



College of Liberal Arts and Social Sciences
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2013

University of Houston graduate students who expected to earn advanced degrees from 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 **Graduate Student Exit Survey**

February 17, 2014



CLASS

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

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Introduction

159 College of Liberal Arts and Social Science students participated in the 2013 Graduate Student Exit Survey. This is the fifth year that graduate students have been surveyed. There were a total of 31 questions in which students rated their satisfaction with various aspects of their educational experience, indicated their financial awards and contributions, described their future plans, and provided observations and recommendations. This report presents those findings including comments in the students' own words.

Changes to this Year's Survey

A number of changes were made to the exit survey in 2011, and PhD students are no longer surveyed as of this year. Please keep these changes in mind when comparing past data with what appears in this report.

Before 2011, students had completed the survey in paper format as part of Commencement activities each May as well as on-line for those who were not attending Commencement. In 2011 the process was moved completely on-line. The new on-line format enables the college to have more control over the survey questions and reports, and, perhaps more importantly, allows the college to survey graduating students each semester instead of only each May. 2012 was the first time the college had been able to survey students year round. This report represents masters and doctoral students, except for PhD's, who applied to graduate in Fall 2012, Spring and Summer 2013.

The college was initially concerned that a move to a completely on-line format would mean a drop in the response rate. In past years, the response rate for the Spring survey had hovered around 50%. Last year, 56% of the graduate students who earned degrees responded to the survey. Since the college was able to survey in all three semesters, the number of students participating has continued to rise: 96 responded in 2010; 135 in 2011; and 254 in 2012. The numbers dropped again with the exclusion of PhD students; only 159 participated this year.

With the move to an on-line format, students were also more likely to respond to the open-ended questions and for those answers to be lengthier. Samples of those comments are included in this report although full results are only reported to individual departments.

The on-line format enables students to choose a neutral option, "neither agree nor disagree," on the scale items. This resulted in lowering the number of students responding in both the positive and negative.

Again, PhD students were not surveyed this year as there is a new university-wide exit survey of PhD students. Some doctoral students are still being surveyed by our college, such as those in Music. There are a number of questions of the survey that are more appropriate for doctoral students than master's students, so please keep this in mind. As the university is going to continue the university-wide survey, the college will explore making adjustments to our current survey to make it more tailored to master's students.

Highlights of Findings

Confidence in academic and professional preparation: The students assigned the largest percent of the top rating to the statement that my skills are competitive with those of my peers: 55% of students strongly agreed and an additional 40% agreed (page 27). 48% of the respondents both strongly agreed that they had a thorough understanding of research methodology in their discipline (page 18) and that they had acquired sufficient skills to prepare for a program-related career (page 28).

Graduate faculty: Students were also very positive about the graduate faculty in their program and the faculty advisors in their program: 52.9% rated the graduate faculty in their program as excellent (page 34) and 50.3% rated faculty advisors as excellent (page 35). They also gave high ratings to another related item: 46.2% rated the instruction in their graduate courses as excellent (page 33). Also, faculty were most frequently mentioned in response to the programs, services, and people who assisted students in reaching their academic goals in the open-ended items (page 49).

Future plans: 41% of respondents had secured employment in a position directly related to their discipline at the time of this survey (page 10-11). Even though a number of respondents were earning terminal degrees, 19% of respondents were continuing on to graduate school. This number has grown slightly over the four years the college has been surveying graduate students (13% in 2009, 15% in 2010, 15% in 2011, and 17% last year).

Funding: Overall, students are relying less and less on teaching assistantships (the number of students receiving teaching assistantships for 4 or more semesters dropped from 35.2% last year to 20.7% this year). Some of this is due to having fewer respondents who are doctoral students and to the change in master's-level funding that has occurred in the last few years. This year the largest sources of long term funding were fellowships, scholarships, or grant awards (41.7% held these for 4 or more semesters). As fewer students receive assistantships, the percent receiving need-based financial aid/ loans has risen (41.2% for 4 or more semesters; up from last year's 34.1%; pages 38-39). Graduate students frequently received multiple sources of funding throughout their graduate careers and not all departments have the same funding opportunities. Summary charts for each department are available (pages 40-47).

Lower satisfaction: As with previous years, respondents had the lowest satisfaction with a number of professional preparation questions. Students were less positive about being prepared to publish their research in professional publications (only 16.3% strongly agreed that they were prepared; page 21) and how to present research at a professional conference or meeting (only 15.7% strongly agreed; page 22). Both of these percentages dropped from last year to this one.

Notes on Methods

The survey contains a number of sections: descriptive information, scale items, funding questions, and open-ended items. Much of the findings have been presented question by question and disaggregated by department where appropriate.

Students were first asked what degree they expected to receive and from which academic department they would receive that degree. The size of each program and the number of respondents varied widely from department to department. Some program only had three or four students who were surveyed. While this led to small samplings for some of the departmental results, even a small number of opinions in a small program have considerable meaning. These numbers may have even more significance when tracked over time.

Questions 1 and 2 asked graduate students about their future plans. The questions had 7 and 10 possible answers, respectively, including the choice of "other" which asked the respondent to specify and left a space for comment. Very few respondents chose "other," but their written responses have been given verbatim as part of the analysis of these two questions.

Students' opinions about a number of topics were assessed by asking level of agreement (Strongly agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly disagree) with the following statements:

3. The academic degree requirements for my program were explained clearly.
4. The academic requirements in my program set high expectations for student performance.
5. The courses in my program were offered frequently enough for timely completion of the degree requirements.
6. I am satisfied with the content knowledge that I acquired in my discipline.
7. I have a thorough understanding of the research methodology in my discipline.
8. The thesis/project advising I received was satisfactory.
9. My program kept me well-informed of recent research developments in my discipline.
10. The preparation I received included how to publish my research in professional publications.
11. The preparation I received included presenting my research at professional conferences or meetings.
12. The preparation I received included preparation for working in a non-teaching position in my field.

As a result of my degree program at the University of Houston:

13. I developed a mastery of my chosen discipline.
14. My skills are competitive with those of my peers.
15. I acquired sufficient skills to prepare me for my program-related career.
16. I would recommend UH to prospective graduate students in my major field.
17. I have an overall positive impression about graduate-level studies.

Students were also asked to rate the overall quality of a number of various components of their graduate program on a scale of excellent, good, fair and poor:

18. Instruction in graduate classes
19. Graduate faculty in program
20. Faculty advisers in program
21. Administrative support in program
22. College Dean's Office

Respondents who chose "N/A" to these scaled items were not included in the tabulation or the bases for percentages for that item. Because of rounding, percentages may not add up to 100.

The survey also asked students to provide information about the financial awards and contributions they received during their graduate career. For each type of funding, students indicated the approximate number of semesters (1-9; 10 or more; or none) for which they received each of the following types of support:

23. Graduate research assistantship award
24. Graduate teaching assistantship award
25. Fellowship, scholarship, or grant award
26. Need-based financial aid/ loans
27. Financial contribution from external employment
28. Financial contribution from parents or family members

Since many students received more than one type of funding throughout their graduate career and funding is not structured the same from department to department, the various charts and tables for this section display all the results to questions 23-28 disaggregated by department. This makes it more clear how students from each department received funding.

There were also three open-ended questions to which students were asked to respond:

29. The overall quality of my graduate experience can be described as follows:
30. What specific people, programs, or services assisted you in achieving your academic goals?
31. I would like to see the following improvements in graduate education at the University of Houston:

Over 100 students responded to each of these prompts. A sample of their responses has been given, again disaggregated by department. Full verbatim comments have been given to each department individually.

Summary of Graduate Students Surveyed

The CLASS Graduate Student Exit Survey collected data from 159 students who expected to graduate in 2012-2013. The following table summarizes what department and which degree these students expected to earn, disaggregated by semester and department.

Summary Table 1: For those surveyed, expected degrees for Fall 2012 and Spring and Summer 2013 in CLASS.

Department	Expected Degrees for those Surveyed							Total Degrees
	MA	MEd	MFA	MM	MPA	MS	DMA	
Anthropology	2							2
Art	4		4					8
Communication Science & Disorders	32							32
Communications	19							19
Economics	14							14
English	5		4					9
Health & Human Performance	3	1				1		5
Hispanic Studies	5							5
History	6							6
Music				13			8	21
Philosophy	7							7
Political Science	2							2
Psychology	9							9
Public Administration					6			6
Sociology	5							5
Theatre	7		2					9
All	122	1	10	13	6	2	8	159

These numbers can be compared to the actual number of degrees granted for Fall 2012 and Spring and Summer 2013 in CLASS which appear in Summary Table 2. Remember that no PhD students were surveyed by the College of Liberal Arts & Social Sciences.

Summary Table 2: Actual degrees granted for Fall 2012 and Spring and Summer 2013 in CLASS.

Actual Degrees Granted

Department	MA	MEd	MFA	MM	MPA	MS	PhD*	DMA	Total Degrees
Anthropology	7								7
Art	6		11						17
Communication Science & Disorders	35								35
Communications	29								29
Economics	56						7		63
English	11		8				9		28
Health & Human Performance	6	7				1	2		16
Hispanic Studies	8						7		15
History	10						3		13
Modern & Classical Languages	4								4
Music				28				11	39
Philosophy	11								11
Political Science	8						10		18
Psychology	20						22		42
Public Administration					14				14
Sociology	6								6
Theatre	12		6						18
All	229	7	25	28	14	1	60	11	375

*These numbers include PhD's who were not invited to participate in this survey as they were responding to the new university-wide exit survey of PhD students.

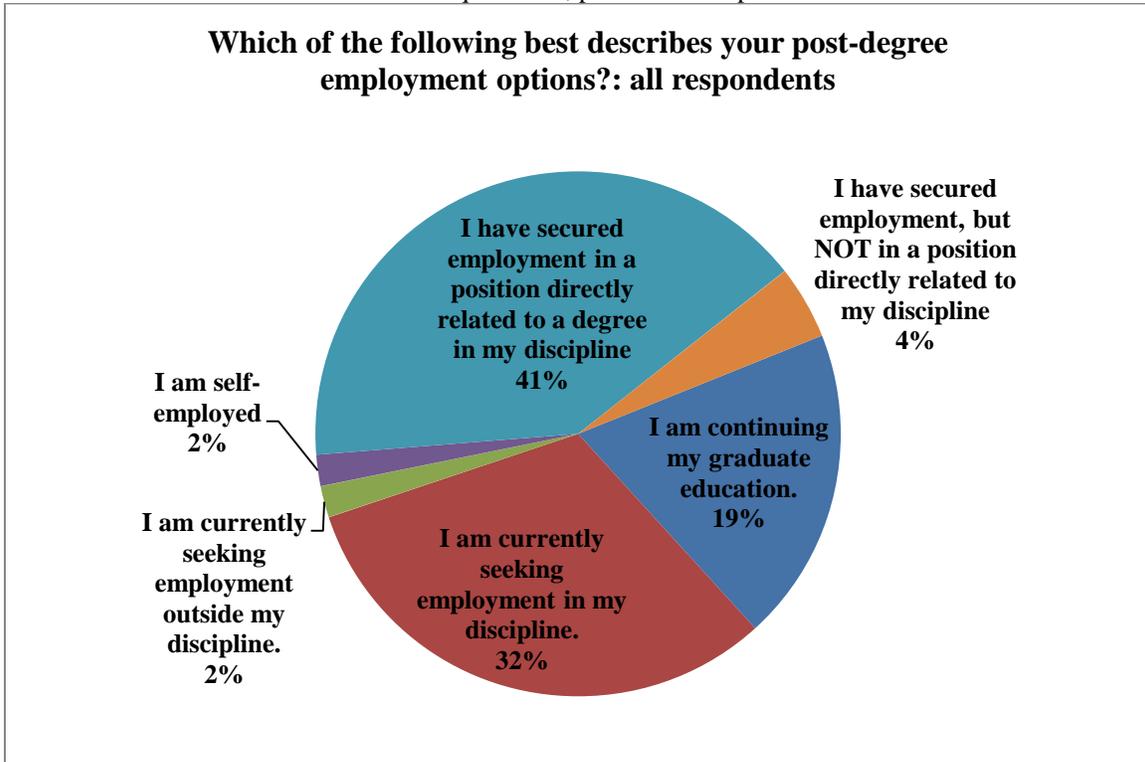
Post –Degree Employment Status

Question 1 asks students which of the following best describes their post-degree employment status:

- I have secured employment in a position directly related to a degree in my discipline;
- I have secured employment but not in a position related to my discipline;
- I am currently seeking employment in my discipline;
- I am currently seeking employment outside my discipline;
- I am self-employed; and
- I am continuing my graduate education.

Respondents could also answer “other” and were asked to specify in a space provided.

Chart 1: For question 1, percents all respondents.



- The most frequent response was those who had secured employment in their discipline. This number had steadily risen over the years but dipped this year: 34% in 2009; 40% in 2010; 44% in 2011; 45% in 2012, and 41% this year.
- The percent of students continuing their graduate education had hovered around 15% from 2009 to last year. This year the number was up slightly to 19%. Many of the departments where no students were continuing their graduate education were departments where a master’s is a terminal degree.
- The responses varied widely from department to department. Table 1 below gives the results disaggregated by department.

Table 1: For question 1, all responses, disaggregated by department.

Department	I am continuing my graduate education.	I am currently seeking employment in my discipline.	I am currently seeking employment outside my discipline.	I am self-employed	I have secured employment in a position directly related to a degree in my discipline	I have secured employment, but NOT in a position directly related to my discipline	Total (N)
All	19.4%	31.6%	1.9%	1.9%	40.6%	4.5%	155
Anthropology	50%	50%					2
Art	12.5%	37.5%	12.5%		12.5%	25%	8
Communication Science & Disorders		45.2%			54.8%		31
Communications	5.6%	33.3%			55.6%	5.6%	18
Economics	21.4%	42.9%	7.1%		21.4%	7.1%	14
English	37.5%			12.5%	37.5%	12.5%	8
Health & Human Performance		20%			80%		5
Hispanic Studies		60%			20%	20%	5
History	16.7%	33.3%			33.3%	16.7%	6
Music	19%	28.6%		9.5%	42.9%		21
Philosophy	57.1%	14.3%	14.3%		14.3%		7
Political Science		50%			50%		2
Psychology	100%						9
Public Administration		50%			50%		6
Sociology	25%	50%			25%		4
Theatre	22.2%				77.8%		9

- Overall, 45.1% of students had secured employment in or out of their discipline, down slightly from 53.5% last year. 50% or more of the graduates in 6 departments had already secured a job in their discipline: Communication Science & Disorders, Communications, Health & Human Performance, Political Science, Public Administration and Theatre.
- Very few students were seeking employment outside their discipline.

9 students wrote in comments when responding to this question. Those comments have been reported to the individual programs.

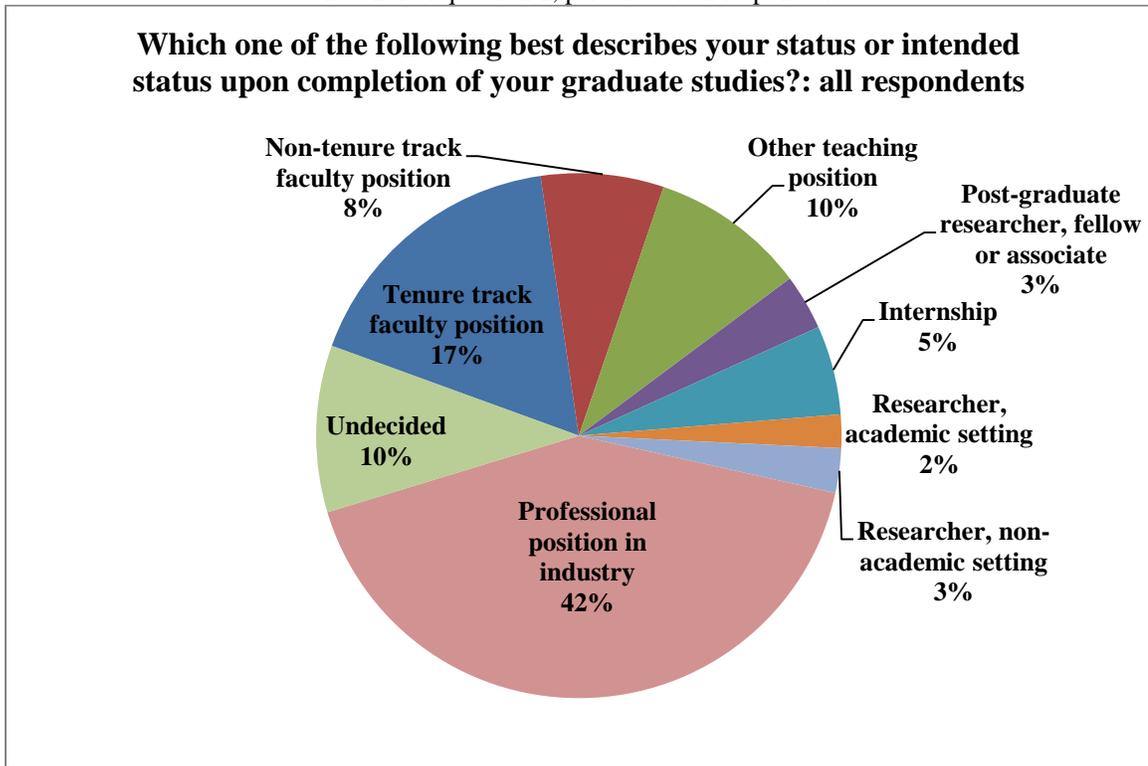
Status Upon Completion of Graduate Studies

Question 2 asks students which one of the following best describes their status or intended status upon completion of their graduate studies:

- tenure-track faculty position;
- non-tenure track faculty position;
- other teaching position (e.g. high school);
- post-graduate researcher, fellow, or associate;
- internship;
- researcher, academic setting;
- researcher, non-academic setting (e.g. national laboratory, industry, medical center, non-profit);
- professional position in industry;
- and undecided.

Again, students could answer “other” and were asked to specify in a space for comments.

Chart 2: For question 2, percents of all respondents.



- Professional position in industry continues to be the most frequent response and has risen from 35% in 2012.
- Tenure-track faculty position was the second most frequent response. This number has remained steady since 2010: 16% in 2010; 15% in 2011; 16% in 2012; and 17% this year.
- Those seeking a non-tenure track faculty position have remained relatively steady as well: 9% in 2009; 11% in 2010; 5% in 2011; 10% in 2012; and 8% this year.
- The responses varied widely from program to program so results have been disaggregated by department in Table 2 below. 18 respondents wrote in comments to this item. Those comments have been reported to the department.

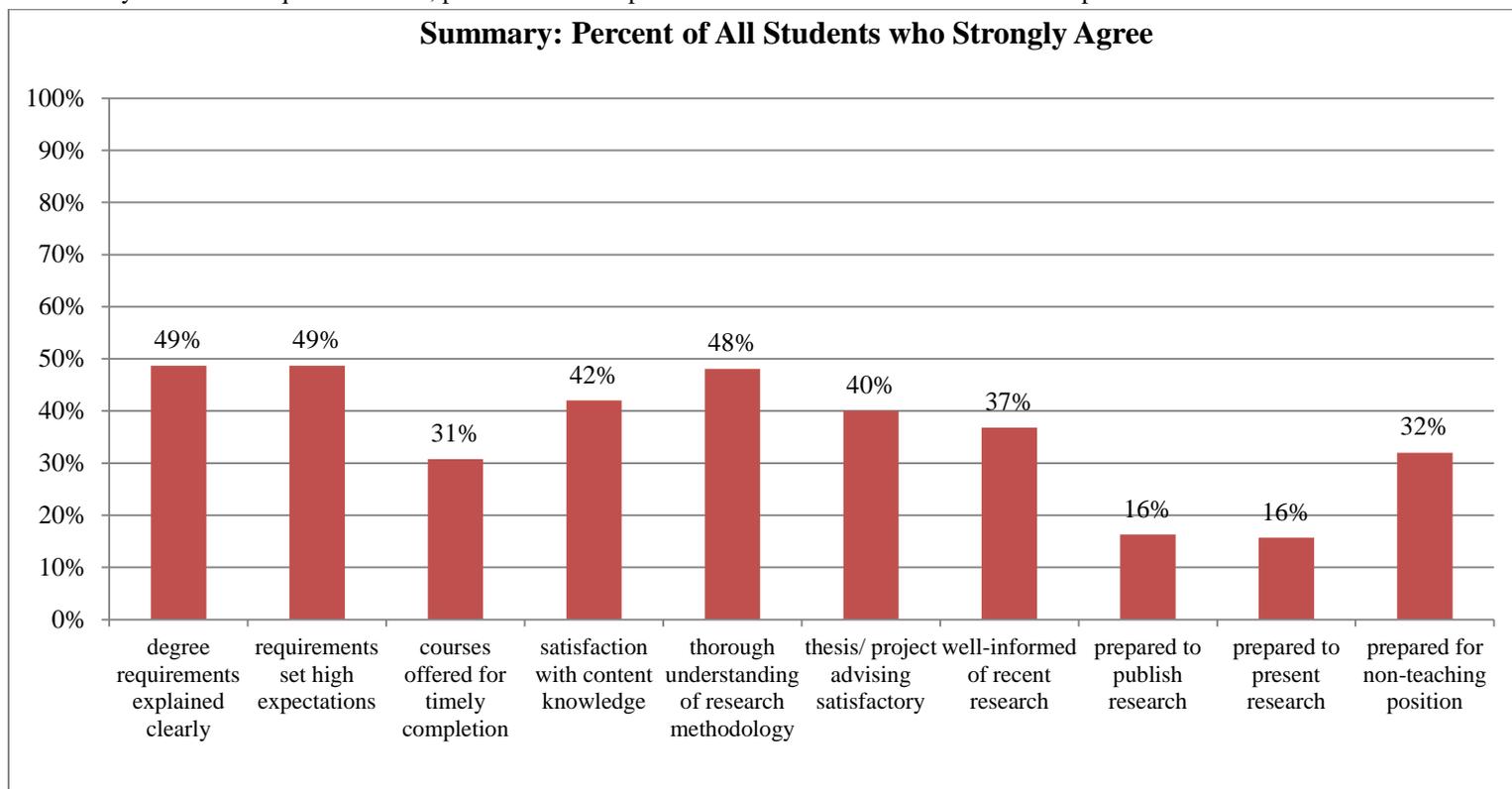
Table 2: For question 2, all responses disaggregated by department.

Department	Tenure track faculty position	Non-tenure track faculty position	Other teaching position	Post-graduate researcher, fellow or associate	Internship	Researcher academic setting	Researcher non-academic setting	Professional position in industry	Un-decided	Total (N)
All	17.1%	7.5%	9.6%	3.4%	5.5%	2.1%	2.7%	41.8%	10.3%	146
Anthropology	50%								50%	2
Art	33.3%	16.7%		16.7%	16.7%				16.7%	6
Communication Science & Disorders					24.1%			72.4%	3.4%	29
Communications		5.9%		5.9%			5.9%	82.4%		17
Economics	15.4%					7.7%	15.4%	46.2%	15.4%	13
English	37.5%	12.5%	37.5%					12.5%		8
Health & Human Performance		20%						80%		5
Hispanic Studies			60%					40%		5
History	16.7%		16.7%					33.3%	33.3%	6
Music	42.1%	15.8%	26.3%	5.3%					10.5%	19
Philosophy	42.9%	28.6%		14.3%					14.3%	7
Political Science								50%	50%	2
Psychology	25%			12.5%		25%	12.5%		25%	8
Public Administration								100%		6
Sociology	25%	25%						50%		4
Theatre	22.2%	11.1%	22.2%					22.2%	22.2%	9

Summary of Ratings for Academic and Professional Preparation

Summary Chart 1 gives the percentage of those who gave the top rating, strongly agree, for questions 3 through 12. Summary Table 1, which follows the chart, shows all the responses to each question. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by department are examined for each question in the pages that follow this summary.

