



College of Liberal Arts and Social Sciences
Office of the Dean

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2011

University of Houston graduate students who expected to earn advanced degrees from the College of Liberal Arts and Social Sciences rated their academic experiences, described their future plans, identified positive experiences and support, and offered suggestions.

Report **Graduate Student Exit Survey**

November 14, 2011



CLASS

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

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College of Liberal Arts and Social Sciences

Graduate Exit Survey, 2011

Introduction

135 College of Liberal Arts and Social Science students participated in the 2011 Graduate Student Exit Survey. This is the third year that graduate students have been surveyed. There were a total of 31 questions in which students rated their satisfaction with various aspects of their educational experience, indicated their financial awards and contributions, described their future plans, and provided observations and recommendations. This report presents those findings including comments in the students' own words.

Changes to this Year's Survey

A number of changes were made to the exit survey between last year's report and this one. Please keep these changes in mind when comparing past data with what appears in this report.

In previous years, students have completed the survey in paper format as part of Commencement activities each May as well as on-line for those who were not attending Commencement. This year the process has been moved completely on-line. The new on-line format enables the college to have more control over the survey questions and reports, and, perhaps more importantly, allows the college to survey graduating students each semester instead of only each May. This report represents graduate students who applied to graduate in Spring and Summer 2011. Future reports will follow the academic year and include Fall, Spring and Summer semesters.

The college was initially concerned that a move to a completely on-line format would mean a drop in the response rate. In past years, the response rate for the survey has hovered around 50%. This year, 45% of the graduate students who were invited to participate did so. Since the college was able to survey in both Spring and Summer, however, the number of students rose: 96 responded in 2010 and 135 in 2011. The numbers and response rates should increase as the college includes Fall Commencement and builds participation for the new on-line format.

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

For the first time, students have been able to choose a neutral option, "neither agree nor disagree," on the scale items. This resulted in lowering the number of students responding in both the positive and negative.

The 2011 Survey Report also includes a new department to the College of Liberal Arts and Social Sciences: Health and Human Performance, which was formerly part of the College of Education.

Highlights of Findings

Confidence in academic and professional preparation: Students were the most positive about this aspect of their education: 49% of students strongly agreed that their skills were competitive with those of their peers (page 27), and 45% strongly agreed that they had acquired sufficient skills to prepare them for a program-related career (page 28).

Graduate faculty: The respondents assigned the second largest percent of the top rating to the overall quality of the graduate faculty in their program. 48% of graduates rated them as excellent (page 34). 45% of respondents also strongly agreed that their thesis/ project advising was satisfactory (page 19). Also, faculty were most frequently mentioned in response to the programs, services, and people who assisted students in reaching their academic goals in the open-ended items (page 49).

Future plans: 44% of respondents had secured employment in a position directly related to their discipline at the time of this survey (page 10-11). This is up from 40% in 2010 and 34% in 2009. In particular, more than 80% of Communication Science & Disorder graduates were employed and two-thirds of those in Psychology were as well. Even though a number of respondents were earning terminal degrees, 15% of respondents were continuing on to graduate school. This number has remained relatively static over the three years the college has been surveying graduate students (13% in 2009 and 15% in 2010).

Funding: 41% of graduates reported receiving a graduate teaching assistantship for 4 or more semesters making this the largest source of long term funding. This was closely followed by fellowship, scholarships or grant awards (39% for 4 or more semesters) and need-based financial aid/ loans (37% for 4 or more semesters) (pages 38-39). Graduate students frequently received multiple sources of funding throughout their graduate careers and not all departments have the same funding opportunities. Summary charts for each department are available (pages 40-47).

Lower satisfaction: As with previous years, respondents had the lowest satisfaction with a number of professional preparation questions. Students were less positive about being prepared to publish their research in professional publications (only 20% strongly agreed that they were prepared; page 21) and how to present research at a professional conference or meeting (only 28% strongly agreed; page 22).

Notes on Methods

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

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

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

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

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

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

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

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

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

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

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

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

Since many students received more than one type of funding throughout their graduate career, the various charts and tables for this section display all the results to questions 23-28 disaggregated by department. This makes it more clear how students from each department received funding.

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

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

Over 70 students responded to each of these prompts. A sample of their responses has been given, again disaggregated by department. Full verbatim comments have been given to each department individually.

Summary of Graduate Students Surveyed

The CLASS Graduate Student Exit Survey collected data from 135 students who expected to graduate in the Spring and Summer of 2011. The following table summarizes what department and which degree these students expected to earn, disaggregated by semester and department.

Summary Table 1: For those surveyed, expected degrees for Spring and Summer 2011 in CLASS

Spring Graduates										
Department	MA	MEd	MFA	MM	MPA	MS	PhD	DMA	EdD	Total Degrees
Art			6							6
Communication Science & Disorders	14									14
Communications	3									3
Economics	3						2			5
English	6		5				3			14
Health & Human Performance	1	2				3	1		1	8
Hispanic Studies	1									1
History	8						2			10
Music				11				1		12
Philosophy	4									4
Political Science	1						2			3
Psychology	3						13			16
Public Administration					2					2
Sociology	6									6
Theatre	1		8							9
All	51	2	19	11	2	3	23	1	1	113

Summer Graduates					
Department	MA	MM	MS	PhD	Total Degrees
Communication Science & Disorders	2				2
Communications	2				2
Economics	5			1	6
Health & Human Performance			1		1
Hispanic Studies	2				2
Music		3			3
Political Science	1				1
Psychology				5	5
All	12	3	1	6	22

These numbers can be compared to the actual number of degrees granted for Spring and Summer 2011 in CLASS which appear in Summary Table 2.

Summary Table 2: Actual degrees granted for Spring and Summer 2011 in CLASS

Spring 2011 Graduates

Department	MA	MEd	MFA	MM	MPA	MS	PhD	DMA	Total Degrees
Anthropology	1								1
Art			10						10
Communication Science & Disorders	31								31
Communications	5								5
Economics	7						3		10
English	14		14				5		33
Health & Human Performance		16				1			17
Hispanic Studies	4						1		5
History	12						4		16
Music				27				2	29
Philosophy	7								7
Political Science	8						3		11
Psychology	6						14		20
Public Administration					6				6
Sociology	9								9
Theatre			15						15
All	104	16	39	27	6	1	30	2	225

Summer 2011 Graduates

Department	MA	MEd	MFA	MM	MPA	MS	PhD	DMA	Total Degrees
Communication Science & Disorders	2								2
Communications	2								2
Economics	30						2		32
Health & Human Performance		1				1	2		4
Music				9				1	10
Philosophy	1								1
Political Science	2								2
Psychology	4						10		14
Public Administration					1				1
Sociology	1								1
Theatre	1		1						2
All	43	1	1	9	1	1	14	1	71

With 135 respondents to the survey compared to 296 who actually earned degrees, 46% of those who graduated responded to the survey. This value is approximate since it assumes that all the respondents did indeed earn their expected degree. For 2009, 48% responded and in 2010, 43% responded.

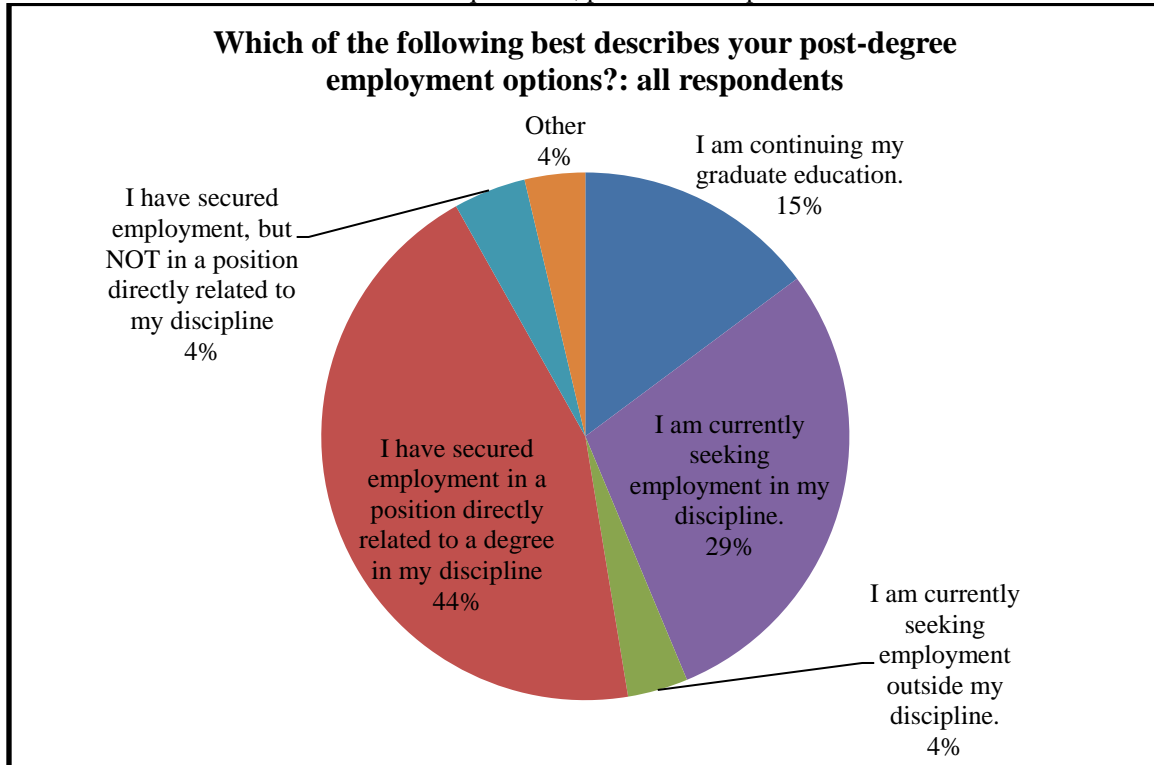
Post –Degree Employment Status

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

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

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

Chart 1: For question 1, percents all respondents



- The most frequent response was those who had secured employment in their discipline. This number has steadily risen over the years that the college has been asking graduate students: 34% in 2009; 40% in 2010; and 44% this year.
- The percent of students continuing their graduate education has hovered around 15% from 2009 to the present. Many of the departments where no students were continuing their graduate education were departments where a master’s is a terminal degree.
- The responses varied widely from department to department. Table 1 below gives the results disaggregated by department.

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

Department	I am continuing my graduate education.	I am currently seeking employment in my discipline.	I am currently seeking employment outside my discipline.	I have secured employment in a position directly related to a degree in my discipline	I have secured employment, but NOT in a position directly related to my discipline	Other	Total (N)
All	14.8%	28.9%	3.7%	44.4%	4.4%	3.7%	135
Art		50%		50%			6
Communication Science & Disorders		18.8%		81.3%			16
Communications		60%		20%		20%	5
Economics	18.2%	9.1%		63.6%	9.1%		11
English	14.3%	50%	21.4%	7.1%		7.1%	14
Health & Human Performance		33.3%		44.4%	22.2%		9
Hispanic Studies	100%						3
History	20%	40%	10%	20%		10%	10
Music	20%	20%		46.7%	6.7%	6.7%	15
Philosophy	25%	25%	25%		25%		4
Political Science	25%	50%		25%			4
Psychology	14.3%	19%		66.7%			21
Public Administration		50%			50%		2
Sociology	33.3%	16.7%		33.3%		16.7%	6
Theatre	11.1%	33.3%		55.6%			9

- Overall, 49% of students had secured employment in or out of their discipline. 50% or more of the graduates in 5 departments had already secured a job in their discipline: Communication Science & Disorders, Psychology, Economics, Theatre, and Art.
- Very few students had secured or were seeking employment outside their discipline.

6 students answered “other” and wrote in comments. They have been given verbatim below along with the respondent’s department.

- *Artist.* (Art)
- *I am already employed.* (Communication)
- *I have secured part-time employment in a degree related to my discipline (adjuncting).* (English)
- *Seeking employment both inside and out of discipline.*(History)
- *I have secured a job teaching music while pursuing an operatic career.* (Music)
- *I am not seeking employment at this time.* (Sociology)

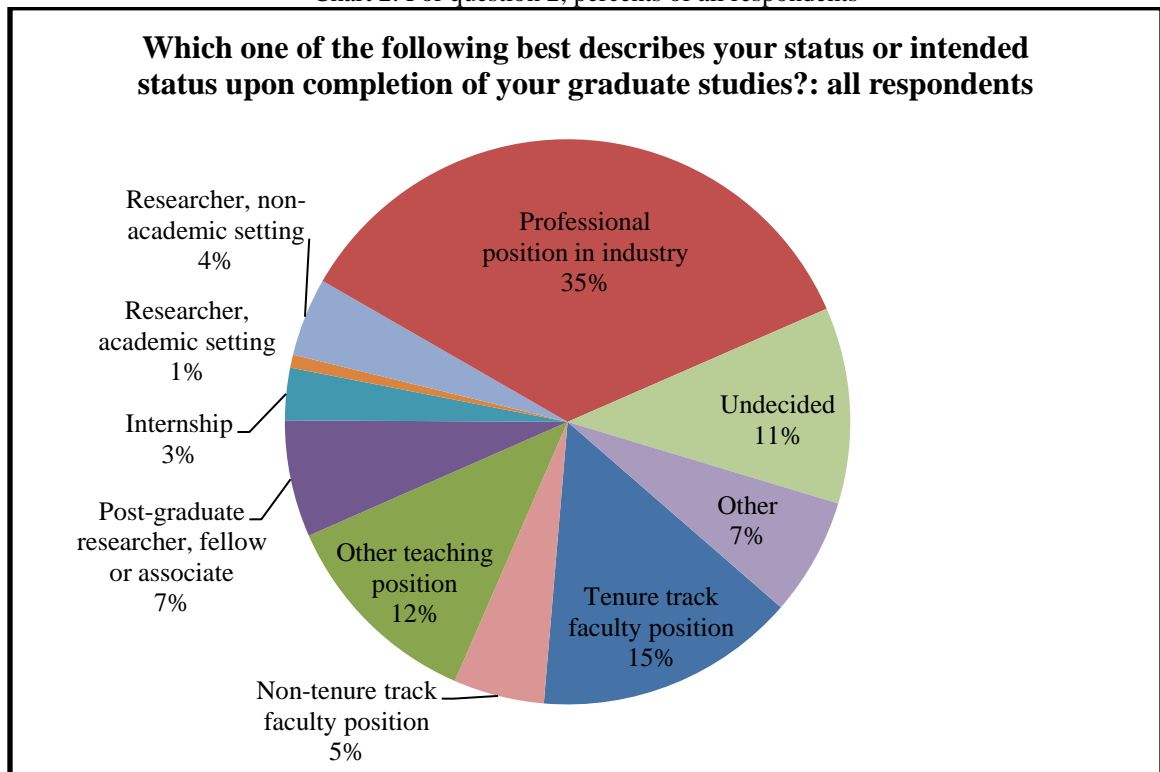
Status Upon Completion of Graduate Studies

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

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

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

Chart 2: For question 2, percents of all respondents



- Professional position in industry continues to be the most frequent response. 35% of those surveyed in 2010 also responded professional position in industry.
- Tenure-track faculty position was the second most frequent response and the number of respondents choosing this answer has continued to drop from 25% in 2009 and 16% in 2010 to 15% this year.
- The responses varied widely from program to program so results have been disaggregated by department in Table 2 below. There are also verbatim comments from 10 respondents.

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

Department	Tenure track faculty position	Non-tenure track faculty position	Other teaching position	Post-graduate researcher, fellow or associate	Intern-ship	Researcher academic setting	Researcher non-academic setting	Professional position in industry	Undecided	Other	Total (N)
All	14.9%	5.2%	11.9%	6.7%	3%	0.7%	4.5%	35.1%	11.2%	6.7%	134
Art	16.7%		16.7%					16.7%	16.7%	33.3%	6
Communication Science & Disorders	6.3%				6.3%			68.8%	6.3%	12.5%	16
Communications								50%	50%		4
Economics	27.3%		9.1%					45.5%	18.2%		11
English	7.1%	28.6%	7.1%				7.1%	7.1%	28.6%	14.3%	14
Health & Human Performance			22.2%	11.1%			11.1%	55.6%			9
Hispanic Studies	33.3%			33.3%					33.3%		3
History	30%		50%				10%			10%	10
Music	13.3%		26.7%		13.3%			40%	6.7%		15
Philosophy	25%	25%	50%								4
Political Science		25%					25%	25%		25%	4
Psychology	14.3%			33.3%	4.8%	4.8%		28.6%	9.5%	4.8%	21
Public Administration								100%			2
Sociology	50%						16.7%	16.7%	16.7%		6
Theatre	11.1%	11.1%					11.1%	66.7%			9

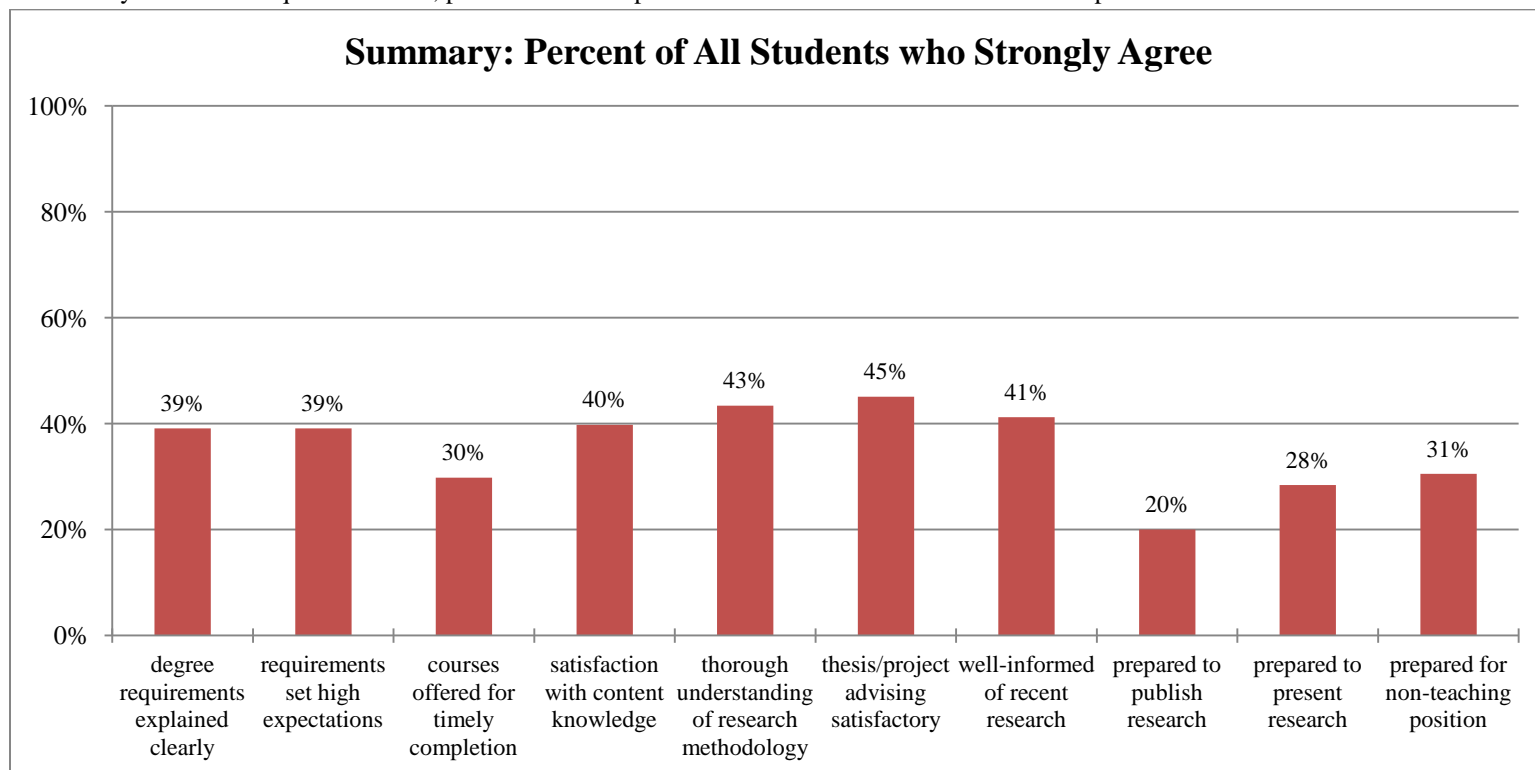
10 students answered “other” and wrote in comments. They have been given verbatim below along with the respondent’s department.

- *Teaching, and making art* (Art)
- *Artist.* (Art)
- *Clinical Fellowship Speech Language Pathologist position.* (Communication Science & Disorders)
- *Clinical Fellowship.* (Communication Science & Disorders)
- *Writing.* (English)
- *Bookseller.* (English)
- *Considering the job market, open to any positions related to my field.* (History)
- *Apprenticeship with opera company.* (answered “Internship”-Music)
- *Continue working towards the completion of my PhD degree.* (Political Science)
- *Post-graduate clinical position.* (Psychology)

Summary of Ratings for Academic and Professional Preparation

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

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



- Students were positive about their experience in CLASS. Students were most positive about their thesis/project advising closely followed by their satisfaction with a thorough understanding of research methodology in their discipline.
- Students were least positive about feeling prepared to publish research in professional publications.
- Please note, this is the first year that students were given a neutral option, “neither agree nor disagree,” and therefore there were fewer positive or negative responses than past years.
- All responses can be found on Summary Table 3 below.

