



College of Liberal Arts and Social Sciences
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2009

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**

January 25, 2010



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, 2009

Introduction

This report details the responses from College of Liberal Arts and Social Sciences (CLASS) exit surveys that were completed by 596 graduating CLASS baccalaureates in Spring 2009. Surveys were completed both in paper format and online and asked students to answer questions related to their educational experience in CLASS, as well as plans after graduation. A total of 24 closed and open-ended questions were asked. This report presents the findings, including comments in the students' own words.

Highlights of the Findings

Student Satisfaction with choice of major and courses in major:

As in past years, the item with the highest percentage of respondents who strongly agreed was, "I believe I made the right decision in choosing my major." The second highest was, "I am satisfied with the courses I took in my major" (page 5).

Comments:

The 2009 survey increased the number of open-ended questions and the verbatim comments have been included throughout this report. See the Notes on Methods below for a listing of those questions. Many students took the time to include their thoughts, and their comments were revealing and generally positive (beginning page 40).

Future Plans:

Students were finding jobs: 20% of graduating baccalaureates had secured employment in their field and another 31% had secured employment in other fields. Graduate school was also a part of students' immediate plans: 11% percent had already been accepted to graduate school and an additional 9% had applied and were waiting for a response. 58% planned to attend graduate school in the future (page 16).

Advising:

A number of questions focused on how students feel about their advisors, questions 1-3. Clearly, students feel very strongly about advising and advisors and their responses varied widely from department to department. This can be seen in both the responses to scaled items (pages 10-12) as well as to the open-item questions that were not specifically geared towards advising (comments begin page 40).

Lower Satisfaction:

Respondents were generally positive but had the lowest satisfaction rates with the Writing Center and the Language Acquisition Center. Furthermore, students were not very likely to use the Writing Center (32% reported using) or the Language Acquisition Center (34% reported using) (page 13).

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 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).

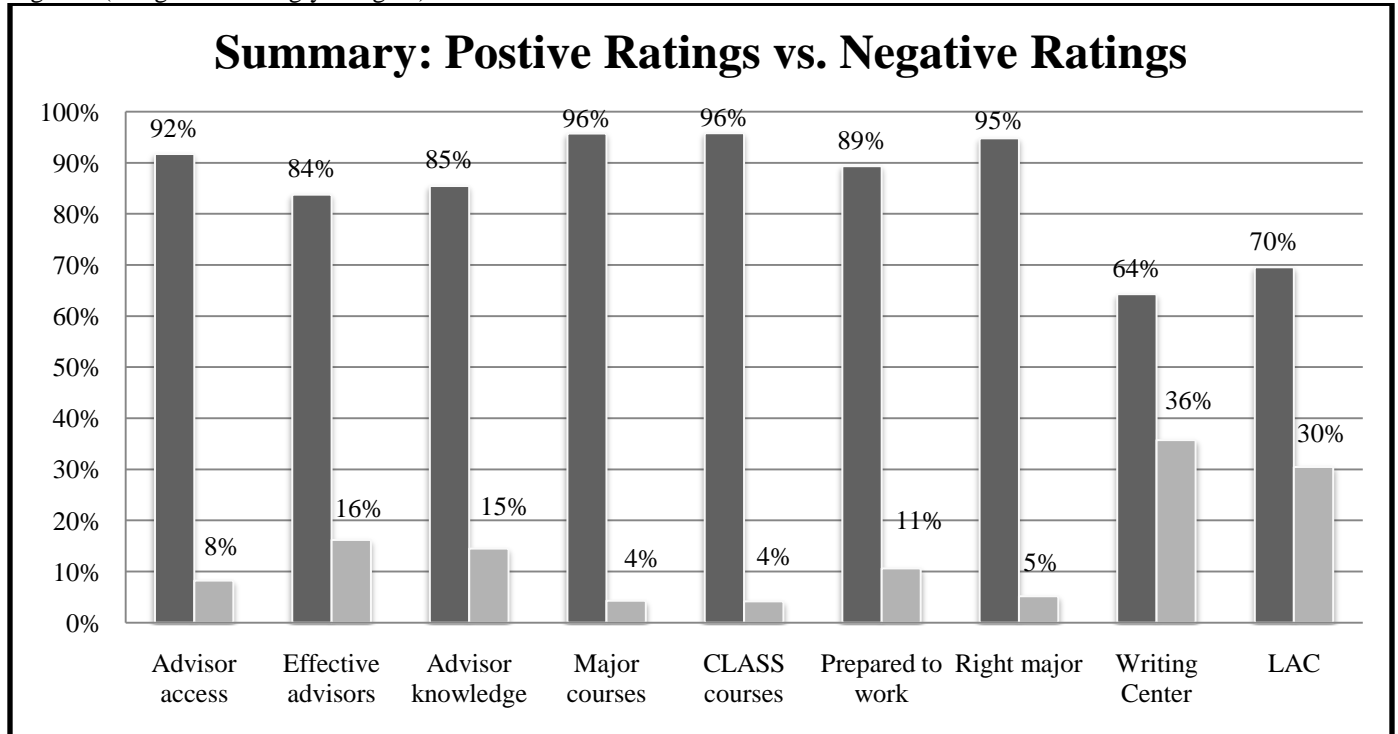
The open-ended questions are as follow:

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 1-9, 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	Writing Center	Lang. Acquisition Center
Strongly Agree	52%	45%	45%	58%	48%	47%	48%	20%	23%
Agree	44%	51%	44%	37%	44%	37%	38%	44%	46%
Disagree	4%	4%	9%	5%	6%	11%	10%	25%	21%
Strongly Disagree	0%	1%	2%	1%	2%	5%	4%	11%	9%
Number responding	585	573	573	577	592	587	586	182	197

- Overall, graduating baccalaureates responded positively to the scale items. Students responded most strongly to having chosen the right major (58% strongly agreed) and in being satisfied with classes taken in their major (52% strongly agreed).
- Students were less like to use or to strongly agree that they were satisfied with either the Writing Center or the Language Acquisition Center.
- Responses varied, sometimes greatly, from department to department. The following pages take questions 1-9 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.

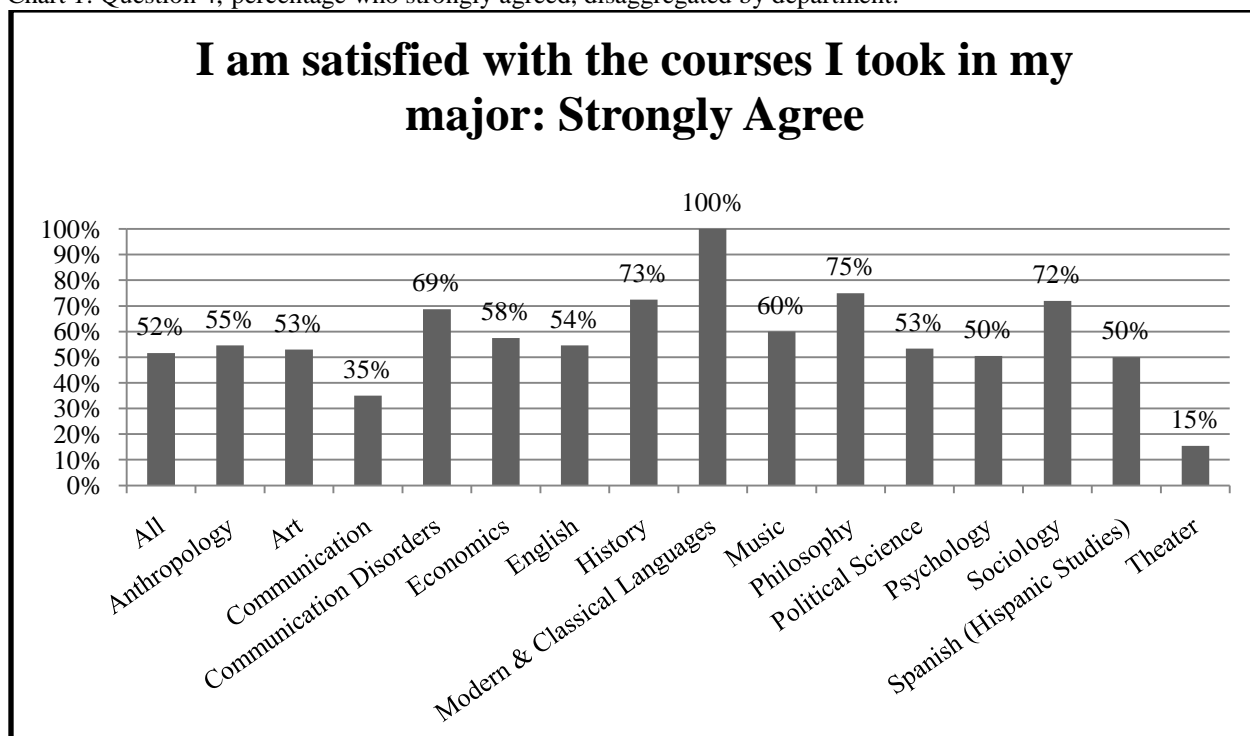


Table 1: Details: All responses for question 4, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	52%	55%	53%	35%	69%	58%	54%	73%	100%	60%	75%	53%	50%	72%	50%	15%
Agree	44%	27%	41%	59%	31%	40%	44%	24%		40%		45%	46%	28%	45%	70%
Disagree	4%	18%	6%	6%		2%	2%	3%				2%	4%		5%	15%
Strongly disagree											25%					
Number responding	585	11	51	123	16	40	55	29	9	10	4	60	117	25	20	13

- Question 4 had the second highest percent of students who gave the top rating. Only 1 person out of 585 strongly disagreed.
- 100% of MCL respondents strongly agreed and nearly all departments had 50% or more who strongly agreed.
- While only 15% of Theater students strongly agreed, 70% agreed.

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.

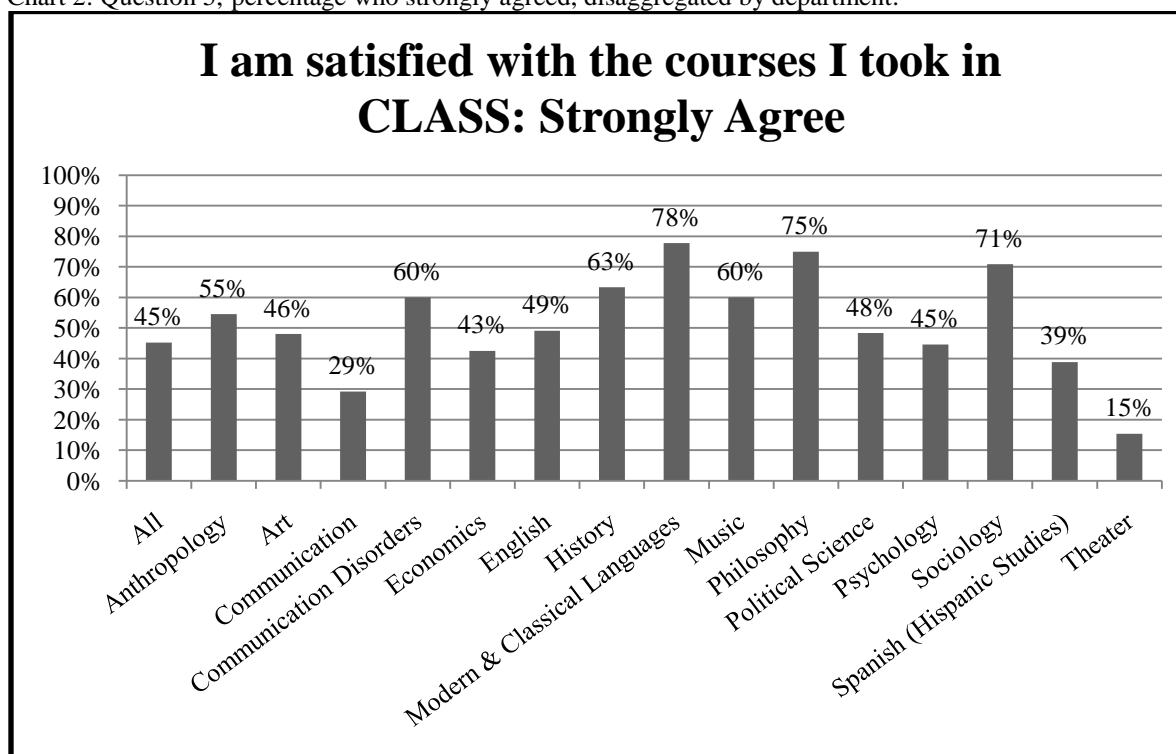


Table 2: Details: All responses for question 5, disaggregated by major.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	45%	55%	46%	29%	60%	43%	49%	63%	78%	60%	75%	48%	45%	71%	39%	15%
Agree	51%	36%	48%	68%	40%	55%	47%	30%	22%	40%		47%	50%	29%	61%	77%
Disagree	4%	9%	6%	3%		2%	4%	7%				2%	5%			8%
Strongly disagree	1%										25%	3%				
Number responding	573	11	52	120	15	40	53	30	9	10	4	60	112	24	18	13

- 3 departments had more than 70% who strongly agreed: MCL, Philosophy, and Sociology; 5 had 100% who strongly agreed or agreed.
- Again, Theater had a low percentage of those who strongly agreed, but 77% of respondents agreed.
- Only 3 respondents strongly disagreed.

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.

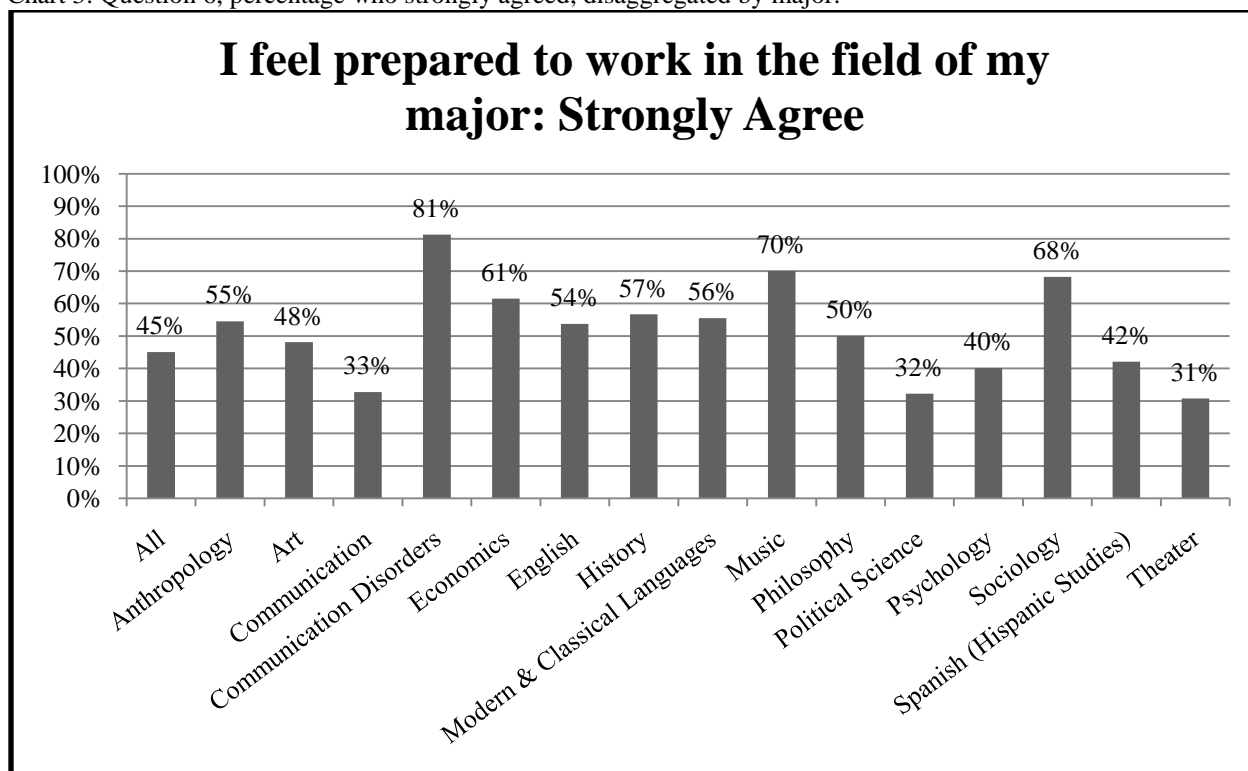


Table 3: Details: All responses for question 5, disaggregated by major.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	45%	55%	48%	33%	81%	61%	54%	57%	56%	70%	50%	32%	40%	68%	42%	31%
Agree	44%	36%	40%	54%	13%	31%	35%	33%	44%	30%	25%	59%	49%	27%	47%	54%
Disagree	9%	9%	10%	11%	6%	8%	9%	3%				9%	11%	5%	11%	15%
Strongly disagree	2%		2%	2%			2%	7%			25%					
Number responding	573	11	52	122	16	39	54	30	9	10	4	59	112	22	19	13

- For question 6, those who strongly agreed and agreed were evenly divided overall although this trend did not occur at the departmental level. There was greater variance from department to department.
- Communication Sciences and Disorders had 81% who strongly agreed. 2 departments had 100% who either strongly agreed or agreed: MCL and Music.