Summary Chart 3. For questions 3-12, percents of all respondents who chose the most favorable response.



- Students were generally positive about their experience in CLASS. Students were most positive that the degree requirements had been explained clearly and that those requirements set high expectations. This was followed closely by their having a thorough understanding of the research methodology in their discipline.
- Students were least positive about feeling prepared to present their research or publish their research in professional publications.
- All responses can be found in Summary Table 3 below.

Summary Table 3: Questions 3-12, all responses for aspects of academic and professional preparation in CLASS.

	degree requirements explained clearly	requirements set high expectations	courses offered frequently for timely completion	satisfaction with content knowledge	thorough understanding of research methodology	these/project advising satisfactory	well-informed of recent research	prepared-how to publish research	prepared-how to present research	prepared-non-teaching position in field
Strongly agree	48.7%	48.7%	30.8%	42%	48.1%	40%	36.8%	16.3%	15.7%	32%
Agree	37.3%	41.1%	46.8%	47.1%	41%	37.6%	36.8%	33.3%	38.3%	36.1%
Neither agree nor disagree	6.3%	8.2%	10.9%	5.1%	7.7%	12%	16.4%	20.3%	23.5%	19%
Disagree	6.3%	1.3%	9%	5.7%	3.2%	8.8%	8.6%	22.8%	18.3%	9.5%
Strongly disagree	1.3%	0.6%	2.6%			1.6%	1.3%	7.3%	4.3%	3.4%
Total (N)	158	158	156	157	156	125	152	123	116	147

- For questions 3 to 12, students felt positive about the academic and professional preparation that they received in their departments, especially when looking at those who answered positively, who answered strongly agree and agree. 89% of students strongly agreed or agreed they had a thorough understanding of research methodology in their discipline; that they were satisfied with their content knowledge; and that their program's requirements set high expectations.
- Questions 10, 11, and 12 remain the lowest and also had relatively large numbers, nearly 20%, who neither agreed nor disagreed. These items also had slightly lower response rates.
- In the following pages, each question has been taken individually and disaggregated by department.

Degree Requirements Explained Clearly

Question 3 asks students to respond to whether the academic degree requirements for their program were explained clearly. Chart 3 displays the percentage of those who strongly agreed disaggregated by department. Table 3 shows all responses.

Chart 3. Question 3, percentage who strongly agreed, disaggregated by department.

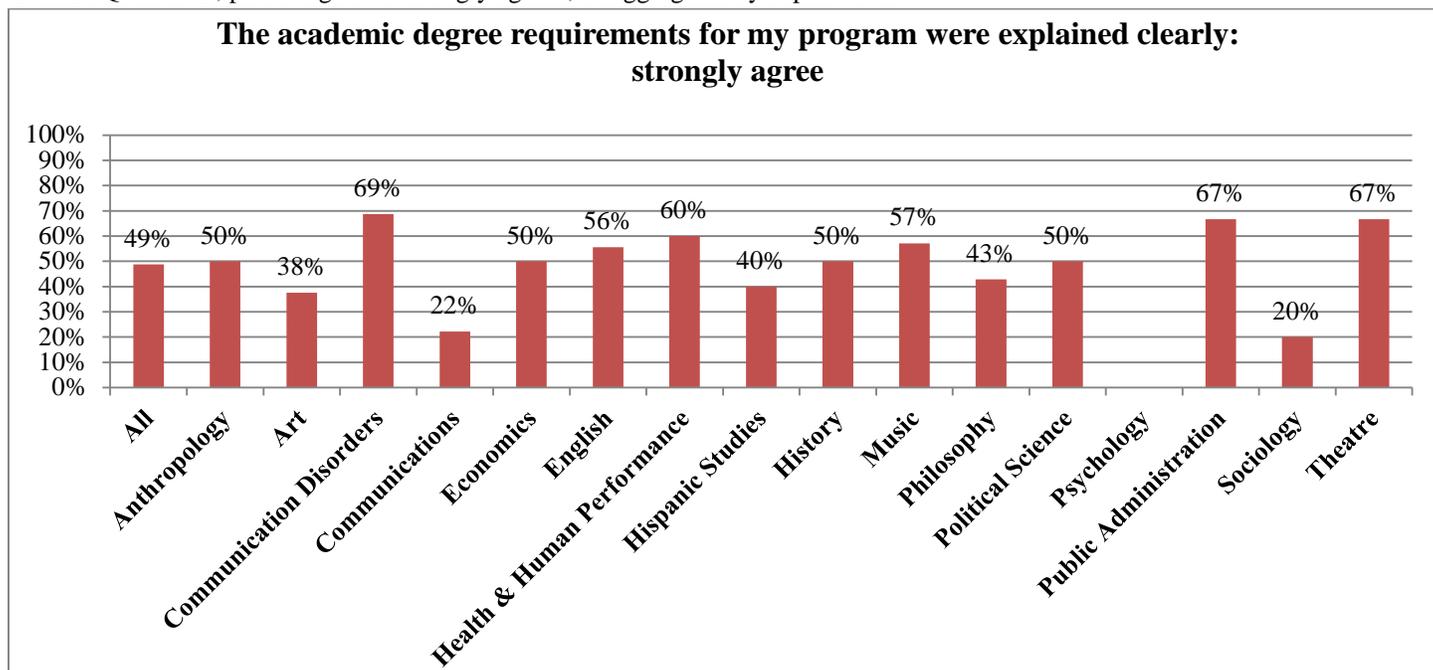


Table 3: All responses for question 3, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	48.7%	37.3%	6.3%	6.3%	1.3%	158
Anthropology	50%		50%			2
Art	37.5%	38%	12.5%	12.5%		8
Communication Science & Disorders	68.8%	31.3%				32
Communications	22.2%	38.9%	11.1%	27.8%		18
Economics	50%	43%	7.1%			14
English	55.6%	22%	11.1%	11.1%		9
Health & Human Performance	60%	40%				5
Hispanic Studies	40%	60%				5
History	50%	17%		16.7%	16.7%	6
Music	57.1%	38.1%		4.8%		21
Philosophy	42.9%	57.1%				7
Political Science	50%	50%				2
Psychology		55.6%	33.3%		11.1%	9
Public Administration	66.7%	33.3%				6
Sociology	20%	80%				5
Theatre	67%	11%	11.1%	11.1%		9

- This item had the highest rate of those strongly agreeing (tied with following item).
- While no one from Psychology strongly agreed, over 50% agreed. 7 programs had 100% of their students who strongly agreed or agreed: Communication Science & Disorders, Health & Human Performance, Hispanic Studies, Philosophy, Political Science, Public Administration and Sociology.

High Expectations of Student Performance

Question 4 asked graduates if the academic requirements in their program set high expectations for student performance.

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

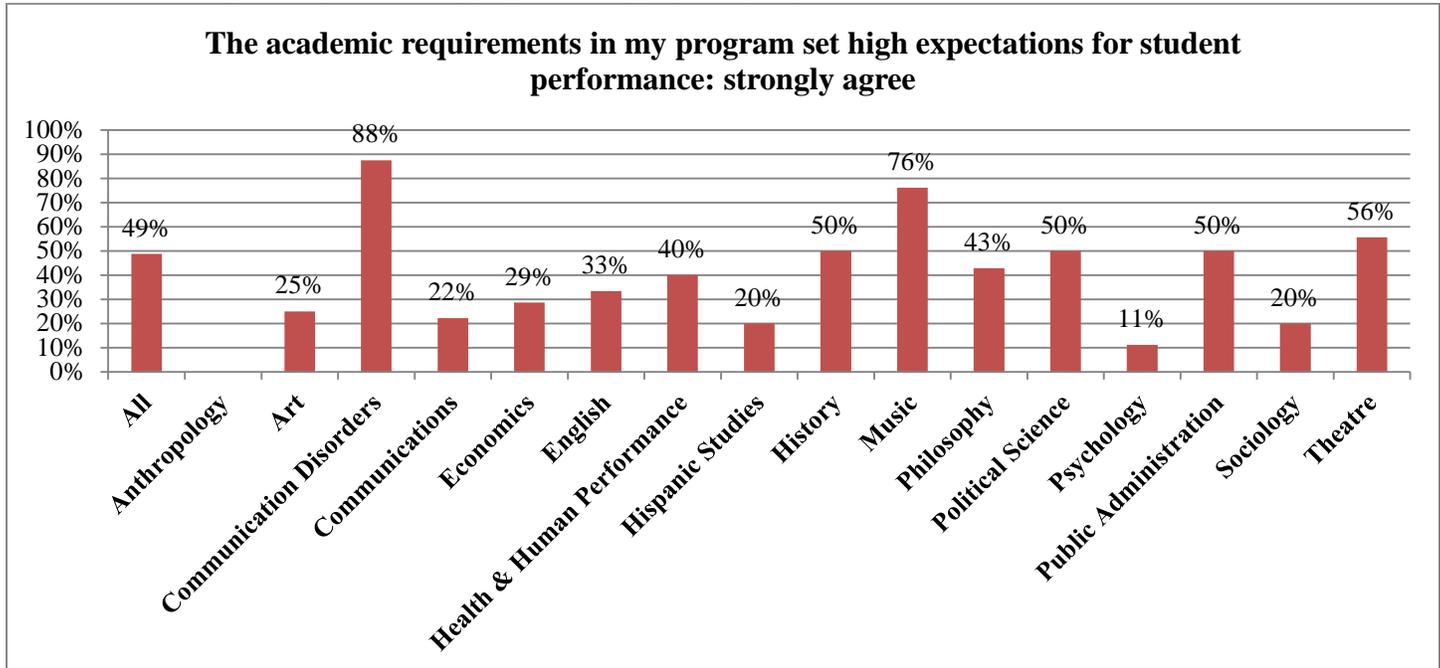


Table 4: All responses for question 4, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	48.7%	41.1%	8.2%	1.3%	0.6%	158
Anthropology		100%				2
Art	25%	37.5%	25%	13%		8
Communication Science & Disorders	87.5%	12.5%				32
Communications	22.2%	50%	27.8%			18
Economics	28.6%	57.1%	7.1%	7%		14
English	33.3%	55.6%	11.1%			9
Health & Human Performance	40%	60%				5
Hispanic Studies	20%	80%				5
History	50%	33%	17%			6
Music	76.2%	19%			4.8%	21
Philosophy	42.9%	57.1%				7
Political Science	50%	50%				2
Psychology	11.1%	66.7%	22.2%			9
Public Administration	50%	50%				6
Sociology	20%	80%				5
Theatre	56%	33%	11.1%			9

- While no one in Anthropology strongly agreed, 100% of the students agreed. In fact, 100% of students in 8 departments strongly agreed or agreed that the academic requirements set high expectations for student performance: Anthropology, Communication Science & Disorders, Health & Human Performance, Hispanic Studies, Philosophy, Political Science, Public Administration, and Sociology.
- This item had the highest rate of those strongly agreeing (tied with previous item), and only 1 student strongly disagreed.

Courses Offered Frequently Enough for Timely Completion

Question 5 asks graduates if the courses in their program were offered frequently enough for timely completion of the degree requirements.

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

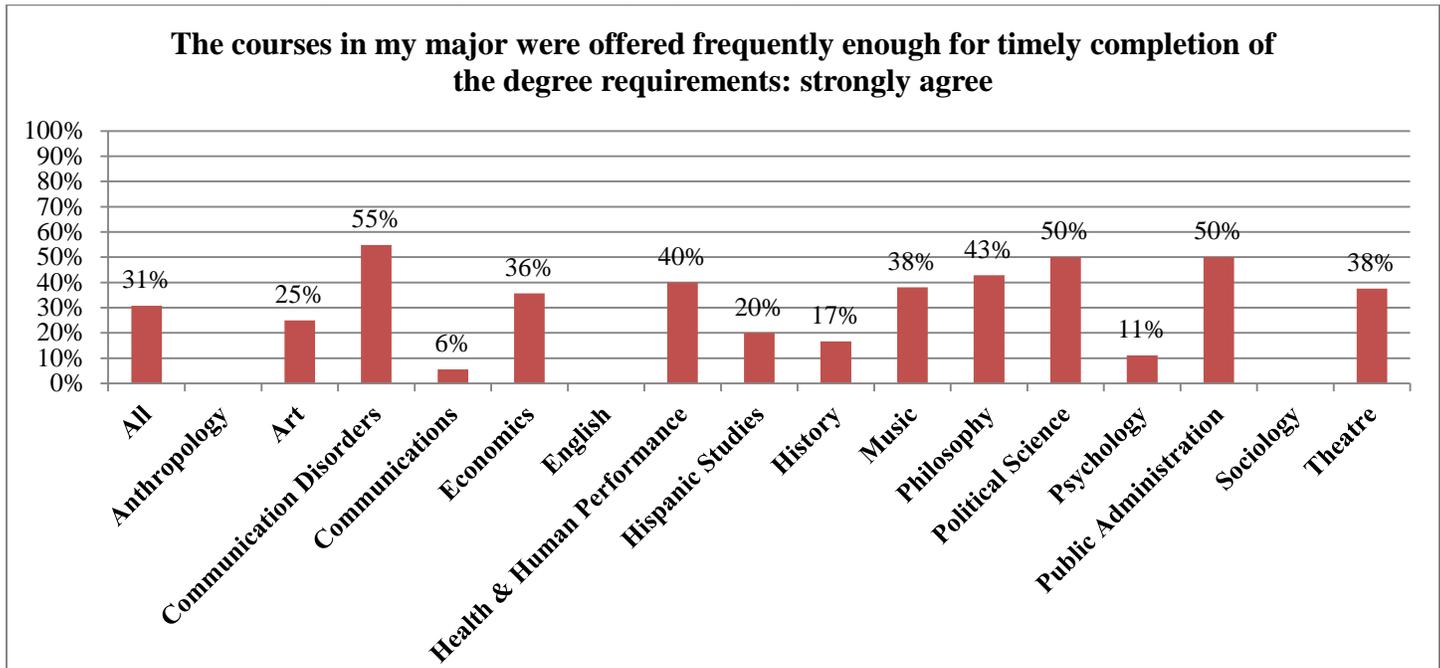


Table 5: All responses for question 5, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	30.8%	46.8%	10.9%	9%	2.6%	156
Anthropology		100%				2
Art	25%	75%				8
Communication Science & Disorders	54.8%	35%	6.5%		3.2%	31
Communications	5.6%	38.9%	22.2%	28%	5.6%	18
Economics	35.7%	50%	7.1%	7%		14
English		55.6%	11.1%	22%	11.1%	9
Health & Human Performance	40%	40%			20%	5
Hispanic Studies	20%	40%	20%	20%		5
History	17%	50%	16.7%	17%		6
Music	38%	38%	10%	14%		21
Philosophy	42.9%	57.1%				7
Political Science	50%	50%				2
Psychology	11.1%	55.6%	22.2%	11%		9
Public Administration	50%	33.3%	16.7%			6
Sociology		100%				5
Theatre	38%	38%	25%			8

- Overall, only 78% of students strongly agreed or agreed and answers varied quite a bit from department to department.
- Again, while no one in Anthropology or Sociology strongly agreed with this statement, 100% of students in those departments agreed.

Satisfaction with Content Knowledge Acquired in Discipline

Question 6 asks respondents if they are satisfied with the content knowledge that they acquired in their discipline.

Chart 6. Question 6, percentage who strongly agreed, disaggregated by department.

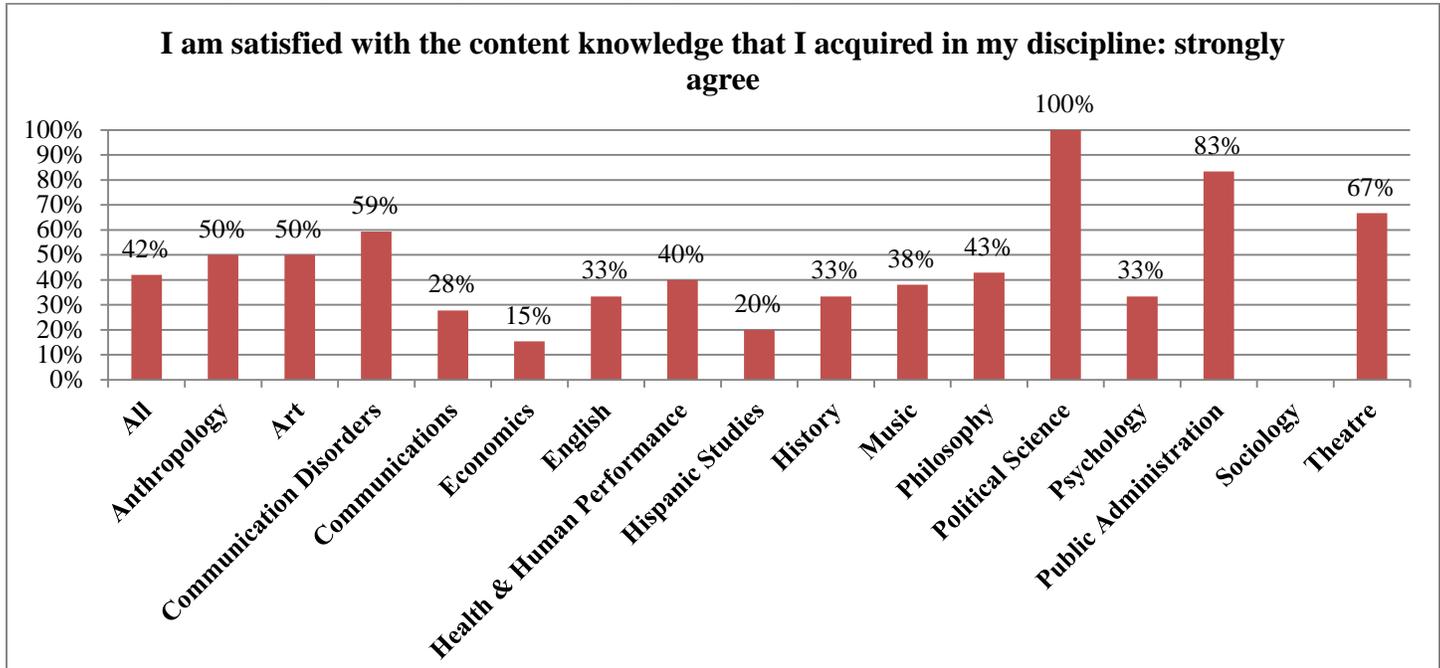


Table 6: All responses for question 6, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	42%	47.1%	5.1%	5.7%		157
Anthropology	50%			50%		2
Art	50%	25%	25%			8
Communication Science & Disorders	59.4%	37.5%	3.1%			32
Communications	27.8%	55.6%	5.6%	11.1%		18
Economics	15.4%	69.2%	15.4%			13
English	33.3%	66.7%				9
Health & Human Performance	40%	40%		20%		5
Hispanic Studies	20%	80%				5
History	33%	50%	16.7%			6
Music	38.1%	42.9%		19%		21
Philosophy	42.9%	57.1%				7
Political Science	100%					2
Psychology	33%	55.6%		11.1%		9
Public Administration	83.3%	16.7%				6
Sociology		100%				5
Theatre	67%	22%	11%			9

- 100% of students in 5 departments strongly agreed or agreed that they were satisfied with the content knowledge in their discipline: English, Hispanic Studies, Philosophy, Political Science and Sociology.
- While none of the Sociology students strongly agreed, 100% agreed.
- No one strongly disagreed with this statement, and few disagreed.

Thorough Understanding of Research Methodology

Question 7 asks if students had a thorough understanding of the research methodology in their discipline.

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

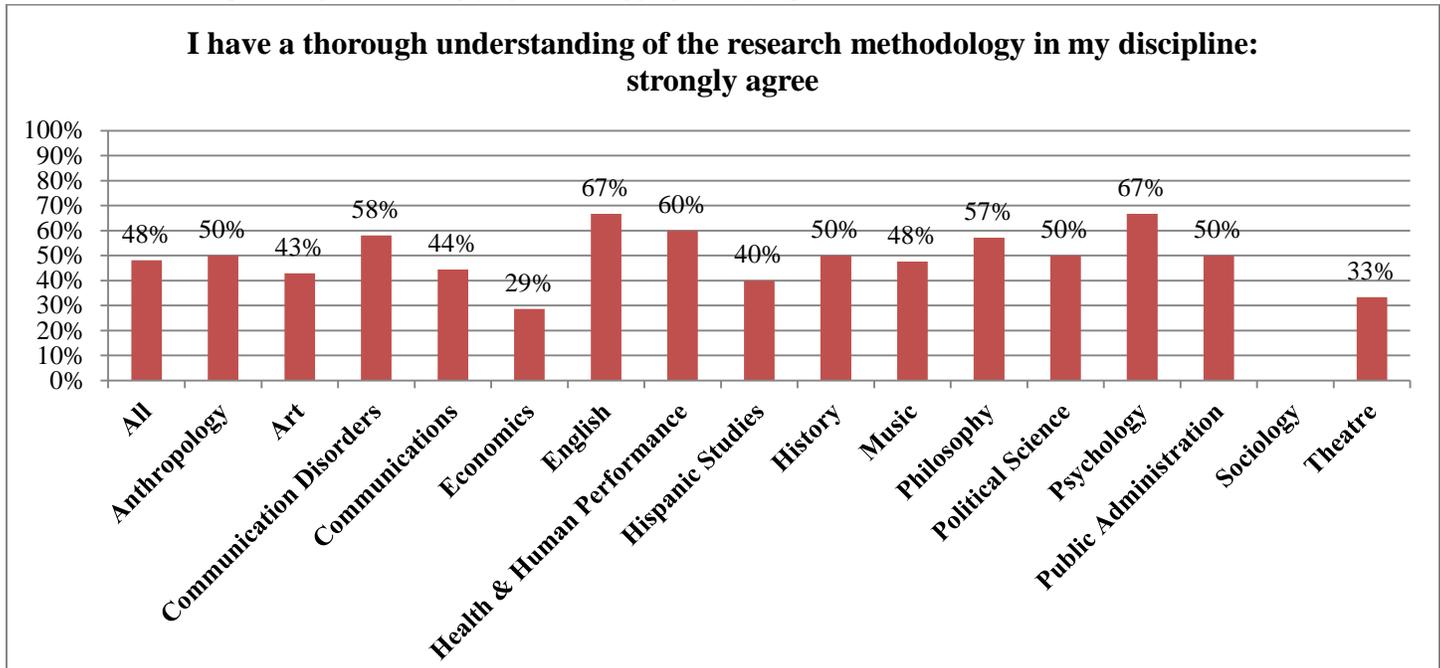


Table 7: All responses for question 7, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	48.1%	41%	7.7%	3.2%		156
Anthropology	50%		50%			2
Art	43%	29%	28.6%			7
Communication Science & Disorders	58.1%	41.9%				31
Communications	44.4%	33.3%	11.1%	11.1%		18
Economics	28.6%	57.1%	14.3%			14
English	66.7%	22.2%	11.1%			9
Health & Human Performance	60%	40%				5
Hispanic Studies	40%	60%				5
History	50%	17%	33.3%			6
Music	47.6%	42.9%		9.5%		21
Philosophy	57.1%	42.9%				7
Political Science	50%	50%				2
Psychology	66.7%	33.3%				9
Public Administration	50%	50%				6
Sociology		80%		20%		5
Theatre	33%	44%	22%			9

- 100% of students in 7 departments strongly agreed or agreed: Communication Science & Disorders, Health & Human Performance, Hispanic Studies, Philosophy, Political Science, Psychology, and Public Administration.
- Again, no one strongly disagreed, and only 3 students disagreed.

