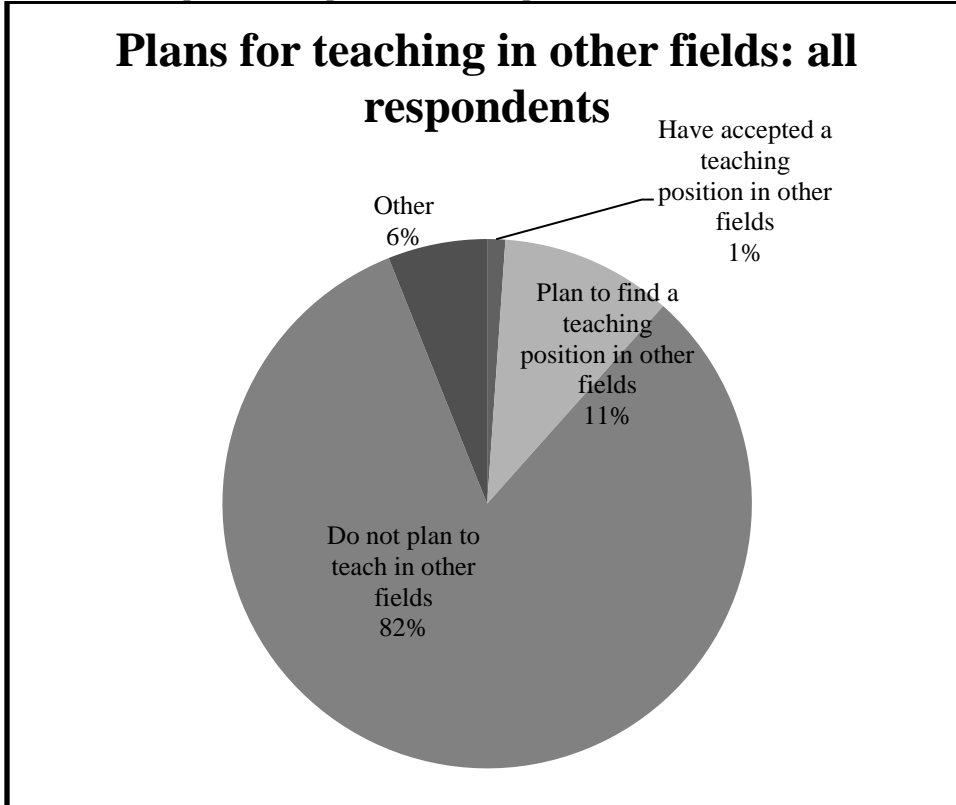
### Teaching in non-major fields

Question 16 asks students about their plans regarding teaching in other fields; students could choose:

- I have accepted a teaching position in other fields;
- I plan to find a teaching position in other fields;
- I do not plan to teach in other fields.

Respondents could also answer “other” and were given space to write in comments.

Chart 14: For question 16, percent of all respondents.



- An overwhelming majority of students do not plan to teach in other fields, and very few had accepted teaching positions.
- There was little variance from department to department and fewer comments on this question as well. The verbatim comments follow the disaggregated table below.

Table 14: Details: All responses for question 16, disaggregated by department.

Department	Accepted teaching position in other fields	Seeking teaching position in other fields	No plans for teaching position in other fields	Other	Number responding
Theater	6%	18%	76%		17
Spanish		20%	70%	10%	10
Sociology		5%	82%	14%	22
Psychology	1%	10%	80%	9%	89
Political Science		7%	93%		54
Philosophy			67%	33%	3
Music	3%	7%	90%		30
MCL		14%	71%	14%	7
History	3%	22%	64%	11%	36
English	2%	11%	81%	6%	63
Economics		10%	86%	5%	42
Communications	1%	6%	87%	6%	102
Com Disorder		9%	91%		11
Art		16%	79%	5%	43
Anthropology		13%	80%	7%	15
All	1%	10%	82%	6%	544

Students were given space to write in comments, although fewer (15) did. Their comments are given verbatim below.

**Anthropology**

- *Maybe.*

**Art**

- *Depends on school.*

**Communication**

- *n/a.*
- *I may try to find a teaching position in another field.*
- *Open to it.*

**Economics**

- *Math.*

**English**

- *Same as above (I might, who knows).*
- *Maybe Anthro.*

**History**

- *Maybe.*

### **Modern and Classical Languages**

- *Law school.*

### **Political Science**

- *Maybe.*

### **Psychology**

- *Maybe.*
- *Future.*
- *Maybe.*

### **Sociology**

- *Not Sure.*

Question 17 asks students if they had been certified to teach in other fields and to specify which field. 8 students reported being certified in other fields:

Anthropology majors (2),  
Communication majors (3),  
History majors (2), and  
Music majors (1).

Only 2 of the 8 students, both from Communication, responded when asked to specify in which field they had been certified:

- *English as a second language.*
- *ACT Houston, elementary education.*

## Demographics

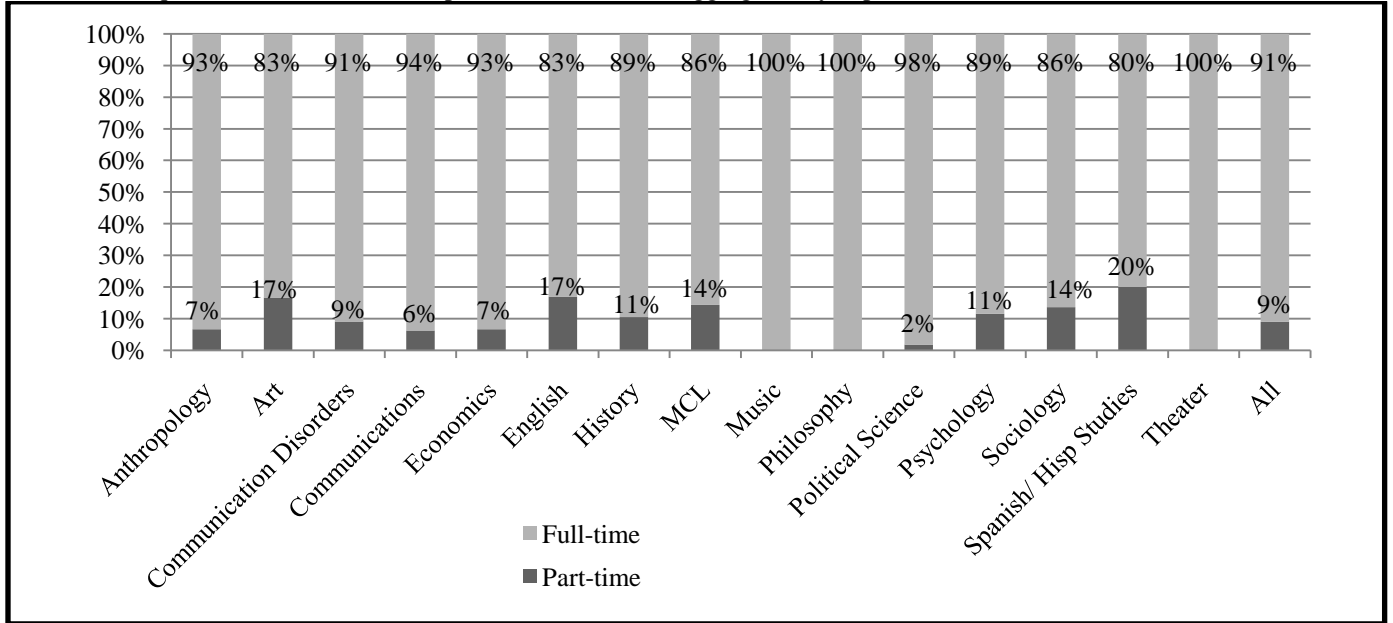
### Full time/part time

Question 21 asks respondents if, on average, they enrolled as:

Mostly a full-time (12 or more hours) student;

Mostly a part-time (less than 12 hours) student.