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.

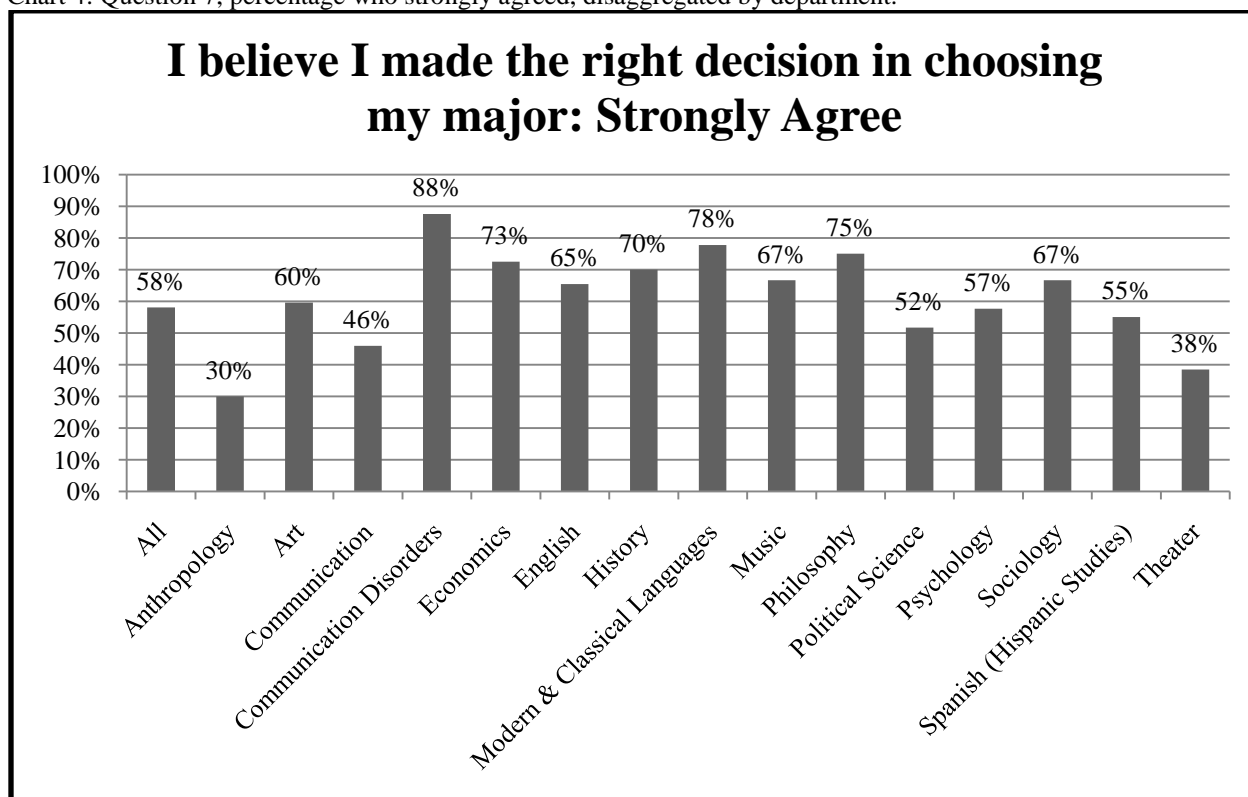


Table 4: Details: All responses for question 7, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	58%	30%	60%	46%	88%	73%	65%	70%	78%	67%	75%	52%	57%	67%	55%	38%
Agree	37%	50%	38%	47%	12%	27%	24%	23%	22%	33%	25%	42%	39%	29%	40%	54%
Disagree	4%	10%	2%	6%			9%	7%				6%	3%	4%	5%	8%
Strongly disagree	1%	10%		1%			2%						1%			
Number responding	577	10	52	122	16	40	55	30	9	9	4	60	111	24	20	13

- Again, question 7 had the highest percentage of respondents who strongly agree.
- Only 3 departments had less than 50% of their students who strongly agree and in each case they had higher percentages of those who 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.

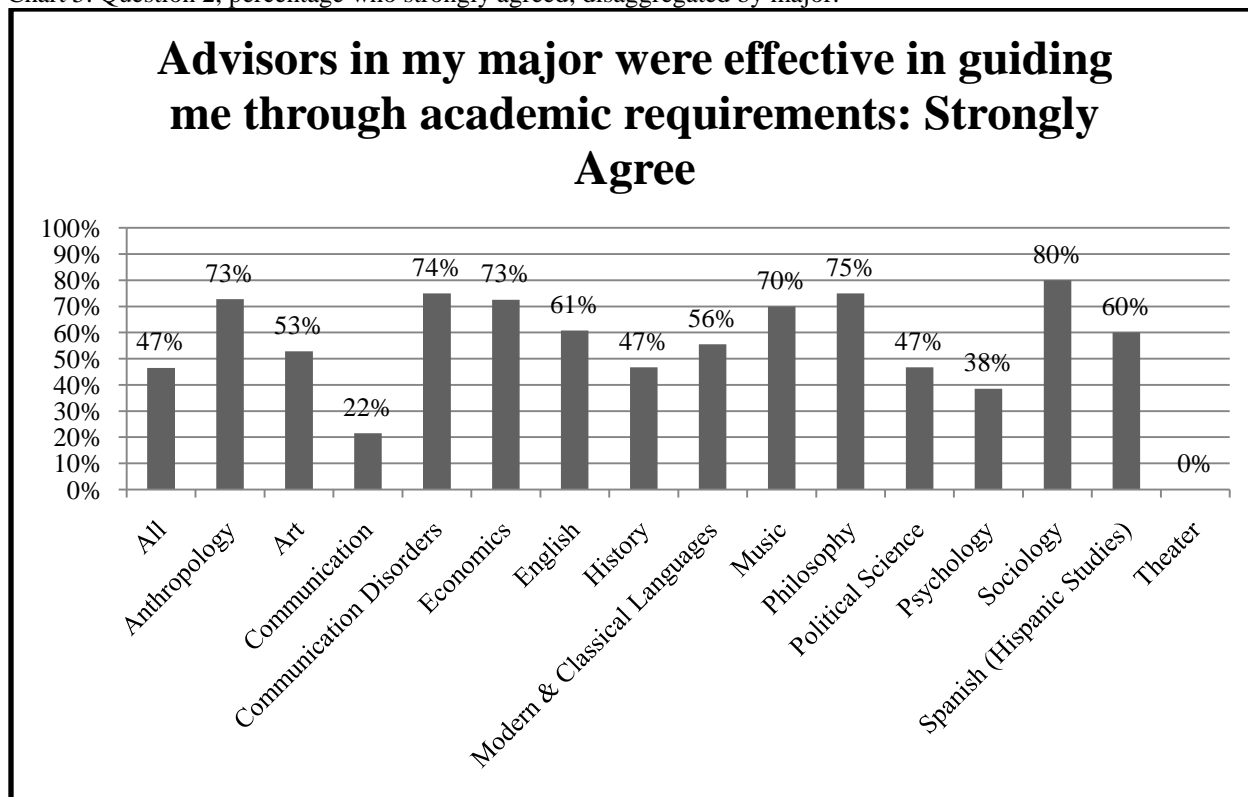


Table 5: Details: All responses for question 2, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	47%	73%	53%	22%	74%	73%	61%	47%	56%	70%	75%	47%	38%	80%	60%	
Agree	37%	27%	32%	56%	13%	15%	30%	37%	22%	30%	25%	43%	40%	20%	40%	23%
Disagree	11%		9%	14%	13%	7%	7%	13%	22%			8%	13%			54%
Strongly disagree	5%		6%	8%		5%	2%	3%				2%	9%			23%
Number responding	587	11	53	121	16	40	56	30	9	10	4	60	117	25	20	13

- The responses varied greatly from department to department, ranging from 0% (Theater) to 80% (Sociology) who strongly agreed.
- 5 departments had 100% of baccalaureates who strongly agreed or agreed: Anthropology, Music, Philosophy, Sociology, and Spanish (Hispanic Studies).

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.

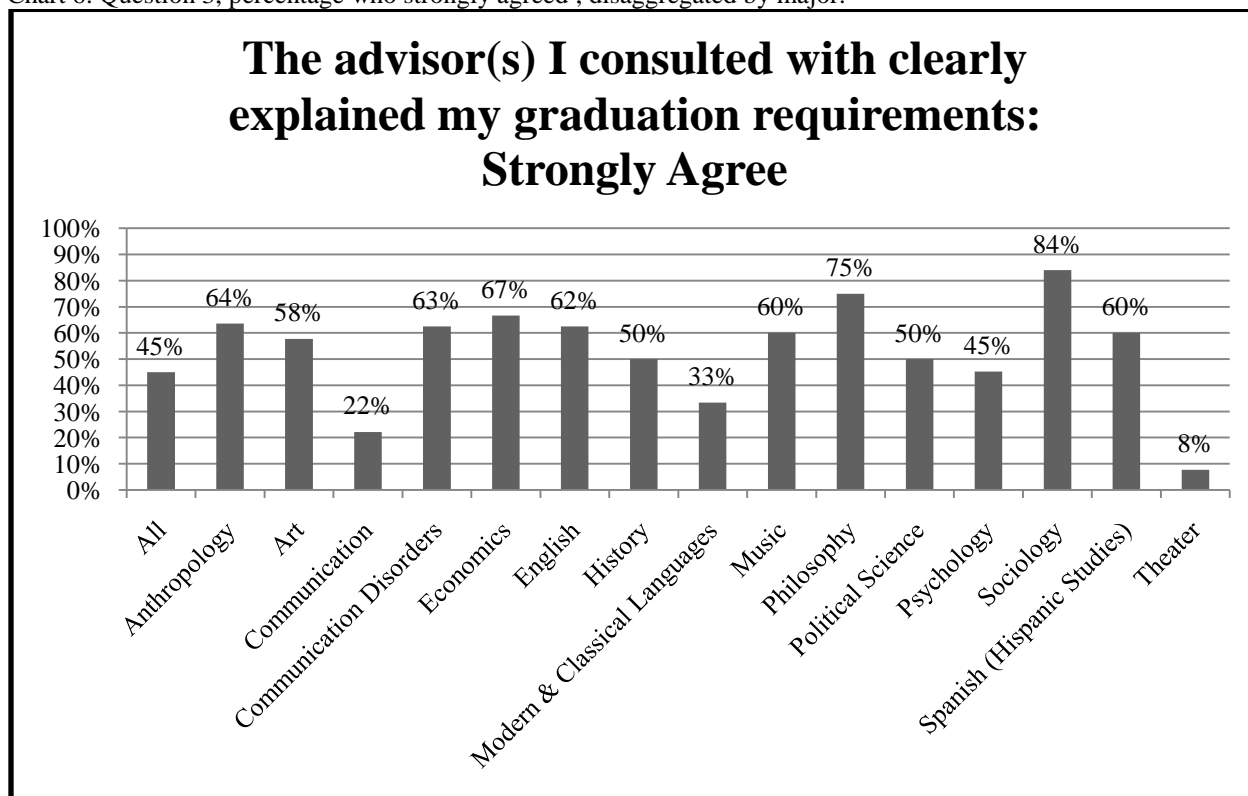


Table 6: Details: All responses for question 3, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	45%	64%	58%	22%	63%	67%	62%	50%	33%	60%	75%	50%	45%	84%	60%	8%
Agree	44%	36%	27%	53%	31%	23%	30%	30%	45%	40%	25%	45%	41%	16%	35%	23%
Disagree	9%		9%	16%	6%	8%	4%	17%	22%			3%	10%		5%	54%
Strongly disagree	2%		6%	9%		2%	4%	3%				2%	4%			15%
Number responding	573	11	52	122	16	39	56	30	9	10	4	60	117	25	20	13

- Despite similar wording, there were some surprising differences between responses to question 2 and question 3. While the overall percentage who strongly agreed did not vary much, only 11% of respondents disagree or strongly disagree for question 3 compared to 16% for question 2.
- There was a wide variance from department to department, ranging from 8% (Theater) to 84% (Sociology).

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.

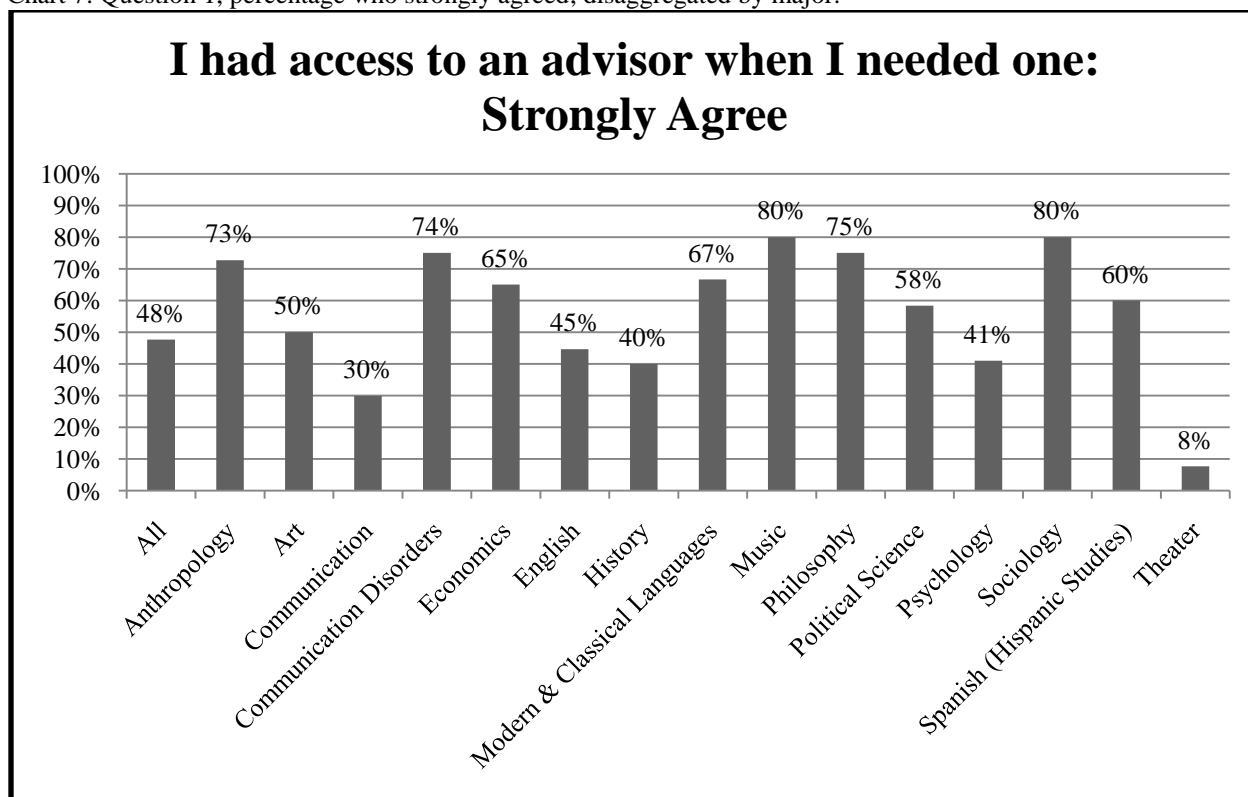


Table 7: Details: All responses for question 1, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	48%	73%	50%	30%	74%	65%	45%	40%	67%	80%	75%	58%	41%	80%	60%	8%
Agree	44%	27%	44%	62%	13%	35%	48%	53%	33%	20%	25%	37%	45%	20%	40%	31%
Disagree	6%		4%	6%	13%		5%	7%				5%	10%			38%
Strongly disagree	2%		2%	2%			2%						4%			23%
Number responding	592	11	52	127	16	40	56	30	9	10	4	60	117	25	20	13

- 7 departments had 100% who strongly agreed or agreed. Only 2% strongly disagreed.
- Again, responses varied greatly from department to department, from 8% (Theater) to 80% (Music and Sociology) who strongly agreed.
- Students frequently commented on advising and advisors; see the open ended responses starting page 40.