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

	Degree requirements explained clearly	Requirements set high expectations	courses offered frequently for timely completion	satisfaction with content knowledge	thorough understanding of research methodology	these/project advising satisfactory	well-informed of recent research	prepared-how to publish research	prepared-how to present research	prepared - non-teaching position in field
Strongly agree	39.1%	39.1%	29.8%	39.8%	43.4%	45.1%	41.2%	20%	28.4%	30.5%
Agree	38.3%	38.3%	41.2%	42.1%	42.6%	35.4%	33.6%	27.8%	41.3%	32.8%
Neither agree nor disagree	7.5%	7.5%	13.7%	9%	9.3%	12.4%	10.7%	20%	11%	14.8%
Disagree	11.3%	12%	13.7%	5.3%	3.1%	4.4%	9.2%	20.9%	12.8%	13.3%
Strongly disagree	3.8%	3%	1.5%	3.8%	1.6%	2.7%	5.3%	11.3%	6.4%	8.6%
Total (N)	133	133	131	133	129	113	131	115	109	128

- For questions 3 to 12, students felt positive about the academic and professional preparation that they received in their departments, especially when looking at those who answered positively, who answered strongly agree and agree. 86% of students strongly agreed or agreed they had a thorough understanding of research methodology in their discipline.
- Questions 10, 11, and 12 remain the lowest and also had relatively large numbers who neither agreed nor disagreed. These items also had slightly lower response rates.
- Please note, this is the first year that students were given a neutral option, “neither agree nor disagree,” and therefore there were fewer positive or negative responses.
- In the following pages, each question has been taken individually and disaggregated by department.

Degree Requirements Explained Clearly

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

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

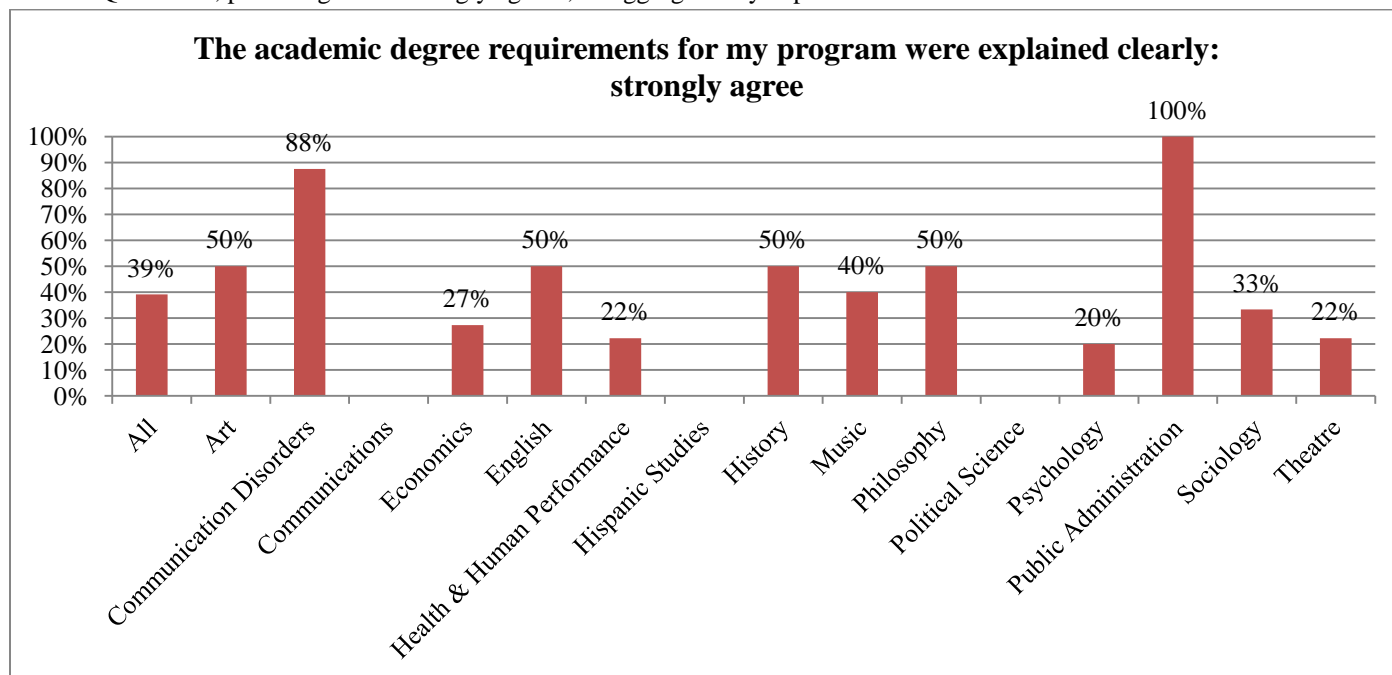


Table 3: All responses for question 3, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	39.1%	38.3%	7.5%	11.3%	3.8%	133
Art	50%	16.7%	33.3%			6
Communication Science & Disorders	87.5%	12.5%				16
Communications		50%	25%	25%		4
Economics	27.3%	54.5%		9.1%	9.1%	11
English	50%	28.6%	7.1%	14.3%		14
Health & Human Performance	22.2%	44.4%		33.3%		9
Hispanic Studies		33.3%	33.3%	33.3%		3
History	50%	40%		10%		10
Music	40%	53.3%		6.7%		15
Philosophy	50%	25%		25%		4
Political Science		75%		25%		4
Psychology	20%	55%	15%	5%	5%	20
Public Administration	100%					2
Sociology	33.3%	33.3%		16.7%	16.7%	6
Theatre	22.2%	22.2%	22.2%	11.1%	22.2%	9

- Across all departments, 77% strongly agreed or agreed.
- 100% of Communication Science & Disorders and Public Administration students strongly agreed or agreed.
- 5 respondents strongly disagreed.

High Expectations of Student Performance

Question 6 asked graduates if the academic requirements in their program set high expectations for student performance.

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

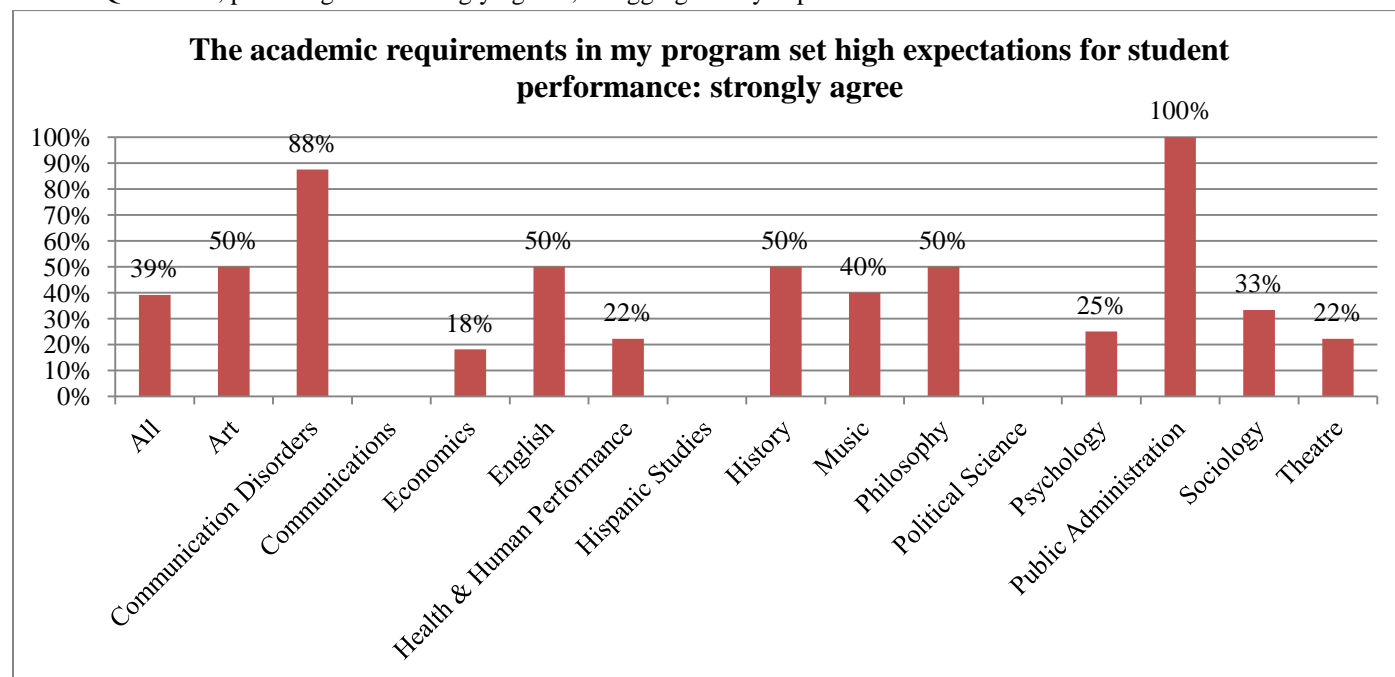


Table 4: All responses for question 3, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	39.1%	38.3%	7.5%	12%	3%	133
Art	50%	16.7%	33.3%			6
Communication Science & Disorders	87.5%	12.5%				16
Communications		50%	25%	25%		4
Economics	18.2%	54.5%	9.1%	18.2%		11
English	50%	28.6%	7.1%	14.3%		14
Health & Human Performance	22.2%	44.4%		33.3%		9
Hispanic Studies		33.3%	33.3%	33.3%		3
History	50%	40%		10%		10
Music	40%	53.3%		6.7%		15
Philosophy	50%	25%		25%		4
Political Science		75%		25%		4
Psychology	25%	55%	10%	5%	5%	20
Public Administration	100%					2
Sociology	33.3%	33.3%		16.7%	16.7%	6
Theatre	22.2%	22.2%	22.2%	11.1%	22.2%	9

- Again, 100% of Communication Science & Disorders and Public Administration students strongly agreed or agreed that the academic requirements set high expectations for student performance.
- 15 students commented in response to the open-ended questions that they had expected or wanted their program and/ or professors to be more demanding.
- Only 4 respondents strongly disagreed.

Courses Offered Frequently Enough for Timely Completion

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

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

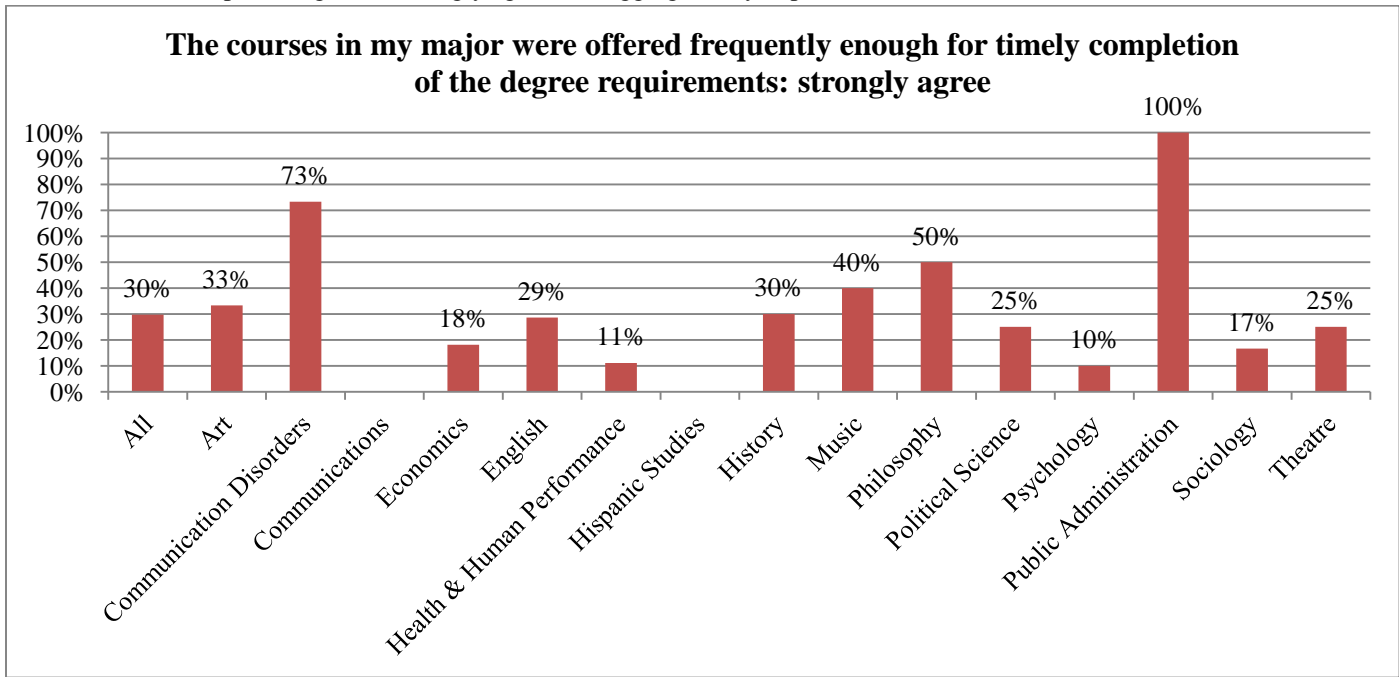


Table 5: All responses for question 5, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	29.8%	41.2%	13.7%	13.7%	1.5%	131
Art	33.3%	66.7%				6
Communication Science & Disorders	73.3%	26.7%				15
Communications		25%		75%		4
Economics	18.2%	45.5%	36.4%			11
English	28.6%	35.7%	21.4%	14.3%		14
Health & Human Performance	11.1%	22.2%	22.2%	44.4%		9
Hispanic Studies		33.3%	33.3%	33.3%		3
History	30%	50%	10%	10%		10
Music	40%	46.7%	6.7%	6.7%		15
Philosophy	50%	50%				4
Political Science	25%		25%	50%		4
Psychology	10%	65%	20%		5%	20
Public Administration	100%					2
Sociology	16.7%	16.7%	16.7%	50%		6
Theatre	25%	50%		12.5%	12.5%	8

- 100% of 4 departments strongly agreed or agreed that courses were offered frequently enough for timely completion of the degree requirements: Art, Communication Science & Disorders, Philosophy, and Public Administration.
- 50% or more of 3 departments disagreed or strongly disagreed: Communications, Political Science and Sociology.
- While slightly fewer strongly agreed or agreed, only 2 students strongly disagreed.

Satisfaction with Content Knowledge Acquired in Discipline

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

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

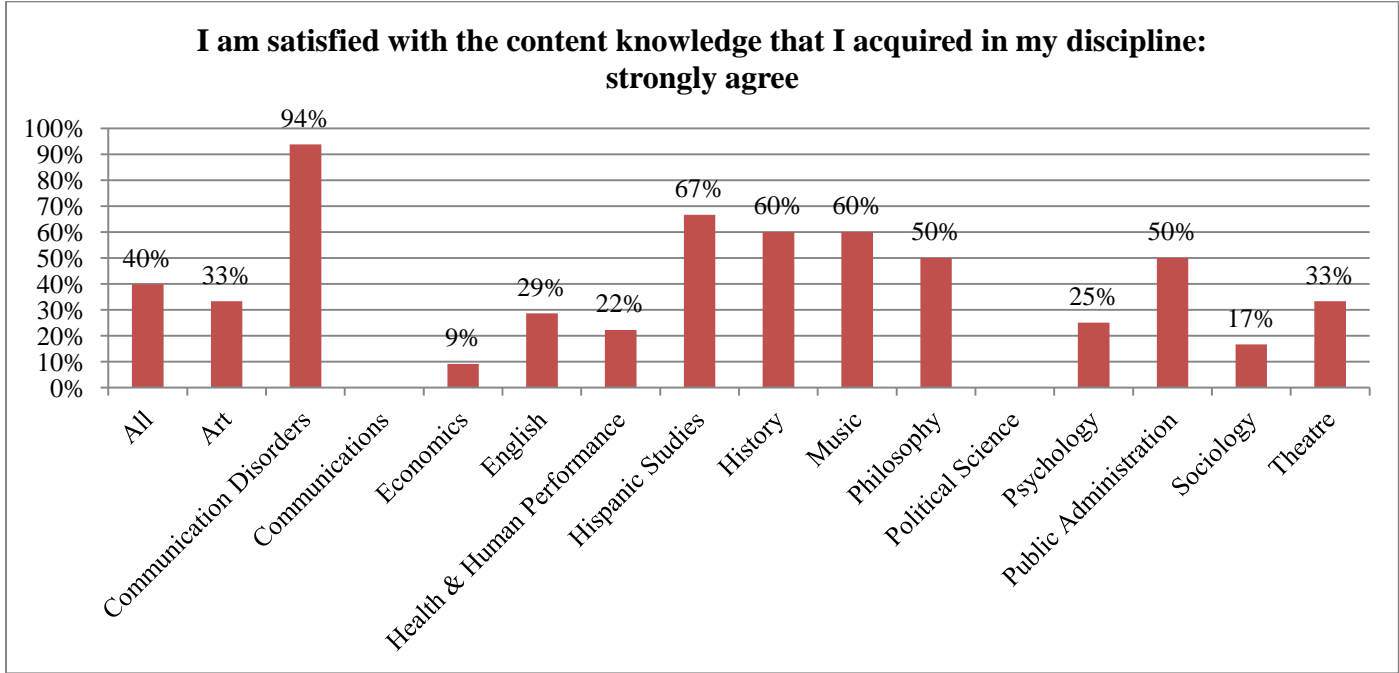


Table 6: All responses for question 6, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	39.8%	42.1%	9%	5.3%	3.8%	133
Art	33.3%	33.3%	16.7%		16.7%	6
Communication Science & Disorders	93.8%	6.3%				16
Communications		50%			50%	4
Economics	9.1%	63.6%	9.1%	9.1%	9.1%	11
English	28.6%	42.9%	14.3%	14.3%		14
Health & Human Performance	22.2%	44.4%	22.2%	11.1%		9
Hispanic Studies	66.7%	33.3%				3
History	60%	30%		10%		10
Music	60%	40%				15
Philosophy	50%	25%		25%		4
Political Science		75%	25%			4
Psychology	25%	70%			5%	20
Public Administration	50%		50%			2
Sociology	16.7%	83.3%				6
Theatre	33.3%	11.1%	44.4%	11.1%		9

- Satisfaction rose here: 82% of respondents strongly agreed or agreed, including 100% of 4 departments: Communication Science & Disorders, Hispanic Studies, Music, and Sociology.
- 5 students strongly disagreed.

Thorough Understanding of Research Methodology

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

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

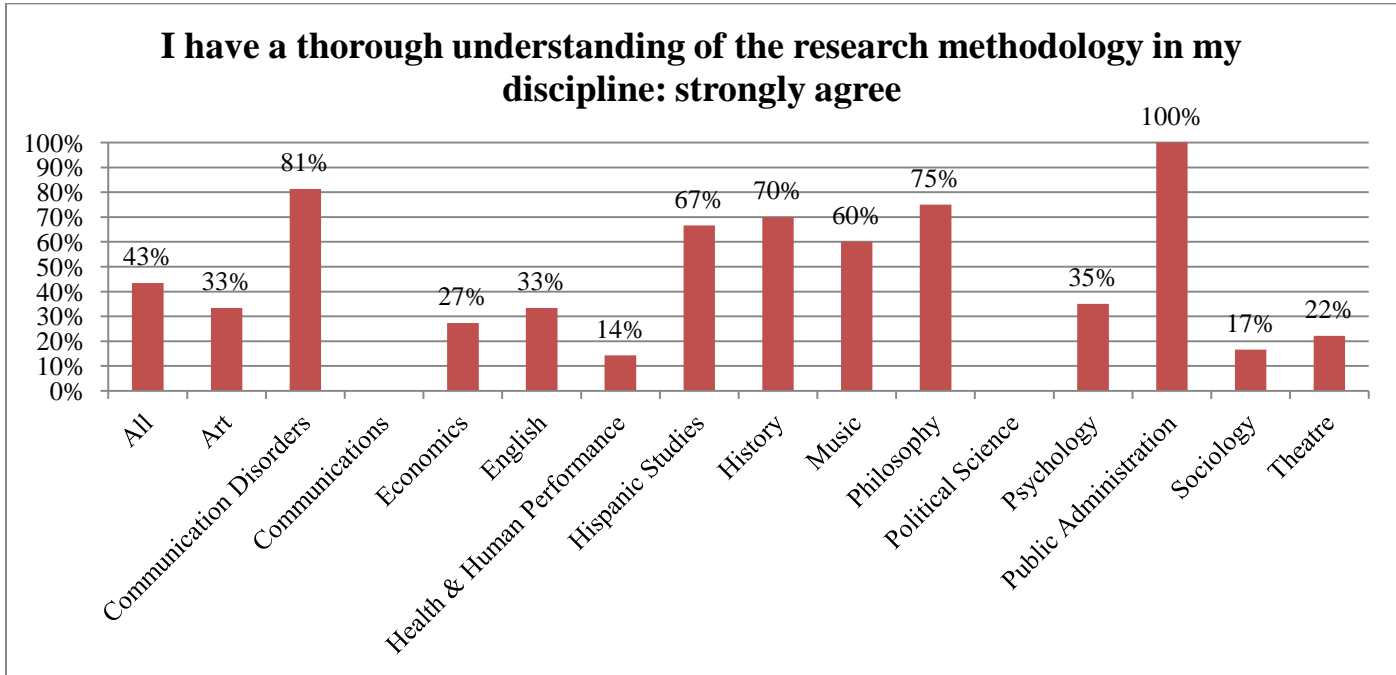


Table 7: All responses for question 7, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	43.4%	42.6%	9.3%	3.1%	1.6%	129
Art	33.3%	50%	16.7%			6
Communication Science & Disorders	81.3%	18.8%				16
Communications		25%	25%	50%		4
Economics	27.3%	45.5%	18.2%		9.1%	11
English	33.3%	41.7%	16.7%		8.3%	12
Health & Human Performance	14.3%	42.9%	28.6%	14.3%		7
Hispanic Studies	66.7%		33.3%			3
History	70%	30%				10
Music	60%	33.3%	6.7%			15
Philosophy	75%	25%				4
Political Science		75%		25%		4
Psychology	35%	65%				20
Public Administration	100%					2
Sociology	16.7%	66.7%	16.7%			6
Theatre	22.2%	66.7%	11.1%			9

- This item had the second highest percent of respondents who strongly agreed. 86% of students strongly agreed or agreed.
- 100% of 5 departments strongly agreed or agreed: Communication Science & Disorders, History, Philosophy, Psychology, and Public Administration.
- There were only 4 students who disagreed and 2 who strongly disagreed.