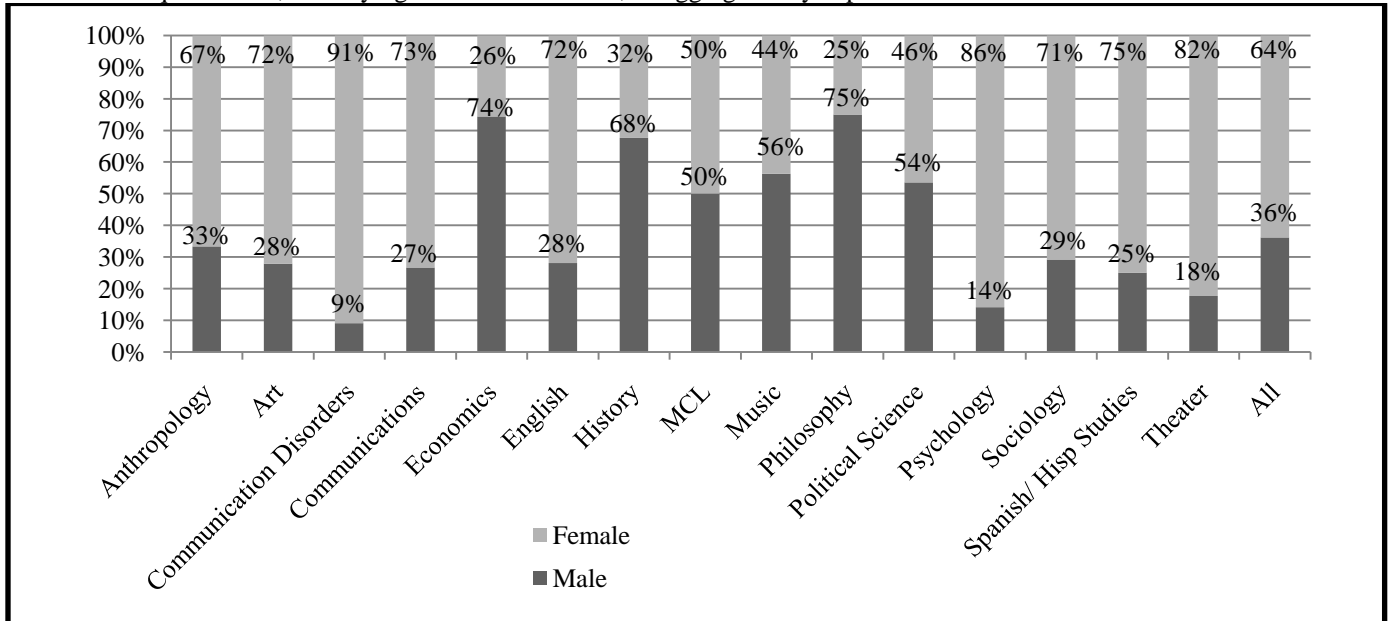
Chart 15: For question 21, full-time over part-time students, disaggregated by department.



### Gender

Question 22 asks the students to identify their gender.

Chart 16: For question 22, identifying as male and female, disaggregated by department.



## Age

Question 23 asks students for their age:

Less than or equal to 22;

23-26;

27-30;

31-39;

Greater than or equal to 40.

Chart 17: For question 23, percent of all respondents.

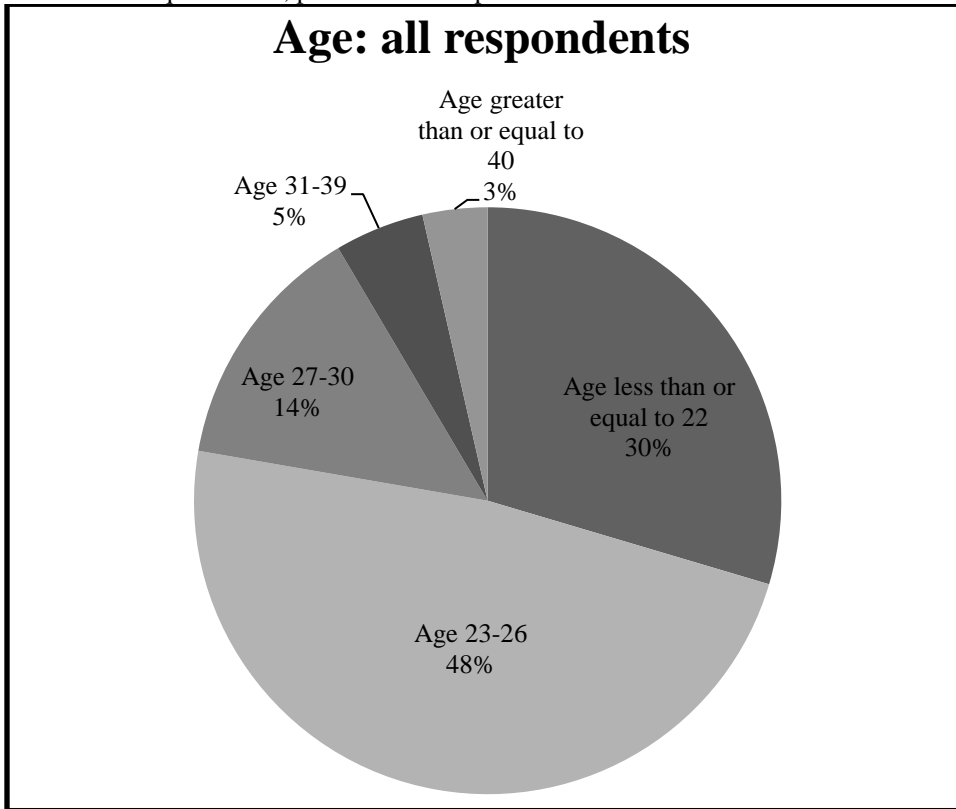


Table 15: Details: Age, all responses, disaggregated by department.

	All	Anth	Art	ComD	Comm	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<b>&lt;= 22</b>	31%	42%	5%	64%	24%	32%	30%	29%	25%	38%	50%	48%	48%	4%	11%	6%
<b>23-26</b>	50%	50%	76%	9%	47%	57%	45%	46%	63%	56%		44%	41%	61%	78%	71%
<b>27-30</b>	14%	8%	17%	9%	27%	11%	9%	17%	13%	6%		6%	7%	22%		18%
<b>31-39</b>	5%		2%	18%	1%		16%	9%			50%	2%	5%	13%	11%	6%
<b>&gt;= 40</b>	4%	17%	5%		1%		7%	9%	13%			4%	3%	4%	11%	
<b>Number responding</b>	567	12	41	11	135	44	56	35	8	32	4	54	86	23	9	17

## Learning Experiences in CLASS: Verbatim Comments

### Two Most Positive Aspects

Question 18 asks students to name the two most positive aspects of their learning experiences in CLASS. 316 students responded to this question. The comments are given verbatim below. They have been listed by the student's major although many comments refer to a variety of aspects within CLASS and not always specifically the student's department.