Writing Center and Language Acquisition Center

Use of the Writing Center and Language Acquisition Center

Questions 8 and 9 asks 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.

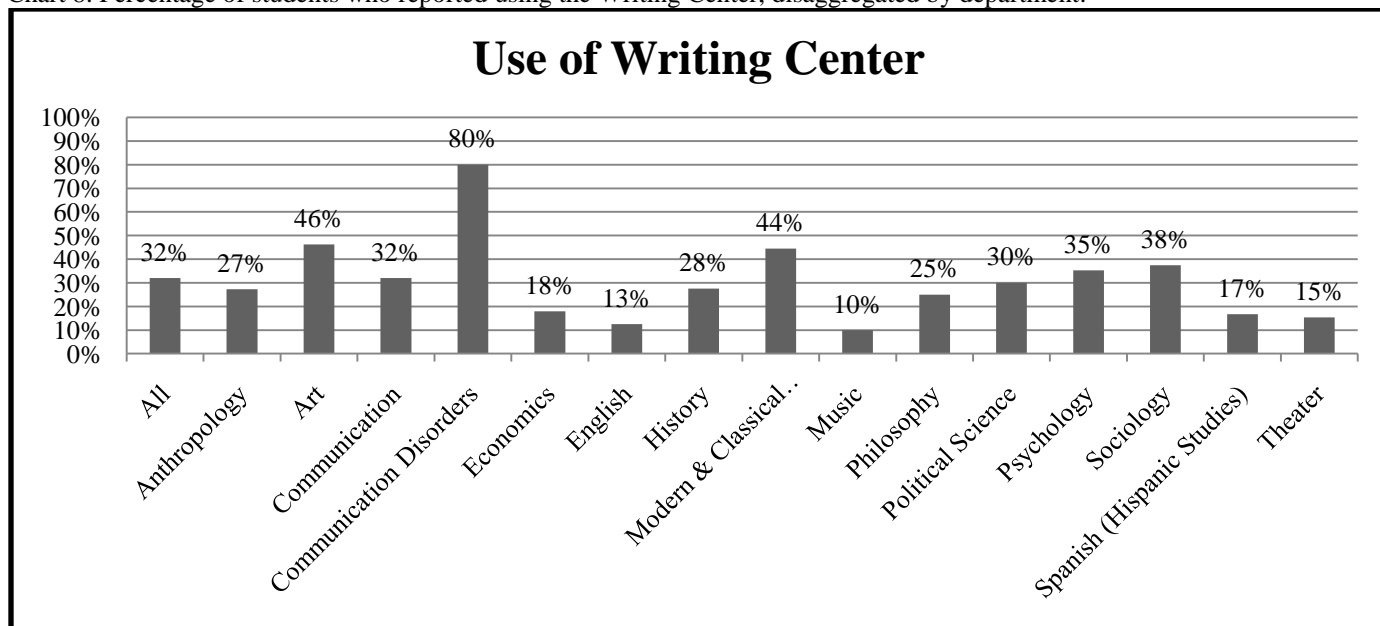
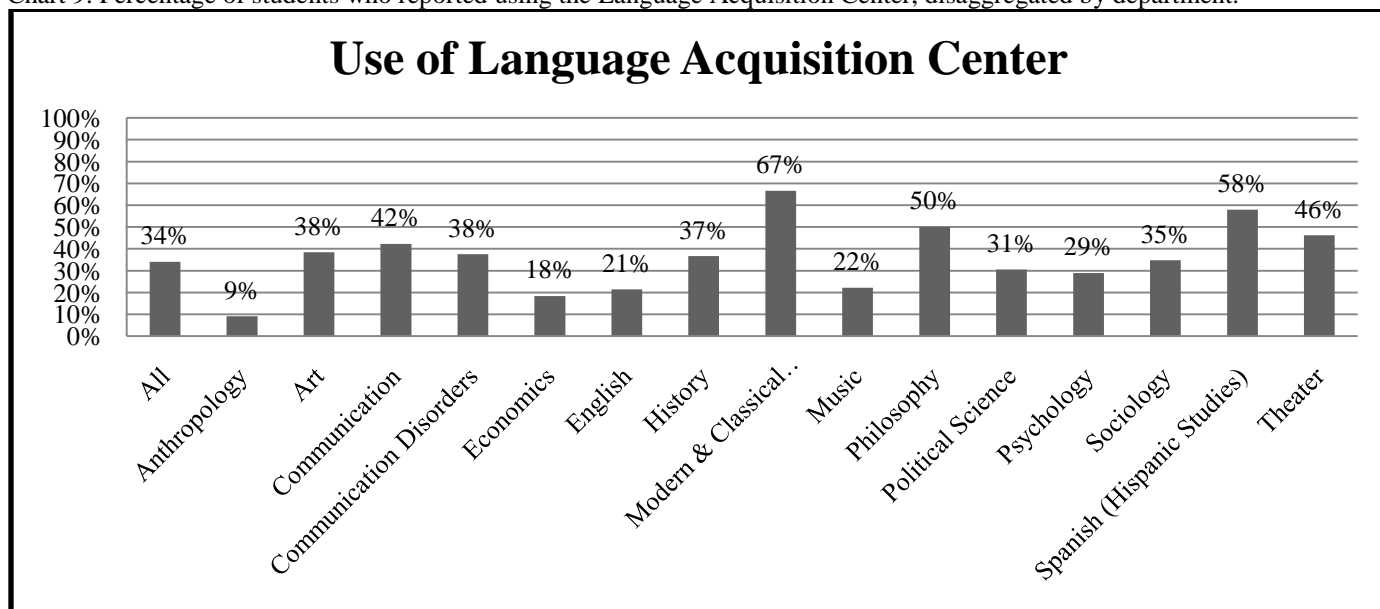


Chart 9. Percentage of students who reported using the Language Acquisition Center, disaggregated by department.



- Use of the Writing Center and the Language Acquisition Center was low: 182 and 197 students, respectively, reported using them out of the 596 surveyed.

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.

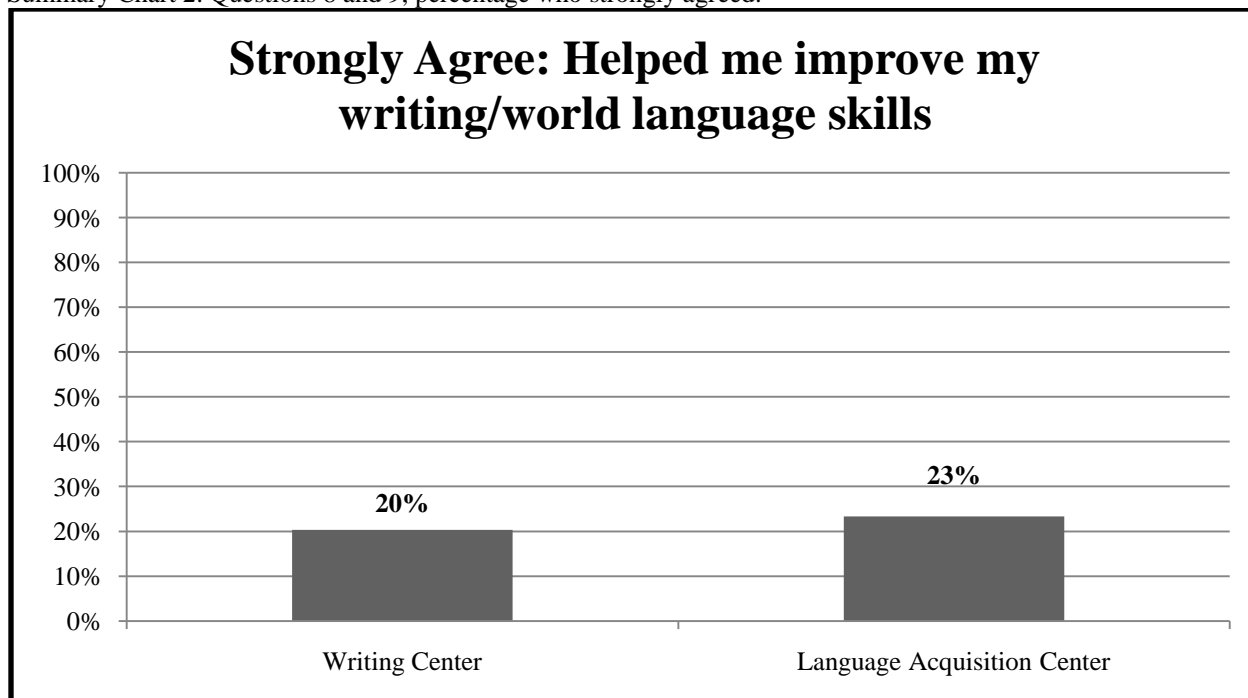


Table 8: Details: Question 8, of those using the Writing Center, all responses, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	20%	67%	12%	16%	50%	29%	43%	13%	25%			22%	12%	22%	34%	
Agree	44%	33%	44%	46%	42%	43%	14%	25%	50%		100%	28%	63%	22%	33%	50%
Disagree	25%		36%	28%	8%	14%	29%	50%	25%	100%		22%	20%	34%		
Strongly disagree	11%		8%	10%		14%	14%	12%				28%	5%	22%	33%	50%
Number responding	182	3	25	39	12	7	7	8	4	1	1	18	41	9	3	2

- Only 2 departments had 50% or more who strongly agreed: Anthropology and Communication Science and Disorders. 3 departments had no one who strongly agreed.
- Most of the answers were grouped at the center, with students either agreeing or disagreeing.

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

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
Strongly agree	23%		25%	17%	33%	43%	25%	18%	33%	100%	50%	17%	12%	25%	64%	17%
Agree	46%	100%	30%	54%	17%	29%	50%	55%	67%		50%	33%	61%	25%	27%	50%
Disagree	22%		40%	19%	50%	14%	17%	18%				33%	21%	25%		17%
Strongly disagree	9%		5%	10%		14%	8%	9%				17%	6%	25%	39%	16%
Number responding	197	1	20	52	6	7	12	11	6	2	2	18	33	8	11	6

- Students were slightly more positive about the Language Acquisition Center although again the answers were grouped at the center, with the majority of students neither strongly agreeing nor strongly disagreeing.
- 4 departments had 100% of their students who either strongly agreed or agreed: Anthropology, Modern and Classical Languages, Music, and Philosophy.

Future Plans of Graduating Baccalaureates

Plans for graduate/professional school

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

I have applied for graduate/professional school next year and am waiting for response;

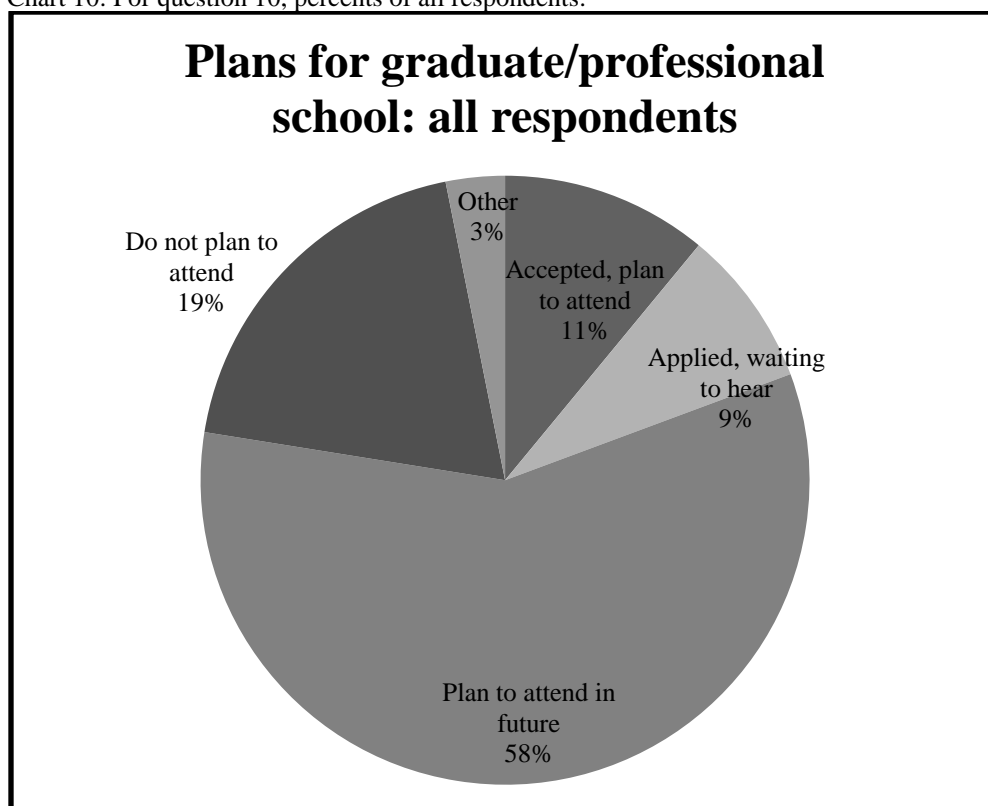
I have been accepted to a graduate/ professional school and plan to enroll next year;

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.



- 20% of students had applied to graduate schools.
- 63 students had already been accepted and were planning to attend as of May 2009. The highest percents were students from Communication Science and Disorders (56%), Modern and Classical Languages (33%), and Music (30%). See the disaggregated table following.
- 52 students had applied and were waiting for a response as of May 2009. The highest percentage of these students was in Philosophy (25%).

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			62%	31%	7%	13
Spanish		5%	67%	28%		18
Sociology	9%	22%	52%	17%		23
Psychology	18%	10%	60%	11%	1%	116
Political Science	7%	15%	63%	8%	7%	59
Philosophy	25%	25%	50%			4
Music		30%	70%			10
MCL		33%	67%			9
History	3%	10%	67%	17%	3%	30
English	8%	9%	59%	22%	2%	54
Economics	7%	5%	70%	18%		40
ComD	13%	56%	25%		6%	16
Communication	7%	1%	51%	37%	4%	118
Art	2%	15%	56%	23%	4%	52
Anthropology	10%	10%	60%		20%	10
All	9%	11%	58%	19%	3%	574

18 students chose other and 17 wrote in comments. The verbatim comments have been given below along with the respondent's department:

- *Take it easy & get ready for GRE!* (Anthropology)
- *Second degree.* (Anthropology)
- *This summer.* (Responded have been accepted; Art)
- *Full-time job.* (Art)
- *Not sure.* (Art)
- *Teach for America.* (Communication)
- *Undecided.* (Communication)
- *I have been accepted to law school and will enroll this fall.* (Communication)
- *I'm planning for it, but not soon. Maybe in a year.* (Communication)
- *I take the LSAT in September.* (English)
- *Taking 2 years off.* (English)
- *Post Bac.* (Political Science)
- *Teaching.* (Political Science)
- *I plan to work for a yr and then apply to law school.* (Political Science)
- *Getting 2nd degree in health.* (Psychology)
- *I am a 2009 Teach for America corps member.* (Psychology)
- *Military.* (Sociology)
- *No plan!* (Theater)

Graduate/ Professional School

Question 11 asks students 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.

Those comments that are marked with * were made by students who answered question 10 that they had been accepted to a graduate school/ professional school and plan to enroll next year.