Satisfaction with Thesis or Project Advising

Question 8 asks students if the thesis or project advising they received was satisfactory.

Chart 8. Question 8, percentage who strongly agreed, disaggregated by department.

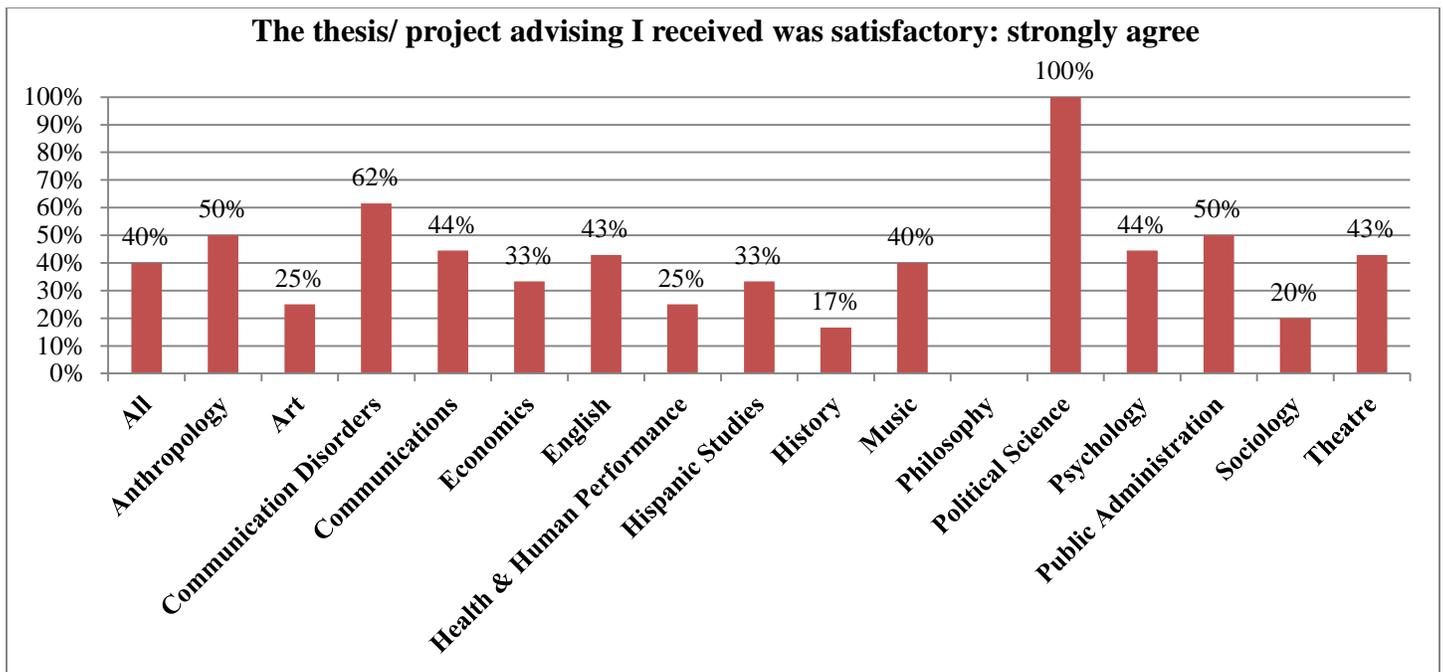


Table 8: All responses for question 8, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	40%	37.6%	12%	8.8%	1.6%	125
Anthropology	50%	50%				2
Art	25%	62.5%	12.5%			8
Communication Science & Disorders	61.5%	23.1%	7.7%	7.6%		13
Communications	44%	33.3%	16.7%	5.6%		18
Economics	33.3%	42%	16.7%	8.3%		12
English	42.9%	14.3%	14.3%	28.5%		7
Health & Human Performance	25%	75%				4
Hispanic Studies	33.3%	66.7%				3
History	17%	33%		16.6%	33%	6
Music	40%	35%	15%	10%		20
Philosophy		66.7%		33.3%		3
Political Science	100%					2
Psychology	44.4%	55.6%				9
Public Administration	50%	33.3%		16.7%		6
Sociology	20%	20%	40%	20%		5
Theatre	42.9%	28.6%	28.6%			7

- 100% of Political Science students strongly agreed.
- Fewer students answered this item than the questions around it. 34 people answered “NA” or left it blank.

Well-Informed about Recent Research Developments

Question 9 asks students if their program kept them well-informed of recent research developments in their discipline.

Chart 9: Question 9, percentage who strongly agreed, disaggregated by department.

My program kept me well informed of recent research developments in my discipline: strongly agree

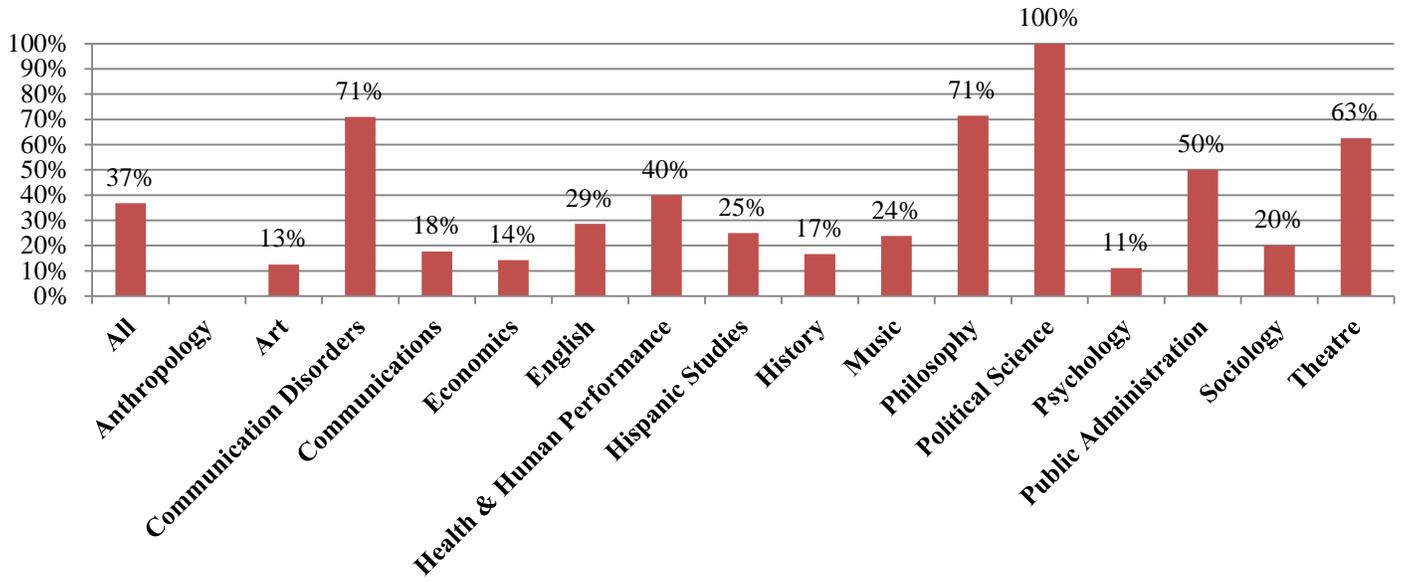


Table 9: All responses for question 9, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	36.8%	36.8%	16.4%	8.6%	1.3%	152
Anthropology		50%	50%			2
Art	12.5%	50%	25%	13%		8
Communication Science & Disorders	71%	29%				31
Communications	17.6%	41.2%	5.9%	29%	5.9%	17
Economics	14.3%	35.7%	42.9%	7%		14
English	28.6%	28.6%	28.6%	14%		7
Health & Human Performance	40%	20%	20%	20%		5
Hispanic Studies	25%	50%	25%			4
History	17%	33%	17%	17%	17%	6
Music	23.8%	47.6%	19%	10%		21
Philosophy	71.4%	14.3%	14.3%			7
Political Science	100%					2
Psychology	11.1%	66.7%	22.2%			9
Public Administration	50%	50%				6
Sociology	20%	40%	40%			5
Theatre	63%	12.5%	12.5%	13%		8

- Satisfaction was slightly lower on this item; overall, 74% of respondents strongly agreed or agreed.
- 100% of 3 departments strongly agreed or agreed: Communication Science & Disorders, Political Science and Public Administration. In Political Science, all of the students strongly agreed.

Prepared on How to Publish Research

Question 10 asks graduates if the preparation they received included how to publish my research in professional publications.

Chart 10. Question 10, percentage who strongly agreed, disaggregated by department.

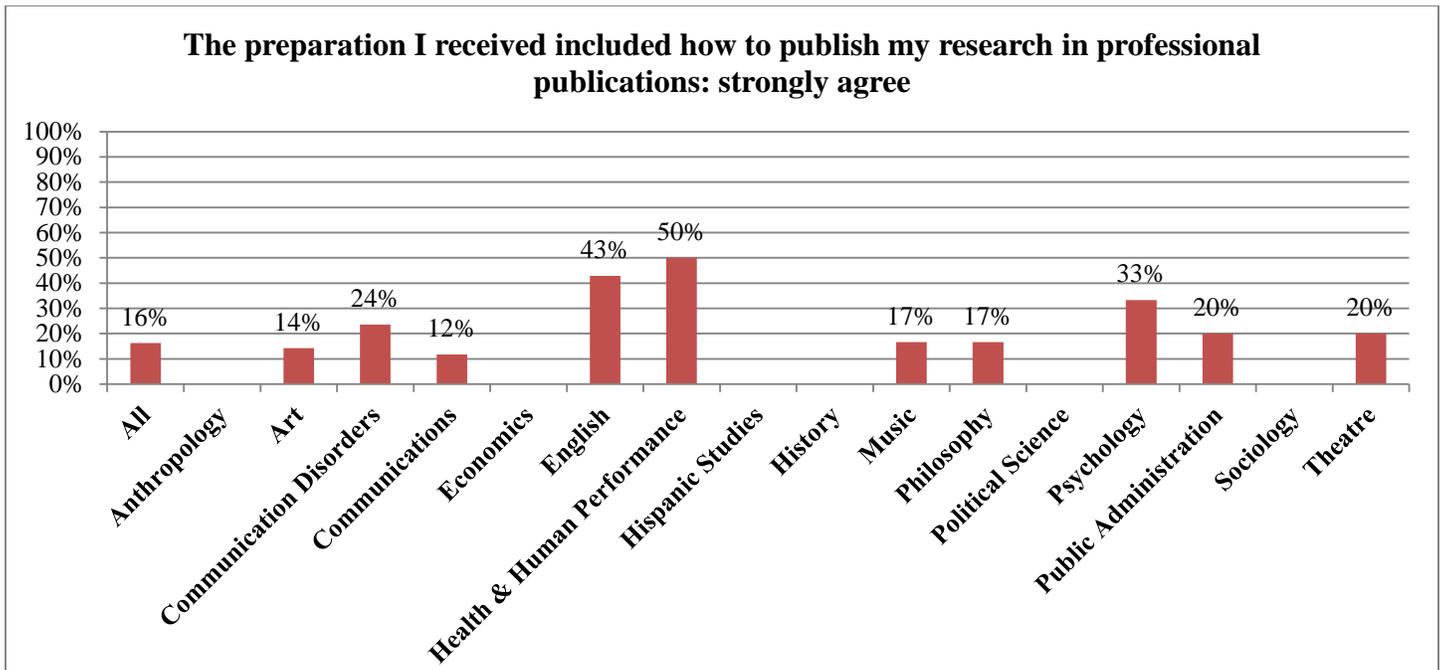


Table 10: All responses for question 10, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	16.3%	33.3%	20.3%	22.8%	7.3%	123
Anthropology				100%		2
Art	14%		29%	43%	14.3%	7
Communication Science & Disorders	23.5%	47.1%	17.6%	11.8%		17
Communications	11.8%	47%	12%	17.6%	11.8%	17
Economics		50%	16.7%	25%	8.3%	12
English	42.9%	14.3%	14.3%	14.3%	14.3%	7
Health & Human Performance	50%		50%			2
Hispanic Studies			33%	67%		3
History		66.7%		33.3%		6
Music	16.7%	16.7%	38.9%	22.2%	5.6%	18
Philosophy	16.7%	83.3%				6
Political Science			50%	50%		2
Psychology	33.3%	44.4%	22%			9
Public Administration	20%		40%	40%		5
Sociology		40%		20%	40%	5
Theatre	20%		20%	40%	20%	5

- This item had the lowest percent who strongly agreed or agreed: 49.6%. This question, as well as the following item on presenting research, has the lowest response rates as well. Only 123 students responded. This is somewhat to be expected as our college is no longer surveying PhD students.
- 6 departments had no students who strongly agreed. Over 30% of students disagreed or strongly disagreed.

Prepared on How to Present Research

Question 11 asks students if the preparation they received included how to present their research at professional conferences and meetings.

Chart 11. Question 11, percentage who strongly agreed, disaggregated by department.

The preparation I received included presenting my research at professional conferences or meetings: strongly agree

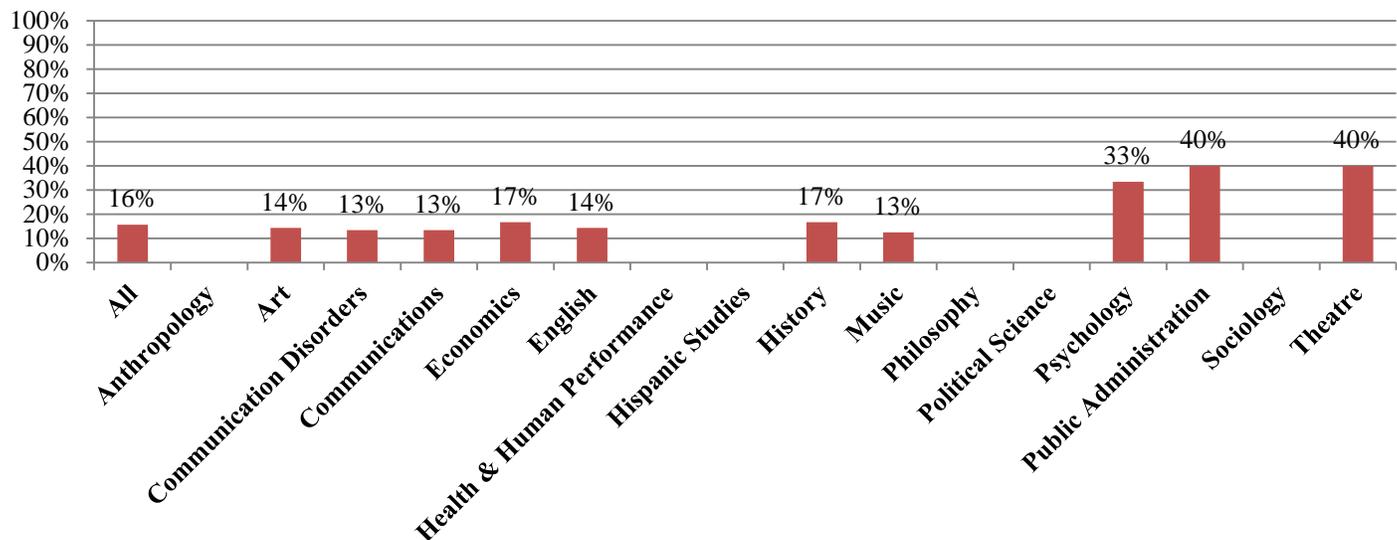


Table 11: All responses for question 11, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	15.7%	38.3%	23.5%	18.3%	4.3%	115
Anthropology		50%		50%		2
Art	14%	43%	14%	29%		7
Communication Science & Disorders	13.3%	60%	20%	6.7%		15
Communications	13.3%	20%	27%	20%	20%	15
Economics	16.7%	33%	17%	33%		12
English	14.3%	71.4%	14%			7
Health & Human Performance		50%	50%			2
Hispanic Studies			33%	66.7%		3
History	16.7%	66.7%		16.7%		6
Music	12.5%	43.8%	37.5%	6.3%		16
Philosophy		25%	50%	25%		4
Political Science		100%				2
Psychology	33.3%	44.4%	22.2%			9
Public Administration	40%		20%	40%		5
Sociology			40%	40%	20%	5
Theatre	40%		20%	20%	20%	5

- This item had the lowest number of students who strongly agreed, and 6 departments had no students who strongly agreed. This question also had the fewest responses; 46 students answered “NA” or left it blank. Again, keep in mind PhD students are no longer being invited to participate in this survey.
- While no one in Political Science strongly agreed, 100% of respondents agreed.

Prepared for a Non-Teaching Job in their Field

Question 12 asks graduates if the preparations they received included preparation for working in a non-teaching position in their field.

Chart 12. Question 12, percentage who strongly agreed, disaggregated by department.

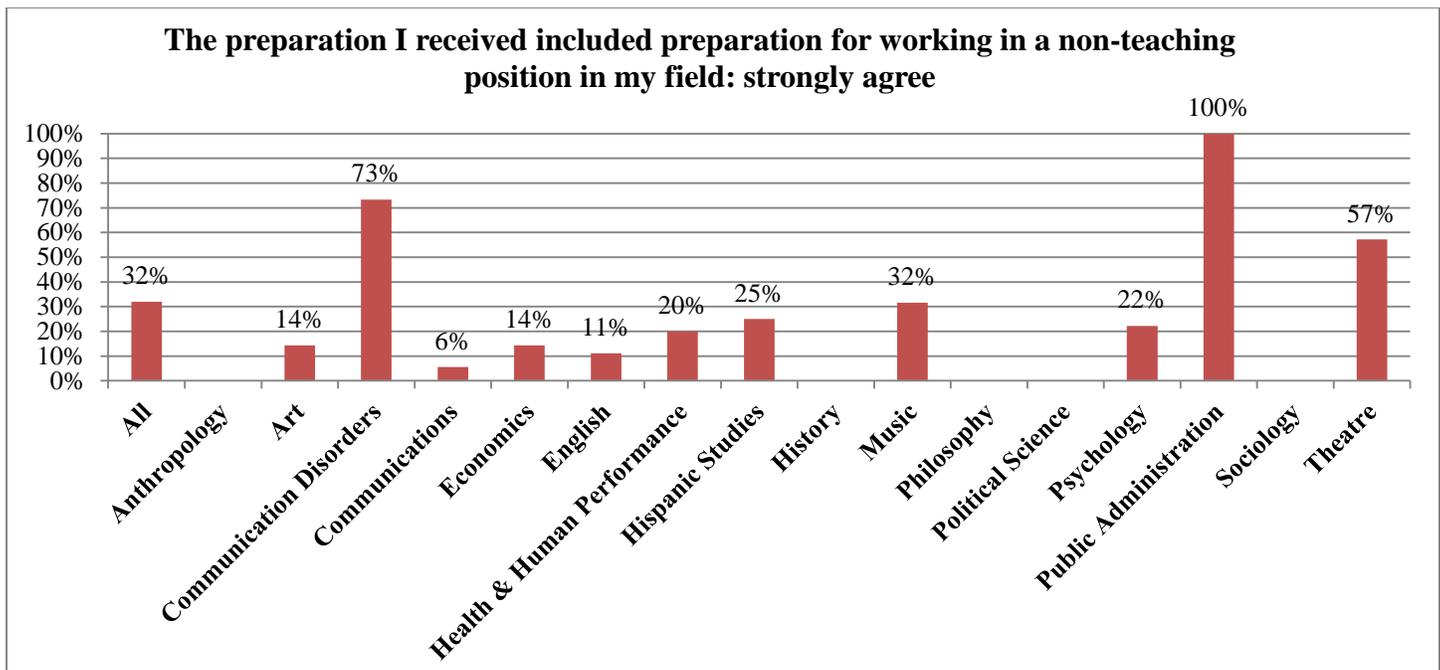


Table 12: All responses for question 12, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	32%	36.1%	19%	9.5%	3.4%	147
Anthropology		50%	50%			2
Art	14.3%	57.1%	29%			7
Communication Science & Disorders	73.3%	26.7%				30
Communications	5.6%	44.4%	33.3%	11.1%	5.6%	18
Economics	14.3%	42.9%	21.4%	14.3%	7.1%	14
English	11.1%	22.2%	22.2%	33.3%	11.1%	9
Health & Human Performance	20%	40%	20%	20%		5
Hispanic Studies	25%	50%	25%			4
History		50%	17%	33%		6
Music	31.6%	47.4%	15.8%	5.3%		19
Philosophy		50%	25%		25%	4
Political Science		50%	50%			2
Psychology	22.2%	33.3%	33.3%		11.1%	9
Public Administration	100%					6
Sociology			40%	60%		5
Theatre	57%	29%	14%			7

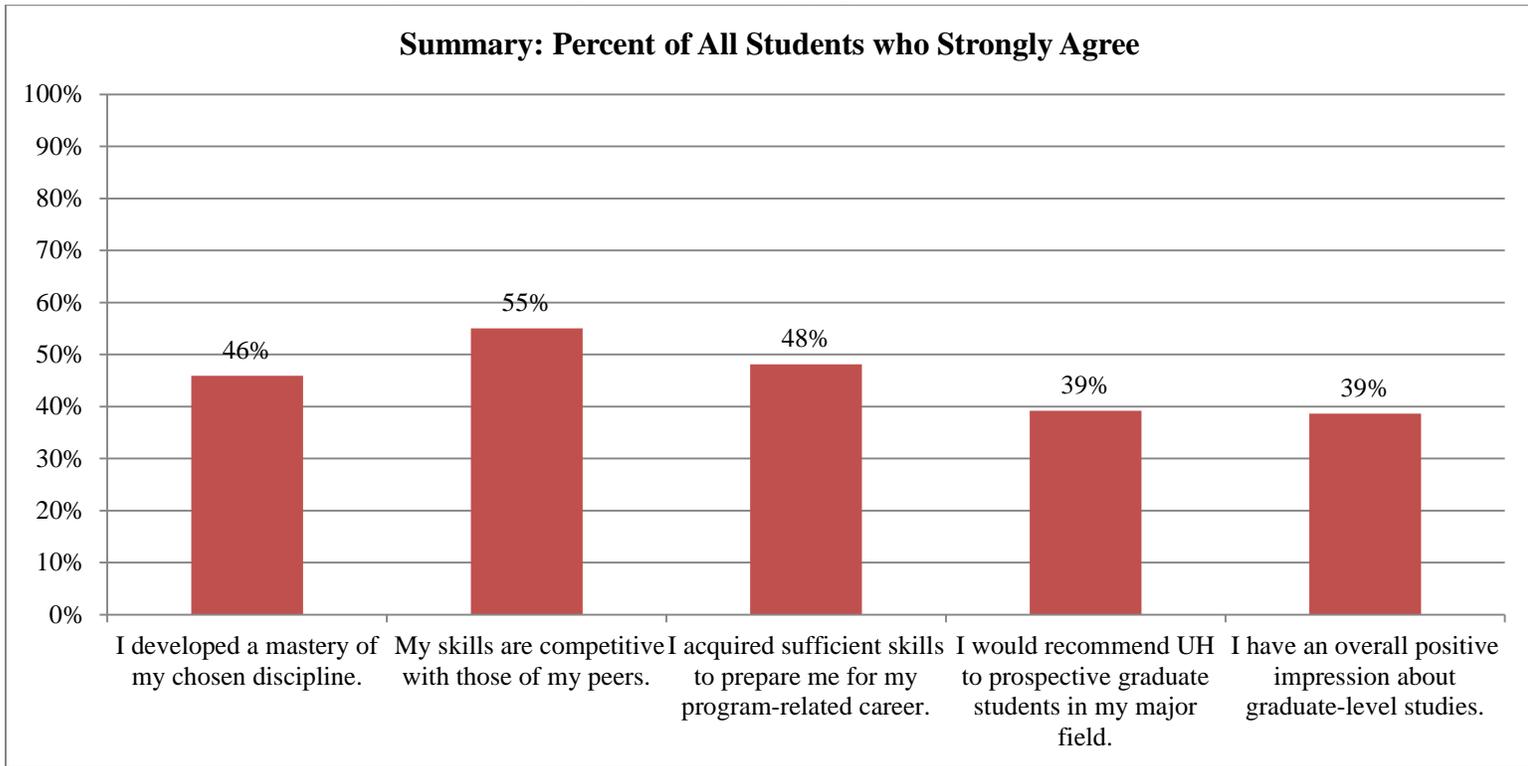
- 100% of Public Administration students strongly agreed. In addition, 100% of students in Communication Science & Disorders strongly agreed or agreed.
- Compare these results with students' intended status upon completion of their graduate studies (pages 10-11).