Satisfaction with Thesis or Project Advising

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

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

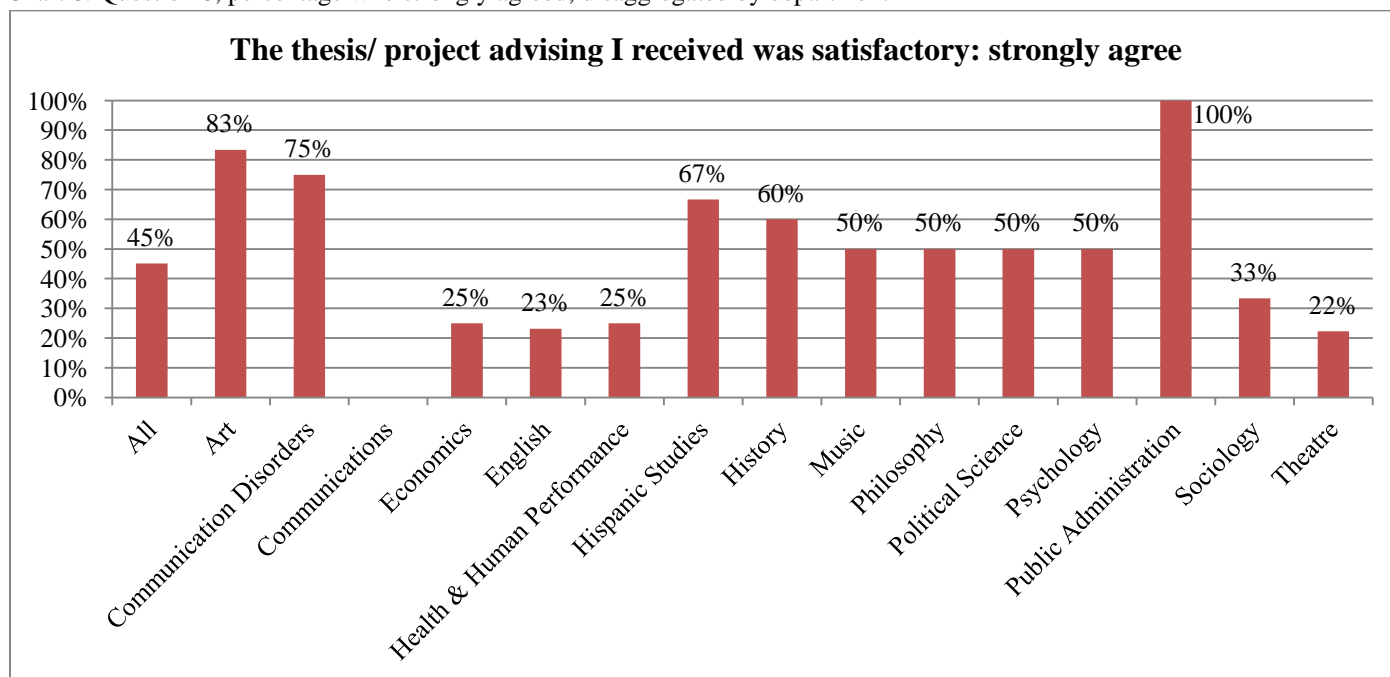


Table 8: All responses for question 8, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	45.1%	35.4%	12.4%	4.4%	2.7%	113
Art	83.3%			16.7%		6
Communication Science & Disorders	75%	25%				8
Communications		100%				4
Economics	25%	50%	25%			8
English	23.1%	53.8%	23.1%			13
Health & Human Performance	25%	25%	25%	25%		4
Hispanic Studies	66.7%			33.3%		3
History	60%	30%	10%			10
Music	50%	42.9%	7.1%			14
Philosophy	50%		50%			2
Political Science	50%	50%				4
Psychology	50%	35%	5%		10%	20
Public Administration	100%					2
Sociology	33.3%	33.3%	16.7%	16.7%		6
Theatre	22.2%	22.2%	33.3%	11.1%	11.1%	9

- This item had the highest percent of respondents who strongly agreed. 81% of students strongly agreed or agreed. Students frequently mentioned advisors in response to the programs, services, and people who assisted them in reaching their academic goals in the open-ended items (starting page 49).

- Only 3 students strongly disagreed.

Well-Informed about Recent Research Developments

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

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

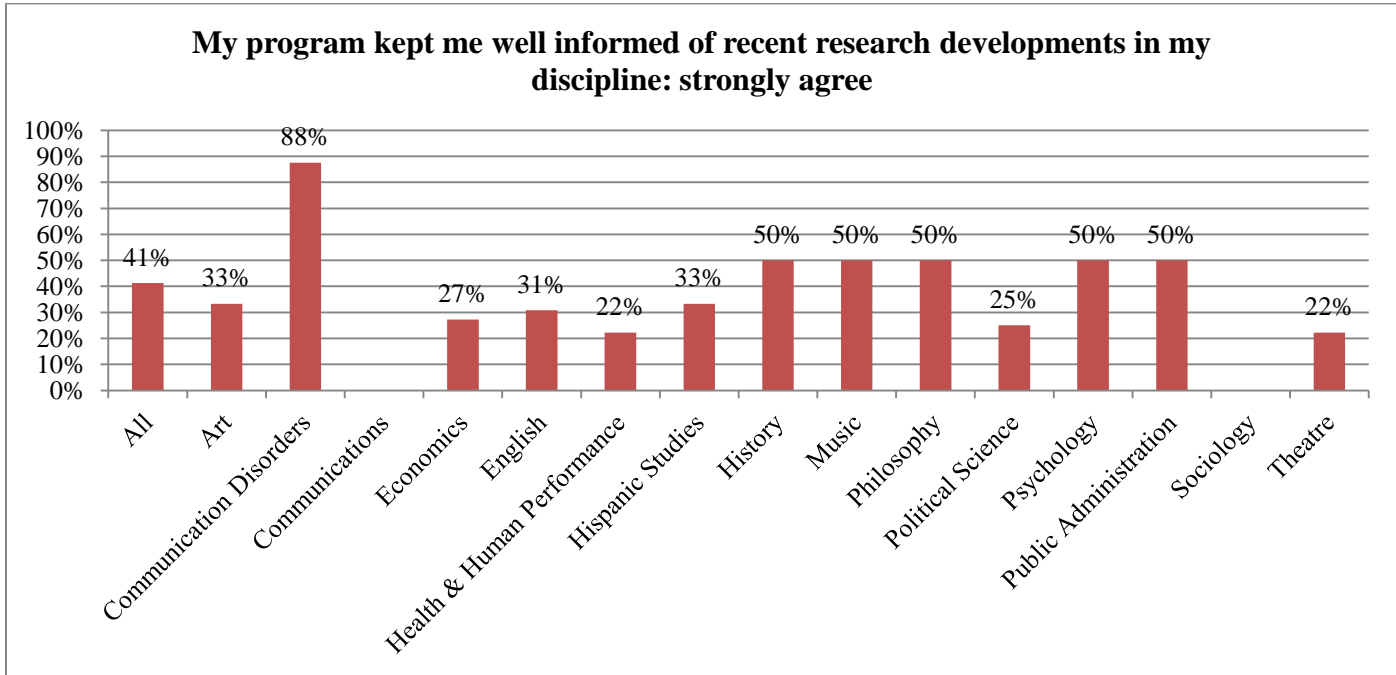


Table 9: All responses for question 9, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	41.2%	33.6%	10.7%	9.2%	5.3%	131
Art	33.3%	16.7%		33.3%	16.7%	6
Communication Science & Disorders	87.5%	12.5%				16
Communications		25%		25%	50%	4
Economics	27.3%	45.5%	9.1%	9.1%	9.1%	11
English	30.8%	46.2%	15.4%		7.7%	13
Health & Human Performance	22.2%	22.2%	33.3%	22.2%		9
Hispanic Studies	33.3%	66.7%				3
History	50%	20%		20%	10%	10
Music	50%	35.7%	14.3%			14
Philosophy	50%	25%	25%			4
Political Science	25%	25%		50%		4
Psychology	50%	35%	10%		5%	20
Public Administration	50%	50%				2
Sociology		33.3%	50%	16.7%		6
Theatre	22.2%	66.7%		11.1%		9

- Satisfaction was slightly lower on this item; overall, 75% of respondents strongly agreed or agreed.
- 100% of 3 departments strongly agreed or agreed: Communication Science & Disorders, Hispanic Studies, and Public Administration.
- 75% of Communications students disagreed or strongly disagreed.

Prepared on How to Publish Research

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

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

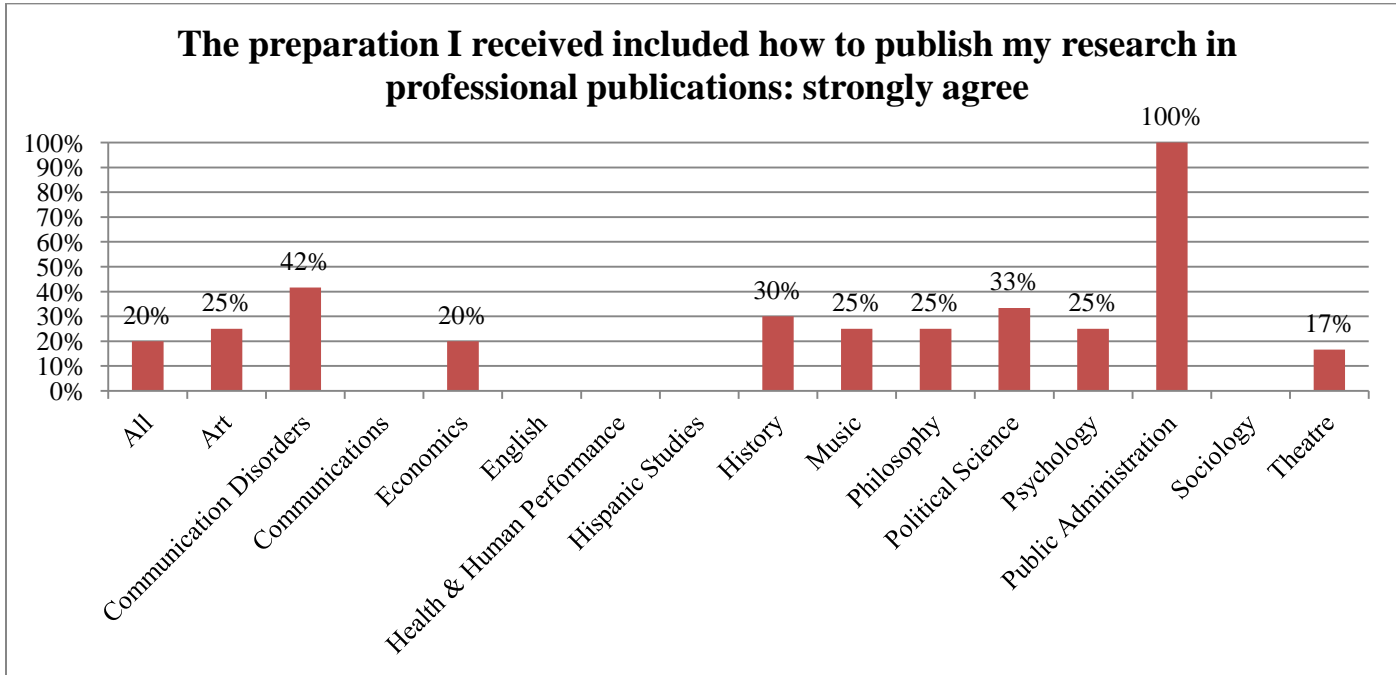


Table 10: All responses for question 10, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	20%	27.8%	20%	20.9%	11.3%	115
Art	25%	25%			50%	4
Communication Science & Disorders	41.7%	33.3%	25%			12
Communications		25%		25%	50%	4
Economics	20%	20%	30%	20%	10%	10
English		35.7%	14.3%	35.7%	14.3%	14
Health & Human Performance		16.7%	33.3%	50%		6
Hispanic Studies		33.3%	33.3%	33.3%		3
History	30%	20%	30%		20%	10
Music	25%	25%	25%	25%		12
Philosophy	25%	25%		50%		4
Political Science	33.3%	33.3%	33.3%			3
Psychology	25%	45%	5%	20%	5%	20
Public Administration	100%					1
Sociology		16.7%	33.3%	33.3%	16.7%	6
Theatre	16.7%		33.3%	16.7%	33.3%	6

- This item had the lowest percent who strongly agreed, and less than 50 % of respondents strongly agreed or agreed.
- 100% of Public Administration strongly agreed, and no one in either Communication Science & Disorders or Political Science gave a negative response.
- 50% or more of 6 departments disagreed or strongly disagreed: Communications, English, Health & Human Performance, Philosophy, Sociology, and Theatre.

Prepared on How to Present Research

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

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

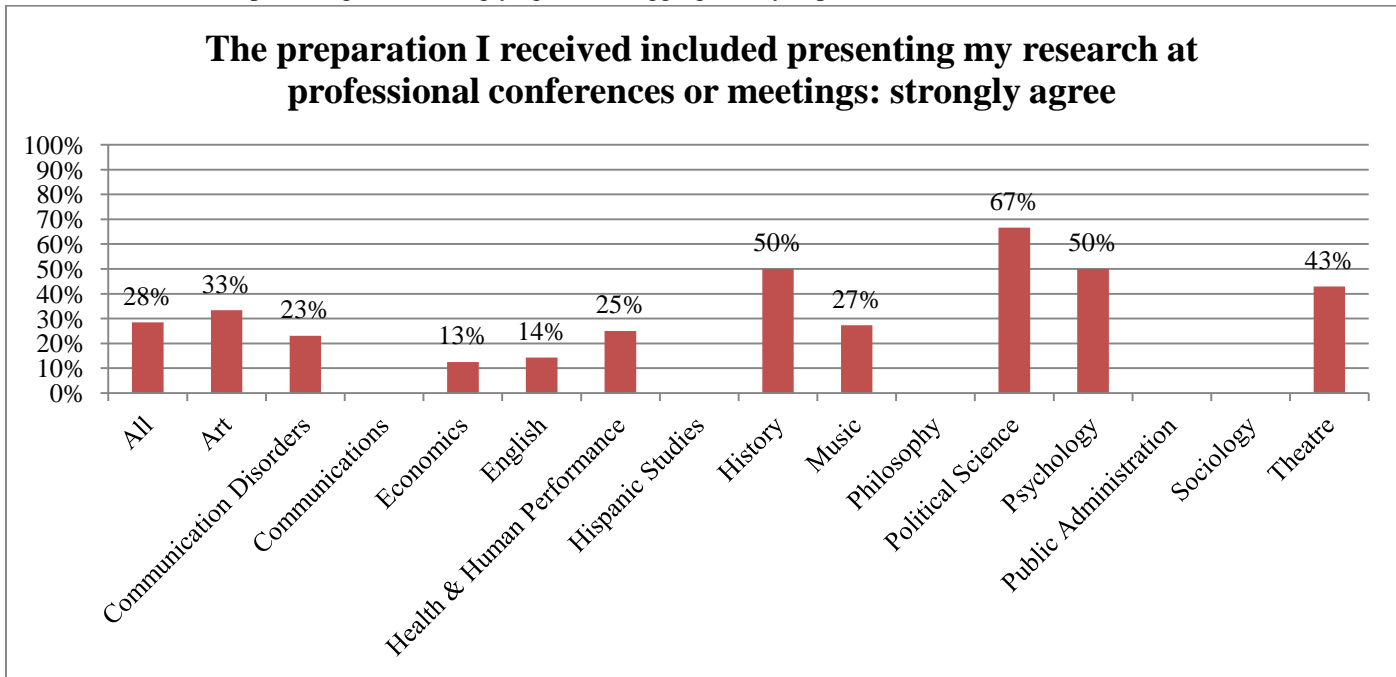


Table 11: All responses for question 11, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	28.4%	41.3%	11%	12.8%	6.4%	109
Art	33.3%		33.3%		33.3%	3
Communication Science & Disorders	23.1%	69.2%	7.7%			13
Communications		25%		25%	50%	4
Economics	12.5%	75%	12.5%			8
English	14.3%	42.9%	14.3%	21.4%	7.1%	14
Health & Human Performance	25%	50%		25%		4
Hispanic Studies		50%	50%			2
History	50%	20%	20%	10%		10
Music	27.3%	27.3%	27.3%	18.2%		11
Philosophy		33.3%		66.7%		3
Political Science	66.7%	33.3%				3
Psychology	50%	40%	5%	5%		20
Public Administration					100%	1
Sociology		66.7%		16.7%	16.7%	6
Theatre	42.9%	14.3%		28.6%	14.3%	7

- Like the item before, fewer students strongly agreed. 70% of respondents strongly agreed or agreed, however.
- 4 departments had no negative responses: Communication Science & Disorders, Economics, Hispanic Studies, and Political Science.
- 7 respondents strongly disagreed.

Prepared for a Non-Teaching Job in their Field

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

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

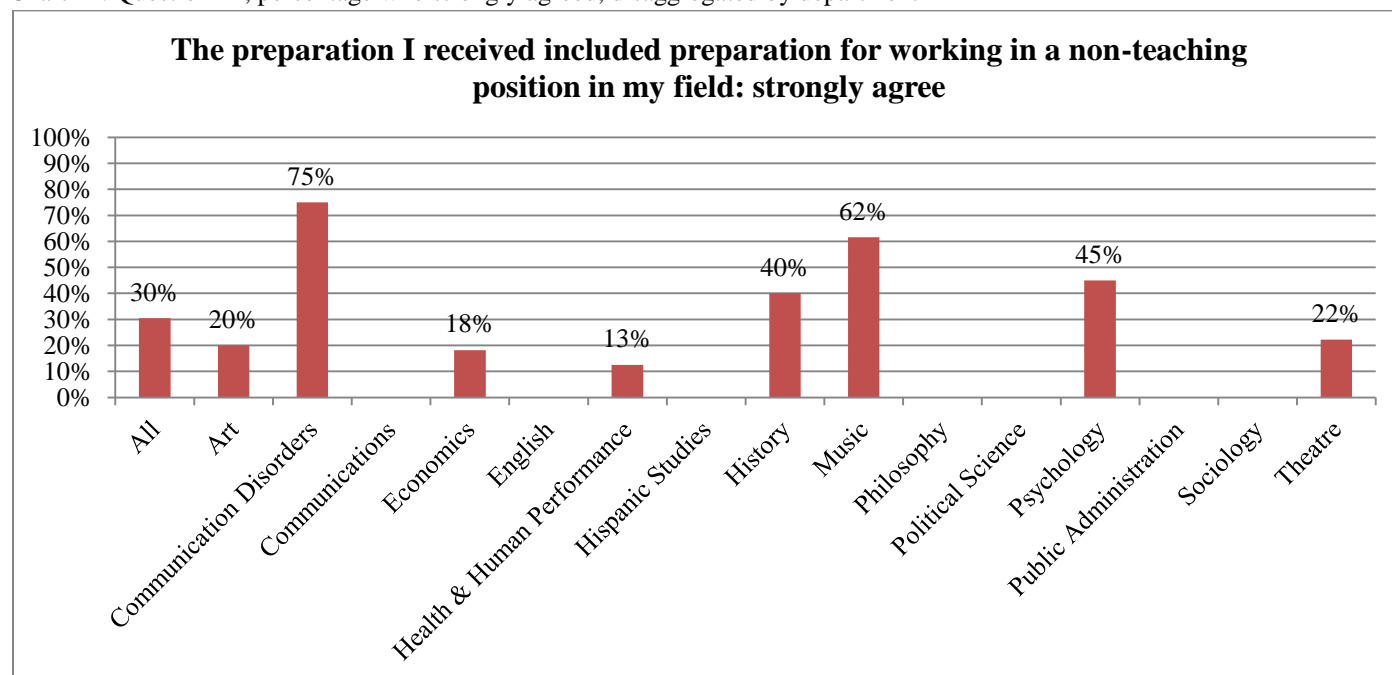


Table 12: All responses for question 12, disaggregated by department

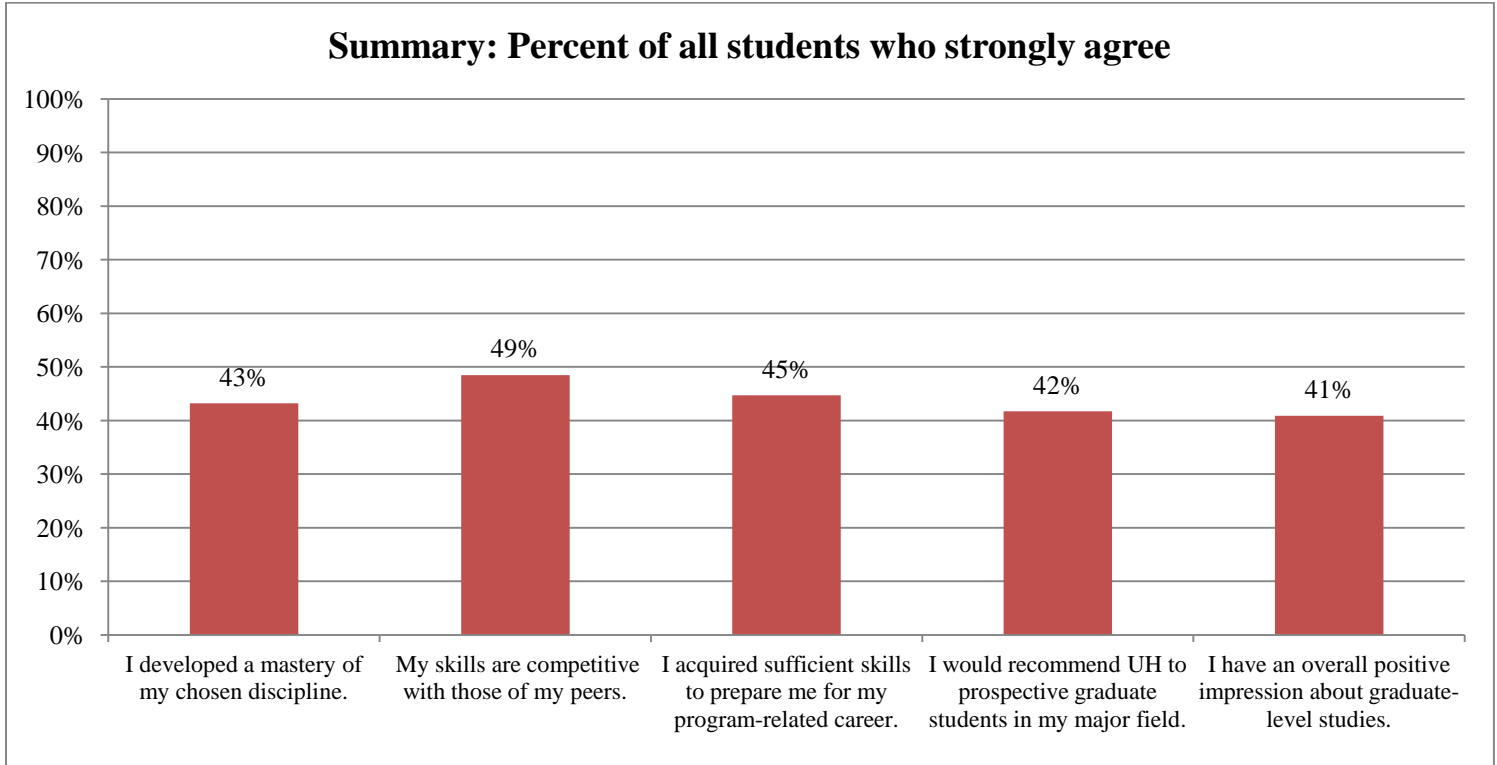
Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	30.5%	32.8%	14.8%	13.3%	8.6%	128
Art	20%	20%	20%	20%	20%	5
Communication Science & Disorders	75%	18.8%	6.3%			16
Communications			25%	25%	50%	4
Economics	18.2%	36.4%	27.3%	9.1%	9.1%	11
English		7.1%	14.3%	64.3%	14.3%	14
Health & Human Performance	12.5%	75%	12.5%			8
Hispanic Studies			100%			3
History	40%	40%			20%	10
Music	61.5%	23.1%	15.4%			13
Philosophy			33.3%	66.7%		3
Political Science				75%	25%	4
Psychology	45%	50%			5%	20
Public Administration		100%				2
Sociology		50%	50%			6
Theatre	22.2%	55.6%	11.1%		11.1%	9

- Overall, 63% of respondents strongly agreed or agreed. 10 students noted in their comments to the open-ended questions that they felt a need for their graduate studies to include more career preparation.
- Compare these results with students' intended status upon completion of their graduate studies (pages 10-11).
- 100% of Political Science students disagreed or strongly disagreed.