Anthropology

- *Law.*
- *UHCL.*
- *Undecided.*

Art

- *I plan to earn my master's at an art graduate school. There's nothing I can do with my psychology degree, which advisers fail to mention is completely useless and will not get anyone into a psychology graduate school.*
- *Graduate School.**
- *Accepted into School of the Art Institute of Chicago.*
- *Graduate.*
- *Pratt Institute Graduate School of Architecture.*
- *Architecture.*
- *Dunno.*
- *SFASU. Nacogdoches.**
- *Education.**
- *UH MFA.**
- *Graduate.*
- *UT-Austin.*
- *Education.*
- *Rice.edu; UH.edu.*

Communication

- *I am going to attend South Texas College of Law this fall.*
- *Law school, possibly at UH in the fall of 2010.*
- *Graduate school of social work University of Houston.*
- *I'm not sure, but I will keep my options open.*
- *Law school or MBA program.*
- *University of Houston Law Center.*
- *University of St. Thomas in Houston, TX.*
- *South Texas College of Law.*
- *Not sure yet.*
- *University of Houston.*
- *Unknown.*
- *Bauer School of Business.*
- *UT- Journalism.*
- *Not sure yet.*
- *Unk.*
- *Grad.*
- *Unsure.*

- *Not sure yet.*
- *UH- main campus.*
- *Graduate.*
- *MBA.*
- *Don't know.*
- *Social work.*
- *UH.*
- *Undecided.*
- *UH Main.*
- *College of Business.*

Communication Disorders

- *UH.**
- *Graduate school.**
- *Graduate school.**
- *George Washington U.*
- *TWU.**
- *UH.**
- *Texas State.*
- *Baylor.**
- *University of Houston.**
- *Texas State – Speech Language Pathology.**

Economics

- *I will take classes to become a CPA.*
- *UH.*
- *UH.*
- *University of Houston.*
- *MA/UH.*
- *UTSA.*
- *Argosy.*
- *LSF.*
- *MBA.*
- *2010 or 2011.*
- *Economics.*
- *Professional*
- *Bauer or CLASS.*
- *U of H.*
- *UH Law, Kent College Law, etc.*

English

- *I plan to attend Law School. I can find no other work in spite of my good grades and good recommendations.*
- *I will attend graduate school out of state in Fall 2010 and enroll in a Library Science Master's program.*
- *I don't know yet. It depends on how long it takes me to pay off some of my loans and where I can get it.*

- *I've already been in contact with Boston Graduate School of Psychoanalysis; but, as it's not fed by an undergraduate university, directly, I will have to spend a year securing funding - even though I think their costs are reasonable. They have a dual program.*
- *UH-Main.*
- *CLASS.*
- *Graduate.*
- *UH Law.*
- *UH- English Lit.**
- *Graduate English.**
- *Graduate (Uni St. Thomas) MLA**
- *University at Dallas.**
- *UH.**
- *Undecided.*
- *University of Manchester.*
- *English/ Literature/ Creative Writing.*
- *I don't know.*
- *Graduate.*
- *UTI.*
- *Sam Houston.*
- *Northwestern, FIU, UCLA.*
- *UH.*
- *U.H. Graduate.*
- *English, Creative Writing.*

History

- *I wish to continue my studies in history to become a community college professor, but at this time my focus is teaching in high school.*
- *University of Houston.*
- *Univ. of Houston.*
- *Law school.**
- *University of Houston.*
- *Unsure.*
- *Graduate.*
- *CLASS.*
- *UH.**
- *Unknown.*
- *University of Houston.**

Modern and Classical Languages

- *I have applied to Rutgers University, specifically to the Library and Information Sciences program, since no school in Houston offers a MLS degree.*
- *University of Texas Medical School at Houston.*
- *Not sure.*
- *UPenn.**
- *Don't know.*
- *Not certain yet.*

Music

- *I plan on attending Boston Conservatory to study Orchestral Conducting in the next 5 years or so.*
- *I plan to enroll in a music graduate program in a few years.*
- *I was accepted to the University of Texas at Austin for a Master's degree in Violin Performance.*
- *Guildhall School of Music and Drama in London.*
- *Graduate school.*

Philosophy

- *South Texas College of Law.*
- *Graduate.*

Political Science

- *Not decided.*
- *Will enroll in graduate school.*
- *Not sure yet.*
- *I am an Air Force Officer, so I will attend graduate school online.*
- *South Texas College of Law or University of Houston Law Center.*
- *UH.*
- *Law School.**
- *UH.*
- *UH Law Center.*
- *UT.*
- *Law School.*
- *Rockhurst Univ.*
- *TSU Law.**
- *Not sure.*
- *Law school.*
- *UH.*
- *Law school somewhere in Houston.*
- *South Texas.**
- *University of Houston.*
- *Law UH.*
- *Unknown.*
- *UH Law School.**
- *University of Texas Law School.**
- *University of Houston Law School.*
- *UH Law.**
- *Human resources.*

Psychology

- *Law School.*
- *I'm planning on enrolling in a clinical psychology doctorate program within two years.*
- *MBA Program.*
- *I am unfamiliar with the process but want to go to counseling psychology grad school.*
- *I believe I will go into Social Work. What I thought was psychology based position is actually found in a Clinical Social Worker position.*
- *I will enroll for Dental school.*
- *I am still applying to various graduate schools in hospital administration.*
- *I plan to attend graduate school next spring. I am to take the GRE this October.*

- *I'm not sure what this question is asking. To which schools will I apply? What program or major will I pursue?*
- *I do not know yet.*
- *Doctorate Audiology.*
- *MS-Human Resources Development-UH.*
- *Not sure.*
- *2009 Theology.*
- *UNT.*
- *Teacher's College, Columbia University.**
- *2010.*
- *Lesley University.*
- *UH Law.*
- *2010.*
- *UH-- MBA program.*
- *UT Houston.**
- *Anywhere a Psych masters program is available.*
- *Lady of the Lake Uni.*
- *UH-Clear Lake.**
- *U of H.*
- *PhD Clinical Psych.*
- *Psychology.*
- *Industrial Organization.*
- *Houston Baptist University.*
- *UHCL- MA in Behavior Analysis*
- *U of H.*
- *Social Work.*
- *University of Houston Clear Lake.*
- *Dental School.*
- *Unsure.*
- *Sam Houston School psychology.*
- *Education—open.*
- *UH SW Grad.*
- *Prairie View School of Nursing.*
- *UH Clear Lake.*
- *UH.*
- *UH Bauer.*
- *Whichever gives me the most \$.*
- *St. Edward's University.*
- *University of Pennsylvania.**
- *Psychology graduate.*
- *UH-HRD.*
- *UH-Clear Lake.**
- *Psychology.*
- *UH- Clear Lake.*
- *UTD*

Sociology

- *I plan to enroll in a graduate program for a Master's in Health Administration.*
- *University of Houston, Graduate School of Social Work.*
- *U of H masters.*
- *Social Work.**
- *UH.**
- *Sam Houston; Abilene Christian.*
- *U of H.*
- *UH.*
- *U of H School of Social Work.**
- *Sociology.*
- *Social work.*
- *U of H.*

Spanish/ Hispanic Studies

- *Law school.*
- *Fall 2010.*
- *Don't know yet.*
- *U of H Law.*
- *UH.*

Theater

- *Graduate school.*
- *Shut up!*
- *Hotel/Restaurant Management.*

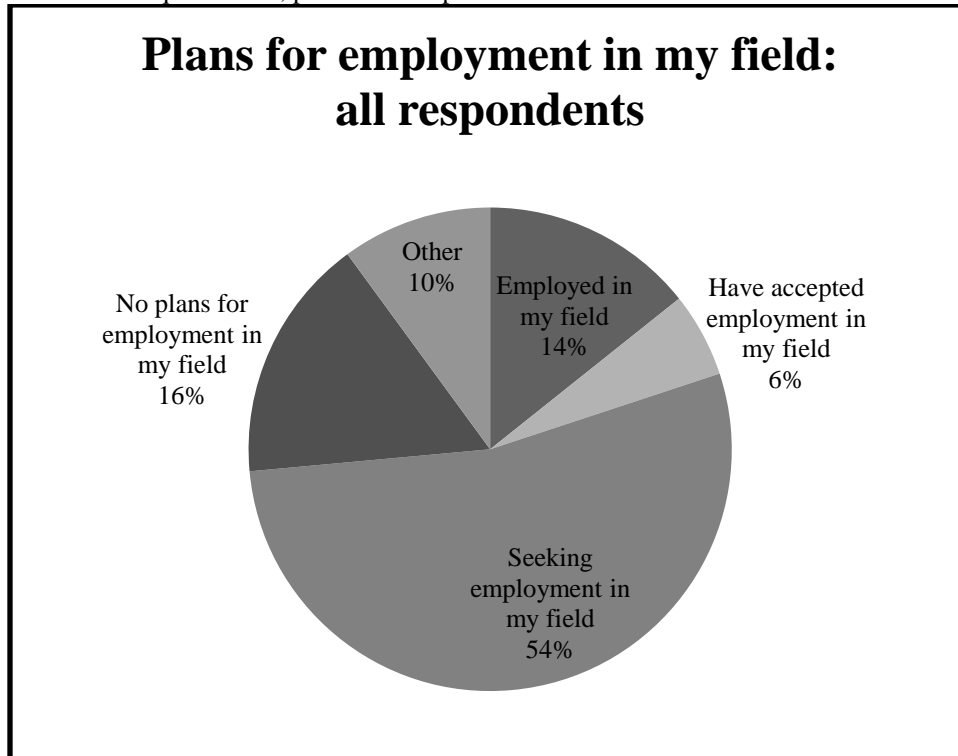
Employment in Field

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

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.



- 20% of graduating baccalaureates had secured employment in their field as of May 2009.
- Over half of the respondents were seeking employment in their field.
- Since 20% of students reported immediate plans for graduate school in the previous question, it is perhaps not surprising that many answering other on this question expressed a desire to go to graduate 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	31%		46%	15%	8%	13
Spanish	10%	10%	50%	15%	15%	20
Sociology	8%	8%	42%	29%	13%	24
Psychology	8%	5%	58%	19%	10%	112
Political Science	12%	5%	41%	22%	19%	58
Philosophy				100%		4
Music	20%	10%	60%	10%		10
MCL	11%		56%	11%	22%	9
History	11%	7%	50%	21%	11%	28
English	5%	5%	63%	20%	7%	56
Economics	21%	3%	53%	16%	8%	38
ComD	20%	13%	27%	20%	20%	15
Communication	20%	5%	59%	8%	9%	117
Art	25%	6%	60%	6%	4%	52
Anthropology	10%	10%	40%	30%	10%	10
All	14%	6%	54%	16%	10%	567

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

English

- *Since I did not want to work in public education below the college level (fyi: I've had four children go through the public educational system in Houston; with the exception of the gifted/talented program in HISD and the High School for the Performing Arts [on-line response that was incomplete] (Answered seeking position in field)*

Psychology

- *Interning.* (Answered seeking position in field)

Sociology

- *Grad School.* (gave no answer)
- *Yet.* (gave no answer)
- *Teaching.* (Answered seeking position in field)

57 students chose other, and 53 of those wrote in comments. The verbatim comments have been given below along with the respondent's department:

Anthropology

- *As a backup to law.*

Art

- *Bachelor's fine arts then masters fine arts.*
- *Grad school.*

Communication

- *Grad. School.*
- *I am going to graduate school.*
- *Peace Corps.*
- *I am working on a portfolio for advertising. I will begin applying for jobs once I'm done.*
- *I have plans to obtain any employment, in or out of my major field.*
- *Photography.*
- *Homemaker.*
- *Grad school first.*
- *Teach for America.*
- *Will work for parents to pay off debt first.*

Communication Disorder

- *Grad school.*
- *Grad school.*
- *Grad school.*

Economics

- *Currently employed but not in field- looking.*

English

- *Grad school.*
- *Will work in future.*
- *Teacher certification to teach in fall.*
- *Couldn't find employment in field.*

History

- *Future.*
- *Waiting on grad school.*
- *Will attend grad school first.*

Modern and Classical Languages

- *I will be using my degree to study abroad. (French)*

Political Science

- *Air Force Officer.*
- *Peace Corps.*
- *Grad school.*
- *I am an Air Force officer, and will use what I have learned throughout my Air Force career.*

- *Air Force Officer.*
- *Will get certified to teach either government or English.*
- *I am starting a non-profit for youth in media.*
- *Graduate school.*
- *Later down the line.*

Psychology

- *Grad school.*
- *Going to grad school.*
- *Have already been working in my profession for 13 years. Profession unrelated to my major.*
- *I must have at least a masters to find employment in my field. Currently I am looking for work to support myself until I enter graduate school.*
- *Will look for employment later.*
- *Continuing education.*
- *Employed elsewhere.*
- *Have not looked yet.*
- *Position as teacher with Teach for America.*
- *Graduate school.*

Sociology

- *Law school.*
- *Grad school.*
- *Military.*
- *Grad school.*

Spanish/ Hispanic Studies

- *I'm still pondering.*
- *Maybe.*
- *Teaching.*
- *Teaching assistant.*

Theater

- *I plan for employment in my field after graduate school.*

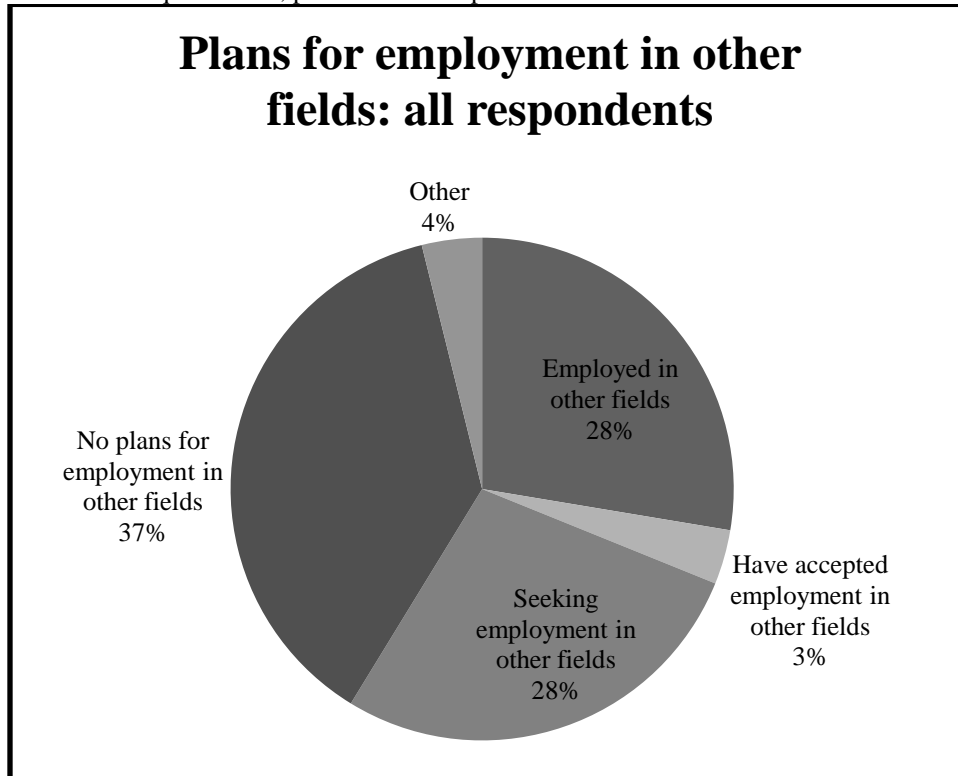
Employment in non-major fields

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

- 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.



- 31% of graduating baccalaureates had secured employment in other fields as of May 2009 although 37% responded they had no plans for employment in other fields.
- Responses varied greatly from department to department and verbatim comments follow the disaggregated table below.