Ratings for Questions 13 to 17

In this section, students are asked to respond to more general statements that all began with the prompt, “as a result of my degree program at the University of Houston...” Five statements were assessed on a scale from strongly agree to strongly disagree. Summary Chart 4 gives the percentage of those who gave the top rating, strongly agree, for questions 13 through 17. Summary Table 4, which follows the chart, provides all responses for each of the five questions. This chart and table show aggregate responses across the

College of Liberal Arts and Social Sciences. Differences by program are examined for each question in the pages that follow this summary.

Summary Chart 4. For each item, percents of all respondents who strongly agree.



- Students were most confident that their skills are competitive with those of their peers. This item had the highest percent choosing the top rating for the entire survey and has been the highest since 2009.
- There were fewer negative responses to these items as well. In fact, no one strongly disagreed with the first three items in this section.

Summary Table: Questions 13-17, percents of all responses.

	I developed a mastery of my chosen discipline.	My skills are competitive with those of my peers.	I acquired sufficient skills to prepare me for my program-related career.	I would recommend UH to prospective graduate students in my major field.	I have an overall positive impression about graduate-level studies.
Strongly agree	45.9%	55%	48.1%	39.2%	38.6%
Agree	45.2%	40.1%	41.7%	42.4%	49.4%
Neither agree nor disagree	7.6%	3.8%	7.7%	10.1%	5.7%
Disagree	1.3%	0.6%	2.6%	5.1%	4.4%
Strongly disagree				3.2%	1.9%
Total (N)	157	157	156	158	158

- The first three items had 90% or more of respondents who chose strongly agree or agree: 91%, 95%, and 90% respectively. Students were a little more neutral about recommending UH to prospective graduate students in their major field, but 88% of had an overall positive impression about graduate-level studies.
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Mastery of Chosen Discipline

Question 13 asks graduates if as a result of their degree program at the University of Houston, they developed a mastery of their chosen discipline.

Chart 13. Question 13, percentage who strongly agreed, disaggregated by department.

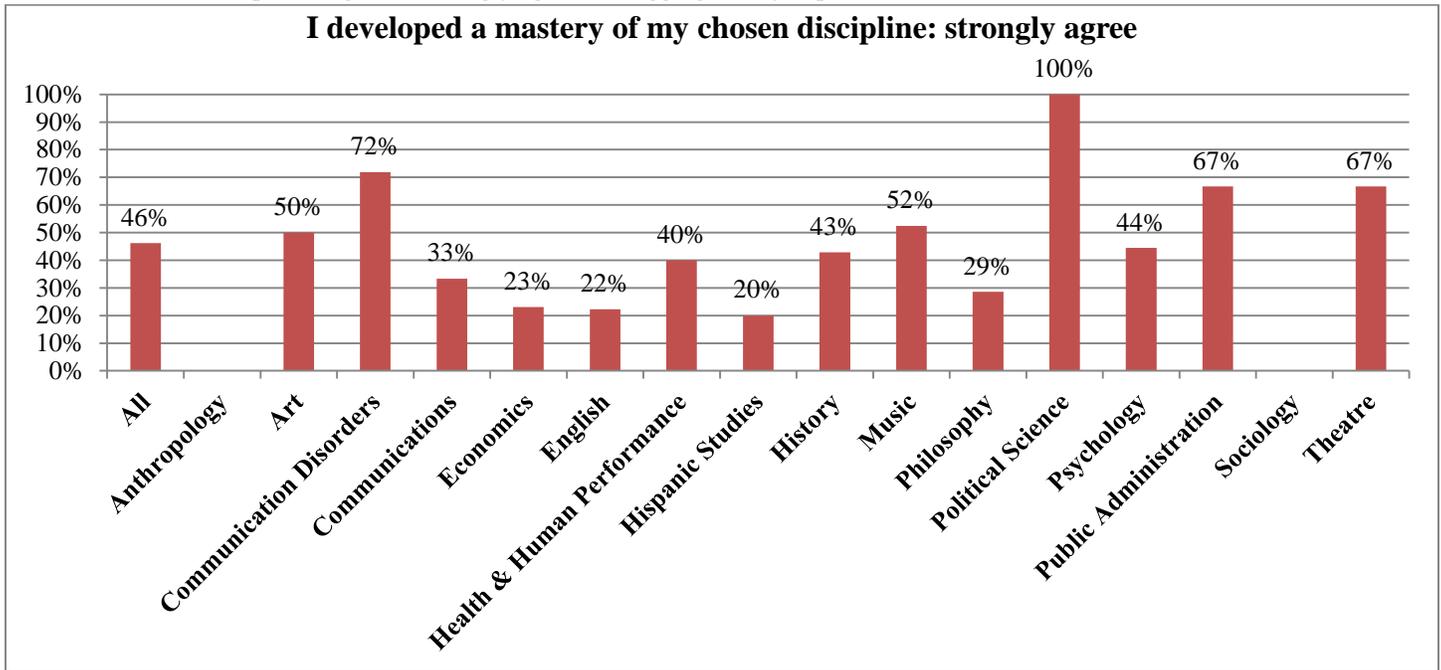


Table 13: All responses for question 13, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	46.2%	44.9%	7.6%	1.3%		158
Anthropology		50%	50%			2
Art	50%	25%	25%			8
Communication Science & Disorders	71.9%	28.1%				32
Communications	33.3%	55.6%	5.6%	5.6%		18
Economics	23.1%	53.8%	15.4%	7.7%		13
English	22.2%	67%	11.1%			9
Health & Human Performance	40%	60%				5
Hispanic Studies	20%	80%				5
History	43%	43%	14%			7
Music	52.4%	42.9%	4.8%			21
Philosophy	28.6%	42.9%	28.6%			7
Political Science	100%					2
Psychology	44.4%	55.6%				9
Public Administration	66.7%	16.7%	16.7%			6
Sociology		100%				5
Theatre	66.7%	33.3%				9

- While no one in Sociology strongly agreed, 100% agreed. In addition, 4 other departments had 100% of their respondents who strongly agreed or agreed: Communication Science & Disorders, Health & Human Performance, Hispanic Studies, and Political Science (where 100% strongly agreed).
- Only 2 students disagreed, and none strongly disagreed.

Skills Competitive with Peers

Question 14 asks respondents if as a result of their degree program at the University of Houston, their skills are competitive with those of their peers.

Chart 14. Question 14, percentage who strongly agreed, disaggregated by department.

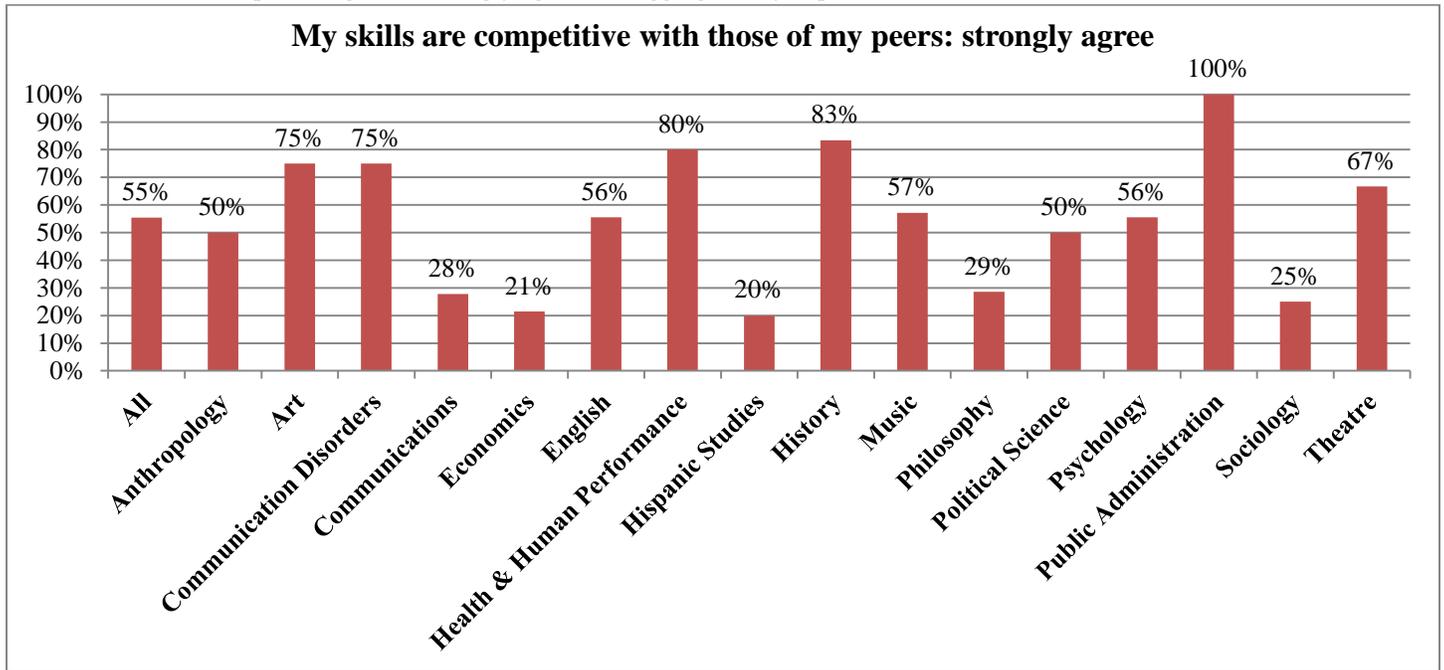


Table 14: All responses for question 14, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	55%	40.1%	3.8%	0.6%		157
Anthropology	50%	50%				2
Art	75%	25%				8
Communication Science & Disorders	75%	25%				32
Communications	27.8%	66.7%	5.6%			18
Economics	21.4%	71.4%	7%			14
English	56%	33.3%	11%			9
Health & Human Performance	80%	20%				5
Hispanic Studies	20%	60%	20%			5
History	83%	17%				6
Music	57.1%	38.1%		4.8%		21
Philosophy	28.6%	57.1%	14%			7
Political Science	50%	50%				2
Psychology	55.6%	44.4%				9
Public Administration	100%					6
Sociology	25%	50%	25%			4
Theatre	67%	33%				9

- Again, this item had the highest rate of satisfaction: only 1 student disagreed and none strongly disagreed.
- 100% of students in 9 departments strongly agreed or agreed: Anthropology, Art, Communication Science & Disorders, Health & Human Performance, History, Political Science, Psychology, Public Administration, and Theatre.

Prepared for Program-Related Career

Question 15 asks students if as a result of their degree program at the University of Houston, they acquired sufficient skills to prepare themselves for their program-related career.

Chart 15. Question 15, percentage who strongly agreed, disaggregated by department.

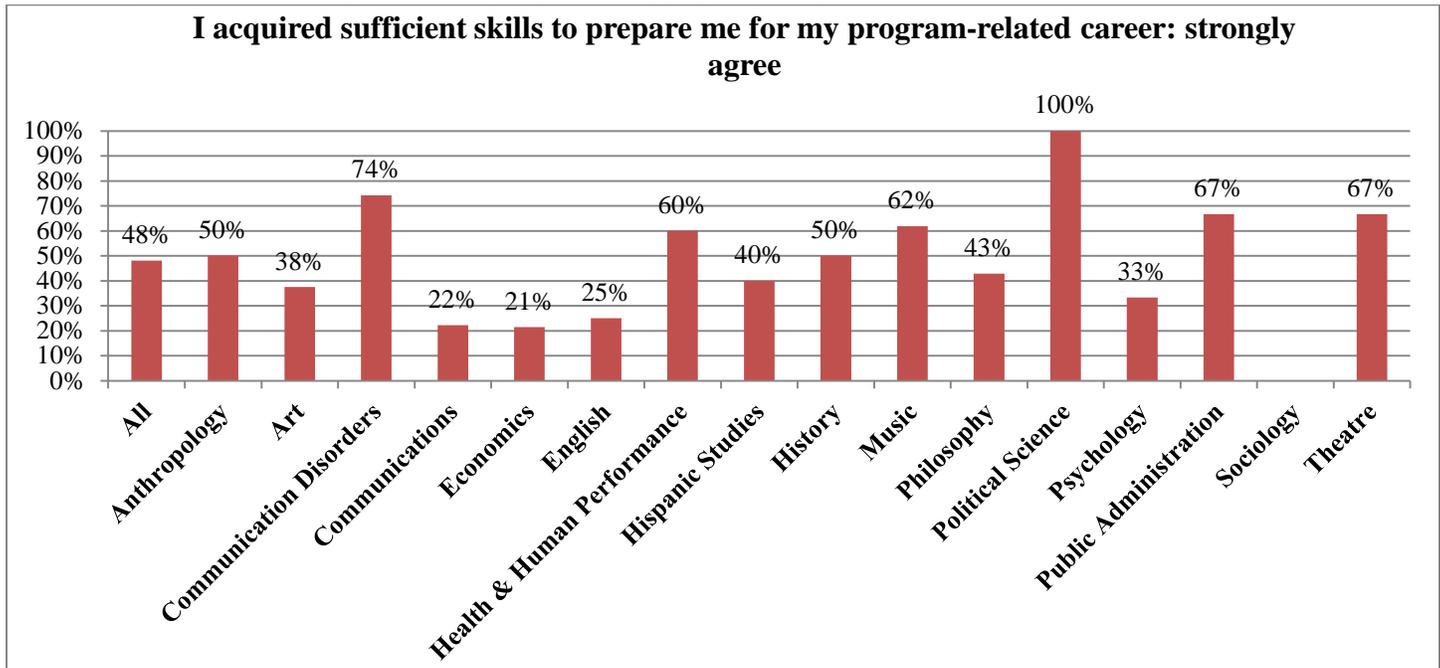


Table 15: All responses for question 15, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	48.1%	41.7%	7.7%	2.6%		156
Anthropology	50%			50%		2
Art	38%	50%	12.5%			8
Communication Science & Disorders	74.2%	25.8%				31
Communications	22.2%	66.7%	5.6%	5.6%		18
Economics	21.4%	57.1%	21.4%			14
English	25%	62.5%	12.5%			8
Health & Human Performance	60%	40%				5
Hispanic Studies	40%	20%	20%	20%		5
History	50%	33%		16.7%		6
Music	61.9%	38.1%				21
Philosophy	42.9%	42.9%	14.3%			7
Political Science	100%					2
Psychology	33.3%	66.7%				9
Public Administration	67%	33.3%				6
Sociology		40%	60%			5
Theatre	67%	22%	11%			9

- 100% of students in 6 departments strongly agreed or agreed: Communication Science & Disorders, Health & Human Performance, Music, Political Science, Psychology and Public Administration.
- Only 4 students disagreed, and none strongly disagreed

Would Recommend UH to Prospective Students

Question 16 asks respondents if as a result of their degree program at the University of Houston, they would recommend UH to prospective graduate students in their major field.

Chart 16. Question 16, percentage who strongly agreed, disaggregated by department.

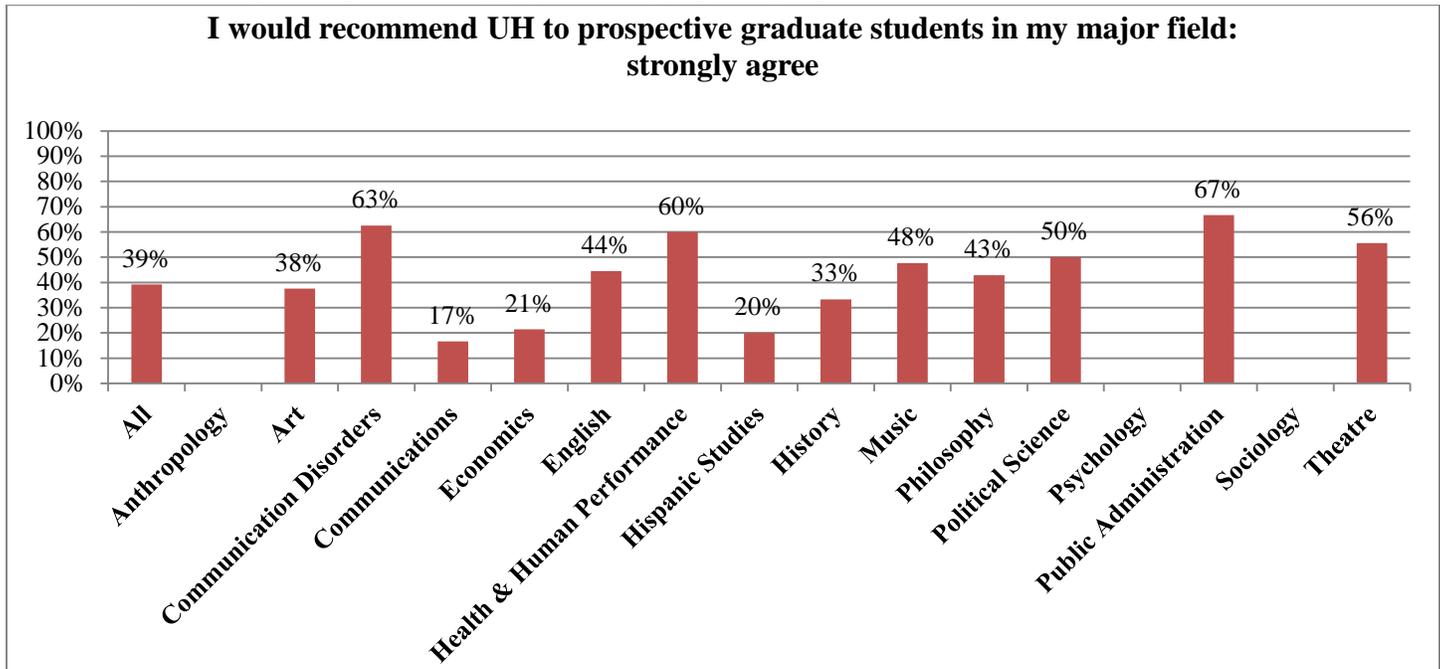


Table 16: All responses for question 16, disaggregated by department.

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	39.2%	42.4%	10.1%	5.1%	3.2%	158
Anthropology		50%	50%			2
Art	37.5%	12.5%	37.5%	12.5%		8
Communication Science & Disorders	62.5%	34.4%		3.1%		32
Communications	16.7%	55.6%	16.7%	5.6%	5.6%	18
Economics	21.4%	57.1%	7.1%	7.1%	7.1%	14
English	44.4%	44.4%	11.1%			9
Health & Human Performance	60%	40%				5
Hispanic Studies	20%	40%	40%			5
History	33.3%	16.7%	16.7%	16.7%	16.7%	6
Music	47.6%	33.3%	4.8%	9.5%	4.8%	21
Philosophy	42.9%	57.1%				7
Political Science	50%	50%				2
Psychology		77.8%	11.1%	11.1%		9
Public Administration	66.7%	33.3%				6
Sociology		60%	40%			5
Theatre	55.6%	33.3%			11.1%	9

- While no one in Anthropology, Psychology or Sociology strongly agreed, large numbers did agree in those departments.
- On the whole, respondents were a little less positive here although 82% of students did strongly agree or agree. There were more students who chose a neutral response than to other question: 10% neither agreed nor disagreed.

Overall Positive Impression of Graduate Studies

Question 17 asks students if as a result of their degree program at the University of Houston, they have an overall positive impression about graduate-level studies.

Chart 17. Question 17 percentage who strongly agreed, disaggregated by department.