Ratings for Questions 13 to 17

In this section, students are asked to respond to more general statements that all began with the prompt, “as a result of my degree program at the University of Houston...” Five statements were assessed on a scale from strongly agree to strongly disagree. Summary Chart 2 gives the percentage of those who gave the top rating, strongly agree, for questions 13 through 17. Summary Table 2, which follows the chart, provides all responses for each of the five questions. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by major are examined for each question in the pages that follow this summary.

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



- Students were most confident that their skills are competitive with those of their peers. This item had the highest percent choosing the top rating for the entire survey. This was the highest item in 2009 and 2010 as well.
- There were fewer negative responses to these items as well.

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

	I developed a mastery of my chosen discipline.	My skills are competitive with those of my peers.	I acquired sufficient skills to prepare me for my program-related career.	I would recommend UH to prospective graduate students in my major field.	I have an overall positive impression about graduate-level studies.
Strongly agree	43.2%	48.5%	44.7%	41.7%	40.9%
Agree	43.2%	40.9%	41.7%	31.8%	33.3%
Neither agree nor disagree	9.8%	8.3%	9.1%	9.8%	15.9%
Disagree	3%	1.5%	2.3%	10.6%	6.8%
Strongly disagree	0.8%	0.8%	2.3%	6.1%	3%
Total (N)	132	132	132	132	132

- The first three items had over 85% of respondents who chose strongly agree or agree: 86, 89, and 86 respectively. That is higher satisfaction than to items 3-12. Each of these had less than 5% who disagreed or strongly disagreed. Only 1 student strongly disagreed to items 13 and 14.
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Mastery of Chosen Discipline

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

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

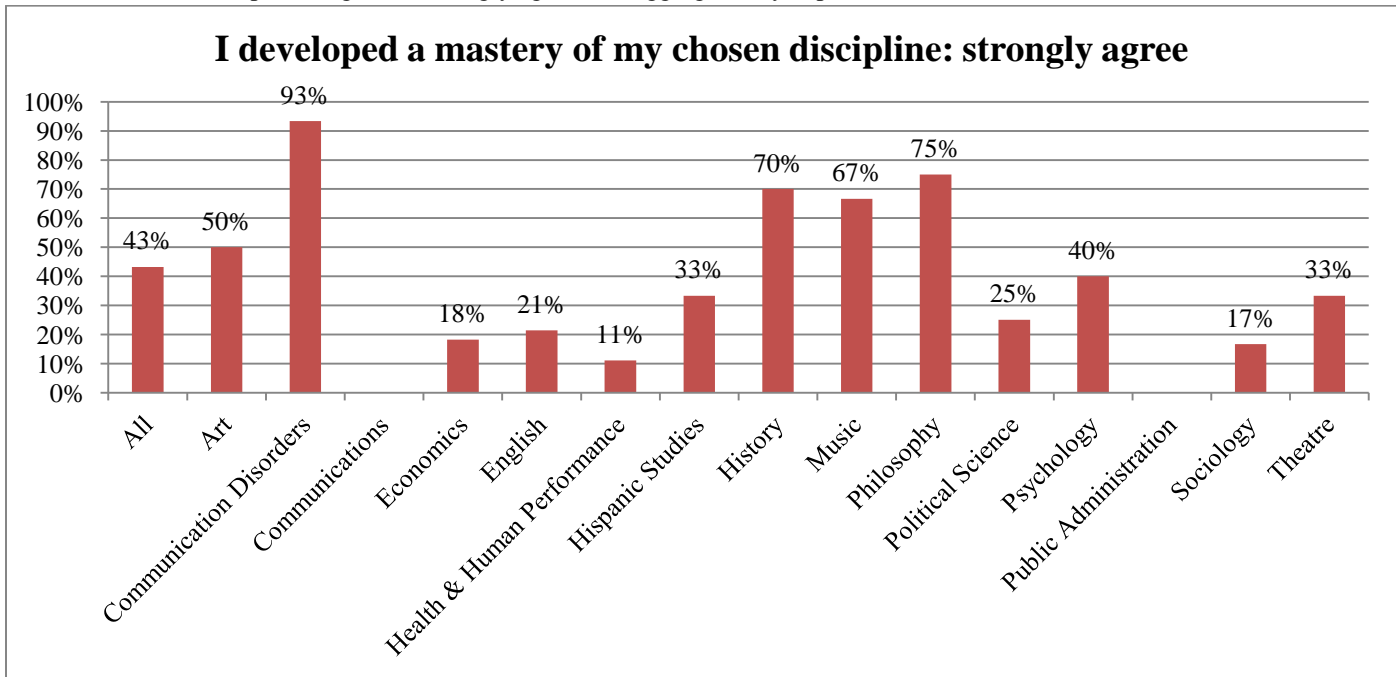


Table 13: All responses for question 13, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	43.2%	43.2%	9.8%	3.0%	0.8%	132
Art	50%	50%				6
Communication Science & Disorders	93.3%	6.7%				15
Communications		75%		25%		4
Economics	18.2%	54.5%	9.1%	9.1%	9.1%	11
English	21.4%	50%	28.6%			14
Health & Human Performance	11.1%	66.7%	11.1%	11.1%		9
Hispanic Studies	33.3%	66.7%				3
History	70%	30%				10
Music	66.7%	26.7%	6.7%			15
Philosophy	75%	25%				4
Political Science	25%	50%		25%		4
Psychology	40%	50%	10%			20
Public Administration		50%	50%			2
Sociology	16.7%	66.7%	16.7%			6
Theatre	33.3%	44.4%	22.2%			9

- 100% of respondents in 5 departments strongly agreed or agreed: Art, Communication Science & Disorders, Hispanic Studies, History, and Philosophy.
- Only 1 student strongly disagreed; 4 disagreed.

Skills Competitive with Peers

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

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

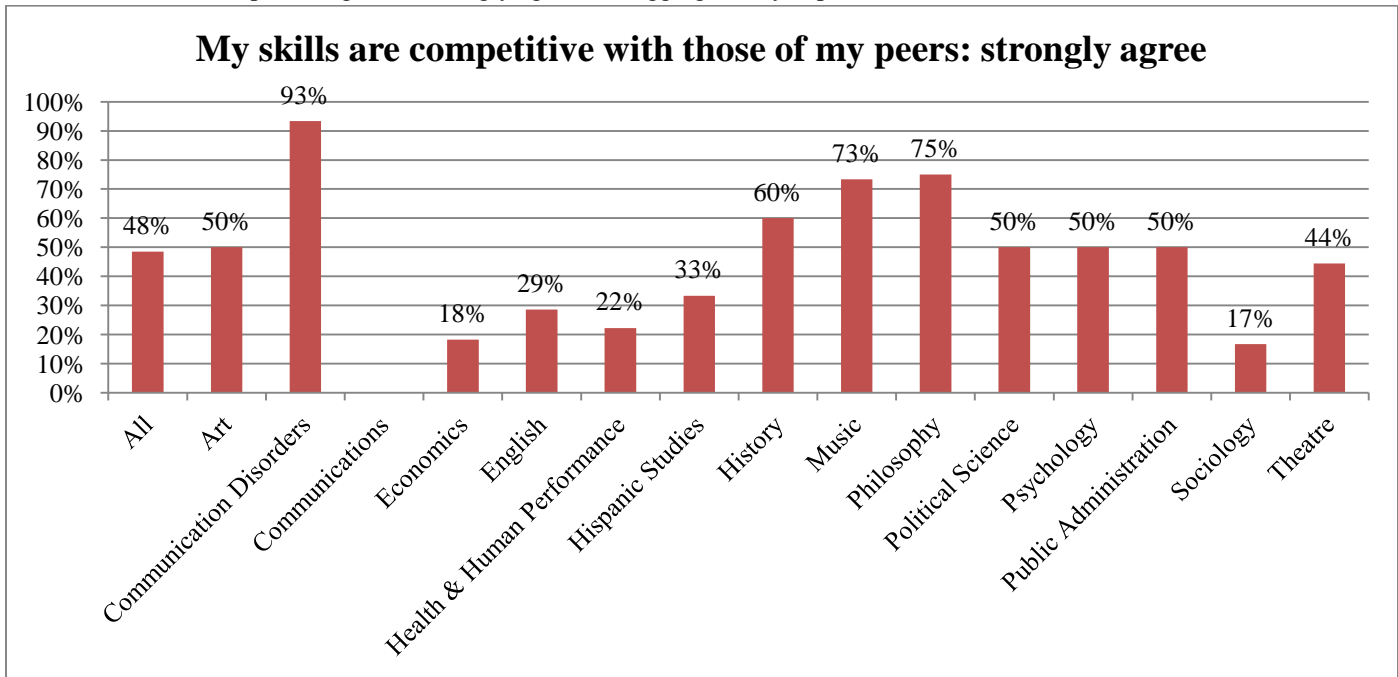


Table 14: All responses for question 14, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	48.5%	40.9%	8.3%	1.5%	0.8%	132
Art	50%	33.3%	16.7%			6
Communication Science & Disorders	93.3%	6.7%				15
Communications		25%	75%			4
Economics	18.2%	54.5%	9.1%	9.1%	9.1%	11
English	28.6%	57.1%	14.3%			14
Health & Human Performance	22.2%	66.7%		11.1%		9
Hispanic Studies	33.3%	66.7%				3
History	60%	40%				10
Music	73.3%	26.7%				15
Philosophy	75%	25%				4
Political Science	50%	50%				4
Psychology	50%	45%	5%			20
Public Administration	50%		50%			2
Sociology	16.7%	66.7%	16.7%			6
Theatre	44.4%	44.4%	11.1%			9

- Again, this item had the highest rate of satisfaction: only 3 students disagreed or strongly disagreed.
- 100% of the students in 6 departments strongly agreed or agreed: Communication Science & Disorders, Hispanic Studies, History, Music, Philosophy, and Political Science.
- 3 of 4 respondents from Communications neither agreed nor disagreed.

Prepared for Program-Related Career

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

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

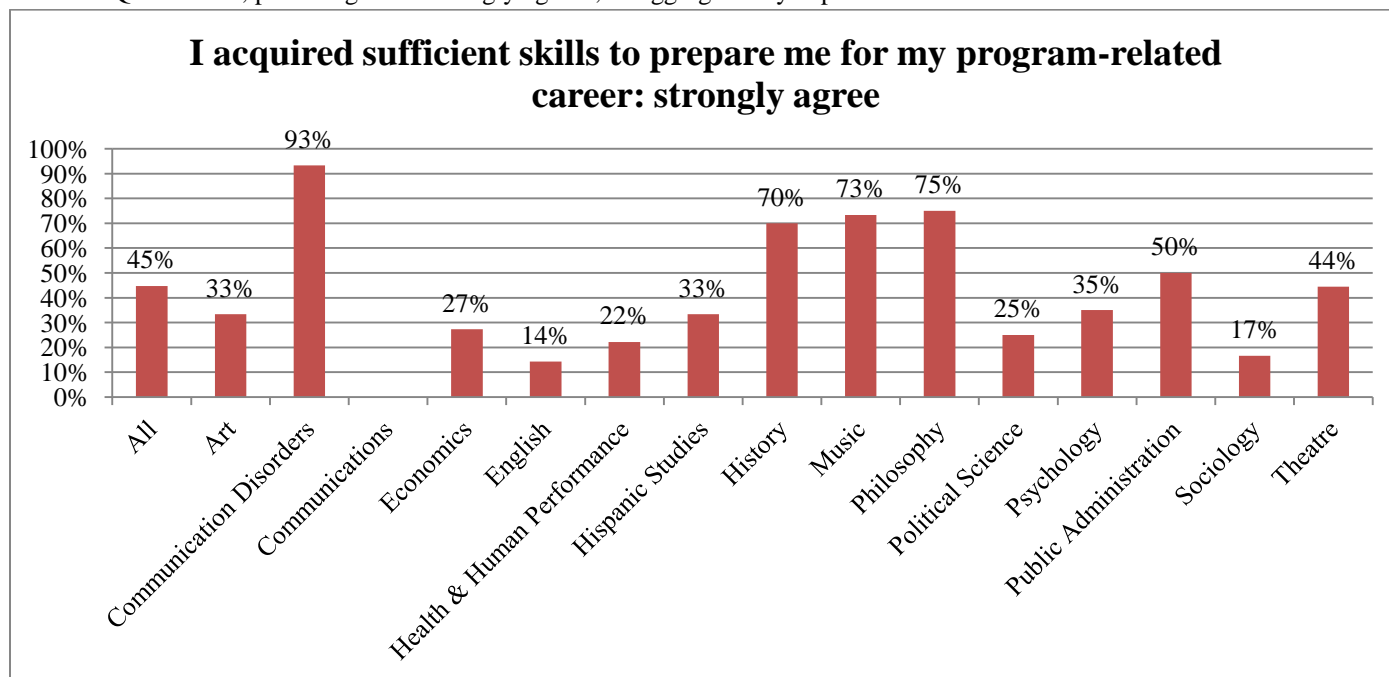


Table 15: All responses for question 15, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	44.7%	41.7%	9.1%	2.3%	2.3%	132
Art	33.3%	33.3%	33.3%			6
Communication Science & Disorders	93.3%	6.7%				15
Communications		25%	50%		25%	4
Economics	27.3%	36.4%	9.1%	18.2%	9.1%	11
English	14.3%	85.7%				14
Health & Human Performance	22.2%	66.7%		11.1%		9
Hispanic Studies	33.3%	66.7%				3
History	70%	30%				10
Music	73.3%	20%	6.7%			15
Philosophy	75%	25%				4
Political Science	25%	50%	25%			4
Psychology	35%	55%	5%		5%	20
Public Administration	50%		50%			2
Sociology	16.7%	66.7%	16.7%			6
Theatre	44.4%	33.3%	22.2%			9

- 100% of 5 departments strongly agreed or agreed: Communication Science & Disorders, English, Hispanic Studies, History, and Philosophy.
- 3 students strongly disagreed.

Would Recommend UH to Prospective Students

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

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

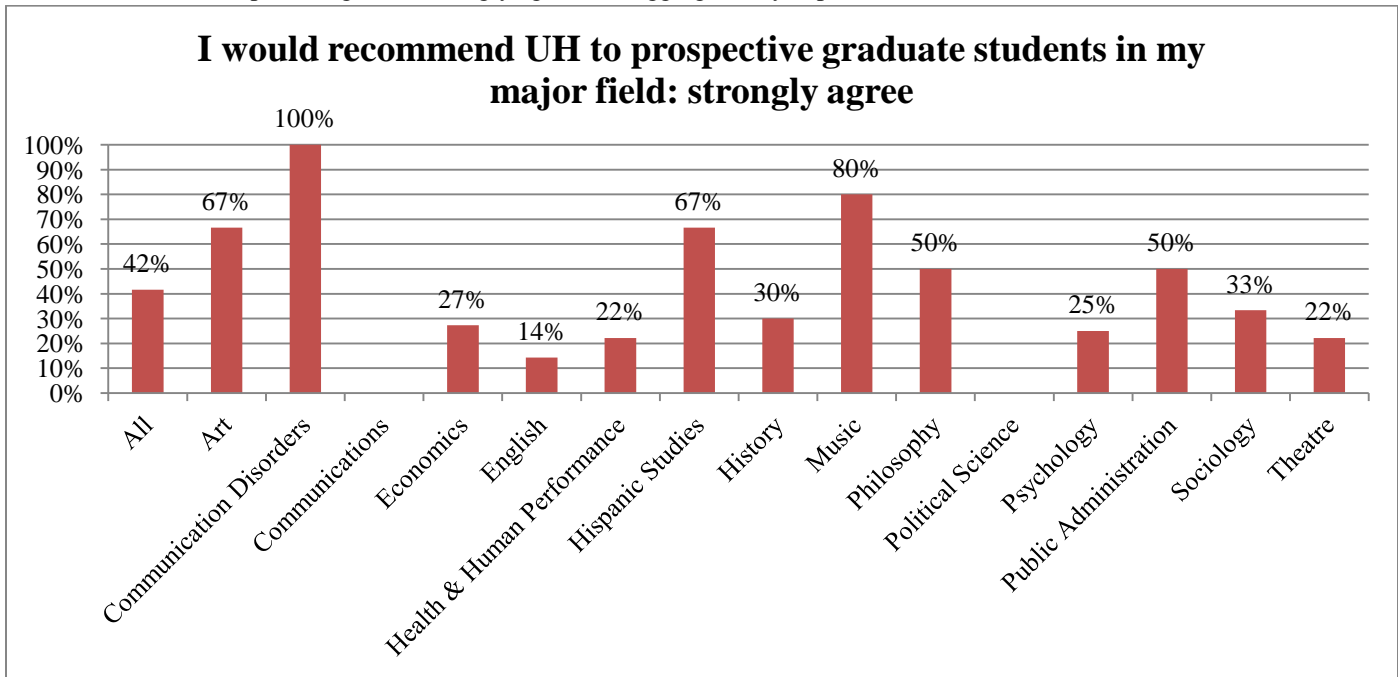


Table 16: All responses for question 16, disaggregated by department

Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	41.7%	31.8%	9.8%	10.6%	6.1%	132
Art	66.7%			33.3%		6
Communication Science & Disorders	100%					15
Communications		25%		25%	50%	4
Economics	27.3%	54.5%	9.1%	9.1%		11
English	14.3%	57.1%	14.3%	7.1%	7.1%	14
Health & Human Performance	22.2%	44.4%	11.1%	11.1%	11.1%	9
Hispanic Studies	66.7%	33.3%				3
History	30%	40%	10%	10%	10%	10
Music	80%	13.3%	6.7%			15
Philosophy	50%	25%		25%		4
Political Science		50%		25%	25%	4
Psychology	25%	50%	10%	10%	5%	20
Public Administration	50%			50%		2
Sociology	33.3%	33.3%	33.3%			6
Theatre	22.2%	11.1%	33.3%	22.2%	11.1%	9

- 100% of Communication Science & Disorders and 80% of Music students strongly agreed.
- On the whole, respondents were a little less positive here although 74% of students did strongly agree or agree.
- 8 students strongly disagreed.