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	46%		23%	31%		13
Spanish	24%		29%	35%	12%	17
Sociology	29%	4%	25%	42%		24
Psychology	41%	1%	31%	21%	6%	108
Political Science	25%	9%	25%	37%	4%	55
Philosophy		25%		50%	25%	4
Music		11%	11%	78%		9
MCL	22%		22%	34%	22%	9
History	19%		33%	44%	4%	27
English	2%	6%	29%	37%	6%	54
Economics	29%	3%	37%	31%		38
ComD	18%		9%	64%	9%	11
Communication	28%	3%	29%	37%	3%	114
Art	17%	6%	10%	67%		48
Anthropology	27%		46%	27%		11
All	28%	3%	28%	37%	4%	543

3 students gave answers that were not other but still chose to write in comments. Those comments are given verbatim along with the answer given:

English

- *This is in addition to employment in my field. The whole point, for now, is to be able to afford graduate school.* (Answered seeking position in other fields)

Political Science

- *I am an Environmental Scientist with a Political Science degree.* (Answered currently employed in other fields)

Spanish (Hispanic Studies)

- *Teaching.* (Answered currently employed in other fields)

21 students chose other, and 14 of those wrote in comments. The verbatim comments have been given below along with the respondent's department:

Communication

- *I have plans to obtain any employment, in or out of my major field.*

English

- *Graduate school.*

Modern and Classical Languages

- *Medical school.*

Political Science

- *Law school.*
- *Possibly.*

Psychology

- *Law School.*
- *Unknown.*
- *Will work once finish w/ grad school.*
- *Humanitarian works.*
- *I'm open to other fields.*
- *Further education.*
- *Med school.*

Spanish/ Hispanic Studies

- *Will soon begin searching.*
- *Don't know.*

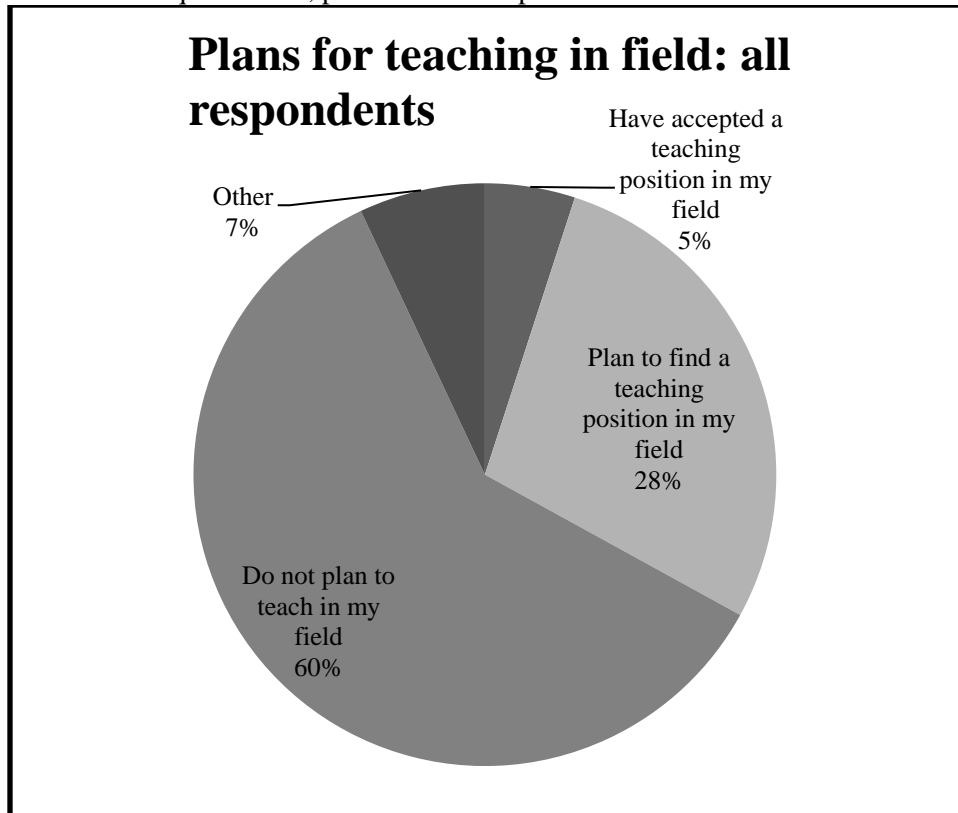
Teaching in Major Field

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

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.



- A large majority of students did not have plans to teach in their field but 5% had already accepted a teaching position in their field.
- Responses varied greatly from department to department: Among music majors, 33% had already secured a teaching job and only 11% did not have plans to teach. Compare to Economics, where 79% had no plans for teaching. See the disaggregated table below followed by verbatim comments.

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	15%	39%	46%		13
Spanish	21%	47%	26%	5%	19
Sociology		24%	76%		25
Psychology	1%	24%	68%	7%	110
Political Science	3%	20%	68%	9%	56
Philosophy		25%	75%		4
Music	33%	56%	11%		9
MCL	28%		57%		7
History	11%	59%	22%	8%	27
English	4%	55%	34%	7%	55
Economics		18%	79%	3%	38
CommD	25%	8%	67%		12
Communication	1%	13%	76%	10%	118
Art	10%	38%	46%	6%	52
Anthropology	9%	18%	73%		11
All	5%	28%	60%	7%	556

Again students were given space to write in comments, and 32 students did. Their comments are given verbatim below.

Art

- *I plan to teach, possible as an art teacher. I will probably be drawing on skills I learned as a zookeeper. I am currently planning to complete alternative teacher certification.*
- *Maybe in the future.*
- *Might teach in field.*

Communication

- *I plan to teach in the future.*
- *I have plans to teach but not in my field.*
- *I am currently undecided about going into teaching...I was thinking about possibly getting a teacher certificate from UST or at least looking into getting a teacher certificate.*
- *We'll see.*
- *I might teach in my field.*
- *Teach in future.*
- *Would like to teach.*
- *Subbing elementary right now.*
- *I might; not sure.*

English

- *Further graduate courses first.*
- *I was planning on teaching until I landed a job in my field recently. This still may be an option.*

- *Looking into alternative cert.*
- *... After graduate school.*

History

- *In an ACP program.*
- *Future.*
- *I will attend grad school first.*

Modern and Classical Languages

- *Thought about it.*
- *Maybe.*

Political Science

- *Undecided.*
- *Not at this time.*
- *Possibly.*

Psychology

- *In the future.*
- *I would teach in my field, but am not currently and is not my first choice of employment.*
- *I have thought about teaching in my field, but have not made a decision to teach or not to teach.*
- *Hope to teach courses related to my current profession in graduate school.*
- *Not sure.*
- *Undecided.*

Spanish/Hispanic Studies

- *I'm open.*
- *Future certification in Art.*

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

Art (9),
 Communications (2),
 Communication Disorder (2),
 English (6),
 History (5),
 Music (6),
 Political Science (1),
 Psychology (2),
 Spanish (3), and
 Theater (4).

Teaching in non-major fields

Question 16 asks students about their plans regarding teaching in their field:

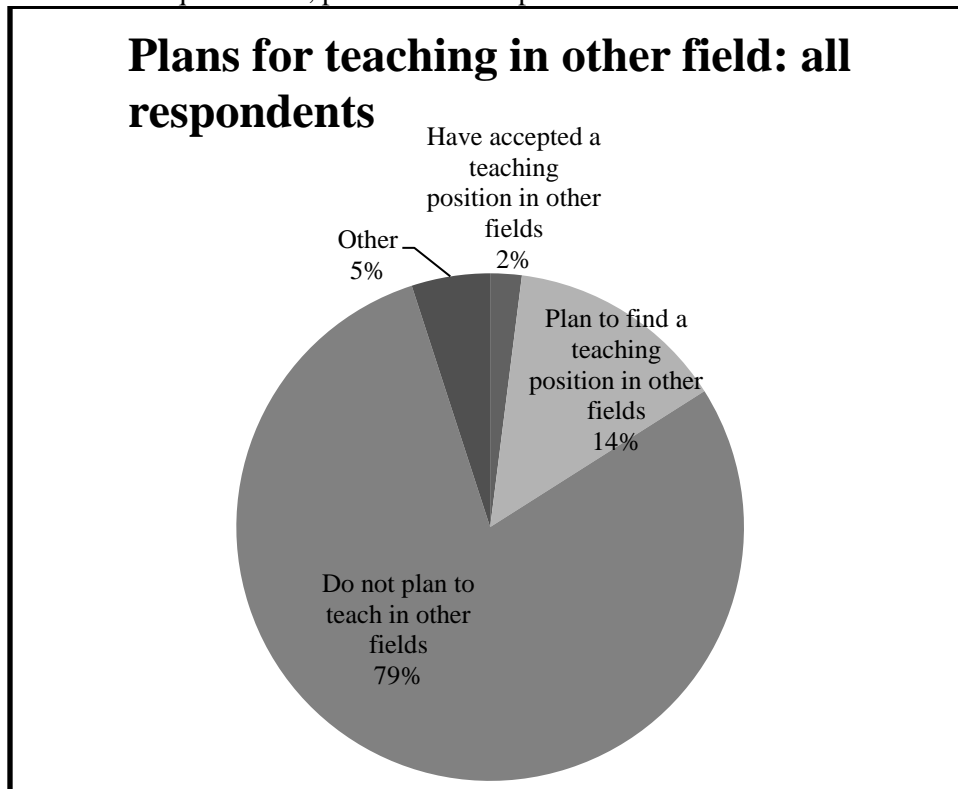
I have accepted a teaching position in other fields;

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 did not plan to teach in other fields, and 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		23%	77%		13
Spanish		13%	81%	6%	16
Sociology	4%	13%	83%		23
Psychology	2%	16%	76%	6%	109
Political Science	5%	11%	77%	7%	56
Philosophy		25%	75%		4
Music	11%		89%		9
MCL		11%	67%	22%	9
History		15%	81%	4%	27
English		17%	79%	4%	52
Economics		5%	95%		37
CommD		11%	89%		9
Communication	3%	15%	76%	6%	118
Art		11%	83%	6%	45
Anthropology		36%	64%		11
All	2%	14%	79%	5%	538

Students were given space to write in comments, although fewer (14) did. Their comments are given verbatim below.

Art

- *Elementary maybe.*

Communication

- *We'll see.*
- *Same as above. (Teach in future)*
- *Would like to teach.*
- *Possibly following grad school.*
- *I might; not sure.*

English

- *This is a "maybe."*

History

- *Special Ed.*

Modern and Classical Languages

- *Maybe.*

Political Science

- *Undecided.*
- *Possibly.*

Psychology

- *Hope to teach courses related to my current profession in graduate school.*
- *Not sure.*
- *I do not plan on teaching.*

Question 17 asks students if they had been certified to teach in other fields and to specify which field. 11 students reported being certified in other fields:

Art (3)

Communication (2)

Economics (1)

History (1)

Political Science (2)

Psychology (1)

Sociology (1)

Only 7 of the 11 students responded when asked to specify:

Art

- *Theater.*

Communication

- *I am in the process of certification.* (Answered no when asked if certified)

Economics

- *HS Social Studies.*

History

- *After teaching history for 1 year, I will become eligible to take the content exam to teach other subjects. I would like to teach most subjects in high school, such as math, biology, chemistry, English, and maybe Japanese if I keep up my studies in my off [on-line survey cut off response]*

Political Science

- *Elem edu.*
- *Bilingual education.*

Psychology

- *I am preparing to take the texes test.*

Spanish (Hispanic Studies)

- *To tutor yes; I guess that's teaching.*

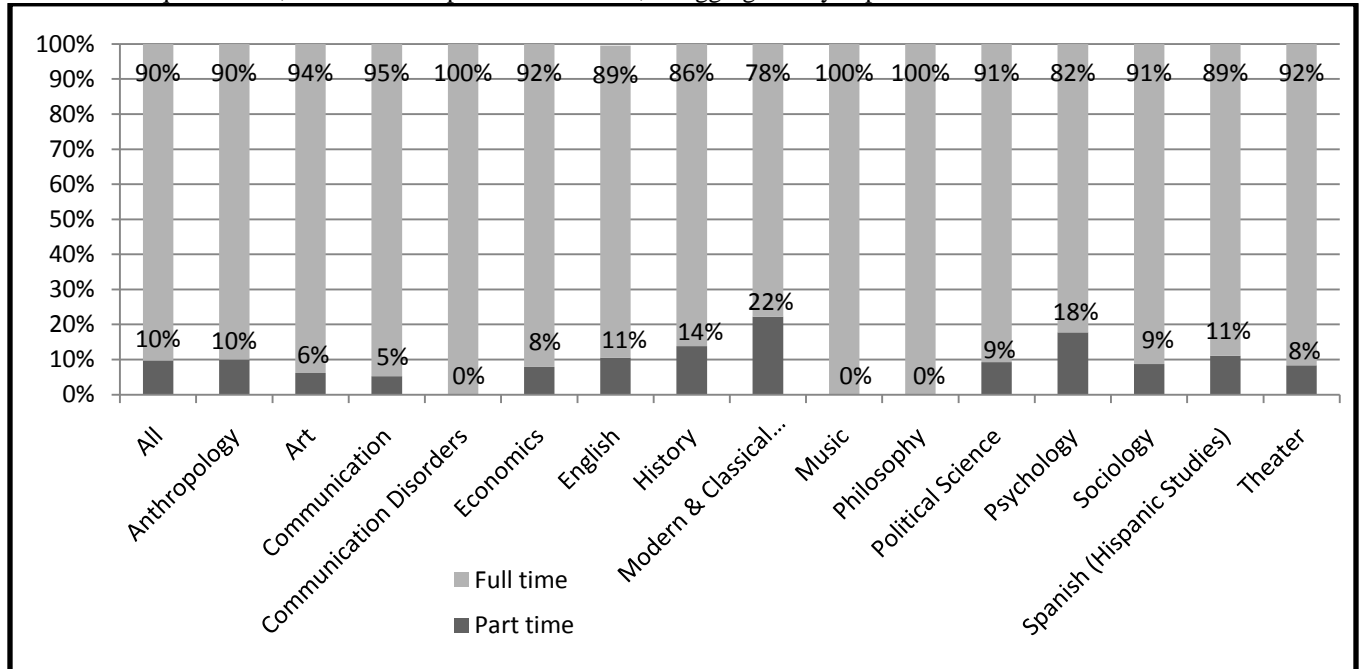
Demographics

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.

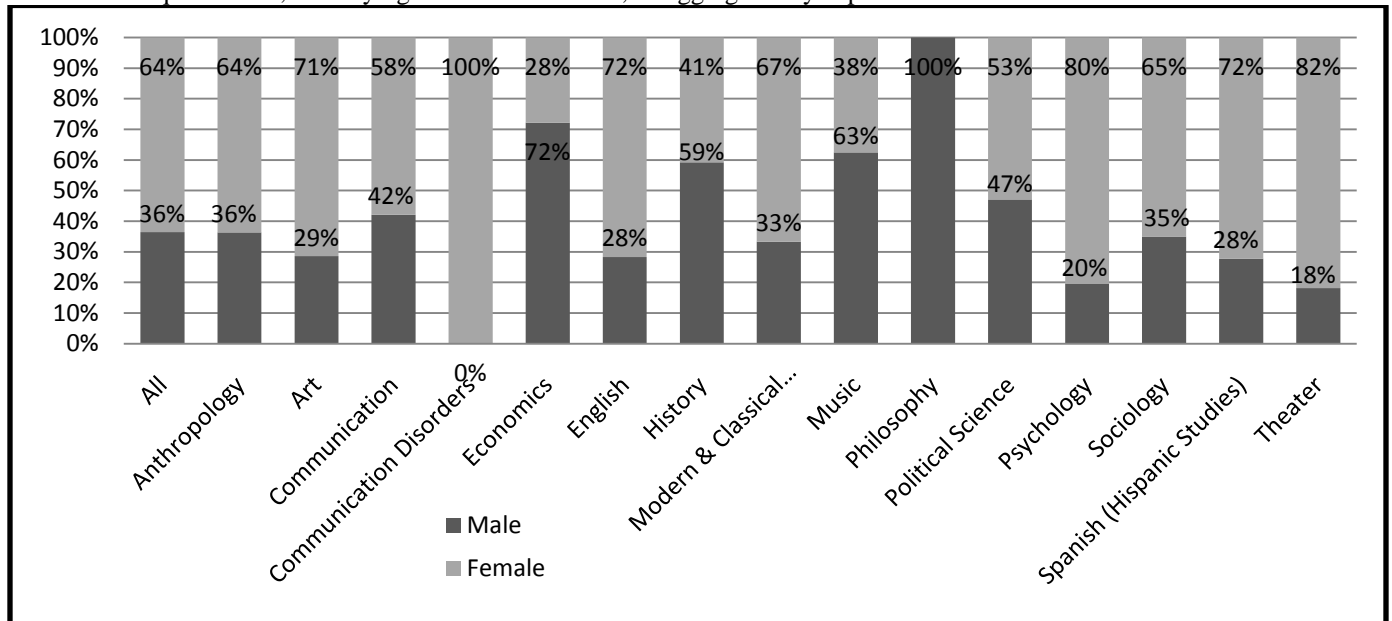
Chart 15: For question 21, full-time over part-time students, disaggregated by department.



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.