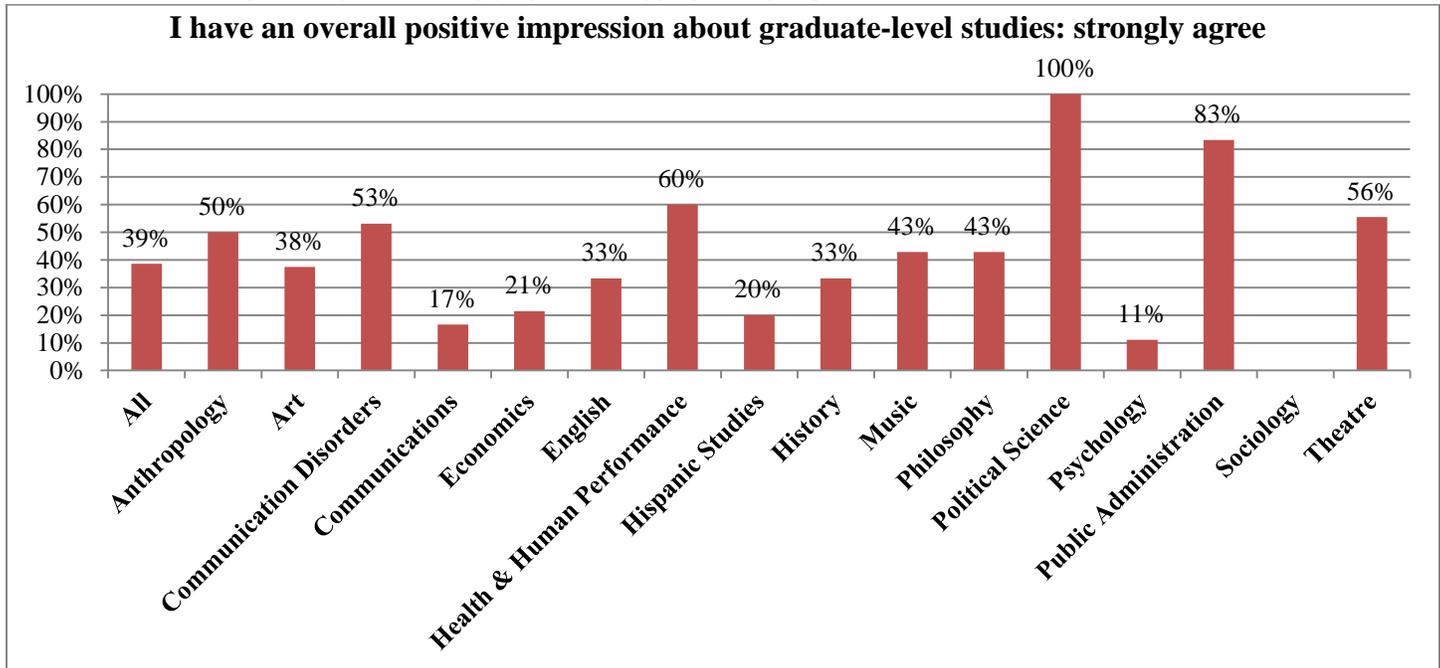


Table 17: All responses for question 17, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	38.6%	49.4%	5.7%	4.4%	1.9%	158
Anthropology	50%			50%		2
Art	37.5%	37.5%	25%			8
Communication Science & Disorders	53.1%	46.9%				32
Communications	16.7%	66.7%	5.6%	5.6%	5.6%	18
Economics	21.4%	71.4%		7.1%		14
English	33.3%	44.4%	11.1%		11.1%	9
Health & Human Performance	60%	20%	20%			5
Hispanic Studies	20%	80%				5
History	33.3%	16.7%	16.7%	16.7%	16.7%	6
Music	42.9%	42.9%		14.3%		21
Philosophy	42.9%	42.9%	14.3%			7
Political Science	100%					2
Psychology	11.1%	77.8%	11.1%			9
Public Administration	83.3%	16.7%				6
Sociology		100%				5
Theatre	55.6%	33.3%	11.1%			9

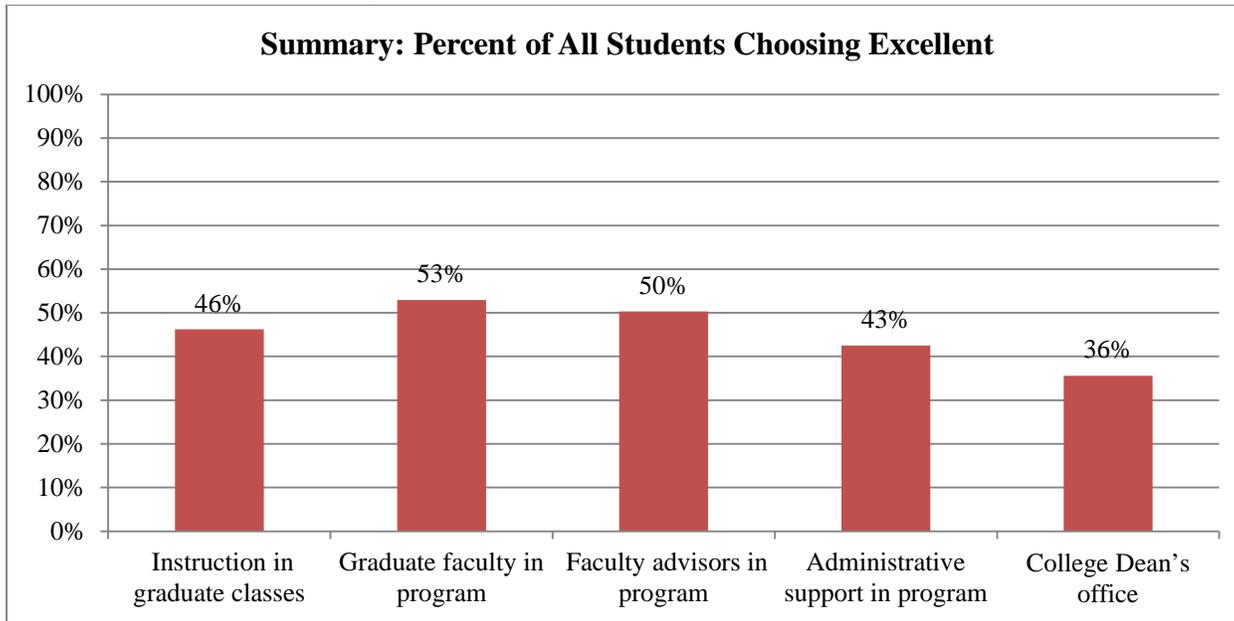
- 100% of students in 5 departments strongly agreed or agreed: Communication Science & Disorders, Hispanic Studies, Political Science, Public Administration and Sociology.
- Only 3 students strongly disagreed.

Ratings for Questions 18 to 22

In this section, as before, students were asked to respond to more general statements that all began with the prompt, “as a result of my degree program at the University of Houston...” These five statements were assessed as excellent, good, fair and poor, however. Summary Chart 5 gives the percentage of those who gave the top rating, excellent, for questions 18 through 22. Summary Table 5,

which follows the chart, provides a breakdown of all responses for each question. Differences by major are examined for each question in the pages that follow this summary.

Summary Chart 5. For each item, percents of all respondents who chose excellent.



- As in past years, students felt most positive about graduate faculty in their program. Students frequently mentioned the faculty in their responses to the open-ended items which are summarized on pages 48-50. Faculty were mentioned many times generally and over 100 professors were mentioned individually.

Summary Table 5: For items 18-22, percents of all responses.

	Instruction in graduate classes.	Graduate faculty in program.	Faculty advisors in program.	Administrative support in program.	College Dean's office.
Excellent	46.2%	52.9%	50.3%	42.5%	35.6%
Good	43.7%	37.6%	34.4%	30.7%	38.1%
Fair	7.6%	8.3%	11.5%	19%	22.9%
Poor	2.5%	1.3%	3.8%	7.8%	3.4%
Total (N)	158	157	157	153	118

- Most students responded very positively; 80% or more answered excellent or good to the first 4 items. Students were a little less positive about the College Dean's office, although 74% answered excellent or good. This question also had a lower response rate with only 118 students responding, and not all students come into much contact with that office.
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Instruction in Graduate Classes

Question 18 asks students to rate instruction in their graduate classes on a scale from excellent to poor.

Chart 18. Question 18, percentage who chose excellent, disaggregated by department.

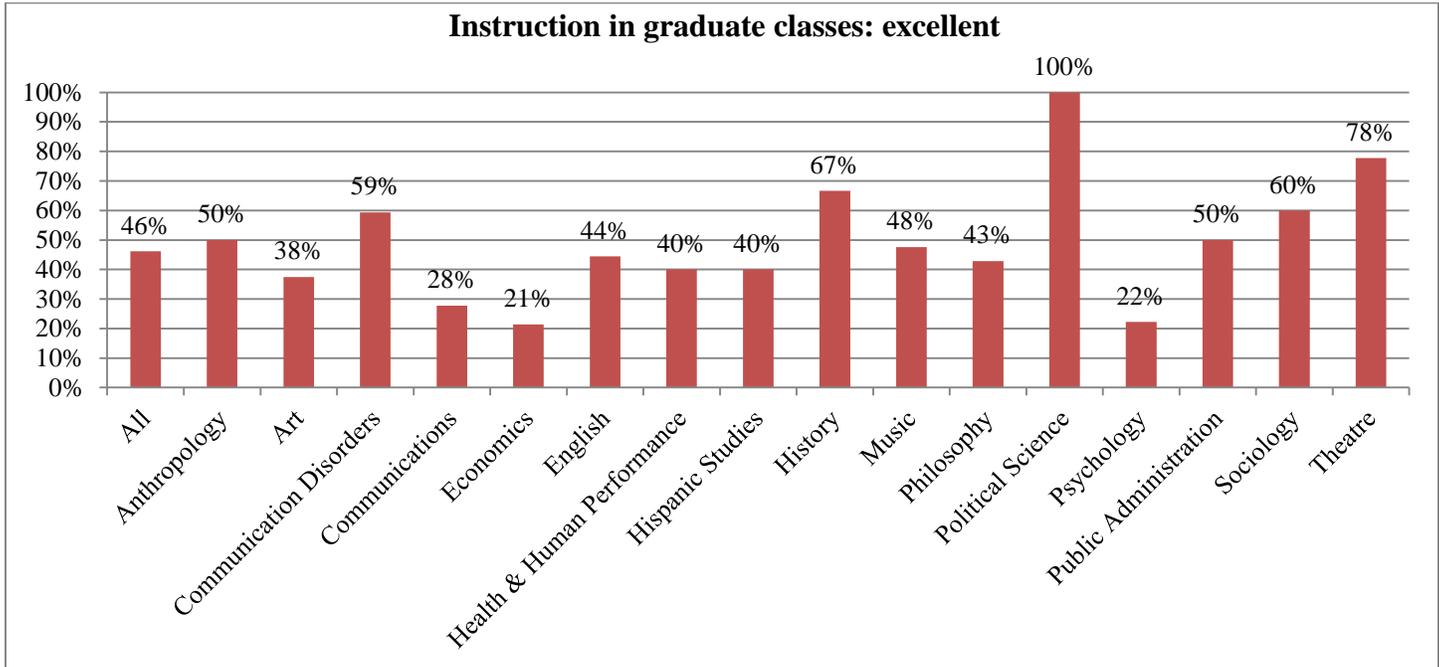


Table 18: All responses for question 18, disaggregated by department.

Department	Excellent	Good	Fair	Poor	Total (N)
All	46.2%	43.7%	7.6%	2.5%	158
Anthropology	50%	50%			2
Art	37.5%	37.5%	12.5%	12.5%	8
Communication Science & Disorders	59.4%	40.6%			32
Communications	27.8%	44.4%	22.2%	5.6%	18
Economics	21%	71%		7.1%	14
English	44.4%	55.6%			9
Health & Human Performance	40%	60%			5
Hispanic Studies	40%	60%			5
History	66.7%	16.7%	16.7%		6
Music	47.6%	42.9%	9.5%		21
Philosophy	42.9%	42.9%	14.3%		7
Political Science	100%				2
Psychology	22.2%	44.4%	22.2%	11.1%	9
Public Administration	50%	50%			6
Sociology	60%	40%			5
Theatre	77.8%	11.1%	11.1%		9

- 100% of 8 departments answered excellent or good: Anthropology, Communication Science & Disorders, English, Health & Human Performance, Hispanic Studies, Political Science, Public Administration, and Sociology.
- Only 4 students felt instruction in graduate classes was poor.

Graduate Faculty in Program

Question 19 asks graduates to rate the graduate faculty in their program on a scale from excellent to poor.

Chart 19. Question 19, percentage who chose excellent, disaggregated by department.

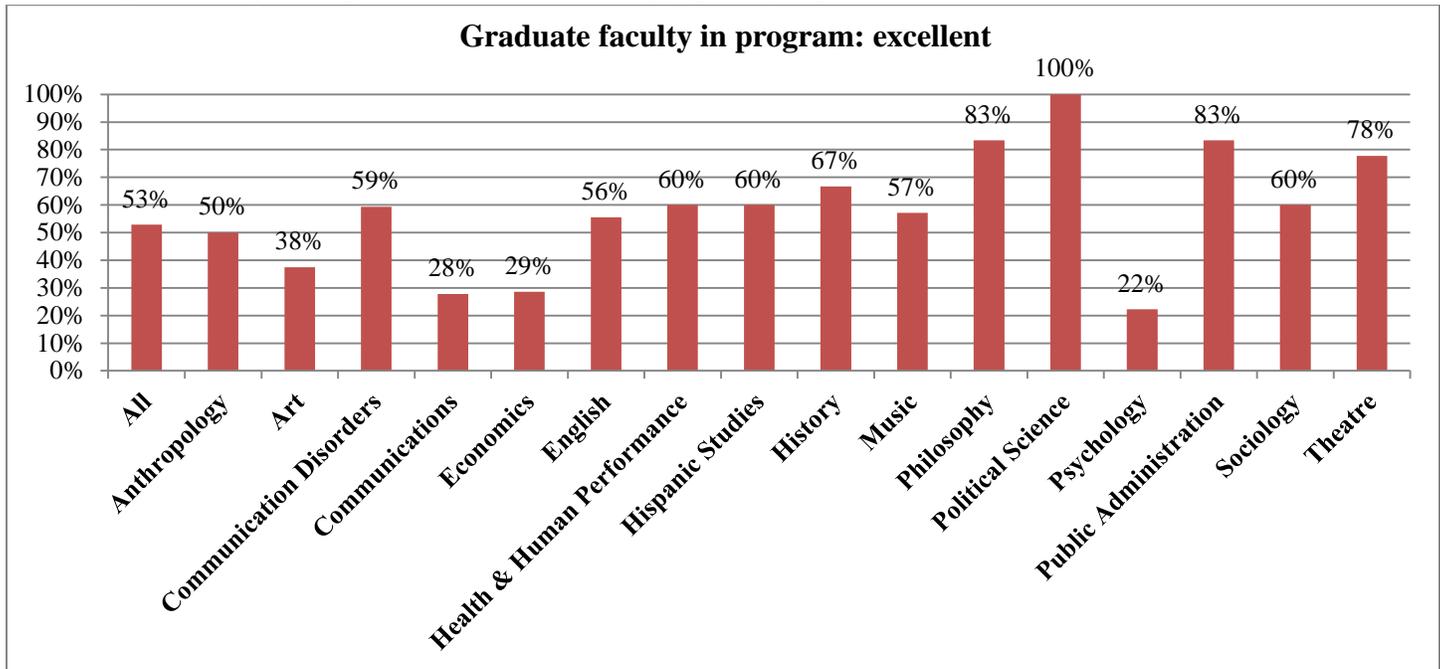


Table 19: All responses for question 19, disaggregated by department.

Department	Excellent	Good	Fair	Poor	Total (N)
All	52.9%	37.6%	8.3%	1.3%	157
Anthropology	50%	50%			2
Art	37.5%	62.5%			8
Communication Science & Disorders	59.4%	40.6%			32
Communications	27.8%	44.4%	22.2%	5.6%	18
Economics	29%	64.3%	7.1%		14
English	55.6%	33.3%	11.1%		9
Health & Human Performance	60%	20%	20%		5
Hispanic Studies	60%	40%			5
History	66.7%	16.7%	16.7%		6
Music	57.1%	23.8%	14.3%	4.8%	21
Philosophy	83.3%	16.7%			6
Political Science	100%				2
Psychology	22.2%	66.7%	11.1%		9
Public Administration	83%	17%			6
Sociology	60%	40%			5
Theatre	77.8%	11.1%	11.1%		9

- Again, students felt most positive about graduate faculty in their program and frequently mentioned their professors in their answers to the open-ended questions. Two-thirds or more of students in 5 departments answered excellent: History, Philosophy, Political Science, Public Administration, and Theatre.
- Only 2 students responded poor.

Faculty Advisers in Program

Question 20 asks students to rate faculty advisers in their program on a scale from excellent to poor. The results can be compared with question 8 that asks if the thesis/ project advising they received was satisfactory (see page 19).

Chart 20. Question 20, percentage who chose excellent, disaggregated by department.

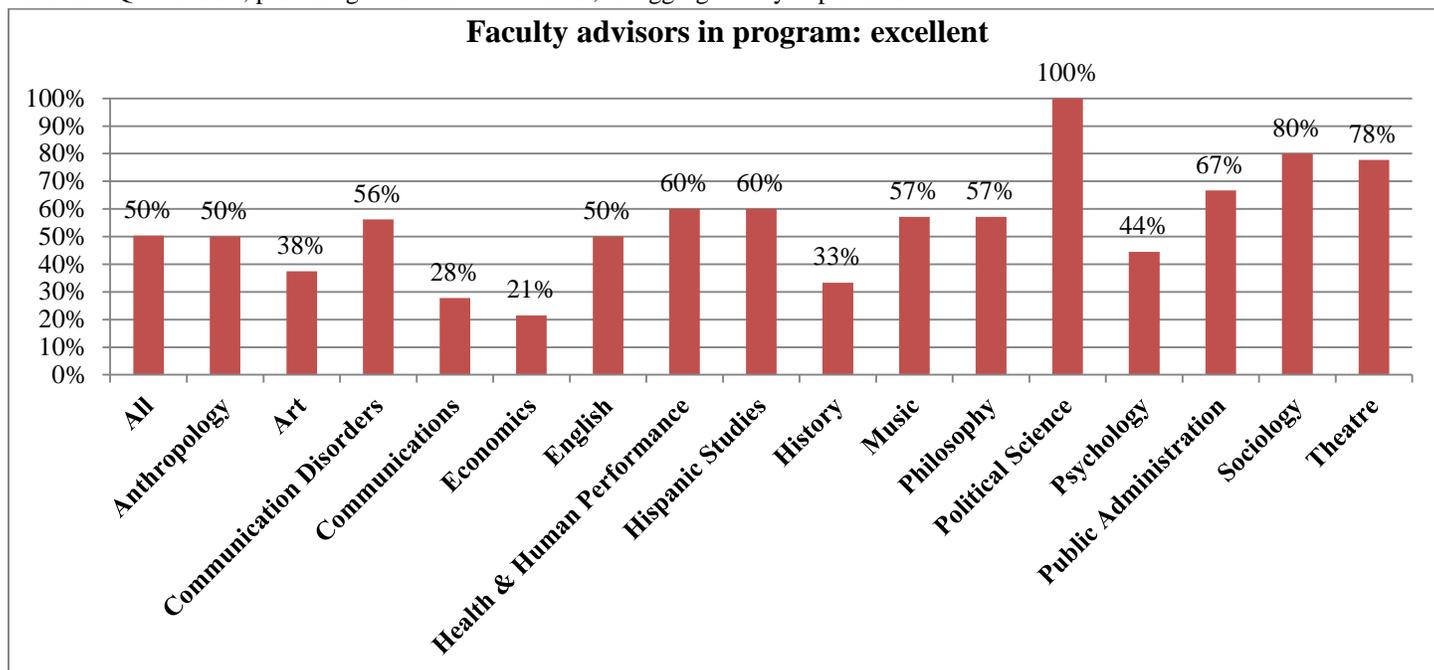


Table 20: All responses for question 20, disaggregated by department.

Department	Excellent	Good	Fair	Poor	Total (N)
All	50.3%	34.4%	11.5%	3.8%	157
Anthropology	50%		50%		2
Art	37.5%	50%		12.5%	8
Communication Science & Disorders	56.3%	43.8%			32
Communications	27.8%	33.3%	22.2%	16.7%	18
Economics	21.4%	57.1%	21.4%		14
English	50%	37.5%	12.5%		8
Health & Human Performance	60%	40%			5
Hispanic Studies	60%	20%	20%		5
History	33.3%	33.3%	16.7%	16.7%	6
Music	57.1%	28.6%	9.5%	4.8%	21
Philosophy	57.1%	14.3%	28.6%		7
Political Science	100%				2
Psychology	44.4%	55.6%			9
Public Administration	66.7%		33.3%		6
Sociology	80%	20%			5
Theatre	77.8%	11.1%	11.1%		9

- Overall, 85% of respondents felt the faculty advisers in their program were excellent or good.
- Two-thirds or more of students in 4 departments answered excellent: Political Science, Public Administration, Sociology, and Theatre.
- 4 students responded that their faculty advisers were poor.

Administrative Support in Program

Question 21 asks students to rate the administrative support in their program on a scale from excellent to poor.

Chart 21. Question 21, percentage who chose excellent, disaggregated by department.

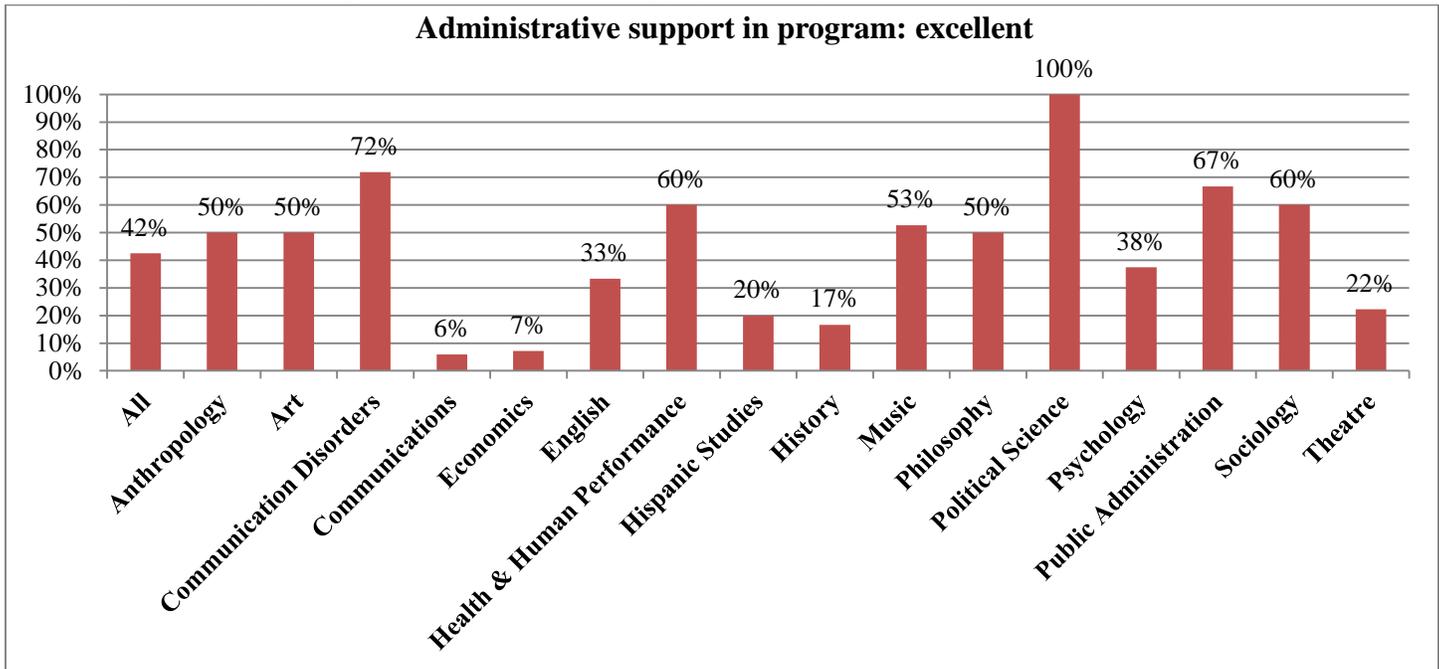


Table 21: All responses for question 21, disaggregated by department.

Department	Excellent	Good	Fair	Poor	Total (N)
All	42.5%	30.7%	19%	7.8%	153
Anthropology	50%			50%	2
Art	50%	12.5%	37.5%		8
Communication Science & Disorders	71.9%	28.1%			32
Communications	5.9%	29.4%	41.2%	23.5%	17
Economics	7.1%	57.1%	35.7%		14
English	33.3%	22.2%	22.2%	22.2%	9
Health & Human Performance	60%	40%			5
Hispanic Studies	20%	60%	20%		5
History	16.7%		33.3%	50%	6
Music	52.6%	15.8%	21.1%	10.5%	19
Philosophy	50%	33.3%	16.7%		6
Political Science	100%				2
Psychology	37.5%	37.5%	25%		8
Public Administration	66.7%		33.3%		6
Sociology	60%	40%			5
Theatre	22.2%	77.8%			9

- Overall, 83 % of students answered excellent or good, and 100% of students in 5 departments felt the administrative support in their program was excellent or good: Communication Science & Disorders, Health & Human Performance, Sociology, and Theatre.
- 3 departments had 50% or more of their students who answered fair or poor: Anthropology, Communications, and History. Overall, 13 students responded that administrative support in their department was poor.