### Anthropology

- *Writing skills for manuscript submission and critical thinking.*
- *Professors and the curriculum.*
- *Dr. Kenneth Brown.*
- *Great professors, good learning experience.*
- *Very good.*
- *The courses and Landis our advisor.*
- *Professors, Students.*
- *Landis Odums - best advisor ever; without him I might not have graduated.*
- *Great advisor (Tamara Cobb).*

### Art

- *Almost everything.*
- *What is CLASS?*
- *Access to a variety of art classes and the people (other artists and educators) I met along the way.*
- *Good support and large variety of classes to choose from.*
- *The graphics program taught me more than I expected to learn; my instructors were more inspirational than I expected.*
- *The teachers and the quality of classes were exceptional.*
- *Studio time and the professors.*
- *Confidence; critical.*
- *I liked how the Graphic Communications Program pushed us and encouraged us to think more philosophically about our work.*
- *My art history Classes and the teachers.*
- *Better classes than in my previous school; more opportunities in many areas of art classes.*
- *Competent teachers; free thinking and creativity.*
- *Great advisor, great variety of classes.*
- *Awesome teachers (ART).*
- *Easy to understand degree plans; good counselor.*
- *Classmates, parents.*
- *I feel prepared for the real world.*
- *The classes were great; The faculty was superb, usually.*
- *Had some great teacher/mentors.*
- *Wonderful teachers and class experience.*

### Communication

- *Great professors.*
- *Nothing-too excited to think right now.*
- *Just the classes themselves were good.*
- ----



- *Gained professional experience. Networking.*
- *Dr. Vardeman and Prof. Barkley.*
- *Work load; experience.*
- *Great teachers.*
- *Great Faculty-I learned a lot.*
- *Teachers, courses.*
- *Real world experience and lessons used in classes.*
- *The wonderful teachers & informative classes.*
- *n/a.*
- *great teachers, easy to find employment.*
- *Teachers, students.*
- *I enjoyed many aspects of my learning experience especially my major classes.*
- *The advisors were awesome. The LAC was very helpful.*
- *Professors have experience since they work at what they teach.*
- *The students; The faculty.*
- *The professors and access to technology.*
- *Professors/students.*
- *Great Teachers, Great learning atmosphere.*
- *Good professors.*
- *Overall I had a great experience in all my classes.*
- *Communications professors were awesome!*
- *Classes and professors.*
- *Teacher-student relationship, access to advisors.*
- *Professor Kelley; Advertising classes.*
- *Friends.*
- *Communication and writing skills.*
- *Learned from a few professors experiences; had a little hands on experience (the more the better).*
- *Classes were great! Classes were fun!*
- *Meeting people and learning my degree.*
- *I enjoyed the history courses. My professors were great.*
- *Accomplishing college goals and realizing that its hard work to get what you want.*
- *My class in Reporting w/ Professor McHam; Internships.*
- *Professors & resources.*
- *I had more qualified, helpful professors than not. I did not visit my academic advisor often, but when I did, the advisor I visted was helpful and patient/understanding with my questions.*
- *1. The honors classes were all great, some very intelligent professors. 2. No math!*
- *Made awesome friends and learned a lot.*
- *Interested in subjects, usually had good professors.*
- *Interesting classes.*
- *Larry Kelley-advertising teacher; communication lab.*
- *The professors and their knowledge.*
- *n/a.*
- *Issues Management Class - Great English courses.*
- *Easy classes; graduated on time.*
- *The teachers and hands on experience.*
- *Student projects; School of Comm.*
- *Great teachers, hands on work.*

- *Got into the ad industry; loved the liberal Arts departments.*
- *Experience; Creativity.*
- *The size of this college allowed me to meet many people. I thoroughly enjoyed the school of communications lab.*
- *The professors were very nice and helpful; the class setting was nice (lab).*
- *Great instructors, useful courses.*
- *The support and knowledge of faculty and staff.*
- *The Teaching and the internship program.*
- *NSAC Class and prof Kelley!!*

### **Communication Disorders**

- *Small dept, knowing professors and advisors personally.*
- *Mr. Whitly always helpful.*
- *My advisors were very helpful.*
- *Variety of courses; great professors.*
- *Amazing staff; rigorous courses.*

### **Economics**

- *I had a professor who was brilliant and able to disseminate knowledge in a concise manor. There is no second positive aspect!*
- *Professors; material.*
- *None.*
- *Professors.*
- *Advisor and classes.*
- *Ms. Foley.*
- *Covenient, Easy.*
- *Dr. Ruffins History class and closeness among undergrads.*
- *Great teachers, Fun learning experience.*
- *Effective lectures, passionate professors.*
- *Good Current Issues; Real World Experienced Teachers.*
- *Good English comp teacher.*
- *Small class size and energetic profs.*
- *Time management; The ladies.*
- *The diverse campus community; the amount of resources.*
- *My classmates, studying in group.*
- *Loved the classes and the professors.*
- *Real World dilemmas with experienced professors.*
- *Learning to do not what I want but what I have to. Applying what I learn in class to real world events/experiences.*
- *Good professors. Interesting material.*
- *Class, Campus Life.*
- *I have no clue.*
- *Professors. Discussions in class.*
- *Good Teachers and flexible hours for classes.*
- *Good teachers.*
- *Dr. Alexander, Rebecca Thornton.*
- *I enjoyed the classes in my final semester.*

## English

- *Course –Diversity.*
- *Instructors, courses.*
- *Knowledgable, passionate professors.*
- *Many of the English literature courses and professors were far above expectation.*
- *Literature- I love reading Instructors are enthusiastic about subject.*
- *Wonderful professors! Great class discussion.*
- *Faculty & resources.*
- *Senior Honors Thesis & amazing professors: Dr. Houston & Dr. Christensen.*
- *Dr. Yongue, Dr. Lambeth.*
- *Friendly teachers, good students.*
- *Its over.*
- *Great professors.*
- *My literature professors were accessible to me as well as my creative writing prof.*
- *Great professors and I love the availability of online classes.*
- *Meeting peers & taking creative writing classes.*
- *The professors.*
- *I read book, I never would have. I found new ways to write.*
- *Positive professors.*
- *Taking classes from successful writers.*
- *I learned a lot and made friends.*
- *The professors really seemed to care & wanted the best for you. Dealing with Kimberly Williams was always so wonderful & she was always able to help!*
- *Teachers and the ability to be introduced to new reading fields.*
- *texts & environment.*
- *I learned a lot in my CW classes.*
- *Excellent Worthwhile.*
- *Great teachers and people.*
- *:)*
- *Networking and writing workshops.*
- *Good prof's that were knowledgeable.*
- *The professors, the students.*
- *The close relationship between the teachers and their students in the English Department.*
- *I've loved my time here. I'm going to really miss it. I feel like I've grown a lot as a writer.*
- *Great classes, friendly people.*
- *N/A.*
- *Great English teachers; some interesting electives.*
- *Caring & interesting.*
- *taking Nick Flynn & Tony Hoagland for poetry classes.*
- *Professors, courses.*
- *Honors College; Dr. Pipkin's classes.*
- *The Honors College, James Pipkin's romanticism class.*
- *Creative writing professors are amazing.*
- *Great Teachers & Classes.*

## History

- *Professors.*
- *Richard Frazier; loved my classes.*

- *Diverse learning environments; meeting new people.*
- *Professors and college facilities.*
- *Read many good books and met many great professors.*
- *Learning & learning.*
- *The professors & the class selection.*
- *How interesting the classes have been.*
- *Very good professors. Great history classes, esp. the selective topics!*
- *Writing.*
- *Course material -flexibility of changing major/plans.*
- *The very helpful professors Deyle, Martin, Curry.*
- *Richard Frazier Should get a reward just for having to deal with the college of education because they suck and I can say that now because the only reason I will go back to the University of Houston is because of the History department. So for all us students that Major in history and want to be teachers Frazier is the best. I really liked the diversity of classes I could choose from. Not only were there so many different classes but also if I liked a particular topic I knew that there would likely be more than one class that I could take.*
- *Fun, interesting classes; Access to advising.*
- *My advisor, Richard Frazier; Professors in history.*
- *Dr. Moretta's classes.*
- *Great Professors and wide range of classes.*
- *n/a.*

### **Modern and Classical Languages**

- *Teachers' support; Availaibility of information.*
- *The professors and the resources.*
- *Language usage; Connection with teachers.*
- *The professors, studying abroad.*
- *Awesome French profs- they are all beyond belief.*
- *Giacchetti.*