Overall Positive Impression of Graduate Studies

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

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

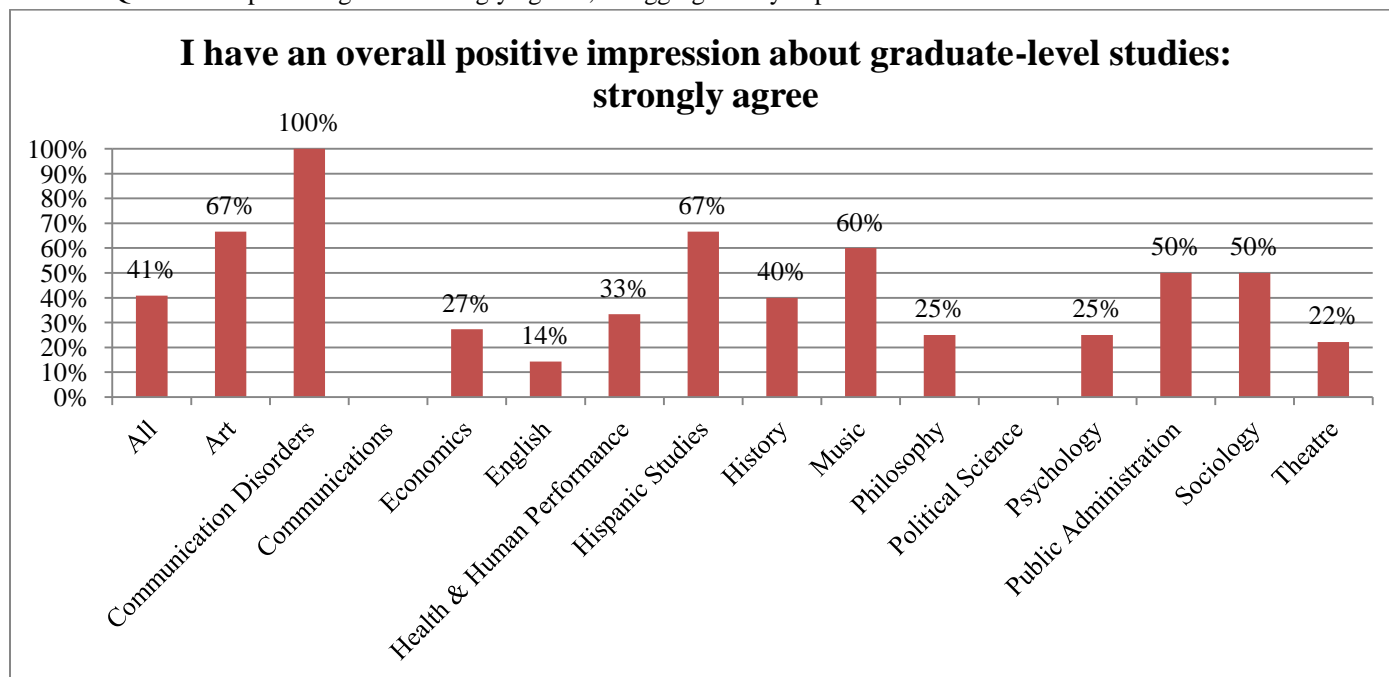


Table 17: All responses for question 17, disaggregated by department

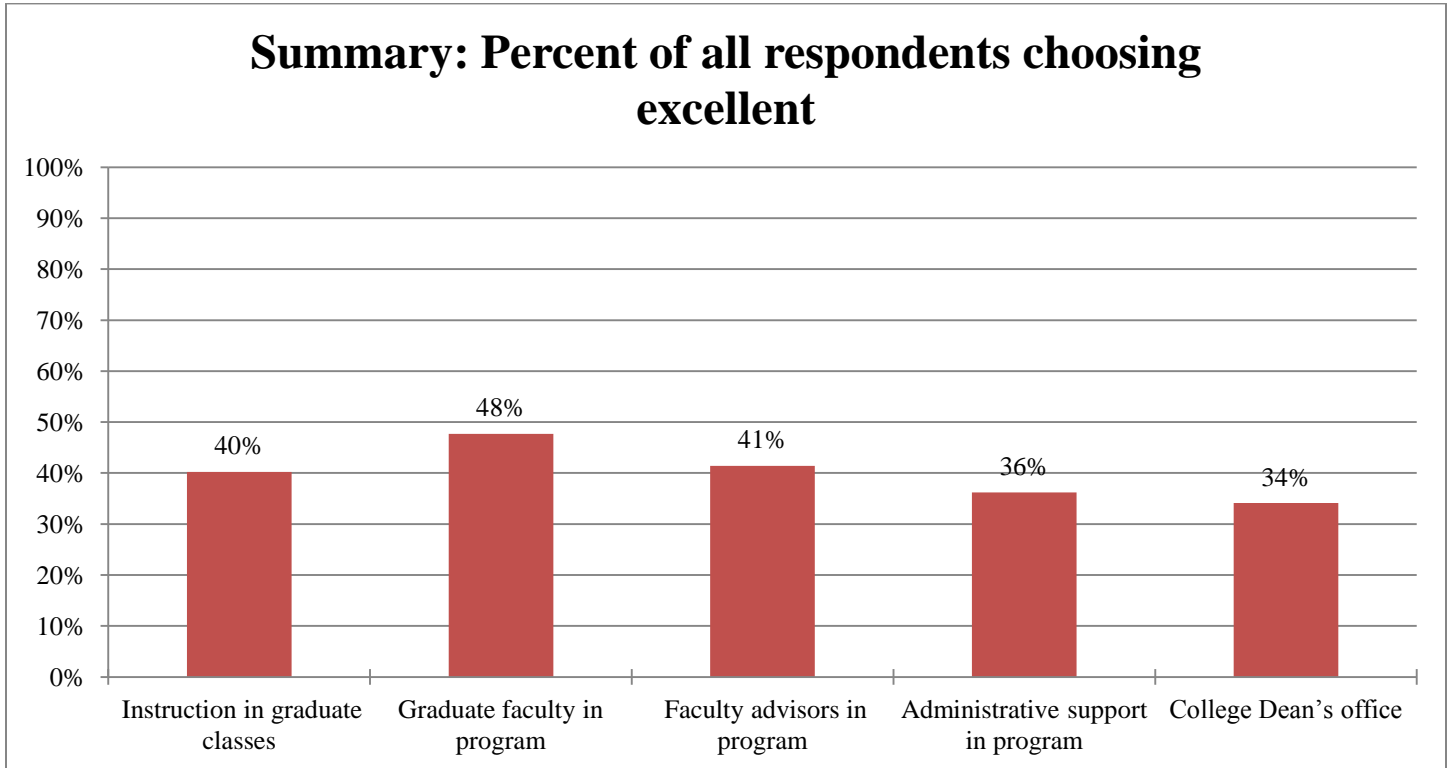
Department	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total (N)
All	40.9%	33.3%	15.9%	6.8%	3%	132
Art	66.7%		33.3%			6
Communication Science & Disorders	100%					15
Communications		25%	25%	50%		4
Economics	27.3%	63.6%	9.1%			11
English	14.3%	64.3%	7.1%	7.1%	7.1%	14
Health & Human Performance	33.3%	33.3%	22.2%		11.1%	9
Hispanic Studies	66.7%		33.3%			3
History	40%	40%		20%		10
Music	60%	26.7%	13.3%			15
Philosophy	25%	25%	25%	25%		4
Political Science			50%	25%	25%	4
Psychology	25%	55%	10%	5%	5%	20
Public Administration	50%		50%			2
Sociology	50%	50%				6
Theatre	22.2%	11.1%	55.6%	11.1%		9

- Again, overall, 74% of students strongly agreed or agreed. A larger number of respondents chose the neutral option.
- No one in Political Science answered positively, and their student was 1 of the 4 who strongly disagreed.
- 100% of students in Communication Science & Disorders strongly agreed.

Ratings for Questions 18 to 22

In this section, as before, students were asked to respond to more general statements that all began with the prompt, “as a result of my degree program at the University of Houston...” These five statements were assessed as excellent, good, fair and poor, however. Summary Chart 3 gives the percentage of those who gave the top rating, excellent, for questions 18 through 22. Summary Table 3, which follows the chart, provides a breakdown of all responses for each question. Differences by major are examined for each question in the pages that follow this summary.

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



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

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

	Instruction in graduate classes.	Graduate faculty in program.	Faculty advisors in program.	Administrative support in program.	College Dean's office.
Excellent	40.2%	47.7%	41.4%	36.2%	34.1%
Good	41.7%	31.1%	33.6%	33.1%	40.7%
Fair	15.2%	16.7%	16.4%	18.9%	18.7%
Poor	3%	4.5%	8.6%	11.8%	6.6%
Total (N)	132	132	128	127	91

- Most students responded very positively, 70% or more answered excellent or good to each of these questions.
- Only 91 students responded to the item about the College Dean's Office, making this the least answered question (33% left it blank or answered not applicable).
- Responses did vary from department to department. Each question has been disaggregated by department in the following pages.

Instruction in Graduate Classes

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

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

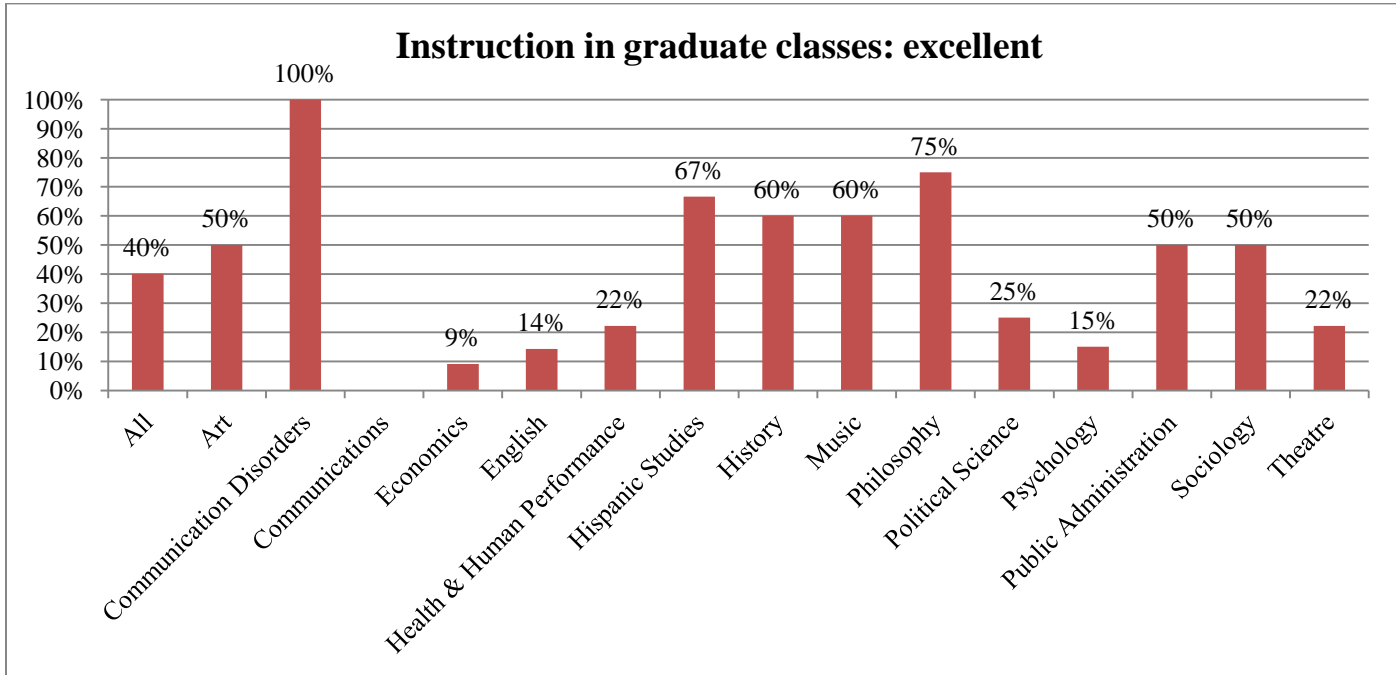


Table 18: All responses for question 18, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	40.2%	41.7%	15.2%	3%	132
Art	50%	33.3%	16.7%		6
Communication Science & Disorders	100%				15
Communications		50%	25%	25%	4
Economics	9.1%	72.7%	18.2%		11
English	14.3%	71.4%	7.1%	7.1%	14
Health & Human Performance	22.2%	33.3%	44.4%		9
Hispanic Studies	66.7%	33.3%			3
History	60%	40%			10
Music	60%	40%			15
Philosophy	75%	25%			4
Political Science	25%	50%	25%		4
Psychology	15%	60%	20%	5%	20
Public Administration	50%	50%			2
Sociology	50%	50%			6
Theatre	22.2%		66.7%	11.1%	9

- 100% of 7 departments answered excellent or good: Communication Science & Disorders, Hispanic Studies, History, Music, Philosophy, Public Administration and Sociology; 100% of Communication Science & Disorders chose excellent.
- Only 4 students felt instruction in graduate classes was poor.

Graduate Faculty in Program

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

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

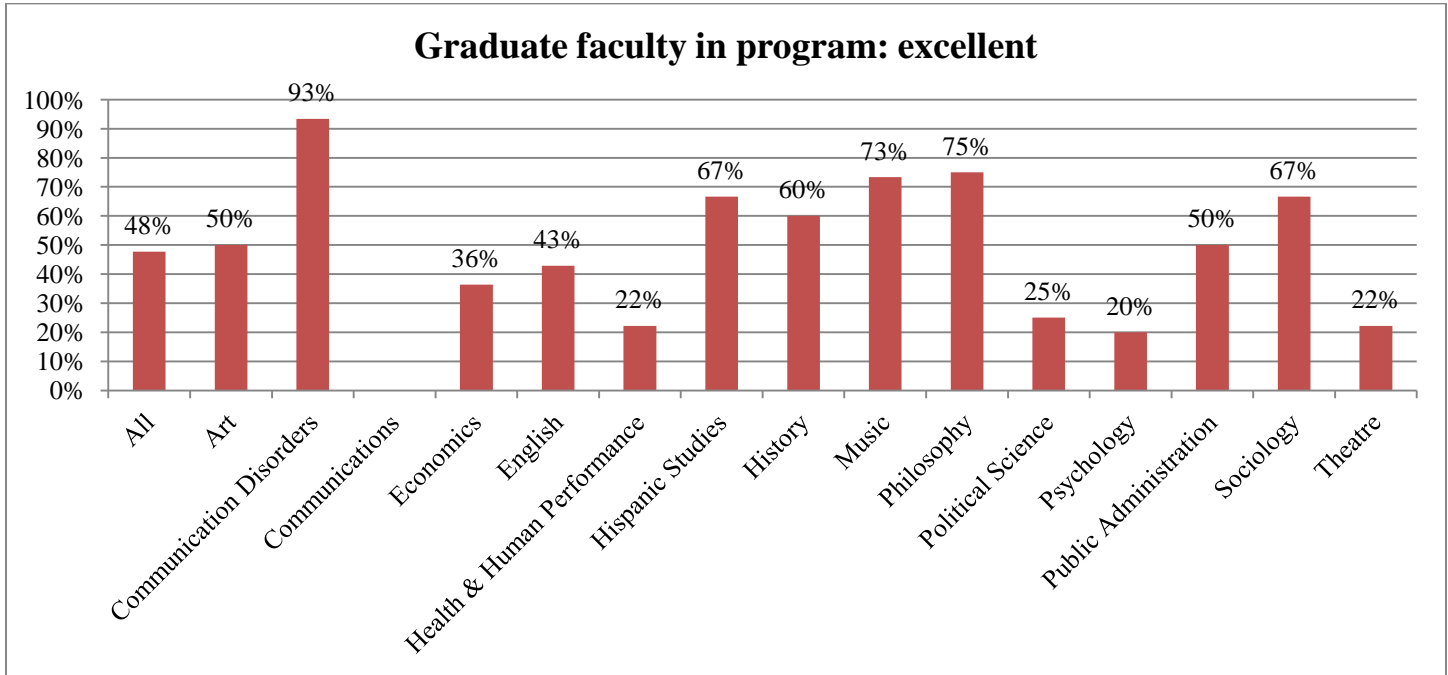


Table 19: All responses for question 19, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	47.7%	31.1%	16.7%	4.5%	132
Art	50%	16.7%	33.3%		6
Communication Science & Disorders	93.3%	6.7%			15
Communications		75%		25%	4
Economics	36.4%	45.5%	18.2%		11
English	42.9%	42.9%	7.1%	7.1%	14
Health & Human Performance	22.2%	33.3%	44.4%		9
Hispanic Studies	66.7%		33.3%		3
History	60%	20%	10%	10%	10
Music	73.3%	26.7%			15
Philosophy	75%	25%			4
Political Science	25%	25%	50%		4
Psychology	20%	50%	20%	10%	20
Public Administration	50%	50%			2
Sociology	66.7%	33.3%			6
Theatre	22.2%	11.1%	55.6%	11.1%	9

- Again, students felt most positive about graduate faculty in their program and frequently mentioned their professors in their answers to the open-ended questions.
- 6 students responded poor.

Faculty Advisers in Program

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

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

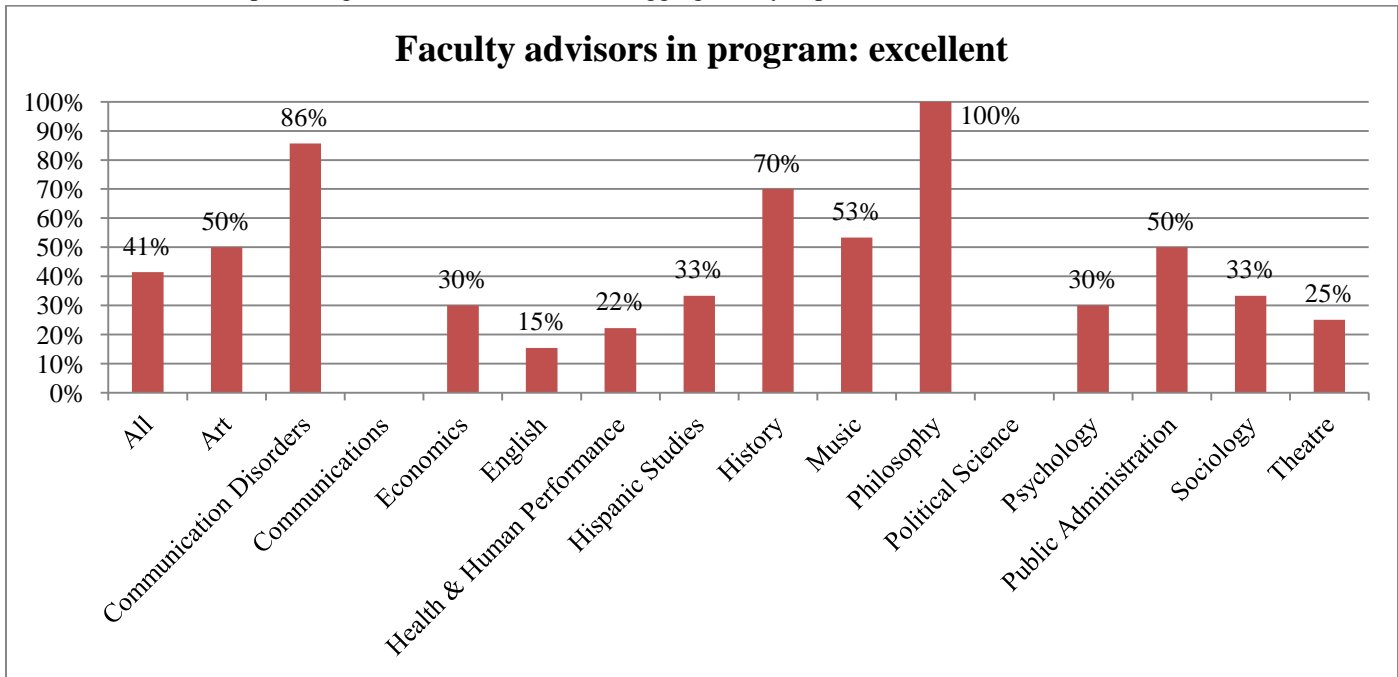


Table 20: All responses for question 20, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	41.4%	33.6%	16.4%	8.6%	128
Art	50%	33.3%	16.7%		6
Communication Science & Disorders	85.7%	14.3%			14
Communications		75%		25%	4
Economics	30%	40%	30%		10
English	15.4%	69.2%		15.4%	13
Health & Human Performance	22.2%	22.2%	33.3%	22.2%	9
Hispanic Studies	33.3%	33.3%	33.3%		3
History	70%	20%	10%		10
Music	53.3%	26.7%	6.7%	13.3%	15
Philosophy	100%				4
Political Science		75%	25%		4
Psychology	30%	40%	20%	10%	20
Public Administration	50%	50%			2
Sociology	33.3%	33.3%	33.3%		6
Theatre	25%		50%	25%	8

- Overall, 75% of respondents felt the faculty advisers in their program were excellent; 100% of Philosophy students rated their advisers as excellent.
- 11 students responded that their faculty advisers were poor.

Administrative Support in Program

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

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

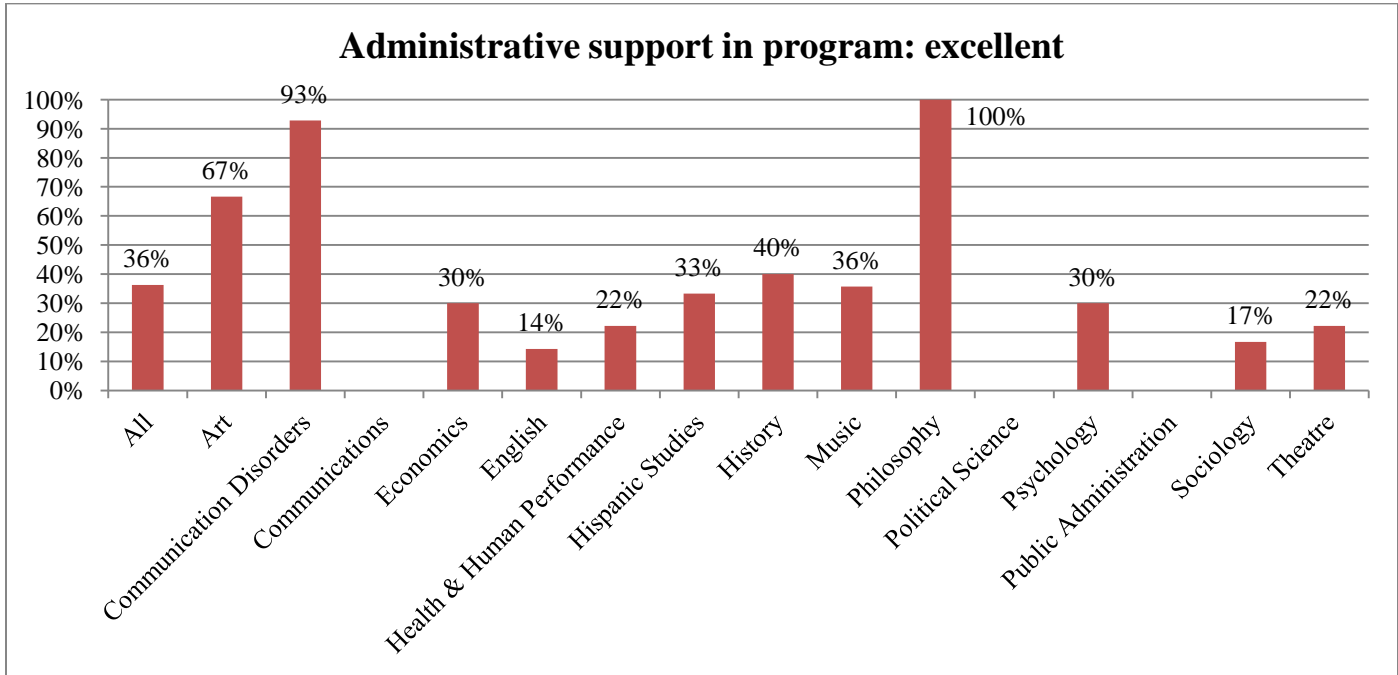


Table 21: All responses for question 21, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	36.2%	33.1%	18.9%	11.8%	127
Art	66.7%	16.7%	16.7%		6
Communication Science & Disorders	92.95	7.1%			14
Communications			50%	50%	4
Economics	30%	50%	20%		10
English	14.3%	42.9%	7.1%	35.7%	14
Health & Human Performance	22.2%	33.3%	33.3%	11.1%	9
Hispanic Studies	33.3%	33.3%	33.3%		3
History	40%	20%	20%	20%	10
Music	35.7%	42.9%	21.4%		14
Philosophy	100%				3
Political Science		75%		25%	4
Psychology	30%	50%	20%		20
Public Administration				100%	1
Sociology	16.7%	66.7%	16.7%		6
Theatre	22.2%		44.4%	33.3%	9

- 100% of Philosophy students felt the administrative support in their program was excellent; 93% of Communication Science & Disorders responded excellent and the rest good
- Both Communication and Public Administration had 100% of their students respond fair or poor.
- 15 students responded that administrative support was poor.