College Dean's Office

Question 22 asks graduates to rate the college Dean’s office on a scale from excellent to poor.

Chart 22. Question 22, percentage who chose excellent, disaggregated by department.

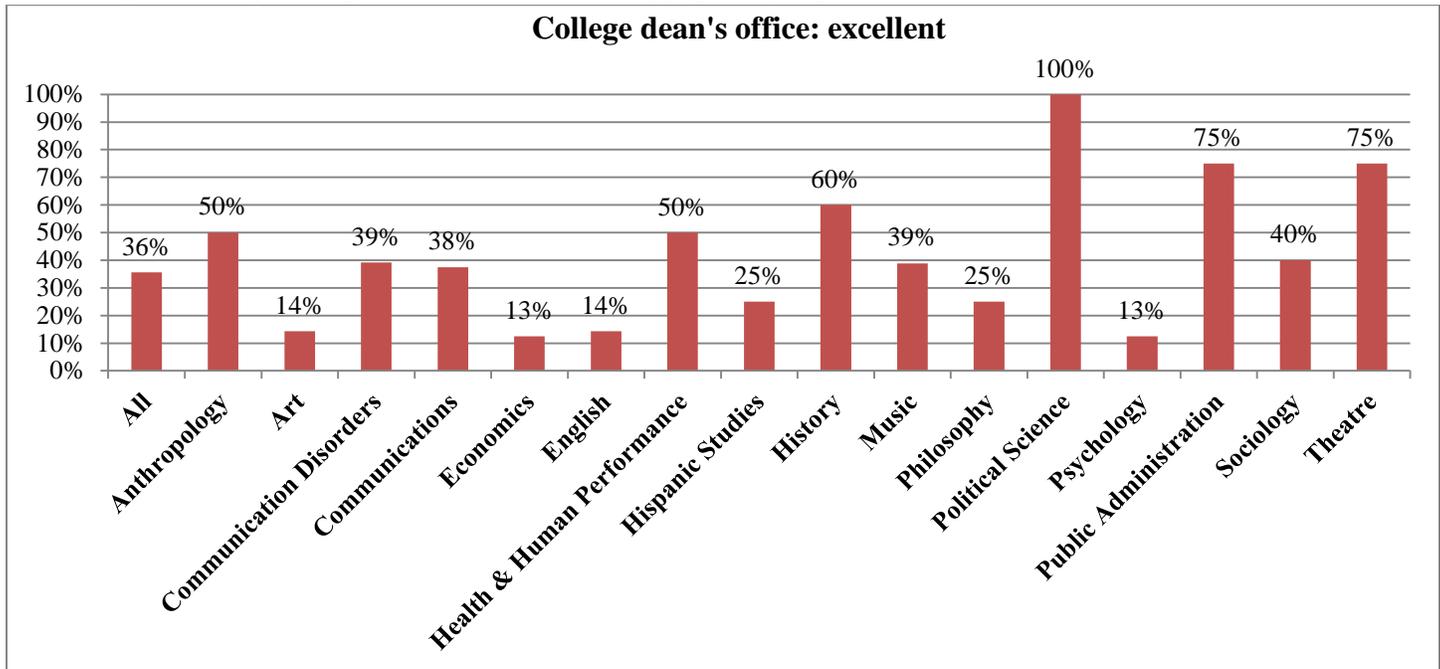


Table 22: All responses for question 22, disaggregated by department.

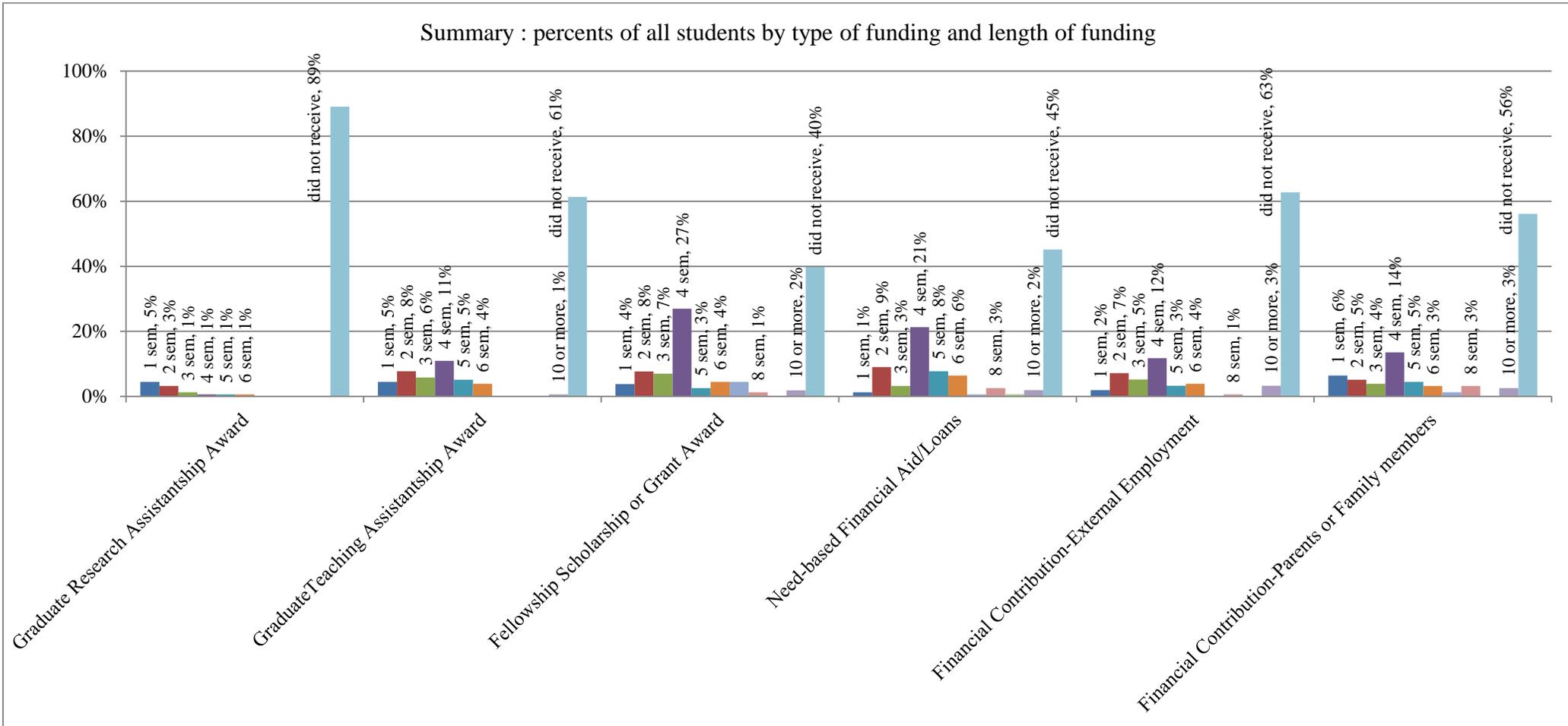
Department	Excellent	Good	Fair	Poor	Total (N)
All	35.6%	38.1%	22.9%	3.4%	118
Anthropology	50%		50%		2
Art	14.3%	28.6%	42.9%	14.3%	7
Communication Science & Disorders	39.1%	47.8%	8.7%	4.3%	23
Communications	37.5%	37.5%	18.8%	6.3%	16
Economics	12.5%	87.5%			8
English	14.3%	42.9%	42.9%		7
Health & Human Performance	50%	50%			2
Hispanic Studies	25%	50%	25%		4
History	60%	20%		20%	5
Music	38.9%	22.2%	38.9%		18
Philosophy	25%	25%	50%		4
Political Science	100%				1
Psychology	12.5%	37.5%	50%		8
Public Administration	75%		25%		4
Sociology	40%	60%			5
Theatre	75%	25%			4

- 100% of 5 departments responded that the dean’s office was excellent or good: Economics, Health & Human Performance, Political Science, Sociology, and Theatre.
- 43 students left this item blank or responded not applicable. Not all students have much contact with the College Dean’s office.
- 4 students said it was poor.

Summary of Financial Awards and Contributions

In this section, questions 23-28, students were asked to indicate the number of semesters in which they received various types of financial awards and contributions. Summary Chart 6 shows the percentages of financial awards and contributions that all the students received disaggregated by number of semesters funded. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by department are examined in the pages that follow Summary Table 6.

Summary Chart 6. Questions 15-20, number of semesters all respondents received various types of funding.



- For these questions, unlike the rest of the survey, the students responding “not applicable” have been included in the tabulation of percentages for that item.

Summary Table 6: Questions 23-28, number of semesters all respondents received various types of funding

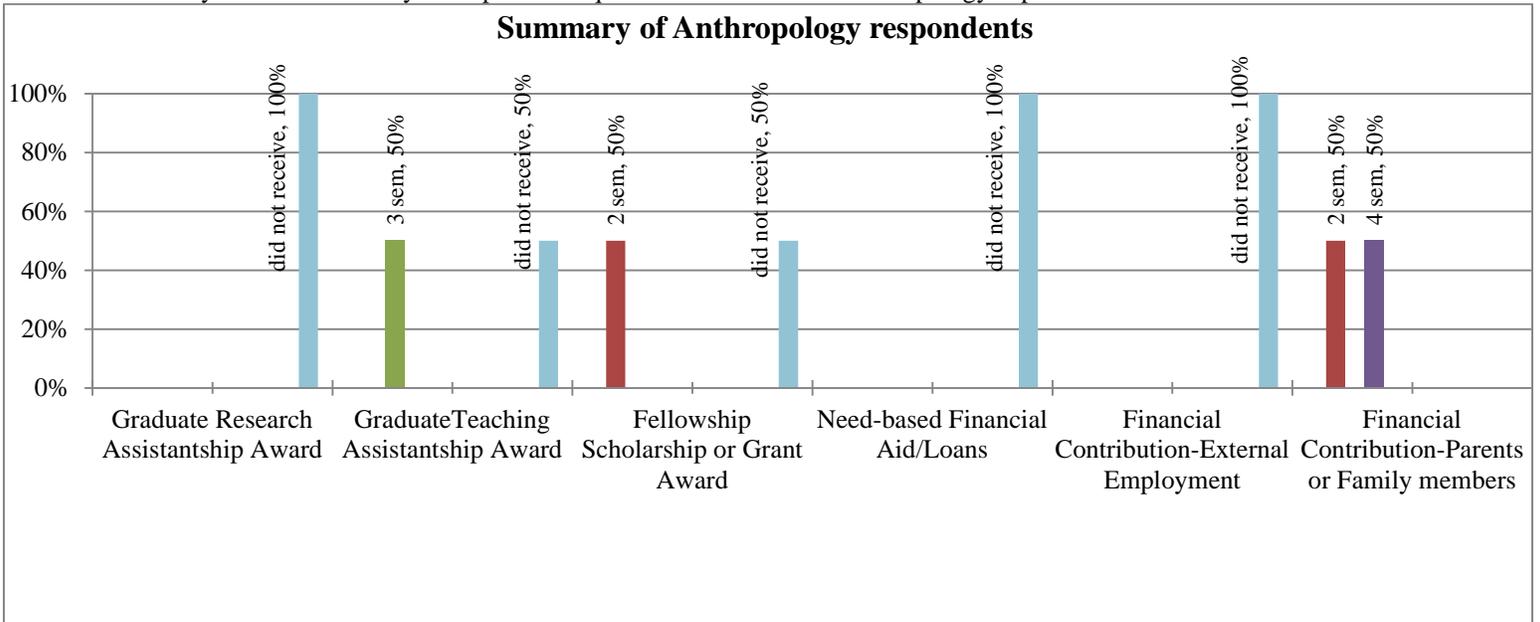
	1 sem	2 sem	3 sem	4 sem	5 sem	6 sem	7 sem	8 sem	9 sem	10 or more	NA	Total (N)
Graduate Research Assistantship Award	4.5%	3.2%	1.3%	0.6%	0.6%	0.6%					89%	155
Graduate Teaching Assistantship Award	4.5%	7.7%	5.8%	11%	5.2%	3.9%				0.6%	61.3%	155
Fellowship Scholarship or Grant Award	3.8%	7.7%	7.1%	26.9%	2.6%	4.5%	4.5%	1.3%		1.9%	39.7%	156
Need-based Financial Aid/Loans	1.3%	9%	3.2%	21.3%	7.7%	6.5%	0.6%	2.6%	0.6%	1.9%	45.2%	155
Financial Contribution-External Employment	2%	7.2%	5.2%	11.8%	3.3%	3.9%		0.7%		3.3%	62.7%	153
Financial Contribution-Parents or Family members	6.5%	5.2%	3.9%	13.5%	4.5%	3.2%	1.3%	3.2%		2.6%	56.1%	155

- Clearly, respondents received numerous kinds of funding throughout their graduate careers, and not all departments have the same funding opportunities. Responses varied widely from department to department. For these reasons, charts in the following section have summarized the responses to all the items in each department to be of the most use.
- Many students discussed funding as part of their comments to the open-ended items.
- Overall, students are relying less on graduate research assistantships and teaching assistantships than in previous years (those reporting N/A for research assistantships was 75.6% in 2010; 83.7% in 2011; and 89% this year; and for teaching assistantships, 40% in 2010; 52.6% in 2011; and 61.3% this year). While students received more fellowship, scholarships or grant awards in 2011 than in 2010, that number has dropped this year (those reporting N/A for fellowship, scholarship or grant awards was 48.9% in 2010; 44% in 2011; and 39.7% this year). Again, since our college is no longer surveying PhD students, this sort of shift in the data is not unexpected.
- Consequently, students are relying more on the other types of funding than in previous years (those reporting N/A for need-based financial aid/ loans: 53.3% in 2010; 49.8% in 2011; and 45.2% this year; N/A for financial contributions from external employment: 76.3% in 2010; 64.1% in 2011; and 62.7% this year; and N/A for financial contributions from parents or family members: 57.8% in 2010; 53.2% in 2011; and 56.1% last year).
- Again, for these questions, unlike the rest of the survey, the students responding “not applicable” have been included in the tabulation of percentages for that item.

Departmental Summary Charts of Financial Awards and Contributions

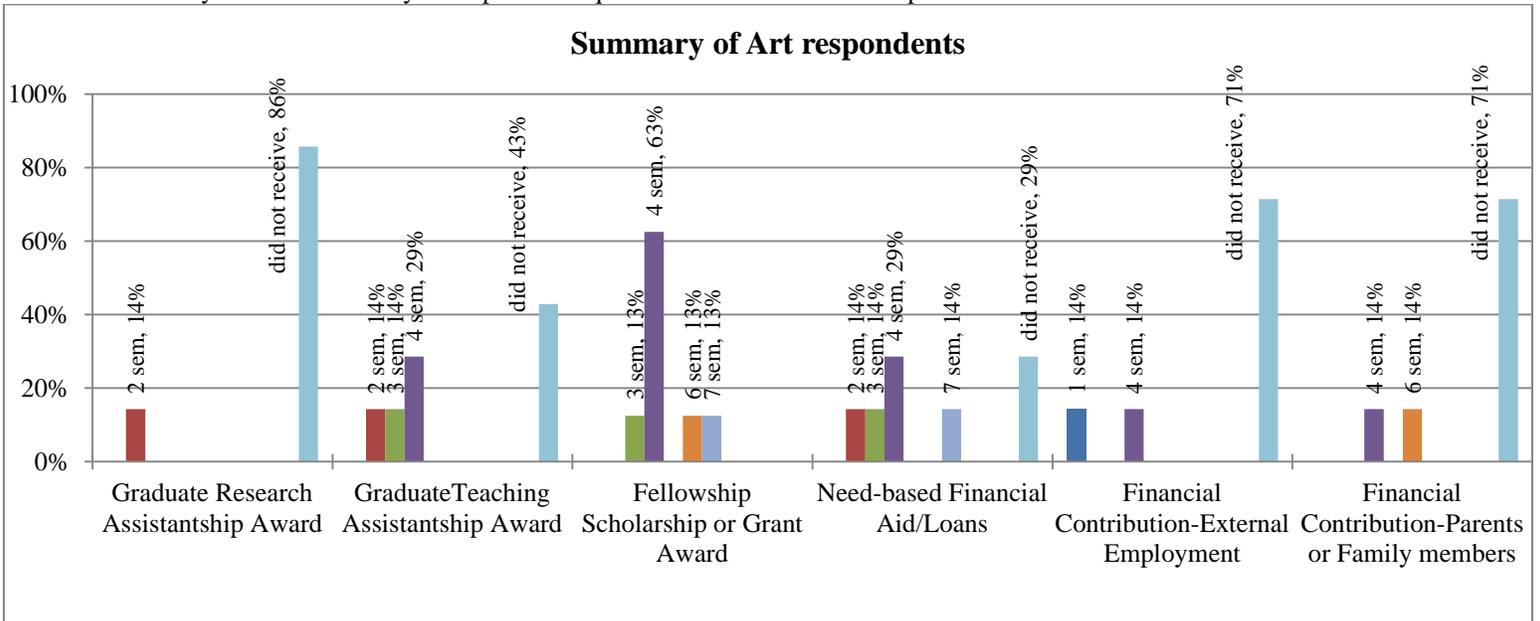
The following charts are disaggregated by department, showing the percentages of respondents who received each type of funding (questions 15-20) and how many semesters they received that funding.

Summary Chart 7. Summary of responses to questions 23-28 for the Anthropology department



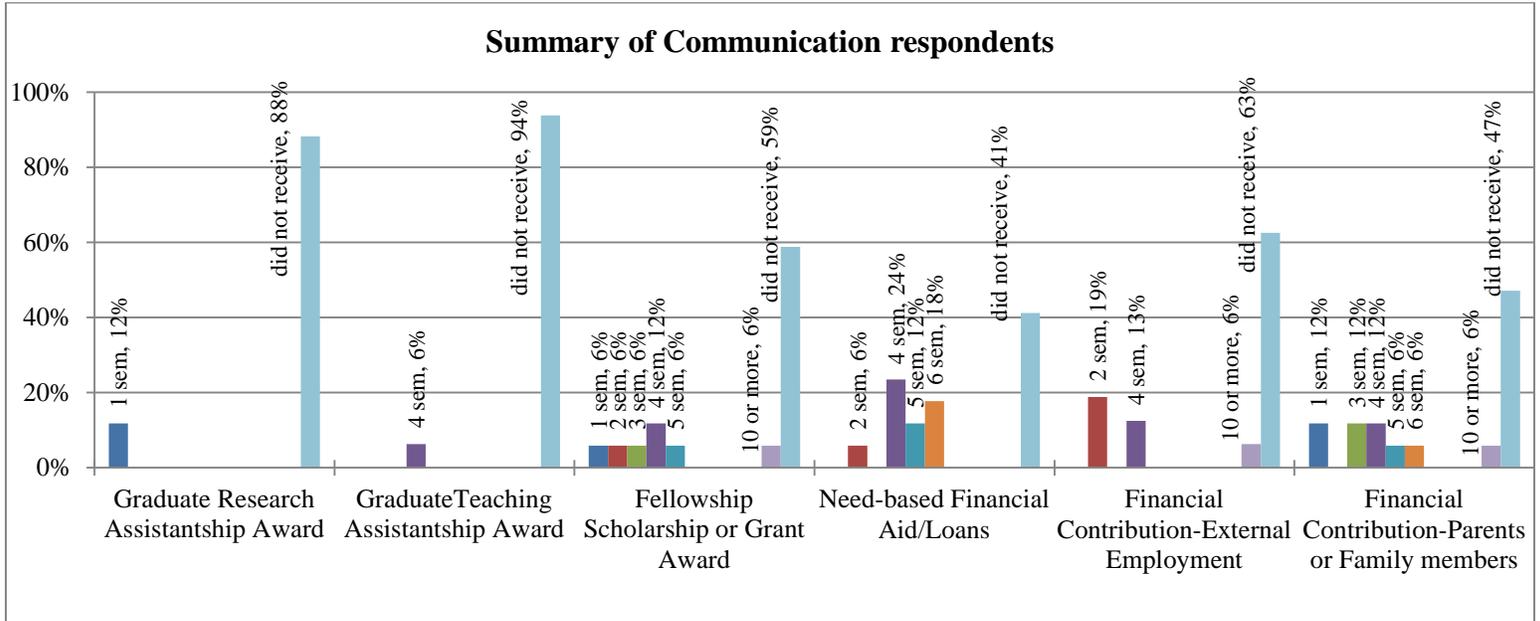
- There are 2 respondents to these items. 1 student received a graduate teaching assistantship while another received a fellowship, scholarship or grant award. Both students combined that award with financial contributions from parents or family members.

Summary Chart 8. Summary of responses to questions 23-28 for the Art department



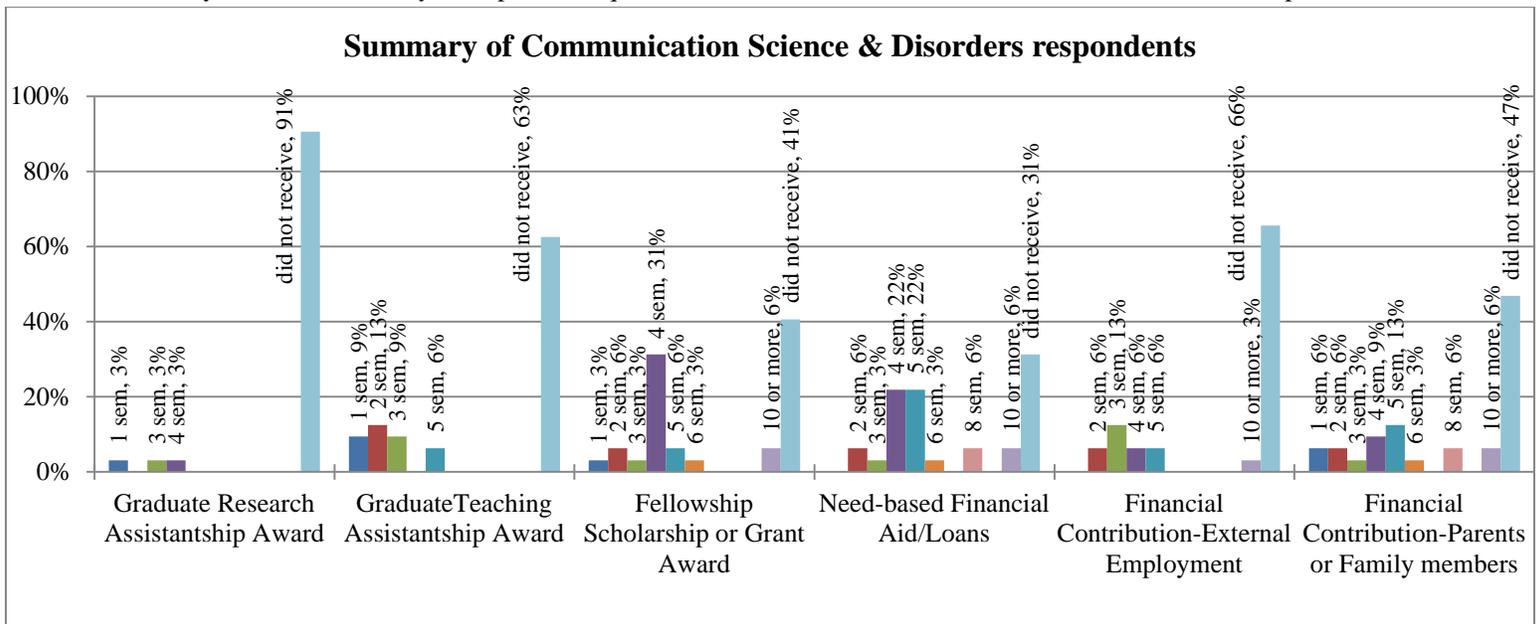
- There are 7 to 8 respondents to these items. All of the students had the support from fellowship, scholarship, or grant awards.
- All of the students had additional funding from at least one and, in most cases, 2 to four other categories.