### **Music**

- *Dr. Bertagnolli for Music History II and Dr. Davis for Music Theory V were the two best teachers I ever had there at MSM.*
- *Traveling to Wales w/ MSM Concert Chorale for Llangollen Eistedfodd competition and [comment cut off]*
- *Fabulous teachers in both music & Spanish.*
- *Real class room-experience.*
- *The travelling w/ concert Chorale. Performing in the operas.*
- *Hard Work; dedication.*
- *Great music teachers; Excellent performance opportunities.*
- *Good, intellectual faculty, smooth progression through school.*
- *Advising.*
- *Supportive faculty/staff. Sense of a community within the dept.*

### **Philosophy**

- *Advising and Teaching staff.*
- *Wonderful Faculty, Honors Thesis.*

### **Political Science**

- *Saturday class availability and available parking.*
- *Nothing applicable to my current position.*
- *Diversity & concentration of topics.*
- *The subject matter was varied and I thoroughly enjoyed certain courses offered at the Political Science Department.*
- *Dr. Weiher; Dr. Collins.*
- *1. Professors-Hughes & Kennedy; 2. Variety of Pols classes available.*
- *Professors really enjoy their fields and make the material interesting.*
- *Teacher aid and other students.*
- *Class Quality; Quality of Professors.*
- *1. Professor Jerald Jackson; 2. And his classes.*
- *Counselors and teachers.*
- *Teachers and courses.*
- *Freedom to explore personal theories.*
- *Democratic Theory and Political Theory classes with Christian Hughes, due to the texts discussed and the interesting discussion of them.*
- *Nice people; Good teachers.*
- *Teachers, friends.*
- *1. Learned how to take good notes 2. Became a better writer.*
- *The teachers were amazing. Each of them were great in their field and really enjoyed their research and teaching.*
- *Advisors generally helpful, some wonderful classes.*
- *Counselors.*
- *The teachers and the counselors.*
- *Excellent professors: Moretta and Cook and Freeland.*
- *Diversity and unique class choices.*
- *Other students and prof Hughes and Aleman.*
- *Teachers, fellow students.*
- *Material covered was interesting; Teachers were mostly very helpful.*
- *Interesting classes and good professors; Nice culture.*
- *Faculty-Teaching and Advising.*
- *Teachers and programs.*
- *I enjoyed all of my classes and the advisors were great.*
- *PoliSci Faculty, Honors faculty.*
- *Stuff.*
- *Professor Agan, educational environment.*

### **Psychology**

- *I enjoyed listening to lectures by professors who were passionate about their subject. I enjoyed challenging myself to not only learn the material, but also do my very best work. I earned a 3.9 GPA and it makes me very proud.*
- *The quality of the professors.*
- *Access to my professors.*
- *Neuropsychology class with Dr. Adriana Alcantara; Prof. Susan Nash cultural Psyc. Class- life changing.*
- *Great professors easy to work with.*
- *The Knowledgeable professors The quality of information presented.*

- *1) Loved the internet/distance education medium to help me complete my classes while being able to work full time. 2) The whole faculty were very helpful and informative to help me complete the degree.*
- *Most teachers were nice. Method of teaching was good.*
- *Group work, young teachers.*
- *Speaking and debating.*
- *The teachers' ability to effectively teach and be available to students was very important. Also, it was important to have access to advisors when needed (ex: to enroll in the next semester's classes).*
- *Being involved in extracurricular research internships which provided elective class credit. This is what led to my current employment. Completing a senior honors thesis has prepared me for graduate study.*
- *Availability of online classes (my reason for choosing UH).*
- *The professors are really knowledgeable in their field. Many teach with enthusiasm.*
- *Great, enthusiastic professors.*
- *Great professors & interesting classes.*
- *Learning a vast array of information in all psychology and liberal arts electives classes; meeting the faculty & other students- the friendships that resulted from them.*
- *Great class selections, good teachers.*
- *Teachers.*
- *Learned much.*
- *Great professors; Very diverse.*
- *The positive attitudes for everyone I came into contact with. The academic advisors are awesome- Barbara Woodward is amazing.*
- *The teachers.*
- *All my classes taught me a lot about myself & life.*
- *Helpful professors.*
- *The professors & advisors in class are excellent.*
- *Dr. Behr, Dr. Armstrong.*
- *Lewis May; Mona Roauf.*
- *Diversity, respect.*
- *Research.*
- *All psych courses & Greek myth & tragedy!*
- *On-hand experience with teacher. Ability to ask questions if needed.*
- *Classmates, discussions.*
- *Convenient available classes.*
- *The professors of the economics department; the psychology department's advisor.*
- *Gaining knowledge and meeting new people.*
- *Psychology class sizes, variety of classes offered.*
- *Close contact with teachers.*
- *The advisors and a few professors.*
- *Teachers.*
- *The classes.*
- *My psychology professors, wide range of class choices.*
- *Professors, advising.*
- *Research.*
- *My advisor & Stacy Meier's Human sexuality class.*
- *Good teachers, Dr. Behr.*
- *1. Class options. 2. Professors.*

- *I liked that everyone was super friendly and was helpfull.*
- *Available professors; Interactive classes.*
- *Dr. Hiscock.*
- *Senior Honor thesis and research labs.*
- *Teachers were helpful.*
- *Great professors and courses.*
- *The interesting subjects; people that I met.*
- *The amount of knowledge I gained about psychology and it's options and my child abuse class.*
- *N/A.*
- *Teachers/professors and Advisors.*
- *N/A.*
- *Learned plenty in my field /Networking.*
- *No assignments just tests.*
- *Classes.*
- *Well accessible, good classes.*
- *Psych classes period. Certain teachers I loved.*

### **Sociology**

- *My instructors and course curriculms.*
- *American Humanics; Diversity Ethnic Studies.*
- *Landis Odoms; Dr. Karner, Dr. Salinas, Dr. Kotarba.*
- *Communication and networking.*
- *Learned a lot, some great teachers.*
- *Professors; and my advisor.*
- *Professors and students.*
- *Diversity and persevering peers.*
- *Landis Odoms, Prof. Kwan.*
- *n/a.*
- *Landis Odoms.*

### **Spanish/ Hispanic Studies**

- *Great teachers.*
- *Advisor availability.*
- *A broad learning experience; learned about many different things.*
- *n/a.*

### **Theater**

- *The classes and the teachers.*
- *N/A.*
- *Directing and Shakespeare acting.*
- *Friends and wonderful opportunities to learn my craft.*
- *Theatre classes and faculty.*
- *NONE.*
- *Working with Stuart Ostrow; The opportunity to build a substantial resume.*
- *Hands on experience and work in the field.*

### **Areas that need improvement**

Question 19 asks students to tell us about academic or administrative areas that need improvement and if they have any suggestions for how we might improve those areas (i.e. Advising, Class-size, availability, degree planning, etc). 264 students responded. The comments are given verbatim below. They have been listed by the student's major although again many comments refer to a variety of aspects at UH and not always specifically the student's department. Many students tempered their complaints with thoughtful comments and occasionally more praise, while 55 students responded with "n/a," "no's," dashes, or other comments that indicated no improvement was needed.