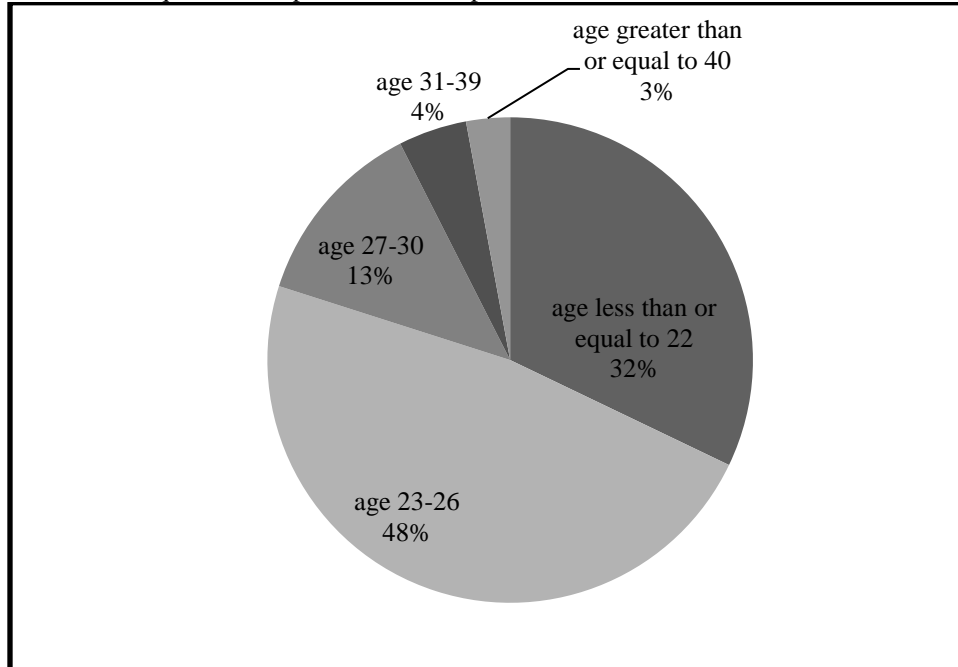


Table 15: Details: Age, all responses, disaggregated by department.

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
<= 22	32%	18%	10%	35%	36%	32%	29%	34%	11%	22%		50%	35%	33%	26%	50%
23-26	48%	45%	51%	53%	50%	55%	45%	38%	67%	78%	67%	37%	40%	58%	53%	42%
27-30	13%	18%	20%	9%	14%	13%	16%	14%	22%		33%	6%	15%	8%	11%	8%
31-39	4%	18%	14%	3%			4%	10%				2%	5%		11%	
>= 40	3%		4%	1%			5%	3%				6%	6%			
Number responding	594	11	49	115	14	38	55	29	9	9	3	54	106	24	19	12

Ethnicity

Question 24 asks students to identify their ethnicity.

Table 16: Ethnicity, all responses, disaggregated by department

	All	Anth	Art	Comm	ComD	Econ	Eng	Hist	MCL	Musi	Phil	Pols	Psyc	Soc	Span	Thea
White, Non-Hispanic	39%	70%	48%	36%	54%	26%	60%	48%	44%	56%	34%	41%	26%	21%	26%	76%
Hispanic of Latino	27%	20%	20%	30%	30%	34%	20%	38%	44%	11%	33%	28%	24%	21%	53%	8%
Black, Non-Hispanic	15%		2%	13%		16%	9%	10%	12%	11%	33%	17%	24%	38%	16%	
Asian/Pacific Islander	11%	10%	22%	12%	8%	16%	7%			11%		4%	19%	8%		8%
Other	6%		8%	6%	8%	5%	2%	4%		11%		8%	5%	8%	5%	8%
International	1%			1%									2%	4%		
Unknown	1%			1%		3%	2%									
Native American/Alaskan				1%								2%				
Number responding	596	10	50	114	13	38	55	29	9	9	3	53	107	24	19	12

Students who answered other were asked to specify. 3 students stated that they were uncomfortable answering this question. 30 did specify their ethnicity:

- White/Hispanic
- Asian/Hispanic
- Arabic
- Pakistani
- Black, Asian, Hispanic, Native American
- Pakistani/white
- Spanish
- Mixed ethnicity
- Multi-racial
- Vietnamese Scottish-Irish.
- Black
- Arab-American-Israeli with dual citizenship
- Hispanic & White
- Asian & Hispanic
- Asian & White
- Mixed (answered Asian/Pacific Islander; Hispanic and other)
- White & Black
- Persian
- Asian/Hispanic
- mixed race
- Black
- American
- Biracial
- Middle Eastern
- Italian (answered White)
- Pakistani
- Arab
- Asian & Hispanic
- White/Hispanic
- Pakistani

1 answered African American; Asian/Pacific Islander; Hispanic; Native American and other.

1 answered white and Asian-Pacific Islander.

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. 276 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. Some of the comments of those who took the survey online were cut off.

Anthropology

- *1.)Dr. Jackson in POLS 2.)Dr. Storey in ANTH.*
- *Some profs were exceptional and the library was outstanding.*
- *English department & English faculty.*
- *Diversity of views & students.*
- *Great environment.*

Art

- *The two most positive aspects of my learning experiences in CLASS were the opportunity to exchange ideas with other fellow artists, be they art majors or just plain folks and the opportunity to explore new ideas with input from others, especially professo [Cut Off]*
- *Fellow students.*
- *Small community.*
- *Personable professors; senior honors thesis.*
- *Learning, meeting people.*
- *Great advising and professors.*
- *My professors and classmates.*
- *Dr. Markello, Dr. Costello, Dr. Leiberman.*
- *Great professors, beautiful campus.*
- *Progression, growth.*
- *Teachers & definitely not parking.*
- *Art.*
- *Printmaking; wonderful lectures and great studio access 24 hours to studios.*
- *Small class, got to know everyone. Teachers were very good.*
- *The team work in our class.*
- *Outstanding professors, especially history professors. Uniqueness of some curriculum, such as seminar on African Art.*
- *The Undergraduate Research Program; the Sculpture Program.*
- *Professors are knowledgeable and helpful; advisors helpful.*
- *The classes I took in art, the Art History courses.*
- *CLASS allowed me to opportunity to take studio art classes in other major and has a low student to teacher ratio in their studio classes.*
- *Classes offered in Art History and one experienced professor.*
- *Good teachers, good lessons.*
- *Reasonable professors; Senior honor's thesis.*

Communication

- *The Comm school has more funding than art.*
- *The hand on experience. Some great professors.*

- *The quality of instruction. The hands-on approach.*
- *It wasn't time consuming, The Professors [Cut Off]*
- *Meeting people; trying new things.*
- *The teachers are generally available to you and the class size is conducive to learning.*
- *People and teachers.*
- *Two words: Craig Crowe.*
- *The professors & the learning materials.*
- *Crixell and Fix are great professors.*
- *Editing and computer knowledge.*
- *I enjoyed my professors, especially Julie Fix and Jennifer Vardeman. I feel like I got a lot of "real world" information, not just theory that doesn't apply in the working world.*
- *The availability of the advisors and my fellow students help.*
- *Classes that encourage free flow communication and not just memorization.*
- *It's a good overall degree that exposed you to different subjects.*
- *Professor Kelley; Professor Crixell.*
- *Awesome hands on experience; great professors (most).*
- *Excellent Professors in the Political Science Department -Understand and effective Communications advisors.*
- *Friends/teachers.*
- *Classes offered in the communication school; advisor assistance.*
- *1) My fellow students were interesting and helped me to grow academically. 2) For the most part I received good instruction.*
- *Direction, Helpful.*
- *My coursework was interesting. I had some really great professors.*
- *Classmates; lectures.*
- *Classes were good/ useful.*
- *professors –students*
- *There are some professors who make a tough subject so much easier to learn. They make the learning experience so much fun! Classes were big enough or popular enough to have at all times of the day.*
- *The professors Kelley, Culpeper.*
- *The language was helpful. Very well rounded classes.*
- *The friendships and the contacts I have made.*
- *Hands on training & Access to newest technology.*
- *The professors and the resources at the School of Comm.*
- *Some of the UH professors have been excellent and I love the opportunities that UH has given me.*
- *Very experienced & honest professors; Coursework related to major.*
- *Electives and professors.*
- *Working on projects and with diverse people.*
- *Commitment; perseverance.*
- *The teachers are wonderful and the learning resources are available.*
- *Greatest quality; high concern for students.*
- *Meeting cool people.*
- *Small class size. Outgoing teachers.*
- *Requires language which is useful in the future I would not have taken language if it would not have been require. The degree is basic and easy to understand easy to complete in 4 years.*
- *The two most positive aspects of CLASS was the formation of a well rounded knowledge based on the classical liberal arts and the community created among those in your major.*

- *The Daily Cougar.*
- *Hands on training.*
- *Prof Kelley! Prof. Culpepper! Greatest ever!*
- *Teamwork & networking.*
- *The professors & students.*
- *Learning & networking.*
- *Comm Lab -Last two professors Culpepper/Kelley.*
- *The professors and the communications lab.*
- *PR campaigns with Prof. Paisley and my two classes with Prof. Mike Emery.*
- *Being involved with the productions of a t.v. project; Using my creative talent to write.*
- *Professor Larry Kelly's classes and Mr. Dan Frazier's class.*
- *Engaging professors. Great professor support system.*
- *Structure; studio access.*
- *Some small classes/ great TA's, TA's that were willing to help.*

Communication Disorders

- *Mrs. Ermgodtz's clinical class.*
- *Great teachers.*
- *Professors in COMD were excellent, Sandy was a great advisor.*
- *Mrs. Ermgots, Dr. Blake.*
- *The teachers & classes are awesome.*
- *So many different classes.*
- *Great advisor (Sandy); Available profs.*

Economics

- *Class variety; professors.*
- *Analytical thinking, macro viewpoints.*
- *Discipline and learning experience.*
- *Prof. Ruffin.*
- *I really enjoyed the classes with O'Brien, Buzzanco, and Ruffin in particular. Volrath was also quite good.*
- *I was impressed at the depth of knowledge and experience.*
- *Meeting A wonderful Advisor in Marion Foley. She was very helpful and I am grateful to her for all her help. Learning a lot about Economics from great Instructors.*
- *Great advisors; clear plans.*
- *Broader views. Liberal feelings.*
- *Ms Foley and the teacher's love to teach economics.*
- *The broad scope of Liberal Arts will be beneficial in life.*
- *Lecture and notes.*
- *Good Professors -Classes had a good "feel" for an appropriate workload.*
- *Faculty.*
- *Professors were very willing to help.*
- *Excellent professors & staff.*

English

- *Great upper-level instructors.*
- *The majority of the classes I took helped me more fully develop as a writer, and many of the books I read were quite interesting and lead to me reading on my own much more than I had in some time.*

- *1.) Having the quality of professors that I had, not only for the benefit of gaining superb and timely instruction, but for the quality of their character and morals - always impressive!!*
- *Great classes and professors.*
- *The openness and willingness to succeed.*
- *Smaller classes.*
- *Creative Writing workshop; Senior Honors Thesis.*
- *Passionate professors, interesting subjects.*
- *Professors & class selection.*
- *1.) Wonderful teachers who taught me a lot. 2.) Good atmosphere in the English Program.*
- *Great professors, awesome classes.*
- *My advisor was amazing (Kimberly Williams) & the experience all together.*
- *Teachers & classes.*
- *Great teachers.*
- *Great classes -great profs.*
- *1.) Professors are the best! 2.) Became a better writer!*
- *The organization of the counselors and the quality of teaching from professors.*
- *Backus & Womack.*
- *The professors knew what they were doing and helped me gain knowledge in my field of study.*
- *Creative Writing Classes & Professors.*
- *Excellent writing programs.*
- *Some professors. Interesting course work.*
- *Writing center & English Dept.*
- *My English advisor Kimberly Williams.*
- *I learned so much. Most teachers were great.*
- *The people I met; reading in the rare book room.*
- *Reading good books & meeting w/ people to discuss them.*
- *Professors being knowledgeable and resources.*
- *Most of my classes were taught by professors who were knowledgeable and enthusiastic about their fields.*
- *Caring professors -Meeting new people.*
- *Great professors, great advisors.*

History

- *Most of my teachers were fair and presented material in a clear and understandable fashion.*
- *Honors College, graduating!*
- *I learned many interesting things and developed new perspectives.*
- *Dr. O'Brien & Dr. Sally Vaughn!*
- *TA availability, professor counsels, and easy communication with advisors.*
- *Enjoyed Distance Ed. Program; sign language w/ Dr. Bienenstock.*
- *Professors were cool.*
- *Great courses and enthusiastic professors.*
- *History and its professors.*
- *The flexibility of the History degree plan and the skills of the professors.*
- *Professor's accessibility; variety of topics for courses in major.*
- *History classes and advising.*
- *Professors; classes.*
- *History courses and advising.*

Modern and Classical Languages

- *The instructors and their material was very enjoyable and effective in preparing me.*
- *Very supportive faculty; flexible requirements that allowed me to get a well rounded experience in college and allowed me to study abroad.*
- *I found the professors in the French program, specifically Dr. Tucci and Dr. Brady, to be excellent instructors and wonderful people in general. I'd love to name a second positive, but I can't recall another.*
- *The French faculty was great. I enjoyed the small classes and the community that come along with that. I learned to speak French, so I am happy.*
- *Ambition; inspiration.*
- *The teachers and the opportunities.*
- *It allowed me to be fluent in another language. I can communicate with more people.*

Music

- *My private teacher, Mr. Grabiec, and the orchestra.*
- *The teachers I have had that are caring, and truly invested in my success. The facilities at the Moores School of Music in terms of rehearsal space and performance venues are second to none. I do wish there was a greater availability of practice rooms.*
- *Superb professors, and excellent advisors.*

Philosophy

- *Excellent professors; great departments.*

Political Science

- *Political Science department instructors were superb. Advisors were always available and knowledgeable.*
- *Opportunity to be a part of discussions.*
- *Graduation!*
- *I had some really great professors.*
- *Interesting classes, helpful advisors.*
- *Teachers; writing.*
- *The two most positive aspects are the students and teachers. Professors like Dr. Murray and Dr. Fuchs were some of the best professors I've ever had. The students throughout the classes that I took were mostly the same. I was able to get to know them an [Cut Off]*
- *Experience and classes.*
- *HONORS COLLEGE.*
- *Wonderful classes & professors.*
- *Knowledgeable professors, varied curriculum.*
- *Meeting other students, just being around educated people, made me appreciate how little I know and how much I can learn from other people. I just had a wonderful time just being with people who have different ideas and think differently than I do. I am s [Cut Off]*
- *Advisors, class times.*
- *Prof. McFadden's Classes; Air force ROTC.*
- *Class size, advisors.*
- *Improve my knowledge in this field; met very intelligent profesor.*
- *Some of the classes I enrolled in.*
- *Teachers.*
- *Great professors who are knowledgeable & interesting variety of courses.*

- *I loved how the professors were always willing to help. Also, how interesting the discussion were in class.*
- *In class every professor I studied with encouraged me to think for myself after preparing me with the correct tools.*
- *Professors and classload.*
- *Great teachers, great school.*
- *Unique courses and good teachers.*
- *I liked Professor Nancy Sims and I enjoyed being in school again after an extensive absence.*
- *My professors; the coursework.*
- *Professors, classmates.*

Psychology

- *Psychology is used in everyday life & I learned to use the tools in my own life.*
- *Flexibility in class schedule....helpful staff.*
- *Probably my relationship developed with my teachers.*
- *Awesome professors & good subject matter.*
- *The experiments, and the surveys.*
- *Professors & Classes.*
- *Availability of notes online, Instructors were great.*
- *My classmates & my instructors-good people.*
- *Flexibility.*
- *I enjoyed the different subject matters of the various courses I took. They always seemed to heighten my interest for the different subjects. The other aspect I found positive about CLASS was that it was easy to double degree and there was not to many ha [Cut Off]*
- *Diversity of classes available to take. Flexibility in changing majors.*
- *Sociology dept. professors.*
- *I have enjoyed my psych classes and certain teachers have been very kind and pursue a friendship with students.*
- *The professors were knowledgeable -I enjoyed the classes.*
- *Abnormal psychology and advanced organic chemistry-both small classes with effective professors.*
- *Variety, writing essays for tests.*
- *Hands on experience, great teaching.*
- *Teachers were very informative.*
- *Good course variety.*
- *Teachers that I met. Working as a Research Assistant.*
- *Friendly atmosphere and interesting courses.*
- *Enriching my life; not just book learning, but life learning.*
- *I really had excellent professors!*
- *I was able to meet great professors and advisors. The course was diverse enough to keep it interesting.*
- *The help from professors and the positive encouragement.*
- *Good selection of classes to choose from. Open minded professors.*
- *Professor and diverse selection of students.*
- *Dr. Imman knowledge.*
- *Great, enthusiastic teachers and a large selection of classes.*
- *Prof. Sheridan's experiences. I absolutely am inspired by his experience.*
- *Learned to be responsible for papers and assignments; meeting deadlines.*