College Dean's Office

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

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

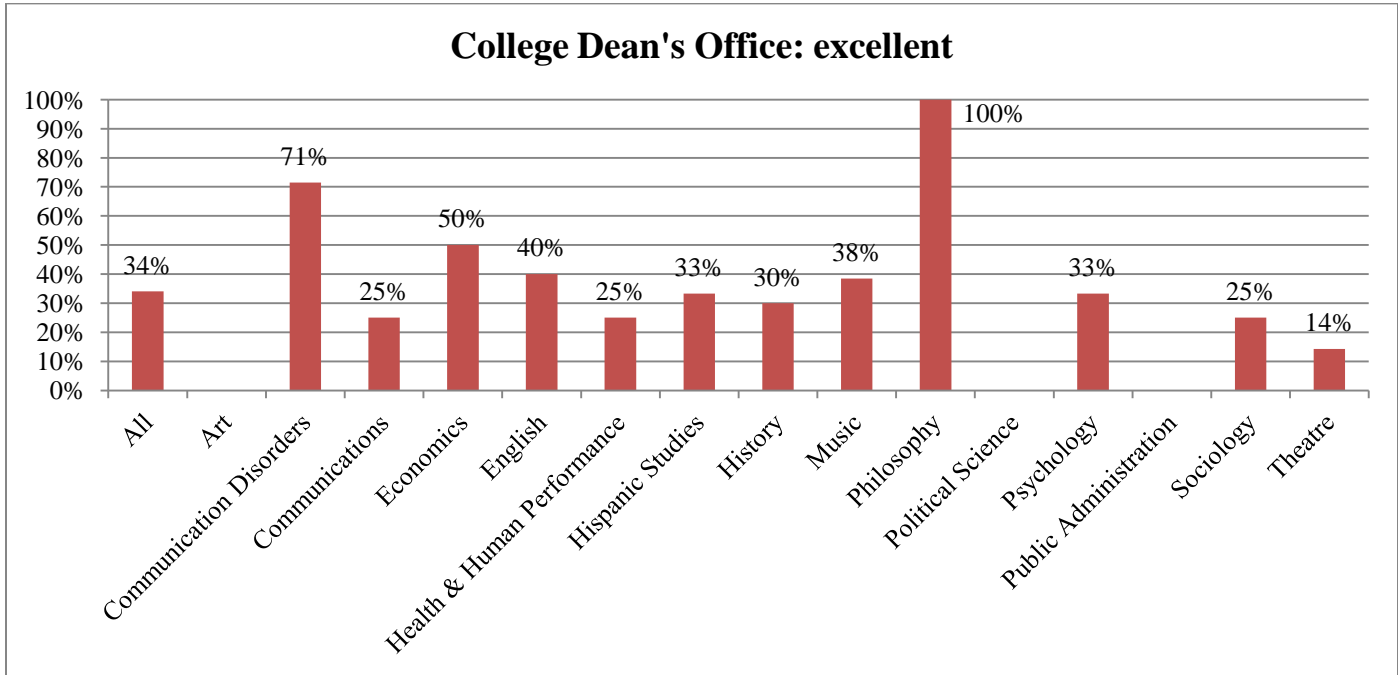


Table 22: All responses for question 22, disaggregated by department

Department	Excellent	Good	Fair	Poor	Total (N)
All	34.1%	40.7%	18.7%	6.6%	91
Art		66.7%		33.3%	3
Communication Science & Disorders	71.4%	28.6%			7
Communications	25%	50%	25%		4
Economics	50%		50%		4
English	40%	30%	10%	20%	10
Health & Human Performance	25%	25%	25%	25%	4
Hispanic Studies	33.3%	66.7%			3
History	30%	40%	30%		10
Music	38.5%	46.2%	7.7%	7.7%	13
Philosophy	100%				2
Political Science		100%			4
Psychology	33.3%	53.3%	13.3%		15
Public Administration			100%		1
Sociology	25%	50%	25%		4
Theatre	14.3%	14.3%	57.1%	14.3%	7

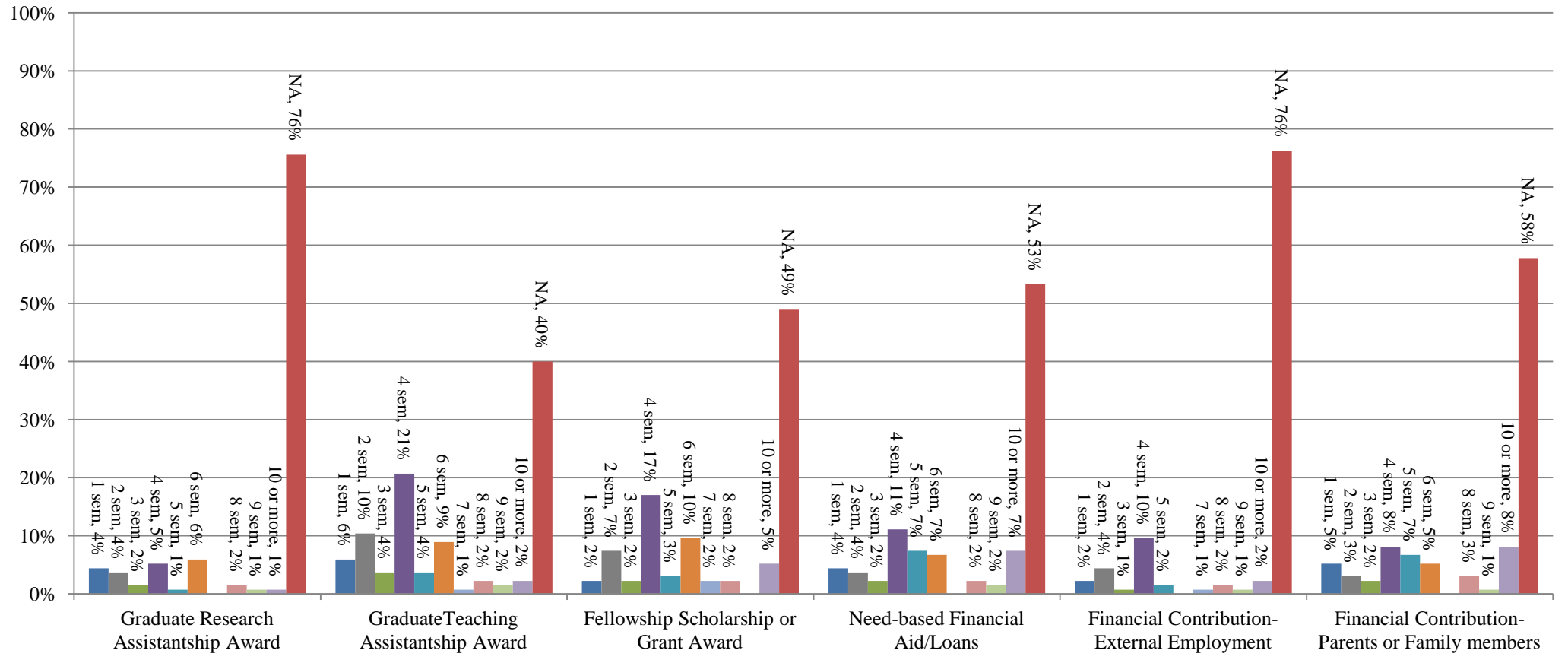
- 100% of 4 departments responded that the dean's office was excellent or good: Communication Science & Disorders, Hispanic Studies, Philosophy, and Political Science.
- 44 students left this item blank or responded not applicable.
- 6 students said it was poor.

Summary of Financial Awards and Contributions

In this section, questions 23-28, students were asked to indicate the number of semesters in which they received various types of financial awards and contributions. Summary Chart 4 shows the percentages of financial awards and contributions that all the students received disaggregated by number of semesters funded. This chart and table show aggregate responses across the College of Liberal Arts and Social Sciences. Differences by department are examined in the pages that follow Summary Table 4.

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

Summary : percents of all students by type of funding and length of funding



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

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

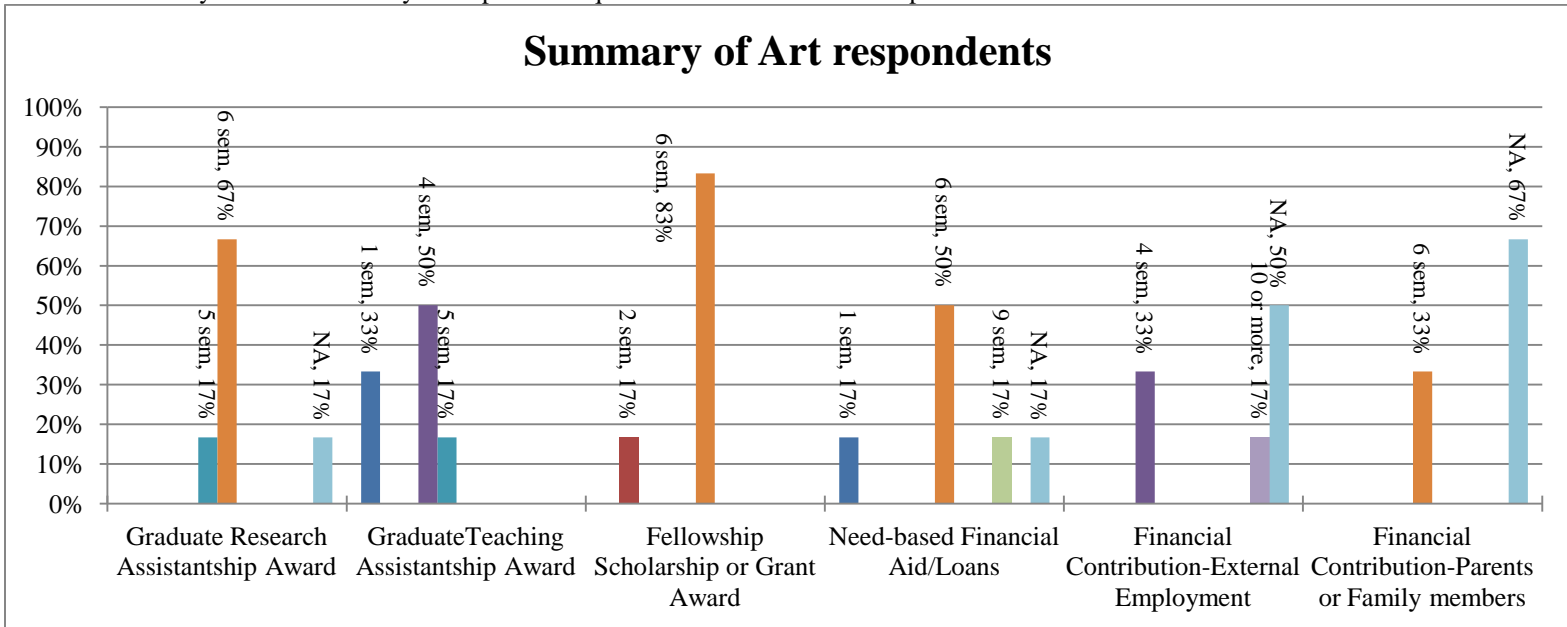
	1 sem	2 sem	3 sem	4 sem	5 sem	6 sem	7 sem	8 sem	9 sem	10 or more	NA	Total (N)
Graduate Research Assistantship Award	4.4%	3.7%	1.5%	5.2%	0.7%	5.9%		1.5%	0.7%	0.7%	75.6%	135
Graduate Teaching Assistantship Award	5.9%	10.4%	3.7%	20.7%	3.7%	8.9%	0.7%	2.2%	1.5%	2.2%	40%	135
Fellowship Scholarship or Grant Award	2.2%	7.4%	2.2%	17%	3%	9.6%	2.2%	2.2%		5.2%	48.9%	135
Need-based Financial Aid/Loans	4.4%	3.7%	2.2%	11.1%	7.4%	6.7%		2.2%	1.5%	7.4%	53.3%	135
Financial Contribution-External Employment	2.2%	4.4%	0.7%	9.6%	1.5%		0.7%	1.5%	0.7%	2.2%	76.3%	135
Financial Contribution-Parents or Family members	5.2%	3%	2.2%	8.1%	6.7%	5.2%		3%	0.7%	8.1%	57.8%	135

- Clearly, respondents received numerous kinds of funding throughout their graduate careers, and not all departments have the same funding opportunities. Responses varied widely from department to department. For these reasons, charts in the following section have summarized the responses to all the items in each department to be of the most use.
- Many students discussed funding as part of their comments to the open-ended items.
- 60% of respondents had a graduate teaching assistantship award for at least 1 semester, and 40% of the total held a teaching assistantship for at least 2 years.
- 70% of students never had to rely on external employment; 53% never took out need-based financial aid or loans.
- Again, for these questions, unlike the rest of the survey, the students responding “not applicable” or leaving the answer blank have been included in the tabulation of percentages for that item.

Departmental Summary Charts of Financial Awards and Contributions

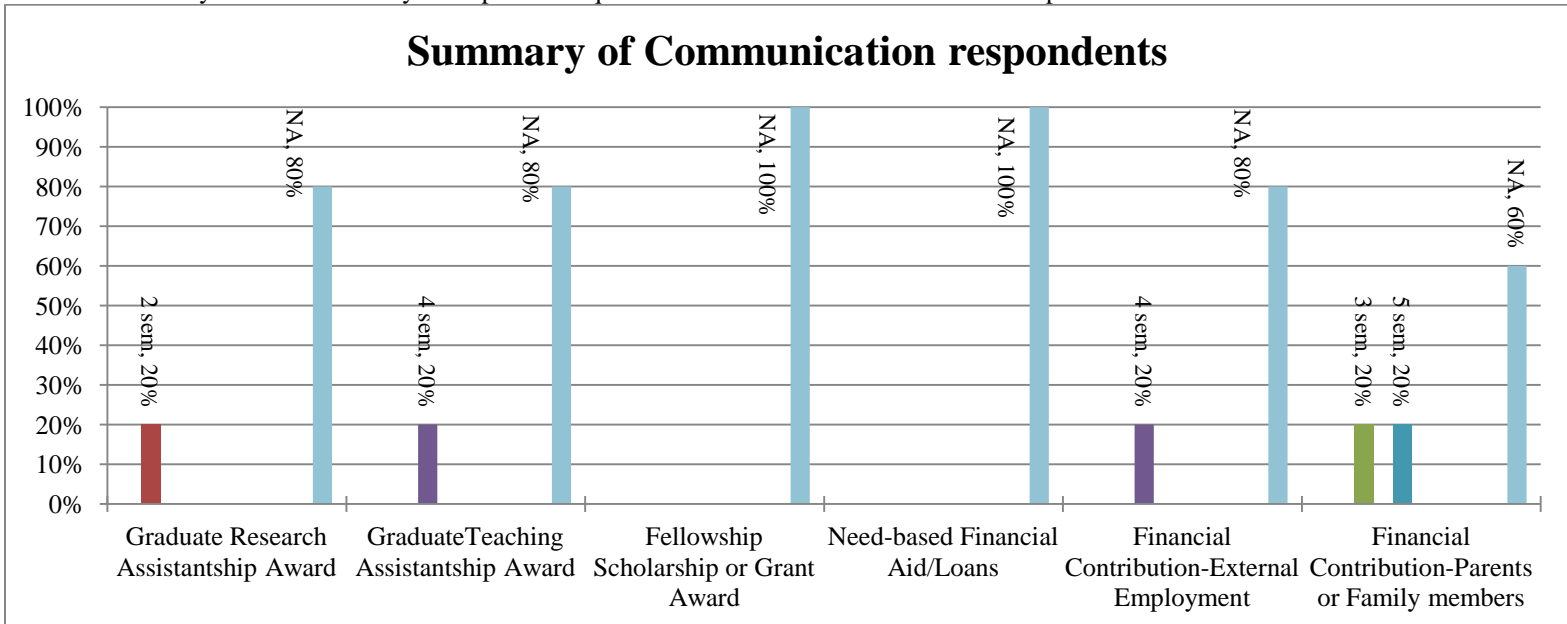
The following charts are disaggregated by department, showing the percentages of respondents who received each type of funding (questions 15-20) and how many semesters they received that funding.

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



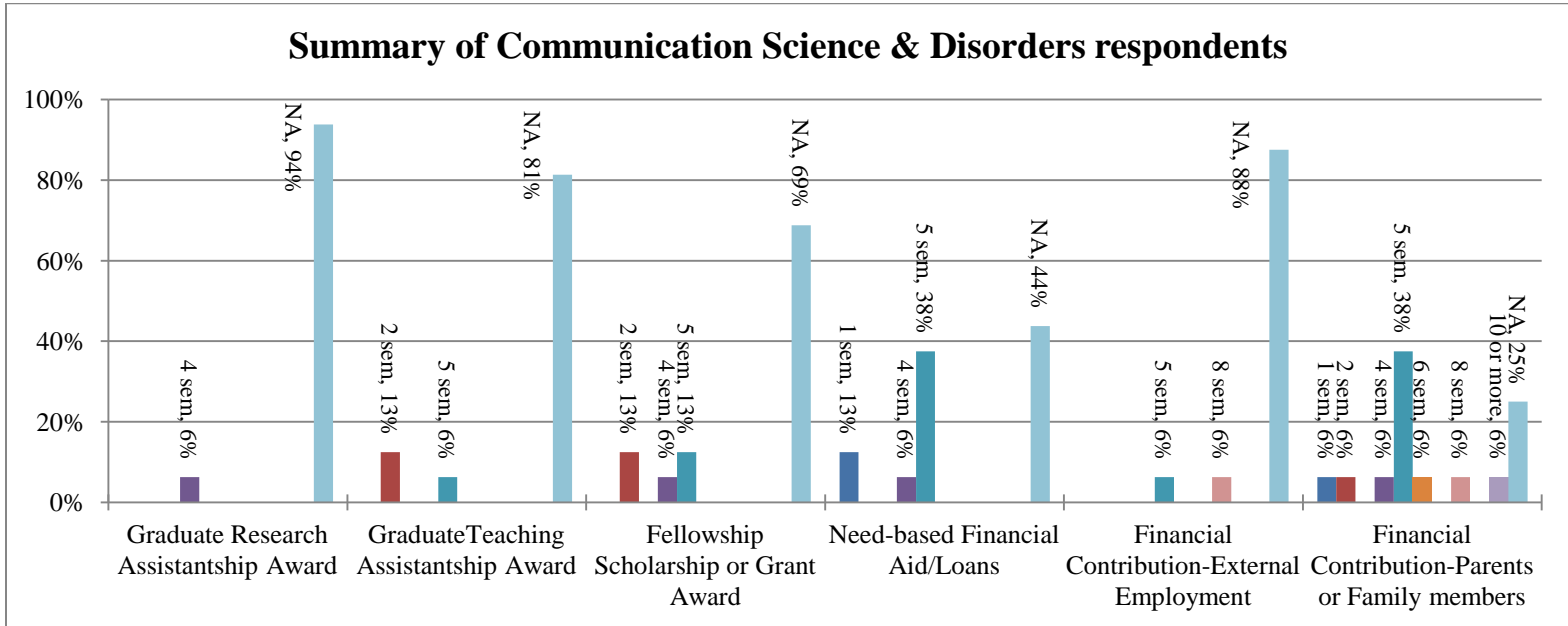
- There are 6 respondents to these items. All combined at least 4 types of funding. 5 of 6 had graduate research assistantship awards. All had graduate teaching assistantship awards and a fellowship, scholarship or grant award. 83% had that award for 6 semesters.

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



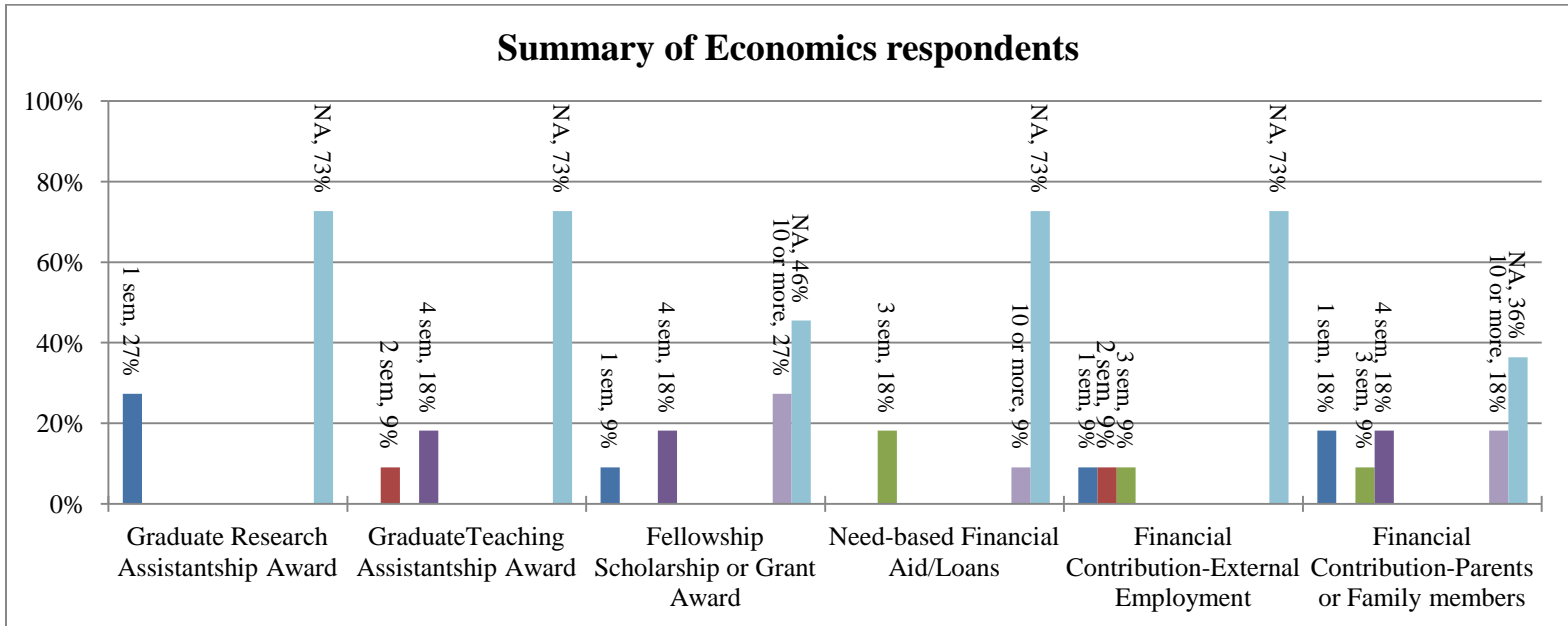
- There are 5 respondents to these items. 1 had a graduate teaching assistantship award and financial contributions from parents or family members; 1 relied on external employment; 1 had a graduate research assistantship and financial contributions from parents or family members; 2 answered not applicable or left their answers blank.