### **Anthropology**

- *I really think there needs to be stronger advisory endeavor to help students who intend to go further in graduate studies. There isn't enough support about what to do, who to see, how to get in...presently there is only the advice to check the admission requirements...for people who work and are more mature, there is little encouragement from professors or undergraduate advisers.*
- *Not needed.*
- *Availability, guidance in future planning for Grad School.*
- *---*
- *More diverse courses, more available, also please help increase our dept.*
- *Spanish Dept. need improvement as does advising (# of available advisors).*
- *Advising, Class.*
- *I would've liked to see move "ancient art" art history classes, like Egyptian. So I wanted to take Byzantine art, but it was never offered during the 4 years I was here.*

### **Art**

- *Its pretty perfect!*
- *Computer labs & equipment need constant updating.*
- *My advisor gave me misinformation and blamed me for not seeing her every semester, but wrong information is still wrong information. This caused me to graduate a year later than anticipated. I also had trouble booking time to see her and recently she flat out refused to see me or even help me through email or the phone. I had to go to the administrator above her to resolve my dilemma. I am very unsatisfied with my advisor.*
- *Can't think of anything.*
- *I felt discouraged to keep going with my major even though my gpa was good and I was doing well in classes.*
- *None.*
- *More advisors.*
- *---*
- *The advising because they told me a month before graduation that one of my classes wouldn't cont.*
- *I really enjoyed working with my academic advisor - no changes.*
- *Degree planning.*
- *Answering the phone.*
- *Advisement between education and school of Art.*
- *Nothing Great.*
- *Parking needs improvement.*

### **Communication**

- *I did not have a problem w/ advising but I know many who did.*
- *Nothing.*



- *Advising, they went to "appointments only" and that made it very hard access them when needed them the most. Appointments would be booked 2-3 weeks in advance when it was time to enroll.*
- *The comm school ignores radio.*
- ----
- *The advising center is a DISASTER!! The wait time to see an adviser is too long. There needs to be more counseling hours. Les Oliver is so RUDE!*
- *Advising.*
- *Advising seemed clueless about course requirements and curriculum for my degree; \$50 + \$25 late fee to "apply" to graduate and my name was still not in the commencement program; 4 courses of foreign language was the biggest waste of my time and GPA, furthermore the Spanish department were the most tirannical and ball-busting group of people I have ever had the disfortune of meeting. Do away with the majority of the basic pre-req COMM classes, like 1301 and 1302, and introduce students to website building, monitoring, tracking, etc, NOW.*
- *Advising more precise.*
- *More advisors to accomdate students.*
- *Spanish dept.-teachers are great-workload is crazy.*
- *n/a.*
- *Lack of interest in helping students in the admin. dept.*
- *n/a.*
- *Advising needs to be more specific.*
- *Class sizes are too big.*
- *Some of the classes are filled quickly. More classes each semester.*
- *Advising: have students to visit advisers twice a semester; Encourage students to participated in organizations.*
- *Advising needs improvement; we need to know the fastest way to graduate.*
- *The welcome center RIDICULOUS!*
- *Advising availability.*
- *Advising-- first good advisor my last semester.(Zamora)*
- *The classes were great but the admistrative part can be fixed.*
- *Peoplesoft could use a little fine tuning. If possible it would be helpful if advising appointments could be set thru peoplesoft.*
- *Advisors more time for students, more advisors.*
- *Advising, career counseling.*
- *Advising needs a lot of work.*
- *N/A.*
- *Better define ALL requirements for each degree.*
- *The school is good as is. I guess advisors could be more accessible.*
- *Advising should slightly be improved. I was told a couple of opposing views in regards to my major.*
- *Advising could stand for some improvement.*
- *n/a-some professors are to harsh. Some need to know the meaning of understanding.*
- *Advising for minor degree plans could use more structure.*
- *The only real problem I had was the availability of the Crisis Communication class. It was one of two courses to choose from for a fulfillment of one section of the curriculum and it was also the only one I had the prereqs for. The problem was it was only offered at 1 in the afternoon and I work during the day. Luckily, and thanks to the generosity of Dr. Vardeman-Winter, I was able to get approval to take the other course (Issues Management) without one of the prereqs.*

- *-Communications curriculum, especially media production. I feel like more than half the classes I took were a waste of my time. -Make setting up an appointment with an advisor more convenient. Set up a way to do it via email/online form so I don't have to.*
- *n/a.*
- *Advising should be more accessible.*
- *Advising location was hard to find.*
- *Advising-advisors do not seem to know about the classes and just read off of an audit.*
- *Advising the advisors are not helpful, rude and unknowledgable.*
- *n/a.*
- *Increase Campus Recruitment Employer Participants.*
- *The comm. advising office never opens their doors or answers the phone on time.*
- *More night classes.*
- *More access to Prof. Crixell. UH's HUGEST ASSET.*
- *Offer more courses for advertising.*
- *More teachers and classes in Media Production.*
- *CLASS is the largest college on campus. I recommend more qualified advisors for our students.*
- *Advising seemed to be inaccessible at times.*
- *A new communications building with new studios.*
- *Degree planning and courses in field of major (health comm).*
- *More creative classes in advertising.*

### **Communication Disorders**

- *Online courses difficult.*
- *Class size not good, in the grad program.*
- *ComD class timings are bad for students who work.*
- *No more online classes!*

### **Economics**

- *Advising needs to be fixed. First day on campus, my major adviser refused a meeting with me. So many problems could have been solved with some simple help and direction. Academic affairs needs improvement: depending on the mood and day, I was told a variety of requirements for graduation that contradicted published material, all at the 11th hour before graduation. Transfer credits: these were a mother fucking nightmare to deal with. THIS NEEDS TO BE STREAMLINED. But you all know that, which is why you went to the efforts to "Achieve the Dream." Intro to Poetry is Into to Poetry no matter how many ways you slice it, do I really need an original syllabus to prove that? No imagine going through that for 15 other classes! It took 20 months to get that straightened out. I am disappointed with some of the outcomes, including study abroad credits in language. It's frustrating to be denied credit from a department, despite mastering a second language at another school to the level of fluency and working as a translator, only to be denied third year credit because of the Dean's need for specific documentation. Paper work in general: please streamline that. I can't wait 3 months between petitions. Also, 8 weeks for graduation paperwork to be processed? That's an absolute joke! English Department: I had writing classes from a Tier 1 university, and they wouldn't take them for Freshman Writing II. That was a class I literally took 12 years ago in high school. Waste of my time and money. I would gladly pay somebody \$70 to take a test to prove my writing skills are up to snuff, but then again what do I know, I only have two short stories and a play to my name. Campus Safety: Well, you know the issues. I get a little edgy walking around campus, especially in the afternoons; not to mention the neighborhood around campus. I did have a gun pulled on me and my family (not on campus though--but a few blocks away). Parking: You tore down a parking lot to put in a dorm? Peoplesoft: The gentleman who programs peoplesoft lives in Greece. Yes, Greece. When a*

*correction needs to be made to the system, it goes to the other side of the world to be handled, unless of course he is locked out of the system by the IT department. This caused me many advising errors and a long time to correct. There are only a few regrets in life, and the University of Houston has been a whale of one.*

- *A bigger computer lab.*
- *Everything seems fine to me.*
- *N/A.*
- *n/a.*
- *No.*
- *Better classes.*
- *n/a.*
- *More advisor, better division of classes regarding career interests.*
- *Research Areas.*
- *Economics Undergraduate advising could use a bit of improvement.*
- *Need more counselors.*
- *None.*
- *Advising.*
- *It's good as it is.*
- *Improved degree planning and counseling promotion.*
- *Clearer advising, more guidance.*
- *N/a.*
- *Not really.*
- *Some teachers I had were not the best or not very good at teaching, for the most part I had great teachers.*
- *None.*
- *More advisors.*

### **English**

- *Availability.*
- *Please offer a greater variety of English courses listed in catalog- several I wanted to take were never offered.*
- *People Soft needs improvement.*
- *Class-More online classes. I'm a single mom & these are immensely helpful.*
- *N/A.*
- *ADVISING!*
- *Graduation paper work procedures could be easier.*
- *Advising Appointments always late and people (probably student workers) are rude.*
- *More online classes.*
- *The English Advising.*
- *More advisors!*
- *N/A.*
- *Better counselors w/ accurate information.*
- *Find a way for questions to be answered quickly online.*
- *Need to pay more attention to transfer credits & what will count towards degree before deadlines.*
- *Advising- just let student know exactly what is needed to graduate. Even elective courses.*
- *I feel that the English-Creative Writing degree curriculum could focus a bit more on writing.*
- *Actually offer and have all the courses you advertise having or don't say you have it.*
- *N/A.*