- *Internship with Justice for Children through Psych Department/ CO-OP with Yellow Stone Academy.*
- *Interesting class, great teachers.*
- *The teachers -open discussion learning.*
- *The interesting Psychology classes and the availability of classes.*
- *The knowledge of professors that were not graduate students.*
- *Great professors; interesting classes.*
- *Inspiration – drive.*
- *Great experience with interaction in classrooms - had a good time while doing so.*
- *Met people, learned a lot.*
- *Social Skills and Communication.*
- *Teachers were constantly available. Learned a lot.*
- *It was a great learning experience for me and I am so glad that I attended this program.*
- *1. The career services 2. The professors love to motivate students.*
- *I can achieve anything - It never hurts to ask questions.*
- *The prof & students.*
- *Faculty & Guidance.*
- *Discussion with professors.*
- *1.) Taking Abnormal Psych 2.) The History department (minor).*
- *Interesting topic, great professors w/ experience in the field.*
- *The open discussions and allowing creative thinking and opinions.*
- *Positive people - Friendly advisors.*
- *Classes & projects.*
- *Learning to think outside the box.*
- *Research & working in grps.*
- *Interesting class; great psych teachers.*
- *I can achieve anything. It never hurts to ask questions.*
- *Advising was awesome; class formats were good.*
- *Dr. Vicki Bradley.*
- *Discussion and professors.*

Sociology

- *Landis guiding me and the learning experience.*
- *Readings in classes and lectures.*
- *Interesting subjects.*
- *Great teachers and assistants.*
- *Personal, accessible.*
- *Teachers are great; Broad range of learning in most classes.*
- *The classroom sizes were small enough to be able to ask questions and I was very pleased with the advisor in my department.*
- *The instructors who knew their material. Our ability to be able to ask questions whenever necessary.*
- *Landis.*
- *Experience; socialization.*
- *Teachers, my major.*
- *Advisor -Landis Odoms; Classes in Sociology.*
- *Social Stats - CLASS Student Network.*
- *Landis Odoms & All the professors.*

Spanish/ Hispanic Studies

- *Good classes.*
- *Dr. Carlos Monsanto and all of the wonderful faculty.*
- *Some great professors; Study abroad opportunities.*
- *A wide variety of classes.*
- *Study Abroad Program; peers & friends.*
- *Very educational and comprehensive.*
- *The courses and faculty/study body.*

Theater

- *Today(Graduation) & CLASS scholarships*
- *Theatre program was great; it was very true to life.*
- *1. Dancing every day 2. Dancing every day.*
- *Performing.*

No major listed

- *Advising was awesome, class formats were good.*

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). 207 students responded. 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. Many students tempered their complaints with thoughtful comments and occasionally more praise. Again, a number of the comments of those who took the survey on-line were cut off.

Anthropology

- *More classes.*
- *POLS Advisor could be more pleasant.*
- *Smaller class size-- more summer upper level classes.*

Art

- *I don't have a solution to these problems, but two things that really bugged me, were students who didn't keep up with the necessary, important information the school emails out and students who didn't bother to learn about their required courses. The on [Cut Off]*
- *Perfect.*
- *No.*
- *More teachers.*
- *Smaller discussion-based classes.*
- *Class size good, availability good.*
- *Structure (in the art department, specifically) is somewhat stifling. More integration between the separate departments (photo, sculpture, painting, etc.) would be beneficial. Also, the photography department is horribly underfunded.*
- *Advising needs improvement in corrolating between education department and the art department. It was very confusing.*
- *The student teaching program needs tweeking.*
- *Nope.*
- *Required courses in photo/digital media should be more flexible and interdisciplinary.*
- *Send students a letter when they are on the dean's list! I was on 4 semesters & Never go a letter.*
- *More attention to final application to graduate & arrangements. Stress upon non-acceptance as masters student if batchelors from same university.*
- *Everything's fines.*
- *The often incompetent financial aid workers. Have to call several times and speak to several individuals to settle a minor issue.*
- *Class availability.*
- *Fin. Aid for student teachers.*
- *Advising. Sometimes I would leave not sure of classes to sign up for in which order.*
- *Advising -classed offered in my major.*
- *Some teachers don't care.*
- *Tamara Cobb is great!*

Communication

- *More flexibility with requirements; don't cancel classes I need to graduate!!*
- *Lower tuition costs!!!*
- *No.*
- *Be more clear and concise.*

- *I wish there were more upper level classes available; it was difficult to make a schedule sometimes.*
- *Advertising majors need more preparation.*
- *Advising was a very...lacking...experience. I'd suggest putting the CLASS pre-reqs on all CLASS degree plans, b/c this is the only reason I missed a required class for so long.*
- *None.*
- *Advising.*
- *Les Oliver is a wonderful adviser, the only person in the communications advising department that I will speak to. I think that the department needs at least one other adviser who knows what he/she is doing.*
- *Advisors. The advisors at SOC advised me wrongly several times. They only answer the questions you ask. Nothing more. They want to get you out of there as quickly as possible to get to the next person.*
- *The advertising program needs some serious revamping. The classes I took I do not feel prepared me for work in advertising. Also the cornerstone class of the program (campaigns) was the most inefficient poorly run class that made me want to change my major [Cut Off]*
- *Communication Advising needs much all around improvement. Tiffany Hill in Political Science was always very helpful.*
- *More options.*
- *Less classes that require memorization of things you forget quickly. The more effective classes were those where you critically applied the taught concepts.*
- *Advising-more advisors.*
- *Advising. At the first really difficult. Quit changing software programs.*
- *The administration's ability to quickly and effectively process paper work needs to be improved; I submitted my Major Plan on 3 separate occasions because the paper work was lost; this put my planned graduation date in Jeopardy a number of times.*
- *Finances, registrar.*
- *Advising.*
- *Administration working w/ students.*
- *1) The Valenti School advisors are subpar now that Dale Higginbotham is gone. The new ones might eventually become proficient but the tenured one is a lost cause.*
- *My degree verification was approved, then denied. Advisors need to watch degree plans more closely for degree fulfillment.*
- *Organizing.*
- *I believe more writing should be required as part of the educational experience, rather than multiple choice tests.*
- *No.*
- *Advisors.*
- *Less "pointless" classes.*
- *There needs to be more advisors available to students during peak hours because at times you can wait for a great amount of time just to speak to someone to answer one simple question. During my first year here at UH I did have a problem with availability [Cut Off]*
- *Good advisors.*
- *Some advisors don't know what they are doing.*
- *Need more hands-on and involved classes.*
- *We have access to the newest technology but only at school. We should have something to bring that tech home. A 24hr computer (lab with macs) lab.*
- *Advising.*

- *THE ADVISORS NEED A OVERHAUL but I believe that is already in the process. Also it seems like anything that needs to be process takes forever.*
- *I was fine.*
- *I think advising could help a bit more on helping to find a job.*
- *My experience with advisors was not the best. I was told many different things by different people and sometimes I wouldn't get responses at all.*
- *My advisor did not make wise judgments on my advising and gave me wrong information that caused me to graduate 1 semester later than anticipated.*
- *Get better advisors who are friendlier. Evaluate course effectiveness such as Comm Law & Ethics with David McHam. This class has no benefit for students in media production.*
- *Class availability is definitely a problem. Curriculum presented on the syllabus by the teachers is often not taught, making it hard for the student to learn anything.*
- *Communication advising needs major improvement.*
- *Availability of classes there are some classes only offered one semester and some that are in the catalog and not offered for real in the colleges.*
- *The classrooms in the communication building were often very cramped and did not help create career based inspiration.*
- *More advisors.*
- *Advisors.*
- *Some classes are too big. Campaigns w/Kelley.*
- *Communications lab should only be allowed for Comm students & clean the lab.*
- *More interpersonal classes.*
- *They are good.*
- *More knowledgeable Financial Advisors.*
- *More advisors for psychology-it was RIDICULOUS trying to schedule.*
- *Advisors-Please Train Them More. Except Las.*
- *The advisors in the School of Communication need to know specifically what to do in special situations. In other words know their jobs.*
- *Advisors need to be more accessible to seniors.*
- *Foreign language department, especially Spanish.*
- *There needs to be improvement in degree planning and being more clear with students and their requirements.*
- *Better class availability.*
- *Advising-my field is journalism & administration is way behind the swiftly changing times.*
- *Advisors need to help more and not rush students out.*
- *They were great.*
- *Smaller classes.*

Communication Disorders

- *More space!! Our building is too small! We are worth it.*
- *Comd needs more teachers & new building.*
- *Advisors were really helpful.*
- *Online courses (audiology).*

Economics

- *Advising for the Economics department needs to be looked at as well as a more informative website.*
- *Change format of Econometrics.*
- *More advisor-- better facilities.*

- *Advising should be more thorough.*
- *None.*
- *I had no issues with CLASS, but whenever I dealt with the business school it was like pulling teeth.*
- *Mrs. Foley was unorganized and seemed distracted during every advising session I had with her.*
- *More than one advisor for econ.*
- *Don't know.*
- *She's great.*
- *Variety of classes need to improved.*
- *Hire an additional counselor; Ms. Foley needs help.*
- *Nope.*
- *University Studies advising should be approved; economics dept needs more than one advisor.*
- *Technology (more integration into classroom).*

English

- *Actually promote teacher who are popular to tenured positions, even if they are politically at odds with the majority of people in the department.*
- *Creative writing still has far too much emphasis on literature. The difference between the two concentrations is a scant 15 hours! Additionally, should there be a creative non-fiction requirement if prose and poetry are both required, and wouldn't it make [Cut Off]*
- *The process requires, I think, an equally fair amount of work from both the student and advisor - classwork not considered. This seems to me an accurate representation of what students will find in the work ("real") world. Otherwise, if I had my way... [Cut Off]*
- *Petitions were always a problem. It was never clear where they were, and it was difficult to discuss them with the appropriate people.*
- *No support for finding jobs other than teaching. I went to the career advising center SPECIFICALLY stating that I plan on becoming a librarian and I would like help finding a job with an English bachelor's degree that would look good on my resume for grad [Cut Off]*
- *Class availability.*
- *Class availability is a bit of an issue.*
- *Communication between English & Education needs improvement.*
- *Better linguistics program.*
- *More availability of advisors, open sessions.*
- *Have more advisors.*
- *I would have liked for it to be a little easier to see an advisor.*
- *Consistent availability of courses.*
- *Advising!*
- *There needs to be more student teacher interaction during class time.*
- *Better access to advisor.*
- *Engl Dept. needs more advisors/availability of advisors.*
- *My concentration was Linguistics. Although this will be of no benefit to me, it would be great if you offered more Linguistics-based courses.*
- *More walk-in dates.*
- *Sometimes enrolling in a class in the Philosophy department (my chosen minor) was difficult because there were few options available.*
- *Advising is deplorably inefficient, underqualified, and in many cases counterproductive. General administrative help at UH is defeating. I wish I had finished at another school and not contributed financially to such a wretched institution.*
- *FINANCIAL AID!!!*

- *Nope.*
- *Yes, reply to emails & give more grad. Info.*
- *There needs to be admissions standards for creative writing classes.*
- *Advising needs to be improved.*
- *Should be more available.*
- *Better class selections, sometimes there were classes that I wanted to take that weren't offered that semester.*
- *It's good.*

History

- *Advising; Hire another history advisor!!!*
- *Advisor availability; clearer explanation of a plan for graduation.*
- *Better, more varied selection of courses in History.*
- *More advisors for History.*
- *I was satisfied with CLASS.*
- *Foreign language requirement, specifically the Spanish program, needs improvement.*
- *Frazier deserves more on his staff, the man cares about the history students but he is stuck doing much of the work other departments have full staffs for by himself.*
- *More variety in social studies Dist. Ed./Internet. Advising services away from main campus in areas such as Cinco Ranch/Sugarland for CLASS students.*
- *More freedom in choosing classes.*
- *History is a great department. Perhaps greater class availability.*
- *Degree planning needs more improvement (more advisors per department).*
- *History Dept needs more advisors.*

Modern and Classical Languages

- *I could write pages on this, but I won't, because I'm done and it's not worth the effort. What I will say is there are far too many administrative hoops to jump through to get simple things done. Getting things done in person is fairly easy if you're pa [Cut Off]*
- *None.*
- *For Italian they are fine though more tenured Italian teachers would help.*

Music

- *Administration needs to treat its teachers better, especially with respect to the Applied Artists. These men and women are overworked, and underpaid, and are not even given opportunity for tenure or anything resembling job security. I am thinking of a spe [Cut Off]*
- *Computers for musicians and orchestration classes need to be more practical and taught by someone else.*

Political Science

- *Administration- Welcome Center clerks are unhelpful and irritated. Political Science- a better range of courses to choose from.*
- *History dept. needs more advisors.*
- *Dr. Hughe is the Best Professor ever.*
- *Be able to schedule advising appts rather than walk in.*
- *I do not feel prepared or qualified to do anything in Political Science because nothing was taught regarding jobs and what tasks we may perform. The only class that did anything I might can apply was Political Terrorism-we learned to do a policy memo-needs to be more of this.*

- *Another Economics Advisor.*
- *The political science advisors were exceptionally helpful, organized, receptive and easy to contact. The economics advising, however, consisted of one overworked lady's office in the back of the school, and while she was very helpful once I got to speak w [Cut Off]*
- *Class availability.*
- *No.*
- *The Peoplesoft system for checking grades and GPA's is pretty bad. It has been getting better, but the previous system was much better. I think it was called Enrolment Services Online. It was much easier to understand.*
- *Writing center is a joke, rude people who could care less about what you bring to them, and fail at helping with sentence structure.*
- *A more strict curriculum that focuses on the actual career of political science.*
- *Smaller classes would be nice.*
- *Advising in History.*
- *The Spanish program absolutely, 100%, unequivocally SUCKS! Fire everyone, then re-evaluate everything. I took it for 2 years & can't speak it at all!*
- *Professor Rita Griffin- horrible! Dr. Jerry Jackson should be a god.*
- *No.*
- *Advising; Welcome Center issues.*
- *More Advisors.*
- *Everything was great.*
- *Advising is very difficult to receive with only one knowledgeable advisor. We need more advisors willing to listen but more importantly that know what they are doing.*
- *More career services programs.*
- *Some teachers need improvement- boring.*
- *Reevaluation of certain professors.*
- *Academic advising in the English department needs to be improved. It takes at least a week to get an appointment with an advisor. I enjoyed being able to just go and see my political science advisor. Holds placed on senior students needs to be improved [Cut Off]*
- *None.*
- *Academic advising; effective teachers.*
- *Student support services; career counseling.*
- *Don't block seniors from registering for classes. Most times the classes filled while waiting for scheduled date.*
- *CLASS should develop a stronger partnership with the writing center; individual classes and professors should work with the writing center to develop intense and specialized tutoring sessions.*

Psychology

- *Advisors should explain to freshmen the expectations that are to follow.*
- *Communication with students.*
- *Just improve the psychology building.*
- *The administration needs to listen when someone has a problem with a faulty People Soft program and back date my graduation. I did what I was supposed to do in order to apply for graduation, and yet admin refuses to fix this problem. I highly doubt that I [Cut Off]*
- *The advising in the psychology department needs improvement and consistency between the different advisors.*
- *More available psych classes.*
- *An attempt should be made to keep advisors around longer. The good ones, at least.*