Summary Chart 9. Summary of responses to questions 23-28 for the Communication department



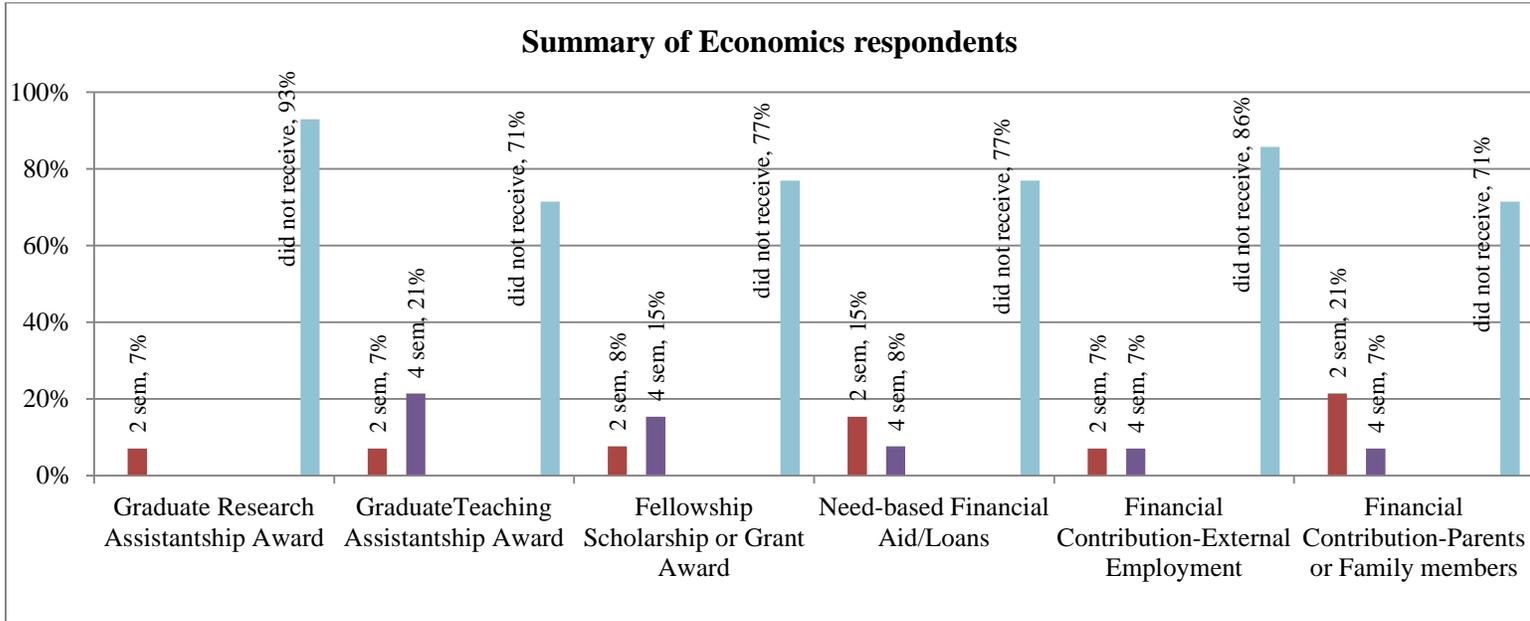
- There are 16 to 17 respondents to these items.
- 2 students relied solely on financial contributions from parents or family members. Most other respondents combined 2 to 3 different kinds of funding, especially need-based financial aid/loans (11 of 17 took out loans for at least one year).

Summary Chart 10. Summary of responses to questions 23-28 for the Communication Science & Disorders department



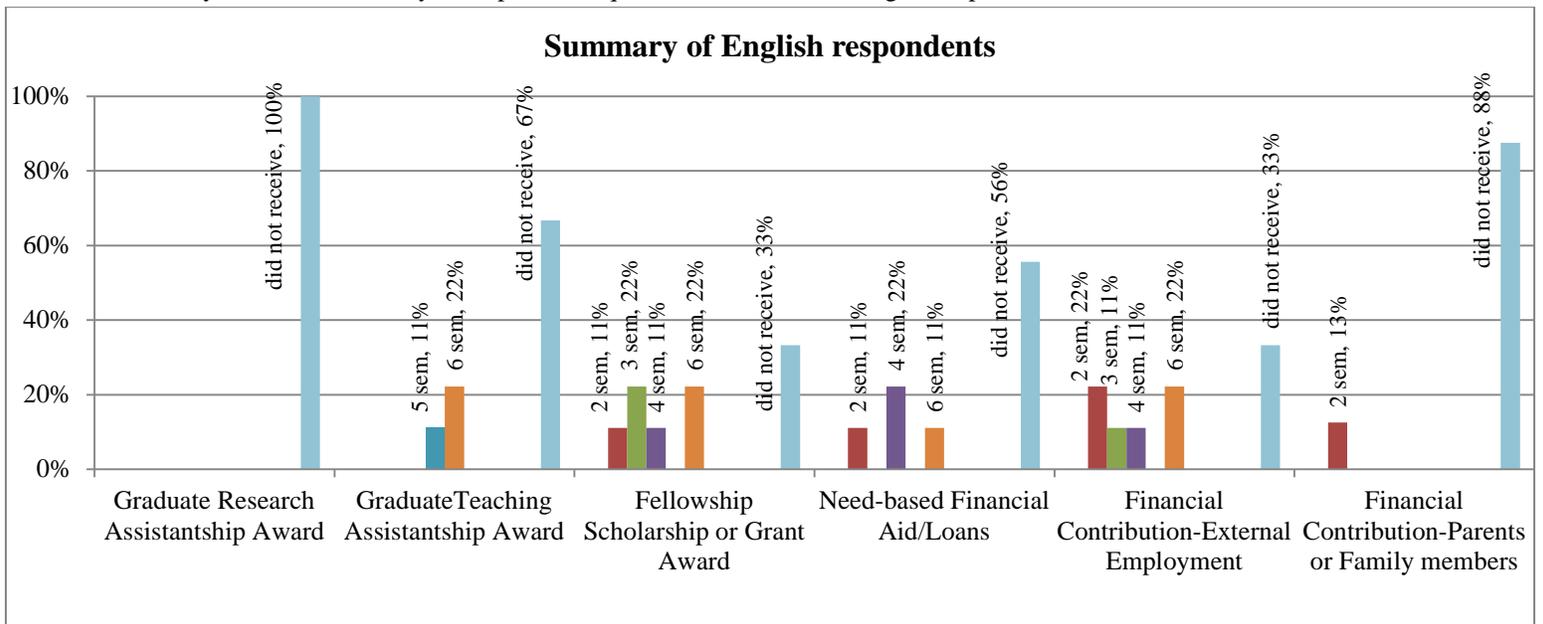
- There are 32 respondents to most of these items.
- Most relied on at least two types of funding and often three or more. 22 of 32 had at least one year of need-based financial aid/ loans; 19 of 32 held a fellowship, scholarship or grant award; and 17 of 32 had a financial contribution from parents or family members.

Summary Chart 11. Summary of responses to questions 23-28 for the Economics department



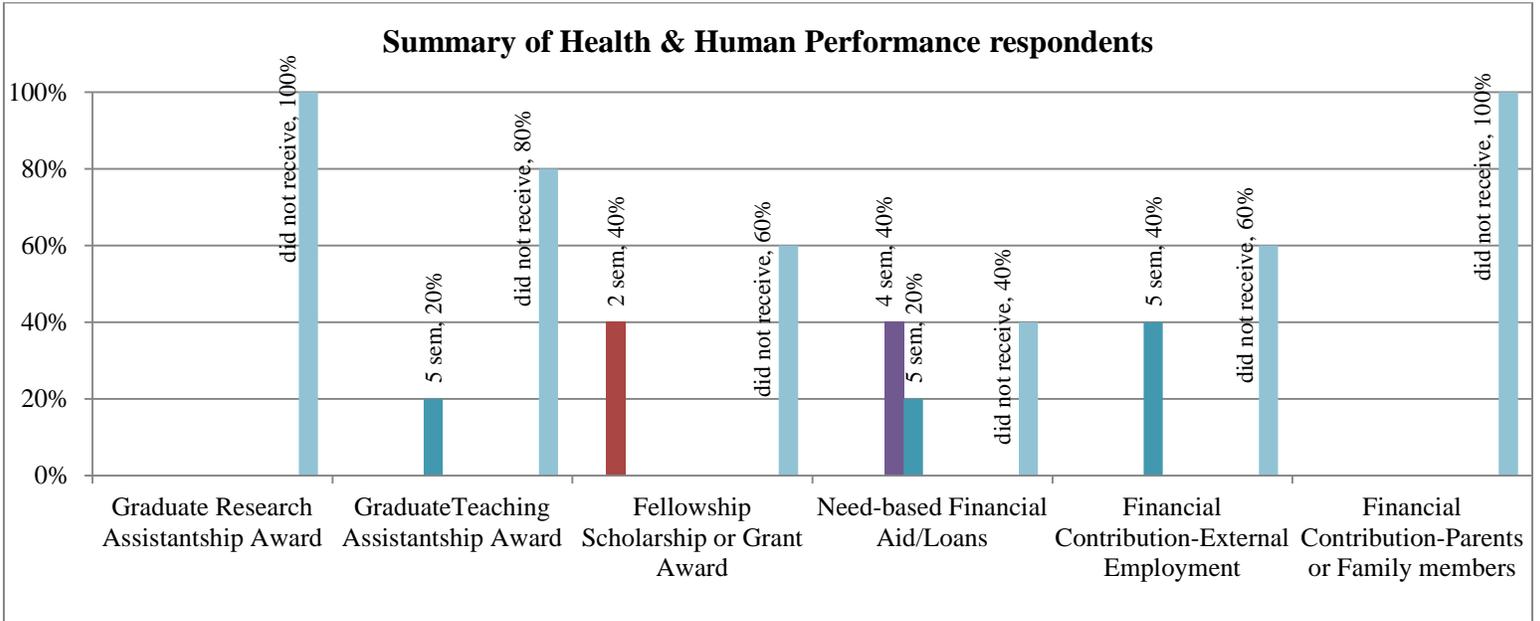
- There are 13 to 14 respondents to these items.
- 5 combined 2-3 different kinds of funding. 3 reported they did not receive any of these types of funding, and another 3 reported relying solely on the financial contribution of parents or family members.

Summary Chart 12. Summary of responses to questions 23-28 for the English department



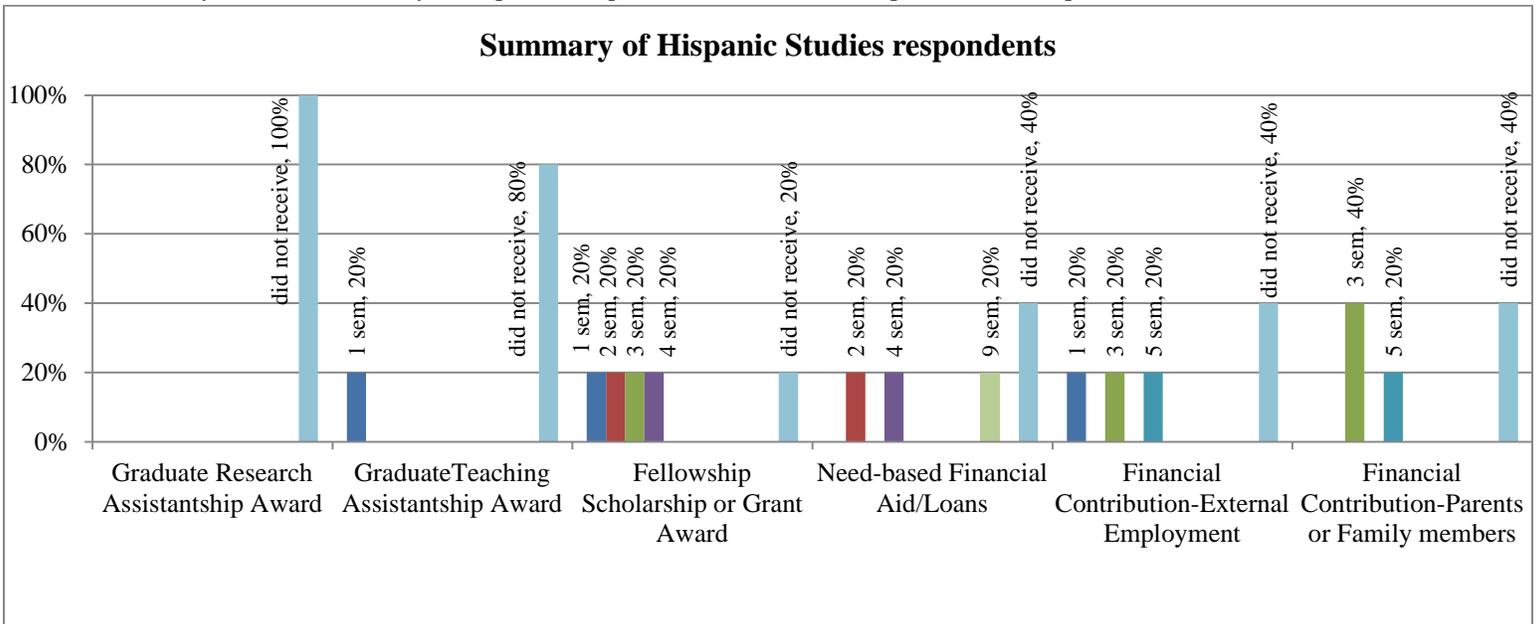
- There are 8 to 9 respondents to these items (5 MA; 4 MFA).
- 1 student reported they did not receive any of these types of funding. The 2 students who combined 3 sources of funding and the 2 students who combined 4 sources of funding all relied on loans for at least 1 year.

Summary Chart 13. Summary of responses to questions 23-28 for the Health & Human Performance department



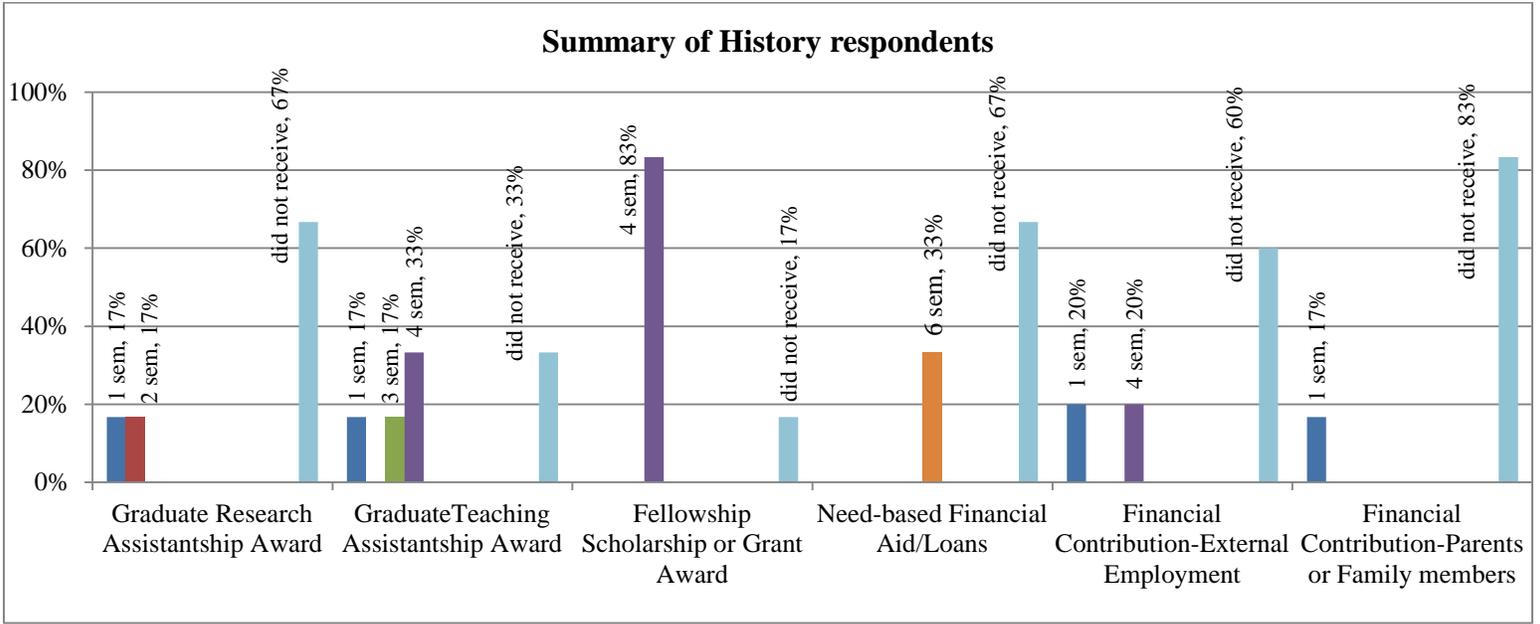
- There are 5 respondents to these items (3 MA; 1 MS; 1 MED).
- 3 of the 5 students relied on need-based financial aid/ loans for at least 2 years.

Summary Chart 14. Summary of responses to questions 23-28 for the Hispanic Studies department



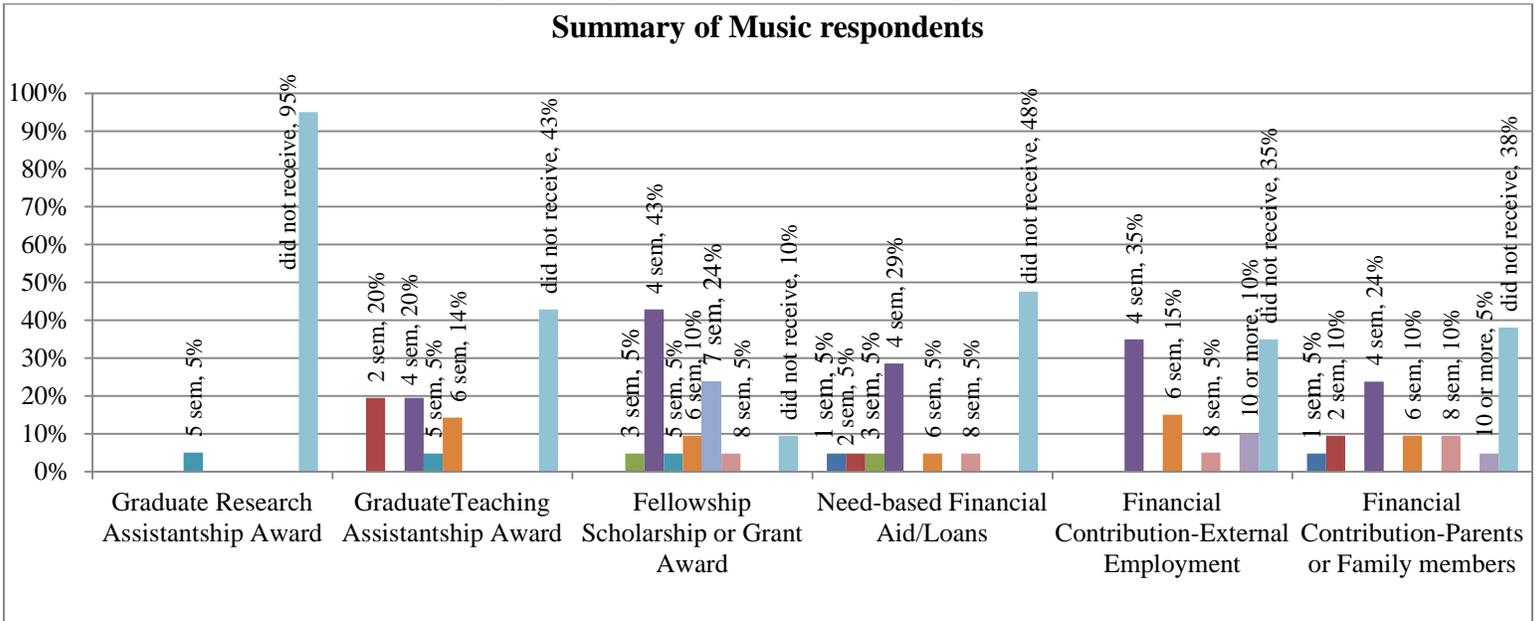
- There are 5 respondents to these items.
- Nearly all of the students combined at least 3 different kinds of funding. 1 student reported relying solely on need-based financial aid/ loans.

Summary Chart 15. Summary of responses to questions 23-28 for the History department



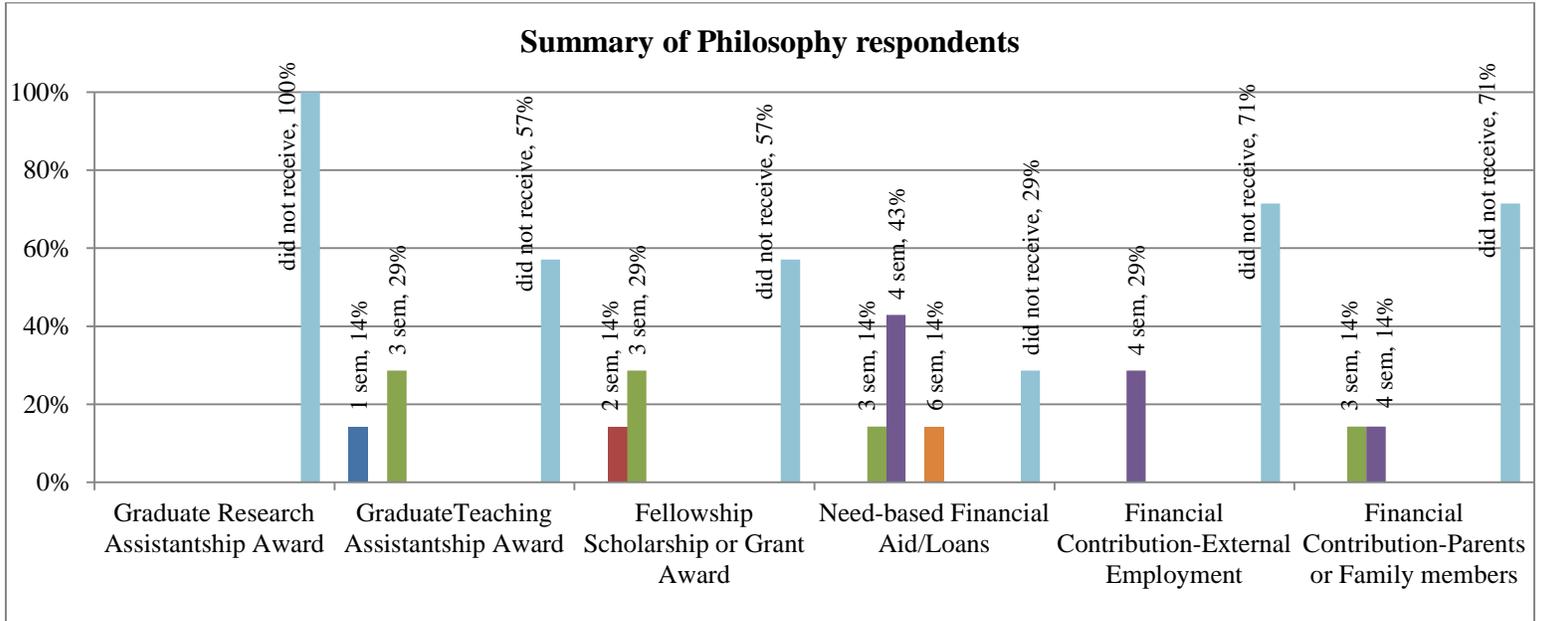
- There are 5 to 6 respondents to these items.
- Half of the students combined 2 types of funding while the other half combined more. All but one student received a fellowship, scholarship or grant award.