- *I loved my advisor, he was so helpful, but the university in general has a lot of red tape that stresses me out.*
- *Administrative communication could be clearer.*
- *N/A.*
- *Advising.*
- *More valid classes.*
- *Advisors were hard to get in contact w/ sometimes.*
- *Availability of classes.*
- *Peoplesoft should die.*
- *Paperwork b/w depts. Info always getting "lost."*
- *Better advising, make clear and easier appointments.*

### **History**

- *Languages!*
- *n/a.*
- *No.*
- *Parking, food.*
- *Hawes and Decker suck; Spanish was crap.*
- *No.*
- *I guess I could have used better degree planning.*
- *Academic advisor needs improvement.*
- *More walkin time.*
- *There should be a Major degree plan for people that want to teach social studies not just a composite minor. NO SCHOOL WILL HIRE A TEACHER THAT IS JUST HISTORY they MUST be certified Social Studies Composite. I had to add a fifth year because of this.*
- *EDUCATION DEPARTMENT!!!!*
- *The undergrad history advisor is rarely helpful.*
- *n/a.*
- *Clearer degree planning.*

### **Modern and Classical Languages**

- *No.*
- *No improvement needed.*
- *n/a.*
- *Classrooms should be easier to find.*
- *Erika Jimenez was helpful but there was at least one issue that would have kept me from graduating now had Debra Frazier not been there to advise me.*

### **Music**

- *I think it's important to note who is teaching the classes that are supposed to prepare you for field work. As a music student in the fourth year of study I believe that it is a bit baby-ish and condescending to our intelligence that notes be handed out and then read word for word by the teacher each class time, and not elaborated on, just plainly read from the sheet we have in front of us. I also think it's sad and in poor taste for teachers to favor students they like and disregard concerns or questions of other students. It was obvious in a few of my classes that this was the motivation of class participation and grades. I loved my time at the Moore's School of Music but there are many things that happen under the table and behind closed doors in the band department/education side of things that really discourage learning. Personal feelings about someone or their relationships should not*

dictate grades or second chances. On top of that statement, boys should not be the only ones favored, and other teachers' influences/opinions about situations should not factor in to a student's class participation/academic achievement grade. I think the ethics of some teachers needs to be reviewed and maybe their influence on the university should be rethought. It is apparent in many cases the motivation of some teachers is not loyalty to this university or what it stands for. Not being there for your students unless you like them is your own business, but changing dates of finals (which are supposed to be set by the university) to accommodate your schedule (to make more money) says a lot about the person you are and the importance of this class to your life. I think it is also important to note that if there was not a fear factor in standing up for myself against these people that think they can run our lives (but don't take time out of their own to show us that we should trust them, that are so absorbed in themselves and how important they think the outside perceives them to be), then I would have done the right thing when I was wronged and reported what I was told, in the context I was told, to the right person who could have seen how hurtful some people can be and unethical in determining my grade. My degree is almost embarrassing because of the cocky reputation of these people, and the stress they add with their drama and unnecessary actions, really make the "best music school for education" an absolute hell hole unless you know how to kiss ass. (I'm sorry for my language.) I really hope that one day I can be proud of what I've accomplished, and proud of my school (MSM), but I feel like it's all going downhill, and fast, unless someone can get in there and clean up this mess.

- Get rid of Dr. Pollack teaching Music History III. That man canNOT teach to save his life and while he may be a great scholar, his educational skills are decrepit.
- Keep working for Tier 1 Status-the changes thus far have been outstanding but there is still room for improvement overall.
- None, my advisors in both degrees are great. (Debra Frazier & Carrie Young). Very very helpful. Thank you!
- Carrie Young was the best advisor I have dealt with at U of H. She was very helpful.
- The advisors were extremely helpful I hope they stay helping students in the following years.
- Education department and their organizational skills. Also communication between Education Dept. and music school.
- Education department and their organizational skills.
- No.
- Carrie is so awesome, no changes necessary. (to music advising).
- A more limited selection among students: music school is over-crowded, especially.
- Have to take a few classes that are not vital.

### **Philosophy**

- Since the welcome center everything has been much better.
- n/a.

### **Political Science**

- More Saturday classes.
- Advising took days to get an appointment.
- Possibly, to be more hands on with students' progress.
- More advising hours/more advisors.
- More class availability.
- ---
- More class selection.
- Rita Griffin, you need to get her attitude and high horse in check. Keynesian economics is not the ONLY economic solution. There are conservatives on campus, ...I'm just saying.
- Class-sizes.

- *Advising Dept. and staffing.*
- *Degree planning.*
- *The process is tailored to big groups, hard as an individual.*
- *Do not offer online courses, they are ridiculously easy and I think that is detrimental to any prestige that a political science degree from UH might have.*
- *More evening courses. More science/ research based undergraduate political science, a little less theory More work with advisors - Edward was great but it took me three years to find him More communication college wide with alumni and students in the form on a news letter and updates on college Update the course catalogue online with more accurate descriptions and so on CLASS graduation reception at 7:00am in the morning is really silly... no girl can get ready for graduation that early, I would have really liked to said thanks and good bye to some of my teachers and classmates and was unable to because there was no reasonably timed reception. More CLASS awards given our within the college by department and so on, and more clear organization and communication on scholarships for CLASS students.*
- *Quality of classes was generally mediocre. Would have liked the opportunity or requirement to choose a capstone within the major.*
- *Class size @ Bauer.*
- *The transcripts department is very unorganized.*
- *Edward Manelou is a great advisor and needs no futher improvement.*
- *Make advisors more approachable.*
- *More advisors, decressed class size in poli sci, more money for history (more advisors esp.).*
- *Better advising.*
- *More structured learning.*
- *---*
- *No.*
- *Everything was great!*
- *Fix financial aid- it has been perpetually broken.*
- *More stuff.*
- *Advisor Moullian is very rude and not helpful.*

### **Psychology**

- *Online courses can not begin to compare with a face to face class. I did learn the material in the online courses but it was not a positive learning experience like I had in the face to face courses. I would like to suggest more hybrid classes (online assignments and maybe one day a week of face to face for a particular course) and more Saturday or weekend classes.*
- **FINANCIAL AID OFFICE NEEDS IMPROVEMENT.**
- *The neuropsych courses need to be offered more frequently.*
- *Need to be able to schedule same day appointment for advisor, students shouldn't have to wait on Friday to make an appt for next following week. This should be changed. More peer counseling for incoming students. Professor mentorships with students could improve drop out rates.*
- *n/a.*
- **ADVISING!! Degree planning!!! Access to graduation-too much red tape!!!**
- *My degree was completed in the last fall semester, but I could not graduate because the last class I took Psych 2301 was a requirement to declare. I wish there was a system or way (even the advisors knew) wish this could have been improved upon instead of having to wait a whole semester to complete.*
- *I think more work fairs and opportunities for students after graduation should be implemented.*
- *Advisors shouldn't give conflicting info.*