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



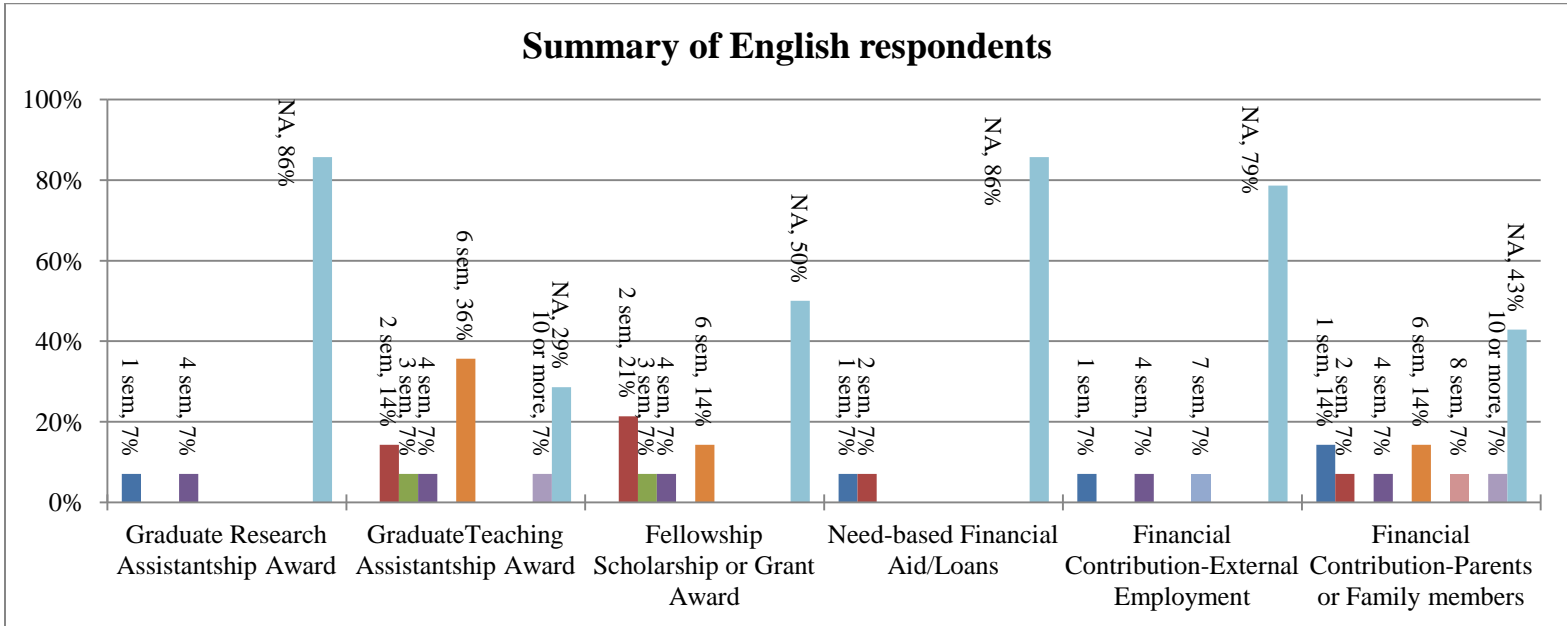
- There are 16 respondents to these items.
- 4 students relied solely on financial contributions from parents or family members. 7 respondents combined 2 to 3 different kinds of funding.

Summary Chart 10. Summary of responses to questions 23-28 for the Economics department



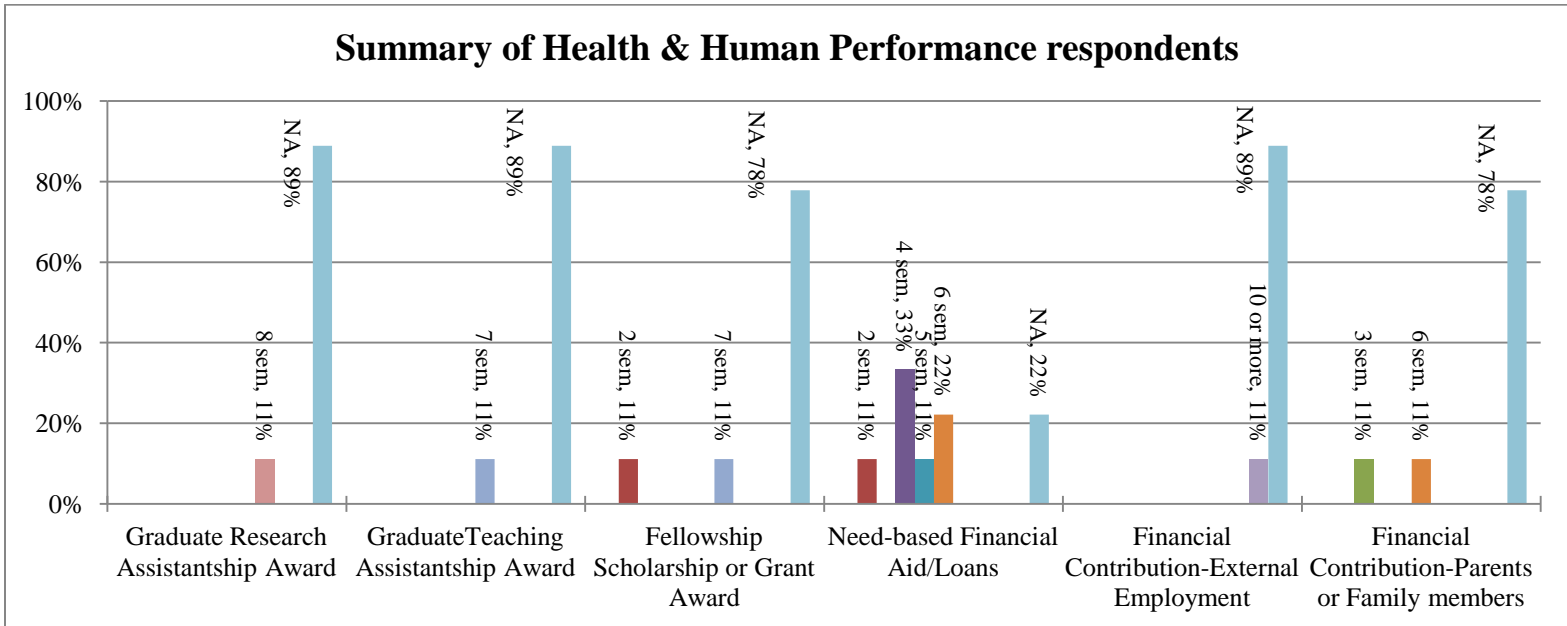
- There are 11 respondents to these items (8 Master's and 3 Doctoral students).
- 1 respondent relied solely on need-based financial aid or loans. 5 students combined 2 to 3 different kinds of funding. 45% of students had a fellowship, scholarship or grant award for at least 4 semesters.

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



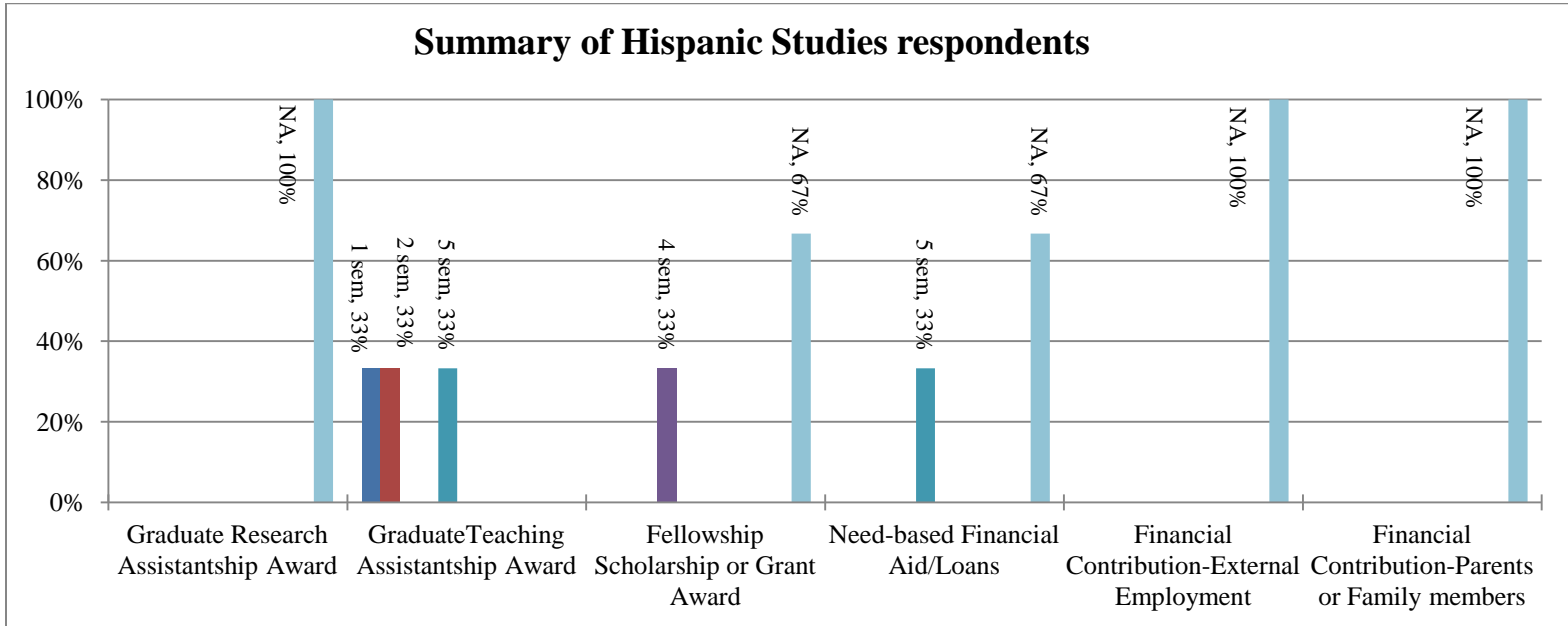
- There are 14 respondents to these items (6 MA; 5 MFA; 3 PhD).
- 3 relied solely on the financial contributions of parents or family members; 1 relied solely on need-based financial aid or loans; 1 on graduate teaching assistantship award. 8 combined 2 to 3 types of funding.

Summary Chart 12. Summary of responses to questions 23-28 for the Health & Human Performance department



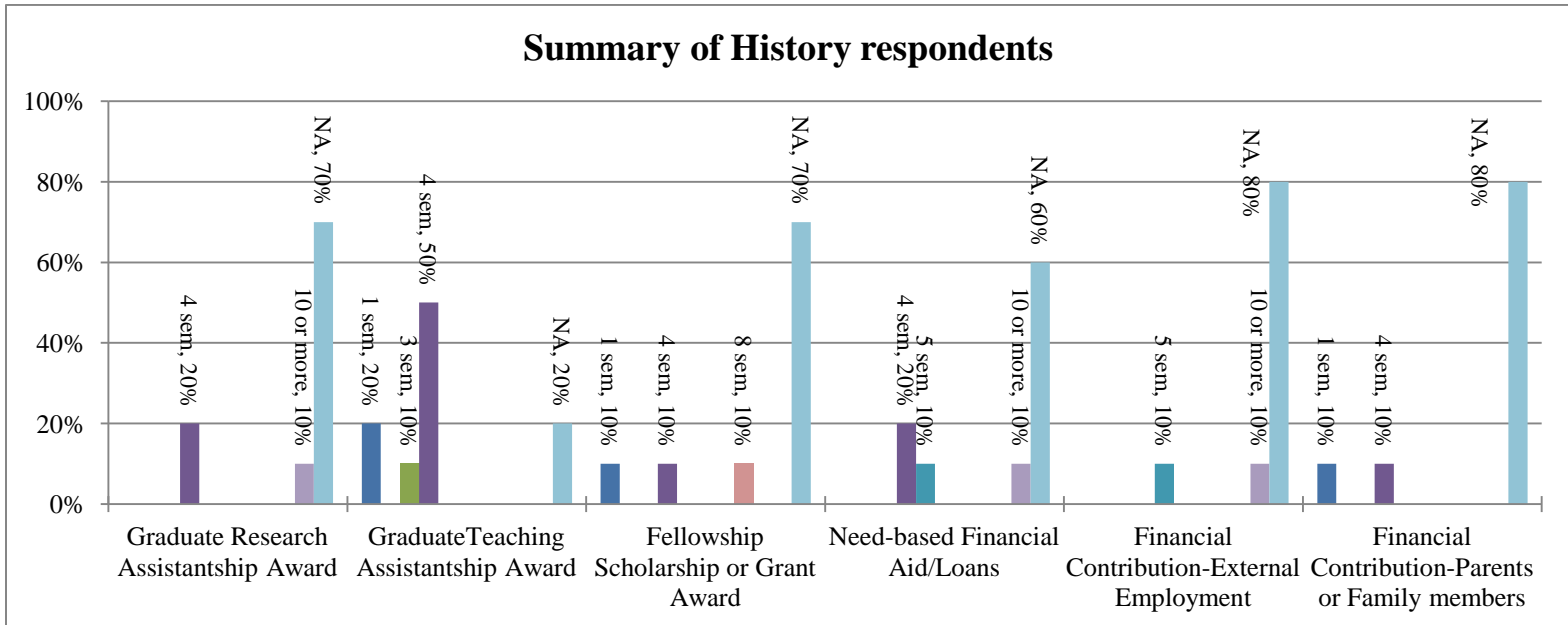
- There are 9 respondents to these items (1 MA; 4MS; 2 MEd; 1 PhD; 1 EdD).
- 3 students relied solely on need-based financial aid or loans; 1 solely on the financial contribution of parents or family members; and 1 on external employment. The other 4 respondents combined 2 to 3 types of funding.

Summary Chart 13. Summary of responses to questions 23-28 for the Hispanic Studies department



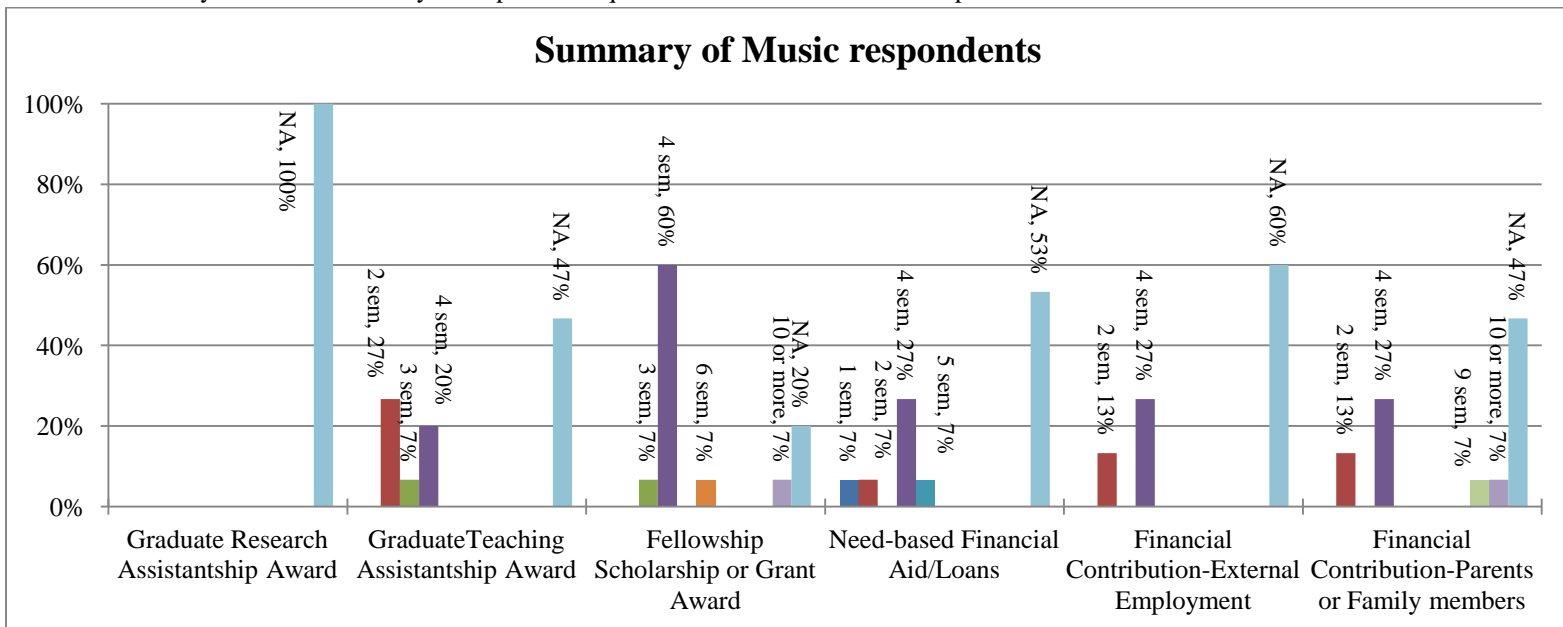
- There are 3 respondents to these items.
- 1 student relied solely on a graduate teaching assistantship award. The other 2 combined the graduate teaching assistantship with 1 other type of funding.

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



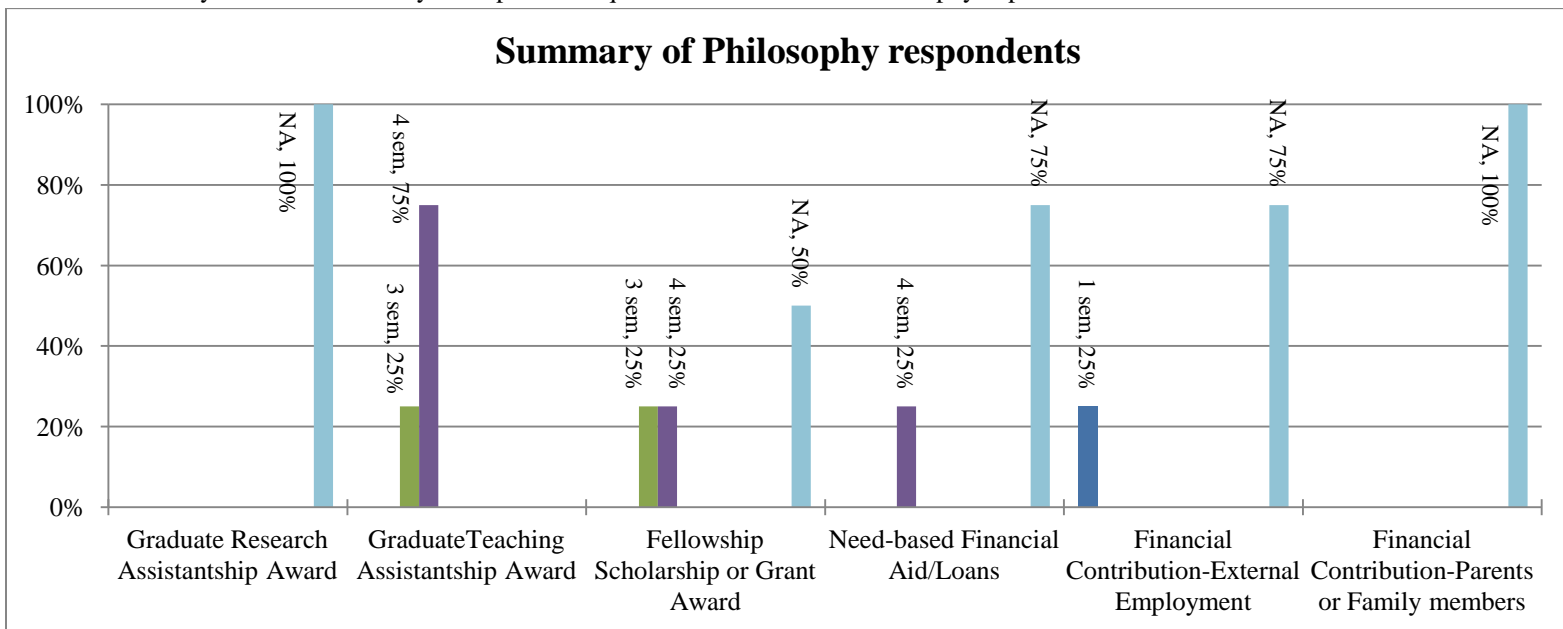
- There are 10 respondents to these items (8 Master's and 2 Doctoral students).
- 80% of students held a graduate teaching assistantship award and 2 students relied solely on that award for their funding.
- 6 other students combined 2 to 3 different kinds of funding.