- *Advisors are over worked, did not know which classes I needed and did not explain why I needed a degree plan.*
- *Class size.*
- *The only thing I would change would be the academic advising in the Psychology department. With how hectic everyone's life is, it would be good to have a time when there could be walk-in advising.*
- *Easier access to advisors; more of them to accommodate students.*
- *There were a number of issues with my files and some misunderstandings with my advisor. I felt that the offices do not care or do their job. So improvement with the handling of transfer credits and better communication about credits and how to follow/sub[Cut Off]*
- *Better trained Advisors would help.*
- *Advising is difficult to get.*
- *Well some classes were too big to effectively learn the info as well as when teachers give out power points to learn and be tested on you don't learn anything.*
- *More compassionate advisors - namely Audri in the Psyc Dept.*
- *Advising- need to be more clear as to what to do when time to graduate.*
- *Psychology advisors are too inaccessible. Dean's office in CLASS takes VERY long (and sometimes never reply) in time about transfer equivalency/ ANY pending petitions.*
- *Some teachers need to change their teaching styles.*
- *Please help registration COUNT!!!*
- *More advisors.*
- *Nicer building, better amenities for students, more student organizations.*
- *My first 2 or 3 years my advisor was horrible she was mean and as a consequence after the first time I did not go back for 3 years.*
- *Better Advisors.*
- *I suggest that advising be required prior to beginning on a CLASS degree program to ensure that student are aware of the college requirements. I also suggest that some days/hours of the week be available for walk-in advising. Setting up an advising [Cut Off]*
- *More emphasis on seeking out an advisor early on in college career.*
- *Advising throughout junior and senior should be more interactive.*
- *I feel that every semester every student should see advis. b/c I saw my advisor not that often & feel I would have finished a long time ago had I gone more often.*
- *More knowledgeable academic advisors.*
- *Advisors should try to keep up with students. I am an off campus student and never truly felt like a "cougar" ..so out of the loop as a transfer student.*
- *Easier access to academic advising, it was always hard to contact the department and get an appointment to see advisor; phone line always busy.*
- *It would be great if advisors and administrators knew who's responsible for what, so that one does not need to run back and forth.*
- *Offer more upper level electives: Psych. Relationships, more social levels.*
- *More advisors & better up keep with paperwork and grad requirements.*
- *I think more students need to be aware of the helpfulness of the advisors.*
- *Advising, degree planning, preparing for graduate school.*
- *More availability.*
- *Better advising to students about the best options they have to benefit them!!!*
- *Advising was very hard to get done, also there needs to be more class availability.*
- *Not really.*
- *Specific degree planning concerning minor.*
- *Getting in contact with advisors and having more instructors teach more classes.*

- *Try to scale down some of the classes; for some large amounts of students in a course can be intimidating.*
- *No.*
- *More advisors.*
- *The advisors were available. However, it was on behalf of Mrs. A. Malveaux that I did not participate in the Spring graduation. Therefore, I had to find other solutions to make my graduation possible, which placed a greater strain on me during the last fe*
- *Classroom size.*

Sociology

- *None.*
- *Degree planning, if I were to do it ??? @ ??? it would have been much more efficient. [two unreadable words]*
- *Make more sociology classes available during the summer.*
- *Make advising more internet capable.*
- *More advisors.*
- *Availability/selection of senior level courses; some classes were too large.*
- *Subjects overlap. There are a lot of Hispanic courses and could be more diverse. Maybe Sociology of Sex, Disabled, and/or addictions and other minorities.*
- *Financial Aid & English department need improvement.*
- *Internship- I would have like to have it more hands on.*
- *No.*

Spanish/ Hispanic Studies

- *Options.*
- *Everybody should know what everyone else is doing.*
- *None.*
- *I would like more classes offered within my major.*

Theater

- *With all the respect, I don't care anymore.*
- *Advising. As a transfer student, I basically wasted 1 & 1/2 semesters because no one even posted my associates degree. I took classes I never needed.*
- *Advising. Use of dance rooms for dance majors!*
- *Better Advisors! That stay & don't leave every year in the middle of a semester.*

No major listed

- *classroom size*

Assistance achieving goals

Question 20 asks students what specific programs, services, or people assisted them in achieving their academic goals. 216 students responded. 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. Some of the comments of those who took the survey on-line were cut off.

Anthropology

- *Landis-advisor in ANTH.*
- *English Department faculty.*
- *Landis Odoms is awesome.*

Art

- *Professor J. Hill, formerly of the sculpture department. Ceramic art instructors Lotus Witt Bermudez and Robyn Lehmer. Dr. Rex Koontz, art history. Cindy Bowden, Undergraduate Academic Advisor, School of Art. University Student Health Center. CAPS.*
- *Profs & counselor.*
- *OISP, Honors College.*
- *Cindy Bowden, Mary Magsamen, Stephan Hillerbrand.*
- *Cindy Bowden, Slide Library, Art and Architecture Library.*
- *My professors guided me through the program. My classmates kept me aware of deadlines and Shalon Bradley was the only advisor that helped me.*
- *Besides my advisor, none really.*
- *Dr. Markello, Dr. Costello, Dr. Leiberman.*
- *Cindy Bowden, Stephan Hillerbrand, David Jacobs.*
- *Graphics.*
- *Cathy Hunt.*
- *All my instructors.*
- *General passion and great knowledge of professors.*
- *Dr. Koontz, Dr. Nevitt, Dr. Pagdgett, Magarita Cabrera.*
- *Cindy Bowden!*
- *School of Education, School of Art.*
- *Professor Richard Hutchens.*
- *Christina, my previous advisor who is not here anymore, helped me a lot when I transferred to UH.*

Communication

- *Randy Polk, Craig Crowe, Keith Houk, etc... NLE*
- *David Mettam, Michael Berryhill, Charles Crixell, Angela Hopp, Barry Wood, Irving Rothman.*
- *I didn't have to many academic goals except to graduate, and I did that on my own.*
- *Prof Higginbotham. Prof Kelley.*
- *Advising, Professors.*
- *Craig Crowe and also Randy Polk. Both great teachers.*
- *My family.*
- *Teachers.*
- *Les Oliver; Julie Fix; Jennifer Vardeman.*
- *Ward Booth was extremely helpful. Answered questions I had and helped recommend an internship.*
- *Father-Moral & Monetary assistance.*
- *Multimedia production, Tom, Paul Schnider.*

- *Dr. Douglas, Professor Buck.*
- *Craig Crowe, Keith Houk, Randy Polk, Booth Ward, Jose Vazquez.*
- *CASA, Library.*
- *Les Oliver; Dr. Haun; Dale Higginbotham.*
- *The financial aid department was most helpful.*
- *Advisors.*
- *Comm.*
- *Dr. Ashley was very helpful regarding the internship process.*
- *All PR classes; real world lessons.*
- *Comm advisors.*
- *The language center helped me a great deal when I was taking Spanish classes at UH. The student helper assisted me with my problems and gave me extra assignments to better assist me with my problems and it worked!*
- *Orlando.*
- *LAS.-challenge.*
- *Advisors and teachers were really good help.*
- *SVN, UH marketing.*
- *Les Oliver.*
- *Advisors; Comm profs.*
- *Advisors and teachers.*
- *The professors in the School of Communication blew me away. I learned so much and most of them were very willing to help.*
- *PRSSA.*
- *Craig Crowe, Randy Polk, Keith Houk.*
- *Language lab.*
- *Challenger Program, Frank Anderson, and mostly Monica Floyd.*
- *I want to thank Julie B. Fix for her help. She was available for student conferences and made efforts on behalf of myself and others.*
- *Professors.*
- *Professor Larry Kelley.*
- *Janie Graham, professor Culpepper, Wesley Fryer.*
- *My great teachers and girlfriend.*
- *Les Oliver.*
- *Professor Buck was amazing.*
- *PRSSA. Sigma Phi Omega.*
- *P.E.S & Kelley Culpepper.*
- *Professor Desel, Professor Crowe, Professor Booth.*
- *All the media production teachers.*
- *My PR classes were good.*
- *Prof. Paisley; Prof Mike Emery.*
- *Les Oliver.*
- *Professors McHam & Berryhill.*
- *Media production & TV 1.*
- *Les Oliver & Keandra Ewing the best academic advisors at University of Houston.*
- *Advisors.*

Communication Disorder

- *Sandy Gold-Singleton- great advisor always available for questions; everyone in Comd great, professors (Dr. Blake esp.) always had an open door.*
- *Communication Disorders & Sciences faculty.*
- *Advisor.*
- *Dr. D; Dr. Blake.*

Economics

- *Dr. Rebecca Thorton, Marion Foley*
- *Marion Foley, Dr. Thornton.*
- *Professors.*
- *Marion Foley. She's the best.*
- *Ms Pacy.*
- *Dr. Bean, Marion Foley.*
- *Ms Foley in the Economics Dept was really helpful in outlining the degree requirements and putting one at ease.*
- *Marion Foley is amazing.*
- *Career Services.*
- *None.*
- *Marion Foley-excellent undergraduate advisor. Dr. Rebecca Thornton-goes the extra mile to help students. Dr. Barton Smith-challenging courses teach applied economics.*

English

- *Dr. Reynolds and Kim Williams were completely indispensable.*
- *I was, early on, enrolled in the honors program. I think their level of coursework is better than most - but not all - courses; and, it was this "required striving" that set me on a stronger path toward achieving, in that I became aware of exactly how bro [Cut Off]*
- *Kimberly Williams was excellent in assisting me, year after year.*
- *Julie Grob and the Special Collections Library at the University of Houston for allowing me to do an internship. Dr. Chadwick and Kyung-Hee Bae at The Writing Center for employing me for 2+ years and helping me through my schooling and after.*
- *Dr. Houston, Dr. Backus, Dr. Peebles.*
- *The amazing literature and creative writing professors.*
- *Kimberly Williams, Casey Due-Hackney, Dave Mazella, Paul Guajardo.*
- *Honors College, Dr. Aaron Reynolds.*
- *All of my English Lit. teachers were great!*
- *Professor Gonzalez.*
- *Kim Williams was a life saver these past few years.*
- *Lynn Voskuil, Bill Monroe, Ann Christensen.*
- *English, Barry Wood.*
- *Dr. Marjorie Chadwick, Kim Williams.*
- *David Mazella -Kimberly Williams.*
- *Kimberly Williams, Aaron Reynolds.*
- *Backus.*
- *Creative writing programs.*
- *The scholar's community helped me to make it through the first semester.*
- *Myself and the internet - and fellow students.*
- *Academic Advising & my family.*

- *Dr. Aaron Reynolds, Dr. Joseph Pratt, Prof. Mike Jones, Prof. Darren Hipps, Elsa Glover, Dr. Irving Rothman.*
- *Honors College.*
- *Writing program.*
- *The Challenger Program and my academic advisor.*

History

- *No one besides my professors, and even than, only about 50% of the time.*
- *Honors College, library, my professors.*
- *Dr. Stone in History dept.*
- *Janie Graham aided me greatly.*
- *Richard Frazier was wonderful!*
- *The most positive aspect of my time with CLASS has been working with Dr. Nancy Beck Young. I have taken classes with her my last three semesters of school and have developed further in those times with her careful guidance than I did the years before. I [Cut Off]*
- *Dr. Bienenstock- American Sign Language. Richard Frazier- CLASS advisor. Nick Brown-creative writing class in Sugarland U. of H.*
- *Frazier was great. History profs. are good.*
- *Advisor, Professors.*
- *The Honors College.*
- *Advisor-Richard Frazier; History professor Dr. Kairn Klieman.*

Modern and Classical Languages

- *People who helped me the most Nina Tucci, Valentini Brady, Jean-Michel Lanskin. They were very helpful and guiding.*
- *Dr Glass was very supportive. She guided me all the way and went out of your way to help me.*
- *Again, I credit Dr. Brady and Dr. Tucci for being fine professors. I also credit the library for being a fine institution. Everything else I accomplished I had to scratch and claw and fight for.*
- *THANK YOU! Dr. Claudine Giachetti, Erika Jimenez, Dr. Valentina Brady, Dr. Jean-Michel Lanskin, Dr. Nina Tucci.*
- *My teachers.*
- *Some teachers and my family.*

Music

- *The applied faculty, the wind ensemble program, Mark Barton, David Bertman, John Benzer were all extremely helpful in getting me to reach my academic goals.*
- *UH BSM Dr.s Betsy Cook Weber and Timothy Koozin, Profs Cynthia Claytor and Bruce Ross, Carrie Young, and Erin Rosy.*

Philosophy

- *Language Acquisition Center, my academic advisor Jackie (Philosophy)*

Political Science

- *Great professor:; Dr. McFaden, Prof. Calvo, Prof. Murray, Dr. Jackson, Prof. Hellwig, Prof. Abdallah.*
- *Pi Sigma Alpha.*
- *Honor College.*
- *Political science advisors. *Career Services WAS NOT HELPFUL AT ALL.*

- *Dr. Anne Jacobson, Philosophy.*
- *I would like to give a lot of credit to a couple of people with the UH campus. Dr. Murray and Dr. Fuchs were the best teachers I've ever had, and helped me understand and love political science. Without them, I doubt that I would have chosen this field.*
- *Advisor.*
- *Dr. Steven Craig, Dr. Richard Armstrong.*
- *Professor Carp was extremely helpful in advising me for law school.*
- *Dr. Christina Hughes, Pi Sigma Alpha.*
- *The library staff, and my advisor, Tiffany Hill (she is wonderful).*
- *Advisors.*
- *My advisor, Air Force ROTC.*
- *Dr. Jerry Jackson. Dr. Lynn Mitchell. Tiffany Hill.*
- *Professor in political science.*
- *Advisor; some professors.*
- *Family, friends, POLS advisors & professors.*
- *My political science counselors.*
- *God, Parents Renee Cross, Tiffany Hill.*
- *Advisors, professors.*
- *A lot of my Poli Sci courses.*
- *Tiffany Hill who is my political science advisor was most helpful.*
- *Ron Vardy; Tiffany Hill; Political Science lab.*
- *Advisors.*
- *Tiffany Hill.*
- *Learning Center.*

Psychology

- *My bosses and many professors helped me discover my future goals.*
- *Scholars Community.*
- *None that I can think of specifically.*
- *Myself and the degree plan available on-line.*
- *There was some beneficial help from my advisor. However, for the most part I simply researched requirements on my own and applied myself.*
- *Ana Maria Medina my Spanish professor my sophomore year.*
- *Melissa Raymundo & Dr. Mitchell (in Rels) were awesome.*
- *Clinical Psychology/ Behavior Analysis.*
- *Academic Advising - Professors and graduate students at the Industrial Organizations department.*
- *Alpha Psi Lambda.*
- *Advisor, myself, professors.*
- *My professors, all of them.*
- *This year my advisors were fantastic!*
- *The SW building offered tutoring services which were a major help. The one on one sessions were great!*
- *Computer labs.*
- *Advisors were good.*
- *Library.*
- *My current advisor & Lea*** S**os. [unreadable]*
- *Professors Lori Scovill, Kevin Simon.*
- *CASA- Awesome!*

- *Advising - Alpha Psi Lambda.*
- *Lesley Dabney.*
- *Advisors, English professors, child Abuse (JFC) internship/ through Psychology Dr. Lachman.*
- *Psych advisors.*
- *Professors.*
- *Academic advisors at psych dept.*
- *My Advisors.*
- *Advisors.*
- *Advisors.*
- *Counselor (Ms. Jones & Mrs. Mallveaux).*
- *The writing center & psyc lab.*
- *Dr. Lachman's internship (Fall '07) helped give me more options for what I would like to do in the future.*
- *My advisors.*
- *The Study Abroad program - Kulkacan School helped me achieve my academic goals.*
- *The Honors College.*
- *None.*

Sociology

- *Family and Landis.*
- *Landis, great help.*
- *Sociology lab, Landis.*
- *My advisor.*
- *Landis Odoms, all the teachers & assistants.*
- *Landis Odoms, Yezdi Rustimji.*
- *Advisor Landis helped select courses.*
- *Landis =)*
- *Landis Odoms. He's a great advisor and a great friend over my time at U of H. He really helped me out.*
- *Athletic alumni center.*
- *Family, friends, God (most importantly).*
- *American Humanics; Women's Resource Center.*

Spanish/ Hispanic Studies

- *Ana Hnat*
- *Honors College.*
- *Stuart Ostrow: his Audition class was amazing.*
- *Academic advisors; study abroad programs.*
- *The Lord Jesus Chris. Students and the school.*
- *None.*

Theater

- *Give Jim Johnson & Carolyn Boone a RAISE.*
- *None.*

Report Prepared by Dr. Amy O'Neal and Malak Chabkoun.