- *More time on math exams by 15 min.*
- *Advisors should be a LOT more informed in areas such as what it takes to get into graduate school and what steps an individual needs to fulfill to be successful in this feat. They should be knowledgeable about, for example, the schooling necessary for particular degrees in the field of psychology. If not knowledgeable, they should at least have access to information that can be helpful to students with such questions. Undergraduates must consider when striving for their degree, such as determining which courses, activities, groups, etc. they should be involved in. This is to get ready for graduate school. For this reason, advisors should be more educated about grad school, in order to better advise students on how to get there.*
- *I feel that the current psychology course work should increase the availability of higher level statistics and statistics programming courses.*
- *It would have been nice to have a psychology orientation or handout that talks about HONORS requirements (I didn't even know there was an honor's college until my 2nd semester at UH), psi-chi, services offered in the psychology department (free computer lab), and discusses graduate school requirements. It would have been nice to know from the beginning that I should concentrate on research experience for graduate school.*
- *Have more information available about graduate programs and make those known to students. Also, it would help if the advisors would those options be known to the student.*
- *Career planning.*
- *More variety of classes.*
- *Advising.*
- *Bigger classes for psych classes & bigger comp. lab.*
- *Physics dept needs improvement.*
- *n/a.*
- *Increasing mentorship programs for future career options.*
- *TRANSFER CREDITS!*
- *Psych advising department.*
- *Financial Aid.*
- *The administrative process.*
- *Class availability.*
- *N/A.*
- *Econ advising not very helpful.*
- *More contact with teachers.*
- *Availability of advisors.*
- *More communication with students.*
- *Psych needs to have advisors more readily available throughout the week.*
- *Availability.*
- *Advising, class curriculum, degree planning.*
- *Transfer student information.*
- *Advising was difficult, not clear, not much major guidance, help.*
- *The psych advisors & non-declared advisors at times gave me false information or were hard to get a hold of. However, the business advisors, esp. marketing, were fantastic.*
- *Small class sizes.*
- *Greater variety of classes (eg .statistics) w/professors - Better Advising.*
- *Size in physics.*
- *Advisors, aren't very informative.*
- *We should come together more so that the people in the field of study know each other and are closer maybe a banquet.*

- *N/A.*
- *Small class sizes are great for psychology.*
- *N/A.*
- *Bigger classes.*
- *None, everything is great.*
- *Great.*
- *N/A.*
- *Advisors can be more informative of other possibilities when choosing classes or when we are not sure.*
- *None.*

### **Sociology**

- *Advising-Too much paperwork.*
- *Bigger computer lab!*
- *n/a.*
- *Financial Aid, always had trouble seeing people and long waits.*
- *Improvement on the upper level classes such as stats in terms of maybe another course in addition to have a better understanding the subject.*
- *More sociology classes offered.*
- *n/a.*
- *Smaller sociology classes and more.*
- *n/a.*
- *None.*

### **Spanish/ Hispanic Studies**

- *Some teachers.*
- *n/a.*
- *The Spanish Advising needs improvement. I had a lot of issues that could have been fixed just by looking at my records.*

### **Theater**

- *Once a student leaves the school, they should not be forgotten about, especially when they were denied for graduation based on the negligence of the advisor.*
- *N/A.*
- *Degree planning and clear grad requirements.*
- *Have 2 academic advisors for theatre.*
- *We went through 3 advisors so that sucked.*
- *No more hiring dumb people for advisors, I like Andrew.*
- *The processing of changing my minor from Business to Dance took far too long. Paperwork seemed easily lost at times.*
- *Advising! Very hard to get a hold of him.*



### **Assistance achieving goals**

Question 20 asks students what specific programs, services, or people assisted them in achieving their academic goals. 241 students responded. The comments are given verbatim below. Again, they have been listed by the student's major although many comments refer to a variety of aspects at UH and not always specifically the student's department.

#### **Anthropology**

- *Academic Advisor, Professors.*
- *Landis Odom.*
- *None.*
- *---*
- *Landis advisor; Honors College; Pre-Dental/Health advisors; Parents; God.*
- *My advisor-Landis Odoms.*
- *Professors.*
- *Dr. Nevitt and Dr. Costello were particularly helpful and knowledgeable professors.*

#### **Art**

- *Core, major and minor courses to support my plans for art history major and studio art minor, and instructors, advisor, ISSSO, and family & friends & well wishers. Its not about one thing!*
- *My art instructors were very helpful and informative.*
- *Art department was great, and I had many beneficial and well taught classes in the education department.*
- *All my teachers were so supportive.*
- *Why wasn't this survey given the last day of class?*
- *Professors and advisors.*
- *Mostly professors!*
- *Cindy Bowden in Art office really helped me get on track w/ my academic goals.*
- *Sculpture department.*
- *Advisor.*
- *Art.*
- *Cindy Bowden.*
- *Linda Post-Photo/Digital media; Stephan Hillerbrand-Photo/Digital media.*
- *Writing ?? profesors.*

#### **Communication**

- *Orlando, Landis Odom, Paul Schneider, Prof. Crowe.*
- *Nothing.*
- *Orlando Zamora was awesome.*
- *---*
- *I wanted to Thank Janie for her help w/ my situation.*
- *My professors.*
- *Myself.*
- *Ken Berliki; Prof. Kelley.*
- *OISP.*
- *Everyone in the school of communication.*
- *Internships.*
- *Thank you to Orlando Zamora and Amy Ramirez and Patrick Daniel for their outstanding guidance and support in helping me to achieve my goal.*

- *n/a.*
- *Advisors, profs like Julie Fix.*
- *Orlando, Proffesor Kelly.*
- *Prof. Julie Fix was amazing! Had her for three classes.*
- *Les Oliver.*
- *Advising when accessible and classmates.*
- *n/a.*
- *Professor Keith Houk and Professor Craig Crowe.*
- *The communications lab was very helpful.*
- *The daily Cougar, Professor Maltam, Fehling, Desel.*
- *Les Oliver.*
- *N/A.*
- *Keith Houk, Randy Polk, Craige Crowe.*
- *Julie B. Fix.*
- *N/A.*
- *n/a.*
- *Les Oliver; Maria Gonzalez (English); Beverly McPhail (Women's Studies); the GLBT studies dept.; Moores School of Music.*
- *The biggest reason I succeeded in graduating from CLASS were a handful of the COMM professors I had. The ones who stood out to me in particular due to their teaching methods, helpfulness and availability were Professors Fix, Vardeman-Winter, Crixell, and Tate. Without their help, it would not have been as easy to learn everything that I did at U of H that will be vital to my future career.*
- *-the honors college was great all around. -Keith Houk and Ward Booth in the School of Communications also deserve major props.*
- *n/a.*
- *Athletic advisor, Lori Selzer; Comm Advisor, Les Oliver.*
- *Advertising program, Larry Kelley.*
- *None. This school does not help only creates obstacles you have to constantly hurdle.*
- *Larry Kelley.*
- *Academic advisors.*
- *Comm 3311; comm2310.*
- *Larry Kelley, AAF-UH.*
- *Craige Crowe, Keith Haulk, Polk.*
- *Julie B. Fix, David McHam, many profesors in the School of Communication.*
- *Orlando Zamora really helped me get out of a tough spot.*
- *Internship at HTV. Ward Booth, Keith Houk, Craig Crowe.*
- *Advisers and professors Dr. Xiao and Orlando Zamora.*

### **Communication Disorders**

- *Undergraduate meetings info sessions.*
- *Dr. Dunkelberger! Dr Aghara! D. Blake!*

### **Economics**

- *Ms. Foley, Marion.*
- *N/A.*
- *n/a.*
- *Computer lab.*
- *Ms. Foley was an excellent advisor. She was always able to calm my panic attacks!*

- *Bank of America.*
- *n/a.*
- *Advising helped a lot, great support from teachers.*
- *UCS, some professors.*
- *NOBODY.*
- *People living on campus.*
- *Marion Foley.*
- *None.*
- *CASA, Library.*
- *Pre-health services, Jodie K in the Honors college.*
- *Mrs. Foley is Amazing.*
- *Marion Foley :)*
- *Professors, Advisors.*
- *n/a.*
- *The Pell Grant.*
- *Mrs. Foley and most of the main core teachers of economics.*