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



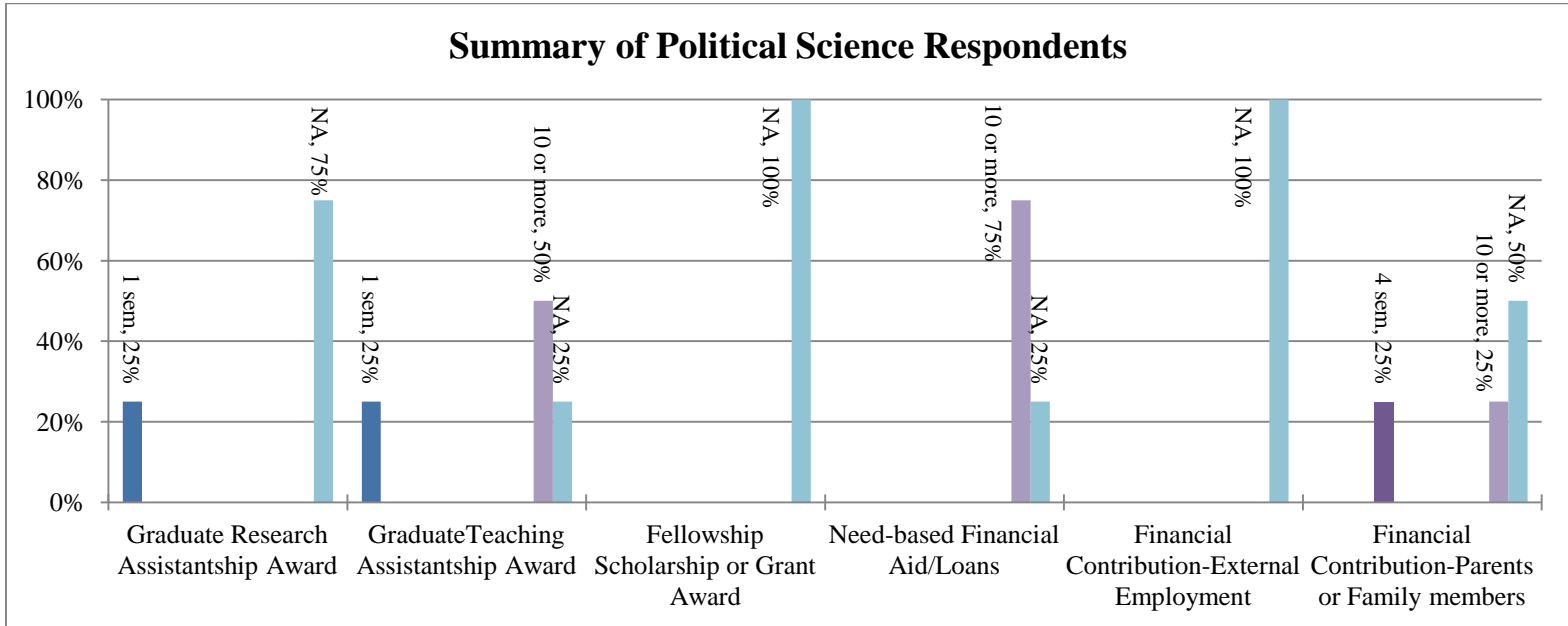
- There are 15 respondents to these items (14 Master’s and 1 Doctoral students).
- 1 student relied solely on the financial contributions of parents or family members; 1 solely on need-based financial aid or loans.
- Nearly all of the respondents combined 3 or 4 types of funding. 80% had a fellowship, scholarship or grant award for at least 3 semesters.

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



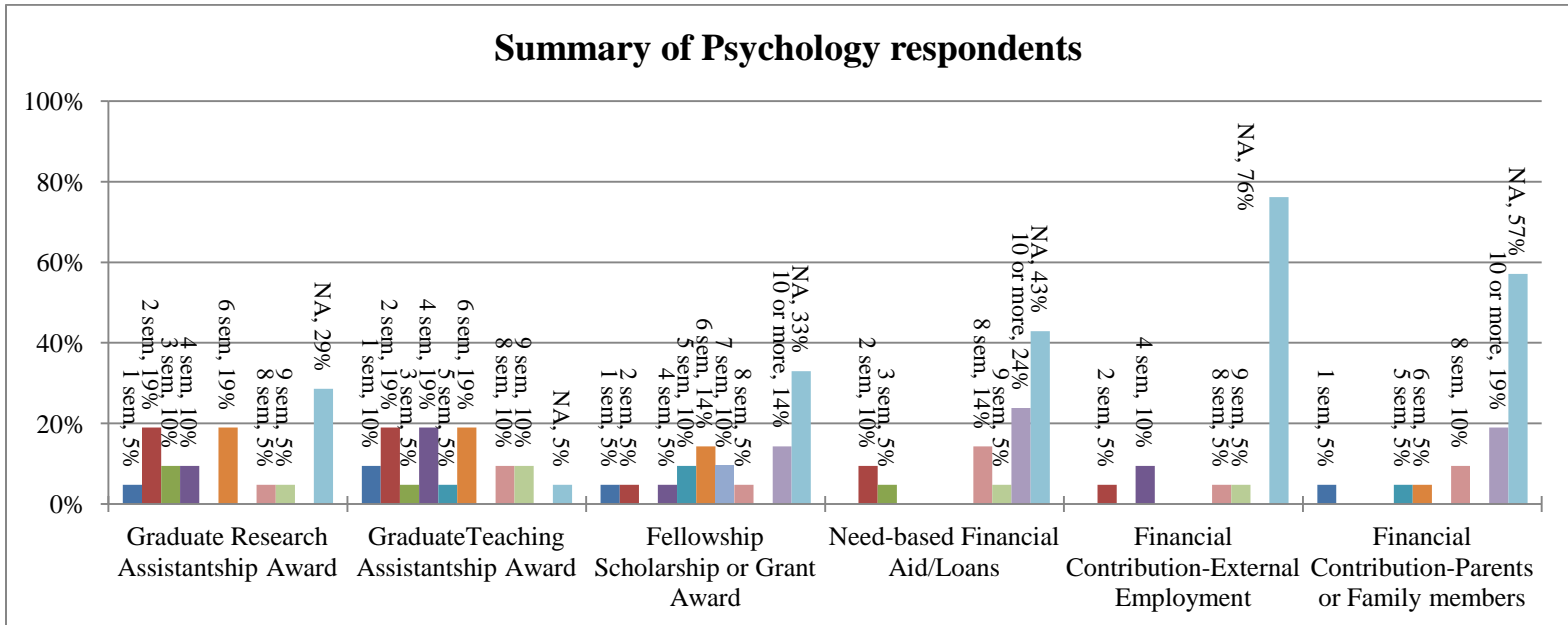
- There are 4 respondents to these items.
- 1 student relied solely on a graduate teaching assistantship award. The other 3 combined 2 or 3 types of funding.

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



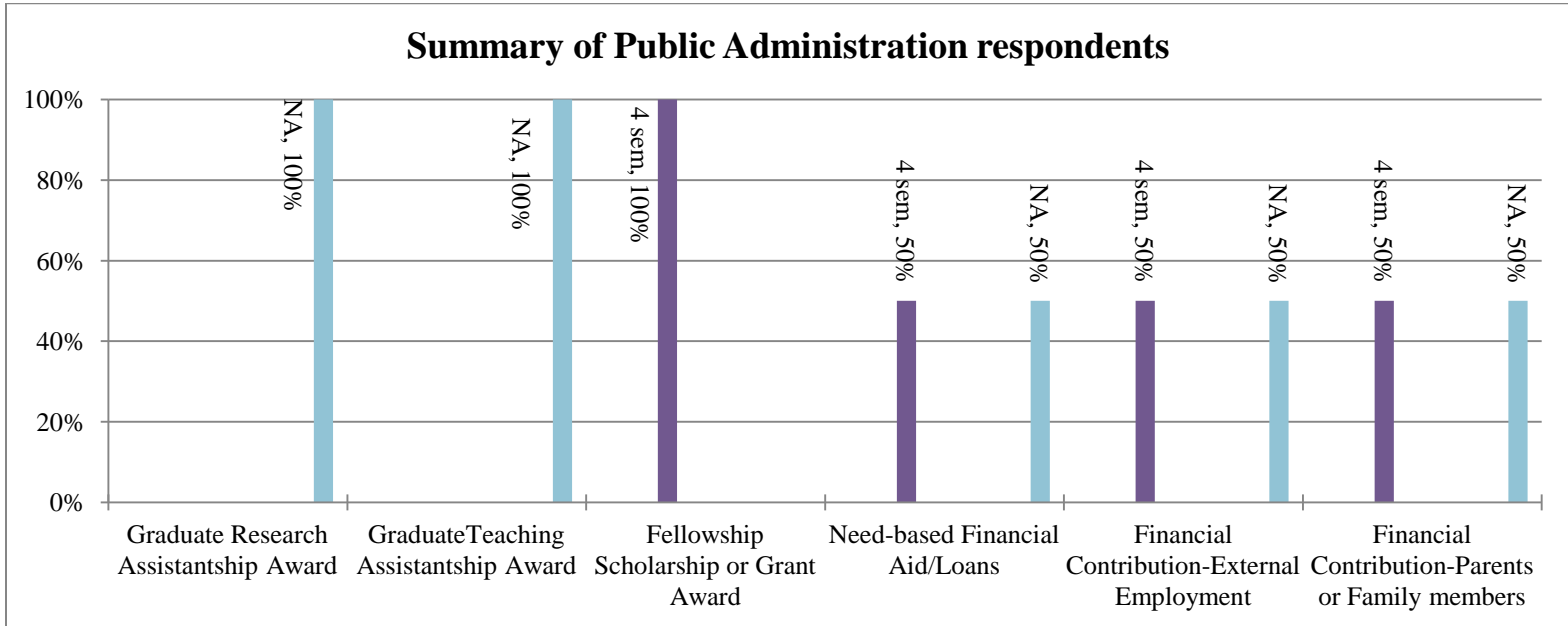
- There are 4 respondents to these items (2 Master’s and 2 Doctoral students).
- 1 student relied solely on need-based financial aid or loans The rest combined 2 to 3 types of funding.
- 75% of respondents had need-based financial aid or loans for 10 or more semesters.

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



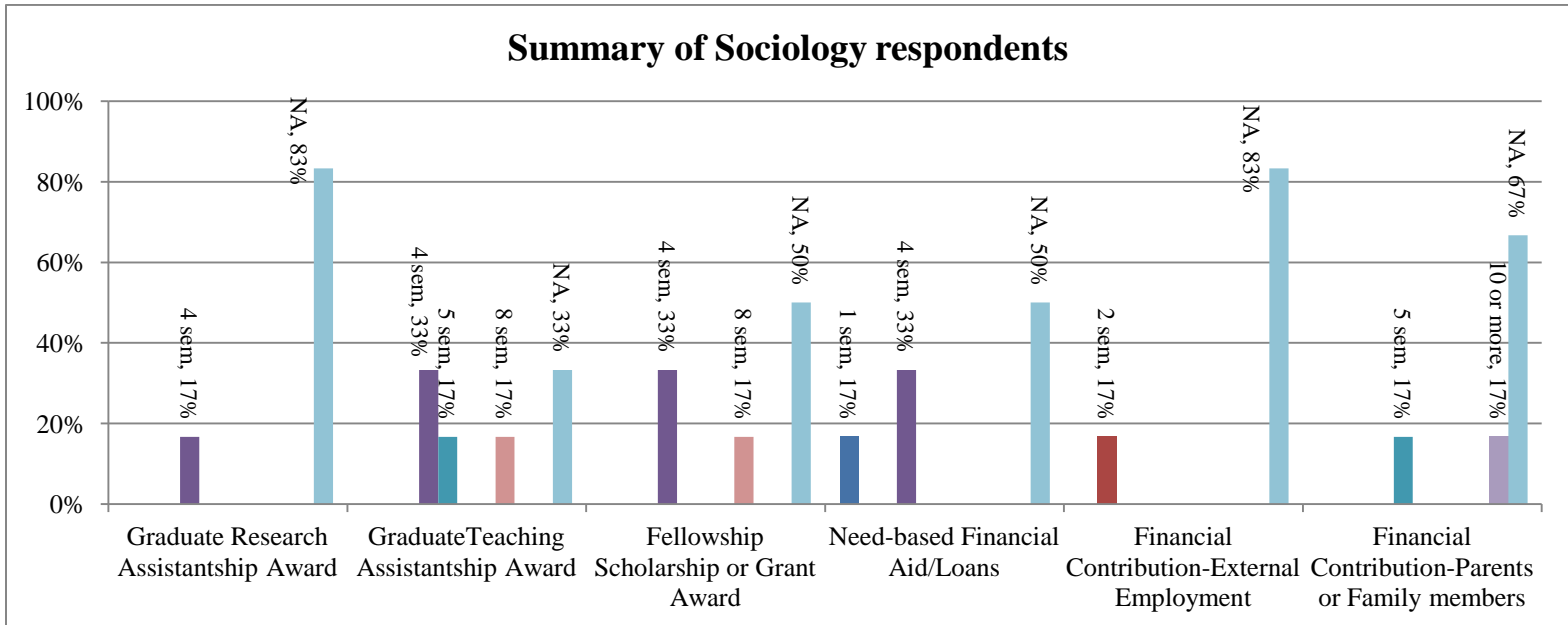
- There are 21 respondents to these items (3 Master’s and 18 Doctoral students).
- Nearly all the respondents combined 3-4 types of funding for widely varying lengths of time.
- 76.2% of students did not rely on any financial contribution from external employment.

Summary Chart 19. Summary of responses to questions 23-28 for the Public Administration program



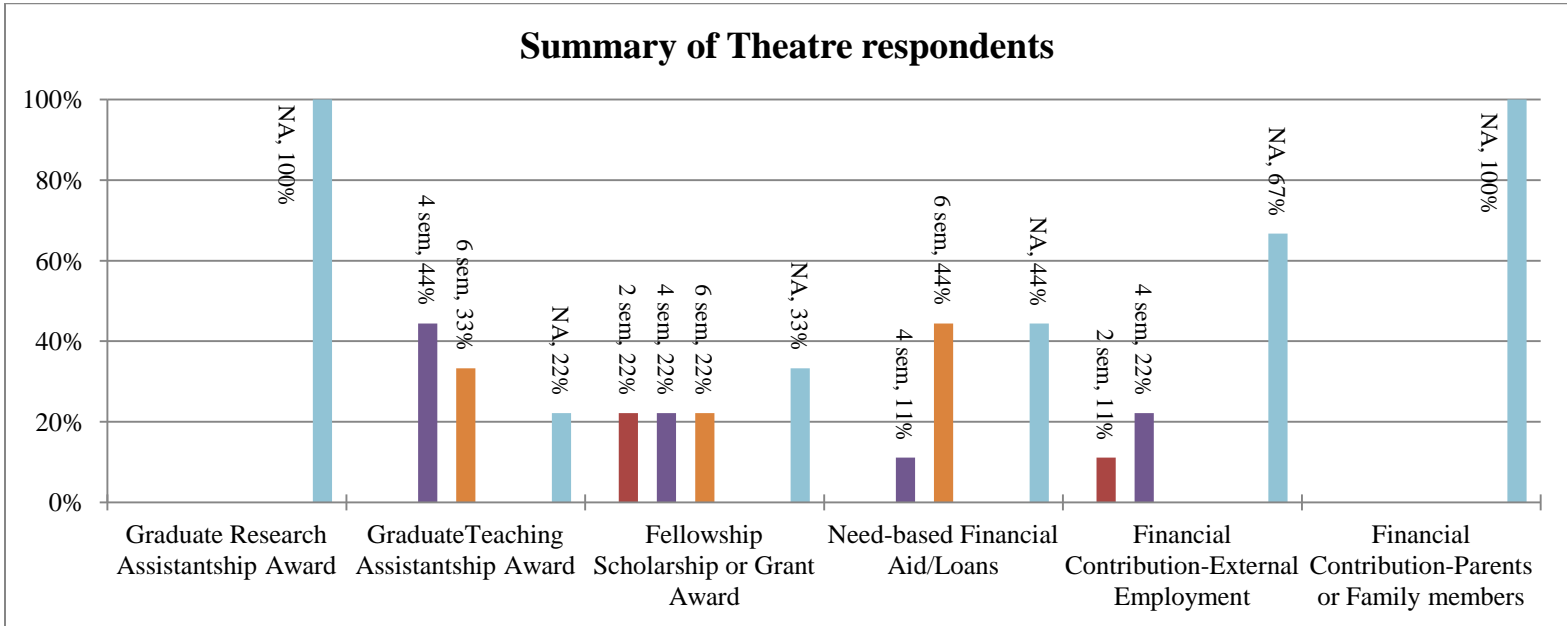
- There are 2 respondents to these items.
- Both students received fellowship, scholarship or grant awards for the 2 years they were enrolled; 1 combined this with need-based financial aid or loans; the other with a combination of financial contributions from external employment and parents or family members.

Summary Chart 20. Summary of responses to questions 23-28 for the Sociology department



- There are 6 respondents to these items.
- 4 of the 6 students had a graduate teaching assistantship award for at least 4 semesters, and 1 student relied solely on the financial contribution of parents or family members.
- 5 of the 6 combined 2 to 3 types of funding.

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



- There are 9 respondents to these items.
- 1 student relied solely on fellowship, scholarship or grant awards.
- Most students combined 2 to 3 types of funding; 2 combined 4.
- 77.7% of students had a graduate teaching assistantship award for at least 4 semesters.

Overall Quality of Graduate Experience

Question 29 asks students to give comments on the overall quality of their graduate experience. 83 students responded to this prompt. 17 used the term “excellent;” 15 “great;” 3 “wonderful;” 2 “outstanding;” and 1 “fantastic.” A sampling of the comments has been given below.

Art

- *This is an excellent program. I am completely satisfied with my decision to come to UH, and will highly recommend it to other prospective grads.*

Communication

- *I enjoyed the classes and found many of the subjects to be very applicable to my career.*

Communication Science & Disorders

- *Excellent quality. Faculty, staff, courses, etc. were academically challenging and prepared me for my career in speech-language pathology.*

Economics

- *Fast paced and very intensive. MA Applied Econ was a very good program, with a few kinks that still need to be wrinkled out. But overall experience was very good.*

English

- *Above average, but could be improved; certain professors conducted very weak seminars.*

Health & Human Performance

- *Pretty good...of course the quality of online courses varied. Some were great, others were dismal and frustrating due to lack of information and/or communication.*

History

- *I thoroughly enjoyed the courses I took and the various professors or instructors that I worked with. I learned a great deal from each and every one of them and appreciate each learning experience.*

Public Administration

- *Very good.*

Sociology

- *I had an excellent experience in my graduate program. Excellent faculty, supportive environment and an excellent cohort made graduate experience a delight.*

Theatre

- *I had a fantastic experience in my department. The faculty was knowledgeable and very supportive. The curriculum was constructed in such a way that allowed a great deal of freedom to follow my own interests.*

Assistance in Achieving Goals

Question 30 asks students what specific people, programs, or services assisted you in achieving their academic goals. 73 students responded to this prompt. Professors were the most mentioned, either in general or individually. In total, 109 professors were mentioned by name. Staff and resources were frequently commented on as well. 8 staff members were mentioned by name. A sampling of the comments has been given below.

Art

- *Everyone. The faculty and my fellow students were the biggest assistance in terms of feedback on my work and lively discussion of art in general. The administrators in the art office were very helpful as well. I really appreciate the fact that UH art provides us with jobs while we are in school. Also, the tuition grant is fabulous. I'm so lucky to graduate with no debt. Getting a job is harder in this field than most, but I accept it as a trade-off.*

Communication

- *Teaching and research assistantships are of great help to all graduate students because it definitely helps them financially.*

Communication Science & Disorders

- *Scholarships and research assistantships. Faculty and staff in department, family and friends.*

English

- *Creative writing program administration and faculty, Center for Teaching Excellence.*

Health & Human Performance

- *The inter-institutional agreements were helpful. Taking classes outside of U of H gave me a diverse background and introduced me to classes that I may not have had an opportunity to take in a different graduate program.*

Hispanic Studies

- *Anderson Library, LSS and Hispanic Studies Department. I would like to get more info from Career Development Center.*

History

- *Utilized the library services and ILL a lot as well.*

Music

- *The faculty in [my] area has been instrumental in helping me achieve my goals. Their open door policy is extremely welcoming and I wish more departments operated in this manner.*

Philosophy

- *Overall, the department is full of good people. Good things follow from this.*

Sociology

- *All of my classes and professors were beneficial.*

Suggested Improvements to Graduate Education

Question 31 asks students to give comments on what they would like to see improved in graduate education at the University of Houston. 77 students responded to this prompt. There were several main themes, many of which were not very department specific: students made comments desiring more demanding programs or professors, 15 times; desiring more communication within their department, 12 times; lack of course offerings (and variety of courses), 10 times; and a need for their program to be more practical/ prepare them better for a future career, 10 times. Financial Aid was also an issue: 12 students wanted more or better funding. Nearly as many complained about timely dispersal of funds and about how the central financial aid office was convoluted and unresponsive to students. While students did sometimes complain about professors, it was most usually about wanting more feedback. A sampling of the comments has been given below.

Art

- *Ideally i would like to see all the walls come down between the areas and have just one graduate program that functions as a unit instead of a bunch of smaller entities.*

Communication

- *Most of the courses are scheduled on the same day, which limits students' choice for course enrollment.*

Communication Science & Disorders

- *More affordable.*
- *Increased security in parking lots during night classes.*

Economics

- *Financial Assistance in the Masters Program.*

English

- *Clearer communication between departments.*

Health & Human Performance

- *Better communication.*

History

- *Improve the standards and funding- even if it needs to be merit based and competitive. Promising students should have access to the funding necessary to finish their degree plan in a timely fashion and conduct extensive research.*

Music

- *As a part-time student, I would like to see night classes offered.*
- *There were not many social gatherings of my colleagues.*

Philosophy

- *Maybe there could be a bit more focus on professional development.*

Psychology

- *More consistent timely distribution of graduate fellowships so that students can pay tuition, etc. on time. This added unneeded stress to students.*

Theatre

- *Not so much is wrong with the graduate programs as the University Services. Financial Aid/scholarship services are a big hassle. Everything about the process is slow, from waiting in line to waiting for someone to pick up the phone, getting any sort of answers, getting a refund, etc.*

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

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