Summary Chart 16. Summary of responses to questions 23-28 for the Music department



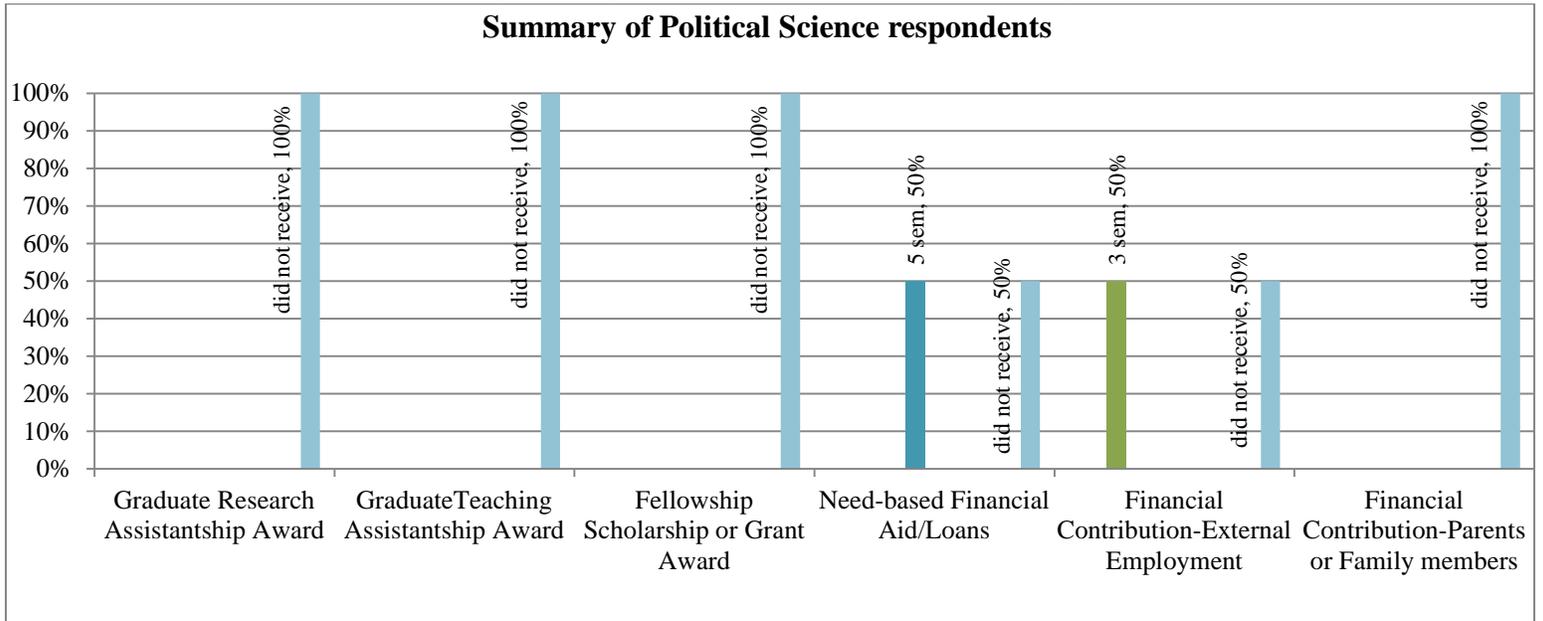
- There are 20 to 21 respondents to these items (13 MM; 8 DMA).
- All of the students combined at least 2 different kinds of funding and more than half combined 4 to 5 different kinds of funding. DMA and MM students combined types of funding similarly with DMA students relying on them for longer periods of time, as one might expect.

Summary Chart 17. Summary of responses to questions 23-28 for the Philosophy department



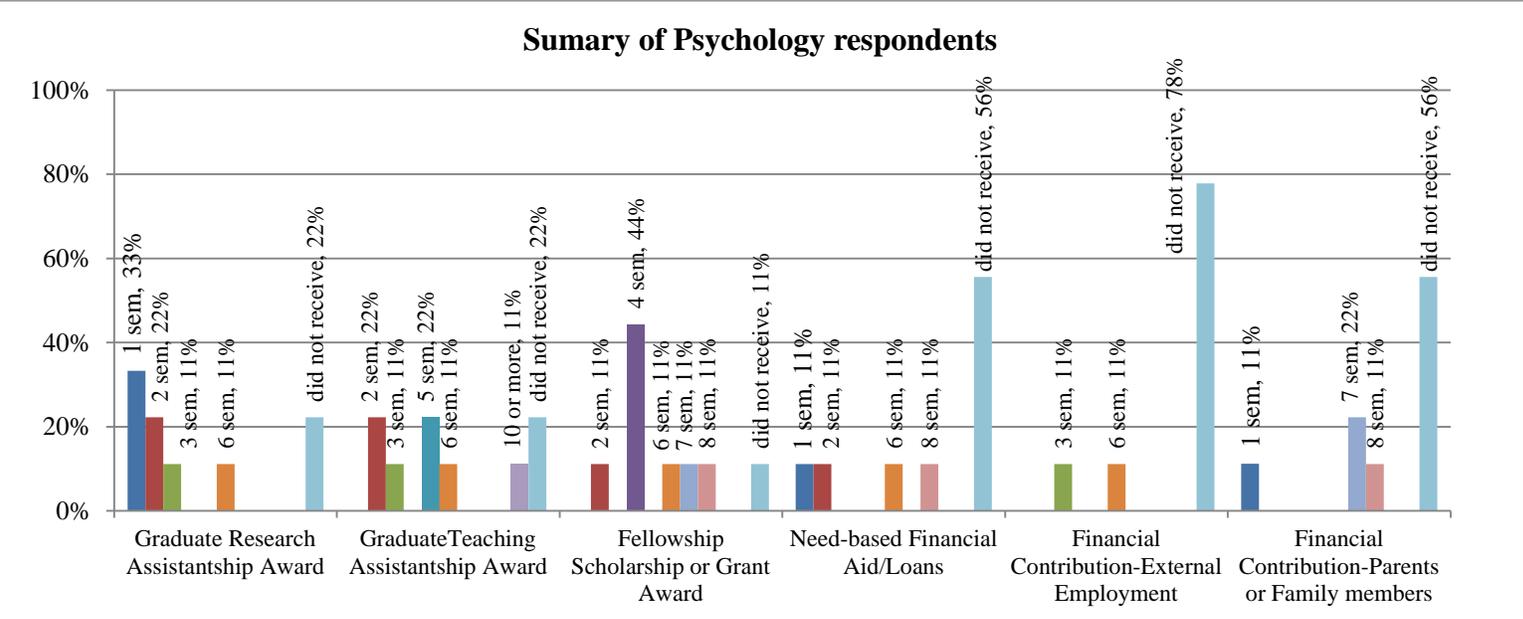
- There are 7 respondents to these items.
- 1 student relied solely on the financial contributions of parents or family members, but most students combined 2 to 3 different kinds of funding with 5 of the 7 respondents taking out loans for at least 3 semesters.

Summary Chart 18. Summary of responses to questions 23-28 for the Political Science department



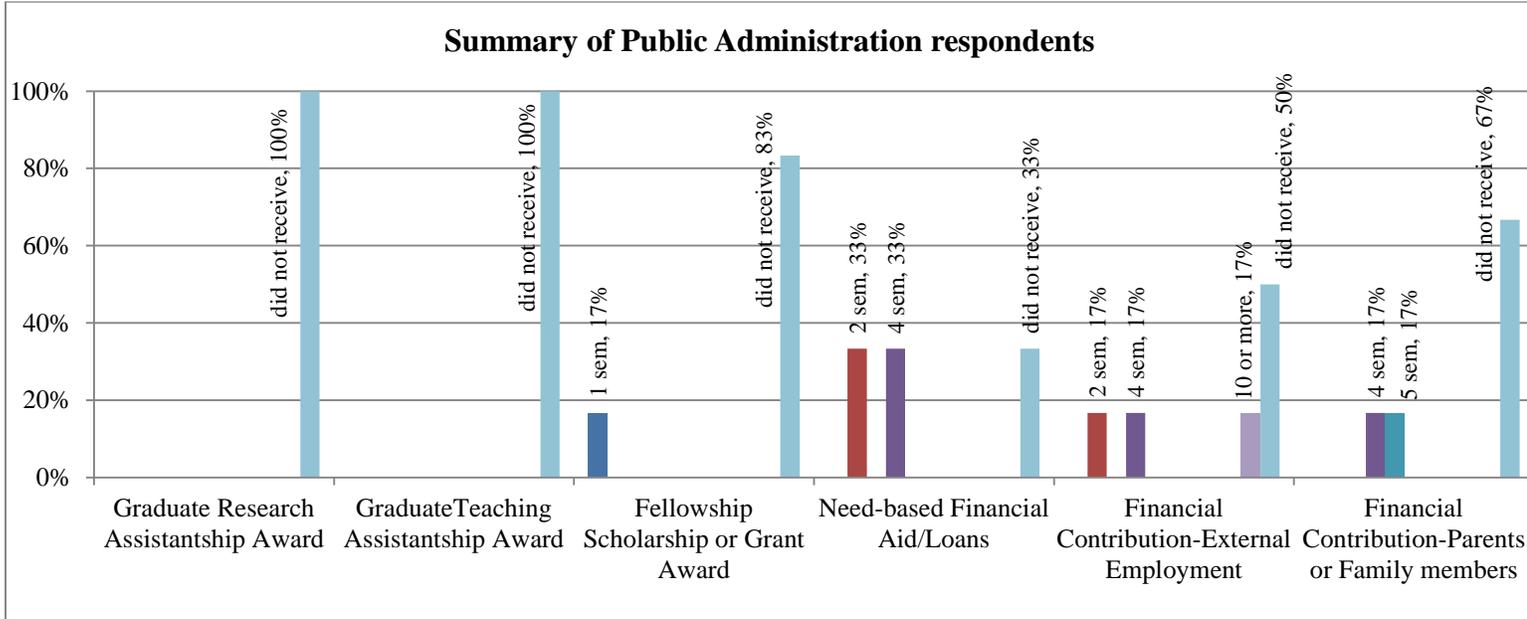
- There are 2 respondents to these items.
- 1 student reported they did not receive any of these types of funding.

Summary Chart 19. Summary of responses to questions 23-28 for the Psychology department



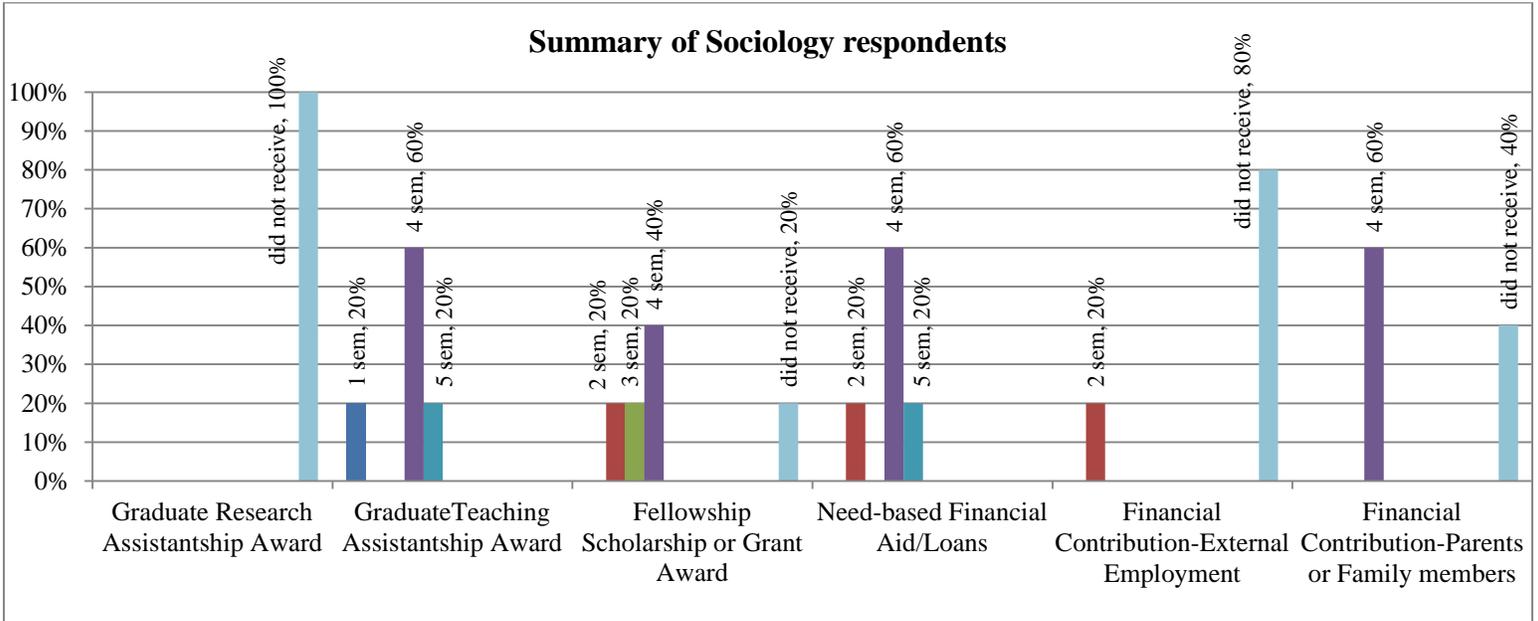
- There are 9 respondents to these items.
- All of the students received either a graduate research assistantship or a teaching assistantship; 5 of the 9 received both.
- Few students, 2 and 4 respectively, reported receiving financial contributions from external employment or parents or family members. Only 4 took had need-based financial aid/ loans.

Summary Chart 20. Summary of responses to questions 23-28 for the Public Administration program



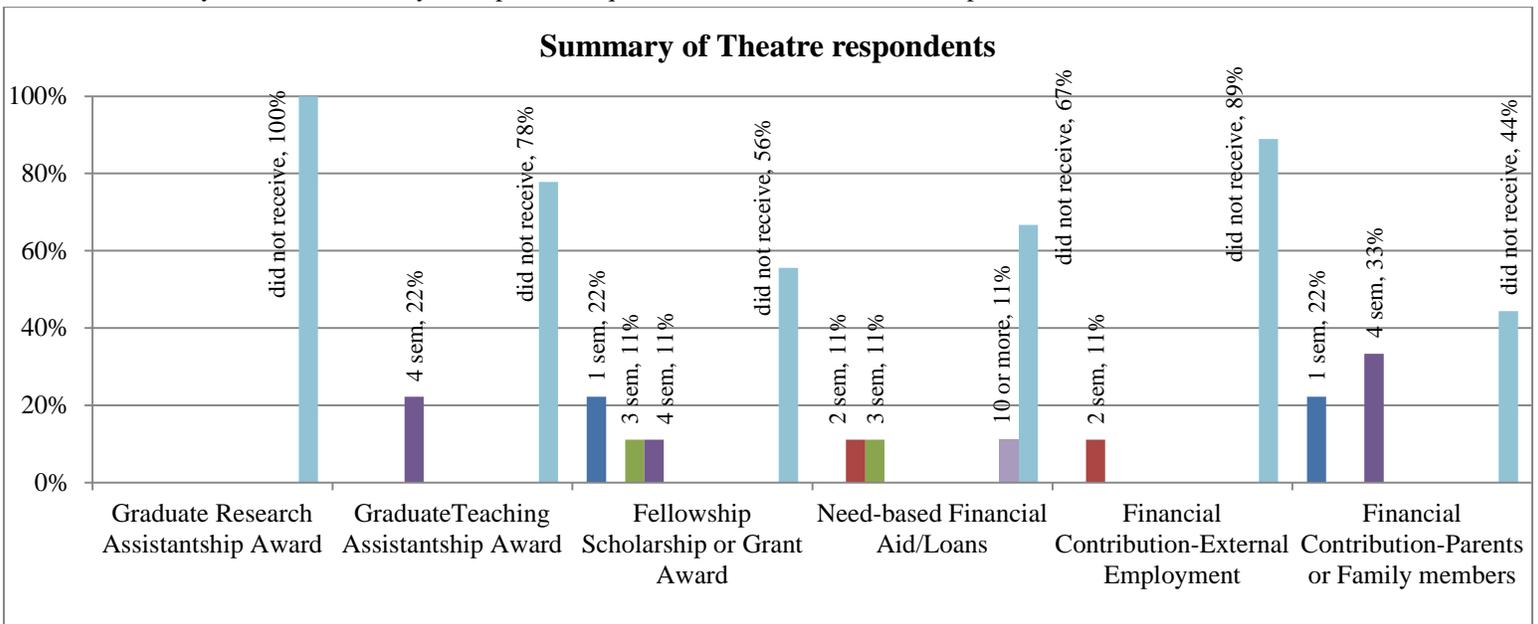
- There are 6 respondents to these items.
- 1 student relied solely on the financial contribution from external employment, and one relied solely on need-based financial aid/ loans. 1 student responded N/A on all of the items.
- Most students combined 2 different sources of funding.

Summary Chart 21. Summary of responses to questions 23-28 for the Sociology department



- There are 5 respondents to these items.
- 2 students combined 3 types of funding and the other 3 combined 4 types of funding. All 5 students reported receiving graduate teaching assistantships and need-based financial aid/ loans.

Summary Chart 22. Summary of responses to questions 23-28 for the Theatre department



- There are 9 respondents to these items (7 MA; 2 MFA).
- Both MA students received graduate teaching assistantships. 2 students reported they did not receive any of these types of funding.
- 6 of the 9 respondents combined 2 types of funding, and 4 of those 6 received a financial contribution from parents or family members.

Overall Quality of Graduate Experience

Question 29 asks students to give comments on the overall quality of their graduate experience. 108 students responded to this prompt. While many gave rather long and thoughtful responses, others answered in only a few words: 19 used the term “excellent;” 11 “great;” 3 “wonderful” and 16 “good;” 9 used the term “challenging;” and 3 each for “rigorous” and “enriching.” A sampling of the comments has been given verbatim below.

Anthropology

- *Supportive & thorough.*

Communication

- *Jack J. Valenti School of Communication offers one of the most comprehensive graduate program in Public Relations. It was an enriching experience in-terms of the theoretical and historical depth of the course. The faculty is very well versed with the subject matter and extremely helpful and supportive. Overall, I had an excellent experience and I would recommend the masters program to others.*

Communication Science & Disorders

- *Excellent. Although challenging and grueling at times, it would not have been a Master's program otherwise. I feel sufficiently prepared for entering the field and beginning my professional career.*

Economics

- *I enjoyed attending the MA Applied Economics program a great deal. I was able to learn a lot about the field and find out more about what I did not know about it (which is a lot). I will not know the full value of what I know until I am exercising it in the work place. However, during the internship that I completed I was able to use some of the knowledge that I had learned from the program. I do believe that the Applied Economic master's program has added to my skill set in the area of economic research. I believe that it is a good compliment to a bachelors degree in economics.*

English

- *Good, competitive, eye-opening.*

Hispanic Studies

- *Excellent and challenging.*

History

- *I really, really enjoyed my grad school experience at UH. The department was wonderful and my classes were challenging and interesting. The faculty was incredibly supportive and the graduate students were very affirming and helpful.*

Music

- *The quality of my graduate experience was excellent, due to the help and support of the outstanding music faculty. University of Houston is lucky to have such faculty members.*

Philosophy

- *I got out of this program exactly what I put into it. What more can I ask for?*

Theatre

- *It was challenging, and pushed me farther than I thought I could go. I learned a lot, and came out a much better actor.*

Assistance in Achieving Goals

Question 30 asks students what specific people, programs, or services assisted you in achieving their academic goals. 106 students responded to this prompt. Professors were the most mentioned, either in general or individually. In total, 106 professors were mentioned by name. Staff and resources were frequently commented on as well. 9 staff members were mentioned by name. A sampling of the comments has been given below.

Anthropology

- *Anna Marchese in the Deans office quickly helped to fix all glitches caused by the university administration through out my graduate and undergraduate carrier. Landis Odum (the under grad advisor) was indispensable to me even throughout my graduate time. I would never have completed any degree if it wasn't for his help and support.*

Communication

- *Having worked in the communications for almost a decade, when I enrolled in this program, my objective was to broaden my understanding of the discipline. All my professors ... helped further my knowledge in communications. Their classes exposed me to the evolution of the discipline, how it connects with other disciplines, and the fundamental theories and concepts applicable in the discipline. The assignment structures compelled students to strategically apply theoretical concepts to the real world.*

Communication Science & Disorders

- *All classes and faculty were helpful!*

Economics

- *The masters program has helped me to achieve my goal in refocusing my career in the field of economics.*

Health & Human Performance

- *Programs that allowed me to be more well rounded. (ex. volunteer opportunities).*

History

- *My adviser is most responsible for my success as a graduate student.*

Music

- *All of the Moores School faculty and staff. The online research databases were invaluable.*

Philosophy

- *The philosophy faculty are all very helpful.*

Political Science

- *The faculty, library.*

Psychology

- *The academic affairs office and the business office were very helpful in answering any questions I had about the program, requirements, etc.*

Sociology

- *My chair for my committee on my thesis helped me the most. Other professors, such as my statistics professor was helpful and nice.*

Theatre

- *The program is amazing, every class allows for individual growth.*

Suggested Improvements to Graduate Education

Question 31 asks students to give comments on what they would like to see improved in graduate education at the University of Houston. 91 students responded to this prompt. There were several main themes, many of which were not very department specific: students were most concerned about the timely dispersal of funds and about how the central financial aid office was convoluted and unresponsive to students. Students also made comments desiring more demanding programs; desiring more communication within their department as well as to create more of a connection within the department; and a need for their program to be more interdisciplinary. A sampling of the comments has been given below.

Anthropology

- *Some kind of fall semester information session like a welcome week or day that familiarizes new grad students with the campus, university traditions, parking, etc.*

Art

- *I would like to see better preparation for teaching beyond graduate school.*

Communication

- *I feel that there should be a better variety of courses and when the courses are offered. It's extremely hard to graduate in a timely manner with the timing of the courses offered.*

Communication Science & Disorders

- *Drastic improvements to the COMD building would be a huge help. Our building was too small to accommodate the number of students and our academic demands.*

English

- *Expanded course offerings, overhaul of requirements, and a much saner system of signing up for courses in the English program.*

History

- *More funding, better and more interest in student by the advisers.*

Political Science

- *Wider selection of fields of study.*

Sociology

- *More specific instruction with regard to the whole thesis process as well as instruction on publishing articles.*

Theatre

- *FINANCIAL AID SERVICE COMMUNICATION.*

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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