### **English**

- *Dr. James Pipkin, Dr Roberta Weldun.*
- *Kim Williams!*
- *Wayne Ashley (advisor) was great! Answered all my questions.*
- *W. Ashley.*
- *Kimberly Williams, Dr. Ann Christiansan, Dr. Maria Gozanlaz, Sigma Tau Delta.*
- *Advising- Wayne Ashley very clear and helpful.*
- *All Academic advisors in English department.*
- *Kim Williams.*
- *See #18. (Dr. Yongue, Dr. Lambeth)*
- *Kim Williams.*
- *Myself.*
- *Advisors, professors.*
- *Kim Williams!!!*
- *The Comm Advisors.*
- *Dr. Pipkin et al.*
- *Kimberly Williams- she was incredibly helpful all the time.*
- *Dean Sarah Fishman!*
- *Kimberly Williams.*
- *The advising dept- Ms. Williams- was very helpful.*
- *Professor Gujardo, and I can't remember any other professors off the top of my head.*
- *LSS.*
- *Alex Parsons, Martha Serpas.*
- *N/A.*
- *The creative writing department. My advisor. The honors college. I pretty much loved everyone.*
- *The advisors were helpful.*
- *N/A.*
- *English department, Honors College.*
- *The teachers.*
- *Eng.-CWriting department!*

- *Kim Williams, Aaron Reynolds.*
- *The advisors in the English dept, as well as the professors.*

### **History**

- *Mr. Frazier helped me to graduate quickly.*
- *Richard Frazier!*
- *Richard Frasier.*
- *My profs.*
- *Mr. Frazier really helped me here recently as I was coming back from study abroad in Germany.*
- *My mom.*
- *Richard, ?idy, Hill, Goldfiend, Kozeyi.[handwriting unreadable]*
- *Scholars community Richard Frazier.*
- *Richard Frazier.*
- *Dr. Moretta.*
- *Mr.Frazier, Best advisor in CLASS.*
- *n\|a.*

### **Modern and Classical Languages**

- *Writing center, lab.*
- *Erika Jimenez and Sandra Celli Harris.*
- *The tutoring available.*
- *The LAC.*
- *LAC, the library, Debra & Erika, fantastic French (& Spanish) profs!*
- *Dr. Giacchetti.*

### **Music**

- *My advisor was FABULOUS.*
- *Hector Vasquez, my voice teacher, kept the encouragement and the process of it all moving forward for me.*
- *Carrie Young, Betsy Cook Weber, David Ashley White, Timothy Jones, and Rhenu Khator!*
- *Honors College & advisors.*
- *The voice faculty.*
- *Carrie Young. Can you say Awesome!!!*
- *Carrie Young, Betsy Cook Weber, Dr. Timothy Jones, David A. White.*
- *Carrie Young, Erin Doty, David Ashley White, Wayne Brooks, Andy Little, Jodie Koszagi, Andrew Davis, Paul Bertagnolli, Franz Krager; The Honors College.*
- *Carrie Young, MSM advisor.*
- *Carrie Young, MSM advisor.*
- *Carrie Young.*
- *Carrie Young (Advisor).*
- *The MSM faculty/staff.*

### **Philosophy**

- *The honors college; Student Organizations; Dr. Freeland.*
- *My professor, My advisors and my fellow colleague.*

## Political Science

- *Undergraduate advisors, wife, parents, brother.*
- *Professors, counselors & peers.*
- *Certain professors.*
- *Edward the graduate advisor, Dr. Jerry Jackson, Dr. Clay McFaden, and Dr. Eduardo Aleman helped out a lot.*
- *Edward Manouelian.*
- *Norma Sides.*
- *Dr. James Thurmond, instrumental in guiding my career goals.*
- *Prof. Jackson was awesome.*
- *Edward Manuelian.*
- *---*
- *Good professors: Vardy, Church, Noah (can't remember his last name-taught politics of Great Britain), there were other really good professors, but I can't remember their names. Here are the courses they taught: politics of developing areas and statistics in politics.*
- *Honors college Andy Little - my life line Edward Manouelian - with transfer credits and graduation Dean Pratt and Freeland and their staff - met with me several time for SGA and other events.*
- *Tiffany Hill and Norma Sides were great advisors. Professor Hughes was the best in the department as far as teaching and networking with students.*
- *Parents; teachers.*
- *Thesis for undergrads; Honors College.*
- *Honors College.*
- *PLI and CPP.*
- *---*
- *Dr. LeVeaux, Dr. Church, Dr. Collins.*
- *Edward was a great academic advisor.*
- *All of the advisors were a huge help!*
- *Christina Hughes, Stacey Reebles, Ed Manouelian.*
- *Stuff.*

## Psychology

- *I did not use any particular services. I would like to say that I did not agree with having to use casa testing services for a face to face math class. I feel that a face to face class should have exams in the classroom during the regular class period. On the positive side: My Psychology advisor, Audri Villalon, did a great job. She answered my e-mails precisely and quickly. She was very clear on what was expected of me and addressed any and all issues for me right away.*
- *Dr. Alan Witt.*
- *Advisors, teachers, peoplesoft.*
- *∅.*
- *Prof. Rhinehart, Prof Drew.*
- *Lesley Dabney; Patti Tolar; Stella Gregorian; Russell Curtis, spoke at Ring Ceremony for UofH alumni.*
- *I was able to gain research experience with the Health Psychology Research Group and gain knowledge from Dr. Naus throughout my involvement in the group. Dr. Naus also helped me in writing my senior honors thesis, which I completed in Spring '10.*
- *Dr Merrill Hiscock, my thesis advisor, was instrumental in my success.*
- *Website.*
- *Academic advising; Barbara Woodward was my savior my last 2yrs of school.*

- *Psychology advisor.*
- *Dr. Behr.*
- *Lesley Dabney, Lynn Mitchell, Ibrahim Sumer.*
- *AHPS.*
- *Barbara Woodward.*
- *My teachers Dr. Spitzmueller, Dr. Tobin and other graduate students.*
- *Leslie Dabney is AWESOME.*
- *Advisors.*
- *Dr Behr, Dr Armstrong.*
- *My advisors.*
- *Advisors, professors Dr. Massman, Evelina Tapia, Audri Villalon.*
- *Audri Villalon.*
- *Rec Center.*
- *Sociology Advisor is great!*
- *Andrea (one of the Psychology advisors) was extremely helpful and friendly!*
- *I used career counseling a few times and it was very helpful.*
- *Chemistry department helped a lot.*
- *Dr. Inman- psyc prof Audra-Advisor Nancy Gold-Singleton-minor advisor.*
- *None.*
- *Sociology internship program.*
- *Dr. Alcantara, Research lab.*
- *Lesley Dibany is awesome!*
- *Advisor.*
- *Math labs - Hanaka Yoshida.*
- *Psi Chi.*
- *Professors, Dr Anderson, Professor Buck.*
- *The advisors were really helpful; Teachers were helpful as well.*
- *My advisors.*
- *My athletic advisor.*
- *N/A.*
- *Dr. Knee is the best professor I've ever had.*
- *Derek Avery, Lisa Penney.*
- *Academic advisor.*
- *Writing center; and student advisors.*
- *Academic Advising.*
- *Advising.*

### **Sociology**

- *Library; Advising.*
- *Landis Odoms.*
- *n/a.*
- *Financial aid and professors.*
- *None.*
- *Dr. Kotarba, Dr. Kwan, and Dr. Saint Onge.*
- *Cougars 4 Kids.*
- *Welcome center.*
- *n/a.*

- *I don't know.*

### **Spanish/ Hispanic Studies**

- *Parents.*
- *Debra Frazer, Landis Odoms.*
- *n/a.*

### **Theater**

- *N/A.*
- *Many professors.*
- *Theatre APO and unheard voices.*
- *Andrew Curry, Carolyn Boone, Jim Johnson, Piraye Bahmanyar, Brian Byrnes.*
- *Stuart Ostrow.*
- *All of the advanced acting classes and professors aided in ensuring we take full advantage of our craft.*

Report Prepared by Dr. Amy O'Neal, Director of Assessment and Accreditation Services for the College of Liberal Arts and Social Sciences. If you would like additional copies or information regarding this survey, please contact her at:

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The Measurement and Evaluation Center helped to create this survey form, administered the on-line survey, and tabulated results for CLASS.